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NATIONAL SENIOR CERTIFICATE EXAMINATION

EXAMINERS' REPORTS

2019

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ACCOUNTING
PAPER I

INTRODUCTION

Feedback from teachers indicated that this paper fairly rewarded candidates who had worked hard and used past papers to guide their exam preparation.

The use of brackets is still a problem and will be penalised more heavily in future.

Candidates continue to make careless mistakes such as adding extra zeros, missing a zero, or not using a calculator properly to calculate the final figures.

INVENTORY CONTROL

Calculate the closing stock value using the FIFO method

This was a well-answered question, however, a common mistake was for candidates to use a price average to calculate their closing stock. They also used the total closing stock units multiplied by the price average to get their answer. Some candidates did not subtract the returns.

Calculate closing stock units

This was very well answered, however, a large number of candidates calculated the weighted average that they would have used in the next question and so wasted time. A fair number of candidates added the returns instead of subtracting them in this calculation.

Calculate the cost of sales on the weighted average method

Most candidates calculated the cost of the board games available to sell but then did not use this total to calculate their weighted average. A large number of candidates did not use the carriage value when calculating the weighted average. A fair number of candidates used an average of the prices to calculate the purchases, carriage and returns. A significant number of candidates also used an average price when calculating the weighted average instead of the units. Please encourage candidates to use brackets when showing calculations as they continue to lose marks in this regard.

Reasons why mark-up was not achieved

Candidates answered this question well, however, some confused discounts with discount allowed (debtors), a good topic for class discussion. Candidates used returns and transport costs as a reason but did not explain how this would affect the mark-up.

Why were rings stolen, give internal measure to reduce theft of rings

It became clear that not all candidates knew what silicone rings are, despite the picture inset.

Candidates missed giving a reason as to why rings were stolen and went straight to giving measures to reduce theft. Some measures given were impractical (search employees) and expensive and therefore not relevant. Answers given were often vague, e.g. 'improve security'.

Change from periodic system to perpetual system to decrease theft

Candidates who understood the difference answered this question well. However those who did not were unable to give concise answers and did not relate their answer to theft.

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Relationship between supplier, retailer and customer and ethical behaviour
This question was open to interpretation. Not all candidates gave reasons with regard to ethical behaviour and only discussed one relationship, e.g. relationship between supplier and retailer but no mention of the customer. Giving the rubric may have assisted candidates in giving a structured answer.

FINANCIAL STATEMENTS

Income Statement

Most candidates answered this well but some did not read and extract information correctly. This is a perennial problem and teachers are requested to train their learners in this skill. The operating expenses were often put in brackets even though they were in a block. The calculation blocks were used well and definitely benefitted the candidates. Teachers must continue to encourage their use in their classes.

Net sales – some candidates confused net sales and gross profit.

Cost of Sales – There were problems calculating cost of sales using the profit mark-up. Return of surfboards to manufacturers was confused for debtors' allowances and deducted from cost of sales or sales incorrectly.

Rent income – Wording in the question was 'adjustments and additional information that have not been taken into account'; some candidates assumed that the rent received was on an additional storeroom that was rented out for the first time in addition to rent already received.

Fee income – Candidates would add the income from February and then subtract the Income received in advance instead of adding the full amount as per the cheque received and then subtracting the Income received in advance. Markers felt that this adjustment was a good test of the matching principle.

Trading stock surplus – Many candidates were confused by the opening balance of R80 000. Many candidates worked the calculation out correctly but called it 'Trading stock deficit'.

Salaries and UIF – Some candidates calculated net salaries and others included contributions. This was handled better than in previous years. With UIF, many candidates added in the contribution and deduction.

Sundry expenses – balancing figure. This cannot be a negative number or larger than the total expenses.

Insurance – This adjustment was handled poorly. A common error was that the full annual premium of R9 468 was either added or subtracted. This is worth looking at in depth in class next year.

Depreciation – Overall, this adjustment was fine. Many candidates cannot count months. Perhaps a calculation block may have benefitted the candidates. Depreciation and insurance were given in one adjustment and candidates need to be prepared for this.

Interest expense – Candidates who used the 'T-account' handled it well. Many candidates assumed that the R20 000 was for other interest expenses such as interest on overdraft and therefore added the full interest amount. Candidates were not penalised for this.

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Taxation – This was a higher order calculation and was well answered. Some candidates are still using the incorrect formula.

Balance Sheet Notes

Overview

Ordinary Share Capital

Some common mistakes found in this note include:
- Candidates often did not enter the average share issue price for the repurchase, R3,20 but rather entered the total repurchase price R4,50.
- The omission of brackets for the repurchase was also a common mistake.

Retained Income

The majority of the candidates new the format of the note and this was a pleasing improvement from past years.

Some common mistakes include:
- The repurchase of shares candidates used the total repurchase price as opposed to the difference between the total price and average share issue price.
- Brackets for the repurchase and the dividends were omitted by some candidates.
- For the interim and final dividends calculations, a few candidates used 70c and 50c instead of 7c and 5c.

Teachers should remind learners that interim (paid) and declared (final) are on separate lines in this note.

Trade and other Payables

Some common mistakes include:
- Trade creditors – candidates only processed the return of one surfboard instead of two. Some omitted the return altogether.
- UIF – Many candidates only processed the deduction and forgot about the contribution. Some showed the contribution on a separate line.
- Many candidates never capitalised the interest expense R4 088 and entered the interest under accrued expense.
- Creditors for salaries – Many candidates used the gross salary instead of net salary. Also some entered this net salary under the Trade creditors line.
- SARS Income tax – Many candidates never pulled their tax figure from the income statement but only put the R40 000 provisional payments figure in.
- Current portion on loan – Candidates used the loan statement and calculated the capital repayment (as it is done in the cash flow statement) [35 838 – 24 088] = R11 750 but the correct figure of R11 500 was given under the loan statement.
- Shareholders for dividends – Candidates used the total dividends for the year instead of using only the declared dividends. Others forgot to do this altogether.

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Company theory

This was poorly answered. The majority of the candidates all spoke on ROSHE /NAV / DPS /EPS. They also spoke on gearing and cash flow.

Candidates did elude to the risk implications, however, they never explained the reason for an increase of 170%. Also many focused on inflation at 3%–6% being the reason for the increase.

CASH FLOW STATEMENT

Reconciliation note and Calculations

- Profit before tax amount was poorly answered. Candidates used 28% tax percentage and subtracted the tax in working back, instead of adding it back in.
- Depreciation: Some candidates counted the amount of months incorrectly. They also used the cost instead of carrying value.
- Interest Expense – candidates used the paid amount instead of the expense (this happened frequently). It is important for candidates to realise the difference between these.
- Working Capital – Candidates must link the use of brackets to an increase or decrease; some simply said 'change in'.
- Working Capital – Many candidates did not know which values to exclude from this calculation.

Q3.3 – Calculate Cost Price of new vehicle bought – 1 July 2019

There was an error in the script – date of 1 July instead of 1 June was printed in the answer book.

Extensive standardisation resulted in multiple marking options/permutations to ensure that no candidate was disadvantaged. Teachers must remind candidates that they must answer the question, even if they think there is an error.

Cash flow from Investing Activities

- The total for the section was often left out. While total blocks are sometimes given candidates should total throughout their paper unless a DO NOT CALCULATE block is given.
- The change in land in buildings was also frequently left out.

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MANUFACTURING AND VAT

Manufacturing

- Answers were quite polarised. Either candidates could do it or they could not.
- The combination of VAT and Manufacturing threw the candidates. They could not make the association that the amounts should be VAT exclusive in the different notes.

Raw Materials note

- Generally, the candidates did not subtract the 4% discount in terms of the carriages on purchases.
- Candidates forgot the brackets for closing stock.
- Only half the candidates could calculate backwards to get the purchases amount.

Direct Labour note

- Candidates struggled to distinguish between net and gross salary.
- They also calculated the contributions and deductions regarding UIF and the pension fund.

Calculation of the Cleaner's Wage

- Candidates worked out the daily rate.
- They struggled to compartmentalise calculations.

Selling and Distribution note

- The candidates over complicated the calculation regarding the net profit.
- The floor space ratio was answered sporadically and with the incorrect square metres.
- The electricity adjustment was answered poorly; apportionment is a big part of this section.
- The candidates also left out the weekly wages and did not know they had to add this to the note for selling and distribution cost.

Break Even point and Profitability discussion

- Candidates understood that the break-even point dropped but they could not link it to profitability.
- Most answers spoke of the mark up % not the profitability.
- Only a handful of candidates linked the break even drop to the lowering of cost. Some thought the break-even point lowering is a bad sign for the business.
- Terminology used was very poor – use of words like 'things' and 'stuff' is inappropriate.

VAT

- Candidates could distinguish between input and output VAT if it was done in isolation. They had trouble with the VAT control format.
- They did not use the answer sheet as given. They either changed the headings or used their own format.

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ACCOUNTING
PAPER II

QUESTION 1 BUDGETS

The budget question was generally well answered – especially the calculations. The common mistakes that were made were that the candidates tended to give total sales in the cash budget and cash sales in the Income Statement. Depreciation was calculated for the whole year instead of one month. Candidates had problems in giving a simplified ratio in 1.2, often using total insurance to office insurance, instead of factory insurance. In calculating the factory overheads, many foreign items appeared, especially the direct wages and the office equipment. The most common calculation error was not knowing to divide the cost of the business cards over the months they would be used, and add this to the stationery in the Income Statement. Many candidates still tend to drop '0' or add on '0'.

The analysis and problem solving questions were not answered as well as the figures; most candidates were able to link the deficit to the Budget and the profit to the Income Statement but were vague in expressing their thoughts in question 1.5.1. This created the challenge of reading into their answer without putting words into their mouths. The other challenge was candidates only focussing on one side of the problem, i.e. referring only to the Income Statement or the Budget in their answer but not linking the two. Questions were often answered in general and not based on the information in the given scenario. The answer book had bullet points to guide the candidates when answering, yet many candidates simply kept on writing about the same point.

Question 1.5.2 asked candidates to 'solve his cash flow problems'. Many candidates did not focus on payments of large monetary value and would quote items that would save R800 when the cash flow deficit was R1,2 million. The solutions put forward were not linked to the scenario. The problem that needed solving was immediate (he needed the solution in order to start the business) yet solutions put forward were long term. When coming up with solutions, candidates need to think of different solutions that can be applied (hire a truck and equipment instead of buying). Candidates should formulate their answer and then write it as concisely as possible. Often when answers are long winded, candidates start contradicting themselves and lose marks in the process.

QUESTION 2 RECONCILIATIONS

The answering of the reconciliation question has improved over the last few years. This year responses were even better than in the past. Some of the common mistakes were: adding the interest onto the 90 days in the age analysis, copying amounts incorrectly, and not being able to differentiate between payment and collection policies, i.e. which are debtors and which are creditors. The bank reconciliation table was also poorly done, with amounts being written in several blocks across the line, instead of in one block only.

The most common error in the paper was in question 2.5: most candidates wrote down how to collect debts from debtors instead of writing down a debit order as the best method to collect their money.

The problem-solving question (2.6) was poorly answered with not many candidates being able to come up with a way to verify the content on the invoices.

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QUESTION 3 COMPANY ANALYSIS

The question on profitability (3.1) was generally well answered up to 3.1.3 (b) where candidates had to make up a calculation to show the effect the VAMP had on the profits, and say why this was material. Making up their own calculation threw many of them, and using the word 'material' and not 'materiality' got many writing about the packaging.

The general calculations and straight forward liquidity was well done, but as soon as liquidity was applied to this unique scenario the candidates battled. The stock turnover rate was completed very poorly. Many of the logos of the items that Tiger Brands produces were printed on the page for them to use in answering this question. Most did not allude to Tiger Brands being a manufacturer, nor to the goods that they were still producing after the Value Added Meat Products were stopped.

Most candidates could calculate and comment on solvency.

Candidates did seem to understand what generally increases and decreases the share price, hence the straight-forward questions about the JSE were well answered. However, many seemed to think that Coronation was going to sell their shares to the JSE, rather than the JSE being a platform. Hardly any candidates understood that if Coronation had to flood the market with Tiger Brand shares, the share price would drop. They seem to have learned the concepts of what pushes the share price up or down, but had little knowledge of how the JSE works.

Although some ratios were still the wrong way around there was an improvement from the previous year. Gearing was generally well done, though some calculated ROCE even though it was given.

Most candidates did not think of looking at the cash amount to see whether Tiger Brands could finance the repurchase. They also did not realise that for Tiger Brands to repurchase their own shares at a price more than double that of their NAV would be a bad investment for them.

Overall challenges

1. The candidates need to read carefully and pay attention to the terminology. For example, the **main** cause vs **a** cause (budgets and company analysis). When asked for two expenses, many candidates gave 'a drop in sales', which is not an expense. Or is this rate **suitable**, had them commenting on the rate, not explaining whether it was suitable.

2. Reading the scenario in full. Candidates should spend their reading time studying the scenario and not the questions, as all the information given can be used when answering the questions. If they understand the scenario, it is much easier to answer the questions. There may be questions that seem to require candidates to make up an answer, but there is information in the scenario that can and should be used to answer these questions.

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ACCOUNTING
SBA MODERATION

The moderation of the SBA in 2019 continued to focus on the following areas:

- Compliance with the SAGs document, including all the changes that were made.
- Design grids for all tasks, with a topic breakdown for each question.
- Evidence of moderation, not just a list that was ticked or a moderated draft copy inserted into the file.
- Calibre/Rigour of tests and tasks – tasks had to be out of a minimum of 100 marks.
- Accuracy of recorded results.
- Recommendations made by Regional Moderators.

COMPLIANCE

Most of the files submitted were totally compliant with the SAGs; many schools exceeded the requirements and presented tests and tasks of a high standard.

The files of most of the new schools and new educators were of a high standard and SAGs compliant.

The cluster prelims are a concern as there is no clear evidence that these exams are all written on the same day. Dates, for example: 23 September 2019, need to be inserted onto the exam paper front cover. If the cluster date is not suitable for a school, they need to set their own paper. This will be addressed at conference again this year.

Administrative compliance is still the main reason why files are being sent through to National Moderation. The checklist in the SAGs needs to be followed as this makes the moderation process much easier. Moderated marks are not transferred onto the mark sheet. The final cluster meeting should check for administrative compliance, especially the accuracy of the mark sheet.

There is a concern that previous years control tests are being used by schools for more than one year. Some tests have questions with year ending dates as far back as 2003. This is unacceptable, learners should only have to work within the last financial year.

DESIGN GRIDS FOR ALL TASKS

A design grid is a guide on the weighting of higher and lower order thinking questions. The design grids have improved but are still not of the required standard; topics need to be broken down in each question so that the higher/lower order is clear. This ensures that the paper is of the correct standard.

SCHOOL BASED MODERATION

Moderation for the preliminary examination was excellent; the cluster groups are working well and these exams have been moderated. Proof of moderation should be included in all files. Educators using a cluster paper must ensure that they have done pre-assessment moderation. This will confirm that they are in agreement with the rigour of the paper.

All control tests and tasks need pre- and post-assessment moderation. Evidence of pre-assessment moderation has improved and educators are including draft copies in their files. This gives a clear indication that the paper has been checked. The post-assessment moderation continues to be a problem; although the forms have been completed there is

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sometimes no evidence of moderation in the learners' files. The moderation tools are ticked but it is clear that no moderation has been done.

CALIBRE/RIGOUR

Prelim exams were of a high standard. The quality of the control tests is improving and there is evidence of 'Paper 2' type tests.

The PASTEL project now has a clear breakdown of how the marks are achieved. It also had a design grid.

The Bananga Trading project lacks rigour and the concerns will be addressed with the company. No project has been endorsed by the IEB.

ACCURACY OF RECORDED RESULTS

There must be an IEB computer generated rank order sheet in the teacher's file. Principals have signed the IEB rank order sheet and this is no longer a concern. Most educators have used the format of the mark sheet from the SAGs document. There were still problems with regard to working to two decimal points on the raw mark sheet.

Marks need to be transferred accurately from the raw mark sheet onto the IEB mark sheet. Once again, thank you to the cluster groups that did check the mark sheets at their last cluster meeting.

RECOMMENDATIONS BY REGIONAL MODERATORS

Recommendations made by the regional moderator must be implemented. If educators have made an error in the calculations these must be corrected in their files and with the IEB. This could have been done up to the 30th October this year.

A new copy of the mark sheet has been put into the 2019 SAGs. If all educators use the same format, it will make checking much easier. The mark sheet for next year will allow for the choice of tests. This is in the new SAGs document. The format will be discussed at Conference.

There is some excellent work being done by educators in accounting classes throughout South Africa. Thank you to the educators who have been so willing to share tasks and prelims with the new schools; it has ensured that the work has been standardised from year one. Cluster leaders are also playing a huge part in ensuring that work of the highest quality is being produced.

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ADVANCED PROGRAMME ENGLISH

A total of 628 candidates registered for the APE examination in 2019, which is consistent with last year's numbers and so, unfortunately, indicates that the subject is not growing. Worryingly, despite the incredibly impressive responses of a great number of candidates, it also seemed as if a few entrants had been left to their own devices or that their teachers were not adequately aware of the requirements of the subject. It is schools' and educators' responsibilities to guide their candidates through the syllabus and ensure that they are meeting the requirements of each of the three questions.

Candidates must be warned to monitor their time – it is disappointing to see so many top candidates compromising their marks because they have failed to complete a third question. The time given to each question should be balanced so that equal value is accorded each section. Similarly, each of the texts discussed within each question should be dealt with in a balanced manner so that they are all covered adequately.

Overall, it is important for candidates to appreciate that this examination is an extension subject and expects certain basics of grammar and spelling as a given. It is unacceptable for a candidate to not know or apply the following in essays at this stage:

- Text titles – novel, film and drama – must be underlined every time they are mentioned.
- Poem titles are always enclosed in inverted commas.
- It is unacceptable to underline or highlight quotations and authors' or poets' names.
- Direct references to the texts – quotations or very close detailing – must be included in the essay to support arguments.
- Quotations must be integrated into sentences.
- Paragraphing is essential to ensuring a clear and logical structure.
- Essays must have a clear and directed introduction and close off with a concise, focused conclusion.

QUESTION 1

The requirement here is that candidates answer on four texts. These options must be selected from the syllabus and must cover two texts from each of the two chosen genres. Should a candidate fail to answer on four texts or write on correct texts, he/she is penalised: each missing/incorrect text incurs a penalty of 15% on that question.

In writing on a text, candidates must be familiar with the language of that genre – in film it is important that candidates can refer to specific editing or directorial features of the films and provide evidence of the impact of these in order to support the argument. In drama, knowledge of the staging of a performance – reference to stage directions, lighting instructions, etc. – or to a dramatist's style, enhance the discussion. Reference should not only be made to the narrative, but to the 'text as text'.

The question in this section requires candidates to examine a prompt – in this case a quotation from Chinua Achebe – and to relate it **and** the theme of "The danger of a single story" to their chosen texts. Superior candidates avoid a formulaic analysis of the texts and a mere tacking on of the theme and the issues raised by the prompt. The essay must be seen as an argument about the issues, with a close analysis of the texts, in order to support their point.

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QUESTION 2

Candidates routinely fail to meet the requirements. These are: two schools of poetry must be studied. From each school, three poems from two poets must be studied. A total of six poems must be examined. This takes the following form:
School 1: Poet A × 2 poems & Poet B × 1 poem i.e., 3 poems
and
School 2: Poet A × 2 poems & Poet B × 1 poem i.e., 3 poems
Candidates failing to meet these requirements are penalised 5% per incorrect or missing poem.

The question requires the candidate to analyse the prompt poem with a view to exploring its meaning or intention in relation to the poems that the candidate has studied. It is inadequate to simply use one line or phrase from the prompt poem as a refrain. Instead, the discussion should engage with both the seen poems and the unseen poem with an interweaving of ideas and observations.

Analyses of the seen poems should be, initially at least, within the context of their respective schools – some sort of acknowledgement of the concerns and characteristics of the school is advantageous. The candidate must demonstrate an understanding of poetry that goes beyond theme and imagery and must consider the poem as a construct by taking into account form and intention. Specific examples should be provided of how rhythm, for example, is created or how structural arrangements impact on the meaning of lines, etc.

QUESTION 3

This question is focused on the candidates' *own* reading of fiction. It is, therefore, unacceptable to use texts from the APE syllabus for Question 1 or from the IEB matric English core syllabus. By the same token, candidates from government schools may not use their texts from the NSC English syllabus. Autobiographies, plays, films and self-help books are not part of the genre and are unacceptable. Inclusion of an anthology of short stories is permitted but is problematic because candidates struggle to engage adequately with the text as a whole and tend to refer to only one story, which is inadequate. Use of these texts, or fewer than the four required, incurs a penalty of -15% per text.

This question invites candidates to explore their own interests and genres and examine them independently. Sadly, however, there were a number of schools where it appeared that texts had been taught for inclusion in this question, which is patently inconsistent with the intention of this question. While coaching is discouraged, please do guide candidates in terms of what they choose to read, as the texts should be of an appropriate standard for an advanced reader.

Answers should develop beyond simply providing a plot summary and should attempt to engage thoroughly with the question rather than simply tacking on an appropriate word or phrase at the end of a book review or summary. Texts should also be linked to one another and not dealt with as discrete entities as this hampers the effectiveness of the essay as a cohesive argument. Effectiveness of analysis also requires the inclusion of specific textual detail rather than a reliance on narrative.

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ADVANCED PROGRAMME MATHEMATICS
MODULE 1: CALCULUS AND ALGEBRA

The paper was generally well received, and it marked well. Some felt that the paper was a little on the long side, but most candidates managed to attempt all the questions. In many questions there are a range of possible methods, some much more efficient than others. Those who use inefficient methods are obviously more likely to be pressed for time.

In similar vein, many candidates were thwarted by poor algebraic skills – expanding products, factoring, exponent rules, manipulating surds, etc. Algebraic fluency (speed with accuracy) is a significant advantage.

This year, for the first time, new topics were examined, viz. the derivatives and integrals of the exponential and natural logarithm functions. These were generally well-answered, although e continues to cause some anxiety in equations with candidates creating "new laws of exponents".

Calculator use is encouraged unless otherwise specified. It is always advantageous to show some working to indicate one's thinking – this applies particularly in the case where the candidate does not arrive at the correct answer.

QUESTION 1

Question 1 was generally well-answered. Some used very inefficient methods to solve $|x^2 - 12| = x$ and many neglected to reject invalid solutions.

$e^x + 12e^{-x} = 8$ caused some problems with incorrect "laws", e.g. $e^{-x} = -\frac{1}{e^x}$ and we wondered whether the introduction of the derivatives and integrals of e^x and ln x had created confusion for some?

In the question: If $z = a + bi$ and $z^2 = 23 - 6z$ then find all possible real values of a and b. It was initially intended for the final z to be z^* but the * was omitted on the final version. The question still worked but exposed those candidates who failed to appreciate that the real numbers are a subset of the complex numbers.

In the question Solve $f(x) = x^4 + x^3 - 2x^2 + 2x + 4 = 0$ in $\mathbb{C}$, if it is given that $f(1-i) = 0$ some candidates failed to show working making it impossible to award method marks when the solution was wrong. Some candidates continue to treat i as a variable rather than as a number.

QUESTION 2

Mathematical Induction was generally well-answered. However, some candidates were let down by poor exponent laws. Many were not comfortable realising, for example, that $2^x + 2^x = 2 \times 2^x = 2^{x+1}$. Some, in adding the k+1st term to both sides, omitted the existing expression for the first k terms on the left-hand side. The word **assume** in "assume true for $n = k$" is important and should not be replaced by **let**. The conclusion was handled better than in the past. Most candidates laid out their proof well. Given that it is a proof, a measure of rigour is required, and it is not acceptable to leave out significant steps. This is always a risk when candidates know where they need to get to but are not sure how to get there – they then try to "fudge" it.

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QUESTION 3

Determine $f'(x)$ by first principles if $f(x)=\sqrt{x+3}$.

Notation remains a problem. Candidates should be reminded that the formula for first principles differentiation is provided on the formula sheet! Some used h → ∞.

Many candidates struggled with algebraic fluency, especially manipulating surds. Here too, this is theory and requires **all** the significant steps. Some candidates made basic algebraic errors like $\sqrt{x+h+3}=\sqrt{x}+\sqrt{h}+\sqrt{3}$ or $\left(\sqrt{x+h+3}\right)^2=(x+h+3)^2$

QUESTION 4

Finding the values of variables in a rational function given its asymptotes

Generally, well answered. Most had no problem with the vertical asymptote but struggled more with the oblique asymptote. Some resorted to first principles which wasted time. Inspection is a more efficient method here than long division.

Finding the values of variables in a rational function given a stationary point

This involved differentiating a quotient and was generally well-answered. Many struggled with the simultaneous equations – a core Maths concept – possibly a result of exam stress? Some confused the derivative and the function.

QUESTION 5

Continuity and Differentiability

Notation remains a problem. Candidates don't seem comfortable with the concepts of limits, continuity and differentiability – particularly communicating their thinking mathematically. Some answered in general terms rather than referring to the question specifically. Many assumed a limit after only checking the limit from one side. Some used graphical methods to justify their answer in 5.2 which was acceptable. There was a significant variety of answers for the classification of the discontinuity: The acceptable answers are non-removable (or jump) and removable.

In 5.4 notation was poor but candidates managed to get the right answer, which suggests that they understand the concept but struggle to express their thinking as they are not comfortable with the language of limits. This is less of a problem when they get the right answer but a major handicap when they do not as it is difficult to follow their thinking.

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QUESTION 6

Calculating the volume of water in a gutter, using areas of sectors, triangles and segments

This was generally well answered but a disappointing number left it out completely which came as a surprise. Perhaps they were put off by the relatively wordy explanation?

A reasonable number of candidates didn't read the question properly, thinking that the gutter was **full** of water. Many used the fact that there were areas of equal size too good effect. Some converted the angles to degrees which becomes a problem in $A = \frac{1}{2}r^2\theta$.

There were a number of different approaches which led to the correct answer.

Conversion of m to cm – many used 1000 instead of 100.

QUESTION 7

Finding the equation of a tangent using implicit differentiation

Generally well-answered.

Candidates needed to choose the minimum value of y which was easily done by referring to the diagram. Many candidates failed to distribute the negative sign while differentiating implicitly viz. $D_x(-xy) = -y - x\frac{dy}{dx}$

Most understood what was required and most made a good attempt.

QUESTION 8

8.1 Determining the equation of an absolute value and then solving an absolute value inequality graphically

The equation can be determined directly by envisaging the translation of $y = |x|$. Too many candidates engaged in time-wasting algebra.

The solution of inequalities involving multiple absolute value functions by algebra is not in the curriculum. The expectation is that candidates can solve these graphically. Unfortunately, many used time-consuming algebra, considering the various cases. While some managed to get the correct answer and were fully credited, they wasted valuable time in the process.

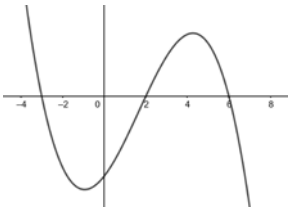
8.2 Sketch $y = f(|x|)$ given $y = f(x)$

This was poorly answered. Many candidates arrived at a non-function. There was a significant variety of answers given that the solution is unique. Many candidates reflected over the wrong axis or failed to discard the appropriate piece of the original function.

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8.3 Consider the function, *f*, drawn below.



Given that $\int_0^2 f(x)\,dx = -38{,}7$ and $\int_2^6 f(x)\,dx = 74{,}7$ determine:

(a) $\int_0^6 f(x)\,dx$ (2)

Some mistakenly felt this was an area and that one had to add the positive values. Some tried to find the equation of the function, which was impossible and a waste of time.

(b) $\int_0^6 |f(x)|\,dx$ (2)

Generally well-answered.

QUESTION 9

Justifying why a root must exist on an interval and then finding it using Newton-Raphson iteration.

Generally this was not well answered – candidates seemed unsure of how to justify the existence of a root on an interval. Some candidates were confused by the inclusion of the word "continuity" (without which no assumptions can be made) and resorted to limits. Sadly, many left the question out. Some found turning points, but this is not a viable method.

Candidates were asked to show their iterative formula for the Newton-Raphson, but some didn't, which made the marking more challenging.

Some candidates were sloppy in their notation, using x instead of x_n

This involved the differentiation of the natural log function – a new inclusion in the curriculum – within a product. Some candidates struggled with this.

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QUESTION 10

Maximizing a rectangle with upper corner on the curve $y = e^{-x}$.

This was generally answered well although some thought it was a Riemann sum and others integrated, finding an area under a curve rather than differentiating the area to maximize it.

Some just read off the graph or used trial and error. One needs to demonstrate that a maximum has been found and the only exhaustive way to do this is to use calculus.

The differentiation of e^{-x} – a new inclusion in the curriculum – was well-answered.

QUESTION 11

11.1 Calculating an area using rectangles and then determining the percentage error.

This was generally well answered but some left it out, maybe perceiving it to be a Riemann sum. This was unfortunate as it was not a difficult question. In this instance, it makes enormous sense to evaluate the definite integral directly using a calculator. Many wasted time evaluating the integral "long hand" while some used a Riemann sum which is a **really** bad idea!

The concept of percentage error – does not seem to be well understood. Many divided the difference by the estimate rather than the exact answer.

11.2 (a) Resolve $\dfrac{3x^2+11x-5}{x^3+3x^2-4}$ into partial fractions.

This was examined for the first time in a long time. It is an important means to integrate rational functions using ln. Several different methods were used. Equating coefficients to set up simultaneous equations is less efficient than the cover up method. Where simultaneous equations are used, they can be solved using a calculator (3 equations in 3 unknowns). Here too candidates were let down by poor basics, e.g. factorising.

Many failed to realise that they needed the squared term.

(b) Integrating the above function

This was generally well answered. It was marked consistently with the candidate's answer from (a). Many used ln for all three terms including $\int \dfrac{5}{(x+2)^2}dx$

Many candidates left out the absolute value signs which are absolutely essential.

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11.3 Determine $\int xe^{2x}\,dx$

Integration by parts – many made the wrong choice but it was generally well answered.

11.4 Determine $\int \text{cosec}^2 x \cot^2 x\,dx$

This was easily done by inspection and/or substitution. However, many made a wrong choice for u. It is felt that candidates don't really understand composite functions well, which hampers them when using the chain rule

Or substitution – many made the wrong choice for u

Composite functions

QUESTION 12

Solving for two variables given an area and a volume of rotation.

This question was designed to check that candidates could manage without their calculator and it was effective in this. Some confused the two formulae – area and volume. Many candidates were poor with their notation, omitting dx from their integrals or keeping the integral sign.

Some candidates attempted it by Riemann sum – a really bad idea given the time.

Many integrated the constant – problematic.

Some kept the integral sign even after integrating.

Most candidates attempted it.

Here too, candidates were let down by their algebra, possibly because of exam stress.

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MODULE 2: STATISTICS

QUESTION 1

1.1 (a) Hypergeometric Distribution: Most canddiates were able to recognise when to use the hypergeometric distribution or to identify it as a tree diagram. It was noted that when the candidates used the tree diagram, many candidates left out a possible correct option. The common error in this question was that some candidates didn't round off to 4 decimal places.

(b) This question confused many candidates as they overlooked the tree diagram option. However, many candidates knew to use the tree diagram and in this case when the tree diagram was used the question was well answered. It could have also been answered correctly using permutations & combinations, which few candidates did correctly.

1.2 (a) This question was very well answered and very few candidates did not use the formula correctly. The error was if a candidate used the incorrect probability of not wearing a watch.

(b) This question was generally well answered. Most candidates recognised and knew to use the binomial distribution. The errors involved not using the correct probabilities and/or trying to use all three probabilities in the question. Candidates are encouraged to understand that when using the binomial distribution, there is a probability of 'success' (or interest) and failure is then $1-P(success)$. Many candidates didn't include the probability of zero in their calculations.

(c) It was pleasing to see that most candidates handled the normal approximation to the binomial distribution. This question was well answered if the candidates knew how to apply the normal approximation. The errors included: not applying the continuity correction properly as well as not calculating the mean and variance correctly for the normal distribution (i.e. using np and npq respectively). Candidates are encouraged to use diagrams to calculate the probabilities when using the normal distribution. Candidates that used the curve, calculated the probabilities correctly. Note that many candidates also used the incorrect standardisation (z) formula. That being, they used $Z=\dfrac{\overline{x}-\mu}{\dfrac{\sigma}{\sqrt{n}}}$ instead of $Z=\dfrac{x-\mu}{\sigma}$

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QUESTION 2

2.1 (a) This question was also generally well answered. Note that candidates who used their calculator to get the mean and standard deviation, were awarded full marks. Many candidates did use the expected value and variance formula but the incorrect probabilities were calculated. Candidates are encouraged to read the instructions carefully and to round off to 2 decimal places.

(b) This question was very well answered and very few candidates did not interpret this question correctly.

2.2 (a) Most candidates recognised it was a density function and knew to integrate and make the total area under the curve to be 1. However, many candidates struggled with the actual integration and recognising it was a ln function. Candidates are also encouraged to show all working and not to skip any steps when the question asks to show that k is a particular value.

(b) If candidates knew how to find the median, they handled this question very well. However, many candidates did not know to use the integral to calculate the median and many candidates misunderstood the median to be half-way through the domain.

QUESTION 3

3.1 (a) Candidates who used the diagram to calculate the $P(Z > 1{,}1)$ calculated the probability correctly. Candidates who didn't use a diagram did not remember to subtract the table value from 0,5.

(b) This question was generally not answered well at all. Many candidates didn't understand how to use the formula $P(R \cup Q) = P(R) + P(Q) - P(R \cap Q)$ correctly. Most candidates could calculate the probability of Q correctly. However, they couldn't visualise how to calculate the probability of the intersection. Again, if the candidates drew a diagram they could see the intersection and calculated it correctly. Many candidates treated the events independently, in other words $P(R \cap Q) = P(R).P(Q)$, this was incorrect and candidates must be encouraged not to assume that the events are independent.

3.2 Candidates struggled with this question. If they applied the conditional probability the breakdown of the question was much easier. They could see to use the normal distribution in the denominator. Many candidates struggled with interpreting the concept: $P(X > c \cap X > 280) = P(X > c)$, which resulted in them messing up the inverse normal procedure.

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QUESTION 4

4.1 (a) This question was generally well answered. Most candidates calculated the confidence interval flawlessly. The errors involved candidates not using the sample proportion but rather 15%. Candidates need to be reminded that a confidence interval involves using data from a sample to predict a population parameter. This concept is often misunderstood.

(b) Candidates really struggled with understanding how to interpret a confidence interval and how to apply it to the real-world.

4.2 (a) It was pleasing to see that the hypothesis test was generally well answered. Candidates are correctly setting up the test and concluding well. The errors involved calculating the incorrect z-value of the rejection region (critical value) or not stating the correct null and alternate hypothesis test.

(b) Candidates struggled with this question and didn't understand that α is the probability of rejecting the null hypothesis.

QUESTION 5

5.1 This question was very well answered. A few candidates forgot to divide by the repeated letters.

5.2 This question was not well answered as many candidates misunderstood the question to be arranging two E's together and forgetting about the fact that then the third E could possibly end up next to the 2Es. Candidates needed to group the 2Es together and think about the possible places for the 3rd E to go.

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MODULE 3: FINANCE AND MODELLING

GENERAL COMMENTS

- Judging by how many completed Q6, the length of the paper was correct.
- Finances has deliberately been moving to include more conceptual questions, as opposed to pure number crunching, e.g. graphic understanding and this year's multiple choice.
- Finances seemed better answered than last year; however, basic mathematical procedures (e.g. logs and exponential laws, setting up consistent equations) proved problematic for many.
- Please be reminded that Grade 10 work (e.g. Simple and Compound Interest, First Order Recursive formulae) is examinable.
- Please be reminded that the final problem solving question can involve any Modelling situation in which recursion is required.

QUESTION 1

This was encouragingly well done.

QUESTION 2

2.2 Candidates are encouraged to draw a time line in order to assist them in setting up an equation that is consistent in terms of time zones. Many candidates ignored the final payment ending earlier; this begs the question how well the wording was read and understood.

QUESTION 3

3.1 Many candidates misread R1 000 as the final value, rather than the interest of the deposit.

3.2 Many candidates struggled to set up an equation that was consistent. Several used the interest amount of R274 in an equation that included the initial deposits. Others confused 2,5% with using 2,5 as a number. Still others used 2,5% of the interest rate to be calculated. Many candidates seemed unware of unrealistic answers, e.g. negative rates or rates above than 100%.

3.3 Many candidates could set up the required equation, but few could proceed to solve for n. This implies an inadequate knowledge concerning logs, exponents and algebraic manipulation. Several candidates used trial and error to solve for n, which is not unmathematical; however, it is time-consuming and, in general, negatively impacted the remainder of the paper. This question was an ideal opportunity to use the SOLVE function, rather than laborious log calculations. Candidates who used rounded off decimal values in the log equation ended up with answers that were quite far off the true answer; using fractions in the log equations (or the memory functions) definitely proved more accurate.

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QUESTION 4

4.3 Not well answered, with many candidates multiplying by either 4 or ¼ in the birth rate, and many ignored the death rate or incorrectly used 1/50 instead of 4/50.

4.4 Generally well answered, but some candidates subtracted 4 000 rhino from the wrong side of the equation.

4.5 Not well answered, with most candidates struggling to find an annual rate.

QUESTION 5

Generally well answered, but drawing the axes proved problematic for most. Some candidates failed to correctly label their arrow answers, despite an example being given.

QUESTION 6

6.1 Several candidates misread 0,5% for 5% or 50%.
Many candidates calculated Term 3, but failed to first calculate Term 1 and Term 2.

6.2 Poorly answered, with most candidates failing to perceive the link to the previous question. The exponential growth of the R400 was particularly poorly handled. Many failed to indicate a starting value.

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MODULE 4: MATRICES AND GRAPH THEORY

GENERAL COMMENTS

- Judging by how many candidates completed Q6, the length of the paper was correct.
- Using a diagram sheet assists candidates with regards to time, and greatly facilitates marking.
- The new aspects of the syllabus were acceptably answered (4 × 4 matrices, complete and complementary graphs)
- Several candidates confuse (or do not know) Kruskal, Prim, and Nearest Neighbour algorithms.
- Please be reminded that Grade 10 work is examinable (isomorphic graphs, complete and complementary graphs)
- Please be reminded that problem solving questions are not limited to Graph Theory.

QUESTION 1

Generally well answered; however, the concepts behind Q1.3 were not well understood.

QUESTION 2

2.1 (a) Very poorly answered with almost all candidates misreading "translate" as "transform"; hence most stated a reflection across the x-axis, rather than a translation of 2 units right

2.2 Generally well done, with transformation matrix and order of matrix multiplication correct. Several candidates did not solve for two trig ratios, and hence could not correctly ascertain the quadrant in which the angle needs to lie. Two interesting solutions involving geometric/gradient interpretation were received. These were given full credit.
Drawing the point and its reflection could be of value to candidates who are visual learners.

2.3 (a) The order of matrix multiplication and/or choosing an incorrect variant line for the shear matrix were the biggest errors encountered. Please note: In Afrikaans, shear is "dwarsdruk", stretch is "rek", enlargement is "vergroting", and translation is "verplasing" or "translasie".

(b) Credit was given for work done, based on the previous sub-question; algebraic manipulation errors still occurred with candidates who scored well in the previous sub-question.

QUESTION 3

3.1 Well done

3.2 Generally well-answered; however, even some candidates who correctly answered Q3.1 still used the first row, rather than the alternatives provided to calculate the determinant. Full credit was given for using the first row.

3.3 Many candidates either did not transpose the matrix, or did not apply the cofactor signs.

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QUESTION 4

4.1 Poorly answered; granted this is a new section of the work, but is to be seen as knowledge.

4.2 Generally good, but several candidates incorrectly left out the disconnected vertex B.

QUESTION 5

Poorly answered; this is Gr10 work, which many candidates seemed ill-equipped to answer.

QUESTION 6

6.1 Generally well answered; however, many candidates found the standard minimum route, when the maximum route was asked. Others incorrectly based their answer on Prim's Algorithm. Partial credit was given for both these options.

6.2 Candidates who used a table or the in-out box generally got themselves confused; those who used a tree diagram fared better. However, several candidates just gave an answer and hence failed to show a working knowledge of Dijkstra; this was heavily penalised.

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AFRIKAANS HUISTAAL
VRAESTEL I

Die 2019-nasiensessie het glad verloop deur die toewyding en ervaring van die nasienspan. Die feit dat twee senior nasieners beskikbaar was om die moderering van die antwoorde te onderneem, het die druk van die hele span verlig en verseker dat die werk betyds en op 'n hoë standaard voltooi is. Die bereidwilligheid van al die nasieners om die antwoorde van die kandidate met 'n oop gemoed te benader en krediet te gee waar dit verdien word, behoort onderwysers en matrikulante gerus te stel dat die stelsel tot hulle voordeel strek.

Daar was 'n paar algemene tendense waarvan onderwysers kennis kan neem om die volgende matriekgroepe voor te berei vir hierdie vraestel.

1. Dit is dikwels duidelik dat kandidate vrae half lees en dan antwoorde neerskryf wat korrek mag voorkom, maar nie die vraag op die regte manier beantwoord nie. Hulle antwoorde verwys dus nie na al die aspekte wat in die vraagstelling aangedui word nie. Vraag 1.7, 4.1 en 4.5 is voorbeelde hiervan.
2. Wanneer 'n vraag (soos 1.2) die kandidate 'n keuse bied, mag hulle nie oor albei opsies skryf nie. Kandidate het dikwels albei moontlikhede bespreek, en dan nie genoeg oor een van die twee geskryf om die volle punte vir die vraag te verdien nie.
3. Die metingskaalvrae (Vraag 1.4, 2.8, 4.2, 4.4, 4.5, 5.2, 5.3, 6.2, 6.3, 7.4 en 9.4) is beter beantwoord as in die verlede: die feit dat hierdie vrae in die vraestel aangedui is as metingskaalvrae, het sekerlik die kandidate in die regte rigting gestuur. Dit is 'n plesier om te sien hoe sommige kandidate diep en deeglik interpreteer en hul opmerkings in 'n sinvolle paragraaf integreer. Sommige kandidate het egter verval in 'n kolpuntlys of telegramstyl, wat gepenaliseer is, of uiters min geskryf sodat die antwoord nie 'n verantwoorde argument bevat het nie.
4. In die groepie taalvrae het kandidate meestal goed gevaar. Hulle kon meestal die foute in die advertensie korrek identifiseer en korrigeer (vraag 8.4.1–4). Die vraag oor die lydende vorm (2.7.2) is vanjaar beduidend beter beantwoord as in die verlede, maar die motivering vir die mees geskikte vorm, lydend of bedrywend, in die konteks was dikwels ontoereikend.

Die **teksverwerking** (Vraag 3) is oor die algemeen goed beantwoord. Die metingskaal wat globale nasien van die kandidate se antwoorde moontlik gemaak het, sal tydens die konferensie met onderwysers gedeel word. Dit het die presiese tel van feite en woorde onnodig gemaak, wat die nasien aansienlik vergemaklik het. Sommige kandidate het nie die opdrag presies gevolg nie; enkeles het hopeloos te lank geskryf. Indien 'n lengteprobleem vermoed is, is die eerste 110 woorde gelees en die res van die antwoord geskrap, wat dikwels die inhoud van die verwerkte teks nadelig getref het. Kandidate is gepenaliseer as hulle geen woordtelling aangedui het nie, of as hul woordtelling kennelik misleidend was. Perfekte antwoorde was skaars, omdat daar steeds uitdrukkingsprobleme voorkom (taalkwessies, ensovoorts), maar enkele kandidate het wel volpunte ontvang vir hul antwoorde.

Die vrae oor die **gedigte** is oor die algemeen redelik goed beantwoord, hoewel dit soms duidelik was dat kandidate sekere feite omtrent die gedigte nie geken het nie. Sommiges was byvoorbeeld onder die indruk dat die Breytenbach-gedig oor die spreker se vakansie handel, en nie oor sy ouers s'n nie. Enkele kandidate het ook glad nie besef dat Trixie die naam van die hond was nie. In die metingskaalvraag 4.5 het baie kandidate slegs oor die gedig as outobiografies geskryf, en nie die universaliteit daarvan bespreek nie.

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By die twee gedigte wat op verskillende maniere na Afrika kyk, het kandidate interessante insigte verwoord. Van die kandidate kon egter nie die universele boodskap van Jonker se gedig knap uitdruk nie. In Vraag 6.1 oor "Ode" het baie kandidate slegs geskryf oor die gebruik van die voornaamwoord "ek" en glad nie na die gebruik van "ons" verwys nie.

Die metingskaalvraag oor die onvoorbereide gedig (7.4) het die kandidate die geleentheid gegee om die kontras in denkwyses en die betekeniswaarde van die sampioene en die teer te interpreteer. Dit was fassinerend om te sien hoe wyd uiteenlopend die interpretasies was. Die nasieners het elke kandidaat se siening versigtig gevolg en die krediet gegee wat dit verdien het.

Die afdeling oor **visuele geletterdheid** is uitstekend beantwoord, veral Vraag 9 oor die spotprent. Hier kon die oorgrote meerderheid van die kandidate 'n goeie punt behaal. Die bespreking van die grafiese elemente, spesifiek die bladuitleg en ontwerp (8.3) is egter dikwels onvolledig beantwoord.

Dit is 'n vreugde om skrifte na te sien en te modereer wat netjies geskryf en uitgelê is (veral wanneer elke vraag se antwoorde, soos versoek, boaan 'n nuwe bladsy begin, selfs al word die vraestelvolgorde nie gehandhaaf nie). Hoewel slordige handskrifte en ander uitlegfoute (geen reëls oopgelaat tussen individuele antwoord nie; nuwe vrae nie boaan nuwe bladsye nie) nie gepenaliseer word nie, strek dit tot elke kandidaat se voordeel indien die nasieners baie maklik al die antwoorde kan lees.

Dit was meestal 'n groot plesier om deur die antwoordskrifte te werk en die kreatiwiteit van die kandidate op te merk. Daar is baie sentrums waar uitstekende onderrig plaasvind, en waar sterker én swakker kandidate duidelik aangemoedig word om die uitdagings van die vraestel aan te pak en met eie sienings vorendag te kom.

Dit is 'n voorreg om al die kollegas in die IEB-stelsel te bedank vir hulle toewyding aan die matrieks wat in hulle klasse gesit het: hierdie kandidate betree die wêreld met 'n sterk mate van bemagtiging waartoe u almal bygedra het.

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AFRIKAANS HUISTAAL
VRAESTEL II

ALGEMENE OPMERKINGS

- Kandidate het deurgaans goeie tekskennis getoon en was oor die algemeen goed voorberei vir die verskillende aspekte en genres waarin hulle skryfwerk moes aanbied. Ons kon ons soms verkneukel aan heerlike woordspel, beeldende en idiomatiese taalgebruik en diepsinnige insigte.
- Onderwysers kan trots wees op hulle bydra. Dankie vir u harde werk in die maande en jare van voorbereiding, eie navorsing en die slyp en boetseer van jong breine.

Spesifieke kwessies:

VRAAG 1: DRAMA

Hoewel meeste kandidate se inleidings al die nodige inhoud bevat (bv. In Pieter Fourie se drama, *Die Koggelaar*), sukkel sommige om van meet af **betogend** te werk te gaan. **Standpunt** word nie ingeneem nie en daar is dikwels min **padwysers** gegee of **kapstokke** gebruik rondom *hoe* hulle die betoog gaan aanpak. Hulle verwys ook dikwels na die "boek" in plaas van die "drama". Let wel: Tekstitels in handgeskrewe werk moet onderstreep word (en nie in dubbele aanhalings geplaas word nie).

Die gebruik van **aanhalings** / **spesifieke teksverwysings** was ietwat beter as in vorige jare en kandidate het duidelik die inhoud van die drama geken. Dikwels verval sommige kandidate egter steeds in vertelling in plaas van die skep van 'n oortuigende argument. Die vetgedrukte woorde asook die aanhalings uit die teks self is daar om kandidate te help en behoort te dien as kernbegrippe in die betoog.

So het kandidate dikwels die DRIE verwysings na TONEELAANWYSINGS geïgnoreer of nouliks betrek. Kandidate moet aangemoedig word om die vraagstelling enduit te lees voor daar met die beplanning begin word. Laasgenoemde sal ook verseker dat **alle aspekte** van die vraag verdiskonteer word. Kandidate moet egter waak teen uitgebreide beplanning wat die skryftyd van die betoog self inkort.

Lengtebeperkings is soms geïgnoreer. Dit beïnvloed suksesvolle styl en kandidate verval dan dikwels in herhalende sikliese stellings wat sigself ondermyn.

Hoewel **samehang** oor die algemeen beter was hierdie jaar, kan daar steeds gewerk word daaraan om die "goue draadjie" dwarsdeur die betoog te verweef. Lang paragrawe lei tot verwarring en afdwaling. Kandidate moet ook waak teen resensie-agtige evaluerings, veral in die inleiding en slot, asook prekies of filosofiese bespiegelings wat nie aan die teks verantwoord (kan) word nie.

Onderwysers moet ook meer klem lê op die studie van drama as teks vir **opvoering** en nie net as 'n "storie" nie. Die "wat gebeur" in drama is nie waar die kompleksiteit lê nie. Die "hoe" is van kardinale belang.

BELANGRIK: Daar was heelwat betoë wat binne sentrum- of klasverband in wese presies dieselfde was en dan nie die spesifieke vraagstelling kon akkommodeer nie. Waak asseblief hierteen aangesien kandidate uiteraard hierdeur benadeel word.

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VRAAG 2–5: PROSA

Ook hier het dit geblyk dat sommige kandidate 'n langvraag voorberei het en net so neergeskryf het desondanks die feit dat die vraag iets anders verwag het.

Hoewel party kandidate nog ietwat kleitrap met die formaat van die beredenerende opstel, was daar heelwat meer suksesvolle beredenerings as in die verlede. Inleidings wat afwagting skep en evaluerings in die slot wat stem tot nadenke was meer volop. Ongeykte aanhalings / spesifieke teksverwysings verhoog ook natuurlik altyd die waarde van kandidate se aanbiedings en spreek van ryk tekskennis. Welgedaan aan kandidate wat selfs met die laaste jaar waarin *Toorberg* en *frats* in die kurrikulum ingesluit is steeds kon verras met vars insigte en die fyn naspeur van verbande.

Sommige kandidate moet egter die vraagstelling met meer aandag benader. Dit bly die evaluering van die voorgeskrewe teks en te veel beredenerings is generies beantwoord sonder "feite-vleis". Name van karakters is ook verwar of verkeerd gespel.

Heelwat kandidate se redenasies het in die gevolgtrekking ietwat platgeval. In al vier vrae is daar duidelik gestel wat in die gevolgtrekking aangespreek moet word – **na aanleiding van die beredenering**. Die "goue draadjie" moet dus reeds vanuit die staanspoor af jou leser lei om ook tot hierdie slotsom te kom.

In *frats* (Vraag 2 en 3) het 'n hele paar kandidate gesukkel om goeie teksverwysings/ aanhalings te gee wat hulle keuses (van bv. die "ware fratse") motiveer (Vraag 2). Meer spesifieke en konkrete bewyse sou beredenerings versterk het. Vraag 3 het heelwat uitstekende response opgelewer, maar dikwels was die klem op die film i.p.v. die eintlike vraagstelling, nl. of dit wat die kandidaat van die roman self weet menswaardigheid sal teruggee aan die historiese figuur van Sarah Baartman.

In *Toorberg* het sommige kandidate die rol van 'n romantitel verkeerd interpreteer (Vraag 4). Die titel skep 'n verwagtingshorison wat moontlike betekenisse aktiveer. 'n Ander titel sal dus nie die intrige verander nie, maar wel moontlik 'n klemverskuiwing teweegbring in die benadering tot die teks.

Ander kandidate het weer vasgesteek by **rassediskriminasie** (Vraag 5) en dan gesukkel met literêre begrippe soos **genre, tydsgees** en **vertelruimtes** wat dan dikwels óf geïgnoreer óf verkeerd geïnterpreteer is. Dit was ook in Vraag 3 die geval. Sommige kandidate het dit egter baie goed reggekry om filmtegnieke te integreer, maar steeds teksgerig te bly – in beide *frats* en *Toorberg.*

VRAAG 6, 7 en 8: TRANSAKSIONELE SKRYFWERK

Oor die algemeen het kandidate redelike response opgelewer, maar daar was ook heelwat haakplekke.

Opdragte behoort noukeurig volgens instruksies en formaatbepalings beantwoord te word, maar hier was dikwels ernstige leemtes. Dit is nié kreatiewe skryfwerk wat hier evalueer word nie!

Lengtebeperkinge by grafika wat beskryf moes word, is nie goed hanteer nie. Dit is te kort of te kripties om waarde toe te voeg tot die betekenis wat hierdeur geskep moet word. Die woordtal was ook dikwels foutief aangedui – veral as skryfstukke te kort was.

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Die verpligte 'Redakteursbrief' (Vraag 6) het veral probleme opgelewer in terme van die formaat en styl van hierdie genre. 'n Groot gros kandidate het dit verwar met die 'Brief aan die pers', die 'Rubriek' of 'Redaksionele kommentaar' in 'n koerant of het slegs 'n opiniestuk geskryf. Dit was ook duidelik gestel dat dit 'n tienertydskrif is en dikwels was die respons (foutief) gerig aan veel ouer lesers. Die vetgedrukte woorde uit die leesstuk is dan ook net so herhaal sonder om oor die mites en/of waarhede te besin of uiteindelik te besluit wie verantwoordelikheid moet neem vir die apatie van / wanpersepsies rondom Millenniërs.

Die brosjure (Vraag 7) vir 'n fees/geleentheid/ekspo rondom kandidate se passie het veral leemtes getoon waar daar dikwels slegs 'n advertensie of uitnodiging gerig is, maar die passie self nie bespreek of verduidelik word nie. Inligting en kontakbesonderhede was in baie gevalle onvolledig of uitgelaat. Daar was wel 'n hele klompie sterre wat heerlike (passievolle) brosjures aangebied het.

Vir die koerantberig (Vraag 8) was daar heelwat uitstekende skryfwerk, maar dikwels was die inhoud nie werklik kontroversieel nie. Soms het kandidate slegs in vertelling verval waar 'ek'- of 'ons'-konstruksies en prekies die onbevooroordeelde posisie van die verslaggewer ondermyn het. Direkte aanhalings om opinies of geloofwaardigheid te bewerkstellig, is ongelukkig ook nie dikwels gebruik nie.

Vervolgens 'n paar algemene taal- en spelfoute wat merkers opgemerk het:

- struikel vir "struggle" i.p.v. stryd
- die foutiewe gebruik van "deur om"
- afwesigheid van kommas tussen werkwoorde in saamgestelde sinne en voor aangesprokenes
- "gemisbruik" i.p.v. misbruik
- foutiewe gebruik van wat/wie
- beseffing i.p.v. "kom tot die besef"
- Klein-Ben <u>was</u> gebore (i.p.v. *is*)
- betrap i.p.v. vertrap
- heers i.p.v. oorheers
- hierdie i.p.v. dit (bv. om *hierdie* te ondersteun)
- dit het gelei dat i.p.v. dit het daartoe gelei dat
- 'daai' i.p.v. daardie
- hoofletters by name, plekname en taalname

Die spelling van:

verneder, blameer, wil (sonder tweede l), positief, suksesvol, interessant, adrenalien, spesiaal en ekstra

Nogmaals baie geluk aan ongelooflike onderwysers wat kandidate bemagtig het om selfs uitdagende vrae oopkop aan te pak.

Meer nog: Baie dankie aan 'n sterk span toegewyde merkers wat elke respons deeglik oorweeg en altyd die voordeel van die twyfel gegee het. Baie dankie vir julle onbaatsugtigheid, ootmoed en julle 'hef aan'-ingesteldheid. Ons maak volgende jaar weer so!

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AFRIKAANS HUISTAAL
SBA MODERERING

Die SGA-portefeuljes vir Afrikaans Huistaal van 2019 getuig van uitstekende kwaliteit onderrig en toegewyde harde werk en is 'n plesier om te modereer. Ek deel graag enkele opmerkings en riglyne. Maak seker dat u in September wanneer ons portefeuljes pak weer hierna kyk. Dit sal ook wys wees om na vorige jare se verslae te kyk, siende dieselfde terugvoer jaarliks gegee word en ek vanjaar gaan poog om herhaling van vorige jare in die verslag te vermy.

ONDERWYSERSLÊER

Hierdie lêers getuig van duidelike organisasie. Die skutblaaie met uitsteeksels wat by die gewone A4-bad verbysteek en gekleurde papier wat tussen opdragte in 'n afdeling onderskei, maak die hantering daarvan baie makliker en verseker dat ek nie inligting miskyk nie. Volg asseblief die "orde" soos op vorm D9 uiteengesit en heg net die dokumente van belang in u lêer. Alle ekstra inligting (bv. plagiaatbeleid, ens.) kan u gerus agter inbind. 'n Sinvolle plan is om die terugvoerinstrument (wat in die VAR'e verskyn) deur te werk wanneer u portefeuljes pak – dan kan u seker wees alles is in orde en is ingesluit in die portefeulje.
Indien u sentrum se leerderlêers aangevra is, is dit onnodig om voorbeelde van hulle werk ook in die onderwyserslêer in te bind.

LEERDERLÊERS

Ek bring weer enkele sake wat vanjaar agtergelaat is onder u aandag:
Die kandidaat se punte **en simbole** moet heel bo-op geplaas word en sigbaar wees deur die deursigtige plastiekomslag. (Vorm D9 in die VAR'e). Daarna volg die vorm waarin kandidate self inskryf watter werk in die portefeulje geplaas is en deur hulle onderteken is. (Vorm D10 in die VAR'e). ELKEEN van hierdie vorms MOET volledig ingevul en onderteken wees.

LANG SKRYFSTUKKE

Ek wil onderwysers gelukwens met die verskeidenheid onderwerpe en kreatiewe benadering tot hierdie afdeling! En ook met die goeie leiding wat ten opsigte van elke soort skryfstuk aan kandidate verskaf word. Versoek asseblief u kandidate om elke keer die soort opstel (verhalend, ens.) asook die nommer van die keuse by die opstel aan te dui – 'n titel alleen is soms misleidend.

Die VAR'e vereis dat prosesskryf toegepas moet word. Dan is dit egter belangrik dat terugvoer aan die kandidaat gegee word na die **eerste poging**. Die eerste en laaste poging moet in die leerderlêer wees – met die rubriek waarop assessering duidelik is.

Ek het vanjaar vir die eerste keer ook te doen gekry met plagiaat – leerkragte behoort self die onderwerpe wat hulle as skryfopdragte gee, te ondersoek om seker te wees hulle sal die plagiaat raaksien. Probeer ook om alle skryfwerk wat vir die portefeuljes gedoen word so ver as moontlik onder u eie toesig te laat geskied.

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GTA

By die GTA-opstelle het kandidate die beredenerende aard van die opdrag nie baie goed reggekry nie – hulle opstel was inspirerend en betogend, maar min redenering en balans is gegee aan beide kante van die saak. Kandidate het ook gesukkel om hulle navorsing sinvol in die beredenering in te trek. Tog het ek uitstekende argumente na beide kante van die argument raakgelees.

Die finale taak **moet** onder toetsomstandighede en binne die tydsvoorskrif soos aangedui in die GTA geskryf word. Die kandidaat moet wel beplan en mag 'n eerste poging aanwend – binne die toegelate tyd.

Ek rig weer eens 'n dringende versoek aan vakgroephoofde en alle partye betrokke gerig om seker te maak die kandidate se GTA-opstel word by die vakgroepbyeenkoms in diepte gemodereer.

4DE GENRE

Vanjaar het die gewonde kreatiwiteit waarmee hierdie afdeling gewoonlik benader word, ietwat ontbreek. Onthou asseblief dat hierdie afdeling **alternatiewe assessering** verg en dat dieselfde tipe vrae/opdragte (bv. 'n literêre opstel) nie gegee kan word wat in die eksamen vir letterkunde gevra word nie. Hier kan die kandidate bv. collages maak, dialoog skryf, voorblad ontwerp, briewe skryf aan karakters. Die moontlikhede is legio. Indien u kreatief te werk gaan, kan dit die geleentheid tot plagiaat beperk. Die vereiste transaksionele opdragte vir die betrokke jaar kan met groot sukses hier bygewerk word. Let asseblief op die voorskrifte soos in die VAR'e gegee. TWEE kleiner aktiwiteite word gevra – wat ook meer geleentheid vir kreatiwiteit bied. Die 4de genre toets is nie deel van hierdie twee aktiwiteite nie. Indien u 'n groter opdrag aanpak, maak seker dat dit 'n stewige, omvattende opdrag is wat gelyk in waarde is as twee kleiner opdragte. Interne moderering met duidelike kommentaar is hier baie belangrik. Let ook daarop elektroniese opdragte kan nie tydens moderering na gekyk word nie – sluit dus asb. 'n harde kopie van die opdrag in. Daar moet ook spesifiek by die filmstudie bewys gelewer word dat filmtegniese aspekte ook bestudeer is.

ONTHOU DAT DIE 4de GENRE LYS NA BAIE JARE VERNUWE IS EN DAT DAAR NUWE WERKE MET NUWE VOORSKRIFTE VIR 2020 VOORGESTEL IS.

TOETSE

Ek het weereens in hierdie afdeling gesien dat onderwysers moeite doen om kognitiewe denkvlakke aan te spreek en 'n wye verskeidenheid tekssoorte probeer gebruik. Toetse dek alle afdelings en fasette van 'n eindeksamen en is oor die algemeen van goeie standaard. Die taksonomie-vlakke by toetse is 'n vereiste!

VOORBEREIDING/PROEFEKSAMEN/ REKORDEKSAMEN

Baie dankie vir die moeite wat u doen om kandidate genoegsaam voor te berei vir die eise van die eindeksamen. Ek het vraestelle van uitstekende gehalte gemodereer. Onthou asseblief om vraestelle in goeie logiese orde te bind – die vraestel, daarna die addendum met leesstukke, daarna die memorandum en dan die taksonomieblad. Maak asseblief seker dat u 'n pre- en post-modereringsverslag inbind.

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TEN SLOTTE

Ek het vanjaar weer gesien dat onderwysers werklik hard werk en Afrikaans Huistaal heerlik kreatief aanbied. Baie dankie vir u harde werk en dat u bydra om Afrikaans Huistaal in al sy vele fasette te bevorder.

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AFRIKAANS EERSTE ADDISIONELE TAAL
VRAESTEL I

GENERAL

The focus of the Afrikaans FAL PI marking panel was to ensure a valid and fair marking session.

- The moderator, examiner and ten senior sub-examiners met on Thursday, 5 December to standardise the marking guidelines to ensure that all possible answers were included. We had vigorous discussions with regards to some questions and as a result managed to get clarity with regards to the marking guidelines.
- On the first day of marking the senior sub examiners went through the marking guidelines and marked the sample scripts. Some variations on answers were added to the marking guidelines. A good portion of the first two marking days were spent on standardisation to ensure that all markers understood and agreed to the expected standard. It was also communicated to the markers that the expectation at the marking session is for them to agree and adhere to the standard decided upon at the lengthy standardisation session.
- The senior sub examiners fulfilled an important role in maintaining standards and in offering support and guidance to the markers.
- The marking session was completed within the anticipated timeframe.
- Extra time was spent on checking and rechecking every script.
- The senior sub examiners moderated at least ten percent of every pack of scripts.
- The marking session was completed without any incidents and the marked scripts were sent to the IEB during the marking session for data capturing and statistical analyses.

AFDELING A LEESBEGRIPPE

VRAAG 1 Internetartikels	• By hierdie vraag het kandidate gesukkel om tussen woorde soos 'almal' en 'baie' te onderskei. • Die betekenis van: 'niemand' en 'iemand' en 'min' het ook probleme veroorsaak. • Kandidate moet besef begrip word hier getoets. As die vraag dus vir een woord vra, is dit deel van die vaardigheid wat getoets word. • Die kandidate het oor die algemeen goed gevaar.
VRAAG 2 Advertensie	• Die nasien van die vraag het vinnig en sonder voorval geskied. • Die nasieners het gevoel dat die vraagstelling duidelik was en so moontlike onduidelikhede uitgeskakel het.
VRAAG 3 Strokiesprent	• Visuele teks vereis basiese woordeskat en nasieners voel dat kandidate nie oor genoeg basiese woordeskat beskik nie en dan gebruik hulle Engelse woorde of hulle verafrikaans woorde. • Ken die Afrikaans vir lees-en skryftekens, want dit kan 'n moontlike antwoord by die visuele teks wees. • Kandidate moet geleer word om leidrade te interpreteer; hulle moet kan verduidelik waarom 'n sekere afleiding gemaak kan word. • Kandidate word aangemoedig om kort en bondige antwoorde te skryf. • As 'n spelfout gelykstaande aan 'n Engelse woord is, is die antwoord verkeerd. • Kandidate moet die korrekte voornaamwoorde binne die gegewe konteks kan identifiseer en gebruik. • Kandidate moet seker maak dat hulle omblaai: baie het nie vrae 3.6–3.8 beantwoord nie.

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AFDELING B OPSOMMING

VRAAG 4 Opsomming: Wenke om 'n goeie toespraak te skryf	• Die voorbeeld by die instruksie (Bv. Skryf…) was verwarrend, want kandidate het gedink hulle moet elke keer met 'skryf' begin. • Baie kandidate gebruik steeds twee sinne i.p.v. een. • Kandidate weet nie wat sommige voegwoorde beteken nie. 'So' word dikwels as 'n voegwoord gebruik. • Kandidate hoef nie die hele opsomming in hulle eie woorde te skryf nie. Hulle kan woorde of frases net so uit die teks gebruik. • Kandidate MOET 'n streep deur beplanning trek. Nasieners is onder druk en merk baie keer die beplanning i.p.v. die finaal. • Baie kandidate het hul eie ervarings van toespraak-lewering in hul opsommings ingeskryf, in plaas van om inligting/ feite uit die teks te gebruik. • Daar was 'n gesonde verspreiding van punte hierdie jaar. Punte was ook in lyn met punte in ander afdelings behaal.

AFDELING C POËSIE

VRAAG 5 Voorbereide gedig: *Aandeelhouer* – Alta Marincowitz	• Baie kandidate het vraag 5.1.1 en 5.1.2 verkeerd om beantwoord. Vrae moet deeglik bestudeer word voordat 'n antwoord geskryf word. • Kandidate het gesukkel met 5.3 en as 'n gevolg het dit moeilik nagesien. • 5.4 het kandidate ook verwar – nasieners voel hulle kon nie by die antwoord uitkom nie a.g.v. gebrekkige woordeskat.
VRAAG 6 Voorbereide gedig: *Susan Boyle* – Kobus Grobler	• Vrae 6.1–6.4 het geen probleme opgelewer nie en die nasieners voel dit was regverdig. • Kandidate het gesukkel om die 'atmosferiese woorde' aan te dui. • Onderwysers moet kandidate leer om alliterasie en assonansie aan te dui: die alliterérende klanke is nie altyd onderstreep nie. Kandidate kan dit op enige duidelike manier aandui. Hulle moet nie die hele sin onderstreep nie.
VRAAG 7 Onvoorbereide gedig	• Onderwysers moet asseblief seker maak dat kandidate weet wanneer hulle 'n tegniese antwoord moet gee. Baie benader dit baie soos 'begrip'. • Fokus op die verskil tussen rympatroon en rymskema. • Leer die kandidate die korrekte spelling van literêre terminologie. • Die kandidate het oor die algemeen goed in die vraag gevaar.

AFDELING D TAALVAARDIGHEID

VRAAG 8 Sinstrukture	• Kandidate word herinner om presies dieselfde woord te gebruik as wat in die vraag voorkom. In vraag 8.2 het baie 'elke jaar' na 'jaarliks' verander. Dit is die tipe vraag wat by woordstrukture gevra sal word, nie sinstrukture nie. Vrae moet dus korrek oorgeskryf word. • Kandidate verwar manlike en vroulike voornaamwoorde.
VRAAG 9 Woordstrukture	• Kandidate word herinner dat afkortings van dae van die week met hoofletters begin. • Intensiewe vorme moet as een woord geskryf word. • Indien dit vereis word, moet leestekens duidelik aangebring word. • Kandidate word herinner dat spelling by vraag 9 tel. • Skryf al 16 antwoorde asseblief onder mekaar neer.
VRAAG 10 Kommunikasie	• Kandidate word weer eens herinner dat die vetgedrukte woorde nie in die respons gebruik mag word nie. • Respons moet in die direkte rede wees. • Nasieners het gevoel dat die instruksies duidelik was en dat die scenario by die kandidate se verwysingsraamwerk aangesluit het. • Algemene foute: klaar vs. kla, help vs. hulp, party vs. partytjie. • Jy gaan 'saam met' iemand partytjie toe en nie 'met' iemand nie. • Tussenwerpsels moet korrek gespel word.

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	• Woordtelling moet neergeskryf word. • Kandidate moet aangemoedig word om by die woordtelling te hou: ½ punt per respons word afgetrek, dus 2 ½ in totaal. • Die speling is tussen 15 en 20 woorde. 14 en 21 woorde word dus alreeds gepenaliseer. • Moet asseblief nie 'n verkeerde woordtelling neerskryf nie. Nasieners tel die woorde.

Ten slotte:

Aanbevelings aan onderwysers:

- Herinner kandidate dat **elke vraag** op 'n nuwe bladsy begin moet word. Nie net elke afdeling nie. (By opsomming moet selfs finaal op 'n ander bladsy begin word.)
- Kandidate moet 'n reël tussen antwoorde ooplaat.
- Kandidate moet asseblief poog om netjieser te werk.

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AFRIKAANS EERSTE ADDISIONELE TAAL
VRAESTEL II

Oor die algemeen moet die onderwysers geloof word vir goeie voorbereiding van kandidate se prosawerk asook kandidate se eksamentegniek.

Behalwe vir enkele uitsonderings was daar hierdie jaar nie probleme met formaatfoute nie.

Die meeste kandidate het goeie tydsbeplanning toegepas en die vraestel voltooi. Waar kandidate nie genoeg tyd gehad het om die vraestel te voltooi nie, was dit ooglopend dat die kandidaat te veel tyd aan beplanning bestee het. Onderwysers moet die kandidate se aandag vestig op die feit dat beplanning net hoofgedagtes en sleutelwoorde impliseer. Daar is nie genoeg tyd om skryfstukke twee maal netjies en volledig uit te skryf nie.

Baie minder Engels is hierdie jaar in antwoorde gekry – 'n positiewe vordering.

Ongelukkig bly onleesbare handskrif by party kandidate nog steeds 'n groot probleem.

Leer asseblief vir die kandidate om elke vraag op 'n nuwe bladsy te begin. As antwoorde geen skeiding per vraag toon nie, kan dit baie verwarring veroorsaak by die optel van punte.

Kandidate wat hulle antwoordskrifte tik moet asseblief van **Arial 12 font en dubbelspasiëring** gebruik maak. Dit is baie moeilik om andersins te merk.

KOMMENTAAR PER VRAAG:

VRAAG 1

1.1 Onderwysers moet die kandidate voortdurend bewus maak van die verskil tussen probleemwoorde se betekenis.

- Hier was die volgende woorde 'n probleem: sal/wil; verloor/los; trou/vertrou
- Die beginsel by merk is dat die feit verkeerd gemerk sal word indien die verkeerde woord 'n ander betekenis aan die sin gee.
- Ook het die verkeerde voornaamwoorde soms 'n verwarrende antwoord geskep.

VRAAG 2

2.1 Woordtelling by die paragraafvraag moet neergeskryf word en die onderwysers moet die kandidate hieraan herinner.

2.2 Geen inleiding of slot is nodig by die paragraafvraag nie.

2.3 Kandidate moet daarop let hoeveel 'n vraag tel. **Indien 'n vraag 2 punte tel, sal 2 feite verwag word**.

2.4 Kandidate moet nie voornaamwoorde gebruik nie, maar eerder eiename waar moontlik. Sodoende sal betekenisverwarring vermy word.

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VRAAG 3

3.1 Die kandidate het die vrae verstaan en oor die algemeen goed beantwoord.

3.2 Kandidate se taalgebruik is beter as verlede jaar. Dit wil voorkom of hulle hulself beter kan uitdruk. Daar is steeds kandidate wat baie Engels gebruik, maar dit is beslis minder as in die verlede.

3.3 Kandidate moet geleer word om die antwoord se lengte volgens die puntetelling te hou en nie 'n paragraaf skryf as die antwoord een punt tel nie.

3.4 Aan die ander kant moet kandidate nie net kernwoorde skryf indien 'n volsin beter sal verduidelik nie. Bv. by 3.7 was die vraag *wat hy van boerdery geleer het.* Daar het sommige kandidate antwoorde soos *skape en perde* gegee.

VRAAG 4

4.1 Kandidate het oor die algemeen hierdie vraag baie beter as in die verlede beantwoord.

4.2 Die gehalte van die kandidate se taal was oor die algemeen baie goed by hierdie vraag.

4.3 Wys die kandidate asseblief daarop dat 'n **inleiding** en 'n **slot** van kardinale belang is by hierdie vraag – dit is immers 'n opstel en hulle verloor punte wanneer dit ontbreek.

4.4 Kandidate moet asseblief op die puntetoekenning per kolpunt let en die aantal feite daarvolgens aanpas.

4.5 Skryf asseblief die vraagnommer boaan die opstel en trek die beplanning dood.

4.6 Die netheid van kandidate se antwoorde en die handskrif word regtig 'n probleem. Onderwysers moet dit asseblief in hulle klasse aanspreek.

VRAAG 5

Die volgende is nog steeds probleme by die langer skryfstuk:

5.1 *Meer* en *mees* wat verkeerdelik gebruik word by trappe van vergelyking.

5.2 Sinne eindig in kommas.

5.3 Verkeerde gebruik van voornaamwoorde.

5.4 Groep 3 se woordorde.

5.5 Tweede *nie* ontbreek.

5.6 Infinitief word verkeerd gebruik.

5.7 Kandidate raak verstrengel in te lang, lomp sinne en maak dus onnodige foute.

5.8 Betreklike voornaamwoorde word foutief gebruik.

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5.9 Woordeskatfoute: *tipe* i.p.v. *wenke*; *los* i.p.v. *verloor*; *dat* i.p.v. *wat; geniet jouself* i.p.v. *geniet dit*; *maak* i.p.v. *laat*; *eerstens* i.p.v. *eerste*; *sports* i.p.v. *sport*.

5.10 Al hoe meer direkte vertalings van Engelse woorde word volgens die nuwe woordeboeke en AWS aanvaar. Onderwysers moet hulle egter vergewis van die spelling. Bv. *oukei/okei; koel* vir die Engelse *cool; edukasie.*

VRAAG 6

6.1 Kandidate volg nie die dialoogvorm nie, al word dit gegee. Onderwysers moet die formaat met kandidate deurgaan.

6.2 Die sinne wat kandidate gebruik is soms te kort om taal en inhoud te bepaal. Die spreekbeurte is dus te kort.

6.3 Skryfstukke voldoen nie aan die voorgeskrewe lengte nie en word oorskry.

6.4 Baie vloekwoorde en onvanpaste situasies is deur die kandidate in hul dialoë gebruik, onderwysers moet aan leerders deurgee dat 'n formele assessering/ eksamen nie die forum daarvoor is nie.

6.5 Die kandidate volg ook nie alle instruksies nie. Onderwysers moet beklemtoon dat hulle hul vraag- en eksameninstruksies versigtig moet deurlees.

6.6 Kandidate kan in hierdie vraag punte opbou en swakker kandidate kan by hierdie vraag baat. Hulle het soms "gevoel" uitgelaat en moet geleer word om met meer emosie en kleur te skryf.

6.7 Sinskonstruksie en gebrekkige woordeskat is nog steeds 'n probleem by hierdie korter skryfstuk.

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AFRIKAANS EERSTE ADDISIONELE TAAL
SBA MODERERING

1. Afdeling A – Langer Skryfstukke

- Die Prosesskryfstuk **moet** deur die vakgroep by die tweede vergadering gemodereer word.
- Die vakgroep moet mekaar se werk onderling modereer maar finale punte mag na konsensus tussen die betrokke onderwyser en die vakgroepmoderator verander word. Die finale punt berus egter by die vakonderwyser en **nie** by die vakgroep moderator **nie**. Die beginsel geld ook vir interne moderering by skole.
- Werk word soms nie behoorlik nagesien nie. Maak gebruik van die nasienkodes soos in die VAR'e vervat.
- Die gebruik van ander nasienskale as die een in die VAR'e lei tot opgeblase punte en weerspieël nie die kandidaat se ware skryfvermoë nie.
- Te hoë punte vir skryfwerk, veral as dit nie in lyn is met afdelings D en E nie, mag nadelig vir die kandidate wees wanneer eindjaarpunte gefinaliseer word.
- Skryfstukke moet eerder met die hand geskryf as getik word. Behalwe as daar 'n konsessie is.
- In 2020 word net die Prosesskryfstuk in die afdeling gedoen.

2. Afdeling B – GTA Opdrag

- Die opdrag mag nie aangepas of verander word nie. Die opdrag word in sy oorspronklike vorm in die onderwyserlêer geplaas.
- Die GTA-opdrag moet ook tydens die tweede vakgroepvergadering gemodereer word.
- Die rubriek vir die spesifieke opdrag moet gebruik word.
- Post-moderering moet intern gedoen word.

3. Afdeling C – Derde Genre Literêre opstel

- Duidelike nasienriglyne moet gebruik word (15 Inhoud/ 5 Taal, Styl en formaat). Die nasienskaal vir kort literêre skryfstukke (VAR'e) moet gebruik word.
- Vraaganalise moet ook by die opdrag gedoen word.
- Die opdrag word dikwels verwar met vraag 4 in die skryfvraestel. Kandidate word dan foutiewelik deur kolpunte (kontekstuele vrae) gelei om die inhoud te formuleer.
- Minstens drie van die ses kortverhale moet in die skryfstuk bespreek word.

4. Afdeling D – Toetse

- Wanneer die Junie eksamen gebruik word, moet dit opgebreek word in vier aparte toetse. Elke toets moet intern gemodereer (pre- en post). Daar moet ook 'n vraaganalise by elke toets gedoen word.
- Nasienriglyne moet getik aangebied word.
- Die Derde genre toets moet kontekstueel van aard wees. Al ses die kortverhale moet getoets word. Die filmstudie moet ook kontekstueel geassesseer word. Geen paragrawe nie.
- Die Poësietoets (toets 3) moet twee gesiene – en een ongesiene gedig insluit.
- Die formaat van toetse moet die eindvraestelle van IEB-eksamenvraestelle weerspieël. Puntetoekenning ook.

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- Toetse moet liefs oorspronklik wees en deur die onderwyser vir sy eie kandidate opgestel word.

5. **Afdeling E – Voorbereidende Eksamen**

- Die vraestelle moet die IEB-eindvraestelle weerspieël (formaat en puntetoekenning).
- Erkenning moet aan bronne/teks wat gebruik word, gegee word.
- Teks en prente/sketse uit vorige IEB en staatsvraestelle moet vermy word.
- Oorspronklike vraestelle moet liefs opgestel word.
- Bestudeer die 2020 VAR'e. Kyk veral na Vraestel 2 (Skryf) wat verander.

6. **Algemeen**

- Vraaggradering moet meer aandag geniet. 'n Opsomming na elke analise moet gedoen word. 30% van die vrae moet **Maklik** (Vlak 1+2 Bloom), 40% **Gemiddeld** (Vlak 3+4 Bloom), 25% **Moeilik** (Vlak 5+6 Bloom) en 5% **Baie moeilik** (Vlak 5+6 Bloom) wees.
- Sluit net die skool se Afrikaans Vakbeleid en die skool se Assesseringsbeleid in.
- Die Onderwyserslêer moet volgens die inhoudsopgawe voor in die Leerderlêer georden wees.
- Die gebruik van plastieksakkies word reeds 'n geruime tyd ontmoedig.
- Moenie meer as een toets/vraestel liasseer nie. Maak gebruik van 'n pre-modereringsvorm.
- Die gemiddelde behaalde punt moet op die vloeidiagram by elke opdrag aangedui word.
- Belê gerus in 'n sterk booglêer (Onderwyserslêer).

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AGRICULTURAL MANAGEMENT PRACTICES

OVERVIEW

In general, the paper was well answered by the candidates. The answers indicated good teaching and general knowledge of the subject content.

Some of the questions posed challenges to the candidates and were answered vaguely.

QUESTION 1

1.3.6 The candidates did not respond to the question and indicated a function instead of a process.

1.3.7 Candidates could not differentiate between diversity and diversification.

1.3.8 Soil is the most basic natural resource but candidates indicated water.

QUESTION 2

Most candidates referred to light in the soil (grond deurligting), instead of soil aeration (grond deurlugting).

2.1.2 Red soils – candidates did not refer to the iron (Fe) content of the soils.

2.2.4 Organic production refers to the restriction of the use of chemicals.

2.2.5 Intensive farming – population density – candidates referred to large numbers of animals but not on a small area.

2.3.3 Carrying capacity – candidates referred to it in general terms, as in number of animals per area instead of the number of hectares needed per LSU/year.

QUESTION 3

3.1.2 Candidates showed comprehension of a niche market but struggled to define it.

3.1.3 The requirements/principals of production goals were answered poorly.

3.3.1 Agri-tourist: candidates did not indicate what a tourist is nor refer to it in an agricultural context.

3.4.1 Candidates experienced challenges in responding to the graph:

- No heading
- Not calibrated correctly
- Axes not labelled correctly

QUESTION 4:

4.2.1 The candidates experienced challenges with the calculation of the Break – Even Point. They could not apply the formula.

4.3.1 The candidates' motivations were very vague.

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LANDBOU BESTUURSPRAKTYK

OORSIG

Die vraestel is oor die algemeen goed beantwoord deur die kandidate. Van die antwoorde dui op goeie onderrig en algemene kennis van die vak inhoud. Enkele vrae is vaag beantwoord.

VRAAG 1

1.3.6 Die kandidate noem funksie – die proses is gevra.

1.3.7 Die kandidate verwar diversiteit met diversifikasie.

1.3.8 Grond en nie water is die mees basiese hulpbron.

VRAAG 2

Meeste kandidate het verwys na grond deurligting in plaas van grond deurlugting.

2.1.2 Rooi grond – kandidate het nie verwys na die yster-inhoud van die grond nie

2.2.4 Organiese produksie – verwys na die beperking op die gebruik van chemiese middels.

2.2.5 Intensiewe boerdery – bevolkingsdigtheid – kandidate verwys na groot hoeveelhede diere, maar nie op 'n klein oppervlak nie.

2.3.3 Drakrag (weidings kapasiteit) – kandidate verwys in algemene terme daarna as die hoeveelheid diere per area in plaas van die oppervlakte benodig vir een grootvee eenheid/jaar.

VRAAG 3

3.1.2 Kandidate het 'n begrip van 'n nismark, maar kan dit nie definieer nie.

3.1.3 Die voorwaardes/beginsels van produksie doelwitte was swak beantwoord.

3.3.1 Agri-toeris: kandidate het nie aangedui wat 'n toeris is nie en ook nie daarna verwys in 'n landbou konteks nie.

3.4.1 Kandidate het uitdagings ervaar met die teken van 'n grafiek:

- Geen opskrif
- Kalibrasie nie korrek
- Benoeming van asse verkeerd

VRAAG 4

4.2.1 Kandidate kon nie Gelykbreek Punt bereken nie – kon nie die formule toepas nie.

4.3.1 Die kandidate se motivering van hul redes was baie vaag.

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AGRICULTURAL MANAGEMENT PRACTICES
SBA AND PAT MODERATION

SBA
The SBA was of a good standard and according to the requirements.

Preliminary examination:
The papers conformed to the criteria laid out in the Subject Assessment Guidelines.

Controlled tests:
The tests were set according to the prescribed cognitive requirements and good quality marking was observed.

Tasks:
The tasks were up to standard. Proof of execution and supporting resources were given in the Files. Assessment of these tasks was fair and reliable**.**

PAT

The teacher's as well as the learner's files were neat, organised and adhered to the criteria.

1. **Management plan/overview**
   The management overview was neatly presented in a calendar form and adhered to the requirements in highlighting the production cycle.

2. **Practical activities**
   The practical activities were correctly assessed and included supporting documentation.

3. **Management Tests**
   The management tests comprised different scenarios that assessed the knowledge and understanding of the candidates. The tests adhered to the different cognitive requirements.

4. **Log book**
   Candidates adhered to the requirements regarding the practical hours. Completed registers were supplied as proof.

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AGRICULTURAL SCIENCES

GENERAL OVERVIEW OF CANDIDATE PERFORMANCE

This was the second consecutive year where candidates had to write the subject as one paper out of 300 marks with topics cutting across six questions. Generally, candidate performance was not strong, but there was an improvement from 2018.

QUESTION	KNOWLEDGE (CONTENT) AREA ASSESSED FOR EACH QUESTION
1	Multiple Choice questions, True or False, Column A & B, Terminology and Term replacement)
2	Soil Science, Plant science and Production factors
3	Agricultural management, Animal diseases, Asexual reproduction and Animal reproduction
4	Genetic engineering, Drawing a graph, Calculations, Punnet square for a dihybrid cross, animal reproduction
5	Agricultural marketing, Plant science, Agricultural economics (cash flow budget), Animal reproduction
6	An essay on the detrimental effects of internal parasites on the livestock industry and its impact on food security

The best-performed questions were 1 and 6 and the worst performed 4 and 5. The majority of candidates could not respond correctly in 4.1 on tissue culture, dihybrid cross and cloning. In question 5 they struggled with the marketing mix, marketing and different types of fruit. In question 6 (the essay) they performed much better than in 2018.

SECTION A

QUESTION 1

The majority of candidates scored better marks in question 1 than in all other questions. Teachers' efforts in preparing and engaging candidates in various approaches to help them grasp the concepts and terminology of the subject are acknowledged, but there is still room for improvement. It was disconcerting to note that candidates do not attempt some questions in this section; teachers should emphasise the importance of answering all questions. Some candidates wrote a full term instead of a letter in question 1.6. Subject dictionary or terminology journals are necessary for candidates to better understand the language of the subject which makes a big part of question.

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SECTION B

QUESTION 2

Candidates performed very well in soil surveys, pollination and production factors, but they struggled in question 2.2 (soil profile), 2.3.3 (parts of a flower) and 2.4.4 (differentiation between enterprise and whole farm budgets).

QUESTION 3

The sub-questions in which candidates performed poorly were animal diseases, semen storage requirements, methods of asexual reproduction, grafting and budding. The performance was good in 3.1.1 (SWOT analysis) and 3.1.2 (branding methods).

QUESTION 4

Teachers should be applauded for doing an excellent job in training candidates well on calculations, and the drawing and interpreting of graphs. Candidates scored well in question 4.1.3 on the graph and calculations, although some omitted some important steps in the calculations. Question 4.1 on plant tissue culture and 4.2 on dihybrid cross proved to be difficult for candidates. No candidate was able to explain tissue culture correctly, and very few were able to draw the Punnet square. Candidates should be encouraged to buy agricultural magazines and journals for extra reading to broaden their scope on different issues in the subject, especially in genetics and economics.

QUESTION 5

This was the worst-performing question; candidates could not identify co-operative marketing from the case study. They struggled to give correct responses for questions 5.1.4 (marketing mix), 5.2 (different fruit types), 5.3 (cash flow budget for farmers A and B) and 5.4 on the reproductive system of a cow. Candidates could not differentiate between a vulva and vagina in question 5.4.1 (letter B).

QUESTION 6

This essay question required candidates to discuss the detrimental effects of internal parasites on the livestock industry and its impact on food security. On average the candidates performed fairly well in question 6 when compared to 2018.

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AGRICULTURAL SCIENCES
SBA MODERATION

Adherence to 2019 SAGs requirements

SBA moderation is the process which seeks to assure quality in relation to the prescripts of the SAGs. The SBA moderation process ensures that marks allocated to candidates are in line with the principles of fairness, validity, reliability and authenticity. It was pleasing to note that the majority of schools moderated complied with the requirements of the SAGs; tasks had clear instructions with the required rigour, analysis grids were correctly compiled and clear marking guidelines were provided. All schools presented organised and neat portfolios of evidence with all necessary documents signed by school principals.

The challenges identified this year were as follows:

- Preliminary examinations and tests did not cover all topics in the SAGs for some schools, thus depriving learners of the chance to prepare for their final examination in all content areas.
- Some schools did not include a signed declaration of authenticity in the learner files and in some cases they were not signed by the subject teacher.

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ARABIC SECOND ADDITIONAL LANGUAGE
PAPER I

GENERAL COMMENT

Upon completing the marking process smoothly and timeously, the examiner, moderator and marking panel for Arabic are pleased and satisfied that the examination papers for October/November 2019 were of a very good standard. The different levels/types of questions not only provided sufficient opportunity for the weak candidates to pass, but they also adequately challenged the upper-end candidates.

GENERAL REMARKS

- The paper was well received and the majority of candidates answered well. Some educators and candidates expressed concern regarding insufficient time.
- Section A is unseen and a large portion of it assesses comprehension, language and grammar.
- Question Two was not answered as well as expected. Educators must make use of past exam papers and revise extensively.
- Grammar rules have to be continuously revised and their applications reinforced at every opportunity.
- Vocabulary, together with synonyms, antonyms, duals and plurals must be continuously revised.
- Translations, both from Arabic to English and vice versa would certainly benefit candidates.
- All oral texts must be meticulously and repeatedly revised.
- Many candidates answered the part/subsidiary questions. A major improvement on previous years. However a number of candidates are still not answering part questions.
- The typesetting, font and print quality of the question papers including the source material were of an excellent quality and no errors were detected or reported.

SECTION B

- The literature section was well answered by most candidates and the majority performed well.
- Unfamiliar words are to be expected in a language paper at this level.

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ARABIC SECOND ADDITIONAL LANGUAGE
PAPER II

GENERAL COMMENTS

Most candidates answered this paper very well. The source material provided the appropriate stimuli for candidates to respond. However, the following aspects need consideration:

- Many grammar errors were detected. Therefore proficiency in grammar rules, appropriate vocabulary, register and tone must be developed, practised and applied.
- The regurgitating of previously memorised essays has been significantly reduced and so is the copying of source material. We should aim to completely eradicate this practice.

SECTION A

QUESTION 1

- It was quite evident and pleasing to note from the quality of the compositions that educators are using the marking guidelines and the marking grid provided to good effect. This must permeate all work.
- The majority of candidates understood the requirements for this section well and answered accordingly.
- Very few just reproduced the source with minimal changes.
- It was indeed good to note that correct numbering of essays and word count is being adhered to.

SECTION B

QUESTION 2

The majority of candidates answered well. Again, it is encouraging to note that educators are taking cognisance of observations and inputs from the examiners and training sessions held during conferences.

- The scenario in 2.1 posed a challenge.
- A very small number of candidates misinterpreted the requirements.
- Very few candidates could not respond to a specific situation and merely reproduced the text.

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SECTION C

QUESTION 3

Candidates were required to write a specific dialogue and not necessarily convert the source material provided as many of them did. Candidates must learn to read and follow instructions. Candidates were instructed to provide an introduction, which the majority did. The majority of candidates scored good marks. Educators are reminded that any aspect of the curriculum may be assessed.

QUESTION 4

The format and structure of the letter was well adhered to. The majority of candidates were able to use the stimulus question to formulate appropriate responses. The majority also used appropriate verbs and correct tenses. This is indeed very pleasing. This resolute effort of educators must continue.

CONCLUSION

As previously stated, we strongly implore educators to use past examination papers to prepare candidates with the necessary skills to answer examination papers. This practice will ensure that candidates are adequately prepared and skilled to read, interpret, and deconstruct examination questions and to respond appropriately. Educators must use every opportunity and resource to better their classroom practice.

As the examiner and moderator, we are confident that educators will embrace these observations and comments in a positive light and ensure that candidates derive maximum benefit.

We once again take this opportunity to express our genuine appreciation and acknowledgement for the remarkable efforts and hard work of the educators and candidates. We also acknowledge and appreciate the constructive efforts that many dedicated stakeholders are making to ensure that candidates' aspirations are fulfilled.

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BUSINESS STUDIES
PAPER I

SECTION A

In general Questions 1 (Multiple Choice), Question 2 (Match the columns) and Question 3 (Choosing the correct word in brackets to make a statement TRUE) were well answered. Many candidates were able to score 80% or more in this section.

SECTION B

4.1 dealt with macro challenges and strategies to deal with the challenge. Candidates answered the question with insight and application to petrol garages. The only concern was that in some cases candidates gave more than one strategy per challenge or strategies were repeated across the three challenges. Candidates need to be aware of the requirements of the question to avoid this type of error.

4.2 assessed the application of the elements of triple bottom line to Vivo Energy Ltd. Candidates struggled to explain how the 'profit' element was incorporated into integrated reporting. In some cases, candidates failed to give examples in order to substantiate their explanations.

4.3 on the principles of corporate governance and Q 4.4 on conflict were well answered. Candidates showed that they had engaged with the content and gave insightful answers.

4.4 focused on ethics. Some candidates found this question challenging. In particular, the inability to give strategies that were feasible was a problem, e.g. to just give a warning for sexual harassment is inadequate, given the seriousness of the act. Once again candidates tended to repeat the strategies and were not able to give a **separate** strategy for each unethical business practice.

4.6 dealt with the pros and cons chart as a problem-solving tool. Many candidates were comfortable in the application of the tool. However, when it came to the final decision and motivation, candidates gave generic answers or answers that did not make their decision clear.

Question 5 dealt with Labour legislation, Ethics, the Human Capital Function and the market environment of Sasol Ltd.

5.1.1–5.1.2 dealt with labour legislation and the Labour Relations Act. Candidates found it difficult to distinguish between the purpose and the implications of the Act. In some cases, too much emphasis was placed on discrimination as a point of view, i.e. the focus of the Employment Equity Act was dealt with and not the Labour Relations Act.

5.3.1–5.3.5 dealt with the Human Capital Function. Overall the question was well answered, with only minor areas of concern. Some candidates confused initial screening of applicants with the interview process, i.e. the distinction was not clear. The advantages of performance appraisals were well answered. Candidates showed that they understood the strategic role of Human Resources in maintaining a competitive advantage.

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5.4 dealt with Porters Six Forces Model and the use of strategies to deal with challenges in the market environment. The use of appropriate strategies was problematic. Candidates just gave the name of the strategy, e.g. growth strategy / low cost strategy / differentiation strategy without explaining how the strategy could address the challenge.

Question 6 dealt with the Marketing Function, Leadership and Management, Industrial Relations, CSR and Micro challenges.

6.1 6.1.1 on the product policy was well answered. The descriptions were relevant and appropriate.

6.1.3 was on the stimulus response model. The answers given by candidates showed that they did not understand the stimulus response model and its impact on the buyer's decision to purchase. Candidates did not explain the whole process in the model and focused only on the stimulus component.

6.2 was on communication as a management task. Candidates gave insightful suggestions to the problem at hand.

6.3 on Industrial Relations was well received. There was a vast improvement in the quality of the answers for this section of the curriculum.

6.5 focused on micro challenges. The candidates gave solutions to the problems in the infographic that were relevant and feasible. A wide variety of answers were encountered showing how the candidates had successfully engaged with the theme.

CONCLUSION

The answers given by the candidates highlighted the fact they understood that the answers needed both breadth and depth. Candidates should carefully read the questions to ensure that they don't miss out on essentials. There is still a tendency for candidates to over-write their answers. They need to be mindful of the link between the number of marks allocated and the depth required in the answer.

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BUSINESS STUDIES
PAPER II

GENERAL COMMENTS

- The **Petrol Station (Food Courts/Forecourts)** theme has been known to teachers for two years. Candidates where thus expected to be completely familiar with the theme and ready to apply theoretical knowledge to this business context in both questions. Some candidates were able to do this superbly, showing very good insight and understanding. Unfortunately there were candidates who were not adequately prepared.
- Teachers are reminded that learners must be exposed to the requirements of the HOT rubric throughout the year while the theme is being discussed.
- Candidates were very comfortable with the format of a business report, in comparison to previous years.
  - The business report format should consist of the following:
    - Date, addressed to the relevant person, topic, structure (headings, sub-headings and paragraphs) and signed by the person that compiled the report.
  - Almost all candidates used the correct format. It is concerning that there are a few centres, where all candidates received a zero for format.
- There has been an overall improvement with regards to the linking of topics within the question. However, focus needs to be placed on the writing of introductions and conclusions. There are still a large number of centres where candidates are just repeating the question or case study. Candidates should use the introduction and conclusion to show the links between sections/topics in the question. Candidates must be reminded that simply rewriting the introduction as the conclusion is not acceptable.
- Business terminology is improving every year. However, some basic terminology was incorrectly used and applied, such the various learnt strategies (corporate, generic, etc.), different asset classes and insurance options (compulsory and non-compulsory). It is vital that candidates link business terminology to the correct context.
- Current affairs must be used to add value to arguments or discussions. It is important that candidates do not just mention current affairs but are able to integrate it into the given theme and to all topics in the SAGs. It is important that candidates practise application of the theme by using arguments and current affairs to support what is being said.
- The quality of the answers still posed a problem for the majority of candidates. It is important that candidates demonstrate a breadth and depth of understanding that a business does not consist of 'different, independent sections' (as in chapters in a textbook or topics in the SAGs), but that the different areas of a business are inter-related and inter-linked.
- A number of candidates are still not substantiating/motivating their statements sufficiently. Factual 'textbook knowledge' is assessed as part of Lower Order Thinking; candidates should be encouraged to explain WHY (How, What, because of) they made these 'factual statements'. In order to master this skill, candidates should be encouraged during class discussions to not simply answer the question posed, but to explain WHY they made certain statements, and also what the other side of the argument could be.
- Many candidates missed the creative problem-solving part of the question. Candidates must identify the business-related problem(s) and assess the impact this problem(s) will have on the business. Candidates must look at providing viable, detailed solutions, showing that they have understood the breadth and depth of the problem(s) at hand.

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- Candidates need to be encouraged to look at the quality of their response, rather than how much they write. They should spend an appropriate amount of time on the HOT section of the rubric, focusing on application and problem-solving.
- It is important that teachers keep up to date with changes within the business environment. These changes should be discussed with learners, for example the change in the UIF.

QUESTION 1

- Candidates were expected to identify (discuss) possible positive or negative eventualities that could be experienced in the operations of a Petrol Station. These eventualities could have come from any of the business environments. The majority of the candidates used both internal and external environments in their response, demonstrating a well-integrated discussion.
- Factual content/knowledge ranged from poor to excellent, with the majority of answers demonstrating that the topics (environments and organisational performance) were well taught and understood.
- A large number of candidates made use of various business tools; PESTLE, SWOT, Porters and Value Chain to identify, but also to assess the impact of these positive/ negative eventualities on a business.
- Candidates need to be aware of just listing possible risks; they need to discuss the impact they have identified and provide a 'possible' strategy the business could use to take advantage of positive eventualities and strategies on how a business should overcome the negative eventualities.
- A number of centres did not show the link between the different sections, but answered them as separate sections; candidates must be encouraged to find links between sections.

QUESTION 2

- Candidates were able to discuss the content regarding investments and insurance. A number of candidates only wrote factual content without linking the content to the financial wellbeing/long term sustainability of a business.
- At a number of centres candidates were not able to provide any relevant investment or insurance examples linked to the theme/business context. It is important that candidates are exposed to these examples and relevant current affairs as part of the teaching of each topic in the SAGs.
- It is important that candidates are able to demonstrate their understanding of the importance of investments and insurance on the long-term sustainability of a business.

  - Teachers should be reminded that the theme for 2020 is **Petrol Stations (including Food Courts/Forecourts).** Candidates must be able to provide relevant examples and current affairs linked to the various SAG topics. These examples and current affairs MUST add value to a candidate's arguments.
  - Teachers should focus on the links between the various business topics in the SAGs document as part of their teaching.
  - It is imperative that all candidates be exposed to the LOT and HOT business report rubric throughout the year. Candidates must understand the expectations in the rubric so that they are well prepared to tackle the demands of the question in their final examination.

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BUSINESS STUDIES
SBA MODERATION

GENERAL COMMENTS

- It was, once again, pleasing to note that most tasks, tests and examinations incorporated the theme for 2019. This facilitates learners' application of content to this context before the Final Examinations in November.
- The second year of a theme always brings plagiarism back into the spotlight – especially for choice tasks that have been adjusted to reflect the theme for the previous year. Learners are very innovative about sharing tasks using social media to distribute these tasks widely. Please be aware of discrepancies in a particular learner's writing style and tone, as the resubmission of a complete task may not be as easy to detect as sections directly plagiarised from a published source.
- While there are still instances of educators' continued use of unadjusted widely distributed tasks, tests and examinations, many schools took measures to comply with requests to ensure the integrity of their assessments by arranging for common examinations and tests to be written on the same date. These efforts are appreciated, and educators are reminded that the use of unsecure assessments compromises the validity, fairness and authenticity of SBA results. It is the educator's responsibility to ensure that SBA results are credible, as the IEB will hold them accountable for this.
- Compliance was much improved this year. However, educators are urged to pay attention to:
  - detail with regards to the specific requirements for tasks;
  - compliance issues in terms of the completion of documents;
  - explanations of irregularities or deviations;
  - the accuracy of marks;
  - marks being transferred correctly;
  - correct use of documentation; and
  - completing documents accurately.

- The inclusion of accurate and complete Design Grids was much improved. A design grid is not necessary if a rubric is used as the assessment tool; simply indicating HOT/LOT components on the rubric is adequate.
- Pre-assessment moderation at school and cluster level is impressive. Educators should ensure that they include a justification for the allocation of the final mark after post-assessment moderation.

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MINI RESEARCH AND CHOICE TASK

It is pleasing to note that, once again, the overall standard of the Mini-research and Choice tasks and rubrics was satisfactory. Educators are however encouraged to consult the most recent version of the SAGs to revamp these tasks annually and, where possible, adjust them to incorporate the theme.

PAPER 1 TYPE TEST AND PRELIMINARY EXAMINATION

With very few exceptions, these assessments are of an impressive standard. Good incorporation of the theme, use of interesting and original sources, as well as compliance in terms of format are in evidence.

PAPER 2 TYPE TEST AND PRELIMINARY EXAMINATION

Once again, original, innovative questions are being included in assessments. Educators are also consistently mimicking the format used in the IEB Final Examination. This is very pleasing as it prepares learners well for the Final Examination in November and helps them to develop the required higher order thinking skills required to excel in this type of assessment. The quality of marking for Paper 2 has improved dramatically. Thank you for your substantial efforts in this regard.

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BUSINESS STUDIES – ONE RESEARCH TASK OPTION

GENERAL

The quality and validity of the marking of Research Tasks continues to improve. Educators are indicating which level descriptor was achieved by the learner on the rubric and accurately assessing the extent to which the learner achieved within the level awarded. These efforts are appreciated as they not only facilitate the moderation process and enable the validation of marks awarded, but also lead to consistency in assessment.

That said, educators are again reminded to please provide a rationale for Final Mark Awarded (i.e. either moderated or original mark allocated or the average thereof), as per the template on page 36 of ORTO Guidelines. This is a requirement of the ORTO Guidelines and, as such, is a compliance issue.

The improvement in the guidance and feedback given to learners throughout the research process continues to improve year on year. The mentorship of learners and qualitative feedback given by educators throughout the Research Process is invaluable to learner's success. These efforts are appreciated, and the impressive calibre of Research Tasks being presented for both Regional and National Moderation are testament to educators' commitment.

Research Questions continue to improve (and provide further evidence of invested mentorship by educators). It is vital that the Research Question is focussed and specific, as this is what guides the research process and facilitates concise and succinct research.

FEEDBACK ON SPECIFIC COMPONENTS OF THE RESEARCH TASK

Introduction:

The correlation between a focussed and succinct introduction and successful research continues. Learners are consistently meeting the demands of the rubric in this section.

Review of Literature: The majority of learners are summarising and analysing sources adequately. An issue which is still not being addressed is the inclusion of sources in the appendix. This is a compliance issue and therefore a requirement that must be fulfilled. (If the source is an extensive document, a copy of the front page of the source is sufficient.) A reminder that a variety of sources resulting in a balanced perspective is required.

Gathering of Data/Information: A marked improvement in the consideration of ethical issues is evident. However, educators must be discretionary when determining whether this occurred 'thoroughly' or was addressed simplistically. Research Tools also continue to improve which is very positive as it is the quality of the Research Tool and the extent to which it addresses the Research Question that determined the calibre and validity of the data collected.

Presentation of Findings: This continues to be an aspect of the rubric that many learners comply with to an impressive standard, with Level 4 and 10/10 being awarded appropriately.

Analysis, Interpretation and Discussion of Findings: As in 2018, this continues to be the aspect of research that learners struggle with the most. It is vital that learners cross reference their own data to that provided in the Literature Review in order to allow this component of the Research Task to have sufficient depth.

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Conclusion: This aspect of the Research Task is much improved. Learners can fulfil the requirements of the rubric relatively easily by paying attention to what is required.

Organisation and Task Layout: Once again, this is an aspect of the research where marks tend to be inflated. A reminder to educators that Level 4 cannot be awarded if ALL technical criteria have not been met.

Referencing: 2019 once again saw improvement in this area. The greatest challenge in this area is learners plagiarising from an internet source/author to simply submitting an entire Research Project completed by another learner from a previous year or another school. This is obviously much more difficult for educators to track; conversations with learners around ethics and the integrity of the Research Process, as well as the use of plagiarism detectors or databases where possible, are important.

Academic Rigour/Value and Holistic Judgement:

Please refer to the ORTO Guidelines to ensure an appropriate mark is awarded for these sections.

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COMPUTER APPLICATIONS TECHNOLOGY
PAPER I – THEORY

QUESTION 1 THE 2ND HIGHEST WELL ANSWERED QUESTION

Candidates did not know what a macro is.
Candidates did not know what the Excel error (#VALUE!) indicator was.
Overall, Question 1 was answered well by most candidates.

QUESTION 2

Questions 2 was generally well answered. Candidates confused *cell padding and spacing* and *footnote and endnote*. Acronyms were mostly left out or guessed. Candidates at times gave whole explanations for acronyms without giving the right expansion for it.

QUESTION 3 THE 2ND HIGHEST WELL ANSWERED QUESTION

The majority identified and explained system technology. There was confusion between disk scanner and other utilities, such as disk defrag and disk clean-up. Many candidates referred to a driver as hardware and did not know the function of it. Candidates do not know the definition of a product key. Few candidates knew what partitioning meant and many referred to it as a physical process or confused it with cloud storage.

QUESTION 4

To distinguish between the two concepts, candidates had to know the definitions. Candidates did not know the definitions of bandwidth and broadband. NIC is a card/port/ device needed for internet access. This concept is dealt with in Grade 10. Switch function was not known; most candidates stated that it is required to connect to the internet. Candidates failed to distinguish between a local server and a remote server.

QUESTION 5

Well answered.

QUESTION 6

Most of the candidates answered that Facebook was for old people and Twitter is mostly used by the younger generation. Few candidates knew the more technical differences between the two. Many candidates do not know what the term "Social Engineering" means. They equated the term to security or some sort of measure to protect computer users from malware/hackers. Most candidates think that you do not need electricity to be able to access the internet. Candidates don't know how to use email.

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QUESTION 7

Candidates struggled to express themselves correctly for a mark – language issue. Many repeated the word in the question. The work covered in grade 10 is not always refreshed and candidates changing subjects to CAT don't have the foundation and some of the grade 10 work covered could not be answered. Candidates did not know the correct terminology. Some candidates gave the definition of mail merge and not the steps as requested. Wording missing, e.g. **report** footer.

Solution development: candidates need to be trained how to answer theory questions based on Word, Database and Excel, etc. Questions asked were very basic Excel and Word and surprisingly candidates did not do as well as expected, but better than last year.

QUESTION 8

It seems like candidates don't know database purpose of a Primary Key, Input Mask and Validation Rule. Most candidates did not know the definition in full. Candidates answered that the Primary key is the most important field in the database. Candidates did not give an example that related to the scenario OR did not give an example at all. Many rewrote the term in the question. Lots of candidates explained what a validation text is. Many candidates confused input mask with validation rule. Many candidates don't know what a database form is and what it is used for. Candidates did not understand that form is used for data entry. Candidates gave answers related to reports. Many candidates did not know their spreadsheet terms. Candidates did not know the term "ergonomics" and confused it with "green computing".

QUESTION 9

SCENARIO THAT FOCUSED MORE ON THE SYSTEM TECHNOLOGY SURPRISINGLY DID THE BEST FROM THE SAMPLE PACKS CAPTURED

Some candidates confused the size of a business with the need for a sever indicating that a small business doesn't need a server; as well as confusion in terms of needing a server to be able to connect to the internet. Candidates had the misconception that a laptop is better than a desktop, thinking that a desktop is "old". Confused "upgrade" with a contract needing to be upgraded. Candidates didn't explain the PURPOSE – rather gave a definition of each (temporary vs. permanent storage). Candidates referred to "memory card" and "SDXC card". Didn't refer to INDEPENDENT cores on a SINGLE unit. Candidates sometimes referred to 4 CPUs in the computer instead of cores. Candidates confused reset with restart. They assumed ICT was for disabled users and confused it with internet connectivity. Voice to text instead of speech-to-text. Candidates didn't know what is meant by "capture a lecture" sign language/interpreter/words/text, etc. used instead of subtitles. "read WEBSITE" not "read IMAGE". Candidates did not specifically refer to the purpose of ALT text.

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GENERAL COMMENTS

- Many candidates needed more lines per question and did not indicate that they had continued at the end of the paper.
- The examiner will consider providing prompts on the answer lines, e.g. "Reason 1:", then "Reason 2:" or "Example:"
- It seems like the split in Question 8 and Question 9 worked well.
- Remember: NEW SAGs was implemented for Grade 10 in 2019, this means using NEW SAGs for Gr 10 and Gr 11 in 2020 and it will be implemented for Gr 12 in 2021; so it is the last year of using the current SAGs for setting Gr 12 exams.
- The 2020 exam will be a write-on paper.

CONCERNS REGARDING HOW CANDIDATES ANSWER QUESTIONS

- Candidates need to make sure that they familiarise themselves with the basic terms that are associated with the Computer Application Technology subject.
- Gr 10 work is just as important as Gr 12 and therefore candidates need to not just focus on Gr 12 work but be able to recall and answer terms used in Gr 10 and Gr 11. Perhaps this could be due to candidates taking CAT in Gr 11 so educators need to ensure that the candidates are informed regarding Gr 10 terms, etc.
- When system technologies are explained, it is advisable that educators allow candidates to search for images to see the many possibilities that are available.
- Remind candidates that one word answers do not get the marks required.
- Focus on concepts that are closely related in wording but not the same, for example cloud storage/cloud computing; social bookmarking/social Networking; shaped/ unshaped vs capped/uncapped; footnote/footers.
- Teach candidates to refrain from using words like *things*, *faster*, *cheaper*, *quicker*, *efficient*, etc.
- When a question asks a candidate to "describe", a simple example will not suffice.
- New technology will be asked even if it is just ONE mark, so search for new technology often as we have a subject that is updated with regards to technology that is available
- Spelling is not marked in the Paper I, however ensure candidates can correctly spell terms.
- It is important that candidates understand that if they need to differentiate between two devices, they must give both devices in the answer by comparing them.
- Candidates must refer to the scenario in Question 8 when answers are given.

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COMPUTER APPLICATIONS TECHNOLOGY
PAPER II – PRACTICAL

SECTION B

OVERALL FEEDBACK

There was a noticeable improvement in quality of the candidates' submissions. However, the file and folder structure submitted made marking a little bit more difficult than it should have been. This could be addressed at three levels:

1. When the data files are loaded for the candidates, only give the folder that is necessary. A candidate answering in English seldom needs the set of Afrikaans data files and vice versa.

2. Candidates must be taught to maintain the folder structure as per the dictates of the question paper.

3. When the teacher writes the files onto the disk, they must remember that they also make a declaration that all the files are submitted correctly. In some cases, only the folder with the answer files was submitted and the preloads left out and in worse cases, the preloads were submitted without the answer files folder – perhaps it had been removed as a subfolder.

It is noted that there are a couple of schools that do not ensure their computers are set up as the instructions indicate (i.e. Regional Settings) and teachers are requested to ensure this is correct before the examination.

APPLICATION SPECIFIC

COMPUTER MANAGEMENT

While the question was generally well answered, there are some areas that need attention. These include:

1. A fair number of candidates tended to move the file rather than copy it as required by the question.

2. Attention must be given to password protecting files as generally a low number managed this task.

3. There still exists major confusion between ***uninstalling*** an application and ***deleting*** it.

4. Creating a shortcut to the application was widely mistaken for creating a shortcut to a folder.

In the future, a document detailing folder structure and data files given to candidates will be provided to the teachers to assist in maintaining a functional folder structure.

Some questions may also require candidates to submit a screenshot to preserve metadata for easier marking.

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WORD

The inserting and formatting of an image in word was queerly troublesome. Issues of alignment, where to insert the image and placing an anchor proved rather challenging for more candidates than expected. Could this be the fact that most of the work regarding images is done in grade 10 and then possibly not revisited?

In addition, for question two, a number of candidates did not comply with where to save their work for marking, so saved into the answer folder, some saved outside the folder.

In hindsight, use of screen shots to show what was expected of the candidates may have assisted the candidates to comply with the requirements of the question.

Content controls, in the various forms, proved rather challenging. So did the use of ***dotted borders***.

If the candidate was not able to activate the developer tab, they were already disadvantaged in answering the question. Teachers need to ensure that this is done for every candidate.

The insertion of the decimal tab was rather troublesome. This could have the result of not reading the question carefully enough to map out the requirements thereof.

MAIL MERGE

There was a clear improvement on this question; if candidates read the question, they would have been able to get full marks for this question.

Few issues that we as markers picked up:

1. Some of the teachers only copied the candidates' answering folders and the candidates who have not saved their mail merge in the answering folder got 0 for the question.

2. Candidates got confused with the wording of Question 4.3. the word "Label" confused the candidates hence they were not clear on where to insert the comment.

3. Some candidates used the wizard and at the end were not able to insert or replace the place holders with the merged fields.

EXCEL

QUESTION 5.1

Sort – Most candidates could not do 2 levels of sort. Teachers must attend to this issue in the classroom.

Rows to repeat – This was poorly done. Evidently candidates lacked this knowledge.

Overall, this question was well answered and attempted by nearly all candidates. Thorough revision of the formatting in Excel is necessary as this will form part of future questioning.

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QUESTION 5.2

5.2.1 Most candidates were able to add the comment in the correct cell. Centres using Office 365 had threaded comments as opposed to the normal comment.

5.2.2 Most candidates were able to extract the first three characters (Left(B3;3) from the Surname using the concatenate function, but few knew how to extract the date of birth from the date using the Day () function. Most candidates tried to use the left or right function (depending on date format) to extract the day from the cell formatted as date. Some candidates typed all the strings manually.

5.2.3 (a) In general, candidates understood the question poorly and did not know what a "data validation" is. This is a valuable skill in Excel, and it seems that many teachers simply don't teach it. Perhaps include a screenshot of the dropdown validation list in the question. Where the question was understood, the data source included was incorrect and included cells that were not part of the data source which led to options being incorrect (for example: adding the sheet name as a source only). Many candidates also added the heading as part of the list range selection.

Most candidates were able to generate the error message but did not always select the correct style or used an inappropriate error message because they did not understand the purpose of the data validation in restricting user data entry limited to the three options available in the data source. Many candidates added an Error Message, including the correct style, but did not limit input to the list.

5.2.4 Candidates who could not do the question left it out completely. Common mistakes were:

- Entire column selected as Lookup value instead of single relative cell
- No absolute cell referencing applied to table array

Candidates who know how to apply the *VLOOKUP* function; did use the correct column index. Several candidates made use of a *Nested IF* function and few used an IFs function.

In general, candidates do not understand the concept of *relative* vs. *absolute* cell referencing and how it impacts on the data generated.

5.2.5 The function was generally answered correctly. Candidates who could not answer the question simply left the cell blank.

5.2.6 Candidates did not understand the question. Some candidates used the *Max* function by associating the word "oldest" in the question with highest possible value. Many candidates simply typed the date manually.

5.2.7 Most candidates could rename the correct worksheet. Few candidates could not do the question or renamed the incorrect worksheet.

5.2.8 (a) Some candidates included heading row in the data source selection for the chart
(b) Most candidates had the correct chart type
(c) Many candidates were not able to set the Pie Chart to a Doughnut type
(c) Most candidates were able to insert data labels

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(d) Many candidates were not able to enter a Chart Title. Many typed the wrong title.

GENERAL COMMENTS:

- Candidates are not paying attention to references made in the question to specific cell ranges and apply functions to the incorrect cells.
- Candidates cannot carry out functions and calculations where data is derived from a different worksheet. They often copy the data to the same sheet where calculation is carried out.

ACCESS

Question-specific

- There were too many duplicated databases.
- This resulted in candidates working in the wrong database.
- There was a general impression that many candidates did not attempt the question or left it to the end.
- Screenshots are not being saved in "screenshots" but rather as images in the candidate folder.

General

Candidates/schools should be encouraged to have files copied and worked on their desktops and NOT across a network. There are far too many MS Access issues due to networks. When done, they can then copy/upload the completed work for copying/burning onto a disk (or uploading to a server).

HTML

These should generally be easy marks. Many candidates, however, do not answer the question. It could be that they ran out of time.

Teachers can also remind candidates to tackle easy questions first – answer according to their strengths. For example, if a candidate is good at MS Word, then he/she must do word questions first!

Many candidates do not know the difference between a tag and an attribute. Teachers must teach the difference by using examples. Candidates make attributes tags!

Example < img src = "Images/HeaderImage.jpg" width = "1200"/>

Width is an attribute (property, characteristic of the tag) and should not be

<width = "1200">

Candidates are advised to be careful when using CSS styles as they did not include <!DOCTYPE html> or failed to declare an internal **stylesheet** in the head tag.

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GENERAL COMMENTS

- Schools must make sure that the date and time on the computers are correct.
- Schools must please make sure that the name of the candidate does not appear on their documents or in the folder with their exam number.
- Schools do not set up the centre correctly. Markers found a lot of candidates who still used inches instead of centimetres.
- Once again, schools must ensure that candidates understand that the screenshots file during the exams will also be marked, so if they experience any technical issue, they can capture it there with an explanation.

LOGISTICS

Copying to CD was done well by most schools. However, there were far too many instances where files and folders were inconsistent.

Candidates' names should not be included on folder names, only examination number.

MARKING COMMITTEE

Last but not least, it would be remiss of me not to mention the entire marking committee and the exceptional team of senior sub examiners who were involved with the marking. Their dedication and professionalism are next to none. The willingness for each one of the committee members to go the extra mile was invaluable. This, coupled with the support of the team from the IEB, made the marking session run so smoothly. Heartfelt thanks to our internal moderator and subject specialist for the unwavering support and unparalleled professionalism.

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COMPUTER APPLICATIONS TECHNOLOGY
SBA/PAT MODERATION

FILES:

1. Read the SAGs requirements before you start compiling your teacher and learner files.
2. Please submit both teacher files and learner files in files that work. Lever arch files are easy to go through for the teacher's file. Please ensure they are working. The SBA and PAT file can be filed in quotation folders.
3. Fill in cluster details, i.e. Cluster Name and Cluster number on the front cover of the file or with school details on the first page of portfolios.
4. Do not place multiple sheets into one plastic folder.
5. Put dates on all IEB assessment mark forms and declarations and these documents must be signed by the school principal.
6. Please put an index in the front of the file and place tests and tasks in the order as indicated on the index. It was very often not clear which tasks in the teacher file was used as which SBA task. Also ensure that the totals on your question paper tally with the totals on your mark sheets.
7. In the teacher file each test/task should be placed within a file division together with the marking guidelines, evidence of moderation and analysis grids (for prelims).
8. If we are using a spreadsheet to capture marks on Appendix C1 please check marks if you copy and paste to Word. It would be preferable to convert the spreadsheet to a pdf.
9. Only the final SBA mark must be rounded. All other scaled marks should be printed to two decimal places. This also applies to the consolidation sheets of the candidates.
10. CAT teachers using the well moderated Study Opportunity papers for examination purposes must adjust these papers to include the File Management. The HTML questions should be adapted and the IEB tag sheet provided. In the theory paper section C should be adapted to fit the IEB model of the final examinations.

PATS:

11. Every CAT candidate must have their PAT moderated at either regional or national level. If you have not received a "should not submit" to national moderation and you do not receive a notification from the IEB of being chosen for random selection, your candidates' PAT files must be submitted to national moderation. Include ALL pages of mark sheets.
12. If parts of your PATs are not included, either digitally or by hard copy, your candidates will be penalised as their marks will be adjusted as you have not provided evidence that the tasks were completed.
13. Ensure that marks are allocated in the Word section of the Marking Guidelines for all phases of the PAT.
14. Include comments in the comments column of your PAT to guide moderators and to justify your mark allocation. All submission comments may be included.
15. Make certain when allocating marks in the PAT for variety of questions that the questions are not all of the same type. If all questions are of the same type you cannot allocate full marks for variety of questions. Candidates should pay attention to the grouping the questions, to be able to obtain full marks for grouping.
16. It would be preferable to include a flash drive in your portfolio file or check that your CD has been copied to.

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MODERATION:

17. All SBA and PAT tasks must be moderated and evidence of moderation must be present in the file. A number of schools were found to have no evidence of school pre-moderation, post-moderation and cluster moderation.

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CONSUMER STUDIES
THEORY

LAYOUT AND GENERAL IMPRESSION

Teachers must be praised for the remarkable work they did in preparing candidates for this examination. Feedback received was that the paper was reasonable, thought-provoking and had a fair integration of all the sections. However, feedback from some candidates was that the paper was very long. That being said there were very few incomplete scripts and it appeared that these were candidates who did not look at the mark allocation and wrote too much.

Generalised answers are a great concern; candidates do not explain themselves sufficiently and use vague reasoning like 'it is healthy' or 'it is good for you'. They also write pages repeating the same thing differently. Teachers are urged to train their candidates in examination writing techniques from Grade 8. These techniques should include, checking the mark allocation, thoroughly reading through the whole question and not just answering key concepts, examination verbs, starting a new section on a new page and going through the examination instructions on the front cover. These front cover instructions should be standardised throughout the subject.

SECTION A – FOOD AND NUTRITION AND THE CONSUMER

QUESTION 1 – MULTIPLE CHOICE

Well answered by most candidates

QUESTION 2 – FOOD ADDITIVES

Candidates were very confused, resulting in very poor marks.

QUESTION 3 – GLUTEN ALLERGY VS INTOLERANCE

Many candidates did not tabulate their answers as per instructions. Candidates listed all possible symptoms and not only the visible symptoms – failing to read the question carefully.

The following definitions for gluten allergy/intolerance were frequently used by candidates:

'The body has a hypersensitivity to gluten.'

'The body cannot tolerate gluten.'

'The body lacks the enzymes to breakdown gluten.'

'It's a negative reaction to gluten.'

'Gluten is seen as harmful by the body.'

'Gluten/wheat is a poison.'

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QUESTION 4 OSTEOPOROSIS

The definition of osteoporosis was well answered and understood by candidates. However, candidates ignored the biological factors and wrote about general factors. Medicine came up as a calcium substitute.

QUESTION 5 ANAEMIA

In general, candidates were able to analyse the patient profile and identify the diet-related health condition. However, it is important that candidates understand that there are different types of anaemia, and answer accordingly. Candidates did not look at the mark allocation and did not write enough information. Exercise and sugar were mentioned, as well as general dietary guidelines that are not specific to the health condition.

QUESTION 6 DIET RELATED HEALTH CONDITIONS

Candidates struggled to differentiate between various nutritional terms and mixed up answers across diseases (e.g. lower intake of fat to avoid type 2 diabetes, when answering a question about coronary heart disease). There is a general lack of understanding regarding nutrition; candidates either do not understand the fundamentals or are not practising application of their knowledge to specific questions about the disease enough.

6.1 Generally answered well, however, some candidates simply stated that brownies should be avoided because the sugar content is too high, not because they have the highest sugar content of 54 grams. Many candidates stated that Macaroni and Cheese should be avoided due to the kilojoule content.

6.2 Most candidates did not provide a clear conclusion about whether or not the items were suitable and just listed each food item with pros and cons. Some were not able to adequately analyse the nutrient table and distinguish between good and bad options. Cholesterol was mentioned by some of the candidates. Some spoke about the convenience of the food options and did not relate their answer specifically to dietary factors (e.g. 'a toasted sandwich is easy to carry and eat'). Lastly, many candidates appeared to have rushed their answers or did not read the question properly as they spoke about how reducing one's sugar intake can help manage hypertension.

6.3 Generally answered well. Some candidates misinterpreted the question and provided options for a healthy lunchbox rather than general advantages of following healthy guidelines.

6.4 Poor differentiation between Cardiovascular disease and Hypertension. The same points were repeated in several different ways rather than different reasonings being provided e.g. 'saturated fat should be avoided', 'bad fats should be avoided', 'good fats should be included' etc.

Some candidates did not differentiate between the two but rather answered the question as one with general dietary guidelines; this is too vague.

Many candidates mistook dietary guidelines for lifestyle factors; examples of answers included 'do not smoke', 'reduce sugar', 'exercise daily' and 'limit alcohol consumption'.

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QUESTION 7 ORGANIC FOODS

Poorly answered question, especially the second part. The question was misread – many candidates wrote about GMOs instead of organic foods. Many discussed how organic food is farmed not even touching on health and safety for humans. Many wrote whole paragraphs on the price instead of on the topic of the question. Conclusions at the end were not given nor did they relate to what they had discussed in the paragraph. Many did not know the difference between organic farming and GMOs.

SECTION B – CLOTHING AND THE CONSUMER

QUESTION 8 MULTIPLE CHOICE

Well answered.

QUESTION 9 FASHION CYCLE

The labelling of the graph was problematic which caused the fashion cycles to start in the middle of nowhere and stages not being indicated on the graph.

QUESTION 10 FASHION CHANGE

Candidates elaborated on only one point and did not mention several effects of textile research and new technology.

QUESTION 11 CLOTHING – THE WORLD OF WORK

Candidates did not look at the mark allocation - answers were too long, including lots of irrelevant information and repetition of facts.

11.2 Answers did not relate to the scenario (Hotel receptionist) and were not factual.

11.3 Candidates referred to make-up and perfume and not specifically to suitable clothing choices. Candidates listed clothing items instead of providing suitable guidelines.

QUESTION 12 CLOTHING INDUSTRY

Some candidates did not attempt to answer the question.

12.1 Reasonably well answered.

12.2 Candidates had very creative strategies but failed to explain how they would promote the Proudly South African products.

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SECTION C – HOUSING AND THE CONSUMER

QUESTION 13 HOUSING TERMINOLOGY

The difference between transfer costs and duties should be emphasised as candidates still confuse these terms.

QUESTION 14 HOUSING ACQUISITIONS

14.1 Candidates made assumptions about Khumo's lifestyle and therefore ended up losing marks for assuming that the modern finishes would suit her needs.

14.2 Candidates compared buying and renting, and others discussed the advantages and disadvantages of either buying or renting. Candidates did not come to a clear conclusion about whether buying or renting would be the best option.

QUESTION 15 BUILDING

15.1 Candidates chose advertisement A due to the experience of the builder and the advertisement itself.

15.2 Candidates were not stating the advantages and disadvantages of building the home, but the building process.

15.3 Answered well.

QUESTION 16 HOUSING AND THE CONSUMER

16.1 Candidates did not do a flow chart. The CPA was seen as an organisation or a person and not a part of legislation. Many wrote about the way to handle a complaint and not the correct channels to follow.

16.2 Candidates rewrote the information given, and few added in more relevant information. Candidates tended to be vague when stating how they wished the matter to be resolved.

16.3 Candidates did not relate their answers to financial matters; rather mentioning general factors. Many left this question out or rushed to complete the essay (Question 17)

16.4.1 and 16.4.2 Ranking of answers/letters seemed to be an issue.

16.4.4 Many candidates did not relate their answer to the environment and discussed a washing machine and not a tumble dryer – failing to read the question.

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SECTION D – INTEGRATED/EXTENDED WRITING RESPONSE

QUESTION 17

Extended writing response – Genetically Modified Organisms

It was clear that more time is being spent teaching candidates essay writing skills. Excellent language usage, depth, and understanding were evident, and candidates applied their knowledge to the sources. Many essays were planned and there was a better overall organisation of the content, resulting in less repetition of the same facts.

However, it is concerning that many candidates did not know the definition of genetically modified organisms and were confused with regards to the addition of chemicals to food instead of the altering of the genes. Too much time was spent focusing on food security and organic produce. Some candidates did not make use of the rubric, leaving out valuable information. Very few disadvantages were stated and some merely repeated the source material rather than substantiating and unpacking it. Fortification, additives, enrichment and irradiation came up numerous times. Candidates did not base their answers on sound knowledge, and some answers were very sensational and generalised.

Teachers are urged to train their learners from Grade 10 in planning their essays and in examination techniques.

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CONSUMER STUDIES
ORTO

Some excellent Research Tasks were submitted for moderation. Teachers are to be congratulated for the hard work they put in to support learners in producing such high quality research. These learners have been properly exposed to the research experience which will stand them in good stead if they go into tertiary education.

All of the tasks moderated used mixed research methods.

All teachers assessed the tasks using the correct rubric.

All of the schools appeared to have allowed the learners to select their own topics and some really interesting topics were researched. In most cases the research question or hypothesis was age appropriate. A great improvement was seen in the literature reviews, with adequate and credible sources being used and carefully analysed. The analysis of findings was provided as very competent essays that linked to the survey and the literature review.

A few schools inflated their results; this can be avoided by cross subject moderation which will give the learners a more accurate indication of their performance.

In order to do this task well, computer skills are essential. Involving the school's IT department is a good tip for success. Learners throughout the grades can be trained in good research skills by spending a day with the IT department and the subject teachers that offer ORTs, learning how to:

- set out a research task correctly,
- search for credible sources,
- do in-text citations,
- generate a reference list,
- draw up a survey,
- generate and analyse graphs and tables, etc.

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CONSUMER STUDIES
SBA MODERATION

Thank you to the national moderation panel for their hard work and positive feedback on the files submitted in 2019. Thank you also to my colleagues who strive to produce work of a very high standard, keep the subject current, and encourage and motivate their learners.

This year the moderation of the SBA focused on the following areas:

1. Compliance:
   - the files contained the correct annexures as per the SAGs or ORTO guidelines.
   - the Mark Schedules were correctly filled in.
   - documents were signed.
   - marks were correctly calculated to two decimal points for each assessment and rounded off in the final total.
   - the presence of irregularities.
   - filing according to the cover sheets stated in the SAGs or ORTO Guidelines.

2. The quality of the work presented:

Principle of assessment	Explanation
Validity	Checked that tasks were correct as per the 2019 SAGs. The task choice changed in 2019 and we checked for compliance with this change. Plagiarism was included in this category.
Consistency	Checked that different markers using your moderation tool would get the same result. A few questions were randomly checked to verify this.
Fairness	Checked that tasks were appropriate for Grade 12 learners – not too difficult or too easy.
Currency	Checked that tasks were not too outdated and repeated each year.
Sufficiency	That you have taken cognitive levels into consideration.

FILES and ANNEXURES

In general, most files travelled well this year. Only one had been broken in transit. It is important to use sturdy files and ensure that they are user friendly.

Almost all files were compliant with the SAGs – thank you.

Please do not use plastic sleeves; it makes the process of moderation very difficult.

Most teachers ensured that their files were well organised with dividers and tabs for the various sections; this made moderating these files a pleasure.

For visual tasks, teachers are requested to open up brochures and booklets and so on and file them as A4 pages rather than their folded up version. This facilitates moderation as moderators need to examine the information more than how it has been folded. Unfortunately, this was still not done by many schools doing this task.

Most schools adhered to not altering the Annexures and most schools used the correct documents. Some schools are still forgetting to ensure that all documents requiring signatures are signed.

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MARK SCHEDULES

A big improvement was noted with accuracy but unfortunately there were still some schools that were not compliant. Marks for individual SBA items must be worked out to 2 decimal places and only rounded off at the final mark.

Marks in the mark schedules must match those in the rank order sheet and the cover sheets of the learners.

DESIGN GRIDS

A big improvement was noted with regard to design grids. Tests and examinations seldom comply exactly with a 60% LOT : 40% HOT weighting and a leeway of up to 5% either way is acceptable.

The topics assessed must also be indicated on the grids for tests and exams; this is an easy way to ensure that all topics have been covered and the assessment meets the principle of sufficiency.

TESTS AND EXAMINATIONS

The standard has really improved – well done and thank you. Almost all schools assessed over a range of topics and all prelim/trial papers mimicked the structure of the final paper. However, not all marking guidelines matched the questions, and some were very difficult to use. In terms of validity and fairness, it is essential that ticks (✓) are used to indicate where marks are awarded.

There were some issues with language usage; grammar, spelling and sentence construction. Teachers should ensure that this is moderated during pre-assessment moderation so that learners are treated fairly.

There must be a correlation between what you are asking a learner to do in a question, the cognitive level of the question on the design grid, the answer in the marking guidelines and the allocation of marks to the answer. For example, a question asking a learner to explain what is meant by AIDA is set at Bloom's level 2 as it is requires a learner to remember something they have learnt and show understanding of this by explaining it. The marking guidelines must allocate marks to an accurate explanation, not just any random facts the learner may provide.

Multiple choice questions need to be carefully structured so that only one option is correct.

Plagiarism is a criminal offence. All sources, whether they are images, logos, case studies, etc. must be referenced on all of your assessments.

It was noted that many questions were copied either from past IEB papers or from popular textbooks. Teachers are reminded that their learners have access to these and the marking guidelines through the internet, through whatsapp groups and from book suppliers. Teachers should assume their learners have already seen these questions.

Sharing of assessments is still very common and still rarely acknowledged. The first file that is assessed is seen as innovative, but as more and more of those assessments are seen in the moderation period, the authenticity of the SBA is questioned.

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Technology has made the sharing of assessments amongst teachers so easy, but it is just as easy for learners all over the country to share these too. If learners have access to other schools' assessments, it compromises the authenticity of the assessment.

RUBRICS

Ensure that rubrics are user friendly and the descriptors are detailed enough that all users would get the same result. Rubrics seem to be a popular tool to use but they can be ambiguous and not easy to explain why one child has 80% and another 70%. A rubric must also be carefully set up to ensure that it is a fair tool to use. Ensure that it is clear what the difference between an excellent, good, average and weak task is, or use another tool. When moderators use your rubrics we often get very different results.

EVIDENCE OF SCHOOL MODERATION

Due to the high standard of Teacher Files submitted in 2019, it is clear that moderation is happening at most schools, both pre- and post-assessment moderation. Thank you to those who have complied.

Proof of moderation is a separate section in the teacher's file. It must provide evidence of pre- and post-assessment moderation. This is where examples of assessments with the school based moderator's comments on them are filed. There are still schools that file a completed pre-assessment moderation tool to show that moderation took place, yet at moderation numerous errors are evident. It is essential that assessments are actually moderated and that the tool is not just filled in to get that component of the SBA ticked off. The tool must be accompanied by evidence – comments on the actual SBA item attached to the moderation tool, or on the tool itself.

The SBA items in the teacher's file must be the ones that were actually given to the learners, not drafts or ones that have not yet been moderated.

Post-assessment moderation of the learner files still needs attention. There were instances where the moderator ticked in exactly the same place as the teacher and in a very similar style of writing. Please ensure that this is done honestly so that the learner and teacher benefit from the exercise. It was also interesting to note that some learners did not seem to check their work – the panel found many extra marks that they would have allocated to answers and these had not been picked up.

TASKS

In 2019 the task choices changed in the SAGs and ORTO guidelines. This was also announced at the 2019 conference. It was noted that many schools did not adhere to this change and continued to hand in outdated assessments.

Some schools appeared not to fully understand the requirements while others provided innovative tasks. Teachers are urged to ensure they work to the correct version of the SAGs.

Care should be taken not to overload the learners in the rigour of these tasks by including too many extra activities not required by the SAGs.

Tasks should be age and grade appropriate.

The three tasks need to cover three different topics.

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CASE STUDY

- This needs to be based on one or more articles from a credible source – similar to those that are acceptable for a literature review in a research task.
- Questions must be set to cover all cognitive levels in a 60% LOT : 40% HOT weighting.
- This task has to be done under controlled conditions in a time of 1 ½ hours and count at least 50 marks. Because of time table restrictions, it can be done over two lessons but the work must not leave the classroom. This eliminates the need for a plagiarism check for this task.

VISUAL TASK

Only one school attempted a new version of this task – a blog. Here is some helpful information for those who want to try this out.

If you are a google school, there is an App called 'Blogger' which you use – it generates very professional blogs. Many English departments use this app and the learners really enjoy this task. Blogs should not be published though, unless the learner is particularly proficient and is aware of all the legal implications. If you are not a google school, the app Word Press is also free and user friendly.

You cannot put a blog through a plagiarism checker; it has to be copied and pasted into a document generator like Word or Docs.

Due to evidence being necessary in the learner's file, the blog must be printed.

No one attempted a video. I Movie is a great App for making videos.

ORAL PRESENTATION

Both the notes and the slides must be placed through a plagiarism checker.

MEDIA REVIEW

The media chosen must align with the Grade 12 content in the SAGs. The learner is required to analyse it in relation to the content in the SAGs and provide a personal opinion.

A plagiarism report is essential as there are plenty of reviews to be found on the internet that could be download and adapted.

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RESEARCH TASK

Some schools are still doing an ORT when the SAGs require a **MINI** Research task. The ORTO Guidelines must not be used for this task – it is very unfair to the learners.

The research process involves:

- showing the ability to conduct a simple research process
- selecting or being given a topic/question to research
- showing understanding of the topic/question
- deciding on how to approach the research – primary, secondary or mixed research
- gathering and analysing information
- discussing findings
- showing evaluation skills in concluding
- showing referencing skills in citing articles
- showing the ability to write a well-constructed report

A plagiarism report is essential.

A declaration of authenticity is not the same as a plagiarism report.

'Turnitin' is a tool used by many educational institutions, but it has a cost. There are free plagiarism checkers available; these are not as reliable as 'Turnitin'. The best plagiarism checker is the teacher herself. Teachers should know the ability level of their learners, monitor the research process and be vigilant. Schools must have a plagiarism policy in place and use it.

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CONSUMER STUDIES
PRACTICAL ASSESSMENT TASK (PAT) MODERATION REPORT

INTRODUCTION

Moderation of the PAT files at National level went smoothly and on the whole there has been an improvement in the PAT process.

The 2019 PAT scenario was a challenge but the majority of candidates produced some lovely, unique products for meals on wheels for the elderly.

A very big thank you to the moderation panel for carrying out a superb job. By pairing up and moderating together, standardisation and efficiency were achieved. Standardisation was implemented thoroughly from the start so that the panel had a clear and common understanding.

Thank you to the PAT moderator, for moderating the design of the PAT so efficiently. Thorough feedback was done after moderation to streamline the rubric and framework and to improve on the PAT. The recommendations will be implemented in 2021.

The aim of moderation is to give advice, guidance and support regarding the correct standard of work (as specified in the SAGs) in order to establish and maintain consistency. Feedback indicates what teachers are doing well and brings those areas that require remediation to their attention. The comments provided in the reports are made objectively and professionally, taking into account the requirements outlined in the SAGs.

There is still some confusion around the purpose of the PAT. Teachers are reminded that candidates are **developing a product**.

The majority of the recipes chosen for the PAT covered the required skills and techniques. Teachers need to ensure that all the required skills/techniques are met, as this is the most important aspect of the PAT.

There are some schools where the assessment has remained inflated or inconsistent each year since 2017. Teachers are urged to read the moderator's report carefully and apply the recommendations given for improvement, in order to prevent disadvantaging their candidates.

Organisational Aspects

The rubric, framework and annexures are revised each year to make them more valid and user friendly. Teachers must ensure that they use the correct version of these documents that go out with the PAT scenario in January each year.

If there has been a change of teacher during the PAT process, a formal letter signed by the head of the school must be included in the Teacher's PAT File, informing the IEB of this fact.

Candidates must be given all documentation pertaining to the PAT: the scenario (context), framework (guidelines for executing the task) and rubric (how to assess).

The Official IEB Forms must be used and included in the teacher and learner files, not a teacher's version of the documents. Teachers need to include all the IEB annexures applicable to the PAT in their files, as well as the online portions. Annexures for the

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learner's file need to be placed in the front of the file, after the completed rubric. A Letter of Omission must only be included in the learner file if an entire step was not completed.

Teachers must not provide scaffolding/support in the form of templates. Candidates at grade 12 level need to read the framework and rubric and be able to follow instructions provided from these documents.

All work must be the candidate's own creative work, not the teacher's.

MARKING

The awarding of marks must be clearly shown on the rubric by ticking the descriptors that are relevant. Evidence of marking by the teacher must be seen throughout the PAT. Marking should be done as the candidates complete each step and not at the end when the candidate hands in the final PAT. Teachers should make constructive comments to guide the candidates in making adjustments in further steps. This feedback is crucial for candidates to improve on the process.

Teachers must mark first drafts and use only those marks. Candidates must not be allowed to re-do a step to improve their mark.

No half marks or decimal points must be used when marking the PAT.

Teachers should avoid making extra demands on the candidates. Only relevant work must be submitted, according to the rubric and framework.

Areas of concern regarding the steps are:

STEP 1: The Plan of Action (an overview of a clear idea of what they are to do).

This section was much improved. Candidates must 'personalise' their Plan of Action.

STEP 2: Market Research

- In some instances the product was selected before the market was researched. This compromises the authenticity of the entrepreneurial process.
- **Competitive retailers/suppliers** – candidates need to research places that are appropriate to the scenario.
- A minimum of three products per retailer must be selected and a variety of products must be selected.
- **Comprehensive written interpretation of the results is provided** – candidates need to supply more detail to this aspect.
- A variety of product ideas must be identified and then one isolated. The explanation of this will happen in step 3.

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STEP 3: Selection of and Motivation for the Product

- Candidates are to justify their ideas in this step, and match it to the criteria and scenario given.
- Original and adjusted recipes must be provided and labelled accordingly.
- Recipes must be metricated (ml or g). Only in the costing will conversions take place and therefore this needs to be in the unit of purchase.
- An image of packaging is required but not the full explanation. This only occurs in step 5.

Show creativity needs to be fully understood.

STEP 4: Production and Evaluation of the Product (1st Practical)

This step is not to be marked according to the actual cooking process but to the criteria asked for in the rubric/framework. Teachers may include a candidate's mark for production as part of a term mark but they may not include this in the PAT mark.

- All evidence of the production i.e. recipes, work orders, candidate's specifications and evaluations need to be included in the PAT file. This was poorly done and some files had no evidence at all.
- The order of work must show actual time, running time and a total time. Candidates must tabulate the order of work.
- Critical Control Points were done poorly. Candidates must clearly indicate what and where these are.
- Products are not to be packaged at this stage.
- Photographic evidence of the process is not required; only images of the final product are to be included.
- A detailed explanation must be provided for keeping or changing the product. Explanations lacked the necessary depth.

STEP 5: Marketing Strategy

- The label format needs attention. No bar code or nutritional information is necessary on home baked goods. Ingredients need to be in descending order. The shape of the label must match the shape of the packaging.
- Packaging chosen for this scenario was often not cost effective. Packaging should match the final production.
- Candidates must follow the costing template. Packaging should be added after direct costs. Candidates were dividing their packaging cost by their yield, giving them an inaccurate selling price. Costing needs attention.
- Candidates cannot just provide an explanation what AIDA stands for; AIDA needs to be applied to the advert.

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STEP 6: Proof of Survey

- Follow the criteria given and keep it short and sweet. If there are two products, the candidate can ask the same question but stipulate for main or dessert.
- The candidate must assume the role of the catering company and not state: 'I am a matric learner from…'
- Texture and aesthetics needs to be a rating question.
- Candidates must not ask unnecessary questions. They should refer to the framework.
- The actual price must be included in the survey.
- The survey must be submitted to the teacher for approval before the second production. This must be thoroughly assessed by the teacher, with commentary, so that corrections can be made by the candidate before second production.

STEP 7: Second Production
(This is based on the teacher's assessment)

- All paperwork needs to be filed in this step.
- Corrected recipes and order of work need to be checked at this stage and filed.
- Poor photographic evidence was provided. This is now a marking point for the packaged product and label. Teachers must ensure that images are taken close up and are clear.
- For this step the mark allocation as shown on Annexure T must be used – it cannot be adjusted. The teacher may adapt the format of the mark sheet, but not the mark allocation. Annexure T must appear in both the teacher and learner's file.

STEP 8: Survey to Assess Acceptability

- Candidates may take their product, once made, out to the community to survey. This does not have to be done in class.
- Candidates must write a comprehensive analysis and interpretation of the results of the survey. This can be very effective in the form of graphs. Candidates must include the percentage when interpreting, not just say, for example, 2 out of 5. Candidates must understand the difference between analysis and interpretation and engage with results in depth.
- The **blank corrected survey** that will be used by the target market must be included in this step.

STEP 9: Conclusion
(To be done on the whole process not just the 2nd production)

- The conclusion needs to relate directly to the process of the development and production of the final product.
- The framework specifies what needs to be covered. Candidates must remember to draw out limitations.

STEP 10: Organisation of Task and Layout

- This was much improved in 2019. Teachers must insist on candidates using file dividers for each step and ensure that all work is filed correctly. This is in the best interest of the candidates at moderation.

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DANCE STUDIES

SECTION A

Candidates were given the choice to answer on any set work. Overall this section was answered well by most candidates. Candidates are reading the question and answering accordingly. They are substantiating the facts, but could still elaborate in more detail. The popular works were Revelations, Ghost Dances, Cargo and Four Seasons.

QUESTION 1 PRESCRIBED WORK

The knowledge displayed by the candidates was good with an overall grasp of the facts related to the quotation provided in the question. The question evaluated how the audience would experience eyes, ears and mind in the work. This would evaluate the knowledge on the production elements and choreographic movement and symbolism. Most candidates answered the biographical information and description of theatrical elements well. More focus on analysing and evaluating the choreographic elements in relation to how these engage the audience.

- Candidates are reminded to refer to the choreographer by his/her full name or surname, not first name.
- Candidates writing on Revelations: the first section is called Pilgrim of Sorrow, not Pilgrimage or Pilgrim's Sorrow.
- Candidates writing on Bolero: must be clear on what version they are answering.

QUESTION 2 PRESCRIBED WORK

Candidates were asked to analyse movement vocabulary; some candidates gave only general information about the work rather than describing the movement and symbolism. The candidates displayed good knowledge on the biographical information and description of the theatrical elements. Candidates can better analyse and evaluate the choreographer's ideas and how they translate into movement. As the essays are 25 marks, the candidates need to ensure they are able to write a sufficient amount about a work.

QUESTION 3 PRINCIPLES OF DANCE MAJOR

Candidates, for the most part, know the principles adequately and most were able to give a definition of each one. However, the weakness was in describing how they are used in the movement. More practice is needed here.

- In contemporary many referred to handstands as defying gravity – this is not correct.
- Many refer to falling over – instead and more specifically, it is referred to as off-balance. Help them understand that off-balance is used as a tool to create exciting movement like a lateral T into a roll for example.

One candidate did not answer this question.

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SECTION B MUSIC

Good marks were achieved in the section.

QUESTION 4 TIME SIGNATURES AND GENRES

Answers to this question need more practising on identifying time signatures. Genres need to be revised.

- Candidates must not refer to music as instrumental or ballet music, it should be written as classical.
- Often confusion between Jazz and Blues.

Candidates must revise Italian terms. These were often confused with the dynamics terms.

For example, piano or forte, instead of using lente or vivace.

Some candidates gave the western classification as well as the sound classification. Only one is marked. The piano is an idiophone not chordophone.

QUESTION 5

Candidate's answers varied, but well answered. Most described the elements of the track and how the music would influence the composition of choreography.

QUESTION 6

Many candidates didn't mention which prescribed work they were referring to.

This was answered well.

SECTION C ANATOMY AND HEALTHCARE

QUESTION 7 MUSCLES

Candidates answered this question well. Attention must be given to the spelling of the muscles. Candidates are encourages to not give options such as, A: Hamstrings and Quadriceps. Only the first answer is marked.

Candidates need to revise muscle actions. Muscles and actions are an important study in anatomy. In many cases the candidate did not refer to the mark allocation to see how many actions were required.

- Turn out is not accepted
- Backwards and forwards rotation is not accepted
- Candidate must mention the joint they are referring to
- No marks were given for Rotation. Candidates must clearly state internal or external rotation of the arm/humerus

This question carries a large proportion of the marks in this section; give candidates as much practice as possible.

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QUESTION 8 FLEXIBILITY

The candidates were given a choice between question 8 or 9. A few answered both but only the first one is marked.

This answer was tackled well by most candidates. They gave an excellent description of the inner workings of the stretch mechanisms. Good examples were given to improve flexibility.

Most candidates answered Question 8.

QUESTION 9 CORE STRENGTH

This question was poorly answered. Not many chose this question.

- Core consists of abdominal and back muscles
- Stomach muscles is not correct, it must be referred to as abdominal muscle
- Exercises could have been better explained

QUESTION 10 ANATOMICAL POSITIONING

A well-answered question. Candidates struggled to allocate a muscle to an action; this goes back to their knowledge of muscle actions.

QUESTION 11 NUTRITION

The answers were outstanding as is evident by the average. With a few exceptions, candidates knew this section well.

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DANCE STUDIES
SBA MODERATION

All files were present and accounted for.

The work was well presented and generally, the SAGs/Caps had been adhered to.

There were few documentation issues. All centres had the official IEB documentation such as marking ranking. This indicates that heads of schools are aware of candidates' marks. Teachers do not need to include subject policies, CAPS and SAGs documents in the portfolio.

Instructions for the solo, group dance and improvisation with improvisation essay need to be included in the portfolio.

Plagiarism documents were present in the learner files, the documents had been signed by the candidates. Candidates also need to reference properly in the bibliographies of the assignments. The IEB has official portfolio rubrics with the required work and mark allocation, while many of the teachers are using their own rubrics the subject matter for portfolio requirement and mark allocation needs to be adhered to. Many of the practical rubrics for the June and Prelim Examinations have been altered according to what the teacher feels is relevant at the time and the candidates are therefore not being prepared for the final practicals. Improvisation is a requirement separate to Practical rubrics for examinations.

I understand that spreadsheets allow for ease of collation of CASS marks, however, because IEB documentation is not being used, these spreadsheets are difficult to decipher and in some cases quite confusing.

I believe it is essential that the new teachers offering Dance Studies for the first time should liaise with their more experienced colleagues as this will avoid confusion. Some teachers are following DOE and not all IEB SAGs requirements.

All Cycle Tests were mark appropriate and although they vary from centre to centre, it covers the work taught at that time.

June and Preliminary Examinations covered all required work, were innovative and challenging and in most cases displayed the required vigour for Dance Studies. There was little repetition in how questions were asked and answered, showing that the entire syllabus has been taught prior to final examination. Use of IEB past papers are not permitted in totality for Prelim examinations, the teachers are required to set their own papers. Many questions derived from past IEB papers. Design grids were not evident in many centres for these papers. Avoid studying productions, theatre spaces, bones, dance rituals, music notation and international works that are not included in the IEB lists.

I would recommend that evidence of moderation is done, especially with the newer centres at cluster meetings. Cluster forms also need to be signed by the cluster leader and it is necessary to attend the conferences and meetings. Teachers are to ensure that their marking rubrics/memos are applicable for the task.

It is imperative that the full gamut of work required for the 960 marks is present in the learner portfolios. Please double check all calculations, especially when changing the weightings of the tasks.

Generally, the portfolios were of a very high standard and well presented. Marks seemed relevant and represented a true reflection of the candidates' abilities throughout the year, from the lowest marks to the highest marks.

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DESIGN
PAPER I (THEORY)

Quality of candidates' answers:

1.1 SECTION A: Question 1 The design Process

This question was extremely well answered by most candidates. This is a good indication that they have been interacting with the cyclical and linear design process through the practical tasks and in theory during the year. Some candidates, however, struggled to *substantiate* their answers and are encouraged to practice this skill from Grade 10.

1.2 SECTION A: Question 2 Design Communication

Design communication is a higher order cognitive skill and requires analysis, evaluation and synthesis. Candidates don't always read the questions fully and left out e.g. naming the visual language used in the Bennetton advertisement. The analysis of the Caviar & Lean questions were mostly well answered with interesting responses to the communication of the visual imagery.

1.3 SECTION A: Question 3 Visual Analysis

Candidates easily *identified* the design principle that was created by the given design element, however, some candidates struggled to *substantiate* how the principle was achieved through the given element. Candidates are cautioned *not to apply gestalt principles* as design principles in the analysis question. Analysis is a higher order cognitive skill which should be practiced from Grade 10. E.g.

Line: The zig-zag lines are densely combined in areas to create depth in the face.	**Symmetrical balance** is created through the equivalent but not identical arrangement of the zig-zag lines creating the face. **OR** **Rhythm** is created through a variety of lines in the image, e.g. the repetition of the zig-zag lines creates **linear rhythm**.

The gestalt question was generally answered well and candidates could *identify* the gestalt principle easily and *substantiated* their reasoning for selecting the identified gestalt principle, e.g. **Closure**: occurs when an object is incomplete or a space is not completely enclosed. The zig-zag lanes are placed in such a way as to suggest a face through pulse movements, but the viewer's eye must enclose the face to be read correctly.

1.4 SECTION A: Question 4 Design in a Business Context

This section contains mostly lower and middle order cognitive thinking skill questions. Candidates were able to *define* most of the terms asked, however some struggled to *identify* it in the SPRING campaign examples provided. Candidates often repeated answers in different questions.

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1.5 SECTION B: Question 5 Design in Context – Historical

Candidates are cautioned *not to study prepared essays* for this section as they do not get the Context marks due to not answering the thematic context section of the question. They are also not getting Analysis marks for merely mentioning the elements and principles of design used by the designer. They have to do a thematic analysis that supports their argument to the question. Candidates are also encouraged to apply characteristics of movements to the designs they select to discuss for analysis.

Candidates are advised to answer the question in their introduction by writing a short synopsis to answer the question. E.g. With the increase of connectivity through technological advancements, designers need to consider how to *promote traditional and cultural markers to retain their own identity*. The world is no longer isolated and therefore different cultures influence each other constantly. This has given rise to a *global identity* that could specifically be linked to popular culture. It is very important for designers to constantly think of society and reflect during their process and implementation of new methods on how current practices can advance the boundaries of our understanding of community. Through questioning your cultural identity you will be able to develop a global identity through improvements of all aspects of cultural identity. In the early 1970s the realisation that mass consumerism was leading the world into a very destructive space, environmentally, culturally and socially, Anti-design reacted as an anti-movement. Another sector of design thought that technological advancement would create a simplistic lifestyle that reflected functionalism which brought forward the Hi-Tech movement. Post Modernism recognised the complexity of cultural rules and led the way through Eclecticism.

1.6 SECTION C Design in Context – Contemporary

The quality of candidates' answers in Section C shows that they have *internalised the research they completed for the Common Assessment Task*. The terminology, key concepts and designers were imbedded throughout the year in theory and practical work and this showed improvement from previous years. Candidates used the correct designers in the correct sections and very little candidates repeated designers and designs in different questions.

1.7 Question 6 Design in an Environmental Context

192 candidates chose to answer this question. Candidates struggled to discuss connections between more than one concept/term. Candidates could not describe the designs they chose to discuss.

1.8 Question 7 Design in a Social Context

205 candidates chose to answer this question. Candidates struggled to discuss connections between more than one concept/term.

1.9 Question 8 Design in a Cultural Context

109 candidates chose to answer this question. Candidates struggled to discuss connections between more than one concept/term.

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DESIGN
PAPER II

PAPER 2, 3 and SBA – DESIGN PRACTICAL EXAMINATION AND SCHOOL BASED ASSESSMENT

GENERAL

The theme for 2019, De-Othering was carried through Design Paper 2 and the SBA Portfolio.

- **Marking procedure**:
  A team of practical markers went to each centre and moderated the year work, Paper 3, and marked Paper 2.

- Time management and examination format
  The work for Paper 2 is completed over the year and presented at the school in an October exhibition.

- Teacher portfolios for Paper 3
  This year teachers were required to submit a portfolio of their marks and projects to the Practical Examiner. This has worked well to separate out the Practical Tasks (Paper 3) and rubrics from the Theory papers (Paper 4).

- Thematic content throughout the Grade 12 year
  It is imperative to note that the Grade 12 year follows a thematic unity which overarches ALL THREE examination papers. The overarching theme for 2019 in both Theory and Practical was "De-othering". The March delivery of the CAT (Common Assessment Task) enables the process of investigation to start and MUST be the first task to be completed. In this way, the CAT research informs the Practical exam and should also form the thematic approach of theory during the year.

  The Continuous Assessment Task was preceded by a scaffolding task, the Preparatory Task that provided access to the theme. This is a compulsory task and must be completed by all candidates. The designers in this task are assessed in Section C of Design Paper 1.

PAPER 2

Component A: Workbook

These are continuing to strengthen in terms of capturing the process of Design. Some candidates did not submit complete workbooks; the teachers are required to ensure sufficient time has been allocated to complete the work.

Component B: Concept Board

The concept board was introduced this year to bring our practice in line with industry. Many candidates excelled in this and used the guidelines in the Examination Paper to their advantage. Some candidates ignored the instructions and created a presentation work as had been expected in the past.

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Component C: Product

The work in the various fields of Design has continued to grow as teachers and candidates become more confident. The range of designs presented has grown and candidates are bringing their personal views and experiences into the creation of these works.

SBA moderation
The school based assessments portfolios have shown immense improvement over the last couple of years and the dedication of the teachers and effectiveness of the clusters is evident in the work produced.

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DRAMATIC ARTS
PAPER I (THEORY)

GENERAL COMMENTS

AREAS OF EXCELLENCE

It was clear that many candidates had prepared thoroughly for the examination and were well-versed in examination technique. There were some brilliant answers that showed in depth grappling with the texts and an expansive knowledge of the sections of work.

An improvement in the answering of page to stage questions was observed, with candidates offering insightful and creative ideas surrounding the staging of moments from the texts and the application of specific vocal and physical choices.

AREAS OF CONCERN

- Some candidates had clearly been handed the marking guidelines of the 2018 paper and learnt phrases from these without being able to apply or expand on them appropriately. Examples would be describing the South African plays structures as "workshop, storytelling and cyclical".
- Weaker candidates generally struggled to describe structure in the plays, i.e. the narrative structure and how the series of events unfolds in terms of scenes, episodes, passage of time, etc. Candidates must take care to understand the difference between terms such as epic, episodic, montage, linear, chronological, and cyclical.
- Numbering of questions must please be done on the left side of the page.
- Time management: candidates must pace themselves, and must heed mark allocation versus the amount of writing in their answer. Poor time management often resulted in incomplete questions.
- Candidates must have clarity on the following terminology:
  - Staging vs. setting
  - Archetype vs. stereotype
  - Use of the term "gestic language" – not always clear understanding nor how to use it in the correct context.
  - Presentational and representational acting style vs. a character or costume *representing* or *being representative* of something else, e.g. The Fat Prince represents or is representative of a corrupt government.

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QUESTION SPECIFIC FEEDBACK: SECTION A PLAYS & PERFORMANCE IN CONTEXT:

QUESTION 1: THE CAUCASIAN CHALK CIRCLE

1.1.5
- There were some beautiful and powerful images that showed insight and understanding.
- Brecht's staging is *not* minimalistic.
- Candidates must learn what a theme is and then know appropriate and accurate examples. Themes must also be clearly stated and not oversimplified to e.g. "challenge" but rather "challenging a corrupt system".
- Candidates need to work through complex notes with their teachers to fully understand the concepts and to be able to express themselves clearly in writing e.g. with reference to gestic language and wheel of fortune. There is a sense that sharing of notes between schools is happening, which is in itself not a bad thing, but often the notes need explanation and should not be rote learned without understanding and context.
- It is inaccurate to state that Poor theatre influenced Brecht and TCCC. Brecht wrote the play in 1944 and Grotowski developed his Poor theatre only in the 1960s.
- Weaker candidates confused gestus with mime, i.e. they had an oversimplified understanding of the performance style of epic theatre.

1.2.2 Moral paradox: candidates struggled to differentiate between characters representing a moral paradox, vs. a situational moral paradox, e.g. Natella being the biological mother who wants Michael back for selfish reasons.

1.2.3 Ensemble was not fully explored. Many candidates focused only on the term in relating to music, e.g. ensemble musician, but did not relate this to Brecht's approach.

1.2.4 Body language / facial expressions / gestures on their own are not performance skills and not inherently Brechtian. These are an actor's tools and how they are used must be linked to gestus and what Brecht wanted to achieve with gestus.

1.3
- Candidates confused character with gestus and acting style, and when certain features of these are provided in the play text or whether these are directorial choices.
- Candidates must be mindful of when to use linking words (e.g. "hence", "especially", "firstly", "secondly") in the one-page essay. The words are often used in a formulaic manner that does not aid the construction or expression of their argument.
- Language does not refer to accent.

1.4
- Candidates are cautioned against merely stating that a character or a prop "is representational*", without explaining or giving an analysed example. (*See comment under Terminology above.)
- Brecht's use of language is varied and candidates need to understand these differences within TCCC.
- Costume: actors did not wear all black with only e.g. an apron.

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QUESTION SPECIFIC FEEDBACK: SECTION A PLAYS & PERFORMANCE IN CONTEXT:

QUESTION 2: SOUTH AFRICAN THEATRE (THE ISLAND, SIZWE BANSI IS DEAD, MY LIFE)

- Overall, candidates had a good understanding of the context of South African Theatre, as well as a good understanding of Poor theatre conventions.
- Candidates at times referred to Woza Albert! instead of to one of the set works in this section.
- There were a number of candidates who stated candidly that The Island is not political, as it does not directly mention Apartheid. This was problematic.

2.1.1 This question was a basic knowledge question and most candidates scored full marks here.

2.1.2 Many candidates were able to achieve full marks for this question.

2.1.3 This question was *either* answered with insufficient facts on the elements of protest theatre and only providing examples from the play, *or* answered with an excessive amount of detail, far more than required for the 8 marks, and this impacted on other questions, e.g. the one-page essay in question 2.3.

There was little evidence of Protest Theatre techniques. Quite a few candidates from various centres motivated why their chosen play was not a Protest play which was problematic. Several candidates stated that protest theatre is a term "made up by the media", to further one's "own beliefs". This is inaccurate.

2.1.4 Generally candidates spoke about Poor Theatre but more than one influence offered in this question was accepted.

2.2.1 Candidates often gave the definition of existentialism and either did not relate it to the image, or their reference was merely in the form of saying that existentialism is depicted therein, i.e. they were not able to relate details in the image or caption to the definition. Candidates lost one mark if they did not refer to the image at all.

2.2.2 This question reflected a lack of knowledge of the play's plot and/or the characters' experiences as many candidates answered without selecting a specific moment, and rather described styles of theatre found in the play. Some plot-driven answers received here.

Most candidates answering on The Island only recognised the one moment when Winston finds out that John is leaving. Teachers are encouraged to explore the text in detail for other instances.

2.2.3 Several candidates discussed styles of preparation for performance, instead of describing the actual physical and vocal performance – e.g. discussing Stanislavski, Grotowski, Brechtian preparation techniques for actors instead of explaining how the voice and body can be employed in performance.

There were two parts to this question – physical and vocal – and both aspects needed to be covered. Some candidates answered in an oversimplified manner that the acting needs to be "physical" and "exaggerated" in order to match the emotions of the character or made generalised statements about using

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"physicality" and "projecting voice". Some candidates only described the emotions but did not elaborate on *how* that would manifest physically, e.g. in terms of position, posture, gestures, mannerism, stage business, etc. Similarly, under vocal analysis, there needs to be reference to tone of voice, pace, pause, etc. Full marks were awarded for accurate and specific details.

2.2.4 Candidates must make choices that are relevant and well-motivated. Although credit is always given where individual choices are made there were many choices that were not informed by the style, theme or intention of the play. Candidates need to have a simple lighting vocabulary, which can be used to guide their answers, e.g. dim lighting (instead of "dark lighting"), isolating a character in a spot, side lighting to cast shadow, use of colour to link to atmosphere etc.

2.3 Most candidates structured their responses clearly. Many candidates made vague references to "the present" by simply stating that racism as oppression continues "worldwide" without providing specific examples; also simply referring to what was in the play but not linking it to actual events in society either past or present.

QUESTION SPECIFIC FEEDBACK: SECTION B ESSAY

QUESTION 3

The essay topic required a discussion of how the two plays reflect the meaning of the provided source. Candidates needed to grapple with the idea that passive, complacent behaviour and speech will never effect any change.

Essay structure

- Teachers must convey to their candidates that **the essay is a discursive essay, and <u>not</u> a comparative say,** i.e. there is no need to compare and contrast the two plays with each other. Candidates who try to force a comparison tend to limit themselves or make inaccurate statements. Examples of these are: "Both plays are cyclical", "Both plays use Grotowski", and "Both plays use gestus".
- There is no need for a title or headings in the essay.
- An introductory statement or topic sentence for each paragraph makes it immediately clear what the stance is. This also helps candidates focus on what should be explored in that paragraph and guides the candidate to what supportive evidence (i.e. reference to the play) can be made.
- Adding terms like "furthermore", "similarly", "moreover" to the beginning of a paragraph does not automatically qualify as linking the paragraphs. Take care to use these correctly and not to over-use them.
- Some candidates wrote two introductions: one explaining what they understand from the source, and then another introduction which identifies the plays and the provided bulleted points, thereby failing to write a cohesive introduction in which they illustrate their understanding of the question, take up a stance, and identify the plays and playwrights they will be discussing.
- Candidates who managed to seamlessly weave appropriate examples and quotations from the plays into their essays generally achieved high marks.

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Essay content on <u>The Caucasian Chalk Circle</u> (TCCC)

- Candidates are discouraged from using the term meta-theatre for Brecht (even though there are sources that do so) as it creates confusion as the term has become associated with postmodernism in our subject. Brecht predated postmodernism.
- TCCC does not have a cyclical plot (storyline), as there is not another scene after "The Chalk Circle" that returns to the farmers' dispute in the Caucasian war-torn village. However, it can be argued that The Singer in his concluding speech does refer/link back to the farmers from the Prologue (The Struggle For The Valley) when he states that,

  "[W]hat there is shall belong to those who are good for it, thus the children to the maternal, that they thrive; […] And the valley to the waterers, that it shall bear fruit."

- Brecht did *not* want audiences to draw their own conclusions. He had a didactic approach, i.e. he was very specific in the lesson/message he wanted to convey. Some candidates appeared to confuse the idea of 'looking critically' with that of 'forming your own opinion', perhaps as a 'hangover' from the postmodern texts.
- The actors are not performing in a representational manner, but in a presentational / stylized / heightened manner.
- It is incorrect to state that Brecht did not want his audience to feel any emotion. After Grusha's tender scene with Michael, or where she is trying to cross the bridge to escape the soldiers, Brecht employed distancing – the Singer breaks empathy or tension by interrupting the action on stage to jar/jolt them out of their emotional response. Brecht was not averse to an audience experiencing emotions, but he did not want emotion to override or cloud his audience's ability to reason. This is why he employed a variety of Verfremdungs techniques to jolt them out of torpor.
- Brecht did not only confront and challenge his audience but he also entertained them. He used *spass* to satirise and satire entertains.
- Candidates must beware of oversimplification or incorrect use of terms such as 'didactic', e.g. 'The structure of TCCC is didactic". More accurately, the structure of TCCC allows the play to function didactically.
- Many candidates listed Brechtian techniques without elaborating on their relevance to the question, e.g. "TCCC uses episodic structure, historification, Verfremdung and gestus."
- If historification is mentioned in the context of structure, it must be made clear how the concepts connect.
- Brecht did not use Grotowski's techniques or Poor Theatre – his work predates Grotowski. Candidates became confused between gestus and the physicality of Grotowski's work. If candidates want to refer to specific interpretative moments from productions that they have seen (such as actors bodies forming the bridge that Grusha crosses) they should be careful to distinguish between specific directors' interpretations and Brecht's work.

Essay content on South African Theatre

- Fugard is not the playwright of the South African plays; all three were workshopped by a group of co-creators.
- The creators of the South African plays did not aim to distance or estrange their audience; candidates must be careful of over-simplifying the concept of 'looking critically' at the themes presented. The plays are protest theatre and thus largely aim to reach their audiences through emotional connection.
- Use of multi-functional props was not influenced by Brecht.

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- Weaker candidates had clearly learnt a list of terms but were unable to apply them or expand on them appropriately, e.g. "The play's structure uses existentialism, poor theatre, protest theatre and workshop."
- There was an oversimplification of relating poor theatre to black and oppressed people.
- The structure of The Island and Sizwe Bansi Is Dead was influenced by the workshopping process, but it is incorrect to state that the plays' structure is workshopping.
- Candidates tended to take blanket statements about protest theatre and apply them uncritically to the plays, which suggested a poor knowledge of the play texts, e.g. "The Island uses song, dance and music to link the scenes of the play".

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DRAMATIC ARTS
SBA MODERATION

The National Moderation process this year was undertaken by five experienced Drama teachers who were meticulous in their investigation and moderation of the files. The Regional Moderation process assisted at National level as the RMs sent me all of their reports and feedback, which assisted in the cross checking and validation process. Please keep your RM report in your file when sending the file to National Moderation.

This year, we focused specifically on compliance with the SAGs, checking the accuracy of mark calculations and transferring of marks from task sheet to marksheet to learner coversheet. It was a highly focused process. Ultimately we want to encourage and assist teachers and dispel any of the anxiety that surrounds the 'Portfolio'. Suggested index pages are being worked on for both Teacher and Learner Files and should be available in 2020.

Thank you to the teachers who made changes to their portfolios between Regional and National moderation. It is helpful when the changes made are clearly indicated. Please note that you are allowed to do this.

Teachers are encouraged to meet their deadlines for Regional Moderation. It is a very busy time of year but if it is started early it is achievable. If a teacher is struggling to complete the process, they must keep in contact with their RM but they can send an incomplete file if need be.

Integrated Practical Tasks
Overall, it is pleasing to see the variety and creativity of the IPTs that the learners are exposed to.

Please remember that the tasks need to have a written component (as it is an integrated task) and the ratio split needs to be 80% practical and 20% written (20/5). If tasks are created out of different totals, it is imperative that you make it absolutely clear how marks are calculated and converted.

Theoretical Internal Assessments
There were a couple of concerns with the TIAs. There are often tasks in the TIAs that are moderated and sometimes the teacher chooses to keep the original mark. If you do so, please make sure that it is in the best interest of the Learner and include some correspondence if you choose not to include that mark. You as the teacher are entitled to make a call. It is difficult to gauge what has been decided and why, in some centers.

Always try to scaffold questions and mirror the style of questions on the Final IEB Examination.

Moderation
There was often not enough evidence of pre and post-moderation. If the school uses a moderation checklist template, it should be accompanied by a copy of changes to the original questions on the question paper for pre-moderation and an example of a script, demonstrating the marking/adjustments for post-moderation. Ticking a form doesn't always give enough detail. You don't have to use a moderation form if you include the above but for some schools it is a prerequisite.

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Mark Calculations
This was highly problematic this year. There were often discrepancies between marks on assessments, spread sheets and Learner cover sheets. Please double check your marksheets or get someone 'mathematical' to do so. Please remember to keep your marks to one decimal place and round it only at the end. See the stars on the Learner coversheets for direction.

Suggested templates for the marksheets may be available on the IEB website in 2020 which may guide teachers better and avoid so many miscalculations.

Prelim/Trials Examinations
It is exciting to see that schools are collaborating and setting combined papers. Please remember that to uphold the integrity of the Examination, both/all schools should write at the same time and on the same day.

Please note that the Prelim/Trials Practical assessments must not be in the Prelim/Trials section in the Portfolio but fit into the IPT section.

Blooms Design Grids and Cognitive Levels
The design grids continue to be problematic. It is clear that some teachers are insecure and do not know how to create and use them accurately. It is also evident that the design grids don't always match the cognitive levels in the questions. Teachers must ask for assistance if they need training. It is possible that a template may be made available in 2020.

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ECONOMICS

QUESTION 1 MULTIPLE CHOICE

There was a very strong correlation between the average of the multiple-choice questions and the overall examination average. Question 1.17 and 1.18 proved to be the most difficult questions, with the highest percentage of candidates answering question 1.1, 1.2, 1.9 and 1.10 correctly. Candidates are strongly advised to attempt all multiple-choice questions; especially as negative marking does not apply.

QUESTION 2 MACROECONOMICS

It was pleasing to see that most candidates were able to name the missing information in the circular flow of income. Candidates are encouraged to use examples when differentiating between real flows and monetary flows. Stronger candidates were able to discuss the relationship between taxes and government spending, whereas some candidates were unable to link them and only identified them as leakages and injections. Some candidates did not understand what the multiplier is and struggled to use relevant examples.

Most candidates were able to name the lowest point on the business cycle. Some candidates, however, struggled to differentiate between the point, i.e. trough, which was the expected response, and the phase on the business cycle, which was not asked for. When defining GDP, candidates need to be reminded that the word 'final' must appear in their definition, i.e. it consists of final goods and services and not just goods and services. Most candidates were able to explain leading indicators, and used appropriate examples to support their answers. Centres are encouraged to use the standardised list of examples of indicators, as presented at the user group conference. The question on monetary policy was reasonably well answered and, overall, candidates were able to discuss more than one aspect of monetary policy and what tools were available to authorities to stimulate economic growth. Stronger candidates focused on tools such as open market transactions, moral persuasion and cash reserve requirements.

Most candidates were able to differentiate between free-floating, managed floating and fixed exchange rate systems. Centres are encouraged to emphasise the different role(s) of the market and/or the role of government when discussing exchange rate systems.

Some candidates continue to find it difficult to draw exchange rate diagrams and to interpret exchange rate changes. The top candidates answered this question with ease. Common errors included missing or incorrect labels and a lack of accuracy in drawing the diagram meant that some candidates lost unnecessary marks. Candidates need to know the difference between R/$ and $/R on the y-axis, and what the implication of either is when drawing the graph. Centres are encouraged to get their candidates to discuss the effect of a change in the currency, i.e. depreciation or appreciation and why this happens.

QUESTION 3 MICROECONOMICS

The first question on utility was well answered. Most candidates were able to describe the economic term and calculate the missing values.

The questions on calculating total revenue and the price elasticity of demand were well answered. In the first question, some candidates only answered the first part of the question, i.e. they calculated total revenue but did not go on to calculate the difference. In

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the second question, some candidates used the incorrect formula to calculate the price elasticity of demand. The third part of this question required candidates to explain the likely change in revenue because of a change in price and what role knowledge of price elasticity plays in this. Many candidates did not go on to explain the link between these variables.

Generally, the definition of income elasticity of demand was well answered, with some candidates incorrectly swopping the variables around. Most candidates were able to identify the normal and inferior goods from the table and describe the difference between these goods. A few candidates incorrectly analysed cross-price elasticity.

Overall, the question on the causes of market failure was not well answered. Candidates are encouraged to use examples when discussing reasons for market failure and ensure that their explanation aligns with the mark allocation. Centres are encouraged to make a clear distinction between merit and demerit goods, and positive and negative externalities. Most candidates used appropriate examples of how the government can intervene to reduce market failure.

QUESTION 4 CONTEMPORARY ECONOMIC ISSUES

Stronger candidates were able to make a clear distinction between economic growth and development, by referring to Real GDP and human development/standard of living. It was encouraging to see that most candidates could differentiate between the different components of the HDI. Strong candidates understood that whilst GDP per capita is often correlated with the HDI, they understood that the HDI also consists of other components. Overall, candidates were able to discuss the significance of the different components of the HDI when comparing South Africa and Sri Lanka.

Overall, the charts on unemployment and economic growth were easily interpreted. When measuring unemployment, however, some candidates did not distinguish between the population and the economically active population.

Most candidates were able to list the macro-economic objectives. Some candidates, however, lost unnecessary marks by just listing an incomplete objective i.e. inflation, as opposed to low and stable inflation or price stability.

It was encouraging to see how candidates applied their knowledge in identifying different possible scenarios that better education and training, in the macro-economic context, can provide. For most candidates, however, there was a lack of sound economic analysis in their answers.

Stronger candidates focused on the benefits of acquiring skills/skills development for the economy and how this can improve economic growth. Candidates continue to use incorrect labels when dealing with macroeconomic graphs.

Candidates need to be reminded that when a question has a statement or a quotation, that this provides some context to help them with an appropriate response, e.g. when asked to explain the term budget deficit, some candidates referred to a personal budget, rather than the government budget. The difference between direct and indirect taxes was reasonably well answered. When considering the extent of an increase in these taxes, most candidates had some knowledge of the impact, with stronger candidates evaluating positive and negative consequences.

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QUESTION 5 MIXED QUESTIONS

The question requiring candidates to describe the demand for labour was well answered. Not all candidates had a clear understanding of the reasons for the basic differences in salaries in the economy. The top candidates were able to offer insightful answers by considering the source and using their knowledge to analyse factors that could influence salaries.

The quality of answers differentiating demand-pull and cost-push inflation varied. Centres must encourage candidates to use clear, concise and accurate definitions for key concepts. Most candidates were able to discuss the consequences of inflation. Candidates are encouraged to elaborate in a bit more detail when the mark allocation requires it.

Most candidates knew what protectionism is, but some were unable to describe two forms of protectionism. Describing import substitution as a philosophy/policy decision in itself is not sufficient and candidates were expected to identify tariffs, quotas, subsidies, etc. as part of their description.

The last two questions were well answered. The quality of the answers, in the open-ended question, was very encouraging. Candidates are encouraged to use examples to demonstrate a deeper understanding when considering the reasons for trade barriers and the reasons for trade.

QUESTION 6 DATA RESPONSE

Surprisingly, very few candidates could give an accurate description of maximum prices. Some candidates lost unnecessary marks when identifying the factors that influence the cost of petrol, as they provided vague and generalised responses. The quality of answers explaining the challenges because of the rising cost of petrol, varied. Stronger candidates included clear application and analysis and considered the broader economic impact.

Strong candidates had clear and accurate labelling on their maximum prices graphs. Missing labels and a lack of accuracy in drawing the diagram, however, meant that some candidates lost unnecessary marks. Most candidates were able to state the likely impact of a maximum price but were not always able to analyse the consequences, i.e. black markets, queueing and shortages.

Most candidates were able to list the characteristics of oligopolies but found it difficult to relate these to the petrol market. Several candidates incorrectly referred to examples, not about the petrol market. Centres are encouraged to use the list of characteristics that have been standardised by the user group when teaching market structures.

From the last source, most candidates were able to identify South Africa's biggest trade partner and that the trade balance represented an injection. The evaluation question challenged some of the candidates, as they just listed or described the possible effects of a weaker rand, without thinking of possible knock-on effects in certain markets or industries and the overall effect on the trade balance. Stronger candidates provided a balanced view and considered the possible impact on the broader economy.

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ECONOMICS
SBA MODERATION

BROAD OVERVIEW

All 31 centres submitted educator and/or learner files that adhered to SAGs requirements as far as the following are concerned:

- appropriate files,
- cover sheets,
- declaration of authenticity,
- marked dividers,
- signed-off rank mark sheets,
- evidence of moderation, and
- correct order of portfolio items.

GROWTH

The standardisation of marking and adherence to the marking rubrics for the Oral Presentation showed great improvement across most centres. The majority of centres allocated realistic marks to the task and provided ample evidence of the outcomes that were achieved. No CDs were submitted for Oral Presentations this year.

The Data Response Tasks were generally of a high standard, comprising current and diverse statistical and article-related sources that adequately tested learners' ability to interpret economic data, while demonstrating solid theoretical knowledge. Most centres made use of past examination papers when setting this task.

All centres mirrored the final examination paper in so far as the 'write-on' format is concerned.

CHALLENGES

Whilst design grids were provided in all files, it is important to note that, should the IEB format not be used (as in the SAGs), centres still have to provide the same information in their own grids, i.e. Question number, topic covered, question level and percentage of higher vs. lower order questions. Many centres chose to design their own grids, but omitted the topics (modules) covered in the assessment.

Some centres still submitted test and/or examination marking guidelines without a precise tick (✓) allocation – especially for graphs. Indicating where marks are awarded is non-negotiable for any marking guideline.

It is essential that centres follow the correct (current) SAGs so that their learners are not disadvantaged. Graphs are not required when assessing imperfect markets (monopoly, oligopoly and monopolistic competition) and will not be examined in the final examination. Many centres still included graph-related questions with high mark allocations on imperfect markets, requiring graph interpretations, calculations and the drawing of these graphs. Economic Pursuits has been removed from the SAGs. Some centres still test on tourism and sustainability, these topics do not form part of SAGs.

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EDUCATOR FILE

Administrative information required in the Educator Files includes:

- IEB cover sheet information (centre name and number and indication of 'Educator File'),
- IEB mark rank order (signed by the Principal),
- IEB learner call-up sheet,
- evidence of moderation,
- controlled tests and preliminary examination question papers and assessment guidelines,
- current rubrics, and
- appropriate file and marked dividers.

Some centres failed to include national moderation call up sheets in the educator's file.

Please note that both the test/examination question papers and the marking guidelines (memoranda) must be included in the educator file. In isolated cases, centres included either one or the other. The majority of centres submitted accurate files that were 100% compliant with the 2019 SAGs requirements.

LEARNER FILE

Administrative information required in the Learner Files includes:

- IEB cover sheets with marks for each SBA item,
- IEB declaration of authenticity,
- written/typed assessments (preliminary examination and 2 controlled tests),
- hard copies of oral presentation, and
- appropriate files and marked dividers in the correct order.

Learner files were of a high standard, neatly collated and in accurate format. It is important to include learner feedback on examinations and controlled tests as indicated on the moderation tool.

PRELIMINARY EXAMINATION

The majority of the preliminary examinations were of a high standard, adhering to SAGs requirements and reflecting the 'write-on' format of the final examination paper.

All centres had the correct 2 × 10 and 3 × 10 multiple choice question format. Many centres produced fresh, unseen questions across the three modules of subject content.

Design grids accompanied all preliminary examinations, but in some cases the design grids did not correspond with the questions in the examination. It is important for educators to develop fresh design grids for every assessment to ensure the correct standard.

Most centres demonstrated evidence of internal and/or external moderation for this examination.

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CONTROLLED TESTS

The controlled tests were mostly of a comprehensive nature and the majority of centres included the June/July examination paper (200–300 marks) as one of the two required controlled tests. As mentioned before, this practice is encouraged since it prepares learners for the preliminary and final examinations and it generally results in a more realistic portfolio mark. Design grids were used across all centres, but similar to the preliminary examination, these grids showed discrepancies with the content of the tests.

Unlike in 2018, many centres submitted marking guidelines (memoranda) that lacked specific weightings – 'ticks' – which clearly indicate mark allocation for each required fact. This was especially lacking in the graphs.

Similar to 2018, there were still controlled tests without one comment, correction or feedback evident in the marking process.

The vast majority of the controlled tests displayed evidence of pre- and post-moderation.

DATA RESPONSE

All centres adhered to the SAGs guidelines and requirements for the Data Response questions.

The Data Response questions set by the majority of centres were of a very good quality – and many centres used past examination questions.

Educators are encouraged to use recent data/sources relevant to the latest economic issues of the day. In a few, isolated cases Data Responses included sources dating back to 2010 and 2011.

MULTIPLE CHOICE CONTROLLED TEST

All centres adhered to the SAGs guidelines and requirements for the Multiple Choice Controlled test questions. All centres followed the 2 × 10 easier type questions and 3 × 10 more challenging questions format.

ORAL PRESENTATIONS

The majority of centres presented well-planned and carefully structured tasks in line with the marking rubrics provided in the 2019 SAGs.

Similar to 2018 it is strongly recommended that centres include 'hard copy' evidence of the oral presentation. Please be alerted to the changes to the oral presentation in the 2019 SAGs. Educators should also ensure that constructive feedback is provided, either in-text or on the marking grids. It is good to see no CDs included in this year's portfolios.

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GENERAL

Educators should be vigilant not to weigh the portfolio tasks incorrectly and to use the most updated 2019 design grids and assessment rubrics. Internal and/or external moderation should demonstrate that the 'real' process took place and that it wasn't simply a 'sign-off' exercise. The inclusion of the original emails and/or actual moderation process ON the question paper should be included in the educator portfolio.

A huge thank you to all Economics educators across all the centres who submitted accurate, well-structured educator and/or learner portfolios. Great improvement with the presentation of files across all centres.

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ENGINEERING GRAPHICS AND DESIGN
PAPER I

QUESTION 1 CIVIL ANALYTICAL

This question was reasonably well answered with the following that need to be brought to teachers' attention:

- Printing needs to be worked on – it is a skill.
- It was interesting that many candidates did not recognise the drawing as a ***site plan***.
- Many candidates did not interpret NORTHEAST correctly with the given North Point to identify which ERF was bordering on the Northeast boundary.
- The identification of a ***septic tank*** was not accurate.
- Many candidates did not recognise that the ramp was incorrectly drawn as the arrow needs to point up the ramp. Candidates needed to recognise in which direction the bank, on which the ramp was drawn, was sloping from the contour lines.
- SANS symbols need to be taught to candidates as they are not being recognised (nor drawn correctly in question 4).
- There is still confusion between an Electricity Meter and a Water Tank.
- Area remains a problem year after year.
- Calculators should be brought to exams.

QUESTION 2 INTERPENETRATION

Candidates are generally getting better at this question but please take note of the following:

- Many candidates did not recognise which corner was which on their new auxiliary view drawn in the front view. The result was an upside down orientation of the branch piece.
- A number of candidates drew the branch piece at an angle and not horizontal in the front view as given in the question.
- Turning points were not located by many candidates.
- Corner and turning points were joined with straight lines and not curves. This was evident in both the front view and the development.
- Poor reading of the question resulted in the incorrect development being drawn in some cases.
- Many points for the development were incorrectly plotted, demonstrating a lack of accuracy.
- Despite the question asking for calculations and construction to be shown, many candidates did not show the circumference calculation.
- Many candidates do not recognise which lines are seen and which are not and hence hidden detail was often missing.
- Whilst we encourage the use of coloured pencils for construction, they may not be used for outside nor hidden detail lines.
- Attention needs to be drawn to line tone quality again. There needs to be a clear difference between type A, B and C lines. When hidden detail is drawn with the same line tone as construction lines, it is very difficult to identify.

QUESTION 3 PERSPECTIVE

While this question had a good balance of many "easy" points as well more challenging points, the following should be noted:

- There were a number of candidates who were thrown off by the position of the SP and HL and could not therefore score the "easy" marks as intended.

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- Many candidates used the SP as the starting point of their drawing and not the correct point on the ground line. Candidates must be taught that if a point is at ground level and touches the Picture Plane in the Top View, then it must touch the Ground Line in the Perspective View.
- Line quality needs to improve (generally). The use of a sharp pencil would make a difference.
- Colour pencil may be used for construction purposes only. It would be most beneficial if these were kept very sharp. Please remember that they may not be used for outlines of drawings. The use of red is prohibited.
- A lot of movement was taken into consideration in order to allow for aging equipment. However, candidates should be encouraged to focus on accuracy.
- Circle construction was once again poorly completed, affecting the perspective arch.

QUESTION 4 – CIVIL ASSEMBLY

On the whole this question was well answered. The biggest and most common issue is the use of scale. There were a few other issues as outlined below:

- Battens/Purlins/Truss plates/Wall plates – The main issues with these were the consistency of size and scale. A purlin is twice the size of a batten and should be drawn as such. Candidates need to be aware that there is a mark for each feature, so if there are 4 marks awarded to truss plates then there should be 4 truss plates drawn.
- Using a sharp or clutch pencil will help with accuracy of the small components.
- A number of candidates did not space the verge correctly and also left off the facia boards. When facia boards were drawn, the size thereof was a problem.
- The question asked for roof detail but many candidates did not include this.
- A number of candidates did not draw the beam filling – takes preference over the truss.
- The rest of the outside view of the elevation was left out by a number of candidates who only drew the section.
- The height between the foundation and finished floor level was inaccurate and the concrete slab was often not drawn halfway into the wall (footing).
- Hatching –
  - Many candidates are using mechanical hatching on the walls and a number are drawing this hatching freehand.
  - The concrete hatching needs to have triangles in it.
  - Please work on earth hatching – some candidates really go overboard with the amount of earth hatching. This is unnecessary and a waste of time.
  - The under sill hatching was often left out.
- Labels – Poor printing was evident in many drawings and the DPC was often left off at the window.

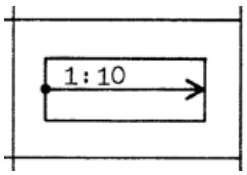
In many cases the elevation was not correctly labelled: **Sectional Elevation on A–A**.
The floor plan was often labelled as a *Schematic* Floor Plan, which it is not.
The Natural Ground Level is still being labelled as GL and not NGL.

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Please instruct candidates to label the Floor plan and the Scale underneath the floor plan.

- Scale – Candidates need to pay more attention to scale as many did not get the floor plan correct due to incorrect scale calculations.
- The most obvious omission by the majority of the candidates was the indication of the section of the wall to be removed.
- The sliding door was missing the arrow indicating the opening direction in many answers.
- The arrow convention indicating the upward direction of the ramp was incorrect in many cases as well as the gradient indication.



- The door frames and door swing were drawn freehand but should be drawn with their instruments.
- Please teach the correct SANS symbols for the plumbing fixtures.
- Coloured pencils should not be used for this question.
- The section line was very poorly drawn.



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ENGINEERING GRAPHICS AND DESIGN
PAPER II

It has been quite heartening to see that the general quality, neatness and accuracy of the answers have steadily increased at some centres over the last few years. At some centres, however, it still remains a grave concern that neatness and accuracy do not seem to be as important. Although there is not a specific mark allocation/deduction for accuracy and neatness on the assessment criteria, candidates ultimately lose marks as it impacts on the accuracy and presentation requirements of their line work. This, in general, made marking a lot easier if done correctly but it had an adverse effect if drawings were presented in a shoddy way.

A full mark analysis, with corresponding graphs, will be sent to each school to be discussed with the Head of Academics by the IEB. This will show the trends applicable to each question, the areas of strength as well as topics that might need some attention.

The following reports are based on the observations of the markers and examiner for each of the following questions:

QUESTION 1 (ANALYTICAL)

- ***Handwriting*** is still a concern. Some answers are still done in ***ink*** and some candidates tend to ***scribble***. Although the correct spelling of words and concepts are not taken into account, it does change the meaning and application in some questions and then candidates ***do*** lose the marks. (Q1.2 Pitch circle diameter and Q1.6 Key slot/key hole)
- The calculation of the tolerance on dimensions in Q1.5 was a concern. (Basic mathematics)
- Q1.7 – Revolved sectioning were often seen as partial sectioning and Q1.2 – the abbreviation PCD was poorly answered.
- Many candidates struggled to calculate the exact dimension for the M20 at Q1.11 and multiplied with 0,7 instead of 0,8.
- The answering of the welding symbol and the machining symbol in Q1.14 seemed to have been a challenge. Candidates struggled to differentiate between "Weld all around" and "Weld on site", and the correct positioning for the direction, the finishing and the roughness.
- The mark analysis clearly shows that some candidates still tend to accept these analytical/theoretical questions as something that they do not need to study. Once again, there is a ***direct correlation*** between Question 1 and Question 4 where this theory needs to be applied.
- Some candidates didn't even attempt this question.
- The ***raw average*** was slightly higher at 50%.

QUESTION 2 (CAM)

- The ***direction*** of turn was still a problem with many profiles ending as a mirror of what was asked.
- Many displacement graphs were drawn correct until they had to apply the ***harmonic motion*** (division of the arc into enough parts to make it accurate).
- A grave concern was how many of the candidates did not start at the correct position with the displacement graph. Construction was often not shown and then had an impact on the drawing of the cam profile.
- A very high percentage of answers contained ***wedge ended*** followers.

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- Plotted points in some cases are ***too large*** – they become blobs. This has been addressed and in general fewer of these were found than in the past.
- The follower circles were not drawn accurately.
- Joining the plotted points tangent to the roller followers and not blending the locus to the circles was a problem. Drawing with "negative curves", "straight lines" or "bubbles" gives the locus a different meaning altogether. Drawing in ***freehand*** is a skill and therefore needs practise.
- If the graph was drawn wrong, there was some accommodation with marking the profile to the error. However, in many cases there were no ***construction lines*** to follow, as was the requirement, and those profiles could not be marked resulting in all the marks being lost.
- It was a requirement to indicate the ***direction*** of turn. The ***absence*** and ***quality*** of these arrows are still a concern and the concept will again be discussed at conference.
- Candidates are reminded that when ***extra divisions*** are required to plot a curve in the displacement graph, the plotted points ***must*** also be reflected on to the cam profile for accuracy. (165° or 195°)
- In general, the question was answered very well with a raw average above 75%.

QUESTION 3 (ISOMETRIC)

- This question was quite easy to draw if the theory involved had been applied correctly. Some candidates could not differentiate between the given views.
- In 3rd angle we need to see the ***right hand side*** of the object and point P is given as a guideline as to where the ***lowest point*** must be if there is any confusion.
- Candidates are again reminded that when drawing a ***section isometric view,*** the entire sectioned area must be visible and hatched.
- ***Accuracy*** is still a concern as marks are deducted every time that the memorandum is adjusted.
- The ***diameter of the circle*** should be ***accurate*** and therefore a ***constructed isometric square*** (with an allocated mark) is required. Some candidates omit the construction as they only use a ***stencil*** and then their ellipse is out of sync.
- Too many candidates did not receive full marks as a result of either omitting ***centrelines***, or using the incorrect ***line type*** or ***line tone***.
- ***Hatching*** should be a ***B-type*** line and completed at a ***60°/75°*** angle.
- Candidates must remember that they are working with a ***casting***. This implies that the ***direction*** of hatching should ***not*** change and there should be no ***solid lines*** within the hatched area.
- Ribs are ***not*** hatched – and ***won't be*** in our lifetime. The interpretation of the horizontal rib (cross section) was a challenge to some of the candidates and was not drawn and hatched correctly.
- ***Isometric*** drawings are done at a ***30° angle***. Some still insist on using 45° or even 60°.
- The ***construction area*** was used very effectively. This helps the markers as these constructions were usually all over the page. The construction for the auxiliary view for the 30° bottom rib was often wrong or omitted.
- In general, the question was answered well with a raw average above 70%.

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QUESTION 4 (SECTIONED FRONT VIEW)

- The question was well answered and all the candidates attempted this view.
- In a very few cases the ***views*** were switched ($1^{st}/3^{rd}$ angle) but most used the given starting point which placed the view in the correct position. Some candidates did not attempt to do an assembly.
- ***Gears*** **MUST**, in order to save time, be drawn to ***convention*** (See the instructions on the cover page). A very big percentage of candidates did not adhere to these instructions.
- The spacers being sectioned and hatched were well answered.
- Too many candidates applied the wrong ***size/construction*** on the nut (must be 0.8D) and ***thread*** of the shaft.
- In too many cases the ***internal thread*** (coupling) and the ***external thread*** (shaft) was omitted or drawn incorrectly.
- The ***Woodruff key*** and ***partial section*** as well as the ***Grub screw*** and ***partial sectioning*** were often omitted on the shaft.
- Some parts, when drawn to an incorrect ***size*** or incorrect ***place/height***, impact and have a snowball effect on the size of the ***view***. Incorrect/inaccurate ***measurements*** were used. (round and champher) This makes marking very problematic and as a result marks were deducted.
- The interpretation of sectioning a hole needs attention as lines were often omitted making it different parts.
- A washer and a key are ***fasteners*** and therefore ***not*** sectioned.
- ***Line work***, in some cases, was still extremely poor. ***Civil*** hatching is still used.
- A large percentage of candidates did not draw a ***HALF SECTION*** of the assembly and wasted time on a full section and a lot of hatching.
- This question was generally answered quite well, with a raw average above 70% and a few exceptions where it was done completely wrong.

QUESTION 4 (RIGHT VIEW)

- Incorrect/inaccurate ***measurements*** were used – especially on the nut and shaft/thread. These are then transferred and applied incorrectly on the sectioned view.
- The gear was drawn with ***teeth*** – once again – good luck!
- The ***construction*** of the ***nut*** needs attention – marks are lost unnecessarily.
- The ***thread*** on the shaft needs attention - marks are lost unnecessarily.
- ***Line quality*** remains a problem. The ***civil*** cutting plane/section line is still used.
- Overall the view was answered ***well*** with a raw average above 70%

QUESTION 4 (ADDITIONAL)

- Titles, labels, scale, etc. must be ***printed*** in ***pencil***, between ***guidelines*** and in ***CAPS***. This ***continues*** to be a problem.
- Some candidates did ***not*** indicate the ***section line***, it was ***incomplete***, placed on the ***wrong side*** or they opted for the "civil" version. Arrows, darkening of the ends and darkening of the direction changes were often omitted.
- Overall candidates need to spend more time on the rules and applications for ***hatching***. (45°angle and different parts). Often the "civil" style of hatching was applied, or the ***wrong angle*** was used.
- ***Dimensions*** were answered better, but ***fundamental errors*** still occur. The correct ***rules/arrows/offsets/line quality*** needs to be applied. This will again be addressed at the conference.

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- ***Centrelines*** are drawn in the incorrect line tone (very often too light, as short dashes or longish dashes, as hidden detail or left in construction).
- The ***symbol*** was often drawn in ***first*** angle or in ***freehand***.
- The raw average was around 60% for a section of the drawing where "easy" marks can be accumulated.

GENERAL COMMENTS:

- Instil a sense of ***neatness*** and ***accuracy*** – too many marks are lost unnecessarily.
- The ***basics/fundamentals*** of drawing need emphasis ***– line work, dimensioning, printing, hatching, conventions, differentiating between 1st and 3rd angle, etc.***
- It is important to note that any ***labels*** – in this case Q2 and Q4 – require guidelines and need to be printed in CAPS.
- Every ***line type*** has a specific function. The ***centrelines*** or often the "civil" style of hatching was applied, or the ***wrong angle*** was used.
- It is required only that a specific line type and correct line quality will receive full marks if it is applied correctly. Some centrelines often reflect as hidden detail and vice versa.
- Sometimes arcs are drawn very light and are then darkened by using freehand!
- Show candidates how to ***read*** and ***interpret*** an individual question as well as a question paper as a whole.

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ENGINEERING GRAPHICS AND DESIGN
PAPER III

A huge thanks once again to the schools that have made the effort to participate in the CAD examination. Some of the drawings/centres were ***exceptional*** and they can be really proud of the fruits of their labour. There has been some really amazing drawings and some exceptional marks. It was good to see some centres giving the exposure to their Grade 11 pupils and for some this might be the option going forward if Grade 12 becomes too congested.

The standard of marking was on par for most scripts and there were again only minor deviations found. Thank you once again and best of luck with next year's attempt. The glitches in general were again very small and should be ironed out as we progress. Some of the general issues mentioned in the past that we need to emphasise again for the new schools coming aboard, are the following:

- As for the printing – the ***question paper must be stapled to the printed answers.*** An A3 version, if possible, works much easier.
- Thank you for sending an ***electronic version*** – this helped to iron out some of the problems encountered with the small print. Electronic versions are **not required** any more as most of the printing glitches seem to be ironed out.
- In all of the questions there were ***constructions*** involved. Although we have the advantage that the CAD software makes a construction redundant, the request is that these ***must be*** shown. The idea is that you answer the question as you would on a drawing board and this would also help to focus candidates on the constructions required for each drawing for their normal paper examinations (P2) at the same time.
- Candidates can set up their ***layers*** and ***symbols*** before the time. Symbols include the arrows/text for the section line, a hatching "grid" if needed, the projection symbols, borders/title block and the basic layout of the tables.
- In general, and still a concern, is that a few candidates did not apply the correct line tone on their drawings. The use of ***layers*** in CAD is absolutely ***essential*** and it must reflect on their drawings. Some of the hatching, dimensioning, centre – and hidden detail lines were too thick or the wrong line type.
- Care should also be taken with the colours that candidates choose. ***Yellows*** and ***light greys*** are very difficult to print and mark. When using ***white*** on the black background keep in mind that it ***does not print***. Printing in black and white should also help in this regard.
- Some candidates used the "construction lines" available on the CAD software – a reminder that ***these do not always print***. There is a ***mark allocation*** for showing constructions.
- The dimensioning layer was not set up properly in some instances. Care should be taken as ***all the normal dimensioning rules apply***. This includes the offset, line type, thickness, size and arrows. Some arrows were set up to reflect the ***civil type.***
- **Arial** font, in CAPS should be used for printing as this is the closest application to normal drawing conventions. This was a request on the instruction page as well. Some candidates included unnecessary printing which takes up valuable time.
- The ***marking rubrics*** were required to be ***inserted*** and ***printed*** on the ***answer sheet.*** This meets the requirement of ***inserting tables*** that is ticked on the cover page. A few candidates found these tables challenging. Some tables were ***too large*** or ***too small***. The table should not ***dominate the drawing*** sheet, but should merely be available at an ***applicable size*** for the marker to be used. MS Word can also be used to create a table and this can then be ***copied*** and ***pasted*** onto the drawing sheet.

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- Once a question is complete, ***trim*** off the ***excess*** lines and ***neaten*** up the drawing. Lines used for construction/projection – if not needed or required, can then be ***deleted***. (ex. Projection lines for the orthographic/Question 1)

QUESTION 1: MECHANICAL

In general this was answered well.

- The section line/cutting plane was often ***omitted*** or ***incorrect/incomplete***.
- The PDF version still has some glitches with the CAD text but it is improving.
- In some cases the ***hatching*** was problematic on the front view. The angle should be 45° and in a B-line tone.
- The centrelines/cutting plane often reflected as a ***solid line.*** Once done, select these lines and reset the ***scale*** value in their property table.
- Once ***dimensioning*** is completed, select them and set their ***properties*** so that they comply with all the dimensioning rules. (Arrow type, offset, line weight, text, etc.)
- Show the ***constructions*** as required.
- Once the two views have been ***completed***, projection lines can be ***deleted***, or the layer can be switched off.
- The ***section*** on the ***shaft***, by chance, was a concept tested in the November P2 as well, and quite a challenge to complete on CAD.
- Most of the moderated papers showed that the ***threaded hole***, and the ***hatching thereof***, was a problem.

QUESTION 2: ISOMETRIC

This question, although challenging/different with the square hole at the bottom, was answered very well. Not many schools venture into Isometric on CAD at school level but a very valuable exercise nonetheless.

The added value of CAD is that the hexagon construction and a rib angle, when required, could be ***copied*** from question 1 and ***pasted*** to be used on question 2. Some candidates used and applied this shortcut method while some did the Isometric circle without showing the construction.

- ***Constructions*** for the hexagon and circles (ellipse) ***must*** be shown.
- Hatching is a ***B-line*** at 60º/75º
- ***Centrelines*** were very often omitted, or the scale/value was incorrectly applied.
- The ***top of the rib*** had been corrected in the meantime and this was taken into account.

QUESTION 3: CAM

It seemed, taking the paper as a whole, this is where candidates again started running out of time and not all the drawings were finished in full.

- The given views must be ***redrawn*** in full ***as was given***.
- The value/weight of the ***centrelines*** need to be ***adjusted/changed*** once they have been completed to reflect as a ***normal long/short dashes line***, in proportion with the completed drawing.

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- It is vital to be able to ***see*** and ***follow*** the ***construction method*** and ***lines*** on this question. Although candidates used construction lines, they were either deleted, were a "thick" quality in some cases or did not print because they were in the incorrect layer.
- The locus (bezier) on this question is challenging to draw on CAD and well done to those that got it right. The locus, where it is in ***dwell***, is a different challenge as the CAD version "bends" the locus out of sync with the circles of the construction, creating a double line or extra loop. It might be a valuable option to practice or explain a solution to this in class.

GENERAL:

Many schools had logistical problems relating to P3 and finding the time to write it. A suggestion is to discuss this with the head of academics so that P3 can be tabled into the Prelim exam to alleviate many of these problems. It is also valuable, if all your candidates write this exam, to include it in the portfolio as a CAD assignment mark/task. There is value in exposing your Grade 11 learners to this exam in preparation for the next year.

The paper should not be confused with P3 (the PAT), as some marksheets came through and labelled as PAT P3.

Please follow the guidelines that were given of how marks are deducted/interpreted. Sometimes marks have been allocated for info that was missing on the printed sheet. You should also use your normal interpretation of deducting marks on a hand drawn/paper question. Half marks should be carried over to the cover and ***only rounded up/down on the final mark.***

I suggest, when marking this paper, to ***not be too lenient*** with the mark allocation. Follow the guidelines as this will also help to prepare candidates for the exams in November.

Some schools have designed and applied – with great effect – a page border, with a title block that contains the candidates' number, the title and scale if required as well as other relevant information and even a school emblem. This can replace some of the required information spread over the page and marks may be allocated for this information as usual.

Question 1, the mechanical section, can be used for an assessment for Grade 10 pupils, be it CAD or paper. This is a great introduction to assembly drawings and exposure to mechanical sectioning.

Question 2, the isometric section, can be used for an assessment for Grade 11 pupils, again CAD or paper as it contains all the elements required for the senior phase on Isometric drawings. Even without the section, it is a drawing that can supplement your drawings in the workbooks that you use.

All the previous CAD P3 exams are available with their respective memos and can be used and applied to either supplement or assess in your planning.

Schools still call and send e-mails regarding the process of completing the CAD exam. Keep an eye open for the circular from the IEB in this regard as it contains the process as well as the deadlines that apply for registration and the submission date. Schools are welcome to write the exam at their own time if they want to use it for an assessment/practise for themselves, but if the ***certificate*** from the IEB is required the following applies:

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Step 1: Find out from your pupils (Grade 11/Grade 12) who are interested so that they can be ***registered*** for this paper by sending the names to the IEB before the given deadline.

Step 2: The IEB will send back the names of the ***registered candidates*** for you to check and confirm.

Step 3: Candidates may write the exam as soon as it becomes available (around May) at a date and time that suits the school.

Step 4: The exams are then marked by you according to the guidelines/criteria on the memo and the ***results*** are entered on the IEB system, the ***same way*** as the portfolio and PAT marks are entered. Ensure that the heading of the marksheet specifies that it is the ***P3 CAD*** exam as it is often captured and sent only as P3 which is the PAT marksheet. Confirm the date on the circular with the Head of Academics when this is required.

Step 5: Your marked papers are sent off together ***with any of the November exam papers*** to reach the IEB so that moderation can take place at the ***marking venue*** after the P1 and P2 exams have been marked. The moderated exams will then be returned to your school and the certificates will be sent/made available when candidates fetch their results at their respective schools.

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ENGINEERING GRAPHICS AND DESIGN
SBA MODERATION

The Portfolios as a whole were very well done by most centres this year and it is clearly evident that the Regional Moderation process is working well. There was only 1 centre presenting their work in A4 Format and not the required A3 Format, even though the regional moderator asked the Teachers file to be changed to the A3 format. Generally the teacher's portfolios coming to National Moderation all had issues and need attention.

Course Drawings have generally been well done, however, too many schools are not doing the required 10 drawings. There are too many schools leaving required drawings out of the candidates' portfolios, with the Development section being the main culprit.

Project work was well done by all schools that did project work; however, the majority of schools seemed to do the Course Drawings as a preferred option. A lot of the new teachers from the DOE system are doing Solid Geometry as a Course Drawing which shows that they are not looking at the SAGs as this section is not in our SAGs.

Included course work in the teachers' file must have all the marking memos or rubrics attached. Course Work must be marked using a full rubric or memo and not a 10 mark visual assessment rubric. (This is still happening in a few centres where teachers are new to the IEB.)

This was the first year where we have had evidence that the teacher has used a given course drawing in either a given test or examination. This cannot happen as it unfairly benefits the candidates in reference to their SBA marks.

A full spreadsheet of candidates' years marks must be included and not just the marks used for portfolios. This was a particular problem in the majority of Teacher's Portfolios received, where there were instances where we were unable to ascertain how any mark had been calculated.

Appendix 'A' must be completed for all candidates and placed in the teacher's portfolio. **(This is still a ongoing problem in teacher's portfolios where we are unable to calculate the mark that has been entered)**

Appendix 'C' must be completed and signed by the teacher and headmaster at all times. We are still finding incomplete forms in the Teacher's Portfolios.

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ENGINEERING GRAPHICS AND DESIGN
PRACTICAL ASSESSMENT TASK (PAT) MODERATION REPORT

The standard of PATs this year has definitely increased on the whole and it is obvious that teachers are guiding the candidates in correctly completing the PAT. As the majority of the PATs had been Regionally Moderated, we generally saw PAT work of a lesser standard at the National Moderation and our major concerns are listed below.

The Civil PAT is still proving to be the most popular choice by the candidates. Generally the PATs that we moderated this year had poor application, especially where research is concerned. It was clear that minimal guidance was given to the vast majority of the candidates whose PATs we moderated as the research was of a poor standard with very few comparisons and personal evaluations and choices. This was also true for the marking of the PATs according to the given rubrics, where the marking was generally of a poor standard and marks were continually given for work that was not done. This year we had to do a lot of whole centre remarks where the standard of marking by the educator was well below par. Even with the implementation of a much improved Marking Rubric and a complete marking breakdown this year, we still received PATs that had been really poorly marked as it was evident that the rubric had not been used correctly.

This created massive mark differentials and all those centres' PATs had to be remarked correctly according to the given rubric. It was also clearly evident that most of the teachers whose PATs were sent by the Regional Moderators to National Moderation had not followed the detailed rubric, which had made the process of marking so much quicker and easier.

It is still disappointing to see the amount of really substandard work being accepted by the teachers prior to submitting the PATs for moderation. Teachers should be checking the work throughout the first half of the year according to set submission dates and checking that the work is of an acceptable level. This is obviously not being done by the majority of educators whose PATs were sent by the Regional Moderator to National Moderation.

The major problems we encountered are as follows:

1. A lot of PATs are still being poorly marked according to the rubric, with marks given for non-existent work. This is especially pertaining to Evaluations and Personal Research choices. It is imperative that teachers follow the marking rubric and only allocate marks for work that has been done.
2. Educators are allowing candidates to do the mandatory freehand work with a ruler and allocating full marks for the work presented, which is unacceptable.
3. The layout of the PAT must be according to the Rubric to facilitate the marking process. Too many PATs are still being presented with poorly filed work. PAT guidelines for the layout are clearly not being enforced by a lot of the schools and this creates a lot of extra work for the markers, particularly with regard to the research and clarity of work.
4. There were still 2 schools not doing CAD, which is a compulsory aspect to EGD. This will continue to be a problem until educators take the onus on themselves to do what is best for their candidates, and become CAD proficient. CAD programs are now free for download and thus it should be available to all.
5. Some centres still had no Declarations of Authenticity within their PATs and this needs to be enforced next year so we can see that the candidates have actually done the work themselves.

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6. Educators are allowing candidates to alter printed CAD Drawings in either pencil or pen. This is not acceptable as the candidate should be able to make the changes using CAD and then reprint the corrected drawing.
7. We allowed an interior aspect of the home, such as a kitchen or bedroom, to be drawn in the freehand portion of the PAT. Some teachers allowed their candidates to only draw 1 fixture, e.g.: a cupboard, which is not acceptable.

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ENGLISH HOME LANGUAGE
PAPER I

GENERAL COMMENTS

This year's marking session went exceptionally smoothly and we are very proud of the processes we have put in place to ensure that each candidate's script receives fair and consistent attention. The moderation process was very rigorous and the paper marked exceptionally well. Much time was spent on the pre-standardisation and standardisation process and this led to the Marking Guidelines being implemented consistently throughout the marking and moderation process. The guidelines were opened up a lot during the standardisation process which allowed for a range of responses to be considered. As a Paper 1 marking committee, we are very proud of the whole process and we are very confident that the utmost care has been taken to ensure the fair and consistent treatment of each candidate.

QUESTION 1 COMPREHENSION

Candidates dealt with this section very well in spite of the very nuanced nature of the text. Weaker candidates did overwrite quite a lot, which would have influenced the amount of time that they had to spend on other sections. Some candidates were not able to synthesise their responses as well as they should have and lost marks in the questions that required a more integrated response. Candidates should spend more time working on their responses to the longer questions, especially those that require specific reference to the text.

We shall look at highlighting key words in longer questions to assist especially weaker candidates to identify what elements of the question to engage with so that the quality of their responses can improve.

QUESTION 2 SUMMARY

The purpose of the summary is not to simply shorten a large section of text; candidates must learn how to select appropriate information and present it in a manner that is fit-for-purpose. Awareness of audience, context, intention and voice is key in answering this question. An ability to select relevant information from more than one text and integrate it into a new text that speaks to a particular context is a valuable life skill that will stand candidates in good stead.

QUESTIONS 3 AND 4 POETRY

Candidates enjoyed this section of the paper a lot and the feedback from teachers regarding the selection of poems was overwhelmingly positive. There were some wonderfully engaged responses to the questions in this section and many candidates found their voice here.

The 'structure' question still poses a challenge for some candidates and they fall into the trap of summarising the content of the poem or simply speaking about the length of lines and stanzas. In dealing with this type of question, candidates must be able to deal with the 'what' and the 'how' components of the question.

When it comes to questions that require candidates to comment on diction, they must learn to quote to support their answers.

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QUESTION 5 VISUAL AND CRITICAL LITERACY

We found that candidates struggled to deal with the questions on tone, style, intention and mood. More time could be spent preparing candidates for these types of questions and perhaps providing candidates with a word list or glossary of sorts may be helpful in growing their examination vocabulary.

A fair amount of time was spent on this question owing to the text-heaviness of the visuals and this may have contributed to the sense that candidates struggled to complete the paper. This was not evident across the board though and was specific to weaker candidates. This will be addressed going forward and we shall ensure that the visual texts are not too dense.

QUESTION 6 LANGUAGE

There are some candidates who found this section very challenging. We shall employ a more grammar-rich approach to this section of the paper next year. A tighter focus on parts of speech and punctuation could be implemented to improve candidates' ability to deal with this section of the paper.

Final Remarks

Please continue to incorporate the use of the Generic Descriptors in classroom teaching as it was very noticeable when candidates were aware of the descriptors and what was expected of the longer questions.

Please address the layout of the paper with candidates as in some cases candidates muddled their questions up a lot, making the sequence of their responses very difficult to follow.

As far as possible, candidates must answer questions in their own words and not lift from the question or the text. There were instances of candidates simply rewording the question in their responses which implied a lack of understanding of the question.

Thank you very much to all teachers for the wonderful work that is being done in the classroom. It is evident that there is a deep commitment to the candidates in our care and that they are in very good hands.

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ENGLISH HOME LANGUAGE
PAPER II

The design of the 2019 paper followed that of previous papers, with the exception of the novel question, where there was a shift away from the 'common' question on the structure of the text, towards a more open-ended question providing scope for 'voice'. The questions are deliberately broad to encourage candidates to select relevant information and to develop an argument. Questions encourage critical thinking and individual voice and candidates this year have responded well. The Transactional responses require candidates to apply given conventions to a specific target audience. Teachers are encouraged to use the rubrics in their teaching and marking.

SHAKESPEARE AND THE NOVEL

1. Candidates were required to respond to critical analyses of *Antony and Cleopatra, The Dream House* and *North and South.* They were required to respond to a multi-layered topic in a well-structured essay. The more successful essays showed evidence of candidates being able to unpack the layers in the topic, select relevant information and construct a succinct argument rooted in the text. Many responses showed a sophisticated knowledge that went beyond basic character and theme. There was evidence of excellent contextualisation in the teaching of the Victorian text, while it was clear that *The Dream House* is a text that has elicited rich discussion and debate, as well as scope for diverse voices. Very few schools are teaching the Victorian novel while it would seem that Higginson's novel has been very well received and approached from a number of angles. It is important that teachers contextualise the novel – a South African history lesson provides important context for those candidates not familiar with the details of the transition in 1994. It was evident that the historical context was well taught in some centres, but not sufficiently engaged in others. *The Dream House* requires academic contextualisation: Plaasroman, Jung's Dream house theory and individual's archetypal homes; psychological concepts such as dissociation, memory, disconnection (cracked mirror). Historical contextualisation: post-Apartheid and apartheid experiences, power relationships, individual's realities, perceptions. Mental health: dementia, loneliness, anger, vengeance, healing, emotional growth, etc.
2. Some candidates did not signpost successfully, affecting the cohesiveness of the essay. (On the whole, the essays were well structured, with introductions and conclusions effectively used.)
3. Academic rigour in literary essays needs to become a focus: colloquial language should not be used, titles should be underlined, present tense is essential, no abbreviations should be used, and judgemental comments about characters should not be made. While some quotes were very well integrated, enhancing the quality of the writing, some candidates struggled to integrate quotes that appeared to be 'tagged' on to the end of a line, or inaccurate. Quotes do not need to be referenced (Act and scene or chapter).
4. The keywords in the question have been bolded and candidates are encouraged to unpack these keywords intentionally to direct their responses.
5. Introductions must indicate a stance and use the keywords.
6. No new ideas are to be introduced in the conclusion. Candidates are encouraged to use the conclusion to round off their argument.
7. Candidates are required to build an argument by using linking words/phrases as transitions from one paragraph to another.

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8. Events in the text need to reflect the full span of the text and should not focus on one or two acts or a few chapters only. In the Shakespeare question, most candidates used the Battle of Actium as a singular point of reference.
9. Some essays were mostly narrative and lacked a cohesive argument which compromised the quality of the work produced.
10. Character names must be spelled correctly.
11. Prepared essays disempower candidates from expressing their own voice. In some instances, candidates attempted to force-fit an essay to the topic which appeared contrived. This detracted from the quality of the writing. On a positive note, this did not occur to the extent it did in 2018.
12. In the novel questions, candidates are encouraged to think carefully about their selected choice question. In some instances candidates would have responded with greater success had they made a more discerning choice.
13. While some candidates displayed a commendable knowledge of the texts, there was evidence, in some instances, that the full text had not been studied in detail, and in one or two centres, a sense of the novel not having been read.
14. The length of the mini-essay remains **approximately 450 words.** A 50 word margin is permitted for the conclusion. Essays beyond 500 words may not be awarded an 'A'. At times, candidates indicated a word count at the end of the essay that was inaccurate. This is not encouraged.
15. Literary essays on the novels are **approximately 600 words.** A word count is not required for these essays and candidates are not penalised for exceeding this word count.

TRANSACTIONAL WRITING

1. This section contributes 40% of Paper 2. Those candidates, who were confident in using various linguistic conventions and displayed evidence of practice, produced impressive responses.
2. Teachers are encouraged to revise differences in tone, register and audience awareness in various transactional writing pieces. For the most part, candidates handled register well. The choice of an email/speech played in their favour as these are realistic formats used regularly by the candidates and they did not, therefore, need to contrive their responses.
3. Questions in this section continue to probe responses to topical issues and therefore, candidates who are well read are able to respond to these questions with greater ease. *Please see candidates' suggestions for possible implementation at school, in response to Question 6.
4. A general improvement was noted in the formats used. Again, this may have been as a result of the chosen formats being frequently used and understood.
5. Candidates are encouraged to use allusion and intertextuality to carry personal voice.
6. Candidates are encouraged to write transactional writing pieces of 250–300 words in length. Depth and development were compromised in shorter responses, or in responses that exceeded the word limit.
7. Teachers are encouraged to use the rubric for Transactional writing in their teaching and assessment. Language and register are important components of this rubric, and candidates are urged to use language correctly. They should avoid colloquialisms and long rambling sentences. Paragraphing is required in the transactional writing.

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CONCLUSION

The quality of the answers in this examination bear testament to the thorough approach to the teaching of English. The Paper 2 marking panel found that the paper marked to the full range of varied responses.

*Words of Wisdom from IEB English Home Language candidates

Here are some of the comments our Grade 12 candidates made about our current education system, and their suggestions about how to prepare future IEB candidates for the 2030 world of work:

The curriculum and the classroom

- The need to recall reams of irrelevant information has become redundant; it is available at the touch of a screen. The focus in the classroom should be on research skills and content creation.
- It's time to cut the fat off the curriculum. Don't exacerbate the "jack-of-all-trades-master-of-none" philosophy that has dominated education in the past. It's time to become streamlined and specialised.
- The curriculum should be project-based, with flexible learning spaces and timetables. Allocate days at home to research and investigate issues that matter to our society and to individuals. Allow learners to become experts in fields about which they are passionate.
- On these days at home, learners could log into webinars and participate real time with the teacher and their peers, collaborating on specific, pertinent issues.
- Collaboration should not be seen as cheating; it is an essential real-world skill that should be encouraged at school. In much the same way, the use of phones to access information is not cheating… it's life.

Suggested new subjects

- Leadership development should be a compulsory subject. Leadership is the one skill that is critical in all future endeavours.
- Current affairs and global trends classes should become part of the LO syllabus.
- Candidates need to be taught real-world, practical skills like financial planning and social media effectiveness and legalities.
- A subject called "TechKNOWLEDGEy" should become compulsory in all schools. A combination of IT, Computer Application and APP development skills should be part of the mandatory skill set expected of a matriculant of an IEB school.
- As much emphasis as is placed on teaching Grade 1s to write should be placed on teaching Grade 4s to type.
- Learning languages is no longer necessary with the advent of apps that can translate anything you need to say into any language. The universal language is not Chinese, it is coding. This should be our language of choice.

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Humanity in a technological world

- Above all else, our HUMANITY must be developed and emphasised at school. In a world that will become increasingly artificial, we must remain empathetic. Schools will never be able to keep up-to-date with the rapidly evolving world of technology, so rather shift the focus onto the development of humane, ethical and moral individuals.
- If you teach candidates to be tolerant and kind, success will be inevitable.
- We also need to focus on creating work-life balance. In an increasingly stressful and technological world, we need to learn how to tap out, log off and put family and self, first.
- Solutions to global crises should be at the forefront of our learning experience. If we evolve in unison with our earth, we could potentially be the generation to save our planet.

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ENGLISH HOME LANGUAGE
SBA MODERATION

Much of what has been commended previously remains commendable in this year's SBA portfolios. This includes the level of integrity obvious in many teacher files and the care with which they have assessed and moderated their learners' essays, tasks, tests and examinations. Although there are areas of concern, most of the work moderated was compliant with the regulations set out in the Subject Assessment Guidelines (SAGs) document and the moderation panel was impressed by the standard and quality of the portfolios submitted for national moderation.

- Many current, interesting and engaging texts have been used as sources in tests and examinations and as prompts in writing tasks. These have elicited enthusiastic and creative responses from the learners.
- Relevant and helpful feedback was given to learners on their draft essays and growth from the first to last draft was obvious. In the same token, tests and examinations showed clear evidence of feedback, which helped learners grow and develop in preparation for the final examinations.
- The standard of assessing and moderating was often of an exceptional level and it was obvious that hours of work had gone into ensuring that the assessments were valid and useful.
- Teacher files were neatly put together and logically organised – with tasks and the relevant moderation documents filed in the same section.
- Teachers provided useful information on the working processes and assessment procedures of their departments.
- Teachers had taught both the CAT and the 4th Genre in detail and had adhered to deadlines and the stipulation that the 4th Genre may only be completed in the Grade 12 year. 4th Genre tasks are becoming more rigorous and more focussed on assessing the learners' understanding of the genre they have studied. There were many interesting and thought-provoking topics set on the CAT.

On the whole, both regional and national moderators were impressed by the excellent teacher and learner files they had the privilege to moderate. However, there are some issues that need to be addressed:

- One of the key areas of concern remains the lack of accuracy when transferring marks from tasks to the SBA cover page and then calculating the marks accurately. Marks should be double checked to ensure accuracy. All SBA cover sheets are signed by both the teacher and the learner to confirm that the marks are accurate.
- Oral marks must not be used when calculating the written SBA mark. The 4th genre discussion and CAT discussion must be used to calculate ONLY the oral mark.
- Another concern is the lack of visible, valuable moderation. Although emailed confirmation of moderation is acceptable, it needs to be more than a sentence or two and must show evidence that the moderator has engaged actively with the moderation process. Similarly, when moderating a learner's work, moderation should show that the moderator has re-assessed the piece independently and commented on the standard of assessment of the piece of writing, test or examination. Shadow moderating cannot be accepted as moderation.
- Many centres are not providing evidence of design grids for tests and examinations. Some are including analysis grids only – and these are often totals for whole sections (for example the comprehension) rather than breaking down each section into its component questions. In more than one instance, cluster moderation rubber stamped topics for the CAT, tests and preliminary examinations that were in no way compliant.

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It is imperative that cluster moderation is completed with a level of integrity. That being said, the moderation panel noted that there are many well-functioning and active cluster groups who provide assistance for new teachers and valuable support for other members. Too many 1 or 2 mark questions must indicate that the standard of the examination does not mirror the final paper. Thus it cannot, in any way, prepare learners for the final examination.

- All tasks set for assessment must be legible and printed clearly. Generally, passages for comprehension and summary should be retyped, as should the text on visual sources, if it is unclear. Do not use resources if they do not reproduce clearly.
- Only include in the teacher file that which is required in the teacher file. No oral mark sheets, tasks, teacher prep sheets, old correspondence and irrelevant documentation should be found in the file.
- Please DO include the most current regional or national moderation feedback form in your teacher file.

Lastly, teachers are reminded of the SBA Checklist contained in the Subject Assessment Guidelines and of the fact that this checklist is an essential guide when setting tasks and putting a teacher file together. Both new and experienced teachers would be saved the frustration of having irregularities pointed out on their Moderation reports if they worked through this checklist before submitting their files for moderation.

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ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER I

GENERAL COMMENT:

Paper 1 was well received. The paper was seen to be fair and incorporated a satisfactory level of competencies required. Markers were satisfied with the intertextual questions included, as they were scaffolded and accessible to the candidates.

The pre-moderation, moderation and standardisation of the memorandum went well. Valuable input from the senior-subs and markers ensured that accurate additions were made to the memorandum.

There is clear evidence of solid and effective teaching and learning, especially in the comprehension, summary and visual literacy sections. Many candidates engaged well with the 3-mark questions and were able to answer the questions with understanding. Continued focus on identifying the key words in a question with which to access the answers is required for the weaker candidates. It is recommended that teachers make sure their candidates become more familiar with intertextual questions on a regular basis to ensure that the candidates are able to engage more critically and comfortably with these types of questions.

Question-specific comments:

- **Making meaning of texts**

  The candidates were familiar with the topic of 'screen addiction' and the concerns around this. This assisted in ensuring some really good marks for the questions that required an understanding of the text. It is recommended that teachers continue to set questions that require full engagement with a text and not only the theory-based answers of, for example the use of a rhetorical question. Candidates are to be reminded of instructions such as 'list', 'one word', and 'brief'. A few candidates confused literal and figurative meaning; while a concerning number of candidates answered the question on **parts** of speech, as **figures** of speech. A further suggestion to teachers is to ensure that the phrasing of questions in the comprehension assessments set during the year, mirror the style of questioning as per the final examination papers.

- **Show understanding by summarising**

  There was a suggestion from the marking panel to bold the pertinent parts of the instructions to assist the candidates. The candidates were comfortable with the skill of extracting and rewriting information, although there was still quite a bit of lifting from the passage. It was felt that candidates need constantly to be reminded, to pay particular attention to the punctuation of their sentences, as well as writing in full sentences. Teachers are commended on the vast improvement from candidates, on following the instructions of writing in point-form and staying within the word limit set.

- **Seen Poetry**

  A large group of candidates found the seen poetry to be quite challenging. These candidates grappled with the instructions from the questions and were only able to part-answer a question, especially the 3-mark question. It is recommended that teachers include a few intertextual questions in their teaching and assessments of the

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seen poems during the year and ensure that they teach broader than just the basic understanding of the poem's message. For the candidates who fared well, their answers to especially the intertextual questions, showed outstanding teaching and learning of poetry skills, over and above the basic teaching of content. There were superb answers to the question on linking Image A or B to the poem.

- **Unseen Poetry**

  The poem *It's Over Now* was found to be very accessible to the candidates. Their pleasing results are reflective of a good engagement with the content of the poem. The only question that was slightly problematic was the instruction, to give an explanation of the metaphor. Here the candidates tended only to engage with the first part of the comparison. Overall a very pleasing section.

- **Communicative Language: Cartoon**

  The candidates are commended on distinguishing clearly between verbal and visual clues in their answers. Clear and effective teaching of humour and stereotyping is evident from this section of the paper. Teachers are to continue revising the skills required for effective interpretation of the messages from cartoons.

- **Communicative Language: Advertising**

  Candidates were required to engage fully with both the advertisements (on the hazards of social media) and be able to compare their effectiveness. The candidates who struggled with this section of communicative language lacked the skills and understanding of the terminology used in evaluating advertisements, such as intention, target audience, verbal and visual clues. It is suggested that teachers continue exposing their candidates to these types of questions in their assessment of advertising.

- **Communicative Language: Textual Editing**

  This last section of the paper focused mainly on testing the candidates' basic language skills relating to the functions of punctuation, tenses, question tags, active and passive voice, and direct and indirect speech. It is evident that where there has been active teaching of these basic skills, the candidates did particularly well. The instruction to change the sentence into indirect speech, saw a number of candidates lose marks as they did not change the sentence from the present indefinite to the past indefinite tense, nor were many candidates able to give the correct function of a hyphen.

We are to be reminded that language teaching remains essential and that we should not only focus on the literary works and portfolio tasks during the year.

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ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER II

SECTION A – *LIFE OF PI*

QUESTION 1

- Candidates did not seem to understand the theme of anthropomorphism; they knew the facts but struggled to connect their references from the novel to explore the theme.
- The focus was not on how Richard Parker helped Pi to survive.

QUESTION 2

- This question had many interpretations as the idea of 'being happy' was a different concept for each candidate.
- Remind candidates that the tone must be convincing; they must express a clear stance.
- We did allow for both sides.
- To justify answers, candidates must refer to examples from the novel and not only give a general summary.

QUESTION 3

- Remind candidates about including meaningful gestures in the present tense; there must be more than one.
- Format of a dialogue: no quotation marks!
- Remind candidates that the style needs to be conversational – look at the length of each entry – cannot be too long just to include as many facts as possible.
- Understanding the relationship between the characters gives emotion to the conversation; many candidates managed this very well.

QUESTION 4

- With this question, factual knowledge of the novel was often lacking; confused characters.
- Essay writing style: candidates must use links between paragraphs – essay should not feel like 5 separate paragraphs. The essay must have a title.
- Discourage candidates to begin essay: In the following essay I am going to discuss …

GENERAL COMMENTS ON SECTION A:

- Select relevant facts to each question.
- Stick to the word count: 180 words (maximum 200), 250 words (maximum 300); candidates must not lie about word count.
- Remind candidates to underline the name of the novel: Life of Pi.
- Clearly indicate rough drafts.

Section B – Transactional Writing

QUESTION 5 – LETTER TO THE PRESS

- Candidates need to study formats of transactional writing.

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- Candidates must take a stance in paragraph one.
- Remind candidates about register: conversational style vs formal register.
- Frequent use of comma splices; candidates need to use conjunctions to join sentences.
- Paragraphs!
- Accurate word counts needed.
- Use of apostrophe: country's

QUESTION 6 – SOCIAL MEDIA COMMENTARY

- Candidates enjoyed this question; strong voices were heard.
- Be careful of repetition.
- Although the register is informal, candidates still need to use good grammar.
- Candidates managed conversational style very well; also the inclusion of humour.

General errors:

- learn vs teach
- word order; used their home language as a guide
- direct translation from their home language was sometimes used
- Concord

Spelling

- knowledge
- their, there
- sincerely
- happened
- decision, decide
- only
- therefore
- where, wear, were
- to, too

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ENGLISH FIRST ADDITIONAL LANGUAGE
SBA MODERATION

GENERAL

- Files were neat and logically organised.
- Some files did not contain rank order marks.
- There were some schools where the marks sent to the IEB, did not match the marks in the learner portfolios. This was dealt with.
- Some SAGs requirements not met (see sections).
- Most tasks were creative with good guidelines or instructions.
- Assessment criteria clear.
- Rubrics/memos compliant.
- Most assessment tasks relevant and reliable.
- Some of the tests did not seem original; brought under Peter's attention.
- Tasks were age appropriate and at grade 12 level.
- Design grids for ALL tests and exams must be included please!
- Moderation sheets need to clearly indicate which test or task it was used for.
- Moderated work needs to be indicated clearly, both internal and external moderation.
- For learner and teacher files, only include what is required as per the SAGs.

EXTENDED WRITING ESSAYS

- Most topics are original and relevant with clear and helpful instructions.
- Take care that topics for different types of essays do not overlap.
- The SAGs asks for BOTH essays under controlled conditions; it is difficult to determine this.
- Evidence of processed writing in learner portfolios must be indicated clearly. Putting 'processed writing' on the instructional page, does not serve as proof of processed writing.
- A rough draft is NOT processed writing. The SAGs clearly indicates for processed writing editing, corrections, etc.
- Complete the mark break-down on the rubric, you cannot just arrive at a final mark.
- Constructive feedback needs to be given.
- Take care with argumentative topics. Candidates research and regurgitate.
- Ensure that teacher does not rewrite the learner's essay when editing; simply give guidelines as to how the learner can improve.

CAT TASK

- Where learners were given topics that were too wide, they struggled to voice a strong opinion. Ensure that topics are within their framework.
- Writing a speech is more formal than delivering a speech; this is marked as a piece of writing.
- Ensure that candidates understand the topic clearly; this will up the quality of their writing.
- Some of the pieces of writing did not make use of sufficient persuasive techniques.
- Make sure you as teacher understand the topic yourself.

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FILM STUDY/SHORT STORY TASK

- There are different interpretations as to what "a rigorous" task is. Clearer guidelines are needed in the SAGs.
- Some tasks are very creative but not necessarily correct, e.g: group work/board games should be used as introduction/the fun part.
- The SAGs states that the final section of the 3rd genre task should be written under controlled conditions; this does not seem to be the case.

TESTS

- NB: the tests should be from different sections. A comprehension test and a poetry test and a language test do not count as three separate tests as they are all from Paper 1.
- If a section of a test was used, it needs to be indicated clearly which section was used.
- Stick to structures for Paper 1 and 2.
- Remember grids for ALL tests and exams.
- Remember memoranda and rubrics.
- When a cluster paper is used, a teacher's name cannot be used as examiner.
- Please do not use outdated texts or texts from past papers.

PRELIMINARY EXAMINATIONS

- Many schools share preliminary papers, which allows for thorough moderation.
- Papers represented structure and level of final exams.

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EQUINE STUDIES

In general candidates are failing to read the questions carefully and note the mark allocation. As a result, many questions were not answered correctly and or completely. Teachers are urged to give attention to this.

QUESTION 1 POISONOUS PLANTS AND LEGISLATION TERMS

This was well answered in general.

QUESTION 2 MUSCLES OF THE HORSE

The drawing in of the muscles was well done, however the rest of the questions on muscle atrophy were poorly answered.

QUESTION 3

3.3 the graph of spinal movement asked for lateral movement and many candidates spoke about the other types of motion instead.

3.7 many candidates did not give an explanation of their guidelines to help a horse with kissing spines and therefore did not achieve the full 8 marks.

QUESTION 4 NUTRITION AND DIGESTION

This question was poorly answered by the candidates.

4.1.3 explain why intensively managed horses are at a higher risk from gastric ulcers. Most candidates made only one or two points for an explanation of 8 marks.

4.2.1 & 4.2.2 types of digestion. Answers were not given in any detail for the number of marks allocated.

QUESTION 5

5.1 platelet graph was well answered by most candidates. However despite an explanation of platelets being given, some candidates wrote about heart rate and exercise instead of platelets.

5.6 scenarios on special nutritional requirements. These were 4 marks each and most candidates ignored the mark allocation and gave one or two points.

5.8 how CO_2 is excreted – was poorly answered in general with candidates giving too little information for the marks allocated.

All other questions were satisfactorily answered.

QUESTION 6 ON LAMINITIS

This was well answered.

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QUESTION 7

Case study on the new AHS vaccine. This question had quite a few higher order thinking questions. Candidates struggled to express themselves and did not use the text to help in answering the questions.

Overall the candidates lacked detail and thought in some of the longer questions, especially when asked for opinions and arguments. Mark allocation must be seen as a guide as to how much detail is required. Short questions were well answered and reading off of graphs was done with care and precision.

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FRENCH SECOND ADDITIONAL LANGUAGE
PAPER I

Candidates performed as expected in all questions in this examination.

Candidates need to keep in mind that the type of texts used, as well as the assessment tools themselves, will vary from one year to the next. In this regard, it is imperative that candidates read the instructions carefully for each question. Many mistakes occurred because of not reading the questions properly. They must specifically pay attention to "in your own words" and "quote" and to what they need to quote: one or TWO words, a phrase, etc.

Although it is educationally sound to practise past papers in preparation for the examination, candidates must not expect assessment tools or texts to be identical in style from one year to the next. Educators are encouraged to allow their candidates to rise to the challenge of dealing with unforeseen situations as the notice in Question 4. Some candidates found the pun in this specific question difficult.

The candidates who ticked more than one box in the multiple-choice questions or ticked more than one option per line were few and far between. The bulleted layout caused fewer problems than in the past.

Candidates are encouraged to think about the meaning of question words as there were some that quoted from the text where they were asked to EXPLAIN something. In this regard, when asked to explain their understanding of texts, candidates are advised to keep it short, especially if they are not sure of the answer, as any answer that contains contradictions is not awarded any marks. No marks will be given if the candidate quotes when asked to use their own words and vice versa. When quoting from the text to support an answer, candidates should attempt to quote only the part of the text which best supports their answer.

Candidates should distinguish carefully in their answers between related topics for example discrimination, gender identity, gender stereotyping.

In answering multiple choice questions, candidates should read all the options carefully and select the option closest to their understanding of the text concerned. Should all else fail, candidates are also reminded to consider using elimination.

There was no common theme in the paper, as to ensure variety. Candidates managed both themes in Section A very well. They are encouraged to link the visual literature to the text as to ensure the correct understanding of pictures and photos.

The last question (without text support) was answered well. However, candidates should always bear in mind that they need to refer to BOTH parties in a question about a relationship. Some candidates never referred to Monique, but only to Mamie.

Educators are reminded that when teaching literature, the context, culture and reference of the particular work is of importance to understand the poem or story correctly.

In general, most candidates displayed a superb literary knowledge and answered these questions really well.

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FRENCH SECOND ADDITIONAL LANGUAGE
PAPER II

The general feedback, from candidates and teachers alike, concerning this examination was extremely positive. This was clearly seen in the marking of the scripts as the candidates were able to engage with the topics and was given wide scope to express themselves in both Questions 1 and 2. The candidates continued to show a great deal of creativity, as well as increased sophistication in their use of grammatical structures and idiomatic expressions. However, some basic errors are still appearing, like the ever-recurring *beaucoup des* and *à cause de vs parce* que. Candidates are also still omitting verbs and auxiliary verbs, as well as liberally using infinitives instead of past participles, or simply instead of conjugating the verbs. In general, the vast majority of candidates finished the examination, but **some still need to pay closer attention to time allocation: 40 minutes to be spent on Question 1, 30 minutes on Question 2, and 25 minutes on each of Questions 3 and 4.** However, greater attention will be given in future to the amount of writing expected from the candidates in the reformulation answers.

QUESTION 1

There was a similar spread of candidates who answered the essay questions this year, as in 2018, where two thirds opted for the loneliness essay topic, as opposed to one third answering the Artificial Intelligence topic. We always want to encourage the candidates to express their own opinions, drawn from their own personal experiences. Quoting from the "stimulation text" and agreeing or disagreeing with opinions of specific people mentioned in the text should be strongly discouraged. There was a far more formal tone to the responses to the question this year, with only a few candidates still using *ça* and slang words like *ados* and *boulot*. Once again, candidates were aware of the purchasing power of grammar bonus points by the correct use of *si* clauses, possessive, demonstrative, relative and interrogative pronouns, the subjunctive and imperative moods, as well as the more sophisticated structure of the sentences. Far more bonus points were awarded this year than in previous years as candidates remembered their training in the classroom and the value of more sophisticated French expressions.

QUESTION 2

This question was answered far better than in previous years and there were hardly any answers which were completely off the topic. There was also an even spread of answers for all 4 options given. Once again candidates were extremely creative and most successfully communicated their messages. Candidates must continue to work on extending their basic vocabulary. Those candidates who took a risk and tried to add a little more detail regarding the content were rewarded. Register is very important in all French communication and the old problem of mixing *tu* and *vous* was still evident in too many of the responses to this question, especially in the use of the imperative in the incorrect form (*tu* instead of *vous* or vice versa) and the incorrect use of *s'il vous plait* instead of *s'il te plait* or vice versa.

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QUESTION 3

For the first time there were vast numbers of very good answers for this question, which was hugely satisfying to see. **This is a language exercise** and it was gratifying to see that the vast majority of candidates understood that they were not required to be creative in this exercise and, therefore, fewer candidates inserted completely fabricated, extraneous information. Many added their own sparkle by adding one or two touches of surprise or humour, usually evident in ellipsis dots, an exclamation or question mark. Candidates are reminded that the introductory sentence (when provided) is a useful guide to register and tone and should be used as suggested or replaced by a similar sentence of their own. The candidates must be made aware of the fact that a mark is given for an introduction, a conclusion and personalisation. The latter does not mean the addition of extra information but rather the small addition of a clarifying conjunction, or a punctuation mark to indicate tone, or the addition of a very brief humorous or sarcastic comment.

QUESTION 4

Generally speaking the candidates answered this question extremely well and understood the nature of the grammatical exercise: namely to conjugate verbs in the correct tenses, to insert prepositions (which have been omitted on purpose) and to create a coherent whole with the use of conjunctions. Consequently, the most common errors in this question were the incorrect use of prepositions and articles. The vast majority of candidates read the instructions carefully and provided a dialogue, although some still wrote an article. As for Question 3, the candidates must be made aware of the fact that a mark is given for an introduction, a conclusion and personalisation. The latter does not mean the addition of extra information but rather the small addition of a clarifying conjunction, or a punctuation mark to indicate tone, or the addition of a very brief humorous or sarcastic comment.

It was extremely gratifying this year to see that the majority of candidates are very well prepared to communicate effectively in French. I extend my sincere thanks to all my colleagues who diligently prepare their candidates to master written and spoken French, thereby enabling their candidates to communicate successfully in any situation. Their written responses show creativity, humour and the confidence to take risks. It was a great pleasure to observe the excellent standard reached by most candidates, with many obtaining full marks in the various questions. Well done to candidates and teachers alike for the conscientious and consistent application, as well as the outstanding preparation, that went into ensuring yet another successful assessment process.

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FRENCH SECOND ADDITIONAL LANGUAGE
SBA MODERATION

There has been a marked improvement in the quality of the work in the portfolios as a whole. A huge thank you to all educators for the hard work and dedication and for such creative tasks in the portfolios! Some schools whose portfolios were not compliant in the past are now compliant and there is much evidence of mentoring on the part of experienced educators in these areas. Please continue with this.

Just a few points to remember:

- The teacher's portfolio must only contain the tasks, rubrics, tests, exams and memos used in the candidate's portfolios. It is not necessary to add copies of the SAGs, timetables, lesson plans, minutes of cluster meetings, and set works.
- Many schools added oral mark sheets and listening comprehensions. The SBA is for written work only.
- Marks on the IEB cover sheet may be rounded off **once** only on the final mark. Round off to one decimal place. There are many schools still not doing this.
- The marks on the SBA files must correspond with those given to the IEB on the official mark sheet. There were too many glaring discrepancies and incorrect adding up of marks.
- If a candidate does not submit a piece of work please indicate so on the relevant portfolio, with the valid reason. The mark should still be out of 100.
- Some schools did not include the official list of candidates selected by the IEB for moderation. Please send only those files selected as per the list provided.
- The work in the candidate's file must be in the same order as on the mark sheet.

Candidates must give a word count at the end of each task. The length of tasks is important! Those whose work is below the required amount must be penalised.

- In Section A1 the 3 controlled pieces may not be edited and rewritten. It is clear that some teachers are allowing candidates to do this.
- In Section A2 the extended pieces must be clearly marked as 1st and 2nd draft. The 1st draft needs to be corrected with codes and must be given a symbol. There may not be a discrepancy of more than 10% between the 2 drafts. There are still many educators who are not doing this.
- If the candidate has only handed in one draft, please indicate this on the task.
- Tasks should be varied in Sections A and B, i.e. not all one type of question in the written tasks and in the tests.
- Each task should have a marking grid attached with a clear indication of the instructions as well as what is to be expected. Global marks are not acceptable.
- The length of tests may not be less than 60 minutes. Many educators are still getting this wrong. The 3 messages would comprise a 30 minute period, so another question needs to be added to make up the 60 minutes.
- Also please vary the type of tests in the test section. Many schools are doing 3 comprehensions or 3 literature tests. The marks obtained in these tests are often inflated, since it is easier to do well in these sections of the paper.
- Many candidate portfolios appeared not to have been marked by the teacher, yet marks were given. Please indicate clearly with ticks and mark allocations where applicable. A red pen must be used for this.

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- Teachers who have candidates at more than one centre only need to submit one teacher's portfolio. Please attach a letter to each set of portfolios indicating which schools are involved, so they can be moderated together.

Thank you to all those teachers who make our job as moderators so easy and worthwhile.

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GEOGRAPHY
PAPER I

QUESTION 1 (WITHOUT THE ESSAY)

The transition from double-mark to single-mark was without any problem. The question marked smoothly.

Subtropical cyclones
- Generally well answered.
- Reading of atmospheric pressure should be included in teaching/recording all weather station model data.

Valley climates
- Candidates' responses indicated difficulty relating the graph to valley climates/ inversions.
- There was confusion between katabatic/anabatic winds and time of day (06:00).

Fluvial
- Reasonably well answered, especially the management of fluvial systems.
- There was confusion between periodic and episodic regimes, and often candidates applied the rainfall to their own (summer/winter) season rather than expressing in terms of rainy/dry season.
- Drainage patterns were neither well understood nor expressed.

Settlement
- GIS was not well answered, particularly the candidates' understanding of attribute data.
- Street patterns were neither accurately identified nor described.
- The process of invasion and succession was not well expressed, particularly in terms of the **causes** (expanding CBD, changes in land values et al) of the process.
- Land-use: this generation does not seem to have an understanding of the apartheid city, perhaps owing to their removal from the period in terms of time.

QUESTION 1 ESSAY

Topic: This topic allowed for all candidates to achieve well. There was sufficient source material supplied for candidates who possibly did not have extensive knowledge of the case study (hops). Many candidates used their background Geography theory and applied it to the topic.
Results: There was a lovely range of marks. We had very few candidates who failed to complete the essay and even fewer who did not attempt the essay at all.

Writing Skills
- Structure has improved significantly over the years; most candidates had clear introductions, conclusions, paragraphs and sub-headings.
- Essays that showed evidence of planning (rough mind maps) tended to have better results than those without visible planning.
- If a candidate has a scribe, the candidate should be briefed to instruct the scribe clearly in terms of grammar, punctuation, headings and paragraphing, etc.

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Content Knowledge

- Large variety of essay content that marked really well.
- Some impressive use of terminology 'the multiplier effect', 'backward and forward linked industries' and 'balance of trade'.
- Many candidates did not focus of the four points in the question. The four points could be used as sub-headings and these should guide the candidate in terms of their response. These sub-headings should be the focus of the candidate's answer. If the candidate fails to read the points/'sub-headings' the candidate tends to deviate in their response.
- There was a general misunderstanding of the term GDP.
- Several candidates were very confused as to what the focus was for 2019. A significant number discussed wheat or sugar cane.
- Basic knowledge of South Africa and South Africa's provinces is of the utmost importance (especially linked to the focus for that year).
- Candidates tend to make vague, unsubstantiated statements. e.g. 'South Africa has a good economy', 'the climate is suitable' or 'hops is exported so this is good for South Africa'. Candidates should expand on these ideas to show knowledge and depth of understanding.
- Candidates are discouraged from highlighting phrases to guide the examiners in the reading of the essay.

Supporting evidence

- Source material was usually inserted but to get 5/5 the candidates are required to 'unpack' and apply the source material, to have value in the specific context of the questions. Source material should be used to justify and to support their answers, not in lieu of own knowledge.
- Source material is often quoted out of context, or is misunderstood. E.g. 35° – 55° latitude was often misread as altitude or as degrees of temperature.
- Source evidence should be used to 'back-up' statements made and should also be expanded upon, to explain or to illustrate terms and concepts.

QUESTION 2

A good balance between fluvial and climatology. Relevant and current sources used, applicable to questions.

- Climate concepts: good understanding of most concepts demonstrated. Cross-section diagrams were generally drawn well, however, it is important that candidates understand the difference between a plan view and a cross-section diagram.
- It was noted that candidates were unsure of 'naming the wind' vs providing its direction.
- There was a good understanding of inversions, however, candidates struggled to differentiate between the movement of the KHP in winter and summer with regards to altitude. Their responses related more to latitude changes rather than altitude.
- Fluvial processes: A lack of application of the Hjulstrom curve to the source material.
- Catchment and river management (GIS): Good understanding shown of catchment management concepts, but a poor application of Remote sensing and GIS.

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QUESTION 3

The paper as a whole was a much better length and flowed well – the source material was much less wordy. The majority of candidates finished the paper this year. It was much better having the colour diagrams as part of the question paper, instead of a separate insert.

This question was generally well answered, and many candidates scored high marks. It was apparent that many of the candidates did not know definitions or correct Geography terminology. Some did not follow the instruction words, such as analyse or discuss, and gave one-word answers. Many found the wheat graph difficult to read. Candidates generally showed a good understanding of the concept of site and made good use of the photograph. However, they found the infographic more difficult to interpret.

General misconceptions:

- Power is more expensive in the W Cape as it is "far from the coal-fired power stations in Mpumalanga".
- The term "CBD" is used instead of "the city" when mentioning the settlement as a whole.

Detail:

3.1 Candidates don't know the terminology, especially 1 and 3. Some answered on the inside cover page.

3.2 Generally well answered

3.2.1 terminology poor

3.2.2 site well answered

3.2.3 Photo 5: mostly good use made of the source

3.2.4 poor exam technique – gave causes; didn't describe the impact on <u>rural</u> areas

3.2.5 quite well answered; candidates should ensure that they have to give two separate points

3.3 3.3.1 near CBD; just stated "outskirts"

3.3.2 Discuss -> NOT one word; teachers encouraged to still teach the glossary, even though not included in exam. Informal settlement NOT informal sector.

3.3.3 generally good; some repetition and evidence of prejudice

3.4 poorly answered; tell candidates not to leave out (use elimination/guess)

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3.5 3.5.1 poorly answered; graph confusing

3.5.2 mostly good. If poor: poor exam technique

3.5.3 generally well answered

3.5.4 one reason easy; 2nd difficult. Many did not relate to food security (linked to economy instead)

3.6 3.6.1 a) fine. b) poorly answered (time? Interpreting infographic?)

3.6.2 table very poorly answered! Very few even attempted to compare and contrast; many tried to fit sectors from infographic as hinder or promote.

3.6.3 generally well answered

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GEOGRAPHY
PAPER II

QUESTION 1

1.1–1.10 MCQs were generally well answered. Atlas use is still an issue as candidates don't have a basic understanding of South Africa. 1.1.1 was answered poorly but the name of the river was provided on the map. The port (Saldanha) was also poorly answered with only a few candidates knowing this.

1.2 This is a skill that has been around for ages that some candidates still struggle with. It should be very easy for candidates to get these marks. Some candidates still provide the latitude and longitude as the map code. The split of right to wrong answers is 75%/25%. It is pleasing that most candidates got this correct.

1.3.1 Gradient is still poorly answered. The reading of contours and altitude was different but not difficult and a lot (probably 50%) unfortunately did not read the map correctly. The instruction for candidates to bring and potentially use a magnifying glass is largely ignored. The question was scaffolded a little differently too with the distance being given but there are still candidates who do not do this calculation correctly.

1.3.2 (a) A sketch map ALONG the path was different too and some struggled to read this, along with the contours, to get the right shape. Most candidates received marks if there were notable stages to the sketch. Application of some of the methods used for an accurate cross section (like start and end point heights, etc.) were awarded marks.

(b) The intervisibility question was well answered.

1.3.3/4 Bearing and magnetic declination questions were well answered with candidates clearly getting to grips with this.

1.3.5 The candidates applied the formula (MB = TB + MD) but didn't realise that bearing does not extend beyond 360°. Method marks were applied when incorrect TBs and MDs were applied (added together) but candidates lost method marks if they subtracted them. Again this was different to the ways in which it has been asked before. Candidates should be prepared in teaching for a range of ways that skills can be tested.

1.3.6 Scaffolding the answers helped the candidates here. This was answered a lot better this year but some candidates are still getting confused between latitude and longitude. The degrees (°'s) here needs to be correct or else position is simply wrong. There was leeway in the marking of the seconds (''s). Candidates are using the "estimate" method which is fine but then the centre of the feature must be the measurement point. However, candidates must be taught both methods as this will eliminate errors and possible loss of marks. This should be an area where candidates score easy marks.

1.4.1 (a) This hasn't been examined for a long time but is part of the SAGs document. This emphasises the need to ensure all parts of the SAGs (mapwork skills, etc.) have been covered for this exam. There was confusion between a low and high oblique photo. Teachers must ensure their candidates are exposed

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to all sorts of photographs in their teaching, both in theory and subsequent application/reading of photographs.

(b) Candidates confused characteristics with advantages. A clear advantage needed to be given.

1.4.2 (a) There seemed to be a bit of guesswork going on here. The ratio of right/ wrong was 50%/50%. The next point clarifies this. These questions were marked independently of each other. If (a) was wrong (b) could still be marked correctly.

(b) Exposure to photographs will give candidates more confidence in interpretation. Answers to questions on the photographs were obvious not obscure. Evidence from the photographs needed to be given. There was a tendency to look for less important things (the very little greenness in the vegetation as compared to the obvious general dullness of the brown/dry vegetation). Some candidates used incorrect photographic evidence like the "clouds" or the "haze" rather than the obvious answers.

1.4.3 Candidates generally got the direction correct showing decent spatial analysis whilst using the map and photograph. Some candidates are still making up their own directions (North east east as an example) showing lack of simple compass knowledge.

1.4.4 The question could have been clarified by asking for "two" supporting facts. Some candidates were unsure based on the marks awarded whether they needed one or two. However some are still circling more than two showing they weren't sure. The other options were clearly not visible on the photograph either showing a lack of photographic interpretation. Again more exposure is necessary.

QUESTION 2

2.1.1–2.1.2 Time of photograph and shadows has not been examined in a long time either and as a result options candidates chose varied a lot.

2.2 Many candidates were easily able to identify features F and G but H was not well identified. Options were accepted here for this based on what candidates identified on the photograph as well as the map. Perhaps candidates did not read the question correctly here as "white outlined polygon shape" was clearly stated. Fire breaks are not specifically taught as part of the SAGs but candidates should pay attention to the whole theme of the paper (other references are made to fire breaks or fires in the paper).

2.3 A lot of candidates were able to identify the characteristics of the pattern evident in the figure. This has generally been well taught.

2.4.1–2.4.2 The density was well described but texture not. These two factors need to be taught in conjunction with one another. Most were also able to correctly identify the factor that could give rise to this kind of pattern.

2.5 This was poorly answered. It is clear from some scripts that this had not been taught at all or poorly taught. Considering it is new, candidates should have expected it and therefore been prepared for it. However candidates were not

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disadvantaged and method marks were awarded for some of the correct steps followed.

2.6.1 Candidates still find site factors challenging. The map was well referenced (close to water, north facing, etc.) but again interpretation of contours and associated landforms became an issue. Candidates need to be more specific in what they see. As an example … "midway up a slope" would be better than "on a slope" or "on the side of a mountain" rather than "on a mountain". The action verb here was "describe" so candidates need to try and describe in as much detail to cover the marks allocated.

2.6.2 (a) This was well answered.

(b) The key in this question was the action verb "account for". This was not a description of the wind. Candidates saw the word "direction" in the question and immediately gave a direction instead of an explanation for that direction. Reference needed to be made to the air being colder and sinking.

2.7 A variety of answers were accepted here and this was well answered.

2.8.1–2.8.2 Radiation fog was the correct answer here but fog alone was the most common answer and this was accepted along with mist or temperature inversion. Most candidates were able to interpret the picture. There were, however, still some interesting interpretations of the picture with waterfall, oxbow lake, dam, island and river being some examples. Here the picture is obvious, candidates are to be encouraged to look for the obvious, not the obscure!

2.9.1–2.9.2 Some candidates did not read the question paper fully and missed 2.9.1. 2.9.2 was certainly a higher order question and it was pleasing that candidates answered this well.

3.1.1–3.1.5 These questions were well answered but candidates must pay careful attention to the instructions here. The table required completion with evidence from the map mostly and not a comparison.

3.2.1–3.2.5 Most candidates were able to see the pictures clearly and interpret statements based on map evidence. Some candidates did not read the instructions carefully and did not provide supporting statements if true losing out on marks. The concepts of lower order/higher order and market gardening are not well understood. It is acknowledged that this question could have been landscape orientated to give the candidates more space to write answers.

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GEOGRAPHY
SBA MODERATION

GENERAL COMMENTS

Teachers are reminded that the 2019 edition is the current applicable SAGs and ORTO documents. The SAGs document may be confirmed by checking the footer, which appears as "NATIONAL SENIOR CERTIFICATE HANDBOOK: IMPLEMENTATION: GRADE 12, 2019". The ORTO document follows the One Research Task Option 2015–2019. Teachers are to take careful note of the SBA timeline as stated in the SBA Manual.

Important changes that were implemented this year include supporting documentation summarised in the Teacher Cover Sheet (document 4 of 15/12). Please ensure that this form is filled in and inserted as the front page in the teacher file.

The spreadsheet of results is evidence of the components of the SBA; it needs to be clear, unambiguous and valid. Raw scores should be reflected on the spreadsheet while weighted scores must be to two decimal places; only the final result is a whole number. Please refer to 15/7 of the SBA Manual.

The moderation process continues to improve. Most schools have pre- and post-moderation across controlled tests, the preliminary/trial examinations and research projects and are commended for this.

There is largely compliance across all files; it is pleasing to see that teachers have adapted to the new examination format easily. It is good to see that cluster groups are functional as evident in effective support given to new teachers. Shared resources are encouraged.

SBA AND ORTO ASSESSMENT TASKS

While two tasks are required for SBA and three alternate tasks for ORTO there is alignment in the academic rigour of each task. These assessment tasks were generally of a high standard; many used a variety of skills; foci were interesting, topical and current; relevant to candidates in their local environment. Wheat, hops and the Western Cape (context) were dominant themes when setting these tasks. Teachers are commended for their inclusion of an essay in these tasks.

Following the current SAGs document is extremely important. Where schools have not followed the SAGs document the academic rigour is compromised. Be careful that tasks are not set like tests, many of these tasks are out of fewer than (100) marks. Refer to the rationale on 15/3 before designing tasks.

Tasks developed from fieldwork data collection need to be carefully devised. This can be done; it must not mirror the research task and have the same rubric. It is important for teachers to note that an essay can only be used as part of a greater task.

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SBA AND ORTO CONTROLLED TESTS

In the 2019 SAGs document, all tests will be set with assessment grids and teachers are encouraged to use the formula 1.1 mark per minute when setting a mark allocation for controlled tests. This is a calculation based on the theory total of 200 marks in three hours and the mapwork total of 100 marks in 1,5 hours.

Change in mark allocation is generally according to SAGs where most schools are setting between 50 and 70 marks per 45 minutes to one hour. Those schools who do not comply are urged to do so. Tests need to mirror the IEB final exam and should be at least 50 marks.

Most schools complied with one test of Paper 2 format. Schools that used the extended assessment grid that calculates the 40:60 skills and analysis ratio were commended. Standalone mapwork papers are encouraged.

Teachers may not set an IEB past paper as a controlled test; they are encouraged to develop and access shared resources.

SBA AND ORTO PRELIMINARY/TRIAL EXAMINATION

Preliminary papers were generally well done.

As per the SAGs document, two exams are required, a theory and mapwork paper using the format of the final examination.

Many of the papers were set using a preliminary share exam bank designed by a number of current Geography teachers. This has reduced the use of entire IEB question papers as preliminary examinations. Please note that in the SAGs document on page 15/6 (2019) it states that the 'Preliminary Examinations may not be a complete past IEB paper'. Please acknowledge the source.

SBA AND ORT PROJECTS

Teachers continue to provide sufficient guidance to their candidates in the completion of their ORT projects and the majority of SBA projects. The quality of the research tasks continues to improve and the guideline documents are effective. Projects were mostly primary research and this is still encouraged.

Evidence of the monitoring process is vital, as this will influence the final project. Be intentional, clear, and explicit in the method of monitoring the research process and ensure that this is evident in the teacher file. Moderators ratify the process based on the evidence placed in teacher files; for many schools there was a lack of evidence. In many cases the rubric has been given to the candidates without any explanation.

Key problem areas that are addressed in the policy documents for SBA and ORTO 2019 include referencing and citing sources; plagiarism checks and handing in a draft of the project. These were problematic in 2018 and 2019 and need to be addressed.

Teachers are also encouraged to teach proper referencing and teach candidates how to cite work in the text of their research projects and to provide adequate reference lists at the end of their projects. Plagiarism checks are required for all projects (page 15/5 for SBA 2019).

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CONCLUSION

Teachers are complimented on the improved standard of the SBAs.

This is a reminder: compiling the teacher and learner files are explained on pages 15/7 in the SAGs 2019 document and on page 19 & 20 in the ORT 2019 document.

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GERMAN SECOND ADDITIONAL LANGUAGE
PAPER I

GENERAL

Paper I is divided into two parts: Teil A Reading Comprehension of three unseen texts which are tested through global understanding (Aufgabe 1.1 and 1.2), scanning (Aufgabe 2) and reading for detail (Aufgabe 3). This section counts for 60 marks. The second part of the paper, Teil B, comprises two questions on the set works (either 4 and 5 or 6 and 7). This section of the paper counts 40 marks.

As is usual, there were candidates who encountered no or few difficulties in this section and performed extremely well. Afrikaans-speaking candidates and those who have some familiarity with German have an advantage because of the similarity of German and Afrikaans, certainly as far as syntax and to a certain extent, vocabulary is concerned. It is important to note that there is a high preponderance of Home Language German candidates who write German as a Second Additional Language. We can expect this trend to increase as more German Home Language speakers opt to write the Second Additional Language examination. Naturally they have a great advantage in comprehending the texts, although they do not always read carefully enough and also make mistakes in their responses. We notice that candidates are finding it increasingly more difficult to verbalise what they have comprehended.

Overall, candidates do well in Paper 1. Marking, spelling and syntax mistakes are not considered except in cases where there is complete confusion and the answer is not intelligible. If an answer can be seen to answer the questions posed adequately, the mark is given. There were very few incomplete answer scripts and where this occurred there was overall evidence that candidates either lacked the necessary vocabulary or were unfamiliar with the type of questions they could expect in this and the other sections of the examination.

Teil A: Reading Comprehension

Aufgabe 1.1 (6 × 3 = 18 marks)

It is not necessary to understand every single word in these short texts as the essence of the overall theme needs to be identified. A heading appropriate to the theme of the text must be selected from a list which also contains a distractor for each heading. For dealing with unfamiliar vocabulary, candidates should have been taught to deduce the meaning of a word from its context, to analyse parts of a word for understanding the whole, or to be attentive to cognates. Great care is exercised in selecting texts that do not exceed the level of difficulty expected for Level A2/B1 and are familiar themes studied throughout the years. If deemed necessary, a translation of a difficult term may be included.

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Aufgabe 1.2 (3 marks)
Candidates were given four short texts and had to identify the one that allowed for meeting other young people from München and not be too expensive. Most candidates had no problems here.

In Aufgabe 1 (1.1 and 1.2) most candidates excelled. This meant that the opening question gave the candidates confidence for the rest of the examination.

Aufgabe 2: Selective reading (scanning) (19 marks)
The focus on finding particular chunks of information in a given text is a skill that is more important than ever, given todays desire for quick answers within the information overload. Candidates did well in this question.

Aufgabe 3: Reading for detail (20 marks)
In this section, candidates had to match statements made about the text to a grid with a right or wrong possibility. Appropriate answers had to be ticked. This question was also answered well. It is worth mentioning here that candidates should be made aware that they should not leave a question unanswered.

Comment:
In this paper Question 1 was relatively easy for the candidates, Question 2 was more difficult and Question 3 required careful reading as the questions grew from easy to more evaluative in accordance with Bloom's Taxonomy. Thus, the reading comprehension part of Paper 1 was balanced.
These types of reading are important for different tasks and should all be practised in class, using various types of exercises, including those often used in the written final examination.

Teil B: Set works

Questions are set on an extract from one of the short stories or from the prose texts studied. These questions can all be answered by referring to the text the candidates have in front of them. Candidates must answer either questions 4 and 5 or 6 and 7. Questions 4 and 6 and Questions 6 and 7 are identical in form. **This year we noted that candidates did not mark their choice clearly.** Some candidates had answered both 4 and 5 AND 6 and 7. We mark only the first answer, as one cannot choose for the candidate.

Aufgaben 4 and 5: ***Die doppelte Paula***
Although the text itself is no more difficult to understand than the short story chosen for questions 6 and 7, candidates did not fare as well as expected. Candidates may have studied the story at the beginning of the school year and had not revised salient points or had chosen to answer the questions on ***Obstverkäuferin.*** A few more of the questions on 4 and 5 were a little more open-ended; this may have contributed to candidates struggling with these questions, as many non-home language candidates struggle to express themselves in their own words in Question 4.

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Aufgaben 6 and 7: ***Die Obstverkäuferin***
Candidates who chose this option did well.

As has been the case in the past, candidates did better in their unseen reading than in their literature. Candidates need to be made aware that even if the set works seem relatively easy, they still need to cover them well. Candidates should become aware of the many possibilities of acquiring new vocabulary in the reading of literary texts, and the need to understand the idiomatic structures. The danger of using Tippex also needs a mention. Candidates need to be reminded that erasable pens are not a good idea.

It is interesting to note that in some schools the unknown texts (Questions 1, 2, 3) were answered with greater skill and ability than the set works. It seems possible that either these were not studied adequately or that they had not been revised before the examination or that the candidates chose to answer a text they had not studied. Overall, the results for Paper I are similar to those of last year: a good percentage of very good passes and a number of candidates who achieved very low marks. On the whole though the examination has gone well, and candidates showed that they could cope with Paper 1. **Credit is due to dedicated teachers who inspired and enabled their candidates to achieve the results they did.**

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GERMAN SECOND ADDITIONAL LANGUAGE
PAPER II

The marking session of German SAL Paper 2 went very well and the candidates fared more or less as expected. The teachers of German SAL clearly worked extremely hard and many candidates excelled accordingly. As always, a big group of German home language speakers wrote the SAL paper because they find it easy and want the A symbol for the subject on their report cards. This caused a huge top load of A symbols in the overall results. Many non-German speakers also achieved very high marks but some centres struggled with some of the tasks.

The written parts of the paper did well but we found that the candidates did not always read the tasks with enough care and/or often copied words incorrectly from the given texts which caused them to lose marks unnecessarily. A lot of the themes (clothes, colour, food, etc.) are covered by many of us in grades 8 and 9. We suggest that these themes be revised before the final matric examination. In the past the Umlaut caused some difficulty but this year candidates lost a lot of marks because they could not use it correctly, for example: *Ich **höffe**, Ich komme erst nächste Woche **züruck** and **a**rmer*.

Point allocation: In Paper 2 we allocated 60 points for written work (sections A and B) and 40 points for formal grammar (Section C).

SECTION A WRITING AN INFORMAL LETTER (30 MARKS)

In this section the candidates had a choice between 2 'stimulus texts': (1. Theme "Reisen" – choose between two destinations – why the one and not the other) and (2. Theme "Umwelt" – Electricity problems in South Africa, etc.). Each theme had five listed points which had to appear in a letter of reply. The candidates were required to embroider on these 5 points (at least two sentences per point) to get full marks for the content of the task (one point per paragraph as this makes organising of thoughts on the points and marking easier). The candidates did very well in this task.

A1: About 72% of the candidates chose the first task on "*Reisen*". Some candidates covered only half of some of the guidelines. They would write about being on holiday together and would leave out the second part about the happiness of being together after not having seen each other for a long time. We found mistakes like *Wir wollen uns zusammen treffen*. Many basic words were being made up from Afrikaans (or were "*falsche Freunde*"): *Ek **sal** jou in Desember sien: Ich **soll** dich in Dezember sehen* and from English: *I **will** see you in December**:** Ich **will** dich in Dezember sehen*, and *She **will** have problems**:** Sie **will** Probleme haben*. Afrikaans or English Germanised words appeared: *Ich werde froh **wesen*** (*Ek sal bly **wees***). *We must spend our holidays together: Uns muß unsere Ferien zusammen verbringen. Can/May my friend come too? Kann mein Freund **zusammenkommen.*** We found many examples (probably from Afrikaans candidates) of idiomatic expressions like: *Ons vakansie **gaan** fantasties wees**:** Unsere Ferien **gehen** geil sein*. Some candidates took words directly from their home language (***ophou, uitgaan***, ***nexte***, etc.). Such sentences were often not understandable to the German ear, which meant that some candidates lost marks in the written pieces. We suggest that candidates use words they know (when writing on the guidelines) rather than make up words or try to find a way around the word(s)/expressions they do not know.

A2: Only 28% of the candidates chose to do the second task on *Load shedding – Stromausfall*. We frequently found expressions like: Man muss eine ***Kirze*** / ***Kersche*** finden, ***Am Morgens*** kommt die ***Söhne (Sonne)*** and similar examples as in the first task.

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SECTION B SHORT WRITING:

The formal letter. **B1** In section B1 we expected the candidates to communicate in the formal *Sie*-form. All candidates had to do the semi-formal task on *Nebenjobs*. This question was set on the theme ***Berufe*** **(**writing an e-mail to walk somebody`s dog on week days). The candidates were required to embroider on 3 points to get full marks for content. The candidates coped well with this task. In the past we found that candidates copied guidelines directly as given in the paper and presented this as their answer. We are happy to say that this did not occur in any of the answers in 2019. Some candidates used the incorrect informal *du* instead of the formal *Sie*. Some struggled with expressions like: *den Hund ausführen* and some completed only half of the guidelines: *wann* and *an welchen Tagen* – The candidates must write at least two sentences and may not copy the guideline exactly as it is given in the paper. *Wann und an welchen Tagen soll ich mit Ihrem Hund spazieren gehen*. ***Wann***: *Ich habe jeden Tag ab 2 Uhr frei*. ***An welchen Tagen***: *Ich kann leider nicht an einem Mittwoch, aber an all den anderen Tagen kann ich mit Ihrem Hund spazieren gehen*. Some candidates also struggled with the **personal pronouns** which lead to misunderstanding the task and/or mispresenting what they wanted to say. Quite a few candidates said: *When can I walk* ***your*** *(polite form) dog? Wann kann ich mit* ***seinem*** *Hund spazieren*? We also found many examples of candidates saying: *Wann kann ich mit* ***ihnem*** *Hund spazieren?*

The second half of section B: In this section the candidates could choose 2 shorter tasks out of 3. They could choose between a blog, a description and/or cancellation. In each task the candidates were required to embroider on 3 points to get full marks for content.

B.2.1 Theme *Urlaubsreisen in den Schulferien* (What do young people do in their school holidays?) We found many candidates lacking vocabulary on the different themes. Idiomatic expressions were sometimes used in strange ways: ***I agree with him / Ek stem met hom saam: Ich stimme mit ihm zu.*** Candidates had to look at the format of the task. It is a blog with a caption and a date. They had to say in the introduction where they had found the opinions of the two learners in the picture – this information was given at the top of the task and had to be copied down. Many candidates ignored this.

B.2.2 Theme: *Beschreibung* (a comic drawing was given. Candidates had to describe how a bicycle got stolen.) They struggled with vocabulary, colours and expressions. *Susi wollte den Dieb* ***stopfen***. When that did not work, she wanted to ***klingeln*** or ***bellen*** the police. The thief had a long ***top*** on: *Der Dieb hatte ein langes* ***Topf*** *an,* or: Hy het `n blou ***broek*** aangehad: *er hatte eine blaues* ***Brucke*** an. Other expressions: Susi sagt ***für die*** Polizei. Die Polizei fahren *nach* Susi. Der Dieb war ***all*** lange ***wecht***. Candidates also had to write a caption which was part of the format. This caption was often left out. 45% of the candidates chose to do this task.

B.2.3 Theme: Eine Absage. (The candidates had to cancel an invitation to a barbecue with school friends). 33% chose this task. Many candidates did not complete all the guidelines fully. The last guideline says: Say you are sorry and suggest who should bring the potato salad in your place. Many candidates did not say that they are sorry and simply asked the question back at Corrie: Who will bring the potato salad? Candidates used expressions like: *Ich bin klar weg*. (From Afrikaans: Ek is klaar weg.)

Section C – Grammar Language in context: In this section all tasks were compulsory. The text for the grammar was set on the theme *Mein Traumberuf – My dream job.* The candidates' handling of the grammar part of the paper was a little disappointing. By comparison to last year they did not fare as well as this year.

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Teil C1. The grammar part of paper 2 did not get such high marks as the written pieces. Some candidates still struggled with the concepts: *Präteritum, Perfekt, Aktiv und Passiv*. The candidates made many spelling mistakes and struggled with the Umlaut. Some candidates struggled with the past participle (*Ich habe* ***gedenkt***). Often the Umlaut was used incorrectly and many times the candidates spelled words incorrectly because they did not read carefully.

Teil C2: Many candidates still struggled with the syntax tasks, especially with the relative pronoun and the conjunctions like *obwohl* and *weil.* Many got the word order after the conjunctions wrong. The word order seemed to be taken from the English: *Manche Schauspieler sind nicht berühmt geworden,* ***obwohl sie sind gut***. The comma before the conjunction was also often left out. The relative pronoun seemed difficult in that some candidates found it difficult to work out the case (*der Traumberuf, von* ***das*** *er*….).

A few reminders: Candidates still make many mistakes with the commands. If the verb is at the beginning of the sentence it **MUST** have a capital letter. If the verb is somewhere else in the sentence it **MUST** start with a lower case. Quite a few candidates lost marks in Teil C because of this. The Verbs are extremely important and it was clear that many candidates struggled because they did not know them. We suggest that extra time is spent on the verb tables.

See the list of "Falsche Freunde und allgemeine Fehler".

We are grateful to many teachers of German SAL who do excellent work to prepare their candidates for the final matric examination.

Falsche Freunde und allgemeine Fehler

1	**Word frequently spelled incorrectly**: **Umlaut**: armer, höffen, züruck, **Sonstiges**: letztes: ~~leztes~~, nexte, Sehr Geheerte Frau Müller
2	Andere Fehler: Enige einige; bleiben wohnen ;weis wesen; spandieren; hempf, dass das; viel und sehr; am Abends; Strom Storm; den denn dann; eine Ferien, man Mann; mitstimmen, einstimmen, zustimmen; Jungenliche; als wenn Freunde machen; hatte hätte; meiner Meinung nach; mit um, ohne um; gluecklich, gluecklicherweise; brauchen gebrauchen, leider; Ich entspanne in den Ferien; Die Kinder, mit ***denen***; Ek is geskik vir hierdie werk / I am qualified for this job: ich habe für diesen job geeignet / ich geeignet für den Job.

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GERMAN SECOND ADDITIONAL LANGUAGE
SBA MODERATION

Our thanks and compliments to all the teachers who handed in perfect SBA teacher and learner files. This is very much appreciated and greatly benefits the candidates, as it prepares them well for the final examinations.

However, we did encounter some irregularities and teachers are urged to take note of the feedback provided.

Teacher files:

Please refrain from using ring binders. They really are not necessary, as the required content of the teacher file easily fits into a quotation folder.

Please do not use plastic sleeves in the teacher files.

The teacher file should contain the following documentation:

- The list of all candidates and their candidate numbers and marks,
- the rank order list,
- the IEB selection list of candidates whose files were chosen,
- and explanations regarding any problems with candidates' files.

Please do not include oral marks or oral comprehensions as these belong to Paper 3.

The school-based assessment is Paper 4 and consists of written tasks only, as set out in the Moderation Checklist for Paper 4.

It is common for teachers to have candidates from different schools. Please note that in this case only one teacher file needs to be submitted. The cover page of the teacher file must include a list all the schools of the candidates taught and indicate with which school it has been submitted for easy reference.

Stimulus material consists of the material used to prepare the candidate for writing the essay. Essay tasks are to be varied. Just letters for all five tasks is unacceptable.

Learner files:

Mark conversions. 39 out 50 is 7,8, not 8. Only the final mark is rounded off. 71,4 is 71%, 71,5 is 72%.

Please use permanent ink on the cover sheet. It is an official document, signed by both the teacher and the candidate.

Essays 1 to 3 are 200 to 300 words. Essays 4 and 5 are 250 to 350 words. A text with 100 words does not qualify as an essay. Please label the essays with Portfolioarbeit 1 to 5, for easy reference.

The Moderation Checklist for the learner files clearly indicates how these essays should be set out and which themes and literature-based tasks are to be used. The edited tasks 4 and 5 must be accompanied by a draft which is marked with a symbol. The final version is then marked with a % or points. If the first draft is almost faultless, it is not necessary to

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make the candidate rewrite it. Then the teacher assigns the symbol A+ and the final mark. There are no drafts for essays 1 to 3. This is not the point of these tasks.

The tests are marked out of 40 to 60 marks only and reflect **sections** of the final examinations. The ideal set of three tests would be: Test 1 – Unseen comprehension, 60 marks. Test 2 – Literature, 40 marks. Test 3 – Paper II, Teil C – 40 marks. Tests that are marked out of a 100 and take 2 hours to complete are exams, not tests. If the school has more than one examination session during the year, these exams can be split up and used as tests.

The Preliminary Examinations are to be included in the learner files. Please do not just submit the answer sheets.

Cluster meetings:

The purpose of cluster meetings is not to police each others SBA files, but to aid standardisation across schools (country-wide) and to see if candidates are adequately prepared for the finals, judging by the tasks they submitted. To indicate that a cluster meeting took place, it is enough to date and sign the task of the candidates or make a note in the teacher file. The cover sheet of the candidate is not to be written on. This is an official document signed only by the teacher and candidate.

We are aware that many of our candidates and teachers are German home language speakers. The examination that they are writing, however, is Second Additional Language. Candidates may not be penalised according to home language marking criteria. This is unjustifiable as well as unfair towards the candidate.

Again, I would like to express my gratitude to all the teachers who adhered to IEB regulations. This facilitates the moderation of all SBA files greatly.

The overall standard of German SAL across our country and Namibia, be it DOE or IEB schools, is of a high level. As a German teacher community, we can be proud of this great achievement. May 2020 be just as good or even better.

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GEVORDERDE PROGRAM AFRIKAANS

A small group of candidates (6) wrote the final IEB examination in Gevorderdeprogram-Afrikaans. On the whole the results were pleasing and schools and candidates must be congratulated.

It was good to note that some candidates chose to discuss less well-known and challenging texts in a pleasing literary style. Perhaps all schools could venture more into the unknown by choosing less well-known texts for discussion for exam purposes. The old masters must indeed receive time and attention, but for the final exam (after 3 years of study) candidates are ready for the newer texts that probe the problems, but also the happiness and issues of their own life and time. The candidates that did exactly that, were able to discuss literature in a personal way.

Question 1 (novels and film) was answered quite satisfactorily. Candidates that choose to discuss film must remember that film techniques must be part of the discussion. Those candidates that chose to discuss less known and less popular texts were especially able to display their individual preference in a sophisticated and exciting manner.

The second question on Poetry was equally well answered. Perhaps schools and candidates could begin to explore the later decades in our Poetry and thus grapple with the modern forms and themes in Afrikaans Poetry. The Old Masters were discussed well but the issues and themes that the poets of old wrote about, often do not really touch our modern youth any longer in the 21st century. It was good to note that the candidates could use various poetic techniques to substantiate their ideas.

The third question should challenge every candidate to choose and present novels and/or short stories with which they could identify as young people of today. Some of the candidates discussed challenging modern Afrikaans novels and they succeeded in writing convincing and insightful essays on some of the most pressing issues in their society. It is exciting to note that youngsters seem to enjoy reading and are able to present these texts as part of their activities on a daily basis.

On the whole this was a most satisfactory and pleasing examination experience for this examiner. Schools must be congratulated with good results and candidates that were well prepared for a challenging paper.

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GREEK SECOND ADDITIONAL LANGUAGE

In general, the candidates responded positively to the exam and they gave insightful and mostly appropriate answers, indicating that they engaged with the questions posed and the subject content. The papers were well written, containing interesting and suitable analysis of challenging questions.

PAPER 1

This paper consisted of comprehension, language and literature and examined different cognitive levels including aspects such as perception, reasoning and judgment. The paper included questions requiring one word answers, multiple question answers, true or false and short answers. The majority of the candidates interpreted the text correctly, displaying clear organisational and interpretation skills as well as excellent knowledge of grammar and vocabulary.

PAPER 2

This paper consisted of writing, descriptive essays, transactional text, reformulation of information and translations. The majority of the candidates were able to extract concepts from the different sources such as the dialogue or the picture that were given to them and were able to interpret, reason and express their thoughts clearly and coherently. Even though a high standard of vocabulary and language structures was evident in the responses of the candidates, there were however, a few candidates who lacked the ability to express themselves in a satisfactory way.

CONCLUSION

The papers were well written and the candidates were well prepared for the examinations.

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GUJARATI SECOND ADDITIONAL LANGUAGE

I wish to congratulate the teachers on the sterling job that they have once again done this year. Sadly, only one candidate wrote this subject but achieved outstanding results in all sections.

Keep up the good work!

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HEBREW SECOND ADDITIONAL LANGUAGE
PAPER I

GENERAL:

Paper 1 consists of 2 sections:

- Section A: 2 Unseen texts
- Section B: Prescribed texts

SECTION A:

The two unseen texts were based on the prescribed topics for the examination.

Candidates were thoroughly prepared for this section. Most of them were able to deal adequately with the questions and instructions. The candidates that did not perform well in this section were those who did not read the questions carefully and\or did not prepare sufficiently.

SECTION B:

Candidates that have been taught well and guided correctly were able to deal with this section, as they were able to use critical thinking and select and give the required information.

It is evident that there are still candidates who are unable to use selective skills and simply regurgitated summaries, without being able to respond to the unseen texts given to them as a point of departure. These are perhaps the weaker candidates.

In general, the overall standard was good.

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HEBREW SECOND ADDITIONAL LANGUAGE
PAPER II

GENERAL

Paper 2 is a creative writing paper. It consists of 3 sections:

- Section A: Writing a descriptive/narrative text expressing opinions, ideas and feelings. Marks: 30/100
- Section B: Writing a transactional text/formulation of information. Marks: 30/100
- Section C: Language in context – reformulation of information and synthesis. Marks 40/100

In general the candidates found the paper appropriate according to their level and answered creatively and with thought.
The instructions of the different activities were clear and specific, which assisted the candidates to answer concisely.

SECTION A

The candidates were requested to write an essay of about 150–200 words on a relevant issue in their life. This time the topic dealt with the issue of happiness. The candidates were asked if they are happier today than in the past because of all the technology around them. The candidates were given a short text and a picture as a point of departure.

The candidates expressed themselves well and most of them followed the instructions in terms of what is required for the essay (See SAGs guidelines, p2, section A).

SectioN B

Activity A: The candidates were requested to write 2 short massages, according to set information. We did not find any problems or difficulty in this part.

Activity B: Persuasive text
The candidates were requested to create a persuasive text about the damage that gossip van cause. The given assignment was to convince a friend who likes to gossip about other people in the class, to stop this bad habit. Candidates had no problem in answering this assignment.

Activity C: Picture
The picture shows a puzzle with one missing piece and this missing piece was outside of the puzzle and the word – if you volunteer, you influence others to volunteer. There were excellent answers on this topic and we did not find any problems or difficulties in this part.

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SECTION C

This is the most challenging section.
3 activities were given in this section: A report, an email and a dialogue.

The **report** was about the difficulties of immigrant children from Russia to integrate in school and in the Israeli society.

The second assignment was an **email** to the El-Al Flight Company complaining that the flight was cancelled on the day of the flight and the candidate complained to the company about it as he lost his opportunity to participate in a wedding in Israel.

The third assignment was a **dialogue** between two friends – one is vegetarian and one is a meat lover. The vegetarian is trying to convince his friend to be a vegetarian because of health and humanity reasons.

The candidates were very creative and used their knowledge and vocabulary of the learnt topics.

In conclusion, we were satisfied with both the teachers' and candidates' output for 2019.

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HINDI FIRST ADDITIONAL LANGUAGE AND SECOND ADDITIONAL LANGUAGE

There were no difficulties encountered with conduct of the examinations. It can be declared that the examination was without any major difficulty. All question papers were received as per the requirement at the schools.

The question paper was of a similar standard to previous years and was uncomplicated to access for the majority of candidates. The questions were well within the capacity of grade 12 potential. Observance to the parameters outlined by CAPS and the Examination guideline was noticeably manifest. The question paper measured up to all the provisions and requirements of the National Curriculum Statement. The examination questions were well within the framework in all divisions of the curriculum. The question paper took into consideration the distinct range of levels. A widespread series of questions were set by the examiner. There was reasonable and equal weighting given to all areas of the curriculum. No component allocated to Paper II was neglected or over emphasised. Therefore it can be deduced that the question paper did comply with the expected norms and standards of the examination component.

More than 95% of candidates were able to complete all the questions required in all the papers. However, in at least 5% of cases candidates did not complete the paper. Those that did not complete were because of a lack of information and subject curriculum expertise, and not owing to time shortage. Hence one can sensibly state that the time allocated to the papers was within the expected norm. It was noted that the questions and mark allocation provided a good indication of the length of the paper, consequently the overall length of the paper was within the recommended examination guidelines.

The language used in the questions was brief and easy to understand. The language used was very appropriate, unambiguous and specific. Simple phrases and sentences were used. Candidate's responses showed an understanding of the questions. There was no evidence of lack of clarity in the questions. However, some candidates' responses showed evidence of incorrect grammar and vocabulary usage. The standard of Hindi was, generally, better than in previous years. However, there were repeated basic language errors. Correct understanding of the specialist language of the subject is an essential skill. Nonetheless, some candidates produced work that exhibited keen understanding, insight and original reflection on the issues.

The candidates' performance indicated that all questions were within the scope and range of the expected norms. The overall performance in each question displayed that the questions were true to the difficulty level expected.

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HISTORY
PAPER I

DISCURSIVE ESSAY

Generally: In the light of the wording of the essay, candidates were expected to be able *measure the extent* of the respective focal points in each of the essays viz candidates need to have the vocabulary to be able to explain fully. The essay questions were open ended and all arguments presented were marked on merit. There is evidence of good teaching and effective learning, however there is a trend of a disconnect where candidates have very obviously learnt well but have struggled to fully explain their thinking and ideas. Candidates are discouraged from spotting but where a candidate focuses their learning they must engage fully with the relevant theme.

Structure: Largely candidates were able to sustain an argument with the necessary evidence. Weaker candidates struggled with the concept of 'extent' as it pertained to a discursive essay and lapsed into narrative. Where candidates found it challenging to explain the degrees of extent but showed understanding, leeway was given. This year there were fewer candidates who included a 'context' paragraph after the introduction and thus had integrated context into the essay. Some candidates approached the essay in an argument/counterargument manner and for this they were not penalised as this is an acceptable means of debate. Candidates this year were able largely to integrate context as opposed to a separate context paragraph.

Content: Content had been well learnt and drove argumentation in a significant percentage of scripts. Candidates at times struggled with appropriate selection of relevant facts as they pertained specifically to the requirements of the question. There was significant evidence of candidates spotting, not between sections but rather within sections. Candidates must familiarise themselves with relevant historical terms to allow for accurate interpretation of essay questions and more relevant answers. Furthermore, candidates must be familiar with evidence thematically *and* chronologically – essays showed a marked lack of dates and sequence of events.

Specifically:

QUESTION 1

This essay explored China and its role as a 'third force'. Candidates who chose this question fared well with a number of original approaches which were duly credited. Candidates must be aware of not twisting definitions and manipulating historical accuracy to suit the stance taken as was observed in some of the answers to this question. Candidates showed some sophistication in their arguments when it came to linking facts to China's pursuit of a 'sphere of influence'.

QUESTION 2

Cognisant that we do not examine language or geographic skills, candidates were therefore allowed broad but reasonable definitions of the term 'regional' but had to ensure that their application of this is consistent throughout the argument. Candidates were well placed to answer this question with a number of excellent answers.

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QUESTION 3

Candidates who chose this question were expected to deal with the actions of the USA as part of the argument and many were largely successful. There was evidence, however, of a number of candidates who twisted pre-learnt collapse of the USSR essays into this question subsequently writing an answer that lapsed into narrative. (Candidates need to be familiar with, and be able to differentiate, pertinent terms in the light of this theme: 'Soviet Union' vs 'Soviet sphere' – 'Eastern Bloc' vs 'Eastern Europe' – 'Satellite States' vs 'Soviet Republics' – 'superpower' vs 'sphere of influence'.)

EXTENDED WRITING

Generally: Candidates seem to, on the whole, not feel the need to introduce introductions and conclusions. It is still worth noting that an extended writing answer should wholly speak, in the light of the main question to context/aims (a), course of events and/or methods (b) and consequences/impact and/or successes and failures (c) (as per 2017 recommendations). Candidates are also reminded that only one extended writing question can be answered.

Structure: Structure is neither credited nor penalised in EW. Candidates are, however, encouraged to answer the sub-questions as set as single answer. *Full sentences must be used* as when candidates use point-form the detail is lost.

Content: Content depth was awarded appropriately. Candidates must be compliant with historical themes. On the whole, content was largely detailed but lumping of key ideas was evident. Candidates are still encouraged to provide factual content that is relevant, specific and detailed. Candidates are encouraged to understand the impact of events and actions as well as their significance.

Specifically:

QUESTION 4

The most popular choice in 2019! Candidates were required to give some context that preceded Castro's assumption of power. Candidates on the whole gave detailed facts for the course of the crisis as well as its impact.

QUESTION 5

A straight-forward question, this was well answered. Candidates needed to give substantial context about Tanzania in early 1960s as well as explore, with specific details, Nyerere's actions and their implication on Tanzania.

QUESTION 6

Those that chose this question did very well overall. However, this question received some negative feedback as it was regarded as candidates may not have had enough content owing to it being taught according to an interpretation of a 'broad overview' and asked outside of examinable material. Marking did not uncover any issues in this regard as candidates who chose this question were prepared well-enough to be able to answer it fully.

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OVERALL IMPRESSION OF PAPER I 2019

Paper I 2019 marked smoothly aided by comfortable weather and well-standardised questions.

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HISTORY
PAPER II

GENERAL

This examination required candidates to demonstrate a range of historical skills as well as historical knowledge over three themes: Civil Protest 1950s to 1970s; Civil Resistance in South Africa 1970s and 1980s and SA's Emergence as a Democracy. The primary focus of this examination was on skills, knowledge and questions that are unique to the study of History.

The History candidates have been well-prepared and it is clear that the skills of History are understood. The candidates did well in History Paper II. Teachers are congratulated on teaching candidates well.

Candidates must start every question on a new page. Overall, Section A and B were generally well-answered. There are, however, areas that need refinement.

In Section A and Section B candidates must follow very specific instructions in terms of length. Candidates must study all THREE themes in preparation for Paper II. The questions are based in History and require knowledge of the time periods covered. The interpretative questions require historical understanding and terminology to be answered correctly. Questions on reliability need to be practised. Historical terms, language and historical sensitivity and context are important.

Candidates need to be aware of different perspectives in History and should be able to comment on them and interpret them. Questions requiring an evaluation or judgement are set at higher order and required fullness in explanation. Evidence given must clearly link to and support interpretation and judgements.

Candidates should not try to predict source-based papers. There was evidence that candidates had not studied certain sections and thus could not answer knowledge questions. This was especially evident in Question 3. The source-based paper is a History examination and thus historical knowledge will be required to answer content-based questions in the paper.

SECTION A: INDIVIDUAL SOURCE ANALYSIS QUESTIONS

Section A comprised of three single source analyses – a visual, a textual and a media source analysis.

The responses from candidates to this set of questions were well-balanced; however, a number of candidates struggled with certain questions. Candidates must study content more thoroughly.

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QUESTION 1: VISUAL SOURCE ANALYSIS

The questions were well-answered; however, candidates should be able to identify elements from a visual source and view images with historical understanding and context.

Question 1.4
Provide an appropriate caption for the photograph from the perspective of a:
1.4.1 *United Democratic Front (UDF) pamphlet*
1.4.2 *National Party newspaper.*

Some derogatory language was used in answers from a very few candidates. The use of derogatory terms, names and slurs should not be tolerated and teachers must emphasise this in class. Marks were not awarded in cases where offensive language is used. Teaching History is not only about teaching historical content, but also teaches social and civic responsibility.

Racial references from popular culture, unrelated to the South African context, were found to be used by a small percentage of candidates. This is unacceptable. Candidates must be made aware of the context, implications and complexity of such language.

QUESTION 2: TEXTUAL ANALYSIS

This question was well-answered.

Candidates should be guided by mark allocations in terms of the length of answers.

When questions ask specifically for quotes, candidates must quote.
Quotes should be directly linked to explanations if it is in support of the answers and should not be vague.

QUESTION 3: CURRENT ISSUE IN THE MEDIA

This section was not well-answered.

3.2 *Find a historical concept in the source that best fits each of the following definitions. Write down only the historical concept. (No explanation is required.)*

Candidates must only write down the concept for these types of questions and should not write long explanations with the concept in the sentence.

3.4 According to this article, did Boraine believe that the Truth and Reconciliation Commission had failed in its dealings with perpetrators of apartheid crimes? Support your answer with evidence from the source.

This was a higher order question that required the correct evaluation to be awarded any marks. These types of questions must be read carefully in order to recognise the elements needed to write a full response. Three elements had to be addressed namely: evaluation, the success of the TRC and the lack of follow up by authorities.

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SECTION B: SOURCE-BASED QUESTIONS

This section was generally well-answered, however, some questions proved problematic. Candidates must study content.

8. *To what extent did the Civil Rights Movement improve conditions for local communities during the 1960s? Use evidence from the source and your own knowledge to support your answer.*

   In answering these types of evaluation questions, candidates must show both sides of the argument and make their stand clear.

   Candidates found it difficult to combine source interpretation with the use of source evidence from more than one source.

14. *Use BOTH sources to explain the relationship between Dr Martin Luther King Jr and the Student Nonviolent Coordinating Committee (SNCC). Provide FOUR points.*

   Many could only provide the evidence, but then did not interpret the evidence to answer the question. It was important to show the relationship not just a one-sided view.

   In questions that require own knowledge, historically appropriate language within the context of the content being studied must be encouraged.

15. *Use your own knowledge to describe the aims and methods of the 1961 Freedom Rides.*

   Colloquial language must be discouraged. Historical terminology should be used in descriptions. For example, integrated buses should not be referred to as mixed race or interracial buses as these terms have specific meaning within the South African context and could be misinterpreted as offensive.

18. *How reliable is this source for studying the inspirational nature of Dr Martin Luther King Jr during the Civil Rights Movement?*

   The reliability analysis was poorly answered in 2019. This is a skill that has been emphasised in History for many years. Candidates must be taught to address intention, limitations, bias and origin in answering these questions. The reliability question was marked on a rubric (available in past paper memorandum) and these four elements were needed for excellence in this question.

SECTION C: SOURCE-BASED ESSAY

The source-based essay (Section C) has improved in many centres. The debate and discussion required in this section requires candidates to engage and use source evidence to present a clear argument and counterargument. Some centres still struggle however, with many not focusing on "extent" in the question. Lesser and larger extent must be stated. Candidates must not fence-sit and a clear position must be adopted in the answer. The question required a specific stand. There were many variations in answer that were accepted, however, fence-sitting is to be discouraged. Candidates must present an argument and counterargument.

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It must be acknowledged that this is a higher order skill, with a high level of difficulty. Although most candidates understood the question, some still did not apply the correct technique. Referencing style has improved. Although a number of candidates still struggle with the use of visual sources, many showed excellent improvement. Introductions still tend to be too long, only a short introduction is required that states the larger and lesser extent. Candidates should not include own knowledge. In terms of style, candidates often confuse their stand if they weave argument and counterargument.

Candidates must use all of the sources in the essay. They are heavily penalised if a source is left out of the essay. Lumping and listing together of sources in referencing and use is strongly discouraged as it is penalised. Sources must be used separately and interrogated. Long paragraphs on source reliability are strongly discouraged. Sources should be used to support and interpret and should not simply be lifted and quoted in a narrative style.

There were many examples of excellent essays where candidates engaged with the question. Candidates were allowed to argue either side of the question:

To what extent was Dr Martin Luther King Jr responsible for the success of the Civil Rights Movement in the United States of America during the 1960s?

These candidates were able to take a stand on extent (larger extent/lesser extent) and show counterargument. The answer allowed for an argument and counterargument – for or against King's responsibility for success. Wonderfully original and well-focused answers that used all the sources were encountered. Candidates were credited on many interpretations. Some superbly insightful answers were encountered.

Teachers are encouraged to work closely with the rubric in the SAGs document when preparing candidates for this skill. It is once again suggested that this skill be taught and practised from Grade 10 as it is difficult to master.

Overall, teachers are congratulated on their excellent preparation of candidates for this examination. It is clear candidates are well-versed in the historical skill needed to excel in Paper II.

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HISTORY
SBA MODERATION

GENERAL COMMENTS

- There is much to celebrate in the IEB History community in 2019, including the dedication of many teachers in creating fresh assessments and supporting colleagues. Inter-school support, co-operation, and moderation is extremely valuable, and we encourage the extension of this when possible.
- Educator portfolios are most easily navigated in two-ring files with labelled dividers. Additional copies of the SAGs or ORT Guidelines, for example, should not be included. They make files bulky and less user-friendly. Plastic sleeves crept back in this year, but should be avoided: removing and replacing documents is unnecessarily time-consuming.
- Teacher files need to have a completed teacher's cover sheet so that moderators can see immediately what is included or missing.
- Explanations letter should be included at the front of the file. These may be necessary if there have been any deviations from the IEB guidelines, if a response to previous moderation feedback is warranted, or if there is any other useful information (for example a change of teachers during the year).
- If files have been referred to National Moderation by a Regional Moderator, teachers are encouraged to make the needed corrections before re-submitting to National.
- The IEB National Moderation lists should be included with the SBA results and levels of achievement filled in. Where teachers have been allowed to select their own portfolios, they need a list of these, with candidate numbers, in their teacher files too.
- Including the most recent feedback from the Regional Moderator, or National Moderator from the previous year, if available, also facilitates the process.

Preliminary Examinations and Controlled Tests (ORT and Non-ORT Schools)

- Overall, a high standard was reflected in the Preliminary Examinations and Controlled Tests. Most schools had covered the curriculum themes correctly in each paper and provided a variety of questions to test the range of cognitive levels appropriately.
- Several centres, however, set Preliminary Examinations on the incorrect themes, wrong case study, and/or non-examinable content.
- It is essential that the Preliminary Examinations should reflect the Final Examinations in terms of content precisely (and even in formatting, as far as possible).
- Where papers are set within the cluster, or used from another centre, please credit the original creator and moderator, so that the relevant feedback can be given.
- This year's panel also felt strongly that we should role model good referencing techniques to our candidates by referencing our sources correctly in our papers.
- Marking Guidelines should be filed alongside the Question Papers. Without Marking Guidelines, effective moderation is impeded, if not impossible.
- Teachers are also encouraged to use the marking notations listed below the Discursive Essay rubric in the SAGs (e.g. F for Focus, TF for Tagged Focus, etc.). Meaningful and constructive written feedback helps candidates repeat strong performances and eliminate weaknesses.

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Historical Investigation and Oral Presentations (Non-ORT Schools)

- Careful topic selection and rich sources set candidates up for success. Close supervision is vital for the research process. It is worthwhile asking a History colleague to check topic choices before candidates proceed.
- A list of topics chosen by candidates should be included in the teacher portfolio. Any guidelines given, or schedule of internal deadlines set, helps moderators to see how the research process has been managed. Learner Files should include a copy of the first drafts, the sources used, and the completed marking rubric.
- Similarly, a list of oral presentation topics, as well as instructions provided ought to be included in the Teacher File. Learner Files need a transcript of the oral presentation, in addition to the completed marking rubric.

One Research Tasks (ORT Schools)

- The points regarding lists of topics, evidence of guidance, first drafts, and completed rubrics apply, as they do for the Historical Investigations above.
- One goal of the introduction of the ORT was to alleviate workload, so it is important that, while maintaining the richness and rigour of the research process, expectations remain reasonable – for both candidates and teachers.

Alternative Tasks (ORT Schools)

- Many new, interesting Alternate Tasks have been set. These should remain reasonable as candidates are already meeting the demands of the research process in their ORTs in other subjects.
- Task 1 – The Source Analysis Tasks showed rich, diverse sources. The first page of the Historical Investigation Rubric may be used for this task, or a suitable alternative.
- Task 2 – This is a popular task among candidates, but they may need guidance in choosing a suitable image, so that they can answer the four questions well. Most teachers have developed a rubric of their own based on the task instructions. *Analysis* (and not just description) is the essential ingredient.
- Task 3 – Although this is called a Discussion Essay, it requires a set of sources, so most teachers have used the Source-Based Essay rubric in their assessment (although a Discussion Essay rubric is acceptable). Remember candidates must also select two sources of their own. The task should not become more demanding than an ordinary essay, as they will already be completing a full ORT in another subject.
- Task 4 – Few choose this Alternate Task, but it is a wonderful chance for curious candidates to investigate an extra-curricular topic of interest. A transcript of the presentation must be kept in the Learner File and a list of topics in the Teacher File is required. The Oral Presentation rubric from the SAGs may be used.

Many thanks to all the educators giving their best every day to prepare their candidates well, not only for the final examination, but for critical thinking throughout life. Thank you, also, to the teachers going the extra mile to support colleagues. Lastly, thank you to our Cluster Leaders, Regional and National Moderators – you are greatly appreciated.

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HOSPITALITY STUDIES

GENERAL

Overall feedback indicates that the paper was different from previous years; more application and less specific terminology was asked.

Candidates did not read the questions. They saw a word and started answering whatever they knew regarding that topic. They need to read the questions carefully and respond to the instruction, e.g. discuss, draw a picture/diagram, provide a questionnaire or whatever other format is asked.

The perception is that candidates did not study sufficiently. Candidates did not know basic concepts and could not answer straightforward questions. When they were able to give basic answers, they could not provide deeper knowledge, e.g. explain why.

Section C is a higher order thinking question where candidates need to use knowledge and information to write an argumentative essay. Candidates appeared to write whatever came into their minds, failing to respond to the actual question.

Candidates are not following technical instructions, e.g. starting each question on a new page, leaving lines open between answers, tabulating answers, etc.

SECTION A

Consisted of short responses that were easy to mark and flowed well. Candidates had no difficulty in answering the questions. The questions were interpreted very well, and candidates performed better in comparison to previous years. The inclusion of the question 'Giving the correct term' was answered very well. Section A covered 15% of the total marks for the examination.

SECTION B

Consisted of longer questions and covered 75% of the question paper.

QUESTION 4

- 10% of the question paper – Food borne diseases and costing
  Candidates were able to name foods which need to be avoided when a person suffers from a certain disease, but they could not give a reason why, for example, 'why a person who suffers from diabetes needs to reduce their intake of sugar'. There were no difficult calculations or need to analyse information. Question 4.3 was scaffolded; if they had the first part incorrect, the following parts were also incorrect.

QUESTION 5

- 5% of the question paper – Preserving of food
  Candidates gave the overall reason for preserving food but, when they were asked to name the specific function of a preservative, they were not able to give it; this indicates their lack of depth regarding the theory. Superficial answers were given such as, 'preservatives kill micro-organisms' without knowledge of the different kinds of micro-organisms.

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QUESTION 6

- 10% of the question paper – Customer Service

  Candidates were given a picture to show how customers may stand in queues and wait for food. Questions were asked regarding customer service and the use of technology to increase food service. Candidates were expected to apply their knowledge of technology in the hospitality industry to the context of food trucks. Many candidates discussed the use of technology in restaurants rather than food trucks. Fairly easy questions seem to be too difficult for the candidates.

QUESTION 7

- 10% of the question paper – Commodity Meat

  As in previous years, questions relating to meat cuts were asked, as well as the different dishes used for meat cuts. This year candidates' knowledge regarding offal and the popularity of venison was tested. Although this is in the SAGs and is a current trend in the industry, candidates had difficulty answering the question.

QUESTION 8

- 10% of the question paper – Commodity Desserts and Pastry

  One of the questions was to describe how to bake eclairs with consideration of temperature. Many candidates knew the temperature had to drop but did not know why and what the reasons are for the change in temperature. They had the same difficulty when they were asked to describe different desserts.

QUESTION 9

- 10% of the question paper – Wine

  The first question was a higher order thinking question in which candidates were asked to name the correct cultivar of wine to match different foods. Basic understanding is white wine for white meat and red wine for red meat. The fairness of this question was challenged at marking. Some markers felt that candidates could not be expected to know the different kinds of dryness of wines to go with the different kinds of meats. Despite this, the overall average mark obtained for this specific question was 60% – the second highest question average of the whole paper.

QUESTION 10

- 5% of the question paper – Food service

  This question was answered very poorly. Candidates were given a picture with food trucks standing in the open and they had to identify three possible problems that the food truck owner may face and how they could be solved. The questions were answered as if the picture was not even given. Candidates could not identify weather issues, safety issues, water availability, emergency situations, etc. A question that was intended to be very easy, turned out to be one of the most challenging questions for the candidates.

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QUESTION 11

- 15% of the question paper. Entrepreneurship and Marketing
  Candidates were given the characteristics of an 18-year-old girl who chose to start earning money with a food truck, and the possible reasons for her choosing this option over a restaurant. Again, an easy and 'obvious' question was very challenging for the candidates to answer. They did not know the terms 'marketing objective', 'start-up funding', 'target market' and 'market segmentations' and so were not able to answer the question well.

SECTION C

Argumentative essay, 10% of the question paper

Candidates received two statements and three sources, and they had to write an argumentative essay to explain their choice.

This question was answered very poorly. Most candidates only quoted from the sources and very few included facts that were learned. Most essays were short with little motivation to support the statement.

GENERAL

It was pleasing to see that some candidates really learn to understand. Unfortunately, most candidates learned to memorise. As a result, when a question was asked in which they needed to read, think and then answer, they were not able to do so. These types of questions are open-ended; they do not have one specific answer. Candidates are expected to apply their knowledge and understanding to a given context. They are given credit for their own valid perceptions. Candidates need to learn to integrate their knowledge with the situation to come up with a valid and reasonable answer.

Thank you to every teacher for their dedication and hard work during the year.

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HOSPITALITY STUDIES
PAT

The recipes provided with the PAT instructions were used by all the schools. Documentation and additional recipes were submitted timeously by most schools.

All the requirements set out in the SAGs regarding practical work were met, and sufficient marks for PSTs and PATs were available. The standard of the PSTs remains an area of concern.

- Most schools are only testing a few grade 12 commodities.
- PSTs must form part of a formal examination session and an official examination timetable.
- There must be a minimum of FOUR skills acquired during the Grade 12 year and the use of a minimum of TWO recipes.
- As requested from 2018, teachers made use of specifically designed tools to test particular skills in PSTs.
- As mentioned in 2018, very few schools had evidence of pre- and post- assessment moderation of PATs and PSTs; this continues to be an issue. This is important to ensure the validity, reliability and fairness of the assessments. Pre-assessment moderation rules out errors on recipes and ensures the correct skill set is tested. A second pre-assessment moderation may be required in some instances.
- A number of schools provided candidates with comprehensive, constructive feedback for the PSTs and, as suggested at the 2019 teacher's conference, there were schools that provided photographic evidence of PSTs.
- The standard of PATs set in 2019 was high. It is encouraging that teachers are making use of recipes from previous final PATs; this sets the desired standard for the final PAT.
- A general observation is that candidate's written preparation is of a poor standard. Very little effort is put into doing the written preparation, which forms the foundation of the practical work.
- All the candidates' written preparation must be thoroughly assessed.
- There is still no evidence of candidates combining the work order of various dishes in an effective timeline. This is an important planning skill that they must be able to demonstrate.
- There was evidence that the candidates received the documentation timeously and it clearly indicated the set of skills being assessed.
- The minimum requirement for PATs is only two per year. However, it is most beneficial to do more than just what is required. As reported in 2018 it gives candidates better practice in a variety of roles.
- It was noted that some schools are doing PATs that reflect similar recipes and skill-sets as the final PAT and candidates are fulfilling the same roles. Candidates must be exposed to a variety of roles and not only be used in one position each time.
- There was a marked improvement from 2018 in the format of recipes and information packs issued to candidates.
- As reported in 2017 and 2018 there is insufficient evidence of all commodities being covered in practical skills lessons. In some instances the practical skills must be assessed in a non-examination term and there must be clear evidence of this assessment, with the correct assessment tools.
- Candidates are not responsible for bringing recipes to school for practical skills lessons. These lessons must be skills-specific and performed under the guidance of the teacher in controlled conditions. These practical skills lessons must be happening weekly or as per timetabling.

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THE FINAL PAT

- Teachers are reminded that candidates are required 4 hours of preparation including mise en place.
- The preparation of certain elements the day before the final PAT did ease the pressure. Schools are encouraged to plan in such a way that certain tasks are done ahead of time. Photographic evidence of candidates doing pre-preparation must be available to the moderator.
- Teachers must ensure that all candidates arrive at least 10 minutes before the start of the PAT and that all candidates start at the same time. Candidates from both the food preparation and food service areas must meet at the start of the PAT to be briefed by either the teacher or sous chef.
- There are still some schools' that overextend candidates by hosting a large group of guests. There is enough time in the year for larger groups to be invited for PATs. The final PAT is a very stressful activity for both candidates and teachers. Keep the number of guests to a minimum for the final PAT. This must be communicated to the headmasters. Keep the final PAT exclusive to the parents of the matrics.
- Candidates must at no time be left alone during the final PAT, teachers must be available and visible but also find that fine line between doing too much.
- Candidates must be discouraged from wearing earpieces/earphones in the kitchen and food service area. Candidates must not be allowed to be on their devices unless there is an emergency. Teachers are encouraged to keep devices locked up during PATs to ensure optimum performance and focus.

Food preparation:

- In some instances hygiene and safety is of a satisfactory standard; there are however areas that remain a concern:

  - Licking of fingers during food preparation.
  - Covering of food with used/dirty dishtowels, rather use foil or dishtowels specifically set aside and used for covering food.
  - Candidates must refrain from eating their lunch/dinner during food preparation and venue setup. Candidates must rather take a break.
  - Any candidate entering or re-entering the kitchen must wash their hands.
  - Food service staff must be discouraged from 'hanging around' the kitchen if their services are not required.
  - Please invest in 'non-slip' mats for chopping boards. Candidates are working on chopping boards on the edge of benches and many boards slip and slide on stainless steel tops.
  - Candidates must be trained to sharpen their own knives at the beginning of any practical upon entering the kitchen.
  - Good training of using '3 bowls' – for what must be chopped, peels and the prepared item will rule out peeling directly onto chopping boards – cluttering a chopping board is a safety hazard.

- Scaling, portioning and shaping of breadrolls/bread needs attention.
- Meat skills not applied. Many schools opted for the Lamb Noisette recipe, however the lamb rack was purchased deboned – the deboning of the rack is a skill that needed to be displayed.
- Candidates must practice handling both powdered and leaf gelatine, a skill that needs to be done during class skills.

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- Plating techniques were disappointing. Teachers must inspire candidates to resource plating ideas for practical skills lessons as well as PSTs. It should be a priority to keep abreast of new trends. Plating lines must be controlled by the teacher. Teachers must be available to guide the candidates.
- There must be a 'plating plan' available at the plating station. A simple labelled pencil sketch is acceptable. Planning is imperative.
- The use of gloves and suitable dishing up and plating apparatus must be available at the plating station. A clean, damp cloth must be available to wipe down marks before plates leave the kitchen.
- The plating line needs to be better organised and move faster to ensure that food leaves the kitchen hot. Plates must be kept hot on a hot tray or in warmer drawers.
- Portion control is not consistent. Theoretical knowledge must be applied when plating. Portions must be consistent to avoid 'running out' of an element.

Food service:

- There was little consistency in the appearance of food service staff. Candidates must look professional and display good personal hygiene.
- Urgent attention to greeting, seating, lapping and introducing the menu by waitrons is required.
- The elements served on the left and right need revision. Food service staff is serving from different directions with no clear order.
- The recipes including a bread element did not require silver service serving of bread, however some schools opted for a type of bread for service, and this was not executed correctly in many instances. Candidates need to be well rehearsed in silver service and the use of the correct apparatus for the task. Practice makes perfect.
- The removal of unused glasses on a tray and cutlery needs attention.
- Covers must be set correctly and completely. A bread knife must be set even if bread is not served directly on to the side plate. Many candidates were not sure about the dessert cutlery setting.
- The service of tea and coffee is problematic. This must be served at the table and not from a side board or from the kitchen. Guests must also not be encouraged to self-service.

I am sincerely grateful to all the teachers who serve our candidates, guiding them and loving them through the learning process. It is a selfless job that often goes unnoticed. Rest assured that your time and effort is valued and appreciated. Please take the guidelines in this report and implement them so that together we can grow.

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HOSPITALITY
SBA MODERATION

Most centres' files were of a good standard. It was good to see that teachers were more familiar with the requirements of the SAGs. Recommendations from last year were addressed by almost all teachers. Please take recommendations seriously; they are made so that the evidence of work is in line with the requirements of the SAGs.

There was a great improvement in the inclusion of the pre-assessment moderation tool, post-assessment moderation tool, analysis grid, question paper and marking guidelines. This was really encouraging to see.

Only one centre included PAT documentation and work in the SBA files. Teachers should refrain from doing so. PAT/practical files are not sent for National SBA Moderation – they are moderated on site when the PAT moderator visits the school.

The following areas need attention:

- Include ALL possible SBA items in the teacher's file but only those selected for each learner's file.
- Submit first moderated as well as the corrected version of each SBA item. This is important because it can be used to verify the moderation process. Moderation must please be done in GREEN PEN for easier recognition.
- Please include copies of each learner's completed Record of Assessment (19/42) with the spreadsheet of marks in the teachers file.
- Most centres used the IEB moderation tools from the SAGs. Ensure that all **moderation tools are completed thoroughly** with comments and judgements from assessors and moderators; not just ticked and signed documents. Indicate specific accommodations. It is useful to complete the questions at the end of the post-assessment moderation tool as well. That is why they are there.
- Please complete the statistical summary of results on the post-assessment moderation tool.
- Evidence of school-based post-assessment moderation remains an area that can be improved. Post-assessment moderation should not just be a checking of mark calculation. Task post moderation was not done to satisfaction.
- Topic specific assessments (tests) must mirror the format of the final exam i.e. Section A – 15%, Section B – 75% and Section C – 10%. Especially in tests there were a few assessments where Section C's weighting was too high (20–35%). This disadvantages the learner.
- Some teachers still struggle to produce a valid Section C question. These teachers are encouraged to work with a buddy or moderator.
- A Section C question must appear in EVERY controlled assessment and must weigh 10% of the total mark, i.e. if it is a cycle test, Section C must be a written response of between 150–200 words for 7–10 marks. In an exam it must be a written response of between 250–400 words for 20 marks.
- The contentious 'wine task' was only used by four centres. If the wine task is used in its current form, a plagiarism check must be done and included in the learner's file to verify that no plagiarism has taken place. This task still remains one in which plagiarism can easily take place.
- Referencing techniques by learners can and must be improved.
- When marking, indicate the number of marks alongside the number of ticks and indicate a sub total for each question and section.

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- When marking Section C the teacher should actually capture the marks on the specific rubric and not just mark it on the learner's answer sheet.
- A few centres did not include design grids for tasks in the teachers file.
- Please do not use plastic sleeves in any files.
- Do not use staples in the files.
- Using clearly marked file dividers in the files makes moderation easier.
- When copying forms from the IEB SAGs please ensure that they are from the latest SAGs. Copied forms from as far back as 2014 where included in files.
- Clear evidence of how a task is marked must be provided. Sometimes there is not a single indication of this on the learners' scripts. Only a mark given on a rubric.
- Every teacher is asked to do their utmost to produce new, current and up-to-date questions for assessments and tasks. Let us try to broaden our database of questions. It is not enforced, but the sharing of quality questions with each other is encouraged.

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INFORMATION TECHNOLOGY
PAPER I

The November 2019 Theory Paper was well-received with positive comments from schools in the one reflection questionnaire submitted. There was unfortunately a typographical error in the paper, but candidates were not affected by this: marking was adapted, and all variations of answers were accepted as correct.

A check on the language and complexity of the question paper against a battery of online checks revealed that the average grade level of the question paper was about Grade 8, with reading scores well within the range of all Grade 12 candidates including second language candidates.

There was a clear improvement in the answers in the paper this year, with candidates obviously reading the questions better than in previous years. This is most pleasing. There were a few subtle issues with some understanding in certain sections – more is listed in the specific comments below. Teachers are urged to work with their candidates around this area going forward.

Specific comments regarding each question

QUESTION 1

This question was well-answered. Some candidates didn't attempt the question, which is a little alarming! Some of the main problem areas were:

- Candidates believing that Access is open source;
- Confusion between the concepts of "semantic search" and "search engine optimisation".

QUESTION 2

This question was done well by virtually all candidates. The only concept confused by many candidates was:

- Confusion between an error in program source code and an exception.

QUESTION 3

Difficulties in this question centred on:

- A number of questions made specific reference to power saving – this was part of the whole thinking of this question, given that the clinics were mobile. A number of candidates didn't read this (or ignored it) when answering these questions, and therefore gave general answers, rather than focusing their answers on how the component or change would assist in reducing the power consumption of the laptop. For example: overclocking a component does create more heat, but it is the extra cooling that would be needed that would be the factor which increased power consumption. An answer around the component failing early because of overclocking, while correct, was not what was required in this context;
- Confusion between static RAM and synchronous RAM;
- A lack of understanding of what is stored in RAM vs what is stored in a cache;
- A number of candidates described the machine cycle rather than listing functions of an operating system;

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- A lack of understanding of the difference between Windows and MS Office;
- The questions on encryption were generally not well answered. Many candidates confused encryption and backups, and a number of candidates merely re-worded the question as their answer, and were unable to justify why the size of encryption would be sufficient for the task;
- The question on upgrading the components caused some confusion. In the context of this subject, upgrading should be read as "changing components to make the computer operate better, more efficiently, or provide the user with better functionality" as opposed to "trading in my old computer for a new one". Besides this, some candidates gave advantages of upgrading components rather than stating whether it would be **possible**.

QUESTION 4

Areas of concern with this question were:

- Confusion between the concepts of a web cache and a browser cache;
- Knowledge of denial of service attacks was generally lacking resulting in poor answers;
- Candidates confused the concept of server virtualisation with cloud computing. Please emphasise that these are not the same. Server virtualisation can take place on a LAN without any cloud connection.

QUESTION 5

Difficulties in this question centred on:

- The ability to read a network diagram and think critically about each component and what it is doing/contributing to the network functioning. The supplied diagram was of a particularly badly designed network which was done on purpose to make the candidates think about what data would be flowing between each point and the effect this would have on the operation of the network;
- Understanding of SEO and how it relates to the use of keywords was generally not good. This lead to confusion in a number of sub-questions, including a lack of understanding of the difference between browsers vs keyword lists and why different search types might need different keyword lists;
- The question around Internet/Intranet/Extranet was not well answered in general. For example, many candidates defined "Intranet" as a LAN.

QUESTION 6

An external source was once again used for this question. I believe that candidates were better prepared for this type of question. Generally the question was well-answered with the only real concern being that some candidates tended to veer away from applying technology to their answers.

QUESTION 7

Some simple definition questions here were not well-answered.

- The simple theory around keys, primary keys, the difference between composite keys;
- Basic theory of normalisation seemed to be lacking in a number of candidates.

QUESTION 8

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This question contained some similar and different techniques this year. Areas of concern are:

CLASS DIAGRAM

- Much better than in the past but some simple areas need to be improved. This will be covered at the UGC again in 2020.

ALGORITHMS

- The trace table question was either well or badly answered. Candidates must have experience at doing trace tables and understand how to follow step by step through an algorithm. The candidates are given a number of guidelines in the question and answer grid, these are there to assist and should be used effectively;
- The UGC in 2020 will also look at some standardisation on the way in which algorithms are presented in order to alleviate differences found between programming languages.

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INFORMATION TECHNOLOGY
PAPER II

B1. CDS

Please note that TWO CDs with the candidates' work must be sent through with the centre number sticker attached. The content of the CD should be identical. It is also recommended that another copy of the CD be stored in the school safe. The candidates' work should also be kept on the server undisturbed. The content of the CDs must also be checked for readability and accuracy before sending them through to the IEB.

B2. FORMATTING AND PRINTING OF SCRIPTS (AND THEIR FORMAT)

Please note the following regarding formatting and printing of the candidates' scripts.

- Some centres did not print out all of their candidates' work. Please ensure that all of the candidates' work is printed. In most cases, we were able to access the content on the CD but without the CD, or the printout, there would be no other way of knowing if anything is missing. It is recommended that the printouts are arranged in the order of the question number as this would allow any missing solution to be quickly noticed.
- Please arrange the printouts so that the SQL answer sheet is on top. Stickers, if provided, should be affixed to this front page.
- The printing solution deployed must ensure that all code related symbols and formatting (including tabs, spaces, line and paragraph breaks) are kept. Some candidates made use of a word processor and/or printer that removed some of these aspects (formatting, indentation, syntax highlighting etc.). This is to be avoided. Printing should also not span across multiple pages horizontally.
- Candidates should code their solution in the IDE application that they are used to. They (the candidates and not the teacher) should only process their code for printing (depending on the printing solution deployed at the school) AFTER the examination time has expired.
- Candidates should be instructed to NOT put their name and/or their centre's name on any of their scripts. Their examination number should be used instead.
- Please ensure that a suitably large font size is set for printing. Some scripts were printed in incredibly small font size making it difficult to read.
- Candidates should leave a few blank lines between each question. The solution to each question should also be clearly labelled with their corresponding question numbers in comments. Methods within classes should also be separated by a few blank lines and should be indented properly to aid reading.
- Candidates should also be further encouraged to leave comments describing their attempts. This will come in useful when their solution does not fully work as expected.
- Candidates should also be encouraged to read the questions properly as there are instances where marks have clearly been left out for questions that are within the ability of the candidate.

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B4. CANDIDATES' PERFORMANCE AND QUESTIONS REQUIRING ATTENTION

SQL questions were answered well, but with the following notable points. Although some descriptions are present to help remind the readers of the question, it might be more informative if readers, especially if they are IT teachers, read this section with the actual paper.

1. There were some careless mistakes that could have been avoided if careful reading of the questions were made. For example, certain fields asked for were left out or the result list was not sorted according to the questions.
2. Additional (but unnecessary) tables were included in some SELECT statements by some candidates. In cases where the correct join condition (for the multiple tables selected) was provided, the candidates were not penalised as this would reduce the result set back to the correct size. However, this would have wasted time and was not necessary. Candidates were penalised in cases where incorrect join clause was provided as this would have exploded the result set to include other entries.
3. Question 1.5: There were many creative solutions that were either correct or close to correct. It was very encouraging to see these attempts. Candidates should be encouraged to offer such creative solutions to all questions they may have not seen previously.
4. Question 1.7: Teachers should emphasise the order of the focus tables when using LEFT or RIGHT join.
5. Question 1.9: A number of candidates found this question to be quite challenging, but several creative attempts were offered.
6. Generally, as marking is done with mistakes carried forward, candidates should be encouraged to demonstrate their ability to answer part of a question, even when they were unable to do the part preceding that section. This also applies to nested statements, in most cases, outer statements can still be done (with marks obtained), even when the inner ones were not successfully completed by the candidates, and vice versa.

The following points are relevant to the programming section. Unless specifically mentioned, they apply to both languages used.

7. Question 2.1 was generally well answered. The few marks that were lost were for including additional fields to use in question 2.4 as a work-around attempt.
8. Question 2.2 was also generally well answered. Some candidates reversed the assignment to parameters (penalised only once throughout the paper for the set methods). However, candidates who did not make this mistake in the set methods did so in the later question that takes in parameters (e.g. Question 3.3 for *total*). These are careless mistakes that could have been avoided.
9. Question 2.3: Few candidates did not do all the three methods asked for by the question paper.
10. Question 2.4: surprisingly many candidates struggled to correctly extract the required data. There was a variety of solutions offered with some using helper methods available, while others employed elaborate solutions involving loops. Candidates should be reminded of string methods learnt in Grade 10 that could have been useful here, including those that can be used to find position of a character in a string, splitting string and finding substring. A number of candidates also altered the *fullName* field and referenced the field later on rather than calling up the method.
11. Question 2.5: A fairly large proportion did not call up the method which would have saved some time. The *tab* character was not use correctly by some candidates.

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12. In general, when methods are called, a few of the candidates provided the argument list in the incorrect order.
13. Question 3.2: A number of candidates omitted the final and private.
14. Question 3.3: This was generally well answered. Come candidates assigned the value of *total* prior to the if; therefore, had no need for the else. This solution was acceptable.
15. Question 3.4: There was inconsistency between the class diagram and the question paper. A decision was made to accept both types and to follow the error on in the later part of the question to avoid double penalty.
16. Question 3.4: A fair number of candidates catered for the BONUS data in the setter.
17. In the class diagram provided on Page 11, *inc* was provided as the name of the argument which correspond to the Delphi's helper method for increment. Regarding this:
    - Teachers should remind candidates that the name of the incoming parameters does not need to be exactly as provided in the class diagram (as mention in the class diagram presentation and by the examiner at the UGC 2019).
    - It was noted that although the marking guidelines do contain a correct working solution, an alternative possible solution do involve the use of the reserved command that would be overridden by the local variable mentioned in the question.
    - A decision was taken to accept the solution involving the overridden command as correct. We also took a further step to monitor all of Delphi solution in order to detect cases where candidates may have been disadvantaged due to the use of overridden reserved word and/or not using the appropriate alternatives. A senior sub-examiner was tasked with reviewing all scripts for this. After this review process, it was agreed amongst the sub-examiners, the senior sub-examiner who reviewed all scripts, the examiner, as well as the internal moderator that the acceptance of the overridden command as a solution was sufficient and that none of the scripts submitted by any candidates indicated that they were disadvantaged by the issue raised.

18. Question 4.3: Splitting was not done correctly by some candidates. This is regularly asked as part of file-reading and should be well known.
19. Incrementing of index (such as *sCount*) were done in the incorrect place. This was a careless mistake by some candidates as the rest of the question was often answered correctly.
20. Question 4.4: Headings that were asked for were left out by some candidates.
21. Question 6: A wide variety of working and near-working solutions were provided by the candidates. The marking guidelines catered for the wide variety present. However, some solutions provided no comments on what the candidate's intentions were and the solution provided was just a set of seemingly random commands. Candidates should be encouraged to provide some idea of their thinking in the form of comments especially in the problem-solving type questions.
22. Question 7: This question was mostly well attempted by the candidates, however many failed to sort the arrays.
23. Part of the misunderstanding for this question comes from the candidates not really reading the question well. This question should be rewarding to the more skilled and diligent programmers.
24. Candidates should be encouraged to test various aspects of the solution as they answer the paper, even if the questions do not explicitly ask them to do this. This will help to detect any careless mistakes as close to when they are made – thus making the debugging process easier.

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INFORMATION TECHNOLOGY
SBA AND PAT MODERATION

I would like to take this opportunity to thank the cluster leaders for the hard work put into the managing of their clusters and for the excellent quality that is always being produced in terms of assessments. The quality of the test sets, coupled with the standard of marking, has been excellent.

Once again, please note that the use of old IEB papers, SQL, Normalisation or prelim tests as well as GDE papers is not allowed. This compromises the assessments and gives candidates an unfair advantage.

A high percentage of the centres that were called to national moderation sent the PATs along with the teacher files. Thank you for doing so. Please ensure that if your centre is called up for national moderation, that **all** requirements for national moderation are fulfilled according to the circular sent out by the Independent Examinations Board, i.e. ensure that if only the teacher's file is asked for and no regional moderation has been done, that the top, middle and bottom PATs are sent as hard copies together with the rest of the candidates' PATs on CD/DVD/flash drive. Please ensure that ALL rubrics for the PAT, for each candidate, are given as a hard copy in the teacher's file.

It is encouraging to note that teachers have taken the standardisation process most seriously. As a result, marks are accurate and extremely reliable. For future reference, kindly ensure that tasks do not contain **half marks** for questions. Please ensure that the correct PAT rubric used for 2020 is downloaded from the IEB website. The format has changed slightly to enhance ease of use.

The management of the PAT has improved tremendously over the years. A few centres still start the PAT too late in the year, or, in some cases, the candidates are not being closely monitored. This is placing the candidates at a disadvantage. It is critical that candidates are managed in order to prevent the situation from arising where entire sections of the PAT are not submitted by some candidates. Candidates should be given every opportunity to achieve the maximum possible mark in the PAT. For the first time candidate's projects were found to be plagiarised. The URL for the plagiarised projects is as follows: http://javatpoint.com. Teachers are to be vigilant when it comes to submission of the various phases of the PAT. Teachers must visit the URL given above, before marking any of their candidates' PATs, so as to avoid candidates submitting plagiarised PATs. Teachers must ensure that all phases of the PAT pertain to the same scenario. PATs were found to have the same scenario for Phase 1 and Phase 2, but for Phase 3, the coded program was totally different. A huge appeal is made to all teachers to mark the PATs in phases and provide advice to candidates on how to improve. This will definitely avoid plagiarised PATs and other issues with PATs.

Once again, the testing aspect of the PAT needs more attention as candidates are sometimes completely clueless as to what is required and how to set out this aspect. Kindly indicate as to how marks for the various aspects of the PAT were arrived at. Indicate this in the form of a comment on the rubric or by physically marking the actual code. Proof of how marks were arrived at is essential. Please ensure that candidates use the correct flowcharting symbols when doing the sequencing aspect of the PAT. This skill is essential for those candidates wanting to pursue a career involving programming. It is imperative that all teachers are part of a cluster. The assistance provided at cluster level will ensure that PATs, Learner Portfolios and Teacher Files are well presented and contain all the necessary information before submission for region and/or national moderation.

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A huge thank you to the regional moderators for the time, hard work, consistency and dedication they have put into the moderation process. Without you, national moderation will be all the more difficult. Thank you for identifying problematic centres. You have done a fantastic job.

Once again, I would like to appeal to teachers to apply to be regional moderators. Information Technology has not had many regional moderators in 2019. The greater the number of moderators, the more efficient the standardisation, and the more reliable the results.

My heartfelt thanks to the national moderators for their diligence, expert knowledge and tireless dedication in ensuring that the standard of moderation is at an optimum and that, most of all, results are valid and reliable.

Finally, thank you to all teachers involved in the teaching of Information Technology for 2019. Your dedication, hard work, commitment and diligence have not gone unnoticed. This bodes well for the future of Information Technology. We appreciate all you have done and continue to do. Thank you!

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
PAPER I

In general, this paper catered for all types of learning styles as it accommodated candidates with different capabilities. It challenged their thinking, which could possibly develop them cognitively.

SECTION A COMPREHENSION, READING AND VIEWING LITERACY

QUESTION 1

The comprehension was handled very well. Question 1.3 was a dialogue that entailed a storyline to which the candidates could relate. The theme of the dialogue was based on how to choose friends. Therefore, it was aligned with a Grade 12 candidate's social life, meaning, the candidates are exposed to the entire context.

Candidates generally scored outstanding marks on this question. The markers were also at ease and they managed to finish on time.

SECTION B SUMMARY

QUESTION 2

It was found that candidates coped a lot better with the demands of the summary this year. Many of the responses were very creative. There was still some evidence of "lifting" from the texts and candidates must be reminded to focus on the register expected in their summaries. The purpose of the summarised text must be borne in mind and more emphasis must be placed on the use of correct grammar and sentence construction. It is clear that the teachers stressed the importance of writing a draft before the final piece. Both the teachers and the candidates need to be commended for a job well done.

SECTION C POETRY

QUESTION 3 SEEN AND UNSEEN POETRY

Candidates responded very well to both seen and unseen poems and it is evident that poetry has been taught well in 2019. However, candidates must be encouraged to refrain from referring to lines when the question demands them to quote from the poem – the majority of candidates lost marks because instead of quoting they refer to lines, for example: when asked to quote the lines they write "***umgca/umqolo wesi-3 nowesi-4".***

SECTION D LANGUAGE AND GRAMMAR

QUESTION 4

All the candidates handled this question exceptionally well.

QUESTION 5

The majority of the candidates struggled with this question. Candidates are encouraged to revise the tenses thoroughly.

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QUESTION 6

This question was not handled well by most candidates. The majority of the candidates came up with new nouns completely, hence they lost marks. They struggled to provide a singular form of a given noun.

QUESTION 7

This question was a bit problematic for all the candidates because not all the relevant conjunctions were given in the question paper. The candidates who coped well with this question are those who have a very good command of the language. However, the candidates were not penalised for their wrong answers.

QUESTION 8

The candidates struggled with this question – they were unable to negate sentences. The candidates are encouraged to revise the positive and negative forms. The candidates should know the difference between a negative form and opposites.

QUESTION 9

The majority of the candidates did very well in this question. The question required the candidates to form locatives from a given noun.

QUESTION 10

The majority of the candidates handled this question very well. Some candidates struggled because they seem not to have revised the diminutives, hence their weak performance in this question.

QUESTION 11

The candidates were required to use appropriate concords, I am pleased to report that this question was handled very well.

QUESTION 12

Quite a number of candidates answered this question correctly. This question required the candidates to choose a suitable ideophone from the ones provided, some candidates could not copy down the correct spelling of some words, for example ***"thsu was written as tshu or tsu".*** The candidates who copied the words incorrectly lost marks. Teachers are urged to encourage candidates to be observant when they copy down words.

QUESTION 13

The question specifically asked the candidates to use the questioning words correctly. This question was handled correctly by the majority of the candidates.

QUESTION 14

This question was handled correctly by the majority of the candidates.

QUESTION 15

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This question entailed an advert. The theme was music. The candidates excelled in this question, particularly because the text accommodated visual candidates. The advert spoke to them since they are all familiar with the theme.

GENERAL

Teachers must reinforce the following in class:

- Encourage the candidates to read instructions carefully, focusing on key words, for example – isichazi / isichasi/ isilanduli. These are three different aspects.
- The candidates should be reminded to start a new section on a new page.
- The candidates should rewrite sentences when they are required to do so and refrain from giving one-word answers.

I firmly believe that this paper was fairly balanced; the candidates who were well prepared did exceptionally well. Once again one has to commend isiXhosa First Additional Language teachers for the excellent work that is being done in IEB schools.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
PAPER II

Context

The IsiXhosa First Additional Language Paper 2 marking was conducted in the classroom by a team of senior markers and sub-markers. The classroom was accessible to everyone as it was at the ground floor. Standardisation was done in preparation for the actual marking of candidates' scripts. A very big thank you to the dedicated and committed team of markers who made the marking process a success.

General comments

The 2019 Literature examination consisted of two sections. **Section A** had six questions and was worth a total of 60 marks. **Section B** had two questions worth a total of 40 marks. In **Section B**, candidates could choose two topics, one longer piece worth 30 marks and one shorter piece worth 10 marks. **Section A** was completed reasonably well though there are few candidates who often missed out on marks due to mixing of characters.

Section B required candidates to write a letter advising, requesting and expressing how they feel about a certain issue. They were confident in this particular writing skill and were clearly aware of the need to establish the context, purpose and register. The majority managed to cover these features in an introductory paragraph. As candidates were required to choose one piece out of three topics, **Question 8 &10** were the most popular questions. Generally, most responsive were well structured and adhered to letter writing conventions (introduction, body and conclusion). Scaffolding was used to help candidates to stick to the topic.

Advice to candidates

This study requires a sound knowledge of language.

- Candidates must familiarise themselves with the target language and should practise responding to short questions similar to those in Section A of the examination. Section A typically exposes candidates to the character role, events and personal response in the novel. Teachers should assist their candidates in this regard, allowing them to identify character traits and emotions as this will help in showing what they say or think.
- Candidates should pay attention to mark allocation and number of words and provide a more detailed, thorough response to questions with higher mark allocations.
- Candidates should read the question carefully, and their responses should be relevant to the topic. Irrespective of the quality of their writing, if the candidate's response does not address the topic, they cannot attain high marks.
- Almost every piece of writing you do that is more than five sentences should be organised into paragraphs. Teachers need to emphasise the importance of paragraphs and the use of punctuations in writing.
- Some candidates do not really know the difference between formal and informal letters and most of all do not know how to write a letter. An introduction to letter writing is an essential skill and teachers are advised to use effective techniques in mastering this skill.

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SECTION A

QUESTION 1 (CONTEXTUAL)

This question requires candidates to respond to the text. Overall, candidates responded quite well in this question.

1.2 This question requires candidates to analyse the cover page of their prescribed book. The majority of candidates were able to analyse the image presented to them. Thank you to the teachers for making sure that candidates were familiar with the characters. However, some candidates gave incorrect answers and were not allocated any mark for that. Teachers could continue to help candidates to understand the key ideas of analysis in literature.

QUESTION 2

2.1 Candidates were asked to match the speech in column B that defines the character in column A. In general, answers showed knowledge of characters and their role in the novel. Few candidates encountered challenges in answering this question.

2.2 This question required candidates to remember one of the incidents in the book. This was well answered and the majority of candidates' responses showed a very good understanding of major incidents in the story and its impact to the main character.

QUESTION 3&4 – DIALOGUE

Quite a number of candidates answered this question correctly. Candidates are reminded to write facts as they will not be allocated any mark for nonfactual responses. Some candidates didn't have an idea of what is expected of them as they couldn't answer these questions correctly. Teachers should make sure that candidates are well prepared for assessments. Once again, teachers please place emphasis on the format of a dialogue as some candidates fell short. The greeting must be brief and candidates must be mindful of the mark allocation. Candidates are required to use language in an appropriate way.

QUESTION 5&6

These were essay type questions. Candidates were given a choice to answer either **Q5** or **Q6** with the total mark of 20. In **Q5**, candidates were required to critically assess and analyse allegations made against one of the characters in the novel. They have to collect all the facts and prove the character not guilty of the accusations. Few candidates did not provide necessary details to sustain their points. Coherence and cohesion are essential when writing text such as this one. The information should be ordered according to the topic under discussion. A number of candidates wrote essays that were loosely linked to their chosen topic.

In **Q6**, candidates were required to bring one of the main characters to life. They have to answer questions based on the life history/timeline of the main character. Most candidates' responses showed a very good understanding of major incidents in the story and its impact on the main **character.** Teachers need to emphasise the use of paragraphs when writing an essay as paragraphs are an essential tool to good writing.

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SECTION B

This section consists of a range of text types. These include a business letter, friendly letter, advertisements, diaries, post cards, and food recipe.

QUESTION 7–10 (INFORMAL AND FORMAL LETTER)

The majority of candidates answered these questions correctly. **Q8** (informal letter) was by far the most popular question. Many candidates were familiar with the notion of social awareness. However, one still finds candidates whose answers are irrelevant to the question and a few of them use English vocabulary. Candidates should read the instructions carefully. They should not respond by writing word to word on what is written in the instruction paragraph.

For effective language use, candidates must consider the purpose, style and the person who will be reading his/her work. Short sentences should be used to convey the meaning.

When writing a formal letter, your information, recipient's information and introductory line should be visible. Some candidates wrote a letter without a structure and in some instances were not on topic and they missed out on marks. Candidates should try to address the different sections of the texts rather than focus on one section.

QUESTION 11

This question required candidates to write their own favourite recipe. The majority of candidates did well in this question. However, some candidates didn't include all the information needed when writing a recipe. These include the name of the dish, ingredients and written direction. They also failed to tell which culture the food belongs and when the food is eaten. Candidates should familiarise themselves with cooking verbs.

QUESTION 12 (POSTER)

Candidates were required to write for a social purpose. Many candidates demonstrated good awareness of the social purpose, context and register. They used the metalanguage competently and accurately and managed to cover a range of discourse linking them to social purpose.

QUESTION 13

This question required candidates to write a diary which will entail things that they want to do after finishing Grade 12. This was the second most popular question in this section. Higher scoring responses to this question looked more broadly at language use. Candidates showed their interest in saving the world and people living in. The lower scoring responses have limited vocabulary and couldn't express themselves fully. Teachers could continue helping candidates in language usage.

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QUESTION 14 (POSTCARD)

Candidates were required to write a short text to their parents informing them about their term marks and how these can help them in future. The ideas expressed were relevant to the topic. This was generally a well answered question.
The overall question paper was well attempted and candidates have shown a very good knowledge of the subject area.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
SBA MODERATION

GENERAL

- Most files were neat and systematically laid out.
- The rank order was included in the files, however, other schools used the old forms – the teachers are encouraged to use the computer generated mark sheet.
- The spreadsheets were not complete. It is difficult to see how the marks were allocated to other candidates that have not been selected for moderation if there is no spreadsheet. It makes commenting difficult if there is inconsistency in marking.
- Some SAGs requirements were not met. Please look at the feedback form of your school so that there will be progress next year.
- Generally tasks are clear, well-described and with good guidelines or instructions, however, this is FAL not HL.
- Some rubrics/marking guidelines are compliant. The teachers are advised to use the rubrics in the SAGs.
- The assessment tasks were relevant and reliable but there are centres that gave HL tasks that disadvantaged the weak candidates.
- Tasks are age appropriate.
- Tasks are at grade 12 level (some fall short in depth/content).
- Design grids for all tests and exams are still a problem. Please take note of this next time.
- A moderation form is not enough if the work of the candidates is not moderated. A tick to the mark given with no evidence of moderation to the candidates' work is not moderation.
- Handwritten rubrics are not acceptable.
- Teachers are advised to look at the mistakes made in 2019 for growth and progress in 2020.
- The schools are advised to mentor outside or part-time teachers in order for them to know what is expected of them. The teachers themselves must read the SAGs and go to conferences.

EXTENDED WRITING ESSAYS

- Most topics are fresh and relevant and excellent, however, a few schools use the same topics every year.
- Some teacher's instructions are clear and helpful, some instructions were not clear. The teachers should comply with the word count in this section, **250–350 words.**
- Please look at the types of essays needed for this section – one is under controlled conditions and the other is process writing.
- Read the SAGs on how process writing should be conducted.
- Use the mark breakdown on the rubric to show how you ended up giving the marks!
- The teachers must give constructive feedback. Concentrating on the untidiness of work is not acceptable.
- Some teachers are giving 100%, and the task has errors. The rubric should guide teachers to give such a mark.
- Some teacher correct the mistakes for candidates, once that happens it means the work is not a true reflection of the candidate's abilities.
- Please be supportive of the learners when you comment on their work.
- Comments like: Your work is dirty / You are not serious / Where was your head when you wrote this, etc is unacceptable. Give constructive feedback please!

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CAT TASK

- This section has been completed with integrity.
- There was evidence of internal and cluster moderation in most schools.
- It is important that the moderation takes place because this is a common paper.
- The CAT is written under controlled conditions.
- Candidates must enter the room with a mind map only.
- The teacher MUST check the mind map to see is it is acceptable.
- Other mind maps are the half-full essay in a form of speech bubbles – this is not allowed!
- Most of the candidates enjoyed this topic.

THIRD GENRE

- The teachers seem to love this section.
- There was evidence of creativity and uniqueness from each teacher.
- However, one or two teachers did not do this section (see your school's feedback form).
- Use the end of the year rubrics when marking this section.
- NB: do not forget internal moderation for this task. A few teachers missed this.

TESTS

- This section seems to be understood by teachers.
- There is some progress here.
- The 2 tests reflecting the structure of Paper 1 and 2 is very important.
- Look at your portfolios, if the above is not applied, ensure that you comply this year.
- The 3rd test should be the test on the 3rd Genre
- NB: Memos and Analysis Grids are required here.
- Most schools did very well in this section.
- NB: It has been noted that some teachers are using the same tests they have been using for years.
- Some schools share tests and moderate each other with a green tick with no advice for improvement.

PRELIMS

- All the schools wrote the prelims.
- Memos and Analysis grids were included by most schools and there is improvement.
- Make sure that there is evidence of internally moderated copies in the teacher's file; a form only does not serve any purpose.
- NB: Previous final papers are for revision purposes only, not for teachers to use for their examinations.
- The teachers are advised to do post-moderation.
- Thank you for making sure that both papers comply with the SAGs and NSC requirements.
- This section proved that work has been done by most schools and learners were ready for the final examinations.

All the best for 2020!

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ISIZULU HOME LANGUAGE
IPHEPHA I

UMBIKO WOKUHLOLWA

Ukusebenza ngokuzikhandla nokuzinikela kothisha besiZulu kuphinde kwaveza isithombe esigqamile ekuhlolweni kwalo nyaka. Izimpendulo ezinikezwe ngabantwana zicacisa ngokusobala ukuthi bazilungiselele ngokuphelele ukubhala izivivinyo zokuphela konyaka. Izimpendulo zabo zikhombisa ukuqonda okufundwayo okwenze ukuba imiphumela yabo kube ngegculisayo kakhulu. Iningi lisebenze kahle kakhulu yize bekhona abambalwa abakhombise ukudonsa kanzima. Kunezindawana ezinikeze abafundi izinkingana ezizogqanyiswa ngezansi. Abafundi bayanconywa ngendlela abahlele ngayo umsebenzi wabo ikakhulukazi mayelana nokuhlela kahle imibuzo beshiya izikhala ezifanele okwenze kwalula ukumaka nokubhala amamaki. Othisha bayanconywa ngokugcizelela lokhu. Abafundi bayakhuthazwa ukuba baqalise isiqephu esisha ekhasini elisha. Kuyinto ekhuthazwayo ukuba umfundi aphendule ngombuzo wonke aze awuqede angaxubanisi imibuzo.

ISIQEPHU A

UMBUZO 1

UKUQONDISISA

1.1 Iningi lezimpendulo zabafundi bezishaya emhlolweni kulo mbuzo futhi kugqame isithombe esicacile ngokuthi banolwazi olwenele ngalokho okuxoxwa ngakho endabeni. Izimpendulo zabo zikhombise ukuvuthwa komqondo kanjalo nekhono elihle lokubhala imicabango yabo beyisekela kahle. Basebenzise ulwazimagama olunembayo ezimpendulweni zabo. Nakulo nyaka abafundi abambalwa babe nenkinga yokusebenzisa indaba kahle lapho bephendula balibala ukunkanta bebhala lokho okusuka kubo ngalokho bagcina belahlekelwa ngamamaki.

UMBUZO 2

UKUPHENDULA NGESITHOMBE

Iningi labafundi liphumelele ukunikeza izimpendulo ezigculisayo kulo mbuzo. Bakhombise ikhono elihle lokucubungula izithombe kahle ukuze banikeze izimpendulo ezilindelekile. Nokho bakhona abahlulekile ukuhlaziya kahle isithombe ukuze banikeze izimpendulo ezigculisayo. Isibonelo, bahlulekile ukuqonda ukubaluleka kwebhajethi nokuthi imele ukuthini kulesi sithombe.

Embuzweni 2.1, kukhona abafundi abambalwa abahlulekile ukuchaza inkinga ye nsizwa, lokhu kwenze ukuba bahluleke ukuphendula kahle umbuzo 2,3 no 2,6.

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ISIQEPHU B

UKUFINGQA

UMBUZO 3

- Izimpendulo zabafundi zibe zinhle. Bakhona nokho abalingekile babhala okuningi ngephuzu elilodwa futhi okungenasidingo bephindaphinda amagama ngenxa yokuba nolwazi magama oluningi. Lokhu kugcine kubalahlekisela ngamamaki ngoba bagcina bengasakwazanga ukubhala wonke amaphuzu adingekayo ngenxa yokulawulwa inani lamagama anqunyiwe.
- Abanye abafundi balahlekelwe ngamamaki ngoba esikhundleni sokufingqa indaba bona bebeyihumusha.
- Ukweqa isibalo samagama anqunyiwe kwenze ukuba amamaki alahleke kanjalo nokungasebenzisi amagama abo lapho befingqa.
- Abafundi bayakhuthazwa ukuba babhale inani lamagama abawasebenzisile ekugcineni. Othisha bayacelwa ukuba bagcizelele kubafundi ukuthi isabizwana sokukhomba sihamba sodwa, abangasibhali basibhanqe nebizo elikhonjwayo. Lokhu kwandisa inani lamagama omfundi ngokungenasidingo agcine elahlekelwa ngamamaki.
- Abafundi kuhle bagweme ukusebenzisa izihlanganiso namagama angenasidingo lapho befingqa. Isibonelo, 'njalo nje' lokhu kwandisa amagama.
- Kuhle abafundi baqaphele izimpawu zokuloba lapho befingqa, isibonelo 'ngakho-ke … Kuhle abafundi bafingqe ngokusebenzisa amagama abo bangathathi imisho injengoba injalo endabeni abayinikiwe.

Iningi labafundi liphendule kahle kakhulu.

ISIQEPHU C

IZINKONDLO

UMBUZO 4

4.1 Iningi labafundi bawuphendule kahle lo mbuzo, nokho kunabambalwa ababe nezinkingana. Kuqaphelekile ukuthi abanye abafundi igama elithi 'undingasithebeni' abalazi ukuthi lisho ukuthini futhi bahlulekile ukulicubungula. Kuphinde kwacaca futhi ukuthi abafundi babhala iphuzu balishiye bangabe basalisekela kahle njengoba umbuzo usho, lokhu kubalahlekisela ngamamaki. Isibonelo, Umbuzo 4.1.2, othisha bayakhuthazwa ukuba bawuqikelele umbuzo othinta ukukhethwa kwamagama enkondlweni nokuthi linamthelela muni ekugqamiseni ubunkondlo. Isibonelo, umbuzo 4.14, lapha abafundi abaningi bahlulekile ukuphendula lombuzo ngokugculisayo. Embuzweni 4.1.5 abafundi abaningi ubadidile lo mbuzo, abalazi 'ibibane' okwenze ukuba izimpendulo zabo zingashayi emhlolweni. Kuhle abafundi bafundiswe wonke amagama asenkondlweni. Bubonakele ubufakazi bokuthi othisha bawenzile umsebenzi ngoba bebekhona abafundi abaphendule kahle. Nokho kunalabo abebenhlanhlatha kakhulu.

4.2 Bakhona abafundi abayiphendule kahle imibuzo, bakhombiise ukuyiqonda kahle inkondlo futhi izimpendulo zabo bezishaya emhlolweni. Nokho kukhona abakuthole kunzinyana impela ukuphendula Umbuzo 4.2.4, okokuqala ukuqonda isithombe esethulwa emugqeni we-19. Abanye baphinde baba nenkinga ekuphenduleni Umbuzo 4.2.5. Lokhu kuveze isithombe sokuthi izimo zokukhuluma ezisenkondlweni zibalulekile ngakho kahle ukuba zichazwe zimataniswa

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nokwenzeka enkondlweni mayelana nemizwa yembongi, umoya wenkondlo, umqondo wenkondlo, isithombe esigqanyiswayo, njll. Lokhu kuyosiza abafundi ukuba bakwazi ukuphendula kahle imibuzo.

4.3 Abafundi bawuphendule kahle lo mbuzo.

4.4 Abafundi bawuphendule kahle umbuzo. Babe nenkingana embuzweni 3.4.2. Othisha bayakhuthazwa ukuba bagcizelele ekubhekeni izimpawu ezisetshenziswe enkondlweni kanye nendima eziyidlalayo ekugqamiseni okuthile enkondlweni.

ISIQEPHU D

UMBUZO 5 UHLELO NOKUSETSHENZISWA KOLIMI

5.1 5.1.1 Abafundi baphendule kahle lo mbuzo.

5.1.2 Baphendule kahle abafundi kodwa kukhona abahlulekile ngenxa yokudidwa igama 'ukuchema' okwenze balahlekelwa yiphuzu.

5.1.3 Nalapha abafundi baphendule kahle, nokho babe khona abashaye eceleni.

5.1.4 Baphendule kahle abafundi.

5.1.5 Abafundi baphendule kahle kakhulu.

5.2 Abafundi bakhombise ulwazi oluhle mayelana nokuphendulwa kwemibuzo yesikhangiso.

5.3 Iningi labafundi liwuphendule kahle lo mbuzo ophathelene nokusetshenziswa kwesichazamazwi, bakwazi nokusebenzisa izakhi zamagama ukuveza imiqondo eyahlukene. Nokho bakhona abambalwa abanikeze izimpendulo ezinhlanhlathayo.

UMBUZO 6

Abafundi abaningi baphendule kahle kulo mbuzo. Othisha bayacelwa ukuba baqinise ekufundiseni izimpawu zokuloba, ubhalomagama olwamukelekile kanjalo nopelomagama olufanelekile ngoba abanye abafundi babonakala besadukuza oswini.

UKUPHETHA

Njengomhloli waleli phepha, ngikuthokozele kakhulu ukumaka umsebenzi wabafundi. Kuyabonakala ukuthuthuka kwezinga othisha abasebenzisa ngayo umhlanhlandlela wokufundisa lolu limi. Amaphutha aseya ngokuncipha kodwa kuyaqapheleka ukuthi kusenabafundi abasasilele ngemuva. Igalelo lothisha liyancomeka kakhulu.

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ISIZULU HOME LANGUAGE
IPHEPHA II

SECTION A

QUESTION 1 AND 2

These are essay questions based on the short plays from a book **Esithangamini Sezethameli**.

There was a choice between Question 1 and Question 2. Most candidates chose Question 1 on **'Kunomvuzo.'** The scaffolding provided seemed to have been a good guide to the candidates as most aspects were covered in the candidates' answers.

Candidates who chose Question 2 also answered it well. Candidates used the scaffolding provided but they did not include the last bullet '*ukukholeka kwabo'* of the scaffolding in their answers. A few candidates retold the story instead of sourcing out just the answer. Candidates were able to describe the characters behaviour on how it best suits their character in the story but not much description was given on the meanings of their names.

QUESTION 3 AND 4

A choice question based on the short story book ***AMAGEMFE.***

Question 3 on '**Isililo Esikhulu'** was the least chosen but it was reasonably answered. Most candidates who chose it did not seem to have enough to write on hence they used a lot of sayings and idioms to reach the word count.

Very few candidates payed attention to the first part of the first bullet of the scaffolding **'Ukuzalwa…'** Some candidates seemed confused as to whether Vusi was sick as a child or if his parents spent a lot of money going to the doctors and *izinyanga* because of them struggling to conceive him.

It was also important that candidates follow the structure of the essay as it was specified in the instructions.

Question 4 was chosen by most candidates and it was answered well. It was a high order question and candidates managed to balance Mdelwa's behaviour and *isizinda*. It is pleasing to note that candidates that opted for this question carried this through.

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SECTION B

QUESTION 5

In general, this question was answered very well. All candidates had a clear knowledge of the structure of the dialogue. Only two candidates mentioned the private school that offered them *umfundaze* and some scheme read this and thought *umfundaze* was for the university.

QUESTION 6

The question was answered fairly even though some candidates struggled to reach the word count. The word count could have been met by mentioning:

- The theme of the day
- Directions to the venue and so on

The common errors made were as follows.

- Some invitations were written like adverts, e.g. kuzobe kukhona inyama yenkukhu, eyenkomo neyemvu. Ungaphuthelwa.
- Some candidates told a story about the person that the invitation was about.

Overall this paper was answered very well. The following are common mistakes throughout the paper:

- Redundancy in using 'izaga nezisho' to the level that the text loses meaning.
- Playing around with rich language and not saying much on the content.
- Retelling the story in Section A instead of focusing on what the question is asking.

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ISIZULU HOME LANGUAGE
SBA MODERATION

Kuyintokozo enkulu ukuba umsebenzi kathisha nabantwana uhleleke kahle nomsebenzi obulindelekile wenziwa. Nokho kuyaqapheleka ukuthi kunezinkingana ezithile ezingxenyeni zalo msebenzi. Amafayela abafundi abehleleke kahle kepha amanye abexovekile. Kuyakhuthazwa ukuba lokhu kulungiswe, kungaphindeki amaphutha afanayo.

Okuvelile ngenkathi kuhlolwa ifayela kathisha.

1. Ifayela kathisha

Ifayela likathisha belihlelekile, yonke imininingwane elindelekile ibifakiwe ngaphandle nangaphakathi kwefayela. Isibonelo: imininingwane ngesikole, isifundo esihlolwayo, unyaka wokuhlolwa kanjalo negama likathisha.

Amamaki wonke alindelekile afakiwe, awaka-IEB kanye nalawo aveza ukuthi amamaki aqoqwe kanjani ebudeni bonyaka (*mark-spread sheet*). Okuqaphelekile ngukuthi efayeleni kathisha amamaki awabhalwanga azungeza aba inani eliphelele (round off the grand total), isibonelo 73.4% noma 82.7%. Lama mamaki kumele abhalwe kanje: 73% no 83%. Uthisha uyakhuthazwa ukuba akuqikelele lokhu ukuthi kuyenzeka.

Izivivinyo zikathisha zinhle kakhulu, kodwa uyakhuthazwa ukuba abuke amaphepha okuhlolwa kokuphela konyaka ukuze abafundi bakhe baqeqesheke kahle, balindele imibuzo ethi ayifane ekupheleni konyaka. Kuqaphelekile ukuthi imibuzo kathisha yesifundo sokuqondisisa, ibimifishane futhi ilula kakhulu kuleli zinga. Nasezinkondlweni sengathi uthisha angaphinda abukisise imibuzo yakhe, azame ukulandela izinga elifanelekile. Eminye imibuzo ibimihle kakhulu. Abafundi baphendule kahle.

Ama-eseyi abenezihloko ezinhle ezihehayo futhi nabafundi babhale kahle kakhulu. Kodwa okunye okuqaphelekile ngukuthi inani lamagama alifikanga kulawo ashiwo kumhlahlandlela waleli zinga. Uthisha uyakhuthazwa ukuba abhekisise inani lamagama e-eseyi ukuze abafundi babhale bafinyelele kuleso sibalo. Okuphawulekile abanye abafundi abakwazanga ukufinyelela kulelo nani elifanelekile. Uthisha uyakhuthazwa ukuba awafake amamaki enani lamagama (*word count marks*) ukulekelela abafundi uma bebona ukuthi kanti bazolahlekelwa ngamamaki.

Ukuhlolwa kokuzilungiselela kwenziwe kahle, amaphepha abesezingeni elihle elamukelekile. Ngithokozile kakhulu ukuhlola lomsebenzi.

2. Ubufakazi bokucutshungulwa komsebenzi ngaphakathi nakwi-Cluster

Bukhona ubufakazi bokuthi lo msebenzi kathisha ucutshunguliwe ngaphambi kokuba ubhalwe. Kunamafomu efayelini kathisha engubufakazi balokhu, ngaphakathi esikoleni kanjalo nakwi-*Cluster*. Uthisha ulwenzile ushintsho akhonjiswe lona ngumcubunguli wephepha ngaphambi kokuba abafundi balibhale iphepha kumbe lowo msebenzi. Uthisha uyanconywa ngokugwema ukusebenzisa imibuzo etholakala emaphepheni eminyaka edlulile, kodwa nokho uyakhuthazwa ukuba anyuse izinga lifinyelele kwelithi alifane neyaleyo mibuzo ebuzwa emaphepheni okuphela konyaka. Imibuzo kathisha ithe ukuba lula kunaleyo

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elindelekile kuleli zinga lesifundo. Izinga lokuziqambela ligqame kahle kakhulu kuma-eseyi ezindaba esigabeni sokuqala kanjalo nasekuhlolweni kwencwadi yesine, uthisha uwuvezile umehluko ocacile, umbuzo omude oyi-eseyi kanjalo nalowo oyisivivinyo.

3. Umsebenzi we-*CAT*

Uthisha uwenzise kahle umsebenzi we-*CAT* elandela umhlahlandlela awunikiwe. Nalapho emaka lo msebenzi usebenzise insizakuhlola (*rubric*) efanelelekile eyabelwe lo msebenzi. Nokho kuphawulekile ukuthi **i-*CAT*** ebhaliwe ayikho ezingeni labafundi baleli zinga, basebenzise **i-*CAT* Yolimi Lokuqala Lokwengeza**. Ngiyethemba ukuthi lokhu kuzolungiseka onyakeni ozolandela. Uthisha uyanxuswa ukuba afune i-*CAT* efanele izinga afundisa ngalo okuwuLimi Lwasekhaya. Abafundi nabo baphendule kahle kakhulu kule ngxenye.

4. Ukumakwa komsebenzi

Uthisha uwumake kahle umsebenzi wabafundi elandela izinsizakuhlola ezifanelekile kuzo zonke izingxenye ze-Pothifoliyo. Unikeze kahle nombiko (*feedback*) omuhle emuva kokumaka okusiza umfundi ukuba abone amaphutha akhe ukuze awagweme ngokuzayo. Amamaki ezivivinyo ahleleke kahle elandela uhlelo olubekiwe lokuhlola (*SAGs Document*), amamaki nawo abiwe kahle elandela uhlelo lokwabiwa kwamamaki ngokwamazinga ahlukene (*Assessment Grids*) yize eminye yemibuzo ibisezingeni eliphansi kwezinye izivivinyo. Uthisha uyakhuthazwa ukuba akuqaphele lokhu.

5. Ukuphetha

Umsebenzi kathisha muhle kanjalo nowabafundi. Nokho kuyakhuthazwa ukuba kubhekisiswe amaphutha abaluliwe ngenhla ngokulandelayo. Uthisha uyanconywa ngokuphumelela kwakhe ukulungisa amaphutha ayetholakele onyakeni odlulile.

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ISIZULU FIRST ADDITIONAL LANGUAGE
PAPER I

The memorandum was standardised and the markers contributed fairly and constructively. Teachers are applauded for the tremendous work they did in preparing their candidates for this exam. It was pleasing to note that there were a number of excellent responses from the candidates. The paper entailed four sections with 10 questions.

SECTION A COMPREHENSION

This section had reading texts, which complemented the transactional writing structures that the candidates are familiar with.

QUESTION 1

This question had a structure of a friendly letter. Its storyline entailed the vocabulary that the candidates have learnt from their prescribed literature texts. Candidates answered this question extremely well and they understood the nature of the theme.

QUESTION 2

This was a visual literacy question entailing the wedding invitation card. The whole idea behind this question was to test whether the candidates understand the key questions. The answers were portrayed in the text; candidates were just expected to look for the right answers. Even though that was the case, very few high order questions that required their opinion were tested. Candidates are encouraged to read more so they can have confidence with their vocabulary usage.

QUESTION 3

The focus of Question 3 was mainly on completing an application form for a space at university that entailed personal details. This information may sound very basic but candidates lacked vocabulary for this specific aspect. Teachers are encouraged to ask candidates to introduce themselves thoroughly in the classroom to gain confidence in the related vocabulary.

SECTION B

QUESTION 4 SUMMARY

This question contained a storyline that relates itself to the life of matrics and the social contexts in which they are involved. Most candidates coped a lot better with the demands of the summary this year. They managed the skill of using their own words as well as the five-point format, which saw a lot of improvement in this particular component. Teachers are encouraged to instil the idea of writing the number of words and complying with the required amount.

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SECTION C POETRY

Candidates responded very well on the seen poems and the unseen poem in this section in general.

QUESTION 5 & 6

Seen poems were tested and most candidates responded extremely well to these questions. Even though the themes and content were well known, attention should be paid to the following aspects:

- Figures of speech and the related examples.
- Supporting answers instead of extracting the lines exactly as they are on the poem.
- The titles of the poems should not be compromised.
- Unpacking and understanding of sayings from each poem.

QUESTION 7

This question entailed the unseen poem which was dominated by the external structural questions. Teachers are encouraged to teach how to demonstrate different types of linking as well as different types of rhyming. Most candidates did not follow instructions on this component. They still quote the lines instead of the actual content. Generally, this question was moderately answered.

SECTION D LANGUAGE AND GRAMMAR

QUESTION 8

A variety of grammatical structures based on the contextual cartoon was assessed in this question. Most candidates obtained good marks, however all different types of negative statements should be taught. Diminutives that contain sound changes with palletisation were a bit of a challenge to some candidates.

QUESTION 9

Again, different grammatical structures were assessed in question nine and a pie graph that entailed reading a text of 30 words. There was evidence of comprehending switching from direct to indirect speech as this component was well answered. Candidates also understood the use of key questions well, however teachers need to instil the need of following instructions, such as the use of full sentences and question marks. Additionally, all groups of conjunctions need attention because candidates were challenged by this aspect. The most challenging part of this question was the demonstrative pronouns. Generally, candidates poorly answered this question.

QUESTION 10

This question had a dance picture with no wording. Therefore, its questions contained a dance and music theme. I am under the impression that most candidates enjoyed this question because it was well answered. However, the emphasis should be paid on verbal extensions.

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CONCLUSION

Overall most questions were answered well by all candidates. Congratulations on excellent work done in the classrooms. This paper was accessible and candidates were expected to use a wide range of skills. Generally, the responses were good.

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ISIZULU FIRST ADDITIONAL LANGUAGE
PAPER II

SECTION A

QUESTION 1

1.1–1.3 Once again these questions where well answered by most candidates, helping to ease the nerves.

1.4 Not all candidates did well in this question. Some candidates confused characters, did not respond according to the extract, and failed to link their answers to the extract. E.g. in the extract uMshengu is talking to his brother uNqampu about uThoko. However candidates still answered that uMshengu was saying the words "Kuyogcina mina" to uThoko.

Teachers should explain the difference between ubab'mncane nomalume in isiZulu. Most candidates referred to uNqampu as umalume. Some candidates still write umfowethu wami/ umfowabo wakhe.

Some candidates struggled to support their answers after taking a stand. Teachers must help the candidates with the ability to express themselves further.

QUESTIONS 2

As usual, most candidates found this question challenging because of its nature; demanding factual knowledge, supported by own views in line with the story. Most candidates focussed more on the themes, forgot to look at the influence/impact (imithelela) they had within the family.

Candidates must learn to answer comprehensively; they must not assume that the markers know the story. E.g. UMshengu ubenezinkinga eziningi – elaborate.

QUESTION 3

Most candidates were able to express themselves well in their dialogue, showing great understanding of the question and gave good personal opinions. Candidates were creative and added a good personal voice.

Candidates must avoid using vulgar language or sensitive words even if it is relevant. The dialogue must have an introduction of a setting, what is it about and who the characters in the dialogue are. The candidates must also put emotions in brackets in order for the dialogue to be real, e.g. (uyakhala), (uthukuthele).

Candidates must use the appropriate register and tone. Candidates should also avoid wasting time on the greeting, since they will not receive marks for it; they must start with the conversation immediately.

The names of the characters must be written in full instead of initials and candidates must skip a line in between characters, e.g. uMshengu instead of M.

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QUESTION 4

Candidates made good attempts in answering this question but some answers were marred by lack of proper factual knowledge. Candidates must be taught the actual book instead of the summaries in order to be familiar with the actual facts and details of the story, e.g. bagcina ngokuthi bafe bonke.

Teachers must remind candidates about the format of an essay; **heading,** introduction **paragraphs** and conclusion.

Most candidates struggled to mention anything about bullet 3 "Ukusebenzisa **isiko** ukucindezela amalungelo kaMaNdlela noThoko"

QUESTION 5

To the markers' surprise, most candidates chose to write a **speech** instead of a **friendly letter**, which was a credit to the teachers, showcasing that all forms of functional writing are taught at schools. However, most candidates struggled with the format of the speech and lost marks.

Candidates must answer questions according to the **mark allocation** in order to ensure that all facts are presented accordingly and collect all marks.

Most of the candidates who chose a **friendly letter** did well, however some made minor errors such as not adding a date or not adding the date in isiZulu, e.g. 28 kuZibandlela 2019. At the end not using **u**Thandi in the beginning of the name.

Also most candidates like to greet in the letter, which is not necessary since it is not a dialogue, e.g. Sawubona.

QUESTION 6

In general, most candidates did very well in this question and both the **email** and the **diary** was chosen almost equally.

Some candidates thought that **the email** was a wedding invitation since it was about wedding preparations and consequently used the incorrect structure.

Some candidates did not answer or finish this question because of time constrains. Teachers must encourage candidates to manage their time well and answer accordingly, instead of being unnecessary decorative, in order to finish in time.

Some candidates who answered **the diary** did not follow the correct structure. Some candidates, who wrote about their overseas trip, forgot the fact that it was a school choir trip overseas where the school won awards.

All in all, most candidates did very well in this paper. **The teachers must focus on the following general issues:**

- For the candidates who have readers at school. Teachers must ensure that their schools choose a person who can read isiZulu well, in terms of pronunciation, accent, speed and expression as this might disadvantage the candidate even more.
- All questions with **scaffolding:** candidates must follow the bullets and answer according to the bullets, which act as guidelines in order to ensure that candidates

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answer everything in order to collet maximum marks. This will help them focus more on facts rather than writing more unnecessary things or being repetitive.

- Once again some candidates failed to state the number of words required and writing it once done. These are easy marks from question 1–6, however some candidates lose most of these marks, which could be the difference between a pass and a fail. This would help candidates to be more descriptive instead of writing too much and run out time.
- The teachers must encourage candidates to start with questions that they are comfortable with, and also long questions for big marks such as question 4 and 5, so that they can gain confidence and collect maximum marks should they run out of time.
- Since the paper consist of choice questions in question 5 and 6, if the candidate changes his/her mind he/she must indicate by cancelling the question he/she does not want marked.
- There were a few candidates who answered most questions in English, which is not allowed since this is an isiZulu FAL paper. However, teachers can encourage candidates to make an attempt by "Zululising or Zulufying" the words if they have forgotten the correct isiZulu word.

The teachers must drill all forms of functional writing structures to ensure that all candidates collect maximum marks on structures. Candidates must also use the appropriate register and tone. Also, candidates should avoid wasting time by greeting since they will not receive marks for it, they must start with the conversation immediately.

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ISIZULU FIRST ADDITIONAL LANGUAGE
SBA MODERATION

SECTION A

Most school adhered to the changes made in the SAGs of writing one process writing task instead of two essays. There need to be emphasis on how to do a process writing.
It appeared as if the second draft of the essay is not marked in some instances as there were just a few random ticks and then the marks are allocated.
It is advised that topics given to candidates are not ambiguous and teachers are encouraged to give candidates the scaffolding to assist them.

SECTION B

The CAT was well understood judging by the final task done by the candidates however, in some schools, candidates did not follow the structure of report writing that was provided in the CAT document and wrote the task as an essay.

SECTION C

Most schools opted to do short stories rather than the novel **Umshado.**
There were a few schools that did not cover all four short stories of **Izinyembezi Zothando** in this section.
Teachers are encouraged to mark this task using the 7 levels rubric.

SECTION D

There is an improvement in this section but there is still some work to be done in ensuring that Paper 1 and 2 cover the aspects of the final papers respectively.

SECTION E

Most schools write papers set and moderated at cluster level. This has resulted in papers of a good standard.
Candidates seemed prepared for this section, which was good as it is done in preparation for the final examination.

Overall, the standard of the portfolios is pleasing.

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ITALIAN SECOND ADDITIONAL LANGUAGE
PAPER I

Section A: Candidates fared well overall.

Question 1 Comprehension (Young DJ); most candidates fared extremely well.

Question 2 Comprehension (Visual – road accident scene); fared relatively well.

Question 3 Comprehension (candidates' choices on tertiary education) most fared well.

Section B: Candidates were well prepared for the Poetry Section, yet the Literature section proved to be more challenging – some did not quote from the text when required to and others did not clearly understand a question, which demanded the candidates to agree or disagree and explain the character's point of view and not their own.

PAPER II

Section A – Question 1 Choice of two: Writing a Descriptive/Narrative Text

One topic was more popular, all candidates but one wrote on the first option about the importance of friendship.

Candidates fared well as these topics are pertinent to the age-group and relevant to prescribed themes.

Section B – Question 2 (Three Transactional)

All three were tackled relatively well.

Section C – Question 3 and 4 (Reformulation)

Overall most candidates tackled these questions well, but the visual stimulus required a good command of the Italian language.

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ITALIAN SECOND ADDITIONAL LANGUAGE
ORAL MODERATION

Most candidates moderated *in situ* and as the Italian SAL group is small, most activities were done together; 1 Port Elizabeth candidate by telephone, 7 Gauteng candidates by Skype, 3 Gauteng and 9 Western Cape candidates *in situ.*

LEARNER AND EDUCATOR PORTFOLIOS

Learner portfolios – most learner portfolios were correct and well presented. A few had no file dividers. Examinable pieces were used as tasks in Section A, which is incorrect; these can only be used in tests or prelims.

Educator portfolios – most educator portfolios were correctly prepared. Examinable pieces were used under Section A, which is incorrect; these can only be used in tests or prelims.

The educator must use the prescribed SBA works in the portfolio and not include random prose/poetry.

One educator omitted the candidate's number on the learner portfolio.

Marking of pieces was relatively consistent and at the required level.

Educators must include the school's name on portfolios where the candidate is registered at and not the language school or private institution where lessons are taking place.

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LATIN SECOND ADDITIONAL LANGUAGE
PAPER I

QUESTIONS 1 and 2: Rhetoric and Historiography

1.1–1.5

- Because set-work translation is prepared, accuracy and clarity are expected.
  In some places, translations were either clumsy or inaccurate, e.g.:
  Difference between "can" and "do" as auxiliary/modal verbs ("vides" does not mean "can you not see").
  It is important to aim for accuracy in identifying the **tone** of certain phrases; candidates should not just repeat the question's phrase "strong emotion" (Question 1.2 d).
- Cicero is not easy to capture precisely, but where it is possible to reflect the subtleties of his meaning, these must be reflected.
  E.g. repetition of "nihil"
- Questions 1.3 a & b were not very well answered. Responses were too vague.
- Question 1.4 b also elicited some vague answers. Candidates need to know the background, both historical and political, and understand the milieu in which the speech was delivered.

1.6–1.10

- Question 1.6 translation: word-order (nobiscum esse et Romae remansisse) and repetition should be captured, as far as is feasible, in the translation.
- Avoid, if possible, the use of derivations to translate; "provideretis" does not actually mean "you might provide". There are better ways of rendering the Latin.

2.1–2.5

- **Question 2.1 translation:**
  "ne hostibus quidem": the "ne quidem" applies to "hostibus" – this must be clear from the translation.
- The contextual and textual questions were fairly well answered.

2.6–2.12

- 2.6 well translated.
- The contextual and textual questions were fairly well answered.

QUESTIONS 3 and 4: Epic and Elegy

3.1–3.4

- Translation was moderately good; candidates must be encouraged to grapple with the art of accurate and fluent translation themselves, rather than, as appeared had been done, to resort to learning prepared translations, which are not always accurate or close to the text.
- Candidates need to be aware of the links between Troy and Rome, and to understand that these links are not historically accurate. They should also understand Vergil's purpose and his "mandate" in writing the Aeneid.
- Aeneas's tone in line 65 cannot be called "spiteful" – rather he is righteously angry with the Greeks.
- Scansion was generally good; candidates MUST adhere to the accepted notation when marking long and short syllables and the Caesura; long and short markings must be above the VOWELS.

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4.1–4.5

- The section on scansion was generally done well; some candidates did not place the marks for quantity over the vowels.
- Again, the translation needs to be accurate and reflect the Latin as closely as possible, e.g. "si temptes" – "if you were to try", not "if you try"; "recedas" cannot accurately be translated as "you recede". "Quid agas" "what are you to do" is not quite the same as "what must you do" or "what can you do". "quaero" equally, does not have the force of a deliberative subjunctive – "where am I to find you". It means merely "where do I seek you?"; "idem" should be translated more accurately than as "likewise".
- Certain candidates found the contextual questions difficult, especially those in which higher-order thinking skills were required. Candidates should be encouraged to analyse effects in their own words, rather than to add technical terms which they do not clearly explain or comment on.

4.5–4.11

- The translation and questions on Horace were answered better than the Juvenal.
- "ille" means "the former" – it should not be translated as "the country mouse".
- Certain candidates seemed to feel it was incumbent on them to give a good deal of information they had obviously learned, but was not required by the question. They should be encouraged to realise that this is not going to gain them any extra marks for good will.

QUESTIONS 5–8:

These sections were answered fairly well, as long as the candidates knew their translations well.

The labelling of case- and mood usages needs to be complete and coherent; for example, "in a cum-clause" is insufficient (what sort of cum-clause?), as is "Ablative of place" (from which or where?).

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LATIN SECOND ADDITIONAL LANGUAGE
PAPER II

UNSEEN TRANSLATION

Both passages of this paper were handled impressively by the candidates. Marks were rewarded for the understanding of the passage and a good rendition of the Latin text in English. Of the two passages, higher marks had been obtained for the first passage (Cicero).

QUESTION 1 (CICERO PASSAGE – 83 WORDS).

This passage was well translated and most candidates coped well with the question. The passage is quite simple in its narrative and linguistic structure. Areas that caused difficulty are

- *dixit in contione* **se** *habere consilium:* whilst most candidates recognised the Accusative and Infinitive, with ***se*** reflecting back to the subject, they should take care not to express their understanding of this by translating *se* with ***he himself*** *(he said in a meeting that he was having a plan).*
- *postulavit, ut aliquem populus daret:* most candidates missed the Nominative ***populus*** (*they demanded that the* **people** *give someone)* and mostly just ignored the word, translating e.g. "they demanded, *that someone be given"/they give someone.*
- *huic ille dixit classem:* the Dative *huic* referring to Aristides was overlooked by some (*to this man).*
- *clam incendi posse*; *frangi Lacedaemoniorum opes posset:* the passive infinitives *incendi* and *frangi* have not been recognised and translated correctly by all.
- *auctore Aristide*: one or two candidates could not translate the ablative absolute without participle correctly.

QUESTION 2: (CAESAR – 100 WORDS)

Problematic areas include:

- the passive infinitives *circumveniri* and *conici* have not been recognised or translated correctly by all.
- *itaque priusquam telum conici posset*: most candidates did not know the meaning of the conjunction *priusquam (before)*.
- *aut nostri propius accederent*: some candidates overlooked the fact that *nostri* (our men) is the subject of *accederent.*
- *omnis Vari acies terga vertit: omnis* was translated as the nominative plural *all,* and not as the adjective qualifying *acies (the whole line of battle)*.
- *primus agmen fugientium consecutus:* (*the first to have followed the line of fleeing men).* Most candidates translated *agmen fugientium* as an accusative phrase, and missed the fact that *fugientium* is Genitive of the Present participle.
- *sublato scuto:* not all candidates recognised and translated the ablative absolute with past participle phrase correctly.

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LIFE ORIENTATION

CAT PART B

The IEB is most pleased with the successful operation of National Moderation. The objective of assessing the standard of each school's marking and to note any successes, problems and concerns was achieved. The IEB is now in a position to put support processes in place for schools identified as struggling.

The Moderation Panel was professional, highly dedicated and thorough and the process was completely credible.

1. The Process

- The Moderation Panel consisted of 32 staff, the moderator, the examiner and the subject specialist overseeing the process.
- Rigorous standardisation took place on Wednesday, 30 October and all misunderstandings of expectations on the marking guidelines were ironed out.
- The Moderation panel's role was to moderate 10% of each centre or no less than 6 scripts for small centres – in that they checked that the educators who marked the scripts were on track and in line with the marking guidelines.
- Where it became apparent that the scripts moderated deviated significantly from the marking guidelines and were either significantly above or below the expected standard, the entire centre was marked. This then resulted in the entire centre's marks being changed.
- In addition, schools that entered significantly high marks into the IEB system were also looked at closely to assess validity of these results.

2. Report on Findings and Recommendations to Life Orientation Educators

On a positive note

- The calibre of candidate responses reflects that, generally, candidates are taking Life Orientation seriously and that many of the candidates made use of the planning page before writing their discursive essays. This is very encouraging.
- Of those schools who did include Supplementary Common Assessment Task B's; we would like to commend educators on the good standard of these tasks and on aligning them so well to the IEB Common Assessment Task B. The IEB is most pleased with the calibre of these tasks.
- There appears to be an improvement in the marking accuracy of short questions and general standard of marking overall; we would like to commend staff on this progress.

Recommendations

- It is recommended that staff are retrained in marking essays. There were a number of centres where the essays were very badly marked. This proved that a number of staff are generally not comfortable in the skill of essay marking. Some staff did not understand the question and/or what the candidates were trying to convey, and they did not understand the assessment tool, etc. This is a major concern. A number of centres were required to be remarked and marks needed to change as a result.
- The IEB has taken note of the centres reflecting inconsistent marking and will put supportive measures in place to assist these schools.

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- It is important to note that schools do their candidates a disservice if they do not work through the Common Assessment Task A in class. It is pertinent that candidates form part of class discussions and extended sources on the topics provided for in this task. Candidates were required to expand their world view, be able to formulate opinions, build a reservoir of perspectives and evidences to be able to respond to the Common Assessment Task B appropriately.
- The Moderation Panel have made the following recommendations to Grade 12 Life Orientation Educators:

  - When marking candidate responses – cross out blank spaces on the scripts so candidates cannot add in answers when scripts are returned to them post marking. There were cases where candidates added in answers after the scripts were marked and this brought the validity of the marks into question. Candidates must only be allowed to check the adding of the marks on scripts.
  - Educators marking the Common Assessment Task B scripts must read all sources thoroughly and possibly even answer the questions personally before marking. This will ensure that educators understand what the range of possible acceptable responses are and therefore, not accept invalid responses nor penalise candidates unfairly who answer outside of the marking guideline's suggested responses.
  - Please encourage your candidates to make use of the additional pages provided in the Common Assessment Task B for more lengthy answers and not write smaller or all over the place. In addition, candidates must ensure that they write in dark blue or black and that their handwriting is legible.
  - If schools participate in team marking, it is recommended that each team marker is allocated to marking the same section of questions for the entire centre. Moderators noticed huge discrepancies in marks across single centres. Ensure that all staff marking are familiar with the marking guidelines and the Common Assessment Task B.
  - Ensure that you teach your candidates the correct structure of essay writing and of the expectations. It is also essential that you allow your candidates to practice these skills and to develop their own voice.
  - Ensure the objectivity is kept at all times when marking – educators cannot assume that candidates who usually achieve A's for assessments will achieve an A in the essay section of the Common Assessment Task B and visa-versa.
  - Do not be 'fooled' by linguistically talented candidates – read their responses carefully for substance and accuracy.
  - It is requested that the IEB Essay Assessment Tool rubric is photocopied for each of your candidates and that you staple it to each of your candidates' scripts and then indicate which criteria you are acknowledging and what the final Essay mark is that you are awarding. This will assist moderators to understand your thought patterns and to give you more detailed feedback where necessary.
  - It is also recommended that markers make use of abbreviations to comment on the scripts for stance, own voice, vague, generalisations, no justifications/support, unpack, repetition, etc.) – makes your marking easier when you refer to the various levels on the Essay rubric. An exemplar for these abbreviations will be put onto the IEB website.
  - Please include in with your Grade 12 Common Assessment Task A scripts supplementary exams for all absent candidates and the associated memorandum.
  - Going forward. The examiner will include a mark summary section on the front cover of the Common Assessment Task B scripts. Please ensure that you make use of this for easy reference for the moderator.
  - If you are unsure of the marking guidelines and what is expected of you, please ensure that you do become certain before attempting to mark. The examiner,

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moderator and subject specialist, as well as your cluster leaders are very happy to assist you. We do not want any candidate to be disadvantaged as a result.

- Do not award half marks – it is either right or wrong for mark allocations out of 1. Otherwise you may award a mark for larger allocations where candidates have implied the correct response or for slightly vague responses.

3. Additional notes

- The IEB wishes to remind all schools of the importance of Life Orientation. The IEB and many passionate staff members at a number of schools across South Africa are working – and have worked – very hard to raise the value and standard of this subject, as well as their own skills. Life Orientation (under the banner of the IEB) teaches candidates a number of very valuable skills that prepares them for life; to name a few: the ability to form opinions, argue and justify them in a discursive essay format, reflective and critical thinking, understanding of current world contexts and multiple perspectives. These higher order skills taught, and the topics covered in Life Orientation, bring value to the broader curriculum and give candidates perspectives that can assist them in other subjects.
- Hence, it is requested that this subject and your staff be given sufficient time in the time table (i.e. as per SAGs and CAPS) to teach the required skills and fulfil the requirements placed on them and that the subject is openly supported by management.
- In addition, schools managed by large corporate institutions are feeling this devaluation more severely as they place pressure on schools to drop the standards of their education to achieve more A's. This results in many passionate and excellent staff members becoming disillusioned, dispassionate and demotivated.
- Under these circumstances, it is also important to note that - in order to teach Life Orientation correctly – specialist staff are required. Life Orientation should not be allocated to any staff who need to have their timetables filled. Unskilled teachers reflect in the standard of marking at a Grade 12 level. Mark changes that have resulted from this rigorous moderation process could potentially bring the credibility of the school into question.

In closing, The IEB would like to thank and honour Life Orientation Educators on their hard work, positive attitude and dedication to this subject and for the excellent work they are producing, sometimes under challenging circumstances.

We look forward to continued progress in 2020.

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LIFE ORIENTATION
SBA MODERATION

The majority of teachers have succeeded in rising to the challenge of Life Orientation. On the whole, care has been taken with the compilation of teachers' and learners' files. This has assisted in the smooth running of the moderation process. The tasks set were mostly interesting, relevant and rigorous but there is still room for improvement with regard to the assessment of the tasks.

Assessment criteria must be rooted in the Life Orientation skills/content that is being assessed. Marks may not be awarded for presentation, punctual submission of tasks, physical aptitude, dress code or grit and determination.

Tasks should be varied (not just essays) and topics should differ. Please refer to the SAGs for ideas. Every task, including the PET, must have a design grid showing cognitive levels. This is imperative if we wish to set tasks of the correct rigour. Task sheets must have clear instructions and rubrics must show the skills/content being assessed in the descriptors.

Pre- and post-moderation of tasks and responses is imperative if we are to ensure the rigour, validity and reliability of the assessment process. We encourage all schools to ensure that this is happening. All tasks must show evidence of marking both on the script and the rubric and must include constructive feedback to candidates.

Do not use tests that are in the public domain, for example from textbooks or Teenactiv. Examinations/tests should not contain questions with one-word answers. The SAGs are very clear. In other words, no multiple choice, matching, and true or false questions.

When setting your school's PET please refer to the Grade 12 Physical Education topics in the SAGs. The PET is an extended task so the physical aspect should take place over a minimum of six consecutive weeks to allow candidates to track their progress. When the SAGs refer to "Personal" fitness this is not about teaching others or getting others to do an exercise plan, but about personal participation and progress.

No marks are to be awarded for performance, ability, dress and enthusiasm. Please be reminded that no group work marks may be allocated in matric.

- Administrative Issues:
  - For teacher and learner files, only submit the work required as per the instructions in the SAGs. Please use secure files. Presentation folders are not ideal. Please do not use plastic sleeves and ensure that you have file dividers for the sections, as laid out in the SAGs.
  - Cover sheets must be completed in full. (Date, topic of task, raw scores (or "out of" mark) and weighted scores. These marks must correlate with the internal and IEB rank order spreadsheets.
  - The candidates' work must be printed out for their portfolios. Please do not simply include USB drives as we do not have access to computers at moderation sessions.
  - Community Service: Proof of service must state hours and be written on an organisation's letterhead or have the organisation's stamp. No actual marks are awarded for this "external" certificate. It is 10% for proof of 20 hours with a reflection, or 0% if not completed.
- Spreadsheets:

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- Please keep all marks to 2 decimal places until the final mark.
- Some spreadsheets are printed extremely small so it is very difficult to read, which makes moderation difficult. Teachers are welcome to print to A3 and fold in half.
- Many teachers have only included weighted marks on their spreadsheets and not the actual raw marks, so it is very difficult to check marks and calculations. Once again errors have been made in the transferal of marks from spreadsheets to the IEB online spreadsheets. Please triple check these marks and perhaps get someone outside of the LO department to check.
- Please include examination numbers on internal spreadsheets and put in alphabetical order as per the IEB sheets.
- Please have the complete Gr12 cohort on one spreadsheet and not per class.

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LIFE SCIENCES
PAPER I

This year Paper 1 covered the following three strands: Life at molecular, cellular and tissue level, Environmental studies and Life processes in plants and animals.

Many candidates coped well with all the questions in the examination. It was clear that they had a good grasp of the content and a clear understanding of the concepts. They were able to answer higher order questions in a concise, eloquent manner. Their excellent answers reflect the good quality teaching that is happening in the classroom. It was also evident that these candidates had been exposed to a range of activities and material that allowed them to manage questions that used their skills of analysis, synthesis and evaluation.

However, a general trend that was noted amongst all candidates was a lack of good understanding and use of biological terms. Many conceptual errors were noted where candidates used terms incorrectly in the context of their answer. These errors were particularly common in their use of reproductive terminology and genetic terminology such as genome, gene and transgenic. It was also noted that candidates struggled to express themselves clearly when explaining their understanding of terms. Candidates need to practise expressing their answers in a written format.

It was also noted that many of the weaker candidates found the questions on DNA and genetics challenging. Candidates are encouraged to work through past papers to acquire the appropriate skills in these sections.

Areas of difficulty for the candidates

Reproduction

Candidates confused the function of the umbilical blood vessels with that of the placenta. They also were not familiar with the fact that the blood of the umbilical cord contains stem cells.

The explanation of viviparous also proved challenging. Many candidates wrote that the baby is carried inside instead of developing within the uterus. Many referred to the baby developing in a soft shell. Some suggested that the baby develops in the stomach.

Candidates confused the terms menstruation and menstrual cycle as well as pubic and puberty.

Candidates also incorrectly described the foetus rather than the embryo or blastocyst implanting in the endometrium.

When candidates were asked to provide a conclusion for the data shown in the testis volume and seminiferous length graph, they tended to describe each part of the graph rather than provide a summary statement of the whole graph. Furthermore, candidates also incorrectly described the graph as being directly proportional.

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Meiosis

Candidates found it difficult to differentiate between chromatids separating and homologous pairs separating in the phases of meiosis.

In the question requiring them to draw the gamete of the fruit fly, many candidates drew the stages of meiosis and ended with 4 daughter cells instead of drawing ONE gamete. The shape and proportions of the chromosomes were incorrect or double threaded chromosomes were drawn.

Genetics

The sex-linked genetic cross was generally well answered. However, a number of candidates were crossing XX with XX or not using the correct notation: just r or Rr. Many neglected to specify male or female in the offspring phenotype.

The process of artificial selection or selective breeding was not well explained in the context of this question. Most candidates understood that people/humans/farmers were selecting desirable traits and that cross-breeding took place. However, the subsequent selection in the offspring (and over many generations) was not well explained. There was also confusion between genetic engineering and artificial selection. It is suggested that this section is studied using real life examples to explain each step of the process. This will prevent candidates using terms too generally and/or incorrectly.

The justification question about growing and consuming Bt maize was poorly answered. Some candidates simply listed the reasons for/against using the Bt maize *without* discussing the reason. Sometimes, reasons were given that did not relate to the point listed. Only the first THREE reasons were marked, so candidates that went into long-winded discussions were perhaps penalised. Candidates are encouraged to bullet point the three separate arguments for clarity. Candidates are also encouraged to stick to one side of the argument, as there were numerous responses showing confusion between 'yes' and 'no' arguments.

Endocrine system

The first question in the yellow answer booklet requiring candidates to match terms to the description was generally well answered. However, there are still candidates who are not seeing this first page and therefore not answering this question at all.

Candidates are confusing the terms glycogen and glucagon. In addition, the sequence of events in the control of blood glucose by insulin is often muddled.

General comments

Each main question (Questions 2, 3 and 4) answered in the lined answer book should be started on a new page. It is also suggested that candidates leave a line open between each sub question (e.g. 1.1 and 1.2). Both these suggestions improve the efficiency of the marking and checking process.

If a candidate makes an error in questions which just require a letter as an answer, e.g. multiple choice, they should cross out the mistake and rewrite the correct letter rather than writing over the original letter.

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If candidates want to redo a question from question 1, they are advised to redo the question in the yellow booklet if there are blank pages available, rather than in the lined answer book.

Candidates should be writing answers in pen and not in pencil. However, drawings and graphs should be done in pencil.

Not all candidates are providing headings for diagrams and flow diagrams and are losing marks unnecessarily. Candidates are encouraged to underline their heading and provide full detail in the heading, e.g. Flow diagram to show negative feedback in sperm production.

If a specific number of facts/reasons is indicated in the question, candidates must only provide the number required in their answer. For example, if TWO reasons are required, only the first two listed by the candidate will be marked.

Some candidates are still struggling with questions requiring calculations and are not even attempting these questions. Many gave a unit of measurement such as mm or µm in the answer to the magnification question.

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LIFE SCIENCES
PAPER II

GENERAL

This paper is a time-stressed paper, however most candidates managed to finish. In general, candidates are managing case study questions well and the essay-writing skills continue to improve. Many very high quality essays were written and higher order thinking questions were often answered with great insight. Definitions have also improved somewhat from last year.

The following are general points for consideration:

- Poor understanding of the concepts of evolution overall.
- Many conceptual errors regarding the process of natural selection/evolution, e.g. 'organisms adapt to the environment by having mutations to allow them to survive'.
- Poor knowledge of terms in evolution, e.g. how to use DNA to show whether characters occur by convergent evolution.
- Many candidates did not understand the difference between convergent and divergent evolution.
- Confusion with inbreeding being a positive concept.
- Poor reading of the requirements of a question, so the answer is not relevant to the question.
- Some candidates battled with higher order thinking questions.
- It is important to note that this is a *source-based* paper. This means that the information may either come from the source or the candidates are expected to relate their answers to the source.
- Candidates often have poor reading skills.
- Lack of specificity in answering – using words such as 'the' or 'that' instead of referring to the specific points being discussed, e.g. use of 'the allele' instead of saying 'the mutant p53 allele'.
- Candidates should be taught to start each major question (question 1, 2 and 3) on a separate page.
- Teachers must discuss the importance of planning their time with candidates. It does not matter which question they start with but they must be taught to manage their time. It is advisable to have a clock on the desk or to wear a watch so they can stick to their time limits; 1 hour for the essay – reading, planning and writing, and 30 minutes for each case study (including the reading). Often candidates who wrote the essay first tended to get 'carried away' and hence left little time for the other questions.

QUESTION 1

This question marked higher than questions 2 and 3. Candidates tended to cope quite well with it.

Most candidates managed to recognise the correct cladogram. In a question like this, it is not necessary for the candidates to write a whole sentence. This is one way in which some candidates wasted precious time. It was also not necessary to draw it.

The table of adaptations and advantages question stated it was about information that was in the sources – some candidates did not use the information from the sources.

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A note on table format:

- Many candidates did not include a heading for the table. The heading must be a description of what is in the table.
- A table should not be tiny with all the information squashed into a tiny cell.
- None of the writing – heading, column headings or cell contents – should be done in pencil. Some candidates wasted time doing the table in pencil first and then going over it in pen.
- Many candidates structured the table very poorly and did not put the advantage with the relevant adaptation.
- In addition, many candidates combined two or three adaptations into one sentence and, as a result, it was not clear to which advantage the adaptation applied. Many candidates tried to apply the water storage tissue to drought.
- Many candidates could not distinguish between an adaptation and an advantage and, therefore, combined the two together in one cell. This is despite the source actually including the terms 'adaptations' and 'advantages'.

Candidates must learn definitions and the specific and precise terminology that is used in the definitions, e.g. 'same' is not the same as 'similar'. There is a lot of confusion about convergent and divergent evolution. They also did not always manage to explain how DNA could be used to show that convergent evolution has occurred. Many candidates described the benefits of DNA analysis but not about how it could be used to show convergent evolution.

A lot of candidates did not follow through to the inclusion of the effect of inbreeding on the chances of survival in the question on the effects of inbreeding. Many candidates confused inbreeding with artificial selection. Very few limited the answer to ONE effect as the question required. Poor scientific terminology was also used, e.g. 'wiped out' rather than 'become extinct', 'unwanted genes' / 'undesired genes' / 'undesirable genes' / 'weak genes' rather than 'unfavourable genes'. Many candidates gave the answer required for question 1.10 (the effect of climate change on the survival of the plants) for this question.

Candidates continue to battle with simple calculations. Many misunderstood how to proceed after identifying (from the text) that 36 000 seeds had a mass of 1 gram. A significant number of candidates left this question out and many obviously had no calculator (and wasted a lot of time trying to work the answer out without a calculator). Despite being asked for the answer in grams, some candidates converted the answer to milligrams.

It was quite difficult for candidates to compare evolution on the mountains of East Africa to that on islands. They often spoke about the habitats of the islands and the mountains, but the understanding of the similarity in the isolation leading to speciation was often left out. Few candidates compared the way in which evolution occurred on the mountains in East Africa and on Galapagos. Again, a comparison is not always differences.

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QUESTION 2

There were some difficulties with this question. As it was the second case study before the essay, the last few questions were often rushed as candidates realised that they had to get to answering the essay. Candidates also often used poor terminology.

Some candidates did not read properly or battled to read with comprehension. The question asking candidates to summarise how the mutant p53 allele benefits the hard chalk population of mole rats was difficult for many, despite all the information required being in the text.

Candidates should be aware that when asked to define a concept like 'sympatric speciation' that their definition needs to incorporate both words – i.e. 'sympatric' and 'speciation'. Some candidates also gave a description of the process of sympatric speciation and not the definition.

Candidates lost marks when asked for evidence that speciation is currently taking place in the mole rats by quoting information incorrectly from the text. For example, many stated that 'the two groups of mole rats never breed with one another', however, the text states that they have *mostly* stopped breeding with one another or *prefer* to not breed with one another.

Some candidates answered the question on what causes the gene to become different in the two mole rat populations very poorly. They either did not read the question properly or did not understand how a gene becomes different. Some just identified that a mutation would have to occur, but did not say *how*. Some incorrectly explained how *variation* would occur by crossing over/recombination and thought that this would result in a new gene/allele.

Many candidates confused microevolution with speciation. When answering questions that ask for 'two factors…' for example, it is beneficial to answer using numbers or bullets to enable easier marking.

Candidates must avoid using terms without explaining them where appropriate – when asked about the importance of debate over proposed explanations of scientific discoveries, simply mentioning 'peer review' is not enough to gain marks.

Candidates battled with explaining why sympatric speciation is harder to demonstrate than allopatric. Many answered in the negative, explaining why allopatric speciation is easier to demonstrate.

However, many interesting examples of sympatric evolution were provided – this is very pleasing. Some candidates unfortunately could not fill in any example.

Some candidates did not manage to explain why the p53 allele benefits the mole rats in hard chalk soil. They often did not order their points properly to give an answer where each fact leads to the next. Some also were not specific – they discussed how the p53 allele prevents cell death, but did not relate this to the death of the organism as a whole.

It is important that candidates read the question carefully – when asked for why mtDNA is used to determine relatedness, many just stated a characteristic of mtDNA and not how it should be used to determine relatedness. It is acknowledged that this question would have been better as a 2 mark question.

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The question on lines of evidence (besides DNA) used to determine relatedness was not well answered; many candidates seemed to be rushing and did not read the question properly – they answered that DNA/chromosome study would be beneficial.

Vague answers were given for the importance of studying evolution and its importance to the biological sciences. It is very important that candidates realise that evolution underpins the understanding of most (if not all) of biology. When teaching any section of work, there is an opportunity to bring other sections of work in and link them. This is particularly easy and important to do with evolution. Many answers here were very wordy and did not actually say much. Candidates must avoid answers that use words such as 'we / us / they / it' and use actual nouns.

QUESTION 3

This essay proved difficult for many candidates – there is often a misunderstanding regarding the process of natural selection. Many candidates discussed the advantages of tool use or cooperative hunting in terms of Lamarckian ideas – 'brains got bigger due to more food being present' or 'the brain had to get bigger to get more food'. However, many candidates wrote lovely essays and showed an in-depth knowledge of evolution. It is pleasing to note that candidates largely tended to stick to the topic.

Plans are very long and involved in many schools. Some plans were longer than the actual essay and were written as an essay. Often, the plan was so long that the candidates had no time to write the actual essay. Candidates must be taught that the format of the plan does not matter; it is only for 6 marks and therefore should not take a long time to do. The purpose of a plan is for the candidate to try to make sense of the information so that they can write an effective essay. They should not see it as an onerous and pointless task. Therefore it should indicate the linkage between the different sources they are using and not be a summary of the information source by source. This linkage can be done in ANY manner – restricting candidates to a particular manner of doing the plan (i.e. a mindmap) is not advised. Some candidates also crossed the plan out after completing it. The 'own information' and 'counterargument' (fairness) must be indicated clearly in the plan.

Sometimes, candidates who have typing concessions use the blue book to do their plan. In this case, the plan is often illegible as their handwriting is very poor. Plans can very easily be done on computer.

Own information is very difficult for many of the candidates – they must understand that there is a difference between synthesising a source and own information. Own information cannot be any information which appears in the sources or anything which can be linked to the information in the sources. It must also be relevant to the argument, not simply something about hominids or wild dog hunting in packs in this case for instance.

Decisions must be clear in both the plan and the essay. Candidates cannot simply say 'agree' or 'disagree'. Even worse, some candidates stated 'for' or 'against'. This is also not a proper decision. Simply restating the question is also not counted as making a decision.

Very few candidates evaluated the quality of at least one source. It is essential that candidates do this properly. They need to be specific when evaluating their chosen source by either referring specifically to the reference at the bottom of the source, e.g. 'this information is from a credible source as it is published in the Journal of Evolution and

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therefore has been peer reviewed', or by referring to specific information in the source, e.g. 'this information is credible as R. Dunbar is an anthropologist who is trained in this field'.

Candidates should not lift whole statements from the sources and put them into their essay. Some candidates also wrote an essay that simply consisted of information cut and pasted from the text or quoted verbatim.

The expression of the counterargument is also often poor. Candidates must ensure that they clearly show that they are making a counterargument. This could be done by using phrases such as: 'however, …….disagrees with food being a selection pressure for the evolution of large brains in hominids as ……' It is also good practice (if possible) to try to refute the counterargument. This makes it definite to the marker that the candidate has not changed their mind and accepted the counterargument. Refuting the counterargument will also score points for 'supporting argument' in the rubric.

Some essays had a word count – this it totally unnecessary and very time-consuming.

Please ensure that the essay is taught thoroughly and enough are practised throughout Grades 10–12.

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LIFE SCIENCES
PAT

This was the first year of running the PAT (as opposed to the Life Sciences Paper 3). This meant that teachers had to mark the PAT at their schools. Schools were encouraged to meet in their clusters and mark, and by and large this worked well. The marking by the teachers was generally well done, and there was evidence of cluster moderation at many centres. Teachers are to be commended on adhering to the marking guidelines, accurate marking and following the instructions. Well done to the teachers for navigating this new PAT space this year.

Scripts were generally placed in order (as on the marksheet) but often there were extraneous forms in the PAT packs, e.g. multiple copies of the IEB marksheets or rank orders. Please only return the script with the covering mark sheet. Information sheets may be retained by the schools. In the event of multiple markers (e.g. clusters/moderators), they should all be provided with the general instructions given at the beginning of the marking guidelines so that they know where to place ticks or subtotals, and where to initial next to the totals.

If a school is making use of an alternate PAT, please send along the marking guidelines, analysis grids and information sheets. Also, please indicate on these marking guidelines where marks are awarded, so that the moderators can ascertain if marking was done in adherence to the marking guidelines.

Some experienced markers wrote notes while marking (about concepts/why a mark was awarded). This was helpful in moderation. In the event of a number of different correct/acceptable answers, the marking guidelines will list these rather than present them in a linear fashion with slashes. This will alleviate some of the confusion that may have arisen.

Question-by-question comments about candidate performance:

PART A – investigation

1.5 Measuring the diameter of well: this question was generally well done. However, there were a number of candidates that insisted on estimating decimal places (which cannot be accurately estimated). Please encourage candidates to measure accurately and only estimate decimal places when appropriate.

1.17 Table of results: candidates generally did well in this question, but there were many who could not do simple calculations of dilutions. This skill should be practised by candidates.

1.18 Diameters of halos: candidates coped well with the concept of the halo, and mostly correctly identified and measured the biggest halo.

1.19 Controlled/fixed variables: this skill needs to be practised and candidates should be encouraged to select the obvious or most pertinent controlled variable for *that* specific experiment, and not rely on rote answers such as 'test tube size' or 'temperature' (as these may not be relevant in *that* specific investigation). Also, if the incorrect variable has been identified, then no further marks can be awarded for *how* the variable was controlled. This question will be worth three marks per variable (one mark for identification; one mark for explaining *what* makes it controlled, and one for explaining *how* controlled, e.g. with what tool/equipment).

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1.20 Conclusion: this was generally well done, but only good candidates related the actual 'data' or 'observation' with the general trend. Few were able to relate the results back to the aim (effectiveness) of the experiment.

1.21 Making data quantitative: this question was attempted by all candidates, but only about half were able to express correctly how *measuring the halo size* for would make the data quantitative.

1.22 Lab safety: it was encouraging to see that laboratory safety is taken seriously at schools, as most candidates correctly identified ways to avoid getting venom/ antivenom onto their skin.

1.23 Drawing: it has been a while since a biological drawing was tested. Candidates generally were able to follow the basic rules of drawing, but had problems with scale and proportion. This is a skill that needs to be practised by candidates. Thank you for making use of the letter codes presented in the marking guidelines.

1.24 Graph: this question was asked in a different way, requiring candidates to analyse data before embarking on plotting, and making use of an existing key. This was certainly a discriminator question. Some candidates placed the key into the table, when it should appear with the graph.

1.24 (a) The concept of neutralisation was generally well understood and this question was well answered.

1.24 (b) Identification of experimental flaws was not generally well understood by the candidates. Many candidates look for an anomaly or something that is out of place, but struggle to link why that anomaly makes the experiment flawed. This is a skill that requires thought, logic and practise or exposure to varied scenarios.

PART B – experimental design

2.1 Hypothesis: this was generally well presented, but there are still a number of candidates who are writing an aim. A distinction between the hypothesis and the aim must be made, and must include both the dependent and independent variables. The statement must also make sense, and be only one sentence. The 'null' hypothesis need not be stated.

2.2 Independent variable: candidates either opted for the different antisera or they were side-tracked by the concentration of the antisera.

2.3 Dependent variable: the ability to neutralise the snake venom was not easily identified, and required some additional thought, and a good command of the language.

2.4 Method: many candidates are listing the apparatus. This is not necessary, and time-consuming. Rather, candidates should spend some time planning the experiment (preferably in pencil on the additional page) and then write the method out in bulleted or numbered points. Too many times, candidates launch into writing without planning. There were a number of candidates that designed an experiment to investigate the *rate* of neutralisation rather than what was asked.

Thank you for using the method key as per the marking guidelines. Markers should please avoid any additional tick marks in the body of the method. Candidates must

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refrain from writing 'record the results' in their method, and be more specific about what they are recording.

Changing one piece of equipment, e.g. using a bottle top rather than a pen tube, does not make the experiment original. Candidates will need to be trained to use logic and a series of well-planned steps to achieve the aim of the method.

The developer would like to thank all teachers and moderators on their consistent efforts to ensure that the biological sciences remain a lively, worthwhile career choice for our candidates.

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LIFE SCIENCES
SBA MODERATION

The SBA Moderation Committee commends teachers on the improvements schools have made, as well as the care and hard work from Life Sciences teachers to ensure that work is of a high standard. It is encouraging to see most schools acting on the suggestions made at 2019 Regional Moderation and 2018 National Moderation.

Good work within many Cluster Groups has ensured that schools are fully SAGs compliant. Within these Clusters, teachers are sharing tasks and are moderating tasks for each other. This is especially beneficial for new schools and new teachers to the IEB and as a result their learners' marks are not compromised. Most teachers are making a point of checking circulars and the new SAGs on a yearly basis and implementing the changes they see immediately.

Suggestions for Cluster meetings are to:

- work through the design grids of 2019 Papers 1 and 2 so that all teachers are familiar with Bloom's levels,
- discuss the SAGs requirements for a Case Study,
- make sure teachers understand the difference between a Controlled Writing Piece and a Source Based Essay in Paper 2,
- share how to mark a PAT method using the method rubric in the SAGs documents, and
- discuss how a Source Based Essay is marked.

New teachers must buddy with experienced teachers in their Cluster to provide them with the guidance and support they need.

Teacher files:
The majority of Teacher files were well organised and easy to navigate, making moderation easier. If a school creates its own SBA cover sheet, it must contain all the required information and the order of the tasks must be the same as the cover sheet provided in the SAGs document (Life Sc. SAGs 2020 Pg. 24/43). The Teacher's file coversheet must be cross referenced to sections in the Teacher file with colours, numbers or letters (not just a tick). It makes moderation easier if tasks are filed in the same order as the cover sheet. Dividers must be used to separate tasks from each other. Please do not place any tasks in plastic sleeves.

Teachers are asked to follow the format for the Teachers Record of SBA Marks in the SAGs (SAGs 2020 Pg. 24/44). Raw scores are not required but the marks must be reported as 2 decimal places and rounded off only for the final mark. The Principal/Academic Head must sign the mark sheet and it is good practise to have the school stamp. Please note that learners include a Case Study OR a Controlled Writing Piece in their SBA mark.

Proof of pre-assessment and post-assessment moderation should preferably be on a moderation form and only one draft of a moderated document included in the Teacher file. These documents can be included with the supporting documentation or with each task. Please include minutes of Cluster meetings attended and any evidence of Cluster Group activities.

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Learner files:
Learner files with the front cover visible are preferable. The correct cover sheet must be used. Teachers need to check that learners submit the correct SBA items, that the marks have been transposed correctly onto the front cover of the learner file, and that the mark calculation is correct. It makes moderation easier if coloured pieces of paper are used as file dividers to separate different tasks.

Design grids:
Design grids are compulsory for the Preliminary Examinations (Paper 1 and Paper 2), Controlled tests and Summative Practicals. While a design grid is not compulsory for a Case Study, it is encouraged as good practice to ensure that the Case Study assesses the cognitive levels and aims in accordance with the SAGs document. All design grids need to be complete, including Aims, Content/Skill description and Content focus (SAGs 2020 Pg24/58). Questions need to be broken down on the design grid and totals should be added up at the end and reflect the % of lower order and higher order thinking questions. It is a good idea to check that the totals add up correctly. Please check the cognitive levels allocated carefully, especially when moderating a task.

Preliminary Examinations:
While it is good practice to set common prelim exams with other schools, the different schools must write the examination at the same time on the same day to maintain the integrity of the assessment. If a common prelim exam is written please include some evidence that this is occurring, for example, a letter of explanation, Cluster Meeting minutes containing the information or an examination timetable.

Teachers must keep up with current IEB circulars. This was important this year as there was no Paper 3 making up the Prelim mark. Schools may choose to do a Summative Practical during the Preliminary Examination session but then the task must be used as an alternative for the Compulsory Summative Practical. Some schools have still not implemented the circular from 2018 for the Sources in Paper 2 to be printed in a separate booklet to the question paper. Good feedback is provided to the learner when their mark is indicated on the source based essay rubric and attached to their exam paper. (SAGs 2020 Pg24/60).

Controlled Tests:
These tests should be set to mimic the number of marks per minute as in Paper 1. A 60 mark test, for example, should then be allocated 55 to 60 minutes. Setting tests in the Paper 2 format, which is more difficult, penalises learners unnecessarily. Using big exams such as June exams as controlled tests can penalise learners (think about benefitting learners). It is better practice to do smaller tests that are of the correct rigour and SAGs compliant throughout the year. Two smaller tests can be combined to make a larger more rigorous test, but remember to check the combined weighting of the two tests on the design grid. It is to the learners' advantage to do more than two tests and let the learners choose their two better marks for the SBA mark.

Compulsory and optional Practicals:
It is good practice to use past IEB Paper 3s for Summative practicals. When using an IEB Paper 3 set before 2014, the exam needs to be modified so that there is 40% lower order thinking and 60% higher order thinking questions. This needs to be clearly evident in the design grid. When using a past IEB Paper 3 it is good practise to acknowledge the IEB in the footer/part of the heading and the front cover of the question paper should be modified with the school name/badge. Good feedback is provided to the learner when the learner's mark is indicated on the design grid/rubric and attached to their exam paper (SAGs

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2020 Pg65/65). It is to the learners' advantage to do one more than the required number of practicals and let the learners choose their best/better marks for the SBA mark.

Research Project:
Teachers are encouraged to look at the latest SAGs document when setting this task, to ensure that it is of the correct rigour and format. Primary and mixed research that is easily done by a Grade 12 learner is encouraged rather than secondary research. The learners should be writing a comprehensive report on their research findings. Learners must do and submit plagiarism checks on completion and include it with their task. A maximum of 15% plagiarism is acceptable. Teachers are encouraged to design and use their own rubrics to assess the earlier stages of the research project. When marking the final product, teachers can use the rubrics provided in the latest SAGs document (SAGs 2020 Pg 24/61 – 64). Most schools are providing clear guidelines and a timeline with deadline dates, indicating that the process and not just the final product is being assessed.

Case Study/Controlled Writing Piece
Please note that in the conventional SBA option (as opposed to ORTOption), the learner may submit a Case Study or a Controlled Writing piece. Paper 2 questions 1and 2 are not case studies. A Paper 2 question 1 or 2's sources and questions can be expanded significantly so that the source(s) have depth and the questions are focussed in Aim 3. Questions should include some form of data handling/manipulation, a discussion of ethics and critique of scientific research. Preparation reading can be given a week before or the sources can be provided with the question paper. The learners must have access to the sources when answering the questions; they are not expected to learn this information. The questions are answered in test conditions. Although a design grid is not required, it is a good practice as it confirms that the case study is of the correct rigour with 40% lower order thinking and 60% higher order thinking questions.

It is helpful if the pre-instruction for the Controlled Writing Piece is in the Teacher file and Learner file. The Controlled Writing Piece is a discursive essay and must not be confused with the source based argumentative essay in Paper 2. An expanded memorandum must be provided in the Teacher file. Reading around a theme can be given to the learners or they can research their own information. This must be given timeously to allow learners enough time to review and research the theme. The correct rubric (SAGs 2020 Pg 24/56) must be used to mark the essay.

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LIFE SCIENCES
ORTO MODERATION

The moderation process for the One Research Task Option (Research Tasks and Alternative Tasks) took place smoothly for most schools in 2019. The standard of the research tasks continues to improve, with topics more doable. As teachers become more familiar with the ORT process, it is evident that they have a better understanding of the requirements of the rubric for the research process. As a result, teachers are providing better guidance and support to the learners. This is evident in the comments given on drafts. This is good practice and should be continued. The SBA Moderation Committee is very grateful to the Life Sciences teachers for the many hours they have spent guiding their learners through the process. Many schools have acted on the suggestions from moderation in 2018.

INSTRUCTIONS

Many teachers are giving learners detailed instructions explaining the research process, what is expected at each stage, guidance with respect to referencing and a timeline of due dates. This is preferred over merely providing the learners with the IEB ORTO guidelines. If the instructions are verbal then minutes of the meeting where the verbal instruction was given should be included in both the teacher and the learners' files.

CHOICE OF TOPIC

Learners seem to have more autonomy in choosing topics, however often the topics would lie better within Life Orientation or Geography. Pure Life Sciences topics are often easier to investigate than Social Sciences topics. Encourage learners to be creative and/or original in their topic choice so that the research process is meaningful to them. Ideally the experiment a learner carries out has a large sample, is repeated and extended to have some useful application so that the research task achieves the rigour required. Weaker learners are the ones who struggle the most with choosing a topic. Teachers must assist them. It is very important that all learners receive the guidance needed from the teacher to choose a topic that is going to produce an ORT that is focused and of the correct rigour (neither too hard nor too easy) at the beginning of the ORT process.

Learners who participate in primary or mixed research generally produce a better project than those who engage in secondary research.

MARKING OF RESEARCH TASK (ORT)

Teachers must make sure that they use the correct rubric in terms of primary/mixed research and secondary research. Using a questionnaire is applicable to primary/mixed research.

Where teachers have not fully understood the requirements of the ORT rubric, teachers are more lenient in their marking. For each section of the final task there are different criteria within each level of the rubric. Each of these criteria must be assessed independently and indicated on the rubric. This will assist the teacher to decide on the correct level and overall mark for that part of the task. Teachers need to make sure they are familiar with the definitions provided in the ORTO Guidelines, especially for Holistic Judgement.

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PLAGIARISM REPORT

Please note that the ORTO Guidelines specify that there should be a maximum of 15% plagiarism.

TEACHER FILE:

Teachers should submit separate files for the ORT (Research Tasks) and the Common and Alternative Tasks as per the ORTO guidelines. Prelims and controlled tests (Common Tasks) should not be included in the ORT File unless all the Life Sciences learners in the school have completed the ORT in Life Sciences. There should be evidence of guidance given to learners, especially if verbal, in both the Teacher and Learner files (See comments under INSTRUCTIONS). All mark sheets must be signed by the Principal/Academic Head. It is good practice to include the minutes of meetings between subjects where the presentation of the ORTO process is discussed, as well as meetings where the standardisation of marking within a subject and across subjects is discussed.

LEARNER'S FILE:

It is easier if the plagiarism report is filed in front of the task, after the rubric assessing the final task. It should be clearly indexed in the Contents page. The correct cover page with school, learner name/examination number etc. should be included. Common tasks are not required in this file unless all the Life Sciences learners in the school have completed the ORT in Life Sciences. Copies of the sources that were analysed were not included in an appendix in some files. Please remember to include a copy of the whole source or at least the first page so that the sources can be verified. As required, many teachers included a complete, fully marked draft (using marks and/or comments) in the appendix of the task. Please make sure that it is also clearly indexed in the content page. It is good practice to provide evidence of constructive and extensive feedback to learners. Evidence in the learner's file that the process has been monitored must be included. Learners should include brief minutes of meetings where verbal advice has been given by their teacher in their file.

INTRODUCTION

The research question and hypothesis has improved, however it is not always clearly stated. The research question, hypothesis, aims and context are mostly included in the introduction but the scope is often too brief or omitted. The scope should be an explanation of how the learner is going to go about completing their project. In a secondary research project it should include why the learner has selected particular sources above others. If a learner is using a survey in primary research, the scope should explain who was selected for the survey, why they were selected, and how they were asked to complete the survey. When discussing the context, the learner should be referring to the literature review and there should be evidence of in-text referencing. The context sets the scene and includes why the learner has chosen the topic and talks to the relevance of their research.

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REVIEW OF LITERATURE

Learners should summarise 4 or 5 of the sources that they have read. These sources should be accessible to learners and be the better sources from their reading list, which provides a balanced literature review that is directed at answering the research question. If learners use sources they do not understand, these errors may be carried through their research report. Encourage learners to start with overviews of journaled research, e.g. Science Direct, Science Daily, Nature News, Breaking Science News, Biology Open and Biosphere Magazine. Teachers need to guide the learners with the selection of the sources used in the review. Learners should be discouraged from simply using sources from popular websites or articles where it is often third hand research.

Many learners find it more manageable to summarise and analyse each source separately. The learners find it easier to assess the usefulness, reliability, validity and limitations source by source. The summary should include specific information on the information/data in the sources relevant to the research question.

GATHERING OF DATA (PRIMARY AND MIXED RESEARCH)

If using a survey, learners should explain why they are asking each question. This will help the learner decide in the planning stage whether the survey question is answering the research question and helps them to redesign the survey if necessary. Teachers need to moderate and assess surveys for their usefulness. As in the scope, the learner should include who was selected for the survey, why they were selected, and how they were asked to complete the survey. Some learners did not consider the ethics of their research.

PRESENTATION OF RESULTS

Data collected in tables and/or graphs was generally well presented. When learners generate graphs using programmes such as Excel, the graphs are often insufficient, with labels of axes missing and headings too brief or incorrect. Remind learners to give images a caption.

ANALYSIS/INTERPRETATION OF FINDINGS

Some learners are still struggling to show in-text citation of their sources. There is often superficial linkage between their results and the sources. Learners must be guided to refer back to the literature review in the analysis of their findings and conclusion.

CONCLUSION

Many learners are not including the limitations or recommendations w.r.t. the ORT. Remind the learners that they are commenting on the limitations of **their** research not of other peoples' research. Where learners have considered the limitations and recommendations they are often superficial and need to be expanded on.

REFERENCE LIST AND IN-TEXT REFERENCING

Weaker learners need to be guided on how to compile the reference list and when and how to do in-text citation. In-text referencing seemed to be weaker this year. Teachers are encouraged to make a specific effort to teach this. In-text citation should be in the introduction, analysis of results and conclusion. It should also be evident in an integrated literature review.

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MANDARIN SECOND ADDITIONAL LANGUAGE
PAPER 1

从总体上看，本卷题型较往年更具针对性，涵盖面广，难度程度适中，分数段呈正态分布。

一、试卷总评

重视语言基础知识的积累，课内与课外的衔接，并结合了基础文化常识。除了考察学生的应掌握的基础知识以外，还增加了开放性、实用性的新颖语料。

二、单题分析

SECTION A:

阅读一
1.1 整体难度偏易，得分率高。其中1.1.1，1.1.2和1.1.4得分率高，1.1.5得分率最低。

阅读二
2.1 整体难度偏易，得分率高。其中2.1.2得分率最低，其他错误不集中。
2.2 整体难度偏易，得分率符合预期。2.2.4得分率最低，其次2.2.2。

阅读三
3.1 本题考查学生对基础知识在日常生活真实语料的应用和在原图中定位信息的能力，整体难度居中。其中3.1.1，由于“名片”一词成为难点。3.1.5难度居中，但得分率较低，应增强真是常用语料练习及图文题的答题技巧分析训练。

阅读四
4.1 本题考查对上下文的准确理解，难度居中。其中4.1.6属于近义词辨析，难度较大，得分率低，符合预期。
4.2 本题考查对文章的整体理解，难度较低，得分率高。
4.3 本题考查考生的对文章的逻辑理解能力，难度偏易，得分率高。 请注意提醒学生做排序题时填写字母代号即可，不用抄写选项，也不要自己用数字编号。

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SECTION B:

阅读五

5.1

5.1.1 本题考查考生对原文的准确理解，难度适中。

5.1.2 本题考查对文章的理解，难度适中，需要注意根据原文，完整回答问题，得分率符合预期。

5.1.3 本题考查对文章的理解，难度适中，得分率符合预期。

5.2 本题考查在原文中查找信息的能力，难度偏易，得分率很高。

阅读六

6. 1

6.1.1 本题考查对词汇的准确理解和辨析，难度中等，得分率符合预期。

6.1.2 本题考查词汇的词义和语法功能，难度较高，得分率符合预期。

6.1.3 本题考查对诗歌主旨的把握，难度居中，得分符合预期。

6.1.4 本题考查对修辞手法的掌握，难度较低，得分较高。

6.1.5 本题考查对文章的准确理解和对语句的理解和分析，难度偏高，得分率符合预期。

6. 2

6.2.1 本题考查基本文学常识，难度低，但得分率偏低。请注意加强此类知识的训练。

6.2.1 本题考查对诗歌寓意的理解，难度适中，得分率高。

6.2.3 本题考查对诗歌小节之间的关系，难度较高，得分率偏低。

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MANDARIN SECOND ADDITIONAL LANGUAGE
PAPER II

This paper includes three sections involving different types of writing. Section A involves writing either a descriptive or a narrative text; Section B comprises writing communication texts in daily life situations and Section C contains reformulating two original texts. It is good to note that the candidates performed well in general this year, some of their work was excellent and interesting.

SECTION A WRITING A DESCRIPTIVE/NARRATIVE TEXT

In Section A, candidates had to choose one of the two topics provided in this paper, where they were expected to produce and support their viewpoints in Mandarin in a logical and flowing manner. The first topic was about culture: what things people try to avoid doing in China, or in their own country. Candidates needed to state and support their opinion on this topic. In topic two, candidates had to write a narrative piece on their weekend activities. The majority of candidates chose the second topic.

The majority of the candidates performed well in this section as they could express their ideas and produce accurate responses. Candidates' writing ability in terms of register, content, spelling and grammar was assessed. The common errors made by candidates in this section include misspelling, grammar and sentence structure. Candidates confused some similar words: such as 代 and 伐， 那 and 哪, 已经 and 以经，工课 and 功课. Some other mistakes involving misspelling were incorrect strokes and failing to supply characters they wanted to express. Therefore the importance of a good command of vocabulary cannot be overstated.

The grammatical errors mainly concern the following types: 1) mismatch of phrases: such as "看电话", "回来家", "去家", "结束作业"等; 2) incorrect use of measure words: 一个课，一个电影等; 3) Omitting or incorrect match of proposition: "我常常朋友一起去图书馆"; "周末我最喜欢做朋友一起去图书馆"; 4) Incorrect use of particle words "的", "得" and "地", such as "非常的开心"; 5) Sentence structural errors like "我吃早饭十点", "我玩跟我的哥哥"; 6) Sentence or phrases that did not make sense or were not expressed in the right way, for example: "周末上".

SECTION B TRANSACTIONAL TEXTS

In this section, candidates were expected to respond to three out of four daily life situations and produce proper transactional texts for communicative purposes according to the instruction. A note (留言) a letter to a friend, a poster for a tennis club and a notice for a dance party (通知) were assessed

This section was well answered on the whole. The majority of the candidates were able to produce relevant texts according to the requirements. Only a few of them gave incomplete or wrong information that may be due to a misunderstanding of the instructions.

The main concern in this section was the format. The majority of the candidates failed to follow the proper format. In addition to this, incorrect sentence structure, misspelling, illogical expressions and incomplete sentences were the mostly common errors that candidates made in this section. The following are some examples of those kinds: 今天我去了一个天在我的新学校 (grammar and sentence structure); 我是高兴 (grammar); 因为我没有多朋友，所一我是高兴 (grammar, misspelling and illogical); 大家欢迎参加; 我们希望

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你那里看到 (sentence order); 你合做朋友跟我？ (grammar, misspelling and sentence order) 这里的情况; 我很喜欢的新学校 (incomplete sentences).

Candidates are encouraged to produce texts that are short and to the point. Teachers need to ensure that candidates are familiar with all kinds of transactional texts for communicative purposes.

SECTION C LANGUAGE IN CONTEXT/REFORMULATION

In this section, the candidates were expected to produce two writing pieces of their own based on the information provided by the sources. Comprehension and synthesis is assessed. The first question was a dialogue between a travel agent and Dawei, who was booking his plane ticket. Candidates needed to transform the dialogue into a letter.

The second question required candidates to convert a narrative text into a dialogue.
Most of the candidates responded well. It was good to note that all of the candidates understood the instruction. The vast majority of the candidates included all the information given; some of them added communicative expressions to make their writing authentic and vivid; for instance greetings at the beginning and end of the letter or expressions of gratitude in the second piece. It is a pleasure to mark their interesting writing pieces.

Some typical mistakes made by the candidates in this section included referring incorrectly due to misunderstanding of the original source. Some candidates used their own name instead of the name given in the original text in the first question. In addition, some candidates altered the information of the original dialogue.

In summary, the vast majority of the candidates fared well in this paper. It is obvious that the candidates had prepared well for their paper. Their teachers must be congratulated for their great work and commended for the hard work they have put into the candidates.

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MANDARIN SECOND ADDITIONAL LANGUAGE
SBA MODERATION

Most schools did well, but we can do better next year if we add the documentation below:

Learners' file:

1. Please prepare a draft and edited version for extended writing (150–200 characters).
2. Please provide rubrics and marks for the written part.
3. Please ask another Mandarin teacher to conduct moderation of tests/ examinations.
4. On the cover paper, please provide the learner's name, examination number and school name.

Educators' file:

1. Please provide the IEB mark sheet/Department of Basic Education mark sheet and have it signed by the principal.
2. Please provide copies of tests or examinations.
3. Please provide the memo for each test or examination.
4. Please provide a pre-moderation and post-moderation form.
5. Please provide an analysis grid for each test or examination.

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MARITIME ECONOMICS

This is an exciting and interesting subject that relates directly to the most important sector of our national economy. It also has potential to equip successful candidates for pertinent maritime courses of tertiary study and also, to have a better chance of selection for numerous extremely worthwhile maritime-related careers directly from school. Therefore, it is important that a candidate achieves the best possible result in this subject at NSC level.

Those candidates who had prepared thoroughly and who demonstrated a grasp of various maritime concepts and issues did well. The candidates (and their educators) who achieved these results should be congratulated. While some questions were interpretative in nature, others required proper examination preparation and some cumulative knowledge and understanding of the subject that should have been gained during the three years of following the Maritime Economics course.

The importance of that cumulative knowledge should not be underestimated, and key is the candidates' ability to apply maritime knowledge, to interpret information, and to draw appropriate and realistic conclusions. Some questions probed candidates' ability to display these abilities.

It is noted that many of the points raised below were also raised last year, underlining the importance of using the examiner's report in a constructive way.

Despite previous cautions in this regard – including cautions during the last three years – a number of candidates answered questions in a different sequence to that of the question paper. Questions often provide information or insights that in themselves offer information that will be useful in answering later questions. In some cases, answering questions out of sequence led to another question being omitted with the subsequent loss of marks.

In answering questions in point form – which is certainly acceptable – some candidates answer so cryptically (some in "sms-language") that their answers were unintelligible and therefore could not be given marks.

It is important that candidates are well-versed in proper maritime jargon as their answers often have little credence if "layman's language" is used when proper maritime terminology is required and appropriate.

Having written a number of points in answering a particular question, some candidates repeat the same points using different phraseology; repetition cannot be rewarded with marks. This was particularly evident in answers to the questions relating to the establishment of a car assembly plant.

Many candidates did well in applying their maritime knowledge to the incident off the Norwegian coast. Some, however, quoted extracts from the passage but those extracts did not apply to the question which they were answering. This illustrates the need to read the question carefully before answering and to provide the information required.

In answering questions relating to convergence zones, candidates should be able to describe the location of the convergence zone when discussing matters relating to it. In the case of these straits (Malacca Straits), some candidates omitted reference to the movement of oil, grain, containers or minerals that make the straits among the most important, especially as the straits are a major shipping route for large Asian economies.

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Questions involving calculations have the potential for candidates to gain quick marks, and many did well in the calculations. However, in other answer scripts, these questions were not answered well. Besides using their arithmetic skills correctly, candidates should read the questions carefully to identify factors that need to be taken into account during the calculation process. In several cases, candidates omitted the period of slower steaming from their calculations. Answers should be checked thoroughly to avoid misinterpretation of information or simple arithmetic errors such as having the decimal point in the wrong place. Errors in one calculation can lead to subsequent calculations being incorrect. It remains imperative that candidates show all their calculations as an incorrect answer without calculations will lead to the candidate obtaining no marks for that question.

In some cases, answers to questions involving calculations were unrealistic (e.g. that a voyage took over 1000 days) which the candidate should have realised and checked the calculation thoroughly.

For most candidates, the General Average calculation proved difficult and it is suggested that attention be given to this aspect.

In their answers to relevant questions, most candidates showed an appreciation of the impact of plastic pollution on the marine environment.

Answers to questions relating to Maritime Environmental Challenges indicated that this section requires more attention, especially a wider understanding of the concept of ballast water exchange. A similar problem was encountered in the question relating to the introduction of fishing quotas.

Overall, successful candidates should be congratulated on their achievement and, in some cases, excellent insight to the maritime industry and its operations.

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MATHEMATICAL LITERACY
PAPER I

GENERAL FEEDBACK

Positive feedback was received from the larger IEB Mathematical Literacy community. The write-on paper was answered well, with adequate space, leaving room for minimal irregularities.

A massive concern raised by the marking panel is the extremely large number of careless errors candidates make while writing the down numbers, not using their calculators or writing values off the calculator. Candidates must be encouraged to use the checking time to eliminate careless errors.

FEEDBACK PER QUESTION

QUESTION 1

1. General difficulty level of the question:
   Question one comprised of a variety of difficulty levels suited to paper one.
2. Ambiguity
   Question one was unambiguous.
3. Common Concerns and Errors:
   - Reading with comprehension is concerning.
   - Reading information off a table.
   - Transferring digits from a calculator or directly from the questions to the calculations is poor.
   - 4 marks were allocated for rounding (8%) in this question and proved that rounding remains a massive problem to candidates.
   - Candidates do not know the months of the year, order thereof and number of days per month. Too many candidates thought February has 30 days and April 32.
   - A large number of candidates calculated median instead of mean.
   - A small number of candidates don't recognise "modal" as mode.
   - Candidates can't read the values/interpret the data as this table has an unusual layout – it is vital that candidates practise applying taught and known skills to unseen contexts.
   - Many candidates do not understand Inflation (or Compound Interest).
   - Ratio remains challenging as candidates do not write the ratio down in the correct order and as fraction.
   - When asked to simplify a fraction, candidates often simplified to unit form.
   - Candidates perform calculations using different units (dollars and cents) without converting one to the other.
   - Candidates don't engage with the details in the given data/information.
   - With regards to exchange rate, an alarming number of candidates do not know when to multiply or divide.
   - Candidates cannot calculate the VAT exclusive price and calculate the percentage discount instead.
   - Candidates do not read the given information and questions carefully, misinterpreting the word "pound" (mass).
   - 15.3.a marked difficultly – tried to use repeated addition, converting between 3 units; many inserted $ signs from word "Pound"; don't show working – just answers.

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QUESTION 2

1. General difficulty level of the question:
   Question two was answered well and obtained high scores, and is thus classified as an easy question.
2. Ambiguity
   Question 2.2.2: "On the axis given above, clearly indicate, using the letter A." was not well answered as candidates just placed the A on the y-axis without clearly indicating where it fell.
3. Common Concerns and Errors
   - Candidates still struggle to convert metric units.
   - Candidates still struggle to convert imperial to metric units.
   - Candidates still struggle to use a scale to calculate an actual distance.
   - Candidates did not notice the compass on the top left hand side of the map which did not point to the top of the page as North.
   - Candidates struggle with the following with regards to time:
     - Time format
     - Adding time
     - Writing 0,26 min instead of 26 minutes
     - Calculate 10:41 – 10:15 = 0,26 because 10,41 – 10,15

QUESTION 3

1. General difficulty level of the question:
   Question three comprised of a variety of difficulty levels suited to paper one.
2. Ambiguity
   Ambiguity was discussed and alternate solutions accepted in Questions 3.1.2 and 3.1.5.b.
3. Common Concerns and Errors
   - In this question candidates added time correctly, however their layout and communication of thinking is very confusing for markers to follow, and consequently places candidates at a disadvantage.
   - Candidates use inches and cm in one calculation, instead of converting to the same units.
   - Candidates do not know the area formulas of basic shapes.
   - Candidates confuse circumference and area.
   - Candidates do not calculate radius.
   - Square rooting is a very misunderstood concept. Many candidates divide by 2.
   - Candidates use trial and error in situations where they don't know what to do. They do this by substituting various values on their calculator, but do not show their thinking for various substitutions. Candidates must concentrate on presentation so that the marker can follow different trials and steps.
   - Once again, candidates read without focus and hence missed rounding to the nearest whole.
   - Candidates confuse the difference between length, width, area, volume and total surface area.
   - Some candidates still do not know the correct unit for length, area or volume.

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QUESTION 4

1. General difficulty level of the question:
   Question four asked statistical questions in a creative way and the levelling of the questions were spot on.
2. Ambiguity
   In Question 4.2 the word "and" created confusion as candidates included it when calculating the total number of letters in the three phrases.
3. Common Concerns and Errors
   - Surprisingly many candidates drew a histogram instead of a bar graph.
   - Once again, Question 4.1.2 illustrated careless reading as candidates did not add Tragedies and Comedies as plays, only History plays.
   - Candidates do not know the difference between rounding to the nearest 10 and the nearest 10th.
   - Candidates do not know how to calculate the degrees of a sector of a pie chart if given the information for a pie chart. Many candidates where calculating percentage.
   - When writing down Probability, many candidates write their answer as a ratio instead of a fraction. Although we know candidates use their calculators to simplify fractions, they must remember Probability is a reading between 0 and 1.
   - Candidates do not simplify the fraction, even when asked to.
   - In Question 4.3.1, candidates misread "what is the number **of** words…" as "what is the number **in** words".
   - In Questions 4.3.2 and 4.3.3, candidates identify the correct values, but often did nothing with the values.
   - In Question 4.3.4, candidates calculated median instead of mean; or did not use BODMAS when calculating mean.

QUESTION 5

1. General difficulty level of the question:
   Question five was suitably difficult.
2. Ambiguity
   In Question 5.5.1 the words "if one item on the list" resulted in various different denominators, some of which were accepted during the marking process.
   Question 5.3.3 needed a key on the seating plan; candidates didn't know which seats to include. A variety of alternate answers were accepted during the marking process.
3. Common Concerns and Errors
   - Candidates do not measure the bar scale, but assume it is one or two cm.
   - Candidates round in the middle of the calculation. This is problematic as it affects the accuracy of their solutions. Candidates round values with 2 or 3 decimals to the whole.
   - Candidates cannot round to the nearest hundred.
   - Candidates do not know how many days there are in various months.
   - Question 5.3.1 was surprisingly poorly answered. Candidates could not state the seat number as F9, rather only writing the F row, or seat number. Some candidates misread the question of "what is the seat number…" as "what is the number of seats …", and consequently counted the seats. Grid Referencing must be revised.
   - When calculating the Probability of choosing a Coke and Jelly tots, candidates did not times the probabilities of each but rather added. However, a larger concern is that candidates add the fractions as follows: $\frac{1}{4}+\frac{1}{3}=\frac{2}{7}$.

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- Candidates cannot do percentage change and do not convert to same unit.
- Candidates convert: 185 c = R0,185 or R18,50
- An alarmingly large amount of candidates think 60c = R1.

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MATHEMATICAL LITERACY
PAPER II

The paper was soundly answered this year and also marked well. Candidates were able to interpret all questions correctly.

GENERAL

- In most of the questions, marks were lost because candidates did not follow the reading instructions.
- Rounding in any form was poorly indicated, whether rounding up, down or off. Rounding to 2 decimal places when currency is involved still remains a concern.
- Some candidates answered questions and gave an alternative answer as well (e.g. A or B.) Only the first answer is marked.
- Candidates need to be encouraged to not put answers only as when in the case of an incorrect answer they receive no method marking.
- Units are either left out completely or they use the wrong unit.
- Candidates need to be aware of their answers and if they make logical sense.
- Candidates struggle with their understanding of large numbers.
- Conversions of numbers in measurement are a concern.
- Candidates need to be careful that when they go back and make changes to a question already answered that they follow their changes through the rest of the questions.

QUESTION 1

- Question 1.1 – Some candidates struggled in using the given variables in the equation. Candidates often added the values and got an equation of C = 31k.
- Question 1.2 – Very few candidates did a step graph. Increments on the axes were not well done. Labels and titles of the axes and graph were excluded and this resulted in losing marks for basic skills. Some candidates struggled with dependent and independent variables and swapped their axes.
- Question 1.3 – Some candidates ignore the question's instructions to use their graph and they used their calculator.
- Question 1.4.1 – Converting from litres to millilitres for some candidates prove to be difficult. Some candidates left their answer in millilitres and did not finish the question.
- Question 1.4.2 – Some of the candidates used the wrong tariff line in the table. Many candidates rounded the 15,97 to 15,9. And when rounding the money did not round to 2 decimal places.
- Question 1.4.3 – Very poorly answered question because candidates did not understand the difference between kilolitres and rand. Many candidates did not take the 6kg into account for their calculations. Many candidates struggled to use the tariff table.
- Question 1.4.4 – Some candidates interpreted the fixed cost as a monthly fixed cost. In this question some candidates did not use their answer from 1.4.3.
- Question 1.4.5 – Some candidates did not consider their previous answers when drawing a conclusion in this question.
- Question 1.5.1 – Very well answered. Conversions still a common mistake. Few candidates forgot to multiply by 2 to include both sets of poles. Some candidates forgot to include the buried part of the pole or just added 30 and didn't convert first. Candidates need to be reminded to check realism of their answers as some were getting 3000m to be buried.

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- Question 1.5.2 – Some candidates worked out what they were short rather than what was left over.
- Question 1.6.1 – Most candidates remembered to subtract both ends, however they then divided by 8 holes rather than 7 spaces between the holes. Rounding early in their calculations also yielded an incorrect answer.
- Question 1.6.2 – Most candidates calculated the length of rope for 6 lines and excluded the 2 end lines. Some candidates added unlike units, i.e. cm + m.

QUESTION 2

- Question 2.1 – Instead of using 12 contestants in the top 12, candidates use only the 7 that had top 12 written next to them in the table.
- Question 2.1.1–2.1.4 – Confused measures of central tendency and how to calculate each of them. Some candidates when calculating the median instead of adding the middle two values and dividing by 2, only underlined them in their ascending order; they received no marks for this.
- Question 2.1.5 – Candidates struggled to interpret what was being asked and to represent this in their answers.
- Question 2.1.6 – Was generally answered well. Some candidates drew a histogram to represent the discrete data. Some candidates forgot to include headings and titles of the graph and axes. Few of the candidates used the ages instead of number of contestants. Few of the candidates used a feint pencil and it made it very difficult to distinguish the lines from the graph paper.
- Question 2.2.1 – This question was very poorly answered. Candidates simplified two instead of three values. Many candidates added R25 000 to the first runner-up. Some of the candidates added both amounts of money for the cash prize. Number of zeros in a million was an issue for some candidates.
- Question 2.2.2 – Was very well answered.
- Question 2.2.3 – Candidates do not use the given formula but use their own incorrect formulas. Some candidates are using what they were required to prove in their working.
- Question 2.3.1 – Converting the 1/3 of an hour to minutes proved to be difficult, many converted to 33 or 30 min. Many candidates used the calculator which is fine, however if they made a mistake and got the wrong answer, marks could not be awarded. Candidates must be encouraged to show all working.
- Question 2.3.2 – Considering the level of difficulty for this question, it was really well answered. Common mistakes included confusing am and pm. Rounding during the working out caused them to have an incorrect final answer.
- Question 2.3.3 – Some candidates struggled to make time the subject of the formula. Some candidates converted 0,588 hours to minutes incorrectly.

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QUESTION 3

- Question 3.1.1 – Generally well-answered question, however many of the candidates struggled to convert the seconds in the time conversion. Some of the candidates that used their calculators to do the time calculation did not use them correctly.
- Question 3.1.2 – Generally well answered but about 20% of the candidates did not write down a conclusion.
- Question 3.2.1 – Very well answered.
- Question 3.2.2 – Well-answered question. Few candidates confused the x and y axis.
- Question 3.2.3 – Very well-answered question, however some of the candidates gave good explanations but did not state who would choose which graph.
- Question 3.2.4 – Well-answered question. Few of the candidates struggled with the percentage increase.

QUESTION 4

- Question 4.1 – Some of the candidates did not round this off well. Few of the candidates struggled with the calculation of the scale.
- Question 4.2.1 – Majority of the candidates could not identify or clearly express the error in the calculation, even though they continued in the next question to get it correct. Identifying the incorrect method used and their own method used were often contradictory.
- Question 4.2.2 – Very well answered, however did not give a conclusion in their answer, i.e. is he correct? Few of the candidates got their order of operations wrong, especially when putting into the calculator.
- Question 4.3 – This question was poorly answered. More focus needs to be placed on probability generally.
- Question 4.4.1 – Few of the candidates are still confusing whether to multiply or divide the exchange rate.
- Question 4.4.2 (b) – Well-answered question. Few of the candidates found the percentage but never added it back to the original value.
- Question 4.4.3 – Some of the candidates divided by the VAT (finding the original before VAT).

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MATHEMATICAL LITERACY
SBA MODERATION

It was satisfying to moderate so many excellent teacher and learner files this year. For the most part, it is evident that there is common understanding in the assessment of Mathematical Literacy, that teachers are highly original, innovative and committed and that candidates take their school-based assessments very seriously. There is a high standard of professionalism evident, as well as a deep commitment to Mathematical Literacy. Teachers are conscientious about using design grids and there was a notable commitment to ensuring that a 60:40 balance between Thinking Levels 1 + 2 and Thinking Levels 3 + 4 was maintained over the entire SBA portfolio.

The Prelim or Trial exam: The quality of the prelim or trial exams was impressive. Teachers not only adhered to the prescripts of the SAGs, they also often put a lot of effort into constructing original and intriguing questions. The practice of developing cluster papers has become more common. These papers are well-structured and rigorously moderated as a consequence of the high level of collaboration.

Mark allocations and marking: It is important that it is clear how alternative solutions are marked. This year saw the return of the practice of awarding half marks. There is no precedent for this in Mathematical Literacy.

Consolidated mark sheets: Although one could argue that there are cases where working correct to 1 decimal place (as specified in the SAGs) yields a slightly different outcome to working correct to 2 decimal places, it is important that we all have a common understanding and practice in this regard. The SAGs have clear guidelines and there is a sample spreadsheet on the IEB website.

Missing SBA items: There are inevitably situations where a learner's file is not complete. In these situations, the teacher's file should contain a clear explanation of the reason for this and should be counter-signed by the principal. In addition, teachers need to consult the subject assessment specialist about how to process any shortcomings while calculating the candidate's SBA. Evidence of this should be included in the teacher's file.

Candidates who write both Mathematics and Mathematical Literacy: It is a requirement that all candidates who write Mathematical Literacy have completed the full SBA. Writing both Mathematics and Mathematical Literacy is included in this requirement, as is a late change to Mathematical Literacy. Items from Mathematics cannot be used in the Mathematical Literacy SBA portfolio.

Alternate items: It is encouraging to see an increasing number of teachers using this space in the SBA to develop formative assessments that assess a different skill set to the summative examinations and tests. Developing these resources is time-consuming and teachers are encouraged to share with each other.

Acknowledgment of sources: Teachers are requested to be rigorous about acknowledging the source of any work that is not original. This includes material from textbooks, past NSC exam papers and material obtained from colleagues.

Inclusion of list of learners' files called for moderation: There is a surprisingly low level of compliance in this respect. It is important that teachers include the IEB random list of candidates when the file is sent to national moderation.

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Outsourced alternate SBA items: A number of schools pay external service providers to run projects or activities with candidates that result in interesting and comprehensive assessments. It is suggested that schools liaise with these service providers in advance to ensure that the assessment activities are SAGs compliant, that the design grid has been developed and that there is evidence of an iterative process of moderation between the service provider and the school.

Internal moderation: There will be an ongoing effort to achieve higher levels of authentic, iterative moderation in schools and that evidence in teachers' files properly supports this. Moderation plays a key role in improving assessment practice and it is worth pursuing the goal of all teachers having a solid internal moderation process. If teachers have struggled, for whatever reason, to have their work moderated, they are requested to provide a short, explanatory note, so that assistance can be given.

Balance within the SBA files: Mathematical Literacy is a subject that is difficult to contain within a set of rigid prescriptions. For this reason, only the prelim/trial exam is strictly prescribed. For the rest, teachers are requested to maintain balance by aiming for a 60:40 split between lower (Thinking Levels 1 and 2) and higher order (Thinking Levels 3 and 4) questions and to be aware of the spread of topics throughout the SBA file, using the SAGs as a guideline. Finance should constitute about 35%, but is often much more. Should the teacher achieve the 60:40 balance across more than one assessment item, an explanatory note to this effect would be helpful.

Private candidates: This year, the IEB requested that teacher files be included with the files of private candidates to facilitate the process of checking the candidate's file. There was a reasonably high level of compliance with this request. The teachers' files that were submitted with private candidates' files were not moderated by the committee and there is thus no moderation report from the committee. Teachers must be complimented on the manner in which they are dealing with private candidates. The files this year were excellent.

In conclusion, thank you to everyone involved in ensuring that Mathematical Literacy assessment within the IEB continues to grow and improve.

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MATHEMATICS
PAPER I

GENERAL COMMENTS

The write-on paper for Mathematics Paper 1 seemed to have been well received by the majority of teachers and candidates. Consideration of grids for graphs and positioning of diagrams have been reviewed for future papers.

Candidates must be advised to clearly indicate at the question, when using the blank pages to offer alternate and/or continued solutions to questions versus rough work.

They must be encouraged to clearly show all calculations and working detail in order to be credited where applicable. This also means that the use of tippex and/or erasable pens is not advised. A candidate should preferably cross out redone work, keeping in mind that this enables the marker to follow their thought process which may be beneficial in the awarding of marks.

They must be advised that the calculator is merely a tool to facilitate an accurate presentation of a solution to a question. It is the mathematical knowledge and skills that are being assessed in the examination, and this is based on the Mathematics Subject Assessment Guidelines. The use of the various functions and options available on a calculator is very useful, but the skill of 'effectively using a calculator to answer mathematical questions' is not included as a Mathematics curriculum statement within the Subject Assessment Guidelines, and hence the mere use of a calculator to produce a solution without any display of mathematical knowledge should be avoided.

The prevalence of transcription errors should be addressed and candidates advised that they will be penalised if the question's original intention was changed though a transcription error.

SPECIFIC COMMENTS

Section A of the paper was answered as predicted.

Question 3 assessed differentiation which was generally answered well. An area that needs some attention is the factorisation of the sum and difference of cubes. The use of the Product and Quotient Rule to differentiate (as taught in the AP Mathematics syllabus) was often used but proved to be a more complex method to arrive at the derivative.

Question 5 assessed quadratic sequences and was also generally answered well. Candidates should be advised that questions requiring explanations require a mathematical manipulation to substantiate their written explanation.

Section B, Question 8 and Question 10 proved to be more difficult than predicted.

The intention of Question 8(a) was to work with translations of the $y=(2x-1)^2$ function. This was conceptually difficult for many candidates.

Generally questions that start with "Show that…" or "Prove that…" are sometimes misunderstood. The intention is for candidates **not** to first assume the given statement is correct. This was evident through the marking of Question 9(a).

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Question 9 included many parts that will generally be avoided in future. However, candidates performed better than predicted on this question.

Question 10 required candidates to determine a variable (*r)* that would result in a minimum surface area. This question specifically indicated that all working and justifications needed to be shown. Often, candidates were penalised for insufficient justifications.

Question 11 proved to be accessible in terms of the predicted difficulty level. The use of tree diagrams to summarise and facilitate understanding of the context is very valuable and should be reinforced.

CONCLUSION

The predicted levels of difficulty were generally in line with what was experienced by candidates as reflected in the results of each question.

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MATHEMATICS
PAPER II

GENERAL

The paper marked well and candidates once again came up with many interesting solutions. During the process and through discussion there are a few areas that need to be highlighted. The first is that a number of candidates made assumptions about diagrams; they assume a line is a tangent, or they construct a line and assume that it is a diameter. These assumptions often make the question easier and candidates were penalised if they made assumptions without backing these up with proof. The statistics section was much improved and the teaching of this section has been excellent.

QUESTION 1

The analytical geometry has been done well this year; candidates did not have a problem with this question. The main reason candidates lost marks in this section was not being able to use the midpoint to find the coordinates of B. A number of candidates got full marks for the question.

QUESTION 2

The question was well done, however, there were careless errors made. Using the area rule without the included angle was a common mistake. It would be a good exercise to describe a triangle and for candidates to sketch it. The sketches were often incorrect.

QUESTION 3

Candidates seemed to enjoy this question as they could visualise the solution on the diagram. It was well answered. However, there are still candidates who struggle to solve trig equations. In part (d) of the question, candidates did not take note of the detail in the question.

QUESTION 4

When you need to prove that a quadrilateral is cyclic then you cannot start by using the properties for a cyclic quadrilateral for the quadrilateral you are trying to prove cyclic. If you assume it is a cyclic quad then it is considered a breakdown. You need to preferably draw a conclusion after proving your angles equal or supplementary to prove that it is a cyclic quad or be very specific with your reasons. Get the candidates used to using the word converse or at least writing their final statement at the end of their argument.

Candidates need to stop assuming that random points are the centre of the circle or construct a line and assume it goes through another point. A number of candidates constructed a straight line and then assumed it was a diameter, this is considered a breakdown.

QUESTION 5

The question was fairly well answered but it was evident that tan graphs need to be visited. It is worth showing candidates how to use a calculator to sketch trig graphs as this gives the weaker candidate access to the question. In part (b) candidates responded well to the identity and were good at using the reduction and co-function rules. The most

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common error was an incorrect sign and I think it is important to get candidates to understand that $\sin^3\theta$ is the same as $(\sin\theta)^3$.

QUESTION 6

It would be a good idea to explain the word extrapolation to candidates. It is evident that candidates are starting to understand skewness but to make it easier to mark teachers should explain how the mean will be affected in relation to the median and why this will happen. Candidates engaged with the question and good teaching is taking place.

QUESTION 7

This was well answered and candidates did well in this question. When referring to the correlation coefficient it would be a good idea to teach candidates to state whether it will get closer to negative one or to positive one as this takes away any ambiguity when marking scripts. The explanation of a strategy by candidates was not always clear and they would often get the mean to increase but did not realise that their strategy would get the standard deviation to decrease. This is a section for teachers to use examples from the real world and use these to explain standard deviation in terms of low or high.

QUESTION 8A

Candidates struggled to use the common angle to work with the area. If they use this method then they must show their workings so it is clear which sides they are referring to.

QUESTION 8B

The use of congruency was a common method of solving the problem and this was good to see. Candidates are encouraged to present their proofs in a clear and logical manner. A number of candidates assumed that it was a kite without showing proof and often assumed that lines were equal without proof of their assumption. Candidates must be encouraged to work vertically so their thinking is easier to understand.

QUESTION 9

A number of candidates could not see the three dimensional slant in the question and worked in the bottom triangle only. A number of candidates dropped a perpendicular line in the scalene triangle and made the assumption that the base would be bisected. A number of careless errors were made and candidates are encouraged to use the formula sheet to make sure they have written out the formula correctly. In part (b) candidates completed the square very well and this part of the question was generally done very well.

QUESTION 10

This question was a good application question and integrated a number of sections. Candidates did well in adapting to this and part (a) was answered well. Some candidates were unable to extract the gradient from the form it was given in. Part (b) some candidates assumed the x-axis was a tangent to the circle and others made careless errors when substituting into the sin rule.

QUESTION 11

When a construction is used, label the angles clearly. Tangents from a common point allows for a construction if there is no line joining the two points and is something candidates should look for when dealing with Euclidean riders. It was generally a well

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answered question and it is evident that the teaching of geometry is improving each and every year.

QUESTION 12

The candidates found this part of Q12 as a difficult problem-solving question, possibly because of a lack of exposure to the proportional theorem (ratio of equal areas).

The majority of candidates found working with ratios of areas challenging and confused the ratio of areas with concepts of similarity.

The marking team was impressed by the many different strategies the candidates used to solve the question.

The crux of the question was to identify two triangles with a common height and consequently, deduce that areas will be equal because of same bases.

The candidates assumed the following:

- the areas were 8 units^2 and 9 units^2 (as opposed to the ratio being 8:9)
- the ratios of the areas were equal to the ratios of lengths of the sides
- CD was a vertical line (which is only one of the possibilities)
- $\widehat{D}$ was 90 degrees
- $ADBO$ was a kite
- Right angled triangles

It is highly recommended that candidates show evidence of thinking and strategies employed.

CONCLUSION

The marking team have been professional and must be congratulated on doing a great job once again. An operation of this nature does not run smoothly without a dedicated team of Senior Subs and I would like to thank them for their input and expertise. Markers were engaged in mathematical conversations where a great deal of growth has taken place. Some focus areas for the year would include "Prove that…." Type questions, where is important that candidates structure their proofs in a logical manner, they must write down their thoughts so they link and create a logical argument. Thank you to the IEB for running a professional operation, we look forward to 2020.

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MATHEMATICS
SBA MODERATION

OVERVIEW

Firstly, a big thank you to the regional moderators. It is clear that the work done in the regions by the regional moderators have improved the quality of the items on a national level. Overall the files we have moderated have complied with the regulations set out by the SAGs document. There has been a marked improvement in certain centres. Files are complete, neat and well presented. We had no seriously non-compliant Teacher's files being moderated at national level. Lastly, a reminder that all SBA portfolio items have to be done under controlled conditions.

For ease of moderation, please make sure to do the following:

1. Use an arch-lever file for the teacher's file.
2. IEB random selection list of learner's files has to be included if applicable.
3. Include summary sheet and clearly labelled file dividers. Both for learner's and teacher's file.
4. Composite Marks Sheet:
   (a) Raw scores for all portfolio items **MUST** be given on your composite mark-sheet.
   (b) Include **TYPED** composite mark sheets with marks rounded off to the two decimal places.
   (c) The composite mark sheet must be for the school and not per teacher. A numbered alphabetical list provided.
   (d) **In addition, indicating number of learners per centre.**
   (e) Indicate **clearly** the tasks used per learner to calculate their SBA mark. (The specific item used if there is more than one task per assessment portfolio item.)
   (f) Averages calculated and shown for all assessment items included on the composite mark-list.
5. If a rubric is used to assess an alternative assessment, make sure it is properly designed and moderated. A written explanation of how a task was marked is useful to the moderator, including an example.
6. Please provide written explanations of how the alternative items were administered. This will clarify misunderstandings regarding cognitive demand.
7. Clear indication of internal moderation of portfolio items (pre- and **post-**).
8. Regional Moderators are requested to collect alternative items of good practice, with permission. These items will be shared on the IEB website.
9. Please include regional/national report from previous years in your file.
10. Include the required IEB forms from the SAGs. (i.e. Completed IEB Mark list downloaded from IEB online site, Principal's letter, Checklist criteria form, Regional moderation report and so forth). These forms must be signed by the relevant persons.
11. If an examination is set within a cluster/group of schools, please indicate the schools involved in your teacher's file.
12. **Please, if possible, include the names of learners who are repeating and/or are private candidates**. Also those that have deregistered from taking Mathematics but are still on your mark list.
13. Please be careful of not classifying more than one cognitive level for a single sub-question in your analysis grids.
14. Please do not use tests and worksheets as short items. These are not listed as alternative items in the SAGs.

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Recommend to include in the Teacher's portfolio:
1. SAGs document.
2. Your internal moderation policy.
3. Your Mathematics department policy.
4. You cluster meeting minutes and/or report(s).

We strongly suggest:
1. That knowledge level analysis grids are done for all portfolio items.
2. ***#halfmarksmustfall***. That you refrain from using half marks as these are rounded up during calculations which defeats the intention of the moderated mark allocation.
3. That you refrain from using alternative items that are in the public domain and easily accessible by the pupils.
4. **That Paper 1 content is covered in the Test 1 portfolio item and Paper 2 content is covered in the Test 2 portfolio item.**
5. That you not use the following types of alternative assessments; because these rarely engage a candidate in higher order thinking (level 4 questions). Revision booklet, Formula sheet, crossword puzzle, lesson presentation and journal entry.

The SAGs document requires that Short items and Tests are at least 50 minutes and the Long item is at least 5 hours.
Please note that you **are not allowed** to use exemplars and past papers from IEB or DBE/DOE as formal assessment items (Tests and Prelims), as these are in the public domain and easily accessible to candidates.
Please make sure that you have monitored the average results between your Alternative Assessment items versus Formal Assessment items. The aim is to have the group averages within a 10% margin.
Finally just a big thanks for all the wonderful portfolio work.
Thank you!

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MECHANICAL TECHNOLOGY

The scripts received from the schools that wrote mechanical technology in the 2019 final exams showed that the candidates applied knowledge they had attained during the academic year.

The generic section of the paper did not pose problems for the candidates.

The Specific section of the paper was also answered by the candidates. The only challenge they had was Q7.1. The rest of question 7 did not pose a problem.

The candidates did not struggle with calculations in the paper, showing that the candidates understood the concepts taught to them.

Theoretically the candidates attempted all questions that were asked and their performance was on standard.

Overall the standard of the paper was good and candidates did not underachieve.

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MUSIC

GENERAL

236 candidates from 71 centres wrote the NSC Music examination in 2019. This is an increase of 16 candidates but a decrease of 8 centres. Nine schools that wrote this year did not write last year. Of these, four offered Music as a subject for the first time, and three had candidates for the first time in the past 4 years.

Feedback from the marking panel indicated that the paper was generally well-received. The examiners did not receive any feedback from schools this year.

The national average of the two papers was approximately 59%, which is 2.7% lower than last year's average. The average for Paper 1 was 63.5%, while the average of Paper 2 was 54.5%. The concern regarding the theoretical skills of the candidates that has been expressed in the last few years remains.

Opinion questions were relatively well answered, and, in general, the standard of the essays was good.

It is pleasing to note that many points mentioned in last year's report as areas requiring greater focus/correction have improved. These include:

- Questions not being repeated in short answers. Please maintain this discipline.
- No introduction required in the essay.
- Correct use of terminology related to Elements of Music. Please maintain this discipline.
- Answer books not being used – with all answers written on the paper. Please continue to remind the invigilator of the exam and the school's Chief Invigilator of this.
- Better awareness of the instructions on the paper.

Areas requiring greater focus/correction:

- Theory skills need to be practised regularly in preparation for the exam.
- Aural and, in particular, visual knowledge of set works and set genres. Candidates need to be able to identify any reasonable part (i.e. any main theme, not necessarily the first one) of the prescribed works in score and recording.
- Confusion over the terms "tonality" and "timbre".
- When asked to describe the melody, avoid falling into the trap of describing the instrumentation e.g. "the melody is played by the trumpet", rather than "the melody is conjunct, moving mainly by step"
- Please use the essay structure in Grade 10 and 11 exams so that candidates are used to it by Grade 12.
- The ability to listen to previously unheard works and apply skills that have been developed to answer the question. Include questions of this nature in tests and exams from Grade 10.
- Exam technique: correct reading and comprehension of questions. When asked for one answer, candidates must refrain from giving two answers, leaving the marker to "choose" the correct one. In cases like this, no marks are awarded.
- When answering a question in which two tracks are discussed, candidates need to indicate about which track they are writing.
- Please do not only use past papers to prepare candidates for the exam. The SAGs document needs to be used to plan schemes of work and revision.

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MUSIC
PAPER I

The average of this paper was approximately 63.5%

QUESTION 1 LISTENING QUESTIONS – PREVIOUSLY UNHEARD WORKS

The average of this question was 59%.

1.1.4 Candidates found this question challenging.

1.2 Many candidates incorrectly identified 3/2 as 6/4.

QUESTION 2 MUSICAL THEATRE AND OPERA: ELEMENTS OF OPERA & CHARACTERISATION IN *DON GIOVANNI* AND *OLIVER*

The average of this question was 65%, indicating that these works are well known.

2.1 Specific definitions of the elements of opera need to be well-known.

2.2 Candidates need to remember to state the correction to false statements. Alternative corrections to the "false" statements were credited.

2.3 Please remember that "Yiddish accent" and "Cockney accent" are not musical characteristics.

QUESTION 3 SYMPHONY: THE DEVELOPMENT OF THE ORCHESTRA; TRANSPOSITION, TRANSCRIPTION & INTERVALS

This question focussed on the development of the orchestra from the Classical period to the 20th century, which is required knowledge clearly stated in the revised SAG document. Given that this was a straightforward question, the average was disappointingly low at 50%.

Knowledge of the orchestral score and orchestral development is critical to the understanding of the development of the symphony. A question of this nature in which candidates need to compare orchestral scores from various stylistic periods has not been included in the exam for the last few years and the low average could point to candidates relying too heavily on past papers for revision, rather than ensuring that all knowledge required by the SAG documents is assimilated.

3.2 & 3.3 The transposition and rhythmic conversion to compound time questions were relatively well answered, which was pleasing to note.

3.4 (i) Please remember that intervals need to be worked out using concert pitch for all instruments. A large number of candidates ignored the fact that the clarinet is a transposing instrument and identified the interval as a 6th rather than a 7th. Some of them stated that it was a 6th if the transposition of the clarinet is ignored and a 7th if it is observed. This was not accepted as an answer.

(ii) Not all candidates remembered that the double bass sounds an octave lower than written.

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(iii) Many candidates ignored the tied C# from the previous bar and erroneously identified the interval as minor instead of major. Keen observation is required in a question of this nature.

QUESTION 4 SA URBAN MUSIC: INFLUENCES AND CHARACTERISTICS OF ISICATHAMIYA AND MBAQANGA, MUSICAL DETAILS OF *MEADOWLANDS,* COMPARISON OF *SOPHIATOWN* WITH *MEADOWLANDS.*

This question was well-answered and the average of this question was 72%, which is pleasingly high.

4.2 & 4.3 This was marked with continuous accuracy. If the progression chosen in 4.2 was incorrect, the mark was lost but if they notated that progression correctly in 4.3, the marks were credited.

4.4 It is important that candidates use correct musical terminology when describing music, and that their descriptions are as detailed as possible e.g. "solo voice with backing vocals" rather than just "voices sing together".

4.6 & 4.7 These questions produced some excellent responses.

QUESTION 5 LIED ESSAY: COMPARISON BETWEEN THE SET WORK VERSION OF SCHUBERT – *ERLKÖNIG* AND THE RAMMSTEIN INTERPRETATION OF THE SAME WORK.

The average for this question was 64%, which, although lower than last year, is still a pleasing reflection of the responses. There were many excellent essays, with pleasing comparisons. A few points to note are:

- Please use the format described at conference for the past few years when teaching essay writing: state the required information first and be very specific.
- Many candidates managed the comparison well, and most used correct musical terminology.
- Basic information which was required i.e. the name of the poet, the definition of the genre, the form of the work and its definition and two non-musical Romantic characteristics was omitted, leading to a loss of marks.
- A concern is the seeming confusion over the definition of "through-composed": there were candidates who used the accompaniment rather than the melody as the defining characteristic of "through composed". Therefore, the unchanging accompaniment in the two songs was stated as a reason for the piece NOT being through composed. **The melody is always the defining factor in the song structure.**
- Some candidates provided too much general information about the original setting of Erlking and did not compare it to the Rammstein.
- Remember that the comparison forms the body of the essay.
- Many candidates did not address a comparison of the general elements i.e. melody, harmony/tonality, texture, metre, tempo, articulation, dynamics, rhythmic characteristics, form, etc., and rather focused on the lyrics, word painting and programmatic elements, which were specifically listed in the question.
- The additional page was included for the essay again, and this was not wasted.
- Many candidates did not write a long introduction, which is good as it is not required. Please continue to remind your candidates of this.
- Opinion must be stated with reference to two different elements of music.

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- Candidates need to ensure that they do not repeat information as this will not be credited.
- Candidates need to avoid generalisations, and statements like "and so on" and "etc".

QUESTION 6 JAZZ BEBOP AND COOL JAZZ

This question produced a pleasing average of 68%.

6.4 The Blues scale was accepted with the key signature of D major or d minor.

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MUSIC
PAPER II

The average of this paper was approximately 54.5%.

QUESTION 1 SCALES, CHORDS AND TONALITY

The average mark for this question was 54%, which is 5% lower than last year. This is of concern as over the past three years, there has been a 10% decrease in the average for this question, the structure of which has not changed markedly over time.

Candidates need to remember to include the tonic at the end of the scale, and if required, the relevant accidental.

1.4 Grouping of notes and rests needs to be correct. The given starting note was an anacrusis but many candidates ignored this and started the scale on the first beat of the bar. This led to a loss of between 0.5 and 1 mark. Some candidates altered the given key signature, which is not allowed.

1.5 Intervals: the given note cannot be altered.

1.6.2 Some candidates in giving a reason stated "not all intervals are major 10^{ths}". This is not a valid reason. A valid reason needs to give an example of an interval other than that stated.

1.7 This was a straightforward Ic-V7-I progression and it is of concern that many candidates were not able to answer this successfully. Candidates need to remember to state the key and figure the chords. Many candidates did not use, or resolve, V7 correctly.

QUESTION 2 MAIN THEMES FROM *KOKO, TAKE 5* AND *C-JAM BLUES*

The average mark for this question was 50%. Some points to note are:

- Candidates should be able to identify the main melody-lines of their set works.
- They also need to be able to explain why/why not the piece is a good example of the style.
- This year, most candidates remembered to state the letter of the chosen melody.

QUESTION 3 HARMONIC ANALYSIS

The average mark for this question was 54%.

3.3 There was ambiguity in this question and the following answers were credited: Imperfect in c minor; Plagal in g minor; Perfect in c minor.

3.4 There are still candidates who do not understand the term "non-chordal" notes and identify them by letter name or technical name or degree of the scale.

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QUESTION 4 MOZART SYMPHONY NO 40: MAIN SECTIONS

The average mark for this question was 56%.

4.1 This question focused on Sonata Form using the main sections from Symphony No 40 as examples. Therefore, the reasons should have referred to the key of each extract. However, many candidates referred to the accompaniment as a reason for the placement of each section in the work. This was credited.

4.2 Alberti Bass is not a compositional technique.

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MUSIC
SBA MODERATION

There is a general improvement each year in the material produced by the candidates, and also in the organisation of the portfolios, which is very helpful for the moderators.

Teacher's portfolios

These all contained sufficient evidence to support the marks given. I did point this out at the conference, mainly in reference to the improvisation task, and consequently most portfolios did contain the material they had given to the candidates.

Candidate's portfolios

Task 1: Most candidates produced excellent programme notes, with relevant referencing, and some also including evidence of plagiarism checking. Many candidates are now putting their programme notes in a format similar to their experience of seeing professional programme notes in formal concerts, but both presentations are acceptable. It was interesting to see that some teachers included the material they had used to help the candidates with presenting information in their programme notes. Some schools included a plagiarism checker for this task.

Task 2: It was so exciting to moderate this task! The candidates obviously love this task, as it was quite amazing to see the work they had produced. The standard of scores has improved significantly, probably due to them being more conversant with music software, (Sibelius, Finale, Musescore), or the wide variety of free software that is available. Many candidates have now begun to incorporate electronic instruments, many with a jazz feel, and many with vocal lines, some alternating between 'straight' singing, then evolving into a rap section. Many candidates are including more piano, and African and Indian traditional instruments. Marimbas are featuring significantly now. The majority of schools included sound with the composition, which is a requirement of the task. The candidates all seem very confident in composing and in the harmonic and melodic frameworks they are presenting.

The reflections are always interesting to read, stemming from the South African artwork they present, which can range from a personal understanding of a wide variety of interpretations: for example inspired South African vistas, political understandings and evolution of apartheid, Sharpeville, township, soccer, Zulu songs, heritage, and local music.

Task 3: The four part harmony was, in the main, very good and much improved.

Task 4: The melodies were very good, candidates including a range of dynamics and expression marks. Many candidates set one of the poems to a melody, some candidates setting it with other instruments, ranging from guitar and drums to piano.

Task 5: The majority of essays were well answered, incorporating melodic examples and good bibliographies and discographies. There were more instances of plagiarism checks this year which is excellent, but there still should be more attention to include in-text referencing and if necessary, footnotes.

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Prelims and tests: Both of these are becoming more creative, using a wide variety of material, which is very beneficial to the candidates in their final exam. Schools have moved away from using IEB previous Matric papers. The majority of schools included sound files and memos. Many schools included design and assessment grids, and also there was an increased use of Bloom's Taxonomy.

SBAs

Improvisation: There was a great improvement in the material and evidence offered to demonstrate the improvisation tasks required for the SBA, most school showing the improvisation tasks used for the year, some including the material from Grade 10.

Solo performance: Schools provided sufficient evidence and marks.

Group performance: Schools provided sufficient evidence, marks and photographs, some including sound. The Beatles featured prominently in many group tasks!

Once again the opportunity to look at this material is invaluable and consistently interesting. Many thanks to my colleague for ably assisting in this process.

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NAUTICAL SCIENCE
PAPER I

GENERAL

There were 50 scripts each for Papers I and II from the Western Cape, and the Eastern Cape (two exam centres). The register indicated one candidate as "absent". In addition there was a mark sheet for one candidate in KZN who was also recorded as absent.

All the questions, with a very few exceptions, were attempted and in some cases the answers were completed satisfactorily and neatly.

There were a number of candidates from all the centres who included their rough work (e.g. interpolation of tables and speed/time/distance workings, and scratching out) within the answer. This makes it confusing for the marking. It is recommended that candidates use the back pages of the answer book for any rough work.

A few candidates split their answers with the second part at the end of another answer. This is not recommended as it makes marking complicated and there is a possibility of some points and marks being overlooked.

PAPER I

There were 50 scripts marked, from two exam centres in the Eastern Cape and from one in the Western Cape. Most of the candidates answered and completed all the required questions. Generally, the answers were neat and respectably presented.

The weaker answers to questions by the candidates with lower marks were:

- Azimuth compass error calculation. Nearly all incorrectly read this as an Amplitude.
- Question 5, chart work required simple straightforward answers, yet the various sub-questions were all poorly answered.

The presentation of answers by the candidates was generally very neat. However, some candidates still insist on cramming more than one question on the same answer page, mixing rough work with the formal workings of the answer and scratching out of workings.

Chart work was generally well presented.

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NAUTICAL SCIENCE
PAPER II

There were 50 scripts marked, from two exam centres in the Eastern Cape and from two in the Western Cape. Most of the candidates answered and completed all the required questions. Generally, the answers were very neat and respectably presented.

Some candidates still insist on cramming more than one question on the same answer page, despite explicit instructions on the cover sheet.

Question 2 (Immediate Actions to take in the case of man overboard) – many candidates failed to prioritise the immediate actions required to take. They confused the question with abandon ship and preparing lifeboats instead of what is expected of the Officer of the Watch on the Bridge.

Question 1 (Rule of the Road) – sketches and descriptions of lights and day shapes for a vessel were poorly illustrated and explained. Candidates should practice clear illustrations.

The radar plot (Question 4 Paper II) in particular many candidates had a full page on rough work leading up to the target report. This is unnecessary, makes the answer untidy with poor presentation and confusion. It is recommended that candidates use the target report from the plotting sheet for ease and to avoid duplication.

Question 7 (Meteorology) – A clear illustration is worth a lot of marks. Many candidates did not use illustrations from the text books to demonstrate descriptions such as an anti-cyclone or weather systems. It is recommended that they practice drawing these illustrations to be familiar with them in the final assessment.

The candidates in the upper mark category clearly demonstrated their knowledge of what they had been taught over the past three years.

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PHYSICAL SCIENCES
PAPER I

The Physics exam was regarded as fair and comments from the marking committee and the teacher reflection questionnaires indicated that it covered the full range of cognitive demand and difficulty levels. The paper was enjoyed by many candidates and teachers.

GENERAL COMMENTS

A few general comments, many of which have been made over the last few years still apply. In particular:

- Definitions must be learnt precisely. Omission or changing of a key word can change the meaning of the definition. Particular emphasis should be placed to ensure candidates understand the meaning of rate and the meaning of change and the meaning of rate of change. Definitions are often used to serve as a guide on how to proceed with answering the question that follows the definition. Candidates must answer the definitions as part of the question and not complete all definitions in the front of their answer book. Please give the SAGs to candidates as they start their grade 11 year to allow them to take ownership of their learning.
- The vector nature of physical quantities is important and candidates must remember the meaning of positive and negative answers and interpret the sign in their final answer.
- Candidates must show their working clearly.
- Numerical answers must be given as a decimal and not left as a proper fraction. Perhaps teaching significant figures will clarify to candidates why answers should be written as decimals.
- When working out a change in a quantity, the order of final minus initial is important.
- Correct units must be included with the final numerical answer.
- Candidates must read the questions carefully, answer what is asked and follow the instructions given in the question paper.
- When answering questions that require an explanation, candidates must be encouraged to be logical, consistent in their argument and to only include relevant points. When asked to include a relevant formula, candidates should link the formula to the explanation.
- Candidates must follow the instruction to start each question on a new page to help the sub-examiners find the question assigned to them.

Comments on specific questions

QUESTION 1 MULTIPLE CHOICE

The multiple-choice questions were conceptual-type questions that could not be solved by substituting numbers into equations. Many candidates still struggle with conceptual questions and the average for multiple choice came out as one of the lowest marking questions.

Please encourage candidates not to leave out any questions and to use the grid on the inside of the answer booklet to record their answers. A number of candidates also selected two options, which was marked wrong.

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QUESTION 2 RACING

This question consisted of two sub questions.

The first part was a velocity time graph and was generally well answered. Candidates must be made aware of the difference between average and instantaneous velocity. Many candidates knew that they needed to calculate displacement from the graph but didn't use total displacement to calculate the average velocity.

The second part was an equation of motion question to determine how much time Helen could travel for before Matthew caught up to her. Most candidates knew that they had to link time and displacement for Helen and Matthew but struggled to express the link in a way that was useful to answer the question. Most candidates earned partial marks in this part. Some candidates tried to use a trial and error approach but were not successful. The quadratic equation provided a challenge to some candidates. However, they all have calculators that will solve the quadratic equations, so solving the mathematics should not present a challenge. Please encourage your candidates to apply skills and techniques learnt in Mathematics to Physics.

QUESTION 3 MOVING ALONG

This question also consisted of two parts and was well answered in general.

The first part was a position/time graph. A number of issues were highlighted by this question. For future reference, it is worth highlighting a few areas that candidates need to be aware of:

- Language needs to be used carefully. E.g. A *steeper* gradient is not the same as an *increasing* gradient.
- Candidates must be very clear on the type of graph they are dealing with and which quantities are represented by the area under the graph and the gradient of the graph. Candidates confused distance and speed concepts in this question and incorrectly thought that the position/time graphs had to intersect to have the same speed.
- When answering an "explain" question, candidates must link evidence from the graph or question to their logical and precise explanation so that their deductive thought processes are made clear. In this question, candidates needed to link gradient to speed to answer meaningfully.

The second part of the question involved vertical motion with a stuntman stepping out of a helicopter and landing on a trampoline. Candidates must ensure that:

- they use their sign convention carefully when objects move in two opposite directions over the course of the problem;
- they don't assume an initial velocity of zero when the stuntman is not at the top of his flight;
- they understand that an object at rest does not mean it is in equilibrium – the stuntman at rest on the stretched trampoline still experienced a resultant force upwards;
- free-body diagrams are drawn carefully and that the labels are meaningful.

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QUESTION 4 SLIDES AND ROCKETS

This question was also made up of two sub-questions.

Question 4.1 with an inclined slope should have been familiar to candidates.

A few points to emphasise to candidates for this type of question are:

- Diagrams should be at least 5–6 lines in size to allow for clear labelling of forces. The labels should be in words rather than using notation that is not defined in the SAGs.
- Free-body diagrams must be drawn with an arrow representing a force leaving the object experiencing the force. Only forces that actually exist should be included in the free-body diagram. E.g. Many candidates incorrectly included a force up the slope as the object was sliding in that direction.
- Trigonometric functions must be used correctly.

Question 4.2 provided a challenge as candidates were not able to apply physics concepts accurately. When the rocket was fired at point B, many candidates did not apply Newton's First and Second Laws correctly. Candidates' understanding of inertia was shown to be poor by this question.

QUESTION 5 MODEL CARS AND CARTS

The first part of this question was a graph from an experiment where the stopping time of cars depends on the car's initial velocity.

The graph question was reasonably well answered. It is however, worth emphasising the following for doing graph questions in the future:

- A meaningful heading must be included on the graph.
- Candidates must choose suitable scales for the graph that are multiples of 2, 5 or 10.
- Candidates should draw the graph in pencil to be able to correct mistakes easily as only one answer sheet is available per candidate.
- Plotting of points need to be accurate to within half a small block on the graph paper
- Candidates must be able to accurately draw a line of best fit that is extrapolated appropriately beyond the plotted points. A long ruler must be used if the appropriate line of best fit is a straight line. A large number of candidates joined the plotted points.
- Calculating the gradient must use points on the line of best fit and not data points from the table given in the question. The points used on the line of best fit must be clearly indicated on the graph.
- Gradients and y-intercepts often have physical meanings. Candidates must be able to extract these meanings and use them to calculate a relevant quantity.

Candidates must read the question carefully and pay attention to detail. In this question candidates used v and Δv interchangeably when they were actually different. Candidates must also ensure that they do not just drop a minus sign when the negative is inconvenient.

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The second part of the question dealt with work, energy and frictional force. The following areas need to be highlighted for candidates in the future:

- Units need to be used correctly, N and J were often mixed up.
- Careful use of scientific language is important. This is an area where many candidates lost marks. Energy and force are different concepts, and "rate of change" is not the same as "change".
- Remember that mechanical energy is only conserved in the absence of friction or external forces. Many candidates assumed conservation of mechanical energy when it was clear that there was a frictional force.
- It is important to know which force is relevant to the question. Many candidates used net force when they were meant to be using frictional force.
- Remember to take the square root of a value or to square a value according to the equation being used.
- When calculating gravitational potential energy, the vertical height must be used, not the length of the slope.
- The question is often scaffolded to assist the candidates. Many candidates did not make use of the sub-questions and recalculated the same quantities twice.

QUESTION 6 FIELDS

Most of this question was reasonably answered by most candidates. The main reasons why candidates lost marks in this question were:

- They were not careful with the detail required. In particular, the language used in the statement of Coulomb's Law was incomplete or inaccurate.
- They did not convert to appropriate units (g to kg) and (nC to C) to use in calculations.
- They did not know the difference between electric force and electric field and used incorrect units for these quantities.
- They confused which charge should be used in the calculation of electric field. Candidates must recognise which charge is causing the field and which charge would experience the field.

In future, please encourage candidates to use scientific notation for answers that are either very large or very small.

QUESTION 7 ELECTRIC CIRCUITS

This question was the highest-scoring question in the paper. A few pointers for the future:

- Candidates must learn definitions as stated in the SAGs and ensure that they use the correct units for the quantities being calculated.
- Candidates must calculate resistance for resistors in parallel carefully and use correct mathematics. E.g. many candidates stated that $\frac{1}{R_P} = \frac{1}{4} = 4\ \Omega$ rather than $R_P = 4\Omega$.
- Numerical answers must be given as a decimal, not a proper fraction.
- Candidates must be able to explain their answers logically using physics from first principles. When explaining the decrease in potential difference across the battery, candidates were not careful with their explanation. E.g. many spoke about internal resistance increasing or emf decreasing rather than linking the increase in current to the increase in lost volts and hence the decrease in terminal potential difference.
- Candidates need to understand what a voltmeter across an open switch will measure. Many candidates incorrectly answered 7.1.3 as 0V.

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QUESTION 8 ELECTRODYNAMICS

Electrodynamics was once again the worst-answered question in the paper even though the questions asked were much easier than in previous years. Candidates continue to struggle with answering questions on electrodynamics.

Candidates must read the question that is being asked. Many candidates explained their answers in long detail when a description of the strength and the direction of the field was the only thing required. Many also answered the question in terms of the field at X, which was given as zero rather than relative to the uniform magnetic field described in the question.

Candidates came up with many applications of electromagnetic induction, but listed both motors and generators as application of induction indicating that candidates do not understand the workings of either.

Field lines around a solenoid were also incorrectly drawn. Teachers are encouraged to focus on the fundamental principles and focus on the lower order skills if candidates are to apply their knowledge in other questions on this topic.

Candidates must also be able to recognise that electromagnetic induction relates to a rate of change in flux. In particular, even though candidates are stating Faraday's law of electromagnetic induction well, they are not internalising the link between the rate of change in flux and induced emf. There was a lot of confusion between "no change in flux" and "no flux".

Candidates must practice using correct scientific terminology and applying their knowledge in clear, precise and logical steps.

Please also encourage candidates that when asked for three different ways of achieving an outcome, the methods must indeed be different. Relative motion is one method but many candidates tried to expand relative motion into three different methods.

QUESTION 9 PHOTONS AND ELECTRONS

This question was answered well and was one of the highest-scoring questions. It was often done first, which speaks to their confidence in this topic.

A few pointers for the future include:

- Candidates need to learn the definitions precisely and scientific language needs to be used accurately.
- The concepts of threshold frequency, work function and photon energy are not the same and need to be clearly differentiated.
- Conversions, scientific notation and basic algebra need to be used correctly. E.g. when solving for an unknown, candidates divided instead of subtracting.

CONCLUSION

In general, Physical Sciences Paper I marked well. The team of sub-examiners marked efficiently, carefully and consistently and many commented on how much they learnt from fellow markers about teaching physics.

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PHYSICAL SCIENCES
PAPER II

GENERAL

The Chemistry Exam was once again well received this year and general responses from teachers were positive. The paper was regarded as fair and of a good standard and it was felt that candidates knew what was expected of them. It was pleasing to see the insightful and thorough responses that top candidates gave, reflecting their excellent conceptual understanding and the high quality of teaching that they received. It was also pleasing to see that the integration of Bonding and Quantitative Chemistry into the other sections was once again well managed.

There were some common problems identified across all sections and these are identified below.

- **Definitions:** Candidates are encouraged to learn the definitions exactly as given in the updated SAGs document. Those who try to change definitions into their own words often do so incorrectly. The words used in definitions carry scientific weight and are presented that way to teach correct use of scientific language to candidates. It is suggested that teachers give their candidates a list of all the examinable definitions as they appear in the SAGs to learn from.
- **Terminology:** Usage of correct terminology is of particular importance in Chemistry, where meaning can easily be confused otherwise. Candidates *must* use correct chemical terms in order to be awarded full marks for each question. In particular, they should be able to distinguish between **ions**, **atoms** and **molecules**; and between **forces** and **bonds**.
- **Identification and use of specific language:** As with correct terminology, specific identification is important. For example, identification of correct intermolecular forces is necessary to correctly explain their effect on physical properties. Candidates should be able to correctly *identify intermolecular forces*, *explain their origin*, and *explain their effect on physical behaviour*.
  Other examples include identifying **kinetic** energy (not just energy in general), when to use **concentration** vs. **amount**, use of **electroplating** instead of generally **electrolysis**, and when to use ion symbols, Ag^+ ions instead of Ag or silver atoms, etc.
- **Explanations**: It was pleasing to continue to see improvement in candidates' abilities to explain. Many candidates are concise, clear and thorough in their explanations. Many responses, however, are **too general**, **repetitive** and **contradictory**. Candidates are encouraged to make use of bullet points to identify specific key points, and to use the mark allocation in explanation questions as a *guideline* to the depth of their answers. Too frequently, candidates left out important and relevant points in their explanations.
- **Answering the question according to the given instructions**: Some questions had clear instructions which were not followed, e.g. use of scientific notation, or referring to energy absorbed and released. When specific instructions are given in a question, candidates must follow these to be awarded full marks. Not using correct formulae and leaving out units in answers to calculations are also perpetual problems, which cause loss of marks. Candidates are encouraged to check *every answer* to a chemical calculation in three ways: 1. Have I given the **correct units**? 2. Have I **answered the question**? (Candidates should read the question again to confirm.) and 3. Does my answer **make sense**, i.e. is it reasonable?
- **Organic drawing and naming**: The difference between structural and condensed-structural formulae needs practice and reinforcement as this is still commonly confused. Where candidates are asked to draw structural formulae, they must show *all*

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bonds. When drawing condensed-structural formulae, the order and placement of each atom holds meaning and should be done in the correct way, so as to not unintentionally change the structure. When naming, the correct and careful application of IUPAC nomenclature rules, particularly **punctuation**, **correct numbering**, and the use of **euphonic rules** where relevant.

QUESTION 1 *(Average cognitive level rating = 2,50)*

A major focus of multiple choice questions is on testing conceptual understanding. Thus, chemical concepts must be well understood in order to perform well in MCQ. There were a number of questions of low cognitive demand and, accordingly, this question was generally well answered and the average was comparable to that of the paper as a whole.

QUESTION 2 *(Average cognitive level rating = 2,52)*

With multi-step calculations, as with this question, candidates are strongly encouraged to label their quantities, e.g. n(NaOH) vs. n(Na_3AlO_3). This allows for their method to be followed easily and marks to be awarded. Marks cannot be awarded if it is unclear what the candidates' thought processes are and which quantities have been calculated.

Many candidates confused actual yield with theoretical yield, and practice in stoichiometric calculations from Grades 10 and 11 is encouraged. In particular, it is important *not* to use masses in ratios, *only* moles.

Candidates generally know the collision theory well, but despite this, many answers given again did not allow for provision of marks due to nonspecific explanations. Use of "per unit volume" and "per unit time" were often omitted. Candidates should also be able to link how the changed factor, e.g. concentration, pressure, temperature, etc., actually affects the conditions necessary for an effective collision first, and then how it affects the number of effective collisions per unit time, and not *just* say that there are more/less effective collisions per unit time. For example, for a decrease in concentration, it is important to make the link that a decrease in the **number of particles per unit volume** decreases first the **total number of collisions** (of reactant particles) **per unit time**, and *therefore* there is a decrease in the **number of effective collisions per unit time**, and a **lesser reaction rate**.

QUESTION 3 *(Average cognitive level rating = 2,69)*

Candidates struggled to explain the origin of London forces; a particular problem was **poor sequencing** of events in the formation of London forces. Once again, terminology was confused, e.g. atoms vs. molecules. Many candidates simply gave a definition/ description of London forces and did not explain their *origin*.

It was very pleasing to see many candidates handle the drawing of the graph, although it must be said that it was not a difficult graph to plot. Candidates must remember that the title of a graph must include *both* variables, and that a line of best fit may be **straight** or **curved**. The choice of line should match the data plotted and a curved line of best fit was appropriate here.

Question 3.3 required candidates to write a chemical equation from the names of reactants and products. This is a skill that needs attention, and many candidates still struggle to write chemical formulae, even for simple inorganic substances. This is something that can and should be practised.

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QUESTION 4 *(Average cognitive level rating = 2,60)*

It is pleasing to see that most candidates can apply Le Châtelier's principle well. Some still struggled to identify the correct stress and tried to explain a pressure change rather than a concentration change, or they were nonspecific when explaining. Candidates are encouraged to answer these questions in the following bullet-points: 1. Stress, 2. Response, 3. Reason, 4. Answer. Question 4.6 requiring candidates to explain whether the reverse reaction was exo- or endothermic was pleasingly answered by many; however, some candidates left out pertinent points and hence their explanation was not logical.

The rate vs. time graph was not well managed by most candidates. This was a higher-order skill, and in order to draw a graph of rate vs. time, candidates must be able to first predict the effect of a stress on both the forward and reverse reaction rates *suddenly at the time of the stress*, and then subsequent to that, as the reaction *reaches a new equilibrium*. Note that in this paper, candidates were not asked to **explain** how the rates were affected, and candidates **should** be able to explain how and why the graph changes as it does.

The K_c calculation was answered fairly well, especially given it was an unfamiliar situation. Many candidates tried to use some sort of equilibrium table, which was not appropriate here.

In the bonding questions, intramolecular bond was often confused with intermolecular force. Also, some candidates were not specific enough when classifying the bond type, i.e. nonpolar (pure) was often left out and only covalent was identified.

QUESTION 5 *(Average cognitive level rating = 2,14)*

It was very pleasing to see that most candidates could manage rudimentary Acids and Bases principles well. Once again, the incorrect usage of terminology, particularly **ionise** vs. **dissociate** was common. Correct usage of terminology is vital for correct communication of understanding.

In Question 5.5, most candidates correctly knew to use K_w to calculate the concentration of hydronium ions, but many did not realise that the strong base given was dibasic and so the base would give double the concentration of hydroxide ions; many candidates thus did not use this mole ratio in the calculation. Candidates should remember that square brackets must be used for concentration of a species and round brackets when substituting these concentrations within a calculation.

QUESTION 6 *(Average cognitive level rating = 1,85)*

This question was well answered in general, and it is pleasing to see most candidates have a grasp of basic electrochemistry principles. More advanced concepts, such as being able to explain reasons for predominant half-reactions were less well answered. Given the very low cognitive demand, it was expected that candidates perform very well in this question.

Candidates must be more careful when stating conditions for a half-cell – the conditions *must* be relevant to the half-cell in question, e.g. in the tin half-cell, there was no gas present and so pressure is *not* a relevant condition. The cathode is the *electrode* where *reduction* occurs, and some candidates could not communicate this, nor could they

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identify the cathode. Some correctly identified Pt as the cathode, but then incorrectly assumed that Pt would be species reduced.

Candidates managed Question 6.11 on electroplating less well than the rest of this question, as it involved more conceptual understanding. Some candidates were not able to identify electrode X, and many could not identify the bonding in electrode X and then link this to its conductivity. Although the electrochemistry stoichiometry calculations were scaffolded substantially in this examination, candidates should be able to perform the same steps within a single calculation. Candidates must also be careful to show every step in calculations, particularly the use of mole ratios, even when the mole ratio is 1:1.

QUESTION 7 *(Average cognitive level rating = 2,60)*

Generally, Electrochemistry continues to be a section where many candidates struggle. It is a conceptually difficult section, but a candidate's task is made far more difficult by sloppy and incorrect terminology usage, e.g. the use of Ag instead of Ag^+ – these two species are vastly different, particularly in how they behave in electrochemical reactions, and emphasis on the difference between species in redox reactions is important, and should be a focus in this section.

In particular, in this question candidates struggled to explain competing half-reactions. It is suggested when considering competition at an electrode, that the following approach is taken:

1. First, identify which is the relevant electrode (cathode or anode)

For competition at the **cathode**: 2. Identify that reduction is occurring, 3. Identify which species are competing for reduction, 4. Identify which species is inherently more reactive (the strongest oxidising agent), 5. State which species is reduced (the more reactive species will be reduced).

For competition at the **anode**: 2. Identify that oxidation is occurring, 3. Identify which species are competing for oxidation, 4. Identify which species is inherently more reactive (the strongest reducing agent), 5. Identify if the solute ions are concentrated/dilute, 6. Decide which species is oxidised, considering both inherent reactivities and concentration effects.

In the Chlor-Alkali specifically, candidates should be able to explain for each cell (as per SAGs): potential risks to the environment, relative purity of products, and relative cost of running each cell.

Finally, explaining the effect of intermolecular forces was often too non-specific or sloppy and relevant points were often omitted. Identifying incorrect intermolecular forces, most commonly hydrogen bonds for H_2, was a prevalent problem and caused loss of marks. Candidates should remember that (as per SAGs) that the strength of London forces depends on the **size of the induced dipoles** formed in each particle (*larger*, not *stronger*, dipoles), which is dependent on the **number of electrons** in each particle and/or their **interacting surface**. Note that in this question, the *number* of temporary dipoles formed was not a relevant consideration as these are simple molecules, not large organic molecules.

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QUESTION 8 *(Average cognitive level rating = 2,23)*

Organic Chemistry is usually well answered and candidates have had a good handle on this for a number of years. This was mostly the case this year again, and many candidates are able to manage identification, naming and drawing of structures very well. However, the cognitive demand of this question was very low, and the performance of a significant number of candidates did not match the low cognition required. Candidates must be able to identify that positional isomers include alkyl substituents. Punctuation and euphonic rules were poorly applied in some cases, although many candidates are using these pleasingly well.

QUESTION 9 *(Average cognitive level rating = 2,50)*

As with Question 8, this question was fairly well answered, despite the problem-solving necessary. Most candidates were able to identify which reactions were which, and they figured out the difficult reactions well. It is noted that in 2019, candidates must be able to distinguish between **general type** and **specific type/name** for organic reactions. As with previous years, many candidates found it difficult to identify a dehydrohalogenation reaction.

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PHYSICAL SCIENCES
SBA MODERATION

This year's moderation of the SBA was really a pleasurable experience!
Thank you to all Regional Moderators for the really hard work you have put in and the National Moderation team for their invaluable role in this process. The general standard of the Physical Science portfolios was, once again, excellent and we want to thank all teachers who followed the administration suggestions, it really made the process so much easier. Congratulations to all schools on valid School Based Assessments.

Administration

- The most time consuming part of moderating the portfolios, is still when the files are not packed in the same order as the moderation checklist (appendix C). We appeal to every teacher to please use this checklist order when compiling your own, and your ***learner files*.**
- Teachers sending in portfolios to National moderation after Regional moderation should correct the portfolio according to suggestions, where it is possible, and moderated marks should be used. The new mark sheets should therefore be included in the file.
- Evidence of moderation (the actual question paper showing the moderation and not just a ticked list) and any analysis grids should be filed adjacent to the task/test and memo and not separate from it.
- Schools should use the spreadsheet available on the IEB website to calculate marks (Appendix E of new SAGs). *Raw scores* must be included, with then percentages and weighted values (that should be reported to *1 decimal* place). The final SBA mark should be rounded to a whole number in order to correlate with the IEB mark-sheet.
- It would be best if candidates personally complete the front page (Appendix B) of their portfolios with the declaration and teachers check this against their own marks. Please **do not** use these appendices to compile your spreadsheet from, as we find candidates changing marks on their appendix to achieve a higher mark than those on the tasks and tests, as given by the teacher. It is therefore important that teachers change these marks on the tasks if it was moderated and there are new marks.
- Including cluster meeting minutes and emails is best practice.
- Please do not use plastic sleeves – it makes it hard to moderate.

Practical Investigations

Remember that these are intended to be Practical Investigations. They should involve the candidates physically **handling equipment** and must include higher order thinking. **Planning** experiments and designing appropriate data analysis tools (tables and graphs) are also important skills to encourage and assess. A practical should not be given to candidates as a recipe to be followed and all they do is to fill in the values on the table.
Thank you, nearly all schools are now presenting evidence of moderation of Practical Investigations. These are portfolio items and should be given the appropriate consideration, care and moderation as the tests and exams in the portfolio.
Choices should not be offered in the Practical Investigations.

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Alternative Task

Most Alternative Tasks were pleasing. We encourage doing something different and even beyond the curriculum. One further test is discouraged.
This Task should also have evidence of moderation as mentioned above.
Choices should not be offered in the Alternative Task.

Tests and Prelims

Schools seem to be including more and more tests as *choice items*. The original intention in Physical Science was to only include one Chemistry and one Physics test as part of the portfolio. It was then accepted that pupils could choose their best test between two Chemistry and two Physics tests (the **chosen test should then be highlighted** on your spreadsheet)

There are still some schools giving up to 5 choices for each test. *This is compromising the quality of the portfolio*. Over a year the exact rigour of the different tests cannot be the same. The moderation of all of these tests becomes unnecessarily onerous. Errors in calculations creep in with so many choices and standardisation becomes concerning. The portfolio is intended to create a rank order of the candidates' marks, and if they are all selecting different tasks this becomes problematic. We would like to encourage schools to go back to using one rigorous test for physics and one rigorous test for chemistry (ideally the midyear papers).

That said, the tests and prelims were almost universally of a good standard. However, teachers are encouraged to acknowledge their sources, either at the beginning or end of the paper or at each question. Referencing is best practice. At least 4-5 different sources should be used to compile a single paper, and then it should rather **be altered** in order to ensure integrity.

Evidence of moderation of these items was clearly evident in almost every file.
Analysis grids and assigning of Bloom's levels was generally very well done. Appendix A is only required for the prelims, but it is welcomed as best practice for the tests.

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PORTUGUESE HOME LANGUAGE

PAPER 1

Candidates struggled with some of the questions relating to the comprehension text, and it seems that they had not practiced the summary of Section B. Candidates answered the majority of the grammar questions (Section C) correctly.

PAPER 2

Home Language offers a novel, a drama and 15 (fifteen) poems; prescribed works include literature of all Portuguese speaking countries. The candidates' answers indicated that they were not fully prepared for this examination as their knowledge of the prescribed work was lacking.

PAPER 3

Candidates performed well in this paper.

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PORTUGUESE FIRST ADDITIONAL LANGUAGE

Unfortunately, as in previous years, the candidate writing the FAL examinations should have written the SAL examinations.

The school has registered the candidate by mistake for FAL examinations. When the oral moderation school lists were received, it was realised that some candidates had been wrongly registered for FAL. Educators and schools have been warned however, the school of the candidate who unduly wrote the FAL did not immediately take the necessary steps to correct this mistake. The candidate had the shock to verify that his/her examination papers concerned FAL and not SAL.

As expected, the marks attained are very low. This creates an unfortunate situation for the candidate because he/she has both a SAL oral moderation and a SAL portfolio, but FAL examinations. This means that the candidate will not get his NSC certificate as he/she expects, and will have to write supplementary examinations in 2020 in order to get the NSC certificate. Situations like this delay the initiation of tertiary education for very good candidates.

Schools are kindly advised to check the registration of their candidates carefully in order to avoid situations like this.

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PORTUGUESE SECOND ADDITIONAL LANGUAGE
PAPER I

SECTION A: READING FOR MEANING

There were three texts in this section, one of which was a visual text for interpretation. Candidates did fairly well in True/False questions (Question 1.2 and 3.1) and in questions requiring a choice between two elements (Question 1.1). Justifying their answer in True/False questions was a challenge for the weaker candidates, who were unable to extract only the relevant information from the texts for their answer, resorting to copying entire 'chunks' of information. Many candidates are still not able to read and make sense of the information they read. They simply skim through the texts once and do not refer to them again when answering questions.

Vocabulary is poor. Question 3.6, requiring synonyms, posed a challenge to the majority of candidates.

The visual text (Text 2) was difficult for many candidates; judging by their answers, this type of text is not covered in class. The answers to questions were vague and general, not focusing on the visual clues and details of the image, although the questions specifically indicated that candidates should refer to the visual details in the image when answering each of the questions. It is very difficult for candidates to 'read' facial expressions, body language, visual clues.

SECTION B: PRESCRIBED TEXTS

This section has similar comments to those in Examiner's Reports of previous years – some centres/candidates simply disregard this section completely. Answers are left blank or are so vague they reveal that the set works were not covered in class at all. Not even the names of characters are known. In some cases scripts also show 'spotting' – candidates who thought one of the set works, because it appeared in the 2018 NSC examination, would not be examined again this year. Candidates should refrain from this practice.

As mentioned in previous Examiner's Reports, in Section B of Paper 1, pay attention to:

- Characters and characterisation
- Main and supporting characters
- Plot and development of plot
- Setting and time
- Themes
- Message/intention

In poetry, pay attention to:

- Diction/meaning of words and their placement in the verse
- Punctuation and how it expresses tone and feelings
- Figures of speech and how they convey meaning
- Meaning of verses and words
- Themes

Candidates are advised to read the poem and the given extracts from the set works carefully when answering questions, as many are not able to lift elements from the given passages to answer basic questions.

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PORTUGUESE SECOND ADDITIONAL LANGUAGE
PAPER II

In Paper 2, candidates must pay attention to the structure required in the texts: the structure of an SMS, a WhatsApp, an email, a letter, short note, etc., the purpose of the text and its audience – who they are writing to and why are they writing the text – will determine register and style.

Candidates must also pay attention to paragraphs, punctuation and structuring their texts in a logical way. A text must contain an introduction and conclusion and sentences must be adequately punctuated in order to convey meaning.

SECTION A: EXPRESSION OF OPINION

Some candidates present texts with only three paragraphs. Paragraph 1 is the introduction, Paragraph 2 the body of the text and Paragraph 3 the conclusion. Each paragraph is one long sentence with no punctuation at all!

Very little attention is given to the purpose of the text or its audience.

Candidates are advised to read widely to be able to express an opinion on a variety of subjects. Also, they would do well to pay attention to expressions such as *em minha opinião, a meu ver, concord, discordo, compreendo que…, por um lado…, por outro lado…,* etc. Correct language usage must also be taught in class, as must verb tenses, agreements, conjunctions.

SECTION B: SHORT NOTES

Although the instruction in this section is to choose three out of the four questions given, some candidates answered all four questions, wasting time. In cases like this, only the first three answers are marked.

In this section candidates must pay attention to formal and informal register, depending on who they are writing to.

Candidates should be familiar with *Caros Senhores; Estimado Senhor; Querido/a …* and when these are used. Similarly with *Adeus; Até breve; Os melhores cumprimentos; Atenciosamente.*

SECTION C: LANGUAGE IN CONTEXT

Many candidates are still not familiar with the requirements of the types of texts they have to present in this section and the skills needed to tackle answers.

The same observations contained in last year's Examiner's Report are still relevant:

Reformulation (Question 3): assesses the ability to locate, select, organise and integrate relevant information from the source text into own text, applying the appropriate style and register. Some candidates still simply copy the information from the text given, others disregarded the source text almost completely.

Question 4 (Writing a text from key words/sentences presented): key words/notes/ sentences are presented, the candidate must be able to write a coherent text using these key words/notes. The skill lacking in many answers is the ability to integrate the key words/notes into grammatically correct sentences and into a text that makes sense.

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Verbs must be conjugated correctly, and all aspects of grammar and language taken into account – punctuation, concord, vocabulary, etc.

In this section candidates must pay attention to the following:

- Format and length of the texts
- Introduction and conclusion and logical progression of paragraphs
- The ability to select, organise and integrate relevant information from the source text into their own text
- The purpose of the text and who it is addressed to (audience)
- Vocabulary, spelling, punctuation
- The use of logical connectors, conjunctions, prepositions, adverbs
- Sentence structure and sentence types

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PORTUGUESE SECOND ADDITIONAL LANGUAGE
SBA MODERATION

Teachers are to be commended on their efforts in the SBA completion. There has been a good improvement in some centres. Notwithstanding the good results, the following points are relevant:

Tasks – Some tasks concerning some prescribed works are inappropriate. Educators should take into account the context of the text of departure, mainly if it is a prescribed work.

Educators should follow the IEB assessment grids and take into account contents/ideas and language/expression. It is important that educators write comprehensive comments and suggestions on the portfolios tasks, tests and exams in order to help their learners to develop their writing. All corrections should have an explanation why this is wrong, why it is not correct to use this word, why good punctuation is important, short paragraphs, clear ideas and clear syntactic bridges between sentences, phrases, expressions.

A mind map should be done in class for every task as a preparation for its writing. This will be useful to check if the prescribed work or authentic text has been fully understood. The statement to be answered should be clearly explained to the candidates, if necessary word by word so that candidates do not deviate from the topic. The mind map done by candidates should also be assessed by the educator and filed in the portfolio.

Where the extended writing is concerned, teachers are reminded that at least one task involves 3 (three) phases: (1) Research; (2) Speech (3 minutes); (3) Written task as a conclusion for the research and the speech that should have been done. These 3 phases have to be clear as proof that these phases have been carried out. It is recommended that these phases are carefully carried out and filed in the portfolio in order to prevent another deduction of marks in 2020.

Capturing of marks – The problem of the capturing of marks still prevails. Often, marks on the IEB marksheets do not correspond to the teacher's spreadsheets and learner coversheets.

The best way to clear up all possible queries is to attend the Portuguese Conference which will be held on the 14 February 2020, at the IEB offices, and to attend all clusters as well.

Educators and schools should never hesitate to contact the moderator should they have any queries.

The vast majority of educators have a great passion for their job, and the moderator is sure that in 2020 they will work again tirelessly all year long.

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SEPEDI HOME LANGUAGE
PAPER I

Ke rata go rolela barutiši ba ngwaga wo mongatse. Maphephe a dikarabo a barutwana a ngwaga wo a laeditše maitapišo a magolo. Go itaetša barutwana ba tloga ba šogilwe go itokišetša ditlhahlobo. Ke holofela gore dipoelo tša bona di tla hlatsela se. Barutwana ba itaetša ba ena le kwešišo le bokgoni bjo bogolo mo Lelemeng le. Ba bontšhitše se ka tšhomišo ya Polelo le kgetho ya mantšu ya maemo a godimo. Bontši bja barutwana bo ithagaragile go arabeng dipotšišo ka moka. Le ge go le bjalo, bontši bo swere bothata go araba lephephe le. Diphošwana tše di latelago di tšweletše ge re be re swaya mošomo wa bona.

1. **Tekatlhaloganyo**
   Barutwana ba tloga ba bontšhitše bokgoni le kwešišo ya Polelo ye, ka bokgwari. Le ge go le bjalo ba sa na le bothatanyana bja diema. Barutwana ba eletšwa gore ge ba tšweletša maikutlo a bona, a swanetše go sepelelana le ditokelo tša botho go ya le ka molaotheo wa naga. Mohlala:

   1.12 Na o nagana gore Marelele o rarollotše bothata ka go ipolaya?
   Morutwana o swanetše go ela hloko gore karabo ya gagwe ebe ya leago, yeo e bontšhago gore phošo ga e rarollwe ka ye ngwe.

2. **Kakaretšo**
   - Sa mathomo barutwana ba eletšwa go bala ditaelo ka šedi gomme ba arabe go ya ka ditaelo tšeo.
   - Barutwana ba eletšwa go bopa mafoko ka mantšu a bona esego go no kopolla mafoko kakaretšong.
   - Barutwana ba bangwe ba ngwala tsebo ya bona mabapi le sengwalwa sebakeng sa go ntšha dintlha tša kakaretšo ya bona temaneng yeo ba e filwego.

3. **Sereto seo se sego sa bonwa**
   - Ke sebopego sa ka ntle sa sereto e sa le bothatanyana, go bohlokwa gore barutwana ba gopotšwe ka teori ya go fetleka direko ka mehla.
   - Barutwana ba eletšwa go bapetša seo ba se balago dingwalong le maphelo a bona a ka mehla.
   - Mohlala o go potšišo ya 3.4

4. **Direto tšeo di bonwego:**
   - Potšišo ya 4.2 e gakantšhitše barutwana ba bantšhi. Ka tšhomišo ya lephephe la dikarabo barutwana ba ka kgona go bona lesedi.

5. **Thutapolelo**
   - Barutwana ba swere bothata kudu go arabeng potšišo ye, kudu Potšišo ya 6.
   - Go itaetša ba se na tsebo ye e tseneletšego ya thutapolelo. Go ka ba kaone ge karolo ye e ka rutwa ka botlala ka phapošeng.
   - Go ka ba kaone ge barutiši le barutiši ba ka diriša Maphephe a Dikarabo (Marking Guidelines) a IEB go hlahla barutwana go beakanya dikarabo tša bona ka tsela ya maleba ge ba ruta ka phapošeng.

Ke rata go lakaletša barutiši dikatlego tša ngwaga wo mofsa. A re boeng ka mafolofolo ngwageng wo re kaonafatše dipoelo tša rena go ya pele.

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SEPEDI HOME LANGUAGE
PAPER II

Anke ke tšee sebaka se ke dumediše barutiši ba Sepedi Leleme la Gae bao ba kgathilego tema ye bohlokwa go hlahla le thekga balekwa ba ngwaga wa dithuto wa 2019. Barutiši ba ba tloga ba dirile mošomo wo mobotse ka ge go bonagetše phapano ye kgolo mošomong wa barutwana ba 2019 ge re bapetša le ba mengwaga yeo e fetilego. Re tloga re ba rolela kefa re re mošomo wo mobotse wo ba o tšwetše pele le go balekwa ba 2020. Tšeo di ka šetšwago ge go itokišetšwa 2020 ke tše di latelago:

- Letlakaleng le balekwa ba sa na le bothata bja go latela ditaelo, ba fetša ba paletšwe ke go kgetha dipotšišo go ya ka ditaelo, ka fao ba lahlegelwa ke meputso ye mentši. Ke maikarabelo a rena bjalo ka barutiši go hlahla balekwa mo gare ga ngwaga gore ba se ikhwetše ba lebane le bothata bjo. Bontši bja bona ba kgetha mohuta o tee wa potšišo go potšišo1.1 le 1.2 le go 2 le 3.
- Dipotšišo tša ditsopolwa di arabilwe gabotse, balekwa bao ba kgethilego ka tlhokomelo ba ikgobokeleditše meputso go tšona.
- Go potšišo ya 3.2 (Paditseka) go bonagetše kgakanego ya go se tsebe gore teori go nyakega teori ya lereo le paditseka fela goba ba swanetše go hlaloša bosenyi, dinyakišišo le kotlo. Ge ba file tlhalošo ya Paditseka go lekane, efela go dipotšišo tša go swana le Thulaganyo le Thulano ba a gapeletšega go fa tlhalošo ya dikokwane(magato) tša thulaganyo le mehuta ya thulano.
- Potšišo ya morero (3.1) barutwana ba e arabile gabotse le ge ba bangwe ba hlakantšha morero le thuto.
- Go sa na le balekwa ba mmalwa bao ba šomišago mantšu a Seisemane mošomong wa bona. Letlakaleng le a re ba lemošeng gore ba lahlegelwa ke meputso ya polelo.

DINGWALWAŠOMIŠWA

Poledišano (4.1)

- Balekwa ba tšea nako ba sa tšweletše sererwa, mafelelong ba palelwe ke go tšweletša dikgopolo tša bona mabapi le go fetola monagano le maikutlo a motho yo ba laetšwego go bolela le yena. Go bohlokwa gore balekwa ba šomiše leswao la kgorwana (:) go sebopego sa poledišano e sego mothalo. Go be le mantšu a ka mašakaneng a go laetša seo se diregago le maikutlo.

Ditshwayotshwayo (5.1)

- Go bohlokwa gore barutiši ba gatelele sebopego sa ditshwayotshwayo ka ge bontši bja balekwa ba be ba ngwala kakaretšo ya puku sebopego se sa bonagale.
- Go ditshwayotshwayo go ka šetšwa tše di latelago:

Diteng: Kakaretšo le molaetša (Seo a ithutilego sona go puku yeo), retšistara le segalo.
Sebopego: Leina la puku, leina la mongwadi, Leina la bagatiši (publishers), ngwaga wa kgatišo.
Tšhomišo ya polelo: Maikutlo/ khuduego/moya/segalo – di sepelelane le hlogo/ sererwa.

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Polelo (5.2)

- Bontši ba balekwa ba arabile potšišo ye gabotse.
- Se se swanetšego go elwa šedi ke sebopego. Sebopego sa polelo se swanetše go ba le matseno (a go ba le maatlakgogedi), mmele le mafetšo.
- Polelo/ setaele/ mongwalelo di bohlokwa.
- Dintlha di sepelelane le sererwa, balekwa ba se tlogele sererwa.

MAHLATSE LE MAHLOGONOLO NGWAGENG WA 2020!

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SEPEDI HOME LANGUAGE
SBA MODERATION

The teachers are to be commended for the hard work and effort that was put into the compilation of the SBA tasks. There is evidence of dedication in the tasks that were included. The essays represented different aspects of life and they were rigorous and well executed. Compliments to the teachers for their hard work. However, it is advised that the previous question papers should not be used as any of the portfolio tasks.

It is equally important to use pictures that are still clear and visible. Some of the pictures used were fading and that could easily disadvantage the candidates if they fail to see it properly during an exam or test session. Teachers are kindly reminded to acknowledge the sources as well as pictures that are used in the exam or test tasks. Just a link or title at the bottom of that particular text or picture will be sufficient.

The Fourth Genre questions were of a good standard and they represented different cognitive levels, like essay type or discussion questions. Thank you for that.

Thank you, teachers, for the effort and hard work you put into enlightening the nation. May you continue to do good work while working hand in hand in accordance with the relevant requirements of the SAGs document.

A re tšweleng pele ka go aga lešabana le la thari ye ntsho!

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SEPEDI FIRST ADDITIONAL LANGUAGE
PAPER I

Ke rata go leboga maitapišo a barutiši ka go hlahla barutwana le go godiša polelo ya segagaborena. Ka kakaretšo barutwana tloga ba bontšhitše maitapišo a magolo go arabeng lephephe le. Meputso ya bona e a kgahliša. Maemo a tšhomišo ya polelo a tloga a laetša boiteko bjo bogolo ka ge leleme le e le labobedi go barutwana. Ke rata go leboga barutiši ka maitapišo a bona a go leka go ba hlahla go kgonthišiša tšhomišo ya polelo ye e hlwekilego. Bontši bja barutwana ba itekile go araba dipotšišo ka moka ba ithagaraga. Le ge go le bjalo, diphošo tše di latelago di ile tša no tšwelela ge re be re swaya mošomo wa bona:

1. Tekakwešišo

- Barutwana ba tloga ba itekile kudu mo karolong ye. Barutwana ba eletšwa go ela hloko gore ge potšišo e nyaka molaetša, molaetša woo o swanetše o sepelelane le diteng. Potšišo ya go swana le ya 1.1.16 barutwana ba eletšwa gore ge ba e fa moanegwa wo a itšego dikeletšo, ba ipee maemong a pele. Ba bolele le yena okare ba lebane naye.

2. Kakaretšo

Bontši bja barutwana ba arabile potšišo ye ka bokgwari.

3. Sereto seo se sego sa bonwa

- Bontši bja barutwana ga ba tsebe phapano ya poeletšothomi le kgokanyi-gare / tlemanyi. Go bohlokwa gore ba gopotšwe tšona.

4. Direto tšeo di bonwego.

- Barutwana ba gakantšhitšwe ke sekapolelo sa temepedi. Go ka ba kaone ge ba ka hlathollelwa ka sona ka go fa mehlala ya go fapafapana.

5. Popopolelo

A re eleng hloko tše di latelago:

- 5.1.6 Lediri la lefetedi le lethuši.
- 5.2.2 Go fetolela lehlathi go leina le tšhomišo ya leina leo lefekong. Barutwana ba eletšwa gore ge ba fetolela lehlathi leo le filwego go leina, tlholego ya lehlathi leo e elwe hloko gore leina leo ba le fago le se fetole tlhalošo.

Go ka ba kaone ge barutiši le barutišigadi ba ka diriša Maphephe a Dikarabo (Marking Guidelines) a IEB go hlahla barutwana go beakanya dikarabo tša bona ge ba rutwa ka phapošeng.

Ke rata go lakaletša barutiši dikatlego tša ngwaga wo mofsa. A re boeng ka mafolofolo ngwageng wo re kaonafatše dipoelo tša rena go ya pele.

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SEPEDI FIRST ADDITIONAL LANGUAGE
PAPER II

Anke ke tšee sebaka se ke tamiše barutiši le barutišigadi ba Leleme la Sepedi. Ke leboge mošomo wo mobotse wo le o dirago ngwaga ka ngwaga go balekwa ba rena. Go tloga go bonagala gore le a itapiša gore balekwa ba tle ba kgone go ikgapela meputso ya go bonagala, e le go ba bulela ditsela gore ba tle ba be baetapele ba rena ba ka moso. Le ge balekwa ba šomile gabotse go sa na le tšeo di swanetšego go šetšwa gore ngwaga wo o tlago go be le diphetogo dipoelong tša balekwa.

POTŠIŠO 1

- Ka kakaretšo potšišo ye ya ditsopolwa balekwa ba e arabile ka bothakga. Seo se swanetšego go gatelelwa ke taba ya dintlha. Ge potšišo e laela balekwa go neela dintlha tše pedi goba tše tharo ba swanetše go di laetša, ba se ke ba ngwala ka temana ka ge balekwa ba bantši ba tšea nako ba bolela ka ntlha e tee fela. Go ngwala ka dintlha go tla ba thuša gore ba ikhumanele meputso yeo e lekanego. Ba se lebale le go šetša meputso yeo e abetšwego potšišo yeo.
- Go araba potšišo ya go nyaka maikutlo e sa le bothata go ba bangwe ba balekwa. Balekwa ba swanetše go laetša maikutlo pele ba ka fahlela ka lebaka. Maikutlo e ka ba a Lethabo/ Manyami/ Kwelobohloko/ Pefelo/ Kgakanego bj.bj.

POTŠIŠO 2

- Potšišong ye balekwa ga se ba šome gabotse. Go itaetša tlhotlo ye kgolo go balekwa e le tlhaelelo ya tlotlontšu. Go bile boima go bona go kwešiša lentšu le megabaru go 2.1.
- Go 2.2 balekwa ba hlotšwe go kwešiša gore ge go bolelwa ka maitshwaro a moanegwa seo se nyakegago ke semelo sa gagwe. Se se laetša gore go na le fao go tlhaelelago.
- Go bohlokwa bjalo ka barutiši go gatelela tlotlontšu yeo e sepelelanago le sengwalwa seo se balwago gore balekwa ba tloge ba na le tsebo yeo e tebilego ka seo go bolelwago ka sona.

POTŠIŠO 3

- Potšišong ye go bonagetše gore go na le balekwa bao ba sa tsebego sengwalwa sa bona, ka ge ba paletšwe ke go tseba gore ke poledišano efe yeo ba bego ba swanetše go e tšwetša pele.
- Go sebopego sa poledišano, go bohlokwa gore barutiši ba lemoše balekwa go šomiša leswao la kgorwana (:) sebakeng sa go thala mothalo. Balekwa ba bantši ba thala mothalo bangwe ba di šomiša ka moka. Ke dira boipiletšo gore go gatelelwe kgorwana.
- Go poledišano mašakana ( ) a šomišwe go laetša seo se diregago le maikutlo a seboledi.

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POTŠIŠO 4

Go tloga go le bohlokwa gore balekwa ba tsebe phapano gare ga Thulaganyo le Thulano ka ge balekwa ba bantši ba lahlegetšwe ke meputso ka baka la go ngwala thulano le ge magato a thulaganyo a be a filwe. Se se laetša gabotse gore balekwa ba tsoma tlhahlo ye e tseneletšego ya go araba dipotšišo tše telele.

DINGWALWAŠOMIŠWA

5.1 Bophelo bja mohu

- Balekwa ba swanetše go tseba tatelano ya go ngwala bophelo bja mohu, Tša matswalo, dithuto, mošomo, diphihlelelo le Seo se hlotšego lehu le bao a ba tlogelago.
- Go bohlokwa gore balekwa ba latele sererwa go fihla mafelelong.

5.2 Poeledišano

- Balekwa ba tšea nako ba sa tšweletše sererwa, mafelelong ba palelwe ke go fa dikakanyo tša bona ka fao badudi ba naga ba ka šireletšwago.

POTŠIŠO 6

- Bontši bja balekwa ba e arabile karolo ye ka bothakga. Seo se swanetšego go elwa hloko ke sebopego sa ditaelo. Ditaelo di ngwalwa ka dintlha e se be temana.

Balekwa ba swanetše go lemošwa gore **tirišo ya polelo** e bohlokwa letlakaleng le. Ba tloga ba loba meputso ya go bonala ya tšhomišo ya polelo.

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SEPEDI FIRST ADDITIONAL LANGUAGE
SBA MODERATION

Most of the 2019 SBA portfolio files met the requirements that are stipulated in the SAGs with all the different cognitive levels catered for. The extended writing pieces covered a variety of topics and genres whereby most of them were even thought provoking. The essays were original, rigorous and age appropriate. However, there were still a few schools which did not include the marking rubrics as well as the marking guidelines. It is important to mark an essay with a rubric in order to account for the marks and for the candidates to be familiar with how they are going to be assessed.

The CAT was generally done well according to the requirements stipulated and was satisfactory. To those teachers who forgot to include the rubric, kindly remember to include it in future. Thank you to those schools which included the rubric. Teachers need to be reminded to follow the requirements stipulated in the CAT task regarding the length, conditions of writing, etc. It was clear that some schools did not take that into consideration.

The third genre task was done satisfactorily and for that I would like to thank and compliment the hard-working teachers for their dedication and commitment. The research topics that were given were interesting, thought-provoking, rigorous and they were linked to the third genre.

Although most of the tests included in the portfolio files covered all the Learning Outcomes, some of them were also designed according to the requirements of the SAGs; there were still some which did not meet all the requirements. Some schools used the past papers as portfolio tasks, the others did not ensure that the quality of the assessment tasks matches the end of year papers. There were also those that did not observe the 60%/40% split or did not even cover all the cognitive levels. There should always be a mutual communication between the teacher's and the learner's files – in terms of the questions, as well as the allocation of marks. Thank you to those teachers who included the moderation tool for each task.

To those schools who still did not have the analysis grid, kindly take note that it is important to do so. Please make sure that the structure of the preliminary Examinations is in accordance with the SAGs – pay attention to sections. The majority of schools met the requirements of the SAGs in the portfolio files and they are to be complimented. Thank you, teachers, for always striving to do your best in order to achieve the improved results. Your hard work, commitment and dedication do not go unnoticed.

A re tšweleng pele ka go aga lešabana le la thari ye ntsho!

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SESOTHO HOME LANGUAGE
PAPER I

MAIKUTLO A AKARETSANG MALEBANA LE HLAHLOBO

Baithuti bohle ba ngotse hlahlobo, mme ba atlehile pampering ena, ruri mosebetsi o motle. Tshwarang jwalo le ka moso. Basotho le se ke la inehela hoo ke bohlale.

KAROLO YA A

POTSO YA 1 TEKOKUTLWISISO

Baithuti ba arabile karolo ena hantle ba fumana le matshwao a matle temeng ya A, ke thoholetsa tsebetso eo. Temeng ya B le teng ba bontshitse boiphihlelo, mme ba ile ba sebetsa haholo.

Dintlha tse ka ntlafatswang karolong ena

Kamehla baithuti ba itsetlehe ka ditaba tsa seratswana ntle le ha ba botsitswe potso e batlang tsebokakaretso. Ba ele tlhoko hore karolo ena e batla kutlwisiso ya bona ya ditaba tseo ba di badileng, mohlala; ha ba bitsitswe potso e kentseng maele ka hare ba arabe ka tsela e hlalosang maele ao ho bontsha kutlwisiso ya bona ya maele, ka tsela e jwalo batla dula ba atleha karolong ena.

KAROLO YA B

POTSO YA 2 KAKARETSO/KGUTSUFATSO YA SERAPA

Boholo ba baithuti bo arabile potso ena empa ba fumana phihlello e mahareng, ke ba mmalwa feel aba fumaneng e babatsehang. baithuti ba kguthufaditse ba bontsha eka ke beng ba ditaba ebile e le bona ba eletsang, le ha bane ba eletsa ka dintlha tse utlwahalang. Hona ho thsefutse matshwao a bona haholo hobane mmui o ne a sa kenyeletswe ditabeng tsena.

Dinthla tse ka ntlafatswang karolong ena

Baithuti ba kgothaletswa hoba la dibuka tsa dipale mme ba kgutsufatse tseo ba di badileng, mme hoo hotla ba thusa haholo, ka hara ditaba ba ntshe mehopolo le dintlha tsa bohlokwa. Ebe ba bopa kgutsufatso ka tsona. Ha ele ditaba tse nang le mopheti ka hare ban ne ba mokenyeletse mopheti e le monga ditaba, feela ditaba di be ho puopehelo, di be ho lekgathe lefetile.

KAROLO YA C

POTSO YA 3 DITHOTHOKISO

Potsong ena boholo ba baithuti ha bo a sebetsa hantle, mme hoo ho thefutse manthwao a bona. Baithuti ba bang ba ile ba hloleha ho araba thothokiso e so bonwe hona ho bontshitse bofokodi bo boholo. Ke baithuti ba mmalwa ba arabileng karolo ena hantle. Pele ya pele mabewana.

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Dinthla tse ka ntlafatswang karolong ena

Baithuti ba ke ba bale dithothokiso ba utlwisisehore sethothokisi se buwa ka eng. Le ha ba itokisetsa hlahlobo, ba nne ba ikgopotse ho hlwaya dikapuo, dibetsa, dihlomo le bokgabo bo fumanwang temanathothokisong le bohlokwa ba tsona. Hoo ho tla etsa hore e be dikwakwariri puong ya Sesotho hobane thothokiso e etsa hore motho a bue puo e nonneng, e ka thusang nakong eo baithuti ba seng ba ngola pampiri e latelang ena ya pele. Puo ya bona e tla ipabola ka le baka la tsebo ya dithotholiso.

KAROLO YA D

POTSO YA 4 DIKARABO TSA PUO LE TSHEBEDISO YA PUO

Papatso

Potsong ena baithuti ba bangata ba sebeditse hantle ke thoholetsa tshebetso eo. Ho bile le bofokodi moo ba neng ba lokela ho araba dipotso tse telele, ba ile ba hloleha ka lebaka la bohlaswa bah o se ele hloko matshwao a potso. Ha ba araba tshebediso ya bukantswe moo ba neng ba lokela ho hlalosa sehlongwapele, motso le sehlongwanthao sa lentswe, ba ile ba boela ba lahlehelwa ke matshwao.

Dinthla tse ka ntlafatswang
Baithuti ba bale leho ela hloko matshwao a dipotso karolong ena hobane ke ona a bontshang hore moithuti o lokela ho arab kappa ho fan aka dikarabo tsa mofuta ofe. Karolo ena ehlile e itshetlehile ka puo e sebediswang maemong a phedisano a ka mehla. Ka hoo ho bohlokwa haholo hore baithuti ba hlahlobe papatso, khathunu le diqotso tsa diratswana mmoho le bukantswe hore battle ba ngole mosebetsi o babatsehang.

POTSO YA 5

Potsong ya 5 karolong ena ya D baithuti ba ile ba fumana matshwao a seng matle. Ho bonahetse hore baithuti ba hlotswe ke ho hlwaya diphoso tsa puo le mopeleto hobane ha ba ne ba lokela ho lokisa diphoso tsa puo e ngotsweng, ke hore moo puo e fosahetse ba ne ba bona e nepahetse, hoo ba ileng ba boela ba ngola diphoso tseo hape mme ba lahlehelwa ke matshwao.

Dinthla tse ka ntlafatsang karolo ena
Baithuti ba lokela ho itlwaetsa hob ala masedinyana le makasene moo batla una molemo o moholo sebakeng sa potso ena. Baithuti ba bale le ho boha ditema le dipapatso ba se ke ba qala ka ho araba dipotso pele.

Ba bale le melao ya potso e nngwe le e nngwe e le hore ba fumane matshwao a matle pampering ena. Pampiri ena e bohlokwa haholo hobane e ikamahantse le puo e sebediswang maemong a phedisano, dikgwebong le bophelong ka kakaretso.

Ke leboha dikolo le matijhere, hobane ba sebeditse ka thata hore baithuti ba be ba ngole dihlahlobo tsa bona selemong sena.

Basotho ha re hodiseng setjhaba sena ka puo ya ha bo sona. Ha bose hang le ka moso bana ba thari e ntsho.

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SESOTHO HOME LANGUAGE
PAPER II

SELELEKELA

Mona baithuti ba bontshitse tsebo e babatsehang ya dibuka tseo ba di badileng. Ba bang ba baithuti ba kgonne ho iphumanela matshwao a matle, leha ba bang ba sa sebetsa hantle hakalo. Bothata ba ba sa sebetsang hantle ha se ho se tsebe dibuka tsa bona, ke ho se arabe se botsitsweng. Mohlomong lebaka ke ho se bale potso hantle kapa hona ho se utlwisise potso hantle. Baithuti bana ba phetha pale le moo ho sa hlokahaleng bakeng sa ho araba se botsitsweng.

Pampiri ena le lemong sena e ntse e tswelletse pele ka sebopeho se fang baithuti monyetla wa ho ka hlahisa bokgoni le tsebo ka ho ba le kgetho ya buka tse pedi tseo ba ratang ho ka araba dipotso tsa tsona le e le nngwe eo e arabuwang ke baithuti bohle e leng potso ya pele. Dikolo di dumelletswe ho ka sebedisa dibuka tse pedi feela ho tse kgethetsweng ho balwa selemo ka selemo mme sekolo se tlameha ho tsebisa IEB ka sena pele selemo se hlahlamang se tshwasa. Haeba sekolo se batla ho bala dibuka di le tharo jwalo, le teng ho ntse ho lokile. Dipotso tse tharo (1, 2 le 3) tsa ho qala di hloka tsebo e phethahetseng ya padi le palekgutswe mme tsona di arajwa ka tsela ya moqoqo ya ho manolla padi (Level 6 le 7). Le ha dipotso tse ding pampiring ena e ne e le tsa maemo a hodimo, tse ding tsa tsona di ne di fana ka monyetla ho baithuti ba nang le diphephetso tse itseng puong ya Sesotho.

KAROLO YA A

Mona baithuti ba bontshitse tsebo e babatsehang ya dibuka tseo ba di badileng. Ba bang ba baithuti ba kgonne ho iphumanela matshwao a matle, le kwana ha ba bang ba sa sebetsa hantle hakalo.

Potso ya 1, 2 le 3:

Baithuti ba mmalwa ba lekile ka matla ho ka araba se botswang, boholo ba baithuti ba ne ba qoqa ditaba tsa pale ho ena le ho hlalosa tharahano e isang sehlohlolong kapa hona ho ntsha maikutlo a hore na batho ba bang (bana ba Naledi le mofumahadi wa Mohlouwa) ba ne ba tlamehile ho kgakgathwa bakeng sa 'lerato' la masawana le ho boela o hlalosa hore na 'lerato' lee la Mohlouwa e ne e le la nnete na?

Ba teng baithuti ba sebeditseng ka tsela e kgotsofatsang pampiring ena, feela o sa le mongata mosebetsi oo baithuti ba lokelang ho o phetha ho etsa bonnete ba hore ba sebetsa hantle.

Baithuti ba bang ha ba bale potso hantle mme ba qetella ba bua ka se etsahalang pading mme ba lahlehelwa ke matshwao ka seo.

Potsong ya BOBEDI baithuti ba ne ba lokela ho bolela baphetwa ba hlahellang e le ba etsang botle le bobe pading ena, mona baithuti ba qoqile ka padi ba sa hlalose botle le bobe ba baphetwa, ba bang ba hopola moqoqo wa bona o se o ya pheletsong hore potso e ne e batlang e be ba se ba qetella ka dintlhanyana tse mmalwa ho kgutlela ho arabeng potso hantle. Ha baithuti ba araba potso tsa kgohlano, ba rutwe ho qala ka ho hlalosa kgohlano di le pedi, ya ka ntle le ya ka hare. Ho tloha moo ebe ba bua ka mophetwa a le mong mme moo ba hlalose kgohlano tse pedi tsena haeba di hlahella mophetweng eo e be ba fetela ho e mong.

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KAROLO YA B

Ditema tsa kgokahano (Potso 4 le 5) tsona di batla bokgoni ba ho ka **iqapela** le tsebo ya sebopeho sa ho ngola karolo ena ya Pampiri ya 2. Karolong ena bongata ba baithuti bo sebeditse hantle. Se theositseng matshwao a ba bang ke puo e fosahetseng, jwaleka 'na leng' bakeng sa 'nang le', mopeleto o fosahetseng, jwaleka 'tlwelle' bakeng sa 'tlohelle' le ho se sebedisa matshwao a puo a nepahetseng.

QETO

Bongata ba baithuti bo sebeditse hantle. Se theohisitseng matshwao a ba bang ke puo e fosahetseng, jwalo ka '**one**' bakeng sa '**o ne**', mopeleto o fosahetseng, jwalo ka '**tshireletsa**' bakeng sa '**sireletsa**', **'tlametseng'** bakeng sa **'tlamehileng'** jj. le ho se sebedise matshwao a puo moo a lokelang ho sebediswa teng.

Matitjhere a theoletswa ka mosebetsi o motle ebile o le thata wa ho ruta baithuti. Pele ya pele MAAPARA KOBO a matle. Ha re tswelleng pele ho sebetsa ka thata le boinehelo ho ntshetsa puo ya rona pele.

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SESOTHO HOME LANGUAGE
SBA

Mosebetsi wa baithuti e bile o kgabane ka kakaretso. O bonahala o ntse o ntlafala selemo le selemo.

TLHOPHISO YA MOSEBETSI

Difaele tsa baithuti di ne di hlophisitswe hantle ka makgethe, mme sena se etsa mosebetsi wa ya hlahlobang e be o bobebe. Dikarolwana tsa mosebetsi di arotswe hantle, ho bonahala hore Karolo ya A e fella kae mme e latelang e qala kae.

BOFOKODI

- Leha puo ya baithuti ba bang e le e kgotsofatsang ho na le dikarolo tse batlang ho lokiswa. Sesothong ha ho na lentswe **'eya'** empa ke **'ee'**, mme ho bonahala baithuti ba bangata ba sebedisa le fosahetseng, '**eya**'. E nngwe phoso e atileng ke **'naleng'** bakeng sa '**nang le'**. **'Le'** ke lekonyanyi mme e ema e le nngwe jwaleka makopanyi a mang, a kang: hobane, mme, le a mang.
- Ho kopanya mantswe e ntse e le bothata. Mantswe a kang **'e nngwe'**, a ngolwa **'engwe', 'one'** bakeng sa **'o ne'**.
- Tshebediso ya mantswe a puo tse ding jwale ka, 'mare' bakeng sa 'empa'. Moithuti ya nkang Sesotho e le Puo ya Lapeng o lokela ho qoba diphoso tse jwalo.
- Puo e fosahetseng, jwale ka, 'le hape'. Ena ke tshwaetso ya Senyesemane 'and again'. Mantswe ana ke mahokedi bobedi mme a ke ke a sebediswa a latellana. O ka sebedisa le le leng feela.

DITSHISINYO

- Baithuti ba kgothalletswe ho bala dibuka tsa Sesotho bakeng sa ho ntlafatsa puo ya bona.
- Ba ikwetlise ka ho ngola diratswana mme e mong a leke ho fumana diphoso mosebetsing wa e mong ho mo thusa ho hlaola diphoso tseo. Titjhere ha a qobellwe ho sheba mosebetsi oo, a ka etsa jwalo mesebetsing e mmalwa eo baithuti ba e lekotseng le ho e lokisa.

QETELO

E se e ka baithuti bohle ba ka sebetsa ka thata ho tloha qalong ya selemo hobane nnete e a sala, **kwekwe ya morao e tloha le sepolo.**

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SESOTHO FIRST ADDITIONAL LANGUAGE
PAPER I

Mosebetsi wa baithuti o kgabane ebile seipone se bontshang maikemisetso le boinehelo ba matitjhere ho tswelliseng pele leleme/thuto ena ya Sesotho Puo Ya Pele ya Tlatsetso.

Re le bahlahlubi le balekanyetsi re rata ho hlahisa dintlha tsena tse latelang:

POTSO YA 1

Potso ena e arabuwe hantle haholo ke boholo ba baithuti. Le ha ho le jwalo ho na le ditshisinyo tseo re boneng ho le bohlokwa hore re di hlahise.

DITSHISINYO:

Baithuti ba kgothaletswa ho:

- Ngola hantle ka mongolo o balehang – morero e le ho etsa batshwahi ba be le tjantjello ya ho tshwaya mosebetsi wa bona.
- Sehela mantswe a fupereng potso mola ka tlase.
- Utlwisisa potso pele ba qala ho araba.
- Kabo ya matshwao e bohlokwa. Ka nako e nngwe potso e na le karabo tse pedi kapa tse tharo.
- Hlokomela mefuta ena ya dipotso: **ho ya ka tema e ka hodimo**…. kapa **ho ya ka wena…. .**
- Boela ba hlokomele mefuta ya dipotso tse nang pheletso e bulehileng(open ended questions). Mona ha ba nka lehlakore ba tshwanela ke ho fana ka mabaka ao ba dumellanang hore a nepahetse. **Ha ba dumela kapa ba hana ntle le mabaka ha ba no fumana ntlha.**

POTSO YA 2 KGUTSUFATSO/KAKARETSO

Baithuti ba sebeditse ka bokgabane potsong ena. Ho bonahala mosebetsi o entsweng kampong ke e mong wa ditsibi tsa thuto ena e le o hlwahlwa ka ha bongata ba baithuti ba sa ka ba etsa diphoso karolong ena.

DITSHISINYO:

Baithuti ba kgothaletswa ho:

- Bala tema ka kutlwisiso pele ba qala ho ngola.
- Ngola ka dintlha tse hlano.
- Sebedisa mantswe a bona.
- Qala dipolelo ka ditlhaku tse kgolo.
- Polelo tsa bona di be le moelelo.
- Ngola palo ya mantswe qetellong.

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POTSO YA 3 DITHOTHOKISO

Boholo ba baithuti bo sebeditse hantle leha kwana ho ntse ho na le methwaela e ntseng e sa arabeng karolo ena hantle.ho ntse ho na le ba ntseng ba sa kgone ho bona phapano mahareng a setaele/bonono/bokgabo le mokgabiso. Se ntseng se tswelapele ho re makatsa ke ho bona baithuti ba bangata ba sebetsa hantle thothokisong e song ho bonwe.

DITSHISINYO:

Baithuti ba kgothaletswa ho:

- Tseba phapano mahareng a mokgabiso le setaele.
- Tseba hore bonono, bokgabo le setaele ke ntho e le nngwe.
- Tseba mefuta ya dithothokiso.
- Tseba molaetsa wa dithothokiso.
- Mosebetsi wa setaele/bonono/bokgabo.
- Laelwa ke potso, mohlala ke setaele sefe le mosebetsi wa sona (2).

POTSO YA 4 TSHEBEDISO YA PUO.

Baithuti ba tswelletsepele ho bontsha tsebo e tebileng ya karolo ena ya D ho feta dilemong tse fetileng. Ba se ba utlwisisa tsela e ntjha eo ba botswang dipotso ka yona potsong ena.

DITSHISINYO:

Matitjhere a kgothaletswa ho:

- Ruta baithuti ho manolla dikhathunu, diphousetara, dikerafo, jwalo jwalo.
- Ho sebetsa tlasa mokotaba/theme e tlang ho tsebiswa konferenseng ka la 08 Hlakubele 2019 Birchwood Centre.
- Thusa baithuti ka ho batla tlotlontswe e tsamaelanang le mokotaba/theme.

Baithuti ba kgothaletswa ho:

- Tseba hore tikoloho e thusa mongodi ho hlahisa molaetsa jwang.
- Ho ntsha motlae/boswasi puong/polelong ya sebui.
- Phapano ya dipudulwana.
- Bohlokwa ba puo le motsamao wa batho khathunung.
- Semelo sa dibui.
- Tseba malahlelwa le mosebetsi wa ona.
- Sebedisa mantswe a tshwanang mme a fana ka meelelo e fapaneng.
- Tseba dikapolelo le maele.

Re lakaletsa baithuti le matitjhere selemo se setle.

Qetellong baithuti ba kgothaletswa ho ba teng kampong moo ditsibi tsa puo/thuto ena ya rona di tla beng di ba lokisetsa tlhahlobo ya makgaolakgang ya 2019.

Pele ya pele Basotho.

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SESOTHO FIRST ADDITIONAL LANGUAGE
PAPER II

Baithuti mmoho le matitjhere ba thoholetswa ka mosebetsi o kgabane oo ba o entseng. Ho a bonahala hore buka e badilwe le ho hlaloswa hantle. Baithuti bongata bo tseba ditaba tsa padi ena. Ho hlakile hore ba a e utlwisisa.

POTSO YA 1

Re le bahlahlubi le balekanyetsi re rata ho hlahisa dintlha tsena tse latelang:

Ho ya ka ditokomane tsa SAG, potso ena e ba le dipotso tse kgutswane tse ka bang nne, ho isa ho tse tshelela mme ya ho qetela e be potso ya seratswana e nang le palo ya mantswe a 80 – 100. Mona baithuti ba ne ba tshwanetse hore ba bontshe botle le bobe ba setswalle pakeng tsa Mpuse le Dikeledi ba ntse ba ipapisitse le dikahare tsa pale. Potsong ya 1.5 ke methwaela ya baithuti feela e sa arabang hantle kaha ba hlotswe ke ho hlahisa dintlha kaofela.

Ho ne ho lebelletswe hore ba hlahise dintlha tse latelang:

- Mmateboho o ile a hopola hore Lesole motswalae o na le bodulo.
- A roma ngwana wa hae Masesi ho bitsa Mme a kgutle a tle a tsamae le yena ho ya ha Lesole.
- Ha ba fihla ha Lesole ba fumana Lesole a le teng,
- Diseko o ne a le siyo mme seo sa thabisa Mmateboho kaha a ne a ka nna a hanana le taba ena.
- Lesole a dumela ntle le tikatiko.
- Mme o fumane bodulo ha Lesole ka thuso ya Mmateboho.

Potso ya pele ka kakaretso e arabuwe hantle ntle feela le e le nngwe e boletsweng ka yona ka hodimo. Kahoo ho na le ditshisinyo tseo re boneng ho le bohlokwa hore re di pepese.

DITSHISINYO:

Baithuti ba kgothaletswa ho:

- Utlwisisa potso pele ba qala ho araba.
- Hlwaya dintlha tsa bohlokwa ba nto di tshehetsa hore ba kgone ho fumana matshwao a matle potso ena e kgutshwane.

POTSO YA 2

Potsong ena ho batleha seratswana sa bolelele ba mantswe a 100 – 120. Baithuti ba bontshitse tsebo e fokolang ya Tikoloho kamoo e na leng kgahlamelo ho baphetwa. Ho bonahala baithuti ba ile ba bala karolo ya pele ya potso mme karabo tsa bona tsa itshetleha feela karolong eo athe potso e ntse e tswelapele. Boholo ha bo a sebetsa hantle potsong ena ka lebaka le seng le boletswe ka hodimo.

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DITSHISINYO

Baithuti ba kgothaletswa ho:

- Ngola dintlha tsa bohlokwa feela ba nto tshehetsa dintlha tsa bona ka bopaki bo tswang paleng hore ba tobe taba le ho ela hloko palo ya mantswe e lekaneng.
- Sebedisa mabitsomararane, tlohelo,kgonyetso le tshebediso ya lentswe le le leng bakeng sa a mangata hore ba se fete palo ya mantswe e loketseng karaba.
- Boela ba hlokomele mefuta ya dipotso tse nang pheletso e bulehileng(open ended questions). Mona ha ba nka lehlakore ba tshwanela ke ho fana ka mabaka ao ba dumelang hore a nepahetse. Ha ba dumela kapa ba hana ntle le mabaka ba ke ke ba fumana ntlha leha ba dumela kapa ba hana empa ditaba di sa tsamaellane le tumelo kapa kganano ya karabo ya bona.

Matitjhere a kgothaletswa ho:

- Hlokomedisa baithuti hore lebaka le leng la ho ruta thutapuo ke ho tseba ho sebedisa ditho tseo tsa puo ha ba ngola meqoqo le ditema tsa kgokahano.
- Tswellapele ho elellwisa baithuti hore le bokgabo ba bothothokiso bo seng boletswe ka hodimo bo a thusa ntlheng ya ho ba le bokgoni ba ho ntsha ditaba tshohle tse lebelletsweng dipotsong tse telele le ho netefatsa hore palo ya mantswe e batlilweng ke e loketseng karabo. Leha re tseba hore palo ya mantswe ke phepetso puong ya rona empa re ka leka.

POTSO YA 3

Ho tswa tokomaneng tsa SAG, le mona ho tlamehile e be potso e mabapi le puisano ho tswa pading. Baithuti ba boetse ba lebelletswe ho tswela pele ka puisano (le ha ba sa sebedisi mantswe jwalo ka ha a hlahella ho tswa pading) ba tlamehile ba be le tsebo ya hore puisano e qotsong ke e neng e le mahareng a baphetwa bafe. Potsong ena ha baithuti ba sa tsebe buka hantle ba ka nna ba thatafallwa ho e araba. Mona bongata ba baithuti ba bontshitse hore ba tseba ditaba tsa puisano ena ka ha ba kgonne ho fumana hore ke mohla Mofokeng a ne a lahlehetswe ke mokotlana wa hae wa tjhelete. Baithuti ba bontshitshe tsebo le kutlwisiso ya puisano ya baphetwa bana ba babedi.

DITSHISINYO

Baithuti ba kgothaletswa ho:

- Tswellapele ho ngola puisano e nngwe le enngwe e hlahellang paleng hore ba be le tsebo e batsi ya ditaba tsa puisano eo. Ho totobetse hore taba ea e ile ya phethahatswa kaha ba sebeditse hantle haholo potso ena.

POTSO YA 4

Potsong ena ho ne ho shebilwe hore baithuti ba nke lehlakore ho hlakisa mantswe ana a reng: lerato le sefofu. Le mona baithuti ba bangata ha ba ka ba ba le bothata ho araba potso ena. Ba arabile potso ena ka bokgabane hoo, ba ileng ba ntsha le dintlha tse neng di sa lebellwang karabong ena. Sena se paka tsebo e tebileng ya pale ntlheng ena.

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POTSO YA 5

Potsong ena baithuti ba ne ba e na le kgetho ya ho ngola **Atikele ya koranta**/ kapa **Puisano.** Baithuti ba kgethile ka ho lekana ditema tsena tse pedi. Ho a bonahala hore ba tseba ditema tsena.Ho ntse ho e na le baithuti ba ntseng ba lebala ka dintlha tse ding tsa sebopeho sa ho ngola .

DITSHISINYO

Matitjhere a kgothaletswa ho:

- Tswellapele ho ruta mefuta e meng ya ditema tse telele tsa kgokahano.
- Toboketsa tsebo e babatsehang ya tsebo ya dibopeho tsa ditema ka kakaretso.

POTSO YA 6

Le potsong ena baithuti ba ne ba e na le boikgethelo. Ba iphumanetse dintlha ka ho fana ka dintlha tsa bohlokwa tse batlehang ho arabeng tema e kgutswane.

RE BOETSE RE THOHOLETSA MATITJHERE KA MOSEBETSI O MOTLE. PELE YA PELE BANA BA THARI E NTSHO.

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SESOTHO FIRST ADDITIONAL LANGUAGE
SBA

Mosebetsi wa baithuti e bile o kgabane ka kakaretso. O bonahala o ntse o ntlafala selemo le selemo.

TLHOPHISO YA MOSEBETSI

Difaele tsa baithuti di ne di hlophisitswe hantle ka makgethe, mme sena se etsa mosebetsi wa ya hlahlobang e be o bobebe. Dikarolwana tsa mosebetsi di arotswe hantle, ho bonahala hore Karolo ya A e fella kae mme e latelang e qala kae.

BOFOKODI

- Leha puo ya baithuti ba bang e le e kgotsofatsang ho na le dikarolo tse batlang ho lokiswa. Sesothong ha ho na lentswe 'eya' empa ke 'ee', mme ho bonahala baithuti ba bangata ba sebedisa le fosahetseng, 'eya'. E nngwe phoso e atileng ke 'naleng' bakeng sa 'nang le'. 'Le' ke lekonyanyi mme e ema e le nngwe jwaleka makopanyi a mang, a kang: hobane, mme, le a mang.
- Ho kopanya mantswe e ntse e le bothata. Mantswe a kang 'e nngwe', a ngolwa 'engwe', 'one' bakeng sa 'o ne'.
- Tshebediso ya mantswe a puo tse ding jwale ka, **'mare**' bakeng sa **'empa'.** Qaka eo matitjhere a mang a lebaneng le yona ke ya ho ruta baithuti bao puo tsa bona e seng tsa Sesotho mme sena se qobella baithuti ho sebedisa puo ya senyesemane haholo.
- Puo e fosahetseng, jwale ka, '**le hape'**. Ena ke tshwaetso ya Senyesemane **'and again'**. Mantswe ana ke mahokedi bobedi mme a ke ke a sebediswa a latellana. O ka sebedisa le le leng feela.

DITSHISINYO

- Baithuti ba kgothalletswe ho bala dibuka tsa Sesotho le ho leka ho se bua Sesotho le baithuti ba Basotho bakeng sa ntlafatsa puo ya bona.
- Ba ikwetlise ka ho ngola diratswana mme e mong a leke ho fumana diphoso mosebetsing wa e mong ho mo thusa ho hlaola diphoso tseo. Titjhere ha a qobellwe ho sheba mosebetsi oo, a ka etsa jwalo mesebetsing e mmalwa eo baithuti ba e lekotseng le ho e lokisa.

QETELO

E se e ka baithuti bohle ba ka sebetsa ka thata ho tloha qalong ya selemo hobane nnete e a sala, **kwekwe ya morao e tloha le sepolo.** Bao e seng Basotho ba leke ho sebetsa mmoho le ba buang sesotho hobane **ntjapedi ha e hlolwe ke sebata.**

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SETSWANA FIRST ADDITIONAL LANGUAGE
PAPER I

KAROLO YA A

Baithuti ba dirile sentle thata mo karolong e. Bontsi ba bona ba supile fa ba tlhaloganya Tekatlhaloganyo le dipotso tsa yona.

KAROLO YA B

Baithuti ba dirile sentle, fela ba ne ba na le bothata ba go sa sosobanye ka mafoko a bona, mme ba kopolola dintlha le mafoko jaaka di ntse go tswa mo palong e ba e filweng. Matsapa a mangwe e nnile gore baithuti ba ne ba boeletsa dintlha mme seo se dira gore ba latlhegelwe ke maduo.

KAROLO YA C

Mo lebokong le le ipaakanyeditweng, baithuti ba dirile bontle thata. Go ne go itshupa gore leboko le, le tseetswe matsapa ke baithuti le morutabana. Matsapa a nnile fela fa ba tshwanetseng go kwala seane ka botlalo. Kgakololo ke gore barutabana ba seka ba lebala gore diane ke karolo ya puo, ka jalo ba di gatelele fa ba kopana le tsona mo lebokong.

Mo lebokong le le sa ipaakanyediwang, le gone baithuti ba dirile sentle ka bontsi. Go ne go bonala fa ba sa itse gore kobiso ke eng. Go botlhokwa gore fa dintlha tsa poko di tlhagelela ka nako ya kamuso le fa e le mo pading kgotsa mo motshamekong di lemotshiwe baithuti gore di kgone go itshetlela thata mo ditlhaloganyong tsa baithuti.

KAROLO YA D

Baithuti ba dirile sentle thata mo dikhutlwaneng tse tharo tsa karolo e. Bothatanyana bo tlhagile mo baithuti ba neng ba dirisa thata mareo a Sejatlhapi go na le a Setswana. Go ka tswa mosola fa baithuti ba ka nna ba fatlhosiwa ka mareo a a maleba a Setswana. Bukana ya Lekgotla la Bosetšhaba la Puo ya Setswana e na le mafoko a Sejatlhapi a a ronoletsweng mo Setswaneng, ka jalo, e ka thusa tha a ka nako ya kamuso ya baithuti go ba fatlhosa ka mareo a a maleba.

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SETSWANA FIRST ADDITIONAL LANGUAGE
PAPER II

KAROLO YA A

Maduo a pampiri e ka kakaretso a ne a siame mme a sa galalele mo go kgotsofatsang.

Dintlha tse di latelang tse ke tse baithuti ba tlhaetseng mo go tsona mme di tshwanelwa go elwa tlhoko:

- Go sa buiseng dipotso ka tlhamalalo gore ba feletse ba di tlhalogantse.
- Go itlhokomolosa maduo a potso, mme moithuti a felela a tlhaeditse dintlha kgotsa a kwala mo go sa lekanang maduo.
- Diphoso tsa mokwalo tse di felelang di tlhakatlhakantse dintlha mme di sa utlwale.
- Go tlhoka go tlhaloganya ditiragalo tsa padi mo go felelang go dira gore baithuti ba itlhamele ditiragalo mme ka jalo ba latlhegelwe ke maduo.

Mo makwalong, baithuti ba na le bothata ba go farologanya sebopego sa lekwalo la semmuso le sa botsalano.

Go itshupile fa bontsi ba baithuti ba ne ba sa tlhaloganye thulaganyo ya go kwala lekwalo la moswi ka gore dintlha tsa bone di ne di tlhakatlhakane.

Kgakololo ke gore barutabana ba fatlhose baithuti ka mefuta e e farologaneng ya ditlhangwa jaaka e supilwe mo SAGs gore ba kgone go lebagana le mefuta eo fa e ka tlhagelela mo ditlhatlhobong.

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SISWATI HOME LANGUAGE
PAPER I

QUESTION 1

This question was well answered by candidates. The average mark for this question was 27. All the candidates passed this question. Candidates lost marks in question 1.2.5, where they were expected to give types of critical language use. This shows that critical language use needs to be drilled.

More exercise on critical language use is to be given to candidates.

QUESTION 2

Candidates did very well in this question. Most Candidates got an average of 8 marks. What needs to be emphasised is the use of the candidates' own words. The candidates got an average mark of 7 out of 10. The message found in a poem should be emphasised to candidates as this was the only problem in this question. Candidates must know that poems always give the audience a lesson after reading it.

QUESTION 3

Candidates did better than last year. They showed understanding of analysing a poem. The only difficulty was to give examples of poetic devises, but they did very well as the average mark was 6 out of 10.

Candidates must practise analysing poems that they did not do in class with their teachers more often.

QUESTION 4.1 AND 4.2

Candidates did not make the wrong choice in questions as before. Candidates made the correct choice of questions (4.1) or (4.2). It was clear that prescribed poems were treated in class. The average mark of candidates was 15. The main problems that made candidates lose marks are the poetic devices and the lesson found in the poems. Interpretation of the poems was the main problem.

More exercises containing the above mentioned aspects should be emphasised in class in order to prepare candidates for the exam and to be the poets of the future. Teachers can also do research about the poems if there is a need. Where possible they can even consult the poets, especially for the mood and the aim of the poems to their audience.

LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 5

The following sections of the grammar should be emphasised as the candidates did not do very well:

- Moods
- Parts of speech
- Critical language usage
- Analysis of sentences
- Function of absolute pronouns

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- Difference between proverbs, idioms and idiomatic expressions
- Verbal extensions: Meaning brought by verbal extension in verbs
- Poetic devices, e.g. rhyme, refrained, link, parallelism, enjambment, etc.
- Punctuation

QUESTION 6 ADVERT

Candidates did very well in this question. The only parts of the question where almost all candidates did not do well is:

- Reading the advert
- Critical language use (6.3)
- Identification of idiomatic expression

Candidates showed great improvement in their achievements. I wish they can do more than what they did in the following year. Teachers are also congratulated on their good work.

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SISWATI HOME LANGUAGE
PAPER II

UMBUTO 1: Tigigaba Talomhlaba – S. R Nsibandze

UMBUTO 2 na 3: Bungani Bebangani – S. M Magagula

- Lemibuto iphendvulwe ngelicophelo lelisetulu.
- Emamaki latfolwe bafundzi kulemibuto bekamahle kakhulu.
- Bafundzi bebatilungiselele ngalokusecophelweni lelisetulu.
- Bafundzi noko bayakhutsatwa kutsi bawufundzisise umbuto, kute bevisise kutsi udzingani, njengobe labanye bebanhlanhlatsa, bangaphendvuli loko lokubutiwe.
- Bothishela bayakhutsatwa kutsi bachubeke batinikete sikhatsi lesenele letincwadzi ngekwehlukana kwato nabatenta eklasini. Loko kuyabasita bafundzi kutsi babati bonkhe balingiswa nebadlali labakhona etindzabeni.

UMBUTO 4 na 5 – Ematheksthi emibhalombiko

- Bafundzi babhale inkhulumo lesezingeni lelisetulu.
- Bafundzi bayasati sakhiwo sencwadzi yemtsetfo. Libe lincane linani lelidzinga kukhunjutwa sakhiwo sencwadzi.
- Bothishela abachubeke bagcizelele umehluko kusakhiwo sencwadzi yebungani naleyo yemtsetfo/yemsebenti.
- Emamaki ebafundzi abe mahle ngalokuncomekako kulemibuto yomibili.

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SISWATI HOME LANGUAGE
SBA MODERATION

- Umsebenti wabothishela nebafundzi bewumuhle kakhulu.
- KuSigaba A tihloko letisetjentisiwe bekunguleto letiphatselana naloko lokwenteka emphilweni emalanga onkhe.
- Bufakazi bekutsi umsebenti weluhlolomvama ulingansiwe esigungwini sabothishela bewutfolakala emafayeleni abothishela.
- Tivivinyo betisezingeni lelifanele nalelincomekako.
- Luhlolo lwekutilungiselela lwentiwe kahle.
- Emafayela lasetjentisiwe ngulamukelekile, lolinganisako uyakhona kwenta umsebenti melula.

LOKUNGALUNGISWA

- Bothishela abawafake emarubhrikhi abo emafayeleni.
- Bothishela bayakhunjutwa kutsi bangawasebentisi emaphepha labhaliwe eminyakeni leyendlulile njengobe anjalo kutivivinyo tabo.
- Bothishela abakhumbule kunika umsebenti loyindzatjana kusigaba D na E.
- Incwadzi yesifakazelo lebuya kumphatsisikolwa kufanele ibe khona efayeleni lemfundzisi.
- I analisisi gridi iyadzingeka ikakhulu kutivivinyo tekulungiselela, loko kuyasita kukhomba kutsi sivivinyo sizengeni lelifanele.
- Lifomu lelitfunyelwa yi IEB lelinemagama ebafundzi lekumele kutfunyelwe emafeyala abo, alifakwe efayeleni lathishela.
- Bafundzi abakhunjutwe kusayina lapho kufanele khona.
- Bothishela nabo abasayine lapho kufanele khona.
- Bothishelanhloko abasayiniswe emamaki.

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SISWATI FIRST ADDITIONAL LANGUAGE
PAPER I

QUESTION 1

This question was well answered by candidates. The average mark was 27. All the candidates passed this question. Candidates lost marks in question 1.2.4, where they were expected to give types of critical language use. This shows that critical language use needs to be drilled.

More exercise on critical language use is to be given to candidates.

QUESTION 2

Candidates did very well in this question. Most Candidates got an average of 8 marks in this question. What needs to be emphasised in this question is the use of candidates' own words, especially candidates who struggle with vocabulary. Candidates got an average mark of 7 out of 10. The message found in a poem should be emphasised to candidates as this was the only problem in this question. Candidates must know that poems always give the audience a lesson after reading it.

QUESTION 3

Candidates did better than last year. They showed understanding of analysing a poem. The only difficulty was to give examples of poetic devises, but they did very well as the average mark was 6 out of 10.

Candidates must practise analysing poems that they did not do in class with their teachers more often.

Candidates have a problem of spelling of words, especially where they are expected to give their views about the poems.

QUESTION 4.1 AND 4.2

Candidates did not make the wrong choice in questions as before. Candidates made the correct choice of questions (4.1) or (4.2). It was clear that prescribed poems were treated in class. The average mark of candidates was 12. The main problems that made candidates lose marks are the poetic devices and the lesson found in the poems. Interpretation of the poems was the main problem.

More exercises containing the above mentioned aspects should be emphasised in class in order to prepare candidates for the exam and to be the poets of the future. Teachers can also do research about the poems if there is a need. Where possible they can even consult the poets, especially for the mood and the aim of the poems to their audience.

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LANGUAGE STRUCTURES AND CONVENTIONS

QUESTION 5

The following sections of the grammar should be emphasised as the candidates did not do very well:

- Vocabulary
- Punctuation
- Tense
- Verbal extension
- Parts of speech
- Sentence analysis
- Poetic devices: Rhyme, repetition, meaning of the poem, link, suitability of choice of words, etc.

Candidates showed great improvement in their achievements. I wish they can do more than what they did in the following year. Teachers are also congratulated on their good work.

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SISWATI FIRST ADDITIONAL LANGUAGE
PAPER II

SISWATI LULWIMI LWEKUCALA LWEKWENGETA LIPHEPHA LESIBILI

UMBUTO 1, 2, 3, 4 Bungani Bebangani – S.M Magagula

- Imibuto lemifishane yentiwe ngelicophelo lelisetulu. Bafundzi batfole emamaki lamahle.
- Bafundzi bayiphendvule kahle imibuto kulesigaba.
- Labanye bafundzi bayasikhohlwa sakhiwo senkhulumiswano. Bafundzi abakhutsatwe kutsi bangaweci umugca uma babhala inkhulumiswano yabo.
- Bafundzi bebakhona kuveta emaphuzu lafanele kumbuto 4. Noko labanye bebakhohlwa kusekela ngetigameko letitfolakala etincwadzini letifundziwe.
- Bafundzi abalicaphele linani lemagama lelidzingekako kuleyo naleyo mphemdvulo.
- Umsebenti lowentiwe bothishela kulungiselela bafundzi uyancomeka.

UMBUTO 5: Itheksthi yembhalombiko

- Incwadzi yebungani ibhalwe kahle.
- Bafundzi bebakhombisa kuticambela.
- Bafundzi labanyenti bayasati sakhiwo lesingiso sekubhalwa kwencwadzi.
- Lulwimi bekungulolo lolwemukelekile, lwebungani.
- Singeniso, umtimba, siphetfo nesivaleliso bekunguleso lesifanele.

UMBUTO 6: Simemetelo.

- Bafundzi bebasati sakhiwo sesimemetelo naloko lokumele kubekhona esimemetelweni.
- Bafundzisi bayadzinga kubuketa linani lemagama lemibhalo lemifisha.
- Lesimemetelo besibhalwe ezingeni lelincomekako.
- Bafundzisi abakhutsate bafundzi kutsi baphatse kwekubhala lokuyimibalabala kute batewukhona kuhlobisa imibhalo yabo ngendlela lefanele.

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SISWATI FIRST ADDITIONAL LANGUAGE
SBA MODERATION

SISWATI LULWIMI LWEKUCALA LWEKWENGETA I PHOTHIFOLIYO

- Umsebenti wabothishela nebafundzi bewumuhle kakhulu.
- Tihloko letisetjentisiwe kuSigaba A bekunguleto letisezingeni lebafundzi bakamatekuletjeni.
- Bufakazi bekutsi umsebenti weluhlolomvama ulingansiwe esigungwini sabothishela bebukhona emafayeleni.
- Tivivinyo betisezingeni lelifanele.
- Luhlolo lwekutilungiselela lwentiwe ngemphumelelo.
- Emafayela lasentjentisiwe ngulamukelekile, lolinganisako uyakhona kwenta umsebenti melula.

LOKUNGALUNGISWA

- Sigaba 3 asibe nendzatjanambhalo lesuselwe etindzabeni letimfishane.
- Incwadzi yesifakazelo lebuya kumphatsisikolwa beyingekho kulamanye emafayela.
- I analisisi gridi ayifakwe efayeleni lemfundzisi ikakhulu leyo yeluhlolo lwekutilungiselela. Loku kuyasita kutsi umfundzisi abone kutsi tivivinyo takhe tisezingeni lelingilo nobe cha.

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SPANISH SECOND ADDITIONAL LANGUAGE

The results for this year's examinations have been quite good with most candidates achieving the appropriate level of Spanish. We congratulate the teachers for their efforts and dedication and the candidates for their hard work during the years leading up to these final examinations.

GENERAL

- We repeat our request to school principals and department/academic heads whose candidates are registered to sit for the Spanish IEB examinations: please ensure that the teachers are qualified and that they are given a copy of the latest Subject Assessment Guidelines (SAGs) for Spanish along with the list of Prescribed Works and texts for the Orals, which are available on the IEB website. We would also urge department/academic heads to check that the Spanish teachers, whether internal or external, have read this Report. Please note too that teachers are welcome to contact us to answer or clarify any queries (see our email addresses below). We have set up an 'e-cluster' whereby teachers/assessors of Spanish can interact with each other and can act as co-moderators of their respective Preliminary Examinations.
- Spanish, together with the other European languages, expects a level of A2.2 to B1.1 (Common European Framework of Reference [CEFR]) to be attained in the examinations, SBA files and orals. The Instituto de Cervantes provides a detailed explanation of what is expected at those CEFR levels: https:cvc.cervantes.es. However, these descriptors do not cover the comprehension and comments on prescribed literary works, which comprise the IEB Spanish curriculum.
- Spanish, along with all the non-official languages, takes language errors into account in Paper II. In Paper I language errors are not penalised, provided that the answers are expressed in understandable Spanish.

WRITTEN EXAMINATIONS

The results this year showed a wide range of marks, from symbols A to D. As all the candidates seemed to have covered the syllabus, it comes down to language competence with some candidates not attaining the level expected. Please remember that in Paper II language errors are taken into account and this may account for the discrepancies in the marks between Paper I and Paper II. Therefore it is important that language errors are kept to a minimum. Candidates should revise and practice the Spanish rules of agreement (nouns and verbs), correct use of verb tenses and mood, spelling and accent rules, including inverted question and exclamation marks. A reminder here that the South American use of 'ustedes' in place of vosotros/as, 'los/las/les' for os and 'su' 'sus' for vuestro/a vuestros/as are perfectly correct forms of Spanish.

PAPER I

- **Text 1**: Questions 1.1 and 1.2 were generally answered correctly, as were the multiple-choice questions. However, some of the short-answer questions posed difficulties for those who did not do a close reading of the question. For example, Question 1.5 asks for three examples: "Señala tres ejemplos…" Question 1.6 requires an explanation, which means the neutrality of grandparents should have been part of the answer. Answers to Question 1.8 should have focused on why and to what end grandparents should get to know (conocer) their grandchildren. And Questions 1.11 – 1.13 related only to the poster, not the article.

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- **Text 2**: Question 2.3 asked for classification criteria that some candidates missed. In Question 2.5 the reason for the coining of the term 'ortorexia' was left out by some. In Question 2.10 several candidates focused on the 'relaciones' but not the 'actividades'.
- **Text 3**: No questions posed any difficulties for the candidates.
- **Text 4**: Question 4.1.1 asked for two sources of conflict embedded in the fragment: while all candidates pointed to the previous relationship of the Novia and Leonardo, very few understood that the purchase of the vineyard ('viña') made the marriage proposal possible for the Novio and hence the tragic conflict that followed from it. The correct answers to Question 4.2.1 were thus compromised. Question 4.2.3 was challenging but almost all candidates were able to identify the contradictions.

PAPER II

- In Section A, most of the candidates expressed their opinion on the source text in a well-structured manner. Candidates should try to give their own examples to illustrate their opinion and also to use linking connectives appropriately, e.g. sin embargo, además, por un lado, otro lado, en primer lugar, etc.
- Section B was well answered by all this year but more careful attention could have been paid to the correct format of the transactional texts, e.g. e-mail and blog and to the correct form of address (formal or informal).
- In Section C, Question 6 some candidates did not follow the instructions to write an e-mail and use the imperative. In Question 7 many left out the request for fellow learners to sign the campaign.
- In all three Sections errors of agreement (concordancia) between nouns and adjectives and subject and verb were very frequent, as was language interference. Please remember that such errors lower candidates' marks.

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SPANISH SECOND ADDITIONAL LANGUAGE
SBA MODERATION

The majority of the teachers' and learners' SBA files were very clearly and neatly presented. Congratulations on this achievement. Overall we were highly impressed with the work done by most teachers and candidates during the year. We trust that the feedback forms for teachers and candidates by the moderator/examiner will be of help for next year's SBA files. What follows are a few comments and suggestions that still needed to be considered.

- On the cover sheet of each Learner's File, please ensure that the candidate's examination number is filled in and also the centre number (each school has a number). Both the candidate and the teacher must sign and date this document. Remember that these signatures attest to the authenticity of the work in the file, i.e. that it is the candidate's own work. It is also recommended that the Principal or Academic Head of each school co-sign the form.
- A suggestion is to mark every task, test and preliminary examination out of 100 as this makes it easier to convert to 10 and thus speeds up adding the final total.
- When adding up and converting the final mark use a whole number. Umalusi and the IEB's rule now is to round a mark up or down, e.g. 8,5>9 and 8,4 <8.
- All work should be dated and show progression from early in the school year to the time of prelims.
- In the Teacher's File rubrics, assessment criteria and stimulus materials should precede each task, test and preliminary examination paper; memoranda or marking guidelines should be included in Sections B and C. Rubrics and assessment criteria should be included in the Learner's File for all Sections. Sometimes is it not easily discernible how a mark was achieved since there is often little or no feedback. We also note that many errors are left uncorrected, thus rendering a mark unreliable. Please mark using a coloured pen/pencil.
- In Section A2 the draft versions are often left without a symbol mark (i.e. A, B-, C+, etc). Coding for errors is not generally used. We have a code list for any teacher who would like one: contact us via e-mail.
- In Section A there should be a task based on one or two of the literary works prescribed for the SBA File (same as for the Orals: "La siesta del martes" and/or "El niño lobo del cine Mari" for 2019 and "Dos palabras" and/or "El niño del cine Mari" for 2020–2022). You may also include one or two of these works in the tests in Section B. However, in Section C (the preliminary examination papers) it is suggested that questions on the prescribed works for the final Paper I be included (*Bodas de sangre* and "Dos palabras" for 2019 and *Crónica de una muerte anunciada* and one of the five prescribed poems for 2020–2022).
- The two preliminary examinations (Section C) should be moderated by another high school Spanish teacher. This Umalusi and IEB regulation has applied to our subject from this year 2019. Our e-cluster is most useful in adhering to this regulation as teachers will be able to email their draft papers to one another for moderation without charge.
- A useful tip is to include in each SBA File the corresponding IEB moderation checklist for candidates and educators (available at the end of the Subject Assessment Guidelines (SAGs) on the IEB website). Make sure to tick each box to ensure that all the IEB requirements are fulfilled for each file.
- The SBA file should not include the mark sheets for the oral component of the examinations: those are to be submitted at the time of the oral to the moderator in question.

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- Please use hard plastic display files with plastic sleeves or arch-lever files for the SBA Files; soft plastic punch files are not suitable as they come apart easily and marks and comments in the left-hand margins are not readable.

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SPANISH SECOND ADDITIONAL LANGUAGE
ORAL MODERATION

We are very pleased with the outcome of both the assessment and the moderation. We were very impressed with the level of Spanish achieved by the candidates, some of whom have only had three years of study. Congratulations to the candidates and to their teachers. Except for the Johannesburg area, we used Skype video for the moderations which worked well.

A few other problems persist, however, and we would urge teachers and Academic Heads to ensure that the correct documents from themselves and their schools are presented to the moderator either before or on the day of the moderation. If any teachers remain in doubt as to what these documents are, they should consult the SAGs on the IEB website or they may contact either the examiner or moderator for Spanish.

As with the SBA files, teachers should not inflate the marks as discrepancies of more than 10% between the Oral and SBA files and the written examinations are adjudicated for adjustment by the IEB, the moderators and Umlusi. The criteria for evaluating each of the 4 parts of the oral are clearly set out in the SAGs.

Teachers must please note that Spanish is spoken in twenty countries, all of which have different and perfectly acceptable pronunciations.

The candidates were well prepared for each of the four parts of the moderation. The following are a few comments and suggestions:

In Part 1 (presentation of a previously prepared text, about 2 minutes) the candidates should offer an opinion on the text, not just a summary of it. They may refer to cue cards but should not read from notes as was frequently the case this year. One of the texts must include one of the three texts about countries. Candidates should be prepared to discuss the text with the moderator. Many candidates could not answer questions about the text after their presentation.

In **Part 2** (role-play), the candidates enacted their roles with enthusiasm and humour. Many were somewhat short, i.e. one minute, whereas they should be at least two minutes long. Single candidates do not have to role-play but rather explain and justify a point of view between two opposing ones.

In **Part 3** (listening comprehension) the range of marks corresponded to the language competence level of each candidate. For the Skype orals the sound file and question paper were emailed on the day of the oral and this worked well.

Part 4 (general conversation and discussion of a literary text, about 3 minutes) was fair to excellent for the most part in the interaction between moderator and candidate. Please note that the literary texts for the oral moderation differ from those of the written examination. Candidates are reminded that they may refer to but should not read from notes about the literary text: they are expected to discuss it with the moderator after giving a brief summary or their opinion of the work.

Please note that the prescribed literary works and the texts for the orals have been changed for the 2020–2022 cycle. Consult the IEB website or contact the Moderator (see below).

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Again our congratulations to all our teachers for their hard work, their dedication and for their enthusiasm for Spanish!

A reminder that the posts of Examiner/Moderator for Spanish 2021–2023 have been announced by the IEB, and have been forwarded to all schools as well as via the Spanish e-cluster.

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SPORT AND EXERCISE SCIENCE

The paper was generally answered well – a much better standard than in previous years. It is pleasing to note that previous comments made at conference are being passed on to the candidates, e.g. very little slang was used.

QUESTION 1

1.1 match the column was answered very well.

1.3 related to planes of movement. This was generally not well answered.

1.4 more accurate shading is needed and this will be discussed at conference.

The candidates need to shade the Base of Support accurately, i.e. under each foot and not put a big block around the foot that extends out too far. This was marked fairly but more accuracy will be expected in future.

1.6 related to levers and placing the fulcrum onto a picture – several candidates did not do this. Many candidates did not know what movement is involved with various sports and therefore placed the fulcrum in the wrong place. For example, a cricket bowler has his fulcrum at his shoulder but many placed the fulcrum in his stomach. Several candidates did not know that a golfer uses a ‘golf club' and wrote 'golf stick'. They were allocated the mark but candidates need to know about a wide variety of sports.

It is recommended that teachers spend more time on levers. Fill a page with action pictures and make the candidates work out where the fulcrum is, where the load is and where the effort is and state what class of lever it is.

QUESTION 2

2.1 This was poorly answered on the whole. The candidates could not apply their knowledge of lever length to pictures. Basically many candidates just described what they saw in the pictures of the rugby player kicking a ball rather than stating 'in picture A when the kicker pulls his leg back, he is creating a shorter lever'.

2.2 The data was correctly interpreted off the graph by most of the candidates.

QUESTION 3

This question asked candidates to discuss force summation using pictures of a girl throwing a ball.

Once again, the candidates could not apply their knowledge and just described what the girl was doing in each phase of the throw, e.g. 'in picture A she has bent her elbow'.

The answer should have been: 'by rotating her torso and pulling her shoulder back, she is starting with the large muscles first, etc.'

It is recommended that teachers find many pictures of athletes involved in several sports and ask the candidates to apply their force summation knowledge to this.

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QUESTION 4

Most of this question was well answered. The stumbling block for the few candidates who struggled was explaining the muscle spindle and what occurs within a muscle when the spindle is activated. Some schools did go into a lot of depth.

QUESTION 5

This question related to the Australian Open tennis tournament. This was mostly well answered although many did not answer the question relating to the Catastrophe Theory well. They just described the Yerkes and Dodson theory. The question also stated that the candidates must 'Use the graph below' and many did not refer to the graph at all. If no reference was made to the graph then they were not allocated full marks.

QUESTION 6

This question related to the flight paths of tennis balls as well as blood redistribution. This proved to be one of the harder questions judging by the results. The candidates struggled to envisage the flight of tennis balls. It is recommended that candidates watch YouTube clips or, if there are good tennis players in the class, candidates can go onto the tennis court to hit the ball in various ways or watch the ball closely when being hit.

The section on the impact of pre-capillary sphincters was either well answered or badly answered. A little more time should be spent teaching this as it is important. Exercising muscles cannot function properly if more oxygenated blood is not reaching them. Many confused the function of the sphincters with the function of non-return valves.

QUESTION 7

This question related to interpreting data off a graph indicating sport participation. This was generally well answered. Although the last question (7.8) on Ringelmann Effect was not well answered.

QUESTION 8

This question was about cyclists and energy systems and altitude training.The candidates answered the question on energy systems used well, on the whole. Many battled to explain what altitude training was.

Question 8.4 asked for an explanation of the physiological responses of Sarah AND Jill's bodies. The word 'AND' was even put in capital letters. Many only spoke about Sarah and therefore only got half the marks.

8.5 referred to Yerkes and Dodson graph where the candidates had to describe what was occurring at indicated stages on the graph. This was generally well answered although some thought that the curve of the graph was a hill for the cyclists to climb!

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QUESTION 9

The essay revolved around too much competition. Candidates were expected to provide strategies for coaches to prevent overtraining and fatigue. This was mostly answered well. The shortfalls were:

- some candidates not referring to any of the sources at all or only using 1 source,
- some candidates explaining what the problems were very well but offering no strategies.

It is suggested that teachers discuss what is meant by a 'strategy' and get the class to discuss strategies to various scenarios in small groups, or have a class debate on various strategies that can be applied to a scenario.

Teachers are to be congratulated on the standard of the work presented on the whole.

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TAMIL SECOND ADDITIONAL LANGUAGE

1. Content coverage

All aspects in respect of testing programme were sufficiently considered. As usual time constraints hindered; a hundred percent testing output.

2. Cognitive skills

Questioning techniques allowed candidates to move from simple areas to higher logical thinking.

3. Overall impression

A fairly well-considered paper catering for the average candidate.

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TECHNICAL MATHEMATICS
PAPER I

It is a difficult task to comment on the outcome of Technical Mathematics Paper 1, as the subject is only in its second year, the first in the IEB. In addition, the first group was very small, making it impossible to gauge the appropriate standard of the examination.

The curriculum topics are wide, including many that are not covered in Core Mathematics, such as complex numbers, binary numbers, logs and integration. However, the depth required is very superficial, and intended, it seems, to be mainly of use in practical applications.

In the small group, it was evident that a small percentage (about 25%) was more competent mathematically than the others. I could tell that the basic concepts were grasped and could be applied, but then the majority of candidates fell prey to many very fundamental errors in simple algebraic procedures. This made it difficult to award method marks. Very basic calculations involving quadratic equations, manipulation of formulae to change the subject, and the drawing of simple graphs tripped these candidates up. Sections which were well handled by all the candidates were the binary numbers, complex numbers and the argand diagram, and basic differentiation and integration.

We will be in a better position to judge the standard of the paper once we have a second year of results, and perhaps more candidates. It will probably take a few years to iron out some of the issues, but this is a subject with much potential that should prove to be a benefit to candidates with technical leanings.

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TECHNICAL MATHEMATICS
PAPER II

GENERAL

(42% average)
The paper was easy to mark. Alternatives were provided in the marking guidelines. Candidates used the extra space provided at the back of the paper.

Only 4 Afrikaans candidates wrote the paper with the following results:

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	TOT
MAX	**11**	**15**	**26**	**12**	**12**	**23**	**16**	**16**	**19**	**150**
	8	5	8	8	2	8	4	8	15	66
	6	3	11	6	1	4	1	1	2	35
	9	8	11	5	10	9	3	13	12	80
	10	8	10	8	9	8	1	6	9	69
AVG	**8,25**	**6**	**10**	**6,75**	**5,5**	**7,25**	**2,25**	**7**	**9,5**	**62,5**
%	**75**	**40**	**38**	**56**	**46**	**32**	**14**	**44**	**50**	**42**

QUESTION 1

(75% average)
The question was done very well and the most common mistake was not calculating the correct angle. Candidates do not write all the required steps to obtain full marks. Overall this question got the candidates into the paper well.

QUESTION 2

(40% average)
Candidates did not read the information above the sketch. The midpoint M was the key to Question 2.1.2. Finding the point of intersection of two lines was a challenge. The equation of the circle was a challenge.

QUESTION 3

(38% average)
The first question was basic and it was evident that some candidates had no idea of how to calculate distance and inclination. In Question 3.2 candidates missed that the values of a and b did not have degree signs. Reductions and specific solutions need extra attention in the classroom. The manipulation of the trig functions needs to be worked on and the understanding of different notation would be something to work on before next year's paper.

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QUESTION 4

(56% average)
The trig graphs were answered well. The interpretation of graphs needs attention.

QUESTION 5

(46% average)
The cos-rule and area-rule needs attention.

QUESTION 6

(32% average)
Candidates struggle to write down what they think. The reasons are not written as required. Teachers have to focus on developing the skill of logical reasoning and writing down that reasoning.

QUESTION 7

(14% average)
This question was answered poorly. Similarity and proportionality must be addressed.

QUESTION 8

(44% average)
This question is a direct application into the technical subjects. Candidates have different methods but do not remember requirements for certain formulas.

QUESTION 9

(50% average)
The question was done well but it is important that candidates show where they are getting their answers from.

CONCLUSION

The paper was welcomed by the candidates. I would like to thank the moderators for their constant input, ensuring that the paper was at the standard that IEB is known for.

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TOURISM

QUESTION 1

Tourism sectors, Unique Selling Point, Target Market, Marketing Mix and a SWOT Analysis.

The question was generally answered very well.

QUESTION 2

Positive effects of tourism, factors that affect sustainability, Fair Trade, global events and the Triple Bottom line

This question did not pose a problem for most candidates but there were many who did not know about the three factors affecting sustainable and responsible tourism development – People/Social, Planet/Environment and Profit/Economic – required in Question 2.3. Question 2.4 and 2.7 were follow-on questions and this affected their responses.

It was also evident that many candidates had not revised the Fair-Trade certification criteria and were unable to apply this in answering question 2.5.

QUESTION 3 METHODS OF PAYMENT, EXCHANGE RATES

This question examined the application of the candidates' knowledge and understanding of currency exchange rates. Most of this question was well answered but candidates found sections 3.3 and 3.4 challenging. These questions required candidates to **analyse (providing both positive and negative points)** the effects of fluctuating exchange rates on international travel to South Africa. Negative and positive points needed to be discussed. Section 3.4 required candidates to explain why it is beneficial to a country to attract international tourists rather than domestic tourists; referring to foreign currency coming into our current and having a positive impact on the GDP.

QUESTION 4 FORMATION OF A TEAM, PROFESSIONAL IMAGE, CODE OF CONDUCT

Overall this question was answered very well. The Five stages of team formation were addressed well and candidates were not penalised for not having the Five points in the correct sequence.

QUESTION 5 HEALTH AND SAFETY, TRAVEL DOCUMENTATION, MARKETING METHODS, CAREER PATH

This question in general did not pose a problem for most, but some candidates were vague as to the marketing **opportunities** available in South Africa – Indaba, Getaway show and the World Travel Market Africa.

Question 5.3 was also a problem for some. The marketing methods are above the line and below the line. This question also tested the learner's application of the two methods.
Question 5.5 relating to the career path was the most poorly responded to. The requirements were clear: to identify a career and demonstrate a clear progression to achieving the final step. Marks were awarded for a logical and clear path of progression with a justification for achieving each step.

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QUESTION 6 TIME ZONES, DST, JET LAG AND JET FATIGUE

This question examined the application of the candidates' knowledge and understanding of time zones and daylight savings time. This was answered very well. There was some confusion however between Jet Fatigue and Jet Lag. Jet Lag is brought about by the crossing of 3 or more time zones whilst Jet fatigue is triggered by a long-distance flight and not having crossed many time zones.

QUESTION 7 CONCEPT MAP

The Concept Map which assesses higher order thinking posed some challenges. The question required an analysis and evaluation of service delivery, customer feedback and the importance thereof. It is advisable that candidates be given practice in preparing answers to a rubric, and then checking that they have complied with all aspects of the rubric in their final presentation. The concept map is not an essay; answers should be given in bullet points to reduce time taken on completing this question. The candidates that referred to the marking rubric and used subheadings performed much better than those that appeared not to. It is also advisable for the candidates to use double A4 to present their work.

QUESTION 8 ESSAY ON INDUSTRY RELATED TASK

Once again, it is advisable that candidates be given practice in preparing answers to a rubric, and then checking that they have complied with all aspects of the rubric in their final presentation. The essay may be answered with subheadings to ensure all the bullets are addressed.

The rubric asked for an **analysis** of the sustainability and responsibility of this venture. Only a few candidates complied with this aspect of the question by referring to **both** the positive **and** negative aspects. It was also evident that many candidates had not participated in an Industry Related Task, which in turn impacted negatively on their overall result. According to the SAGs, the IRT:

- Must simulate the tourism/service industry;
- Must be assessed over a period of no less than 3 days;
- Can be a cultural day – where service excellence, team work and knowledge of heritage tourism would be covered;
- Can include volunteering in an organisation allied to the tourism industry, such as the World Wildlife Fund, the ACT Rhino Fund; Animal Rights Africa, Birding Africa, Endangered Wildlife Trust; other conservation organisations.
- May include participating in organisations that are involved in good environmental practices such as litter control, conservation of energy, water and other scarce resources (or a school organisation that carries out sustainable practices).

In conclusion, teachers felt that the paper marked with ease and sufficiently examined every aspect of the Assessment Syllabus. It was felt that the paper complied with the prescribed cognitive weightings and was appropriate for the time allocation of 3 hours.

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TOURISM
SBA MODERATION

ADMINISTRATION OF TEACHER FILES

There was a high compliance rate in the use of soft, flat teacher and learner files, with no tasks in plastic sleeves. This is necessary so moderators can easily access all pages. From an IEB admin perspective, it ensures the minimum amount of bulk and weight when transporting and handling packs of files.

The overall quality of administration of teacher and learner files was reasonable. In future, teachers are requested to include only the following information under the Administration tab in their files, in order:

1. Cover page – teacher's own page designed, with the name of the school, centre number, subject and teacher's full name.
2. Cover sheet for Teacher's SBA file – complete with ticks indicating which SAGs topics were covered in each SBA task as well as original mark totals and final percentage (SAGs page 34/46).
3. Contents page – teacher's own design.
4. Teacher's own spreadsheet of marks (if the one in the SAGs is not being used) – showing raw marks as well as weighting according to the SAGs requirements. These must be signed off by the school principal. There is no need to also complete the spreadsheet of SBA marks (SAGs page 34/48).
5. IEB Moderation call up list of learner files (if applicable).
6. IEB computer-generated spreadsheet of all learners' SBA marks in alphabetic order.
7. IEB computer-generated spreadsheet of all learners' SBA marks in rank order (highest to lowest). There is no need to also complete the rank order form manually (SAGs page 34/49).

Please note: in future, teachers are not required to include a copy of the Final Moderation Tool for SBA Feedback form (SAGs page 34/50 – 34/53). The SBA and PAT moderators complete these forms and distribute them to teachers via their school head in the new year.

Controlled Tests

There was generally reasonable evidence of school moderation of controlled tests. However, there were several cases where no post-assessment moderation took place. It is imperative to complete both pre- and post-assessment moderation to ensure that tests are error-free and of a sufficient standard of questioning. Teachers are requested to include the following items in their teacher file, in order:

1. Pre-assessment moderation – consisting of pre-assessment moderation form as well as a moderated question paper, with evidence of moderation in the form of hand-written edits, or MS Word-generated tracked changes.
2. Question paper – a complete, final copy.
3. Memo/marking guidelines – showing mark allocations within each question and correct totals.
4. Post-assessment moderation if applicable to IEB call-up list – 10% of learner's papers (but no less than 2 papers) must be moderated.
5. Design grid – complete with marks per SAGs topic, and the required 60–40 split of higher and lower order thinking questions. A variance of 5% from this split is acceptable.

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Several non-compliant elements were found in the controlled tests and teachers are reminded of the following:

1. Do not test on the Grade 11 syllabus, such as world icons, and culture and heritage. There is also no need to test on tour planning and budgeting, as this is tested via the practical 14-Day Tour Plan task.
2. Do not use a 'write-on' style question paper (leaving lines for learners to write on) as this does not comply with the final exam paper format.

PRELIMINARY EXAM

In terms of the preliminary exam, it was found that the standard was acceptable in most cases. The paper must mimic the final IEB paper in every respect as per the SAGs requirements.

Teachers are encouraged to:

1. Use sources of information not older than 3 years.
2. Acknowledge all external sources of information such as articles, graphs, tables and images. Include the date accessed so as to contextualise information.
3. Ensure they have permission to use the question paper or part thereof, from the originator of the material (Tourism teacher). This is also part of acknowledging the source of information and not passing it off as one's own.
4. Ensure the correct moderator's name or names are on the exam.

TASKS

The compulsory 14-Day Tour Plan task was generally well set and executed, as was the Industry-related Performance task. The use of thorough rubrics for each part of every task cannot be emphasised enough. Learners need to know what they are aiming for, and teachers need to know how to mark the learners' work. Correct points must be ticked and constructive feedback must be written on learners' tasks. The report-component of the Industry-related performance task must be accompanied by a rubric designed specifically for that task.

Teachers are to note that for the Industry-related Performance task, learners may not obtain a code 7 indicator if the task was teacher-initiated and done at school as a group. They must go out and work in the tourism industry for their task, in order to obtain 80% or more.

Very few teachers chose to do the new SBA Selected Task (2019 SAGs) in place of the Visual Oral task. Some teachers set a case study, but omitted to include the visual-oral component into their PAT task. This year has been a period of grace during which teachers transition into the new SAGs requirement of selecting a task from one of the following options:

1 Case study analysis
2 Data Response Task
3 Entrepreneurship Task

At the same time, teachers will have to incorporate the visual-oral component into either Part 1 or 2 of the PAT task. Of the marks awarded for the PAT task, up to 20% must be allocated to the visual-oral presentation (see SAGs pg 34/4).

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LEARNER FILES

Learner files were mostly well compiled. They included file dividers, correct cover sheets, declarations of authenticity as well as declarations of omission where a 0% mark was given, with letters of explanation from the school principal.

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TOURISM
PRACTICAL ASSESSMENT TASK (PAT) MODERATION REPORT

GENERAL

Most of the PATs were packed correctly in soft, flat files with the necessary file dividers. The mark sheets were generally accurate and signed off by the Principal. Please ensure that the IEB Cover Page is completed correctly and handed in with the teacher's file. Teachers must please submit a spreadsheet of marks in order for their marks to be verified.

TASK:

Please ensure that the task is rigorous enough to justify the marks. It is of utmost importance that the PAT runs over two terms with enough tasks to accommodate code 7 candidates.

On-site visits are imperative to comply with the IEB requirements. Candidates must supply proof of their visits by including entrance tickets, signed interviews, questionnaires and selfies. Brochures are not sufficient as it can be collected at tourism information centres without a site visit. Without proof of an on-site visit the PAT merely becomes a research task. Please ensure that there is a fine balance between literature research and primary, face-to-face research.

From 2020 it is a prerequisite to add a visual/oral component to either part 1 or part 2 of the assessment. Some schools have already tried their hand at the new PAT with great success. Make sure to refer to the updated SAGs document for guidance regarding the PAT requirements.

It was with great pleasure that much less plagiarism was detected in the Learners' Files. Please remember that an online plagiarism test is a prerequisite for the PAT. Candidates hand in the results of the plagiarism test with phase 1 and 2.

Candidates are expected to provide a bibliography to acknowledge the sources used. It is strongly advised to make use of the Harvard Reference System.

Teachers must refrain from assessing content that is not compliant with the SAGs, e.g. the Grade 11 syllabus, cultures or outdated topics. Tour planning is tested in the 14 day tour plan and not the PAT. Please refer to the 2020 Grade 12 SAGs.

ASSESSMENT TOOLS:

Please ensure that the assessment tool used is appropriate to the task. It is recommended that a rubric with clear criteria is used, with the necessary imperative verbs. It is in the best interest of the candidates to know exactly what is expected of them. This will also give code 7 candidates the opportunity to meet the necessary requirements.

Mark allocation should be carefully considered as the rigour of the PAT may be compromised by inflation of marks.

In order to advantage candidates, there should be clear evidence of feedback given; correct facts in the PAT should be indicated with ticks and constructive feedback should be written on the PAT, where appropriate.

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URDU FIRST ADDITIONAL LANGUAGE/URDU SECOND ADDITIONAL LANGUAGE PAPER I/PAPER II

GENERAL COMMENT

The questions were set as per IEB examination requirements. Examination papers presented to candidates were error-free and legible. Marks were reflected for all questions and sub-questions. Learning outcomes were also taken into consideration for each paper.

FIRST ADDITIONAL LANGUAGE

PAPER 1 (Comprehension, Summary and Language)

The answers given were very good and all aspects were answered as required.
The summary question was not answered as expected. Some candidates wrote more than the required number of words.

PAPER 2 (Literature)

A few candidates who attempted the essay questions deviated from the topic.
The drama/poetry questions were well answered. Several candidates answered all four questions. They did not read the instructions as they were to answer only two of the four questions provided.

PAPER 3 (Essay / Letter / Advertisement)

The essays were very well written. However, several candidates did not write the address on their letter. Several essays were too long.

Urdu writing was very neat, well-spaced and legible. Candidates were thoroughly prepared as these answers reflected.

SECOND ADDITIONAL LANGUAGE

PAPER 1 (Unseen / Prescribed text, Picture)

The answers to these questions ranged from satisfactory to good. Several candidates answered the questions in English. This was not permitted and, as a result, these candidates lost marks.

PAPER 2 (Essay / Transactional text / Language)

Essay: a few did not write the essay as required. They deviated from the topic.
Transactional Text: Several candidates experienced difficulty in answering the questions. Responses were given in 2–3 lines. They lost marks.
Language: Answers ranged from satisfactory to good. The Urdu writing was clear, well-spaced and legible.

Candidates must be given extra written exercises and encouraged to read novels in Urdu to produce results.

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VISUAL CULTURE STUDIES
PAPER I

The 2019 marking process ran smoothly and without incident. There were no anomalies in terms of how the paper was answered. Credit must be given to the marking panel whose integrity and professionalism ensured the smooth running of the marking session. Credit must also be given to our community of Visual Arts Teachers and the candidates of 2019. Candidates were generally very well prepared for the changes that were implemented in the VCS Paper 1 this year and this is testimony to their level of tuition. Well done.

Some general comments that pertain to all questions:

1. ***Please send us your notes, especially if you are teaching interesting or obscure examples.***
2. Be aware that if a candidate chose to ignore the given numbering of a question then their total mark for that question was reduced by one mark. This was implemented across the paper including examples where candidates wrote a description in 3.2 instead of 3.1 for example.
3. It is evident that the social and/or political circumstances behind the creation of artworks etc. are not always being focused on.
4. Candidates should be encouraged to use the correct register with regards to suing and showing the understanding of Art Terminology as well as avoiding the use of slang and crude remarks.
5. Candidates must look at the given mark allocation for each question. They should also read each question first very carefully to avoid making potentially post-rationalised arguments in the sub-questions that follow.

QUESTION 1 VISUAL LITERACY

In general, the candidates would benefit by consulting the mark allocation for this question as they tended to write too much, and they mostly focused on only one argument instead of different aspects that could be awarded marks.

1.1. The majority of the answers referred to the scale of the works in relation to the human figure/proportion. In rare cases the scale of the Afrikaburn festival was referred to instead of formally analysing the scale of the works. Markers also stated that the bulk of the candidates were also able to analyse the emotional role the scale would evoke on the viewer. Example: "The towering artwork would make the viewer feel small/inferior or intimidate the festival goers."

1.2 Very few of the candidates merely copied from the given information provided or, in some cases, they would only argue one point of view instead of giving varied motivations for and/or against why Popper should or should not be credited. Some candidates wrote at length about the fact that Popper is the leading artist which accounted for one mark as it was the same argument repeated. Candidates who provided a variety of views easily maxed out on marks without writing a lengthy paragraph. The candidates who dissected the information provided were able to also substantiate their arguments by referring to the info provided.

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1.3 Stronger candidates were able to clearly define Art and Craft as to reinforce their evaluation, in contrast to that, some candidates did not know the difference or made broad general statements that could be perceived as true for both Art and Craft. These ambiguous statements were not accepted. For example: "The work should be considered an artwork as it has art elements." On the other hand, candidates that first defined the opposite of their decision as to motivate why it should be the other did well as they were able to clearly communicate their judgement criteria.

1.4 The majority of the candidates were able to answer this question with a variety of different responses. Answers presented by candidates ranged from the fact that the exhibitions are in public spaces, you do not need to pay to see the works, the works are not easily accessible, the works were made for a festival or activism or the works are made to be destroyed, etc. In rare cases only reference to one artwork was made.

1.5 Many candidates did not evaluate the image Visually and Conceptually. Opting to only focus on one. Clichés filtered through in answering this question, which was accepted, for example "The eyes are the window to the soul…". Strong candidates were able to consider the viewers and how this could either be conceptually and or visually successful or not. For example: "Viewers are only able to see the work from the sky in an aeroplane therefore the locals are not aware of the suffering these women undergo yet the rich who are able to possibly help are made aware of their plight."

QUESTION 2 TWENTIETH CENTURY ART FROM DADA UP TO BUT EXCLUDING THE CONCEPTUAL ART OF THE 1970s

The Markers for Question 2 made the following general comments below:
Question 2 was structured and clear and generally well answered. This said, however, there were still some candidates who made the following errors and thus teachers need to be reminded of the following aspects.

- Titles of artworks and the names of artists should be correct and named in full.
- Descriptions must be specific, accurate and detailed.
- 2.1 was answered in 2.2 and descriptions were too long/vague in some cases.
- Numbering must be correct and adhered to.
- Formal Art Language and Academic register is needed when referring to sensitive subject matter, for example sexual connotations. There were candidates who used inappropriate language and/or slang which is unacceptable.
- Some of the factual content used (e.g.: referencing drug use and sexual innuendos) was problematic; candidates relied too often on shock tactics. Content knowledge for this section must be accurate and well-researched.
- On the whole it is clear that many candidates overlooked the potential difficulty of this question. There were quite a few individuals who were underprepared for this question. This seems to be a growing trend.

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2.1 **Selection of artists and description of artworks:**

- The most common selections for chosen artists were Salvador Dali's "Persistence of Memory" and Jackson Pollock's "Lavender Mist" or "Autumn Rhythm". Other popular examples were by Miro, Rothko, De Kooning and Kahlo.
- Sometimes the candidates used two Surrealist examples or two Abstract Expressionist examples.

2.2 **Discussion of creative process & explanation of how each artist tapped into their own subconscious:**

- Here the markers found that the candidates gave lengthy descriptions about the meaning of each work, discussing individual symbolism; or a formal analysis of the work; but did not respond to the question about how the artist tapped into their subconscious.
- The discussion of the artist's process was often very brief and unsubstantiated. For this question there were often sweeping statements and no reference to the artwork.
- Candidates used the correct terminology like "Automatism" and action painting etc., but did not often explain the meaning of the terms.
- Candidates often made reference to specific details like the use of hallucinogenic drugs and alcohol by Pollock/Dali but did not substantiate this information as fact.
- Some candidates linked the process to the use of the subconscious in this question, but often not substantively enough.
- There was a fair amount of repetition, rewriting the question, or repeating given information.
- Often candidates did not write enough content for the mark allocation, and some did not choose the most relevant examples, e.g. Rothko, Magritte, Kahlo.
- Above average candidates answered very well, at times too much information was given, and they maxed out on factual content. There were some excellent answers.

2.3 **Discussion of how Art Education helps you to gain insight into meaning of artworks:**

- For this question there was a tendency towards lots of 'waffle', limited understanding of what was asked, often not referring to the artworks, and very generalised answers.
- Candidates did not often compare or include discussion of similarities and differences between having an Art Education versus not. Answers were often one-dimensional and candidates used sweeping statements: "I fully understand everything about the movement, etc.". Candidates did not often include specific details here, so their arguments were unsubstantiated. Quite a few candidates showed no evidence that content was internalised.
- Again however, there were very good answers. Overall there were also very good arguments given, with correct factual information in terms of validation.

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QUESTION 3 CONCEPTUAL AND CONTEMPORARY INTERNATIONAL ART

General decisions made for the marking of question 3 2019:

- The panel accepted Warhol's *Green Car Crash* as it is conceptual in nature. This said, the acceptance of such works is an anomaly and teachers are advised to teach artists **who are relevant to this question**.
- Eva Hesse's *Contingent* was accepted because she is also a conceptual artist.
- Some obscure "Deviant/Pinterest" type artists were accepted based on the underlying argument behind question 3 and the candidate's ability to argue. This said, such artists should be **avoided in future**. Teachers are requested to submit their notes especially if they are teaching obscure artists.
- If candidates discussed three artists, the first two were marked.
- In some cases candidates supplied the description of an artwork in 3.2 etc. If this happened, then markers were instructed to subtract one mark for the candidate not numbering correctly.
- Mode marks that were given in 3.2 were accepted without the candidate being penalised as it was linked to the "process component" of the question 3.2.

3.1 **Select ONE artwork that can be fully appreciated and understood when learnt about and viewed in person and ONE that can be viewed on the internet.**

- Any Conceptual and International Contemporary examples chosen were accepted for this question.
- If the example was not well chosen their later questions could not be well argued.
- If there was no clear description for the work here but it was provided in a later question, it was marked and accepted, BUT one mark was removed due to the numbering not being correctly followed. This decision was made as the panel deemed this to be the fairest and consistent means of marking such anomalies.
- Candidates often mentioned the mode here and not in question 3.2 where the mark would then have been allocated.
- Focus on shorter detailed descriptions of works instead of long paragraphs that some candidates presented.
- Some candidates provided iconological analyses for artworks instead of a simple description of each piece. Answers became laboured and by the time the candidates reached 3.2, they had "exhausted" themselves.
- Some candidates referred to South African artists. If they had not been born in South Africa and they had established an "International" reputation they were accepted, but this was a rare occurrence. Most SA artists used could not be accepted.
- A greater variety of artists studied gave candidates a bigger choice to work within this question.
- **The Markers of question 3 considered the following artists to be "over-used" examples given the plethora of artists available to study for question 3: Teachers are, once again, asked to submit notes for interesting/obscure artists.**

  Marina Abromavic – Rhythm O and The Artist is Present
  Robert Smithson – Spiral Jetty
  Joseph Kosuth – One and 3 Chairs

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Tracey Emin – My Bed, The Tent/Everyone I Ever Slept With
Damien Hirst – The Physical Impossibility of Death in the Mind of the Living
Damien Hirst – For the Love of God
Joseph Beuys – Conversation with a Dead Hare, I Like America and America Like Me
Walter de Maria – Lightening Field

3.2 **Discuss the concept and/or creative process behind each artwork.**

- Most candidates earned the majority of their marks in 3.2.
- Some candidates could have elaborated further on their answers to achieve more marks here. Thin answers could not score all 8 marks.
- 4 marks were awarded for each example to make 8 marks in total.
- Correct mode was awarded a mark here.
- Generally well answered. Answers focussed more on concept and less on process. ***Candidates seem to be very vague in their ability to distinguish between concept and process.***

3.3 **Explain why the first selected artwork can be appreciated and understood when viewed in person.**

- Candidates could have argued both sides of the argument comparatively.
- Candidates often made good arguments in this question but seldom scored all 4 marks due to not fully explaining and expanding upon the points made.
- Many mentioned the effects of:
  - scale on the viewer.
  - immediate environmental factors.
  - other senses like smell, sound or touch.
  - the incorporation of the presence of other viewers and their reactions.
  - the awareness of the space beyond the actual artwork or performance.

Examples of good argument points from papers:

- "We are accustomed to seeing strange images on our devices as the internet is saturated with them. In person, we engage more deeply and are confronted with the works on a personal level and in close proximity."
- "Sensual experience of artworks - including more than just the visual, i.e. tactile or smell, sound, etc."
- "Not only the personal experience / encounter with the artwork, but also first-hand experience of other viewers' responses that could inform or enhance the experience. Some viewer responses aren't always documented, only the artworks (except for Abramovic, etc.)"

Room for improvement:

- Candidates tend to struggle with solid arguments, not being able to link their chosen artwork(s) to the question and how it should be viewed **in person**. It is almost as if they did not think that far ahead once they chose the artists and artworks.
- This is why it is so important that the candidates READ their questions thoroughly and ALL information in a focused manner during the reading time before they start so that their selections of artworks, etc. are specific to the requirements of 3.3 and 3.4.

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3.4 **Explain why the second artwork can be appreciated and understood from the internet.**

This question was the least well answered and fewer scored full marks here.

- So many angles could have been argued, but many wrote very short and undeveloped responses.
- Some interesting thoughts around the internet included:
  - High resolution images = clearer view;
  - One can zoom into images for more detail;
  - Internet research expands understanding of work (links, artists' statements, interviews, historical, symbolic, psychological, philosophical, etc. Research can be done in one sitting if these links are made in the artworks);
  - 360 degree views of some artworks on internet give a rich experience of work;
  - If the viewer is behind a window or watching a performance that is enclosed, by watching it on a PC screen there is a degree of separation;
  - The internet allows viewers to engage directly with the artist on a portal or forum;
  - One can learn additional information about the artist/artwork;
  - Videos can be re-watched, paused and rewound;
  - An artist's message can be spread far and wide on the internet. This is especially interesting when it ENHANCES the message of the work, for example with the works (themes) of Jenny Holzer, Barbara Kruger, Ai Wei Wei, etc.
  - By viewing a work in the comfort of one's own home, social anxiety is eliminated, such as dealing with crowds of people in a gallery space;
  - People do not always have the stomach to view work in person (Quinn's blood sculptures). The barrier of the internet makes a work easier to absorb;
  - It is cost effective to view work over the internet rather than travelling/paying an entrance to see it;
  - A work that was only performed or exhibited once can still be accessed years or decades later – archived – making it permanent.

Interesting examples:

- Marina Abramovic – House with an Ocean View
- Yayoi Kusama – Obliteration Room
- Yayoi Kusama – Narcissus Garden
- Anna Mendieta – Sillueta Series,
- Dieter Roth – Staple Cheese
- H. A. Schulff – Trash People
- Michael Craig Martin – An Oak Tree
- Michael Landy – Breakdown
- Beili Lu – The Mending Project
- Wayne Martin Belger – Untouchable
- Daniel Buren – Excentrique
- Kara Walker – A Subtlety or the Marvelous Sugar Bay
- Lin – Wave Field
- Yinka Shonibare – How to blow up two heads at once
- Kehinde Wiley – Le Roi a la Chasse
- Gary Hill – Inasmuch as it is always already taking place
- Olivier de Sagasesse – Transfiguration
- Vanessa Beecroft – VB67

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- Jenny Holzer – Truisms, Redaction paintings, Lustmord table
- Zhang Huan – Family Tree
- Marcel Broodthoers
- Wodiczko – Abraham Lincoln War Veteran Projections
- Theo Jansen – Strand Beasts
- Vahit Tuna – (no title) High heel installation in memory of the 440 women killed in 2018 by their husbands in Istanbul, Turkey (this is just something one of us found on the internet – it was making the rounds on Facebook and it is a cool work to use! Not one candidate used this work as we think it was posted after they had written their exams. This is just a lovely suggestion for the future)
- Abraham Poincheval – Inside a bear
- Nikhil Chopra – Inside out
- Sarah Lucas – Chicken Knickers
- Bruce Nauman – 100 live and die, Human/Need/Desire, Clown torture
- Taylor-Wood – Pieta
- Do Ho Suh – Some/One
- Nancy Hold – Sun tunnels
- Yayoi Kusama – Infinity mirrors
- Yoko Ono – Cut piece

QUESTION 4 RESISTANCE ART IN SOUTH AFRICA (1976–1994)

The question's focus was the "lack of opportunities experienced by the oppressed". The main problem area was 4.4. This was a higher order question that required candidates to select relevant examples and to apply their knowledge. A number of candidates struggled to do so and often wrote lengthy descriptions of their chosen artworks instead of addressing the particular concerns of 4.4.

Many responses lacked an understanding of the political and social specifics of apartheid, i.e. what happened during the forced removals? What was Bantu Education? Resistance Art needs to be taught within this context so that there is a broader understanding of South Africa's past. MANY candidates selected Alexander's "The Butcher Boys" and Penny Siopis' "Patience on a Monument: A History Painting" and struggled to answer the question adequately with these examples in relation to "lack of opportunities".

The choice of relevant artworks by artists like Helen Sebidi who could comment directly on the lack of opportunities in the townships, and realities experienced by Black people, were better selections. In some instances, pre-1975 and post-1994 examples were discussed. No marks were awarded in these cases.

4.1 Most candidates were able to identify the image but there were many who lacked contextual knowledge. Some candidates referred to the 1976 Soweto Uprising as the Sharpeville Massacre.

4.2 Some candidates needed to apply more contextual meaning to the elements of art regarding colour **within the context of question**.

4.3 Please remember that artists must be referred to by surname and not by their first names. Full titles must be given: e.g. "Patience on a Monument" must be given as "Patience on a Monument: A History Painting". Descriptions of artworks must be present and must not be vague nor should they be overly long. Some descriptions included unnecessary discussions pertaining to the meaning of the selected artworks.

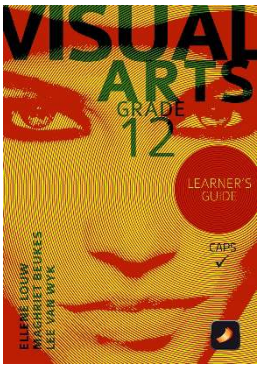
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4.5 Asked for ONE artwork to be commented upon. Some candidates referred to both artworks discussed in 4.3 and 4.4. Answers were also often vague.

QUESTION 5 CONTEMPORARY SOUTH AFRICAN ART (POST 1994)

- Many candidates were taught about a body of work or specific exhibition rather than individual specific artworks. This becomes problematic when allocating marks and sometimes the discussion is too generalised. Specific titles from these exhibitions are not always available on the net and thus candidates were given the benefit of the doubt in most cases. **Once again we request that teachers send us their notes.**
- Dates are a common problem. Many teachers are still teaching works that are too early (pre-1994).
- It was evident that the Visual Art textbook is problematic in that it is aimed at government schools and their CAPS syllabus and is not designed around the IEB requirements. Teachers must be aware of irregularities with regards to the dates of works in the book and the dates specified by the IEB for each section.
- Many descriptions were too general or simplistic or didn't address key subject matter. The description should be able to paint a picture of the work in one's head whilst reading it. Same goes for media/mode – these must be taught accurately.
- Quite a few obscure artists and works were discussed. No teachers submitted notes for these. Teachers must ensure they teach works that are researchable or available on gallery websites.
- We suspect that some candidates were encouraged to use their own research but in many instances it seems as if this research was not checked by the teacher resulting in inaccuracies and misunderstanding.
- Some candidates were taught whole exhibitions or were taken to exhibitions that they discussed.
- Be aware and teach your candidates that Pinterest is a problematic resource as sometimes the information is inaccurate. Rather use appropriate websites for factual research.
- Artists, such as Willie Bester, still worked with an Apartheid focus long after '94 and thus even their most recent artworks may have a "Resistance" type theme to them which doesn't always work with the context of what is being asked. It is our recommendation that teachers should try to avoid these types of problematic artworks.



- The candidates need to be taught how to argue more than one argument point. The responses a lot of the times were very general because the candidates were too vague and not detailed enough.
- Candidates who do a quick rough plan/mind map generally do very well. This helps them to organise their thoughts.
- Somewhat generalised concepts around the context in which the artworks were made are prevalent – phrases such as "the past was bad" or "races coming together" or "all women are" or "this represents the artist's culture" etc. do not help candidates to engage deeply enough. Teach specific moments that are important to the meaning and reading of the artworks to help the candidates to explain/support concepts and thoughts.
- There was an enormous variety of relevant, exciting, contemporary work which was great to mark! Teachers and candidates have really engaged with this content well.
- Most examples/arguments used were predominantly pessimistic but candidates were still able to engage with the statement in some excellent and meaningful responses.

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VISUAL ARTS
SBA

Positive areas:

- No major and concerning issues arose.
- It seems that more schools formed part of Cluster groups in 2019 than in 2018 and could get more guidance and support.

Areas of concern:

- Some teachers were a little confused with the new structure of tasks and Prelim papers but overall people adapted very quickly.
- There are also teachers who do not mark according to the rubric for the long essay so therefore they are still not part of a cluster group.

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XITSONGA FIRST ADDITIONAL LANGUAGE
PAPER I

GENERAL COMMENTS

Paper 1 and the Marking Guidelines were well received by the teachers in the marking Centre. There is clear evidence of effective teaching and learning. This is evident in the candidates' responses in Question 1, 2, 3, 4 and 5.

QUESTION SPECIFIC COMMENTS

Making meaning of texts

The comprehension was well answered, although some candidates failed to comprehend what the comprehension was all about. These candidates struggled with an understanding of the phrasing of some of the questions.

Summarising

This question was well answered by most candidates as they managed to get marks between 5 and 10. Even though candidates were expected to write in point form, most of them managed the skills and rewriting the summary in their own words very well. Only candidates who quoted verbatim managed to achieve less-pleasing marks. Educators are reminded to practise the skills of writing a summary with the candidates, such as adhering to the word count to avoid a long summary that will end up working against them in terms of acquiring higher marks.

Seen poetry

Most candidates did not have problems in answering these questions. The higher marks obtained in this question are reflective of a clear engagement with the content of each and every poem assessed.

Unseen poetry

Most candidates answered this question very well even though it was an unseen poem.

Communicative Language: Advertisement

This question was not well answered as most candidates struggled with the interpretation of the advertisement. Educators are reminded to concentrate and expose the candidates to the jargon of advertising by drilling them by using different advertisements.

Communicative Language: Cartoon

Most candidates did not perform well in this question. They seem to have difficulty in interpreting the devices used in the cartoon. The language used in the cartoon contributed to the low marks obtained by the candidates.

Communicative Language: Textual Editing

This section was well taught by the educators. Most candidates managed to obtain pleasing marks.

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XITSONGA FIRST ADDITIONAL LANGUAGE
PAPER II

GENERAL COMMENT

Paper 2 and the Marking Guidelines were well received by the teachers in the marking centres.

SECTION A

QUESTIONS 1, 2 AND 3

1. Candidates were expected to start each question on a new page.
2. Candidates answered all questions very well.
3. There is evidence of the knowledge and insight of the prescribed novel.
4. Characterisation: Candidates must be taught about the different types of characters in a novel. They must be able to know types of character as depicted in the prescribed novel and why he or she thinks the type of character is the one depicted in the prescribed novel.

QUESTION 4

1. Candidates answered the essay question very well.
2. They must practise to answer the essay question in a paragraph form.
3. There must be a proper coherence of the events.

SECTION B

QUESTION 5

TRANSACTIONAL WRITING
DIALOGUE

1. Candidates must make sure that they write the topic of the dialogue and indicate the setting where the dialogue is taking place.
2. A dialogue must have coherence of the events.
3. A dialogue must use standardised language.
4. Proper gestures must be used in a standard dialogue.

QUESTION 6

DIRECTIONS

1. Candidates answered this question very well.
2. They managed to write a neat plan.
3. They also used a standard language.
4. Candidates are reminded to write directions in a point form.

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NATIONAL SENIOR CERTIFICATE EXAMINATION
2019

STATISTICS
(FULL-TIME LEARNERS ONLY)

ABRSM PRACTICAL 7

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	50.0	50.0	**79.13**	**0**	**8**

ACCOUNTING

1	2	3	4	5	6	7	AVG	ABS	CANDS
2.9	6.9	12.2	15.6	18.1	17.9	26.4	**65.18**	**1**	**2524**

ADVANCED PROGRAMME ENGLISH

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.5	1.5	4.2	10.5	30.7	32.0	20.7	**69.42**	**5**	**619**

ADVANCED PROGRAMME MATHEMATICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
7.9	10.4	14.3	17.3	17.0	16.0	17.1	**58.87**	**73**	**2344**

AFRIKAANS FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.7	5.0	11.8	18.5	22.9	21.1	19.0	**64.34**	**3**	**8525**

AFRIKAANS HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.5	6.6	20.5	30.8	28.3	13.3	**66.71**	**2**	**844**

AGRICULTURAL MANAGEMENT PRACTICES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	12.5	43.8	37.5	6.3	0.0	**58.88**	**0**	**16**

AGRICULTURAL SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
10.2	22.4	38.8	18.4	6.1	4.1	0.0	**44.65**	**0**	**49**

ARABIC SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	0.0	100.0	**95.00**	**0**	**1**

BUSINESS STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	2.3	7.5	15.7	24.9	28.4	20.8	**67.78**	**1**	**4821**

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CHINESE A-LEVEL

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	7.7	61.5	30.8	0.0	**67.85**	**0**	**13**

COMPUTER APPLICATIONS TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
3.5	5.8	15.8	21.9	22.5	20.0	10.5	**60.22**	**4**	**1745**

CONSUMER STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	2.3	9.4	20.6	30.3	28.6	8.4	**64.46**	**0**	**786**

DANCE STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	5.5	12.7	30.9	50.9	**77.75**	**0**	**55**

DESIGN

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.8	5.4	10.4	10.8	15.4	26.5	30.8	**69.04**	**0**	**260**

DRAMATIC ARTS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.1	0.1	0.9	4.6	15.7	32.8	45.8	**77.25**	**0**	**1408**

ECONOMICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
6.2	9.8	12.7	13.1	16.7	16.0	25.5	**62.66**	**0**	**550**

ELECTRICAL TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	100.0	0.0	0.0	**62.00**	**0**	**2**

ENGINEERING GRAPHICS AND DESIGN

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.5	7.2	9.7	16.6	16.7	20.1	28.2	**66.66**	**1**	**1335**

ENGLISH FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.2	1.6	13.8	24.6	35.3	24.5	**71.41**	**1**	**829**

ENGLISH HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.2	2.8	14.1	32.4	34.3	16.2	**69.21**	**4**	**10984**

EQUINE STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	30.0	40.0	20.0	10.0	0.0	**54.80**	**0**	**10**

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FRENCH SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	2.9	7.0	11.7	16.1	21.6	40.3	**72.64**	**0**	**583**

GEOGRAPHY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.6	4.4	12.7	22.0	24.2	23.1	13.0	**63.26**	**3**	**4204**

GERMAN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.9	0.0	8.1	11.4	19.9	59.7	**80.79**	**0**	**211**

HEBREW SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.7	2.9	8.8	20.6	66.9	**82.99**	**0**	**136**

GEVORDERDE PROGRAM AFRIKAANS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	16.7	16.7	66.7	**80.83**	**0**	**6**

HISTORY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	1.4	5.2	12.6	23.5	32.9	24.1	**70.06**	**0**	**3646**

HOSPITALITY STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	2.2	25.5	36.5	24.8	10.2	0.7	**55.91**	**0**	**137**

INFORMATION TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.1	3.9	9.1	12.1	15.1	19.3	39.5	**70.86**	**0**	**1122**

ISIXHOSA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.7	3.3	7.9	8.6	21.2	58.3	**78.73**	**0**	**151**

ISIZULU FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.1	1.0	3.2	7.9	15.0	27.2	45.6	**75.87**	**0**	**1139**

ISIZULU HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	14.3	28.6	57.1	**78.93**	**0**	**14**

ITALIAN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	9.1	0.0	18.2	27.3	45.5	**77.73**	**0**	**11**

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LATIN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	20.0	80.0	**88.80**	**0**	**5**

LIFE ORIENTATION

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.1	0.4	2.1	8.6	20.7	32.9	35.1	**73.75**	**0**	**11818**

LIFE SCIENCES

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.0	4.1	9.7	17.8	24.2	27.2	16.2	**65.18**	**3**	**5841**

MANDARIN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	4.3	8.7	87.0	**90.09**	**0**	**23**

MATHEMATICAL LITERACY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	1.1	3.4	7.6	16.5	29.2	41.9	**74.76**	**4**	**4835**

MATHEMATICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
4.6	7.0	11.8	16.5	17.5	17.8	24.9	**64.06**	**2**	**7459**

MECHANICAL TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	100.0	0.0	0.0	0.0	**51.00**	**0**	**2**

MODERN GREEK SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	25.7	14.3	60.0	**80.20**	**0**	**35**

MUSIC

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.9	2.6	9.8	22.2	34.2	30.3	**72.97**	**0**	**234**

PHYSICAL SCIENCES

1	2	3	4	5	6	7	AVG	ABS	CANDS
2.9	8.1	14.1	17.6	20.5	20.0	16.8	**62.01**	**1**	**4917**

PORTUGUESE SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	3.3	0.0	11.5	18.0	52.5	14.8	**70.51**	**0**	**61**

SEPEDI FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.9	0.9	7.7	13.7	20.5	32.5	23.9	**69.45**	**0**	**117**

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SEPEDI HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	8.1	10.8	48.6	32.4	0.0	**64.73**	**0**	**37**

SESOTHO FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	4.5	3.0	6.1	13.6	28.8	43.9	**74.61**	**0**	**66**

SESOTHO HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	2.1	44.7	42.6	10.6	**70.89**	**0**	**47**

SETSWANA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	6.3	17.1	36.9	39.6	**76.07**	**0**	**111**

SISWATI FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	1.4	0.0	5.6	26.4	43.1	23.6	**72.57**	**0**	**72**

SISWATI HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	3.8	13.3	53.3	29.5	**75.75**	**0**	**105**

SPANISH SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	8.7	4.3	39.1	47.8	**78.65**	**0**	**23**

SPORTS AND EXERCISE SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	3.8	9.6	13.5	32.7	21.2	19.2	**66.35**	**0**	**52**

TCL PRACTICAL 7

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	6.7	26.7	66.7	**81.47**	**0**	**15**

TECHNICAL MATHEMATICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
25.0	25.0	25.0	25.0	0.0	0.0	0.0	**40.75**	**0**	**4**

TECHNICAL SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	50.0	50.0	0.0	0.0	0.0	**49.00**	**0**	**4**

TOURISM

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.9	7.0	15.4	24.7	22.1	17.5	11.4	**60.24**	**1**	**429**

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UNISA PRACTICAL 7

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	0.0	100.0	**86.00**	**0**	**1**

VISUAL ARTS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.8	1.8	5.9	11.8	21.7	27.8	30.2	**70.67**	**2**	**1418**

XITSONGA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	37.5	62.5	**80.00**	**0**	**8**

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