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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.**



# AFRIKAANS LANGUAGE

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## GCE Advanced Subsidiary Level

<p>Paper 8679/01 Speaking</p>
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### General comments

Candidates were well-prepared for the speaking test.

In a small number of cases, Examiners spoke clearly, prompting and asking relevant questions, but it was difficult to hear the candidates, sounding far away, speaking softly in the background. Examiners must test the acoustics of their recording space and the quality of their equipment before the meeting.

### Comments on specific questions

#### **Section 1**

##### **Presentation**

Despite the fact that their vocabulary was sometimes limited, candidates gave well-organised, lively coverage of the topics and had a fair degree of accuracy in their pronunciation, using a range of idioms.

#### **Section 2**

##### **Topic Conversation**

Candidates responded well and gave relevant answers to the Examiner's questions. They showed an understanding of grammatical usage. There was some hesitation, and expressions and pronunciation were influenced by their mother tongue but most candidates showed a feeling for Afrikaans and could elaborate and express their point of view on their chosen topic.

#### **Section 3**

##### **General Conversation**

Candidates handled subjects well and were able to express themselves without too many problems.

Nearly all gave relevant answers to questions, although, again, there was some hesitation in certain cases. Examiners prompted the candidates to good effect and asked appropriate questions which led to interesting discussions. A few candidates were stuck for vocabulary at times and resorted to literally translated words.

Some candidates needed slight prompting, but the majority addressed the questions without the need for further explanation.

<p><b>Paper 8679/02</b> <b>Reading and Writing</b></p>
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**General comments**

In **Question 1**, candidates were asked to give the meaning of one word and generally performed very well.

In **Question 2** a few candidates did not read what the question asked them to do and copied words from the text.

Most candidates obtained good marks for **Questions 3** and **4** and provided thorough explanations for the phrases in this comprehension test. Questions were clearly numbered by candidates.

Most candidates performed fairly well in **Question 5**, although there was evidence that a few did not read what the question asked them to do and did not provide a full answer. Most candidates gained marks in the last part of the question by providing an excellent personal response.

**Comments on specific questions**

Most candidates displayed good writing skills using a range of vocabulary in correctly structured sentences.

**Question 1**

- (a) Candidates gave good definitions for the word *toegerus*.
- (b) Candidates were able to provide a range of definitions for the word *bystand*.
- (c) Candidates performed well in this question.
- (d)(e) Candidates answered these questions well and nearly all gained marks.

**Question 2**

Most candidates performed well, although a few did not read what the question asked them to do and copied words from the text.

- (a) Most candidates were able to find alternative phrases for *gedwing*.
- (b) Candidates answered this question well even though it was quite challenging.
- (c) Candidates gave a range of words to describe *hanteer*.
- (d) Candidates gave excellent explanations of this phrase.
- (e) Candidates obtained good marks for this question.

**Question 3**

*Comprehension*

Candidates performed well in this exercise.

- (a) Well done by the majority of candidates.
- (b) A few candidates failed to notice that they had to provide an explanation for the second part of this question.
- (c) This question was answered well by most candidates.
- (d) This question was answered well by most candidates.
- (e) This question was answered well and nearly all candidates provided good explanations for this phrase.

**Question 4**

*Comprehension*

- (a) Most candidates answered this question correctly.
- (b) Candidates obtained good marks for this question and gave excellent comparisons between the two institutions.
- (c) This question was answered well by most candidates.
- (d) Most candidates gave more than one explanation and obtained good marks.
- (e) Candidates obtained good marks for their thorough definitions of both phrases.

**Question 5**

*Essay*

- (a) A large number of candidates did not do well on this sub-question and lost out on marks by not giving enough examples from the text.
- (b) Candidates obtained good marks for this question, showing their ability to give a personal response and their own solution to the problem posed by the question. Please note: candidates gave longer answers to this part of the question, failing to notice that ten marks were allocated for the first part.

**Paper 8679/03**

**Essay**

**General comments**

Most candidates displayed good writing skills and showed the ability to argue closely and draw relevant conclusions. Candidates are reminded that they need to read the questions well to be able to address the essay question given.

**Comments on specific questions**

**Question 1**

A small number of candidates answered this question but struggled to understand what was required of them in relation to the topic.

**Question 2**

Candidates gave well-illustrated examples of conflicts between young people and older generations.

**Question 3**

Candidates gave excellent, detailed descriptions of their local area.

**Question 4**

Most candidates presented a limited range of ideas, usually concentrated on one issue and failed to use the word or refer to 'the bully'.

**Question 5**

A small number of candidates gave extensive answers, but some failed to notice the word *verbypad*.

**Question 6**

The candidates that selected this topic wrote interesting essays of factual interest, giving their own opinions and drawing proper conclusions.