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MINISTRY OF EDUCATION, ARTS AND CULTURE

DIRECTORATE OF NATIONAL EXAMINATIONS AND ASSESSMENT

REPORT ON THE EXAMINATIONS

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GENERAL COMMENTS

In general, some learners had problems in answering the theory questions and the understanding of what was expected of them, while other learners left out the theory questions which were not answered. Most of the learners still struggled with the ratio interpretation questions.

Most of the learners had problem with the layout of a statement of affairs, which then resulted in most of the learners using the assets less liabilities layout instead of them using the statement of financial position layout. Furthermore, learners still left out questions which were not answered.

COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) Fairly well answered. Some learners mentioned the current assets instead of the non-current assets.

Answer

Land and buildings

Premises

Vehicles

Machinery

Equipment

Furniture

Fixtures and fittings

Goodwill

Any one [1]

- (b) (i) Fairly well answered, although most of the learners struggled to write the meaning of the trial balance, while some gave the purpose of drawing up a trial balance instead of the meaning

Answer

The trial balance is a list of balances on the accounts from the ledgers, on a specific date. (1)

OR

A list of all balances in the general ledger, cash and bank balances from the cash book, the petty cash balance from the petty cash book as well as totals of lists of debtors and creditors, on a specific date. (1)

OR

A list of all the balances in the general ledger, debtors ledger, creditors ledger, cash book and petty cash book on a specific date. (1)

Any one [1]

- (ii) Poorly answered. Most of the learners mentioned that the suspense account is to correct errors instead of giving the purpose of a suspense account.

Answer

A temporary account in which the difference on a trial balance is held until errors are discovered.

OR

It is a temporary account that is opened with the difference on a trial balance. (1)

Any one [1]

- (c) Poorly answered. Most of the learners struggled with the answering of this question. They mentioned the application of computers in Accounting while some mentioned the application and advantages of computers as a tool for communication instead of mentioning the advantages of using a computer system for recording accounting information instead of a manual system.

Answer

Accurate (1)

Time-saving (1)

Information easily stored and retrieved. (1)

Saves space. No need for boxes of papers to be stored like in the past. (1)

Back-up copies are easy. (1)

Comparisons with previous years can be done by computer. (1)

Certain programmes can easily detect errors. (1)

- Better supervision when computers are linked with each other. (1)
 Better decision-making due to detailed reports. (1) Any **two** [2]
- (d) (i) Fairly well answered. Some learners mentioned the account name, for example interest received and some mentioned the names of ledgers instead of the book of first entry.
Answer
 General journal [1]
- (ii) Fairly well answered. Some learners mentioned sales returns journal instead of debtors' returns journal, while some gave the account name instead of the subsidiary book.
Answer
 Debtors Returns Journal [1]
- (iii) Fairly well answered. Some learners mentioned sales journal instead of debtors journal, while some gave the account name instead of the subsidiary book.
Answer
 Debtors journal [1]
- (e) Poorly answered. Most of the learners could not state the difference between a debit note and a credit note. Some learners referred to a debit note and credit note either too as an invoice or as a receipt. However, some learners mixed up the explanation when they differentiated between the debit note and credit note. The explanation that was meant for a debit note was given to the credit note and vice versa.
Answer
 A debit note is sent by a credit customer to a supplier to request a reduction in an invoice because of damaged/faulty goods or an overcharge. (1)
OR
 Debit note is the document sent by buyer to seller with the return of goods. (1)
 A credit note is sent by a supplier to a credit customer in response to a debit note received, to notify a reduction of an invoice. (1)
OR
 Credit note is the document sent by the seller to buyer for returns of goods. (1) [2]
- (f) (i) Poorly answered. Most of the learners do not know the differences between the input VAT and output VAT. Some gave what VAT stands for.
Answer
 Input VAT is paid on goods purchased (purchases). (1)
 Output VAT is charged / received on goods sold (sales). (1) [2]
- (ii) Poorly answered. Most of the learners did the calculation of both input VAT as well as output VAT. This is simply because learners do not understand whether input VAT is calculated on purchases or on sales.
Answer

$$47\,820 \times \frac{15}{100}$$

$$= \text{N\$} 7\,173$$
 [1]
- (g) Fairly well answered. Even though the question was fairly well answered, most of the learners mentioned the ledger but could not give the explanation of it.
Answer
 General ledger (1)
 - Contains the accounts of assets, liabilities, income, expenses, capital and drawings. (1)
 - A book where we keep records of nominal and real accounts. (1)
OR
 Debtors ledger (1)
 Contains the personal accounts of each debtor. (1)
OR
 Creditors ledger (1)
 Contains the personal accounts of each creditor. (1) [2]

- (h) (i) Fairly well answered. Most of the learners did not subtract the purchases returns of raw materials from purchases of raw materials.

Answer

	N\$	
Opening inventory of raw materials	12 000	
+ purchases of raw materials	26 700	
- purchases returns of raw materials	2 700	(1)
- closing inventory of raw materials	6 800	(1)
Cost of raw materials consumed	29 200	(1) O/F [3]

- (ii) Poorly answered. Most of the learners did not know that the answer calculated in (i) is to be used in (ii). Furthermore, some learners simply do not know the items to be used when calculating the production cost of finished goods.

Answer

	N\$	
Prime cost (29 200 + 3 300)	32 500	
+ factory overheads	7 550	(1) O/F
+ opening inventory of work in progress	8 000	
- closing inventory of work in progress	5 300	(1)
Production cost of goods completed	42 750	(1) O/F [3]

- (i) Fairly well answered. Most of the learners were struggling to write out words in full. Some learners could not write "Excepted" but used words such as expected, accepted, excluded, excepted and exempted.

Answer

Errors and omissions excepted. [1]

- (j) Well answered.

Answer

Returns inwards are goods previously sold which are returned by a customer. (1)

OR

Goods sold on credit to a customer and returned for some reason to be refunded (sales returns). (1)

OR

Are the goods that a credit customer returns to the business. (1)

Returns outwards are goods previously purchased which are returned to a supplier. (1)

OR

Goods bought on credit from a supplier and returned for some reason to be refunded (purchases returns). (1)

OR

Are the goods that the business returns to the supplier. (1) [2]

- 2 (a) Fairly well answered. Some learners could not record transaction on day 17th correctly. Drawings was used as an account instead of recording the transaction on both side of the cash book as a contra entry. However, some learners had it as contra entry but recorded the contra entry on the wrong side of the cash book. Transaction on day 13th mostly learners recorded the amount of fixed deposit in the bank column as well as the amount of interest of fixed deposit in the bank column too, some added the amount of this two accounts in the details column instead of them writing them separately in the details columns. Some learners struggled with the calculation of discount and some have balanced off the discount columns instead of totalling them up only. Balancing off the cash and bank column was also a struggle for some learners. Learners left out dates and some learners did not record the transactions in sequence.

Answer

Cash Book of Calypso Traders - August 2024 CB8

Day	Details	Fol	Discount Allowed	Cash	Bank	Day	Details	Fol	Discount Received	Cash	Bank
1	Balance	b/d		3 260	25 900	5	Salaries				12 340 (1)
2	Capital				20 000 (1)	17	Cash	C			2 000 (1)
7	W Switz		150	5 350 (1)		24	Purchases				1 550 (1)
10	Sales				572 (1)	30	H Punch		100	2 200 (1)	
13	Fixed deposit: BB Bank (40 000) (1)					31	Petty cash			1 138 (1)	
	Interest on fixed deposit (4 400) (1)				44 400		Balance	c/d		7 272	74 982
17	Bank	C		2 000 (1)			(1)				
			150	10 610	90 872				100	10 610	90 872

Cash Book of Calypso Traders - September 2024

1	Balance	b/d		7 272 (1) O/F	74 982 (1) O/F						
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[14]

- (b) Fairly well answered. Writing out the date in full (year, month and day) was a struggle for some learners. Some learners left out the year.

Answer

Fixed Deposit: BB Bank					
		N\$			N\$
2024 Aug 1	Balance	b/d	40 000 (1)	2024 Aug 31	Bank
					40 000 (1)


[2]

- (c) Well answered. Even though it was well answered, some learners struggled with the calculation of the amount.

Answer

PETTY CASH VOUCHER
CALYPSO TRADERS

PCV Nr. 277



Date 23/08/2024 (1)

N\$935,00 (1)

For: Workers Lunches (1)

S Joseph

[3]

- 3 (a) Poorly answered. Most of the learners wrote what PAYE stands for/wrote out the abbreviation instead of the meaning of PAYE. Most of the learners do not know the meaning of PAYE.

Answer

PAYE is based on the amount earned each week/month and is a compulsory deduction payable to the Receiver of Revenue. (1)

OR

Tax deducted from an employee's wages/salary and payable to the Receiver of Revenue. (1)

OR

Tax calculated on the employee's earnings and is paid monthly to the Receiver of Revenue. (1)

[1]

- (b) Poorly answered. Some learners struggle with the calculation of the overtime and some learners calculated the overtime rate as their overtime amount.

Answer

I Hanghome = (206 x 1,5) x 15 hours
= 4 635 (1)

M Tjizoo = (252 x 1,5) x 17 hours
= 6 426 (1)

[2]

- (c) Fairly well answered. Some learners could not round off money to two decimal places after the comma. Correct calculation of the deduction was a problem. Most of the learners left out the employers' contribution and just closed off the employee part without the employer contribution.

Answer

Wages Journal of Phantom Stores for the week ended 24 October 2024

WJ10

Employee	Normal Time		Overtime		Gross Wages	Deductions				Total Deductions	Net Wages
	Hours	Rate	Amount	Amount		Medical Aid	Social Security	PAYE	Pension Fund		
		N\$	N\$	N\$	N\$	N\$	N\$	N\$	N\$	N\$	N\$
I Hangome	45	206	9 270 (1)	4 635	13 905,00	779	41,72 (1)	3 615,30 (1)	695,25 (1)	5 131,27	8 773,73 (1) O/F
M Tjizoo	45	252	11 340 (1)	6 426 (1) O/F	17 766,00	815	53,30 (1)	4 619,16 (1)	850,50 (1)	6 337,96	11 428,04 (1) O/F
			20 610	11 061	31 671,00	1 594	95,02	8 234,46	1 545,75	11 469,23	20 201,77
Employer's contribution					4 186,52	1 000 (1)	95,02 (1) O/F		3 091,50 (1) O/F		
					35 857,52 (1) O/F	2 594	190,04	8 234,46	4 637,25	11 469,23	20 201,77

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#

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*

*

[17]

* Medical Aid (1)
Social Security
Pension Fund

PAYE (1)
Total deductions
Net wages

- 4 (a) Fairly well answered. Some learners included current liabilities in their calculation of current assets, while some learners did not deduct bad debts from the debtor's amount.

Answer

	N\$	
Bank	94 900	}
+ Inventory	43 180	
+ Cash	23 141	
+ Petty cash	1 500	
+ Debtors (41 600 – 729)	40 871	}
+ Prepaid insurance	1 064	
	<u>204 656</u>	(1) O/F

[3]

- (b) Fairly well answered. Some learners knew the formula of the current ratio, however, some learners had difficulties in identifying the current liabilities from the given information while some learners did not write their answer in a ratio format, for example x : 1.

Answer

Current assets : Current liabilities (1)
 = 204 656 O/F : (7 200 + 28 700) (1) for both
 = 5,70:1 (1) O/F

[3]

- (c) Fairly well answered. Some learners knew the formula of the quick ratio and did the calculation correctly, however there were learners who did not know the formula and also did not subtract the closing inventory from the current assets in addition to difficulties in identifying the current liabilities from the given information. Some learners did not write their answer in a ratio format, for example x : 1.

Answer

Current assets – Inventory : Current liabilities (1)
 = (204 656 O/F – 43 180) (1) : (7 200 + 28 700)
 = 4,50:1 (1) O/F

[3]

- (d) Poorly answered. Most of the learners could not evaluate and comment on both ratios, but instead only concentrated on commenting on the current ratio and left out the quick ratio commenting.

Answer

All comments to be based on the answers to (b) and (c)

Basic statement Current assets easily cover the current liabilities. (1)

Comment on ratios

- Both ratios are above the norm (1)

OR

The current ratio is 5,70 : 1 compared to the norm of 2 : 1 and the quick ratio is 4,50 : 1 compared to the norm of 1 : 1. (1)

- Both ratios are too high. (1)

Additional comments

- The bank/cash balances could be used to pay off any short-term loans or generate additional income. (1)

OR

The funds tied up in inventory could be used to generate additional income. (1)

Any four

[4]

- (e) Poorly answered. Most of the learners did not use the amounts given in (a) and (b) in order to find the total assets and total liabilities, but only used amounts given to them in the additional information.

Answer

Total assets : Total liabilities
 = (204 656 O/F + 350 000 + 195 500 + 60 000 (1)) : (35 900 + 410 345) (1)
 = 810 156:446 245
 = 1,82:1 (1) O/F

[3]

- (f) Poorly answered. Most of the learners could not evaluate and comment on the solvency ratio. Some learners who attempted to comment on the ratio, mentioned short-term debts instead of total debts. Some of the learners gave suggestions on how to improve the performance of the business.

Answer

Basic statement

Will be able to cover long-term obligations/debt. (1)

OR

Green Fern will be able to cover its total liabilities with its assets. (1)

Comments

Solvency ratio above norm. (1)

OR

The solvency ratio is 1,82 : 1 compare to the norm of 2 : 1.

[2]

- 5 (a) Poorly answered. Most learners used a wrong format and did not draw up a statement of affairs to calculate profit and loss. Learners did not consider the additional information given to them in their calculation.

It is advisable that teachers teach learners that the statement of affairs is prepared in the format of the statement of financial position.

Answer

Grey Chase
Statement of Affairs on 30 April 2024

CAPITAL EMPLOYED	N\$	N\$	N\$
Owners' Equity			180 000 (1) O/F
Capital		170 418	
Add: Profit for the year (180 000 + 2 900 (1) – 170 418)		12 482 (1) O/F	
		182 900	
Less: Drawings (2 200 + 700)		2 900 (1)	
Long-term liabilities			44 000
Loan: Fire Bank (59 300 – 15 300)		44 000 (1)	
			224 000
EMPLOYMENT OF CAPITAL			
Non-current assets	Cost	Provision for depreciation	Net book value
Machinery	9 000	900	8 100
Vehicles	119 000	17 850	101 150
	128 000	18 750	109 250 (1) O/F
Investments			68 400
Fixed Deposit: Glacier Bank		68 400 (1)	
Working Capital			46 350 (1) O/F
Current Assets		56 750 (1)	
Inventory (5 820 + 1 410)	7 230 (1)		
Debtors (22 598 – 3 198)	19 400 (1)		
Bank (17 000 + 13 120)	30 120 (1)		
Less: Current Liabilities		10 400	
Creditors (12 100 – 1 700)	10 400 (1)		
			224 000

[15]

- (b) (i) Fairly well answered. Most of the learners did not use the amount from the statement of affairs from (a). Some learners could not convert the days to the next whole day.

Answer

Debtors collection period

$\frac{\text{Debtors}}{\text{Creditors}} \times 365$

$\frac{19\,400}{180\,000} \times 365$

$= 39,34$

$= 39,34$

$= 40 \text{ days (1) O/F}$

[2]

- (ii) Fairly well answered. Most of the learners did not use the amount from the statement of affairs from (a). Some learners could not convert the days to the next whole day.

Answer

Creditors' payment period.

$$\begin{array}{r} \text{Creditors} \quad \times 365 \\ \hline \text{Credit Purchases} \quad 1 \\ = 10\,400 \text{ O/F} \times 365 (1) \\ 86\,000 \quad 1 \\ = 44, 14 \\ = 45 \text{ days (1) O/F} \end{array}$$

[2]

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should make use of the definition at the back of the syllabus as well as the ratios formulas at the back of the syllabus. They must teach learners how to calculate, advise and comment on the ratios.
- It is advisable that teachers teach learners, to prepare the Statement of Affairs in the format of the Statement of Financial Position.
- The use of full dates in the ledgers (year, month and day) should be emphasised more as well as the witting of dates in sequence and also the writing of the dates in the date column.
- Teachers should make use of past examination reports in their everyday teaching
- Teachers should encourage learners to use the account names as they appear in the question paper and not to change the account names.

GENERAL COMMENTS

The overall standard of the learners' work was poorer in relation to previous years due to the following:

Wrong account details

Abbreviations used

Wrong or improper layouts

Duplication of entries

Theory – not being able to understand and interpret what is expected; not being able to express themselves in answering the theoretical questions.

COMMENTS ON SPECIFIC QUESTIONS

- 1 (a) Poorly answered. Learners did not know they had to take the total of the debtor's journal and when they did they wrote the details wrong example cash, balance or bank. Also left out dates.

Answer

Sales account			
			N\$
2024			
July 31	Debtors		16 819 (1)

[1]

- (b) (i) Satisfactory answered. Most learners were able to do the ledger, those that did loose marks were because they used wrong layout. The order of dates was a problem as well as learners not giving headings.

Answer

Debtor's Ledger of Elle Traders						
N Green				DL1		
Date	Day	Details	Fol	Debit	Credit	Balance
				N\$	N\$	N\$
2024						
July	1	Balance	b/d			1 400
	9	Sales		5 250		6 650
	10	Bank			6 500 (1)	150
		Discount allowed			150 (1)	0
	21	Sales		3 669 (1)		3 669
	26	Returns inwards/ Sales returns			920 (1)	2 749 (1) O/F

[5]

OR

N Green				DL1		
Date	Day	Details	Fol	Debit	Credit	Balance
				N\$	N\$	N\$
2024						
July	1	Balance	b/d			1 400
	9	Sales		5 250		6 650 (1)
	21	Sales		3 669 (1)		3 669 (1)
	26	Returns inwards/ Sales returns			920 (1)	2 749 (1) O/F

[5]

- (ii) Satisfactory answered. Most learners were able to do the ledger, those that did loose marks were because they used wrong layout. The order of dates was a problem as well as learners not giving headings.

Answer

J Pink				DL2		
Date	Day	Details	Fol	Debit	Credit	Balance
				N\$	N\$	N\$
2024 July	1	Balance	b/d			800
	23	Bank			330 (1)	470
	23	Bad debts			470 (1)	0 (1)

[3]

OR

J Pink				DL2		
Date	Day	Details	Fol	Debit	Credit	Balance
				N\$	N\$	N\$
2024 July	1	Balance	b/d			800 (1)

[1]

- (c) Satisfactory answered. Most learners were able to do the calculation; some forgot to use opening balance or used it incorrectly.

Answer

$$3\,219 + 6\,900 + 1\,000 (1) - 768 - 300 (1) = 10\,051 (1) \text{ O/F}$$

[3]

- (d) Satisfactory answered. Most learners knew to draw up a list, but used wrong balances when calculating total. Also in some cases wrong layout.

Answer

List of debtors – 31 July 2024

H Smith

N Green

N\$
10 051 (1) O/F
2 749 O/F
12 800 (1) O/F

[2]

OR

List of debtors – 31 July 2024

H Smith

N Green

J Pink

N\$
10 051 (1) O/F
9 399 (1) O/F
800 (1) O/F
20 250 (1) O/F

[4]

- (e) Poorly answered. Most learners couldn't calculate closing balance using own figure or put it in as Profit & Loss. Used wrong dates for account. Left out opening balance.

Answer

Provision for doubtful debts account							
N\$				N\$			
2024				2024			
July 31	Profit & Loss	56 (1) O/F		July 1	Balance	b/d	312 (1)
	Balance	c/d	256				
		312					312
				Aug 1	Balance	b/d	256 (1) O/F

[3]

OR

Provision for doubtful debts account							
N\$				N\$			
2024				2024			
July 31	Balance	b/d	405	July 1	Balance	b/d	312 (1)
					Profit & Loss		93 (1) O/F
		405					405
				Aug 1	Balance	b/d	405 (1) O/F

[3]

- (f) Satisfactory answered. Most learners were able to say cash will be debited, but when it came to bad debts recovered they sometimes wrote recovering or just bad debts.

Answer

Account debited: Cash (1)

Account credited: Bad debts recovered (1)

[2]

- (g) (i) Poorly answered. Learners did not know to say it is a refund from creditors, mostly said is the business paying money to creditor.

Answer

- (i) Refund from creditors. (1)

Cash refund received from creditors. (1)

Any one [1]

- (ii) Poorly answered. Most learners said the amount must go in the creditor's journal.

Answer

General journal

[1]

- (iii) Poorly answered. Most knew it was set-of/contra but did not explain the meaning behind this term correctly. Mostly said it is when a debtor is also a creditor.

Answer

This is a contra entry where the amount of the debtor in the debtor's ledger is set off against the amount in the creditor's ledger.

OR

Reduction in debtor's and creditor's ledger of N\$145, due to debtor and creditor being the same.

[1]

- 2 (a) (i) Poorly answered. Most learners did not know it was dual aspect principal and wrote prudence, business entity etc.

Answer

Dual aspect principle.

[1]

- (ii) Poorly answered. Learners lost marks because if (i) was answered wrong then no mark, but also failed to explain in detail how dual aspect principal is applied to Accounting Equation and Statement of Financial Position. Most of the learners gave the definition of double entry, i.e. for every debit entry there must be a credit entry of the same amount.

Answer

Both consist of **two parts**.

In both, the two parts are equal to each other.

The two sides of the accounting equation are equal to the two sections of a statement of financial position. (A = OE + L)

Both are based on double entry rules.

Any two [2]

- (b) (i) Well answered.

Answer

Gary Cooper
General Journal - August 2024

Date	Details	Debit	Credit
		N\$	N\$
31			
(1)	Vehicle Repairs	1 500 (1)	
	Vehicles		1 500 (1)
(5)	Sales	1 000 (1)	
	Wages		1 000 (1)

[4]

- (ii) Poorly answered. Learners did not give reasons with account entries, meaning they only wrote repairs and not repair expense for example.

Answer

No	Assets		Owner's Equity		Liabilities	
	Effect N\$	Reason	Effect N\$	Reason	Effect N\$	Reason
1	- 1 500	Vehicles (wrongly debited) decrease (1)	- 1 500	Repairs (wrongly debited to vehicles) increase (1)		
2	- 500	Cash decrease (1) (not entered cash account/books)	- 500	General expenses (not entered in books) increase (1)		
3			+ 1 800	Purchase (amount corrected) decrease (1)	- 1 800	Creditors (amount corrected) decrease (1)
4	- 600 - 600	Debtors decrease (wrong entry cancelled) (1) Bank increase, (wrong entry cancelled) (1)				

[8]

- (c) Poorly answered. Learners did not know how to make the comparison between the Income Statement and Bank balance. Did not know the theory surrounding each. Most of the learners could only refer to the bank reconciliation.

Answer

Profit is not necessarily represented by money. (1)

The calculation of profit includes non-monetary items, e.g. depreciation. (1)

The calculation of profit includes adjustments for accruals and prepayments but the bank account includes all money paid and received. (1)

The calculation of profit includes only revenue items but the bank account includes both capital and revenue items. (1)

The calculation of profit does not include monies received from debtors or paid to creditors but the bank account includes these. (1)

Any four [4]

- 3 (a) (i) Poorly answered. Learner swapped the accounts around. What had to be debited they credited and vice versa. A lot of learners used wrong layout. They mostly used the trial balance and income statement layout. Learners do not read their questions properly.

Answer

Brown Oak Stores
General Journal - August 2024

Date	Details	Debit	Credit
		N\$	N\$
30	Sales	800 (1)	
	Sales returns>Returns inwards		800 (1)
	Purchases returns>Returns outwards	600 (1)	
	Purchases		600 (1)
	Trading account	50 420 (1)	
	Purchases (51 020 - 600)		50 420 (1)
	Trading account	1 300 (1)	
	Carriage inwards		1 300 (1)
	Trading account	12 940 (1)	
	Inventory		12 940 (1)
	Sales (79 100 - 800)	78 300 (1)	
	Trading account		78 300 (1)
	Inventory	9 900 (1)	
	Trading account		9 900 (1)

[14]

- (ii) Well answered.

Answer

Trading Account			
	N\$		N\$
Purchases	50 420 (1)	Inventory	9 900 (1)
Inventory	12 940 }	Sales	78 300 }
Carriage inwards	1 300 }		
Gross Profit	23 540 (1)		
	88 200		88 200

OR

$$(9\,900 + 78\,300) (1) - (50\,420 + 12\,940 + 1\,300) (1) = 23\,540 (1)$$

[3]

- (iii) Satisfactory answered. Most were able to credit profit and loss, but replaced Trading account with the words Gross profit.

Answer

Brown Oak Stores
General Journal - June 2024

Date	Details	Debit	Credit
		N\$	N\$
30	Trading Account	23 540 (1) O/F	
	Profit and Loss Account		23 540 (1) O/F

[2]

- (b) Satisfactory answered. Most learners were able to use the answer from (a)(ii) correctly, but included wrong incomes, expenses and even assets when calculating net profit.

Answer

Profit and Loss Account			
	N\$		N\$
Salaries	3 900	Trading account	23 450 (1) O/F
Water and electricity	12 481 (1)	Rent income	17 900 }
Bad debts	270		
Depreciation (9 000 + 2 375)	11 375		
Capital (Net profit)	13 414 (1) O/F		
	41 440		41 440

OR

$$(23\,540 \text{ O/F} + 17\,900) (1) - (3\,900 + 12\,481 + 270) (1) - 11\,375 (1) = \text{N\$}13\,414 (1) \text{ O/F}$$

[4]

- (c) Poorly answered. Most learners just copied the Trial Balance layout directly excluding calculations. Most didn't total so they lost the hooked marks and only received the calculation marks. Learners do not know the difference between Post adjustment and post-closing trial balance.

Answer

Brown Oak Stores
Post-closing Trial Balance on 30 June 2024

Details	Debit	Credit
	N\$	N\$
Capital (155 000 + 13 414 (1) O/F – 2 780 (1))		165 634
Land and Buildings	115 000	
Vehicles	90 000 (1)	
Fixtures and fittings	50 000 }	
Provision for depreciation on vehicles (9 000 + 9 000)		18 000
Provision for depreciation on fixtures and fittings (2 500 + 2 375)		4 875
Inventory	9 900 }	
Debtors (23 700 – 270)	23 430 (1)	
Cash	1 900 }	

Creditors		18 460
Bank overdraft		83 261
	290 230	290 230

[8]

[31]

- 4 (a) Poorly answered. Learners did not really explain why 2 – 20 people form a partnership. Reason being to make a profit.

Answer

A business in which two or more people work together as owners with a view to making profits.

[1]

- (b) Poorly answered. Learners did not know how to calculate depreciation and then enter it correctly in the general ledger. Wrong account names and dates being left out were also a problem. Used the balances from provision as the entries in the depreciation account.

Answer

Provision for depreciation on equipment account					
N\$			N\$		
2024			2023		
Aug 31	Balance	c/d	Sept 1	Balance	c/d
	69 300			46 200	
			2024		
			Aug 31	Depreciation	23 100 (1)
	69 300				69 300
			Sep 1	Balance	c/d
				69 300 (1) O/F	

[2]

Provision for depreciation on vehicles account					
N\$			N\$		
2024			2023		
Aug 31	Balance	c/d	Sept 1	Balance	b/d
	118 080			97 600	
			2024		
			Aug 31	Depreciation	20 480 (1)
	118 080				118 080
			Sep 1	Balance	b/d
				118 080 (1) O/F	

[2]

Depreciation account					
N\$			N\$		
2024			2024		
Aug 31	Provision for depreciation on equipment	23 100 (1) O/F	Aug 1	Profit and Loss	43 580 (1) O/F
	Provision for depreciation on vehicles	20 480			
		43 580			43 580
			Sep 1	Balance	b/d
				118 080 (1) O/F	

[3]

- (c) Satisfactory answered. Some learners turned the question into a general journal. Some messed up the order of doing the appropriation section first and then calculating net profit. A lot included Interest on loan in the appropriation section and thus lost their marks for profit share.

Answer

	J Pink	DL2	
	N\$	N\$	N\$
Gross profit			
Add: Other income			
Discount received		7 400	
Interest on fixed deposit		1 600 (1)	
Gross income			211 600 (1)
Less: Other expenses			143 663
General expenses(15 000 – 880)		14 120 (1)	

Bad debts (300 + 500)		800 (1)	
Salaries		20 000	
Rent expense/Rent paid		60 000	(1)
Provision for doubtful debts (22 600 – 500) x 3%		663 (1)	
Interest on loan (50 000 x 9%)		4 500 (1)	
Depreciation (23 100 + 20 480)		43 580 (1) O/F	
Net profit			67 937 (1) O/F
<u>Add:</u> Interest on drawings			
- Regina		740 (1)	
- Ken		815 (1)	1 555
<u>Less:</u> Interest on capital			69 492
- Regina	10 800 (1)		
- Ken	11 200 (1)	22 000	
<u>Less:</u> Salaries – Regina (5 000 x 12)		24 000	46 000
Profit share - Regina		11 746	
- Ken		11 746	23 492

[16]

- (d) Poorly answered. Learners do not know the layout of the Goodwill account.

Answer

Accounts to be debited		Accounts to be credited	
Account name	Amount	Account name	Amount
	N\$		N\$
Goodwill	41 520 (1)	Capital: Regina	20 760
Capital: Regina	13 840	Capital: Ken	20 760 (1)
Capital: Ken	13 840	Goodwill	41 520 (1)
Capital: Donald	13 840 (1)		

[4]

POSITIVE SUGGESTIONS TO TEACHERS

Accounting basics must be drilled with the learners. Emphasising proper account names when doing Accounting, correct terminology and layouts of the different accounts and statements.

It is important that learners also distinguish and understand the different command words that are given in questions, e.g. calculate, state, post, prepare, etc.

Teachers must give more practice exercises, e.g. use previous question papers with proper mark schemes as well as a variety of ways how topics could be asked.

Students should be encouraged to use the proper layouts by making sure that they **learn these layouts**.

Internal marking should be very strict and feedback on every test/task/examination must be given.

Teachers must use **the syllabus** for teaching and not the textbook.

ALGEMENE OPMERKINGS

Baie dankie aan al die taalkollegas wat hard gewerk het om hulle kandidate goed voor te berei vir die eksterne eksamen. Ongelukkig was daar nog sentrums waar die taalversorging nie so goed was nie. Selfs kru-taal/vloekwoorde het voorgekom.

In antwoord op kommentaar deur sekere sentrums, wil ons u net weer daarop wys dat die vraestel streng volgens die sillabusvoorskrifte opgestel word. Daarna volg moderering, redigering en nog 'n paar prosesse. Die spesifikasies vir die vraestel is op bladsy 23 in die sillabus. Alle vrae moet die assesseringsdoelstellings van Lees en Skryf 1 - 4, insluit. U moet seker maak dat u die sillabus absoluut ken. Let asseblief daarop dat elke taak, 'n vaardigheid is en ingeoefen moet word.

Dit was opmerklik hierdie jaar hoeveel Engelse woordeskat voorgekom het in die skryfstukke. U as onderwyser is daarvoor verantwoordelik om u leerders behoorlik voor te berei op die eksamen. Dit sluit taalvaardighede en woordeskat in. Genoemde aspekte moet reeds in Graad 8 & 9 bemeester word. Dit het duidelik uit die antwoorde geblyk dat baie kandidate nie voornaamwoorde of voorsetsels ken nie.

Kandidate het nie agtergrondskennis nodig om vrae in die vraestel te beantwoord nie; die inligting is in die leesstukke vervat. Behoorlike kennis van die opdragwoorde kan help. Opskerping van stiplees, vluglees en begriplees sal beslis ook help om Taak 1 tot 4 beter te beantwoord.

AFDELING 1

Taak 1: 1 – 7

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

- 1 Wie was Jashmir se inspirasie om 'n DJ te word? [1]

Oor die algemeen is die taak goed beantwoord, behalwe vraag 3.

1. **Antw.** Sy oupa✓

Enkeles het geskryf oupa/ 'n oupa/ haar oupa/hom se oupa.

2. Hoe het Jashmir se oupa hom aangemoedig om 'n **DJ** te word?

Antw. Hy het vir hom 'n DJ-beheerder gegee ✓

[1]

Goed beantwoord. Enkeles het DJ uitgelaat.

3. Hoe het Jashmir en sy maats se mening oor die liedjie 'Shakespeare' verskil?

[2]

Meestal goed beantwoord.

Sommige kandidate het die sin verkeerdelik net so gelig uit die leesstuk: "My maats ..." Dis 'n vlak 3 vraag – voornaamwoorde moet verander word.

Antw. Jashmir het nie daarvan gehou nie/gedink dis aaklig ✓

Maats het daarvan gehou/ dit geniet✓ of

Sy maats het **hom** ondersteun en die liedjie op **hulle** selfone gespeel.✓

4. By watter geleenthede het Jashmir opgetree toe hy 'n tiener was?

[1]

Goed beantwoord. Daar was kandidate wat slegs een antwoord gegee het.

Antw. Skool se spesiale geleenthede✓

partytjies✓

5. Hoe weet ons Jashmir is nie net in Suid-Afrika gewild nie? [2]

Redelik beantwoord, hoewel lang sinne geskryf is.

Antw. Internasionale platemaatskappye kontak hom ✓

Amerikaners dans op sy liedjies ✓

Hy is gewild op iTunes ✓

[enige twee]

6. Waarvoor gebruik Jashmir TikTok? [1]

Redelik beantwoord. Dit was 'n uitdaging, want dis 'n hoër vlak vraag [soos vereis deur die sillabus]

Antw. Doen navorsing oor nuwe klanke/doen navorsing vir sy volgende projek ✓

7. Wat wys dat kwaliteit vir Jashmir belangrik is? [1]

Antw. Verbeter musiek totdat hy tevrede is. ✓

Die meeste kandidate het die hele sin net so uit die teks gelig, omdat daar twee reëls voorsien was. [10]

Taak 2

Hierdie taak is relatief goed beantwoord deur van die kandidate.

Daar was enkeles wat hierdie vraag nie so goed beantwoord het nie, want hulle ken nie die sinonieme vir party woorde nie.

8	baie nagedink oor sy/haar projek.	B✓	[1]
9	ander tieners se projekte krediet gegee.	C✓	[1]
10	van sosiale media gebruik gemaak.	B✓	[1]
11	van kleinsaf ervaring van kultuur gehad.	D✓	[1]
12	inligting van en insig in kultuur ondersteun.	B✓	[1]
13	tieners bewus gemaak van die rol wat kultuur speel.	A✓	[1]
14	'n spanpoging aangewend met sy/haar projek.	A✓	[1]
15	idees gebruik wat nie met 'n ander s'n ooreenstem nie.	C✓	[1]
16	vir kreatiewe leerders 'n geleentheid geskep.	D✓	[1]

[9]

Taak 3

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

Kern aantekening/Kort aantekening/ Kolpuntosomming/Opsomming in notavorm is alles dieselfde.

Die opsomming in aantekeningvorm/notavorm is hierdie jaar stukke beter beantwoord as die vorige jare. Pragtig!

U moet gereeld kernopsommings met u leerders doen om hierdie vaardigheid by hulle in te skerp.

Foute wat nog voorgekom het:

- Twee feite word op een reël geskryf.
- Feite word onder die verkeerde subhofie geskryf.
- Daar was enkele kandidate wat tot buite die raamwerk geskryf het.

Onthou dis 'n kernaantekening. Die antwoord moet net die stelling voltooi. Volsinne is nie nodig nie, maar die antwoord moet sinvol/verstaanbaar wees.

(a) Die gedeelte is goed beantwoord.

(b) Kandidate het sinne uit die leesstuk gelig. Hulle skryf Gompoue eet graag: omnivore ...

(c) Kandidate het punte verloor omdat hulle nie die leesstuk **stiplees en soeklees** nie. Hulle skryf die eerste iets wat hulle sien. Dit is gewoonlik net die helfte van die antwoord. Sommige kandidate kon nie **“vyande”** met **“bedreiging”** in verband bring nie.

Taak 3: Antwoorde

Vraag 19	Antwoord	Punte
(a) Wanneer gompoue in gevaar is:	Ken 1 punt toe vir elke aanvaarbare antwoord, tot 'n maksimum van 2 <ul style="list-style-type: none"> • probeer hulle weghardloop (gegewe) • styg hulle op (met harde vlerkgeklap)✓ (L1) • vlieg hulle (vinnig en kragtig) weg✓ (L1) 	2
(b) Gompoue eet graag:	<ul style="list-style-type: none"> • Plante of sade✓ (L1) • Diere/diertjies/vleis/slange, akkedisse en insekte✓ (L1) • Gom van akasiabome✓ (L1) <p style="text-align: right;">(enige drie)</p>	3
(c) Bedreigings vir gompoue:	<ul style="list-style-type: none"> • Roofdiere (soos hiënas, jagluiperds en rooikatte) ✓ • Stedelike uitbreiding ✓ • Besoedeling ✓ 	3

[8]

Taak 4

Kandidate het hierdie taak oor die algemeen swak beantwoord, ten spyte van die feit dat **Selfies** 'n alledaagse onderwerp by tieners is. Dis moontlik dat hulle of nie behoorlik lees nie of dat hulle nie goed genoeg voorberei is op hierdie vaardigheid nie.

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

[8]

AFDELING B: SKRYF

Taak 5: Begeleide skryfwerk

OPDRAG: Jou oupa of ouma het tagtig geword. Jy het dieselfde naam as jou oupa of ouma.

Skryf 'n brief waarin jy jou oupa of ouma gelukwens.

In jou brief moet jy die volgende dinge noem:

- watter rol jou oupa of ouma in jou lewe speel,
- hoekom jy trots is om dieselfde naam as sy of hy te hê,
- wat mense van die gemeenskap van hom of haar dink.

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

Jy sal tot **8** punte vir die inhoud en tot **7** punte vir die styl en akkuraatheid van jou taalgebruik ontvang.

Die meeste kandidate kon dié skryfstuk baasraak, hoewel die formaat nie altyd heeltemal korrek was nie. Die aanhef en slot het in baie gevalle ontbreek.

Gebrekkige woordeskat, Engelse woorde en woordordefoute was oorweldigend.

Baie kandidate het gaan vashaak by die gelukwense van Ouma of Oupa en nie die res van die opdrag gelees of uitgevoer nie. Soms is net 1 of 2 prikkels gebruik en dan geen uitbreiding daarop gegee nie.

Nog 'n fout wat voorgekom het, is dat kandidate aan Ouma en Oupa geskryf het.

Drie prikkels word gegee om te gebruik! Berei u kandidate voor om dit te gebruik in hulle skryfstuk.

Een prikkel per paragraaf en **verdere uitbreiding van die idee** is wat van die kandidaat verwag word.

Taak 6: Uitgebreide skryfwerk

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

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

- (a) Só het ons vriendskap begin.
- (b) 'n Mens se oë is die vensters van jou siel.
Gee 'n beskrywing van die emosies wat jy in mense se oë kan lees.
- (c) Kitsbanke, kitskos en kitsoplossings, alles is deesdae kits. Is dit goed of is dit sleg? Bespreek jou mening.
Die paar kandidate wat hierdie taak gekies het, het dit suksesvol gedoen.

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

1 Verhalende opstel

2 Beskrywende opstel

3 Argumenterende - of Beredeneerde opstel

Die opdragwoorde lei jou:

Wat dink jy? of Gee jou mening = Argumenterend

Bespreek = Beredeneerd

- (a) Die meeste kandidate het hierdie onderwerp gekies, maar nie almal het daarin geslaag om 'n goeie storie te vertel nie. Daar is meer gefokus op wat die vriendskap voorafgegaan het, as die ontwikkeling van die vriendskap.
- (b) Die enkele kandidate wat hierdie onderwerp gekies het, was baie suksesvol en het baie goeie argumente gehad en dit gemotiveer.
- (c) Beskrywende opstel
'n Paar kandidate het hierdie opstel aangedurf.
Verskeie emosies is genoem, maar geen of min beskrywing van die emosies is gegee nie. Selfs die funksies van die oë is genoem.
Kandidate se woordeskate is duidelik te beperk om 'n beskrywende opstel suksesvol te kan skryf.
Enkeles het dié taak suksesvol afgehandel.

Belangrike wenk:

- Maak seker dat u u merkskema ken.
- Hou die merkskema altyd byderhand.
- Onthou die inhoud en die taal en styl word apart geëvalueer.
- Die merkskema maak voorsiening vir selfs die swakste kandidaat om 'n punt te kan verdien.
- Leer u kandidate om asseblief by die aantal woorde, soos aangedui, te hou, by beide skryfstukke.

Taak 1

Hierdie taak is oor die algemeen swak tot gemiddeld beantwoord. Enkele sentrums het goed gevaar.

In vergelyking met verlede jaar was daar minder kandidate wat in meer as drie woorde beantwoord het. Kandidate wat nie by die voorgeskrewe 3 woorde per antwoord gehou het nie, het ongelukkig die punte verbeur.

- 1 (a) Hierdie vraag is oor die algemeen meestal korrek beantwoord.

Korrekte antwoord: Klasse het gekoop.

Antwoorde wat ook as **korrek** aanvaar is: leerders het gekoop / skool het gekoop / Hulle koop dit / By die leerders / Hulle koop / koop / van die klasse / meeste klasse

Verkeerde antwoorde: klaase, klase, (by die) leerlinge, leerders en ouers, leerders en onderwysers, bome word gekoop, dit word gekoop

- (b) Hierdie vraag is redelik goed beantwoord.

Korrekte antwoord: Twee harke, graaf / Harke en graaf / Twee harke / graaf

Antwoorde wat ook as **korrek** aanvaar is: (Indien net **een** van die twee korrek is, word dit as korrek aanvaar, bv. **Harke** en graf, harkke en graaf.

Verkeerde antwoorde wat nie punte verdien het nie: graf, harkie, bome, kameeldoringbome, soetdoringbome

- 2 (a) Die vraag is meestal korrek beantwoord, maar verkeerde spelling het in sommige gevalle tot die verlies van die punt gelei.

Korrekte antwoord: Gif versprei stadiger

Antwoorde wat ook as **korrek** aanvaar is: gif versprei stadig / Versprei gif stadig / stadig gif versprei

Nie korrek nie: Gif **beweeg** stadig.

Variasies van woorde wat reg gemerk is: versprei/versprui
staadig/er

Verkeerde spelvorme wat **nie** as korrek aanvaar is nie: verspray, verspraai
statig

- (b) Hierdie vraag is oor die algemeen swak beantwoord.

Korrekte antwoord: Die soort slang / inligting oor/van slang

Antwoorde wat ook as korrek aanvaar is: inligting soort slang

Antwoorde wat verkeerd gemerk is: sort slang, die regte inligting, inligting

Variasies wat as korrek aanvaar is: guf, inlugting

Variasies wat verkeerd is: inligtig

- 3 (a) Die vraag is oor die algemeen goed beantwoord. Verkeerde spelling lei weereens tot verlies van die punt.

Korrekte antwoord: tipies van Namibië

Antwoorde wat ook as **korrek** aanvaar is: Dis Namibies, (Dis) van Namibië / Namibia / Namibie / tiepies Namibie

Verkeerde antwoorde: tipies van land / kom uit Namibië

Variasies wat as korrek aanvaar is: tiepies

Verkeede spelvorme: tippies x

- (b) Oor die algemeen goed beantwoord. Verkeerde spelling lei tot verlies van die punt.

Korrekte antwoord: Mopaniewurms met/en mieliepap

Aanvaarde variasies: mopanewurms, mopaniwurms, moepaniewirms, mopaniewirims, miliepap, milipap,

Net wurms met pap is **nie** korrek nie. Dit moet mieliepap wees.

Antwoorde wat **nie** as korrek aanvaar is nie: Mupani/e, mopaneworms, werems, werims, millipap, milliepap

- 4 (a) Hierdie vraag is meestal korrek beantwoord.

Korrekte antwoord: Verkeerslig was rooi

Antwoorde wat ook as **korrek** aanvaar is: lig was rooi, rooi lig, rooi verkeerslig, kruisinglig was rooi, verkeerdslig was rooi, verkeerslig rooi, die rooi lig

Antwoorde wat **nie** as korrek aanvaar is nie: rooi, lug was rooi, dit was rooi, kleur was rooi, robot

- (b) Hierdie vraag is redelik goed beantwoord.

Korrekte antwoord: N\$ 1000

Ook korrek: 1000 N\$, eenduisend Namibiese dollar

Verkeerd: N\$ 1000 Namibiese dollar, doller, Namibise

Taak 2

Hierdie taak is oor die algemeen goed beantwoord. Dis in baie gevalle beter as Taak 1 beantwoord.

- (a) Hierdie vraag is oor die algemeen goed beantwoord, hoewel weinig kandidate by die eintlike antwoord, **beter**, uitkom.

Korrekte antwoord: beter

Antwoorde wat ook as **korrek** aanvaar is: blomme / plantee, beter plante, plante beter

Variasies van verkeerde spelling wat as korrek aanvaar is: beeter, blome

Verkeerd: bome, plant, blom, better

(b) Hierdie vraag is meestal korrek beantwoord.

Korrekte antwoord: insekdoders

Antwoorde wat ook as **korrek** aanvaar is: insekdooders, insektdoders,

Verkeerd: insectdoders, insektdoders, insekdoorders, insekdodders, insekdoodes

(c) Baie kandidate het die vraag korrek beantwoord.

Korrekte antwoord: 25km / kilometer

Verkeerd: 25km/h

Hierdie vraag is meestal korrek beantwoord.

Korrekte antwoord: maande

Antwoord wat ook as **korrek** aanvaar is: mande, maande lank

Verkeerd: maande lang, maand, maante

(f) Hierdie vraag is meestal korrek beantwoord.

Korrekte antwoord: eiers

Antwoorde wat ook as **korrek** aanvaar is: heeldag eiers, 2000 eiers, eiers heeldag

Verkeerd: eier, uiers, yers, eyers

(g) Hierdie vraag is meestal verkeerd beantwoord.

Korrekte antwoord: soetdoringbome

Antwoord wat ook as **korrek** aanvaar is: soetdoring

Variasies wat ook reg gemerk is: soetdooring

(h) Baie kandidate het die antwoord reg beantwoord.

Korrekte antwoord: Wêreldbyedag

Die meeste kandidate het werêld, in plaas van wêreld geskryf. Dit is wel as korrek aanvaar.

Taak 3

Hierdie taak is oor die algemeen uitstekend beantwoord. Baie kandidate het volpunte vir hierdie taak verdien.

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

[6]

Taak 4

Hierdie taak is redelik goed beantwoord. Sommige kandidate maak nie die regmerk in die korrekte blokkie nie: onmiddellik langs die korrekte letter. Baie kandidate maak die regmerk aan die ver regterkant, wat dit 'n bietjie ongerieflik vir merk maak.

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

[8]

Taak 5

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

- (a) Hierdie vraag is meestal korrek beantwoord.

Korrekte antwoord: Vriende het haar genooi

Antwoorde wat ook as korrek aanvaar is: om te kom kuier, sy is genooi, (om) vriende te kom kuier, deur/van vriende genooi, vriende kuier, sy kuier, kuier vriende, vriende haar genooi

Verkeerd: vriende het haar nooi, vriende haar nooi, vriende genooi,

- (b) **Korrekte antwoord:** Sterre is (op hul) helderste (daar)

Verkeerd: sterre is helder

- (c) **Korrekte antwoord:** **Prenteboeke** oor die **natuur/ boeke** met **prente** oor die **natuur** / Sy het vir haarself gesê dat sy eendag hierdie **plekke** sal **besoek**.

Kandidate skryf prenties x, prenkies ✓

Verkeerde variasies: nature en natier x

- (d) Sy **was** al **vyf keer daar**. / Sy het 'n **goeie vriend daar ontmoet**.

Nie beste vriend nie. x

Korrek: kere / keere, fyf

Verkeerd: voel elke keer asof dit die eerste keer is

Verkeerde variasies: keur/e, fuif, fyv

- (c) **Korrekte antwoord:** (trotse) **gemsbokke** en of (rooi) **duine**

As korrek aanvaar: gembokke, gembok, gemsboke, dyne

- (d) Die meeste kandidate het **nie** die vraag korrek beantwoord **nie**.

Korrekte antwoord: hoe **uitgestrek** die woestyn / dit is uitgestrek.

(Die) verskeidenheid diere

Ook as **korrek** aanvaar: **verskillende** diere

Nie net diere **nie**.

Verkeerd: uitgestryk, uitgerekte woestyn, woestuin x

- (e) Weinig kandidate kon hierdie vraag korrek beantwoord.

Korrekte antwoord: Jy het 'n **4x4-voertuig** nodig. / Hier is nie baie ander mense nie [enigeneen] **Nie** net 4x4 / motor **nie**.

Verkeerd: Daar is min mense.

- (f) Nie baie kandidate kon die antwoord korrek beantwoord nie.

Korrekte antwoord: Luderitz is 'n juweel. / Dis 'n fantastiese ervaring

Ook korrek: Dis fantasties.

Verkeerd: fantasties

- (g) **Korrekte antwoord:** Sy het die **wildeperde** (van die Namib) gesien.

Variasies van perde wat as korrek aanvaar is: pêre, perre

ALGEMENE WENKE

1. Spelfoute het kandidate se punte negatief beïnvloed. Dit wil voorkom of spelling grotendeels 'n probeem vir die meeste kandidate is. Eenvoudige woorde soos gif (giv), vyf (fyv), graaf (graf), blomme (blome), perde (pere), ensovoorts is verkeerd gespel.
Lees verbeter die spelvermoë van kandidate. Onderwysers word aangemoedig om ook meer gereeld speltoetse te laat skryf. Kandidate moet weet dat spelfoute in ag geneem word by die nasien van Vraestel 2. Sou die antwoord 'n ander erkende Afrikaanse woord spel, bv. Taak 1 (b) graf i.p.v. graaf, Taak 5 (i) printe in plaas van prente, is die antwoord verkeerd. Ook, sou 'n antwoord in Engels wees, bv. Taak 2 (a) better in plaas van beter die antwoord outomaties verkeerd is.
2. Dit wil voorkom asof kandidate nie genoegsame blootstelling aan hierdie vraestel kry nie. Gebruik ook gerus asseblief vorige sillabus vraestelle (4115) om gereeld Luister met u leerders te oefen.
3. Raai asseblief die kandidate ten sterkste af om eers met 'n potlood te antwoord. Daar word nie tyd toegestaan om potloodmerke uit te vee en met 'n pen oor te skryf nie. Sommige kandidate het antwoorde in potlood geskryf. Dit moet ten sterkste ontmoedig word.
4. Handskrif en doodtrek van verkeerde antwoorde: Kandidate moet weet hoe om 'n verkeerde antwoord (woord of letter) dood te trek sodat daar by die eksaminator geen twyfel bestaan oor wat daar geskryf staan nie. Kandidate **verloor** ook soms punte omdat hulle in 'n onleesbare handskrif skryf en die antwoord nie duidelik is nie.
5. Dis belangrik dat die bes moontlike eksamenlokaal vir die afneem van hierdie vraestel gebruik moet word. Soms is die akoestiek van veral groter vertrekke soos sale nie gewensd nie omdat die klank nie lekker dra nie en kandidate nie goed kan hoor nie. Kleiner lokale soos klaskamers werk gewoonlik beter.
6. Dis belangrik dat kandidate moet verstaan dat dit in hierdie vraestel gaan oor dit wat deur die stemme gelees word en dit wat hulle **hoor**. Eweneens mag kandidate nie sinonieme vir woorde neeskryf nie, bv. wanneer die antwoord *gelukkig* is, mag hulle dit nie met 'n sinoniem soos bv. *bly* vervang nie. Kandidate moet skryf wat voorgelees word en wat hulle hoor.
7. Baie dankie weereens vir u harde werk en toewyding. Mag 2025 'n fantastiese jaar vir u en u leerders wees.

Baie dankie aan al die onderwysers vir u harde werk gedurende 2024. Dit word ongetwyfeld hoog waardeer.

Die departementshoof behoort jaarliks saam met die eksaminator die verslag deur te werk wanneer dit die skool bereik. Dit word gedoen met behulp van die handleiding/vraestel. Eksaminatore lees nie hul verslae van die vorige jaar nie.

Dis belangrik dat u by u departementshoof of vakhoof daarop aandrang om die verslag te kry. Soms is dit by die skool en u is onbewus daarvan.

Die vakhoof/moderator moet toesien dat hierdie aanbevelings wel nagekom is. Maak tyd vir die interne moderering.

1 Voorbereiding:

Probeer om die praat-eksamen in 'n stil plek te doen.

Die onderwysers moet asseblief die "tutorial" op die USB en handleiding deeglik bestudeer voordat hulle met die praat-eksamen begin.

Die keuse van die praatkaart berus by die eksaminator. Kandidate mag nie die praatkaart kies nie.

U moet vooraf navorsing doen oor die onderwerpe om addisionele toepaslike vrae oor die onderwerpe voor te berei.

Die taalgebruik van sommige eksaminatore was 'n probleem, bv. Welkom "na" die eksamen.

Eksaminatore moet vooraf vir hulle vergewis van moeiliker terme.

2 Kwaliteit van opnames

Die meeste opnames was duidelik alhoewel daar ook ander geluide, veral selfoongeluide en agtergrondgeraas was. Eksaminatore moet gefokus wees en nie met ander take besig wees gedurende opnames nie.

Klankopnemers moet nader aan kandidate geplaas word.

Sentrums moet verseker dat klankopnemers maklik die opnames kan oorlaai op hul geheuestokkies (USB). Maak seker dat die nodige sagteware by u skole beskikbaar is.

3 Punteverspreiding van die steekproef

Sommige van die swakke kandidate is nie by die steekproef ingesluit nie.

Sommige eksaminatore het nie alle praatkaarte vir hul steekproewe gebruik nie.

Van die eksaminatore het meer as 10 opnames ingestuur sonder om die steekproefkandidate met 'n asterisk (*) aan te dui.

Moenie die meer uitdagende onderwerpe aan die swakke kandidate gee nie.

4 Eksamentegnieke

Eksaminator mag geen persoonlike vrae vra nie.

Die onderhoude met die steekproefkandidate moet in dieselfde volgorde wees as die name op die voorblad van die geheuestokkie.

Eksaminatore moet waak teen herhaling van dieselfde vrae.

Die meerderheid van eksaminatore was vriendelik en tegemoedkomend (simpatiek). Waak teen te veel vrae agtermekaar te vra, dit ontsenu veral swakke kandidate.

Let op die opwarmingssessie wat slegs 2-3 minute lank moet wees en hou by die voorgeskrewe lengte, (bladsy 5 in die handleiding).

Vermyn die volgende: stellings te herhaal, idees op te som, sinne te voltooi, kandidate in die rede val, kandidate te korreger, gesprekke te oorheers en 'n opsomming daarvan aan die einde van die opname te maak.

Vermyn opwarmingsvrae wat te doen het met die kandidaat se gekose praatkaart.

Eksaminatore moet onthou dat dit 'n Afrikaanse praateksamen is en sodoende daarteen waak om Engels met die kandidate te praat of om die gebruik van Engelse woorde aan te moedig.

Sommige eksaminatore volg nie die instruksies in die handleiding nie. Let asseblief daarop om die stappe soos uiteengesit in die Handleiding/Vraestel op bl. 5 slaafs na te volg.

Neem kennis dat dit 'n gesprek is en vermy monoloë deur die kandidate en lang stiltes van die eksaminatore se kant af. Vra onmiddellik 'n opvolgvraag indien dit blyk dat die kandidaat sukkel om hom-/haarself uit te druk.

Sommige van die hoofdeel van die praateksamen was te kort of te lank. Onthou dat die hoofgedeelte 6-9 minute moet duur.

Die aankondiging deur die eksaminator moet apart opgeneem en so gestoor word en moet nie tydens kandidate se gesprekke herhaal word nie en maak nie deel uit van die kandidaat se opname nie, (sien bl. 6, Afdeling 16).

Die meeste eksaminatore is hopeloos te streng of toegeeflik met "struktuur". Struktuur is woordorde. Maak asseblief seker dat u vertrouwd is met die nasientabel.

5 Ander

Die Opsommende Puntelys vir die Praat-evaluering (OPPE) is 'n amptelike dokument en moet in swart ink voltooi word, maar dit is altyd netjieser as dit getik word. Probeer dit gerus.

Afwesige kandidate en diegene wat die skool verlaat het, moet op die OPPE verskyn en moet duidelik aangedui word met 'n A op die opsommingsblad en 999 op die MS1. Kyk na die 'tutorial' op die geheuestokkie, (USB).

Die MS1 moet uitgedruk word en moderering moet interne gedoen word. Vele optelfoute en oordragsfoute het voorgekom.

Dis baie belangrik dat as daar meer as een onderwyser by 'n skool of buurskole as eksaminator optree, hulle vooraf moet standaardiseer. Dit sal voorkom dat daar uiteenlopende puntetoekennings is.

WENKE AAN ONDERWYSERS

- Baie eksaminatore is onvoorbereid, want hulle kry nie betyds die vraestelle nie. Maak seker dat u die vraestelle voor die aanvang van die eksamen by die hoof van die sentrum kry.
- Die belangrikste is dat u u kandidate ken. Dit help u om vroeë, veral in die opwarming, te stel waaroor hulle met gemak kan praat.
- Dis belangrik dat praatevaluering deurgaans gedoen word.
- Deel met u kandidate die praatkaarte van vorige praat-eksamens sodat hulle presies weet wat om in die praateksamen te verwag.
- Dis raadsaam om die nasientabel met die leerders te behandel sodat hulle hulself kan vergewis van hoe en waarvoor punte toegeken word.
- Dis raadsaam dat die kandidate vroeg in die tweede semester 5 onderwerpe neerskryf waaroor u in die opwarmingsfase met hulle kan gesels. Hou dit in volgorde byderhand vir wanneer die kandidate aanmeld vir hul praateksamen.
- U moet die wending van die gesprek verander wanneer dit duidelik is dat die kandidaat sukkel om oor die onderwerp te praat. Vra oop vroeë eerder as geslote vroeë wat "ja" en "nee" tot gevolg het. (sien bl. 6 in die Handleiding/Vraestel)
- U moet baie geduldig met die kandidate wees, veral met die swakkeres.
- Bestudeer die voorskrifte sodat onnodige tegniese foute voorkom kan word.
- Maak asseblief seker dat alle dokumente ingedien word.
- Voordat die geheuestokkie weggestuur word, moet die eksaminator baie seker maak dat die opname van elke kandidaat baie duidelik is.
- Moenie verbasing en geskoktheid toon wanneer die kandidaat iets sê of deel wat na u mening sodanige reaksie verdien nie.
- Vermy dit om die kandidate op hul troetelname (ousa, boeta, meide, ens.) te noem. Dit doen afbreuk aan die formele trant wat die eksamen moet aanneem.
- Dis belangrik dat u nie die praateksamen geringag nie. As u dit vir die eerste keer gaan doen, maak seker dat u kers opsteek by andere wat dit reeds voorheen gedoen het. Andersins moet u vra om opgelei te word.
- Die swakke kandidate se klankopname is gewoonlik onhoorbaar. Die eksaminator moet toesien dat die klank van hierdie kandidate ook van goeie kwaliteit is.
- Eksaminatore moet sensitief teenoor kandidate wees wat 'n spraakgebrek het. Wees simpatiek en ekstra geduldig teenoor hierdie kandidate.

Weereens wil ek u bedank vir u harde werk. Sterkte en voorspoed vir 2025.

1. GENERAL COMMENTS

The paper was of the same standard compared with the previous year (2023). That is in terms of the level of difficulty. The quality of candidates' work was also of the same standard. Candidates are still unable to deal with command words especially when answering essay type questions in section B. No improvement on spelling. Some centres do not seem to study and analyse examiners' reports because candidates continue to carry misconceptions that were addressed previously.

However, candidates' work was neat and legible. They also successfully completed the paper, which implies that they are well trained in terms of time management.

It was observed that most candidates struggled to answer questions that had to do with data analysis, graph interpretations and solving simple arithmetical calculations. It is therefore important to provide additional support and more practice, for candidates to have a comprehensive understanding in those areas.

2. COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) (i) Most candidates were able to read the number of days from the graph.

Answer

35;

- (ii) Fairly well answered. However, some candidates lost marks for referring to the number of days/ weeks while the question asked the number of weeds.

Answer

20 with mulch;

250 without mulch;

- (iii) This was poorly answered. Most candidates found it challenging as it required the candidates to suggest effects of mulch on weeds growth.

Answer

mulch suppress the growth of weeds;

physically hinders the emerging weeds;

prevent weeds from getting sunlight;

- (b) Well answered. Most candidates have knowledge on the importance of mulching.

Answer

reduce evaporation;

keep the soil moist/conserves the soil moisture;

reduce (splash) erosion/reduces soil loss;

organic mulch improves the soil fertility when it rot/decomposes;

keep the soil temperature constant;

- (c) Poorly answered. Most candidates gave positive effects of humidity even though the question clearly asked for negative effects.

Answer

low humidity increases evaporation/transpiration;

high humidity increases the spread of fungal diseases/pests;

- 2 (a) Well answered. Most candidates correctly identify the soil type fitting the descriptions given.

Answer

1 clay;

2 loam;

3 sand;

4 loam;

- (b) (i) Fairly answered. Some candidates refer to gully erosion as rill or sheet erosion and splash erosion was mostly spelled as '**spalash**' or '**spulush**'.

Answer

X - gully erosion;
Y - splash erosion;

- (ii) Poorly answered. Candidates do not have sufficient knowledge on gully erosion, therefore, they could not come up with best practices to restore the land at X (gully erosion problem).

Answer

introduce vegetation cover/planting grass;
plugging gullies;
gabion block/wall;

- (iii) The question was poorly answered. It was challenging for candidates to relate the principles of zero tillage to the landscape (steep slope) in the diagram.

Answer

zero tillage does not disturb soil structure;
erosion will be minimised/reduced;

- (c) (i) The question was poorly answered. Most candidates identified the drainage system as ditches instead of pipe drainage system.

Answer

pipe drain;

- (ii) Poorly answered as most candidates could not score a mark on this question. It was challenging for them to deduce answers making references to the data given in a diagram.

Answer

inhibit/reduce root growth/slow down root growth;
inhibit/reduce the absorption of nutrients;
limit leaf area expansion that hinder photosynthesis;

- (d) Well answered. Candidates could correctly identify a reason why a waterlogged soil is considered unsuitable for crop growth.

Answer

C;

- 3 (a) (i) Well answered. However, some candidates referred to the process of osmosis and loss of water from the plant (transpiration).

Answer

water movement/ water moving out the cell/exosmosis;

- (ii) Fairly well answered. Some candidates lost marks for referring to shrank cytoplasm instead of a shrank vacuole.

Answer

(more) water moves out of the vacuole/water moving out of the cell;
shrank vacuole;
cell membrane pulls away from cell wall;
cytoplasm pulls away from the cell wall;
cell becomes flaccid/plasmolysed;

- (iii) Well answered. Candidates could identify piecing and sucking pests as the type of pest which feed on the cell sap found in X (vacuole).

- (b) Poorly answered. There is a misconception between osmosis and diffusion concepts. Most candidates indicated dissolved mineral salts moving by osmosis instead of diffusing from the soil into the roots. The majority also referred to plant absorbing mineral through the xylem.

Answer

dissolved minerals diffuse into the root;
from higher concentration (soil) to lower concentration in the (root)
down concentration gradient;
dissolved minerals are transported via the xylem vessel;
due to transpiration pull/stream; or
move by active transport;

from lower to higher concentration against the concentration gradients/using energy;
dissolved minerals are transported via the xylem vessel;

- 4 (a) The question was fairly well answered. Some candidates spelled a harrow as hallow. The function of a harrow was mostly referred to as harrowing instead of levelling.

Answer

harrow;
level the soil;
break large soil clods/lumps;

- (b) (i) Fairly well answered. Most candidates scored one mark for the tassel but failed to state its function. Tassel was spelled as **tassen** and **tessel** by some candidates.

Answer

name - tassel/anthers;
function - produce pollen grains/male sex cell;

- (ii) Poorly answered. Most candidates could not state the reason why silk hangs outside the cob.

Answer

to trap pollen grains from the wind;

- (c) (i) Well answered. Only few candidates named factors such as wind and humidity.

Answer

sunlight;
carbon dioxide;
water;

- (iii) Poorly answered. Most candidates have no knowledge on how the features of the leaf are related to function.

Answer

large surface area

to expose it as much as possible to sunlight/air/gases;

absence of chloroplasts

enable sunlight to penetrate to mesophyll;

- 5 (a) Well answered. Candidates knows the functions of protein in animal diet.

Answer

for growth;
repair damaged/worn out tissues/replacement of lost or damaged cells;
for production;

- (b) (i) Poorly answered. Most candidates were challenged to analyse data in order to establish the relationship between the protein content and the age of the pasture. Most candidates do not know the difference between dependent variable and independent variable.

Answer

as the pasture reaches maturity/ get older;
protein starts to decline/decrease; vice-versa

- (ii) Poorly answered. Most candidates found it difficult to analyse data given in order to make a suggestion on when and why to introduce supplementary feeds.

Answer

50%;
to correct nutrient imbalance, present in the available pasture;
the grass is dry/ it has less nutritional value/low protein/energy;

- (iii) Fairly well answered. Most candidates could score two marks, losing the third mark for failing to calculate the mass excreted in faeces or failing to write the final answer with the unit (kg).

Answer

$\frac{40}{100} \times 10 \text{ kg}$;
= 4kg; □ $10 \text{ kg} - 4 \text{ kg}$; = 6kg;

(c) Well answered. Most candidates have knowledge on continuous grazing system.

Answer

may leads to overgrazing;
may encourage the building up of disease causing organism/difficult to control disease and parasites;
pasture never get time to recover;
may leads to low yield per animal;
controlled breeding may be difficult;
quality of livestock products may be low;
may leads to soil erosion;

6 (a) Well answered. However, some candidates wrote the name of the parts instead of letters.

Answer

- 1 E;
- 2 F;
- 3 C;
- 4 H;

(b) (i) Poorly answered. Most candidates could not give the correct explanation of genetic modification and gene. Gene was mostly referred to an alternative form of a gene.

Answer

genetic modification

manipulating the action of a gene; to produce new one with new characteristic;
or copying a gene from one organism and move it into another; in order to change the genetic makes up of that organism;
gene - basic unit of inheritance that determine the characteristic of an organism;

(ii) Well answered. Only few candidates referred to the negative effects of genetic modification.

Answer

improve fertility;
improve quality of products;
increase the yield;
fast growth;
increase disease resistance;
better-tasting meat;
adaptation to harsh environment/local condition;
drought resistant;

(c) (i) Well answered. Few candidates lost a mark for spelling Sanga as **Kasanga/Kasongo/Sang** and for spelling **Nguni** as **Nungi/Guni**.

Answer

W Sanga/Nguni

(ii) Well answered. However, the spelling of meat and drought was a challenge to some candidates. They were spelled as **meet** and **draught** respectively.

Answer

tolerate drought;
parasites/ diseases resistant;
adapted to local condition/withstand high temperature;
provide meat of good quality;
high yield/more meat;
longevity;

(iii) Poorly answered. Most candidates could not understand what is meant by 'threat' and 'poses'. As a result, they could only give the characteristic of breed W.

Answer

long horns that can injury other animal;

- 7 (a) (i) Well answered. Candidates could suggest reasons for the cutting down of trees in community forests.

Answer

timber/ furniture/wood carving;
create agricultural space/farming;
building houses/infrastructures/roads;
firewood;

- (ii) Fairly well answered. Most candidates referred to deforestation an activity illustrated in the diagram. Few candidates looked at global problems such as global warming while the question makes reference to a specific community.

Answer

flood;
limited supply of wood/timber;
no herbal medication;
loss of habitat for animals and birds;
disturb water cycle;
heat waves;
loss of fertile top soil/ soil erosion;

- (b) Fairly well answered. Some candidates referred to the requirements that must be met to establish a conservancy.

Answer

community agreement;
community resource management bodies;
stakeholder identification;
jurisdiction;
land - use units identification;
description of land- use units;
develop/set the objectives and regulations;
benefits distribution plan;
there must be a management plan/documents and documentation;
review and discussion of management plan;
gazetting application;
gazetting;
initiation phase;
application and declaration phase;
implementation and monitoring phase;

- (c) Poorly answered. Candidates lack knowledge about the history of conservancies in Namibia.

Answer

B;

- 8 (a) (i) Poorly answered. Candidates could not define gross margin. Few candidates that made an attempt, but failed to indicate where the variable costs were deducted.

Answer

amount money remaining; once the variable cost has been deducted from the overall outputs of the enterprise;

- (ii) Poorly answered. Candidates found it very difficult to work out the total outputs/gross income of an enterprise, which was a prerequisite to calculating the gross margin. The formula to calculate gross margin is not known.

Answer

$1\,620 \times 2 = 3\,240$
 $\square 3\,240 \times 10 = \text{N\$ } 32\,400.00$; (total outputs/gross income)
Gross margin = Gross income - variable costs;
 $32\,400.00 - 7\,100$;
N\$25 300.00;

- (iii) Fairly well answered. Most candidate could get a mark for indicating profit but they could not justify their answer. Others lost all the marks for stating that the enterprise made a loss.

Answer

profit;
the farm outputs/income are more than the inputs/expenses;

- (b) A – Poorly answered. The value-added product was unfamiliar to candidates. Therefore, suggesting the preservation method used was difficult.

B- Well answered. Candidates could easily identify canning as a preservation method for product B. Canning was, however, spelled as curning/carning/scanning.

Answer

A - culturing/homogenization/fermentation;
B - canning

- (c) Well answered. However, some candidates referred to HIV transmission and how consumers will not buy food produced by HIV/AIDS farm workers (a sign of stigmatization).

Answer

farm productivity decrease;
workforce too sick to work;
high absenteeism;

- 9 (a) The question was fairly answered. Candidates could name at least one country (South Africa) that import beef cattle from Namibia. On international standards for exporting beef cattle, some candidates referred to requirements for exporting beef (meat).

Answer

South Africa ; Accept Botswana, Zimbabwe, and Zambia.
Angola;
(movement permit) and export permit are required;
all animal must be clearly marked;
all animal must be healthy/disease free/;
all animals must be vaccinated;
all animal must be parasites free/ treated for internal parasites (72 hours before export);
animal loading and truck sealing must be done under veterinary supervisors;

- (b) Poorly answered. Only few candidates could discuss ways marketing channels pose problems in agriculture production scoring 2-3 marks but majority scored 0 mark, a sign that they lack knowledge on the topic (marketing of agricultural produce).

Answer

the point of production at the farm to consumers;
lack of good transport;
long chain middlemen/too many agents;
lack of storage facilities/cooling facilities;
forced sales;
farms far apart over a large area;

- (c) Fairly answered. Most candidates could mention the two suitable rations but they were unable to state why those rations are given to finish off beef weaners for marketing.

Answer

production ration;
extra food/feed given to animal/more protein;
to gain more weight/to achieve additional outputs/grow;
maintenance ration/balanced ration;
to ensure normal functioning of body processes;
to maintain good health/ prevent deficiency diseases;

- 10 (a) Well answered. Only few candidates focused on the characteristics of the breeds rather than on the importance of their products to the economy. The spelling of beef breeds (Bonsmara, Sanga/Nguni and Simmentaler) was a problem.

Answer

Bonsmara;
Sanga/Nguni (Indigenous);
Afrikaner;
Hereford;
Simmentaler;

Importance of their products to the economy:

Beef is exported to provide foreign currency;
Beef is sold to provide income;
Hides provide raw materials/leather/ processed into upholstery/ cattle leather produce garments / accessories;

- (b) Poorly answered. Candidates misinterpreted the question and majority gave the qualities to be considered when choosing animals for breeding purposes.

Answer

keep records of all animals;
mating of bull with cows should be done at certain time;
ensuring that calves are born almost at the same time/right time;
(born) when there is plenty of nutritional food/rain season;
for the calves to grow fast;
for the mother to produce more milk;
allow cows to recover before next pregnancy/birth process;

- (c) Fairly answered. Some candidates failed to read the question properly as they gave the effects of overstocking without limiting their answers to the pasture. Overstocking was the common answer provided by many candidates despite having 'keeping large number of animal than the land can support' in the question.

Answer

trampling of pasture leads to soil compaction;
overgrazing leads to loss of vegetation cover/soil erosion;
selective grazing leads to increase in unpalatable grass/invasives /invasive alien species/leads to animals feeding on poor grasses;
pasture do not get time to recover;
bushes encroachment (if only grazers are kept on the land);

- 11 (a) Poorly answered. Most candidates could not cope with this question. Very few candidates that score 1-2 marks just outlined the methods of preparing the seedbed without any discussion.

Answer

For maize/millet/sorghum/oats/barley/wheat/upland rice

clear the land - to remove weeds;
dig the soil/plough – to loosen it;
harrow/rake – to level the soil/to break large soil clods/for water not to flow on one side of the seedbed;
determine the soil pH – to correct the soil pH according to the crop planted;
fertilise the soil – to increase the soil fertility;
water the soil to moisten the soil/dissolve the nutrients;
any reference to measurements – mark out seed bed boundaries/rows

for lowland/ wetland rice

clear the land – to remove weeds;
repair/construct bunds – retain water;
perform primary tillage – to loosen the soil/overturn the soil;
harrowing – to break large soil clods;
flooding – to control weeds;

- (b) Fairly well answered. However, most candidates lost a mark for spelling nodules as **noodles/noddles**. Most candidates also failed to use a correct answering sequence.
Example: stating first that legume has root nodules, that contains nitrogen fixing bacteria, that absorb atmospheric nitrogen and convert it to nitrates.

Answer

beans/peas/lucerne/clover/cowpeas/groundnuts;
it has nitrogen fixing bacteria;
in the root nodules;
that can absorb atmospheric nitrogen;
convert it into nitrate;
when legume dies and decompose nitrogen is released back in the soil;

- (c) Poorly answered. Almost all candidates misinterpreted the question. They mostly explain what is IPM and all other methods entails in controlling pests without making references to cultural methods. Few candidates listed the cultural methods to control the pests without discussing them and that was not good enough to score marks.

Answer

- 1 crop rotation to kill/interplanting or strip cropping to disturb the life cycle of the pests;
- 2 winter ploughing/soil treatment which helps to destroy pests (in their pupal stage) by exposing them to the sun and cold weather/harsh weather;
- 3 early ploughing which enables sharp rays of the sun to enter the soil and kills the pests' eggs/larvae;
- 4 planting resistant cultivars/selection of suitable plants that are specially bred to resist/minimise pests attack;
- 5 weed control to destroy pest habitants

- 12 (a) Well answered. Candidates could describe shifting cultivation but they could not suggest why it not a viable method to Namibian farmers. Few candidates referred to cleaning of the land instead of clearing the land. Some candidates indicated farming/ grazing animals on the land as a reason for clearing the land instead of using the land to grow crops.

Answer

farmer clear the land by cutting down trees and remove stumps;
farmer use a cleared land to grow crop;
until the land is exhausted in terms of nutrients;
farmer shift to another land;
allows the land to recover;

Suggestions

Namibian population has increase thus land is used up to build shelters/houses;
more people need more food, making impossible to leave the land uncultivated for sometimes;
land is scarce due to population increase;

- (b) Well answered. Most candidates could score at least 3 out of 4 marks.

Answer

food productions/improves food security/food self-sufficiency;
income generation through selling of surplus products;
create employment/self-employment/community members employed in small to medium scale farming projects;
provision of raw materials;
through agricultural earnings, some farmers can establish markets to sell their products commercially;
as more money is invested in the area, this improves economic and social infrastructure;

- (c) Well answered. However, some candidates gave general answers such as educating people in the community, give them loan/financial assistance etc.

Answer

by proving financial assistance to major agricultural project in the community;
by subsidizing certified seeds/fertilisers/transport/tractors/ploughing services;
by setting up livestock handling facilities; vaccinate animals for free;
by setting up green irrigation scheme to improve food production
by providing employment/job to rural people (through various agricultural projects);
provide free advice /and extension services to communities;
assist farmers in establishment of conservancies;

3. POSITIVE SUGGESTION TO TEACHERS

- Teachers are still encouraged to use examiners' reports to prepare learners for both internal and external examination.
- Teachers must put more emphasis on these areas: data analysis, graph interpretations, solving simple arithmetical calculations and formulas.
- Teachers must try their best to improve learner's spelling skills.
- Even though this area has significantly improved, in section B, some learners are still choosing two questions from each of the four main questions. for example, (a) and (b) from question 9, (a) and (b) from question 10 and (a) and (c) from question 11 etc. Teachers must therefore continue to explain to learners the meaning of answering any **two** questions.
- Learners should be encouraged to familiarise themselves with the glossary of command words at the back of the syllabus and train learners on how to answer the questions using those command words.
- Teachers should try to encouraged their learners to use appropriate Agricultural Science terminologies and learn to spell them correctly.
- Teachers must discourage learners from using alternative answers especially on a one-mark question. No correct answer will be chosen for them.

GENERAL COMMENTS

The moderation exercise found that many centres submitted most of the required and relevant materials for the moderation process. There is a greater improvement in the quality of most worksheets submitted by centres. However, the written work of a few centres on some worksheets is still too general and centres are urged to set practical related questions. Centres are acknowledged for setting practical exercises that are challenging enough for the level of the candidates. There are still a few centres that continue to award four to five marks per criteria/skill instead of just three marks per criteria as required. There are still a few centres that did not submit the marking criteria for practical exercises, making it difficult to determine how marks were awarded. The moderation team is urging centres to ensure that written work is done individually and not as a group, which was noticed in a few centres. There is a great improvement in the evidence submitted in the form of pictures or photographs as required, but there are still some centres not annotating the pictures. The centres are urged to ensure that the pictures submitted are made up of various stages of the practical exercises and investigations (from the start, during and the end results). Hence, centres are reminded to continue providing evidence to validate marks awarded.

The moderation team appreciates centres where there are two or more Agricultural Science teachers for collaborating in designing or developing common worksheets and practical exercises. However, there were still a few centres where teaching groups are conducting different exercises. Internal moderation is applicable to all centres even if there is only one teacher at the centre teaching Agricultural Science and the school management should ensure that it is done, as addition errors are still found on a few individual candidate record cards as well as the coursework assessment summary forms. Take note that an internal moderator should not change the marks given by the examiner unless there are addition errors. When selecting the 10 samples for external moderation, centres should ensure that they select a sample of 10 candidates made up of those with the highest, average and the lowest marks. For each candidate who is selected, submit his/her four practical exercises and an investigation report as one sample. Centres are reminded of the importance to complete the individual candidate record cards, coursework assessment summary forms, MS1 forms and the USB. Take note that those are official forms and should be completed fully as well as in black or blue ink and all components must be completed. The names and candidate numbers on the Coursework Assessment Summary Forms (CASF) must follow the order in the MS1 spreadsheets. Examiners must follow the instructions on the individual candidate record cards when compiling the marks. The USBs must be labelled with the centre number and subject code when submitting it for external moderation.

The moderation team appreciates the improvement made in the investigation topics conducted by candidates. In addition, most investigation reports submitted were compiled in accordance with the stipulated guidelines and evidence in the form of pictures was attached to the individual reports. However, the moderation team has noticed an increase in internet downloaded investigation report formats that contains a lot of subtopics that has information not directly linked to the investigation. In addition, some candidates continue to attach internet downloaded pictures as evidence, as well as data handling graphs that are not linked to the data collected. This affects the presentation and originality of the reports. Centres are reminded to ensure candidates attach evidence showing a variety of stages during their investigations. A few centres are still conducting the same research topic for all candidates and this must be discontinued. Candidates submitting typed reports are appreciated, just make sure to use Arial or Times New Roman font, size 12 with 1.5-line spacing. In addition to that, examiners are reminded to inform candidates of the maximum number of words per report. Centres are still advised to inform candidates that pictures attached to the investigation reports should have brief descriptions of what is happening and pictures must be clear. Centres are advised to continuously consult the Coursework Teachers' Training Manual and the NSSCO Agricultural Science syllabus for examples of researchable topics. Survey based research topics should be discouraged in order to give candidates a chance to acquire hands-on practical skills. The moderation team has noticed that final reports submitted by candidates contain grammatical and content (graphs, data handling, limitations) errors that can be corrected by marking the drafts of the candidates before the final report is submitted.

Appropriateness of assessment tasks

The moderation team continues to notice the improvement in the submission of good quality worksheets for the practical exercises. Most centres continue to select exercises from various themes. A few centres are still selecting practical exercise topics from the same themes and from the legacy syllabus such as brick making or water filtration. Most centres have developed specific marking criteria for each exercise and this should be maintained as there is an improvement. Growing crops is highly encouraged at schools, therefore, centres should not only prepare the seedbeds without showing which crops were ultimately produced or harvested and evidence (pictures) of the crop grown should be submitted. Centres are encouraged to make use of the Coursework Teachers' Training Manual (2020) and review

the previous centre report when selecting topics for practical exercises. The manual is obtainable from DNEA and all regional offices in the country. Centres are urged to seek advice from other schools and the Senior Education Officers in the regions.

Interpretation and application of assessment criteria for practical exercises

Most centres are aware of the five assessment criteria that are used to assess each practical exercise and are generating specific criteria related to the exercise. Centres are encouraged to prepare more challenging and practically related questions on the written work of the worksheets instead of theory based questions, as was noticed in a few centres. Teachers are still reminded that written work completed by candidates is important evidence that they have participated in carrying out specific assessment exercises.

Suitability and relevance of practical investigation hypothesis

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

Planning of the investigation

There was an improvement in the planning of the practical investigations, as some candidates included the plan layout as well as the description of how and when data will be collected. Prior planning on how the investigation will be carried out should be clearly outlined, e.g. the trial outline and data collection sheets that will be used and these should be attached as annexes. For centres where candidates share a plot or topic, there should be a schedule to ensure each candidate collects his/her own data on specified dates.

Handling of evidence

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

Ability to make deductions

Most centres demonstrated an improvement in making deductions from data analyzed. Examiners should be able to explain to candidates the difference between findings and deductions.

Limitations

Most centres were able to identify limitations experienced during their investigations. An improvement was noticed at most centres where candidates suggest ways of improving the limitations identified. Examples of limitations for investigations can include sample size, sample bias, access to data, lack of sufficient time or lack of financial resources. Examiners should be cautious of the limitations and recommendations listed by some candidates that are using internet downloaded formats, as the recommendations do not speak to the listed limitations.

Presentations, layout and originality

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

Interpretation and application of assessment criteria for practical investigation

There is an improvement by most centres being able to interpret and apply the assessment criteria for practical investigations. Centres are urged to use the marking guide for practical investigations as given in the syllabus when awarding marks to candidates and these should be attached to the candidates' reports, which was noticed in most centre reports. However, a few examiners are not indicating the marks awarded to candidates on those individual record cards.

Administration

The moderation team appreciates centres for submitting all documents required for external moderation in well-organized files. This made the moderation exercise easier. Centres are still reminded to submit evidence of candidates' work in the form of written work done on each practical exercise. Centres are encouraged to follow the correct guidelines when completing the assessment summary forms, individual candidate record cards and the MS1 forms. Where candidates are absent, they should be indicated as 999 on the MS1 form as well as on the coursework summary forms.

In addition to that, centres are still reminded to make use of the latest version of forms supplied by the Directorate of National Examinations and Assessment (DNEA), on which raw marks need to be entered. In conclusion, there was an improvement in performance demonstrated by all candidates. However, there were a few signs of negligence at a few centres such as, incomplete assessment forms, addition errors or not attaching evidence like worksheets or pictures or no internal moderation. New centres and newly appointed teachers to the subject should seek assistance regarding the conducting and administering of school-based assessments in Agricultural Science.

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

A: Gathering, recording, research and investigation

Candidates should be encouraged to do proper investigation into and research on a variety of appropriately gathered sources. In some cases, candidates did not use a variety of appropriate sources which could result in a weaker end result.

In some cases, investigation was not done comprehensively, therefore, the chosen topic was not clear. Ideas, observations and insights should always be recorded visually and annotations should accompany such recordings. This should be relevant to the candidate's intentions and he or she should reflect critically on his or her work, as well as the progress thereof.

Thought processes must be recorded at all times as previously mentioned. It is advisable that candidates should have a starting point, showing development through different ideas, techniques and stages towards the final. Because of a lack of research and recording the learners are not able to reflect critically on work and progresses.

B: Exploration and development of ideas

This section of the assessment requires candidates to do more exploration on the gathered ideas that could lead to a more successful outcome. Experimentation and manipulation processes must be evident. This was the area where candidates lacked insight. Copy and pasting of pictures is not manipulation or experimentation. Together with direct observation, candidates should transform images into different creative responses.

C: Organisation and relationships of visual and other forms

Candidates must be able to recognise and organise visual forms. In other words, they must have a clear understanding of the elements and principles of art as well as how to apply them to communicate ideas effectively.

D: Selection and control of materials

Candidates must explore and experiment with a variety of media and techniques. In some cases, candidates lacked expertise and skill to work with and apply different media and techniques.

E: Personal vision and interpretation

If the learner does not demonstrate analytical and critical understanding, it would be very difficult to produce a personal and meaningful response. Encourage candidates to work towards a more individual and creative outcome.

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

It is also a good idea to encourage learners to evaluate one another's work according to the assessment criteria. It will give them a better understanding of what is expected of them.

- 1 **A** This was the easiest question in the paper and 97% of the candidates got it right.
- 2 **C** This question was scored by 92% of the candidates as it only required basic information about the binomial system.
- 3 **B** The majority of candidates, 73% did well in this question, wrong answers were scattered almost equally among the other three options
- 4 **B** This question was poorly performed with the majority of candidates opting for option A. This shows that candidates just divided the drawing size with the actual size without first converting them to the same unit.
- Conversion:**
50 mm to μm = $50\text{mm} \times 1000 = 50000 \mu\text{m}$
or
2000 μm to mm = $2000 \mu\text{m} \div 1000 = 2 \text{ mm}$
- Magnification** = $50000 \mu\text{m} \div 2000 \mu\text{m} = \times 25$
or
 $50 \text{ mm} \div 2 \text{ mm} = \times 25$
- It should be emphasised that the numbers can only be substituted into the formula once they had been converted to the same unit.
- 5 **B** Only 45% of candidates answered this question correctly despite it being a very simple question. The second most popular answer was D. Teachers should give examples of plant tissues and organ systems when teaching levels of organisation.
- 6 **A** Slightly above average number of candidates scored in this question, with the second most popular option being B. It is very important for learners to be able to identify parts of the cell.
- 7 **A** Similar to question 6, slightly above average number of candidates scored in this question. A significant number of candidates were split almost equally between **C** and **D**. This could be because they thought the molecules will move by diffusion while the diagram clearly shows that molecules will move from lower concentration and there is energy involved.
- 8 **B** About 56% of candidates got the correct answer which is a bit low for a simple recall question. Teachers should try to come up with mnemonics to be used by learners to remember, e.g. for DNA base pairing: '**A**pples are in the **T**ree and **C**ars are in the **G**arage'.
- 9 **C** This also appears to be a straight forward question as candidates only needed to know the reagent, the procedure and the positive results for the reducing sugar test. However, only 48 % of candidates answered it correctly. This could be due to lack or insufficient laboratory practical experiments carried out in most schools.
- 10 **C** The performance in this question was quiet okay considering that graph work had previously been a challenge to the candidates. 62% of candidates were able to interpret the graph correctly.
- 11 **C** The majority of candidates, 68% answered this question correctly. Option A came in the second place, candidates were probably attracted to this option by 'large leaves'.
- 12 **A** Only 52 % of candidates got the correct answer for this question. Option D was the second popular option.

- 13 C** This question was well performed. 76% of candidates got the correct answer.
- 14 C** 60% of candidates were able to score in this question, option A also attracted a number of candidates.
- 15 A** This question was not well performed, only 40% of candidates were able to get the correct answer. Candidates continue to struggle with graph interpretation skill.
- 16 C** The performance in this question was also below average with only 48% of successful attempts. Option A was also attractive to a number of candidates which could be due to candidates confusing xylem and phloem tissues.
- 17 D** Only 43% of candidates got the answer correctly for this question. They were required to know the function of 4 blood vessels and this proved to be a challenge.
- 18 A** This question was one of the poorly performed questions in the paper with only 37% of successful attempts. Candidates should be made familiar with the images of different processes/procedure to enhance understanding.
- 19 C** Only 39% of candidates got the correct answer, many candidates failed to link mucus to mechanical defence against infections.
- 20 B** Slightly above average performance was noted in this question with only 51% of candidates scoring.
- 21 C** Well performed by 76% of candidates.
- 22 A** Well performed by 77% of candidates.
- 23 B** Only 41% of candidates scored in this question. Many candidates opted for option D which is really the opposite of the truth about the kidney transplant because it is a surgical procedure and it is a transplant, which makes it risky.
- 24 C** Only 48% of candidates answered correctly. Answers were all over, indicating confusion or lack of understanding of tropism.
- 25 C** 59 % of candidates got the correct answer.
- 26 A** Only 30% of candidates answered this question correctly. Candidates needed to know the changes that occur in three parts of the eye to accommodate light from a near object. Teachers need to devise ways of making these types of information easier for learners. What occurs in the eye during accommodation of a near object is just the opposite of what occurs when accommodating a far object and if a learner knows one side they can effectively use that to tackle the other.
- 27 C** 51% of candidates answered this correctly. Option A and D were also very popular.
- 28 B** 67% of candidates answered this question correctly.
- 29 C** 58% of candidates answered this question correctly.
- 30 B** This was the most poorly performed question in the paper with only 25% of candidates getting the correct answer. The most popular option was A which is totally incorrect.
- 31 B** This question was also not well performed as only 36% of candidates scored. Option C was nearly as popular as the correct option B. More emphasis is needed on the function of reproductive hormones.
- 32 C** This question was well performed by 83% of candidates.

- 33 D** 62% of candidates were able to score in this question.
- 34 C** Slightly above average number of candidates, 53%, answered this question correctly.
- 35 D** Only 43% of candidates were able to get the correct answer, although it appears to be an easy question.
- 36 B** This question was extremely poorly performed with only 28% of candidates getting the correct answer. It seems that the adaptive feature of large air spaces in aquatic plants is not well known by candidates.
- 37 D** The performance in this question was not good, with only 40% of candidates scoring. Many candidates were attracted to option C. They needed to consider the position of all these organisms in the food chain and have the knowledge that energy decreases as you move further along the food chain.
- 38 C** 63% of candidates got the answer correctly.
- 39 D** 59% of candidates answered this question correctly.
- 40 A** Only 40 % of candidates managed to get the correct answer. Teachers need to ensure that the last topics also get attention.

General comments

- There was a slight improvement in the general performance and the candidates' responses to the questions compared to the previous years. However some mistakes are repetitive despite numerous efforts to correct them with previous examiners' reports.
- Spelling errors of scientific terms did not improve.
- Candidates' response to command words of explain, discuss and suggest did not improve and this caused them to lose marks.
- There is no improvement on the drawing of the genetic diagram despite previous effort to improve that.

Comments on individual questions

1. (a) **Binomial system** is known by most candidates although spelling it correctly proves to be challenging to some.

Answer

binomial (system);

- (b) Most candidates know the features of insects very well.

There were few candidates who gave general features of insects rather than referring to the diagram given.

Answer

1. three body parts/ divisions/sections/ head, thorax and abdomen;
2. three pairs of legs / 6 legs;
3. Wings/1 pair of wings;
4. Compound eyes/ 1 pair of compound eyes;
5. (1 pair) of antennae;

- (c) (i) Many candidates answered this question correctly.

Answer

Crustacea/crustacean;
Arachnida/ arachnids;
Myriapoda/ myriapods;

- (ii) Candidates know the uses of hierarchical classification systems.

Answer

1. for (easier) identification;
2. for study purposes;
3. for global communication;
4. to sort/group/put/arrange/place/create organisms into order;
5. to determine their evolutionary relationships;
6. to keep track of all organisms;
7. to keep record of organisms;

2. (a) Only few candidates manage to define ingestion and digestion correctly as provided in the syllabus.

Answer

(Ingestion) taking in of food/substances into the body/alimentary canal through the mouth;
(Absorption) movement/uptake/pass through of small (food) molecules /and ions (through the wall of the intestine) into the blood;

- (b) The general skill of labelling diagrams has improved and the use of arrows to label has decreased greatly. However, only a few candidates could score all the marks.

Answer

label line P – stomach;
B – gall bladder;
L – pancreas;
W – large intestine;

- (c) (i) Many candidates failed to recognise the clue given in the question that enzymes are proteins therefore they could not give the correct answer.

Answer

amino acids;

- (ii) Candidates lost marks by stating maltose as a final product of starch digestion instead of the correct answer.

Answer

glucose;

- (iii) The differences between mechanical and chemical digestion is not known by most candidates. Candidates lost marks by using their own ideas (which were often distorted) instead of the clear differences provided in the syllabus.

Answer

Mechanical - breaking down food into smaller pieces without chemical change to the food molecule;

Chemical - the breaking down of large, insoluble molecules into smaller, soluble molecules;

3. (a) The question was poorly answered. Candidates needed to point out features that the two systems have in common.

Answer

1 transport of (body) fluids;

2 defence against pathogens/contain lymphocytes;

3 made up of vessels;

4 have valves;

- (b) The question was well answered by most candidates.

Answer

organism, organ system, organ, tissue, cell

- (c) (i) Component **Z**, white blood cell (**lymphocyte**) was confused with red blood cell by many candidates.

Answer

White blood cell/lymphocyte;

- (ii) Only a few candidates described the process of blood clotting correctly to score all marks.

Answer

1. A blood vessel is damaged/cut; ytb

2. blood flows out of the vessel;

3. platelets stick to the walls of damage vessels;

4. platelets get activated (by vit.K and calcium ions);

5. platelets release an enzyme/thrombin;

6. (enzyme) converts soluble fibrinogen into insoluble fibrin;

7. fibrin form mesh/ network of fibres;

8. red blood cells get trapped (in a mesh);

9. forming a scab;

- (d) Most candidates know the features of a vein but could not score marks because they could not explain how these features help the vein adapt to its functions.

Answer

1. have a (very) wide/large lumen (relative to wall thickness) + to maximise blood flow /for more effective return/ minimum resistance/easily and freely;

2. have thin walls/ walls contain less muscle and elastic fibres + as blood is flowing at a very low pressure/ for skeletal muscles to squeeze;

3. have valves + to prevent backflow/stop the blood from pooling/accumulating at the lowest ends;

4. single layer of endothelium/cells on the inside + reduce friction;

4. (a) Most candidates had little understanding of the difference between Breathing and Respiration. They lost marks by describing air as gases, breathing as gaseous exchange and by defining photosynthesis instead of respiration.

Breathing should be referred to as the movement/ taking air in and out of the **lungs** but not to the body or cells.

Respiration should refer to 'the release of energy' from glucose or from nutrient molecules.

Answer

Breathing – inhalation and exhalation of air/ moving air in and out of the lungs;

Respiration – release of energy (by living cells);

- (b) (i) The question was poorly answered. Most candidates did not understand, and therefore, could not read the graph. They mostly did wrong calculations and those who tried it correctly could not score all marks because they gave answers without units. It is a requirement that all numerical answers should have units.

Answer

12 x 500;

= 6000 cm³;

- (ii) Most candidates could see that the rate and depth of breathing increased but could not go further to give the reason for such a change. Many candidates lost marks by explaining the increase in heart rate.

The emphasis should be on why such a change is necessary. The explanation should include: so that the active muscles are provided with more oxygen, to increase the respiration rate, to release more energy and to remove more carbon dioxide faster (which is produced by faster respiration).

Answer

1. breathing rate increases/ faster or depth increases/deeper;
2. to provide more oxygen;
3. to increase respiration rate/ faster respiration;
4. to release more energy;
5. to remove/excrete CO₂ faster;

- (c) Many candidates failed to score full marks for this question.

Many of them had an understanding that CO combines with haemoglobin but failed to score the second mark.

Many just gave the effects of tar on the breathing system. CO binds to haemoglobin, leaving less haemoglobin to transport oxygen. Less oxygen reaches the tissues and respiration in the tissues decreases. This leads to increased heart rate and breathlessness

Answer

1. CO bind/combines/reacts to haemoglobin (instead of oxygen)/forms carboxyhaemoglobin;
2. Less haemoglobin to transport oxygen/ less oxygen is transported;
3. Decreases/less the amount of oxygen delivered to cells/tissues;
4. Increases heart rate/leads to breathlessness/short(ness) of breath;

- 5 (a) Candidates answered this question well. They know that raw material A = carbon dioxide and substance B = oxygen

Answer

raw material A: carbon dioxide/ CO₂;

substance B: oxygen/O₂;

- (b) (i) – (iii) Most candidates could only score one mark for (ii) starch.

Answer

(i) nitrates/ iron/ magnesium

(ii) starch

(iii) amino acids/ proteins

- (c) Only few candidates answered this question well.

Most candidates did not read the question to see what was required from them. Simply because the last question on the same objectives was about the systemic pesticides applied to the soil, they based their response on that. Others lost marks because they reasoned that sucrose is the one which is going to kill pest once it is ingested.

Answer

1. systemic pesticides sprayed on plant (leaves);
2. (Pesticides) enters the leaf tissue/stomata/lenticels;
3. transported/translocated by phloem;
4. pests suck it/ pest suck in poisonous (contaminated) sap (from phloem);
5. pest dies;

- (d) Question poorly answered, but they at least got 1 mark for stating that water move through the xylem.

Most candidates described the movement of water from the soil into the root and could only give limited details of the movement of water up the plant until it exit the plant through the stomata.

Answer

1. (water moves up) through the xylem vessel;
2. moves by cohesion forces (water molecules attract one another) / by adhesion (water molecules attracted by the xylem vessel walls)/ capillarity;
3. the pulling effect creates transpiration pull;
4. water is pushed up by root/ root pressure;
5. due to water loss/evaporation from mesophyll cells (into air spaces);
6. water vapour diffuses out of the stomata;

6. (a) Most candidate identified structure Q correctly.

Answer

Nucleus;

- (b) Most candidates did not answer this question correctly because they indicated that the diploid number is 46 instead of 4 as shown in the diagram. Emphasis need to be placed on the different number of chromosomes for different organisms.

Answer

4 (chromosomes);

- (c) The organ in male where meiosis occurs is not known by many candidates. Their responses included any part of the male reproductive system.

Answer

Testes/testis;

- (d) The candidates' response was mostly ovule

Answer

Egg (cells)/ ova;

- (e) The question was well answered. Most candidates could see that there are four daughter cells produced, each daughter cell has haploid/ two chromosomes and the cell division has two stages.

Answer

4 daughter cells/ 4 cells produced;
Haploid cells/ chromosomes number is halved or reduced by half/single pair of unpaired chromosomes;
Two stage division;

- (f) The question was well answered by many candidates.

Answer

Mitosis plays a role in growth, repair damaged tissues and replacement of (worn out) tissues.

7. (a) The processes was correctly identified by most candidates. However, the terms were not correctly spelled and some candidates described the processes. Sometimes the two terms were switched._

Answer

- (i) Pollination;
- (ii) fertilisation;

- (b) Many candidates lost marks because they failed to provide the role of oxygen and water.

They often referred to oxygen needed for photosynthesis. Some candidates gave the general use of water rather than that of seed germination.

Answer

Oxygen – necessary for (cell) respiration;
Water – activates enzymes/ dissolves nutrients/ breaks dormancy;

- (c) Most candidates failed to score full marks. They failed to use words such as reduce/avoid/decrease/increase/prevent correctly. Additionally, they lost marks for writing avoid/prevent diseases instead of reducing the spreading of diseases.

Most candidates are using food and natural resources on the concept of competition. Words such as soil erosion were used instead of soil depletion.

Answer

1. prevents/reduces/avoid competition of resources;
2. allows plants to colonize new areas;
3. increases biodiversity;
4. prevents/reduces/avoid overcrowding;
5. reduce the (risk)of spreading of diseases;
6. reduce nutrients depletion (from the soil);
7. reduces inbreeding/ promotes out breeding;
8. allow surviving in case of natural disaster/ to prevent extinction;

- (d) The question was poorly answered. Candidates referred to instruments e.g. ruler, tape measure, scale instead of methods. There was no correlation between methods and advantages. Others wrote biomass as a method and not wet mass.

Answer

Method 1: Height/ length of an organism/ part of an organism;

Advantages: - easy/fast/does not damage the organism/ can be carried out anywhere/suitable for most organisms;

Method 2: wet mass/ weight;

Advantages: - gives the accurate measure (for the whole organism)/quick for small organism/ does not damage organism;

8. (a) Matching question was well answered, most candidates scored full marks.

Answer

- (i) evolution - a process of change over a period of time
- (ii) homozygous - having two identical alleles of a particular gene
- (iii) phenotype - the observable features of an organism
- (iv) recessive - an allele that is only expressed when there is no dominant
- (v) variation - differences between individuals of the same species

- (b) (i) Symptoms of sickle cell anaemia is not known by most candidates, the question was poorly answered.

Answer

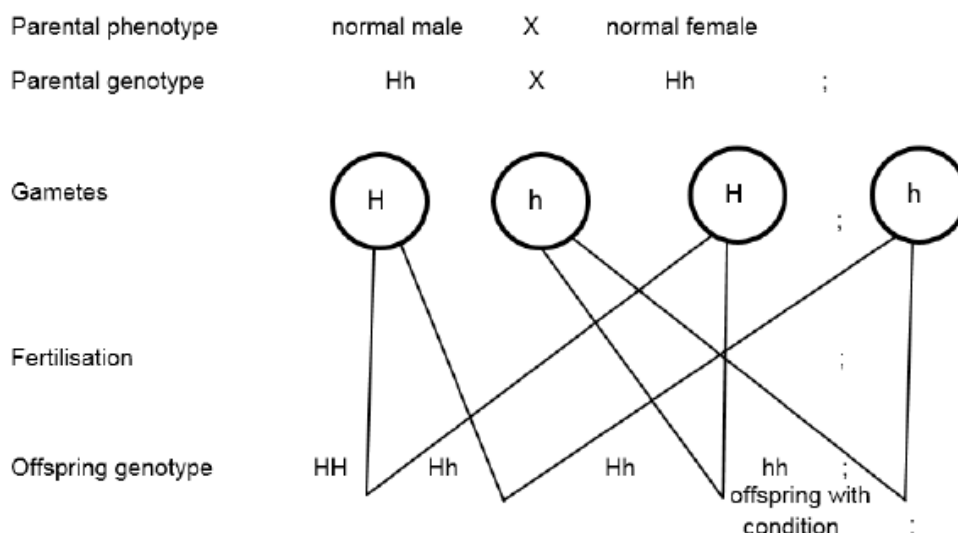
- sickle shaped/ distorted/deformed red blood cells;
- fewer (normal) red blood cells/ red blood cells with reduced surface area/
- less (not enough) haemoglobin/oxygen;
- fatigue/ exhaustion/ breathlessness/ less active/ tiredness/ anemia;
- sticky red blood cells clump together/increase in blood clotting/thrombosis/heart attack/ stroke/ blockage of blood capillaries;
- pain crises/ periods of pain/ pain in joints and bones/ swelling of hands or feet;
- higher possibility of infections /kidney or lung damage/ blindness;
- yellowish/ pale skin;
- Acute chest syndrome/ hospitalised for transfusion; (ii) question was moderately answered.

- (ii) This question was poorly performed. It has proven that the skill of drawing the genetic diagram is not yet mastered by most candidates despite numerous efforts to provide guidance of this in previous examiners' reports.

Issues observed:

- Diagrams not labelled or partly labelled.
- Uses of wrong genotype rather than the one provided.
- Usage of sex linked genotypes or sometimes Hb for blood groups
- Parental/offspring genotypes encircled instead of the gametes only.
- Offspring with a condition (sickle cell Anaemia) not indicated in the phenotypes.

Answer



Positive suggestions to teachers

- Classroom teaching should be guided by the syllabus, because from the candidates' responses one can see that teachers are teaching textbooks because some information given by candidates are contrary to the guidance given in the syllabus.
- More emphasis should be put on the correct spelling of scientific words.
- Terms should be defined as per syllabus.
- School assessment should be guided by syllabus objectives.
- Glossary of terms should be provided to the candidates and guidance on how to answer them should be given and practiced.
- The differences between particles, molecules and substances should also be explained to the candidates because they tend to think that they are the same.
- The use of less/more and many/few should also be emphasised when doing comparison because candidates do not know the differences.
- Provide more examples and practice on describing and interpreting graphs and making conclusions on the data provided.
- Annexe B: guidelines for presentation of data (pg 42 – 44 of syllabus) should be provided to the candidates to gain useful tips on that. Genetics/ drawing genetic diagrams is part of that (pg 44)

General comments

This paper was comparable to the paper for last year in terms of difficulty.

The paper included a range of differentiated questions for candidates to answer to show their experimental skills and ability C1 to C4, as outlined in the syllabus.

There were centres with good candidates of high ability and most candidates appeared to have adequate time to complete the paper.

There were not a lot of zeros observed this year but the majority of the candidates did not perform well and all of the points on the paper were achieved by different candidates.

Only a few candidates managed to achieve high scores.

There were parts of some questions based on investigative and planning skills, which some candidates found difficult and perhaps require further practice. There was evidence that some candidates had not experienced some of the practical techniques such as photomicrographs of onion epidermal cells and so based their answers on general knowledge.

Candidates should be made aware of the differences in responses that they should make when questions involve terms such as describe and explain. One of the problems seemed to be candidates giving descriptions when explanations had been requested or just describing or explaining and not both.

There was considerable evidence, much of it noted in comments about individual questions, of candidates not reading the questions carefully enough. Thus their responses, although biologically correct, failed to answer the questions set. There was overall evidence that the candidates tackled questions demanding application skills better than those requiring them to present knowledge and understanding.

If candidates run out of space, or cross out their answer and start again, they should use blank space on the same page for their answers if possible. If not, then they should use blank space on another page and make it clear where their answer is to be found. Many candidates did this, but some did not and made it difficult for the examiners to find their answers.

Comments on specific questions

- 1 (a) This question asked for a description on how to investigate the effect of distilled and salt solution in red onion epidermal cells.

The most common mistakes made by the candidates were that they did not read the question carefully and thus ended up with blocks of onion put in different containers containing salt water and distilled water respectively. No credit given here but candidates who then further describe how to use the microscope correctly, gained some credit.

Expected answer

1. (Use a scalpel/ tweezer) and peel a very thin layer / one layer /single layer of tissues + from the epidermis outermost layer of cells;
2. (trim to get a piece that will fit under coverslip) and place it on a microscope slide;
3. Add (1-2 drops) **salt solution/ distilled water** to cover the tissue;
4. Place a coverslip over the tissue;
5. View under microscope;
6. Draw/dry salt water/distilled water from slide;
7. ref. to drawing of cells;

- (b) (i) The majority of candidates recognized the labeled parts.

Expected answer

- A: cytoplasm
B: nucleus;

- (b) (ii) This part of the question started with 'describe and explain' – candidates were expected to demonstrate their observational skills and comment on the differences shown in the figures, to handle the recorded data and to link these details to a biological explanation for these observed changes. Many candidates answered with either a description or an explanation, not both, and so limited the number of marks available for this section.

The changes to the onion tissue involved ideas based on the process of osmosis involving the movement of water out of the onion tissue.

Many answers included the definition of osmosis and continued to relate the movement of water to the correct gradient expressed in terms of water comparison between the onion tissue and the external solution. Able candidates referred correctly to water potential differences.

Some mistaken explanations were incorrectly based on the salt moving

Expected answer

1. Cytoplasm/ cell membrane pulls away from cell wall;
2. cell is plasmolysed / flaccid;
3. water leaves cell;
4. from higher water potential (to lower water potential);
- 5 ref. to osmosis

- 2 The majority of candidates found this question the most challenging and few candidates scored marks in this question. Candidates did not read through the information given. Clear evidence given by candidates' answers, showed that they were never introduced so such an investigation. Having been told that the change in colour of the Hydrogen Carbonate indicator was due to the increase or decrease of Carbon dioxide, they still could not suggest explanations for the results given in Table 2.1. Neither could the candidates relate gaseous exchange in the leaf to photosynthesis as well as respiration which are responsible for the increase and decrease of carbon dioxide.

- (a) (i) The candidates mentioned the absence of the leaf, but could not be credited because the absence was not brought into connection with gas exchange.

Expected answer

- (i) test-tube A: there was no leaf + no gas exchange/absorption or releasing of CO₂/respiration/ photosynthesis;
- (ii) **test-tube D:** the rate of respiration equals the rate of photosynthesis; there is no net change of CO₂ in the test-tube;

- (b) (i) The change in test-tube, in which the indicator solution was purple, was understood by the better candidates to be due to the photosynthetic activity of the leaf which removed the carbon dioxide in the presence of partial light but did not bring the effect of respiration into connection. A common error was to describe the change to the presence of oxygen, or, less commonly, starch. A few candidates said that the leaf received carbon dioxide from the indicator solution.

Expected answer

Test-tube B: rate of photosynthesis is more than the rate respiration (+ less CO₂ is present in the test tube):

- (b) (ii) Candidates were asked to suggest why the solution in test-tube C was yellow. Many correctly stated that in the absence of light the leaf contained in the test-tube would not be able to carry out photosynthesis.

Expected answer

Test tube C: no photosynthesis takes place/only respiration is taking place;
CO₂ is released from respiration/ no CO₂ used;

- (c) The majority of candidates showed an understanding of why lime water could not be used in this specific investigation.

Expected answer:

Lime water only shows the presence of CO₂
Limewater is qualitative/ not quantitative/ cannot distinguish amounts;

- (d) Although many candidates referred to dependent and independent variables, the majority scored at least 1 mark.

Expected answer:

volume of indicator solution/hydrogen carbonate;
size/type of the leaf;
temperature of environment;
time until colour is recorded;

- (e) When conducting an experiment, a control is an element. It is used as a benchmark or a point of comparison against which other test results are measured. The majority of the candidates just mentioned that the purpose of a control is to compare. The question expected the purpose of the control test-tube in the specific investigation.

Expected answer:

the control test-tube was setup to see whether the indicator will change colour with no leaf / to make sure that any colour change was because of gas exchange by the leaf/AW;

3 (a) (i) The majority of the candidates answered correctly.

(ii) The reason given for the mistakes made by the other two learners was quite challenging. The candidates mentioned the meniscus but shows that they have really no idea of what it is.

Expected answer:

(i) learner 1:

(ii) Learner 2 (99) divisions are every 2(cm³) not 1 **OR**

Learner 3 (100) read to top of meniscus /scale not read at right angles/parallax error;

(b) and (c) (i),(ii)

These questions just need recording of information into Table 3.1 and the majority of the candidates scored full marks.

Expected answers

(b) 0 80 75;

(c) (i) column headings for temperature in beaker A + B :_degrees Celsius /°C;
column heading for time: seconds/s;

(c) (ii) time values correct: 35, 70, 105, 140, 175, 210;

(c) (iii) & (iv) These two questions were very demanding. Similarities and differences in the patterns of temperature change of the two volumes of water were expected.

Very few candidates succeeded but the majority of the candidates did not do any calculations to find a pattern concerning either a similarity or a difference.

Expected answer:

(iii) **appropriate pattern which fully matches results**

e.g. rate of temperature drop greater at start than at end;

between 70/105 and 175 decrease in temperature is constant ;

(1)

(iv) The rate of cooling is less for a larger volume of water/ beaker B than for smaller volume of water (Beaker A)/ORA;

(d) It was satisfying to see that the majority of the candidates scored full marks here.

Expected answer:

1. room temperature / external temperature **or** initial water temperature/start temperature of water;

2. same volumes of water ;

3. same amount of waiting time before reading/OWTTE;

4. keep thermometer at same depth;

5. same size/thickness material/surface area of beaker;

4 (a) (i) Candidates were asked to make a large drawing from a photograph of a leaf.

There were many large drawings produced, but the shape, proportion and component parts were a problem.

Expected answer

S: larger and in proportion;

D: shape + edge + veins;

(ii) Most mistakes were seen when candidates gave inaccurate measurements for the diagram which they had drawn. Although it varied from centre to centre, the majority of candidates correctly calculated their magnifications and expressed 'x' or times.

There were very few percentages and ratios.

Expected answer

drawing length ÷ 7.9 cm or 79 mm;

correct magnification indicated as ×;

(b) (i) Candidates were given a Table of the lengths of 40 leaves measured correct to the nearest millimeter.

These numbers had to be used to complete a tally chart placing the lengths into different ranges accordingly. Many candidates achieved full credit here. The majority of the candidates just completed the number of leaves column. A few candidates had clearly counted and completed the totals and subsequently filled in the tally which sometimes led to errors.

Expected answer

Range	Tally	Number of leaves
110 – 124	III	3
125 – 139	IIII IIII	10
140 – 154	IIII IIII IIII III	18
155 – 169	IIII I	6
170 – 184	III	3

- (ii) **Using** the tally chart, candidates were asked to construct a histogram. Some excellent histograms were produced with many candidates gaining full credit for the histogram axes being correctly orientated and clearly labelled, the histogram filling more than half the printed grid paper, bars placed accurately and drawn neatly touching each other. A common point of difficulty was the labeling of the axes and in positioning the range centrally under each column. Some candidates did not extend the lines of the histogram bars down to the x-axis.

Very few candidates drew line graphs, but more produced bar charts (with gaps between the bars) rather than a histogram.

Although many histograms were drawn neatly with ruled lines, often the standard of drawing and shading was poor. A few candidates used pen to draw the graph and then could not correct errors and some had used scribble for shading, which was unnecessary.

Expected answer

A: axes labelled correctly;

S: correct scale;

P: bars plotted correctly; (according to table);

B: bars are touching and + same width+ ruled;

GENERAL COMMENTS

Building Studies is one of the more popular vocational subjects in the schools, but due to lack of facilities, only a few schools can offer it. The candidates entered for this subject really tried to improve the standard and quality of work. Teachers and candidates knew what to expect this year because of the reports of previous years and were better prepared for this examination. It is also very important that teachers should realise that Building Studies is not just about Brick laying and Plastering, but also the science, mathematical calculations, scale drawings etc. of it. The syllabus was well developed by the NIED in collaboration with CIE and was accepted by both institutions. All this was done to upgrade the level of Education in Namibia. Therefore, the two institutions with their teams should be applauded for the exceptional work done to improve the living standards of the Namibian Child.

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

Very good responses were received from the centres regarding the quality and standard of the question paper. It could be well interpreted regarding the style, language and graphics.

From the responses of the candidates on the questions, there were no problems answering the questions, it was well interpreted. However, good responses were given for most questions and candidates could score good marks.

Evidence also shows that quite a few candidates did not have the knowledge to answer certain questions successfully and some did not attempt certain questions. By the spread of marks for this question paper, it looks acceptable, but there are some areas which need to improve.

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

This year we had 61 candidates, an increase of 5 entries compare to the previous year.

COMMENTS ON SPECIFIC QUESTIONS (Question 1- Question 7)

SECTION A

Most of the candidates answered this question fairly well and scored good marks.

1. List five preventative measures to prevent the spreading of diseases in an event of an injury where blood is present.

Almost all candidates scored good marks. They showed quite good knowledge about injuries in the workshop/site.

Possible answers

Only 1 mark for each measure to a maximum of five marks.

- Where there is the possibility of contact with blood precautions should be taken to prevent contact with the skin, eyes or mucous membranes [1]
- Gloves (surgical/latex) must be worn when open wounds are treated [1]
- Any blood must immediately be washed from surfaces with soap and water [1]
- Protective clothing must be worn when handling contaminated body fluids [1]
- Wash your hands regularly [1]
- Mouth-to-mouth resuscitation should not be withheld in the event of an emergency, but precautions must be taken [1]
- Only move the patient once bleeding is under control [1]
- Take care not to injure yourself while applying first aid [1]
- Use face masks and goggles whenever possible [1]
- To provide safety signs board at the site [1]
- If treating more than one person, don't use the same materials [1]

- Make use of deflection like sanitizer [1]
- Use the bandage to stop the bleeding [1]

[Max 5]

2 State the functions of a safety officer on a construction site.

Most of the candidates scored good marks, they demonstrated knowledge of the building team.

Possible answers

Only 1 mark for each role to a maximum of five marks.

- He is one of the most important persons on site [1]
- Ensures that all actions taken on site are safe [1]
- See that construction workers are following established policies and safety regulations [1]
- His primary job is to create safer construction sites [1]
- It is compulsory for the safety officer to work closely with the Occupational Safety and Health Administration (OSHA) [1]

[Max 5]

3. Fig. 1 shows four building tools A, B, C and D. Identify each tool and state one use for each.

Candidates did very well at this question. They know building tools.



A

1 mark for identification and only 1 mark for use.

- (a) Scotch hammer [1]
- Common hammer [1]
- Brick hammer [1]
- Cutting hammer [1] The square head is used for normal hammering and the chisel point for cutting bricks and blocks [1] The steel comb is used to cut or dress bricks more accurately to size [1]
- For chipping the wall for electrical pipes



B

(b) Bolster chisel

[1]

- Used with a brick bolster or club hammer to cut bricks or blocks accurately [1]



C

(c) Builders square [1] Steel square [1]

- Used for setting out foundations, brick work, brick walls, staircases, roof trusses and concrete work [1]
Generally used to check the straightness of large objects [1]
Testing squareness of cupboards [1]



D

(d) Dumpy level

[1]

Determining relative levels and vertical heights among different locations, especially long distances [1]

Determining distances [1]

Setting out buildings [1]

Transferring levels and heights [1]

[max 8]

4. List the five requirements for good plaster sand.

Most of the candidates scored good marks here.

1 mark for each requirement.

- Always use river or dune sand. [1]
- Sand should be free of soil, clay or any plant material. [1]
- A 2 - 3 mm sieve size should be used to sieve the sand. [1]
- Coarse sand must be mixed with builder's lime or plasticiser. [1]
- Fine sand must be mixed with coarse sand to improve the mixture. [1]

[max 5]

5. Fig. 2 shows the first course of a 1½ brick single Flemish bond.

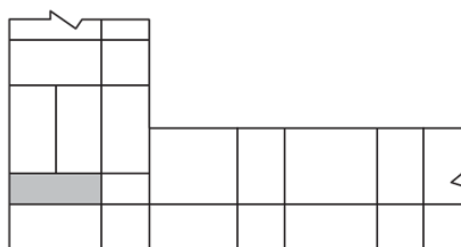
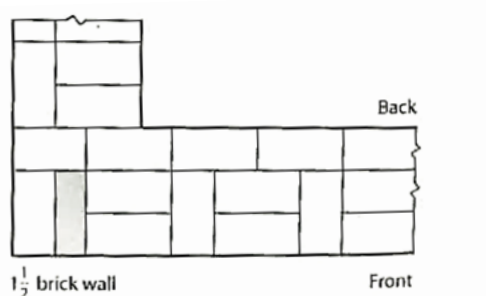


Fig. 2

Make a neat sketch of the second course, clearly indicating the closer.

Only a few candidates could do the sketch of the second course correctly.

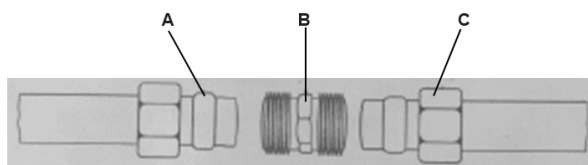
Possible answers



- Correct sketch [1]
- Quality of sketch [1]
- Indication of closer [1]

[max 3]

6 Fig. 3 shows a plumbing jointing technique



Only a few candidates could answer this question correctly, while some scored some marks.

(a) Identify the joint

- Compression joint

[1]

(b) Label the parts A, B and C

Possible answers

- A – Compression ring [1]
- B – Union [1]
- Coupling [1]
- Connector [1]
- C – Compression nut [1]
- Closing ring

[max 4]

7 (a) What is the meaning of the abbreviation, DPM.

Almost all candidates answered correctly.

Possible answer

Damp Proof Membrane [1] Damp Proof Material [1]

(b) Where is the DPM used in building construction.

Most of the candidates could answer correctly.

Possible answer

Entire surface directly under the concrete slab [1]

[max 2]

SECTION B

Answer all the questions in this section.

(Questions 13 and 14 should be done on separate A3 answer sheets provided)

8 Fig. 4 shows a distribution box in a house.

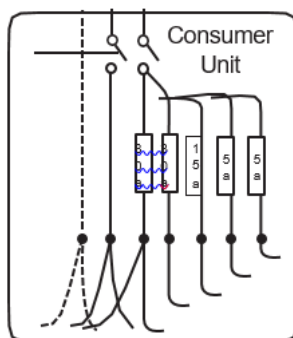


Fig. 4

Identify the devices to which the circuit breakers supplying the electric current:

Some of the candidates scored some marks.

Possible answers

- 5A – lights/geyser [1]
- 15A – 30A stove [1] Plugs [1]
- 30A – wall sockets [1] Plug in appliances [1] Stove [1]

max 3]

9. State the reasons why paint application is essential in the building industry.

Most of the candidates scored good marks here.

Possible answers

- To protect a surface against rust and weathering [1]
- To protect a surface against the penetration of water/moisture/damp [1]
- To provide a neat, decorative appearance [1]
- Heat resistance [1]
- To reflect sun light from the building [1]
- Colour coding [1]

[max 3]

10. Name four types of pile foundations.

Only a few candidates could score full marks here.

Possible answers

- 1 mark for each mentioned to a maximum of three.
- End- or point-bearing piles [1]
- Friction/cohesion piles [1]
- Micro and helical piles [1]
- Driven or displacement piles [1]
- Bore or replacement piles [1]

11. Setting out a building correctly, the contractor should be sure of four important factors.

(a) List three of these factors

About 50% of candidates scored some marks here.

Possible answers

- 1 mark for each factor to a maximum of three marks
- The orientation of the building faces according to approved plan [1]
- The building is set out on the correct plot [1]
- Overall dimensions correspond with the plan dimensions [1]
- Front of the building corresponds with the required building line [1]

[max 3]

(b) What is the function of steel reinforcement in concrete.

Most of the candidates scored good marks.

Possible answers

- Steel rods are embedded in the concrete [1]
- To resist tensile and shear force [1]
- To prevent cracking [1]

[max 2]

(c) Explain step by step and by means of a diagram, how to set out a building using the 3 - 4 - 5 method.

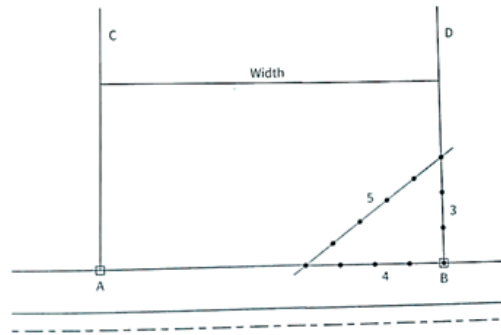
Most of the candidates scored marks in the medium band.

Explanation

- Mark out the building line from the road with a tape measure. These measurements must be accurate and taken from known point.
- Mark out the overall length of the structure by driving in pegs A and B.
- If the total width of the structure is determined, run a building line from peg A to peg B.
- Mark off on this line, from B to A, a 4m length on the tape.
- Mark off from peg B a length of 3m in the direction of peg D, which is still unknown.
- Shift peg D as soon as the tape measures a length of 5m.
- As soon as a 90° angle is obtained, other measurements can be taken from any of these lines to set out the proposed structure.

Limited explanation of details	0 – 2 0-1
Fair explanation, some details mentioned	3 – 4 2-3
Excellent and clear explanation with all details given	5 – 7 4-5

The diagram below:



Most of the candidates could only score some marks.

Diagram should show the following :

- Street centre line [1]
- Boundary line [1]
- Ranging line [1]
- Width [1]
- 3-4-5 measurements [1]

12. Fig. 5 Shows a ground plan of a room. The walls are 2600mm high. The thickness of the external walls is 220 and the internal is 110. Number of brick pm2 is 50. Size of a brick is 220 × 110 × 110.

Calculate the number of bricks needed to construct the room.

Only a few candidates could score good marks here.

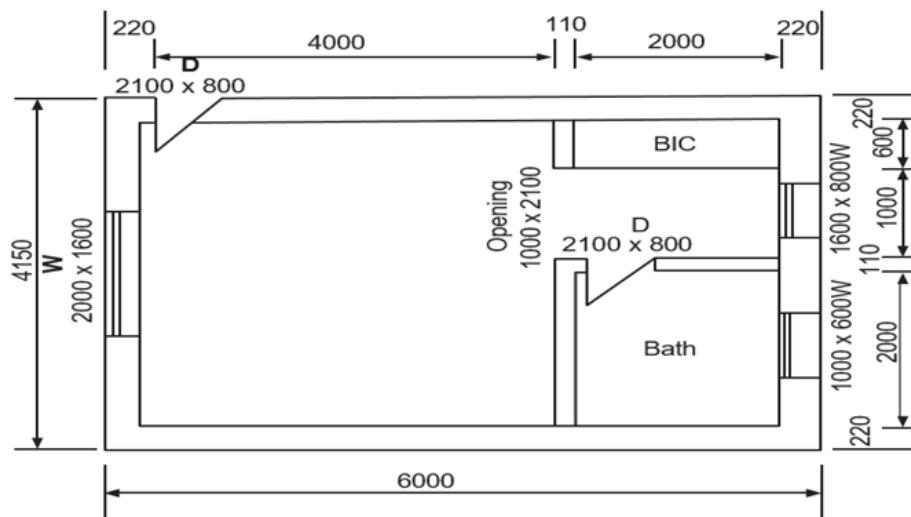


Fig. 5

It is evident that not enough attention was given to this topic in the syllabus. This is an integral part for the candidates to be conversant because a builder cannot exist without it.

Calculation of bricks.

Area of external wall including openings:

$$2(6m + 4.15) \times 2.6m = 52.78m^2 \quad [1]$$

Area of external openings:

$$3.2m^2 + 1.68m^2 + 1.28m^2 + 0.6m^2 = 6.76m^2 \quad [1]$$

Area of external brick wall:

$$52.78m^2 - 6.76m^2 = 46.02m^2 \quad [1]$$

Number of bricks for external wall:

$$= 2(46.02m^2 \times 50 \text{ bricks per } m^2) = 4602 \quad [1]$$

Area of internal wall including openings:
 $2.6\text{m}(2.11\text{m} + 3.71\text{m})$ [1]
 $= 15.132\text{m}^2$ [1]

Area of internal openings:
 $2.1\text{m}(1.0\text{m} + 0.8\text{m})$ [1]
 $= 4.28\text{m}^2$ [1]

Area of internal brick wall:
 $15.132\text{m}^2 - 4.28\text{m}^2$
 $= 10.852\text{m}^2$ [1]

Number of bricks for internal wall:
 $10.852\text{m}^2 \times 50 \text{ bricks per m}^2$ [1]
 $= 542.6$ [1]

Total number of bricks needed: 5144.6 [1] [15]

13. Fig. 6 shows part of the floor plan of suspended timber floor.

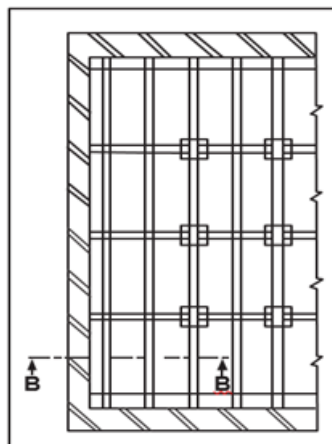


Fig. 6

Use the following specifications to draw to a scale 1:10 the vertical section on cutting plane B-B and insert labels correctly to your drawing.

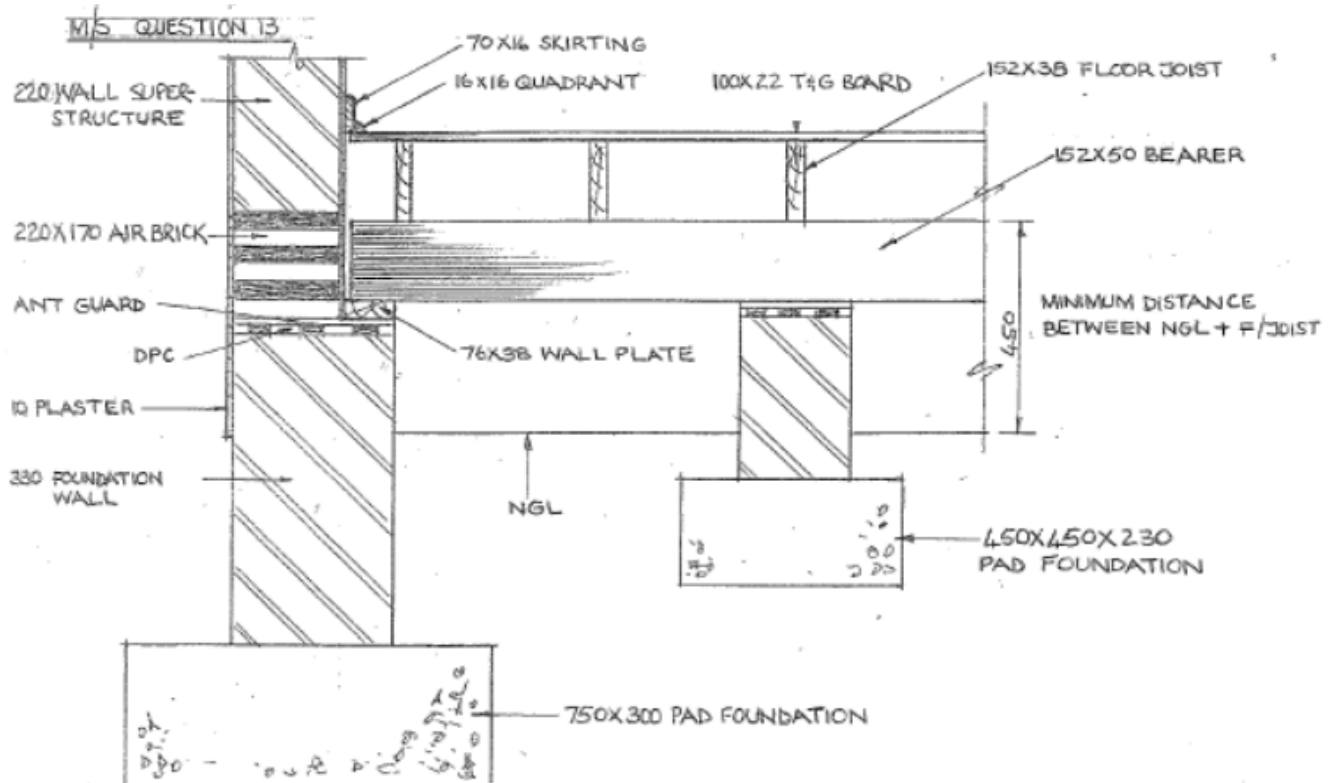
- Foundation 750mm x 300mm
- Natural ground level (NGL)
- Pad foundation 450mm x 450mm x 230mm
- Minimum distance between the NGL and floor joist 450mm
- Bearer to support floor joist 152mm x 50mm
- Ant guard
- Damp-proof course (DPC)
- Tongue-and-groove floorboards (with a clearance of 6mm from wall) 100mm x 22mm
- Floor joist at 400mm centres and longitudinal edges at 115mm centre from wall 152mm x 38mm
- Quadrant 16mm x 16mm
- Skirting 70mm x 16mm
- Plaster 10mm thick
- Wall superstructure 220mm wide
- Wall plate 76mm x 38mm
- Airbrick 220mm x 170mm
- Foundation wall 330mm wide
- Brick pier to support the bearer (one-brick pier) 220mm x 220mm

Only a few candidates could score good marks here.

It is evident that most candidates were not taught about sectional drawings. They really did not know what to do, because their knowledge and skills were very limited.

In the information given in the question, they should have known immediately what to do, if the work was covered according to the syllabus.

Possible answer



- Wall super structure shown correctly [1]
- Air brick shown correctly [1]
- Ant guards shown correctly [1]
- DPC shown correctly [1]
- Foundation wall shown correctly [1]
- Foundation shown correctly [1]
- Pad foundation shown correctly [1]
- NGL shown correctly [1]
- Bearer shown correctly [1]
- Floor joist shown correctly [1]
- Tongue & groove boards shown correctly [1]
- Skirting shown correctly [1]
- Quadrant shown correctly [1]
- Correct scale used [1]
- Quality of drawing [1]

[15]

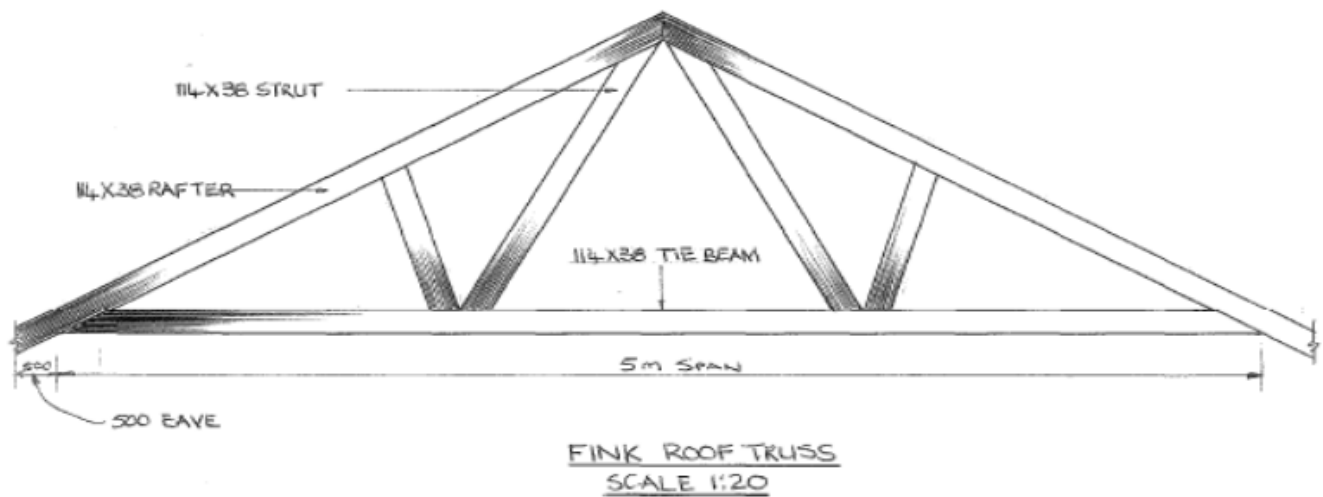
14. Draw to a scale 1:20, the front view of a fink roof truss. The members are joined with gang nails.

Use the following specifications:

- Pitch of roof truss: 30°
- Length of tie beam: 5000mm
- Tie beam 114mm x 38mm
- Rafters: 114mm x 38mm
- Struts: 114mm x 38mm
- Eaves: 500mm

Provide the drawing with a **title**, **scale** and all **labels** correctly and render your drawing.

Most of the candidates showed some knowledge of roof trusses, but only a few could score good marks. The rest did not have the knowledge and skills to construct the fink-truss according to scale as a formal drawing.



- Correct roof truss shown [1]
- Title shown [1]
- Correct scale 1:20 used and shown [2]
- Correct pitch at 300 [1]

Labels correctly shown

- Length of tie beam [1]
- Tie beam [1]
- Rafters [1]
- Struts [1]
- Eaves [1]
- Rendering [2]
- Neatness [1]
- Quality [2]

[15]

General Comments:

2024 was a great year, especially for the candidates who wrote this practical examination. Evidence have shown that the Namibian Child is growing fast, because of the work submitted and the outcome. Well done, thank you.

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

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

Very good responses were received from the centres regarding the quality and standard of the question paper. It could be well interpreted regarding the style, language and graphics.

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

Evidence also show that most candidates shown good skills to answer the practical part as expected. The reason being that all materials and equipment were available to candidates to complete the task excellently.

It is our expectation that in 2025 there will be a further increase in the number of candidates entering for this subject. For 2024 there were 61 entries, 5 more candidates than in the previous which was 56.

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

Part A: Planning

You are required to build a project of a two one brick quoins with stop-ends to the given specification.

Fig. 1 shows the layout of the quoins in FIRST ANGLE ORTHOGRAPHIC PROJECTION

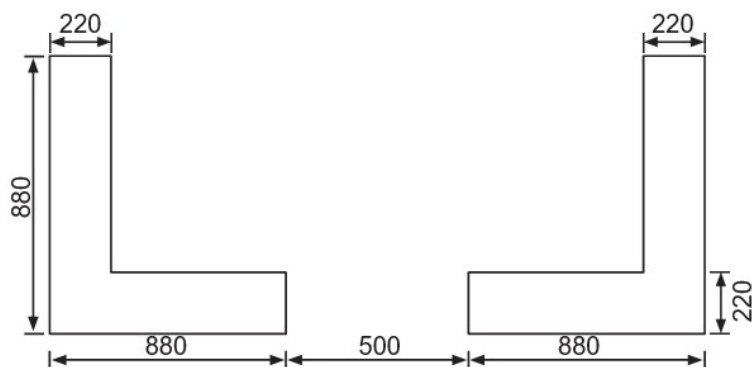


Fig. 1

- 1 List any five hand tools used to complete the task

Part A. (Planning)

Almost all candidates scored full marks here.

Possible answers

- Builders square
- Builders line and pegs
- Spirit level/dumpy level
- Tape measure
- Trowel
- Steel rod/straight edge
- Hand brush
- Spade
- Scotch hammer

- Comb hammer
- Club hammer
- Bolster chisel

[5]

Part B: Practical (Practical Production)

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

- Half-round/concave joints
- 10 mm bed joints
- Size of a super brick, 220 × 110 × 110 (84 bricks needed)
- Mortar

Fig. 2 shows an isometric view of the quoins with stop-ends in English Bond to be built

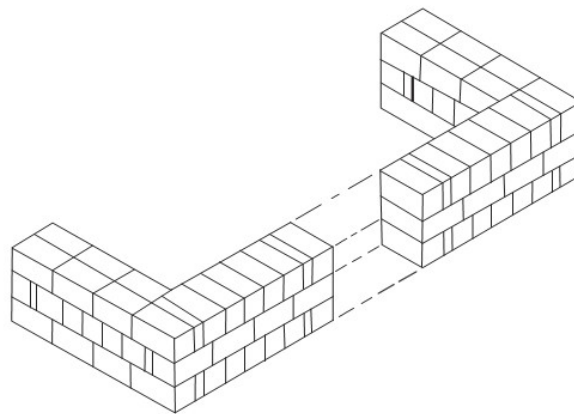


Fig. 2

Evaluation Indicators	Mark
Interpretation of drawings/specifications	5
Preparation of work pieces	5
Safe handling of tools and equipment	5
Proper use of tools and equipment	5
Accuracy of bond	10
Accuracy and neatness of the product	10
Total	40

Practical Assessment Criteria for Part B

Assessment objectives	Level of Response	Mark	Max.
		Range	Marks
1. Planning (Part A)	For each tool needed 1 mark		5
2. Interpretation of data	Limited understanding and inaccurate result of the item made	0-1	5
	Partial understanding of the specifications given but not producing an accurate item.	2-3	
	Excellent understanding of the specifications given and producing an accurate item	4-5	
3. Preparation of work piece	Poor marking out skills, not using the correct tools.	0-1	5
	Moderate marking out skills, using the right tools incorrectly.	2-3	
	Excellent marking out skills, using tools correctly	4-5	
4. Safe handling of tools and equipment	Not applying the safety measures using tools, resulting in an injuries or possible injury	0-1	5
	Satisfactory application of some safety rules, but still may be at risk of injury.	2-3	
	Applying all safety rules and works without risk	4-5	
5. Proper use of tools and equipment	Total lack or poor use of tools	0-1	5
	Satisfactory use of tools	2-3	
	Excellent use of tools	4-5	
6. Accuracy of bond	Bond is not according to the specification given	0-3	10
	Bonding is correct according to plan	4-6	
	Bond is correct, accurate and well maintained	7-10	
7. Practical skills correctness	Project not plumb, align and level	0-3	10
	Project is the correct length and height according to plan	4-6	
	Project well-built and length, height, width are proportional	7-10	
8. Accuracy and neatness of the product	The length and height is incorrect, surface are neat and project has an overall poor appearance	0-3	10
	Project might have wrong dimensions but the appearance and surface are fair	4-6	
	The project is well built, joints well finishes and plastered	7-10	

Part C. (Practical Production)

Almost all candidates scored full marks here.

Possible answers

- Dust mask/ Respiratory mask (1)
- Overall (1)
- Gloves (1)
- Safety boots/rubber boots (1)
- Hard hat (1)
- Eye protection/goggles (1)
- Safety Helmet (1)
- Safety glasses (1)
- Gum boots (1)
- Safety glasses (1)

[5]

[50]

GENERAL COMMENTS

Building studies becomes more popular at schools, that is why the numbers are increasing very slowly. Also a new centre came on board offering this subject. Candidates and parents realised that building construction takes place all over the country. This leaves room for unskilled, skilled, artisans and professional workers. It leaves opportunities for a lot of people, even for learners who was not successful or complete their studies. At least the school gives the learner basic knowledge and skills to enter the market or with a little support generate their own income when committed.

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

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

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

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

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

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

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

COMMENTS ON SPECIFIC HEADINGS-ASSESSMENT CRITERIA

1 GENERATION AND EXPLORATION OF IDEAS.

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

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

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

Recommendation

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

- All ideas should be thought out by the candidates and penned down on paper.
- Each idea should show finer detail to get a picture of what the candidate has in mind.
- Each idea should be annotated and dimensions given.
- Each idea should be evaluated against the required specifications.

2 DEVELOPMENT OF PROPOSED SOLUTION

It is to be understood what a DEVELOPMENT of a product means. The development is an accurate, precise and detailed plan of the product to be made. One sketch is not enough as a development. Included should be detailed sketches, formal drawings where each part is shown with the joining method and how it will be assembled. Descriptions, explanations, notations, dimensioning and enhancing is very important. Most of the candidates did not comply with this requirement. Therefore, maximum marks could not be awarded. A product could not be realised if the development is not correctly done, and of course in very fine detail.

Recommendations

- It is very important that candidates apply the SANS (South African National Standards) code throughout their work.
- If an exploded view is used for the development, show all the finer detail with sketching and annotating with the measurements included.
- The exploded view should show all dimensioning applying the SANS code.
- A development does not consist of one sketch, but multiple sketches, notated, evaluated, detailed and enhanced. This is important if the candidates want to score maximum marks.

3 PLANNING FOR PRODUCTION.

In this section the candidates scored very good marks. It was a relief to realise that the syllabus is correct and measurable, it is as realised, that interpretation is the problem. This means that knowledge lacked, but with the training mentioned, maximum marks can be achieved. As was the case in this examination. However, there are still room for improvement:

- Do not show the working drawings as part of the development. It should be part of the planning.
- Do not confuse “development” with working drawings. Working drawings can consist of more than one drawing, but all of it should be very accurate to scale. You must realise that all your measurements and steps making the product should be driven by your working drawings.
- **WORKING DRAWINGS – DRAWINGS USED TO WORK FROM TO REALISE YOUR PRODUCT.**

4 PRODUCT REALISATION

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

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

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

It must be mentioned, that one centre built real-life artefacts on specified and suitable areas on the school grounds, which gave the school building a beautiful face-lift.

At the biggest centre for Building Studies, each candidate received their own material needed to complete their product. No borrowing and no disturbance could influence the progress of their work. Truly applaudable.

Recommendations

- A very clear photo is needed for moderation purposes.
- Do not repeat the same photographic evidence for two or more candidates.

5 TESTING AND EVALUATION

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

Recommendations

- Do not do a general appraisal.
- Evaluation is not a general appraisal, but a concise and systematic approach to the functionality, ergonomics, and aesthetics of the product, which most of the candidates did not take into account. This is done against the specifications.

CONCLUSION

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

BUSINESS STUDIES

6144
Paper 1

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.

COMMENTS ON INDIVIDUAL QUESTIONS

Q	Possible answers	Marks	Marking Guidance
1 (a) (i)	Well answered, but some learners confused unit cost with marginal cost. Answer Define the term unit cost. - Unit cost is the total amount of money/cost of one unit (1) a business spends to produce, store and sell one unit/produced (1) of a specific product or service.	2	Knowledge (2 x 1) Accept - $\frac{\text{Total cost}}{\text{Number of goods produced (1)}}$ Do not accept - Cost of production
(ii)	Fairly well answered. Some learners scored 2 marks, but some could not define income and expenses. Instead they defined net profit and net loss. Answer State the difference between income and expenses. - Income/money received/coming in from sales/selling of products is the money which the business receives on a day-to-day basis. (1) - Expenses/day-to-day cost/spent on things bought daily/day-to-day expenses are incurred to pay for operating expenses in order to do business. (1)	2	Knowledge (2 x 1) Examples of day-to-day expenses - money spent on stock/goods, water, electricity, rent Do not accept - Money coming in only. - Money going out of the business.
(b)	Poorly answered. Most of the learners earned zero. Learners did not know what fixed cost and variable cost are. They gave definitions for income and expenses. Answer State the difference between fixed cost and variable cost. - Fixed cost is the cost that did not vary/remained constant/stayed the same/did not change with the number of items sold or produced. - Variable cost is the cost that changes in direct proportion to changes in output or items sold.	2	Knowledge (2 x 1) - One mark for definition of fixed cost - One mark for definition of variable cost Accept - Variable cost = costs that are directly involved in production. - Examples of fixed and variable cost BUT not on their own. - Fixed cost is cost that is indirectly involved in the production Do not accept - The answer is not linked to output for both fixed and variable costs.

Q	Possible answers	Marks	Marking Guidance
(c)	<p>Learners were expected to identify only the stakeholders who are interested in the financial statements and give reasons why they might need them.</p> <p>The question was fairly well answered, as some learners scored 4 marks for two stakeholders and reasons, but they failed to apply. Some learners identified stakeholder that did not use financial statements such as customers, and some could not write reasons. Instead they wrote stakeholders' interest/objectives/aims.</p> <p>Answer Identify and explain how two stakeholders would use the financial statements of Delight.</p> <p>Manager (k) - The manager will be able to see which products of the company are performing satisfactorily and which products or divisions are performing poorly to help in decision making/growth of business - status. (an)</p> <p>Shareholders/Owners (k) - Shareholders/owners have a monetary interest in the company. - They, therefore, want to know whether the company has made a profit or loss, which will affect the payment of dividends/they want to see if income outweighs the expenses/growth of business - profit. (an)</p> <p>Creditors/suppliers (k) - Creditors can see the total debts and the total value of assets held by the company. If the business has a problem with liquidity, creditors may refuse to offer additional credit to the company. (an)</p> <p>Banks/financial providers/financier (k) - A company with liquidity problems will find it difficult to borrow money from a bank, (an) want to see if they will get their money back/if they can be paid back with interest. (an)</p> <p>Government (k) - Government is interested if the business pays tax. (an) If business make a loss, then it can lead to large number of job losses. (an)</p> <p>Workers/employees (k) - Workers/employees use the information from the company's accounts to judge their job security/if they can get better salaries. (an)</p> <p>Trade unions/pressure groups (k) - Trade unions will look at the profits of a business to determine what raise they can expect and insist on behalf of the workers they represent. (an)</p> <p>Other businesses/competitors/rivals (k) - If the owner of another company wants to take over the business, he will use the published accounts to determine whether it will be worth the investment. (an)</p> <p>Potential investors (k) - To see if they can invest their money in the business/potential for growth for return to grow.</p> <p>Application The workers of Delight, serviettes, toilet paper, factory, any figure, owners of Delight, managers of Delight</p>	6	<p>Knowledge (2 x 1) - One mark for each user of financial statements identified</p> <p>Application (2 x 1) - One mark for each relevant reference made to Delight</p> <p>Analyses (2 x 1) - One mark for each relevant explanation.</p> <p>Growth of business only awarded once.</p>

Q	Possible answers	Marks	Marking Guidance
(d)	<p>The question expected learners to give advantages and disadvantages of job production and decide if it is good or not for Delight.</p> <p>The question was poorly answered as some learners confused job production with on-the-job training, which means they did not really read the question before answering.</p> <p>Some learners did not gain marks for evaluation because they gave a one-sided answer.</p> <p>Answer Evaluate the appropriateness of job production for Delight products. Advantages</p> <ul style="list-style-type: none"> - The product meets the exact requirements of the customer, (k) therefore, more customer loyalty/increased sales/more customers/increased demand/customer satisfaction. (an) - The workers often have more varied jobs. (k) More varied work increases employee motivation (k or an), which leads to fewer mistakes (k or an)/greater job satisfaction/increase efficiency/high quality products. (an) <p>Disadvantages</p> <ul style="list-style-type: none"> - Skilled labour is often used (k) which increase labour cost/pay higher salary. (an) - Labour intensive (k) – need for specialised attention - expensive method of production, (an) lead to longer waiting time till completion (an) - Slow method of production/time consuming, (k) customer have to wait for their order/lose customers. (an) <p>Evaluation</p> <ul style="list-style-type: none"> - E.g. Delight should not make use of job production (ev) as it is labour intensive. (ev) which increase costs. (ev) Delight should use job production, (ev) which will increase sales/attract more customers. (an) <p>Application Toilet paper, serviettes, direct material, direct labour, indirect labour, workers of Delight, management of Delight, owners of Delight, customers of Delight</p>	8	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant advantage - One mark for each relevant disadvantage <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant reference made to Delight <p>Analyses (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant explanation of an advantage - One mark for each relevant explanation of a disadvantage <p>Evaluation (2 x 1)</p> <ul style="list-style-type: none"> - Up to two marks for evaluative reasoning/judgement about the appropriateness of job production - Depends on learner's choice - NO evaluation for one-sided answer <p>Do not accept</p> <ul style="list-style-type: none"> - To satisfy the needs of customers instead of requirements of customer. - Definition, unless linked with an analysis. - Increase profit - Increase cost if not linked to labour cost - No other production method, unless defended why job production is not good – only in evaluation part
2 (a) (i)	<p>Fairly well answered by the majority of the learners. Most of the learners scored one mark by only providing the first part of the definition and some learners are missing the key word, “data” or “information”. Instead they repeated the word, research.</p> <p>Answer Define the term secondary research.</p> <ul style="list-style-type: none"> - The use of information that has already been collected/collection of second-hand information/information not collected by business itself/done by outsiders/when a project requires a summary or collection of existing data (1) and is available for use by other/information that can be analysed. (1) 	2	<p>Knowledge (2 x 1)</p>

Q	Possible answers	Marks	Marking Guidance
(ii)	<p>Fairly well answered, however, some learners could not differentiate between secondary and primary research sources. Thus, some provided primary research methods and some also provided internal instead of external sources.</p> <p>Answer State two external sources of secondary research.</p> <ul style="list-style-type: none"> - Government statistics and census reports - Market research agencies reports - Employers' association reports - Media: newspapers/journals/television/radio/magazines/books/ reports - Internet/online sources - Other company report 	2	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each external source of secondary research correctly identified. <p>Do not accept</p> <ul style="list-style-type: none"> - Company website - Not company report alone - Primary methods - Internal sources
(b)	<p>Well answered. Most of the learners scored full marks.</p> <p>Answer List two objectives of marketing.</p> <ul style="list-style-type: none"> - Increase sales. - Finding new markets/market penetration. - Increase profitability/profit/profit maximisation. - Maintain the image of products/Improve the image of the business/raise/create awareness. - Increase market share. - Development of existing market/keep up with customer demand or change. - To inform/raise awareness. - Increase customer loyalty/develop customer loyalty. - Attract the customers. 	2	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark per objective of marketing correctly identified. <p>Do not accept</p> <ul style="list-style-type: none"> - Market research/to identify/satisfy the needs and wants. - Advertisement.
(c)	<p>Well answered by most of the learners. The majority of learners scored full marks including application marks. However, some swapped the definitions.</p> <p>Answer Using examples from Beauty (Pty) Ltd distinguish between a market orientated and a product oriented business.</p> <p>Market orientated</p> <ul style="list-style-type: none"> - focus on the market. (k) - Market orientated is when a business carries out market research (k) to find out what consumers want/then develop and produce the products. (an) - Business has to identify the wants and desires of customers now and in future (k) in order to produce the right goods which will sell well and make a good profit/adapt to changing fashion trends/ change/reduce the risk of failure. (an) - Market orientated business better able to survive (an) and be successful. (an) - They are more able to take advantage of new market opportunities. (an) - New products can be launched with more confidence. (an) <p>Product orientated</p> <ul style="list-style-type: none"> - Is a business where the main focus of activity is on the product itself/these businesses produce the product first (k) and then try to find a market for the product, (an) save cost on research/ decrease in demand for the products. (an) - These products may not have their own name or brand (an) and are general products that consumers need to buy. (an) - The manufacturer and retailer are mainly concerned with the price and quality of the product, (k) wasted resources/it is not in the customers interest (specification)/less customers/less demand. (an) 	6	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for a relevant definition of market orientated business - One mark for a relevant definition of product orientated business <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant reference made to Beauty (Pty) Ltd <p>Analyses (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant explanation

Q	Possible answers	Marks	Marking Guidance
	Application Fashion clothes, shoes, boys' clothes, girls' clothes, fashion trends, fast changing market, 8 – 15 years, falling sales, competitive market, dresses (any types of clothes), marketing managers, customers of Beauty, the owner of Beauty, management of Beauty		
(d)	<p>Fairly well answered. Most of the learners scored 4 marks (2 for knowledge and 2 for application). Most of the learners did not gain marks for analysis and evaluation. Some learners provided advantages and disadvantages of segmentation without identifying the methods.</p> <p>Answer Advise Beauty (Pty) Ltd on the most suitable ways to segment its market Age/demographic (k) - The needs, tastes and preferences of people in different age groups are not the same/products bought by different age groups will differ/the products bought for babies, infants, teenagers, adults and the old aged will be completely different. (an) Gender (k) - Some products are bought only by women and some only by men/boys and girls have different tastes. (an) By lifestyle (k) - A single person will spend his/her money differently than a person with three children/people with different lifestyles have different tastes/interest in clothes. Income (k) - Goods are marketed at different prices to suit different income levels/products priced differently to target certain income groups. Region/Geographical (k) - Business can produce products based on regional climate/some regions are cold, some are warm/cultural differences. (an) Purpose/use of the product (k) - Children can buy clothes for different occasions.</p> <p>Evaluation - Evaluation will depend on learner's choice on how to segment the market according to age or gender/lifestyle/income. - E.g. Beauty (Pty) Ltd could consider to segmenting its market according to age/ (ev) where it is easy to determine the needs and tastes of children between 8 and 15. (ev) /this will offer the business opportunities to increase sales. (ev) /deal with competition more effectively by not wasting resources (ev) /if Beauty (Pty) Ltd does not segment its market, costs can increase. (ev) /to make it easier to identify a market gap. (ev)</p> <p>Application Fashion clothes, shoes, boys, girls, 8 – 15 years, boys' clothes, clothing, the owner of Beauty, the customers of Beauty, fashion trends.</p>	8	<p>Knowledge (2 x 1) - One mark for each relevant segmentation identified Application (2 x 1) - One mark for each relevant reference made to Beauty (Pty) Ltd Analyses (2 x 1) - One mark for each relevant explanation of each way of market segmentation Evaluation (2 x 1) - Up to two marks for evaluative reasoning/ judgement about how to segment the market for fashion clothes</p>

Q	Possible answers	Marks	Marking Guidance
3 (a) (i)	<p>Fairly well answered. Most learners were able to define shop steward, although some learners only indicated that it is a “representative” without indicating it is an “unpaid representative”. This caused them to lose marks. Some gave a definition of trade union instead of shop steward.</p> <p>Answer Define the term shop steward. - An unpaid/voluntarily representative (1) elected by union members at a specific workplace/represent members at the workplace. (1)</p> <p>OR - They are not employed by the trade union (1) but only act as liaisons/facilitators/mediators between the management and union members in the business. (1)</p>	2	<p>Knowledge (2 x 1)</p> <p>Do not accept - Trade union official. - Without “unpaid” or “voluntarily”.</p>
(ii)	<p>Well answered, as most learners obtained full marks for this question.</p> <p>Answer Identify two types of industrial action. - Strike - Picketing - Work to rule - Go slow - Non-cooperation/non-cooperative - Overtime ban - Lock-out</p>	2	<p>Knowledge (2 x 1) - One mark per industrial action correctly identified</p>
(b)	<p>Fairly well answered, even though not many learners could score full marks, but most of them earned 1 mark. Some learners defined dismissal instead of redundancy.</p> <p>Answer Define the term redundancy. - When employees lose their jobs/told to leave/let go (1) they are no longer needed/not their work being unsatisfactory/business cannot afford them anymore/they are introducing machinery/closing down one branch. (1)</p>	2	<p>Knowledge (2 x 1)</p> <p>Do not accept - Definition of dismissal.</p>

Q	Possible answers	Marks	Marking Guidance
(c)	<p>Fairly well answered. The majority of learners could mention rewards, but failed to analyse and apply. They could not explain how the reward they have mentioned would motivate the employee. Instead they explained the effect of worker motivation on the business.</p> <p>Answer Explain how two rewards could be used in Hills Guest House to motivate workers.</p> <ul style="list-style-type: none"> - Payment of education fees of employees' children (k) employees feel noticed and their work is appreciated/feel valued/recognised/ save money. (an) - Medical aid/paid health care (k) employees feel valued. (an) - Shorter/better/flexible working hours (k) employees will have time to be with their family/fetch children from school. (an) - Training/opportunities to gain new skills (k) raising employees' self-esteem in the workplace. (an) - Paid vacation/company tour, (k) workers/employees feel appreciated. (an) - Bonus, (k) increase job satisfaction/have money to satisfy their needs. (an) - Promotion, (k) employees will feel their work is appreciated/feel valued. (an) - Discount on the firm's products, (k) save money for employees. (an) - Company vehicle, (k) feel appreciated/save money. (an) - Career advancement opportunities, (k) raise employee self-esteem. (an) - Free meals/free accommodation/house allowance, (k) save employees money. (an) - Overtime payment, (k) allows employees to earn more money so they satisfy their needs/increase standard of living. (an) - Profit sharing (k) feel valued/have the sense of belonging. (an) <p>Application General manager, manager of Hills Guest House, receptionist, cleaner, waiters, tourists, guests, visitors, serving food, guest rooms, managers of Hill Guest House</p>	6	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant reward to motivate workers <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant reference made to Hills Guest House <p>Analyses (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant explanation <p>Do not accept</p> <ul style="list-style-type: none"> - Motivation. - benefit of motivation to the business. - Provision of uniform. - Wording financial and non-financial rewards no marks, but examples can score marks. - Commission, free wi-fi, fringe benefits. - Share ownership. - Salaries, wages.

Q	Possible answers	Marks	Marking Guidance
(d)	<p>Poorly answered. Almost no learner could score full marks. Learners were able to identify methods of how government can protect employees, but failed to evaluate the methods. To explain the impact of this methods on the workers, business or government was a problem which was the analysis.</p> <p>Most learners evaluated by making a choice of one method that government should use to protect employees. However, the evaluation should be on whether or not government protection of employees (choice) with a motivation as to why government should protect employees or reasons why government should not protect employees.</p> <p>In general, applying to the case was a huge problem for all centres. Most of the learners did not score any mark for application.</p> <p>Answer Evaluate methods the government might use to protect employees.</p> <ul style="list-style-type: none"> - Protection against unfair discrimination/unfair treatment at work and when applying for a job/no discrimination at work. (k) It is illegal in Namibia as the government is looking after everybody's well-being. (an) Might fail to select a very good worker (an) with discrimination society will find it difficult to gain jobs or promotion. (an) - Protection against unfair dismissal. (k) If workers are not protected then they will have less job security in the workplace. (an) - Entitled to a contract of employment. (k) This contract must be legal/lawful (an) to give the worker security knowing that he will receive his remuneration as stipulated in the contract/will be possible for worker to meet his/her obligations. (an) - Health and safety at work (k) are important because an ill/injured employee cannot be productive/efficient. (an) Cost money to recruit and train new employee due to injuries. (an) Worker will feel valued and will work more efficient productively. (an) - Wage protection/fair wage/better wage (k) Workers have the right to be paid for work done/minimum wages allow workers to satisfy their needs and employees will be less of a burden on the government/encourage more people to look for jobs/for employees not to be exploited. (an) - Redundancy, (k) workers should be compensated for losing their jobs/should receive severage packages. (an) - Social security, (k) give workers sick leave/maternity leave/retirement benefits/death benefit. (an) <p>Evaluation</p> <ul style="list-style-type: none"> - How workers will be protected - E.g. Protection of employees is good (ev) because minimum wage will prevent employees from being exploited even though it increases the business costs. (ev) <p>Application Namibian government, owners of Hills Guest House, receptionist, waiter, cleaner, general manager, chef, guests/tourist/visitors, managers of Hill</p>	8	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant method the government uses to protect an employee <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant reference made to Hills Guest House <p>Analyses (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant explanation <p>Evaluation (2 x 1)</p> <ul style="list-style-type: none"> - Up to two marks for evaluative reasoning/ judgement about the protection of employees in terms of working conditions - Evaluation should link to the knowledge that is given - Evaluation can impact on employees' protection on the business and on employees. <p>Examples of government protection can be knowledge.</p> <p>Do not accept</p> <ul style="list-style-type: none"> - Fixed wage. - Wage negotiation

Q	Possible answers	Marks	Marking Guidance
4 (a) (i)	<p>Well answered. Most learners could identify the type of economy of Namibia and could explain. The majority of the learners scored full marks, however, some learners referred to mixed economy as mixed market economy and they lost 1 mark.</p> <p>Answer Describe the type of economy of Namibia. Mixed economy (1) - Combines the characteristics of both a free-market/market economy and a command/planned economy/private sectors and public sectors. (1)</p> <p>OR - Consists of the private sector, which includes businesses where resources are allocated by the price mechanism and the public sector which consists of all economic activity under the control of the government. (1)</p>	2	<p>Knowledge (2 x 1)</p> <p>Accept - Consist of private and public sector businesses (1)</p>
(ii)	<p>Fairly well answered. Some learners could not identify the advantages of market economy. Instead they gave the features.</p> <p>Answer Identify two advantages of market economy. - Individuals are free to set up any 'legal' business/supplies/start their own business. - Consumers can choose freely from a wide variety of goods or services available/freedom of choice to consumers/ economic freedom. - Workers are motivated to work hard. - Businesses compete with one another. - Profit motive is a big encouragement for setting up new businesses/there is profit motive. - Increase efficiency. - High quality products. - Keep prices low.</p>	2	<p>Knowledge (2 x 1) - One mark per advantage of market economy correct identified</p> <p>Do not accept - No government control. - Features of market economy.</p>
(b)	<p>Well answered. Most learners scored full marks, as they could identify the methods of measuring the size of a business, even though some gave two that mean the same, therefore, only scored one mark (as slashed in the mark scheme).</p> <p>Answer State two main methods of measuring the size of a business. - Number of employees. - Value of capital employed/amount of capital/level of technology/ total assets/amount of machinery. - Value of sales turnover/output/market share/number of customers. - Profits/profitability. - Legal forms of ownership. - Nature of the business/types of business. - Nature of product/types of the product. - Number of branches/outlets.</p>	2	<p>Knowledge (2 x 1) - One mark per method of measuring the size of a business correctly identified</p>

Q	Possible answers	Marks	Marking Guidance
(c)	<p>Fairly well attempted. Most learners could identify the two policies and could analyse them. However, some learners swapped or confused the analysis of the two policies, yet they failed to apply in the context of the case study. Some learners gave the roles of the government in the economy and some learners could not spell the two policies correctly.</p> <p>Answer Explain the role of the government by using two economic policies to control the economy.</p> <ul style="list-style-type: none"> - Fiscal policy (k) is decisions about government spending, taxes and borrowing/ is the use of taxation and government expenditure to influence the country's economic activities. (an) - Consumers' disposable incomes fall, (an) the demand for products will fall. (an) - Monetary policy (k) to influence economic activity through the control of the money supply as well as the level of interest rates. - Businesses will be less likely to borrow to finance further investment as the costs of loans may exceed the expected returns. (an) - Consumers will be less likely to buy goods on credit as the interest charges will be higher. This will hit demand for expensive consumer goods. (an) - Decrease in consumers' income – less spending. (an) <p>Application Vehicle, Auto Suppliers Ltd management, Namibia, different types of vehicles, multiple vehicles, factory/vehicle factory</p>	6	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant policy identified <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant reference made to Auto Suppliers Ltd <p>Analyses (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant explanation. <p>Accept One policy tool as a correct analysis.</p> <p>Do not accept</p> <ul style="list-style-type: none"> - Equal distribution of wealth and income - Constant balance of payments surplus - Supply side policy

Q	Possible answers	Marks	Marking Guidance
(d)	<p>Fairly well answered. The majority of learners could identify the relocation factors, but could not analyse properly. They instead re-explained the factors instead of giving how they will affect Auto Supplier Ltd.</p> <p>Some learners still struggled with application so they lost marks for application. On evaluation most learners scored one mark for a choice, but failed to support their choices and a few learners supported both sides, then ended up losing marks for evaluation.</p> <p>Answer Assess whether Auto Suppliers Ltd should relocate production to a country outside of Namibia.</p> <ul style="list-style-type: none"> - Increase sales/demand/more customers (k) increase revenue/ market share (an) - Closer/access to raw materials (k) reducing cost of carriage in/ transport (an) OR quicker delivery. (an) - Access to cheap labour (k) reducing labour costs. (an) - Access to more skilled labour (k) reducing cost of recruitment/ training costs/increase production/efficiency. (an) - Do not have to pay import tariffs (k) reducing cost of materials. (an) - Lower rates of taxation (k or an) reducing cash outflow/more retained profit available for expansion/pay as dividends. (an) - Access to government grants, (k) reduce cost of production/ charging low price. (an) - Language problems, (k) these can cause miscommunication and misunderstanding/inefficient customer services. (an) - Lack of knowledge of culture, (k) leads to ineffective marketing strategies/difficult in negotiations. (an) - Costly to move, (k) decrease profits. (an) <p>Evaluation</p> <ul style="list-style-type: none"> - Good idea for Auto Suppliers Ltd to relocate to another country (ev) to solve the problems of scarcity of raw material and to have fewer problems with labour/because of production opportunities in Botswana. (ev) 	8	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant factor identified to relocate abroad <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant reference made to Auto Suppliers Ltd <p>Analyses (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant explanation of appropriate factors for relocating abroad <p>Evaluation (2 x 1)</p> <ul style="list-style-type: none"> - Up to two marks for evaluative reasoning/ judgement - A candidate can disagree <p>Do not accept</p> <ul style="list-style-type: none"> - Impact on the country, only impact on the business accepted.
	<p>Application</p> <p>Vehicle factory, Auto Suppliers Ltd management, financial manager, market possibilities in Botswana, owners of Auto Suppliers, factory, cars, motor vehicles, types of vehicles (BMW, Toyota), car parts</p>		
5 (a) (i)	<p>Fairly well answered. Some learners scored full marks, even though some did not know the definition of distribution. They were instead writing about the method of transportation.</p> <p>Answer Define the term distribution.</p> <ul style="list-style-type: none"> - Distribution is the process of supplying goods (1) to consumers/ customers. (1) <p>OR</p> <ul style="list-style-type: none"> - Involves the movement of goods/services from the producers (1) to the consumers/customers. (1) 	2	<p>Knowledge (2 x 1)</p>
(ii)	<p>Well answered. Most of the learners scored full marks, even though there are some learners who referred to products as production.</p> <p>Answer Name two elements of the marketing mix.</p> <ul style="list-style-type: none"> - Product. - Price. - Promotion. - Place. 	2	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark per element of marketing mix correctly identified <p>Do not accept</p> <ul style="list-style-type: none"> - Location - Distribution

Q	Possible answers	Marks	Marking Guidance
(b)	<p>Well answered. Most learners scored full marks even though some learners lost marks for writing communication/management alone without better/good/effective communication/management. Some learners gave skilled labour or availability of labour which were wrong.</p> <p>Answer Identify two factors that will increase business productivity.</p> <ul style="list-style-type: none"> - Training. - Investment in equipment/new technology. - Better employee motivation/worker participation/rewarding employees. - Effective management/effective communication/effective control/coordination. - Better/improve working conditions. - Division of labour/specialisation. 	2	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark per factor that will increase business productivity identified <p>Do not accept</p> <ul style="list-style-type: none"> - Availability of labour. - Working condition only.
(c)	<p>Poorly answered. Most of the learners lost marks because they were repeating the words “inform, awareness” and “persuade” in their explanation. Learners who scored knowledge marks failed to analyse and also to apply in context of the case study.</p> <p>Answer Using examples from Sporty Dealers distinguish between informative and persuasive advertising.</p> <p>Informative</p> <ul style="list-style-type: none"> - Give full/clear/detailed/more information about the product, (k) how to use it/how it is operated. (k or an) Help business to educate customers/consumers on important product features/so that they can make more informed decisions. (an) <p>Persuasive</p> <ul style="list-style-type: none"> - Try to encourage/convince (k) the consumer/customer that he/she really need (k or an) the product and should buy it/make consumers feel they cannot live without the product/make them buy the product. (an) <p>Application Sport people/customers of sport dealers, services delivered, sport fields, sport equipment, types of equipment, sport events, tournaments, marketing manager</p>	6	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for relevant definition of informative advertising and one mark for relevant definition of persuasive advertising <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant reference made to Sporty Dealers <p>Analyses (2 x 1)</p> <ul style="list-style-type: none"> - Award one mark for each relevant explanation <p>Do not accept</p> <ul style="list-style-type: none"> - To inform or awareness. - Persuade - To attract customers. <p>Do not award customers twice.</p>

Q	Possible answers	Marks	Marking Guidance
(d)	<p>Poorly answered. Most of the learners could only answer using own understanding, which was challenging to give knowledge marks. Some learners who gave knowledge could not analyse, but those who gained knowledge marks mostly scored 2 marks for application which was easy because most of the learners focused on pollution.</p> <p>Some learners focused on deforestation which is not in the context of the case.</p> <p>Learners struggled to evaluate this question, so most learners scored few marks.</p> <p>Answer <i>Suggest the most appropriate way the government can protect the environment where Sporty Dealers operates.</i></p> <ul style="list-style-type: none"> - Legislation and policies by the local authorities/regulations and rules/laws. (k) - Paper, glass and plastic waste from the sport field should not be deposited into lakes and rivers. (an) - Financial penalties/fines, (k) the local clean up service asks a price according to the pollution. Sporty Dealers will pay fine (an) and increase their cost (an) if not leaving the sport field clean after a sport event. - Educating the community, (k) doing campaign on media to encourage people not to throw litter on the ground. (an) - Providing recycling bins, (k) encourage people to put rubbish in the allocated bins and not on the ground. (an) - Pollution permits, (k) depends on the amount of pollution the business can cause. (an) <p>Evaluation - Candidates can choose any way.</p> <p>Application Training services, sport fields, pollution/littering, glass, paper, plastic and cans, sport events, owners of Sport Dealers, managers of Sport Dealers</p>	8	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant way to protect the environment against pollution <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant reference made to Sporty Dealers <p>Analyses (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each relevant explanation <p>Evaluation (2 x 1)</p> <ul style="list-style-type: none"> - Up to two marks for evaluative reasoning/ judgement on protection of the environment against pollution <p>Do not accept</p> <ul style="list-style-type: none"> - Pressure groups.

POSITIVE SUGGESTIONS TO TEACHERS

Teachers must teach learners the correct definitions especially at the back of the syllabus and avoid definitions that just repeat concepts.

Teachers must train/teach learners how to analyse based on the question context so learners know what the question is expecting them to answer, for example how, why questions not just to copy from the summary.

Some learners are still struggling with application. Teachers should set tests with case studies and ask learners to apply or set tests in the format of the examination. Case studies could also be used in each and every lesson the teacher presents.

Clear notes should be compiled and shared for Theme 5 as there is very limited information in the prescribed textbooks. This topic remains a challenge for most learners.

Teachers must teach learners how to answer evaluation questions since some learners are still evaluating at the beginning without discussing further advantages and disadvantage/effects so they earn knowledge and analysis marks.

Learners who evaluate/make a choice at the beginning most of the time only discuss one side that they are supporting which will make them lose more marks.

Learners should be able to write down next to each question how many marks for K, An, Ap and Ev the answer needs. Teachers must lead their learners while teaching lessons.

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

There was an overall improvement in the learners' work especially in their knowledge and application. Learners still struggle with calculations and government related questions.

COMMENTS ON INDIVIDUAL QUESTIONS

Q	Possible answers	Marks	Marking Guidance
1 (a)	<p>Fairly well answered. Some learners could not link the knowledge to the case and failed to analyse properly. Learners copied phrases directly from the case study which was not awarded marks. The majority of learners focused on the definition of effective communication and a few learners wrote the ways of communication or discussed the barriers to communication which was wrong.</p> <p>Answer Explain, using examples, two reasons why effective communication would be important to Pensak.</p> <ul style="list-style-type: none"> - Creates an environment of mutual understanding/teamwork between the management and the employees/managing relationships with staff (k) which helps controlling organisational members' behaviour (an) will increase sales and a good reputation for the business. (an) - Lower risk. (k) - Give a sense of direction (k) as it informs and gives clarification to the employees about the task to be done (an) run business smoothly and efficiently/is essential for the quick and effective performance of the entire organisation. (an) - Fewer mistakes. (k) - Source of information to the organisational members for decision-making process (k) as it helps identify and assess alternative courses of action (an) provide information to help in making the right decisions/good working environment. (an) - Promotes a positive work culture among the employees (k) for increasing production (an) increase output/efficiency/promotes cooperation and mutual understanding amongst the workers/this leads to less friction/and efficient operations/positive team work/ leading to loyal workforce. (an) - Helps that everyone understands their duties and responsibility (k) helps build quality client and employee relationships (an) and keeps employees engaged and productive/job satisfaction. (an) - Good communication could enhance business reputation. (k) A strong and positive public impression. (an) Helps to attract talent to the company (an) and can even increase interest from investors and banks. (an) - Motivation, (k) committed to increase productivity/efficiency. (an) - Reduces mistakes/fewer faults/less wastage of resources. (k) - Clear information (k) leading to less confusion. (an) <p>Application Managers of Pensak, workforce of Pensak, source of information, duties refer to stitching of pencil bags, cutter, marker cases, pencil cases/pouches, recognition, receptionist, piece rate</p>	8	<p>Knowledge (2 x 1) - One mark for each importance of effective communication identified Application (2 x 1) - Up to two marks for reference in context Analysis (2 x 2) - Up to two marks for each importance of effective communication.</p> <p>If negatively answered - Assess impact of poor communication.</p>

Q	Possible answers	Marks	Marking Guidance
(b)	<p>Well answered. The majority of learners were able to identify the ways of communication. Learners were able to outline the advantages and disadvantages of each way of communication. Some learners were confused between the ways of communication. Instead they wrote one-way and two-way communication while other learners wrote internal and external communication.</p> <p>Answer</p> <p>Recommend the most suitable way of communication for Pensak to use to inform its workers about a change in working hours.</p> <p>Verbal communication (k)</p> <ul style="list-style-type: none"> - When the sender speaks to the receiver. - Examples: telephone conversations, video conferencing and meetings. <p>Advantages</p> <ul style="list-style-type: none"> - Information can be given out quickly, (k) efficient way of communicating with a large number of people. (an) - There is opportunity for immediate feedback. (k) - The message is often reinforced by seeing the speaker, (k) body language can put the message across effectively. (an) <p>Disadvantages</p> <ul style="list-style-type: none"> - In a big meeting, there is no way of telling whether everybody is listening or has understood the message. (k) - It can take longer (k) to use verbal methods when feedback occurs. - No permanent record of the message is needed, (k) such as a warning to a worker, a verbal method is inappropriate. (an) Language use can be difficult. (an) <p>Written communication</p> <ul style="list-style-type: none"> - Includes letters and the use of information technology. - Examples: memorandums, reports, notices, faxes and e-mail. <p>Advantages</p> <ul style="list-style-type: none"> - There is hard evidence of the message (k) – which can be referred to in the future. (an) Help to reduce disagreements between sender and receiver. (an) - Essential for certain messages – safety measures must be in written form. (k) - A written message can be copied and sent to many people. (k) This can be more effective. (an) - Electronic communication is quick, (k) reaches a large number of people. (an) <p>Disadvantages</p> <ul style="list-style-type: none"> - Direct feedback is not always possible, (k) unless electronic communication is used. (an) - It is not so easy to check that the message has been received and acted upon as with verbal messages. (k) - The language used can be difficult for some receivers to understand. (k) If the written message is too long it may be confusing and lose the interest of the reader. (an) - There is no opportunity for body language to be used to reinforce the message. (k) - Expensive to print. (k) <p>Visual communication</p> <ul style="list-style-type: none"> - Examples: chart, diagram, videos, PowerPoint display, poster. <p>Advantages</p> <ul style="list-style-type: none"> - These methods can present information in an appealing and attractive way, (k) people more prepared to look at posters than to read letters – because of the interesting way of communication. (an) - They can be used to make a written message clearer by adding a chart or diagram to illustrate the point being made. (k) - Faster than written. (k) 	12	<p>Knowledge (2 x 2)</p> <ul style="list-style-type: none"> - Up to two marks for each way of communication. <p>Identification of communication way one mark plus one mark for an advantage</p> <p>OR a disadvantage</p> <p>of suitable ways of communication</p> <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - Up to two marks for relevant reference to Pensak <p>Analysis (2 x 1)</p> <ul style="list-style-type: none"> - One mark for analysis of either stated advantage OR a disadvantage <p>Evaluation (4 x 1)</p> <ul style="list-style-type: none"> - Award up to four marks for a justified decision and recommendation as to which way of communication should be used

Q	Possible answers	Marks	Marking Guidance
	<p>Disadvantages</p> <ul style="list-style-type: none"> - There is no feedback (k) and the sender of the message may need to use other forms of communication to check that the message is understood. (an) - Charts and graphs are difficult for some people to interpret (k) – the overall message might be misunderstood if the receiver is unsure of how to read values from the graph. (an) <p>Evaluation</p> <ul style="list-style-type: none"> - E.g. Pensak can make use of verbal communication. (ev) Information about the change in working hours can be given out quickly (ev) and explained. There will be an opportunity by workers for feedback. (ev) Workers feel part of decision making which will increase job satisfaction. (ev) <p>Application</p> <p>Skilled workers, store workers, manager of Pensak, safety regulations, e-mail, meetings, memorandum, pencil bags/pouches, workforce of Pensak, factory workers</p>		
Q	Possible answers	Marks	Marking Guidance
2 (a)	<p>Fairly well answered. Most learners' answers focussed on Maslow's theory instead of Herzberg's motivational theory which is hygiene/ maintenance factor and motivational factor. Some learners gave hygiene and maintenance factors which they meant was one factor. Learners still fail to answer the question in context. Most learners failed to analyse the theory to give the impact on the workers on how their needs are satisfied. The focus here should be the opportunity to satisfy the needs of workers that leads to workers working harder, have more job satisfaction, feel safe and valued in their job.</p> <p>Answer <i>Analyse, using Herzberg's motivational theory, two ways Pensak's workers needs are satisfied.</i></p> <p>Hygiene factors/maintenance factors (k)</p> <ul style="list-style-type: none"> - According to Herzberg the hygiene factors must be addressed by Pensak manager to prevent dissatisfaction/they would not by themselves create a well-motivated workforce/but give workers satisfaction/it will actively motivate workers to work hard/to be more productive/enjoy their work/feel valued in their job. (an) - Examples: good relations, job security, safe working conditions, company policy, status, reasonable salary. <p>Motivational needs (k)</p> <ul style="list-style-type: none"> - Examples: achievement, recognition, development, promotion, work itself and responsibility. - These motivators lead to a more productive workforce/more creative and committed workforce/workers have more job satisfaction/ developed skills/work harder. (an) <p>Application</p> <p>Workers councils, quality circles, worker participation, piece rate, effective communication, Pensak manger, recognition, achievement, safety, promotion, growth opportunities, owner of Pensak, designing.</p>	8	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each way of Herzberg theory identified <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - Up to two marks for reference explained in context <p>Analysis (2 x 2)</p> <ul style="list-style-type: none"> - Up to two marks for each relevant explanation of each way <p>NO MARKS</p> <ul style="list-style-type: none"> - examples if two ways are given - definitions

Q	Possible answers	Marks	Marking Guidance
(b)	<p>Well answered by most learners. Some learners are answering without taking note that both businesses are unincorporated forms of ownership. Some learners correctly indicated that sole trader has no continuity and has unlimited liability but they misunderstood partnership by indicating it has continuity and limited liability. Learners should not use the same argument for both businesses e.g. both businesses have no legal identity. Only one mark will be awarded. Some answers refer to shareholders which is wrong according to the forms of ownership. Some learners failed to apply their answers and could not make a clear decision. If a learner chooses the business to change to partnership as choice it must be supported with advantages of partnership or disadvantages of sole trader.</p> <p>Answer Assess the appropriateness of converting Pensak from a sole trader to a partnership. Justify your choice. Advantages of sole trader - It is easy to start and end as there are few legal formalities to be followed. (k) - The owner has personal contact with customers and employees (k) and, therefore, the ability to respond quickly to their needs and demands. (an) - The owner gains experience in all aspects of the business. (k) - The owner is his own boss, (k) no need to consult with or ask others before making decisions, freedom to choose his own holidays, hours of work, prices to be charged and whom to employ. (an) - All profits made belong to the owner, (k) therefore, the incentive to work hard. (an) - The business itself is not taxed separately. (k) The owner pays taxes on income received from the business. (an) - The owner does not have to give information about his business to anyone else, (k) enjoyed complete secrecy in business matters. (an) Disadvantage of sole trader - Capital is limited (k) to what the owner can provide or borrow because the owner cannot provide a lot of security (fixed assets) to secure the loan. The owner may not survive in difficult times. (an) - All debts incurred have to be paid by the owner (k) because the owner has unlimited liability/the owner is responsible for the debts of the business/can lose all his personal possessions in order to pay the creditors. (an) - The business does not have a legal personality/that means that it is not a person in the eyes of the law. (k) It cannot be separated from the owner/owner can be sued. (an) - The business's lifespan is determined by that of the owner. (k) This means that there is no continuity of existence. When the owner dies, the business also dies. (an) - The owner has no one to discuss business matters with (k) – he must take important decisions on his own. (an) - Sole trader business is small and the owner cannot afford specialists to do some of the jobs (k) and therefore the efficiency is low. (an) - The business is likely to remain small (k) because capital for expansion is restricted. (an) And therefore the owner cannot benefit from economies of scale.</p>	12	<p>Knowledge (2 x 2) - Up to two marks for two correct advantages/disadvantages of each form of ownership Application (2 x 1) - Up to two marks for reference in context Analysis (2 x 1) - Up to two marks for analysis of the advantages/disadvantages Evaluation (4 x 1) - Up to four marks for evaluative reasoning/judgement</p> <p>- Allow points only once in either sole trader or partnership section. Example: unlimited liability</p> <p>NO MARKS - Definition - Vice versa answers</p>

Q	Possible answers	Marks	Marking Guidance
	<p>Advantages of a partnership</p> <ul style="list-style-type: none"> - More capital (k) this would allow expansion of the business. (an) - The responsibilities of running the business were now shared. (k) Absences and holidays did not lead to major problems as one of the partners was always available. (an) - Both partners were motivated to work hard (an) because they would both benefit from the profits made. (k) Any losses made by the business would now be shared by the partners. (an) - Risks are shared. (k) <p>Disadvantages of a partnership</p> <ul style="list-style-type: none"> - The partners did not have limited liability. (k) If the business failed then creditors could still force the partners to sell their own property to pay business debts. (an) - The business did not have a separate legal identity/continuity. (k) If one of the partners died then the partnership would end. (an) - Partners can disagree on important business decisions (k) and consulting all partners takes time, (an) slow down decision making. (an) - If one of the partners is very inefficient or actually dishonest (k) then the other partners could suffer by losing money in the business then the other partner could suffer by losing money in the business. (an) - Management views may differ. (k) <p>Evaluation</p> <ul style="list-style-type: none"> - This will depend on the analysis of the learner's choice which justifies the best form of ownership. E.g.: Pensak should remain as a sole trader (ev) where Andrew has personal contact with customers (ev) and have the ability to respond quickly to their needs (ev) for pencil bags. This could lead to a possible increase in sales. (ev) <p>OR</p> <p>Change to a partnership then more capital is available for expansion. (ev) They can share the responsibilities, each partner specialises in his field which lead to more efficiency. (ev)</p> <p>Application marks Pencil bags/pouches, marker cases, pencil cases, sewing machines, ten skilled workers</p>		

Q	Possible answers	Marks	Marking Guidance
3 (a)	<p>Fairly well answered. Learners could identify two negative effects of growth for Pensak, but failed to analyse the impact on the business. Some learners' answers referred to the positive effect of growth instead of the negative effect. The learners' answer should indicate why it is a negative effect.</p> <p>Answer Analyse two negative effects of growth for Pensak.</p> <ul style="list-style-type: none"> - Shortage of cash (k) leads to negative cash flow, (an) need bank overdraft. (an) - Increased capital requirements, (k) you may need to borrow money (an) difficult to expand/increase long-term borrowing. (an) - Increasing your output may lead to a decline in quality, (k) which can lead to loss of customers or sales. (an) - It become difficult to offer a personal service to customers, (k) decrease reputation/status. (an) - Loss of control (k) - as your business grows, you may need to delegate management duties/ divide the workloads between different locations. (an) - If staff/owner are given extra work, (k) their morale/motivation could drop, (an) their productivity could decrease (an) or they could leave your business/increase staff turnover. (an) - Managerial problems. (k) Existing management may be unable to cope with problems of controlling larger operations/there may be lack of coordination between the divisions of an expanding business/ increased workload. (an) - Communication problems (k) - poor feedback to workers/distortion of messages caused by the long chain of command causes confusion. (an) Communication inefficiencies may lead to poor decisions being made. (an) - May often suffer from a divorce between ownership and control (k) that can lead to conflicting objectives. (an) - If retained earnings to finance growth, (an) can lead to lower short-term returns to shareholders. (k) - Larger businesses can experience diseconomies of scale (k) - increase in unit cost. (an) (Communication problems, slow decision making, alienation of workforce, poor coordination.) - Lack of motivation, (k) not all workers will be recognised for their hard work. (an) - Increase in storage requirements. (k) - Increase costs, (k) insurance/overtime payment/recruitment cost. (an) <p>Application Larger workforce, specially designed pencil bags/pouches, marker cases, pencil cases, manager of Pensak, workers/workforce of Pensak.</p>	8	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each negative effect of growth identified <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each reference to Pensak <p>Analysis (2 x 2)</p> <ul style="list-style-type: none"> - Up to two marks for analysis of each negative effect of growth

Q	Possible answers	Marks	Marking Guidance
(b)	<p>Poorly answered. Most learners could not evaluate whether quality circles or worker councils would be more effective in improving workers' participation at Pensak. Some learners' answers failed due to not showing impact on business and not referring to Pensak. Learners became confused between quality circles and worker councils. Therefore, the evaluation of some learners failed to choose between quality circles and worker councils.</p> <p>Answer <i>Evaluate whether quality circles or workers councils would be more effective in improving workers' participation at Pensak.</i> <u>Workers councils</u> - Workers councils are committees of workers who are consulted or informed on matters that affect employees. (k) Advantages of workers councils - Workers councils have the ability to protect individuals who are in a dispute with the company (k), therefore, more job security for the workers. (an) - Workers councils can fight wage discrimination (k) negotiate a uniform and fair agreement for all employees. (an) - Workers councils improve information flows/communication between management and workers, (k) workers have greater input in decision-making. (an) - Workers councils can also negotiate for better benefits: training, continuing education and other forms of personal development through the company (k) higher productivity/efficiency for the workers. (an) - Workers councils improve systematising communication channels (k) which will reduce workplace conflict. (an) - Employees show a higher rate of satisfaction/motivation with their job (k) and, therefore, the workers are absent less. (an) - If workers councils have a degree of control in management decisions (k) then the workers have a greater sense of trust in management information. (an) - Workers councils lead to higher investment in firm-specific human capital, (k) result in less labour turnover. (training) (an) - More trust is generated between employees and employers, (k) more job satisfaction developed. (an) - Workers have a greater sense of trust in management information. (k) Disadvantages of workers councils - Presence of a workers councils can provoke conflict (k) in the business when a council might use it rights to strongly encourage/strongly influence the employer into concessions on issues over which it has no direct influence. (an) - Profits are negatively affected (k) by the adoption of workers councils because of cost increases. (an) - Slower decision making (k) can mean a loss of profitable opportunities/sub-optimal allocation of firm's resources. (an) - Work councils can lead to increased regulation, (k) cause additional cost. (an) - The release of council members from employment by the business (k) increase cost. (an)</p> <p><u>Quality circles</u> - Quality circles involve the employees working in teams. (k) Advantages of quality of circles - Involve workers in teamwork, (k) encourage continuous improvement in product/quality. (an)</p>	12	<p>Knowledge (2 x 2) - Up to two marks for correct advantage/disadvantage of each way of improving workers' participation Application (2 x 1) - Up to two marks for reference to Pensak Analysis (2 x 1) - Up to two marks for analysis of advantages/disadvantages Evaluation (4 x 1) - Award up to 4 marks for justified decision and reasoning on the best way</p> <p>If no advantage/disadvantage given - give one mark per definition (k)</p> <p>Allow points only once for either quality circles or workers' council section. - Example: Will improve productivity.</p>

Q	Possible answers	Marks	Marking Guidance
	<ul style="list-style-type: none"> - Increase employees job satisfaction/motivation/committed (k) feeling part of the business. (an) - Contribute towards a positive working environment, (k) increasing productivity/reduce cost/more efficient/motivate/positive attitudes. (an) - Creating a feeling of importance (k) helping to identify the work-related issues/reduce mistakes. (an) - Help to develop employee positive attitude towards the workplace, (k) reduce numbers of mistakes which improve quality. (an) <p>Disadvantages of quality of circles</p> <ul style="list-style-type: none"> - Might not have enough relevant training/knowledge/because they are not empowered (k) which can lead to mistakes. (an) - Little or no management support, (k) worker not sure of the purpose. (an) - Participation not always voluntary, (k) may not focused. (an) - Lack of knowledge of employees about the purpose of the quality circle. (k) - Employee's hesitation to express their ideas, issues and proposals openly, (k) may lose their job. (an) - Quality circles can be time consuming, (k) lead to less output. (an) <p>Evaluation</p> <ul style="list-style-type: none"> - Evaluation will depend on learner's choice. - E.g. Pensak can make use of quality circle to improve worker participation. (ev) Quality circles allow workers to implement the solutions themselves. (ev) This furthers employee motivation and satisfaction. (ev) Quality circle will help with workers personal growth and development. (ev) <p>Application</p> <p>Pencil bags, marker cases, pencil cases, skilled workers, store workers, shop workers, cutter, receptionist, Pensak workers, management of Pensak</p>		

Q	Possible answers	Marks	Marking Guidance
4 (a)	<p>Well answered by most learners as they could discuss two possible effects of specialisation on the business and his workers. Most learners have a clear understanding of specialisation.</p> <p>Answer Discuss two possible effects of specialisation on Pensak and his workers. Advantages</p> <ul style="list-style-type: none"> - Specialised labour is able to concentrate on one task (k) – therefore, performs it better. (an) - Output is likely to rise (an) as specialisation leads to faster output/ efficiency. (k) - A person who spends his/her time performing one task becomes very efficient at that particular task. (k) - An employee could be easily trained/trained quickly for a particular task he/she specialised in, (k) in a short period. Saving time on training. (an) - If workers are specialised, they will not need to have a full set of tools or equipment. (k) Savings on equipment. (an) - Each worker specialises in a job that suits him/her best (k) and the worker enjoys it, more job satisfaction. (an) - Workers become experts (k) and, therefore, become quicker in producing goods and services. Therefore, there is an increase in wages. (an) - When people do not have to move from one job to another time is saved. (k) <p>Disadvantages</p> <ul style="list-style-type: none"> - Workers become bored. (k) - Repetitive work may lead to demotivated workers, (k) leading to absenteeism, (an) higher labour turnover. (an) - Difficult for factors of production to respond to change, (k) so can lose sales if taste changes. (an) - Loss of flexibility, (k) unable to cover for workers when absent. (an) Quality may suffer if workers become bored by lack of variety in their job. (an) - There may be a loss of craft skills. (k) Workers are not challenged and might lose interest, (an) which makes finding another job more difficult. (an) - A strike by one group of workers will affect other groups of workers, (k) less output. (an) - Increased risk of unemployment (k) due to limited skills. (an) - People do not feel involved in their work (k) and will not understand the jobs of their colleagues. (an) - Workers do not have pride in their work (k) because they only perform a small part of the production process, (an) leading to an increase in mistakes. (an) <p>Application Pencil bags, marker cases, pencil cases, skilled workers, shop workers, cutter, receptionist, sewing machines</p>	8	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each possible effect of specialisation identified <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - One mark for each reference to Pensak <p>Analysis (2 x 2)</p> <ul style="list-style-type: none"> - Two marks for an explanation of each possible effect

Q	Possible answers	Marks	Marking Guidance
(b)	<p>Well answered. Learners could evaluate two suitable methods of promotion the business could use and they were able to make a justified decision.</p> <p>Answer <i>Evaluate two suitable methods of promotion Pensak could use and justify which you think is most appropriate.</i></p> <ul style="list-style-type: none"> - Advertising, (k) to make people aware of the product/to encourage customers to buy. (an) - Sales promotion, (k) attract customers in the short-term/lead to impulse buying. (an) - Personal selling, (k) involves direct communication between buyer and seller/try to persuade consumers (customers) to buy the product. (an) - Public relations/sponsorship/use of influences, (k) make the public aware of the company's operations/concerned with promoting a good image for the business or products/raise the public's awareness of the business. (an) <p>Evaluation</p> <ul style="list-style-type: none"> - E.g. Sales promotion. (ev) It can promote sales at times in the year when sales are low. (ev) It encourages new customers to try existing products. (ev) It encourages customers to try new product. (ev) Can introduce new products to the market. (ev) Improve business brand image/brand loyalty. (ev) To increase sales, lead to increase in profit. (ev) <p>Application Pencil bags, marker cases, pencil cases, profits, efficiency of Pensak, schools</p>	12	<p>Knowledge (2 x 2)</p> <ul style="list-style-type: none"> - Up to one mark for promotion method identified (2 marks) and one mark for an explanation/advantage/disadvantage of each method <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - Up to two marks relevant to Pensak <p>Analysis (2 x 1)</p> <ul style="list-style-type: none"> - Up to two marks for analysis of the promotional methods. <p>Evaluation (4 x 1)</p> <ul style="list-style-type: none"> - Up to 4 marks for a justified decision and reasoning on the best option. <p>Only ONE example of sales promotion/ advertising</p> <ul style="list-style-type: none"> - Buy one get one free - Competitions - Gifts <p>Do not accept</p> <ul style="list-style-type: none"> - advertising media e.g. tv, radio, newspapers, magazines etc. <p>Any choice accepted</p>

Q	Possible answers	Marks	Marking Guidance
5 (a)	<p>Fairly well answered. Learners did not know the formulas from the syllabus. Most learners' answers referred to liquidity ratios instead of solvency ratio. Some learners switch the numerator with a denominator in the formula. Learners did not know the acceptable norm which is 1 : 1. Some answers were given as a percentage instead of a norm.</p> <p>Answer Analyse whether the solvency of Pensak improved between 2023 and 2024. Use calculations to support your answer.</p> <p>= $\frac{\text{Total assets (k)}}{\text{Total liabilities (k)}}$ OR Total assets : Total liabilities</p> <p>= $\frac{(53\,000 + 104\,000)}{(57\,000 + 246\,000)}$ (ap) (ap)</p> <p>= $\frac{157\,000}{303\,000}$</p> <p>= 0,52 : 1 OR 0,51 : 1 (an)</p> <p>Comparison</p> <p>- Pensak's solvency results show a decrease (an) from 0,98 : 1 to 0,52/0,51 : 1 (an) An acceptable norm is above 1 to show they are able to pay their debts. (an) Results show a decrease of 0,46/0,47. (an)</p> <p>OR</p> <p>- Show in 2023 each 98c in dollar to cover debts and in 2024 52c in dollar to cover debt. (an) Business is in risk of insolvency. (an) Not able to cover debts through assets. (an) The results are below the acceptable norm of 1 : 1, (an) therefore, the business of Pensak is insolvent/unable to pay its long-term debts. (an)</p>	8	<p>Knowledge (2 x 1)</p> <ul style="list-style-type: none"> - One mark for nominator (top) and one mark for denominator (bottom) of formula <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - One mark for correct amounts used <p>Analysis (2 x 2)</p> <ul style="list-style-type: none"> - One mark for correct result and up to three marks for comparison <p>Do not award</p> <ul style="list-style-type: none"> - Liquidity ratios - <u>Total liabilities</u> Total assets <p>If no formula given</p> <ul style="list-style-type: none"> - Marks awarded for correct amounts. <p>If formula is correct, but figures wrong</p> <ul style="list-style-type: none"> - Allow comparison with own figure.

Q	Possible answers	Marks	Marking Guidance
(b)	<p>Poorly answered. Most learners answered out of context. Learners gave customer rights instead of laws or ways how the government protects customers to ensure their rights. Some learners focused on economic policies such as fiscal policy. Some answers switched focus from customers to workers in the business. Learners could not refer their answers to the case study, but generalised their answers.</p> <p>Answer Evaluate two ways government may protect consumers and justify which you think is the most effective.</p> <ul style="list-style-type: none"> - Government sets the laws and rules by which a business operates. (k) - Make it illegal to give consumer a deliberately misleading impression about a product/Sales of goods Act). (k) Advertisement must be truthful. (an) - Illegal not to give consumers a copy of the credit agreement/ Consumer credit Act, (k) they must be able to check how long they have borrowed money for and at what rate of interest. (an) - Illegal to sell products which have serious flaws, (k) so product sets the purpose. (an) - Products which are not fit for the purpose intended/Trade description Act (k) and cannot meet the expectation of the consumer. (an) - Illegal misleading pricing claim/Consumer protection Act, (k) consumers do not buy a product because they think it is better value. (an) - Producer commits an offence if he sells underweight goods/Weight and measures Act. (k) <p>Evaluation</p> <ul style="list-style-type: none"> - The most effective way would be products being not sold if goods are not fit for purpose (ev) because a business breaks the law and customer can get money back (ev) or a replacement of product. (ev) Customers are worse off by buying faulty goods. (ev) <p>Application Namibian government, type of pencil bag cotton/denim, zips not proper close, pencil bags, pencil cases, schools, consumers of Pensak, pouches, marker cases.</p>	12	<p>Knowledge (2 x 2)</p> <ul style="list-style-type: none"> - One mark for each way of protection of consumers by the government and one mark of explanation each <p>Application (2 x 1)</p> <ul style="list-style-type: none"> - Up to two marks for relevant to context <p>Analysis (2 x 1)</p> <ul style="list-style-type: none"> - One mark for any further explanation of each way of protection <p>Evaluation (4 x 1)</p> <ul style="list-style-type: none"> - Up to 4 marks for justified decision of most effective way made about how government protects consumers

POSITIVE SUGGESTIONS TO TEACHERS

Teachers should use the competencies in the syllabus and verbs (command words) to avoid confusion.

Emphasis on how to justify (not repeating the same points in the justification part).

Proper revision on Paper 2 type questions, more activities/tests with case studies, to help the learners to practise how to identify the possible applications in a case study and how to link it to their answers.

Teachers should do research on topics in the syllabus if they are not available in the textbooks.

CHEMISTRY

6117
Paper 1

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

General comments

Candidates found this to be a moderate paper overall.

Candidates found **Questions 1, 5, 14 19, and 21** to be particularly difficult.

Questions 3, 6 and 22 were found to be the least challenging.

Comments on specific questions

1. Poorly answered. 20.8% of the candidates recalled that the burette is the apparatus that can measure with a degree of accuracy of 0.05 cm^3 . Option B was the most common incorrect answer.
2. Fairly well answered by 51% of the candidates. Many candidates failed to recognize the fact that after filtering, the solid residue is sand and not the salt. The filtrate is the salt solution which is evaporated to obtain solid salt.
3. Very well answered. This question was the most well answered question in the paper. 93.7% of the candidates chose the correct option.
4. Poorly answered Many candidates failed to interpret the factors that affect diffusion from the options that were given. Only 36.6% chose the correct option.
5. Very poorly answered. This was the most poorly answered question in the paper. Option D was the most common incorrect answer showing that most candidates did not consider the fact that options B, C and D were not neutral atoms but ions. They assumed option D had 8 electrons when in fact it had 10 electrons. Only 14.8% of the candidates chose the correct option.
6. Well answered by 83.5% of the candidates.
7. Poorly answered. Many candidates failed to recall the trends of group I elements.40% of the candidates chose the correct option. The rest appeared to be guessing.
8. Poorly answered. Option A was chosen by many candidates who perhaps read the question as unshared electrons. 47% of the candidates chose the correct option.
9. Poorly answered. The most chosen incorrect answer was option B. It appears candidates confused the term isotope with allotrope. Buckminsterfullerene is an allotrope of carbon. 31% chose the correct option.
10. Fairly well answered by 60% of the candidates. Although some candidates chose the option indicating that there are 4 elements in NH_4OH .
11. Fairly well answered by 51.9% of the candidates. Some candidates could not determine which diagram corresponded with which substance.

12. Poorly answered. Options B and C were the most chosen incorrect answers. There was evidence of guessing in this question. 44% of the candidates chose the correct option.
13. Fairly well answered by 52.7%. The most chosen incorrect answer was option B indicating a lack of understanding of the difference between the mole and the Avogadro's constant.
14. Poorly answered. This question on stoichiometry was not well answered. Some candidates appeared to be guessing. Only 25.9% of the candidates chose the correct option.
15. Fairly well answered by 64% of the candidates.
16. Fairly well answered by 58% of the candidates.
17. Poorly answered. The most common incorrect answer was Option B, suggesting that candidates were not sure about which electrode to be used. 48% of the candidates chose the correct option.
18. Fairly well answered by 64% of the candidates.
19. Poorly answered. Candidates appeared to be guessing. It should be recalled that hydrogen as a fuel reacts with oxygen in fuel cells to produce energy. Only 28% of the candidates chose the correct option.
20. Fairly well answered by 59.8% of the candidates. Some candidates did not seem to have studied the diagrams carefully as they could not see that in option B, the acid was dilute while in option D it was concentrated.
21. Poorly answered. The most common incorrect answer was option B. Many candidates could not recall as to whether a catalyst increases or decreases activation energy. Only 24.6% of the candidates chose the correct option.
22. Well answered by 84.9% of the candidates.
23. Fairly well answered by 62.6% of the candidates. Some candidates seemed confused and so ended up guessing.
24. Fairly well answered by 58.2% of the candidates.
25. Poorly answered. All options were chosen equally giving evidence of guessing. 31.7% chose the correct option.
26. Fairly well answered by 65.3% of the candidates.
27. Fairly well answered by 56.8% of the candidates. Option B was a most common incorrect answer. There seem to be a confusion between which test involves a glowing splint and which one involves a lighted splint.
28. Poorly answered. Confusion on the methods of extraction was evident. The most common incorrect answer was option A. 47.3% of the candidates chose the correct option.
29. Fairly well answered by 56% of the candidates.
30. Fairly well answered by 59.3% of the candidates.
31. Poorly answered. Option C was a common incorrect answer. The general formula for alkanes should be well known by candidates. 49.4% of the candidates chose the correct option.
32. Fairly well answered by 52.6% of the candidates, the rest appeared to be guessing as all the incorrect options were chosen equally.
33. Poorly answered. Many candidates could not recall the process of catalytic cracking. 41.9% chose the correct option.
34. Fairly well answered by 66% of the candidates. Option A was a common incorrect answer.
35. Fairly well answered by 53% of the candidates. This question on identifying polymers discriminated well between candidates. Options C and D were chosen by many candidates.
36. Fairly well answered by 60.3% of the candidates. Option A was a common incorrect answer.
37. Well answered by 76.8% of the candidates.
38. Fairly well answered by 55.1% of the candidates.
39. Poorly answered. The use of lime to neutralise soil acidity in terms of pH was not recalled by many candidates. Option A was the most common incorrect answer. 49.1% of the candidates chose the correct option.
40. Fairly well answered by 58.1% of the candidates. Options B and C were common incorrect answers. There seem to be confusion between the uses of sulfur dioxide and those of sulfuric acid.

Key messages

- Many candidates need more practice in analysing the stem of a question.
- Candidates should not provide fractions as answers to calculations.
- Formulae and equations, including ionic equations and ionic half-equations, were an area of weakness for many candidates.

General comments

The standard of questions in terms of level of difficulty of this paper compared to the previous years was the same. The majority of candidates successfully completed all questions and few candidates left questions unanswered. Few candidates tackled this paper well, meaning only a small fraction of candidates showed knowledge of basic Chemistry. Not many were able to do correct calculations. Some candidates need more practice in answering questions.

Many candidates showed their working out in calculations, this is good examination practice as often the working out is more than the final answer. Candidates must use correct terminology when answering questions.

Some candidates need more practice in analysing the stem of a question to pick out the essential words needed to fully answer the question. In **Question 4(d)(ii)**, some candidates misread the words “suitable starting materials” and gave their answers as if referring to the “suitable starting apparatus”.

The practical aspect of this subject cannot be overemphasised. A candidate who has had an opportunity to do experiments will always have an advantage over one who hasn't had.

Comments on specific questions

Question 1

This was the best answered question on the paper. Many candidates were able to answer at least part (a).

(a)(i – v) Well answered, however some candidates used names and/or symbols of elements instead of the given letters. Teachers are advised to emphasise to the candidates on how to answer these types of questions as per given instructions.

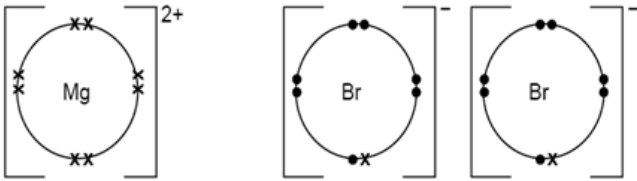
(b) Moderately answered. Some candidates gave general properties for all metals instead of only those of transition metals as per question i.e electrical conductivity was frequently given while it is for all metals, including the group 1 metals.

Question	Model answer	Additional guidance	Marks
1 (a) (i)	C/A/D✓	Allow correct names of elements (avoid penalizing twice) potassium/ bromine/ copper	1
(ii)	A✓	bromine	1
(iii)	F✓	aluminium	1
(iv)	C✓	potassium	1
(v)	B✓	helium	1
(b)	Have high densities / High m. p OR b. p / Forms coloured compounds / Often acts as a catalyst / Has more than one oxidation state OR more than one ions OR more than one valency / are less reactive ✓✓	Any two	2
			7

Question 2

Many candidates were able to score more marks in this question as it covers a wide range of topics.

- (a) Moderately answered. Many candidates could not get the number of electrons for bromide ion as they could not differentiate between an atom and an ion.
- (b) Moderately answered. Some candidates could not differentiate between “lose” and “loose”.
- (c) Poorly answered. Majority of candidates were not able to indicate the charges on both magnesium ion and bromide ion. A fair share of learners drew a covalent bond instead of an ionic bond.
- (d) (i) Well answered.
- (ii) Moderately answered. Some candidates used the word electrons instead of ions.
- (iii) Moderately answered. Many candidates were able to give the ionic half equation for the reaction at the cathode but not at the anode. Few candidates failed to put the “-” (negative) on the electrons i.e e^- .
- (e) (i) Poorly answered. Majority of candidates could not distinguish between the lattice of magnesium bromide and that of diamond.
- (ii) Well answered.
- (iii) Fairly well answered. Majority of candidates referred to electrostatic forces instead of covalent bonds.

2 (a)	Number of electrons = 36✓ Number of neutrons = 45✓		1 1
(b)	By the transfer OR loss of electrons✓	Accept give away electrons	1
(c)	 <ul style="list-style-type: none"> • Mg²⁺ ✓ • Two bromide ions (Br⁻)✓ • 8*e's on each outer shell ✓ 	Allow Mg shown without any electrons	3
(d)(i)	Electrolysis✓	Sound more correct	1
(ii)	The ions need to be <u>free</u> to <u>move</u> and <u>carry</u> charge✓		1
(iii)	Cathode: $Mg^{2+} + 2e^- \rightarrow Mg$ ✓ Anode: $2Br^- \rightarrow Br_2 + 2e^-$ ✓	Ignore state symbol Accept $2Br^- - 2e^- \rightarrow Br_2$	2
(e) (i)	The lattice of $MgBr_2$ is a <u>giant ionic</u> ✓ while that of diamond is <u>giant covalent/ giant molecular/ macromolecular</u> ✓		2
(ii)	<u>Each carbon</u> is bonded to 4 other carbons/ tetrahedral✓		1
(iii)	It has strong (covalent) bonds✓		1
			14

Question 3

Some candidates showed poor understanding of bond energies and dynamic equilibrium. Many candidates identified the shape of ammonia molecule.

- (a) Well answered. Many candidates were able to balance the equation.
- (b) Moderately answered. Some of the candidates could not score a mark as they contradicted themselves referring to increase of the activation energy as the rate of the chemical reaction increases.
- (c) Poorly answered. Many of candidates could not differentiate between which reaction involves bond breaking and which one involves bond forming.
- (d) This question was the least well answered question on this paper. Very few candidates could give the effects of decreasing the pressure on an equation. Some candidates gave contradicting answers.
- (e) Well answered. Candidates could correctly state the shape of ammonia molecule.
- (f) Well answered. Some of the candidates gave the formula but could not give it correctly with the charge (OH^-) instead they wrote (OH.)
- (g) (i) Most candidates were awarded full credit here. The most common error was rounding off incorrectly by some candidates.
- (ii) Most candidates could not use the mole ratio from the balanced equation.
- (iii) Many candidates could give the other element present in fertilisers other than phosphorus.

3 (a)	$\text{N}_2 + 3 \text{H}_2 \rightleftharpoons 2 \text{NH}_3$ ✓	Correctly balanced	1
(b)	To speed up the chemical reaction OR Provide alternative pathway by lowering the activation energy ✓	Accept: increase the rate of the reaction	1
(c)	Bond breaking is endothermic <u>and</u> bond making is exothermic / energy absorbed to break bonds <u>and</u> energy released on making bonds ✓ More energy released than absorbed ✓		2
(d)	<ul style="list-style-type: none"> The equilibrium shifts to the left / more reactants are formed ✓ When pressure is decreased, the equilibrium shifts to the side with more moles ✓ 		2
(e)	(Triangular) pyramidal ✓	Reject: pyramide	1
(f)	Hydroxide/ OH^- ✓		2
(g)(i)	$n = m/\text{Mr}$ (✓) $= 2.891/98$ (✓) $= 0.0295$ ✓✓ mol	No rounding off	2
(ii)	$m = n \times \text{Mr}$ (✓) $= 0.0295 \times 3 \times 17$ OR 0.0885×17 (✓) $= 1.5045$ ✓✓g	Ecf (g) (i) 0.0885 (✓) seen Any correct rounding off <u>from</u> <u>2 s.f</u>	2
(iii)	1- Potassium/ K ✓ 2- Nitrogen/ N ✓		2
			14

Question 4

The candidates who were exposed to practical experiments had an advantage in this question about the observation when acids react with other substances. Many could give the correct observation in test tube **Y** in (a) and could also give the chemical test for water in (c)(i). Part (c)(ii) was also well answered.

- (a) This question was well answered, although a few of the candidates referred to the universal indicator as a “blue litmus paper turning red” in test tube **X**. In test tube **Y**, some candidates gave the conclusion instead of the observation that was made.
- (b) Fairly answered. Many candidates could not give a clear comparison between strong acids and weak acids. Subject teachers are advised to emphasise the correct comparison as indicated in the syllabus.
- (c) (i) Candidates did well on this question, showing many had practiced this type of question before. There were few wrong answers.
- (ii) Most candidates answered this question reasonably well, showing much knowledge and understanding. Most candidates could write down the correct name of the salt produced, although some referred to “sulfide” instead of “sulfate”. Some candidates gave more than one answer when only one was asked for.
- (d) (i) A lot of candidates struggled on this question. Majority were referring to “filtration” and “crystallisation” instead of precipitation as the method.
- (ii) This was not a well answered question. Majority of the candidates could not understand what the question was asking although it is stated clear on the syllabus about the suitable starting materials for preparing the insoluble salts. A lot of candidates referred to apparatus i.e beaker, flask, funnel and filter paper.

4 (a)	Test tube X – Universal indicator turns red ✓ Test tube Y - Magnesium dissolves / fizzing / bubbles / gas / effervescence Any one ✓	Allow magnesium disappears	2
(b)	Strong acid dissociates / ionizes completely <u>in solution</u> OR <u>water</u> and Weak acid dissociates partially OR slightly <u>in solution</u> OR <u>water</u> ✓	Clear comparison	1
(c)(i)	Test: Add drops of water to anhydrous / white Copper (II) sulfate ✓ Result : Turns blue ✓ Test: Add drops of water to anhydrous / blue Cobalt chloride ✓ Result: Turns pink		2
(ii)	Calcium sulfate ✓	Name <u>only</u>	1
(d) (i)	Precipitation / double decomposition ✓		1
(ii)	1 silver nitrate / AgNO ₃ ✓ 2 sodium chloride / NaCl Potassium chloride / KCl ✓	Accept any <u>correct soluble</u> compound	2
			9

Question 5

This question was mainly on metals and their reactivities.

- (a) (i) This question was fairly answered. Majority of candidates could not identify the metal that burns with bright yellow flame.
- (ii) This question was very well answered.
- (iii) Many candidates could get this question correct. There were only few wrong answers.
- (iv) Many candidates could identify the metal from the list that could be extracted by reduction using carbon.
- (v) This question was well performed by majority of the candidates.

- (b) This question was fairly answered. Majority of the candidates could not give a clear comparison between metals and non-metals.
- (c) (i) This was not a very well answered question. A lot of candidates were only referring to an “oxide layer” without mentioning being “protective or stable”.
- (ii) Majority of the candidates could not correctly spell the word “bauxite”. Some candidates referred to “haematite”. More emphasis should be given on correct spelling.
- (d) (i) This question was poorly answered. Majority of candidates could not identify the type of reaction taking place, thus could not answer the question correctly.
- (ii) Majority of the candidates could not answer this question fully, therefore it was a poorly answered question. Many candidate referred to “zinc replace copper” instead of “zinc displace copper”.
- (iii) A lot of candidates could not answer this question correctly. Some candidate referred to “zinc sulfate or zinc ions” instead of zinc element itself.

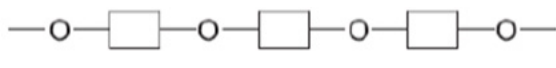
5(a) (i)	Sodium ✓		1
(ii)	Copper ✓		1
(iii)	Carbon ✓		1
(iv)	Iron / zinc ✓		1
(v)	Zinc ✓		1
(b)	Metals have high density / high melting point and boiling point / good conductors, etc while non-metals have low density/ low m.p and b.p / poor conductors, etc Any one ✓	Clear comparison	1
(c) (i)	Protective OR stable <u>oxide</u> layer ✓		1
(ii)	Bauxite ✓		1
(d) (i)	Red-pink solid: Copper ✓ Colourless solution: Zinc sulfate✓		1
(ii)	Zinc is more reactive than copper ✓ It displaces copper from its compound✓		2
(iii)	Zinc ✓		1
			13

Question 6

This question was mostly about organic chemistry.

- (a) Candidates struggled to ‘name any family of organic compounds with same general formula and similar chemical properties’. They struggled with the correct spelling of “homologous”.
- (b) Candidates found this question on the general formula for the alcohol very hard and many did not know what the correct answer was. Some wrote down the general formula for an ‘alkane’.
- (c) (i) Candidates struggled with this question. Most candidates could only score one mark as they could not give the correct temperature.
- (ii) Most candidates were able to complete and balance this equation.
- (d) (i) A lot of candidates struggled on this question. Majority of them could only get the mark for product A “carbon dioxide”.

- (ii) Majority of the candidates could not identify compound **D** that reacts with steam to form ethanol. Some referred to “alkane, ethane”.
- (e) (i) Candidates performed poorly in this question. Few candidates were able to draw the carbohydrates polymer. Teachers are encouraged to practice more on drawing polymer structures.
- (ii) A good number of candidates could answer this question correctly. Some candidates referred to “condensation polymerisation” which is opposite of “hydrolysis”.
- (iii) Candidate performed poorly in this question. More revision is needed by candidates on this particular topic.

6 (a)	Homologous <u>series</u> ✓		1
(b)	$C_n H_{2n+1} OH$ ✓	Correct answer only	1
(c) (i)	1- yeast /anaerobic / in absence of oxygen Any one ✓ 2 – temperature 25 - 37°C ✓		1 1
(ii)	$C_6H_{12}O_6 \rightarrow 2 C_2H_5OH + 2 CO_2$ CO ₂ as a product ✓ Rest of the equation correct✓		1 1
(d) (i)	A – carbon dioxide ✓ B – ethyl ethanoate ✓ C – ethanoic acid ✓	Name <u>only</u>	1 1 1
(ii)	Ethene / C ₂ H ₄ ✓		1
(e) (i)	 —○— between two squares ✓ Rest of the structure correct (atleast repetition of two)✓	Allow correctly drawn structure with square brackets	1 1
(ii)	Hydrolysis ✓		1
(iii)	Acid ✓	Accept enzyme OR amylase	1
			14

Question 7

This question was on environmental and industrial chemistry.

- (a) (i) This question was poorly answered. Majority of candidates referred to “carbon dioxide” which is not an element.
- (ii) Only a small number of candidates were able to give the correct process.
- (b) A lot of candidates did very well on this question.
- (c) (i) Candidates struggled with this question. Many could not give the effects of carbon dioxide and lead compounds.
- (ii) Candidates performed very well in this question and could state the conditions used. Few candidates could mention “temperature” or “pressure” without the values and units as per question.
- (iii) Candidates struggled with this question. Many candidates gave “carbon monoxide, sulfur dioxide and lead compounds” which were already mentioned. Some candidates referred to effects rather than sources of these this pollutants.

7(a)(i)	Argon ✓	Accept any Group 8 elements	1
(ii)	Fractional distillation ✓		1
(b)	Breathing (in hospitals) / (aerobic) respiration / welding / steel production / sewage treatment / combustion / burning Any one ✓		1
(c)(i)	Carbon monoxide – suffocation / death ✓ Lead compounds – brain damage / brain cancer ✓		1 1
(ii)	Temperature 400 - 500 °C Pressure 1-2 atm OR 100 – 200 kPa Vanadium (V) oxide OR V ₂ O ₅ Any two ✓✓		1 1
(iii)	Pollutant: (excess) Carbon dioxide ✓ Source: Burning fossil fuels ✓ Or Pollutant: Oxides of nitrogen ✓ Source: Internal combustion in engine / car exhausts ✓ Or Pollutant: (excess) methane ✓ Source: decomposition from vegetation / waste gas from digestion of animals ✓	Accept: Or Pollutant: Unburnt hydrocarbons ✓ Source: Vehicle exhaust fumes ✓ Or Pollutant: Solid particles ✓ Source: Burning of waste materials ✓	1 1
			9

General comments

Generally, the Chemistry paper 3 discriminated successfully between learners of different abilities but was accessible to all. However, compared to previous years, learners' performances have downgraded even though the questioning style remained the same.

The vast majority of learners successfully attempted all of the questions, with very few blank spaces.

Learners lost marks unnecessarily due to the inability to read questions and understand what was expected of them.

When a question asks for the name of a chemical, a correct formula is always acceptable. However, if a candidate answers with an incorrect formula, then credit cannot be awarded.

Lists of answers with correct and incorrect responses are marked according to a list principle and are penalised if contradictory. For example, if the correct answer is 'white precipitate insoluble' and a candidate writes 'white precipitate insoluble and dissolves, no credit can be awarded.

Learners in most centres proved to be familiar with the planning set required in **Question 5**. Learners were unable to read the question and understand what was expected of them. At the start of the plan, there is no need for learners to write a list of aims and apparatus or listing standard safety precautions since credit will not be given for that. Where credit is available for the selection of an appropriate item of apparatus then it must be clear in the plan for what the apparatus is used for.

Learners would be advised to plan the investigation before beginning to write their responses.

Comments on specific questions

Question 1

- (a) This question was not well answered. Most learners were unable to correctly name the line labelled **A**. A vast number of learners answered solvent line instead. Teachers should make a clear distinction between solvent front and a solvent line.
- (b) This question was not well answered. A significant number of responses stated the different types of errors such as random errors, systematic errors etc instead of the way the apparatus was set up. Learners were unable to read the question carefully and provide the correct answer.
- (c) This part was generally well-answered with most learners realising that graphite/pencil lead is insoluble.
- (d) The vast majority of learners correctly identified green as the ink that contains the greatest number of dyes..
- (e) The majority of learners correctly stated red and purple.
- (f) This question was poorly answered. Most of the learners could not identify that what could be changed is the solvent. The vast majority of learners wrongly suggested the use of a locating agent.

Question	Answer	Additional guidance	Marks
1 (a)	Solvent front ✓		1
(b)	The spots/baseline below solvent level ✓		1
(c)	Pencil does not dissolve ✓		1
(d)	green ✓		1
(e)	red and purple ✓		1
(f)	Use a different solvent/ organic solvent ✓		1
[6]			

Question 2

- (a) This question was fairly answered. A small proportion of learners gave the correct answers with the correct spelling. The popular incorrect answer includes grinder, pistle, mortal and motor, and were not credited.
- (b) This question was fairly answered. The most common answer given was 'to dissolve the rock salt'. Only a minority of learners realised that the reason for adding water was to dissolve sodium chloride alone.
- (c) (i) This part was fairly answered. A good proportion of candidate were able to score 1 out of 2 marks by drawing a funnel and a flask/beaker.
- (ii) This part of the question was well answered. A majority of learners could correctly state sand as the residue.
- (d) A good proportion of learners gained credit for the crystallisation process, scoring mostly 1 out of 2 marks. Most learners failed to describe that after heating, the crystals should be cooled and dried.

2 (a)	1 mortar and ✓ 2 pestle ✓		1
(b)	To dissolve the sodium chloride/salt ✓		1
(c) (i)	A diagram containing filter paper✓, funnel <u>and</u> flask/beaker ✓		2
(ii)	Residue ✓		1 1
(d)	Heat the filtrate in evaporating dish to evaporate water ✓ Cool (down) and dry the crystals (with absorbent paper) ✓		1 1
[8]			

Question 3

- (a) This question was fairly answered. A reasonable number of learners correctly completed the table by filling in the correct column headings as well as all the correct values of time.
- (b) A very few correct graphs were seen. A reasonable number of learners were able to score 1 or 2 marks out of 3. Most learners plotted all points correctly. The mark for a smooth curve was rarely scored. This is due to various reasons such as drawing wobbly / wavy / hairy / feathery / kinky curves; joining the points dot-to-dot by free hand; joining the points dot-to-dot with a ruler. These were not accepted.
- (c) This question was fairly answered. The majority of learners were able to read an appropriate volume from their graph. However, despite the instruction in the question that learners should show clearly on the grid how they worked out their answer, many did not do this and just recorded a numerical value. These learners could only gain the mark for the value.
- (d) This question was not well answered. Many learners did not get credit because the sketched line was below the original curve.
- (e) Better responses predicted that the reaction has come to completion or either of the reactants got used up. A common error was to state that the reaction reached the end point or reached dynamic equilibrium. This implied that the reaction has not come to an end and was thus not credited.
- (f) This question was fairly answered. A moderate number of learners provided correct test and results for oxygen gas.

3 (a)	s / second ✓		1
	volume (of oxygen collected) ✓		1
	20, 40, 60, 80, 100, 120 ✓		1
(b)	correct scale for time on x-axis <u>and</u> for both axes labelled correctly ✓		1
	all 7 points plotted correctly at least half of the grid, $\pm 1/2$ a square ($\pm 1\text{mm}$) ✓		1
	best smooth curve ✓		1
(c)	range 52 – 56 (cm^3) ✓		1
	working shown on the grid ✓		1
(d)	the graph steeper and start at origin ✓		1
	horizontal / level off sooner at volume of 86 cm^3 ✓		1
(e)	The reaction is completed/finished or All potassium chlorate used up ✓		1
(f)	Test: glowing splint ✓		1
	Result: relights ✓		1
[13]			

Question 4

- (a) This was fairly answered with most learners scoring at least one mark, mostly for the aluminium or Al^{3+} .
- (b) (i) This part was very poorly answered. It seems many learners are not familiar with the appearance of substances.
- (ii) Only a few number of learners were able to give an acceptable flame colour. It was evident that some learners were not familiar with flame tests. Some learners appeared to have just guessed from the wide range of colours for flame tests from ANNEXE B: Notes for use in qualitative analysis on page 46 of the NSSCO 6117 Chemistry syllabus.
- (iii) Learners find negative tests challenging and this part was no exception. Many learners gave a positive result for sulfate ion.
- (iv) The best responses successfully identified a white precipitate. Some learners just gave random colours of precipitates from the wide range of precipitate colours from ANNEXE B: Notes for use in qualitative analysis on page 46 of the NSSCO 6117 Chemistry syllabus.

4 (a)	aluminium/ Al^{3+} ✓		1
	iodide/ I^{-1} ✓		1
(b) (i)	White (powder/solid/crystals) ✓		1
(ii)	lilac ✓		1
(iii)	no change / no reaction / stays the same ✓		1
(iv)	white precipitate/ppt ✓		1
[6]			

Question 5

This question was poorly answered and proved to be the most challenging question in the whole question paper.

A complete range of marks was seen in this question and the quality of responses was often centre dependent. At some centres, a significant number of learners demonstrated that they did not have an idea that the planning required caring out titration of an acid and an alkali using a suitable indicator.

Common errors were to use the term 'amount or drops' rather than volume, describing experiment with reactants which are not provided such as react with dishwash/pine gel/detergents and heat the mixture, omit stating when the measurement was made or to use inappropriate apparatus.

In general, other learners used wrong methods such as rate of reactions. This has shown that most learners lack knowledge and understanding of practicals.

Overall the most common mark awarded was that of adding hydrochloric acid to the cleaning product (MP4).

5	<p>M1 Add equal volume of each product into a beaker/flask</p> <p>M2 Use a pipette/ burette/ measuring cylinder to measure the volume of the (two) products</p> <p>M3 Add phenolphthalein/ methyl-orange/ methyl-red / bromophenol blue / thymol blue indicator</p> <p>M4 add hydrochloric acid drop by drop to each beaker/flask</p> <p>M5 from a burette</p> <p>M6 until the indicator colour change</p> <p>M7 Record/calculate the volume of the acid added to each beaker/ flask</p> <p>M8 The multi-purpose cleaning product with the largest volume of acid added is the most concentrated. (Or vice versa)</p> <p>Any seven points</p>	
[7]		

Positive suggestions to teachers

- The way in which learners responded to some of the questions in this paper demonstrated that they have a limited conceptual understanding and exposure to practical experiences.
- Annexe A on page 44 of the syllabus outlines the experimental context that guide the assessment objective C skills. At the end of each topic in the syllabus, there are also suggested practical activities. These should serve as a guide regarding the expectations of Paper 3.
- Teachers are encouraged to use easily accessible and locally available materials to conduct practical activities in their classrooms.
- Lastly teachers need to put a great emphasis on assessment objective C and also make practical work an integral part of teaching and learning.

COMPUTER SCIENCE

6134
Paper 1

General Comments

The majority of candidates presented their work neatly, which is commendable. Although candidates demonstrated a good grasp of some fundamental Computer Science concepts, there is room for improvement in providing more detailed explanations and discussions. It was observed that candidates frequently struggled to fully explain, describe, or discuss concepts, often providing brief statements without sufficient elaboration.

Furthermore, learners should be guided to avoid repeating the terms they are asked to define, explain, or describe, as such responses do not demonstrate understanding. For example, when asked to identify a constant in a piece of code and justify their choice, simply stating “because it is constant” provides no valid reasoning. To address this, teachers are encouraged to provide learners with ample opportunities to practice explaining and elaborating on Computer Science concepts. This practice will not only improve their performance in future assessments but also deepen their understanding of the subject.

Practical experience with spreadsheets, databases, and programming is crucial for developing a strong understanding of these tools and preparing candidates for both examinations and real-world applications.

The overall quality of candidates’ work remained consistent with the previous year, with established high-performing centers maintaining their success and previously struggling centers continuing to face challenges. Additionally, it was very concerning to note that candidates at some centers left a number of questions unanswered, highlighting a need to address potential gaps in knowledge and exam preparation strategies.

Teachers are commended for their ongoing commitment to ensuring success in Computer Science, and are encouraged to continue promoting deeper learning and understanding in the subject.

Question 1	Answer	Marks
Candidates generally demonstrated a good understanding of screen mirroring and simulation, with most providing accurate explanations and relevant examples.		
Responses to the questions on the accumulator, TCP/IP, and feasibility studies were more varied. Some candidates lacked understanding of the accumulator’s role within the CPU and the fetch-decode-execute cycle, while others struggled to provide detailed explanations of TCP/IP’s role in internet communication or confused feasibility studies with documentation.		
(a)	1 mark for each correct point to max 2 Accumulator <ul style="list-style-type: none">- a type of register for temporary storage of data...- ...during the fetch-decode-execute cycle- ...stores the results of arithmetic or logical operations performed by the ALU <i>//accept “...in the CPU” for the second mark</i>	2
(b)	1 mark for each correct point to max 2 Screen mirroring <ul style="list-style-type: none">- Sharing the content of one screen onto a second screen- ...for giving presentations/projecting on a bigger display/TV <i>//accept any other valid point</i>	2

(c)	1 mark for each correct point to max 2 TCP/IP Any two from: <ul style="list-style-type: none"> - Transmission Control Protocol/Internet Protocol - A set of communication rules // a communication language // a suite of protocols... - ... for devices to communicate over the internet - TCP is responsible for reliable data transmission - ...IP is responsible for addressing of data packets 	2
(d)	1 mark for each correct point to max 2 Feasibility study Any two from: <ul style="list-style-type: none"> - Initial task of the software development // done during the analysis phase of SDLC - ...to assess the viability of a project - ...checks whether the project is technically or economically possible 	2
(e)	1 mark for the each correct point to max 2 Simulation <ul style="list-style-type: none"> - the imitation/modelling of the operation of a real-world process or system. - used in weather forecasting // training pilots in flight simulators used for training pilots // car crash modeling //accept any other valid point for the second mark	2

Question 2	Answer	Marks
Most candidates performed well on this question, indicating a strong grasp of the basic principles of disk formatting. The marking scheme was slightly adjusted to acknowledge the ambiguity of the fourth statement, "Deactivate viruses in the storage device.", and to avoid penalizing candidates who might have interpreted it differently.		
	1 mark for any two correct answers to max 2 <ul style="list-style-type: none"> - False - True - False - False 	2

Question 3	Answer	Marks
A significant number of candidates answered this question well, although only a few achieved full marks. However, some candidates recycled words when describing the characteristics of LANs and WANs, simply stating that LANs connect devices in a local area while WANs connect devices in a wide area. Furthermore, there were instances where candidates suggested that LANs are always faster or connect fewer devices than WAN. It is essential to clarify that although LANs typically support high-speed connections within a limited geographical area, the number of devices and speed can vary based on specific implementations and technologies.		
(a)	1 mark for each correct point to max 2 Any two from: <ul style="list-style-type: none"> - A LAN covers a small geographical area (e.g. a building or campus). - A LAN uses connections owned by the organization that owns it. - More secure than a WAN //do not accept any recycling of words e.g. local area network connects devices in a <u>local area</u>	2

(b)	<p>1 mark for each correct point to max 2</p> <p>Any two from:</p> <ul style="list-style-type: none"> - A WAN covers a large geographical area. - A WAN often uses third party connections. - Less secure than a LAN <p>//do not accept any recycling of words e.g. wide area network connects devices in a <u>wide area</u></p>	2
(c)	<p>1 mark for a valid hardware and 1 mark for the correct description to max 2</p> <p>Advantages any one from:</p> <ul style="list-style-type: none"> - A router ... a device that passes data between two networks. - A gateway ... a device which connects two dissimilar networks to each other. <p>//Do not accept "... connects LAN to WAN" for the 2nd mark</p>	2

Question 4	Answer	Marks
<p>This question was very well answered, with the majority of candidates scoring between 4 and 6 marks. However, some candidates had no understanding of what the term "ethical issues" implies, which limited their ability to fully address this part of the question.</p>		
	<p>1 mark for each correct point to max 6</p> <p>People: Any two from:</p> <ul style="list-style-type: none"> - connection with the rest of the world and communicate with others - access to more information - up-to-date with news - people can engage in e-commerce - can be used in schools/for education - there are costs associated with internet access. (devices and connection) <p>//Accept any other valid point</p> <p>Businesses: Any two from:</p> <ul style="list-style-type: none"> - sell products to wider audience/more customers via internet - purchase items from wider range/more places via internet - business can advertise their products online - business can use AI for increased productivity <p>//Accept any other valid point</p> <p>Ethical issues: Any two from:</p> <ul style="list-style-type: none"> - access to inappropriate/illegal content - introduces digital and social divide - risk of threats e.g. phishing/pharming/virus/identity theft - unwanted images and videos of people may be put online, violating their privacy - plagiarism may increase among learners <p>//Accept any other valid point</p>	6

Question 5	Answer	Marks
<p>Part (a) was well answered, with most candidates demonstrating a good understanding of the importance of testing programs during the development life cycle. However, candidates struggled to answer (b), with many unable to provide a clear explanation of the importance of an implementation plan.</p>		
(a)	<p>1 mark for each correct point to max 3</p> <p>Any three from:</p> <ul style="list-style-type: none"> - to identify errors - to ensure that the program meets the user requirements/specifications - to ensure that the programming code is maintainable - to ensure that the programming code is efficient <p>// accept any other valid point</p>	3

(b)	1 mark for each valid point to max 3 Any two from: <ul style="list-style-type: none"> - allows the system analyst to choose the appropriate changeover option - to ensure that the system deployment and transition occurs smoothly and successfully - it clearly shows the tasks to be completed and by who and when e.g. user training on the new system ... - ...enhance corporation among the team members // accept any other valid point	3
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Question 6	Answer	Marks
6 (a) proved to be challenging for a significant number of candidates, with only a few able to accurately describe how an LED monitor works. Many candidates lacked the technical vocabulary and understanding of the underlying technology to provide a clear explanation. 6(b) was well answered by the majority of the candidates.		
(a)	1 mark for each correct point to max 3 Any three from: <ul style="list-style-type: none"> - light emitting diodes technology - the display is made up of pixels... - ... that are arranged together as a matrix... - ... each is formed of three LEDs/filters - shades of colour are achieved by mixing red, blue and green - the screen can be back-lit/edge-lit 	3
(b)	1 mark for the correct technology given to max 1 Any one from: <ul style="list-style-type: none"> - Liquid Crystal Display (LCD) - Cathode Ray Tube (CRT) - Plasma //accept any other correct technology	3

Question 7	Answer	Marks
This question was fairly answered, with a range of performance observed among candidates. It is important to clarify that compression does not eliminate transmission errors and does not prevent viruses from being transmitted.		
(a)	1 mark for each point to max 4 Any four from: <ul style="list-style-type: none"> - a compression algorithm is used - removes redundant/unnecessary data from the file // removes sounds that cannot be heard by the human ear/background noise... - ...resulting in slight loss of audio quality - reduces sample rate - reduces sample resolution - data is permanently removed / original file cannot be re-instated - perceptual music shaping is used 	4
(b)	1 mark for each correct point given to max 2 Any two from: <ul style="list-style-type: none"> - takes up less storage space - faster transmission speed - lower transmission costs - faster for files to be uploaded and downloaded 	2

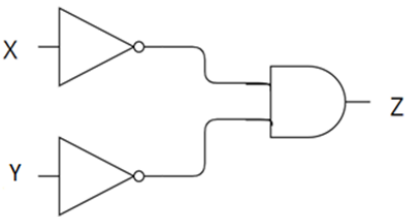
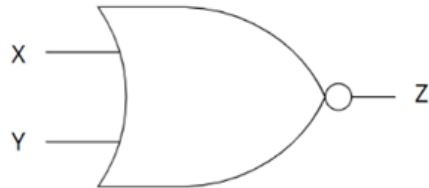
Question 8	Answer	Marks								
Candidates demonstrated a sound knowledge of verification, validation, and hexadecimal number systems. They scored good marks on this question, and this is commendable.										
(a) (i)	1 mark for each correct point to max 2 - passwords often have flexible requirements... - ...making it difficult to define validation rules. - to prevent typos <i>//accept any other valid point</i>	2								
(a) (ii)	1 mark for each correct point to max 2 - The program could ask the user to type in each of the details twice and check that both values are the same. - The program could ask the user to check the details on the screen and confirm that they are correct (proofread)	2								
(a) (iii)	1 mark for a validation rule and 1 mark for the correct description to max 2 Any one from: - Presence check – makes sure the password field is not left blank - Length check – makes sure the password entered is of a certain length - Format check – checks if the password is of a specific required format - Character check – checks if the password contains certain characters - Type check – checks if the password contains only allowed characters (e.g. numeric only) - Password history – prevents users from reusing their previous password <i>//accept any other valid validation rule in the context of a password</i>	2								
(b) (i)	1 mark for each correct point to max 2 Any two from: - it's human-friendly than binary code - hexadecimal digits are easily converted into binary... - ... making it faster to load webpages - hexadecimal digits reduces the length of the code... -will take up less storage space - option for more colors	2								
(b) (ii)	a. 1 mark for the correct point to max 1 - A register is small, high-speed storage location that is part of a processor b. 1 mark for each correct nibble (4 bits) to max 2 E5 <table border="1"><tr><td>1</td><td>1</td><td>1</td><td>0</td><td>0</td><td>1</td><td>0</td><td>1</td></tr></table> c. 1 mark for each correct hexadecimal digit to max 2 7A <i>//do not award marks for A7</i>	1	1	1	0	0	1	0	1	5
1	1	1	0	0	1	0	1			

Question 9	Answer	Marks
Most candidates could identify the freeze pane feature for part (a). However, many struggled with the COUNT and IF functions, and most had no understanding of absolute referencing at all. Only a few scored more than 2 marks, with some leaving the question blank. This indicates a general difficulty with spreadsheet skills, and teachers are encouraged to cover all aspects of the syllabus, including practical skills in various topics.		
(a)	1 mark for the correct feature to max 1 <ul style="list-style-type: none"> Freeze pane 	1
(b)	1 mark for each correct point to max 1 <ul style="list-style-type: none"> 2 	1

(c) (i)	1 mark for each correct point to max 2 Any two from - Absolute referencing refers to a specific cell (points to the same cell) ... - ...regardless of the position of the cell containing it. - uses a \$ sign before the column name and before the row number.	2
(c) (ii)	1 mark for =IF, 1 mark for the correct condition, 1 mark for correct true and false values to max 3 =IF(B2>=\$E\$2,"Approved","Rejected") OR =IF(B2<=\$E\$2,"Rejected","Approved") <i>//Do not award a mark if the = sign before IF is missing.</i> <i>//Do not award a mark if true and/or false values are not in quotation marks.</i>	3

Question 10	Answer	Marks
<p>Most candidates could identify the number of fields and records in the player table. However, candidates at specific centers struggled with the concepts of relationships between database tables and queries. Some candidates showed little understanding of how to create relationships and formulate queries, often providing generic answers instead of applying the concepts to the specific context of the “player” and “team” tables. For instance, they stated that “a field that is a primary key in one table becomes a foreign key in another table”, instead of saying “teamID, which is a primary key in the team table, becomes a foreign key in the player table”.</p>		
(a)	1 mark for the correct fields and 1 mark for the correct records - 3 fields - 6 records	2
(b)	1 mark for each correct point to max 2 - teamID is a primary key in team table... - ...linked to teamID a foreign key in player table	2
(c)	1 mark for each correct point to max 2 - By querying the player table... - ...query condition: teamID = “F03”	2

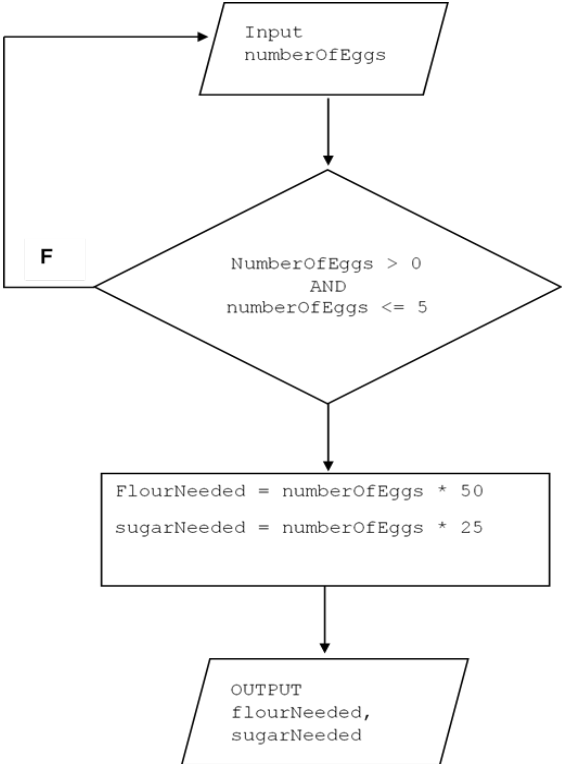
Question 11	Answer	Marks
<p>Performance on this question varied across different centers. Candidates from centers where logic circuits are taught well scored some good marks on this question. However, candidates at specific centers could not answer the question correctly, with some opting to leave it blank.</p> <p>It’s crucial that learners can derive a truth table not just from a circuit diagram, but also from a textual description of a system’s logic. The candidates who completed the truth table in part (b) from the system description generally did well, even if they found the circuit construction in part (a) challenging.</p> <p>Teachers are encouraged to emphasize how to analyze and interpret textual information to represent logical relationships accurately and to test the derived truth table against the given statement to ensure it reflects the system’s logic.</p>		

(a)	<p>1 mark per correct logic gate symbol with correct inputs to <i>max 3</i></p> <div></div> <p>OR</p> <div></div> <p>//accept any other working solution</p>	3																				
(b)	<p>1 mark for each correct entry in column <i>Z</i> to <i>max 4</i></p> <table><tr><th>X</th><th>Y</th><th></th><th>Z</th></tr><tr><td>0</td><td>0</td><td></td><td>1</td></tr><tr><td>0</td><td>1</td><td></td><td>0</td></tr><tr><td>1</td><td>0</td><td></td><td>0</td></tr><tr><td>1</td><td>1</td><td></td><td>0</td></tr></table>	X	Y		Z	0	0		1	0	1		0	1	0		0	1	1		0	4
X	Y		Z																			
0	0		1																			
0	1		0																			
1	0		0																			
1	1		0																			

Question 12	Answer	Marks
	<p>Candidates needed to be better prepared for this question. A significant number of candidates demonstrated sound knowledge of monitoring and control systems in general. However, some could not focus on the “feedback” aspect of such systems and did not provide their responses within the context of the given scenario: “maintaining the water temperature at a constant level of 27°C in a swimming pool”. They gave general answers such as “sensors collect data and send to the computer for processing...”, instead of saying “temperature sensor measures the temperature...”.</p> <p>It is important that learners are able to apply key concepts into real-world contexts and communicate their understanding effectively, which are part of key assessment objectives in Computer Science.</p>	
(a)	<p>1 mark for each correct point to max 2</p> <p>Any two from:</p> <ul style="list-style-type: none"> - Feedback ensures that the system operates within the required parameters. - It enables the system to adjust its actions based on the output... -creating a loop where the output affects the input... -allowing for self-regulation and achieving the desired outcome. 	2
(b)	<p>1 mark for each correct point to max 4</p> <ul style="list-style-type: none"> - Temperature sensors continuously measures the temperature of the water in the swimming pool - The readings are sent to the processor, which compares them to the desired temperature of 27°C - If the temperature is out of range, then the actuators turn the cooling/heating system on or off as necessary - Feedback ensures that the water temperature remains at 27°C 	4

Question 13	Answer	Marks
Question 13 was well answered by most candidates.		
(a)	1 mark for each correct point to max 3 <ul style="list-style-type: none"> - Hackers can access the confidential recipes... - ...and sell the recipes - ...causing the factory to lose money - Hackers can access the commands of the machines... - ...and stop the machines from working - ...can change what the machines are supposed to do - ...the factory can lose money <i>//accept any other reasonable point</i>	3
(b)	1 mark for each correct point to max 2 <ul style="list-style-type: none"> - Encrypt data on the servers - Install a firewall to block signals that do not meet the requirements - Use strong password and change them frequently - Use additional authentication methods e.g biometrics, Two-Factor Authentication (2FA), One-Time Password (OTP) <i>//accept any other valid security measure</i>	2
(c)	1 mark for each correct point to max 2 <ul style="list-style-type: none"> - Machines can learn from past problems... - ...they can adapt to stop the same problem occurring again - ... they can learn to predict what might happen and raise an alert - Machines can learn how to work more efficiently... - ...when an action slows the system down, it can prevent this from happening again - ...when an action increases the speed of the system, it can repeat this when necessary to improve efficiency <i>//accept any other valid implication of AI related to the scenario</i>	2

Question 14	Answer	Marks
Most candidates could identify a variable and a constant from the given code and provided valid reasons for their choices. However, despite identifying the line number that would cause a runtime error in part (b), many candidates struggled to provide a valid explanation and suggest a correct change to address the error for part (c).		
(a)	1 mark each for the constant and variable, 1 mark for one valid reason of each to max 4 Variable – area Reason – the value of area is calculated and it can change Constant – pi // radius Reason – pi is assigned a fixed value of 3.14 and it remains the same throughout the program // radius is assigned a fixed value of 6 and it remains the same throughout the program	4
(b)	1 mark for the line correctly identified, 1 mark for a valid reason to max 2 <ul style="list-style-type: none"> - Line number: 3 <i>//also accept line 2</i> Explanation: <i>Any one from</i> <ul style="list-style-type: none"> - Incorrect datatype of <i>radius</i> at line 2... ...program cannot perform calculations on text/string datatype of radius in line 3 	2
(c)	1 mark for the correct point <ul style="list-style-type: none"> - Allow the user to enter radius // input radius 	1

Question 15	Answer	Marks
<p>Several candidates attempted this question, with few scoring full marks. Algorithms remain a challenging topic, and teachers are encouraged to place more emphasis on this area.</p>		
	<pre> REPEAT INPUT numberOfEggs UNTIL numberOfEggs > 0 AND numberOfEggs <= 5 flourNeeded ← numberOfEggs * 50 sugarNeeded ← numberOfEggs * 25 OUTPUT flourNeeded, sugarNeeded </pre> <p>OR</p> <p>flowchart shown on the next page</p> <p><i>//accept any other working solution award to max 7 marks</i></p> <ul style="list-style-type: none"> - 2 marks for correct input inside the loop; award only 1 mark if input is outside the loop - 2 marks for a Boolean condition checking for a positive number ≤ 5 and correctly terminating the loop; award only 1 mark if the condition is partly correct - 1 mark for amount of flour needed correctly calculated and stored in a variable - 1 mark for amount of sugar needed correctly calculated and stored in a variable - 1 mark for the output of both amount of flour and sugar needed <p>Flowchart to question 15</p> <p><i>//only award mark if correct flowchart symbols are used</i></p>  <pre> graph TD Input[/Input numberOfEggs/] --> Decision{NumberOfEggs > 0 AND numberOfEggs <= 5} Decision -- F --> Input Decision -- True --> Process[FlourNeeded = numberOfEggs * 50 sugarNeeded = numberOfEggs * 25] Process --> Output[/OUTPUT flourNeeded, sugarNeeded/] </pre>	<p>7</p>

Introduction

Candidates' work quality slightly improved for some centres compared to the previous year. Cases of AI-based plagiarism and malpractice increased. Many teachers need to enhance the quality and consistency of their moderation practices.

General comments:

(a) Awarding of marks:

Marks should be awarded based on the evidence provided in the documentation. It is important to ensure that all assessments are supported by documented proof. To enhance the consistency and fairness of the grading process, teachers are encouraged to strictly follow the rubric outlined in the syllabus when moderating projects. This will help create a more transparent and objective assessment environment for all candidates.

(b) Attempts to create functional systems:

The project must enable the candidate to address a significant problem using skills related to computer science. Candidates are required to thoroughly document their project and provide substantial sample outputs, including evidence of sample documents, table designs, relationship diagrams, and program code (or algorithms). The designed functional system should be established in accordance with the syllabus rubric.

(c) Selection of project topics

Teachers should carefully assist students in selecting project topics that are relevant to the Continuous Assessment-based evaluation in the Computer Science syllabus. The problems chosen should be manageable and aligned with the skills learned in the subject.

For instance, if a student decides to tackle issues that primarily require human resource skills, such as hiring personnel, this should prompt the teacher to provide guidance on selecting a more suitable project focus. A more appropriate project might involve creating a database and developing queries to manipulate stored human resource data, as this would better meet the project requirements or the rubric.

Additionally, teachers should encourage learners to explore unique and creative project ideas to promote independence and innovation. Candidates from the same centre should be discouraged from choosing similar project topics to prevent potential plagiarism among peers.

(d) Formatting documentation and document presentation:

Documentation and presentation are showing great improvement, with many candidates effectively using the headings from the assessment rubric. Some centres have provided helpful documentation frameworks (templates), and it's important for candidates to ensure that each section is filled out in their own words. It's crucial that all projects reflect original work.

To enhance clarity, it's best to avoid dark colours or complex backgrounds for forms, as these can be difficult to read when printed in black and white.

Many centres have effectively utilised spiral binding to organise candidates' work, which is particularly beneficial for submitting thicker booklets. It's essential to ensure that each candidate submits their work individually, as this helps maintain clarity and fairness in the evaluation process. Remember, group work is not accepted.

Additionally, using clear and high-quality images and screenshots is key to a successful submission. This will help prevent any loss of marks, as marks are awarded only for visible work. Keep up the good effort, as attention to these details can lead to even better results!

(e) Submission of coursework:

Most coursework was submitted on time, which is commendable and essential for fair external moderation. Most centres provided both hard and digital copies of projects and supporting documents as requested by DNEA. Keep it up! Complete submissions are crucial for a fair assessment process, as incomplete ones may disadvantage candidates.

(f) Consistency when marking:

The marking standard is generally consistent and acceptable; however, some centres deviate significantly from this norm. Additionally, some moderators mark strictly or leniently depending on the candidates. Internal moderators should ensure consistent marking practices.

(g) Malpractice and dishonesty cases:

Some candidates used a textbook or teacher's notes to describe the documentation, and some didn't write documentation specific to their situation. Each candidate must produce unique documentation, and group projects are not allowed. Identical work from multiple candidates results in applying the malpractice and dishonesty procedure.

Teachers must not promote or cover up plagiarism. The candidate's sole responsibility is to handle their coursework, and teachers should not do it for them. Anyone found engaging in such behaviour will face serious charges.

Encourage candidates to submit work in sections on set dates, discourage complete topic changes at the end, and keep copies of submissions for proof and cross-checking.

The ethical use of AI-based tools is essential. Unfortunately, this has not always been the case in some centres. Teachers should also adopt the use of AI detection tools on students' work before final submission. This will help guide candidates in making necessary changes before they submit their final pieces.

Candidates must submit original work, and Centres should supervise their work. Plagiarism and copying from the internet and other candidates are strictly prohibited. Teachers should thoroughly check the originality of the work submitted by candidates.

(h) Completion of Continuous Assessment Projects:

Some candidates couldn't finish the Continuous Assessment project, which led to incomplete attempts—starting early and dedicating more time to projects results in better outcomes. Teachers should ensure learners begin in Grade 10 for 6134, as Computer Studies is a two-year syllabus.

(i) Assessment rubric interpretation:

Accurately interpret rubrics to avoid marking errors. Seek mentorship from experienced colleagues or educational officers specialised in Continuous Assessment for Computer Science. Alternatively, utilise online collaborative platforms for assistance.

(j) Rigorous guide to candidates:

Teachers must closely monitor students' Continuous Assessment projects from start to finish, reviewing each section to ensure understanding. Many students overlook essential parts due to difficulties in approaching them, so teachers should provide guidance and constructive feedback throughout the process.

It's important for teachers to discuss required project sections in detail and set target dates for progress tracking, which helps identify struggles early on. Informing parents or guardians about the project can also support home monitoring.

Specific sections

(a) Description of the problem:

The score a candidate receives is often influenced by how well they define the problem. A detailed description of the problem can help them score highly in many other areas. Unfortunately, many candidates need to improve in this area.

(b) Objectives

The Objectives section is a crucial component of the entire project, serving as its cornerstone. The Business and Computer-related Objectives should be SMART (Specific, Measurable, Achievable, Realistic and timely). Intensive guidance from the teacher in setting SMART objectives significantly benefits learners as it determines the quality of the entire project. It may take time and effort for learners to grasp the concept. In most cases, poorly outlined objectives mean the end product will be poor quality even if the project takes off. The converse is also true.

(c) Description of the existing system:

Candidates must thoroughly explain how to input, process, output, and store data within the current solution, ensuring that they maintain the context of the problems identified in Section 1. Many centres failed to provide examples of input and output documents, and their descriptions tended to be too brief.

(d) Description of other possible solutions:

Most Centres needed to sufficiently describe the possible solutions. Many only listed, defined, and evaluated (giving advantages and disadvantages) other possible solutions. Candidates under this section are required to provide a description of possible solutions and how they can be used to address the problems stated in Section 1. An in-depth description of a minimum of 2 solutions, including the proposed solution, is expected.

(e) Action Plan:

The action plan must always align with the objectives, and the Gantt chart should reflect accurately. Include a detailed description of each stage and an accurate depiction of time spent on each stage in the Gantt chart. Some candidates needed to provide more details on the action plan stages, resulting in lower scores even with correct Gantt charts. Plagiarism was rampant in this section, and teachers must be more watchful. Some centres provided only time schedules without details of activities. Details of activities are necessary.

(f) Separate modules (top-down design)

Simply copying the textbook structure diagram without modifications will result in no marks awarded. Teachers should discourage students from doing this.

(g) Hardware and Software requirements

The hardware and software requirements sections often needed more detail. At least two reasons, such as hardware or software, were selected in the context of the proposed solution are expected. Suppose the reasons provided under these sections easily fit into another project. In that case, they are likely not in the context of the proposed solution and, therefore, do not deserve full marks.

It is also essential for teachers to be extra vigilant with these sections, as plagiarism is rife. Teachers are encouraged to ensure candidates provide specific hardware and software requirements rather than general hardware or software requirements. This way, plagiarism will be easy to identify and discouraged.

(h) Design of method of solution

The Design Method of Solution section requires learners to clearly show how the learner designed each module of the system. A link from the Separate Modules section should be used to simplify the candidates' work. It is essential to provide comprehensive documentation of the entire system, including the main menu, modules, tables, forms, relationships, and design view of queries and reports. Most candidates did not have the algorithms and relationships between database tables.

(i) Programming code:

When candidates use programme code or macros, they must annotate them to score two or more marks. The programme code or macros must also be relevant to the candidate's solution.

If a candidate uses a spreadsheet to solve their problem, they should include complete details of the formulae, links and any macros. It is important to note that using modules in a database package should consist of linked tables or relationships. Similarly, when using spreadsheet modules, it can be achieved by exporting data from one worksheet to importing it into another spreadsheet, which links the spreadsheets together.

Centres should encourage candidates to use validation checks, lookup tables and what-if analysis to ensure the accuracy and completeness of the solution.

To earn full marks, candidates must provide programming codes for a complete solution, including each module's tasks as described in section 7. Teachers need to ensure that candidates receive hands-on experience in programming, as this will help them in Paper 2 of the AS Level. Candidates must practice programming in various languages.

(j) Testing

Testing should include a complete test strategy with expected results. Actual results should be compared to the expected results and labelled printouts that match the test strategy should be provided.

Many candidates still need to develop a test strategy to evaluate the success or failure of their project, making it easier to evaluate if objectives were met under Section 16.

(k) User documentation

User documentation should be easy to understand. There are many guidelines available to help create clear user documentation. It is essential to create a separate front page, index, introduction, FAQs, problem description, and user documentation that guides the user step by step on how to use every feature and button in the proposed solution.

Candidates at some centres provide instructions on creating a database instead of using the system as the users require. Such work is not creditworthy.

As we move forward:

Whether new or experienced, teachers should understand the assessment criteria and methods used for project work before marking.

Seek help from experienced peers and challenge yourself to improve.

Collaborate with peers to overcome space and time challenges through face-to-face workshops and online methods.

To achieve a good score in the project, candidates must create functional systems. Teachers should guide their candidates to accomplish this goal.

All Centres must submit the required project materials to DNEA. Incomplete submissions disadvantage candidates.

Conclusion:

The candidates have the potential to elevate their projects through enhanced objective-setting, hardware and software requirements, programming code, testing, and evaluation.

Some centres have not yet achieved acceptable standards due to either candidates' submissions, the internal moderators' assessment criteria, or both. However, we can overcome these challenges and enhance the quality of our projects and assessments. Let's work together to uphold academic integrity and actively prevent all forms of plagiarism, particularly those related to AI. With determination and collaboration, we can improve the quality of coursework and assessments, paving the way for a brighter future.

DESIGN AND TECHNOLOGY

6187
Paper 1

General Comments

2024 was a good year for this Examination on this syllabus. The syllabus was well developed by the DNEA in collaboration with CIE and was accepted by both institutions. All this was done to upgrade the level of Education in Namibia. Therefore, the two institutions with their teams should be applauded for the exceptional work done to improve the living standards of the Namibian Child.

Thanks, should also go to other role players like the entire Ministry of Education, Regional Offices, Schools, Communities and of course the Candidates who wrote this examination for the first time. It is also worth mentioning that a few new centres entered for this subject.

Very good responses were received from the centres regarding the quality and standard of the question paper. It could be well interpreted regarding the style, language and graphics.

From the responses of the candidates on the questions, there were no problems answering the questions, although in a few cases a follow-up question was misinterpreted. However, good responses were given for certain questions and candidates could score good marks. Another concern which is worrisome is that only a few candidates attempted the **Technology Question (Q13)**.

Evidence also show that quite a few candidates did not have the knowledge to answer certain questions successfully and some did not attempt certain questions. This situation can only be mastered when more training is given to teachers on how to teach the syllabus successfully and that teachers cover the entire syllabus thoroughly. It can illuminate this situation. By the spread of marks for this question paper, it looks acceptable, but there are a lot of areas which needs to improve. It should also be mentioned that this year a slight improvement in the upper grades were evident. However, a decrease of standard in the lower grades were also evident.

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

This year we had 320 candidates in comparison to the previous year's 311, an increase of 9 candidates. But we believe the number of entries will increase in 2025.

Part A

- 1 State **two** methods of preventing safety hazards when sweeping a dusty floor.

Almost all candidates scored maximum marks here.

Possible answers

Any two possible hazard prevention measures relating to:

- Cover hair against dust
- Goggles to prevent dust in the eyes
- Nose masks (prevent dust inhalation)/respirator
- Ventilation

(any 2 × 1)

[2]

- 2 (a) State **one** suitable material for the handle.

This question was answered fairly by most of the candidates.

Possible answers

suitable materials to include

- Ash wood
- Beech wood
- Acrylic polypropylene
- Nylon
- Urea formaldehyde
- Hi Density polythene/rubber
- Stainless steel

- Aluminum
- Rose wood
- Wood
- Metal
- plastic

(any 1 x 1) [1]

(b) State **two** reasons why the spiral is made of stainless steel.

Almost all candidates scored good marks in this question.

Possible answers

Reasons to include

- Non corrosive
- Shiny/attractive
- Tough
- Hard
- Resistant to chemicals
- High tensile strength (do not except strong /durable)

(any 2 x 1) [2]

3. Describe how the principles below were considered when designing the trolley shown in Fig. 3.

There are still candidates that are confused about the two terms, thus could not score full marks'

Possible answers

Description of factors should refer to

Functionality:

- State suitable materials used (1) stability and easy movement of the trolley (1)/castor wheels (1)
- The handle (1) to have a comfortable grip (1)

(any 2 x 1) [2]

Appearance:

- Size
- Shape
- Texture
- Aesthetics

[2]

4 Complete the table by adding the appropriate joining methods from the list.

Solvent adhesive

Arc welding

Riveting

PVA glue

Staples

Most of the candidates scored full marks here and some could not score any marks.

Possible answers

Appropriate joining methods

- Acrylic- solvent adhesives
- Mild steel- arc welding
- Teak- PVA glue
- Hard board-staples

(4x1) [4]

5 **Most of the candidates scored good marks here.**

Possible answers

Sketches and notes

- Procedure for joining referred to (1)
- Sketches and notes/labels relating to method shown (1)
- Sequenced and clear demonstration of understanding of method (1)

[3]

6 Draw a flow chart to show **four** stages in the manufacture of the drawer.

- Flow chart to indicate and include:
- Flow chart drawn [1]
- Flow chart drawn with correct shape boxes and arrows between [1]
- Four production stages added [1]
- Four production stages added in correct order [1]

(max 4)



- 7 (a) Evaluate **two** aspects of the railings in terms of safety.
evaluation to refer to:

Quite a few candidates scored full marks here and some could not interpret the question correctly and could not score good marks.

Possible answers

- Balliste/Vertical rails (1) needs to be spaced so that child cannot fall through the gap (1)
- Smoothen (1) all sharp points to prevent injuries (1)
- Height (1) of the rails must be of appropriate height for easy handling (1)
- Material must be finished (1) with chemical resistant finishes (1) (max 4)

- (b) Use sketches and notes to show **one** possible modification to the staircase that would make it more user friendly for disabled pupils in wheelchairs.

Some candidates did well, but a few demolished the staircase instead of modifying it.

Possible answers

Sketches and notes

Modification should be suitable for pupils with wheel chairs (1)

Clear sketches and notes relating to modifications (1)

Sequenced and clear demonstration showing understanding of modifications (1)

Presentation of modification (1) [4]

- 8 (a) Identify **two** aesthetic features of the chair that have been considered by the designer.

Most of the candidates answered correctly.

Possible answers

aesthetic features to refer to and include:

- Texture/water proof
- Decorations
- Colour
- Shape (1x2) [2]

- (b) Outline **two** features that could be added to improve the stability of the chair.

Most of the candidates scored full marks here.

Possible answers

- leg support
- arm rest [2]

- 9 (a) Explain the shape of the handle with reference to ergonomics.

Most of the candidates scored maximum marks here.

Possible answers

explanation to refer to:

- Hand to size
- Fingers and grip
- Smoothness of handle [2]

- (b) Explain the term anthropometric data.

This question was answered correctly by almost all candidates.

Possible answers

Explanation to refer to:

- The scientific study of the measurements and proportions of the human body
- The study of the sizes of people in relation to products [2]

- 10 (a) Discuss the inefficiencies of the energy conversion that takes place in the electric kettle.

Most of the scored good marks here.

Possible answers

Inefficiencies to refer to:

- Small amount of energy used to heat a plate-kettle
- The rest is lost as "unwanted heat"
- Heat must be transferred (conduct) from plate-element to the pot water [2]

(b) Explain the concept finite energy supply.

Finite energy supply to refer to:

- Non-renewable resource
- A resource that does not renew itself at a sufficient rate for sustainable economic extraction in meaning human time-frame
- An example is carbon-based organically-derived fuel.

[2]

[40]

PART B

11 Design Communication

Only a few candidates attempted Q11, from those attempted the marks
Achieved varies from fair to worse.

It is evident that training was not done at all. The candidates just did not show any signs of knowledge and skills about drawing techniques and drawing principles.

(a) Draw to a scale of 1:1 in first angle orthographic projection

(i) **sectional front view:**

- | | | |
|---|-----|------|
| • Front view drawn correctly to scale 1:1 | (2) | |
| • 2x ribs shown (1) at 60° (1) | (3) | |
| • Centre line | (1) | |
| • Foot pieces shown correctly | (2) | |
| • 8x quarter circle | (4) | |
| • hole shown correctly | (1) | |
| • correct shading or rendering shown | (1) | [14] |

(ii) **Left view:**

- | | | |
|----------------------------------|-----|------|
| • Left view drawn | (1) | |
| • Rib shown | (1) | |
| • 4x curved section | (2) | |
| • Top section + hidden detail | (2) | |
| • Middle section + hidden detail | (2) | |
| • Bottom section + hidden detail | (2) | [10] |

(iii) **Top view:**

- | | | |
|-------------------------------|-----|-----|
| • Drawn free hand | (1) | |
| • 4x base holes (½ per curve) | (2) | |
| • Large hole | (1) | |
| • Foot pieces | (2) | |
| • 2x rib | (1) | |
| • Centre piece | (1) | [8] |

(b) insert the name "BRACKET" centrally underneath the sectional front view drawn in (a)(i).

"BRACKET" written (1)

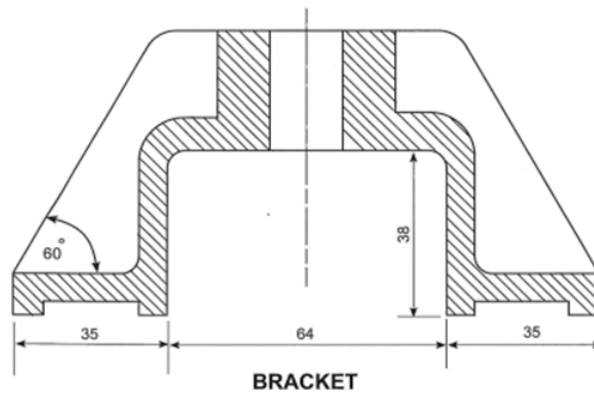
"BRACKET" using some form of gothic lettering (1)

"BRACKET" using neat gothic lettering

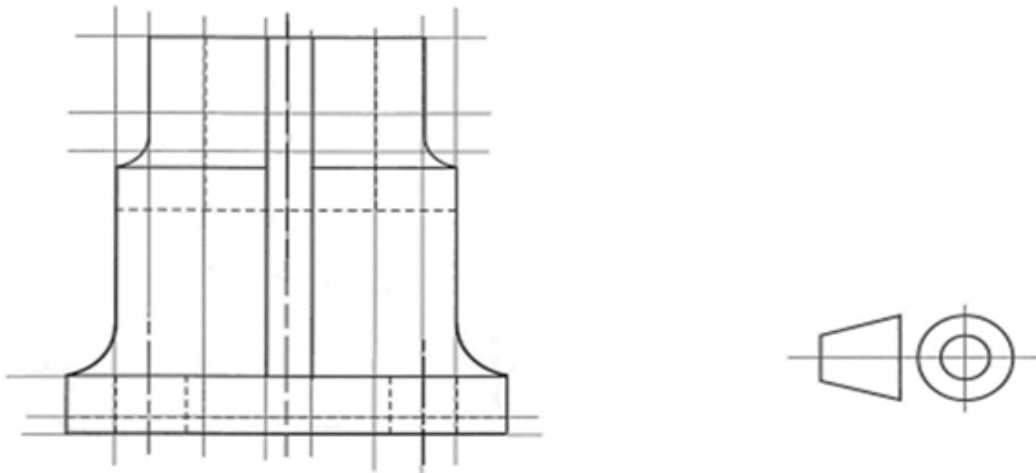
- | | | |
|-----------|-----|-----|
| - styling | | |
| - styling | | |
| - spacing | (3) | [5] |

Possible answer

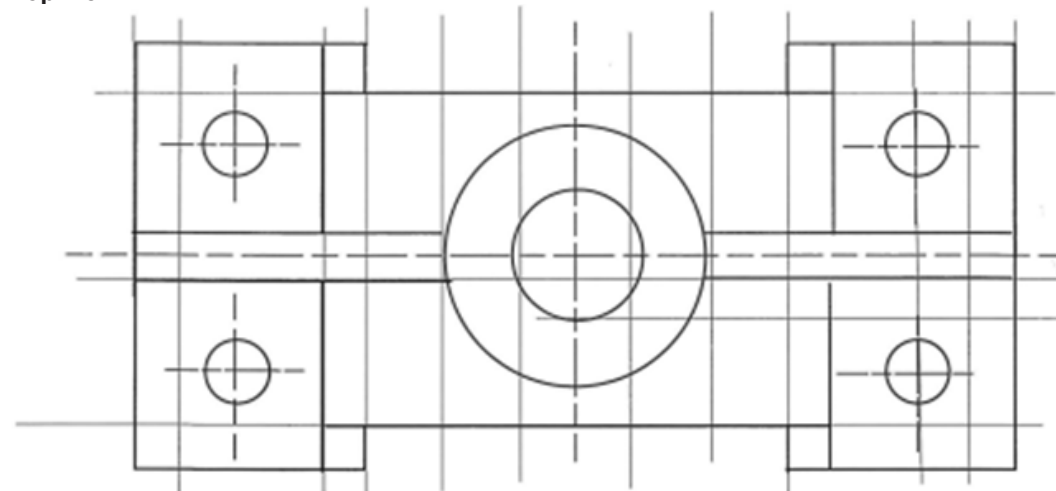
Front view



Left view



Top view



(c) (i) Draw a scale 1:1 single point perspective view of the model shown in Fig. 11 using the following information:

1. Picture Plane (PP) is 90 from the Ground Line (GL)
2. Station Point (SP) is 30 from the (PP)
3. Vanishing Point (VP) is 70 from Ground Line (GL)
4. VP is 30 mm from the front view
5. $\angle = 30^\circ$ (to the right of front view).

Show all construction lines and indicate major lines and points.

one point perspective:

- PP drawn correctly 90 from ground (2)
- SP drawn correctly 30 from picture plane (2)
- VP drawn correctly 70 from ground line (2)
- VP angle drawn correctly (2)
- Correct presentation of the drawing (2)

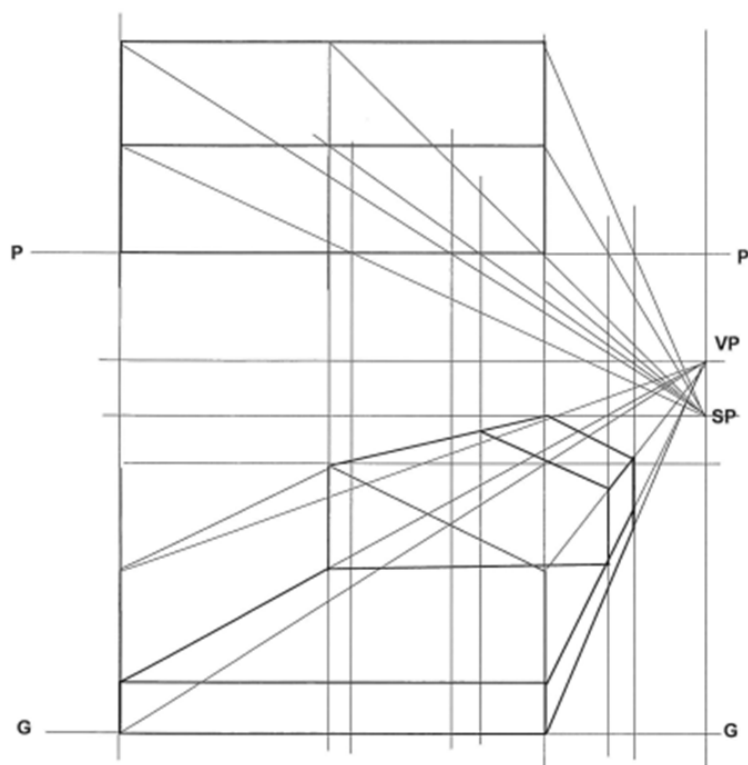
[10]

Construction lines:

- Most construction lines shown (1)
 - All construction lines shown (2) [3]
- Main lines and points:
- P-P indicated (1)
 - G-G indicated (1)
 - VP indicated (1)
 - SP indicated (1) [4]
- (ii) Render:
1. the bottom part of the model to resemble natural timber [3]
 2. the top part of the model to resemble plastic. [3]
- Rendering:
- Bottom part
 - Some form of rendering (1)
 - Rendering resembling natural timber (max 3) [3]
- Top part:
- Some form of rendering (1)
 - Rendering resembling plastic (max 3) [3]
- [60]**

11 (c)

Possible answer



12 Resistant materials

- (a) Use sketches and notes to show a design for a fishing tackle box. The fishing tackle box should be made from natural timber or manufactured board and have a handle for carrying.

Most of the candidates scored good marks here.

Possible answers

Sketches and notes to include:

- Suitable design for box (1)
- Finer details shown with suitable notes and labels (2)
- Sequenced and clear demonstration for understanding of production (1)
- Presentation (1) [5]

- (b) (i) Use sketches and notes to show an appropriate method of producing a fish shaped badge from

a sheet of hardboard.

Most of the candidates scored full marks here.

Possible answers

- Sketches and notes to include: (1)
- Suitable method (1)
- Finer details shown with suitable notes and labels (1)
- Sequenced and clear demonstration for understanding of production (1)
- Presentation (1) [4]

- (ii) Describe a method of attaching the hardboard badge to the wooden fishing tackle box.

Most of the candidates scored full marks here.

Possible answers

- Method of attachment: (1)
- Suitable method referred to (1)
- Sequenced and clear description of attachment of method (2) [3]

- (b) (i) Use sketches and notes to show a design for a locking mechanism to keep the fishing equipment safe in the fishing tackle box.

Most of the candidates scored good marks here.

Possible answers

sketches and notes to include:

- Suitable design of locking mechanism (1)
- Sensible diagrams with suitable notes and labels (1)
- Sequenced and clear demonstrating for understanding of production (1)
- Presentation (1) [4]

- (ii) Evaluate the design of your fishing tackle box in terms of keeping the fishing equipment safe.

Most of the candidates scored good marks here.

Possible answers

- Evaluation to refer to:
- Keeping gear inside
- Enable box to be carried without gear falling out
- Preventing children to open it (fish hooks, etc.) (max 3) [3]

- (c) (i) Name a suitable surface finish for the fishing tackle box.

Almost all candidates answered this question correctly.

Possible answers

suitable surface finish:

- Varnish
- Oiling
- Painting/spray painting (any 1x1) [1]

- (ii) Describe how the surface finish named in (d)(i) should be applied.

Not all candidates could give the correct procedure.

Possible answer

- Description should refer to:
- Surface finish referred to in (i):
- Preparation of surface.
- Correct application
- Finishing (max 3) [3]

- (d) Explain the following proper plastic.

Most of the candidates scored good marks here.

Possible answers

Heat resistant:

- Able to resist heat
- Heat prove
- Resistant to but not entirely proof from the effects of fire or intense heat
- Not easily damaged by heat. [2]

Chemical resistant:

- The ability to resist chemical changes/toxic influences
- Influence of chemicals for an extended period of time does not cause any or only small defects [2]

(e) (i) Explain why the lens of the safety goggles would be made from acrylic.

Most of the candidates scored good marks here.

Possible answers

explanation to refer to:

- Transparency
- Shatter proof
- Easy to shape/cut
- Light
- Durable
- tough

[3]

(ii) Use sketches and notes to show how the lens could be measured and cut out from a sheet of acrylic.

Most of the candidates scored good marks here.

Possible answers

Sketches and notes to include:

- Suitable measuring method (1)
- Suitable cutting method (1)
- Finer details with notes (2)

[4]

(iii) Evaluate the safety goggles in terms of ergonomics.

Most of the candidates scored maximum marks at this question.

Possible answers

Evaluation to refer to:

- Curved to fit on face
- Space for nose
- Width to cater for face
- Spacing of the "lenses"
- Strap to secure the goggles to the head during use
- Smooth edges
- Light weight

(max 3) [3]

(e) Use sketches and notes to show how the strap could be adjusted to fit different head sizes.

Most of the candidates scored fair marks.

Possible answers

Sketches and notes to include:

- Suitable design for adjustment (1)
- Finer details with notes and labels (1)
- Sequenced and clear demonstration for understanding of adjustment method (1)
- Presentation (1)

[4]

(f) Fig. 16 shows a jewellery box made from natural timber.

PVA glue and screws were used to join parts of the jewellery box.

Fig.16

(g) Give **two** reasons why screws, rather than nails were used to join the parts of the jewelry box.

Some candidates could not differentiate between screws and nails, but quite a few scored full marks.

Possible answers

Reasons to include:

- Will not split the wood
- More durable, will not come apart
- Stronger jointing methods

(any 2x1) [2]

(ii) Use sketches and notes to show how countersunk screws could be used to ensure the heads

are flush with the surface of the timber.

Most of the candidates did not understand what countersunk is.

Although a few candidates could score good marks.

Possible answers

Sketches and notes to include:

- | | | |
|-----------------------|-----|-----|
| (a) Correct: sketches | (2) | |
| Relevant: notes | (1) | |
| Clear: labels | (1) | [4] |
| | | |
| (b) Correct: sketches | (1) | |
| Relevant: notes | (1) | |
| Clear: labels | (1) | [3] |

- (ii) Suggest a curing time for the PVA glue.

A lot of candidates could not answer correctly, because they did not know what “curing” means.

Possible answer

Curing time:

Between 18-24 hours [1]

- (I) Describe how each of the components could be manufactured.

Manufacturing of components to refer to:

Only a few candidates could score some marks here. The rest did not show any knowledge of manufacturing processes.

Possible answers

Bow:

- Turning on metal lathe /die casting / round bar / brass bending
- Filing and sanding to smoothen
- (max 3) [3]

Shank:

- Turning on metal lathe /die casting / round bar / brass bending
- Filing and sanding to smoothen
- (max 3) [3]

Bit:

- Cutting with hacksaw/power saw /milling machine / grinder
- Filing
- (max 3) [3]

[60]

13 Technology

- (a) (i) Identify the class of lever shown in Fig. 18.

Most candidates answered correctly.

Possible answers

Class lever

- 3 [1]

- (ii) Calculate the amount of force that is exerted on the person’s hand.

Most of the candidates could not do this simple calculation and scored poor to zero marks.

Possible answer

Calculation to show:

$F = kg \times g$	(1)	
$= 5 \text{ gk} \times 10\text{m/s}^2$	(1)	
$= 50\text{N}$	(1)	(max 3) [3]

- (iii) Calculate the amount of force that will be required to lift the 5 kg weight shown in Fig. 18.

Most of the candidates shown poor knowledge of calculations.

Possible answer

Calculation to show:

$$LHM = RHM$$

(1)

$$E \times 50 = 50 \times 350$$

(1)

$$E = 50 \times 350 / 50$$

(1)

$$E = 350N$$

(1)

(max 4)

[4]

- (b) None of the candidates could draw the circuit correctly.

- (i) Circuit to show:

Possible answer

- Battery
- Buzzer
- Hoop
- Wire loop

[4]

After testing the simple circuit, it was decided to use a 555 timer circuit as shown in Fig. 20.

- (ii) Explain **two** advantages of using the 555 timer circuit.

None of the candidates could answer correctly.

Possible answer

Explanation to refer to:

- Compact / (1) easy to install (1)
- Variable frequency / (1) more sensitive (1)
- Label the 555 IC in Fig. 20 to show the missing pin numbers.

(max 4)

[4]

[3]

- (iii) Name the type of capacitor shown at **B**.

None of the candidates could answer correctly.

Possible answer

Capacitor:

- Electrolytic

[1]

- (iv) **Some of the candidates scored some marks here, more acceptable responses were expected.**

Possible answers

Block diagram to show:

- Resistor
- Capacitor
- Symbol for switch
- Sketch of switch
- Name of resistor/capacitor
- Symbol for resistor/capacitor
- Name of speaker

(5x1)

[5]

- (v) Explain the purpose of component **A** in Fig. 20.

Very poor responses from candidates.

Possible answers

Purpose of A

- To allow adjustment
- To vary frequency of speaker

(1)

(1)

[2]

- (c) (i) Calculate the gear ratio of the gear mechanism shown in Fig. 22.

Poor calculations by candidates

Possible answer

calculation to show:

$$\text{Ratio:} = \text{driven/drive}$$

(1)

$$= 12/18$$

(1)

$$= 2:3$$

(1)

[3]

- (ii) The input speed of the gear mechanism shown in Fig. 22 is 200 rpm. Calculate the output speed.

Poor calculations demonstrated.

Possible answer

Calculation to show:

$$200 \times \frac{3}{2}$$

(1)

$$600/2$$

(1)

$$300 \text{ rpm}$$

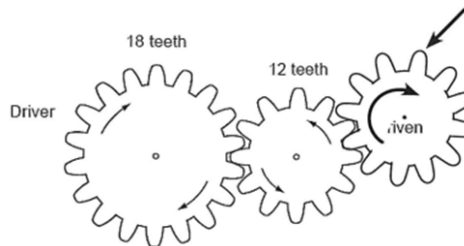
(1)

[3]

- (iii) Use sketches and notes to show how the gear mechanism shown in Fig. 22 could be modified to ensure that the output motion is the same as the input motion.

Candidates attempted this question could not give the correct diagram.

Possible answer



[3]

- (d) (i) Name the type of drive mechanism shown in Fig 23.

Candidates answered correctly.

Possible answer

drive mechanism:

Chain and sprocket

[1]

- (ii) State **one** advantage of this type of drive mechanism.

Candidates answered correctly here.

Possible answer

Benefit to refer to:

- Relatively easy to install
- Can be easily redesigned and reconfigured compared to gear driven systems
- Performs better than gears under shock loading conditions
- Spread operating loads over many teeth whereas the operating loads acting on gear drives are concentrated on one or two teeth.
- Do not require tension on the slack side (Belt drives do) therefore bearing loading is reduced.
- Require less space for a given loading and speed condition than pulleys and belts.
- Are (usually) less costly to build and maintain.

[1]

- (iii) Give **two** reason why it is important to lubricate this type of drivemechanism.

Candidates scored good marks here.

Possible answer

Reason to include:

- To limit wear (1)
- To reduce friction (1)
- To prevent rusting (1)

Any other suitable answer

(Any 2 x 1)

[2]

- (e) (i) Name the force present in the rope of the pulley system,

Only one or two candidates could answer correctly.

Possible answer

Forces:

- Tension (1)
- Compression (1)

[2]

- (ii) The efficiency of the pulley system is 90%. Calculate the mechanical advantage of the system if the velocityratio is 4:1.

Poor calculation skills demonstrated by candidates.

Possible answer

Calculation to show:

$$\text{Efficiency} = \text{MA/VR}$$

$$90\% = \text{MA/4:1}$$

$$90/100 = \text{MA/4:1}$$

$$0.9 \times 4 = \text{MA} = 3.6$$

(max 4)

[4]

- (f) Structures can be subjected to static and dynamic forces. Use sketches and notes to show the difference between static and dynamic forces.

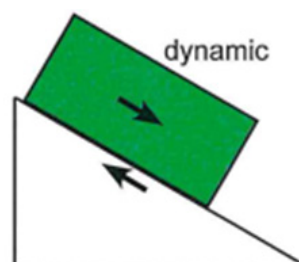
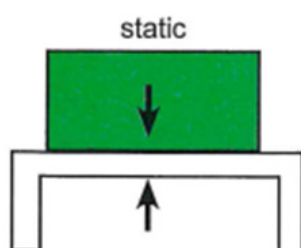
static force and

dynamic force

Candidates scored good marks here.

Possible answer

- (iv) Diagrams and notes to include:



For each diagram:

- label force
- object shown
- arrows direction shown correctly

[5]

- (g) The table below shows **two** methods of joining structures. Complete the table below by adding a sketch to show each joining method and **two** uses of each joining method.

Table to show:

Joining method	Diagram	Uses
Gusset plate		<ul style="list-style-type: none"> • Gussets are used to connect beams and girders to columns to connect truss members. • Can be fastened to a permanent member. • Used in steel buildings to connect bracing members to other structural members in the lateral force resisting system. • A metal plate used to strengthen a joist. • A structural member used to stiffen or support a frame work.
Bolt and nut		<p>Bolts and nuts:</p> <ul style="list-style-type: none"> • Are used to join pieces together either permanently or temporarily. • Steel structures, including buildings, are simply bolted together. • Nuts and bolts can also be used to fix together small structures such as furniture, etc.

[2]

[2]

Some of the candidates scored good marks for this question.

Possible answer

Diagram

Gusset plate – correct sketch
– presentation

(1)

(1)

[2]

Bolt and nut – correct sketch
– presentation

(1)

(1)

(4x2)

[2]

[8]

[60]

GENERAL COMMENTS

It is essential to identify specific challenges faced by the candidates and provide additional support or resources, particularly for the centres that did not perform well. Preparation and regular practice are key to enhancing candidates' performance. Structured learning schedules and targeted exercises can help address weaknesses and build confidence. Varied efforts among centres in preparing candidates could be noted in the performance. **Regions must investigate the underlying causes of under performance and where possible, consider offering additional support or resources to struggling centres, NIED official for TVET and Design and Technology should be consulted regarding CPD workshops.**

Consistent under performance at certain centres highlights the need for targeted support. Identifying specific challenges, such as gaps in teaching methods or resource availability, and providing tailored interventions, like teacher training or resource allocation, could help these centres improve. Regular monitoring and feedback would also be beneficial. This suggests that teachers may need more training in interpreting and presenting the syllabus. Once again, centres do not seem to study and analyse examiner's reports. As a result, the same mistakes are repeated by the same centres. Therefore, emphasis must be put on the importance of studying the examiner's reports and addressing specific problem areas highlighted in these reports. Paper 2 is a repetition of Paper 3 on specific topics. Despite being the fourth year of testing the syllabus, some centres did not perform as expected. Most centres chose Question 2 (Resistant Materials) and Question 1 (Design Communication) whereas very few candidates opted for Question 3 (Technology). *DNEA* encourages a more balanced approach to question selection and the provision of additional support for less popular topics like the technology option.

Candidates lost marks for small errors like line work, shading, colouring, enhancing, evaluation, testing, dimensioning, etc. Some candidates used pencils instead of black or blue pens while some candidates did not number their questions. Others wrote in the official answer book instead of the provided A3 drawing sheets. Reinforcement concerning the adherence to exam instructions, including using appropriate writing tools and the correct answer sheets can never be overemphasised.

In conclusion, it's crucial to address these concerns to improve overall performance. Providing additional support, and training, and emphasising the importance of following instructions can contribute to better outcomes for both centres and candidates.

- 1 (a) List **four** points about the appearance of such a template that is important.

Specification points

- safe in use
- light in weight
- display clear information
- should be cost effective
- prevent rain from entering

[4]

- (b) Use graphics to show **two** possible lettering styles of the template.

Graphics / letter types

- accept any two suitable graphics / font, size, colour, embolden
- presentation of each type

[4]

- (c) Three suitable ideas/solutions shown

[3 x 1 = 3]

- Ideas presented in 3 D
- **Each idea/solution notated and labelled**
- 3 concepts shown
- Each idea/solution rendered/enhanced

[3 x 1 = 3]

[3 x 1 = 3]

[3 x 1 = 3]

[3 x 1 = 3]

[15]

(d)

L	General overall appraise/with little reference to specification	0 - 2
M	Appropriate reporting on specific cation and possible conclusion to realise a product	3 - 5
H	Detailed and meaningful conclusion with specifications leading to proposals to justify your selection to be developed.	6 - 8

- (e)
- Suitable drawing method applied [1]
 - **Suggested scale correctly applied** [1]
 - **Construction and hidden detail shown** [2]
 - At least four dimensions inserted [4]
 - Dimensions according to SANS code [1]
 - Additional detailed communicative sketches shown [3]
 - Shown in exploded view [3]
 - Rendering/enhancement [1]
 - Quality of linework and graphics [1]
 - Overall neat presentation of work [1]

[18]

- (f)
- CAD designs are more accurate than hand-drawn designs [1]
 - CAD designs is digital, thus can be edited and modified as ideas develop [1]
 - Due to internet, designs can be outsourcing to anyone anywhere to work on the design. [1]
 - CAD software can be used to stimulate the behaviour of the design in software [1]
 - Using CAD enables the designer to automatically check if the design is within design specification [1]
 - CAD software enables clients to view designs at an earlier stage in the design process [1]
 - Computer generated designs can be altered without erasing or redrawing [1]
 - CAD systems offer "Zoom" features whereby designs can magnify certain elements of a model at a closer range [1]
 - Computer models are typically three dimensional and can be rotated on any axes for the designer to gain fuller sense of the object [1]
 - CAD systems also lend themselves to modelling cutaway drawings, in which the internal shapes parts are revealed [1]

[Any 4 x 1 = 4]

(g)

L	Limited description of the process with unclear sketches and notes to support the description process	0 - 2
M	Fair description of process with some clear sketches and notes to make the description clear with some materials suggested	3 - 4
H	Excellent description of process, with clear sketch work and show to process the materials to realise a successful process to make a flawless product	5 - 7

[60]

2 (a) Acceptable points had to include references:

- Strong and durable construction
 - Considering safety standards
 - Should be lightweight
 - Easy to attach and remove
- [4]

(b) The methods described could include sketches of:

- 2 x attachment methods shown [2]
- Applicable notes for each method

Use graphics to show two possible lettering styles of the template.

Graphics / letter types

- accept any two suitable graphics / font, size, colour, embolden
 - presentation of each type
- [2]

- (c) Three suitable ideas/solutions shown [3 x 1 = 3]
 Ideas presented in 3 D [3 x 1 = 3]
Each idea/solution notated and labelled [3 x 1 = 3]
 3 concepts shown [3 x 1 = 3]
 Each idea/solution rendered/enhanced [3 x 1 = 3]
[15]

(d)

L	General overall appraise/with little reference to specification	0 - 2
M	Appropriate reporting on specific cation and possible conclusion to realise a product	3 - 5
H	Detailed and meaningful conclusion with specifications leading to proposals to justify your selection to be developed.	6 - 8

- (e) - Suitable drawing method applied [1]
 - Suggested scale correctly applied [1]
 - Construction and hidden detail shown [2]
 - At least four dimensions inserted [4]
 - Dimensions according to SANS code [1]
 - Additional detailed communicative sketches shown [3]
 - Shown in exploded view [3]
 - Rendering/enhancement [1]
 - Quality of linework and graphics [1]
 - Overall neat presentation of work [1]
[18]

(f) Material including:

Material suggested should be suitable and the reason suggested should be relevant to the specific properties of the material

- suitable material [2]
- reason of choice [2]

(g)

L	Limited description of the process with unclear sketches and notes to support the description process	0 - 2
M	Fair description of process with some clear sketches and notes to make the description clear with some materials suggested	3 - 4
H	Excellent description of process, with clear sketch work and show to process the materials to realise a successful process to make a flawless product	5 - 7

[60]

3 (a) Acceptable points to include:

- Safe in use
- Inexpensive to make
- Easy to fit/repair/replace, solar all, generator.
- Durable
- Easy to attach [4]

(b) The question required candidates to show and describe two lighting unit that could be used for the lighting unit.

- Accept any two suitable units, solar cell, generator, wind turbine
- Presentation of each type [4]

Use graphics to show **two** possible lettering styles of the template.

Graphics / letter types

- accept any two suitable graphics / font, size, colour, embolden [2]
- presentation of each type [2]

(c) Three suitable ideas/solutions shown [3 x 1 = 3]

- Ideas presented in 3 D [3 x 1 = 3]
- **Each idea/solution notated and labelled** [3 x 1 = 3]
- 3 concepts shown [3 x 1 = 3]
- Each idea/solution rendered/enhanced [3 x 1 = 3]

[15]

(d)

L	General overall appraisal/with little reference to specification	0 - 2
M	Appropriate reporting on specific cation and possible conclusion to realise a product	3 - 5
H	Detailed and meaningful conclusion with specifications leading to proposals to justify your selection to be developed.	6 - 8

- (e) - Suitable drawing method applied [1]
- **Suggested scale correctly applied** [1]
- **Construction and hidden detail shown** [2]
- At least four dimensions inserted [4]
- Dimensions according to SANS code [1]
- Additional detailed communicative sketches shown [max 3 x 1 = 3]
- Shown in exploded view [max 3]
- Rendering/enhancement [1]
- Quality of linework and graphics [1]
- Overall neat presentation of work [1]

[18]

- (f) - CAD designs are more accurate than hand-drawn designs [1]
- CAD designs is digital, thus can be edited and modified as ideas develop [1]
- Due to internet, designs can be outsourcing to anyone anywhere to work on the design. [1]
- CAD software can be used to stimulate the behaviour of the design in software [1]
- Using CAD enables the designer to automatically check if the design is within design specification [1]
- CAD software enables clients to view designs at an earlier stage in the design process [1]
- Computer generated designs can be altered without erasing or redrawing [1]
- CAD systems offer "Zoom" features whereby designs can magnify certain elements of a model at a closer range [1]
- Computer models are typically three dimensional and can be rotated on any axes for the designer to gain fuller sense of the object [1]
- CAD systems also lend themselves to modelling cutaway drawings, in which the internal shapes parts are revealed [1]
- [Any 4 x 1 = 4]

(g)

L	Limited description of the process with unclear sketches and notes to support the description process	0 - 2
M	Fair description of process with some clear sketches and notes to make the description clear with some materials suggested	3 - 4
H	Excellent description of process, with clear sketch work and show to process the materials to realise a successful process to make a flawless product	5 - 7

[60]

GENERAL COMMENTS

FINDINGS

The centres are applauded for submitting the following: Course work assessment summary form, Checklist, Head of Examination Certificate, a printed spread sheet, a USB and the Design folders. The Centres are highly appreciated and commented for their efforts in ensuring adherence to instructions and meeting the deadlines. They are encouraged to sustain the standard.

The number of photographic evidence presented gave enough information to the moderator to make an informed decision on the product, however some centres are submitting their photographic evidence in black and white as a way to cover up the blemishes on the products. Centres are encouraged to send all the Design Folders to DNEA for external moderation.

There is a slight improvement in the quality of coursework for NSSCO 2024 its evident that most of the centre have received the centre report and have implemented the recommendation, but there is a small percentage of centres that are still failing to adhere to the guidelines shared through the centre reports. Mistakes are picked up from some centres. It is the wish of the DNEA that centres should improve on the listed concerns encountered this year during external moderation.

- A need to make it clear to candidates what is expected for the analysis, the Design brief and Testing and Evaluation.
- Clear sequence for the sub-topics in the design folder needs attention from some centres which is clearly laid out in the coursework assessment criteria form. It is recommended that Criteria for assessment of project form be given to learners to know the order of contents and how much marks they expect to receive, what they need to do at each stage and the extend they need to go in producing the design folder.
- Despite centres given direction on the previous year's report, mistakes are still persisting on the table of contents for some, centres.
- The Centres should ensure that all candidates submit their folders by the end of the second trimester to be evaluated since coursework covers 50% of the total mark for the assessment.
- It is not acceptable to see centres with ten candidates but only six could submit their folders and the other four did not and no proof of measures taken to address the situation on time is shared with DNEA e.g.: management should be involved as well as schoolboard and parents of these candidates who did not submit their design folders and course work for the year. Such action must be taken way before coursework is submitted for external moderation.
- Some centres have not been putting in the much-needed efforts from the beginning of the Senior Secondary phase. The Design folder starts in Grade 10 and should be completed in the first term of Grade 11, yet some folders submitted show that very little time was spent on them.
- Regional Office should give Continuous Professional Development (CPD) Programmes for teachers teaching Design and Technology. If possible, networking with DNEA, NIED and other regions with Senior Education Officers as well as relevant stakeholders should be initiated to have teachers capacitated and assisted on a regular basis.
- Some Centres marks were awarded slightly lenient which points to the need that centres have to improve on assessing of coursework. Once again, Regional Offices, principals and HOD's are pleaded to take responsibilities in ensuring that folders and projects are monitored throughout Grades 10 and 11.

Towards the end of term 1 of the Grade 11 year, all folders should be internally moderated before the marks are dispatched to DNEA for external moderation. Once again, Regional Offices are implored to make sure that NSSCO schools are provided with the necessary materials and tools on time for candidates to build quality products. DNEA is still concerned about centres' projects that are compromised by the lack of adequate resources. Example, a candidate indicated to make a tool box out of wood but due to lack of materials, a candidate made the tool box out of card boards.

It is unacceptable to see candidates not submitting any folder or coursework and zero marks are given without explanations why learners do not submit while on the other hand no evidence or proof is shared and efforts done by teacher/HOD/ Principal Schoolboard / Regional Office (SEOs). Since the folder is supposed to be completed over a two-year time span it should not be done in one week's time which is the case at some Centres.

There is an improvement with regard to the submission of photographic evidence from the centres, as only marks are awarded for the quality of products by the centres. There were a few cases where candidates made poor problem selections and outcomes and showed little evidence of imaginative interpretation and creativity. The sample of work presented for moderation was suitable in most cases and centres generally applied the assessment criteria appropriately, although, in some cases, this was not at the correct level. It is expected that all folders must include clear (colour) photographic evidence. Quality and quantity of photos matters the most as it gives moderators an informed decision when awarding marks.

COMMENTS ON SPECIFIC ASSESSMENT HEADINGS

Referring to the assessment criteria, the following is expected under this heading:

Defining

Situation

Analysis & Brief

Situation: It is a short paragraph stating the need or situation that arose or was noticed or is a short description of the problem that needs solving. (Do not write “ I have to make a Design project.....”) **Analysis:** This is where the candidate must explore, by mentioning different possible solutions, available materials, possible processes, available tools and the abilities of the candidate that could solve the problem mentioned in the situation). It is a summary of everything that has to be considered when designing the project. It can typically be done in the form of a spider diagram **or** it can be in paragraph form or bulleted points. The points given in the spider diagram should be just the headings of possible considerations, those points must be answered in your analysis, not just given.

Analysis of the situation was exceptionally well done in most cases by the centres however in some cases it was too long.

Brief:

A short paragraph stating what is going to be made to solve problem stated or is a short explanation of what you are going to design to solve the problem mentioned in the situation and analysis. All the candidates did well during this stage that is commendable and the marks awarded were fair by the teachers.

Research

Find at least 6 or more pictures of articles that already have been designed to solve the same or similar problem. Evaluate what you like about the articles and what you dislike about them.

Evaluation:

Advantages: Examples: very comfortable - looks modern - durable

Disadvantages: Examples: Too difficult to make - Has no arm rests - will not fit with the wooden desk

Further research needed was done by all candidates Materials, processes and measurements should also be researched...Candidates are not all familiar with all available materials, joining methods and fasteners & fittings or possible finishing methods. Referring to the assessment criteria, the following is expected under this heading: Candidates should research similar existing products as mentioned in the Design Brief. A photo of a similar product should be shown and the product shown must be evaluated regarding the needs that were stated. Then the availability of materials, fittings and finishes should also be researched. It is advised that pictures of the materials or items researched also be shown. Then a conclusion on the research is to be written

They also have to check if the required materials are available locally. If the manufacturing of the product would require specialised processes, or if special equipment is needed, then this should also be researched.

All candidates researched on the existing products giving a whole lot of information. The centres are again highly commented for their efforts.

Specifications:

Candidates should write down the specific requirements of the project that are to best solve the problem. Write

it to at least cover the following headings: **Functionality, Aesthetics, Ergonomics, Appearance, Materials and construction**. More can be included: **Durability, movability, target group of people to use it, cost and its weight** or the **weight** that it must support.

The candidate should first do research before listing the specifications. These specifications must be relatively specific and justified. Generic specifications like “it must be safe”, “must look nice”, etc. must be avoided. This section should give clear and specific requirements for the design outcome that can be evaluated when the product is completed.

Exploration of ideas/ Conceptualisation

Candidates came up with variety of ideas. The ideas are neatly sketched and well evaluated.

It is expected that at least 5 to 6 ideas. The ideas must include freehand sketches that are in colour and are shaded neatly. Parts of the sketches must be drawn separately to show more detail. A lot of notes and the main measurements must be added. Every idea must be evaluated by considering the specifications. Referring to the assessment criteria, the following is expected under this heading: Sketches should be three dimensional and not two dimensional, and should be rendered neatly with notes pointing out detail.

Additional sketches and notes showing construction detail should also be included. An evaluation of each idea must also be written. The main dimensions should be added to the sketches. Development of proposed solution is well done by all candidates giving an impression that candidates are well guided on how to go about this stage.

Some testing should be done at this stage.

Development of proposed solution

Presentation / Working drawing: (This will be similar to the concept / idea sketches shown, but with more detail.) Candidates should make a large neat Isometric drawing or sketches of their chosen idea and colour them neatly and add measurements and notes. Make sketches with a lot of notes to show each process that has to be done e.g measuring and marking out, how wood must be cut to size, drilling of holes and / or joints that have to be made, how it is to be assembled, how it is to be smoothed and sanded and how it is to be finished. Draw an isometric view and include all the measurements in detail and also some notes. The sketch must be coloured neatly. Draw an orthographic drawing showing **front, top and side** view with measurements and notes. (Colouring optional)

Exploded view of the whole or parts of the article including notes should make part of development.

Candidates should clearly illustrate / sketch and explain each of the processes, showing the steps that are to be followed in the correct manufacturing sequence. Drawings and other information given should include full details and dimensions of the final product and should be rendered neatly. Photographs of the candidate doing the process cannot be used. The development is done before the product is made.

All assessment criteria were considered. The centres are again urged to sustain this level of standard. An Isometric sketch or drawing with notes and dimensions and an Orthographic drawing including dimensions. The three-dimensional drawings are to be rendered neatly showing what the final product should look like.

Planning of production

It include flowchart showing the order of processes that are to be followed and a cutting list of the materials that are to be cut to size with the measurements.

Planning of the time that you will spend on a certain part of the project from start to finish, to determine an estimated time of completion.

Product realization (Control; Technical)

Products shown in the evidence are of high standard there is a slight improvement on the photo submitted this year (2024) compare to academic year 2023. Photographic evidence shown in the samples received, only had one photo of the completed project. Clear photos of the candidate doing each process should be included, as well as clear photos of the finished product are to be shown to make it possible for the marks allocated to be verified.

Testing and Evaluation

Testing: (Compare to your specifications)

1. Feel if the surfaces are smooth. – All surfaces were smooth.
2. Sit on the chair to see it is comfortable: - The chair is nice to sit on.
3. Place a mass of 160 kg on the chair to see if it is safe. – It could withstand the mass.

Evaluation:

1. All surfaces are smooth.
2. The chair is nice to sit on
3. It can withstand the mass of 160 kg.
4. It fits in nicely with the furniture in my room.

Future improvements: All learners should give through their own personal improvements on the product. All candidates could clearly show through their photographic evidence how they have carried out the testing of their products. It is advised that candidates should include photographic evidence in colour to show how functional the product is. 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, the centres are urged to ensure that the specifications are fully evaluated and tested in this section, which will guarantee good marks for the candidates.

General comments

The overall performance of the learners showed a slight improvement compared to the previous year, but it is still not satisfactory. Many learners continue to struggle with reading and interpreting diagrams or sources, as well as providing accurate definitions, indicating a lack of content mastery. Most learners failed to use the correct terminology when defining concepts.

It is important to pay more attention on the command words used in the questions, as these words such as “why,” “describe,” and “explain” are essential for helping learners understand and answer the questions correctly.

- 1 (a) (i) Well answered. Most learners were able to provide alternative names for informal settlements.

Answer:

Shanty towns/slums/squatter camps/ghettos [1]

- (ii) Fairly answered. Some learners did not refer to the source when answering the question.

Answer:

The buildings are very close together/no space between houses [1]

- (iii) This was generally well answered.

Answer:

Services absent in informal settlement

- Water supply
- Electricity/power supply
- Sewage disposal
- Refuse removal
- Proper roads
- Telecommunication/Network
- Financial institutions [3]

- (b) (i) Well answered. Most learners scored full marks by listing the materials used to build houses in informal settlements.

Answer:

Material used to build houses in informal settlements

- tins/cans/scrap materials are cheap and can be picked up from dump site
- wood/poles /sticks/mud/ clay are locally available
- corrugated iron/hard board/card board can be easily dismantled for relocation.
- plastic can be picked up to erect temporally shelter [3]

- (ii) Fairly answered. Some learners addressed why people cannot live in formal settlements instead of focusing on why they choose to live in informal settlements, which resulted in a loss of marks.

Answer:

Why so many people who move to urban areas live in informal settlement?

- Prefer to live with their families
- Do not have to pay rent/little rent
- Cheap to build houses/build house with cheap material
- No water and electricity bills
- Can work from their homes/start their own business.

[3]

- (iii) Poorly answered. Most learners were unable to mention why houses in informal settlements are prone to catching fire easily, they merely listed the building materials.

Answer:

Why houses catch fire easily?

- Houses are too close to each other
- Houses are built with poor material
- People are using candles/gas/ making fire inside houses
- Using of illegal electricity connections.

[3]

- (c) (i) This was generally well answered.

Answer:

Land pollution

[1]

- (ii) Poorly answered. Most learners failed to describe the health problems caused by land pollution but only listed various diseases without connecting them to land pollution.

Answer:

Health problems caused by land pollution

- Bad smell can cause breathing problems
- Malaria caused by mosquitoes that used old tins filled with water as breeding sites
- Diarrhoea/dysentery caused by water contaminated by wastes
- Cholera/hepatitis caused by dirty environment

[3]

- (d) Fairly answered. Some learners referred to the advantages of working in the informal sector instead of characteristics for which they could not score a mark.

Answer:

Characteristics of work in the informal sector

- No government interventions
- Income is low and unreliable
- No tax is paid/registered
- Labour intensive/manual
- No fixed working hours/Job security/holiday or sick pay
- Unregulated/no health and safety
- Small scale/based on streets/home/no premises
- Self-employment/family labour/children may work
- Few skills required/no qualification

(Any three)

[3]

[20]

- 2 (a) (i) Well answered. Most learners were able to clearly identify the activity presented in the sources.

Answer:

Activities on farms

2A – Sowing

2B – Irrigation/watering

[2]

- (ii) Well answered. Only few learners referred to modern technology, traditional, instead of simple and advanced.

Answer:

Types of technology

2A – Simple technology

2B – Complex/Advanced technology

[2]

- (b) (i) Well answered. Most learners defined what subsistence farmers are.

Answer:

Subsistence farmers refer to farmers that produce only for the immediate family.

[1]

- (ii) Poorly answered. Most learners referred to difficulties in production such as no rainfall, poor soil etc. instead of marketing challenges.

Answer:

Problems in marketing

- Lack of knowledge on marketing
- Poor quality products
- Poor transport/ no proper roads
- Shortage of storage facilities
- Lack of markets

[3]

- (iii) Fairly answered. However, some learners referred to the characteristics of co-operatives instead of describing the advantages of the farmer's co-operatives.

Answer:

Advantages of farmers' co-operatives

- Share ideas and get advice on farming/agricultural extension offices
- Buy equipment/ seeds/ fertilisers together
- Save on transport costs
- Save on marketing costs
- Reduce rural inequality
- They organise storage facilities of equipment and harvested crops.
- Buying in Bulk
- Gain access to credit facilities for loans

[4]

- (iv) Poorly answered. Most learners could not score full marks, as they explained how the government could develop rural areas instead of listing development schemes.

Answer:

Rural development schemes

- Loans/credit schemes
- Collective farming
- Resettlement schemes /Land reform
- Integrated rural development
- Grassroots development
- Small scale project/ Self-help scheme

[4]

- (c) Poorly answered. Most learners failed to explain why it is important for governments to develop rural areas in developing countries

Answer:

Importance of rural development

- Increase food production to feed the nation
- Increase the amount of cash crops and animal products to sell to local markets and export
- To reduce poverty and malnutrition and increase rural income
- To create a market for goods produced in towns
- To slow down the rate of migration to towns
- To stimulate economic growth by encouraging income earning activities

[4]

[20]

- 3 (a) (i) Poorly answered. Most learners failed to do a comparison between the types of work done by the women in Figs. 3A and 3B.

Answer:

Difference between modern and traditional women

Fig. 3A	Fig. 3B
Working in office e.g. teaching	Working on the field e.g. cultivation
Pays somebody to look after the children	Take care of the children themselves
Pays somebody to do household chores	Do household chores themselves
Paid job/fixed salary	No paid job/no fixed salary
Fixed working hours	No fixed working hours
Use complex technology/washing machine	Use simple technology/washing clothes with their hands

[3]

- (ii) Fairly answered. Some learners referred to modern women or women in general instead of traditional women.

Answer:

Ways to improve the traditional women's position

- Bring water closer to their homes/tap water
- Provide electricity/solar power
- Providing education/Literacy classes/training for skills
- Providing education on family planning and health care
- Providing equal job opportunities
- Providing small interest loans to set up small businesses.
- Provide day care centre/ crèches

[4]

- (b) Poorly answered. Only a few learners gave the correct answer. The majority of the learners failed to do a simple calculation to arrive at the correct answer.

(i) **Answer:**

South – East Asia

[1]

- (ii) Fairly answered. The majority of the learners scored 1 mark, only for the difference, but could not work out the percentages.

Answer:

$$857 - 525 = 332 \div 857 \times 100 = 38.7 \% \text{ or } 39 \%$$

[2]

- (iii) Fairly answered. Some learners could only list the factors without providing an explanation, and could not score full marks.

Answer:

Factors contributing to a healthy nation

- **Clean drinking water** - reduce water-borne diseases
 - reduce infant mortality rate
- **Balance diet** - reduce diseases caused by malnutrition
 - strengthen the immune system to resist diseases
- **Absence of diseases** - reduce absence from work
 - increase production
- **Improved sanitation** - reduce spreading of diseases
 - reduce flies spreading germs
- **Absence of stress** - people become productive when there is no constant worry
- **Proper hygiene** - cleanliness reduce diseases
- **Absence of poverty** - people have enough money to meet their basic need hence they remain healthy.

(Any 3 factors explained)

[6]

- (c) Well answered. However, a few learners gave the methods of reducing pregnancies such as family planning.

Answer:

How the spread of HIV/AIDS can be reduced

- promotion of safer sex practices such as faithful to one partner
- consistent use of condoms/availability of cheaper or free condoms to reduce unprotected sex
- awareness campaign on how the disease is spread and methods of prevention
- encourage male circumcision to reduce sexual transmission
- avoid sharing needles/razors/wear gloves to treat open wounds to prevent transmission by blood
- awareness to prevent child transmission programmes/MTCT
- free testing service so people can know if they are HIV positive
- abstinence as it can be sexually transmitted
- Promotion of gender equality
- provision of social services to OVCs/social grant
- Provision of ART/ARV/PEP/PEP

[4]

[20]

- 4 (a) (i) Well answered. However, some learners failed to score a mark by defining the concept using the wrong terms, such as send out or take out instead of selling.

Answer:

Export means the selling of goods and services to other countries.

[1]

- (ii) well answered.

Answer:

18.0 % or 17.5 % ($64^\circ/360 = 0.177 \times 100 = 17.7 \%$)

[1]

- (iii) Well answered. Most learners managed to score a mark, only few learners referred to industrial or industrialisation.

Answer:

Newly Industrialised countries

[1]

- (iv) Fairly answered. Some learners repeatedly used synonyms in answering the question, e.g., profit, income, foreign currency for which they only scored 1 mark and some gave reasons for why countries produce goods and services.

Answer:

Reasons for trade

- Differences in natural resources
- Differences in the level of technology
- Differences in climatic conditions
- To create markets
- To meet the deficit production
- To earn foreign currency
- Promote strengthen good international relations

[4]

- (v) Fairly answered. Some learners referred to the reasons countries trade with each other (as above) instead of focusing on the benefits of global trade to a country like Namibia.

Answer:

Benefits of global trade

- Easy access to goods and services
- Leads to better standard of living
- Leads to foreign investment/new technology/skills development
- Leads to the development of infrastructure
- Can get help easily from other countries in times of need.
- Made countries benefit from donor funds/loans
- Increase tax/revenue
- Create employment opportunities

[4]

- (b) (i) Fairly answered. Some learners failed to identify the trading pattern in Fig. 4.

Answer:

Negative balance of trade

Reasons:- Import exceed export

- Spending more money on imports than money received from exports.

[2]

- (ii) Poorly answered. Most learners failed to provide reasons/ways on how Namibia might try to improve its balance of trade and focused on ways to attract foreign investments.

Answer:

Ways Namibia can improve its balance of trade

- Import Quotas/tariffs
- Export more processed goods
- Develop export orientated industries
- Devalue its currency
- Encourage tourism

[3]

- (c) (i) Fairly answered. Some learners defined a loan instead of a debt.

Answer:

Debt meaning owing money to somebody/country

[1]

- (ii) Fairly answered. Some learners addressed the reasons why poverty is so high in developing countries, e.g., high birth rate, overpopulation etc.

Answer:

Reasons why developing countries find it difficult to create economic growth and reduce poverty.

- there is very little manufacturing where value is added to raw materials before being exported
- developing countries are burdened with high levels of debt
- limited fiscal space which they operate in
- lack of skills to compete in the global economy
- poor infrastructure has made it difficult for the economy to take off in a significant way
- regional conflicts/civil wars has made it difficult to achieve economic growth
- There is high level of corruption
- Lack of finance
- Poor planning

(Any three)

[3]

[20]

Positive suggestions to teachers

- Teachers should train the learners to write neatly and clearly, ensuring they use the spaces provided in the question paper for their answers.
- The number of marks in brackets at the end of each question should be used as a guide to the number of points made, however in questions involving extended writing learners should develop the points which they make rather than simply listing simple points. It is not advisable to write simple lists of bullet points in such answers.
- Learners should be encouraged to read the questions carefully, interpreting command words, diagrams, and graphs to understand what the question requires from them.
- Teachers are encouraged to use old question papers to prepare their learners for the final examination; this is important as it gives the learners a picture of the version of the final examination.
- Learners need to learn definitions and key terms and be able to use them precisely and with confidence, as some terms are used in a vague way with little meaning or clarification of the point. It may be helpful for learners to build up a glossary of key terms as they progress through the course. Regular opportunities should be provided to recap their meaning and apply them in a written context.
- Command words used in the syllabus should be well explained to the learners so that they understand when and how they can use the words, e.g., describe, explain, evaluate, state.
- Teachers are encouraged to study the examiner's report with the learners to avoid the same errors repeating each year.

General comments

There was a slight improvement in Question 1 compared to the previous year because many scored good marks. In Question 2, most learners could not score higher marks, and many scored zero because they could not analyse the sources to answer the questions properly. The instructions were clear, but the learners did not answer the questions correctly.

As in previous sessions, many could not develop points in some answers fully enough to score high marks. Teachers are advised to stress the importance of the Explain command word and to deter learners from employing simple bullet point type answers in these types of questions..

- 1 (a) (i) Generally well answered.

Answer:

The number of years a newborn/person is expected to live on earth. [1]

- (ii) Fairly answered. Most learners could identify China as a developed country but failed to use data from Fig. 1 to justify their answer.

Answer:

China

- China's life expectancy is higher in years compared to that of India. For example, China's life expectancy at birth is 77.47 years, while India's is 70.42 years.
- The literacy rate in China (97.15%) is higher than in India (77.7%).
- The GNP for China (\$16,785.12B) is way higher than that of India (\$3,023.42B)
- The GNP per capita of China (\$11,880) is also higher than that of India (\$2,150)

[4]

- (iii) Poorly answered. Many learners misinterpreted the question. They by referred to population growth instead of the growth of GNP.

Answer

Three reasons for the growth of GDP of India.

- Industrialisation/ import substitution/ Expo orientation/ more factories/ export more
- Higher literacy rate/ more education/ better education /more skilled workers
- Role of government support/Subsidies/Loan
- Presence of multinational companies/Foreign investors

[3]

- (b) (i) Generally well answered. Most learners could identify the type of energy sources, although a few switched the answers for A and B.

Answer:

A – Renewable energy source [1]

B – Non-renewable energy source [1]

- (ii) This was answered correctly.

Answer:

2.7 % [1]

- (iii) Fairly answered. The majority of learners could score 1 mark for either mentioning its expensive or lack of sunlight.

Answer:

- Lack of finance acts as a barrier because of high initial costs of installing panels/expensive
- Lack of skilled human resources – finding or training the workforce is considered a challenge
- Minimal or no Sunshine/Cloudy/rainy areas/Polar regions

- (iv) This was answered correctly.

Answer:

Petroleum

- Can be used as fuel and raw materials for a large number of chemicals and plastics
- It provide more energy used to move transport and also a large amount of the primary energy to provide electricity.

Natural Gas

- It can be burned to provide electricity in power station
- It is used for heating as well as cooking
- Manufacturing Coal
- It is used in generating energy/electricity/power
- It is used in making steel and iron
- Used in manufacturing

Uranium

- It is used to generate electricity/ nuclear power

Propane

- It is used for powering industrial equipments
- It is used for heating and cooking
- Used in Manufacturing

[6]

(c) (i) This was answered correctly.

Answer:

Changing/Transformation of raw materials into semi or finished goods
OR creation of goods and services.

[1]

(ii) This was answered correctly.

Answer:

Factors of production

[1]

(iii) Fairly answered. The majority of learners could score at least two marks, although some failed to identify a capital good in Fig. 3.

Answer

Truck/Tractor

- To transport raw material to the production plant and transport finished goods from the industry.
- Transport finished goods to the market
- To transport workers to and from the industry.
- To plough/harvesting/weeding/sowing

Computers/Laptop

- To communicate with the supplies and customers
- Advertise/market/order goods and services online
- Source of storing/searching/ saving information

Factory/ Building

- For the proper layout of the machineries and proper ventilation
- For storage purpose
- Proper ventilation

Hammer

- For shaping/fitting/adjusting/jointing
- For breaking

[3]

(iv) This was answered correctly.

Answer:

- Machines are expensive/expensive to buy/maintain
- Highly skilled workers are needed to operate them
- Not all spare parts are available locally
- Uses more electricity/power
- Cause unemployment as most of the work is done by machines.

[3]

(v) This was answered correctly.

Answer:

- Site for factories/ business
- For farming/ conservancies/ mining/Agriculture/growing crops
- Sources of raw material/natural resources/minerals

[2]

(vi) This was answered correctly.

Answer:

Enterprise

[1]

(vii) Poorly answered. The question was misunderstood. Most of the learners mentioned the different sectors of the economy only while others explained without listing the sectors.

Answer:

- For example, a meat processing plant may receive its raw materials (animals e.g cattle from the farm (primary sector)
- Animals are slaughtered and the meat has to be processed into different products, e.g. canned meat, biltong, mince (Secondary sector)
- The meat products are transported by means of road, railway to the consumers (Service sector) tertiary
- The service sector also supply electricity for the machinery/ computers and water for different processes
- Skilled workers to do marketing on internet or newspaper and distribution are trained by (Service sector)

[5]

2 (a) (i) Fairly answered. The majority of the learners wrote either age or sex and left one out. Most of them referred to the birth rate and death rate.

Answer:

Information on the age and sex/Gender/male and female structure of the population

[1]

(ii) This was answered correctly.

Answer:

2.3 million + 2.3 million

Accept 4.5, 4.6, 4.7 million

[1]

(iii) Poorly answered. Most learners failed to analyse the pyramids to arrive at the correct answer. The majority of the learners described the structure instead of referring to the shape of the pyramid.

Answer:

How the shape of South Africa's population pyramid is predicted to change between 2014 and 2050

- Base will be narrower/smaller
- It will be less pyramid shaped/more rounded/base will have straighter sides/Pyramid will become bell shaped
- Wider in the middle, and stays quite wide until the very top
- It will change from the concave to a convex shape
- Base is narrow which is indicating low birth rate
- Middle is wider indicating more economical/working group
- Top becomes wider indicating high life expectancy

[4]

(iv) This was answered correctly.

Answer:

Reasons for the decrease

- More women would be better educated/knows about the danger of having a lot of children/ women are educated
- More women will have careers/more money/desire of more wealth
- Better medical and health services needed/slow down IMR/drop in IMR/ better hospitals + clinics/ improved health facilities
- Knowledge about contraceptives/family planning methods
- Emancipation of women/can decide for themselves
- Late marriages
- Laws to prevent child labour
- Government population policies/one child/ Legalising abortion.

[4]

(v) Fairly answered. Though a number of learners scored one mark for listing the social services only.

Answer:

- More medical services to a bigger number of old people/free medicine.
- More social services needed/more old age homes/more pension money/More money spend on funeral services
- Heavy workload on those of working age/ working class under pressure/High dependency on the working class.

- May lead to higher retirement age
- Lead to maltreatment of the elderly

[3]

- (vi) Poorly answered. Once again learners failed to analyse the pyramids to help them answer the question appropriately. Most learners referred to the death rate, birth rate and life expectancy as well as the shape including the base, middle, and top of the pyramid, instead of the structure (age groups).

Answer:

- There will be more economically active/working people between the ages of 15 – 64/ More adults
- There will be more elderly/old (dependants)/64+
- Less young 0 – 14/5 – 14
- The numbers in age band up to 19 will become more even
- Fewer young dependants in 2050
- More economically active group
- More elderly/old people
- Less/few young people
- More dependant 65+ and above.
- Fewer young dependants

- (b) (i) Fairly answered. Some learners referred to formal and informal education instead of traditional and modern education.

Answer:

Fig. 6 – Traditional education

Fig. 7 – Modern education

[2]

- (ii) Poorly answered. Most learners failed to list the skills children learn when using the traditional education system.

Answer:

- Singing/dancing
- Fighting
- Wood carving/Craft making
- Making clothes from furs and wool
- Story telling
- Iron making/work/tool making
- Pottery
- Basket weaving/ Weaving
- Cooking/Traditional brewing
- Hunting/Fishing/Milking
- Traditional healing

- (iii) Fairly answered. Some learners could compare the education systems while others failed to do so.

Fig. 6

- Learning takes place outside/out doors
- There are no desks and chairs used
- No decoration/ No posters displayed
- Taught by parents
- There is no use of modern technology
- No qualification
- No chalkboard
- No Electricity available
- Learners do not have stationeries

Fig. 7

- Learning takes place in a school building
- Desks and chairs are used
- Decoration are displayed
- Taught by qualified teachers
- It uses modern technology
- Qualification
- Chalkboard available
- Electricity available
- Learners have stationeries

[4]

- (iv) Fairly answered. Some learners were unable to come up with the benefits Namibia will gain if the majority of the population attends the modern education system. They rather focused much on health education and its benefits.

Answer:

- For proper economic development / Economic growth
- The country can deal on equal terms with other countries/ International trade.
- Talent and skills will not be wasted
- In order to build a modern society/

- To improve the health of the nation/ disease prevention
- The people will understand modern technology/be skilled/ use technology
- To decrease poverty/ combat unemployment/improve/better/ increase living standards.
- Participate in politics
- equal job opportunities/ avoid discrimination/ know their rights.
- decision making
- Innovation and new ideas/ invention of new ideas

[5]

(c) (i) This was answered correctly.

Answer:

Information communication and technology

[1]

(ii) Fairly answered. Most learners could score one or two marks. They focused on the internet and computers.

Answer:

- Broaden access to quality education
- Provide teachers with a wide range of teaching resources/information
- Create efficiency in educational administration (e.g., keeping records and writing reports)
- Create greater enthusiasm for learning
- Encourage online/distance learning/education
- More skilled people/ICT literate people
- People can communicate easily worldwide via internet
- Makes work easier as problems can be solved via communication
- Preparing learners for the real world

Positive suggestions to teachers

- Teachers should expose learners to graphs and other sources to help develop source analytical skills.
- Teachers should teach learners the comparison word and how to compare.
- Teachers should put more emphasis on the abbreviations/acronyms and definitions.
- Teachers should teach learners the command words.

General comments

The overall performance was moderate, however, the full-time learners slightly improved compared to the part-time learners. Some centres ignored the examiners' reports, as common mistakes similar to the previous years were observed, e.g. giving one topic to the whole centre. The examiner's report must be studied thoroughly by all the teachers responsible for the subject. It is unacceptable to see centres repeating the same mistakes year in and year out. The question paper covered the whole syllabus thoroughly with clear instructions and simple English. Individual questions were well structured. Learners showed the capability of getting answers from the source provided. The allocation of marks was fair. The application of knowledge is lacking in most learners. There are still more centres where learners scored less or no marks in section B, and it is evident that some teachers did not guide the learners properly in carrying out the research. Teachers must refrain from giving one topic to the whole centre.

SECTION A

- 1 (a) (i) Well answered. Although a few learners wrote Okavango instead of Kavango.

Answer

- Kavango
- Kunene
- Omaheke

(Any 2)

[2]

- (ii) Well answered. Most learners were able to get the percentage from the source.

Answer

11 %

[1]

- (iii) Fairly answered. However, several learners failed to refer to the word schools in the definition but gave the general definition of random sampling.

Answer

Randomly selected schools

These are schools that were chosen by chance and each school stood equal chance to be selected. [1]

- (iv) Fairly answered. Most learners were able to give at least one advantage of random sampling.

Answer

Reasons for random sampling

- To reduce bias
- More representative
- It is easy, fast and simple to use
- Every school has equal chance to be selected

[2]

- (v) Fairly answered. Most learners mentioned the other sampling method but failed to describe how it could be used to select a sample of schools referred to in Fig. 1.

Answer

Other ways of sampling methods

Systematic sampling

Choosing every 4th school from each region

Stratified sampling

Choosing a certain number of schools from the region based on their performance.

(Any 1)

[2]

- (b) (i) Fairly answered. Most learners could name the two primary methods but failed to describe how the researcher used them to collect data for school dropout. Others copied directly from the source.

Answer

Questionnaire

The researcher designed a questionnaire about school dropout in different regions, handed the questionnaires to the respondent to answer/complete and collected those questionnaire for data presentation and analysis

Interview

The researchers designed interview questions about school dropout and those questions will be asked

to the respondents face to face.

During interview the researchers will take notes/ use a notepad/ tape recorder/ video camera to record the respondents answers for further analysis and presentation

NB: Award 2 marks for the identification of the two primary methods used and or extra 2 marks for the description/development [4]

- (ii) Poorly answered. Most learners gave the advantages of the methods without indicating their choices, hence lost marks. Fewer learners mixed up the advantages of different methods of data collection.

Answer

Reasons for choosing the method

Questionnaire

- Collect large amount of information in a short period of time
- Easy to compare answers from different respondents
- They are usually reliable
- Usually cheap (making copies) and efficient
- Information is first hand

Interviews

- Information is first hand/ direct/ original from the people
- Good for those who cannot read and write/ illiteracy
- Interviewer can explain unclear questions
- You are able to probe
- Respondents can give detailed information
- Response rate is high
- Sometimes it is possible to detect whether the respondent is lying or telling the truth.

(Any 3) [3]

- (c) (i) Well answered. Most learners were able to identify the main reason for school dropout from the source.

Answer

due to pregnancy [1]

- (ii) Fairly answered. However, most learners copied the reasons for school dropout from the source instead of providing solutions to high school dropout.

Answer

Solutions to high dropout

- Train/ provide more teachers
- Build new schools
- Free education/ compulsory education
- Provide transport to schools/ boarding schools
- Provide contraceptives/ family planning/ sex education
- Awareness campaign on effects of school dropout

(Any 3) [3]

- (d) (i) Poorly answered. Most learners could not correctly draw a pie chart and convert percentages to degrees. It made it difficult for learners to plot the data on a pie chart. Learners could not write the title and key, calculate the degrees and plot accurately. Additionally, the majority do not know how to use a protractor.

Answer

Level 1: Use of an attempt with two or more weaknesses (1 mark)

Level 2 : Drawing with one weakness, e.g. segments not labelled or some inaccuracy in plotting (2 – 3 marks)

Level 3: Pie chart titled, information plotted accurately and segments labelled accurately (4 marks)

- (ii) Fairly answered. Most learners could explain the advantages of using a pie chart, however, a few of them could not give full answers.

Answer

The suitability of the pie chart

- Easy to read/ understand/ analyse/ interpret
- Easy to compare information
- Shows clear information

(Any 2) [2]

0 = easy to draw/ set up/ saves time/ provides lots of information

[25]

- 2 (a) Poorly answered. Most learners failed to mention examples of small-scale practical activities, such as tree planting, gardening, pottery, aquaculture, craft, chicken farming, brick making, etc. They could not indicate the aim of the project. The majority gave large-scale projects like green schemes.

Answer

Description of a small – scale project (an example)

[2]

- (b) Fairly answered, most of the candidates managed to score at least one mark however, some candidates confused organisation with project funding.

Answer

Organisation

- Community divide themselves in groups/ cooperation/ teams
- Work in shifts
- Division of labour
- Everyone contributes tools and equipment
- Request unemployed people/ volunteers
- Select team leaders
- Bring experts/ professionals for advice
- Chiefs/ leaders ask people to participate
- Set time for meeting/ organise meeting

[2]

- (c) Fairly answered. However, most learners failed to explain how the project could be funded. They could not provide examples of funders/sponsors at the community level but referred to the government giving loans.

Answer

Finance

- Community members each contributes a certain amount/ pooled funds
- Fundraising for money
- Community applies for loans/ grants/ subsidies
- Got donations from aid organisations/ charities
- Ask the government to supply/ sponsor equipment
- Ask sponsorship from local business community/ chiefs

[2]

- (d) Fairly answered. Most of the learners were able to give the problems which the community may face but failed to suggest possible solutions to these problems.

Answer

Problems and Solutions

Problem – No cooperation between community members

Solution – Educating them about the possible consequences of the project

Problem – No enough money to finish the project

Solution – Apply for low interest loan/ grants/ sponsorship

Problem – Lack of skilled labour

Solution – Apply for experts to come and train community members/other aid organisation

Problem – Lack of equipment

Solution – Group members can donate equipment

[4]

[10]

SECTION B

- (a) (i) Well answered. Most learners were able to come up with a good topic. However, fewer learners were still writing issues that were not researchable or too broad to research. Fewer learners repeated school dropout assessed in Section A of the question paper.

Answer

Identify a topic and naming an area

[2]

- (ii) Fairly answered. Fewer learners could not use suitable words when formulating their aims. Most learners scored one mark because they failed to link their second aim to their research question. Learners who used the hypothesis in (iii) could not score marks because they could not formulate aims from the hypothesis. It proved to be difficult for the learners..

Answer

Brief statement of **two** aims based on hypothesis or research questions [2]

- (iii) Well answered. Most learners could formulate appropriate research questions. However, those who attempted the hypothesis could not score a mark.

Answer

Full statement of hypothesis or research question. [1]

- (iv) Fairly answered. However, most learners failed to mention the data collection instrument but referred to research questions instead of questionnaires or interview questions. Most learners scored marks on the reasons for the pilot study and not on the application of the pilot study.

Answer

The researcher gave interview questions or questionnaire to a development studies teacher/ classmate in order to

- pick up mistakes
- identify poorly constructed sentences/ questions
- make some adjustments
- identify offensive or difficult words
- test practicality or relevancy of the assessment tools

0 = for the meaning of a Pilot study [2]

- (v) Poorly answered. Most learners failed to give proper findings with evidence and implications based on the problem they investigated. The solutions suggested were without implementing agencies or institutions. Most learners referred to the government and municipalities instead of Regional and local authorities or village councillors as implementers.

Your answer will be marked using the following levels

Level 1 - Some findings drawn, but poorly related to aims/not well supported by recommendations and solutions (1-2)

Level 2 - Findings based on recommendations/ solutions and related to aims though not fully developed. (3-4)

Level 3 - Full valid report on findings supported by evidences, recommendations/ solutions and implications (5-6)

- (b) Poorly answered. Most learners wrote about problems experienced by the people in the area they investigated instead of the challenges they encountered while doing the investigation.

Answer**Problems and solutions the researcher encountered while carrying out the investigation.**

Ideas such as:

- language barriers – use a translator
- refusal to answer/suspicion of intrusive surveying – inform them privacy will be respected
- people may be concerned over possibility of being robbed/think you have ulterior motives – reassurance
- people may not have time to answer questions – make it brief/simple, etc.

Note: Problems with no solutions maximum of 2 marks

Solutions without problems 0 marks [2]

[15]

Positive suggestion to teachers

- Teachers should study the examiner's report with their students to help them understand what is required.
- Teachers must put more emphasis on command words to ensure that learners are familiar with them, as listed at the back of the syllabus.
- Teachers must emphasise on the number of marks given for each question.
- Teach the learners to read instructions and questions carefully before attempting them.
- Learners should be motivated to carry out their own research and avoid all of them doing one topic.
- Brainstorm topics with the learners to ensure a broad range of developmental issues are covered.
- Please, refrain from using geography-related topics..

Encourage learners to have two topics that they understand well for section B. This is to be safe if one of their topics appears in section A; then, they can take the second topic to avoid direct copying.

- Make a clear distinction between research questions and hypotheses.
- Guide the learners on how to formulate more than one research question and more than one hypothesis.

- Guide the learners on how to link the research questions or hypothesis to the aims. Focus on teaching them to formulate aims from the research question or hypothesis.
- Teach all data presentation methods except the line graph and explain which graph weighs more marks and why. *Teachers should emphasise the importance of using the protractor whenever a pie chart is used (a pie chart must have a title, key, calculations of the degrees and accurate plotting).*
- Train the learners on how to extract information from the source given.
- Teachers should give a comprehensive guide to the different sampling methods available to researchers – and how to know which is right for your research. The emphasis should strictly be on the following sampling methods: random, systematic and stratified. Please avoid other sampling methods at all costs.
- Guide the learners to present research findings by looking at the following: evidence, implications and recommendations. The evidence must add up to 100% with well-constructed sentences, not 50% plastics, 30% bottles and 20% cans, rather, say plastics are the main cause of land pollution in Havana, contributing 50% in total to land pollution and continue with others.
- Data collection methods must be fully covered, by looking at the advantages, disadvantages and application of each.
- Teachers should advise learners to carry out practical research/investigation in their communities. The role of the teacher during the research investigation is to facilitate and mentor the learners. Please, stop giving one topic to the learners, as doing so is an offence.
- Teachers must discourage learners from using “Government” as the only institution that can provide solutions to the problems in general. They should consider using relevant ministries, regional and local authority councils, municipalities, village councils, traditional authorities, etc.
- Teach them small-scale projects such as tree planting, gardening, aquaculture, basket making, brick making, pottery, pig farming, poultry, craft, etc. The projects are covered under the rural development unit of the syllabus. Guide the learners on how to set up the aims of a small-scale project, organise the work, fund the project, problems they are likely to encounter and solutions.

Avoid vague and broad topics such as:

- Flood/drought/desertification/soil erosion
- Building materials
- Animals dying
- (Water pollution and air pollution can be researched, but are quite difficult especially for the learners. Therefore, they should also be avoided)
- Migration/Urbanisation
- Pollution
- Death rate
- Smoking
- Poverty
- Source of energy
- HIV/AIDS
- Education
- Global warming
- Peer pressure
- Development in rural areas
- CBD accidents
- Literacy
- Clean water/water supply
- Electricity
- Traffic count
- How long you wait for a doctor
- Birth rates
- Standard of living
- Language barrier
- Poor toilets
- Houses in Havana catching fire
- Overpopulation
- Educational resources/school resources

- Transport coming late
- Female headed household
- Lack of unemployment
- Water borne diseases
- Breast cancer in Namibia
- Dominant land polluter
- People facing a problem
- Medication supply in Onamutai
- Mental health
- Population growth

ECONOMICS

6145
Paper 1

1. GENERAL COMMENTS

This question paper seems fair. The standard of learners' work was slightly better than that of 2023.

There is an improvement in the answering techniques and most of the learners could interpret the questions correctly.

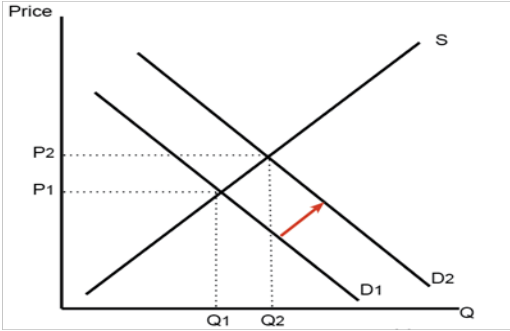
There is also an improvement in the drawing of graphs, but learners could not use the correct terms when analysing these graphs.

Most learners could not answer evaluation questions correctly as they provided one-side responses.

2. COMMENTS ON INDIVIDUAL QUESTIONS

Q	Answer	Marks	Guidance
1	Well answered. Most of the learners could score full marks. Answer <i>Why do choices have to be made about how resources are used?</i> • Scarcity / resources are limited (1) needs are unlimited. (1) OR • The use of resources involves an opportunity cost (1) wants are unlimited. (1) Any two	2	Accept - Want to avoid misuse of resources for 1 mark.
2	Fairly well answered. Most of the learners gave features of the market economic system. Answer <i>Give two reasons why countries might move away from a market economic system.</i> • The market fails to provide public goods and services / example. • Merit goods may not be produced / are under-consumed and underproduced/ example. • Existence of monopolies result in higher prices. • Shortage and surpluses develop because of change in demand and supply. • There are unequal distribution of income and wealth. • Ensure the poor have access to basic necessities / essential goods. • External costs are not controlled / example. • External benefits are not taken into account / example. • There is instability due to booms and slumps in the economy economic depression. • There may be high unemployment. • It produces demerit goods / overconsumption and overproduction of demerit goods. Any two	2	- Higher prices can be assumed to be linked to monopolies.

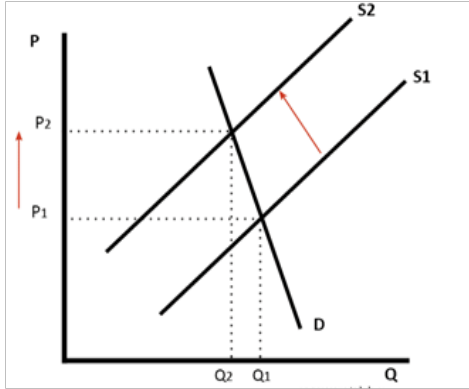
3	<p>Fairly well answered. A large number of the learners gave the definition of division of labour.</p> <p>Answer Explain why the loss of job satisfaction might be a disadvantage of division of labour.</p> <ul style="list-style-type: none"> • People can become bored and frustrated (1) doing the same task over and over/may take time off work. (1) • Low quality (1) as mistakes can be made. (1) • Low output / low production / low productivity (1) low profits. (1) <p>Any two</p>	2	<p>- The disadvantage could be considered from the viewpoint of the worker, consumer or firm.</p>
4	<p>Fairly well answered. Learners gave the disadvantages of a sole proprietor without reference to sole proprietorship.</p> <p>Answer State <u>two</u> reasons why a sole proprietorship might wish to convert to a close corporation.</p> <ul style="list-style-type: none"> • Limited liability. • The business has continuity. • The business is taxed on profits, but not on profits received individually. • More capital contribution from members. <p>Any two</p>	2	
5	<p>Well answered.</p> <p>Answer What is meant by collective bargaining?</p> <ul style="list-style-type: none"> • Negotiation between trade union officials and management of firms. 	1	<p>Accept - Any correct definition.</p>
6	<p>Fairly well answered. Some learners referred to same value instead of money looking the same.</p> <p>Answer Explain homogeneous as a characteristic of money. Means that every unit of money must be same (1), hard to counterfeit / not easy to forge / high security features. (1)</p>	2	
7	<p>Fairly well answered. Most of the learners defined the market and exchange rate instead of stock exchange.</p> <p>Answer Define a stock exchange.</p> <ul style="list-style-type: none"> • A market for the sale and purchase of shares, securities and debentures. (2) • An organisation where shares are sold/buying and selling of shares. (1) 	2	<p>- (1) mark if only shares are referred to.</p>
8	<p>Poorly answered. Learners could score one mark for giving the example, but could not correctly describe joint demand.</p> <p>Answer Describe joint demand and give <u>one</u> example. When the demand for one good/product automatically creates a demand for the other good / demanded / used together. (1) Example (1) e.g.: <ul style="list-style-type: none"> • radio and batteries. • Cell phone and charger. • Printer and ink cartridges. </p>	2	

9	<p>Poorly answered. Most of the learners could not attempt to answer this specific question.</p> <p>Answer <i>Below is a demand and supply diagram of the Moto SUV. Show what might happen to the price and quantity of Moto SUV if there were a successful advertising campaign for the Moto SUV.</i></p> 	2	<ul style="list-style-type: none"> - Price of Moto SUV will increase – shown as the result of an increase in demand. (1) - Demand curve (labelled) will shift to the right.(1)
10	<p>Poorly answered. Most of the learners gave a definition for price elastic.</p> <p>Answer <i>State <u>two</u> reasons why the demand for luxury holiday may be price elastic.</i></p> <ul style="list-style-type: none"> • Have substitute in the form of another holiday. • It is not a necessity. • Takes up a large proportion of people's income. • Can be postponed. <p style="text-align: right;">Any two</p>	2	
11	<p>Well answered.</p> <p>Answer <i>Name <u>two</u> non-wage factors which can influence an individual's choice of occupation.</i></p> <ul style="list-style-type: none"> • Natural ability. • (Access to) education. • Training / skills. • (Access to) finance. • Job satisfaction e.g. promotions. • Fringe benefits. • Working conditions / number of hours working. • Job security. <p style="text-align: right;">Any two</p>	2	<p>Accept</p> <ul style="list-style-type: none"> - Two examples of fringe benefits
12	<p>Poorly answered. Learners defined marginal revenue instead of average revenue. They referred to revenue for an extra unit sold instead of revenue per unit sold.</p> <p>Answer Define average revenue.</p> <ul style="list-style-type: none"> • Revenue per unit sold. (1) <p>OR</p> <ul style="list-style-type: none"> • Total revenue divided by quantity sold. (1) 	1	

13	<p>Fairly well answered. Most of the learners could score one mark for reference to higher profit.</p> <p>Answer State <u>two</u> advantages that firms may gain from a horizontal merger.</p> <ul style="list-style-type: none"> • Economies of scale / lower costs of production. • Increased market share eliminate competition. • Growth / higher output. • More capital invested. • Rationalisation. • Exchange ideas/technology/skills. • Higher profits. <p style="text-align: right;">Any two</p>	2	
14	<p>Well answered.</p> <p>Answer Name <u>one</u> factor that influence the size of a firm.</p> <ul style="list-style-type: none"> • Number of employees. • Local/national/international trading. • Value or level of capital employed /level of technology. • Value of output / sales volume / level of demand. • Total market share. • Form of ownership. • Government subsidies. <p style="text-align: right;">Any one</p>	1	
15	<p>Well answered. Learners could score full marks.</p> <p>Answer State <u>two</u> instruments of the fiscal policy of the government.</p> <ul style="list-style-type: none"> • Taxation • Government expenditure 	2	<p>Accept</p> <ul style="list-style-type: none"> - Direct and indirect taxation or two different taxes e.g. VAT and personal income tax for (2) marks. - Two forms of government spending e.g. government spending on education and government spending on healthcare for two marks. <p>However,</p> <ul style="list-style-type: none"> - Award only (1) mark for 'tax such as e.g. tariff'. - (Government) budget for (1) mark.
16	<p>Poorly answered. Most of the learners gave unemployment as an answer.</p> <p>Answer Mention the economic aim of the government that is likely to be achieved by a decrease in government expenditure.</p> <ul style="list-style-type: none"> • Low inflation/price stability. 	1	
17	<p>Well answered. A few learners omitted the unit (N\$) to their final answer.</p> <p>Answer Suppose the exchange rate between the Namibian dollar and US dollar is US\$1 = N\$17,80. How much will it cost to buy a vehicle from USA that cost US\$30 000. Show your calculations. US\$30 000 x N\$17,80 (1) = N\$ 534 000 (1)</p>	2	<p>- N\$ must be shown.</p>

18	Well answered. Answer Explain what is meant by the term life expectancy. • A measure of number of years/time (1) that the average person expects to live. (1)	2	
19	Fairly well answered. Most learners could score one mark, but they could not refer to income/GDP per capita. Answer Define a developed country. • A country with a high GDP per capita/head/high income. • A country with high living standards/high life expectancy/high productivity.	2	- (1) mark for reference to income level and second mark for another relevant characteristic. No mark for - high GDP – must be GDP per head.
20	Well answered. Most learners could score full marks. Answer State <u>two</u> factors that can be used to measure living standards. • Income per capita. • Life expectancy. • Level of education/literacy rate. • The employment rate in the country. • Availability of medical facilities/ratio of patient to doctor. • Infant mortality. • Housing and sanitation. Any two	2	
21	Poorly answered. Most of the learners could not refer to spending or expenditure. Answer Explain the differences between public expenditure and private expenditure. • Public expenditure refers to government spending. (1) • Private expenditure refers to the spending by private individuals or groups. (1)	2	
22	Fairly well answered. Most of the learners could give the definition for external costs and scored only one mark. Answer Define social cost. • Refer to the sum of private cost and external cost (2). • Total cost to society/country. (1)	2	- Award (1) mark for private and/or external cost if clear understanding is shown of the terms/term.

SECTION B			
Q	Answer	Marks	Guidance
23 (a)	<p>Well answered. Many learners could list the correct functions of the central bank, but failed to describe them.</p> <p>Answer Describe the functions of a central bank.</p> <ul style="list-style-type: none"> • Lender of last resort. • Issuing of notes/coins. • Involved in monetary policy e.g. determination of interest rates. • Management of the national debt. • Holds reserves of foreign currency. • Possible involvement in exchange rate determination. • Government's bank. • Banker's bank. 	6	<p>- Application and analysis.</p> <p>- Any three functions (P+D) OR - Any six</p>
(b)	<p>Fairly well answered. Most of the learners referred to the effects of low interest rates.</p> <p>Answer Examine how the high interest rates might affect businesses in Namibia.</p> <ul style="list-style-type: none"> • Borrowing becomes expensive / cost of borrowing increases. (1) • Therefore, businesses will borrow less. (1) • Higher interest rate may reduce firms' profits. (1) • More money is being saved (1) and that leads to less expansion. (1) • Because have less finance / capital to invest (1), production will decrease (1) which leads to higher prices (1) and lower demand (1). • Demand for products will also be lower (1) because people borrow less money. (1) • Some businesses may close down (1) many people might be retrenched from their work leading to unemployment. (1) • New entrepreneurs are not able to borrow and their activities might be restricted. (1) • Multinational companies / FDI may be attracted (1) may face less competition from Namibian firms. (1) • Higher interest rates will encourage foreigners to deposit their money in the country (1) for them to earn higher returns on their capital. (1) 	7	<p>- Evaluation and decision making.</p> <p>- Any three effects (P + D) + one. OR - Any seven effects.</p>
(c)	<p>Fairly well answered. Most of the learners could identify the policies, but failed to analyse how these policies could be used to reduce inflation.</p> <p>Answer According to the extract, inflation was high in 2022. Suggest policies that the Namibian government can use to reduce inflation in the country.</p> <p>Price controls /price fixing (1)</p> <ul style="list-style-type: none"> • Setting maximum price (1) below market / equilibrium price (1) but may cause shortages (1) illegal markets. (1) <p>Income policy (1)</p> <ul style="list-style-type: none"> • Attempt by the government to slow the rate at which costs of production (1) are rising by controlling the incomes such as wages (1), interest rates, rent and profits. <p>Fiscal policy (1)</p> <ul style="list-style-type: none"> • Government can increase income tax and VAT (1), people will have less disposable income, (1) which will reduce demand of goods/services (1). • Decrease government spending. (1) 	7	<p>- Evaluation and decision making.</p> <p>- Decision on the policies to use – three.</p> <p>- Discussion on policies to use – four</p>

	<p>Monetary policy (1)</p> <ul style="list-style-type: none"> • Government can increase interest rate (1) which will reduce borrowing (1) decreasing the demand of goods and services. (1) Reduce money supply (1) and availability of credit in the economy. (1) • Supply-side policy. (1) • Government could cut taxes (1) could remove regulation / privatise industries (1) provide subsidies (1) to encourage an increase in output / total supply (1) spend on education and training (1) to increase productivity. (1) 		
24 (a)	<p>Poorly answered. Most of the learners referred to balance of trade.</p> <p>Answer Define the term balance of payments.</p> <ul style="list-style-type: none"> • The balance of payments is an account/record of all the money coming into a country as a result of exports and foreign investment (1) and all the money leaving a country as a result of imports and investment by local investors in other countries. (1) • A country's economic transactions (1) with another country.(1) 	2	<ul style="list-style-type: none"> - Application and analysis. - Allow (1) mark for reference to exports – imports or exports and imports.
(b)	<p>Fairly well answered. The majority of learners could identify the benefits of increase in the gross domestic product, but failed to develop them correctly.</p> <p>Answer Explain <u>two</u> benefits of an increase in the gross domestic product.</p> <ul style="list-style-type: none"> • Higher living standards as people can consume more goods and services. • Higher employment as more workers will be needed to produce the higher output. • More tax revenue as higher incomes will generate more direct tax revenue/ higher spending will generate more indirect tax. • Higher export can reduce poverty as incomes will rise. • Less government spending on merit goods, will enable the government to spend more on other goods/ less opportunity cost. • Attract MNCs/FDI which can increase employment and further increase GDP. • Less government spending on unemployment benefits. 	4	<ul style="list-style-type: none"> - Application and analysis. - Any two effects (P+D).
(c)	<p>Well answered. A few learners could not link it to quantity supply, but rather quantity demand.</p> <p>Answer Using a demand and supply diagram, analyse the effect of an increase in the costs of production for uranium on the price and quantity of uranium.</p> 	7	<ul style="list-style-type: none"> - Evaluation and decision making. - Up to four marks for the application. - Up to three marks for analysis.

	<p>Ap (4 marks)</p> <ul style="list-style-type: none"> - Original E (1) - Shift S to S1 (1) - All labels correct (D S P Q) (1) - P to P1 and Q to Q1 (1) <p>An (2 marks)</p> <ul style="list-style-type: none"> • Higher costs will discourage output/causing a decrease in supply. (1) • Price will rise (1) while quantity supplied will fall. (1) 		
(d)	<p>Poorly answered. The majority of learners gave a one-sided answer. Most of the learners could only score one mark.</p> <p>Answer Discuss whether a rise in the demand for uranium would cause Namibia to experience a current account surplus. Why it might</p> <ul style="list-style-type: none"> • Buyers may choose to buy uranium from Namibia / demand for Namibian uranium may increase (1) if Namibian uranium is price competitive, e.g., due to low exchange rate (1) quality competitive. (1) This may increase the price Namibians gain from selling their uranium. (1) • Namibia's exports may rise (1) Higher export revenue / more foreign currency may improve the trade in goods position (1) an improved trade position may turn a deficit into a surplus. (1) (4/3) <p>Why it might not</p> <ul style="list-style-type: none"> • The demand for uranium may be the result of a fall in the price of uranium (1) more may be purchased but export revenue may fall. (1) • The demand for uranium may rise but it may not be possible to supply more. (1) as e.g., mines may be working at full capacity there may be a lack of skilled workers. (1) • Other countries may have become more price (1) or quality competitive (1) so the rise in demand may affect other countries become more price (1) or quality competitive (1) so the rise in demand may affect other countries' current account positions. (1) • Namibia may have a large current account deficit (1) so even with higher export revenue, a surplus may not be generated. (1) • A trade in goods surplus may be offset by an increasing deficit/ lower surplus on another part of the current account (1) e.g., trade in services position may deteriorate (1) or by a rise in imports. • Higher demand for uranium may increase demand for labour (1) this could push up wages (1) increasing costs (1) making Namibian uranium less competitive in the long run. • Higher demand for uranium may push up the exchange rate (1) and so may, in the long run, reduce a surplus. (3/4) 	7	<ul style="list-style-type: none"> - Evaluation and decision making. - Both sided seven marks. - One-sided four marks. <p>No marks</p> <ul style="list-style-type: none"> - For more foreign investment (as part of the financial and capital account section) unless linked to foreign MNCs producing more exports of uranium.

POSITIVE SUGGESTIONS TO TEACHERS

The teachers are advised to cover the whole syllabus effectively and on time, and do revision as many learners lack subject content knowledge.

Teachers must train and guide learners to answer evaluation questions and should use examiner's reports.

Teachers are encouraged to consult various sources of information to enrich their subject knowledge. Teach the syllabus and not just from the textbook.

GENERAL COMMENTS

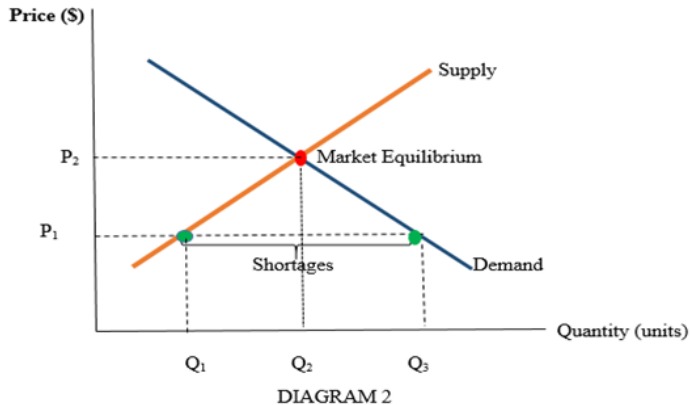
Finish the syllabus on time.

Use all assessment objectives when setting tests and examinations.

Assess learners fully/give quality assessment weekly and provide feedback to the learners on time.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A			
Q	Answer	Marks	Guidance
1 (a)	<p>Poorly answered. The majority of learners scored zero for this question. Learners copied answers from the case study. The majority gave static answers where they did not indicate change (increase/decrease).</p> <p>Answer <i>Except for the factors mentioned in the extract, outline four factors which may cause an increase in the price of maize meal.</i></p> <ul style="list-style-type: none"> • Fall in the production of maize. • Increase in the price of fertilisers/cost of production. • Increase in water. • Increase in price of substitutes. • Increase in population. • Increase in income. • Currency depreciation. • (Successful) advertising. <p style="text-align: right;">Any four</p>	4	<p>- Must not repeat bad weather/ natural disaster and swarm of locusts.</p> <p>Accept</p> <p>- An increase in demand for (1) mark as an alternative to increase in the price of substitutes, increase in population and/or increase in income, increase in taxes.</p>
(b)	<p>Fairly well answered. The majority of learners lacks knowledge of elasticity of demand. Most learners could not evaluate so they provided one-sided answers.</p> <p>Answer <i>Explain whether the demand for maize meal might be price elastic or price inelastic.</i></p> <p>Price inelastic (1)</p> <ul style="list-style-type: none"> • Because it is a necessity/basic need/staple for many in the region. (1) • % household income spent on the product is low. (1) • Cultural significance/cultural traditions or importance. (1) <p>Price elastic</p> <ul style="list-style-type: none"> • Because of availability of substitute such as rice, wheat or macaroni. (1) • It is regarded as a luxury product by some people. (1) 	4	<p>- Any four clearly linked to maize meal.</p> <p>- No definition.</p>
(c)	<p>Poorly answered. The majority of learners still do not know how to draw a demand and supply diagram correctly. Most learners scored two marks for the application on the graph. Learners could not label the graph correctly. Most of the learners had knowledge on the shifting of demand and supply curve, instead of the fixing of the price below the market equilibrium.</p>	7	<p>- Remember the labels mark includes O (for origin).</p> <p>- On the diagram, the 'Price below equilibrium mark' can be given if a lower price is indicated. Ignore any shifts in the demand and supply curves.</p>

	<p>Answer Explain, with the help of a demand and supply diagram, what might happen if government fixed the price of maize meal below market equilibrium.</p>  <p style="text-align: center;">DIAGRAM 2</p> <p>Ap (4 marks)</p> <ul style="list-style-type: none"> • Original equilibrium (1) • Price below equilibrium is P1 (1) • Indicating shortage (1) • All labels must be indicated (O, P, Q, S, D) (1) <p>An (3 marks)</p> <ul style="list-style-type: none"> • At a price of OP1 the demand will be more than quantity supplied. (1) • Shortage, more will be demanded than supplied. (1) • Disequilibrium between price and quantity. (1) 		-
(d)	<p>Well answered. The majority of learners scored three marks and above for this question.</p> <p>Answer Justify why the government might be willing to subsidise maize farming.</p> <ul style="list-style-type: none"> • To make it affordable for everyone because it is a necessity. • Increase supply/production/productivity. • Protect a strategic industry. • Because in the end the government will receive income tax from farmers/businesses. • The country will be self-reliant and depend less on foreign imports. • Could lead to more exports. • It creates employment. • To have a competitive advantage. <p style="text-align: right;">Any five</p>	5	
SECTION B			
2 (a)	<p>Poorly answered. The majority of learners could not define the term investment. Instead they referred to the investment at banks and in foreign countries. The majority scored zero.</p> <p>Answer What is meant by investment?</p> <ul style="list-style-type: none"> • Increase in stock of capital goods. (2) • Example: building, equipment, machinery. (1) 	2	<ul style="list-style-type: none"> - Accept any correct definition. (1) - Accept any correct example. (1)
(b)	<p>Well answered. Learners knew the difference between public and private sector. The majority of learners scored three marks.</p>	4	

	<p>Answer Outline the differences between public and private sector. Private sector</p> <ul style="list-style-type: none"> • Includes businesses that are owned/ controlled/ funded by the private individuals/is the sector involving individuals/ funded by customers (1) • and basic objective is to make/earn profit. (1) <p>Public sector</p> <ul style="list-style-type: none"> • It is made up of businesses that are owned / funded / controlled by the government/is the sector involving the government. (1) • Made up of essential goods/services (1) and to serve the citizens of the country/funded by taxation. (1) 		
(c)	<p>Fairly well answered. Most learners failed to discuss the characteristics of developing countries. Instead, they were listing and scored a maximum of 3 marks for listing.</p> <p>Answer Discuss the characteristics of a developing country such as Namibia.</p> <ul style="list-style-type: none"> • Low GDP per capita. • High levels of poverty. • Rapid population growth. • High birth rate. • High death rate/low life expectancy. • Low living standards. • High rate of unemployment. • Dependence on agricultural/primary sector / low industrialisation / low capital outlay. • Lack of infrastructure. • Poor housing/sanitation. • High dependence on export of raw-materials. • High levels of debt. • Low GDP/economic growth. <p style="text-align: right;">Any seven</p>	7	<p>Accept</p> <ul style="list-style-type: none"> - Any correct characteristics of the developing countries well explained.
(d)	<p>Fairly well answered. Some learners based their answer on people and businesses instead of the government. They were able to mention what the government could use the loan for. Both sides were considered.</p> <p>Answer Consider whether you agree with the government's decision to acquire such a loan. Yes, I agree</p> <ul style="list-style-type: none"> • Creates employment. • Increases living standards/reduces poverty. • Better infrastructure. • Increases economic activities. • Subsidies to firms to produce more. • Increases technical progress. • Adds pay off debts. • Capital goods might increase output. • May reduce imports/increase exports. <p style="text-align: right;">(4/3)</p> <p>No, I disagree</p> <ul style="list-style-type: none"> • Become dependent. • Problem only solved for the moment. • Encourage corruption. • Loss of control over resources. • Political interference. • Loans need to be paid back/debts increase. • Sometimes this loan comes with certain conditions/strings attached. 	7	<p>One sided answers maximum four marks</p>

	<ul style="list-style-type: none"> • High local unemployment due to technical problems. • Scare investors. • High interest rates to be charged. <p style="text-align: right;">(3/4)</p>		
3 (a)	<p>Well answered. However, some learners missed the key words such as persistence and appreciable increase in their definition, thus scoring one mark.</p> <p>Answer Define the term inflation.</p> <ul style="list-style-type: none"> • Inflation is the persistent, (appreciable) increase (1) in the general price level of goods and services. (1) fall in the purchasing power of money/value of money falls. (1) 	2	- Two marks for the definition.
(b)	<p>Well answered. Learners demonstrated good knowledge of causes of inflation.</p> <p>Answer Explain the causes of inflation.</p> <p>Cost-push inflation (1)</p> <ul style="list-style-type: none"> • Inflation that is caused by an increase in the cost of production. (1) <p>Demand-pull inflation (1)</p> <ul style="list-style-type: none"> • Inflation caused by overspending/excess demand/rise in total (aggregate) demand. (1) • Money supply/Monetary inflation (1) • The price level may rise as a result of a large increase in the money supply/ central bank increasing the money supply. (1) 	4	- Two marks for types of inflation and two marks for explanation.
(c)	<p>Well answered. The majority scored six marks.</p> <p>Answer Explain how inflation is measured.</p> <ul style="list-style-type: none"> • It is measured by using a system known as Retail Price Index (1) or consumer price index. (1) • Select a basket of goods and services (1) - that is a list of goods and services on which an average family spends their income. (1) • Attached weight to goods and services in the basket (1) - each item is given a weight which represents its share in the total spending of the average household. (1) • A base year is selected. (1) • The base year is given a weight of 100. (1) • A system of monitoring prices is introduced. (1) • Weights are multiplied by price changes/prices in the following year are expressed as a change on the base year. (1) 	7	- Up to seven marks for explanation of how inflation is measured.
(d)	<p>Fairly well answered. Most learners listed the answers, thus scoring a maximum of four marks.</p> <p>Answer Why might the Namibian government have been concerned about the high increase in the rate of inflation?</p> <ul style="list-style-type: none"> • Inflation affects creditors negatively • It affects the distribution of income and is likely to affect those on low incomes more than the rich may increase poverty. • It reduces purchasing power, resulting in lower demand for some goods and services/expensive. • It may increase imports and decrease exports and that leads to a balance of payment problem. • Cost-push and demand-pull inflation tends to accelerate. • It has a negative effect on those who live on a fixed income, like pensioners. 	7	- Up to seven marks for evaluative comments of why Namibian government might have been concerned about the high rate of inflation.

	<ul style="list-style-type: none"> • Government spending will increase because it will have to pay more transfer payments and provide more public and merit goods. • It reduces the standard of living because people can buy fewer goods and services. • If hyperinflation, it may result in money ceasing to carry out its functions. • Low savings. • Affect GDP of the country. <p style="text-align: right;">Any seven</p>		
4 (a)	<p>Well answered. The majority scored full marks</p> <p>Answer <i>Apart from the economic system mentioned in the extract, name two other economic systems followed by countries worldwide.</i></p> <ul style="list-style-type: none"> • Command economy/planned economy. • Free market economy/market economy. 	2	
(b)	<p>Fairly well answered. Learners scored two marks for defining merit goods and stating that public goods are not paid for directly. However, some learners do not know the difference between free goods and public goods.</p> <p>Answer <i>Outline the differences between public good and merit goods.</i></p> <ul style="list-style-type: none"> • Public goods are supplied/funded by the government (1) while merit goods are provided by both the government and private sector. (1) • People do not pay (directly) for public goods (1) while merit goods maybe paid for / it is cheaper when provided by the government and expensive by the private sector. (1) • The consumption of public goods cannot be restricted to those who pay for them, (1) while consumption of merit goods can be restricted to those who pay for them / may be paid for. (1) 	4	<p>- Any two correct differences</p> <p>- No marks for examples.</p>
(c)	<p>Poorly answered. Most learners gave characteristics of command and market economy.</p> <p>Answer <i>Discuss why most countries have decided to adopt a mixed economic system.</i> It promotes a quick economic development</p> <ul style="list-style-type: none"> • In this type of economic system, both the public and private sectors can operate equally, which means that economic development will be quicker/economic resources will be utilised efficiently. • Increasing employment. <p>It creates a balance in regional development</p> <ul style="list-style-type: none"> • The planning commission of a country will be able to create policies for the improvement of every region/increasing employment. <p>It encourages lesser income inequality</p> <ul style="list-style-type: none"> • There will be less inequality when it comes to income/ government will do it through its welfare programmes. <p>It provides the freedom to own private property</p> <ul style="list-style-type: none"> • People are free to obtain property in a mixed economy, which means that they will be encouraged to work harder so that they will be able to own property. <p>It helps to overcome market failure</p> <ul style="list-style-type: none"> • Will provide public and merit goods and will take external costs and benefits into account. 		<p>- Three x 2 +1</p> <p>- Point and development.</p>

	<p>Freedom of choice</p> <ul style="list-style-type: none"> • Consumers will have a variety of goods/services to choose from. • Consumers will be able to influence what goods/services are produced through their purchases. <p>Greater competition</p> <ul style="list-style-type: none"> • Competition will increase amongst rival firms, increasing quality of products and lowering prices. <p>Foreign investment might increase</p>		
(d)	<p>Poorly answered. Most learners scored three marks, because of the mirror effect in most of the answers.</p> <p>Answer Examine whether education should be offered by the private sector or public sector. Why it should be offered by the public sector</p> <ul style="list-style-type: none"> • Education is a merit good (1) and should be offered by the government. (1) • It is very essential/important in the society. (1) • Government will make it affordable/ (1) which will increase literacy rate in the country. (1) • Government will ensure education is accessible to all, including in rural areas. (1) • High employment. (1) (3/4) <p>Why it should be offered by the private sector</p> <ul style="list-style-type: none"> • Since private sector has profit motive (1), competition will increase efficiency (1) and offers quality education. (1) • Results in well educated workforce. (1) (4/3) 	7	<ul style="list-style-type: none"> - Learners should look at both sides. - One sided answers maximum four marks.
5 (a)	<p>Fairly well answered. Most learners scored a mark for defining unemployment. Learners failed to include key words, such as seeking and unable to find work, but were rather general.</p> <p>Answer Define the term unemployment.</p> <ul style="list-style-type: none"> • Unemployment refers to the number of people who are willing and able to find a job/looking for jobs (1) but cannot find work. (1) 	2	
(b)	<p>Fairly well answered. Most learners referred to a type of unemployment instead of the reasons for high unemployment.</p> <p>Answer Outline possible reasons why the unemployment rate is so high in Namibia.</p> <ul style="list-style-type: none"> • Fewer job opportunities. • Lack of industries. • Technological improvements/firms becoming more capital-intensive. • Lack of education and skills. • Most graduates being job seekers instead of job creators. • Low rainfall. • High prices energy products such as fuel and gas. • Supply disruption around the world. • Voluntarily leaving one job to find another. • Recessions. • Covid-19 pandemic. • Corruption <p style="text-align: right;">Any four</p>	4	

(c)	<p>Well answered by the majority of learners. However, some learners focused more on social problems that come with unemployment and could not refer to the economy and government.</p> <p>Answer <i>Why do you think government will be concerned about the high unemployment rate in the country?</i></p> <ul style="list-style-type: none"> • Causes a waste of resources. • Unemployed people become unemployable. • There is a loss of skills of unemployed people. • Leads to a fall in people's living standard as their income decreases, with some people falling into poverty. • Have damaging effects on morale for those out of work leading to crime, suicide. • Unemployment is expensive for the economy as a whole. • More unemployment benefits have to be paid out to the unemployed, increased government spending, which will involve an opportunity cost. • Reduction in tax income for the government. • Dependency ratio increases. • Less GDP/output/economic growth. • Emigration of unemployed people seeking employment. • Political unrest may occur. • Regions become depressed. <p style="text-align: right;">Any seven</p>	7	Up to seven marks for the discussion
(d)	<p>Poorly answered. Most learners lacked knowledge about economic growth. Some learners confused economic growth with population growth.</p> <p>Answer <i>Examine whether economic growth is always desirable to the economy.</i></p> <p>Why desirable to the economy</p> <ul style="list-style-type: none"> • Economic growth raises the living standards for people in the country. • Economic growth creates more job opportunities. • People will have access to more goods and services/ produces more goods/services. • Government will be able to raise more revenue without increasing the rates of taxation. • Government will be able to spend more on merit goods and public goods. • It gives the country a good reputation. <p style="text-align: right;">(4/3)</p> <p>Why it is not desirable to the economy</p> <ul style="list-style-type: none"> • Economy growth can impose some heavy external costs on the community, such as air and noise pollution, overcrowding and congestion. • Reduced output of consumer goods while more capital goods are being produced/increase opportunity cost of consumer goods. • More non-replaceable resources are used up such as oil, coal and other valuable minerals. • Economic growth can result in excess demand, increasing inflation. <p style="text-align: right;">(3/4)</p>	7	<ul style="list-style-type: none"> - Both sides should be considered. - One sided answers maximum of four marks should be awarded.
6 (a)	<p>Poorly answered. Lack of knowledge on current accounts.</p> <p>Answer <i>How are earnings received by a country from foreign tourism recorded in the current account of its balance of payments?</i></p>	2	

	<ul style="list-style-type: none"> • Invisible trade. (1) • Export (of services). (1) • Credit item. (1) 		
(b)	<p>Fairly well answered. The majority mentioned currency appreciation and depreciation. Natural resources rather than natural beauty. Lack of knowledge on tourist attractions in Namibia.</p> <p>Answer Explain two possible factors that could cause an increase in foreign tourists to a country.</p> <ul style="list-style-type: none"> • An increase in incomes abroad (1) will increase foreigners' ability to afford holidays in the country. (1) • A reduction in the country's exchange rate (1) making holidays in the country cheaper. (1) • A rise in the price of holidays in another countries/lower price in domestic market (1) some people will switch to a substitute holiday/cost may be lower in the domestic market.(1) • An improvement in tourist attractions in the country (1) natural beauty e.g. landscape, wildlife, hot springs. (1) • Special events occurring in the country (1) e.g. the World Cup. (1) • Lower inflation rate than other countries (1) may make holidays more price competitive. (1) • Advertising (1) may persuade foreigners to visit the country. (1) • Unique infrastructure (1) better hotels, good roads, old buildings. (1) • Political stability. (1) <p style="text-align: right;">Any two</p>	4	<ul style="list-style-type: none"> - Two well explained factors. - Maximum of 2 marks for a static approach e.g. low exchange rate rather than a lower exchange rate.
(c)	<p>Well answered. Some learners listed their answers instead of explaining.</p> <p>Answer Explain why workers with the same skills may be paid different wage rates.</p> <ul style="list-style-type: none"> • Some workers may have stronger bargaining power. (1) because they are in trade unions/in stronger trade unions. (1) • Some workers may be more willing to accept lower paid jobs, (1) because they e.g., regard job security to be more important. (1) • The demand for workers may be different in/areas/industries (1) the demand for labour may be different in the different industries/countries/different areas/companies. (1) • Workers may be in the public or the private sector. (1) In some countries, the private sector is better paid. (1) • Workers may have more experience. (1) • May have more responsibility/seniority/promotion. (1) • Some workers may not be aware similarly skilled workers are being paid more (1) and so may remain in a lower paid job. (1) • Overtime may be paid at a higher rate. (1) • Bonus payment. (1) • Risk jobs or unpleasant jobs. (1) • Geographical immobility. (1) • Discrimination. (1) • Differences in effort/piece rates. (1) • May work outside contracted working hours (1) paid higher overtime rates. (1) 	7	- No listing

	<ul style="list-style-type: none"> • Qualifications (1) e.g. a lecturer with e.g. a PhD may be paid more than a lecturer with a first degree. (1) • Fringe benefits (1) a worker may be paid less if provided with fringe benefits. (1) • Commission. (1) • Regional differences/short supply. (1) <p style="text-align: right;">Any seven</p>		
(d)	<p>Fairly well answered. Learners wrote advantages of developing countries instead of problems faced by developed countries.</p> <p>Answer <i>Evaluate problems which a developing country might experience as it becomes more developed.</i></p> <ul style="list-style-type: none"> • Increase in urbanisation. • Increase in traffic congestion. • Over-crowdedness (shortage of shelter). • Increase pressure on infrastructure, such as road network, telecommunication, sanitation services and harbour facilities/ depletion of resources. • Increase in demand for merit and public goods and services/ increase in government expenditure. • Increase in pressure on demand for natural resources. • Increase demand for industrial land. • Corruption/high crimes. • Inequality/less equal distribution of income. • High unemployment. • Increased external cost (e.g., pollution). <p style="text-align: right;">Any seven</p>	7	- No listing

POSITIVE SUGGESTIONS TO TEACHERS

Teachers are still encouraged to consult various credible sources of information to enrich their subject knowledge, such as old prescribed textbooks, You Tube and Tutor2U channels.

Teachers are encouraged to complete the syllabus by the end of the first trimester of Grade 11. This will enable them to practise more on past question papers, by giving many exercises, tests and class work.

Teachers must test different levels of assessment objectives.

Teachers are still strongly advised to study the content from various sources such as textbooks, online materials shared on various social platforms before handing them out to learners in terms of reliability and relevance to the syllabus content.

Teachers are strongly advised to teach the syllabus and NOT only from textbooks.

Learners must be coached on how to interpret questions, by focusing on the command words and key words in the question.

Teachers should broaden their knowledge of the economic syllabus to encourage learners to be open-minded.

Teachers should give practical examples, in real life situations during lesson presentation. They could use newspapers and economic magazines articles in class.

Teachers should encourage group discussions to enable learners to gain in-depth knowledge of economic issues locally and abroad.

KEY MESSAGE

The overall standard of responses this year appeared noticeably lower than in previous years. The majority of the candidates struggled at identifying and retrieving relevant information. However, the majority of candidates effectively utilised the allocated time and successfully completed the question paper.

The six exercises in the question paper encompass a variety of tasks, requiring the candidates to showcase a range of skills. These include scanning for details to be presented in note form or short answers, as well as addressing more complex tasks such as extended writing in various styles and for diverse purposes. Each exercise featured varying levels of difficulty and differentiation was achieved both within individual questions and across the paper as a whole. Some candidates still struggled to provide appropriate responses, which could partly be attributed to issues such as copying incorrect information, incomplete ideas, wrong answers written first and failure to read the questions carefully.

Handwriting and the presentation of answers continued to pose challenges for many candidates. Punctuation issues are worsening and require urgent attention. Candidates should be encouraged to **write using black or dark blue ink** and strongly be discouraged from **using a pencil when writing their responses**. Additionally, **the practice of writing in pencil and then overwriting in ink should be avoided at all cost**, as it often results in unclear and difficult-to-read piece of writing, often difficult to judge.

PLEASE TAKE NOTE: IT SHOULD BE NOTED THAT NO MARK WILL BE AWARDED FOR ANY ANSWER WRITTEN IN PENCIL.

COMMENTS ON SPECIFIC QUESTIONS

In **Task 1**, candidates are advised to read the questions carefully in order to be able to identify the key requirement of each question and avoid being tempted by the distractors in the text. Candidates should also be precise in writing their answers, as including other details in the text may affect their responses.

Excessive verbatim lifting remains the preferred method of answering questions for many candidates. Additionally, candidates often failed to demonstrate an understanding of question words and how to pick out the most important points. Carelessness with spelling was also evident, leading to the loss of valuable marks. Some candidates did not delete their initial responses on the provided answer lines but instead wrote a new answer elsewhere. This means that they ended up with two different answers to the same question. Other candidates deleted the question rather than their unwanted responses. Some candidates deleted their initial answers without providing replacements, while others wrote multiple answers on a single line. It is essential for candidates to delete unwanted answers clearly to avoid confusion and ensure their intended responses are clearly written.

The majority of candidates struggled to attain the maximum marks for this task.

- 1 This question was well attempted. However, the inclusion of other unnecessary information or details led to the loss of marks. Incorrect spelling, such as: 'quit' and 'quite' and incorrect lift: 'natural surroundings make this quiet town a real escape' were not accepted. **Correct response:** quiet.
- 2 This question was very well answered by most candidates. A few candidates wrote the complete lift: 'notices reminding us to refrain from littering', which resulted in no mark. **Correct response:** littering.
- 3 This question proved to be challenging, as most candidates provided the direct lift 'you love it or out of curiosity', as their response, which did not score a mark. They failed to pinpoint the exact detail required by the question. **Correct response:** curiosity
- 4 This was generally well attempted. However, incorrect phrasing, such as 'bright coloured' resulted in no mark. **Correct response:** bright colours

- 5 This was very well answered. However, some candidates were careless in writing their response, using incorrect words such as '**on**' instead of the intended term, leading to a loss of marks. **Correct response:** no development.
- 6 This was generally well attempted. However, poor sentence structure or incomplete responses occasionally altered the intended meaning, e.g. 'He waved at the car guard' or 'a wave from a car'. **Correct response:** A wave from a (car) guard.
- 7 Very few candidates provided the correct response, with many offering incorrect options such as: '1852', 'about 300 years ago' and 'two decades later'. **Correct response:** 1846
- 8 There was a mixed response to this question, largely due to the incorrect use of pronouns. Many candidates wrote sentence such as: 'He failed to hide my disappointment' or provided incomplete phrases such as: 'hide my disappointment', which affect the response. Another common incorrect response was 'he was disappointment'. **Correct response:** disappointment
- 9 The majority of candidates responded very well to this question. The candidates who failed to locate the right answer included unnecessary information such as: 'passing unusual rocks...' and 'towering trees'. Where a plural answer was provided, 'sunsets', the mark was not awarded.. **Correct response:** (magnificent) sunset.
- 10 Candidates provided numerous incorrect answers as they had to focus on what appeals to the writer about Hondeklip Bay. It was obvious that most candidates did not understand the essence of the question. Many incorrect responses included phrases/sentences such as: 'life is moving too quickly', 'a slower life', 'Life goes on everywhere', 'I could get use to such a lifestyle' and 'fulfills a need I occasionally have' were provided. Faulty sentence phrases such as: 'to be a manageable pace' could not be awarded a mark. The **correct response** 'manageable pace' was frequently overlooked by most candidates.

In **Task 2**, the information in the texts/extracts will always be expressed using different words and sentence structures from those in the questions, so candidates should be on the lookout for synonyms and paraphrases. Candidates are required to identify opinions and attitudes as well as to show awareness of information that is implied but not explicitly stated. Candidates achieved the greatest success in answering questions 17, 18 and 19. The most challenging questions were 11, 12 and 15.

The presentation of answers remains a problem. Candidates should be advised to write the letter options clearly and legibly as some letters were difficult to decipher. **Candidates should cross out the wrong answer clearly and then write their final choice alongside and not elsewhere. Candidates should further be reminded to follow the instructions by writing A, B, C or D as their response AND not the names used in the extracts.** An increased number of candidates wrote names instead of letters. Candidates are also advised to write capital letters instead of small letters. Still a few candidates left blank spaces or did not attempt some questions. **It was more disturbing to observe that a number of candidates added extra letters such as E, F, etc. that do not form part of the letter options provided. Some candidates wrote two letters on one line, expecting the markers to make a choice for them.** This practice must be discouraged as a mark may not be awarded. This incorrect answer method does not benefit the candidate in the end. **Use of pencil when writing answers remains a serious concern and should be addressed at school level as this practice will not be tolerated.**

ANSWERS

- 11 B
- 12 D
- 13 A
- 14 B
- 15 C
- 16 D
- 17 B
- 18 A
- 19 C

In **Task 3**, the requirement is to provide short notes. Candidates **do not have to use their own words** and it is recommended that **they use words from the text**. When candidates attempted to use their own words, they negate their responses. Each note should be written under the correct heading and on a separate line.

This task proved challenging for the majority of candidates, as most were unable to provide the correct responses under the appropriate headings. When candidates used their own words to reformulate their responses, it often risked obscuring the exact meaning, which impacted the marks to be awarded. Short notes could not be credited if key information was missing or if the responses were placed under the wrong heading. Some candidates included two correct notes on the same line, which also affected their marks. Most candidates wrote this point: “write and edit dictionaries,” on separate lines which led to incomplete ideas and no mark being awarded. Additionally, some candidates failed to cancel the existing bullets properly when adding a new bullet or only cancelled the bullet without deleting the answer on the line, causing confusion to the markers. Candidates must ensure their answers are clearly presented to avoid losing marks unnecessarily.

The responses that were the least used were: ‘in the Krieger household’, and ‘petition’. A common spelling error that resulted in no mark being awarded was when ‘readership’ was spelled as ‘leadership’. The word ‘Sustainable’ is also an incorrect response as it does not answer the heading appropriately. Poor sentence structures/phrases were a concern and responses such as ‘considered must have sustained use’ could not be awarded.

Possible answers

20

Where the word is already used/found

(Award 1 mark for each acceptable response, up to a maximum of 3 marks)

- T-shirts
 1. In the Krieger household
 2. Urban Dictionary
 3. Online crossword puzzle
 4. Comic strips
 5. Petition

The criteria to get words into the dictionary

(Award 1 mark for each acceptable response, up to a maximum of 3 marks)

PLEASE NOTE: the verb should form part of these responses under heading 2

6. Used in a variety of contexts
7. Used in publications with large and broad readership
8. Frequently used
9. (have) sustained use
10. Describe a concrete experience

The roles of lexicographers

(Award 1 mark for each acceptable response, up to a maximum of 2 marks)

11. Write and edit dictionaries
12. Search through databases
13. Track word for years/decades
14. Judge whether there is enough evidence

NOTE: Correct responses only apply if they are placed under the correct heading.

In **Task 4**, candidates are required to identify and retrieve the accurate information, as well as understand implied meaning, rather than just what is explicitly written. Candidates should **ONLY tick one correct option** and ensure it is clear which option is intended as their final choice. Any uncertainty about which option is meant as the definitive answer may not be credited. It is important to emphasize to the candidates that if two boxes are ticked instead of one, no marks could be awarded. **Various answering methods were observed this year (2023), including candidates ticking next to the correct letter rather than in the provided boxes, circling their options, marking with a cross, or writing the letter options (A, B, C, D) in the boxes instead of ticking.** Some candidates ticked more than one box or all the boxes and this resulted in no mark awarded. **Use of pencil when writing answers remains a big problem,** and candidates should be strongly discouraged from using pencil. It should be noted that no mark will be awarded for any answer written in pencil.

ANSWERS

- 21 B
- 22 C
- 23 D
- 24 B
- 25 D
- 26 A
- 27 C
- 28 B

TASK 5

Report

It should be noted that many candidates wrote too long pieces of writing. This does not always benefit the candidate, as a longer response typically leads to more language and content errors, which could result in lower marks.

For this task, candidates were required to write a report, but the majority struggled with this format. Most candidates could not relate to the topic so their responses lacked purpose and idea development. While many used paragraphs, there was little connection between them and the responses did not make much sense. Many candidates found it difficult to produce a well-organized and realistic piece of writing. Successful responses recognised the need for a formal tone and register so candidates adopted the appropriate style for a report. Weaker candidates wrote a letter or speech instead.

Most responses addressed all three prompts, but they were underdeveloped and not satisfactory. Better responses provided a substantial amount of detail for each prompt, while most candidates misinterpreted prompt 1 or 2. When this happened, prompt 3 would no longer be aligned with the topic's requirements.

For prompt 1, candidates were required to describe **how** they raised funds. However, the "how" aspect was often not clearly described, with many candidates resorting to listing activities. Some misinterpreted "fundraising" and instead wrote about increasing fees, such as school fees or grants, or raising awareness for causes such as pregnancy or AIDS. It seems that some candidates misunderstood the meaning of "funds" and wrote about "fun" instead. Additionally, while the fundraising activity was meant to take place at school, most candidates described activities outside the school setting. Instead of focusing on fundraising, many candidates wrote about asking for or receiving donations. Candidates who wrote about Entrepreneurship day also missed the point most of the time as the funds raised were often for own enrichment and not for the community. The activity the candidates had to do was often regarded as homework or a classwork exercise which could lead to it being off topic.

Prompt 2 was the least well-developed and hugely misinterpreted. This prompt required candidates to explain **who** or **what** they chose to help and **why**, but many struggled to address it effectively. The majority, including stronger candidates, wrote about the people who helped them instead of focusing on who or what they chose to help and why. Rather than explaining their reasoning, the responses often shifted to **what** they would do for others or **what** others had done for them. Additionally, many responses included unrealistic content, for example, candidates would describe a car wash activity in prompt 1 and then mention building a library or installing an elaborate water system for the community, which was not aligned with the scope of the task.

Although candidates could address prompt 3 effectively, when a direct link to the previous prompts (prompt 1 and 2) were not there, the content became inappropriate and the purpose for writing would not be addressed. In the context of the question, the last point, 'say what you have learned', is asking the candidates to reflect on what they learned from participating in the fundraising activity. The expectation is for the candidates to share their personal insights or lessons they took away from the experience. This could include ideas such as: 'learning about team work', which many candidates could relate to or 'understanding the importance of community service', 'realising how to organise an event' or even 'developing empathy for the cause they were supporting'. The goal was for the candidates to think critically about the activity, how it impacted on them and to show personal growth as well as an understanding of the significance of the task beyond just completing it. Strong candidates managed to address these prompts quite well, whereas weaker candidates could not make appropriate connections to the topic.

Off-topic responses increased significantly due to the misinterpretation of various parts of the topic. Phrases like "good cause" led to ideas such as a university course, while "raise" was misinterpreted as a race, such as running a race or horse racing. Many candidates also mistakenly wrote a report to the Life Skills teacher about bullying or other school offences, which was not relevant to the task. The biggest concern with Task 5 was that candidates often focused solely on the prompts without considering the topic in its entirety. Instructions such as "an activity," "at school," "for a good cause" and "in your community" were either ignored or only partially addressed, resulting in incomplete responses.

Candidates should be taught that their ideas need to be linked and that the prompts are interconnected. Most candidates submitted work that did not meet the task's requirements and even stronger candidates struggled to make meaningful connections between the three prompts. Candidates need to understand that when asked to describe, they are expected to provide detailed information about something. Additionally, candidates should be taught that explaining something involves going deeper into the specifics and offering reasons to support their points.

Most candidates demonstrated a limited range of language in their writing. Few candidates successfully constructed varied sentence structures, including complex ones, or utilised a diverse and appropriate vocabulary. The target audience, the 'Life Skills teacher,' was largely overlooked, leading to the use of overly informal language. A common issue was the overuse of phrases such as 'used to,' often applied incorrectly, for example, 'I used to ask my mother to help me' or 'I used to sell a lot of items.' Please take note: USED TO is a phrase that can mean "accustomed or habituated to" or refers to something from the past that is no longer true.

Candidates struggled with tense usage, despite the requirement for the report to be written predominantly in the past tense, with some flexibility allowed for the final prompt. Many wrote in the future tense, which rendered the content inaccurate. Additionally, linking words were often overused, and inappropriate idioms were consistently applied, detracting from clarity.

To perform better in this area, candidates need to expand their topic-related vocabulary and focus on tense accuracy. While many responses were well-organised into paragraphs, punctuation remains a big concern, with even basic conventions frequently ignored. Improving these fundamental skills is essential for achieving higher marks in the language band.

TASK 6

All topics appeared to be above the level of most candidates. The majority misinterpreted the topics and it was clear that candidates did not adequately think through the topics or engage in any planning. As a result, their responses were often incoherent and lacked purpose. It was also evident that many candidates lack knowledge on contemporary issues or their general knowledge is limited.

Many candidates initially wrote their responses in pencil and then rewrote them in ink, which often led to time management issues. **Candidates must be instructed to use only the examination question paper booklet provided, as additional materials, such as loose papers or duplicated copies of the original question paper, are not permitted.**

It is a significant concern that many candidates were unable to differentiate between the various types of essays, as the majority failed to recognise that each topic correspond to a specific essay type. Descriptive and argumentative essays were frequently written from a narrative perspective. Furthermore, many candidates incorrectly structured their essays as letters or speeches, while narrative essays were often presented in the form of a report rather than as a story.

- (a) Should the government give each young person a social grant of N\$2000.00 a month for five years after they complete high school?

This is the argumentative essay and the most frequently selected topic. However, most candidates struggled to establish a clear stance and develop ideas that supported their point of view effectively. Their responses often consisted of random thoughts with minimal idea development, lacking connections and smooth transitions. Many focused on a single idea, such as further studies and repeated it throughout the essay. Instead of providing reasons to support their stance, candidates often offered advice to the government on the selection process or suggested alternative uses for the money, which did not align with the topic's requirements.

For some candidates, the N\$ 2000.00 was perceived as a large sum capable of solving various problems, including covering university tuition, which weakened their arguments due to irrelevant reasoning. Additionally, some candidates argued both sides without clearly stating their position. Counter arguments, when included, were often poorly executed and disconnected from the main point of the essay. Paragraph organisation was another issue, as candidates struggled to group ideas logically and create smooth transitions between paragraphs.

- (b) You were given the responsibility of planning a day out for a group of friends, but things did not go according to plan.

This topic was poorly addressed, with most candidates demonstrating a lack of creativity and an inability to narrate a story effectively. A significant number wrote letters or reports instead of a story, failing to adhere to the genre. Many also disregarded the topic instructions. For instance, the narrative was meant to cover a single day, but candidates often described events spanning a weekend, several days or even a holiday.

Misinterpretation of the word “responsibility” was common, leading to off-topic content. Some candidates wrote about being responsible for presenting a topic in class, while others offered long-winded explanations about what responsibility means and how responsible they are. Many attempted plausible stories but struggled with structure and presented long, meaningless build-ups. In several cases, the build-up occupied the entire story, leaving only the final paragraph to explain what went wrong. This imbalance hindered the effectiveness of their narratives. Unrealistic ideas were another recurring issue, reflecting limited awareness of real-world scenarios. Additionally, many stories relied on inference without explicitly stating the failed plans, leading to vague and incomplete narratives.

Off-topic responses were also a concern, with some candidates writing about irrelevant subjects, such as drawing up a house plan. Only a small number of creative candidates achieved marks in the higher band, while most scored average or below average. Paragraphing posed a significant challenge, as many stories lacked chronological order and coherent connections between paragraphs. Moreover, many narratives were left unresolved, with candidates failing to provide proper conclusions and leaving their stories unfinished.

(c) My favourite hang-out spot.

The majority of candidates struggled with this topic, failing to address its two distinct aspects: (i) describing the hang-out spot and (ii) expressing their feelings the first time they visited it as learners generally struggled to merge these two parts effectively. Most candidates demonstrated difficulty in describing places, frequently using vague, non-specific phrases such as, “the place is interesting,” “it’s a vibrant place with a unique atmosphere” or “the spot has a positive energy.” While these statements might appear descriptive, they lack tangible content and fail to provide a clear picture of the spot. Essays often contained underdeveloped ideas, with descriptions presented as lists of incomplete sentences or random phrases, such as “the beauty of the blue water,” “the fragrance in the air” or “beautiful, colourful flowers.” These disjointed phrases left the overall description unclear and uncoordinated.

The second part of the topic, focusing on first-time feelings, posed significant challenges. Many candidates misinterpreted this section, instead writing about general emotions or their motivations for visiting the spot. Few candidates addressed their initial feelings in any detail and when they did, the response was typically limited to one or two sentences. Repetition was also a prominent issue throughout the essays.

For many, the hang-out spot was described as a once-off experience, such as a holiday destination or a celebratory venue, which resulted in narrative accounts rather than descriptive essays. Common examples included places like Etosha or an imagined or futuristic location, often with a fantastical element resembling something from a storybook, like “Alice in Wonderland.”

Misinterpretation of the topic was common. Many candidates misunderstood the word “hang-out” as simply spending time with friends and some confused “spot” with “sport,” leading to essays describing soccer, netball, volleyball, etc. as their hang-out spot. Some abstract hang-out spots mentioned were the brain, thoughts, imagination, etc. These responses failed to align with the requirements of the topic, highlighting a need for clearer comprehension and planning skills.

The majority of candidates did not observe the word limit and wrote pieces that were too long. This did not always play in their favour.

The language used by most candidates revealed significant challenges, particularly when attempting responses requiring complex grammatical structures. The key issues identified are outlined below:

Weak and Unambitious Language Usage:

- Candidates demonstrated limited variety and range in their vocabulary. Words and expressions chosen were often unsuitable for the context or the topic.
- Incorrect sentence structures, such as:
 - “The most thing I like...” instead of “What I like most is...” or “I like... most.”
 - “It hurts to see people sleep with hunger.”
 - “People would no more be poor.”
 - “I met some few people...”

Tense and Sentence Construction Issues:

- Candidates frequently used inconsistent tenses within their responses, which affected clarity and cohesion.
- The incorrect pairing of two options within a single sentence, such as:
 - “We need to avoid/to stop...”Candidates must be guided to select the word that best fits the sentence rather than presenting multiple options.

Misuse of Punctuation:

- Punctuation errors persist as a major issue, even among stronger candidates.
- Neglecting of basic punctuation, such as capital letters at the beginning of sentences and periods, often resulted in unseparated ideas that weakened organisation and coherence.
- Lack of paragraphing was frequently observed, with some responses written as a single block of text.

Incorrect Use of Words and Phrases:

- Misapplication of transitional adverbs, e.g. “**Suddenly**, I woke up,” “**Unfortunately**, I was very lucky,” and “We **apparently** went to the park,” demonstrated a lack of understanding of their proper usage.
- Repetition of pronouns after nouns, e.g. “The people they will...” or “My friend she helped...”. Candidates should be taught that the pronoun should not directly follow the noun.

Frequent Errors with Infinitives and Verb Sequencing:

- The use of an infinitive before another verb (e.g., “to go drive the car...”) was identified as a recurring issue. This construction often results in awkward phrasing, redundancy and ambiguity.

Limited Grasp of Grammar Fundamentals:

- Candidates struggled with degrees of comparison, tense consistency and article usage. These foundational aspects require urgent attention to improve sentence construction and clarity.

COMPREHENSIVE RECOMMENDATIONS FOR TEACHERS

Based on the analysis of candidates’ performance across all tasks, the following recommendations are suggested to enhance teaching strategies and learner-outcomes:

1. Improve text comprehension:
 - Familiarise learners with different text types to help them recognise tone, purpose and structure in passages.
 - Teach skimming for general ideas and scanning for specific details to enhance learners’ ability to locate relevant information efficiently.
 - Provide practice with distractor-heavy questions and information to improve focus and discernment.
2. Question Interpretation:
 - Train learners to differentiate between types of questions and question words.
 - Provide guidance on responding to specific prompts in a question.
 - Use exercises where learners analyse sample questions to ensure they fully understand what is being asked.
3. Enhance answer quality:
 - Teach learners to write clear, concise and focused answers, avoiding unnecessary repetition or off-topic details.
 - Provide exercises where learners identify key instructions in questions and match their answers accordingly.
 - Use past examination papers as a tool to highlight examples of common misinterpretation and how to avoid them.
Do not use past examination papers as a replacement for the syllabus.
4. Integrate writing and reading skills:
 - Reinforce vocabulary and grammar learned in writing lessons during reading comprehension activities to create synergy between the two skill sets.
5. Spend more time teaching writing skills:
 - (i) Teach learners to read and interpret all parts of a task carefully, ensuring they address all components explicitly.
 - (ii) Train learners on identifying the key purpose of a task and linking ideas cohesively across prompts or sub-topics.
 - (iii) Introduce topic-specific vocabulary and encourage its use in writing to avoid vague or meaningless descriptions.
 - (iv) Teach learners to avoid overused or generic phrases by providing alternatives and examples of richer, descriptive language.
 - (v) Focus on correcting common errors, such as inconsistent tense usage, inappropriate infinitive constructions and redundant pronouns after nouns.
 - (vi) Use exercises that encourage sentence variety, incorporating complex structures and different sentence lengths for fluency and clarity.
 - (vii) Teach learners how to elaborate on ideas and provide relevant details to avoid listing, undeveloped or random phrases.
 - (viii) Emphasize the importance of logical connections between paragraphs and smooth transitions.
 - (ix) STRESS THE IMPORTANCE OF PLANNING before writing. Encourage brainstorming and creating outlines to ensure clarity and coherence.

- (x) Teach learners to use paragraphs effectively, dividing content into clear, logical sections.
- (xi) Explain the difference between essay types and their specific conventions.
- (xii) Offer guidance on maintaining focus and stance in argumentative essays, avoiding contradictions or irrelevant content.
- (xiii) Teach learners the importance of realistic and engaging narratives with a clear sequence of events. Emphasize concise build-ups and effective resolutions.
- (xiv) Reinforce basic punctuation rules, including the use of capital letters, full stops, and commas to improve coherence.
- (xv) Encourage the consistent and correct use of linking words as well as phrases, to avoid their overuse or misuse.
- (xvi) Highlight the importance of neatness and legibility. Discourage the use of pencil in final drafts to avoid time constraints caused by rewriting.
- (xvii) Use real-world examples and relatable scenarios to inspire creative yet realistic ideas.
- (xviii) Highlight the value of staying grounded in fact-based ideas while allowing for creativity within the requirements of the task.
- (xix) Teach learners time management strategies to ensure they complete their tasks within the allocated time.
- (xx) Emphasise the importance of adhering to examination protocols such as writing within the provided booklets and avoiding additional materials.

By re-emphasizing these suggested recommendations, teachers can help learners improve their task interpretation, language proficiency and overall writing skills, resulting in better performance across all assessments.

KEY MESSAGES

- Candidates should be encouraged to read and listen to the instructions for each part of the paper very carefully to ensure they meet the exact requirements of each particular task.
- Candidates are reminded to write their answers in the spaces provided on the question paper.
- Candidates should be encouraged to double-check that their responses are written under the correct questions.
- Candidates should be reminded to use a pen, and not a pencil when writing their responses. Responses written in pencil will not be credited as it is contrary to the instructions to the candidates on the cover page of the Learner's Text. Candidates should be discouraged from writing their responses first in pencil and then rewrite over the pencil in ink.
- Spelling skills have deteriorated to such an extent that even the basic words are misspelt. It was evident that many candidates could identify the key details for each question, but could not spell words correctly.
- Candidates should be reminded to pay special attention to their handwriting, particularly the formation of individual letters. Candidates should try to provide clear and legible responses. Attempts, which cannot be read, may not be credited.
- When altering the responses, candidates should simply cross out responses which need to be altered and not write over.
- Candidates should avoid using punctuation marks (e.g. commas, brackets, etc.).
- Candidates must be discouraged from using own words/synonyms when answering the questions, they should instead use the words they hear from the audio.
- In **Task 1 and 5**, candidates should try to understand what type of answer each question requires by taking note of the question words, such as: **where, what, when, who, how**, as well as the **other key words in the question**. Candidates should be encouraged to provide concise answers (**three words or a number**) as per the instructions in the rubric (**Task 1**). They should not write long sentences when giving their answers to avoid losing marks for adding inaccurate extra details.
- In **Task 2, gap-filling**, candidates should try and predict the answers in the gaps (e.g. a number, a name). Candidates should listen for the correct form used in the audio and make sure the word forms used fit each gap on the question paper. Candidates should be reminded not to include words which are already printed on the question paper before or after each gap, as part of their answer.
- In **Task 3, multiple-matching**, candidates should be reminded to **only use letters** and **not numbers** and to **only write one letter per line**. If two letters are written on one line, no marks can be awarded.
- In **Task 4, multiple-choice**, candidates should be encouraged to **only tick one box** and to **tick inside the box**. If two boxes are ticked rather than one, then no marks can be awarded.

GENERAL COMMENTS

- The majority of candidates appeared not to be aware of the appropriate examination techniques to help them listen for the specific details. Teachers are encouraged to train candidates on how to approach different tasks.
- The majority of candidates adhered to the required word limit for **Task 1**. However, some candidates wrote their answers as complete sentences, which is not advisable.
- There were many instances where candidates' handwriting was illegible, which made it difficult to mark their work accurately.
- Many candidates seemed not to be aware of the distracting information in the listening texts, thus, including these in addition to the correct detail. Some candidates opted for the distractors instead of the correct detail. Candidates should, therefore, be reminded to listen with understanding.
- Some candidates did not attempt to answer all questions, they should be encouraged to try and answer all questions.
- It is also advisable to expose candidates to vocabulary sets on a wide range of topics and practice spelling of such words. Most candidates seemed to be unfamiliar with everyday words, for example, week, hall, teenagers, etc.
- Candidates need to be reminded not to use the same letter more than once in **Task 3** and only write one letter on each line. There were instances where this was an issue.
- In **Task 4**, candidates should also be encouraged to tick one box even when they are not sure about the answer. There were instances where some candidates did not tick in any of the four boxes.
- Candidates would benefit from practising a wide range of listening skills including listening for grammatical detail (e.g. singular/plural, homophones, nouns, conjunctions, pronouns and prepositions and other word forms). Though candidates managed to select the correct detail, they did not always write down the words in the correct form. By changing the word forms, candidates' final responses did not always make sense.
- Overall, many candidates could not deal well with listening for gist and speakers' opinions, thus, more practice of listening for correct specific detail is recommended. Listening to longer texts proved challenging to many, and candidates would benefit from more practice **throughout the year** to ensure they can follow and navigate through longer texts (e.g. interviews, talk, etc.).

COMMENTS ON SPECIFIC QUESTIONS

Task 1

Questions 1 – 4

Overall, many candidates attempted this task well. Most of the candidates could select the correct detail for each of these questions, but struggled to spell the words correctly. Marks were lost when candidates opted for the distracting information, added inaccurate extra details, or wrote long sentences and repeated details. Marks were also lost due to the unclear formation of the individual letters. Candidates' responses should be as brief as possible.

- 1 (a) This question was answered exceptionally well. Most candidates provided the expected answer 'four thirty/4:30'. Though most candidates could write the time format as expected, those who attempted to write the time format in words could not spell all the words correctly. As a result, no mark could be awarded. Some candidates could also not differentiate between the 12-hour and 24-hour clock notation. Some candidates lost the mark for repeating details, e.g. '16:30 in the afternoon' or '16:30pm'. Few candidates lost the mark for writing '04:30', which is four-thirty in the morning.
- (b) This question was also well answered, with many candidates providing the expected answer 'N\$150.00/ One hundred and fifty Namibia dollars. However, a few candidates lost the mark for repeating the details, e.g. 'N\$150.00 Namibia dollars' or for just writing '150 dollars' without specifying. Others who lost the mark wrote this answer '\$150 US currency' or were tempted to write the amount in words, and could not spell all the words correctly.
- 2 (a) This question was answered fairly well by the majority. However, some weaker candidates struggled to spell the word 'hall' correctly. The expected answer was 'next week'. Some candidates wrote 'tomorrow' instead of 'next week' or misspelt the words 'next' as 'nex' and 'week' as 'weak' or 'wek'. These spelling attempts could not be credited. The plural form of 'weeks' was not allowed as it changed the targeted idea. Most marks were lost due to the inclusion of extra information such as: 'until next week', 'next week until the mid-term break', and 'delayed until next week'.
- (b) The candidates who could spell both words 'school and hall' correctly dealt extremely well with this question. However, those who struggled to spell both words correctly did not score any mark. These spelling attempts could not be credited: 'schools hall', 'school wall', 'school hole', 'school holle', 'school whole'. Unsuccessful responses also included the distracting detail: 'school garden'.
- 3 (a) The expected answer was 'banana bread' which the majority could provide. Some candidates struggled to spell the word banana or included the distracting information, 'coconut biscuits or doughnuts'. Those who struggled to spell the word 'banana' wrote it as, 'bannanna' or 'benana'.
- (b) Many candidates provided the expected response '(to) buy books'. Those who could not score a mark, either wrote the 'buy textbooks' or merely 'books' which was incomplete. The misspelling of 'buy' posed a challenge to some candidates, as they wrote 'by' or 'bye' instead of 'buy'.
- 4 (a) Though well attempted, some candidates could not spell the word 'teenagers' which was the expected answer. These spelling attempts were observed: 'teenangers', 'teaneger', 'teenages', 'tinenger' and could not be credited. Some candidates wrote 'former' or used wrong prepositions before the answer such as: 'to' or 'on' and lost the mark.
- (b) This question provided a low level of success, with only a few candidates who could spell the word 'voluntary' correctly and were able to write both words 'voluntary services' as the correct response. Most attempts could not be awarded a mark, e.g., 'volonteer', 'involuntary', 'services to the voluntary, cultural voluntary services, as they created a new meaning. To add on, the word 'services' was misspelt as some candidates wrote 'servises' or 'serveces'.

Task 2

Questions (a) – (h)

Generally, this task was poorly answered. Candidates could only answer Questions (a) and (h). Some candidates failed to attempt most of the questions. There were a few cases where candidates wrote their responses in the wrong spaces. Candidates failed to comprehend the text and wrote the distractors as their correct responses. Candidates

could not use the correct word form as heard from the audio. Some candidates disregarded the instruction of 'not more than three words or a number'.

- (a) Although many candidates could select the correct answer 'innovation', they struggled to spell the word correctly. Marks were lost where candidates misspelt the targeted detail as 'inovetion', 'more innovation', 'enovation' or for adding inaccurate extra information.
- (b) Only a few candidates could provide the correct answer 'values'. Some candidates lost the mark for adding: 'this', 'that', 'his'. Some candidates added an adjective before the word 'value' such as 'more value' and could not be credited.
- (c) Some candidates attempted this question fairly. The expected answer was 'working overtime'. Some candidates missed the correct details. However, those who got the correct answer lost the mark for writing 'work' instead of 'working' or could only provide one word, e.g. 'overtime' instead of both words. The attempt such as 'work overtime' could not be credited, as it does not fit in grammatically. Where the attempt put the meaning in doubt (e.g. 'working over'), no marks could be given.
- (d) The question targeted the word 'data' as the correct detail and many candidates could not select the correct answer. A few candidates who got the correct detail lost the mark for adding 'reliable' to the answer.
- (e) There was a very low level of success for this question. Most candidates failed to write both words, 'online and visibility', and therefore, could not score the mark. Some candidates merely wrote 'online'. Also, there was a frequent misspelling of 'visibility' as 'possibility', 'visibilitie' 'visability' and some wrote 'visibility' in plural form.
- (f) This question was not answered well. Many candidates misspelt the expected answer 'trend(s)' as "trand", 'trans' or 'trades'. Additionally, they lost the mark for adding 'new' or 'learn about' to the answer.
- (g) A few candidates selected the expected detail '320 000'. Many of them omitted or left out one '0' and wrote '3200' or '32 000', thus could not be credited. Others wrote the distractor '420 000'. Those who attempted to write the figure in words were not always successful due to the misspelling of the words.
- (h) The candidates attempted this question fairly well. The expected answer was 'coast'. A few candidates confused 'coast' for 'cost'. This made the candidates lose their mark on this particular question, it had changed the intended meaning. Others also lost the mark for writing 'coastal' instead of 'coast'.

Task 3

Candidates performed poorly in this part of the examination. Many candidates could not match different speakers with the expected letter. The majority of the candidates could not get the correct answers as they failed to carefully pay attention to the keywords in the questions. This led them to opt for distracting information instead of the correct details.

There were also instances where a single letter was used more than once. These attempts could not be credited. A few candidates used numbers instead of letters and others wrote more than one letter on one line, such answers were not credited. **The use of pencil was also observed in this task, and this practice must be stopped.**

The expected answers were:

Speaker 1: G
Speaker 2: D
Speaker 3: A
Speaker 4: C
Speaker 5: E
Speaker 6: B

Task 4

Generally, this part of the test was fairly well answered. There were still a number of candidates who ticked more than one option for individual questions or ticked outside the box. Such attempts were not credited. A few candidates encircled their answers instead of ticking which should be discouraged. There were quite a few instances where candidates did not provide any answers to some of the questions in this task. The use of pencil was observed in this task, and this practice must be stopped.

The expected answers were:

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

Task 5

In general, this task was well attempted. The most common incorrect responses included the distracting details or the wrong extra details. Some candidates attempted to paraphrase their responses and in the process the intended meaning was changed.

- (a) This question was well answered, many candidates provided the expected answer '(my/his) surroundings'. Spelling attempts such as 'sarrounding', 'sorondings', 'sorrounding', 'surrounding', could not be credited. Some incorrect responses included inaccurate extra information.
- (b) The expected answer was 'team effort', however, this question was poorly answered. In most instances, candidates provided a response which put the intended meaning in doubt (e.g. 'team work', 'teams effort', 'parents input or effort', 'help from parents', 'family input', 'team effort from people'), which could not be awarded the mark.
- (c) The intended answer for this question was 'sun protection' and the majority of candidates provided this detail. Spelling attempts which changed the intended meaning such as (e.g. 'suns protection' 'son protection', 'sunny protection', 'sun protaction', 'sum protection') could not be credited.
- (d) This question was well answered. Most candidates could provide the correct detail '15 km'. Only few candidates got it wrong, and this could be because they could not spell 'kilometres'. Some also included distracting information which could not be credited.
- (e) This question was also well answered. The expected answer 'to add (something extra) to the challenge' was provided by most candidates. However, some were unable to spell the word 'challenge' correctly or left out keywords and wrote an incomplete answer. Some misspelt the word as: 'challange'.
- (f) The correct answer was 'cold nights', which was selected by the majority of candidates. Only few who wrote 'colds night', 'could night', 'coldness night', 'colder night' which could not be credited as they changed the intended meaning.
- (g) For this question, the expected answer was 'sleeping in the original family house' and it was poorly answered. Many candidates wrote 'origin' instead of 'original' which make the answer wrong or could not spell the word 'original'. Or left out the words 'family' or 'house', which make the answer incomplete. Some lost the mark for switching the adjectives.
- (h) This question was well answered, except for those who spelled the word as 'pround', 'ploud', 'proude' instead of 'proud' or for adding the word 'more' to the answer.
- (i) This question was attempted with a mixed level of success. Candidates were able to give at least one of the two details. (i) 'Practical skills' was provided as the correct answer by some candidates. Some could not score a mark because they wrote 'particles', 'pratcal' or 'pactical' or left out the word 'skills'. (ii) The second part of the answer was partially attempted. The expected answer was 'lifelong friendships'. Many incorrect responses included extra information such as; 'making lifelong friendships', 'provide lifelong friendships', 'to find lifelong friendships', 'longlife friends'. **The answers for this question may be written/ provided in any order.**

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers are encouraged to frequently practise listening comprehension activities with the learners (**throughout**

the phase Grade 10 – 11). By exposing learners to a variety of listening texts throughout the year will help them cope with different texts presented to them during the examination. Teachers should expose learners to time notations and presentation of monetary values.

- Teachers should explain the format of the question paper and give learners tips on how to answer each task.
- Teachers should emphasise the importance of spelling words correctly and writing clearly/legibly in dark blue or black pen. **No answers must be written in pencil.** Learners are losing marks due to unnecessary spelling mistakes. More practice is required.
- Teachers should encourage learners to read as extensively as possible to improve their vocabulary or have a wide vocabulary. Having a wide vocabulary allows learners to express themselves clearly and precisely as expected in this examination. It also enhances comprehension of texts in different fields.
- Teachers should train learners how to delete wrong answers (any word or part of the answer) that should not be considered. And not forgetting to replace the deleted answers. Please use real examples to show learners how they should draw a line through a wrong answer that should not be considered by the markers.
- Teachers should explain the different functions of the punctuation marks.
- Learners would also benefit from studying how different grammatical forms change the meaning of a word.
- Teachers are encouraged to focus on question words (WH-questions).
- Teachers are encouraged to study the Examiner's Report and address the areas where learners need to improve.
- Teachers are advised to help learners learn to discern main details from distractors. Learners should also be discouraged from including unnecessary details in their answers.

GENERAL COMMENTS

It is still important to start this report by exploring the fundamental definition of the word ‘conversation’ as most of the interviews that we listened to were just mere monologues. A conversation is not a monologue nor is a conversation of a question setting exercise. In this context, a conversation refers to a two-way exchange of information between the examiner and the candidate. It is expected that when the candidate expresses an idea or statement, the examiner responds by seeking clarification, prompting further elaboration, or encouraging deeper reflection. The examiner may also ask follow-up questions related to the candidate’s prior comments. A conversation, therefore, is an interactive process where the examiner actively engages with the candidate’s input to create meaningful dialogue.

Here is an outline of how to conduct the Speaking Test:

Examiners are advised to have a separate file for the introductory statement before the first sample recording. The examiner should, therefore, begin the first recording for each sample with a clear introduction, stating the centre number, name of centre, examination details, examiner’s name and the date of the examination. This should be a stand-alone track which should be recorded once. If there is more than one examiner at the centre, each examiner records his/her individual introductory statement that accompanies his/her sample recordings.

For each subsequent candidate the following steps should be followed:

- | | | |
|---------------|------------------------|--|
| Step 1 | Introduction: | Start the digital voice recorder and do not pause it until the end of the whole conversation. Give the candidate’s number and name
Welcome the candidate and briefly describe the procedure involved in conducting the Speaking Test. |
| Step 2 | Warm-up section: | Conduct a general conversation by asking the candidate a few questions about himself/herself to put the candidate at ease. The examiner does not have to say, “Tell me about yourself”. This section lasts for 2 – 3 minutes. |
| Step 3 | Preparation: | Hand out the Speaking Assessment Card and announce the card (some examiners do not announce the card). The Speaking Assessment Card must be chosen by the examiner and not by the candidate .
Candidate can ask questions on the speaking card.
The candidate has 2 – 3 minutes to prepare IN THE EXAMINER’S PRESENCE . (Do not pause or stop the digital recorder during the preparation time). |
| Step 4 | Main part of the test: | Conduct a conversation based on Speaking Assessment Card.
The examiner must start the conversation and be vigilant not to allow monologues . The main part of the test lasts for approximately 6- 9 minutes. |

Examiners should be mindful that moderators will evaluate their technique during both the Pre-test and the test stages as well as the severity or leniency of their assessment.

PLEASE NOTE that the total duration of the Speaking test, from the beginning of Step 1 to the end of Step 4, should be approximately 10 – 15 minutes. PLEASE NOTE that while Step 1 to Step 4 is recorded, ONLY STEP 4 is to be assessed.

Transfer the selected sample recordings correctly to the USB for the external moderation process (which is submitted to the DNEA annually).

Please take note of the following:

- 1 If there is ONE examiner at the centre, only 10 sample recordings are required and ALL sample recordings can go into ONE folder on the recorder.
- 2 If there is MORE than one examiner at the centre, then each examiner must record his/her candidates in a separate folder. (5 recordings per examiner)
- 3 After recording all the candidates at the centre, these recordings are then transferred on to a computer. Use Media Player or any compatible format.
- 4 Now, each examiner selects the candidates for the specific sample from all the candidates who were recorded.
- 5 You now have all the folders on the computer with the selected candidates in each folder.
- 6 Arrange the candidates according to the order you want them.
- 7 Label each candidate’s recording with the candidate’s number and name.

8 All the folders that have been organised can be transferred on to the USB provided by the DNEA.

The necessity for the recordings to be transferred correctly on to the USB (provided by the DNEA) can never be overemphasized.

During the moderation process, the moderators follow these steps:

- The USB is inserted into the computer's USB port.
- The folders for each examiner appear on the screen.
- The moderator selects the folder corresponding to a specific examiner.
- The folder is opened, revealing the sample candidates.
- The moderators then listen to the candidates' recordings, assigning marks based on the conversations between the examiner and the candidates, using the prescribed Speaking Assessment Criteria Grid found in the 'Examiner's Notes'.
- After reviewing all samples from a particular centre, the moderator compiles a summary of the entire centre's results. Marks are then scaled to address any discrepancies between the examiners' assessments and those of the moderator. It is essential that examiners apply the grid accurately.
- A detailed report is written for each examiner at every centre, which is provided to the examiners at the start of the following year.
- Therefore, it is crucial that examiners interpret the marking grid correctly to ensure that no candidate is either advantaged or disadvantaged within their centre.

In order to achieve the most accurate and fair assessment for each candidate, it is vital that the above guidelines are followed diligently.

The Application of the Speaking Assessment Criteria Grid

Guidelines for Awarding Marks in the Speaking Test:

1. The Speaking Assessment Criteria Grid is categorically divided into three distinct bands: Structure, Vocabulary and Development and Fluency.
2. *Structure* pertains to the construction of sentences, including the correct use of tenses, verbs, subject-verb agreement, correct use of pronouns, active and passive voice, types of sentences (simple, compound and complex) and overall sentence coherence.
3. *Vocabulary* focuses on the choice and variety of words employed, the ability to paraphrase and the effective use of synonyms. This band assesses both the range and appropriateness of the vocabulary used by the speaker.
4. *Development and Fluency* examines the candidate's ability to navigate the direction of a conversation, particularly when the examiner's questions elicit detailed responses. It includes the speaker's capacity to expand on responses, the accurate pronunciation and intonation of words, as well as the natural flow of speech with minimal hesitation, repetition or self-correction. Additionally, it assesses the appropriate use of pauses in conversation, natural flow of speech, minimal hesitation, repetition or self-correction.
5. Each band is allotted a maximum of 10 marks, leading to a total score out of 30 for all three bands.
6. As the moderator listens to a candidate, marks are assigned to each band, ultimately resulting in a final score out of 30.

Please take note: These bands, although evaluated independently, are intrinsically interconnected as there exists a clear correlation between them. It is, therefore, not permissible to skip a band when allocating marks. For example, a candidate cannot be awarded 8 for Structure, 4 for Vocabulary and 7 for Development and Fluency. Examiners are, therefore, advised to study and apply the Speaking Assessment Criteria Grid appropriately.

GENERAL OBSERVATION ON THE DESCRIPTORS

STRUCTURE

During the evaluation of candidates' work in terms of structure, the majority of centres showed precision, although this was the least consistently judged aspect. There was a noticeable inclination to award higher scores, especially for responses in the lower performance range. Variations among candidates in the mid-to-lower categories were apparent;

some displayed determination and self-assurance but lacked precision, frequently trying advanced grammar while making mistakes.

VOCABULARY

The evaluation of vocabulary generally matched the expected standards for this level. However, there were cases where advanced candidates were awarded higher scores for their fluency rather than their precise use of vocabulary. Less proficient candidates, despite showing good subject-specific vocabulary, were occasionally penalised for hesitation. In some instances, examiners' appreciation of a candidate's familiarity with the topic seemed to influence the grading of vocabulary, even when their use of more precise vocabulary was overlooked. Additionally, some examiners tended to assist candidates by offering suggestions, clarifying questions, or completing their sentences. This is not permissible.

DEVELOPMENT AND FLUENCY

The evaluation of development and fluency showed that candidates generally displayed accuracy, but shortcomings were more evident in the lower-performing groups. While a tendency toward leniency was noticeable in the higher bands, examiners often awarded elevated scores when candidates communicated with ease, even if the responses lacked depth or detail.

KEY MESSAGES

- Examiners are strongly advised to review the Examiner's Notes thoroughly prior to the speaking test.
- English teachers should engage in comprehensive discussions with Grade 10 learners about the Speaking Assessment Criteria Grid at the beginning of the academic year, ensuring that both learners and teachers are well-versed in the criteria. It is also recommended that educational centres conduct regular mock speaking tests throughout the year to prepare learners properly for the formal examination.
- A considerable number of examiners dedicate time and effort to understand the demands of the curriculum fully as well as the procedural requirements of the speaking examination.
- While most examiners are adept at striking a balance between fostering meaningful discussions with candidates and providing them ample opportunity to express themselves, there remains a subset who fail to adhere to established procedures for the speaking examination and the application of assessment criteria. This oversight has, unfortunately, resulted in many candidates being disadvantaged.
- Prior to the commencement of the Speaking Test, it is crucial for examination centres to verify the functionality of their recording equipment.
- During the speaking test, examiners must be well-organized, ensuring the efficient management and delivery of speaking cards. It is important to adhere to the time guidelines for each segment of the conversation as outlined in the 'Examiner's Notes'.
- Prepare suitable warm-up questions relevant to the context of the speaking test.
- Examine the Speaking Assessment Cards prior to the examination and prepare additional open-ended questions as necessary.
- The primary objective of the speaking test is to provide candidates with ample opportunity to express themselves verbally for assessment. Examiners are encouraged to foster a conversational atmosphere during the test.
- Examiners must be mindful that there are no 'clicking' sounds in the English language, and 'native' words are not acceptable in the speaking tests. As the speaking test is conducted in English, examiners should inform learners and assist them in overcoming this issue by promoting more frequent use of English in daily conversation.
- Encourage candidates to speak clearly, positioning the recorder in close proximity to them.
- Treat the interaction as a genuine conversation, listening attentively to the candidates.
- Ensure all USB recordings are clearly labelled with the candidates' names and numbers for proper identification.
- Avoid using wrapping or cello tape on the USB, as it causes unnecessary delays during handling and leaves the device sticky.
- While Steps 1 to 4 are recorded, only Step 4 should be assessed.
- Maintain thoroughness and neatness in all administrative tasks, using pen or, preferably, typed text for clarity on the SASF.
- Clearly mark absent candidates on the SASF with '999' or 'A'.
- Organise names on the SASF numerically, matching the order on the Mark Sheet (MS1). Ensure that the names are copied directly from the MS1, not from the checklist.
- Ensure that all cell phones are turned off during the entire recording process.
- Maintain a quiet and appropriate environment suitable for a formal examination.
- Internal standardisation must occur prior to the speaking tests, with examiners gathering to discuss the Speaking Assessment Criteria Grid and practise effective interviewing and assessment techniques. Following this, internal moderation must be conducted, involving all examiners. It is essential to establish reliable internal standardisation and moderation processes, particularly when multiple examiners are involved in centres with large learner entries.

If any mark adjustments result from internal moderation, it is recommended to reflect these changes across all categories on the SASF, a step that is often overlooked.

- A pressing concern has arisen regarding the significant decline in the spoken English proficiency of some English examiners. This is alarming, as it suggests stagnation in improving the spoken English skills of our learners. It is imperative for candidates to refrain from using their native language during the Speaking Test.

GENERAL COMMENTS ON HOW THE TEST WAS CONDUCTED AND ADVICE TO EXAMINERS

- There is evidence of the presence of mobile phones in the examination rooms. Centres should arrange alternative means for use by the examiners to keep track of time during the test.
- It appears most centres are not aware of the Oral/Communication Form which must be included in the package and is sent to centres together with other Speaking Test materials.
- It became apparent that at most centres, the Speaking component is not taught throughout the Ordinary Level course. Teachers wait until towards the examination to start training their learners.
- It also became apparent that examiners do not take time to read the document '**The Examiner's Notes**', which contains information on the procedure of conducting a Speaking test, as many examiners either skipped steps or did not follow the time stipulated for the steps (please refer to page 4 of the document).
- Examiners are encouraged to have extra **relevant** questions to augment the prompts when needed. The sample has two faces (a) all Speaking Cards should be represented (b) the range should be representative of the weak, middling and the good. Also, a centre with one examiner submits 10 recordings and where there are two or more, then each examiner submits five recordings.
- When a centre has few candidates, only one examiner should conduct the Speaking test even when two people taught the candidates, so that we avoid situations where there are two examiners for only twenty candidates.
- In many instances, the **FOUR** steps for conducting the speaking tests were not followed. The steps are: **Step 1:** Introduction; **Step 2:** Warm-up section; **Step 3:** Preparation and **Step 4:** Main part of the test. All these steps should have been recorded. However, the majority of the examiners did not record the preparation period or it was very brief.
- It is crucial to adhere to the guidelines outlined in the 'Examiner's Notes' regarding the speaking test duration and the time allocated for each of its four steps. Unfortunately, the warm-up segments varied in length, being either excessively prolonged or too brief. Additionally, some of the conversations were often too short or at times too long, which made it difficult for the examiner to assess the candidates accurately.
- In the places where speaking tests are conducted, examination conditions must prevail. Unnecessary background noise must be eliminated. The examiner should ensure, prior to the recording, that all the items are placed securely on the table, so as to avoid any disturbances while the speaking test is being conducted.
- It was evident that some examiners left the examination rooms during the speaking test. The examiner is not permitted to leave the examination venue during a speaking test.
- The appropriate vocabulary for the speaking examination must be used: refer to learners, learner numbers, speaking cards, etc. (See the Examiner's Notes).
- **Many examiners were unprepared and caught off guard when the conversations suddenly stopped or when the prompts were exhausted. It is, thus, important to read widely about the topics and to do some research beforehand in order to expand on the topics. An examiner should always be well-prepared, display confidence and be in control when conducting the speaking tests.**
- The warm-up section is meant to put candidates at ease, not agitate them, hence, the suggestion that the candidates should talk about themselves. However, this does not mean that examiners should say to the candidates: **Tell me about yourself**. Rather, they should ask questions that will enable candidates to talk about themselves e.g. tell me about your hobbies and why you like them. In addition, examiners should avoid asking questions that may put candidates in an awkward position e.g. who is your favourite teacher at this school?
- Please refrain from choosing topics such as **school discipline improvement, gender-based violence knowledge-based questions or defining terms**. Some candidates may already feel nervous and introducing such topics can heighten their anxiety.
- Examiners should avoid dominating the conversations by not discussing their own situations or experiences. Instead, provide candidates with the opportunity to express their thoughts on the given topic.
- Examiners should avoid sounding bored, impatient or simply aggressive with learners. Remember they are under pressure. Examiners should be friendly but formal at the same time.
- Let candidates finish speaking before interjecting to avoid interrupting their flow.
- Examiners should get deeper into individual prompts, connecting their questions to what candidates have already shared. Remember, this is a conversation, not an exercise in setting questions.
- Examiners are encouraged to engage in a conversation with candidates to prevent long monologues. Fluency should not be solely judged on speed; some speakers who take their time can be very effective. Examiners should avoid awarding marks based solely on how quickly a learner speaks.
- Examiners are encouraged to support the weaker candidates during the Speaking Test by offering guidance. It is crucial to show extra understanding towards these candidates, who face greater challenges. If a speaking topic proves too difficult for them, consider moving into areas that are more productive. There is no need to stick rigidly to the examiner prompts. Please be patient and remember that the focus is on spoken language.

- Many examiners began each recording with details such as the centre number and name, examination, examiner's name, date, candidate's number and name. However, the introductory statement is intended to be stated only before the first recording to identify the centre. Examiners are advised to have a separate file for the introductory statement and place it before the first recording. The Examiner should, therefore, begin the first recording for each sample with a clear introduction, stating the name of centre, examination details, examiner and the date of the examination. This should be a stand-alone track which should be recorded once. If there is more than one examiner at the centre, each examiner records his/her individual introductory statement that accompanies his/her sample recordings. All subsequent recordings should clearly identify each recorded candidate by stating the name and the last four digits of the candidate number. The introductory statement should not be repeated for every candidate.
- **Please ensure that examiners choose the speaking cards and not the candidates.**
- Examiners are strongly advised to study the speaking assessment criteria grid thoroughly before the examination starts. It is important to understand the competencies required for each category to assess candidates accurately. While the marking grid is lenient, assess candidates accordingly, avoiding undue leniency for higher-ability candidates and excessive severity for lower-ability candidates.
- PLEASE refer to the Speaking Assessment Criteria Grid, where each band has a maximum of 10 marks, adding up to a total of 30. On assessment, some examiners appeared oblivious that there is a correlation among the bands as they would skip bands and award **Structure 4, Vocabulary 7 and Development and Fluency 9**.
- It is recommended that when there is more than one examiner at a centre, conduct internal moderation and standardization to ensure a consistent understanding of the assessment criteria grid. This ensures fair assessment relative to other candidates at the centre, as the sample represents all candidates.
- Though the provided recordings generally had good sound quality, it is recommended to use a **voice recorder** instead of a cell phone for better recording quality. Please use the USB provided by the Directorate of National Examinations and Assessment (DNEA) for the recordings.
- The decline in the pronunciation skills of examiners is a serious issue. Several teachers struggled to pronounce key words such as: '**examiner**', '**careers**', '**conversation**' among others. As emphasized before, if an examiner is unsure about the pronunciation of a word, it is recommended to consult a dictionary. This is crucial because candidates tend to mimic the pronunciations of examiners.

During the process, several administrative issues were encountered, including the following:

- In certain instances, the Speaking Assessment Summary Form (SASF) did not accurately reflect the candidates' names and numbers as they appeared on the Mark Sheet (MS1). It is imperative that this information be transcribed correctly from the Mark Sheet to the SASF.
- There were cases where the SASF and/or Mark Sheets were not submitted as required.
- The SASFs were found to be untidy, with the use of correction fluid or initial information being written over.
- Some SASFs had incomplete columns, particularly the 'Teaching Group' column, which is crucial for identifying examiners during the moderation process. Examiners must ensure their initials are included in this column and that the form is completed fully. Some SASFs lacked the necessary signatures from the examiner and internal moderator at the centre.
- Instances were noted where Mark Sheets were left blank, or marks were not entered in accordance with instructions. Two copies of the Mark Sheet are required: one to be included with the USB and SASF, and the other to remain at the centre.
- Discrepancies were observed between the marks recorded on the SASF and those on the Mark Sheets.
- **In some cases, absent candidates were not properly indicated on the SASF and Mark Sheet. It is essential that absent candidates be marked with "999" on the SASF, not '0'. It should be noted giving a (0) zero signifies a complete lack of achievement in a given test and does not mean absent.**
- There were occurrences of two candidates sharing the same candidate number or a single candidate being assigned two different numbers.
- The required asterisk (*) was missing on the SASF next to the names of recorded candidates.
- Viruses were detected on the USB drives.
- The Oral/Communication Form was missing in certain submissions.
- **Calculation errors were noted on the SASF.**
- **Marks were incorrectly transferred from the SASF to the MS1.**
- Some centres submitted recordings of all candidates, rather than a representative sample from various mark ranges, as per the guidelines in the Examiner's Notes.
- In certain instances, marks were recorded on the Mark Sheets, but there were no corresponding marks on the SASF, suggesting that the candidate did not participate in the speaking test. Additionally, some candidates were marked as absent on the checklist, showed no marks on the SASF, but had marks on the MS1.
- The sample of candidates either included too few or too many recordings. For a centre with a single examiner, the sample should consist of 10 recordings. For centres with two or more examiners, the sample should include 5 recordings per examiner, as outlined on the reverse side of the SASF.

QUALITY OF RECORDINGS

- The overall sound quality of the recordings was generally satisfactory, though some were compromised due to recorders being positioned too far from the candidates. It is strongly recommended to utilise a dedicated recorder for speaking tests, as the continued use of cell phones by certain examiners has resulted in significant audibility issues.
- In a few isolated instances, cell phones belonging to either examiners or candidates were left on and their sounds were audible in the recordings. This is strictly prohibited.
- Background noises are a recurrent issue during the speaking test. Disturbances such as learners yelling, laughing, and screaming, as well as cell phones ringing, teachers handling papers, or making scribbling sounds, were commonly observed. Additional disruptions included the scraping of chairs on the floor and examiners moving around or exiting the examination room during the test. Such issues are readily identifiable during the moderation process.
- Some candidates' conversations were abruptly cut off in the middle or towards the end. This is against the rules, and spot checks at the centre should be conducted to prevent such occurrences.

Range of Sample

- Several examiners failed to adhere to the guidelines outlined in the 'Examiner's Notes' concerning the range of the sample. As a result, certain centres did not submit recordings that accurately represented the full spectrum of abilities, with both the weakest and strongest candidates insufficiently represented. Conversely, some centres submitted only the recordings of the highest and lowest performing candidates, neglecting to include samples from average candidates.
- Additionally, some examiners failed to mark the samples recorded on the Speaking Assessment Summary Form with an asterisk (*), as required. In particular centres, the names of candidates on the sample were not accurately transcribed on the Oral Communication Form and in some instances, the required USB was not submitted at all. Furthermore, a number of centres mistakenly included recordings of candidates who were not part of the designated sample.

EXAMINING TECHNIQUES

- Although it was evident that many examiners demonstrated thorough preparation and posed relevant questions, there were instances where long monologues were permitted and candidates did not receive adequate support throughout the conversation. It is essential for examiners to avoid prolonged silences and ensure that they prompt candidates regularly, asking relevant questions to maintain a fluid, conversational exchange.
- It was noted that some examiners whispered answers to candidates or excessively repeated questions, which led to the test resembling a knowledge-based assessment rather than a speaking conversation. Additionally, certain candidates provided identical responses to questions, giving the impression of memorised answers. Examiners should be vigilant in fostering genuine conversation, rather than allowing rote responses.
- The practice of reading the Speaking Topic Card aloud without posing a question and allowing candidates to select their own topics contradicts the instructions in the 'Examiner's Notes'. Furthermore, while the warm-up section should ideally last 2-3 minutes to help candidates feel at ease, some examiners either rushed this section or extended it unnecessarily. Effective use of this time has a significant impact on candidates' performance during the test.
- The preparation period (**Step 3**) should also span 2-3 minutes, but some examiners either omitted this step or allowed excessively long preparation periods, disadvantaging candidates in the process. Similarly, the main portion of the speaking test, which should last 6-9 minutes, was sometimes rushed by examiners, again to the detriment of the candidates.
- Examiners must refrain from asking multiple questions at once, particularly with weaker candidates and should avoid completing candidates' sentences or statements. In certain instances, some examiners penalised slower-speaking candidates or awarded high marks to fast speakers without adequately considering the structure and content of their responses. Careful, attentive listening is critical when awarding marks.
- Inconsistencies in marking according to the criteria grid were observed, indicating that some examiners may not have sufficiently studied the speaking assessment criteria. Additionally, some examiners chose topics to which candidates, particularly weaker learners, could not relate. Understanding the candidates' interests during the warm-up section is essential to ensure that the conversation remains relevant.
- Several examiners did not allow candidates sufficient time to express their opinions and, in some cases, dominated the conversation, which hindered accurate assessment. Sticking rigidly to prompts without taking into account individual candidates' abilities or familiarity with the topic was also noted. Instances of impatience, particularly with weaker candidates, led to discourteous behaviour, such as insults and rudeness. Examiners should also avoid asking sensitive or overly personal questions.
- Pronunciation and grammatical issues were evident, likely stemming from insufficient preparation on the part of some examiners. It is crucial to address candidates by their first names, as is customary in their school environment, and avoid using titles such as Mr or Ms or endearments like "sweetheart" or "darling," which are considered inappropriate.

Recommendations

- Examiners must be thoroughly prepared to enable candidates to perform at their best during the Speaking Test. This preparation involves not only familiarising themselves with the topics but also conducting research to ensure accuracy, mastering correct pronunciations and crafting well-structured questions. Examiners should be able to expand on questions when necessary and respond appropriately to candidates' answers, facilitating a dynamic conversation.
- Strict adherence to the instructions in the Examiner's Notes is essential, particularly in conducting and recording the warm-up section as well as the preparation period. Examiners should prepare engaging, relevant and grammatically correct questions to encourage thoughtful responses from candidates.
- It is crucial to remember that the Speaking Test assesses spoken language proficiency rather than subject knowledge. If a candidate struggles with a chosen topic, the examiner should feel free to shift to a more appropriate or productive aspect within the same theme. There is flexibility in deviating from the prompts on the Speaking Card to ensure an effective and fair assessment.
- Active listening is a vital aspect of the Speaking Test. Examiners should engage candidates in genuine conversations, avoiding any impression of boredom or disinterest in the recordings. This will ensure a more accurate reflection of the candidate's abilities.
- Speaking slowly should not be seen as a sign of weakness. Examiners must remain objective and not allow the pace of speech to unduly influence their assessment. Candidates who may not speak continuously but demonstrate a rich vocabulary should not be regarded as weak or average.
- Examiners should carefully consider the selection of topics, particularly when working with weaker candidates. Knowledge of the learners' strengths and weaknesses allows examiners to choose appropriate topics that will give each candidate the best opportunity to perform.
- When recording the sample, ensure that all provided speaking topics are included to guarantee a comprehensive representation of each candidate's abilities.
- Examiners should feel confident in awarding higher marks when appropriate, especially for weaker learners. The marking grid is designed to be lenient and it is essential that examiners use it to its full potential.
- To ensure consistency in the marking process, examiners must thoroughly study the Speaking Assessment Criteria Grid before the examination. Marks for vocabulary, structure and fluency should align and reflect the candidate's overall performance. Consider using the same marking grid for speaking activities from Grade 10 onwards to familiarise candidates with the criteria early, facilitating a smoother transition to the Speaking Test procedures.
- Part-time tutors should ensure that candidates are well-acquainted with the speaking test process, either during class time or through holiday workshops. It is essential that part-time candidates receive the same information and preparation as full-time candidates. Tutors are responsible for ensuring this consistency.
- Examiners at Part-time Centres must uphold the same standards and quality of work as those at Full-time Centres to maintain uniformity in the assessment process.
- Examiners and candidates should be instructed to refrain from using foul language during the interviews, as such language is inappropriate and offensive. Examiners should also avoid using inappropriate language.
- Emphasise to candidates that the total mark for the English Second Language Speaking Test is out of 30. This information is clearly indicated at the top of the Mark Sheet on the USB provided by the Directorate of National Examinations and Assessment (DNEA), and candidates should be made aware of it.
- Following each annual examination training session in each region, the Head of Examinations must ensure that all teachers are informed about the correct procedures for completing and submitting documents for the NSSC external examination. **The Head of Department is responsible for verifying that all submitted documents are completed accurately and in accordance with the required standards.**

Please Note:

1. Each centre should carefully select and record 10 candidates to ensure a well-balanced sample, ideally consisting of 3 top performers, 4 average candidates, and 3 from the lower range. In centres with multiple examiners, the sample should be comprised of 2 of the best, 1 average and 2 of the weakest candidates.
2. It is strongly recommended, where feasible, to adhere to the directive in the 'Examiner's Notes' by assigning only one examiner per centre. The use of multiple examiners should be avoided, particularly in full-time centres, unless the candidate load is too large for a single examiner to manage effectively.
3. In larger schools with several English as a Second Language teachers, the number of teachers contributing to the sample should be limited. Ideally, 2 or 3 teachers should be chosen as examiners each year, rotating them annually to ensure a broad range of assessments.
4. Examiners must ensure that the names recorded on the Oral Communication Form correspond exactly with those of the candidates featured in the sample. Rigorous internal moderation and administrative checks are essential to maintain accuracy.

5. When more than one examiner is involved at a centre, each examiner should organise his/her speaking test recordings into separate folders to facilitate the moderation process. During the introductory statement, only the examiner responsible for the recordings in a given folder should be identified on the USB.

COMMENTS ON THE INDIVIDUAL SPEAKING CARDS:

Speaking Card A – Communication:

Prompt 1 was a challenging card for most candidates especially the weaker ones. A few candidates could not even pronounce the word “conversation.” Their biggest challenge was their failure to understand the meaning of the word communication. Some examiners worsened the situation by asking candidates to start a conversation. Most candidates, however, could not differentiate a good conversation from a bad one. The majority of the candidates responded well to the first prompt with the majority giving details of what it was about and what led to that conversation. Some went on to specify whether it was face-to-face or telephonic/online.

Prompt 2, most candidates struggled to think of different ways in which young people communicate, especially those whose examiners failed to simplify the prompts for them. Candidates in urban areas and those with smart phones would at least talk about the different applications they use for communication purposes, as well as state which ones were their favourites. However, those from the rural set ups could not fully explore the prompt due to lack of exposure. Most candidates did not seem to know how adults communicate among themselves. Very few spoke about the issue of letter-writing and face-to-face communication. Some candidates could not explain why adults and the youth seemed to favour different ways of communication. A few explained that adults favoured face-to-face communication as they hardly got the chance to socialise or they tend to discuss issues that need concentration. A few learners talked about the changes in communication nowadays compared to the olden days. They talked about people using smoke and drum signals long ago as a means of communication.

Prompt 3 was an easy prompt for most candidates as they could easily relate to it. Most candidates said that they found it difficult to start a conversation with people they did not know as they were afraid of how people would react.

Prompt 4 was a bit problematic for most candidates as some did not even know how social media affects communication. Some candidates did not know the meaning of social media and as such, could not elaborate more on it. However, the stronger candidates could explain the impact social media has had on the younger people in particular. The weaker candidates highlighted the fact that social media makes it less likely for people to talk to people around them. A few said social media has resulted in cyberbullying among young people.

Prompt 5 was a challenging prompt. Most candidates, because they did not understand what is meant by communication, could not satisfactorily respond to the prompt. They felt that animals could not communicate since they do not have verbal means of communication. The stronger candidates were able to relate to their home situation and explained how they communicate with their pets at home.

Speaking Card B – Shopping:

This was the most used Speaking Card in general amongst the examiners as it was relevant to both genders. The candidates, in most cases, were able to answer the prompts fairly well. However, they failed to develop the prompts successfully and were not very creative in certain cases. For example, the location of the shops, the description, price etc of commodities sold in specific shops were lacking. Responses were very short and detail was limited which forced the examiner to put more effort into encouraging the learners to respond at length.

The word “often” in prompt three made it difficult for the weaker candidates to answer because they could not comprehend the meaning of the word and as a result this prompt was poorly answered. Many candidates could not distinguish between the local shops in their neighbourhood and large shopping malls due to the lack of exposure. This was evident amongst candidates coming from the schools in more remote areas of the country.

Online shopping also proved to be a very challenging prompt because candidates could not justify why they had taken a certain standpoint because of the lack of knowledge in terms of this relatively new and unfamiliar mode of shopping. Many of the weaker candidates misunderstood the word ‘online’ and interpreted it as being a line or a queue which forms at a checkout or pay point in a store or shop.

Speaking Card C – Parties:

Stronger candidates used a broader range of vocabulary and more complex sentence structures to describe different types of parties e.g. cultural, birthday and formal parties. Candidates from urban centres performed better than those from remote areas probably because of exposure issues. Examiners and candidates should refrain from discussions where the candidates are involved in alcohol and violence. Stronger candidates elaborated on the planning, atmosphere or social aspects and discussed why parties are significant in their daily/social lives. They contributed original ideas. Some candidates misinterpreted the topic and referred to political parties and this limited their ideas and thoughts. The words/concepts of neighbourhood and uninvited guests were challenging to some candidates. The weaker candidates found it difficult to list or mention different kinds of parties that are popular in their neighbourhoods. This prompted

the examiners to elaborate on the prompt. Some failed to elaborate on how people organise parties. Some of these candidates struggled to elaborate why they enjoyed the parties. Overall, candidates related to the prompt on music and most singled out Amapiano as their favourite genre of music.

Speaking Card D – Daily Life:

Candidates found this topic a little challenging. Candidates were required to speak about their lives on a daily basis. The prompts were easily available but some examiners did not understand what was required of them. Examiners should ask questions that make it easy for candidates to gain a grasp of what the topic really is about. The Speaking card was a little difficult on average.

Speaking Card E – Making Decisions:

Candidates were expected to look at challenges they face on a daily basis and what they do to solve them. This was the least favourite topic for examiners. Stronger candidates could respond at length while weaker candidates found it challenging even to understand the concept.

POSITIVE SUGGESTIONS TO TEACHERS

- Thoroughly study the Examiner's Notes: Examiners should familiarise themselves with the Examiner's Notes, studying all details related to conducting speaking tests. They should avoid deviating from the guidelines outlined in this document. **PLEASE TAKE NOTE:** Prepare well in advance and refrain from practices not endorsed by the Examiner's Notes.
- Examiners should carefully examine the speaking assessment criteria grid, understanding the competencies associated with each category (band). It is important to recognise the clear correlation between the different bands on the marking grid to ensure accurate assessment. There should be consistency across all categories when awarding marks.
- It is crucial for the examiners to study the speaking cards in advance to acquaint themselves with the prompts. Gather additional information on the topics and devise extra questions related to the given theme. Please make sure that you have a solid grasp of the meanings of all words and terminologies used in the various speaking cards.
- Use the correct forms and understand how to complete them accurately. Familiarise yourself with the Mark Sheet (utilizing '999' for absent candidates), Speaking Assessment Summary Form (SASF), and the Oral/ Communication Form. This ensures proper documentation and submission of required information. The Examiners should put their initials in the column for Teaching Group/set on the SASF for easy identification. The Internal Moderators must also write their names and sign on the space provided on the SASF.
- Administrative checking at the centre must be performed to detect and rectify any addition errors or potential issues with transferring marks incorrectly to the Mark Sheet.
- It is **VERY IMPORTANT** to maintain the same order of names on MS1 and on SASF.
- Use an asterisk (*) on the SASF to identify candidates whose interviews are part of the sample on the USB, aiding clear distinction and reference.
- Opt for a single examiner per centre whenever possible to uphold fairness and consistency in the assessment process.
- **It is very important to** arrange internal moderation sessions where there are multiple examiners to apply a standardised assessment approach.
- Examiners are advised to refrain from including learners with speech impairments in the sample to ensure fairness and avoid putting specific learners at a disadvantage during recording.
- It is strongly recommended for the Head of Department (HOD) responsible for English as a Second Language or Subject Head to spearhead the discussion of the Examiner's Report at a subject meeting before the speaking examination for collective insight and coordination.

SECTION A

1. AOA: Define the following terms:

(a) *Research*

Comment on specific question:

The question was fairly answered.

Problems experienced in the Assessment objective:

The candidates did not experience a lot of problems to answer this question. The majority of candidates scored 1 mark.

Wrong answers:

Candidates did not give the full definition with key words. Some candidates wrote methodical instead of methodical investigation. The key words are: **methodical investigation and to discover facts.**

Correct answers:

Is a methodical investigation into a subject (1) in order to discover facts. (1)

[2]

(b) *Negotiation.*

Comment on specific question:

The question was fairly well answered.

Problems experienced in the Assessment objective:

The candidates did not experience a lot of problems answering this question. The majority of candidates scored 1 mark.

Wrong answers:

Candidates did not give the full definition with key words. Some candidates were repeating the word "negotiation" in their definition. The key words are: reaching an agreement, discussion and compromise

Correct answers:

It is the process in which conflicting parties (1) aim to reach an agreement/common goal. (1)

The reaching of an agreement (1) through discussion and compromise/give and take (1)

[2]

2. AOA: State four stages in the origin of entrepreneurship.

Comment on specific question:

The question was well answered.

Problems experienced in the Assessment objective:

The candidates did not experience a lot of problems answering this question. The majority of candidates scored 4 marks.

Wrong answers:

Some candidates did not add the word, "perspective", as some wrote "economist perspective" and "entrepreneur perspective" instead of "economic perspective" and "entrepreneurship perspective."

Correct answers:

- The Economic associate's perspective
- The Behaviourists' perspective
- The Management Science perspective
- The Social Perspective

3. AOA, AOB: Describe random input as a technique to enhance creativity. Use an example to support your answer.

Comment on specific question:

The question was fairly well answered.

Problems experienced in the Assessment objective:

The candidates did not experience a lot of problems answering this question. The majority of candidates scored 1 mark.

Wrong answers:

Most of the candidates are giving the description of problem reversal as well as discontinuity principles instead of random inputs. Some gave the correct definition but could not give a correct example.

Correct answers:

- Is a technique to stimulate creative thinking processes through the development of words, pictures and images.
- For example: Pick up words from a box randomly and come up with any business idea at that moment you got the word.

Consider learners ideas

AOA: 1 mark

AOB: 2 marks

[3]

4. AOA: State four examples of bad customer care.

Comment on specific question:

The question was well answered.

Problems experienced in the Assessment objective:

The candidates did not experience a lot of problems to answer this question. Majority of candidates scored 4 marks.

Wrong answers:

Some candidates were giving the example of good customer care instead of bad customer care. For example, candidates wrote "Listen to customers complain" instead of "Not listening to customers complain."

Correct answers:

- Putting customers on hold for too long.
- Using negative language.
- Transferring callers again and again.
- Asking customers to repeat.
- Agents offer No empathy.
- Directing customers to the website.
- Rude behaviour and Bad Attitudes
- Not acknowledging customer's complaints

Any **four**

[4]

5. AOA: Explain two management tasks that are performed in an enterprise.

Comment on specific question:

The question was fairly well answered.

Problems experienced in the Assessment objective:

The candidates did not experience a lot of problems answering this question. The majority of candidates scored 2 marks.

Wrong answers:

Some candidates only listed the management tasks instead of explaining, while some wrote the management function instead of management tasks.

Correct answers:

- **Planning:** setting aims and targets to plan the resources that will be needed to reach them and to give direction as well as purpose in an enterprise/to work out how to run an enterprise successfully
- **Leading:** guiding, directing, influencing and supervising those you are responsible for.
- **Organising:** the delegation of tasks within an enterprise, to ensure that they are carried out successfully coordinating resources to form /produce a coherent structure.
- **Controlling:** measuring and evaluating the work done in an enterprise to make sure that targets are met/ to make sure the business is running according to plan. Any two 2x2 (P+D) [4]

6. AOA: Explain what is meant by the term *philanthropy*.

Comment on specific question:

The question was fairly well answered.

Problems experienced in the Assessment objective:

The candidates did not experience a lot of problems answering this question. The majority of candidates scored 1 mark.

Wrong answers:

Some candidates gave an indication that they did not know the word **philanthropy**, while some only wrote giving back to the community.

Correct answers:

A desire to improve the material, social and spiritual welfare of humanity, (1) especially through charitable activities. (1)

Accept any other relevant answer [2]

7. AOC: Describe two ways that enterprises could act ethically when marketing chocolates.

Comment on specific question:

The question was fairly well answered.

Problems experienced in the Assessment objective:

Candidates answered the question as AOA, instead of AOC. Candidates could not explain chocolates. Instead their answers were general (AOA).

Wrong answers:

Most of the candidates were only giving examples of ethical behaviour, instead of an analysis of how the enterprise could act ethically when marketing chocolates. Some candidates only gave general answers like producers should put health warnings on packets, instead of saying producers should put health warnings on chocolate packets.

Correct answers:

- Ensuring transparency by stating the ingredients used in a chocolate.
- Enterprises should provide accurate information about their chocolate.
- Enterprises should avoid misleading claims regarding health benefits of chocolate.
- Marketing chocolate should be sensitive and respectful
- Enterprises should avoid stereotypes or exploitation of chocolate addicts
- Enterprises can encourage moderate consumption of chocolate to avoid health complications
- Producers should put health warnings/sheet on chocolate packets
- Enterprise must provide enough accurate information on both the advantages and side effects of chocolates.
- Inform the customers about the effects chocolates have on their health, for example, tooth decay or the possibility of diabetes.
- Enterprise should also caution consumers about paper littering from chocolate wrappers to keep the environment clean. Any 2 x 2 marks [4]

8. AOA: Explain three lessons Namibian entrepreneurs can learn from the enterprise beliefs of the United Arab Emirates [UAE].

Comment on specific question:

The question was fairly well answered.

Problems experienced in the Assessment objective:

The assessment objective was clear and it expected candidates to recall their knowledge.

Wrong answers:

Some candidates were giving the lessons learnt from other countries not UAE, while some were giving answers those are no entrepreneurs.

Correct answers:

- Relationships and mutual trust are important for any successful business interaction and can only be developed through face-to-face meetings.
- Decisions are made by the highest ranking person.
- The UAE's culture is rooted in Islamic traditions; courtesy and hospitality are amongst the most highly prized virtues, which is reflected in the warmth and mutual trust that are paramount for any successful business interaction. It can only be developed through face-to-face meetings.
- Emirates prefer to do business with those they know, so it is very important to cultivate a relationship with them.
- Good manners and courtesy are prized attributes.
- Although you should always arrive on time for a meeting, punctuality is not considered a virtue and you may be kept waiting before or during your meeting. Do not be impatient.
- An Arab businessman's word is his bond and you are also expected to perform accordingly, even if the agreement is a verbal one. This can ruin your bond if you do not follow verbal agreements.

Any 3 x 2 marks

[6]

- Accept any other relevant answers

9. AOB: Explain two ways that the Namibian Standards Institution (NSI) will affect an enterprise that is producing ear buds.

Comment on specific question:

The question was fairly well answered.

Problems experienced in the Assessment objective:

The candidates could not apply the how the NSI will affect the enterprise producing ear buds. Instead, they only wrote general answers.

Wrong answers:

Most of the candidates were only giving the aims of NSI, instead of writing how NSI will affect the enterprise producing ear buds.

Correct answers:

- **To ensure that the safety of consumers is not compromised:** check/inspect if the earbuds meet standards and help to eliminate any danger that might be caused to consumers.
- **To make sure earbuds do not pose any health problems:** if the earbuds are not inspected, they may cause health problems to consumers. The earbuds might carry harmful bacteria which might cause death, resulting in lawsuits.
- **To make sure the product is of high quality:** when the earbuds meet set standards, it is said to be of high quality. Standards are one way of producing quality earbuds but might cause a delay in production.
- **Consumers get value for their money:** when earbuds are of high quality, consumers believe that they are getting value for their money.

Any two x 2

[4]

10. AOA: Explain what is meant by *internal communication*.

Comment on specific question:

The question was fairly well answered. Most candidates scored 1 mark.

Problems experienced in the Assessment objective:

The assessment objective was clear and it expected candidates to recall their knowledge.

Wrong answers:

Most of the candidates repeated the word, "communication" in their explanation, while some candidates gave answers like, "communication done between two countries."

Correct answers:

It is the process of exchanging information/messages (1) within the organisation (1) [2]

11. John has been considering which form of enterprise to start. Finally he decided to start a Windhoek based business, Namibia Fried Chicken (NFC) in Karibib. There will not be any competition for this enterprise in Karibib. John believes, with his 23 years of experience in business management, that he will be successful.

(a) AOB: Identify the form of ownership John decided to start.

Comment on specific question:

The question was fairly well answered.

Problems experienced in the Assessment objective:

Candidates could not identify the correct form of ownership from the scenario given

Wrong answers:

Most of the candidates gave "sole traders" instead of "franchise", while some candidates wrote "franchisor" instead of "franchise."

Correct answers:

Franchise (1) [1]

(b) AOC: Identify one element from SWOT analysis for John's enterprise.

Comment on specific question:

The question was fairly well answered.

Problems experienced in the Assessment objective:

Candidates could not figure out the element of SWOT analysis from the scenario given

Wrong answers:

Some candidates only copied the information from the scenario without indicating the SWOT analysis. For example a candidate wrote "23 years of experience", instead of **Strength** – 23 years of experience.

Correct answers:

Strength: 23 years business management experience

Using an established brand

Opportunity: Lack of competition/competitors Any **one** (1+1) [2]

[40]

SECTION B

12 (a) AOB: Describe the type of enterprise Caroline is operating.

Comment on specific question:

The question was fairly well answered, however, few candidates could score full marks.

Problems experienced in the Assessment objective:

Most of the candidates described the type of business but failed to mention it, thus lost marks.

Wrong answers:

- Form of ownership
- Farming business
- Multinational company
- Export Processing Zone

Correct answers:

Service business (1). She is running errands for other people (2)

[3]

(b) AOA: List two institutions at which Caroline would have registered her enterprise.

Comment on specific question:

The question was generally well answered as most of the candidates could score 2 marks.

Problems experienced in the Assessment objective:

The assessment objective was clear; candidates are expected to list.

Wrong answers:

- Bank of Namibia
- NAMFISA

Correct answers:

- Ministry of Industrialisation, Trade and SME development/BIBA
- Local Authorities (municipalities/village councils/town councils) or Traditional Authorities
- Social Security Commission
- NAMRA/Directorate Inland Revenue

Any **two**

[2]

(c) AOB: Explain the form of funding used for Caroline's enterprise.

Comment on specific question:

The question was fairly well answered. Few candidates could score full marks in this question.

Problems experienced in the Assessment objective:

Most of the candidates confused the question with the type of capital, thus lost marks.

Wrong answers:

- Working capital
- External capital
- Borrowed capital
- Retained profit
- Human capital
- Physical capital
- Financial capital

Correct answers:

Own capital/Internal capital/Own Fund/Own Savings (1) – is the money invested in the enterprise (1) by the owner (1)

[3]

(d) AOA, AOB: Identify two different types of capital. Use an example from the case study to support each type.

Comment on specific question:

The question was fairly well answered, however, few candidates could score full marks.

Problems experienced in the Assessment objective:

Most of the candidates failed to answer this question correctly. They could not identify the type of capital, instead provided an example from the case study.

Wrong answers:

- Working capital
- Own and borrowed capital

Correct answers:

Financial capital (1) – She invested N\$ 700 (1)

Human capital (1) – She is an expert at running errands (experience) (1)

– She write books (education) (1)

– She employed six workers to assist her (1)

Physical capital (1) – Truck that she bought (1)

AOA: 2 marks

AOB: 2 marks

[4]

(e) AOA: Explain two benefits of Caroline's enterprise to society.

Comment on specific question:

This question was fairly well answered, however, most of the candidates could only score 2 out of 4 marks.

Problems experienced in the Assessment objective:

The assessment objective was clear and it expected candidates to recall their knowledge.

Wrong answers:

- The benefits of Caroline's enterprise to the nation and to the individual (entrepreneur)

Correct answers:

- People do not need to stress running errands.
 - Create jobs: the enterprise will create employment for the society.
 - Develop entrepreneurial idea: people may start businesses based on her business
 - Transfer skills to the farmers through her books.
 - Donations: her enterprise may donate money to charities that improve the living conditions of community members.
- or
- Sponsorships: the business may sponsor individuals, for example, it may fund a child orphanage.
- or
- Scholarships: her business may give money to less privileged learners for studying.
- or
- Philanthropy: her business may practise what we call social entrepreneurship, through social welfare programmes, through which they give back to the community.
 - Her business may develop society by bringing services closer to the people.
 - Improve the living standard: when employees earn an income, they will be able to afford luxury products
 - Reduce poverty: when employees earn an income, they will be able to afford basic needs.

Any 2 x 2 marks

[4]

(f) AOC: Suggest four businesses you could start based on Caroline's farming books entrepreneurial idea.

Comment on specific question:

The question was fairly well answered, but many candidates interpreted the question wrongly, thus, could not score full marks.

Problems experienced in the Assessment objective:

Although the question referred to businesses one could start based on Caroline's farming books entrepreneurial idea, many candidates gave answers based on the model of entrepreneurship and types of business.

Wrong answers:

- Steps in the model of entrepreneurship
- Types of businesses
- To sell animals (should be livestock)

Correct answers:

- Selling livestock food

- Open a foreign exchange centre
- Sell livestock
- Sell overalls and safety boots
- Courier service enterprise
- Start a language editing company

Any **four**

[4]

Consider learners' ideas

(g) AOD: Advise Caroline on one way that she can protect the entrepreneurial idea in her farming books.

Comment on specific question:

This question was fairly well answered. Only a few candidates could score 2 out of 3 marks.

Problems experienced in the Assessment objective:

Candidates could advise on the way that she can protect her farming books but they could not justify. Instead, they defined the means of protecting an idea.

Wrong answers:

- Patent
- Confidentiality clause
- Institutions where enterprise should be registered and purpose of registration

Correct answers:

Trademark

Trademark will protect the brand of the books such as a logo

Copyright

She can have the legal right of producers of intellectual property or publishers to control the use and reproduction of her original works

Point (1) + Dev (2)

[3]

Business right clause

- to prevent employees from copying her ideas. (2)

(h) AOD: Analyse whether job production or mass production is the best production system to use when Caroline will publish her books. Justify your choice.

Comment on specific question:

This question was poorly answered as many candidates could not score a mark on the question. However, a few candidates could score 2 out of 4 marks. Some candidates also failed to read the question fully as they referred to mass media and job creation.

Problems experienced in the Assessment objective:

Most of the candidates seem to lack knowledge of the production system. Most of the candidates could indicate which production method is the best to use but failed to analyse by looking at the advantages and disadvantages.

Wrong answers:

- Advantages and disadvantages of mass media
- Advantages and disadvantages of job creation

Correct answers:

Mass production is the most suitable production system to produce books.(1)

Reasons:

- Makes a high number of books of the same kind
- The books are identical
- Low level of production cost

- Few workers will be required
- High level of efficiency

Any **three**

[4]

Consider learner's ideas

Job production - produce a single product according to the client's specification

Reasons

- High cost of production
- Need skilled labour
- It takes long to be completed

(i) AOD: Evaluate whether Caroline's enterprise is successful or not.

Comment on specific question:

This question was well answered. Most of the candidates could score full marks.

Problems experienced in the Assessment objective:

Few candidates could not make a decision whether Caroline's enterprise was successful or not, thus lost full marks.

Wrong answers:

- Success does not depend on gender
- Both men and women can be successful
- Use a business plan
- Do a market research

Correct answers:

Her enterprise is successful because: (1)

- recently bought a truck worth N\$ 300 000 (1)
- recruited six employees to assist her with errands. (1)
- She has international clients (1)
- She is trustworthy and that makes her flourish (1)
- She is an expert at scouting the best quality cattle (1)
- She has a good record keeping system (1)

[3]

[30]

13 A young business management graduate has ventured into the manufacturing industry, turning thorns into toothpicks.

(a) AOB: Identify two examples of electronic marketing strategies used by Embula.

Comment on specific question:

This question was well answered; most candidates could score full marks.

Problems experienced in the Assessment objective:

The assessment objective was clear so learners could recall knowledge and apply.

Wrong answers: advertising, distribution, mass media and social media

Correct answers:

Facebook

WhatsApp

[2]

(b) AOB: Describe one component of the marketing mix mentioned in the case study.

Comment on specific question:

The question was fairly well answered; candidates could only score a mark for identifying the marketing mix but could not describe how it was used in the case study.

Problems experienced in the Assessment objective:

All the components of the marketing mix were in the case study, making application difficult to assess.

Wrong answers: Press, Person, Process

Correct answers:

Product: anything that is touchable and can be exchanged for money/selling toothpicks

Price: the amount of money that customers will pay for goods or services/selling a pack of toothpicks for N\$7.50

Promotion: form of communication used to inform, persuade or remind people about product or services/ she advertises on whatsapp and facebook

Place: direct channel/offer services directly to the clients Any **one** explained x 2 [2]

(c) AOC: Explain one characteristic that has made Embula a successful entrepreneur.

Comment on specific question:

The question was fairly well answered, as many candidates interpreted the question wrongly defining the characteristic instead. There was no application to the case study, thus, they could not score full marks.

Problems experienced in the Assessment objective:

Candidates were explaining the characteristic according to the case study, however, they failed to analyse.

Wrong answers: General definition of characteristics, not applicable to the case study.

Correct answers:

Information seeking/opportunity seeking (1): read an article in which former industrialisation and trade minister spoke about needs. (2)

Creativity/innovativeness (1): she changed camel thorns into toothpicks (2)

Risk taking (1): she took a risk to start a new toothpick enterprise

Goal setting (1): her goal is to have toothpicks on every dining table.

Persistent/perseverance/determination: not giving up even though she had financial difficulties.

Problem solving: she needed a place to rent, therefore she negotiated with the landlord.

Any one of the above points

[3]

(d) AOD: Unemployment is an opportunity for job creation.

Discuss to what extent you agree with this statement or not. Relate your answer to the case study.

Comment on specific question:

The question was fairly well answered. The majority failed to apply their knowledge.

Problems experienced in the Assessment objective:

The Assessment objective was correct.

Wrong answers: Learners did not indicate whether they agree or not.

Correct answers:

I agree with this statement, because when you are unemployed, you will be forced to come up with an enterprise to earn an income.

Embula started a toothpick business after she could not find a job.

1 mark: decision

1 x 2 marks: examples/explanation based on Embula

[3]

- (e) **AOA: Explain two ways culture could be a barrier to creativity, in starting an enterprise such as making toothpicks.**

Comment on specific question:

Very poorly answered.

Problems experienced in the Assessment objective:

Clear assessment objective.

Wrong answers: Candidates mentioned examples of cultural beliefs in general, but could not explain how they hinder the entrepreneur from starting an enterprise.

Correct answers:

- Namibian culture has characteristics that at some point influence creative development negatively especially for Embula who is a lady.
- Some cultures do not buy toothpicks, therefore, some entrepreneurs might be discouraged from producing toothpicks.
- In some cultures it is a taboo to touch a camel thorn tree, therefore, it will be a challenge to find the raw materials.
- She has to complete all phases of education before she can start an enterprise.
- Because her enterprise is something new, culture will assume that which is unknown is unsafe.
- She will be discouraged by the fact that people believe that you always have to be practical and think economically before you generate ideas.

Consider learners' ideas

Any **two** 2 x 2 marks

[4]

- (f) **AOC: Explain two ways that Embula can practice to act in an environmentally sustainable manner.**

Comment on specific question:

Most of the candidates could not answer this question at all.

Problems experienced in the Assessment objective:

Wrong assessment keyword was used, confusing the candidates.

Wrong answers: Social responsibility, environmental sustainability, campaigns, lead by example

Correct answers:

- She should plant more camel thorn trees
- She can import raw materials
- She can recycle toothpicks
- She can look for a substitute raw material, instead of using thorns

Consider learner's ideas

Any **two** 2 x 2 marks

[4]

- (g) **AOA: State two government incentives Embula can benefit from to support her new enterprise.**

Comment on specific question:

The question was well answered by most candidates.

Problems experienced in the Assessment objective:

Clear assessment objective.

Wrong answers: Team Namibia, paying tax to the government, Bank loans, Bank of Namibia, Finance Minister

Correct answers:

- Industrial revenue bonds
- Tax refund/incentives
- Industrial enterprise Direct/subsidized loans
- Site advantage
- Public utility rate break (water, electricity)

- City projects/Infrastructure improvements
- Subsidies
- Economic Processing Zones (EPZ)
- Low interest loans
- Tax rebates
- Government grants
- Collateral free loans
- Education and training
- Tax exemption
- Government support structures/Networking support structures

Consider learners' ideas

Any **two**

[2]

(h) AOC: Use your entrepreneurial knowledge to assist Embula to complete the following financial components of her business plan:

Comment on specific question:

Fairly well answered but most of the candidates could not score full marks.

Problems experienced in the Assessment objective:

Clear assessment objective

Wrong answers: N\$3 000-N\$5 700 or N\$3 000÷ N\$7,50

Correct answers:

Calculate her monthly profit

Income – Expenses = Profit

N\$ 22 500 (1) - (N\$ 10 000 + N\$ 5 700) (1)

N\$ 22 500 - N\$ 15 700

N\$ 6 800 (1)

[3]

(i) AOD: Suggest three questions which Embula could use in an interview for her market research to establish if her toothpicks had market potential.

Comment on specific question:

Fairly well answered as most candidates could score two out of three.

Problems experienced in the Assessment objective:

Assessment objective was clear.

Wrong answers: Candidate asking: When did you start your marketing? What products do you offer?

Correct answers:

- How much are you willing to pay for a pack of toothpicks?
- Where do you buy your toothpicks?
- How often do you use toothpicks?
- Do you prefer peppermint flavoured toothpicks?
- Do you want to buy toothpicks in bulk or small scale?
- Would you like to re-use your toothpicks?

Consider learners' answers

Any **three** x 3

[3]

(j) AOD: Evaluate whether the negotiation between Embula and the landlord was effective or not.

Comment on specific question:

The question was fairly well answered.

Problems experienced in the Assessment objective:

Candidates did not evaluate; they only applied what was in the case study.

Wrong answers: Writing it was not effective, while supporting it with positive views.

Correct answers:

It was effective because

(1)

- Embula established that the essential elements of the negotiation process were followed.
- Both parties were able to reach an agreement.
- The rent was reduced by 15%.
- It was a win-win situation for both parties.

Any **three**

[4]

[30]

[100]

General comments

There was an overall improvement in performance of task 1 this year. Most of the candidates have completed task 1 and there was a clear evidence that teachers have guided the candidates correctly. However, there are still centers that are struggling with task 1.

Task 1: FINDING YOURSELF

1 Creative test tool

A. Assessment objective C: Analysis (2marks)

Creativity test tool

Comment on specific question:

Most of the candidates have included the correct creativity tool with task 1. Very few candidates that did not provide a signature/date or left out the comments.

HOW QUESTION IS MARKED:

Sheet scored, dated and signed: 1 mark

A suitable comment: 1 mark

Problems experienced and wrong answers:

Tool included but candidates left out one of the following:

Signature, date or comment

Few comments were not aligned to the scored

What teachers were doing wrong in the application of the marking rubric:

Some teacher awarded full marks just because the tool was included and did not verify if the tool was signed, dated or if there were comments.

INCORRECT

Example: Score: 37

Signature: SN

Date: 20.10.24

Comment:

I am unsure of my creative talent. Maybe I have not been given opportunities to be creative, or maybe I am convinced that I am simply not a creative person.

(the above example is incorrect because the score does not match the comment, the candidate will score 1/2)

CORRECT

Example: Score: 36

Signature: SN

Date: 20.10.24

Comment:

I am unsure of my creative talent. Maybe I have not been given opportunities to be creative, or maybe I am convinced that I am simply not a creative person.

(the above example is incorrect because the score does not match the comment, the candidate will score 2/2)

B. Assessment Objective A: Knowledge and Understanding (8 marks)

Problem reversal definition

Comment on specific question:

Most of the candidates were awarded full marks for this question, however, some candidates omitted the definition completely and did not score marks.

HOW QUESTION IS MARKED:

A technique creative thinking processes (2 marks)

By forcing one to see things backwards, inside out and upside down (2 marks),

Thereby enabling one to analyse the whole concept or problem (2marks)

Choose the best solution (2 marks)

Problems experienced and wrong answers:

Candidates did not give the prescribed definition.

Candidates gave some random definitions and left out key words, thus, lost some marks.

What teachers were doing wrong in the application of the marking rubric:

Teachers were not sure where to award the marks and just awarded full marks for any definition that a candidate wrote.

2. Assessment Objective A: Knowledge and understanding (4 marks)

A. A general outline of the ways in which the challenges will be solved or met.

Comment on specific question:

This question was well answered; most candidates scored full marks because they wrote the general outline as it should be and did not leave out any steps. Very few candidates did not score full marks as they left out some steps or omitted the general outline.

HOW QUESTION IS MARKED:

State the challenge (1 mark)

State the problem (p) (1 mark)

Make assumptions of what caused the problem (a) (1mark)

Reverse the assumptions (r) (1 mark)

Explain how each reversal can be accomplished (e) (2)

Choose one and explain how it can solve the problem (s) (2)

Conclusion on new ideas that are suggested (c) (2)

Problems experienced and wrong answers:

Some candidates completely omitted the general outline.

Some candidates left out one or two steps.

Candidates wrote some steps incorrectly

What teachers were doing wrong in the application of the marking rubric:

Teachers did not read all the steps and awarded full marks while some of the steps were written incorrectly.

B. Assessment Objective B: Application and investigation (6marks)

A general outline of the ways in which the challenges will be solved or met.

Comment on specific question:

This question was well answered; most candidates scored full marks because they wrote the general outline as it should be and did not leave out any steps. Very few candidates did not score full marks as they left out some steps or omitted the general outline.

HOW QUESTION IS MARKED:

Application of how each reversal can be accomplished (e) (2 marks)

Choose one and apply how it can solve the challenge (s) (2 marks)

Conclusion on the application on the new ideas that are suggested (c) (2marks)

Problems experienced and wrong answers:

Some candidates completely omitted the general outline

Candidates left out one or two steps.

Candidates wrote some steps incorrectly.

Incorrect:

Especially the second one, some candidates wrote (Choose how each reversal can be accomplished, or choose one and explain how each **research** can solve the problem.)

Correct:

Choose one and explain how it can solve the problem (s) (2)

What teachers were doing wrong in the application of the marking rubric:

Teachers did not read all the steps and awarded full marks while some of the steps were written incorrectly.

Marking the problem reversal.

Comment on specific question:

Assessment Objective A: Knowledge and Understanding (1 mark)

HOW QUESTION IS MARKED:

Stating of the challenge (1 mark)

Problems experience and wrong answers:

Some candidates choose their own challenge and not the one in the syllabus, for example writing about their own challenges.

How to stop rape cases in society, (this challenge is not as per the list below).

Some candidates chose the challenges from the syllabus but they changed them in their own words.

Incorrect

For example: How to get learners to pass **some** of their subjects.

Correct

How to get learners to pass all their subjects.

What teachers were doing wrong in the application of the marking rubric:

Most teachers were awarding marks to wrong and own challenge.

The correct challenges are:

- a) How to boost one's self-esteem
- b) Having a place to complete homework
- c) How to get learners to pass all their subjects.
- d) How to stop gender based violence in your society
- e) How to reduce noise pollution from shebeens in residential areas

- f) How to enhance entrepreneurial thinking in the community
- g) How to curb corruption through accountability
- h) How to make the community aware of a greener environment
- i) How to make Namibia self-sufficient with food provision.
- j) Candidates are not passing all their subjects.

3. **Assessment Objectives B: Application and Investigation (1 mark)**

The challenge was stated

HOW QUESTION IS MARKED:

The problem was applied in a detailed context: 1 mark.

Problems experienced and wrong answers:

Candidates struggled to present a relevant problem to the challenge

Once a candidate has identified the wrong problem the challenge is also wrong.

Challenge: How to get learners to pass all their subjects.

Incorrect problem: Learners are not doing their homework. (this is wrong)

Correct: Learners are failing all their subjects.

What teachers are doing wrong in the application of the marking rubric:

Most teachers were awarding marks to wrong and own challenge.

4. **Assessment objective C: Analysis (5 marks)**

Comment on specific question:

Most candidates scored full marks, however, some candidates lost marks because their assumptions were not relevant to the problem / challenge.

Example:

Problem: Learners are failing all their subjects.

Incorrect assumption: couples are always fighting.

Correct assumption: Learners are not doing their homework.

HOW QUESTION IS MARKED:

(Give five analyzed why there is a problem: five assumptions) [five x 1]

Problems experienced and wrong answers:

Candidates did not come up with relevant assumptions that caused the problem

What teachers were doing wrong in the application of the marking rubric:

Most teachers awarded marks for incorrect assumptions.

5. **Assessment Objective B: Application and Investigation (5 marks)**

Comment on specific question:

Most candidates scored full marks for this question, although some candidates struggled to reverse the assumptions,

HOW QUESTION IS MARKED:

(Change the given assumptions to positives) [Five x 1]

Problems experienced and wrong answers:

Candidates did not come up with relevant assumptions that cause the problem

Correct assumption: Learners are not doing their homework.

Incorrect reversal: Learners are attending classes.

Correct reversal: Learners are doing their homework.

What teachers were doing wrong in the application of the marking rubric:

Most teachers awarded marks to incorrect reversal.

6. Assessment Objective B: Application and Investigation (5 marks)

Comment on specific question:

Most candidates scored full marks for this question, although some candidates struggled to reverse the assumptions,

HOW QUESTION IS MARKED:

(Change the given assumptions to positives) [Five x 1]

Problems experienced and wrong answers:

2 marks

Candidates were in some cases explaining the assumptions instead providing the reversals.

Some explanations were not relevant to the problem

Some explanations were not detailed, as very short points were given

Reversal: Learners are doing their homework

Incorrect explanation: Learners are not doing their homework.

Correct explanation: The management of the school develops a homework policy, that gives clear guidelines of the consequences of not doing homework.

How it should be done

Candidate should explain how each reversal can be accomplished, so what must be done to reach the reversal.

What teachers were doing wrong in the application of the marking rubric:

Teachers did not read thoroughly and just awarded marks, even-though the candidates did not really explain how the reversal can be accomplished.

NB: It is a two or zero questions

7. Assessment Objective D: Evaluation, Judgement and Decision making (6 marks)

Comment on specific question:

Most candidates scored full marks in this question. Some candidates lost out on marks because they chose an assumption instead of a reversal.

HOW QUESTION IS MARKED:

One of the reversals was chosen and evaluated on how it can solve the challenges.

Choose one: the reversed statement (1x2 marks)

Explanation of at least two ways (2x2 marks)

Problems experienced and wrong answers:

Candidates were again explaining the reversal instead of explaining how one of the reversals will solve the problem.

What teachers were doing wrong in the application of the marking rubric:

Teachers were awarding marks even though the candidates were only explaining the reversal, not stating how it could solve the challenge.

8.

C. Assessment objective C: Analysis (6 marks)

Assessment Objective D: Evaluation, Judgment and Decision making (6marks)

A written paragraph that analyses the likely impact of implementing the new ideas suggested.

Comment on specific question:

Most candidates could score a maximum of 6 marks because they only explained, the old ideas as already explained at the part of; "An explanation was given of how each reversal can be accomplished." Candidates did not discuss any new ideas.

Example of new ideas

Point: Well-equipped computer lab (two marks)

Development: a well-equipped computer lab will assist learners with searching for information on different subject related aspects, which will enable them to gain knowledge in all their subject areas. This will result in learners passing all their subjects. (two marks)

HOW QUESTION IS MARKED:

3 Points 6 marks (Analysis)

3 Development 6 marks ((evaluation of the three new ideas) [three x2]

What teachers were doing wrong in the application of the marking rubric:

Teachers awarded full marks even though the candidates only repeated what they have already discussed at the explanation of the reversals.

POSITIVE SUGGESTIONS TO TEACHERS:

- Teachers should explain to the candidates that they can only use the challenges that are stated in the Entrepreneurship syllabus page 22.
- It is compulsory to attach a completed creativity tool, so teachers must make sure candidates have signed, dated and written their appropriate comment before awarding them the 2 marks.
- Guide the candidates the correct definition of problem reversal so they can score full marks.
- Make sure that the GENERAL LAYOUT is written in the correct sequence and no step is left out.
- Guide the candidates in the construction of what the problem is to make sure it is relevant to the challenge.
- Assumptions should be short and to the point/ relevant to the problem.
- Discourage candidates from making lengthy assumptions, because they find it hard to reverse them.
- The reversals are supposed to be exact opposite of the assumptions.
- Teachers should guide the candidates to give an explanation of each REVERSAL to be accomplished so make sure candidates are not explaining the ASSUMPTIONS.
- Once the candidates have chosen one reversal they should explain how THAT reversal will solve the challenge and not just explain the reversal again.
- Lastly, in the paragraph candidates can discuss the old ideas but they will only score up to 6 marks. In order to score the 12 marks, candidates should come up with 3 new ideas and explain how those new ideas will solve the challenge.

TASK 2

General Comments

Generally speaking, candidates' responses have significantly improved compared to the previous year. Many candidates have demonstrated a better understanding of the task, particularly in Part 1, 2, 5, and 6 of the task. However, a significant number still struggle with knowing what to address in most of the task. Teachers are, therefore, encouraged to seek guidance from experienced colleagues and subject advisors for support. This guidance is essential in helping candidates fully grasp the task and improve their performance. In addition, teachers should read the examiners' report to acquaint themselves on how the task should be done and marked.

Candidates lost a lot of marks upon moderation as the teachers were just giving marks even where candidates are not supposed to get marks. Please consult the examiners' report to see how the question is marked.

Task 2: Identifying Choice of Ideas

1. Assessment Objective A: Knowledge and Understanding (5 marks)

The aim of the report

Comment on specific question:

This question was fairly well answered.

HOW QUESTION IS MARKED:

Stating the aim (main aim) [1 mark]

Description of steps used on how to get to aims [4 marks]

Problems experienced and wrong answers:

Several candidates were unable to state the aim of the report. Instead of stating the aim first, they proceeded to answer the second part of how to achieve the aim, so they lost this mark.

What teachers were doing wrong in the application of the marking rubric:

It is evident from learners' answers that some teachers could not provide a proper guidance to the candidates.

Assessment Objective A: Knowledge and Understanding (5 marks)

How it connects to the model of entrepreneurship was explained

Comment on specific question:

Candidates scored good marks in this part of the question.

HOW QUESTION IS MARKED:

Name steps in the model of entrepreneurship (5 x 1 mark each)

Problems experienced and wrong answers:

This part of the task was well answered as most learners were able to identify the correct steps in the model of entrepreneurship, while a few candidates showed a lack of knowledge because they were starting with a wrong step or could not name all five steps in the model of entrepreneurship.

What teachers were doing wrong in the application of the marking rubric

It appears that some teachers did not consider whether the steps were written in sequence or if the candidates mixed up them. As a result, they only awarded marks for completing the task, even if the steps were not in a proper sequence.

Assessment Objective B: Application and Investigation (5 marks)

How it connects to the model of entrepreneurship was explained **Comment on specific question:**

Although most candidates were still explaining the steps in the model of entrepreneurship in general terms, a number of candidates framed their answers in the context of their ideas, which is a very positive approach.

HOW QUESTION IS MARKED:

Explanation of the application of each of their steps to the steps of the model (5 x 1 mark each)

Problems experienced and wrong answers:

Most candidates were explaining the steps in the model of entrepreneurship in general terms, while only a few demonstrated an understanding of the question.

What teachers were doing wrong in the application of the marking rubric?

Teachers misinterpreted this part of the task question because they could not realise that this question falls under assessment objective B (Application). Instead, they taught candidates to explain the steps in general, hence candidates were awarded full marks for providing wrong or mere explanations that were not attached to the identified entrepreneurial idea(s).

1. Assessment Objective B: Application and Investigation (14 marks)

The important skills needed to be an entrepreneur, an explanation to what extent the learner possess these skills and the ability to apply two creative techniques.

Comment on specific question:

This question was fairly well answered. However, learners need to come up with relevant problems to enable

them to develop the creative business ideas instead of focusing on common topics such as barbers, hair salons or butchery. On a positive note, most learners were able to state the correct skills. Different business ideas required different skills. It is, therefore, advisable for teachers to guide learner to explore different skills that are applicable to their business ideas.

HOW QUESTION IS MARKED:

For each problem identified [1 mark for each problem x 2]
[2marks]

Technique 1 correctly applied/linked to one problem to create one idea (2 marks)

Technique mentioned without linking (1 mark)

Technique 2 correctly applied/linked to one problem to create one idea (2 marks)

Technique mentioned without linking (1 mark)

Application of skills explained (4 skills x 2 marks)

Problems experienced and wrong answers:

On a positive note, most candidates were able to identify problems in their community, correct techniques to enhance creativity, as well as the entrepreneurial skills they possessed. However, most candidates were unable to explain how they used the creative techniques to generate their entrepreneurial ideas. Similarly, learners could not explain to what extent the possessed entrepreneurial skills would be used to carry out or run their intended enterprises successfully. So assessment objective (AOB), application proved to be a major challenge to enormous group of candidates.

What teachers were doing wrong in the application of the marking rubric:

It seems that some teachers may not have a clear understanding of what is expected from candidates. As a result, they may only award marks based on the content presented by the candidates.

2. Entrepreneurial ideas were identified and researched.

Assessment Objective A: Knowledge and Understanding (2 marks)

Comment on specific question:

This question was well answered.

HOW QUESTION IS MARKED:

Identifying 2 ideas (2 x 1 mark each)

Problems experienced and wrong answers:

There is a great improvement in learners' responses compared to last year. Indeed, entrepreneurial ideas were identified but research methods were not fully explained on how learners used them to collect needed information. Learners were writing incomplete sentences so they lost marks e.g. questionnaires were distributed to people to collect information or I interviewed people to give me an answer. Learners were expected to state two ideas to score two marks. For each identified idea, learners need to identify two research methods. Each research method must be defined and explained in context (as to) how it was used to collect the needed data.

For example, learner's idea is Hair Salon. Research method stated is a questionnaire.

A possible answer would be: A questionnaire is a set of questions that can be given to people to collect data. Questionnaires were distributed to 10 or different people to find out if they would like to have a hair salon in Guru.

What teachers were doing wrong in the application of the marking rubric:

Assessment Objective A: Knowledge and Understanding (8 marks)

Comment on specific question:

The candidates demonstrated a good understanding of the subject matter and answered the question well.

HOW QUESTION IS MARKED:

Application of the 2 Research methods for first and second idea (8 x 2 marks each)

Problems experienced and wrong answers:

Although most candidates were able to identify the appropriate research methods for each idea, a few students lost marks because they used secondary and primary research as their answers.

4. The learner assessed and ranked ideas from most to least viable by means of advantages and disadvantages.

Comment on specific question:

This question was poorly answered.

Assessment Objective B: Application and Investigation (8 marks)

HOW QUESTION IS MARKED:

Investigation of any eight advantages and/or disadvantages linked to both the ideas (4 x 2 marks)

Problems experienced and wrong answers:

Assessment and ranking the idea proved to be the most difficult part of this task.

Learners were giving vague and basic answers such as "starting the business I will be my own boss", "generate more profits, or create job for myself", which is wrong. In this part learners need to identify possible benefits and drawbacks they will experience if they happen to start such a business.

A possible answer would be:

Advantages of a Hair salon: I know how to braid different hair styles hence I would not need to employ a hairdresser. I will operate from home, therefore it is cheaper to run my hair salon. However, braids and hair accessories are expensive and can only be ordered from Grootfontein, so more money will be spent on transport costs.

In addition, the ranking of ideas was also not done correctly. Learners ranked their ideas before articulating the advantages and disadvantages of their entrepreneurial ideas. In this part, learners need to weigh the benefits against the drawbacks of the ideas before stating the most or least viable one.

What teachers were doing wrong in the application of the marking rubric:

The teachers corrected learner work yet they submitted them as a final version. In such instances, responses were not marked correctly. Additionally, individual coaching was not provided to guide candidates who faced challenges before the final submission of the task.

Assessment objective C: Analysis (10 marks)

Comment on specific question:

Most candidates scored fewer marks or nothing, indicating that the question was poorly answered.

HOW QUESTION IS MARKED:

Ranking: From most to least viable (2)

Analysis of any eight advantages and/or disadvantages linked to both the ideas (4 x 2 marks)

Problems experienced and wrong answers:

This question proved to be a challenge to most candidates because they were just listing their advantages and disadvantages. For example, most of their answers include high profit margin, more customers, it is cheaper or easy to start instead of presenting the positive or negative impacts that the stated advantages / disadvantages will have on stakeholders e.g. owner, community or customers.

What teachers were doing wrong in the application of the marking rubric:

5 A justified choice was made

Comment on specific question:

Well answered. Most learners could provide fully developed reasons for choosing the most viable idea.

Assessment Objective D: Evaluation, Judgment and Decision making (10 marks)

HOW QUESTION IS MARKED:

The motivation/justification why the specific idea was chosen (the positive aspects/benefits and the negative aspects/challenges).

Use the number 1 ranked

Make an evaluation on why choice was made. (5 x 2 marks)

Basic evaluation: 1 mark

More detailed evaluation: 2 marks

Problems experienced and wrong answers

Few learners lost marks because they could not provide reasons for the viable ideas.

What teachers were doing wrong in the application of the marking rubric:

Mistakes were so minimal in this part compared to previous year.

6. The learner described how the best idea can be transformed into an entrepreneurial venture.**Comment on specific question:**

This question was answered fairly well. Candidates have demonstrated some understanding.

Assessment Objective B: Application and Investigation (4 marks)**HOW QUESTION IS MARKED:**

Application of the elements on how to go about finding an idea for an enterprise e.g.

- Type of business
- Description of the business
- Form of ownership and justification on the chosen form of ownership
- Steps needed
- Time frame
- Cost implications

(Any 4 x 1 mark)

Problems experienced and wrong answers:

Learners failed to describe the types of business. Learners' answers were mostly focused on general understanding instead of giving a clear description of how the intended business will operate. This led them to lose marks. Thus, an ideal description of a business would include the type of goods or services the business offers, location, operating hours as well as distribution of goods.

What teachers were doing wrong in the application of the marking rubric:

The performance of candidates indicated a lack of adequate guidance regarding the specific content to be written for each subcomponent of this section.

Assessment objective C: Analysis (10 marks)

Comment on specific question:

This part was well answered.

HOW QUESTION IS MARKED:

Analysis of the costs (5 marks) and benefits (5 marks) of whether the best idea can be transformed into an entrepreneurial venture. (any 5 x 2 marks)

Problems experienced and wrong answers:

Most candidates were unable to provide the proper analysis of the costs and benefits to determine whether the best idea can be transformed into an entrepreneurial venture.

What teachers were doing wrong in the application of the marking rubric:

No proper guidance was given to candidates.

Assessment Objective D: Evaluation, Judgment and Decision Making (11 marks)**Comment on specific question:**

Poorly answered

HOW QUESTION WAS MARKED:

Decision made on: Whether the best idea can be transformed into an entrepreneurial venture. (1 mark).

Evaluation of the costs or benefits of the analysis of the best idea being transformed into an entrepreneurial venture. (4 x 2 marks)

Problems experienced and wrong answers:

No decisions were made to justify if the best idea can be transformed into an entrepreneurial venture.

What teachers were doing wrong in the application of the marking rubric:

No determinations were reached to ascertain whether the optimal idea could be transformed into an entrepreneurial endeavor.

POSITIVE SUGGESTIONS TO TEACHERS:

- Teachers are encouraged to seek guidance from their colleagues or senior advisory officers to ensure proper support for candidates.
- They should utilize examiner reports to familiarize themselves with common errors made by CANDIDATES AND TEACHERS, thus avoiding their repetition.
- It is essential to adhere to the subject manual and syllabus guidelines.

TASK 3**General Comments:**

- The general standard of the task was similar to that of the past years, however, the overall performance of the candidates has slightly improved.
- There was an improvement in the handling of data collected, through well labelled tables, charts and graphs.

Candidates lost a lot of marks upon moderation as the teachers were just dishing out marks even where candidates were not supposed to be given marks. Please consult the examiners' report to see how the question was marked.

Task 3: Testing the idea (Feasibility study, using research methods)**1. Planning research****(a) Purpose of the feasibility study is stated.**

Comment on specific question:

- Well answered. The majority of candidates were able to obtain full marks. Some candidates answered as if they had done the research already, thus lost marks.

Assessment Objective A: Knowledge and Understanding (5 marks)**HOW QUESTION IS MARKED:**

- Enterprise idea/what you intend to do
- Possible market/customers
- Competitors
- Potential problems
- Gathering any other information for planning (e.g price, location, customer needs/preferences, working hours/ time,)

Any five x 1)

Problems experienced and wrong answers:

- Some of the candidates wrote the findings of the research in this part, as if research had already done.
- Candidates failed to specify any other information they could gather for planning like price, location or time.
- Most candidates could not write in a paragraph form.

What teachers were doing wrong in the application of the marking rubric:

- Teachers awarded full marks for incorrect purpose of feasibility study. Some candidates were awarded marks for stating their potential customers, potential problems, location as well as prices, as if the candidates had all the answers, while planning.
- There should be a leading statement to award marks, not just listing. E.g

Correct way: The main purpose of the feasibility study is to find out about the following:

- If my business idea of starting a car wash is viable
- Competitors
- Possible market
- Competitors
- Potential problems
- Customers' needs/preferences
- Location
- Appropriate price
- Time

Any five

Candidates can write in a paragraph form.

(b) Clear evidence of the timing of the activities (to include a table)

Assessment Objective B: Application and Investigation (5 marks)

Comment on specific question:

- Well answered. Most candidates obtained full marks in this part, however, some candidates lost some marks.

HOW QUESTION IS MARKED:

- application of any five activities in tabular form linked to feasibility study and with a clear time frame date (five x 1)
- E.g planning study, drafting the questionnaire, distribution of questionnaires, analyzing the data gathered from the questionnaires, compilation of report

E.g tabular form

ACTIVITIES	DATE FRAME/TIME FRAME
Planning study	12-15 January 2024
Drafting the questionnaire	16 January 2024
Distributing and collecting questionnaire	17-20 January 2024
Analyzing the data gathered	22-25 January 2024
Compilation of report	27-30 January 2024

Problems experienced and wrong answers:

- Some candidates planned to use a tool (research method) that did not correlate to what they used. For example, they used an interview as a tool and planned to draft a questionnaire.
- Candidates were failing to stick to one method.

What teachers were doing wrong in the application of the marking rubric:

- Teachers failed first to confirm if the chosen method was correlating with the planned method in the timing of activities.

(c) The learner has explained various research methods.

Assessment Objective A: Knowledge and Understanding (6 marks)

Comment on specific question:

- Well answered.
- The majority of the candidates scored full marks in this part.

HOW QUESTION IS MARKED:

- Explain three methods of research such as interviews, questionnaires, observations, surveys and document studies (any 3 x 2) (if listed only, max 3)

Problems experienced and wrong answers:

- The minority of candidates listed the research methods and did not explain the methods, thus could not score full marks.
- Some candidates defined more than three research methods.
- Some candidates failed to define the research method they would use to carry out their research.

What teachers were doing wrong in the application of the marking rubric:

- Some teachers marked all the defined research methods even if there were more than three.
- Some teachers awarded marks for ethics and research: these two terms are not part of the research methods.

Assessment objective C: Analysis (9 marks)

Comment on specific question:

- This question was answered well, although some candidates could not choose the research method used.

HOW QUESTION IS MARKED:

- Choice (1)
- Analysis of the benefits of the chosen choice (2 marks)
- Any two research methods not chosen (1 mark each)
- Analysis of the costs of the two research methods not chosen (any 2 x 2 marks)

Problems experienced and wrong answers:

- Some candidates chose a method that was not part of the three research methods explained and was not the method used to carry out the research.
- Some candidates defined the method instead of giving the reasons why they chose the method but the advantages of the chosen research method were not given.
- Candidates lost marks because they added other research methods that are not part of the three research methods defined.
- Candidates explained any two not chosen that were not part of the three defined.

What teachers were doing wrong in the application of the marking rubric:

- Some teachers awarded marks to candidates who chose a method that was not part of the three defined research methods.

(d) There is evidence that the learners identified the target market/population and sample.

Assessment Objective B: Application and Investigation (5 marks)

Should be relevant to idea chosen.

Comment on specific question:

Most candidates performed above average. Some candidates failed to define their target market or population as well as their sample, thus lost marks in this part.

HOW QUESTION IS MARKED:

- Target market at whom the product is aimed (population) (2)
- Correct linkage between market and the product (1)
- Description of people targeted with research (sample) (2)

EXAMPLE:

Target market:

My target market is the people from Okamuku village. My business will target people with cars and those who prefer their cars to be washed at a car wash.

Sample:

My sample consists of 10 participants. It comprises of 5 teachers, 2 learners and 3 other community members.

Problems experienced and wrong answers:

- Most of the candidates did not specify the name of the village or town aimed at. E.g My target market will be my community. A target market is your potential customers, so candidates should be specific and not generalize, e.g My target market is the people from Okamuku village.
- Most candidates failed to show the link between the market and the product. Correct linkage of a car wash business idea: e.g My business will target people with cars and those who prefer their cars to be washed at a car wash.
- Most candidates failed to describe their sample. Candidates are expected to provide a description of their participants and their total sample which should be the same as the number of tools attached.

What teachers were doing wrong in the application of the marking rubric:

- Most of the teachers awarded full marks for this part, however, there are still some candidates who did not indicate their population and their sample total.
- Teachers failed to judge the link, thus, awarded full marks for incorrect linkage between the market and the product

(e) The tool designed prescribed to the criteria above.

Comment on specific question:

Fairly well answered. Most of the candidates could not obtain full marks.

Assessment Objective B: Application and Investigation (5 marks)

HOW QUESTION IS MARKED:

Check if tool is in line with the application of the idea chosen and is applicable to the chosen idea e.g. research method chosen, sample audience stated, information needed, product described. (any five x 1)

Problems experienced and wrong answers:

- Some of the candidates' tool was not in line with the application of the idea chosen in task 2, thus they lost marks in this section as well as in the data analysis section.
- Most candidates lost marks as they failed to address all the relevant information mentioned in the planning part, when they developed their six questions. In many cases candidates developed correct questions addressing the same thing, thus lost marks for repeating the same information. Relevant information that needed to be address is: target market, competitors, customers' needs/preferences, location, time, appropriate price and others. Each should be addressed only once.
- Candidates developed more than six questions instead of six questions.

What teachers were doing wrong in the application of the marking rubric:

- Some of the teachers did not award marks according to the research method chosen and also if the tool has relevant information. Instead they awarded marks as long as there is a tool attached.

2. Use of research tool (carrying out the research)

Assessment Objective B: Application and Investigation (5 marks)

Comment on specific question:

- Most of the candidates obtained 1 mark, because candidates failed to define their sample in 1(d).

HOW QUESTION IS MARKED:

- Learner has all the tools for the sample (5)
- Learner has tools to complete sample (at least 50%) (3)
- Learner has less than 50 % of the tools to complete sample (1)

- Learner has no tools to complete the samples (0)

Problems experienced and wrong answers:

- Some of the candidates failed to attach all the completed tools equivalent to the total sample.
- If the total sample is 10, candidates are expected to attach all 10 completed tools.
- Some candidates lost marks for attaching only one completed tool.

What teachers were doing wrong in the application of the marking rubric:

- Most teachers do not understand the 50% attached, and candidates were awarded full marks which is wrong.
- Correct way: all tools completed and attached award 5 marks, if only 3/5 attached teacher should only award 3 marks (candidates at least attach 50% and above) while if it's less than 50% learner only gains 1 mark (2/5 completed tools attached).
- If candidates failed to define their target market, teacher should award only 1 mark.
- Some teachers awarded marks for no tools attached. No marks should be awarded.

3. Analyse data

Assessment Objective B: Application and Investigation (18 marks)

Compile findings according to the data with the aid of tables, diagrams and/or explanations. Produce a summary per question asked.

Comment on specific question:

- Most candidates struggled to analyze. Most of the candidates failed to present/ compile findings according to the data with the aid of tables, diagrams and explanations.

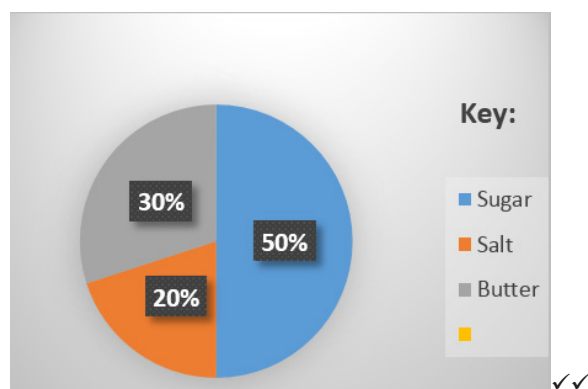
HOW QUESTION IS MARKED:

- If only explanations used (6 x P1 + D2) (18)
- If diagrams used the diagram is seen as the D2 e.g. pie chart (6 x P1 + D2) (18)
- If tables are used P1 refers to headings and D2 to the summarised details (6 x P1 + D2) (18)

EXAMPLE, if diagram used:

1.

Customer preferences ✓



OR

EXAMPLE, If only explanations used

1

Customer preferences ✓

Explanation: The result shows that 50% of the participants prefers sugar, 30% of the participants prefers butter and 20% of the participants prefers salt. ✓✓

Problems experienced and wrong answers:

- Candidates failed to label the graphs/charts fully.
- Many candidates analysed information that was not part or mentioned in the tool.
- Diagrams/graphs /charts were not accurately scaled, thus lost marks.
- Some candidates failed to formulate a title from the questions. Instead, they wrote the whole question. The title should either be: location, price, target market, time, customer needs/preferences, competitors, business idea or potential problems.
- Candidates wrote the title in a question form, thus lost marks.
- If no completed tools were attached, no marks should be awarded for this section.

Assessment objective C: Analysis (12 marks)**Analysing findings and drawing conclusions****Comment on specific question:**

- This question was fairly well answered. Most of the candidate could not differentiate between findings and conclusion.

HOW QUESTION IS MARKED:

Conclusions drawn (6 x P1+D1) (12)

EXAMPLE:

Conclusion: Most of the participants preferred sugar. ✓✓

Problems experienced and wrong answers:

- Most of the candidates failed to draw conclusions based on data collected. Some of them made comparisons of their findings using figures e.g 90% of the participants like white sugar while 10% prefer brown sugar.
- Conclusion should be brief, for example, most of the participants preferred sugar.

What teachers were doing wrong in the application of the marking rubric:

- Teachers awarded marks even if no tools were attached, or tools attached were not completed.
- Teachers failed to guide students on the findings and conclusions correctly.
- Teachers did not monitor the labelling of the graphs used whether they were done correctly before awarding marks.
- Teachers marked more than six questions.

4. Market feasibility report

Assessment Objective A: Knowledge and Understanding (5 marks)

Comment on specific question:

- Most of the candidates could not obtain full marks in this section.

HOW THE QUESTION IS MARKED:**The report conforms to the format:**

- Introduction
- Methodology
- Findings
- Conclusion
- Recommendations (5 x 1 marks)

Problems experienced and wrong answers:

- The minority wrote the format wrongly and earned marks for the first 3 correct answers. The correct format should be as follows: introduction, methodology, findings, conclusion and recommendations.

What teachers were doing wrong in the application of the marking rubric:

- Some teachers failed to award marks to candidates whose reports conformed to the format but did not have the table of contents.

Assessment Objective D: Evaluation, Judgment and Decision making (20 marks)**Comment on specific question:**

- Most of the candidates did not write the correct format of the feasibility report.

HOW QUESTION IS MARKED:**Introduction (2)****Assessment Objective D: Evaluation, Judgment and Decision making**

- **Why the research was done**

Comment on specific question:

- The majority did well.

How question is marked:

Why the research was done (2 Marks)

Problems experienced and wrong answers:

- Few failed to provide why the research was done.
- Some candidates wrote findings of their research part.

What teachers were doing wrong in the application of the marking rubric:

- Some teachers awarded 3 marks in this part instead of 2 marks.

Methodology (3)**Assessment Objective D: Evaluation, Judgment and Decision making**

- **Methodology used refer to no. 2**

Comment on specific question:

Fairly well answered. The majority of candidates could not score full marks.

How question is marked:

Evaluation of the methodology used whether it was the correct one or not.

Basic evaluation: (1 marks)

Detailed evaluation: (2 marks)

More detailed evaluation: (3 marks)

Problems experienced and wrong answers:

- Some candidates mentioned the method they had not used, thus lost marks.
- Candidate only mentioned the method and did not describe how it was used or provide a detailed evaluation

(costs and benefits analysis).

What teachers were doing wrong in the application of the marking rubric:

- Teachers awarded full marks for a research method that was not used.

Assessment Objective D: Evaluation, Judgment and Decision making

Findings

- Evaluate data as summarised in no. 3

Comment on specific question:

Poorly answered.

HOW QUESTION IS MARKED:

Basic evaluation: (1 marks)

Detailed evaluation: (2 marks)

More detailed evaluation: (3 marks)

Problems experienced and wrong answers:

- Some candidates' findings did not correspond with the analysis.
- Most of the candidates failed to use figures. Correct example: 50% of the participants liked my business idea. Or only 5 participants showed interest in my business idea.
- Some candidates drew tables or graphs in the findings.

What teachers were doing wrong in the application of the marking rubric:

- Teachers awarded marks even if no figures were used.

Conclusions (8)

Assessment Objective D: Evaluation, Judgment and Decision making

- Draw at least four conclusions from summarised data (four x 2)

Comment on specific question:

Poorly answered.

Basic conclusion: (4 x 1 marks)

More detailed conclusion: (4 x 2 marks)

EXAMPLE:

Most candidates preferred sugar.

Problems experienced and wrong answers:

- The majority of candidates concluded with figures or totals and their conclusions were not part of the data analysis.

What teachers were doing wrong in the application of the marking rubric:

- Marks were awarded for incorrect conclusions

Recommendations (4)

Assessment Objective D: Evaluation, Judgment and Decision making

Comment on specific question:

Poorly answered.

HOW QUESTION WAS MARKED

- Make at least two valid recommendations from the conclusions (two x 2)

Basic recommendation: (4 x 1 marks)

More detailed recommendation: (4 x 2 marks)

EXAMPLE:

I should sell sugar in my tuck shop.

Problems experienced and wrong answers:

- The majority of the candidates' recommendation was based on their personal experience on how the research went. Candidates should make at least two recommendations from the conclusions.

References / sources

Assessment Objective A: Knowledge and Understanding (5 marks)

Comment on specific question:

Poorly answered.

HOW QUESTION IS MARKED:

At least two sources stated (1)

- Correct referencing of two sources using the same method (two x 2)

Problems experienced and wrong answers:

- The majority of the candidates did not use the correct APA format.
- Some candidates wrote the title of the books, name of the person, library or internet. The APA correct reference should be: Surname. Initial. (year published in brackets). Book title. Edition. Publisher. Town/City published in (place).
- If there are several authors, they are listed alphabetically.

What teachers were doing wrong in the application of the marking rubric:

- Most teachers lacked understanding in this section. Teachers gave marks for incorrect answers.

POSITIVE SUGGESTIONS TO TEACHERS:

- Teachers should give clear guidance of what is expected in this task. Teachers should mark according to the marking guideline in the NSSCO Entrepreneurship assessment manual Grades 10-11, NIED 2018, page 48.
- Novice teachers should seek help from experienced teachers to be able to help candidates to execute their task correctly.

TASK 4

General Comments

Task was not well executed by candidates.

Teachers' application of the marking rubric is wrong.

Please read the examiners' report to familiarize yourself with how the task should be done and marked.

Candidates lost a lot of marks upon moderation as the teachers were just dishing out marks even where candidates were not supposed to be given marks. Please consult the examiners' report to see how the questions are marked.

Task 4: Creating the blue print for the chosen entrepreneurial venture

1. (a) Cover Sheet

Comment on specific question:

The cover sheet was poorly answered as some candidates did not know what was expected of them. Teachers do not know how to award the marks correctly in the cover sheet.

Assessment Objective A: Knowledge and Understanding (4 marks)

HOW QUESTION IS MARKED:

Name and address of enterprise: 1 mark

Name and address of entrepreneur: 1 mark

Nature of enterprise: 1 mark

Confidentiality clause: 1 mark

Problems experienced and wrong answers:

Name and Address of the enterprise

Candidates gave the names of the enterprise correctly but the address is where candidates could not score full marks because the address has to be a location/town/P.O.BOX number. Candidates provided cellphone numbers which is completely wrong.

Name and address of the entrepreneur

Candidates gave their names correctly but the address is where candidates could not score full marks because the address has to be a location/town/P.O.BOX number. Candidates provided cellphone numbers which is completely wrong.

Nature of business

Most candidates managed to score the full mark (1).

Candidates who answered this question incorrectly misunderstood it for the type of business and ended up writing Service, Trading, Agri-business or Manufacturing.

Confidentiality clause

Most of the candidates were awarded a mark for this part. However, some candidates omitted the part of the owner as well as the bank manager/investor/any other financial institution. There needs to be a space where a signature can be signed by the owner and the reader of the business plan. The candidate will not be penalized whether there is a signature or not, provided that the space is there for both parties to sign. Some teachers awarded marks for confidentiality clauses which was incorrect because they did not read carefully what the candidate had written and assumed it was correct.

What teachers were doing wrong in the application of the marking rubric:

Teachers

A few teachers combined one address for both the entrepreneur and enterprise, which is wrong. A learner has to state separately that the address is for the entrepreneur and another one for the enterprise, even if the address is the same. Markers cannot assume that one address belongs to the two parties. A few teachers had not read the confidentiality clause and did not guide the candidates on what to write.

(b) Table of Contents

Assessment Objective A: Knowledge and Understanding (2 marks)

Comment on specific question:

Most of the candidates could not score full marks because the pages were not aligned to the task. Some candidates omitted page numbers in their task but indicated page numbers in the table of content. As a result, a few teachers ended up awarding marks without looking whether there are page numbers or not.

HOW QUESTION IS MARKED:

Main headlines listed and page numbers aligned: 1 mark

Page numbers should align only to the main headlines as indicated.

Figures/Graphs, Tables, Charts listed separately with page numbers (aligned): 1 mark

Candidates need to make a distinction between figures, tables or graphs and align the page numbers correctly.

Problems experienced and wrong answers:

Candidates wrote down all the headlines of the business plan instead of the main headlines.

Candidates were penalized for writing pages as 1-2. The number should only be written from where the specific headline starts in the task, not the number of pages the component has. All the tables, graphs and charts need to be listed to be awarded the mark. Any wrong page number results in the loss of 1 mark for that specific part.

What teachers were doing wrong in the application of the marking rubric:

Teachers awarded marks incorrectly even when candidates did not write page numbers in the task or did not align their page numbers to the task.

(c) Description of Enterprise

Assessment Objective B: Application and Investigation (3 marks)

Comment on specific question:

The question was fairly well answered. Candidates could not differentiate between vision, goals and aims/objectives.

HOW QUESTION IS MARKED

Business vision: 1 mark

Business goals: 1 mark

Business aims and/or objectives: 1 mark

Problems experienced and wrong answers:

Some candidates and teachers do not know what a vision is, as shown by the awarding of marks by the teacher. Some candidates wrote that their vision is to make a profit.

Business goal was also mistakenly misunderstood and candidates instead wrote their aims or objectives.

Business aims/objectives were combined instead of candidates choosing one to explain

What teachers were doing wrong in the application of the marking rubric:

Teachers were awarding marks without fully comprehending what candidates were writing. It made it difficult to award marks because some points were the same for all three descriptions.

Assessment Objective B: Application and Investigation (1 mark)

Comment on specific question:

Most of the candidates scored 1 mark because the question was well understood by candidates. However, some logos had no meaning or relevant image linking to their business. Teachers need to encourage candidates on how a proper logo should look so that either the business name, product/service or wording provides a clue as to what the business idea is all about and not just random pictures of a person or products drawn with no name or initials.

HOW QUESTION IS MARKED:

Logo: 1 mark

Problems experienced and wrong answers:

Teachers understood the part well and awarded marks fairly if they were convinced that the learners deserved a mark for their logo or not.

Assessment objective C: Analysis (3 marks)

Comment on specific question:

The majority of candidates could not score full marks because they could not understand what the question required from them. Most candidates wrote the problem in the community that people are experiencing instead of indicating what will satisfy the customers' needs and provide development.

HOW QUESTION IS MARKED:

Analyses of customer needs that will be satisfied with this idea/solution (1p + 2d)

Problems experienced and wrong answers:

Candidates wrote about problems in the community and what is lacking. Candidates wrote wrong statements such as "there are not enough barbershops in the community, therefore I will set up my barbershop".

What teachers were doing wrong in the application of the marking rubric:

Teachers were awarding full marks even though candidates did not analyze their point further.

A correct answer would read as follow; People in Wanahenda are in need of a mini market that is close by their residential areas so as to buy their basic needs at affordable prices and not spend a lot of money on transport to buy at far locations.

Assessment Objective B: Application and Investigation (4 marks)

Comment on specific question:

Most of the candidates scored two marks because they only had to apply how their product/service is different. The uniqueness of the product/service does not have to be a new or creative feature as long as it is different from how other enterprises sell or provide their services.

Most of the candidates could not score full marks at the value addition because they did not know how value is added to a product/service.

HOW QUESTION IS MARKED:

Application of the unique features of this service/product (2 or 0)

Application of the creative value of this service/product (2 or 0 (value added))

Problems experienced and wrong answers:

Some teachers were unfair to candidates at the unique feature because some candidates were penalized for indicating what other businesses offer and how the candidate would offer his or hers in a different manner.

Creative value was well marked but poorly answered by candidates especially candidates who had service businesses.

What teachers were doing wrong in the application of the marking rubric:

Some teachers were awarding 1 mark while the marking rubric instructs that the teacher should award 2 or zero marks in both the unique feature and creative value question.

Assessment Objective A: Knowledge and Understanding (1 mark)

Comment on specific question:

Most of the candidates obtained the 1 mark in this question. However, some candidates only know of trading/service business even though their chosen idea might belong to manufacturing or agri-business.

HOW QUESTION IS MARKED:

Type of business 1

Problems experienced and wrong answers:

Candidates wrote some business ideas as a service business even though the main business activity is trading. For instance, a restaurant's main activity is buying and selling, not providing a service. Candidates regarded a fruit and vegetable/garden as trading when they have stated that they harvest the crops themselves.

What teachers were doing wrong in the application of the marking rubric:

Some teachers awarded marks as long as the candidate wrote an answer without looking at the nature of the business.

Assessment Objective A: Knowledge and Understanding (3 marks)

Comment on specific question:

Most of the candidates scored full marks in this question as it was well understood.

HOW QUESTION IS MARKED:

Form of ownership and motivation (1p +2d)

Problems experienced and wrong answers:

Problems experienced in this question were very few because most candidates wrote correct answers. Candidates who could not score full marks omitted the part where they needed to motivate their choice of ownership.

What teachers were doing wrong in the application of the marking rubric:

Most teachers awarded the correct marks because it was an easy question where candidates mostly stated their form of ownership.

(d) Market Feasibility Report

Assessment Objective A: Knowledge and Understanding (2 marks)

Comment on specific question:

The question was fairly well answered. Candidates had to write the correct information from the market feasibility in Task 3.

HOW QUESTION IS MARKED:

Inclusion of summary of market feasibility report from Task 3 (2 or 0 marks)

Problems experienced and wrong answers:

Some candidates did not transfer the correct information from Task 3 and ended losing the two marks as a result. Candidates were expected to include accurate information from Task 3 in the market feasibility report from either the findings or the conclusion. Any correct point transferred for two marks.

What teachers were doing wrong in the application of the marking rubric:

Teachers were awarding marks without going to verify whether the information is coming from Task 3 in the market feasibility report.

(e) Marketing Plan

Assessment Objective B: Application and Investigation (2 marks)

Application of their chosen idea to an industry and nature of competition.

Comment on specific question:

The question was poorly answered by most candidates as they did not know under what industry their business falls.

Nature of competition was poorly answered and misunderstood because candidates mentioned the names of the competitors.

HOW QUESTION IS MARKED:

Application of chosen idea to an industry/market (1 mark)

Application of the chosen idea on the level of competition (1 mark)

Problems experienced and wrong answers:

It was observed that some teachers did not understand the question and awarded marks for wrong answers/industry. For instance, a hair salon belongs in the beauty industry and not the hair salon industry/service industry.

Nature of competition implies the level of competition the proposed business/enterprise will face when it starts operation. For instance, candidates would write that their barbershop will compete with X and Y. Instead, candidates are supposed to indicate whether there are a lot of competitors, few competitors or none.

What teachers were doing wrong in the application of the marking rubric:

A few teachers awarded marks for the wrong industry which demonstrates that they do not know the different industries under which certain enterprises fall.

Some teachers awarded 1 mark even when candidates did not write the correct answer.

Assessment objective C: Analysis (3 marks)

Comment on specific question:

Most of the candidates scored 1 full mark for the market value because it was expected of candidates to state how much they value the enterprise or to state how much the enterprise could potentially earn on a monthly basis (not year).

Most of the candidates could only score 1 mark out of two because they wrote two analyses or three correct. For a learner to be awarded 2 full marks is when all 4 points of the SWOT analysis is correct.

Analysis of the application of the Market value and SWOT analysis

HOW QUESTION IS MARKED:

Analysis of Market value: 1 mark

SWOT analysis: (1 mark for any 2 correct X 2)

Problems experienced and wrong answers:

Most teachers awarded the market value question correctly and no problems were experienced.

The SWOT analysis was a big challenge where a lot of candidates wrote basic and general answers which were not linked to their chosen business idea but the teacher awarded two marks. For instance, a candidate writing the SWOT analysis in the following way would be marked wrong.

Strength: Good customer care (the enterprises has not started operations yet)

Weakness: Inexperienced staff, lazy workers (Workers can be trained, the enterprise should not aim for failure)

Opportunities: Will open another branch (Cannot be implied that the business will succeed immediately).

Threats: Customer will not come to my business (According to the market feasibility report, the candidate indicated their potential customers will support his/her business)

What teachers were doing wrong in the application of the marking rubric:

Teachers did not guide the candidates with realistic values, as some candidates provided exaggerated figures for a new enterprise, while some figures were too low e.g. N\$100.

Some teachers did not fully read the candidates answers and awarded 2 full marks instead of 0.

Assessment Objective B: Application and Investigation (1 mark)**Comment on specific question:**

The majority of candidates could not obtain the 1 full mark because they only stated market segmentation and not described how they will segment the specific market accordingly.

HOW QUESTION IS MARKED:

Application of market segmentation to chosen idea: 1 mark

Problems experienced and wrong answers:

Most candidates only stated without applying. For instance, a candidate would say he or she will segment the market by age. The correct way the candidate could have written to be awarded 1 mark is to say that "I will segment my market by age, targeting customers between the ages of 20-25."

What teachers were doing wrong in the application of the marking rubric:

Most of the teachers awarded the marks to candidates when stating knowledge of the segmentation instead of writing the application.

Assessment objective C: Analysis (2 marks)

Comment on specific question:

Most candidates scored the 1 full mark at the analyses of customers because they identified the type of customers they would target. E.g. Nurses from Okahanja.

Most of the candidates scored the 1 full mark at the market size because they identified their market share in terms of percentage or number of people in the particular location they will target from the total population in the community. E.g. 100 people out of a population of 1000 in Klein Kuppe location or 10% of Klein Kuppe residents.

HOW QUESTION IS MARKED:

Analysis of Customers (1 mark) and Market size (1 mark).

Problems experienced and wrong answers:

Some candidates wrote under description of customers "My customers are people in the community"

Some candidates wrote under description of market size that "there are 300 candidates, 50 teachers, 20 taxi drivers in the community"

What teachers were doing wrong in the application of the marking rubric:

Teachers awarded marks while candidates wrote a wrong description of market size and customers.

Assessment Objective B: Application and Investigation (4 marks)**Application of the marketing mix to chosen idea (4Ps) 4****Comment on specific question:**

The majority of candidates scored between 1-3 marks and not the full 4 marks.

HOW QUESTION IS MARKED:

Price: 1 mark

Promotion: 1 mark

Place: 1 mark

Product: 1 mark

Problems experienced and wrong answers:

Product: Some candidates could not give the main service/product the business undertakes. For instance, a candidate having a car wash business idea will write that the service is Sedan, Taxi, Bus or Truck instead of stating their service is washing cars.

Price: Most candidates scored 1 mark.

Place: most candidates could not obtain 1 mark because they gave the location of the enterprise instead of the channel of distribution (Direct or Indirect).

What teachers were doing wrong in the application of the marking rubric:

A few teachers were awarding marks at Products/Services where candidates could not clearly indicate their main business activity but listed the services to be provided.

(f) **Production Plan (If not manufacturing business, a description of how the business will render a service or obtain goods to sell)**

Assessment Objective B: Application and Investigation (8 marks)

Comment on specific question:

The question was poorly answered as most candidates could not score the full 8 marks.

Application of facilities (location); raw materials, time frame, manufacturing; capability and equipment.

If not manufacturing, application of source of goods, time frame, transport and other logistics.

HOW QUESTION IS MARKED:

Time frame: (1 mark)

Raw materials/transport & logistics: (1 mark)

Description of facilities (location): (2 marks)

Description of manufacturing/service/sources of goods: (2 marks)

Description of capability: (1 mark)

Description of equipment: (1 mark)

Problems experienced and wrong answers:

Time frame: Candidates failed to state how long it will take to produce/offer a certain service/manufacture their products/buy their stock, i.e. in terms of minutes/hours/days.

Raw materials/Transport and logistics: Candidates were supposed to choose whether they will need raw materials (in case of a trading/manufacturing/agri enterprise) or transport and logistics (in case of a trading/service/manufacturing/agri) and describe what raw materials they will need/ explain how the stock/ machinery/equipment would reach the business when they are procured/bought and which method of transportation will be used.

Facilities: Candidates could not obtain 2 full marks because they stated the location of the enterprise instead of stating what facilities the enterprise will possess upon commencement. For instance, candidates wrote under facilities that they will locate their enterprise in Ehenye, next to the road. The correct answer would have been that their enterprise would be located in Ehenye where there is reliable electricity/water/ easy access to equipment/shopping centre/services are available where a lot of potential customers could access the business easily on a daily basis.

Description of manufacturing/service/source of goods: Candidates failed to choose one under which their business falls. Manufacturing (for a manufacturing business such as a bakery, bricklaying, any type of construction). Service (for a service business such as transport, barbershop or private school). Source of goods (for a trading business such as a mini market, supermarket, restaurant or clothing shop). Candidates were expected to explain the steps how they will either manufacture their products/ provide their services/ how they will offer their products to their customers. For instance, how will you bake a cake/bread/how will

you do a client's hair/ wash the customer's car. The steps you would take should have been mentioned.

Description of capability: Most of the candidates scored full marks in this question because candidates were only required to state how they are capable of running the enterprise by mentioning qualification, skills, experience, knowledge or observation that they possess to run the enterprise.

Description of equipment: Most of the candidates failed this question because they only listed the types of equipment needed without describing the purpose of the specific equipment or what they will use it for. Some equipment mentioned was not relevant to their business idea.

What teachers were doing wrong in the application of the marking rubric:

It was observed that some teachers awarded marks without knowing what is regarded correct or incorrect under the production plan. It shows teachers did not guide the candidates correctly and accepted wrong answers.

(g) Organisational Plan

Comment on specific question:

Most candidates only scored 1 mark because they could not fully answer the whole question to include all the content needed in an organogram

Assessment objective C: Analysis (2 marks)

HOW QUESTION IS MARKED:

Drawing up an organogram according to number of workers: 2 marks

Correct (2): Some wrong content (1): No attempt or all content wrong (0)

Problems experienced and wrong answers:

Most candidates could not draw an organogram with full content and as a result only scored 1 mark.

What teachers were doing wrong in the application of the marking rubric:

A few teachers failed to penalize candidates for mentioning positions in the business which are not relevant to the business idea. For example, a candidate whose business idea is a car wash would mention a packer in the organogram.

Assessment Objective B: Application and Investigation (2 marks)

Application of workers to organogram

Comment on specific question:

HOW QUESTION IS MARKED:

Number of workers (1 mark) and responsibilities (1 mark)

Problems experienced and wrong answers:

Some candidates failed to mention how many workers they will need in the business as well their responsibilities.

Teachers should award 1 mark for number of workers mentioned only if they correspond to the organogram.

Responsibilities of workers need to be thoroughly read by teachers before awarding 1 mark.

What teachers were doing wrong in the application of the marking rubric:

Some teachers awarded two marks when candidates clearly did not mention the number of workers and only explained the responsibilities. Each part has 1 mark.

(h) Financial Plan

Assessment Objective B: Application and Investigation (1 mark)

Comment on specific question:

Most of the candidates managed to score 1 full mark.

HOW QUESTION IS MARKED:

Application of the amount of capital needed (1 mark)

Problems experienced and wrong answers:

A few candidates only wrote figures without the currency and were penalized as a result.

What teachers were doing wrong in the application of the marking rubric:

Teachers awarded marks for figures alone instead of a figure that has N\$ currency.

Assessment Objective B: Application and Investigation (1 mark)

Comment on specific question:

Most candidates scored 1 full mark.

HOW QUESTION IS MARKED:

Application of the source of capital (1 mark)

Problems experienced and wrong answers:

Fewer problems encountered in candidates' answers and the teachers' marking.

What teachers were doing wrong in the application of the marking rubric:

Teachers could mark this part of the task well.

Assessment objective C: Analysis (4 marks)

Comment on specific question:

Most candidates failed this part of the task. It was poorly answered and marked by the teachers.

HOW QUESTION IS MARKED:

Calculation of the pricing: 1 mark

Calculation or drawing of the break-even analysis: 2 marks

Calculation of profit: 1 mark

Problems experienced and wrong answers:

Pricing: Candidates were supposed to mention what pricing strategy they will use and apply it with their products/services to come up with their selling price. For example, I will buy bread from Shoprite for N\$10 and use the cost-plus pricing method to add 20% mark up. I will sell my bread for $N\$10 \times 20\% = N\2 . I will sell my bread for N\$12.

Break-even analysis: Candidates have the option of drawing the graph or calculating the break-even analysis by choosing one product/service to analyse its cost price and selling price to determine how many products/services to offer in order to reach the break-even point.

Calculation of profit- Candidates were expected to mention what their income and expenses would comprise of, which then needs to correspond to their calculation of pricing with the same figures. Calculation of profit is calculated for the month, not the year.

What teachers were doing wrong in the application of the marking rubric:

Most of the teachers did not understand this part of the task well because marks were awarded for wrong answers, which shows that most teachers struggle with the financial topic in the syllabus.

Assessment Objective B: Application and Investigation (3 marks)

Projected Income Statement

Comment on specific question:

Most of the candidates could not score maximum marks for the statement. It is a clear indication that teachers are not comfortable with the topic. Some candidates did not attempt the statement.

HOW QUESTION IS MARKED:

Calculation of projected income: 1 mark

Calculation of projected expenses: 1 mark

Calculation of projected net profit: 1 mark

Problems experienced and wrong answers:

Projected income statement: the term "projected" needs to be mentioned, if not, all 3 marks will be lost. The candidates need to write the years in full (2025, 2026, 2027) and not Year 1, Year 2 or Year 3. Candidates failed to transfer the same income and expenses from the calculation of profit multiplied by 12 months.

What teachers were doing wrong in the application of the marking rubric:

Teachers awarded 3 marks for 1 year's income, expenses and profit instead looking at the income for three years for 1 mark, expenses for three years for 1 mark and profit for three years for 1 mark.

Assessment Objective B: Application and Investigation (3 marks)**Projected Statement of Financial Position****HOW QUESTION IS MARKED:**

Calculation of projected non-current assets and current assets: 1 mark

Calculation of projected owner's equity: 1 mark

Calculation of projected liabilities: 1 mark

Problems experienced and wrong answers:

Most of the candidates only scored 1 mark for mentioning the non-current assets and current assets. Candidates failed to transfer the calculated profit in the Projected income statement to the owner's equity and also failed to transfer the amount of owner's capital investment. Candidates who indicated they will borrow money did not write the amount borrowed under liabilities.

What teachers were doing wrong in the application of the marking rubric:

Most of the teachers awarded marks without verifying whether the amounts were correctly transferred from previous calculations/information.

Assessment Objective D: Evaluation, Judgment and Decision-making (3 marks)**Cash flow forecast (format correct; for the first 6 months)****Comment on specific question:**

Most of the candidates scored 1-2 marks.

HOW QUESTION IS MARKED:

Calculation of cash inflow: 1 mark

Calculation of cash outflow: 1 mark

Calculation of balance: 1 mark

Problems experienced and wrong answers:

Some candidates wrote cash flow forecast for 3 years/3 months instead of 6 months. Some candidates wrote an amount at the opening balance for the first month, which is wrong.

What teachers were doing wrong in the application of the marking rubric:

A few teachers failed to verify learner's amounts to make sure they are correct and ended up awarding marks.

Assessment Objective D: Evaluation, Judgment and Decision-making (2 marks)**Projected capital equipment****Comment on specific question:**

Most of the candidates could not score the two full marks.

HOW QUESTION IS MARKED:

Application of two pieces of equipment relevant to the enterprise (Any two x 1)

Problems experienced and wrong answers:

Some candidates simply did not know what the word equipment means. Candidates failed to get marks because they did not write the relevant equipment which is needed in their enterprises with their cost/value or amounts. Most candidates only listed the equipment without values and lost marks as a result.

What teachers were doing wrong in the application of the marking rubric:

Some teachers could not confirm if certain equipment is needed in certain enterprises and ended up awarding marks. Some teachers awarded marks even when candidates listed equipment without values.

(i) Action Plan

Assessment Objective B: Application and Investigation (2 marks)

Application of the steps taken to bring business into full production

Comment on specific question:

Most of the candidates managed to score 2 marks.

HOW QUESTION IS MARKED:

Application of activities to be undertaken: 1 mark

Application of time frame: 1 mark

Problems experienced and wrong answers:

Most candidates answered the activities and time frame correctly. However, a few candidates could not score marks because they wrote the actions randomly instead of writing the steps which starts with registering the enterprise.

Time frame was well answered.

What teachers were doing wrong in the application of the marking rubric:

A few teachers awarded marks for steps which were randomly written. For example, I will advertise my products and then I will look for the location or register my business.

Assessment Objective D: Evaluation, Judgment and Decision-making (2 marks)

Comment on specific question:

Most of the candidates managed to score 1 full mark for responsible person.

Most of the candidates could not score the 1 mark at resources.

HOW QUESTION IS MARKED:

Application of responsible person: 1 mark

Application of resources: 1 mark

Problems experienced and wrong answers:

Candidates correctly wrote who the responsible person will be to undertake the certain activities on the specific day(s).

Most candidates wrote figures without the N\$ under resources. Candidates are encouraged to write other resources other than money that can be used e.g. cleaning materials or equipment.

What teachers were doing wrong in the application of the marking rubric:

Most teachers awarded marks correctly at this part of the task. However, some teachers awarded marks to candidates who did not use the N\$ sign.

2. Annexes

(a) Advertisement

Assessment Objective D: Evaluation, Judgment and Decision-making (5 marks)

Is the advertisement in line with the defined objectives and strategies of the enterprise explained in the business plan?

Comment on specific question:

Most of the candidates scored between 1-4 marks, which is an indication that some candidates were guided well.

HOW QUESTION IS MARKED:

Name of enterprise: 1 mark

Location/address/contact details: 1 mark

Product/service offered: 2 marks

Any relevant information such as working hours/days (availability): 1 mark

Problems experienced and wrong answers:

Name of enterprise: Some candidates did not use the same name as the one from the cover page and gained 0 mark.

Location/address/contact details: most candidates scored the 1 mark.

Products/services offered: Most candidates scored the 2 full marks. However, some candidates only scored one mark because they mentioned their products/services without the prices.

Any relevant information: Most candidates scored the 1 mark in this question.

What teachers were doing wrong in the application of the marking rubric:

A few teachers awarded marks at the name of the enterprise without verifying if it is the same name on the cover sheet. Some teachers awarded two marks instead of 1 mark at the products/services offered without the candidates writing the prices.

Assessment objective C: Analysis (4 marks)

Does the graphic element raise interest for the target market? Does it have appeal?

Comment on specific question:

Most teachers applied their judgement correctly on the advertisement

HOW THE QUESTION IS MARKED:

Costs: 2 marks

Benefits: 2 marks

Problems experienced and wrong answers:

Lack of effort from some candidates on their advertisement and drawing/pasting images not linked to their enterprises.

What teachers were doing wrong in the application of the marking rubric:

A few teachers were too lenient on the awarding of marks when candidates could only have scored 2 marks instead of 4 from the markers judgement.

Assessment Objective A: Knowledge and Understanding (4 marks)

Which criteria was used to make the advertisement a success: 4 marks

Comment on specific question:

Most of the candidates only listed the AIDA Model without explaining how the advertisement was used in the AIDA Model.

HOW THE QUESTION IS MARKED:

Attention: 1 mark

Interest: 1 mark

Desire: 1 mark

Action: 1 mark

Problems experienced and wrong answers:

Most candidates only mentioned that they use the AIDA Model and listed the components of the AIDA model with no further application based on their advertisement.

What teachers were doing wrong in the application of the marking rubric:

Some teachers awarded marks for listing.

Assessment Objective D: Evaluation, Judgment and Decision-making (5 marks)

Were the criteria as stated by the learner applied?

Decision made: 1 mark

Comment on specific question:

Most teachers applied their judgment correctly.

HOW QUESTION IS MARKED:

Evaluation of the attention attracted: 1 mark

Evaluation of the interest raised: 1 mark

Evaluation of the desire to buy: 1 mark

Evaluation of the action (buy): 1 mark

Problems experienced and wrong answers:

Some candidates only drew/pasted 1 or 2 products/services and made it difficult to judge the overall advertisement.

What teachers were doing wrong in the application of the marking rubric:

Teachers were too lenient as some candidates did not fully apply the AIDA mode.

Assessment objective C: Analysis (6 marks)

Does the layout have a focal point which links the graphics to text and to the enterprise's logo?

HOW THE QUESTION IS MARKED:

Logo used: 2 marks

Graphics and text linked: 2 marks

Graphics and text in line with business: 2 marks

Problems experienced and wrong answers:

Logo: some candidates did not use the same logo as the one in the description of the enterprise resulting in 0 marks.

Graphics and text linked: most of the candidates could correctly draw the products/service and mention what the image shows and the amounts/ designed their advertisements correctly.

Graphics and text in line with business- Most candidates pasted or drew images which were correctly linked to their business idea/designed the adverts correctly.

What teachers were doing wrong in the application of the marking rubric:

A few teachers did not understand how the marks were allocated for this question.

(b) Rules and Regulations

Assessment Objective A: Knowledge and Understanding (3 marks)

Summary of Rules and Regulations that will apply to the enterprise

Comment on specific question:

Most of the candidates could not score maximum marks.

HOW THE QUESTION IS MARKED:

Registration Legal requirements: 1 mark

Operational rules and regulations: 1 mark

Trademarks/copyrights/patents/business rights clause: 1 mark

Any three mentioned

Problems experienced and wrong answers:

Registration Legal requirements: most candidates could not mention that they will register their business at BIPA and the procedure

Operational rules and regulations: most candidates could not indicate that their enterprise will comply with the Labour Act and the HIV/AIDS provision.

Trademarks/copyrights/patents/business rights clause: very few candidates mentioned that they will use the these means to protect their enterprise idea.

What teachers were doing wrong in the application of the marking rubric:

Most of the teachers did not know how to allocate marks at this part of the task.

Assessment Objective B: Application and Investigation (5 marks)

Application of summary of Rules and Regulations that will apply to the enterprise

Comment on specific question:

Most of the candidates could not score full marks because they could not apply the rules and regulations correctly.

HOW THE QUESTION IS MARKED:

Registration Legal requirements:

- form of enterprise and the applicable law for registration
- Health and safety/Fire/Environmental
- drugs, prostitution, selling tobacco or liquor to minors, child labour

Operational rules and regulations:

- Labour
- HIV and AIDS

Trademarks/copyrights/patents/business rights clause:

- Protects business idea from being stolen
- To protect intellectual property

(Any two X 3)

Problems experienced and wrong answers:

Most candidates only stated that they will register their enterprise but could not explain the procedures for registration at the particular institution.

The same applies to the Labour Act, HIV/AIDS Act, child labour or means of protection of the enterprise idea. Candidates could not apply the knowledge and as a result only scored 1 mark for stating.

What teachers were doing wrong in the application of the marking rubric:

Teachers were awarding 2 full marks for each summary of rules and regulation even though candidates did not apply or explain their rules or regulations in detail/correctly.

POSITIVE SUGGESTIONS TO TEACHERS:

- Teachers need to read and study the examiner's report carefully. It is advisable to seek help from other teachers who have been teaching/marking the task so that they can guide the candidates properly. Most of the candidates lose unnecessary marks because the teachers awarded them marks incorrectly. Teachers are instructed to inform candidates not to change their business idea from Task 2 and 3. Teachers also need to be cautious and not mark Task 4 independently from Task 3 because some information has to be transferred from Task 3.
- This task requires candidates to do thorough research on their enterprise idea and teachers need to help candidates to search for the correct information. Candidates cannot be expected to know or search for certain information because they would not know where to obtain the correct information.

Task 5

General Comments

Candidates' performance in task 5 has improved. Most candidates have completed and included the task this year.

Task was not well executed by candidates.

Teachers' application of the marking rubric is wrong.

Please read the examiner's report to familiarize yourself with how the task should be done and marked.

Candidates lost a lot of marks upon moderation as the teachers were just dishing out marks even where candidates are not supposed to get marks. Please consult the examiner's report to see how the question is marked.

Task 5: Giving back (Social Entrepreneurship)

1. The learner introduced her/his understanding of a social enterprise

Assessment Objective A: Knowledge and Understanding (4 marks)

The learner introduced her/his understanding of a social enterprise

Comment specific question.

HOW QUESTION IS MARKED:

- Definition (2 marks)
- Explanation of opportunities (2 marks)

Problems experienced and wrong answers:

Candidates failed to define a social enterprise, as most of them defined social entrepreneurship and lost out on marks.

NB: Therefore, the candidates were supposed to define it as follows: **The enterprise has minimal impact on society and does not focus on profit.**

ERROR: Teachers awarded marks for the definition of social entrepreneurship, while the candidates were expected to give the definition of a social enterprise.

Most candidates struggle to come up with social entrepreneurial opportunities, as they only explain already existing social enterprises.

Guideline: There are too many street kids and I will come up with an Orphanage home

What **teachers were doing wrong in the application** of the marking rubric:

Teachers gave full marks to candidates for explaining existing social enterprises, while it was expected of the candidates to offer other opportunities that can be turned into social enterprises

2. The legal form 1

The question was well answered by most candidates.

Assessment Objective A: Knowledge and Understanding (1 mark)

Comment on specific question

This question was well answered.

Problems experienced: Some teacher mark the candidates wrong while they have the correct legal form, for a social enterprise. Teachers need to acquaint themselves with the legal forms of a social enterprise.

HOW QUESTION IS MARKED:

The learner identified the legal form of the enterprise (1 mark) **e.g. Section 21 company, Community trust, NGOs, Charitable organization.**

3. The learner identified and explained the aims of the chosen social enterprise (existing or new) and analysed the problems in the community that it is trying to solve.

Assessment Objective A: Knowledge and Understanding (5 marks)

Comment specific question

HOW QUESTION IS MARKED:

The learner identified the aims of the chosen social enterprise (existing or new)

Identify and explain **(three X P1+D2).**

Analyse the problems in the community that it is trying to solve **(three x 2)**

Problems experienced and wrong answers:

- (a) Some candidates have formed their own enterprise, but gave the aims of the enterprise where they have done their task, instead of giving the aims of their own enterprise.
- (b) Some aims were not in line with the social enterprise.
- (c) Most candidates gave problems as aims

What teachers were doing wrong in the application of the marking rubric:

Teachers awarded marks without, thoroughly reading the aims

Problems experienced and wrong answers:

Instead of analyzing the problems in the community that the social enterprise is trying to solve, candidates were discussing their personal problems they experience while doing the task.

Guideline: a lot of learners are dropping out of school because they do not have food to eat and they cannot concentrate at school

NB: It should not be a point and a development must be a well detailed explanation.

Assessment Objective B: Application and Investigation (5 marks)**Comment on specific question:****HOW QUESTION IS MARKED**

The learner applied his/her role to the social enterprise (5 x 1)

Problems experienced and wrong answers:

Some candidates did not explain their individual role in the enterprise and just explained what the whole group was doing. Even though the tasks can be done as some group work, candidates should explain their individual role in this part.

For example: I cleaned the blankets

I mopped the area and the list goes on.

What teachers were doing wrong in the application of the marking rubric:

Teachers awarded marks for group tasks and not individual roles as expected.

4. The learner explained all the stakeholders in the social enterprise**Assessment Objective A: Knowledge and Understanding (5 marks)****Comment on specific question****HOW QUESTION IS MARKED:**

The learner explained all the stakeholders in the social enterprise (five x 1)

Problems experienced and wrong answers:

Most candidates could list the stakeholders but failed to explain them. The instruction clearly states: Learner explains all the stakeholders in the social enterprise.

Some candidates included their entrepreneurship teacher in the list of stakeholders and stated the teacher explained the task to the learners, which does not make the teacher a stakeholder; teacher was just doing his or her job.

Unless the candidates stay in the hostel and need permission from the principal to leave the school premises, the principal should be listed as a stakeholder.

Guidelines: Spar- donated food

Shoprite-donated sanitary pads

Agriculture teacher helps with the tools e.g spider, lures

What teachers were doing wrong in the application of the marking rubric:

Most teachers were marking according to the rubric although there were some who just awarded marks for stakeholders that were just listed without explanation.

5. The learner drafted and explained a detailed action plan

Assessment Objective A: Knowledge and Understanding (5 marks)

Problems experienced and wrong answers:

This question was better but, candidates were giving the history of the social enterprise instead of the activities they were doing at the social enterprise.

Guideline: Activities and time frames

Activities	Time frames
Mopping the house	12/10/2024

NB: Applied any five relevant steps undertaken (actions) in the learner's enterprise (five x 1)

Assessment Objective B: Application and Investigation (5 marks)

6. The learner analyses the major challenges faced in the enterprise (funds, political, managerial issues, staff capacity, technical and organisational know-how, social barriers, competitors or regulations).

1. Assessment objective C: Analysis (10 marks)

Comment on specific question:

HOW QUESTION IS MARKED:

- Learners analysed any three challenges faced in the learner's enterprise (3 x 2)
- Learners analysed two ways on how to overcome challenges (funds, political, managerial issues, staff capacity, technical and organizational know-how or social barriers) (2 x 2)

Problems experienced and wrong answers:

Most candidates struggled with the challenges. Instead, they pointed out the challenges and gave general challenges, challenges were supposed to be explained. For example: We did not have enough funds to buy the washing detergents.

Most candidates could explain how the challenges were overcome. For example: We asked the local business man, Mr Karl to help us with funds which he did.

What teachers were doing wrong in the application of the marking rubric:

Teachers marked according to the rubric.

7. A recommendation has been included of the sustainability of the enterprise

Assessment Objective D: Evaluation, Judgment and Decision-making (6 marks)

Comment on specific question:

A recommendation has been included of the viability

HOW QUESTION IS MARKED:

- Recommend any two reasons why it is important to have this business (2 recommendations X 3 marks)

Problems experienced and wrong answers:

This question was poorly answered; candidates struggled to recommend reasons why the enterprise was important in the community. Some of the reasons were not relevant to the type of social enterprise the candidate intended.

For example: this enterprise is important as it will keep learners in school. This enterprise gives food and stationery to vulnerable children that will keep them in school.

What teachers were doing wrong in the application of the marking rubric:

Teachers found it hard to mark this question as they were not sure what to expect from the candidates. The candidates are expected to give a point and develop it.

Assessment Objective D: Evaluation, Judgment and Decision-making (9 marks)

Sustainability of the enterprise

Comment on specific question:

HOW QUESTION IS MARKED:

- Recommend any three ways of sustaining the business (3 recommendations X 3)

Problems experienced and wrong answers:

This question was well answered as most candidates use the three examples given, namely: sponsorships, volunteers and donations.

What teachers were doing wrong in the application of the marking rubric:

Teachers marked according to the rubric.

8. The learner included a tool which monitored and evaluated his/her work

Comment on specific question:

Assessment Objective B: Application and Investigation (10 marks)

The learner included a tool which monitored and evaluated his/her work

HOW QUESTION IS MARKED:

- Application of how the problems in the community were solved/ application of how aims were met (3 x 1)

Application of the role played by stakeholders (4 x 1)

Application of how enterprise overcame challenges it faced (3 X 1)

Problems experienced and wrong answers:

In some cases, the aims, problems, roles played and challenges were not the same as mention previously in the tasks.

Assessment objective C: Analysis (5 marks)

Comment on specific question:

HOW QUESTION IS MARKED:

- Analysis (costs and benefits) of the steps in the action plan carried out (five x 1)

Problems experienced and wrong answers:

In cases where candidates had discussed the history of the enterprise in the part of the action plan, it was difficult for them to say if the action plan was carried out.

What teachers were doing wrong in the application of the marking rubric:

Teachers were just awarding marks and it was clear that teachers do not know where and how to award marks for this part.

9. Social Impact

Assessment Objective B: Application and Investigation (5 marks)

The learner indicated how people benefited directly from the enterprise during the engagement period. (Before and after)

The learner applied how people benefited directly from the enterprise.

Comment on specific question:

HOW QUESTION IS MARKED:

- The learner made an application to a situation before the enterprise existed- (1 mark)
- The learner made an application on how the circumstances of people are better after/due to the enterprise (any two examples X 2 marks)

Problems experienced and wrong answers:

Question was well answered. Some candidates only state the situation before and left out after.

What teachers were doing wrong in the application of the marking rubric:

Teachers marked according to the rubric.

Assessment Objective B: Application and Investigation (10 marks)

Proof has been included to substantiate that the enterprise's actions did improve people's lives and/or that the learners were involved

Comment on specific question:**HOW QUESTION IS MARKED:**

- Explanation of how proof was applied to substantiate the claims above. Examples of application can be seen as proof.
- Any different forms of proof that learners were involved and applied by their enterprise.

(5 proofs x 2 marks each)

Problems experienced and wrong answers:

Most candidates had included photos, graphs, testimonials or certificates of appreciation. A lot of documents were not signed, explained or stamped. Candidates did not explain the proof.

What teachers were doing wrong in the application of the marking rubric:

Teachers were awarding full marks as long as there was proof. They did not check whether the candidates has explained the proof or if the proof was signed or dated.

POSITIVE SUGGESTIONS TO TEACHERS:

- Teachers should encourage the learners to form their own social enterprises at school.
- Assist them to draw up the Aims of their own social enterprise and the social problem that the enterprise wants to solve in the community and in this way candidates will not lose out on marks.
- Candidates can only complete this task at a social enterprise and not at a profit-making enterprise.
- In case the candidates go to a social enterprise to perform their task they should write the aims of the social enterprise as well as the problem that social enterprise is trying to solve in the community.
- Even though the task can be done as group work, candidates should write their individual roles and not that of the whole group.
- Action plan of the enterprise includes any five relevant steps undertaken (actions) in the learner's enterprise.
- Challenges faced would be that of the enterprise (existing social enterprise or the one learners have formed at school) and not the candidate's individual problem.
- Teachers should guide candidates on the recommendation on the importance of the enterprise and the viability.
- In the tool to monitor and evaluate their work, candidates should make sure that everything correlates with what they have mentioned already in the tasks, eg. aims/problems are the same as listed in the beginning of the task or the stakeholders are the same as explained under the heading stakeholder involved. Under social impact, candidates should state the situation before the enterprise existed and how the circumstances of people are better after/due to the enterprise.
- Proof to be included can be: 1 photograph explained, testimonials signed/dated and explained, attendance register signed/dated and explained, certificate of appreciation signed/dated and explained or letter from the headman signed/dated and explained.

1. GENERAL COMMENTS

There was a slight improvement in the standard and manner in which candidates responded to questions in Section B, compared to the 2023 examination. Misinterpretation of questions in Section B such as questions 3 and 4 was still a common challenge that teachers still need to help candidates address before answering, reading and understanding questions. While Questions 2, 5 and 6 were responded to well by most candidates.

2. COMMENTS ON INDIVIDUAL QUESTIONS

SECTION B

- (a) (i) Most candidates answered this question well; they were able to give the correct answers following the description of the jacket.

The correct answers were:

Unlined/semi-fitted/below waist/shoulder pads/above elbow sleeves

- (ii) Most candidates answered this question well; they were able to give the correct answers following the length of the dress.

The correct answers were:

Above ankle/ above mid-knee

- (b) Most candidates wrote the correct answers, but a few candidates could not write the correct unit.

The correct answers were:

83 cm

64 cm

88 cm

- (c) Most candidates answered this question well; they were able to identify the size for each notion.

The correct answers were:

(i) 6 mm

(ii) 55 cm

(iii) 25 mm

- (d) Most candidates wrote the correct answers, but a few candidates could not write the correct unit.

(i) 115 cm = 2.0 m OR 150 cm = 1.5 m

(ii) 115 cm = 1.5 m OR 150 cm = 1.1 m

- (e) Most candidates answered this question well; they were able to give the fabrics suitable for making a jacket.

The correct answers were:

cotton fabrics

Linen/lightweight linen

Damask

Knits

- (f) This question was not clear to most candidates, that the fabric made from Viscose which is suitable for the dress, should be taken from the pattern envelope.

The correct answers were:

(i) crepe

(ii) cotton, polyester/viscose

- (iii) is not strong/ reasonably strong
Its strength decreases when it is wet
- (iv) Absorbs moisture quickly without feeling damp and clammy/
Absorbs moisture and is more absorbent than cotton/ highly absorbency
Poor absorbency for polyester

- (g) (i) This question was poorly answered by most candidates, who could not state the four parts of the facing which must be correctly matched to ensure a neat finish.

The correct answers were:

The Centre front lines
Shoulder seams
The Centre backlines
Pattern notches
Facing edges
Neckline
Collar edges

- (ii) This question was fairly well answered, as some candidates gave the correct answers to why seams are graded and clipped after the facing has been attached.

The correct answers were:

To ensure the seam lies flat without pulling because the collar is stitched on the curve
To make it easier when it is turned on to the right side
To create a smooth edge finish/ stress-strain in the collar/shape the collar
To reduce/avoid bulkiness/ thickness around the collar
To avoid/prevent the facing from showing on the outside/ R.S of the garment.

- (iii) This question was poorly answered as most candidates could not identify the stitches used in A and B as shown in the diagram.

The correct answers were:

A under stitching
B Stay stitching

- (iv) Most candidates answered this question correctly, as they name a stitch used to attach the edge of the facing to the shoulder seam.

The correct answer was:

Hemming stitch

SECTION B

- 2 (a) This question was fairly well answered; some candidates compared wool and cotton fabrics in terms of flammability and colour fastness. Some candidates gave any properties of wool and cotton.

The correct answers were:

	Wool	Cotton
Flammability	Wool does not catch fire easily/ Flame resistance. Wool smoulders when it is set alight/ It does not burn fast.	Cotton catches fire easily and burns rapidly because of its fluffy surface.
Colour fastness	Wool is easily dyed and is fairly colour fast.	Cotton is easy to dye and does not lose colour easily.

- (b) Most candidates answered the question correctly, but could not explain the reason why clothes made from wool are comfortable to wear.

The correct answers were:

- Wool absorbs moisture without feeling wet so is very comfortable.
- Wool is a poor conductor of heat and is, therefore, warm to wear, especially in winter.
- it insulates the body from the surroundings. The air which is trapped in between the wool fibres
- prevents the flow of heat from our body to the cool surroundings.
- The wool fibres trap a lot of air, which does not conduct the body heat away.
- Wool has a natural crimp so is flexible when worn, even if the fabrics are woven.

- (c) This question was misinterpreted, as most candidates gave the properties of wool instead of how to wash a hand-knitted article made from pure new wool.

The correct answers were:

- Use soft water, rainwater being the best
- Use a soap free from caustic soda and other strong alkalis
- Hand wash in lukewarm water and avoid changing the temperature of water.
- Diluted acids will not damage wool, so coloured wool articles may be rinsed in weak vinegar water.
- Avoid friction as this will cause the fibre scales to hook into one another and the fabric will fade and shrink.
- Do not rub but knead and squeeze gently in the soapy water
- Keep the fabric submerged in the water while you wash it. If you lift it, the weight of the water may pull it out of shape
- Once you have started complete the washing processes as quickly as possible to help prevent shrinking.
- Add fabric softener to the last rinse water to make the fabric feel soft and downy.
- Do not wring out moisture by twisting the garment in the hands because wool stretches easily.
- Do not hang the article, it will stretch, lay it flat on a towel and shape it.
- Leave it in a draughty place in the shade to dry.
- When dry, press lightly on the wrong side with a cool iron and a dry pressing cloth.

- (d) Most candidates answered this question correctly, as they were able to discuss the benefit of using polyester fabrics for a summer dress.

The correct answers were:

- | | | |
|---|----------------|--|
| 1 | Strength | <ul style="list-style-type: none">- polyester is strong and resists rubbing well- it is not harmed by alkalis, bleaches or even acids- mildew and moths do not affect it- it withstands sunlight very well |
| 2 | Absorbency | <ul style="list-style-type: none">- polyester is non-absorbent- it is hydrophobic and resists water- it dries even more quickly- does not absorb stains- is very easy to launder |
| 3 | Resilience | <ul style="list-style-type: none">- polyester is particularly resilient- it requires very little ironing or pressing- it resists stretching- it keeps its shape well- is not elastic- it holds pleats permanently |
| 4 | Washing | <ul style="list-style-type: none">- is very easy to care for- drying is extremely quick and ironing is minimized |
| 5 | Effect of heat | <ul style="list-style-type: none">- polyester melts at a higher temperature- will withstand slightly more heat |
| 6 | Flammability | <ul style="list-style-type: none">- polyester does not burn readily |

- 3 (a) This question was misinterpreted by most candidates, who gave the fibres instead of fabrics that require the process of sanforizing.

The correct answers were:

- Cotton – calico, denim, towelling, velvet, gabardine, gingham, poplin
- Linen – Irish linen, damask
- Rayon – viscose rayon/acetate/triacetate
- Wool – tweed, flannel

- (b) This question was poorly answered as most candidates could not give the advantages and disadvantages of using the durable press finish on a viscose summer shirt.

The correct answers were:

Advantages

- All creases and pleats are pressed into shape
- The garment keeps its shape while it is being washed
- The garment will have a pressed appearance when dried
- Resiliency is improved as it will never shrink or stretch

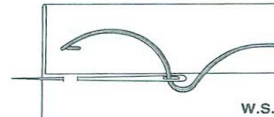
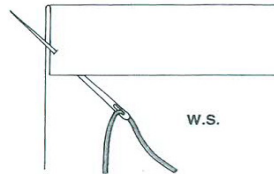
Disadvantages

- If a pleat is incorrectly pressed into a pair of slacks, it will be permanently set into the fabric.
- It stiffens and hardens the fabric considerably
- The care instructions are very strict

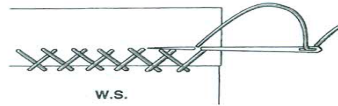
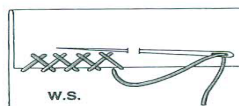
- (c) This question was poorly answered by most candidates, who could not explain how to apply Herringbone stitch to the hem of a jacket made from a thick woven fabric.

The correct answers were:

- Insert the needle from right to left and sew from left to right.
- Insert the needle under the raw edge of the hem and bring it out 3 mm above the edge.
- Pull the thread through and tuck the short end under the hem edge towards the right.



- Make a back stitch where the thread emerges.
- Now make a small horizontal stitch below the edge of the hem, slightly to the right of the emerging thread.
- Sew the next stitch on the hem edge, bringing the needle out just opposite the end of the previous stitch made below the edge.



- Insert the needle from right to left and through the top thickness of the fabric only.
- Continue in this way, keeping the stitches in the top row opposite the spaces in the bottom row and vice versa.
- End off by working a back stitch over the last stitch.
- Insert the needle between the two thicknesses of the fabric
- Pull the thread through and cut it off.

- (d) Most candidates could not understand this question, as many were not able to give the correct answers. Candidates could not discuss the comfort and durability of knitted and woven fabrics.

The correct answers were:

Property	Knitted fabrics	Woven fabrics
Comfort	<ul style="list-style-type: none">- Elastic structure moves along with the body.- Open spaces between yarns allow wind penetration.- Synthetic fabrics allow body moisture to penetrate fabric in hot weather.- Bulk yarns incorporate air which provides insulation and warmth in cold weather.	<ul style="list-style-type: none">- Not elastic and restricts body movement.- Wind resistant unless loosely woven.- Synthetic fabrics feel uncomfortable in warm weather as less body moisture penetrates the fabric structure.- Woven fabrics with bulk yarns will be warmer.
Durability	<ul style="list-style-type: none">- Some knitted fabrics are not stable and may lose their shape.- Shrink unless synthetic fabric has been heat set.- Good recovery from wrinkles.	<ul style="list-style-type: none">- Woven structures are stable and fabric dimensions are retained.- Do not shrink easily, depending on fibre type.- Recover less readily from wrinkles than knitted structure.

- 4 (a) This question was poorly answered by most candidates, who could not state the four ways to identify the right side of the fabrics from the wrong side of the fabric.

The correct answers were:

- When the fabric is on the roll, identification is easy because the fabric is rolled up with the right side inside to keep it clean.
- If one side of the fabric is shinier than the other, the more lustrous side is the right side.
- When the fabric has a nap, the fuzzier side is normally the right side.
- When slub yarns are used, they are usually more outstanding and noticeable on the right side
- Recognition of the weave characteristics will also be helpful.
- If the design of a printed fabric is more distinct and cleaner on one side, that is the right side.
- When the colour is woven in, the method of weaving might give a more distinct colour to the right side
- The selvedge sometimes indicates clearly which is the right side of the fabric, especially if the fabric has small pin holes along the edge.

- (b) This question was poorly answered as most candidates could not explain how to shorten the pattern piece of a skirt.

The correct answers were:

- Determine where and how much you want a particular pattern piece shortened.
- Crease the pattern horizontally on the adjustment line and
- fold in the amount you want shortened.
- Pin it or stick it down with adhesive tape.
- Correct the seams and match the seams accordingly.

- (c) Most candidates could not understand this question, as many were not able to give the correct answers. Candidates could not describe the important rules when preparing the fabric for cutting out instead they gave rules for cutting out the garment.

The correct answers were:

- Straighten the cut edges of the fabric by snipping the selvedge
- Draw out a crosswise thread near the cut edge and then cut along this line
- Press the fabric to remove creases and folds
- Always see that this fold lies parallel to the edge of the table
- Before you cut out the garments, shrink those wool, cotton and linen fabrics which are not labelled to indicate that they are shrink-resistant
- Examine the fabric for flaws, mark them with chalk or pins and try to avoid them when laying out the patterns
- Iron the fabric neatly on the wrong side along the grain of the fabric
- Fold the material with the right side to the inside to prevent it from becoming soiled during the cutting-out process

- (d) This question was poorly answered as most candidates could not discuss how pressing is done during the construction of garments to improve the overall quality of the finished item.

The correct answers were:

- Set the temperature of the iron for the fabric you wish to press
- The surface of the iron should be clean and the temperature of the iron on a scrap piece of fabric
- Remove pins and tacking threads in hems and darts before pressing
- Always press on the wrong side of the garment
- Place a damp press cloth on top of the fabric to protect it from becoming shiny and to obtain a smooth surface
- The cloth must be slightly damp
- Do not push the iron backwards and forwards as if you are ironing
- Press by putting the iron down lightly on the fabric, lifting it and putting it down again
- Work carefully and press only the parts that need pressing
- Always press with the grain of the fabric to prevent the garment from stretching out of shape
- Shrink away excess fullness by placing a damp cloth over the part of the garment
- Press with a warm iron until the fullness disappears and the fabric is smooth

- 5 (a) Most candidates answered this question correctly, as they were able to describe the factors that influence the choice of fashion accessories for young people.

The correct answers were:

- Use accessories to introduce the right touch of colour that is necessary to achieve colour harmony in the outfit.
- Choose accessories which you can wear with several outfits and which will fit into your colour scheme.
- Choose and use accessories that are suitable for the occasion for which they are required.
- Choose accessories that are correct for your figure e.g. if you are short and slender avoid using a large handbag or large piece of costume jewellery, as they will make you appear smaller.
- Choose accessories to suit your age and personality.

- (b) This question was answered correctly by most candidates; they were able to state five important reasons for budgeting.

The correct answers were:

- To help accept the limitations of incomes so that purchases can be made with greater certainty and more enjoyment.
- To be more objective about financial affairs
- To gain a better insight into needs and objectives
- To spend money more purposefully
- To eliminate wasteful spending
- To plan better for the future and invest wisely
- To pinpoint faults in your present spending pattern.

- (c) Most candidates answered this question correctly, as they were able to compare the difference between the price of clothing in a departmental store with the price of clothing on mail order.

The correct answers were:

Department stores

- This kind of store offers different kinds of merchandise in one place, each displayed and sold in its department.
- Each range consists of a wide variety of styles, some styles will only be available in a few sizes and colours.
- Presentation is selective
- The clothes will be more expensive

Mail order

- Ordering by mail is convenient for families who live in small towns and rural areas, who cannot travel to do their shopping or who are unable to find what they need locally.
- Prices are often lower than in other local stores.
- Money for postage and packaging must be added, which can sometimes become costly.

- (d) This question was incorrectly answered as most candidates could not give the range of techniques available to add applique to garment for decoration.

The correct answers were:

- | | |
|-------------------|--|
| Applique | <ul style="list-style-type: none"> - is a method of applying and attaching a variety of fabrics to a basic fabric background with decorative stitches - the background and applied shapes may be of the same fabric but of different colours - or they may differ completely in texture, design, colour and appearance |
| Designs | <ul style="list-style-type: none"> - must be very well planned and executed - the colours must be combined gaily and attractively before the various embroidery stitches are considered - a design should be long, straight outlines - avoid unnecessary scrolls or details - resist any temptation to reproduce realistic replicas of flowers |
| Fabrics & threads | <ul style="list-style-type: none"> - colour is added to the work by the applied fabrics as well as by the embroidery threads - interesting designs can be achieved by using pieces of lace, beads or printed cut-out motifs - contrast in the design may be created by using fabrics of a different texture, but of the same colour - different shades of one colour will also be attractive - small designs appear more harmonious in soft colours |
| Method of work | <ul style="list-style-type: none"> - first study the weft and warp before starting Applique work on the fabric - any motif applied on the bias to the background fabric will pucker - first transfer the whole design to the background fabric - then cut the motifs to be applied from the transfer, - place them on their respective fabrics |

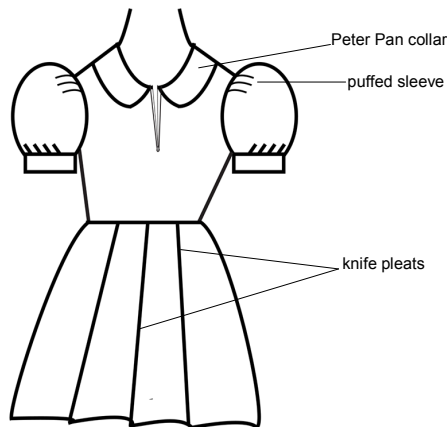
- cut them out carefully
 - iron on a non-woven fabric (Vilene)
 - buttons, beads and lace may also be applied
- Basic stitches
- there should be various basic stitches that may be used for Applique work
 - blanket stitches
 - chain stitches
 - cross-stitches
 - knotted stitches
 - stem stitches

- 6 (a) This question was fairly well answered but most candidates could only give two edge finishes that can be applied on the raw edge of closed single seams.

The correct answers were:

- Blanket stitched seam edge finishes
- Overcast seam edge finish
- Zigzagged seam edge finish
- Serpentine stitching by machine edge finish
- Stitched seam edge finish

- (b) Most candidates answered this question correctly, as they were able to draw and label the dress with a Peter pan collar, puffed sleeve and knife pleats.



- (c) Most candidates answered this question poorly, as they were not able to describe the steps on how to apply a plain hem on a dress with knife pleats.

The correct answers were:

- Before turning the hem, reduce the bulkiness within it by trimming the seam allowances
- Turn up the hem along the marked hemline
- Press the hemline with the aid of a hem guide
- Tack next to the folded edge
- Neaten the hem edge by using a zigzag stitch seam edge finish.

- (d) This question was correctly answered as most candidates were able to discuss the use and care of pressing equipment which could be used when making summer dresses.

The correct answers were:

The iron

- Before filling a steam iron, unplug it or set the dial in the off position
- To prevent spilling, use a container with a spout to fill the water reservoir
- Be careful not to overfill the iron
- Always test a heated iron on a scrap piece of fabric first
- Always turn the iron off and stand it on its heel when you are not using it, never leave an iron on when not in use.
- Empty the iron before you put it away, water remaining inside might become stained with rust and spoil the fabric when used next time.

The sleeve board

- Always have some detachable cotton covers to replace soiled ones
- Do not store the sleeve board while it is damp/wet, allow it to dry completely
- Store the board in a cool dry place or storeroom
- Do not use the board when it is damp as it will stain the fabrics.
- Detachable covers should be laundered when soiled

Ironing board

- The padded cover of the ironing board should be dry before the board is folded and put away in a cupboard.
- Detachable covers should be washed and pressed when they are soiled and should be dry when they are put away.

Seam roll

- A loose cover should be washed regularly to ensure that the seam roll remains clean and neat.

Pressing cloths

- Always wash them when they become soiled.
- Do not put them away in a cupboard while they are still damp.

Summer dresses (garments)

- Press on the wrong side of the fabric
- Press carefully up to the folds of gathers
- Lightly press hems so as not to show hem marks on the right side
- Use a pressing cloth if pressing a fabric with decoration or embroidered details, to avoid damage

1. GENERAL COMMENTS

It was noticed that most teachers are in possession of the Coursework Manual for Fashion and Fabrics, as it has been shown by the order of work procedures and pattern pieces for all specimens when completing the specimens.

It was shown by the work that teachers have the total ability to assist and guide candidates during the process of the coursework. However, there were a few centres that showed a lack of supervision and proper guidance from the subject teachers during the practical lesson, as it seems candidates were left alone to do their work.

Nevertheless, the dedication, hard work and honesty shown by most teachers towards their tasks and exercises of this coursework cannot be ignored. Most centres submitted most of the required and relevant information as well as all assessment forms for the moderation process. It was also noted that most centres submitted folders of high quality. Good workmanship was noticed in some of the centres, which was a good improvement.

2. COMMENTS ON SPECIFIC ISSUES

The following criteria should be met and achieved by all candidates during the construction of both specimens, accessories and a garment.

A. PRACTICAL FILE (40 marks)

1. Planning organisation and presentation (5 marks)

- The file should have:
- Clear index with an indication of pages which are numbered
- Samples well mounted, not pasted to a backing page
- Samples easy to handle so that the wrong side could be evaluated
- Each sample labelled neatly with handwriting legible/clear
- All samples/samplers available and grouped together

2. Accuracy (15 marks)

All specimens A, B & C

- Width of seams and edge finishes correct
- Width of hems correct
- Width of waistband/casing correct
- Width of sleeve cuff correct
- Width of all opening finishes correct
- Fasteners evenly spaced and fit well e.g. button and buttonhole match
- Collar points even; collars neat on the right and wrong side
- Insertion of zipper correct
- Pleats/darts lie in the correct direction, are of the same/correct width and are evenly spaced
- Tucks evenly spaced and well finished off
- Gathers evenly distributed
- Facings same width and neatly finished off on the wrong side
- Top stitching correct
- Sleeves accurately inserted
- Processes accurately and correctly ironed/pressed

3. Machine skills (10 marks)

All specimens A, B & C

- Stitch length correct
- Stitching accurate
- Machine tension correct
- Overlocking neat/zigzag neat; tension correct
- No loose threads on the wrong side
- Stitching straight on seams, hems, tucks and pleats
- Buttonhole neat with the bar not too thick

- Curved areas neat and accurately stitched
- Zipper neatly inserted with zipper foot/stitching close to the edge
- Top stitching: stitches even/well-spaced

4. Hand skills (5 marks)

All specimens A, B & C

- Correct stitch used for fabric
- Correct stitch used for process e.g. hems – hemming/slip hemming/herringbone
- Fasteners finished off with correct stitch, secure and tension correct
- Variety of hand-sewing skills used
- Appearance of stitches on the right side of the garment e.g. hemming stitch

5. Decorative stitches (5 marks)

All specimens A, B & C

- Stitches evenly spaced
- Stitches the same size and properly formed
- Stitch tension correct
- Stitches correctly started and ended
- Neat on the reverse side of the item/garment

B. ACCESSORY (20 marks)

1. Sewing (hand and machine) skills (10 marks)

- Stitches evenly spaced and same size
- Correct stitch used for fabric
- Variety of decorative stitches used
- Creative use of decorations
- Overlocking/zigzag neat, length correct and tension correct
- Stitching straight on seams
- Hems neatly stitched on the edge
- Fullness
- Accessory neatly finished off on the wrong side
- Accessory pleasing to the eye on the right side

2. Interpretation (4 marks)

- Correct fabric suitable for the chosen style
- Colour combination suitable
- Fastenings fit style
- Thread corresponds with the colour of the accessory

3. Manipulative skills (3 marks)

- Edge finishes neat
- Fasteners properly and securely attached
- Overlocking/sewing used to improve the accessory

4. Accuracy (3 marks)

- Width of hems correct
- Fasteners fit well
- Processes accurately and correctly ironed/pressed

C. GARMENT (40 marks)

1. Machine skills (10 marks)

- Stitch length correct
- Machine tension correct
- Overlocking/zigzag neat, length correct and tension correct
- No loose threads on the wrong side
- Stitching straight on seams, tucks and pleats
- Curved areas with neat and accurate stitching
- Zipper neatly inserted with zipper foot/stitching close to the edge
- Top stitching: stitches even/well-spaced
- Re-enforced at the beginning and end of seams
- Facings neatly attached/finished

- Hems neatly stitched on the edge
- Fullness e.g. darts or tucks neatly secured at the back of the garment
- Openings neatly finished off
- Garment neatly finished off on the wrong side
- Garment pleasing to the eye on the right side

2. Hand skills (7 marks)

- Stitches evenly spaced and same size
- Stitch tension correct
- Stitches properly formed, correctly started and ended
- Correct stitch used for fabric
- Correct stitch used for process e.g. hems – hemming/slip hemming/herringbone
- Neat on the reverse side of the garment
- Variety of hand-sewing skills used
- Stitches should hardly be visible on the right side of the garment e.g. hemming stitch

3. Interpretation (7 marks)

- Correct fabric suitable for the chosen style
- Fits well, styles suit the candidate
- Colour combination suitable
- Fastenings fit style
- Decorations coordinated
- All pattern parts are the same length e.g. sleeves, trouser pants or front of jackets
- Thread corresponds with the colour of the garment
- Correct interpretation of pattern

4. Manipulative skills (7 marks)

- Seams are graded
- No bulky parts at facings, collars or sleeves
- Collar points are sharp (all edges)
- Sleeves/collar points are the same length
- Edges neat
- Fasteners properly and securely attached (buttons, zipper)
- Overlocking/sewing used to improve the garment
- Curves on sleeves neatly sewn and sewing machine well used

5. Accuracy (9 marks)

- Width of seams correct
- Width of edge finishes correct
- Width of hems correct
- Width of all openings correct
- Fasteners fit well e.g. button and buttonhole match and are evenly spaced (if applicable)
- Collar points even
- Collars neat on the right and wrong side
- Facings same width
- Facings neatly finished off on the wrong side
- Sleeve accurately inserted
- Processes accurately and correctly ironed/pressed

Points for improvement:

1. The wrong sides of buttons should be correctly completed with a blanket stitch.
2. Candidates should not wear their garments for a longer period except for a fitting purpose. Some centres submitted soiled, dirty garments with bad odour which is not acceptable and equally reduces, the overall appearance of the garment.
3. NB: The kinds of hand stitches that can be demonstrated are hemming/slip hemming/herringbone stitches. Stitches should be properly formed, correctly started and ended well.
4. Stitches should hardly be visible on the right side of the garments and very neat on the reverse side of the garment.

5. Teachers should make sure that none of the processes are omitted from any specimens. Candidates should only include specimens A, B and C, 1 garment and 1 accessory in the file with no other extra item.
6. The wrong sides of buttons should be correctly completed with a blanket stitch.
7. Most garments show good colour combinations with the threads corresponding with the colour of the garment. However, candidates should be strongly encouraged at all times to cut off all loose threads after neatening.
8. Teachers should award realistic marks for the work correctly done, by ticking/or placing a cross on the processes indicated on individual record cards, not by totals only while observing the candidate's item.
9. Avoid awarding high marks for underserving work.
10. The teacher should inform candidates that the practical file is part of coursework and that, should some of the processes not be completed, it will affect the total mark at the end of Grade 11.
11. It is important to note that photographs of candidates in their garments should accompany the final consignment sent for external moderation.
12. Two individual photos of candidates in their garments (front and back view) should be included.
13. All specimens should be stamped with a dated school stamp on the wrong side.

Oor die algemeen het kandidate goeie werk gelewer. Enkele kandidate het nie netjiese werk ingegee nie, doodgekras of alles op een bladsy probeer indruk. Netjiese werk merk net soveel makliker.

Daar was heelwat minder kandidate as die vorige jare. Dit wil voorkom asof al hoe meer kandidate, ook moedertaalsprekers, eerder Afrikaans as Tweede Taal neem.

Foute wat in die verslag van 2023 uitgewys is, het baie afgeneem. Dit lyk asof die eksaminatore wel die verslag bestudeer.

AFDELING A

Vraag 1 –5

Vrae 1 – 3 was veelvoudige keusevrae. Leerlinge het net die simbool neergeskryf.

- 1 A
- 2 D
- 3 A

Hierdie vrae het elk een punt getel.

Vraag 4 In watter opsig is hip-hop-musiek tot voordeel van arm gemeenskappe?

Oor die algemeen het kandidate hierdie vraag redelik maklik gevind.
Dis vir hulle toeganklik./ Hulle kan identifiseer in hulle stryd vir gelyke regte en regverdigheid.
Die vraag het een punt getel.

Vraag 5 Waarvoor kan hip-hop as spreekbuis in die samelewing gebruik word?

Die meeste kandidate kon die vraag redelik maklik beantwoord.
Het die potensiaal om jou stem te laat hoor/kragtige medium.
Dit bied die geleentheid om krities te reageer op knelpunte (ras, klas, kulturele probleme) in die samelewing.
Hierdie vraag het 2 punte getel.

Vraag 6 Watter bewyse is daar dat die skrywer 'n gebalanseerde houding teenoor hip-hop het?

Kandidate het nie probleme met die vraag ondervind nie.

Van kandidate is verwag om na positiewe (goeie dinge) en negatiewe (slegte dinge) te verwys en dan 'n voorbeeld van iets positiefs en 'n voorbeeld van iets negatiefs te noem.

Positiewe is onder meer:

Mense moet anders dink oor hip-hop, dit het baie voordele vir tieners (noem voordele), “probleemmusiek” los baie probleme op, beheeroor hulle emosionele toestand, belangrike beweging in musiek.

Van die negatiewe kan kandidate o.a. noem:

Mense dink soms dis aggressief en maak mense depressief, luisteraars van dié musiek is geneig tot misdaad en gebruik van dwelms, ens.

Ander relevante antwoorde het ook punte verdien.

Hierdie vraag het 4 punte getel.

Vraag 7 Skryf 'n praatjie vir die kultuuraand by jou skool oor die voordele van hip-hop- en rap-musiek vir tieners. Verduidelik jou mening hieroor.

Van die kandidate het algemene en vae antwoorde verskaf waarvoor hulle nie punte gekry het nie, bv. hulle het die geleentheid om krities te reageer op knelpunte in ons samelewing (rassekwessies, klasseverskille en kulturele probleme) wat nie kwessies is wat die gemiddelde tiener eintlik aanspreek nie.

Sommige kandidate het bv. geskryf oor die behoefte aan die oplossing van sake soos gelyke regte en regverdigheid wat nie regtig kwessies is waaaraan die meeste tieners dink nie.

Daar is 'n magdom van feite wat hulle kon noem, bv.

Dis 'n manier om hulleself, hulle lewens en werklikhede uit te beeld.

Dit vervul in hulle emosionele behoeftes.

Vul hulle ledige ure.

Luister alleen daarna.

Dis 'n uitlaatklep (selfmedikasie) om hulle emosies uit te druk.

Dit verminder gevoels van woede.

Het 'n positiewe uitwerking en dien as inspirasie.

Hartseermusiek verbeter hulle gevoelstoestand.

Hulle kom vinniger oor hartseer.

Dit leer hulle waardes (soos sosiale geregtigheid, vrede, respek ens.)

Bied 'n gevoel van veiligheid (vir dié uit onstabiele huise).

Bied geleentheid vir selfkennis, leer, groei.

Algemene foute by die vraag:

Sommige kandidate skryf 'n opstel oor die onderwerp en nie 'n praatjie nie.

Enkele kandidate speek die kultuuraand aan, bv. Geagte Kultuuraand, Geagte Kultuurraad.

Hierdie vraag het 20 punte getel.

Vraag 8 Gebruik die inligting in leesstuk A en B om die volgende opdrag uit te voer. Maak 'n opsomming van die positiewe invloed van hip-hop en rap-musiek.

Moontlike antwoorde:

Leesstuk A:

Manier om lewenswerklikheid uit te beeld.

Voorsien in emosionele behoeftes.

Tydverdryf, uitlaatklep.

Leer om emosionele toestand te beheer.

Hartseermusiek verbeter bui/gemoedstoestand.

Kom vinniger oor hartseer.

Bevestig waardes (vrede, sosiale geregtigheid, selfwarde ens.).

Identifiseer met ander sosiale probleme (gelyke regte, regverdigheid, verdraagsaamheid).

Skep 'n gevoel van veiligheid en hoort in 'n gemeenskap.

Geleentheid om krities te reageer op knelpunte.

Geleentheid vir selfkennis, leer, groei, tuisvoel.

Leesstuk B:

Gee hoop.

Voer jou terug na plekke en tye met goeie herinneringe.

Wys op gawes en karaktereenskappe van ons voorvaders.

Musikale erfenis.

Menslikheid (deernis vir medemens), samesyn.

Liefde en respek om die lewe vir ander makliker te maak.

Oorspronklikheid van musiek word oorgedra na ander geslagte.

Vorentoe kyk en struikelblokke oorwin.

Lief wees vir jouself.

Probleme met die vraag:

Soms het kandidate in hulle eie woorde die vraag beantwoord en dan die feit verdraai.

Sommige gee inligting oor die geskiedenis van hip-hop . (Dit was nie gevra nie).

Sommige noem van die plek van hip-hop in die toptientreffersparades wêreldwyd).

Sommige het klakkeloos uit die teks oorgeskryf en dan punte vir die taal verloor.

Enige redelike antwoord het ook punte verdien.

Hierdie vraag het 20 punte getel en kandidate kon 15 punte vir feite verdien het en 5 vir taal en styl.

Die onderstaande skema word gebruik om die taalpunt te bepaal.

Kandidate moes 15 feite noem en het 5 punte vir taal en styl gekry.

Taal en Styl

- Gebruik die onderstaande skema om die punt te bepaal:

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

Kandidate moes 15 feite noem en het 5 punte vir taal en styl gekry.

Vraag 9 Onderhoud met twee kletsrymers.

Baie kandidate het oulike onderhoude gevra. Die inhoud was soms nie voldoende nie, want kandidate het eers oor beuselagtighede gepraat voor hulle met die werklike onderhoud begin het.

In sommige gevalle het die onderhoudsteller verkeerde vrae gevra wat veroorsaak het dat die kletsrymers dan irrelevante inligting gegee het.

Kandidate moes die inligting in **Leesstuk B** gebruik.

Vrae wat onvanpas is, is onder andere:

Wat is erfenis vir jou? (die vraag handel oor die rol van hip-hop en rap in hulle lewens).

Wat verstaan jy onder erfenis?

Iets wat jou pla?

Jou van klink bekend?

Hoe het julle begin (drank, ouers baklei ens.)

Wat kan jy onthou van jou kinderdae? (Moenie konsenteer op die verlede nie).

Hierdie is gerigte skryfwerk en die opdrag was duidelik: gebruik inligting uit **leesstuk B**. Sommige kandidate het allerlei ander nonsens geskryf. Enige ander relevante inligting uit die leesstuk is ook bepunt.

Hierdie vraag het 20 punte getel en word gemerk volgens die merkskema in die sillabus.

Algemeen

Sommige kandidate sukkel om hulle korrek uit te druk met die gevolg dat hulle direk uit die teks oorskryf of feite verkeerd weergee.

Van die taal- en spelfoute wat voorgekom het, was:

Reggekry **deur om** (deur) te hoor ...
Gevoelings (gevoelens)
Allerdaagse (alledaagse)
Afgebreuk (afgebreek)
Op 'n mense (op mense)
Meer makliker (makliker)
Meeste mense (die meeste mense)
Skool klaarmaak (met skool klaarmaak)
Geleer in skool (geleer in die skool)
Liedtjie (liedjie)
Tiepe (tipe)
Wardeer, waardeur (waardeer)
Proebeer (probeer)
Ek doen (wat) **beslis**
Gemeente (gemeenskap)
Vorseer (forseer)
Nogsteeds (nog steeds)
Musiek wat (waarna) **almal luister**
Druk op hulle **gesit** (druk op hulle geplaas)
Oorals (orals)
Beruik, beryk (bereik)
Gewoontlik (gewoonlik)
Neem aksie (doen iets daaraan)
Positiewe impakte ('n positiewe impak)
Skooliere, skolliere (skoliere)
Mense hanteer (mense behandel)

Dankie aan al die onderwysers wat hard gewerk en hulle kandidate goed voorberei het.

Continuous Writing

Daar was hierdie jaar enkele uitstekende opstelle. Bydraende faktore was 'n wye woordeskat, 'n eie kreatiewe vertolking en eenvoudige, natuurlike taal. Ongelukkig is sommige taalfoute wat in die vorige verslag genoem is, herhaal. Dis uiters belangrik dat onderwysers die eksaminatorsverslag sal bestudeer en dit OOK onder die leerlinge se aandag sal bring. Wees baie streng op hierdie foute. In hierdie verband kan woordorde-foute, anglismes, spelfoute en onvolledige sinne as die algemeenste genoem word.

Swak punte is hoofsaaklik te wyte aan opdragte wat nie behoorlik gelees is nie en swak taalgebruik. Die meerderheid kandidate het die verhalende opstel gekies, maar het dan bloot vertel wat met hulle gebeur het. Kreatiwiteit het nie na vore gekom nie en die opstelle was 'n doodgewone relaas van gebeure. Geen spesifieke verhaallyn is ontgin nie.

Daar was enkele gevalle waar onderwerpe heeltemal verkeerd verstaan is, maar gelukkig by verre die uitsonderings!

Kommentaar op spesifieke onderwerpe:

- 1 Skryf 'n verhalende opstel waarin die volgende woorde voorkom: "Ek was seker ek sou hom/haar kon oortuig..."** 'n Baie gewilde onderwerp met gemiddelde punte.
- 2 My unieke woonbuurt. Gebruik hierdie titel en skryf 'n beskrywende opstel oor jou woonbuurt en wat dit spesiaal maak.** Ook 'n gewilde onderwerp wat uitstekende punte opgelewer het. Ongelukkig het 'n paar leerlinge 'n woonbuurt verwar met plaas, dorp of huis.
- 3 Deesdae is mense se optrede teenoor mekaar beslis bedagsamer en sensitiewer as in die verlede. Bespreek hierdie stelling in 'n beredenerende opstel.** Enkele leerlinge het hierdie onderwerp gekies en die meerderheid het "sensitiewer" as 'n negatiewe aspek gesien en so die onderwerp verkeerd geïnterpreteer.
- 4 "Ek het geweet: Nou moet ek vlug vir my lewe." Skryf 'n verhalende opstel.** Baie gewild met goeie punte.
- 5 Skryf 'n beskrywende opstel met die titel: Dit is my spesiale plek.** Baie gewild met uitstekende punte!
- 6 Skryf 'n verhalende opstel met die titel: Die groot verrassing.** Gewild met enkele goeie punte.
- 7 Skool is 'n oorlogveld en jou enigste wapen is die sosiale media. Bespreek die stelling in 'n beredenerende opstel.** Gekies deur enkele kandidate wat nie 'n sukses van die onderwerp kon maak nie.
- 8 Skryf 'n beskrywende opstel oor die dinge wat jou laat voel dat jy werklik lewe.** Kandidate het "dinge" uit die oog verloor, maar enkeles het werklik goeie opstelle opgelewer.
- 9 Deesdae behoort meer jong mense hulle eie ondernemings te begin. Lug jou mening in 'n beredenerende opstel.** Geen kandidate het hieroor geskryf nie.

Probleme wat punte negatief beïnvloed het

- 1 Lomp sinsbou, foutiewe woordorde en lang, aaneenlopende sinne.**
- 2 Anglisismes was oorweldigend teenoor sms-taal wat selde voorgekom het.** Engelse woorde in aanhalingstekens is ook min teëgekrom.
- 3 Die tydsaanbieding is nie konsekwent volgehou nie.**
- 4 In enkele gevalle is die nommer van die vraag nie aangedui nie en moes die eksaminator mooi kyk wat gekies is.**
- 5 Gebrekkige woordeskat het sommige leerlinge punte gekos, so ook foutiewe leestekens.**

Spesifieke foute

- 1 Woorde soos daai, rêrig, pel, en watse is onaanvaarbaar.**
- 2 Algemeen verkeerd gespel: suster, ontsmaaklik, all, will, famielie, aktiewietyde, oupa's, ouma's, tannie's, oom's, trug, alhowel, gladnie, person, helfde, vluit, waardeuring, vluister, eweskielik, gehuim, ooral, nognie, enigeiets, stuig, sopas, gevoelings, duk, skein.**
- 3 ANGLISISMES.** Die volgende anglismes verdring die korrekte Afrikaans: sonsak/sonsondergaan i.p.v. sonsondergang. Meeste van die tyd i.p.v. die meeste van die tyd. Mens i.p.v. 'n mens. Ek gaan saam jou i.p.v. ek gaan saam met jou. Ek vir een het i.p.v. ek veral het. Hy verstaan my beter dan ander i.p.v. hy verstaan my beter as ander. Jy nodig iemand i.p.v. jy het iemand nodig. Dit maak hom swak speel i.p.v. dit laat hom swak speel. Sommige tye i.p.v. soms. Met die kan ons sê i.p.v. hiermee kan ons sê. Sy het

op hom verneuk i.p.v. sy het hom verkul. Ongelukkig moet jy met alles deel i.p.v. ongelukkig moet jy alles verwerk. Myself en Ben i.p.v. Ek en Ben. Aan die slaap geval i.p.v. aan die slaap geraak. Op die ander hand i.p.v. aan die ander kant. Hierdie lys is glad nie volledig nie!

- 4 Woordverwarring: eens vs eers, rys vs reis, ly vs lei, hard vs hart, bruin vs brein, blyk vs bleik, behandel vs hanteer, mans vs manne, gehad vs gehaat, moet vs met, lewe vs liewe, breuk vs breek, aandagtig vs oplettend, eintlik vs eindelik, karre vs motors, lug vs lig.
- 5 Onthou: moenie i.p.v. moet nie, iemand wat die mooi kan raaksien, infinitief is losstaande woorde, deur te praat i.p.v. deur om te praat, My ma roep my vs Ek hoor Ma roep my, onsmaklik i.p.v. ontsmaklik, ek het tot die besef gekom i.p.v. ek het tot die beseffing gekom, ek dink i.p.v. ek persoonlik dink, 'n groot, swart perd i.p.v. 'n perd wat groot en swart is, belangrikste i.p.v. mees belangrikste, maak 'n keuse, maar neem 'n besluit, tou opgooi, handdoek ingooi, moed opgee, die onderwysers in ons skool i.p.v. die menere in ons skool, motors i.p.v. karre, gemeente vs gemeenskap.
- 6 Kyk mooi na die eenwoord-reël in Afrikaans!
- 7 'n Honderd mans het gesterf i.p.v. 100 Mans het gesterf. Dit is 'n redelike groot spasie i.p.v. dit is redelik 'n groot spasie.
- 8 Kyk mooi na die dubbele ontkenning in Afrikaans.
- 9 Onvolledige sinne het baie algemeen voorgekom bv.: Met wit duine wat rondom is. Die klank van voëls wat sing.
- 10 Die beredenerende opstel verdien BAIE aandag. Om dit onder die knie te kry, kan ook in vraestel 1 tot die kandidaat se voordeel strek.

In die algemeen het kandidate hierdie jaar baie beter gevaar as verlede jaar. Dis duidelik dat daar sentrums is wat die aanbevelings ter harte neem en dit so vir hulle klasse leer. Baie dankie daarvoor!

Lees, lees, lees... Dit bly steeds die beste manier om jou taalidroom en woordeskat te verbeter.

Vraestel 3 (skriftelike take oor literêre tekste)

Daar is groot waardering vir die netjiese versorging van die skriftelike take. Dit is nie nodig om die skriftelike take in aparte lêers te sit nie, want dit word uitmekaar gehaal. Dit is aanvaarbaar as die twee skryfstukke aanmekaar vasgekram word. Die aanbring van die totale bepunting (uiteensetting ook) vir **beide take** op die voorblad maak administrasie soveel makliker. Die tien kandidate wat deel uitmaak van die streekproef, se informasie moet ook in dieselfde volgorde op die “summary form” verskyn as op die “excel sheets”. Die kandidate wat die steekproef verteenwoordig moet op **beide** “summary forms” aangetoon word. ’n Bronnelys is ook nie nodig nie.

Literêre begrippe het duidelik meer deel gevorm van die bespreking. Kandidate moet ook die begrippe kan verduidelik. Dit help nie daar word na die “protagonis” verwys met geen verklaring nie. Die bespreking van “Raka” moet ook digterlike terme bevat en daar moet waardering gegee word vir die digter se gebruik van taal. Daar is ’n merkbare verbetering met onderwerpsformulering. Dit moet nie ’n vraag of ’n opdrag wees nie, maar ’n **stelling**. ’n onderwerp soos: “Bespreek die kontras tussen Raka en Koki”, is nie ’n onderwerp nie. Dit moet lees: “Die kontras tussen Raka en Koki is simbolies van beide se karakters.” **Persoonlike respons** beteken **nie** dat die kandidaat **subjektief** moet skryf nie. “Ek dink dat...” of “Ek het opgemerk dat...”, kan vervang word met: “Die leser...” Die kandidaat moet dus objektief skryf. Dit moet ook nie net **deel vorm van die slot** nie. Persoonlike respons wys of die kandidaat ’n **ingeligte respons** teenoor sy/haar onderwerp het. Dit wys of hulle die inligting wat hulle kry kan **verwerk, verstaan, interpreteer en weergee** en nie notas klakkeloos afskryf nie. Geen halwe punte moet toegeken word nie. Tussen vraestel 3 en 4 veroorsaak dit groot punteverskille wat dan reggestel moet word.

Eksaminatore moet in ag neem dat kandidate wat kwalifiseer en aangaan om Afrikaans Eerste Taal op die AS-vlak te neem aan ’n uitdagende sillabus blootgestel gaan word wat baie meer gaan verwag as die O-vlak. Onderrig moet dus dien as voorbereiding daarvoor sodat kandidate die nuwe sillabus met selfvertroue kan aanpak. Temas moet ontgin word en in diepte met die kandidate bepreek word voordat die skryfstukke aangepak word. Daar is wel sentrums wat uitsonderlike werk doen wat opreg waardeer word. Kandidate se skriftelike take het oor die algemeen voldoen aan die riglyne wat die sillabus vereis. Die eksaminator kan wenke gee en aanbevelings doen om te voorkom dat take slegs inhoudelik is. Sterker kandidate wat dus meer as die beperkte 600 woorde geskryf het, is NIE gepeenaliseer nie. Die bespreking van die onderwerpe is deeglik gedoen en het gewys dat die kandidate oor die nodige vaardigheid beskik om langer te skryf. Die wat by die woorde aantal gehou het, is OOK NIE gepeenaliseer nie.

Kandidate moet ook hulle verantwoordelikheid om take betyds in te handig besef. Dit bemoeilik die taak van die eksaminator wat duidelik die beste vir die kandidate wil hê.

Werkstukke is oor die algemeen taalkundig goed versorg. Die tik van die vraestelle moet ook sorgvuldig gedoen word. ’n Lettergrootte van 12 is aanvaarbaar. Aanhalings moet in **vetdruk** of *skuisdruk* getik word. Daar word aanbeveel dat sentrums vroegtydig met die afronding van die skryfstukke begin sodat daar genoeg tyd is om aandag daaraan te gee. Kandidate moet gewys word hoe om “n” as letter reg te tik deur die **“insert”** en dan **“symbols”** applikasie te gebruik.

Vraestel 4 (gesprek oor literêre tekste)

Die standaard van vraagstelling was oor die algemeen bevredigend. Daar word ook moeite gedoen om kandidate gerus te stel voordat daar met die gesprek begin word.

Om ekstra afskrifte van die skryfstukke te maak en elke kandidaat se vrae **direk** op die skryfstuk self op te stel bleik duidelik 'n wenresep te wees. Dit help ook die eksaminator om nie heeltyd toepaslike vrae op die aparte blaaie te soek nie. Dit gaan outomaties daartoe lei dat die onderwerp verder ontgin word. Omdat die eksaminator ook vertrouwd is met die kandidaat se skryfstuk, gaan die gesprek beter verloop. As die eksaminator rondspring tussen die vrae, word die kandidaat ook ontsenu! Eksaminatore moet dus **baie** goed voorbereid wees, want die sukses van die mondeling hang van hulle af. Stel genoeg vrae op en maak voorsiening vir oomblikke waar die kandidaat **nuwe idees kan ontgin om die gesprek in 'n ander rigting te dwing**. Dit verg oefening! Indien die kandidaat slegs uit die skryfstuk antwoord en nie iewers in die gesprek na die inhoud van die werk self beweeg nie, is dit onrealisties om as spreker 'n 8 of 'n 9 te kry. Dit is egter die kandidaat se verantwoordelikheid om vertrouwd te wees met die inhoud van die **literêre werk asook hulle skryfstukke**. Hulle kry skryfstukke van vorige kandidate in die hande of ruil skryfstukke uit tussen sentrums. Soms kyk hulle net die films. Tydens die gesprek is hulle meestal nie vertrouwd met die inhoud nie. Die uiteinde is abnormale bepunte, want die kandidaat kry uitstekende punte vir sy of haar skryfstukke, maar die gesprek toon die teenoorgestelde.

Om dit te voorkom kan die skryfstukke gedurende klastyd geskryf word. Kandidate moet dan hulle werk na elke periode in die klas los. Verder kan die blaaie waarop hulle skryf geteken word om te verseker dat niks van buite ingebring word nie. Sodra die spertyd verby is en die skryfstukke met aantekeninge van die eksaminator teruggegee word, kan hulle dit gaan tik. Die geskrewe werk moet dan weer saam met die getikte een ingehandig en gekontroleer word. Daar kan ook 'n oefenlopie vir die gesprek wees voor die eksamen. Sodoende weet kandidate wat om te verwag. Dit hoef egter net 'n paar minute lank te wees en slegs een skryfstuk hoef gebruik te word. Sodra die kandidate die druk en spanning tydens die oefensessie ervaar, sal hulle beter voorbereid wees vir die uiteindelijke gesprek. Dit gee ook vir die eksaminator 'n aanduiding van kandidate wat gaan sukkel tydens die gesprek en hulle kan dan advies gegee word. Kandidate moet weet dat hulle enige literêre terme wat hulle in hulle skryfstuk gebruik, moet kan verklaar tydens die gesprek. Net so moet hulle enige aanhaling in konteks kan plaas. As die aanhaling in "Raka" byvoorbeeld gaan oor Koki as enkeling en die kandidaat het geskryf: "**getorring aan die taai knoop in sy gedagtes**", moet die kandidaat kan verduidelik dat dit gebeur het die oggend toe Koki soos gewoonlik gaan stap het, asook wat dit beteken, waarom hy so voel en die sterker kandidaat kan dan verder uitbrei en vertel dat Koki die oggend afgwyk het van sy normale roetine en dat hy nie soos gewoonlik na sy poel toe gestap het nie. Sodoende beweeg die kandidaat na inligting buite die referaat.

Die kandidate mag wel tydens die gesprek hulle skryfstukke by hulle hê, maar dit is baie belangrik dat antwoorde nie AFGELEES word nie. Dui ook daarop tydens die oefensessie. Tydens moderasie word kandidate wat hulle antwoorde aflees afgemerk! Sodra die eksaminator agterkom dat die kandidaat lees, moet die vraag in 'n ander rigting gestuur word. Daar is in die vorige verslag reeds genoem dat die eksaminator byvoorbeeld die volgende stelling kan maak; "Jy skryf in jou werkstuk dat Koki se poel simbolies is van wat hy verteenwoordig. Wat bedoel jy daarmee?" Die kandidaat kan dan reageer deur te sê: "n Simbool is (gee definisie) ...en Koki se poel beeld dit perfek uit. In my skryfstuk gee ek die aanhaling (lees aanhaling). Dit beteken dat". Die kandidaat voer nou die gesprek verder.... Indien die kandidaat gevra word om aanhalings voor te lees, moet hulle nie dit wat in hulle skryfstuk volg verder lees nie. Hulle moet dit **BESPREEK**. Die kandidaat wat baie goed voorbereid is, sal spontaan na aanhalings verwys, begrippe verklaar, voorbeelde gee en daarop uitbrei.

Die eksaminator kan ook, indien of die kandidaat, of die eksaminator self die aanhaling voorlees, vra dat die aanhaling in konteks geplaas moet word. Sodoende kan gesien word of hulle weet waar die aanhaling inpas en kan hulle nie net skryfstukgebonde antwoord nie. Wanneer wenke of riglyne vir kandidate gegee word voor die gesprek, kan die eksaminator hulle aanmoedig om terme wat hulle gebruik se definisies te leer en as hulle daarvoor gevra word, dit spontaan te gee in hulle verduideliking. Dit sal voorkom dat die eksaminator klomp vrae moet vra, wat die gesprek nie vlot laat verloop nie.

Die verbetering van die standaard by van die sentrums wat die verslae ter harte neem om te verseker dat kandidate na die beste van hulle vermoëns presteer, is opmerklik.

FIRST LANGUAGE ENGLISH

6095
Paper 1

General comments

It appears, once again, that many candidates who chose to write this paper were entered on the incorrect level. Many candidates struggled immensely to express themselves clearly and had trouble answering the questions asked of them using the correct style and language.

Teachers should ensure that candidates are capable of doing well on the particular level that they have been entered for. For example, candidates would have received better marks had they chosen to write the English Second Language examination instead.

Candidates must be taught to pay attention to the comprehension question mark allocation. Many wrote entire paragraphs to answer a question that was only worth one or two marks. Concision in this case is key.

It is unfortunate to see how many candidates were unsure of the correct format for the RDW questions, particularly the letter to the press in question 7. All RDW formats must be taught to the candidates, and they must practise this enough to be comfortable to tackle these questions properly.

A worrying trend was the obtrusive, extensive lifting of information from the passage. This indicates that candidates were not comfortable with the vocabulary used in the passages. It also showed a lack of understanding.

Many colloquialisms and slang words and phrases were used throughout RDW pieces. As this showed a lack of understanding of correct style and tone, candidates' Style and Accuracy marks were low.

Sentence construction and punctuation continue to be a problem. The RDW pieces as well as the summary were filled with incomplete, run-on sentences due to an unawareness of sentence construction and lack of correct punctuation. Sentences starting with coordinating conjunctions should be avoided at all times. Candidates are unaware of how to use commas correctly.

Candidates are clearly not editing their work. Most pieces were riddled with careless punctuation, spelling and grammar issues that could have been remedied during the editing process.

It is frustrating to see how little planning was done by the learners. It is clear that no question analysis was done as questions were misunderstood, information was left out and the incorrect style was often used.

Time management remains a concern. Many weaker candidates struggled to complete the examination to the best of their ability as it seems they ran out of time. Candidates should be encouraged to answer questions in the same order as they are asked, as one question builds on the other.

Questions need to be numbered clearly and correctly for ease of marking.

Commonly confused words

install/instil	important/importance	tales/tails	gentleman/gentlemen
perspective/perception	this/these	life/live	command/commend
much/many	apart/a part	less/fewer	there/their/they're
loose/lose	it's/its	everyday/every day	fowl/foul
affect/effect	number/amount	belief/believe	critical/crucial
practice/practise	ones/once	complains/complaints	
ensure/insure/assure	than/then	imply/apply	whose/who's
exploit/expose	avoid/prevent	loose/lose	overtime/over time

Words and expressions to be avoided

and so forth/etc/and the list goes on/and many more/just to name a few
we as people/we as citizens/we as learners/I personally/you as parents
get/got a lot of guys kids things nice

COMMENTS ON INDIVIDUAL QUESTIONS

- 1 C [1]
- 2 D [1]
- 3 A [1]
- 4 When children's stories **do not contain any negative aspects/is bad/is evil** ✓, the stories are **flat/boring/uninteresting/meaningless/loses its lesson/simple**. ✓
Do not accept darkness, violence, contradictory, predictable [2]
- 5 (Any three) [3]
- give hope to children by reassuring them that good always prevails over evil
 - provide answers to what they world is really like
 - prepare children for atrocities/harsh realities in the world
 - show that the world is not all positive/love and happiness/bad exists
- 6 The author is positive about fairy tales/supports/sees the benefits of fairy tales. ✓
Any quote that supports the candidate's answer may be accepted for a second mark. ✓
Do not award a mark for the evidence if it is not quoted.
If the first point is incorrect, but the evidence is correctly quoted, you may still award the mark. [2]
- 1 – 3 Multiple choice. Generally well answered. Candidates must be encouraged to read questions carefully so as not to make any careless errors. [10]
- 4 Most candidates could not answer the question, as they simply repeated the words in the original passage ("darkness", "violence", "contradictory", "predictable") without explaining what the author meant.
- 5 Most candidates could answer the question. Candidates are allowed to lift directly from the passage when answering this question.
- 6 Most candidates could answer the question, but the answers were overly lengthy.
- 7 Letter to the Press

Use **ADDENDUM D: MARKING GRID FOR DIRECTED WRITING TASKS (PAPER 1)** to mark this question.

The candidate's address should be written in the top-right hand corner, in block format, with the date directly underneath it.

The newspaper's address should be written on the left-hand corner, with the title 'The Editor' above it. The newspaper's name should be underlined.

An appropriate greeting should be given. Candidates should be encouraged to either choose 'Sir' or 'Madam' and avoid 'Dear Sir/Madam'.

A subject line should follow the salutation.

The letter to the press should begin with reference to the article that was read and must clearly state the purpose of the letter.

The letter should come across as candidly written, with very strong opinions regarding the article.

The letter must end with a call to action.

An appropriate salutation should be given: 'Yours sincerely'

[20]

The letter to the press was poorly answered. Unfortunately, it is apparent that many candidates have not been taught the correct format. Many candidates received a low mark for Style and Accuracy, as they simply lifted the information from Passage A, without transforming the information. The register was also far too informal, with most candidates using “kids” throughout the letter, which is inappropriate for a more formal letter such as a letter to the press. Many candidates failed to include the fact that they were writing as a bookstore owner: some candidates wrote as a parent, a teacher, a writer and one candidate wrote as a psychologist. It is clear that no question analysis or planning was done before the letter was written. Transition words from one paragraph to the other were absent, preventing a sophisticated flow of ideas. Subject lines need work: a short, concise phrase related to the letter’s topic should suffice.

8 Summary

Content: (tick and number)

Advantages of reading fairy tales:

1. stories devoid of complexity = monotonous/predictable/no longer stimulating
2. contain important/essential life lessons/morals
3. learn about safety
4. improve judgement and critical thinking skills
5. improve decision-making skills in future
6. teach fear/enables survival
7. children stay away from dangerous situations/recall events to deal with situations
8. deal with/conquer/understand anxieties safely
9. gives hope
10. good always prevails over evil/goodness over immorality/good more powerful than evil
11. provides answers to real world/prepares for the real world
12. grow up to be independent
13. respond properly to danger and brutality
14. makes world better place/less violent/happier people

Disadvantages of reading fairy tales:

15. violence can traumatised children
16. influences children to commit aggressive actions
17. children too vulnerable/sensitive to be exposed to fairy tales
18. children interpret violent events literally
19. exposed to negative words and concepts
20. shows bad sides of other people
21. teach children things you don’t want them to know
22. children become overly curious (about killing)
23. shows something or someone can be ugly
24. children should not know harsh realities
25. too innocent and pure to be exposed

Mark up to 15 for content. Use the table below to achieve a mark up to 5 for language use:

ASPECTS OF WRITING

5	Excellent expression and focus. Concise (measure by clusters of ticks throughout). Obeys length instruction. Choice of vocabulary well-judged. Order excellent.
4	Good summary style, good focus throughout, own words well-chosen. Some evidence of reordering. Correct length.
3	Generally concise and well-focused, in own words well-chosen.
2	Some extended summary style (not consistent). Reasonable focus and only occasional lifting. May be a little too long.
1	Occasional examples of concision. Tendency to lose focus. Evidence that passages/questions have been understood. Some lifting. Too long.
0	Descriptive, discursive/ narrative style, frequently unfocused. Lifting obtrusive, suggests some lack of understanding. Rambles at length.

[20]

The summaries continue to be the candidates' weakest point. Candidates were unable to select enough relevant information from the passages. Lifting was obtrusive. Additionally, candidates were unable to group points in a logical manner. The summaries were written in one whole paragraph, with content from both Passage A and Passage B written as one. Alternatively, the summaries were written in a narrative/discursive style, containing several short paragraphs and making mention of "the author's" points. Summaries should not consist of introductions or conclusions and should be written in third person. Weaker candidates wrote the points from Passage B in first person or referred to "the mother" when writing the points.

Candidates received a zero for the language component due to the following:

- obtrusive lifting
- discursive style – "the author states..." or "the mother states..."
- narrative style – "I don't want my daughter to..."
- incomplete sentences throughout the summary
- point-form summary instead of prose-form
- quoting from the passages

9 Speech

Use **ADDENDUM D: MARKING GRID FOR DIRECTED WRITING TASKS (PAPER 1)** to mark this question. An appropriate greeting, such as 'Good evening, parents' is acceptable.

The speech should start with a poignant statement or story. The purpose of the speech should be made clear; i.e. that the play should go ahead.

The speaker must use points in favour of fairy tales in Passage A, and contradict the points used in Passage B.

The speaker should clearly persuade his or her audience.

A call to action or rhetorical question is an acceptable way to end the speech.

Candidates must remember that they are speaking as a teacher, and not as themselves. Therefore, the tone of the speech will be slightly more formal. **[20]**

This question was poorly answered. Candidates struggled to use the correct format and tone. The greeting was absent; there was no persuasive style at all. Some candidates misread the question and wrote as a parent or as a learner. Lifting was obtrusive in this question. Candidates must be encouraged to use their own words. The persuasive speech required candidates to use both Passage A and Passage B. Many candidates failed to mention both passages. Candidates should not begin their speech by introducing themselves and should never end with "Thank you". Register was also too informal, with parents often being referred to as "you guys".

POSITIVE SUGGESTIONS TO TEACHERS

Comprehension

Candidates should be encouraged to use synonyms when asked what an author means by a particular quote. No marks will be awarded if candidates simply repeat the words of the quote.

When answering a question about the author's attitude, candidates should be encouraged to simply answer the question as "positive" or "negative" and provide a single, short, concise and most importantly, RELEVANT quotation as evidence.

Candidates are not penalised for lifting from the text when they answer the comprehension questions. However, candidates must be encouraged to respond in full sentences, punctuated correctly.

Candidates should pay attention to the mark allocation. Should a question be worth two marks, a maximum of two sentences should be written.

Letter to the Press

Candidates should avoid starting their letters with "How are you?" or "I hope you are well".

Subject lines should be underlined, short and concise. Discourage candidates from writing a complete sentence as a subject line.

Paragraphing is weak. Topic sentences must be present in all paragraphs to ensure the correct focus. This will also avoid a list-like response in which structure is weak. The addition of transition words and phrases at the beginning of

paragraphs and throughout paragraphs will help create sophistication.

Summary

Encourage candidates to work out a point-form summary before converting their points into a prose-form summary.

It should be noted that candidates could have chosen to separate their summary points by “Passage A” and “Passage B” or “Advantages” and “Disadvantages”. Regardless of how the candidates structured their summary, they were awarded content points.

Sentences should be short and simple. No introduction or conclusion is necessary.

Candidates must be encouraged to paraphrase their points so as to avoid obtrusive lifting. Transition or linking words should be used between sentences to ensure a better Language mark for this component.

Speech

The introduction of a persuasive speech must grab the audience’s attention and very clearly state the purpose of the speech. A short anecdote, rhetorical question or poignant fact, among others, can be used in the introduction. Teachers are encouraged to look up the mnemonic “DAFORESTI” to teach persuasive writing techniques. These techniques should be used throughout any persuasive writing piece.

The audience should be addressed throughout the speech. “Parents” or “Ladies and gentlemen” would have been acceptable in this case.

Candidates must use the information from the passages and transform them into an appropriately written, semi-formal persuasive speech by using persuasive techniques.

The conclusion must end powerfully as well.

Questions should be labelled properly to assist the examiner with marking the paper.

It should be noted that marks are not deducted for incorrect format in any of the questions discussed above. However, using the correct format is expected of a first-language level candidate. In addition, it creates a good impression for the examiner and makes the marking a more pleasant experience. Finally, using the correct format assists the candidates in deciding the style of the piece asked.

Candidates should be taught how to do correct question analysis for each question. Many learners lose marks for Style and Accuracy as they do not know which tone and style to use for a particular piece.

It appears that every year, candidates are making the same mistakes. This could mean that teachers are not carefully reading through the examiner’s reports to assist their learners as much as possible. A suggestion is that the head of department has a meeting with the First Language English teachers in which the examiner’s report is discussed. After all, these documents are provided as a teaching tool for us all.

Teachers are commended for their hard work throughout the year. May you have a blessed 2025.

General comments

In 2024, 440 candidates completed First Language English, Paper 2, more than in 2023. It is unfortunate though that some of the candidates entered by certain centres struggled to pass with a C-symbol in order to continue on AS Level. The assumption is made that enrolments are made on the insistence of parents or the school's management. Teachers should be vigilant in this regard and assist in giving realistic guidance to candidates in grade 10 and 11.

The majority of candidates revealed a mature attitude in their writing and there is a clear improvement in applying skills in the middle score line. The choice of questions answered by the candidates played a vital role in their results. Practising and revising all essay formats consistently is a necessity in securing that candidates can confidently respond to the variety of questions set in the examination. Teachers need to be congratulated on the visible improvement of the standard of written work presented by the candidates this year.

Better results is directly linked to the effective teaching of the process of proper structuring of paragraphs and sentences, clearly indicating topic sentences and the clear distinction between the introduction, conclusion and the rest of the embodiment of the essay. It seems that more attention were given to the development of ideas mentioned versus just listing facts.

2. Comments to individual questions

Instructions were given to candidates to write an essay of 350 – 500 words on **ONE** of the NINE presented topics. Candidates had to pay attention to punctuation, spelling and handwriting.

2.1. In your opinion, will Artificial Intelligence (AI) help or destroy humanity?

This topic was addressed by 75 out of the 440 candidates. It is evident that candidates focussed and effectively drew ideas and examples from their personal experiences gained concerning AI. Candidates shared personal scenarios, reflecting a realistic understanding of what AI enhances. Most candidates were able to compare and argue whether AI is detrimental or beneficial to mankind. Some candidates listed facts without proper development of their ideas.

2.2. Write a narrative about the way in which you made friends with a stranger in unusual circumstances.

Topic 2 was addressed by 71 out of the 440 candidates. It was a relatable topic but candidates struggled to use creative and imaginative diction. A large amount of candidates approached the topic in a similar and pretentious manner which was a bit disappointing as originality is encouraged. However, the candidates who achieved the highest marks in this paper were the ones who chose this topic and expressed themselves in a creative and original way.

2.3. Write an account of some of the ways in which music has a powerful impact on people who hear it.

This topic was addressed by only 31 out of the 440 candidates. It was evident that this topic was chosen by only a few learners that practise music. The personal experiences gained, enabled the candidates to understand and execute the topic well. Candidates portrayed the renewed focus of the importance of incorporating music in their day-to-day activities, specifically in connection with mental health.

2.4. In your opinion, should people be judged by what they post on social media?

Topic 4 was addressed by only 37 of the 440 candidates. It is evident that candidates are well informed about social media and the responsibilities that is implied when using it. Some candidates succumbed to writing an informative rather than argumentative essay.

2.5. Begin a narrative with the following words: "Morning madness began with..."

This topic was addressed by 70 out of the 440 candidates. Candidates mostly related well to the topic whilst others struggled to address the 'madness' required in the topic. Most candidates grasped the task well and wrote imaginative and original essays. A minority of candidates lost focus and did not start the narrative as prescribed.

2.6. "The use of plastic must be banned immediately worldwide." What is your opinion?

Topic 6 was addressed by only 23 out of the 440 candidates. Although not many candidates chose this topic, those who did, did quite well. It is evident that candidates that excelled in this topic most probably have Geography or Agriculture as subjects. Most essays written were factual and reflected relevant substantiated arguments.

2.7. Describe a gripping and life-changing sport event. Ensure that you include all the senses in your description.

This topic was addressed by 24 out of 440 candidates. Candidates attempted to involve all senses in their descriptions but some were hampered by the excessive usage of adverbs and adjectives, deeming their essays as artificial and unconvincing. The instructions that the event had to be 'gripping' and 'life-changing' was not addressed by some candidates.

2.8. "Society gives the Arts too much attention when the Sciences are more important for our development." What is your opinion?

This topic was addressed by only 11 out of 440 candidates. The candidates who chose this topic did extremely well and prove well informed on the topic. The personal interests of the candidates were reflected in their responses and the majority of the candidates delivered well-argued essays. A few candidates failed to argue on their own opinion treating the topic as an informative essay as such.

2.9. Carefully look at the photograph and write about it in any way you like.

Topic 9 was a very popular choice and was answered by 98 out of the 440 candidates. The setting proved familiar and made the response to it more natural and original. The topic was totally open for interpretation. Most candidates did very well, whilst others lost focus and struggled to express themselves creatively. A few candidates wrote essays with almost no connection or reference to the photo.

3. Positive suggestions to teachers

More candidates enrolled for First Language English in grade 11 than last year. The teachers are to be congratulated on their efforts assisting the candidates to perform at their best. However, it is still evident that some candidates were not able to master the requirements to pass well enough to get a C-symbol to continue to AS-level in grade 12. It must be well understood that a candidate who gets a D-symbol in grade 11 in First Language English does not - at this moment - qualify to take First or Second Language on AS-level in grade 12. It is suggested that subject teachers are more involved in the enrolment process at the beginning of grade 11 to guide candidates in making realistic subject choices in grade 11.

Candidates need to be reminded to number their question selection clearly and start their essays with a proper heading.

Candidates should be taught how to properly select and plan their chosen topic. The external and internal structure of the text must be clearly TAUGHT and APPLIED by candidates. External structure suggesting a clearly linked introduction and conclusion with meaningful paragraphs in-between. Internal structure suggesting the use of clear topic sentences and the use of keywords or discursive markers to link ideas and paragraphs internally. Cohesion is important: these links assist in the progression of a plot and developed ideas. Teachers may assist in aiding candidates to understand the difference between listing ideas and developing ideas.

Elongated sentences should be discouraged. Sentence structure is essential as complex sentences create ambiguity. A variety of compound and simple sentences will create a linguistic impact. Simple sentences should be used to attract the reader's attention to important details, whilst complex sentences should be used to convey information and the natural flow of the storyline.

Candidates struggled to express their ideas creatively, yet naturally. Guidance in the usage of rhetorical questions, the rule of three, idioms and the natural expressions is advised. It is advised to teach candidates how to explore the usage of ALL examples of punctuation effectively, beyond the comma and full stop.

Teachers must explain to learners that they should deter from challenging examiners in addressing short notes to them. You hamper your own performance and it is a challenge for any examiner to remain objective towards a candidate that insults or challenge a system. Your answer script is not the platform to address personal grudges or opinions.

4. General issues

Grammatical issues include:

Candidates should be discouraged to use colloquial language. Creative diction is possible by using idiomatic language in context and paying special attention to the correct usage of abbreviations, concord and apostrophe in general. The correct changing of tenses, the incorporation of irregular verbs and the inclusion of articles proved problematic to a large number of candidates. Weaker candidates can be advised to rights shorter sentences. Teach candidates the correct word order of example: *me and my friend* versus *my friend and I*. Give special attention to the correct usage of conjunctions. Candidates tend to use *although* and *however* incorrectly. Also warn and advise on the proper and relevant usage of discursive markers. Concerning *TIME*, sharpen the correct way of using references to time correctly.

Punctuation

Using 'i', as a personal pronoun, is still wrongly used by certain candidates. Punctuation usage is basic. The omission of full stops is a concern. Encourage candidates to use ALL symbols.

Spelling

Really, a lot, grateful, cannot, disappointed, receive, achieve, fuel, environment.

Words confused and wrongly used

there/their/they are/they're	where/were	it is/it's	practise/practice	
advice/advise	principal/principle	stationary/ stationery	too/to/two	weather/whether
dessert/				
desert	this/ that	these / those	laying / lying	spent vs spend
everyday, cause/because	get/got	setup/set up	your/yours	less/
fewer	loss/lose/loose	country/countries	quit/quiet/quite	

Overused words and colloquial expressions to be avoided:

Okay, nice, seriously, basically, lids, wanna, 'like' this and 'like' that... and then, and then, and then... things, stuff, as people, a lot of guys, we as citizens, we as scholars, coz.

The usage of SMS language must be discouraged.

General comments

The general standard was satisfactory with the large majority of candidates showing a sound knowledge of the set texts.

It seemed that apart from the compulsory component, there was a balanced selection between the other genres by centres. The least favourite text proved to be *Nothing but the Truth* as no centre selected it. Answers reflecting a wide range of performance were seen on each of the texts attempted by the candidates.

Those centres who executed the form filling and other paperwork with great care are applauded for their effort. This eased the task of the external moderators significantly.

Please remember that both the MS 1 and 2 forms should be submitted with the printouts of the marks on the USB. Pay careful attention when transferring the marks to the USB. In addition, remember to “please put an asterisk (*) against the names of the learners whose interviews have been recorded”. (p 33)

Furthermore, absentees should always be indicated with a 999 on the USBs.

Comments on the written assignments

Bibliographies and word counts were often missing. It is important that candidates reference the resources from which information was taken. It was clear that the internet was used in a number of cases which makes attention to referencing all the more important.

Additional research should be done with great care. In addition, teachers and learners should be objective and not merely believe any interpretations that they find on the internet. A successful approach would be to first allow the students to analyze the given text before teachers supply additional notes. It is also highly recommended that learners complete their assignments under the supervision of the teacher.

A huge concern is not only the integration of quotes but also the referencing of quotes. Since these are open-book responses, it is expected that page and line references are given. Further integration of evidence needs urgent attention.

Ensure that the samples sent in for moderation are “representative of the whole mark range of the learners at the Centre, with marks spaced as evenly as possible from the top mark to the lowest mark.” (p 32; NSSCO syllabus)

Assignments generally adhered to the prescribed word count. However, with a word count of “approximately 600 words each” (p 22; NSSCO syllabus), it should be clear that comparisons of poems or short stories are not the conducive questioning technique. On the NSSCO level, candidates are not expected to compare and contrast. The best approach is to focus on one piece at a time.

Comments on the topics

Some topics were vague, ambiguous and overlong. Instead of advantaging the candidates, they seriously disadvantaged them. Refrain from asking learners to “Analyze ‘Dotito is our brother’”. Prompts like that often led to summaries of line-by-line analyses of the work. Rather ensure that the questions focus on a specific theme like “Discuss how Charles Mungoshi depicts societal prejudice in ‘Dotito is our brother’”. Remember, this is the ideal opportunity to prepare your learners for the literature studies on AS level. Thus, the questioning techniques of AS level can actually be practiced in Grade 11 already. The phrasing of AS level is typically:

“Discuss the ways in which the **poet/writer/author/playwright** reveals the **THEME** of ... in ... “

Formulating your questions this way may assist your candidates at an early stage to respond properly to literature questions.

Moreover, when the discussion was based on more than one text, candidates often crammed all the literary devices into one paragraph which led to a mere list of devices. It is far more beneficial to develop each point properly by focusing on the specific usage of a literary device in a specific example and then explaining the specific effect created.

In addition, discourse markers were far and few between. It is one of the first aspects that learners need to be made aware of to create flow and cohesion in their writing. Teachers should encourage candidates to use these at all times. The syllabus requires the demonstration of “overall coherence” (p 22; NSSCO syllabus). This is the beginning of cohesion and flow.

Although it might be beneficial to place the text in context, it is detrimental to veer off into general discussions on the given topics.

It is unacceptable to note that there is no evidence that certain centres covered more than 2 genres. As stipulated in the NSSCO syllabus (p 22) literature should be “based on a reading list divided into three genres: poetry, prose and drama. Learners should write their assignments on **two** of the genres”. Clearly, this should be reflected by each centre, even if the centre is quite small “the texts [should be] evenly distributed over the three genres” (p 22 of NSSCO syllabus).

Focusing only on a percentage of the prescribed literature clearly disadvantages the candidates as they will not be sufficiently prepared for AS levels.

Comments on the topics marking techniques

All assignments should be marked thoroughly by the examiner. This includes indicating language errors.

All components of the marking grid should be indicated on the assignments. This guides the moderator and will also assist the moderator in discerning how the marks were awarded.

Awarding a total mark out of 15 only without indicating the skills assessed (See Addendum A of NSSCO Syllabus) does not suffice.

It is advisable that the marks with the sub categories according to the syllabus are reflected on the cover page of the assignments. The candidates may create one cover page for both assignments or a separate cover page for each. The cover pages must reflect the following:

- Examination name and code
- Centre name and number
- Date of the examination
- Candidate name and number
- Genres and topics that are discussed by the specific candidate

The first page of the assignment must reflect the topic verbatim as provided by the examiner. Learners should not merely summarize the topic for their own convenience, e.g.: “The piety of war”. It should rather be a proper statement or question like “Discuss the ways in which Owen depicts war in *Anthem for Doomed Youth*.”

The word count should always be reflected at the bottom of the assignment. Please note that an Ordinary Level learner is expected to write about 600 words. That means that each assignment should be 10% more or less than 600 words.

Teachers should also ensure that candidates have a bibliography at the end of their assignments.

It is important to consult the syllabus to adhere to the expectations of the syllabus. For instance, the syllabus clearly states that “poetry is [a] compulsory” (p 22 NSSCO syllabus) component of the literature examination. Learners who do not include an assignment on poetry will unfortunately be disadvantaged in their examinations.

It is also clearly stated that orals must be conducted on both assignments: poetry and prose/drama.

General comments

The general standard was satisfactory with the large majority of candidates showing a sound knowledge of the set texts. It seemed that apart from the compulsory component, there was a balanced selection between the other genres by centres. The least favourite text proved to be *Nothing but the Truth* as no centre selected it. Answers reflecting a wide range of performance were seen on each of the texts attempted by the candidates.

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Focusing only on a percentage of the prescribed literature clearly disadvantages the candidates as they will not be sufficiently prepared for AS levels.

Comments on the speaking assessment

The syllabus clearly states that “the oral test will consist of a conversation and discussion of approximately 15 minutes based on the learner’s assignments.” (p 23; NSSCO syllabus) Some orals were a mere 9 or 10 minutes long (including the warm-ups) and others were exceedingly long – up to 19 minutes. The actual oral test should be about 10 – 12 minutes in duration.

Beware of wandering off topic into general discussions about politics in general or the personal background of the candidate. The main focus should remain on the prescribed texts and candidates should be able to provide relevant evidence from the studied text.

Please note that even though the syllabus expects the examiners to record the warm-up, the external moderators would like to dissuade the examiners from doing so.

Examiners who revert to a question-answer technique severely disadvantage candidates as the syllabus clearly states “the teacher will raise points made in the written tasks and provide opportunities for the learner to **develop ideas and express opinions**. The conversation should then develop into a **wider examination of the texts studied** in which the learner will be required to demonstrate knowledge of content and to give simple critical responses.” (p 23; NSSCO syllabus)

“The personal response to such matters as character, style, setting and theme will also be required.” (p 23; NSSCO syllabus) A personal response is not a discussion of the general theme of war or apartheid or a simple opinion on the text.

Mere interviews will not be advantageous for the candidates as they cannot establish a conversation if the teachers do not engage with the candidates. Remain focused and respond to what the candidates are talking about. Some teachers are commended on their approach towards the learners.

Avoid asking candidates to “take you through” or to “tell you what they think of the text”. Also, avoid any praise such as “Excellent” or “Well done”.

Always remain objective during the speaking test. Learners will eventually also calm down and be able to respond adequately to the teacher’s prompts. Refrain from writing and making unnecessary noises while the speaking test is conducted. Give the candidates ample time without interruption to answer their questions.

Please do not disadvantage your learners but familiarize yourselves properly with the syllabus. If you are still uncertain, experienced teachers are always available to assist you in your endeavours. Do not hesitate to contact them. The DNEA will also be willing to assist you with the names of experienced teachers who will assist you in this matter.

Lastly, teachers are urged to use this golden opportunity to prepare learners properly for their examinations. Perhaps it might improve the performance and help learners to minimize the workload on AS level.

GENERAL COMMENTS

To perform well in this paper, candidates need to demonstrate comprehension of the stimulus texts. Candidates must have the ability to consolidate information from the texts and relate it to. They must express an opinion about the issues addressed and develop own arguments. Candidates struggled less with the parts of the paper that went beyond comprehension and the recounting of content than in previous years.

The exam paper reflected the required syllabus content and the Namibian context. No mistakes could be detected in the presentation or format of the paper and thus no particular leniency or stringency had to be applied when marking. Generally, candidates seemed well prepared. Language proficiency was not always first language quality, but the majority of candidates showed first language proficiency. Almost all candidates achieved 50%-60% percent of the total marks. The majority of the candidates delivered satisfactory to good results.

Demonstration of comprehension, knowledge, application of correct terminology as well as expression of appreciation and opinion were clearly visible this year. However, the entry was reduced to 15 candidates for 2024.

The questions and the expected responses of the paper.

Questions 1 – 7

Schreiben Sie bei den Fragen 1, 2 und 3 nur den Buchstaben A, B, C oder D neben die dazugehörige Nummer in Ihr Prüfungsheft.

- 1 Der Artikel stellt die Frage, ob ...
A sich die Tourismusbranche nach der Corona-Pandemie jemals erholen wird.
B es besser wäre, gar nicht mehr zu reisen.
B die Zukunft des Tourismus im nachhaltigen Reisen liegt.
D der Tourismus auch nach der Corona-Pandemie durch Reiseverbote reguliert werden sollte. [1]
- 2 Laut Text ist der schnelle Massentourismus ...
A schon vor Corona problematisch gewesen.
B erst während der Pandemie zum Problem geworden.
C ein Problem der Zukunft.
D die einzige Zukunft des Tourismus.
- 3 Die Umfrage des Portals „Urlaubspiraten“ ergab, dass ...
A der Mehrheit der Befragten das umweltbewusste Reisen egal ist.
B die Minderheit der Befragten gerne umweltbewusst reisen würde, es aber nicht immer kann.
C die Hälfte der Befragten umweltbewusst reist und die andere Hälfte nicht.
D die Mehrheit der Befragten gerne umweltbewusst reisen würde, es aber nicht immer kann. [3]

Beantworten Sie die Fragen 4, 5, 6 und 7 in Ihren eigenen Worten.

- 4 Nennen Sie zwei (2) Nachteile des Massentourismus, die im Text erwähnt werden. [2]
Luftverschmutzung, Müll, Preissteigerung, Verlust der lokalen Kultur.
- 5 Erklären Sie, warum das Reisen zugleich ein Erlebnis und eine Bedrohung der Natur darstellen kann. Geben Sie ein konkretes Beispiel. [3]
Beim Reisen wollen Touristen oft unberührte Natur erleben, vergessen dabei aber, das gerade das Reisen und der Massentourismus der Natur oft schaden, z.B. durch Müll, Abgase, Zerstörung von Vegetation etc. (1 Punkt für das Konzept des Erlebens der Natur, 1 Punkt für den Schaden durch Tourismus, 1 Punkt für ein sinnvolles Beispiel.)

6 Für welchen Anteil der Befragten ist Nachhaltigkeit im Urlaub nicht von Interesse? [1]

9 Prozent

7 Finden Sie im letzten Absatz des Textes ein anderes Wort für „nur“ / „gerade mal“. [1]

lediglich

[10]

Questions 1 – 3 were answered well. For Questions 4 – 7, learners had difficulty to rephrase the answers. This should definitely be practised more in the lower grades.

Question 8

Sie haben in Ihrer Lokalzeitung einen Artikel gelesen, in dem die Vorteile des Massentourismus für Namibia angepriesen werden. Schreiben Sie einen Leserbrief, in dem Sie Ihren Standpunkt zum Thema Massentourismus darstellen.

Benutzen Sie dazu auch Informationen aus Text A. Beachten Sie dabei die Form und sprachlichen Mittel des Leserbriefs.

Ihr Brief sollte eine Länge von anderthalb (1 1/2) Seiten nicht überschreiten. [20]

All candidates were more or less familiar with the format of the letter to the press. A good number of candidates demonstrated very good ability to consolidate information from the text with personal experience and suggestions. Almost all candidates used the appropriate language register and demonstrated some level of creativity and originality. Quality of language and expression were generally satisfactory, with some very good performances. In most cases, grammar and spelling were faulty and sentence construction and idiomatic expression were either simple or slightly awkward. There were some candidates with a very good command of sentence construction and idiomatic expression. It has also to be mentioned that candidates should be able to rephrase the contents used from the text, and not just copy the sentences.

Most candidates achieved approximately 60% or more in this question.

Question 9

Text A zeigt, wie sich unser Reiseverhalten in den letzten Jahren entwickelt hat, Text B enthält die Einschätzung der Blogger Sina und Jan zur Entwicklung des Tourismus vor, während und nach der Corona-Pandemie.

Schreiben Sie eine Zusammenfassung der beiden Texte.

Schreiben Sie etwa eine (1) Seite in einem zusammenhängenden Text, nicht in Stichpunkten. [20]

Text A

1. **Einbruch/Stillstand der Tourismusbranche durch Corona**
2. **Vorteile für die Umwelt durch die Corona-Pause**
3. **Probleme des Massentourismus bereits vor der Pandemie**
4. **Konflikt Naturerlebnis – Umweltschäden durch Reisen**
5. **Konflikt Kulturerlebnis – Verlust der lokalen Kultur durch Tourismus**
6. **Umfrage zeigt: die Mehrheit will nachhaltiger reisen**

Text B

7. **Das Reisen wird seit Corona mehr geschätzt.**
8. **Statt schnell und viel, sollte man weniger, aber länger reisen.**
9. **Dadurch Emissionen verringern**
10. **Außerhalb der Hauptreisezeit reisen, um Strukturen über das Jahr verteilt zu nutzen**
11. **Negative Auswirkungen der sozialen Medien**
12. **Schnelllebigkeit statt Erlebnis**
13. **Egoismus beim Reisen, kein Interesse an Nachhaltigkeit**
14. **Fixierung auf ein Foto, einen Moment**
15. **Die ungleiche Frequentierung von Reisezielen wird sich nicht ändern**

Candidates generally achieved 55%-70% of the marks in this question. Most candidates were able to adequately summarise both texts in one text. However, some candidates still produced separate summaries. In this examination

most learners obtained 10 of the required fifteen points.

A considerable number of candidates had low scores (2 or 1/5) for the quality of language and expression, as some idiomatic formulations were just awkward.

Not all summaries were within the prescribed length, with a tendency towards summaries being too short for this examination session as compared to the past years.

Question 10

(Text A und B) Sie machen ein Praktikum bei einem namibischen Reiseunternehmen. Die Managerin muss bei einer Informationsveranstaltung zur Berufsberatung an einer Schule eine Rede zur Zukunft des Tourismus in Namibia halten. Da sie in Zeitnot ist, bittet sie Sie, die Rede für sie zu schreiben. Schreiben Sie die Rede.

Gehen Sie dabei auf die Auswirkungen der Corona-Pandemie auf den Tourismus und die Möglichkeiten des nachhaltigen Tourismus für Namibia ein. Beachten Sie die Form und sprachlichen Mittel der Rede.

Ihre Rede sollte eine Länge von anderthalb (1 1/2) Seiten nicht überschreiten. [20]

Performance in this question was the weakest. Quality of language and expression was generally satisfactory, with some candidates producing work of exceptional quality. Most learners seemed familiar with the format and tone of a formal speech and produced original yet succinct texts. In many cases, however, grammar and spelling were faulty and sentence construction and idiomatic expression were slightly awkward. Most candidates obtained 40-60% in this question while most of the speeches were within the prescribed length, some were slightly repetitive.

COMMENTS AND SUGGESTIONS FOR TEACHERS

- Increased exposure to magazine and newspaper texts that lend themselves to comparison and summary that could possibly further increase performance in this paper and enhance language and expression skills. No summary was written in bullet point form during this examination. This was well appreciated by the markers.
- Continue to familiarise learners with different types of texts, and their formats and characteristics, so that they can produce texts in the correct format and appropriate language register.
- Text production and developing of own thoughts from stimulus texts should to be practiced in class. Creativity and originality are appreciated when marking this paper,
- Continue to encourage alongside routine answers. As many households are not pure German first language speakers anymore, but bilingual.
- Teachers have to place more emphasis on correct idiomatic expressions.

GENERAL COMMENTS:

The question paper requested to write an essay with the length of 350 to 500 words, whereby the candidates had a choice of 9 themes. The themes offered a broad variety of different contents to give the learners a chance to possibly relate to a field of their interest.

The examination paper respected syllabus content and the Namibian context. No mistakes could be detected in the presentation or format of the paper and thus no particular leniency or stringency had to be applied when marking.

Those candidates who planned their essays beforehand and who noted down different ideas which they could use in their writing were more successful than those, who showed no planning. Essays without planning were more prone to have made mistakes when there should have been chosen a new paragraph for a new line of thought. Only one candidate did not know why an essay plan should be drafted and used the jumbled ideas for the essay without sorting them first.

To perform well in this paper, candidates need to structure and develop a narrative, a description, an argumentation, or discussion and are expected to respect the adequate format and language register for the topic/genre chosen. They are also expected to show mastery of grammatical structures, spelling and punctuation at first language level.

Only two essays were not too well structured, whereby one had a too long introduction and ending, the other candidate chose a dream profession without knowing, what would be expected to perform such a job. The other essays were well structured and despite the two slightly off-topic approaches, it was in general a pleasure to read the variety of creative approaches to the themes.

A few typical mistakes of candidates in a multicultural set-up and where German is not used as teaching the content subjects need to be addressed:

- Instead of "war gewesen" --- "**ist gewesen**". „gewesen war“ nur in der vollendeten Vergangenheit / Plusquamperfekt – „Nachdem ich in Deutschland gewesen war, hatte ich kein Bedürfnis mehr, jemals dorthin zurückzukehren.“
- verschlucktes -e in der ich-Form: es muss heißen: ich sitze, ich steige, ich laufe
- verschluckte Endungen in der Akkusativform: er hatte ein-en Platz frei
- Substantivierung von Verben: das **Brummen** des Motors, ein **Lächeln**
- Ausdrucksfehler, weil sie aus dem englischen oder afrikaansen Sprachgebrauch übernommen wurden:
- statt Mathetextbuch, nur **Mathebuch**,
- „Braai“ ist landestypisch anerkannt, sollte aber in Anführungsstrichen geschrieben werden
- ich und er – in Deutsch und Englisch ist die Reihenfolge „**er und ich**“ nach der Redensart „Der Esel nennt sich immer zuerst“, und niemand will als Deutschsprachiger ein Esel sein.
- flight place ist in Deutsch **der Sitzplatz**, nicht der Flugplatz, denn das wäre „airport“ in Englisch.
- Schifffahrt ist nicht falsch, aber wegen der vielen „f“ und dem Schriftbild könnte als Alternative „Schiffsreise“ verwendet werden.
- statt „Meines Vaters Freunde ...“ (My father's friends...), lieber „Die Freunde meines Vater...“
- statt „Wir wurden schnell Freunde“, ist besser: „Wir schlossen schnell Freundschaft.“
- statt „Es war echt spannend.“ → „Es war wirklich spannend.“ –Echt hat seine Berechtigung nur dann, wenn es im Gegenzug unecht, also gefälscht wäre.
- statt „sicher machen“ (Afrikaans: maak seker), → dafür sorgen
- bitten und beten wird gern verwechselt
- einzige, nicht einzigste
- statt Zeit spendieren (Afrikaans) → Zeit verbringen – in Deutsch spenden wir Geld oder Güter
- wider und wieder wird gern in der Schreibweise verwechselt
- Tempusformen sollten nur mit spezifischem Grund gewechselt werden, ansonsten ist es einfacher, durchgehend eine Tempusart im Aufsatz beizubehalten.
- Durch den Einfluss aus dem englischen Sprachgebrauch, sollte noch einmal wie im Fremdsprachenunterricht der deutsche Satzbau gelehrt werden: wo steht das erste und zweite Prädikat im normalen Satz und z.B. im Satzgefüge (Hauptsatz-Nebensatz).

COMMENTS ON INDIVIDUAL TOPICS:

- 1 Klimawandel, Umweltverschmutzung, Endlichkeit der Ressourcen: Der Fortbestand unseres Planeten und der Menschheit ist in Frage gestellt. Worauf sollten wir uns konzentrieren: auf die Rettung der Erde oder die Schaffung von alternativen Lebensräumen auf unserem Planeten? Belegen Sie Ihre Ansicht mit Beispielen.
- 2 Ein deutsches Sprichwort besagt: „Die Guten lernen von den Schlechten stets mehr als die Schlechten von den Guten.“ Was ist damit gemeint? Erklären Sie mit Beispielen aus dem öffentlichen Leben, aus Film / Literatur und / oder Ihrer eigenen Erfahrung.
- 3 „Morgen ist auch noch ein Tag.“ Schreiben Sie eine Geschichte, in der dieser Satz vorkommt.
- 4 Sie sind morgens auf dem Weg zur Schule. Was hören, sehen und riechen Sie? Welche Gefühle und Gedanken bewegen Sie?
- 5 „Geteilte Freude ist doppelte Freude!“ – Sehen Sie das auch so? Erörtern Sie und berichten Sie von Ihrer eigenen Erfahrung.
- 6 Was meinen Sie? Sind wir wirklich frei in unseren Lebensentscheidungen? Argumentieren Sie und geben Sie Beispiele.
- 7 „Filme und Bücher sollten nicht nur unterhalten, sondern auch immer lehrreich sein.“ Nehmen Sie Stellung und begründen Sie Ihre Meinung.
- 8 Sie dürfen eine Woche lang in Ihrem Traumberuf arbeiten. Erzählen Sie mehr über den Beruf selbst und welche Erfahrung Sie dabei machen.
- 9 „In der Stärke der Waffen zeigt sich die Schwäche der Menschen.“

Erklären Sie dieses Zitat des indischen Dichters und Philosophen Rabindranath Tagore, (1861 – 1941). Führen Sie anhand von Beispielen aus der Geschichte, der aktuellen Politik, ihrem Umfeld, Film/Literatur und/ oder Ihrer eigenen Erfahrung aus, ob das Zitat auch heute noch Gültigkeit hat.

As in last year, only topic 3, 4 and 8 were chosen. The argumentative, and discursive topics of a more philosophical nature were again completely avoided.

About 50% of the candidates chose the essay which required a story, namely question 3: „Morgen ist auch noch ein Tag.“ Schreiben Sie eine Geschichte, in der dieser Satz vorkommt.

This question implied, that the wording had to be used specifically as given in the instructions, thus it was not allowed to alter the given sentence into indirect speech or to add words.

About 25% of the candidates chose the descriptive essay theme of question 4: Sie sind morgens auf dem Weg zur Schule. Was hören, sehen und riechen sie? Welche Gefühle und Gedanken bewegen Sie?

Hereby it was of vital importance to include the expected senses of smelling, hearing and seeing, as well as to indicate the feelings and thoughts. Some candidates concentrated mainly on smelling and seeing, but ignored the hearing. Most candidates had a short introduction to indicate that they were on the way to school and successfully ended their essay with a suitable ending where they arrived at their destination. It is necessary to avoid a too long introduction or ending, which may deviate from the expectation to concentrate on the descriptive part to “the way to school”.

Two candidates chose the theme of question 8: Sie dürfen eine Woche lang in ihrem Traumberuf arbeiten. Erzählen Sie mehr über den Beruf selbst und welche Erfahrung Sie dabei machen.

Hereby, they were expected to write about their experience while being allowed to work in the field of their dream career for one week and they were supposed to write about what they had to do in that week. Only one of the two candidates could write a good essay, while the other candidate did not know, what the dream profession of choice implied. That candidate also did not know the German vocabulary for the chosen career and concentrated mainly on a love story and

a week of vacation without sharing work experience. With a short planning phase, candidates would quickly find out that they do not have enough information to attempt a certain essay and could rather decide on a different topic of the choices given.

GENERAL COMMENTS

There were three centres, with 11 candidates overall, with 8 candidates entered in the two largest centres. The presentation and format of written tasks were generally neat.

For the assignments, it is of importance that candidates demonstrate knowledge of the content of texts discussed as well as terminology necessary for literary analysis. It is just as important that they show personal appreciation and opinion on the texts chosen. They should be able to give reasons from the text and secondary sources to express themselves adequately in written German. Demonstration of knowledge, application of correct terminology, expression of appreciation and opinion were generally satisfactory to good.

Quality of assignments

Most assignments were of average to good quality in content and fairly well structured. Some candidates lacked first language proficiency. Some candidates resorted to plagiarism to mask linguistic and academic challenges and had to be marked down by the moderator.

Referencing and quoting were mostly done properly and was meaningful. There were some cases of plagiarism, which teachers in centres did not notice and/or penalise. The moderator had to lower the marks in these cases. The importance of discouraging plagiarism and encouraging own expression, even if it is not in perfect German, cannot be emphasised enough. Teachers should not hesitate to penalise or point out plagiarism in ALL cases.

Topics

Within the centres the range of topics chosen for prose was usually limited to either prose or drama, and topics repeated themselves. Learners should be encouraged to find original, creative and interesting topics and possibly be exposed to more than one prose text. Topics and texts chosen for poetry were slightly less varied than in 2023.

The topics chosen were usually clearly stated for the assignments.

Overall, it was good to see that overall knowledgeable interpretation, analysis and individual appreciation have increased since the implementation of the new curriculum in 2020.

GENERAL COMMENTS

There were three centres, with 11 candidates overall.

For the conversation on literary topics much depends on the candidates' ability to demonstrate factual knowledge, analysis and comparisons in their topic discussion, but also to express these adequately in German on mother-tongue level. If candidates are confident about using the terminology and analysis skills acquired in class as well as their mastery of German, they will score highly. For the highest marks, it is important that candidates show that their knowledge as well as language skills are sufficient to maintain a conversation on a prepared literary topic.

Demonstration of knowledge and application of correct terminology as well as good speaking abilities and oral first language mastery were mostly adhered to.

Quality of conversations

Most candidates were fairly confident, some very confident in the oral presentation of their factual knowledge and the manipulation of language structures.

Some candidates lacked first language proficiency.

Examination techniques of the examiners in all centres could be improved, stimulate candidates to display their full ability and knowledge and flow of conversation.

Most examiners still need to take more care not to pre-empt answers and not to make evaluating remarks like "sehr gut" or "richtig" or "genau". For this paper, it is very important that candidates be given the chance and be stimulated to show the full range of their knowledge and speaking abilities.

Topics

Within the centres the range of topics chosen were more varied than in 2023. Learners should be encouraged to find original, creative and interesting topics and possibly exposed to more than one prose text. Topics and texts chosen for poetry were diverse.

Overall, it was good to see that knowledgeable interpretation and analysis as well as individual appreciation has generally increased since the implementation of the new curriculum in 2020. This can probably be attributed to the fact that all Grade 11, German First Language candidates are now taking the NSSC Ordinary examination and not only candidates considered too weak for Higher Level.

1. GENERAL COMMENTS

It was quite apparent from the candidates' responses to the question paper that reading with comprehension and general interpretation of the questions was a common, arduous experience overall. The poor language usage and recurring spelling errors have obstructed the meaning in most cases, which was observed throughout at most of the centres.

Many candidates were not able to use a variety of well-constructed sentences, simple to complex sentences, idiomatic expressions, some figurative language and appropriate style of writing in their responses. It was further evident that learners were not exposed to reading and responding to a variety of text types such as essays, letters, speeches, reports and articles just to mention a few, because many candidates were not able to distinguish between the structure of an essay (which is construed as a long writing piece) and the format of a speech (which is categorized as a short writing piece). Most candidates resorted to writing either an essay, whereas in rare cases some candidates wrote a letter when they were clearly directed to write a speech in the last question of this paper.

Teachers should emphasise, as well as advocate the correct grammar usage during normal teaching. This may be rectified through more language usage and writing exercises as well as consistency in marking and correcting students errors. Teachers should strive to see skills improve over the year. Teachers are, therefore, encouraged to make use of Khoekhoegowab Orthography to guide students on accurate spelling, language usage and grammar.

2. COMMENTS ON INDIVIDUAL QUESTIONS

- 1 Questions (a – j) were contextual questions assessing reading and comprehension. Although generally candidates did well in responding to it, it was notable that students still do not read with understanding and rather skim for answers, consequently resulting in copying texts containing parts of the question.

This resulted in most candidates losing out on valuable marks.

- (a) This question required candidates to mention two details: Why was Martin stressed at the start of the story? Mention **two** details.

The candidates were expected to write one of the following to score the full mark:

- He wanted a job/needed to earn some money/cash.
- He could not find the job/kept getting negative responses

Most candidates were able to respond correctly to this question. This was a R1 level question.

- (b) Why was Martin disappointed when he rang the number in the advertisement? Mention **two** details. The following answers were accepted as correct:

- He received a recorded message.
- He did not expect a good outcome.

Only a few candidates were able to respond correctly to this question. This was a R1 level question as well as R4.

- (c) Why did he feel pessimistic?

The following answer was accepted as correct:

- He thought there will be many people applying/applicants or there will be several people leaving messages.

Most candidates were able to respond correctly to this question but directly lifting from the text. This too was a R1 level question.

- (d) Why did Martin say, "Come on, Mum!"?

The following answers were accepted as correct:

- Babysitting is not appropriate for him.
- Not the kind of job for boys

Most candidates were unable to interpret this particular question this could be due to the type of question (R3 – Understand and collate implicit meaning and attitudes) therefore most of the candidates just paraphrase this question. This was a R3 level question.

- (e) What was it about the house that made Martin pause outside before going in? Mention **two** details.

The candidates were supposed to analyze and deduce from the reaction that followed after that particular question was asked.

- The house is in poor condition (had seen better days).
- The garden is not looked after/ overgrown/there were manyweeds in the garden.

The majority did not understand this question, hence, they directly copied the reaction, rather than decipher the meaning behind the said reaction which leads us to the only two acceptable answers. This was a R3 level question.

- (f) What shocked Martin when the door of house number 6 first opened?

The acceptable and the correct answer to this particular question was:

- The man looked rather strange.
- The man had an unkempt grey beard and piercing eyes.

The majority of the answers were lifted directly from the text. This is a R1 level question.

- (g) What impression did Martin gain from the interior of the house?

Any of the following answers were accepted as correct:

- No one lived there.
- No one maintained or cleaned it.

Most candidates were unable to interpret this type of question, presumably due to the fact that it was a R3 level question. (R3 – Understand and collate implicit meaning and attitudes).

- (h) Why did the man's instruction seem strange to Martin? Mention **two** details.

This question appeared to have been a fluke, for a lack of a better word, as the only candidates who succeeded in answering it correctly must have had a stroke of luck on their side, because most of the candidates gave the wrong answers. Allow us to reiterate, only a fistful of candidates managed to score a mark for this question. Any one of these two answers listed below were acceptable as the correct answer.

- The man wanted everything to be kept.
- Martin thought the furniture was useless.

This was a R1 and R3 level question.

- (i) What particularly made this work appealing to Martin? Mention **two** details. This was R1 question, therefore, several candidates fared well. However, below is a list of correct answers that were accepted for this question.

- The remuneration (N\$800) was higher than he expected.
- He would not be supervised

- (j) Why was Martin hesitant about having a female helper?

The correct answer was:

- The furniture might be too heavy/ the furniture was heavy.

We were pleased to acknowledge that many candidates handled this particular question swimmingly. We can only surmise that it was attributed to the fact that it was a R1 question.

- 2 This question which was also based on Passage 1 consisted of part (a) for which the candidates were required to mention points from the passage that suggested that the job was very important to Martin. Most candidates were able to lift correct ideas from the passage, while a few just copied directly from the text. Some candidates responded in paragraph format while others just wrote phrases. Teachers are urged to teach the candidates to write in point form. The part (b) of the question required candidates to write a summary of 100 – 150 words with the ideas written as their response in part (a). Many candidates did not use their ideas from part (a) but rather wrote a summary of the whole passage and they missed the correct information in so doing. Some candidates did not use the answers of 2(a) in order to write the answer for 2(b). Paragraphs were lengthy and did not stick to the number of words given. This caused candidates to lose out on marks. Teachers are encouraged to familiarise the candidates with the assessment objectives of this question paper in order to prepare them for their final examination.

(a) Candidates were expected to answer in the following manner:

1. Martin needs money (much needed money)
2. Mid-term was his only chance to find a job.
3. Martin under pressure/depressed not having a job/money (gloomy/really needed a job)
4. He reacts quickly to the advertisement (without wasting a moment, Martin was on the telephone)
5. The recorded message makes his heart sink.
6. But he still responds... (he shrugged his shoulders and left a message anyway)
7. His spirit lifted. When the man called about the job.
8. He is very enthusiastic on the telephone: "Yes perfect!" Yes, that's fine! Great!"
9. He is worried that something might go wrong: "fingers crossed!"
10. Enthusiastic to his mother: "Just right for me!"
11. Undeterred by appearance of the house, as he thought "I don't really have a choice".
12. He bit his tongue: he did not want to offend the man.
13. Pay is better than expected (N\$800.00 instead of N\$200.00)
14. He did not show his surprise about the pay, in case the man changed his mind.
15. He was glad to have no supervisor: quietly suppressing his smile.
16. He had to have someone to help him; he might lose a great opportunity.
17. Took care to set off very early.

- 3 This question was based on passage 2 and the candidates were required to write a speech being invited at a local secondary school to deliver a motivational speech to final year students about mistakes people make in life, how to avoid them and how to recover from them. Candidates were expected to use the content of the passage as a guideline in responding to the question. This question was assessing the learners' skills of in-depth reading of the passage and the ability to write clearly, extensively and showcase appropriate language usage in their responses. This is a directed writing question and students should be prepared at school through repeated writing activities to master the skills. Most of the candidates were unable to respond correctly to this question. Many did not have the correct format and structure of a speech while some opted for a letter as their response. It was again evident that the candidates responded to questions without understanding and even more without reading the passage for understanding. Some candidates wrote off topic. More reading of a variety of texts is, therefore, recommended. Candidates were expected to answer in the following manner that is applicable;

Mistakes people make in life:

- Over confident (I was quite sure that I will be one of them)
- Arrogant (Coming from a middle class family, my first step on the ladder)
- She is simplistic in her view of a lawyer's job (wearing a black coat, standing in front of the judge and protecting poor innocent people).
- Complacent (I didn't study all the topics as I was spending time with my new friend – Sara. All the same, when I was in the examination hall – pass without studying)
- Look down on others (brushing aside a bunch of students)
- Unrealistic (I couldn't believe my eyes/tears of rage ... how is it possible).

How to avoid and recover from mistakes:

- Be aware, we are not perfect (in our life we make lot of blunders, some are big and some are small).
- Be optimistic (Move on and try again – if you keep on thinking that you have failed, you will never be able to move on).
- Be realistic (Mother – that is in the past now and I have moved on).
- Stand up for yourself (my father was furious and forced me to get married. I wasn't brave enough to protest and I regret that still).
- Be courageous and follow your dreams (my dreams were very precious to me).
- Always be brave (prepared to take charge)
- Don't give up (I would find a way to make things right).

3. ADDITIONAL RECOMMENDATIONS:

Question 1

Concerning question 1, teachers are encouraged to expose learners to the assessment objectives as outlined in the syllabus:

!H!IG 2 KHOMAS

!Khā!lkhāsenaon ge nī !khā !n:

KH 1 !nāu!ā tsī !haolhao !o!ū hā #ans tsī #āibasendi tsīna / R1 understand and collate explicit information and meanings.

KH 2 hō, !gora !gā tsī !hūi#ui !gaura #ansa !ō-aisa !aromas !aroma nī sisenūse / R2 respond appropriately to written instructions and directions.

KH 3 !nāu!ā tsī !haolhao #gan!gāsa #āibasendi tsī tanisen!gauga; tsī mū#gāba !nāpa xu #nuwi / R3 locate, evaluate and select relevant information to use for a specific purpose.

KH 4 mū!ā mātīn xoa-aona #āibasensa ra mā!kharus tsī tsī gowabasīsenū tsī māsiga ra #nuwisa, tsī gowabasīsenūs tsīna !khō#gāhāse / R4 recognise implicit meaning and attitudes.

!H!IG3 XOAS

!Khā!lkhāsenaon ge nī !khā !n:

X1 māsiaogu tsī mā!kharu ama !khaidi, #āidi tsī mū#gā!gaugu tsīna / W1 order and present facts, ideas and opinions.

X2 !Eream !gau rase #andi, #āilgaugu tsī tanisen !gaugu hā khomai!ās xa ra !gāi#uihe gu ai / W2 respond appropriately to the information, ideas and attitudes expressed in a text.

X3 !Gāi#ui #andi tsī hō!ādi tsī !nān hā ra hō!āhe, #āihe tsī mūnanai hena / W3 articulate experience and express what is thought, felt and imagined.

X4 Mā!kharu !gāisīsen#uib !kha tsī !gau rase !gā-aon!ga / W4 communicate effectively and appropriately for a given audience.

X5 Māsiaogu tsī māi-ai!ā #ansa māsa !am!larelgaugu !oa xoalgoradi tsī !kharaga #āibasen!nōaga ra sisenūse / W5 organise and present information in given formats using paragraphs and a variety of sentence structures.

X6 Sisenū#ōrisase xoamū#gāib, xoasaon tsī hoaraga gowaba sisenūs di !khaidi, !gausa mīdilluib tsī xoalgaub tsīna / W7 demonstrate a clear control over internal cohesion and overall coherence in continuous prose writing.

X7 Xoa #nuwikhāi rase !kharaga!nāgu !aromadi ai !ammāisa xoallgui #amdi !nā-ū / W6 handle accurately spelling, punctuation and all aspects of grammar.

To summarise, teachers are urged to accentuate on the various assessment levels of reading and writing. We have identified it as a conundrum for the learners; they tend to forfeit many marks due to the levels.

Nē !harib ain ge !nāsase !khā!lkhāsenaona #gui !gōaba ra #oa!nā, xui-aon ge !gau!nā-aona ra !goa#uihe in !khā!lkhāsenaona khomais tsī xoas !hara!āis !gūbade harase māi-ai!ā.

We further detected that under question 1, some candidates were numbering their questions rather than alphabetizing, hence posing a serious challenge for marking. Therefore, we encourage the teachers to instruct candidates to follow the correct structure in the question paper.

Question 2

Pertaining to question 2, we took note of an alarming phenomenon; a confusion among some candidates who utilized passage 2 as a source rather than passage 1 to answer question (2a) and (2b). Teachers are, therefore, spurred to ensure that candidates follow the correct format for answering this paper.

Question 3

With regards to question 3, we have discerned that the candidates are lifting answers straight from the passage, without using their own words or elaborating on their opinions, and as a result many of them forfeited many marks.

4. CONCLUSION

In a nutshell, all teachers are applauded for their diligence and commitment in ensuring that candidates were prepared for the final examination. The Senior Education Officers in the regions and the Heads of Departments at the schools are hereby exhorted to discuss the examiner's report with the subject teachers to guarantee that the recommendations are implemented.

1. GENERAL COMMENTS

The purpose of this document is to provide guidance to teachers and tutors who are preparing the learners for external as well as internal examinations. It should be considered as an interaction between teachers as well as markers and not criticism.

There is a noticeable improvement in some aspects of this component which are language, style, content and structure, showing acceptable quality in the general performance of paper two (Continuous Writing). Some teachers indeed prepare their learners within the authorised assessment framework, but need to focus on specific assessment objectives and component competencies, whereas some teachers really need to improve in the discharging of their key duty. It is worrisome that some part-time learners are neglected.

2. COMMENTS ON SPECIFIC QUESTIONS

Narrative

- 1 The narrative question required candidates to write about an occasion when someone they underestimated treated them with kindness. It was one of the most favourite topics as learners could fully grasp the requirements of the question to develop well-structured coherent content and style, using appropriate vocabulary. Some candidates generated relevant and effective essays, whereas others confused underestimate with disrespect and dislike.
- 2 This narrative question required learners to narrate a story about a dream that actually happened after they had dreamed about it, which was based on a statement "Dreams really do come true". This is one of the topics, which learners could relate to, to produce satisfactory responses. There were a few who wrote about others dreams or simply narrated a story. It is advisable for learners to practise statement, quotation/ expression and idiom-based exercises in normal teaching and learning.

Descriptive

- 3 This particular descriptive essay required learners to write descriptively about a long walk they had taken through beautiful surroundings. Just like any descriptive essay, they were to describe what they saw, heard and felt. This was among the most selected questions and the candidates who opted for it, could indeed relate personal experience and provide relevant style as well as language.
- 4 This descriptive essay required learners to give a description of their favourite place in their town/village/ farm/settlement and say what makes that particular place so special. This too was one of the most opted for, as it was relevant for most learners who could link the responses with actual instances.

Argumentative

- 5 In this argumentative essay learners were to argue "Young people should be encouraged to consume traditional foods and drinks". They were to state if they agree or disagree and then justify their option. This was among the least favoured questions as learners could not generate adequate style and appropriate vocabulary to justify their answers. Some learners interpreted the question that young people should only consume traditional foodstuff and drinks.
- 6 The topic required learners to give their opinions and justify their answers based on a motion that "animals should have rights just like humans". There was a balance of selection for this question. It was well answered and relevant opinions as well as justifications were tendered even though some learners provided general ideas on animal conservation. Generally, the only problem with argumentative essays is, that learners tend to be more discursive than argumentative. Learners should be well taught about the difference and not provide both sides of the issue. Learners should be made aware that argumentative essays often demand relevant facts, statistics and information, and thus, should be provided as such in certain topics.

3. HINTS ON TEACHING, SYLLABUS COMPLETION, SYLLABUS INTERPRETATION, GENERAL FINDINGS ON LANGUAGE, STYLE, CONTENT AND STRUCTURE

1 Xoamû#gaisllgaragu, (#an!gâsa Ortografib) Gowab tsî lgaub

Some learners still use capital letters to write the whole essay making the marking process problematic, while others disregard the use of the capital letter at the beginning of **each** sentence. The use of **degree of comparison** (**Inûgus !harodi**) is improperly used as in "Ikhoaxaste". **Gaxugaxusaob** tsî **lnunu!nâbes** usage is still a thorn in the flesh as most learners degrade the quality of writing Khoekhoegowab at first language level and these are prospective AS-Level learners for that matter. The usage of **!kharaga #âibasen Inôagu** is seemingly disregarded: simple, compound and complex sentences are not appropriately used. Learners should be taught **!guilnôb**, **#guilnôb**, **surillgaudi**, **hoallae ra xoallarehe mîdi** tsî **xoallarehe tama mîdi**, **#âibasen!amllares (mîdi mâtî nî saogus)**. **!Khâllkhâsenaon** ge **#âllaemîdi** **!kha #âibasenga tsoatsoasa nî #gôsen**, **nên ge !gubidi !nâ !gôan !kha a dîhe !khâ**.

Handwriting styles are to be monitored at school to make sure that learners generate work that could be followed by any person. Teachers must please ensure that learners' handwriting is **clear** and **legible**. Learners should refrain from writing the clicks (**!l**, **!t**, **!k**) in **cursive handwriting**.

Learners are expected to produce written pieces that are largely concise and within the appropriate length. Some learners are writing over the margin, while some are writing rather short sentences not even reaching the margin. These should be avoided at all cost, and teachers should encourage learners to write reasonable length of sentences.

It would serve a proper purpose to give learners the marking grids, and by so doing explain to them the description/criteria within each band. Make the learners aware during school-based assessment how markers interpret the marking grids for learners to be credited in higher bands. Please consult the **examiner's report** of the previous year to eliminate the repetition of mistakes annually and over the years.

Teachers should make use of the Mind-Map Approach for drafting, to guide the learners on how to generate and group ideas in essay writing. Also, they should teach the learners about different stages of writing (planning) drafting, editing and final piece of writing.

Some learners still answer more than **two** different questions at this level, this could be avoided if assessment at school level is based on external examination format. Therefore, teachers should assess learners at schools and give **feedback** timeously. Let the learners do more creative writing activities with proper feedback providing correction and follow-up to be done. Let the learners avoid long tedious paragraphs in their creative writing, and always be conscious of the audience. These are syllabus requirement to be taught to learners.

2 !Khô#gâb tsî !laposa !amllareb

The examples given are not prescriptive:

!Gamba/ !Gaeba- Eto ti khoedo..., #gom du ge tide, xawe !nâtsês ge..., kô re amase ta ge !nâ !laxasib tawa..., ti axa mûhe ra hîa !nâ gûsa ge #â..., titse ama tsû ge tî tsês ge... hmmm... amase ta ge... (**!kxoab**, **mûnanaib**, **tsî hō!âsens !kha !âi-xoa-aona xoakai re**). The elements of characterisation and theme should be prominent in these essays.

Xoa!gâ!gâs/ mî!gâ!gâs: hoaraga soros hō!â-ûxîŋ ge dîhe tama i ga ixawe nî xoahe. What you heard, saw, felt, tasted or smelt should be included in these essays. **Xoa!gâ!gâ** ra mîdi ge **!nâsase nî sîsenûhe**, **lonmîlarode !khô#gâ hâse**.

#Noagu rase - tide, tama, !lloa, mǎ-amhe tide, nîmǎ-amhe !khâ!lloa, amase ta !gaisase **!khô!gâ!mǎ!oa/ #khâ!nâ**, **kai !laposasib !kha ta ra...**, **#khâ**, **û!oahe !khâ!lloa/tide**, **tsû!gâi**, **!gai/ !khô!lkhôsa**, **!hû!khô-am ta ra ama**, **ama tama tǎ**, **!gui !khâb ai ta ga kô**, **nau !khâb ta ga kô**, etc. The learners should have a firm stance from the onset and refrain from producing discursive essays; it should be for or against and be well developed with facts, experiences and perspectives. The tone and style should be evident in the essays.

Saogub/!hû!larelgaub - cohesiveness - **aillgaudi** - **#gurose...** **tsoatsoas !nâ...**, **ti #gae#gui#gâs !nâ**, **!lî-i a #guro xû-ige...** (**#Gae#gui#gâs**).

Sao rase... **!gamllîse...** **!kharukai ta ka...** **sao!gâgu rase...** **!laro rase...** **hâlaro rase...** **Gorose ta ga !kharuo...** **!nîs hîa hâs ge...** **!khâti...** **ais !lga da ga kô o...** (**omkhâis !khô#gâb dis**).

!Amlam ta ra !nūb ai...lams ai ta ram̩sge...lunis ai ta ra !gom!gom!gaos ge ... !khō!namis !nā ta ga !lapollapo... !nupu !gupuse ta ga m̩o...hoan khao!gā ta ge...!khōllare ts̩ ta ge ra m̩...(!amlams !aroma)

3 Substitutions and Confused words

Tawa- Sida oms **tawa** ta ge kurina !lan hā. Da- Khoese **da** ge xamarina n̩ gao+am. Ta- !l̩ba **ta** ge !nātikōse ge !gōallnāhā-i. tā- **Tā** da ge xamarina n̩ !gam+ui. Dawa- !An go !lgan-i ge xuige **dawa** re. si- Amaba ta ge ra m̩ba **si**. Sī- Kaikhoen ge !gōana kais ge ra **sī**. Sī- !gāise da ge !garo!ās tawa ge s̩.

Xū-i – Nē **xū-i** ge lamsa n̩ hō. **Mā** khoe-i hoa-i ge +hanuga ūhā. **Mā** ts̩ da ta kō h̩a ge +noahe xammi ge. !Guruna +hanuga **mā** re, khoen !lkhān khami.

Xu-i- Nēpa **xu-i** ge khoe-e ækharu tide. !Gōan- Hoa khoen ge **!gōan** kaikhāi !nā n̩ !l̩huru. !Nāsa khoen ge **!goan** !kha ra +gari.

Teachers/Tutors are advised to put these terms/words into context with proper examples to assist the learners to have a better grasp of their usage. There is only one acknowledged orthography beside the dialectal diversity, and thus teachers and learners are required to write in a uniformly representational Khoekhoegowab taught in schools and appearing in all written materials. The **substitution** of the digraphs (**!gam+geregu**) and **tri-graphs** (**!nona+geregu**) is very prevalent in almost all the centres. For example, **!lkharos** (**shoe**) instead of **!lharos**, which causes the contextual matter to be compromised as the central theme is not clearly outlined. Learners should also be made conscious of verbal articulation (informal speech/colloquial) ts̩nam, hoanam, xawenam, onam, gē, ti mas, ti pab, and conventional (official) written linguistic awareness.

Informal, colloquial selections and in KKG but written in English or Afrikaans terms

Plaas, ys, nousisa, antisa, parki, aipers, basr, restaurants, vreise, phonega, soccers, videona, post, information, aie, economic, teke, enexa, blomdi, flie, masorte, papiri, party, helega, want, dorpi, anxan, mutiba, ouman oupan, gē.

4. POSITIVE SUGGESTIONS AND RECOMMENDATIONS TO TEACHERS/TUTORS FOR FULL-TIME AND PART-TIME CENTRES

Learners should give their essay a clear title and also indicate the number of the essay they have selected, which makes the marking more efficient and effective.

It is still a great concern that there is a reduplication of language errors that were outlined last year as only a limited number of teachers addressed the content of the examiner's report. This is highly valued. The errors range from improper spelling, inappropriate usage of parts of speech, inadequate syntax, erroneous semantics, feeble morphology, ineffective lexis, incorrect suffixes, multiple phonemic flaws, improper terminology, inconsistent paragraphing, inappropriate usage of idiomatic expressions, the meagre usage of clauses and phrases, incorrect syllabification, unfitting use of monographs, digraphs and tri-graphs.

It is noted with great concern that some learners are not taught the **syllabus components on pages 10 -12**. It is of paramount importance that learners are prepared on how to interpret and present ideas in the different types of essays which is evident at some centres and acknowledged.

Learners are expected to organise, present and link their ideas clearly as well as appropriately between paragraphs. Learners at this level (NSSCO) are expected to generate sufficient content for enough output at the appropriate level relative to language, style, content and structure. It is a good practice to give learners from Grade 8, names of towns, cities, villages, and months of the year, seasons, directions, school subjects, colours, shapes, animals (wild and domestic), days of the week and OMA's names. Learners should be guided in the appropriate way of counting words, not to exceed the required length or write the numbers on top of each word making the work untidy.

Language is dynamic and, thus developing some terms, phrases and concepts might be new/foreign to our native languages and it is recommended that pro-active approaches be taken in such instances in the classrooms. It is noted that some teachers really complete their syllabuses in appropriate time and teach the learners paper specific competencies interpreting the specific competencies properly. Regrettably some teachers do not manage to complete the syllabus and only teach what they are comfortable with.

5. CONCLUSION

Ada toxopa lkhāllhāsenaona Khoekhoegowab lōga (Phonology) Xrat 8sa xu Xrat 11s kōse llgau!nā re, aillgause: **IŌmûdi, IGamlōgu, IHūlōmûdi, Nam#naugu, #Geregu** tsīna. An lkhāllhāsenaona !kharagagu #āibasengu tsī xoalgorade xoasa māi-ai!āhe re gaxu xoalgorade xoasa #gōsenkai, kaise lgabu tsī lkhao khomaisa ūhā xuige, tsī lkhāti #āibasen!amllaresa tā luru.

Learners should be made conscious of the distinctions between formal, informal, official written language, academic, social and communicative languages. Remember the type of learners we are promoting to AS- Level, should equally be acceptable and produce quality written work. It is observed that numerous learners who are non-native speakers of Khoekhoegowab are taking the subject language on First Language level, so really find it difficult to express themselves in an acquired language. That could have been avoided should mechanisms have been put in place by the centre following the correct procedures. It deprives such learners of learning and advancing in their respective native languages.

Thank you dearly for all the hard work, sacrifices, direct and indirect inputs regarding the development and preservation of the language culture. It is a clear testimony that teachers are significant custodians in promoting and preserving the language culture and its progress in general. Jointly we will attain the assessment objectives of this particular component. Never get tired of sharing your knowledge with the learners. It is acknowledged and noted. Thank you. Kai gangans tsī lkhahesa sisenllaeba du ūhā re. Mālgairan ge dansa ra !khō!oa.

GENERAL COMMENTS

- **Presentation:** The majority of written work submitted demonstrated neatness and legibility.
- **Overall Performance:** While most centers achieved below-average scores, some attained average to above-average results, which is commendable.
- **Spelling:** Spelling errors persist, with candidates frequently misspell words, often altering their intended meaning. Some candidates mistakenly transcribe the titles of guiding bullet points as their answers.
- **Critical Response:** Candidates struggle to critically engage with the text. Many simply copy or paraphrase information from the text, either directly or in essay format. Some persist in answering in bullet points despite the requirement for continuous prose.
- **Teacher Guidance:** It's evident that teachers need to provide more effective guidance on answering this specific question paper. Candidates also require greater exposure to reading and analytical activities in the classroom.
- **Answer Booklet Usage:** Some candidates skip pages in their answer booklets, highlighting the need for improved teacher assistance and guidance throughout the academic year.
- **Focus on the Question:** Candidates should concentrate on the core question rather than attempting to directly answer the prompts (bullets). The bullets should be used as guidelines to inform their responses.

COMMENTS ON INDIVIDUAL QUESTIONS

This question was supposed to be answered in the continuous prose format.

The main character's hunting skills

Most candidates scored average marks in this part of the question, as they were mostly able to lift the answers directly from the text although they failed to explain and substantiate what they had quoted from the text, and this caused them to lose marks.

Candidates were expected to derive the hunting skills of the main character in relation to his quest to hunt. They were supposed to **mention/state/quote** and explain the following points:

- Damab prepared himself spiritually and physically for this contest.
- He was very fast and could tip toe (urus ||khāsib) when going for hunting contest.
- He had knowledge of testing wind direction (His actions while following the elephants demonstrates this)
- He continued to follow the elephant herd for three consecutive days without giving up/losing hope.
- Damab hunted under immense pressure.
- He observed the elephant herd from the tree and noticed how Autab & |Aes battled it out so that he could easily kill the injured elephant. (He saw the fight as an opportunity for him to get meat)

His Character

Most candidates did not score good marks because the answers to this question was implicit. They were able to lift correct answers from the text, but they failed to explain and motivate what they quoted or they were rather quoting without motivating and elaborating the quoted facts.

They were supposed to **mention/state/quote** and explain the following points:

- Damab is ambitious: – he sees an opportunity to be *recognized as the best hunter* – Time limit: – he is under pressure
- Damab already has status: – but wants more – This contest is important: – *time that will determine Damab's fate* –
- Damab was vengeful – *hatred towards Ari Khoen: by uttering the words "I will show them"* – Bravery – determination, following the herds of elephants – He have faith in God: "God heard me" God had different ways of answering"
- He was competitive – dishonesty: attempted to get rewards he did not worked for "cut off elephant's ear he didn't kill"
- Was respectful – He respected his competitors. The trophy that meant so much is *now meaningless* – His hurt and anger are clear as *he throws the meat on the ground*.

Damab is determined – ready to do *everything in his ability* – He is already thinking about the rewards – *Every lady was expecting the best hunter in the evening* – But he takes the contest seriously – *He started preparing himself spiritually and physically for the highest competition of his life* – He is fair minded – *He knew that he had many competitors and had respected their abilities*.

This clearly demonstrates Damab's knowledge and skills — And persistence – he follows the herd for 3 days – And his feeling for his prey – he names the elephant bulls and understands their behaviour - He is devout – *The Lord heard my prayer. The Lord of wonders* – He is careful – *He tested the direction from where the wind blew* – His success makes Damab think about the rewards – *the ladies* – he will be the *champion hunter* – represent the tribe – *called by someone from their tribe to fulfil the obligation of the ancestors*

POSITIVE SUGGESTIONS TO TEACHERS

Statement: *The author wants to demonstrate that Damab was very competitive and willing to do anything in his power to win the hunting contest.*

Quote: "He started preparing himself spiritually and physically for the highest competition of his life."

Explain: *This type of expressions shows his commitment and willingness to win the hunting quest no matter what it takes. He was prepared to give it his all to ensure that he emerges as the winner.*

- Candidates must critically analyze the text, and must refer to the intentions, views and the language of the author, they must not paraphrase.
- Teachers are urged to put emphasis on reading with understanding during normal teaching.
- Candidates should be taught how to evaluate the texts, motivate the answers and to develop their ideas in writing.
- Teachers should give candidates more exercises that require critical response, while addressing the spelling errors, punctuations and general usage of the language.
- Teachers are urged to study the marking grid thoroughly and apply it accordingly.

CONCLUSION

Finally, all teachers are commented for their hard work and dedication in ensuring that candidates were prepared for the final examination. The Senior Education Officers and Head of Departments at the schools, are hereby urged to discuss examiner's reports with their teachers, to ensure that the suggestions and recommendations in this report is implemented.

GENERAL COMMENTS

Comments on the interpretation of the assessment criteria

It is noticed that there is a general improvement in the overall conduct, approaches and performance of examiners and candidates in this assessment component. Although most examiners master the interpretation of the assessment criteria, it is worrisome that some examiners misinterpret the assessment criteria and thus are being too lenient or severe with awarding marks. It is recommended that examiners ensure access to the centre specific reports and general language definite examiner's report. Once more examiners are advised to monitor each chapter or part of the research report in order to spot mistakes or render desired assistance. It is noted that at some centres this practice is not carried out at all, both full-time and part-time centres.

1. Sampling

Some centres still do not indicate the candidates who were in the sample with an asterisk (*) as required. This made the moderation process cumbersome. When selecting candidates for the sample, examiners should consider the cultural aspects which were researched to include a variety, even though the main focus is on the abilities; to facilitate external moderation.

2. Interpretation of the Assessment Criteria

Examiners misinterpreted the Assessment Criteria or simply ignored it, or else did not make use of the marking grid at all. Examiners should not be subjective when awarding marks. Only candidates who can evaluate data from various sources and who can develop personal responses may be placed in higher bands. A significant number of candidates were able to evaluate the information they collected.

Topic formulation appeared to be a thorn in the flesh for many centres. Most research topics are too broad with the particularity aspect lagging.

#Am!khais- Sara-analgaub

Xoa#ams- Mâtin !Khaua Naman !Autsabises !kharib dina !hâullharode !lîn !hao!nâsi xîn ase ra !gawalî? Instead of Naman sara- analgaub xa.

#Gae#gui#gās/ Introduction

This component should be well thought out as it should be a mind-arousing and eye-catching for the reader. Some candidates indeed nailed it, while others struggled.

The main Turaxasib/ Purpose or interest in the topic /object/artefact

Most candidates improved in the formulation of the particular part, while some still just narrate in general about the topic instead of giving an overview of why they opted particularly for the topic/object/artefact.

IUrullgūbas Ôalnâs dis/Main Research Objective

Tare-i !aroman !Khauna !hâullharode ra ana tsî mâtin ra kuruhe !khaisa #an#ui.

Contain a functional verb e.g. to know, to find out, to understand, to establish, to draw a conclusion etc. Most candidates managed to come up with a main research objective competently, but candidates formulated it as a question. It should be similar to the competencies in the syllabus. What would the researcher like to achieve?

Ôa!nâs Dîdi/Ôalnâs IlGûbadi/Research Questions/Research Objectives

State what the researcher wants to know, find out, determine, establish, understand, and conclude about the topic / object / artefact? This was well executed by most candidates with exceptional accuracy.

‡Anshare-ûxûn/Data collection methods

Information collection methods such, observation, (mû!haras) interview, (dî!nâllgamllares) questionnaires (dî!ui!nâ!web) and participation (Ilhao!nâs). Which of these methods were used to gather information from the informants? There is no necessity to provide explanations about the methods, unless otherwise stated. IlGamllares: Kaira taras hîa lKhowesen !hao!nâsib xa !nâsa ‡ansa ûhâs lkha, Khaxatsûs tawa 24 Gamalaeb 2023.

Mâi-ai!âs hõ!uin dis/Presentation of the Findings

This component should in refined detail outline what the researcher has gathered about the topic and how sufficiently the main research objective was addressed. It was observed that at certain centres this part was not even attempted.

!Hoa‡ams tsî tsoa!nâs hõ!uin dis/Discussion and Analysis of findings

With reference(saying where the researcher got the information from) evaluate the information gathered.

Relate the findings with his/her own knowledge and draw conclusions/contrast and make judgements. This is equally one of the vital aspects of the research and should contain sufficient information. If sources are not acknowledged it will be considered as academic theft (plagiarism). Very few candidates could do this part although it was well formulated.

!Khõ!namis/Conclusion

Explain how satisfactorily the main objective is answered or addressed by informants. This was well highlighted in many instances.

!Urudi/!lNaellgaufixûn/Sources/References

There is still a slight confusion between sources used and **information gathering techniques**. Candidates should be advised to acknowledge sources used whether in-text referencing or in the reference list. In the Orature Guidelines from NIED under the heading !Urudi, on page 11, section 9, Ūitsama Ilhao!nâs and IlGamllaredi falls under data collection techniques, gonîsîgu falls under ‡Âkhaogu, Names of people, websites, books, magazines, newspaper articles, learners books all fall under references and sources. Although there is no prescribed referencing style for this CW, it is ideal to have a comprehensive academic reference list, in alphabetical order. Most candidates wrote the data collection methods as their references. Possible referencing format for the same Kaira taras with whom an interview was contacted fall under data collection methods: Tsûses, M. E. (2023). Khaxatsûs.

‡Âkhaogu/Add-ons/Appendages

Any pictures, images supporting as evidence used in the research should be accompanied by a brief explanation as how it is linked with the research content. Some candidates added passive materials with no elaborative notes. Candidates should not enclose liquids or too wet substances as evidence as it causes untidiness in all papers.

OTHER RELEVANT COMMENTS

Examiners are advised to observe the **preparation** and **supervision** stages of the report as outlined in the School-Based Assessment Guidelines (**Discussion + Selection + Draft + Final**). The multiple language and typing errors made are clear demonstrations that these stages are neglected at some centres. Please encourage the candidates to select a variation of topics from the same centre, rather than candidates choosing one or two of the same topics. A variation in the sampling will do justice to the external moderation. Examiners are advised to discourage **mortal** and **hurting** themes related to **death** during topic selection for the research. Many candidates did not attain the required number of words (**700–1000**). Some reports are very short, especially candidates who typed the reports are making use of bigger font size. The correct Khoekhoegowab fonts like (Namibian Arial) should be used to avoid the multitude of language errors. The purpose of this exercise is to explore and expand the knowledge of local or native traditional and societal customs as well as contemporary issues.

Even though language usage is not marked, please encourage the candidates to use correct spelling, diction and syntax to add value to the reports. Candidates should be made aware as the need to acknowledge sources the information is taken from, in-text as well as reference lists. Some candidates still submit untidy work with ragged margins and dirty papers scratched all over, presenting a bad impression of the language in general. It is worth mentioning that most examiners and centres observe a positive paradigm shift in this assessment component. There should be a clear **table of contents** attached. Candidates should be informed to select **only one** object/issue/artefact and do research about it instead of many. An example is Damara traditional medicine: Aukoreb Iguiba Ilhûi re, or Nama traditional food: Tsaoperes xa Igui ôalnâ re. The external moderation team observed duplication of course work, candidates in same or different towns and centres sharing certain if not the all components of the research. Some examiners do not mark nor does the supervision of the reports of candidates take place. Some centres submitted course work that was never seen by the examiner. This can easily be authenticated by the amount of grammatical and structural flaws in the course work. Please, even if the handwriting is indecipherable just read the work, but not disadvantage the candidate. If and when a particular establishment introduces the Senior Secondary Phase, please, liaise with the circuit, cluster or regional teachers or education officer for assistance relative to all pedagogical and assessment matters. IGui Ikunub urisa !khô tama hâ xuiqe.

Administration issues

Examiners are required to fill in the manual OASF and ASF, from which the marks are to be transferred electronically on a USB in the MS1. All these forms must be enclosed in the pre-prepared envelope from the DNEA. Please, ensure with the internal moderation that all relevant documents or and material are packed, functional and dispatched. Once more examiners and HEC are informed that the course work of all candidates is to be submitted, not only the samples. It is well established that some candidates are given merits they indeed do not deserve, juxtaposed with the quality of work submitted. It is prudent to award realistic and assessment credible marks. Its also worth mentioning that some examiners do not peruse the centre specific and generic examiner's reports, resulting in the same types of slipups resurfacing.

POSITIVE SUGGESTIONS

- Some centres and examiners are indeed applauded for the efforts they exert in the realisation of the written course work.
- A few examiners observed the assessment procedures and there were no language, or structural flaws in the reports.
- A good number of examiners provided proper guidance and many candidates enclosed relevant evidence to substantiate their research findings.
- Kaise kai gangans! Thank you very much. Let us retain the strengths and endlessly toil to overcome the shortcomings.

1. GENERAL COMMENTS

Centres collected sufficient information on various cultural artefacts, contemporary issues and objects. It was indeed an immense effort by some centres under extenuating circumstances which is worth appreciation! Recorded evidence of voices of informants, videos and pictures are very important showing the candidate went out on fieldwork for Section A (Presentation). Overall there is great improvement on almost all aspects of the speaking and listening component.

Quality of recording

There were really no major challenges to this component as the examination centres ensured quiet locations for the oral examination, even though at a few centres there were background sounds and disturbances experienced. Centres should make sure to display **“Silence! Examination in Progress”** posters to avoid unwanted chatting and turbulences.

Range of sample

There were no challenges experienced in this regard, except that some centres had few entries to provide a variety of abilities in the sample. The SBA Guidelines are clearly stipulating the formula for the sample such as the number of examiners at the centre and the sampling in such instances. DNEA determines the number of candidates to be moderated, therefore, all the audios should be dispatched.

2. COMMENTS ON SPECIFIC SECTIONS

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

Section – A (Presentation) (10 Marks)

There is visible evidence of improvement from most centres, though there is still a challenge for the particular section for some centres. Examiners are advised that Section A is the presentation of the candidate relative to the research/ topic of choice. This is not the **warm-up session** or a part where **candidates introduce themselves. No questions, interjections or any form of interference is entertained in this section.** Warm-up is not part of the assessment and examiners are not compelled to record the warm-up, it could be done off record to put the candidates at ease. There is a need that centres work on the overall presentation skills of the general school populace. Once more do not give any particular candidate the impression that he/she did fine or badly with body gestures or verbal annotations.

Interpretation and application of assessment criteria

Examiners demonstrated clear understanding of the assessment criteria and marks are awarded as outlined in the marking grid, even though there are still some examiners whose interpretations are not on standard with the majority of examiners.

Section B (Discussion) (20 marks)

This section is well conducted as most of the examiners engaged the candidates effectively. Examiners should ask open-ended questions to engage the candidates more in the discussion. Avoid examiners dictating the discussion to make it look like a monologue or an interview. The questions are based on what the examiner picked up during the presentation done on the particular day and also during the marking of the research report. Examiners should avoid questions based on testing the knowledge of the candidates on the topic. Examiners should avoid showing any form of **satisfaction** or **dissatisfaction** with the contributions made by the candidates and thus refrain from drawing conclusions for candidates. Examiners should not initiate the discussion duration by cutting off the candidates in their contributions or telling the candidates that they are approaching the end. Some discussions are relatively very short, not even stretching over 5 minutes! Can the examiners please look into this important assessment aspect. It is observed that some examiners are subjective and show resentment towards certain candidates.

Examination Techniques

The atmosphere was generally good as most candidates were tranquil and cool under the circumstances. Centres are congratulated for this! Some interesting thought-provoking questions were asked: "If you are to repeat the research project, what will you do differently?"

Interpretation of the Assessment Criteria

The higher bands (1 and 2) are for candidates who are unprompted, initiate and lead the discussion not for candidates who need to be prompted. These bands are also not for candidates who narrate what they were told by the informants, but paraphrase and refine the information they received, acknowledging the sources. They are for candidates who extend the topic, candidates who are confident and who analyse or evaluate different perspectives. These type of candidates were observed during this session. **Candidates should not read from pre-prepared notes during this section, nor should they memorise all the content of the written course work.**

4. RECOMMENDATIONS

- Examiners should discourage the use of English and Afrikaans terminology for existing vocabulary. No coinage or creolization is allowed.
- Examiners **do not** need to repeat centre particulars and the examiner's name for every candidate. Examiners should ask different questions to individual candidates instead of general questions or predetermined questions for all the candidates.
- Centres are once again requested to ensure that the USBs are functional and virus free. Once a device is scanned all the information on the device might be lost.
- Please inform HEC to ensure that the administrative part is carefully done, tick all the boxes on the respective Pre-prepared labels and pack the components separately as indicated on the adhesive labels.
- Some examiners do not indicate or make samples for the centres, making the moderation more cumbersome.
- If there are numerous candidates who are not native speakers of the language and really struggle to express themselves to conduct the exam, consult the DNEA earlier to be advised on possible interventions.
- Examiners must be wary not to elicit general questions about the topic, as if they want to corner the candidates. They should rather ask questions based on the research and predominant situation.
- Examiners should avoid statements such as: lams aim ta lkhī !nūbai, lam !gūm ra llaeb ai, luniga dīros hīa ta ūhâs ge, llaeb xam ra !khōhe xuige ts.ln.ts.ln.
- Examiners should avoid the use of slang, colloquial/tsotsi/unprofessional, non-academic language during the assessment process. e.g. aweh, esja, salute, sharp, just to mention but a few.
- Please let us retain all the strengths and proactively labour around the shortcomings. IŪsen tamase ra lgoran ge lams ai danis di llkhoaba nī lama, xuige tā †goab xa !khōmāihe. llGūs llāb ai abahe tsī ā tama lgōaro-i ge llō hā lgōaro-e xuige tā lguri !gomma tani, huiba ,gan. Kaise kai gangans! Thank you very much!

GENERAL COMMENTS

This was the fifth year of the NSSCO examination. This year, it is evident that most of the candidates were not trained on the assessment objectives. Many candidates struggled to answer contextual questions based on specific assessment objectives. For example; instead of attempting a specific question that required an R3 response, they attempted it with R1 response. Candidates' answers are evident that the summative assessment set at the school, circuit and regional level are not of good quality and they are not preparing candidates for the national examination. Teachers should teach or train learners on the assessment objectives, as they are stipulated in the syllabus, by integrating them practically using a variety of texts with different types of questions to train learners in their everyday teaching. Schools, circuits and regions should set examinations of the same standard of the national examination to fill up the gap.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

QUESTION 1

- (a) The question was fairly well answered. It required candidates to answer why Martin was stressed at the start/beginning of the story. The candidates were expected to give two details which are: *Okwa li a hala oilonga / okwa li a pumbwa okulimonenqa okafilinga/ina mona oilonga / okwa kala ta pewa omanyamukulo a faafana oo ina teelega*. It was difficult for the candidates to answer correctly. Some wrong answers were: *Omutima waye ohau kala wa lindimana shama a pewa enyamukulo/ ondi wete nda ya kokwena kwa xula/ okwa nyamukulwa kokatumwalaka komongodi kakeshe umwe*; and they were not awarded marks.
- (b) The question required candidates to give two details as to why Martin was disappointed when he rang the number in the advertisement. The following answers were accepted: *Okwa nyamukulwa kokatumwalaka komongodi kakeshe umwe / kape na ou e mu nyamukula / ondi wete nda ya kokwena kwa xula/ ke wete ta mono omhito ei yoilonga / kakwa li a teelega a alukilwe komuyandji woilonga*. Some candidates gave wrong answers, such as: *otapa ka kala pe na onduba yovanhu vahapu va fiya po outumwalaka / omhito ei nayo nandi i xupule ashike*. This question was answered poorly as candidates only managed to give one answer correct.
- (c) This question was answered well by most of the candidates. It required candidates to answer why Martin felt pessimistic. Candidates were expected to provide the following answers: *Okwa li e udite kutya otapa ka kala ovanhu vahapu tava kongo oilonga / otapa ka kala pe na onduba yovanhu vahapu va fiya po outumwalaka*. However, a few candidates answered as: *Ondi wete nda ya kokwena kwa xula*, which was wrong.
- (d) This question was poorly answered by most of the candidates. It required candidates to answer this question "Why did Martin say, "Come on, Mom!"? It was supposed to be answered as: *Oilonga yokukala nounona inai mu wapalela / fi shi oilonga yokulongwa kovalumenhu*. Most of the candidates answered this question poorly by giving the following answers: *Shaashi ina okwe mu pula ngeenge oilonga oyokukala nounona / okwa lulilwa komapulo aina / oku wete ina te mu pula omapulo mahapu*.
- (e) This question was poorly answered as most of the candidates managed to earn one point only. The question asked, "What was it about the house that made Martin pause outside before going in?" The two required details were: *Eumbo ola li tali monika inali filwa oshisho/ oshikunino inashi filwa oshisho/ oimbodi oile neenghono / moshikunino omwa li mu yadi oimbodi yomaludi e lili nokulili*. Those who failed it gave the following answers: *eumbo ola li tali monika la fa la pewa ombuda / eumbo leenduda da londafana loudjeko*.
- (f) Most candidates responded well to this question. The question asked, "What shocked Martin when the door of house no-6 opened?" The following answers were considered to be correct: *omuvelo owa yeululwa komushamane e na oukwatya utilifi / omuvelo owa yeululwa komushamane e na omandjedi matoka inaa filwa oshisho nomesho ihae litwikwa*. Some of the wrong responses provided by candidates were: *eumbo ola li tali nyika ombukuku ngomunhu oto ti eputu / konyala olukolongo*

alishe ola li li na emate lakulupa lo oli yadi ondwi, nekuma la li la fewekwa neembapila dokekuma da fiilila domaluvala a yoolokafana.

- (g) This question was poorly answered. The question asked, “What impression did Martin get from inside of the house?” The answer to this question was: *meumbo omwa li tamu monika mwa fa ihamu kala omunhu / kape na ou he li file oshisho ile he li wapaleke*; candidates gave wrong answers such as: *okwa li a kumwa / okwa li a limbililwa*.
- (h) This question was fairly well answered by most of the candidates. The question asked “Why did the man’s instructions seem strange to Martin, mention two details.” The correct responses were supposed to be: *omushamane okwa li a hala keshe shimwe shi li meumbo shi pakelwe / Martin okwa li e udite kutya oipundi noitafula oyo yakulupa inai pumbwa okupakelwa / keshe shimwe nashi tulwe melandulafano paludi lasho nokupakelwa noukeka*. Some candidates failed this question for they have written the following answers: *omushamane okwa li a hala oinima i yele mo manga oshivike inashi pwa ko / omushamane ota popi a lulika oshipala / omushamane okwa nyamukula kutya kai shi oilonga yaye / okwa li ta futwa oimaliwa i dulife poN\$200*.
- (i) This question was answered fairly well. The question asked “What particularly made this work appealing to Martin? mention two details.” The following responses were considered to be correct: *ondjabi oya li i li pombada (N\$800) shi dulife eshi kwa li a teelega / Martin kakwa li a teelega ondjabi i dulife pomafele avalu / itapa ka kala omutonateli*. The candidates who failed this question responded as: *Okwa li a pewa omhito a konge kaume kaye; okwa li a pewa omhito yokufiya okatumwalaka kongodi yaRobert “ngeenge owa pumbwa nge fiya okatumwalaka kongodi yange”*.
- (j) Most candidates responded well to this question. The question asked, “Why was Martin hesitant about having a female helper?” The candidates who answered this question correctly, provided the following answers: *oku udite kutya oipundi noitafula otai dulu i kale idjuu kokakadona*. Few candidates failed this question because they provided the following answers: *osheshi ohava udafana nawa naEmily / ookaume vaye okwa li va kwatakana*.

QUESTION2 (a)

This question was also based on passage 1 and it consisted of part (a), for which candidates list points from the passage. They were expected to identify facts that suggest that the job was very important to Martin. Candidates were expected to respond in note form using the language of the original text.

Candidates were expected to give their answers in R1 and R2 and most were able to lift some correct points pertaining to the questions. Some have lifted incomplete points (phrases) with no ideas while others lifted too long sentences or even paragraphs. Others have lifted irrelevant points that are not answering the question.

Some candidates responded in a paragraph format which is very wrong. Some did not number their points, but used bullets instead, while others have lifted more than 15 points which led to the marker marking the first 15 points only.

The expected answers were:

1. Martin okwa pumbwa okafilinga (okafilinga oko a pumbwa neenghono)
2. Okafudo kopokati koshikako oko ashike omhito omo ta dulu okulimonena oilonga
3. Martin te likupaula nomadilaadilo eshi ehe na oilongo/ oimaliwa (omwenyo waye ohau kala wa lindimana/ onda pumbwa shili oilonga)
4. Ine likwata eshi a mona eshivifo lolonga (diva diva, Martin okwa denga ongodi)
5. Okwatumwalaka kaaveshe oka wifa omutima waye pedu.
6. Okwa fiya po okatumwalaka... (okwa tunya komapepe, ndele ta fiye po okatumwalaka)
7. Martin okwa li ta yolifa eedi eshi omushamane e mu dengela kombinga yoilonga
8. Okwa li a hafa eshi ta popi mongodi: “eheno osha yela! ; eheno oshi li nawa; oshiwa unene !”
9. A limbililwa ta ti pamwe oinima itai ka enda nawa: “ngeenge onda ende omupadi welao, onda mona oilonga yomokaftava popi naina, “oilonga oyo oi li ashike nawa naame.”
11. Ina sholola konghalo yeumbo; “omufyoona ke na omutima wakula / munene.”

12. Ina sholola keholokepo lomuyandji waye woilonga/oukwatya womuyandji waye woilonga inau mu shunifa omutwe moipeta.
13. Te lipe ombedi ina hala okuudifa nai omushamane (e livakwa kelaka, ndele te livele ombedi eshi a mona omushamane a lulika oshipala.)
14. Ondjabi oya li iwa, eshi a li ina teelega (N\$ 800.00 ponhele yo-N\$200.00)
15. Ina ulika ehafo laye kombinga yondjabi, a tila kutya pamwe omushamane ota ninguluka.
16. Okwa li a hafa eshi ehe na omutonateli; okwa menya mo kashona
17. Oku na okukonga omunhu e mu kwafele, nongeenge hasho ota kanifa omhito iwa yoilonga
18. Okwa fya oshisho a kwate oxuxwa komulungu/manga omuwoyi inau denga, ove li nale ofika pondje yeumbo lonomola oni-6, mepandaanda laIndependence Avenue

QUESTION 2 (b)

This question required candidates to write a prose summary of 100-150 words, with the ideas written as their response in part (a). Most of the candidates listed points in a paragraph form, but there was no connection of the ideas (no coherence) which led to an incomprehensible summary. Some candidates did not summarize points listed in (a), but rather summarized the whole passage. Most of the candidates failed to use their own words as required. The use of own words does not mean that candidates should use figurative language. Most of the candidates summarized in more than one paragraph instead of just one paragraph.

To rectify the problem, teachers are urged to teach learners how to summarize well by using their own words (paraphrasing) with linking words or conjunctions. Teachers should also encourage learners to read with understanding instead of relying on copying the exact points from the text. Candidates should be discouraged from using figurative language. Lastly, teachers should train learners to stick to the word limit.

SECTION B

QUESTION 3

This question was derived from passage 2 and candidates were asked to deliver a motivational speech, addressing learners who are in their final examination at a local secondary school about mistakes people make often in life, how to avoid them and how to recover from them. Some candidates did not answer according to the text; instead, they generalized the mistakes that happen on daily lives. For example, alcohol and drug abuse, pregnancy issues, committing suicide and religion. Some candidates copied the entire text, paragraph or sentences (synonymic copying style).

Few candidates did not finish writing this piece while others did not attempt the question at all. Most of the candidates did not stick to the word limit, hence some wrote too short and too long pieces which resulted in learners repeating points or using irrelevant information. Few candidates did not use the correct register and format. Some candidates wrote other pieces such as narrative essay, letter, report and article. Some candidates fully or partially misinterpreted the question, while others addressed wrong audiences, example, parents and students were from tertiary institutions while some are preparing others for life after school which was not part of the text or the question.

To rectify these errors, teachers should give more activities based on written textual forms. (Text to train learners how to use the information in the text in their own pieces of writing). Teachers should desist from teaching shorter pieces (written textual forms) in isolation. Teachers should also teach learners how to use the main ideas and develop them in their own words. Learners should be trained to manage time wisely. Teachers should teach paragraphing (how to write paragraphs) and brainstorm their ideas or points before writing. Learners should be trained on how to write different pieces as prescribed in the syllabus and most of all, teachers should encourage learners to apply reading comprehension by highlighting key words from the instruction in the question.

The following points were considered to be correct:

Omapuko haa ningwa kovanhu meenghalemwenyo davo:

- Okukala u liwete katokote (onda li nda itavela kutya ondi na okukala umwe womovahongwa ovo).
- Omulinenepeki (molwaashi onda dja ngaho medimo lovaxweponhu, oshilalakanenwa shange shotete okutwifa ondjodi yange).
- Ta tungu odikwa okaana inaka dalwa (nda djala ondjafa ilaula, nda fikama komesho yomupanguli nokupopila ovanhu vakalunga ovo vehe na ondjo).
- Okwa li e liwete e shi keshe shimwe (inandi lihonga oitukulwa aishe, shaashi efimbo lange lihapu onde li hepeka nokukala nakahewa kange mupe-Sara. Efimbo alishe eshi ndi li mosaala yomakonakono- e weti kutya ota dulu okupita okakonakono nande ine lihonga).

- Okwa dina ovahongwa vakwao (handi kandulile ovahongwa voikwafangudu keembinga neembinga).
- Ta nyangwa okuuda ko onghalo oyo i li po (mboli oku nda twala omeva hako taku dungwa/omhumwahodi... osha enda ngahelipi).

Nghene ve na okukeelela nokuwapaleka omapuko:

- Kala wa kotoka, inatu lixwa po (meenghalamwenyo detu ohatu ningi omapuko mahapu, amwe omakula naamwe omanini).
- Kala u na omukumo (tu na okukala komesho tu tale vali ngee enongo taa fe ongobe- ngeenge owa kala to lipula nedopo eli ku na efiku u ye komesho).
- Okutambula ko onghalo i li ngaashi i li (i na- naaishe ei otwe i kupula kombuda- onda pula komesho nonghalamwenyo yange).
- Lipopila mwene (tate okwa lya meenyandi ndele ta fininike nge ndi hambolwe. Kanda li naana ndi na eenghono da wana dokushi anya nohandi livele eembedi, fiyo okeluwa eli).
- Ninga omatokolo ndele to landula eendjodi doye (eendjodi doye oda li da fimana).
- kala alushe u na eenghono (omunhu owa pumbwa okulongifa efimbo keshe).
- Ino sholola (ohandi kendabala ndi pukulule omapuko ange).

POSITIVE SUGGESTIONS TO TEACHERS

Teachers are commended for their hard work and dedication in ensuring that candidates were prepared for the final examination, despite the unusual circumstances of this year that affected the school calendar. The Senior Education Officers in the regions and the Heads of Departments at the schools are hereby urged to discuss the examiner's report with the subject teachers to ensure that the recommendations are implemented.

GENERAL COMMENTS

- The performance of the candidates has improved slightly due to the fact that most of the candidates had a better understanding of the questions.
- Some candidates had shown a good sense of self-expression.
- Some candidates wrote their essays using the correct format.
- Some candidates were aware of the numerous essay types and were able to distinguish between them.
- At some centers, the candidates only wrote their candidate numbers but they did not write their candidate names. Also, some candidates did not write the correct paper component.
- At some centers, some candidates' names were not appearing in the check lists.
- Some candidates did not write the number for the correct heading.
- At some centers, the number of candidates present did not correlate with the number in the check lists.
- In their writings, several candidates have used vocabulary and slang from the English, Oshindonga and Afrikaans languages, such as maala (ashike), eefelende (ookaume ile ookahewa), okushendja (okulundulula).

The following frequent mistakes were still appearing in the candidates' work:

Wrong	correct
andi/atu	handi/hatu
di na	ndi na
yi	i
handje	yandje

- Some candidates punctuated the title of their essay by placing a full stop at the end.
- Some candidates did not start their title or their essays with a capital letter.
- Some candidates did not write the date and some wrote it in English, while some wrote it in numbers while others in Oshikwanyamenena. For example Taula instead of Marsa.
- Some candidates did not conclude their essays.
- Some candidates started their paragraphs with idioms and/or proverbs.
- Some candidates used idioms and proverbs concurrently. For example, Ehafo ola li ongambishi meumbo mwa tomwa, keshe oxuxwa oya li tai tondoka nehandja nounyuni aushe oko wa li.
- Some candidates changed the proverbs. For example, Ehafo lombwa meumbo mwa tomwa onghwandabi.
- Candidates used dialogues in their essays instead of narrating, as well as monologue (te litange).
- Candidates exceeded the limited number of words. Some essays were as long as 3 to 4 pages, exceeding 500 words.
- Some candidates failed to formulate their own headings or topics and copied the instruction or used it as a topic.
- Some candidates did not write a heading at all.
- Some candidates have translated and explained the proverbs that they have used. For example kaxuxwena hadela nyoko, nyoko onale e ku hadela, sha hala okutya, ongokaana, kala to file ovadali voye oshisho, ngaashi naanaa va kala noku ku fila oshisho manga wa li u munini.
- Some few candidates just copied the instruction as it appeared on the question paper and did not answer the question at all.
- Some candidates wrote more than one essay.

COMMENTS ON INDIVIDUAL QUESTIONS

NARRATIVE

1 Shanga etotwahokololo kombinga yoshiningwanima shimwe, omo omunhu wonhumba oo wa li wa dina e ku longela ouwa oo wa li ino teelega

- A number of candidates opted for this question.
- It was fairly well answered, as some candidates understood the question up to a certain level.
- Some candidates wrote about a number of incidents on one occasion.
- Few candidates have narrated that they were the ones underestimated, instead of them underestimating a certain individual.
- Some candidates did not narrate "underestimation" in their essays, but focused on a specific individual offering them an act of kindness.
- Some candidates have generalised the act of kindness and were exclusively part of the story.

Oshihopaenenwa:

Omuhongwa okwa li a teeelwa a hokolole kombinga yoshiningwanima osho ye a ningilwa ouwa komunhu wonhumba oo ye a dina, ngaashi molutu, moukwatya, moiniwe, ondodo yonghalamwenyo, omikalo, omalihumbato, oukashike kookanhu, ile eedula.

2 “Eendjodi ohadi tu shili.” Shanga etotwahokololo kombinga yoshinima we shi twa ondjodi nokonima osha ka ningwa shili

- Most candidates chose this essay topic and scored above-average marks.
- Some candidates were very pessimistic, instead of narrating positive incidences.
- Some candidates' dreams were not detailed.
- Few candidates wrote more than one dream.
- Some candidates narrated other people's dreams instead of theirs.
- Some candidates' dreams did not come true.
- Some dreams were not narrated; they were just mentioned.
- Some candidates' dreams were unrealistic and exaggerated. For example, being given a present of N\$ 3 billion.
- A few candidates narrated a story that they had read from novels such as Wanashipolo a ya nomwenyo mofuka or Nghishimwene shaMutumbo a dja nelao medimo.
- Quite a number of candidates added unnecessary reinforcements that were irrelevant to the question.
- Some candidates dreamt about something, narrated the dream to someone and expected that particular person to make their dream a reality. For example, dreaming about receiving a telephone from their parents, narrated it to their parents. Then their parents bought the telephone.

Oshihopaenenwa:

Omuhongwa okwa li a teeelwa a hokolole ondjodi oyo hai tuwa komunhu ngeenge a kofa, ondjodixunganeko (ondjodifano), ile ondjodifaneko, **imwe aike, yaye mwene, oyo ya ka ninga yoshili kohainga.**

Hop:

Omunhu a twa ondjodi ta filwa, ndele omunhu ta xulifa shili.

A hala oku ka ninga omushingi weedila ndele te lihongo fiyo a ka ninga omushingi weedila.

DESCRIPTIVE

3 Owa talela po onhele yonhumba iwa kuhe na vali. Ndjodjomona osho wa mona ko, wa uda nomakutwi, nonghene wa li u udite

- This essay topic was selected by a small number of candidates and the majority of those, who did so provided good responses. A portion of the candidates provided descriptions of imagined images, whereas the majority described physical ones. The majority, however, neglected to use sensory images.
- Some candidates described the journey, instead of the place/ surrounding.
- A few candidates were contradicting themselves by including negative aspects about the places they liked most. For example, dirty toilets or overcrowded places.
- Some candidates wrote about more than one place.
- Very few candidates described what they heard from other people about the place and not exactly what they saw themselves.

Oshihopaenenwa:

Omuhongwa okwa li a teeelwa a ndjodjomone onhele iwa kuhe na vali. Ta kwatele mo oihololimaliudito aasho a mona nomesho, a uda nomatwi, osho yo nghene a li e udite pefimbo a li ponhele opo.

4 Ndjodjomona onhele oyo u hole unene modoolopa ile moshitukulwa sheni, ndele to holola kutya oshike she i ningifa i kale onhele dingi

- Quite a number of candidates selected this question and answered it well.
- Most candidates have described the place well and vividly used sensory images.
- A negligible number of candidates described the place well, but did not describe how they felt.
- A few candidates also included the negative aspects of the place.

Oshihopaenenwa:

Omukonakonwa okwa li a teeelwa a ndjodjomone onhele yonhumba kondadalunde oyo e hole unene, i li modoolopa ile moshitukulwa shonhumba, ndele ta hokolola kutya oshike sha ningifa onhele oyo tuu oyo i kale oyo dingi keenhele adishe.

ARGUMENTATIVE

5 “Ovanyasha nava tuwe omukumo va lye nokunwa oikulya noikunwa yopamufyuululwakalo.” Oto tu kumwe netumbulo eli? Koleka enyamukulo loye

- Quite a number of candidates opted for this question.
- The majority of candidates who opted for this question received lower grades due to their general statements regarding the consumption of traditional food and drinks, rather than providing specific reasons to support why traditional food and drinks should be encouraged among the youth.
- Some candidates did not argue: instead they listed the answers.
- Some candidates argued for both sides.
- Some candidates only focused on the importance of traditions in general, with no specification on food and drinks. For example, explaining the importance of traditional herbs.
- Some candidates just described a recipe for a certain traditional food.
- Some candidates separated the food from the drinks and argued for either the food or the drinks.
- Some candidates compared the health benefits of modern food and traditional food.

Oshihopaenenwa:

Omukonakonwa okwa li a teeelwa a popile ile a pataneke kutya ovanyasha nava tuwe ile inava tuwa omukumo va lye nokunwa oikulya noikunwa yopamufyuululwakalo, ndele ta yandje omatomheno a koleke kutya omolwashike te shi popile ile ite shi popile.

6 “Oinamwenyo nayo na i kale i na oufemba, ngaashi naanaa ovanhu.” Yandja omaliudo oye ndele to koleke enyamukulo loye

- A minimal number of candidates opted for this question and answered it satisfactorily.
- Some candidates argued that animals should have equal rights as humans, or unrealistic rights. Such as rights to go to school, right to earn an income, right to marry humans or right to own land.
- Some candidates failed to differentiate between animals' rights, and the benefits of having animals.
- Some candidates just focused on the importance of animals in general.

Oshihopaenenwa:

Omukonakonwa okwa li a teeelwa a hoolole po ombinga imwe oyo ta popile ile ita popile kombinga yoshipalanyole.

Omuhongwa oo ta popile okwa li a teeelwa a popile kutya oufemba woinamwenyo aishe owa pumbiwa, ngaashi naanaa ovanhu aveshe ve na oufemba, ngaashi eameno, oipalwifa, oukoshoki, onhele yokukala, emanguluko, oundjoloweke nokufuda po.

Omuhongwa oo ita popile okwa li a teeelwa a popile nghene oinamwenyo itai dula okupewa oufemba ngaashi ovanhu ve u na. Hop. okudja keshito oinamwenyo oi li koshi yepangelo lomunhu, noya shitwa po i kwafe ovanhu.

NB: please note that an argumentative essay in Oshikwanyama does not have a counter argument paragraph, the candidates are expected to defend one side of the topic only.

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers are appreciated for putting in the effort to prepare learners for this paper, therefore, they should continue to do so.

The following should be taken into consideration:

- Teachers/Invigilators should instruct candidates always to fill in all the required details on the cover page correctly as it appears in their admission permits.
- Teachers should encourage candidates always to number their essay topics and underline them.
- Teachers should encourage candidates always to start an essay with a date written in full and not underlined, a month written in Oshiwambo e.g Novemba
- Teachers should encourage the creative use of imagination in candidates.
- Teachers should instruct candidates to always read and understand the essay topic before choosing the essay of their choice.
- Teachers should encourage candidates to choose an essay topic that they are familiar with and have rich vocabulary pertaining to the chosen topic.
- Teachers should teach candidates different types of proverbs, explain their meanings and how to use them correctly.
- Teachers should discourage candidates from using English terms e.g okusearchinga instead of “okukonga ouyelele”, “okuguugela” instead of “okuhada ouyelele”, okuninga oresearcha instead of “okuninga omapekapeko” okutexta instead of “okutuma outumwalaka vaxupi”.
- Teachers should discourage candidates from using slang such as “eshamane le lidenga po” instead of “efiku lekwato”, “oshinima sha kula” instead of “omupondoli”.

- Teachers should also encourage candidates to spell correctly and use the words in the correct language such as noxo instead of “vali”, aike instead of “ashike”, nenge instead of “ile”.
- Teachers should put more emphasis on the types of essays.
- candidates should be encouraged to write essays containing realistic events, optimistic and avoiding exaggeration.
- candidates should be discouraged from writing essays with explicit contents and should be sensitized to use euphemism in their writing. E.g okumita instead of “okuninga eteelelo”.
- candidates should be exposed to events and excursions to assist them with their essays and quality of reasoning.
- Teachers should expose candidates to different types texts or passages.
- candidates should be taught grammar with emphasis.

Tangi unene!

GENERAL COMMENTS

- The majority of candidates demonstrated an understanding of the question. However, some simply copied the text verbatim without addressing the task.
- A portion of candidates struggled to comprehend the instructions entirely, leading to inappropriate responses.
- Some candidates presented their answers in bullet form rather than in essay format, while others failed to incorporate textual evidence to support their points.
- Additionally, certain candidates merely paraphrased the text instead of directly addressing the question. Others provided general comments rather than focusing on specific events or points relevant to the task.
- A few candidates used slang terms, such as “omutyepa,” “sobiso,” and “kandi poli,” which detracted from the formal tone expected in their responses.
- Enyamukulo lomuhongwa nali kale pamukalo hokololo, li na oshipalanyole, etwalemo, olutu (enyamukulo).

It was deduced that most of the candidates exceeded the prescribed length of **250-300** words.

COMMENTS ON INDIVIDUAL QUESTIONS

Epulo Omushangi okwa holola Tetekela e na oukwatya wa tya ngahelipi mokaleshwa aka? Enyamukulo loye nali likwatelele keleka noshikalimo shokaleshwa aka.

- ***Nghe kwa li e udite omalihumbato aye***
- ***Nghe e lihumbatela omuyandji waye woilonga***
- ***Nghene e lihumbatela ovanhu valwe***
- ***Oule wenyamukulo loye nau kale pokati koitya 250-300.***
- Omuhongwa na yandje oumbangi kondadalunde okuyambidida enyamukulo laye.
- Omuhongwa na yelife ile na yambidide oshitwa shaye nouyelele u li mondjila okudja mokaleshwa tau yambidida oshitwa osho a yandja.
- ***Omuhongwa na yandje omanyamukulo monukalo tau shikula: okuyandja oshoshi li momadiladilo oye; okutofa mo oumbangi mokaleshwa; nokupopila osho wa tofa mo noitya yoye mwene.***
- ***Ovahongwa vahapu ova nyengwa okuuda ko elaka lopafano la longifwa nokaleshwa ngaashi:*** omuhongwa ta hokolola eendao edi hadi liwa ponhele yokawe; Omuhongwa ta yandje ehokololo ta ngaashi “Tetekela okwa li a fya ondjala sho osho she mu vakifa eendao mokakutu kashilumbu”. Omuhongwa okwa pumbwa okuuda ko etumwalaka lehokololo lomoule, opo a nyamukule mondjila. Omuhongwa okwa teelelwa yo a yandje omaliudo aye omondjila ile taa wapalele. ***Oshihopaenenwa:*** Ondi wete sha puka eshi Tetekela a vaka mo okawe komuhona / omuyandi waye woilonga, shaashi otashi dulu oku mu kanifila oilonga ile a tulwe modolongo. Eshi otashi ka eta nokuli shilumbu ehe ke linekele vali omulaule shaashi okwa li e linekela Tetekela shili ndele paife oye vali ta vake po omaliko aye.
- Ovahongwa vamwe ova yandja oukwatya wa Tetekela momukalo wokushundula ngaashi tava ti: “Tetekela okwa li edolodolo, elai eshi a halela meme waye eflyo”.
- Okwa didilikwa yo ovahongwa vamwe va uda ko okapendulifimadiladilo kotete epuko, oko ka li taka pula Tetekela nghene a li e uditile omalihumbato aye. Ovahongwa vamwe ova holola omaliudo omushangi, omanga vamwe va holola omaliudo ashilumbu nghene a li e uditile omalihumbato a Tetekela. Apa omuhongwa okwa teelelwa a yandje nghene Tetekela e uditile oilonga ii oyo a longa. Hano osho kwa li tashi dilonga momadiladilo aye. Omushangi okwa li eudite kutya Tetekela ombudi shaashi okwa vaka po eendao da Shilumbu ile Shilumbu okwa li e uditile Tetekela nawa / e mu lineekela ngaashi sha hololwa mokaleshwa taku ti: “Shilumbu okwe mu lombwela a teelele kEtitano, vati manga tava kongo omunhu e shii okulineekelawa ngaye,”
- Ovahongwa ova li va teelelwa va nyamukule ngaha: Tetekela okwa li a tila eshi ta vake po ouwe vashilumbu ngaashi sha hololwa mokaleshwa taku ti: “Oumbada nande wa li mo muye, okwe limatipaleka netumbulo eli: Omulumenhu ohaku tiwa tula po ...”
- Ovahongwa ova li va teelelwa va yandje oukwatya wa Tetekela tau wapalele ngaashi: Tetekela ombudi ngaashi okaleshwa taku ti “okwa kamata mo ekamato limwe, ndele te li xwela mokakutu kakwao oko ka li yo mokaskopa omo”.
- Omunaipupulu “Pomulongo Tetekela okwa lekela a ye koshipangelo molwoudo momesho vati”.
- Omukengeleledi ngaashi omushangi e shi holola eshi a ti “Penya omumati oha i po ashike nelaka lokutya okwa tumwa kushilumbu waye” ile
- Tetekela oha i kombaanga nedina lashilumbu /omuyandji woilonga ta ti na kwafelwe meendelelo opo a shune koolonga.
- ***Didilika:*** Ovahongi nava honge ovahongwa kutya okuninga omatokolo ovahongwa inava teelelwa va yandje

omayeke kombinga yokaleshwa, ndele nava ninge omatokolo she likwatelela koiningwanima.

- **Oshihopaenenwa:** Shilumbu kali e na okweefa Tetekela a ye koshipangelo oye aeke. Ponhele yokutya: Tetekela okwa ninga oshinima sha puka, osho tashi dulu oku mu kanifila elineekelo komuhona waye notashi dulu yo oku mu kanifila oilonga.
- Oupendulifimadilaadilo aveshe nava nyamukulwe, omuhongwa ne liufe komukalo womondjila wokushanga, ndele hakushanga oupendulifimadilaadilo ongoupalanyole ngaashi vamwe vomovahongwa ve shi ninga.
- Ovahongi nava deule ovahongwa va didilike kutya elaka olo hali longifwa moutevo, ola yooloka kwaali hali longifwa meeprosa nomeedrama.
- **Hop:** Ngeenge omuhongwa ta tofa oumbangi meeprosa nomeedrama, ina longifa oitya youkwatevo tai shikula: omukweyovelishe, ostrofe, ostanza, ile omukweyo omutingapi ile okatendo okatingapi.
- Omuhongwa na tofe oumbangi mokaleshwa tau koleke enyamukulo laye kondadalunde.

POSITIVE SUGGESTIONS TO TEACHERS

Encourage Comprehensive Essay Writing.

Teachers should guide candidates to write in a comprehensive essay format rather than relying on bullet points or subheadings. This approach fosters critical thinking and cohesive argumentation. Teach Expressive Writing Skills Candidates should be trained to state their ideas clearly, incorporate relevant quotations, and articulate their opinions effectively. This will enhance their ability to present well-rounded arguments.

Differentiate Literary Terms and Styles

Teachers should ensure that candidates understand the distinctions between various literary forms. For example, the language used in poetry differs significantly from that used in prose or drama, and students should be able to adapt their writing accordingly.

Reinforce General Grammar Skills

Continued emphasis on grammar is essential for clear and effective communication. Teachers should address common grammatical errors and encourage precision in language use.

Adhere to Length Requirements

Teachers should train candidates to adhere to the stipulated length of their responses. This not only demonstrates discipline but also ensures that students fully address the task without unnecessary elaboration or omission.

Conclusion

Teachers are highly commended for their dedication and commitment to preparing candidates for examinations. It is crucial for senior education officers, heads of departments, and teachers to review examiners' reports and implement the suggested improvements with fidelity.

GENERAL COMMENTS

This is the fifth examination cycle under the revised NSSC Ordinary Level curriculum. Most centres adhered to the guidelines, submitting required materials such as candidates' written research papers [both scanned and hard copies], Orature Assessment Forms and MS1. This year, the majority of centres successfully submitted marked written coursework, which is commendable. However, examiners frequently failed to provide comments aligned with the marking grid specified in the syllabus. Although the presentation of candidates' work was generally neat and legible, a few research papers were untidy. Notably, 90% of centres submitted scanned documents for each candidate. Some centres also submitted well-curated research papers on cultural artefacts, an achievement that deserves recognition, especially for newer centres. Centres submitting word-processed reports that contributed positively to a smoother moderation processes.

However, a significant concern remains regarding the overall quality of candidates' research projects. Many candidates did not conduct genuine research, opting instead to fabricate their findings. This indicates a pressing need for improved guidance on Paper 4 [Written Component].

1 Sampling

Most centres are commended for adhering to sampling guidelines, however, some centres failed to identify sampled candidates clearly. Candidates in the sample should be marked with an asterisk (*) on the summary form, as per guidelines, to ensure efficient moderation. Several centres omitted candidates who scored at the extreme ends of the marking spectrum, which created additional challenges for moderators. Moreover, some centres submitted different samples for Paper 4 and Paper 5, which further complicated moderation. Examiners must thoroughly familiarise themselves with the guidelines for selecting samples for consistency across components.

2 Interpretation of the Assessment Criteria

Evidently, some examiners did not use the marking grid correctly when assigning marks. In many instances, candidates were placed in higher bands than they deserved. Only a few centres had candidates scoring below 10/20, equivalent to 50%, due to a lack of adherence to assessment criteria. For candidates to be placed in the higher bands, they must demonstrate critical thinking, showing the ability to evaluate data from multiple sources and develop their responses. However, many candidates merely replicated information from their sources without analysis, making placing them in Band 1 or 2 inappropriate.

3 Comments on Specific Aspects of the Candidates' Reports

3.1 Topics (Oipalanyole)

Many centres developed well-formulated topics suitable for research, such as "*Endjadjukununo lomoule lanhumbi ekosho lomupya la fimana mOvakwanyama*" or "*Ekonakono lomoule loitukulwa ya fimana yombebele yongobe oyo hai liwa kootate*." However, other centres submitted overly general or unclear topics. Examiners should guide candidates more effectively to help them refine their topics. Basically, the research topics should ideally relate to African cultures, especially the Ovakwanyama ethnic group.

3.2 Introduction (Etwalemo)

Most candidates wrote brief introductions that barely illuminated the chosen artefact or aspect. Some provided overly lengthy introductions, while others were vague. An effective introduction should provide context, clearly explain the significance of the chosen topic and lay the foundation for the rest of the research. Unene metwalemo lepekepeko, omuhongwa na kwatele mo oinima ei ya fimana: Na ulike pauxupi kutya omapekepeko oku li kombinga yashike. Ta yandje yo pauxupi ouyelele kombinga yoshipalanyole osho tuu osho [Pamwe omafatululo ile ngaho keshe ouyelele wa fimana notau wapalele, opo u udife ko omuleshi]. Ota dulu yo okuyandja pauxupi kutya omapekepeko okwa ningilwe naanaa naini nonhele / eenhele oku kwa ningilwa omapekepeko oo tuu oo.

3.3 Purpose and Interest [Ohokwe yoshipalanyole]

Many candidates struggled to articulate a clear purpose for or interest in their research. Some explanations were repetitive, while others lacked clarity. Candidates often used personal statements, such as *“Since childhood, I have observed these customs...”* Teachers should guide learners in crafting purposeful statements that reflect genuine research interests, instead of copying exactly what others have done in the previous years.

3.4 The Main Objective (Elalakano lakula lepekapeko)

Most candidates successfully included their main research objective. While some objectives were well-thought-out and insightful, others were overly simplistic. Candidates are encouraged to craft objectives that align with the scope and depth of their research to ensure relevance and rigor. Elalakano lakula olo omutima womapekapeko, nohali kala la kwatafana nawa nepekapeko alishe lomukonakonwa. Inali pumbwa li kale lililele unene, ashike nali kale la yeleda nawa omuleshi, noitali mu fiye mengwangwano.

3.5 Research Questions / Research Objectives (Omapulo / omalalakano epekapeko)

Many candidates submitted straightforward questions, which limited the depth of their findings. Candidates should choose between research questions and research objectives. Research questions should address uncertainties or mysteries related to the main objective and should not elicit simple responses. Instead, they should encourage deeper analysis. Examiners are encouraged to guide candidates in formulating questions that facilitate critical analysis. Omapulo omanyamukulo aheeno ile ahowe naa kelelwe. Hop: Owa hafa okukala Omukwanekamba? Omu hole okunwa omaongo? Ponhele yomapulo a tya ngaha, naku longifwe omapulo taa kuku, taku longifwa oityapulo ngaashi “Omolwashike, ongahelipi, nosho tuu”. Hop: Omolwashike u holele okunwa omaongo? Oshinima shikwao, omapulo epekapeko inaa lumbakanifwa vali mumwe nomalombwelo ile omalalakano, ngaashi ovahongwa vopeesenda dimwe va ninga.

3.6 Sources of Information and Methods of Collecting Information (Eedjo douyelele nOmikalo dokwoongela ouyelele)

Some candidates gathered information from knowledgeable individuals in their community, who know and can speak about relevant cultural aspects. Some explained that they would go for festivals, but unfortunately, only a few candidates attended local festivals, weddings or funerals as part of their research. Examiners should emphasize the importance of firsthand observation and direct engagement with cultural practices. Ovakonakonwa ova pumbwa okupula ouyelele kovanhu ava ve na owino, eshiivo notava dulu okupopya kombinga yoikwamufyululwakalo yonhumba. Ovakonakonwa vamwe ova popya kutya ova pula ovanhu ile ova ile koivilo ya yooloka, nonande eshi inashi ningwa. Vahapu otava popi unene oipupulu moshitukulwa eshi. Moshitukulwa omu, omikalo adishe da longifwa mokwoongela ouyelele nadi yandjwe. Do nee omikalo odo tuu odo nadi longifwe, inadi popiwa ashike. Do nadi kale yo tadi wapalele oshinyangadalwa. Omikalo dimwepo ongaashi omapulo paenghundafana, okutongolola [okutala nomesho], omapulo a longekidwa okunyamukulilwa pambapila, okulesha moinyanyangidwa [hop: momambo], nosho tuu.”

3.7 Findings (Osho sha monika po)

Many candidates failed to produce concise summaries of their findings. Instead, they often transcribed information verbatim from each source, which made it challenging to present cohesive results. Candidates should organize their findings based on their main research questions or objectives to better convey the significance of their data. Moderators observed a general weakness in data presentation, with many candidates failing to integrate and interpret information effectively. Ouyeleele nau ngongwe nawa, ndele nakeshe omunhu a popiwa kutya ota yandje ouyelele na yandje ouyelele, ndele nomikalo adishe da longifwa mokwoongela ouyelele nadi longifwe. Pomhito apa, oiwedela nai kwatakanifwe noshitukulwa eshi shomapekapeko. Sha hala okutya, omuleshi na kwatakanifwe nomafano / ouvideo ile eenghundafana odo di li koiwedela tadi yelifa nawa oshipalanyole. Hop: Efano 10.2 otali ulike nhumbi meekulu Mukwahepo ta longifa oixwa yomudime mokuhakula omupya.

3.8 Discussion and Analysis of Findings [Okupopya nokundjadjukununa osho sha monika po]

The majority of candidates performed poorly in this section, even those who gathered extensive information. Most candidates merely repeated what they were told by their sources without critical examination or analysis. This limitation often stems from ineffective questioning, which fails to uncover complexities and ambiguities in the information provided. Examiners should guide candidates in critical thinking, encouraging them to infer meaning and draw conclusions beyond the literal information gathered: moshitukulwa eshi ovahongwa ova pumbwa okuhongwa nghee tava dulu okweeta po omanyamukulo avo opaumwene okudja mouyelele wa dja mwaasho sha monika po. Nava potokonone, tava ndjadjukununa, tava popile ile itava popile, nokuninga omaxulifo a kwata moiti, e na sha noshidjemo shomapekapeko.

3.9 Conclusion [Exulifo]

Some candidates treated the conclusion as if it were a narrative, rather than linking back to the main objective of the research. A well-crafted conclusion should revisit the main objective, summarise the key findings and provide closure. Candidates are advised to avoid introducing new ideas and instead focus on reinforcing the insights gained from their research. Recommendations, based on the findings or the topic under study should also be provided.

By addressing these aspects, teachers and examiners can better guide candidates in conducting thorough, meaningful research that reflects a genuine engagement with their cultural heritage and research skills.

3.10 References [Omusholondodo weedjo douyelele]

Most centres are commended for handling this component accurately. However, there are still some centres that need support in providing this section correctly. All informants who contributed responses to the research problem, as well as place names and book titles, should be listed in this section. Omusholondodo weedjo nau kwatele mo ovanhu ovo va yandja ouyelele, eenhele oko kwa li kwa ka pekapekwa, ile omadina omambo oo a leshwa komupekapeki mokumona ouyelele komapulo epekapeko laye.

3.11 Appendices [Oiwedela]

A few centres handled this section effectively. However, most centres are still struggling to address it as required. Key elements to be included in this section of the research are: the approved research proposal form, research photographs (with clear and detailed captions), questionnaires and interview questions, among others. Additionally, all learners' videos and audio recordings should be stored in a dedicated folder on the teacher's computer and sent together with the research papers, as they form an integral part of the entire research process. Moshitukulwa omu namu kwatelwe: okafoloma kondungefaneko yeyokomesho lolonga, ka ulika kutya omapekapeko okwa tambulwa komuhongi, omafano a yela nokwa fatulula nawa moule, oshihopaenenwa shomapulo opambapila, oshihopaenenwa shomapulo a longifwa pamukalo weenghundafana, nosho tuu. Ouvidio nouaudio nava kale mofolder yomuhongwa mokompiuta yomuhongi, shaashi navo ove na okutumwa, opamwe nomapekapeko omunafikola.

RECOMMENDATIONS / POSITIVE SUGGESTIONS

- Strengthening guidance on critical thinking: Teachers should focus on teaching candidates how to think critically, evaluate data from various sources and produce individual responses. Providing real-world examples and encouraging reflective thinking can improve candidates' analytical skills.
- Improving sampling consistency: Centres should ensure that sampling is consistent across components and that a diverse range of candidates, from high-achievers to low-achievers, are included.
- Enhancing topic formulation and relevance: teachers should help learners formulate well-defined, researchable topics that resonate with the cultural and linguistic context of Oshikwanyama.
- Emphasizing structured presentations: candidates should be encouraged to use headings and organize information coherently, instead of writing continuously. Summarising findings with an emphasis on clarity can help candidates avoid simply listing data.
- Promoting real engagement with cultural sources: teachers should encourage their learners to gather information through firsthand observations or interviews at cultural events, where appropriate.
- Teachers should actively guide their learners over the two years, to ensure they produce a robust and authentic reflection of their work on one of the cultural topics.
- It was observed that there are numerous typographical errors in candidates' work. Teachers are encouraged to review each candidate's work thoroughly to assist in refining and enhancing its quality.
- Teachers should avoid using ticks on candidates' work. Instead, they should provide detailed comments on each component of research. It was noted that some teachers placed large ticks randomly even when it was unnecessary, which can be misleading to moderators.
- Teachers should teach learners the differences between the words: Okuhenga vs Okuyenga, Okuhakula vs Okuyakula, Okuyandja vs Okuhandja.
- By implementing these recommendations, the quality of research projects in Paper 4 could be significantly improved. Teachers are sincerely appreciated for their continued commitment to supporting Oshikwanyama learners in excelling in cultural research/anthropology. Thank you!

GENERAL COMMENTS

This marked the fifth examination under the revised NSSC Ordinary Level curriculum. Centres are commended for gathering substantial information on cultural artifacts, which undoubtedly enriches our language and cultural heritage. In addition, information gathered by the candidates for Paper 4 [Written coursework], on our cultural artifacts, provides the basis for this paper. However, it is disappointing to note that the quality of presentation and discussion have not improved significantly over the past four years. Unene ombapila ei ohai likwatelele kouyelele woikwamufyuululwakalo ya pekapekwa komuhongwa mOmbapila Onhine i na sha nomapekapeko. Ngeenge omukonakonwa ina ninga omapekapeko, nena kape na ekonakono laye lokupwilikina nokupopya. Okwa monika kutya inape uya naanaa elunduluko, okuyelekanifa needula nhee da dja ko.

1 Quality of recording

For most of the centres, the recording was in most cases of good quality. The candidates, the examiners and what the candidates played were audible in most cases. Centres are commended for such a wonderful job.

2 Range of sample

A considerable number of centres sent samples along with their full cohort, effectively representing a broad range of abilities. This effort is appreciated. However, withholding the entire cohort is becoming problematic and is causing delays in the moderation process. Centers are advised to consult the guidelines outlined in the NSSCO Grade 10–11 Oshikwanyama Syllabus.

Additionally, some centres submitted two different samples, one for paper 4 and the other one for paper 5. It should be noted that the sample selected for Paper 4 (Orature) should also be the same sample for Paper 5 (Listening and Speaking).

COMMENTS ON SPECIFIC SECTIONS

The oral examination consists of two sections: Section A (Presentation) and Section B (Discussion). **These two sections should be treated separately.** A number of centres conducted this examination, on this section, starting with the old traditional “warm-ups”. It was observed that most of the warm-ups appeared at centres where most experienced teachers are based. They should familiarise themselves with the changes as contained in the national guidelines. Where warm-ups were needed, they need not be recorded.

1 Section A: Presentation

It was evident that many centres did not prepare their candidates adequately to deliver a presentation. Many candidates attempted to speak at length and in great detail, but struggled with presenting in a logical sequence. For instance, some candidates began their presentations with irrelevant or disorganized points, such as discussing topics that were off-track or repeating unnecessary information. This lack of structure made it difficult for candidates to convey their ideas clearly. Some candidates also faced challenges when trying to engage with their audience, as they seemed to lack preparation or focus on key points. It is crucial for centres to ensure that candidates are equipped with the skills to present their ideas in a coherent and structured manner.

1.1 The quality of presentations

An unacceptable number of candidates needed to be probed as they could not speak or were not well-prepared to present their projects (reports). Regular classroom presentations are needed to prepare candidates. Ovahongwa nava hongwe okuyandja ohokwe yavo, elalakano linene, omapulo/omalalakano epekapeko nokuyandja omikalo odo va longifa mokuwonga ouyelele; nokonima nava fatulule oiwedela yavo ngaashi omafano, ou-audio, osho yo ouvidio ovo va kwata pefimbo tava ongele ouyelele wavo. Nava popye yo kombinga youyelele va ongela pauxupi kwe likolelelwa kovayandji ile keedjo douyelele, opo ku kelelwe elongifo louyelele inau kwashilipalekwa (plagiarism – oumbudi wopauakademi).

Centres need to polish the presentation skills of candidates as part of teaching and learning.

1.2. Interpretation of the Assessment Criteria

It has become a trend to put candidates in a higher band even if they do not deserve it. This raises the question as to whether examiners understand the marking criteria or simply ignore the grid.

Ovakonakoni nava kwashilipaleke kutya ova leshe nova uda ko nawa okatalifo, opo va dule okuyandja oitwa mondjila. Okatalifo otaka hangwa mOmufindahongo wOshikwanyama, Ondodo 10 – 11.

2 Section B: Discussion

In this section the examiner should probe the candidate to expand on his/her project, challenge claims (or assertions) made by the candidate in his/her report while s/he (the examiner) is testing his/her speaking and listening skills at the same time. The examiner can only do this if s/he has an in-depth knowledge of the candidate's work, which most examiners appeared not to have.

Poshitukulwa eshi ovakonakoni nava pule omapulo taa kuku, omapulo e na sha noilonga yomukonakonwa, ndele omuhongi ine a kufa momutwe ile pamwe pe lili pehe fi mwaashi omukonakonwa ta popi, osho yo oilonga yaye yomapekapeko. Ohashi kwafa yo, opo shi ulike kutya shili omapekapeko okwa ningwa komukonakonwa mwene, ndele ina ningilwa ile e a kufe pamwe pe lili.

2.1 Examining Techniques

In most cases examiners and candidates appeared to be calm and composed. That was good to observe. As with previous years some interesting probing questions were asked: "If you are to repeat your research project, what will you do differently? How did your research purpose and questions help you to collect the information that you wanted?"

Ovakonakoni nava kale tava pwilikine nawa osho tashi popiwa kovakonakonwa opo va dule okupula omapulo taa kwatafana nomanyamukulo ovakonakonwa. Ovakkonakoni nava shiive kutya oshitukulwa eshi osheenghundafana, ndele kashi fi efimbo lokukufa omahokololo kovakonakonwa aasho sha monika po. Vamwe vomovakonakoni inava kundafana novakonakonwa, ndele ove va pula ve va pe omahokololo aasho va mona po.

The first step in becoming a good interlocutor is to study the candidates' reports carefully and make probing remarks or questions on the margins. This is what many examiners seem not to do. Pefimbo lokutala eelopota dovakonakonwa omukonakoni na fye oshisho shokukufa mo omapulo aa e wete taa ka wapalela enghundafana davo.

Examiners should strive to create a discussion-like atmosphere and avoid using phrases such as "My first question to you" Instead, they should reference the report directly, using phrases like, "In your report, you concluded that ...; don't you think ...? Would you perhaps consider ...?" This approach fosters a more engaging and analytical dialogue.

2.2 Interpretation of the Assessment Criteria

Examiners generally did not apply the assessment criteria correctly. Candidates were placed in higher bands which did not correspond with the quality of the discussions. The higher bands (1 and 2) are for candidates who are **spontaneous, initiate and lead the discussion** not for candidates who need to be prompted. These bands are also not for candidates who narrate what they were told by their informants "**meekulu ngadi okwa popya kutya olukula ola fimana, shaashi ...**", **Omukonakonwa e li ngaha ina weda po nande omaliudo aye, ye a shitilile moule wouyelele a pewa nokuholola osho ta ti ko kuwo. They are for candidates who extend their topic**, candidates who **are confident** and who **analyse as well as evaluate different perspectives**. A great number of candidates could not do these yet they were placed in higher bands.

Ovakonakoni otava kunghililwa va leshe nokushiiva nawa okatalifo kombapila oyo tuu ei, opo va yandje oitwa tai tu kumwe naashi sha etwa po komukonakonwa. Ovahongi nava fye oshisho alushe motundi va honge ovahongwa nghene ve na okunyamukula nokushitila moule pakulongifa omaliudo avo, opo va ete po omanyamukulo e na ongushu.

3 Recommendations / Positive suggestions

- It is advisable for teachers to prepare thoroughly in advance for this component to minimize potential shortcomings. Ovakonakoni nava kale alushe ve lilongekida nawa omanga ku na efimbo, opo ku kelelwe nokuninipikwa omapuko.
- Learners should be taught listening and speaking skills throughout the two years to enhance their proficiency in both areas. Ovahongi nava honge ovahongwa eewino dokupwilikina nokupopya, momukokomoko weedula adishe mbali, opo va xumife komesho oungulungu nomikalo davo dokupwilikina nokupopya.
- Omalalakano omufindahongo naa leshwe nawa.

- Ovahongi nava shiive kutya oidjemo yomuhongwa otai likolelele unene komukalo oo omuhongi ta longifa mokupula ovahongwa aveshe posenda yaye. Na pule omapulo e na ondjudi i fike pamwe notaa kuku eshiivo lomoule momuhongwa keshe opo a likole iidjemo yolela.
- Omukonakoni na kale e udite ko oipekapekwa yovakonakonwa, opo aha pule omapulo e li kondje yaasho sha pekwapekwa kovakonakonwa.
- Otaku diladilwa ngeno meenhele omo tamu konaakonenwa ovakonaakonwa [mongulu yekonakono lokupopya nokupwilikina] mu kale mwa tulikwa ovili kekuma, opo i dule okuwilika omukonakoni novakonakonwa vaye, mokulongifa efimbo nawa.
- Teachers are commended for their dedication and effort in making Paper 5 [Oral Examination of 2024] a success.

GENERAL COMMENTS

It was evident that candidates were not trained on the assessment objectives. Many candidates were struggling to identify specific assessment objectives to answer the questions. For example, instead of attempting questions of assessment objective R3, they attempted R1. Learners' answers are evident that the summative assessments set at the schools, circuits and regional level are not of good quality as they are not preparing learners for the national examination.

Teachers should teach or train learners on the assessment objectives, as they are stipulated in the syllabus, by integrating them practically using a variety of texts with different types of questions to train learners in their everyday teaching. The schools, circuits and regions should set examinations of the same standards as the national examination to fill the gap.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

QUESTION 1

- (a) This question required learners to answer why Martin was stressed at the start/beginning of the story. The candidates were expected to give two details which are: *Okwa li a hala iilonga / okwa li a pumbwa okwiimonena okathilinga; Ina mona iilonga/okwa kala ta pewa omayamukulo ngoka inaa tegelela*. It was difficult for the candidates to answer correctly. Some wrong answers were: *omutima gwe ohagu kala gwa lindimana shampa a pewa eyamukulo, ondi wete nda ya kokwena kwa hula, okwa yamukulwa kokatumwalaka komongodhi kakehe gumwe* and they were not awarded marks. The question was fairly well answered.
- (b) The question required candidates to give two details as to why Martin was disappointed when he rang the number in the advertisement. The following answers were accepted as correct: *Okwa yamukulwa kokatumwalaka komongodhi kakehe gumwe/kape na ngoka e mu yamukula; Ondi wete nda yi kokwena kwa hula; ke wete ta mono ompito ndjika yiilonga; kakwa li a tegelela a galukilwe komugandji gwiilonga*. Some wrong answers were: *Otapu ka kala pu na ondumba yaantu ya thiga po omatumwalaka; Ompito ndjika nayo nandi yi hupule ashike*. It was answered poorly as they only managed to give one correct answer.
- (c) Why did he feel pessimistic? This question required the following answers: *Okwa li u uvite kutya otapu ka kala aantu oyendji taya kongo iilonga/Otapu ka kala pu na ondumba yaantu oyendji ya thiga po uutumwalaka*. Wrong answers were: *Ondi wete nda ya kokwena kwa hula*. Most of the candidates answered it well.
- (d) Why did Martin say, "Come on, Mum!"? It was supposed to be answered as: *iilonga yokukala nuunona inayi mu opalela/ kayi shi iilonga yokulongwa kaalumentu*. Most of the candidates answered this question poorly by giving the following answers: *Oshoka meme gwe okwe mu pula kutya iilonga oyokukala nuunona? Okwa lulilwa komapulo gameme gwe/ oku wete meme gwe te mu pula omapulo ogendji*.
- (e) What was it about the house that made Martin pause outside before going in? The two required details were: *egumbo olya li tali monika inaali silwa oshimpwiyu; oshikunino inashi tonatelwa/ iigwanga iile noonkondo/moshikunino omwa li mu udha iigwanga yomaludhi gi ili nogi ili*. It was poorly answered as most of the candidates managed to earn one mark only. Those who failed gave the following answers: *egumbo olya li tali monika lya fa lya pewa ombunda/egumbo lyoondunda dha londathana lyuuzeko*.

- (f) What shocked Martin when the door of house number 6 first opened? Most candidates responded well to this question. The following answers were considered to be correct: *Omweelo ogwe egululwa komusamane e na uukwatya uukumithi/omweelo ogwe egululwa komusamane e na omambenzi omatokele inaaga silwa oshimpwiyu nomeho itaaga itsikwa*. Wrong responses given by the candidates were: *egumbo olya li tali nika ombukuku, ngomuntu oto ti eputu; konyala olupanda aluhe olwa li lu na emate lya kulupa lya olya udha ontsi nekuma olya li lya opalekwa noombapila dhokekuma dha siilila dhomalwaala ga yoolokathana*.
- (g) What impression did Martin have of the interior of the house? The answer to this question was: *megumbo omwa li tamu monika mwa fa ihaamu kala omuntu/kapu na ngoka he li sile oshimpwiyu nenge he li opaleke*; but candidates have given the wrong answers such as: *okwa li a kumwa; okwa li a limbililwa*. It was poorly answered.
- (h) Why did the man's instructions seem strange to Martin? Mention two details. The correct responses were supposed to be: *omusamane okwa li a hala kehe shimwe shi li megumbo shi pakelwe; Martin okwa li u uvite kutya iipundi niitaafula kayi na oshilonga; okwa li u uvite kutya iipundi niitaafula yimwe oya kulupa inayi pumbwa okupakelwa; kehe shimwe shi li mo nashi tulwe melandulathano pamaludhi gasho nokupakelwa nuukeka*. Some candidates failed to answer this question because they wrote the following: *omusamane okwa li a hala iinima yi yele mo manga oshiwiwe inaashi pwa ko; omusamane ota popi a lulika oshipala; omusamane okwa yamukula kutya kayi shi iilonga yoye; okwa li ta futwa iimaliwa yi vulithe pomathele gaali*. The question was poorly answered.
- (i) What particularly made this work appealing to Martin? Mention two details. The following answers were considered to be correct: *ondjambi oya li yi li pombanda (800) shi vulithe shoka a li a tegelela/ Martin kakwa li a tegelela ondjambi yi vulithe pomathele gaali; ita ka kala e na omutonateli*. Candidates who failed responded as follows: *okwa li a pewa ompito a pewa ompito a konge kuume ke; okwa li a pewa ompito yokuthiga po okatumwalaka kokongodhi yaRobert "ngele owa pumbwa ndje thiga okatumwalaka kongodhi yandje"*. It was answered fairly well.
- (j) Why was Martin hesitant about having a female helper? Most of the candidates responded well to this question for they answered as follows: *oku uvite kutya iipundi niitaafula otashi vulika yi kale iidhigu komukadhona*. A few candidates failed this question because they gave the following answers: *oshoka ohaya uvathana nawa naEmily; ookuume ke oya li ya kwatakana*.

QUESTION 2 (a)

This question was also based on passage 1 and consisted of part (a) for which candidates were required to list points from the passage in which candidates are expected to identify facts that suggest that the job was very important to Martin. Candidates were expected to respond in a note form, using the language of the original text. Candidates were expected to give their answers in R1 and R2 and most of them were able to lift some correct points pertaining to the question. Some candidates lifted incomplete points (phrases) with no ideas while others lifted too long points almost a paragraph. Others lifted irrelevant points that did not answer the question.

Some candidates responded in paragraph format which is wrong. Some did not number their points but used bullets/ null instead, while others have lifted more than 15 points which led to the marker marking the first 15 points only.

The expected answers were:

1. Martin okwa pumbwa okathilinga (okathilinga hoka a pumbwa noonkondo);
2. Okafudho kopokati koshikako oko owala ompito ye yokwiimonena iilonga;
3. Martin ti ikupagula nomadhiladhilo sho kee na iilonga/ iimaliwa (omwenyo gwe ohagu kala gwa lindimana/ onda pumbwa shili iilonga);
4. Ini ikwata sho a mono etseyitho lyiilonga (mbalambala, Martin okwa dhenge ongodhi);
5. Okatumwalaka kaayehe oka gwitha omutima gwe pevi
6. Okwa thiga po okatumwalaka... (okwa tunyu komapepe, e ta thigi po okatumwalaka);
7. Martin okwa li ta yolitha oondhi sho omusamane e mu dhenglele kombinga yiilonga;
8. Okwa li a nyanyukwa sho ta popi mongodhi; "eeno osha yela!; eeno oshili nawa!; oshiwana unenel!";
9. A limbililwa ta ti pamwe iinima itayi ka enda nawa; "ngele nde ende omupadhi gwelago onda mona iilonga yomokafudho;

10. A nyanyukwa sho taya popi nayina; “iilonga mbyoka oyi li ashike nawa nangame”;
11. Ina sholola konkalo yegumbo; “omuthigona ke na omutima omunene”;
12. Ina sholola keholokepo lyomugandji gwe gwiilonga/uukwatya womugandji gwe gwiilonga inawu mu shunitha omutse miipeta;
13. Ti ipe ombedhi ina hala okuuvitha nayi omusamane (i iyakwa kelaka e ti ipe ombedhi sho a mono omusamane a lulika oshipala);
14. Ondjambi oya li ombwanawa; shoka a li inaa tegelela (N\$ 800. 00 peha lyo N\$200.00);
15. Ina ulika enyanyu lye kombinga yondjambi, a tila kutya pamwe omusamane ota ninguluka;
16. A li a nyanyukwa sho kee na omutonateli: okwa menye mo kashona;
17. Oku na okukonga omuntu e mu kwathele nongele hasho ota kanitha ompito ombwanawa yiilonga;
18. A si oshimpwiyu a kwate onduhwa komulungu/manga omugoyi inaagu dhenga, oye li nale othika pondje yegumbo lyonomola onti-6 mepandaanda lyaIndependence Avenue.

QUESTION 2 (b)

This question required candidates to write a prose summary of 100-150 words, with the ideas written as their response in part (a). Most of the candidates listed points in a paragraph form, but there was no connection to the ideas (no coherence) which led to an incomprehensible summary. Some candidates did not summarize points listed in (a), but rather summarized the whole text or passage. Most of the candidates failed to use their own words as required. The use of own words does not mean that candidates should use figurative language. Most of the candidates summarized in more than one paragraph instead of using one paragraph only.

To rectify the problem, teachers are urged to teach learners thoroughly how to summarize using their own words (paraphrasing) with linking words or conjunctions. Teachers should also encourage learners to read with understanding instead of relying on copying the exact points from the text. Candidates should be discouraged from using figurative language. Teachers should also train learners to adhere to the word limit and one paragraph only.

SECTION B

QUESTION 3

This question was derived from passage 2 and candidates were asked to deliver a motivational speech by learners who are in their final year at a local secondary school, about mistakes people often make in life, how to avoid them and how to recover from them. Some candidates did not answer according to the text; instead they generalized the mistakes that happen in daily life. For example, alcohol and drug abuse, falling pregnancy, committing suicide and religion. Some candidates have copied the entire text, paragraph or sentences (synonymic copying style).

A few candidates did not finish writing this piece while others did not attempt the question at all. Most of the candidates did not stick to the word limit, hence some wrote too short and too long pieces which resulted in learners repeating points or writing irrelevant information. A few candidates did not use the correct register and format. Some candidates wrote other pieces such as narrative essay, letter, report and article. Some candidates fully or partially misinterpreted the question, some addressed wrong audiences for example parents and students from tertiary institution, while some were preparing others for life after school which was not part of the text neither the question.

To rectify these errors, teachers should provide candidates with more activities based on written textual forms. (Text to train learners how to use the text information in their own pieces of writing). Teachers should stop teaching shorter pieces (written textual forms) in isolation. Teachers should also teach learners how to use the main ideas and develop them in their own words. Learners should be trained to manage time wisely. They should also be trained to count the number of words and stick to the words limit. Teacher should teach paragraphing (how to write paragraphs in general) and brainstorm their ideas or points before writing. Learners should be trained on how to write different pieces as prescribed in the syllabus and most of all, teachers should encourage learners to apply reading comprehension by highlighting key words from the instruction or from the question.

The following points were considered to be correct:

Omapuko haga ningwa kaantu moonkalamwenyo dhawo:

- Okukala wi iwete katokote (onda li ndi itaala kutya ondi na okukala gumwe gomaalongwa mboka);
- Omwiinenepeki (molwaashoka onda za ngaa mezimo lyaahwepontu, oshilalakanenwa shandje shotango okutsitha ondjodhi yandje);
- Okwiitendela ondhikwa okanona inaa ka valwa (onda zala ondjatha onduudhe nda thikama komeho gomupanguli nokupopila aantu yaKalunga mboka yaa na ondjo);

- Okwa li iwete e shi kehe shimwe (inandi ilonga iitopolwa ayihe oshoka ethimbo lyandje olindji onde li hepeke nokukala nakahewa kandje omupe-Sara. Ethimbo alihe, sho ndi li mosaala yomakonakono- e wete kutya ota vulu okupita okakonaakono nande ini ilonga);
- Okwa dhina aalongwa ooyakwawo (tandi kandulile aalongwa yiikwathangundu koombinga noombinga);
- Ta nyengwa okuuva ko onkalo yi li ngaashi yi li (nani hoka nda fala omeya hako taku hangwa/ ompumpuhodhi... oshe ende ngiini).
- Nkene ye na okukeelela nokwoopaleka omapuko:
- Kala wa kotoka, inatu igwana po (moonkalamwenyo dhetu ohatu ningi omapuko ogendji, gamwe omanene nagamwe omashona);
- Kala wu na omukumo (out na okupula komeho tu tale ishewe ngele genongo taga fe gongombe- ngele owa kala to ipula nendopo ndika ku na esiku wu ye komeho);
- Okutaamba ko onkalo ngaashi yi li (yina-naayihe mbika otwe yi umbile kombunda- onda pula komeho nonkalamwenyo yandje);
- Ipopila mwene (tate okwa li moonyandi e ta thiminike ndje ndi hokanwe. Kanda li naana ndi na oonkondo dha gwana oku shi tinda nohandi ipe oombedhi sigo okeluwa ndika);
- Ninga omatokolo e to landula oondhodhi dhoye (oondjodhi dhandje odha li dha simana kungame);
- Kala aluhe wu na oonkondo (omuntu owa pumbwa okulongitha ompito kehe);
- Ino sholola (otandi kambadhala ndi pukulule omapuko gandje).

POSITIVE SUGGESTIONS TO TEACHERS

Teachers are commended for their hard work and dedication in ensuring that candidates were prepared for the final examination despite the unusual circumstances of this year that affected the school calendar. The Senior Education Officers in the regions and the Heads of Departments at the schools are hereby urged to discuss the examiner's report with the subject teachers to ensure that the recommendations are implemented.

GENERAL COMMENTS

- The performance of candidates has improved, as most demonstrated a better understanding of the questions compared to the previous year.
- Some candidates exhibited strong self-expression skills, while others successfully adhered to the correct essay format.
- Additionally, many candidates showed an awareness of the different types of essays and were able to distinguish between them effectively.
- However, at some centers, there were instances where candidates' names did not appear on the checklists.
- In some cases, the correct paper component and topic numbers were recorded incorrectly. Furthermore, the numbers of candidates present and absent did not match the checklists.
- In their writing, some candidates incorporated vocabulary and slang from English, Afrikaans, and Oshikwanyama, such as "town – **ondoolopa**," "minerals – **iimongwa**," "maala – **ihe**," and "dange – **dhandje**."

The following frequent mistakes were seen:

Wrong	Correct
odholopa	ondoolopa
omadhilaadhilo	omadhiladhilo
ote	otandi
okwa li nda	onda li nda
ngaye	ngame
lyi	li
ontsi	onzi

- Some candidates punctuated essay titles incorrectly, adding full stops or enclosing them in quotation marks.
- In writing dates, some candidates omitted them entirely, while others wrote them incorrectly, such as Kotomba/October/Kotober – Kotoba. However, some opted for numeric formats like 14.10.2024.
- A number of candidates failed to include introductions and conclusions in their essays.
- While some began their paragraphs with idioms and proverbs, others used idioms and proverbs simultaneously, such as **Kemanya ku za wo onzi**, and many more others in one sentence.
- Additionally, some candidates altered traditional proverbs, producing variations like **Inatu shuna omutse miipeta** or **Megumbo mwa tselwa mbishi**.
- Dialogues and monologues were incorporated into essays by some candidates. However, instead of formulating their own topics, some candidates simply copied the instructions verbatim.

COMMENTS ON INDIVIDUAL QUESTIONS

Narrative

1 Nyola etotwahokololo kombinga yoshiningwanima shimwe moka omuntu gwontumba wa li wa dhina a li e ku ningile uuwanawa mboka wa li inoo tegelela.

A significant number of candidates chose this question and responded to it fairly well. Some demonstrated a partial understanding of the question, addressing it only to a certain extent. A few candidates focused on a single incident, narrating it in isolation. Others misinterpreted the question, describing themselves as the ones being underestimated rather than underestimating someone else. Additionally, some candidates failed to provide reasons for underestimating a specific individual. Instead, they narrated instances where they offered an act of kindness to the individual. In some cases, candidates generalized the act of kindness rather than tying it to the context of underestimation as required by the question.

Oshiholelwa

Omulongwa okwa li a tegelelwa a nyole kombinga yoshiningwanima shimwe, edhina lyomuntu ngoka a li a dhina kondandalunde nosho wo ondhino i.e eholokopo lye, iiniwe, ondondo, oomvula, oluhepo, uukwashikekookantu, uutondwe nosho tuu. Omulongwa okwa li a tegelelwa a holole uuwanawa mboka wa li inawu tegelelwa.

2 “Oondjodhi ohadhi tsu shili”. Nyola etotwahokololo kombinga yoshinima we shi lala ondjodhi nokonima osha ningwa shili.

The majority of candidates chose this question, with most achieving above-average scores. Their responses were generally accurate, as they provided detailed accounts of their dreams and how these dreams came true. However, some candidates took a pessimistic approach instead of focusing on positive experiences. A few wrote about more than one dream, while others described dreams that belonged to other people rather than their own. In some cases, candidates narrated dreams that did not come true, were unrealistic, or appeared exaggerated. Additionally, a few candidates referenced books such as *Kanakule Nuumbanda We Kothingo* in their responses.

Oshiholelwa

Omulongwa okwa li a tegelelwa a hokolole kombinga yondjodhithaneko, ondjodhi yeyagumo nosho wo yopafano. Ondjodhi oya li ihe ya pumbwa okuhokololwa nopehulilo tayi ka tsa. Elongitho lyomupersona gwtango nali dhane onkandangala oshoka omuhokololi ota hokolola ondjodhi ye mwene.

Descriptive

3 Owa talele po ehala lyontumba ewanawa kaa ku na we. Ndjondjomona shoka wa mono ko, wu uvu nomakutsi nonkene wa li wu uvite.

Only a few candidates chose this question, but most of them responded to it effectively. However, some candidates omitted key aspects of the question, such as describing what they heard and how they felt. Others focused on narrating the journey to the place rather than describing the place itself. A few candidates included negative details about the places they described, while some wrote about more than one setting. Additionally, a small number of candidates described what they had heard from others instead of recounting what they personally experienced.

Oshiholelwa

Omulongwa okwa li a tegelelwa a ndjondjomone ehala ewanawa a talele po kwaa na we ngaashi ondoolopa, omukunda, oshilongo ye ta kwatele mo shoka a mono ko, shoka u uvu ko nomakutsi nankene a li u uvite pethimbo a li pehala mpo.

4 Ndjondjomona ehala ndyoka wu hole unene mondoolopa nenge moshitopolwa sheni, e to holola kutya oshike she li ningitha li kale ehala dhangi.

Only a small number of candidates chose this question, but they performed above average. The candidates provided vivid and well-detailed descriptions of the place, with most effectively incorporating sensory details into their writing. However, while some described the place exceptionally well, they failed to explain what made it special. Additionally, a few candidates included negative details in their essays.

Oshiholelwa

Omulongwa okwa li a tegelelwa a ndjondjomone ehala lyontumba kondandalunde ndyoka e hole unene li li mondoolopa nenge moshitopolwa shontumba e ta holola kutya oshike she li ningitha li kale olyo dhangi komahala agehe.

Ekwamatompelo

5 Aagundjuka naya tsuwe omukumo ya lye nokunwa iikulya niikunwa yopamuthigululwakalo. Oto tsu kumwe netumbulo ndika? Koleka eyamukulo lyoye.

A few candidates chose this question and received average grades, primarily due to their general statements about the consumption of traditional food and drinks, rather than providing specific reasons for their stance on the topic. Some candidates did not present arguments but instead simply listed answers. A few argued both sides of the issue, while others focused on the importance of culture and traditions. Additionally, some candidates described the recipes for specific traditional foods and drinks. Some separated food from drinks, while others did not include the perspective of the youth. In conclusion, a number of candidates compared the health benefits of modern food and drinks with those of traditional ones.

Oshiholelwa

Omulongwa okwa li a tegelelwa a popile nenge a pataneke kutya aanyasha naya tsuwe omukumo nenge inaya tsuwa omukumo ya lye nokunwa iikulya niikunwa yopamuthigululwakalo ndele ta gandja omatompelo taga itaalitha kombinga ndjoka a hogolola.

Ta popile

Okukaleka po omuthigululwakalo

Opo ye yi tseye

Opo yi adhiike komapipi tage ya

Itaa popile
Onkulu yonale
Oya pumba

Yamwe yomaalongwa oya hokolola owala shoka aagundjuka yopethimbo lyopaife haya ningi osho wo omikalo dhokulongekidha iikulya, sho hasho sha pulwa.

6 linamwenyo nayo nayi kale yi na uuthemba ngaashi naana aantu. Gandja omaivo goye e to koleke eyamukulo lyoye.

Only a small number of candidates chose this question, and they addressed it satisfactorily. However, some candidates argued that animals should have equal rights to humans, while others proposed unrealistic rights for animals, such as paying transport fares or marrying humans. Many candidates struggled to distinguish between the rights of animals and the benefits of owning them. Additionally, some focused primarily on the importance of animals rather than addressing the core topic of their rights.

Oshiholelwa

Omulongwa okwa li a tegelelwa a popile uuthemba wiinamwenyo ayihe ngaashi egameno, ohole, omalukalwa emanguluko, uundjolowe, okuthuwa po, okulya nosho tuu.

Omulongwa ngoka itaa popile okwa li a tegelelwa a popye nkene iinamwenyo itaa yi vulu okupewa uuthemba ongaantu nomatompelo taga landula:

Okuza keshito oyi li mepangelo lyomuntu yo yi ya kwathe.

Otayi vulu okuningila aantu omiyonena.

Otayi vulu okulundilitha aantu kutya aalodhi nenge oya pula nosho tuu.

POSITIVE SUGGESTIONS TO TEACHERS

Teachers should

- Encourage learners to number their topics
- Teach learners to use punctuation appropriately.
- Teach learners to highlight keywords and instructional word in essay topics.
- Encourage learners to stick to the number of word as stipulated in the syllabus.
- Expose learners to different places.
- Utilize reading periods fully.
- Encourage learners to take part in debates to enhance their reasoning skills.
- Put more emphasis on the distinction between structures of a narrative and descriptive essays.
- Teach all the grammar aspects.
- Discourage learners from writing about sensitive and immoral incidents.

GENERAL COMMENTS

- The majority of candidates demonstrated an understanding of the question; however, some merely copied the text verbatim without engaging with the task.
- It was observed that many candidates exceeded the prescribed word limit of **250–300** words.
- Some candidates completely failed to comprehend the instructions, resulting in irrelevant or incomplete responses.
- A few candidates presented their answers in bullet form, which is incorrect for this paper, while others failed to include the expected textual evidence to support their arguments.
- Certain candidates only paraphrased the text instead of addressing the question directly, while others made general comments instead of focusing on specific events or points.
- Additionally, some candidates used slang terms such as **omutyepa**, **sobiso**, and **kandi poli**, which detracted from the formal tone required.
- Candidates are reminded to support and justify their answers with specific evidence from the text.
- Finally, responses should include a clear introduction, body, and conclusion (**eyamukulo**), with coherence, structure, and relevant analysis (**efalomo**, **olutu**, and **ehulitho**).

COMMENTS ON THE QUESTION

Epulo

Omushangi okwa holola Tetekela e na uukwatya wa tya ngiini mokareshwa haka? Eyamukulo lyoye nali ikwatelele kelaka nokoshikalimo shokaleshwa haka.

litsa tayi landula otayi ku kwathele mokundjandjukununa nokutula ongushu koshinyolwa shoye:

- ***Nkene a li u uvitile omaihumbato ge.***
- ***Nkene i ihumbatele omugandji gwe gwiilonga.***
- ***Nkene i ihumbatele aantu yalwe.***

Uule womayamukulo goye naga kale pokati kiitya 250-300.

- Omulongwa na gandje uumbangi kondandalunde okuyambidhidha eyamukulo lye.
- Omulongwa na yelithe ye na yambidhidhe oshitsa she nuuyelele wu li mondjila oku za mokareshwa.
- Omulongwa okwa tegelelwa a yamukule i ikwatelele kwaambi tayi landula: eyamukulo nenge omadhiladhilo ge; uumbangi; omatokolo ge.
- Aalongwa oyendji oya nyengwa oku uva ko elaka lyopafano lya longithwa mokareshwa. Hol: ta hokolola oondago ndhoka hadhi liwa pehala lyokawe, ngaashi: Tetekela okwa li a sa ondjala, sho osho she mu yakitha oondago mokampunda kashilumbu.
- Omulongwa okwa tegelelwa a gandje omaiuvu gomondjila/ taga opalele ngaashi: Ondi wete sha puka sho Tetekela ta yaka oondago dhomuhona nenge dhomugandji gwiilonga, oshoka otashi vulu oku mu kanithitha iilonga nenge a tulwe mondholongo ngele a kwatwa.
- Aalongwa yamwe oya gandja uukwatya waTetekela momukalo gwoku mu shundula ngaashi taya ti: “Tetekela okwa li endanganziyo/ efakufaku/ elayi sho a halele yina eso.
- Okwa ndhindhilikwa wo aalongwa yamwe yu uva ko okapenduthimadhiladhilo kotango epuko, hoka ka li taka pula nkene Tetekela a li u uvitile omaihumbato ge. Aalongwa yamwe oya holola omaiuvu gomushangi, omanga yamwe ya holola omaiuvu gashilumbu nkene a li u uvitile omaihumbato gaTetekela.

Oshiholelwa: Omushangi okwa li u uvite kutya Tetekela ombudhi, shaashi okwa yaka po oondago dhashilumbu.

Nenge: Shilumbu okwa li u uvitile Tetekela nawa / e mu inekela ngaashi sha hololwa mokareshwa taku ti:

“Shilumbu okwe mu lombwele a tegelele kEtitano, manga taya kongo omuntu e shi okwiinekelwa ngaashi ye.”

- Aalongwa oya li ya tegelelwa ya yamukule ngaashi tashi landula: ***Tetekela okwa li a tila sho ta yaka po uuwe washilumbu, ngaashi sha hololwa mokareshwa taku ti: “Uumbanda nande wa li muye, okwi imatipaleke netumbulo ndi: Omulumentu ohaku tiwa tula po ...”***
- Aalongwa oya li ya tegelelwa ya gandje uukwatya waTetekela tawu opalele ngaashi:

(a) Tetekela **omufuthi** ngaashi okaleshwa taka ti: “Okwa kamata mo ekamato limwe e te li hwele mokampunda okakwawo hoka ka li mokasikopa moka.”

(b) **Omuniifundja** “Pomulongo Tetekela okwa laleke a ye koshipangelo molwa uuvu womeho aniwa.”

(c) **Omukengeleli** ngaashi omushangi e shi holola sho a ti: “Mpeya omumati oha yi po ashike nelaka lyokutya okwa tumwa kushilumbu gwe.” nenge Tetekela oha yi kombaanga nedhina lyashilumbu /

omugandji gwiilonga ta ti na kwathelwe meendelelo opo a shune kiilonga.

Ndhindhilika:

- Aalongi naya longe aalongwa kutya uuna taya ningi omatokolo, inaya tegelelwa ya gandje omayele kombinga yokaleshwa, ihe naya ninge omatokolo gi ikwatelela koshiningwanima shoka ya nyola.
- Oshiholelwa aalongwa oya yamukula: “Shilumbu ka li e na oku etha Tetekela a ye koshipangelo oye awike...” Peha lyokuyamukula: “Tetekela okwa ninga oshinima sha puka shoka tashi vulu oku mu kanithila einekelo komuhona notashi vulu wo oku mu kanithila iilonga.
- Uupenduthimadhiladhilo awuhe nawu yamukulwe. Omulongwa ni iyuthe komukalo gwomondjila gwokunyola/ gwokuyamukula epulo, ndele hakunyola uupenduthimadhiladhilo onga uupalanyologona ngaashi yamwe ya nyola.
- Aalongi naya dhewule aalongwa ya ndhindhilike kutya elaka ndyoka hali longithwa muutewo olya yooloka kelaka ndyoka hali longithwa mooprosa nomoodrama.

Oshiholelwa: Ngele omulongwa ta totha uumbangi mooprosa noomodrama ina longitha iitya yuukwatewo tayi landula: omukweyovelise, ostrofe, ostanza nenge omukweyo omutingapi kakele ngele omweetipo gwepulo okwa longitha okatewo, ihe omulongwa na gandje uumbangi mokaleshwa tawu koleke eyamukulo lye kondandalunde.

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should guide candidates to write clearly and effectively in essay format, avoiding the use of bullet points or subheadings.
- They should also teach candidates how to state their ideas clearly, incorporate relevant quotations, and express their views or opinions effectively.
- It is essential for teachers to help candidates differentiate between literary terms and styles, emphasizing that the language used in poetry differs significantly from that used in prose or drama.
- Teachers are encouraged to continue reinforcing general grammar rules, including correct punctuation usage.
- Additionally, teachers should train candidates to adhere to the prescribed word limits to ensure concise and focused writing.

Conclusion

Teachers are greatly appreciated for their commitment and dedication in preparing candidates for examinations. It is the responsibility of Senior Education Officers, heads of departments, and teachers to review the examiners' report thoroughly and ensure that all recommendations are implemented faithfully.

Thank you.

GENERAL COMMENTS

Most centers adhered to the guidelines, submitting the required materials, including candidates' written research papers (both scanned and hard copies), Orature Assessment Forms, and MS1. This year, the majority of centers successfully submitted marked written coursework, which is commendable. However, examiners often failed to provide comments aligned with the marking grid specified in the syllabus. While the presentation of candidates' work was generally neat and legible, a few research papers were untidy. Notably, 90% of centers submitted scanned documents for each candidate, demonstrating an improvement in compliance. Some centers also submitted well-curated research papers on cultural artifacts, a commendable achievement, particularly for newer centers. Centers that submitted word-processed reports contributed significantly to smoother moderation processes.

Despite these improvements, a significant concern remains regarding the overall quality of candidates' research projects. Many candidates did not conduct genuine research, instead fabricating their findings. This highlights an urgent need for enhanced guidance on Paper 4 (Written Component).

1 Sampling

Most centres are commended for adhering to sampling guidelines; however, some centres failed to identify sampled candidates clearly. Candidates in the sample should be marked with an asterisk (*) on the summary form, as per guidelines, to facilitate efficient moderation. Several centres omitted candidates who scored at the extreme ends of the marking spectrum, which created additional challenges for moderators. Moreover, some centres submitted different samples for Paper 4 and Paper 5, which further complicated moderation. Examiners must thoroughly familiarise themselves with the guidelines for selecting samples for consistency across components.

2 Interpretation of the Assessment Criteria

Evidently, some examiners did not use the marking grid correctly when assigning marks. In many instances, candidates were placed in higher bands than they deserved. Only a few centres had candidates scoring below 10/20, equivalent to 50%, due to a lack of adherence to assessment criteria. For candidates to be placed in the higher bands, they must demonstrate critical thinking, showing the ability to evaluate data from multiple sources and develop their responses. However, many candidates merely replicated information from their sources without analysis, placing them in Band 1 or 2 inappropriate. Aakonakoni oyendji oya hawaleka unene iitsa, inaya longitha nokuuva ko nawa okatalitho. Oosikola dhimwe odha pewa unene iitsa oyindji, omanga oosikola oonshonalela dha pewa iitsa yi li koho yo-10/20.

3 Comments on Specific Aspects of the Candidates' Reports

3.1 Topics (lipalanyolo)

Many centers developed well-formulated topics suitable for research, such as "Etapo lyomongwa kekango, Endjandjukununo lyomuule lyankene eyogo lyomupya lya simana mAandonga, Ekonakono lyomuule lyiitopolwa yonyama yongombe mbyoka hayi liwa kootate. However, other centres produced general and unclear topics for example Onzimbogo, Oshinyanga nosho tuu. They also produced vague topics for example, omagadhi goongongo ohaga yengwa ngiini? Examiners should guide candidates more effectively to help them refine their topics. The research topics should ideally relate to African cultures, especially the Aandonga ethnic group. Aakonakoni otaya indilwa ya kale aluhe haya lesa nawa nokutaamba iipalanyolo yaakonakonwa ngele ya mono kutya oyi li mondjila, omanga aakonakonwa inaya ka ninga omapekepeko. Iipalanyolo nayi kale aluhe yo odhekelwa komithigululwakalo dhOshiafrika, unene ya pamba komihoko dhAawambo.

3.2 Introduction (Efalomo)

Most candidates wrote brief introductions that barely illuminated the chosen artefact or aspect. Some provided overly lengthy introductions, while others were vague. An effective introduction should provide context, clearly explain the significance of the chosen topic, and set a foundation for the rest of the research. Mefalomo lyepekepeko, omukonakonwa na kwatele mo iinima mbyoka ya simana: Na ulike paufupi kutya omapekepeko oge li kombinga yashike. Ta gandja wo paufupi uuyeleele kombinga yoshipalanyolo osho tuu shoka (Pamwe omafatululo nenge ngaa kehe uuyeleele wa simana notawu opalele, opo wu uvithe ko omuleshi). Ota vulu wo okugandja paufupi kutya omapekepeko oga ningilwe naanaa uunake nehala / omahala hoka kwa ningilwa omapekepeko ogo tuu ngoka.

3.3 Purpose and Interest [Ohokwe yoshipalanyolo]

Many candidates struggled to articulate a clear purpose or interest for their research. Some explanations were repetitive, while others lacked clarity. Candidates often used personal statements, such as *“Since childhood, I have observed these customs ...”* Teachers should guide learners in crafting purpose statements that reflect genuine research interests.

3.4 The Main Objective (Elalakano enene lyepekapeko)

Most candidates accurately included their main research objective. However, while some objectives were insightful, others were overly simplistic. Candidates should focus on formulating an objective that aligns with the depth of their research. Elalakano enene nali kale oloyo omutima gwomapekapeko, nohali kala lya kwatathana nawa nepekapeko alihe lyomukonakonwa. Inali pumbwa li kale ele unene, ndele nali kale lya yeleda nawa omuleshi.

3.5 Research Questions / Research Objectives (Omapulo / omalalakano gepekapeko)

Candidates must decide whether to focus on research questions or research objectives. Research questions should address uncertainties or unresolved issues related to the primary objective, and they should not prompt simple answers. Instead, they should encourage in-depth analysis. Many candidates submitted basic questions, which restricted the depth of their findings. Examiners are encouraged to assist candidates in crafting questions that promote critical thinking and deeper analysis. Aakonakonwa oyendji oye na omapulo taga iyendulula, omanga yamwe oye na omapulo ganathangwa, hol: Owa hala okukala Omukwanangombe? Aantu mbono ihaaya nu ontaku otaya ningwa ngiini? Aakonakonwa yamwe wo oya gandja omapulo ge li kokule naashono tashi pekapekwa. Omapulo wo ngono taga tegelele omayamukulo ga-Eeno nenge Aawe naga kale ga keelelwa. Peha lyomapulo ga tya ngeyi, naku longithwe omapulo taga kuku, taku longithwa iityapulo ngaashi “Omolwashike, osha ziilila peni?, nosho tuu”. Oshinima oshikwawo, omapulo gepekapeko inaga tulwa we mumwe nomalombwelo nenge nomalalakano, ngaashi sha ningwa koosenda dhimwe.

3.6 Sources of Information and Methods of Collecting Information (Oonzo dhuuyeleele nOmikalo dhokugongela uuyeleele)

Some candidates sought information from knowledgeable individuals in their community who could provide insights into relevant cultural aspects. While some mentioned their intention to attend festivals, only a few actually participated in local festivals, weddings, or funerals as part of their research. Examiners should stress the value of firsthand observation and active engagement with cultural practices. Aakonakonwa oya pumbwa okupula uuyeleele kaantu mboka ye na owino, ontseyo notaya bulu okupopya kombinga yiikwamuthigululwakalo yontumba. Aakonakonwa yamwe oya ulika kutya oya pula aantu nenge oya yile kiituthi ya yooloka, nonande shika inashi ningwa. Oyendji otaya popi unene iifundja moshitopolwa shika. Moshitopolwa muka, omikalo adhihe dha longithwa mokugongela uuyeleele nadhi ulikwe mo. Dho nee omikalo odho tuu ndhoka nadhi longithwe, inadhi popiwa ashike. Dho nadhi kale wo tadhi opalele oshilongadhalwa. Omikalo ongaashi “omapulo gopaenkundathana”, okutongolola [okutala nomeho], omapulo ga longekidhwa okuyamukulilwa pombapila, okulesha momambo, nosho tuu.”

3.7 Findings (Shoka sha monika po)

Many candidates struggled to produce concise summaries of their findings, often copying information verbatim from sources rather than synthesizing it. This approach made it difficult to present cohesive results. To improve, candidates should organize their findings around their main research questions or objectives, ensuring the significance of their data is clearly conveyed. Moderators noted a general weakness in data presentation, with many candidates failing to effectively integrate and interpret the information they gathered. Uuyeleele nawu ngongwe nawa, ndele nakehe ngu a popiwa kutya ota gandja uuyeleele na gandje uuyeleele, omikalo adhihe dha longithwa mokugongela uuyeleele nadhi popiwe. Pompito mpaka, iigwedhela ngaashi omafano, uuvideo, nsho wo ilwe, nayi kwatakanithwe noshitopolwa shika shomapekapeko. Sha hala okutya, omuleshi na kwatakanithwe nomafano, uuvideo nenge onkundathana ndhoka dhi li kiigwedhela. Sha hala okutya ano na yi tse kumwe. Hol: Efano 10.2 otali ulike nkene kuku Gwanamupala ta longitha omafo gomingaalipi mokupanga omukolo ...

3.8 Discussion and Analysis of Findings [Okupopya nokundjandjukuruna shoka sha monika po]

The majority of candidates performed poorly in this section, even those who gathered extensive information. Most candidates merely repeated what they were told by their sources without critical examination or analysis. This limitation often stems from ineffective questioning, which fails to uncover complexities and ambiguities in the information provided. Examiners should guide candidates in critical thinking, encouraging them to infer meaning and draw conclusions beyond the literal information gathered. Aalongwa oya pumbwa okulungwa nkene taya bulu okweeta po omayamukulo gawo gopaumwene okuza muuyeleele wa za mwaasho sha monika po. Naya potokonone, taya ndjandjukuruna, taya popile nenge itaaya popile, nokuninga omahulitho ga kwata miiti ge na sha noshizemo shomapekapeko.

3.9 Conclusion [Ehulitho]

Some candidates approached the conclusion as a narrative rather than connecting it to the main objective of their research. A well-structured conclusion should revisit the research objective, summarize key findings, and provide a sense of closure. Candidates are encouraged to avoid introducing new ideas and instead focus on reinforcing the insights gained from their study. Additionally, they should include recommendations grounded in their findings or the topic under investigation. Aakonakonwa oya tegelewa ya holole kutya epekepeko olya li tali lalakanene shike, olya adha tuu omalalakano galyo, nuuyeleele wuni tawu landulwa po.

By addressing these aspects, teachers and examiners can better guide candidates in conducting thorough, meaningful research that reflects a genuine engagement with their cultural heritage and research skills.

3.10 References [Omusholondodo gwoonzo dhuuyeleele]

Most centers are commended for handling this component accurately. However, there are still some centers that need support in providing this section correctly. All informants who contributed responses to the research problem, as well as place names and book titles, should be listed in this section. Omusholondodo gwoonzo nagu kwatele mo aantu mboka ya gandja uuyeleele, omahala hoka kwa li kwa ka talelwa po /kwa ka pekepeke, nenge omadhina gomambo ngoka ga leshwa komupekepeki mokumona uuyeleele komapulo gepekepeko lye.

3.11 Appendices [ligwedhela]

A few centres handled this section effectively. However, most centres are still struggling to address it as required. Key elements to be included in this section of the research are: the approved research proposal form, research photographs (with clear and detailed captions), questionnaires, and interview questions, among others. Additionally, all learners' videos and audio recordings should be stored in a dedicated folder on the examiner's computer, and send together with the research papers, as they form an integral part of the entire research process. Moshitopolwa muka namu kwatelwe: okafoloma kondungethaneko yeyokomeho lyiilonga, ka ulika kutya omapekepeko oga taambwa komukonakoni, omafano ga yela noga fatulula nawa muule, oshiholelwa shomapulo gopambapila, oshiholelwa shomapulo ga longithwa pamukalo gwoonkundathana, noshu tuu. Uuvidio nuuaudio nawu kale mo-folder yomukonakonwa mokompiuta yomukonakoni, oshoka nawo owu na okutumwa, pamwe nomapekepeko agehe gomukonakonwa.

RECOMMENDATIONS / POSITIVE SUGGESTIONS

- **Strengthening guidance on critical thinking:** Teachers should focus on teaching candidates **how to think critically, evaluate data from various sources**, and produce **individual responses**. Providing real-world examples and encouraging reflective thinking can improve candidates' analytical skills.
- **Improving sampling consistency:** Centres should ensure that sampling is consistent across components and that a diverse range of candidates, from high-achievers to low-achievers, are included.
- **Enhancing topic formulation and relevance:** Teachers should help learners formulate well-defined, researchable topics that resonate with the cultural and linguistic context of Oshindonga.
- **Emphasizing structured presentations:** Candidates should be encouraged to use headings and organize information coherently, instead of writing continuously. Summarising findings with an emphasis on clarity can help candidates avoid simply listing data.
- **Promoting real engagement with cultural sources:** Teachers should encourage their learners to gather information through **firsthand observations or interviews** at cultural events, where appropriate.
- Teachers should actively guide their learners over the two years, ensuring they produce a robust and authentic reflection of their work on one of the cultural topics.
- It was observed that there are numerous typographical errors in candidates' work. Teachers are encouraged to thoroughly review each candidate's work to assist in refining and enhancing its quality.
- Teachers should avoid using ticks on candidates' work. Instead, they should provide detailed comments on each component of the research. It was noted that some teachers placed large ticks even when it was unnecessary, which can be misleading.
- By implementing these recommendations, the quality of research projects in Paper 4 could be significantly strengthened. Teachers are sincerely appreciated for their continued commitment to supporting Oshindonga learners in excelling in cultural research/anthropology. Thank you!

GENERAL COMMENTS

This examination marked the fifth under the revised NSSC Ordinary Level curriculum. Centres are to be commended for collecting substantial information on cultural artifacts, which greatly contributes to preserving and enriching our language and cultural heritage. Moreover, the information gathered by candidates for Paper 4 [Written Coursework] on cultural artifacts forms the foundation of this paper. However, it is disappointing to observe that the quality of presentation and discussion has not shown significant improvement over the past four years. Unene ombapila ndjika ohayi ikwatelele kuuyelele wiikwamuthigululwakalo ya pekapekwa komulongwa mOmbapila Ontine yi na sha nomapekapeko. Ngele omukonakonwa ina ninga omapekapeko, nena kapu na ekonakono lye lyokupulakena nokupopya. Nonuumvo mombapila muka omwa monika kutya inamu ya naanaa elunduluko enene, okuyelekanitha noomvula ne dha za ko.

1 Quality of recording

The majority of centers submitted recordings of good quality. In most instances, the candidates' performances, the examiners' instructions, and the selected pieces were clearly audible. We commend the centers for their excellent work. Thank you very much.

2 Range of sample

While we appreciate centers submitting sample recordings alongside their full cohort to showcase a range of abilities, withholding the entire cohort is now creating significant delays in the moderation process. To expedite the process, please adhere to the sample submission guidelines outlined in the NSSCO Grade 10-11 Oshindonga Syllabus.

Additionally, some centers submitted two different samples. The sample selected for Paper 4 (Orature) should also be the same sample used for Paper 5 (Listening and Speaking).

COMMENTS ON SPECIFIC SECTIONS

The oral examination comprises two distinct sections: Section A (Presentation) and Section B (Discussion). It has been observed that some centers, particularly those with experienced teachers, are incorporating traditional "warm-ups" into Section A. Please note that the "warm-up" phase is not part of the formal assessment and should not be recorded. Centers are advised to familiarize themselves with the revised national guidelines for the oral examination, which clearly outline the assessment criteria for each section.

1 Section A: Presentation

A significant number of candidates demonstrated a lack of adequate preparation for the presentation component of the oral examination. Many presentations lacked a clear and logical structure, with candidates often presenting irrelevant or disorganized information, such as off-topic discussions or repetitive details. This lack of structure hindered effective communication of ideas. Additionally, many candidates struggled to engage their audience, suggesting insufficient preparation and a lack of focus on key points. Centers must prioritize equipping candidates with the necessary skills to present their ideas in a coherent and structured manner.

1.1 The quality of presentations

Based on our observations, some candidates struggled to articulate their project ideas and lacked the confidence to present their reports effectively. This suggests a need for increased emphasis on regular classroom presentations to better prepare candidates for this component of the assessment. Aalongwa naya longwe okugandja ohokwe yawo, elalakano enene, omapulo/omalalakano gepekapeko nokugandja omikalo ndhoka dha longithwa mokukonga uuyelele; nokonima naya fatulule iigwedhela yawo ngaashi omafano, uu-audio, osho wo uuvidio mboka ya kwata pethimbo taya gongele uuyelele wawo. Naya popye kombinga yuuyelele ya gongela paufupi kwi ikolelelwa kaagandji nenge koonzo dhomaueyelele, opo ku keelelwe elongitho lyuuyelele inaawu kwashilipalekwa (plagiarism -uumbudhi wopauakademi). Centres also need to polish the presentation skills of candidates as part of teaching and learning.

1.2. Interpretation of the Assessment Criteria

It has become a trend to put candidates in higher band even if they do not deserve to be placed there. This raises questions as to whether examiners understand the marking criteria or they simply ignore the marking grid.

Aakonakoni naya kwashilipaleke kutya oya leshe naya uva ko nawa okatalitho, opo ya vule okugandja iitsa mondjila. Okatalitho otaka adhika mOmusindalongo gwOshindonga, Ondondo 10-11.

2 Section B: Discussion

This section requires examiners to actively engage with the candidate by probing their project in depth. This includes challenging claims made in the report to assess the candidate's ability to articulate and defend their ideas. To effectively fulfill this role, examiners must possess a thorough understanding of the candidate's project, which appeared to be lacking in many instances.

Poshitopolwa shika aakonakoni naya pule omapulo taga kuku, omapulo ge na sha niilonga yomukonakonwa, ihe omukonakoni ine ga kutha momutse nenge pamwe pwi ili, kaapu shi mpoka omukonakonwa ta popi, osho wo iilonga ye yomapekapeko. Ohashi kwatha wo, opo shi ulike kutya omapekapeko oga ningwa komukonakonwa ye mwene, sho otashi ulike kutya ine ga ningilwa nenge e ga kuthe palwe.

2.1 Examining Techniques

The majority of interactions between examiners and candidates were observed to be calm and professional. This positive observation is noted. As in previous years, examiners posed insightful probing questions, such as: "If you were to repeat your research project, what changes would you make?" and "How did your research purpose and questions guide your data collection process?"

Aakonakoni naya kale taya pulakene nawa shoka tashi popiwa kaakonakonwa, opo ya vule okupula omapulo taga kwatathana nomayamukulo gaakonakonwa. Aakonakoni naya tseye oshitopolwa shika shoonkundathana, kashi shi ethimbo lyokukutha omahokololo kaakonakonwa gaashoka sha monika po. Yamwe yomaakonakoni inaya kundathana naakonakonwa, ihe oye ya pula ye ya pe omahokololo gaashoka ya mona po.

The first step in becoming a good interlocutor is to study the candidates' reports carefully and make probing remarks or questions on the margins. This is what many examiners seem not to do. Pethimbo lyokutala oolopota dhaakonakonwa, omukonakoni na se oshimpwiyu shokukutha mo omapulo ngoka e wethe taga ka opalela oonkundathana dhawo.

Examiners should try by all means to make this a discussion by avoiding phrases like "My first question to you ...". Instead, make a reference to the report, "In your report you concluded that ... don't you think ... would you perhaps ...".

2.2 Interpretation of the Assessment Criteria

Examiners generally did not apply the assessment criteria correctly. Candidates were placed in higher bands which did not correspond with the quality of the discussions. The higher bands (1 and 2) are for candidates who are spontaneous, initiate and lead the discussion not for candidates who need to be prompted. These bands are also not for candidates who narrate what they were told by their informants "kuku Shigwedha okwa yelitha kutya olukula olwa simana, oshoka ...", Omukonakonwa nguka ina gwedha po nande omaiuvu ge, ye a hitilile muule wuuyelele a pewa nokuholola shoka ta ti ko kuwo. The bands are for candidates who extend their topics, candidates who are confident, and who analyse and evaluate different perspectives. A great number of candidates could not do these, yet they were placed in these bands.

Aakonakoni otaya kunkililwa, opo ya leshe nokutseye nawa okatalitho kombapila oyo tuu ndjika. Shino naye shi ninge opo ya gandje iitsa tayi tsu kumwe naashoka she etwa po komukonakonwa kehe. Aakonakoni naya se oshimpwiyu aluhe motundi ya longe aalongwa nkene ye na okuyamukula nokuhitilila muule pakulongitha omaiuvu gawo, opo ye ete po omayamukulo ge na ongushu.

3 Recommendations / Positive suggestions

- It is advisable for teachers to prepare thoroughly in advance for this component to minimize potential shortcomings. Aakonakoni naya kale aluhe yi ilongekidha nawa omanga ku na ethimbo, opo ku keelwelelele nokushonopekwa omapuko.
- Learners should be taught listening and speaking skills throughout the two years to enhance their proficiency in both areas. Omalalakano gomusindalongo naga leshwe nawa. Aalongi naya longe aalongwa yawo nkene ye na okupulakana nokupopya, momukokomoko gwoomvula adhihe mbali, opo ya humithe komeho uunkulungu nomikalo dhawo dhokupulakana nokupopya. Omalalakano gomusindalongo naga leshwe nawa.
- Aalongi naya tseye kutya iizemo yomulongwa otayi ikolelele unene komukalo ngoka omulongi ta longitha mukupula aalongwa ayehe posenda ye. Na pule omapulo ge na ondjundo yi thihe pamwe notaga kuku ontseyo yomuule yomulongwa opo a likole iizemo yolela.
- Omukonakoni na kale u uvite ko iipekapekwa yaakonakonwa, opo kaaha pule omapulo ge li kondje yaasho sha pekapekwa kaakonakonwa.
- Oshihwepo opo momahala moka tamu konakonenwa aakonakonwa (mongulu yekonakono lyokupopya nokupulakana) mu kale mwa tsilikwa owili kekuma, opo yi vule okuwilika omukonakoni naakonakonwa ye, mokulongitha ethimbo nawa.
- Teachers are commended for their dedications and efforts in making Paper 5 [Oral Examination of 2024] a success.

FIRST LANGUAGE OTJIHERERO

6101
Paper 1

1. GENERAL COMMENTS

Performance: This was the fifth examination under the revised NSSCO curriculum. The performance of candidates this year was poorer compared to last year. It is disheartening to note that the performance of candidates appeared to be in reverse mode. The passages appeared to be within the experience level of candidates, but still candidates' reading abilities seem to leave too much to be desired.

Duration of examination: Most candidates completed the examination within the allocated time.

As with last year, the following general observations are given to guide centres and schools.

General reading and writing skills: There was no significant improvement in the general reading and writing skills of candidates. An unacceptable high number of candidates could still hardly read beyond Assessment Objective R1 (understand and collate explicit information and meanings). As with the previous year, it was observed that candidates found it extremely difficult to structure and present appropriate, effective and convincing responses. A huge number of candidates just copy the passages verbatim. Candidates, at this level of schooling, are still unable to use compound and complex sentences with conjunctions and connective words or phrases. Vandu voyetu ovahongwa mbe ri mondondo oitja-11 ngunda ve tjangurura ehungi ndi va rese okuzira omapuriro (nu meraka ravo!). Ihi otjiraisiro otjiwa tjokutja onḑengu yomahongero nomerihongero wOtjiherero ngunda i paḑera korura rwondjuwo – kehi, kehi tjinene. It was apparent that candidates are rarely exposed to reading comprehension and writing exercises in the classrooms during normal teaching. They only get these types of exercises during examinations.

2. COMMENTS ON INDIVIDUAL QUESTIONS

Section A

Question 1: Reading Comprehension

The passage was about a teenage boy, Martin, who needed to earn a bit of money during the school holidays. He received a job offer clearing out an old house. Considering the pay offer, this seemed to be just what he needed.

Many centres do not stress the fact that the questions are set in accordance with the Assessment Objectives as stated in the syllabus. The following are the Assessment Objectives as taken from the syllabus:

OM2 OKURESA

Ovahongwa mave soku:-

R1 zuva nokuworonganisa ondjivisiro nomaheero nge ri poruhaera;

R3 yendekera omaheero nozongaro ḑa undikwa momatjangwa ngu mave rese nokuisirako omaheero komatjangwa;

R4 muna kutja ovatjange ve ungurisa vi eraka kutja ri kare nomuano kaḑi mbwo mbu mari ṭunu kovarese mu mu neraka eundikwa.

Otja tji pa raisirwe ombura ndja zu ko, ovarorwa ovengi omaziriro kutja ye ri pi ve ye muna (na mounḑundi wavo wokuresa). Ouzeu u ri mokuzuva ndji ondjivisiro nokuitikura kutja oyo i yenenise ndi epuriro nawa – oro nda purirwa kondando yomatarero kaḑi ndjo (R1, R3, R4). Kehi mba mape yandjwa otjiraisiro (rukwaḑo tjimuna ombura ndja zu ko) tjainga omapuriro nga, ozondando zomatarero noruveze mehungi pu pe na indji ondjivisiro. Otjingi tjovarorwa ondjivisiro ndji tji katora ombihu uriri nao.

EPURIRO	OM2 R	OKARUKONDWA	ONDJIVISIRO OMBIHU (INGWI KAKU KU RI OKUZIRA)
(a)		1	Martin wa ri kehi yoninikizire. Omayuva womasuviro ya ri aya tumbuka – indwi ondwa ri oruveze rwe aruyerike ndwa ri na rwo okumuna okamariva kaa hepa, nungwari apehe eye paa kakongora, aa pewa omaziro nga sana nu ngaa ha zeri.
(b)	1	6	Nokuhina okunyona oruveze, Martin wa wire kongoze. Omutima we wa u indu eye tje rihaka mombuze ndji ri mongoze rukuru: “Wa tono konomora ndji 255573. Me ningire ondjesiro ngunda nai kape nomundu moruveze ndwi. Arikana sye po ena nomora yoye, eŋe matu ku kotokere moruveze rwatjimanga.
	4	7	Me kambura kutja mba kamaape kara nondoneno,” eye ee ripura nao. “Mape kara ondundu yovandu mbu mave sye ko ozombuze kongoze ndjo. Apehe pa sana andakuzu mbi mba tokuyesa uriri. Nungwari eye wa huku oviŋu nu arire tja isa ko ombuze.
(c)	1	7	Me kambura kutja mba kamaape kara nondoneno, eye ee ripura nao. Mape kara ondundu yovandu mbu mave sye ko ozombuze kongoze ndjo. Apehe pa sana andakuzu mbi mba tokuyesa uriri. Nungwari eye wa huku oviŋu nu arire tja isa ko ombuze.
(d)	3	10 – 14	Ongoze mai hepura tjike? Ina we mu pura. Ohunga noviungura; ami mba munu oviungura momayuva womasuviro – ngatu pate ominwe kumwe. Rutenga me hepa okukahakaena nomurumendu umwe mbo kombund’ osikore. Omukerumendu? Omurumendu ngwo ngu ma zu nokutona ongoze nai. Eye ma vanga kutja tu hakaene rutenga. Nu ovikeungura vari? Okutakamisa ounatje? Aeee, mamaa za po o tjiti! Kako, okupaka oviŋa mondjuwo imwe onguru mbo poo oviŋa mbya i ngo nao. Imbyo ombi ri vyo uriri ku ami!
(e)	4 1	17	Ondjuwo ya ri moLuxury Hill, omaturiro mu mwa ri nomiti omingi vyoviyao nozondjuwo ozonene. Ondjuwo yonomora 6 mOmurari wOngutukiro ya ri ondjuwo yozondendeko mbari ndjari yo moruveze rwayo. Ovinanyiva vya hapere nga tji vya ri pokukavaza komband’ omututu, okuneyasana novimboroma imbi ovivapa mbi ha kondwa nga tji vya hapa okuyenda kombanda tjinene. Eye we tji kurama momuvanda koure wokaruveze, aa nyutu pomurungu: Pe ri nawa vari, tjiri hi nomuano warwe, eye we ripura..
(f)	1	18	Omurumendu woruyezu ongumba rwozongi oruhazendu nomatweho wa paturura omuvero nu arire tja nangere Martin moukoto. Omundu vi ngwi nai! Martin we ripura, ngunda ama hiti mondjuwo. Ngunda tjandje ke nokuivaiva: mu avihe, ingwi ongwa ri omuhona we. Ondjuwo aai nuka eŋundo, owa ndji ha munu ombepo. Otjitapeita tji tja ri kosurura tja ri oruuma uriri porwaro, tja taukire, nu kovivangwa ya harekerwe nozombapira ozondumbu nga uta okupita motjivara. Oviŋa avihe mbya ungurwa povipirangi vya ri ovyanare nu ovihoni motjivara.
(g)	3	18	Tjimuna kombanda mba.

(h)	1 3	19 – 22	<p>Ohimise kove, nu? Omurumendu arire tja tja.</p> <p>li, Martin wa zira, nu kaṭṭi nao aa u ombunda momeripura.</p> <p>Me vanga kutja oruveveze ndwi aruhe ru kombozorwe komaandero wotjivike tji matji yende. Ounanwa, ovihangasa ... avihe mbyo. Oviṇa avihe vi sokuwongwa navi pakwa nawa noukeke movimbakete. Ami me vanga kutja oviṇa avihe mondjuwo ndji vi pakwe, nga kokarutuwo nga okaṭṭiṭiṭi kotee.</p> <p>Martin wa ryangisa omeho we mu imbi omitwaro mbya hahauka omikuru nai nu mbya pita momote. Imbi ovyokuungura tjike nai? A pwenisa nga omambo, nu ookurumata omuṇa tjinga ngwi omurumendu e mu vete eho ra Kavango.</p>
(i)	1	23 – 26	<p>Kape na konatja kutja ovyokuungura tjike. Ami me vanga kutja vi ungurwe. Mo munu kutja mo yenene okuviungura? Ove mo hepa omundu me ku vatere. Me ku sutu o N\$800, tji wa itavere.</p> <p>Martin, ngwaa ha undjire ko okusutwa kombanda yoN\$200, wa ri aa ramwa – kutja eye wa tjita ouatjiri kutja a ha raisa nao, tjaa ngwi omurumendu ngee ripura omuano warwe.</p> <p>Yaa, imbo ma rire nawa. Me kotoka Omandaha muhuk'omunene okutja, pu nepanga randje.</p> <p>Okutja otji mee ku ku urikira oviungura, omurumendu wa tja nao. Tji mba zu mbo otji me ku esa kutja u ute na imbi oviungura. Ae, mba hara okuzemba, ena randje owami Robert. Robert John. Tji mo vanga okundjironena ongoze, mo yenene okuisa ombuze kongoze yandje. Martin wa ri ama vanga okumeṭameṭa nungwari e ritjaerere. Kape nomundu ngu me ndji tjevere – imbwo ouwa warwe peke! Eye we ripura nao. Ihi ootjina otjiwatjiwa ohunga noviuungura mbi! Osemba!</p>
(j)	1	27 – 28	<p>Okumuna omundu ngu me mu vatere kaa ri oupupu. Omapanga ka ya kutja ve mu vatere ayehe ya ri aya haverwa oviungura. Wa roro okuningira Emily? Phillip we mu pura: Ami me tjiwa kutja eye wina ma vanga okumuna okamariva.</p> <p>Martin ke na pe ripurire okumuna omuatje omukazona otja ngu me mu vatere. Ouripura we we tji handa momitwaro omizeu, nungwari ndoovazu Emily ma paha oviungura, mape zepa tjike? Ovo ve zuvasana nawa tjinene neye aa sokukara nomundu ngu me mu vatere poo tjarwe ngaa pandjara ouṇingandu.</p>

- (a) This question asked candidates to mention details why Martin was stressed at the start of the story. The majority of candidates at least scored one mark out of the possible two. Many answered: “eye aa vanga oviungura/aa hepa okumuna okamariva” and scored only one of the possible two marks. The two details together could not gain the candidate two marks. To gain the maximum mark, they needed to add, “eye aa kara pokumuna omaziriro ngaa ha zeri/kaa munu oviungura”. A number of candidates mentioned this and gained the maximum mark. Some candidates gave inconclusive answers such as “aa pewa eziriro rimwe nda sana” and could not be credited. Eziriro rimwe nda sana pi? Ku undjirwa kovarorwa okutwapo oukahu nawa kutja ave ha kahakerwa po i yovatare vomarorero kutja ngahino va vanga okutja nai.
- (b) This one proved to be a difficult question. The question probed why Martin was disappointed when he rang the number in the advertisement. Many candidates ignored the fact that Martin received a “recorded message” and only wrote why it (the recorded message) was a setback for him (as in question c below) and could not be credited here. They were expected to say “eye we rihaka mombuze ndji ri mongoze rukuru” to earn one mark, and that “eye kaa undjire ko eziriro ewa/kaa undjire ko kutja mape ya ave mu kotokere” to earn the second mark. Few candidates scored two marks here.
- (c) This question was well-answered by a good number of candidates of whom a significant number wrote the same answer as in question b above. It was about why Martin felt pessimistic. Many answered “ondundu yovandu mai sye ko ombuze kongoze” and scored the one mark that was available for this question.

Some candidates however, wrote “aruhe aa munu eziriro ndi mari tja katu nokuhepa ombatero” and lost the mark.

- (d) This question proved to be somewhat demanding. The question tested candidates’ ability “to understand and collate implicit meanings and attitudes” by inferring why Martin said, “Come on Mum!” Few candidates scored the one mark that was allocated to this question. Tjiva aave tja, “orundu ngwi ina we mu pura kutja ovikeungura? Okutakamisa ounatje?” Indi ra ri eziriro engundi ndi ha mwine ndji ongombe ndji. Aape undjirwa kovarorwa okuresa pokati komikoka nokumuna kutja, “Martin aa munu kutja okutakamisa ounatje kaku ye mu pwira orundu ovyo oviungura mbi ha ungurwa i yovanatje ovazandu tjimuna ye nao”. Okakoti kaimba mba resa pokati komikoka nave munu nao va yoya ongombe imwe ndji.
- (e) The question was what was it about the house that made Martin pause outside before going in. The part of this question that tested understanding explicit meaning was answered correctly by the majority of candidates. Very few candidates could detect the author’s use of language for effect. Tjinga mba ovarorwa aave pe munu ouzeu okumuna nokuzemburuka eraka omutjange ndi ma ungurisa kutja ma kare nongenena, otjaave ha munu okamuhewo nga “ndja ri yo moruveze rwayo”. Mena rokuresa pombanda uriri otjaave urwa okutja “ondjuwo (nambano) ya ri mongaro ombi” nave pandjara ongombe imwe ndjo. Kaave tupuka okwo ngwi kokukatjangurura ovinanyiva noovimboroma nu otjaave munu ongombe imwe uriri yovina mbi ri poruhaera mu inga ombari nda yandjwa kepuriro ndi. Ovarorwa tjiva pepuriro ndi tjandje va hiti rukuru mu indji ondjuwo ngunda oro amari ve roro omazuvira wavo wondjuwo “pendje”.
- (f) A significant number of candidates answered this question correctly. The question was about what shocked Martin when the door of the house opened. Candidates could see that the man looked “rather strange” and scored the mark. Tjinga ara ri epuriro ndi mari roro ondjivisiro ndji ri poruhaera, imba mba tjangurura kutja, “omurumendu woruyezu ongumba rwozongi oruhazendu nomatweho wa paturura omuvero ...” wina aave munu ongombe imwe ndji.
- (g) This question tested candidates about the impression Martin gained from the interior of the house. It proved to be a rather tricky question and a good number of candidates lost the one mark that was allocated. Ovo popengi aave pandere pu ingwi okuhandjaura kutja ondjuwo moukoto aai munika vi moruveze rwokuzira kutja ngwi Martin ee i munu vi. Imba ovaŋiti motjivaro mba zira kutja eye ee i munu aayo “etundu” poo kutja “kai ŋunwa poo okukohororwa” va muna ongombe ndji.
- (h) This question proved to be the most difficult question in this part question. A huge number of candidates did not score a single mark here. The question tested the candidates about why the man’s instructions seemed strange to Martin. Otjivarero otjingi tjovarorwa aatji pandere pokutjangurura ndi ehungi nu momuano mbu hi nokuzira ndi epuriro tjimuna: “Martin wa ryangisa omeho we mu imbi omitwaro mbya hahauka omikuru nai nu mbya pita momote.” Ovo otjaave pandjara nda ozongombe pouvari wazo. Okuzira epuriro ndi nawa aaku undjirwa kovarorwa okuraisa ouhimise wokutja omurumendu aa vanga kutja “ngamwa tjina” tji pakwe noviŋa tjiri mbyaavi munika kutja “kavya ri nondengu” nangarire kaŋiti.
- (i) This question appeared to be accessible to the majority of candidates although a good number of them could not score the maximum mark which was two. The question was about what particularly made the work appealing to Martin. Ovarorwa mba zira kutja, “omena rotjisuta” kaave munu ongombe orundu ovo kave raisire kutja hi otjisuta hi “tja ri kombanda eye kaa ha undjire”. Ovo wina rumwe nao aave zemi okuperaisa kutja, “okuhina okutjeverwa wa ri umwe wouwa woviungura mbi nu otjaave pandjarere po ongombe. Varwe aave tja kwa za nge ye pu nomumvatere nave ha munu po ongombe.
- (j) This one was an easy question. Most candidates answered it correctly and scored the one mark. The question was why Martin was hesitant about having a female helper. It was expected of candidates to say, “omitwaro vya ri omizeu”. Vemwe aave tja, “mena rokutja Emily wa ri omuatje omukazona neye nao ma vatere tjike” nu ave pandjara ongombe ndji orundu kape nokukahuka kutja omitwaro vya ri omizeu.

Question 2

This year, unlike the previous years, this question was not answered well by many candidates. On average, candidates this year scored between 5 and 6 marks for parts (a) and (b) combined.

- (a) **Notes:** It was expected of candidates to extract points from the passage that suggest that the job was very important to Martin. Despite the notable adherence to the instruction in terms of number of notes and the concision thereof, candidates were mostly unable to fully grasp from the passage “that the job was very

important to Martin". They only concentrated on how Martin tried to find a job for example:

- apehe eye paa kakongora, aa pewa omaziriro nga sana
- eŋe katu nokuhepa ombatero na imwe
- ouhumandu tjiri
- otje rihaka mokambuze kovirandwa

The following general suggestions are given to assist centres when preparing candidates on a daily basis:

- OVE KO NOKUHEPA OKUUNGURISA OMAMBO WOYE OMUINI. Omambo nga kaye heye kutja o ungurisa omambo woye omuini kaparukaze. Ndoovazu ove mo hepa omambo woye omuini okutjita kutja okanouta ke zuvake, ko ya tjaerwa nangarire kaŋiŋi. Tara tji u ha ungurisire omambo woye omuini okanouta koye make tja: li, pe ri nawa! Osemba! Kake nomaheero na yemwe nu otji ke hi na ngombe wina. Tji wa weza mo omambo woye omuini make tja: *Eye wa ri nondjoroka mongoze*: "li, pe ri nawa! Osemba!" Nambano make hungire kutja oviungura vya ri ovinahepero ku ye opa zokukara nondjoroka nao tjaa hungire mongoze.
- OUSUPI NOUKANGA VS OMAHEERO. Ozongondjero zovarorwa okutjita kutja ounouta u rire ousupi noukanga rumwe u kaetisa kokutja owo u kare nokuhinamaheya, tj. Ngatu pate ominwe. Okutja vi nao? Kutja ke kare nomaheya orondu tji wa tjanga kutja: *Eye wa ri nongendo* ohunga noviungura mbi nu opa tjera ngatu pate ominwe.
- EPURIRO. Ounouta u sokuzira epuriro, tj. "Omapu ngu maye raisa kutja oviungura mbi vya ri ovinahepero ku Martin." Okuuta okuresa okanouta ngake raise nao. Tara mbwi, kau nokutuhonga nao – ngape tjiukwe kutja ovatare vomarorero kave hakere po omurorwa kutja wa vanga okutja vi:
 - okurirumata omuŋa
 - wa ramwa
 - me kotoka OmandahaSasaneka ku na imbwi:
 - ka vangere okuhihamisa omumupe woviungura nomambo we ookurirumata omuŋa
 - kaa undjire ko ondjambi yokombanda nao tjandje wa ramwa uriri
 - Omandaha ndo we ritupuka rukuru, ngaa kaere
- ONGONGORASANENO. Ounouta tji mau kongorasana otja kehungi u puparisa omatjangero womboronganisiro. Tji wa tjangwa ondorondomba indji omboronganisiro wina otji i rira ondorondomba.

- (b) **Summary:** The summary mainly tests candidates' writing skills. Again candidates could barely progress beyond Band 4. An increase in unnecessary copying of the passage and non-adherence to the 100 – 150 words limit were observed. A number of candidates wrote long summaries of over 250 words and only a few lines at Question 3.

The following general suggestions are given to assist centres when preparing candidates on a daily basis. Omboronganisiro ngai:

- KAENDE OUSOPOKE. Okutja omundu nangarire ngu hi ya rora okuresa ehungi ndo, tjaa zuu omboronganisiro ndjo nga hare ondjerera kutja pa kaenda tjike. Ingwi ngu me i rese ka sokukurama nokuripura kutja mape kaenda tjike – ngai rire ongahu nu ombupu okuitezera. Ovahongwa ngave rore okuresa ozomboronganisiro zavo okuravaera metuwo romahongero otjorupa rwomahongero nomerihongero.
- HUNGAME NDI EHUNGI NEPURIRO. Ohepero tjinene kutja omboronganisiro i ŋaŋere kehungi nda resewa nawa nu i zire epuriro nda purwa.
- KARE MOMAMBO WOMURORWA OMUINI. Oŋa kaku hondja ounouta kumwe nungwari okuyandja ondjivisiro osupi yehungi nda resewa nu ndji mai yandjerwa motjiŋto tjepuriro nda purwa. Mokurongerisa ovahongwa kutja ve yende amave rihongo okutjanga momambo wavo oveni, movikando ve raera kutja: "Me mu resere ehungi, puratenee nawa." Ve resera ehungi tjazumba u ve raere kutja ngave tjange omboronganisiro osupi ohunga na mbi va zuu. Okutja okuzambo otji mo tja nambano me pura epuriro, taree kutja mamu ŋunu vi omboronganisiro yeŋu. Kombunda otji mo kevepa ndi ehungi ave tara kutja mave pwisa vi ndji omboronganisiro yavo otja kotjivarero tjomambo 100 – 150.

Section B

Question 3: Directed Writing

Compared to the previous year, this question proved to be the most difficult question. In response to the passage, candidates were asked to write a motivational speech (as a directed writing task) which they would deliver at a local secondary school where they were invited. They would speak about: (i) mistakes people often make in life, (ii) how to avoid them and (iii) how to recover from the mistakes.

Candidates' Responses

Very poor responses

A good number of candidates in this category copied great chunks of the passage (including the characters Anna and Sara) and at times replacing only the career choices and a few things. In some cases, only the introduction looked/sounded like a speech: "Mamu uharisiwa vahongwa nozomitiiri ... ami ngu me hungire owami ...". These candidates could not be placed higher than B and 5 on reading.

Poor to average responses

The majority of candidates fell into this category. Many spotted the sentence: "I saw you spending so much time with Sara and could see that you weren't focusing on your studies." As a result of this, they based their responses (or a greater part of it) on "bad friends" venturing into all types of mischievous behaviour and mistakes people make in life in general which the passage obviously did not suggest. A lot of them narrated their own stories on how they once fell into the trap of bad friends. These candidates could hardly progress beyond Band 4 on the reading category. Only those who mentioned some themes from the passage such as being over confident, arrogance or complacency, often without really developing them fully could reach Band 3.

Strong responses

Very few candidates produced strong responses which unearthed the subtle layers of meaning from the passage. These few candidates showed that they were proficient readers and could discover the deeper messages/themes from that passage such as over confident, arrogance, simplistic views or complacency with the accompanying motivation of becoming aware of our imperfections as people, but to be optimistic and realistic. It was these few candidates who could be placed in the higher bands for reading (Bands 1 or 2).

Ya ri onгахukiro momaziriro wovarorwa, pendje na inga omaresero omangundi, kutja kape ya zuvakwa kutja inga ngu ku za "omatjangero omahungame" ovikwaye. Owo ngamba kaye iwe! Ehungi nda resewa omu mu sokuza omeripura ku maku ronderwa. Ape ovarorwa avehe omeripura ngaave munu mehungi ndo iyemwe uriri: OUPANGA OUVI. Okuzambo otjaave zu mo mu indi ehungi ovo mbee ave kahita ovimbuku mokuyeta "omakariha, ovipurukise, otukatuko otuhinandjeverero tu twa kayeta outumba mbu ha tyerwe" ovyo mbi ha rorere okutamunwa mu indi ehungi nda resewa kaparukaze.

OMATJANGERO OMAHUNGAME ye memenwa kehungi nda resewa. Ozongombe 15 ozokuresa okutja omeripura nge ha "tungirirwe kehungi" kamaaye raisa ouhatoi wokuresa komurorwa nu otji ye hi nokumuna ozongombe.

3. POSITIVE SUGGESTIONS

Otja tji pe kara nambano matu tji zu ko komambo nga wovandu avehe, tu tji riyambere po.

Omundu wa kasana aayo u yarukira po novina mbi wa hungira rukuru nungwari tjandje nga omaunguriro ngunda iyemwe uriri potjingi tjososenda zetu.

Omundu tji mo tara nai, ozosenda nda nde ungura omuano mbwi "Kakurunetundu" omaunguriro wazo inga omangundi. *Doing something the same way all the time and expecting different results.* Ouzeu wetu u ri pokutja ovahongwa kave riroro pu pa yenene moure wozombura mbari nda. Oviungura ohamukwao na imbi kavi ungurwa momatuwo womahongero okuza keyuva nga keyuva, ve kawanena momarorero uriri. Motjivike atjihe ve sokurirora meroramazuviro, ounouta, omboronganisiro nomatjangero omahungame. Mitiri, ungurisee omahungi nomapuriro nge ri mozombapira ozonguru zomarorero okuhongerako – aze rire zokumbaraurirwa omarorero womokati kombura! Ovanatje mba ovetu oveni, ngatu ve pendukire! Arikane uri. Omambo nga ya hungirwa ozombura nozombura itjivi tja rura!

Ngunda ape hi ya pwa, omambo nga wombura ndja zu ko maye kotoka rukwao:

- **Eroramazuviro wokuresa:** Vakwetu ngamba, ovarorwa mbe ri mondondo oitja-11 nu meraka ndi ve hungira ngunda **VE TJANGURURA** oviņa osemba okuzira omapuriro! Kwa za ngave hongwe **okuyaha mondots** nu ngamba kave ya hongwa. Mitiri, ovarorwa ngave pewe oviungura mbi aruhe nu mba tjangurura ave pewa ozongombe kutja ovo ve rihonge okuzira omapuriro. Ave tjangurura, tj. Epuriro (f) ra pura kutja: Ovikwaye mbya handuza Martin indu omuvero wondjuwo yonomora 6 tji wa paturuka rutenga? OKUTJANGURURA: Omurumendu woruyezu ongumba rwozondi oruhazendu nomatweho wa paturura omuvero nu arire tja nangere Martin moukoto. OKUYAHA MONDOTA: Omurumendu ngwaa munika ouhimise/ouhazendu.
- **Ounouta:** Ya ri otjinyanukise okumuna kutja ondjuriro ndji yokanouta kemwe moruteto ya zuvirwa! Okuhepa tjinene, nawa onao. Posi yokutja ngunda mwa ri nounouta mbu hi nokuhungira poo okuzira ndi epuriro. Pe munika aayo tji maku zu "ove ko nokuhepa okuungurisa omambo woye omuini" pa sana nokutja o ungurisa omambo woye omuini kaparukaze. Mena ranai ovarorwa otji ve nana ounouta nangarire mbu hi nokuhingira poo okuzira ndi epuriro. Kutja okanouta ke seturuke (kahuruke) omurorwa ma yenene okuwezamo omambo we omuini omuano

mbwe rizuvisa. Opuwo ndi tje hi nokuwondjorora nokukaetamo oumune mbu he ri ohepero. Ngape kare oviungura ovingi metuwo romahongero mbi mamu ungura pamwe – ave pereitekerwa uriri. Ngave zuve nu ve mune.

- **Omboronganisiro:** Imba ngunda ngamba omutund’ omaonya uriri. Mave hepa okurirora aruhe. Kombanda mba pa yandjwa omiano tjiva mbi mavi yenene okuungurisiwa metuwo romahongero, taree ko nawa. Komaandero otja tji pe raisiwa aruhe, Mitiri tje ve pe otjiungura hi metuwo romahongero, ma yenene okuvepura kutja: “Nanee omikoka kehi yomambo weṅu oveni ngu mwa ungurisa, omahondjambo nomahondjauripura. Ye pi? Hapo tjii omihewo vyeṅu omikutwakumwe nomihandjaukahewo hi? Tjaa me munu mo omirikehewo uriri. Ongwaye? Tṅee.”
- **Omatjangero omahungame:** Owo ngunda okuiya monyama, otjitovero ngamba. Nai popengi ngamba va ri amave yepe tjinene na indi ehungi nu otjaave riutire oviṅa mbi hi norupe na rumwe na indi ehungi. Ovo ve sokupunga omerizemburuka okuza mehungi tjazumba arire ngu va parangisa momuano wokumema “developing ideas from the passage and expand them creatively” as their own.
- **NB.** Me yarukire po ngunda: Zomiṭiri ozosuwerwa, ovanatje ngunda katu ya hongā tjiri! Ngatu tji riyaruka oveni. Tu ungura tjike? Hapo momambo nga omatjangerwa wovahongwa mu nouhatoi kutja tjiri tu hongā nai? Vakwetu ngatu ungure! **Nga rire ombura 2025 youtoṅi!!!**

1. GENERAL COMMENTS

The overall performance of the candidates is satisfactory. A large number of candidates scored marks ranging between average to above average.

2. COMMENTS ON INDIVIDUAL QUESTIONS

Narrative Essay/ Oserekarere

- 1 This topic was popular and was attempted by a large number of candidates as most of the candidates who attempted this question produced good essays and scored good marks on and above average.

Mepu ndi omurorwa aa sokuserekarera ohunga notjikando eye pa nyengurire omundu rive nungwari ngunda a nyengura omundu ngo nao eye e mu tjindi mongaro ombwa. Otjingi tjovarorwa aave zuu nawa epuriro ndi, nu otjaave tjanga ozombwanekero ozombwa nda tjita kutja ve mune ozongombe zondengu.

- 2 This topic like the first one was attempted by a large number of candidates who managed to produce good essays and scored good marks. Many of the candidates who attempted this question scored average to above average marks.

Mepu ndi omurorwa aa sokuserekarera ohunga notjina tji tjita tjitwa kombunda yaindu tjita za nokurota ohunga na tjita. Oruroto ndwi mape ya arire oruroto ndwi omundu ndwe rota tjita rara, ondando ye moruyaveze poo rumwe ovinha mbye ripura na vyo momuinyo. Ovahongwa ovengi aave tjanga nawa ohunga noturoto na wina imbi mbye yenenisiwa tji va za nokurota nu hi tjita tjita kutja ovahongwa ovengi ve mune ozongombe zopokati nokuyenda kombanda.

Descriptive Essay/ ohandjaure

- 3 This topic was attempted by many candidates who scored average to above average marks.

Mepu ndi omurorwa aa sokuhandjaura mbye muna nokuzuva poruveze oruwa eye pe kerinana na wina omuano eye mbwee rimunu momuinyo. Otjingi tjovahongwa kutja aatji handjaura ovinha mbi va zuva nokumuna nao katiji pa ri nouzeu okuhandjaura omerimwino wavo nu hi tjita tjita kutja ave ha muna ozongombe zokombanda tjinene. Ovahongwa tjiva aave serekarere uriri ngunda amave sokuhandjaura nu hi tjita tjita kutja ave ha muna ozongombe zokombanda.

- 4 This topic was attempted by many candidates who scored average to above average marks.

Mepu ndi omurorwa aa sokuhandjaura oruveze ndwa suvera motjihuro tje nokutja ovikwaye mbi tjita kutja oruveze ndwi ru rire orwapeke. Ovahongwa aave handjaura oruveze nu nao motuveze tjiva kaave raisa kutja otjikwaye tji tjita tjita kutja oruveze ndwi ru rire orwapeke, monao ovahongwa otjaave pandjara ozongombe tjita ve sokumuna.

Argumentative Essay/ Ombatanise

- 5 This topic was attempted by few candidates who did not produce good essays because they did not have good points to support their opinions.

Mepu ndi omurorwa aa sokutoorora omuhunga we ohunga nokuhohiza omitanda okurya ovikurya nokunwa ovinuwa vyombazu. Okakoti kovarorwa ovaṭikona mba toorora epu ndi mba yenena okumuna ozongombe zokombanda, otjingi tjovarorwa tjita ungura oungundi tjinga atji ha ri nomapu omasemba okununisa oumune wavo. Tjiva nao aave tjanga ohunga nounahepero wombazu ngunda amave sokutara kovikurya novinuwa.

- 6 This topic was attempted by very few candidates and most of the candidates who attempted this topic did not produce good essays. As a result they scored average to below average marks. The candidates did not have strong points to support their opinions as only a few candidates managed to score above average marks.

Mepu ndi omurorwa aa sokuraisa ongurameno ye ohunga nokutja ovipuka vi sokukara nousemba otjovandu poo kavi sokukara nousemba. Otjingi tjovarorwa katja ri nomapu omawa okununisa oumune wavo monao otji va ungura oungundi. Tjiva vovarorwa nao aave tara kominda aviyevari ngunda amave sokutara komunda umwe uriri, ihi tjita tjita komaunguriro wavo.

3. POSITIVE SUGGESTIONS TO TEACHERS

Kutja tu pwise eraka retu ngatu yandje ombango ku imbi:

- 3.1 Ngatu honge ovarorwa okuhina okutjanga ozombwanekero ozonde tjinene pupe he ri ohepero.
- 3.2 Ovahongwa ngave hongwe omihoko vyoombwanekero (Oserekarere, Ohandjaure nombataneise).
- 3.3 - Ombwanekero ohandjaure: Imba pe undjirwa kokutja omurorwa ma handjaure mbi ma zuu, nuka, munu, roro nokutuna ko nga komerimwino we.
 - Okutja ngatu pamise mbyo mokuhonga kwetu.
 - Ombwanekero ombataneise: Imba pe undjirwa kokutja omurorwa ma toorore omuhunga umwe nu arire mbwa nunisa nomapu wondengu nokuhina okuriyarukira.
- 3.4 Ngatu yandje ombango korutumbo romambo nomutjangahingo weraka retu.
- 3.5 Ngatu honge ovarorwa kutja tji mave tjanga ngave toorore epu rimwe uriri.
- 3.6 Ngatu honge ovarorwa okutjanga ozombwanekero moutokondwa. Okarukondwa akehe ke sokukara nondunge ombe poo ondjivisiro yako okeni.
- 3.7 Ovarorwa ngave hongwe okutjanga omihewo omisupi mbi he ri omire tjinene, wina ngave hongwe kutja omuhewo kau zu mokarukondwa kemwe okuyenda ku karwe, orukondwa aruhe ru uta nomuhewo omupe.
- 3.8 Ngatu honge ovahongwa okuhanena omambo mozondundo tjimuna
 - Rangavara → ra-nga-va-ra
 - Wina ngave hongwe okuisama omaraka warwe movitjangwa vyavo nu tjinene ngave ungurise omana wovirongo inga wOtjiherero tji ye ri po
 - Ngatu honge ovahongwa vetu okuhina okuungurisa omatuka nomaraka omahazendu ngu maye temangura omihoko vyarwe poo ozombazu zovandu varwe.
 - Omiano vyohungiriro novya Tjipangandjara ngavi ungurisiwe nawa nu vi hitasane na imbi omuhongwa mbi ma tjanga.

OKUHEPA ME MU ZERIRE PO OUÑINGANDU NOMAUNGURIRO OMAWA.

GENERAL COMMENTS

Okunene okuhepa kozomitiiri nde kongomokisa otjiungura tjomahongero weraka rOtjiherero.

Omarorero wombura ndji 2024 kaṭṭi muna omarundurukiro womairo wokomurungu tji mosasaneke nombura ndja zuko 2023.

Ngunda aperi nao, Ombapira yetu ndji Oitjatatu mairaisa ouhendi momaunguriro okuza kOvahongwa. Pena ouhatoi ouzikame okuza momatjangero womarorero ko kutja otjingi tjovahongwa mave tjangurura uriri, moruveze rokusokunyamukurira ketjangwa nohengu. Kapena omuano umwe poo omukwao kaani omuhongwa pu ma ziri ombambira oitjatatu nokuhina okuyeta mounune we mbu norupe netjangwa. Arikanev vahonge hongee ovanatje okuraisa oumune wa vo momatjangwa mbu mau zeuparisa mbi vanana metjangwa, nu amave ziri EPURIRO. Zomitiiri, ovahongwa ngave zire epuriro ndi va purwa ave tjangurura etjangwa eresewa porwe.

COMMENTS ON INDIVIDUAL QUESTIONS

Tji tve ya komaunguriro otjingi tjovahongwa ve tjangurura uriri, mokutjangurura kwavo ngwi, kaave ziri epuriro, aave seturura ozongunde inga ondatu. **Hapo ovahongwa tu honga vi okuzira Epuriro ndi? (Okunyamukurira ko nohengu). Mape undjirwa kOvahongwa, okusokuhungirira kehungi poo ketjangwa amave raisa omerizuvisiro nomapu omapame ngu maye zeuparisa poo ngu maye pirura omuano etjangwa mbu ra raisiwa.** (Otja kEpuriro).

Katu tji tara komikambo tjiva mbi:

1. Pa yowa ombambaukire momburisiro yomambo nga **Otjimbi noruhoze**. Otukondwa otungi pekepeke eraka rOtjiherero mu ri hungirwa nokuungurisiwa pevapayuva omambo nga ye unguririsiwa otja embo rimwe, tjimuna: **Otjimbi tjoruhoze**. Otja kepuriro paa pe undjirwa kovahongwa okusokutatera **kotjimbi noruhoze**, As a result this brought about ambiguity during the marking.
2. Okunyamukurira ketjangwa nohengu, pe undjirwa ko kutja ovahongwa rutenga, ve sokuresa ehungi nda yandjwa, nokuzuva nawa ko kutja mehingi ma mu kayenda tjike.
3. Tara epuriro kutja mari ningire tjike poo mari vanga kutja u tjite vi.
4. Mepuriro mu kara otjiungura tji ma tji sokuungurwa, tjimuna: “Omutjange wa yenene vi okuraisa nomasa **otjimbi noruhoze** ongondoroka nonḡiro ndja kuramena omundu omusenina kouye ngu hungira eraka ndo? Seturura eziri roye amo tara omaungurisiro weraka nomurya wokusupi hungi nga.”
5. Okutja otjiungura otjikaungurwa poo ku maku sokutaterwa: **“otjimbi noruhoze.”**
6. Ovahongwa mepuriro ndi aave sokuyaruka kehingi ve nane ovinenge mbi mavi raisa otjimbi noruhoze, ku vo okutaterisira ko eziri ravo, tjimuna: ovandu ve a) “avehe wa sira”, “amu ndji hwike”, “wa yaruka otjikume eneraka”.
Ovinenge mbi omuhongwa okumarondere okuzira epuriro re ama:
 - i. **Raisa (state) oumune woye**
 - ii. **nana (quote) okuza mehungi**
 - iii. **handjaura(explain) okuzeuparisa.**
7. Ovahongwa ve zira epuriro amave tater komapu yetatu nga yandjwa mepuriro otja omayandja muhunga kepuriro.
 - **Ovina ovikuru omukururumendu mbi ma zemburuka**
 - **Okuhina okurivatera nomuhamwatima womukururumendu**
 - **Okurivera omuini komuzandona**

NB: oure weziriro rovarorwa ngari teke potjivarero tjomambo nga raisiwa 250 ngako 300 nao.

8. Zomiṭiri yandjee ombango korutuu orutarero tjinene orundu runa oviṇenge mbi sokuhongorera po omatarero woviungura vyOvahongwa, tjimuna: tji paraisiwa **MOTJITARERO oruti orutjatatu: vyasetururwa (are explained) ma raisa omahavehero nge rizuvisiwa ohunga naindi etjangwa; ma toorora ouhatoi mbwa pwire po okuza metjangwa mbu ma zeuparisa na wo omapu ngu ma twa po.**

POSITIVE SUGGESTIONS TO TEACHERS

Ozomiṭiri maze undjirwa okurongerisa ovahongwa moviṇenge mbi mavi kongorere mba indu tji mave ziri ombapira oitjatatu.

Okuraisa

Okuzeuparisa

Okuhandjaura

Mave rongerisa ovahongwa amave tara kozondando nḡe ri kehi mba:

- Okunyamukurira komatjangwa amave tara kondando, omaheero nge ri poruhaera na wina omaheero omakoto nge ri momurya womatjangwa.
- Hungirira ko nohengu nungwari noukeke amave yandja ondjivisiro ndji ve rizuvisa.

Nu wina tji mave rongerisa ovahongwa:

- Ozomiṭiri ngaze rese nokurizuvisa nawa ehungi rutenga amaaze kahandjaura orapota kovarorwa.
- Zomiṭiri kape nokumunika omarundurukiro momahongero wokuresa etjangwa nohengu, ozomiṭiri ngaze rongerise ovarorwa kutja ve rese nohengu.
- Ozomiṭiri ngaze pamise okuhonga omutjangahingo, ondjangero osemba, oviraise vyokuresa nu tjinene **oviraise oviyarurepo.**
- Ozomiṭiri ngaze rongerise okuyenenisa otjivarero tjomambo tji tja ningirwa. (okutwako nokuisako 250 – 300)

Ozomburo ozorongerise zovahongwa nozomiṭiri

Ozomiṭiri ngaze yandje ombango kovihorera mbi ri momambo nga:

- Omukambo mOtjiherero (Solid Fondation)
- Pyangee ozo Specimen materials
- Konga kongee nokuzikamisa ozo Support materials
- Rikwambee kozomitiri zarwe zopezu na eṇe ṇaṇi ṇaṇi mu haṇasaṇe omaunongo pekepeke.

Okupaha ombaterero kaungundi!!

Matu mu tjere okunene okuhepa koviungura vyeṇu ovisopoke noviwa mbi mu kondja navyo outuku nomutenya, nandarire kutja ooimba na mbena matu hepa okupamisa omaunguriro kutja tu pwise oru yaveze rwOvahongwa neraka retu.

1. GENERAL COMMENTS

This was the fifth examination under the revised NSSC Ordinary Level curriculum. Again, a number of centres collected some interesting information on cultural artefacts. Those centres, especially the new centres, deserves applause. A significant number of centres submitted word processed reports which made moderation much smoother. A few centres, however, submitted handwritten reports! This should be discouraged.

A slight improvement in the quality of the reports was observed. However, more still needs to be done. For as long as centres delay the teaching of coursework until the last minute, one will not expect a significant improvement in the quality of the reports. Candidates still experience problems particularly in formulating the purpose statement for their projects. The objectives are still mixed up with the purpose statement. Many centres appear to be under the impression that candidates will go out in the field, collect information and present the raw information. No information collected (preferably from diverse sources) needs to be analysed as the objectives or questions. Candidates are in fact ill-prepared. They simply rush through their projects. It was apparent at a number of centres that teaching is not taking place at all! Again, centres wait until the last minute and then put pressure on candidates to come up with topics and approach some people with no proper guidance. School managers and heads of centres appear not to supervise this project at all.

1. SAMPLING

As with previous years, most centres did not indicate the candidates who were in the sample with an asterisk (*) as required. Moderators had to do the sampling themselves wasting a lot of time. Examiners should familiarise themselves with the instructions. When selecting candidates for the sample, centres should consider the cultural aspects which was researched so as to include a variety thereof. Some centres only sent the 10 candidates and kept the rest of the candidates' work at the centres.

2. INTERPRETATION OF THE ASSESSMENT CRITERIA

There was an improvement in the application of the assessment criteria this year. Centres are applauded for this. Those centres which still put candidates in higher mark bands than what they really deserve are advised to refrain from such practice.

Pe raiſiwa aruhe kutja okutapera ozongombe moviungura mbi hi nongdengu ku horora ongdengu yomahongero omiſiri ngu i honga kovahongwa ve na imbi oyo mbi i undjira ku vo.

Ovahongwa kutja ve yende kotuti hwi twokombanda orutenga poo orutjavari orundu ovo tji mave ZIKURURA ondjivisiro ndji va wongo. Imba mbu mave i kotora ombihu otja tji ve i isa kozomburo kamaave sokuva ngo. Miſiri, ve rongerisa kutja ve vaze ngo o ve undurire ngo nozongombe zotjari. Candidates should show that they can use the information gathered from their sources in order for them to be placed in higher mark bands.

3. COMMENTS ON ASPECTS OF THE REPORTS

Centres are still wanting, when it comes to preparing candidates for this project. An unacceptable high number of centres did not complete the form for the research project plan (ondyero yongondononeno), which is a clear indication that proper guidance was not provided to many candidates.

3.1 Topic

As with previous years, some centres produced well formulated topics that could be researched, for example "Ongunde mondjuwo yotjizeero". Guidance is, however, crucial for projects to produce the desired outcomes. Omapu tji va tjimuna nga: omaze wozongombe, okuruwo, oukura, ondjupa yamuaha ..." ye yenda amaye zooka nu otji ye hepa okutarerwa motjiſo tjarwe otjikoto. Kahepero owo okutarerwa pombanda uriri nao. Moruveze rwokukongdonona okuruwo momuano ohamure, mo yenene okusasaneke omaruwo wotuzo pekepeke.

3.2 Introduction

As with the previous year, candidates wrote short introductions which hardly shed light on the artefact or chosen aspects. Because of the inadequate background provided, the subsequent headings were clearly poor or vague. Tji wa yandja ehi rokongotwe nda yenene mombutiro komoo kakara nepuriro tjimuna: "... ovikwaye?" orundu tjandje oro ra zirwa rukuru mba. Nu ARIKANEE omundu ka kondonona otjina eye tji ma tjiwa rukuru! Ondando yombapira ndji okwo ngwi kokutja ove u rihonge ounongo ounandengu mbwi wokutjita ongonononeno. Ngoo nangarasi mo serekarere oviṇa ove mbi mo tjiwa rukuru tjazumba ookutja wa zuva mu Inyangu (omburo yoye). Kanao. Tamuna oviṇa mbi mo tjiwa ohunga nepu ndo mombutiro mba. O katja mo vanga okutjiwa "omarundurukiro nge ya po" indu au he ye tamunine mombutiro.

3.3 Interest

Again, as with last year this part failed completely to provide the focus and direction of the project. Ovengi aave tjanga kutja: "tjee kuru ... otjikando tjimwe twa ire ... ami aruhe ee tarere ...". Avihe mbi kavya ri na indji onyune nangarire nu kaavi raisa kutja tjtjiri ingwi omuhongwa opu ma vangere okutjita ndji ongonononeno. It should be a real interest that candidates want to pursue, a problem they would like to solve, a misery they would like to uncover and to challenge themselves to these. Centres are urged to provide the necessary guidance to candidates. Arikane amu raere ovahongwa kutja ngave kapahe omapu ngu mave kakondonona ngunda amu hi ya kuna ombepo ndji mai pendura onḡero mu vo; ngunda amu hi ye ve honga ohunga kutja hapo tji mape tamunwa onḡero mape heyewa tjike.

3.4 The main objective

An increasing number of candidates wrote "to learn a lot about ... (okurihonga ovingi) ... to collect a lot of information that will be used to teach young people about their culture". Imbi kambi ri ondando. Mape tarerwa ku tjike kutja we rihongo ovingi ngo pewe ozongombe ozengi? Mape munika vi kutja omitanda omingi vye rihongere kove ngo pewe ozongombe ozengi? The main objective is the overall purpose of the study, the intended result, e.g. to establish the significance of the ... festival among the Ombu community. It should preferably not be double-barrelled or questions seeking close ended responses. Mondando yoye ombaranga tji mu na omambo nga "nu, wina, noho, na wina, nokutja" tjevera kutja ya hiti ovimbuku!

3.5 Leading questions

These are the uncertainties, the mysteries around the main objective that the candidate wants to unravel. These questions should, therefore, clarify the main objective. Most, if not all, candidates are under the impression that these are the questions they should pose to their informants, which is not the case. Again, it is stressed here that these questions should not elicit simple and straightforward responses. They should, therefore, be formulated in such way that the answers to them will be read in-between-the lines or will be inferred.

Okutja arikane uri, raeree ovarorwa kutja inga kange ri omapuriro ovo ngu mave kapura osemba kozomburo. Ovarorwa ve pura omapuriro nga osemba kozomburo zavo tjazumba ookukotora nga omaziriro wainḡa ozomburo osemba nao opuwo. Mena ranai otji mu ha kara OMAPANGUNUNINO womamwino wozomburo. Ovo ngave ningire ozomburo okuveserekarera hi otjinenge momuano ohamure uriri nu pokati mbo ve kare noupuriro okumuna ondjivisiro onyingi. Ngave ise: "Ehuri randje etenga ... ehuri randje oritjavari ... "Ovarorwa mave hepa okutumburirwa mondjira, amu vesa aveerike. Ondando ndji ombaranga omuano mbu i hi ye ura nondundu yoviṇa oopomapuriro nga, aku rondo oviṇa ovingi mu wo nu aye kara na "uṇe, ruṇe, pi, ovangendu/ovakendu" nao kamoo katokomona ondjivisiro ongoto na wo.

Candidates should be led to become critical and not to reproduce whatever they get from their sources as is. Instead of, "Omburo yandje ya tja ..." they should say, "Ami tji me sasaneke omaheya womburo ndji ... ku na ... me muni kutja ...".

3.6 Sources

It is not expected of candidates to source information from "experts on culture". They should be able to find some people who can speak about a cultural aspect in their immediate environment. It was so disappointing that very few candidates observed festivals, commemorations, weddings and even funerals. Oviṇa mbi vi tjitwa aruhe nu kape novarorwa ve tji ya katarera. Oviungura mbi kanambererwa kamaavi kara nondengu! Mitiri, arikane karee kongotwe yovanatje. Ve hohizee kutja ve katarere ovitjitwa ovinamuinyo – okuperendwa pu nomburo poo okutwapo otjiperendero tjaindji omburo kaku na indji onḡengu ndji ku weza korapota uriri. Imba okuraisa ozomburo uriri. Ondjivisiro ovo ndji va yandja ai tjangwa mba.

Mitiri, tji mwa vaza mba otji mu twa ko omunwe KONDYERO YONGONDONONENO. Tji wa tara komaunguriro wondyero ndji, ootjiraishiro otjiwa tjomaunguriro omangundi potjingi tjozosenda. Ozondyero nda kaku twiirwe ominwe, pozosenda tjiwa kaze po nu zarwe za tjangwa meyuva rimwe kovarorwa avehe nu mombura ndji ovarorwa ndji ve ri mondondo otja-11! Ingwo okuhina konatja noviungura. Mitiri ka sokunyamukurira ku NGAMWA otjina okuyandera mba orondu otji mwa zuvasana na ingwi omurorwa. O katja, “omapuriro kamakahu”.

3.7 Findings

A significant number of candidates could not write a concise summary of their findings. Many were trying to produce a word-to-word transcription from each source here. It was disheartening to note that candidates at this level of schooling are unable to write good summaries. Ovarorwa kave ku i okutjanga omboronganishiro! Otjingi tjavo aave tjanga ena romburo nokuuta okutjanga omambo we otja tje ye hungire. To handle the massive information from their sources, candidates can organise their findings under different headings here. Kape nokuheya kutja nambano ve sokutjanga nga omapuriro mba nungwari mave yenene okuyetanaurira moviuru vyomambo (headings).

3.8 Discussion and analysis of findings

This was the part that lacked for the majority of candidates. Even those candidates who collected massive information about their chosen topics were unable to analyse the information gathered. They simply reproduced what they were told by their informants here (which they wrote at 3.7 above). A great number of candidates wrote only a few sentences here. This was so because their leading questions were not effective to unravel uncertainties and mysteries. Moreover, many candidates are unable to think critically, read in-between the informants' words, make valid inferences and draw conclusions. They swallowed and reproduced everything that they were told by their sources. The situation was exacerbated by poor teaching and guidance. Ovarorwa mba va kasana owoumori mbwa twara okakara nu tjiri maau kahitisa movihwa! Tji tu ha pendukire ondengu yeraka retu mai u momahongero. Omapanguunino wozomburo oorupa rumwe orunandengu tjinene mongondononeno. Mitiri, omapuriro nga nge uta na: “tamuna ... twa ko oviṅa ... omburo yoye ye ku raera ku tja vi ...” momerizemburuka oomapuriro wokehikehi otja ku Bloom. Ndoovazu omapuriro nga ongu maye piti momapanguunino okutja owo nao kaye ri nawa. Ngatu honge ovanatje okukara NOHENGU ave rire ovokuserekarera oviṅa uriri omuano mbu ve vi zuu. Ngave zuvake kutja ovo mave tja vi, mave munu ko vi nu omena ratjike.

3.9 Conclusion

The conclusion should link to the main objective (purpose). It should provide the overall answer to the purpose of the project. Some candidates treated this conclusion as if they were writing a narrative piece of writing. Ovarorwa tjiwa va uta okuyandja ozondangu kozomburo zavo nookutja va wonga ondjivisiro onyingi ndji mai vatere ozonditona. It is emphasised here again as with last year that candidates should revert back to the main objective in order to provide some closure. Ohepero tjinene mba okuyaruka kondando ndji ombaranga kutja pe horoke kutja ongondononeno ndji ya zikamisa tjike nambano.

3.10 References

A significant number of candidates did not provide a reference list of their sources, including the dates and places where the interviews took place. For example:

Hengombe Ndjoze, Ondangere yondanga, Otjijere tji ya ri 23 Suramazeva 2023

Annexe

As with previous years, it could be observed from the interviews that candidates had with community members, and which were submitted as evidence, that the project was welcomed by members of the traditional communities. Candidates should be encouraged to analyse the lyrics in traditional songs and praises instead of reproducing them. Again a number of candidates did not transcribe what informants told them. Instead they paraphrased this information and, in the process, certain information, innuendos and nuances were lost. These innuendos and nuances are rich cultural expressions that need to be analysed.

Otja tji pe zemburukisiwa aruhe, ongondononeno ndji oombutiro yomerihongero wokombanda owo nga zikamena kokutjita ongondononeno mu ngamwa omuhunga womerihongero. Tji matu tapere ozongombe ondundu movarorwa mbe ha rorere nangarire ngwi okupanguuna ndji ondjivisiro ndji va wongo matu hukire ouzeu kozonganda zomahongero wokombanda.

When marking the reports, examiners should make notes which will help the moderators to understand why they arrived at a certain band on the marking grid. There was a conspicuous absence of notes on many reports which could inform moderators as to how examiners had decided on particular bands on the marking grid. The majority of examiners only copy the description at a certain band "... u ri momuhunga ...".

4. POSITIVE SUGGESTIONS

Owanyoro:

- Mitiri, embo ndi me kara ame mu zemburukisa nga aruhe: "twa pewa ovanatje vovakwetu kutja tu tumburire ku matu nangarasi oku kwa roora narire tji twa yere eke nominwe vyaro vitano". Arikaneer atu nyono ovanatje mba meraka retu; atu kara notjirweyo keraka retu oveni.
- **Omambo wombura aihe:** Ongondononeno kai vanga okukaungurwa oruveze apa pu, mai ndjombakana. ma rire nawa tji wa utu mu Rozondu wombura ndji ondenga ovarorwa tji ve ri mOndondo oitja-10 kutja tji mo ya mekweze oritjavari rombura ndji ovarorwa nambano ndji ve ri mOndondo oitja-11 tjandje ya manuka aihe nga kokutjangwa.
- Okutjita ongondononeno nokuitjanga oviina mbya sokuhongwa – kaku raera ovarorwa kutja ngave pahe omapu ve kakondonone opuwo. Ovarorwa ave tja, "twa pewa ..." orondu otjiungura hi va sokutja va urikirwa omuhunga nave ritoorore oveni.
- Omahungi ovarorwa ngu va isa mozomburo (movandu) ngaye tjangururwe omavihu nao nu **ye hohwe** korapota otjouhatoi.
- Oviperendero mbi mavi hohwa korapota ka sokurira oviperendero ngamwa avihe mbya isiwa pu vya isiwa nungwari ovyo vi sokurira mbi mbi mavi weza ondengu korapota otjouhatoi wokutja omurorwa tjtjiri wa katjita ongondononeno. Mbi mavi weza ondengu komahero waihi otjinege tjombazu tji tji ri kehi yomakondononeno. Mape undjirwa kutja omurorwa ma kare mu vyo tji ma pura ovandu, vi sokurira oviperendero vyovitjitwa eye mbyaa tarere ku katjiri nganda a perendwa pu na tjiva vaimba mbaave kaendisa mbi ovitjitwa. Imbwo oouhatoi mbu mau pahwa.
- Ovarorwa ve sokurongerisiwa kutja ve tjiwe okupanguuna ondjivisiro kutja ave ha rire ovokukotora ndji ondjivisiro ombihu uriri nao momuano ovo mbu ve i pewa. Mitiri, ngatu honge ovanatje kutja ve kare nozondemba tji va munu ondjivisiro – ngave rire ovanahengu! Ave rire ovokuniina ngamwa tji tja umbwa ku vo owombungu amai ninine ozongowa mu nomaparakova.
- Nai Mitiri nga pahe epu rimwe ndi ma kondonona omuini nu arire ka hongere ovahongwa ve ombura ndji mai yende. Ombangu ndjo mo i munu! Mo yenene okuhonga nawa ndoovazu otjina ho ove omu mo tuurungire (poo wa rora okutuurungiramo).

Mitiri rumwe ma yenene okutjita ongondononeno ndji nu otja pu me i kaendisa okuza komautiro arire tja hongo ovahongwa ve:

EPU: OKUKONDJA

OMBUTIRO: Imba mo yenene okuserekarera mbi mo tjiwa ohunga nenyando ndi. Wina mo yenene okuraisa kutja omanyando nge nyandwa mouye nai ayehe ya utirwe otjomanyando wombazu rutenga.

ONDERO: Tjii nu omanyando nga owetu omakuru wombazu ya ri yene? Mo tara kokutja omanyando nga ya ri yene nu ongwaye owo tji ye ha nyandwa mouye nai nangarire mo Olympic Games.

ONDANDO OMBARANGA YONGONDONONENO: Ondando yongondononeno ndji oyokukazikamisa kutja tjii enyando rokukondja mape ya ari yenene okurira rimwe romanyando wouye poo inde.

OMAPURIRO OMAKONDONONWA

- Enyando rokukondja aari hatwa (nyandwa) vi rukuru? (omazeva waro)
- Omanyando amazamumwe na ro (tjimuna nga wowrestling) ye nyandwa vi? (otja komazeva wawo)
- Ovi enyando ndi tji ra panguka poo tji ri hitasana ku nomanyando warwe amazamumwe na ro?

OZOMBURO mba kamaa rire ovandu porwavo nungwari mamu kara omaresero wina tjimuna womazeva ku ku yakurirwa omanyando mouye nga komazeva nge ri po womanyando kaani ngo.

Ouhumandu mape ya MBAHORERA YA MANA OMATUNDA ai ya mba nu auhe ngwa i mo nambano arire "enyando r...".

GENERAL COMMENTS

It was the fifth examination under the revised NSSC Ordinary Level curriculum. Once more centres are applauded for the massive information on cultural artefacts which they collected. These indeed enrich our language and culture. However, it was disappointing to note that the quality of the presentations and discussions have not improved over the past five years. This is mainly ascribed to poor planning and poor preparation by centres.

1. Quality of recording

As with the previous year, the recording was in most cases of good quality. The candidates, the examiners and what the candidates played were audible in most cases. Centres are applauded for this. Thank you very much.

2. Range of sample

A good number of centres sent samples along with the whole cohort which represented the ability range quite well. This is appreciated. A huge number of centres did not indicate the candidates who were in the sample with an asterisk (*) on the Oral Assessment Summary Form. Unfortunately, withholding the whole cohort, and only sending the sample, is starting to rear its ugly head and delay the moderation process. Centres are advised to consult the guidelines.

COMMENTS ON SPECIFIC SECTIONS

Centres are reminded again that the oral examination consists of two distinct sections: Section A (Presentation) and Section B (Discussion). The two should be treated separately. A number of centres conducted this examination as one, some with the old traditional “warm-ups”. It was observed that most of the warm-ups appeared at centres where the most experienced teachers are based. They should familiarise themselves with the changes contained in the guidelines. Where warm-ups were needed, these need not be recorded. Pa utu okumunika aayo ozomitiiri nḡa nḡa rara mayuva motjitamba onḡe hi na konatja orondu mu zo nao omu mu novengi mbe ungura aayo momarorero nga mu norupa rumwe nookukakatera kokutja ovarorwa ngave rihangunune. Ombe uta okupura ovarorwa omapuriro moruveze rwokuvepa oruveze (Orupa A) okuyandja omboronganisiro yongondononeno yavo. Otjivarero otjingi tjozomitiiri katji rirongerisire okupura ovarorwa okuisira kovinenge mbi ri mongondononeno yavo, aave undju kutja omurorwa wa tamuna tjike arire mbi va utu okupura ongondoroka na ihi otjinenge tji tja kondononwa.

3.1 Section A: Presentation

Giving a presentation is a necessary skill in life. It was obvious that many centres did not prepare their candidates to give a presentation. Many candidates wanted to speak at length and in detail: “Mba kapura A a tja ... e kapura B e ndji raere kutja ...” nu tjandje mba ovakaendise vomarorero ouhumandu mave ve hohiza kutja ve hungire nao wina. Miḡiri, arikana o pura ovarorwa omapuriro morupa ndwi! Oviḡa mbi vya hungirwa ombura ndja zu ko posi yokutja ngunda kaku ye ya omarundurukiro wevara. Oḡa ndji OMBORONGANISIRO yaindji ongondononeno aihe moure wozominute ±5 mu mu nozokuraisa poo okupuratenisa oviḡa mbya kamburwa. Indwi ooruveze oruwa wina rwokuhonga ovarorwa nangarire okutjita o PowerPoint presentation.

3.1.1 The quality of presentations

An unacceptable number of candidates needed to be probed as they could not speak or were not well-prepared to present their projects (reports). Centres need to polish the presentation skills of candidates as part of teaching and learning. Regular classroom presentations are needed to prepare candidates.

Ovarorwa ngave hongwe okuyandja ehungi pamwe nomaraka, oviperendero poo ozondengura. Ave kapurwa nookukakundurwa kutja ve na vyo poo ngave vi raise. Miḡiri ma yenene okuraera ovarorwa kutja ngave rikambure kutja okavideo poo eraka uriri nu ve mu hindire nangarire momapu warwe ngu maye ungurwa otjokurihongera. Mamu yenene okupuratenisa poo okutarera pamwe kutja Miḡiri ma yenene okutumburira ngwi omurorwa mondjira.

3.1.2 Interpretation of the Assessment Criteria

There was a significant improvement in the interpretation of the marking criteria. Centres are applauded for this. Higher mark bands should be commensurate with the quality of presentations. Omurorwa ngu ma kundurwa, omurorwa ngu hi nokuzeuparisa ehungi re nawa nouhatoi wondjivisiro ndja wongwa, ngu ma purwa omapuriro poruveze ndwi, ngu ma pandere pokuvanga okuserekarera kutja omburo yandje ai tja ... omburo yandje ai tja ... kamaa kapita ozongombe ndano komurongo morupa ndwi!

3.2 Section B: Discussion

In this section the examiner should probe the candidate to expand on his/her project, challenge claims (or assertions) made by the candidate in his/her report while s/he (the examiner) is testing his/her speaking and listening skills at the same time. The examiner can only do this if s/he has an in-depth knowledge of the candidate's work, which most examiners appeared not to have. Miṭiri hapo tji u ha roro okutja, “tjaa omburo yoye rive wa tja ...” Miṭiri ve, hapo tji u pura kutja, “ondando yongondononeno yoye ya ri oyatjike ... omapuriro ngaaye hingi ongondononeno yoye ya ri yeṇe ... ozomburo zoye za ri oowani ...” ongondononeno yomurorwa ngwa haama momurungu woye ngwo mo i tjiwa nao?

3.2.1 Examining Techniques

In most cases examiners and candidates appeared to be calm and composed. That was good to observe. As with previous years some interesting probing questions were asked: “If you are to repeat your research project, what will you do differently? How did your research purpose and questions help you to collect the information that you wanted?”

Ovengi otji va ri amave pura omapuriro nga nge ri mo Coursework Booklet. Kanavi, posiya popengi ya ri ongahukiro kutja otjingi tjovarorwa mbi oviṇa mbyo ombi ve hi ya rora okuhongwa kaparukaze uriri. Kutja omapuriro omahara/omakwani, ye ve pa ouzeu/oupupu, ovikwaye mbya tja ve kaungura omuano warwe opoo mwine kutja kave na indu va rongerisirwe. Okupura kutja okupura naa okupura. Omaziriro ovarorwa ngaave yandja aaye horora kutja oviṇa mbyo kave na indu pu va hongerwe kaparukaze.

The first step in becoming a good interlocutor is to study the candidates' reports carefully and make probing remarks or questions in the margins. This is what many examiners seem not to do. Tjiva ndjirakati aave kahimwa kutja ngave pure tjike nu otjaave utu okupura omapuriro nge hi nondjinda nga vemwe tji mave kerihaka mu: “Ami hi kakondonone mbyo ...” Examiners should try by all means to make this a discussion by avoiding phrases like “My first question to you ...”. Instead, make a reference to the report, “In your report you concluded that ... don't you think ... would you perhaps ...”.

3.2.2 Interpretation of the Assessment Criteria

There was some improvements in the interpretation of the assessment criteria and those centres that correctly interpreted the assessment criteria are applauded. Centres are once more reminded that the higher bands (1 and 2) are for candidates who are **spontaneous, initiate and lead the discussion** not for candidates who need to be prompted. These bands are also not for candidates who narrate what they were told by their informants “**omburo yandje ondenga ya tja ...**”. They are for candidates who extend **their topic**, candidates who **are confident** and who **analyse as well as evaluate different perspectives**. If candidates are unable to do these, then they do not deserve to be put in these bands.

Ombura ndji rukwao pa ri amape munika aayo ozongombe tjiva moruveze rwokuyandjerwa komurorwa aaze yandjerwa ku imbi omburo mbi ya hungire na rumwe oviperendero mbya raisiwa. Vemwe aave umwa i yokuzuva oviṇenge vyombazu ovo mbi ve ha tjiwa ookutirira ozongombe nangarire kutja mouatjiri auhe ingwi omurorwa wa ri ama serekarere uriri, ka purirwe epuriro na rimwe rondengu. Ovarorwa tjiva ve vazewa nondjiviro yaimbi oviṇenge vyombazu nu otji ve vi serekarera nokutja va raerwa i yozomburo zorive ṇḁ. Ngape zemburukwe kutja poṇa mba mape sokuhongwa nokutarewa OUNONGO wokukondonona (wokusosonona) nokuhungirira koviṇa kaku katora ondjiviro onguru ndji wa vazewa na yo kako.

Nu otja tji pa raisiwa mozombura ṇḁ zu ko, pe novarorwa tjiri mba tja ve vaza otuti hwo mouatjiri auhe nungwari mbe ṭa i imba ovakaendise vomarorero mbe ve pura omapuriro wokutja ve serekarere mbi va raerwa uriri poo mbe he ve rongerisire kutja ve “tandaure epu amave tara kounune pekepeke”. Ozosenda ze sokurongerisa ovahongwa nawa kutja ve hare ounongo ounandengu wokutjita ongondononeno.

RECOMMENDATIONS

Owanyoro:

- Vahonge vovanatje mamu kara amamu zemburukisiwa aruhe kutja: Ovengi vetu twa rya omboroto meraka ndi nu ngamba tu rya mu ro, okutja atu nyandere mu ro kutja varwe ave ha karya mo tjandje mena rokuhina okuungurwa nawa ra isiwa mo mozosikore. Tji mo nyandere movahongwa voye na mOtjiherero otjeraka mokuhina okuungura oviungura vyoye nawa otja tji wa sere, mo zepa eraka ndi kutja varwe ave ha kahupa mu ro tjiri!
- Okokuvi kutja pe nozosenda ṇḁ urw' okutwako otjikotji hi tji tji ri mosirambesa kombanda yozorapota zovarorwa! Ondyero yongondononeno ku kwa tuwa omunwe kembo i yomiṭiri nomuhongwa nduu kai mo! Ookuhina konatja nokunyandera momahongero weraka ku maku heyewa okwo ngo.
- Okuyandja ozongombe zokombanda kotjiungura tji tji hi ye ze pwira ku wisa onḁengu yomahongero – oviungura vyomurorwa ngavi raise kutja vya pwirire ozongombe ṇḁ nangarire komundu warwe ngu ma katara. Resa otjitarero nawa! Pura omapuriro ngu maye tjiti kutja omurorwa me riraise otja kotjitarero ho.
- Omukaendise womarorero u sokuve kutja eye a ha kasana otja ngwa rire omukondonone tjimuna okuuta okupura omapuriro ngwi omurorwa otjomukondonone nge ha purire kozomburo eye ma isa ondjiviro.

1. GENERAL COMMENTS

The overall performance of the candidates was average, because some candidates could not find correct answers to some of the questions, especially Section A Question 1a-j and question 2a. These questions were implicit, explicit and referencing question techniques (R1, R3 and R4 questions). A few candidates scored average marks in Question 2a, whereas Question 2b and Question 3 in Section B most of the candidates could not develop the ideas from the passage by using their own words and as a result they did not score good marks. In addition, most of the candidates were just rewriting the sentences directly from the passage instead of paraphrasing them and developing them, where it was necessary. Thus, marks were not awarded in these instances. The whole question paper was difficult.

2. COMMENTS ON INDIVIDUAL QUESTIONS

Section A

In this section some candidates did not comprehend the story very well, because they could not understand Martin's determination to find work despite initial setbacks.

- 1 (a) Morwasinke Martin ga karerere nosinka ketameko lyesanseko eli? Gava yitwa yivali. [2]

This question was easily understandable to the candidates, because most of the candidates got it right, only few got it wrong. Some candidates answered that, Martin was looking for a little money and the midterm break was about to end. This answer was not awarded marks.

The possible answers were:

- Age kwa here/ kwa here a gwane ko kasilinga kokanunu.
- Kapi nga gwana sirugana/ nkenye siruwo nga gwana malimburo gokudira kuwaperi.
- Hawe kwato yirugana
- Mbili tupu kapi tuna hara mbatero nkenye
- Azi huru mpito zokuvhura kugwana ko kasilinga kokanunu koyimaliva yoyinzi eyi ga here

- (b) Morwasinke Martin ga guvire pokufungwinina konomora ozo za kere metjingiso? Tumbura yitwa yivali [2]

This question was a bit tricky for the candidates, as only a few got it correct. Most of them gave the following answers: they might forget my message. His heart sank when he got the message. There is no one here at the moment. And all these are wrong answers.

The possible answers to this question were:

- Kwa gwene mbudi ezi va kwatera kofunguna.
- Kapi ga ndililire yitundwamo yoyiwa.
- Kwato ga tambwire funguna zendi.
- Ni gazare yiwo uhura wou, yimo ga gazare.
- Kwato ugu na tengwira nge hena.

- (c) Morwasinke ga karerere nelizuvho lyokuligava? [1]

This question was clear, so most of the candidates answered it correctly, because it was easy for them to trace the answer from the passage and only a few who gave these incorrect responses such as: they might forget my message or sorry, there is no one here at the moment.

The possible answers were:

- Age kwa gazare asi vantu vanzi nava tura mo mahundiro.
- Nava ya gwana nombundi dononzi edi vana va sigire vantu kofunguna.

- (d) Morwasinke Martin ga uyungilire asi, "Nan one nanel"? [1]

This question was so tricky for the candidates, because it seems the candidates have challenges responding to R3 questions. Instead of answering the question, they rewrote the questions for Martin's mother. Which were: ayo yirugana musinke nye yene oyo? Yokukara novanona ndi? No mark was awarded for these answers.

The possible answers were:

- Etarero vanona kapi sirugana sa mu firu.
- Kapi sirugana sosiwa sa firu vanona wovamati.

- (e) Yinike musinke ya kere pembo eyi ya ninkisire Martin a sikame ponze komeho a hwilire monda? Gava yitwa yivali [2]

Most of the candidates scored one mark for R1 question, and R4 was a challenge to them. Those who gave this answer; mositarata saIndependence Avenue mwa kere embo lyonomora 6 lyomazimo gavalu gokulironda, did not score a mark.

The possible answers were:

- Embo kwa kere mukaro woudona/ embo eli lya kere lyewa nonyukupita
- Wayi wourere kwa kulire hambara kusika keguru lyoyipereki yonzugo/nonombya dononzera edi da likulira pwadene va dira kutapeka.

- (f) Yisinke ya tetukisire Martin apa lya zegurukire evero lyembo lyonomora zauntazimwe (6)? [1]

The question was clear and understandable and as a result the majority of the candidates answered it correctly. Only a few could not score a mark because they answered that: “the man had beard” without explaining how strange his beard was and some even gave a description of the dusty house or old and useless furniture. No mark was awarded for this answer.

The possible answer was:

- Mugara kwa monekere kutjilisa/ mugara kwa kere nononzweddu dononzi dokunyaganyanya dousamuke nomeho gokunana mo

- (g) Yisinke ya kere momagano gaMartin pokumona monda zembo? [1]

Most of the candidates did not answer this question correctly. They just rewrote how the house smelt damp and no mark was awarded for this answer.

The possible answers were:

- Kwato ugu ga tungire mo.
- Kwato ugu ngazi pakere mbili nokuzizeresa.
- Kwaltarerera/ kwaltisigilira.

- (h) Morwasinke mapukururo gomugara ga karere gougeni kwaMartin? Tumbura yitwa yivali. [2]

This question was also a challenge to the candidates, the majority of whom failed to score both marks. Instead of answering or explaining “why the instructions were strange to Martin” they just rewrote the man’s instruction to Martin.

The possible answers were:

- Mugara kwa here nayinye a yi pungure.
- Martin kwa gazarere asi yipako yina kapi ya kere nomulyo.

- (i) Yisinke nawa-nawa ya tumangedere Martin a hafere sirugana esi? Tumbura yitwa yivali [2]

The majority of candidates scored marks, because they answered it correctly. The few who wrote: Tani kufutu mafere ntantatu or kwa mu futire mafe ntantatu and kwato ga mu tarerere poyirugana; did not score marks, because the tense used changed the content of the passage.

The possible answers were:

- Mfuto (N\$ 800) ezi va mu tanterere kwa kere zonzi ezi ga dilire kundindira/ ngava mu futa mafere ntantatu./ kapi ga yi ndindilire asi kuvhura va mu fute yimaliva yina pitakana pomafe gavalu (N\$ 200).
- Kapi ngava mu tarera pokurugana/ kwato nga tarera nge

- (j) Morwasinke Martin ga karerere nasinganyeko lyokugwana muvateli gomukadona? [1]

This question was a bit tricky, but there were some candidates who scored a mark. Those who did not score a mark wrote: the job was heavy (yirugana kwa kere youdigu) and girls are powerless. These were not considered to be correct answers.

The possible answer was:

- yipako kwa kere yoyidigu/ yipako kuvhura kukara udigu unene.
- Mukadona kapi ta vhuru kudamuna yipako yoyidigu.

- 2 (a) Madidiliko gana kara mosireswa gana kulikida asi sirugana esi kwa kere mulyo unene kwaMartin? Tjanga malimburo goge morupe rwekamo lyoyitwa. Kapisi o ruganesa nonkango danyamoge. [15]

Most of the candidates managed to answer in note form, but some of their answers were wrong because they could not relate to the question. A few candidates wrote this question in continuous prose which is wrong, teachers at school should not encourage this type of answering and it should be discouraged. Some candidates just wrote words instead of writing statements (answers) as they appear in the passage.

Possible answers were:

1. Martin ana hara silinga/ (yimaliva yoyinzi eyi ga here);
2. Epwizumuko lyopokatji kosinema kwa kere mpito azi huru zokuvjura kugwana sirugana;
3. Martina kwa kere nomagazaro gomanzi gokudira kugwana sirigana/silinga (nga guu/ yosili nina hara sirugana/ nkenye apa nga guu apa nga gwana malimburo gokudira kuwaperera);
4. Kwalimbwilire pausupi ketjingiso (ga hana kumana siruwo, Martin yipo ga toonene nomora ozo);
5. Mbudi ezi va kwatera kofunguna ezi ga gwene kwa mu guvisire/ mutjima gwendi kwa deme/ mutjima kwa deme apa ga gwene mbudi ezi va kwatera kofunguna...;
6. Nye simpe ta limburura (ta nyungu mapepe gendi kumwe nokusiga mapepe gendi);
7. Martin kwakerenoruhafo, apamuagaraogoga mu toonenekuhamenasirugana/ Martin kwahefe;
8. Ana kara noruhafo rorunenekofunguna: "Inh, yina wapa!"; Inh, oyo ngoso nawa! Nawa unene/ mbudi ezi ga gwene kofunguna za mu hafesere
9. Kwa kere nosinka asi nampo ko yi li nayi lilimba po: "nsene ni ragopa";
10. Ana kara noruhafo kozina. "kwange oyo yiwalika"/ Martin kwa yi haferere oyo yirugana;
11. Kwa kere netamangero omu lya monekere embo, yiom ga gazarere; "kwato eyi nani vhura kurugana ko";
12. Kwa kere netamamgero omu ga monekere mugaviyirugana;
13. Ta lihumu ruve: kapi ga here kuzuvhisa mugara kukora komutjima;
14. Mfuto kwa kere zonzi kupitakana ezi ga ndindilire (N\$800 mevega N\$200);
15. Mpili ngomu ga pililire ku yi likida kuhamena mfuto ezi, kuninkira mugara kanenge a litjindje magano gendi.
16. Age kwa hefe, morwa kwato ogu nga mu tarera: Martin nelimweneneno kwa lisininikire kumenyuna;
17. Ga hepa kugwana ko muvateli; ano nsene kapisi ngoso ngano ta zumbanesa mpito zoyirugana/ kupapara mukadona a ka muvatere/ kwa gwene mukadona a mu vatere;
18. Martin kwa kwete nonhunhwa komurungu./ Kwa menekere/ komeho zovili zauntane nage naEmilly kwa sikeme ponze zembo lyonomora 6

- (b) Ngesi ruganesa nye yitwa yemepuro (a) o tjange ekamo lina hamene konokonda dina kulikida asi sirugana esi kwa kere mulyo unene kwaMartin. Elimbururo lyoge lya hepa ku kara morupe rwansekotwikido ntani li kare mononkangodanyaamoge. [5]

Ure wekamo lyoge u kare pokatji kononkango 100 – 150 ngoso.

Most of the candidates wrote in continuous prose, but a few wrote it in note form. Also, some candidates wrote in paragraphs instead of one paragraph. Some candidates did not stick to the number of words asked; they wrote more words than the expected number of words. The majority who wrote in continuous prose managed to rewrite the points mentioned in 2a, but did not develop the points. Only a few candidates tried to develop their points. There are also some candidates who summarized the whole passage instead of using the points mentioned in 2a. Candidates lack a clear focus on the passage and were unable to use compound and complex sentences, conjunctions and transitional words. The summaries did not flow. Candidates should express the ideas from the passage using their own original words/language. Some candidates wrote a title on the prose summary, which is not allowed, since it is just a short paragraph.

RUHA B

Epuro 3

Sekondere zomomukunda zina kuzigida o ka gave siyungwa somakoranngedo kovarongwa vana kumanesa sure kuhamena mapuko aga ava rugana vantu momaparu, mgapi nava ga kandana po nokugawapukurura. Tjanaga siyungwa soge. Ruganesa maganao gomosireswa ove o ga kulike neruganeso nonkango danyamoge. Ure wosiuyungwa soge u kare pokatji kononkango 250 – 300. [20]

There were a few candidates who rewrote the whole passage and did not score good marks. As for those who wrote a speech with its layout were awarded marks because in their piece of writing, the sentence structure, audience and format of speech were perfect and visible. They used the ideas from the passage and they developed them with their own words.

Possible points (mistakes) people make in their life

Mapuko aga ava rugana vantu momaparu:

- Kwa kere nehuguvaro lyenene (na yi divire nawa-nawa asi name ngani kara gumwe gwawo);
- Yinyami (ngomuntu na tundilira pepata lyohansako ntambo zange zokuhova);
- Age kwa kere nencenuno kosirugana soukarelipoveta (kudwar eguwo lyesovagani, ku ka sikama komeho zomupanguli ntani nokupopera vantu va hana unzoni)
- Ediro kutukuka (kapi nalirongere maruha nagenye, yeeyi kwa kere siruwo nasinye nakaume gwange gomupe -Sara. Siruwo nasinye apa nani kara monzugo zomakonakono- kupita na hana kulironga);
- Kusensa vakwawo (tani pena ni sindike kamuzumo kovarongwa);
- Ediro kukara nousili (kapi na yi pulire eyi ga mwene meho gange/mahodi gehandu... Ngapi omu nayi vhura kukara ngoso);
- Kutambura yokukusinika.

Ngapi omu nava ga kandana po mapuko nokugawapukurura:

- Diva asi ose vantu kapi twa Hungama (momaparu getu twa rugana mapuko gomanzi, gamwe gomanene ntani gamwe gomanunu);
- Ku kara nehuguvaro (kuheteka hena ngorooronokuza komeho- Nsene no twikira norooro nomagazaro asi kapi ngo yi sikisa mo, kapi ngo vhura kuza komeho);
- Ku kara nousili (zinya- ayo hena nare ya pita ntani eparu lyange lya ya za kmeho);
- Lisikamena pwanyamoge (Otate kwa handukire nokusinika nge ni kware. Kapi na kere nononkondo dokuvapatanesa, naneina eli simpe kuyilivera);
- Kara nomukumo nokukwama nonzodi doge (nye nonzodi dange kwa kere mulyo unene kwange);
- Nkenye apa kara ependa (muntu ga fira kuliwapayikira kuruganesa mpito);
- Wa ha liga va (Ngani vhura kugwana mpito zokuwapukurura yininke).

[Magano nkenye gokutunda mo sireswa gana wapere ntani gomulyo kuvhura tupu kugatambura]

Ruganesa sikorekeso (Sigwedoko B) sosirugana setjangovyukiliro (Sipepa 1) mokukoreka ruha rokuresa (15) ntani kutjanga (5) mokugava yitwa. Varongwa va hepa kuruganesa nonkango davene moomu vana kuvhulira

Mapuko sipero aga va rugana varongwa

Futo- mfuto
Nonzedu- nonzwedu
Ntani-ntani, ntantani- ntaantani
Mara- morwa
Kuhuyunga- kuuyunga
Yeyi- yeeyi
Sihuyungwa- siuyungwa
Kahume- kaume
Gwoge- goge
Lyame, nyamwe- nyame
Gano- ngano
Kulisingainga- kulisiga-siga
Voge- woge
Vambya- vamumbya
Malivero- maliverero
Gwume- gumwe
Apisi- kapi
Litjinji- litjindji
Ezuvhaezuva
Wukwawo- ukwawo
Lyi- li
Sokukahulilisa- sahumilira
Kohemo- komeho
Pwame- Pamwe
Mbindi- mpili

Pondambo- pontambo
Simple- simpe
Musinge- musinke
Tjija- tjindja
Yagende- yagendi
Pawa- wapa

3. POSITIVE SUGGESTIONS TO TEACHERS

Teachers should familiarize themselves with the questioning techniques (assessment objectives) and these are R1, R3 and R4 questions by reading page 19 of the NSSCO Rukwangali L1 Syllabus under 6.1.2.

Teachers should place more emphasis on teaching the difference between the note form and prose continuous summary. They should teach candidates how to use their own words properly in the prose continuous summary and in the shorter pieces of writing.

Teachers should encourage the candidates to adhere strictly to the required number of words.

1. GENERAL COMMENTS

Comparing the standard of the learner's work in relation to previous years., learners of 2024 showed improvement in answering different questions, which was not observed in previous years. Learners had an understanding of the chosen questions. This made it easier for them to interpret and narrate their stories. Looking at learners' work, there were minor misinterpretations on question 2 and 4, but in general, learners were able to narrate, describe and argue for or against the topics which were clearly outlined.

2. COMMENTS ON INDIVIDUAL QUESTIONS

Narrative/Pasimwitiro

Write an essay on one of the following topics. The length of your essay should be between 350 – 500 words.

Tjanga esansekototo kwa limwe lyoyiparatjangwa oyo yina ka kwama ko. Ure wesansekototo lyoge u sike pokatji kononkango 350-500.

- 1 Write a story about an occasion when someone you underestimated treated you with kindness.

Tjanga esanseko lina hamene kosihorokwa songandi omu muntu ugu wa sensere ga kutekwire monaruwa.

This question was selected by a number of learners. Almost all of the learners who chose this question answered it correctly. The majority of the learners had an understanding to narrate the question. Learners were able to relate their stories of their own life experiences.

Learners were expected to:

- Narrate a story, mentioning the occasion, the person who was underestimated and how this person treated them with kindness.
- Muzaro govarongwa va horowere epuro eli ya va tompokere ku simwitira sihorokwa nomu va ka gwene muteku.

Yindindirwa komurongwa ana hepa kububura:

- Sihorokwa oso sa kere siho. Sipito, epongo, nomfa ndi nkenye tupu sihorokwa
- Ukaro wesenso- muntu ogo nare wa mu mona apa no ya mu mona to ya mu tjangwilire moomwina wa mu divire.
- Ndi kuna kumusensa poopoo ono kumumona.
- Etekuro monaruwa – omu ga mu tekwire monaruwa. Kwa ya mu vaterere morupe rongandi, oru ga pilire kundindira. Li kare esanseko lina hama kwa mwene, kapisi komuntu nage peke.

- 2 “Dreams really do come true.” Narrate a story that actually happened after you had dreamed about it.

“Nzodi sili nani kuhoroka.” Simwitira esanseko eli sili lya horoka konyima zapa wa yi rotere.

This was a highly selected topic. Nearly all learners who opted for this question successfully answered the question correctly, giving evidence of what they have dreamed about and how the dream became a reality.

Learners were expected to tell/ narrate the dream, whether it was a day dream(vision) or a dream while sleeping to justify how the dream became a reality at the end.

Muzaro govarongwa va horowere epuro eli ya va tompokere kusimwitira nonzodi edi va rotere, nokugava umbangi wosihorokwa sa horokere konyima zonzodi.

Yindindirwa komurongwa:

- A bubure asi nzodi ozo pakurota monompofu ndi pamagazaro gerwameno lyokomungura.
- A simwitire moomu ya ka horokere pausili konyima zosiruwo. Nzodi ozo zi kare zamwene kapisi zomuntu gwapeke.

Descriptive/ Pasingonono

- 3 You took a long walk through beautiful surroundings. Describe what you saw, heard and how you felt.

Ove kwa gendere sinano sosire momavango gomafuuli. Singonona eyi wa mwene , eyi wa zuvhire ntani nomu wa lizuvhire.

Varongwa vasesu va horowora epuro eli. Ava vali horowora va vhulire kusingonona mavango ogo va gendere, nokusingonona eyi va mwene, eyi va zuvhire nomu va lizuvhire. Nampili ngomu vamwe va singonwene nodoropa dokulisiga –siga, neyi va mwene nokuzuvha nye elizuvho mwato.

Few learners opted for this question. The few who opted for it were able to describe the long walk/ trip they took and they could describe the beautiful surroundings of the places they have visited. Learners were able to describe what they saw, heard and how they felt. Even though a few described places they have visited in different towns, some could not describe how they felt but only what they have seen and heard.

Yindindirwa komurongwa:

- A bubure evango limwe ndi mavango gomanzi aga ga gendere modoropa zimwe tupu. Nye ntene a singonona mavango gokulisiga-siga monodoropa napo kapi ana zapukilire.
- A singonone eyi ga mwene, eyi ga zuvhire ntani nomu ga li zuvhire.

- 4 Write a description of your favourite place in your town and what makes that place so special.

Tjanga esingonono lyevega eli wa hara modoropa zoge ntani yisinke ya ninkisa evega eli li kare lyoufuuli.

A few learners also opted for this question. Learners could relate their stories to the chosen places in towns where they are residing. They were able to describe what makes their chosen place so special, though some were not able to describe what makes the place special.

Varongwa va horowere epuro eli, wovanzi va vhulire kusingonona evega eli va hara modoropa zawo, nampili ngomu vamwe va di lire kusingonona patamunuko oyo ya ninkisaa oyo evango li kare lyoufuuli.

Yindindirwa komurongwa:

- A tumbure evango lyomodoropa ezi ana horowor(li kare nampili sitora ndi mbaha ndi mukunda gwawo) kukwatera mo wokonomukunda.
- A singonone nokonda edi ga harera evango eli.
- A singonone eyi lya karera evango eli efuuli, omu va li yengeka, omu ali moneka nomu va li dika.

Argumentative/ Patatano

- 5 “Young people should be encouraged to consume traditional foods and drinks.” Do you agree with this statement? Justify your answer.

“Vanona va hepa kuva korangeda va lye nokunwa nondya dopampo.” To kwatesa ko siturwapo esi ndi? Nkondopeka elimbururo lyoge.

Very few learners opted for this question. Learners who opted for this question were able to justify their reasons on the importance of encouraging young people to consume traditional foods and drinks.

Varongwa va horowora epuro eli va vhulire kuhorowora mbinga/ruha nokugava nokonda dehoroworo lyawo. Wovanzi va vhulire kugava yitwa yomulyo yokukorangedesa vanona va lye nokunwa nondya dopampo, nokugava yihonena yehoroworo lyawo, nampili ngomu vamwe va horowora maruha nagenye posikando simwe tupu.

Yindindirwa komurongwa:

- A horowore mbinga ezi ana hamene. Ta kwatesa ko ndi ta patanesa.
- A gave nokonda edi dina kukwatesa ko ruha rombinga oru ana horowora.

Mekwatesoko a bubure mo mauzera aga ga mona ndi ga zuvha.

- Sihonena: kulikida mpo, kudigwana usimbu/noureru, kuvhura ku di kuna momapya, ureru mokuditereka ndi kudirongikida, kapi ava tura mo nomutji nkenye.

Patatano:

- A bubure nokonda edi dina kupatanesa ko
- Sihonena: udigu kuditereka, kapi vadi konakona, edumba lyado edona ngo.ngo.

6 “Animals should have rights, just like humans.” Give your opinion and justify your answer.

“Yikorama nayo ya hepa ku kara nounankondo, ngamoomu tupu va kara vantu.” Gava ko egano lyoge kumwe nokulinkondopeka.

Very few learners chose this question. For those who chose this topic, strong points were outlined as to why animals should have rights just like humans.

Varongwa va horowora epuro eli vasesu unene. Nampili ngoso ava va lihorowora va vhulire kugava nokonda dekwatesoko asi morwasinke yikorama nayi karera nounankondo ngamoomu tupu va kara vantu. Ava va patanesere nawo va vhulire kugava nokonda asi yinke nayikarera yikorama nounankondo wayo.

Yindindirwa komurongwa:

Mekwatesoko:

- Ya hepa kuyipa uhaku, nondya, mema, kuyikuhwa neharo.
- Ya kara nounankondo wokulivhukisa.
- Nokuyidipaga si.
- Ya kara nonankondo wokugenda yi ze oku ya hara.
- Unankondo wokuyipakera mbili nokuyikunga.
- Kuyitumbwisa komadina gayo nokiyiruka madina gomawa.
- Kukoka vadinguli nokukulika yiwizamo [economy] lyosirongo.
- Kufuuwisa nsitwe.
- Nokuyitoonanga si.

Mepataneso:

- A gave nokonda edi dina kupatanesa ko
- Ayo kudipaga vantu va hana kuzona yuma.
- Kapi ya kara nonondunge ngwendi vantu.
- Kwayi sitira yipo vantu va livaterese ko.
- Kapi ya kara nonoveta edi ayi kwama momparukiso zayo.

Mapukosipero nontjangeso zina pumbwa ewapukururo

- Elisigo lyoutara netaratara
- Kwatoko namukweni lika lyove tji hongomoka
- Nondya twa sigire nkera masiku – nondya katu hupisire po nkera masiku.
- Fikagure yikaiga – duma gure yifofo/ yikaiga
- Madina goyirongwa (geography) – Udivivhu
- Madina gonodoropa (Tsumeb, Windhoek) – Someya, Venduka
- Prayisi – mukoso/ ndando
- Ezuvha – ezuva
- Tani pwizumuka ko kamanunu – tani pwizumuka ko nakauke
- Nongandu – vangandu
- Nonzovhu – Vanzovhu
- Nonyime – Vanyime
- Vambahe – Nombahe
- Vahefu – Nohefu
- Ngororo – ngorooro
- Pira – kapi
- Ngwe – ngwendi
- Bela – kufunguna/ kutoonena
- Peyi – kutambura / mfeto/nzambi
- Sikuwoni – kwa zera
- Vakasitoma – va randi
- Tutiki vereki – tuherufuna/ yirugana yopokaruwo
- Lyimwe – limwe
- Kuzuva – kuzuvha
- Eme – ame
- Mara – nye
- Hwililira – hulilira
- Vasikiliti – vakungi/ vatakamesi
- Mobani – mosira
- Kuliwapekera – kuli wapayika
- Kukwafuruka – kuhafuka/kumbanduka
- Zuvire – zuvhire
- Samunterere – gasamunterere

- Sivike pita nyame namukwetu – sivike pita name namukwetu
- Nohukanguki – noukanguki
- Vayo – wayo
- Kupepepepa – yina kupepauka
- Ka group – kambunga
- Kuvemuna kuvema
- Oina – oyina
- Omama woge – onyokokuru
- Nolisaliti – yitundwamo
- Namba – nomora
- Sitarafa – sitengekeso
- Nondja – nondya
- Vhena – Funda/kufunda
- Kudakura – kutoona
- Mall – evango lyomarandesero
- Mokamera – Monzugo zokurara
- Business – Ngesefa
- Yomode – youye wantani
- Kotela – Kehinafutiro
- Nava joinine – na lipakerere nawo
- Noquestion pepa – Yipepa yomapuro
- Zousekeretari – Zouhamutjanga
- Sopilifati – sopaumwene
- Nolaina – Nomukweyo
- Kutjuna – kuwapeka
- Kuburaya – kudosa
- Kulata – kuhulilira
- Kuhaika – kukondera
- Kusapota – kukwatesa ko
- Kuwokes – kufunda
- Munona gwaso – munona ogo

3. POSITIVE SUGGESTIONS TO TEACHERS

Learners should avoid writing words or sentences in English unless in cases of writing names of people and places [Nouns] that are not in Rukwangali

The length of the essays should also be considered because some learners write very short essays which makes them loose marks while some write beyond the required length of an essay, which leads them to losing focus.

Teach and drill learners on orthography, sentence constructions, spelling, paragraphings, punctuations, syllables and the usage of idiomatic expressions.

Teach learners all the components of an essay and how they differ in all the three essays.

Familiarise learners with the marking grid so that they are aware of what is expected of them and how marks are awarded in continuous writing.

Train learners to proofread their work before handing it in, to avoid unnecessary mistakes and repetition of words or sentences.

On argumentative essays, learners should choose to be either for or against the topic that they chose, and not support both sides.

1. GENERAL COMMENTS

- Despite being the fourth year since the curriculum's implementation, there is still a challenge in answering the paper's question on Critical Response to a Text.
- Learners' work continues to meet prior years' standards.
- Some learners may not have understood the concepts employed in a question (e.g. ndjorongani) or failed to identify the inquiry's demands.
- It is important to clarify that this is literature work, not a reading and writing assignment.
- Learners are required to respond critically, rather than just retelling or summarizing the content.
- Learners should write their responses in a continuous manner using well-structured paragraphs. Some learners wrote in one long paragraph.
- Learners are expected to read, comprehend, and critically analyse the passage.
- There was observed difficulty in criticizing information in a passage.
- Many learners misunderstood criticism, resulting in mocking and using foul words to describe characters.
- The majority of learners' responses focused on surface meaning, criticizing what is mentioned in the passage.
- Few learners provided meaningful responses to the inquiry.
- Some learners distorted facts in a passage.
- Some learners struggled with the state, quote and criticise formula for critical responses, but just a few demonstrated effective utilization.
- Bullet points are not sub-headings or questions and should not be answered in isolation. Please!
- Some learners' replies included the use of bullet points as sub-headings to illustrate paragraph content.
- Idioms are permissible in this paper, but learners should ensure they are appropriate for the message.

2. COMMENTS ON PAPER 3, GUIDING POINTS AND INDICATIVE CONTENT

Let us discuss here ...

When assessing, markers should be aware of the fact that there will be different ways in which candidates may structure their responses. There should, however, be adequate textual evidence to reward responses. The guiding bullet points are not exhaustive; these are only fact points that candidates are likely to use to construct their answers. There are alternative responses to the guiding points to meet the demands of the question. As it is known, after a learner has read the text, a question will be asked and below that question there are three guiding points to guide a learner on what the answer should be based. Learners will be assessed on their ability to **evaluate and analyze** the following from a text:

- Ideas
- Themes
- Author's intention
- Attitudes
- Language

Not only that, but learners are also assessed on their ability to provide a **detached critical overview** and **judgement of what is in the text**. Learners have to provide references based on their critical impression. A reference is not done exclusively, but it should be accompanied by a clear **clarification** which is done regarding a point made. Learners' answers are expected to contain adequate information from a text in their responses. A text will always present a variety of points about a particular guiding point; a learner should be able to pick sufficient information from a text, bearing in mind the word limit (**250 – 300**).

ASSESSMENT SPECIFICATIONS

Each paragraph of a critical response is developed using the following key:

State – This is a topic sentence developed as a point from a certain sentence or a word from the passage. Such a word or sentence is believed to have information asked in the question. It simply means that the learner should pick a word or sentence and develop a point from it, based on the question asked.

Quote – Textual evidence from the passage in the form of quotations and paraphrases.

Criticise/ Explain – The interpretation part of evidence in relation to the guiding point and thus the main question. What can you comment on the information picked from that sentence or word? Do you support it? To what extent do you think that could possibly lead to? What is your advice on that?

Strong concluding statement – referring to the main question.

Example:

The passage read as:

Lina ka gwa mo, mugara ta litengwida ko kembo, nye ana terera unene. Sikotili sina pirukire oku ana kutunda muntu, maguru gendi kuna kudigopa ku ga gendesa. Ana ya siki membo, Mugolikadi ta yi rugana ngwendi moomu mwanare, ta mu pe murarero gwendi a lye. “Hei! Ove nyaTjakunona, ogu muhoka, ndi mukuro? Nondya dange dometaha ado oku dina zi?”, yige mugara.

Question:

Mutjangi ngapi omu ana kulikida komuresi ukaro womomapata?

Edidiliko : nondya

A critical response:

Vanturagumbo kuswaura nokusandura nondya dovagolikadi vawo. Mosireswa, kuna kugwana mo asi; “Ogu muhoka, ndi mukuro?” Ukaro wangesi udoni unene mepata. Mutereki kuvhura kuliteka a dire kutereka hena. Yimo muhoka kuvhura gu tjimpame unene posiyaha, nontumba di fuga-fuge, nye ngano kuyiuyunga ko morupe roruwa rwina rokudira kuzuvhisa kukora komutjima. Vanturagumbo, vamwe nokampandu si kaaka konzambo. Nonkwara dangesi kapi da kara ko kokuzunguruka, nokuli yido doyiponga-ponga yankenye ezuva deedi!

The question which came in the examination and its marking scheme.

Ngapi mutjangi omu ana kugava mbudi zendi kovaresi kuhamena ndjorongani zokuhamena keteto lyonohuki dovakadona moAfrika?

- Ruganesa madidiliko ogo pokugava malimburo goge:
- Malizuvho gaNamutenya
- Nomukaro dokulisiga doguhwe nozina.
- Omu va yi mwene wokulikarera nomu ya gumine Namutenya.

Varongwa kwa va ndindilire asi va gave malimburo gawo mekuyauko lyopasisewe, kapisi lyopandanda, morwa epuro kwa kere morupe ropasisewe.

Malimburo ogo gana kukwama ko yigo va ndindilire vakoreki momurongwa, nye kapisi gelike, naga ga tundire movarongwa kwa ga tarurwire momunene:

Malizuvho gaNamutenya

- Vakadi wovawa woovena wokulimbarumuna nomutwe.
- Ame yina seta nge yokufwayama mamuhuki nkenye apa.
- Yiyo yina kara mosirongo.
- Nina hara kudipara mo nadinge, ngwendi wovena vakadi nina mono motivi.
- Vagenda ka va wizire posure zetu, kapa kere mukadi ogo ka limbarumwine nage.
- Kuvembera unene, nsene ono kwita mo magadi.
- Tani yi bwakeke tanko ziyaha ni duke, ni ka tare rusumo runa kudana kotivi.

Nomukaro dokulisiga doguhwe nozina.

Oguhwe:

- Tatu peperere ko kokutakeresa muntu nkenye sivike.
- Nampo yiyo ga hara.
- Nage muntu!

Ozina:

- Kapi to kurura nohuki doge ngwara-ngwara, ove mukadona.
- Tani ku pulisire o litete nohuki doge, moomu ana yi harere muhona.
- Mpo zetu kapi a zi pulisire mukadona va mu kurure.
- Mpo za kona kuzifumadeka noku zi tekura moomu za sikama.
- Ogu yige nye mukadi gomuwa mo unene goMuafrika membo lyetu.
- Kuna kuvembera ngwendi kuna simbi ntarero momutwe.
- Nampili o kukute ngapi pelimba.

Omu va yi mwene wokulikarera nomu ya gumine Namutenya.

- Yilye ogu mumati-kadona membo lyetu?
- Mukwetu Namutenya, ukaume wetu yipo una hagere kutundilira ezuva lyaneina.
- Kapi tani kara nakaume zange gomukadona goharufa.
- Mpo zetu kapi za kara nevega lyokupulisira rukurwiso rokufana ngoso.
- Ngano nina uyunga novakurona woge va ku gave kwagumwe govahekuru woge a ku randese po.

Omu ya gumine Namutenya.

- Ngano yokukara nompito zongandi zokuvatera mukurona gomoAfrika.
- Kapi na gwene mo mbili mwawo, nampili kanunu.
- Kwa kere ngwendi nyamelike mouzuni.
- Na kere noyina, novamumbya novakaume, nye ngesi nyamelike.
- Ngwendi ni ninke situpa si mine nge, ni ka bubukire kopeke.

3. POSITIVE SUGGESTIONS TO TEACHERS

- Teach learners how to develop critical points.
- Learners should first understand the definition of the word 'criticise'.
- Prior to that, learners need to know the common way of presenting their responses to the text using the standard format of stating, quoting, and criticising.
- Encourage learners to practise presenting responses for paper 3 questions through practical activities.
- Train the learners and drill them more on how to evaluate and analyze a passage.
- Teachers need to know the difference between these two responses, **deep** and **surface meaning**.
- Teach learners to know the exact way of using bullet points.
- Advise learners to understand the passage well, before answering to avoid misinterpreting information from a passage.
- Encourage learners always to have a question in mind when dealing with bullet points, to avoid presenting information from a passage in a wrong way.
- Inform them that they are only answering the question and not supplying information for the three bullet points.
- Teach and practise using metaphors and idioms to communicate ideas.
- This paper is graded without grammatical errors, but learners must understand basic sentence formation rules and paragraph generation.
- Teach learners to spot the following when reading a passage:
 - Characters
 - Events
 - Theme
 - Ideas
 - Author's intention.

GENERAL COMMENTS

Generally, there was an improvement in the candidates' work in most centres. Candidates have shown their knowledge in responding to this paper across all sections, in comparison to the previous examination of 2023. All centres participated well by putting in extra effort to gather data on a wide range of cultural topics. The centres' efforts are much appreciated. Candidates went an extra mile by recording their informants' evidence and they also gathered photographs from their fieldwork, all of which were used properly in most cases compared to last year.

1. Comments on sampling

- There is an improvement; the majority of the centres managed to put an asterisk* to some designated individuals who made up the sample.
- The examiner of each centre should indicate against the name of the candidates with an asterisk* if the centre has less than 10 candidates. The examiner is advised to indicate with asterisks on all candidates.
- In this component, the examiner is required to scan all the candidates' written coursework and create two folders for scanned documents: one for all candidates' script and another for the ten candidates who form the sample.

2. Purpose or interesting the topics/objective/artefact

It is the responsibility of the examiner to guide candidates in choosing topics that are researchable and guide them in putting more effort into establishing the purpose of their research and research questions.

3. Main research objective

In some research papers, the focus on the purpose and questions or objectives was largely lacking. It is the responsibility of the examiner to guide candidates on how to establish research objectives.

4. Research questions/ research objectives

The examiners are encouraged to guide the candidates in setting their questions and research objectives based on the topics that they have chosen.

5. Source of information

Examiners are advised to encourage candidates always to acknowledge their sources of information to avoid plagiarism.

6. Presentation of findings

- Examiners should encourage candidates to present their findings under the category 'presenting of findings' rather than to design a questionnaire and present it in questions and answer format.
- The examiner should encourage candidates to maintain the progression of the theme and connect to major components.
- The examiners are advised to encourage candidates to write at length on their research.
- The examiners are advised that research reports should not be written in narrative or descriptive form.
- The examiner should encourage the candidates to use accurate language in their research papers.
- Examiners should read and mark the candidates' work critically instead of ticking the paragraphs.

7. Discussion and analysis of findings

- Most of the centres have articulated informed personal responses on the data collected, although some centers collected data that is not always linked to the purpose and questions. For the centres that did well in this case, we applaud you for a job well done.
- When marking candidates work, examiners should consider candidates' opinions and interpretations.
- It is the responsibility of the examiner to urge candidates to focus on their research objectives and deliver their findings exactly as they were gathered from the sources.

8. Conclusion

Most centres did not read the addendum correctly, thus the assessment was lenient towards the candidates placed in mark band 1. Note that only candidates who write with excellent focus on the purpose of the research and questions, accurately handle data collected and make reference to data collected should be placed in band 1 of the assessment grid.

9. References

It is the responsibility of the examiner to guide candidates on how to reference the data collected, to substantiate opinions and interpretation offered.

10. Other relevant comments

- Please mark with an asterisk* those candidates who are on the sample list on the Orature Summary Form.
- Many centres made mistakes when transferring marks from the OSF to MS1, so, centres should improve in this area.
- Administration checking must take place at the centre.
- The research reports should be placed in numerical order as on the MS1.
- Please read the moderation comments from the previous year, as the same mistakes have occurred.

GENERAL COMMENTS

Centres gathered data on cultural matters and most of the centres excluded the recordings that candidates made when they were collecting the data. It was observed that some examiners are still asking candidates closed ended questions which require a candidate to respond in a word or sort sentences. It was again observed that some examiners asked questions that were not derived from the candidates' research and these confused candidates or caused them to struggle in responding to the questions posed to them.

1. Quality recording

Most of the centres' recordings were very clear as examiners and candidates could be heard very well. However, there were a few centres' recordings in which candidates were indistinct. Therefore, examiners have been advised to place the microphone closer to the candidates.

2. Range of sample

Some of the centres only sent the sample and not the whole cohort, which made it difficult for the moderators who wanted to check out some candidates. The guidelines are clear that both the sample and the recordings for all candidates should be sent for moderation.

It was observed that quite a number of centres did not indicate candidates who were in the sample with an asterisk* on the summary form as expected and this made the moderation process difficult. The examiner should familiarize themselves with the instructions.

3. Comments on specific sections

The oral examination consists of two sections: Section A for presentations and Section B for discussion. The two sections should be treated differently. It was a good observation that examiners were generally sympathetic towards the candidates and made a good effort to let them feel at ease. It was also observed that at some centres the recordings were far too short. They were 3-6 minutes long.

3.1 Section A Presentation of findings

A number of candidates were unable to briefly present the main findings of their research, but instead gave detailed reports. Some examiners posed question as most candidates appeared to be under the impression that they would be expected respond to the examiner's questions.

3.1.1 The quality of presentation

Despite the fact that most of the candidates were generally fluent native speakers, quite a number of candidates still needed guidance for them to express themselves in a formal language.

3.1.2 Interpretation of the assessment criteria

Some examiners placed candidates in high bands. It is important for examiners to familiarise themselves with the description in the marking band.

3.3 Section B Discussion

Examiners are expected to challenge claims made by the candidates in their reports and prompt them to expand on the coursework while testing their speaking, listening and recalling of the information presented. Examiners should give candidates more open ended questions that will allow them to answer in full sentences.

3.4 Examination techniques

A good atmosphere was generally observed in all centres, as most candidates were at ease and welcomed. Those centres are applauded.

3.5 Interpretation of assessment

- The majority of the examiners applied the assessment criteria correctly, but there were a few who did not apply the assessment criteria correctly.
- Examiners should know that high bands are for candidates who narrate what they were told by their informants, but they are for candidates who extend their topics; candidates who are confident and who analyse and evaluate from different perspectives.

3.6 Other relevant comments

- Please mark with an asterisk, those candidates who are on the sample list on the orature summary form.
- Many centres made mistakes when transferring marks from the OSF to MS1. Centres should improve in this area.
- The entries on the OSF must be in numerical order according to the excel file.
- Where a candidate is absent, this should have been indicated on the OASF.
- Administrative check of the OASF and excel file must be done at the centres to avoid adding and transferred mistakes.
- It is obvious that centres put a lot of effort into conducting the interviews. Examiners have mastered the skills required.

1. GENERAL COMMENTS

The overall performance of the examinations paper 1 was difficult as some learners could not provide correct answers to some of the questions, especially Section A, Question 2 (a) of note summary writings. Most of the candidates could not manage to find correct sentences (answers) suggesting that the job was very important to Martin. Similarly, to question 2 (b) of prose summary, very few candidates reached band 2 because their answer was affected by poor performance on question 2 (a). However, most of them tried to attempt answering Section B Question 3 although some learners could not finish writing due to limited time as they were slow tackling questions, while most of those who managed to finish writing this part, failed to demonstrate their skills and knowledge in answering such kinds of questions, which then resulted in some of them plagiarising the text instead of building upon the ideas given in the text. Taken as a whole, the question paper was difficult, especially on Section A Question 2 (a) and (b) as mentioned above, because most of the answers were supposed to be implied but learners lifted answers from the text which did not answer the question asked.

There were instances of response areas being left blank. This was observed mainly on Question 2b and most often towards the end of the script which is Question 3. Question 2b, was badly performed due to the reasons mentioned above of learners performing poorly on Question 2a, however, it should still be emphasised that the use of own words is necessary. In the same line, punctuation marks and transitional words (correct linking words) must be utilised accordingly, as it does not allow for top band(s) if those are not observed. Where learners happen to get better marks in 2a, these were clearly lacking in other learners' work or prose summaries. **In addition to that**, on Question 2b and Question 3, there was a tendency to offer too many words despite specific words count, though not entirely strict, it is still important that words should be within the proximate of limits. Replication of same facts should also be avoided for a candidate to gain credit. Similarly using less than the required word limit does not earn a candidate more marks. Appropriating the length to fit the question asked for in Question 2b and 3 is vitally important.

2. COMMENTS ON INDIVIDUAL QUESTIONS

LIPONGONYONO A (Section A) Shivarurwa 1

Lipuro 1 (Question 1)

Overall, **most** of these questions were not answered well by most of the learners. Very few of them managed to score above five marks on this section.

- (a) Morwanke akalilire Martin nashinka kumbarekero yashitimwitira shino? Twenya ko vitwa viviri [2]

Malimburo: VA1

- Kwashanine virughana /ndi a waneko vimaliva/ kanntjontjo.
- Kapi a vuhlire kuwana virughana/kagwanekeranga namalimburo ghakupira kuwpera

Malimburo **vagha** damune mushivarurwa,

Comment: Most of the learners managed to answer this question correctly.

- (b) Morwanke a dompilire Martin mutjima opo a fungunine kunomora oyo yatapiro matjingito? Twenyako vitwa viviri. [2]

Malimburo:

- Kwa wanine mbudi yapashikwatamaywi (**VA1**)
- Kapi atalilire vitundwamo vya viwa/ a ghalilire ashi kwato tupu mutompo ndi ogho nga mu vyukiro. (**VA4**)

Koneka: Kulipuro lino mushongwa kuna kumutaterera atape lilimburo lya **VA1 limwe** ntani lya **VA4 limwe** mukuwana vitwa viviri vyakuyura. Nangeshi mushongwa atapa malimburo gha **VA1 maviri** ana kona kuwana shitwa shimwe tupu.

(Lilimburo limwe lyakuntjompura mushivarurwa (VA1) limwe lyakuteda mwene kutwara mumbudi yamushivarurwa (VA4).

Comment: Most of the learners managed to gain only one mark from this question, an R1 answer, as the majority could not find the R4 answer as was required by the question.

- (c) Morwanke a kuyuvhilire ashi kapi vi mu tompoka? [1]

Lilimburo:

- A ghayalire ashi kukukara vantu vavangi vana kuturomo mashungido/vashungidi/vantu vangi vana kushuvo mbudi davo. (VA1)

VA1: Lilimburo va li ntjompore/ litunde mushivarurwa.

Comment: Most of the learners answered this question correctly, as only a few who lost marks for twisting it with an answer for Question b.

- (d) Morwanke aghambilire Martin ashi: “Aunwe yinaa!”? [1]

Lilimburo:

- Vyakurera mukeke kapi vina muwapere/ shirughana shino kapi shawapera vamati. (VA3)

VA3: Lilimburo **kapishi** validamune mushivarurwa, ngoli **vatede nakuwana** lilimburo pashirughana osho vamutwenyine Martin vawina “*Viruna munke nani vyene ovyo, vya kurera mwanuke ndi?*”

Koneka: Lilimburo lina hepa kuhamena kuvirughana omo vya wapera parudivharwa kapishi kelino tupu lilimburo kulikoreka.

Comment: Most of the learners failed to answer this question correctly and only a few managed to score a mark.

- (e) Vininke munke vyakuhama kundjugho vya mu tetuliro Martin pandje kumeho ya kungena? Twenya ko vitwa **viviri**. [2]

Malimburo:

- Ndjugho kapi yakalire murupe rwakuwapera (kwa kalire yayiwa kushakare). (VA4)
- Shipata kapi vashipakeranga mbiri/vyakukulira/mushipata kwa kalire mo vimwenwa vyakukumenena pavyene vyavingi. (VA1)

VA4: Lilimburo **kapishi** validamune mushivarurwa, ngoli **vatede nakuwana** lilimburo pambudi yamushivarurwa, lilimburo litunde pantanto yino: *Vimenwa vyakukumenena kwasharava vi ronde dogoro kushana katika kuvipereki omo vina kurumbatana kumwe nadimucuko dadikenu dakukulira padene.*

VA1: Lilimburo va li tjompore/ litunde mushivarurwa.

Koneka: Mukuwana vitwa viviri nkwardi mushongwa ana tjanga lilimburo limwe **lyava4** ntani limwe **lyava1**. Nangeshi naghantje gha **VA1** kumupa shitwa **shimwe** tupu.

Comment: Most of the candidates gained one mark for R1 and failed to provide an R4 answer, as was required by the question.

- (f) Vininke munke vya mu tukukitiro Martin opo lya gharukire rwakuhoha livero lyandjugho yanomora 6? [1]

Lilimburo:

- Mukafumu kwa monekire yira waktjilira/mukafumu kwakalire namamundjwedu ghamvhi ghakukukwata namantjo ghakukunanamo. (VA1)

VA1: Mushongwa kuna kamutaterera aka **damune/kawane** malimburo mushivarurwa. Kapishi aka ghayarere po vyendi.

Comment: Most of the learners answered this question correctly.

- (g) Lifano munke vya mupire Martin ovyo amonine munda yandjugho? [1]

Lilimburo:

- Kwato oghe a tungiro mo/ kwato oghe ka yi pakerango mbiri ndi a yi kenite. (VA3)
- Umbondo / kwa yi shuvilira (VA3)

VA1: Lilimburo **kapishi** validamune mushivarurwa, ngoli **vatede nakuwana** lilimburo oyo litundo kulifwaturu lyamunda yandjugho.

Comment: Most of the learners gave wrong answers and only a small number of candidates tried to answer it correctly.

- (h) Morwanke ghamonekilire marawiro ghaunya mukafumu yira udito kwaMartin? wenyako vitwa viviri. [2]

Malimburo:

- Mukafumu kwa shanine navintje vavipungure rambangako nakarutughoghona nkaka. (VA1)
- Martin kwa ghayalire ashi vikwa vipuna, mbete nantishe kapi vyakalire namulyo/vyakurupara unene (VA3).

Koneka: Mukuwana vitwa viviri nkwardi mushongwa ana tjanga lilimburo limwe IyaVA1 ntani limwe IyaVA3. Nangeshi naghantje gha VA1 kumupa shitwa shimwe tupu.

Comment: Most of the learners managed to score only one mark from this question, an R1 answer, as the majority could not find the R4 answer as it was required by the question.

- (i) Vininke munke nawa-nawa kuhamena kushirughana shino vya renkitiro Martin a vi hafere? Twenyako vitwa viviri. [2]

Malimburo:

- Ntjontjo ya (N\$800) yayerukire kupitakana oyo atalire. (VA1)
- Kapi ngava mukengera. (VA1)

VA1: Mushongwa kuna kamutaterera aka damune/kawane malimburo mushivarurwa. Kapishi aka ghayarere po vyendi.

Comment: Most of the candidates managed to give correct answers, as only a few who could not find the second answer rather gave different wrong answers.

- (j) Vinke a kalilire Martin namashinganyeko kuhamena kumuvatera mukadona? [1]

Lilimburo:

- Vikwambete, vipuna nantishe kuvhura vikare udito ngudu/Vikwa mbete, vipuna nantishe vyakalire udito ngudu.

VA1: Mushongwa kuna kamutaterera aka damune/kawane malimburo mushivarurwa. Kapishi aka ghayarere po vyendi

Malimburo yira vyakushentja mukadona ashi kwato nkondo ndi amya nakuvhurashi kudamuna vinya vininke, nakutapako shi shitwa!

Comment: Most of the candidates managed to provide the correct answer to this question.

Koneka: Malimburo gha VA3, VA4 ghana hepa kukara napo ghana kurondera, kapishi mushongwa aka tede tupu nakutjanga vyamumutwe wendi vya hana kukuyenda navishorokwa vyamushivarurwa. (The candidate must build on the content given in the text not necessarily just commenting for the sake of giving a point).

LIPURO 2: Likamo lyavindomayika (QUESTION 2: Note Summary)

- (a) Vitwa munke vina karo mushitimwitira vina kuneghedo ashi virughana vya kalire mulyo ngudu kwaMartin? Tjanga malimburo ghoye murupe rwakundomayika. Kapishi hepero kurughanita nkango danaumoye. [15]

Comment: This was the most difficult part of the question paper for the candidates. Most of the candidates could not manage to find correct sentences (answers) suggesting that the job was very important to Martin. The majority gave sentences that were not expressing any kind of importance at all. Learners could lift answers (sentences and phrases) from the passage which did not make sense or attempt to answer the question either.

Likumburo ko: Shingi sha vashongwa vya vaditopelire mukuwana malimburo ghauhunga ku lipuro lino yira momo vyawapera kulilimbura. Vamwe kwa tjangaulire tupu yira vya rayirayi ntanto dimwe kwato kutanta vintu.

Malimburo ghauhunga ghalikamo lyakundomayika (Answers)

- (a) Kukehe shitwa vana twenya dogoro 15, kumupa shitwa shimwe.
1. Martin a hepire unene vimaliva;
 2. Pakatji kashitativuka ndjo mpito pantjaye a kalire nayo mukuwana virughana;
 3. Martin kwa kalire nashinka/shighayo kupira virughana/vimaliva (liguvo/nahepa virughana ntani);

4. A kwangulita wangu opo a monine matjingito (a hana kuhepeka ruvede, Martin kare mpwali kufunguna);
5. Mbudi yamushikwatamaywi yadompitire mutjima wendi;
6. Ngoli shimpe a limburura ... (mpiri ngoweyo, a myaka kumapepe kumwe nakushuva mbudi yendi);
7. A yura ruhafo, opo a mu funguninine mukafumu;
8. Ghuye ana nyanyuka ngudu kufunguna: Ewa viwalika! Ewa uhunga! Uwa!;
9. Ana kara nashinka ashi vininke kuvhura vivipe: “ kuvhika muhuny yashimbungu!”
10. A nyanyuka ngudu kuvawina: “ndi nawa tupu kwande”
11. Omo yamonekire ndjugho kapi vyamughupire mukumo, a ghayara: “kapi nakara nka nandjirapeke”.
12. Kapi vyamuupire mukumo omo a monekire muatapi virughana;
13. A kushumu ruvhe: kapi a shanine ashi mukafumu a kuyuvhe mwamudona;
14. Ntjontjo yakupitakana ovyo atatilire (N\$ 800.00 mulivango lya N\$200.00);
15. Kapi a neghedire ashi vina mutetura vya kuhamena kumfuto yendi, kumeho oko a tjindja maghano ghendi mukafumu ghunya;
16. Vya mu hafitire vya kupira kukara nagho ana kumukengero: a ku didimiki kumenyuna;
17. Ana kona kuwana wakumuvatera: ndi kuvhura a kombanite mpitodjuni;
18. A kushimbi shidigho mukumeneka.

(15)

Vashongwa vamwe shimpe vana kara naudito uno una kakwamo ko mukutjanga likamo lino:

- Vashongwa vamwe **kutetaura** tupu maghano paufupi vya hana kutanta vintu.
- Vashongwa vamwe kwato kutameka ntanto **nankurundanda/ momo vyawapera**.
- Vamwe **kurepita** ntanto mulivango lyakudifupipita.
- Vamwe kundembaura ntanto/ lilimburo limwe muvitwa **vitatu ndi viviri** ashi vingipe wangu.
- Vamwe **kuvyukuruka** lilimburo limwe vikando viviri ashi walye mukoreki ana vhurama kuntundiliro.
- Kutura mo malimburo/ **vitwa ovyo vana diri** kupura mulipuro, ovyo vina karo mushivarurwa.

Vashongi vana hepa kudeura nawa vashongwa mukukatundita po mapuko ogho.

Lipuro 2 (b): Likamo lyashinauntjangwatimwitira (Question 2 (b): prose summary)

- (b) Rughanita vitwa ovyo una tapa mulipuro 2 (a) kuwiru, u tjange likamo lyavininke vina karo mushitimwitira vina kuneghedo ashi virughana vino vya kalire mulyo ngudu kwaMartin. Malimburo ghoye ghakare muntjangwatimwitira nakurughanita nkango danaumoye momo uvhulira.

Ure walikamo lyoye ghukare mwara nkango **100 – 150**.

[5]

Comment: The majority of learners were observed to lack the skills and knowledge to answer this type of question as stated in the general comments above, despite it being affected by the poor performance in question 2 (a) in this examination paper. (**Vashongwa shingi shavo kwa negheda lipumbo lya manongontjo ghakutjanga lino likamo.**)

Malimburo (Answers):

- Vakandidate kuvhura ngoli kurughanita vitwa vya mu 2 (a) kuwiru mukatjanga likamo lyalitjangoyenderero.
- Vakandidate vana hepa ngoli kurughanita nkango danaumwavo.
- Mushongi kurughanita (**Shiwederera A**) shikorekito shavirughana vyalitjangovyukiliro (Lipuropepa 1) pakutapa vitwa.
- Uhaya wakurughanita **viyivitovaruro nankangonungo dakuwapera kumwe naliyenderero lyambudi** vina kona kudjiramo **vitape likamomwene** ntani kutapa vitwa vyakuyeruka kwa keheuno mushongwa.

Likumburo (General comments): Vashongwa vana kara naudito uno una kukwamo ko:

- Shingi shavo kutjanga vyavingi ngudu kupitakana mwara nkango odo vana pura (**Kutamununa** va hana **kukama**).
- Vamwe mandunda, kutikita **kumatetoghano mane ndi matano** ngoweyo.
- Vashongwa vamwe kutjanga mamuntanto gha mamure **mulivango lyakufupipita ntanto /kukama/ kutjompura** mo tupu nkango odo dina kwato ntanto.
- Vashongwa vamwe **kudamaura tupu** ntanto mushivarurwa va hana kuvitura mumpompa mposhi likamo litante vintu nakuyuvhika nawa.
- Vashongwa vamwe kutjompura ntanto **odo dina tjwandjuko** kulipuro.
- Vashongwa vamwe kurughanitha ngambito dadingi mulikamo, odo dina diro kukara hepero.
- Vashongwa vamwe kutjangurura tupu ntanto mushivarurwa va hana kuyiva mwakudinungakana mposhi vi tape likamo mwene lya vyo vana pura.
- Vashongwa vamwe kutapa mo mashongero ogho vana diri kupura.
- Vashongwa vamwe kufwaturura tanko tjapinkango damulipuro ashi nke datanta, vivhukite

Koneka: Mushongwa wakukara namalimburo gha lipuko mu lipuro 2 (a) kehe pano kuwana vitwa vyavisheshu ndi shimwe tupu muruha runo. Vashongwa vakutwenyaura tupu malimburo hana kurughanita nkango danaumwavo (listing of answers) navo nka nakuwana shi vitwa vyakuyeruka muruha runo.

SECTION B/ LIPONGONYONO B

SHIVARURWA 2

Lipuro 3: Shighamba (question 3): Speech writing

Shurekurona yamumukunda wenu yina kurekere mukukatapata shighamba shakutapa makorangedo kuvashongwa vantambondunge yakuhulilira kuhamena mapuko ogho varughananga varwana kehe pano mulipar, weni omo va gha kandana po na weni omo vakuwapukurura mukutunda kumapuko ghavo. Tjanga shighamba. Rughanita maghano wamushivarurwa kumwe nakuukulika nawa munkango danaumoye. Ure wa shighamba shoye u kare pakatji kankango [20]
250 – 300.

Comment: Most of the candidates tried to answer this question by lifting few answers (ideas) from the text. Candidates failed to lift more ideas from the text because most of the answers are supposed to be implied which then learners failed to do. However, the majority of them tried to build upon the very few ideas they had from the text but it resulted in them obtaining low or average marks because they repeated points in their writing.

Similarly, some candidates were unable to refer to all the parts of speech as they were unable to demonstrate the richness in language usage. As a result, it also affected their final grade on the part of writing.

VINEGHEDO UKALIMO (Indicative contents)

Malimburo (Answers):

Vitwa (ukalimo) vino kapishi pantjavyo vana pulitiri, kwavi tambitira tupu viatape manangwiro kuvakoreki oko va vhura kuhamitira vashongwa muvitjangwa vyavo. Vashongwa kuna kuva taterera mukuhamitira maghano ghavo kuvitwa vyamushivarurwa nakughakulika munkango danaumwavo.

Mapuko ogho varughananga vantu muliparu:

- Kuku huguvara ngudu (Navihuguvalire ashi name ngani kara umwe wavo);
- Likunenepito (Mukutundilira ngoli mulipata lyahasha ko, lirwameno lyande kwa kalire ashi);
- Kwakalire nalincenuno mulighano lyendi kuhamena virughana vyavi vyaveta (kudwata lirwakani lyalitipu, kuyimana kumeho yamupanguli kumwe nakukarera po vantu vakupira undjoni);
- Kukudjengura (kapi nakushongire maruha naghantje ame ruvede naruntje kwaru maninine kwamuholi wande wamupe – Sara. Navintje vyakufana, opo nakalire mulindjugho lyakutjangerera makonakono – kuronda hana kukushonga);
- Kushentja vakuhupa ko (kupena mukatji kavashongwa);
- Lipiro kuvitambura (kapi navhulire kuvipura ovyo gha monine mantjo ghande/ maruntjodi ghamakuverero ... weni omo kavishoroka);

Weni mukughakandanapo nakuwapukurura mapuko:

- Koneka ashi, kapi twa waperera (muliparu atwe kurughana mapuko, ghamwe ghamanene ano ghamwe ghamadidid);
- Kukara nalirwameno (Kutwikira ngoli nakushetekera ko nka ngoli shimpe – nangeshi aghu karerere kughayara ashi ghuna ghu, kapi nga ghu vhura nka kuyenda kumeho);
- Kuvitambura (vanane – ene ngoli mashini ghana teka ano navintje vino vyakapita kuna kutwikira naliparu lyande);
- Kukupopera naumoye (vavava ava ngarapere ngudu nakuntinika ni kware. Kapi na kalire nka na nkondo dakukananika ko, ano ngoli vinya nanamuntji shimpe ani vi kuvere);
- Kukara naupenda nakutikitamo ndjodi yoye (ndjodi yande yakalire mulyo ngudu kukwande);
- Kukara naudamitjima (kurughanita mpito muliparu);
- Nakukutapa shi (nahepa kuwana ko ndjira peke omo ngani wapukurura vininke);

(Kehe maghano ghakuwapera naghamulyo ghakutundilira mushivarurwa kuvhura kugha pulitira)

Mushongi kurughanita shikolikito (**shiwederera B**) shavirughana vyalitjangoyenderero (**Lipuropepa 1**) shakuvarura (**15**) kutjanga (**5**) mukutapa vitwa.

- Vashongwa kuna kuvataterera vakahamitiremo **malimburo ghavo** kumaghano ghamushivarura nakughakulika munkango danaumwavo.
- **Kapishi** vaka **tjangurure** tupu maghano ghamushivarurwa, nani ngoli kehe shitwa ana kutjanga ana hepa kushikulika namaghano ghendi mposhi aneghede likwatoghano lyavo ana varura.

- ✓ Vakandidate vana hepa ntani kurughanita nkango danaumwavo momo va vhulira **kapishi kutjangurura** shivarurwa damu-damu momo vina yimanene.
- ✓ Likuliko lyamaghano ghavo **likuyende novyo vina karo mushivarurwa**, kapishi shivarurwa kuna ghamba vyakuhamena kumapuko ogho varughananga vantu muliparu uye aka tjange mapuko ghamwe ogho **ayiva ghapeke-peke** yira unkorwi nakukoka mapangwe navimwe tupu ngoli... Kwato oko vina kurondera vino!

NB: Learners should be able to build their points / the information found in the reading text by using own ideas and these ideas should correlate with the text given, not necessarily giving supportive points that are far from what is mentioned in the passage, which is considered to be wrong.

- ✓ **Koneka: Mukurenka ashi mukandidate va mu ture mumutinga wakuhoza (1) kuruha rwa kuvarura namutinga wakuhoza (1) kukuruha rwakutjanga, ana kona kutikitamo ovi vina kukwamo ko:**

- (a) Uye ana hepa kutwenya ko vitwa vyangandi **vyamapuko ogho varughananga vantu** ntani vitwa vyangandi **vyakukandanapo nakuwapukurura** ogho mapuko. Ana hepa kuguma nakuntje.
- (b) Ntani ana hepa kutikitamo **maruha ghashighamba** momo ghawapera ghakukwame nawa-nawa mumpompa, mposhi a wane vitwa djuni kuruha rwakutjanga.
- (c) Ana hepa kurughanita mo **lirakadjuni** pamavango ghakuwapera, yira: vitegho, ngambito, vifanikitito, navimwe nka weyo **vyakunegheda unkurungu waliraka**, mposhi akare mumutinga wakuhoza ndi wauviri kuliraka.

Vashongwa vana kara naudito uno una kukwamo ko:

- Shingi sha vashongwa kapi va vhulire kunegheda shishwi sha shino shitjangwa.
- Vamwe kuvareka yira mayuvhito ana kutapa.
- Maruha gha shighamba kugha pirayika tupu momo vana shanene/ kapi vagha yiva momo ghakukwamenanga.
- Vamwe nakurughanitashi liraka lyapaveta, kurughanita nkango yira meshi ne... meshi ne...,
- Vamwe kurughanita vitegho nangambito dalipuko, kuvhukumina nga mo tupu mushighamba yira boma!
- Vamwe kutjangurura tupu malimburo hana kuwitira ndi kughakulika navi vyanaumwendi vya kuhamena ko.
- Vamwe kuwitira/ kukulika navi vyanaumwendi ngoli vya kudira nka kukuyenda navyo vina karo mushivarurwa.
- Kumoneka ashi vashongwa vana kara naudito wakutjompura malimburo gha mushivarurwa va vi witire nauyivi wanaumwavo.
- Vashongwa vamwe kutjompura tupu ntanto /kutjangurura tupu ntanto momo dina karere mushivarurwa va hana kuyita mo kaghano kendi akambe ke po.
- Vashongwa vamwe kurughanita mo liraka lyaRuhingirisha ashi walye mpo vi yuvhika nawa yira "In life you need to be strong" "you need to work hard" kukombanita vitwa kurughanita liraka lyapeke!
- Mukonda ya kudira kuyiva nka nawa maruha ghashighamba naliraka djuni, shingi shavashongwa kapi va vhulire nka kutika mumutinga wa1 ndi wa 2 kukutjanga

Managwiro kuvashongi:

- Vashongi vana hepa kudeura vashongwa mwakutjanga shighamba momo vya wapera.
- Ntani vana hepa kurughanita liraka djuni momo vatjanganga kehe shino shitjangwa.
- Vana hepa kuyiva mwa kunegheda ashi kuna kutunda kuruha rumwe a yende kuruha naropeke nangeshi vininke viviri ndi vitatu vana pura.

3. POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should continue to teach or prepare learners in all aspects of the subject content.
- Teachers should avoid selective teaching of topics.
- Learners should be taught and be prepared thoroughly to follow instructions of the question but also identify the demands of the question.
- Learners should be reminded of time management to allow them to attend to all questions per time stipulated on the question paper.
- Learners should still be taught orthography, spelling, punctuation, language and style as well as appropriate vocabularies.
- Learners should be reminded of neatness, legibility, numbering properly and skipping lines on each part question and or section.
- Teachers must familiarise themselves with examiners' reports and implement the suggestions.
- Teacher should train candidates how to write in note form and continuous prose form during assessment and testing.
- Teachers should also emphasise word length of question 2 (b) 100 – 150 and Question 3 (250 – 300).
- Teachers to train candidates how to understand the content of the text/passage

- Teachers should guide candidates on main key words like: why, how, when, what, explain, define, comment, suggest, describes, states, compare/parallel or use own words.
- Teachers should discourage candidates from using other languages including vulgar language

In conclusion, below are the common mistakes detected in most of the learners' work and they need to know the correct words:

Nkango da lipuko

kupurakena
munterere
hena
vapurakeni
pena
Muvadulye-dulye
Kusheta(kuseta)
Kumahandjero ghamwaka
buke
silemu
udomu
kukwamaura
twahepa
pira
kudopa
twakona
mwamufupi
Repord card
ofu
kupiyama
kukukambeka shidigho
sanda
kurunganeka
faka
namba
kubela
sikulubodi
kukempera
lyakapatoko
kaume
kuhufena
kasi

Da uhunga

kutegherera
muntegherere
ntani nka
vateghereli
shitjangito
muvaduliduli
kudjanyauka
kuuhura wamwaka
mpapira
ndunge ngudu
ndunge disheshu
Kukwama-kwama
tuna hepa
kwato/kundereko
kuwa
tuna kona
paufupi
ndjapo yashure
ndi
kupaghama
kukukughupa shidigho
wina
kurungangeda
vishongwa
nomora
kufungwina
Ndango ya liyndito shure
kurarera shitanda
lyakahuroko
muholi
kukuyombilita
shimbangu pungwiro

Dimwe ndodo va yiva kare vashongi varughanitanga vashongwa mulipuko, kudi wana mu vitundamo vyamakonakono gha mwakapita, na do nka ku di vavhurukita momo vya wopera.

1. GENERAL COMMENTS

All the questions were at the learner's level. Learners demonstrated good understanding of questions. Learners need to be trained according to the NSSC syllabus on how to answer the continuous writing questions.

The following mistakes from the learners work were identified:

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

2. COMMENTS ON SPECIFIC QUESTIONS:

Narrative

Question 1: Write a story about an occasion when someone you underestimated treated you with kindness.

Markers comments: Most of the learners who opted for this question answered it accordingly, although a few of them misunderstood the question and narrated about belittling or being scared of someone instead of underestimating the person.

Question 2: "Dreams really do come true." Narrate a story that actually happened after you had dreamed about it.

Markers comments: the majority of learners opted for this question and they answered it very well. Learners were expected to narrate a story about a particular dream they had and how it came to pass after they have dreamed about it which they did in the most imaginative way possible. Only a few wrote about various dreams and how each dream came to pass.

Descriptive

Question 3: You took a long walk through beautiful surroundings. Describe what you saw and heard and how you felt.

Markers comments: Few learners opted for this question and answered it very well. Learners were expected to give a description of various places they have visited and talk about what they saw, heard and how they felt when visiting those places. Only a few of these learners omitted some of the prompts.

Question 4: Write a description of your favourite place in your town and what makes it so special.

Markers comments: Few learners opted for this question and answered it well. Learners were able to give a description of their favourite place in their towns and what makes it so special.

Argumentative

Question 5: "Young people should be encouraged to consume traditional foods and drinks". Do you agree with this statement? Justify your answer.

Markers comments: Most of the learners opted for this question and answered it well. Most learners agreed that young people should indeed be encouraged to consume traditional food and drinks. Only a few of them wrote about allowing young people to drink traditional alcohol and tried to justify it.

Question 6: “Animals should have rights, just like humans.” Give your opinion and justify your answer.

Markers comments: Very few learners opted for this question and did not answer it well. Most of the learners misunderstood the question, as they were expected to write about the rights of animals, but instead they wrote about animal’s physical strength and how it affects their natural obedience towards humans.

3. MOST CONFUSED WORDS IN THE LEARNERS WORK.

Unersa - upangi
Shene - ntjene
Mara - ngoli
Vauni - vaghuni
Shayeka - shagheka
Eskasi - kira
Pira - kapi
Ngonya - ngoweyo/ngowenya
Kuyiya - kuyigha
Shetuka - kupiruka
Harura - gharura
Mpatana - kunkanana
Kubela - kufungwina
Ruwana - rughana
Kungereka - kunkirshe
Vena - kuketa
Hostel - lipatalyashure
Mahoko - mavoko
Murongi - mushongi
Rounds - vikando
Tournament - marumbatano
Nge - ndje
Dewura - deghura
Boxing ring - mulingayakurwanena
Tona - toghona
Ngano - ndi
Tamwayande - nkwirikwande
Mugavament - lipangero
Wara - kudirashinka
Kukuhufena - kukudeghura
Kaume - muholi
Fakanisi - lipwiyumuko
Stadium - shirashamaudano
Kuharura - kugarura
Lihauto - shihauto
Game park - mavangokungirontjitwe
Kuhakura - kupanga
Kuyimaneka- kuyimika
Nana tumbwena - vananevashitumbwena
Kuhashumuka - kuyashumuka
Mpindi/ nampi - nampirindi
Nkehe - kehe
Ponyoka - kuporokera
Shakonya/ kukonya - shatenya
Vamusinda - vmaparambo
Vanyakulyande - vamama
Musikiriti - mukungilimona
Nkwali - mpwali
Yii - nhii
Sikolofu - mukuronashure
Pause - rufugho
Kupapara - kushana
Vabotjotjo - vitodi

Ofisi - mberegho
Grupa - mbunga
Dimurungu - ngevo
Kununguta - kuvhunguta

4. COMMENTS TO TEACHERS

- Teachers should prepare their learners well on how to write continuous writing based on the NSSC syllabi for the final examination.
- Teachers should teach the learners the correct usage of figurative language and the use of punctuation, grammar and tenses.
- Teachers should train learners to adhere to the correct number of words to use in their continuous writing.
- Teachers should encourage learners to write neatly and legibly.
- Teachers should train learners on various ways to write introductions as some learners from some centres started their introduction with the same phrase/statement.

1. GENERAL COMMENTS

Although this is the fifth year for the grade 11 learners to sit for the National Examination (NSSCO), still there were some problems in answering Paper 3: critical response to a text.

Many candidates did not have a full understanding of the content of the text hence, they copied the whole passage given during the examination.

Many candidates did not read the passage thoroughly, hence, they narrated different stories of their own.

Some candidates did not understand the content of the passage thus, they found it difficult to extract information from it and critically analyze it to use it in their responses.

Many candidates did not pay attention to the question and guiding points to extract the information from the passage.

2. COMMENTS ON GUIDING POINTS AND INDICATIVE CONTENT

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

As it is known, after a learner has read the text, a question will be asked and below that question there are three guiding points to guide a learner on what the answer should be based. Learners will be assessed on their ability to **evaluate** the following from a text:

- Ideas
- Themes
- Author's intention
- Attitudes
- Language

Not only that, but learners are also assessed on their ability to provide a **detached critical overview** and **judgement of what is in the text**. Learners have to provide references basing on their critical impression. A reference is not done exclusively, but it should be accompanied by a clear **clarification** which is done regarding a point made. Learners' answers are expected to have an adequate information from a text in their responses. A text will always present a variety of points about a particular guiding points, hence a learner should be able to pick sufficient information from a text, bearing in mind the word limit **(250 – 300)**.

3. POSITIVE SUGGESTIONS TO TEACHERS

- There are many language skills which need to be enhanced in a critical response to a text (**Paper 3**) and teachers should devise creative and critical ways of coaching and practising these skills.
- Teachers should train learners to master the following three elements when approaching Paper 3 (critical response to a text) questions: First **state**; the statement that is addressing the question; for example, the poet used figurative language or the poem used a simple language or the poet felt bad or happy about... Secondly, the candidate should always **quote** that figurative expression from the poem or text. Thirdly the candidate should **explain, elaborate and expand** more in his/ her own words.
- Critical response to a text should not be seen in isolation as a component of the Rumanyo ordinary level examination. It is a vehicle for improving critical thinking skills, developing high-order thinking and reasoning skills, building vocabulary and improving understanding of the evolutions of style, purpose and tone in language.
- Candidates should always be encouraged to read and understand the instructions and guiding points given before attempting to answer the question during examinations.
- Teachers should always explain **difficult words** in the **poems** or in the **text** and simplify them to the extent that learners can find alternative expressions and synonyms in their language (**Rumanyo**).
- Teachers should teach learners that not by any means should they reproduce or replicate (**copy**) the content of the passage or text; they should rather use the information in the text to respond critically to the questions.
- Teachers should teach candidates on how to structure paragraphs when answering the question (**paragraphing**).

- Teachers should train candidates **always** to write in paragraphs (**prose form**) rather than in point or note form.
 - Teachers should always teach candidates on how to extract evidence from the text (**passage or poem**) to support their answers and give their personal response to the question asked.
 - Teachers should train learners on how to extract the information from the text and critically expand it.
 - Teachers should train learners how to brainstorm the information from the text which they should later use in their writings based on the given bullet or guiding points.
 - Teachers should give a variety of activities to the learners on how to approach both poem and passage questions.
 - **The assessment Objectives for Paper 3 are different. Paper 3 does not target the same skills as Paper 1. This is not a factual Reading Comprehension; thus, candidates are assessed on how well they:**
 - Comment on meaning in the text
 - Demonstrate appreciation (how the author uses language/ convey...)
 - Give a personal/ critical response.
- NB: Teachers have to explain the following points to the learners when teaching them aspects of Paper 3:**
- What are the ideas/ themes/ author's intention in the passage?
 - What does the author want the reader to think/ feel?
 - What language/ ideas might candidates notice?

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

NKUMBU KUVITWANEGHEDO VYAUKALIMO:

- Lipuro kwakalire ngoli: “Weni ana kutapa mbudi yendi mutjangi kuvavaruli kuhamena **ndjorongani** yalikururo huki davakadona vamamuAfrika?”

Vitwa vino vina kukwamo ko vi kuvatere pakulimbura:

- Likuyuvo IyaNamutenya
- Likushuvo Iyamaukaro ghavawina navashe
- Vakuhupako namo Iyamugumine Namutenya

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

Vakandidate vana hepa tanko kalimbura lipuro kumeho oyo vaka kashana-shana mbudi mushivarurwa oyo vaka rughanita pakayara maghano ghavo kutwara kuvitwaneghedo oyo vana va pa.

Koneka vino vina kukwamo ko pakukengurura liraka mushitjangwa:

- Ushwinkango muliraka ndi litovororo nkango: mutjangi a rughanita nkango daudito/ururu, ntanto dadire/difupi, nkango dapaveta ndi kaphishi paveta, ndughanito liraka lyakukitika, ndughanito nkango dahameno kushingonona shininkepeke nakudi rughanita kovyo ana kutimwitira.
- Nkango damadayura mushivaura- shihonena
- Likuyuvho/maghano ghamutjangi mushitjangwa osho
- Livyukuruko-vyukuruko nkango
- Mapuro ghahana malimburo (mapuro gharetorika) – kwa gha rughanitanga mutjangi mukurenka muvaruli a ghayareko mwamunene, mukunegheda ushiri wavyo ana kughamba ndi mukupura mapuliro ghavatambitili.
- Mukandidate ana hepa kehe pano kunegheda maungambi ghamushivarurwa ndi ghamumutango, rupandu kwamutjangi ndi mutangi mushitjangwa shendi pakutjanga; kurughanita vitemwininito pakurughanitanga maumbangi ghamushivarurwa (“”) vino kavatera mukandidate aka wane vitwa vyakuwapera ndi vyamumutanga wakuwiru; mutanga 2 vikandwite dogoro kumutanga wa 1.

MAGHANO OGHO KASHA VARUGHANITE VAKANDIDATE KUKHEHE SHINO SHITWANEGHEDO:

Manangwiro- vitwa vyaukalimo

- Likuyuvh olyaNamutenya
- Likushuvo Iyamaukaro ghavawina navashe
- Vakuhupa ko namo Iyamugumine Namutenya

LikuyuvholyaNamutenya

- Mukumo/mfumwa
- Vakamali vavaa mbovo vakukupara mumutwe.
- Ame vina nkomene ngoli vyakukara lindjanga ndi kukara nahuki dadingi mumutwe kehe pano (rupokotwa).
- Mbyo vina karo mushirongo/ vininke vyawapire.
- Na shana kudi para mo nadintje yira vanya vakamali na mono televishi.
- Uwawa shiri/ kupeperera mumutwe.
- Kumoneka nawa ntjeneshi una kwiti mo maghadi/ ufughuli.
- Kwa nyenyininine vininke vyakutivi.

- Kumoneka uwaawa, ntjene ana kwiti mo maghadi

Likushuvo lyamaukaro ghavawina navashe

- **Vashe:**
 - ✓ Kutu peperera ko ngoli mukutungita muntu kehe shivike.
 - ✓ Mwanuke naye muntu (naye a kara naunankondo wakuvhura kutokora).
 - ✓ Muntu kumu shuva a rughane mbyovyo vya mu koro.
 - ✓ Va mu kwatitire ko Namutenya.
- **Vawina:**
 - ✓ Kapi u vhura kukurura huki doye liparambamba, ove umukadona.
 - ✓ Mpo tuna hepa kuyi fumadeka nakuyi vatuka shi, yikare yira moomo ya yimana.
 - ✓ Mpo yetu kapi ya pulitira ashi mukadona va mu kurure/ va kananitire po lighano lyaNamutenya.
 - ✓ Oghuno ndje ngoli mukamali wamuwapo unene wamuAfrika mumundi wetu/ mfumwa.
 - ✓ Kuna kuvembera yira kuna shimbi shitarero pamutwe/ kuvembera yira shitarero.
- **Omo va vi monine varwana vakuhupako namo vyagumine Namutenya**
 - ✓ Vya tetukitire mugholikadi Haupindi.
 - ✓ Kapi a vhulire kumudimburura. “Are uno mukadona ana yo mumundi wetu? Namutenya uno ndi?”
 - ✓ Vamushepire Namutenya. “Navantje makura ava twikiri kushepa.”
 - ✓ Ukwavo wavo vaNamutenya namugholikadi Haupindi au shagha. “Hewa ukwavo wetu mpo una shaghere ngoli kutunda liyuva lyanamuntji.”
 - ✓ Kapi vyava yuvhitire mbiri. “Kapi vina ku ndjuvhitira mbiri.”
- **Viyititapo kwaNamutenya**
 - ✓ Kugarapita (kwa shanine ndi pakalire mpito yakuvatera likuyuvho lyamukurona wamuAfrika)
 - ✓ Likwatito ko lyavakurona lya kalire hepero.
 - ✓ Pentjande (kugaruka pentjande), mukuma/utighona Kwa mu tukukitire a kuyuvhu udona-dona.
 - ✓ Kapi a wanine likwatito ko.
 - ✓ Vya mu renkitire a kupure unene ashi weni omo a vhura kufwatulira mukurona wamuAfrika kuhamena likukururo lyahuki/ vakurona vana hepa kuvashonga.
 - ✓ Ndi vya wana mpito yangandi/ kapi a wanine mpito.
 - ✓ Kapi na wanine mpora mumwavo nampiri kadidi (kumurenkaura unene, va mu shepirel ikendjo)
 - ✓ Kwa kalire yira pentjande tupu na kar omuudjuni.

MBUDI YAKUVASHONGI:

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

Udito umwe oghe kava gwanekeere nagho vakandidade oghe vana hepa kuwapukurura vashongi ne **ntjangitito naweni omo va vhura kuteta nkango** davo ntjeneshi vana tiki kuuhura wandjira ndi mutunda wakurulyo.

Muliraka lyetul yaRumanyo kuteta nkango yoye pakutjanga nkwardi yi kare ko ndandashagharo: a, e, i, o, u

Shihonena:

(Lipuko)

1. Vantu vana hepa maghano dj-

Uni.

2. Vakurona vana haf-

a.

(Uhunga)

1. Vantu vana hepa maghano dju-

ni.

2. Vakurona vana ha-

fa.

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

LIRUGHANITO LYANKANGO/ NTANTO MULIPUKO:

Nkango dalipuko	Nkango dauhunga
Nyina, vanane vendi/ vawina vendi/vanyina	Vawina
Vavava vendi/vashe vendi	Vashe
Muuni wendi	Muunyendi
Muholikadi	Mugholikad
Mugholi wendi	Muholi wendi
Vamusinda	Vamaparambo
Ruhambo	Rughambo
Kuvura	Kuvhura
Nkene	Ntjene
Kuruwana	Kurughana
Shivarura	Shivarurwa
Pi ghashanine	Kapi a shanine
Shiruwo	Shirugho
Kuronga	Kushonga
Ghana yendi	Ana yendi
Kuneyeda	Kunegheda
Kushayeka	Kushagheka
Vanane vendi	Vawina
Vavava vendi	Vashe
mwanukeghona kadona	Mwanukekadona
Owo	Ogho
Ghuye	Uye
Kusimba	Kuupa
Enengoli	Enengoli
Kuterera	Kutegherera
Twahepa	Tuna hepa
Runyenyo	Runyeghenyo
Teete/ teyete	Teghete
Kutanguna	Kutangura
Mpili/ mpindi	Nampiri

Livhango	Livango
Yavho	Yavo
Vhendi	Vyendi
A honine	A honinine
Pandwire	Pandulire
Mara	Enengoli
Pira	Kapi
Kwashepanine	Kwashepaghanine
Nanke	Ntjene
Mora	Morwa
Kondashi	Mukondashi
Kubumuka	Kudovaukira
Stereyi	Mutindedi/ kanwa
Gha hora	A hora
Hampara	Kasha
Kufoka	Kuhepeka/ kurenkereramo
Shene/nkene	Ntjene/nange
Mbili	Mbiri
Kupirakuyuva	Kudirakuyuvha
Nge	Ndje

GENERAL COMMENTS

Generally, there was a slight improvement in the candidates' work in most of the centres, although some candidates had shown similar mistakes in responding to this paper across all sections in comparison to the previous examination of 2023. Fewer candidates were able to collect data for their topics and were able to present them accordingly. It is also observed that many centres are allowing candidates to research topics like food stuffs and they ended up writing recipes. Topics such as "how to prepare *ligcere*, *makunde*, *ntjivi*, *ndumbo*, *mugombakapindi*, *liduka*" etc. which in most cases is difficult for candidates to collect valuable data because these are instructions or guidelines on how to prepare that certain food, even though candidates may select these types of topics, but they should set research questions that will allow candidates to collect more data.

COMMENTS ON INDIVIDUAL QUESTIONS

1 Introduction/Litwaromo

Most candidates have tried to explain or define their research topic. This is necessary for candidates to show their understanding of the topic they are researching. There are still a couple of candidates who instead of explaining their research topics, presented their findings. Examiners should encourage candidates to define/explain their research topics in brief.

Shihonena; vashongwa kuna kavataterera vakalimbure yira weno:

Nkwara dapampo

Nkwara odo kavasheshera vakurona vamumati monavo mukadona, nangeshi vana mu mono ashi ana kuru ana kutete.

2 Interest into the topic/Ntundiliro yashihoro kushiparatjangwa

Most candidates have indicated their interest in their research topics and explain in detail linking and comparing traditional practices to the modern world. Only a couple of candidates are still struggling to show what made them interested in their research topics.

Shihoro shakushiparatjangwa kuvhura ngoli kushifwaturura yira weno;

Ame nadimburura ashi pantantani nkware kapi dina kudighama ano varwana kapi vana kufumadeka nka nkware. Vanantjoka kukuharukako tupu lira vana kayita mumundi vakurona vahana kuyivako vintu. Vano mbyo vyankorangidiro kukafukunya nakawaneka maukenu kuhamena nkware omo kadishorokanga pakare.

3 Main research objective/Ntjimatjima yalikonakono

Most candidates in this section have indicated the purpose and what they want to achieve at the end of their research. Most of them have shown their main research objectives/what they want to achieve and the procedures which they will follow in order to achieve their main research objectives. This is good indeed.

Shihonena kuvhura kukara ngoli weno:

Kuvhura walikonakono lino, nashana kukayiva ashi weni omo kadishorokanga nkware pashitungarongo ndi kushikuru.

4. Research questions/objectives/Mapuro/Vitambo vyalikonakono

A couple of candidates were still struggling how to formulate their research questions and objectives. Many of these candidates' research questions were closed-ended questions, which could not enable them to collect more data. Examiners should guide candidates on how to formulate research questions/objectives.

Mapuro kuvhura kughatunga ngoli yira weno:

- a. Weni omo kadishorokanga nkware kushakare?
- b. Mulyo munke wa kaliro munkware dino?
- c. Panke dinakushuviri nkware dino nadantantani?

Vitambo vyalikonakono

- a. Omo kadishorokanga nkware dapashakare.
- b. Mulyo wankware dino.
- c. Likushuvo linakaro pakatji kankware dino nadantantani.

Vakandidate vana hepa kukonekashi mapuro ghalikonakono kukara tupu maviri ndi matatu tupu makura!!

5 Sources of information/Marunone ghambudi

Muruha runo uyingi wavakandidate kavavhuru kunegheda nakuyara madina ghavarwana ovo vakapuraghelire kumwe nakughashingonona nawa. mpovali shimpe vakandidate vamwe ovo vana karo naudito kuhamena ruha runo, Mulivango lyakunegheda tupu varwana ovo vakavapiro mbudi, vavo kutimwitira munkondomoke. Vakandidate kwavatatilire mukutjanga weno:

Ame nakakugwanikilire navakurona vano vana kukwamoko ovo vakavhulire kuntimwitirako mwamunene kuhamena shiparatjangwa shande.

1. Mpingana Katiku Mbava - Umwe oghe akaro munkware dapampo.
2. Shindimba Ndumba - Mukafumu akasheshiliro monendi mukadi.

6 Presentations of findings/Litapo vitundwamo

Most candidates presented their findings in detail and references were made to their sources of information. Only a couple of candidates could not write on their research at length and could not reference their sources of information. There was evidence that most of these candidates researched food recipes that made them difficult to collect detailed data. Due to this, most of these candidates were placed in band mark 4 or 5.

7 Discussions and analysis of findings/Likukwetjo nalituno lyaliwaneko mbudi

This section was the most challenging and it was performed poorly because, almost all candidates repeated the information which they gave at the presentation of findings instead of analysing and discussing the data collected from their sources of information. It is still the responsibility of examiners to guide candidates on how to analyse and discuss the information collected. We are expecting the candidates to show their understanding of the data collected and the topics they have researched. The examiner should guide candidates on how to analyse and discuss the data collected in detail, showing their understanding of the research topics in detail.

Mushongwa muno a vhure ngoli kulimburura kumapuro ghalikonakono lyendi pakughatjindja ghakare muviparatjangwaghona

- a. Omo kadishorokanga nkware dino kushakare

Omo nakuvimona ame kutware muvighamba vyavakurona vano navintje kapi vyakushuvire, navantje kwakatapire mbudi yimwe tupu kuhamena omo kadishorokanga nkware kushikuru. Muvighamba vyavo navintje nakanongwininemo ashi nkware dino dado kwakalire mumavoko ghavavakurona vamumati ovo kava shanenanga vana vavo mukadona wakukware oghe va dimburura munkarapamweshi mude ntani ghakora munyara. Vakurona vamumati mbo vakuyenda ko tanko vaka vike ko vakurona vamukadona mbudi oyo vana kara nayo mulipatalyavo.....

- b. Mulyo wankware dino

Ame kuna kuvimona ashi nkware dino dakalire namulyo ngudu morwashi dado kadipitiranga muvakurona ntani nka vakurona vamwe vakalire nashinka kwakehevino kavishorokango munkware dino pakashi kavana vavo.

Kware dino kwakwatakalitire maruha ghalikoro lino nalintje, lyamukamali nalilyakafumo mukutunga lipata lyavana vavo ano.

c. Likushuvo lyankwara dino nadantantani

Pantantani nkware dino kapi dina kara nka yira momo shatumbireko shirongo. Dantantani kapi dina kuyenda ntaka morwa dakakuwana tupu kwakonako kutovora muyeniko makura kwara, vakorona kapi vamuyiva nampiri ndi nantapuko yendi kundereko kwakuyi kwatera. Vano mbyo vina kurenkito ngoli nkware dino

8 Conclusion/Ngoya/Hulito

Some candidates have concluded their research as expected by acknowledging their source of information and giving references that have shown the link to their research objectives. They have indicated that they have achieved their main research objectives.

9 References

Shihone mwakuvhura u tape maungambi ghoye”

1. Mpingana Katiku Mbava - Nyondo - 26 Nkurupemba 2024
2. Shindimba Ndumba ndimbi - Makandina - 29 Nkurupemba 2024

10 Supporting evidence/Maungambiwereroko

Most of the candidates' supporting evidence could not link up to their research purpose and objectives. There were pictures and photographs attached without any explanation as to what is happening in the attached evidence.

Shiho: yira

Kutwara muviwaneka vyande ame kuna kukuyuvha ashi mbudi yande oyo naka pongayika yavhura kalimburura mapuro ghalikonakono lyande, mpongoli nakavhura kapandura vatapi maghano navantje ovok avakavhuro kambatero mukukafukunya mbudi oyo kayivhuro kuntwalidira nikatikitemo shitambo shalikonakono lyande.

GENERAL COMMENTS

There is still an improvement in this year's examinations compared to last year because most of the candidates have presented their findings well and were able to respond to questions posed by their examiners. Only a few candidates are still struggling to present their findings. It was again observed that some examiners asked questions that are closed-ended which limited some candidates when responding to details.

COMMENTS ON SPECIFIC SECTIONS

Presentations of findings

Most candidates were able to present their findings in length quoting from their sources of information. The presentations were accurate and in line with the main objective of the candidates. Even though most of the candidates presented their research logically and accurately, there were interruptions from the examiners which causes stoppage in candidates' presentations and detract from their main research objective. Examiners should not interrupt candidates while they are presenting their findings. It was also observed that some examiners gave candidates a chance to play their supporting evidence (audios) during almost the whole session instead of giving candidates time to present their findings. This section is for speaking assessment, therefore, candidates should be given enough time to speak before they play their supporting evidence.

Discussions and analysis of findings

The majority of candidates responded well to questions asked by their examiners. Most candidates stick to the theme as well as their research questions and objectives as they responded to questions posed to them by examiners. It was also noted that a couple of examiners are not yet acquainted with this manner of conducting interviews because, they posed closed-ended questions that prevented candidates from responding in full sentences.

Shiho: yira;

Are unya hompa apititiliroVashambyu opo vatundire kuMashi? Such question does not provoke discussion but just a single word or phrase.

3. POSITIVE COMMENTS FOR TEACHERS BOTH PAPER 4 AND 5

- Most examiners had read and marked the learners' work.
- Examiners guided the candidates to write on their research at length, highlighting their main research objectives.
- The research topics were well formulated and this is a compliment to the examiners.
- More open-ended questions were asked by the majority of examiners that led candidates to respond at length.
- Thank you for your effort and hard work. It was pleasure moderating your work.

1. GENERAL COMMENTS

- Candidates are reading the passages without understanding, so teachers should train candidates how to answer questions from the passages. Passage comprehension and word recognition are two major aspects of reading comprehension.
- Teachers should train candidates that before answering the questions, they should read the passage and the questions carefully. The questions are in the chronological order, based on the paragraph.
- Teachers should teach candidates to always look at the marks allocation for each question, as candidates are losing many marks by giving only one point while the question expects them to give two points.
- The teachers should give a lot of passages to candidates to read and work on, in order to familiarize themselves with the way the questions are asked during the final examination to train themselves and read with understanding within a given time.
- There are some candidates who did not write their names on their answer scripts.

2. COMMENTS ON INDIVIDUAL QUESTIONS

Section A Question 1

- (a) Most of the candidates gave only one point instead of two points to this question.
Some of the expected answers were: he wanted a job/ needed money.
- (b) Most of the candidates wrote only, he received a recorded message, instead of giving an implied message such as: He did not expect a good outcome.
- (c) This question was answered well by most of the candidates. The question was about why Martin was pessimistic.
- (d) Most of the candidates answered this question poorly who just mentioned babysitting instead of mentioning that the job is not appropriate for him /or not the right job for boys.
- (e) Candidates need to look at the marks allocation per question because most of them has only provided one point to this question instead of two points. The answers expected from this question were: there were many weeds in the garden; The house was in a poor condition or the garden is not looked after. Most of the candidates gave wrong answers such as the house was big with tall trees.
- (f) Well answered by candidates. The question asked what shocked Martin when the door of house number 6 first opened? The expected answer was the man looked rather strange and scored marks.
- (g) This question was also poorly answered. Candidates just wrote about the scary man. This question tested candidates about the impression Martin gained from the interior of the house. It proved to be a rather tricky question and a number of candidates lost marks.
- (h) This question proved to be the most difficult in this part of the question. A large number of candidates did not score a single mark here. This question tested candidates on why the man's instruction seemed strange to Martin.

- (i) This question was well answered by some candidates. The question was about what made the work appealing to Martin. Some of the expected answers are: the remuneration was N\$800 higher than expected and he would not be supervised.
- (j) Not well answered; some candidates wrote because Emily will want a lot of money instead of the furniture might be too heavy.

Question 2 (a)

This question was not answered well by most of the candidates. It was expected of the candidates to extract points from the passage that suggested that the job was very important to Martin. Despite the notable adherence to the instruction in terms of the number of notes and the concision thereof. It seems like most of the candidates were unable to grasp from the passage that the Job was very important to Martin. They only concentrated on how Martin tried to find a job. Candidates were expected to give points such as:

1. Martin needs money
2. Mid-term was his only chance to find a job
3. Martin under pressure
4. He reacted quickly to advertisement
5. The recorded message makes his heart sink
6. He did not show his surprise about the pay

Instead the candidates wrote the opposite answers such as:

- The candidates dwell too much on the appearance of the house and how Martin had to clean it, so that the baby can be taken into the clean house.
- The mother was poor, so he wanted to assist the mum.
- He wanted to buy himself books and toiletries.
- He wanted to be educated to avoid suffering.
- He was upset about the job, because the house was too dusty
- Martin was a poor man
- The work will help to buy fashionable furniture
- The man wanted to stay with Martin for safety

Question 2(b)

Poorly answered because the candidates misunderstood the question in Question 2(a) so notes were not used accordingly. A few candidates did not attempt to answer it at all which makes them to lose marks. Some candidates mentioned how Namibian people have learned how to clean houses in order to earn themselves money.

Section B Question 3

Well answered by the candidates, who used the ideas from the passage and developed them creatively in their own words, although most of the candidates were dwelling too much on the mistakes people often make in life, forgetting to mention how to recover from them for them to answer the question in full. Idioms were perfectly used in some candidates' written work.

3. POSITIVE SUGGESTION TO TEACHERS

Teachers are commended for their hard work and dedication to ensure that candidates were prepared for the final examination. The Senior Education Officers in the regions and the Heads of Departments at the schools are hereby urged to discuss the examiner's report with the subject teachers to ensure that the recommendations are implemented.

The teachers should teach the candidates how to approach contextual questions based on the following points:

- Before you start answering the question paper, read the text and the questions carefully.
- Scan the passage to find the answer based on the question asked.
- Not all the questions will lead you to the direct answer in the passage.
- The questions are set based on the assessment objectives outlined in the syllabus as mentioned earlier.
- Look at the mark allocation for each question.
- Remember the keywords in the question, like explain, give two points / details or give reasons why.

I wish you all the best for 2025. Thank you.

1. GENERAL COMMENTS

Candidates should fill in their personal details on the cover page of their answersheet as expected.

Teachers should teach candidates the structure of writing 3 different types of essays and they should have headings, as well as paragraphs that are based on different ideas.

Candidates should be advised to use Setswana language instead of English such as khumputara instead of computer.

Candidates continue to make grammatical and spelling errors in their essays, some of which are:

Incorrect	Correct
Tshwanena	tsgwanela
Mabetlele	mabenkele
Kong	koo
Batlang	batlang
Tswanetse	tshwanetse
Go ntaya dikgang	go bua dikgang
Engwe le engwe	nngwe le nngwe

2. COMMENTS ON SPECIFIC QUESTIONS

1. Write a story about an occasion when someone you underestimated treated you with kindness. Kwala kgang ka ga tiragalo fa mongwe yo o neng o mo nyaditse a ne a go tsaya sentle. Some candidates did not understand the question; the word 'nyaditse' means underestimated, but candidates wrote about 'nyetse' marriage. However, most candidates wrote a nice narrative essay about someone they underestimated who ended up treating them with kindness. Batlhatlhojwa ga ba tlhologanya lefoko 'nyaditse' mme ba kwala 'nyetse' ya lenyalo. Batlhatlhojwa ba bantsi ba ne ba kwala kgang e utlwalang ka fa motho yo ba neng ba mo nyatsa a ne a tsaya sentle, jaaka.
2. "Dreams really do come true". Narrate a story that actually happened after you had dreamed about it. "Ditoro ruri di a diragala." Anela ka kgang ka se se ileng sa diragala tota morago ga go lora toro eo. Some candidates wrote good dreams which came true at the end, but a few candidates did not understand the word "ditoro" which means dreams. They thought of "ditoro" was shops which made them to go out of the topic. Batlhatlhojwa ga ba tlhologanya lefoko "ditoro" sentle - ba tsaya e le mabenkele mme ba ne ba tswa mo setlhogong. Batlhatlhojwa bangwe ba kwadile ka ditiro tse ba dlorileng mme tsa diragala.
3. You took a long walk through beautiful surroundings. Describe what you saw and and heard, as well as how you felt. O ne wa tsamaya sekgalanyana mo lefelong le le kgatlhisang. Tlhalosa se o se boneng, se ose utlwaleng le gore o ile wa ikutlwa jang. Some candidates describe the nice town or village they have visited, while others describe a trip they took to a nice town such as Swakopmund. A few candidates describe beautiful surroundings they have walked through, as they wrote about the beauty, mountains, the buildings and the decorations. Batlhatlhojwa bangwe ba ne ba tlhalosa ka toropo/motse gore o montle jang, mme bangwe ba ne ba tlhalosa sentle ka lefelo le lentle le ba ileng ba tsamaya mo go lone, le na le ditlhaba tse dintle, mmeago e mentle go kgabisitswe sentle mo lefelong leo.
4. Write a description of your favourite place in your town and what makes that place so special. Tlhalosa lefelo le o le ratang mo toropong ya gago, ke eng se se dirang lefelo leo gore le se tshwane le mangwe. The candidates were supposed to describe their favourite place in a town but some candidates describe the town. Batlhatlhojwa ba ne ba tshwanetse go tlhalosa lefelo le ba le ratang mo toropong mme batlhatlhojwa ba ne ba tlhalosa toropo fela.

5. "Young people should be encouraged to consume traditional foods and drinks." Do you agree with this statement? Justify your answer. "Basha ba tshwanetse go rotloediwa go ja le go nwa dijo tsa ngwao." A o dumalana le kgang e? Netefatsa karabo ya gago. Most candidates agreeing and pointed out the advantages of it as it also preserved culture. There were also a few candidates who disagreed with statement, as they point out that young ones grow up in the Western culture society. Batlhatlhojwa bangwe ba ne ba dumalana ka kgang e ka go bontsha botlhokwa jwa dijo le dino tsa ngwao le gore go sireletsa ngwao. Mme bangwe ba ne ba sa dumalane ka gore basha ba tshela le batho ba dingwao tsa segompiano kgotsa tsa sekgoa.
6. "Animals should have rights, just like humans." Give your opinion and justify your answer. "Diphologolo di tshwanetse go nna le ditshwanelo fela jaaka batho" Neela kakanyo ya gago o e netefatse. A few candidates wrote about the importance of animals to people. Some candidates wrote very well as they point out that humans have rights but animals are living hard lives, yet the animals are the ones that are helping or serving humans so much. Batlhatlhojwa bangwe ba kwadile ka botlhokwa jwa diphologolo mo bathong. Mme bangwe ba kwadile sentle fa ba bontsha gore batho ba na le ditshwanelo jaaka. Ke ka moo diphologolo le ditshwanetse go nna le ditshwanelo ka gonne ditshela botshelo jo bo bokete mme ke tsone di thusang le go tshedisa batho.

3. POSITIVE SUGGESTIONS TO THE TEACHERS

Thank you teachers for the time you took in teaching the learners. Your effort will bear good fruits.

Teachers should encourage candidates always to read all the topics to choose the one they understand the best. Barutabana ba tshwanetse go ruta batlhatlhojwa gore ka dinako tsotlhe ba bale ditlhamo tsotlhe pele, mme morago ba itse go tlhophisa e ba e tlhloganyang.

Teachers should make sure that they teach candidates different types of essays for them to choose before writing. Barutabana ba tshwanetse go ruta batlhatlhojwa ka mefuta e meraro ya ditlhamo gore ba kgone go itse go kwala ditlhamo sentle.

Teachers should teach candidates the correct usage of figurative language. Barutabana ba tshwanetse go ruta batlhatlhojwa ka tiriso ya puo e botshwantshi.

Thank you teachers for the time you took in preparing the learners. Remember that, 'One who nurtures with love is sowing a fruitful future'/Re a leboga barutabana ka nako e le etsereng go rotloetsa batlhatlhojwa, gopolang se, 'Mmopa lorato o lema bokamoso jo bo nonneng'.

1. GENERAL COMMENTS

- The candidates should be taught to write in prose, not in point form.
- The candidates did their best to answer all the bullet point, more especially bullet number one.
- Candidates still need to be encouraged to write their answer in a critical response way. They should not only copy their answer from the text without looking critically into the message that the author want to deliver to the readers.
- Candidates should always be encouraged to read and understand the text before attempting to answer the question during the examination.
- Some candidates did not fill in the information on the cover page expected such as a subject name, subject code, paper number and some wrote the wrong month.

2. COMMENTS ON SPECIFIC QUESTIONS

- Some candidates failed to read the text with understanding.
- Some candidates failed to provide evidence from the text and to give their judgement.
- This paper is made up of one question only, which is supported by sub-bullets points to lead the candidates to respond to the question in depth.

The candidates should be able to:

- Comment on the intention, surface meaning and deeper content of the text – **akgela ka maikaelelo, bokao jo bo motlhofo le jo bo kwa teng jwa diteng jwa tema.**
- Demonstrate appreciation of how feelings, attitudes and /or arguments are effectively conveyed – **supa kgalaletso ya ka fa maikutlong, mekgwa le dikomano di senogang ka teng.**
- Communicate a critical, sensitive and informed personal response – **bolela ka botlalo, ka tsisibalo le go bolela dikarabo ka sebele.**

Tse ke dintlha tse di bothokwa ka boitsholo jwa ga Sponono mo bathong ba bangwe tse di supilweng ke mokwadi. Motlhatlojwa o tshwanetse go kwala dintlha tse mo dipolelong tse di tlhamaletseng go bapa le tema, kwantle ga go kwala ditlhogwana tse o di neetsweng.

Boitsholo jwa ga Sponono mo bathong ba bangwe

Sponono o:

- Emela batho ba o ba tshepang (lokwalo lo tletseng dikgobo le lenyatso ga a bona karabo ya gagwe)
- Boikobo/gongwe a mo utlwisise(kamore ya me ga e a tlala o ka robala mo go yone)
- Go ikobonya- (o seka wa nteboga leboga Mogokgo, fa e ka bo e se ka ene ke ka bo ke sa dira sepe
- O lebega a batla go ipaakanyetsa go dira jaaka mogogi ka dikakanyo tse di kgobokantsweng. – bana ba tsipa ba tsaya tsela e le nngwe fela, fa ba kgaogana e nna baswi ba mogotlha / se dira gore re ratane.
- Mme ga a itlwaetse go itshuba mo megopolong ya setlhopa – Ke nagana gore go tla be go sa siama go isa Johannes kgolegolong

Puisano ya gagwe le Mogokgo ka tiragalo e

- Sponono o ka itshwara ka mokgwa o bonolo fa go kgonagala
- O akile (jaaka a amogetse) gore a kgone go bona Mogokgo
- Mme o bona go bua maaka go le bothokwa – fa go raya gore a boloke botshelo
- O na le maikutlo a kutlwelo-bothoko – e seng fa ele gore o falotsa motho
- O ne a botsa Mogokgo nnete fela fa a tsena – Ga ke na mathata, mme ...
- O ne a akanyetsa kwa pele ga Mogokgo pele a gana ka phatlha ya ga Johannes ya go robala
- Mogokgo o ineetse go akediwa / go sa bolelelwa nnete
- Mogokgo a leka Sponono – ke mmoditse gore a o akanya gore go ne go le phoso go bua maaka

Mogokgo le batho ba bangwe ba bona sponono jang

- Mogokgo o mmona e le mosimane wa moXhosa yo o lenyatso
- Mogokgo o ne a ipotsa gore Sponono o na le bokgoni jwa loleme lo borethe a sa rekegele gore o bua jang – le le go siametseng. “Ka re. E ne e le ga boraro ke bua puo ya go tshwana le e. Mme a itira jaaka o ka re o tsaya dintlha di se kae jaaka pele
- Bagolegwa ba bangwe ba bonala ba tshepa Sponono go ba buelela. (Rona ba bangwe ba akanya gore o bogale thata / E re dira gore re akanye ...)
- Johannes o ikutiwa a tlotlegile – ke go ikutiwa ka mokgwa o mongwe wa gore ka gongwe o tseile maikarabelo a maitsholo a ga Sponono a go batla go boela mo lenyatsong – e le gore ke boela gape fa, ke tla ithuta ka botlalo.
-

3. POSITIVE SUGGESTIONS TO THE TEACHERS

- First, state the statement that is addressing the question, e.g. how the author conveys the character of Sponono in the text.
- Secondly, always quote from the text, e.g. the attitude of Sponono towards other people.
- Thirdly, the candidates should elaborate and explain more in their own words.
- Teachers should always teach candidates how to extract evidence from the text to support their answer and give their personal view on the question asked.
- Teachers should train candidates on how to extract information from the text and critically expand it in their own words.

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

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

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

1. GENERAL COMMENTS

The centres have made significant efforts to support candidates in their written work. Allowing candidates to explore various sources and attend events for evidence has enriched their understanding and insight into cultural topics. A wide variety of topics have been selected by the centres, providing candidates with diverse areas of focus. However, orthography remains a concern, as candidates continue to personalize items, make spelling errors, and occasionally omit words between sentences.

Personalisation of items sekai

correct

mmidi one o
morabaraba o monate
molemo o o
mmidi o apaya
serope se nna se le sosi

incorrect

mmidi one a
morabaraba e monate
molemoyo o
mmidi o moapaya
serope se nna se le esi

The centres should work together, particularly as National Examinations approach, to establish a uniform format for addressing candidates' written coursework. Some centres still lack essential elements such as a table of contents to guide candidates, and in some cases, appendices were not provided. Additionally, centres should ensure thorough review of candidates' written coursework after it has been typed. Many submissions contained avoidable typing errors that could have been corrected with proper oversight.

2. COMMENTS ON INDIVIDUAL QUESTIONS

(a) Matseno

The centres performed commendably, despite some candidates struggling to express themselves effectively.

(b) Kgatlhegoyasetlhogo

Some centres provided overly general accounts, with candidates writing as though they were simply recounting a story. They often failed to specify when and where the events took place.

(c) Maikaelelo a magolo a patlisiso

Some centres' objectives were clear compared to other centres sekai: are tseye Moaparo wa Setswana. The candidates wrote perfectly by mentioning gore moaporo wa Setswana one o dirwa ka eng bogologol, le gore o ne o dirwa jang le go batla goitse **pharologanyo magareng ga moaparo wa segologolo le wa segompieno**, while other centres wrote only the last part in the sentence.

(d) Dipotso tsa patlisiso

Some centres research questions were relevant to their objectives, although some questions were not stimulating enough.

(e) Metswedi ya kitso

At some centres candidates did not provide the research questions, they only mentioned the names of people sekai Kei le ka tse na momafelong a farologanyeng ko meletlo eneng e diragalela teng mo toropong ya Gobabis kgwedi ya moranang a bala o4 monongwaga fa go bina dithopo tsa Setswana tse difarologanyeng, ebile tse dingwe di tswa Botswana le Aferika borwa. Ke i le ka tshwara diphapamolo le dividio mme ka tsenelela bangwe ba goitse ngwao ka dipotso.

(f) Neelano ya diphitlhelelo

Some centres produced limited content because the candidates' questions were not engaging enough to encourage the collection of more information. However, other centres performed exceptionally well, providing thorough and well-presented accounts of their topics.

(g) Puisano le tshekatsheko ya diphitlhelelo

Some centres struggled to provide a clear analysis of their findings. Instead of focusing directly on the essence of moaparo wa setso, the elements that define it, and what Batswana understand about it, they veered off course. Other centres simply repeated questions from their dipatlisiso without offering substantial discussion or insights.

(h) Bokhutlo

Some centres effectively distinguished between modern attire and that of earlier times. They highlighted how technology has influenced traditional clothing, noting that modern processes, such as using machines and chemicals to soften animal skins, have altered the authenticity of traditional Batswana attire.

Pictures

The centres should ensure they provide clear pictures of the candidates and require the candidates to write captions or descriptions beneath the images. This will help the moderator understand and contextualize the pictures, reducing the likelihood of repetition.

3. POSITIVE SUGGESTIONS TO TEACHERS

- The centres should make time to have a meeting before the National Examinations begin to address shortcomings highlighted in the past reports.
- They should make every effort to review these reports thoroughly to avoid repeating the same mistakes.
- Additionally, centres should collaborate regularly to support one another in areas where challenges persist, fostering overall improvement. The centres should continued to keep the neatness and tidyness of the candidates reports throughout.
- Thank you for the job well done.

GENERAL COMMENTS

Some centres gathered the information on the cultural artefacts as expected, although there were some centres which excluded the recordings of the candidates when they went on the field to correct information.

It was observed that some examiners still ask questions that are not from the candidates's research, which seems to have caused confusion as some candidates could be heard struggling to respond to the questions asked.

1. Recording

Most of the centres' recordings were clear as the examiners and the candidates could be heard well. The examiners are advised to look for quiet venues because at most of the centres, in their recordings there was a noise that disturbed the moderator here and there.

2. Range of sample

All centres' samples were heard as the moderator could listen to all the range and abilities of samples.

COMMENTS ON SPECIFIC QUESTIONS

The oral examinations consist of two sections: **Section A** for presentation and **Section B** for discussion. The two sections should be treated differently.

It was a good observation that examiners were generally friendly to the advantage of the candidates.

It was also observed that at some centres the recording and video of the interviewer were too long which prompted the candidates to repeat themselves.

3.1 Section A Presentation of findings

- A number of candidates were struggling to present the main findings of their research, despite the fact that most of them were fluent. Some candidates still need guidance for them to have confidence.
- Interpretation of the assessment was well done by the examiners at some centres by putting the candidates at the right band according to their presentation.

3.2 Section B Discussion

- The examiners are expected to challenge the assumptions made by the candidates during the discussion made by the candidates that they did not mention it in their reports.
- Some examiners did give the candidates more open-ended questions that allowed them to answer more easily while other candidates became mute during the discussions.

POSITIVE COMMENTS TO TEACHERS

- The examiners applied the marking grid correctly.
- The examiner selected a variety of cultural topics. Examiners are complimented for the job well done.
- More open-ended questions were asked by the examiners that allowed the candidates to respond in the recommended length.
- The administrative tasks were excellently done. It made the process of moderation so much easier. Thank you for the good job.

GENERAL COMMENTS

- The question paper was moderate.
- Most of the learners could not answer assessment objectives, R3 and R4 respectively for question 1.
- Some questions were left unanswered across the question paper.

COMMENTS ON INDIVIDUAL QUESTIONS

KALULO A

PUZO 1

- (a) Buñata bwa baituti nebailabile hande kono nihakulicwalo babañwi nebañola kalabo ye: nalatulelwa sheleñi kono kalabo yelukile kikuli: – nabata musebezi – natokwa kufumana sheleñinyana – nasika fumana musebezi kaufela kwana kupile – nalatulelwa
- (b) Buñata bwabaituti nebakonile kwalaba kalabo ya bala (1) haili kalabo yabubeli ili ya bala (4) nebaipalelwa. Babañwi neba ñola kalabo iliñwi kono yabubeli neba sautwisisi puzo. Likalabo zene bafa: -nafumani liñusa lelihatisizwe – muniswalele kono hakuna mutu fa mwanako ye, usiye libizo lahao ni nombolo mi luka kuta kuwena kaputako.
Likalabo zelukile ki: - nafumani liñusa lelihatisizwe – nasika iteekela kufumana kalabo yende.
- (c) Batituti nebakonile kwalaba hande puzo ye kakufa kalabo yelukile ili: - nahupula kuli kukaba ni batu babañata babafitisize likupo zamusebezi – kukaba ni batu babañata babasiya mañusa.
- (d) Baituti baba alabile puzo yekibabanyinyani feela . likalabo zene bafa: - kakuli bomahe nebahupula kuli neli musebezi wakuuta mbututu.
Kalabo ye lukile: - musebezi wakubabalela mbututu haumuswaneli – haki musebezi oli hande kumushimani
- (e) Buñata bwabaituti bakonilekwalaba bala 1 bapalezwi kwalaba bala 4. Likalabo zene bafa: - ndu yeo neina ni munko wamukamo mane inge kone kusina mufutumala. Likalabo zelukile: - ndu neili mwamayemo amaswe (kale nelili mwamayemo amande) mi simu yalipalisa neisa babalelwi – kuhula kufiteleza tikanyo – nekuna ni lihula leliñata mwasimu.
- (f) Buñata bwabaituti bakonile kwalaba puzo ye kaswanelo. Likalabo zelukile: - muuna nabonahala kusabisa – muuna nana nimilelu yetitihani – yesikakutiwa – yemisweu ni mutalimelo onesusabisa.
- (g) Puzo yeneisika alabiwa hande kibaituti. Likalabo zene bafa: abuza kizañi ze? Kalabo yelukile: - hakuna yana pila mwateni – hakuna yana ibabalela kapa kuikenisa.
- (h) Puzo yebuñata bwabaituti nebakopanya likalabo za (h) ni (i). likalabo zelukile: - muuna yanatabela kubuluka libyana kaufela – Martin nahupula kuli libyana zakubeta nelisina tuso
- (i) Baituti bakonile kwalaba hande puzo ye nihakulicwalo baituti neba alaba hahulu kalabo yeamana hahulu ni tuwelo yakafumana. Babañwi neba alaba kuli nambwetukile. Likalabo zelukile: - tuwelo ya (N\$800) neli yeñata kufita yana iteekezi kufumana (1) ni kuli hana kuzamaiswa (1)
- (j) Buñata bwabaituti baalabile hande puzo ye. Nihaike neba inopa moinezi mwalikande. Likalabo zelukile: - libyana zakubeta neli kona kuba zebukiti – libyana neli zebuima.
- 2 (a) - ki babasikai baba sikañola kalabo yakusufazo yamibamba, babañwi neba saalabi kaswanelo kuñola kamibamba.
- Likalabo neba likopanya mwakatabanyana kalikañwi.
- Neba ñola lipulelonyana zesa utwahali zesa ami fapuzo yebuzizwe.

- 2 (b)** - Babañwi baituti neba ñola kusufazo yalikande isiñi kualaba puzo yebuzizwe.
- Litabanyana zakusufazo yeñozwi nelisazwi fatutabanyana twa 2 (a) kono neli zwelela falikande.
- Babañwi neba kopolola/ kunopa feela tutabanyana totuzwa mwalikande isi kusebelisa manzwi abona kubonisa zibo yakusufazo.
- Baituti nebasañoli palo yamanzwi aswamela, atokwahala, babañwi neba ñola likepe ni licika (kusahatelela butelele bwamanzwi atokwahala).
- Baituti babañwi nebasabali likande kakutwisiso.

PUZO 3

- Baituti nebasañoli toho yaliñusa nikulatelela sibupeho saliñusa.
- Babañwi nebasañoli liñusa kono nebañola liñolo, tahiso fokuñwi neba kopolola likande.
- Kusalatelela butelele bwamanzwi aswanezwi kuñolwa 250-300 (likepe ni licika feela) isike yaba makepe amalalu nikufitelela.
- Baituti habazibi kuzwisezapili zibo yebafumani falikande lelifilwe kualaba puzo.
- Baituti habazibi sebeliso yamaswayo akubala, linguli ni kuñola lipulelo zeutwahala.

POSITIVE SUGGESTIONS TO TEACHERS

- Maluti balute hahulu liñusa, sina buñata bwabaituti hane bañola likalulo zeñwi zeswana inge mañalo, tahiso, pihoncc.
- Maticele balute baituti kualaba puzo 2 (a) katatelelano (makalelo nikuisa kwamafelelezo alitaba zetokwahala)
- Maticele balute baituti kuñola kusufazo mwa 2(b) yatimana/sifiha feela hakukonahala.
- Baituti babaliswe litimana zeñata kuli batwaele.
- Maticele batwaeze baituti kualaba lipuzo zamilibo yatatubo yaBala 3 ni 4 mwapuzo 1.
- Maticele baitusise mapampili alitatubo zakwa lilimo zakwamulaho.

GENERAL COMMENTS

- The overall impression with regard to the whole question paper is that, the question paper was up to standard and they were straight forward because the candidates were able to answer a wide range of all the questions.
- Some candidates struggled with poor handwriting and poor use of punctuation marks.

COMMENTS ON INDIVIDUAL QUESTIONS

Narrative (Kukandeka)

- 1 Write a story about an occasion when someone you underestimated treated you with kindness.

Ŋola likande kuamana ni kezahalo mo yomuŋwi yo neukile wanyazeleza nakuezize kasishemo.

Toho yalikande le, neitokwa batatubiwa kuli baŋole likande lelikandeka. Mwalikande mo, neili kuli baŋole kaza kezahalo yeo neikile yaezahala ili mo nebakule nanyazeleza mutu yana baezize kasishemo. Lika zetalu zeneswanelwa kotalimwa kuzona ki zecwale ka: kezahalo, kunyazeleza ni kusupeza sishemo kumukandeki.

Buŋata bwabatubiwa bao nebakile baketa toho baialabile hande. Babaŋwi kubona baamile falikalulo zefumaneha mwatoho yalikande, Babaŋwi baamile falikalulo zepeli feela. Kamanzwi amaŋwi, baamile fakezahalo ni sishemo kusiya kunyazeleza. Babaŋwi bafetuzi kunyazeleza ni kubea mwamukwa wasitoyo.

- 2 “Dreams really do come true.” Narrate a story that actually happened after you had dreamed about it.

“Kanti luli litolo liba zaniti.” Kandeka soe nesikile saezahala kasamulaho akulola tolo yeo.

Likande le nelitokwa batatubiwa kuli bakandeki zatolo yeo nebakile balola ni sene siezahezi kasamulaho akulola tolo yeo.

Likalulo zabutokwa zakutalima kuzona mwatoho ye I zetatama: Tolo ibe yamukandeti kapa mutatubiwa kasibili,ibe tolo iliŋwi feela ni kuli tolo yeo ukone kuezahala kasamulaho akuikola.

Babaŋata batatubiwa nebakile toho ye mi Babaŋwi kubona baalabile hande, nikuli bafitile falikalulo zeo nebaswanela kufita kuzona. Babalikani feela ki babapalezwi kualaba hande toho ye. Babaŋwi nebaŋola kalitolo zeŋataŋata, Babaŋwi baŋozi litolo zebalolile Babaŋwi kwandaa kuŋola kazabona litolo. Babaŋwi nebaŋola kakutalusa feela zatolo kwandaa kuŋola kakukandeka.

Descriptive (kotalusa)

- 3 You took a long walk through beautiful surroundings. Describe what you saw and heard, and how you felt.

Ungile nako yetelele inge uzamayamazama mwalibaka zende zeli bukaufi ni kopila. Talusa seo neuboni, neuutwile ni o neuikutwezi.

Tohoye, neitokwa batatubiwa kuli baŋole kalibaka zeshutanashutana, zeli bukaufi ni kobapila. Bataluse zenebaboni, zenebautwile mane ni mo nebaikutwezi hane bazamayamazama mwalibaka moo.

Buŋata bwabatatubiwa bakile toho ye baialabile hande kakufola makande atalusa. Bataluse Cwalo zenebaboni, zenebautwile mane ni mo nebaikutwezi hane bapota mwalibaka ze. Nihane bataluse Cwalo, Babaŋwi neba sueza handende kuli ki libaka zeli bukaufi ni koo neapila. Kono babaŋwi kubona nebabonisa fokusweu kuli libaka zeo nelifumaneha kwahule ni konebapila. Kakuli nebabonis mwamakande abona kuli nebatama misipili yemitelele yakuwela limbayambaya kuliba kwalibaka zekwahule, zeŋwi mane lifumaneha mwamakozwan amane anaha Namibia.

- 4 Write a description of your favourite place in your town and what make that place so special.

Ŋola kakutalusa zasibaka seo utabela hahulu mwatolopo yahao ni sesitisa kuli sibaka seo sibe sabutokwa.

Toho ye, neitokwa batatubiwa kuli bataluse kasibaka sebatabela hahulu mwatolopo yabona ni kotalusa cwalo ni butokwa kwasibaka seo. Ikone kuba sibaka silisiŋwi feela seo batabela hahulu.

Kubakile toho ye Babaŋwi baialabile hande kakutoloka kamo neitokela toho. Babalikani kubona nebatalusa kasibaka sebatabela hahulu kono inge sifumaneha kwande atolopo. Ni habakile sibaka seli kwande atolopo, fafitile kalikalulo zefumaneha watoho zecwale ka: kotalusa mabaka atisa kuli atabele sibaka seo mane Cwalo ni butokwa bwateŋi.

Argumentative (Kukanana)

- 5 “young people be encouraged to consume traditional foods and drinks.” Do you agree with this statement? Justify your answer.

Babanka baswnela kususuezwa kuca lico zasizo”. kana walumelelana ni taba ye? Fa kemelo yahao.

Toho ye, neili kuli batatubiwa bañole kakukanana kapa kakulumelelana ni taba yefilwe. Mwamuñolelo wabona neili kuli babonise kemelo yabona mane Cwalo ni kufa mabaka atiile habayemi kwalineku leo. Babañata batatubiwa bakanile kuketa fatho ye: Babañwi kubona babonise hande likemelo zabona kakufa maikuto abona kutiiseza kemelo yabona. Kono Babañwi kubona babonise fokusweu kuli bayemela maneku kaufela mwanako iliñwi. Babayeme kwalineku leliñwi batolokile hande butokwa bwalico ni lino zasizo mwamibili yaluna halibapiswa ni lico ni lino zasikuwa.

- 6 Animals should have rights, just like humans.” Give your opinion and justify your answer.

Lifolofolo liswanela kuba ni liswanelo,sina batu.” Famaikuto ni kemelo yakalabo yahao.

Toho ye, neitokwa batatubiwa kui bañole kakulumelelana kapa kusalumelelana ni taba yefilwe. Kubonisa kemelo yabona kakufa maikuto ni mabaka atiile.

Buñata bwabatatubiwa baketile toho ye,baialabile hande. Ni haik kuli Babañwi nebayemela likemelo zepeli kwandaa kuyemela lineku lililiñwi. Babañwi babonise hande lineku kobayemela kakufa maikuto abona autwahala. Babalikani feela bazwile hanyinyani mwatoho kakufa feela liswanelo batu,kwandaa kulibapanya ni liswanelo za lifolofolo.

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers are encouraged to teach the syllabus and complete it on time, so that time can be created for revisions for mastering of all the skills.
- Teachers are encouraged to provide a lot of 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: headings, introduction, content and the conclusion.
- The types of essays must be taught to candidates on how to go about each type of essay such as narrative, descriptive and argumentative.
- The use of punctuation marks, orthography and grammar must be focused on continuously.

NB: Teachers are to encourage candidates to keep up with the recommended word limit/length of the essay at all times.

Teachers to revisit their syllabus.

GENERAL COMMENTS

The standard of the candidates' work in comparison to the previous year, the question paper was moderate, but some of the candidates were unfamiliar with the terms used in the text. This is uncommon for candidates who grew up in urban areas where disputes can arise at any time and everyone gets involved in a fight. While for those that live in rural areas, it was much easier, as some of the terms are used frequently and this helped them to analyse the text. Some learners wrote in point form. Some candidates wrote their answers, following each prompt without mixing their answers to show their critical approach. Some candidates wrote less than 250-300 words while some could not analyze the text but could only generalize about everything. Candidates could copy the text, which should not be the case. All candidates are advised to respond to the three prompts given by mixing their points, without answering points by following the prompt pattern, and how prompts follow each other. Candidates are advised not to write the introduction and conclusion.

COMMENTS ON INDIVIDUAL QUESTIONS

The first prompt of the question was well answered by most of the candidates, while some candidates did not criticize the question, but they only copied word by word, as they were written in the text. Most of the candidates wrote in prose form, and only a few candidates wrote in point form.

Some of the expected answers were:

- Bupilo bwamifilifili
- Lindwa nako kaufela
- Likomano mwahala batu
- Litaba zeo neliliba bo Induna nako kaufela
- Basali bao nebatamile litenge kuli bayo lwana
- Kulitela feela yanatile mwana bona kuli bayolwana niyena

The second prompt of the question was also answered well by most candidates. Some were able to choose points that suited this prompt and they could use their own ideas and they could give practical examples. Some candidates did not elaborate more on the points picked from the text.

Some of the expected answers were:

- Kuhapeleza kulwana
- Lifapani zeo nelitiswa ki litoyo
- Kuitusisa lipulelo zemaswe
- Kufundelela babafwi
- Kufumbelana

Most of the candidates did not answer correctly the third prompt, even though some could only pick out the points from the text without analyzing it. Some candidates copied the sentences line by line, while answers were supposed to be written in prose form.

Some expected answers were:

- Batu nebamat kusabisa bupilo bwabona
- Kupalelwa kukutisa mioko kona sabo
- Kulila kona sabo
- Kuba mwasabo yakunatiwa
- Kusaba kuli mutu nakashwa

POSITIVE SUGGESTIONS TO TEACHERS

Candidates should be informed that they need to write 250-300 words and not less than that or more than that.

Teachers to give more practical activities to prepare for paper 3 final examinations. NB: Learners should be taught to mix up answers from each given prompt, instead of giving their answers following the patter of the prompts, meaning answering prompt by prompt.

GENERAL COMMENTS

- Many grammatical errors were noted and candidates still lack knowledge of the proper use of common punctuation marks.
- Verification of samples should be done before sending them for moderation. The examiner must verify the sampled audios to ensure that all chosen candidates are sampled, together with the candidate's script.
- It is the responsibility of the centers to make sure that all recorded audios of candidates are sent along with sampled audios.
- Examiners should mark the research projects of candidates carefully and award necessary marks using the marking grid.
- Avoid putting ticks on the paragraph, but read and understand what candidates have written before awarding marks.
- Candidates should be encouraged to provide relevant pictures related to the topic of choice, rather than attaching pictures where candidates are posing with individuals without captions.
- Candidates (some) were unable to formulate research topics. It is the responsibility of the teacher to guide and train learners to come up with proper researchable topics.
- Most candidates in almost every center did not or failed to provide evidence of their data collected.

COMMENTS ON INTERPRETATION OF THE ASSESSMENT CRITERIA.

2.1 Purpose or interest in the topic/objective/artefact

In some cases, candidates were able to come up with researchable topics. An interest from candidates was shown as they chose cultural topics that reflect different living style of the olden days(past).

Candidates have to write down their chosen topic, come up with a researchable topic that has to do with culture/ traditional lifestyle and they have to be approved by the examiner. Most candidates came up with good, researchable topics that showed curiosity on which they could find informative data. However, a few candidates came up with topics that could not be researched.

2.2 Main Research Objectives (Mulelo wa Mutomo)

Examiners should put more effort into guiding candidates on how to write the objectives of the research (mulelo wamutomo); mwakalulo ye, kimo muituti ulukela kufitisa mulelo wahae wo utisize kuli akete toho yapatisiso yeo, kamanzwi amañwi; kufa mabakatuna haketile toho yeo, seo muituti ubatoziba kabutungi kuamana ni toho yapatisiso yeketilwe. With good research objectives a candidate will be able to formulate proper research questions. The examiner should emphasize the purpose of this component to candidates.

2.3 Research Questions/Research objectives. (Lipuzo zatiko)

In this case, with the guidance of the examiner, candidates should be able to make a list of open-ended questions about the topic they have chosen. They should prepare some questions that can be used to gather more data based on the topic of choice. Most candidates were able to formulate standard questions well that could lead to extracting more information from their sources. Some candidates rather wrote statements instead of questions. What, Who questions should be discouraged among candidates as these types of questions only provide short straight answers.

2.4 Source of information. (Mukwa wakufumana Litaba ni kulinyakisisa)

Mostly this part is where candidates need to indicate the types of sources they have used to gather information. For example, the Internet, radios, television, libraries, museums or questionnaires. Highlight who or what they have use for data collection. Although candidates have listed or indicated the types of sources used, this is done for the sake of the formate of the research not necessarily for the purpose of the research. The examiners should emphasise what the sources are for and why candidates need to gather as much information as possible from different sources.

2.5 Presentation of findings

Candidates have to present their topic, while clarifying the interest, main objectives and the kind of sources that they have used to collect data. Most candidates did well in this stage, as they were able to present their topic and findings, what they are interested in based on the topic. Clarity of the objectives was done well. This section includes two parts of the research: the introduction and the main findings. It has been observed that many candidates do not differentiate between the two. First and foremost, candidates have to present the topic, clarifying their interest, main objectives and the sources that were used to collect data. Most candidates did what was required while a few

- could only start by stating their findings.
- Teeleza wena mutatubi; mwakalulo ye, baituti kimo balukela kuandulula mulelo wamutomo, mukwa wakufumana litaba, lisebeliso zesebelisizwe mani cwalo ni matata kappa mo munituti nakile azamaela hanaza aeza patisiso yahae.
- Munituti abone kuli mwakalulo yeswana kimo azibahaza batu bao naikopanyize nibona, manicwalo niizefiwi zetokwahala zene tusize kwa kufumana mafusa.
- Mutatubi abone kuli baituti ba kone kuzibahaza hande toho yapaitisiso, kuutwahaza hande mulelo wamutomo.

In some cases, candidates failed to present their findings as they could only outline what they had already found out from elders and treated it as the whole part of their research topic, written in short summary form.

2.6 Discussion and Analysis of findings

Candidates should discuss the information gathered from their sources and when discussing candidates should at least acknowledge their sources (people who provided them with information).

Candidates with the guidance from the examiner should not write in an essay format but rather report as they acknowledge their sources. Candidates should refrain from referring to themselves as the “Researcher” “Mubatisisi” e.g Mubatisisi naizo fumana kuli baikale ne..., which is incorrect. They would rather acknowledge for example Kakuya kabo Simataa Simataa nebaize/nebanitaluselize sina cwana...

2.7 Conclusion

Candidates have to sum up their findings, outlining the lessons learnt while conducting their research. They may also give advice, write a comparison on how it was in the past compared to the present, giving changes that took place and maybe, why the changes happened. Most candidates tried to sum-up their findings and outlined what lesson they had learnt. A number of candidates concluded the research report in a narrative form, by narrating their findings.

2.8 References

This is where candidates should list sources of information/ where they have gathered the information, using the recommended referencing system

For example

- Mr Simataa Simataa, 1950, Linyanti Village
- Ki monekuinezi, VN Ntelamo, 1992, MacMillan Publisher
- www.namibiancultures.infor.na
- NBC, Nwanyi FM, Silozi Service

The majority of the candidates did not attempt to use the recommended referencing system but rather randomly listed statements.

For example; Bo Simataa Simataa bene bapepilwe kasilimo sa 1950 mwahae ya Linyanti ili mwasikiliti sa Zambezi.

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should always guide learners on how to come up with proper and researchable topics.
- Teachers should encourage and guide learners on how to formulate well-constructed research objectives based on the topic.
- It is the responsibility of teachers to guide learners through formulating good questions, open-ended and challenging questions that may extract more of the information intended to be gathered.
- Teachers are to encourage learners to use a variety of sources in order to collect valuable data about the topics.
- Teachers should encourage learners on how to present their findings. What is it that should be included in the presentation of findings?
- Teachers should encourage learners to analyse findings, by pointing out their point of view on the information gathered.
- Learners should be taught on how they can: i. acknowledge their sources/work ii. do citations iii. agree or disagree with their findings iv. criticise the data collected
- Teachers, teach learners a good way of concluding research, which can be done by using the keywords: SUM UP, LESSON, ADVICE, COMPARISON.
- It is the responsibility of teachers to teach learners the recommended referencing system

GENERAL COMMENTS

- Examiners should always enlist or edit their sampled records as they are listed in the MS1, e.g. You will find candidate records that are numbered 1-10 for example, but the candidates have candidate numbers. Some candidate record numbers do not tally with the candidates' MS1 number.
- Examiners are encouraged to record the candidates either by candidate number or both candidate number and names in the USB.
- Recordings should be done in an isolated place, without any disturbance of some kind.
- Examiners should read and record the details of the candidates before they attempt to ask any kind of questions for example: Nombolo ya Mutatubiwa; 0001 Libizo la Mutatubiwa: Siyauya L Malumbano.
- After the given example above, the examiner may greet the candidate in a friendly manner and proceed by giving the candidate a chance to present his/her findings. **The examiner is advised not to say a lot of things or derail the candidate from the main objective of the oral interview.** Kamutala "Ulutaluseze za maemo alihalimu akachenu kapa lutiluseze zabupilo bwahao."
- Examiners are encouraged to use the marking grid accordingly. **(Marks above 23-29)** are only to be given to really deserving candidates. Avoid awarding for too low marks.

QUALITY OF RECORDING

- Recording should be clear with no disturbance.
Some recordings were clear, although there were some disturbances in some centers, in the background. **Colleagues talking to one another, bell ringing, dogs and goats noise, doors closing** are some of the common disturbing noises recorded. Examiners should make sure the room used for orals is not used by other teachers to avoid noise and to the distraction of candidates.

RANGE OF SAMPLE

Examiners are supposed to submit a wide range of samples. At the school where there is only one teacher, the sample should have 10 candidates: 3 candidates above the average, 3 candidates on average and 4 candidates below average. Where there is more than one teacher/examiner, each should have 5 candidates on the sample. 2 candidates above average, 1 candidate on average and 2 candidates below average. Avoid sending more than 10 samples unless if they are more than 2 examiners.

Many thanks to the examiners who did well in this part because they submitted the right samples following the instructions as per number of teachers/examiners at that certain center. Sampled candidates should really measure to the stipulated levels.

COMMENTS ON SPECIFIC SECTIONS

Section A: Presentation:

Interpretation of the Assessment Criteria.

This is where the examiner should give directions to candidates to present their topics, main objectives of the topic, sources of information used to collect data and explain some of the activities that were involved. Most teachers/examiners guided their candidates on what to say in their presentation. In response, some candidates only introduced their topic and gave a few reasons as to why that candidate was interested in that particular topic. From there, they would start with their discussion. But in some cases, examiners just told the candidates to start talking about their topics. Then they awarded too many marks in the presentation section. Some candidates did not mention the places they visited or to whom they talked. In this part some examiners were too direct in introducing the candidates to the oral presentation giving little room for the candidate to do their own presentation.

Section B: Discussion:

Examining Techniques and the Interpretation of the Assessment Criteria.

This is where examiners should guide candidates on what to say depending on the questions asked. Candidates discuss everything that they had collected using different sources of information. This is also where candidates should give their point of view, as well as lay down some arguments in the form of agreeing or disagreeing. Examiners are required to ask questions that can stimulate the candidates to contribute more to the chosen topic, not to cut them short.

Candidates outlined their findings very well, as most of them acknowledged where they had found their information. While presenting their topic, they also outlined what they had learnt; they gave some advice; they even compared what normally used to happen in the past and what is happening in the present concerning the topic they had chosen.

POSITIVE SUGGESTION TO TEACHER

- Examiners are encouraged to teach their candidates how to analyze the information collected and conclude their orals effectively.
- Examiners are required to find a quiet place with no disturbances.
- Examiners should record the instructions on the details of the center separately.
- According to the possible topics chosen by candidates, examiners should prepare questions to ask candidates during the discussion, which will help the examiner to elicit quality responses from candidates. The prepared questions should be done before the candidate steps in and they should be orderly.

FIRST LANGUAGE THIMBUKUSHU

6106
Paper 1

Key messages

Again it is a strong reminder for candidates to be entirely aware of what this paper evaluates, so that they practise each of the part questions adequately and appropriately. The demands are: to read with understanding and gather details that are explicit, implicit or inference and how the author uses language to convey meaning through idioms, proverbs or any figurative language that is being used in the passage. Again this is clearly highlighted in the assessment objective which is highly recommended to be reviewed as preparation at the start of the year happens. On top of the statement above, it is for candidates to be aware of the number of points required per question, restrictions such as use of own words or inference (implied meaning) to demonstrate understanding or word limits (word length) testing sharpness and strictness.

To some questions which require use of own words candidates have to imply or rephrases what is said in the passage (**Section A, Question 1 (a) to (j) in this instance**) to show their understanding of the material or passage given, so copying answers directly from the passage may not be worth any mark, as it may not be addressing the question asked. To earn better marks, addressing the question through the passage but using individual vocabulary items which are within the passage may be used and only if the context is changed sufficiently to demonstrate comprehension. However, in general, some manipulation and/or substitution of the language will be required to gain marks on such questions.

Word counts, when specified, should always be observed closely. Candidates are reminded that, in the interest of fairness, material which exceeds the limits or does not reach the required limits is 'likely' to score low marks.

When questions seek vocabulary items or phrases to replace other items, whether from a text or from candidates' own knowledge, these need to be rendered in the same grammatical form of the original text, for example, an adjective, a noun or verb. If the text described, in answering or writing in your own words, look for equivalence of description or the required detail. If it was a name, give a name and the same goes for action. This way, comprehension of the passage is not in doubt.

Finally, the answers to be written should be appropriated to the question given. Direct lifting may likely sway the answer to have a different meaning to the question at the time, resulting in no marks or fewer marks awarded. Close reading is needed to fully understand what the demand of the question is.

1. GENERAL COMMENTS

Most candidates seemed to engage pretty well with both Section A and Section B, respectively. Most candidates who understood the passages, provided correct answers as there was an evident level of clear detail and accurate understanding of the passages and in turn candidates expressed themselves accordingly, for example in 1 (a), (b), (c), (j) and partially in Question 3.

There were relatively few instances of response areas being left blank. When this did occur, it was 2 (b) and Question 3.

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

As instructed by the mark scheme, the vast majority of candidates failed to differentiate or comprehend those specific questions by themselves and their demands, which was most observable in questions 1 (d), 1 (e), 1 (g), and 1 (h). As a result, the answers were observably poor and did not match the questions. There was evidence to suggest that some candidates found the material quite challenging, especially where 'own words/rephrasing' was required to show understanding of the passage in Question 1 which was mainly on 1 (d) and 1 (j) where answers were farfetched.

Copying of material from the passage without appropriating it to the question asked was one the most common reason for marks not to be awarded. In some instances of the questions, a case of this was observed on Question 1 (d, g and h again), for example, with very few candidates getting a mark on both 1(d and g). In questions, that require understanding and implying of the text to arrive at the answer, little to no credits given if the answer does not meet the demand of the question. If it is noticed that certain vocabulary items like in Question 1 (e) have few synonyms. In such cases, the original term can be used but then it needs a context of the candidate's own, in order to show understanding and thus be awarded marks. Most often, this requires changing certain words to fit the context. However, these cases were sometimes inaccurate and/or had contrived or contradictory meanings to the original meaning so appropriate and

meaningful link of the question was observed again. How the answer is to be provided is needed to be demonstrated so that what is copied is fully understood (as that was sometimes the case with 1, b and c). This again, points to understanding the passage, knowing when or what question demands direct lifting or a bit of rephrasing for it to answer the question. Some gave short answers, without relevant detail to the question.

In question 2 (a) a lot of unnecessary facts were lifted from the passage. Stick to the demand of the question, which is the specifics of what it wants. Try putting the question and the answer given and see if it works flawlessly. In Question 2 (b) and Question 3, there was a tendency to offer too many words in those questions with specific word count, though not entirely strict, it is still implied that words should be within the proximate word limits. Replication of same facts should also be avoided for a candidate to be graded better. This should also be understood that less than required word limits does not earn a candidate more marks. Appropriating the questions to fit the question asked for 2 (a) and 3 is vital. With 2 (b), although not badly performed, it should still be emphasised that own words where and when necessary, punctuating and transitional words (correct linking words) be utilised as it does not allow for top band(s) if those are not observed. Question 3, is asking for three specifics. Let those three items be all addressed in response to the question as candidates write. The ideas should be organised, arranged in a particular order and be expanded in accordance not just lifting and listing them as answers. Repetition of the passage is becoming a norm which should be discouraged. Consideration of the types of task and form should be adhered to (letters, report, article, diary, speech, review or story). It should have the form (the look) and it should sound like the type. A speech should not sound like a common short story. There should also be appropriate use of idioms and proverbs when writing.

2. COMMENTS ON SPECIFIC QUESTIONS

Dipwero 1/Question 1

Pamuve padi mepwero noyitaterera yomumahuthero, othi ne thimetitho ngenyu eshi ndimi pakuhutha ne ngo dhipiture yira kemo, nomuhingo ghumwe ghokureghera ghushitemununa vene kate muthitoya yoyihe mukahero kayo.

- Dhundeke keho pa KUT 1-4... nawanuke mungonda mukukughoma yokukone pakuhutha noruhuthitho rokuroghera.
- Kurughanitha keho thitoyamingwa pakuneghanga muyira muthotoya oku dina tundu dihuthero nongepi edi hana dihungeka keho pano.
- Ruhuthitho mwene kumepwero yira: 'nye, pashanye, ngepi edi..., tjwathanithe, kwatitheko, toyeko noghamweya. Ngoyipwe kukudeghura pakuyinunganga nothitoya.

D1	Nomora dhoDipwero	Mashingweneno/Yomudyo	Mapenda	YY
(a)	Pashanye gha kasherire Martin kumatangero ghothithimwetwedha? Toye ko yinu yiwadi.	- Gha nyandire yirughana/gha shanine kutambura <u>masherenyi</u> . - Mbadi gha <u>wanine yirughana/</u> gha <u>wanine mahuthero ghokukuhupwera</u> .	[2]	KUT1
(b)	Pashanye gha kutovoherire Martin apa gha fungwene nomora dhomatjingithoghana? Toye ko yinu yiwadi.	- Gha wanine ñumbu dhokukwatera - Mbadi gha taterere yitundamo mwene	[2]	KUT1
(c)	Pashanye gha kuhupwererire?	Gha ghayarire eshi kuna kukara dikuta dyawanu awa hana kushesha yirughana/ hasheshi/awa sha thighe mambudhi ghawo.	[1]	KUT1
(d)	Pashanye gha ghamberire Martin eshi, "Nawe te"?	Kurera ne mbadi ya mu <u>roghera/</u> mbadi <u>yirughana</u> mwene <u>yokuroghera</u> harumyana.	[1]	KUT3
(e)	Yinu munye yokuhatera kundhugho eyi ya ningithire Martin ghemane panunda kughutho ghokwingena mo? Toye ko yinu yiwadi	Ndhugho dha <u>kuruparire</u> (dha karire thiku dhiya) nodyango <u>dishikungu/</u> dyoghurugha/ dyango dyodidhiro.	[2]	KUT4
(f)	Nye ya tetukithire Martin apa dha yandhurukire thero dhondhugho dhomora 6?	Katughuru gha monekire <u>ghothitetu/</u> katughuru gha karire nodyendo dyomvi dishikumbumbaghura nomeho ghokutongoroka.	[1]	KUT1
(g)	Yighayadhara munye gha karire nayo Martin pakwingena mwimi dhondhugho?	Mbadiko oyu gha tungire mo/mbadiko oyu gha pakere thinga kudyango ngambi kudikenitha.	[1]	KUT3

(h)	Pashanye gha monekerire marawero ghakatughuru yu yira thitatu kwaMartin? Toye ko yinu yiwadi .	- Katughuru gha shanine <u>kehethi</u> thi pwe kurongeriwa no kupunguriwa - Martin gha ghayarire eshi ghushwi ghoghuheya ne <u>mbadiko mudyoyi</u> .	[2]	KUT1 KUT3
(i)	Nye ya nyanyukithire Martin kuthirughana thi? Toye ko yinu <u>yiwadi</u> .	<u>Ndjambi ngambi yiruwera</u> (N\$800) ya <u>pitakanine yitaterera yendi</u> (1) karo <u>mbadiko mukevereri wendi</u> (1).	[2]	KUT1
(j)	Pashanye gha thimbadhekerire Martin kuwana mughamweni ghomukamadi?	Ghuremu ghoghushwi ghoyinu mundhugo/ghushwi mbadi ghuredhu pakughudhamuna	[1]	KUT1
Ngoyo				KUT1=10 KUT3=03 KUT4=02
				15

Dipwero 2

- (a) Yinu munye yidi muthitoyamingwa eyi yina kuneghedha eshi thirughana thi' thakarire mudyoyi kwaMartin. Tjange mahuthero ghoye **mumuhingo ghoyindjomadheka** (•). Mbadi wanyanda kurughanitha mañando ghoye ghothinda. [15]

Yitaterera Yindjomadheka noMakamweneno pakuhutha.

Hanuke hapwe kahutha pakukudhemena thikuma kudipwero. Kuyera kuyitjanga nokuyighamba. Mone eshi kuna nomo mahuthero ghokukuketa, kokughanongonona ghughakonakona eshi pashanye sho ghakararere mahunga. Kuyikudeghura.

Mutuhaki kuna kuneghanga yighamba oku ghana tundu mahuthero pamitara dhimwe, ene ngeshi hotjanga yomutuhaki mbadi sho yikone kuhutha dipwero dyapo, pathingi thomango.

- (a) Kukehe dighano edi ghana tapa kare kumasho ghokukuma ku **15**, gha kona kuwana **dipenda** dyofotji.

1. Martin gha nyanda masherenyi (agha gha nyanda thikuma);
2. Maturumuthero ghoghukati ghothinema, roruvedhe rwendi ngenyu rokukona kuwana yirughana;
3. Martin gha kashire/dhamine mukupira yirughana/masherenyi (gha kashire/na nyanda yirughana);
4. Gha tutumenine matjingithoghana (shipethi ruvedhe, Martin gha karire kare pafunguna);
5. Mutjima wendi wa dhamine apa gha wanine ñumbu dhokukwata;
6. Ene gha konine kuhutha ... (gha myakire mapeghe ghendi no kuthigha ngenyu mbudhi);
7. Mudhimu wendi wa yavukire, apa gha fungunine katughuru yokuhatera kuyirughana;
8. Gha nyanyukire thikuma kufunguna: "Nhii, ghuhunga! Nhii, thiwana vene! Ghuhunga!";
9. Kuna kukudhekeri eshi yinu kukona kwipa: "ngeshi nawadhimu ko!";
10. Gha nyanyukire kwanyina: "Yokuniroghera vene!";
11. Ghukaro ghondhugo mbadi wa mwomapithire, dyo gha ghayarire: "Mbadiko vene yokukona kutenda ko";
12. Ghukaro wamutapithirughana mbadi wa mwomapithire;
13. gha minine ñando: mbadi gha shanine kutitjupitha oya katughuru;
14. ndjambi endi yiruwera yishitaterera yokupitakana (N\$800 mudyango dyo N\$200);
15. Mbadi gha neghedhire thitatu thendi thokuhatera kundjambi ngambi yiruwera, yoyishi maghana gha tjindja maghana ghakatughuru ya;
16. gha shambererire mukupira mukevereri: kuhoreka rumwemwe;
17. gha nyanda munu ghokumughamwena: maghana gha pomokitha thirughana;
18. kumukwata kumuromo.

[Kehe ghano mahuthero ghokuroghera noghomudyoyi muthitoyamingwa kukona kughatawedhera]

[15]

- (b) Muhati ghana ka rughanitha yindjomadheka yidi mu (2 a) kuwira mukatjanga makamweneno mumuhingo ghokuthimwetwedha.

- Muhati mumakonakono ngo gha kona kurughanitha mañando ghendi thinda, thikumenenapo mañandonunga, noyighororitho yokunegha matjwathaneno pakutjindjanga, dina kuñandohangera, pakunongononanga yikara eyi yina kakutjindja nokurughanithapo keho ñandonunga dhokuroghera.
- Yitoyadimukitho, thikumapo kathara ngokakona kumonadhekamo mukunegha apa thina kapweranga thighamba.
- Kushimbapo ngenyu yokukutwara kuthivarero thoghure ghomañando, ene yighuna tjwathana thiwana edi shokayinungadheke muguhunga.

Dipwero 3

- 3 Shure dhosekondere mumukunda ngadhikukumuna mukatapa thighamba thomatjokedhero kwawanuke hongcara dhokuhurerera mumwaka, kuhatera kumakwirero agha hatendanga hanu kehepa' muyipara, ngepi ghokughanyeha nongepi ghokupweyukamo.

Ghure ghothighamba thoye ngoghukume pakatji komañando **250 – 300**.

Yitaterera yomahuthero ne yino:

Mukuninga eshi mwanuke ghakanduke mapenda ghendi, mitara dhodhihe dhihatu dhodipwero gha kona kugumako.

- Yikene karo eshi yinu munye keho ghana kughamba pororuvdhe, makwirero ndi, kughanyeha ndi, kupweyukamo. Yipwe kukunegha karo eshi ghana rongeka thiwana yitjanga mbadi kuyikosha.
- Opa yinyangerekadha yoyikuru yidipo, mwanuke mbadi ghahukuruke thitoyamingwa.
- Matjokedhero ngenyu eshi pakuwana mahuthero ghendi, yira thikapamuve, ghaghayandjurure keho ghamutawedhere kakumithamo thivarero. Poghuno mutara, ndimi dhoThingirisha tundeke dhodhiheya.
- Yitjanga yira: othi ha toyanga eshi "personal time-table" mbadi yidi mudyo kutjanga muThimbukushu. Kutongora yinu pakughamba vene eshi mwanuke gharoghera kukara nomakurando ghoyikuhanga yendi yokehe diyuwa. Hanuke hatjange muThimbukushu vene, yoyitaterera.
- Hanuke hatwethe kurughanitha mughuhunga mathaghano nomatadhi noghufudhi ghumwe ghondimi, mbadi kuyangerangamo vene dithaghano dyodi didi pepi.

3 MAGHORWERO GHORUKOREKITHO

Agha maghano (yikaramo yorukorekitho) mbadi ghamuthineneko; agho kwa gha tambithera mukutapa maghorwero kwawakoreki eshi ngo rudhi romaghano munye ghokuroghera ghokukona ha rughanithe hahaterimo muyitjanga. Hakashure kuna kuwataterera ha kundeke yitjanga yawo kumaghano ghomuthitoyamingwa no ka gha rundurura mughuhunga mumañando ghawo hathinda.

Makwirero agha ha tendanga hanu mughuparo:

- Kutjimaperera (Na yi kuruperire eshi ñanyi ni kare ghofotji ghopapawo);
- Kukununeka (Nunderero dhange kudidhiko dyohasha ko, naro dhange dhokutangerera);
- Mumeho ghendi, thirughana thoghukareripo ne thiredhu (kushupata dipurapure dyodiru, kwimana kughutho dhamupanguri no kukarera po hashipiri mirandu);
- Kunutha (Mbadi na kuhongire mitara dhodhiheya yoyishi ruvedhe roruheya na pepaghurire naSara – mushere wange ghomupya. Paruvdhe rofotji, oku me mudiuyugho dyomakonakono – pakutjanga makonakono – kupita ngambi mbadi ghana kuhongo);
- Kunyatha hamweya (ghukuthindadheka mumbunga dhawakashure);
- Mbango (Eyi na monine mbadi na yi tawire/mahodhi ghoghupata ... ngepi edi nga yi hokoka?).

Ngepighokunyeha no kupweyukamumakwirero:

- Koneke, atwe ne mbadi twahungami (twanu kukona kutenda makwirero ghomengi muyipara yetu, ghamweya ne ghomengi shemwa noghamweya ne ghomapu);
- Kukara mumakurupero (Kuyenda kughutho no kuyereka kukondja – ngeshi hokaranga noyighayadhara eshi mbadi mbo yi kona ne mbo kufere kurunduruka);
- Kukara mughushemwa (nyina – ya ka pita no na runduruka);
- Kukwimanena (Yinu yi ya nyanyenithire tate no gha ni thinenekire ningene muyiyeka. Mbadi na tjimapipe mukuneghedha yinyeghenya yange nodyarero dino shime ha ni yi kwera.);
- Kutjimapa no kukutha yirota yoye (ene yirota yange ya karire mudyo thikuma);
- Tjimape kehe pano (gha kona kukutupa);
- Wa kutapa (Mbo na shana ndhira dhokuhungeka yinu).

[Kehe ghano mahuthero ghokuroghera ghomudyo muthitoyamingwa kukona kughatawedhera]

Rughanithe thikorekitho (**Thirameka B**) thoyirughana yoYitjangatambithera (Dipepa 1) yokutoya [15] no kutjanga [5] mukutapa mapenda.

Hahaterimo ha roghera kurughanitha mañando ghawo hathinda popa ha hurera.

[20]

1. GENERAL COMMENTS

This year, candidates demonstrated high and varying degrees of proficiency in the Continuous Writing paper. While many displayed commendable skills in language usage and good organization of ideas, there was a trace of creativity and well-structured pieces of writing. There were still areas that need improvement for some candidates but answers were much better compared to the previous year.

2. COMMENTS ON SPECIFIC QUESTIONS

Most of the learners opted for the first question and the second most answered was question 2 followed by question 3 while question 6 was the least answered by candidates.

- 1 Write a story about an occasion when someone you underestimated treated you with kindness.
Tjange thithimwetwedha thokuhatera kuthihokoka apa gha kuneghedhire ghunongo munu oyu wathire.
- 2 “Dreams really do come true.” Narrate a story that actually happened after you had dreamed about it.
“Ghushemwa, yirota kukumenena mo”. Tjange thithimwa ethi tha hokokire mughushemwa munyima dhokuthirota.
- 3 You took a walk through beautiful surroundings. Describe what you saw and heard and how you felt.
Wa yendaghurire rure mumango ghomawa thikuma. Shingonone eshi nye wa monine no kuyuva, ndani edi wa kuyuvire.
- 4 Write a description of your favourite place in your town and what makes that place so special.
Tjange yishingonona yodyango edi wa haka mudoropa dhoye nonye eyi ya di yenga.
- 5 Young people should be encouraged to consume traditional foods and drinks. Do you agree or disagree with this statement? Justify your answer.
“Hamuregheya ha tjokedhiwe mukudy no kunwa yothitjo”. Ghuna kwatitha ko thighamba thi ndi? Tanarithe dihuthero dyoye.
- 6 Animals should have rights, just like humans. Give your opinion and justify your answers.
“Yiyama ya kona kukara nomangcamu, thika hanu”. Tape ñumbu hoye ghutanaritha dihuthero dyoye.

Expectations/Yitaterera of questions

Q1/D1

Introduce the person you underestimated and explain why you held that perception.
Provide context about the situation or relationship that led to your initial judgment of them.
Describe a specific moment or event where this person treated you with kindness.
Detail what happened, what their kind actions were, and how those actions impacted on you.
Explain how their kindness changed your perspective of them or on underestimating others in general.
Mention the place where the actions took place.
If possible the initial time e.g. morning, evening, afternoon and so on.
Reflect on the lessons learned about empathy, humility or making assumptions about people.

Yipwe keho kuneya eshi thihokoka ethi thahokokire muruvdhe rongandji yira: mwaka, thivaka, thiko, kaghonda

Mwanuke gha kona kuneghedha ghukaro ghokunyatha munu. Munu oyu ghamonekanga yira ngo mbadiko mudyu, mbadiko yokukona kukutendera ngambi kughamwena. Munu oyu wadimuka, wa mumona kare. Kuna karo shime ghakare shi ndani ghuna kumumona ene ghuna munyatha popo.

Aye ghakutenderire yoyiwa. Aye gha kughamwenine, eyi ghapirire kutaterera. Thihokoka thi ne thikare eshi yodiye mwanunke endi mutjangi thahokokera, mbadi munu ghumweya.

Q1/D2

Begin by describing the dream or vision, focusing on vivid details, emotions, and how it seemed meaningful or unusual. Explain how the imagined details became a reality. Include the circumstances that made this happen and how the two were linked.

Discuss your feelings when the dream came true and what you learned about the nature of dreaming or visualising, coincidences, or aspirations.

Thithimwetwedha thi thikare nonunderero endi matatekero gatho, eyi yamuningithire kate gha kare nothirumbera thi thongandji.

Ghatjange yikambekedha yendi, yinu eyi ghana shana kakara. Dirura dyothirughana thongatji, endi kukara nothinu thongandji. Mbadi yirota yo muturo, mbadi yo kukurotitha hanu muturo. Ghatongore edi ya kahokokire mughushemwa muyipara yendi. Thirota thi ne thikare thendi thinda mbadi munu ghumwe.

Q3/D3

Set the scene by explaining why you took the walk and where you were.

Use rich, vivid details to describe what you saw (colours, landscapes), heard (sounds of nature, distant voices) and felt (Feelings, weather, textures underfoot).

Share how the surroundings affected your mood or mindset – whether they brought peace, joy or inspiration.

Focus on immersive description to transport the reader into the setting. Maintain a reflective and contemplative tone.

Ghakare eshi muthiko thotho thofotji ene gha yendaghurerire kumango ghokukutjaka ghomukangiringiri ko. Mango ghomumukunda, mudoropa ngambi mufurumbara. Ghashingonone eyi gha monine, kuyuva nokukuyuva. Ene mbadi ghashingonone mango gho mumadoropa ghokukuthiyathiya. Kurughanitha mañando ghokushingonona yinu, mango, hanu ghukaro ndanin yikuyuva.

Q4/D4

Introduce your favorite place, providing its name and location.

Paint a vivid picture of what the place looks, sounds and feels like. Include unique features that distinguish it from other locations.

Explain why it is your favourite place – how it makes you feel and the memories or experiences tied to it.

Write in a warm and inviting tone, emphasizing your emotional attachment and why it is special to you.

Dyango dyomudoropa dhawo endi mumukunda edi ghahaka. Ghatjange eshi yinu munye eyi yayenga dyango di. Dikare dyango dyofotji ngenyu. Yinu munye yoyiwa yakara kudyango di. Yowe ghothinda, mbadi hayendhoye. Kushingonona keho eshi ngo nye eyi wahakera dyango di.

Mutjangi ghakone kutoya dina dyodoropa nodina dyodyango di dyakara mudoropa dhi endi mumukunda.

Q5/D5

Clearly state whether you agree or disagree with the statement.

Present strong points to support your opinion. For example:

If you agree: Discuss the cultural, health and economic benefits of consuming traditional foods and drinks.

If you disagree: address concerns such as limited variety, potential health drawbacks or the need for adapting to modern tastes.

Acknowledge and refute opposing views to strengthen your stance.

Summarize your position and reinforce why it is important for young people.

Write persuasively, using evidence, examples and logical reasoning while sticking to one side.

Mwanuke ghakona kukwatitha endi kukananitha thighamba thi. Kutorora mutara ghofotji ngenyu. Ghatape keho yitambo yomutara oghu ghana torora, mukutanaritha dihuthero dyendi. Kutapa ghushupi mwene, nomaghukenu kuthirughana. Kukutha ghudimuki wendi, eyi ghadimuka, eyi ghayuva no yimwe yi ghakuhonga. Ngeshi oku ghana kukananitha ne, gha tape thitambo ethi ghana kukananithera, yira pamwe ghuyi wapo.

Q6/D6

State your position clearly – whether you believe animals should have rights similar to humans or not.

Provide strong reasons to justify your opinion. For example:

If you agree: Discuss ethical, environmental and biological reasons for granting animal rights.

If you disagree: Focus on practical, societal or evolutionary arguments against equating animal rights to human rights.

Kutanaritha: Kutendera yiyama mango mwene ghokurara, kuyipa yidya no yinwa yoyiwa yoyikenu payitere mwene yokudya nokunwena. Kuyogha yimuna/yiyama. Kuyithiya yikwerukure. Yi kuyendawere, mbadiko kuyipagha, kutughamwene tukare nomuve ghoghuyaghave. Mbadi wakupumura yiyama, mbadiko kuyirughanitha thikuma ngambi kuyipagha. Kureta yiyeramo muditunga, Kuyita nayo mena ghokuroghera

Kukananitha: Kutapa yitambo yo kupira kukwatithako dighano di, Yimwe; ayo ne mbadiko maghano, ayo ne yiruwaniho, yikughamwenitha yawanu, ayo ne kukona kuyipitha mukunda, mithitu, mapya. Mbadi ya dimuka shiveta ngambi muragho ne thinu munye. Kukona kupagha hanu no mbadi yaghambanga.

Mamitiri ghakona keho kudeghura hanuke koyino yina karandako:

Thishwi - Kuhonga thishwi thoyithimwetwedha. Eshi thithimwetwedha ne thakona kukara ndani noThiparatjangwa, mwingeneno, yikaramo nomaghoyero.

Mwanuke ne ghakona kuturithapo thiparatjangwa thendi thinda mbadi kutjangurura dipwero. Kudeghura hanuke edi ghokukona kutjanga mwingeneno mwene ghokukona kukoka hatoyi. Kudeghura hanuke edi ghokurongathana maghano ghawo mumiyira teta no ngepi edi dha royer kupitura miyirateta muyitjanga yawo. Kudeghura hanuke hakone kughoya yithimwetwedha yawo thiwama; Kukwatakana eyi hana tjanga ngambi kuturithapo dighano dyoghuhura edi dina karoghera kughoya maghano kuthirughana /dipwero.

Hanuke hakona kukara noghundondoro gho kukona kutotithapo yinu endi yihokoka papagho hathinda. Eyi yina kughamwena hanuke mukutota maghano ghomapya ghomawa muyitjanga yawo.

Hahongi hakona keho kudeghura hanuke thiwana mumangonda, kuwahonga eshi ngepi di ghokutjanga mughuhunga. Hahongi haroyera keho kughorora hanuke mumangondahongere, kushwenena no kughorora eyi hana kupira kurughana thiwana endi kukumithamo ene kukwatitha ghutanaritha eyi hana kuhungeka.

Kutjokedha hanuke hatjange thiwana.

Kudeghura hanuke harughanithe mathaghano mughuhunga muyitjanga.

Kuhonga hanuke muwero ghomañdo

Kuhonga hanuke, yitoyarandathana, yitoyadimukitho. Rutjangitho rwayo no ngepi di ghokuyirughanitha.

The performance in paper 2 was not bad, it was praiseworthy, with many candidates demonstrating language proficiency and some good organizational skills. Addressing the identified areas for improvement will certainly contribute to further improvement of the quality of writing skills among candidates.

1. GENERAL COMMENTS

It was discovered that the majority of candidate's work was poor compared to last year. Some candidates did extremely well, at least there were a couple of them who were able to be placed in band 1 compared to last year but in the same vein, there was a big number of candidates who were placed in band 5, because they wrote out of context. There was a slight misunderstanding about the characters and their roles, mostly James, Sashka's educational sponsor and James, Sashka's father.

2. COMMENTS ON SPECIFIC QUESTIONS

Yitambo yoYikonakona

YY4

Kuhutha ghudheghetera kuthitjanga

Hanuke ha kona:

Yit 1 kutapa ñumbu kuthitambo, yitongora yonunu noyikaramo yoyidhungi yothitjanga;

Yit 2 kuneghedha matambwero ghokushwaghitha thiwana yikuyuva, ghukaro no/ ngambi ñanani;

Yit 3 kuyareka ñumbu mwene ghuthotera awa yina kundama

Pakukonana ñumbu kudipwero di, hakonakoni ha kona kuthotera eshi hahaterimo kukonakuhutha dipwero di mumihingo dhimweya. Ngambikemo, ñumbu dhawo dha kona kukununga noghushemwa ghothitoyamingwa mu kuwana dipenda. Yitwa yomaghorwero ne mbadi ne mbadi popaguhura ghomahuthero— oghu ne ghushemwa ghumweya ngenyu gho kukona ha rughanithe hahaterimo mu kutenda ghawo. Pakara karo mayira ghamwe ghoñumbu mu kukumitha mo yinyanda yodipwero di.

Maghorwero ghorukorekitho

Yikara yaSashka nawanu hopamukunda

- Nga humbithanga hayendhendi
- Kuhutha nonyinya kwamukuru ghoshure
- Kuhutha nodishanga kohakuru
- Kughamba ghumbango diyuwa dyodiheya kwawahongi
- Kurwa nawayendhendi
- Kudira thikuma ghukuyerera
- Kukudiritha (mbofe shi kokurokwitha dihodhi)
- Mushidikadhi
- Mbadi gha yapa thikuto, gha humine nyina
- Ndhino/mutomonono nohakuru
- Gha pira ndangi
- Mudhughutjima
- Mbadi gha haka kumuyondeka
- Mbadi gha yapa murandu
- Mbadi gha vuramenangapo
- Edi gha dimukire Sashka James (munu munye James?)
- Mushwi, yo gha mwingenekire kushure
- Kumuruwerera kushure
- Aye ne Shatani
- Mbadi wo hanu paghuyi
- Kukuningitha
- Gha kumonekitha

- Mbadi gha tamburanga hanu thika di ha kara
- Pakare ne thidakwi gha karire
- Ghukaro wanyina Sashka
- Nga tongamenithanga mwanendi
- Gha shaghekire kupa mwanendi yidya
- Dishanga dyokughamba, ngethanga mwanendi “kambwaghana”
- Gha nyanyine mwanendi nodindwara parupara
- Nga hopanga munuwendi
- Kurunga thikuma/muyoyo
- Ghukanya
- Mushedho
- Mbadi gha twetha kudhindhimeka mumaghukukutu
- Gha piteritha thikuma marovu paghutho

3. POSITIVE SUGGESTIONS TO TEACHERS

Teachers are advised to put more effort into paper 3, as the majority of candidates still have a problem being unable to analyze a text critically. There has been an edition on how candidates should be approaching paper 3. Before, candidates were required to answer only the three bullets even without answering the main question at all. Henceforth, candidates should be informed about the new changes which are:

1. Candidates should answer the main question before looking into the three leading bullets.
2. Candidates should be informed that the order of their answers should not be as according to how the bullets follow one another. They can mix their response to a text as long as it is correct. In other words, candidates should choose how they want to arrange their response.
3. On the interpretation of instructions or questions teachers are advised to encourage candidates that they must not rush while answering; they must read the text even twice for them to be able to understand it. Some candidates misunderstood the instruction probably because they did not understand what they had read hence they answered incorrectly.

Candidates should be given enough work to train them how to answer paper 3.

All centres are appreciated for their effort.

Research topic

Most candidates managed to write their research topics but there were some who wrote their topics the same way they write paper 2 topics. Thitamenedhi: Ghudjaho muthitjo thawaMbukushu pakare. Examiners are advised to properly guide candidates on how they can write their research topics. E.g. Kufukunya mayendithitho ghoghudjaho muthitjo muthitjo thawaMbukushu pakare.

Introduction

Most candidates wrote their introduction properly, however, it was discovered that there was a particular centre whereby all candidates had a similar introduction; in most cases, candidates started their sentences with the phrase “Myaka dhino mufukunyi ghana nongonona eshi...” examiners are advised to train candidates on different ways of writing their introductions.

NUNDERERO DHODIRURA DYOFIFUKUNYA

All centres are applauded for a job well done, candidates managed to explain various concrete reasons of why they chose to research their topics. Some said it is because of what they have observing in their communities, some is because of their own experiences and some is because they have a dream. Thanks for the effort from both the examiners and candidates.

NDHIKA/NDJIMA NDJIMA

Candidates are appreciated for their good attempts, some interpreted what they were expected to do under this chapter, e.g. they managed to explain what they wanted to achieve at the end of their research. There is a big improvement compared to how candidates used to do it in the previous years.

Mepwero ghoyifukunya/yitatumende yoyifukunya

Relevant and stimulating questions for the purpose of the candidate’s research were well stated. Most centres are applauded for a job well done. However, some centres did not do well because some candidates wrote very few questions. Examiners are advised to urge candidates to avoid yes or no questions at all.

Yiruganitha yoyighongawedhitha mapathwerero

Some candidates listed names of people they conducted to gather information, candidates should not explain how they used the tools to gather information and also they should not explain

Tunonga

Candidates did well by listing their sources but there is a need for correction; it was discovered that candidates from some centres wrote their sources in a journal format. e.g Mukuru Katarina Haushiku, 29 Thivoghedhi 2024, Mamono. Candidates need to be discouraged from such. They should only list names of people they conducted if their sources were only people.

Mayarekero ghoyighongawedha

Candidates did well but some candidates wrote very less information. Examiners are advised to encourage candidates to take their researches serious and write them at reasonable length.

Magharavero ghoyighongawedha

Candidates were expected to examine or critically analyse the information which they gathered from their sources, majority did not do enough, and their analysis were shallow. Candidates are urged to do thorough analysis.

Ghushupi

Candidates did well, they pasted pictures which they took for use on their researches, and candidates should be advised not to list names of their sources again but they may attach copies of any piece of writing which they used as additional information on the topics which they researched.

Below are some grammatical errors that were picked from candidates' courseworks: - kutora mbuyo, dhodhihunga ne ngokuya mbuyo

- Ghumadjaho, dhodhihunga ne ngo madjaho
- Mokuyenda hupa ghomumbiru noghomukuru naye moghokuyenda, ngo mokuyenda mapi dithana nadyo mombodiyenda
- Kughogha ngokughoya
- Waheya mbadi haheya
- Ame wawakuru mbadi ame wakuru
- Kughogha instead of kughoya, kughogha ne kurwa
- Ghumadjaho instead of ghudjaho
- Mufukunyi ghana shana ka kuma pambandha instead of mufukunyi ghana shana Kakuma pandhama, mbandha ne mapepero ghohanuke mudighumbo

Presentation

It was observed that most candidates did well in their presentation but the main concern remains on time. This section is supposed to last for maximum 5 minutes, but it was discovered that some audio lasted up to 10 minutes just on presentation.

Warm up questions must not be recorded, examiners may pose warm up questions to their candidates but they should not be recorded.

Candidates must not be interrupted at all during presentations, it is not a question and answer method.

Pakupepa thikwatamaywi thoghushupi, mbadi yakara mudyo eshi hathipepe kate koko thakahurera ngambi minute dikumi, thitambo thokupepa thikwata maywi ne mukuwanenako ghushupi eshi shemwa, muhaterimo ne ghakafukukya, kuwatawedhera hathipepe ghure ghominute dhihatu ngenyu.

Discussion

It was discovered that most candidates did well in this section but because there was no proper balance on time from presentation, majority of audios did not reach even 5 minutes on discussion yet this is the section worth 20 marks. Examiners are urged to follow guidelines as in the syllabi.

Other relevant comments

Examiners are advised to have speaking examination exercises in order to boost candidate's skills, language usage and confidence.

FOREIGN LANGUAGE GERMAN

6112 Paper 1

GENERAL COMMENTS

Many candidates showed a good understanding of German. All answer scripts were written in ink, none in pencil. This was pleasing to observe. There seemed to be an improvement in the candidates' work. Candidates attempted far more questions, leaving less spaces open.

Section 1 was answered well, so that even weaker candidates could answer these questions with confidence.

In Section 2 and 3 some questions require a slightly longer answer. Just writing one word sometimes does not give a candidate the mark. Certain expressions needed to be accompanied by a preposition or a verb to make sense. A minority of centres did not practise this sufficiently. Generally, the candidates were familiar with answering Paper 1.

Spelling in English and Afrikaans generally is marked wrong. If a candidate wrote a German word which then displayed a different meaning, it was also marked wrong. Some candidates did not even attempt to answer some of the questions, which is sad. Listening Comprehension should be practised during Grade 10 and 11.

COMMENTS ON SPECIFIC QUESTIONS

Erster Teil: Erste Aufgabe: Fragen 1 – 8

Most candidates coped well with the pictorial multiple-choice questions. There was no specific pattern in the occasional wrong answer. One gets the feeling that candidates enjoy answering this first set of questions.

- 1 C
- 2 D (candidates often chose Halloween and not Weihnachten)
- 3 D (the same picture was used twice)
- 4 A
- 5 A
- 6 B
- 7 D (some candidates struggled to distinguish between Sandwich and Brötchen)
- 8 A

[8]

Erster Teil: Zweite Aufgabe: Fragen 9 – 15

This task was based on two monologues regarding a shopping experience for two teenage girls. Single words had to be filled in the open spaces and most candidates coped well with this question. Appropriate responses were considered positively, although nouns might not have been written with a capital letter.

- 9 aufgeregt
- 10 Freundin / Freundin
- 11 Spaß, Spaaß, Spass
- 12 Taschengeld / Taschengelt (or same spelling but small)
- 13 schwierige / schwieriche
- 14 Preis / preis / Preise
- 15 Liebe / liebe

[7]

Zweiter Teil: Erste Aufgabe: Fragen 16 – 21

This time around candidates also had to answer "richtig" and "falsch" and not "ja" for a correct answer and "nein" for a wrong answer. This text was based on a dialogue between a photographer and a student.

- 16 F (many candidates did not hear the word 'Genitiv': Websters Vater, thus marking the wrong box)
- 17 F
- 18 R
- 19 R
- 20 R
- 21 F

[8]

Zweiter Teil: Zweite Aufgabe: Fragen 22 – 28

For this task candidates have to listen really carefully, as a wrong word is printed in bold in the examination paper and they had to write the antonym of that specific word. They hear the correct antonym. Most of the candidates still struggle with this kind of question. The topic covered was an interview between a fitness trainer and a female student, the student enquiring about healthy living.

- 22 frisches
- 23 ungesund
- 24 verboten /vaboten
- 25 keinen / kein / keinem
- 26 Wasser / Wassa / wasser
- 27 Konzentration / Gesundheit
- 28 Körper / körper (The Umlaut was a necessity)

[7]

Zweiter Teil: Dritte Aufgabe: Fragen 29 – 35

This text was an interview between a boy and a girl talking about the boy's holiday in Germany. (There was some confusion with the names printed in the examination paper and the teacher's text). The questions were proper multiple-choice questions. This year again this section proved to be more challenging, mainly because the multiple options are most of the time full sentences. Candidates are required to listen for details which often are quite subtle.

- 29 vom 10. bis zum 25. August
- 30 ein / Fußballspiel
- 31 Papageien / Kakadus / Pinguine (any one of them)
- 32 Er hatte eine Migräne / (starke) Kopfschmerzen (NOT migraine)
- 33 Bus / Auto / Straßenbahn
- 34 sonig / sonnig / angenehm / regnerisch / wechselhaft
- 35 Armbanduhr (NOT only Uhr)

[7]

Dritter Teil: Erste Aufgabe: Fragen 36 – 41

This text covered the dialogue between two teenagers whether they have to help in the household. The multiple-choice answers were very concise, but candidates occasionally still struggled with some of the vocabulary used, most often getting Question 39 wrong.

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

[6]

Dritter Teil: Zweite Aufgabe: Fragen 42 – 49

This final set of questions always seems to be more of a challenge for candidates. Candidates should, however, be encouraged to attempt answers, instead of leaving blank spaces. The topic of this section was about the Namibian Welwitschia. Full sentences are not required, but the phrases used should also not be too concise.

- 42 (i) in der Namibwüste / NOT nicht allzuweit vom Ozean entfernt
- (ii) vom Kuiseb bis nach Angola
- 43 der Nebel / NOT der Atlantische Ozean
- 44 zwei / 2
- 45 im / Januar
- 46 weibliche / männliche
- 47 trägt sie in die Natur / NOT only trägt in Natur
- 48 eine schwere Geldstrafe / NOT only Strafe / NOT muss Geld bezahlen
- 49 in einem Garten / in einem Blumentopf

[8]

Positive suggestions to teachers

Encourage learners to write legibly – this year handwriting was a problem.

Grammatical structures should be practiced regularly.

Synonyms and antonyms should be used in the four years of learning German as a Foreign Language.

GENERAL COMMENTS

A sincere word of thanks to all teachers of Foreign Language German for their value-added input and dedication towards the subject of German and our Namibian learners. Your work is greatly appreciated. All centres that were involved in their assistance with German deserve to be congratulated on their work. The examiners had the impression that candidates were better prepared than in previous years and that the general standard of work had improved vastly.

For a number of candidates from various centres, Paper 2, Reading, remained a challenge. In spite of this, candidates tried very hard to manage six different texts in 60 minutes. There were markedly fewer instances of complete questions or texts being left out entirely.

The new syllabus has been implemented for the fourth year. However, it is clear that Fragen 6 – 12 [5 marks], Fragen 18 – 27 [10 marks] as well as Fragen 36 – 40 [8 marks] have a new form and in many centres this type of exercise is still unfamiliar to the candidates. In total, these questions made up 23 marks, which had a strong influence on overall achievement.

Only very few candidates handed in untidy work which made marking a pleasure. **Candidates must be discouraged from writing their answers in pencil. Centres are urgently requested to instruct candidates to answer in blue or black ink only.** Please, again, inform the candidates not to use circles or ticks for their answers. Candidates have to make a cross.

COMMENTS ON INDIVIDUAL QUESTIONS:

Erster Teil: Erste Aufgabe: Fragen 1 – 5

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

[5]

Question 4 caused some confusion, because the separable verb "sieht... fern" could not clearly be related to the television, but was sometimes connected to the picture of a remote control (which is also related to watching television).

Zweite Aufgabe: Fragen 6 – 12

- 6 C
- 7 X
- 8 F
- 9 B
- 10 D
- 11 G
- 12 X

[5]

On page 4 the instructions on top of the question are clear:

Zwei der Anfänge aus Spalte A werden nicht verwendet. Zwei Endungen aus Spalte B werden auch **nicht** verwendet. Daraus ist deutlich zu erkennen, dass der Kandidat nur in 5 Kästchen einen Buchstaben schreiben soll. Daher gilt die Regel beim Korrigieren: Wenn in allen sieben Kästchen ein Buchstabe eingetragen worden ist, werden **nur die erstenfünf korrigiert**. Wenn der Kandidat nur sechs Buchstaben eingetragen hat, werden alle Buchstaben angeschaut und die korrekten fünf benotet.

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

Furthermore, candidates should be made aware that two fields need to be left blank.

Dritte Aufgabe: Fragen 13 – 17

- 13 F
- 14 F
- 15 R
- 16 F
- 17 R

[5]

This part did not pose major obstacles to candidates.

ZWEITER TEIL

Erste Aufgabe: Fragen 18 – 27

- 18 entwickelt
- 19 kleinen
- 20 Schule
- 21 Restaurant
- 22 Hühnerfleisch
- 23 Feuer
- 24 verheiratet
- 25 Geschäft
- 26 gesund
- 27 weiße

[10]

This is an information transfer exercise and, therefore, only the correct spelling gained a mark. When the answer was correct but the spelling was wrong, the candidate did not gain the mark.

It is very important that candidates concentrate on the fact that nouns in German are written with a capital letter. The importance of the Umlaut should be made clear again.

This type of question is rather demanding, as absolute accuracy is required.

Candidates were supposed to complete the sentences by using the words in the box, but they were not able to identify the correct word, due to the fact that they have a severe lack of knowledge of vocabulary in general.

Zweite Aufgabe: Fragen 28 – 35

- 28 Sie bekommen es (von den Eltern) geschenkt// sie verdienen es // sie bekommen es als Taschengeld // wenn sie Auto waschen// wenn sie Babysittern// durch kleine Jobs

[1]

No mark: auf drei Wegen.

- 29 Um sich eigene Wünsche zu erfüllen // sie lernen wie man mit Geld umgeht // sie bekommen ein Gefühl für den Wert von Geld.

[1]

- 30 (i) Einige Kinder geben das Geld gleich aus.
(ii) **Andere sparen es.**

[2]

No mark: es ist unterschiedlich.

Q the separable verb “geben...aus“ must be part of the answer.

- 31 Sie lernen wie man später im Leben mit seinem Geld arbeitet. // Sie bekommen ein Gefühl für den Wert von Geld. // Es kann eine wichtige Lektion für die Jugendlichen sein.

[1]

- 32 (i) was die Tochter/der Sohn sich von seinem eigenen Geld kaufen darf
(ii) was verboten ist.

[2]

Q The main verb (kaufen) as well as the Hilfsverb (kann) must be part of the answer.

- 33 Das Kind lernt das Sparen nicht.

[1]

Q In the question were the words: “zu wenig geben” the key to the correct answer.

- 34 Das Kind soll lernen, dass nicht alle Wünsche (mit Geld) sofort erfüllt werden können.

[1]

Q Candidates had to quote the whole sentence in order to gain the mark.

No mark: Dass das Kind das Sparen lernen kann.

- 35 Lieblings CD // ein neues Mobiltelefon // Pizza
Q No mark: sie gehen in die Eisdiele

[1]
[[10]]

DRITTER TEIL

Erste Aufgabe: Fragen 36 – 40

- 36 Richtig
37 Falsch ... ins rechte Auge
38 Falsch nachts // während die anderen geschlafen haben .
39 Richtig
40 Falsch einfach //man kann es schnell lernen

Q 38 The “new” adverb “nachtsüber“ gained a mark.

[8]

The instructions state on page 10 at the beginning of the exercise: Achtung: **Zwei (2)** Aussagen sind **richtig** und **drei (3)** Aussagen sind **falsch**.

Furthermore, it was important to note that in Frage 41 the adverb „**nicht**„ was not considered a valid answer, but that **kein/keiner/niemand/ niemals were required**.

If the candidate selected the correct „Richtig/Falsch-Kästchen“ box, one mark was awarded. If the candidate quoted the correct proof, but did not select the right correct „Richtig/Falsch“ box, no marks were awarded.

Zweite Aufgabe: Fragen 41 – 46

- 41 Sie sind meistens allein //einsam [1]
- 42 (i) Vertrauen
(ii) Ehrlichkeit [2]
- 43 Lügen //Misstrauen [1]
Q Weil es nicht ausdrücklich verlangt wird, dass diese Fragen in einem Satz beantwortet werden müssen, werden die Wörter benotet.
- 44 Man darf ihm nicht wehtun // man darf ihn nicht beleidigen. [1]
- 45 Glücklich //zufrieden [1]
- 46 Dein „Freund“ kann dich überreden Drogen zu gebrauchen //
Kann dich dazu bringen zu rauchen //Alkohol zu trinken//
Kann einen schlechten Einfluss ausüben // man kann schlecht beeinflusst werden.

POSITIVE SUGGESIONS TO TEACHERS

Many learners are still not familiar with the W-Fragen WER? WOMIT? WIESO? WOFÜR? 14 questions were affected.

Teachers are requested to practise formulating short answer questions 36 – 40. Only two or three words should be quoted from the text, not long passages in the hope the examiner “finding” the right word/s.

Teachers are requested to pay attention to personal pronouns: Die Blume is sie for Singular. Die Blumen (Plural) are also sie. Der Baum is er.

Comprehension texts should be practised throughout the year in class in order to familiarise candidates with this type of exercise.

Centres are thanked for their hard work in preparing candidates for this paper.

GENERAL COMMENTS

The moderators would like to start off by thanking centres for the vast improvement in the conduction of the oral examinations in Paper 3 and for the professionalism displayed by the majority of examiners. It became evident that examiners adhered to the procedures as set out in the Teachers' Notes Booklet more closely than in previous years. This improvement could possibly be attributed to a workshop hosted by NIED in 2024, during which examiners were trained to conduct oral examinations.

Similarly, documentation was more complete than in previous years and only a limited number of centres had to be requested to submit further information. All centres submitted the required number of recordings. Examiners were friendly and welcoming in their approach to candidates and mostly used the appropriate register.

All centres forwarded the appropriate number of samples per centre (specified on Page 4 of the Teachers' Notes), on labelled memory sticks, with each candidate's digital file saved individually. One centre saved all recordings in one single file, which made moderation rather difficult.

Centres with more than one examiner should submit 5 samples per examiner. Should more than one examiner conduct oral examinations, centres are requested to conduct a thorough calibration of evaluation, in order to avoid too strict and too lenient examiners all in one centre. Centres are reminded that these samples should include the highest-performing and lowest-performing candidates, as well as candidates with a range of performances between the two extremes.

In the role plays, examiners are reminded not to deviate from the role play cards. While it is acceptable to rephrase questions if candidates struggle to understand, examiners should not pose their own questions or skip questions required on the role-play card. In a number of cases, candidates were severely disadvantaged, as they were not given the opportunity to answer the required questions.

Furthermore, examiners are encouraged to view the topic conversation and the general conversation as conversations, rather than question-and-answer sessions. Examiners are, furthermore, reminded that both conversations should last about 5 minutes respectively. It was found that in a number of instances the general conversation lasted less than 2 minutes. This, unfortunately, has a severely negative impact on candidates' performance. Examiners are furthermore reminded to refrain from asking Yes / No-questions: asking open-ended questions instead of closed questions gives candidates the opportunity to give more elaborate answers and to display their language skills realistically as well as their ability to convey and justify their opinions.

COMMENTS ON SPECIFIC QUESTIONS

Role plays

Full guidance on the conduct of role plays is given on pages 5 and 6 of the Teachers' Notes. Most examiners had prepared their candidates well, enabling them to execute the tasks successfully, especially in Role Play. Examiners are reminded to ask all questions specified on the role play card using the wording provided on the card. Replacing questions with other questions disadvantaged candidates, as they could not be awarded marks for required questions they did not answer. Examiners are, however, requested to assist candidates who are visibly struggling by carefully rephrasing or repeating questions, should candidates not understand them the first time they are asked. However, it is required that questions are asked exactly as per role play card initially.

Role Play A

In general, candidates performed well in this section, as tasks were realistic and relatable to the candidates. Topics were clearly aligned to the syllabus.

Most candidates managed to use accurate pronunciation. There were some problems with using the correct registers. Candidates should be made aware of the difference between 'du' and 'Sie' and should be trained to use the appropriate register in a variety of situations.

Many candidates were successful in formulating responses in the present tense, while only high achievers managed formulating sentences in the past and future tense. The usage of tense should be trained throughout the academic year.

Role Plays A

A1 (1, 2 and 3)

This role play proved to be straightforward and most candidates managed to complete the given tasks successfully.

A2 (4, 5 and 6)

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

A3 (7, 8 and 9)

This role play proved fairly straightforward and was completed successfully by a large number of candidates.

Role Plays B

These role plays were significantly more difficult than the Role Plays A, as they required the formulation of a question and the display of an emotional response. Furthermore, Role Play B cards included two-part questions. Candidates should practise displaying emotions audibly, so that a moderator may pick up on these in the recordings. While examiners should not break up two-part questions into two entirely separate questions, they should make a clear pause between the parts, so that candidates are aware of the fact that two responses are required.

B1 (1, 4 and 7)

A marked improvement in comparison to previous years was noted and the moderator was able to pick up emotional responses with most candidates.

B2 (2, 5 and 8)

While most candidates managed to perform the required tasks, C5 remains a challenge.

B3

As with the other role play cards in Section B, candidates struggled to formulate questions in a number of cases.

Section B: Conversations

Examiners are encouraged to ask questions which prompt longer answers, short explanations and opinions or justifications. Examiners are furthermore reminded not to ask too basic questions. Examiners are reminded the examination should be conducted at B1 – Language level. Merely asking A1 – level questions is to the detriment of candidates, as they are not supported to display a varied repertoire.

Many examiners and candidates managed to have more or less spontaneous conversations and a number of candidates impressed the moderator by using a wide range of vocabulary and grammatical structures. Candidates could be reminded that justifying their opinions counts greatly in their favour. Similarly, candidates should be guided to select appropriate conversation topics. Topics that are too centered around candidates themselves (Mein Tagesablauf) tend to be on A1 level, which is insufficient for NSSCO.

Most centres kept to the stipulated timing, which is approximately 5 minutes for each of the conversations. Examiners are reminded that the timing for the Topic Conversation includes a Presentation lasting a maximum of two minutes and questions on that topic. It is important to have two distinct conversations: one on the prepared topic and one general conversation. Skipping the conversation on the topic or only asking topic-related questions disadvantages candidates. If the presentation is longer than two minutes, it is important to interrupt the candidate and start asking questions. Assessment for each conversation stops after 7 minutes.

Examiners are reminded to articulate the end of the Topic Conversation clearly and the beginning of the General conversation. This enables moderators to award marks for each conversation.

Topic Presentation/Conversation

In the Topic Conversations, candidates were free to choose their topic from the topic lists in the NSSCO syllabus. In this year, 'My home town' and 'Sport' seemed to be firm favourites. Most examiners asked appropriate questions during the Topic Conversations and General Conversations. However, it was noted that some examiners asked questions, that merely required candidates to repeat extended parts of their prepared topic. It should be noted that a conversation should ensue after the topic presentation, as merely repeating quotes from what was said before is insufficient.

A number of candidates selected too personal topics (Mein Tagesablauf; Meine Hobbies), which only allowed for very basic topic presentations. Candidates should be reminded to select topics on NSSCO-level, which leave enough room for the expression of own ideas and opinions. It is helpful if candidates start their presentation by stating their chosen topic.

General conversation

Candidates should be encouraged to answer in complete sentences and to elaborate on their answers. One-word answers prevent candidates from receiving high marks. On the other hand, examiners should remember that even one-word answers that answer the question, are deemed to be acceptable answers and should be awarded one mark.

Examiners are encouraged to ask challenging, thought-provoking, open questions that call for explanations, ideas and opinions. Questions should follow logically on each other as in a genuine conversation. Appropriate answers should require a differentiated usage of tenses as present tense answers are not sufficient for NSSCO. Candidates are furthermore encouraged to link their ideas logically and to use complex structures.

Mark for General Impression

Most examiners awarded appropriate marks. Examiners should strive not to be influenced by candidates' performance during the year or in the role plays, but really to assess only the category at hand. Centres with more than one examiner are earnestly requested to calibrate their evaluations: standards of evaluation and the difficulty of questions should remain similar across the entire centre, regardless of which examiner is involved.

Administration

The administration at centres was generally excellent and the adding up of the marks on the WMA was, in most cases, accurate. Unfortunately, however, some marks were either added up or transferred incorrectly. Internal examiners are requested to pay close attention to this very important administrative aspect.

The quality of most recordings was excellent. Thank you for always submitting the required number of recordings.

It is essential that recordings are saved on to labelled memory sticks, with each candidate's digital file saved individually. Files should be named according to the centre and candidate numbers rather than the teacher's or examiner's name or a range of digits.

In general, it can be said that the majority of centres was well-prepared and that the examination was conducted professionally. Examiners are to be thanked for their tremendous efforts in ensuring that the examinations ran so smoothly.

Suggestions to examiners

To ensure that candidates are enabled to perform at their best possible level, examiners are advised to ensure that they pay close attention to the instructions set out in the Teachers' Notes booklet. More specifically, examiners are reminded that the examination consists of three tasks. Role Plays A and B make up Task 1. Task 2 consists of The Topic Presentation and the Topic Conversation, while the General Conversation makes up Task 3.

GENERAL COMMENTS

Many candidates adhered to the correct number of words for the shorter and longer pieces of writing, however, many candidates did not relate their answers to the different bullet points and, thus, could not complete the task as successfully as those candidates who related their answers to the requirements of the different bullet points. The candidates who phrased their essay according to the instruction of the bullet points were more successful with the requested number of words and the requested content.

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

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

The range of difficulty was covered from word answers, Part 1, Exercise 1, to a shorter piece, Part 1, Exercise 2, and then a longer piece, Part 2, where Language and Content was evaluated to give the final result as indicated on the question paper. In Part 2, the candidates could choose one of the three given topics for their longer piece of writing.

The same issues as pointed out in the last two years remain of particular concern: There are still many candidates who have no knowledge, whatsoever, about the requirements for a correct sentence. They still start sentences with small letters, do not use a new sentence for a new idea or do not use punctuation when ending sentences, although this requirement is also part of the national language being English. In parts of speech, the comma is used before the conjunction and it is the same in Afrikaans, English or German. Candidates also do not seem to know which words are nouns, so as to write them with the required CAPITAL letter at the beginning, as this is required for ALL nouns in German. If candidates prefer to write in printed letters, they should be aware of the difference of letters for capital and small letters, e.g. F and f, K and k, N and n.

Many candidates still cannot distinguish when to use “haben” or “sein” correctly and they do not know the difference between “er” (he), “sie” (she) and “es” (it) or “sie Plural” (they). The usage of the capital letter for the pronoun “ich” was still used by some candidates and a few candidates also wrote the other regular pronouns with a capital letter within a sentence.

Some candidates also did not recognise that the capital “Sie” in the question refers to them as candidates in the polite form and that they, thus, should answer in the “ich”-form, e.g. “Was haben Sie beim Sportfest gemacht?” – “Ich habe beim Hochsprung mitgemacht.”

Two candidates, unfortunately, wrote in such a bad handwriting that it was not possible to decipher most words and that was to their disadvantage.

There were still some candidates who mixed into their essays Afrikaans or English words. This could not be acknowledged when content or language is evaluated, since candidates are required to show their ability to write an essay in German. A few essays were written almost completely either in English or Afrikaans with only occasional German words in-between. A few candidates still copied the sentences from all the tasks randomly for both pieces of writing, but they were far less than in the previous year. It remains a concern, that some candidates opted to study German for Grade 11 but they show little effort in mastering the language. If candidates have not mastered the requirements for A1 and A2 of Grades 8 and 9 for German as a Foreign Language, they should rather not attempt to continue or start German in Grade 10 for the two-year course until Grade 11. It was obvious that some candidates did not even have the basic background of A1 level German and, thus, were not prepared at all for A2/B1 expectations as being required to succeed in Grade 11.

Part 1: Exercise 1

Candidates were required to list only 5 items for objects to be bought at a street market and were guided by 8 pictures.

Possible answers for Question 1, which were acknowledged: "Schreiben Sie **auf Deutsch** eine Liste von fünf (5) Sachen, die Sie kaufen wollen:

1. Trommel / trommel / Tromml **NOT:** drum, drommel, troml
2. Cola / Bier / Flasche / Wasser / Trinken / Saft, **NOT:** flashe, fles, bottle, Wasserbottel
3. Koffer / koffer / Koffr / Tasche / Tasse (cup), **NOT:** coffer / tashe / tas
4. Kamera / Kamara / Fotoapparat / Fotografie / Handy / **NOT:** camera / Fotograf (you do not buy people)
5. Armband / Kette / Juwelen **NOT:** Armbänder, jewels
6. Stuhl / Tisch / Stühle, **NOT:** stoel / Stuuhl / Stühl / Stuhle /
7. Jeans / Hose / Kleidung / Bluse / T-Shirt, **NOT:** Jean (is a name) / Höse / broeken / pants / blouse
8. Löffel / löffel / Löffl / Gabel / Geschirr, **NOT:** Lepel / Loffel /
9. Irgendein anderes deutliches und aussagekräftiges Wort für ein Objekt, eine Sache, die man auf dem Straßenmarkt kaufen kann, aber **NOT:** Haus (as a house cannot be bought at a stall on a market place to be taken home, **NOT:** Hemd, since it was the example given in the text to guide, not to copy. **NOT:** Musik, because you cannot buy music. You could however buy **CDs**. **NOT:** Cooldrink, Kuhldrink or kuhltrinken, however, **Saft** is correct.

Korrekte Pluralformen wurden akzeptiert.

Viele Kandidaten haben durch falsch verwendete Umlaute Punkte verloren (Höse, statt Hose). Groß- und Kleinschreibung wurde bei dieser Aufgabe nicht geahndet, z.B. „koffer“, trotzdem sollten die Kandidaten immer wieder darauf hingewiesen werden, dass alle Nomen in Deutsch groß geschrieben werden. Jegliche Wörter aus anderen Sprachen wurden NICHT akzeptiert, auch wenn sie dem Deutschen ähnlich sein sollten, wie Kamera – camera.

Part 1 Exercise 2

Word limit (80 – 90 words) should be adhered to. With overlong pieces of writing, the last part would not be acknowledged for marking. All candidates who answered this question kept to the word limit.

The question required, that an e-mail should be written to a friend. As such, the candidates should be aware, that in an e-mail someone should be addressed: Lieber Peter, ... or Liebe Susanne, ... or Hallo Peter, ...

Many candidates repeated the greeting:

Lieber Peter

Hallo Peter, ich schreibe diesen Brief, ...

An easy way to attempt this task would be the following:

Lieber Peter,

Du weißt ja, dass wir jedes Jahr ein Sportfest haben.

To achieve all available marks for the content, each bullet point include brief information, e.g.

- **Wann und wo genau findet das Sportfest an Ihrer Schule statt.**

Präsens - Hierbei werden **zwei Angaben** erfragt, um den Inhaltspunkt zu bekommen, nämlich „wann“ = Datum und eventuell Zeit, und „wo“, nämlich der Ort. „Am nächsten Samstag“ wurde als genaue Zeitangabe akzeptiert, da man in der Realität vom Datum eines E-Mails ausgehen kann.

Mehr Kandidaten als im vorigen Jahr haben diese doppelte Angabe berücksichtigt und sich dadurch den Inhaltspunkt gesichert.

- **Beschreiben Sie Sportlerinnen, Sportler, die letztes Jahr an verschiedenen Disziplinen teilgenommen haben.**

Perfekt – z.B. große starke Jungen haben beim Kugelstoßen mitgemacht, Speerwurf, schnelle Mädchen beim Staffellauf, 200-Meter Rennen, toller /erfolgreicher Sportler Peter bei Weitsprung, Hochsprung usw.

Viele Kandidaten haben die Angabe nicht genau gelesen und haben statt über Sportler / Sportlerinnen über den Sportlehrer oder die Sportlehrerin geschrieben. Auch haben viele Kandidaten den Begriff Sportdisziplin (Hochsprung, Weitsprung, Rennen) mit Schulregeln verwechselt (Sporttracht, Benehmen, Müll entsorgen).

- **Was haben Sie selbst an diesem Sporttag gemacht?**

Perfekt – Ich habe im Kiosk geholfen / bin beim Rennen als erster durch die Ziellinie gekommen / habe gesungen

usw.

Viele Kandidaten haben mit dem „Sie“ erkannt, dass sie selbst angesprochen wurden und haben richtig mit „ich“ die Antwort eingeleitet. Allerdings haben viele nicht bedacht, dass sich die Antwort auf das Sportfest im vorigen Jahr bezog.

- **Was hat Ihnen besonders an diesem Sportfest gefallen?**

Perfekt – die Atmosphäre / ich fand das Essen toll / unsere Mannschaft hat gewonnen

Nur wenige Kandidaten haben das Wort „gefallen“ (to like) auf einen Sturz (to fall) bezogen und deshalb nicht richtig reagiert. Manche haben die Antwort mit dem vorigen Hinweis verknüpft, z.B. Unsere Mannschaft hat gewonnen, und das hat mir gefallen, wofür sie dann auch die beiden Inhaltspunkte bekamen.

- **Welche Pläne hat die Schule für das Sportfest im nächsten Jahr?**

Futur – unsere Schule will mehr Disziplinen anbieten / andere Schulen einladen / plant, dass alle Schüler teilnehmen sollen / soll aufwendiger sein

Manche Kandidaten haben nicht geschrieben, dass „die Schule“ für das nächste Jahr etwas plant. Wenn der Kandidat etwas für sich selbst plante, konnte die Antwort nicht berücksichtigt werden.

For each bullet point a mark for content was awarded to the maximum of 5 marks for content. One bullet point required two pieces of information, namely the date (wann) and the place (wo). That question is A1 level, therefore, no mark was given, when one part of the information was missing.

Language was also evaluated in the correct tense used:

Präsens – Perfekt – Perfekt – Perfekt – Futur 1.

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

Konjugation von Verben

Deklination, Satzstrukturen (Konjunktionen)

differenzierter Wortschatz passend zur Aufgabenstellung,

korrekte Pronomen, Dativ- und Akkusativobjekte,

Negativformen (Keine doppelte Verneinung in Deutsch)

Präpositionen, Adverbien und Adjektive

Einige Kandidaten haben das Prinzip des Fragebogens immer noch nicht verstanden. Bei der Aufgabenstellung: „Erzählen Sie“ bezieht „Sie“ sich auf die 3. Person Singular, oder 2. Person in der Höflichkeitsform, d.h. der Kandidat wird im Auftrag direkt angeredet und muss in der 1. Person Singular reagieren, also mit „ich“ antworten

Auch der Wechsel der Zeiten, um sich auf die Fragestellung einzulassen, wurde bei einigen immer noch nicht beachtet. Diese Abweichungen wurden bei der „Sprache“ geahndet, aber der Inhalt wurde als korrekt gewertet, wenn er logisch nachvollziehbar war.

Part 2

Three topics were given and only one topic was to be chosen by the candidate. The word limit was to be adhered to, i.e., 130 – 140 words. Only a handful of candidates did not attempt this task or copied the question instructions to fill the paper. With only a short piece of writing, the language marks were considered in relation to the percentage of information given. If the content was totally irrelevant, no language marks were awarded for language, thus those candidates who copied the question instructions did not receive a language mark.

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

subordinate clauses, reported speech, time clauses etc.;
subject and finite verbs;

verbs in the correct tense as per instructions;
structures and the correct usage of conjunctions;
objects, prepositions and declinations;
negatives, adjectives and expressions.

It was evident that many candidates did not read the instructions carefully to adjust their piece of writing to the expected task. In each topic, 5 bullet points guided the information. Candidates who wrote more than one piece of information for each bullet point could be awarded with higher marks for content.

Again, no marks were awarded to candidates who completed the task in Afrikaans or in English, since the usage of the German language is mandatory. No English or Afrikaans expression was considered for the content or then for language.

The required tenses must be observed through the tasks required in the bullet points:

- a) Präsens – Präsens – Perfekt – Präsens – Futur
- b) Präsens – Präsens – Perfekt – Präsens – Futur
- c) Perfekt – Perfekt – Perfekt – Präsens – Futur

It is important, that the candidates indicate, which topic they chose, either by referring to a, b or c or then to write the correct heading, where applicable.

COMMENTS ON INDIVIDUAL QUESTIONS

Topic (a) Jeder Mensch hat einen besonderen Menschen oder eine beste Freundin / einen besten Freund in seinem Leben.

Die meisten Kandidaten wählten diese Aufgabe, wobei viele von ihnen nicht die letzten zwei Aufgabenpunkte beantworten konnten.

Beschreiben Sie diese Person.

Zu der Beschreibung kann die Altersangabe gewertet werden, die Charaktereigenschaften wie lieb, sportlich, intelligent, oder andere äußerliche Merkmale, wie lange schwarze Haare, grüne Augen, groß usw. (A1 A2 Kenntnisse sind erforderlich; ich)

Es war erfreulich, dass sehr viele Kandidaten sehr viele unterschiedliche Adjektive verwenden konnten.

Wann und wie oft sind Sie mit dieser Person zusammen? Was machen Sie gemeinsam?

Zeitangaben wie „jedes Wochenende, täglich, nur in den Ferien“ wurden anerkannt, und was immer gemeinsam unternommen wird, z.B. Computerspiele spielen, ins Restaurant/Kino gehen, sich unterhalten, Fußball spielen, zusammen kochen / backen usw.

Warum und wann ist diese Person Ihre beste Freundin / Ihr bester Freund geworden?

Zeitangabe ist erforderlich, z.B. in Klasse 3, vor zwei Jahren, im Kindergarten, als ich in die neue Schule kam, usw. Begründung ist erforderlich, z.B. hat mir sehr geholfen, mag Sport, so wie ich, sieht sehr hübsch aus, usw.

Kann eine beste Freundin / ein bester Freund schlechte Eigenschaften haben? Geben Sie Beispiele.

Da die Aufgabe ein geschlossener Text ist, kann nicht nur mit Ja / Nein geantwortet werden, sondern sollte die Antwort im Satz eingebunden werden, z. B. Ein bester Freund / eine beste Freundin kann auch / kann nicht schlechte Eigenschaften haben.

Beispiele wären: ist chaotisch, unsportlich, faul, nimmt Drogen, trinkt zu viel Alkohol, redet zuviel

Viele Kandidaten sind nicht auf die allgemeine Frage eingegangen, sondern haben die Frage auf den vorher beschriebene/n beste Freundin/ besten Freund bezogen: MEIN Freund kann keine schlechten Eigenschaften haben. Wenn die Antwort ganz von der Aufgabenstellung abgewichen ist, konnte sie nicht gewertet werden.

Geben Sie Gründe, warum Sie selbst in Zukunft ein besonderer Mensch für jemanden sein wollen. Wie werden Sie das machen?

Es ist wichtig, ein guter Freund zu sein, nett zu sein zu Menschen usw.

Ich werde ein Vorbild für jemand sein, z.B. fleißig lernen, Fußballprofi werden, anderen helfen, ehrlich sein, usw.

Viele Kandidaten konnten diese Aufgabenstellung nicht bearbeiten oder haben sie nicht auf sich selbst bezogen.

Topic (b) Sie sind vor ein paar Wochen aus einem Dorf in eine Großstadt gezogen. Schreiben Sie einen Brief

an Ihre Freundin / Ihren Freund.

Eine große Anzahl der Kandidaten haben diese Aufgabe gewählt.

Für den Sprachgebrauch wird die Briefform mitbewertet, d.h. Ortsangabe mit Datum (beim E-Mail nicht erforderlich, jedoch beim Brief), korrekte Anrede und korrekter Gruß am Ende des Briefes, kurze Einleitung, worum es in dem Brief geht. Die Frage nach dem Befinden (Wie geht es dir? Mir geht es gut.) ist nicht nötig und missglückt meistens, was sich negativ auf den Sprachgebrauch auswirkt.

Beispiel:

Windhoek, 10. Dezember 2024

Lieber Peter, **(Komma)**

wir **(klein weiterschreiben)** sind jetzt von Otavi nach Windhoek gezogen. ...

Liebe Grüße / Es grüßt dich / Bis bald / Schreib bald zurück usw.

Deine Susanne

Beschreiben Sie die neue Wohnung / das neue Haus.

Viele Zimmer ... größer oder kleiner als das vorige ... Lage ... Garten ... Nachbarn ... besondere Sachen in den Zimmern ... (A2 Kenntnisse sind erforderlich)

Erzählen Sie von ihrer neuen Schule und den Schulkameraden.

Zwei Angaben müssen abgedeckt werden, z.B. die Schule ist viel größer als die vorige

Wir lernen hier auch Französisch, Englisch

Schulgarten / Kiosk / Mensa / Schwimmbad / Sportfeld / Schultracht

Die meisten Schüler sind hilfsbereit / arrogant / freundlich / neue Freunde gewonnen

Einige Kandidaten haben nicht darauf geachtet, dass zwei Angaben gefordert waren.

Wie war das Leben in ihrem alten Heimatdorf?

Allgemein gehalten, z.B. weniger Geschäfte, jeder kannte jeden, kein Stress, langweiliger, keine Angebote an Unterhaltung, viel Natur, große Gärten usw.

Bei vielen Kandidaten waren hierzu nur wenige Angaben gemacht worden.

Beschreiben Sie den Stress in einer Großstadt nachmittags um 5 Uhr?

Viel Straßenverkehr, viele Autos, Taxis unterwegs, Lärm, Abgase, alle wollen schnell nach Hause, Staus, ungeduldige Menschen, alle wollen noch einkaufen

Diese Angaben fehlten bei den meisten Kandidaten, die dieses Thema gewählt hatten, wahrscheinlich weil viele selbst noch keinen Stoßverkehr in der Großstadt erlebt haben.

Wo möchten Sie in Zukunft leben?

hier bleiben / in der Großstadt / in einem Dorf (Ortsangabe), auf einer Farm, in einem anderen Land (Ländername)

Viele Kandidaten haben diese Angabe erfolgreich mit einer Begründung erweitert.

Topic (c) Schreiben Sie eine Geschichte, die mit diesen Worten beginnt...

Als ich die Haustür aufgeschlossen habe, habe ich sofort gemerkt, dass etwas anders war... Räuber hatten fast alle Sachen aus unserem Haus weggetragen ...

Nur einzelne Kandidaten haben dieses Thema gewählt. Keiner von ihnen hatte eine eigene Überschrift ausgedacht, aber sie haben den Aufsatz korrekt mit der Vorgabe begonnen. Bei den letzten drei Themenschwerpunkten fielen die Antworten nicht so gut aus.

Beschreiben Sie Ihr Haus wie es in den vorigen Wochen ausgesehen hat.

Wohnzimmer ... Fernseher (andere Einrichtungsgegenstände) / Schlafzimmer ... Betten usw Küche ...

Küchengerätschaften / Büro ... Computer / Garage ... Fahrräder usw.

Berichten Sie, welche Sachen / Artikel nicht mehr im Haus waren.

Fernseher ... Mikrowelle ... Kleidung ... Geld ... Computer

Da es eine Geschichte ist, haben die Kandidaten richtig darauf reagiert, dass es nicht nur eine Aufzählung war. Ähnliche Angaben wie bei Punkt 1 können genannt werden, aber möglichst nicht die gleichen, sonst gehen Punkte beim Inhalt wegen Wiederholung (Content) verloren.

Wie haben Sie und Ihre ganze Familie reagiert? Wer hat Ihnen geholfen?

Hier sind drei Angaben erforderlich, siehe die unterstrichenen Angaben in der Fragestellung.

Bin ausgeflippt ... war entsetzt ... habe die Eltern / Polizei angerufen

Vater bekam einen Wutanfall ... Mutter heulte hysterisch ... Schwester hat geweint ... Oma wurde ohnmächtig\

Nachbarn, Polizei, Freunde haben geholfen

Wie hat sich das Leben Ihrer Familie nach dem Einbruch verändert?

neue Sachen anschaffen / nicht genug Kleidung / auf dem Boden schlafen / sind traumatisiert / haben Angst / haben Sachen von Freunden geschenkt / geliehen bekommen

Was werden Sie machen, damit Räuber in der Zukunft nicht wieder in Ihr Haus einbrechen können?

Werden das Haus vergittern / eine Alarmanlage anschaffen / Hunde anschaffen / Kameras installieren / einen hohen Zaun bauen / regelmäßig alle Türen und Fenster kontrollieren

Allgemeine Unterrichtsvorschläge an die DaF- Lehrer:

- Nochmals ist es extrem wichtig, den Kandidaten die Unterschiede im Gebrauch von „haben“ und „sein“ in der Perfektform beizubringen, damit sie bessere Ergebnisse erzielen.
- Auch die Konjugation und die Unterschiede der Modalverben sollen, dürfen, müssen, können, wollen, möchten und mögen sind wichtig.
- Doppelte Verneinung gibt es nur in der afrikaansen Sprache, **nicht** in Deutsch. Statt „Ich habe nicht neue Freunde nicht.“ Sagt man in Deutsch „Ich habe keine neuen Freunde“.
- Der Umlaut kann nicht wahlweise bei irgendwelchen Wörtern mit a, o oder u eingesetzt werden. Es gibt keinen Fußball oder eine Schüle. Man kann Kuchen essen, aber keine Küchen (kitchen).
- Nomen und Satzanfänge werden in Deutsch **immer** groß geschrieben.
- In Deutsch wird das Pronomen „**ich**“ im Satz **klein** geschrieben!
- Damit Verwechslungen vermieden werden, sollten die Bedeutungsunterschiede von den folgenden Wörtern im Unterricht wiederholt vermittelt werden: **dürfen** und **müssen**, **wenn** und **als**, **weil** und **von**, **für** und **vor**, **auf** und **aus**, **wir**, **wer** und **uns**, **was** (Frageföhrwort) und **war** (Präteritum für ist).
- Außerdem die Unterschiede von: Beispiel und Vorbild, bleiben und wohnen, leben und lieben, klein und wenig, kennen und wissen, viwel und sehr.
- Die Schüler müssen wiederholt die Fragewörter lernen: Wann?, Warum?, Wie oft?, Wo?, Wer?
- Bei dem Aufsatzaufgaben ist es von Vorteil, wenn man den Wortschatz verwendet, den man kennt, z.B. Wir spielen Computerspiele. NICHT: Computergames.
- Es werden keine Wörter aus einer fremden Sprache akzeptiert. (is = ist in Deutsch) Bei fehlendem Wortschatz im Aufsatz kann der Kandidaten in Ausnahmefällen das Wort mit Redezeichen versehen, z. B. „focus“, wenn man sich an das Wort **beachten** oder **fokussieren** nicht erinnern kann. Dadurch bleibt der Schreibfluss erhalten, auch wenn das Wort nicht akzeptiert wird.
- Auch im 11. Schuljahr sollte die Interpunktion wiederholt werden und auch der Satzbau im Deutschen, der teilweise dem afrikaansen ähnlich ist, sich aber stark vom englischen Satzbau unterscheidet.
- Wie auch in Englisch oder Afrikaans sollte in Deutsch als Fremdsprache nochmal betont werden, dass sich der Aufbau eines Textes gleicht: Kurze Einleitung, die Themenpunkte als Inhalt und der Schluss.
- Dir vorgegebene Anzahl Wörter muss beachtet werden, denn der Sprachgebrauch wird entsprechend prozentual gewertet. Bei zu langen Texten wird der Rest nicht beachtet. Bei zu kurzen Texten werden die noch möglichen Sprachpunkte heruntergerechnet: ½ Text = ½ an noch möglichen Sprachpunkten.
- **Eine kurze Planung ist extrem wichtig.**
- Die Schüler, die zu jedem Punkt einen Abschnitt geschrieben haben, waren konzentrierter und haben bessere Inhaltspunkte erzielt.
- Die Schüler, die zuerst die längere Schreibaufgabe beantwortet haben, als den zweiten Teil des Prüfungsbogens, waren bei der Frage konzentrierter und haben sich dort bessere Noten erarbeitet.

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

- Once more it is most important to teach the candidates the different usages of “to have” and “to be” (haben und sein) in the perfect tense to allow them achieve better results.
- Also, the conjugation and difference in usage for the modal verbs to should, to may, to must, to can, to want, to would like and to like must be taught.
- The double usage of writing something in the negative form is only part of the Afrikaans language, not part of the German usage. Instead of saying “I have not new friends not”, candidates should write “I have no new friends”.
- You cannot use the “Umlaut” ä, ö, ü randomly for German words where a, o, u is required. There is no such word as “Füßball” (Fußball, yes = football) or “Schüle” (Schule, yes = school) in German. You can eat cake (Kuchen) but

not kitchen (Küchen).

- All **Nouns** and the **beginnings of sentences** are always written with **capital letters** in German.
- In German you write the pronoun “I” in the middle of the sentence with a small letter = “ich”.
- To avoid misconceptions, it is necessary to repeat the different meanings of the following words regularly in lessons: “dürfen und müssen (to be allowed to and to must), wenn und als (if and when), weil und von (because and from), für und vor (for and before), auf und aus (on and from / out of / off), wir und uns (we and us)”.
- As well as the differences between example and idol, to stay put (bleiben) and to stay at (wohnen), to live and to love, small (klein) and few (wenig), to know (know a person) and to know (have knowledge about something), viel (plenty) and sehr (very).
- The candidates must repeatedly learn the German question words Wann? (when), Warum? (why), Wie oft?(how often), Wo? (where), Wer? (who)
- For the essays, it is to the advantage of the learner, if he/she chooses the vocabulary in German that he knows, e.g. We play computer games. = Wir spielen Computerspiele.
- No words are accepted from a different language. (is = ist in German) When candidates struggle to remember or find a certain word in an essay, they can use as an exception the different word in inverted comma's, e.g. “focus”, instead of “beachten” or “fokussieren”. By that the flow of the essay can continue, even though the word will not be accepted.
- Even in Grade 11 it seems to be necessary to repeat punctuation and sentence structures for German, which is partly similar to Afrikaans but quite different in word order to English.
- As in English and Afrikaans, it should be emphasized in German once more, that the structure of a text is similar: A short introduction, the bullet points as guidelines to the requested information for the content and a proper ending.
- The prescribed number of words must be adhered to, because the language marks are calculated accordingly. With too long texts the rest of the essay will not be acknowledged for its content. With too short texts the possible language marks will be adjusted accordingly, e.g. ½ text will only allow ½ of language marks and these are then parallel to the marking grid.
- **A short planning phase is extremely important.**
- The candidates who wrote a paragraph for each bullet point were more concentrated and achieved better content marks.
- The candidates who first wrote the longest piece of writing for Section 2 were more focussed on that essay and could achieve better marks for that essay.

Other common mistakes that can be avoided:

- The sport event was fun. **NOT** Das Sportfest war Spaß. – **Correct:** das Sportfest hat Spaß gemacht.
- We are together all the time. **NOT** Wir sind zusammen jeder Zeit. – **Correct:** Wir sind immer / ständig zusammen.
- He has a good heart. **NOT** Er hat ein gutes Hart. (= hard or then Afrikaans for heart) – **Correct:** Er hat ein gutes Herz.
- **NOT** We school at XYZ High School. – Wir schulen bei der XYZ High School. It is wrong in English, Afrikaans and German. **Correct:** We go to XYZ High School. – Wir besuchen / gehen in die XYZ High School.
- The English pronunciation of the letter “u” leads to confusion when it comes to expressing time:
- at 9 o'clock = um 9 Uhr, on Saturday = am Samstag, on 9th February = am 9. Februar
- We are together 24/7. – **NOT** Wir sind 24/7 zusammen. **Correct:** Wir sind die ganze Woche über ständig zusammen. Some sayings cannot be translated directly.
- How are you? – I am good. **NOT** Wie bist du? – Ich bin gut. **Correct:** Wie geht es dir? – Mir geht es gut.
- I go home. – I am at home. **But:** the house **Correct:** Ich gehe nach Hause. Ich bin zu Hause. – **Aber:** das Haus (without the e)

GENERAL COMMENTS

While candidates are generally accustomed to the multiple-choice format of the listening examination, some candidates seemed unfamiliar with the topics covered in certain passages. Most candidates were able to answer the questions in the first section, following the instructions and marking their answers with an **X** as directed. However, their performance in this examination was notably weaker than in previous years. Despite their adherence to instructions, the overall quality of responses this year was considerably lower than in past examinations. The following specific problem areas were identified across different sections:

Exercise 1: Although this exercise appeared straightforward, some candidates struggled with basic vocabulary, which led to incorrect answer choices.

Exercise 2: This section proved to be difficult due to gaps in both vocabulary and grammar knowledge, such as a lack of understanding of passive versus active voice. Many candidates found it challenging to grasp the questions at the required level, making it difficult for them to select the correct answers.

Questions 22 - 28: Candidates had significant difficulty identifying the underlined words correctly, with many offering answers that were unrelated to the intended correct responses.

Questions 29 - 42: This section was generally poorly answered, suggesting that many candidates were not well-versed in interrogative pronouns (e.g., why, who, when, what, how, which). This lack of familiarity resulted in a high number of incorrect answers or questions left unanswered altogether.

To summarise, it appears that candidates faced challenges due to gaps in vocabulary, grammar and comprehension skills, all of which hindered their ability to answer many questions correctly. The overall trend indicates a need for more targeted preparation in these areas to improve performance in future examinations.

COMMENTS ON SPECIFIC QUESTIONS

Section 1

Exercise 1: Questions 1 – 8

In this exercise, candidates were asked to listen to short statements and select the correct picture by putting an **X**. The task was designed to be simple, requiring candidates to match each statement with the appropriate image. Most candidates performed well, showing a strong ability to understand the statements and make the correct connections. However, a few candidates encountered difficulties with questions 2, 4 and 8, which suggests that these particular statements might have required a more careful interpretation of the images. The challenges with questions 2, 4 and 8 could be attributed to several factors. For instance, the language in these statements might have included vocabulary that candidates found unfamiliar, or the images may have been closely related, making it harder for candidates to distinguish between them. Additionally, some candidates may have been distracted by visual details that were not directly relevant to the statement, causing them to select the wrong image.

To address these challenges, it would be beneficial to incorporate more practice with listening to statements and analysing corresponding visuals. Teachers can help candidates improve by emphasizing key words in the statements and encouraging them to focus on specific details when selecting the correct image. Also, practising similar exercises with varied difficulty levels could help candidates become more adept at identifying the key elements in both the spoken text and visual cues. Including follow-up discussions where candidates describe what they see in the images and how it relates to the statements can also improve their ability to process both auditory and visual information effectively. By reinforcing listening skills and encouraging careful observation, candidates can increase their accuracy in selecting the correct images and avoid common mistakes in future exercises.

The accepted answers were:

- 1 D
- 2 D
- 3 B

- 4 A
- 5 B
- 6 B
- 7 A
- 8 C

Exercise 2: Questions 9 –15

In this exercise, candidates listened to two announcements and were required to write the correct answers in the provided spaces. While the majority of candidates answered the questions correctly, many struggled with questions 10, 13 and 15. Question 10, in particular, was the most poorly answered, with a significant number of candidates writing answers that were not even remotely close to the correct words provided in the mark scheme. This suggests that candidates may have had difficulty distinguishing between similar-sounding words or comprehending key details from the announcements.

The difficulty with question 10 might indicate the gaps in both vocabulary recognition and listening accuracy. Candidates could have misheard or misunderstood the spoken words, especially if the pronunciation or the context was challenging.

Questions 13 and 15, though not as poorly answered as question 10, also seemed to cause some confusion. This could reflect a general struggle with processing spoken information under timed conditions or difficulties with specific terms used in the announcements.

To improve performance in future examinations, it would be helpful for candidates to practise listening to a variety of spoken materials, including announcements, to improve their ability to pick out important details. Regular exposure to different accents, speech speeds and vocabulary will also enhance candidates' overall listening skills. Teachers might also focus on vocabulary development and exercises that help candidates familiarise themselves with words commonly used in similar contexts, such as announcements, to increase their confidence and accuracy in answering these types of questions.

The accepted answers were:

- 9 lugar
- 10 excusao
- 11 pais
- 12 convidados
- 13 ministro
- 14 15/ quinze
- 15 mudado

Section 2

Exercise 1: Questions 16 – 21

In this exercise, candidates listened to information about the relationship between candidates and their teachers and were asked to determine whether the statements were true or false. The majority of candidates answered this question correctly, demonstrating a solid understanding of the material. However, a few candidates struggled to select the correct answers, possibly due to difficulty with specific details or subtle nuances in the information provided.

For average candidates, some may have resorted to guessing, as the task required attention to specific elements of the relationship described in the text. This indicates that while the exercise was generally accessible, it still posed challenges for certain candidates who may have lacked full comprehension or had trouble distinguishing between true and false statements based on the information given.

The exercise also highlighted that some candidates may need more practice listening for key details and understanding subtle differences in context. Reinforcing listening skills through targeted exercises, as well as encouraging candidates to focus on the main points and supporting details, could help improve accuracy in future assessments. Despite the few difficulties, the majority of candidates performed well, indicating that they had grasped the main concepts being tested.

The accepted answers were:

- 16 F
- 17 F
- 18 V
- 19 F
- 20 V
- 21 F

Exercise 2: Questions 22 – 28

In this exercise, candidates listened to an interview with Miguel, a pilot who won a major award in Guinea-Bissau, and were required to replace the underlined words in the questions with the words they heard in the interview. This exercise proved to be especially challenging for candidates, as they seemed to struggle with both understanding the vocabulary and with the unfamiliarity of some of the words used in the interview. The complexity of the interview content, along with the need to identify and replace specific terms, made this task difficult for many.

Although the majority of candidates successfully answered questions 22, 23, 24 and 28, it appears that these questions were more straightforward or used more familiar vocabulary. However, the remaining questions were frequently answered incorrectly or left blank, suggesting that candidates found the vocabulary in those questions more difficult to understand or remember. This trend indicates a gap in both vocabulary, comprehension and the ability to pick out key words in a spoken context.

The exercise may also have exposed issues related to listening strategies. Candidates might not have been able to retain the information they heard, or they may have been overwhelmed by the speed or content of the interview. The need to replace underlined words also requires a deeper level of listening comprehension, as candidates must not only understand the content but also identify specific pieces of information and link them to the appropriate questions.

To help candidates improve in future examinations, teachers could focus on developing listening skills that enhance vocabulary recognition and retention, particularly in more challenging contexts such as interviews or conversations with specialized terminology. More practice listening to interviews, news reports, and similar content could help candidates become accustomed to different accents, speech speeds and vocabulary levels. Additionally, candidates could benefit from activities that focus on paraphrasing, where they practise rephrasing information in their own words, to reinforce understanding and improve their ability to extract key details from spoken texts.

Finally, providing candidates with pre-listening activities, such as reviewing important vocabulary and context could help them feel more prepared and confident when tackling similar exercises. With continued practice and a focus on expanding vocabulary and listening strategies, candidates will be better equipped to handle these types of listening comprehension tasks.

The accepted answers were:

- 22 ganhou/venceu
- 23 acreditar
- 24 feliz
- 25 velocidade
- 26 protegidos
- 27 joelho
- 28 dentista

Exercise 3: Questions 29 – 35

In this exercise, candidates listened to a text about a cooking competition on television and were asked to answer questions based on the information provided. The majority of candidates found this exercise straightforward and performed exceptionally well, demonstrating good comprehension skills. Only the weaker candidates had difficulty selecting the correct answers. The questions that appeared to be most challenging were 31, 33 and 35. These questions likely required a deeper understanding of the details in the text or involved specific information that some candidates missed. Overall, this section was one of the better-answered parts of the paper, but it still highlighted areas where some candidates struggled with accuracy or attention to detail.

The accepted answers were:

- 29 18\dezoito
- 30 O Quinto\5 lugar
- 31 no decimo programa de um concurso de cozinhar
- 32 patês\frango
- 33 excelente
- 34 surpreso\supreendido\sem palavras
- 35 porque os juizes respeitavam a cultura dela.

Section 3

Exercise 1: Questions 36 – 41

In this exercise, candidates listened to a conversation between three friends discussing a concert they are attending in a park in the city. They were asked to identify the correct statement from a choice of three options. While most candidates answered this exercise correctly, there is a possibility that some may have guessed the answers. Average candidates, in particular, struggled to comprehend the text fully and had difficulty distinguishing between numbers such as 5, 15 and 25. Additionally, many candidates struggled to correctly identify the word “refrigerante.” Despite these challenges, the majority of candidates performed reasonably well in this section.

The accepted answers were:

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

Exercise 2: Questions 42 – 49

In this exercise, candidates were required to listen to an interview with Mr Leo Domingos, the owner of the Lumba application and answer the corresponding questions. This section proved to be the most challenging in the paper, with only a few candidates managing to score more than three marks. The presentation of answers was a notable issue, as many candidates left spaces blank, indicating either a lack of understanding or uncertainty about the correct responses.

Questions 42, 43 and 45 were answered by a larger number of candidates, showing some level of comprehension. However, questions 44, 46, 47, 48 and 49 were poorly answered, with candidates struggling to grasp key details. For example, in question 48, many candidates incorrectly wrote “**dois (2) anos**” instead of “**doze (12)**” when referencing the time frame mentioned in the interview. Question 49 also caused confusion, as a number of candidates misinterpreted the year “**dois mil e doze**” (2012) as “**doismil e dois**” (2002), leading to incorrect answers or blank responses.

The lack of accuracy in answering these specific details suggests that candidates had difficulty fully comprehending the interview, possibly due to unfamiliar vocabulary or unclear listening. These mistakes indicate that more focused practice on distinguishing numbers, time references and key vocabulary would be beneficial. Additionally, candidates might benefit from more intensive listening exercises designed to improve their ability to retain and recall precise information. This exercise clearly highlighted areas where attention to detail and a deeper understanding of the content were essential for success.

The accepted answers were:

- 42 em dois mil e doze\2012
- 43 os adolescentes\crianças e jovens de todo o mundo
- 44 porque ganha muito dinheiro pela publicidade
- 45 acha que é rápido\divertido
- 46 usar a sua imaginação\criar obras de arte. {Reject levantar-se de sofa.}
- 47 certas palavras\algumas danças(usadas em alguns temas musicais ou alguma danças).
- 48 As pessoas maiores de 12\doze anos
- 49 alegre e chocado

POSITIVE SUGGESTIONS TO TEACHERS

Teachers are encouraged to focus on teaching directly from the syllabus rather than relying solely on textbooks as well as to incorporate a wide range of listening exercises into their lessons. By strictly adhering to the syllabus guidelines, teachers can ensure that candidates are exposed to the full scope of content and are better prepared for the various exercises they will encounter in the listening comprehension paper. It is essential for teachers to go beyond textbook material and actively engage learners in diverse listening activities, which will not only improve their listening skills but also help them become more adaptable in handling a variety of listening contexts.

In addition, teachers should integrate past question papers throughout the year as part of their teaching strategy. Regularly practising using previous examination papers helps candidates familiarise themselves with the examination format, build their test-taking skills and identify areas that need further attention. This early exposure to examination-style questions will give candidates a clearer understanding of what to expect, which can significantly reduce anxiety

and improve their performance in the final examination.

Starting examination preparation early is essential and teachers should establish a clear and structured practice schedule for candidates, whether on a daily or weekly basis. Consistent revision not only reinforces key concepts but also ensures that candidates are able to retain information more effectively. Teachers should also focus on reinforcing fundamental vocabulary regularly, as a strong vocabulary base is essential for success in the listening comprehension section. Providing candidates with exposure to various types of Portuguese words from simple to more complex material, will help them adapt to different accents, speeds and levels of difficulty, which is crucial for success in the examination.

Moreover, teachers must ensure that the syllabus is completed within the allotted time, so that every topic is thoroughly covered. A well-paced curriculum allows teachers to revisit difficult topics and address any gaps in understanding. If teachers rush through the syllabus or fail to allocate adequate time for key themes, candidates may miss critical content that could negatively impact their examination performance. Time management is, therefore, essential for ensuring comprehensive coverage and preventing candidates from being disadvantaged in the final examination.

To further support learner success, teachers should also incorporate formative assessments throughout the year to identify areas of strength and areas that require additional focus. These assessments, such as quizzes, practice tests, and regular class discussions, help teachers gauge learner progress and provide targeted feedback. By addressing weaknesses early, teachers can provide focused interventions, enabling candidates to improve before the final examination.

Lastly, teachers should consider creating a collaborative learning environment by encouraging peer review and group discussions. This approach can help candidates exchange ideas, clarify doubts and reinforce their understanding through active participation. Working in groups also allows candidates to benefit from diverse perspectives, improving their overall grasp of the material.

GENERAL COMMENTS

The paper was tackled very well by many of the candidates and was of minimal difficulty. However, a significant number struggled to cope, mainly due to their disregard for instructions. Furthermore, some of the candidates did not follow the guidelines and marked with a ✓ instead of an X as instructed. There were instances where candidates did not write on the spaces provided and some opted to indicate that the answer was on the blank pages. This practice should be discouraged and candidates should be trained strictly to write their answers in the allocated space provided.

Several of the candidates were well acquainted with the format of the examination and could respond to the questions as expected. Specifically, Section 3 Exercise 1, proved to be a challenge for most candidates in the previous years. This year the majority of candidates successfully answered and accurately justified the false statements. In comparison to the previous years, many of the candidates could better comprehend the texts and there was a significant attempt to answer questions. A relatively small number of candidates did not manage to finish writing the examination.

COMMENTS ON INDIVIDUAL QUESTIONS

This exercise was well attempted by many of the candidates. Most of the candidates performed well for the most part. The exercise required candidates to select the correct picture based on the statement and question posed. Candidates were to indicate their answer with an (X) which was not always the case as the majority of the candidates indicated their answer with a ✓.

Section 1

Exercise 1: Questions 1 - 5

The accepted answers were:

- 1 A
Many of the candidates responded correctly to this question.
- 2 C
Almost all candidates were able to identify the image of “cozinha”.
- 3 C
This question proved to be challenging for most candidates as quite a number of them did not seem to be familiar with the difference between “avó” and “avô”. As a result, a number of candidates incorrectly selected B and some opted for D.
- 4 B
Most candidates coped well with this question, however, some candidates erroneously selected option D and C instead of B.
- 5 A
This question was generally well answered, however, there were candidates who appeared to be unfamiliar with the word “atrás” and incorrectly opted for image D which displayed the house as being in front and not behind.

Exercise 2: Questions 6 – 12

There was a wide range of success with this question and it was well answered by most candidates who managed to score full marks. Candidates were expected to match a series of short statements in column A with the corresponding statement in Column B, however, a number of candidates did not comprehend that two of the statements for column A and two from Column B were not to be used. As a result, candidates filled in all the options.

The accepted answers were:

- 6 E

- 7 D
- 8 G
- 9 – (no answer was required here as it was the statement that should not have been used.)
- 10 A
- 11 – (no answer was required here as it was the statement that should not have been used.)
- 12 B

Exercise 3: Questions 13 – 17

Most candidates responded well to this question and scored full marks. Although there was a significant number who guessed and selected the options Verdadeiro for questions 1 to 17 or Falso for the same questions.

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

Section 2

Exercise 1: Questions 18 – 27

The exercise required candidates to complete phrases with a given list of appropriate words. Some candidates achieved full marks on this question, but there were quite a few with more incorrect than correct answers, as well those with no correct answers at all.

The accepted answers were:

- 18 Opções
Many of the candidates managed to score marks here, however, “prato” was a reoccurring incorrect response.
- 19 Saboroso
Some of the incorrect answers included the words; mesa, problema and noites.
- 20 Problema
A frequent incorrect response to the question was “prato” and there were instances where candidates opted for words such as saboroso, adorava and mostrava.
- 21 Mostrava
Few of the candidates answered this question incorrectly with responses that included the words: adorava, acessíveis and cheio.
- 22 Cheio
The majority of candidates scored marks here where those who gave incorrect answers often selected the words: caros, bonito and gerent.
- 23 Hora
Quite a number of candidates answered this question well, but all the words were used by some candidates across the board.
- 24 Adorava
Almost every other word was used as an option to answer this question by most of the candidates who failed to answer this question.
- 25 Gerente
The answer was switched by the majority of the candidates with jantar.
- 26 Jantar
The correct answer was supplied by many of the candidates, however, quite a significant number wrote gerente as the correct answer.

27 Acessíveis

This question was fairly well answered, but most candidates selected almost any and every other word from the list as the answer.

Exercise 2: Question 28 – 29

This exercise required candidates to answer questions with accurately formulated responses. Most candidates responded well to this question. In some cases candidates did not read the questions carefully enough and lifted a piece of text that did not always address the precise question that had been posed.

The accepted answers were:

28 Uma forma de expressão artística

The question was tackled well by many candidates and the majority supplied the correct answer.

29 Escolher bem os atores

This question was answered correctly by almost all candidates.

30 Sente-se feliz/ sente felicidade

Candidates mainly located the right part of the text to answer this question, but there were frequent incomplete answers such as “elas criam um ambiente.” which did not answer the question. The subject/personal pronoun was ambiguous as the manipulation of personal pronouns was incorrect.

31 Para celebrar as melhores criações

Few candidates answered this question accurately as many struggled and lifted the sentence “há uma riqueza de produções internacionais de alta qualidade” which was not a suitable response.

32 - porque não são Americanos - são bons

This question was generally well answered by most candidates. Some candidates successfully lifted the phrase “são entre os melhores filmes do cinema”, which was credited.

33 Aossítios de ficção

Almost all candidates provided a correct answer to this question.

34 Inspiram mudanças/ ensina pessoas a pensar em questões sociais

This question was very well answered, however, some of the common mistakes amongst the candidates were not credited. “os filmes têm um efeito significativo na sociedade” was one of the most reoccurring mistakes which did not answer the question posed.

35 Melhora a nossa cultura de cinema

There were many correct answers, but also evidence of word spotting when candidates wrote “experimentar diferentes filmes e diretores”, which was not credited.

36 Com novas técnicas/ efeitos visuais

Almost all the candidates seemed to understand the question and many provided an accurate response, although some candidates invalidated their answers by lifting the phrase “O future do cinema parece ótimo”.

Section 3

Exercise 3: Questions 37 – 41

The candidates were required to respond to the questions as being either true or false and justify the false statements. While selective lifting may be appropriate for this section candidates are required to understand the texts and manipulation of lifted phrases should be done correctly. Some of the candidates identified the statements as either true or false but struggled to justify the false statements.

The accepted answers were:

37 Verdadeiro

Most candidates performed well and selected verdadeiro as the correct answer.

38 Falso - Os agricultores fazem muitas tarefas de cada vez.

Some candidates provided the appropriate answer and justified accordingly, while some did not comprehend that the statement was referring to only one task being done and wrote “um agricultor tem muitas tarefas,” which was not credited.

- 39** Falso - Se um agricultor fizer um intervalo, terá a energia necessária para o resto do dia.

The majority answered this question relatively well. Some of the uncredited common answers were o trabalho é cansativo pelo que fazer pausas é essencial.

- 40** Falso - Os agricultores plantam os vegetais durante o dia.

Quite a number of candidates answered this question well and correctly justified as to why it was false. Some candidates rewrote the question in the negative form by using the word não which they were cautioned against.

- 41** Verdadeiro

There were many correct responses to this question, however, a small number of candidates left the question blank.

Exercise 2: Questions 42 – 47

In this exercise, candidates were required to respond by showing understanding of the text. This exercise was very well answered and a number of candidates gained full or nearly full marks.

The accepted answers were:

- 42** Limpar os oceanos (do mundo)

- 43** Viu mais lixo na água do que peixes

The majority of the candidates answered this question well. Few of them did not respond to the question and some wrote “lixo na água.”

- 44** O grupo arranhou dinheiro

Almost all of the candidates seemed to understand the question and many provided an accurate response.

- 45** - um navio levaria o lixo de volta para a costa
- O lixo seria separado e reciclado

This question was tackled well by many of the candidates, however, there were some who located the answer but did not achieve full marks due to faulty manipulation.

- 46** Animados

Though well answered, some candidates inaccurately lifted sections from the text such as “recebeu uma chamada de um homem.”

- 47** - porque os pássaros e peixes podem comer o lixo
- os pássaros e peixes podem ficar doentes
- os pássaros e peixes podem ficar presos no lixo.

There was a significant number of candidates who misinterpreted the question and wrote “é mau” and some who merely wrote “pássaros or peixes” and their response was not accredited.

POSITIVE SUGGESTIONS TO TEACHERS

Teachers are encouraged to emphasise the importance of reading and following of instructions to the candidates. Additionally, caution candidates against the use of extra and incorrect information which could negate their responses. Candidates are motivated to write brief answers to avoid writing incorrect information.

Teachers are encouraged to give a vast number of reading and writing exercise as well as incorporate speed reading activities to improve the candidates’ reading pace and thus increase their chances of completing the examination. The practice of noting question words to guide candidates to the correct answers could also be beneficial.

It is imperative to train the candidates using past examination papers on all exercises throughout the year before they write their final examination. This will ensure that candidates are familiar with the format of the examination and what is expected of them in terms of responding to the questions.

Key Messages

- The Speaking component is a communication exercise based on familiar situations.
- The role play cards specify the roles of the examiner and candidates, so the role play cards should be conducted in accordance with the instructions and scripts provided.
- Marks should only be awarded for the stipulated task.
- In the role plays successful communication should be achieved in as natural way as possible and responses need not be extensive for candidates to score full marks.
- It should be noted that candidates need not be native speakers to score full marks.
- A positive approach should be adopted when awarding marks to candidates; marks should be awarded based on their capabilities and not what they cannot do.
- In the topic presentation, candidates should be able to converse generally, hence more general topics, in line with syllabus guidelines should be selected, to maintain a broader scope for discussion.
- Ideas should be expressed fully.
- The use of future and past tense should be applied in order for candidates to score the highest marks in the topic and general conversation section.
- Extension question technique should be applied to encourage more detailed responses and a fuller demonstration of language ability.
- Questions should be rephrased rather than repeated to maintain a dialogue.
- Examiners must clearly announce transitions between examination sections to maintain the examination structure and clarity for both the candidate and moderator.

GENERAL COMMENTS

The comments are to be read in conjunction with the **Teachers' Notes** for 2024.

Most centres have adapted very well to the requirements for this still fairly new syllabus, with its emphasis placed firmly on communication and spontaneity. Most examiners created a calm environment that helped candidates engage confidently and the majority of candidates demonstrated a good grasp of the tasks, though several key areas for improvement were identified.

In the role plays the examiners usually deviate from the role play tasks. In several instances, examiners altered, omitted or rearranged tasks. In some cases, examiners assumed the role of the candidate or provided additional questions beyond the scope of the role play prompts, which affected the flow of the assessment. In the topic presentation section, a number of candidates were allowed to present personal topics (e.g. "My Holiday"), which is against syllabus guidelines and may overlap with the general conversation section. The majority of examiners have not yet mastered the transitions between sections (role play, topic presentation, general conversation) as the majority did not announce the transition to the general conversation from section to section, which is not a good idea as it often disrupts the structured flow of the examination.

Many of the examiners were able to conduct successful conversation lasting approximately five minutes on each individual topic.

COMMENTS ON SPECIFIC QUESTIONS

Role Plays

There were many lively performances from the candidates and a number of examiners coped well with the requirements. Each role play specified the role of the examiner and the role of the candidates.

Some examiners did not always conduct the Role play cards A and B in accordance with the instructions provided in the Teachers' Note Booklet. Examiners should ensure that the tasks on the role play cards are followed precisely, without adding, omitting or rearranging tasks. Some candidates missed the task and in some instances the examiner guided candidates back to it, in a natural manner and without altering the prescribed order of tasks.

The marking of the role play card was commendably accurate, though some examiners were slightly harsh as minor errors are tolerated for this section of the examinations. An incorrect auxiliary or verb ending may still be part of an unambiguous response, which warrants a maximum mark if a message is conveyed in the native idiom and appropriate register.

Comments on the Role Plays:

Overall, this task was reasonably well attempted by most candidates.

Role Play Card One

Role Play A Discussing Sports

This question was well answered, as the most challenging part, required candidates to construct questions. A number of candidates struggled to formulate questions. Some candidates read the statement instead of formulating questions. The majority of candidates had the required vocabulary for this topic and could express themselves freely.

Role Play B Future plans

The question proved to be challenging for some candidates, as they could not make use of the rubric to rephrase the statements and state what it is they wanted to do. Some candidates read the rubric as it is instead of saying “estou a pensar no meu futuro.” They said “está a a pensar no seu futuro.” A number of candidates could not make use of the future tense properly. There were many instances where candidates could not justify why they needed to speak to the teacher on that specific day. Candidates should be made aware that nothing in the role play needs to be ‘true’. They should focus on the role they are meant to act out at that moment.

Role Play Card Two

Role play A Discussing Sports

This question was well answered, as the most challenging part, required candidates to construct questions. A number of candidates struggled to formulate questions. Some candidates read the statement instead of formulating questions. The majority of candidates had the required vocabulary for this topic and could express themselves freely.

Role Play B Emprego de Férias num supermercado.

A number of candidates managed to complete this task successfully, although this question proved to be demanding for most candidates, as quite a number of them misinterpreted the card. The majority of candidates did not comprehend that they had started working at the supermarket and acted as if they were looking for a job at the supermarket. C4 of role-play B cards two, five and eight was challenging for a number of candidates, as they were unable to describe their actions in the imperfect past tense.

Role play Card Three

Role Play A Discussing Sports

This question was well answered. The most challenging part required candidates to construct questions and a number of candidates struggled to formulate questions. Some candidates read the statement instead of formulating questions. The majority of candidates had the required vocabulary for this topic and could express themselves freely.

Role Play B Raising Funds for new books for the library.

Most candidates coped well with this scenario, as the majority could express themselves without restrictions and stated what they wanted. Interesting ideas for raising funds for the library were discussed. It was evident that the candidates had ample vocabulary for the task. However, formulating questions proved to be a bit of a challenge as a number of them experienced difficulties formulating questions.

Role play Card Four

Role play A Discussing plans for Christmas

There were some very interesting answers to this question, although a number of candidates opted to mention dançar, ir à praia and comer as the activities they planned to perform during Christmas. The majority of candidates did not

understand the word “prenda” or “desejar” and as a result could not respond to the question “Que prendas deseja receber?”. Again, formulating questions proved to be a challenge for most candidates.

Role Play B

Discussing future plans

The question proved to be challenging for some candidates as they could not make use of the rubric to rephrase the statements and state what it is they wanted to do. Some candidates read the rubric as it is instead of saying “estou a pensar no meu futuro.” They said “está a pensar no seu futuro.” A number of candidates could not make use of the future tense properly. There were many instances where candidates could not justify why they needed to speak to the teacher on that specific day. Candidates should be made aware that nothing in the role play needs to be ‘true’ but they should focus on the role they are meant to act out at that moment.

Role play Card Five

Role play A

Discussing plans for Christmas

There were some very interesting answers to these questions, although a number of candidates opted to mention dançar, ir à praia and comer as the activities they planned to perform during Christmas. The majority of candidates did not understand the word “prenda” or desejar and as a result could not respond to the question “Que prendas deseja receber?”. Again, formulating questions proved to be a challenge for most candidates.

Role Play B

Emprego de Férias num supermercado.

A number of candidates managed to complete this task successfully, although this question proved to be demanding for most candidates as quite a number of them misinterpreted the card. The majority of candidates did not comprehend that they had started working at the supermarket and acted as if they were looking for a job at the supermarket. C4 of role-play B cards two, five and eight was challenging for a number of candidates as they were unable to describe their actions in the imperfect past tense.

Role play Card Six

Role play A

Discussing plans for Christmas

There were some very interesting answers to these questions, although a number of candidates opted to mention dançar, ir à praia and comer as the activities they planned to perform during Christmas. The majority of candidates did not understand the word “prenda” or desejar and as a result could not respond to the question “Que prendas deseja receber?”. Again, formulating questions proved to be a challenge for most candidates.

Role Play B

Raising Funds for New books for the library.

Most candidates coped well with this scenario, as the majority could express themselves without restrictions and stated what they wanted. Interesting ideas for raising funds for the library were discussed. It was evident that the candidates had ample vocabulary for the task. However, formulating questions proved to be a bit of a challenge as a number of them experienced difficulties formulating questions.

Role play Card Seven

Spending Holidays in the Cape Verde

Role Play A

This question was misinterpreted by a number of candidates, who understood the scenario as them being in Cape Verde, instead of calling their friend who lives there to talk about their trip to Cabo Verde. It is important that candidates make use of the 15 minutes to familiarize themselves with the scenario prior to entering the examination room. C2 and C3 proved to be easy as the majority of candidates responded appropriately to the questions posed. Some candidates managed to pose questions for C4 as they rephrased the wording to formulate the questions. Overall this question was well answered by those who understood the scenario.

Role Play B Future plans

The question proved to be challenging for some candidates, as they could not make use of the rubric to rephrase the statements and state what it is they wanted to do. Some candidates read the rubric as it is. Instead of saying “estou a pensar no meu futuro.” They said “está a pensar no seu futuro.” A number of candidates could not make use of the future tense properly. There were many instances where candidates could not justify why they needed to speak to the

teacher on that specific day. Candidates should be made aware that nothing in the role play needs to be 'true', they should focus on the role they are meant to act out at that moment.

Role play Card Eight

Spending Holidays in Cape Verde Role Play A

This question was misinterpreted by a number of candidates who understood the scenario as them being in Cape Verde, instead of calling their friend who lives there to talk about their trip to Cabo Verde. It is important that candidates make use of the 15 minutes to familiarize themselves with the scenario prior to entering the examination room. C2 and C3 proved to be easy as the majority of candidates responded appropriately to the questions posed. Some candidates managed with posing questions for C4 as they rephrased the wording to formulate the questions. Overall this question was well answered by those who understood the scenario.

Emprego de Férias num supermercado.

A number of candidates managed to complete this task successfully, although this question proved to be demanding for most candidates as quite a number of them misinterpreted the card. The majority of candidates did not comprehend that they had started working at the supermarket and acted as if they were looking for a job at the supermarket. C4 of role-play B cards two, five and eight was challenging for a number of candidates, as they were unable to describe their actions in the imperfect past tense.

Role play Card Nine

Spending Holidays in Cape Verde Role Play A

This question was misinterpreted by a number of candidates who understood the scenario as them being in Cape Verde, instead of calling their friend who lives there to talk about their trip to Cabo Verde. It is important that candidates make use of the 15 minutes to familiarize themselves with the scenario prior to entering the examination room. C2 and C3 proved to be easy as the majority of candidates responded appropriately to the questions posed. Some candidates managed to pose questions for C4 as they rephrased the wording to formulate the questions. Overall this question was well answered by those who understood the scenario.

Role Play B Raising Funds for New books for the library.

Most candidates coped well with this scenario, as the majority could express themselves without restrictions and stated what they wanted. Interesting ideas for raising funds for the library were discussed. It was evident that the candidates had ample vocabulary for the task. However, formulating questions proved to be a bit of a challenge as a number of them experienced difficulties formulating questions.

Topic Conversation

A number of examiners did not cope well with the requirements of the syllabus as some candidates were allowed to present personal topics, such as "My Holiday" or "My Life," during the topic presentation section, which is not recommended, as it goes against the guidelines outlined in the syllabus. These topics pre-empt the general conversation section and limited the breadth of discussion that should have occurred during the examination. Furthermore, transitions between sections (from role play to topic presentation and from topic presentation to general conversation) were not always clearly announced, which disrupted the structured flow of the examination.

It was pleasant to see that some centres encouraged candidates to select more general topics for the topic presentation, and presented topics such as "The Importance of Holidays", HIV and Aids, Sports, Lusophone countries or "Ideal Holiday Destinations," rather than personal topics.

In most cases open-ended questions were used to prompt candidates to elaborate on their answers. Strong candidates often provided detailed responses without prompting, but average and weaker candidates required additional encouragement. Questions like "Why do you think that?" or "Can you explain further?" can help draw out more detailed responses and provide a more comprehensive assessment of the candidate's language abilities.

General Conversation

Though not all centres followed the structured flow of the examination, a number of centres followed the required guidelines, whereby topic conversations lead into spontaneous discussions of a natural nature and the examiners

announced the transition into the General Conversation. In most cases three topics of the defined content list were covered such as Family, Hobbies, Sports and Modes of transport.

Again, a number of examiners did not ask open-ended questions, which is recommended to encourage more detailed responses and a fuller demonstration of language ability.

Recordings

Most centres uploaded the appropriate sample to 'Submit for assessment'. Surprisingly, there were no candidates whose speaking test was totally or partially inaudible and recordings were of acceptable quality. Unfortunately, background distractions such as people talking or cell phone vibrations could be picked up. Quiet rooms are recommended for the examinations to minimise background noise.

Administration

Administration in centres was generally good, and in this session very few centres opted not to submit Individual Candidate Record cards and few errors were made in the calculation of the candidates' marks and labelling of recordings.

Marking by centres

Assessments appeared to be consistent. However, a number of centres marks needed to be scaled either up or down by moderators. There was occasional severity in marking the role plays, but most centres made good use of the clear descriptors in the mark schemes for both Communication and Quality of Language.

KEY MESSAGES

Centres should advise candidates to ensure they respond to every question, leaving no task unanswered, as this is crucial for achieving full marks.

Candidates should be encouraged to read each task thoroughly and carefully identify the required tense for their responses, ensuring consistency in the time frame throughout their responses.

Candidates should be guided to follow the sequence of tasks in Exercise 2 and Exercise 3 as outlined in the bullet points. Adhering to this order will help them avoid skipping or missing any critical elements of the exercise and maintain a structured approach to their responses.

Additionally, candidates should be reminded to plan their responses, allocate time effectively for each task as well as review their work to confirm that all instructions have been addressed appropriately. This will help improve both the completeness and accuracy of their responses.

Teachers may also encourage candidates to highlight or underline key task requirements in the instructions to ensure that all aspects of the questions are covered in their responses.

GENERAL COMMENTS

Overall, the candidates were exceptionally well-prepared and displayed a solid understanding of the material. They demonstrated a high level of proficiency in both language use and creative expression, with their Portuguese being sufficiently accurate to convey meaning clearly and effectively. In addition to their linguistic competence, many candidates exhibited notable creativity in their responses, which added depth to their work. As in previous years, the candidates maintained a high standard of accuracy, with many showing impressive skill in employing a wide range of language structures, including relative clauses, complex sentences and varied vocabulary. This ability to manipulate language structures not only showcased their technical mastery but also highlighted their capacity for sophisticated communication. Overall, their performance reflects significant progress and a strong grasp of the language.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION 1: EXERCISE 1

- “Imagine you are in your room relaxing after a long day at school, write a list of the five items in your room.”
Candidates were provided with a number of images to guide them in writing their lists, but it was not mandatory to include the names of the images in their responses.
- It was pleased to observe that the majority of candidates attempted this question successfully. However, a few misinterpreted the instructions and listed items found in the classroom instead of those found in the room, which led to irrelevant and unacceptable answers for the given scenario.
- Marks were awarded according to the following guidelines:
 - ✓ A mark was awarded for each acceptable item listed, provided the candidate included more than one word (e.g., if the candidate linked two words together, this counted as one mark).
 - ✓ The images provided on the question paper were intended as a guide and candidates were not required to use them if they chose not to do so.
 - ✓ Marks were awarded for effective communication. Definite and indefinite articles, possessive adjectives and verbs were not considered when awarding marks.
 - ✓ Misspelled words that suggest a completely different meaning should not be accepted.

Possible acceptable answers for Exercise 1

1. Cama	4. Computador	7. Tapete	10. Estante
2. Lâmpada	5. Cadeira	8. Armário	11. Travesseiro
3. Livros	6. Almofada	9. Mesa	12. Toalha

Reject any item that is not part of the room example: a pot.

EXERCISE 2

This question was compulsory for all candidates and required them to write a friendly letter informing a friend about their recent move to a new school.

The majority of candidates demonstrated a commendable ability to use language effectively, showcasing a good range of vocabulary and successfully employing linking words in their writing. Their letters often conveyed clear and coherent messages, reflecting a solid understanding of the task.

However, it is important to emphasise the need for candidates to read carefully and thoroughly to understand all the bullet points provided in the question. Some candidates, unfortunately, wrote generic paragraphs about the situation, overlooking key aspects of the prompt, which impacted the relevance and completeness of their responses.

Tense usage and spelling remain areas of concern. Common mistakes included writing “Eu Faz” instead of “Eu faço” and “Eu gosta” instead of “Eu gosto,” indicating a lack of attention to verb conjugations. Additionally, there was a tendency to use minimal vocabulary and simpler sentence structures, which limited the overall complexity and depth of some responses.

It is essential that candidates be encouraged to expand their vocabulary and aim for more varied sentence constructions in future writing tasks. A greater emphasis on understanding and applying correct verb forms and tenses will also enhance the clarity and accuracy of their writing.

Despite these challenges, the overall performance was strong, with the majority of candidates achieving good marks in this exercise. With continued focus on the areas of tense and vocabulary, candidates will be well-positioned to improve their written communication further.

Marking of the content

The marks awarded to candidates were based on their task completion, which depended on how well they understood and responded to the specific demands of each task. The banded mark scheme primarily focuses on the successful completion of the tasks, ensuring that all relevant information is provided and that each bullet point is addressed appropriately.

Candidates who failed to address the specific requirements of a bullet point were penalised under the banded mark scheme. This could happen if they omitted part of the task or if their lack of comprehension led to an inadequate response. If a candidate did not address a bullet point from the instructions, the maximum possible content mark could not be awarded. For example, if only 4 out of 5 bullet points were answered in Exercise 2, the content mark could not exceed 4. Similarly, if 4 out of 5 bullet points were addressed in Exercise 3, the content mark could not exceed 12.

If two bullet points were not addressed, the maximum content mark could not be awarded and this trend continues if any bullet point is not addressed.

Language is assessed according to the marking grid. In conjunction with the use of the language marking grid, markers should evaluate the accuracy and appropriateness of the following elements:

- Subject (noun or pronoun) + finite verb
- Object pronouns
- Conjunctions and linking words
- Prepositions (time, place, etc.)
- Negatives
- Adverbs
- Adjectives, including possessives, demonstratives, comparatives and superlatives
- Expressions of quantity

If the content is completely irrelevant, no marks will be awarded for language.

SECTION 3: EXERCISE 3

In this section, candidates were required to choose one piece of writing to complete: A) a letter, B) an article, or C) a narrative, with a word count between 130 and 140 words. Most candidates opted for **C (Narrative)**, while only a small number chose **A (Letter)**.

A: Letter Writing

Task: “You recently spent two weeks working at a local company to gain professional experience. Write a letter to the director/principal of your college to inform him/her about your experience.”

- **Vocabulary Limitations:** A significant portion of candidates who attempted this exercise demonstrated a limited vocabulary, which affected the richness and depth of their responses. Many were unable to express their ideas effectively, which impacted the clarity of their writing.
- **Tense Challenges:** A few candidates struggled with the fourth bullet point, particularly when it came to writing in the future tense. As a result, they were unable to gain a mark for this part of the task. Mastery of tense forms remains an area for improvement.
- **Expressing Opinions:** Candidates who were less proficient found it difficult to articulate their views on the importance of job experience, as required in the fifth bullet point. This further affected the overall quality of their responses.

B: Article Writing

Task: Your town/city changed a lot recently. Write an article about the changes that happened and the current conditions.”

- **Effective Use of Tenses and Linking Words:** Many candidates who chose this exercise demonstrated a good understanding of past tenses and the use of linking words to organize their ideas. They were able to describe the changes in their town/city in a clear and coherent manner.
- Despite their overall success, a few candidates had difficulty with possessive pronouns, mistakenly using “A sua cidade” instead of “A minha cidade” when referring to “my city.” This indicates an area where further practice is needed, particularly with possessive constructions.
- Overall, candidates expressed clear opinions and were able to address the precise bullet points of the task. The structure and flow of the article were mostly well-organised, demonstrating solid understanding and ability to convey information effectively.

C: Narrative Writing

Task: “My family received a present recently, to travel to any part of the world.”

- **High Participation:** A large number of candidates chose this exercise, demonstrating significant interest in narrative writing.
- *Candidates who attempted this task showcased creativity and well-organised thoughts. Their narratives flowed logically, with clear introductions, developments and conclusions. As a result, they achieved very good marks for this exercise.*
- *Most candidates used tenses accurately and provided clear references to time, demonstrating an ability to write in different tenses. Additionally, they offered well-informed opinions about the importance of travel during holidays, which enriched the content of their narratives.*
- *It was evident that many candidates were well-prepared and capable of expressing themselves in a variety of tenses, which contributed to the overall success of their narratives. Their writing showed maturity and awareness of narrative structures.*

POSITIVE SUGGESTIONS FOR TEACHERS

The candidates’ scores are a true reflection of your dedication and hard work in teaching the Portuguese language. The progress seen is commendable so continued support and development in their writing skills will further enhance their fluency.

Here are some suggestions to continue supporting learner growth:

- **Continue Writing Practice:** Teachers should consistently assign writing tasks, assess them thoroughly and provide detailed feedback. Regular practice will help candidates refine their skills over time.
- **Incorporate Reading:** Reading is just as important as writing. Teachers are encouraged to provide candidates with a variety of texts on different topics to improve their reading comprehension and expose them to diverse vocabulary and writing styles.
- **Stay Informed and Engaged:** Teachers should make an effort to stay informed about current events and diverse topics. A well-rounded understanding of various subjects allows teachers to provide richer, more relevant content to candidates. Discussing global issues can inspire learners to think critically and express their opinions more effectively.

- Focus on Spelling and Grammar: Organise spelling quizzes and exercises focused on verb conjugation to help candidates improve accuracy in these fundamental areas. Playing educational language games, especially on Fridays, can provide a fun and engaging way to reinforce these skills.
- Create Interactive Learning Experiences: Incorporate interactive activities, such as role-playing or group discussions, to encourage active language use. This can build confidence and improve candidates' ability to express themselves in real-life contexts.
- By continuing to focus on these areas, teachers will ensure that candidates not only improve their writing skills but also develop a deeper understanding of the Portuguese language and culture. Keep up the excellent work!

GENERAL COMMENTS

- Learners have shown general lack of knowledge in AOA questions.
- In most cases candidates could not analyse given figures (fig 1/ photograph a + b , Fig 2 Photograph c + Newspaper Extract).
- There seems to be a problem understanding command words e.g. Describe/Explain.
- Poor emphasis on the assessment objectives AOA, AOB, AOC.
- Candidates are still not adhering to the instructions and information to candidates, on the question paper, thus a lot of rubric errors occurred.

SECTION A: PHYSICAL GEOGRAPHY

1 (a) (i) AOA: Define the term hydrolysis.

Comments on specific question

- Poorly answered: candidates are not aware that hydrolysis is an example of chemical weathering and that it involves change in rock composition

Common wrong answers given by candidates

- Is the breaking down of rocks by water
- When water enters the rock
- When rocks dissolve in water
- Rocks absorb water and break down
- Rocks are broken down through the process of chemical weathering
- The study and analysis of different weather conditions,

Correct answers

- The breaking of a chemical bond in a rock through the addition of water. [1]

(ii) AOA: Distinguish between weathering and erosion.

Comments on specific question

- Well answered, although most candidates have given the correct answers, but failed to use words like and while as comparative terms
- Candidates could not distinguish between weathering and erosion

Common wrong answers given by candidates

- Weathering occurs over a short period of time/erosion occurs over a long period of time
- Erosion is the breakdown of rocks with no movement
- Erosion is the cutting down of trees and causes deforestation
- Process when rocks undergo a chemical change

Correct answers

- Erosion is defined as the **movement** of weathered material **by wind, water and ice**.
- Weathering is defined as the **decomposition of rocks**, soil and minerals by agents of weathering, **without movement**.
- The eroded materials **undergo movement** while the weathered materials **do not undergo movement**.
- Weathering is the process of breaking down rocks and minerals, while erosion is the process of **transporting** weathered material/ removal of the top soil.

1 mark - weathering definition

1 mark - erosion definition

1 mark - distinction (while, and, whereas, but)

MAX 2 MARKS IF NOT COMPARED [3]

POSITIVE SUGGESTION TO TEACHERS

- Teach learners to use comparative terms when giving differences e.g. while and whereas

(iii) **AOA: Describe why chemical weathering is rapid in tropical rainforests.**

Comments on specific question

- Fairly answered: candidates could not describe factors that speed up chemical weathering

Common wrong answers given by candidates

- Acid rain breaking down rocks
- Most candidates failed to describe factors responsible for rapid chemical weathering - they only listed rain or tall trees
- Definitions given on carbonation and oxidation

Correct answers

- High rainfall** in tropical rainforests increases chemical weathering as water combining with elements in rocks breaks them down.
- Large amounts of vegetation** in tropical rainforests increases biological weathering as roots secrete acids that eat rocks away.
- Tropical rainforests are **closer to the equator**, so high temperatures speed up rates of chemical reactions.
- Warm**
- Wet**
- Humid/moist/humidity**
- More decaying plants** in tropical rainforests (humic acid formed/chelation) which increases chemical weathering due to decaying plants, increasing chemical weathering.
- More carbon dioxide** (solution) due to decaying plants, increasing chemical weathering and more acid rain.
- Small temperature range**
- More oxygen**, for oxidation.

Accept other relevant answers

Adjective such as very, high, more, not necessary to gain a mark

Any four

[4]

(iv) **AOA: Describe and explain how plants facilitate the breakdown of rocks.**

Comments on specific questions

- Fairly well answered as only a few candidates referred to biological weathering/biological chemical/biological physical (mechanical)
- Candidates showed lack of knowledge regarding how plants facilitate the breakdown of rocks

Common wrong answers

- When plants are uprooted and breakdown rocks
- Rocks grow into roots and break
- Animals breaking down rocks when digging a hole in the soil
- The growth of plant roots in the soil
- Animals with hooves also break down rocks
- Animals urinate on rocks

Correct answers

Describe and explain how plants facilitate the breakdown of rocks.

Description: through biological weathering/ biological chemical/ biological mechanical (reserve 1 mark) Explanation

- Vegetation can weather rock as the tree or bush (or any type of vegetation) is **yanked out of the ground** by forces of wind or by merely falling over after it has died, breaking down rocks.
- As vegetation **roots grow bigger**, they **expand the crack** in which they have grown, breaking down rocks.
- As **vegetation grows**, it **secretes weak acids** that break down minerals in rocks, breaking the rock down.
- As vegetation **sheds its leaves**, these **leaves are decomposed** and release acids that break down rocks.
- As **vegetation dies**, **bodies are decomposed** and **release acids** that break down rocks.
- Plants can physically break apart rocks through root growth. As the **plant roots grow through the soil**, they can encounter rocks in their path. If the roots are strong enough, they can **physically break apart rocks**, causing them to weather and break down into smaller pieces.
- Plant roots can **provide habitats for microorganisms** that **secrete enzymes** that break down minerals in the rock, facilitating the weathering process.

Accept other relevant answers.

1 mark – description

4 marks – explanation

[5]

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should teach learners the difference between describing and explaining

(b) (i) AOB: Using evidence from Fig. 1 only, identify and describe factors that cause freeze-thaw weathering to take place in this location.

Comments on specific question

- Poorly answered as candidates failed to answer the question using evidence from the figure. Instead candidates described/explained the process of freeze thaw action and not the factors that caused freeze thaw in the location shown so candidates could not analyse the figure.

Common wrong answers given by candidates

- Water enters cracks which expand during the night.
- Water enters the cracks and freezes at night
- Water gets into cracks during the day, but water freezes at night.

Correct answers

: Using evidence from Fig. 1 only, identify and describe factors that cause freeze-thaw weathering to take place in this location.

- Rock structure;** Jointed rocks/crevices/ cracks
- Climate:** Presence of ice/moisture/snow/cold temperature
- Higher altitude/mountainous** relief lowers the temperatures.
- Exposed/bare/hard/bed rock:** rock exposed to elements of weather are more likely to be broken down.
- Areas may have diurnal variation around 0 degrees for parts of the year.
- Sunshine/sunlight/heat from the sun

0 marks for written account of freeze thaw without AOB

Any three

[3]

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should teach learners how to analyse sources and answer according to the demand of the question. E.g using Figure only

(ii) AOB:

Comments on specific questions

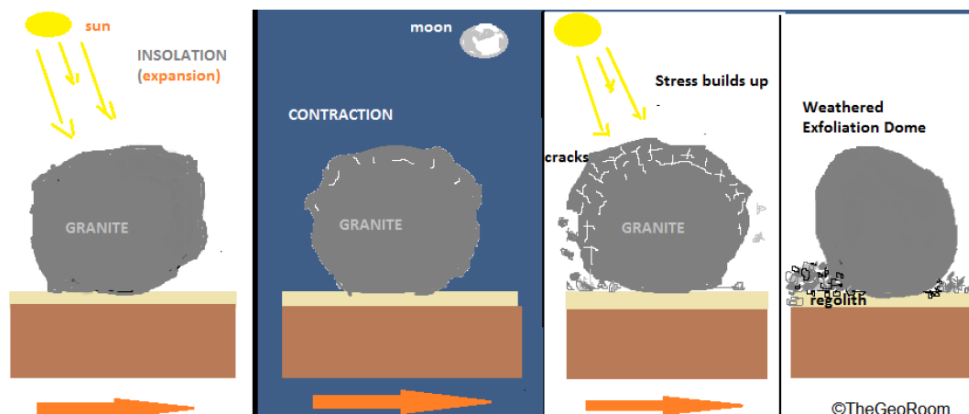
- Fairly/moderately answered
- Few candidates managed to draw correct drawings illustrating exfoliation
- Many however drew the process of freeze thaw and candidates failed to label their diagrams

Common wrong answers

- Diagrams not labeled
- Drawings on freeze thaw
- Explanations to describe the process of exfoliation without a drawing

Correct answers

Using a fully labelled diagram only, describe the process of exfoliation.



- 1 mark – expansion description during the day.
- 1 mark – contraction description during the night.
- 1 mark – talus/scree/regolith at base of dome/cracks
- 1 mark – diagram related to the question/ exfoliation
- 0 mark for written explanation.

NB: Granite and regolith labels in diagram are not necessary to trigger the marks.

[4]

POSITIVE SUGGESTIONS TO TEACHERS

- Teach learners how to differentiate between different types of weathering using diagrams and their correct labels.

(c) AOC: How far do you agree that carbonation occurs in tropical rainforests only?

Comments on specific questions

- Poorly answered, as candidates only explained the process of carbonation
- Candidates simply explained how carbonation is formed, but could not evaluate whether they agree or not that it occurs in tropical rainforests only.
- Candidates failed to evaluate. They provided knowledge only, although decisions were made

Common wrong answers given by candidates

- Decisions: I agree very far, in the atmosphere no clear decision given
- Carbonation is a weak acid
- Carbonation is when carbon dioxide combines with rain water to form a weak acid that dissolves limestone.
- Oxygen in the atmosphere combines with carbonic acid which forms acid rain

Correct answers

: How far do you agree that carbonation occurs in tropical rainforests only?

Possible facts that can be judged on whether carbonation only takes place in tropical rainforests.

Tropical rainforest

- High rainfall throughout the year may increase and allow carbonation
- High (warm) temperatures increase the rate of chemical reactions.
- High humidity/moisture allows chemical reactions/solutions to form
- More plants mean more carbon dioxide

Tropical grasslands

- High rainfall in summer may increase and allow carbonation to take place.
- High temperatures in summer increases the rate of chemical reactions.
- High humidity in summer allows chemical reactions/solutions to form

Tropical deserts

- Little rainfall in summer. Rain in the desert, although little, may provide a condition under which carbonation can take place.
- High temperatures in summer increase the rate of chemical reactions provided there is water available through fog or rainfall.
- Presence of humidity in summer allows chemical reactions/solutions.

Accept other relevant answers based on learner's judgment and decision made.

Reserve 4 marks – judgment of accurate relevant facts

Reserve 1 mark – decision made

Decision can be implied (NB evaluation made without decision)

Decision made: with irrelevant supportive descriptions or explanations without any judgement
– 0 marks.

Disagree/Agree to a certain extent or some extent: 3 1 or 2 2

Disagree/Agree to a large/low extent: 3 1 or 4 full

Disagree/Agree to a full extent: 4 full

[5]

POSITIVE SUGGESTIONS TO TEACHERS

Teachers should teach learners how to make decisions based on the demand of the questions and how to evaluate it.

Divide learners into 2 groups so they can argue for and against depending on the demand of the question and make evaluations based on the knowledge of the subject context.

2 (a) (i) AOA: Define the term abrasion.

Comments on specific question

- Poorly answered as candidates referred to attrition and failed to state the abrasive effect.

Common wrong answers

- Soil particles are carried by the wind

Correct answer

Define the term abrasion.

- The **transport of sand and small stones by wind**, blowing them strongly against rocks and land, eroding rocks and breaking themselves down. [1]

NB: Accept reference to definitions from river or coastal processes.

POSITIVE SUGGESTIONS TO TEACHERS

Teach learners to differentiate between wind processes, river processes and coastal process of transport, erosion and deposition

(ii) AOA: Distinguish between surface creep and saltation.

Comments on specific question

- Well answered as most learners distinguished but lost marks for not using comparative terms.

Correct answers

: Distinguish between surface creep and saltation.

- Saltation occurs when soil particles move by **short bounces** and happens with **medium sized particles** of 0.1 to 0.5 mm diameter.
- Surface creep occurs with **larger particles**, > 1.0 mm in diameter and involves these large particles **rolling along** the surface.
- In saltation, particles are moved by **short bounces**, while in surface creep particles are **rolled along** the surface.
- Saltation moves **small particles**, while surface creep moves **larger particles**.

NB: Accept reference to comparisons of definitions from river or coastal processes.

1 mark: saltation definition

1 mark: surface creep definition

1 mark: distinction (while, and, whereas, but)

MAX 2 MARKS IF NOT COMPARED

[3]

(iii) AOA: Describe why seif dunes are formed in the Namib Desert

Comments on specific questions

- Poorly answered, as most learners referred to the formation of seif dunes instead of giving reasons why seif dunes are formed.

Wrong answers

- Seif dunes are formed when wind blows loose sand and deposits it.

Correct answers

Describe why seif dunes are formed in the Namib Desert.

Factors that allow for the formation of seif dunes:

- **Strong winds to continue moving sand:** Parallel to dominant SW winds/prevaling winds.
- **Slight seasonal change in wind direction/cross winds:** maintains presence of seif dunes in Namib Desert.
- **Plentiful supply of sand** for high dunes which forms long elongated dunes/from inland and beaches.
- **Barrier to stop/block sand from being blown away:** build up higher and steeper dunes.
- **Sparse vegetation** which causes them to be loose and easily blown away by wind to form seif dunes
- **Geologic formations** such as the underground rock formations cause the sand particles to be blown in a linear pattern, forming seif dunes.
- **Trade winds.**
- **It is dry/lack of moisture**

Accept other relevant answers. Reference should be made to why and not how Any four [4]

POSITIVE SUGGESTIONS TO TEACHERS

- Teach learners on reasons why seif dunes are formed in the desert and not only how they are formed.

(iv) AOA: Describe and explain the formation of a deflation hollow.

Description

Comments on specific question

- Poorly answered as learners demonstrated lack of knowledge on the formation of a deflation hollow and the process that forms it. Instead they were explaining the formation of an oasis.

Wrong answers

- Wind blows away less resistant rock leaving behind more resistant rocks only. When the hollow is deepened it results in the formation of an oasis.

Correct answers

Describe and explain the formation of a deflation hollow.

Description

- by deflation (Reserve 1 mark)

Explanation

- Fine/loose (dry) soil (sand) particles are blown away.
- The ground is lowered
- Continuous removal of the sand (1) leave behind a (depression) hollow (1)
- Leaving behind rock fragments/ bedrock
- That are too heavy to be lifted by the wind.

1 mark - what happens to particles?

1 mark - ground lowered

1 mark - what is left behind?

1 mark - why they are left behind.

1 mark - description

4 marks - explanation

[5]

POSITIVE SUGGESTION TO TEACHERS

- Teach learners the process that forms a deflation hollow and how it is formed.

(b) (i) AOB: Identify and describe the formation of the type of dunes shown in photograph A.

Comments on specific questions

- Fairly well answered, as learners could identify the type of dune, but showed lack of knowledge on the formation of the type of dune.

Common wrong answers

- Linear/longitudinal dune, sand

Correct answers

Type: Star dune

- unlimited supply of sand.
- Forms when alternating and multiple wind directions pile up sand/develop from barchans if a change of the usual wind direction occurs.
- Form a peak with many arms extending / slip faces.

Type: Barchans

- limited supply of sand.
- Prevailing wind/ wind blows dominantly from one side.
- Wind carrying sand particles accumulates in a specific area/around an obstacle.

Type: Parabolic

- Strong winds erode a section of a vegetated sand forming a depression/blow out.
- Prevailing wind/ wind blows dominantly from one side.
- Sand from blow out is deposited on the opposite direction
- The vegetation is holding the arms.

Accept other relevant answer

1 mark - type of dune

1 mark - plentiful sand- large dune

1 mark - prevailing wind or no prevailing wind

NB: wrong identification of dune but correct description for star/barchans/parabolic is 2 marks

[3]

POSITIVE SUGGESTIONS TO TEACHERS

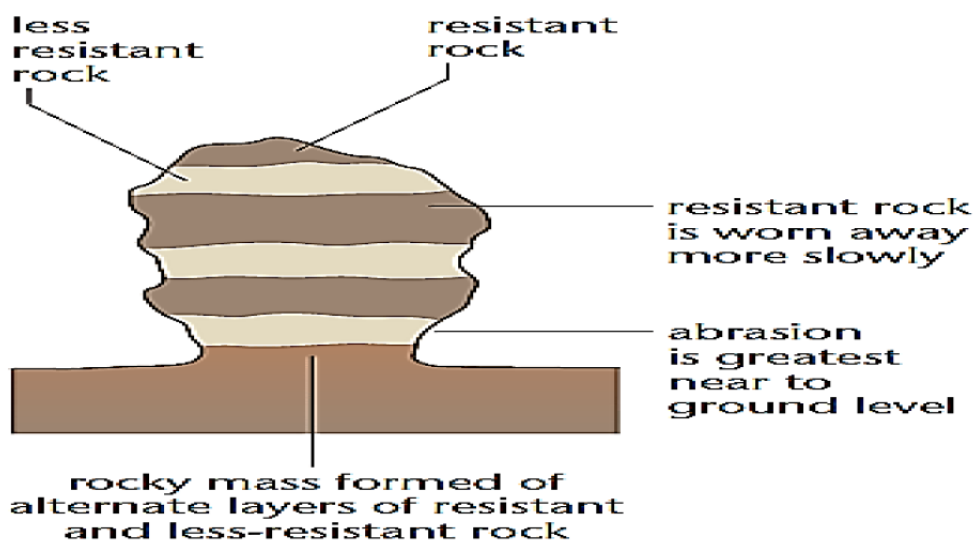
- Teach learners how to identify different types of dunes from pictures and how they are formed.

(ii) AOB: Using a labelled diagram only, describe the formation of a rock pedestal.

Comments on specific questions

- Well answered. Learners provided a correct diagram but a few only described using words.

Correct answers



1 mark – resistant rock description.

1 mark – less resistant rock description.

1 mark – mention of abrasion greatest at base (abrasion intensity key word)

1 mark – resistant rock is worn out slowly/ less resistant is worn out faster

1 mark – for diagram related to rock pedestal 0 mark if diagram is unrelated

0 mark for written description without a diagram

[4]

POSITIVE SUGGESTIONS TO TEACHERS

- Teach learners on how to answer the question according to the demand. e.g. using a diagram only.

- (c) **AOC: How far do you agree that wind processes are found more in desert areas (such as the Namib Desert) compared to other climate zones?**

Facts when wind will be strong

Comments on specific question

- Poorly answered. Learners only provided knowledge with a decision on why wind processes are found more in deserts compared to other climates. Learners failed to make an evaluation as to why wind processes are found more in deserts compared to other areas.

Common wrong answers

- I agree 100 %, I agree very far, I totally agree, I agree 50 Percent because deserts receive low rainfall
- Other climates receive more rainfall

Correct answers

Facts when wind will be strong

- Absence of vegetation to cover/protect soil.
- Limited infrastructure caused by stronger winds/limited wind blockage.
- Absence of water/limited water results in loose soil particles/soil not intact.
- Warm rising air creates wind as cooler air sinks in
- Any place with such characteristics will have wind and places where there is a steep concentration gradient between pressure systems.
- Other climates may have wind too.

Accept other relevant answers based on learner's judgment and decision made.

Reserve 4 marks – judgment of accurate relevant facts

Reserve 1 mark – decision made

Decision can be implied (NB evaluation made without decision)

Decision made: with irrelevant supportive descriptions or explanations without any judgement – 0 marks.

Disagree/Agree to a certain extent or some extent - 3 1 or 2 2

Disagree/Agree to a large/ low extent – 3 1 or 4 full

Disagree/Agree to a full extent = 4 full

[5]

POSITIVE SUGGESTION TO TEACHERS

- Teach learners why wind process is more common in deserts compared to other climates. Divide the class into 2 groups so the learners can evaluate why wind processes are more common in deserts compared to other climates.

SECTION B: ECONOMIC ACTIVITIES AND THE USE OF RESOURCES

- 3 (a) (i) **AOA: Define the term secondary industry.** [1]

General comments

- Fairly well answered as most learners managed to obtain a mark

Wrong answers

- Producing raw materials
- Industry that involves second-hand activity
- Extract raw materials into finished products

Correct answers

- The making of a product in a factory/workshop
- Industry that converts the raw materials provided by primary industry into commodities and products for the consumer.
- Some secondary industries take raw materials from the secondary industries/semi-processed.

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should teach the learners how to define terms looking at the key words to be used in the definitions.
- Example: Secondary industry has key words: turning, processing and manufacturing.

- (ii) **AOA: Describe the management strategies that the fishing industry has undertaken to ensure the sustainable use of fish resources in Namibia.** [3]

General comments

- Fairly well answered as most learners managed to gain a mark or maximum marks. However, some learners referred to the importance of the fishing industry.

Wrong answers

- Create jobs
- Boast the Namibian economy
- Provide GDP

Correct answers

- Conservation laws/legislation/EEZ** that protect fish from overfishing.
- Control net size & type** to control fishing.
- TAC/quotas allocation** for the number of fish to be caught.
- Closure of fishing/fishing seasons** to allow fish to breed.
- Fines/penalties** for people overfishing.
- Patrol/monitoring/patrol** onshore and offshore to regulate fishing.
- Fishing permit/license.**

Accept other relevant answers

Any three

[3]

POSITIVE SUGGESTION TO TEACHERS

- Teachers to put more emphasis on the management strategies that ensure sustainable use of fish resources in Namibia, teach learners how to give correct descriptions and not just writing abbreviations. e.g EEZ, TAC
- They must pay attention to the marks allocated in the question. E.g if it is 4 marks, then four separate descriptions.

- (iii) **AOA: Describe the physical factors that have influenced the availability of raw materials like fish in Namibia.**

General comments

- Moderately answered. Learners failed to give the physical factors that influenced the availability of fish. Most learners made reference to human factors and physical factors threatening the availability of fish. Some learners described and explained the physical factors

Wrong answers

- Pollution
- Red tides
- Land
- Market
- Labour
- Fluctuating temperature

Correct answers

- Ocean currents** are cold currents which supply oxygen and encourage the growth of planktons that attract fish.

- **Upwelling** refers to deep water as more nutrients are brought up to the surface to provide food for fish.
- **Marine food chain** refers to large groups of living organisms that serve as food for fish.
- **Length of coast:** long coast line from north/Kunene river to south/Orange river with plenty of fish.
- **Prevailing winds** allow for the upwelling to take place that attracts fish.
- An easy **natural harbor/location** for docking.
- **Size of the ocean/sea**
- **Breeding ground**

Accept other relevant answers.

Any four

[4]

POSITIVE SUGGESTION TO TEACHERS

- Teachers should put more emphasis on differentiation of the factors (Physical, human and economic.). Learners should be taught the meaning of each factor.

(iv) AOA: Explain the physical factors threatening the availability of fish resources.

General comments

- Moderately answered as most learners could only obtain marks for describing the factors but failed to explain them further. Some learners made reference to human factors instead of physical factors

Wrong answers

- Littering
- Oil spills from boats
- Corruption
- Customers
- Transport
- Houses
- Factories
- Drought

Correct answers

- **Red tides/el nino/algae:** toxins in water reduce oxygen levels and cover gills of fish and kill fish.
- **Sulphur emissions** from underwater geothermal vents poison the water and kill fish.
- **Predators** such as birds, colony of seals feed on fish depleting them.
- **Increasing water temperatures:** warmer ocean temperatures force fish to migrate to colder regions.
- **Diseases:** marine resources can contract diseases that can kill large schools of fish.
- **Change in the pH of the ocean/salinity:** absorption of more carbon dioxide lowers the pH balance of water making it more acidic, killing fish or forcing them to migrate.
- **Ocean currents:** when ocean currents change their circulation, distribution of nutrients and oxygen throughout the ocean may change forcing fish to migrate.

0 marks for pollution caused by human

Accept other relevant answers

2 or more factors with detailed explanation gain full marks

Only descriptions written: maximum of three marks

Any five

[5]

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should teach learners the meaning of the terms such as physical factors and what it meant by threatening factors leading to less fish or depletion of fish.

(b) (i) AOB: From Photograph B only, describe three human factors influencing the location of fish processing plants in Walvis Bay.

General comment

- Poorly answered as learners could not identify the physical factors influencing the location of the fish processing plant from the photograph

Wrong answers

- Transport
- Labour
- Electricity
- Power
- Market
- Capital

Correct answers

- **Vessels:** for catching the fish.
- **Cranes:** remove the fish from vessels.
- **Presence of a harbour** where the ships dock/quay/ docking
- **Roads:** connecting harbour to fish processing plants
- **Buildings/containers** for storage facilities
- **Power lines/power poles**

0 marks for electricity/power/energy

Any three

[3]

POSITIVE SUGGESTION TO TEACHERS

- Teachers should teach learners how to analyse the information. Learners must stick to the question asked .e.g according to the figure only meaning learners must give the visible factors from the figure given only. Learners must write what they can see on the figure.
- Teachers must train learners to take the answers strictly from the source and not rely on general knowledge.

(ii) **AOB: Using photograph B only, name and explain two physical factors that have influenced the location of fish processing plants in Walvis Bay.**

General comments

- Poorly answered, most learners were could not identify and explain the physical factors from the photographs.

Wrong answers

- Raw materials
- Capital
- Water

Correct answers

- **Ocean** is where the fish resource is found and where ships are docked.
- **Flat land:** easy to build fish processing factories and workshops to repair vessels.
- **Natural harbour/bay:** area of calm water where ships can dock.

Harbour in terms of transport is human hence 0 mark

Any two: accept marks for development.

Only descriptions written: maximum two marks

[4]

POSITIVE SUGGESTION TO TEACHERS

- Teachers should teach learners on how to analyse the information. Learners must stick to the question asked. e.g. according to the figure only. Learners must give the visible factors from the figure given only. Learners must write what they can see on the figure.
- Teachers must train learners to take the answers strictly from the source not general knowledge.

(c) **AOC: How far do you agree that the agglomeration economic effect is stimulated by different activities of the fishing industry? Different activities in the fishing industry can attract other industries.**

General comments:

- Poorly answered, as most learners do not understand the concept of agglomeration economic effects. Some learners made reference to the advantages of the fishing industry, some made reference to the sectors of economy for the fishing industry in terms of primary, secondary and tertiary, while others made reference to the fishing industry as a system.

Wrong answers

- Provide jobs,
- Improve the country infrastructures
- Inputs: processes and outputs
- Provide more income through export
- Industry coming together to compete with each other.

Corrects answers expected to be judged

- Primary: catching of fish
- Secondary: packaging, refrigeration
- Tertiary: financial and logistical services

Other industries that can also foster agglomeration.

- Schools
- Banking services

- Mining
- Salt farming
- Construction services
- Tourism
- Weather

Accept other relevant answers based on learner's judgment and decision made.

Reserve 4 marks: judgment of accurate relevant facts

Reserve 1 mark: decision made

Decision can be implied (NB evaluation made without decision)

Decision made: with irrelevant supportive descriptions or explanations without any judgement: 0 marks.

Disagree/Agree to a certain extent or some extent: 3 1 or 2 2

Disagree/Agree to a large/ low extent: 3 1 or 4 full

Disagree/Agree to a full extent: 4 full

[5]

POSITIVE SUGGESTION TO TEACHERS

- Teachers should put more emphasis on teaching learners how to evaluate as it will help learners to make proper decision when they are writing and to know how to answer the questions using their own judgement.
 - More clarity needed on the term agglomeration economic effect and how various industries attract each other and not shops or industries are grouped together and the benefits from this.
- NB: This question requires learners to make a decision first before judging!

SECTION B: ECONOMIC ACTIVITIES AND THE USE OF RESOURCES

4 (a) (i) AOA: Define the term wildlife conservation.

General comment

- Well answered. Most learners managed to obtain a mark.

Wrong answers

- Conserve animals for future use
- Animals that are found in the wild
- Keep in the camp
- When farmers come together to conserve

Correct answers

- Wildlife conservation is the protection of plant and animal species as the human population encroaches on their resources.

[1]

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should teach learners on how to define the term (wildlife conservation) by using key words like protection, preserving, sustaining or taking care.

(ii) AOA: Describe ways in which the Namibian economy benefits from wildlife protection.

General comments

- Well answered. Most learners managed to earn 2 or 3 marks

Wrong answers

- Provide food to locals
- Providing skin for clothing
- Foreign exchange

Correct answers

- **More tax paid** from jobs created
- **Income generated** through conservancies/trophy hunting/tourism/leading to increased standard of living/selling wildlife/ foreign currency
- **Stimulate development** of tourist facilities.
- **Development of local facilities** such as schools or roads.
- **Foreign investments** to protect wildlife.
- **Create job opportunities**

Accept other relevant answers.

Any three

[3]

POSITIVE SUGGESTION TO TEACHERS

- Teachers should teach the learners on how to differentiate between terms benefit the economy (meaning monetary benefit to the country) but not to the people. For example provide food is a benefit to the people but not economy

(iii) AOA: Describe the conflicts between the management of wild animals and other land use activities.

General comments

- Poorly answered. Learners are unable to describe how human-wildlife conflict occurs, or some give the roles of management of wildlife

Wrong answers

- More land is needed for farming
- Conservancies use up more land
- Elephants kills other animals
- Government should put fences around conservancies
- Might cause deforestation

Correct answers

Crop and property damage: Wildlife animals, such as deer or birds, may cause damage to crops, leading to conflicts between farmers and wildlife management.

Grazing conflicts: Livestock owners often clash with wildlife managers over grazing areas, as both require access to common pastures.

Predation on livestock and humans: Wildlife predators, such as cheetahs or lions, can kill and feed on livestock and humans, leading to conflicts between authorities, ranchers and wildlife managers.

Hunting regulations: Disagreements often arise between hunters and wildlife managers over hunting regulations, bag limits or seasons.

Human-wildlife conflicts: When wildlife animals, like elephants invade villages conflicts arise due to safety concerns and property damage.

Water rights disputes: Access to water sources for wildlife, agriculture or industrial uses can lead to conflicts between different stakeholders, including wildlife managers.

Wildlife tourism and local communities: The influx of tourists for wildlife viewing may disrupt local communities and their traditional land use activities, creating conflicts.

Wild life kill/injure people.

Accept other relevant answers

NB Wild life conflict with different land use activities should be treated differently hence all have different credits Any four [4]

POSITIVE SUGGESTION TO TEACHERS

- Teachers should put more emphasis on the human-wildlife conflicts and how they occur. Conflict means how wildlife and humans disagree or cause harm/danger to each other.

(iv) AOA: Explain the positive impacts of wildlife animals on the environment.

General comments

- Poorly answered. Learners are not stating the positive impacts of wildlife on the environment but concentrated on negative impacts. Some give positive impacts of wildlife to the economy

Wrong answers

- They attract tourists
- They provide resources
- Animals like lions kill people
- Animals overgraze and destroy the grass

Correct answers

- Increasing habitat diversity (heterogeneity)** by disturbing vegetation, turning over soil, undertaking local and long-distance migration and creating biotic microhabitats in their living bodies, corpses and dung.
- Enhancing plant dispersal** enables seed dormancy breaking and dispersal through deposition of seeds in dung.
- Increased resistance to abrupt ecosystem change and microclimate modification:** herbivores tend to accelerate nutrient cycling and suppress plant biomass production as well as plant reproduction.
- Reduce fire spread and intensity in ecosystems:** reduce fuel biomass and fuel continuity by consuming vegetation, digging and trampling the soil.

- **Increase soil carbon stocks:** large herbivores may lower above-ground carbon stocks through consumption and physical disturbance.
- **Animal dung improves soil fertility nutrient:** natural vegetation grows
- **Wildlife animals may assist with pollination**

Accept other relevant answers

2 or more positive impacts with detailed explanation gain full marks

Only descriptions written maximum of three marks

Any five

[5]

POSITIVE SUGGESTIONS TO TEACHERS

- Most learners failed to give correct answers, confusing positive impacts as negative impacts and also giving impacts on people and not on the environment. Teachers should help learners to answer the questions correctly by underlining the key words used that they are required to focus on.

(b) (i) AOB: Describe the changes in wildlife numbers between Namibia and Kenya from 1960 to 2020. Support your answer with data from Fig. 3 only.

General comments

- Moderately answered. Learners managed to score marks for the general trend and the change but failed to give correct data and comparison. They could not analyse the graphs correctly. The majority scored 1 mark for the general trend.

Wrong answers

- Namibia is up, Kenya is down
- Namibia increased to 300000, Kenya decreased to less than 500000
- In 1960 Kenya was high while Namibia was low

Correct answers

- General increase for Namibia while Kenya decrease (from 1960 to 2020).
- Namibia steep increase from 1970 whereas Kenya continuous decrease.
- Highest 3 000 000/3 million for Namibia and 1 500 000/1.5 million for Kenya /lowest 500 000 for Namibia and 350 000 for Kenya.
- Namibia increased by 2 500 000 while Kenya decreased by 1150 000.

2 marks for changes; Reserve 1 mark for data

NB should be for both to gain a mark.

[3]

POSITIVE SUGGESTION TO TEACHERS

- Teachers should teach learners to analyse. Learners to look at the figure given and make sense of it (understand it and what it shows).
- More emphasis needed on how to give the general trend shown (decrease or increase), the rate at which change occurs and the data (giving correct and accurate numbers from the figure given).

(ii) AOB: Name and explain two environmental reasons for the change in Kenya's wildlife numbers with reference to Fig. 3.

General comments

- Poorly answered. Most learners are stating human factors rather than environmental factors

Wrong answers

- Hunting/poaching
- No conservation

Correct answers

- **Desertification** leads to the degradation of soil, the loss of vegetation cover and decrease in water availability so cause significant disruptions to the natural habitats of many wildlife species as water sources dry up and animals migrate in search of new sources of water and vegetation.
- **Deforestation** destroys the natural habitats of many species of animals, forcing them to flee or die due to a lack of food, shelter and other resources they need to survive.
- **Global warming** refers to changes in weather patterns such as rising temperatures that can alter weather patterns, causing heat waves, drought, floods and intense storms that can harm or kill animals directly by destroying their habitats, causing fires or causing physical damage to the animals themselves.

Accept other relevant answers.

NB Accept explanation of environmental problem such as soil erosion, less rainfall, climate change

0 marks for pest and diseases

POSITIVE SUGGESTIONS TO TEACHERS

- Learners should be taught how to explain (to give more details on what will happen but not just listing)

(c) AOC: How far do you agree that the role of the government in the sustainable use of wildlife animals is a success in Namibia?

General comments

- Moderately answered. Most learners were able to state that the Namibian government has played roles in order to sustain wildlife but could not evaluate its success.

Wrong answers

- More people are employed, more tourists are attracted to come and see our wildlife
- ecological value
- for agriculture/farming
- for future generations to see

Correct answers

Government involvement

- Government involved in policy formulation on wildlife management.
- Enforce laws and regulations regarding wildlife management.
- Monitoring wildlife populations and allocating hunting quotas.
- Run national parks where wildlife is protected.
- Give concession to commercial tourism companies.

Shortcomings

- Lack of funding (limited budget).
- No law and order (poaching, corruption).
- Human–wildlife conflict.
- Population growth, land-use change.

Accept other relevant answer based on learner's judgment and decision made.

Reserve 4 marks: judgment of accurate relevant facts

Reserve 1 mark: decision made

Decision can be implied (NB evaluation made without decision)

Decision made: with irrelevant supportive descriptions or explanations without any judgement: 0 marks.

Disagree/Agree to a certain extent or some extent: 3 1 or 2 2

Disagree/Agree to a large/ low extent: 3 1 or 4 full

Disagree/Agree to a full extent: 4 full

[5]

POSITIVE SUGGESTION TO TEACHERS

- More emphasis needed on the term success, which means (what has been done) by the government to sustain the wildlife in Namibia.
- Learners must write what the government did or is still doing in preserving wildlife and not just writing fines, national parks but to explain more.

SECTION C: POPULATION AND SETTLEMENT STUDIES

5 (a) (i) AOA: Define the term urbanization.

General comments:

- Fairly well answered. Many candidates gave definitions of rural-urban migration.

Wrong answers

- The movement of people from rural areas to urban

Correct answers

- Growth/increase in the proportion of people living in towns and cities (urban areas).
- The increase in size of urban settlements.

0 mark for rural – urban migration

[1]

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers must emphasize the difference between urbanization, migration and rural-urban migration.

(ii) AOA: Describe factors that negatively influence the functions of rural settlements in More Economically Developed Countries (MEDCs).

General comments:

- Poorly answered. Learners used factors that were linked to LEDC's rather than MEDC and they referred to factors that push people into urban areas from rural areas.

Wrong answers

- People are moving from rural areas to MEDC
- No water, electricity
- Not enough houses
- Lack of health facilities

Correct answers

- Limited or lack of public transport, such as railways and bus routes hinders access for those without cars.
- Historical influence:** either of a specified period or an explanation of how a factor such as street pattern, culture or laws on building has influenced function.
- Rural urban migration:** People migrate from rural areas to urban areas leaving rural settlements with a smaller population and fewer resources.
- Decline in agriculture:** income of rural households declines.
- Lack of infrastructure:** limited access to infrastructure such as healthcare, education and communication
- Limited job opportunities/unemployment:** limited job opportunities, leads to a brain drain, young people move away to seek employment.
- Aging population:** decline in the workforce, reduced economic activity and a reduced tax base to support essential services.
- Social isolation:** lack of social support and opportunities for community engagement.
- Gentrification:** increased prices may force people may move away.

Accept other relevant answers

All type of service max 1 mark

Any three

[3]

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should not only concentrate on the factors that influence the functions and growth of settlements in LEDC but also make provisions of MEDC's too.

(iii) AOA: Describe why cities in Less Economically Developed Countries (LEDCs) grow rapidly.

General comments

- Well answered. Although many referred to causes of high birth rate in rural areas.

Wrong answers

- Lack of jobs
- Women tend to have more babies to help them in the field
- Lack of education
- Lack of health facilities

Correct answers

- Increasing birth rates in urban areas
- Rural-urban migration.
- More employment opportunities.
- Higher salaries attract people.
- Opportunities to take part in sport/entertainment activities.
- Better education services.
- Better medical care services.
- Low death rate

Accept other relevant answers.

NB: Max 4 marks for all factors leading to high birth rates and low death rates but reference should be made to cities and not rural area.

Any four

[4]

(iv) AOA: Explain the negative effects urban sprawl has on the environment.**General comments**

- Moderately answered. Many learners did not understand the term urban sprawl and did not refer to environmental effects but rather generalized it.

Wrong answers

- Overcrowded
- Crime increases as urban areas grow
- Leads to the spread of diseases
- Lack of medical health centres

Correct answers

- **Loss of natural habitats and biodiversity:** urban sprawl often leads to the destruction and fragmentation of natural habitats, resulting in the loss of biodiversity and ecosystem services.
- **Increased air pollution:** as more people move to suburban areas, there is increased use of private vehicles, which contributes to air pollution and greenhouse gas emissions.
- **Increased Water pollution:** increased runoff from paved surfaces and agricultural land into rivers and lakes can lead to water pollution and degradation of aquatic ecosystems.
- **Increased energy consumption:** urban sprawl requires more energy for transportation, heating and cooling, which can lead to increased energy consumption and greenhouse gas emissions.
- **Land degradation:** agricultural land and open spaces are often converted into urban areas, leading to the loss of soil fertility and increased erosion.
- **Increased waste:** more residential areas leads to an increase in waste generation, which can strain local waste management systems causing leaks into the environment.
- **Increased noise pollution:** more vehicles will be making more noise.
- **Pressure on natural/land resource**
- **Wild animals may move away**

Accept other relevant answers

NB: Pollution alone 1 mark

different types of pollution treated independently

0 mark for depletion of resource without making reference to natural or land resource.

Only descriptions written: maximum of three marks.

2 or more negative effects with detailed explanation can gain full marks

Any five

[5]

POSITIVE SUGGESTION TO TEACHERS

- Teachers should emphasize the term urban sprawl and the effects including both environmental, human and economical for learners to know the difference when asked.

(b) (i) AOB: Using Photograph C only, identify and describe the causes of this problem.

General comments: Well answered. Most learners could not mention traffic congestion, so it seems like some learners are not familiar with the term and the causes. Many could identify the problem but could not give the causes from the source (photograph). Instead they gave general reasons for traffic congestion.

Wrong answers:

Many people move to urban areas
 More road accidents
 Population growth
 Lack of decentralization
 Overcrowded or overpopulated with cars

Correct answers:

Problem: Traffic Congestion

Reserve 1 mark

Causes:

- **Inadequate public transport:** only 2 buses visible
- **Many people depend on private transport:** a lot of small cars
- **Too many cars:** many cars in the photograph
- **Too many cars flowing in one direction:** higher density of vehicles
- **Separate routes for buses:** higher density of vehicles
- **Multiple roads/lanes**
- **Poorly designed road**

Accept other relevant answers.

Any **three**

[3]

- (ii) **AOB: Using photograph C only, describe how urban planners have attempted to solve this problem.**

General comments: Poorly answered. Most candidates gave general solutions to traffic congestions and not from the photograph.

Wrong answers:

More railways
Encourage rural development
Install traffic lights
Pay traffic officers
Toll roads

Correct answers:

- **Use of public transport/buses** which carry a lot of people minimizing number of cars.
- **Bus/lanes (routes) introduced/separate transport lanes** make public transport more attractive and efficient preventing people from using private transport.
- **Multi-traffic lane routes** allow more vehicles to move.
- **Multi-traffic lanes flowing in one direction** allow more vehicles to move in one direction.
- **Broken lanes/traffic lanes in which cars can switch** lanes to overtake slower moving cars.

Accept other relevant answers

Any **four**

[4]

POSITIVE SUGGESTION TO TEACHERS

- Teachers must teach learners analysis skills so that they can be able to use sources to answer questions.

- (c) **AOC: How far do you agree that the location of residential areas in Less Economically Developed Countries (LEDs) differs from the location of residential areas in More Economically Developed Countries (MEDCs)?**

General comments: Poorly answered. Most learners seem unfamiliar with urban morphology as they did not refer to the location of the different residential class groups in LEDs and MEDCs. Some referred to building materials, roads or sizes of houses.

Wrong answers:

In LEDC there are poor residential areas with no jobs while in MEDC houses are of high quality with gardens.
In LEDs houses have poor electricity supply while MEDCs have good electricity supply
LEDs have residential areas near the CBD while in MEDCs the residential areas are far from the CBD.

Correct answers:

Possible facts that can be judged on the difference of Location of residential areas in LEDs and Location of residential areas in MEDCs

- High class residential housing is found in the inner city around the CBD LEDC compared to found on the outer suburbs MEDC.
- Medium class residential housing is found in the inner suburbs LEDC compared to found in the inner suburbs. MEDC
- Low class residential housing found on the outer suburbs LEDC compared to found in the inner city around the CBD MEDC.
- LEDs have informal/squatter settlements on the outskirts of towns or cities, while MEDCs do not have squatter settlements.

Accept other relevant answer based on learner's judgment and decision made.

NB evaluation should be based on classes of residential areas in LEDs and MEDCs.

Answer based on learner's judgment and decision made.

Reserve 4 marks: judgment of accurate relevant facts

Reserve 1 mark: decision made

Decision can be implied (NB evaluation made without decision)

Decision made: with irrelevant supportive descriptions or explanations without any judgement: 0 marks.

Disagree/Agree to a certain extent or some extent: 3 :1 or 2: 2

Disagree/Agree to a large/ low extent: 3: 1 or 4 full

Disagree/Agree to a full extent: 4 full

[5]

POSITIVE SUGGESTIONS TO TEACHERS

Teachers should emphasise the location of the different classes of residential areas in LEDCs and MEDCs.

6 (a) (i) AOA: Describe the term AIDS.

General comments: Well answered, although learners struggled with the correct spelling of the acronym.

Wrong answers:

Amino/Accured for Acquired

Immunity/Immunisation for Immune

Defense for Deficiency

Symptom/Syndrum for Syndrome

AIDS is a virus

Correct answers:

- Serious condition whereby the immune system of a person is weak to fight off illnesses
- Acquired Immune-Deficiency Syndrome.
- A disease caused by HIV

NB: acronyms should be correct

[1]

POSITIVE SUGGESTIONS TO TEACHERS

Empasis should be placed on correct spelling of terms.

(ii) AOA: Describe the positive impacts of condom use on the population structure of Namibia.

General comments: Well answered, although many learners gave positive impacts of condom use and not based on the population structure.

Wrong answers:

Condoms prevent spread of STDs

People do not get HIV

Prevent unwanted/teenage pregnancy

Correct answers:

- **More adults:** fewer adults dying/ higher life expectancy
- **Fewer orphans:** fewer adults dying.
- **More old age / higher life expectancy:** more people living to be older.
- **Consistent demography of males and females:** less adults dying.
- **Low infant mortality:** more children born without being sick.
- **Low birth rate:** fewer young people.
- **Low death rate/total population decline.**

Accept other relevant answers

Any three

[3]

POSITIVE SUGGESTION TO TEACHERS

- Teachers must teach the impacts of condom use on the population structure

(iii) AOA: Describe the negative social impacts of HIV and AIDS on Less Economically Developed Countries (LEDCs) like Namibia.

General comments: Poorly answered. Learners gave economic impacts of HIV instead of social impacts.

Wrong answers:

People will die

Government will spend a lot of money to buy ARVs
 Government spends money to buy food
 Not enough people to work and the economy suffers

Correct answers:

- Stigma
- Orphans and vulnerable children
- Loss of productive members of society
- Overburden on the healthcare systems
- School dropouts
- Gender inequalities
- Political instability
- Increased poverty/loss of income/people are sick and cannot able to work
- Family structures broken
- Increased suicide
- Discrimination
- Family structures broken
- Increased suicide
- Depression
- Murder
- Crime

Accept other relevant answers

Any four

[4]

POSITIVE SUGGESTION TO TEACHERS

- Teachers should teach the different between social, economic and demographic impacts of HIV AIDS.

(iv) AOA: Explain the efforts taken by the government in managing problems caused by HIV and AIDS in Namibia.

General comments: Well answered. Some learners gave general strategies and not those to be done by the government.

Wrong answers:

Government to provide people with jobs, food, housing, money
 People must abstain
 People must use a condom
 People must drink their medicine every day and eat healthy food.

Correct answers:

- **Awareness campaigns:** Government conducts awareness campaigns through various media platforms to educate people about the risks of HIV and AIDS.
- **Treatment:** Government provides free access to treatment to people living with HIV and AIDS.
- **Counselling and support:** Government provides counselling and support services to people living with HIV and AIDS.
- **Research:** Government supports research to develop new prevention and treatment methods that can help to reduce the spread and impact of HIV and AIDS.
- **Legal protections:** Government has taken measures to legislate against discrimination based on HIV and AIDS status.
- **Women emancipation/gender equality:** for women to not engage in sexual relations for money.
- **Free condom distribution:** for people to have safe sex.
- **Support for orphans:** lost parents due to HIV/AIDS.

Accept other relevant answers

Two or more efforts with detailed explanation can gain full marks

Only descriptions written: maximum of 3 marks

Any five

[5]

(b) (i) AOB: Use the information from the newspaper extract to calculate the number of people living with HIV. Show all your working.

General comments: Poorly answered. The majority of learners did not show understanding of calculations.

Wrong answers:

$$\frac{19.6\% + 12.7\% + 25.1\%}{100} \times 250\,000 = 6278.3$$

Correct answers:

- 8.3/100 (1)
- $0.083 \times 2\,500\,000$ (1)
- 207 500 (1)

NB correct final answer can gain maximum marks without showing their working

[3]

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers must focus on the necessary Mathematical skills required and give learners relevant exercises to practise and become acquainted with the necessary formulas.

(ii) AOB: Use the information from the newspaper extract to describe the negative demographic impacts of HIV and AIDS in Namibia.

General comment:

Poorly answered. Learners lifted information from the extract instead of analyzing the extract and approaching the demands of the question.

Wrong answers:

- The disease remains the leading cause of death among adults and among children under 5 years of age.
- Among adults under 25 years of age, women bear a disproportionate burden of HIV epidemic, with a prevalence of 19.6% compared to 12.7% for men.
- An estimated 0.98% of children under 15 years of age are HIV infected.
- The highest proportion of estimated new infections is among women older than 25 years, accounting for 39.9% of new infections.
- Men older than 25 years are estimated to account for 28.1% of the new infections.

Correct answers:

- More male than female
- Less adult or working group
- Birth rate decrease
- Death rate increase/ total population decrease
- Reduced life expectancy
- Increase infant mortality

Accept other relevant answers.

0 marks for lifting

Any four

[4]

POSITIVE SUGGESTIONS TO TEACHERS

Teachers should expose learners to extracts of different contents for the learners to learn how to analyze and interpret using the information from the extract.

(c) AOC: How far do you agree that the provision of antiretroviral drugs to people who are HIV positive is beneficial to the economy of Namibia?

General comment:

Poorly answered. Learners fail to make evaluations that back the decision made. The learners do not know how to make judgements based on knowledge and understanding. Most learners presented the general benefits of using ARVs without being selective with the ones that benefit the economy. Some learners confused ARVs with drugs that are harmful to one's body.

Common wrong answers:

- ARVs help boost the immune system which prolongs one's life. People will be healthy and strong so will not die.
- There will be a high life expectancy.

Correct answers:**Antiretroviral treatment:****Disadvantages to the economy of Namibia**

- Increased spending by government on medication could have been used for other sectors.
- Government makes no money from ARV as the drug is given to patients for free.

Advantages to the economy of Namibia

- Increased productivity as people are healthier on the drug, higher GDP.
- More younger people as children are born healthier leading to a consistent workforce.

Answer based on learner's judgment and decision made.

Accept other relevant answer based on learner's judgment and decision made.

Reserve 4 marks: judgment of accurate relevant facts

Reserve 1 mark: decision made

Decision can be implied (NB evaluation made without decision)

Decision made: with irrelevant supportive descriptions or explanations without any judgement: 0 marks.

Disagree/Agree to a certain extent or some extent: 3 1 or 2 2

Disagree/Agree to a large/low extent: 3 1 or 4 full

Disagree/Agree to a full extent: 4 full

[5]

POSITIVE SUGGESTION TO TEACHERS

Teachers should expose learners for these AOC questions and educate them on how best to tackle these questions. Learners must know how to use factual knowledge to make relevant evaluations that support their decision. Learners should be able to make validated judgements that address the demands of the question.

1 (a) (i) **AOA: Identify the type of scale shown on the map.**

Comments on specific question

Fairly well answered, as most candidates were able to identify the types of scales on the map and most scored marks.

Wrong answers

- Contour scale
- Map scale
- Calculating distance
- Steep slope scale

Correct answers

- by a ratio; 1:50000
- by a combination of figures and text 2 cm represents 1 km/word scale
- by the use of a scale bar/linear scale/numeral scale

Suggestions on improvement

- Teachers should continue to emphasize by teaching or using different map scales for learners to be exposed to the various types of scales on the map. Any one [1]

(ii) **AOB: Measure and calculate the distance of the runway of the airstrip north-east of Kolmanskop in metres. Show all your workings.**

Comments on specific question

Poorly answered, as most candidates confused the conversion of meters with that of kilometres.

Wrong answers

- Not following the appropriate formula, omitting the usage of the map scale
- Confusing the conversion of meters with that of kilometres. Learners are dividing by 100 000 rather than 100.

Correct answers

$$3.7 \times 50\,000 \quad [3.6 - 3.8]$$

$$100 = 1850 \text{ m} \quad [1800-1900 \text{ m}]$$

1 mark: measurement (cm or mm)

1 mark: appropriate conversion to metres

1 mark: answer in metres

Examiner's guide: Do not double penalise if candidates have made a mistake with one measurement early on, if they carry this through their answer.

Suggestions on improvement

- Teachers should expose the learners to various formulas of calculating and measuring different distances. For example: Curved distance and straight distance [3]

(iii) **AOB: Calculate the area of Penguin Island in square metres. Show all your workings.**

Comments on specific question

Poorly answered, as most candidates left this question unanswered and blank. Candidates were giving coordinates. Most of the candidates did not know how to apply the formula of Area to score a mark.

Wrong answers

- Left open/unanswered
- Many Learners Calculated distance and Co-ordinates rather than area.

Correct answers

$$\text{Area} = L \times B$$

$$\text{Length: } 2.5 \text{ cm } (2.3 - 2.7 \text{ cm}) \times 50\,000/100$$

$$= 1250 \text{ m } (1150-1350 \text{ m})$$

$$\text{Breath: } 1 \text{ cm } (0.8 - 1.2 \text{ cm}) \times 50\,000/100$$

$$= 500 \text{ m } (400-600 \text{ m})$$

$$\text{Area: } 1250 \text{ m} \times 500 \text{ m} = 625\,000 \text{ m}^2 \quad (460\,000 - 810\,000 \text{ m}^2)$$

1 mark: length in metres
 1 mark: breadth in metres
 1 mark: calculation shown of $l \times b$
 1 mark: area in m^2

Examiner's guide: Do not double penalise if candidates has made a mistake with one measurement early on, if they carry this through their answer.

Suggestions on improvement

[4]

- Teachers should teach all aspects of the syllabus and assess it.

For example: Area = $L \times B$ in meters or using the box method.

NB: Follow the guide at the back of the textbook (Living and Namcol Geography Grade 11 textbook)

- (iv) **AOB: Determine the compass direction and calculate the bearing from spot height 199 in the north eastern corner of the mapped area to spot height 56 east of Agate Park in Lüderitz.**

Comments on specific question

Fairly well answered, as many candidates were able to find the compass direction and placed the direction at bearing sometimes.

Wrong answers

- Compass Direction; NW, NE, SE, left open/ unanswered.
- Bearing; 56, 216, left open/ unanswered, learners measured and calculated direction.

Correct answers

Compass direction: South west/West south west

Bearing: 245 [243-247] / 218-222

1 mark: compass direction

1 mark: bearing

Suggestions on improvement

- Teachers must teach all 16 main directions and how to apply them correctly, as well as teach learners how to use a protractor correctly using degrees, in three digits.

[2]

- (b) (i) **AOB: Write down any two coastal physical features along the coast of Lüderitz.**

Comments on specific question

Fairly well answered, as most candidates described man-made features rather than physical features. Most candidates listed recreational activities describing the slopes and thus did not score full marks.

Wrong answers

Sea/Ocean,
 Services,
 Monuments,
 Rivers,
 Man-made features
 Steep slopes
 Lakes
 Perennial water
 Marine beacon
 Light house/Marine light
 Dry water course

Correct answers

Islands
 Bays
 Lagoons
 Points / Headlands
 Cliffs
 Beaches/sand
 Dunes

Any two

Suggestions on improvement

Teachers should make use of a variety of maps to expose learners to different map features both man-made and physical.

[2]

- (ii) **AOB: Write down two services provided to the people of Lüderitz and provide map evidence to support your answers.**

Comments on specific question

Fairly well answered. However, candidates confused the services with evidence and listed evidence at the services.

Wrong answers

Service	Map Evidence
School	2 people walking
Hospital facilities	
Post office	
Church	
Railway lines	

Correct answers

Service	Map evidence
Education	School
Health/Medical	Health facilities
Administration	Post Office/Police Station
Religious/Worship	Church
Recreation	Golf Course
Electricity	Power lines
Transport/communication	railway/roads/airport

Any **two** plus map evidence

Suggestions on improvement

The teachers should teach learners the differentiation between services and map evidence.

[4]

- (iii) **AOB: Give four reasons for the growth of the settlement of Lüderitz.**

Comments on specific question

This question was well answered but candidates could not score full marks.

Wrong answers

Fertile soil for Agriculture
Higher population growth
Flat land
Benguela current
Grassland
Make use of the word IMPROVED.
Farming
Irrigation

Correct answers

Coastal location: fishing/ tourism
Lower-lying areas / gentle-sloping lands: buildings
Trunk/district / other roads: transport
Railway line/railway station: transport
Services: jobs/income
Power lines for electricity
Habour: trade/jobs/transport
Nampwater camp: watersource
Mining/Mines

Any **four**

Suggestions on improvement

Teachers should incorporate the features influencing settlement growth and map work across all the topics.

[4]

- (c) **AOB: Find and calculate the co-ordinates (latitude and longitude) of the monument of Kolmanskop Ghost Town. Give your answer in degrees, minutes and seconds.**

Comments on specific question

Learners do not know how to measure accurately, as a result they got the seconds out of the acceptable range.

Wrong answers

26° 41' 45" S 15° 15' 08" E
 15° 14' 01" 26° 42' 03"

Correct answers

26° 42' 24" (21-27) S 15° 13' 43" (42-44) E

Do not penalise the child on degrees and minutes

1 mark: south co-ordinate

1 mark: east co-ordinate

Suggestions on improvement

Teachers should use the measurement methods and avoid using an inaccurate formula to estimate seconds.

[2]

[22]

2 (a) (i) AOB: Name one landform from photograph A.

Comments on specific question

The majority of learners were able to identify the landforms.

Wrong answers

Headland

Correct answers

Waterfall

Rapids

Interlocking spurs

Gorge/Canyon

Cliffs

Plunge pool

Any one

Suggestions on improvement

Teachers need to tell learners to study the photograph thoroughly before answering the questions and understand what is being demanded by the question as this would help them to know how to give precise answers.

[1]

(ii) AOA: State two ways the river transports its load in this part of the river.

Comments on specific question

Most learners were able to answer the question. Some learners were defining instead of giving terms, however, some were mentioning erosional processes like abrasion, hydraulic action, corrosion and attrition as well as deposition.

Wrong answers

Most candidates mentioned erosional processes like abrasion, hydraulic action, corrosion and attrition as well as deposition

Correct answers

Traction

Saltation

Suspension

Solution

Any two

Suggestions on improvement

Teachers need to emphasise differentiating between erosional and transportation processes.

[2]

(iii) AOB: Describe the features of the river valley shown in Photograph A.

Comments on specific question

Well answered. Some learners were not using descriptive terms but just give names, like rocks, mountains instead of rocky, mountainous. Most mention fast flowing water, pans and potholes.

Wrong answers

Candidates mentioned rocks, mountains instead of rocky, mountainous. Most mention fast flowing water, pans and potholes.

Correct answers

Deep
V-shaped
Interlocking
Bare rocks
Rocky /mountainous/hilly
Pale/multicoloured rocks
Little vegetation/sparse vegetation
Steep (sides)
No/ little floor/narrow valley/river fills the floor
Forest/coniferous/ evergreen/pine trees
Cliffs
Gorge
Shallow/er valley
Several streams
White water
Clear water
Large catchment area
Splashing water
Wider valley
Waterfall/Falling water

Any **two**

Suggestions on improvement

Teachers should be able to use descriptive terms during lessons to minimise problems of just identifying landforms. Descriptive terms such as rocky, mountainous, deep or wide must be used when describing a valley or whenever other landforms are demanded by the question. [2]

- (b) Fig. 1 is a sketch of the longitudinal profile of the section of the river valley that is shown in Photograph A.

- (i) AOB: Add labels to the sketch to describe the river at parts A, B and C.

Comments on specific question

Most got it correct though some confused it with marine features.

Wrong answers

Headlands, as well as labelling **A** as source and **C** as mouth.

Correct answers

A: gentle slope/smooth flow/upper course/resistent
B: very steep/steep drop/waterfall/middle course/cliff
C: irregular flow/rapids/rocky/lower course/less resistant

1 mark: 2 correct

0 marks: 1 correct

Suggestions on improvement

Teachers need to provide more diagrams for the candidates to analyse.

[1]

- (ii) AOC: Discuss how far you agree that people might object to a plan to build a dam across this valley.

Comments on specific question

Not well answered. Learners failed to connect to dam building and impact on the community.

Wrong answers

Very steep, water is flowing too fast; too much run-off; giving no answer.

Correct answers

Disagree because:

Displacement of communities: Dams often require the relocation of communities living in the affected areas.

Loss of farmland: Dams can submerge fertile agricultural land, resulting in the loss of productive farming areas.

Seismic risks: Large dams can trigger or exacerbate seismic activity in the surrounding area.

Flooding risks: While dams are built to control flooding, they can also increase the risks, if the dam fails or is improperly managed.

Impaired water quality: The reservoirs formed by dams can lead to water stagnation, increased eutrophication and reduced water clarity.

Agree because:

Economic development: A dam can provide a significant boost to the local economy by creating jobs during construction and operation phases.

Flood control: Dams help regulate water flow, preventing excessive flooding during heavy rainfall or snowmelt.

Water supply: Dams serve as reservoirs, ensuring a reliable water supply for agriculture, industry and domestic use.

Hydropower generation: Dams can generate renewable energy through hydropower, reducing dependence on fossil fuels and mitigating climate change.

Irrigation: Dams enable the irrigation of farmland, increasing agricultural productivity and promoting food security.

Recreation and tourism: Dams often create lakes or reservoirs, offering opportunities for water-based recreation, such as boating, fishing and swimming, which can boost local tourism.

Drinking water quality improvement: Dams can help filter and purify water, improving drinking water quality for nearby communities.

Other relevant answers to be discussed at standardisation.

Any one

Suggestions on improvement

Such questions demand that the teacher tells learners to take an informed decision first and then be in a position to support their decision. If they agree with what is being mentioned then they should be able to give convincing support to the decision taken. Learners need to be taught about I agree or disagree. They need to take a stance before answering.

[1]

[7]

3 (a) (i) AOB: Calculate the range of temperature for the area.

Comments on specific question

Learners could not calculate the range. They calculated the total and the average instead.

Wrong answers

25 / 23 / 32

Correct answers

24°C

[1]

(iii) AOB: Calculate the total annual rainfall of this area.

Comments on specific question

Learners fail to calculate the total. They calculated the average and could not capture correct data from the graph. Learners use the scale of temperature instead of rainfall.

Wrong answers

10mm / 156mm / 4.47

Correct answers

244 mm (239 – 249 mm)

Margin of error: ±5mm

Suggestions on improvement

Teachers must teach the range (max – min) and total by adding the required data together as well as average (total divided by frequency).

[1]

- (iv) **AOB & AOA: Compare the average monthly rainfall at Jordana in January and July. Suggest a reason for this difference.**

Comments on specific question

Learners compare temperature instead of rainfall. They also compare different months or the whole rainfall graph instead of focusing on January and July.

Wrong answers

High temperature and low rainfall. / High temperature in July and low temperature in January. / Summer in January and Winter in July. / High rainfall in January and low rainfall in July. / Rainfall is low in March and high in June.

Reasons for comparison: Learners are reasoning with pressure systems without specifying the months influenced by a specific pressure system. They are also reasoning with rainfall instead of reasoning with temperature differences.

Correct answers

January lower rainfall than July/July higher

January 9 mm while July 56 mm

1 mark: comparison of monthly rainfall

January is winter while/ Dry season in January/January will have a dry high atmospheric pressure

July is summer/There is a rainy season June-October/It might experience tropical storms/low pressure systems.

Higher temperature in July and lower temperature in January

Any one mark: reason for the difference for January or July

Suggestions on improvement

Teachers must teach comparisons using comparative terms e.g. higher, lower, more, less and linking the two variables with conjunction words. [2]

- (b) (i) **AOB: Describe the variation of temperatures at Jornada during the year.**

Comments on specific question

The majority of the learners do not understand the term variation. / thus, so they could not describe the temperature variation shown by the graph. They also compared rainfall differences instead of temperature differences.

Wrong answers

- Receive lower rainfall in March. / It is hot throughout the year. / The numbers decrease. / Cold summers and cold winters.

Correct answers

Temperature increases from Jan to June/ higher in June compared to January.

Temperature decreases from June to December/higher in June compared to December.

Temperature fluctuate from January and December

1 mark: winter description

1 mark: summer description

Suggestions on improvement

[2]

Teachers should expose learners to different words used when analysing graphs such trends, patterns, variations or changes.

For example: variation is the differences shown by the graph, thus teachers must teach learners to describe the changes on the graph such as higher in June, lower in December/increase from January to June and decreases from July to December.

- (ii) **AOC: Discuss how far you agree that the weather associated with Low pressure systems will always lead to rainfall.**

Comments on specific question

- Learners do not know the differences between pressure systems and temperature. / Many learners used low temperatures and high temperature in their discussions rather than high pressure or low pressure. / They have limited understanding of pressure system.

Wrong answers

- Overgrazing
- Higher pressure system consists of warm air. / Low pressure is good for weather. / Because the sinking air will form clouds.
- cold Benguela current

Correct answers

Agree because:

Converging air: In a low-pressure system, air tends to converge towards the center. As the air converges, it rises, cools and condenses, forming clouds. These clouds eventually lead to rainfall as the water vapour in the clouds condenses into liquid droplets.

Rising air: Low-pressure systems typically have rising air, which is caused by the upward motion of air towards the center of the system. As the air rises, it expands and cools. Cool air holds less moisture than warm air, which promotes the condensation of water vapour and the formation of rain.

Convections: Low-pressure systems often trigger convection, which is the vertical movement of air. As air rises within the low-pressure system, it creates instability in the atmosphere, leading to the formation of towering cumulonimbus clouds. These clouds are associated with heavy rain showers, as they contain a large amount of moisture and strong updrafts.

Moisture availability: Low-pressure systems tend to be associated with moist air. This could be due to the proximity of the system to a body of water or the presence of a weather front. Moisture availability is a crucial factor in rainfall formation, as it provides the necessary water vapour for condensation and cloud development.

Atmospheric instability: Low-pressure systems also contribute to atmospheric instability. The combination of rising air, moisture availability, and temperature differences within the system create an environment where warm, moist air can rapidly rise and cool, leading to the formation of clouds and precipitation. The unstable atmosphere within a low-pressure system enhances the likelihood of rainfall.

Disagree because:

Lack of moisture: A low pressure system requires a sufficient amount of moisture in the atmosphere to produce rainfall. If the air is dry, there may not be enough moisture available for precipitation to occur, even in the presence of a low pressure system.

Stable atmosphere: In some cases, a low pressure system may be associated with stable atmospheric conditions. In a stable atmosphere, the air tends to resist vertical motion, making it difficult for clouds and precipitation to develop. Without the necessary upward motion to support the formation of clouds and rain, a low pressure system may not result in rainfall.

Lack of triggering mechanisms: While a low pressure system can contribute to the development of clouds and precipitation, it is not the sole factor responsible for rainfall. Other triggering mechanisms, such as convergence of air masses, lifting of air masses over mountains or the presence of atmospheric disturbances may be necessary to initiate and sustain rainfall. In the absence of these triggering mechanisms, a low pressure system alone may not lead to significant rainfall.

Lack of instability: Rainfall is often associated with unstable atmospheric conditions, where there is a significant vertical temperature gradient and potential for vigorous upward motion of air. If the atmosphere remains stable within a low pressure system, the lack of instability can hinder the development of widespread rainfall.

Subsidence: In certain cases, a low pressure system may be accompanied by a sinking motion of air known as subsidence. Subsidence can suppress cloud formation and prevent the development of rainfall. If there is strong subsidence within a low pressure system, it may mitigate the potential for significant precipitation.

Reserve 1 mark: decision made

Reserve 1 mark: for discussion

Any one

Suggestions on improvement

Teachers are to teach their learners the differences between LPS and HPS and teach the various weather patterns associated with those pressure systems as well as their influences on the climate. [2]

[8]

- 4 (a) (i) **AOA: Coal and oil are being referred to as non-renewable energy sources. Define non-renewable energy sources.**

Comments on specific question

Only a few learners could not define the non renewable energy sources.

Wrong answers

Sources that can be recycled, cannot be depleted, that can be used over and over

Correct answers

Sources that will run out/ become exhausted/they take very long to be replaced.

Suggestions on improvement

[1]

- (ii) **AOB: Complete Table 1 by giving the percentage of coal reserves for Latin America.**

Comments on specific question

- Learners do not know how to give percentages
- Learners could not convert the percentage to degrees

Wrong answers

- 1.1
- 3.6
- 0.5

Correct answers

1

Suggestions on improvement

[1]

- (iii) **AOB: Use the information in Table 1 to complete the pie chart in Fig. 3 for the world coal reserves. Use the key provided.**

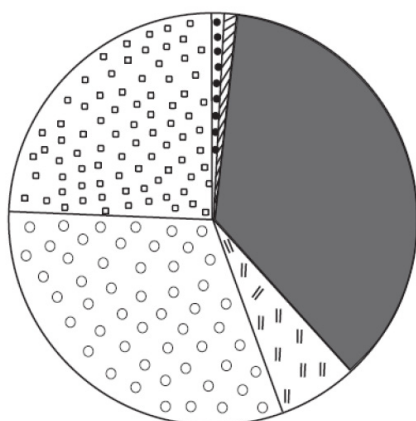
Comments on specific question

- Most learners could not plot the pie chart well
- Some failed to shade the pie chart well
- Some learners left it blank

Wrong answers

- Wrong plotting
- Wrong keys used

Correct answers



1 mark: division

1 mark: shading

Suggestions on improvement

[2]

- (b) (i) **AOB: Use Table 1 and Fig. 3 to complete the following paragraph by writing the correct answers in the open spaces.**

Comments on specific question

The majority of learners could not answer the questions as they failed to match the answers to the pie chart and the table.

Wrong answers

Over half of the oil reserves are found in **North America, Africa, Europe and Russia.**

- The world's coal reserves are in **middle East, Africa.**
- The continent with less than 10% of the worlds' reserves of both oil and coal is the **Middle East, North America, Latin America.**
- Countries are developing the use of renewable sources such as coal, oil or most referred to Non renewable sources

Correct answers

Over half of the oil reserves are found in the **Middle East.**

The world's coal reserves are found mostly in three of the six areas which are: Asia, Australia, Europe, Russia and **North America**.

The continent with less than 10% of the world's reserves of both oil and coal is **Africa**.

Countries are developing the use of renewable sources such as **wind/solar/wave/geothermal/HEP/tidal and biomass**.

2 marks: 4 correct

1 mark: 2/3 correct

0 marks: 1 correct

Suggestions on improvement

[2]

- (ii) **AOC: Discuss how far you agree with many world regions still using oil as a source of energy.**

Comments on specific question

- Learners were repeating the question or lifting of answers.
- Learners could not compare oil with other sources of energy.
- Learners could not distinguish between agree and disagree to support their statements.

Wrong answers

- Oil is cheap with no comparison with other sources
- Oil is used worldwide
- A type of renewable source
- Produced by many countries
- Most countries depend on oil

Correct answers

Agree because:

Oil reserves are still plentiful in many countries, making it a readily available and accessible source of energy.

Energy density: Oil has a high energy density, meaning it contains a large amount of energy per unit of volume, making it efficient to transport and store.

Infrastructure: Many countries have existing infrastructure for oil extraction, refining and distribution, which makes it convenient and cost-effective to continue using oil.

Economic benefits: Oil-dependent countries often have well-developed oil industries that contribute significantly to their economies, creating jobs and generating revenue.

Trade and geopolitics: Oil can be a valuable geopolitical tool, allowing countries to influence global markets and establish strategic alliances through oil exports and imports.

Familiarity: Oil has been widely used as a primary energy source for decades, and many countries have established industrial processes and technologies based on its use.

Disagree because:

Environmental impact: Burning oil releases greenhouse gases and contributes to climate change, leading to global warming.

Finite resource: Oil is a non-renewable resource, meaning it is being depleted at a faster rate than it is being formed.

Price volatility: Oil prices are subject to geopolitical tensions, market speculation and supply disruptions, leading to unpredictable and unstable energy costs.

Shifts in global energy transition: Many countries are transitioning to cleaner and more sustainable energy sources, making oil-dependent countries less competitive in the long run.

Technological advancements: Rapid development in renewable energy technologies, such as solar and wind power offer cleaner and more cost-effective alternatives to oil.

Other relevant answers to be discussed at standardisation.

Any one

Suggestions on improvement

[1]

[7]

- 5 (a) (i) **AOA: Define the term leisure.**

Comments on specific question

- Fairly well answered, however, learners were referring to leisure as moving from one place to another.

Wrong answers

- Movement of people from one place to another
- Where people live
- The type of natural feature

Correct answers

Use of free time for enjoyment.

Suggestions on improvement

[1]

Teachers should teach learners to distinguish the difference between leisure and tourism as well as teach learners to apply their knowledge.

(ii) AOB: From Fig. 4, name one national park.**Comments on specific question**

Well answered as learners could identify and name the national park from Fig. 4

Wrong answers

Pan
Park
National Park
Kaudom Game Park

Correct answers

Namib Naukluft National Park
Skeleton Coast National Park
Etosha National Park
Mundumu National Park
Mamili National Park

Any one

Suggestions on improvement

[1]

Teachers should teach learners to analyse, extract and interpret geographical information from maps

(iii) AOB: According to Fig.4, what type of communication makes tourism possible between different tourist attractions in Namibia?**Comments on specific question**

Not well answered as learners could not identify the communication from the key on Fig. 4 as most of them were repeating the name of the National Parks

Wrong answers

National Park and Game Park
Using internet
Advertisement on social media

Correct answers

Main road/road

Suggestions on improvement

Teachers should teach learners to analyse, extract and interpret geographical information from maps [1]

(v) AOB: Name an outstanding natural feature on the Skeleton Coast Park.**Comments on specific question**

Learners could not name the outstanding natural feature on the skeleton coast as they referred to other natural feature not on Fig. 4.

Wrong answers

Dunes
Desert
Skeleton
Hotspring
Coast

Correct answers

Sossusvlei
Cape Cross Seal Reserve

Any one

Suggestions on improvement

Teachers need to focus more on AOB questions, meaning retrieving information from sketches.

[1]

- (b) (i) **AOB: Complete Fig.5 to show the world's tourist numbers in 2000 and 2012.**

Comments on specific question

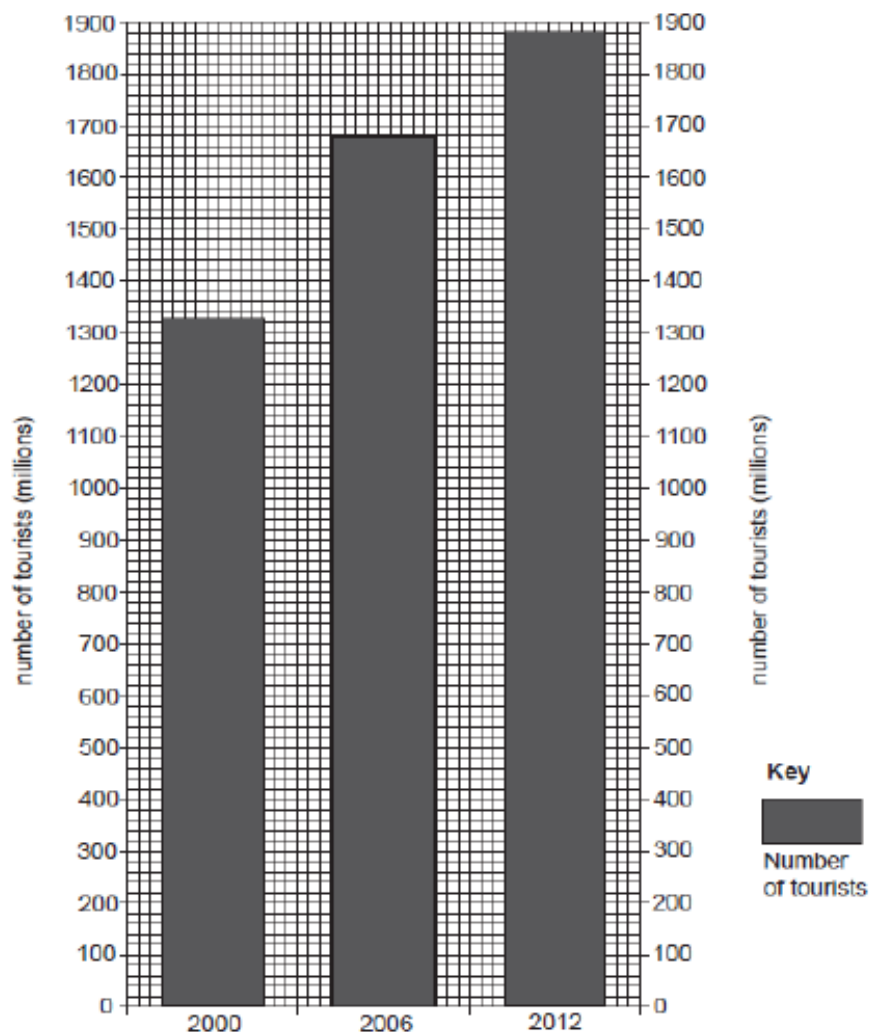
Learners could not plot the correct number of tourist for 2000 and 2012 although most learners could use the key to shade the bar

Wrong answers

2000: 1 360 000

2012: 1 860 000

Correct answers



1 mark: plotting

1 mark: shading

[2]

- (ii) **AOC: Discuss how far you agree that the tourism industry can provide an economic advantage for local communities.**

Comments on specific question

Most learners could provide the economic advantage for local communities

Wrong answers

- Provide food for local people
- Most industries are used for tourist

Correct answers

Agree because:

Economic growth: Tourism brings in money and stimulates the local economy.

Job creation: The tourism industry provides employment opportunities for local residents.

Increased income: With more job opportunities, locals have a chance to earn a higher income.

Small business support: Tourism helps small businesses in the community to thrive and grow.

Infrastructure development: Tourism often leads to the development of better infrastructure such as

roads, airports and public facilities.

Preservation of cultural heritage: Tourism promotes the preservation of local traditions, customs and historical landmarks.

Disagree because:

High cost of living: Tourism can cause the cost of living to rise significantly in local communities, making it more difficult for locals to afford housing, food and other necessities.

Seasonal employment: Many tourism-related jobs are seasonal, leading to income instability and unemployment for locals during the off-season.

Loss of cultural identity: Increased tourism can result in the commodification of local culture, leading to the dilution or loss of traditional customs and practices.

Increased pollution: Tourism activities, such as transportation and waste generation, can contribute to increased pollution in local communities.

Inequality: Tourism can exacerbate existing social and economic inequalities, with profits often benefitting large corporations or foreign investors rather than the local community.

Noise pollution: Tourism activities, such as loud parties, concerts or increased traffic can contribute to noise pollution, affecting the quality of life for locals.

Increased crime: Tourism can contribute to an increase in criminal activities such as petty theft, scams or illegal activities in local communities.

Other relevant answers to be discussed at standardisation. Any one

Suggestions on improvement

Teachers need to focus more on AOC assessment objectives which encourage learners to judge and evaluate the answer. Candidates need to identify how tourism can be beneficial to the local community.

[1]

[7]

6 (a) (i) AOA: Define the term urban sprawl.

Comments on specific question

Poorly answered as learners could not define the word urban sprawl. Most of learners refer to urbanisation or rural urban migration

Wrong answers

The growth of urban areas/growth of town and cities. The movement of people from rural areas to urban areas.

Correct answers

The spreading of urban structures into areas surrounding a city/undeveloped land/countryside/outskirts

Suggestions on improvement

Teachers should teach their learners the definition of urban sprawl and gentrification.

[1]

(ii) AOB: Identify the rural settlement pattern at Z.

Comments on specific question

Well answered, however, some candidates could not spell the words dispersed or scattered pattern correctly. Some learners refer to "sparsely pattern."

Wrong answers

Sparsely settlement/pattern

Correct answers

Dispersed/Scattered pattern

Suggestions on improvement

Teachers should teach the learners the rural settlement patterns by means of defining, describing, identifying and drawing.

[1]

(iii) AOB: Use the diagram to describe the linear pattern of settlement Y.

Comments on specific question

Not well answered, as most candidates indicated that houses are built near/close to the road

Wrong answers

Houses are built near the road /next to the road /close to the road

Correct answers

Built along the road.

Suggestions on improvement

[1]

Teachers should teach their learners example: The word linear means found along the road and not near/closer to the road.

- (iv) **AOB: Use Fig. 6 to give a reason for the growth of settlement X.**

Comments on specific question

Poorly answered as candidates could not give reasons for the growth of settlement X.

Wrong answers

Deep fertile soil, flood plain, next to the road for communication, water supply.

Correct answers

Cross roads/road junction/multiple roads crossing/ two roads crossing

[1]

Suggestions on improvement

Teachers should teach the reasons for the growth of rural settlement patterns by identifying primary factors.

- (b) (i) **AOB: Name the part of an urban settlement indicated in Photograph B and give one piece of evidence for your choice.**

Comments on specific question

Well answer, as most candidate scored a mark either for the CBD or evidence or for both. Some candidates refer to the name of building e.g Avani

Wrong answers

Windhoek city, squatter settlement, Avani Hotel

Correct answers

CBD/Central Business District

Evidence:

Large/Tall buildings/Skyscrapers/Vertical Zoning
High volume of traffic/Multiple traffic lanes
Larger parking area

1 mark: naming part of urban settlement

1 mark: evidence provided

Suggestions on improvement

[2]

Teachers should teach the features of urban morphology.

- (ii) **AOC: Discuss how far you agree that multiple traffic lanes in Photograph B solve the problem of traffic congestion.**

Comments on specific question

Not well answered, as most candidates repeated the question e.g solves the problem of traffic congestion. Some candidates refer to traffic officer.

Wrong answers

Solves the problem of traffic congestion, traffic lights, people move freely, overcrowded.

Correct answers**Agree because:**

Increased capacity: Multiple traffic lanes allow for a higher volume of vehicles to pass through a given area, thereby increasing the overall capacity of the road.

Enhanced flow of traffic: With multiple lanes, vehicles can move at different speeds, reducing weaving and merging conflicts that can cause congestion.

Improved lane discipline: Multiple lanes encourage drivers to stay in their designated lanes, reducing weaving and merging conflicts that can cause congestion.

Enhanced ease of merging: Multiple lanes provide more opportunities for vehicles to merge into traffic, reducing bottlenecks and congestion caused by merging manoeuvres.

Reduced stop-and-go traffic: With multiple lanes, drivers have more options to switch lanes and avoid stopping unnecessarily, which helps to reduce congestion and improve traffic flow.

Disagree because:

Increased complexity: Multiple traffic lanes can lead to a more complex road network, increasing the chances of confusion and errors for drivers.

Limited effectiveness: Adding more lanes may not always solve traffic congestion effectively, as it can

simply attract more drivers to the area, causing congestion to persist or even worsen.

Increased risk of accidents: Multiple traffic lanes create more opportunities for accidents, such as lane merging conflicts and sideswipes.

Difficulty changing lanes: In heavy traffic, changing lanes can be challenging and may contribute to congestion and delays.

Reduced space for public transportation: Adding multiple lanes can limit the necessary space for public transportation infrastructure, hindering efforts to promote sustainable mobility and alleviate congestion.

Other relevant answers to be discussed at standardisation. Any one [1]

Suggestions on improvement [7]

Teachers should teach by evaluating traffic congestion and the (positive and negative) solutions to traffic congestion such as multiple traffic lanes.

7 (a) (i) **AOB: What is the projected population for 2050?**

Comments on specific question

Well answered, however, some learners could not read and interpret the graph very well.

Wrong answers

3.2 billion

8.5 billion

3.3 billion

Correct answers

9 billion

[1]

Suggestions on improvement

Teachers should teach learners on how to analyse and interpret graphs and work out the correct information.

(ii) **AOA: From 1950, the world experienced a 'population explosion'. Give one reason for this population explosion**

Comments on specific question

Few learners failed to understand the term, population explosion, thus ending up giving wrong answers. Instead of writing reasons for the population explosion, some gave reasons for high birth rate.

Wrong answers

Traditional beliefs

Church beliefs

Immigration

Low life expectancy

Correct answers

Illiteracy and Lack of awareness about birth control measures

Increased food production/agriculture

Increased hygiene/sanitation

Advancements in medical research

Increased life expectancy

Healthier diets/better nutrition

Increased birth rate/higher fertility rates

Other relevant answers to be discussed at standardisation. Any one [1]

Suggestions on improvement

Teachers should teach learners to differentiate between reason for high birth rate and population explosion. Mostly, they should teach learners why population explosion happens only after 1950.

(b) (i) **AOB: Which pyramid in Fig. 8 is most likely to show:**

Comments on specific question

Well answered, but some learners failed to interpret and gain correct information from 4 population pyramid. Some confuse birth rate with death rate and end up giving the wrong answer.

Wrong answers

B, C, C,

A, B, C,

Correct answers

- the country with a decreasing birth rate: C or D (1)
- the country with the lowest life expectancy: A (1)
- the country with the highest death rate: A (1)

[3]

Suggestions on improvement

Teachers should teach learners how to differentiate between different pyramid shape. They should focus on where to look to see whether the country has birth rate increasing or decreasing, high or low life expectancy and low or high death rate.

- (ii) **AOB: How does the shape of population pyramid D in fig.8 indicate that the country has an ageing population?**

Comments on specific question

Not well answered. Most learners failed to give reason on how the shape of the pyramid indicates an aging population, but instead most focused on age structures rather than the pyramid shape.

Wrong answers

Too many elderly 75 years and above
Low death rate
High life expectancy
Unequal shape
Wide middle

Correct answers

- Broad/ wide top
- Narrow base

[1]

Suggestions on improvement

Teachers should teach learners to focus on key words in the question.

- (iii) **AOC: Discuss how far you agree that there is a relationship between infant mortality rate and healthcare.**

Comments on specific question

Not well answered, as learners failed to give a proper relationship between infant mortality rate and health care. Instead, most defined those two terms.

Wrong answers

Definition of those two terms
Healthcare and IMR work together
The higher the IMR the higher the healthcare

Correct answers

Agree because:

Access to healthcare: Countries with better healthcare systems often have lower infant mortality rates due to improved access to prenatal care, skilled birth attendants and postnatal care for both mothers and newborns.

Prenatal care: Adequate prenatal care helps identify and manage any maternal health conditions that could impact the health of the unborn child, reducing the risk of complications during pregnancy and birth.

Skilled birth attendants: Countries with higher rates of skilled birth attendants have lower infant mortality rates because these healthcare professionals can manage complications during childbirth effectively and provide necessary medical interventions, if needed.

Neonatal care: Proper healthcare facilities and trained health care professionals are crucial for providing essential neonatal care, such as resuscitation, temperature regulation and treatment of any immediate health issues after birth.

Immunizations: Access to vaccinations through healthcare systems helps protect infants from deadly diseases and reduces the risk of infant mortality due to preventable illnesses.

Disagree because:

Socio economic factors: Infant mortality rates are influenced by a variety of social and economic factors, such as poverty rates, education levels and access to basic resources like clean water and adequate nutrition. Thus, even if a country has a well-developed healthcare system, these factors can still contribute to high infant mortality rates.

Cultural practices: Cultural practices, such as traditional birthing methods or breastfeeding practices can vary across different regions and can impact infant mortality rates. These practices may not necessarily reflect the effectiveness of healthcare systems.

Inadequate prenatal care: In many cases, infant mortality is associated with inadequate prenatal care, which can lead to complications during pregnancy and childbirth. While access to healthcare plays a role, the effectiveness and quality of that care is equally important.

Disparities in healthcare access: Even in countries with advanced healthcare systems, there can be disparities in access to care, particularly among marginalised populations. This can result in higher infant mortality rates within certain subgroups.

Health education: The level of health education and awareness among the population can impact infant mortality rates. Lack of knowledge about proper infant care practices can contribute to higher rates, irrespective of healthcare availability.

Suggestions on improvement

Teachers should emphasise teaching learners on the link between two variables.

[7]

- 1 (a) (i) **AOA: Name another depositional landform that can be found on the coast.** [1]

Comment on specific question

Fairly answered: most learners could name one depositional landform, however few candidates mentioned erosional landforms instead

Wrong answers commonly given by candidates

- Bay/beach
- Sand
- Cliff
- Island
- Headland

Correct answers

- Spit
- Tombolo
- Dune
- Bars/ sand bars
- Barrier Islands
- Lagoon/mudflat or tidal flats
- Salt marsh
- Delta

Other relevant answers to be considered. Any one [1]

- (ii) **AOD: Explain why the teacher asked them to:**

- Check the weather forecast [1]

Comment on specific question

Well answered: most candidates could establish reasons as to why candidates should consider weather however some learners could not link it to safety

Wrong answers commonly given by candidates

- to know the weather
- to make sure their safe (too vague)
- extreme temperature
- to get accurate results

Correct answers

- To determine whether it is going to rain
- To determine whether it's going to be low tide or high tide
- To determine whether it's going to be sunny or cloudy
- To determine whether it's going to be windy or calm
- To wear suitable shoes/clothing/waterproof/helmets
- Bad weather conditions e.g. rainy, sunny, windy
- To know the appropriate day to do research

Other relevant answers to be considered. Any one [1]

- Take a mobile phone with them.

Comment on specific question

Well answered: most candidates could give correct reasons for taking a cellphone however few could not link the use to safety and gave general.

Wrong answers commonly given by candidates

- Not allowed to have cellphone
- To get accuracy
- Taking selfies for memories

Correct answers

- To call emergency services if an accident occurs
- To google emergency remedies for stings/bites from aquatic animals
- To take pictures/ record audios of their findings
- Time
- Direction
- Check the weather (tide schedules)

Other relevant answers to be considered.**Any one****[1]****Positive suggestions**

- Link answers to safety consideration

(b) (i) AOD: Describe how each group of learners used their equipment to establish the beach profile.**Comment on specific question:**

Poorly answered, most candidates could not correctly refer to the given instrument to describe how they will be used to establish beach profile.

Wrong answers commonly given by candidates

- Measure distance across the banks
- Use clinometer to measure pebble size
- Measure the height of ranging poles with clinometer

Correct answers

- **Two ranging poles:** erect one ranging pole up the beach and another where the slope of the beach changes/ erect ranging poles across the beach
- **Tape measure:** measure the distance between the two ranging poles/measure transect line
- **Clinometer:** measure the angle from one ranging pole to the other.

1 mark for a description of how each of the equipment will be used.**[3]****Positive suggestion**

- Emphasize on the instrument and their functions in relation to their fieldwork, e.g the clinometer is to measure the angle of the slope.

(ii) AOD: Describe two problems the group may have had in ensuring their measurements were accurate.**Comment on specific question:**

Fairly answered,

Wrong answers commonly given by candidates

- Inaccurate measurement
- learners are not prepared
- No enough recorders
- No repetition

Correct answers

- Learners did not know how to use a clinometer/Incorrect use/reading of clinometer/error of parallel/ misunderstanding/ lack of cooperation among learners/malfunction of the instruments
- Tape measure was twisted/short
- Waves may have been distracting them (distractions)/tides/low or high tides
- Learners did not measure the distance between the two ranging poles accurately
- Use was not consistent/carried out by different people.
- Poles may not have been vertical/been stuck in the sand
- Bad weather conditions e.g. strong winds, weather changes

Other relevant answers to be considered.**Any two****[2]****Positive suggestions**

- Teachers must emphasize on solutions and problems learners encounter when carrying out specific field work.

(iii) AOD: Explain one disadvantage of this method of sampling and how it could be improved.**Disadvantage:****Comment on specific question:**

Poorly answered, majority of candidates could not refer to the sampling method rather measurement, most learners could also not establish the sampling method used

Wrong answers commonly given by candidates

- Does not give accurate measurements
- Less time consuming

Correct answers

- Only selecting 1 pebble every metre/sample is too small/few pebbles/not reliable
- Selected pebble may be an anomaly/not representative/no variation
- Learner selects preferred pebble/involves bias
- Time consuming

Any one

[1]

Improvement (1)

Comment on specific question:

fairly answered

Wrong answers commonly given by candidates

- Use systematic sampling
- Paint the pebbles
- Measure the pebbles
- Different pebbles where picked up
- Not all pebbles were picked up
- Use vernier caliper
- Do it the next day

Correct answers

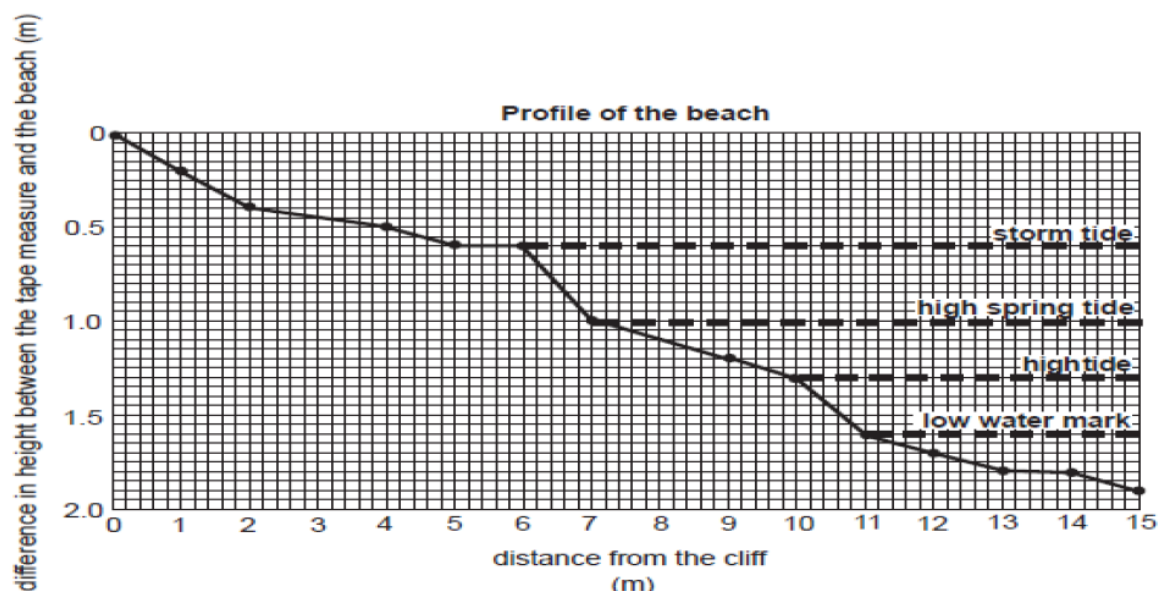
- Measure one pebble-larger / smaller sample at each site and average results/ consider picking different pebble sizes at different sites
- Use a quadrat and measure all pebbles within frame
- Choose pebbles at shorter distances to get bigger sample/ conduct the experiment at different or more sites or transect
- Choose another sampling method/random sampling/equal chances/cluster/layered

Any one [1]

Positive suggestions

- Learners must be taught the sampling methods and how they are integrated in a specific field work with their advantages and disadvantage

(c) (i) AOB: Use the results in Table 1 to complete the profile of the beach on Fig. 1.



Comment on specific question:

Fairly answered, few of candidates could plot correctly, majority could not plot either the dots or connect line correctly, most candidates scored marks at 3 m but lost marks at 8 m.

Wrong answers commonly given by candidates

- Wrong plotting and connection

Correct answers

Completion of cross-section at (3 m 0.5) and 8 m (1.1 m)

1 mark – correct plotting/cross touched the intersection

1 mark – lines connected at both distances

[2]

Or

1 mark per correct site

Positive suggestion

- Emphasize on the plotting and completion of graphs
- Follow already established example of plotting or connecting
- Use of past question papers to practice.
- The interpretation of graphs should be emphasized from lower grades (grade 8)

- (d) (i) **AOC: What conclusion would learners make about Hypothesis 1: The profile of the beach will be similar to the textbook example of a typical beach? Support your answer with evidence from Fig. 1 and Fig. 2.**

Hypothesis proven/correct/true/accepted

Comment on specific question

Poorly answered, majority of learners could not make a correct judgement between the two profiles, learners' decision was not linked to their judgment, majority could not give comparative statements.

Wrong answers commonly given by candidates

- beach profile is decreasing with ranging poles
- Fig. 1 has longer pebbles
- most refer to river long profile
- no using of evidence
- candidates used table 1 instead of only Fig. 1 and Fig. 2

Correct answers

- Both profiles have three/four levels
- Both profiles sloping/slope up/down
- Both profiles change in gradient/steep slope at each tide level
- Each section is a concave on both profiles
- Low water mark is 1.6 m which is the lowest and same as textbook mark. The high tide is at 1.0 m which is the second lowest and same as textbook profile

Hypothesis unproven/incorrect/untrue/false/accepted

Comment on specific question

Wrong answers commonly given by candidates

- Incorrect data

Correct answers

- Fig. 2 has a flatter section above the low water mark/more gradual
- Fig. 2 has a flatter section above high tide
- Fig. 1 is less steep above high spring tide/gentler/more gentle
- Fig. 2 has no flat section at the top of the beach/above storm tide
- Fig. 2 is flatter overall/Fig. 1 steeper in profile measured by learners

Hypothesis partially proven/correct/true/accepted

Comment on specific question

Few candidates gave partial decision, majority either agree/disagree but give both judgements,

Wrong answers commonly given by candidates

- Both profiles are steep slopes

Correct answers

- Both profiles sloping /slope up/down, but Fig. 1 is flatter overall/steeper in profile measured by learners
- Some section is a concave on both profiles, but Fig. 2 has no flat section at the top of the beach/above storm tide
- Fig. 1 is less steep above high spring tide, but both profiles change in gradient/steep slope at each tide level

- On the typical beach from the back to storm tide has a sharp curve while on textbook example there is a cliff

Other relevant answers to be considered.

1 mark – decision made on hypothesis

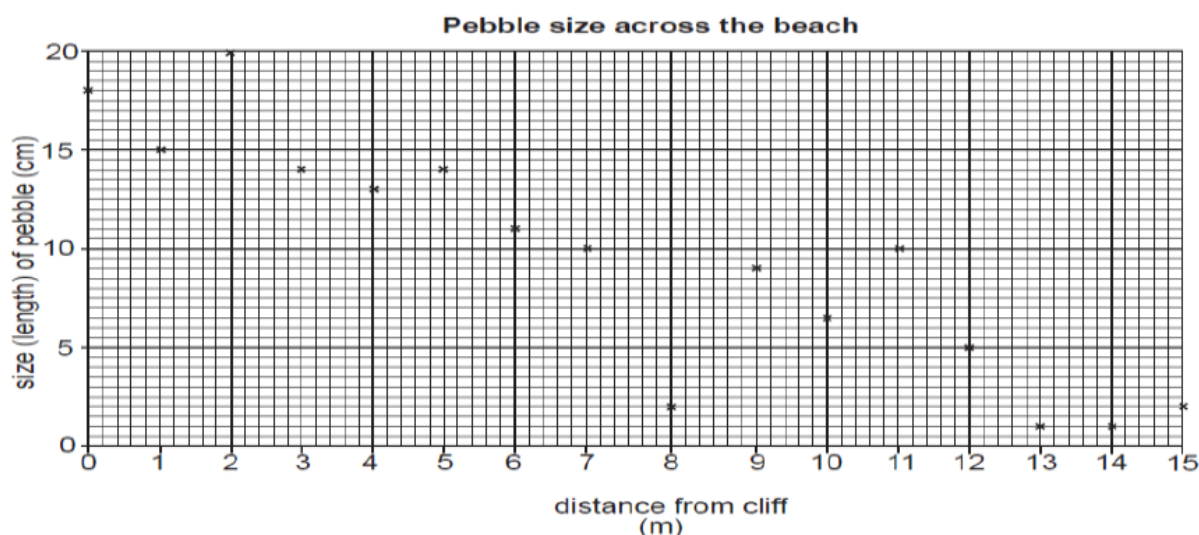
2 marks – data/ comparative statements that supports decision made. E.g cliff, levels, slope (gradient, steep, concave, convex, numbers in metres.

[3]

Positive suggestions

- Include questions on AOC in tests to familiarise learners with judgement and decision making questions
- Learners should draw data from referred diagrams as supporting evidence

- (ii) **AOB: Use the results in Table 1 to plot the pebble size measurements at 7 m and 15 m from the back of the beach on Fig. 3.**



Plotting two results on scatter graph: 7 m = 10 cm, 15 m = 2 cm

Comment on specific question

Well answered, majority could plot correctly

Wrong answers commonly given by candidates

- Few candidates could not score marks for incorrect plotting of 15 m

Correct answers

1 mark – 7 m = 10 cm

1 mark – 15 m = 2 cm

[2]

Positive suggestion to teachers

- Teachers should emphasize to learners to always follow the established example to complete the graph
- Teachers emphasize on practice of scattered graphs

- (iii) **AOC: What conclusion would learners make about Hypothesis 2: Pebbles become longer as distance from the back of the beach increases? Support your answer with evidence from Table 1 and Fig. 3.**

Hypothesis proven/correct/true/accepted

Comment on specific question

Poorly answered, majority of candidates repeated the hypothesis without making a judgement and not using data/evidence from table 1 and Fig. 3 to make a decision

Wrong answers commonly given by candidates

- data given not corresponding with decision made
- candidates not using two sets of data to support decision

Correct answers

Hypothesis is proven/correct/true/accepted

- At 1 metre from the back of the beach, the pebble size increased from 15 cm to 20 cm at 2 metres.
- At 8 metres from the back of the beach, the pebble size is 2 cm
- Then increases to 9 cm at 9 and 10 metres from the back of the beach
- Then increases to 10 cm at 11 metres from the back of the beach.

Hypothesis unproven/incorrect/untrue/false/accepted**Comment on specific question**

Candidates gave reasons to why pebbles are smaller instead of using the graph to make judgement and decision

Wrong answers commonly given by candidates

- some pebbles are small due to erosion
- mixing up the data

Correct answers

Hypothesis unproven/incorrect/false/unaccepted

- At 0 metres from the back of the beach, the pebble size is 18 cm
- But at 1 metre, the pebbles are 15 cm
- At 8 metres from the back of the beach, the pebbles are 2 cm
- While at 7/11 metres, the pebbles are 10 cm.

Hypothesis partially proven/correct/true/accepted**Comment on specific question**

Few candidates gave a partial decision, however those that did few could not give the fluctuating pattern to show that some areas its increasing and some its decreasing

Wrong answers commonly given by candidates**Correct answers**

- At 0 metres from the back of the beach, the pebble size is 18 cm, while at 7 metres, the pebbles are 10 cm, showing that the pebble size did not increase, but decreased.

Other relevant answers to be considered.**1 mark - decision made on hypothesis****2 marks - data that supports decision made**

[3]

Positive suggestions

- Include questions on AOC in tests to familiarise learners with judgement and decision making questions
- Learners should draw data from referred diagrams as supporting evidence

(iv) **AOA: Describe three reasons why the size of beach material varies across the beach shown in Fig. 4.**

Comment on specific question

Fairly answered, however majority of candidates were rather listing the erosional processes without describing how they cause variation, candidates also referred to the quantity as oppose to the size variation of pebbles

Wrong answers commonly given by candidates

- some pebbles are small some are large
- there is a large number of pebbles present
- deposition
- velocity of the river
- bank of the river

Correct answers

- **More powerful** swash/strong waves/big waves/storm waves take all material up the beach/high or low tides
- **Less** powerful backwash/water going back carries smaller material down
- Erosion more rapid close to the sea where there is more frequent wave action
- Erosional processes/name and explain, **each gets a mark**
- Rock falls from the back of the beach provide larger material closer to the back of the beach.
- different sizes of wave/wave energy/types of waves
- coastline shape/orientation/shape of the beach/beach profile/distance from the beach/ distance

- from the back of the beach
- longshore drift movements/materials carried over longer distance are prone to erosion/swash and backwash
- geology of beach material/ variation in resistance of rocks or beach materials/types of rocks/ soft and hard rocks
- human activities/ soft and hard engineering methods/constructions of groynes/gabions/ rip-raps etc.

Other relevant answers to be considered.

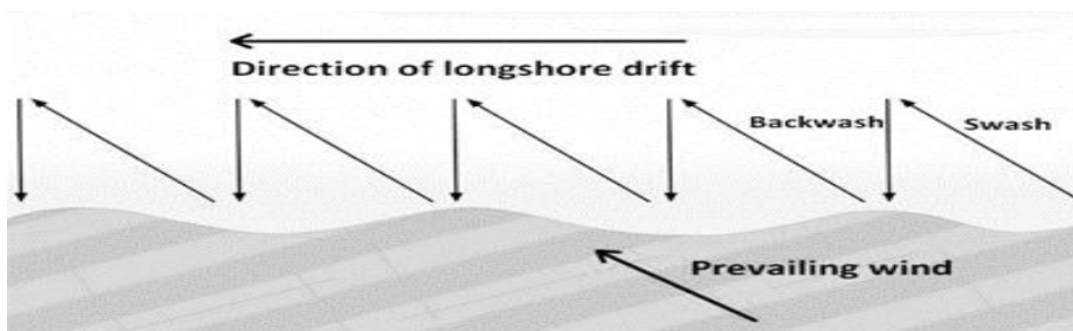
Any **three**

[3]

Positive suggestion

- Emphasize on the command words for learners to answer questions accordingly

- (e) (i) **AOA and AOB: Draw a labelled diagram to describe how waves may cause longshore drift on a beach.**



Comment on specific question:

Fairly answered, majority of learners could score marks for AOB (skill) but few scored marks for AOA (knowledge)

Wrong answers commonly given by candidates

- No arrows in the diagram to indicate movement
- No oblique arrow for swash
- No arrows to indicate the direction of LSD and prevailing wind

Correct Answers

AOB: Drawing

1 mark - swash and back wash arrows repetitive motions

1 mark - waves approaching coastline at an angle/ prevailing wind direction

AOA: Description

1 mark - swash and back wash **words** (arrows must be there)

1 mark - direction of longshore drift

[4]

Positive suggestions

- Emphasize on how to draw annotated diagrams that are well labelled
- Emphasize on arrows that indicate the prevailing wind direction

- (ii) Describe a fieldwork the group of learners could have carried out to determine the direction of longshore drift.

Comment on specific question:

Poorly answered, majority of candidates were describing the process of longshore drift instead of how to determine the direction of longshore drift.

Wrong answers commonly given by candidates

- Use compass to determine LSD
- Process of LSD
- Use sand
- Wind vane
- Use the internet to determine LSD

Correct answers**Use of tracers/marked pebbles**

Introduce artificial tracers such as coloured sand or biodegradable material at specific points on the beach.

Time the investigation

Monitor the movement of these tracers to visualize the direction and extent of longshore drift.

Observation:

Select a specific stretch of the beach

Observe the beach over a period of time

Take notes of any noticeable changes

Marking points:

Identify a prominent natural feature along the beach: e.g. Landmarks, distinct rocks, debris

Use stakes, markers, or other visible indicators to mark the initial positions of these features.

Come back after a few days or weeks and observe your initial position of the indicator

Find an area with groynes

Measure the height of the beach on each side of the groynes

If heights differ, longshore drift is taking place

Drop an orange/a float into the sea

Mark starting point/position with ranging poles

Allow orange/float to move for a period of time

Measure the distance the orange/float has moved

Do the test several times to get an average

If orange/float moved, longshore drift is taking place

Paint pebbles/colored balls

Group them close to water's edge

Leave them for period of time

Put ranging poles where pebbles start and another at a fixed distance along beach

Find the pebbles/see how many moved from starting point

Do test several times to get an average

If pebbles have moved, longshore drift is taking place

Method should describe how longshore drift will be proven.

Credit the first response.

Other relevant answers

1 mark - selecting method

2 marks - Description of the method

[3]

Positive suggestions

- Differentiate between the process of longshore process and how to determine the direction of longshore drift
- Introduce learners to different methods of field work
- Learners be encouraging to answers in sequence/steps of processes

- 2 (a) (i) **AOA: Apart from the high number of pedestrians and multi-storey buildings, describe two other characteristics expected of a town's CBD.**

Comment on specific question

Fairly answered: Most learners manage to give the correct descriptions on the characteristics of a town's CBD. However, some learners could not give the third degree of comparison.

Wrong answers commonly given by candidates

- Traffic survey
- High way
- Overpopulation
- Number of cars
- Tall buildings/sky scrapers
- Infrastructure
- Many people

Correct answers

- Multiple lanes of traffic
- High number of vehicles/traffic congestion/ highest traffic volume
- Overcrowded
- Different functions/High and low order functions/Most services
- Central point of a town/Accessibility/Convergence for major transport networks/Highest

- concentration of businesses e.g. Financial institutions, corporate offices etc.
- Oldest buildings/Historical buildings
- Shopping malls/Retail stores
- Few residential areas
- High land values/Highest land value/Expensive/High rental
- Limited parking/Tolls for parking/Large parking garages
- Deserted at night
- High sphere of influence

Other relevant answers to be considered.

Any **two**

[2]

Positive suggestions

- Emphasize on the difference between the CBD and town.
- Teachers should expand on learner's knowledge on the characteristics of the CBD and use of the third degree of comparison when describing the characteristic of the CBD.
- Expose learner's to surveys about the characters of a town's CBD.

(ii) AOA: Explain two reasons for the variations of building heights found around a town.

Comment on specific question:

Poorly answered: Most learners could not clearly give distinctive reasons on why there may be variations on building heights around a town. Some learners were giving reasons based on the size variations and not on heights or stating the characteristics instead of reasons.

Wrong answers commonly given by candidates

- Tall buildings are houses
- Because it's a CBD
- Traffic congestion

Correct answers

- Limited area to build on/Less space for building means they have to be high OR more space so buildings are lower
- Maximize use of land/planning laws may restrict building height in certain places.
- Municipal rules and regulations/ Zoning regulations/ Unplanned cities/ Poor planning
- Preserve old buildings
- Architectural design
- High land values mean tall buildings are cost effective.
- Land may be unsuitable for foundations needed for tall buildings.
- Demand for land can vary
- Different land uses/examples of two land uses requiring different heights/ Different functions or customers
- Size of land/ Availability of land

Other relevant answers to be considered.

Any **two**

[2]

Positive suggestions

-

(b) (i) AOD: State three safety considerations learners should consider when conducting a pedestrian count.

Comment on specific question:

Well answered: Most learners could correctly state the safety considerations.

Wrong answers commonly given by candidates

- Do not count pedestrians
- Recording sheet
- Repeat the process
- Introduce yourself to the pedestrians
- Have a camera
- Visit where there is no people
- Interview them

Correct answers

- Wear high visibility clothing/ Reflectors/ Wear a hat/ Apply sunscreen/ Umbrella hats/ protective gear
- Obey traffic signals/ Awareness of traffic/ surrounding
- Use designated walkways
- Stay on sidewalks and pathways
- Avoid distractions
- Establish clear safety protocols for learners/ Do not talk to strangers/ observe from a safe spot/ Consider working in pairs/ groups
- Be aware of nearby emergency facilities or services
- Plan pedestrian during daylight hours.
- Coordinate with local authorities
- Collect emergency contact information for each learner
- Try not to obstruct sidewalks and paths
- Accessibility/ close proximity/ accessible
- Consider favorable/ bad weather conditions
- Cellphones for communication purposes

Other relevant answers to be considered.Any **three**

[3]

Positive suggestions

•

- (ii) AOD: Suggest two reasons why learners used this method for doing the pedestrian count.

Comment on specific question:

Well answered: Most learners were able to give correct reasons for the method used. However, some learners were not able to distinguish between pedestrians, traffic counts and passengers.

Wrong answers commonly given by candidates

- To know where pedestrians are coming from
- To know the numbers of cars
- It is suitable
- Tally
- It is useful
- To know how many people likes visiting the CBD

Correct answers

- To see if there is a variation in pedestrians during the day
- To increase learner's safety/ safety
- More appropriate on a busy day
- Reduces human bias
- Easy to use
- To include factors which affect specific times e.g. going to work/lunch time
- To get a wider variety of results/average results/accurate results/
- To get a representative sample /to cover a larger area/ Spread out their counts
- So learners do not make mistakes – longer duration of counting is unreliable/ Quicker/ Faster/ Less time consuming/ Few mistakes

Other relevant answers to be considered.Any **two**

[2]

Positive suggestions

- Teachers should emphasize more on teaching the learners the difference between pedestrians counts and traffic counts
- Teachers should emphasize more on the advantage and disadvantages of different sampling methods

- (c) (i) **AOB: Use Table 2 to complete the recording sheet by inserting the correct tally marks and tally total in Fig. 4.**

Comment on specific question:


Poorly answered: Most learners could not identify the correct numbers of pedestrians to be tallied, or tally correctly and neither write the tally total in the space provided.

Wrong answers commonly given by candidates

- Learners switched the tally with the total (on space provided)
- Talled the total for all distance on Independence street (194)
- Tallying outside the space provided

Correct answers

Recording sheet

Street name:	Independence Avenue Street
Distance from central point:	200 m
Time of survey:	08.00 to 08:10
Tally 	Tally Total 17

1 mark – correct tally marks

1 mark – correct tally total

Positive suggestions

[2]

- Teachers should emphasize to learners to always analyze and interpret data.
- Teachers emphasize on practice of tallying method

- (ii) **AOB: Calculate the total number of pedestrians surveyed by the learners on Independence Avenue Street.**

Comment on specific question:

Well answered: Most learners were able to calculate the total.

Wrong answers commonly given by candidates

- 111
- 190/ 3
- 17

Correct answers

$$111 + 51 + 32 = 194$$

[1]

- (d) (i) **AOD: On Fig. 5, draw the isoline to show 100 pedestrians.**

Comment on specific question:

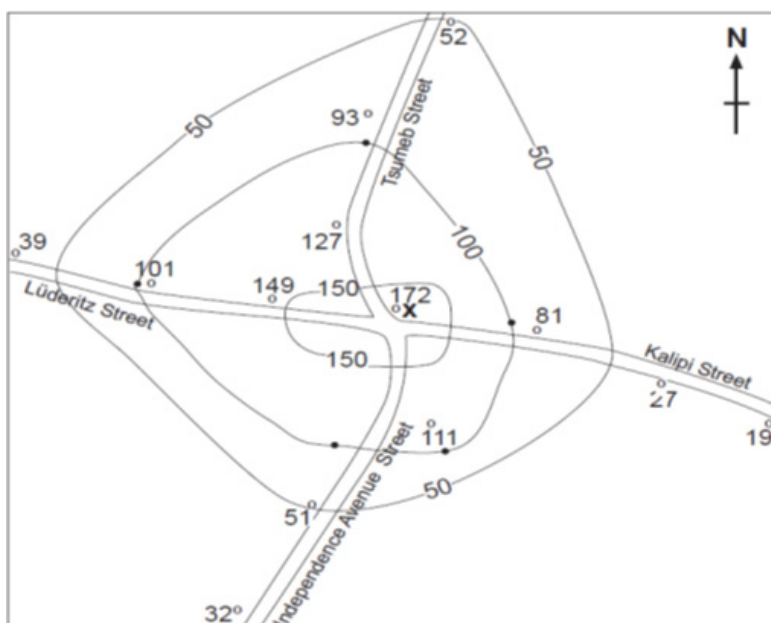
Poorly answered: Most of the learners did not complete the isoline correctly.

Wrong answers commonly given by candidates

Connecting lines through points e.g. connecting points for 111°, 101° and 93° on the same line
Included 93° and 81° inside.

Incomplete isoline / omitting some survey sites

Correct answers



2 marks for correct plotting

[2]

Positive suggestions

Teachers should emphasise on the skills of interpolation.

- (ii) **AOB: On Fig. 5, shade the area where the number of pedestrians recorded are over 150 pedestrians.**

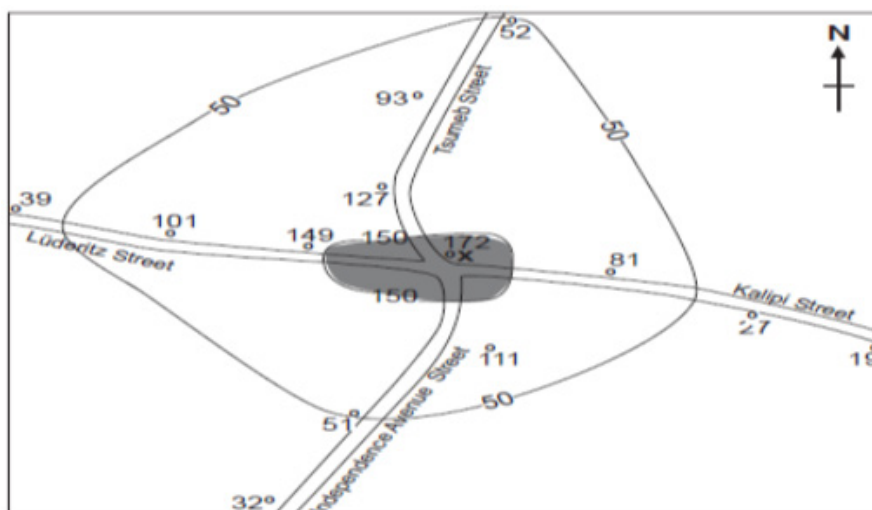
Comment on specific question:

Well answered: Most candidates were able to shade the required area correctly on all 4 quadrants.

Wrong answers commonly given by candidates

Shading the whole 50° isoline

Correct answers



1 mark - shading of area with more than 150 pedestrians - needs shading all 4 quadrants (not line shading).

[1]

- (iii) **AOB and AOD: Describe the distribution of pedestrians shown in Fig. 5 for the town. Support your answer with evidence from Table 2 and Fig. 5.**

Comment on specific question:

Poorly answered: Candidates could not correctly give the description on the distribution of pedestrians using Table 2 and Fig. 5. Some could not link evidence to the description.

Wrong answers commonly given by candidates

- Description without evidence or vice versa
- Data lifting from the tale or fig.5 e.g. 111 independence street

Correct answers

- Most pedestrians are mostly found around the CBD- 140-175 pedestrians
- The highest pedestrian flow is in the middle at 172.
- The further you move away from the CBD, the pedestrians become fewer. From 172 at the central point – 19 pedestrians at the furthest point
- Flows reduce as you move away from the centre down to 52/39/19/32 at the edge
- Highest number of pedestrians are found at the central point- 172 pedestrians
- Lowest number of pedestrians found furthest away from the central point- 19 pedestrians
- Western/northern edge have higher flows than eastern/southern 52 to 32/39 to 19.
- Most rapid decree is to the east from 172 to 81
- Kalipi street has fewer pedestrians a total of 127 and Luderitz street has more pedestrians with 289 pedestrians/ Highest number of pedestrians along Luderitz street and lowest number of pedestrians along Kalipi street
- Scattered all over/ scattered around the town
- E.g More pedestrians at 100m from the central point at 08:00-08:10 (2 marks)

1 mark: AOD – data provided

2 marks: AOB: description of distribution.

[3]

Positive suggestions

- Teachers should elaborate more on the term “distribution” and how to answer the question which requires learners to describe the distribution.
- Teachers should emphasise on the use of data

- (iv) **AOC: What conclusion would the students make to Hypothesis 1: Pedestrian flow decreases away from the centre of the CBD? Support your answer with evidence from Table 2.**

Hypothesis proven/correct/true/accepted

Comment on specific question:

Fairly answered: Most of the candidates could score two marks for correct description. However, majority of learners could not score full marks as they could not provide supporting evidence from table 2 ONLY. Some used fig.5 instead of Table 2.

Wrong answers commonly given by candidates

- More pedestrians at central point 172, as you move away from Kalipi street, less pedestrians recorded 19.
- Most pedestrians are found at the Centre of the town and decreased as they move away from the Centre.

Correct answers

Hypothesis proven/correct/true/accepted

- At 100 m – 111 pedestrians
- At 200 m – 51 pedestrians
- At 300 m – 32 pedestrians
- Specific times and pattern of pedestrians should be credited when paired /

NB: Use only table 2

Other relevant answers to be considered.

1 mark- decision made on hypothesis

2 marks- data that supports decision made.

[3]

Positive suggestions

- Include questions on AOC in tests to familiarise learners with judgement and decision making questions
- Learners should draw data from referred diagrams as supporting evidence

- (e) (i) **AOB: Using Table 3, calculate the average number of storeys at this site. Round off your answer to a whole number.**

Comment on specific question:

Well answered: Most candidates could calculate the average correctly and rounded it off. However, some learner's candidates could round off to the whole number and they lost marks.

Wrong answers commonly given by candidates

3.2, 32

Correct answers

- $32/10 = 3$ (must be whole number)

[1]

Positive suggestions

Advocate for numeracy skills across curriculum, especially average.

- (ii) **AOA: Suggest one possible problem of using the number of storeys to estimate the height of a building.**

Comment on specific question:

Fairly answered. Most learners could suggest a problem of using the number of storeys to estimate the height of a building.

Wrong answers commonly given by candidates

- Time consuming
- The building can fall down.
- The heights of buildings are not the same
- It's hard
- Buildings are on higher elevation of flatter area

Correct answers

- Storeys of different buildings vary in height/ Storey height varies depending on use/age of buildings (newer buildings may have taller storeys, shopping mall will have taller storeys than apartments etc)
- Inaccurate as it is not measured in a unit/ Height is normally measured in metres, not in storeys/ unreliable/incorrect/wrong etc.
- Some storeys might be obscured by other buildings/trees etc
- Some buildings may have windows that do not correspond to storeys/no windows or features to count
- If the building is very tall it may be difficult to count from street level
- One building may have different parts with different number of storeys
- There may be storeys below the ground level/ some buildings are basements/ bunkers/ underground basement
- Shape of the building/ architectural design

Other relevant answers to be considered.

Any one

[1]

Positive suggestions

- Teachers should expose learners to different types of CBDs using different teaching aids (visuals) in both developed and developing countries
- Teachers are encouraged to undertake fieldworks in urban areas

- (iii) **AOD: Describe another method for determining the height of a building, apart from counting the number of storeys.**

Comment on specific question:

Fairly answered: Some candidates could correctly describe a different method other than one used. However, most candidates failed to describe a correct method of determining the height of a building.

Wrong answers commonly given by candidates

- Observation
- Estimation
- Counting the number of windows
- Random sampling/ systematic sampling
- Compare with other buildings
- Throw a stone and use a stop watch
- Workout the area of the yard

Correct answers

Use a clinometer/ Measuring/ Tangent formula for calculating angles

- Surveying and trigonometry/ Geometry/ Calculating/ Divide area by length
- Google Earth or online mapping tools/ GIS
- Photogrammetry/ Take a picture and calculate using the picture
- Consult municipality/owner of the building/secondary data

- Ask/interview
- Use of drones
- Using the shadow length of the building

Other relevant answers to be considered.

Any one [1]

Positive suggestions

- Teachers should expose learners to different types of CBDs using different teaching aids (visuals) in both developed and developing countries
- Teachers are encouraged to undertake fieldworks in urban areas
- Emphasise on the methods of height measurement when conducting fieldwork on urban studies.

- (iv) **AOC: What conclusion would learners make about Hypothesis 2: The tallest buildings are located in the CBD? Support your answer with evidence from Fig. 6.**

Hypothesis proven/correct/true/accepted

Comment on specific question:

Poorly answered: Most candidates failed to make a correct judgement (proven/ unproven/ partially) or to provide correct data from fig.6. However, they gave general evidence. Data did not correspond with their decision or hypothesis. Some repeated the hypothesis.

Wrong answers commonly given by candidates

- Tallest are always in the CBD
- CBD has tallest buildings because there are rich people
- Many people are going to work/ town for shopping
- CBD always has high buildings

Hypothesis unproven/incorrect/untrue/false/accepted

Correct answers

- Tallest buildings are outside/west of CBD/near motorway/near market
- Tallest buildings in CBD are 4 storeys high and tallest buildings outside CBD are 5/6 storeys high.

Hypothesis partially proven/correct/true/accepted

Correct answers

Hypothesis proven/correct/true/accepted

There are 4 storey buildings in the CBD
Further east and northeast the buildings storeys decrease to one storey buildings.

Hypothesis partially proven/correct/true/accepted

Correct answers

There are tall buildings in the CBD which are 4 storeys high, but tall buildings are also found on the outside of the CBD which are 5/6 storeys high.

Evidence: market, storey, direction, edge of CBD (150) isoline, Hage Geingob street

Other relevant answers to be considered.

1 mark - decision made on hypothesis

2 marks - data that supports decision made

[3]

Positive suggestions

Include questions on AOC in tests to familiarise learners with judgement and decision making questions
Learners should draw data from referred diagrams as supporting evidence

- (f) **AOD: Describe a method they could use to do this.**

Comment on specific question:

Poorly answered: Majority of learners could only score 1 mark for the identification of the method but they could not describe the method correctly.

Wrong answers commonly given by candidates

- Counting the number of people/ cars or buildings
- Use a tally method
- Walking around the place
- Do it across the town
- Use systematic method/ specific sampling methods

Correct answers

Walk along the transect/street selected/ Identify the street

Observe or ask for the land use of the buildings/ Questionnaires/ interview/ use of secondary data from municipality

Mark the type of land use off according to the key/ Record information on or using a recording sheet

Method should describe how information about land use will be collected.

1 mark – mention on where survey will take place

1 mark – mention on how land use will be determined

1 mark – mention on how information will be recorded.

Other relevant answers to be considered.

[3]

Positive suggestions

Expose learners to more fieldworks or urban studies or urban areas.

Emphasise the methods on how to conduct the land use surveys/ outline clear steps on how land-use survey is done.

GENERAL COMMENTS

Learners continue to use sound knowledge and understanding of their chosen topics to answer the questions. Some learners communicate their ideas clearly and accurately, whether explaining the reasons for past events and historical features or building an argument to reach a balanced historical judgement. There were few rubric errors, and most learners had used the time allocated effectively and completed the paper.

Part (a) answers should focus on description and only include relevant details. Answers, therefore, should be precise, as an explanation is not required.

Parts (b) and (c) of the questions require understanding and explanation, and part (c) also requires analysis. Learners must be selective of the factual knowledge needed to explain events rather than using a purely narrative or 'listing' approach.

Most part (b) questions ask 'why' a particular event happened, so learners must direct their answers to address the reasons rather than provide a description of what happened. Good answers were carefully organised, usually using separate paragraphs for the different reasons that were being explained. Narrative or long introductions are not required.

In part (c), learners need to argue for and against the focus of the question. Less successful answers often focused on one side of the argument only, and these answers could have been improved by including more contextual examples on both sides of the argument to produce a balanced and stronger answer.

- 1 (a) Briefly describe how the German people were affected by the Treaty of Versailles. [5]

The question was fairly answered as most learners described the effects of the Treaty of Versailles. A few number of learners confused the effects with the terms of the Treaty of Versailles.

Most of Germans were not happy because they felt betrayed by the Allies.
 The people blamed the Weimar Republic for signing the Treaty of Versailles in which Germany lost good farmland, and industrial areas (1) which previously produced enough food. (2)
 Germany's army was reduced to a 100 000 men which caused unemployment.
 Reparations fees led to economic problems such as hyperinflation in 1923.
 The military restrictions made Germany vulnerable to foreign attacks.
 Territorial terms resulted into some Germans being minorities in the newly created countries like Czechoslovakia and Poland.

[1-5]

Consider other problems caused by the terms of the Treaty of Versailles.
(One mark for each relevant point; additional mark for supporting details).

- (b) Explain why President Woodrow Wilson was dissatisfied with the Treaty of Versailles. [7]

Fairly answered, though most learners stated the aims of Woodrow Wilson instead of the reasons why he was dissatisfied or unhappy with the Treaty of Versailles.

Level 1: General answer

He did not trust the French and British representatives.

[1]

Level 2: Identifies the reasons

He wanted an everlasting peace but Clemenceau's desire for revenge worried him.
 He did not want Germany to be punished harshly but this got him into disagreement with Clemenceau.
 Most of his "Fourteen Points" were not considered.
 Most of his points differed from the priorities of his other allies.
 Wilson's self-determination was not achieved because the Germans found themselves as minorities in other countries.
(One mark for every identified reason)

[2-3]

Level 3: Explains one reason.

[4-5]

President Woodrow Wilson wanted an everlasting peace based on his Fourteen Points and he wanted all nations to reduce their armaments, so he was dissatisfied when only the defeated nations, like Germany, were forced to disarm because this left a lot of other countries in Europe with their forces ready for another war. (4) For example, Germany had to reduce their army to 100,000 men meaning they could not defend themselves against an attack or even keep the peace in their own country. (5)

(One mark for a basic explanation with an additional for a developed explanation)

Level 4: Explains more than one reason

One mark for each explanation with an extra mark available for a more developed explanation to a maximum of 7 marks e.g. 6 marks for two basic explanations, 7 marks for both explanations offering good details.

[6-7]

(c) To what extent was the Treaty of Versailles fair to Germany? Explain your answer.

[8]

It was fairly answered. Most learners were able to identify the reasons why the treaty was fair. However, they failed to explain the effects of the treaty's terms on Germany. Many learners were able to identify points on each side, but they were not well explained.

Level 1: General answer

It was fair / unfair

[1]

Level 2: Identifies reasons on one side

Germany had given Austria encouragement to declare war on Serbia, so could be said to have started it all.

It did not weaken the German economy as much as Germany claimed.

Germany had caused a huge amount of deliberate damage when retreating, that needing paying for.

Germany had invaded Belgium to get to France bringing both France and Britain into the war making it a 'world war' rather than a minor Balkan war.

The Germans started the war

The treaty of Brest-Litovsk imposed on Russia by Germans was more harsh than the Treaty of Versailles.

OR

Peace was forced on the new Weimar Republic when it the Empire and the Kaiser that had been in charge during the war.

Many people in Germany did not get self-determination when parts of Germany were moved to be in other countries.

Germans were forced to sign because their country was blockaded until they did and people were starving.

It left Germany vulnerable to attack.

They complained because it was dictated.

The high reparations affected the ordinary citizens.

[2-3]

(One mark per example)

Level 3: Identifies relevant facts for both sides

[4]

Level 4: Explains reason(s) on one side

e.g. Many felt the Treaty was fair because peace makers did a reasonable job considering the demand for revenge from the public. The Treaty of Versailles balanced these demands with the need to leave Germany able to rebuild after the war. This meant that when the Allies took the Saar region to help pay for the costs of the war it was only for 15 years and then it could be returned to Germany. (5) The same with the Rhineland, France wanted it to be a separate state but it was left as part of Germany and they could benefit from its industry. This means the Treaty was fair, it was only putting back damage Germany had done. (6)

OR

e.g. The Treaty can be seen as unfair because of the way Germany was forced to accept paying reparations. Firstly, they had to sign without knowing what the figure would be. The amount was decided by the Reparations Committee, and they didn't announce the amount until much later (5). Also, they had to pay reparations in money or goods but had industrial land removed that could help them pay, like the Saar region. This made it much harder to pay so made it unfair. (6) [5-6]

(One mark per explanation or two marks for a developed explanation)

Level 5: Explains reasons on both sides

[7-8]

(One mark per explanation or two marks for a developed explanation)

- 2 (a) Briefly describe the British attitude towards the remilitarisation of the Rhineland. [5]

Poorly answered. Most learners focused on Hitler's foreign policy than the British attitude towards Hitler's remilitarisation of the Rhineland. Some learners focused on France instead of the British attitude towards the remilitarisation of the Rhineland.

Some British people were concerned but most just didn't want any more fighting and so wouldn't support any military action.

Some British people thought the Treaty of Versailles was too harsh so didn't mind if a small part of it was reversed.

Britain would not act without France and France wouldn't do anything so even if Britain wanted to it was very difficult to take action.

Some British thought Hitler 'walking into his own back yard' was acceptable and didn't want to do anything.

Some British knew Hitler was breaking the Versailles (and/or Locarno) and wanted to stop Hitler. [1-5]

Britain was reluctant to act because the Rhineland was too far.

NB: Reasons why Britain did not take action against it (acceptable)

(One mark for each relevant point; additional mark for supporting details).

- (b) Explain why Hitler's foreign policy was successful up to 1938. [7]

Poorly answered. Most learners gave the aims of Hitler's foreign policy instead of explaining why his foreign policy was a success.

Level 1: General answer

e.g. Britain and France did not want to oppose him.

[1]

Level 2: Identifies reasons

e.g. Some people felt that the Treaty had been hard on Germany and some changes were acceptable.

He signed treaties and agreements which gave him sufficient confidence to implement his aggressive foreign policy to achieve his territorial goals, e.g. Rome-Berlin axis
Anglo Naval Pact

In the 1930s Britain and France followed the policy of appeasement.

The failure of the League of Nations over Manchuria and Abyssinia allowed Hitler an opportunity to further his policy of destroying the Treaty of Versailles. [2-3]

Britain and France were not ready for war.

The League of Nations was powerless

(One mark for every identified reason)

Level 3: Explains one reason

e.g. Hitler's foreign policy was successful up until 1938 because during the 1930s Britain and France followed a policy of appeasement that meant they chose not to do anything, they allowed him to break international law, such as when Hitler wanted to add part of Czechoslovakia to Germany. (4) This saw Hitler be allowed to annex land that had never been German because they trusted him to stop there, and they didn't want to go to war over a far off land. (5) [4-5]

(One mark for a basic explanation with an additional for a developed explanation)

Level 4: Explain more than one reason

One mark for each explanation with an extra mark available for a more developed explanation to a maximum of 7 marks e.g. 6 marks for two basic explanations, 7 marks for both explanations offering good details. [6-7]

- (c) 'The Soviet Union gained more than Germany from the Nazi-Soviet Pact.' How far do you agree with this statement? Explain your answer. [8]

Poorly answered. Most learners focused on describing the Nazi-Soviet Pact instead of answering the question of who gained more from it. Some described Hitler's foreign policy instead of the Nazi-Soviet Pact.

Level 1: General answer

Agree/disagree

[1]

Level 2: Identifies reasons on one side

e.g. The Soviet Union gained extra land from Poland.

The Soviet Union gained an ally.

The Soviet Union acquired more land from the Baltic States.

The Nazi-Soviet Pact allowed the Soviet Union time to build up a strong army that would stand up to any future attack from Germany.

OR

e.g. Germany gained Lebensraum (extra living space) in Eastern Europe.

The Pact allowed Germany an opportunity to extend its Empire.

The Pact cleared the way for Germany's invasion of Poland.

Germany gained vital raw materials from the Soviet Union that helped rearmament.

Germany avoided being dragged into a war on two fronts.

[2-3]

(One mark per example)

Level 3: Identifies reasons on both sides

[4]

Level 4: Explains reason(s) on one side

e.g. The USSR gained more from the Nazi Soviet Pact because it gave them time to be ready for the expected Nazi attack. Stalin expected Hitler to attack him at some point and his Great Purge had weakened the army. It had taken out many experienced generals and he needed time to replace them ready to fight. (5) Not only this but Soviet industry wasn't ready to produce weapons, Stalin needed time to supply an army, and the Nazi Soviet Pact gave him this time. (6)

OR

e.g. The Nazis gained more from the Nazi Soviet Pact because it meant they would avoid the possibility of fighting a war on two fronts. The invasion of Poland could take place without having to worry about what action the USSR would take. (5) The Pact bought the Nazis time to defeat Poland and other countries, like France, before turning East to attack the USSR meaning they would only have to fight on one front at a time. (6)

[5-6]

(One mark per explanation or two marks for a developed explanation)

Level 5: Explains reasons on both sides

[7-8]

(One mark per explanation or two marks for a developed explanation)

- 3 (a) Briefly describe the Berlin Blockade and Airlift of 1948 to 1949. [5]

Fairly answered. Some learners were able to describe the Berlin Blockade and airlift, but a few described the Berlin Wall as they failed to differentiate between the Berlin Blockade and the Berlin Wall.

The USSR believed that the Western Allies had no right to be in Berlin.

Stalin saw the Western Allies presence as a threat because they had a base within the Communist bloc (1) so in June he blocked access to Berlin meaning the Western part was inaccessible. (2)

The United States and Britain organised an airlift to keep the city supplied with essential goods (1), many were worried that Stalin would shoot the planes down and cause further conflict. (2)

The airlift lasted for 11 months until May 1949 (1), in the end the Soviet Union lifted the blockade and allowed the Western powers access to Berlin again. (2)

[1-5]

The Western Allies introduces a new

(One mark for each relevant point; additional mark for supporting details).

- (b) Explain why Stalin distrusted the Western Allies after the Second World War. [7]

Fairly answered. Most learners could identify the reasons why Stalin distrusted the West, but failed to explain the reasons identified.

Level 1: General answer

e.g. Because of the war.

[1]

Level 2: Identifies reasons

e.g. The USA refused to share the secret of how to make atomic bombs.

The West was slow to open a Second Front during the Second World War to help the Russians fight Hitler.

The differences between the Soviet communist system and the American capitalist system made the two countries frightened of each other. [2-3]

(One mark for every identified reason)

Level 3: Explains one reason

e.g. Stalin distrusted the Western Allies after the war because whilst they were still allies the Western Allies had not been completely honest with him about their progress with the atomic bomb. Stalin knew how far advanced they were because of his spies and knew they were keeping secrets from him, and this created distrust before the war ended. (4) So, when Truman didn't tell Stalin about the bomb until Potsdam, after a successful detonation, Stalin was worried it was because they planned to win worldwide power and to destroy communism, so this created even more distrust. (5) [4-5]

(One mark for a basic explanation with an additional for a developed explanation)

Level 4: Explains more than one reason

One mark for each explanation with an extra mark available for a more developed explanation to a maximum of 7 marks e.g. 6 marks for two basic explanations, 7 marks for both explanations offering good details. [6-7]

- (c) 'The Cuban Missile Crisis was a victory for the USA.' How far do you agree with this statement? Explain your answer. [8]

Fairly answered as learners were able to identify the reasons why the Cuban Missile Crisis was a victory for Kennedy and Khrushchev but failed to provide explanations.

Level 1: General answer

Agree/disagree

[1]

Level 2: Identifies reasons on one side

Kennedy's reputation as a great leader was made.

Khrushchev's downfall evolved from the Crisis.

It was diminished by the Crisis because the USSR was seen to back down to the USA.

The direct threat of Soviet missiles was removed from Cuba.

The Soviet influence in Cuba was diminished by the Crisis.

OR

It was a victory the USSR as Cuba remained a Communist state.

The US was forced to remove missiles in Turkey.

The Soviets maintained their considerable influence because they did leave some nuclear weapons in Cuba/continued to fund Cuba.

Communism maintained its stronghold in an American sphere of influence in the Caribbean territory. [2-3]

(One mark per example)

Level 3: Identifies reasons on both sides

[4]

Level 4: Explains reason(s) on one side

The Cuban missile crisis was a victory for USA because Kennedy increased his reputation at home and worldwide by avoiding war and forcing Khrushchev to back down.(5) Kennedy managed to stand up to Khrushchev and his decisive action removed the threat of a nuclear base in Cuba.(6)

OR

The Cuban Missile Crisis was a failure for the USA foreign policy of containment because Cuba remained a Communist state despite the removal of missiles, the Bay of Pigs incident and the withdrawal of trade. (5) Cuba considered itself a strong ally of the USSR and could depend on it for protection and considerable aid. (6) [5-6]
(One mark per explanation or two marks for a developed explanation)

Level 5: Explains reasons on both sides

[7-8]

(One mark per explanation or two marks for a developed explanation)

- 4 (a) Briefly describe the role of the Security Council of the United Nations. [5]

Poorly answered. Most learners described the composition of the security council and not its role, and only a few learners managed to outline the role.

e.g. The Security Council has the basic responsibility of maintaining peace and security in the world.

To investigate international disputes and recommend appropriate methods of settling them.

It can call on member states to apply economic sanctions against the aggressor (1) and thus to put pressure on the guilty state to stop aggression. (2)

The Security Council may take military action against the aggressor, if required.

It is the executive wing of the UN to implement the resolutions taken by the General Assembly.[1-5]

NB: Do not accept the composition of the Security Council e.g. the number of countries required and the number of times they supposed to meet.

(One mark for each relevant point; additional mark for supporting details).

- (b) Explain why the membership of the United Nations has grown since 1945. [7]

Poorly answered. Most learners failed to identify the reasons why there was an increase in the membership of the UN. Some learners confused the UN with the League of Nations.

Level 1: General answer

e.g. Because of the Second World War.

[1]

Level 2: Identifies reasons

e.g. The UN has shown it will protect the independence of smaller countries making membership important for them.

The promotion of social and economic development has attracted so many countries to join the UN.

Memories of the Second World War made some countries want to join an international organisation for protection.

Being part of the UN is seen as a symbol of Nationhood so when countries became independent, they wanted their new status recognised by joining the UN.

Process of decolonisation after 1945 has increased the number of independent countries eligible to join the UN. [2-3]

Many countries started getting their independence.

(One mark for every identified reason)

Level 3: Explains one reason

e.g. Membership of the UN has grown because of the process of decolonisation that has happened since 1945 and this has had different effects. Firstly, the UN aims to uphold the principles of equality and self-determination and having helped some countries in their struggle for independence those countries have then joined, increasing the number of countries at the UN. (4) Also, many countries saw the vital role of the UN in their struggle and recognised its value as an international body, so it was logical to join something they saw as important. (5) [4-5]

(One mark for a basic explanation with an additional for a developed explanation)

Level 4: Explains more than one reason

One mark for each explanation with an extra mark available for a more developed explanation to a maximum of 7 marks e.g. 6 marks for two basic explanations, 7 marks for both explanations offering good details. [6-7]

- (c) 'The UN has been successful in solving disputes after the Second World War.' How far do you agree with this statement? Explain your answer. [8]

Poorly answered. Most learners could not identify the successes and failures of the UN after WWII but described the success of the League of Nations.

Level 1: General answers

e.g. Agree/disagree [1]

Level 2: Identifies reasons on one side

e.g. It has been successful because there is no world war
It has helped to prevent some local conflicts from growing into wider ones.
The UN gained respect over Korea.
The UN was critical of apartheid South Africa because it was seen as a threat to world peace.

OR

e.g. The Cold War tensions hinder the work of the United Nations.
The UN has been unable to solve the ongoing conflict between the Palestinian Arabs and the Israelis over rights to Palestine/Israel.
In many other world crises, the UN involvement has been ineffective due to the conflicting interests of the Superpowers (USA and USSR) in the Security Council. [2-3]

(One mark per example)

Level 3: Identifies reasons on both sides

(One mark per example) [4]

Level 4: Explains reason(s) on one side

e.g. Despite the controversial aspects of its actions in Korea, the UN had demonstrated that, unlike the League of Nations, it could and would use military force to back its decisions. Without the UN action, it is unlikely that South Korea would still exist. (5) This earned the UN more respect from its member countries and a clear message was sent to would be aggressors that the UN would not hesitate to take action. (6)

OR

e.g. The Cold War that developed simultaneously with the establishment of the UN prevented the it from becoming actively involved in major crises immediately after the Second World War. The exercising of veto power in the Security Council by the permanent members meant the UN was unable to pass resolutions and implement action. (5) This negatively affected the maintenance of international peace and security as it made it difficult for its permanent members to take decisions on any issue where they perceived their interests to be in conflict.(6) [5-6]

(One mark per explanation or two marks for a developed explanation)

Level 5: Explains reasons on both sides

(One mark per explanation or two marks for a developed explanation) [7-8]

- 5 (a) Briefly describe how South West Africa (Namibia) came to be governed by South Africa after the First World War. [5]

Fairly answered. Most learners described the illegal occupation of South West Africa by South Africa instead of how it came to be governed by SA after the First World War.

South West Africa (Namibia) like any other German colony was placed under the control of the League of Nations after the First World War.

South Africa invaded South West Africa (Namibia), ruled it for Britain and then was given the mandate.

The mandate to administer South West Africa (Namibia) was given to Britain (1) and later to South Africa as it was a member of the British Empire. (2)

South West Africa (Namibia) was classified as a 'C' mandate which gave South Africa more powers (1) and even allowed them to enforce their own laws in South West Africa (Namibia). (2) [1-5]

(One mark for each relevant point; additional mark for supporting details).

- (b) Explain why South Africa tried to annex South West Africa (Namibia) after 1945. [7]

Fairly answered. Most learners could identify reasons SA wanted to annex Namibia but could not explain the reasons identified.

Level 1: General answer

e.g. To gain extra land.

[1]

Level 2: Identifies reasons

e.g. South Africa wanted South West Africa (Namibia) to become a fifth province of South Africa. To obtain more land for white people.

South Africa wanted to have easy access to the country's natural and human resources.

South Africa did not recognise UN as the legal succession of the League of Nations.

[2-3]

(One mark for every identified reason)

Level 3: Explains one reason

e.g. South Africa tried to annex South West Africa (Namibia) after 1945 as an attempt to increase South Africa's land. After World War II mandates ended and South Africa was supposed to hand over the running of the country to the UN but it refused because it wanted to be more powerful, with more land. (4) South Africa said that Namibian people wanted to be part of it and wanted to be a fifth province and so they should annex South West Africa (Namibia) to make this happen. (5)

(One mark for a basic explanation with an additional for a developed explanation)

Level 4: Explains more than one reason

One mark for each explanation with an extra mark available for a more developed explanation to a maximum of 7 marks e.g. 6 marks for two basic explanations, 7 marks for both explanations offering good details.

[6-7]

- (c) 'South Africa was successful in administering the League of Nations mandate over South West Africa (Namibia) up to 1945.' How far do you agree with this statement? Explain your answer. [8]

Fairly answered. Most learners were able to identify the successes and failures of South Africa in administering Namibia as a mandate up to 1945.

Level 1: General answers

e.g. Agree/disagree

[1]

Level 2: Identifies reasons on one side

e.g. Life continued to improve for the white people of South West Africa (Namibia).

Some infrastructure such as roads were improved / built to improve the economy of the country,

e.g. Mines, harbour, Schools

White settlers were encouraged to farm the land and that brought employment e.g. Contract labour system

OR

South Africa failed to look after the interests of the majority of people because what they did only benefited white people, e.g. People were exploited
 South Africa did not keep mandating conditions, e.g. did not prepare the country for independence/ only wanted to annex the land.
 South Africa practiced the divide and rule policy.
 Whites took the productive land from the indigenous people. [2-3]
 South Africa stopped sending annual reports.
(One mark per example)

Level 3: Identifies reasons on both sides [4]
(One mark per example)

Level 4: Explains reason(s) on one side

e.g. South Africa improve/built some infrastructure such as roads to improve the economy of the country. This made it easier for the transportation of goods and services to other parts of the country. (5) This in turn created employment opportunities for the Namibian people which helped them to acquire new skills and maintain their live hood. (6)

OR

e.g. South Africa failed to look after the interests of the majority of people because what they did only benefited white people .South Africa formed native reserves and the land allocated to the black people was of poor quality and unproductive. The best farming land was given to the white people at the expense of the Namibia people. (5) This left them with no choice but to provide cheap labour on white owned farms for their survival. (6) [5-6]

(One mark per explanation or two marks for a developed explanation)

Level 5: Explains reasons on both sides [7-8]
(One mark per explanation or two marks for a developed explanation)

- 6 (a) Briefly describe the ways in which independent churches resisted South African colonial rule in South West Africa (Namibia). [5]

Poorly answered. Most learners lacked contextual knowledge of the role of independent churches. Some learners mentioned the open and pastoral letters without describing how they helped to resist the South African colonial rule. Others described the role of missionary churches.

The leaders wrote an open letter to the South (1) emphasizing its presence in South West Africa (Namibia) was illegal. (2)

The leaders of the churches published a protest letter in newspapers addressed to the South African Prime Minister, John Vorster (1) where they criticised its policies like the human rights abuses taking place. (2)

The churches strengthened opposition to apartheid and united black people against South African rule (1) by writing to their church members describing their opposition. (2)

They organised a referendum with Bishop Auala that allowed people to show their opposition to South African rule (1) because it showed that most people believed South African's rule was illegal. (2) [1-5]

They allowed freedom movements to make use of their premises e.g.

Oniipa Printing Press.

The Churches supported the strike of 1971

(One mark for each relevant point; additional mark for supporting details).

- (b) Explain why SWAPO started the armed struggle in 1966. [7]

Fairly answered. Most learners were able to identify the reasons but could not explain the reasons identified.

Level 1: General answer

e.g. To fight.

[1]

Level 2: Identifies reasons

e.g. To achieve independence for Namibia.

The Namibians were tired of peaceful methods that did not bring the desired results.

They wanted the indigenous/black people to have control over themselves/to rule themselves.

SWAPO wanted to get rid of colonial oppression and exploitation of natural resources.

The International Court of Justice failed in 1966 to declare South Africa's rule in South West Africa illegal.

The Cold war meant that communist countries were supporting African peoples struggles for independence with money and arms making armed struggle possible in the late 1960s. [2-3]
 Events of the Windhoek Massacre of 1959
(One mark for every identified reason)

Level 3: Explains one reason

e.g. The start of Swapo's armed struggle to drive out the South African colonists was a direct result of decades humiliation in their hands. The South Africans had divided people up into separate ethnically based homelands where there were few chances to improve things. This made an organised political campaign more difficult but recruiting angry men, with little work, into fighting units easier. (4) The different homelands were supposed to divide and rule but they actually meant people had little to lose by leaving their homes to go and fight for things to get better and this is why SWAPO decided they could start an armed struggle (5) [4-5]

(One mark for a basic explanation with an additional for a developed explanation)

Level 4: Explains more than one reason

[6-7]

One mark for each explanation with an extra mark available for a more developed explanation to a maximum of 7 marks e.g. 6 marks for two basic explanations, 7 marks for both explanations offering good details.

- (c) 'The Odendaal Plan that created the apartheid system boosted the economic development of South West Africa (Namibia).' How far do you agree with this statement? Explain your answer. [8]

Fairly answered. Most learners could identify the recommendation of the Odendaal Plan but failed to explain how it boosted the economic development in Namibia.

Level 1: General answer

e.g. Agree/disagree

[1]

Level 2: Identifies reasons on one side

e.g. The Bantu Investment Corporation was introduced.
 New diamond and copper mines were opened.
 More jobs were created in the mining and farming sectors of the economy.
 The development of the infrastructures such as roads and railways were realised, e.g. Hydro electric Power Station
 The Plan/apartheid allowed rich white people to feel secure in South West Africa (Namibia) so they invested their money in businesses

OR

e.g. The introduction of apartheid laws limited people's ability to participate in the development of the country.
 The natural resources were controlled by the minority white population meaning they could not be exploited to benefit the whole economy and country.
 The Namibian people lost arable land which made it difficult to grow/develop the economy. [2-3]

(One mark per example)

Level 3: Identifies reasons on both sides

[4]

(One mark per example)

Level 4: Explains reason(s) on one

The Odendaal Plan/apartheid system encouraged new diamond and copper mines to be established because white people were allowed to exploit South West Africa (Namibia) under the system. This created new jobs and for many people their standard of living improved. (5) The increase in investment and the increase in money being made encouraged further investment and led to the introduction of new technologies that made the mining industry more profitable. Diamonds became the main export further developing the economy of the country. (6)

OR

The Odendaal Plan/apartheid system did not encourage economic development in South West Africa (Namibia) because it gave the money and power to the minority white population, and this restricted how much money could be used for the development of the economy especially as so many of the business owners were from South Africa and the profits went there. (5) It was

impossible to own and run your own business as a black person so any money and benefit made from the very profitable businesses, in things like diamonds, was not seen by the larger population and could not be used by them to develop the economy. (6) [5-6]

(One mark per explanation or two marks for a developed explanation)

Level 5: Explains reasons on both sides

[7-8]

(One mark per explanation or two marks for a developed explanation)

- 7 (a) Briefly describe the terms of the Separate Amenities Act of 1953. [5]

Well answered. Most learners identified the terms of the Separate Amenities Act of 1953. Only a few described the apartheid laws.

e.g. The Act legalised the racial segregation of public amenities and business premises(1) it meant the best areas and facilities were reserved for white people. (2)
It meant separate schools for black and white students.
It meant black people had to travel on separate buses, coaches and trains from white people.
It also meant that black people had to use separate cafes, toilets, park benches, hospitals and beaches.[1-5]
An attempt was even made to enforce segregated worship in Churches.
It was also known as Petty apartheid. The division of public services space.
(One mark for each relevant point; additional mark for supporting details).

- (b) Explain why the National Party won the 1948 election. [7]

Fairly answered. Learners managed to identify the reasons but could not explain the identified reasons.

Level 1: General answer demonstrating no specific knowledge.

e.g. They made promises to white people. [1]

Level 2: Identify or describe reasons

[2-3]

e.g. The Nationalists had the benefit of the rural vote.
There was an increasing growth of Afrikaner nationalism.
The government had relaxed laws concerning segregation which was a threat to the Afrikaner nationalism.
The National Party offered total separation or apartheid.

(One mark for every identified reason)

Level 3: Explains one reason

e.g. Malan, leader of the National Party made his campaign about the preservation of white supremacy, and this was very appealing to the white people who saw black people as a danger so a lot voted for them to stop black people having power. (5) This was because during World War II many black people had started doing jobs that were usually done by white people and white people saw them of more threat in 1948. So, voting for a party that promised to limit their power felt like a good idea. (6) [4-5]

(One mark for a basic explanation with an additional for a developed explanation)

Level 4: Explains more than one reason

One mark for each explanation with an extra mark available for a more developed explanation to a maximum of 7 marks e.g. 6 marks for two basic explanations, 7 marks for both explanations offering good details. [6-7]

- (c) 'The policy of apartheid was effective at suppressing black people in the 1950s.' How far do you agree with this statement? Explain your answer. [8]

Poorly answered. Most learners just described the apartheid laws instead of writing about the effects of the laws.

Level 1: General answer [1]
e.g. Agree/disagree.

Level 2: Identifies reasons on one side
e.g. Laws were passed, like the Native Laws Amendment Act of 1952, that allowed the government to make black people second class citizens
The Bantu Education Act meant that black people got a poor education
Changes to education meant that black people were only educated well enough to carry out menial jobs
When black people protested the laws the government arrested them and the system of apartheid made it difficult to get good legal representation
Apartheid encouraged white people to think that black people weren't as good as them

OR

e.g. The ANC and other groups supporting black people gained more popularity
Demonstrations continued to take place like over the introduction of passes for women
The Freedom Charter was drawn up and gave black people a focus for their protests [2-3]

(One mark per example)

Level 3: Identifies reasons for both sides [4]
(One mark per example)

Level 4: Explains reason (s) on one side
e.g. The government used its powers to suppress black people by arresting and imprisoning those who opposed them. This was seen in 1956 when 156 people were charged with high treason for drawing up the Freedom Charter this made it dangerous to oppose the government and helped suppress black people. (5) Those who were arrested were eventually all released but they were banned from political activity for 5 years meaning many black and Indian leaders were removed from directing and helping protest further suppressing the rights of black people. (6)

OR

e.g. Black people were encouraged to fight against the government because they took such a hardline stand and meaning they had little to lose by their opposition. Throughout the 1950s support and membership of the ANC grew meaning that black people weren't suppressed, they still fought for their rights. (5) In 1952 Nelson Mandela led the popular Defiance Campaign showing how black people were not prepared to simply accept apartheid, showing they weren't suppressed. (6) [6-7]

(One mark per explanation or two marks for a developed explanation)

Level 5: Explains reasons on both sides [7-8]
(One mark per explanation or two marks for a developed explanation)

- 8 (a) Briefly describe the part played by Steve Biko in the struggle against apartheid. [5]

Fairly answered. Learners were able to describe the role played by Steve Biko. However, some learners gave the role of Nelson Mandela.

e.g. Steve Biko played a very important role in South Africa.
He established the Black Consciousness Movement which aimed at resisting apartheid in the country.
He also encouraged black South Africans especially the youth to strike against the apartheid government.
Biko was also instrumental in organising the Soweto Uprising of 1976(1) which was against the use of Afrikaans in black school. (2)
He died or was rather killed while in prison in 1977. [1-5]

(One mark for each relevant point; additional mark for supporting details)

- (b) Explain why there was an upsurge of violence in South Africa by the mid-1980s. [7]

Poorly answered. Most learners misinterpreted the word upsurge. Most of the learners focused on the Soweto uprising and the Sharpeville massacre as reasons why there was an increase in violence in South Africa.

Level 1: General answer

e.g. Black people were unhappy

[1]

Level 2: Identify or describe reasons

e.g. Black people were still not allowed to vote and saw violence as an alternative.

ANC made a call to make apartheid unworkable/the country ungovernable.

There were increased rents and electricity charges.

The majority of those who were oppressed chose to react to the violence of the security forces.

The declaration of the State of Emergency by the government which suspended civil liberties.

South Africans were disappointed with Botha's constitutional reforms.

There were tribal tensions between the Xhosa and the Zulu tribes.

[2-3]

Level 3: Explains one reason

e.g. Violence increased after civil liberties were suspended following the declaration of the State of Emergency. The authorities could arrest without warrants and people felt this was an infringement of their rights and responded with violence. (4) There were reports of torture and beatings and the reaction was to attack police stations and government buildings meaning there was increasing violence. (5)

[4-5]

Level 4: Explains more than one reason

One mark for each explanation with an extra mark available for a more developed explanation to a maximum of 7 marks e.g. 6 marks for two basic explanations, 7 marks for both explanations offering good details.

[6-7]

- (c) 'International opposition to apartheid was effective.' How far do you agree with this statement? Explain your answer. [8]

Poorly answered. Many learners explained the anti-apartheid events that happened after the 1950s, such as the Sharpeville massacre, the Soweto uprising, etc.

Level 1: General answer

e.g. It was very effective/not effective.

[1]

Level 2: Identifies reasons on one side

e.g. It led to the end of apartheid through the imposition of sanctions.

Sports teams were boycotted.

Nelson Mandela was freed from prison.

In 1986 the Common Market banned the purchase of South African iron and steel.

OR

e.g. Sanctions failed as great powers continued to trade with South Africa.

African countries were too weak to end apartheid.

The South African government successfully used a mixture of financial incentives and Cold War propaganda to win support for apartheid from the Western countries.

[2-3]

(One mark per example)

Level 3: Identifies reasons for both sides

(One mark per example)

[4]

Level 4: Explains reason (s) on one

e.g. The international opposition to apartheid was effective because the constant pressure of sanctions on South Africa and other countries resulted in South Africa not to have a choice but to give in to the pressure. (5) Foreign investors were increasingly unhappy with apartheid in South Africa and began to withdraw their business from the country. The Barclays Bank sold its large South African bank network. This caused great problems for South Africa (6)

OR

e.g. The international opposition to apartheid was ineffective because sanctions which were imposed on South Africa with the intention to cripple the economy did not work because countries such as Britain, USA, Germany and Japan still wanted to maintain the good relationship with South Africa. This was mainly because a lot of their people and companies had invested money in South Africa. (5) South Africa had a large supply of diamonds and gold which modern industry cannot do without. Therefore, the developed world depended on South Africa's mineral wealth. (6) [5-6]

(One mark per explanation or two marks for a developed explanation)

Level 5: Explains reasons on both sides

[7-8]

(One mark per explanation or two marks for a developed explanation)

1. GENERAL COMMENTS

A significant number of learners demonstrated adequate source-handling skills and the ability to apply relevant contextual knowledge. However, some learners struggled with questions that required comparing two sources. They need additional support in tackling comparison questions, as they often paraphrase each source instead of comparing them point by point. Most learners could not identify the agreements and disagreements between the sources.

Many learners often struggle to infer meaning from various sources because they tend to read at a surface level. To grasp the underlying messages fully, it is essential to consider not only the tone and language of these sources but also the context in which they were created. This is especially important when analyzing cartoons.

Several learners lost marks for failing to express a clear choice regarding the usefulness of the sources or whether the sources agree or disagree. Additionally, shortcomings in English literacy skills and vocabulary hinder many learners' understanding of key terms and the requirements of the questions.

Teachers and tutors are advised against solely providing marking schemes to learners. Instead, they should focus on helping them develop the necessary skills for this paper. Some learners still use “Y” and “N” instead of “Support” and “Reject” when responding to the final question, resulting in lost marks.

Advice to take at heart:

- Learners should interpret sources instead of simply summarising them.
- Cartoons do not need to be described, nor does every detail in a cartoon have to be analysed and discussed at length. For instance, when asked about the message of a cartoon, learners should aim to infer and articulate a valid message, support it with relevant details from the cartoon, and then proceed to other points.
- Use or copying words from the source(s) is not allowed when it is required that you must make an inference/ assertion, rather encourage your learners to use similar words or synonyms otherwise it will be seen as copying and they will not score any mark.
- It is important for learners to provide clear, direct answers to questions. This can be achieved by taking a few minutes to think through the answer before writing it down. Begin your response with a sentence that directly addresses the question, such as, “This source is useful because...” or “This source is less useful because...”. This approach will help prevent learners from writing excellent evaluations of sources without clearly stating whether a source is useful or less useful.
- To achieve high marks, learners must make choices when required; failing to do so could result in receiving the lowest scores, even if the answer contains all the necessary elements for a high-quality response. It is essential that these choices are well-considered and balanced.
- When they use support, it must fit with their choice.
- Practice with learners in class on how to write a purpose or main message. To find the purpose or main message in a source, carefully analyse the text, considering the author's background, the historical context in which it was created, the intended audience, the tone of the writing, and key phrases used, asking questions like: who wrote it, when was it written, why was it written, and what is the author trying to convey to the reader?
- Some questions require comparison of historical sources for similarities and differences. It is important that this comparison is carried out point by point and not by summarising one source and then the other.
- When answering **Question 5**, it is important to directly respond to the hypothesis given in the question. When writing about each source, a clear statement needs to be made, making it clear whether the source supports or disagrees with the hypothesis. Encourage your learners to include at least **four** quotations that support the statement and **four** that reject it in their response to achieve full marks.
- When quoting from a source, it is essential to provide the full quotation. Learners should not use ellipses (...) and leave out crucial parts of the quotation.
- Work on the vocabulary and the use of proper English in class.
- Enhance the learner's understanding by teaching the content of the prescribed depth study and integrating the necessary skills for this paper.
- **Workshops** are a must, especially for novice and former Junior Secondary school teachers who might be teaching the subject at this level for the first time.
- Teachers reach out to others who are more experienced: **nobody can survive on an island alone.**

Here is an example on how an evaluation/testing of the reliability of a source should be done:

- Source **A** is **reliable**
- **Explanation:** In 1933, von Papen pressured Hindenburg to appoint Hitler as chancellor and von Papen as vice-chancellor. Von Papen believed he could control Hitler and use him to create a political majority.
- **NB: the candidate must choose only (reliable/less reliable (one side) in their answer.**
- **Author:** British cartoonist (**why**) to show that the friendship between Hitler, Hindenburg and von Papen will not last.
- **Date:** January 1933, (**why**) because it was the time that Hitler became Chancellor in Germany.
- **Audience:** the world/students (**why**) to that Hitler can't be contained by Hindenburg and von Papen and therefore this temporarily alliance will not last and the Allied countries need to be wary of Hitler's actions.

OR

- Source **A** is **less reliable:** It could be just have been just propaganda to tarnish the image of Hitler.
- **Author:** British cartoonist (why) to show that the friendship between Hitler, Hindenburg and von Papen will not last.
- **Date:** January 1933, (**why**) because it was the time that Hitler became Chancellor in Germany.
- **Audience:** the world(why) to let people know that Hitler can't be contained and everyone should be ready for confrontation with him, inside and outside Germany, to brought division in German politics and their foreign relationship with the Allies.

An example of cross referencing:

- Source **A** can be cross referenced with Source **E**.
- Source **A:** "I always argued with my father as I was very much in favour of the Hitler regime which was against his background as a working man." Source **E:** "I joined the party because I thought and still think that Hitler did the greatest Christian work for two years. I saw seven million men rotting in the streets, often I was there too, and no one seemed to care."
- **Linking statement:** Sources A and E confirm that Hitler was highly regarded by his people.

An example of a similarity and difference:

Similarity: Both sources show disapproval of Hitler.

- **Support:** Source **C:** "But these remarkable powers were combined with hatred, resentment, the desire to dominate and where he could not dominate, to destroy." Source **D:** "Hitler's intolerance and cruelty, the fact that power was his only motive, make him ordinary rather than great."

Difference: Source **C** shows his human qualities while in Source **D** it shows his supernatural qualities.

- **Support:** Source **C:** "His abilities were many: his mastery of the emotional factors in politics, his insight into the weaknesses of his opponents, his sense of timing, and his willingness to take risks." Source **D:** "All his personal characteristics do not add up to a real person."

An example of a main message

The message is that show that Hindenburg and Von Papen needed to work with Hitler despite their distrust of him because he was their only hope to keep on ruling Germany.

The source shows that Hindenburg and Von Papen make a mistake by supporting (**why**) Hitler because he will not be contained by them and everybody should be wary of Hitler.

NB: the intentions of the cartoonist must come out and the possible reaction he wants from the audience.

Support: it shows his facial expression and how he pushed down the heads of Hindenburg and Von Papen.

Tips on how to assess a source's usefulness:

- Check the author's credentials.
- Evaluate publication date.
- Consider the source type.
- Analyze the content for bias.
- Compare information with other sources.

Tips on how to assess the less usefulness of sources:

- Outdated information
- Lack of author credibility:
- Biased perspective.
- Limited scope:
- Questionable source origin:
- Irrelevant information:

2. COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

The question was answered satisfactorily. Most learners were able to provide a valid inference with supporting evidence. However, a lack of contextual knowledge continues to hinder learners from achieving the highest marks. Many responses displayed paraphrasing, and some learners even attempted to assess the reliability of the source, which is a skill that is not required for this particular question.

1 Study Source A.

What can you learn from Source A about the attitude of the German people towards Hitler? Use the source and your knowledge to explain your answer. [6]

Level 1: General comment not answering the question, copying, misinterpretation, no valid source use or inference, contextual knowledge only. [1]

Level 2: Unsupported Inference (s) [2-3]

e.g. The youth adored Hitler. They were proud of Hitler. Some German people were against Hitler. The elderly criticized him. They feared him. Some were happy about Hitler. Some were unhappy with Hitler.
One mark for each Valid Inference.

Level 3: Inference(s), supported [4-5]

One mark for each Valid Inference supported with evidence from the source.

Level 4: Level 3 + contextual knowledge [6]

Contextual knowledge must be based on the youth's adoration of Hitler or why the working people did not support him/how women felt about Hitler, after they lost their jobs.

Question 2

The question was not answered well, as most learners could not identify the main messages. Instead, many relied on surface details and failed to use their contextual knowledge to understand the cartoonist's intention in creating the cartoon. This issue highlights a general lack of contextual knowledge among learners. As a result, they tend to paraphrase sources or use the introduction as their response to the question. Teachers and tutors must explain to learners that a purpose or main message typically reflects the author's intention, such as to criticize, tarnish, or praise and promote, followed by a detailed explanation.

2. Study Source B

What is the message of this source? Use the source and your knowledge to explain your answer. [7]

Level 1: General comment not answering the question, surface detail, misinterpretation, no valid source use or inference, contextual knowledge only. [1]

Level 2: Sub-message(s) not supported [2-3]

e.g. Hitler was supported by the masses/or Von Papen and Hindenburg. Hitler demanded the post of Chancellor. It shows Papen and Hindenburg did not like/trust Hitler. Hindenburg and on Papen don't want him in charge. Hitler came to power due to Von Papen's help/ support.
One mark per example of sub-message

Level 3: Sub-message(s) supported [4-5]

e.g. Hitler got to be Chancellor because of the help or actions of Hindenburg and Von Papen. Evidence in the source that shows this is that the cartoon shows both Von Papen and Hindenburg physically lifting Hitler as he uses their heads to balance above them.
One mark per example of sub-message

Level 4: Main message not supported [6]

e.g. Hindenburg and Von Papen thought they had Hitler under control, between them they could keep him in check and that it was only supposed to be temporary while they found another way to rule Germany.

Hindenburg and Von Papen needed to work with Hitler despite their distrust towards him, because he was their only hope to continue ruling Germany.

Level 5: Main message, supported by details from the cartoon or contextual knowledge. [7]

Level 4 + They look uncomfortable with the arrangement, with Hitler scrambling over them. It suggests they do not like or trust Hitler. Contextual knowledge must point out their need for Hitler to be a Chancellor because they needed his popularity with the masses to stay in power.

Question 3

Most learners made a choice but did not provide clear agreements and disagreements. The majority summarised the sources without making any point-by-point comparisons. In many cases, learners gave general answers and attempted to include contextual knowledge and cross-references, even though this was not required for the question. Very few learners presented agreements and disagreements, and those who did often failed to provide the necessary supporting evidence, resulting in a loss of marks. It was evident that when a disagreement was identified, the support was drawn from only one source. Additionally, many learners misinterpreted the sources. A small number of less successful responses focused on the provenance of the sources and hardly used the content of the sources. What the sources say always matters.

3. Study Sources C and D

How far do these two sources agree? Use the sources and your knowledge to explain your answer. [7]

Level 1: General comment not answering the question or simple answer to the question such as the sources agree/disagree, copying, no valid source use or inference, contextual knowledge only. [1]

Level 2: Compares provenances [2]

e.g. Both sources are secondary. Both shows Hitler was an authoritarian. Both shows Hitler was a bad leader.

Source C was published in 1952 while Source D was published in 1973.

Level 3: Agreement OR disagreement, unsupported [3]

Agreement:

both show Hitler was gifted

both show he had a dark side

Disagreement:

C shows Hitler gifted while D shows him as ordinary.

E shows Hitler did not tolerate opposition while D shows he was tolerant in 1923.

Level 4: Agreement OR disagreement, support [4-5]

Level 5: Agreement AND disagreement, unsupported [6]

Level 6: Agreement AND disagreement, supported [7]

Question 4

The question presented a considerable challenge for most learners, as reflected in their responses, which typically scored only at level 1. Many learners did not clarify whether the source was useful, and most could not provide valid statements regarding its utility. Only a few learners offered general comments or assertions that did not directly address the question. Additionally, many learners struggled to explain why the source might be less useful. A small number focused on the source's utility, while most failed to include linking statements when referencing other sources. The lack of contextual knowledge significantly contributed to the difficulties learners experienced in answering this question.

4. Study Source E

How useful is this source to a historian studying what Germans thought of Hitler's policies? Use the source and your knowledge to explain your answer. [8]

Level 1: General comment not answering the question or simple answer to the question such as the source is useful/not useful, copying, no valid source use or inference, contextual knowledge only. [1]

Level 2: Useful because of what it tells you about the view of a Nazi official
e.g. To show that some Germans disapproved the ill-treatment of the Jews. He applauded Hitler's achievements.

OR

Not useful because it does not explain explicitly how the Jews were ill-treated. [2-3]

Level 3: Both aspects of L2 [4-5]

Level 4: Utility based on cross reference to another source OR contextual knowledge [6-7]
e.g. Source E is useful because cross referencing to Source A, both sources talk about how Hitler's policies made Germany better. (6) In Source A the author says Hitler was building "a strong Germany" and in Source E it says Hitler gave men "security and work".

6 marks for a valid identification of useful/not useful using cross reference or contextual knowledge and 7 marks for support, showing how this identification was made.

Level 5: Utility based on cross reference to another source AND contextual knowledge [8]

e.g. Source E is not useful because I know that Hitler's policies were popular with a lot of young men who felt he gave them hope and work through things like ignoring the Treaty of Versailles and starting conscription again.

Question 5

The question was generally answered well; however, several learners made wrong choices, paraphrased sentences from the sources, and grouped multiple sources under a single choice. A significant portion of the learners did not attempt to test the reliability of any two sources for the additional bonus marks, and those who did were unable to earn any points for their efforts as it was not done correctly. Additionally, many learners relied on contextual knowledge, which was not a requisite for this question. Furthermore, some learners simply reproduced the sources without proper analysis.

5. Study all the sources

"The German people supported Hitler."

How far do these sources support this view? Use the sources to explain your answer. [12]

Level 1: General comment(s) not answering the question or simple answer to the question such as the sources support/ do not support, copying, no valid source use or inference, contextual knowledge only. [1-3]

Level 2: Uses sources to support or reject the statement [4-6]

- 1 Yes Or 1 No = L2/4
- 2 Yes Or 2 No = L2/5
- 3 Yes Or 3 No = L2/6

Level 3: Uses sources to support and reject the statement [7-12]

- 1 yes and 1 No = L3/7
- 2 Yes And 1 No = L3/8
- 2 Yes And 2 No = L3/9
- 2 Yes And 3 No = L3/10
- 3 Yes and 3 No = L3/11

Award 1 bonus mark for evaluation of sources.

Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples, from source content. There must be an explanation of how this supports / does not support the statement.

Support	Reject
A	A
B	C
D	D
E	E

SOURCE A

Support: "It was a great feeling."

Support: "You felt you belonged to a great nation again."

Support: "Germany was in safe hands and I was going to help to build a strong Germany."

Reject: "But my father of course felt differently about it."

Reject: "[He warned] 'Now Henrik, don't say to them what I am saying to you'."

Support: "I always argued with my father as I was very much in favour of the Hitler regime which was against his background as a working man."

Reject: "I always argued with my father as I was very much in favour of the Hitler regime which was against his background as a working man."

SOURCE B

NB: Choice, Valid Inference and Support (Surface detail)

Example: **Choice** – Support or Reject the statement

- **VI = support:** Von Papen and Hindenburg turned to Hitler, appointing him as Chancellor with Von Papen as Vice Chancellor. They believed they could control Hitler and get him to do what they wanted.

Caption/Surface detail (support) = "Hindenburg and Von Papen carry Hitler."

NB: Choice, valid inference and support (surface detail)

Example: **Choice** – support or reject the statement

- **VI = reject:** Hitler acted/behave like a bully; Von Papen was irritated with Hitler's actions.

Caption/surface detail (support) = "Von Papen facial expression shows irritation with Hitler."

"A British cartoon published in January 1933 showing Hindenburg and Von Papen carrying Hitler."

SOURCE C

Support: "The Nazi Party, its propaganda and its tactics - these were all Hitler's."

Support: "His personal power in Germany has rarely, if ever, been equalled in a modern industrialised state."

Support: "He began with few advantages: he was not even a citizen of the country he hoped to rule."

Reject: "He began with few advantages: he was not even a citizen of the country he hoped to rule."

Support: "To achieve what he did Hitler needed – and possessed – talents out of the ordinary which amounted to political genius, however evil the results."

Reject: "To achieve what he did Hitler needed – and possessed – talents out of the ordinary which amounted to political genius, however evil the results."

Support: "His abilities were many: his mastery of the emotional factors in politics, his insight into the weaknesses of his opponents, his sense of timing, and his willingness to take risks."

Reject: "But these remarkable powers were combined with hatred, resentment, the desire to dominate and where he could not dominate, to destroy."

Reject: "His twelve years' dictatorship lacked any ideas except the extension of his own power."

Reject: "Even this power resulted in SS garrisons and concentration camps."

Reject: "It is this lack of ideas to justify the suffering he caused which makes Hitler so hateful a figure."

Reject: "Hitler will have his place in history, but it will be alongside the monsters of history."

SOURCE D

Support: "Should we call Hitler great? No one caused so much rejoicing; no one so much hate."

Reject: "Should we call Hitler great? No one caused so much rejoicing; no one so much hate."

Support: "He created everything himself."

Support: "He was his own teacher, organiser of a party, tactician, saviour, leader, statesman."

Support: "He dominated his revolution."

Support: "In spite of the collapse of all his hopes after the attempted "putsch" in 1923 he did not take back a single word."

Reject: "In spite of the collapse of all his hopes after the attempted "putsch" in 1923 he did not take back a single word."

Reject: "He later said, "Everyone said I was crazy in those days."

Support: "But only a few years later everything he wanted was reality: democracy, political parties and unions were all on their way out."

Reject: "But only a few years later everything he wanted was reality: democracy, political parties and unions were all on their way out."

Reject: "And yet we hesitate to call Hitler "great".

Reject: "Someone who is so hateful is unfit to be a hero."

Reject: "Hitler's intolerance and cruelty, the fact that power was his only motive, make him ordinary rather than great."

Support: "All his personal characteristics do not add up to a real person."

Reject: "All his personal characteristics do not add up to a real person."

Support: "Though one of the greatest orators of history, he said nothing that is memorable."

Reject: "Though one of the greatest orators of history, he said nothing that is memorable."

Reject: "And similarly, there are no stories about him by the people who knew him best."

SOURCE E

Reject: "I hate the treatment of the Jews."

Reject: "I think it is a bad side of the movement and I want nothing to do with it."

Reject: "I did not join the party to do that sort of thing."

Support: "I joined the party because I thought and still think that Hitler did the greatest Christian work for two years."

Support: "I saw seven million men rotting in the streets, often I was there too and no one seemed to care."

Support: "Then Hitler came and he took all those men off the streets and gave them health and security and work."

1. GENERAL COMMENTS

We would like to thank all the teachers who put in extra effort and did their best for the benefit of the Namibian child and of course other role players, parents and communities as well as all the learners who wrote this examination for the first time and the centres that entered the subject for the first time for their commitment as well as contribution to the education of our children.

The marks of the candidates ranged among a large number of candidates, the majority of whom performed on average to poor and a few performed well. Evidence also shows that quite a few candidates did not know how to answer certain questions successfully and even the majority did not attempt certain questions at all. This situation can only be mastered when more training is given to the teacher on how to teach the syllabus successfully.

Candidates still find it difficult to understand the demands of the question regarding terms such as discuss and explain. Therefore, candidates are urged to take time to read through the question paper thoroughly before answering.

Good feedback was received from the centres regarding the quality and standard of the question paper. That it could be well interpreted regarding; the language uses, clear allocation of marks and overall good coverage of syllabus. Besides the good response from centres; the responses of the candidates to the questions were not the same, hence most of the questions were misinterpreted. Only a few good responses were given for certain questions, especially questions 3, 5 and 12 where the candidate could score good marks. Another concern that is disheartening is that only a few candidates attempted question 18 section C as it was poorly answered by the majority of candidates who scored low marks.

We would like to thank all the centres as there was a huge improvement in how the essay format was written by most of the candidates. Most candidates were able to write their section C in the correct essay format despite the poor response to the question:

Section C must always be written in an essay format form:

- Heading that is not written in a question form
- The introduction that is not more than four lines to introduce the essay.
- The body where the candidate answers the question in paragraphs
- A conclusion that sums up the essay

Some parts of the syllabus were poorly covered by most centres. Teachers must pay attention to:

- different classes of nutrient
- different types of recipe terms.
- different recipe outlays
- different decision-making terms
- description of housing types
- financial terms.
- figure types
- interpretation of care symbol
- incorporation of different raising agents into flour mixture
- clothing and consumer education.

2. COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

FOOD AND NUTRITION

- 1 This question the candidates were able to answer well, but (b) and (d) were poorly answered.

The correct answers were:

- (a) Carbohydrate
- (b) Under-nutrition
- (c) Dextrin
- (d) Deficiency disease
- (e) Basal metabolism

- 2 This question was fairly well answered, which was not supposed to be the case because this is a topic covered from junior secondary until grade 11. Candidates misinterpreted the question with high energy value food and failed to give the correct description of the two classes of protein.

The correct answers were:

- (a) (i) High Biological value: Protein that contains all the indispensable amino acids in sufficient quantity/high-quality protein that provides all nine essential amino acids. /complete protein
Sources: meat, fish, eggs, milk, cheese, poultry and soya beans
- (ii) Low Biological value: do not contain all essential amino acids/incomplete protein/lack one or more essential amino acids.
Sources: dried beans, nuts and cereal products like bread, breakfast cereal, pasta, rice, barley, and mealies.
- (b) (i) Are given a diet enormously rich in complete protein to promote the repair of tissues and subsequent healing.
- (ii) Nursing mothers require more than normal for milk production during breastfeeding./help maintain muscle mass and support tissue repair in recovering mother/regulate hormones and support immune function for the mother.

- 3 This question was well answered by most of the candidates.

The correct answers were:

Weight ✓
Height²

$$\frac{70}{2.25} = 31 \quad \left. \vphantom{\frac{70}{2.25}} \right\} \checkmark \quad (1.50 \times 1.50 = 2.25)$$

31 obese/obesity } ✓

- 4 This question was fairly well answered by most candidates. Some candidates misinterpreted the question, which could be due to the fact that they did not grasp the content during practicals.

The correct answers were:

- (a) To combine shortening and sugar till light and creamy
- (b) To cook food completely covered in hot oil
- (c) Narrative form

- 5 This question was well answered by most candidates.

The correct answers were:

- (a) Visible fat: easy to detect on food: fat on meat, butter, margarine, lard, suet, cooking fat and oil
Invisible fat: is a constituent part of food and is difficult to detect: lean meat - fat within the muscle (marbling), egg yolk, the flesh of oily fish, nuts, seeds, fruits, prepared food e.g. pastry, cake, biscuits, fried foods, e.g. fritters, croquettes.
- (b) - Provides a convenient and concentrated source of energy,
- Surrounds and protects certain vital organs e.g. kidneys, and glands.
- Forms an insulating layer (adipose tissue) beneath the skin to help preserve body heat and protect the skeleton and organs. /keep the body warm
- Forms part of the structure of cell membranes throughout the body, especially in the brain.
- Provides a source of the fat-soluble vitamins A, D, E, and K.
- Provides a reserve of energy for long-term storage, which can be used if energy intake is restricted.
- Provides texture and flavor in food and helps to make it palatable.
- Food containing fat provides a feeling of fullness (satiety) after a meal, as fat digestion is slow.
- Promote healthy skin and hair

- 6 This question was fairly well answered, although some candidates misunderstood the question and defined micro-organisms instead of pathogenic organisms.

The correct answers were:

- (a) Pathogenic organism: harmful micro-organism/microorganisms that can cause disease/infection/poison
- (b) 30°C - 40°C (not only room temperature)

FAMILY LIFE EDUCATION

- 7 This question was well answered by most candidates.

The correct answers were:

- (a) Socialization
(b) Conflict
(c) Stress
(d) Blended family

- 8 This question was fairly poorly answered by most candidates.

The correct answers were:

- (a) (i) Decision made through careful thought to ensure the best solution possible
(ii) Decision made on a spur of moment without proper planning
- (b) (i) Single house unit/detached house/core house/house on a stand-alone
(ii) Hostel/boarding house/townhouse, block of flats (and not flat) squatter camps, hotels, apartments, triplexes
- (c) (i) Place an amount of money regularly into separate account for future use
(ii) Laying out money for profit, resulting in a net addition to capital
(iii) The total amount of money a person earns per month
(iv) Transaction whereby you buy goods and pay for the items immediately

- 9 This question was poorly answered. Candidates fail to correctly describe the figure type as expected. Instead they responded to the question with a lack of seriousness so teacher need to pay more attention to this content.

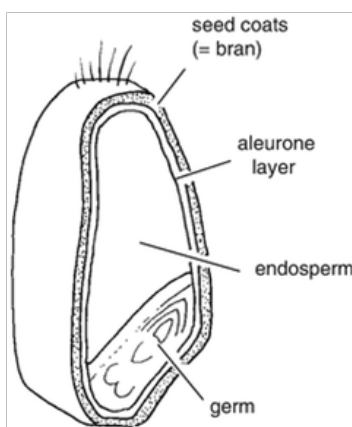
The correct answers were:

- (a) (i) Women with an hourglass figure are equally balanced on top and bottom.
(ii) All the weight is carried from the shoulders to the hips. From the front and side perspective, there is a rounded torso which begins with curved shoulders and a rounded back.
Apple shape has a little waist area. The bust line and waistline shape almost connect having the same circumference.
- (b) (i) Warm iron/moderate iron/medium heat
(ii) Hot /too hot for hand washing/this garment should be washed in hot water

SECTION B

- 10 This question was fairly well answered. The reason is that some candidates could not draw the correct cereal grain diagram. Instead they drew the egg diagram, plant cell, or rather just an oval shape with no clear labeling.

The correct answers were:



- 11 This question was poorly answered by most candidates. Candidates could not explain the details of UHT.

The correct answers were:

- (a) Ultra-heat-treated milk (UHT) or homogenized milk is heated to 140°C for 2 to 4 seconds, then cooled rapidly. It will keep, if unopened, for six months
- (b) To make it safe, to kill pathogens, to preserve it for longer
- (c)
- Keep in the coldest part of the refrigerator
 - Keep it in a clean, covered container
 - Buy from reputable stores
 - Check sell-by dates
 - Never mix old milk with fresh milk
 - Never leave milk outside; it will spoil
 - Milk should not be kept in the deep freezer
 - After opening use within 4-7 days,
 - Read instructions on the packet
 - Avoid storing milk with strong-smelling food like onion and garlic
 - Unopen life milk uHT can be kept in cool, dry clean storage

- 12 This question was well answered by most candidates.

The correct answers were:

- (a)
- Prevents the fish from breaking up
 - Keeps the moisture and nutrients in the fish
 - Prevents the fish from absorbing the oil in which it is fried
 - Improve the appearance and general taste of the fish/crispy crust
- (b)
- Protein of high biological value
 - Contain saturated fats. Lipids are found mostly in egg yolk
 - Eggs are not a good source of carbohydrate
 - Eggs contain no vitamin C
 - Vitamin A and D are present in the egg yolk
 - Riboflavin is present in useful amounts in both the egg white and yolk
 - The minerals iron, calcium and phosphorus are present in useful quantities in the egg yolk
 - Sulphur is present in the egg white and is responsible for the characteristic smell of boiled eggs
 - Egg is made up of 75% water content
 - Also contains vitamin B12

- 13 This question was poorly answered by most candidates. Still, candidates need to pay attention to the demands of the question.

The correct answers were:

- (a) Different cuts of beef
Grading of beef
Ripening of beef/tenderness of beef
Appearance of beef/freshness of the beef
Appropriate colour/texture of beef
Amount of fat and bone
- (b) The collagen is converted to gelatin in the presence of moisture, which greatly increases the tenderness
- (c) To fill the cavity of a bird through its tail vent with foodstuff to enhance flavor, keep the meat moist, and yield more servings

- 14 This question was poorly answered by the majority of candidates. The candidates failed to read and understand the demand of the question, which shows poor subject content understanding

The correct answers were:

- (a) Poaching, steaming
- (b) Sifting dry ingredients
Rolling and folding dough/kneading dough
Beating batter, beating egg and sugar together
Adding beaten eggs or egg white
- (c) - Mix the flour with melted fat to keep the grain apart
- Stir the flour into the melted fat for approximately one minute to allow starch grains to become well coated with fat
- Use the correct proportion of starch to liquid
- Heating must be done at a low temperature
- Use a saucepan with a heavy bottom as it spreads heat evenly
- Mixture must be stirred constantly while being heated
- Add milk while stirring
- Flour must be sifted

- 15 This question (a) was poorly answered by most candidates, who misunderstood the question and rather gave answers for communication breakdown. Question (b) was well answered by most candidates.

The correct answers were:

- (a) Effective communication means good communication and understanding the context in which the communication is taking place. Keeping in mind whether the timing of the message you want to communicate is right, communicating clearly, respecting what the other person is communicating even when you do not agree with it truly listening to the message the other person is trying to convey and it is important to react to the message you receive to let the other person know you have been listening
- (b) (i) This stage lasts from the time the children leave until the couple retires from employment and covers approximately fifteen years/the stage when the last born child also leaves the house.
(ii) This is a stage in which the married couple establishes their home but do not yet have children

- 16 This question (a) was fairly well answered by most candidates. Candidates can distinguish between the two types of resources but be unable to explain in detail and apply to real life situations how to use the resources in accomplishing the goals. Question (b) was well answered by most candidates.

The correct answers were:

- (a) For a goal to be successfully achieved, you need human and non-human resources at your disposal. Example: goal of passing grade 12. You will need to study hard and be committed. Human resources. Knowledge of subject content. Non-human: books, pens, etc. (Any related example)

- (b) - Small kitchen with adequate storage and counter space
- Every equipment/material is within easy reach
- A small kitchen is preferable as it conserves energy
- A small garden to keep them busy but still manageable enough to conserve energy
- Good lighting for clear vision around the house
- Plenty of sun and warmth
- Safety doors are important
- Non-slippery floors are important, especially in the bathroom
- A single-story house without stairs is preferable
- Cheaper accommodation as they are pensioned so they can afford it
- Accommodation should be near their friends, relatives, shops, church, health facilities and doctor
- Extra room for visitors/grandchildren when they come to visit
- Space to keep their valuable items
- Accommodation should not be at noisy area as they need sufficient rest

17 This question (a) was poorly answered by most candidates, with clear evidence that candidates have little to no understanding regarding what conforming to clothing is all about. They wrote about comfortability when dressing. Question (b) was well answered by most candidates.

The correct answers were:

- (a) Conformity means to do what everybody is doing in terms of clothing: you are conforming when you are dressing according to the uniformity (dress code) put in place. By choosing not to conform, you do not always fit into a group.
e.g. school-going learners. By wearing a school uniform to look the same as everyone else, you are conforming
- (b) - To improve the nutritive value e.g. add nutrients iron, vitamin B group and calcium to preserve them from decay and spoilage
- As preservatives to improve the sustainable qualities of the food {sodiumchloride, benzoicacid, ascorbicacid, Sulphur dioxide.
- Improvement/enhance the flavor e.g. monosodium glutamate
- To prevent oxidation (ascorbic acid is added to margarine to prevent oxidation)
- As preservatives; sodium chloride is added to pickles and corned meat. Vinegar is added to fish and sugar is added to fruits
- As colouring: to improve colour to make it more appealing and acceptable
- To improve texture e.g. gelatin, pectin, agar, disodium phosphate, glycerol monostearate
- To produce uniform food during large scale manufacture.
- To provide easy-to-prepare convenience food in a busy society and spend less time in the kitchen than in past years.
- As a non-nutritive sweetening agent

SECTION C

18 Even though most candidates presented the format correctly, this question was poorly answered by most of the candidates, who failed to give the correct answers to the question. Instead of writing about the economic factors, some candidates wrote about all the factors that contribute to consumer behaviors instead of focusing only on the economic factors. Also some wrote about the consumer's behaviour, right and responsibilities. Some wrote about factors that contribute to wardrobe planning and some did not even attempt to answer the question at all, leaving the question blank. All in all this question was of all the questions performed poorly with candidates scoring from 0-4 marks just for the format out of a total of 20 marks. Therefore, teachers are urged to put more effort into making sure that the entire syllabus is covered, understood and candidates are coached on demand prior to the start of the national examination.

The correct answers were:

Essay question

This question is to be answered in an essay format!

Topic/heading: 1 mark
 Introduction: 1 mark
 Paragraph: 1 mark
 Conclusion: 1 mark

Economic factors which influence consumer behaviour.

(1 mark) awarded for identifying the three factors: packaging, shop layout and advertisement as well as price strategy.

Packaging:

- General appearance: Bright colours, extraordinary shapes and a neat appearance attract attention.
- Special packaging: characteristics such as an example aerosols, self-applicators or re-usable containers will influence the consumer to buy.
- Unique and tempting packaging can be so attractive that a consumer will be willing to pay for it.
- Multiple packaging: where related products are packed together for example soap, shampoo, and deodorant are offered at a lower price may attract the consumer because of the economic factor involved.
- Kaleidoscopic packaging is a strategy in which part of the packaging, is used from time to time for collector's pieces as example when superheroes appear on the back of breakfast cereal boxes or celebrities on the caps of cold drink bottles. (5 marks)

Shop layout:

- Necessities like bread are placed at the back of the shop so that the customer has to pass numerous items on her way there.
- More expensive and less essential items are placed at eye level.
- Shelves are often re-arranged so that shoppers have to search for things that they want in that way noticing other things.
- Small items like sweets, magazines, razor blades and batteries are placed conveniently at the checkout tills to attempt customers who are waiting in the queue to pay.
- Special offers are usually placed in prominent positions.
- An atmosphere conducive to spending is created by pleasant music. (5 marks)

Advertisement:

- Advertising serves a valuable purpose because it informs consumers regarding what is there to buy.
- An advertiser not only informs consumers about his product, he also encourages them to buy the product.
- Different approaches that are used to advertise products:
 - a) The agony appeal: is usually used for products which relieve physical discomfort. The advertiser has sympathy and offers a solution.
 - b) Comparative advertising: The advertiser explicitly names or identifies more competitors to claim superiority.
 - c) Abrasive advertisement: The irritation caused by the advertisement creates a lasting image. For example, soap powder advertisement uses the perfect housewife appeal.
 - d) Humorous approach: can be very successful if it is used with taste.
 - e) Identification with persons or situations: this advertisement relies on most people's desire to achieve something and be someone. Celebrities, experts and the common man are used to portray a typical problem situation that was solved by using the advertised product.
 - f) Self-actualizing: these advertisements rely on most people's desire to achieve something and be someone. (5 marks)

Price strategy

- a) some consumers are attracted by high prices because they believe the more expensive the product the better the quality.
- b) others always try to buy the cheapest product to stay within the means of their income. (additional 2 marks)

GENERAL COMMENTS

- For each coursework exercise the teacher should provide candidates with two assignments from which they must choose one.
- These coursework exercises must be the unaided work of the candidate and must be carried out under examination conditions.
- Candidates' Time Plans should include brief but accurate details of preparation and cooking methods, cooking times, as well as oven temperatures.
- In general, the timing of dishes should be more carefully considered: dishes requiring cooling should be prepared first, while hot dishes should be planned for later in the test.
- Preparation sheets should be fastened together with staples in the correct order as the names appear in the checklist.
- Marks should be carefully totaled, scaled and transferred to the Practical Exercise Summary Mark Sheet as well as the MS1. A Head of Department/ Subject Head/ Senior Teacher must check these marks internally for accuracy and quality assurance.
- Bundles of loose papers are not acceptable! Each candidate's work should be arranged and stapled together.
- The total mark for Coursework is out of 200, (exercise 1 is 100 marks and exercise 2 is also 100) but should be converted to 100 marks which is the final mark to be entered.
- All candidates' work must show evidence of having been marked, with annotations clearly written to show how and where credit has been awarded.
- Candidates should indicate in the question number section of the Preparation Sheet which assignment dishes are being prepared.
- Examiners are reminded to indicate on the Preparation Sheets how much credit has been awarded for each dish, with justification given on the Practical Exercise Summary Mark Sheet.

1. Key messages to the subject teacher

- The inclusion of photographs as supporting evidence is compulsory.
- One clear, good-quality photograph of each candidate's finished dishes and table settings is required. One close-up photograph of the finished dishes and one group photograph of all the candidates of the section sitting at their serving tables is required.
- Examiners should refer to the Coursework Manual and ensure that the mark scheme is accurately, rigorously and consistently applied.
- All examiners should refresh their knowledge regarding the instructions and mark scheme annually.

2. Candidates' performance

- Overall, the quality of the dishes prepared by the candidates was very encouraging and demonstrated a variety of cooking techniques and skills. There was an improvement in the work from different centers.
- Most centres have made use of old, practical question papers for Grade 11 and 12 to ensure that recipes and assignments were completed on the Grade 11 level.

- However, it was observed that centres do not include the assignment given, recipe booklet as well as marking scheme when sending the candidates' work for moderation.

3. Please take note of the following:

- Ensure that candidates' numbers, candidates' names and assignment numbers appear at the top of each preparation sheet.
- If a certain ingredient is not available in a region or town, replace it with something similar. Just indicate the name of the replaced ingredient on the marking sheet.
- Candidates are required to carry out two (2) practical exercises for the duration of the coursework. It is compulsory one should be completed by the end of Grade 10 and the second one by the end of the second term of Grade 11.
- For each coursework, teachers must provide candidates with two assignments from which they must choose one. If teachers provide the recipes, they should provide at least nine (9) recipes from which candidates can choose.
- These coursework exercises must be the unaided work of the candidates and must be carried out under examination conditions.
- During the completion of coursework exercises there should be proper supervision.
- All ingredients and equipment for baking as well as serving should be collected. Tins and dishes should be greased.
- Candidates should measure correctly; sift dry ingredients together; use the equipment for the task correctly; use beaten eggs immediately and know mixing as well as preparation methods e.g. cutting in method, folding in, roux.
- Some examiners still allocate high marks for a low standard of work. Words like "food is nice, good, attractive, tasty" cannot receive a mark.
- Please encourage learners to evaluate each dish separately according to appearance, taste and texture. One word to describe an evaluation of dishes is not good enough. Candidates should describe the dishes using descriptive words.

4. Improvement was noticed regarding the following:

- The quality of pictures from most of the centers was good and visible. Thank you very much.
- Time plans of most centers were neatly written.
- Dishes were displayed attractively and only a few centers did not include decoration as well as garnishing of the dishes.
- The standard of dishes was at a Grade 11 level.
- The standard of marking of scripts at some centers was better. However, teachers are discouraged from awarding unrealistic marks to candidates.

NB: KEEPING RECORDS AND RECORDING MARKS ON ASSESSMENT FORMS

Teachers should be responsible for keeping records and recording marks for the following components.

- Coursework exercise number one forms (CW1) must be used for coursework exercise no. 1 which is completed in Grade 10.
- Coursework exercise number two forms (CW2) must be used for coursework practical exercise no.2 which is completed in Grade 11.
- Summary form for coursework exercises one and two (CW3) the marks of CW1 and CW2 will be transferred on to CW3. The converted marks on this form will be transferred to the USB for MS1 (provided by DNEA).

Key messages to the subject teachers:

- The inclusion of photographs as supporting evidence is compulsory.
- One clear quality picture of the candidates' finished dishes and table settings is required,
- A group photograph of the group of candidates who did the practical at the same time, with their dishes is required.
- Candidates should be seated behind their serving tables with their dishes displayed on a table.
- All centres must ensure they are familiar with the instructions which are available at all centres. These instructions clearly state that the Examination numbers, Centre number, Centre name, Candidate name and assignment number are to be written on the Preparation Sheets and Practical Test Mark Sheets.
- Centres should ensure that they use the updated documents for the administration of the practical exercise.
- The Practical Exercise Summary Mark Sheet, attendance register and the MS1 should all be included with the work.
- Teachers must make sure that the names of the candidates are in the same order on all documents.

PREPARATION FOR THE PRACTICAL TEST

Examiners must:

1. Familiarize themselves with the INSTRUCTIONS to teachers.
2. Ensure that candidates are familiar with the format of the practical exercises and practical test.
3. Remind candidates that recipe books may be brought into the examination room for the written preparation.
4. Allow candidates to choose one of two assignments.
5. Collect all question papers and preparation sheets at the end of the written preparation.
6. Before the practical exercises and practical test mark the preparation sheets, order ingredients for candidates, ensure that all necessary equipment is available, and complete an individual mark sheet for each candidate.

NB. Marks should be allocated for the dishes planned by the candidate during the Written Preparation. These must not be changed.

If the candidate produces dishes that do not appear on the form, "Dishes chosen", no marks can be awarded for the dish.

A. FOOD ORDERS

Examiners must:

1. Compile the food orders for each practical session so that there is a sufficient supply of each ingredient.
2. Where an ingredient could not be purchased and has to be substituted, it should be recorded on the shopping list of the candidate. It is important that this is taken into account when marking the practical exercises and practical test.
3. Ensure that supplies arrive early. Non-perishable items should be bought at least 2 days before the examination.
4. All other perishable foods, with the exception of less hardy vegetables, should be bought the day before the examination.

B. TABLE WITH INGREDIENTS

1. All ingredients should be ready at least 15 minutes before the examination.
2. Where candidates bring in some ingredients from home, examiners are to check that quantities and ingredients tally with those on the shopping list.
3. Candidates are not allowed to measure ingredients for individual dishes before the start of the practical.
4. No prepared ingredients should be given to candidates. All food must be prepared during the practical.
5. Pulses may be pre-soaked if this is stated in the time plan.
6. Candidates should be advised not to bring in any ready prepared garnishes.
7. Examiners should ensure that food supplied to candidates is fresh and neatly laid out on trays.
8. Individual plastic bags of food should not be secured so tightly that candidates will have difficulty untying them. It is suggested that food like tomato paste/or any packaged food without a lid should be put into small, clear and

labelled containers with covers.

9. Only necessary items should be on the table to avoid cluttering.
10. Bottles and containers should be clearly labelled. Labels should be on the sides of containers and not just on the covers to avoid confusion.
11. Canned food should be in suitable containers and not left in open tins.
12. Examiners should supply just enough garnishes e.g. parsley and lettuce for each examination session.
13. Examiners should avoid leaving large quantities of milk on the table.
14. Examiners should supply sufficient 'soft' butter or margarine for candidates' use.
15. Oil for deep-fat frying should be fresh and free from food particles.

C. APPEARANCE OF CANDIDATES

1. Candidates need to be neatly and appropriately dressed.
2. Hair styles should be neat and hair should be away from the face.
3. Finger nails should be short and unvarnished.
4. Jewellery should not be worn.
5. A label (15cm by 10cm) with the candidate's name and examination number should be fixed securely on to the apron for the practical test.

D. EQUIPMENT

1. The refrigerator should be cleaned and the freezer defrosted a few days before the practical exercises and practical test.
2. Ensure that all stoves and electrical appliances are in working order. If electrical appliances have 2-pin plugs, adaptors must be provided.
3. Chopping boards and sieves must be in good condition for candidates' use.
4. Ensure that equipment is not oily or grubby.
5. Saucepans and frying pans should be clean.
6. Stoves and sinks should be allocated before the start of the practical exercises and practical tests. No more than 1 candidate should be assigned to a stove.

E. WORKSPACE AND SERVING TABLES

1. Candidates should be arranged according to examination number order for the practical test.
2. The room and floor should be clean.
3. Work areas should be equipped with similar basic equipment for each session.
4. All work areas and serving tables should be clearly labeled with candidates' examination numbers.
5. Serving dishes may be stacked together and left on serving tables before the examination commences. Setting out at this stage is not allowed.
6. Any aids for the presentation of dishes e.g. tablecloth, menu cards, and table decorations may be brought to the practical.
7. Candidates should be advised against purchasing expensive flowers for decorating their tables.
8. Before the practical exercises and practical test begin, candidates must collect all equipment and ingredients needed.

F. SAFETY PROCEDURES

1. Ensure that there is a fire extinguisher in the room. Know how to operate it.
2. Have a bucket of sand nearby.
3. A large cover may be used to cut off the oxygen supply to fires in overheated frying pans.
4. Ensure that there is a first-aid box that is suitably equipped with fresh stock.
5. Make sure that the location of the nearest telephone is known.
6. Arrange for a messenger to be available at all times in case of emergency.

G. GENERAL POINTS

1. Clean tea towels and dishcloths should be provided for each practical exercise and practical test. If brand new, they should have been washed before use.
2. There should be a reliable clock in the room.
3. The room should be entirely at the disposal of the examiner for at least 20 minutes before the practical exercises and practical test and for at least half an hour afterward.
4. An interval/ample time should be allowed between the written preparation and the practical exercises and practical test to facilitate the ordering of ingredients, but schools should not organize between these dates, any practice which might be relevant to the practical exercises and practical tests.

H. KEEPING RECORDS AND RECORDING MARKS ON ASSESSMENT FORMS

Teachers should be responsible for keeping records and recording marks for the following components.

- Practical test assessment summary form (PT 1) – must be used for the practical test ONLY.

PLEASE CHECK CAREFULLY

- The final mark should be transferred to the mark sheet (USB) provided by DNEA.

Another person must check that:

- all additions on the Individual mark sheets are correct
- the transfer of the final mark to the mark sheet(USB) is the same and correct as in the assessment summary form.

The person who checked the mark sheets should initial each mark sheet in the top left-hand corner.

POSITIVE SUGGESTION TO TEACHERS

- Teachers are encouraged to give more practical exercises to candidates to be able to apply the principles for the preparation of food such as fats, cereals and cereals products, dairy and non-dairy products, eggs, sauces, meat, poultry, fish, vegetables and fruits, pulses, flour mixtures and raising agents.
- Practical exercises should be incorporated into theory at all times so that candidates are fully prepared for the practical end-of-year examination.
- Teachers, especially new teachers teaching senior secondary level (grade 10-11), are strongly advised to study their syllabus thoroughly and familiarize themselves with the scheme of assessment.

1. GENERAL COMMENTS

We would like to thank all our teachers for their unwavering hardworking, dedication and eagerness. Allow us to recognize your efforts, motivation, encouragement and positive support you render to our prospective candidates. It is evident from the candidates' answers that most examiners are working very hard and mentoring them in the right directions. Thank you to all examiners for teaching with the syllabus objectives and for using the prescribed text book. Also, candidates' answers have proven that they were well taught and prepared for the examination.

Candidates' performance ranged from minorities performing above average, followed by additional candidates performing on average as well as candidates performing below average.

Candidates should prepare themselves for final examinations and be able to master all the objectives very well. Examiners should also mentor candidates well on how to read all the question with outmost understanding.

Still the following command verbs remain a challenge to our candidates: EXPLAIN, DESCRIBE and DISCUSS. Examiners are still encouraged to mentor and prepare our candidates well on how to answer questions with those command verbs. At least candidates should state three points followed by well-structured in-depth discussions to score six marks.

The use of past question papers is recommended but with caution because we noticed candidates giving exact answers as of previous question papers to a wrong question. Examiners should caution candidates very well on the use of previous question papers.

Examiners should encourage candidates to masters all objectives well for them to be ready and well prepared for the examination.

Below is candidates' performance descriptions:

Above Average Performance Questions: 1. (a), 1. (b), 2. (a) (i), (ii), 3. (a) (i) (ii), (b), (c), (d), 4. (b), 5. (aa), (bb), 5. (b), 5 (c), 5 (d), 5 (e), 5. (f), 5. (h) and 6 (b).

Below Average Performance Questions: 1. (c), 1. (d), 2. (iii), 4. (a), 4. (c), 4. (d), 5. (i) (cc), 5. (ii), 5. (g), 6. (a) (i), 6. (a) (ii), 6. (b) and 6. (c).

Teaching focusing on the syllabus objectives remais our most important new normal focus.

Teaching using the Hospitality prescribed text book is still of outmost importance.

Preparing our candidates using previous question papers is still to candidates' advantages.

Coaching candidates to ensure that they read all the examination questions with clear understanding will lead to good performance, because in this case candidates will give the correct answers to the right question.

2. COMMENTS ON INDIVIDUAL QUESTIONS

Question	Answers
1 (a) (i) (ii) (iii) (iv)	<p>This question was performed above average by more candidates. More candidates were able to match the Hospitality Regulatory bodies to their correct descriptions.</p> <p>The correct answers were as follow:</p> <p>C D B A</p>
(b)	<p>This question was performed above average by more candidates. However, there were still a few candidates who could not give correct answers to this question.</p> <p>The correct answers were as follow:</p> <p>A Kitchen/Housekeeping B Restaurant/Bar/Front Office C Front Office/Reception Area/Bar/Restaurant D Housekeeping</p>
(c)	<p>This question was performed below average by more candidates. More candidates focus on the relationship between front office and housekeeping. However, the questions focus is on the relationship between housekeeping department and front office department. In this case it means Housekeeping department reporting to the Front Office department</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> Housekeeping staff would need to inform the front office of the availability of rooms for guests checking in Housekeeping staff would inform front office of guest complaints Housekeeping staff would inform front office of lost and found items Housekeeping staff would inform front office of damaged/stolen items by the guest Housekeeping staff would inform front desk of any additional costs for room service or laundry.
(d)	<p>This question was performed below average by more candidates. More candidates did not discuss the correct answers of positive and negative impacts of tourism in Namibia. Most candidates focus more on economic, environmental and technological positive and negative impact of tourism in Namibia. Also, more candidates only listed the correct answers but could not give depth well-structured answers. Candidates were expected to at least state three correct answers followed by well-structured in-depth answers on positive and negative social impacts of tourism in Namibia. Candidates were also given freedom to either focus on positive impacts or negative impacts or focusing on both positive and negative social impact of tourism in Namibia as long as they state three correct answers followed by well-structured in-depth answers.</p> <p>The correct well-structured in-depth answers were as follow:</p> <p>Social impact - Positive</p> <ul style="list-style-type: none"> Tourists desire to experience different cultural settings in their natural environment, especially the social interactions that occur between tourist and host which improves cultural authenticity (the genuineness of cultures) Local inhabitants copy the behavioural patterns of tourists and younger members of a host community imitates tourists which impacts traditional value systems Community members are actively involved in tourism, which strengthens communities and helps to create a sense of belonging, trust and credibility among members Community participation boosts both the tourist and communities as their respect for traditional lifestyle and values of the destination community is increased Community participation also contributes towards acculturation, often seen as a method of modernizing a community Public facilities, such as parks and benches are kept well for the tourists, improving the overall aesthetics of the host community On a more social level, tourism leads to intercultural interaction. Tourists engage and learn from the locals increasing pride in locals as they want to show off their community that tourists have chosen to visit

Question	Answers
	<ul style="list-style-type: none"> The increase in people also leads to creating more social venues and experiences where locals and tourists can interact More entertainment and recreational facilities will allow for more opportunity to socialize and engage with each other in traditional activities like songs, dance and historical events It also opens up communities to the wider world, new ideas, new experiences and new ways of thinking <p>Social impact - Negative</p> <ul style="list-style-type: none"> Tourism has also led to the rise of delinquent behaviour in local host communities Crime rates like alcohol, illegal drug use and loud noise have been seen to rise with the increase of tourists On the other hand, gambling and prostitution is increasing due to tourists looking for a “good time” Traffic Congestions on the roads (1) there will be more cars on the road especially during peak seasons that might slow down traffics and might make local people late for their daily duties (2) Overcrowding in shops (1) local shops will be very full (1) causing delay to local people to do their shopping well (2)
2	<p>This question was performed above average by more candidates. More candidates were able to explain with relevant evidence on how Jacob should display his professional work ethics.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> He should show up on time (1) to help with shift setup and staying until services are done (2) He should refrain from wearing too casual attire like T-shirt without collar (1) to appear professional, well presentable towards the guest/to be well groomed (2) He should be able to make eye contact (1) to show that he/she is engaged and paying attention to what they say (2) He should use the hotel protocols for greeting and serving guests (1) to maintain the hotel professional standards (2) It is advisable to wear uniforms, which are properly pressed, no sagging hemline, not faded (1) to portray good, personal hygiene, cleanliness/neatness (2) He should always have a pleasant smile and positive disposition (1) so that others will feel more comfortable and at ease with him (2) He should be careful of overtone-pitch of voice, volume and body language. He should avoid unpleasant non-verbal messages like sneering look, crossing arms, pointing finger, shaking head (1) to maintain calmness/ peaceful environment among the guests (2) He should speak with clarity, (1) to check if he is understood after sending a message (2) to ensure they know or understand their roles/co-duties and/or job description well He should be neat and neatly combed hair should be covered/ clipped on both sides if it is long (1) to maintain good personal hygiene/cleanliness and neatness (2) He should be able to practise: Fairness, Trustworthiness, Commitment to excellence, Honesty, Loyalty, Integrity and Accountability. <p>(ii) This question was performed above average by more candidates. More candidates were able to name three aspects of telephone etiquette that Jacob should uphold.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> Punctuality / respect for time of others Reliability / keep promises / give correct information Being well informed / competency/interest/knowledge Attentiveness / listening skills Positive attitude / optimistic, problem solving skills/helpful Personal demeanor / friendly / patient / reasonable / understandable <p>(iii) This question was performed below average by more candidates. More candidates were not able to give the correct definition of the term professionalism.</p> <p>The correct answers are as follow:</p> <ul style="list-style-type: none"> Professionalism <u>is the standard behaviour, aims or qualities</u> (1) that <u>characterise a profession or a professional person</u> (1) <p>OR</p> <ul style="list-style-type: none"> <u>Is the skill or competence expected of a professional</u> (1) in a <u>certain professional situation</u> (1)

Question	Answers
(b) (i)	<p>This question was performed above average by more candidates. More candidates were able to describe how the waitress would deal with the customer's complaint about a cold meal that is of poor quality. More candidates were able to describe how the waitress could deal with this complaint.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> • Acknowledge the customer complaint (listen) • Apologies to the customer • Try to resolve the problem • Speak to the chef in regards to the meal/replacement meal/meal back to the kitchen • Reassure the customer that she will have the issue resolved • Ask the customer how she would like her complaint resolved • Customer discount e.g. take the dish from the bill, voucher, free drink or dessert • Speak with manager, who may deal with complaint directly • Log complain
(ii)	<p>This question was performed above average by more candidates. More candidates were able to give well-structured in-depth discussions on the influence of poor customer service on the sustainability of the hospitality industry and its establishments.</p> <p>The correct well-structured in-depth answers were as follow:</p> <ul style="list-style-type: none"> • Customers will not stick around through repeated experiences with poor service, especially in a competitive market where they can easily take their business elsewhere. • When a customer leaves, the establishment will lose money, but can also lose the word-of-mouth advertising that only a satisfied customer can provide. • It takes more effort to attract new customers than it does to retain a valued one, so losing customers is something no business can afford • People tend to believe impersonal sources such as advertising and they give more weight to negative reports than to positive reports. • It starts when dissatisfied customers talk to people they know about the poor service they received, and it escalates when they express those feelings online. • Comments on Twitter and Facebook can go viral and those comments can also last forever. • Once an establishment is known for poor customer service, it is difficult, if not impossible, to repair the image • Employees know when something is not right with the business they work. They may leave. • If they see repeated instances of poor customer service, they are likely to start looking for opportunities with other companies. • Dealing with dissatisfied customers makes their jobs more difficult and eventually the working environment becomes toxic. • The resulting high employee turnover further tarnishes the company's reputation and it creates more cost because of the increased need for recruiting, side effects in all areas of business. • Not only does it lose customers, but the establishment runs the risk of losing its best employees. • Poor customer service is bad financially. The shrinking customer base results in fewer bookings at the establishment, which leads to direct loss of revenue. • Customers today are quick to write negative reviews online when they have a bad experience with an establishment. In addition to leaving critical reviews, customers also vent their frustrations on social media for their friends, family, colleagues and the entire world to see.

Question	Answers
3	<p>This question was performed above average by more candidates. More candidates were able to recognise the health hazard.</p> <p>(a) (i) The correct answers were as follow:</p> <ul style="list-style-type: none"> • Spillage/wet • wet surface • slippery surface • liquid on floor • Physical Health Hazards <p>(ii) This question was performed above average by more candidates. More candidates were able to set out two explanations on how to prevent the wet/slippery floor. More candidates were able to support their answers with relevant practical reasons.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> • Training should be provided for all staff on safety and health of all staff and customers (1) to allow them to handle safety and health issues professional/to be well educated and well skilled in their job (2) • All staff who work in the kitchen must be provided with effective anti-resistant footwear (1) to avoid further accidents (2) • The restaurant manager should set up a clean cleaning schedule for the kitchen (1) to ensure floor spillages are cleaned and do not lead to slips (2) • Staff should act fast to quickly clear up spills (1) as soon as they occur to avoid slips and falls (2) • Wet floor signs should be used (1) to mark an area where there are spills so that people are aware that there is a hazard (2) <p>(b) This question was performed above average by more candidates. More candidates were able to list five correct examples of security elements in a front office department.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> • Trained employee • Bell/Porter person for luggage • Safety Procedures • Access Procedures • Security Guards • Policies • Security Equipment (Proper lightning, Cameras/CCTV/, Locking System/master keys/Access cards/ cardholder data information, emergency Button in the front office/ Alarm System/Phone/ alarm button) <p>(c) This question was performed above average by more candidates. More candidates were able to set out two important reasons of confidentiality to customers who visit the hospitality establishment.</p> <p>The correct answers were as follow:</p> <p><u>Basic responses</u></p> <ul style="list-style-type: none"> • Trust between business and customer • experience customer privacy • feel happy and safe • no sharing of information to third parties <p><u>Detailed answers</u></p> <ul style="list-style-type: none"> • If customers know that their information will not be shared widely they will trust the establishment and know that they will experience customer privacy. • To try and protect their privacy, some celebrities' check-in under an alias (other name) or as a Non-Registered Guest (NRG) when staying at a hospitality establishment. • Customers will feel happy and safe when their information stays or is kept a secret.

Question	Answers
(d)	<p>This question was performed above average by more candidates. More candidates were able to set out three well-structured depth discussions on the role of a security officer at the bar section of the hospitality establishment.</p> <p>The correct well-structured in-depth answers were as follow:</p> <ul style="list-style-type: none"> • Patrols the bar from time to time to look for any threats to the bar security • Prevent underage individuals from entering, monitors entrances and exits • Ensures that individuals who have been barred do not come into the establishment, resolves conflict and restrains anyone who lands into a fight • Ensures that patrons are safe when they are within the bar premises • Manages inventory and uses security systems • Ensures which employees have keys or access code/monitor employees access • Checking references or doing background checks especially for employees who are entrusted with handling money, receiving stocks, having the keys to the stockroom or cellar • Protects customers' privacy
4 (a)	<p>This question was performed below average by more candidates. More candidates were not able to state three descriptions on food hygienic rules that a restaurant should comply with in relation to food storage.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> • Dry food should be stored in rooms which are clean, dry and well ventilated • Fridge must not be overstocked • Follow the food manufacturer's instructions on how to store the food • Do not use food after its "use by date" • Store ready to eat food above and well separated from raw food in covered containers • Always check/set fridge/freezer temperatures accordingly • Food with a "use by date" should be checked regularly and stored in a fridge
(b)	<p>This question was performed above average by more candidates. More candidates were able to differentiate between Food Contamination and Cross Contamination.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> • <u>Food contamination</u> refers to the unplanned presence of harmful organisms or substances in food • The risk of contamination by dangerous bacteria from food • Refers to food that is spoiled because it either contains micro-organisms such as bacteria or parasites or toxic substances that makes it unhealthy for consumption • <u>Cross contamination</u> • Is the transfer of harmful bacteria from one food item to another. This may be through contact with dirty hands, other food, dirty surfaces, sponges, cloths, towels or contaminated utensils (which touch raw food, were not cleaned and were then used on foods that was ready to eat)
(c)	<p>This question was performed below average by more candidates. More candidates were not able to complete the table/state the causes and symptoms of Salmonella and Staphylococcus.</p> <p>The correct answers were as follow:</p> <p>(i) Raw chicken/meat/eggs/contaminated protein rich foods/Bacteria</p> <p>(ii) Abdominal pain and cramps, severe diarrhoea, vomiting/nausea, dizziness + headache, stomach cramps/pain,</p> <p>(iii) Not washing hands with soap/bad hygiene/Bacteria</p> <p>(iv) Blood in the stool, vomiting/nausea, diarrhoea, extreme weakness</p>

Question	Answers
(d)	<p>This question was performed below average by more candidates. More candidates were not able to relate to the scenario and set out well-structured in-depth discussions on the principles of food safety when reheating the vegetable soups.</p> <p>The correct well-structured in-depth answers were as follow:</p> <ul style="list-style-type: none"> • Reheat the soup to a safe internal temperature of 74°C • Use a digital food thermometer to check the temperature • Food thermometer should be properly cleaned and disinfected both before and after use • Bring the soup to a full, rolling boil and stir during the process • Keep the soup at above 60°C to avoid bacterial growth • Discard the soup after it has been reheated or after being left out at room temperature for more than 4 hours
<p>5 (a) (i)</p> <p>(aa)</p> <p>(bb)</p> <p>(cc)</p> <p>(ii)</p> <p>(b)</p>	<p>This question was performed above average by more candidates.</p> <p>The correct answers were as follow:</p> <p>Chicken soup with Croutons</p> <p>Peach Halves with Egg Custard Sauce</p> <p>This question was performed below average by more candidates because candidates could not write the full main course as it appears on the given menu. Candidates were only able to write one or two dishes which led them to lose the mark on this question.</p> <p>The correct answers were as follow:</p> <p>Roasted Stuffed Leg of Lamb Roasted Potatoes Stewed Peaches Mashed Pumpkin Carrot Salad</p> <p>This question was performed below average by more candidates. More candidates were not able to state two correct cooking methods to be used to make chicken soup with croutons.</p> <p>The correct answers were as follow:</p> <p>Roasting Stewing Boiling Frying</p> <p>This question was performed above average by more candidates. More candidates were able to set out a description on how the availability of equipment influences menu planning for the family.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> • All households are not equipped with modern kitchen equipment and a menu should be planned accordingly • If a family does not have an oven roast meat and baked products cannot feature on the menu • If food has to be cooked on an open fire, it will make no sense to plan a menu with dishes requiring modern equipment • If equipment is readily available, it will make the preparation much easier and faster

Question	Answers
(c)	<p>This question was performed above average by more candidates. More candidates were able to list three hot beverages which can be included in a breakfast menu.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> • Tea • Coffee • Cappuccino • Milo • Hot chocolate
(d)	<p>This question was performed above average by more candidates. More candidates were able to state one function of the tablecloth.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> • Protect the table surface from scratches and stains • Hide tables that are functional but not aesthetically beautiful • Enhance the decor of the venue
(e)	<p>This question was performed above average by more candidates. More candidates were able to identify one example of table decoration.</p> <p>The correct answers were as follow: Flowers/candles/center piece/small live plants</p>
(f)	<p>This question was performed above average by more candidates. More candidates were able to state one importance of table decoration.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> • To draw attention and make a statement • To add interest, character and a finishing touch to a table • Help to carry out a theme and provide an interesting table space • They can add a light hearted touch or give a feeling of elegance for special occasions
(g)	<p>This question was performed below average by more candidates. More candidates were not able to identify the different types of glassware.</p> <p>The correct answers were as follow:</p> <p>(i) Irish coffee glass (ii) Hurricane glass (iii) Brandy sniffer glass</p>
(h)	<p>This question was performed above average by more candidates. More candidates were able to state the term for each of the serving styles.</p> <p>The correct answers were as follow:</p> <p>(i) Take away service (ii) Silver service (iii) Buffet Service (iv) Plate Service</p>

Question	Answers
<p>6 (a)</p> <p>(i)</p> <p>(ii)</p> <p>(b)</p> <p>(c)</p>	<p>This question was performed below average by more candidates. More candidates could not state whether the statements were true or false. More candidates were guessing the answers which led to them giving wrong answers, because in this case the correct answers were all true.</p> <p>The correct answers were as follow:</p> <p>True</p> <p>True</p> <p>This question was performed above average by some candidates but yet some candidates performed below average. Fifty percentage performed above average while fifty percentage performed below average.</p> <p>The correct answers were as follow:</p> <ul style="list-style-type: none"> • Used to cover the space from the bottom of the mattress to the floor • used to cover the bed frame/bed base <p>This question was performed below average by more candidates. More candidates could not list the seven steps of making a bed in a guest room.</p> <p>The correct answers were as follow:</p> <p>(i) Put the fitted sheet on the bed</p> <p>(ii) Put the top sheet on</p> <p>(iii) Make hospital corners</p> <p>(iv) Place the duvet/comforter on top</p> <p>(v) Fold the top sheet and duvet down</p> <p>(vi) Fluffy the pillows</p> <p>(vii) Add the finishing touches</p> <p style="text-align: center;">OR</p> <p>(i) Remove soiled linens from the bed</p> <p>(ii) Inspect the mattress protector for stains and remove/treat the stains</p> <p>(iii) Straighten the protector and ensure that the mattress and the bed box are even</p> <p>(iv) Cover the mattress with mattress protector and place the top sheet on the mattress.</p> <p>(v) Place a duvet inside the duvet cover neatly on the mattress/neatly fold it and place it on the bed.</p> <p>(vi) Cover all pillows with their correct pillow cases and place them on the bed</p> <p>(vii) Decorate the bed with decorative cushions, throws, towels and bed runners.</p>

KEY MESSAGES

- The inclusion of printed clear and good-quality photographs as supporting evidence remains as important for identification purposes and to prove that it is that particular candidate's work.
- Most centres sent sufficient evidence for moderation purposes. However, centres are still advised to improve the quality of pictures.
- Centres are also encouraged to ensure that the photographs of dishes are taken at close range to ensure that no candidate is disadvantaged.
- Examiners are advised to prepare their candidates well for both their written and practical tests.
- There are positive improvements in most centres regarding the written test and practical cookery. However, new centres are still finding difficulties here and there. Thus, new centres are advised to familiarise themselves with centres' comments, examination reports and the Hospitality Syllabus as well as networking with other Hospitality teachers.
- The practical written test preparation should be treated as part and parcel of the National Examination as stipulated by DNEA. Thus candidates are expected to conduct their written test as per DNEA requirements and a well-established seating plan according to the checklist. At some centres, candidates wrote similar answers and made similar mistakes which gave an impression that they had copied one another.
- Examiners must provide enough preparation forms as the candidates may be required to complete their written preparation components successfully.
- Examiners are still advised to mark all their candidates' work thoroughly. Some candidates were awarded marks and the evidence submitted to the DNEA for moderation did not support the marks allocated.
- All candidates' three dishes should be well presented and served. All pieces of evidence should be forwarded to DNEA for moderation purposes. Candidates should be trained to start preparing their longest dish first, depending on the examination question, to enable them to finish their practical test within 2 hours. Examiners are advised to study the scheme of assessment well and be able to award marks to candidates who deserve the marks. Examiners should be able to mark wrong answers wrong and right answers correct.
- Centres should at all costs refrain from including other candidates' dishes in photographs of candidates who could not finish or cook all of the dishes.

1. GENERAL COMMENTS

Examiners should train candidates to write their evaluation in essay format, using the evaluation assessment criteria by commenting on individual dishes.

Candidates are expected to give valid reasons and ensure that they are commenting on each dish. In most cases, the appearance, texture and taste are part of each recipe. Thus, examiners should train the candidates well on how to comment on each dish using the correct terminology based on the final product of the candidates.

2. COMMENTS ON INDIVIDUAL QUESTIONS

1 DISHES CHOSEN: Most candidates managed to choose the three suitable dishes as required:

Dish 1: BEEF STEW WITH WHITE CORN PORRIDGE

Dish 2: CHICKEN MACARONI AND CHEESE

Dish 3: BOEREWORS AND BUTTERBEANS STEW WITH HERB DUMPLINGS

- It is imperative that candidates are sensitized and well prepared always to choose dishes to cook based on the requirements of the question paper and not based on their choices or simply choosing dishes they would like to indulge in.
- It is of utmost importance that candidates are sensitized from the junior grades to detach emotionally from the food being cooked and focus on the fact that practical tests are done for assessment purposes.
- Candidates were expected to choose three dishes that are high in protein. There is always a question that needs to be answered, so candidates should be able to answer the question by selecting the right dishes.
- Examiners are advised to ensure that candidates are provided with a list of examples of the food types in each food commodity covered in the syllabus.

2 INGREDIENT LIST

- Most candidates performed below average on this component. There were omissions and inaccuracies of some ingredients. Most candidates still transferred the ingredients without the preparation techniques e.g. 1 cube chicken stock and 1 slice corn cob instead of 1 cube chicken stock (dissolved in 1 cup of boiling water) and 1 sliced corn cob (\pm 2-2.5 cm each).

- It is of utmost importance that candidates include the preparation techniques because in their absence, their dishes would not meet the desired results.

3 PLAN OF WORK

Time Plan:

- Some candidates managed to write their correct time intervals of **5 minutes, 10 minutes and 15 minutes** correctly as well and their time spread was **120 minutes** starting from **08h00 to 10h00**.
- However, there are still candidates who are allocating more than 15 minutes for their activities. Some are planning for more than 120 minutes and some less. With that said, it is disheartening to have observed that in such cases, candidates were still allocated full marks, which unfortunately gives the impression that examiners too are not doing their part in ensuring that candidates are properly prepared for examination practical examinations. Please do not hesitate to reach out to other examiners, especially the ones who are well-experienced for assistance.
- Most candidates are still failing to allocate appropriate and sufficient time for their activities. The time allocation of slots (5, 10 or 15 minutes) and activities should be guided by the preparation that is required for all the ingredients that will be used during that particular activity.
- For example, in method number 3 in the Beef Stew with White Corn Porridge recipe, candidates are required to add the sweet potato and butternut before cooking for 10 minutes. In a case such as this, the candidate should then take into consideration that she needs to peel the sweet potato and cube it, then peel the butternut and cube it as well. The time they are to allocate to this specific method should then be determined by the preparation required and not only by the addition of these ingredients to the pot or pan. The same goes for the preparation of peeling and chopping vegetables or grating cheese.

Order of work in systematic order:

- Most candidates with very few exceptions still perform very poorly on this assessment criterion because candidates failed to plan systematically.
- Most candidates do not plan to start a new dish when the one they were busy with is required to cook for example for 25 - 30 minutes. Instead of starting the next dish during this time, they plan to continue with the next method in the next slot.
- Most of them are equally failing to plan to return to dishes when the cooking time lapses. Most candidates do not indicate the dish they are busy with and just continue with the methods which can greatly disadvantage them during marking and moderation.
- Most candidates still do not plan to clean sufficiently during cooking. Cleaning and washing up should equally be guided by the preparation that has taken place and should not just be planned randomly.
- Examiners are, therefore, advised to ensure that candidates are properly trained and prepared in this regard.

Special Points:

- Most candidates performed poorly on this assessment criteria because they wrote unnecessary information, minutes that were less than 10 minutes and some did not at all indicate the special point which was in this case cooking times. Candidates were expected to write oven temperature only and minutes from 10 minutes and above.

4 SHOPPING LIST

Ingredients List under Correct Heading:

- Most candidates performed poorly on this assessment criterion because they listed ingredients under the wrong headings.
- Ingredients such as butter beans, garlic, chicken stock, maize meal or flour, corn kernels were listed under the wrong headings.
- Examiners should ensure that candidates are properly prepared in this regard.
- Please also ensure that candidates are properly trained about ingredients that can be listed under two different types of headings depending on whether they are fresh, frozen or canned. A good example includes in this case, broccoli and cauliflower which are bought either fresh or frozen.
- In the case of ingredients such as beans and corn kernels, candidates should take into consideration what the ingredient is going to be used for and for how long it will need to cook. This should then guide them as to which one needs to be purchased. For example, dried or fresh beans would need to be cooked slightly longer than canned beans. This should then provide guidance as to which beans are referred to in the recipe.

All Ingredients Transferred to Shopping List:

- Most candidates perform poorly on this assessment criteria because they failed to transfer all of the ingredients to the shopping list. Some candidates are still transferring water to the shopping list under OTHER ingredients. Water should not be transferred to the shopping list because, during our practical test, tap water should be used.
- Examiners are strongly advised to encourage candidates to tick all ingredients as they are transferring them to the shopping list to avoid missing some ingredients.
- Some centres included garnishing ingredients on the shopping list that do not form part of the recipe.

Candidates should be discouraged from doing so as this greatly disadvantages them.

Accurate Quantities:

- Most candidates managed to perform poorly on this assessment criterion because they did not add accurate quantities e.g. Salt and garlic, which in this case is 10 ml for salt and 3 cloves for garlic in all three dishes. A pinch of salt will remain 0.5 ml.

Amount of Similar Ingredients Add Together:

- Most candidates performed poorly on this assessment criterion because they failed to add similar ingredients together.
- Examiners should ensure that candidates are sensitized about ingredients that are the same but are called different names. For example, cake flour, plain flour and flour are all the same ingredient. Full cream milk and fresh milk are also the same ingredient.
- Most candidates also failed to add crushed and chopped garlic together. Both of them are fresh.

5 METHODS OF WORKING

- Based on most candidates' work, it is evident that they have a good command of the general approach, use the cooking methods correctly and show the correct use of cooking methods as well as correct use of equipment. Most candidates also demonstrate good cooking skills by applying all the required cooking techniques correctly.
- It is also evident that most candidates are fuel efficient by switching off the electricity here and there when the stove is not in use and by ensuring that the practical cookery test ends in two hours.
- Furthermore, most candidates according to their examiners seem to possess good food safety skills by ensuring that they wore their Protective Equipment (PPE) during practical cookery such as hairnet, apron and protective shoes which in this case were their school shoes which are still acceptable.
- Additionally, most candidates show good food economy since they managed to measure their quantities accurately.
- Evidence from the photographs indicated that most candidates' workstations were clean and tidy.

6 COMMENTS ON QUALITY OR RESULTS

- It is evident that some candidates from some centres managed to produce quality results and this is an indication that, they were well-trained to complete their practical cookery effectively.
- However, there are still some more candidates whose dishes were not presented as per the requirements of the recipes.
- For some, photographic evidence suggested that the boerewors was separated from the stew, which gives the impression that the boerewors was prepared separately or may be served separately.
- For some centres, it appeared as though the cheese in the chicken macaroni and cheese was melted on top of the dish only after serving which was not at all what was required by the recipe.
- Please ensure that sufficient food is served for better judgment, depending on the examination instructions. If candidates only serve a portion of what they prepared, it does not provide an accurate picture of their overall performance.
- Some candidates still do not make sure that their dishes are properly wiped and cleaned before photographs are taken. Please encourage them always to make sure that the cleanliness of the dishes is key.
- Some also train candidates not to over garnish their dishes as the garnish is not supposed to be overpowering in the sense that it changes the appearance of the dish in some cases. Encourage them to use garnishing that is suitable and it must be neatly done.
- In cases when a cake is garnished with icing sugar, please train candidates to dust the icing sugar on to the cake and sprinkle it on. Sprinkling the icing sugar on to the cake makes it appear very untidy.

7 EVALUATION

Most candidates performed poorly on this assessment criterion because candidates commented on their feelings about the cooking experience and did not focus on their final products. Examiners should ensure that candidates comment on all five assessment criteria to consider when they are evaluating their dishes after their initial practical cookery test in essay format. Some candidates still fail to use the correct terminology to describe their dishes.

TECHNIQUES USED: Candidates should be able to comment on an individual dish by providing sufficient techniques.

BEEF STEW WITH WHITE CORN PORRIDGE: cube, slice, chop and stir

CHICKEN MACARONI AND CHEESE: chop, crush, stir and grate

BOEREWORS AND BUTTERBEANS STEW WITH HERB DUMPLINGS: chop, stir, mix, rub in, grate and mould

TIME MANAGEMENT: Candidates should give valid reasons why they managed or did not manage their time, such as I followed my order of work systematically. Thus, I finished my practical cookery on time or I did not plan well.

REASONS FOR SUCCESS OR FAILURE: Some candidates gave valid and sufficient reasons why they think their practical cookery was a success or failure, such as by following their order of work systematically or achieving the desired results.

COMMENTS ON APPEARANCE AND TEXTURES OF THE DISHES: Most candidates did not manage to sufficiently comment on the appearance, texture and taste of the dishes;

Below are some examples of the terms that the candidates could have used:

Dishes	Appearance	Texture	Taste
Beef Stew With White Corn Porridge	Pale, creamy white from the maize, with golden or yellow corn kernels	Smooth, dense, grainy, coarse	Mild, sweetness from the kernels, creamy.
Chicken Macaroni and Cheese	The golden-yellow colour from the melted cheese and browned chicken is visible among the macaroni. Reddish colour from the tomato paste/ sauce	Soft, tender, smooth	Savoury, well-seasoned taste from the chicken, sweetness from tomato sauce, cheese taste
Boerewors and Butterbeans Stew with Herb Dumplings	Browns and reds from the simmered boerewors	Soft, fluffy and tender,	Savoury taste, creamy from the butterbeans,

Examiners are advised to study these written preparation forms and train their candidates to improve their performance for the 2025 examination.

Below are examples of how candidates must complete the practical test preparation forms.

Page 1 – Dishes Chosen

Dishes Chosen	Ingredients for each dish
Beef Stew with White Corn Porridge	<u>Beef Stew</u>
	500 ml water
	200 g cubed/small pieces of beef
	1 cubed sweet potato
	250 ml cubed butternut
	1 sliced corn cob (\pm 2-2,5 cm each)
	250 ml mushrooms
	2 chopped carrots
	45 ml cooking oil
	250 ml green beans
	2 florets broccoli
	2 florets cauliflower
	2 chopped cloves garlic
	1 chopped onion
	1 chopped tomato
	15 ml curry powder
	5 ml mixed herbs
	5 ml salt
	5 ml black pepper
	15 ml honey
	15 ml lemon juice
	<u>White Corn Porridge</u>
	500 ml water
	500 ml white maize flour
	125 ml corn kernels
	30 ml butter/margarine
	15 ml parsley

Dishes Chosen	Ingredients for each dish
Chicken Macaroni and Cheese	60 ml cooking oil
	1 chopped onion
	2,5 ml crushed garlic
	1 chopped green pepper
	200 g chicken strips
	2,5 ml black pepper
	2,5 ml salt
	2,5 ml chilli powder
	1 chopped tomato
	125 ml tomato sauce/paste
	1 cube chicken stock (dissolved in 1 cup of boiling water)
	250 ml elbow macaroni
	125 ml baked beans
	125 ml grated cheddar cheese
Boerewors and Butterbeans Stew With Herb Dumplings	<u>Stew</u>
	15 ml cooking oil
	200 g boerewors
	1 chopped onion
	1 chopped carrot
	1 chopped tomato
	125 ml water
	125 ml butterbeans
	<u>Dumplings</u>
	500 ml self-raising flour
	30 ml butter
	250 ml cheddar cheese
	5 ml mixed herbs
	2,5 ml salt
	2,5 ml black pepper
	125 ml fresh milk
	30 ml chilli beef soup powder
	250 ml water

Time	Order of work and method	Special points
08:00-08:05	<u>Beef Stew with White Corn Porridge</u> Pour all the water into a pot and add the beef pieces. Cook.	25-30 minutes
08:05-08:20	<u>Chicken Macaroni and Cheese</u> Heat the cooking oil in a pot on medium heat. Add the onion and crushed garlic. Add the green pepper. Add the chicken strips. Season with black pepper and salt. Add the chilli powder, stir and cook. Clean up	10 minutes
08:20-08:35	<u>Boerewors and butterbeans stew</u> <u>Stew</u> In a pan, fry the boerewors in the cooking oil for 2 minutes. Add onion and stir. Add the carrots and cook. Add the tomatoes. Add the water. Add the beans. Stir and simmer for 2 minutes. <u>Chicken Macaroni and Cheese</u> Add the tomato. Add the tomato sauce/paste. Add the chicken stock. Add the macaroni and cook until the macaroni is cooked.	10-15 minutes
08:35-08:40	<u>Beef Stew with White Corn Porridge</u> Add the sweet potato and butternut and cook. Clean up	10 minutes
08:40-08:50	<u>Boerewors and Butterbeans Stew</u> <u>Dumplings</u> Pour the 2 cups of flour into a bowl. Add the butter and rub it into the flour using your hands until thoroughly mixed. Add cheese, mixed herbs, salt and pepper. Add milk and mix slowly. With your hands, mould the dough into small balls and place them in the stew. Dissolve the soup powder in the water. Pour this over the stew, ensuring that it covers the dumplings. Cover the pan and simmer on low heat until the dumplings are thoroughly cooked. <u>Beef Stew with White Corn Porridge</u> Add the pieces of corn cub, mushrooms and the carrots. Add the cooking oil and cook for 5 minutes.	15-20 minutes
08:50-09:05	<u>Chicken Macaroni and Cheese</u> Add the baked beans and simmer for 5 minutes. <u>Beef Stew with White Corn Porridge</u> Add the curry powder, mixed herbs, salt and pepper and stir. Add the honey, and lemon juice, stir and cover. Simmer for 5 minutes.	

09:05-09:15	<p><u>Boerewors and Butterbeans Stew</u></p> <p>Serve hot</p> <p><u>Chicken Macaroni and Cheese</u></p> <p>Add the grated cheese to the mixture, or only top the mixture with the cheese. Cover the pot and cook for 1-2 minutes to melt the cheese. Serve hot.</p>	
09:15-09:30	<p>Beef Stew with White Corn Porridge</p> <p>Add the curry powder, mixed herbs, salt and pepper and stir. Add the honey and lemon juice, stir and cover. Simmer for 5 minutes.</p> <p>WASH UP</p>	
09:30-09:45	<p><u>White Corn Porridge</u></p> <p>Boil the water in a pot. Add the maize flour and stir until the desired consistency is achieved. Simmer for 3 minutes. Add the corn</p>	
09:45-10:00	<p>Add butter/margarine and stir for 1 minute. Add parsley, stir and simmer for 5-10 minutes</p> <p>Clean up</p> <p>Serve hot with beef stew.</p>	10 minutes

Milk & Milk Products	Eggs	Fresh Fish, Meat & Poultry
60 ml butter		200 g boerewors
375 ml cheddar cheese		200 g chicken strips
125 ml fresh milk		200 g beef
	Cereals & Cereal Products	
	500 ml self raising flour	
	250 ml elbow macaroni	
	500 ml white maize flour	
		Canned, Frozen & Packaged Foods
		125 ml butterbeans
		125 ml baked beans
		125 ml corn kernels
Fresh Fruits & Vegetables	Condiments & Spices	Other ingredients
3 onions	10 ml mixed herbs	120 cooking oil
3 carrots	10 ml salt	15 ml honey
3 tomatoes	10 ml black pepper	15 ml lemon juice
1 green pepper	30 ml chilli beef soup powder	
1 sweet potato	3 cloves garlic	
250 ml butternut	2,5 ml chilli powder	
1 corn cob	125 ml tomato sauce	
250 ml mushrooms	1 cube chicken stock	
250 ml green beans	15 ml curry powder	
2 florets broccoli	15 ml parsley	
2 florets cauliflower		

- Please note that some ingredients can be listed under two different headings depending on the type based on the use and whether they are going to be bought fresh, frozen or canned.
- A good example in this case could include broccoli and cauliflower which can be bought either fresh or frozen.
 - When fresh it will be listed under the fresh fruit and vegetables.
 - When bought frozen, it should be listed under the Canned, Frozen & Packaged Foods heading.

KEY MESSAGES

- Centres are encouraged to continue to record all required and necessary candidates' evidence for moderation purposes. Each candidate's performance mark is dependent on the submission of all of the required evidence.
- Examiners are encouraged to ensure that candidates clearly understand the coursework scenarios and guide them on how to carry out their role plays and other tasks effectively.
- Candidates are obligated to incorporate what they have learned theoretically into their practical tasks.
- All candidates and their work should be identified clearly by their correct Surname, Name, Candidate Number as well as Centre Number. This will be achieved by a proper introduction of candidates during their Task 1 introduction e.g. (My Name is Alicia Areas, my student Number is 0001 and I am role playing as housekeeper). Additionally, all Centres should ensure that all candidates' forms are completed with all of the required information.
- Examiners are expected to mark all candidates' work in red pen. Some centres submitted candidates' work that was not marked but yet awarded full marks to candidates, thus ignoring all of the mistakes made.
- Examiners should ensure that each component has a marking scheme, accompanied by all of the relevant documentation, e.g. a table layout design for task 2 and cleaning agents and equipment form for task 3.
- Paper 3 Course Work Tasks should be packed in candidates' portfolio files. Pictures should not be stapled on assessment forms.
- Paper 2 Practical Cookery should be packed separately or in another file meant for Paper 2 Practical Cookery as they are different components and they are assessed differently.
- In cases that a task requires video recording, please ensure that such recording is done in a noise-free area as background noise can greatly disadvantage candidates.
- Please also ensure that during practical activities, only the examiner and the candidate being recorded or performing any other task are in the room. It is evident that candidates are distracted by other candidates and are unable to perform at their best in the presence of others.
- Centres should ensure that all videos and photographic evidence for Task 1, 2 and 3 are sent for moderation purposes.
- All candidates are expected to complete all Paper 3 Tasks wearing their official full school uniform well tucked in. Sports and winter school uniforms are unacceptable.

1. GENERAL COMMENTS

- Most centres submitted work of acceptable quality and there are positive improvements by old centres which managed to meet the assessment criteria.
- However, there is still more room for improvement by most centres, especially with task 1, communication, professionalism and customer services, which did not meet the required standards for Paper 3 assessment.
- New centres are encouraged to network with old centres, encouraged to read their centre's comments as well and familiarize themselves with this examiner's report.
- Examiners are expected to ensure that all candidates are well prepared in order for them to complete all of the coursework tasks effectively before any recording is done .

TASK 1: COMMUNICATION, CUSTOMER SERVICE AND PROFESSIONALISM

- It is concerning to have observed that most centres are not regarding this task as important as it is not treated like an examination task by most centres.
- Most of the recordings by the majority of the centres have created an impression that candidates are not taking this task seriously as most candidates were playful and acted as though they were participating in a social drama activity.
- Most candidates did not demonstrate any professional behaviour as they showed a lack of effective communication and customer service skills. Such behaviour defies the whole purpose of this exercise and the subject as a whole.
- It is mandatory that candidates demonstrate all of the required aspects of the three topics being covered here.
- They are required to act as though they are dealing with customers in the industry and not a fun activity at school.
- In preparation for their role-play, candidates are required to understand the scenario first and foremost; read through the objectives and content covered in the three respective topics; select all of the information that best suits or that can be applied to the scenario and use that information to formulate their dialogues.
- Examiners throughout this process should ensure that they render proper guidance and advice to candidates.
- Examiners should at all costs set very high standards to ensure that every candidate produces quality work and that they are industry-ready upon completion of this course.
- Examiners should allow candidates to choose their partners with whom they are comfortable to conduct a role play.
- During the recording, examiners should ensure that it is done in a quiet environment: only the teacher and the two

- candidates who are being recorded should be present in the room to prevent candidates from being distracted.
- Examiners are highly encouraged to do their recording and not other candidates to record the videos. It was evident that this was the case at some centres and one could see the discomfort in the body language of the candidates being recorded.
- Centres are, therefore, strongly encouraged to purchase a camera and a tripod to effectively carry out the recording process.
- Examiners should not interrupt or guide the candidates as soon as they start with video recording.
- Candidates being assessed are highly encouraged to act professionally and demonstrate proper communication and customer service skills throughout their role play.
- Examiners, especially the ones offering the subject for the first time or who did not manage to prepare their candidates according to the required standards are highly encouraged to seek assistance from other centres.

MARKS SHOULD BE AWARDED TO ALL CANDIDATES WHO MEET THE FOLLOWING ASSESSMENT CRITERIA AS FOLLOWS:

CRITERION	MARK ALLOCATION	
COMMUNICATION		
Acceptable presentation/demonstration	1	A mark should be allocated to a candidates who have properly introduced themselves and the establishment to the guests in a clear and understandable manner.
Good interaction	1	A mark should be allocated to the candidate who demonstrated the ability to establish a connection with the guest and generally interacted well with the customer.
Listening Skills	1	A mark should be allocated to the candidate who demonstrates the ability to actively listen for the essence of the speaker's thoughts, details, major ideas and their meanings.
Confidence	1	A mark is allocated to the candidate who demonstrates the ability to convey the message with clarity and use appropriate body language.
Friendliness	1	A mark is allocated to the candidate who is demonstrating: <ul style="list-style-type: none"> • Politeness to avoid angry and aggressive language in favour of stating his/her thoughts politely. • Can remain positive and pleasant.
Respect	1	A mark is allocated to the candidate who demonstrated sensitivity when dealing with the customer, respecting his/her values and beliefs, culture and religious preferences.
English Language Use	1	All candidates should possess a good command of English proficiency skills.
Acceptable Voice Tone	1	Candidates playing the role of the Housekeepers are expected to speak in a polite tone of voice, not too high and not too loud. Rudeness is unacceptable.
Maximum Marks	8	
CUSTOMER SERVICE SKILLS		
Attentiveness	1-2	2 marks are allocated to the candidate who <ul style="list-style-type: none"> • Maintained eye contact, listened to what the customer had to say, followed the conversation and responded appropriately • Considered the guest as important enough to prioritize his/her concerns and needs.

Positive Attitude	1-2	2 marks are allocated to the candidate who: <ul style="list-style-type: none"> Personalized dealing with the customer by introducing himself/herself and allowing the customer to introduce himself/herself if desired. Dealt with the customer in a genuinely friendly and courteous manner by using plain understandable language. Showed interest by asking questions and listening to requirements. Demonstrated a balance between the commitment to the customer and the establishment, through flexibility and problem solving Finished by saying goodbye and waiting for the customer to hang up before he/she does
Accept mistake	1-2	2 marks are allocated to the candidate who: <ul style="list-style-type: none"> Fully acknowledged his/her mistake and demonstrated accountability. Did not blame external forces for his/her mistake.
Maximum Marks	6	
PROFESSIONALISM		
Time Management	1	A mark is allocated to the candidate who was ready after the 20 minute preparation time allocation and was able to complete the role-play within 5 minutes.
Personal presentation on hygiene/ Grooming	1	This mark was allocated to all candidates.
Neat/Trimmed hair	1	A mark is allocated to a candidate whose hair is neat and trimmed.
Clean hands and nails	1	A mark is allocated to the candidate whose hands are clean and whose nails are cut short and clean.
Neatly pressed clothes	1	A mark is allocated to the candidate whose school uniform is clean and neatly pressed/ironed.
Introduction	1	A mark is allocated to candidates who properly introduced themselves to the guest as per instructions of the coursework task and have done so in a professional manner.
Indication of duties	1	A mark is allocated to candidates who have properly indicated their duties and responsibilities as a housekeeper to the guest.
Expression on the matter	1	A mark is allocated to candidates who expressed themselves professionally on the matter at hand without demonstrating any unprofessional behaviour and who demonstrated that they are knowledgeable about the operations of the establishment without creating an impression that the establishment is not professionally operated
Rendering of the apology	1	A mark is allocated to candidates who rendered a detailed apology to the guest and who gave an appropriate and acceptable reason for entering the guest's room without knocking
Clear and loud voice	1	A mark is allocated to candidates who throughout the task spoke clearly and understandably without mumbling.
Preparedness	1	A mark is allocated to candidates who demonstrated preparedness to perform the job as a housekeeper with the equipment provided for by the examiners by the instructions and requirements of the task
Alertness	1	A mark is allocated to candidates who demonstrated alertness throughout the task in a professional manner, especially in response to the guest

Acceptable response	1	A mark is allocated to candidates who responded professionally to the customer throughout the conversation, without being playful and using slag words or generally responding in an unprofessional manner.
Maximum Marks	13	
TOTAL MARKS	27	

TASK 2 – MENU AND TABLE SETTING

GENERAL COMMENTS:

- It is imperative that Examiners ensure that all candidates are properly trained by syllabus requirements and international standards about menus and table settings.
- Examiners should ensure that all candidates are familiar with the different items required for table settings which include eating utensils, all of the linen as per the requirements of the syllabus as well as the other items which include table decorations, cruet sets, etc.
- Candidates are required to during their training to acquire sufficient knowledge of all the eating utensils used for specific food items.
- Candidates are required to know and positively identify the different forks, spoons and knives used to eat specific food items.
- Examiners should ensure that they train and prepare candidates well on the internationally acceptable standards and rules of table settings, such as the correct placements of the cutlery, crockery, and glassware used by guests when dining at restaurants.
- Most centres included unsuitable items on the table such as the dessert bowl, wine and juice glasses, bread plate, and butter knife.
- Examiners are required to prepare candidates only to plan and place the suitable items or utensils when setting their tables.
- In case the menus do not indicate any beverages, candidates are required to include only a water glass on the table, no other glassware.
- In cases of desserts, guests are expected to use the crockery from the top to the bottom. Meaning the first-course plate or bowl will always be set on top and the last course at the bottom.
- For this reason, since dessert is always the last course, which in this case would mean candidates would have to place the dessert bowl at the bottom and a dinner plate on top of it, this would be impractical.
- We, therefore, required candidates to utilise a plate service from the kitchen which would not require them to place a dessert bowl on the table.
- Examiners should ensure that they provide candidates with white A4 paper for candidates to design their respective settings.
- Candidates are expected to use pencils, black fine-liner pens and blue fine-liner pens only for their tray layout. Colourful A4 papers and colouring pencils are unacceptable.
- Examiners should ensure that they avail a variety of items used for setting a table, suitable and unsuitable to the menu provided cutlery, crockery, glassware and decorations for the course work.
- Candidates are expected only to place the correct items on the table.

MARKS WERE AWARDED TO ALL CANDIDATES WHO MET THE FOLLOWING ASSESSMENT CRITERIA AS FOLLOWS:

TASK 2 - MENU AND SERVICE STYLES

CRITERION		MARK ALLOCATION
PLANNING/DESIGN OF A TABLE SET		
Well-designed layout (Formal table set)	1-2	2 marks were allocated to candidates whose designs met the standards of a formal table about the formal table setting rules generally.
Neat drawing	1	A mark was allocated to candidates whose drawings were neat without any stains or erased marks that were still very visible on the paper.
Correct indication of: – cutlery – crockery – glassware – decoration – linen	1 1 1 1 1	A mark each was allocated to candidates who: <ul style="list-style-type: none">correctly indicated the correct placement of all the eating utensils, linen and decorative items on their designsand who identified the items correctly on the designs.
Suitable items/utensils indicated	1	A mark was allocated to the candidates who indicated suitable items/utensils by the food items being served according to the menu. The items include: <ul style="list-style-type: none">Cutlery: a dinner knife and fork, a soup spoon and a dessert spoonCrockery: a dinner plate and soup bowlGlassware: a water glassDecoration suitable for formal tablesLinen: a tablecloth, a runner or overlay and a napkin.
Maximum Marks	9	
COLLECTION OF ITEMS/UTENSILS		
Collection of all eating utensils	1-2	2 marks were allocated to candidates who collected all of the required eating utensils.
Collection of all linen	1	A mark is allocated to candidates who collected all of the required linen (tablecloth, overlay or runner and napkin).
Collection decorative items	1	A mark was allocated to candidates who collected decorative items to decorate their tables.
Maximum Marks	4	
APPLICATION OF PRACTICAL SKILLS		
Correct placement of cutlery crockery glassware decoration linen	1 1 1 1 1	A mark each was allocated to candidates who correctly placed the items and utensils by the formal table-setting standards and rules.
Maximum Marks	5	

The following evidence indicates how candidates were supposed to set their tables.



TASK 3

HEALTH, SAFETY AND CLEANING

GENERAL COMMENTS:

- Examiners were required to provide candidates with a planning form to list the suitable cleaning equipment and suitable cleaning agents for the particular stains as instructed in the Teacher instruction documents.
- In cases such as this task, it is of utmost importance that candidates indicate the type of stains they are going to remove which then will support the type of cleaning agents indicated.
- In cases when examiners are unsure of any information, please do not hesitate to contact the DNEA or sister schools for assistance.
- Failure to provide candidates with this form resulted in a loss of 4 marks which is completely avoidable.
- Please ensure that candidates know the required cleaning agents as per the requirements of the syllabus and fully understand the use of the respective cleaning agents.
- Candidates were required to treat and remove stains from two different bed linens. However, most candidates not only indicated on the planning forms but also collected unsuitable cleaning agents such as Domestos (thick bleach) and agents such as Handy Andy to remove stains from linen.
- This is extremely worrisome as it gives the impression that candidates do not at all know and understand the purposes of cleaning agents.
- During teaching, examiners are strongly advised to teach candidates properly about all of the cleaning agents as indicated in the syllabus, give examples of the brands that are available in our Namibian markets and ensure that they fully understand the uses of each agent.
- Most centres did not submit all of the required evidence to the DNEA for moderation.
- Such evidence includes photographs of the candidate after they have collected all of the cleaning agents, equipment, and PPE; a photograph of the candidates treating the stains; a photograph of the candidate's hand washing the linen, as well as two photographs of each piece of linen cleaned and dried.
- Failure to submit all of the required evidence has the potential to greatly disadvantage the candidates.
- Examiners should, therefore, thoroughly read the instructions and ensure that they honour all of the examination requirements

MARKS WERE AWARDED TO ALL CANDIDATES WHO MET THE FOLLOWING ASSESSMENT CRITERIA AS FOLLOW:

TASK 3 - HEALTH, SAFETY AND CLEANING

CRITERION	MARK ALLOCATION	
PLANNING		
Suitable cleaning equipment listed	1-2	2 marks are allocated to candidates who listed all of the required cleaning equipment. These include: <ul style="list-style-type: none">At least two washing basinsPaper towel or cloth to be used to treat stainsA soft brush depending on the stain being removed NB: Candidates were required to indicate on the form the type of stain they were going to remove to support the type of agents listed.
Suitable cleaning agents for that particular stain listed	1-2	Two marks were allocated to candidates who listed all of the cleaning agents needed to treat the stains and the linen. The agents may include, depending on the stain: <ul style="list-style-type: none">Red wine stain removerVanishJikLemon juiceDishwashing liquidBaking sodaVinegarAny other suitable industrial stain remover Washing agents: <ul style="list-style-type: none">Washing powderLiquid laundry detergent Softening agents: <ul style="list-style-type: none">Any fabric softener NB: Candidates were required to indicate on the form the type of stain they were going to remove to support the type of agents listed.

Maximum Marks	4	
COLLECTION OF EQUIPMENT & CLEANING AGENTS		
Collection of correct cleaning equipment	1-2	2 marks are allocated to candidates who collected all of the required cleaning equipment. 1 mark was allocated to candidates who collected some of the required equipment. Please note: Photographic evidence supported for allocation of these marks.
Collection of correct cleaning agents	1-2	2 marks are allocated to candidates who collected all of the required cleaning agents for the specific stains. 1 mark was allocated to candidates who collected some of the required agents. Please note: Photographic evidence supported for allocation of these marks.
Maximum Marks	4	
ORDER OF WORK		
Correct usage of cleaning equipment	1-2	2 marks were allocated to candidates who correctly used the cleaning equipment 1 mark was allocated to candidates who correctly used the cleaning equipment but made some errors Please note: the teacher's mark was solely considered in this regard unless photographic evidence suggests otherwise.
Correct usage of cleaning agents	1-2	2 marks were allocated to candidates who correctly used the cleaning agents 1 mark was allocated to candidates who correctly used the cleaning agents but made some error Please note: the teacher's mark was solely considered in this regard unless photographic evidence suggests otherwise.
Correct stain removal method	1-2	2 marks were allocated to candidates who used the correct methods to remove the specific stains 1 mark was allocated to candidates who used the correct methods to remove the specific stains but made some error Please note: the teacher's mark was solely considered in this regard unless photographic evidence suggests otherwise.
Maximum Marks	6	
QUALITY OF WORK		
Spotlessly cleaned bed linen	1	A mark was allocated to candidates whose linen was cleaned spotlessly. Please note: this mark was only allocated to candidates with photographic evidence of both pieces of linen.
Two different bed linens cleaned	1	A mark was allocated to candidates who removed stains and washed two different pieces of linen. Please note: this mark was only allocated to candidates with photographic evidence of both pieces of linen.

PPE used appropriately	1-2	<p>2 marks were allocated to candidates who used all of the required PPE throughout the task</p> <p>1 mark is allocated to candidates who used some of the PPE throughout the task</p> <p>The required PPE included:</p> <ul style="list-style-type: none"> • Gloves • A mask • Apron • Hair net (though not mandatory)
Stain removed	1-2	<p>2 marks were allocated to candidates who removed stains from both pieces of linen</p> <p>1 mark was allocated to candidates whose linen still had visible marks or stain residue.</p> <p>Please note: photographic evidence was required to support the allocation of marks.</p>
Linen softened	1-2	<p>2 marks were allocated to candidates who softened both pieces of linen</p> <p>Please note: the teacher's mark was solely considered in this regard unless photographic evidence suggests otherwise.</p>
Linen dried well	1-2	<p>2 marks were allocated to candidates whose linen dried well</p> <p>Please note: the teacher's mark was solely considered in this regard unless photographic evidence suggests otherwise.</p>
Maximum Marks	10	
PROBLEM-SOLVING		
Safe handling of equipment and cleaning agents	1-2	<p>2 marks were allocated to candidates who had demonstrated the ability to handle all of the equipment and cleaning agents in a safe manner</p> <p>Please note: the teacher's mark was solely considered in this regard unless photographic evidence suggests otherwise.</p>
Able to hand wash bed linen correctly	1-2	<p>2 marks were allocated to candidates who were able to properly hand wash the bed linen</p> <p>Please note: the teacher mark was solely considered in this regard unless photographic evidence suggests otherwise.</p>
Readiness of the bed linen	1-2	<p>2 marks were allocated to candidates whose bed linen was ready for use after drying</p> <p>Please note: the teacher's mark was solely considered in this regard unless photographic evidence suggests otherwise.</p>
Maximum Marks	6	
TOTAL MARKS	30	

The following evidence indicates the list of cleaning agents, equipment, PPE and the type of stains to be treated or removed.

TASK 3 - HEALTH, SAFETY AND CLEANING

PLANNING FORM:

LIST OF ALL THE SUITABLE CLEANING AGENTS, EQUIPMENT AND MATERIALS OR PPE TO REMOVE STAINS AND WASH BED LINEN

Cleaning Agents	Equipment & Material	Personal Protective Equipment (PPE)
liquid laundry detergent	Cloth	Hair net
white vinegar	Paper towel	Apron
lemon juice	Bacins	Dust mask
Baking Soda		Hand gloves
Fabric softener		

TYPES OF STAINS REMOVED:

- 1. Tomato sauce
- 2. Chocolate sauce

6/10

The following evidence indicates all of the photographic evidence required by the DNEA.



CANDIDATE WITH THE COLLECTED EQUIPMENT, AGENTS AND PPE



CANDIDATE SCRAPING THE MUSTARD OFF



CANDIDATE TREATING THE STAIN



CANDIDATE WASHING THE LINEN



CANDIDATE WITH CLEAN AND DRIED LINEN NUMBER 1



CANDIDATE WITH CLEAN AND DRIED LINEN NUMBER 2

INTEGRATED PERFORMING ARTS

6150
Paper 1

1. GENERAL COMMENTS

The theory section of Paper 1 is problematic. After studying music theory for four years, candidates should know the basic music theory such as rests, time signatures and very basic Italian words. Only one candidate was successful in answering this section. Mime and Stand-up comedy were poorly answered with many candidates scoring a zero for these sections.

Candidates do not answer in sentences where needed e.g. when asked to explain or describe. They also struggle with the same action verbs and often answer with only one word.

Level C questions are usually not answered.

2. COMMENTS ON INDIVIDUAL QUESTIONS

Question Number		SECTION A
1	(a)	Candidates do not know the traditional names for instruments. This instrument is from the chordophone family.
	(b) (i)	All candidates were successful in recognizing Meriam Makeba as the vocalist.
	(ii)	Most candidates answer Zulu or Xhosa instead of Swahili.
	(iii)	Many candidates reasonably well describe the features as loving, slow but none could identify the contracts in the extract e.g. moving from soft to loud etc.
	(c) (i)	Most candidates could identify flute, guitar and drums correctly
	(ii)	Candidates were mostly successful in identifying the three actions needed for change namely: Stand up for our rights Fight these injustices Walk our paths/be who we want to be
	(iii)	Tenor was correctly underlined by most candidates
	(a) (i)	Only a few candidates identified "Mercury" correctly
	(ii)	Mercury is described as the "winged messenger". Only two candidates were successful.
	(iii)	Fast was correctly named as the tempo. Some also wrote Presto or Allegro, which are also correct.
2	(iv)	Only two candidates successfully recognised the instrument as the glockenspiel or celeste.
	(v)	Many candidates correctly identified one woodwind instrument such as oboe, flute or clarinet. Many wrote instruments from the string or brass family.
	(vi) & (vii)	No candidate could give the Italian names namely pizzicato and Leggiero.
	(b) (i)	The suite was correctly identified as "The Nutcracker" by most candidates.
	(ii)	However, none could identify the extract as the "Russian Dance"
	(iii)	Few recognised the instrument as a Tambourine.
	(c) (i)	Only candidates from one centre could identify the sign as a 'time signature' but only one candidate continued to explain the meaning of four beat time
	(ii)	It was quite shocking that maybe only 10% of all the candidates could identify <i>f</i> as forte and <i>p</i> as piano. This terminology should already be general knowledge on NSSCO level.
	(iii)	Because the candidates could not identify the signs in (c) (ii), they also struggled to explain the meaning of <i>f</i> and <i>p</i> as playing loud and immediately soft.
	(iv)	Very few candidates could recognise the quarter/crotchet rest. Most did not even recognise it as a rest sign.

Question Number		SECTION B
3	(a) (i)	Only a handful of candidates recognise one of the storytellers as British but many recognised the other storyteller as South African.
	(ii)	Candidates struggled with the concept. They could recognise one storyteller as having high/low energy or emotionless and excited, but answered in the wrong order compared to Question 3 (a)(i).
	(iii)	Most candidates wrote American instead of British, but at least the South African storyteller was identified as African accent although Afrikaans would be more correct.
	(b) (i)	Candidates could not give detailed examples. They could describe the general sounds such as “swoosh” but did not continue to say “make a swoosh sound to imitate the sound of the aeroplane.” Or “make the sound of an explosion when imitating the explosion of the Indian masala bomb”. Those who did describe it in full did well.
4	(a) (i) & (ii)	Most candidates could recognise the mime expressions as fear and joy.
	(b) (i)	Candidates just described the two images again as fear and joy but could not link them to the example. The answer was that his face expressed joy when he saw the birds but it turned into fear when he found himself trapped in the same cage.
	(ii)	Very few candidates could describe the hand movements becoming smaller as the cage becomes smaller.
	(iii)	Some candidates referred to him holding on to the bars, but none continued to described how he moved around in an ever shrinking cage.
	(c)	Very few candidates could describe a proscenium stage. There were a few candidates who could identify it as the “curtain which opens to reveal the stage to the audience” which is the correct answer. If they added it is the “invisible wall which allows the audience to view the performance,” they also scored full marks.
5	(a) (i) & (ii)	Most candidates correctly identified the images as ballet and Some type of ballroom such as salsa or tango, although just ballroom would have been correct
	(iii)	Again the candidates lost marks by just giving one word such as ‘stomping’ or “rattling”. They had to explain it with a full sentence such as “stomping your feet on the ground” or “rattling when you move your feet”. The movement needed to be linked to feet.
	(b) (i) & (ii)	Most candidates could identify the apron and wing correctly.
	(c) (i)	Candidates struggled to indicate how the hairstyles and clothing reflect the emancipation of women. They need to also know about the historical politics of the 1920’s such as this was the time when women fought to have voting rights, or due to the ending of WWI, women had to work as many men were killed during the war. Some gave answers such as shorter hair or shorter dresses but they did not link it to the emancipation. Had they added that women wore shorter dresses to indicate that they can show their ankles if they are doing jobs which were previously considered ‘male’ jobs such as being a reporter, they would have done well, or that doing a cabaret dance with revealing clothes and feathers in their hair indicates freedom of speech.
	(ii)	Very few candidates recognised the song as the Tango danced in the cellblock which houses the ladies accused of committing murder. In this Tango each lady tells the story of how she murdered her husband or lover, but still insists that she is innocent because he “had it coming”.
6	(a) (i)	Most candidates could not identify the character as “Wizard”, although many could describe his outfit as boots, jacket and hat. Some described the outfit as cowboy which was awarded a mark. Most candidates identified the building just as “old” but not adding the word “theatre” to the description. Many candidates were correct in saying he gave street children shelter, but only a few were correct in saying he gave them shelter where he taught them music in exchange for performing in the streets to earn money for him.
	(ii)	No candidate had this answer correct with most of them confusing Evan with his father, not knowing Evan and August is the same person. The most correct answer for this question is that they are both precise in remembering how long it has been to “find” one another.
	(b) (i)	Most candidates were successful in identifying what type of material they would use, as well as the colour e.g. carton and brown, paper and green.
	(ii)	Candidates were extremely successful in answering this question with most scoring a 2 or 3 for their answer. Every two correct answers scored one mark. Kiaat’s voice should be tenor/soprano or alto which means it is either male or female. Mopane should be alto or soprano making her an adult female. Baobab is old and male.

Question Number		
7	(a) (i)	Many candidates struggled with the concept of setting and described the introduction and not the opening scene. Some only gave one word such as flower. A correct answer would be a flower market/train station in London.
	(ii)	About 70% correctly underlined close-up.
	(b)	Angry was mostly correctly given, though irritated was also correct.
	(c) (i)	Many candidates confused the character of Arthur Doolittle with that of Col Pickering. Those who had the correct character mostly wrote "he wanted money", which is correct but for another mark they should have added "as he thought" that Professor Higgins is using her for certain favours.
	(ii)	Few candidates gave the correct answer of Doolittle thinking of marriage as "an obligation of the middle class and it takes away your freedom".
	(d)	Most candidates only identified e.g. he put marbles in her mouth, earning no mark for their answer. Correct would have been "he put marbles in her mouth and then she needs to repeat a sentence" or he would "award her with chocolates if she did well".
	(e)	Again candidates did not answer the question in full. Some correctly describe the relationship with answers such as Freddie was in love with Eliza but she did not love him, or Freddie would send her flowers and chocolates to show his feelings. However, few candidates linked the two songs to enforce their answers namely "on the street where you live" and "show me" where Eliza tells Freddie not just to tell her he loves her but to show her how much he loves her. In the end she realises Freddie is not the right person to spend her life with as she is in love with Prof. Higgins.

3. POSITIVE SUGGESTIONS TO TEACHERS

- Music theory must be practised on a regular base, at least once in a cycle to ensure a strong foundation. The questions on music theory is not difficult and candidates can easily score 18 marks if they have a strong foundation.
- Let them orally practise how to describe and explain. Giving one word (unless specifically asked) is not correct.
- Listening, especially to European music is vital to be repeated often. Candidates cannot remember the sound of music instruments if they do not hear it repeatedly. It can be part of the music theory lesson. This should already be done in JS level.
- While watching the films, stop and explain terminology such as history, outfits, hairstyles, setting and filming techniques to the candidates when they watch the film for the first time. They can later watch the film again as a whole by themselves or as part of revision.

1. GENERAL COMMENTS

Films overall have improved considerably from previous years.

Take note of the following to improve:

- Topics have become more creative but candidates can still focus on more creative and original films
- Allow candidates to do backup every day after filming, edit and save the videos on more than one device.
- Plagiarism should be avoided and candidates should consider their viewers and by using appropriate language.
- Candidates should refrain from reading biographies found on the internet but should write their own after doing research.

2. COMMENTS ON INDIVIDUAL QUESTIONS

Planning and research

- Much effort went into planning at both centres.
- Candidates still need to spend more time, especially on their research. They seem to spend a long time planning but then research is just done in the final few days before submitting.
- Candidates need to reference their research.
- Submitting a storyboard as part of the planning is a good idea.
- Teachers submitted proof of their input which was present in the films at this stage also. Thank you.

Process and Refinement

- This section was much more detailed in general. Candidates put commendable effort into processing and refining so successful in describing how they had done so.
- Candidates should practise their dialogue before recording. Some would just repeat the same sentences such as 'What do I do, what do I do' up to eight times consecutively giving the impression they did not know what else to say. Let them write it down and then memorize it beforehand.

Evaluation

- Evaluations were detailed and gave a good idea of the whole experience.
- Teachers were very involved in the planning process and their good ideas are appreciated.
- Many candidates were not happy with their outcome, due to the short period they allowed for filming and editing. Do encourage them to start with the Grade 10 chosen software.
- In all cases the candidates had problems with the software, as they did not have smartphones to practice beforehand. I would suggest teachers download some programmes and use them during a presentation to show learners how to edit.

Quality of the film

- Some high quality films were produced in 2024.
- Most films were of the correct length of six minutes.
- The use of music and sound effects has improved remarkably.

3. POSITIVE SUGGESTIONS TO TEACHERS

- Motivate candidates to start planning and doing research in Grade 10 already.
- Write reports at least three times throughout the process to encourage candidates and also for them to improve on their research.
- Thank you to all the teachers for all the effort you have put in to guide candidates thoroughly on this paper.

GENERAL COMMENTS

1. There was an overall improvement in all the performances.
2. At most centres the candidates presented creative storylines.
3. The group's prepared and unprepared performances were delightful at all the centres.

Prepared and unprepared performances should focus on the following points

- Performers should speak to the audience at all times.
- Dragging of feet was still a challenge as it drowns the performer's voice.
- Although some schools are doing it, it is recommended that the candidates perform at least twice before the examination to an audience.
- Peer assessment can be used to improve performance.
- Please ensure that the group-prepared performances are based on the topic which is provided by DNEA, as indicated in the syllabus.
- Candidates should use the time for individuals unprepared to their advantage. Some performances were very long with their story development but no climax.

POSITIVE SUGGESTIONS TO TEACHERS

- Thank you for your input in preparing these candidates over the two years. The result is indicative of a lot more creativity and general stage etiquette has improved in leaps.
- Keep on assessing the candidates from Grade 10 on their topics to keep them in practice.
- You are responsible for arranging the sound and video technicians, not the candidates.
- Ensure that the equipment is functioning correctly and maybe have a few practice runs beforehand.
- Cameras zooming in and out the whole time resulting in a few blurred videos, which could not be properly moderated.

MATHEMATICS

6131
Paper 1

General Comments:

Majority of learners attempted the entire question paper by answering all questions. Generally, there was a slight improvement in candidate performance. However, some learners answered questions in pencil, and others made transfer errors when transferring their answers to the answer space. Misreading their own work and such answers led to a loss of marks.

Candidates lost marks due to incorrect methods applied, even when the final answer was correct. It is crucial to acknowledge that if a method is wrong, no marks will be allocated, regardless of the answer's correctness. Candidates should be discouraged from giving multiple choices in their workings or on the answer space. Teachers should emphasise that marking is based on the method used to arrive at the answer. **A correct answer with a wrong method will not yield any marks.**

Candidates are expected to understand the need to work to accuracies of more than 3 significant figures, or more than one decimal place for angles. They should be discouraged from rounding off exact answers.

It was observed that many candidates lacked mathematical instruments, hindering their ability to answer construction questions. Centres are encouraged to provide a few mathematical instruments at the examination venue for learners to borrow when they are writing.

Candidates should be informed not to round off answers for limits of accuracy and may be encouraged to write their full calculator display.

COMMENTS ON SPECIFIC QUESTIONS

Question 1

This question was well answered, although some candidates lacked the skills of BODMAS rules. Some candidates divided 15 by 3 and added 2 to the answer and multiplied by 7 to get 49.

1	19	1	c.a.o
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Question 2

This question was fairly answered, although some learners struggled with the concept of the number line and differentiating between $<$ and $>$ inequality signs. For part (a), learners had difficulty comparing negative numbers. For part (b), learners rounded off the value of $(\pi)^2$ and incorrectly equated it.

2 (a)	$>$	1	c.a.o
(b)	$<$	1	c.a.o

Question 3

This question was fairly answered, but some candidates couldn't distinguish between decimal places and significant figures. For part (b), some candidates wrote 0.054700 as the answer. For part (c), some candidates omitted the negative sign on the index or exponent. Additionally, some candidates lost a mark by rounding their answer to 2 significant figures.

3 (a)	0.055	1	c.a.o
(b)	0.0547	1	c.a.o
(c)	$5.47(35) \times 10^{-2}$	1	c.a.o

Question 4

This question was moderately answered, as many candidates used the wrong method, even though they arrived at the correct answer. Some candidates used the direct proportional method to solve the problem.

4	8	2	M1 for $2783 - (15 \times 145)$ o.e OR M1 for $15 \times 145 + 76x = 2783$ o.e B1 608 seen
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Question 5

This question was well-answered, with few candidates writing their common fraction $\frac{42}{100}$ not simplified.

5	$\frac{21}{50}$	1	c.a.o
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Question 6

This question was poorly answered, with a common incorrect answer of 4. Many candidates did not use brackets on the index, leading to some calculators making 16 to power 1 and dividing that answer by 4, to get 4. Some candidates understood the laws of indices and correctly managed to obtain 2.

6	2	1	c.a.o
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Question 7

This question was poorly answered, as many candidates interchanged the answers for parts (a) and (b). Many candidates struggled to compare numbers written in different forms.

7 (a)	0.45	1	c.a.o
(b)	44.5%	1	c.a.o

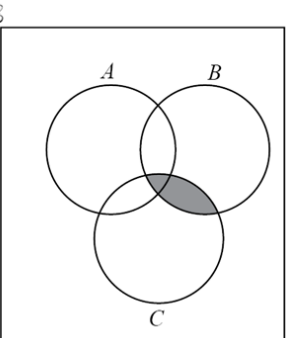
Question 8

Part (a) was moderately answered, although some learners wrote time as a duration and hence losing a mark for that. Part (b) was poorly answered, as many candidates correctly calculated the hours but failed to obtain the minutes. The common incorrect answer was 3 hours and 35 minutes.

8 (a)	06:36	1	Allow 6:36(am) (0)6h36
(b)	3 hours 21 minutes	1	c.a.o

Question 9

This question was poorly answered as many candidates failed to shade the part of $A \cap B \cap C$ also as it is also part of $B \cap C$.

9		1	c.a.o
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Question 10

This question was poorly answered as many learners calculated the difference between two upper bounds. Some candidates worked out the difference first and found the upper bound of the difference rounded to 1 decimal place.

10	4.3	2	B1 for 3.05 and 7.35 seen M1 for 7.35 – 3.05
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Question 11

Many candidates calculated the loss but failed to calculate the percentage loss. Some candidates divided the loss by the selling price instead of the cost price.

11	17.39(130435)%	2	M1 for $\frac{60}{345} \times 100$ o.e B1 seen 60
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Question 12

This question was fairly answered, although some candidates used a compound interest formula. Some candidates used a wrong method but arrived at the correct answer, resulting in no marks. Some candidates used a trial-and-error method by substituting the correct answer into the interest formula.

12	4 years	2	M1 for $\frac{8}{100} \times 2500 \times t = 800$ o.e
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Question 13

This question was poorly answered, as most candidates struggled with unit conversions, particularly for speed. It is crucial to emphasise the conversion of length, volume and time units.

13	$2.16 / \frac{54}{25} / 2\frac{4}{25}$	2	M1 for $\frac{0.6 \times 3600}{1000}$ or $\frac{0.6 \div 1000}{\frac{1}{3600}}$ OR 0.6×3.6 or $\frac{0.6 \div 1000}{1 \div 60 \div 60}$
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Question 14

This question was fairly answered. Many candidates used 120g as a total mass and divided it into the given ratio. However, most learners failed to calculate the amount given with one outcome to find the total mass.

14	3000 g	2	M1 for $\frac{120}{4} \times 100$ o.e B1 30 and 2850 both seen or 2880 seen
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Question 15

Part (a) was poorly answered, as many candidates couldn't determine the gradient from the given formula. Some incorrectly wrote the gradient as $-3x$. Part (b) was also poorly answered, as learners struggled to understand the relationship between parallel lines. Many candidates simply rewrote the given formula as their final answer. Some candidates used a wrong method of substituting the given coordinate in the given formula to find the y -intercept.

15 (a)	-3	1	c.a.o
15 (b)	$y = -3x + 4$	2	M1 for $m = -3$ or $c = 4$ B1 for $y = -3x + c$ or $y = -mx + 4$ SC1 $-3x + 4$

Question 16

This question was poorly answered, as many candidates failed to identify the type of shape. Some recognised it as a pyramid but could not specify the type of a pyramid. For part (b), candidates misunderstood the term "vertices," often counting only the vertices of the base.

16 (a)	Square (base) pyramid	1	c.a.o
(b)	5	1	c.a.o

Question 17

This question was moderately answered, with some candidates incorrectly stating 2 angles or 2 lines of symmetry.

17	2	1	c.a.o
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Question 18

Part (a) was well-answered, although some learners spoiled their answer by writing it as a fraction. Part (b) was moderately answered, with some candidates making errors in substitution due to a lack of brackets. The most common incorrect answer was $\sqrt{-25}$.

18 (a)	$\begin{pmatrix} -6 \\ -2 \end{pmatrix}$	1	c.a.o
(b)	5	2	M1 for $t^2 = (-4)^2 + (-3)^2$ o.e

Question 19

This question was fairly answered, but many candidates failed to identify the highest common factor (HCF). Some managed to factorise the expression partially.

19	$3a^2(5a - 1)$	2	B1 for $3a^2$ or $5a - 1$ or $-3a^2$ or $-5a + 1$ SC1 for partial factorisation $3(5a^3 - a^2)$ or $a(15a^2 - 3a)$ or $a^2(15a - 3)$ or $3a(5a^2 - a)$
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Question 20

This question was poorly answered as many candidates failed to write the equation with a common denominator. Some lacked the concept of solving fractional equations.

20	$1.5 / \frac{3}{2} / 1\frac{1}{2}$	3	M1 for $\frac{5}{x-1} = 10$ o.e or M1 for $5 + 2(x-1) = 12(x-1)$ o.e or M1 for $\frac{5}{x-1} + \frac{2(x-1)}{x-1} = \frac{12(x-1)}{x-1}$ o.e M2 for $10x - 10 = 5$ o.e or M2 for $5 + 2x - 2 = 12x - 12$ o.e. or M2 for $\frac{2x+3}{x-1} = \frac{12x-12}{x-1}$ o.e
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Question 21

This question was poorly answered, as most candidates could not find the reciprocal of the second fraction and change the division sign to a multiplication. A common incorrect method was expressing fractions with the same denominator.

21	$\frac{2s^2}{3r} / \frac{2}{3} s^2 r^{-1}$	2	B1 for $\frac{rs^3}{2} \times \frac{4}{3r^2s}$ o.e B1 any two correct compounds
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Question 22

This question was poorly answered. Candidates struggled to find the value of k , which hindered their ability in finding the value of x when $y = 12$. A common incorrect answer was 121.

22	242	3	B1 for $k = 2$ M2 for $x = 2(12 - 1)^2$ o.e.
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Question 23

This question was poorly answered. Most candidates attempted to write 130 as a product of its prime factors. Some didn't recognize that 130 cannot be expressed with a base of 2 where the index is a whole number. Others lacked the knowledge of applying logarithms. Some resorted to a trial-and-error method by substituting the correct value into the equation.

23	3.01(11 83907)	3	B1 for $\log 2^{2n+1} = \log 130$ OR $2^{2n} \times 2 = 130$ o.e OR $(2n + 1)\log 2 = \log 130$ OR B1 for $2n + 1 = \frac{\log 130}{\log 2}$ B2 for $2n = \frac{\log 130}{\log 2} - 1$ or $2n = \frac{\log 65}{\log 2}$ OR $2n = 6.022367813$
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Question 24

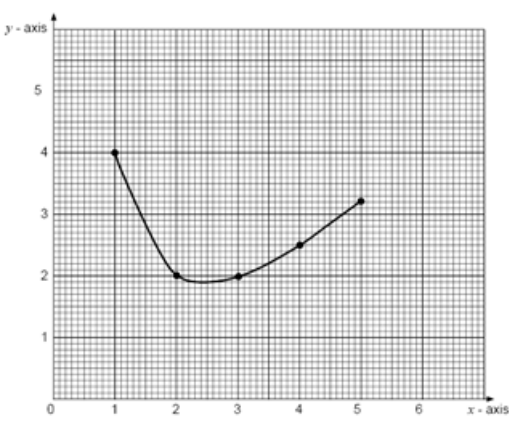
This question was poorly answered, as many candidates found the product of the two factors but spoilt it by adding the third factor instead of multiplying the result with the third factor. Teachers need to teach learners more on the product of three factors.

24	$3x^3 - 17x^2 + 21x + 9$	3	B1 for $(x - 3)(3x^2 + x - 9x - 3)$ o.e OR $(x^2 - 3x - 3x + 9)(3x + 1)$ o.e M2 for $3x^3 - 9x^2 - 9x^2 + 27x + x^2 - 3x - 3x + 9$ o.e SC1 $x^2 - 6x + 9$ or $3x^2 - 8x - 3$
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Question 25

Part (a) was well-answered, although there were a few candidates who rounded off exact answers. For part (b), many scored well on plotting points but struggled to join them with a smooth curve. Some misread the scale, plotting 3.5 instead of 3.2.

25 (a)	2.5, 3.2	2	B1 for each correct value
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(b)	 <p>All points plotted correctly with a smooth curve.</p>	3	<p>P2 for all 5 points plotted correctly. P1 for 3 – 4 points plotted correctly. C1 for the correct curve</p> <p>FT2 for plotting all points</p>
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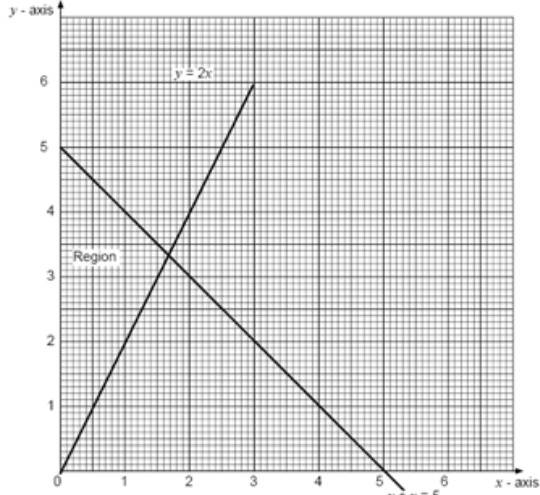
Question 26

This question was poorly answered. Many candidates did not know the formula for the sum of interior angles of polygons. Despite the diagram not being to scale, some candidates regarded the diagram as to scale and made up by two quadrilaterals that are symmetric. A common wrong formula of $(n - 1) \times 180$ was seen. Some candidates had a wrong formula with the correct answer which resulted in them not getting any mark.

26	141	3	<p>M1 for 720 seen or 282 seen M2 $q + q + 112 + 105 + 111 + 110 = 720$ o.e or M2 for $\frac{360 - 282}{2}$ o.e</p>
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Question 27

Part (a) was moderately answered as many candidates managed to draw the line of $x + y = 5$, but failed to draw the line of $y = 2x$. Some used dotted lines, leading to mark deductions. Part (b) was poorly answered, as many candidates could not identify the correct region. Teachers should put an emphasis on shading the unwanted regions of inequalities, not just following the lines.

27 (a)	<p>Correct straight line drawn. Correct straight line drawn.</p> 	<p>1 1</p>	<p>c.a.o c.a.o</p>
(b)	<p>Correct region indicated with unwanted region shaded.</p>	2	<p>B1 if $y \geq 2x$ is shaded correctly. B1 if $x + y \leq 5$ is shaded correctly.</p>

Question 28

This question was fairly answered. Most candidates drew correct arcs and the perpendicular bisector. However, some did not attempt the question. Candidates should be encouraged to leave construction arcs visible and use a straight edge for accurate lines.

28	Bisector of angle QPR drawn with two pairs of correct arcs.	2	B1 for acceptable bisector with no or incorrect arcs. OR correct pair of arcs without bisector
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Question 29

This question was moderately answered. Many learners struggled to form the determinant equation. The common wrong answer of -31 was seen. Many candidates were adding diagonal products instead of subtracting. Some lacked a basic understanding of matrix operations.

29	3	2	M1 for $4 \times 2 - 3 \times a = -1$ o.e $8 - 3a = -1$
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Question 30

Part (a) was moderately answered. Some candidates incorrectly added the sides using the Pythagorean Theorem by adding the two given side instead of subtracting. Others calculated the side length but rounded to 2 significant figures. Part (b) was poorly answered, as some used the perpendicular height instead of the slant height of the cone.

30 (a)	$4.47(213...)\sqrt{20}/2\sqrt{5}$	2	M1 for $h^2 = 6^2 - 4^2$ o.e
(b)	24π or art 75.4	2	M1 for $\pi(4)6$

Question 31

This question was poorly answered. Many could not substitute values correctly into the formula for the area of a non-right-angled triangle.

31	$26.3(4339183)^\circ$	3	M1 for $\frac{1}{2}(8)(12) \sin C = 21.3$ o.e OR M2 for $\sin C = \frac{21.3}{48}$ or $\sin C = \frac{71}{160}$ or $\sin C = 0.44375$
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Question 32

This question was poorly answered. Many candidates did not recognise the trough as a half-cylinder or a prism with a semicircular cross-section. Most calculated the volume of a full cylinder.

32	art 75 400/ 24000 π	2	M1 for $\frac{1}{2} \times \pi(20)^2(120)$ o.e
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Question 33

This question was poorly answered. Many could not find the total number of learners in the class. A common error was calculating the total number of boys and the common wrong answer was $\frac{3}{16}$.

33	$\frac{3}{36}$ or $\frac{1}{12}$ or 0.0833 or 8.33%	1	c.a.o
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Question 34

This question was poorly answered. Many candidates struggled to find the midpoints of the intervals. Some calculated the width of the intervals instead of the midpoints.

34	$26.08 / \frac{652}{25} / 26 \frac{2}{25}$	4	<p>B1 for all mid points 20, 26, 28, 32 seen</p> <p>M2 for $30 \times 20 + 120 \times 26 + 26 \times 28 + 32 \times 24$</p> <p>M3 for $\frac{30 \times 20 + 120 \times 26 + 26 \times 28 + 32 \times 24}{200}$ or</p> <p>M3 for $\frac{5216}{200}$</p>
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Key Message

Candidates are expected to understand the need to work to accuracies of more than 3 significant figures, or more than one decimal place for angles, when calculations involve a number of steps in the working; only then can the final answer be given to an appropriate level of accuracy. Candidates should realize that answers should be given to 3 significant figures or better except in questions where a different accuracy is demanded. Candidates should also be advised not to round off answers of exact numbers.

Better knowledge and understanding of mathematical concepts, terms and definitions would help candidates to answer questions from the required perspective. For that reason, definitions, descriptions and appropriate mathematical language and spelling should receive the necessary emphasis. This problem is always experienced especially when candidates are asked to describe transformations. For example, in question 28, many wrote the transformation as translated, transformed etc.

General Comments

Majority of learners attempted the whole paper by answering all the questions. The questions were well distributed through the targeted grades (**A**, **C**, **E** and **G**). That is why most candidates completed the paper by making an attempt at most questions. However, it was worrying to see some candidates (both full time and part time) getting few marks throughout the paper.

The standard of presentation and amount of working was generally good. Centers should continue to encourage candidates to show formulae used, substitutions made and calculations performed. Candidates should greatly be encouraged to show their working especially in questions with more than one (1) mark, as some marks are usually for the methods used or for correct substitutions in the correct formulae. Showing their work increases the candidates' chance of earning a mark even if their final answer ends up being wrong.

Many candidates struggled to answer questions on similarity, probability and statistics correctly. It seems as if some centers did not cover them during teaching. Teachers should make the necessary efforts to teach the whole syllabus in full before the candidates sit for their examinations.

SPECIFIC QUESTIONS

QUESTION 1

This question was well answered.

1 (a)	$\sqrt{5}$	1	cao
(b)	169	1	cao
(c)	-7	1	cao

QUESTION 2

This question was well answered.

2 (a)	4	1	cao
(b)	300	1	cao

QUESTION 3

This question demanded that candidates should not use a calculator. However, many did not follow this instruction. They were expected to show their work and methods on how they arrived at their final answer. Many candidates also failed to give their answer as a mixed number.

3	$1\frac{3}{8}$	2	M1 for $\frac{4}{8} + \frac{7}{8}$ OR for $\frac{8}{16} + \frac{14}{16}$, accept any common multiple with correct numerator.
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QUESTION 4

Reverse percentage is always a challenging topic for the candidates. Centers should expose the candidates to similar questions and advise them on how to calculate reverse percentage. Many candidates just calculated 12% of N\$ 924 which was incorrect.

4		N\$ 1050	2	M1 for $\frac{100}{88} \times N\$924$ OR $\frac{88}{100} = \frac{924}{x}$
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QUESTION 5

This question was moderately answered. Many candidates were able to convert the units properly, many of those that failed to get the correct answer was because they did not divide properly.

5		34.2 km/h	2	M1 for $\frac{570 \times 60}{1000}$ OR $\frac{1710 \div 1000}{3 \div 60}$ o.e
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QUESTION 6

Candidates attempted this question very well. However, many failed to get the correct because they did not put -2 in brackets in their substitution.

6		-11	2	M1 for $(-2)^2 - 3(5)$ OR 4 -15
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QUESTION 7

Candidates answered this question very well. However, a few spoilt their correct answer by adding x^6 to y^4 to obtain xy^{10} .

7		$9x^6y^4$	2	B1 for any 2 correct
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QUESTION 8

- (a) The usage of the words at least and at most are always a problem to many candidates. Centers are therefore hereby advised to put more emphasize and to make sure that candidates are comfortable with the usage of those words. Many candidates lost a mark because they wrote $>$ instead of \geq .

8	(a)	$3x - 7 \geq 5$	2	B1 for $3x - 7$ OR $n \geq 5$ [n should be an expression with a variable]
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- (b) Candidates answered this question well. Even those that failed to get the correct inequality in (a) still attempted to solve their inequality well.

	(b)	$x \geq 4$	FT2	M1 for $3x \geq 12$ FT2 for solving their inequality in (a)
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QUESTION 9

Many candidates could score at least a mark at this question. Many spoiled their answers by adding the terms that they got after expanding. They did not realize that the terms were not alike.

9		$2x^2y - 4xy^2$	2	B1 for $2x^2y$ OR $-4xy^2$
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QUESTION 10

This question was poorly answered. Many candidates struggled to correctly remove the square-root from the left hand side. It seems there is a need to put more effort in teaching candidates on how to do the operations correctly and in order. Candidates should also be advised not to write 2 operations in one line of work as this sometimes becomes unclear and also confusing for them.

10		$x = \frac{vw^2 - 4u}{4}$ or $x = \frac{vw^2}{4} - u$	3	M1 for $\left(\sqrt{\frac{4(x+u)}{v}}\right)^2 = w^2$ o.e M2 for OR o.e
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QUESTION 11

This question was moderately well answered. It was pleasing to see candidates using different methods to solve this question. Candidates should however be told be careful when using substitution. For some that used substitution, they went wrong because they did not multiply out well mostly because they did not use brackets when substituting.

11		$x = 1$ $y = 3$	4	M1 for $6x - 10y = -24$ AND $6x + 9y = 33$ o.e M2 for $19x = 19$ OR $19y = 57$ A2 for obtaining the value of x and y
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QUESTION 12

Many candidates struggled in answering this question well. Many failed to get the LCM of the two denominators. Centers should therefore get the candidates to practice more on such questions to make them comfortable in answering them. Some that got the correct LCM lost marks in dealing with the $-(x - 3)$ correctly.

12		$\frac{x+11}{(x-3)(x+4)}$ <p>or</p> $\frac{x+11}{x^2+x-12}$	3	M1 for $\frac{2(x+4)-1(x-3)}{(x-3)(x+4)}$ or $\frac{2(x+4)}{(x-3)(x+4)} - \frac{(x-3)}{(x-3)(x+4)}$ SC1 for $\frac{k}{(x-3)(x+4)}$ OR $\frac{2(x+4)-1(x-3)}{k}$ M2 for $\frac{2x+8-x+3}{(x-3)(x+4)}$
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QUESTION 13

- (a) Many candidates answered this question really well. It was however a worry to see that some candidates could not perform the simple steps that were required to solve such a linear equation. Some candidates did not change the sign of the numbers when moving them either side of the equal sign.
- (b) Very well answered too. Candidates should be discouraged from firstly expanding out the brackets and then solving the equation obtained when already given the equation in a factorized format.

13	(a)	$x = \frac{-5}{4} / -1.25 / 1\frac{1}{4}$	2	M1 for OR
	(b)	$x = 1$ or $x = -2$	2	B1 B1 for each answer

QUESTION 14

This question was poorly answered. Since the candidates knew what the answer would be, because it was a show question, they tried, mostly using wrong log or indices laws, to come out to the required answer. Of course that did not score them marks. Candidates should be taught that for show questions, they are expected to correctly show all their working and steps written out clearly for them to score marks. Candidates should also be taught log and indices laws properly. Many of them struggled, especially, in changing $\frac{1}{9^x}$ to 3^{-2x} .

14		$3^{2x-1} = 9^{-x} \times 3^{2y-x}$ $3^{2x-1} = 3^{-2x} \times 3^{2y-x}$ $3^{2x-1} = 3^{-2x-x+2y}$ $3^{2x-1} = 3^{-3x+2y}$ $\therefore 2x-1 = -3x+2y$	3	M1 for M2 for o.e E1
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QUESTION 15

- (a) Many candidates could only score 1 mark out of the two allocated. This was mostly because many tried to write $\sqrt[3]{3}$ in indices form but failed. Again, candidates struggled to apply indices laws and log laws properly.
- (b) Another poorly answered question. Even for some candidates who got part (a) correct, they failed to substitute correctly. Instead of substituting m for $\log 3$, many candidates had a wrong substitution leading to $\log m$.

15	(a)	$\log \sqrt[3]{3} - \log 3 / -\frac{2}{3} \log 3$	2	B1 for $\log \sqrt[3]{3}$ OR $-\log 3$
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QUESTION 16

Well answered. Many candidates could figure out the sequence. It was interesting to see candidates somehow knowing that the common difference was -2 without any working visible. Many listed the terms of the sequence properly and thus could identify the common difference and the first term.

16		$a = 8$ $d = -2$	3	M1 for $a + 5d = -2$ AND $a + 13d = -18$ B1 for $d = -2$, B1 for $a = 8$
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QUESTION 17

Majority of the candidates could recall and correctly substitute into the formula for finding the area of a trapezium. Hence, this question was well answered.

17		22	2	M1 for $\frac{1}{2}(4+7) \times 4$ o.e OR $\frac{1}{2}(4 \times 3) + 4 \times 4$ o.e
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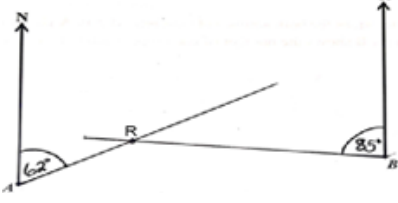
QUESTION 18

Part (a) was satisfactorily well answered. However, part (b) was poorly answered. Candidates should be taught how to define the relationship of two sets using set notation.

18	(a)(i)	$\{1,2,4,5,6,7\}$	1	cao
	(a)(ii)	$\{4,5\}$	1	cao
	(a)(iii)	$\{10,11\}$	1	cao
	(b)	$C \subset A$ or $C \in A$	1	cao

QUESTION 19

- (a) Many candidates had very good attempts in answering this part question. Many of them could at least score a mark out of 2. Many of those that only scored 1 mark was because they constructed lines that were not intersecting and therefore failed to get the position R .
- (b) This part question was also well answered. However, for part (ii) candidates didn't realize that the angle was a bearing and needed to write 095° instead of just writing 95° .

19	(a)		2	B1 B1 for each construction line SC1 for lines not intersecting but correct
	(b)(i)	242°	2	M1 for $180^\circ + 62^\circ$ OR $360^\circ - 118^\circ$
	(b)(ii)	095°	2	M1 for $180^\circ - 85^\circ$ OR 95° or 85° seen

QUESTION 20

This question was extremely poorly answered. Candidates really struggled to understand the concept of similar figures. Many could be seen dividing 6 by 3 to obtain 2 but seemingly didn't know what to do thereafter. Some wrongly calculated volume of a cylinder using the formula of a circle.

20		240	3	M1 for ratio = 2 or $\frac{1}{2}$ M2 for $2^3 \times 30$ OR $\left(\frac{1}{2}\right)^3$ o.e
----	--	-----	---	---

QUESTION 21

The whole of this question was very well answered. Only a few candidates struggled in getting the correct entries of the matrix in part (c) because they seemingly didn't realize that they had to subtract matrix **B** from **A**.

21	(a)	392	1	cao
	(b)	59	1	cao
	(c)	$\begin{pmatrix} 55 & 16 \\ 96 & 121 \end{pmatrix}$	2	B1 for 2 correct entries

QUESTION 22

This question was also very well answered. Few candidates however seemed to have been confused between the mean and median as they could be seen arranging the masses in order of size and then taking the average of the numbers in the middle of the list.

22	(a)	73	1	cao
	(b)	12	1	cao
	(c)	68	2	M1 for $\frac{\text{expanded sum}}{12}$ OR $\frac{816}{12}$

QUESTION 23

This question required candidates to know and apply the angle properties of a quadrilateral inscribed in a circle and circle geometry in general. Many candidates did not answer this question well. Teachers must give more attention to circle geometry, ensuring that learners develop a strong understanding of its concepts and applications.

23		$x = 70^\circ$ $y = 20^\circ$ $z = 110^\circ$ $w = 50^\circ$	2 1 1 1	M1 for $\frac{140}{2}$ cao F.T 90° – their (x) cao F.T 180° – their (x) cao
----	--	---	------------------	--

QUESTION 24

- (a) This part question required candidates to complete the square of the given expression. Such questions have repeated in this course for some time now and still candidates continue to perform poor. When completing the square of an expression whose leading coefficient is not 1, candidates should be taught to factor out the leading coefficient. Some candidates who rather divided across with the leading coefficient and never recovered it in their work or final answer lost marks unnecessarily.

- (b) This part question was moderately well answered. A good number of candidates at least understood how obtain the coordinates of the turning point from their expression in (a).

24	(a)	$y = -(x - 1)^2 + 4$	3	M1 for $-(x^2 - 2x - 3)$ M2 for $-((x - 1)^2 - 4)$
	(b)	(1, 4)	FT2	F.T (– their) B1 for (1, q) OR [p, 4)

QUESTION 25

- (a) Part (i) and (ii) were very well answered. However, some candidates did not get marks in part (iii). Again candidates should be advised to use brackets when substituting numbers or expression into a formula or expression. Some candidates knew that they had to substitute $2x + 3$ into $f(x)$ but then did not use brackets and hence failed to expand properly. Some only squared the 3 and not the $2x$.

- (b) Very well answered.

25	(a) (i)	-7	1	cao
	(a) (ii)	$2(2x)+3$ oe	1	cao
	(a)(iii)	$-4x^2 - 12x - 7$	2	M1 for $2 - (2x + 3)^2$ OR $2 - 4x^2 - 12x - 9$
	(b)	$g^{-1}(x) = \frac{x-3}{2}$	2	M1 for $x-3 = 2y$ OR $y - 3 = 2x$

QUESTION 26

The whole of this question was satisfactorily answered. Although some candidates seemed to know that it is about coordinate geometry, many did not score marks because of using wrong formulae. For example, in part (a) where they were expected to calculate a distance many calculated the gradient. Centers are advised to put more emphasis in this topic.

26	(a)	10 units	2	M1 for o.e
	(b)	$-\frac{4}{3}$ accept $-\frac{8}{6}$	2	M1 for $\frac{3-5}{-3-3}$
	(c)	$\left(-2, -2\frac{1}{2}\right)$	2	M1 for $\left(\frac{-3-1}{2}, \frac{3-8}{2}\right)$ o.e B1,B1

QUESTION 27

- (a) This was very well answered.

- (b) This was not very well answered. Many candidates knew the “paths” of how to find \overline{BT} but struggled in finding the vector \overline{CT} . Since it was given that $\overline{BT} : \overline{TC} = 2 : 1$, many candidates simply thought the length of \overline{CT} is 1 and not a $\frac{1}{3}\overline{CT}$.

27	(a)	$\overline{DC} = 3\mathbf{q}$ oe	1	
	(b)	$\overline{BT} = \frac{2}{3}(\mathbf{p} + \mathbf{q})$	2	M1 for OR $-2\mathbf{q} + \mathbf{p} + 3\mathbf{q}$ o.e FTM1 $-2\mathbf{q} + \mathbf{p} + \text{their(a)}$ B1,B1

QUESTION 28

- (a) Well answered. Candidates should be taught that the names of the transformations are: translation, rotation, enlargement and reflection. They should not write them as translate, rotate, enlarge or reflect as it is most times the case.

- (b) Very well answered.

- (c) Poorly answered. Many candidates are probably on exposed to enlarging with a scale factor greater than 1 as many of them ended up drawing an image that was bigger than the original.

28	(a)	Translation by vector $\begin{pmatrix} -3 \\ 5 \end{pmatrix}$	2	B1 B1
	(b)&(c)	On the diagram 	1 2	SC1 for correct enlargement with the wrong centre

QUESTION 29

- (a) Very well answered. Many candidates could complete the branches correctly.
- (b) Part (i) was also very well answered. However, a good number of candidates did not do well in part (ii). Many of them simply multiplied $\frac{7}{8}$ with $\frac{5}{8}$ which were the probabilities of not late at the branches.
- (c) Very well answered.

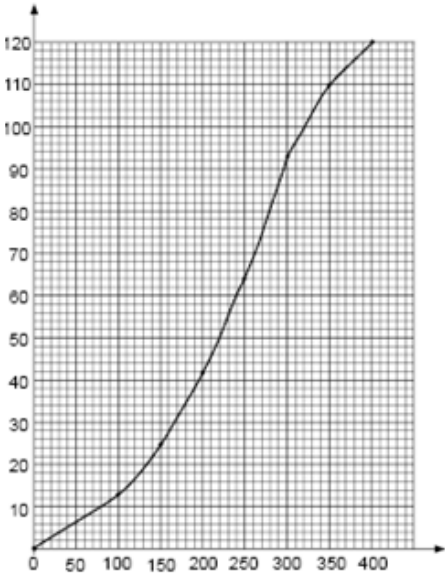
29	(a)		2	B1 for any 2 branches correct
	(b)(i)	$\frac{1}{24}$	2	M1 for $\frac{1}{3} \times \frac{1}{8}$
	(b)(ii)	$\frac{17}{24}$	3	FTB1 for $\left(\frac{1}{3} \times \frac{7}{8}\right)$ OR $\left(\frac{2}{3} \times \frac{5}{8}\right)$ OR $\frac{7}{24}$ OR OR $\frac{5}{12}$ seen FTM2 for $\left(\frac{1}{3} \times \frac{7}{8}\right) + \left(\frac{2}{3} \times \frac{5}{8}\right)$ OR $\frac{7}{24} + \frac{5}{12}$ OR $1 - \frac{7}{24}$
	(c)	66	1	cao

QUESTION 30

- (a) This part was poorly answered. It seems like candidates were poorly prepared on how to find the frequency from the cumulative frequency table.
- (b) Also poorly answered. Many candidates again seemed not to know what was required of them.

Many drew bar graphs instead of a cumulative curve. Candidates should be advised to take care in drawing the curves, many lost marks because their curves were not smooth and also that some had double lines at some sections. Candidates should also be advised to show the plots (blobs) in such questions as some of the marks are given for just showing their plotting. A good number also seemed to have struggled in recognizing the scale that was used on the axes as many had plots at the wrong places.

- (c) (i) In their attempt to find the median, some candidates simply divided 120 by 2 to obtain 60 and did not do anything thereafter. This question was not very well answered.
- (ii) Also poorly answered. A good number of candidates seemed not to know how to calculate the inter-quartile range.

30	(a)	<table><thead><tr><th>Amount (£) spent</th><th>Frequency</th></tr></thead><tbody><tr><td>$100 < A \leq 150$</td><td>12</td></tr><tr><td>$150 < A \leq 200$</td><td>17</td></tr><tr><td>$200 < A \leq 250$</td><td>22</td></tr><tr><td>$250 < A \leq 300$</td><td>29</td></tr><tr><td>$300 < A \leq 350$</td><td>17</td></tr><tr><td>$350 < A \leq 400$</td><td>10</td></tr></tbody></table>	Amount (£) spent	Frequency	$100 < A \leq 150$	12	$150 < A \leq 200$	17	$200 < A \leq 250$	22	$250 < A \leq 300$	29	$300 < A \leq 350$	17	$350 < A \leq 400$	10	3	B1 for any 2 correct
Amount (£) spent	Frequency																	
$100 < A \leq 150$	12																	
$150 < A \leq 200$	17																	
$200 < A \leq 250$	22																	
$250 < A \leq 300$	29																	
$300 < A \leq 350$	17																	
$350 < A \leq 400$	10																	
	(b)			P2 all points plotted correctly P1 for 4 – 7 points plotted correctly C1 accept ruled														
	(c) (i)	£235 - £245	1	cao														
	(c) (ii)	£125-135	2	B1 for Q3 in 290 to 300 AND Q1 in 160 to 170														

QUESTION 31

Poorly answered. Many candidates did not show an understanding of how to calculate the frequency from the frequency density graph.

31		70 120 100	3	B1 B1 B1
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METALWORK AND WELDING

6188
Paper 1

GENERAL COMMENTS

Metalwork and Welding is one of the popular vocational subjects in the schools, but due to lack of facilities, only a few schools can offer it. It could be observed during national marking that all candidates who sat for the examination completed within the given time frame. The Chief Marker would like to encourage Centre's to continue the good efforts to the benefit of the Namibian child despite various challenges at different centres. It is strongly advised for centre's to get candidates accustomed to regular practical activities from as early as from the Junior Secondary phase in order to get them thoroughly prepared for the NSSCO external examination.

The Chief marker observed that Centre's still struggle to correctly answer questions that require candidates to describe and explain processes, e.g. painting process, etc. These processes can only be mastered if candidates are allowed to perform these processes practically. Centre's also need to pay attention to problem solving questions and practical application questions that require candidates to **sketch and note** manufacturing processes

The candidates entered for this subject really tried their level best to improve the quality of work even though it was observed at some centres where candidates left questions without attempting them.

Good responses were received from the centres regarding the quality and standard of the question paper. No report was received indicating any challenges with regard to the question paper in terms of time, language and figures or graphic. From the responses of the candidates based on the questions, there were no problems answering the questions, it was well interpreted. However, fair responses were given for most questions and candidates could score good marks.

It is evident that the quality of the candidates work or answers is better than the previous years which made the performance better also compared to the previous years. All centres are encouraged to keep up the good work and to ensure timely preparation of our candidates for their National Examinations

Comments on specific questions

Section A

1 Fig. 1 shows a cut off saw commonly used on metal.



Fig. 1

(a) List two items of safety wear that are required when operating a cut off saw.

Most of the learners performed well in this question, they were able to name personal protective equipment required when operating the cut off saw

Possible answer

1. Wearing of eye goggles to protect eyes from sparks.
2. Wearing of a leather apron to protect clothes from flying particles and sparks
3. Consider all personal protective

(Any 2)

[2]

- (b) The cut off saw is a power tool. Explain one reason why moving parts of power tools have guards.

Almost all learners scored maximum marks.

Possible answer

To prevent injury (1) from moving parts (1)

To make sure hands (1) do not make contact with moving parts (1) (Any 2)

To protect users from moving parts and sparks

[2]

- 2 Fig. 2 shows a metal joint.

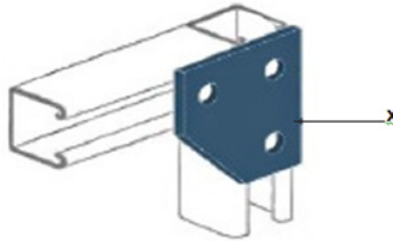


Fig. 2

- (a) (i) Identify the part labelled X in Fig. 2.

Majority of the candidates failed to identify the object at X.

Possible answer

A: Gusset plate / gusset

[1]

- (ii) State the function of the part labelled X in Fig. 2.

Most candidates were able to relate the purpose of the gusset plate. Possible answers were:

Possible answer

To give additional support to the joint

To hold the channels together

To strengthen the joint

[1]

- (b) Fig. 3 shows a welding symbol.



Fig. 3

Few candidates were able to draw the single fillet weld with a weld bead shown on the correct side

Possible answer

Single fillet weld joint shown

Weld bead correctly shown

Symbol correctly indicated

[1]

[1]

[1]

3. Name one item from a first aid kit that is used when checking airway, breathing and circulation (ABC).

Most candidates got this mark and mouth piece was the dominant answer

Possible answer

CPR Pocket Mask

Mouth piece

[1]

4. Explain the main function of National Occupational Safety Association (NOSA).

Majority of the candidates were listing safety rules instead of the functions of the Association

National Occupational Safety Association provides safety, occupational health and environmental risk management services and solutions

Possible answer

Promotes safety in workshops and workplaces

[2]

5. Fig. 4 shows a steel rule



Fig. 4

State the unit of measurement used on a steel rule.

Candidates where all able to score this mark

Possible answer

mm (millimetres)
Also consider CM (centimetres)

[1]

6. Fig. 5 shows two forms of testing destructive testing and non-destructive testing.



Fig. 5

Define the following terms.

Most candidates attempted this question, with most of them scoring marks, they were able to recall the definitions.

Possible answer

Destructive testing

Destructive testing is accomplished by forcing a part to fail and with destroying of tested components (1) by the application of various load factors (1). [2]



Non-destructive testing

Non-destructive testing does not affect the part's future usefulness, as no component is destroyed.(1) And leaves the part and its component materials intact (1). [2]

7. Complete the table below.

This question was well answered by all centres.

Possible answer

Name of tool	Use of tool	
 (i)...pliers (combination)	(ii) Pliers are a multi-purpose hand tool with opposing jaws for gripping, bending and cutting.	[2]
 (iii) tin snip	(iv) to cut and trim sheet metal and other thin yet tough materials	[2]

8. Define the following properties of metals:

Majority of the candidates struggled in defining this terms.

(a) Brittleness

Possible answer

A material will fracture (1) with little or no deformation (1).

[2]

(b) Thermal conductivity

Possible answer

The ability of metal to transfer heat and electricity from one point to another.

[2]

9 Complete the table on metals below.

Majority of the candidates could not recall the composition of bronze, centres should put in more emphasis on metals their composition and properties

Possible answer

Metals	Composition	Uses	Properties
Bronze	bronze is made up of copper and tin (2)	Used in the construction of sculptures, musical instruments and medals, and in industrial applications such as bushings and bearings Any 1 (1)	<ul style="list-style-type: none"> • Reddish-brown color, • Hardness and brittleness • Melting point of 950 degrees Celsius. • High resistance to corrosion from saltwater. • Exhibits low metal-to-metal friction • Conductor of heat and electricity Any 1 (1)

[4]

10. Give another name for high carbon steel.

Only few candidates where able to score a mark here

Possible answer

Tool steel

[1]

Section B

11. Answer all the questions in the spaces provided.

(a) Fig. 6 shows an eye bolt that is made from mild steel.

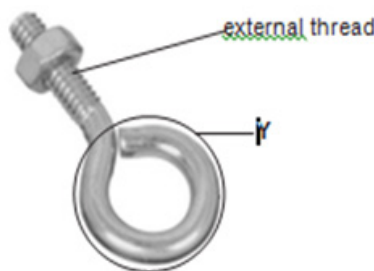


Fig. 6

(a) (i) State the tool used to cut the external thread on the eye bolt.

Most centres were able to answer this question, with some candidates writing it in full as tap and die.

Possible answer

Die

[1]

(ii) Describe a method of cutting the external thread on the eye bolt by hand.

This question was fairly attempted by some centres.

Possible answer

- Insert the work piece into the holding device (bench vice).
 - Insert the die stock with the appropriate holder into the tailstock Please pay attention to the dimension!
 - Use proper lubricant (in our case conventional cutting oil).
 - Place the die on the work piece and start to cut it.
 - After the chamfer, the die automatically cuts the external thread on the work piece due to its pitch angle and the thread is finished.
 - Turn die clockwise two thirds of a rotation and then one quarter one quarter anti clockwise to ensure the cuttings are freed
- [3]

(iii) State two reasons why lubricant is used during the screw cutting process

The question was well answered by most centres

Possible answer

It allows the tool to move over the surface of the material with minimum friction and therefore minimizes the power required and the heat generated.

[2]

(b) Use sketches and notes to show how part Y on the bolt could be formed

Majority of the candidates failed to properly answer this question, candidates still struggle to come up with reasonable sketches showing the manufacturing process and appropriate notes to explain their processes

Possible answer

Appropriate drawing shown

[1]

Sensible diagrams with suitable notes and labels

[2]

Sequenced and clear demonstrating for understanding of production

[1]

12 Fig. 7 shows oxy-acetylene welding equipment.

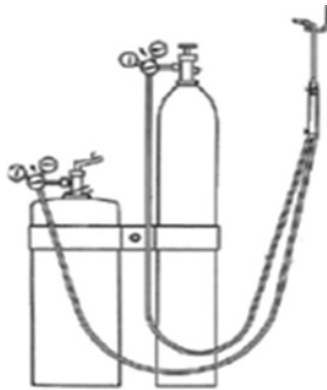


Fig. 7

(a) Name the colour of the hoses fitted to the: some candidates switched up this answers

(i) Oxygen cylinder: Blue

Acetylene cylinder: Red

[2]

(ii) Describe how oxy-acetylene cylinders should be stored safely

This question was well answered by most candidates

Always store compressed acetylene gas cylinders in areas that are:

- Dry and well ventilated
 - Equipped with fire fighting equipment such as sprinklers
 - Free from sources of ignition and heat
 - Easily accessible, yet away from main traffic zones, elevators, or staircases
 - Labelled with warning signs.
 - Cylinders must be stored upright
 - Store full cylinders separate from empty ones
- [3]

A safe method of testing for gas leaks.

Well answered by majority of the candidates

Gas leak detector/Apply soapy water (1) with a brush on the hoses and connections to test for signs of bubbles (1).

[2]

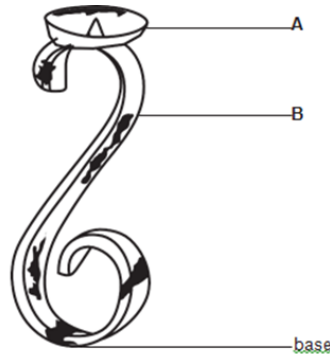
(b) Use sketches and notes to illustrate the leftward welding technique.

Some candidates did not attempt to answer this question and most that tried could not fully sketch the correct method

Possible answer

- appropriate Diagram drawn [1]
- Sensible diagrams with suitable notes and labels [2]

13 (a) Fig 8 shows a candle holder.



(i) Name a suitable metal for part A and give a reason for your choice.

Question well answered by candidates

Possible answer

Name: Mild steel sheet, galvanized sheet, copper sheet, aluminium sheet, stainless steel [1]

Reason: Flexibility to weld.

Cost-effective.

Ductility.

The gift of recycling

(Any 2)

[1]

(ii) State a suitable method of joining part A to part B.

Possible answer

Arc welding or gas welding also consider any appropriate joining methods for metals (Any 1) [1]

(iii) Use sketches and notes to show a modification to the candle holder shown in Fig. 8 that will make the base more stable.

Most candidates where able to sketch a suitable solution for the base

Possible answer

Appropriate improvement shown (1)

Relevant notes (2)

Suitable joint (1)

(1)

(2)

(1)

[4]

(b) Fig. 9 shows a butt weld.

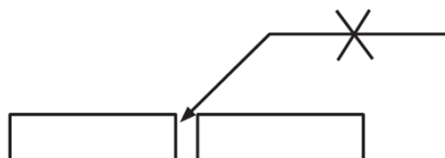


Fig. 9

Use sketches to show how the butt weld in Fig. 9 must be welded.

Well answered by most candidates but difficulties where observed at the V preparation of work pieces

Possible answer

Butt joint drawn [1]

correct beads shown on both sides with V preparation of work pieces. [2]

14 (a) State two causes of incomplete penetration when welding.

Majority of the candidates were able to answer this question with a few mixing up the causes from the other welding defects

Possible answer

- Moving the bead too fast which means little deposition of the weld metal
- Too much space between welded metal can cause incomplete penetration.
- Using too low amperage which may not be enough to melt the metal completely
- Poor edge preparation of the work pieces
- Angle of the electrode

(Any 2)

[2]

(b) State remedies to eliminate the following welding defects:

Question well answered by all centres

Possible answer

(i) **Slag inclusion**

- Increase the welding current to appropriate levels.
- Increase the welding speed so that weld and slag don't mix.
- Clean all surfaces including all edges and previous welds.
- Ensure that the weld pool cools down moderately, not too fast but not too slow either
- Maintain an appropriate angle

(Any 2)

[2]

(ii) **Spatter:**

- Use the right polarity as per weld requirements.
- Adjust the amperage settings. (decrease current)
- Clean up the surface before you do any welding.
- Increase the plate angle according to the condition of the welding
- Reduce the arc length
- Use an appropriate electrode

(Any 2)

[2]

(c) **Explain why non-destructive tests are preferred to destructive tests.**

This question was attempted with mixed feeling by some candidates that focused on the definition of Non-destructive rather than saying the reasons why it is preferred

Safety issues can be easily identified. Non-destructive testing is used to ascertain whether or not a component is in need of repair, and whether it is safe to use.

Possible answer

In the process, no material that is being tested is damaged compared to destructive testing.

[2]

(d) **Name two flaws that could be found during the visual inspection of a welded joint.**

This question was well answered by the candidates

The most common flaws found in weld NDT are:

Possible answer

Flaws caused by incorrect technique or setup in how the weld was created

Environmental damage to the weld (i.e., temperature extremes, the presence of moisture, or the use of incompatible metals)

Also consider all the welding defects

(Any 2)

[2]

[10]

15 Fig. 10 shows multiple views of shaped mild steel flat bar.

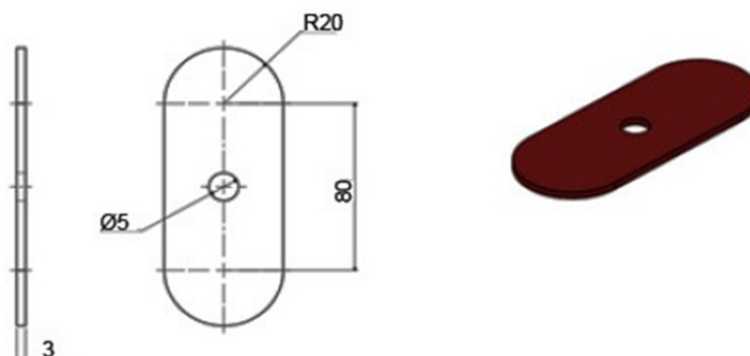


Fig. 10

(a) Fig. 10 show multiple views of shaped mild steel flat bar.

Most candidates failed to score marks here as they were not able to sketch processes as required. Describe how to measure and mark the curved ends in Fig. 10.

Possible answer

- Appropriate Diagram drawn [1]
- Sensible diagrams with suitable notes and labels [2]

How to mark out and drill the hole:

- Hole drawn [1]
- Sensible diagrams with suitable notes and labels [2]

(b) Describe how to prepare and apply a paint finish to the shaped mild steel flat bar shown in Fig. 10

Majority of the candidates focused only on the preparation of the works peiece and did not consider how to apply the paint

Possible answer

Start with a medium grit sand paper and finish with a fine grit paper (1).

Use a high quality primer with a hard finish to seal the cabinet (1) and prepare it to accept paint. After the primer dries, sand it perfectly smooth again (1).

Use a brush to apply paint and wait until it dries (1). [4]

16 (a) Explain how to care for and maintain of hand files

This question was well answered by the candidates, it proves that candidates knows their tools.

Possible answer

- clean files regularly with a file card
- store files in an appropriate manner, e.g. hanging them
- do not drop files
- use the files for the intended purpose
- ensure the handle is firmly attached to the file

Any appropriate 3 answers

[3]

(b) Fig. 11 shows a vehicle being supported in an unsafe way on a jack during maintenance.



Fig. 11

This question was fairly answered by some of the candidates were able to come up with a suitable solution but they could not sketch and note the processes of the solution

Possible answer

Suitable device drawn (2)

Appropriate notes (2)

Appropriate rendering (1)

Materials and processes indicated (2)

[7]

17 (a) Fig. 12 shows a Vernier calliper at A and micrometer at B.

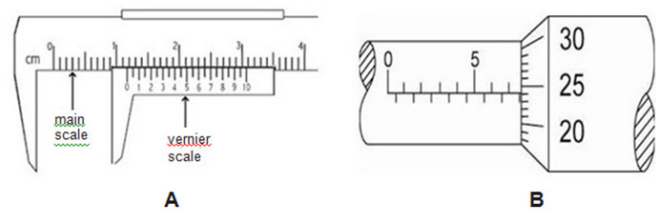


Fig. 12

This question was poorly answered by all centres, candidates failed to interpret the readings correctly from the measuring tools.

Possible answer

A: $11 + 0.6$ (1)
= 11.6 mm (1) [2]

B: $7 + 0.5 + 0.24$ (1)
= 7.74 mm (1) [2]

(b) Fig. 13 shows details of a steel gate.

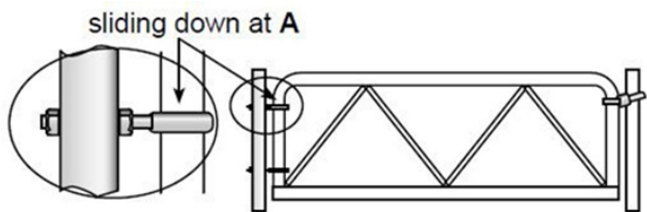


Fig. 13

This question was fairly answered, some candidates came up with mechanisms that are suitable but wrongly placed, some candidates came up with solutions that are not suitable as the gate won't be able to open and close anymore. Emphasis should be made on the sketches and notes of processes.

Possible answer

Suitable Mechanism drawn (2)
Appropriate notes (2)
Appropriate rendering (1)
Materials and processes indicated (1) [6]
[10]

General Comments

The DNEA would like to thank all the center's for the efforts by providing resources such as materials and tools ready for the examination. Photographic evidence also show that some centers do not have the proper required tools and had to improvise to complete their practical examination. This kind of practice by regions are uncalled for and must be discouraged.

In order to facilitate a seamless and effective practical examination, centres are urged to make sure that the procurement of materials and equipment is done well in advance. It was also observed that some centres only include two or three photographic evidence per candidate and some still in black and white. Centre's are hereby encouraged to include enough photographic evidence that shows various stages in the making of the examination product. Possible stages to be shown includes but not limited to, Measuring and marking out, cutting, joining, bending, drilling, finishing. Photographic evidence can be submitted in USBs or rewritable Discs.

During the national marking it could be observed that majority of candidates who sat for the examination completed within the given timeframe as there was no report submitted with regard to time. The Chief marker would like to encourage center's to continue the good efforts to the benefit of the Namibian child despite various challenges at different centre's. It is strongly advised for centers to expose candidates to regular practical activities as early as from the Junior Secondary phase in order to get them thoroughly prepared for the NSSCO external examination. Centres are also encourage to conduct practical examination for Mock examinations, this will expose the candidates and be aware of what to expect in the National examination. It will prepare them with regard to speed accuracy and safe practice.

Certain centers still neglect to familiarize themselves with the teachers' instructions so that they can make the appropriate and essential preparations of the examination rooms, despite the fact that it was made very clear that materials and tools must be tested four days prior to the actual examination date.

Centers are yet reminded not to mark part A and part C, it was observed that some centres internal moderators changed the marks allocated by the teacher at the different sections in the summary form, this is highly discouraged and a report should always be attached stating reasons and this can only be done if the moderator is also an expert in the subject. Teachers are also encourage to be consistent with the allocation of marks and be fair.

Part A

1. State two holding devices that would be used during the manufacture of the stool.

This question was well answered, candidates are aware of the Holding devices used in metalwork and welding workrooms.

Answer

Bench Vice
Hand Vice
G Clamp
V blocks
Pliers

(Any two)

[2]

2. State two items of safety clothing that must be worn during arc welding.

All candidates answered this question as they are aware of the safety gears to be worn when welding

Answer

Welding helmet
Leather Apron
leather spats
Leather handgloves
Overalls
Safety boots

(Any two)

[2]

3. List one safety precaution that must be observed when cutting mild steel.

This question was well answered by all centres

Answer

Avoid sharp corners and edges;

remove burrs; safe edging;

Make sure moving parts (cutting disks, drill bits) are secured

Don't use broken or damaged discs/ drill bits.

Switch machine off when work is completed.

Avoid frayed or defective cables. (other possible answers)

(Any one)

[1]

[5]

Part B Practical (Making of the artefact/product)

	Evaluation Indicators	Mark
2	Interpretation of data	5
3	Practical skills - marking out	5
4	Practical skills - safe working	5
5	Practical skills - correct use of tools	5
6	Practical skills - Joint 1	5
	Practical skills - Joint 2	5
7	Accuracy of product	5
8	Practical skills neatness	5
TOTAL		40

PART B: Practical assessment criteria

Assessment Objectives	Level of Response	Mark Range	Max. Mark
2 Interpretation of data	Limited understanding and inaccurate result of the item made.	0-1	5
	Partial understanding of the specifications given but not producing an accurate item.	2-3	
	Excellent understanding of the specifications given and producing an accurate item.	4-5	
3 Practical skills Marking out	Poor marking out skills, not using the correct tools.	0-1	5
	Moderate marking out skills, using the correct tools incorrectly.	2-3	
	Excellent marking out skills, using all tools correctly.	4-5	
4 Practical skills Safe working	Applying the safety measures using tools.	0-1	5
	Applying some safety rules, but still with the risk of injuries.	2-3	
	Applying all safety rules and works without risk.	4-5	
5 Practical skills Correct use of tools	Not using the tools in the correct manner.	0-1	5
	Using tools as they should be, but lacks the skill to do it correctly	2-3	
	Uses all tools correctly.	4-5	

6 Practical skills Joint 1	Joint is not according to the specifications given.	0-1	5
	Joint is correct according to measurements given, but is inaccurate more than a millimeter and fits too loosely or cannot be assembled.	2-3	
	Joint is accurate and has a snug fit.	4-5	
	Joint is not according to the specifications given.	0-1	
	Joint is correct according to measurements given, but is inaccurate more than a millimeter and fits too loosely or cannot be assembled.	2-3	
	Joint is accurate and has a good fit.	4-5	
7 Accuracy and quality of products	Joints are not according to the specifications given.	0-1	5
	Joints is correct according to measurements given, but is inaccurate more than a millimeter and is not cut straight.	2-3	
	Joints is accurate and has a smooth finish.	4-5	
8 Practical skills Neatness	The length of parts are incorrect, surfaces are un neat and the product has an overall poor appearance	0-1	5
	Parts may be cut inaccurately, but the appearance and surfaces are fair.	2-3	
	The lengths and joints are cut according to sizes given and the surfaces are relatively smooth/ straight.	4-5	
Total 40			

Part C

1. Suggest alternative materials that could be used for:

Many candidates failed to answer this part as they repeated the same materials that where used in stead of writing the other possible materials

Part A: Top

Zinc sheet

Mild steel sheets

Aluminium sheets

(Any one)

[1]

Part D: leg

Round rod

Angle iron

MS Pipe

Round tube

(Any one)

[1]

2. Explain the purpose of Part E foot piece.

The question was well answered by most candidates

Stability

Preventing it from penetrating or damaging the floor surface.

[2]

3. Give one property that makes mild steel a suitable material for the laboratory stool.

This question was fairly answered by some candidates, with some writing properties not related to the type of metal

Malleability
Machinable (Can be welded)
Hardness

(Any one)

[1]

[5]

[50]

Please read the instructions printed overleaf before completing this form.

NSSCO Examiners Report 2024

GENERAL COMMENTS

There has been a slight improvement in the quality of coursework, though several issues still require attention. The number of entries has increased compared to 2023, and centres are encouraged to continue promoting the subject to further boost enrolment in the future. While the quality of coursework for NSSCO 2024 has shown some improvement, errors were still observed at certain centres. Specifically, centres need to explain to candidates the differences between the structure of Design and Technology folders and Metalwork and Welding folders. For Metalwork, the first stage should involve exploring and generating ideas, whereas Design and Technology starts with analysing the situation to create a brief. Misunderstanding these structures at some centres has led to wasted time and resources.

Additionally, **the table of contents in the coursework should be aligned with the assessment criteria found on page 25 of the NSSCO Metalwork and Welding syllabus.** It is critical to stress that coursework submissions, which count for 50% of the final mark, are made on time. It is concerning that in some cases, not all candidates submitted their work, and no evidence of measures taken to address this issue was provided. Schools management and parents should be involved in addressing such situations well before the coursework is due for external moderation.

Many centres are failing to provide adequate attention to coursework from the beginning of the Senior Secondary phase. Coursework should begin in Grade 10 and be ready for submission by the beginning of second semester of Grade 11, yet it is clear that many candidates are not spending enough time on it. Regional offices should offer Continuous Professional Development (CPD) for teachers of Metalwork and Welding and collaborate with relevant stakeholders (NIED, DNEA) to provide regular support. Effective internal moderation should be implemented to prevent basic calculation errors in coursework assessment forms.

While there has been progress in the marking of coursework, some centres remain lenient in awarding high marks, even when candidates work does not meet the expected standards. However, many centres successfully completed their projects, which is commendable. Regional offices, Principals, and Heads of Departments must ensure that coursework and projects are monitored throughout Grades 10 and 11, and internal moderation should be completed before marks are sent to the Directorate of National Examinations and Assessment (DNEA) for external moderation.

Centres and Regional offices must also ensure that centres receive the necessary materials and tools in time for students to produce high-quality models. The DNEA observed that some centres projects were affected by a lack of resources. It is unacceptable for candidates to receive zero marks due to missing coursework when no evidence or effort from teachers, HODs, or principals has been shown to address the issue. Since coursework is expected to be completed over two years, it should not be rushed in just one week, as seen at some centres.

Some candidates failed to submit photographic evidence of their products, yet centres still awarded marks for the quality of the products. This issue needs to be addressed, as photographic evidence is essential for evaluating candidates work. A few candidates also made poor problem selections, showing limited creativity and design interpretation. Although the work samples submitted for moderation were generally appropriate, some centres did not apply the assessment criteria at the correct level. All folders should include clear photographic evidence of the artefacts, showing the final product in detail to justify the marks awarded. **Centres must make sure they receive their centre report in order to address their specific comments.**

COMMENTS ON SPECIFIC ASSESSMENT HEADINGS

Generation and Exploration of Ideas

Candidates are expected to demonstrate original design creativity, not simply copy ideas from books or other sources. However, it was observed that some candidates downloaded ideas from the internet. Candidates should present a wide range of ideas (at least four), supported by annotated sketches. Too often, candidates provided only formal drawings without measurements, limiting their ability to demonstrate their design skills and resulting in them focusing on a single concept. Candidates should be encouraged to present their ideas through sketches and finer details, including annotations explaining how the ideas align with the project specifications.

Development of Proposed Solution

In this section, candidates should take their chosen idea and make detailed decisions regarding the shape, materials, and construction methods for the final product. The development of proposed solutions and production planning

remains a concern. Candidates should demonstrate true design creativity through annotated sketches. While some candidates excelled in the presentation of layout, diagrams, labels, and the use of colour, others struggled to effectively communicate their design work. In some cases, it was difficult to follow how candidates applied their final ideas, as they simply selected one of their initial ideas without further development.

Planning for Production

Candidates should be encouraged to use various communication and presentation techniques throughout the design process. However, working drawings continue to be a challenge for many candidates. Teachers must guide students in creating detailed plans that clearly outline the cutting list, tools and materials, time schedule and sequence of operations for constructing the final product.

Product realisation

Candidates should be commended for using a variety of metals in their projects. Photographic evidence showed that some candidates were capable of working independently and achieving an acceptable standard of construction and finish. However, it remains a common issue for candidates not to submit photographic evidence, which is crucial for assessing the quality of their products. Centres must discourage this practice. Additionally, while a range of metals was used, some centres utilized materials unsuitable for producing high-quality products.

Testing and Evaluation

Candidates provided photographic evidence of product testing, which is commendable. Candidates should ensure that their evaluation links the product outcomes to the original specifications and includes suggestions for modifications or improvements. Centres are encouraged to use the full range of marks when assessing the functionality and purpose of the products. In this section, candidates must thoroughly evaluate and test the product's specifications to secure maximum marks. It is important that suggestions for improvements and further modifications are included.

CONCLUSION

Centres tend to award full marks only in the high band, which may not be appropriate. It's important to assess whether the product meets its intended purpose, with careful consideration given to its functionality and alignment with the original design specifications. There are several areas for improvement in the coursework and assessment process for Paper 3. The report stresses the need for clear guidelines, proper resource allocation, and teacher training to enhance the quality of education and evaluation. Consistent and early monitoring of candidates progress throughout the two-year coursework period is essential for success.

MOTOR MECHANICS

6189
Paper 1

General Comments:

It is our fifth year that National marking took place in Motor Mechanics. The total number of entries in Motor Mechanics have increased from almost 95 in 2020 to 145 in 2024. The impression is that our candidates really like the subject. This also demonstrates the demand of Motor Mechanics in the Namibian society.

General observations:

- It was evident that the candidates could not answer many questions, leaving blank spaces on the question paper.
- During the national marking it could be observed that all candidates who sat for the examination completed the examination within the given time frame.
- The number of absent candidates still remains a concern.
- Content that was covered in the Junior Secondary phase and appears now in the current examination could not be answered by the candidates.

Recommendations:

- Subject teachers must study their syllabuses and subject policy guides for their subject in order to familiarize themselves with the content in it.
- The teacher must emphasize that the content of the Junior Phase is important and candidates can be examined about it.
- Subject teachers must pay more attention to structured question related questions which can also relate to more practical activities.

Possible answers to the questions in the examination:

Section A

- 1 State **four** categories of occupational health and safety measures.

Most of the candidates struggled with this question.

The correct answer should be:

- Biological hazards
- Stress hazards
- Ergonomics hazards
- Chemical hazards
- Physical hazards.

(Any 4) [4]

- 2 Give the meaning of the signs **labelled A** and **B**.

Candidates could not correctly identify these safety symbols.

The correct answer should be:

- A** Be careful of overhead loads
Lifting of heavy loads
- B** Be careful, elevation in floor.
Watch your step
Uneven surfaces.

(Any 1)

(Any 1) [2]

- 3 Lubricating oils are classified according to certain characteristics, indicated by ~~numera~~ numbers and letters. An oil can has SAE 20 W written on it. Lubricating oils are classified according to certain characteristics,

State what the following mean:

20:
W:

[2]

Most candidates could not answer this question correctly.

The correct answer should be:

20 – Viscosity of oil at cooler temperatures.

W – The viscosity given is in colder or winter time temperatures.

[2]

- 4 Give **three** reasons why it is important to take good care of tools.

Answered well by most of the candidates.

The correct answer could be:

- It is part of good housekeeping practice.
- It makes tools safer to use.
- Tools are expensive.
- To last longer
- **Any acceptable answer.**

(Any 3)

[3]

- 5 Differentiate between electromotive force (emf) and potential difference (pd).

Candidates could not differentiate between the two.

The correct answer could be:

Electromotive force (emf):

- The voltage that is measured between the two terminals of a power source with the power source disconnected.
- Independent from resistance in a current.

(Any 1)

[1]

Potential difference (pd):

- The voltage that is measured between the two terminals of a power source when a current runs through it.
- Directly proportional to resistance.

(Any 1)

[1]

- 6 Explain how you would react if you suspect that someone had been exposed to an electric shock.

Most candidates scored in this question.

The correct answer should be:

- Turn off the source of electricity.
- If not move the source away from the victim using a dry material such as a stick or plank.
- Apply CPR, if the victim shows no signs of circulation or breathing.
- Call for medical help

(Any 3 in order 3)

(Any 3 not in order 2) [3]

- 7 Apart from overalls, list other Personal Protective Equipment (PPE) that would be needed in the following situations.

Answered very well by the candidates.

The correct answers are:

- **Handling a car battery:**
Safety gloves/safety boots/ safety goggles/ safety mask
- **Grinding mild steel**
Safety goggles / face shield / leather apron/ safety gloves
- **Preventing dust inhalation:**
Dust mask / Respirator
- **Protecting your hearing from loud noises:**
Ear plugs / Ear muffs/ ear buds
- **Washing parts with chemicals:**
PVC-gloves / Safety goggles/ dust mask/ apron/ safety boots

(Any 1)

(Any 1)

(Any 1)

(Any 1)

(Any 1)

[5]

- 8 Suggest what combination he would use to measure

Not well answered by some candidates.

The correct answer is:

- **0.2 mm:**
0.08 (✓) + 0.12 (✓)
- **0.095 mm:**
0.015 (✓) + 0.08 (✓)

[2]

[2]

- 9 Give **two** reasons why clutch pedal free play is important.

Not well answered by the candidates.

The correct answer could be:

- To prevent the release bearing to work unnecessarily and continuously.
- To prevent the clutch from slipping.
- To ensure the full engagement of the clutch when applied

(Any 2) [2]

- 10 Name **three** functions of tyres on a motor vehicle.

Most candidates could not answered this question well.

The correct answer could be:

- Carries the weight of the vehicle.
- Withstand load transfers during accelerating and braking.
- Maintains and/or change the direction of travel of the vehicle.
- Transmits the energy from the engine to the ground so that the vehicle can move forward.
- Absorbs road shocks.

(Any 3) [3]

[30]

Section B

- 11 (a) Give **three** reasons why the low engine oil pressure warning light will light up when there is enough oil in the sump.

Moderately answered by the candidates.

The correct answer should be:

- Oil pump failure.
- Pressure relief valve stuck in the open position.
- Defective oil pressure switch
- Low idling speed
- Blocked oil filter.
- Too low oil pressure.

(Any 3) [3]

- (b) List **three** functions of the piston in an engine.

Answered well by most candidates.

The correct answer could be:

- Causes a vacuum in the cylinder during the intake stroke.
- Forces out burnt gases during the exhaust stroke.
- Compresses the air-fuel mixture in the combustion chamber during the compression stroke.
- Transfers the force of the expanding gases to the crankshaft during the power stroke.

(Any 3) [3]

- (c) Differentiate between camshaft and crankshaft.

Well answered by the candidates.

Correct answer is above.

Camshaft:

- Opens and closes the valves at predetermined times.
- Converts the rotary movement of the camshaft into the reciprocal movement of the valves. (2x1) [2]

Crankshaft:

- Crankshaft gear drives the camshaft gear.
- Converts the reciprocating movement of the pistons into rotating movement. (2x1) [2]

12. (a) State the units of measurement for the following:

Most candidates scored marks here.

The correct answers should be:

Electromotive force:

- Volts (V)

Current:

- Ampere (A)

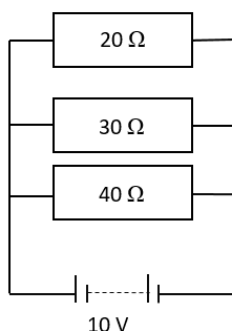
[2]

- (b) An electric circuit consists of three resistors, 20 Ω , 30 Ω , and 40 Ω all connected in parallel to a battery with an electromotive force of 10 V.

(i) Draw the electric circuit in the space below.

Most candidates failed to score full marks here.

The correct answer must be:



- correct electrical symbols (2)
- correct circuit layout (1)
- neatness (1) [4]

(ii) Calculate:

Candidates failed to score here.

The correct answers should be:

Total resistance offered to the current flow.

$$\begin{aligned}\frac{1}{R_t} &= \frac{1}{20} + \frac{1}{30} + \frac{1}{40} \\ &= \frac{6+4+3}{120} \\ &= \frac{13}{120} \\ \therefore R_t &= \frac{120}{13}\end{aligned}$$

[2]

Total current

$$\begin{aligned}I &= \frac{V}{R} \\ &= \frac{10}{9.23} \\ &= 1,08 \text{ Ampere}\end{aligned}$$

[4]

13. (a) Name the parts labelled **A – E** shown in Fig. 3.

Candidates failed to score in this section.

The correct answers should be:

A – Steel Balls

B – Inner ball race

C – Rubber boot

D – Outer ball race

E – Steel cage

[5]

- (b) Name the drive shaft joint shown in Fig. 3.

Most scored a mark here.

The correct answer is:

CV-joint / Constant Velocity joint.

[1]

- (c) List **four** advantages of the drive shaft joint shown in Fig. 3.

Almost all candidates failed to score here.

The correct answer could be:

- Has a large operating angle.
- Transfers power from the axles without interfering with the rotational speed.
- Reduces friction in that area
- Allows you to drive over bumps without any problems to steering.

[4]

14 (a) Name the parts labelled **A – E** shown in Fig. 4.

Candidates scored moderate here.

The correct answer is:

A – Input shaft/Pilot/spigot shaft

B – 2nd Gear

C – Output shaft/main shaft.

D – Reverse idler gear

E – Counter shaft / Layshaft

[5]

(b) Give **three** possible causes for a gearbox to be noisy when in neutral position.

Candidates scored a low mark here.

The correct answer is:

- Low oil level
- Worn gears
- Worn bearings
- Loose components in gearbox.

(Any 3)

[3]

(c) State **two** functions of the interlocking device used in a manual gearbox.

Only a few candidates could scored full marks here.

The correct answer is:

- It prevents two gears to be engaged at the same time.
- It keeps the selected gear in place.

[2]

15 Interpret each reading and diagnose the condition of each battery.

(i) Candidates could not interpret the reading.

The correct answer is:

- Battery is dead /very weak.

[2]

(ii) Candidates failed to interpret the reading

The correct answer is:

- Intermediate condition.

[2]

(iii) Candidates scored good marks.

The correct answer is:

- Battery is in good condition

[2]

(iv) Candidates failed to score here.

The correct answer is:

- Battery in bad condition

[2]

(v) **Most candidates scored here:**

The correct answer is:

- Battery in good condition

[2]

- 16 Complete the table below by filling in **one** possible cause of the condition, as well as **one** corrective action to be taken for each condition.

A few candidates could not score full marks here.

The correct answer could be:

Condition	Possible cause	Corrective action
(a) Steering wheel action jerky during parking.	<ul style="list-style-type: none"> Loose pump belt. Oily pump belt. Insufficient pump pressure. (Any one) 	<ul style="list-style-type: none"> Adjust belt to specification. Replace oily belt. Test and repair if necessary. (Any one)
(b) Sudden increase in steering wheel resistance.	<ul style="list-style-type: none"> Low tyre pressure. Slipping pump belt. Air in the system. (Any one) 	<ul style="list-style-type: none"> Inflate tyres to specification. Adjust belt tension. Bleed air out of system. (Any one)
(c) Steering pump pressure low.	<ul style="list-style-type: none"> Worn pump. Defective hose. Flow-control valve stuck open. (Any one) 	<ul style="list-style-type: none"> Repair pump. Replace the hose. Clean or replace valve. (Any one)
(d) Hard steering.	<ul style="list-style-type: none"> Power steering oil level low. Incorrect front wheel alignment. Sticky spool valve. (Any one) 	<ul style="list-style-type: none"> Add power steering fluid. Adjust wheel alignment. Clean or replace valve. (Any one)
(e) Steering pump noise.	<ul style="list-style-type: none"> Loose pump pulley. Plugged reservoir vent. Dirty fluid. (Any one) 	<ul style="list-style-type: none"> Tighten the pulley. Clean the vent. (Any one) Drain, flush and refill.

[10]

- 17 (a) Identify the type of cooling system shown in Fig. 5.

Candidates scored full marks here.

The correct answer is:

Direct cooling system / Air cooling system.

[1]

- (b) Explain why some of the cooling fins on the cylinder shown in Fig. 5 have a larger surface area.

Most candidates could not give the correct answer.

The correct answer should be:

Larger cooling fins allow for the radiation of more heat, and will be in areas where most heat is generated, like around the combustion chamber and cylinder head.

[2]

- (c) (i) State the function of the ducting (also called the cowling) on the engine shown in Fig. 6.

Candidates failed to give the correct answer.

The correct answer is:

- The air ducting ensures the even distribution of airflow across the cylinders.

[2]

- (ii) List three advantages of the type of cooling system shown in Fig. 6.

Most candidates scored full marks here.

The correct answer should be:

- It is cheap.
- It is lightweight.
- It is not subject to problems such as leakage or freezing.
- Each cylinder can be removed and repaired individually
- No antifreeze coolant is required.
- Engine warms up faster than liquid cooled engines.

- Can work in cold climates where water can freeze.
- Can be used in areas where there is a scarcity of water

(Any 3) [3]

(iii) State **two** disadvantages of the type of cooling system shown in Fig. 6

Candidates could not score marks here.

The correct answer should be:

- Less efficient cooling system – heat transfer is less compared to heat transfer through water.
- Not easy to maintain an even cool around the cylinder, leading to possible deformation of the cylinder.
- Limited use in motorcycles, scooters where cylinders are exposed to the air stream.

(Any 2) [2]

[70]

General comments.

This is the fifth year that the Motor Mechanics candidates sit for National examinations. There is an increase of candidates again this year. This is an indication that the subject is growing.

A big word of appreciation to all the centres that despite the prevailing challenges, they are still making big efforts to equip their candidates with the necessary knowledge and skills to perform the assessments.

A preparation list for the paper was sent earlier in the year to centres to prepare themselves with tools and the necessary materials. It was clear that the different centres used it well to prepare themselves for this National examination.

Recommendations:

- Subject teachers must familiarize themselves with the content of the **syllabus** as well as the **subject policy** of the subject. This is not only documents, but it is very important to know the content of it.
- It is clearly stated that it is recommended that candidates who participates in Grade 11 Motor Mechanics, must have a background of Technical subjects.
- With this it means that candidates must not forget Grade 8 and 9 work.
- Therefore teachers are advised that during their teaching time to refer to Grade 8 and 9 work also.

Comments on individual questions:

Part A: Planning

The headlamps of your car are sandblasted to such an extent that you need to replace them. The warranty period of your car has expired and you decided to replace them yourself.

After installation you need to adjust the beam height of the headlamps without the aid of a Beam Setter.

- 1 List **five** things you must do to prepare your car for a headlamp beam adjustment.

Candidates scored good marks in this part.

The correct answer should be:

- Place the vehicle on a level surface [1]
- Check to see if the tyre inflation pressures are correct. (According to specification) [1]
- Check that the lenses are clean. [1]
- Ensure that the battery has sufficient power [1]
- Get rid of all unnecessary weight on the vehicle. [1]

[5]

- 2 Write a work plan to show how you will perform a headlamp beam adjustment.

Candidates scored good marks in this part.

The correct answers are:

- Remove any excess weight from the boot or load box of the car. [1]
- Check tyre pressures in all tyres is at the manufacturer's recommended pressures. [1]
- Park car a distance from a wall/screen/garage door, with the front of the car aimed at the wall/screen/garage door. [1]
- Bounce the car a couple of times on all four corners to make sure that the shocks are levelled. [1]
- Measure the distance to the ground from both headlights to ensure that the suspension itself is level. [1]
- Set lights on Low beam. [1]
- Mark the horizontal and vertical centre lines of the headlight beams with masking tape to make two T's on the wall or garage door. [1]
- Place a spirit level between the two marked centre lines to see if they are even. [1]
- If they are not even, use a tape measure to measure how far up the wall the lower mark is and lower the other centre line marker to the same height. [1]

- Locate the adjusting screws. [1]
- (Block one headlight) (✓) (While adjusting and testing the other.) (✓) [2]
- Look at the light pattern on the wall. The top of the most intense part of the beam should be even with, or just below the centre of the line of tape. [1]
- The majority of the intense part of the beam should be to the left of the vertical line. [1]
- Repeat the process on the other headlight. [1]

[15]

Part B: Practical

- 1 Preparation of a car [5]
- 2 Preparation of measurement screen as per work plan [10]
- 3 Headlight height adjustment [5]

• Remove any excess weight from the boot or load box of the car.	1
• Check tyre pressures in all tyres is at the manufacturer's recommended pressures.	1
• (Park car a distance from a wall or garage door) (✓), (with the front of the car aimed at the wall) (✓).	2
• Bounce the car a couple of times on all four corners to make sure that the shocks are levelled.	1
• Measure the distance to the ground from both headlights to ensure that the suspension itself is level.	1
• Switch lights on low beam.	1
• (Mark the horizontal and vertical centre lines of the headlight beams with masking tape) (✓) (to make two T's on the wall or garage door) (✓).	2
• Place a spirit level between the two marked centre lines to see if they are even.	1
• If they are not even, use a tape measure to measure how far up the wall the lower mark is and lower the other centre line marker to the same height.	1
• Locate the adjusting screws.	1
• (Block one headlight) (✓) (while adjusting and testing the other) (✓).	2
• Turn headlights on and off while making the proper adjustments to the headlights.	1
• After adjusting look at the light pattern on the wall.	1
• The top of the most intense part of the beam should be even with, or just below the centre of the line of tape.	1
• The majority of the intense part of the beam should be to the left of the vertical line.	1
• Repeat the process on the other side of the headlight as well.	2
	20

[20]

Part C: Reflection

- 1 Give **two** reasons why it is necessary to adjust headlights on a car.

Candidates performed well in this part.

The correct answer should be:

- Your headlights allow you to see the road clearly at all times. (✓)
- Improper adjusted headlights can blind other drivers and make it harder for you to see. (✓)

[2]

- 2 Describe how the positioning of a car is done before headlight adjustment is undertaken.

Candidates performed well in this part.

The correct answer should be:

Park the a distance from a dark wall or garage door, with the front of the car aimed at the wall. (✓)

- Bounce the car a couple of times on all four corners to make sure that the shocks are levelled. (✓)
- Measure the distance to the ground from both headlights to ensure that the suspension itself is level. (✓)

[3]

- 3 Explain how you made sure that both headlights were level.

Candidates scored in this part.

The correct answer should be:

- Switch lights on Low beam. (✓)
- Mark the horizontal and vertical centre lines of the headlight beams with masking tape to make two T's on the wall or garage door. (✓)
- Place a spirit level between the two marked centre lines to see if they are even (✓).
- If they are not even, use a tape measure to measure how far up the wall the lower mark is and lower the other centre line marker to the same height. (✓)
- Centre lines should not be higher than 1.1 m from the ground. (✓)

[5]

[10]

GENERAL COMMENTS

Each year the quality of the coursework is getting better and better. First a word of appreciation for NIED that facilitated a workshop in Swakopmund during May this year. The effects of that workshop were clearly visible during the current moderation of the coursework. It was a huge improvement. A word of appreciation to all the centres that are offering Motor Mechanics! The efforts that you have put in were just remarkable!

It is the fifth time that assessment took place in this subject of Motor Mechanics since it was introduced in 2019. The number of entries also increased (from 120 to 145), showing that there is a huge interest in Motor Mechanics. The quality of coursework that were handed in, improved a lot. We can still and will improve and we need to improve.

Centres must make sure that they receive the following documents:

- **Centre Report**
- **Examiner's Report.**

They must study and understand these documents in order to help them to improve in the subject. Recommendations must be implemented at the centres that offers Motor Mechanics.

The coursework starts in Grade 10 and should be completed in the second term of Grade 11. Centres have ample time to finish the coursework. Centres must use the prescribed checklist for marking. They must their utmost best to avoid the tendency of absent

In some cases there were samples of work presented for moderation that were not acceptable.

The need for more clearly photographic evidence in some cases were there. Candidates in that cases lost valuable marks.

All coursework **must** include clear photographic evidence. A decision was taken that the photographic evidence can be put on a USB, provided that the USB do not disappear. The steps together with either a heading or short description of each step, must accompany each photo to support the awarding of marks. **It is advisable that the subject teacher must be held responsible for the taking of the photos and not the candidate.** Candidates do not always have the necessary facilities to provide the photographic evidence. The checklist marked by the teacher must be included.

Regional Offices should give continuous professional development (CPD) programmes for teachers teaching Motor Mechanics. If possible, networking with DNEA, NIED and other regions with Senior Education Officers as well as relevant stakeholders should be initiated to have teachers capacitated and assisted on a regular basis. Regional offices must encourage and help non-qualified teachers, giving more than that it is required, to obtain a teaching qualification so that the centres can have a permanent teacher for the subject. The regular changing of teachers teaching the subject at some centres is worrisome. Valuable knowledge and skills are getting lost.

COMMENTS ON SPECIFIC ASSESSMENT HEADINGS:

Task 1: Re-torque of cylinder head bolts to 90 NM:

Most of the candidates demonstrated a good level of knowledge and skills to perform the task. Most of the candidates did not indicated the torque setting on the torque wrench. The sequence of tightening was also very important.

Task 2: Jumpstart of a car:

Most centres demonstrated an excellent level of knowledge and skills to perform this task. The importance was to identify the correct terminals of the battery. The correct connection of the jumping cables (positive to positive and negative to negative).

Task 3: Bleeding of a clutch:

Most centres demonstrated a very good level of knowledge and skills to perform this task. What was absent and visible at most centres was the operation of the clutch pedal during the actual bleeding of the clutch. It was very

important. At some centres it was not necessary to lift or jack up the car in order to bleed the clutch of the car. (Especially front wheel driven cars)

Task 4: Test of fuel pump relay resistance:

This task was completed by most of the centres with a fairly good level of knowledge and skills. The connection to the power supply was absent at some centres. Most candidates could not locate the fuel pump relay.

Task 5: Replace leaf springs shackles bushes:

A task that most centres demonstrated a good level of knowledge and skills. Some centres removed the wheel that was not really necessary.

Conclusion.

Subject teachers must study the teacher's instructions in the coursework assessment to familiarise themselves with of which steps photos must be taken. This will guide the teacher and the candidate in performing the different tasks. Quality and adequate photographic evidence can lead to that a candidate can gain high marks. Moderation is not taking place from the teacher's impression or sight, but from the photographic evidence provided to DNEA. Therefore the quality and number of photos is very important.

Centres must make use of the additional financial assistance to equip themselves with the necessary equipment and material to provide proper photographic evidence since this is of most importance during the moderation of the paper.

NAMIBIAN SIGN LANGUAGE

6107
Paper 1 & 2

INTRODUCTION

Seven learners sat for the NSSCO NSL Examination for this academic year, November 2024.

Name of school	Number of learners		
	Male	Female	Total
Mweshipandeka SS	2	3	5
Haimbili Haufiku SS	1	1	2
TOTAL	3	4	7

All recordings were clear and easily accessible for moderation purposes.

PAPER 1

Part A: Observation and Comprehension

Question 1: a – j

Learners responded well to this question; however, they should take note of the mark allocation and respond to questions accordingly.

Learners should be exposed to questions where they must share their views about a specific statement.

Question 2

- (a) The learners did not answer this question well. They need more exposure to general knowledge and events happening around them. They should be encouraged to read more about everyday related news.
- (b) Learners should practise writing essays and use a mind map to write down ideas for each paragraph. Learners produced two sentences for a 20-mark essay.

PAPER 2

Part A: Linguistic skills

Learners responded satisfactorily to this part.

Part B: Deaf literature and culture

Learners should practise taking a stand for a specific topic. Learners should be exposed more to debate on a specific topic as they lack general knowledge about events happening around them, to which they could not relate. Learners need more exposure to the news in and around the world.

GENERAL OBSERVATIONS

All recordings were of good quality.

OFFICE PRACTICE

6157 Paper 1

Very few learners reached the minimum speed of 30 w.p.m. which resulted in a very high failure rate.

Learners must **TYPE ACCURATELY** and **FAST** to be able to reach the **REQUIRED SPEED** of **30 W.P.M.**

Accuracy tests and keyboard mastering should be practised at least once a week to improve accuracy and build speed.

Learners need to master touch typing, to obtain the required speed of 30 w.p.m.

If the learner applies touch typing, it will result in copy typing. Learners need to type what is given and not change the words.

Because learners have not mastered touch typing, they are omitting words, sentences and even whole paragraphs. This results in words being left out which adds to a high failure rate.

If a learner cannot type 30 w.p.m., he or she will not be able to complete Paper 2.

Display of margins has improved.

The display of line spacing still needs attention.

Line spacing for the Speed and Accuracy test should be **1.5 LINE SPACES** with **THREE LINE SPACES** between paragraphs. Only enter **TWICE** between different paragraphs.

Letter spaces after punctuation marks need attention. Leave two letter spaces after a full stop BUT only one space after a comma.

Place Paper 1 answers in a separate plastic envelope provided by DNEA.

TEACHERS, PLEASE CONTINUE WITH YOUR HARD WORK IN ORDER FOR US TO IMPROVE OUR LEARNERS' RESULTS.

TEXT LAYOUT (COMPUTER) GENERAL COMMENTS

THE GENERAL TYPING RULES IN THE KEYBOARD DIRECTIVES SHOULD BE STUDIED.

Accuracy REMAINS a major concern in Paper 2. Apply touch typing.

Learners should remember that **ACCURACY** carries more weight than **DISPLAY** and serious attention should be paid to mastering the keyboard to enable learners to obtain a better mark.

The display/layout of the different topics still need much more attention.

SPELL CHECK and **PRINT PREVIEW** must form part of every completed question so that learners can pick up spelling errors and the way the document will be printed.

TAKE NOTE:

Letter spaces after a full stop at the end of a sentence: two.

Letter spaces after a semi-colon and colon: two.

Letter spaces after a comma: one.

Page numbering needs much more attention as learners do not insert page numbers using the required method. Also look at the font style of the page number, which should be in Courier New, 12 pt and **NOT** in bold.

REMEMBER to staple pages of each question together. That means that learners should staple the answers QUESTION BY QUESTION and place them in the cover. The printer properties should be stapled at the back of the question.

Sort questions according to the number and place them inside the cover sheet.

COMMENTS ON INDIVIDUAL QUESTIONS

1. CORRESPONDENCE (BUSINESS LETTER)

1.1 DATABASE

- 1.1.1 The execution of the database was answered satisfactorily. This is a topic that will always appear in Paper 2. Please take note that a database can be applied across the spectrum of the syllabus. Therefore, take note of the general requirements of typing a database as learners are losing marks unnecessarily. **It is advisable to use Ms Excel to create the database as it is more user-friendly.**

1.1.2 **COLUMN WIDTH:**

Adjust the column widths to fit the contents of each column. Columns that are not adjusted/autofit will result in accuracy marks lost. Autofit the column widths.

1.1.3 **LAYOUT:**

The database should:

- fit on to **one page**
- typed in **Courier New**
- **12 font size**
- **landscape orientation** and not portrait orientation.

The order of the fields should be the same as on the question paper.

1.1.4 **FIELD NO 5: "TO"**

The contents of this field had to be typed in capital letters.

The names of the people to whom the circular is written should be typed in capital letters.

NB!!! "TO" should always be typed in U/C, and in double line spacing

TEXT WRAPPING

Learners did not apply text wrapping in Field No. 5

The different receivers must all be typed in U/C and underneath each other.

1.2 FORM LETTER

- 1.2.1 Completing a retrieved letterhead remains a problem.

- Do not change the font style and line spacing of the retrieved letterhead.
- Insertion of fields should be done in Courier New, font size 12 and not bold.
- Leave **TWO** letter spaces after a colon when inserting the Circular No, File No and Enquiries. Make sure that the two letter spaces are in Courier New, font size 12.
- Leave **TWO**-line spaces before typing the date – right aligned (the letterhead was right aligned).

- 1.2.2 The margin of the letter remains a major problem. Insert a section break after the date to change the margin left 1.5" as the letterhead was on 1".

- 1.2.3 Leave two-line spaces after the letterhead.

First **TO**, followed by the <<TO>>, followed by the **Subject Heading**. Use double-line spacing.

THE SUBJECT HEADING SHOULD BE TYPED AFTER THE SALUTATION.

DO NOT TYPE THE WORDS “THE SUBJECT HEADING”.

TO

<<TO>>

A REVIEW OF NATIONAL POLICIES AND PROGRAMMES AFFECTING THE DEVELOPMENT OF PRE-SCHOOL CHILDREN

- 1.2.4 Display rules for different paragraphs need much more attention.

The hanging indent of 0.4” for main paragraphs and 0.5” for sub-paragraphs was not applied correctly. Refer to the directives on typing paragraphs.

If the proofing symbol instructs the learner to underline the paragraph heading, then the number should not be underlined.

Headings should always be typed in capital letters, which is a typing rule.

- 1.2.5 Insertion of page numbers has improved, but still needs attention.

- 1.2.6 Pay attention to the different displays of a conclusion of a business letter.

Do not insert Mr or The in the conclusion, but type Ms, Dr and Prof.

For guidelines on starting up an ECD programme, contact the Early Learning Unit, by telephone (061) 67 9527 or fax (061) 67 9530.

(Signed) MS NANDI MGWENYA

PROGRAMME DIRECTORATE

- 1.2.7 Some learners still omitted the conclusion. They stop typing at the last paragraph. That can result in losing one display mark and 4 accuracy marks.

1.3 **MERGE LETTERS**

- 1.3.1 Some learners only printed one merged letter or did not print the merged letters at all.

- 1.3.2 Learners should look at the display of the merged letters, as when merging takes place, it may happen that the display of paragraphs and page numbers may become distorted.

The business letter was poorly answered because of MANY ACCURACY errors.

The display was average, but the accuracy remains a concern.

**Applying proofing symbols is improving.
Continue doing exercises with proofing symbols.**

2. TESTIMONIAL

- 2.1 Learners had to create the letterhead but they did not know how to display the given information to create the letterhead. **ATTENTION SHOULD BE GIVEN TO CREATING OF LETTERHEADS.**

DESERT SANDS ACADEMY



PO Box 962
Tel: 064-580 9023

14 Hage Heights
Vinetta
SWAKOPMUND

1 November 2024

- 2.2 The introduction of the testimonial was poorly displayed.

LECTORI SALUTEM

The undersigned testifies in favour of

DIVAN GROENEWALD
(060505 0021 00 6)

- 2.2.1 Learners either omitted or replaced Lectori Salutem with the word "Testimonial".
- 2.2.2 The name of the person should be in capital letters.
- 2.2.3 Use the insert page number function to insert page numbers.

- 2.3 Learners did not type the conclusion which resulted in -3 marks.

We express our best wishes for his future.

DR BRAIN MHANGO
PRINCIPAL

- 2.4 Accuracy mistakes are the main reason learners are struggling.

This question was very poorly answered.

3. TABULATION

- 3.1 The correct method of typing tabular statements should be studied. Part of the table was open and part was enclosed.
- 3.2 Rules for tabular statements should be applied: double line spacing after horizontal lines and single line spacing before all horizontal lines.
- 3.3 Learners did not set the two spaces before and after the longest word(s) or number(s). Take note of the table property settings.
- 3.4 The vertical headings must be blocked in line with the numbers in the columns below. That indicates that the numbers are two letter spaces from the vertical lines and the vertical headings are double lines spacing from the line.
- 3.5 Apply the rules in the Directives for typing numbers. The units should be kept in line with units. Align the N\$ to the left of the column, in line with the longest amount.
- 3.6 The complete table should be printed on one page in landscape orientation. Only footnotes may appear on a second page.
- 3.7 Footnotes should be superscripted (^M).
- 3.8 Look at the alignment of the footnotes. There is no letter space between the footnote and the first word of the footnote.
- 3.9 Merging of columns and rows appeared to be a challenge to the learners.

This question was poorly answered.

4. TABLE OF CONTENTS

- 4.1 Learners struggled to type the table of contents.
- 4.2 The display of this question was very poor.
- 4.3 No table properties of 0.2" was done between the 3 columns.
- 4.4 The alignment of the columns was not executed correctly.
- 4.5 Refer to the directives for the correct display of pages.

This question was very poorly answered.

5. PROOFREADING

- 5.1 Remember to correct and underlinethe errors. There are still learners who only correct the errors.
- 5.2 Underlining should not exceed the word.
- 5.3 Underline the complete word, not only the character that is wrong.

This question was answered well.

6. SPREADSHEET

- 6.1 The spreadsheet had to be created by the learners. Teachers should NOT give the learners Question 6.1 before they have not finished creating Question 6. Learners try to create and edited the spreadsheet at the same time, which results in them not finishing the question.
- 6.2 Thirty marks are allocated for the editing instructions as indicated in question 6.1. (See edited 6.1 for mark allocation.) and ten marks for accuracy.
- 6.3 The spreadsheet had to be typed in Arial and font size 12.
- 6.4 Row and column headings were given as a form of reference as to where data should be typed, but learners did make not use of it.
- 6.5 Attention should be given to inserting columns. Learners struggled to insert “Litres of fuel” at the right place, which resulted in many other problems when doing calculations.
- 6.6 Formulas need much more attention and practice.
When entering the formulae, highlight only the required figures, and do not exceed your range.
=Sum cannot be used when there is a need to subtract, multiply or divide.
Learners should pay attention to the instructions on calculating according to the examiner’s instructions.
Place the formula in the correct column and row.
- 6.7 Inserting borders needs far more attention.
- 6.8 Printing the spreadsheet seems to be a problem area. Print what is asked for.
- 6.9 More attention should be paid to the printing of the page with the formulae. Learners must adjust the width of each column so that information will be visible. **Autofit** the column width and fit to one page.

This question was poorly answered as well.

1. GENERAL COMMENTS

Most of the learners **DID NOT STUDY** and questions were **NOT ANSWERED SATISFACTORILY**.

There is considerable room for improvement. Certain centres must see to it that learners study more.

Learners should READ THE QUESTIONS PROPERLY. Some answers were completely irrelevant to the question.

Learners should be taught the outcome for Name, Identify and Explain in a question. Questions are answered wrongly.

2. COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) Poorly answered as learners could not identify the forms of payments or they just left it blank.

Answers

- (i) Money order [1]
- (ii) Stop order [1]
- (iii) Postal order [1]

- (b) Satisfactorily answered.

Answer

- Communicate: if you have a problem with someone in your group, talk to him about it.
- People in your group lose respect for you if you are constantly blaming others for not meeting deadlines.
- If a teammate suggests something, consider the group's ideas to show you are interested.
- Do not brag as doing so will make others envy your personal successes and may create tension within the group.
- Look at the person who is speaking to you, nod, ask probing questions and acknowledge what is said by paraphrasing points that have been made.
- Share suggestions, ideas, solutions and proposals with your team members. [6]

- (c) Poorly answered as learners do not know the advantages of teleconferencing.

Answer

- Saves on the cost of travel.
- Real-time responses.
- Office/conference room or cafeteria can be used.
- Enhances/promotes communication and coordination with head office.
- Flexibility in joining conferences whenever necessary. [5]

- (d) Very poorly answered as learners confused this answer with the circulating of mail internally.

Answer

- Registered mail.
- Mail marked private/personal or confidential.
- Mail marked urgent.
- Mail not addressed to the business.
- Tenders or parcels.
- All other mail addressed to the business. [6]

- 2 (a) Question well answered.

Answer

- Degree of urgency
- Genre (oral, written, electronic, visual)
- Level of confidentiality, privacy
- Location and distance, time zones
- Cost, efficiency, effectiveness
- Audience size [6]

- (b) Poorly answered as learners gave actions of a supervisor.

Answer

- Managing relationships: always remain polite and professional towards your co-worker.
- Understanding the feelings of others: having empathy will help you develop strong relationships with your co-workers.
- Cooperating with others: even though each employee might have his or her own individual tasks and goals, the entire staff or team needs to cooperate to help the company be successful.
- Having a great attitude: a great attitude will help you cope with pressure and stress as well as help you be more flexible in your job.
- Showing respect - you can show respect for others by being polite and using good manners, always remember to say "Please" and "Thank you".
- Appropriate contact: The way you act toward people at work will determine whether or not they feel comfortable around you. For example, some people do not like to be touched, so it is important that you respect people's personal space.
- Active listening: be fully engaged while listening to someone speaking, be completely focused, giving them eye contact, nodding and occasionally asking clarifying questions to make sure you understand.

Any five [5]

- (c) Satisfactorily answered but learners should refrain from writing too little information.

Answer

- Allows for the discreet and confidential exchange of information.
- Ideal for long-term team projects.
- Encourages more personal contact between co-workers.
- Employees can decorate to their individual tastes.
- Usually located near a window, allowing for fresh air and sunlight.

Any three [3]

- (d) Very poorly answered as learners could not list the responsibilities of an employee who handles the petty cash.

Answer

- Being responsible for the 'float'.
- Carrying out payments to employees to repay them for expenses incurred on behalf of the business.
- Requesting receipts and change to back up the expenses claimed.
- Keeping records of all the payments made and amounts received.
- Regularly checking the petty cash book is balanced (when the money in the fund is low, they have to request that cash be withdrawn from the bank in order to restore the money that has been paid out).

Any four [4]

- (e) Very well answered.

Answer

Private secretary

A secretary deals with the personal and confidential concerns of a business person or public figure.

Executive secretary

Secretary has administrative duties, especially as an official responsible for administering the activities and business affairs of an organisation. [2]

- 3 (a) Very poorly answered as learners cannot explain the requirements of a good filing system. They are used to listing the requirements.

Answer

- The aim of any concern is growth and expansion.
- The system that is chosen should be able to grow with the concern.

[2]

- (b) Very poorly answered as learners could not name the guidelines to be followed to avoid a fire in the office.

Answer

- Power cords should be inspected regularly for wear and be replaced if necessary.
- Cords should never overload outlets.
- Space heaters should not be placed near flammable materials like paper.
- Emergency exit routes should never be blocked or locked

[4]

- (c) Satisfactorily answered as some learners misinterpreted the question with sorting incoming mail.

Answer

- Sign for mail upon receipt, open it separately and record any remittances.
- Deliver unopened mail to the persons concerned.
- Open it separately and deliver it immediately.
- Repost unopened mail.

[4]

- (d) Poorly answered as learners described the duties during the meeting.

Answer

- Make sure that all arrangements in connection with the venue, date, time, accommodation, transport, and refreshments are in order and that nothing will go wrong.
- Discuss the agenda with the chairman again and ascertain that nothing has been forgotten.
- Place the minutes of the previous meeting in the minute book and use a bookmark to help find the place easily.
- All documents, letters and notices must be placed in chronological order according to the agenda.
- Water-decanter, glasses and peppermints must be placed in strategic places to enable the speaker and members to reach them easily without disturbing the meeting.
- The extra copies made of the notice and agenda, minutes and documents must be placed such that members needing them can easily find them.
- Place a file with stationery on the seat of each member.
- The attendance register must be available.
- Visual aids which are required such as overhead projector, screen, loudspeaker system or tape-recorder have to be in the room and make sure that they are in working order.

Any six

[6]

- (e) Poorly answered as learners could not identify the filing methods.

Answers

- (i) Horizontal filing
- (ii) Electronic filing
- (iii) Microfilming
- (iv) Tubular filing

[1]

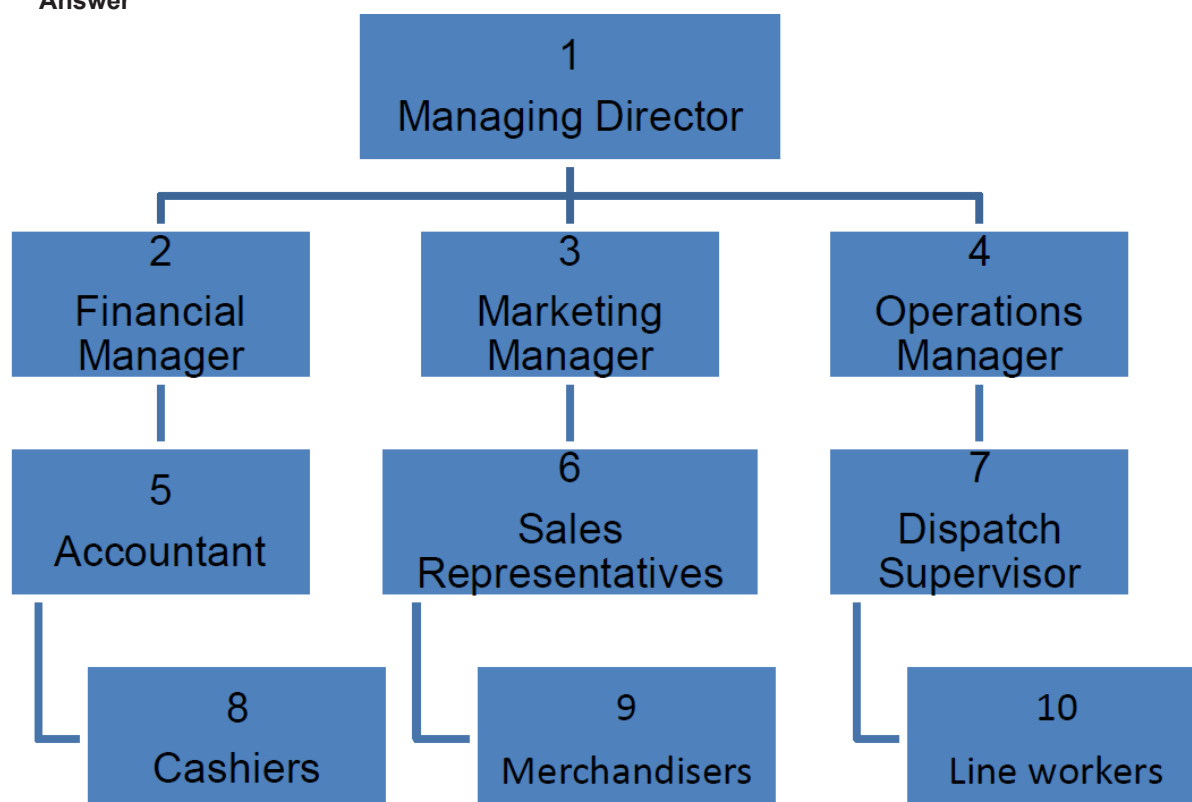
[1]

[1]

[1]

- 4 (a) Poorly answered as attention can be given to this type of question. Learners struggled with the different positions.

Answer



[10]

- (b) Very poorly answered as very few learners could answer this question.

Answer

- Investing in products and services people need.
- Providing employment opportunities.
- Commerce and regional economic integration.
- New technologies promote efficiency.
- Addressing environmental challenges.
- Innovation happens where there is competition.

Any **five** [5]

- (c) Satisfactorily answered as learners should write in full, for example, Bulk mail pre-sorted.

Answers

(i) Express mail service - EMS

[1]

(ii) Bulk mail pre-sorted

[1]

- (d) Poorly answered as learners use the word chronological again to explain the filing method.

Answer

- Organising and ordering documents and records in a dated sequence.
- This sequence can be according to their date of receipt, or the date and time of their creation.
- The latest item is usually in front of or on top of the previous items.

[3]

- 5 (a) Very well answered.

Answer

- Telephone
- Electronic mail/E-mail
- Voice mail/V-mail
- Tele-text
- Video-text
- Teleconferencing
- Videoconferencing
- Internet
- Multimedia
- Fax

Any **five** [5]

- (b) Poorly answered as learners do not know the indexing systems.

Answer

- The cards are placed one on top of the other in a long drawer.
- The name of each card is, therefore, visible.
- It can be used for keeping records such as staff details, student cards or clients' details.

[3]

- (c) Poorly answered as learners struggle with this type of question.

Answer

NR ANSWER

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

[5]

- (d) Very poorly answered as learners could not describe the procedure to complete a petty cash transaction.

Answer

- Money can only be taken out of the cash box for expenditure that has been authorised by a senior member of staff.
- Whenever cash is paid out, a voucher should be obtained.
- Petty cash vouchers are then completed and signed by the person to whom payment is to be made.
- They must also be signed by the person authorising the payment (petty cashier).
- The voucher is handed to the person in charge of the petty cash box, who keeps it as a record of where the money has gone.

[5]

(e) Well answered as learners are familiar with this topic.

Answer

System software

- Microsoft Windows (like Windows 10, Windows 8, Windows 7, Windows Vista, and Windows XP)
- Apple's macOS

Any **one**

Application software

- MS Word
- Excel
- Publisher
- Access
- PowerPoint
- Outlook

Any **one** [2]

PHYSICS

6118
Paper 1

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

General comments

Candidates answered **Questions 5,22,30,36** and **38** quite well.

Questions **2,3,16,18,27,29** and **32** were more challenging for many candidates.

Comments on specific questions

1. Poorly answered

Most candidates thought that the correct option is C, the micrometer screw gauge. However, the micrometer screw gauge cannot be used to measure internal (inner) dimensions. The vernier caliper has both inside jaws and outside jaws to measure both internal and external dimensions. Only 39.7% chose the correct answer.

2. Very poorly answered

13.8 % chose the correct answer. When an object is released from rest and falls to rest, it accelerates due to gravity. At first, as the object begins to speed up, air resistance increases which reduces the net force on the object and decreases its acceleration. When the force of air resistance equals the force of gravity, the object reaches terminal velocity and stops accelerating. The object falls with a constant speed with zero acceleration.

3. Poorly answered

The most common incorrect answer was option C.

The distance in the first 100s is: $\frac{1}{2} \times 100 \times 20 = 1000$ m **not** 2000 m.

The deceleration is $\frac{1}{2} \times 400 \times 20 = 4000$ m, thus option B is the correct answer.

Only 28.7 % chose the correct answer.

4. Fairly well answered by 57.8 % of the candidates.

Most candidates were able to rule out option A, but they chose option B and C in almost equal numbers indicating possible guessing.

5. Very well answered by 82.9% of the candidates.

6. Fairly well answered by 52% of the candidates.

The formula for calculating pressure is $\frac{F}{A}$.

If both quantities are doubled, the pressure remains the same.

7. Fairly well answered by 59.2% of the candidates.

$$300\text{N} \times 0.40 = d \times 350 + 0.50 \times 100$$

$$120 = 350d + 50$$

$$70 = 350d$$

$$d = 0.20 \text{ m}$$

Candidates chose the remaining options in almost equal numbers, indicating possible guessing.

8. Poorly answered

The most common incorrect answer was D. Stability of objects is affected by either the width of the base or the centre of gravity. A wider base as well as a lower centre of gravity increases stability. Object B has both a narrow base and a higher centre of gravity making it the least stable. 48.6% of the candidates chose the correct option.

9. The correct answer for this question is 170 m/s.

$$400 \times v + 200 \times (-100) = (400+200)80$$

$$400v - 20000 = 48000$$

$$400v = 68000$$

$$v = 170\text{m/s}$$

All the candidates were compensated for this question.

10. Poorly answered

Just before the ball is dropped, it has maximum potential energy (P.E) of $0.5 \times 10 \times 3.0 = 15\text{m}$. As the ball begins to fall, the P.E converts to kinetic energy (K.E) and reaches maximum just before it hits the ground. At this point, all the P.E is converted to K.E. 37.7% of the candidates chose the correct option.

11. Fairly well answered by 60.1% of the candidates.

The most common incorrect answer was option B, kinetic energy showing a confusion between the two forms of energy.

12. Fairly well answered by 59.7% of the candidates.

$$30\text{N} - 10\text{N} = 20\text{N towards the right.}$$

13. Poorly answered

The most common incorrect answer was option C, showing a confusion between the definition of specific latent heat and specific heat capacity. 39.5% of the candidates chose the correct answer.

14. Poorly answered

The question seems to have been misunderstood by the candidates as many of them chose option A. 35% of the candidates chose the correct answer.

15. Poorly answered

While most candidates recognized that change 1 one was solidification. Many of them failed to correctly understand change 2, they confused it with melting when it was condensation. 39.9% of the candidates chose the correct answer.

16. Poorly answered

Only good candidates could differentiate between absolute zero and freezing point. Those who recognized that all particles stop moving at absolute zero, failed to recall the temperature at this point. An equal number of these thought it was 0°C when it was actually 0 Kelvin. 23.6 % of the candidates chose the correct answer.

17. Well answered by 66 % of the candidates.

$$c = \frac{Q}{m\Delta T} = \frac{23000J}{2kg \times 25^{\circ}C}$$
$$= 460 J/(kg^{\circ}C)$$

18. Poorly answered

All the options were chosen in almost equal numbers indicating possible guessing. Only 18.05 % of the candidates chose the correct option.

19. Fairly well answered by 54.7% of the candidates.

20. Fairly well answered by 65% of the candidates.

21. Fairly well answered by 50.9 % of the candidates.

22. Well answered by 75.1 % of the candidates.

$$c = \lambda f$$
$$= 3.0 \times 10^{-7} \times 1.0 \times 10^{15}$$
$$= 3.0 \times 10^8 \text{ m/s}$$

23. Poorly answered

The most chosen incorrect answer was option A. Sound requires a medium. The closer the particles in a medium are, the faster the medium will transmit sound. 31.5% chose the correct option.

24. Fairly well answered by 59.3% of the candidates.

Most candidates thought the angle of refraction was the one represented by the letter y.

25. Poorly answered

Option B and D were chosen equally showing that the candidates were guessing. 32.1 % of the candidates chose the correct answer.

26. Well answered by 68.9% of the candidates.

27. Poorly answered

$$speed = \frac{distance}{time}$$
$$= \frac{1000}{3.0}$$
$$= 333\text{m/s}$$

18.8 % chose the correct answer. The most chosen incorrect answer was option A.

28. Poorly answered. 43.1% chose the correct answer.

29. Poorly answered

Electron flow is from the negative to the positive terminal.

Many candidates chose option B. 26.6 % of the candidates chose the correct option.

30. Well answered by 72.4% of the candidates.

31. Poorly answered

Most chosen incorrect answer is option A (0.5A). Many candidates seem to have added $4\Omega + 4\Omega$ to get a total resistance of 0.5 A. 38.8 % chose the correct option.

$$\begin{aligned}\frac{1}{R} &= \frac{1}{4} + \frac{1}{4} \\ &= \frac{1}{2} \\ R &= 2.0 \Omega\end{aligned}$$

$$\begin{aligned}I &= \frac{V}{R} \\ &= \frac{4}{2} \\ &= 2.0 \text{ A}\end{aligned}$$

32. Poorly answered

Length is directly proportional to resistance and diameter is inversely proportional to resistance. 25.4 % of the candidates chose the correct option.

33. Poorly answered

There was evidence of guessing in this question. Only 43.6% chose the correct option.

34. Well answered by 63.6 % of the candidates.

35. Fairly well answered by 57.4 % of the candidates.

$$\begin{aligned}\frac{P}{V} &= \frac{1200W}{240} \\ &= 5.0 \text{ A}\end{aligned}$$

Option A was the most common incorrect answer.

36. Well answered by 71% of the candidates.

37. Poorly answered

There was evidence of guessing in this question. Only the strong candidates (32.8 %) chose the right option.

38. Very well answered by 85.6 % of the candidates.

39. Poorly answered

The most common error in answering this question was to incorrectly think that 'nucleons' are 'neutrons'. Many candidates subtracted $234 - 90 = 144$ and chose option C. 30.9 % chose the correct option.

40. Fairly well answered by 57.8 % of the candidates.

There was some evidence of guessing between option B and C for the candidates who failed to choose the correct answer.

Key messages

Candidates need to show their working and write the equations as this helps them to score some mark(s) when the final answer is wrong.

Candidates should learn to write the correct symbols of physical quantities, including symbols such as gamma, wavelength, etc.

It is important that candidates read questions carefully in order to understand exactly what the questions are demanding. Candidates should ensure that they fully understand and are clear when answering questions requiring a description or explanation.

Candidates should apply knowledge with understanding of physics concepts to help them tackle questions like in **Question 3(c)** where candidates were to explain the energy changes when latent heat of vaporization is supplied.

Most definitions of scientific terminologies are not learned with understanding leading to candidates losing marks. This paper demanded the definitions of e.m.f, wave front, latent heat and radioactive decay. Most candidates struggled to demonstrate understanding on what are these concepts by definition.

Candidates should integrate mathematical skills to answer calculation questions like in **Question 4d(ii)** where candidates were to use trigonometry (inverse of sin) to calculate the angle of refraction. Majority of candidates really struggled with this question.

General comments

Few candidates demonstrated a good understanding of content across the syllabus. Many were not able to recall and use equations correctly and apply their physics knowledge to explanations in different contexts.

There are still a significant number of candidates that seemed to attempt questions without reading the instructions. Some answered calculation questions without showing working and wrote wrong units.

Many candidates struggled with the topic of thermal physics specifically subtopic 3.2.2 (thermal capacity) on the definition of latent heat. Most candidates struggled to understand that there are two types of latent heat, latent heat of fusion (which is a change from solid to liquid and liquid to solid) and Latent heat of vaporization (which is a change from liquid to gas and gas to liquid) that occur when a quantity of heat energy absorbed or released for a substance to change state without changing its temperature. Candidates should understand that there is no change in kinetic energy of the molecules but potential energy since the temperature is constant.

The questions of defining electromotive force, wave front, sketching the graph of output voltage versus time when the speed of rotation of the coil in the generator is doubled, mass of the radioactive substance remaining after some times of the decay, writing correct symbols of physical quantities such as period, acceleration, speed, moment was a struggle for many candidates. Candidates need to differentiate the graphs of motion (speed-time graph/distance-time graph), so that candidates will be able to use the knowledge to the specific situation like for question 1(b).

Candidates should also be encouraged to read questions carefully to ensure that they answer exactly the question that is being asked.

The number of marks given per question should guide candidates as how many points / or how much information they should include in their answer. They should also be encouraged to write formulae where calculation is required.

Most candidates used wrong denotations of quantities and symbols and units. Instead of writing the symbol for speed as **v**, most of them wrote **s**. candidates also struggled to convert units of measurement. Candidates seemed to be acquainted with subject formulae but are still struggling to make variables in questions as subject of the formula. The rounding off was also noted as a big struggle among candidates.

Candidates demonstrated a very good understanding of the electromagnetic spectrum. They were able to recall and use the Physics knowledge gained during the teaching and learning process to answer questions correctly. The wavelength decreases from left to right and few candidates had no idea.

Many candidates shown little knowledge on the topic of Alternating Current (A.C) generator mainly the structure and working of an A.C generator.

Comments on specific questions

Question 1

The majority of the candidates demonstrated a good understanding of scalar and vector quantities. However, the graphs of motions seem to be not well understood by most candidates.

Most candidates were able to recall and use the equation for acceleration correctly.

- (a) Many candidates answered this correctly, although some candidates could not identify kinetic energy as a scalar quantity. A lot of candidates lost a mark because of spelling errors of the words that they were supposed to copy.
- (b) (i) This question was well answered by most candidates. Few candidates could not gain credit because they confused 'rest' on a speed-time and distance-time graphs.
- (ii) Most candidates could be able to identify 'constant speed' on the graph. Some candidates gave the answer as B which is a constant acceleration.
- (iii) Many candidates could not gain credit in this question. However, most candidates recalled and used the formula $\frac{v-u}{t}$. Few candidates could give the correct units. Weaker candidates chose wrong part of the journey to calculate the acceleration.
- (c) Few candidates drew the correct straight line from the origin to a speed of 10m/s in 20s to indicate the constant acceleration. Many candidates added some unnecessary lines such as lines for constant speed and constant deceleration which makes lose marks.
- (d) Only the strongest candidates gained full credit. Many other candidates could not use comparative words such as: 'steeper line', 'greater gradient' hence could not gain credit. Most candidates only referred to calculate gradient and not using the graphs to compare.
- (e) Candidates were required to calculate the total distance and the total time from the given information and use it to calculate average speed. A number of candidates added the speeds together and divided by three (3), which made them lose marks. Most candidates failed to understand the meaning of average speed as total distance divided by total time.

1 (a)	Scalar Vector Scalar Vector Scalar	All 5 correct ✓✓✓ 3-4 correct ✓✓ 2 correct ✓ 1 or 0 correct 0 correct spelling	3
(b) (i)	A or E ✓		1
(ii)	C ✓	cao	1
(iii)	$= \frac{v-u}{t} (\checkmark)$ $= \frac{16-0}{4} (\checkmark)$ $= 4 \checkmark \checkmark \text{ m/s}^2 \checkmark$		3
(c)	Single straight line from origin drawn ✓ Diagonal line finishing at 10 m/s in 20 s ✓		2
(d)	Steeper line / greater gradient ✓		1
(e)	$= \frac{(\text{total})\text{distance}}{\text{time taken}} \checkmark$ $= \frac{(20 \times 4) + (20 \times 6) + (10 \times 8)}{50 \text{ s}} (\checkmark \checkmark)$ $= \frac{280}{50}$ $= 5.6$		3
			14

Question 2

- (a) (i) Most candidates answered this question correctly by writing the correct formula of moment of force and hence got the answer. Few candidates struggled to write the correct unit as Nm.
- (ii) Many candidates answered this correctly. Few candidates could not score marks as they did not give sufficient details of the examples of using turning effects instead they only mentioned the name of the tools e.g Spanner, Pliers etc.
- (b) Few candidates could give the correct answer, however, the weaker candidates gave the answer as increasing the length of the metal bar which is not enough because what increases the turning effect is the increase of the perpendicular distance from the pivot to the line of force.
- (c) Many candidates struggled to mention “no net moment” when the system is in equilibrium. Most candidates answered the question wrongly by giving insufficient information as force on both sides are equal instead of no resultant or net force acting on the system.

2 (a)(i)	(Moment) = force x distance (✓) = 150 x 0.5 (✓) = 75 ✓✓ Nm ✓		3
(ii)	<ul style="list-style-type: none"> Applying a force to a spanner to rotate a nut. Sitting on a seesaw. Opening or closing a door. Pushing or pulling a wheelbarrow. (any two) ✓✓ 	accept: any examples involving turning force.	2
(b)	Increase distance (of force from pivot) ✓		1
(c)	No <u>resultant</u> force / No <u>resultant</u> turning effect or torque or moment ✓	accept: (total) anticlockwise moment is equal to total clockwise moment	1
			7

Question 3

- (a) Most candidates could not define latent heat. Few candidates confused the definition of latent heat with specific heat capacity. Some candidates defined latent heat with no understanding because some candidates were leaving out the part of constant temperature.
- (b) Well answered. Most candidates could identify correctly the time where the temperature was not changing.
- (c) Very poorly answered. Many candidates failed very much to figure out that the question is demanding the explanation of energy changes undergone by the molecules of the substance when it is changing the state of matter. Candidates could have used the knowledge of heating and cooling curve of pure substance to understand this concept better. The molecules of the substance are not gaining kinetic energy like many candidates wrote it, but they are gaining potential energy and the forces between particles are weakened, that is why the temperature remain the same.
- (d) (i) Fairly answered. Many candidates used the correct formula as Power x time, but failed to convert the Power to Watts and the time to seconds for the answer to be in joules.
- (ii) Fairly answered. Most candidates failed to make m as the subject of formula from the formula $c = \frac{Q}{m\Delta T}$ as $m = \frac{Q}{c\Delta T}$ that could have helped them to get the mass of the substance being heated. Many candidates also struggled to calculate the change in temperature as 75-32 .

3 (a)	Is the quantity of heat energy absorbed or released ✓ when substance changes state without changing its temperature ✓		2
(b)	Any time between 2 min and 14 min (inclusive) ✓		1
(c)	<u>Potential</u> energy of molecules increases ✓ and bonds or forces (between the molecules) are weakened or overcome. ✓		2

(d) (i)	$(E) = P \times t (\checkmark)$ $= 2000 \text{ W} \times 240 (\checkmark)$ $= 480\,000 \checkmark\checkmark$		2
(ii)	$m = \frac{Q}{c\Delta T} (\checkmark)$ $= \frac{480\,000}{1760 \times 43} (\checkmark\checkmark)$ $= 6.34 \checkmark\checkmark\checkmark$	ecf 3 (d) (i) at least 2 s.f.	3
			10

Question 4

- (a) Well answered. Most candidates could identify maximum displacement of the vibrations as 2mm. Few candidates could not be awarded marks because they refer to the time taken ending up giving the value of 0.25 etc. as the amplitude.
- (b) Very few candidates answered this question correctly. Most candidates sketched a graph without referring to the information given. Some candidates did not draw the wave from the origin and the amplitude was not consistent.
- (c) (i) Most candidates could only be awarded one mark for the equation, but failed to get the correct value of a period from Fig 4.2 to determine the frequency of the wave. Few candidates could not write the correct formula as some used incorrect symbol such as p for period.
- (ii) Many candidates used the formula **velocity = wavelength x frequency** instead of $t = \frac{s}{v}$ to calculate the time.
- (d) (i) Most candidates failed to identify that the incident angle is the angle between the incident ray and the normal line. Many simply copied the given angle (55) as their incident angle which is wrong. Some candidates seemed to have measured the angle instead of calculating.
- (ii) Fairly answered by most candidates. Many candidates failed to make r the subject of the formula from the formula of refractive index $n = \frac{\sin i}{\sin r}$. Some candidates did the correct substitution but failed to calculate the inverse of sine to get the correct angle of refraction.
- (e) (i) Most candidates failed to give the correct definition of wave front as stated in the syllabus. Candidates should understand that wave front is a line joining adjacent points (either crests or troughs) in the same phase from different waves.
- (ii) Fairly answered. Most candidates could not differentiate between reflection and refraction of waves in terms of how waves behave. Candidates failed to realize that the position of the boundary determines the angle of refraction and thus the waves in this case were not supposed to bend.

4 (a)	2.0 ✓		1
(b)	Same period with at least one wave ✓ Opposite phase to wave drawn ✓		2
(c)(i)	$f = \frac{1}{T}$ OR $\frac{\text{number of waves}}{\text{time}} (\checkmark)$ $= \frac{1}{0.50}$ OR $\frac{2.5}{1.25}$ $= 2 \checkmark \checkmark$		2

(ii)	$t = \frac{\text{distance}}{\text{velocity}}(\checkmark)$ $= \frac{40}{16}(\checkmark)$ $= 2.5 \checkmark$	ecf from 4c(i)	2
(d)(i)	35		1
(ii)	$r = \sin^{-1}\left(\frac{\sin i}{n}\right)(\checkmark)$ $= \sin^{-1}\left(\frac{\sin 35}{1.5}\right)(\checkmark)$ $= 2.5 \checkmark \checkmark$	ecf from 4 (d) (i) accept: at least 2sf	2
(e)(i)	The line containing (adjacent) points that are in the <u>same</u> phase. \checkmark		1
(ii)	at least 3 wave fronts after boundary \checkmark vertical \checkmark smaller wavelengths \checkmark	solid lines	3
			14

Question 5

- (a) Many candidates answered this question correctly. A few individuals missed out on the mark because they could not spell '**microwaves**' correctly. They spelled it as '**macrowaves**' or '**mircowaves**' which makes the candidates to lose mark.
- (b) Many candidates correctly answered this question. Most candidates demonstrated a clear understanding of electromagnetic spectrum and that the speed of all electromagnetic waves is 3.0×10^8 . Most candidates wrote it an ordinary number (300 000 000 m/s) instead of the standard form (3.0×10^8). This led to some few candidates leaving out a zero which changed the value of the speed of light.
- (c) Many candidates correctly identified an example of electromagnetic spectrum which has a shorter wavelength than that of visible light. Candidates had a variety to choose from as the table was given to them. Although this was the case, a few candidates could not write the correct spelling of **ultraviolet waves**, thus losing a mark. A few candidates also wrote a wrong symbol for gamma rays and were not awarded a mark.
- (d) (i) Most candidates answered this question moderately. Most candidates recalled the medical use for x-rays and gamma-rays as for the treatment of cancer etc. Few candidates who referred to x-rays as used to view skeletal structure in the human body were not awarded a mark as that is not sufficient for the medical use. A mark was awarded to the candidates who indicated that the skeletal structure is viewed to detect fractures or broken bones.
- (ii) Many candidates could give the dangers of gamma rays to living organism as cause cancer, damage cells. cause genetic mutation etc.

5 (a)	Microwaves \checkmark		1
(b)	$3.0 \times 10^8 \checkmark$		1
(c)	Ultraviolet (waves)/ UV / X-rays / gamma rays	correct spelling	1
(d) (i)	X-rays: detecting broken bones / detect damaged teeth / treating cancer \checkmark (any one) Gamma: treating cancer / sterilizing (hospital) equipment or food (any one) \checkmark		2
(ii)	Ionizing radiations / high frequency / high energy \checkmark Damage or kill cells \checkmark Cause radiation burns \checkmark cause cancer \checkmark cause (genetic) mutation \checkmark	(any two)	2
			7

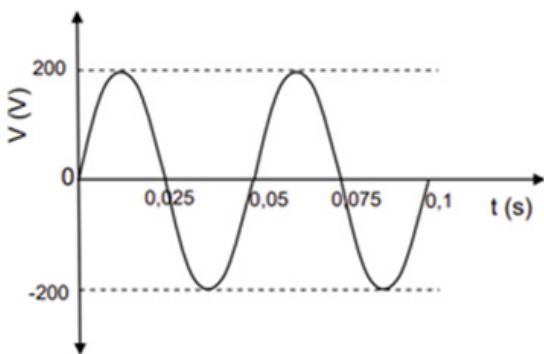
Question 6

- (a) Poorly answered. Most of the candidates could not define electromotive force correctly as given in the syllabus as total energy per charge or other related ways of defining emf.
- (b) Well answered. Most candidates were able to recall the correct formula and used it correctly.
- (c) Poorly answered. Most candidates were unable to transform $R = \frac{V}{I}$ formula to $V = IR$ in order to calculate the potential difference correctly..
- (d) Poorly answered. Many candidates were unable to recall the formula for calculating Power. Most candidates could not figure out that one of the ways to answer this question is to use answers obtained from (b) and (c) to find the Power.
- (e) Fairly answered. Most of the learners could state Ohm's law, however some candidates could not state the correct temperature limitation as constant temperature.
- (f) The part (i) and (ii) were fairly answered. Few candidates could show understanding of the relationship between resistance and diameter or temperature when other factors are kept the same.

6 (a)	Is the amount of energy dissipated or supplied <u>by a source</u> ✓ in driving unit charge (round a complete circuit) ✓ Or energy transferred by the source ✓ per unit charge (in driving charge round a complete circuit) ✓ Or the <u>total</u> energy ✓ per charge ✓	Allow: The potential difference across the cell ✓ when no current is flowing or when the circuit is open. ✓ Allow: the amount of Chemical energy converted to electrical energy ✓ per charge (when charge passes through a power supply) ✓ Allow: $\frac{E}{Q}$ ✓✓	
(b)	$I = \frac{V}{R}$ (✓) $= \frac{12}{48}$ (✓) $= 0.25$ ✓✓	48 seen (✓)	2
(c)	4.5 ✓	ecf from 6 (b) answer in 6(b) 18 – this is guidance on how the answer was obtained.	1
(d)	$P = V \times I$ / $P = I^2 \times R$ / $P = \frac{V^2}{R}$ (✓) $= 4.5 \times 0.25$ (✓) $= 1.125$ ✓✓	ecf from 6 (b) and 6 (c) at least 2sf	2
(e)	Current is proportional to voltage ✓ Constant temperature ✓		2
(f) (i)	decrease ✓	clear comparison owtte	1
(ii)	increase ✓	clear comparison owtte	1
			11

Question 7

- (a) Fairly answered. Many candidates confused the parts of AC generator and DC motor because most candidates gave the answer as B instead of A.
- (b) Poorly answered. Most candidates could not write the correct name of the component as slip ring. Many candidates wrote split ring which is wrong.
- (c) Most candidates struggled to get the direction in which current flows. Most of the candidates wrote anticlockwise instead of x to y or to the left. The use of Fleming right hand rule could help the candidates to identify the direction of current.
- (d) Poorly answered. Most candidates could not recognize that they were expected to draw two waves with a half period and double amplitude as the original wave because the speed of rotation of the coil is doubled.

7 (a)	A ✓	cao	1
(b)	Slip ring(s) ✓		1
(c)	X to Y ✓		1
(d)		2 waves ✓ Period of a wave is 0.05 s ✓ Amplitude 200 ✓	3
			6

Question 8

- (a) Most candidates could not score full marks for this definition. Most candidates could not mention a break up/ disintegration/decompose/split of radioactive nuclei and release radiation.
- (b) This question was poorly answered. Most candidates could not write the correct equation to show the decay. Many candidates struggled to identify the daughter nucleus of the decay as Uranium written in the nuclide notation and release alpha particles.
- (c) The two parts c(i) were poorly answered as many candidates could not state correct comparison of beta with alpha or gamma.
- (ii) Well answered. Many candidates could write, wear gloves, use tongs, do not touch with bare hands, wear protective clothes as correct answers.
- (d) Poorly answered. Few candidates could score full marks on this question because candidates had no idea of calculating the mass remaining in the sample after a certain time.

Few candidates used the formula but could not substitute the correct values thus gave a wrong answer.

8 (a)	Break up of unstable nuclei or nucleus ✓ by emitting radiation or nuclear (particles)✓		2
(b)	${}_{94}^{238}\text{Pu} \rightarrow {}_{92}^{234}\text{U} \checkmark + {}_2^4\text{He}$	Allow: in place of He	2
(c) (i)	Beta particles are weaker ✓	owtte	1
	Beta particles are stronger ✓	owtte	1

(ii)	<ul style="list-style-type: none"> • Wear lead lined apron / protective clothes / wear goggles • Do not eat / do not drink • Do not point the source of radiation to a person • hold the radioactive with tongs / tweezers / wear gloves / do not touch with bare hands • cover wounds ✓✓ 	(Any two)	2
(d)	$\frac{18}{6}$ (✓) $\frac{1}{8} \times 12$ (✓✓) $= 1.5$ ✓✓✓		3
			11

Alternative to practical

General comments

The aim of the examination is to enable learners to display their knowledge and understanding of practical physics techniques, including the following:

- Plotting graphs
- Tabulating readings
- Manipulating data to obtain results
- Drawing conclusions
- Dealing with possible sources of errors
- Controlling variables
- Making accurate measurements
- Choosing the most suitable apparatus

It is assumed that, as far as possible, the NSSCO course will be taught so that learners undertake regular practical work as an integral part of their study of physics. This examination should not be seen as suggesting that the course can be fully and effectively taught without practical work. Some of the skills involved in experimental work, including graph plotting and tabulation of readings can be practiced without doing experiments. However, there are parts of this examination in which the learners are asked to answer from their own practical experience.

Questions on experimental techniques were answered much more effectively by learners who showed evidence of having had regular experience of practical work. This was seen in the good practical details given by some learners in **Question 1(c)**, **Question 2(a)** and **Question 3(e)**.

It is important that numerical answers should be correctly rounded to a number of significant figures which is appropriate to the data given in the question or a measurement carried out by the learners. Use of a recurring symbol does not indicate the intended number of significant figures. A set of similar quantities should be expressed to a consistent number of significant figures.

Vast majority of learners showed lack of practical knowledge when answering **Question 4**.

Comments on specific questions

Question 1

- (a) Very few learners answered this correctly. Many learners had not recorded the answer to the nearest gram.
- (b) (i) Most learners recorded the readings accurately but many used colons instead of decimal point.
- (ii) Moderately answered. Most learners added the values of time together, $t_1 + t_2 + t_3$ but failed to divide the total by 3 and get the average.
- (iii) Most learners gained full credit but there were some rounding errors.
- (iv) Most learners answered this question correctly.
- (c) (i) Many learners obtained credit for the first part of this question but failed to give a proper justification of their answers.
- (ii) Very few learners answered this correctly. Many learners showed that they had no experience on practical work of this type and thus provided unacceptable answers.

Expected answers

Question	Answer	Additional guidance	Mark
1 (a)	100 (g) ✓		1
(b) (i)	$t_1 = 15.08$ $t_2 = 15.23$ $t_3 = 15.17$		1
(b) (ii)	($t_{ave} = 15.16$ ✓		1
(b) (iii)	1.516 ✓		1
(b) (iv)	To identify anomalous data✓ / to enable an average to be taken✓ / to improve accuracy✓ / to minimize errors✓		1
(c) (i)	No ✓ As the size of the card increases, T remains similar ✓		2
(c) (ii)	The angle of swing / amplitude ✓		1
Total			8

Question 2

- (a) Very few learners answered this correctly. Many learners referred **point Z** to a bob and explained that it is not part of a spring. This question asks learners to answer from their own practical experience.
- (b) This question was moderately answered. Many learners were seen calculating extension using this equation $e = l - L$ instead of the given equation $e = l_0 - L$.

- (c) There were many well-drawn, accurate graphs with clearly labelled axes. Scales were usually chosen sensibly with very few impractical intervals which led to problems with determining more difficult positions for plotted points.

Plotting was mostly careful and many learners indicated the plots with fine crosses. Small dots are acceptable but are often obscured when the line is drawn through them, making it more difficult for plotting points to be seen clearly. The large or thick crosses and dots (blobs) used by some learners are not acceptable as the intended value cannot be determined clearly.

A sharp pencil should be used for the plots and for the line so that accurate drawing may be achieved and errors easily corrected.

Many learners produced a well-judged straight line as intended and as indicated by their accurate plots. However, some joined points together or forced the line through origin when the plots did not justify this. The pattern of plots should indicate the trend of the line whether straight as expected or a simple curve.

- (d) Most learners showed a clear, large triangle drawn on the graph line and the value of the gradient (k) were often in the expected range. However, a small number of candidates drew triangles to plotted points which were not on the best fit line or omitted a triangle altogether.

Expected answers

Question	Answer	Additional guidance	Mark
2 (a)	rings may extend differently to the coils		1
2 (b)	3, 4, 7, 10, 11, 13		2
2 (c)	<ul style="list-style-type: none"> axes labelled with quantity and unit and the right way round ✓ scales suitable and plots occupying at least half of grid in both x and y directions ✓ all six plots correct to $\frac{1}{2}$ small square ✓✓ well-judged thin line ($\frac{1}{2}$ small square) ✓ 		5
2 (d)	indication on graph in both x and y dimensions ✓ substitution of points matching indication (✓) answer in the appropriate range ✓✓ mm/N ✓		4
Total			12

Question 3

- (a) Most learners stated correct names of instruments however, few learners slooped them. Wrong spellings of Ammeter and Voltmeter were also seen in very few learners.
- (b) Most learners recorded the readings of potential difference correctly but the value of current was read incorrectly as 0.28A, in many cases.
- (c) (i) well answered.
- (ii) Most learners calculated correctly but there were often rounding errors. Very few learners recorded these values with inconsistent number of significant figures.
- (iii) Most candidates gained full credit but inconsistency in recording values was seen in few cases.
- (d) Very few learners answered this question correctly. Most learners could not use proportion from other values of R or use of $\frac{R}{l}$ values.
- (e) There were very few correct suggestions of possible sources of inaccuracy. It was expected that these would refer to sources which the experimenter would have no control over such as temperature of the wire, crocodile clip not being precise or interpolate readings on meters.
- Most learners referred to poor experimental practice despite the question stating that the experiment was carried out carefully.
- (f) Most learners showed a circuit with a series variable resistor, but this was sometimes negated by a line through the symbol.

Expected answers

Question	Answer	Additional guidance	Mark
3 (a)	1 voltmeter ✓ 2 ammeter ✓		2
(b)	$V = 2.6$ ✓ $I = 0.36$ ✓		2
(c) (i)	V and A ✓		1
(c) (ii)	$R = 4.81$ ✓ and 3.24 ✓		2
(c) (iii)	0.080 and 0.081 or 0.08 and 0.08		
(d)	$R_{30} = 2.4 (\Omega)$		1
(e)	any one from: difficult to judge position of crocodile clip ✓, difficult to measure wire to nearest mm ✓, contact between wire and crocodile clip not precise ✓, difficult to interpolate readings on meters between marks ✓ temperature of the wire may vary ✓		1
(f)	correct symbol for variable resistor ✓ in series ✓ (with all circuit elements in correct arrangement)		2
Total			12

Question 4

Many learners did not do well on this question and showed lack of knowledge on experimental techniques. Most learners had difficulty in interpreting the required practical approach to investigate the given relationship. The vast majority completed the question.

There were very few detailed, clear, coherent plans for practical work which would investigate the relationship between volume of hot water and the rate of cooling. Very few learners gained full credit on this question. The mark scheme also allowed some credit for descriptions which although they may not have satisfied the given brief entirely, contained aspects of good practice in thermal energy experiment.

The best response showed a logical approach, structured as suggested by the question, with concise sentences which communicated ideas well. Learners can often miss straight forward points if planning is not approached in a sequential way.

The correct required apparatus was often identified, sometimes within the body of the instructions if missing from a list at the start. A stopwatch was the most common omission. The use of containers that are similar or of the same material with different volume of hot water was recognized by many.

Expected answers

Question	Answer	Additional guidance	Mark
4	Method M1 pour (hot) water into a (beaker)/container ✓ M2 measure the (initial) temperature of water (using thermometer) ✓ M3 Record the temperature change at equal interval of time using a stopwatch ✓ M4 Repeat the procedures using different volume of water ✓		4
	Precautions for accuracy - any ONE from: M5 <ul style="list-style-type: none"> • view the thermometer at right angle ✓ • ensure that the thermometer does not touch the sides of the container ✓ • allow thermometer liquid to expand completely before taking the reading ✓ • hold the thermometer at the tip ✓ • place the container on a levelled surface ✓ • read the volume below the meniscus ✓ • repeat the measurements and take average ✓ 		1
	Table: M6 Record the measurements in the table with clear columns (time & temperature) AND with appropriate units ✓		1
	graph: M7 sketch of axes for: <ul style="list-style-type: none"> • temperature change / rate of cooling against volume of water ✓ or • temperature against time ✓ or • temperatures against volume of water ✓ 		1
	conclusion: M8 <ul style="list-style-type: none"> • compare the temperature change against volume of water to see if there is a pattern ✓ • compare the steepness of the graphs • compare the gradients of the graphs 		1
Total			8

SECTION A

Answer **all** the questions.

- 1 Most candidates find it easier to answer this knowledge base question and in most cases, all centres answer this question correctly. There were few candidates who confused the ear muffs and indicated it as head phones.

The answer to this Safety symbol is:

- (a) Protect your ears by putting on ear plugs/wear hearing protection or ear defenders. Ear muffs / headsets / noise zone area. [1]

- (b) Well answered by most of the centres.

Possible answers are:

First aid kit/ box to assist in immediate injuries before assisted by medical professional personnel.
Emergency box [1]

2. This question was answered by all the candidates. Only very few candidates stated it as a belt sander. Candidates are encouraged to make use of the shapes to identify the two types of sanding machines.

- (a) **Possible answer:** Orbital sander or Orbital sanding machine [1]

- (b) This question was well answered by most candidates.

Possible answer: To smoothen wood surfaces [1]

3. Discuss three basic first aid procedures that includes the ABC of first aid application

Most of the candidates expressed themselves well on the basic first aid procedures that include the ABCs application.

Possible answers are:

Airways (A) - Ensure that the airways are clear of obstruction by checking if the victim is breathing.
Breathing (B) - Ensure that the patient is breathing by checking the breathing rate.
Provide rescue (CPR) breathing or chest compressions if the victim is not breathing/chest compressions.
Circulation (C) Check the blood circulation (pulse or observation of blood colour and temperature of hands or fingers. [3]

4. (a) Identify the equipment shown in Fig. 2.

The holding device in Fig. 2 was correctly identified by most of the candidates

Possible answer: G – Clamp [1]

- (b) Name part A in Fig. 2.

This part question was well answered by all the centres. Some of the candidates went as far as to the extend of describing the use of it on the G Clamp.

Possible answers: Handle / an adjuster [1]

- (c) Give one use for the hand tool in Fig. 2.

To hold /clamp two parts together when glued or prevent from moving when working on the object. [1]

A B C

5. (a) Identify saws represented by A, B, C in Fig. 3.

This question was not fairly answered by many candidates. This is an indication that many candidates are not exposed to variety types of saws. Most of the centres answered tool A as Tenon saw, Tool C as Gun saw. Centres are encouraged to have different types of saws (physically or either in pictures) for learner's exposal.

Possible answers are:

- A: Dovetail saw
- B: Bow cut saw
- C: Key hole saw

6. Name four steps to be followed when felling trees.

This question was not fairly attempted by many candidates. Few that have attempted the question, were on the signs of maturity in trees. It come as evident that steps to be followed when felling trees need a serious attention.

Possible answers:

- Identifying of the tree / mark the matured tree to be felled
 - Determine the direction in which it will fall
 - Cut a notch (v) in the trunk
 - Cut on the opposite side of the notch
 - Tree will fall in the direction where the notch was cut
- (Any 4) [4]

- 7 State one purpose for the saw labelled C.

The purpose of the key hole saw part X

- (a) Name a suitable joint that could be used to join part X.

Few candidates attempted to answer this part question. However, very few candidates managed to indicate the suitable joint used to hold the legs of the chair together. Corner joint, Housing joint and Dovetail joint were the most common wrong answers provided by the learners.

Possible answers:

Mortise and Tenon or Dowel joint [1]

- (b) Give one advantage of using this joining method mentioned in (a).

Well answered by many centres.

Possible answers:

- Strong and durable
 - Parts fitting in each other can be strengthened by applying wood glue for durability
- [1]

- 8 Identify two safety precautions that should be considered when using a chisel.

This question was well answered by most of the centres. It is evident that most of the candidates have skills on using the Chisel safely.

Possible answers:

1. Secure the pieces you working on in the vice / or with clamp to prevent moving around or being loose.
 2. Always use sharp chisel
 3. Never use a chisel with loose handles because it can cause injury
 4. Do not cut towards body
- (Any 2) [2]

- 9 (a) (i) Identify tool A and B shown in Fig. 5.

The boring tools were fairly identified by so many candidates.

Possible answers:

- A. Brace (ratchet) drill
 - B. Hand drill
- [2]

- (ii) Describe the care and maintenance for the tools in Fig. 5.

Caring and maintenance of boring tools in Fig.5 were well described by most of the candidates, However, candidates are yet to describe the maintenances of tools before and after each work, for prolonging the life span of tools and equipment.

Possible answers:

- Store the tools at the appropriate places when not in use
 - Use the correct tools for the right purpose
 - Oil / lubricate (lightly) the moving parts of tools
- [2]

10. (a) Name the timber product shown in Fig. 6 and give one use for it.

This timber product was fairly attempted by many candidates. Yet many candidates are struggling to identify them correctly. So many candidates confused block board with battens board which is not the correct manufactured board.

Possible answer:

- (i) Block board [1]

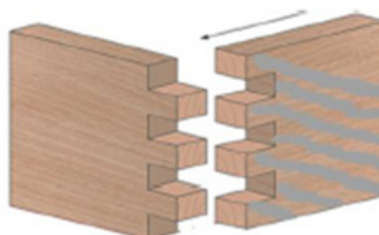
- (ii) Block board is used to build long book shelves, tables and benches, single and double beds, settees, and lengthy wall panels., and interior and exterior doors.

[1]

- (b) Fig. 7 shows an incomplete exploded joint. Complete the joint by free-hand sketch.

Candidates answered well this part question. However, drawing techniques remains a challenge among many candidates.

Possible answer:



SECTION B

11. (a) (i) Give a suitable thickness for the table top.

Well answered by most of the centres. Few candidates are yet to master the unit standard used in measurements, which is millimeters (mm).

Possible answers:

the ISO standard thickness for the table top are ranged from 16mm – 32mm. [1]

- (ii) Suggest a hardwood material that could be used for the wedge.

This part question was well answered.

[1]

Possible answers:

Oak wood/ Red Meranti/ Mahogany/ Saligna/ Rose wood. [1]

- (b) (i) Name a power tool that could be used to cut out curved parts of the table in Fig. 8

This question was well answered by most of the candidates.

Possible answers:

Jig saw/ Router / Band saw [1]

- (ii) Use sketches and notes to show a free-hand sketch of the assembled table in Fig. 8

Only few candidates managed to show a complete assembled table showing the table top secured with dowel joints (to be drawn with hidden lines), and the support should have a point out end locked with the wedges.

- (iii) Explain why the use of manufactured boards for furniture production could be helpful to the environment.

Only few candidates answered this part question. Therefore, sustainable production should be taught to learners.

Possible answers:

Avoid depletion of forest / Deforestation / Desertification
Bio gradable

- (iv) State a suitable adhesive you could use to join the table.

Well answered by almost the centres. Epoxy glue is still mentioned by candidates. However, this adhesive is not usable in woodwork

PVA wood glue

[1]

12. (i) Identify the part on the tree trunk that will develop into a knot.

Well answered by most centres.

Possible answer:

Branch

[1]

- (ii) State the function of the bark.

Few candidates failed to state the function of barks on the tree. However, many candidates managed to score full marks.

Possible answers:

- It protects the tree from insect's attacks.
- Protection against fire or weather elements
- Provides insulation in cold conditions

[1]

- (iii) Use sketches and notes to explain the conversion method - plain sawing.

This question was fairly answered by most candidates. Few candidates failed to score any mark based on the wrong interpretation of the conversion method. Plain sawing. Sketches and notes should be emphasized.

Possible answer:

in plain sawing method, timbers are converted in a straight cutting.

- (iv) Describe the effects of knots workability on wood to produce quality output on timber.

Fairly answered. Few candidates lose marks by not stating the negative effect of knots based on the workability of wood and wood product.

Possible effects are:

Knot affect wood /timber product creating weakness and planks could break easily knots create hole in wood that eventually leads to weak spots. knots make it hard to plane the wood surface and drilling holes or nailing can cause cracks, workability on wood become difficult to produce quality output on timber.

[3]

- (v) Describe one safety factor that needs to be considered when using a jig-saw.

Well attempted by most centres. However, most candidates focused more on personal safety rather than, stating the safe factors to be considered whenever one is using the Jig saw.

Possible answers:

Secure the work piece by using a clamp or bench vice
Use the correct blade with correct core.
Inspect the electrical cords for tear and wear
Ensure that the jig saw has a guard
Wear appropriate PPEs

- (vi) Give one reason why a chain saw is suitable for cutting tree trunks.

This question was not well answered by many candidates. Learners are not exposed to the chain saw. thus, they lose the mark by not stating the reason why it is used to cut down trees.

Possible answers:

The blade rotation is fast for effective cutting of logs, cut trees trunks that are in upright positions, flexible by cutting from any angle and it save time and easy to use

[1]

13. (a) Complete the table below by stating the processes and name the tools or equipment required to produce the joint in Fig. 11.

Most of the candidates scored full marks on this part question. However, very few candidates mixed up stage 2 and 3. Thus, they lose marks for that.

Possible answers:

stage	process	tools/equipment
1	Measuring and Mark out on two wood pieces	Pencil/Marking gauge, Any appropriate measuring tools
2	Cutting the wastes and chiselling	Back saw , Dovetail saw, chisels, smooth planes
3	Assembling/Joining parts together	PVA glue , clamp, screws

4	Clean up the edges of the joint.	Files, Sanding paper, cloth to clean up excess glue, Orbital Sander (based on the paper grit)
---	----------------------------------	---

- (b) (i) Identify the defect in wood shown in Fig. 12. [1]

This part question was well answered by most of the candidates. This is evident that candidates do recall different types of defects in wood.

Possible answers:

Warping (Sideways warping or Bowing)

- (ii) Describe the effects of the defect mentioned in (i) regarding its workability.

Fairly answered by most candidates. However, the term 'workability' remains a challenge for so many candidates.

Possible answers:

changes the shape of the wood.

It will reduce the strength, and durability/usefulness.

Makes it hard to joint

Makes it not easy to cut

[3]

14. (a) Identify the fasteners and fittings labelled A and B shown in Fig. 13.

A bolt was well answered by most candidates. The barrel bolt was confused with a lock and catches. Thus candidates should be well equipped with knowledge of different fittings and fasteners.

Possible answers:

A Bolt

B Barrel Bolt

[2]

- (b) State four advantages of screws over nails.

This was fairly answered by most centres. However, candidates are expressing that screws gave a decorative appearance over nails, which is not the case in this regards.

Possible answers are:

less shock to wood

does not bend easily

greater holding power

easily moveable

[4]

- (c) State important information required when ordering screws.

Candidates scored full marks for this part question.

Possible answers:

type of head

- kind of metal

- length / Size

- diameter of shank

[4]

15. (a) Identify the parts labelled A and B shown in Fig. 14.

Parts of the belt sander were mentioned by most of the centres, however, they are yet calling a pushing knob as a handle.

Possible answers:

A Knob

B Dust bag / waste bag / dust collector

- (b) Give two advantages of using a belt sander to smoothen wood surfaces.

This question was not well constructed, in terms of listing two advantages comparison. Instead supposed to list the advantages of belt sander against using sanding papers. Thus, many candidates lose full marks.

Possible answers:

faster in smoothing surfaces

Cover bigger surface areas

- (c) Describe two safety precautions when using a belt sander.

Well answered by most candidates.

Possible answers:

Avoid loose hanging objects because it may be trapped in the belt sander motion

Always put the belt on the sander correctly according to the direction of the rotation of the belt to have optimal output on the surface to be sanded.

Ensure that the dust extraction sack/bag is on

Wear appropriate safety clothing (PPEs)

- (d) Give four ways how to maintain the belt sander.

Candidates should be taught to differentiate and make a clear difference of care and maintenance vs storing of tools and equipment in the storerooms.

NB: Care and Maintenance is the process of keeping something in good condition, no matter it is in working or not.

Possible answers:

electric cords must be in good condition (no damaged cords)

- wire must be connected securely and correctly
- replace/change worn belts
- use damp cloth for cleaning it no moisture must reach the motor
- Clean the dust extraction on a regular basis
- lightly oil or rubricate the moving parts of the machine

[4]

16. (d) Identify the joining products A and B shown in Fig. 15.

Well answered by most of the candidates. However, the products in the picture are not joints but joining products.

A. Lamello (biscuits)

B. Dowel sticks

[2]

- (e) Give one advantage of using products A and B.

- (b) A – modern way of joining boards

- fast and easy
- not visible

B – fast and easy

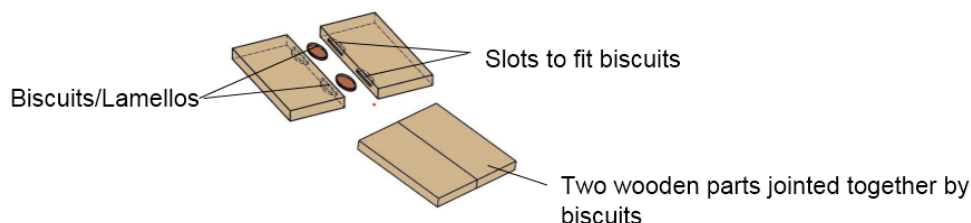
- not visible
- strong joining
- if not accurate can be redone easily

- (f) Use sketches and notes to illustrate how product A can be marked out to join two wooden parts below.

Many of the candidates scored full marks for this part question. Few of them misunderstood the question. Thus, they sketched a joint where all the two joining products were used.

Possible answers:

- (c) - tools listed
- selected or prepare same size timber
 - mark off location of the biscuit and cut depth of slots of both timbers
 - clean slots and apply glue
 - align the board and clean excessive glue



17. (a) Classify trees labelled A and B under the two major groups.

This knowledge based question was well answered by most candidates

- A Broad –leafed tree (hardwood trees)
B. Conifers (softwood trees)

[2]

- (b) (i) Identify the hand tool shown in Fig. 17.

This marking out tool was correctly identified by many candidates. Few candidates failed to score full marks on this hand tool. Distinction should be done between a marking gauge and mortise gauge, by looking at the number of pins on the tool.

Possible answer:

Mortise gauge

[1]

- (ii) Explain the purpose of the two pins.

Possible answers:

mark two parallel lines along the wood grain to make a mortise and Tenon joints

- (c) State four advantages of kiln as a form of seasoning

Most of the candidates scored full marks for this part question by stating the four advantages of Kiln / Artificial seasoning method.

Possible answers:

1. The kiln seasoning process is quick.
2. The drying of different surfaces is even and uniform.
3. Kiln seasoned timber is less amenable to the attack of insects and fungi.
4. This seasoning process requires less stacking space.

[4]

General Comments/Findings

Upon reviewing the **Paper 2 2024** comment sheets submitted by various centres, it was observed that there was satisfactory clarity regarding the general drawings, communication, and measurements in Paper 2. Many centres expressed their satisfaction with the examination content.

It is essential for each learner to have access to the following equipment during the exam:

- All cutting tools must be sharp.
- All equipment must be in good working condition.

Most centres adhered to the provided instructions, which is highly commendable. To enhance the assessment process, centres should consistently provide photographic evidence to showcase learners' skills and knowledge. This ensures that markers find the evaluation process more straightforward and authentic.

PART A

Answer

Equipment

Each learner must have access to the following equipment during the exam.

All cutting tools must be sharp and all equipment must be in good working order.

Group tools needed

- Cutting tools
- Finishing tools
- Measuring tools
- Marking off tools
- Clamping tools

1 Planning

- Pencil
- Marking knife
- Try square
- Marking gauge
- Steel rule /Folding rule/measuring tape.
- Tenon saw
- Dove tail saw
- 6mm chisel
- Smoothing plane
- Rebate plane
- Wood Mallet

[5]

Please note that **Part A** should be marked by DNEA and not by the teachers at centres. It has been detected that some centres still mark Part A and C which should not be the case.

Part B

This part had to be partially marked by the subject teachers and photographic evidence had to be sent to DNEA. Most marks were fairly and honestly awarded, some were somewhat strict and some very lenient. Photographic evidence was included by all schools but the quality of some could have been better.

Congratulations to all eight center's offering woodwork for dressing all candidates proper PPE.

Teacher assistance

Teachers are **not allowed** to assist in the preparation of the material besides what was required by DNEA.

Part C

Candidates where asked to write a short evaluation of the product they made.

The desired answer should've referred to most work done as well as a general reflection and pointing out some imperfections.

Photographic evidence should be send in for moderation.

To the woodwork teacher:

Please note that Part A and C should be marked at the DNEA and not by the teachers at centre's.

GENERAL COMMENTS

The coursework for 2024 showed a considerable leap from 2023. It's crucial that Regional Offices take an active role in ensuring that Examiner's Reports are thoroughly studied and their recommendations are implemented. Examiner's Reports provide valuable insights into areas where students excel and areas that require improvement, and acting on these insights can significantly enhance teaching and learning outcomes.

Regional Offices should give continuous professional development (CPD) programmes for teachers teaching woodwork. If possible, networking with DNEA, NIED and other regions with Senior Education Officers as well as relevant stakeholders should be initiated to have teachers capacitated and assisted on a regular basis. Some centres still spend too much attention and time on unrequested criterion. Introduction, design brief and specification were not needed in the folder. This was the same case in 2023. It's concerning that some folders show minimal effort, especially given that the project starts in Grade 10 and is meant to be completed by the second term of Grade 11. To address this, it's essential to ensure that both candidate and teachers manage their time effectively throughout the process. One can draw the conclusion that Centre Reports are not studied and recommendations not implemented by many centres. Due to the defiant negligence by some centres, the assistance of the Regional Directors is needed to make sure that Senior Education Officers and Circuit Inspectors study and analyse these reports and monitor that the recommendations are implemented at schools that present woodwork as a subject.

Once again, Regional Offices, principals and HOD's are pleaded to take the responsibility to ensure that the folders and projects are monitored throughout Grades 10 and 11 towards the end of the second term of the Grade 11 year.

The folders should be internally moderated before the marks are dispatched to DNEA for external moderation. Regional Offices must make sure that NSSC schools are provided with the necessary materials and tools for candidates to build quality models. DNEA observed that some centres' projects were compromised by the lack of adequate resources.

Candidates who do not submit photographic evidence or video footage will be negatively assessed. The sample of work presented for moderation was suitable in most cases and centres generally applied the assessment criteria appropriately, although, in some cases, this was not at the correct level.

Generation and Exploration of ideas

The majority of candidates presented three or more ideas and most gave neat and well thought ideas although too much computer aided drawings are used. If computer aided drawings are used please use appropriate software and not Microsoft Word Drawing tools. The overall intension is that learners should use their own ideas and presented as a drawing, Isometric, picture view or free hand.

At least four to six ideas are acceptable but each idea needs details such as materials needed, size and dimensions, reasoning for selection, evaluation and some evidence of testing.

Development of Proposed Solution

Compared to the previous year, this section had an improvement in some centres, the rest seem to not read the instructions fully. Candidates included Isometric, freehand, orthographic and exploded drawings. Details of joining methods as well as materials used were shown. Photographic evidence was well presented. Candidates should be encouraged to present the development in a flow chart or similar that shows the sequence from the start until the finishing.

Planning for production

Planning for production continues to be a challenge for candidates, as in previous years. This phase is critical because it demonstrates students' understanding of the entire manufacturing process, from material selection to the steps required to assemble the final product. Some centres entirely skipped this part. This is where candidates can show evidence of genuine design creativity and not copies from one or another source. Some candidates included a step by step plan enhanced by clearly annotated sketches and others just presented a timeline. These steps can be presented most successfully through sketches and candidates should be encouraged to include everything that comes to mind. Annotations should include comments as to how an idea might link to the specification.

Product realisation

The physical products were well done although only three centres made use of solid wood and only one centre used proper woodwork joints. Appraisal can be given to almost all centres that produced very compelling products and supplied DNEA with clear photographic evidence.

Testing and Evaluation

All candidates included photographic evidence to show the testing of the product, which is commendable. They are, however, encouraged to link the outcome of the original specifications and make objective judgements on the success of their products.

The section should also include suggestions for further modifications or possible future improvements. Therefore, centres are urged to ensure that the specifications are fully evaluated and tested in this section, which will guarantee maximum marks for the candidates. Unfortunately, testing is simply putting pot plants on the product.