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## FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned.**

# FIRST LANGUAGE AFRIKAANS

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Paper 0512/02  
Reading and Directed Writing

## General comments

Candidates performed a little bit better this year and it seems that they were better prepared. There is, however, a small number of candidates that should perhaps rather have been entered for IGCSE Second Language, as their skills in reading, writing and speaking fall short of First Language requirements.

Most candidates produced neat answer scripts.

Handwriting has improved over the years, but teachers must continue to emphasise to candidates that they must write legibly.

It has become increasingly apparent that writing is being influenced of sms-language. Some candidates shorten words to *kla*, *ini* and *da* and do not write out words properly. Such spellings will be considered spelling mistakes which will have an effect on the assessment of language.

## Comments on specific questions

### Questions 1 – 3

These questions tested candidates' vocabulary and idiomatic knowledge, and it became clear again that some candidates unfamiliar with some idiomatic expressions, perhaps because of lack of reading. For instance, most candidates did not know the word *beteuterd* in **Question 2**.

### Question 4

This question was poorly answered as many candidates interpreted *snaaks wees* literally.

### Question 5

A large number of candidates lifted from the text, where they should have written their answer in their own words.

### Question 6

Some candidates rewrote sentences from the passage and hoped the answer was hidden in there.

### Question 7

Some candidates struggled to understand what *lewensfilosofie* meant (again a lack of vocabulary) and missed out on marks for this question. This task was, in essence, a mini summary to be written in the candidate's own words, yet some resorted to lifting parts from the text, often writing beyond the word limit.

**Question 8**

This question was answered a little disappointingly. It is expected that candidates know the register of a diary entry. Even though candidates had to assume the voice of someone other than themselves, the first person should be used, i.e. *ek en my* not *ky of sy*. Also, when writing about the events of the past day this should normally be done in the past tense.

Miems de Bruyn is portrayed in the text as a woman always on the move, doing things *op 'n drafstappie*, but some candidates took this literally and had the octogenarian jogging great distances each day. Again, this highlights a shortfall in idiomatic knowledge in some candidates. This is just one example, but there were many more cases where candidates were confused by the facts and idioms contained in the texts, which, again, suggests they do not read enough Afrikaans. It is advised that candidates regularly read articles from *Insig, Dit, VroueKeur, Die Burger, Beeld* etc. and then give feedback on what they have read in class.

**Question 9**

In the past, this question was the one candidates struggled with the most. This year it was apparent that candidates and teachers at some Centres had put in a lot of effort to prepare for this type of question and this resulted in many candidates receiving nearly full marks.

General mistakes included candidates writing down the differences between the texts in addition to the correspondences they were required to limit themselves to. Candidates must analyse the question to determine what is expected of them. Many candidates thought Miems de Bruyn and Tannie Rademan (the character she played in *Nommer Asseblief*) were two different persons and compared the two.

Candidates tended to use more than the 200 prescribed words. It should be stressed that candidates forfeit possible marks if they write in excess of the word limit.

**Question 10**

Candidates are reminded to observe letter-writing conventions.

It appeared candidates struggled to define or imagine their audience, as quite a few did not write to a person they were supposed to pretend they knew well; some even addressed the letter to Tannie Rademan or Miems which indicated that they did not understand the concept of *agterkleinkind*.

The rubric required three points to be mentioned in the letter: **(a)** wishing Miems de Bruyn happy birthday, **(b)** telling her how much she means to them as a person and **(c)** saying why they admire her so much. Not all candidates addressed all three points.

The letters that received top marks were excellently written and a pleasure to read.

*Oumagrootjie* was frequently misspelled as *oumagroetjie*, *oumagrootjie* or *oumagroetjie*. *Oumas* was often written with an apostrophe (*ouma's*), which is wrong (rule 2.1 in the AWS states: *Die afkappingsteken word gebruik by meervoudsvorme op -s en die verkleiningsvorme van naamwoorde wat op die vokaalletters i, o en u eindig.*)

Some unnecessary mistakes were:

- *Ouma is een van my groot bewonderaars* when *Ek is Ouma se grootste bewonderaar* was intended;
- *(Ouma se) lewensstorie/lewensloopbaan* instead of: *lewensverhaal*;
- *Rolspel* instead of: *toneelspeel*;
- *Sy het oorklanking gespeel*;
- *Studio* instead of *ateljee*;
- *Ons verlang Ouma/jou* instead of: *ons verlang na Ouma*;
- *Ouma is jong* instead of: *jonk*.

Some, more general linguistic mistakes included:

*Vir dit* instead of: *daarvoor*;

*Sy lui/lei aan Alzheimers* instead of: *ly*;

*Ek is opwindend* instead of: *opgewonde*;

*Waardeur* instead of: *waardeer*;

Errors in the use of the *dubbele ontkenning*;

*Perdvriss* instead of: *perdfriss*;

*Mens* instead of: *'n/die mens*;

*'n Vraag vrae* instead of: *vraag vra*;

*In ander woorde* instead of: *met ander woorde*;

*'n onderhoud doen* instead of: *voer*;

*Sien uit vir elke dag* instead of: *na*;

*Iets niets* instead of: *nuuts*;

*Sy praat velle talle* instead of: *vele tale*;

*Om 'n ouma te het* instead of: *hê*;

*In 'n hoë ouderdom* instead of: *op*;

*Die manier hoe hulle* instead of: *waarop*;

*Almal respek my* instead of: *respekteer*;

*Speciale/spisiale* instead of: *spesiale*;

*Vyf uur/ drie uur in die middag* instead of: *vyfuur en drie-uur*.

<p><b>Paper 0512/03</b> <b>Continuous Writing</b></p>
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**General comments**

Most of the candidates analysed the topics correctly and wrote according to requirements which meant the general performance of the candidates was good. The essays were presented in a satisfactory way and most were interesting.

**Recommendations**

- It is of the utmost importance that candidates should practice to write essays in a variety of forms, i.e. descriptive, narrative and argumentative. The general topics on which most essays are based should also be studied to enable candidates to answer factual essays without too much difficulty.
- Candidates should pay attention to correct language usage and should be encouraged to use a sophisticated level of Afrikaans. Expressions such as the following should not be used in the exam: cool, smart, *koolste*, *bullitproef*, *adrenalien rush*, *opeindig*, limelight, commitment, effort, suffer, impress, guts, blame, challenge.
- Candidates should always structure their essay. Planning is therefore of the utmost importance.

As mentioned in previous reports, the following aspects need attention:

**General:**

- the number of the topic and a title should be indicated;
- the topic cannot be changed;
- essays should be written in paragraphs;
- handwriting should be neat and legible and not in consecutive capital letters.

**Language:**

- the structure of complex sentences should be checked;
- sentences should not be left incomplete;
- vocabulary should be varied;
- style should be appropriate, slang avoided;
- clichés (*aan die einde van die dag*, *basies*, *die wêreld daar buite*) should also be avoided;
- incorrect use or neglect to use the *dubbele ontkenning*.

The following linguistic errors were common:

- *mees belangrikste* instead of: *belangrikste*;
- *daai* instead of: *daardie*;
- *Wat ... mee* instead of: *waarmee/wat ek* instead of: *waar van oor wat* instead of: *waar oor*;
- *dis* instead of: *dus*;
- *sin* instead of: *s'n*;
- *meeste* instead of: *die meeste*;
- *mens* instead of: *die mens*;
- *Omission of article*: *klomp mens* instead of: *'n klomp mense*  
*meeste mense* instead of: *die meeste*.

**Comments on specific topics****Question 1**

*Gebruik die volgende as slotwoorde vir jou opstel: ... en ek was so dom om te dink ek sou met skelmstreek wegkom.*

This was a popular choice. Some candidates struggled with writing the last paragraph in order to make the given sentence fit into place as the last sentence of the essay.

**Question 2**

*As matrikulant staan jy op die drumpel van 'n splinternuwe lewe. Beskryf hoe jy die lewe voorkant toe sien en wat jy graag sal wil bereik.*

The most popular choice. The ideas expressed in some of the essays were a little bit simplistic or unrealistic.

**Question 3**

*Die mens het die aarde geërf, volmaak en ongeskonde. Hoe kan die moderne mens planeet aarde vir ons nageslag bewaar?*

Not a popular choice, but some excellent essays were presented.

**Question 4**

*Ons leef vandag in 'n klipharde en baie moeilike wêreld en juis daarom is ons vriende vir ons belangriker as ooit. Verduidelik nou hoe jy opregte vriendskap verstaan.*

This topic was very popular, but the content of most essays tended to be quite superficial.

**Question 5**

*Die scenario in die sportarena in 2005: geld ... korrupsie ... wedstrydknoeiery ... onheilige druk om te presteer ... die gebruik van verbode middels ...*

*Juis om bogenoende redes kan die volgende stelling gemaak word:*

*Sport is nie meer gesonde ontspanning nie*

Not a popular choice, but the few who did choose it did well.

**Question 6**

*Die Griekse skrywer Sophocles het eens opgemerk: "Daar is niks erger as slegte raad nie." Skryf 'n verhalende opstel waarin jy vertel wat gebeur het nadat jy jou vriend/in se slegte raad gevolg het.*

This topic was not a popular choice, but excellent essays were presented.

**Question 7**

*Die Afrika kontinent is op die punt om selfmoord te pleeg, behalwe as daar nou opgetree word. Is daar 'n moontlikheid vir 'n vreedsame Afrika?*

This topic was not very popular.

**Question 8**

*Die krag van die jeug*

This topic was not chosen very often. Some candidates did not understand what to do with this topic.

**Question 9**

*"Dink vandag, praat môre" is bekende woorde wat Ma vir my gesê het, maar hierdie stukkie goeie raad het ek ongelukkig nie vandag gevolg nie en was vuurrooi van skaamte oor wat ek gesê het. Vertel die verhaal.*

This topic was not a popular choice. but some excellent essays were written.