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AFRIKAANS AS A SECOND LANGUAGE

Paper 0548/01

Reading and Writing (Core)

General comments

Most candidates seemed to find the Question Paper challenging.

Comments on specific questions

Questions 1 - 5

Candidates generally answered these questions well.

Questions 6 - 8

Although most candidates answered these questions satisfactorily, many did not have the vocabulary to answer **Question 7**. They found **Question 8** difficult.

Questions 9 - 12

Candidates obviously found this text rather difficult and struggled to answer the questions in a satisfactory way. More practice in reading newspaper articles should enable them to achieve better results in future. A number of candidates were unable answer questions in their own words, quoting directly from the text.

Questions 13 - 17

Candidates performed well on these questions.

Question 18

Many candidates did not concentrate on the handling and the care of an aquarium, but focused on generalities about having an aquarium. It would seem that most candidates need more practice in extracting appropriate information from a text.

Question 19

Most candidates answered this question in a satisfactory way.

Question 20

Although most candidates coped well with the topic, their problems with spelling, punctuation and word order prevented them from obtaining satisfactory marks. They need to pay attention to how to conclude a letter in the correct way.

Question 21

Most candidates could apply themselves adequately to the topic, although many did not try to suggest "original" ways to spend the amount of money. A large number of candidates do not write in proper sentences – they need to learn where/how to start and end sentences. The writing of good paragraphs also need a lot of attention.

Paper 0548/02**Reading and Writing (Extended)****General comments**

Candidates gave the impression that they have a relatively good command of Afrikaans as a Second Language. They seem to understand most of the questions and responded appropriately. Only a few candidates ran out of time and could not complete the Paper.

Most candidates seem to have problems with the following aspects of the language: pronouns, word order (syntax), the double negative and prepositions. The use of anglicized phrases and words are, still, a major problem. A number of candidates simply use a badly translated substitute or an English word in cases where they do not know the Afrikaans word, for which they cannot receive credit. In cases where they cannot find the correct Afrikaans word, it would be better if candidates tried to describe the word in a short sentence in the Afrikaans words they do know.

Section 2 Question 22 was often not done, mainly because they did not know the meaning of some of the words. This is unfortunate because it was a relatively easy question which they should have mastered. A good vocabulary is of the utmost importance.

The division into paragraphs is almost non-existent and punctuation is, generally, still bad. These skills are essential, especially at Extended Level.

Paper 0548/03**Listening (Core)****General comments**

Some candidates produced satisfactory results and a few candidates achieved full marks. However, a large number of candidates is in need of more exposure to the language and will have to practise listening skills more frequently in order to improve.

Comments on specific questions**Section 1***Exercise 1***Questions 1 - 6**

Some candidates obtained full marks for this section, but a number did not appear to understand the listening text and/or questions. Spelling was not taken into account as long as answers showed correct comprehension and words were recognisable. Although they were not penalised for the spelling mistakes, it is still worrying that the majority of candidates could not spell *voertuie* and *gebruik* (**Question 1**) and *Departement van Binnelandse sake* (**Question 4**). A large number of candidates could not spell *suiker* and *bloed* (**Question 5**).

Section 2*Exercise 1***Question 7**

The large number of candidates found this question difficult. Some tried to write answers indicating what they thought they had heard but, as they did not understand the text, their answers often made no sense at all. However, it was good to see that many candidates knew the word *gemeenskap* in (**j**).

*Exercise 2***Questions 8 - 13**

The candidates did better on this question, where they just had to choose and tick the correct true or false answer.

Section 3*Exercise 1***Questions 14 - 19**

The candidates with a good command of Afrikaans could answer the questions satisfactorily, but there were quite a few candidates who obtained no marks for this exercise.

*Exercise 2***Questions 20 - 24**

It is encouraging that many candidates could supply the correct answers, which required good comprehension and careful listening. However, a number of candidates could answer none of the questions correctly.

Paper 0548/04

Listening (Extended)

General comments

Language mistakes were not taken into consideration provided that the answer showed understanding of the listening text and question. Some candidates obtained very good results and they are to be commended on their good aural comprehension. Candidates whose marks reflect a lack of understanding should practise their listening skills more frequently, seeing as such skills are essential for effective communication.

Comments on specific questions**Section 1***Exercise 1***Questions 1 - 6**

A large majority of the candidates answered the questions in this section satisfactorily. The fact that they had to listen to short pieces of text, each followed by a question, made the exercise easier. Although candidates were not penalised for misspellings, it was worrying to see that some frequently used words were spelt wrongly by the majority of candidates, e.g. words such as *verskuif* and *goud*.

Section 2*Exercise 1***Question 7**

The candidates had to listen attentively to the text on the cassette in order to get the answers right. A number of facts were given. It was evident that some candidates were confused by the information.

*Exercises 2 and 3***Questions 8 - 13 and 14 - 19**

Most candidates did better in these types of exercises (where they had to identify true or false facts and choose answers to multiple choice questions) than they did elsewhere. Some of the questions were complicated and it is encouraging that the majority of the candidates answered most of them correctly.

Section 3*Exercise 1***Questions 20 - 25**

A number of weak candidates obtained no marks for this exercise. The listening text was long and candidates had to listen closely in order to supply the correct answers. Nevertheless, it should be borne in mind that the exercises in Section 3 are meant to test the Extended candidates, in order to determine who are the strongest among them.

*Exercise 2***Questions 26 - 30**

The more able candidates gave the correct answers, but a large number did not understand this text and subsequently obtained low or no marks for the exercise.

Paper 0548/05

Oral Communication

General comments

Before conducting the Orals, Examiners – especially those who are conducting the orals for the first time - will need to make sure that they have read the previous years' Reports and the Examiner's Notes for the current Session.

Quality of recordings

The sound quality of the cassettes was poorer than previous years. It is important that Centres check their equipment and the acoustics before conducting of the tests. It is important for the microphone to be placed so that it faces the candidate, not the Teacher.

Please use the new cassettes which are provided – older ones are often inferior in quality.

Range of sample

A number of Centres do not send a representative sample of their candidature. In such cases, recordings of the poorest and best candidates are omitted from the sample, or, say, three candidates with the same mark are included. It is important to submit a sample in accordance with the spread of marks at the Centre.

Examining techniques

The prescribed time of 12 – 15 minutes was utilised better this year than in previous years. Most Examiners stuck to the time limit and did not rush through the conversation.

The warm-up is a very important part of the conversation. It should last 2 – 3 minutes and be recorded. A small number of Examiners tended either to rush through the warm-up or dragged it out.

Questions on each topic should be prepared beforehand and should be open-ended in order to facilitate a discussion. It is important to ensure that questions are accessible to the candidate. When it is clear that a candidate does not understand the question, the Examiner should formulate it in another way to make it easier for them to understand.

Candidates are not supposed to deliver a monologue. They can start off the discussion, but the Examiner must then ask questions so that there is interaction between Teacher and candidate. When a candidate is clearly struggling to say something examiners may assist him/her with a word or phrase, but should try to keep any silences to a minimum. Examiners are also reminded of the following (Examiner's Notes, page 6, paragraph 13):

“Onthou dat die toets oor die mondelinge vaardigheid van die kandidaat gaan en nie 'n algemene kennis toets is nie. As dit blyk dat die kandidaat die onderwerp totaal onvanpas en te moeilik vind, is dit heeltemal aanvaarbaar om die gesprek te verander na dinge waaroor die kandidaat makliker kan gesels. Dis onnodig om is sulke omstandighede rigied by die riglyne van die Evalueringskaart te hou.”

Most Examiners have mastered the mark scheme and are implementing it correctly. However, a number of inconsistencies still occur. Some Examiners tend to be either too severe with the better candidates or too lenient with the poorer candidates or the other way round. The mark scheme must be studied and key words identified in each band in order to help with the assessment. Three marks and less means that a candidate can give no more than one word responses. It is also advisable to refer to the mark scheme throughout the year in the classroom so that the candidates are familiar with it.

Administration

Please note that the order of the names on the oral assessment summary form must be in exactly the same order as on the MS1. Moderators have to check the addition and transfer of marks and if the order is different it makes it very difficult and time consuming. The order of candidates on the recorded sample need not be in the same order on the MS1.

Pairs may be used to assess candidates, but you should not include pairs as part of your sample. Recordings of pairs make it very difficult for a Moderator to listen and evaluate the candidate(s) submitted in the sample.