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NATIONAL SENIOR CERTIFICATE EXAMINATION

EXAMINERS' REPORTS

2021

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ACCOUNTING
PAPER I

GENERAL COMMENTS

The feedback for Paper 1 indicated that it was a fair paper in line with previous years. The majority of candidates were able to complete the paper in the allocated time. The errata affected three candidates and they were marked accordingly. Candidates who had prepared and knew their formats and calculations did very well throughout the paper.

Candidates must be encouraged to use their reading time to plan how they will complete the paper. They should go through the question paper to note what is required and where additional space to show their calculations has been given.

The showing of calculations for part marks continues to be problematic in Paper 1. A calculation page was introduced, but, as the marks were not allocated on this page, many chose not to use it. The consideration of the calculation page/space and use thereof will be explained at the User Group Conference in 2022. A calculation worth over 3 marks can contain many alternatives; without evidence of the calculation, candidates can lose out on marks if their final answer is not an obvious combination. Basic calculation errors still occur, such as dropping of zeros and calculator mistakes.

The reading of exactly what the question or transaction was asking for also proved to be problematic. Candidates need to be trained to read questions carefully and analyse them to determine what is actually being asked. Candidates tended to see one or two words and then answer what they thought they were being asked or had been asked before. In addition, explanations did not relate to the actual scenario; they tended to just recite something they had learnt before or explained the control and not the consideration.

QUESTION 1 INVENTORIES AND VAT

This was the easiest question at the start of the paper to allow candidates to settle in. The majority of candidates did very well. Those who did not, displayed the following areas of weakness:

- The formula for weighted average was not well known with closing stock and sales being included and the carriage and the return being excluded.
- In determining the rand value of the loss, many left their final answer as a unit. They also did not know to use the weighted average and used the sales figure instead.
- They confused Periodic and Perpetual with Weighted average and FIFO.
- For the calculation of cost of sales using the FIFO method, they calculated the gross profit or closing stock and the return of goods was poorly placed.

The answering of the VAT question continues to improve. It is a question candidates can either do or not do. Most displayed an understanding of the difference between inclusive and exclusive and could work backwards. The effect of bad debts and settlement discount on VAT was not clearly understood by all. Candidates must be encouraged to follow the column headings as to what is required as their final answer.

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QUESTION 2 FINANCIAL STATEMENTS WITH YEAR-END ADJUSTMENTS

As in the past, this is the question that candidates found more challenging.

They should fully understand the format of the statements and notes, to avoid putting amounts in the wrong places.

The use of extracted sections that do not require totalling is to allow more time for them to complete the question; some struggled when they were not required to enter the contra entry.

The basic adjustments were generally well done. Candidates struggled when the adjustment was merged with another or had an additional layer to it e.g., the offsetting of stock in the directors' fees or the taking into account of the trade discount in the debtors allowances.

Basic concepts that were not always understood included: trade discount, reversals, stock counts and provisional tax.

Adjustments that candidates struggled with included the directors' fees, the prepaid expense of stationery and the deposit.

The average share price calculation was done very well. The separation of shares and dividends as an adjustment allowed candidates to complete this with a higher level of accuracy and more often than not included the final dividend on the payables note.

Many candidates did not use brackets where required and as such lost marks unnecessarily.

QUESTION 3 CASH FLOW STATEMENTS

Historically this has proven to be a challenging topic. The number of candidates that can successfully complete this question has increased. However, there remains a high number who are unable to complete components of this question.

Again, formats and structure of the cash flow statement need to be not only known but also understood. Linking components to the ledger accounts or note calculations proved to be a successful technique for most candidates.

The use of brackets is poorly done and displays a lack of understanding regarding the movement of cash.

Common terminology regarding cash movement was poorly understood.

Poor reading of the question meant that candidates did not distinguish between which amounts they were calculating e.g., tax and dividends for the year or that tax and dividends were paid.

The fixed asset calculation was done very well, with almost all candidates dividing by the three vehicles. However, the capitalised interest proved to be problematic as to its inclusion or exclusion in the loan movement.

The historic issue of what to include in the change in payables remained.

The calculation page was poorly used in this question.

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QUESTION 4 ASSET DISPOSAL & MANUFACTURING

Generally, the fixed asset note was completed with a high degree of accuracy by candidates who understood this.

The use of brackets was very poorly done.

Many candidates chose not to use the calculation space; many who did would then transfer their amounts incorrectly to the note.

Teachers are encouraged to teach the correct calculation for accumulated depreciation at the end of the year. Some used their own rate of depreciation and not the given percentage. Careless calculator errors and incorrect counting of the required months were basic errors. Most candidates chose the long method to calculate the depreciation on the remaining equipment, rather than using the given figures as the starting point. The depreciation for most was correctly transferred to factory overheads. The loss on the sale was neither rewarded nor penalised if included in the factory overheads.

For the manufacturing section, basic calculation errors and the poor use of their calculators meant many final answers were incorrect, despite having the correct calculation written down.

Basic concepts were not always understood, evidenced by the mixing up of direct and indirect labour for example, and how to use the opening and closing balances.

The theft of stock showed a lack of understanding of the contra-entries. The basic calculations of adjusting and the allocating of the expenses were poorly done as the allocation was done to the incorrect expense amount.

The more challenging calculation involving the finished goods and the total production cost highlighted a gap in the candidates' understanding of how these figures are connected.

Having to work backwards in the wages calculation was problematic; many displayed an inability to remember the basic grade 10 concepts in regard to salaries and wages.

Most candidates completed this question despite it being the last question in the paper. It appears they attempted it early on as they are used to it being an easier question. However, teachers are encouraged to extend and challenge their learners to explore multi-layered calculations and discussions on the manufacturing process and related production expenditure and their impact on the other components and the overall business.

The break-even error in the Information Booklet did not appear to have an adverse effect on the candidates as it was not required. However, the marking did accommodate any possible variations by allocating marks to the various components of the formula. Candidates either knew how to calculate the selling price or they did not.

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OVERALL IMPRESSIONS

Overall, the paper was handled well by the candidates with a fairly even distribution of achievement across all questions. The centres where teachers engaged in discussions as to how and why the formats of statements are such, and not just what the formats are supposed to look like, were clearly evident. This definitely assisted the candidates in processing the more complex calculations.

Teachers are encouraged to coach candidates in examination techniques that include the very basics of bracket use, transferring amounts, showing calculations and planning and managing their time. As marks are allocated for each step the candidate processes, it is essential that they show each one of these steps as a calculation.

The use of past papers as a revision tool is a great confidence booster and allows candidates to acclimatise themselves to the required standard. Congratulations and thanks are extended to all those who prepared the candidates for this examination in a very challenging year.

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ACCOUNTING
PAPER II

QUESTION 1 BUDGETS

The reconciliation question was generally well answered.

There was some confusion between the concept of profit/loss in the projected income statement versus cash flow in the budget.

The debtor's collection schedule was managed well.

The disposal was often treated incorrectly in the cash budget with candidates not recognising or not being able to calculate the inflow of cash from the disposal of the fixed asset. Non-cash items were also included in the cash budget, e.g., depreciation.

Candidates did not manage the calculation of cash purchases of stock; they struggled to identify how to determine total purchases for the appropriate month. Calculations were not always shown in the cash budget.

Consumables and stationery were not allocated appropriately as other expenses, due to candidates not reading the information carefully.

The concept of solvency versus liquidity was not always clearly understood. To calculate solvency, candidates were not able to extract the necessary figures from the information.

Candidates confused a strategy with an advantage/disadvantage and were therefore not always able to fully answer the question requiring advice.

Candidates did not use the information given to answer the questions fully and realistically. It was also evident that they neither read nor interpreted some of questions properly. Candidates need coaching in these skills, and they must be encouraged to read through their answer to ensure comprehensive and appropriate answers in context.

QUESTION 2 COMPANY ANALYSIS

2.1.1 required candidates to calculate "other Income" using the given figures as per summarised profitability ratios. Candidates struggled to compute the numbers as some information was unfamiliar. Little attention was paid to the structure of the given information, which led to misinterpretation. More emphasis can be placed on the importance of percentages in relation to finding trends in a business. Rand values will not always be useful when doing comparisons.

Overall profitability was handled well. A common error was to compare year-on-year for the same company instead of company-to-company. This can easily be avoided by reading questions with comprehension. Candidates repeated comments by using the same figures/indicators e.g., Net Profit on Sales % and Net Profit Rand value were used to make two different points when in fact it is only one. Profitability and return earned were confused – candidates used the incorrect indicators. Candidates should be trained to clearly indicate the choice made and use the given information to substantiate this choice by quoting appropriate evidence – one point per indicator between the two companies.

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Candidates were in general able to answer why Clicks's profitability increased during 2020.

The number of days' stock-on-hand calculation was well done. The rounding of numbers continues to be problematic. Candidates must be encouraged to compute answers with accuracy.

Most were able to answer the impact of the health foods on Dis-Chem's number of days' stock on hand.

The concept of liquidity was well understood by most candidates. They were able to find the basic liquidity indicators, but many used the Debt/Equity ratio to substantiate their answer. The evaluation and deeper understanding of the liquidity position was lacking. Candidates must be trained to delve deeper than just stating an obvious year-on-year/good or bad analysis. Too many generic answers using the norms of 2:1 and 1:1 were given. The candidates were expected to make a statement and interpret the point with understanding; however, the interpretation was the same for every indicator quoted, i.e., the same conclusion for every point. Candidates must be taught to use the mark allocations to guide their responses. In error, candidates used information from Dis-Chem to answer the question on Clicks.

To avoid unnecessary errors, candidates must be coached to take the time to familiarise themselves with the information given.

The focus of 2.3 was on Dis-Chem expanding their operations and requiring R370 million to finance this.

The candidates focused on the disadvantages to shareholders instead of the disadvantages to Dis-Chem, should Dis-Chem offer more shares. They identified dividends, not as more dividends needing to be paid out, but rather that shareholders would receive less dividends.

The candidates confused separation of ownership and control; by selling shares, Dis-Chem would lose control of their company.

In 2.3.2 the candidates had to calculate the new debt–equity ratio. The candidates mostly chose the correct formula, but errors were made with the zeros. Although the total for Equity was given, they used two of the three individual items under the Equity heading and ignored Other reserves.

When choosing whether to expand through shares or loans, candidates could have discussed pros and cons of both options in their answers.

2.4 asked candidates to study the share information and equity to answer the questions.

In the net asset value calculation for Dis-Chem, quite a few candidates made the same mistake of not using the total for equity. They needed to round off correctly to get the method mark, which many did not do.

They were asked a likely reason for Dis-chem's drop in share price since 2016. Most candidates gave recent information as reasons, but the question focused on a longer time period. They also referred to demand and supply as justification for the drop without giving reasons for the change in demand.

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If candidates based their answer on both parts of the formula when asked for two reasons why the EPS of Clicks was greater than Dis-Chem's, they got all their marks.

2.4.4 stated that Dis-Chem did not declare a final dividend due to cash flow concerns and asked for factors that would have led to this decision. Many candidates just repeated the cash flow problem and did not supply a reason or evidence for the cash flow problem. They did not pick up on the overdraft that Dis-Chem had. Many also referred to profit which is not cash.

Deciding whether to buy Clicks or Dis-Chem shares and why were well answered. Candidates found it easy to compare indicators between the two companies. If candidates chose NAV or Share price/Market Share value, they needed to focus on the growth or the change for these two and not just state that the NAV or Share Price for either company was higher or lower than the other company.

When answering how the King Code should have affected Dis-Chem's decision to raise the mask prices, candidates got two marks if they showed that they knew what the King Code is and what purpose it serves. However, answering about ethical leadership and social accountability were the better answers.

The question asked whether it would be ethically correct for Dis-Chem to be fined 10% of their total sales for raising the prices of masks.

Some candidates did not focus on the ethics but rather focused on the difference in the size of the fines when answering yes or no to this question. They needed to give a reason that would justify which fine would be suitable and ethical. Many candidates did not pick up on the fact that the sale of masks does not constitute the majority of the sales of Dis-Chem, or that the 10% fine would have caused a R2.4 billion loss and they would be insolvent.

When answering the financial impact on Dis-Chem should the fine have been 10% of their sales, many candidates did not link their answer to the balance sheet and spoke only about profit. They lacked understanding of what goes into the balance sheet or how the balance sheet is impacted by a loss of profit.

QUESTION 3 RECONCILIATIONS

Generally, the Age Analysis was answered better than in previous years, though some did the age analysis the wrong way around. They did not pay attention to column headings. Some candidates only put in totals; this disadvantaged them if these were incorrect, even though the instructions stated not to total. Dropping of zeros in the 120 000 figure was quite common. The use of signs was a problem which meant a loss of marks.

Candidates did not understand the difference between **trade** discount (applicable at point of purchase and not reversed) and **settlement** discount (given on payment terms). Many spoke about trade discount being lost because they did not pay within 30 days.

When choosing suppliers, the question asked candidates to show figures or calculations. Some spent a lot of time doing detailed calculations. Those who did calculate, often used the wrong figures. Conclusions were not strong. Many candidates brought in the amount of returns versus purchases and spoke about building loyalty and relationships. Many related Muscle Machines as their debtor, not creditor. Identifying creditors and debtors remains an issue that needs attention.

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In general, most candidates knew how to calculate the average creditors' payment period. Those who did not know this tried to count days from the statement. Many continued to write the formula. A common problem was that candidates wrote "average" but did not use both beginning and end and then divide by 2. Many forgot to subtract the returns. Some transcribed the fraction. Some candidates multiplied by 360 days instead of 365. A few candidates used months when the question asked for days. Candidates need to pay attention to decimals. The poor accuracy of calculator work led to a loss of marks.

Some candidates are still not managing their time well. There were chunks of the question left out.

Overall, candidates were able to compare the actual discount granted to the credit terms. A common mistake was calculating the percentage in Question 3.4 on the amount of money paid and not the total amount owed. The Creditors' Reconciliation was either answered really well or really poorly.

The auditing questions were not well answered. Candidates had an arsenal of terms or phrases but did not understand what they mean. They knew that an internal auditor works for the company and an external does not but could not elaborate on the work (job scope) of these roles. "Independent auditors offering an unbiased opinion" was an example of a phrase used without comprehension (Question 3.6.2). This question was very poorly answered with no separation between the auditor and the business evident in the answers.

Question 3.6.3 was answered relatively well with candidates being able to explain a process relating to creditors. The biggest downfall here was that candidates wrote about debtors instead of creditors or wrote one-word answers when they were asked to discuss a process.

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ACCOUNTING
SBA MODERATION

The moderation of the SBA in 2021 continued to focus on the following:

- Compliance with the SAGs, bearing in mind the revisions to the SBA requirements for 2021 to accommodate Covid-19 (Circular 10).
- Design grids for all assessments.
- Evidence of school-based moderation.
- Calibre/rigour of assessments.
- Accuracy of recorded results.
- Recommendations made by Regional Moderators.
- Common assessments written by two or more schools.

Compliance

Most of the Files submitted were totally compliant with the SAGs and Circular 10. Many schools exceeded the requirements and presented tests and tasks of a high standard.

The Files of most of the new schools and new teachers were of a high standard and SAGs compliant. There was evidence that they have worked closely with their cluster groups. Participating in a cluster preliminary examination is a good way for a new school to ensure compliance and the correct standard.

However, there are schools and teachers that are in need of intervention and assistance. These are schools that have clearly not participated in cluster groups.

Administrative compliance is still the main reason why Files are being sent through to National Moderation. The checklist in the SAGs relating to administrative compliance needs to be followed as this makes the moderation process much easier. It is suggested that administrative compliance (documentation), especially the accuracy of the mark sheet, is checked at the final cluster meeting. There must be an explanation provided in the Teacher File if moderated marks are not transferred onto the mark sheet.

An EXCEL mark sheet is available from all regional moderators or from Jack Moshia (jmoshia@slc.co.za).

Design Grids for all Assessments

The quality of design grids continues to improve, but they are generally not yet of the required standard. An accurate design grid is critical to any assessment design. It provides evidence of validity and fairness in an assessment. Does each question in the assessment assess what it claims to assess (validity)? Does the assessment cater for the abilities of all learners and allow them to show what they are worth (fairness)? The grid also speaks to the rigour of an assessment. Is the standard of the assessment such that it differentiates learners according to their ability?

Design grids must be formatted as per the example in the SAGs (D 1.3 Annexure C):

- The topic/s assessed in each sub-question must be identified.
- The level of cognitive demand for each sub-question must be identified.
- The weighting of lower-order to higher-order thinking levels must be clear in terms of mark allocation and overall percentages.

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School-Based Moderation

All assessments need to be moderated pre- (before) and post- (after) assessment. Many schools are using pre- and post-assessment moderation checklists as proof of moderation; however, this should not just be a superficial tick box exercise that is gone through quickly or completed before files are submitted for regional moderation. Another Accounting teacher should moderate the assessments and engage fully with the process – the question paper / task instructions, marking guidelines and design grid. A draft copy of the assessment must be included in the Teacher File and evidence of actual moderation having taken place should be provided e.g., track changes, notes on drafts, emails or moderation notes.

Evidence of pre-assessment moderation has improved, and teachers are including draft copies in their files. This gives a clear indication that the paper has been checked by another Accounting teacher and the assessor has responded to the moderator's advice.

Moderation of the preliminary examination was excellent this year; the cluster groups are working well, and the exams were moderated well. Teachers using a cluster paper must ensure that they have done pre-assessment moderation to confirm that they are in agreement with the rigour of the paper.

Post-assessment moderation continues to be a problem; although the moderation tools have been completed, there is sometimes no evidence of moderation in the Learner Files. This should not just be a checking of mark calculations; there needs to be actual re-marking of a sample of assessments and more substantial analysis and reflection of results taking place.

Calibre/rigour of Assessments

Prelim exams were of a high standard.

The quality of the controlled tests is improving and there is evidence of Paper 2-type tests. Where teachers are giving learners a choice of which tests to submit, they are cautioned to ensure that the individual choice still covers a range of topics.

Tasks must be out of a minimum of 100 marks.

Accuracy of Recorded Results

There must be an IEB computer-generated Rank Order Sheet in the Teacher File. Principals are signing this document, and this is no longer a concern.

Most teachers used the format of the mark sheet provided in the SAGs.

There are still noticeable calculation errors across schools. The marks on the teacher's mark sheet are often not accurate as the formulae on the mark sheet are not correct. There should be an accurate follow through from ticks on a script to marks on a script to a total mark on the script to the same mark on the Learner's Coversheet to the entry on the teacher's mark sheet to the final SBA mark for the learner on the teacher's mark sheet and the IEB computer-generated Rank Order Sheet. Raw marks need to be shown as the conversion needs to be checked. This accuracy should be checked by a moderator.

The cluster groups that checked the mark sheets at their last cluster meeting are commended.

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Recommendations made by Regional Moderators

Recommendations made by the regional moderator must be implemented. If teachers have made an error in the calculations this must be corrected in their Files and with the IEB.

A revised version of the mark sheet has been included in the 2022 SAGs. If all teachers use the same format, it will make checking much easier. If teachers have given a choice of tests, it must be clearly indicated which marks have been counted for which learners. All tests must be shown but the selection must be highlighted. This will ensure that the average for each test is still accurate.

Common assessments written by two or more schools

If two or more schools conduct a common assessment such as a cluster prelim, it must be done on the same day, and preferably at the same time. If this is not done, the results for the assessment are questionable. Learners share assessments widely and through various platforms.

There is not always clear evidence that these assessments are all written on the same day. There must be a formal note in the Teacher's File of each school stating the nature of the assessment, which schools were involved and the date on which the assessment was done.

Prelim Papers must be dated, and the name of the examiner and moderator must appear on the cover page.

In conclusion

There is some excellent work being done by Accounting teachers throughout Southern Africa. Thank you to all of those who have been so willing to share tasks, tests and exams with the new schools – it has ensured that the work has been standardised from year one. Cluster leaders are appreciated as they are playing a significant role in ensuring that work of the highest quality is being produced.

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ADVANCED PROGRAMME AFRIKAANS

ALGEMEEN

Daar was 'n beperkte aantal kandidate maar almal het aan hoë verwagtinge voldoen en is vaardig met die skryf van literêre opstelle. Dit is duidelik dat hulle goed voorberei het.

Daar is 'n paar konvensies waaraan kandidate moet voldoen. Eerstens moet hulle seker maak dat die naam van romans, dramas en films elke keer wat dit in 'n opstel genoem word, onderstreep word. Gedigte se titels word in aanhalingstekens geskryf.

VRAAG 1

Daar was 'n interessante verskeidenheid romans, dramas en films. Dit is wel belangrik om nie 'n roman of drama uit die lys te kies as dit in die jaar wat jy matriek skryf 'n voorgeskrewe roman of drama is nie. Dit lei tot penalisering.

Kandidate moet reageer op die aanhaling wat gegee word en dit moet, tesame met die tema dwarsdeur die opstel, geïntegreer word.

Kandidate moet ook hulle eie stem laat hoor in 'n gesofistikeerde antwoord met uitstekende en gevarieerde taalgebruik. Kandidate moet versigtig wees om nie herhaaldelik frases te gebruik, bv. "iemand se waarhede" nie. Wat kandidate bedoel met die "waarhede" of "realiteite" moet omskryf word.

Let op die volgende:

- Daar moet aandag geskenk word aan 'n inleiding en slot. Die inleiding moet die titels, die skrywers se name en die tema sowel as sleutelwoorde van die aanhaling bevat. Die inleiding moet dit duidelik maak dat die kandidaat 'n helder blik het op waaroor hulle gaan skryf.
- Die opstel se struktuur is belangrik. Soos die opstel ontwikkel, moet daar verbande tussen gedagtes getrek word. Die gebruik van voegwoorde is hier baie belangrik.
- Indien 'n teks uitgelaat word of die verkeerde teks gebruik word, word die kandidaat gepenaliseer.
- Films moet bespreek word met verwysing na filmtegnieke en daar moet ook na spesifieke tonele verwys word.
- By dramas moet in gedagte gehou word dat die teks geskep is vir opvoering. Daar moet dus ook na verhoogaanwysings verwys word.
- Die tema moet deel vorm van die bespreking en nie net aan die einde van 'n paragraaf of opstel genoem word nie. Hierdie is die enigste aspek wat kandidate vooraf kan voorberei.
- Opstelle moet in formele taal geskryf word en daar moet gewaak word teen onvanpaste uitdrukkings en taalgebruik.

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VRAAG 2 POËSIE

Die vraag is goed beantwoord. Dit is belangrik om die korrekte aantal gedigte uit elk van twee tydperke in jou opstel te gebruik. Dit is ook belangrik dat die gedigte uit die lys geneem word.

- Daar moet in die inleiding verwys word na die gedigte en uit watter tydperk hulle kom en hoe dit aansluit by die ongesiene gedig.
- Dit word verwag dat daar na poëtiese terme verwys word, bv. beeldspraak, struktuur, ens.
- Die gedigte moet in die tydperk waarin hulle voorkom bespreek word. Daar moet nie net na die tydperk verwys word nie. Ooreenkomste en verskille van die twee tydperke moet in die bespreking ingeweef word.
- Die ongesiene gedig moet as 'n beginpunt geneem word. Daar moet wyer geskryf word oor sy betekenis.

VRAAG 3 EIE LEESWERK

- Vir hierdie vraag moet kandidate seker maak dat hulle die korrekte aantal romans kies. Een kortverhaalbundel word ook aanvaar. Laasgenoemde word egter nie aanbeveel nie, omdat dit moeiliker is om daaroor te skryf. By 'n kortverhaalbundel moet ten minste twee kortverhale bespreek word maar daar moet ook na die bundel as geheel verwys word.
- Moenie prosa kies wat nie in hierdie kategorie val nie.
- Dit is belangrik om die gekose tekste goed te bestudeer. Daar word van die kandidate verwag om insig en begrip van literêre terme van prosa hier toe te pas en met voorbeelde toe te lig.
- Aangesien dit die laaste vraag is, moet tyd van die begin af in berekening gebring word. As te veel tyd aan die eerste twee vrae bestee word, sal Vraag 3 afgeskeep word.
- Dit is belangrik dat tekste nie gekies word uit die voorgeskrewe lys vir Vraag 1 nie. Daar was geen kandidate wat hierdie fout begaan het nie.
- Selfhelpboeke, biografieë en twee of meer romans van dieselfde skrywer word nie toegelaat nie. Dit is belangrik om wyd te lees.

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ADVANCED PROGRAMME ENGLISH

GENERAL OBSERVATIONS

There was some regression in terms of candidates' application of basic literary conventions. The failure to use these creates a negative impression on the marker; candidates must make an effort to internalise and apply these:

- Refer to the author/poet/playwright/director and characters by surname.
- Use inverted commas for poem titles and underlining for films/plays/novels.
- Discuss text events in the present tense.
- Incorporate quotations seamlessly into sentences.
- Do not to underline or highlight quotations or the authors' names.
- Paragraphs must be used.
- Avoid use of trending jargon, like 'toxic masculinity', and colloquial expressions like 'showcased'. Formal register is essential.

It is the teacher's responsibility to ensure that candidates have the correct syllabus and meet the requirements of each question.

QUESTION 1

Candidates responded well to the quotation about duty and obligation and the added notion in the topic, of being 'silenced'. Responses demonstrated sound ability to adapt and mould the discussion of studied texts to the topic and theme of 'freedom and responsibility' and were generally focused and comprehensive. Some candidates, however, were unconvincing in the engagement with the theme, or even failed to mention it at all, and thus failed to provide cohesion to a discussion that responded only to the topic.

The introduction should mention the texts studied and the theme and indicate which direction the discussion will take. The theme and topic both need to be addressed throughout the essay, not only in the introduction and conclusion; the essay must cohere as an argument. Candidates need to be taught to explore their own views on texts and they should be warned against relying on study guides instead of the original texts, which limits the development of their own voices.

Drama texts and films must be analysed and discussed in the terms that apply to their specific genres. The appropriate terminology must be used and references to the texts must demonstrate familiarity with, and comprehension of, these constructs as well as focus on specific identifiable features rather than make observations of a more global nature. There is often too much reliance on discussion of thematic concerns rather than a real unpacking of the texts 'as text'.

QUESTION 2

Despite misgivings expressed about candidates having too much to do in this question, it was by far the best-answered question of the examination. Candidates managed well to integrate both poems in their answers and there were strong responses, suggestive of understanding and sensitivity to the poetic concerns – how they reflected similar considerations but depicted different attitudes and approaches. Some candidates misread the poems and quoted incorrect words or phrases in their arguments 'stink' for 'sink' etc. – they must read with care.

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Once again, penalties were incurred by a failure to meet the requirements, which are unequivocal: Two poets from each school and three poems per school = Six poems by four poets. A penalty of 5% is attached to every inadmissible poem or missing poem.

Introductions were clumsy, often failing to include the schools, poets and/or poems. The introduction should have made some reference to the prompt poems and the concerns raised in them and they should have provided a hint on how the studied poets and poems relate to the concerns raised by the topic. A reference to the commonalities shared by a school or category of poems is advantageous. Double introductions seem to be increasingly common and are inclined to be awkward and unfocused and are to be avoided.

Analyses of poems still need to be more technical, with reference to poetic devices like rhythm, sound, line arrangement, etc. as part of the exploration of poems as constructs; rather than relying upon a synopsis of either the prompt poem/s and/or the studied poems. Use of the prompt poem needs to be more thorough and insightful than a reference to only one word or phrase and should indicate that candidates have an understanding of the overall meaning of the poem/s. A critical analysis is not expected, but meaning can be illustrated by the thoughtful integration of the prompts into a discussion of the studied poetry.

More attention should be paid to exploring the idea of the difference between a speaker and the poet, with focus upon the latter being on the basis of his/her position as artist and, therefore, crafter of the poem.

There is clearly some superb teaching and learning taking place and many interesting poems have been explored. The trend seems to be a move to the more classical poetry, which is a pity as there was very little African poetry that came through.

QUESTION 3

It is encouraging to note that most candidates are choosing substantial texts and engaging on a much deeper level. However, a number of candidates used inappropriate texts for this question and it is essential that teachers ensure that candidates understand the requirements for Question 3: Neither IEB nor DoE candidates may use their respective core English set work. Memoirs and autobiographies are also not allowed. While some candidates are still electing to discuss an anthology of short stories, they are disadvantaging themselves if they do not discuss at least two of the stories in adequate depth. Candidates are penalised 15% for a missing or inadmissible text.

There was some evidence of prepping of independent reading by teachers: In some sets the same novels were discussed by all the candidates and analyses focused on the same points. This question focuses on independent reading and, while teachers may guide selection, they may not teach the texts.

Some candidates struggled to access the concept of 'inner conflict' or the nuances of the topic. A philosophical understanding of the texts is needed in order for candidates to deeply reflect on them and the topic. Candidates must not simply ignore parts of the prompt. Further, close textual referencing is required, and candidates should anticipate questions that will deal broadly with aspects of character or theme. There was pleasing evidence that there was a far more discerning selection of quotes and candidates appeared much more skilful in blending them in. Equal attention should be given to all four texts, though, as there were some instances where candidates wrote about two pages on one text and then just a paragraph on the other three.

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Structure and analyses were plagued by similar concerns to those raised in the other questions. Depth and breadth were sometimes lacking and also needed greater 'signposting' of the argument and the link between the texts and the topic. Candidates must be careful in their choice of discourse markers, however, and make sure they are not being used inappropriately.

It is encouraging to see that most candidates are completing this question. There were very few who seemed to have run out of time this year.

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ADVANCED PROGRAMME MATHEMATICS
MODULE 1: CALCULUS AND ALGEBRA

The paper was generally well received, and it marked well. It is acknowledged that the paper was somewhat too long (probably 10 marks or 5%). This is unfortunate and every effort will be made to guard against this in 2022 and beyond. In many questions there are a range of possible methods, some much more efficient than others. Those who used inefficient methods found it even harder to finish the paper. There were several questions with low marks, 4 or fewer. Too many candidates wasted time by doing more working than was expected on these conceptual questions. This further aggravated the time situation. Many candidates continue to be plagued by poor basics e.g., expanding brackets, errors with signs etc. This typically leads to unintended complications which wastes even more time. It is accepted that these errors are likely, to some extent, a function of exam stress. However, this does not detract from the notion that procedural fluency is important and worth developing. Calculator use is encouraged unless otherwise specified. Too often candidates wasted time, for example evaluating definite integrals which could have been typed straight into the calculator.

QUESTION 1

1.1 (a) Generally well-answered. Those that did get it wrong were plagued by a poor understanding of the laws of exponents.

(b) Also, very well done although some forgot the second case, and many forgot to check their solutions. A few succeeded in doing it graphically.

(c) This was not well answered. Candidates failed to pick up that the absolute value is always positive and can be ignored apart from the restriction it contains. Likewise, both sides can be divided by $(-x^2-5)$ with a change of inequality sign since it is always negative. Instead, many tried instead to factorise $(-x^2-5)$ and then ended up trying to plot complex numbers on their number line. This is problematic and complicated what was intended to be a reasonably straight-forward question.

1.2 (a) While this was well answered, too many candidates employed inefficient methods. Remember that a quadratic equation can always be formed using:

$x^2 - (\text{sum of roots})x + (\text{product of roots}) = 0$

Those who failed to use this simple 'shortcut' often made errors that over-complicated things and wasted time.

(b) Well answered but remember that reals are a subset of the complex numbers (with an imaginary part of zero) so real roots must be included here.

1.3 While this was generally handled well, it is problematic to make the statements equal from the start. One needs to prove this so, as with an identity, one needs to work with the left-hand-side and show that it is equal to the right-hand-side. Also, when one is asked to show something that has been given one needs to show **all** the steps.

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QUESTION 2

(a) Well answered but sadly too many thought that *Pe* was the base.

(b) Well answered but some candidates interchanged the 750 and 1200 and then couldn't get an answer since the argument of the log function came out negative.

QUESTION 3

Many candidates struggled with this question, let down by their inability to add algebraic fractions. Some confused the types involving roots and tried to multiply through by a conjugate which became very messy and time consuming.

QUESTION 4

This question was generally well answered. Here too, candidates made unfortunate errors with exponents while trying to manipulate the case for $n = k + 1$ to be able to incorporate their assumption based on $n = k$.

If a candidate says:

assume $3^{2k+4} - 2(2k) = 5p$

Then this MUST be accompanied by some indication that p is a whole number.

e.g., $p \in \mathbb{Z}$ or $p \in \mathbb{N}$

QUESTION 5

This question was probably the worst answered on the whole paper. Angle CAD is $\frac{\pi}{2}$ as it is subtended by a diameter. AC is easily determined by Pythagoras.

However, most candidates struggled to identify the necessary sector or segment since these were not sectors or segments in the given circle but in circles centred at A and/or B.

QUESTION 6

6.1 (a) Candidates over-worked their solutions to all parts of this question, once again wasting time. We were after one-line or, at most, two-line answers.

Generally well-answered.

(b) Also, handled well but with the same comment as in (a). One cannot refer to a function's value if it is not defined!

(c) Also, handled well but with the same comment as in (a).

(d) Most got this but then wasted time trying to justify their answer.

(e) Most got this but then wasted time trying to justify their answer.

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6.2 This was not well handled. Limit notation is still poor. We are encouraged to get our candidates to translate English statements e.g., *'the limit of f from the left as x approaches 2 from below'* into Mathematics and vice versa.

An alarming number substituted 0. ☹

6.3 Using appropriate mathematical notation, determine the rational values of p and q if g is differentiable at $x = 2$.

Most candidates managed this question although most struggled to use the correct notation for which they were slightly penalised.

As always, we encourage pupils to set their work out in a well-structured manner to accurately convey their thinking.

QUESTION 7

While this was handled well, predictably many candidates failed to distribute the negative sign into the multiple terms which results when one differentiates xy.

Many candidates found the wrong tangent – the one with a negative gradient rather than the one with a positive gradient. This only cost a single mark provided they had found both points of contact.

QUESTION 8

8.1 (a) The intention here was for insight and conceptual understanding rather than complex calculations. Unfortunately a few were misled by the word integral and started integrating. ☹

While many candidates got this right, too many spent too much time doing so.

(b) While many candidates got this right, too many spent too much time doing so.

(c) We are encouraged to teach factoring by inspection as opposed to long division which is time consuming and less efficient.

While many candidates got this right, too many spent too much time doing so.

(d) This was answered well but many gave a single answer e.g., 3, failing to appreciate that any value bigger than 2 will work.

8.2 This was well answered in the main. A few candidates simply differentiated the numerator and the denominator. Candidates **MUST** show that the derivative is being equated to zero when finding stationary point(s).

Once an equation is reached it is fine for candidates to use their calculator to solve it.

Several candidates wasted time by calculating the y-coordinates of the points which were not required.

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QUESTION 9

9.1 Well answered but when one is required to show something one needs to be explicit in doing so. If one leaves out steps, then one will not be given the benefit of the doubt as it is not clear whether the candidate is just using the given result and 'fudging it'.

Here too, it is vital that one equates the derivative to zero when finding a turning point.

Even though the required result was supplied, many candidates still factored incorrectly to arrive at a different, incorrect endpoint. ☹

9.2 Despite the scaffold given in 9.1. an alarming number found the *x*-intercept rather than the turning point. This greatly simplifies the working required and precludes candidates from access to several the marks.

Many candidates made careless errors in calculating the second derivative.

Some candidates did end up doing very well on this question.

QUESTION 10

10.1 (a) This question was intended to be easy and quick. It was disappointingly answered with many not being able to draw a sine curve never mind apply the absolute value function thereto.

(b) This question was intended to be easy and quick. It was disappointingly answered with many not being able to draw a log curve never mind apply the absolute value function thereto.

10.2 (a) Many chose to answer this algebraically which is fine. However, it is quicker and simpler to use the graph.

(b) The intention here was for candidates to manipulate the given inequality in order that they could use the graphs supplied – a straightforward process as demonstrated by the many who went this route.

This is a reminder that the **algebraic** solution of linear inequalities involving absolute values is **NOT** required by the curriculum. Those that tried to do this algebraically created an enormous amount of extra work and most failed to get to the correct answer due to the complexity created.

QUESTION 11

11.1 (a) Well answered but when one is required to show something one needs to be explicit in doing so. If one leaves out steps, then one will not be given the benefit of the doubt as it is not clear whether the candidate is just using the given result and 'fudging it'.

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(b) While most candidates managed the differentiation using the chain rule not many managed to solve the resulting equation.

This question was intended to be more challenging. Unfortunately, many got bogged down in the algebra and wasted a lot of time, further aggravating the time challenge.

A reminder that one must show the derivative equal to zero when solving optimisation problems.

A reminder too that once one has the equation set up one can use one's calculator to solve it. This saves time.

11.2 While this question was answered well, far too many pupils evaluated the integrals manually rather than using the calculator. This question only needs involve two lines of working – the expression for A involving the integrals as requested and then the solution.

QUESTION 12

Except for the partial fractions question (12.1 (d)) these were all quite straightforward integrals, the likes of which have been examined previously.

The integration was not answered as well as in previous years, quite possibly a consequence of stress caused by the long paper.

12.1 (a) This was quite well answered. Candidates must remember the constant of integration. This was only penalised 1 mark when absent and only on one occasion.

(b) Standard question. Some tried substitution and other methods that cannot work.

(c) Generally, well answered but many forgot to divide by ½. Those that bothered to learn their identities were significantly advantaged.

(d) This question was not handled well at all. Many did not pick up that it involved partial fractions and most of them that did, failed to first split it so that it was not improper. The mark allocation suggested a reasonable amount of work involved. It was marked leniently and credited the use of partial fractions even though not correctly done. A small proportion of candidates did it perfectly. We need to encourage our learners to '*look before they leap'* as a wrong first choice in integrating can be costly and time consuming.

12.2 This question was answered well but here too candidates wasted time evaluating definite integrals where they could have used their calculator. Many candidates did answer this question even though they did not complete the paper suggesting that they had managed their time well by not getting stuck on earlier questions.

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MODULE 2: STATISTICS

QUESTION 1

Question 1 was well answered by the candidates. Candidates are reminded that probabilities in Statistics must be rounded to 4 decimal places.

1.1 (a) There were several candidates who forgot to consider P (x = 0) and some who did not consider the need for 1 – p.

(b) To justify the use of the normal approximation some candidates showed npq > 5 rather than nq > 5. The continuity correction remains an issue with quite a few candidates not applying the correction. Some candidates forgot the '0,5 – ' in calculating 05 – 0,4265.

1.2 (a) Very well answered

(b) A reminder that when working with these tables the probabilities must sum to 1.

(c) Three common errors: (1) Some candidates used the variance for a binomial distribution. (2) The subtraction of $[E(X)]^2$ was left out of the calculation. (3) The probabilities were squared.

QUESTION 2

Candidates are encouraged to draw a diagram when using the normal distribution table.

2.1 (a) The question was well answered. A common error in this question was the lack of conversion of the time to a single unit of measure.

(b) This question was not well answered. Candidates did not convert the 25% and 75% to z-scores, they used the area as the z-score.

2.2 (a) The question was well answered.

(b) Most of the candidates identified the correct formula to use in this question. However, a significant number did not know what to do with the area. A distinction between confidence level and significance level was a problem for a few candidates.

QUESTION 3

3.1 Very few candidates achieved full marks in the multiple-choice questions.

3.2 (a) This question was generally well answered. When it was poorly answered, the entire exam centre often produced a poor response.

(b) Mostly well answered. Errors included (1) working with an incorrect interval because it was two-tailed; (2) considering a discrete rather than continuous probability; (3) misapplying the inequality.

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QUESTION 4

Very poorly answered question. Many exam centres were not prepared on this section.

(a) Integration was poorly performed. Candidates did not understand that k was a constant. While most of the candidates did know that the integral should be equal to one, they assumed it rather than proved it.

(b) Interpreting the impact of the 6 and the idea of the quartile on the integral was poorly done.

QUESTION 5

Considering that this was the last question of the exam and involved problem solving, it remained very accessible to the candidates.

Many candidates managed more than 10/18.

5.1 (a) Most of the candidates scored 4/4.

(b) This question was surprising poorly answered. Many candidates were not able to interpret the Venn diagram in terms of the required probably and so did not extract the correct information from the Venn diagram.

(c) Candidates who knew the formula $P(A \mid B') \neq P(A)$ answered the question easily. Candidates who used $P(A \cap B) \neq P(A) \cdot P(B)$ again extracted the incorrect information from the Venn diagram. Some candidates confused the idea of independence with mutually exclusive.

5.2 An interesting question that fully tested the understanding of selection and arrangement at the AP Mathematics level. Candidates must be reminded to communicate their reasoning. At very least they should document the formula they are using on their calculator. A few candidates provided an answer of 7C4 – wonderfully efficient.

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MODULE 3: FINANCE AND MODELLING

The general feeling after the writing of this paper was that it had been challenging and somewhat on the long side. The marking of the paper revealed that the vast majority of the candidates were able to attempt all the questions, but the last question may have been rushed as time was running short. It is apparent that many candidates strategically chose in which order they would answer the questions, in order to maximise their marks in the limited time available. Despite some excellent scripts seen, there were many centres that had not been able to prepare their candidates adequately for the examination. This is in no small part due to the challenges of two years of a pandemic and the resulting online education which suited some, but by no means all the candidates. The marking committee members were cognisant of the difficulty of the paper and more lenience than usual was applied in the marking. Candidates were credited for their knowledge and cognitive ability and were not penalised heavily for their numerical or algebraic slips. It was mentioned by markers on numerous occasions that candidates must read the questions more carefully.

QUESTION 1

This was a fairly traditional sinking-fund question. There were two additional complexities in the problem, over a typical core maths question, which many candidates overlooked or struggled with. The first is the fact that the annuity payments ended earlier than the purchase of the new taxi. Thus, the amount incurred extra compound interest. The second issue was that of the annual withdrawal of R10 000 for a service. This constitutes a second annuity with an annual rate, rather than a monthly one. Some candidates attempted to approach this by considering each payment individually, which was cumbersome and wasted time. Commonly, candidates simply multiplied the R10 000 by 8, and ignored all interest considerations.

QUESTION 2

This was a loan question which required knowledge of the idea:

Interest paid in an interval = payments made – reduction in outstanding balance.

This was not obvious and required insight on the part of the candidates. Some lenience was given where candidates worked backwards from the answer stated. The second part of the question demanded the use of the retrospective outstanding-balance formula. Teachers and candidates are reminded that both OB formulae need to be known and the correct one used in the relevant situation. The third part of the question was routine in finding the final payment. Some candidates found n in 2.3 and then went back to 2.2 and used the prospective OB formula. This was permitted in this marking session but is not advised, in general.

QUESTION 3

The first part of this question (3.1) connected a recurrence formula to the explicit formula for a sequence. Although this was not intended to be a difficult question, some candidates did not spot that the first two terms are easily found from the explicit formula. This question was related to the last question in the 2020 paper, although it was not as difficult. The second part of the question (3.2) was a fairly familiar and routine first-order application question.

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QUESTION 4

This was a predator–prey graph interpretation question. Candidates tend to understand the graphs but are not very good at giving qualitative explanations about the dynamics of a model. This will always be a part of this section and should be practised. Essays or paragraphs will not be required, but certainly a one- or two-sentence explanation might be expected.

QUESTION 5

This was a predator–prey application question. The context is certainly familiar to most candidates. However, the complexity of this question lay in the fact that the parameters were given in the formulae and the formulae simplified. Thus, some manipulation of the given formulae was required in order to determine the parameters. The second part of the question was a fairly straightforward calculation of the equilibrium point. This was possible in two ways: the first was letting $R_{n+1} = R_n$ and $F_{n+1} = F_n$ in the given formulae and solving simultaneously. Some candidates knew the equilibrium formulae and full credit was given for this.

QUESTION 6

This question featured effective rates. However, the first question did not require the core formula and those who attempted to use it did not get far. Some attempted to find the mean of all the effective rates which was not correct. Had they found the weighted geometric mean of the effective rates then they would have arrived at the correct answer. The second part, as with the first part, required working with a rate that was not given as an annual rate and this seemed to confuse the candidates in both parts of the question. The answer to 6.2 was a surprisingly large percentage and many candidates forgot to convert their rate to a percentage.

Well done to all the candidates and teachers for their hard work and perseverance in AP Maths during trying times.

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MODULE 4: MATRICES AND GRAPH THEORY

GENERAL COMMENTS

- Judging by how many candidates completed Question 7, the length of the paper was correct.
- Several candidates were able to use the algorithms, even though they might not have been familiar with the names of the algorithm.
- Compliments of Graphs and knowledge of the Neighbourhood of a vertex were poor.

QUESTION 1

Generally well done. Poor use of trig, learners substituting the rt3 into the matrix instead of the angle. Rounding errors, and copying errors were the biggest errors in Question 1.1.

Question 1.2 – learners were unable to select the correct shear matrix. Question 1.3 – learners did not learn their theory.

QUESTION 2

Very well-done question. Algebraic manipulation was poor.

QUESTION 3

Learners were not able to contextualise the idea that the clock's hands will move in a clockwise direction which is -theta. Learners on occasion over-complicated the problem, contextualising answers.

QUESTION 4

Compliments of simple graphs were still not handled by learners as the "easy" question it should be. Conditions of a Eulerian circuit were misunderstood.

QUESTION 5

Learners were able to do the mechanics of the question but were unsure on the name of the processes/algorithms.

QUESTION 6

Adding back the 2 min. edges was often forgotten. Learners were unsure how to conclude a "good" route.

QUESTION 7

Question 7.2 – evidence of exam fatigue. Application of matrix rules. Question 7.3 – learners didn't use the pattern in Question 7.2 and expanded by powers.

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ADVANCED PROGRAMME: PHYSICS

The marking committee found this first AP Physics examination to be a fair test of the candidates' abilities and a good introduction to new topics. The paper covered the full range of cognitive demand and difficulty levels and candidates generally coped very well.

GENERAL COMMENTS

- Schools should make the SAGs document available to their candidates to ensure that candidates have covered all topics. The definitions are given in this document and will be used as a guide during the marking session. The SAGs document as well as the information sheet will be revised early in 2022.
- The vector nature of quantities remains important, and, in this paper, candidates should make sure that they interpret the meaning of a positive or negative answer as an appropriate direction. The questions need to be interpreted as stated and candidates must realise that upwards cannot always be considered to be North.
- Candidates should be reminded that their calculators need to be in the correct mode. Angle calculations for linear motion should be done in degrees, whereas circular motion could be in radians.
- Numerical answers must be given as a decimal and not left as a fraction or in the surd form.
- The final numerical answer must include the correct unit as well as the correct number of significant digits.
- Candidates should use the allocated space as an indication of the length of an answer. Many candidates are writing too much when explaining answers and should be advised to write in point form.
- Teachers are encouraged to complete the reflection questionnaires to help the examining committee.

COMMENTS ON SPECIFIC QUESTIONS

QUESTION 1 MULTIPLE CHOICE

The multiple-choice questions generally aimed to test the candidates' understanding of the concepts and their application of definitions. The average for the multiple-choice questions was very low compared to most of the other questions.

Candidates should take a systematic approach when answering these questions. For a candidate who is comfortable with the material, two of the answers would normally sound correct and the other two could be eliminated straight away.

QUESTION 2 THERMAL PHYSICS

The first part of the question expected candidates to take readings and add the correct number of significant figures. The IUPAP rules can be consulted to ensure that all schools are using similar methods of determining and representing uncertainties in an answer.

The explanation of temperature change was dealt with very well. Some candidates did not show a clear understanding of the difference between a gain in potential energy and a gain in kinetic energy.

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The second part of the question consisted of applications and calculations. Many candidates did not convert the energy correctly into joules before calculations were done. Overall, the candidates had a good grasp of energy transfer. They showed that they could deal with explanations in this regard that are more complicated. When asked to compare results calculated with theoretical values, many candidates omitted one or the other.

QUESTION 3 MATTER AND NUCLEAR PHYSICS

The explanation parts of this question were dealt with very well. Most candidates could not explain the effect of the ratio of protons to neutrons on the stability of a nucleus and simply referred to the 'magic number', which is valid, but too vague.

Although the calculations in this question were done well, very few candidates achieved full marks. This was due to the lack of correct units and number of significant figures in the final answers. Overall, the candidates were not yet comfortable using ratios in answers and the wrong ratios were often used. Please advise the candidates to answer the instruction in the question and not any ratio that seems logical to them.

QUESTION 4 ASTROPHYSICS AND COSMOLOGY

This was one of the best-answered questions in the paper. Candidates should make sure that they are more familiar with the paths of evolution of different stars. In the last question many candidates explained the rotational curves well, but never concluded that dark matter is seen to be responsible for the difference between reality and theory.

QUESTION 5 PROJECTILE MOTION

It is clear that candidates are very familiar with the mechanics calculations similar to the ones used in their Physical Science Paper 1. This question was answered very well. The common error made here was forgetting to add the original height to the height gained to obtain the maximum height. The direction of the final velocity vector was often left out or stated using South and East instead of referring to the horizontal or vertical lines.

QUESTION 6 TORQUE

This question was also generally answered well. Many teachers and candidates are comfortable with this section, and it was covered in detail. Conversions seemed to be a challenge in this question as well as the correct use of signs. Candidates should not assume that the moments will be equal before proving that they are indeed the same. When explaining a system in equilibrium, many candidates mentioned either rotational or linear forces instead of using both.

QUESTION 7 CIRCULAR MOTION

Again, we must urge the candidates to read the question carefully and not to simply repeat information already given in the question. Candidates were happy that there had to be a change in the velocity, but often could not describe the reason for this change. When asked to derive the equation in 7.2.2, many candidates did not follow the correct steps and clearly worked backwards from the answer. They needed to realise which forces were equal to each other to do the derivation correctly.

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DATA ANALYSIS

The plotting of the graph and error bars was done well, and we will consider making this a bit more challenging in the future.

The following points should be emphasised for the graph question.

- A meaningful title must be supplied, and the order of the variables should be correct.
- Odd scales used on the *X*-axis were not awarded marks. Candidates should know to use multiples of 1, 2, or 5. This will allow for easy and accurate plotting of points.
- The accuracy mark was only awarded within half a small block on the given grid.
- Candidates should be encouraged to draw the graph and the error bars in pencil to avoid messy corrections.
- A long ruler should be used to draw the line of best fit as well as the worst.
- When stating the relationship shown by the graph, candidates must be clear that the direct proportion is shown by a straight line passing through the origin. The variables should be stated in the correct order. The dependent variable is directly proportional to the independent variable and not the other way around.
- When calculating the gradient, points from the line of best fit should be used rather than points from the data table. These points should be shown clearly on the graph, and it is in the candidates' best interest to show the coordinates of these points.
- The calculation of the uncertainty in the gradient caused problems and the candidates should note that we will only divide the difference by two if both lines of worst acceptable fit were drawn.
- The gradient of the graph should include the powers of ten given. Many candidates left these out.
- The gradient of the graph has a physical meaning and when this is used to calculate a quantity, this quantity should be stated with the correct units.

QUESTION 8 CHARGED PARTICLES IN ELECTRIC AND MAGNETIC FIELDS

This question was challenging for candidates.
When determining the direction of forces acting on particles, be careful to note the charge on the particle. Candidates should start from first principles and should not learn a list of equations. Teachers should advise candidates only to use the data provided on the information sheet, rather than memorising extra data.

e.g. $F_E = F_B$
$qE = qv B$ shows understanding of the physics

while $v = {}^{E}/_{B}$ is a learnt equation.

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QUESTION 9 OSCILLATIONS

This question was not answered very well and basic principles should once again be emphasised. Free-body diagrams should only indicate actual forces and not the components of the forces.

When dealing with simple harmonic motion (SHM) the following points should be noted:

- SHM is a very specific, well-defined motion and therefore the definition should be accurate.
- Hooke's law is used for springs, which is only one example of SHM.
- Candidates should become more comfortable using expressions to solve questions rather than looking for numbers to substitute.
- When a question asks to 'show that', the candidates must start from fist principles rather than go in circles from the one expression to the next.

CONCLUSION

Overall, this paper marked well, and the marking panel learnt a lot from each other.

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AFRIKAANS HUISTAAL
VRAESTEL I

Aan die einde van nog 'n rare pandemiejaar het 'n span van agt subeksaminatore en twee senior subeksaminatore saamgetrek om die eksaminator by te staan tydens die nasiensessie. Alle heil aan hierdie tien leerkragte wat hulle vakkennis, ervaring, konsentrasie en meelewing ingespan het om die Afrikaans Huistaal matrieks se antwoorde so ruimhartig as moontlik te lees en te bepunt. Dit was vir my 'n riem onder die hart om te sien en te hoor hoe hulle alternatiewe antwoorde bespreek en evalueer om die kandidate se prestasie so deeglik as moontlik te takseer. Veral die twee senior subs, Emilje Smit en Bets Kruger, verdien lof en dank vir hulle taak as moderatore – hulle het verseker dat die nasienriglyne konsekwent toegepas word, maar ook uitgebrei word soos nuwe moontlikhede in ons ewig kreatiewe matrikulante se antwoorde opgeduik het.

Verder 'n spesiale woord van dank aan ons interne moderator, Sanet de Beer, vir haar ondersteuning. Sy het nie alleen aanmoedigende woorde vir ons gehad nie, maar sy het ook haar ure ingesit om na te sien en te modereer soos nodig, en sy was altyd bereid om nog 'n bietjie te doen. Sy het ons werk ligter en lekkerder gemaak. Voorts het die Vraestel 2-eksaminator, Maretha Potgieter, ook baie ondersteuning gebied deur insig en analise wat die nasienproses verhelder het. Haar ervaring as vorige Vraestel 1-eksaminator het baie bygedra tot ons gemoedsrus en sukses.

Die kandidate het die begripsvrae in Afdeling A met redelike sukses hanteer. Dit was egter in die teksverwerking (Vraag 3) waar die kandidate uitgeblink het. Die globale nasienmetode wat die afgelope twee jaar vir hierdie vraag gebruik word, dra beslis by tot verbeterde prestasie. Van die toesprakies wat geskryf moes word, het die nasieners deeglik vermaak!

Probleme was die kandidate se vermoë om AL die aspekte van 'n vraag (die term "stapelvraag" is hiervoor voorgestel) in die antwoorde te verreken. Baie kandidate lewer goeie antwoorde, maar kan nie volpunte ontvang nie omdat duidelike instruksies nie uitgevoer is nie. Kandidate behoort ook meer van hul eie woorde en frases gebruik te maak wanneer begripsvrae beantwoord word – 'n antwoord wat 'n mosaïek van sitate uit die teks is, is nie gepas wanneer eie interpretasie gevra word nie.

Hoewel metingskaalvrae meermale knap beantwoord is, is daar nog te veel kandidate wat veels te veel uitwei sonder om werklik substansiële bespreking te verskaf.

Die poësie-afdeling is vanjaar ongelukkig veel swakker as in vorige jare beantwoord, 'n tendens wat Engels Huistaal en Afrikaans Eerste Addisionele Taal ook gerapporteer het. Waaraan dit toegeskryf kan word, is nie duidelik nie – sekerlik nie aan die toewyding en vakkennis van die onderwysers nie. Of dit nou die pandemie en aanlynklasse was, of die moeilikheidsgraad van die gedigte, is moeilik om vas te stel. Die nasieners het egter 'n baie hoë persentasie skrifte deurgewerk waarin die kandidate gereageer het asof hulle enersyds nog nooit tevore die voorgeskrewe gedigte onder oë gehad het nie, en andersyds asof hulle nog maar selde gedigte moes lees en interpreteer. Basiese interpretasiefoute het hierdie kwessies uitgewys: onbegrypbaar baie kandidate het Marius Crous se postkoloniale gedig gelees as 'n gebed (die "waarde here" is onmiddellik as God geïnterpreteer); in Lucas Malan se sonnet is die slotkoeplet gelees as die spreker wat nie wil hê dat sy ma moet sterf nie; in Carina Stander se "Verse" was dit vir baie kandidate haar pa wat deur die inbrekers aangerand en beseer is. Basiese aandag tydens klasse sou hierdie feitfoute uit die weg geruim het. Trouens, kandidate wat met aandag en begrip kon lees, moes die vrae beter kon beantwoord, selfs al het hulle nie die gedigte voorberei nie.

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Om kandidate en kollegas gerus te stel: ons het sulke interpretasiefoute behandel soos ons wiskundekollegas 'n fout in 'n som hanteer wanneer hulle kyk of die res van die berekening die fout korrek gebruik: die kandidaat het nie onmiddellik nul vir die hele vraag gekry nie, maar al die antwoorde is versigtig deurgelees om te sien of daar nie iets is wat selfs vaagweg 'n punt of 'n halfpunt kan verdien nie.

Van die nasieners het gevoel dat kandidate dikwels nie die nodige woordeskat en taalvernuf het om die vrae korrek te lees nie; om die gedigte te interpreteer of insigryke antwoorde te formuleer sou vir hulle ook bo hulle vuurmaakplek wees. Gesprekke oor die oplossing vir hierdie probleem sal hopelik tydens die 2022-aanlynkonferensie gevoer kan word.

Daar was 'n versoek dat die eksaminator 'n lys vraagtipes versprei wat in Afdeling B gebruik kan word. Om dit te ondervang sal die Vakassesseringsriglyne bygewerk word. Alle onderwysers word ook uitgenooi om toetse of eksamenvrae oor gedigte aan die eksaminator te stuur om te toon aan watter soort vrae kandidate meer gewoond is.

Ten spyte van die groot aantal kandidate van wie die reaksie op die gedigte (ook die onvoorbereide gedig) teleurstellend was, moet dit genoem word dat 'n groep kandidate wel uitstekend gevaar het in hierdie afdeling met punte van 24 uit 30 en meer. Daar was selfs kandidate wat volpunte gekry het vir die vrae oor die voorbereide gedigte – hulle het gedemonstreer dat 'n hoë prestasie hier wel moontlik was.

Afdeling C (Visuele geletterdheid) is redelik goed beantwoord. Ook hier was die stapelvrae 'n uitdaging – soms het kandidate belangrike aspekte van die vraag nie in hulle antwoorde ingesluit nie. Die integrasie van vrae oor 'n spotprent en plakkate in een vraag het nie 'n beduidende probleem aan die kandidate gestel nie.

Die eksamenpaneel sal in 2022 opnuut aandag skenk aan die formulering van vrae en aan die verspreiding van laerordevrae ter wille van die kandidate wat dit moelik vind om te interpreteer en om simboolwaardes of beeldspraak te begryp.

Baie dankie aan al die kollegas wat die probleme met onderrig tydens 'n pandemie met soveel grasie en kreatiwiteit aangepak het. Ek vertrou dat 2022 makliker sal wees, nie alleen omdat ons gewoond raak aan die omstandighede nie, maar veral omdat die pandemie die wyk sal neem. Hou asseblief vrae en oplossings gereed vir bespreking tydens die 2022 konferensie en neem asseblief deel aan die beoogde landwye vakgroep deur materiaal en voorstelle vir klasse (in die vlees of in die virtuele gees) uit te ruil.

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AFRIKAANS HUISTAAL
VRAESTEL II

Baie dankie aan 'n span wonderlike merkers wat onder druk en moeilike omstandighede met soveel ootmoed en hef-aan hierdie jaar se werktaak aangepak het. Dit was 'n groot plesier om weer saam met julle te werk. Meer spesifiek moet Marinette de Bruin en Linda Peacock uitgesonder word. As senior subeksaminators het julle die span positief ondersteun en 'n reusetaak verrig deur ervare en soms onseker merkers deurgaans te ondersteun en veel meer as die verwagte moderering te doen. Elke kandidaat het die bes moontlike geleentheid gehad om te wys waartoe hulle in staat is.

Wat volg is 'n paar gedagtes rondom Vraestel 2 – waar ons leerders uitgeblink het en hoe ons as leerkragte hulle in die toekoms beter kan voorberei of ondersteun.

Algemene opmerkings:

1. Leerders se tekskennis was oor die algemeen regtig baie goed. Veel minder feitefoute as voorheen is begaan en dit was duidelik dat hulle aanklank gevind het by voorgeskrewe tekste – veral die romans.

2. As onderwysers is ons diep bewus van die verskraalde woordeskat en uitdrukkingsvermoë van leerders. Dit is raadsaam om vir elke teks wat ons aanpak 'n verskeidenheid van toepaslike konteks-spesifieke woordeskat aan leerders bekend te stel en dan ook te oefen hoe om dit sinvol te gebruik sodat hulle genuanseerd met die gegewe kan omgaan.

3. Leerders moet meer fokus op die woordperk by al die vrae. Veral as te min geskryf word, verskraal dit kandidate se argument of die detail wat verlang word om betogings of beredenerings aan die tekste te koppel.

4. Rofwerk moet duidelik aangetoon word en doodgetrek word.

VRAAG-SPESIFIEKE OPMERKINGS:

VRAAG 1 *DIE KOGGELAAR* – MINI-ESSAY

- Merkers het oor die algemeen gevoel dat leerders die vraag goed tot puik beantwoord het en die mini-essay betogend aangepak het. Dankie aan leerkragte wat hulle duidelik hierop toegespits het. Kandidate het goeie insig getoon. Die gegewe definisie in die vraagstelling het meeste leerders gerig in hulle beplanning en aanpak van die vraag.
- Heelwat kandidate het egter nie al die nodige aspekte betrek in antwoorde nie. Die definisie was juis daar om die kapstokke te verskaf waaraan die karakters se rol in die ontmaskering van die patriargie gekoppel moet word – met spesifieke verwysing na die rol van die vrouekarakters. Sommige leerders het die patriargie in die algemeen bespreek en glad nie aan die drama gekoppel nie. Of hulle het stereotipes bespreek en dit dan aan karakters gekoppel sonder om die dramatiese handeling te betrek.
- Leerders moet bedag wees daarop dat hulle nie met die stelling hoef saam te stem nie. In hierdie vraestel sou dit uitdagend wees om nie met die stelling saam te stem nie, maar enkele gesofistikeerde betoë kon dit wel baasraak.

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VRAAG 2–5 *DIE VEREVROU* EN *DIE DAG VAN DIE LORD*

- Leerders het oor die algemeen deeglike tekskennis getoon.
- Dit is handig om, as deel van die inleiding, kapstokke te gebruik om te verseker dat die vraag in sy geheel beantwoord word. Dit gee struktuur aan die beredenering en lei die leser (nasiener in dié geval) om die kandidaat se gedagtegang te volg. Oefen dit!
- Dit was opvallend dat leerders teksverwysings en aanhalings kon integreer in hulle beredenerings. Ongelukkig was daar ook sentrums waar dit nie ingeoefen is nie en teksverwysings aangeplak is of ontoepaslik gebruik is. 'n Lys geleerde aanhalings wat niks met die spesifieke vraagstelling te make het nie, ondermyn goeie beredenerings.
- Swakker leerders sukkel steeds om weg te breek van storievertelling. Dit bly ons taak om leerders te ondersteun om vraaggerig te bly en nie af te dwaal in oorvertel nie.
- Die "tragiese held" (as literêre begrip – so verwoord in definisie) is in Vraag 2 (*Die verevrou*) en Vraag 4 (*Die dag van die lord*) gereduseer tot 'n tragedie en dan as 'n lang lys tragiese gebeure in die hoofkarakters se lewe oorvertel.
- In Vraag 3 het heelwat kandidate gesukkel om 'n alternatiewe slot te verwoord soos voor gevra in die gevolgtrekking. In Vraag 5 het leerders met goeie tekskennis wel die slot uitstekend verdiskonteer en gemotiveer vanuit verhaalgebeure.
- Heelwat vindingryke antwoorde was 'n fees om te lees.

VRAAG 6–8 TRANSAKSIONELE SKRYFWERK.

Dit was baie duidelik, veral by kandidate wat Afdeling A uitstekend beantwoord het, dat hierdie vrae die laaste was aan die einde van 'n lang jaar en 'n uitgebreide eksamen en dat daar 'n vakansie in die vooruitsig was. Spesifieke instruksies is dikwels geïgnoreer of antwoorde was nie naby aan die voorgeskrewe woordtal nie. Nietemin was daar ook uitmuntende en hoogs vermaaklike response.

Onderwysers moet leerders aanmoedig om hier kreatief te werk te gaan en veral hulle eie stem te laat hoor in die transaksionele tekste. Een van die merkers het dit as volg gestel: As jy die "gewone" op 'n "buitengewone" manier kan aanbied, of iets "buitengewoons" in meer gewone taal kan skryf, word jy beloon. As jy die taal en inhoud buitengewoon kan maak, verdien jy 90% en meer!

VRAAG 6 DIE ONDERHOUD

- Oor die algemeen het merkers gevoel dat hierdie 'n kreatiewe vraag was wat by die leefwêreld van die leerders pas. Nietemin het heelwat kandidate getoon dat hulle 'n baie beperkte ervaring het van hoe sukses *na* skool sou lyk.
- Spesifieke instruksies is dikwels geïgnoreer en heelwat leerders het nie 'n titel en / of subopskrif gehad nie. Dit was juis daar om struktuur aan die onderhoud te gee. Ander het weer nie daarin geslaag om die "gespreksaspekte" van 'n onderhoud weg te werk in die gepubliseerde weergawe nie.
- Die "lokwoorde" is soms ook geïgnoreer of swak gebruik. Informele taal is hier toelaatbaar, maar dit moet steeds by die register en doel van die publikasie pas. Andersins het sommige kandidate die lokwoorde slegs aan die einde geskryf en dit nie deel gemaak van die onderhoud self nie.

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VRAAG 7 EN 8 KLAGTEBRIEF EN TOESPRAAK

- Meeste leerders het hierdie vrae duidelik geniet en het kreatief omgegeaan met die gegewe. Uitstekende argumente is geformuleer (en beloon!).
- Sommige leerders is egter onkant betrap met die klagtebrief wat per e-pos gestuur moes word. Onderwysers moet bedag wees daarop dat alle transaksionele tekste deesdae op elektroniese platforms gebruik word en dit word ook so in die vraestel verwag.
- Leerders móét ook vraaggerig bly. Beide Vraag 7 en 8 het spesifiek gesê hoe die kandidaat hulle moet posisioneer.

Hoewel die onderrig van transaksionele skryfwerk dikwels in 'n vol sillabus agterweë gelaat word, was daar heelwat uitstekende skryfstukke wat getuig van leerders met 'n breë verwysingsraamwerk.

As nasienspan het ons onself verbind tot die korrekte spelling of gebruik van die volgende onhebbelikhede in ons eie klasse:

- *nog steeds* (twee woorde)
- *dieselfde* (een woord)
- *daai* × (register foutief)
- *saam* <u>*met*</u> (dit is verstommend hoe min leerders korrekte voorsetsels, indien enige, gebruik)
- *deur* (×)om(×) (hierdie infinitief word dikwels foutief gebruik in die spreektaal en veral oor die radio)
- *kortliks* to. *kort daarna*
- *gedurig* to. *gedurende*
- *gevangenis* en *gevangenes* to. *gevange geneem*
- *alleenlik* to. *alleen*
- *u se (×)* (besitlike vorm)
- *onderneem* to. *verneem*
- *na harte* to. *ter harte (neem)* to. *hartlik*
- <u>*onder*</u> *my aandag gebring*
- *beskerm* <u>*teen*</u>

Baie dankie vir die voorreg om deel te wees van 'n fenomenale en dinamiese eksaminatorspaneel. Coenraad en Sanet – julle rusbank in die hemel het hierdie jaar nog kussings bygekry!

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AFRIKAANS HUISTAAL
SBA MODERERING

Afrikaans Huistaal 2021 se portefeuljewerk getuig van kreatiwiteit en uitstekende kwaliteit. Dit was 'n voorreg om al hierdie onderwyser- en leerderlêers te modereer.

Kyk asseblief na dié eksamenverslag en vergewis jou van die nuutste Vakassesserings-riglyne (VAR) indien jy as opvoeder onseker voel oor enige aspek.

ONDERWYSERSLÊERS

Hierdie lêers getuig van gestruktureerdheid en die navolg van vereistes. Die hantering van die lêers met die skutblaaie met uitsteeksels wat by die gewone A4-blad verbysteek, vergemaklik die modereringsproses (verseker dat niks misgekyk word nie). Die orde is uiteengesit op die D19-vorm (portefeulje-dekblad) in die VAR-dokument.

Alle bykomende inligting (nuutste VAR, akademiese beleid, plagiaatbeleid, ens.) kan in 'n laaste skutblad uiteengesit word.

Die volgende moet in ag geneem word:

- Alle puntelyste (portefeuljes en mondeling) soos in VAR-dokument uiteengesit (D21) asook elke onderwyser se eie puntelyste (in alfabetiese en rangorde) moet in die onderwyserlêer wees. Hierdie puntelyste moet deur die skoolhoof of akademiese hoof geteken wees.
- **Die geselekteerde lys (soos deur die IEB aan elke skool gestuur) moet volledig ingevul word (ook deur die skoolhoof of akademiese hoof geteken). Sit hierdie lys voor in die onderwyserlêer.**
- Geen inhoud wat gemodereer moet word, moet in plastiese sakkies gesit word nie (die uithaal daarvan bemoeilik die modereringsproses).
- Eksterne moderering (vakgroepmoderering is 'n vereiste) moet ingesluit word.
- Die D1-vorm (keuse van voorgeskrewe werke), soos na die IEB op 28 Februarie van die jaar aangestuur, moet ook hier ingesluit wees.
- Moderering (interne en eksterne moderering) van vraestelle en antwoordstelle moet by die onderskeie afdelings voorkom (moet nie 'n aparte afdeling vir alle moderering skep nie).
- Gee die vraestelle en toetse in logiese volgorde – vraestel, addendum, nasienriglyne en taksonomieblad.
- Indien jou sentrum se leerderlêers aangevra word, is dit onnodig om voorbeelde van leerders se werk ook in die onderwyserlêer in te bind.

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LEERDERLÊERS

Dankie vir netjiese en georganiseerde leerderlêers.

Die volgende moet in plek wees:

- Die portefeuljedekblad (kandidaat se finale punte EN SIMBOLE) moet bo-op geplaas word en sigbaar wees deur die deursigtige plastiekomslag (vorm D19) en deur die onderwyser en kandidaat onderteken wees.
- Geen vraestelle of opdragte moet deel van die leerderlêers vorm nie – slegs die kandidate se werk.

LANG SKRYFSTUKKE

'n Kreatiewe benadering en 'n verskeidenheid van onderwerpe benadruk die belangrikheid van hierdie afdeling. Die leiding wat ten opsigte van elke soort skryfstuk gedoen is, blyk duidelik.

Die volgende moet hierdie jaar in ag geneem word:

- Kandidate moet elke keer die soort opstel en die nommer van die keuse by die gekose opstel aandui (titels kan misleidend wees).
- Prosesskryf moet by **BEIDE** die opstelle gedoen word – terugvoer moet met die eerste poging aan die kandidaat gegee word (simbole wat die fout aandui, mag in die kantlyn gegee word – onderwyser mag nie self korreksies aan bring nie). Die eerste en die laaste poging moet in die leerderlêer wees. Die rubriek of die aanwys van hoe punte vanaf die rubriek verkry is, moet teenwoordig wees.
- Maak seker dat plagiaat ondervang is (of duidelik aangespreek is).
- **Hierdie afdeling moet deur die vakgroep gemodereer word!**

GTA

Die betogende opstelle is puik beantwoord. Dankie vir goeie leiding by hierdie afdeling.

Die volgende moet in gedagte gehou word vir die afhandeling van die GTA:

- Die finale taak moet onder toetsomstandighede binne die tydsvoorskrif geskryf word (kandidate mag wel beplanning doen en navorsing mag geraadpleeg word).
- **Die finale opdragte moet deur die verskillende vakgroepe gemodereer word – hierdie moderering moet duidelik sigbaar wees.**

VIERDE GENRE

Buitengewone kreatiwiteit het my stil en dankbaar gemaak. Hierdie afdeling verg **alternatiewe assessering** – dieselfde tipe vrae en opdragte (bv. 'n literêre opdrag) wat in Vraestel II gevra word, mag nie hier gedoen word nie.

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Gee aandag aan die volgende:

- Die voorskrifte, soos in die VAR-dokument, moet nagekom word – verskillende kleiner aktiwiteite OF 'n groter omvattende opdrag moet gedoen word (dit sluit nie die vierdegenretoets, wat by die toetsafdeling ingesluit word, in nie).
- Indien daar 'n elektroniese opdrag is, sluit 'n harde kopie van die opdrag in (daar is nie tydens moderering tyd om daarna te luister of te kyk nie).
- By die filmstudie moet daar bewys gelewer word dat die filmtegniese aspekte bestudeer is.
- Maak seker dat die nuwe voorskrifte op die nuutste VAR-dokument (2019) gevolg word.
- **Hierdie afdeling moet deur die vakgroep gemodereer word!**

TOETSE EN VOORBEREIDINGSEKSAMEN

Baie geluk – puik kreatiewe tekssoorte en vrae wat alle kognitiewe denkvlakke insluit, wys dat ons onderwysers die kandidate ten volle voorberei vir die eindeksamen. Alle afdelings en fasette soos vereis, was oor die algemeen van uitstekende standaard.

Neem te alle tye in ag:

- Geen vorige IEB-eksamens (behalwe indien leesstukke gebruik word en aanpassings in vrae gemaak word) mag gebruik word nie.
- Maak seker dat verskillende tipe toetse ingesluit is (bv. begrip en taal, roman/drama, poësie en ook 'n vierdegenretoets).
- **Hierdie afdeling moet deur die vakgroep gemodereer word!**

BAIE DANKIE vir elke onderwyser vir puik werk gelewer – Afrikaans Huistaal is voorwaar in goeie hande.

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AFRIKAANS EERSTE ADDISIONELE TAAL
VRAESTEL I

The moderator, examiner and nine senior sub-examiners met on Saturday, 4 December to ratify and standardise the marking guidelines to ensure that all possible answers were included, but without compromising the integrity of the exam paper and the marking guidelines.

This year we had a lot of markers pulling out of the marking session due to the Omicron-variant of Covid-19 spiking in Gauteng. As a result, we were one senior sub and 14 markers short. However, the IEB rallied to our rescue and managed to secure an additional nine markers for Paper 1. In the end we were only five markers short of our allotted number.

On the first day of marking, we welcomed all the markers and went through all the necessary Covid-19 protocols that were to be adhered to during this marking session. Then the senior sub-examiners took their markers and meticulously went through the marking guidelines and marked the sample of exam scripts that were provided for this purpose. Some additional answers (where appropriate) were added to the marking guidelines. Once the standardisation, which lasted until after lunch time, was completed, the markers started with the marking of scripts. Some individuals still campaigned to have additional answers included in the marking guidelines, but this was discouraged in order to maintain the integrity of the original Bloom's analysis of the exam paper.

For the six days of marking Paper 1 (5 Dec–10 Dec) the focus was on completing the marking of Paper 1 as efficiently and accurately as possible. This task was made easier because many of markers were very skilled at marking and they were guided and supervised by a team of nine very efficient senior sub-examiners. In order to counter any possible outbreak of the new strain of the virus during our marking session, we were asked to add an extra work hour per day.

I will now continue to provide feedback on each question of the examination paper in Afrikaans:

Dra asseblief die volgende versoeke aan julle leerders oor:

- Begin **elke vraag** op 'n nuwe bladsy.
- Hou by een-woord antwoorde as die vraag dit vra.
- Laat '**n reël oop** tussen **elke** antwoord.
- Nommer die vrae presies soos op die vraestel EN nommer korrek!
- Nommer in die kantlyn (nie in die middel van die bladsy nie).
- Plaas jou antwoorde **onder mekaar**.
- Volg die instruksies op die vraestel vir elke vraag.
- Sit jou antwoordstel netjies en logies uiteen.
- Moenie in die kantlyn skryf nie.
- Skryf **drie agtereenvolgende woorde** langs mekaar (nie onder mekaar nie!).
- As kandidate die *Exam Portal* gebruik: gee asb. aandag aan die uiteensetting.

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AFDELING A LEESBEGRIP

VRAAG 1 KOERANTBERIG – MALMESBURY SE SLIMSTE KRAAI TERUG

Die kandidate het hierdie vraag redelik goed beantwoord.

Nasieners het gevoel dat **individuele vrae fyner gelees moet word**. Kandidate moet let op spesifieke instruksies wat in die vrae geformuleer word. Hulle moet **basiese woordeskat** ken om die leesstuk sinvol te kan verstaan en hulle antwoorde korrek te kan formuleer. Kandidate moet **oefen** om vrae **direk** te beantwoord.

Verskaf twee feite vir twee punte. Vermy egter lang sinne wat dan (toevallig) aan die einde die regte antwoord insluit. Nasieners word aangeraai om nie vir antwoorde in 'n paragraaf te "soek" nie. Slegs die eerste antwoord/feit word nagesien.

Kandidate sukkel nog om hulself in Afrikaans uit te druk. Antwoorde moet nog steeds in 'n verstaanbare sin weergegee word. Ons kan nie net kernwoorde reg merk wanneer 'n sin nie sin (sense) maak nie.

By vrae waar kandidate WAAR en ONWAAR as antwoord moes gee, het baie nog *JA/YA* of *NEE/NIE* geskryf. Hulle moet **waar/onwaar** skryf om 'n punt te kry.

Neem asseblief kennis: Die **hoë-orde-tipe vraag** wat begin met "Dink jy..." is altyd vir kandidate problematies. Hulle vermoë **om op 'n hoër kognitiewe vlak te redeneer** en te skryf vereis meer inskerping in die klaskamer. Hulle moet hulle mening, **gebaseer op die inhoud van die teks**, kan gee (nie 'n irrelevante mening nie). Skole moet dit asseblief inskerp.

VRAAG 2 VISUELE BEGRIP – INFOGRAFIEKE

Hierdie vraag is goed beantwoord. Die kandidate het oor die algemeen goed daarin gevaar en dit het lekker nagesien. Die instruksies was duidelik en dit het die leerders bevoordeel. Nasieners het gevoel die vrae was baie regverdig.

Woordeskat wat by die visuele begrip inpas, moet deur skole ingeskerp word.

Transkripsiefoute verander dikwels die betekenis en dus verloor kandidate soms punte.

Leerders moet geleer word om korrek aan te haal.

Leerders moet hul antwoorde **korrek nommer**!

Leerders moet **so skryf dat die nasieners hulle handskrif kan lees**!

Kandidate moet die vrae lees en die opdrag korrek uitvoer (dit is deel van lees met begrip). Sommige kandidate se woordeskat het hulle in die steek gelaat, bv. hulle het nie geweet wat "gestyg" en "gedaal" beteken het nie.

Die nasienpaneel het gevoel dat Vraag 2 oor die algemeen goed beantwoord is. Die Umalusi-verteenwoordiger het nasieners reeds in 2015 ingelig dat 'n mens altyd moet vra: **wat word in hierdie afdeling getoets?** Die antwoord hierop was: die candidate se **vermoë om die leesstuk/visuele stimulus te begryp, die vraag te begryp en bewys te lewer van hierdie begrip**. Sy het gevoel dat onderwysers te veel klem lê op korrekte taalkonstruksies (sinsbou) en dan penaliseer onderwysers die leerders op 'n taalvlak wanneer die klem op begrip moet wees. In Afdeling A **gaan dit nie oor die toets van taalkomponente** nie, maar eerder oor die **vermoë om te kan lees met begrip** en bewyse daarvan (in die antwoorde) te kan lewer.

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VRAAG 3 SPOTPRENT

Sommige kandidate het met woordeskat gesukkel en kon nie hulle antwoorde reg formuleer nie.

Onthou: Geen Engelse woorde word as korrek nagesien nie: bv. smile, finger , stripes, ens.

Kernwoorde word nog steeds verkeerd gespel, bv. strepe/strepies, sakrekenaar/ saakrekenaar, oorfone/hoorfone, ens.

Leer die kandidate die woord "glimlag" (tande wys ×)

Die gebruik van **korrekte voorsetsels** is baie belangrik:
Sy hand is **voor** sy mond (✓)
Sy hand is **op** sy mond (×)

By sommige vrae het kandidate nog steeds nie die vraag se instruksies gevolg nie.

Te veel Engelse woorde is in antwoorde gebruik (word nie aanvaar nie). Bv. finger = vinger.

Kandidate moet die verskil tussen **liggaamstaal** (met al sy liggaamsdele) en **gesigs-uitdrukking** (met al sy aksies) leer.

Voornaamwoorde word ook gereeld nie korrek in antwoorde gebruik nie.

Kandidate moet die verskil tussen **afsonderlike woorde** en **opeenvolgende woorde** ken.

Onthou: nasieners merk wat hulle lees/wat daar geskryf staan. Hulle lees nie tussen die lyne nie.

Addisionele kommentaar:
- Onderwysers moet die gebruik van voorsetsels en voornaamwoorde inskerp.
- Onderwysers moet die verskillende liggaamsdele inskerp.

Kandidate moet geleer om hoe om twee dinge/konsepte met mekaar te vergelyk **en die verskil te kan gee**.

Woordeskat: calculator = sakrekenaar

Onderwysers moet deur die jaar hulle leerders se antwoorde **verkeerd** nasien **as hulle meer as een woord skryf** waar daar gevra word om slegs een woord te skryf. Hierdie inskerping sal daartoe lei dat kandidate dit ook in die eindeksamen reg doen.

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AFDELING B

VRAAG 4 OPSOMMING

Hierdie nasienpaneel het die volgende kommentaar gelewer i.v.m. die opsomming:

Daar is gevoel die instruksie "net een sin" moet in die toekoms uit die vraestel gelaat word. (Rede: ons toets die leerders se vermoë om te kan opsom.) Miskien moet **die instruksie in die toekoms as "een of twee sinne"** geformuleer word. Maar, totdat hierdie besluit finaal geneem word, sal die tweede sin nie nagesien word nie. **Volgende jaar se eksaminator sal hieroor 'n besluit moet neem.**

Let wel: Ons moet daarteen waak dat ons nie die instruksies tot so 'n mate vaslê dat dit 'n templaat word nie. Sommige onderwysers sal dan geneig wees om die leerders af te rig, eerder as om hulle **die vaardigheid van opsomming te leer**. Leer eerder vir die kandidate **om altyd die instruksies noukeurig deur te gaan** voordat hulle met die opsomming wegspring. Daar is ook gevoel dat die instruksies te lomp (en te veel) is. Hou dit kort en kragtig. Daar is gevra om die instruksies voor die hand liggend te hou en om die kandidate se **vermoë om op te som** te toets en nie taal te toets nie.

Kandidate moet onthou om **'n reël oop te los** tussen sinne.

Die **SAGS** vereiste vir lengte van die opsomming is ongeveer **250 woorde**.

Onthou dat punte nie afgetrek moet word vir taalfoute nie. Taal word reeds in Afdeling D getoets en die nasienpaneel voel dat dit onnodig is om dit in hierdie afdeling ook te toets.

Kandidate moet onthou **om hulle beplanning dood te trek**.

Sommige kandidate spandeer te veel tyd aan die beplanning/eerste poging. Hulle moet onthou dat die vraag slegs 10% van die vraestel uitmaak.

Kandidate verloor punte omdat hulle sinne onvolledig is a.g.v. die werkwoord wat ontbreek.

Maak kandidate daarvan bewus dat hulle woorde uit die teks mag en moet gebruik. Wanneer hulle hulle eie woorde probeer gebruik, word die sin se betekenis soms verwring.

Sinne waarin daar nie 'n werkwoord is nie, word verkeerd gemerk.

Hulle moet altyd die opsomming op 'n nuwe bladsy begin.

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AFDELING C

VRAAG 5 EN 6 VOORBEREIDE GEDIGTE: "AANDEELHOUER" EN "KLEIN GELOOF"

Kandidate moet leer om **net een woord** te gee *as dit gevra word*.

Kandidate moet geleer word om een (gedigte-)vraag per bladsy te doen.

In vorige eksamens was die terugvoer van die nasienpaneel dat te veel feitelike kennis getoets word en dat daar hoogstens 1 of 2 hoë-orde-vrae gevra moet word.

Laat 'n reël oop tussen elke antwoord.

Onthou die verskil tussen "bepaal" en "benoem" die rymskema.

Kandidate moet die name van die verskillende rymskemas ken (en onthou: **vrye vers** is nie 'n rymskema nie, dit is 'n tipe/soort gedig).

Gebrek aan woordeskat bly maar 'n probleem by die beantwoording van gedigte.

Daar was ook die volgende voorstel: Die IEB moet die **aanvaarbare/korrekte studiegidse** vir onderwysers aanbeveel.

VRAAG 7 ONGESIENE GEDIG: "KOMKOMPER"

Nasieners het gedink dat die standaard van die ongesiene gedig hoog was, maar dat die kandidate nie te sleg daarin gevaar het nie.

Daar is versoek dat kandidate vrae nie deurmekaar moet beantwoord nie. Dit bemoeilik die nasienproses wanneer hulle dit doen.

Kandidate laat nie reëls na elke antwoord oop nie. Onderwysers moet dit asseblief aanspreek.

Begin elke (gedig-)vraag op 'n nuwe bladsy.

Sommige nasieners het gevoel dat spelling geensins gepenaliseer met word nie. Hulle verwys ons na die SAGS (bladsy 2/4, Afdeling C, 3.1.3). **Volgende jaar se eksaminator sal hiervan kennis moet neem.**

Kandidate moet leer om die gedeeltes van die woorde by assonansie en alliterasie te onderstreep, bv. "...w**oo**rde s**oo**s v**oo**ruitgang..." (assonansie).

Kandidate moet nie 'n aanhaling uit die gedig as antwoord gee tensy dit gevra word nie.

Kritiek wat ons ontvang het, was dat die vereistes van die nasienriglyne geen ruimte vir leerders met 'n dieper insig se interpretasie van die vrae gee nie. Sommige nasieners was onder die wanindruk dat sekere vrae nie volgens die Bloom-verspreiding opgestel is nie. Elke vraag pas soos 'n legkaart in die vraestel om sodoende die korrekte Bloom-verspreiding vir die vraestel as 'n geheel te gee.

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Nasieners van hierdie vraag het gevoel dat die kandidate se interpretasie van die gedig onduidelik was. Dit het daartoe gelei dat hulle in hul antwoorde op die vrae wat op die inhoud van die gedig gebaseer was, misgetas het. Voorsiening is hiervoor gemaak met die opstel van die vrae: daar was heelwat tegniese aspekte van enige gedig wat hier getoets is. Dus sou die kandidate wat die inhoud nie verstaan het nie, 'n aantal vrae reg kon beantwoord.

AFDELING D

VRAAG 8 SINSKONSTRUKSIES

Daar is gevoel dat die sinne baie redelik vir 'n EAT-kandidaat was. Ons probeer die sinne doelbewus ongekompliseerd hou en ons probeer nie om die kandidate uit te vang nie. Ons toets die taalreël sonder om die kandidaat te probeer uitvang.

Kandidate moet asseblief geleer word om **die hele sin** in hulle antwoordstelle uit te skryf.

het (teenw. tyd) verander na **sal ... hê** (toek. tyd) – leer asb. vir die kandidate dat die **kappie** gebruik moet word om 'n punt te verdien.

Alle taalreëls moet deeglik deur kandidate geleer word.

Nasieners het gevoel dat Vraag 8.5 problematies was omdat dit net een punt getel het. (Sommige onderwysers het egter nie van die DAWN-reël geweet nie!)

Kandidate **moet die voornaamwoorde korrek hê** wanneer hulle sinne omskryf.

Leer die **behoort/hoef** konstruksie!

VRAAG 9 WOORD KONSTRUKSIES

Hierdie vraag het maklik nagesien. Antwoorde **was of reg of verkeerd**. Geen ander opsies is aanvaar nie.

Afkortings moet ingeskerp word, veral waar om punte te plaas en waar nie.

Kandidate moet asseblief geleer word om antwoorde **onder mekaar te skryf** en nie langs mekaar nie.

Kandidate moet asseblief nie die laaste een of twee antwoorde onder aan 'n bladsy probeer indruk nie. **Blaai om** en gebruik die volgende bladsy.

VRAAG 10 KOMMUNIKASIE

Oor die algemeen het hierdie vraag, hoewel dit lank geneem het, goed nagesien. Kandidate het die instruksies goed verstaan. Sommige nasieners het gevoel dat sekere skole hulle leerders probeer bevoordeel deur hulle te leer om 'n taalkundig korrekte sin vooraf te leer en telkens neer te skryf om sodoende volpunte vir "taalgebruik" te kry. **Volgende jaar se eksaminator sal hiervan in kennis gestel word**.

Sommige kandidate hou nog steeds nie by die vereiste lengte nie en is daarvoor gepenaliseer.

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Sommige kandidate het ook nie die aantal woorde onderaan neergeskryf nie.

Sommige kandidate het nie die instruksies korrek verstaan nie en het probeer om al vyf sinne in 20 woorde (gesamentlik) in te pas.

Onthou:

- Ons penaliseer kandidate nie as hulle aanhalingstekens gebruik het nie, maar onderwysers moet hulle herinner om dit nie te doen nie.
- Spelfoute word onderstreep, maar nie gepenaliseer nie (maar leer hulle asseblief om korrek te spel).
- Leestekenfoute word aangedui, maar nie gepenaliseer nie (maar leer hulle asseblief om leestekens korrek te gebruik).
- Indien sinne uit die instruksies gekopieer is (m.a.w. "copy and paste") het hulle nul gekry. Hulle mag wel gedeeltes van die instruksie in hulle response gebruik, solank die sin hul eie is.
- As die inhoud/respons verkeerd is, kan die kandidaat steeds 'n punt vir Taal kry, mits dit korrek is. Dit wil voorkom of sekere skole hulle swak kandidate aanmoedig om sinne uit die leesbegrip of opsomming hier (uit konteks) neer te skryf met die hoop dat hulle volpunte vir TAAL sal kry. Dit is nie aanvaar nie.
- Taalfoute = –½ punt per tipe taalfout per respons.
- 1 punt is vir Taal en 1 punt is vir Inhoud.
- –½ punt per elke respons wat te lank of te kort is.
- –½ punt per elke respons waar geen woordtelling was nie.

Daar is gevoel dat die woordtelling (bv. 15–20 woorde) in die instruksies genoeg leiding vir die kandidate is. Die instruksie om een of twee sinne te skryf is dus uitgelaat. Rede: Uitroepe tel al klaar as een sin.

Ten slotte

Oor die algemeen het die meeste onderwysers se terugvoer getoon dat hierdie **'n billike vraestel** was. Ons is ook hierdie jaar deur 'n verteenwoordiger van Umalusi tydens die nasiensessie besoek om verslag te lewer oor die proses van nasien en die gehalte daarvan. Hulle het ook selfs van ons antwoordstelle gemodereer om vas te stel of die standaard van die vraestel korrek is. Umalusi se verslag was positief en baie bevredigend.

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AFRIKAANS EERSTE ADDISIONELE TAAL
VRAESTEL II

AFDELING A

ALGEMENE INDRUK

Ten spyte van uitdagende omstandighede gedurende 2021, het die Graad12-kandidate die roman goed geken. Alhoewel nasienriglyne aangepas is, was dit duidelik dat sommige kandidate nie genoeg blootstelling gehad het nie.

Die vrae in Afdeling A min is of meer op dieselfde standaard beantwoord, maar dit was duidelik dat nie alle kandidate volledig onderrig is in die roman nie. Daar kan verskeie redes hiervoor wees.

Alhoewel aanlynlesse plaasgevind het, kon kandidate se woordeskat nadelig beïnvloed gewees het omdat onderwysers geneig is om minder te praat wanneer hulle aanlyn klas gee. Kandidate het dus nie dieselfde blootstelling gehad oor die afgelope twee jaar nie.

Nasieners vind netheid en leesbaarheid van handskrif 'n toenemende probleem.

RIGLYNE AAN ONDERWYSERS:

1. **Woordeskat** is gebrekkig en kandidate kan hulself nie goed genoeg uitdruk nie.
   - Onderskeid moet getref word tussen die betekenis van sekere woorde, bv. koop vs. verkoop
   - Onderwysers moet asseblief vir die leerders kernwoordeskat van toepassing op die roman, leer. Indien hulle nie 'n woord ken nie, moet hulle dit probeer omskryf. In eerste addisionele taal aanvaar nasieners byvoorbeeld omskrywings soos "Die man het haar gedwing om seks te vat" in plaas van "verkrag".
   - Kandidate moet kernwoorde korrek spel aangesien die betekenis van die woord kan verander wanneer dit verkeerd gespel word bv. *vel* in plaas van *val* of *gehoer* in plaas van *gehoor*.
   - Kandidate moet aangemoedig word om Afrikaanse woorde te gebruik, veral indien die korrekte Afrikaanse woord in die boek voorkom. Dit wil voorkom asof leerders nie die moeite wil doen om aan 'n Afrikaanse woord te dink nie en net 'n Engelse woord gebruik. Die algemene reël geld nog steeds. Die sin word gelees sonder die Engelse woord en as dit nie die vraag beantwoord nie, kan die kandidaat nie die punt kry nie.
   - Die neiging om Engelse woorde te "verafrikaans" kom toenemend voor, bv. *knuif* vir *mes*; en *responsibiliteit* vir *verantwoordelikheid*.
   - Die voornaamwoord (sy) het die leerders gekelder aangesien dit verkeerdelik gebruik word, bv. sy het Barries 'n tjek gegee, in plaas van Dr. Jassie du Toit of hy het Barries 'n tjek gegee. Leerders moet geleer word om die karakter se naam te gebruik.

2. Kandidate moet reeds in die junior grade aangemoedig word om elke keer 'n **nuwe vraag** op 'n **nuwe bladsy** te begin.

3. Moedig leerders aan om nie in die **kantlyne** te skryf nie. Nasieners gebruik hierdie spasie tydens nasien.

4. **Spasiëring** tussen vrae is baie belangrik. Laat asb. 'n reël oop tussen antwoorde.

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5. Die **vraagnommer** moet neergeskryf word, selfs al ken die kandidaat nie die antwoord nie. Dit sal baie verwarring tydens optel van punte uitskakel.

6. Indien hulle ekstra inligting vir 'n vraag later in die vraestel aanbring, moet hulle dit by die betrokke vraag onder die nasiener se aandag bring sodat dit nie gemis word nie.

7. Kandidate moenie by die **paragraaf en letterkundige opstel** die bladsy in die middel verdeel en die beplanning aan die linkerkant en die antwoorde aan die regterkant van die bladsy skryf nie.

8. Kandidate moet seker maak dat hulle weens oorhaastigheid nie belangrike **woorde** (bv. werkwoorde) **uitlos** nie. Dit kan gebeur as hulle te vinnig skryf. Hulle moet weer deur hulle antwoorde lees en seker maak dat hulle nie kernwoorde uitgelos het nie. Nasieners mag nie inlees / raai wat die kandidaat wou sê nie.

9. By opstelvrae, bv. Vraag 4, moet die **inleiding** en **slot** nog aandag kry.
   - Hou dit kort, maar skryf ten minste twee sinne.
   - Moenie net die onderwerp van die opstel in die inleiding / slot herhaal nie.

10. Kandidate moet seker maak dat hulle albei feite gee wanneer **opvolgvrae** gevra word veral wanneer dit meer as een punt tel.

11. **Konsessiekandidate wat skrifte tik:**
    - Hierdie kandidate moet onderrig word wat sekere simbole in die Afrikaanse taal, soos kappies en deeltekens, aanbetref. Die woord kry 'n ander betekenis daarsonder.
    - Kandidate moet ook 'n maklik leesbare font (Arial 14) en dubbelspasiëring gebruik.
    - Gedrukte antwoordskrifte moet asseblief binne 'n blou antwoordblad gekram word.

AFDELING B

ALGEMENE INDRUK

Dit wou voorkom asof kandidate by beide vrae kon aansluiting vind en hulle het dit dus oor die algemeen goed beantwoord.

Dieselfde woordeskatprobleme as by Afdeling A het hier ook voorgekom.
- **Voornaamwoorde** is nog 'n probleem, veral "julle" teenoor "hulle" as meervoudsvorm en "jy" teenoor "jou".
- Kandidate ken nie hul **basiese voorsetsels** nie.

Onderwysers moet seker maak dat leerders oor **basiese woordeskat van algemene temas** beskik, bv. *toekomsplanne, studierigtings, skool, vriendskappe / verhoudings, oorsee / buiteland.* Engelse idiome / uitdrukkings moet asseblief nie direk vertaal word nie en Engelse aanhalings "…" word nie nagesien nie. "Wat", "dat" en "wie" word nog verkeerdelik gebruik. **Woordverwarring** kom dikwels voor, bv.

"wil" in plaas van "sal"
"want" in plaas van "wil"
"hou" in plaas van "hoe"
"as" in plaas van "omdat" of "want"
"ken" in plaas van "weet"
"liefde" / "lyf" / "lewe"

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"al" / "alles" / "almal"
"leer" / "onderrig"/ "studeer"
"anders" / "ander"
"verskil" / "verskillend"
"verander" / "verandering"

Aanspreekvorme blyk 'n uitdaging te wees. "Goeiemôre", "Goeiemiddag" of "Goeienaand" in plaas van "Goeie aand Mense en onderwysers". Kandidate moet sê waarom hulle die toespraak lewer / skryf. Die inleiding en slot / samevatting moet kort gehou word. Kandidate moet die verskil tussen formele en informele aanspreekvorme (bv. "jy" in plaas van "u") ken en korrek gebruik.

Woordtelling moet korrek aangedui word. Indien die woordtelling ontbreek of indien die skryfstuk te lank of te kort lyk, word woorde wel getel. Kandidate wat **te lank** skryf, penaliseer hulself op inhoud omdat die laaste sinne / paragrawe / kolpunte doodgetrek word. Kandidate wat **te kort** skryf, penaliseer hulself op taal en inhoud. Onderwysers moet asseblief streng merk by skole om die kinders reg te leer.

VRAAG 5

Die kandidate het die opdrag goed uitgevoer omdat dit by die GTA opdrag aangesluit het. Skrander kandidate het egter gesukkel om binne die woordtelling te bly. Kandidate moet aangemoedig word om hulle skryfstukke te beplan en redigeer.

Die **kolpunte** by die transaksionele skryfstuk moet die leerder lei en spesifiek beantwoord word. Dit vereis ook kreatiwiteit, maar is nie 'n kreatiewe skryfstuk nie. Kolpunte moet bespreek word en nie net aangehaal word nie. Kandidate word aangemoedig om **een paragraaf oor elke kolpunt** te skryf en te verseker dat alles aangespreek word. Uitgebreide idees (en spesifieke voorbeelde) sorg vir 'n beter punt en moet deel vorm van die inhoud. Wanneer **kolpunte vir 'n paragraaf** gegee word, moet dit, indien moontlik, in die volgorde van die kolpunte gedoen word.

Swakker kandidate word aangeraai om enkelvoudige sinne te gebruik aangesien dit hulle sal help met woordorde. Kandidate moet probeer om nie meer as een voegwoord per sin te gebruik nie. Kandidate moet ook seker maak van die betekenis van voegwoorde sodat die korrekte voegwoord gebruik (bv. nie "as" in plaas van "omdat", of "so" in plaas van "dan" of "dus" nie).

Indien kandidate **langer** of meer **as die voorgeskrewe aantal woorde** gebruik, word dit nie gemerk nie. Slot word wel in ag geneem.

Vertroulikheid

Kandidate moet aangemoedig word om nie hulle eie name of skole se name te gebruik by die skryf van skryfstukke nie maar eerder 'n skuilnaam te gebruik.

Voorstelle

Kandidate sal daarby baat om gereeld skryfstukke te oefen aangesien dit blyk dat woordeskat en skryfvaardighede nie genoeg aandag geniet nie. Onderwysers kan taal ook oefen deur middel van skryftake.

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VRAAG 6

Kandidate het oor die algemeen by die onderwerp aanklank gevind.

Alhoewel die **formaat** verskaf word, moet daar 'n duidelike inleiding, inhoud en slot wees. Moedig kandidate aan om die gegewe formate te volg, ongeag of dit 'n e-pos, dialoog of dagboekinskrywing is. Hier is dit ook belangrik dat kandidate 'n nuwe paragraaf skryf vir elke kolpunt.

Die gebruik van **leestekens** was onvoldoende en veral vraagtekens word uitgelos.

Die "DAWN" voegwoorde word nie deur kandidate in die verlede tyd na "toe" (bv. Wanneer ek klein was, ...) verander nie en **woordorde** blyk nog steeds 'n probleem te wees. Verkeerde plasing van die werkwoord vind selfs in enkelvoudige sinne plaas.

Woordeskat / Verwarrende woorde / Engels / Nuwe woorde

sterkte (nie goeie geluk nie)
partytjie hou (nie party nie)
berei … voor
die verskil tussen ken / weet
die verskil tussen dat / wat
die verskil tussen help / hulp
die verskil tussen almal / alles / al / iemand / niemand
die verskil tussen wil en sal
die verskil tussen maak en laat
die verskil tussen glo en belowe
die verskil tussen los / verloor en verlies
laasjaar / verlede jaar (nie laaste jaar nie)
aangename / genotvolle tyd (nie lekker tyd nie)
skoolvakke / vakke (nie *subjects* nie)
moeilik(e) bv. die eksamen is nie hard nie. Daar word wel gepraat van harde werk maar dit was 'n moeilike eksamen.
klaar (*finished / completed*) / kla (*complain*)
hoërskool
almal van julle (all of you)
trappe van vergelyking, bv. belangriker (nie meer belangrik nie)
woorde met "ge-" voorsetsel, bv. gevoelens is nie 'n werkwoord nie en wanneer jy iets voel / beleef in die teenwoordige tyd word dit nie "voelens" nie.
ou / vorige vraestelle (~~verlede papiere~~)
stres / spanning
samestellings
voorsetsels (op skool / ~~in skool~~ / in die skool of "trots op" en "glo in")
betreklike voornaamwoorde (wat + in/op/vir = waarin / waarop / waarvoor of daarop / daarin)
idiome / intensiewe vorme moet sinvol aangewend word
doen jou bes (nie beste nie)

Die moderator, eksaminator en merkspan van Vraestel II bedank die onderwysers vir al die ekstra werk wat in hierdie uitsonderlike en uitdagende jaar ingesit moes word om kandidate voldoende voor te berei vir die finale eksamen. Ons besef dit was 'n reuse taak en wens almal 'n voorspoedige 2022 toe.

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AFRIKAANS EERSTE ADDISIONELE TAAL
SBA MODERERING

AFDELING A SKRYFWERK

Onderwysers handhaaf 'n baie goeie standaard. Die interessante onderwerpe wat binne die leerders se ervaringswêreld is, lei tot puik opstelle.

Waak egter teen die volgende:
- 'n Enkele onderwerp buite leerders se ervaringswêreld.
- Onderwerpe sonder enige riglyne. Dit is tot voordeel van die swakker leerders om ook onderwerpe met meer riglyne in te sluit. Maak dus voorsiening vir swakker én sterker leerders.
- Instruksies wat nie duidelik meld watter **tipe** opstel die leerders moet skryf nie.
- Nasienrubrieke wat nie aangeheg is nie.

OPMERKING: Prosesskryf – Daar is nog steeds onderwysers wat die leerders se eerste poging korrigeer en nie gebruik maak van merkkodes nie. Leerders moet m.b.v. die kodes self hul werk redigeer.

AFDELING B GTA

Dit was duidelik uit die leerderwerk dat die leerders die opdrag verstaan het. Let daarop dat die nasienrubriek vir die spesifieke opdrag en tipe skryfwerk ontwerp is. Die korrekte rubriek moet dus gebruik en toegepas word.

OPMERKING: Hierdie taak word deur die IEB opgestel; die IEB is dus die eksaminator en moderator. Die GTA mag dus nie oorgetik en verander word nie.

AFDELING C DERDE GENRE

- Op enkele uitsonderings na, voldoen hierdie opdrag nou aan die SAGs-dokument se vereiste van: akademies uitdagend, m.a.w. leerders moet interpreteer, verbande raaksien, gevolgtrekkings maak en eie teks skep, in plaas daarvan om net feite weer te gee. Dit is egter so dat daar nog hier en daar onderwysers is wie se opdragte té wyd en omvattend is en só intellektueel van aard is, dat dit nie vir die leerders moontlik is om die vraag in die voorgeskrewe aantal woorde af te handel nie. Dit is ook opvallend dat onderwysers dan ook nie 'n volledige memorandum of vraaggradering ingesluit het nie, alhoewel dit 'n vereiste is.
- Dit is belangrik dat daar na die 2021 opgedateerderde SAGs-dokument verwys word: Kolpunte het nie dieselfde funksie as by die literêre opstel Van vraag 4 van Vraestel 2 nie. Dit moet net aspekte aantoon wat aangespreek moet word soos by transaksionele skryfwerk.
- Leerders ontvang nie die opdrag voor die tyd nie, maar mag navorsing doen.
- Geen hulpmiddels word toegelaat nie d.w.s. geen beplanning mag vooraf gedoen word nie.
- Let ook daarop dat slegs een literêre opstel hier vereis word. Leerders word net een geleentheid gebied.

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AFDELING D TOETSE

Hierdie afdeling is werklik op standaard en leerders word bevoordeel wanneer toetse die formaat van die IEB-vraestelle volg. Goeie vraagstelling en 'n variasie van leestekste berei leerders goed voor vir die eindeksamen.

AFDELING E PROEF-/VOORBEREIDINGSEKSAMEN

Onderwysers lewer 'n uitstekende standaard. Tekste is interessant en relevant, vraagstelling is op standaard en vraestelle word netjies en leesbaar aangebied. Vakgroepvraestelle word toenemend gebruik en is in orde. Dit is egter in sommige gevalle so dat die vraestelle vir sommige skole se leerders te moeilik is. Leerders moet voldoende voorberei word vir so 'n tipe eksterne eksamen.

AANBIEDING VAN ONDERWYSER- EN LEERDERLÊERS

Stukkende lêerknippe en lêers wat uitmekaar val as gevolg van onnodige werk wat ingesluit word, het die modereringsproses weer vanjaar aansienlik bemoeilik. Die insluiting van leerderwerk asook die verskillende fases van premoderering het die modereringsproses aansienlik vertraag. Plastieksakkies moet ook ten alle koste vermy word.

- VRAAGGRADERING
  Hierdie is die een enkele aspek wat steeds deur te veel onderwysers geïgnoreer word. Hierdie gradering moet ook sinvol geïnterpreteer word en daarom moet die verskillende vlakke persentasiegewys aangedui word.

  Dit is veral by die derde genre waar die vraaggradering uitgelaat word.

- BEWYS VAN MODERERING
  Hierdie aspek het reeds baie verbeter. Neem kennis dat dit 'n sigbare bewys van moderering van toetse, opdragte, vraestelle en leerderresponse behels. 'n E-pos wat aandui dat moderering plaasgevind het, is nie voldoende nie. Die IEB is nie voorskriftelik nie, maar die insluit van 'n vorm wat melding maak van veranderings en aanbevelings, word vereis.

  Bewys van moderering (interne pre- en postmoderering asook vakgroepmoderering) moet asseblief by die **betrokke** afdeling in die onderwyserlêer ingesluit word. Die soektog en terugblaai belemmer die fokus van die modereringsproses. Sien die opgedateerde SAGs-dokument hieroor.

  Let daarop dat 10% van leerderresponse by elke afdeling gemodereer moet word en dat die leerder se naam, die oorspronklike punt en die gemodereerde punt aangedui moet word.

  Fotostate van leerderwerk wat gemodereer is en die insluit van vraestelle en toetse wat die modereringsproses in departemente weerspieël moet asseblief nie in die onderwyserslêer ingesluit word nie. 'n Vorm waarop belangrike aspekte op 'n geloofbare wyse aangedui word, is voldoende.

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- VLOEIDIAGRAM/SIGBLAD
  Verskaf asseblief die vloeidiagram van SBA-punte in rangorde. Dit moet weerspieël word as die departement en nie per onderwyser nie. Gemiddeldes moet asseblief aangetoon word.

- FUNKSIONERING VAN VAKGROEPVERGADERINGS
  Dit was vanjaar opvallend dat vakgroepmoderering nie in alle groepe plaasgevind het nie. Baie vakgroepe het egter aanlyn moderering suksesvol aangepak. Groepe moet dit oorweeg indien afstand 'n probleem is. Dit is opvallend dat die skole wat nie die vergaderings bygewoon het nie, leemtes gehad het.

- STREEKSMODERERING
  Die komitee is groot dank verskuldig aan streeksmoderatore vir hul toewyding en deeglikheid. Onderwysers moet asseblief gehoor gee aan versoeke en sperdatums soos deur die streeksmoderatore bepaal. Sien omsendbrief 185/2021 gedateer 22 November i.v.m. moderering vir 2022.

TEN SLOTTE

Die komitee loof onderwysers se toewyding, vindingrykheid, hoë standaard wat gehandhaaf word en bereidwilligheid om leemtes reg te stel. Die korrekte standaard en vereistes moet egter deur almal nagestreef word om sodoende die herhaling van leemtes in volgende jaar se verslag uit te skakel.

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AGRICULTURAL MANAGEMENT PRACTICES

Weereens was hierdie 'n uitdagende jaar vir onderwysers sowel as leerders. Ondanks al die uitdagings was dit egter duidelik dat baie van die kandidate goed voorbereid was vir die afgelope eksamen.

Groot dank dan ook aan die onderwysers vir hul volgehoue harde werk, moeite en ondersteuning aan die leerders om van die jaar 'n sukses te maak.

ALGEMENE INDRUK

1. Kandidate van al die sentrums het die vraestel oor die algemeen goed beantwoord.

2. Die tydsduur van die vraestel was realisties aangesien al die kandidate die vraestel voltooi het.

3. Die invulvraestel is nuut ingebring hierdie jaar. Die spasie gelaat vir antwoorde op die vraestel was voldoende aangesien die spasie agter in die vraestel deur min kandidate gebruik is.

4. Kandidate moet egter onderrig word om duidelik aan te dui by die betrokke vraag indien hulle gebruik maak van die bykomende spasie agter in die vraestel.

AFDELING A

VRAAG 1

1.1 (Meervoudigekeuse-vrae)

Oor die algemeen goed beantwoord. Daar was egter wel kandidate wat geen antwoord by van die vrae verskaf nie.

1.2 (Vergelyk die kolomme)

Oor die algemeen goed beantwoord. Daar was egter wel kandidate wat geen antwoord by van die vrae verskaf nie.

1.3 (Verskaf landboukundige term)

Die vraag is swak beantwoord deur die meeste kandidate. Kandidate moet onderrig word in die gebruik van die korrekte landboukundige terme.

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AFDELING B

VRAAG 2

2.1 2.1.1 Kandidate moet daarop let dat arbeid 'n handeling is – fisies/verstandelik.

2.1.2 (a) 'n Los arbeider – ook bekend wees as 'n stukarbeider, maar die term word nie algemeen deur die handboeke gebruik en erken nie.

(b) Kandidate moet leer onderskei tussen twee tydelike arbeiders:
- 'n geleentheidsarbeider soos in dié geval en
- 'n seisoenarbeider.

(c) Is goed beantwoord.

2.1.3 Meer aandag moet geskenk word aan hoe die produktiwiteit van die onderneming benadeel word.

2.1.4 Kandidate moet verstaan dat slegs een punt verdien sal word indien die produktiwiteit van die arbeider verhoog sal word deur:
- groter salaris,
- groter bonus.

Slegs een punt is toegeken aangesien beide die antwoorde dui op finansiële vergoeding.

2.2 2.2.1 Alhoewel geen boek 'n kompakte beskrywing verskaf van presisieboerdery as 'n geïntegreerde stelsel nie, moet die kandidate kennis dra van watter faktore alles betrokke is in presisieboerdery asook die doel daarvan.

2.2.2 (a) Die insetkoste van presisieboerdery is hoog, maar die doel is om die insetkoste minimaal te hou.

(b) Is goed beantwoord.

2.2.3 Is goed beantwoord.

2.2.4 Is goed beantwoord.

2.2.5 Kapitaal was nie in die foto's sigbaar nie. Brandstof is 'n voorbeeld van 'n verkeerde antwoord. Slegs kapitaal wat in die foto sigbaar was, is as korrek aanvaar.

2.3 Is goed beantwoord.

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2.4 2.4.1 & 2.4.2
Die kandidate meng die **oorsake** van gronddegradasie met die **gevolge** van gronddegradasie. 'n Duidelike onderskeid moet in die klas getref word tussen die oorsaak en die gevolge.

2.4.3 Kandidate verdien verrassend min punte vir die vraag. Daar was baie antwoorde. 'n Deelnemende bespreking met die leerders oor die vraag kan moontlik die kandidate se begrip en insig ten opsigte van kampstelsels heelwat verbreed.

VRAAG 3

3.1 3.1.1 Is goed beantwoord.

3.1.2 Is goed beantwoord.

3.1.3 Is goed beantwoord.

3.1.4 Is goed beantwoord.

3.1.5 Min kandidate het AGRI-toerisme beantwoord. Ekotoerisme was nie korrek nie.

3.1.6 Kandidate het die vraag redelik goed beantwoord.

3.1.7 Min kandidate het goeie punte behaal in die vraag. Dit is moontlik dat hul nie die begrip diversifikasie verstaan het nie. Gevolglik kon hul nie die voordele daarvan uitlig nie.

3.2 3.2.1 & 3.2.2 & 3.2.3
Kandidate was veronderstel om goeie punte in hierdie vrae te behaal. Dit is egter baie duidelik dat hul nie die verskil tussen bemarkingsmetodes en bemarkingskanale geken het nie.

3.2.4 Die antwoord op hierdie vraag het die kandidate se insig aangaande die voordele van vrye bemarking getoets en is beskou as 'n hoërorde-denkvlak vraag. Min kandidate het egter meer as 'n enkele punt behaal.

3.3 'n Ietwat ongewone vraag, maar eintlik eenvoudig. Kandidate moes die beskrywing/stelling in die leesstuk wat verwys na 'n bemarkingsfunksie neerskryf en dan die bemarkingsfunksie identifiseer en neerskryf. Ongeveer 50% van die leerders kon wel van die bemarkingsfunksies identifiseer.

3.4 3.4.1 & 4.4.2 & 3.4.3 & 3.4.4 & 3.4.5
Is redelik goed beantwoord.

3.4.6 Kandidate het gesukkel met hierdie vraag omdat hulle nie die formule om die gelykbreekpunt te bereken, geken het nie.

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VRAAG 4

4.1 4.1.1 Kandidate het goeie punte in die vraag verdien, maar ongelukkig kon van hulle nie onderskei tussen inkomste en uitgawes nie.

4.1.2 Is goed beantwoord – bykans al die leerders het die formule reg neergeskryf.

4.1.3 Is goed beantwoord.

4.1.4 Is goed beantwoord.

4.2 4.2.1 & 4.2.2 & 4.2.3 & 4.2.4
Is goed beantwoord.

4.2.5 'n Ongewone, maar praktiese vraag. Heelwat kandidate kon nie die tegniek beskryf waarop 'n tamatie met die hand geoes word nie. Selfs nie met twee van die antwoorde duidelik sigbaar nie.

4.2.6 Baie kandidate het hierdie vraag verkeerd beantwoord. Daar word verwys na die vereistes gestel aan die arbeider/werker en nie die houer nie.

4.3 4.3.1 Is goed beantwoord.

4.3.2 Geen kandidaat het hierdie wet korrek beantwoord nie.

4.3.3 Is goed beantwoord.

4.3.4 Kandidate moet daarop gewys word dat tersiêre landbou alle dienste en goedere insluit wat die ander landbousektore benodig om hul produkte te produseer. Min kandidate het die vraag korrek beantwoord.

4.4 4.4.1 Die meerderheid kandidate het die voginhoud as 'n bepalende faktor geantwoord.

4.4.2 Die meerderheid kandidate het punte verdien, maar min kon vier punte verdien. Is redelik goed beantwoord.

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AGRICULTURAL MANAGEMENT PRACTICES
PAT MODERATION

Tydens die moderering van die lêers was dit duidelik dat leerkragte oor die algemeen hul bes probeer om in moeilike omstandighede steeds hul leerders aan praktiese werk bloot te stel en dit te onderrig. In die meerderheid gevalle bestaan daar voldoende bewyse van goeie, gereelde en gehalte werk. Dankie vir die getroue harde werk.

Covid-19 bemoeilik egter die omstandighede van die PAT en dit wil voorkom asof daar nie genoeg aandag aan sommige komponente van die PAT-vereistes geskenk is nie.

DOKUMENTASIE:

1. Die leerkragte word daaraan herinner dat die lêers verskeie dokumente moet bevat:
   - dekblad vir onderwyser se PAT-lêer
   - dekblad vir leerder se PAT-lêer
   - onderwyser se rekord van PAT-punte
   - rangordelys vir PAT-punte
   - voorbeeld van brief van egtheid, ens.

   (Hierdie dokumente kan vanaf die IEB aangevra word indien sentrums dit benodig.)

2. Hierdie dokumente moet **voltooi** word deur leerkragte en in die lêers verskyn.

   Die voltooiing van die dekblad vir die onderwyser se PAT-lêer maak dit vir die moderator moontlik om onmiddellik die werk in die leerder se lêer op te spoor.

3. Sommige van hierdie dokumente moet deur die skoolhoof **gewaarmerk** word as korrek. Die onderwyser se rekord van PAT-punte is hier uiters belangrik aangesien dit aandui dat die berekening van die leerder se punte akkuraat is.

ASSESSERING:

1. Die assessering van PAT vereis kundigheid van die leerkrag.

2. Die punte wat deur leerders behaal word moet geregverdig word deur die bewyse van hul werk wat ingedien is. Indien leerders van 'n sentrum bv. 90% gemiddeld behaal moet die bewyse van gehalte werk in hul lêers verskyn.

3. Alhoewel Covid 'n groot invloed gehad het op die beskikbare tyd is dit tog belangrik dat genoegsame tyd spandeer word aan die bestuursoorsig om aan alle aspekte van die onderneming aandag te gee.

4. Leerkragte moet 'n bestuurstoets van 'n goeie standaard opstel. Dit onderskraag hul belangstelling en erns met die aanbieding en onderrig van hul onderskeie bestuursoorsigte/-programme.

5. By die aanbieding van die praktiese aktiwiteite moet beklemtoon word dat die aktiwiteite wel prakties geskied en nie slegs 'n administratiewe oefening is nie.

6. Leerkragte word ook daarop gewys dat voldoende bewyse van praktiese aktiwiteite asook die tydrooster verpligtend is en dit moet opvallend sigbaar wees in die onderskeie portefeuljes.

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AGRICULTURAL MANAGEMENT PRACTICES
SBA MODERATION

Al die leerkragte sowel as die leerders (alle sentrums) se Skoolgebaseerde Assessering is netjies en georden in lêers aangebied, apart van die PAT. In die meeste gevalle is die nodige dokumentasie ingesluit in die lêers. Die onderskeie lêers toon dat goeie werk deur die jaar gedoen is onder die moeilike omstandighede van Covid. Die tyd tot leerkragte se beskikking om te voldoen aan alle vereistes gestel, het ekstra spanning geskep. Tog dui die inhoud van die onderskeie lêers dat daar hard en met oorgawe gewerk is deur die jaar. Dankie aan ons leerkragte en ook die leerders.

Verskeie aspekte moet egter geopper en beklemtoon word:

1. Alle vereiste dokumentasie moet ingesluit word in die onderwyser se lêer.

2. Hierdie dokumentasie moet asseblief voltooi word en die nodige inligting bevat om die moderering van die leerders se lêers moontlik te maak.

3. Bewyse (bv. foto's) van die afhandeling van die verskillende opsies van die SGA moet duidelik in die lêers sigbaar wees.

4. Die voorlopige eksamen asook die twee beheerde toetse is met redelike sorg deur al die sentrums voltooi en afgehandel. Die standaard was ook goed.

5. Die take soos vereis deur die Assesseringsriglyne word werklik met ywer en groot erns deur van die sentrums benader. Indien al die sentrums take van 'n hoë standaard van leerders vereis sal nie net hul punte daarby baat nie, maar ook hul kennis. Goeie visuele bewyse getuig van die gehalte aangebied by die skole. Dankie daarvoor.

6. Alhoewel die take mekaar kan aanvul in 'n spesifieke produksierigting, moet leerkragte daarop let dat die verskillende take oor verskillende onderwerpe moet handel.

Graag glo ons dat 2022 weer "normaal" sal verloop.

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AGRICULTURAL SCIENCES

General overview

The year 2021 was challenging for teachers, candidates and parents due to the COVID-19 pandemic, but candidates prepared very well for the examination. The question paper focused on the seven topics for grade 12 as stipulated in the SAGs for Agricultural Sciences, namely:

- Soil Science
- Animal Health
- Animal Reproduction
- Basic Genetics and Biological Concepts
- Plant Science
- Sustainable Natural Resource Utilisation
- Agricultural Economics

All candidates managed to complete the paper, which indicates that time was well-managed. Candidates were asked to answer all six questions in the spaces provided on the question paper. They managed to follow the instruction completely.

The overall performance of candidates improved in 2021 compared to previous years. Candidates had a good understanding of the agricultural concepts and were able to interpret data response questions in section B. The improved overall performance in the paper could be attributed to the teachers for making sure that candidates were prepared for the final examination through exposure to a range of materials and assessment forms that sharpened their skills needed for examination.

QUESTION 1

Although the majority of candidates displayed a better understanding of agricultural concepts in Question 1, some struggled with concepts such as monopoly, implantation, and nitrification in Question 1.4 and 1.5 respectively. Question 1.1, which examined types of fruit, was poorly answered by candidates.

Price elasticity of demand and supply still presents a problem for many candidates. They could not identify a graph representing inelastic demand that showed that a huge change in price resulted in a very small change in quantity demanded. Further practise of these types of questions would be of great benefit to candidates.

Question 1.6 on the reproductive organs of a bull revealed that candidates often confuse the functions of accessory sex glands (seminal vesicles, prostate and Cowper's). Candidates were tested on functions of the different organs of a bull. Many candidates failed to differentiate between the functions of the scrotum, testis and epididymis. There was a marked improvement in answering multiple-choice questions.

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QUESTION 2

Question 2 mainly covered pollution, global warming and tissue culture. Graphing skills of candidates were tested in sub-question 2.3.1, and candidates showed improved understanding of the criteria to be followed when drawing a graph.

Candidates performed exceptionally well in 2.1.1, 2.1.2 and 2.1.3, on the definition of pollution, examples of injudicious agricultural practices and the main aims of a soil survey.

The conversion of the table to a graph in 2.3.1 was responded to very well. However, some candidates could not get the full 10 marks because they did not write a heading, and some did not write the correct variables. A number of candidates were unable to translate the correct scale for percentages while others lost marks by using the wrong type of graph (histogram instead of a bar graph).

Candidates failed to distinguish between the cause and results of global warming. They were unable to describe the effects of global warming.

QUESTION 3

The interpretation of the graph to answer questions in 3.1 was responded to very well by candidates.

The majority of candidates could not get the full marks in Question 3.2, because they could not identify the disease, pathogen, symptoms or animal type commonly associated with the disease.

Most candidates managed to get the 8 marks on the income statement, but some struggled to calculate the profit/loss of the farmer from the data supplied.

Candidates were asked to explain how processing and hedging could assist the farmer in improving the farm's income. Many candidates explained processing well but failed to show how hedging works as a risk management strategy.

Differentiating between overhead, fixed and variable costs challenged candidates. Candidates had knowledge of these terms, but poor expression in explaining their understanding often let them down.

QUESTION 4

Question 4.1 on the concept, techniques and aims of genetic modification proved challenging for the candidates, although they could name some of the aims of genetic engineering.

In sub-question 4.1.4 candidates were asked to differentiate between genetics and heredity. Although the majority of candidates displayed a better understanding of heredity, they struggled with the concept of genetics.

Candidates struggled to explain *how* a tailless and a headless sperm cell can cause infertility in a bull.

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In sub-question 4.5 candidates were asked to re-arrange the stages of mating. There was clear evidence of a sound understanding of the concept and its phases. However, weaker candidates would benefit from additional practise in this section.

QUESTION 5

Generally, the understanding of genetics was much better than in previous years, however, there was still a tendency for candidates to use their own generated letters to represent alleles instead of those given in the question paper.

The general performance of candidates in sub-section 5.1 and 5.2 on genetics was fair. Many candidates managed to identify the genotype of parents, however 5.2.2 was a challenge for many of them, where they listed a number of characteristics.

Candidates correctly matched flower parts to their functions but some failed to match equipment to its functions.

QUESTION 6

The essay question required thoughtful responses from candidates; it was necessary for them to provide facts about the process of artificial Insemination and respond with well-articulated arguments.

The majority of candidates performed poorly in this question because their responses lacked detail or failed to elaborate on their understanding of AI requirements.

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AGRICULTURAL SCIENCES
SBA MODERATION

General overview

The total of 10 centres submitted Teacher and Learner Files that adhered to the amended SBA requirements for 2021 as far as the following are concerned:

TEACHER FILE	LEARNER FILE
• Completed teacher SBA cover sheet • IEB selection list • Correctly completed mark schedule signed by the principal • Completed rank order list • Proof of school/external moderation • Clearly documented irregularities	• Suitable file • Completed learner SBA cover sheet • Declaration of authenticity forms • Declaration of omissions form • Correct order of SBA items • Marked dividers

Highlights

- Teacher and Learner Files were well presented. Credit must be given to teachers for ensuring that some of the challenges identified in previous years are a thing of the past.
- The majority of centres submitted accurate files that were 100% compliant with the amended 2021 SBA requirements.
- 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.
- The standard of the assessments was appropriate for Grade 12 learners. The assessments were carefully designed to cover the content of the subject as well as the range of skills, cognitive levels and weightings required.
- Evidence of planning and development of assessments were clear in some schools.
- Most centres demonstrated evidence of internal and/or external moderation for the tests/examination.
- Some centres shared the preliminary examination, but they wrote the examination on the same date.
- The standardisation of marking and adherence to the marking guidelines and rubrics showed great improvement across most centres.
- The majority of centres allocated realistic marks to the tasks and provided ample evidence of the outcomes that were achieved.

Challenges

- Some centres had incomplete Teacher Files with missing documents such as IEB selection list, complete signed mark schedule, and proof of internal and external moderation
- It is important to include learner feedback on examinations and controlled tests as indicated on the moderation tool.
- Some centres still submitted test and/or examination marking guidelines without a precise tick (✓) allocation – especially for graphs. This is non-negotiable for any assessment guideline.

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General remarks

- Please note that both the test/examination question papers, design grids and marking guidelines must be included in the Teacher File. In isolated cases, centres included either the one or the other.
- Internal and/or external moderation should demonstrate that a 'real' process took place and that it wasn't simply a 'sign-off' exercise. Moderation of the actual assessment (question paper, memo and grid) must be evident in the form of tracked changes, original emails or explanatory notes – not just a superficial completion of a moderation tool. The first draft of the paper should be moderated and submitted as well as a second draft showing the changes that were made – this provides evidence of the moderation process. The assessments must be moderated by someone with subject expertise – not just the academic head or another teacher at the school.
- A word of gratitude to all the teachers who ensured that appropriate files with all the required documents were submitted in good time. Keep up the good work.

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ARABIC SECOND ADDITIONAL LANGUAGE
PAPER I

GENERAL REMARKS

- Section A was unseen and a substantial portion of it assessed comprehension, language and grammar.
- Some educators expressed concern regarding the level of difficulty, but the marking proved otherwise.
- Grammar rules have to be continuously revised, and their applications regularly reinforced.
- Vocabulary, synonyms, antonyms, duals and plurals must be continuously revised.
- Frequent and extensive practice of translating, both from Arabic to English and vice versa is a must.
- Educators must use past exam papers to teach and revise.
- All oral texts must be extensively and repeatedly studied.
- The majority of the candidates answered the sub-questions – a major improvement from previous years.
- Section B – the prescribed literature was well answered, and the majority scored good marks.
- Unfamiliar words are to be expected in a language paper at this level.
- Some candidates lost marks due to incorrect numbering.
- Candidates must be reminded that the length of answers should be guided by the mark allocation.
- Although candidates were not penalised for grammatical errors, illegible answers were not marked correct.

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ARABIC SECOND ADDITIONAL LANGUAGE
PAPER II

GENERAL COMMENTS

The majority of the candidates answered this paper well. The source material provided sufficient stimuli for candidates to respond to. However, the following aspects need consideration:

- Many grammar errors were detected. Proficiency in grammar rules, appropriate vocabulary, register and tone must be developed, practised and applied.
- The reproducing of previously memorised essays was significantly reduced and so was the copying of source material. The aim is to eradicate this practice entirely.

SECTION A

QUESTION 1

- It was quite evident and pleasing to note from the quality of the compositions that educators are using the marking grid provided to good effect. This must permeate all work.
- Repetition of common phrases in both the introduction and conclusion must be avoided.
- Very few candidates just reproduced the source with minimal changes.
- It was indeed good to note that correct numbering of essays and the word count were adhered to by the majority.

SECTION B

QUESTION 2

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

- Both register and tone were assessed and credited but this question did not require any specific format.
- A very small number of candidates misinterpreted the contexts.
- In 2.2 the word اَرْسَلَكَ was misinterpreted for رِسَالة.

SECTION C

QUESTION 3

Candidates were required to write a specific dialogue and most of them did. Candidates must practice the correct use of interrogatives. In future, candidates will be required to number the questions and answers in this question. Also, every aspect of the instructions must be fulfilled. It is important to take note that any aspect of the curriculum may be assessed. 'Spotting' should be totally discouraged.

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QUESTION 4

The format and structure of the letter was well adhered to. This was indeed very pleasing. The majority of the candidates were able to use the stimulus questions to formulate appropriate responses. The writing of time in Arabic words needs improvement. The appropriate use of verbs and correct tenses are fundamental. The resolute effort of educators must continue.

CONCLUSION

As previously stated, we implore educators to use past examination papers to equip candidates with the necessary skills to answer examination questions. 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 resource and opportunity to improve their classroom practice and enhance the candidates' learning experience.

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

Once again, we take this opportunity to express our heartfelt appreciation and acknowledgement for the remarkable efforts and hard work of all stakeholders during these unprecedented and stressful circumstances.

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BUSINESS STUDIES

SECTION A

In general, Question 1 (Multiple Choice), Question 2 (Choosing the correct word from the list given and completing the statement) and Question 3 (Choosing the correct word in brackets to make a statement TRUE) were well answered. Many candidates were able to score 70% or more in this section. They seemed to have coped well with the 3-mark multiple-choice questions, which demanded higher-order thinking.

SECTION B

QUESTION 4

4.1 The majority of candidates were able to correctly list management tasks. However, some candidates mentioned management competencies instead of management tasks. Candidates must be able to distinguish between a task and a competency.

4.2 Candidates were able to identify various entrepreneurial qualities. Some struggled to link these qualities to the decision-making process. It is important that candidates not only list and define the various entrepreneurial qualities but also show how a business can make use of these entrepreneurial qualities to achieve success.

4.3 Candidates showed that they understood the importance of managerial competencies; the majority of candidates were able to make use of these competencies to answer the question and apply them to the general retailer.

4.4 Candidates were easily able to name different leadership styles. Emphasis needs to be placed by teachers on how to use practical examples to show understanding of each of the leadership styles.

4.5 It is vital that candidates follow instructions to complete the flow diagram. They need to be encouraged to provide practical recommendations that show their understanding of the ethical dilemma identified.

4.6 When defining a term, candidates must be aware of the mark allocation and not write too much.

4.7 Several candidates struggled to differentiate between monetary and non-monetary factors.

QUESTION 5

5.1 The majority of candidates were able to use the strategies to provide practical examples linked to the theme.

5.2 Candidates seemed very comfortable with identifying the environment from which challenges came and the effect the challenges would have on the business. However, candidates need to pay special attention to HOW a business would respond to the challenges; they did not always link the effect and response to the challenge given.

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5.3 Candidates were easily able to identify various business functions. Several only provided definitions and did not link the business functions to the overall quality as per the question.

5.4 Candidates must refer back to the source being used to justify their response.

5.5 Several candidates did not attempt to answer this question. They must understand the purpose of the FTSE/JSE from both an investment and CSR perspective.

QUESTION 6

6.1 Several candidates could not mention or discuss areas of the CPA. Candidates must be able to discuss the CPA from the customer's and business's point of view.

6.2 The majority of the candidates were able to identify factors that would influence the buying decision.

6.3 Candidates seemed to be very comfortable with the Process and Physical Evidence sections of the marketing mix and were easily able to apply relevant examples. A large number of candidates were not able to discuss People as part of the marketing mix.

6.4 The majority of candidates were able to explain the role of the ASA.

6.5 While candidates were able to define each of the headings, several were not able to discuss the role of the human capital function.

6.6 While candidates were able to generally identify the purpose of each of the acts, several re-wrote the purpose as their implications or provided factually incorrect implications. They must be able to identify the purpose and implications of each act.

SECTION C

QUESTION 7

- The **General Retailer** theme has been the focus for two years. Candidates were thus expected to understand the theme and be ready to apply their theoretical knowledge to this business context. Some candidates were able to do this extremely well, while others were not adequately prepared to demonstrate insight and understanding. Candidates must be exposed to the requirements of the HOT rubric as the theme is being discussed throughout the year.
- Compared to previous years, candidates were very comfortable with the format of a business report. The business report format should consist of the following: date, addressee (relevant person), topic, structure (headings, sub-headings, and paragraphs), and signature (of the person that compiled the report). Almost all candidates used the correct format. It is concerning that there were a few centres where all candidates received a zero for the format.

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- While there was an overall improvement concerning the linking of topics within the body of the report, teachers need to focus on training candidates to write introductions and conclusions. There were a large number of centres where candidates were just repeating the question or case study. Candidates should use the introduction and conclusion to show the links between sections/ topics in the question. They 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 as the various learned strategies in different asset classes and insurance options (compulsory and non-compulsory). Candidates must link business terminology to the correct context.
- Current affairs must be used to add value to arguments or to the discussion. Candidates must not just mention current affairs but be able to integrate them into the given theme and also into all topics in the SAGs. Candidates need to be exposed to current affairs as part of general classroom teaching and they must practise applying the theme using arguments and current affairs to support what is being said.
- The quality of the answer still posed a problem for the majority of candidates. In their report they must be able to demonstrate a broad and deep understanding that a business does not consist of different chapters or sections (theoretical topics examined) – the different areas of a business are interrelated. They must be able to show the links between the various business topics.
- Several candidates did not substantiate/motivate their statements sufficiently. Factual 'textbook knowledge' is assessed as part of lower-order thinking, but candidates should be able to explain WHY they made the factual statements. Teachers should coach learners during class discussions to explain WHY they make certain statements and what the other side of the argument could be.
- Many candidates missed the creative problem-solving aspect of the question. Candidates must identify the business-related problem/s and assess the impact these problem/s will have on the business. They must provide clearly articulated, feasible solutions showing that they understand the breadth and depth of the problem/s at hand.
- Candidates need to be coached to focus on the quality of their response rather than the quantities provided. They should spend the appropriate amount of time on the HOT section of the rubric, focusing on application and problem solving.

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BUSINESS STUDIES
SBA MODERATION

GENERAL COMMENTS

Teachers are commended for the level of compliance evident in the Files this year. The amended SBA requirements for 2021 were taken into consideration and there was impressive application and integration of the current theme (General Retailers) in all assessments.

Many new schools submitted Files of a high standard that were fully compliant with the SAGs. However, it was evident that there are some new schools and new teachers that need intervention and assistance. New schools and new teachers are encouraged to work closely with their cluster groups and regional moderators.

Pre- and post-assessment moderation checklists are popular and appreciated. However, there is a danger that the use of these becomes a superficial tick-box exercise which is quickly completed with limited qualitative, authentic evidence of moderation being provided. A Business Studies teacher should moderate assessments as moderators require subject matter expertise. They should fully engage with the question paper/task instructions, marking guidelines and design grid (if applicable). Evidence of actual moderation should be provided as tracked changes, notes on drafts, emails or moderation notes, for example. Hardcopy evidence of amendments to tasks and tests should also be provided.

Administrative compliance and organisation of files were very good. The checklist in the SAGs needs to be followed with regard to administrative compliance as this facilitates the moderation process. Ensuring accuracy of the spreadsheet of marks, including the transfer of moderated marks onto the spreadsheet, is essential if results are to be trusted.

Compliance regarding the HOT/LOT allocation on rubrics and accurate completion of design grids still need attention. The use of authentic design grids and well-designed rubrics ensures that the assessments are set to the required rigour for Grade 12, that they are fair, allowing all learners to show their worth, and that they differentiate learners based on their ability.

CHOICE TASKS

These tasks allow teachers to express individuality and creativity in assessment. Many new, interesting and refreshing tasks were moderated this year – this is encouraged and appreciated. Alternatively, teachers updated classic tasks to suit the new theme.

Teachers need to be aware of the requirements of the Research Task as per the criteria in the SAGs; the case study task or comparative study tasks were sometimes labelled as a Research Task.

In all tasks teachers should be vigilant regarding plagiarism, not just in the Research Task. There are many assessments and other resources available on the Internet and learners share widely though various channels. If an external provider is used for an assessment, accountability rests with the teacher to validate the integrity of the mark awarded.

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CONTROLLED TESTS (SECTION A AND B TYPE)

There was a significant improvement in mark and time allocations for these assessments.

Teachers ensured that the assessments mimicked the final IEB examination which assists in preparing candidates for the preliminary and final examination.

Once again, there was excellent incorporation of the theme, with many original and relevant sources. However, case study or source material was sometimes a little too lengthy.

Overall, marking was of a very good standard. Teachers are urged to clearly indicate, using ticks (✓), where marks will be allocated in the marking guidelines. This is essential to ensure the validity of the assessment.

CONTROL TEST (SECTION C TYPE)

The standard of assessment of the Business Report was very good; teachers were creative, used innovative new sources and out-of-the-box thinking. In general, marking was accurate with careful consideration of the criteria in the higher-order-thinking rubric before marks were awarded. This assists in preparing candidates for this type of question in the preliminary and final examination.

PRELIMINARY EXAMINATION

Preliminary exams were generally of a high standard and exceptional sources were included to incorporate the theme.

Schools using a common paper must ensure that they have done pre-assessment moderation – this will confirm that the rigour of the paper is acceptable. The examination must be written on the same day and preferably at the same time to ensure the results are credible. Confirmed dates for common papers must be provided in the Teacher File for all schools involved and this date must be given on the question paper.

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BUSINESS STUDIES
ONE RESEARCH TASK OPTION

GENERAL COMMENTS

This year the preliminary examination, controlled tests and ORTs were moderated for the ORTO schools. See above for comments on the prelim exam and tests. Overall, the ORTs were of a very good standard.

The research question is critical to ensure a meaningful research process. If the research question is too broad or unclear, the entire research process is compromised.

Introductions were generally of a good standard.

Literature reviews need attention; it is essential that teachers guide learners in analysing the sources according to all the criteria, namely reliability, validity, usefulness and limitations.

When gathering data, the data collection tool is critical to the quality of the research conducted and should therefore be approved by the teacher before being used.

Presentation of findings was of a very good standard, in general.

In-text citations and cross referencing were, however, problematic. Teachers need to assist learners with this skill.

There was good evidence of teacher support and mentoring in many Learner Files.

Throughout the research process, the research question should be referred to in order to ensure that the aims of the research are fulfilled.

MARKING OF ORTS

Where teachers did not fully understand the requirements of the ORT rubric, their marking tends to be more lenient. 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 in deciding on the correct level and overall mark for that part of the task. A complete, fully marked draft (using marks and/or comments) must be included in the Appendix of the task and be clearly indexed on the contents page.

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COMPUTER APPLICATIONS TECHNOLOGY
PAPER I – PRACTICAL

The 2021 IEB NSC Computer Applications Technology Paper 1 [Practical] went very well and received positive and constructive feedback. While some candidates were aghast at the lack of the traditional mail merge question, the gap was filled by pivot tables and macros. It seems that many teachers had forgotten that macros and pivot tables were most likely going to be assessed, even though it was made very clear in February 2021 at the online CAT IEB UGC to expect these new topics to make their appearance in this year's paper.

OVERALL FEEDBACK PER QUESTION

QUESTION 1 FILE AND FOLDER MANAGEMENT

Question 1 went very well, and most candidates seemed comfortable with the file and folder management skills required. We still encountered the few who did not take time to read the questions carefully and ended up making silly errors such as not cropping screenshots or renaming files correctly, for example.

QUESTION 2 WORD PROCESSING

All basic features in Word were covered quite well. The challenges came in the form of the Table of Contents using the Heading 1 style for level 1 and a custom style for level 2. Also, just updating an existing table of contents proved challenging! This should not be the case.

Many candidates battled to select multiple text items that were formatted with one style and then change them to another style. Tabs and indenting got confused and were incorrectly used as a result thereof. An example of this was aligning bullets using the indents and aligning text in another page using tab stops. Quite a few candidates did not pay attention to the screenshot provided in the paper, showing them the alignment example.

Using the 'Page break before' feature – found in the Pagination Options – was not widely used though it was required.

Using odd and even pages for differentiated numbering was not accomplished well.

The use of WordArt revealed that some schools were using very old versions of Microsoft Word. It is highly recommended that they update to Office 365 as soon as possible.

QUESTION 3 WORD PROCESSING CONTINUED

More candidates are getting the section breaks right for having pages of different orientation in the same document. Well done! Most issues in this question resulted from not reading the questions correctly.

Many candidates did not seem to know, or remember, how to insert a non-breaking space to keep words together.

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QUESTION 4 SPREADSHEETS

CONCAT, VLOOKUP and also XLOOKUP were used successfully here. SUMIF presented some challenges. It was noted that there were perhaps too many absolute cell references required for calculations. It was encouraging to see hardly any of the infamous '=SUM' before any and every calculation this year!

In the question requiring the use of a nested IF statement, we found some candidates changing the data to suit the calculation and ended up with a 'working' solution but with totally incorrect results. Unless instructed otherwise, candidates will rarely be required to manipulate data to suit a function or formula.

QUESTION 5 SPREADSHEETS CONTINUED

Too many learners struggled in accurately calculating age. Many learners did not attempt pivot tables. This may be indicative of them not having been taught it, which is very unfortunate. Macros in Excel were not well undertaken, and learners seemed confused as to how to create a macro and, especially, attach the macro to a button.

QUESTION 6 ACCESS

The Access question was handled a lot better this year. The issues where learners battled the most were:

- Importing spreadsheet data into an existing database table
- Input masks (using the correct characters)
- Validation rules (using operators correctly)
- Applying criteria successfully in queries
- Using grouping/totals and counting in a query
- Sub-forms
- Creating a report with grouping and editing the report with conditional formatting

QUESTION 7 HTML

The HTML question was very straightforward this year, yet so many candidates struggled to get their code in the right place or to work correctly. We also found, as we do every year, that many did not attempt this question. They either ran out of time or left it out altogether. Creating a link out of an image also proved to be a challenge for many learners.

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GENERAL EXAMINER FEEDBACK

Thank you for the positive feedback received regarding the paper; it is truly appreciated. One learning curve encountered was that of the *Backup Data Files* folder. It was unnecessary and made submitting the data files very difficult. Teachers will be asked to make a backup folder available to the candidates from the original files received and will not need to submit any files other than the candidate data folders where the exam files have been edited.

I want to provide some input to make the marking process flow a little smoother for 2022. A lot of these points were discussed at the CAT IEB UGC in February of this year. Yet so many teachers did not adhere to them.

1. If possible, try to have your learners do their examination on the local desktop and not a remote network location. This helps prevent any potential file corruption issues caused by saving across a network, especially when working with MS Access.

2. Please do not rename the provided data files or sub-folders. The only folder that needs to be renamed is the main data folder. The main data folder is to be renamed with the learner's exam number ONLY.

3. Exam numbers are to be typed exactly as provided by the IEB, no spaces or other characters.

4. Do not create folders or sub-folders to place examination data files into.

5. Do not move any files or folders into your own organisational structure of how you think the folders and files should be. This makes the confirmation of data received difficult and marking takes much longer than it should. Please consider the markers at the end of the year who have to mark your candidates' work.

6. Do not provide any identifiable information such as candidate names or surnames.

7. Please use Windows 10 as your Operating System.

8. Please use Microsoft Office 365 as your version of Office.

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COMPUTER APPLICATIONS TECHNOLOGY
PAPER II – THEORY

Once again, thank you to all teachers who teach CAT, you are doing an amazing job. I need to mention one major concern: We should not read something into an answer that is not there. We should not 'interpret' answers and we should not extrapolate answers. It is evident that in some cases teachers accept answers that are not correct but want to give the mark 'for the benefit' of the learner because it is a logical answer, and the educator 'knows' what the learner is trying to say. This poses a problem when marking is done at the end of the year.

QUESTION 1

Learners need to know their work properly for this section as multiple-choice questions require learners to choose the MOST appropriate option.

QUESTION 2

Definitions/Terms/Concepts/Acronyms – these need to be reinforced with learners.

QUESTION 3

Teachers need to provide more pictures for the learners during theory lessons. Learners must also be taught to provide more information for the main function/explanation. Monthly duty cycle was referred to as the replacement of ink or paper and not the maximum number of prints. For the advantage of laser printers, many learners referred to the better quality of images.

QUESTION 4

Learners need to remember to refer to the Scenario. Teachers should emphasise the difference between outlook and outlook.com, etc.

QUESTION 5

Seemed like the option of breaking up the question by specifically asking for Input, Process and Output worked well. Learners could relate to the scenario and as a result they were able to classify the structures correctly.

QUESTION 6

Easy question, but many learners did not know their terms. Learners could not write definitions. It worked well to have definition and example divided as this ensured that the learners answered both parts of the question.

QUESTION 7

Learners did not know how to describe/explain practical features. Grade 10 work needs to be revised.

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QUESTION 8

Learners tended to confuse grid computing with cloud computing and/or servers and forgot to mention that the funds had to specify *online*. Learners missed the mark between secondary storage and secondary memory and mentioned that SSDs are not portable. Learners understood concepts but couldn't complete their reasoning about why data got lost. Also, some confused the firewall with the antivirus. Learners still don't understand the concept of integrated vs external drives. Learners didn't necessarily apply the scenario to their answers. Learners didn't know anything about FTP.

QUESTION 9

A lot of learners did not know their HTML code. Learners did not know the difference between update and refresh. The question on executable files was poorly answered. Learners did not understand the difference between hardware and software and did not know what the function of a firewall is. Learners did not know the difference between page breaks and section breaks or what was a caption was. Teachers need to instil in their learners to read the questions properly before answering.

GENERAL

- CHEAPER, EASIER, FASTER should not be used to reference any type of hardware or software.
- Terminology from Grade 10 and 11 needs to be revised before the Final Examination.
- Learners need to read questions with care so that they can answer accurately.
- Candidates need to make sure that they familiarise themselves with the basic terms that are associated with the Computer Application Technology subject.
- Grade 10 work is just as important as Grade 12 work and therefore candidates need to not just focus on Grade 12 work, but they must be able to recall and answer terms used in Grade 10 and Grade 11. Perhaps this could be due to learners taking CAT in Grade 11, so educators need to ensure that the learners are informed regarding Grade 10 terms, etc.
- When system technologies are explained, it is advisable that educators allow learners to search for images to see the many possibilities that are available.
- Remind candidates that one-word answers do not get full marks. (This will be on the Instruction page.)
- 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 – Topology/Type of network – router/switch – bandwidth/broadband, etc.
- When questions ask learners 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 regard to technology that is available.
- Spelling is not marked in the Theory, however, ensure learners can spell terms correctly.
- It is important that candidates understand that when they are asked to *differentiate* between two devices, they must mention both devices in their answer in order to compare them.
- Learners must refer to the scenario in Question 8 and 9 when questions are given.
- The layout for the theory examination will remain a write-on examination.

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COMPUTER APPLICATIONS TECHNOLOGY
SBA/PAT MODERATION

FILES

- Read the SAG requirements before you start compiling your teacher and learner files. Electronic appendices and marksheets are supplied on the IEB websites.
- All practical work must be submitted on a flash drive for National Moderation that includes your Learner PATs. If you make use of CDs, please check the disk to ensure that the files have copied correctly. If there is no evidence of work done, marks cannot be awarded.
- Fill in cluster details (cluster name and cluster number) on the front cover of the file or with school details on the first page of the portfolios.
- In the event of your using a plastic sleeve or file, do not place multiple documents into one plastic sleeve.
- Do not use ring binder or lever-arch files if you are submitting hard copies. Use only the thin, plastic portfolio files.
- Learner PAT and SBA files must be submitted separately.
- All IEB assessment mark forms and declarations must be dated and signed by your school principal.

SBA DOCUMENTATION AND MARKS

- The standard of teacher files submitted for National Moderation has improved and, in most instances, all required documentation was present, and a good standard of tasks, tests and examinations were evident.
- Remember to include a cover page and contents page (templates available on the IEB website) and place tests and tasks in the order as indicated on the contents page. If you are submitting digital files, separate the sections with folders. If you are submitting hard copies, separate sections with labelled dividers. It was very often not clear which tasks in the teacher file was matched with which SBA task/test. Also ensure that the totals on your question paper tally with the totals on your mark sheets.
- Analysis grids need to be provided for preliminary examinations.
- There must be evidence of pre- and post-moderation in Teacher Files.
- 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 learners. Only include the final copy of the mark sheet in the Teacher File.
- Please use the Appendix A and C spreadsheets provided on the IEB website, as calculations are already done for you.
- Please provide digital copies of all practical tasks, tests and preliminary examinations for learners where SBA files of learners are requested for submission.
- Preliminary examinations must have the same layout and resemble the Final IEB papers as closely as possible. If you are using pre-set papers, please modify the paper to include a File Management section and use the correct HTML tag list.
- Check confidentiality of papers set at cluster level. Papers must have own school logo and teacher's name on it. Papers must not indicate that it is a cluster paper at all. Once a paper is written by a school, please ensure that papers are collected afterwards.

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PATS:

- Every CAT candidate must have their PAT moderated at either regional or national level. You must submit your learner PATs even if it is not requested on the IEB list.
- If parts of your PATs are not included, either digitally or by hard copy, your learners will be penalised. Their marks will be adjusted, as you have not provided evidence that the tasks were completed.
- Include comments in the comments column of your PAT to guide moderators and to justify your mark allocation.
- Make certain that marks are allocated in the Word section of the Assessment Tools for all phases of the PAT, in other words, you can give marks for the word processing done in Phase 1, 2 and/or the Phase 3 Report.
- The Phase 3 Report cannot be done in PowerPoint – it must be a separate Word document.
- Phase 2 must include planning of the Report and clearly indicate integration between packages in order to get marks allocated to the planning section.
- Ensure that all the PATs called up are available in digital format when your files are submitted for any moderation.

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CONSUMER STUDIES
THEORY

Layout and general impression:

Most answer scripts were well presented with adequate space left between answers.

Candidates must be coached in the following examination-writing skills:
- Follow the instructions on the front cover of the examination paper. The marking grid in the answer booklet must not be used.
- The correct numbering of questions, one underneath each other.
- Reading questions carefully. Using the mark allocation to inform their responses and only answering what is required.
- The understanding of instructive verbs.
- While sections may be answered in any order, all the questions for one section must be answered in order.
- Candidates must not write in the right-hand margin.
- An introduction to a question is only required in Section D.
- Using the rubric in Section D to formulate their responses.

Very few candidates failed to complete the paper, which is indicative of good time-management.

Teachers are urged to report a candidate with unusual handwriting before marking commences, as requested by the IEB. Marking and moderation is slowed down when this has to be investigated. This includes the use of different-coloured pens, illegible handwriting and different handwriting styles used in the same script.

Teachers need to ensure that they are using the current SAGs document to prepare candidates for the final examination. The assessment guidelines for specific grades can be distributed to the candidates to minimise any confusion.

SECTION A FOOD AND NUTRITION

QUESTION 1 MULTIPLE CHOICE

Candidates must be coached to read the questions and check the mark allocation before they answer the questions. Candidates did not notice that some multiple-choice questions required two or three answers.

QUESTION 2 MATCH THE COLUMNS

Candidates are still confusing functional foods with nutraceuticals.

QUESTION 3 CORRECT TERMS

Terms relate to the specific language of Consumer Studies. Candidates must be able to differentiate between different terms, such as food allergies versus food intolerances and probiotics versus prebiotics.

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QUESTION 4 HYPERTENSION

- The alarming number of candidates who answered poorly in this question showed a lack of understanding of these diseases i.e., cholesterol/heart disease/hypertension are three different conditions.
- Candidates confused many diseases with hypertension and were not clear on definitions e.g., high cholesterol and glucose levels cause hypertension.
- Some candidates acknowledged that high cholesterol could cause a build-up of plaque in the arteries but did not relate this point to hypertension.
- Content is being used incorrectly as many candidates spoke about glucose in the blood which has no relation to hypertension.
- Several candidates confused hypertension with hyperglycaemia.
- Many candidates did not read the question carefully.
  - They were asked to **explain** the dietary changes needed to manage hypertension and they simply listed the dietary changes. This shows one of three things; that either the candidates did not read the instruction to explain, or they did not understand or know how to explain their answers, or they have no understanding of why specific dietary changes are needed to manage hypertension.
  - They were asked to explain **dietary** changes. Responses such as 'consume less alcohol, don't smoke and increase exercise' showed that they did not know the difference between dietary and lifestyle changes.

QUESTION 5 BMI/OSTEOPOROSIS

- While most candidates understood that BMI was a measurement of one's body weight in relation to height, many candidates suggested that BMI was a measurement of weight according to age, which is incorrect. Very few candidates answered that BMI was an indicator of body fat.
- A recurring theme picked up from the candidates was that a lack of vitamin D causes rickets in children. This point was completely irrelevant to the question regarding the relationship between vitamin D and osteoporosis.
- While this question was fairly straightforward, many candidates had difficulty describing the link between vitamin D and osteoporosis clearly. They did not seem to understand that vitamin D plays a vital role in the absorption of calcium which delays the onset of osteoporosis. They rather suggested that both a lack of vitamin D and calcium causes bones to become brittle (not porous) or weak.
- Many candidates did not fully understand why women are at a higher risk of developing osteoporosis. While some candidates explained a loss of oestrogen well, many candidates did not mention menopause/oestrogen at all. Points such as poverty and how this causes women to develop this particular disease due to a lack of money/food were not mentioned. The mention of women being 'weaker' than men was given by many rather than how the bones of women are smaller/thinner, showing poor conceptual understanding and/or attention to detail. Several candidates mentioned that women were more prone to osteoporosis due to menstruation and pregnancy but did not justify their answer.

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- Candidates struggled to relate the analysis of a menu to a particular disease as required in the question. Their information was technically correct, but it had no relevance to the disease.
  Many candidates did not give a justification for why the menu was suitable for poor communities.
  Numerous candidates did not link calcium to osteoporosis at all.
  Analysis questions were not answered well. Candidates must be trained to answer this type of question.

QUESTION 6 ANAEMIA

- Many candidates understood that a loss of blood can result in a low iron concentration, and that this could contribute to the development of iron-deficiency anaemia. However, they struggled to clearly explain the role of haemoglobin in the blood and the effect of this on red blood cell production.
- Many candidates only spoke about how a diet lacking in iron could cause anaemia but did not mention any other minerals or their role in the production of red blood cells. It appears that when candidates see the term 'poor diet', they immediately relate their answers to consuming less fat, sodium and sugar (general dietary changes) rather than relating a poor diet specifically to the disease being asked about.

QUESTION 7 FOOD SECURITY/GMOS

- The term 'food security' was understood well by only a handful of candidates. Many referred to food security in relation to food safety and not food access. Some referred to food labelling and food allergies.
- This question was answered well considering the high mark allocation. However, some candidates struggled to relate facts on GMO foods to how this could combat food security. As a result, most candidates received a maximum of 4 marks because of a lack of explanation and relation to the question. Some candidates did not know the difference between explaining, discussing and justifying – this needs to be addressed in the teaching programme.
- Most candidates understood that inflation related directly to a rise in food prices but did not explain their answers thoroughly enough to be awarded full marks. Here again, answers were not related to the question and were answered in isolation.

SECTION B CLOTHING

QUESTION 8 MULTIPLE CHOICE

This was well answered.

QUESTION 9 FASHION TERMS

- Some candidates only defined the terms and left out the example.
- Generally, the learners compared the silhouette to the body shape.
- Some candidates were under the impression that eco-fashion had something to do with the economy.

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QUESTION 10 CLASSIC FASHION/FASHION CYCLE

- Candidates merely explained what classic fashion was without referring back to or giving examples from the images.
- Some candidates did not explain what happens during the introduction phase of a new clothing item. On the other hand, there were some excellent answers. Many candidates did not relate introduction to the fashion cycle, but rather discussed, for example, that it would be introduced as sleepwear or a casual shirt.

QUESTION 11 CONSUMER ISSUES

This was well answered.

QUESTION 12 CONSUMER ISSUES

This was well answered.

SECTION C HOUSING

QUESTION 13 MULTIPLE CHOICE

This was well answered.

QUESTION 14 MATCH THE COLUMNS

Candidates did not read the question with understanding and did not look at the mark allocation.

QUESTION 15 STOKVEL/SCAMS

- The stokvel is part of Sections 1.3 and 4.2 of the SAGs document. This was a higher-order thinking question.
- Many confusing and conflicting definitions were found. Some candidates did not know the concept and simply quoted from the extract.
- There was a lack of application to the property context. Some answers had no relevance to a property stokvel while some simply gave advantages of stokvels in general. Unfortunately, many candidates did not read the extract.

QUESTION 16 HOUSING

- Under Full title, candidates wrote that running a business from your house was an advantage. However, this can only be done if the property has business rights registered.
- Under Sectional title, candidates saw this as a synonym for rental. Many candidates claimed that with a sectional title the owners would not be responsible for any maintenance, and they would not pay insurance or property tax.
- An instalment sale has nothing to do with the installation of the product.
- A lay-by agreement is a way of paying for goods over an agreed period, whereby the service provider holds the items until the consumer has paid the full price. To lay-by items, the consumer pays a small deposit and subsequently makes regular repayments until the total price is paid. It is not necessarily more expensive or that more interest is added to the amount, as some candidates alluded to.

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SECTION D INTEGRATED WRITING RESPONSE

QUESTION 17

- This question was generally poorly interpreted and answered by candidates. Yet again, too many candidates failed to read the question carefully and plan their response to ensure that they answered what was required by the question and rubric. Responses were vague and generalised when detail was required in relation to the question being asked. Candidates need to be coached in responding to this type of question – this is not the only subject that requires an extended writing response, and they should be using the same core skills across subjects.
- Many candidates spoke about human energy and doing the work with human energy rather than appliances. The economic factor, i.e., saving money on electricity and water, was referred to in detail. Loadshedding and the use of gas during load shedding was bought up many times.
- Geysers, kettles and vacuum cleaners were discussed as large appliances.
- Greywater and how to save it and reuse it was a point discussed under large appliances.
- Many discussed what should not be bought instead of what criteria should be used when buying.
- There was much generalisation about saving water and electricity rather than discussing how or why.
- Candidates wrote about colour on the energy efficiency label instead of the rating system.

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CONSUMER STUDIES
SBA MODERATION

1. CONVENTIONAL SBA (NON–ORTO)

The teachers are commended for the quality of work produced in 2021. It is the second year of extremely difficult conditions, and it was wonderful to see that the work produced was not compromised.

Once again, the moderation of SBA focused on: compliance, the quality of evidence presented, files and annexures, mark schedules, design grids, preliminary examinations, evidence of school-based moderation and ascertaining whether the correct tasks were selected as per the SAGs for 2021.

COMPLIANCE

- This was checked as per Circular 10 – Revised SBA requirements for 2021.
- Were mark schedules correctly completed?
- Were marks rounded off correctly – not rounding off each task, but only rounding off the final mark?
- Were documents signed by the principal or Head of Academics?
- Were files completed according to the coversheets provided in the SAGs/ORTO Guidelines?
- If tasks were not completed by all learners, were the correct procedures in place?
- Were calculations accurate?
- Was the preliminary examination adequately moderated?

THE QUALITY OF THE EVIDENCE PRESENTED

- **Validity:** This had to ascertain that the tasks were correct as per 2021 SAGs and Circular 10. New content was introduced in 2019 and this was the second year that this subject matter should have been included in assessments.
- **Consistency:** This is to determine that if the content is marked and moderated using the same moderation tool, the same result is achieved.
- **Fairness:** Is the assessment fair for the age of the learners? Are instructions clear? Are all instructional verbs appropriate in the context of the assessment?
- **Currency:** Is the teacher using current and up-to-date sources and questions; not repeating old, familiar questions and tasks?
- **Sufficiency:** Are the cognitive levels and their weightings correct? Does the prelim paper mimic the final examination?

FILES AND ANNEXURES

- The majority of files were very well organised and presented with clearly labelled dividers, making moderation a pleasure. Unfortunately, not all files travelled well this year; there were files that were damaged.
- Most annexures were correctly used this year.

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MARK SCHEDULES

- Once again most of the mark schedules were correctly filled in, but there were errors in the few schools who did not follow the amended SBA requirements and only submitted one test and the prelim exam.
- The majority of mark schedules in the Teacher Files were correctly completed but there were errors in a few schools that did not follow Circular 10. There were also schools where marks were not submitted to the IEB but were on the mark schedules in the Teacher File, or where marks were submitted to the IEB but not on the mark schedule.
- Mark schedules and ranking-order forms were all signed by the school principals or academic heads.
- The presence of any irregularities was highlighted, and the relevant documentation was evident in the Teacher and Learner Files.

DESIGN GRIDS

- These were present for tests and examinations. The majority of schools are using the design grids accurately resulting in a fair test or exam. In a few schools the cognitive weightings indicated were not accurate, resulting in, for example, a 72% LOT vs 28% HOT breakdown. This unfortunately cannot result in a fair test.
- If a rubric is used to assess a task, it should include lower-order and higher-order thinking criteria so that the assessment is rigorous enough and caters for all learners.
- If a task uses a memo rather than a rubric, a design grid must be provided for the task.

MODERATION

Pre- and post-assessment moderation was evident for all tests and examinations. The schools' moderation forms were used and signed, and the majority seemed fair and accurate.

FEEDBACK TO LEARNERS

- Not many schools had to submit Learner Files, but with the few that were submitted it was evident that more feedback could be given to learners.
- Assessment without feedback is meaningless as the purpose of assessment is to determine whether learners have learnt what was expected. Feedback indicates where they got it right and shows areas that need to be improved and how this should be done. Positive, constructive feedback is therefore critical to learning.
- A simple document placed in the Teacher File can describe the ways in which the teacher provides feedback to learners e.g., mediating the memo, individual consultations, extra tutorials, etc. However, meaningful, written feedback must be evident on the learners' actual work.

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PRELIMINARY EXAMINATION

- This year all schools showed evidence of current work in their prelim exam. Some excellent papers were submitted, and teachers are congratulated on the very relevant questions included in their papers.
- The concern of past years regarding shared prelims was not as evident this year with schools only sharing the odd question.
- Unfortunately, there was evidence of a few schools examining Entrepreneurship. Not working faithfully to the SAGs disadvantages learners. Entrepreneurship is only assessed in the PAT.
- The majority of schools submitted detailed, well-designed marking guidelines, but it was disappointing to find some schools with brief handwritten marking guidelines; this makes the results questionable.
- Rubrics are used to mark Section D of the prelim and final examination. They are also widely used for assessment in other subjects. Teachers must coach learners in using rubrics to plan and formulate their responses, as rubrics describe the expected standard of the answer. Rubrics must be designed to be user-friendly and should result in fair marking for all learners.
- Nearly all schools tested the required topics, and the prelims mimicked the final examination.

TESTS

- Tests were well set across the board. All schools showed evidence of currency in their tests with fresh, innovative and relevant questions. They all examined in depth on one topic and included the new topics in the SAGs.
- All tests were accompanied by design grids and pre- and post-assessment moderation was evident.

TASKS

There were a few schools that did not work to the correct SBA tasks required by the SAGs.

Case Study

- This was a popular choice amongst schools. Learners were given very interesting and credible sources.
- This task must be written under examination conditions and may not leave the classroom even if the teacher has to use two periods to complete it.
- This task is marked using mainly a memorandum. When setting this task, a design grid using the correct weightings must be used to ensure a fair standard.

Visual Task

- Numerous schools chose this task, and they were extremely well done. A few schools submitted blogs. They were so creative and beautifully presented. There are blog templates available for learners to use. The English departments at most schools are making use of this form of presentation and it would be beneficial to use the app that is currently adopted by the school.
- Teachers are cautioned to not allow learners to publish their blogs except when this is acceptable according to their school policy.

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- A number of schools submitted interesting and well-presented brochures. These are normally marked with a rubric. The rubrics were all well set out, making it easy to mark fairly and accurately.

Oral Task

- This task **must** be put through a plagiarism checker.
- To authenticate the task, a hard copy of the task/slides must be printed and presented for moderation.

Media Review

- This task involves watching a film or a documentary or reading an appropriate book.
- The task must assess the personal opinion of the learner.
- A plagiarism check is **essential** because many summaries are available online.
- This task normally does not rely on giving the learners a number of questions about the book, otherwise it ends up being very similar to a case study.
- Some very interesting documentaries and films were used by some schools.

Research Task

- A few schools did submit research tasks. Their tasks were all mini research tasks and were well presented and very current.
- **This task requires a plagiarism checker**.
- A rubric is used to mark the research tasks.

2. ONE RESEARCH TASK OPTION

The extraordinary challenges presented by 2021 did not seem to affect the quality of the majority of research presented. The teachers and learners must be congratulated on submitting research tasks of a very high standard.

Once again, all the schools allowed their learners to select their own topics. This resulted in some very interesting, current and relevant topics.

This year, the moderation panel focused on the use of the correct rubrics, mixed methods, and school-based moderation.

Many tasks were cross-moderated by other subject specialists in the school. Cross-moderation is a very useful process in maintaining the standard and quality of research in schools.

Introduction

- This was well executed; detailed outlines of the topic were introduced.
- Most learners did state their aims and hypothesis. This makes it easier for the reader to understand the learner's objectives in carrying out the research.

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Review of literature

- On the whole, sources chosen were fully analysed according to the rubric specifications. There were a couple of schools where the learners did not analyse the sources sufficiently.
- There were unfortunately a few learners who chose several articles that presented the same information, making it difficult to complete a full discussion and analysis.

Gathering of data/information

- This section was well handled under the circumstances. Once again, many learners chose to conduct their data collection online.
- The method was well outlined.
  - A blank/unused copy of the survey must be included in this section of the Learner File as part of the description of the methodology used.
  - Ethical factors must be considered even if an online survey is used.

Presentation of findings

- Learners were generally very competent in this section and graphs were well presented.
- Some learners submitted neat, well-presented graphs, but without a full interpretation of results. This interpretation should include calculations and percentages.

Analysis, interpretation and discussion of findings

- This component is often the most difficult for candidates to complete.
- Overall, it was well handled with good cross-referencing of the literature reviews and primary sources gathered.
- Unfortunately, there were some schools with high levels of plagiarism. Teachers must be very vigilant regarding this. Learners must redo and resubmit work if plagiarism is detected. There is no point in submitting invalid results for a task as this is not a credible mark.

Conclusion

- The conclusion must be a re-emphasis of the main points of the tasks.
- Learners must be encouraged to include limitations and recommendations for improvement.

Presentation and organisation of task

- This section has definitely improved, but there is still room for improvement for some schools.
- Learners must be encouraged to follow the nine-step checklist on page 9 of the ORTO Guidelines to help them with organisation of the task and ensuring compliance.

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Referencing

- Learners are losing marks by not fulfilling the referencing requirements. This is unnecessary as the format is simple to check and correct before submitting the task. Teachers should assist with this as part of the mentoring process.
- Learners must use the referencing method adopted by their schools.

Plagiarism checker

- This is essential in ensuring that the work is authentic (the learner's original research). Teachers need to remain alert to plagiarism throughout the mentoring process and deal decisively with it in relation to school policy. ORTs are available for sale online.
- Most schools' plagiarism levels were in the acceptable range but there were a couple that were too high.
- Page 7 of the ORTO Guidelines suggests a number of plagiarism checkers that can be used, and there are many more relatively reliable ones.

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CONSUMER STUDIES
PRACTICAL ASSESSMENT TASK (PAT) MODERATION REPORT

Moderation of the PAT files at national level went smoothly; there were far less issues with schools than in 2020. It was wonderful to see the positive progress. Teachers' time and effort are much appreciated.

Moderation was conducted by the following panel members from 28 to 31 October.

Developer	Siobhan Giai-Minietti
Moderator	Anna Lister-James
Panel	Lee-Anne Jones, Leigh-Anne Honeywell, Phume Masetlwa, Chantal van Rooyen, Belinda Waldapfel, Verona Pheiffer, Soekies van Rijswijk and Clarise Brits

The panel is commended for the highly professional manner in which they conducted the moderation. By pairing up and moderating together, standardisation and efficiency were achieved.

The session began by standardising the moderation process using the Teacher and Learner Files from the PAT Developer's school. This was a thorough process to ensure that all moderators were re-marking accurately against the rubric, and the expectations set by the IEB were met in the moderating process.

The purpose of the PAT feedback is to support, advise and guide teachers through the entrepreneurial process, establish and maintain consistency in standards across schools, in line with the IEB requirements, and to promote best practice.

The comments provided in the Moderation Report sent to schools were made objectively and professionally, taking the requirements expected by the IEB into account. Areas of good practice were commended and areas for improvement identified with recommendations and suggestions.

Whilst new schools may find the first year of moderation a challenge, the intention is to provide thorough feedback so that any errors or omissions are not carried through to the following year. This year two experienced PAT moderators were allocated to giving extensive feedback to new schools. It is imperative that the feedback is read and understood in order to remediate any problem areas.

The moderators were also tasked with giving in-depth feedback to schools that have repeatedly shown inflated marks or inconsistencies. These schools are urged to read the Moderation Report and apply the guidelines given for improvement in 2022. It is the responsibility of the teacher to ensure that their school is working to the correct standard so that learners are not disadvantaged.

Should any school require assistance, they are urged to contact a member of the panel or an experienced teacher in their area for assistance. Support will be willingly provided.

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OPERATIONAL ASPECTS

- The rubric, framework and annexures are 'tweaked' annually to make them more user friendly and to make the standard as explicit as possible for both teachers and learners. Thus, small changes to the rubric and framework for 2022 can be expected.
- Any circumstances that might have impacted on the performance of learners should be formally reported in the Teacher's File, e.g., a change of teacher, maternity leave, extended periods of sickness. This assists the panel in interpreting the evidence provided and the circumstances are taken into consideration when feedback is given.
- It is **essential** that marking of the PAT is done at regular intervals throughout the year. The PAT is a reflective process and learners must be given the opportunity to remediate mistakes. Failing to do this affects their progress and consequently their results. Teachers must give in-depth feedback and commentary to assist learner's through the process. This must be evident in the Learner's File.
- Teacher's must not provide scaffolding in the form of templates to learners. The PAT is part of an external examination and learners at Grade 12 level are expected to be able to read the framework and the rubric and follow the instructions provided by these documents.
- All steps of the PAT must be completed, or an omission letter must be filled in stating the reason why a section was not submitted. If a mark is allocated for a section and the evidence for this section is not provided in the Learner's File, the marks allocated will not be ratified by the panel. The panel cannot moderate a section that is simply not present.
- Second Production (and preferably First Production as well) must be done under controlled conditions to ensure authenticity of performance and evidence. Learners **are not permitted** to do these sections at home without the supervision of a teacher.
- Photographic evidence of First and Second Production must be clear and in accordance with the criteria set out in the PAT rubric. Process photos are not required.

COVERSHEETS

- The **official IEB forms** are important and should be used in the Teacher and Learner Files.
- No school logo should be placed on the IEB forms. Teachers need to include all the IEB annexures applicable to the PAT as well as online printouts.
- Letters of omission are to be included in the Learner File if the step was not completed.

OVERVIEW

- Check that all recipes chosen for the PAT cover the required skills and techniques – this is the most important aspect of the PAT. If the learner has failed to meet the required skills and techniques, the teacher must correct this in Step 3.
- No half marks or decimal places are to be used when marking the PAT.
- Teachers must only mark the first draft of the learner's work.
- Avoid over-kill with requirements that are not present in the PAT rubric.
- All work must be the learner's own work.

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AREAS OF CONCERN

Step 1
- A list of skills/techniques must be included.
- Products must not be identified in this step. Products can only be identified after market research has been completed.
- Personalisation must include all the learner's commitments – highlighting only a few is not acceptable.
- The target market needs to be clearly identified against the given criteria.
- The methodology for the PAT must be done for the whole PAT but dates and time frames only need to be reflected for one term.

Step 2
- Learner's must identify four products from three different retailers. The market research needs to show a range of products.
- Short descriptions of each product must be given.
- Profiling of the retailer should be concise.

Step 3
- The original and adjusted recipes must have headings.
- Ingredients must be converted to logical quantities e.g., 4.2 g = 4 g
- The motivation must clearly show where the skills/techniques and criteria have been met.

Step 4
- The developed recipe must be included.
- The order of work detail can be summarised using the steps of the recipe or fully describing the steps to be carried out.

Step 5
- Costing needs to be carefully marked.
- Calculations for costing must be shown as this is what is being assessed.
- Packaging chosen in this step must match what the learner uses in the Second Production.

Step 6
- It is essential that learners use the rubric to guide them through the questions required in the survey.
- Extra questions that cause extra work in Step 8 must be avoided.
- Three question techniques must be used.
- Teacher feedback is essential at this stage so that the survey can be corrected if necessary for use in Step 7.

Step 7
- Photos cannot be a repetition of what was done in Step 4.
- Photographic evidence must be clear so that effective and fair moderation can take place.
- ALL paperwork that is indicated on the rubric must be included in this step – many files were missing the developed recipe and order of work. This means that evidence of Second Production is missing, and this affects the marks.

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Step 8

- A blank, developed and corrected survey must be placed at the beginning of this section.
- Analysis must be expressed as a percentage e.g., 4/5 is 80%.
- Interpretation of results needs to show engagement with the data.

Step 9

- The conclusion needs to relate directly to the process of the PAT.
- A clear link must be shown between initial market research, the gap identified and whether the gap has been filled at the correct price.
- Recommendations and limitations are important to highlight. The PAT is a reflective process, and this is the final reflection on the work completed.

Step 10

- Completed surveys must be placed in the Appendix.
- File dividers must be labelled with the steps of the PAT.

IN CONCLUSION

Teachers are encouraged to seek the support of other teachers in their area. There are many helping hands that are willing to assist and teachers should use this resource to their advantage.

If a teacher is unsure of something, they should seek clarification rather than give the wrong instructions to learners.

Teachers are reminded that the PAT is part of the examination requirement and compliance with the requirements is critical to ensure that learners are not disadvantaged.

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DANCE STUDIES

There were 80 candidates this year in comparison to 73 candidates last year, indicating more candidates in centres offering the subject of Dance Studies. The paper was answered well on the whole.

SECTION A

QUESTION 1 COMPARATIVE ESSAY

Candidates were instructed to write a comparative essay on TWO set works, ONE international dance work and ONE South African dance work. Overall, this section was answered well by most candidates.

The knowledge displayed by the candidates was good with an overall grasp of the facts. Candidates read the question and answered accordingly. Most candidates wrote a substantial amount for the mark allocations. Many wrote extensive information on the biographies of the choreographers, and not enough on the dance work. One candidate wrote two separate essays and not a comparative essay.

The lack of class time and online teaching reflecting in the poor writing techniques and poor sentence construction. The grammar and punctuation were particularly difficult to mark. Encourage candidates to plan essays before writing. Candidates are reminded to refer to choreographers by their full name or by surname, not by first name. In all set works, the candidates must study the sections' names.

The popular works were Revelations, Ghost Dances, Cargo, Bolero and Four Seasons. No candidate chose Romeo and Juliet. It is encouraged to fact check all resources being used. At preliminary exam level, the teachers are encouraged to mark essays more strictly and ensure that the information is correct. Refer to your notes. The candidates must check the mark allocation. A two-page essay is unlikely to contain enough information for 40 marks.

QUESTION 2 CHOICE QUESTION

Most candidates chose to answer Question 2.

Question 2.1 and 2.2 were well answered.

Question 2.3 – The candidates struggled to identify different dance styles in their set works and gave vague answers when discussing the effectiveness of the choreographer's choices.

Question 2.4 was well answered, although some candidates indicated that their dance major was contemporary but gave principles of classical ballet. Some candidates referred to life skills instead of principles in dance.

Question 2.5 was poorly answered; many candidates were not able to discuss choreographic techniques and elements used. Most candidates continued to indicate the principles of their dance major used instead. It would be encouraged to revise choreographic elements.

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QUESTION 3 CHOICE QUESTION

Few candidates chose to answer this question.

Candidates were able to give a definition in 3.1. Most candidates identified the differences between concert and cultural dance well and wrote elaborately on the value of dance in society. Candidates are reminded to substantiate their answers where required.

More practise can be done to analyse dance as a symbolic language.

SECTION B MUSIC

Good marks were achieved in the section.

QUESTION 4 MUSICAL INSTRUMENT CATEGORIES

This question was answered exceptionally well and put the candidates at ease for the questions that followed. Most received full marks. Unfortunately, it was evident that a few centres did not cover this section.

QUESTION 5 TIME SIGNATURES AND AUDIO

Candidate's answers varied, but the questions were well answered.

Most described the elements of the track and how the music would influence the composition of choreography. However, some candidates struggled to identify time signatures indicating the incorrect time signatures. Dance studies candidates should only learn 2/4-, 3/4-, 4/4- and 6/8-time signatures.

QUESTION 6 MUSICAL DEFINITION

This question was well answered, most received excellent marks. Some centres taught musical terms as movement, i.e.: Adagio – slow movement, this is incorrect as the question refers to the music, not movement.

QUESTION 7 SA DANCE WORK MUSIC

Many candidates were not aware of the composer and wrote a biography on the choreographers or on their international dance work. Some candidates didn't answer this question, a reflection of the work not having been taught. Many candidates were not sure of the 'instrumentation' used in their selected prescribed works or how music and dance were related. This section needs more attention. Candidates were not awarded marks if they wrote on their international dance work.

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SECTION C ANATOMY AND HEALTHCARE

QUESTION 8 LIFESTYLE CHOICES AND EATING DISORDERS

Candidates answered this question well. This was the best-answered question in Section C.
The candidates scored well in the true and false section. Most agreed with the statement regarding eating disorders. Most candidates reflected good knowledge on the symptoms, causes and treatment of eating disorders.

QUESTION 9 ANALYSING MOVEMENT

This was the weakest question in Section C.

Many candidates were not able to identify the 'core muscles' as the muscles that keep the body upright, and they struggled to identify the muscles and actions in the hip joint. Attention must be given to the spelling of the muscles. Many candidates confused the muscles used in knee and hip actions.

Most candidates were unable to differentiate between 'posture' and 'alignment'.

This question carries a large proportion of the marks in this section – give them as much practise as possible.

QUESTION 10

Candidates struggled to allocate the correct muscle in the illustration. This section could have been answered better. Revision should be done on the rotator cuff muscles.

Teachers must remember that only the first action will be marked. Some candidates wrote all the actions down in the hope that the correct one will be 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.

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

All candidates were able to identify the acronym for 'RICE'.

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DANCE STUDIES
SBA MODERATION

Portfolios were well presented with colourful dividers and sections clearly sorted – thank you to all the teachers. The standard of work was generally very good with challenging questions and some excellent research project tasks. Teachers also created some good improvisation tasks, and the learners presented some creative choreographic essays.

Teachers must make sure that all answers in memos are correct and accurate in their files as some candidates were marked incorrectly on their papers due to incorrect memo and therefore lost marks unnecessarily. Please also be careful that last questions on the memo are not cut off.

Practical rubrics were well moderated but ensure that these are always totalled accurately. The Prelim Practical rubric should only have the learner's individual total/final mark in his/her SBA file and not the whole class's practical marks.

Teachers, please file candidates' answer scrips in the correct order as per questions for exams, otherwise it is very difficult to check during the moderation process. Also, please ensure that any scanned work that was done online is neatly scanned/redone before being filed in the portfolio or this can make the portfolio look untidy.

An idea that some centres started was to put the candidate's picture on the front of the learner portfolio – this made it personal and was a very nice touch.

Some centres were missing the front SBA portfolio breakdown page or in some cases marks were not filled in for some of the tasks. A reminder that the portfolio SBA total should have been out of 635 and not 935 (with no June Exam last year) – some schools had totals out of 935.

Moderation documents were generally well done but please aim to do moderation in person and not via a video call (wherever possible).

Muscle diagrams must be clearer and are to be printed in colour, if possible, especially for Grade 12 tests/exams.

Cycle tests must also have a memo that is clear and concise. Some cycle test memos were not filed. The Prelim Exam must have a detailed Design Grid – some centres did not have one. This is very important in order for teachers to be compliant with the requirements of the SBA. Please also check that the tests are current and reflect accurately the year of study as dates on some cycle tests say 2020 or even further back. Teachers are reminded that tests must contain original questions and not recycle questions that are already in the public domain.

Do not use sections from a recent IEB paper – please rather create your own questions. Some teachers used 2019 IEB final exam as their June or Prelim – this is not allowed.

The Choreographic solo task was well done by the learners. Candidates must do this task alone with guidance from the teacher along the choreographic process. They should not be assisted by their peers, and neither may it be choreographed by someone else – this came up in a few choreographic essays.

Thank you, teachers, for all you hard work during 2021 and for growing our subject. You have put in many hours of work.

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DANCE STUDIES
PRACTICAL EXAMINATION

The 2022 Dance Studies practical exams were of a reasonable standard across the board. Standards obviously varied, particularly from the new centres. The face-to-face examining process afforded the candidates a better opportunity for higher marks, as being able to see the candidates at close range meant that we were able to examine physical emotion, which sadly got lost in 2020 as the work looked two-dimensional.

Some centres still did not adhere to the explicit directives given by the IEB. Creative essays were not present at the exam venue as required (like the previous portfolio) and candidates were unprepared for their orals.

The grooming was still not up to standard this year; there was a lot of fiddling with dancewear and costumes. This was so disappointing for a Grade 12 final practical. Somehow teachers seem to lose sight of the fact that the rigour and expectations at Grade 12 final examination level should be respected. This is not a casual dance rehearsal but more of an expected performance. If you look untidy, then the chances are your performance will be untidy. Girls must wear leotards not loose-hanging T-shirts and boys must wear body-fitted T-shirts tucked into either their shorts or tights. No loose hair or ponytails for any elective, except own choreography.

The general technical standard of the work was pleasing across all genres, and most of the required criteria were incorporated into the syllabus, however, the male work was in some cases too feminine, under-rehearsed, and should be taught separately from the female work. It's just too easy to set the same work for everyone, especially at this level.

There is a fair amount of hybrid dance style creeping into the classwork and some solos. Ballet is ballet, and contemporary is contemporary; there seemed to be some cross-pollination happening and this is unfair to the candidates. Cross pollination of genre in their own choreographed solo is perfectly acceptable. **Modern** is not an IEB elective and yet there was still some modern work in the contemporary exams. There is a clear difference between these two genres.

Candidates need more guidance with self-choreography (solo) and the editing of their chosen music. If the theme and the music do not match, guide them as you would do in the full choreography component. The use of popular songs or musical choices with lyrics has been discussed at previous conferences. This disadvantages the candidates, as they choreograph and interpret the lyrics of the song that in most cases has nothing to do with their chosen theme.

The oral component was generally ill prepared. We requested that the candidates discuss the creative process of their solo, their ideas, influences and inspirations. However, many just stood in front of us and read their essays. Some even had to search through their essays to find the answer to a question. This is unacceptable at Grade 12 level. These essays had already been marked for SBA and this again disadvantaged the candidates. As this was the second year of choreographed solos, there should have been far more guidance from the teachers generally in this component. This component counted one third of the overall mark. In many cases the solos lacked individuality and innovation.

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Across all levels, the exams were well-presented and pleasing. The general practical standard was higher in previous years, however, due to lockdown and the serious loss of practical dance time. Nevertheless, the candidates coped extremely well. Some candidates had not been able to do a proper dance class for a while, (Covid and isolation) but should have found time, private or otherwise, to build the necessary stamina, strength and technical prowess required for a Grade 12 final dance exam.

Finally, the distinction candidates were more than worthy of their excellent marks and hard work and polish were evident in the executed work from most centres. I must impress upon the teachers that it is their responsibility to get the candidates up to the required standard for this exam. Work that is not known, copying and not having the ability to execute the work are inexcusable.

The IEB afforded us all the opportunity to adjust syllabi according to ability – at the end of the day it is our job to show our candidates off at their very best.

Looking forward to a consolidated, polished practical in 2022.

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DESIGN
PAPER I (THEORY)

In general, the paper was reported as having been well received by both candidates and teachers, with the exception of the printing of the colour addendum on yellow paper. The paper was thoroughly marked and moderated, with 54% of Section A being moderated, 73% of Section B being moderated and 58% of Section C being moderated. No individual candidate's paper was not moderated in at least one section.

Quality of candidates' answers.

SECTION A

DESIGN LITERACY

This section required candidates to engage with the nature of the design process, interpret a designer's intention, analyse an unseen design and respond to a case study on design in a business context. The evaluation of the impact of a given Gestalt principle on the unseen design was frequently neglected, with many candidates describing, but making no judgement. A significant proportion of candidates used the language of design with sophistication and precision, but there were also a number who seemed to struggle with middle- and higher-order questions. Weaker candidates struggled just as much with lower-order recall and identification questions as they did with application and evaluation/synthesis questions.

SECTION B

DESIGN IN CONTEXT – HISTORICAL

Most candidates chose to use designers and designs from Hi-Tech, Memphis and Deconstructivist 'movements/periods/styles' in the exploration of perception and experience in and of design using the theme of the rise of new materials. Whilst recall of materials used was sound, almost no candidates engaged with how our perceptions of materials change as they age and deteriorate. Some candidates wrote overly long essays, with little new thought introduced in the content. There was a distinct lack of critical engagement with the quote supplied as stimulus, and a feeling that many candidates, particularly the more capable, relied on prepared essays that had been learned and then adapted to the question. Less-able candidates struggled to distinguish description from analysis.

SECTION C

DESIGN IN CONTEXT – CONTEMPORARY

Candidates had to choose two out of three questions, with the largest number electing to respond to design in an environmental context. The smaller number who responded to the questions about design in a social context performed at about the same level. Less than a third of candidates responded to questions regarding the cultural context. It was clear that in-depth engagement with the CAT preparatory task marked the difference between those who could integrate and evaluate terms and concepts, and those who could only name examples and define. The analysis questions revealed that the candidates knew the designs, but they did not always find linking them to the theme and context easy.

CONCLUSION

Teachers are thanked for their commitment to ensuring coverage of the curriculum specified in the subject assessment guidelines in what has been another very difficult year.

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DESIGN
PAPER II, III AND SBA

General

The theme for 2021, Lens Experience, was carried through Design Paper 2 and the SBA Portfolio.

Once again, the effects of Covid-19 were evident in the differences between the submissions for the Paper 3 Year Work and the Paper 2 Examination, although this was better than last year as most centres planned in advance.

The work was captured digitally and submitted for online marking. This posed many advantages as the marking panel were able to standardise across all centres continuously throughout the process.

Many submissions demonstrated passion, creativity and integrity. The digital format of the submissions was also mostly an improvement on 2020 as educators had more experience in this format. Video submissions were also upgraded as they focused on all angles of the project and mostly brought the ideas to life. Two-dimensional work was better viewed through still photography and the angle of the cameras, and the picture quality was mostly better.

- **Marking procedure**
  A team of practical markers viewed, marked and moderated the Year Work, Paper 3 and Paper 2 digitally.

- **Time management and examination format**
  The work for Paper 2 should have begun later than April. It was completed over the year and was presented digitally and submitted to the IEB and to the marking panel.

- **Teacher Portfolios for Paper 3**
  Teachers were required to digitally submit a Portfolio of their marks and projects for the Practical Examiner to review.

- **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 2021 in both Theory and Practical was 'Lens Experience'. 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 for theory during the year.

  The Continuous Assessment Task was preceded by a scaffolding task, the Preparatory Task, which 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.

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PAPER II

COMPONENT A WORKBOOK

Workbooks were more comprehensive, and the new proposal of more specific and targeted investigations and research and explorations in the Development Phase, was approached by candidates with care, and the Development Phase has become even more focused. The final Designs also benefitted from the required exploration of the Development Phase as more aspects were pre-researched and pre-explored. Some candidates submitted incomplete workbooks; the teachers are required to ensure sufficient time has been allocated to complete the work. The order of work in the workbooks, and the number of pages per section needs to be adhered to.

Candidates are encouraged to demonstrate physical drawing skills, and to work in physical books and not be overly reliant on digital design and formatting.

COMPONENT B CONCEPT BOARD

The concept board was even more enhanced this year. While many candidates excelled in this component and used the guidelines in the Examination Paper to their advantage, some candidates still continue to ignore the instructions and guidelines and thus omitted many of the essential elements such as the drawing and the brand philosophy of the pitch.

COMPONENT C PRODUCT

The work in the various fields of Design has continued to grow as teachers and candidates became more confident. The range of designs presented has grown and candidates are bringing their personal views and experiences into the creation of these works. Some candidates have started to pursue exciting design solutions. There is also a very interesting post-modern approach creeping in that straddles the field of Design, and experiential functional Visual Art, inspired, no doubt, by some international trends.

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DRAMATIC ARTS
PAPER I (THEORY)

It was only natural that teachers and pupils would feel a certain amount of anxiety around the changes to the format of the theory paper, but overall, candidates responded very positively to the challenge in the final examination. Their answers revealed a deep understanding of the content and displayed their creative abilities. Candidates provided very competent answers for questions that related to performance aspects. This showed that excellent instruction in that regard has taken place.

SECTION A 20TH CENTURY THEATRE MOVEMENTS – ABSURD THEATRE

ESSAY QUESTION

- On the whole, candidates coped well with the newly-introduced essay format, which changed from discussing two set works side-by-side, to discussing only one set work in the specified style of this section.
- The fundamental skills required for essay writing remain those of being able to respond to a topic and source, and to structure that response in the format of a formal essay. An essay must be written in an academic register; and should discuss, explain and justify carefully selected analytical statements with clear and direct reference to the play. The ability to thread their response to the initial question clearly throughout the essay is an essential skill that must be carefully taught, especially in light of the structure mark no longer being allocated separately as in the past.
- Successful candidates were able to take inspiration from the provided sources, link it to the playwright's world view and illustrate this through the provided discussion points (socio-political context, characters, and setting).
  - Candidates were confident in relating Theatre of the Absurd playwrights' worldview to the socio-political context of the plays. It was evident that the mid-20th century's disillusionment and its impact on philosophies and global morale were covered extensively. Truly exceptional candidates were able to link the socio-political context to the playwright's 'outsider' status and could expertly weave this throughout the discussion points.
  - Unpacking the characters of the plays was also handled satisfactorily, and strong candidates were capable of illustrating how the characters manifested as mouthpieces for the playwrights. Weaker candidates tended to lapse into a retelling of the plot, which although factually correct, did not relate to the question.
  - Weaker candidates struggled most with the third provided discussion point, i.e. how their selected play's *setting* reflected the playwright's worldview. Setting must be taught as part of the dramatic analysis of the play, and as an equally important part of the 'language of the stage' for Absurd theatre, as the setting (time, place, atmosphere of the world of the play) and stage space become a metaphor for the world itself, whether that world is ostentatiously cluttered, or sparse and desolate, etc.
  - Teachers are encouraged to employ the Glossary in the SAGS document and to ensure that candidates are confident in employing subject-specific terminology.

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CONCERNS

- It appeared that certain centres prepared an essay based on the 2021 PAT's written component, which was also an essay. These types of essays seemed to 'force' rote-learned sections into their Question 1 essay. This is not educationally sound and should be guarded against. Candidates must be able to approach an examination question with an open mind, and be able to select freely from their knowledge and understanding of the play to support their essay discussion.

- *Rhinoceros:* Berenger does *not* turn into a rhinoceros. Candidates should refrain from oversimplifying the play as a one-sided attack on Nazism. Ionesco's play attacks all forms of fascism, collective hysteria and mindless conformity, be it from the political left or right. He also critiques that passivity, e.g., turning a blind eye to wrongdoing, could be as harmful as direct violence.

- *The Maids:* Madame's husband does not appear on stage. Also ensure that there is clarity with regard to the characters Claire and Solange as themselves and when they are role-playing, so as to distinguish clearly between e.g., Solange, and Solange-as-Claire.

- *Waiting for Godot:* Take note of Lucky's and Pozzo's changed conditions in Act 2 – *Pozzo* is blind, and *Lucky* is mute.

SECTION B PRE-1994 SOUTH AFRICAN THEATRE

GENERAL

- 'Minimal props' as a description has the potential to be too vague. Candidates must rather stipulate 'multi-functional props'.
- Poor Theatre does not refer to an absence of money.
- The term 'idiophones' was seldom used.
- A production cannot have NO lighting or DARK lighting.
- Candidates must acknowledge all the playwrights of a text and not just one (i.e. Fugard).
- Existentialism is a philosophy that underpins the play. It is *not* a theme.
- Candidates must be encouraged to underline the titles of plays.
- Candidates must be encouraged not to answer the question in point form unless the question requires this.
- Winston being referred to as 'an existential hero' is a phrase that is often used without sufficient context or explanation.
- Candidates should have a thorough understanding of the terms in the Glossary of the SAGS. (e.g., Agitprop) and should strive to make use of the correct theatrical terminology at all times.
- Some candidates referred to 'passports' instead of 'passbooks'. They must understand the difference and use the correct term.
- Candidates must take note of the mark allocation (three lines will not earn 10 marks).
- Candidates *must* be encouraged to answer all questions and not leave blank answers.
- Candidates must be familiar with the relevant theatrical styles (e.g., Stanislavski vs Poor Theatre).

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- Candidates must be cognisant of the difference between the original actors and the characters. (When giving examples, candidates must not talk about Khani/Ntshona when it is John.)
- Teachers must encourage students to use 'black South Africans', rather than just 'blacks'.
- Candidates must be aware that 'minimal props' is not specific to Poor Theatre.
- Minimalism is an art movement, and minimalist refers to set.
- Candidates must provide accurate examples from the play to justify their points, e.g., John did not burn his passbook; only Winston did.

QUESTION REFLECTION

2.1 Many candidates struggled with this question and confused Agitprop with the idea of Poor Theatre having minimal and multi-functional props.

2.2 Some candidates referred to Winston 'burning his passbook'. This is not seen on stage. They did not 'empty the sea into the sand'. This was a previous event.

2.3 Many candidates ignored the demands of the question to *motivate* and explain *how* body and voice would be used. Answers were frequently vague. Candidates must be aware and differentiate between preparation and performance. Some referred to the emotion required but struggled to explain how to use voice or body to achieve this.

2.4 Candidates found this question challenging and tended to answer with more reference to the elements of Poor Theatre, such as sparse sets, rather than the actor's performance style.

2.5 2.5.1 Striking the set is not an act of defiance. Many candidates did not choose features of singing, dancing, chanting etc, but rather provided thorough explanations of actual features from the excerpt, identifying how they were forms of protest. Either approach to the question was valid.

2.5.2 Some candidates made the error of focusing on the rehearsal process rather than the performance.

2.5.3 Some candidates struggled to reflect specifically to the extract.

SECTION C SOUTH AFRICAN THEATRE/FILM (POST–1994)

It is imperative for teachers to communicate the following to their learners:

- ONLY Question 3A (theatre) OR Question 3B (film) should be answered. Only the first question answered will be marked.
- Candidates MUST answer the whole Question 3(A) OR the whole Question 3(B). They may not answer some questions from Question 3(A) (theatre) and some from Question 3(B) (film). Choose one question only.
- The acceptable abbreviation for *Little Red Riding Hood and the Big Bad Metaphors* is *LRRH.*
- Candidates are required to acknowledge the titles of plays and films – underline.

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QUESTION 3 (A) SOUTH AFRICAN CONTEMPORARY THEATRE

GENERAL

- Although the question was posed as a review, candidates must be mindful of numbering their questions accurately, as well as adhere to mark allocations.
- Candidates from schools where more than one play had been covered tended to do better in this section, as they were able to draw from multiple examples of contemporary South African Theatre in answering the questions. Although most sub-questions asked candidates to refer to only ONE play in the answer, candidates could switch between plays from question to question, and could therefore select the most salient and pertinent examples for each specific question.

QUESTION REFLECTION

3.1 3.1.1 This was a lower-order question that generally marked well and high. Any two valid points were accepted, or one well-explained event or issue.

3.1.2 This question marked relatively well. Candidates were able to identify social issues within the texts and society. Specific reference to the play was required, some candidates did not include this. Many candidates referred to PoMo techniques, which were not credited unless they could be linked to social commentary. Some candidates misinterpreted the concept of social 'commentary' and linked this idea to Simon as a commentator/reporter in *Tshepang*. This was not credited, unless linked to his commentary on social issues. Candidates were required to be able to identify theatre's role as social commentary – reflect on society, provoke debate, ask questions, incite change, etc.

3.2 3.2.1 Candidates pre-empted the next Question (3.2.2) by already giving specific examples, instead of completely unpacking the concept of *audience as co-creators of meaning*. Sometimes answers were vague suggesting that candidates did not have a firm grasp of the PoMo techniques (e.g. death of the author). Frequent answers included: audience reaction; audience engagement; audience response; audience critical thinking. These are not accurate and were not credited unless candidate could effectively show the correlation with creating meaning. Where candidates could clearly identify the PoMo concepts of mini-narratives, no grand narrative, multiple truths, death of the author, they were able to formulate meaningful responses to the following scaffolded questions.

3.2.2 Candidates were able to effectively identify and explain moment/s from the plays. However, in *Tshepang*, candidates sometimes struggled to isolate a particular scene. Scene identification and description were credited with up to 2 out of the 3 marks. If candidates were unfamiliar with the PoMo concepts, then linking their chosen scene to the audience as co-creators of meaning was not done successfully.

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3.2.3 Many candidates were unclear on what constitutes theatrical style; however, they were credited for identifying aspects of the theatrical performance (e.g., narration, breaking the fourth wall, PoMo techniques). Comedy and Tragi-comedy were accepted as styles. Candidates were not credited for identifying techniques that did not pertain to performance. Many candidates suggested Absurdism or Existentialism or Greek Theatre for *Tshepang*, which were not credited as a style. However, their explanation of how it manifests in performance and aids in the audience being co-creators were given credit.

Candidates are reminded to supply examples from the text when asked to reference. Many learners commented on Realism as an actual event and not as a theatrical style.

3.3 3.3.1 If candidates did not refer to atmosphere at all, the maximum mark awarded was 8 out of 10. If an understanding of the atmosphere was implied or embedded in the response, they were credited.

Candidates must be reminded to read questions carefully; many discussed costume in 3.3.1, which was the focus of 3.3.2 and this was therefore not credited. Props were accepted as part of set design, but set elements needed to be included. The symbolic value of the props (particularly in *Tshepang*) was well discussed and clearly understood by candidates; however, candidates needed to reference atmosphere in their discussion, and not simply provide a list of what props represent. It is important to note that the pile of salt onstage is not a pile of sand. The contribution of lighting and sound to the play's atmosphere was generally discussed well in reference to *Born Naked*. Candidates sometimes struggled to relate this question to *Tshepang*. They should note that even the minimal lighting / sound effects in *Tshepang* are a choice of the director and communicate atmosphere. Silence (the lack of sound), plays a big role in *Tshepang* in creating an atmosphere of despair. Although there are few lighting effects or lighting changes throughout the play, the stark general light over Simon and Ruth is suggestive of the oppressive heat of the sun, or suggests an almost clinical feel in which the characters are exposed and scrutinised. There are actually many lighting changes in the play that underscore mood. Candidates should recognise that lighting is not always obvious to them. The set of *Tshepang* is not minimal as suggested by many candidates – it is highly intricate. Candidates might feel that there is a sense of emptiness on the stage because the set is quite spaced out, or it is all quite low on the ground – this contributes to a feeling of sparseness, but the set itself is not minimal. Use of lighting and lighting terminology needs to be more consistently taught.

3.3.2 This was a straightforward question and most candidates achieved full marks. Marks were lost for not making specific reference to the costumes items (e.g., 'Simon's clothes tell us he is poor') or making vague statements that only implied the social commentary aspect (e.g., 'Simon's torn shirt shows his socio-economic status' – with no explanation as to what that status is). Candidates successfully linked costume to symbolic meaning, such as the lasting effects of grief and trauma (as represented by the bed carried on Ruth's back, which we accepted as an element of costume).However, candidates needed to be clear on how the symbolism they described related to social commentary – a broader social issue than simply one person's grief.

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3.4 Some candidates offered very personal reflections on the impact of the play; moments from the play that had been memorable to them specifically. These more personal responses were credited for the insight shown into a play's ability to create lasting impact. Some candidates felt that the plays did not have longevity. This was also a perfectly acceptable response to the question, which does not suggest bias either way. Candidates needed to explain quite robustly why they felt the play was not sustainably useful or popular, but many did so successfully and convincingly. In general, where candidates did not score full marks for this question, it was because their discussion was repetitive or lacked depth, lacked specific reference to the play itself, or indicated a significant misunderstanding of the content.

QUESTION 3(B) SOUTH AFRICAN CONTEMPORARY FILM

GENERAL

- Although the question was posed as a review, candidates are reminded to number their questions accurately, as well as adhere to mark allocations.
- Answers were equally split between *Tsotsi* and *District 9*; very few candidates chose to respond to *The Ellen Pakkies Story.*
- Students obviously enjoyed the film section and gave detailed and accurate responses in most questions.
- It was clear however that teachers need to develop film vocabulary and terminology with their students.
- It was also clear that the students who studied film thoroughly engaged and enjoyed this section.

QUESTION REFLECTION

3.1 3.1.1 This was a lower-order question that generally marked well and high. Any two valid points were accepted, or one well-explained event or issue.

3.1.2 This question marked relatively well. Candidates were able to identify social issues within the films and society. Specific reference to the film was required, and some candidates did not include this. Candidates were required to be able to identify film's role as social commentary – reflect on society, provoke debate, ask questions, incite change, etc.

3.2 3.2.1 Candidates pre-empted the next question (3.2.2) by already giving specific examples, instead of completely unpacking the concept of *audience as co-creators of meaning*. Sometimes answers were vague suggesting that candidates did not have a firm grasp of the PoMo techniques (e.g., death of the author, grand narrative and mini narratives). Answers frequently included: audience reaction; audience engagement; audience response; audience critical thinking. These are not accurate and were not credited unless candidate could effectively show the correlation with creating meaning.

Where candidates could clearly identify the PoMo concepts of mini-narratives, no grand narrative, multiple truths, death of the author, they were able to formulate meaningful responses to the following scaffolded questions.

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3.2.2 Candidates were mostly able to effectively identify and explain moment/s from the film, although descriptions tended to be very thin and vague. Candidates should be able to clearly describe specific moments from the film.

Clear scene identification and description were credited with up to 2 out of the 3 marks. If candidates were unfamiliar with the PoMo concepts, then linking their chosen scene to the audience as co-creators of meaning was not done successfully.

3.2.3 Many candidates were unclear on what constitutes film style; however, they were credited for identifying filmic techniques and terminology (e.g., camera angles if it was linked to the question). Some responses were plot-driven rather than specifically focused on style. Candidates who could talk to documentary, mockumentary, science fiction, thriller, etc. styles showed an understanding of the genre of the film and did well. Candidates are reminded to supply specific examples from the film when asked to reference.

3.3 3.3.1 This was a 10-mark question. Some candidates struggled to provide sufficient detail if they focused on only the supplied images rather than 'the film as a whole'. If candidates did not refer to atmosphere at all, the maximum marks awarded was 8 out of 10. If an understanding of the atmosphere was implied or embedded in the response, they were credited. Many candidates received full marks for this question.

3.3.2 This was a straightforward question and most candidates achieved full marks. Marks were lost for not referring to the specific costume items or making vague statements that only implied the social commentary aspect. Candidates successfully linked costume to symbolic meaning. However, candidates needed to be clear on how the symbolism they described related to social commentary.

3.4 Some candidates offered very personal reflections on the impact of the film; moments from the film that were memorable to them specifically. These more personal responses were credited for the insight shown into a film's ability to create lasting impact. In general, where candidates did not score full marks for this question, it was because their discussion was repetitive or lacked depth, lacked specific reference to the film itself, or indicated a significant misunderstanding of the content.

Most candidates were able to finish this section.

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DRAMATIC ARTS
PRACTICAL EXAMINATION

Unfortunately, 2021 has been another year of COVID and online examining. Obviously, we are marking live theatrical skills, and this does present challenges to all concerned.

The IEB agreed to expand our marking panel to ensure consistency and fairness for each candidate across the country. This meant that each candidate had two examiners watch their performances and, over and above this, the system allowed for about another 40% moderation of all work to take place. Together with an intense two-day standardisation session it meant that the practical work was marked as fairly and consistently as possible. The other advantage of this system is the teacher training and mentoring that takes place within the team situation.

The process of panel marking ensured consistency and provided the best opportunity for candidates to achieve their best marks. Examiners from different regions working together providing an excellent overview.

Constant and often protracted discussion between the moderator, the senior sub-examiner and the examiners meant that consistency and fairness were maintained.

The range of marks across the schools examined showed a well-considered process. All four examining teams were fantastic – professional, open, supportive of one another, and very committed to the process.

Overall, the practical work was extremely well done and there was clear evidence of teachers using the extensive feedback given by examiners on both the online and written forms to assist their candidates to perform at their best.

Some points to consider for 2022:

- Choice of pieces (currently monologue and open section) needs to be substantial and demonstrate very clear evidence of the performance skill required for the style.
- Each piece must demonstrate different performance skills and variation of ability.
- Performances should be carefully filmed and to the advantage of the candidate whilst staying within the IEB requirements.
- Teachers should submit their final marks based on the filmed version of the final practical examination.

This year there were film submissions. Each submission was panel marked and moderated to ensure a rigorous but fair standard was set.

Teachers are encouraged to select candidates who show an aptitude for the technical programme as a range of additional skills are required and these need to be nurtured and supported for the candidates to achieve their potential.

Some points to consider for 2022:

- Teachers are encouraged to create separate IPT's for the film choice in the technical programme.
- Teachers are encouraged to teach film analysis and film language to build a clear vocabulary that candidates can use in their portfolios and in their interviews.
- Teachers are encouraged to teach film styles separate to theatre styles, so candidates are able to make clear choices relative to how styles translate through the lens of a camera.

Report compiled from sub-examiners' and moderators' reports.

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DRAMATIC ARTS
SBA MODERATION

In 2021 the National Moderation process was undertaken by five very experienced teachers and SBA moderators. With schools having had another difficult year with Covid-19 disruptions and restrictions, the focus at National Moderation was to check SAGS compliance, encourage teachers and to double-check calculations and marksheets.

With the changes to the final theory paper and the shift to the PAT from the ESIT, there were a number of other aspects that came up and there was significant discussion to fine tune the expectations for the portfolio.

MARKS AND ADMINISTRATION

There has been a marked improvement in the administration and order of both teacher and Learner Files. It is evident that most teachers are trying really hard.

If teachers follow the order on the learner cover sheet or the indexing supplied on Drama Connect, the teacher and Learner Files will be much more logically arranged.

Due to the increased stress and pressure that teachers were under, there were still a few mark changes that had to be made, but on the whole, working with the supplied adapted marksheet and cover sheet enabled most teachers to be faultless in their calculations. Teachers are still advised to use the SBA marks sheet (with embedded formulae) that was supplied by the SBA moderator. This results in consistency and accuracy of marks.

Most of the mark calculation errors originated when marks were transferred from the SBA spread to the IEB official marksheet or from learner assessment rubric to the SBA or CASS spreadsheet. Although it has been another complicated year, this should have been double checked. It is suggested that someone else in the department/administration assists with cross-checking the marks.

Teachers must check that the marks on the cover sheet correspond with the marks on their spreadsheets, which in turn have to correspond with the FINAL IEB marksheets.

It is essential that marks on spreadsheets are only rounded up at the end for the portfolio.

Working IPT and ITA CASS marksheets must be present in the Teacher File for cross-checking the breakdown of task marks. Teachers are encouraged to consult the moderation tool in the SAGS to determine which marksheets need to be included in the Teacher File. The final SBA spreadsheet alone doesn't give moderators enough evidence to validate marks.

COVER SHEETS

If teachers create their own cover sheets from the template, they must make sure that the signatures and date remain – it is imperative that they are signed by both teacher and learner.

Teachers must indicate on the cover sheet which tasks have been selected, so that the moderator is able to cross-check the learner marks with the assessment sheets and the CASS marksheets.

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INTEGRATED PRACTICAL TASKS (IPTs)

The IPTs that teachers are producing are exciting and creative. It was fantastic to see the way in which teachers prepared the learners for the skills of the Final Practical Examination and how they practically engaged in the styles of the setworks.

Teachers must make sure that a time allocation (number of hours of lessons) and assessment date are included so that it is clear how much time the learners have to prepare for assessment.

If Learner Files are not called for Regional or National Moderation, teachers must still include evidence of learners' work (assessment sheets and written components) so that it is clear how learners have engaged with the task and how the teacher has arrived at the marks. One example is sufficient evidence for each task. It is requested that teachers include the moderator's name and school in their administration so that it is clearer than just a signature.

With the inclusion of the technical programme for the Final Practical Examination, IPTs must move away from live performance and guide the learners who have chosen this aspect. There was some excellent evidence of centres who have thoroughly engaged with the tasks and the process of the technical programme.

INTERNAL THEORETICAL ASSESSMENT (ITA)

Owing to the change in Final Theory Examination structure, there can be a shift in some of the ITAs.

ITAs don't always have to mirror the questioning style of the final paper. With the choice of three plays per section, teachers can create play-specific questions to prepare the candidates.

Teachers must include the ITA question papers in the Learner Files as well as the Teacher Files.

Teachers must include both pre- and post-moderation of all ITAs in the Teacher File as official proof of moderation. Although a number of schools use a moderation form as a tool, copies of the first draft of the question paper (pre) and learner answer booklets (post) actually demonstrate the external/internal moderator's engagement with the moderation of the script and don't just 'tick boxes'. This is absolutely essential so that the moderation process is clear.

Most teachers are using the design grids well. It was pleasing to see that there has been a better correlation between the grids, the Blooms levels and the levels of difficulty in the ITAs.

In terms of moderation, teachers are encouraged to enlarge their circle of moderators to include different schools and possibly schools in other provinces as it is now so easy to moderate online in a digital format. It is not a good idea to use one teacher for every task. Using more teachers will offer a variety of perspectives and this will benefit the learners and the teachers.

Using a Google/Word document with 'comments' is an excellent way to track changes and suggestions in ITAs. Email communication between moderators and working on an actual task sheet with coloured pen are also effective evidence.

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It would be really helpful if the moderator's name and school appear on the paper or pre/post-moderation sheet so that it is clear who moderated the paper and to show that it wasn't done 'in-house.' If not, teachers must mention the name of the moderator in the admin section of their file.

PRELIMS/TRIALS EXAM

Teachers must make use of Drama teachers for the moderation of the Prelim/Trials Examination.

The same comments for ITA moderation apply to the Prelim/Trials Examination too.

As the structure and content of the Final Theory Examination has changed, teachers must still mirror the structure and style of the Examination, but teachers may still include questions that are specific to the play that they have studied. There just needs to be a balance in each section between the broader question and a play-specific question. Teachers must, however, include sources/images from all plays in each suggestion so as to prepare the learners for the 'look' of the Final Theory Examination at the end of the year.

If a centre is not studying the film section in Question 3, there is no need to include it in the Prelim/Trials Examination.

PAT

PAT Part A assessment rubrics and filmed digital performances must be included in the Teacher File. The videos that are uploaded can be zipped or compressed if they are in a digital format. A number of centres did not submit Part A marking and moderation, and it was difficult to validate the marks on the marksheet.

Evidence of the marking of the reflective essay in Part B must also be included. One or two scripts with evidence of green pen moderation are essential to monitor marking standards and accuracy.

Part A & B must be externally moderated by an IEB Dramatic Arts teacher and evidence of this must be documented in the Teacher's File.

GENERAL

If teachers submit files digitally again next year, please remember to cc Debra Morgan (National Moderator) and name the digital portfolio as follows: (Centre Number) – School Name – Teacher Name in Google Drive.

Teachers need to connect with other Dramatic Arts teachers for assistance. Being in a new digital age, it is so much easier to converse, share and moderate. Reach out if you are uncertain and need help. Make use of Drama Connect and Clusters.

If a centre has been sent from Regional to National Moderation, please include the Regional Moderator's report in your file. Remember that you can fix things between Regional and National Moderation.

Overall, we have seen a marked improvement in teacher's administration and attention to detail in their files. Most teachers have demonstrated a willingness to improve and have done an incredible job in a year full of changes to our syllabus and the ongoing Covid-19 restrictions.

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ECONOMICS

QUESTION 1

Questions 1.1 to 1.10 were much easier than Questions 1.11 to 1.20 and the candidates performed much better in them. Candidates struggled with questions 1.6, 1.11, 1.18 and 1.19. Candidates are strongly advised to answer all the questions especially since negative marking does not apply.

QUESTION 2

Various versions of GDP were described but the question was generally well answered. Questions 2.1.2 to 2.1.5 were also well answered by candidates. Labelling of the axes on the business cycle was exceptionally poor or in most cases non-existent. Many graphs had no LT line. Teachers are encouraged to explain the graph and to point out the difference between a point and a phase as there was still confusion regarding this. In some instances, there were labels of A,B,C, etc. but no key. Candidates are encouraged to read the data carefully. Some candidates referred to current position and not as per the data given.

Teachers should coach learners to write full sentences, especially under the expansionary fiscal and monetary explanations. Too many short-hand or bullet points were given with limited explanation. Many candidates referred to government only in the monetary policy instead of to the South African Reserve Bank. Candidates need to understand the difference between lend and borrow. Too many referred to citizens lending from banks instead of borrowing from banks. Candidates continue to confuse which tools / instruments fall under Fiscal policy and which under Monetary policy. There was an increased number of centres referring to open market transactions and moral persuasion. This is not always communicated accurately and often under the incorrect policy. Very few candidates assessed / evaluated the effect of the implementation of expansionary policies, but the few who did gave excellent points.

The question in which candidates were asked to evaluate why a stronger rand is good news to SA consumers was poorly answered. Many relevant points were made, but not in the context of how it affects consumers. Many answers were given for 2.3.3 referring to the demand of rands and not the supply of rands. Question 2.3.4 was exceptionally poorly answered even though the question was very explicit about the indirect method.

QUESTION 3

Most candidates could not describe demand and supply. Teachers should spend more time on the basic economic concepts. Some candidates stated the Law of demand and supply. The majority of the candidates referred to the lockdown for 2 marks but struggled with the second 2 marks relating the continued production leasing to the oversupply of oil. Many candidates were able to identify the correct shift on the graphs. Strong candidates had clear and accurate labelling on their graphs. Weaker candidates included shifts of either curves or left out a number of labels. Teachers should coach learners on how to draw graphs with clear and accurate labels and using directional arrows when a shift occurs. Questions on the graphs were answered well but arrows were not always included.

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The question on the identification of substitute goods was poorly answered. Many candidates referred to homogenous products under monopolistic competition. Under consumer knowledge, many did not read the question properly; they interpreted 'ACCESS TO' as 'ENTRY INTO THE MARKET'. Candidates did not elaborate on what consumers need to be protected from under the aim of the competition act. Candidates' descriptions of price elasticity were generally good, but some did not mention the responsiveness or sensitivity and often spoke about DEMAND affecting PRICE, confusing the principle of PED. There was some excellent application to the context of vaccine expenditure to support the argument, for example a necessity for it to be made mandatory. The concept that vaccines are free was either not known by candidates or they were confused about free vaccines regarding PED, because there was no price. A few of the candidates referred to factors that increase or decrease demand and not PED factors.

QUESTION 4

The SARB abbreviation question was well answered, but very few candidates got the FED answer correct. Candidates need to be more accurate in pointing out the difference between Deflation and Disinflation. Cost-push inflation was answered well on the whole. Candidates are encouraged to identify the causes in the sub-headings e.g., avoid generic headings like 'increase in production costs', but rather use headings that identify the reason for an increase e.g., increase in minimum wages. Some gaps in the chain of reasoning were evident, therefore teachers should expand on the causes and effects.

Most candidates were able to differentiate between direct and indirect taxes. Some candidates used incorrect examples and switched them around. Too many candidates described purchasing-power parity with no comparison between countries or currencies. The question on BRICS and developed countries was answered well. A few candidates ignored the source, which meant they could not be given credit for their answers. Candidates struggled to apply the Big Mac Index to currency valuation. Some candidates confused the Big Mac Index with the HDI. Incorrect conclusions were drawn between the Big Mac Index and level of development.

The question on the abbreviation MTBPS was poorly answered. Examples of sources of taxes were generally well answered. Teachers should use the correct terminology when teaching i.e., excise duty as opposed to sin tax, capital gains tax as opposed to wealth tax. National budget deficit and surplus must include government expenditure and tax revenue in the description. Some candidates incorrectly referred to Balance of Payments deficit and surplus. Candidates could identify the problems that could worsen the budget deficit but struggled to explain or link it to the deficit.

Candidates needed to be more accurate in their description of Debt level to GDP. They needed to be clear that it is government debt, not consumer debt, and the measurement is as a percentage of GDP, and not what the government owes the GDP. Most candidates were able to identify that there is a concern with an increasing budget deficit but did not always analyse it further or supply reasons for it.

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QUESTION 5

Calculations A–C were done well. Some candidates failed to calculate MC for D and E. Candidates struggled to use practical examples of variable cost as an explanation, and most applied theoretical examples. The marginal cost concept was generally well answered, but a misinterpretation of MC as the difference in TC and AC was evident. The difference between import substitution and export promotion was generally well answered. A variety of answers were given by candidates when discussing methods that the SA government can use to promote exports in the SA motor industry. Many answers related to growth of the domestic motor industry, but few elaborated on how that will promote exports. Candidates also referred to import substitution methods (tariffs and quotas) and did not elaborate enough on how that would benefit the local motor industry.

The question on the impact of a policy of export promotion was well answered, and most candidates included 'creates job opportunities which lead to higher GDP/ economic growth'. Table 5.3 was generally well answered but there were some candidates that were poorly prepared for this type of question. Imperfect competition confused some candidates and they referred to imperfect information. Candidates struggled to answer the consequence, but rather stated the obvious 'gap between the rich and the poor' or 'Gini-coefficient'. Consequences included poverty, crime and lack of access to services. Government intervention on this was very well answered. Candidates also stated the obvious under the immobility of factors of production referring to 'when factors of production cannot move'. Teachers should extend examples on 'subsidies' as methods of government intervention and be more specific on subsidising transport to make labour more mobile etc. Public goods needed elaboration as opposed to just key words such as 'free riders'. Government interventions included 'government needs to provide public goods' but candidates need to evaluate how.

The graph on maximum price was generally well answered, drawn and illustrated. Candidates must use arrows, write 'shortage' and label graphs properly, especially demand and supply.

QUESTION 6

Benefits and drawbacks of mutual trade relations was generally well answered. Candidates did not give suitable examples with the reasons why countries trade. Candidates must be taught how to use / refer to data if asked to do so. Data response questions with a source will have data that can be used in answering the question. The concept of unemployment rate was not well answered by candidates.

The Current account question showed that candidates struggled with the four sections making up the Current account and the eight entries of the Current account. In general, though, it was a well-answered question.

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ECONOMICS
SBA MODERATION

It was pleasing to note that most schools produced Teacher and Learner Files that were compliant with the Subject Assessment Guidelines (SAGs). Some centres did not follow the amended SBA requirements for 2021 in which there were two options:

1. Prelim (30%), 2 Controlled Tests (2 × 12.5%) and the Oral Presentation (20%) **OR**

2. Prelim (30%), Multiple-choice Test (10%), Data Response (15%) and the Oral Presentation (20%).

This meant that the SBA mark had to be calculated as a percentage out of 75. These were indeed minimum requirements, and some schools chose to follow the normal SAGs requirements, unnecessarily. This did not present a problem as such, but it would have put additional pressure on learners already impacted by Covid this year. There were very few centres who got the combinations of the amended requirements wrong. When they did, it was usually the Oral Presentation that was excluded.

Care should be taken when calculating marks on the Coversheet of the Learner File. Calculations should be accurate and clearly indicate the final total. If learners complete their own Coversheets, the calculations must be checked by the teacher. There were unfortunately some instances where these calculations were not totally accurate.

Marks for **all** learners must be included in the Rank-order Mark Sheet in the Teacher File. There were some schools where marks were omitted completely for some learners.

A few of the centres also designed their own Oral Presentations instead of following the prescribed task in the SAGs document as required.

The Prelim Exams at most centres were of a good standard. Unfortunately, some centres **predominantly** used questions from past papers in this assessment. Others used past papers in their entirety which they sourced from other schools. These past papers are in the public domain; using them to this extent makes the validity of the results questionable. Also, some schools wrote common Prelim papers. While this practice is applauded as it promotes common standards across schools, it is only meaningful if the examination is written on the same date and at the same time. To do otherwise brings the credibility of the prelim results under question as learners share assessments widely and in numerous ways.

The Controlled Tests were also generally well designed and of an appropriate time scale and mark allocation. The design grids for these tests, as well as for the Prelim, were also well designed. The standard of marking was mostly acceptable although a bit too lenient at a few centres. Teachers are urged to apply to mark the IEB Final Examination in future to learn the appropriate standard of marking in Economics.

The Oral Presentations were generally well executed. Teachers provided ample evidence of the completion of these tasks in the Learner Files, including completed rubrics taken from the SAGs document, copies of the notes that learners used, and copies of their slides. The instructions and the marking guidelines from the SAGs provided evidence in the Teacher File.

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The Multiple-choice Tests were also well designed overall, perhaps even being the best of all the assessments.

It was pleasing to note that many of the Data Response tasks included interesting and relevant topics. A reminder that it is not necessary to include a design grid in the Teacher File for this task.

Thank you to all schools who submitted SAGs compliant SBA Files It was a privilege to have the opportunity to moderate your assessment tasks.

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ELECTRICAL TECHNOLOGY
DIGITAL

Only one learner wrote the November 2021 Electrical Technology Digital examination. The overall performance of the learner was poor. The language used by the learner in answering the questions was not at a Grade 12 level and the learner struggled with the correct use of the appropriate electrical terminology. The learner answered multiple mark questions with single facts and did not elaborate on the answer, which resulted in the learner losing marks unnecessarily.

Calculations were answered very poorly, it is clear that the learner was not prepared for the calculations in the question paper. The learner's response to calculations prove that learners still struggle with the application of engineering notation and omit the **k** for thousands in their calculations, resulting in a lot off marks lost. Please note that 10,7 is not the same as 10,7k, nor 10k7. The '**k**' is a mathematical unit that stands for **x10^3** thus 10k7 = 10 700.

QUESTION 1 MULTIPLE-CHOICE QUESTIONS

The mark obtained for the question was 4/15. Learners must practise answering multiple-choice questions. When compiling multiple-choice questions, the following approach is used: one choice is completely wrong, one choice is wrong, one choice is almost correct, and one choice is correct. Learners must take their time and read through the question carefully before making a choice. The question was answered poorly, and most of the learner's answers did not make sense.

QUESTION 2 SAFETY

The candidate's mark for the question was 5/10. Learners must read questions properly so that they are aware of the requirements of the question. From the answers of the learner, it was evident that the learner did not study for this question and tried to answer the question with general knowledge. Answers must be specific to the question and not just general.

QUESTION 3 SEMICONDUCTOR DEVICES

The mark for the question was 3/20. The question was answered very poorly by the learner. The learner struggled with all the questions, in particular, the learner could not distinguish between functions of the components and the operation of the components. Most of the questions were aimed at knowledge and not necessarily understanding.

Learners must be taught to read the questions thoroughly and to distinguish between name, explain, discuss, and define and how to answer these types of questions. Learners tend to answer questions very vaguely. Learners must be taught to give answers in relationship to the marks of the question, for example if a question counts three marks the learner must give three facts relating to the question. Learners must be able to explain how a component will react to changes to the input to the component in relation to resistance, current and voltage.

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QUESTION 4 SWITCHING AND CONTROL CIRCUITS

The mark for this question was 1/50. The question was answered very poorly by the learner. The learner struggled with all the questions. It is apparent that the learner did not study for this question. The answers given by the learner were not related to the questions asked. The learner struggled to describe the working principle of the circuits in question 4.4 and could not do the calculations correctly. Learners must be taught to how to use engineering notation in the calculations.

Learners need to be given more exercises on the content of this question. Make use of previous years' examinations for exercises in class to prepare the learners for the questions in the coming examination.

Learners must be taught not to use electrical current when explaining the working principle of electronic circuits. Electronic circuits work with voltage hence voltage is used to explain the working principle of the circuits. Learners must be able to explain with a wave diagram and in words how a circuit would react to changes in component values and changes in input voltages.

QUESTION 5 DIGITAL AND SEQUENTIAL DEVICES

The mark for this question was 2/55. The question was answered poorly by the learner. The learner did not have basic knowledge of the content and lacked the in-depth knowledge needed to answer this question. The learner struggled with the interpretation of the digital wave forms and the application of the wave forms to the circuits and the truth tables. It was evident from the answers that the candidate lacked basic knowledge of digital logic gates and the functioning thereof, thus resulting in a poor understanding and interpretation of the Grade 12 content of digital and sequential devices.

Learners must be able to explain the working principle of the circuits with wave diagrams, input logic levels of ones (1) and zeros (0) and be able to draw all the circuits. Learners must also be able to describe step by step the working principal of a circuit from any given starting point in the working cycle of the circuit.

Digital and sequential devices are very advanced content and cannot be taught by a teacher without the necessary training and knowledge of these devices and a learner cannot just read through the content and think he/she will be able to write an examination on the content. It is recommended that a learner do at least one practical on this content so that the learner can experience the content in real life and see first-hand how these circuits operate and react to different inputs.

It is very important that the learners are taught and that they understand the digital content of the subject in Grade 10 and Grade 11, for this content forms the basis of the Grade 12 content. Learners tend to answer questions very vaguely. Answers must specifically relate to the circuit. Learners must be taught that the logic circuits do not work with current but work with electrical voltages on the input and output of the circuits. A learner cannot answer a question as follows: *'the current flows from the battery through the switch into the IC. The current lets the IC work to change the output of the IC so that the output wave reacts to the current to go high and low.'*

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QUESTION 6 MICROCONTROLLERS

The mark for this question was 2/50. The question was answered very poorly by the learner. The learner didn't study for the question, for most of the questions were aimed at knowledge and the application of knowledge. From the answers given it was clear that the learner thought a microcontroller was the same thing as a computer or a laptop and that this content studied had to do with the internal workings of a computer. They lacked the fundamental understanding of a microcontroller, the principle that a microcontroller is a small electronic component capable of controlling electronic appliances in the home, for example a microwave, electronic washing machine or a dishwasher. The learner could not answer the flowchart question. Learners must be given access to computers with the correct PICAXE software and be taught on a computer how to compile flowcharts for different scenarios. The software is freely available from the PICAXE website; https://picaxe.com/software/picaxe/picaxe-editor-6. Microcontrollers is very advanced content and cannot be taught by a teacher without the necessary training and knowledge of microcontrollers and a learner cannot just read through the content and think he/she will be able to write an examination on the content.

CONCLUSION

It is very important that the learners are taught and that they understand the digital content of the subject in Grade 10 and Grade 11 as this content forms the basis of the Grade 12 content. Learners must be taught to give answers specific to the asked circuit and relate their answers directly to the circuit and the applied voltages in the explanation of the working of the circuit. Learners must be taught to read questions thoroughly and to distinguish between name, explain, discuss, and define and how to answer these types of questions. Learners must be taught to give answers in relationship to the marks of the question, if a question counts three marks, the learner must provide three facts. For example:

Why does the voltage across resistor R1 increase when the value of series resistor R2 decreases? (3)

Correct answer
The total current in the circuit increased, ✓ because the total resistance of the circuit decreased. ✓ When the total current of the circuit increases the voltage across resistor R1 will rise, for voltage across a resistor is directly proportional to the current through the resistor. ✓

Typical learner answer
The current will increase. ✓

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ENGINEERING GRAPHICS AND DESIGN
PAPER I

QUESTION 1 CIVIL ANALYTICAL

It seemed that the candidates enjoyed the new multiple-choice questioning method. Identification of most of the features was relatively accurate.

Please take note of the following:

- The identification of north, southeast and west from a given north point showed limited understanding by a number of candidates. More time needs to be spent on direction with respect to a given north point.
- A number of candidates seemed to not understand the contour lines which resulted in an incorrect identification of the slope of the ERF.
- The Fire Extinguisher symbol was not accurately identified.
- Whilst many candidates did the correct calculation for the area, converting to m^2 remains a problem. There were quite a few candidates who tried to use the scale of the site plan in their calculation.
- A number of candidates switched around the plan and elevation views of the plumbing symbol of the sink. Too many candidates are still not using the correct SANS symbols.
- A number of candidates did not attempt to answer all the questions.

QUESTION 2 INTERPENETRATION

There was still a noticeable divide between the candidates who knew what they were doing and those who did not. There was a sizable number of candidates who did not attempt this question at all.

Please take note of the following:

- The biggest issue was the transferring and incorrect correlation of numbering between the auxiliary views. Many candidates did not rotate their numbering by 90˚ between these two views.
- Turning points around the hexagonal prism were not located by a number of candidates.
- A number of candidates struggled with which lines were hidden detail and which were not.
- There were a number of candidates who did not attempt the development. The development could have been determined directly from the Top View and could therefore be drawn without any part of the interpenetration in the Front View being drawn first.
- Candidates who did draw the development often left out the turning points. These points could have been determined from the given Top View and did not require the Front View.
- Although no marks were allocated to the fold lines this year, a number of candidates left these out.
- Whilst we encourage the use of coloured pencils for construction, they may not be used for outside nor for hidden-detail lines.

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QUESTION 3 PERSPECTIVE

This question was trickier than it initially looked.

- Many candidates started the 'bottom' of their perspective view on the SP and not on the ground line.
- Candidates still seemed to struggle with the height of components that were off the picture plane or did not lie on the 'outer' lines. In this case the garage, door, roof and arch were problematic.
- It would be most beneficial if teachers taught their pupils both the parachute and rebatment method. This would help with the more complicated heights of internal points. These points were allocated a full mark each due to their level of difficulty.
- Arch construction and the obtaining of the correct points to join in order to draw the arch remained an issue.
- The internal points of the garage were in many cases not correctly located. This included the internal arch which was often drawn as a straight line.
- Coloured 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. Candidates should, however, be encouraged to focus on accuracy.
- ALL construction MUST be shown so that the markers can follow the candidate's lines.

QUESTION 4 CIVIL ASSEMBLY

On the whole, this question was well answered. The biggest and most common issue was that candidates did not read the question carefully. This affected the use of scale and which elevations to draw.

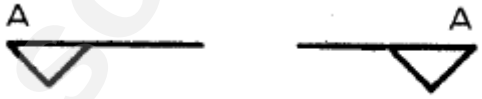
There were a few other issues as outlined below:

- Battens/Purlins/Truss plates/Wall plates – The main issues with these were the consistency of size and scale. A purlin (**rectangular**) is twice the size of a batten (**square**) and should be drawn as such. There was no need to add more battens or purlins than what was asked for – this wasted time.
- Truss plates were often left out. Candidates need to be aware that there is a mark for each feature, so if 4 marks are awarded to truss plates then four truss plates should be drawn.
- Many candidates added extra members to the simple truss – this also wasted time.
- A number of candidates did not space the verges correctly and also left off the fascia boards.
- The ceiling height was often in the wrong place.
- Many candidates left out the door frame in the sectional elevation.
- The sectioned window was often in the incorrect place and a number of candidates placed the windowsill on the inside of the window instead of on the outside.
- It is very important that candidates identify where the given cutting plane is and draw the section accordingly. Many candidates sectioned the entire building for which they were penalised. They also added the outside of the building as if it was a sectional north elevation and not the sectioned south elevation. Looking at the south elevation, where the cutting plane was placed, there was no outside part of the building to draw.

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- Hatching
  - Many candidates still used mechanical hatching on the walls.
  - The concrete hatching needed to have BOTH triangles and dots in it. Candidates focused on the triangles and neglected the dots.
- Labels
  - Poor printing was evident in many drawings and the DPC was often left out 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 was not.
  - The Natural Ground Level was still labelled as GL and not NGL.
  - Please ask learners to use the abbreviations rather than writing out the full words. **NB: Please instruct learners to label the Floor plan and the Scale underneath the floor plan.**
- A surprising number of candidates left out the west elevation while others drew an east elevation.
- The pitch, and therefore apex of the roof in the west elevation was often incorrect and many candidates did not recognise from the roof profile that the top of the roof was not the same in the sectional and west elevations.
- A number of candidates omitted the overhang on the left and right of the west elevation.
- The most common omission by the majority of the candidates was the indication of the section of the wall to be removed.
- Many candidates neglected to insert the inclination on the ramp.
- The door frames and door swing were drawn freehand but should have been drawn with instruments.
- Coloured pencils **<u>should not</u>** be used for this question.
- The section line was very poorly drawn. The arrows must point in the direction of the section and there should be no chain line through the building.



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ENGINEERING GRAPHICS AND DESIGN
PAPER II

It was another interesting Covid-19 year and as could be expected this was evident in the general quality, neatness, and accuracy of the answers. At some centres, the quality of the work presented was of a high standard, however, at some schools, it remains a grave concern that neatness and accuracy are still not seen to be important.

Although there is not a specific mark allocation/deduction for accuracy and neatness on the assessment criteria, candidates ultimately lose marks as these impact on the accuracy and presentation of their line work. This in turn has an adverse effect on their final result due to markers searching for the different aspects. If done correctly, it makes marking a lot easier.

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 report is based on the observations of the markers and examiner for each of the following questions:

QUESTION 1 ANALYTICAL

Please instil a habit in candidates to read the question before answering it. Question 1 was asked as a multiple-choice question, and it seemed that the problems caused by illegible handwriting and spelling, which changed the meaning, were done away with.

Areas of concern were:

- Q.1.1. How many parts in the assembly – candidates counted the parts in the diagram and did not work through the parts list.
- Q1.12. Calculate the exact height of a nut.
- Machining symbol. Candidates struggled to differentiate between 'roughness' and 'tolerance'.
- Q1.20. The candidates could not identify the correct projection symbol.
- The mark analysis clearly shows that some candidates still think they do not have to study the analytical/theoretical questions. Once again, there was a direct correlation between Question 1 and Question 4 where this theory needed to be applied.

QUESTION 2.1 MECHANISM

It is concerning how many candidates did not even attempt this question. It seems as if this section of the syllabus is not high on the preparation agenda of teachers. Drawing constructions and a locus would have given the candidates marks. Teachers must attend to this problem and place enough importance on this section of the syllables. Candidates who attempted this question were rewarded with high marks.

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QUESTION 2.2 CAM

The direction of turn was still a problem with many profiles ending up as a mirror of what was asked. Many displacement graphs were drawn correctly up to where they had to apply the acceleration and retardation movement (division of the arc into enough parts to make it accurate). Of grave concern was how many of the candidates took the horizontal constructions to the shaft of the follower and then tried to project the cam profile. The follower was not drawn accurately (too large or too small). 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 incorrectly drawn, 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.

Candidates must be reminded that when extra divisions are required to plot a curve in the displacement graph, the plotted points must also be reflected on the cam profile for accuracy (15°, 45°,75° and 135°).

In general, the question was answered very well with a very high average.

QUESTION 3 ISOMETRIC

This question was easy to draw if the theory was applied correctly. Some candidates could not differentiate between the given views. Some candidates lacked the visualisation to complete the question. A large percentage completed the question as a full section.

Candidates need to be informed that in 3rd angle they need to see the right-hand side of the object and point P, which was given as a guideline, to where the lowest point should be if there was any confusion. Candidates must again be reminded that when drawing a section isometric view, the entire sectioned area should be visible and hatched.

Accuracy is still a concern as marks were deducted every time the memorandum had to be adjusted. The diameter of the circle should be accurate and therefore a constructed isometric square (with an allocated mark) was required. Some candidates omitted the construction as they only used a stencil and then their ellipse was out of sync. Some candidates could not construct an isometric circle or hexagon which is worrisome.

Hatching should be a B-type line and completed at a 60°/75° angle. A large group of candidates used civil hatching and marks were then deducted. Candidates should have remembered that they were working with a casting. This implied that the direction of hatching should not have changed and there should have been no solid lines in the hatched area. This was a half section and the angle of the hatching lines on the 90° planes needed to be mirrored. Ribs should never be hatched.

The construction area was used very effectively. This helped the markers as these constructions were usually all over the page. The construction for the auxiliary view for the hexagon was often wrong or omitted.

In general, the question was not answered well and was a challenge to the candidates.

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QUESTION 4 SECTIONED TOP VIEW

The question was well answered, and most of the candidates attempted this view. In a very few cases the views were switched (1st/3rd 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.

The way the nut was presented on the drawings was often the wrong way as the question asked to show two faces. The construction and drawing of the M18 nut were not well done. Too many candidates applied the wrong size/construction to the nut (should have been 0,8D).

In many cases the square on the bolt shaft was omitted.

The spring was answered better than previously. Some candidates did not place the spring in the correct position. The dimensions for the spring in convention were given for a reason and candidates should not have used their own measurements. The spring was often drawn too long or too narrow and the 30° angles were ignored.

Some parts, when drawn to an incorrect size or incorrect place/height, impacted on the size of the view. Incorrect/inaccurate measurements were used. This made marking very problematic and as a result marks were deducted.

The bearing cover was often not drawn, and the bearing (in convention) was poorly answered.

The interpretation of sectioning as a whole needs attention as lines were often omitted making it different parts. Line work was in some cases still extremely poor. Line types have different meanings and learners must be drilled to use them correctly.

QUESTION 4 FRONT VIEW

- Too large a percentage of candidates did not even attempt this part of the question.
- Incorrect/inaccurate measurements were used – especially on the housing and the gear.
- The spring was often omitted, and many marks were lost for the hidden detail.
- The construction of the nut – two sides needed attention. Marks were lost unnecessarily.
- The indication of the thread on the M18 bolt was often wrong.
- Line quality remained a problem.

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QUESTION 4 ADDITIONAL

- Titles, labels, scale, etc. must be printed in pencil, as instructed in the guidelines and in the SAGs. This continued to be a problem.
- The title of a drawing is the name of the drawing and not the type of drawing. The labelling of the views must be correct. (Section on AA).
- The cutting plane was very poorly answered and remained 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 and darkening of the ends 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 occurred. The correct rules/arrows/offsets/line quality must be applied.
- Centrelines were drawn in the incorrect line tone (often too light, as short dashes or longish dashes, as hidden detail or left in construction).
- This is where 'easy' marks could have been accumulated, but candidates often did not attempt this question.

GENERAL COMMENTS

Please instil a sense of neatness and accuracy in candidates so that the loss of unnecessary marks is eliminated. This paper must be answered using drawing equipment but many candidates redraw certain parts of the paper in freehand (Isometric circles).

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 require guidelines and need to be printed in the SAGs. Every line type has a specific function. If centrelines or hidden detail is required, only that specific line type and correct line quality will receive full marks. Some centrelines often reflect as hidden detail and vice versa.

Sometimes arcs were drawn very lightly and then darkened in freehand! (Isometric)

Teachers should show candidates how to read and interpret individual questions and the question paper as a whole.

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ENGINEERING GRAPHICS AND DESIGN
PAPER III

A huge thank you once again to the schools that have made the effort to participate in the CAD examination. Without a doubt Covid had a huge impact on the participation in this paper by many schools – to an extent that we had to cancel the paper in 2020. Preparing learners for Paper 1 and 2 and a PAT, most of it during lockdowns and e-learning, was a very daunting task and adding the CAD examination was a tall ask.

As usual, some of the drawings/centres were exceptional which resulted in some outstanding marks. Learners and centres can be proud of the fruits of their labour. It was good to see some centres giving the exposure to their Grade 11s 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 in most centres, only minor deviations were found. Thank you once again and best of luck with next year's attempt. The issues 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:

- Printing – the **question paper must be stapled** to the marked and printed answers. An A3 version, if possible, works much easier.
- Thank you for sending an electronic version but these are not required any more as most of the printing issues have been ironed out.
- In all 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 learners on the constructions required for each drawing for their normal examinations.
- Learners 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 learners did not apply the correct line tone in their drawings. The use of layers in CAD is essential and it must reflect on their drawings. Some of the hatching, dimensioning, centrelines and hidden detail lines were too thick or the wrong line type.
- Care should also be taken with the colours that learners 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 learners 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 in some instances not set up properly. 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 learners 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 learners 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. Microsoft 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. (E.g., 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 or a civil version.
- In some cases, the hatching was problematic. The angle should be 45° and it should be in a B-line tone. The direction and scaling of the hatching on the shaft should be the same on both views.
- 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 must be deleted, or the layer can be switched off before printing.
- The section on the shaft, including the S-break, was quite a challenge to complete on CAD.
- Most of the moderated papers showed that the threaded hole, and the hatching thereof, was a problem.
- On most drawings, the two circles showing the threaded hole (top of FV) were in the wrong line type and switched around. This seemed to be a problem on the assembly drawings (P2) as well.

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 it is 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 and applied in Question 2. Some learners 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 60°/75°
- Centrelines were very often omitted, or the scale/value was incorrectly applied.

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QUESTION 3 CAM

It seemed that this is where learners again started running out of time and this drawing could then not be completed.

- The given views must be redrawn in full.
- The value/weight of the centrelines needs to be adjusted/changed once they have been completed to reflect as a normal long/short dashes line, in proportion with the completed drawing.
- 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) in this question was 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 explain and practise a solution to this in class.

GENERAL

Many schools had logistical problems relating to Paper 3 and finding the time to write it. A suggestion is to discuss this with the Head of Academics so that Paper 3 can be tabled into the Preliminary Examination to alleviate many of these problems. It is also valuable, if all your learners write this examination, to include it in the portfolio as a CAD assignment mark/task. There is value in exposing your Grade 11 learners to this examination in preparation for their Grade 12 year.

The paper should not be confused with Paper 3 (the PAT), as some marksheets came through labelled as PAT Paper 3.

Please follow the guidelines that were given of how marks are deducted/interpreted. Sometimes marks were allocated for information 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 examinations in November.

Some schools designed and applied – with great effect – a page border, with a title block that contained 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 on assessment for Grade 10 learners, be it CAD or instruments. 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 learners, again CAD or instruments 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.

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Question 3, the cam, can also be used to introduce cams and be used for an assessment for Grade 11 learners.

All the previous CAD Paper 3 examinations are available with their respective marking guidelines and can be used and applied to either supplement or assess your planning.

Schools still call and send e-mails regarding the process of completing the CAD examination. 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 examination 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:

Step 1: Find out from your learners (Grade 11/Grade 12) who are interested in the certificate so that they can be registered for this paper by sending their names to the IEB before the given deadline. Only examinations that are moderated for the certificate need to be sent to the IEB and paid for. For general use there is no charge.

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 examination as soon as it becomes available (around May) at a date and time that suits the school.

Step 4: The examinations are marked by the educators of each school according to the guidelines/criteria on the marking guidelines, 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 Paper 3 CAD examination as it is often captured and sent only as Paper 3 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 examination papers to reach the IEB so that moderation can take place at the marking venue after the Paper 1 and Paper 2 examinations have been marked. The moderated examinations will then be returned to your school and the certificates will be sent/made available when candidates fetch their academic results from their respective schools.

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ENGINEERING GRAPHICS AND DESIGN
SBA MODERATION

The portfolios were generally well done by most centres this year and it is clearly evident that the Regional Moderation process is working well. There are still centres presenting their work in A4 format and not the required A3 format, and it is evident that they have had little direction in how to present their teacher's portfolio. Of the teachers' portfolios that we received at National Moderation, there were still some recuring issues that we must address at the online conference next year. In particular, using the correct SBA mark calculations and marking the Course Drawings completely and not on a visual 10-mark rubric.

Course Drawings were generally well done; however, a few schools still did not do the required 10 drawings. There were too many schools that left required drawings out of the learners' portfolios, with the development section being the main section omitted and substituted with a second analytical drawing. Teachers need to consult the 2021 SAGs document that clearly outlines which course drawings must be included in the SBA marks calculation.

Course work in teachers' files 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 remains an ongoing problem.)

A full spreadsheet of learners' year marks must be included and not just the marks for the portfolios. In the majority of teachers' portfolios received this was a problem; there were instances where we were unable to ascertain how any mark had been calculated.

Appendix 'A' must be completed for all learners and put into the learners' portfolios. **(This is still an ongoing problem in learners' portfolios where we were unable to calculate the mark that had been entered).**

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

The standard of PATs this year for the vast majority was much better, and it was obvious that most teachers guided their learners to correctly complete the PAT. The PATs sent to national moderation had been regionally moderated. PATs that were sent to national moderation were of a very low standard or poorly marked. Our major concerns are listed below.

The Civil PAT is still the most popular choice. The PATs that we moderated had poor application, especially where the research and the use of CAD were concerned. The standard of the research continued to be an issue with very few learners doing the comparisons and personal evaluations and choices. The worrying factor with this research was how poorly it had been marked by the educators, where marks had been allocated for choices and comparisons that did not exist. It was evident that some educators did not use the improved Marking Rubric or the complete mark breakdown. This disadvantaged the learners whose marks were affected by poor marking and guidance from the educators.

It was evident that most of the teachers whose PATs were sent by the RM's to National Moderation had not followed the detailed rubric, which would have made the process of marking so much quicker and easier.

The use of CAD in the PAT is compulsory, and we encourage educators to upskill themselves and learn a CAD programme and help their learners to learn these new skills. CAD is the direction technology and design is headed and we would like our learners to have as much knowledge as possible heading into the tertiary environment. Software is free and easily obtained, so hopefully we will have fewer schools not doing the CAD component next year.

The major problems we encountered are as follows:

1. Many PATs were poorly marked: not according to the rubric, with marks given for non-existent work. This especially pertained to Evaluations and Personal Research choices. It is vital that teachers follow the marking rubric and only give marks for work that is clearly visible in the learners' PATs.

2. Educators allowed learners to do the mandatory freehand work with a ruler or on a grid and allocated full marks. Freehand is a drawing skill that must be learned and practised, and it is only tested in the PAT.

3. Too many PATs did not have the Declaration of Authenticity. This must be enforced next year so we can see that the learners take responsibility for having done the work themselves.

4. Educators allowed learners to alter printed CAD Drawings in either pencil or pen. Pen is never an acceptable medium to use in EGD. The learner should be able to make the changes using CAD and then reprint the corrected drawing. Please can we not allow this to become a habit.

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ENGLISH HOME LANGUAGE
PAPER I

QUESTION 1 COMPREHENSION

- Candidates dealt with this section superbly.
- Weaker candidates continued to overwrite which influenced the amount of time that they had to spend on other sections.
- Candidates should spend more time working on their responses to the longer questions, especially those that require specific reference to the text. The inter-textual question challenged the candidates, but they responded well to the rigour of the questions.
- Most candidates were able to integrate quotations into their answers where required, and most of them dealt well with the nuance of the writer's argument, especially when compared to the inter-textual cartoon in Q1.9.

QUESTION 2 SUMMARY

- The purpose of the summary is not simply to 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.
- An awareness of audience, context, intention, and voice is key when engaging with this question.
- Some candidates misread the instructions and presented the vote-of-thanks speech as Wayde Van Niekerk's. Candidates are encouraged to read the instructions carefully.
- Despite this, many candidates dealt well with the 'vote-of-thanks' nature of the task.
- There were lapses in register, style, voice.
- Quite a few of them added in their own information. This impacted on the candidates' marks as their writing tended to become transactional in nature.
- Candidates are encouraged to note the difference between transactional writing (creation of content using the sources as inspiration) vs the summary (summary and synthesis of the sources).
- Paragraph-writing skills need revision to assist with flow.
- Lying about word count or omitting a word count is also problematic.
- Candidates can practise/develop a fluid and succinct style after extracting only the relevant information and convey it in their own words.
- The change in the way the paper was marked allowed markers to start with the summary and give it the time and consideration needed. The candidates on the whole achieved well in this section and the marking was considered and detailed comments were given.

QUESTIONS 3 AND 4 POETRY

- Candidates enjoyed this section of the paper a lot and the feedback from teachers regarding the selection of seen poems was very positive.
- The candidates responded well to the questions on the seen poems and wrote some wonderfully engaging responses, and many candidates found their 'voice'.
- When it comes to questions that require candidates to comment on diction, tone and mood, they must learn to quote to support their answers. The candidates cannot merely quote the relevant words – they must learn to discuss the meaning of those words in the context of the poem and its relationship to the question.
- Despite this, some candidates were able to unpack the specific diction and imagery and seemed comfortable with the questions.
- Some candidates did not cope as well with the unseen poetry as they did with the seen poetry.

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- The candidates need to be able to deal with 'poetry' and not rely on learning the poems. The skills of analysing the unseen poem and linking it to the seen poem are vital skills.
- The candidates need to focus on poetic techniques and be shown how to 'unpack' layered questions.
- Candidates are encouraged to practise answering these multi-structured questions e.g., linking punctuation, rhythm and sentence structure to mood. Candidates should know their terminology and be able to apply this to specific questions.
- Some candidates struggled to identify specific figures of speech and often named specific figures of speech incorrectly.
- The candidates' responses must focus on the quality and not the quantity (length) of the response. The longer responses were problematic as some candidates were not able to answer in a logical or reasoned manner.

QUESTION 5 VISUAL AND CRITICAL LITERACY

- We found that candidates dealt particularly well with this section of the examination paper.
- The close analysis of the texts worked well and allowed candidates to explore the use of different words in different contexts. The advertiser's use of 'thrill of victory' vs the 'danger of battle' allowed a nuanced discussion on how we as the audience are positioned and how we interpret texts.
- There was a deliberate attempt to reduce the number of texts in this question, which allowed the candidate to grapple with the given texts with more specificity instead of merely taking a global approach.
- Candidates must be reminded to check the text to which the question refers (some used the incorrect text in their responses) and to number their responses exactly as the question paper numbers them. They should also ensure that they refer specifically to the visual and verbal elements if asked.
- The candidates unpacked and engaged well with unseen sources of information.

QUESTION 6 LANGUAGE

- The last question of the paper is usually rushed and often not completed. This was not the case in 2021.
- Candidates gave this section their full attention and it was pleasing to see some candidates achieve full marks for this question without compromising other questions in the paper.
- The basics of grammar need to be revised.
- Candidates must be more systematic in their interrogation of the language questions.

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 guide weaker candidates with regard to the layout of the paper. 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 words 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 learners in our care and that they are in very good hands.

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ENGLISH HOME LANGUAGE
PAPER II

The design of the 2021 paper has changed slightly from that of the 2020 paper in the Shakespeare essay. The questions were *deliberately broad to encourage candidates to select relevant information and develop* an argument. Questions encourage critical thinking and individual voice, to which this year's candidates responded well. Candidates were more confident in using their own 'voice' than they were in previous years. Some candidates, however, neglected to anchor their arguments in the text, which adversely affected their results. The Transactional responses required 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 *The Tempest, 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 anchored in text. Many responses showed a sophisticated knowledge that went beyond basic character and theme.

2. In the Shakespeare question, the word count was increased to 600 words. The candidates dealt with the longer essay well. This did not affect candidates' ability to complete the paper. The longer word count afforded candidates the scope to consolidate their arguments. Some candidates found it difficult to unpack the layers of the topic and answered only one aspect of the topic. This compromised the depth of argument presented. Some did not understand the meaning of 'disenfranchised' or how Prospero's transformation came about. Candidates needed to unpack the reasons (catalysts) for his transformation. The topic was fairly challenging and required an understanding of the play as a whole.

3. It is advised that candidates stay true to the pronoun usage indicated by the writer of each text.

4. In the novel essay, more candidates chose to answer Question 5. Responses for both questions (4 and 5) yielded equally strong and weak responses. There was a greater balance between those who chose Question 2 and Question 3.

5. The structure of the literary essay was poor in some instances. A number of candidates did not use paragraphs. Some candidates did not signpost successfully, affecting the cohesiveness of the essay.

6. It must be noted, however, that candidates wrote better introductions and conclusions than seen in the past.

7. As the Shakespeare essay was longer, excessively long essays on the novel were not seen. This resulted in more tightly constructed arguments in the novel question.

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8. Candidates are encouraged to select relevant information rather than including all information in the essay in the hope that some parts will be relevant. In some cases, it appeared as if candidates had been given a strict formula for writing essays which resulted in a contrived argument.

9. Candidates must use a formal register in this essay. Academic rigor in literary essays needs to become a focus: colloquial language should be avoided, titles should be underlined, present tense is essential, no abbreviations should be used, avoid judgmental comments about characters, avoid Americanisms such as: 'crazy', 'toxic', 'gonna', 'bottom of the food chain'.

10. Candidates should avoid using generalisations such as: 'throughout the play', 'continually', 'always', 'never', 'the entire play/novel'.

11. Where candidates integrated quotes well, this enhanced the quality of the writing. However, some candidates struggled to integrate quotes and often 'tagged' them on at the end of a line. Quotes do not need to be referenced (Act and scene or chapter). Quotes should not be highlighted or underlined.

12. The keywords in the question were bolded and candidates are encouraged to unpack these keywords to guide their argument. However, synonyms may also be used for these key words. The essay needs to be signposted throughout using these key words and/or synonyms.

13. 'To what extent' in the question indicates that the argument should acknowledge more than one perspective of the topic. The varying perspectives, however, do not need to be equally discussed.

14. Introductions must indicate a stance and use the keywords.

15. Each paragraph should begin with a topic sentence before developing ideas presented in the topic sentence. Candidates must ensure that their substantiation matches their analysis.

16. Conclusions are often missing, or they introduce a new idea. Candidates are encouraged to use the conclusion to round off their argument, rather than merely repeating the introduction. No quotes should be used in the introduction or conclusion. Candidates should **avoid** 'announcing' the conclusion using the words, 'In conclusion'.

17. Candidates are required to build an argument by using linking words/phrases as transitions from one paragraph to another.

18. 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. The structure of essays should follow the chronology of the text.

19. Some essays were mostly narrative and lacked a cohesive argument which compromised the quality of the work produced.

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20. Character names must be spelled correctly.

21. 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.

22. Candidates are encouraged to think carefully about their selected choice question. In many instances candidates would have responded with greater success had they made a more discerning choice.

23. 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.

24. Both literary essays require a response of **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. The transactional writing questions encourage the use of individual voice and perspective. Candidates who 'play with language' and use inter-textuality effectively produce better responses. In some instances, candidates produced superficial, clichéd responses lacking depth of thought.

3. Teachers are encouraged to revise differences in tone, register and audience awareness in various transactional-writing pieces.

4. It was noted that more attention had been given to the teaching of transactional writing. The quality of writing has improved.

5. It was also noted that candidates dealt with serious issues and the blog (Question 6) allowed for candidates to use their voices to unpack their challenges. Topics ranging from abuse to the effects of the pandemic and various forms of discrimination were raised by the candidates. The writing on the whole was sincere and emotively charged.

6. Techniques taught in the CAT were evident in the transactional pieces. Candidates effectively used strong language, rhetorical questions, personal pronouns, inter-textual references, and persuasive language to enhance their writing.

7. Fewer candidates used inappropriate language; this was pleasing.

8. Teachers are encouraged to remind candidates not to 'lift' information from the anchor passage but to develop ideas beyond the text. The transactional piece does not assess the same skill as the summary in Paper 1 does.

9. A general improvement was noted in the formats used.

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10. Candidates are encouraged to write transactional-writing pieces of 250–300 words in length. Depth and development were compromised in shorter responses. Time constraints affected depth of responses in some cases.

11. Candidates are encouraged to use full sentences and to pay closer attention to correct spelling and punctuation. At times, responses lacked logical progression and development of ideas. Paragraphs were either not used or were muddled.

12. Candidates do not need to write in columns.

13. 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.

CONCLUSION

The quality of the answers in this examination bear testament to the thorough approach to the teaching of English in a very difficult year. It is evident that despite the challenges of online learning, the candidates were well prepared to tackle the rigour of this paper. The Paper 2 marking panel found that the paper marked to the full range of varied responses.

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ENGLISH HOME LANGUAGE
SBA MODERATION

Once again, high praise and credit must be given to the many teachers/departments nationwide who were unstinting in their commitment to the teaching of this subject in 2021. The standard of the assessments moderated at both regional and national level bear testament to this statement.

In terms of administrative details, please pay attention to the following:

1. Please include the list of sample learner files received from the IEB in your teacher file.

2. It would be useful if the most recent regional or national moderation feedback form is included in your file. No teacher's work will be pre-judged according to a previous feedback form, but it is gratifying to be able to highlight and commend growth and improvement at a centre.

3. Spreadsheets should mirror the learners' spreadsheets accurately and should be legible and easy to read.

4. Should assessments have been completed online, please include a clear explanation of the measures taken to ensure academic integrity.

Of concern this year was the number of zero marks awarded to learners who had not completed/submitted work. Although the last two years were particularly challenging, the awarding of zero for any task is strongly discouraged. In the unlikely event that there is no option other than to do so, an official letter from the Principal/Head of School should be placed in both the teacher's and the learner's file explaining the reasons for doing so. When any piece of work has been lost or is missing (but the mark has been recorded), this too should be indicated in both files.

It was a pleasure to note the creatively inspiring topics in the extended writing sections and that there was more evidence of process writing – although the drafts did not always receive feedback from the teachers. One of the side effects of the pandemic was the lack of moderation in the extended writing section. Over-inflated marks were awarded to essays and there was scant evidence of either internal or cluster moderation. We encourage cluster groups to be more obvious and pointed in moderating tasks and learners' work in this section. However, there was thorough evidence of moderation in the CAT section which was generally completed with integrity and handled well by the learners. It was most pleasing to see the communication between clusters ensuring that valuable moderation was done, and thorough feedback provided. In many instances, schools provided more than one topic ensuring that learners who had been absent wrote different assessments. It was also pleasing to witness the number of inter-textual and creatively challenging tasks set in the fourth-genre section. These were also, generally, academically rigorous and related to the dynamics of film study, for example. Teachers are to check the overall length requirements for these responses – they can be found in the prescribed works list.

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There were fewer past papers in the test and preliminary examination sections this year – but many schools included two tests from either Paper 1 or Paper 2 or included too many tests. This resulted in learners' marks being either unfairly advantaged or, sadly, disadvantaged. Please include three tests – one on Paper 1 skills, an essay on Paper 2 skills and a fourth-genre test which should be rigorous and contain at least 40% higher-order questions. Design grids, pre-assessment moderation forms and post-assessment moderation forms should be included with the tests.

It must be highlighted that for all summative assessments, including tests and preliminary examinations, the integrity of the assessment must be maintained. If more than one centre writes the same assessment, they must be written on the same day and at the same time. It is not safe to assume that any paper already written by one centre is not in the public arena.

Generally, though, the standard of assessment in both the preliminary examination section and the test sections was good. We remind teachers continually that a requirement of the preliminary examinations is that they mirror the final papers – approximation with a tweak here or there is not acceptable. Teachers are encouraged to use past papers as a guide to structure, format and level of difficulty when they set their own assessments. It is also expected of any cluster member to point out that a paper does not mirror the structure of the final examination if they are asked to moderate for a colleague. It does not benefit the candidates if teachers are prone to rubber-stamping a colleague's assessments or their marking. Although a moderator may not change a mark on a piece they are asked to moderate, they may discuss the marks with the colleague and make suggestions on the moderation sheet. Valid moderation is essential in ensuring that similar standards are maintained across the IEB community.

A word on the feedback provided by regional and national moderators. No moderator sets out intentionally to provide inaccurate or incorrect feedback that criticises perfectly acceptable work. A moderator's role, however, is to comment on the standard and degree of compliance of assessments set by teachers in various centres. All moderators work from a place of collegiality and are generally teachers with wide-ranging experience who aim to provide useful information on how to ensure that portfolios are compliant. Ultimately, any SBA mark that is not compliant can disadvantage the learners at a school. Please use the feedback provided – often in great depth and with many good suggestions – to improve the standards of assessments in the following years.

Finally, thank you to the many teachers who made the role of moderating so exciting and inspirational for those of us lucky enough to have been appointed to do so. The standard of assessments is, indeed, exceptional.

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ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER I

We want to congratulate English First Additional Language educators for their dedication and hard work. It was once again evident in the results from paper 1.

As exam panel, we would like to share the following comments regarding Paper 1 with you.

QUESTION 1 COMPREHENSION

1.9.2 Candidates seemed to battle with this question. Many candidates wrote 'social media marketers' or 'those who conducted the study'.

1.16 Many candidates battled to write something newsworthy. Remind candidates that they have to refrain from inappropriate responses.

1.20 Candidates answered this question very well. The markers enjoyed the humour.

QUESTION 2 SUMMARY

Candidates did very well in this question. The markers were impressed with the small amount of lifting that occurred from the text. Encourage the candidates to read through the text again after the final draft has been written.

QUESTION 3 POETRY

3.5 Remind candidates that two-mark questions require more elaboration than a one-mark question.

3.7 Candidates certainly had the knowledge to be able to answer this question but found it difficult to make to deeper connection. Remind candidates to focus on the passing of time rather than just the obvious 'walking away'.

3.10 Candidates only answered part of the question.

QUESTION 4 UNSEEN POETRY

4.3 The majority of learners did not know what *tone* was.

Overall, the questions were answered very well.

QUESTION 5 ADVERTISEMENT

5.2 Candidates focused on the entire message being portrayed within the cartoon. They did not state the obvious, namely that the START of the advertisement must grab the reader's attention

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QUESTION 6 CARTOON

Many candidates did not follow the instructions given.

QUESTION 7 LANGUAGE

7.9 Candidates found it very difficult to use the correct word order.

GENERAL COMMENTS TO EDUCATORS

- The marking panel was impressed with how well the poems were taught.
- It was evident that the candidates were taught to use one section's knowledge in another such as the use of a pun and onomatopoeia in Question 6.
- There was certainly a wisdom/maturity in the answering of most of the questions.
- Encourage candidates to leave a line open between answers AND to start every section on a new page. It facilitates marking.
- The results of English First Additional Paper I can definitely be attributed to dedicated educators who commit themselves to their learners and their learners' future.
- Generally speaking, Paper I was very well received by both candidates and educators.

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ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER II

SECTION A *THE HUNDRED-YEAR-OLD-MAN WHO CLIMBED OUT THE WINDOW AND DISAPPEARED* BY JONAS JONASSON

QUESTION 1

- Candidates who knew the content of the novel did very well in this question. However, candidates who did not know the novel, got very low marks for this question. This question did not award marks for language and style.
- Candidates need to use the mark allocation to guide them in the length of their responses.
- Candidates also need to read questions carefully to ensure that their answers are complete.

QUESTION 2

- Some candidates struggled to take a strong stance and set a convincing tone.
- Candidates must read the question carefully: the question required them to discuss whether Benny's decision, to study for 30 years without completing any qualification, can be **justified**.
- To justify, candidates must refer to examples from the novel and develop/discuss/ explain these and not simply list examples.

QUESTION 3

- Some candidates answered only one part of the question – read the question carefully.
- Remind candidates about including meaningful gestures in the present tense. Ensure that they know the difference between a **gesture and an emotion**.
- Format of a dialogue: no quotation marks.
- Remind candidates that the style needs to be conversational – look at the length of each entry – it cannot be too long just to include as many facts as possible.
- Understanding the relationship between the characters gives emotion to the conversation; this is very important.
- Remind candidates to use question marks.

QUESTION 4

- Candidates did not supply sufficient detail about the characters from both timelines: using 'the person', 'some friends', etc. This made references vague which resulted in weak content.
- Essay writing style: candidates must use links between paragraphs – essay should not feel like five disjunct paragraphs.
- Essay must have a relevant title.
- The introduction should not merely be a repetition of the information given in the prompt.
- Candidates must remember to link references to the question. Many candidates mentioned the characters but failed to explain why the chosen character could be seen as stupid.

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GENERAL COMMENTS ON SECTION A

- A correct reference only adds value to a response if it is grounded in the question.
- Adhere to the word count: 180 words (maximum 200), 250 words (maximum 300). Learners must not lie about the word count.
- Remind candidates to underline the name of the novel and also to write the complete title: The Hundred-Year-Old-Man Who Climbed Out the Window And Disappeared.
- Candidates confused the characters.
- Clearly indicate rough drafts.
- Avoid 'this guy'; it is colloquial.

SECTION B TRANSACTIONAL WRITING

QUESTION 5 BLOG

- The candidates could relate to this question and consequently did very well.
- Candidates need to study formats for transactional writing and ensure that they follow all the instructions.
- 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 required.
- Use of punctuation needs attention.
- Pay attention to words often confused e.g., teach/learn; accept/except, etc.
- Pay attention to concord.

QUESTION 6 EMAIL

- Read instructions carefully.
- Some candidates did not know the format of an email.
- Pay attention to punctuation and concord.
- It was clear from the responses that the candidates really appreciated the effort their teachers put in.

GENERAL ERRORS

- Word order – candidates used their home language as a guideline.
- Direct translations from their home language were often used.
- Concord.

Spelling

- definitely
- truly
- their, there
- sincerely
- therefore
- where, wear, were
- to, too

*Time management is important to be able to complete all the questions.

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ENGLISH FIRST ADDITIONAL LANGUAGE
SBA MODERATION

GENERAL

We all had hoped that 2021 would not have the same challenges of 2020 due to Covid-19. That was unfortunately not the case and we do not know what 2022 will bring. Our educators have, however, stepped up to the challenge and will continue doing so. Congratulations – you have done an excellent job!

- Almost all the educator and learner files were very neat and logically organised.
- With only a few exceptions, all educators' files contained the rank order marks.
- The SAGs requirements were mostly met. If there were issues, they were dealt with via the report form.
- During the moderation it became evident that some tests were set and used by schools all over the country. It is **very important** that when a test/examination from another school is used, the examiner or school's permission be obtained. The examiner or school should also be acknowledged. Such a test or examination must be written on the same date and at the same time by all the schools using it.
- **Please note** that every test or exam paper should be accompanied by an Analysis Grid.
- For learner and teacher files, only include what is required as per the SAGs.
- Schools really put in effort with moderation which resulted in assignments, tests and exam papers of a high standard. Clusters need to determine beforehand which colour will be used for moderation.
- Assessment tasks were very creative, relevant, and reliable.

SECTION A EXTENDED WRITING – ESSAYS

- Only ONE essay is required and must be done as process writing. The SAGs are very clear on what is regarded as process writing.
- Constructive feedback should be given to each learner prior to his/her final draft.
- Please include the rubric.
- Essays must be the learners' own work and therefore this assignment should be done in class under controlled conditions.

SECTION B CAT

- The essay allowed for an own opinion based on the learner's own research.
- Please include constructive feedback on the marking grid.

SECTION C THIRD-GENRE ASSIGNMENT

- Some educators – and learners – are still not very comfortable with this task. It is supposed to be a rigorous task, yet it should still be do-able. Learners must be encouraged to voice their own thoughts and ideas. Discuss the topic, allow them to give their own input and assist where necessary prior to them writing the final draft. If necessary, scaffold the topic for them. When learners know what is expected from them, they often deliver brilliant work. Some really creative and challenging assignments were given to learners.

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SECTION D TESTS

- Only include the tests that are relevant to the SBA portfolio. No class tests etc. should be included, according to the SAGs.
- Three tests are required:
  - One test must reflect Paper I (i.e., comprehension and/or poetry and/or summary and/or language.)
  - One test must reflect Paper II, i.e., based on the novel and or transactional writing.
  - The other test must be based on the Third Genre (movie/short stories) – focusing on filmic techniques/seven elements of a short story. It must therefore include stills from the movie.
- Total: at least 30 marks per test.
- Include rubrics and marking guidelines.

SECTION E PRELIMS

- The majority of schools opted for cluster papers. The advantage of a cluster paper is that it is standardised, and learners are exposed to an examination that reflects the final examination.
- Marking of prelims also proved to be consistent.
- Overall, the papers were very good, and indicative of what learners could expect in the final examination.

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EQUINE STUDIES

QUESTION 1

1.1 Very well answered

1.2 50% of the candidates answered this question well. Candidates had to give two distinct points to gain the marks. Bile, Bursa and Breakover were confused by some.

1.3 Very well answered. Some named number 9 as SDFT instead of DDFT.

1.4 Well answered. Infectious disease was confusing for many. If candidates understood the concepts, their examples were correct. Teachers should note that AHS is not a contagious disease.

1.5 50% of the candidates answered this question well. Abbreviations must be taught in each section of the curriculum.

QUESTION 2

2.1 2.1.1 This was generally well answered. Some candidates confused it with the nervous system.

2.1.2 This was well answered; most candidates got both marks.

2.1.3 This was well answered. Candidates must name 'unique' features.

2.1.4 Some candidates confused the spleen with the kidney or pancreas.

2.1.5 This was well answered.

2.2 2.2.1 This was poorly answered. Very few candidates provided an interpretation but rather gave observations with no reasoning.

2.2.2 Candidates had to give the full name to get the mark.

2.2.3 Most candidates answered this question correctly.

2.2.4 Candidates must be coached to read questions carefully. They had to use the figures in the chart.

QUESTION 3

3.1 This was well answered. Candidates must be reminded to bring economic gain into appropriate answers.

3.2 This was an easy question that was answered well.

3.3 This question was generally well answered.

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3.4 The answer needed to relate to behaviour on the vita floor; some candidates wrote about behaviour off the vita floor.

3.5 No candidate mentioned that materials for healing were being delivered in an increased blood supply. The question called for an explanation, therefore detail was expected.

3.6 Some very limited time frames were given e.g., weeks.

3.7 Candidates need to be specific, giving distinct and varied symptoms for laminitis.

3.8 There was an error in the chart; 'Low levels of tension' should have read 'high levels of tension'. Candidates were not penalised for this. The question was generally well answered but there was some confusion with Type 2A and B.

3.9 No candidates knew the functions of cortisol.

QUESTION 4

4.1 This question was well answered. Some candidates wrote repetitive answers, making the same point over and over.

4.2 This question was generally well answered.

4.3 4.3.1 Only a few candidates named travel sickness.

4.3.2 Many candidates did not know what RAD was. It is named as such in the CAPS document and must be referred to as RAD. Candidates must be coached in how to answer this type of question i.e., describing a condition or disease. Detail is important. Many write much about symptoms or treatment and nothing about causes for example.

4.3.3 This question was answered well if candidates knew what RAD was.

4.4 4.4.4 Many candidates wrote 'right' and were able to explain why, which was very pleasing.

4.5 4.5.1 Licence requirements are in the CAPS document. A few candidates knew the GVM versus Tare. Most said GVM versus GVM. Reference to an expired licence was accepted.

4.5.2 This question was well answered.

4.6 There were some very rambling answers to this question. Some candidates mentioned points not related to preventing the spread of disease. Again, it is critical that candidates read the question properly to determine what specifically is being asked.

4.7 This question was generally very well answered.

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QUESTION 5

5.1 This question was well answered. Candidates must be taught to use the figures in the chart in their answer.

5.2 This question was answered well. Teachers must ensure that candidates know digestion and absorption sites.

5.3 Most candidates got one right. Teachers should emphasise feeding stuffs with high calcium levels.

5.4 This question was poorly answered. Candidates must be familiar with the symptoms of Miller's Disease.

5.5 It was very pleasing that many candidates were able to break down this word.

5.6 Many candidates did not know what 'minerals' were; they gave nutrients instead.

5.7 5.7.1 Candidates must give a condition resulting from overwork for fitness level and nutrient intake. There were some excellent responses to this question that required more thought from the candidates.

5.7.2 As with question 4.3.2, the answer needs to be thorough, providing detail. Some candidates rambled on repetitively on the same few points rather than give a range of detailed information about the condition. Others gave information that was very vague and general and could apply to most conditions.

5.8 This question was very poorly answered.

FEED PLAN

Use the table provided in the question and work out the weight of the feed that needs to be given. It is suggested that learners are given a structure to answer all feed plans:

1. Water
2. 2.5% BW – they must do the maths
3. 1% min F – they must do the maths
4. % protein
5. Roughage/concentrate ratio – do the maths. They must know this for each work type.
6. Vitamin/mineral balanced
7. Dos and don'ts for the particular horse/issue
8. Mention ideal food stuffs.

Feeding rules must not be given.

Candidates must write what food will actually be suitable and then state that this food must be physically bought and fed to the horse.

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QUESTION 6

6.1 This question was very well answered

6.2 This question was generally well answered but often only one aspect (of what a warm blood is) was provided.

6.3 Candidates did not give enough detail here; most gave only one relevant point.

6.4 This question was well answered.

6.5 This question was generally well answered.

6.6 Candidates must be reminded to give four distinctly different considerations.

6.7 FPT is in the CAPs document yet very few candidates knew what this was.

6.8 This was well answered. There were some vague answers, but most candidates achieved the marks.

6.9 Many responses did not relate to a Dummy Foal which is in the CAPs document. There were many confusing guesses for this question.

6.9.2 Candidates struggled with this question. It is essential that they are taught symptoms, causes, treatments and preventions of conditions. Candidates should know the treatment for Dummy Foal syndrome.

GENERAL COMMENTS TO TEACHERS

- Candidates must be coached to read questions carefully and answer what is asked. They must avoid vague, generalised responses that do not answer the specific question being asked.
- Candidates must be coached to not provide repetitive responses. They only earn a mark for the point once.
- Candidates are to be encouraged to attempt every question – no question should be left out.
- Each question should be started on a new page.
- Candidates must check that they have answered all questions.

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FRENCH SECOND ADDITIONAL LANGUAGE
PAPER I

A big thank you to the French teacher community for the good work they have put into preparing their candidates for this year's Paper 1.

Taking Covid-19 and its associated challenges into account, candidates performed as expected in all questions in this examination. Candidates answered Section A and Section B equally well. Most centres answered all questions and showed proof of preparing their candidates well for the seen and unseen texts.

Candidates need to keep in mind that the themes, types of texts and the assessment tools used in the examination will vary from year to year. Candidates are encouraged to practise past papers in preparation for the examination but must not expect assessment tools or texts to be identical in style from one year to the next. It remains imperative for candidates to read the instructions carefully for each question.

Compared to previous years' examinations, candidates understood how to answer the multiple-choice questions, as well as ticking once per line only. Teachers are continuing to train their candidates well for such questions. When 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 reminded to consider using elimination.

The bulleted layout was well prepared, and candidates can expect similar questions going forward.

The length of lines provided for each question is a general guideline and candidates are advised to keep their answers within these guidelines. Should their answer exceed the lines provided, candidates are encouraged to use the additional space at the end of the answer booklet. Candidates should always indicate at the specific question that they have used the additional space.

For questions where candidates were required to provide one-word answers, the allocated writing space had been shortened deliberately. Candidates should reconsider their answer if it exceeds the writing space provided.

Candidates are asked to differentiate between questions where they are asked to use their own words 'en vos propres mots' and those where a quote 'citez'/'citation' is required. No marks were awarded when candidates use their own words when asked to quote and vice versa. When quoting from the text to support an answer, candidates should quote only the part of the text that best supports their answer. Candidates are reminded that a quotation is the word(s) that are taken directly from the text – without omission/addition of words. Where neither 'en vos propres mots' nor 'citez'/'citation' is provided, candidates are encouraged to use their own words.

When asked to explain their understanding of texts, candidates are advised to keep it short, especially if they are unsure of the answer, as any answer that contains contradictions is not awarded any marks.

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Teachers are reminded that when teaching literature, the context of the prescribed work is essential. Generic responses – void of literary context – are not awarded any marks.

Candidates are urged to spend more time on learning words pertaining to emotion and tone. Nonetheless, most candidates displayed an excellent literary knowledge and answered both the poem and prose well.

Congratulations to the teachers and candidates of 2021 for their great work and dedication.

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FRENCH SECOND ADDITIONAL LANGUAGE
PAPER II

Despite the disruption caused by the pandemic, candidates managed Paper 2 successfully – all credit to their teachers who, under difficult circumstances, prepared them extremely well. Bravo and thank you.

Candidates and teachers seemed to enjoy this Paper and considered it to be fair and interesting. Most candidates managed to complete the Paper in the allocated time, and we saw very few *off-topic* texts in Questions 2, 3 and 4. But we noticed a general decline in the level of grammar and language competency, which can certainly be attributed to hybrid learning and the lack of contact time in the classroom.

Candidates should note that they will not be penalised for producing texts that are over the word count, but they will be penalised if they are under the word count.

QUESTION 1 EXPRESSION DE L'OPINION

1.1 Are popular people happier?

1.2 Could you live without music?

Both topics proved to be well received by candidates as is evident from the impressive quality of the content seen in their essays. These topics provided an opportunity for all candidates to demonstrate their skills, and most candidates were able to express convincingly their opinion, drawn from their own personal experiences and tastes.

- 1 mark was allocated to *respect de la consigne (longueur).* A few texts were too short, and we found many texts far longer than the suggested word count of 150–250 words, thereby offering much content but also creating more scope for error.
- 1 mark was allocated to *registre formel*. Due to the nature of the topics on offer, a slightly less formal tone than in previous years was accepted (la musique c'est *super*); however, *tu, toi, ton, ta, etc*. were penalised. Most French-speaking candidates still tend to use *ça* instead of the requested *cela*.
- 2 marks were allocated to *structure globale.* Most candidates have mastered the structure of an essay, but we still see texts without paragraphs or appropriate conclusions. Candidates need to be reminded that new ideas cannot be introduced in a conclusion.
- 10 marks were allocated to *contenu.* Generally speaking, candidates scored excellent marks for the content section, thanks to their insightful texts, rich ideas, passionate opinions, and sound reasoning. In this section, 2 marks cover the coherence (a text that is easy to read and to understand) and the cohesion (conjunctions, the 'glue' that brings sentences together) of the text. Congratulations to colleagues who have clearly spent much time teaching a variety of linking words and interesting adverbs.
- 4 marks were allocated to *lexique.* Most candidates were familiar with the vocabulary for both topics and managed this section well. Nevertheless, for some candidates a lack of knowledge of key vocabulary created a lack of clarity which interfered with communication.
- 10 marks were allocated to *grammaire*. Candidates have been well prepared to offer a variety of tenses and language structures, but the consistent application thereof tends to be where they struggled most this year. Candidates need to review their work critically

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- while paying careful attention to the basic rules of the language to avoid leaving costly, basic grammatical errors in their texts. (*Tu écoute, je aime, je veut, les gens pense, avoir/être confusion, agreement of adjectives, etc.)*
- 2 marks were allocated to *degré d'élaboration et variété de structures grammaticales et de structures de la phrase.* Teachers must be commended for teaching this difficult section of the French syllabus successfully. There were many successful attempts at grammatical sophistication; si clauses, après avoir …, avant de…, the use of direct and indirect object pronouns, infinitive constructions, etc. However, less successful responses were mainly due to inaccurate attempts at complex structures, which unfortunately had a negative impact on the coherence of the essay.

QUESTION 2 MESSAGES

2.1 Email to Elon Musk to win a place on the SPACEX rocket for a dangerous mission to Mars.

2.2 WhatsApp voicemail to friends to express frustration at their tardiness.

2.3 Instagram message to classmates to defend a friend who had posted an offensive photo.

2.4 Note to the poet Charles Baudelaire (literature syllabus) to express concern about his state of mind and give him advice on how to be happy.

These questions proved to be accessible to most candidates. They managed to communicate effectively and produced texts that showed humour and creativity coupled with a willingness to take risks, which is remarkable for second additional language candidates. There was a fairly even spread of answers, although Q2.1(trip to Mars) proved to be the most popular, which may be due to the 'cabin fever syndrome' experienced these past 24 months. Candidates need to be reminded that they should start their message with a *salutation* (*bonjour tout le monde, salut, cher Monsieur Musk, etc.*) and end with a *formule de prise de congé* (*à bientôt, bon courage, cordialement, etc.).* Candidates should spend time revising the grammar section of the syllabus, extending their vocabulary as well as going over their productions thoroughly to avoid making basic spelling and grammar mistakes.

- 1 mark was allocated to *format.* Most candidates used the correct format for each message, but some did not include the necessary information for the email in Question 2.1 (à, de, objet).
- 1 mark was allocated to *registre de langue.* The wrong register and/or lack of consistency in the register was still evident in many scripts (formal / informal + singular / plural). For example, the intended register in Question 2.1 was formal, but markers came across *s'il te plaît* and *tutoiement.* It is recommended that candidates practise this skill by doing some past papers.
- 3 marks were allocated to *contenu.* Most candidates managed this section with great success and produced interesting texts that covered all aspects of the question (2 marks). In addition, candidates who included a *je ne sais quoi* in their productions were rewarded with 1 mark. Yet, candidates are alerted to the need to read the questions carefully to avoid misinterpreting the instructions. The most *off-topic* answers occurred in Question 2.2; and although the verb '*défendre'* was used in the question, candidates attacked their friend instead of defending him/her.
- 5 marks were allocated to *compétence linguistique*. Please, see sections *lexique* and *grammaire* in Question 1.

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QUESTION 3 REFORMULATION D'UN TEXTE

Candidates had to reformulate the transcript of a Youtube documentary about life in a boarding school into a voicemail message to a pen-pal and had to encourage her not to be afraid to go to boarding school.

Question 3 is an exercise of *grammaire communicative* and not a creative writing task, meaning that no extra information should be added to the given text. In this Paper, candidates were required to transform the subject pronouns *je* into *tu* and to change the verbs from the *past tense* into the *future and/or present tenses*. It is very encouraging to note that hardly any texts were *off topic*.

- 1 mark was allocated to *respect de la consigne.* This message was a voicemail; therefore, candidates were penalised if they included their signature at the end of their text.
- 1 mark was allocated to *registre de langue.* The intended register was familiar, informal.
- 3 marks were allocated to *structure et cohérence.* Candidates fared well in this section, but some forgot to give an appropriate conclusion to their message, as required in the question. In this instance, *au revoir, salut, bonne chance, n'aie pas peur, ne t'inquiète pas, etc.* would have been adequate endings to the message.
- 5 marks were allocated to *contenu.* Most candidates managed this section easily. They selected enough information, which was a minimum of 80% (2 marks) and used them in an effective way (2 marks). Originality, sparkle, and authenticity were rewarded with 1 mark.
- 10 marks were allocated to *compétence linguistique.* This section is the one that the candidates found the most challenging and many only changed the subject pronouns and did not change the tense, which impacted their mark quite heavily. Candidates in general need far more practise with the use and formation of the future (*futur proche* and *futur simple*) and present tenses.

QUESTION 4 FORMULATION D'UN TEXTE A PARTIR DE NOTES

Candidates seemed to enjoy this question and approached it very well. They had to formulate an email to warn a friend against the dangers of the abusive consumption of energy drinks, and to give him the recipe for a natural energy drink.

- 1 mark was allocated to *respect de la consigne.* Candidates need to be reminded to include the necessary information for an email (à / de / objet).
- 1 mark was allocated to *registre de langue.* The intended register was familiar, informal.
- 3 marks were allocated to *structure et cohérence.* Candidates fared well in this section, but some forgot to give an appropriate conclusion to their email, as required in the question. In this instance, *salut, prends soin de toi, écoute mes conseils, j'ai confiance en toi, bisou etc.* would have been appropriate endings to the message.
- 5 marks were allocated to *contenu.* Most candidates managed this section easily. They selected enough information, which was a minimum of 80% (2 marks) and used them in an effective way (2 marks). Originality, sparkle, and authenticity were rewarded with 1 mark.
- 10 marks were allocated to *compétence linguistique.* Generally speaking, candidates found this section more challenging. We found the same recurring basic grammar mistakes as in previous years. The most common errors were *beaucoup des, partitives versus quantity, modal verbs, reflexive verbs, imperative, etc.*

I congratulate teachers and candidates alike for the enthusiasm, courage and dedication they have shown this year.

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FRENCH SECOND ADDITIONAL LANGUAGE
SBA MODERATION

As a fitting beginning to this report, may I extend a huge thanks to all teachers who, despite the continued difficulties associated with the pandemic, maintained a high standard of work and creativity, evident in the SBA files presented for national moderation this year.

Only eight pieces of work were required for the SBAs this year, as last year, however, the mark allocation had changed. We will vote on this most recent official IEB cover sheet at the conference in February 2022 to decide whether we will keep this mark allocation in the future.

Many portfolios were partially compliant this year, mostly owing to the prohibited use of past exam papers, IEB or otherwise, as preliminary or trial examinations. These preliminary examinations require original papers that have been created from scratch. Using past papers is prohibited because they are in the public domain and, therefore, accessible to any candidate. Thank you to the many schools who produced compliant SBAs this year.

I reiterate the following basic requirements for your perusal:

- The teacher's portfolio must only contain the tasks, rubrics, tests, examinations, and memoranda used in the candidate's portfolios. **Please omit** copies of the SAGs documents, timetables, lesson plans, minutes of cluster meetings and set works, as this makes the files unnecessarily cumbersome.
- Many schools added oral mark sheets and listening comprehensions. **Please omit anything to do with the oral component of the NSC assessment.**
- Marks on the IEB cover sheet may be rounded off **once only** on the final mark.
- Do not allow the candidates to add up their own marks. Many mistakes can be avoided if the educator does the adding up, or at least does a final check.
- If a candidate does not submit a piece of work, please indicate this 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 number of words must be penalised. Word counts in examination situations are not necessary unless a candidate has time to do so.
- **In Section A2 Part 2**, the extended pieces must be clearly marked as 1st and final 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 two drafts.
- **Tasks should be varied in Section A Part 1 and tests should be varied in Section B,** i.e., not all one type of question in the written tasks and in the tests.
- Each task should have a marking rubric attached with a clear indication of the instructions, as well as how marks were obtained. The question sheet with a marking grid must appear before each task in the candidate's SBA, as well as in the teacher's file. Global marks are not acceptable.
- **The length of tests may not be less than 60 minutes.**
- **The use of a pencil** by candidates to present work or by teachers to mark work **is prohibited**.

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- Please do not use flip files or lever-arch files for the teacher or candidate portfolios. Plastic sleeves are also prohibited. A simple plastic folder that allows for the filing of paper is suitable. A teacher's file is NOT a plastic sleeve with mark sheets that has been added to the candidate's file.
- Teachers who have candidates at more than one centre need to submit only one teacher's portfolio. Please attach a letter to each set of portfolios indicating which schools are involved, so that they can be moderated together.
- Omitting to obtain a candidate's signature on the official IEB cover sheet is a grave omission. Please do not use any version of the coversheet other than the official IEB coversheet, with the IEB logo and a place for both teacher and candidate signatures.
- Please seek assistance from the national portfolio moderator (carla.gordon@stmary.co.za) should you be in any doubt whatsoever about any aspect of your SBA files.

Thank you to all those teachers who make our task as moderators enjoyable and worthwhile. A set of portfolios with creative, challenging, and innovative tasks clearly reflects the outstanding work that goes on in Southern African French classrooms. Congratulations to every single busy and dedicated teacher who provided us with compliant SBA files for a job well done!

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GEOGRAPHY
PAPER I

QUESTION 1

PHYSICAL SECTION

In general, the candidates supplied superficial answers to 1.2.4, the formation of a tropical cyclone. Many candidates did not read the image accurately to determine that Mpumalanga was expected to receive the most rainfall. While most candidates realised that Lephalale was far inland, many ignored the ocean as an energy source.

There was only about a 60% success rate on the true and false, and many were still unsure of the difference between a drainage basin and a catchment area. The map on figure 3 was printed too small, and the candidates struggled to see all the streams. The understanding of Hydrological changes – candidates answers were vague and superficial. The candidates struggled with the question on the stream-ordering laws. This is a section that teachers need to go over when doing stream ordering. Overall, candidates seem to do much better in climatology than fluvial geomorphology.

SECTION 1B

QUESTION 1.5 TO 1.7 (29 MARKS)

HUMAN SECTION

Question 1.5. 1 Use' two words' needed to state use 'two terms' as candidates were writing only 'isolated farmstead' as it is two words as opposed to giving two terms. Some challenges regarding verbs and mark allocation as candidates were struggling with time. e.g.: 1.5.2 Needed to state *GIVE* not *outline* due to mark allocation only being 2 marks and therefore candidates were writing too much.

Candidates also struggled with time as they wrote paragraphs, and here we felt it would have helped if they had been told to use a table instead (with the headings given). Candidates wrote far too much for the mark allocation in this particular question. Candidates did not understand that in Figure 5 the map extract actually indicated the two places' relationship to each other using the map behind the photographs. Potentially this could have been explained or the image made larger/clearer.

Question 1.7 was badly answered. Candidates were not clear on these concepts and struggled to clearly explain them.

Good understanding of Site vs Situation. Candidates struggled to understand/identify the differences between commercial farming and subsistence farming as seen on a map. Candidates need to use the mark allocation to guide them on how much information to give. Too much content was written for 2 marks. If subheadings are given, candidates MUST use these. Even if it is not in the essay question, it must be referred to. For example, the longer questions such as 'compare the settlements in these images'. Some parts of the human settlement section are not well understood; Low- vs high-order goods/ Range/ Threshold Population/ Sphere of Influence and Functional Convenience.

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ESSAY

The clear subsections were very helpful and clearly defined. Most candidates who followed the instructions and used the sources scored satisfactory to pleasing results. Overall, there has been a marked improvement in the essay structure over the past few years. There was a better understanding of what the essay should be.

The team felt the sources were beneficial. The trend seemed to be that the candidates were using and engaging with the sources in the analysis more than ever. There seemed to be fewer incomplete or no attempts at the essay. There was a distinct improvement in the overall writing of the candidates. Questions 1.8.1 and 1.8.2 appeared to lay a good platform for the candidates to write a good essay.

The colourful graphics and visual sources are so much better and useful than text-based sources. Some fantastic examples of excellent essays bring in all aspects of the skill.

However, several candidates did not understand the concept of what a game farm is and spoke about farming in general. Limpopo was often referred to as a separate country and not a province. There were still many candidates that made little to no use of the sources. The word hindrance posed an understanding problem. Some of the candidates just listed and failed to unpack some of the concepts. Many also just gave generic answers that didn't link to anything. Some candidates still didn't make use of the subheadings, and their writing was all jumbled up. Schools must make the marking rubric available to candidates. There was a misunderstanding of power generation and the concept of a national grid. They still think that power stations just power the local area. The understating of rural depopulation must be revisited by some centres. Please no names to be added to their scripts. Afrikaans essays, in general, seemed to struggle with structure.

QUESTION 2

The Multiple-Choice candidates did well in the Climate and weather section, except 2.1.2 where candidates guessed and did not accurately work out the 36 km/h. When identifying the Mid-Latitude Cyclones, many candidates just said a Sub-Tropical LP and Associated weather, the lettering may have been an issue (Letter H) - the L 1008, was a very similar shade of blue to the clouds - Often pupils said it was an HP. Valley Climate, diagram either done really well or done poorly, with some leaving the diagram out altogether. Generally, a well-answered question.

In the Fluvial part of the question. River Capture on the whole, well answered (definitions were understood). Fluvial Processes: some pupils did not prove the statements true, misreading the question as a True or False question. Candidates battled to explain channel size and shape effect on discharge – often confusing shape with graded river profile. Also, many did not understand the concept of friction affecting speed, seeing white water with more significant discharge in a narrow valley vs laminar flow being less discharge in the lower course. Fluvial Process meander Scar vs Oxbow was well answered on the whole / if they got it wrong, they did not contrast the two. Erosion and deposition on the formation of a floodplain and a meander – many candidates only spoke about the meander. Two impacts of agriculture on a floodplain and river system – done very well on the whole, but a few pupils failed to discuss the impact, mentioned the use in agriculture instead.

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QUESTION 3

Definitions were, in general, not very well done. Candidates need to ensure they read the questions in full. Many candidates still confused rural and informal settlements; many think they are the same. They also confuse Informal settlement with the informal sector. Again, in this section, candidates must engage with the action verb and mark allocation.

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GEOGRAPHY
PAPER II

QUESTION 1 ECONOMY OF MTUBATUBA, MAP SKILLS AND GIS

The normal atlas-type skills (Q1.1 – 1.3) were the first questions in the paper and these were well answered. Q1.4 on GIS was well answered, although some candidates obviously did not read the question and the GIS concepts to choose from in the table, and instead wrote things like *perennial water*, *trees* and *road* instead of given answers like *polygon*, *line*, *point*.

Again, the skills of bearing and magnetic declination (Q1.5) were well answered, with scaffolding provided in these answers to aid the candidates. Some candidates confused magnetic declination with magnetic bearing and provided the wrong answer, adding 24º and 80º (from Q1.5.1 bearing). Candidates must be aware of using the correct year for magnetic declination from the map (mean annual change 2019–2024 (use first year given 2019). Some also made basic errors in working out 2021 – 2019 and ended with 3 years instead of 2 years.

The table of economic sector, farming method and scale of farming was very well answered with candidates showing good spatial use of both the map and photographs. Photograph 2 of small-scale farming using manual labour was often confused with either fishing or hunting. Some reference to the fact file and map would have provided those candidates with the correct answer.

Q1.7 was well answered with most candidates knowing that sugar cane was transported on the train and the direction it was going in, as well as knowing it would be *processed* at the sugar mill. Candidates must be aware of rewriting the question as an answer in regard to Q1.7.4 on *value added product*. There needed to be recognition that the product was processed from its raw state into something with more value.

The question about the formal and informal sector (Q1.8) was very well answered. Most candidates recognised that Spur, Checkers, Clicks and Truworths were anchor tenants. Some thought a smaller store like Cell-C would be an anchor tenant, but the centre would function without them. Candidates are encouraged to look at conventional symbols often as with new technology and changing settlements, the maps are often updated with new symbols.

QUESTION 2 (SETTLEMENT, MAP SKILLS, GIS)

The regional shopping centre (Q2.1) was easily identified from the photograph and map. Q2.2.1 on the site factors was well answered with candidates being able to look at *physical* factors from the map favouring sugarcane growth, however, some still confused site with situation and did not look at the mill in relation to the sugarcane fields. Again, some candidates are using textbook answers instead of looking at the map (as an example *cultivated land* instead of *availability of fertile land because of all the cultivated land visible*).

Candidates were able to differentiate between the orthophoto and topographic map in terms of more recent information (Q2.3) fairly easily. Some candidates again used textbook answers without referring to the resources (orthophotos are easier to update than topographic maps etc.) instead of using the resources.

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The gradient question was scaffolded to help the candidates. The use of a different scale was a first and candidates should be encouraged to familiarise themselves with different ratio scales and not only the traditional 1:50000 and 1:10000. With various teaching methods of gradient visible in candidate answers, a simple reminder that when a candidate gets an answer with 0.something, they must know they have used an incorrect method. Allowances were made for the distance and gradient answer, as per normal. Q2.3.3 (b) and (c) were not well answered with candidates being unable to recognise a simple convex slope. Again, they must look carefully at the contours on the map for this and, if necessary, use a rough sketch to aid themselves (they could use the back pages for this). A term *contour ploughing* may not have been familiar to them but again reading all options carefully (in a style of questioning also unfamiliar to them) should have led them to the correct answer. I would suggest more teachers use this style of questioning in their assessments. Question (d) and (e) were poorly answered and candidates would be encouraged to be aware of GIS concepts in the subject assessment guidelines.

Q2.4 on settlement pattern and type of housing was well answered with most candidates being able to identify the correct buffer zone in the following question. Some candidates did use answers that were not found directly between River View and Indlovu. They are encouraged to look for the obvious rather than the obscure. Teachers are encouraged to differentiate for their candidates the difference between GIS buffers and apartheid-style buffers.

Map code (Q2.5) – some candidates did make basic errors here, but this was well answered.

QUESTION 3 CLIMATE, MAP SKILLS

Choosing the appropriate cross section was well answered (Q3.1.1) but a lot of candidates struggled to identify this as a saddle (Q3.1.2). Teachers are encouraged to look at basic cross sections of common features like a saddle, ridge, poort/gap, waterfall, etc and to pay particular attention to the contour lines in this regard. Again, candidates are encouraged to use a magnifying glass if unsure of heights, etc.

The climatological and economic reasons for Lake Eteza drying up was a higher-order question with an array of answers accepted. There was confusion between human and economic reasons (in Q3.2.2). Candidates did not orientate the photo with the map and the information in the question (Q3.3.1). Some drew N/S and E/W arrows on the photo and worked it out that way. Again, some practise in class, using photos and maps and spatial analysis, is encouraged. Most candidates did well in answering the question about Mtubatuba's climate, but some did not apply basic logic here, i.e., using the terms humid and dry. A simple understanding of Mtubatuba's location (use map in Q1) would have led candidates to the correct answer of *thundershowers* instead of frontal rain (cold fronts rarely reach this latitude). The question on exaggerated heat islands was well answered with candidates being able to give four points (for 4 marks) or 1 or 2 expanded-upon points. Again, a reminder to pay attention to the mark allocation here, particularly if the question doesn't ask for TWO or FOUR points. Some used textbook knowledge here by trying to apply temperature inversions or valley climate to this. Again, look for the obvious. GIS knowledge and application (Q3.5) needs to be revised more thoroughly by candidates. The practicality of Q3.5.3 and the GIS layers of information were well answered.

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QUESTION 4 FLUVIAL GEOMORPHOLOGY, MAP SKILLS

The area of Lake Eteza was well answered. Some candidates did not use the PLEASE NOTE 1 hectare = 10000 m^2 to aid them and left the answer in $m^{2.}$ There were no method marks allocated as all information was given.

Q4.2 was a higher-order question. The question (Q4.2.1) needed topographic map evidence and candidates simply rewrote the fact file about moving up higher because of the flooding instead of looking for things like contours, spot heights, etc. of both the old site and new site of the USM. The candidates need to be encouraged to read the question carefully. Q4.2.2 needed to be looked at in two parts: (1) explain the concept of buffering and (2) how it could have helped to make better decisions. Some candidates again referred to a physical buffer instead of a GIS concept helping with the floods. Some clarification is needed by teachers in this regard.

The Hjulstrom Curve question (Q4.3.1) was very well answered and most candidates were able to use photograph and map evidence correctly to identify the course (Q4.3.2).

The attribute table about the river at H (Q4.4) was poorly answered with candidates not knowing what an attribute table is and that an attribute is essentially a characteristic or information about the river. Some candidates used ERF numbers for heights instead of looking at contours, spot heights, etc. The Lebombo Mountains where the rivers rise (as watershed) was given in the fact file in Q1. Riparian vegetation could be obtained by looking at the photograph.

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GEOGRAPHY
SBA MODERATION

As a result of hybrid teaching caused by the pandemic, the 2021 SAGS were amended by the IEB. Fewer tasks and tests were required with the weightings being adjusted accordingly. Clusters play a vital role in teachers spreading good teaching practise, sharing ideas and supporting new or inexperienced teachers. Cluster support and moderation was still evident, although not mandatory.

Online regional moderation of portfolios was implemented to compensate for the current lockdown measures. Regional moderation plays an important role in the process and moderators gave constructive and positive feedback to schools. Suggestions for possible improvements were also made.

Schools that were called to go to national moderation were required to submit files as hard copies. The documentation that was submitted was mostly correctly filed with sections separated by file dividers and no plastic pockets used. Aspects that still need attention are the correct completion of the teachers' coversheets and spreadsheets. The teachers' coversheets must be completed before files are sent for moderation. The tracking of the composition of final marks was often difficult as some teachers omitted the raw scores in the spreadsheets as stipulated at the 2021 IEB Geography conference.

Learners' work was mostly correctly filed with only the best tests and tasks being included as required. Teacher moderation was evident on the pre- and post-moderation forms in the teacher file and learner's work marked in green. The completed learner cover sheet and letter of authenticity were usually included.

Tasks: Schools are developing original and current tasks making use of the latest examples e.g., Tropical Cyclone Eloise as a case study. Most schools created rich tasks out of 100 marks, according to the SAGS document. However, a few schools are still using tests to replace tasks, which do not have the correct mark allocation or expected rigour. Teachers are encouraged to incorporate essays in the tasks.

Research project and ORT: Learners are stretching themselves researching interesting topics that are current and relevant. Learners who research topics that do not require a yes/no response are usually more successful as they can report on the extent to which the hypothesis is relevant. Teachers give positive and insightful comments that assist the learners to improve the quality of the research project and challenge them to further extend themselves. In-text referencing is still an area that needs to be improved upon with most learners now only attaching a reference list/bibliography. It is essential to also include a draft of the research and a plagiarism report in the portfolio.

Tests/preliminary examinations: The quality of questions has improved as many teachers made use of the assessment grids to ensure that the correct standard is maintained. When making use of the prelim CD, many teachers use parts of questions to compile a new exam. This is encouraged but assessment grids must be changed to align with the questions that were adjusted. Each learner is required to include a theory and mapwork test as part of their portfolio. This requirement was overlooked by some teachers who then only included two theory tests for specific learners. An even balance, between climatology and geomorphology in section B and between settlement and economics in section C, must be maintained. In most cases, the prelim examinations mirrored the final examinations with evidence of pre- and post-moderation.

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GERMAN HOME LANGUAGE
PAPER I

Insgesamt zwei so genannte „Papers“ werden jährlich für das Examen des IEB für Deutsch als Muttersprache erstellt. Beide zählen jeweils 100 Punkte. Die Aufgaben wurden in diesem Jahr von insgesamt sechs SchülerInnen aus Pretoria bearbeitet. Nach diesem Jahr wird es leider nicht mehr möglich sein, einen Abschluss in dem Fach Deutsch als Muttersprache im Rahmen des IEB-Abschlusses zu erlangen.

Jedem Paper ist wie immer 180 Minuten Arbeitszeit vorgegeben.

Das „Paper I“ besteht aus fünf Teilen, die alle bearbeitet werden müssen und zählt aus 100 Punkten. In Abteilung 3 (Teil A und Teil B) haben SchülerInnen eine Wahl zwischen zwei Gedichten und zwischen einer Interpretation und Fragen zu Gedichten.

Die Aufgabenstellung ist wie immer umfangreich, doch alle SchülerInnen bearbeiteten die Aufgaben zwar nicht immer umfangreich, aber relativ vollständig. In diesem Jahr kam es zum ersten Mal vor, dass SchülerInnen Aufgaben ausließen. Das entstand wahrscheinlich wegen Zeitmangel, da bestimmten SchülerInnen akademischer Ausdruck, Grammatik und Rechtschreibung auf Muttersprachenniveau fehlten. Besonders in Paper I zeigten sich die Schwierigkeiten mancher SchülerInnen durch fehlendes Sprachverständnis und Ausdrucksvermögen den Anforderungen voll gerecht zu werden. Die meisten kämpfen mit Verständnisschwierigkeiten und besonders mit Formulierungsschwierigkeiten.

Die Textverständnisfragen zu dem Text „Deutsche Traditionen: *Nach alter Väter Brauch und …. bitte?“* bereiteten relativ viele Schwierigkeiten. Es mangelte an der Genauigkeit bei vielen Bearbeitungen. Der Text wurde ausgewählt, um an das Thema des CAT anzuschließen. Es scheint jedoch, als ob auf diese Grundkenntnisse nicht hier zurückgegriffen wurde.

Die Inhaltszusammenfassungen zu dem Text „Die nächste Generation geht bei Kunst an den Start“ waren großteils brauchbar. Bei der Inhaltszusammenfassung ist ein gut gewählter Einstieg (Überschrift, Quelle, Autor, Erscheinungsort oder -datum) wichtig und wird positiv bewertet. Der Text sollte auf ungefähr ein Drittel verkürzt werden, auch wenn es nicht angegeben ist (das wird im Unterricht mitgeteilt). Keine Bemerkungen oder Kommentare zum Inhalt des Textes oder zur Qualität des Geschriebenen abgegeben werden. Auffällig war, dass ein Schüler/eine Schülerin diese Aufgabe nicht bearbeitete.

Im dritten Teil mussten die SchülerInnen zuerst aus vier Aufgaben zu bekannten Gedichten auswählen. Zweimal stand eine Interpretation eines Gedichts zur Auswahl (Aufgabe 1 zu dem Gedicht „Der echte Dichter“ von Theodor Fontane und Aufgabe 3 zu dem Gedicht „Der Gott der Stadt“ von Georg Heym), zweimal war auch, wie immer, die Beantwortung von Kurzfragen (Aufgeben 2 und 4) zu denselben Gedichten möglich. Das Gedicht von Fontane wurde dreimal als vollständige Interpretation ausgewählt, die Interpretation des Gedichts von Heym auch dreimal.

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Eine Arbeit zu einem unbekannten Gedicht musste in Teil B erstellt werden, entweder als Interpretation oder nach Kurzfragen zu dem Gedicht „Die stille Stadt“ von Richard Dehmel oder zu dem Gedicht „Alles still“ von Theodor Fontane. Hier wurden alle vier Aufgaben bearbeitet: Aufgabe 1 einmal, Aufgabe 2 zweimal, Aufgabe 3 zweimal und Aufgabe 4 einmal. Hier waren die Ergebnisse etwa gleich wie in Teil 1 (bekannte Gedichte). Deutlich wurde, dass grundlegende Fachbegriffe bekannt waren und größtenteils korrekt eingesetzt wurden. Auch hier waren fehlendes Ausdrucksvermögen und Formulierungsschwierigkeiten bei manchen SchülerInnen auffällig.

Die Karikaturen und Grafik in der Abteilung 4 wurden nur am Rande richtig verstanden. Die Beschreibungen und Interpretationen waren in den meisten Fällen ausreichend. Die Beschreibung der Grafik mit dem Titel „Wer viel liest, ist zufriedener mit seiner Schulleistung“ bereitete manchen SchülerInnen größere Probleme; wahrscheinlich, weil die angegebene Skala unter der Grafik nicht beachtet wurde.

Die Korrekturen (Abteilung 5) von Rechtschreib-, Zeichensetzungs- und Grammatikfehlern waren in diesem Jahr wieder oberflächlich oder die Aufgaben wurden nicht bearbeitet.

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GERMAN HOME LANGUAGE
PAPER II

Das „Paper II“ besteht aus 4 Teilen und zählt aus 100 Punkten. Aus jedem der Teile muss eine Aufgabe bearbeitet werden. Es sind 180 Minuten Arbeitszeit vorgegeben.

Bei diesem Papier wurde folgendermaßen ausgewählt:

zur Frage 1, dem Drama „Michael Kramer“ von Gerhart Hauptmann, zweimal 1a, zweimal 1b und zweimal 1c.

Bei Aufgabe 1a war eine literarische Charakteristik mit Interpretation zu erstellen, bei 1b musste ausgehend von der Textvorlage eine literarische Erörterung mit Interpretation erarbeitet werden, bei Aufgabe 1c eine literarische Erörterung mit Interpretation. Eine kurze Einleitung und Hinführung zum Thema werden als selbstverständlich angesehen. Zu dem Drama wurden teilweise sehr einfache Darstellungen und Beurteilungen erstellt. Das mag an der mangelnden Sprachkenntnis und am geringen Wortschatz liegen, es sind jedoch auch Lücken bei der Textkenntnis zu erkennen. Der Bezug zu der Textvorlage (Aufgabe 1b) muss deutlicher erkennbar sein. Der korrekte Aufbau und Sprachgebrauch bei literarischen Aufsätzen wurden jedoch sicher gehandhabt.

Die gestellten Aufgaben zum Roman „die neuen Leiden der jungen W.“ von Ulrich Plenzdorf waren aus dem Kernbereich der Besprechungen im Unterricht. Eine Aufgabe erwartete ausgehend von einem Textausschnitt neben einer Charakterisierung eine Interpretation von Edgars Verhältnis zur Arbeit, die andere bezog sich auf die dreieckige Beziehung zwischen Edgar, Vater und Mutter (literarische Interpretation) und dann sollte die Bedeutung von Charlie erarbeitet werden. Dreimal wurde die Aufgabe 2a bearbeitet, zweimal 2b und einmal 2c. Auch hier waren Lücken bei der Textkenntnis zu erkennen.

Die Arbeiten zur Literatur wurden teils sehr gut bearbeitet, bei einigen Arbeiten fielen jedoch besonders Rechtschreibe- und Grammatikschwierigkeiten der SchülerInnen auf. Die zu jeder Aufgabe geschriebenen kurzen Einleitungen führten Werk und Thema der Aufgaben sinnvoll ein. Auf die akademische Sprache und die geforderte Aufsatzlänge wurde teilweise geachtet.

Die Mind-Maps u. Ä. zum Thema „Brauchen wir die alten Traditionen noch?“: Die Ausführungen sollten aussagekräftig sein und Substanz besitzen (etwa 80–100 Wörter). Auf eine graphisch sinnvolle Anordnung der einzelnen Punkte sollte geachtet werden. Auffällig war, dass manche SchülerInnen nicht Pro- und Contra-Aussagen in ihre Ausführungen aufnahmen. Die Aufgabe wurde gewählt, weil das Thema durch die CAT-Aufgaben eingeführt wurde.

Bei Teil 4 wurde nur die Aufgaben 4b bearbeitet. Der Tagebucheintrag zu dem Thema Beibehalten von Traditionen wurde von allen SchülerInnen bearbeitet. Die Form des Tagebucheintrags wurde korrekt eingehalten und der persönliche Bezug zu dem Thema wurde erarbeitet. Der Artikel für die Schülerzeitung und der Kommentar wurden nicht bearbeitet.

Alle Schüler konnten die Aufgaben bewältigen.

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GERMAN HOME LANGUAGE
SBA MODERATION

In diesem Jahr reichte eine Schule SBA-Ordner für Deutsch als Muttersprache ein: die Deutsche Schule in Pretoria. Nach diesem Jahr wird es leider nicht mehr möglich sein, einen Abschluss in dem Fach Deutsch als Muttersprache im Rahmen des IEB-Abschlusses zu erlangen.

Unter den Matrikulanten, die das Fach Deutsch als Muttersprache gewählt haben, sind noch einige, deren Sprachverständnis und Ausdrucksvermögen den Anforderungen voll gerecht werden. Die meisten kämpfen mit Verständnisschwierigkeiten und besonders mit Formulierungsschwierigkeiten. Der passive Wortschatz scheint noch auszureichen, einen Text bzw. die Aufgabe zu verstehen, aber es fehlt den Schülern die sprachliche und argumentative Möglichkeit eine angemessene Auseinandersetzung mit der Problematik zu erarbeiten.

Die SBA-Ordner der Schüler machten einen sehr guten Eindruck. Sie waren sehr sorgfältig geführt, sehr sorgfältig eingerichtet und sehr übersichtlich. Zwischen den einzelnen Aufgaben-Blöcken lagen Trennblätter. Rubriks und Erwartungshorizonte befanden sich nur in dem sehr guten Lehrer-Ordner, waren aber daher jederzeit greifbar. Erwartungshorizonte sollten so ausführlich wie möglich gestaltet werden (in Angleichung an die Erwartungshorizonte des IEB), damit die Notengebung nachvollziehbar ist. Neben den normalen Symbolen zu Grammatik- und Wortschatzfehlern wurde Schülern als Schlussbemerkung auch Feedback zu inhaltlichen Fehlern bzw. Vorschläge zur Verbesserung der Bearbeitung gegeben werden. Bei den meisten Aufgaben wurden durch Rand- oder Schlussbemerkungen, über die Rubriks und unpersönlich gehaltenen Erwartungshorizonte hinaus, Kritik geübt, wurden Ratschläge erteilt und Lob wurde für gute Leistungen ausgesprochen. Vielen Dank dafür.

Die Aufgabenstellungen waren in den einzelnen Blöcken von hohem Niveau. Sie verlangten Textkenntnis, Kreativität, Argumentationsvermögen und Einfühlungsvermögen. Es muss darauf hingewiesen werden, dass Schüler, die das Fach Deutsch als Muttersprache belegen, unter Anwendung einer gehobenen, akademischen Sprache analysieren, erörtern und interpretieren können sollten. Dies war ansatzweise sichtbar. Schülern wurde auch eine Andeutung gegeben, wie groß der Umfang einer Arbeit sein sollte (Wortzahl) und sie wurden ermutigt, sich so nah wie möglich an diese (Minimum-)Vorgabe zu halten. Auffällig war, dass viele Schüler die Kunst des richtigen Zitierens nicht beherrschen. Das Einbeziehen der relevanten Zitate in ihre eigenen Texte sollte allen Schülern geläufig sein.

Die Prelims (Aufgabenblock 5) orientierten sich an die Endexamen. Auffällig war, dass die SchülerInnen, die bei der Gedichtinterpretation die durch Fragen geleitete Deutung wählten, nicht so gut abschnitten, wie diejenigen, die die Interpretation wählten.

Die CAT-Aufgaben wurden zum Teil sehr gut und ausführlich bearbeitet. Schüler sollten darauf hingewiesen werden, dass aus ihrer Umfrage themenrelevante und aufschlussreiche Information hervorgehen sollte. Die statistische Auswertung auf einer A4-Seite (CAT A Aufgabe 3) wurde von zwei Schülern nicht richtig bearbeitet.

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Die Ergebnisbögen waren sorgfältig ausgefüllt und von sowohl Lehrkraft als auch Schülern unterzeichnet.

Der Lehrer-Ordner war hervorragend geführt. Er enthielt neben den SBA-Noten die Ergebnisse der restlichen Prüfungen, die Lesetexte der Leseprüfungen und auch die Noten der mündlichen Prüfungen. Alle Aufgaben und Rubriks bzw. Erwartungshorizonte waren sorgfältig geordnet und durch Trennblätter übersichtlich dargeboten.

Vielen Dank für die geleistete Arbeit. Deutlich zeigen die vorgelegten Arbeiten, dass alle SchülerInnen sich im Rahmen ihrer Fähigkeiten und Fertigkeiten bemüht haben, ihr Bestes zu geben, auch wenn das nicht immer auf dem gehobenen muttersprachlichen Niveau war.

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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 reading for detail (Aufgabe 1), scanning (Aufgabe 2), global understanding (Aufgabe 3.1 and 3.2). This section counts 60 marks. The second part of the paper, Teil B, is comprised of two questions on the setworks (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. 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 paper. 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 more difficult to verbalise answers, or understand the questions (interrogatives: wer, wie, was). Some cannot justify an opinion.

Generally, candidates do quite 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.

TEIL A READING COMPREHENSION

AUFGABE 1 READING FOR DETAIL (20 marks)

In this section the candidates did very well. It seemed that they found the text engaging and this meant that the opening questions gave the candidates confidence for the rest of the examination.

AUFGABE 2 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. It is important to note that appropriate answers need to be marked clearly with a cross. This question was also well answered. It is worth mentioning here that candidates should be made aware that they should not leave a question unanswered, or select both answers, in which case it will be ignored.

AUFGABE 3.1 (6 × 3 = 18 marks)

Candidates did quite well in this section. 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. Whilst candidates are expected to deduce the meaning of a word from its context and to analyse parts of a word from the root word, loss of teaching time in 2020 and 2021 affected this negatively. The focus on finding particular information in a given text is a skill that is more important than ever, given today's desire for quick answers within the information overload. The fact that this question was moved to the third question seemed a wise decision.

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AUFGABE 3.2 (2 marks)

Candidates were given a short text and had to decide whether they would like to read the book, providing a reason for their choice. Many candidates had no problems here.

Comment:

In this paper, Question 1 was relatively easy for the candidates (a cognitive balance of 60:40 lower-order and higher-order questions is maintained), although they had to read carefully. Question 2 was more difficult and Question 3 required careful reading. 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. It seemed that several candidates had not been able to practise these enough this past difficult year.

TEIL B SET WORKS

Questions are set on an extract from one of the short stories or from the prose texts studied. These questions must all be answered by referring to the text in the Paper. Candidates must answer either questions 4 and 5 or 6 and 7. Questions 4 and 6 and Questions 5 and 7 are identical in form. This year, again, we noted that candidates who had begun to answer a question and then decided otherwise, did not cross out the beginning of their first attempt. 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. Please note that, if asked to quote from the text, the correct spelling and attention to the correct quote need to be used in the quotation. Attention needs to be focused on writing clearly, for example k/h, L/C, M/H and l/i. Candidates lose marks through indecipherable writing. Candidates must not offer alternative answers; only the first one will be marked. Take care to write the answers to a question on the correct lines for that question; do not muddle. Check the mark allocation to ensure enough has been answered.

AUFGABEN 4 & 5 ***TIMO DARF NICHT STERBEN*** (40 marks)

Candidates who chose this option did well.

The text itself is relatively easy. Candidates fared as well as expected. Candidates might have studied the story at the beginning of the school year and not revised salient points, because of this very difficult Covid-19 year in terms of face-to-face teaching time.

AUFGABEN 6 & 7 ***DIE NACHRICHT*** (40 marks)

Although the text was slightly more difficult to understand than the book chosen for questions 4 and 5, candidates did well in this section.

As has been the case in the past, candidates did better in their unseen reading than in their literature. Candidates should be aware of the many possibilities of acquiring new vocabulary in reading literary texts, and the need to understand the idiomatic structures. The danger of using Tippex also needs another mention. On the whole, the examination went well, and candidates showed that they could cope with Paper 1, even though this year posed several challenges, for example, the task of matching two sentence halves.

Credit is due to dedicated teachers and all the candidates who rose to the challenge of the examinations this year.

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GERMAN SECOND ADDITIONAL LANGUAGE
PAPER II

The marking session of the German SAL Paper 2 went very well this year. Despite Covid19 most candidates got good to excellent marks. We are aware of the stress under which the teachers of German SAL had to work in 2021.

As always, many German Home Language speakers wrote the SAL paper because they want to use the good report marks for their university applications. This again caused the usual heavy top load of A symbols in the overall results, but non-German speakers also achieved very high marks.

The written tasks in the paper were answered well. It was interesting to see that most candidates chose task A1 (Candidate life, studying and future) to write on. We think this was caused by the fact that the candidates have to prepare this theme very well for the oral moderations as well. The few candidates who chose task A2 (traveling, holiday) did exceptionally well.

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 to choose between two 'stimulus texts': 1. Theme "Berufe/Wohnen" – (where do you want to study next year. Where will you live and why?) and 2. Theme "Holiday in Heiligenhafen/Free-time activities". Each theme had five listed points that had to appear in a letter of reply. The candidates were required to embroider on these five points (at least two sentences per point to get full marks for the content of the task).

A1: Most candidates chose the first task on "*Candidates*" and half of these candidates did well or exceptionally well. A small number of candidates did not do as well, because they did not write on all the given guidelines, or they lacked enough vocabulary to express themselves well. The candidates had to explain why they understood Dietmar's problem about his living arrangements when he would start studying the following year. Some candidates found this difficult because many used the incorrect possessive pronoun (sein – his) instead of (dein – your). We did not give the mark if a candidate said: I understand ***his*** problem. They had to say: I understand ***your*** problem. We found that the candidates in general struggled with the pronouns.

Some candidates could not say what they would be doing next year. Many could not say whether it would be better for a candidate to live in a hostel, at home or in a shared apartment.

A2: A much smaller percentage of candidates chose to write on the second theme (Berufe – Careers) but these achieved even better results than those who chose the first theme. In this task some candidates found it difficult to invite their German friend for a holiday visit. They did not know the friendly command for the invitation. (Komm in deinen nächsten Ferien mal zu mir und dann …)

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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 a *Thank You Note* to his/her exchange family. In Germany one could quite often be invited by the exchange parents to use the informal "du" and "ihr/euch". But just as often this is not the case, and the exchange parents could insist on the formal "Sie"-form. Many candidates used the informal "ihr/euch" register in this task und lost some marks for that. We had the impression that such candidates had probably been on an exchange to Germany and therefore chose this register. Task B1 specifically tests the use of the semi-formal register. It is important that the candidates know this. Some candidates struggled with "ihr" (her) and "Ihnen" (you – Dativ).

Section B2: In this section the candidates could choose two shorter tasks out of three. They could choose between a blog on smoking, **and**/**or** a description (of a beach scene) **and**/**or** an e-mail to somebody who invited people on a trip to Germany. In each task the candidates were required to embroider on three points to get full marks for content.

B.2.1 Theme: Opinions on *Whether smoking is bad for one's health or not* (for or against)

In one of the guidelines the candidates were expected to summarise the opinions of two candidates as briefly as possible (what do they think of teenagers smoking?) and change from the first person to the third. Some candidates found it difficult to report on their own experience regarding smoking. They instead gave their opinion which was asked in the third guideline. In this task the format is always important. The candidates had to say where they had found the article (which was mentioned at the top of the task). Many failed to notice this and left it out.

B.2.2 Theme: *Beschreibung* Am Strand (a comic drawing was given)

Many holidaymakers are at the beach and do lots of different things. Candidates had to describe the people in the drawing, say what they were doing and if a holiday at the seaside is fun. Some candidates struggled with the correct vocabulary and did not have sufficient vocabulary to say what the people looked like and what they were doing.

B.2.3 Theme: Invitation to a trip to Germany

The candidates had to write to a young person who offered a free holiday at a family beach house in Kiel in Germany. The candidates who chose to do this task did very well and could speak at length about Weihnachten (Christmas). Most candidates misspelled South Afrika and wrote it similarly to Afrikaans (Suid-Afrika). The correct spelling is: Südafrika.

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SECTION C GRAMMAR LANGUAGE IN CONTEXT

In this section all tasks were compulsory. The text for the grammar was set on the theme *Reisen – Die Sächsische Schweiz.*

Teil C1: In our opinion the candidates found Teil C quite difficult. Teil C is on the same level as in the previous years, but we think that all the different grammar parts were not practised enough. The German mother tongue speakers often do not have any formal grammar lessons because they are fluent in the language. We have found that these candidates often do not know the vocabulary in the Teil C questions and do not know what to do in the tasks.

Many candidates found this section more difficult than the written tasks. Small mistakes caused them to lose marks: When a word should be written with a ***capital letter,*** it was written in the lower case and the other way around. Some German mother tongue speakers do not know words like ***Konjunktiv, Passiv, Perfekt, Präteritum.*** This caused them to lose marks in Teil C.

Teil C2: Many candidates did fairly well in this section. Some still struggled with the syntax tasks, especially with the relative pronoun and the conjunction *obwohl, nachdem.* After the conjunction the verb has to be (mostly) at the end of the sentence. The word order seemed to be taken from the English.

A few reminders: Mistakes were still made 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 letter. We took the singular command "sage" as a possible answer if the first letter was in the lower case.

We are sure that all German SAL teachers worked really hard in preparing their learners for the final Matric Examination. For this we are truly grateful.

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GERMAN SECOND ADDITIONAL LANGUAGE
SBA MODERATION

A big thank you to all the teachers who adhered to IEB SBA regulations this year. It was an absolute pleasure to moderate these teacher and candidate files.

Please note that the front cover of the candidate's file has changed. Since 2020 we only have two essay tasks under controlled conditions and two extended writing essays. Therefore, four essays, two tests and both preliminary examination papers are now required. The cover page can be downloaded from the IEB website.

The moderation showed the following irregularities:

Please do not use ring binders or lever-arch files, and definitely do not compile loose pages in a plastic sleeve. In future, such piles of loose paper will be discounted to the detriment of the candidates. Use quotation folders for both the teacher and candidate files.

Protruding file dividers must be used to make tasks easily accessible.

Only one teacher portfolio must be submitted, even if the teacher has pupils in different schools. If pupil A writes a different task to pupil B in essay 1, then the teacher must include both tasks under section A1 in the teacher file.

Teacher and candidate checklists must **not** be included. As IEB SBA moderators, we work with these checklists, evaluate the files according to them, sign and submit them as documents. These are then sent back with the SBA files as feedback to the school's principal.

Please do not submit Oral marks. These are submitted separately to the IEB by both the school and the oral moderator. SBA moderation is a different component of the overall final mark the candidate attains.

Cover sheets must include the title or theme of the essay and tests, be dated, and signed by the teacher and candidate — this is an official document. Marks are only rounded off after the marks have been added up. If the final mark is 74,3, it is rounded off to 74%. If it is 74,5, it is rounded up to 75%.

Tasks set in any language other than German are not permissible. We teach German and the instructions for essays and tests must be set in the German language. On that note, please be reminded that the German term for gap year is "Auszeit," not "Lückenjahr." We also found an increased, incorrect usage of "bleiben" by both teachers and pupils. Please be aware that "bleiben" means to remain or to stay behind and is not an interchangeable term for "wohnen" or "leben".

To clarify references to "Noten" and "marks," please note that the term "Note" refers to the final grading of a paper or assessments. When referring to the marks or points allocated per task, these should be noted as "Punkte".

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Candidates must be addressed formally, therefore "Sie" is to be used in the instructions. Also, please ensure that tasks are formulated clearly. Instructing a candidate just to write about "living" is not adequate. Task instructions must include guidelines detailing the scope of the essay.

Only two essays are extended writing. Please do not include drafts for essays 1 and 2. The essay must be marked out of a minimum of 30.

Tests must be marked out of a minimum of 40 and a maximum of 60 marks, and not take longer than an hour to write. Complete examination papers are not tests; they are exams. If more exams are written by the school during the year, these examination papers can be divided and used as tests. The tests must reflect **sections** of the final examinations. Listening comprehension tests do not reflect sections of the final examination and are therefore not acceptable as tests in the SBA files.

IEB past papers may not be used as preliminary exams or tests.

This year showed a distinct improvement in SBA files from teaching centres across the country, and I would like to express my sincere gratitude to all teachers who adhere to IEB SBA regulations. May 2022 be as good or better than 2021.

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GREEK SECOND ADDITIONAL LANGUAGE

Even though candidates were negatively impacted by Covid-19 for yet another year, we were pleased to notice that most of them were well prepared and responded well to both papers. They gave insightful and appropriate answers indicating their good preparation for their final examinations on the subject.

PAPER I

This paper consisted of comprehension, language and literature and examined different cognitive levels including aspects such as perception, reasoning and judgement. The paper included questions requiring full sentences, one-word answers, multiple choice, true or false and short answers. Most of the candidates interpreted the texts correctly, displaying clear organisational and interpretation skills as well as good knowledge of grammar and vocabulary.

The visual text was a poster this year to which the candidates responded exceptionally well.

PAPER II

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 article and the picture that were given to them and they 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 a few who misinterpreted questions or lacked the ability to express themselves in a satisfactory way.

CONCLUSION

The papers were well written, and the majority of the candidates were well prepared for the examinations.

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HEBREW SECOND ADDITIONAL LANGUAGE
PAPER I

SECTION A

Overall, the marks were good. The candidates understood the comprehensions and provided accurate answers.

ARTICLE A

The candidates understood the comprehension and the marks were good overall.

Question A Good understanding.
Question B Good understanding.
Question C Good understanding.
Question D Completing two sentences – this was a more challenging task and candidates answered according to their ability. Two parts had to be combined to form a sentence and sometimes there was no logical link between the two parts of the sentence.
Question E: 1 "In your opinion – Which of the advice that appear in the article is the best?" Most of the candidates answered well. The instruction also asked for an example. Many candidates wrote a very good explanation but didn't understand the difference between an expanded explanation and an everyday example. Candidates lost 2 marks for not giving an appropriate example.
Question E: 2 Candidates answered well, but again, some candidates wrote an extended explanation, and didn't provide an everyday example. Candidates lost 2 marks for not writing an everyday example.

ARTICLE B

Overall, the marks were good. The candidates answered very impressively.

Question A Good understanding.
Question B Good understanding. Number 5 – "At **this** situation" – Which one? – Some candidates didn't answer accurately.
Question C Good understanding.
Question D: 1 "What do you think – which of the advice in the article is the best one in your opinion?" Most candidates answered very well and explained their opinion well. The question also asked for an example, and again we could see it along the exam that many candidates didn't understand the difference between "expanding and explaining" and "a proper everyday example". Candidates lost 2 marks for not giving an appropriate example.
Question D: 2 The same as above. Candidates answered the question very well: Can teachers stop the phenomenon of social boycott at school? Many candidates didn't give a real example and lost 2 marks for it.

One candidate wrote about "parents" instead of "teachers".

A concern – There are candidates who do not get **the concept** of a "proper-life example". It came to a total of 8/60 marks in Section A.

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SECTION B PRESCRIBED TEXTS

The candidates were well prepared and answered according to their level, but overall, the answers were very good. There were two centres that brought a different outlook to the poem "BUBA MEMUKENET". We accepted all opinions.

Candidates must be more aware of the following:

A. The length of the answers.

In Question 1**,** the instruction was to write about one-and-a-half page, and there were centres where candidates wrote two-and-a-quarter pages or more. It is a point that needs to be raised at the Conference, as candidates who obeyed the instructions couldn't develop their answers in the same way that the ones who didn't obey the instruction could. This is not fair to the candidates that obeyed the instruction.

B. Using of Full quotations.

Candidates must give two full quotations and explain them. Some candidates quoted two words ("sug sheni"). Some candidates gave full quotations but didn't explain them.

C. Focus on the question.

Some candidates wrote a full essay about the poem or the story and **didn't focus** on what had been asked.

QUESTION A BUBA MEMUKENET (Poem)

The question had two points: what is the social criticism and is it relevant for today?

Candidates wrote very good answers.

Very few candidates didn't relate to the second part of the question – **the relevancy** of the criticism to our time.

See comment A – length of answers.

See comment B – Quotations.

Important point – in an essay-type question of 15 marks, the candidates must relate to the whole poem or story and write in a structure of an essay.

QUESTION B ANI ROZE TAMID EYNAYIM (Poem)

Very good answers to questions A and B.

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QUESTION C HASHNAYIM (Story)

Very good answers.

Candidates had to give an opinion but also to relate to the content of the story.

All candidates answered to the point, expressed their opinion and explained it, but some didn't relate (shortly) to the **content** of the story.

QUESTION D HACHYCHAN (Story)

Candidates of some centres wrote a full summary of the story and didn't focus on the question.

Some candidates didn't obey the instruction of the length of the answer, and instead of writing half a page, they wrote a full page.

Some candidates didn't relate to the **full quotation in the question**.

Overall, all candidates knew the story well and most of them answered very well.

The exam was clear, and all the candidates understood the questions and instructions. The answers were good, and the candidates were well prepared.

Very few candidates didn't finish the last question.

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HEBREW SECOND ADDITIONAL LANGUAGE
PAPER II

SECTION A

Most candidates were able to write good creative essays. They were able to express opinions and emotions on an acceptable level. Most candidates were able to follow instructions in terms of what is required for this question.

SECTIONS B

This section is made up of three different sub-sections:

Sub-section 1: The candidates were requested to write two short texts according to a given statement. No specific problems or difficulties were found.

Sub-section 2: The candidates were requested to write a dialogue according to given information. No specific problems or difficulties were found.

Sub-section 3: Most candidates were able to express their thoughts and emotions in response to a visual. No specific problems were found.

SECTION C

In this last section the candidates were required to change three texts from one genre to another. They were required to write a report, a persuasive text, and an email.

This section was more challenging than the other two. However, most of the candidates were creative and able to use their knowledge and vocabulary of the learnt topics.

In general, the overall standard of paper 2 was good. However, there remains some concerns that in certain centres the candidates did not write according to the IEB guidelines.

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HEBREW SECOND ADDITIONAL LANGUAGE
SBA MODERATION

The general administration and presentation of the teachers' and candidates' portfolios were according to the requirements.

SECTION A

All tasks were based on the authentic texts that were taught in class. In some schools the level of tasks was too high and in others very average.

SECTION B EXTENDED WRITING

Some of the tasks were very creative and required from the candidates to show skills of researching and ability to summarise from the sources. In addition, candidates were expected to express their opinion on the selected texts.

In some schools the comments made by the teachers in the drafts needed to be more accurate and detailed in order to assist candidates with the writing process.

SECTION C

The tests reflected sections of final external examination.

SECTION D

In general, the level of tasks and questions was according to the required demand of the subject.

It is suggested that teachers encourage candidates to use audio and visual sources in some of the tasks.

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HINDI FIRST ADDITIONAL LANGUAGE

One candidate was registered and wrote Hindi FAL.

The candidate performed well in most sections of the three examination papers. However, there was a lack of depth in the responses to some questions in the examination papers.

Candidate performed extremely well in Paper 1 & Paper 3 but struggled with some questions in Paper 2. Here the candidate chose the essay question for literature, but it is clear from his written response that he struggled with this type of response.

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HISTORY
PAPER I

DISCURSIVE ESSAY

Generally: Candidates showed understanding of the questions and gave a wide range of answers, all of which were marked on individual merit. Concerns were raised about the lack of the TRC; however, SAGs do not state any mandatory content to be examined and in order to avoid predictability it was omitted; necessitating the division of the remaining content across the two sections. Some candidates 'crowbarred' pre-learned essays into their examination answers, this practice is discouraged. Candidates must be exposed to differently phrased questions. The 'word count' reference is merely a guideline for candidates and so they must be discouraged from counting words and giving a word count – candidates must rather be encouraged to answer the relevant question as fully as possible. Candidates are discouraged from underlining or highlighting what they consider to be core facts or salient arguments.

Structure: Discursive essays showed evidence of the understanding of the necessary structure. Context was largely integrated, though some essays still have a context paragraph immediately following the introduction. Candidates are encouraged in this instance to ensure that even a context paragraph is in some way linked to the topic to ensure that it is not narrative in nature. Where candidates formatted an argument/counter argument, this was accepted and marked on merit, but it was not necessary. A few candidates demonstrated no understanding of essay structure or content required.

Content: Whilst many candidates showed understanding of the essay topics, selection of evidence was at times poor with core facts omitted, or at the very least they did not give enough specific detail. Marking compensated for candidates presenting evidence chronologically or thematically. The different time frames of each question did not impact the content of any of the essays. Where candidates gave evidence beyond the expected content, they were duly credited; however, candidates must ensure that all content is linked accurately to the argument. Given that evidence drives argumentation, candidates must ensure that all points are fully developed with detail – merely stating the fact is not acceptable.

Candidates must be familiar with the SAGs content requirements, especially in the light of the updated 2022 document.

Specifically: Candidates did not show any confusion with regard to date parameters, even though some did select evidence beyond the dates stated. A rule of thumb, as mentioned at previous conferences and in reports, is that dates given in Paper One are always *inclusive* irrespective of grammar used. Candidates must be able to define and apply knowledge of historical terms such as 'sphere of influence', as this is integral to establishing and sustaining arguments in essays. Introductions were sound and candidates showed clear understanding of the questions with the necessary focus statements; however, they are discouraged from 'listing' content to be covered in the essay. Some conclusions included new evidence which undermined the structure and style of the essay in question – to this end a candidate must not have new points in their conclusion. Some hackneyed expression was evident such as "In conclusion…", "Thus it can be seen that…" and so forth and this should be avoided. Candidates must ensure that arguments are accurate and sustained; some essays showed skewed focus or lapsed into being contradictory.

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QUESTION 1

Candidates needed to be able to draw on content that pertained to US and Soviet actions in this time period and this was largely evident. However, in some instances candidates omitted facts, e.g., mentioned NATO but left out Warsaw Pact or left gaps by not mentioning the core facts such as no military policies at all. This erratic approach to content negatively impacted how arguments progressed through essays, even where the candidates clearly understood the question. In some instances, candidates did not give evidence beyond 1949 altogether. Some candidates struggled to quantify Soviet 'success' and were only able to reference that there was a Soviet reaction. Many candidates argued that the Warsaw Pact was a direct response to NATO – this is a skewed view as it does not take into account West Germany joining the Western military alliance, amongst other factors, which led to a six-year gap between the two-armed coalitions. Candidates are encouraged to develop a deeper understanding of cause and effect, rather than a simplistic linear understanding of events.

QUESTION 2

Most candidates grasped the concept of the events that were 'disruptive' as opposed to 'derailing' of negotiations. As this was not a language paper, candidates were allowed reasonable interpretations of 'disruptive' and where argument was backed by relevant facts, they were duly credited. Candidates showed indication of understanding the required evidence from the period even though it was limited to 1992–1994. Candidates were given leeway to explore any event in the time period but had to link it specifically to how it might have disrupted the negotiation process. The inclusion of Shell House was credited if it was linked very clearly to the topic.

QUESTION 3

Though the question referenced 'Russia', as opposed to the 'Soviet Union', no candidate, owing to their interpretation, was penalised if they argued specifically to the RSSR and not to the USSR. Candidates did require an in-depth knowledge of the Gorbachev reforms: the memorandum distinguished 'demokratiya' as a separate reform, but where candidates subsumed it into 'glasnost' they were duly credited. Greater understanding of nationalism as a force of change was required. Some candidates spoke of events outside of the Soviet Union which was not within the ambit of the question. Some candidates introduced evidence pertaining to Soviet foreign policy, but this was deemed irrelevant.

EXTENDED WRITING

Generally: The quality of the extended writing was overall unsatisfactory, with many candidates obtaining a Level 2 or lower. The nature of an extended writing answer; and, indeed, the rubric, is based on factual detail not generally evident in many answers to Questions 4–6. This is a concern as the intention of the extended writing is to assist less able candidates, allowing them to achieve a higher overall result.

Structure: As per the 2020 report, structure is neither credited nor penalised in EW. Candidates are, however, encouraged to answer the sub-questions as set as a single, holistic answer. *Full sentences must be used* as when candidates use point-form, the necessary detail is lost. Candidates are still writing introductions and conclusions; though not required, but where present were credited if relevant/accurate.

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Content: As per the 2020 report, candidates are still encouraged to provide factual content that is relevant, specific and detailed. Candidates must be mindful of the SAGs content requirements and how that pertains to extended writing. Furthermore, the source is meant to serve as a stimulus, the candidate is not expected to deconstruct the source as part of their answer.

Specifically:

QUESTION 4

A popular choice, this question was answered well (approximately 70% of all answers). Candidates demonstrated excellent knowledge of the Sino-Soviet split, perhaps because of it being a case study. Some candidates gave extraneous information on China's relationships with its neighbours. Candidates could have been more specific on how Cold War relations were impacted.

QUESTION 5

Candidates understood, overall, what was required to answer this question, though at times there was evidence of factual content being too thin in relation to the sub-questions. No issues evident with regard to the time frame given/required facts. Some candidates did not focus on all the events of the date parameters. More factual content needed.

QUESTION 6

This was the least popular question, owing perhaps to the nature of the content. There was enough factual content in this section for an extended writing. Answers required a detailed response on the Bretton Woods organisations, yet some candidates omitted GATT/WTO. Latitude was given to the sub-question on 'reaction' – as many textbooks are limited in the depth of information given in this regard. Candidates need to be well prepared for the section on 'The end of the Cold War and the New World Order', and specifically globalisation.

OVERALL IMPRESSION OF PAPER I 2021

Paper I 2021 marked well. The impact of the past 19 months of erratic schooling is evident both in the breadth and depth of the answers given in both sections of the paper.

Marking process was one of integrity, despite Covid-19 challenges, and was aided by comfortable weather and well-standardised answers. All markers must be commended on their professionalism.

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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 Society Protest 1950s to 1970s; Civil Resistance in South Africa 1970s and 1980s and Independent Africa. The focus of this examination was on skills, knowledge and questions that are unique to the study of History.

It was apparent that overall, the skills of History are being well taught and understood by the candidates. Teachers are to be congratulated on this.

Overall, Sections A and B were well answered. There are, however, areas that need refinement. Some questions were problematic for the candidates. There was a range of answers from weak to outstanding in Section C. In some instances where candidates started with Sections B and C, Section A was barely answered or not at all. There are still instances of candidates writing the source-based essay before Sections A and B. Section B prepares the candidates for the essay and must be done in conjunction with Section C. Please encourage candidates to manage their time and complete all three sections.

The questions in Sections A and B are rooted in the historical themes set out for study in the SAGs for Paper 2. ALL themes must be taught to candidates and studied by candidates to provide the necessary context for each source and to assist with historical interpretation of sources and with the 'own knowledge' questions.

Candidates must start every question on a new page and skip lines between answers – it assists with the marking. Typed scripts were problematic this year: The font was very small and thus hard to read. Also, please leave lines between answers and the stapled, typed script must be stapled into a blue answer book.

The length of answers was, in general, too long. The depth and detail given in an answer must be linked to the type of question. Candidates might have been taught that a 6-mark answer or an 8-mark answer requires length and detail, but again, it depends on the nature of the question. It could be a lower-order 8-mark question, in which case, four short answers score 8 marks. In many cases candidates are writing a page-long answer for a 4- or 6-mark question. In some cases, candidates are still not reading the sources and questions carefully enough and thus answering incorrectly. Many seem to read only for answers, rather than also reading for understanding, which would assist with finding the answers. When instructed to use 'own knowledge', candidates must use specific historical evidence and facts that they have studied. Many answers are vague and lack depth. If referred to a specific paragraph in a source, candidates must use that paragraph to find the answer.

SECTION A

QUESTION 1

The source description specified women, so some candidates saw this as a Feminist Movement protest and did not read the description properly. Some candidates revealed a lack of knowledge of anti-Vietnam protests. Some candidates evaluated the source in general and did not focus on the evidence showing the actual nature of the protest.

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1.3 Some candidates manipulated the question and turned it into a 'caption' question – they misunderstood the demands of the question.

1.5 Some candidates did not understand 'strength' and confused it with reliability. Candidates need to pay attention to the question: it asks for 'this' photograph, not photographs in general.

QUESTION 2

2.1 Candidates did not read the question carefully and therefore did not extract the information required to answer the question from paragraph 1 as instructed to do so. Some candidates wrote an entire one-page answer instead of THREE points.

2.2 Some candidates were unable to find the correct historical concepts.

2.3 Most candidates did NOT state the 'extent', as required by the question. Candidates must be alerted to this – 2 marks for extent, and the rest for evidence. Some quotes were too long and did not home in on the relevant parts; encourage candidates to write out the quotes and not use ellipsis or at least use it more skilfully and focus on including keywords.

2.4 A judgement as to whether the USSR succeeded or not, needed to be evident in the candidate's answer. Candidates sometimes did not know the difference between 'South Africa' and 'Southern Africa'.

QUESTION 3

There is also still confusion in some candidates' minds between Black Consciousness in South Africa and Black Power in the USA. They must be able to distinguish between the two and be able to apply their knowledge in more analytical questions. Some candidates simply defined Black Consciousness and did not use that understanding to assess its impact on SA politics. Application of knowledge needs to take place. Note – some candidates believe Steve Biko was American. Unless asked for a single-word quote, a quote should be longer than one word. When asked to quote and explain, candidates should try to use different words in their explanation than those that appear in the quote. Candidates struggled to select the relevant evidence in the source to back up a point made; many opted for convoluted and ambiguous answers that did not home in on relevant evidence in the source to answer the question. Too many candidates made references to historical figures using their first names. They should use the surname or the full name.

SECTION B

Again, candidates referred to historical figures as 'Leon', for example. Please encourage the convention of surname or full name. Also discourage colloquial language and slang: 'gonna', 'take him out', for example. If candidates want to underline a sentence for emphasis, please encourage the use of a ruler – in some cases it looked crossed out.

4. Candidates answered well.

5. Some candidates experienced difficulty answering this question.

6. Candidates needed to focus on addressing the 'accuracy', making a judgement here. Many did not.

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7/8. Generally well answered.

9. Teachers are encouraged to make this a typical question as part of their visual literacy teaching. Candidates really struggled to give 'mood' descriptors and corresponding visual clues.

10. Candidates, overall, did well on this question. A few did not read carefully and did not answer well.

11. Some candidates could establish a link but did not use evidence from the sources to clarify. Some candidates misinterpreted Source D, saying that black-on-black violence referred to the government crackdown in the townships.

    11.1 Many candidates merely extracted evidence from Source D and then Source E, without stating a link between the two. Even a very short phrase could establish a link and provide a good, clear answer. Both sources needed to be referenced for a good answer and a clear link established between the two – indeed that was the core of the question.

    11.2 Many teachers have clearly taught this well and there were many strong and complete answers, but this type of question still remains a challenge for some candidates. Candidates should not speculate on what could/should have been included by the author.

12. Generally, well managed. It was quite open – 'suggest' does require more than a one-word answer.

13. Those candidates who read this question carefully did well. Many gave only one reason and then some evidence. A wide variety of answers addressing the threat to governmental authority were accepted, but reasons and evidence had to be evident and linked. Some candidates struggled with the change in perspective from resistance to government. Quite a few candidates interpreted the tank as being part of the resistance – using it against the state.

14. 14.1 A very wide variety of local organs of people's power in the 1980s was accepted but had to be organisations of the 1980s and not the 60s and 70s. Some candidates responded with hearts and minds, hands and feet, heads, lungs, liver or Nelson Mandela, Oliver Tambo, Steve Biko or vigilantes and hit squads.

    14.2 Just ONE word was adequate here. Many answered in full sentences.

    14.3 A few candidates chose to focus on government reaction here, rather than resistance, which the question required.

    14.4 Generally answered well.

15. Candidates must write 'TRUE' or 'FALSE' or 'T' or 'F' and not 'YES' or 'NO', as required by the instruction.

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SECTION C

Teachers are to be commended for their efforts in teaching what is a higher-order skill task with many complexities. There were some fantastic and skilfully written essays. However, some of the 'niggles' identified last year persisted.

There was ample evidence for an argument and a counter-argument – most candidates who had an argument and a counter-argument in their essays identified the two sides correctly, but some candidates are still 'fence-sitting' – they MUST take a stand: one line of argument must seem more convincing to them than another and they must advance that argument throughout the essay, using evidence from the sources. Candidates should use the terminology: 'To a greater extent' and 'To a lesser extent'. 'To a moderate extent' or 'To a certain extent', is not a stance. Essays need to have every paragraph linked to the question – the focus must be clear and intentional, not implied.

This year's essays generally did not handle the counter argument (CA) well and there were a number of candidates who had no CA at all – more so than last year. The reason might be that they are used to presenting 'external pressure' as the counter for 'internal pressure'. Only one source supported this counter-argument, which disadvantaged candidates who took that route. The CA is integral to the source-based essay and MUST be there. Candidates are penalised if they have none. This is evident in the rubric. The argument and the counter-argument must be clearly stated in the introduction and the conclusion and discussed in the body – some candidates left it out in the introduction and conclusion but included it in the body.

Candidates must reference the sources they use – preferably integrate them into the paragraphs that they write. Some tend to mechanically write the source references at the end of each paragraph, accompanied by the same focus-sentence (Tagged-on). There is still some listing and lumping of sources, but it is not as prevalent as in previous years. Candidates can group sources that advance their argument or counter-argument together, but each source must be used separately, in order to home in on the evidence which that particular source provides, which may be similar to others in the `group' but is unique in some way. Teachers are encouraged to use the rubric to teach source-based essay-writing – the descriptors highlight the components needed to achieve top marks. The rubric was adapted slightly to advantage the candidates: They could still achieve a 'B' for an essay, having left out one source and could still achieve a 'C' grade, having left out two sources. The new SAGs for 2022 reflect this change.

Further common errors: referencing in the introduction and conclusion; long context-setting paragraphs that use information not in the sources; describing and paraphrasing of sources, with little 'own voice' present in a detailed analysis (using the sources to advance the argument); using only one or two 'meaty' sources, rather than information from EVERY source. There was some overuse of long quotes, in which the candidate's `own voice' was difficult to discern. Candidates must refer to the visual evidence/clues in a visual source when incorporating it into their discussion. There were also too many long introductions – some were a page long. Source-based essay introductions can be short – take a stand and address the argument and CA briefly. Whilst the argument must dominate the essay – the CA needs to be adequately interrogated – more than just a passing reference to one or two sources. Some detail and depth are needed here too. Some 'A' and 'B' essays were pulled into lower levels on the rubric because of inadequate counter-arguments.

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HISTORY
SBA MODERATION

GENERAL COMMENTS

- The 2021 History SBA National Moderation process ran very smoothly, with almost every centre fully or largely compliant with the 2021 Amended SBA requirements.
- It is wonderful, beyond this, to see creativity in action, with fresh sources found and interesting approaches taken to familiar questions and skills.
- Collaboration continues to grow, as well as mentoring and support. This is encouraging progress.
- Two-ring files with labelled dividers are still the preferred submission method for teacher portfolios.
- Plastic sleeves, boxes, envelopes, and folders tend to hinder the moderation process.
- Only the documentation required should be included – multiple versions of moderated papers or answer scripts are not needed. Instead, a summary sheet signed and dated by the educators involved is enough.

Preliminary Examinations and Controlled Tests (ORT and Non-ORT Schools)

- A pleasing standard was evident this year. Most centres covered and assessed the themes appropriately. Teachers must make sure that they receive relevant circulars regarding SBA, themes for the following year, as well as an updated SAGs.
- The 2022 SAGs are particularly useful in outlining the content focus for each theme – this should be useful to teachers in setting their assessments.
- Moderators noticed some difficulty in setting Extended-Writing questions for Paper 1 assessments. Several centres omitted the overarching "big" question that the sub-questions should help a candidate answer. Some centres had Extended-Writing questions that were so broad in scope they covered virtually the entire theme.
- In Paper 2 assessments, some centres found Visual Analysis questions especially challenging to set and tended to pose only knowledge-based questions. Paper 2 assessments need a range of questions, balancing knowledge, skills, and cognitive levels.

Historical Investigations, One Research Tasks, and Alternate Tasks

- Historical Investigations and One Research Tasks were generally well supported, with teachers encouraging focused topics, providing guidelines, internal deadlines, and constructive feedback during the process.
- A few centres gave candidates examples of completed sections, such as the summary and evaluation of sources, and this was very helpful to learners.
- Many teachers in ORT centres appear confident in their design and assessment of the Alternate Tasks now.
- According to the 2022 SAGs, non-ORT centres may choose to do Alternative Tasks, instead of the Historical Investigation. Instructions and rubrics have been provided for each of these.

Conclusion

Thank you to the National and Regional Moderators, Cluster Leaders, and teachers in the classroom who make up our IEB History community. Your dedication to building our crucial subject, through supporting one another and the learners in our classrooms, is clear. It is an honour to work alongside so many committed to growing empowered critical thinkers, ready to impact the world.

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HOSPITALITY STUDIES

SECTION A

QUESTION 1 (MCQ)

This question was answered well, with most candidates getting good marks. Knowledge on service equipment and point-of-sale systems were required – these were not correctly answered by most of the candidates.

QUESTION 2 (MATCHING COLUMNS)

Some candidates selected too many options per question.

QUESTION 3.1 (ELIMINATE THE ODD ONE AND GIVE REASONS)

This was fairly well answered. Some candidates had difficulty explaining why the chosen option was the odd one out.

QUESTION 3.2

Most candidates could classify the cocktail items correctly. However, there is a need to increase identification tasks to enable them to identify these dishes more effectively.

SECTION B

QUESTION 4.1 (GDP)

Candidates must learn definitions/terminology – this is the language of Hospitality Studies and is essential for learners to master.

QUESTION 4.3.1 (ANALYSING DATA FROM A CHART)

This was a higher-order-thinking question. Unfortunately, candidates did not analyse the data – they simply wrote theory from the textbook.

QUESTION 5

Candidates did not know the difference between food allergies and food intolerances. They were only able to mention examples.

QUESTION 6

This question was answered much better than in previous years. The different way of presenting the question in 2021 could be the reason for this. However, candidates must show all calculations and round off to two decimal places. Some candidates, after responding to the costing on the addendum, forgot to answer Question 6.4, which had to be completed in the answer booklet. This resulted in unnecessary marks being lost.

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QUESTION 7

Candidates were not able to answer basic questions about the beef carcass, suitable meat cuts and cooking methods. This is concerning as this is fundamental knowledge expected at Grade 12 level. Candidates were confused by the concepts of 'increased muscle activity' and 'free-range'.

QUESTION 8

Fairly well answered.

QUESTION 9

Candidates struggled to answer questions where they had to suggest substitutes. The preservation method was confused with preparing a bottle for preservation.

QUESTION 10

Candidates were asked to differentiate between beer in a bottle/can and draught beer. Very few were able to do this. Teachers should give attention to this as it is a component of the Assessment Syllabus in the SAGs.

SECTION C

QUESTION 11

This is a higher-order-thinking question and traditionally candidates do find it challenging. This year they were required to analyse whether the kitchen brigade of Auguste Escoffier needs to make way for a more modern brigade system. Learners need to be coached in how to respond to this type of question and make use of the skills they learn in English/Afrikaans language writing. They need to be able to refer to the sources provided in a meaningful way and not just repeat information from the text.

GENERAL

Teachers are urged to coach their learners in the following examination skills:

- Following technical instructions, e.g., starting each question on a new page, leaving lines open between answers, tabulating answers correctly, etc.
- Reading questions carefully – underlining key words for example, to help them answer the question correctly. Candidates appear to read one word or phrase and respond to this, rather than making sure they are answering what is actually asked.

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HOSPITALITY STUDIES
SBA MODERATION

Most centres' files were of a good standard. Teachers are urged to take the recommendations they receive with their feedback seriously and it was very pleasing to note that most teachers had done so. The purpose of the feedback is to help teachers to be the best that they can be and in turn help their learners to be so too.

It was encouraging to see teachers working more closely to the requirements of the SAGs.

There was a great improvement in the inclusion of the pre- and post-assessment moderation tools, analysis grids, question papers and marking guidelines. This was really encouraging to see.

The attention of teachers is drawn to the following areas:

- ALL possible assessments and tasks must be included in the Teacher File but only the ones that apply to the specific learner in the Learner's File.
- No PAT documentation and evidence should be included in the SBA file.
- First drafts and corrected versions of SBA items must be included in the Teacher File, together with the completed moderation tools for each. This is important as it is used to verify the moderation process followed at schools. Moderation must be done in GREEN PEN for easier recognition.
- Evidence of school-based post-assessment moderation remains an area of concern. This should not just be a checking of mark calculations; there needs to be actual re-marking of a sample of assessments and more substantial analysis and reflection of results taking place.
- Topic-specific assessments (tests) must mirror the format of the final exam i.e., Section A – 15%, Section B – 75% and Section C – 10%. In tests there were a few assessments where Section C's weighting was too high (25%–30%). This disadvantages the learner.
- This year there was very little improvement in the evidence of feedback given to learners. Assessment without feedback is meaningless as the purpose of assessment is to establish to what degree a learner has achieved the standard and how they can improve. It is possible that teachers are giving verbal feedback to learners, but from a moderator's perspective there has to be written evidence of such. Constructive, in-depth, meaningful feedback should be strived for. Formal evidence can be provided in the Teacher File in the form of a description of the feedback strategies used for each assessment e.g., mediating the memo with the class, individual consultations, tutorials, etc. but meaningful written feedback must also be evident on the actual scripts/tasks.
- Learners' referencing techniques can and must be improved. All images used in tasks must be referenced correctly with the actual image, not at the end of the task in a bibliography.
- When marking Section C, the teacher should indicate the marks on the specific rubric and not just on the learner's answer sheet. There is not enough feedback to the learners for this section.
- If a learner gets something wrong in an assessment, it should be marked incorrect with a zero in the margin. The same applies when a learner has not attempted to answer a question.
- The types of files used by some schools made moderation very difficult.
- Plastic sleeves may not be used.
- Staples must not be used.

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- The use of clearly marked file dividers makes moderation easier.
- Clear evidence of how a task is marked must be provided. Sometimes there is not a single indication of this on the learner's work – only a mark given on a rubric. It is impossible to verify marks when this is done.
- Weightings of tests and exams are very important. These must be checked for accuracy in the school-based moderation process. The design grid cannot just indicate 60/40 spilt. This does not provide evidence that the paper is fair for all learners or that it differentiates so that each learner is able to show what they are worth. The actual weighting of each cognitive level must be shown as per the example in the SAGs.
- The allocation of marks must be clearly shown on the marking guidelines to ensure validity and consistency.
- A lot of learners are not using the correct format for writing a menu card. Teachers should address this in the teaching and learning programme.
- Teachers are strongly urged to produce new, current and relevant questions/contexts for assessments and tasks. The sharing of quality questions amongst teachers is strongly encouraged.

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HOSPITALITY STUDIES
PAT MODERATION

Moderation at schools went smoothly and it was wonderful to be able to actually visit schools in the midst of a pandemic. A very big thank you to the moderation panel for carrying out a superb job. Thank you to all the teachers for allowing moderators into their space and for adhering to the COVID-19 rules. We understand that teachers and learners may feel intimidated by the moderation process, however, the purpose is not to find fault but rather to give advice, guidance and support in establishing and maintaining consistency in standards across schools, as specified in the SAGs. Feedback highlights 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, considering the requirements outlined in the SAGs.

This year a new moderation tool in the form of a checklist was introduced. The panel used the tool in the standardisation process ahead of moderation and the moderators found it to be more effective than the previous tool.

The 2021 PAT revealed some gaps in the skills development of learners due to the number of lockdown periods experienced. These gaps must be addressed and teachers will need to be creative to ensure the Grade 12s are well equipped for the final PAT in 2022.

Not all the skills/techniques set out in the SAGs regarding practical work were met this year. Teachers are urged to familiarise themselves with the requirements as set out on pages 19/23 to 19/27.

There were some schools where the marks awarded were inflated and inconsistent. Too much leniency was evident in the assessment of PSTs. The standard of PSTs remains an area of concern.

Teachers are urged to read the moderator's report for their school carefully and apply the recommendations given for improvement, in order to prevent disadvantaging their learners going forward.

Organisational aspects

- The files contained the correct annexures as per the SAGs.
- Mark schedules were for the most part completed correctly. Some calculation errors were picked up. Marksheets can be formulated in an 'Excel' spreadsheet to avoid errors in calculation.
- Marks on learners' cover sheets were calculated to two decimal places for each assessment and rounded off in the final total.
- Filing was done according to the cover sheets given in the SAGs.
- Plastic sleeves may not be used; 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.
- Copies of learners' cover sheets must be included in the teachers file.
- Very few schools have evidence of pre- and post-assessment moderation of PATs and PSTs. This is a perennial problem and is of great concern. Pre-assessment moderation rules out errors on recipes and ensures the correct skills set is tested. A second pre-assessment moderation may be required in some instances. Post-assessment moderation ensures validity of assessment. Moderation at school level must be done by a subject specialist. To this end, teachers should team up with a Hospitality Studies teacher at another school. The critical eye of a language specialist is also very useful.

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Practical skills

- There is insufficient evidence of all commodities being covered in practical skills lessons. This is also a perennial problem. There must be clear evidence of ongoing assessment of practical skills with the correct assessment tools.
- One practical skills lesson per week or cycle is imperative to cover all the commodities; these lessons must be skills-specific and performed with the guidance of the teacher under controlled conditions.
- **Please refer to pages 19/22 and 19/23 in the SAGs for practical skills and techniques requirements at Grade 12 level.**

Practical Skills Tests

- PSTs are not meeting the compulsory requirements as outlined in the SAGs.
- Most schools are only testing a few Grade 12 commodities. Skills-based recipes must include ALL Grade 12 commodities. Teachers must refrain from testing Grade 10 and 11 skills.
- 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 a minimum of TWO recipes used.
- Assessment tools must be adapted to test particular skills in PSTs.
- The standard of the of learners' written preparation overall is poor and the assessment thereof is also not up to standard. Learners need to be taught that 'Proper Preparation Prevents Poor Performance'. Written preparation forms the foundation of practical work; therefore, the learners' written preparation must be thoroughly assessed. If teachers have indicated mistakes on written preparation, feedback should be provided for improvement; ticks and crosses do not suffice.
- Very few schools provided photographic evidence of PSTs, this is a non-negotiable requirement. Providing a marksheet is not sufficient.
- Feedback remains another area of concern. Some teachers are providing constructive feedback whilst there are schools where no written feedback was given.
- Teachers need to give attention to guiding learners on how to combine the work order of various dishes in an effective timeline. This is an important planning skill that learners must be able to demonstrate and it requires higher-order thinking.

Practical Assessment Tasks

- The standard of internal PATs was good. It was pleasing to see that teachers are making use of recipes from previous external PATs, as this sets the desired standard of performance for the final PAT.
- PATs need to meet the requirements of a four-course menu (starter/entrée/main/ dessert or cheese course). Having themed events while still complying with the guidelines is acceptable, but teachers must guard against shifting the focus off the importance of the assessment.
- There was evidence that the learners received the documentation timeously and the documentation clearly indicated the set of skills being assessed. Marking of written preparation was not done thoroughly. (See comments under PSTs).
- The minimum number of PATs required is two per year. However, it is most beneficial to do more than this so that learners are exposed to a variety of roles.
- It was again noted that some schools are doing PATs that reflect similar recipes and skills sets as those of the final PAT, and learners are fulfilling the same roles. Learners must be exposed to a variety of roles and not only be used in one position every time.

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The Final PAT

The recipes with instructions provided for the PAT were used by all the schools. Documentation and additional recipes were submitted timeously by most schools.

- There is general agreement that the final PAT should be done on a Saturday rather than at the end of a normal school day when learners are tired. This was successfully implemented this year; the learners were refreshed and performed better after a night's rest.
- All COVID-19 protocols were adhered to.
- Some schools chose to allow learners to wear gloves for the duration of the food preparation. However, this practice does not encourage better hygiene as learners continued to work with the same gloves while not following hand-washing procedures.
- Teachers must ensure that all learners arrive at least 30 minutes before the start of the PAT and that all learners start at the same time. Learners 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. **Tardiness must not be tolerated.**
- There were still some schools that over-extended learners 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 learners and teachers. The number of guests should be kept to a minimum for this event. The final PAT should be exclusively for the parents of the matric learners. However, there were also schools that had too few guests and too many learners.
- Each waitron must serve between 8 and 10 guests, and this must be planned accordingly.
- Teachers are reminded that learners are required 4 hours of preparation including mise en place.
- The preparation of certain elements the day before the final PAT eases the pressure. However, some schools did too much the day before. Setting out some ingredients on benches is acceptable but ingredients may not be scaled the day before.
- The peeling of vegetables is a tedious task; vegetables can be purchased ready peeled, or they can be prepared the day before where possible and where oxidation can be avoided.
- Schools are encouraged to plan in such a way that certain tasks are done ahead of time. **Photographic evidence of learners doing pre-preparation must be available to the moderator**.
- Learners must **at no time be left alone** during the final PAT. Teachers must be available and visible to assist learners and to keep the pace in partnership with a sous chef if one is used.
- The use of electronic devices is a huge concern. Learners must be discouraged from wearing earpieces/earphones in the kitchen and food service area. Learners 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 learner focus. Timers should be purchased to discourage the use of cell phones for timing of dishes.
- Learners may under no circumstances eat lunch or snack in the kitchen or in the food service area during the PAT. Eating must be done outside or in a different venue. A break of no longer than 20 minutes should be allowed.

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Food preparation

- While hygiene and safety were generally of a satisfactory standard, there are areas that remain a concern:
  - Licking of fingers during food preparation, despite wearing of masks.
  - Covering of food with used/dirty dishtowels, rather than foil or dishtowels specifically set aside and used for covering food.
  - Washing of hands – any learner entering or re-entering the kitchen must wash their hands. Food preparation learners who wore gloves for the duration of the cooking would leave the kitchen and return without putting on fresh gloves.
  - Food service staff must be discouraged from 'hanging around' the kitchen if their services are not required
  - Teachers should invest in 'non-slip' mats for chopping boards or train their learners to use a damp dishtowel under chopping boards. Learners were working on chopping boards on the edge of benches and many boards can slip on stainless-steel tops.
  - Learners must be trained to sharpen their own knives when entering the kitchen at the beginning of any practical.
  - Teachers should train learners to use three bowls – one for what needs to be chopped, another for peels and the third for the prepared item. This will rule out peeling directly onto chopping boards as cluttering a chopping board is a safety hazard.
- The preparation of yeast products is a major concern. As yeast is a Grade 11 commodity and the current Grade 12s lost out on a substantial amount of practical time in Grade 11, the lack of skill can be accounted for, but as reported in the introduction, teachers will need to become creative and make time to ensure basic skills are taught.
- There must be evidence in practical skills lessons or PSTs that learners have handled gelatine products. Some schools did not adhere to this and there was also no evidence of gelatine being used in the final PAT.
- Portion control for plating needs attention. Resources must be referred to in order to ensure that the correct portions for each element are correctly measured and learners must be trained to portion correctly.
- Some plates of food showed no or very poor techniques. Teachers must inspire learners to research 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 chef of each dish under the guidance of the teacher. Teachers may not take full control of the plating line.
- 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 basic principle of hot food on hot plates and cold food on cold plates must be adhered to. Schools must invest in basic hot trays or heating lights to ensure food is served hot. Abstain from keeping food warm in warming drawers – the food dries out.

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Food service

- Overall food service was reported to be of a very poor standard and inconsistent across the schools.
- Schools are encouraged to assign someone to assist with food service on restaurant evenings, such as a teacher or a candidate who does it as an extramural. Most teachers do not get an opportunity to be in the food service area at all as the focus is on food preparation.
- Due the amount of time lost and the missed opportunities during 2020, it was evident that the learners were not given enough time to practise food service.
- Teachers need to teach the theory and then use a theory lesson to role-play the steps of serving, from Grade 10 to 12.
- Schools are urged to ensure that food service learners look professional and display good personal hygiene. All learners must look uniform and neat. Wearing neat school uniform is also acceptable if there are budget constraints.
- The welcome drink was a new commodity served in 2021. The drink must be prepared by the food service learners/barperson/maître d'hôtel. It must be served as the guests arrive on the veranda or as they enter the food service area. Some refreshing and delicious drinks were served. Ensure that the welcome drink fulfils the full criteria of a cocktail in an appropriate glass with crushed ice and a garnish. Avoid sugar on rims if straws are not provided.
- Schools need to invest in the correct cutlery for the setting of tables.

Areas of service that require urgent attention include

- The greeting, seating, lapping and introduction of the menu by waitrons.
- Drinks service – glasses must be carried on a tray and drinks must be served from the right-hand side of the guest. Drinks must be poured by the waiter, without glasses being picked up.
- The removal of unused glasses and covers.
- Courses being served from the left and right need revision. Food service staff are serving from different directions with no clear order. It is the job of the Head Waiter to control the order of service. This area of weakness is a perennial problem.
- Learners need to be well rehearsed in silver service and the use of the correct apparatus for the task of bread service.
- The removal of used plates from the right-hand side of the guest after all guests are done eating, and the stacking thereof.

All the teachers are to be commended for their dedication to their learners while working under very strenuous and uncertain circumstances. Their effort is much appreciated.

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INFORMATION TECHNOLOGY
PAPER I

General Feedback

This year's examination was the first to feature a 150-mark practical examination, which provided a unique opportunity to set a new standard for how marks are allocated, since the general content and concepts being tested remained the same. There were no serious issues or complaints sent on the day of the examination or at marking. I believe that the overall feedback was positive and that it was a fair examination.

From the marking, it appeared that in questions 1 to 6 most candidates performed well. The problem-solving questions were more challenging for some candidates. However, many of those who attempted the questions achieved a reasonable mark.

It was encouraging to see that so many of the candidates were able to utilise a date class and that they had a good grasp of class design and OOP principals.

Printing

The quality and consistency of the printed scripts are improving every year. It is much appreciated when the scripts are printed single-sided, text-wrapped and in question order. However, there were some instances of alternative printing methods and formats. It is recommended that printing of code be done via the IDE in which candidates are writing their code. Candidates should check that all printing done for their examination is correct and that only the code that must be marked is submitted.

QUESTION 1 STRUCTURED QUERY LANGUAGE

The basic query questions were well answered. Some candidates were quite adept at the use of String functions available in the different SQL languages.

One aspect with which some candidates struggled was UPDATE that included string manipulation. Candidates should read questions carefully as the sections for ORDER BY were often missed. It is also vital that candidates understand the structure of the tables and how the data in the fields relate to one another.

INSERT with SELECT has become a well-understood concept and we applaud the efforts of teachers in teaching these newer concepts.

QUESTION 2 CLASS DESIGN (TECHNICIAN)

This question was well answered. Candidates were well versed in translating and coding a class diagram. The area where some candidates struggled was in the particular formatting of the toString methods. It is once again advised that candidates make sure to read questions carefully, especially when there are finer details required for outputs.

QUESTION 3 CLASS DESIGN (SERVER)

Mostly well answered. Most candidates achieved close to full marks for this question and Question 2 as it is an expected part of the practical examination. Candidates generally did well with the constant/static properties. An area of concern was that some candidates did not understand how to handle a check for a null object. It is noted that some candidates tried to incorporate inheritance to this question which was not asked for nor would it have been a solution to the question asked.

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QUESTION 4 FILE MANAGEMENT AND ARRAY OF OBJECTS (SERVER MANAGER)

Generally, this question was answered well. Candidates had a good understanding of how to create arrays of objects and how to read data from a file. Areas for improvement are that candidates did not check the parameters of the constructors they created and did not check that the values they were reading from the file were the correct data for the objects they were creating. The structure of the lines of the files are always given and candidates must make sure that they separate the correct data for the correct parameters to create their objects.

QUESTION 5 USER INTERFACE (SERVERUI)

Most candidates had a good understanding of the requirements of this question. Candidates should not create GUIs as the question clearly stated that a simple text-based interface was all that was required. Creating GUIs is not always in the best interest of the candidate as it unnecessarily complicates the question and their answer.

QUESTION 6 CUSTOM METHODS PROBLEM-SOLVING (ASSIGN TECHNICIANS)

This question, testing the ability to read another file, has become a staple. Most candidates attempted this question and achieved most of their marks for the file-reading and data-handling part of the question.

Many candidates struggled with the concept of identifying where a technician had to be assigned. Since the question was more open-ended there were a variety of approaches to solving the problem and the marking guidelines accepted many of these versions.

QUESTION 7 CUSTOM METHODS PROBLEM-SOLVING (PRINTMAP)

This question was the least attempted. The ability to generate a two-dimensional map seemed to be a challenge for many candidates. The question incorporated the ability to write data to a file which is a concept that has not recently been examined. The marking guidelines made provision for a variety of possible solutions and ways of writing data to files. Many of those who attempted the question were well prepared for the use of date objects. We recommend that teachers review the different ways of writing to files.

MARKING COMMITTEE

A huge thank you to all of the markers, IEB staff and the schools who provided us with the marking venue. Your efforts, diligence and hard work made it possible for each candidate to have a fair review of their work.

To each and every member of my senior sub-examiners, who put in all the effort to make this a smoothly run marking session: I could not have done it without you and your teams of sub-examiners that you led so well.

A final word of thank you to the internal moderator and subject specialist for your support and dedication to maintaining the levels of excellence in our subject.

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INFORMATION TECHNOLOGY
PAPER II

The November 2021 Theory Paper was well received with generally positive comments from schools in reflection questionnaires received.

A check on the language and complexity of the question paper against a battery of online checks revealed the following:

Flesch-Kincaid Grade Level	6.5
Flesch Reading Ease	64.5
Gunning Fog Index	8.5
Reading Time	17:02

This would suggest an average reading grade well below Grade 12, making the overall paper suitable for a candidate at Grade 12, even at second-language level. These statistics include the external article in Question 6 which scores a slightly higher grade level.

SPECIFIC COMMENTS REGARDING EACH QUESTION

QUESTION 1

This question was well answered by many candidates. Candidates from some centres appeared to have not been prepared for this style of question. The incorrect answers given to some questions were similar from most centres.

QUESTION 2

Done well by virtually all candidates with the exception of questions 2.2 and 2.4.

QUESTION 3

This question was one of the best-answered questions in the paper, which indicates that this section of work has been taught well in most centres. Some common issues:

- Specific functions of various components – answers tended to be quite broad.
- Focus on the **implication** of more bits – 32 vs 64, rather than just answering in general terms like "more data".
- Overclocking – some candidates stated that only the CPU speed can be changed, greater understanding needed of per component, system, multiplier, multiplication factor, etc.
- Function of different caches/effect of sharing.

QUESTION 4

Generally well answered by candidates. Common errors were made in 4.1, 4.6 and 4.10.

QUESTION 5

This question was generally well done by candidates. Items to be noted in this section:

- Knowing the **functions** of switch/bridge/router. This is perhaps made worse when looking at the devices in a HAN vs a LAN. Candidates might be more used to what happens in a HAN and teachers must be sure to explain the differences.

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- Confusion between wireless access points and routers (as a result of first point!)
- MAC vs IP – emphasise inside the network vs outside the network, plus what the purpose and function are of each, which appear where in packets, what devices can see the IP vs MAC. This is where an understanding of OSI model helps, which unfortunately is not in the SAGs.
- Question on UDP/TCP wasn't understood by many candidates: while they probably knew the difference between the two, they didn't realise what the question was asking and didn't realise how dropped packets or packets in the wrong order were being represented.
- Confusion between the functions of a UPS and redundant power supply, some candidates did not know what a redundant power supply was and thought it was a second power **source** (e.g., solar/generator) to take over when ESKOM failed.
- Some confusion between protocols and URLs.

QUESTION 6

This question used some of the newer concepts in the syllabus. The issue of Digital Heritage is an important one. Common issues:

- What constitutes Digital Heritage, rights to digital collections/assets (these are generally NOT transferable like other assets as you buy the right to use them, not own them) Some candidates gave excellent examples and showed clear thinking in their responses which was excellent.
- Concept of what constitutes an IoT device – some candidates just said "laptop".
- Confusion between "data usage" and "data collection".
- The question on BitCoin also raised similar issues where candidates didn't understand the difference between being able to **access** BitCoins owned by someone vs legally **inheriting** them.

All this being said, there were some very encouraging answers from candidates showing that they had been taught both the **concepts** as well as how to **think** and **apply** this knowledge.

QUESTION 7

This question showed some lack of teaching of the theoretical concepts involved with programming.

- The two concepts to start the question (Abstraction/Decomposition) were badly answered; more emphasis needs to be placed on this going forward right from Grade 10, getting candidates into the concepts of Computational Thinking.
- Class Diagram – generally well done, but the inheritance relationship was incorrectly shown by many candidates.
- The function of different method types needs to be emphasised – what exactly a constructor/ accessor/mutator does.
- Truth tables appeared to have not been taught by some centres – this starts in the Grade 10 syllabus and should be taught as part of a continuing process through to Grade 12.
- The trace table question caused some confusion given that it was examined for the first time without providing line numbers on the answer grid. The worst issue was how to represent a for … loop – please emphasise this with candidates.
- A question on JSON files was obviously not expected by many candidates, but the marking probably allowed most candidates to do better than they might have expected.

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INFORMATION TECHNOLOGY
SBA AND PAT MODERATION

This year, coupled with the issues of last year, proved to be a huge challenge for educators of Information Technology. The majority of educators adapted well to the online learning platforms and online teaching. Covid-19 in 2021 brought with it new challenges as most schools had to have their Preliminary Examinations moved to September. This gave educators very little time to compile their portfolios and submit these to the regional moderators. I am most grateful for the hard work that educators have put in to have most of their work, if not all, submitted on time. Despite the challenges that Covid-19 has brought, you have got your candidates to produce outstanding PATs and have monitored the phases of the PATs exceptionally well.

Cluster leaders have done an awesome job. They have met the challenges of Covid-19 and online work head on and have got their clusters to function exceptionally well. The number of PATs and SBAs sent to National has greatly reduced, thanks to the excellent standard of marking and managing by the clusters and regional moderators.

Please take note of the following for 2022:

- Electronic copies must be organised into meaningful folders with ALL required documents i.e., SBA, PAT and Teacher Files for each centre (online schools) with ALL the assessments used for that centre. This facilitates the moderation process as candidates' files are located in one place and can be easily found.
- Online schools are to ensure that each centre has its own APPENDIX D.
- All teachers' files must be organised according to APPENDIX C.
- Examination numbers on the spreadsheet must be set to TEXT format and not left as a number.
- Addition of candidates' marks MUST be done correctly. Please double check that this is done.
- Scripts are physically marked with ticks/crosses instead of a rubric only.
- The use of old IEB papers, SQL, Normalisation or Preliminary Examinations as well as GDE papers is not allowed. This compromises the assessments and gives candidates an unfair advantage.
- If your centre is called up for National moderation, **all** requirements for National moderation must be fulfilled according to the circular sent out by the Independent Examinations Board i.e., ensure that if only the teachers 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 **flash** drive. Please ensure that the rubric for the PAT for each candidate is given as a hard copy in the teacher's files and is not bound to the PAT. This facilitates the moderation process as the moderation of the PAT and the rubric are now side by side.
- Once again, please do not use sleeves for more than two items in the teachers or candidates' files. It is cumbersome and hinders the moderation process.
- Due to the Covid-19 pandemic, the number of SBA tasks had to be adjusted. The possible combinations of three tasks were sent to all educators. These are as follows:
  - One Theory Test
  - One Practical Test
  - One Other (DVT/Additional Practical Test/Additional Theory test)

  If this is not adhered to, this will unfortunately disadvantaged candidates.

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- Once again, a few centres still start the PAT too late in the year, or, in some cases, the candidates are not being closely monitored. Educators should give candidates a timeline for each of the 4 phases of their PAT and stick rigidly to this. It is critical that candidates are managed in order to prevent entire sections of the PAT not being submitted as well as plagiarism. Candidates should be given every opportunity to achieve the maximum possible mark in the PAT. This implies that candidates can resubmit each phase after "fixing" the phase by implementing the educator's comments and suggestions. The awarding of a mark of ZERO for any of the phases is unacceptable. If ZERO is given a complete paper trail is to be sent to the IEB.
- 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 educators are part of a cluster. The assistance provided at cluster level will ensure that PATs, Candidate Portfolios and Teacher Files are well presented and contain all the necessary information before submission for region and/or national moderation.
- The research and motivation aspect of the PAT was poorly done. Marks were easily lost as candidates did not do this well. Please encourage candidates to research their PATs and motivate accordingly.
- Commenting of code is essential and many candidates lost marks for this. Encourage candidates to comment their code as they write their code instead of commenting at the end of the completed code.
- Please ensure that for the class diagrams, the description of fields and methods are done in detail and according to the correct structures to avoid loss of marks.

A PAT 101 session will be presented at the IEB conference next year, which will cover all aspects of the PAT for newbies and old teachers alike.

A huge thank you to the regional moderators for their time, hard work, consistency, and dedication they have put into the moderation process. I am grateful for everything that you do.

The National moderation team have been nothing short of phenomenal. Your wealth of knowledge and your generosity in sharing this knowledge is greatly appreciated. I am in awe of you. You have ensured that the moderation process went on smoothly.

Once again, I would like to appeal to educators to apply to be regional moderators. Information Technology has not had many regional moderators in 2021. The greater the number of moderators, the more efficient the standardisation and the more reliable the results. If you have had experience being a national moderator, please apply to be a regional moderator.

A huge thank you to all educators involved in the teaching in 2021. It has been tough, but your resilience has shone through. Thank you and keep up the excellent work.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
PAPER I

SECTION A

Once again one has to commend isiXhosa First Additional Language teachers for their excellent work that is being done in IEB schools. It was evident in the results of Paper 1 that comments from previous years' examiners' reports were taken into consideration. The answers for Question 1 (comprehension) demonstrated good understanding of the texts. Candidates handled this section excellently.

SECTION B

The majority of the candidates performed very well in the summary section: they followed instructions accurately and produced successful point-form summaries. However, some candidates did not follow the instructions, they came up with their own views and hence lost valuable marks. Candidates should be encouraged to summarise the text and not to give their opinions about the text.

SECTION C

This section was answered fairly well. It was evident that learners struggled to use the quotation marks when asked to **'caphula umqolo'/'quote'** the relevant line/s from a particular stanza in the poem. Candidates must be reminded to refrain from referring the examiner to a stanza and the number of a line when asked to quote from the stanza. It is important to make the candidates aware that if they refer the examiner to a particular line, they lose marks. Candidates must follow the instructions given; this will make marking easier and faster.

SECTION D

Most of the learners performed very well in this section. However, the majority of the learners confused the augmentative form with the plural form. Changing sentences from Direct Speech to Indirect Speech was still problematic to the majority of the candidates. Candidates should look out for the key words in the given sentences.

GENERAL

The standard of answers in the examination demonstrated that the candidates were well prepared for Paper 1. The educators are commended on the job well done.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
PAPER II

GENERAL COMMENTS

The 2021 isiXhosa FAL Paper 2 examination consisted of two sections. **Section A** had six questions and was worth a total of 70 marks. Those included contextual questions, matching question types, questions where a missing word had to be filled in, true/false questions and essay-type questions. Section A allowed candidates to demonstrate their understanding of literature allowing them to retell the story, organise and describe events focusing on story elements.

Section B had six questions: three longer pieces worth a total of 20 marks each and three shorter pieces, worth a total of 10 marks each. Candidates chose two topics, one longer piece worth 20 marks and one shorter piece worth 10 marks. Candidates were asked to demonstrate their writing skills.

Section A was completed reasonably well although there were a few candidates who lost marks due to misunderstanding the question and failing to address certain issues raised in the question.

Section B required candidates to write a letter of advice and a letter 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 9 and 11** were the most popular questions. Generally, most responses were well structured and adhered to letter-writing conventions (introduction, body and conclusion). There were few incomplete answers.

Advice to candidates and teachers

- Candidates must familiarise themselves with the target language and should practise responding to short questions like those in Section A of the examination. Section A typically exposes candidates to the character roles and events in the novel.
- Candidates should pay attention to mark allocation and the number of words and provide more detailed, thorough responses 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. Relevance to the topic is of primary importance.
- Almost every piece of writing you do should be organized into paragraphs. Some learners failed to demonstrate this skill.
- Some candidates did not really know the difference between a formal and an informal letter and, even worse, did not know how to write a letter.
- Correct punctuation is of utmost importance. Candidates must use this tool very carefully and understand its impact on their writing.
- Teachers should give special consideration to the verbs used in the topics as a way of increasing the relevance of candidates' responses.

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SECTION A CONTEXTUAL

This question required candidates to respond to the text, allowing them to remember some incidents in the book, recognising relationship between the characters and to write a dialogue or respond to a character's feeling or show how a character reacts in a certain situation. Overall, candidates responded quite well to this question. However, some candidates gave incorrect answers. They failed to address certain issues raised by the question. Candidates are reminded to read the question carefully, to write facts and to avoid giving non-factual responses about the topic or story. **Question 5** was the most popular question. However, sometimes candidates were too keen to get started on the process of writing, and not keen enough on reflecting hard on what the question provided for their guidance.

Questions 4 & 6 were the least popular questions. Only a few candidates attempted these questions. The few responses were generally very limited and offered very little analysis, especially about the incident and its consequences. A few candidates did not have sufficient knowledge of the incident or the novel, and they wandered off completely.

SECTION B TRANSACTIONAL WRITING

Many candidates answered this question correctly. Candidates demonstrated their writing skill very well. However, there were candidates whose answers were irrelevant to the question and a few of them used English sentences. Some candidates responded by writing word for word what was written in the instruction paragraph. Candidates are encouraged not to deviate from the question as they will not be allocated any mark.

The overall question paper was well attempted. Candidates demonstrated a very good knowledge of the subject area.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
SBA MODERATION

GENERAL

- This year we had a few new schools, and the teachers did their utmost to meet the portfolio requirements. The majority of the files were neat and systematically laid out
- A few schools did again not include the rank order in the files – teachers are encouraged to use the computer-generated mark sheet.
- This year teachers understood that the spreadsheet was very important because it gives a clear indication of how marks were allocated for all the candidates. They took note of the request given last year.
- The teachers are once again encouraged to look at the feedback form of their schools for progress in the following year. Most school have improved this year.
- Last year I warned that there were still teachers that marked candidates at a Home Language level. Teachers are advised to read the SAGs document. Tasks created were of a good standard overall and were age appropriate.
- Teachers are advised to use Paper 2's versatile rubric for essays – also give feedback to candidates.
- It is very important that teachers design grids for all tests and exams.
- Teachers are reminded to attach a rubric to the learner's work so that the they can become familiar with the assessment tool and know exactly how they are marked.
- There has been some progress in this year's portfolios, however, it was evident that one or two were rushed at the last minute.
- There has been progress regarding the moderation process. The teachers are advised to keep up the good work.

EXTENDED WRITING ESSAYS

- Fresh and relevant topics were given to the learners.
- There was compliance to the word count in this section compared to last year.
- There is still a problem with mark allocations on the rubric to show how the teacher ended up giving the marks.
- Marks given must be shown in the rubric.
- Teachers must give constructive feedback to help candidates grow.
- During process writing the teachers are advised not to correct the mistakes for learners, they must guide them by giving prompts or remind them of the correct language structure.
- There are schools that had two essays instead of one for this section. Their hard work has not gone unnoticed.

CAT TASK

- The task was treated with integrity.
- There was evidence of cluster moderation in most schools compared to last year.
- It is evident that candidates were guided very well to the end product. They produced work of good quality. The topic was relevant and was enjoyed by the learners.

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THIRD GENRE

- Once again there was evidence of creativity from the teachers.
- Teachers heeded advice and applied the suggestions given in last year's feedback form.
- There was no confusion this year regarding this section.

TESTS

- Teachers are advised to remember the Analysis Grids for the tests as this helps a lot to create the Grids for Examinations.
- Two tests reflecting the structure of Paper 1 and 2 and a test from the 3rd Genre.
- The teachers are applauded for the work done in this section.

PRELIMS

- All the schools wrote the prelims and improvement was evident across the board.
- The teachers are required to have evidence of **moderated copies** in the teacher's file, a form alone does not serve any purpose. A few schools' work was not moderated internally or at a cluster meeting.
- Cluster meetings are important, and teachers should take note of this for 2022.
- Most teachers are applauded for creating their own examinations refraining from using previous final examination papers. Two centres used IEB past papers. This is not allowed.
- This section proved that work has been done by most schools and learners were ready for the final examinations.

The teachers' work this year has improved. The feedback form will give clear remarks regarding each school. The teachers are advised to grow from strength to strength.
Once again, teachers put the needs of the learners first and produced work of professional quality.

All the best for 2022!!

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ISIZULU HOME LANGUAGE
PAPER I

The learners answered all the questions in this paper and most of them did very well. All candidates finished the paper.

SECTION A COMPREHENSION AND CARTOON

- This section required candidates to read the texts and answer questions based on the texts.
- This section was answered by all the candidates.
- All of them understood the question and did well in this section.
- However, some candidates answered a one-mark question with a long paragraph. They spent a long time on this section.

SECTION B SUMMARY

- This section required the candidates to read the passage and summarise it in five points.
- The candidates managed to write five points in this section.
- They answered the question in a paragraph as per instruction.
- Many candidates did not use their own words in this section. They could have earned more marks if they had used their own words.
- Some candidates did not write down the number of words they used.

SECTION C POETRY

- This section required the candidates to answer the questions based on the unseen poem and prescribed poems.

Unseen poem
- Some candidates found the unseen poem challenging, but most of them did well in this question.
- Some candidates answered a one-mark question with a long paragraph.

Seen poems
- Most of the candidates did well in this section.
- Some candidates did not find it easy to give the meanings of the proverbs and sayings that were in the poems.
- They also found it difficult to identify rhymes in the poems and to give the types of rhyme.

SECTION D GRAMMAR

- This section required the candidates to answer questions based on grammar, visual material, advertising and editing skills.
- In this section all candidates did very well.
- They had a good understanding of grammar.
- Most candidates understood the advert and answered the questions very well.
- Most candidates managed to score high marks on editing skills.

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ISIZULU HOME LANGUAGE
PAPER II

SECTION A

QUESTION 1 AND 2

These are essay questions based on the short plays from a book **Esithangamini Sezethameli**.

- There was choice between question 1 and question 2 of which question 2 was answered the most.
- There wasn't a fair balance on the question that were set as question 2 had a scaffolding and was answered by the most.
- Where scaffolding was not provided, learners seemed to struggle on what to cover when answering.
- Most learners retold the story instead of sourcing out just the answers.

QUESTION 3 AND 4

A choice question based on the short story book ***AMAGEMFE***.

- There was a fair choice in choosing Question 3 and Question 4. However, most learners that chose Question 3 struggled to support the character description of Musa.
- Few learners could not describe Musa's behaviour that makes him a bad father.
- It is important that the first part of the book where the analysis of the play is done, that it be done thoroughly in class for the benefit of the learners to master the terminology in the play analysis.
- Learners are advised to use the characters' names as they are in the book and shorten them. e.g., Nozipho and not Zipho.

QUESTION 5

- This question was answered well; however, three quarters of the learners did not write the introduction before starting the actual speech. e.g., The speech that is delivered by (the name of a person, the place, the date and the type of a function)
- More emphasis needs to be put on the structures of the transactional writing.

QUESTION 6

- This question was answered well, however, three quarters of the learners did not write the introduction before starting the actual diary entries.eg (whose diary it is)

The common errors done were as follows:
- Some learners forgot to write the word count hence they lost marks.
- The teacher is advised to encourage learners to pay attention to the structures of the transactional writing pieces.

Overall, this paper was answered well. The following was the common mistakes throughout the entire paper.
- Few learners forgot to use 'Izaga nezisho'.
- Re-telling the story in Section A instead of focusing on what the question is asking.

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ISIZULU HOME LANGUAGE
SBA MODERATION

Teachers and learners are commended for the effort they have put into producing the most pleasing files. The standard of files has improved, and it is applauded. However, there are areas that require some attention.

SECTIONS A, B and C

- Teachers are encouraged to follow the SAGs when designing tasks. It is vital to comply with the IEB requirements in terms of the stipulated number of words for long essays.
- Rubrics with 7 levels must be used and marks should be weighted correctly. Content should count more than structure and language. There should also be constancy in the awarding of marks. If, for example, a candidate is awarded 28 out of 30, that essay is expected to catch the eye and be a "wow" because it has covered all the angles of the topic, there is evidence of research because different sources are cited, language and tone are close to being perfect.
- CAT tasks were done very well, and it was encouraging to see learners' own voice in the various CAT tasks.
- The instructions of the 4th-genre essay would have met the target better had it been phrased differently. Teachers are encouraged to be clear on what the candidates are expected to do. Specific instructions that focus on one or two literary element(s) always make marking easier and efficient.
- Feedback was given but this can be more intentional, thorough and constructive.

SECTIONS D and E

- Teachers are encouraged to use the grid during the setting of tests and exams in order to reflect the 60/40 split correctly.
- Tests and exams should be wide enough to incorporate a range of aspects and topics to avoid repeating the same content, at the same level of difficulty.
- Teachers are encouraged to indicate on the assessment grid whether the question is (E) – easy, (M) – moderate or (D) – difficult.
  Levels 1–2 are (E)
  Levels 3 –4 are (M)
  Levels 5–7 are (D)

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ISIZULU FIRST ADDITIONAL LANGUAGE
PAPER I

This paper comprised 19 pages that accommodated all levels of thinking, all types of intelligences and the familiar content. Well done and thanks to the panel of examiners for great advice and input. The ideas behind these are much appreciated. To the senior markers and the crew of professional sub-markers who spent almost the whole day unpacking the marking guidelines, your views and contributions were very constructive. All is much appreciated, be blessed.

SECTION A COMPREHENSION/ READING AND VIEWING [30]

QUESTION 1

This is a comprehension question that covered details with which the candidates were familiar. It used a theme of love that occurred during current times since the characters had to go through the Covid restrictions and protocols. Therefore, the candidates were familiar with the context. The candidates responded well to this question.

Most candidates still confuse *inyanga* and *unyaka*. This is vocabulary that has been used a few times in past examinations. Additionally, candidates still confuse *isimo sezulu nesimo sembongi*. Teachers should encourage the candidates to familiarise themselves with the vocabulary of past papers and the common terminologies used in poetry, to boost their vocabulary.

QUESTION 2 & 3

Question 2 and 3 tested reading and visual literacy components. There were great responses from the candidates. Most excelled in Question 2 which had a school theme that entailed a conversation between a headmaster and a teacher in the classroom. However, Question 3 had a few hiccups. Its theme was based on a young man doing his final year of schooling. Teachers are encouraged to teach the names of subjects in isiZulu. Most candidates do not know the names of subjects in isiZulu, as a result, they wrote most of the names of the subjects in the cartoon in English.

SECTION B SUMMARY [10]

QUESTION 4

This question gave instructions that had been used in past papers. Therefore, candidates were expected to be familiar with the instructions based on the structure of a summary. In general, candidates responded very well in this section. While there was evidence of thorough preparation for this section, teachers must ensure that they instil rules of proper structure such as point form, reported speech where the candidates are expected to summarise a dialogue or a first-person narrated story and five-point rule. Some candidates wrote a paragraph instead of points and some copied and pasted the dialogue. Some did not record the number of words, and these were easy marks to get.

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SECTION C POETRY [30]

QUESTION 5, 6 & 7

All three questions covered seen poems. Question 5 was about a poem titled 'Ngikhathele Ngidiniwe'. Most candidates were underprepared for Question 5 as most of the candidates failed to respond well to it. Candidates confused *impindwa nempindamqondo, ukuxhumana okuyingxemu nokuxhumana okuyisiphambano.* Teachers are encouraged to highlight the difference between these terminologies in the classroom. In addition, the candidates needed to identify the type of *inzwa* and many could not do this. *Izinzwa* and the related examples need attention, more particularly from the seen poems. Question 6 had a poem titled 'Izimpisi'. Candidates were expected to have had exposure to the terminologies around this poem. This is the shortest and easiest poem in history and its analysis is uncomplicated. Candidates responded very well but some of them failed to identify the type of a poem. Teachers should not teach every poem as a lyric poem. Some candidates used *ilirikhi* as the type and substantiated generally which is a safer angle of viewing poetry. Question 7 was a seen poem titled 'Elikabani Iphutha?'. The responses to the questions based on this poem were excellent. The only downfall was the response to a question that asked about *ukuthomba* in which the candidates showed no idea of what it meant. Teachers are encouraged to teach all terminologies in seen poems even if it is uncomfortable to unpack them. Chances are that the leaners would have heard these terms outside the classroom.

QUESTION 8

As stated previously, an unseen poem is the question where candidates can ace every year. This is always an anticipated question where candidates are asked similar questions year by year. Teachers are encouraged to instil terminologies that are mostly related to the external structure of the poem. Candidates responded well to this question, even though some of them still did not follow the instructions. They need to adhere to extracting the actual lines (words) instead of writing the line numbers that give a guide to where the answer can be found. Additionally, teachers are encouraged to teach numbers in isiZulu. Giving the numbers of lines in isiZulu remained a challenge in this component.

SECTION D LANGUAGE AND GRAMMAR [30]

Section D covers grammar and language usage. This is the language component that does not compromise on rules. As a result, candidates need to be extra vigilant in how they answer each question. It remains a challenging section of isiZulu FAL Paper 1. I suggest a different strategy in future, such as exposing the candidates to grammar exercises or assessments almost every week (as is often done in other subjects where drilling is required).

QUESTION 9

Candidates responded fairly well here. The only pitfall was on writing *iziphawulo*. Teachers are encouraged to teach all the elasticities of *isiphawulo*.

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QUESTION 10

Generally, candidates did not do well in this question. Diminutives are always asked in the final paper. Therefore, this should be viewed as a predictable question, but candidates make careless mistakes to date. Negatives and tenses were also included in this question, but candidates still did not do well. Teachers are encouraged to instil repeated questions like these in the classroom to build confidence before the final examination.

QUESTION 11

Candidates performed moderately well in this question. It necessitated language knowledge in general and very minimal grammatical structures. *Impambosi yokwenzeka* was the main challenge that need more attention when teachers go back to class. Most candidates did not do well in this specific question.

CONCLUSION

In general, candidates responded well to this paper. A minimal number of candidates underperformed. Teachers are commended for their effort and quality of teaching. Candidates should be encouraged to start each section on a new page and skip two lines before each new question for clarity and neatness purposes. In addition, candidates should refrain from writing their names on the answer scripts – examination numbers are enough for identification. The feedback received from teachers was that this paper was fair and it covered all levels of thinking well. Wishing everyone the best for the year 2022.

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ISIZULU FIRST ADDITIONAL LANGUAGE
PAPER II

Overall, the teachers and the learners where very happy with the balanced standard of this paper. As usual, most learners did well. However, there were not as many 'A' aggregates as one would expect, owing to a number of factors, such as fluid circumstances caused by the COVID-19 pandemic, hybrid learning and so forth. There were even a few absentees who were unable to write, and some wrote but could not complete the paper.

SECTION A

QUESTION 1

Most learners did very well in this question – which was expected. However, some struggled with **Question 1.6** which focused on the problems that Zama encountered by having a relationship with Themba. Most learners focused on Themba's efforts to get Zama to love him.

Question 1.7 most learners answered very well but struggled with the part where they had to answer what impact the lesson would have in their own lives. They struggled to separate the lessons and the impact of the lessons.

QUESTIONS 2

Most learners understood the question of milieu/plot but struggled with the effects (umthelela) of the place in Mzwakhe's and Zama's lives. Learners must be encouraged to write in paragraph form, using the scaffolding to ensure that they have answered all the questions, and to avoid mixing facts or omitting facts.

QUESTION 3

Most learners understood the **dialogue question** and answered well. However, there were a couple of common mistakes made by both mother-tongue and non-mother-tongue speakers that caused them to lose marks unnecessarily:

The structure of the dialogue is supposed to have the following: introduction/ heading, format/skipping lines for neatness, and one or two feelings (e.g., uyakhala/ ukhathazekile) in order for the learners to collect all marks.

The content: most learners focused on three marks for creativity and forgot about the seven marks for facts from the book. Teachers must focus on helping the learners to stick to the facts, not using vulgar language, count and write the number of words.

Other learners confused the facts and the characters. Some wrote a dialogue between three characters when a dialogue between two characters was asked.

Learners must use the appropriate register and tone. Learners should not waste time on greetings since they will not receive marks for that; they must start with the conversation immediately.

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QUESTION 4

As usual, learners who are fluent in a language and are able to express themselves did very well in this question. However, they did not follow the scaffolding and omitted some facts, hence losing unnecessary marks. Those who struggled with the language, understood the question but struggled to express themselves properly because of the lack of vocabulary. Some struggled to give their opinion about Mzwakhe being in jail and the advice they would give to Mzwakhe since he was now in jail.

Teachers must remind the learners of the structure of this question which is usually an essay format; **heading, introduction, paragraphs and conclusion**.

QUESTION 5

Most learners chose a **friendly letter** instead of a **speech**. Some learners lost easy marks on the structure of the friendly letter, such as writing the address on the right-hand side, writing the date in proper IsiZulu, introducing the person they are writing to without using an 'u' (malume othandekayo) showing respect instead of using his name, and also using an 'u' at the of the letter when closing:

(Yimina umshana wakho
uThandeka)

Those who wrote the **speech** struggled with the structure of the speech, however, they were able to answer most of the content points. They wrote the speech as if they were writing an essay. they included neither heading nor greeting according to the protocol, no thanking the opportunity to speak and no introduction of the speaker. Teachers must focus on teaching the structure of a speech.

QUESTION 6

Most learners choose an **obituary** instead of a **review** and did well. Even though they were guided with subtopics of what to include, some learners did not add the heading, date of death and personal achievements. Some wrote as if they were writing their farewell speech.

For the review most learners did not write the heading of the place they were writing a review about and did not give the name of the person who wrote the review at the end, however, the content was fine for those who had the ability to express themselves.

Common errors similar to last year:

- For the learners who have readers at school, teachers are encouraged to choose a person who can read isiZulu well in terms of pronunciation, accent, speed and expression. Not doing this might disadvantage the learners even more.
- There are still problems with **scaffolding questions**. Some learners struggle to answer according to the bullets that act as guidelines to ensure that learners answer everything to collect maximum marks. Learners must practise answering these questions by using old IEB examination papers to help them focus more on facts and less on unnecessary stuff and being repetitive.

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- Some learners are still not counting the number of words in their responses and writing them down. These are easy marks from **Question 1–6, but** some learners loose most of these marks, which could have earned them a better symbol. Learners must also avoid writing the incorrect number of words or writing far more than is required.
- For choice questions such as **Questions 5 and 6,** learners must always choose according to their strength in order to collect maximum marks. If the learner changes his/her mind he/she must indicate this by cancelling the question he/she does not want marked.
- Yet again, there were a few learners who answered most questions in English which is not allowed. However, a teacher can encourage learners to make an attempt by 'Zululising or Zulufying' the words if they have forgotten the correct IsiZulu word.
- Although this paper is not language based, learners must avoid careless grammatical mistakes such as possessives (e.g., udadewabo wakhe instead of udadewethu, udadewakhe). They must be able to differentiate between isoka nentombi, use izinzwa fo dialogue, use verbal extensions correctly – uMzwakhe usebenzela uKk hhayi uMzwakhe usebenzisa/ usebenza uKk and basic concords – kumele uvule amehlo bakho, UMzwakhe uenza ubugebengu njalonjalo.

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ISIZULU FIRST ADDITIONAL LANGUAGE
SBA MODERATION

SECTION A

There is an improvement in the layout of the teachers' files.

Teachers are reminded **NOT** to put the **oral spreadsheet** and mark lists, **minutes** of the cluster meetings or the **SAGs document** in the teacher portfolio.

There were some very good and interesting, thought-provoking topics that teachers used and most of them were about the Covid-19 pandemic.

It is advised that topics given to learners should not be ambiguous and teachers are encouraged to give learners the scaffolding to assist them.

Teachers are reminded that it is a requirement that the teacher's file should have all the tasks leading to the final essay.

98% of the learners' files had both the first and the second draft.

In some files the second draft of the essay was not marked with integrity as there were just a few random ticks and then the mark allocation. In most of these files there were lots of errors still not corrected by the learner and yet the candidates were given a 100% pass.

It is imperative that teachers give constructive feedback.

A few schools are still not following the SAGs requirement of 200–250 words.

SECTION B

The CAT was well understood and enjoyed by the learners judging by the final task submitted by the learners, however, in most schools, learners did not write the introduction to the speech which forms part of the structure of the speech. Teachers also did not highlight this error when marking this task.

SECTION C

Short stories **(Izinyembezi Zothando)** were done by more schools and a few schools did the novel **Hlwanyela Uzovuna**.

There were a few schools that did not cover all four short stories of **Izinyembezi Zothando** in this section when assessing and gave the learners the choice of writing about one story. This was not correct.

The teachers are advised to give learners a reasonable wordcount not exceeding 350 words.

Teachers are encouraged to set one essay question and not to confuse this task with the third-genre test that is in Section D. This should be marked using a 7-level rubric.

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SECTION D

There were a few issues encountered in this section. Most teacher files did not have memos or analysis grids for all three tests, and this is a SAGs requirement. In some files, teachers did not combine the tests into one test if they had written different sections in different lessons. This caused confusion in the marks spread sheet.

Paper 1 and 2 should 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 good standard. These papers should be written on the same date and at the same time by all schools.

Learners 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

GENERAL REMARKS

1. Paper 1 was set according to the SAGs requirements.

2. Candidates found Section B of Paper 1 to be demanding.

3. Teachers need to ensure that poetry and prose are taught in depth. The aim of the teacher should be to ensure that the candidates have a solid understanding of the two sections. These sections tend to include some higher-order questions.

4. Most candidates fared extremely well. This is an indication that they were well prepared.

SECTION A

Candidates fared very well overall.

QUESTION 1

Comprehension (Italian aperitif); candidates fared relatively well. The question on grammar was challenging: a few candidates did not complete the two required tasks. The two tasks were possibly misread as one was in capital letters and the other in small letters.

QUESTION 2

Comprehension (App to save food); most candidates fared extremely well.

QUESTION 3

Comprehension (Personal columns); most candidates fared extremely well.

SECTION B

Candidates found both the poetry and prose questions challenging but fared well.

The questions on synonyms and antonyms were challenging for the majority of the candidates. However, the overall results for these questions were good.

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ITALIAN SECOND ADDITIONAL LANGUAGE
PAPER II

GENERAL REMARKS

1. Section A Question 1: Choice of two (Writing a Descriptive/Narrative Text)
   Both topics were almost equally popular.

2. Section B Question 2: Choice of three out of four (Three Transactional)
   Candidates coped well.

3. Section C Question 3 and 4: No choice (Reformulation)
   Candidates coped adequately. Question 3 proved to be more challenging. No "cut and paste" was evident, which is pleasing.

4. All the sections in this Second paper were answered. Most candidates fared well.

There were some pleasing results.

SECTION A

QUESTION 1

All choices were almost equally popular. Both topics (friendship and journey) that were offered enabled candidates to express themselves adequately.

SECTION B

QUESTION 2

All choices were almost equally popular. A good number of candidates struggled with the formal construction required by two of the sub-sections. What transpired was a need for a clear definition of what exactly needs to be the outcome of the transactional pieces. If formal register is required, defined guidelines need to be established to indicate what should be included.

SECTION C

QUESTION 3

This question was quite challenging, so again the outcome needs to be relooked at and defined. In addition, the type of text used for reformulation in future exams needs to be clarified.

QUESTION 4

Despite the instructions to candidates, some candidates found it difficult to maintain grammatical concord of tenses. What transpired again was a need for a clear definition on what exactly should be the outcome for the reformulation pieces.

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ITALIAN SECOND ADDITIONAL LANGUAGE
SBA MODERATION

LEARNER AND EDUCATOR PORTFOLIOS

Learners' portfolios – Most files were adequately presented, even though many of them did not have clear dividers between the sections. Some of them included items that were not part of the portfolio, such as: oral assessments and rubrics, extra bibliography, developments of teaching material (didattizzazioni). In many portfolios work was not dated. In a few portfolios tasks were not accompanied by stimuli in Section A. Also, in Section C instructions were not in target language only. In these same portfolios, examinable pieces, especially literature, were used in Section A, which is incorrect as these can only be used in Section B and C (Tests and Prelims).

Educators' portfolios – very few files were well presented. Many portfolios were not properly filed – some contained loose papers and had no clear dividers between sections. The required file should be A4 in size and easy to flip through. Plastic sleeves should not replace a file. All these made portfolios difficult to consult and read; no documents should have to be removed from the file. Many portfolios included superfluous material such as oral assessments, extra tasks, marks and rubrics. This material is not part of the portfolio and IEB assesses the oral skills via a specific Oral Moderation.

In some portfolios, examinable pieces were used in Section A, which is incorrect as these can only be used in Section B and C (Tests and Prelims). There is a list of SBA prescribed works that need to be used.

All the portfolios showed consistent marking of pieces. Not all the portfolios were at the required level, but some candidates' work was of exceptional quality.

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LATIN SECOND ADDITIONAL LANGUAGE
PAPER I

QUESTION 1

- Candidates should be encouraged to write their translations on alternate lines.
- In general, the translation for Question 1 (Cicero, *In Verrem*) was better answered than Question 2 (Livy) was. This may well be because Livy has not been set as a matric setwork in recent years, while Cicero's *In Verrem* is an old friend.
- In the Cicero translation, several candidates failed to notice that 'putasti' is past tense, and their translations (and consequently their understanding of the text) were not entirely accurate.
- In Question 1.2.2, several candidates misread the question, which asked about the time Cicero had spent in Sicily, and attempted to answer about the time Verres himself had spent there. They should be encouraged to familiarise themselves with the historical background to the texts they read.
- Answers to Question 1.3.3 (about the patriotic emotion to which Cicero appeals) also showed a lack of contextual knowledge. Patriotic feeling was also confused with pietas.
- Candidates should be encouraged to answer style questions such as 1.4 and 1.5 with greater precision and attention. Several examinees gave answers that were very broad and general – a kind of one-size-fits-all answer that actually fits no question well.

QUESTION 2

- The translation from Livy was less well done than the one from Cicero. Several candidates seemed to have taken their translations from outside sources, which can be unreliable, and which also can deny candidates the worthwhile exercise of creating their own translations.
- In 'velut si …pugnemus' the subjunctive was in many cases ignored; it was translated 'as if we are fighting'.
- The last sentence especially was rather muddled; the 'qualis … talem…' construction was generally not well grasped.
- Historical context was not well understood. Scipio was said to be encouraging his soldiers to protect 'the Roman Empire' rather than Italy and the walls of Rome itself. The reference to Sicily and Sardinia (seized opportunistically and, one could argue, illegally, from Carthage by the Romans after the First Punic War), which were early provinces of Rome, and which provided much-needed maize) seemed not to have been dealt with at all. This is an interesting and relevant historical topic that should be explored and clarified.

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QUESTION 3

- The section on scansion (both for questions 3 and 4) was moderately well done; certain candidates did not place the marks for quantity over the vowels, and indeed did not even seem to know where syllables began or ended. I am aware that various methods of scansion are taught; teachers should adhere to traditional scansion signage. I have included my own notes on scansion, which should enable teachers to avoid any pitfalls in future.
- The word 'cliens' in Latin cannot really be translated as 'client' as the words have very different connotations. 'cliens' is translated in Lewis and Short's dictionary as 'vassal, dependant of a patronus, a follower', which gives the correct interpretation of Hannibal, as one now dependent upon a patron, like a freed slave.
- 'Hyperbaton' in English is defined as the 'inversion of normal word-order'. This is because, in English, word-order is not variable, as it is in Latin. An example of hyperbaton in Vergil's Aeneid appears in Dido's Recriminations, lines 314ff, which are quite incoherent.
- Candidates will improve their marks if they focus on providing direct, clear, insightful, coherent answers to questions, rather than adding interesting, but irrelevant, details. This was a problem in the answering of Question 3.7, which dealt with the anti-climax in line 39, not the possible source of the ring Hannibal used.

QUESTION 4

- **Candidates should not learn their translations off by heart.**
- The contextual questions on the Virgil passage were not as well done as those on Juvenal.
- In Question 4.5, most candidates could give the effect of the spondaic feet in lines 460 and 461, but certain answers suffered from lack of clarity.
- In Question 4.2, which was a clearly pointed question, certain candidates felt the need to write down everything they knew about both Aeneas and Dido.

QUESTION 5 (GRAMMATICAL AND SYNTACTICAL USAGE)

These sections were answered fairly well, as long as the candidates knew their translations well.

QUESTION 6 SENTENCES FOR TRANSLATION INTO LATIN.

None of the candidates attempted this section.

LATIN SECOND ADDITIONAL LANGUAGE
PAPER II

Paper 2 was generally well answered; the marks for this paper were higher than they have been in previous years.

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LIFE ORIENTATION

The IEB is most pleased by how successfully National Moderation operated. The objective to assess 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.

Life Orientation essay-marking workshops will be arranged as soon as Covid-19 levels have significantly reduced.

Schools identified as problematic will be personally invited.

The Moderation Panel was professional, highly dedicated and thorough and the process was completely credible.

1. **The Process**
   - The Moderation Panel consisted of ±40 staff, the moderator, the examiner and the subject specialist overseeing the process.
   - Rigorous standardisation took place on Wednesday 27 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 at least five scripts for small centres. They checked that the educators who marked the scripts were on track and in line with the marking guidelines. They were also required to check on the accuracy of the marks entered onto the IEB system.
   - 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 remarked. This then resulted in the entire centre's marks being changed.

2. **Report on Findings and Recommendations to Life Orientation Educators**

   On a positive note:
   - The calibre of candidate responses reflects that, generally, learners are taking Life Orientation seriously and that many of the learners made use of the planning page before writing their discursive essays. This is very encouraging.
   - Of those schools that did include Supplementary Common Assessment Task B's; we would like to commend educators for the good standard of these tasks and for aligning them so well to the IEB Common Assessment Task B. The IEB is most pleased with the calibre of these tasks.
   - Staff appreciated the opportunity for collaboration on the alternative paper.

Recommendations

- It is recommended that schools should insist that Learners DO NOT write the correct answers in the Common Assessment Task Document when it is returned to them for checking. This makes moderation problematic as the moderator cannot determine if the responses were added in afterwards or if they should be included in the overall total.
- It is recommended that staff are retrained in marking essays. There were far too many centres where the essays were very badly marked. This proved that a number of staff are generally not comfortable with this skill of essay marking, some staff did not understand the question and/or what the learners 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. Please insist that your staff attend the marking workshops that will be on offer next year.

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- In addition to this, the number of issues that were flagged in the marking of the short questions has also become an issue this year. This is most concerning. It is evident that the marking guidelines are not followed, or the instructions are not adhered to. It is also evident that the markers don't even understand the questions themselves and hence, mark learner responses incorrectly. This must be corrected.
- The IEB has taken note of the centres reflecting inconsistent marking and will put supportive measures in place to assist these schools. It is, however, imperative, that all staff must attend the standardisation sessions that will be set up to clarify for staff what the marking guidelines require etc.
- It is important to note that schools do their learners a disservice if they do not work through the Common Assessment Task A with their candidates in class. It is imperative that candidates form part of class discussions and extended sources on the topics provided for in this task. Learners were required to grow their world view, be able to formulate opinions, build a reservoir of perspectives and evidence to be able to respond to the Common Assessment Task B appropriately.
- The Moderation Panel has made the following recommendations to Grade 12 Life Orientation educators:
  - When marking candidate responses – cross out blank spaces on the scripts so no candidates can 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 be allowed to check the adding of the marks on scripts, nothing else.
  - 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 unfairly penalise candidates who answer outside of the marking guidelines' suggested responses.
  - Learners must ensure that they write in dark blue or black and that their handwriting is legible, and educators must mark in red and internal moderators in green.
  - 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 that are 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 essential that you allow your candidates to practise these skills and to develop their own voice. It is also essential that you give the marking rubric to your learners prior to them writing the CAT B – so that they understand the expectations of a level 7 standard and aspire to achieve this.
  - Please note that – in order for a learner to achieve an 'A' for his/her essay – the learner must provide a counter argument **of substance**. This counter argument must consist of the well-discussed alternative to his/her stance and it must be refuted. Simply stating an alternative in one or two sentences does not suffice.
  - Ensure that 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 vice versa.
  - Do not be 'fooled' by linguistically talented candidates – read their responses carefully for substance and accuracy.
  - Please ensure that you place ticks on the essay where you are awarding marks/ recognising relevance – so that the moderator can follow your train of thought.

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- 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 candidate's 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. In addition, please write the leaner's exam number onto the rubric.
- It is also recommended that markers make use of abbreviations to comment on the scripts, for instance, own voice, vague, generalisations, no justification/ support, unpack, repetition, etc.). It 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 with your Grade 12 Common Assessment Task A scripts supplementary exams for all absent candidates and the associated memorandum. This supplementary must resemble the same standard and theme of the IEB CAT B.
- If you are unsure of the marking guidelines and what is expected of you etc., please ensure that you do become certain before attempting to mark. The examiner, 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. Cluster leaders/regional representatives must set up standardisation marking sessions that all LO staff marking the CAT B must attend.
- Please ensure that you understand exactly what the CAT B essay question is asking of learners – in order to ensure accuracy of marking.
- **Do not award your candidates 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.
- Please ensure that you add up the marks correctly and that you enter the marks into the IEB system correctly. Many errors were made.
- Please ensure that your candidates write their examination numbers onto the script before answering the CAT B.
- Please ensure that your candidates plan their essays well and make good use of the allocated time to complete the paper, i.e., 50 minutes for section A and 70 minutes for the essay planning and writing.

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 prepare them for life, and to name a few: the ability to form opinions, argue and justify them in a discursive essay, reflective and critical thinking, understanding of current world contexts and multiple perspectives. These higher-order skills 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 timetable (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.

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LIFE ORIENTATION
SBA MODERATION

This year has seen a substantial improvement in the rigour of tasks set in Life Orientation and fewer deviations from the IEB guidelines. We are, however, still seeing some areas that require remediation.

Please follow the instructions for the compilation of learner/teacher files that can be found on page 5 of 23 of the latest SAGs. In particular, the following refers:

- The folder submitted should be A4 format and sturdy, but flat, light and not bulky. The pages must be secured. Plastic sleeves or flip files may not be used.
- Subdivisions of work in each of the required categories should be filed together with distinct dividers between all sections.

Some schools are still using the incorrect documentation in their files. ORT forms should only be used if the school is doing the One Research Task option. Please ensure that the documents used are the **most current** SAGs or ORT documents.

Weighted scores must be rounded off to two decimal places on the cover sheets and this should be the same on the school's spreadsheet. Please ensure that school spreadsheets show the raw scores and the weighted scores for each task. Please have a colleague or Head of Department check spreadsheets and coversheets and the transfer of marks onto the IEB spreadsheets prior to submission as many errors still occur.

If using Google Classroom or other online portals, please ensure that when these are printed, they show evidence of marking and feedback given to learners and that completed rubrics are included.

Some schools are still using the same method of assessment for all tasks. It is important to use a variety of methods, for example an oral, a design-and-make task, case studies or a written task. The SAGs outline the different methods that can be utilised.

Use of tasks or tests from various LO source banks may seem adequate but should preferably not be used verbatim and rather adapted/developed according to the SAGs and IEB adapted Bloom's terminology, and to the school/learner context. Rubrics from these sources are mostly inadequate and must be reworked.

Rubrics must reflect the knowledge (content) and skills that are being assessed at each level. The rubric informs learners what knowledge and skills they need to cover in the task to obtain a certain mark.

Generic rubrics from the internet or rubrics from other subjects are being used that are not fit for LO. For example, English/Oral descriptors do not belong in an LO context. Essay rubrics must be adapted to the demands of the particular question.

Teachers are reminded of the importance of designing an assessment analysis grid for each task, to ensure that tests/tasks are set to the correct standard. This is an IEB requirement.

It is suggested that essays set in tests or tasks take the form of a discursive essay rather than other forms of essays, to allow learners sufficient practice for the CAT.

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Please remember that we do not award half marks in the CAT.

Many schools have been awarded part marks for the Community Service certificate. This year learners should have received 40 marks for completion or 0.

Many learners merely give URLs in the reference lists. Schools should select one referencing method and learners should be taught to apply this method in their tasks.

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LIFE SCIENCES
PAPER I

The strands covered in Life Sciences Paper 1 in 2021 were: Life at the Molecular, Cellular and Tissue Level; Life Processes in Plants and Animals; and Diversity, Change and Continuity. The inclusion of Evolution and DNA, Protein synthesis and Genetics in this paper further increased the level of difficulty.

The education community faced yet another challenging year for teaching and learning. Despite this, candidates coped well with Paper 1 and, on the whole, performed solidly. It is noted that the learning environment of this year was erratic with learners and teachers having to adapt to online and in-classroom education at short notice. Teachers and learners are commended for their resilience and commitment in these circumstances. Many candidates were well prepared for the examination and could demonstrate a sound knowledge of the concepts they learnt. Teachers were also diligent in exposing learners to various activities and learning material to facilitate the development of the required biological skills. Overall, excellent performances were seen from a number of candidates, who were able to adeptly apply their biological knowledge and understanding to new contexts posed in the questions. Candidates appeared to have had enough time to answer all the questions in the time allocation.

QUESTION 1

This question marked considerably well, and candidates demonstrated their knowledge soundly. However, some candidates encountered difficulty with the flow diagram on transcription and the questions based on natural selection.

Candidates often described or incorporated some steps of translation in their flow diagram when the question asked about transcription. It would be beneficial to the candidates to expose them frequently to flow diagrams to practise synthesising and presenting their knowledge in sequential steps.

The natural selection question on mouse fur colour was poorly answered by many candidates. Candidates were asked to explain how the results supported the hypothesis, but many did not refer to the actual data given in the source. Candidates provided very general answers when asked to refer to Darwin's theory of natural selection to explain evolution of fur colour, often referring to "favourable characteristics" instead of the fact that the white fur was the favourable characteristic.

Another point to note is when asked to explain the meaning of a term candidates should not use that same word in their explanation. Candidates were asked to explain the meaning of dominant allele, most candidates only described the concept of "dominant" and did not explain the concept of an allele.

QUESTION 2

The question relating to the sick and healthy cat was well tackled by the candidates with many providing thoughtful answers. Typically, calculation questions are difficult for many candidates, however, this question was well answered with various methods being used and the units given in their answer. Candidates were mostly able to identify the variables to provide a suitable title for the graph. Furthermore, candidates were asked to refer to the results in the graph to provide an answer; many candidates could deduce the correct answer from the graph but did not refer to specific results to support their answer.

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A few conceptual errors were evident in answers relating to the Turner syndrome karyotype questions. Candidates were asked to describe the chromosomal abnormality seen in the karyotype; many candidates explained non-disjunction and some answers highlighted confusion around the concept of chromosomes and chromatids. Additionally, many candidates assumed that because a karyotype displays gonosomes, the chromosomes in the karyotype came from a gamete.

Question 3

Many candidates encountered difficulty with this question which focused on evolution knowledge. The analysis- and evaluation-type questions proved challenging for many, and generally vague and poorly expressed answers were provided.

The concept of bipedalism and the skeletal features that allow bipedalism were generally well understood. However, a common misconception was that surface area of an organism changes – the surface area does not change but the surface area in direct sunlight does. This concept was not conveyed well.

The question on the relationship between hominid evolution and tool making often resulted in candidates answering 'directly proportional' which is acceptable in Physical Sciences. In Life Sciences, candidates must use the variables that are available in the graph to describe or explain the relationship.

Candidates should pay attention to mark allocation and provide one fact for one mark.

QUESTION 4

This question was well answered by most candidates. Some candidates needed a better understanding of sperm cell structure as the sperm cell diagram was not well drawn. The proportion of the tail to the head was often incorrect. Candidates must also draw the label lines right up to the structure that is being labelled. A question such as this could be a useful teaching tool in the classroom.

Another point to note with respect to survivorship curves is that candidates mistakenly referred to 'many eggs not being fertilised' whereas the emphasis should be that many offspring are produced but few survive to adulthood.

The question on the flower diagram indicated that some candidates struggled to label the parts of the flower correctly. Furthermore, many candidates could not correctly identify the type of section shown in the diagram.

With regard to questions that ask candidates to provide a genotype, candidates should use the letters provided in the source/context when stating the genotype; many candidates used different letters. The punnet square was answered fairly well, however, weaker candidates often did not give the genotypic ratios.

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LIFE SCIENCES
PAPER II

GENERAL

From the responses on the feedback forms, it appeared that both candidates and teachers found the source material in all three questions interesting and informative. Some teachers raised concerns about the length of the reading material in the sources and this will be addressed in future examination papers.

The overall response of the candidates to the case studies and essay was very good, indicating the hard work done by teachers in teaching the skills associated with essays and case studies. However, a few areas of concern were evident. Many candidates who did not have a sound knowledge of the content and core knowledge in the Population Ecology strand struggled to answer even the most basic questions. There appears to be a misconception that no studying needs to take place for Paper 2; this notion must be consciously dispelled by teachers. Without the foundational knowledge of a strand, candidates will not be able to interpret the sources in relation to the context of the questions.

A second area of concern was that candidates did not respond to a specific source to answer a question, but rather provided a general textbook answer that had no bearing on the actual examples quoted in the sources. This indicated an inability to analyse and interpret source material and synthesise an answer based on information provided in an unrehearsed context. More practise in this area will be beneficial to all candidates.

It was also evident that questions were not read in their entirety and that candidates answered only part of a question or did not comprehend the importance of the instructional words e.g., list, describe, compare, etc.

QUESTION 1

This question was quite well answered and showed a good spread of results. The following is a summary of the questions and relevant comments.

1.1 This was generally well answered – definition was well understood.

1.2 1.2.1 Concept of a 'niche' was very poorly understood, and candidates struggled to provide a comprehensive description.

1.2.2 Many candidates described the lifecycle of the butterfly instead of the advantages of metamorphosis.

1.3 Many could not use the scale line or had a poor understanding of the scale line and its relevance to the question.

1.4 This was generally well answered.

1.5 Candidates often gave two different reasons instead of giving ONE well explained reason.

1.6 Many candidates only related this to whether butterfly numbers would increase or decrease instead of linking this to how the number of butterflies migrating was affected.

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1.7 1.7.1 The main misconception here was that 'indirect' meant no physical counting or contact of individuals and candidates often used 'average' instead of 'estimate'.

1.7.2 This was generally well answered, but a number of candidates did not understand quadrant sampling; they felt it was accurate if quadrants were placed just where the trees were.

1.8 1.8.1 This was generally well answered.

1.8.2 Candidates misinterpreted the graph and only focused on a small section of the graph instead of using the general trend of the whole graph from start to finish. The misconception that high rains prevented butterflies and robber flies from flying was evident.

There was poor understanding of the concept of a limiting factor – limiting factors do not allow populations to increase in size.

1.9 Some candidates did not focus on the key word – 'observe'.

1.10 Many candidates did not link this to the errors of quadrant sampling i.e., the windscreen was a quadrant. Many candidates listed that people would 'lie' about the number of butterflies as an error.

General:

- Many candidates only partly answered the longer question and thus lost marks. Candidates need to look at the keywords in the questions as well as the mark allocation. The term 'directly proportional' was often incorrectly used and out of context.
- Inaccuracies were evident; candidates got confused between the robber fly, the butterfly and the Shepherd Bush in their answers.
- Candidates used vague and non-specific statements, e.g., rainfall is a limiting factor, instead of **low** rainfall or butterflies will migrate instead of **more/less** butterflies will migrate.

QUESTION 2

Candidates found this question a little more challenging, but many coped admirably with the source material. Knowledge of key terminology was lacking in some candidates, and this would impact negatively on their performance.

2.1 2.1.1 There was generally poor knowledge of succession terms. Many used 'alien' and 'invasive' incorrectly in this question.

2.1.2 Many candidates used primary succession.

2.1.3 Many candidates used 'end point' instead of climax.2.2 The calculations were generally well done but the units were often incorrect (fortunately marks were not awarded for the units this year); many candidates added 'kg' or 'mg' as a unit. Some candidates wrote down the multiplication method but failed to give an answer – possibly because they did not have a calculator. A few candidates converted the mass to a weight.

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2.3 2.3.1 Many candidates failed to identify the conflict involved in competition.

Many included information that belonged in 2.3.2 in their response to this question.

Candidates must carefully read and analyse the questions before synthesising a response to ensure that their response is pertinent and accurate.

Many failed to give their answer in the context of the case study and simply quoted a definition, i.e., they failed to refer to the dung beetles to illustrate competition and they did not identify the resource as the dung.

Some did not identify that there were different species of beetle and wrote simply about the different beetles or about the dung beetles competing with other insects/vertebrates.

Many appeared not to understand the concept of genus and species so failed to identify from the legend of the diagram (Figure 2.3) that the beetles were different species – many thought they were male and female.

2.3.2 Again, candidates did not explain resource partitioning in relation to beetles but rather gave a textbook definition.

2.3.3 Many failed to identify the beetles by the names used in the text. Incomplete, vague descriptions were given e.g., 'their size means they are capable of rolling dung' without specifying **large**/**small** size, or 'Aphodius is not as effective as Kheper judging by its size.'

2.4 Many candidates failed to follow the instructions to the question – many wrote the numbers 1–7 and named each of the beetles. Some used Roman numerals. Many gave all the possible options instead of identifying only one as per the instruction.

Sub question (iii) was very poorly answered – most candidates identified this as 2. Colour-blind candidates would have struggled with this question.

2.5 2.5.1 Some candidates identified strange insects/animals in this question. Mosquitoes, locusts, butterflies, aphids, ladybugs, zebra, wild dog, mole, etc. This may indicate that some schools did not adhere to the SAGs and studied a social insect.

2.5.2 There was confusion between castes and hierarchy. Very poor scientific expression was evident, e.g., 'the queen is the boss', and the 'worker bees are the peasants', 'baby slaves'. Many problems arose with caste names – alpha queen, kings, guards, etc.

2.6 Many are using bullet points rather than full sentences e.g., 'reduce CO_2 in atmosphere'. This changes the meaning of the answer – it is because the dung is buried that the CO_2 does not get into the atmosphere.

Some suggested that the dung beetles were responsible for the decomposition of the dung.

Poor expression was sometimes evident e.g., dung beetles 'plant' rather than bury seeds.

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2.7 Some candidates failed to understand this question or were under the impression that the ability to conserve organisms is linked to their size/reproductive behaviour/ where they live e.g., 'it is difficult to conserve them because they are small/hibernate in winter/live underground in tunnels/reproduce quickly'.

Some did not use their own knowledge here. Many tried to use the information in the text, which was not applicable, and wrote that termites are 'more important as they carry out the work in winter'.

2.8 Failure to write full sentences obscured the meaning of some answers e.g., 'their size' – does this mean they must be big/small?

Some candidates may not have understood the word 'criteria'.

QUESTION 3

This essay was accessible to most candidates. By its nature the topic elicited strong responses from candidates, and many wrote eloquently and scientifically. However, candidates must guard against showing bias and becoming emotive in contentious topics. There were many very well-written essays with some excellent examples of own information. A few more candidates than last year did not manage to complete the essay, but they were not disadvantaged for this in the marking. Often these candidates spent too much time on doing very long and elaborate plans.

Some candidates confused traditional hunting and legal hunting practices with poaching.

Candidates need to refrain from asking rhetorical questions in the essay, and they must guard against the overuse of personal pronouns and addressing the audience directly and in an emotive manner.

Candidates should not write in the margins of the booklet – this is especially important in the essays as it makes marking difficult.

Planning: Plans were generally well done and showed an improvement on previous years. A key should be provided if candidates use abbreviations such as 'C' for counterargument. Plans need to show some sort of integration of information and teachers are urged to teach this skill. There is not only ONE single way in which this must be done; it can be done either by grouping information from different sources under subheadings/themes, or by simply listing source information and then indicating with arrows what information will be grouped together. It can also be indicated by a short explanation/phrase with each fact used, showing how it will be used to support the argument.

It was also clear that in some centres, essay skills were not comprehensively addressed, for example, decisions were often not mentioned in the plans. Decisions must be clearly written in the plan and not simply; 'agree' or 'yes/no'.

Some plans were too detailed, leaving little time for the candidates to actually complete the essay.

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As was noted last year, the purpose of a plan is for the candidate to try and make sense of the information so that they can write an effective essay.

NOTE: This essay required nine source facts. Once a candidate had selected nine facts, they did not need to continue deliberating and analysing sources in meticulous detail. Their plan could be more quickly completed, and they could start writing the essay. It is imperative that candidates are guided in this aspect of time management in essay writing.

Source reliability: This should not appear in the plan, only in the essay itself. Source reliability was often only done in the plan or after the conclusion in the essay. In general, source relevance is poorly done. It should be used as part of the argument, for example, explaining why a piece of information is worthy to be used to support an argument, or used to refute a counterargument. This should also not simply be a statement that says that the information is reliable because 'it is published' or 'it is peer reviewed' or that it is NOT reliable as it is 'not published'. The assessment should be more specific to the piece of information e.g., 'the information about diabetes is from a medical journal which means that the information is published and written by authors who are educated in the field of study'.

Own knowledge: Own facts must not come from the sources – they need to be related facts from the candidates' own knowledge i.e., new information. They must be facts used to SUPPORT the argument. An 'own fact' cannot simply be a piece of random information that the candidate knows, such as a definition of what hunting is.

Decision: Decisions in the essay were mostly provided, however, some candidates did not state their decision clearly enough. Candidates must be taught that they must answer only the question posed in the essay, and not place their own conditions on the decision. Decisions must not be written as a heading for the essay. They must appear in the candidate's own words and preferably in the introduction. Some candidates did not make a clear decision; instead of being fully for or against the topic, some candidates said that they agreed 'to a greater extent' – they cannot 'fence-sit.'

Supporting argument: There is an improvement in the synthesis of the argument in essays. Candidates are learning how to synthesise and integrate information to support their argument. Those candidates that just listed information lost these marks, but there were fewer candidates doing this, which was pleasing.

In the synthesis and integration of an argument, it is important to draw links between the facts being mentioned. Candidates should elaborate on the facts used and state why these facts either support their argument or, in the case of the counterargument, explain the opposing view. A good general method is to introduce a theme for each paragraph, give the facts used and explain how they support this theme, add in one or two counterarguments and then try to refute the counterargument (or explain how the fact used for the counterargument supports it).

Some candidates struggled to use the information to support their decision. The fact needs to be discussed and linked to the decision each time. Different facts from the sources can also be linked together and discussed in the light of the decision.

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Fairness: Most candidates mentioned at least one counterargument. However, many just listed counterarguments – often in a separate paragraph. If the counterarguments appear in a separate paragraph, they must be clearly linked to the argument.

Candidates must guard against mentioning too many counterargument facts that might exceed their chosen supporting facts. This could change the merit of their argument and make the essay ambiguous and indecisive.

Presentation: Candidates generally used quite good language and paragraphing. Introductions and conclusions were better than in previous years. However, many candidates still reverted to slang and colloquial phrasing that were inappropriate in a scientific essay. Scientific essays must use appropriate language and not be written in an informal, conversational style. Sometimes sentences were very long, with little punctuation and the discussion of a key fact was not clear. A few candidates also tended to have an introduction, one very long paragraph and a conclusion. Candidates must be taught to use appropriate paragraphing. Introductions should not simply restate the question. Rather introduce the topic by defining what it is and giving context to the essay. However, teachers should avoid being too formulaic when teaching this.

Teachers are commended for the improvement seen in many candidates' ability to construct a scientific argument. It is clear that the skills required to excel are being focused on in classrooms.

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LIFE SCIENCES
SBA MODERATION

NON-ORTO SCHOOLS

Most schools that were moderated submitted evidence of a high standard. The time, dedication and hard work from Life Sciences teachers are greatly appreciated. The SBA Moderation Panel noted that many of the suggestions made in 2020 at National Moderation and in 2021 at Regional Moderation were acted on.

Teachers attending Cluster Group meetings continue to benefit from collaboration with their colleagues from other schools. New schools and new teachers to the IEB are encouraged to network with the teachers in their Cluster Group to ensure that their learners' marks are not compromised. Many teachers are checking circulars regularly and implementing the changes immediately.

Suggestions for Cluster meeting activities in 2022 include:

- To work through design grids of 2021 Papers 1, 2 and the PAT so that all teachers are familiar with the Bloom's levels of cognitive demand allocated to different questions.
- To discuss the SAGs requirements for a Case Study and to set a Case Study together.
- To examine the difference between a Controlled Writing Piece and a Source-Based Essay in Paper 2, as described in the SAGs.

New teachers must buddy with experienced teachers in their Cluster group to provide them with the guidance and support they need.

Teacher Files:
Most Teacher Files were well organised. The Coversheet (SAGs 2022 D 1.1.1) must be filled in so that it cross references with file dividers between assessments to make moderation easier. Documentation and assessments should be filed in the same order as the Coversheet. It is also helpful if pieces of evidence for each assessment are filed in the order of the Regional and National Moderation Tool for SBA (SAGs 2022 D 1.1.5).

An electronic spreadsheet such as Excel or Google sheets should be used for the Teacher's Record of SBA. The format for the Teacher's Record of SBA Marks in the SAGs (SAGs 2022 D 1.1.3) must be followed. Raw scores are not required but the marks must be reported to two decimal places and rounded off for the final mark only. The Principal or Academic Head must sign the mark sheet and it is good practice to have the school stamp on the document.

The school's name and badge, the examiner's name and moderators' name should be clearly visible on the cover page of each assessment.

If a learner is absent for a task, refer to the IEB Manual for the Moderation of School-Based Assessment for the NSC Examination (Pg. 8/30–9/30) to find out how to best deal with the situation. A declaration of omissions (SAGs 2022 D 1.1.8), where applicable, should be in the Teacher and Learner File, and it is helpful if there is a note included in the Teacher File explaining the reason for the omission.

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Many schools are using pre- and post-assessment moderation checklists as proof of moderation; however, this should not just be a superficial tick box exercise which is gone through quickly. A Life Sciences teacher should moderate assessments and fully engage with the question paper, marking guidelines and design grid. One draft of the moderated document with comments (e.g., as track changes) should also be included as evidence of pre-assessment moderation. Please use purple pen only for internal moderation. Green pen is used for Cluster, Regional and National moderation. Minutes of Cluster meetings attended provide evidence of Cluster Group activities and should be part of the supporting documents in the Teacher's File.

Learner Files:
Teachers must check that the learner's marks have been transposed correctly onto the front cover of the Learner File and that the mark conversions and final calculation are correct.

Design grids:
Design grids are compulsory for the Preliminary Examination (Paper 1 and Paper 2), Controlled tests and Summative Practicals. There was some ambiguity in the 2021 SAGs with respect to the need for a design grid for a Case Study. Although it was not compulsory for 2021 it is regarded as good practice to provide a design grid. It provides evidence that the case study is set to the correct level of rigour. It ensures that there are questions set across the cognitive levels, making the assessment fair for all learners. It also ensures that the case study differentiates between learners according to their ability. All design grids need to be completed including Assessment Outcomes (Aims), Content/Skill description and Cognitive Levels (SAGs 2020 D 2.2.4). Questions need to be broken down on the design grid and totals should be added up at the end and reflect the final percentage of lower-order and higher-order-thinking questions. It is a good idea to check that the totals add up correctly. Moderators should carefully check the allocation of questions to cognitive levels.

Preliminary Examinations:
It was pleasing to see that in most schools where common prelim examinations were written, evidence was provided that the different schools wrote the examination at the same time on the same day to maintain the integrity of the assessment.

Teachers are reminded that the Prelim exam must mimic the final examination in every respect. Some schools have still not implemented the circular from 2018 which indicates that the Sources in Paper 2 must be printed in a separate booklet to the question paper. Teachers must check the relevant IEB circular to ensure that the correct strands are examined in Paper 1 and Paper 2 respectively.

Controlled Tests:
These tests should be set according to the number of marks per minute as in Paper 1 (1 mark/minute). If the design grid is detailed and accurate it will clearly indicate that the test is of the correct rigour. It is to the learners' advantage to do more than two tests so that they can select their two better marks for their SBA mark. Teachers are discouraged from using questions from past IEB papers or questions from various books that are easily accessible to the learners. This brings the integrity of the test into question.

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Compulsory and optional practicals:
It is good practice to use past IEB Paper 3/PATs for summative practicals as these are skills based. Teachers are encouraged to scrutinise recent PATs and the past IEB Paper 3/PAT that they choose to use, looking particularly at the mark allocation in the design grid and the types of questions. It might be necessary to re-work the practical to some extent to ensure it is in line with current PATs. When using a past IEB Paper 3/PAT it is good practice to acknowledge the IEB in the footer/header, and the front cover of the question paper should be modified with the school's name and badge. It is to the learners' advantage to do one practical more than the required number and let the learners choose their best/better marks for their SBA mark.

Research Project:
Teachers should be familiar with 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 researched by a Grade 12 learner is encouraged. The rubrics provided in the SAGs document (SAGs 2022 D 2.2.6) assess the final task optimally. The ORT rubric should not be used.

Case Study
Questions 1 and 2 of Paper 2 may not be combined to form a 60-mark Case Study that is SAGs compliant. The sources and questions of these case studies can be expanded significantly so that: the source/s have depth; the questions are focused on Aim 3; the questions 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 task instructions. The learners must have access to the sources when answering the questions; they are not expected to learn this information. The questions are answered under test conditions. If there are time constraints, a Case Study can be divided into two parts and completed in two sessions where the learners do not have access to their answers from the first session in the second session.

Controlled Writing Piece
The Controlled Writing Piece is a discursive essay and must not be confused with the source-based argumentative essay in Paper 2. An expanded memo 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 enough time for them to review and research the theme. The correct rubric (SAGs 2022 D 2.2.3) must be used to mark the essay.

Constructive Feedback to learners
Assessment without feedback is meaningless. The purpose of assessment is to establish whether learners have learnt what was intended. Therefore, teachers should provide constructive feedback to learners for each assessment. This must be evident on the learner's actual work so that they can specifically see what they are doing well and where they should improve. As further evidence in the Teacher File, teachers may include a record of how feedback was given for each assessment e.g., mediation of the marking guidelines, individual consultations, tutorials etc.
Teachers should make copies of and use the following rubrics when marking the relevant tasks:

- Controlled Writing Piece (SAGs 2022 D 2.2.3)
- Assessment rubric for Research Task (SAGs 2022 D 2.2.6)
- Method Rubric for PAT/Summative Practicals (SAGs 2022 D 2.2.7)
- Life Sciences Examination Paper 2: Essay Rubric (SAGs 2022 D 2.2.5)

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The rubric can then be stapled to a learner's script when marking. This gives the learners constructive feedback, as well as allows the learners to familiarise themselves with the demands of the rubric which is especially important for the Paper 2 Essay and the experimental design component in the PAT.

ORTO SCHOOLS

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 provide better guidance and support to their learners. This is evident in the comments given on drafts.

Schools and teachers new to the ORT option are encouraged to work closely with a Life Sciences colleague who is familiar with the process to ensure that their learners receive the support and guidance required throughout the process.

Teachers should take care to ensure that the choice of topics in the ORTs fall within Life Sciences and are appropriate to a Grade 12 learner. Teachers are also encouraged to mark an ORT that uses primary/mixed research and an ORT that uses secondary research with other teachers to promote consistency in standards.

The SBA Moderation Panel acknowledges and appreciates the time, dedication and hard work of Life Sciences teachers who facilitate this process.

Instructions
Many teachers gave 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. A record of meetings with a learner during the research process should be included in both the Teacher and Learner Files, briefly noting what was discussed at each meeting.

Choice of topic
This is the most important step when doing an ORT. Although learners seem to have more autonomy in choosing topics, often the topics would lie better within Life Orientation. Pure Life Sciences topics requiring primary or mixed research are often more manageable for weaker learners. Learners should be encouraged 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. If necessary, at the beginning of the ORT process, teachers should assist learners to choose a topic that is going to produce an ORT that is focused, of the correct standard (neither too hard nor too easy) and appropriate to a Grade 12 learner.

Marking of the ORT
Teachers must make sure that they use the correct ORT rubric in terms of primary/mixed research and secondary research.

To ensure standardisation the rubric for the non-ORT SBA Research Task or an adapted version of the IEB ORT rubric cannot be used.

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Teachers who did not fully understand the requirements of the ORT rubrics were 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 assists the teacher in deciding 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 the differences between validity and reliability in the Sciences when analysing the quality of a source. Another area of concern is the difference between scope and context in the introduction. The scope of the research briefly outlines how the learner is going to carry out their research. A secondary research project should include why the learner has selected sources above others when describing the scope of their research. The context sets the scene of the research which can include definitions of key concepts, the significance of the learner's research and why they chose the topic.

Plagiarism Report
The ORTO Guidelines specify that there should be a maximum of 15% plagiarism. The plagiarism report should be filed so that it is easy to find.

Teacher File
In 2021 the Teacher File included the preliminary examinations, the controlled tests and the ORT instructions given to learners. Refer to the relevant comments made about the Teacher File in the non-ORTO report above.

It is good practice to include the minutes of meetings or a moderation tool where the standardisation of marking within a subject and across subjects is carried out.

Learner File
In 2021 the preliminary examination, controlled tests and the ORT were required in this file

For the ORT, the correct cover page with the school's name, learner's name/ examination number, etc. should be included. A clearly indexed table of contents after the ORT title page makes moderation easier.

Copies of the sources that were analysed were not included in an Appendix in many files. As required by the technical criteria, learners must include a copy of the whole source or at least the first page so that the sources can be verified.

A complete, fully marked draft (using marks and/or comments) was present in the Appendix of most tasks.

It is good practice to provide evidence of constructive and extensive feedback to learners. Refer to comments on Feedback in the non-ORTO report above. In addition, feedback confirms to the moderator that the research process has been monitored.

Introduction
The research question, hypothesis, aim/s, and context were mostly clearly stated in the introduction, but the scope was often too brief or omitted. When discussing the context, the learner should be referring to the literature review and there should be evidence of in-text referencing. (See Marking of ORT above)

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Review of Literature
Learners should summarise four or five of the sources that they have read. These sources should be accessible to the learner and the better sources from their reading list which provides a balanced literature review that is directed to answering the research question. If learners use sources they do not understand, these errors are often carried through their research. Teachers need to guide the learners with the selection of the sources used in the review.

Many learners find it more manageable to summarise and analyse each source separately. They 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 a learner is using a survey only as the means to gather data, the teacher should help the learner interrogate whether their topic is truly a Life Sciences topic or whether it falls in Life Orientation. Ideally the gathering of data should include an experiment. If using a survey as one of their research tools, learners should explain why they are asking each question. This will help them decide in the planning stage whether the question is answering the research question and they can then 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 failed to consider the ethics of their research.

Presentation of Findings
Data collected in tables and/or graphs was generally well presented although some learners struggled to select a form appropriate to their data.

Analysis/Interpretation of Findings
This is a higher-order thinking component of the task. Weaker learners often struggle to produce an analysis of their data that integrates all their findings and refers to their literature review. This discussion clearly indicates whether the learner has a good understanding of their research. In-text referencing of sources was often omitted or poorly done. Learners must be reminded to refer to the research question or hypothesis and literature review in the analysis and discussion of their findings.

Conclusion
Conclusions did not always clearly re-emphasise the main points and findings of the learner's research. There was an improvement in the learners' understanding of the limitations and recommendations in relation to their ORT.

Reference List and In-Text Referencing
Weaker learners need to be guided in how to compile the reference list and when and how to do in-text referencing. In-text referencing should be in the introduction, analysis and discussion of findings and conclusion. It should also be evident in an integrated literature review.

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LIFE SCIENCES
PAT MODERATION

General

Any issues raised last year concerning COVID-19 protocols were taken into consideration. The manipulative skills were assessed at the end of the session, in the absence of the candidates. There was a risk in that some candidates might have been trained to tidy up after themselves, but the instructions were quite clear that an assessment would take place after the end of the session. In some instances, the colour of the samples might have faded, however, recording results in a table provided enough of an indication that the candidate performed the steps correctly to obtain the marks.

At school level, teachers should be encouraged to moderate internally, especially if the candidates are accommodation candidates. This assists the moderation process in October/November (for example, candidates with spelling accommodations can be given a fair chance upfront).

Overall, candidates were well prepared by their teachers, and coped well with the unrehearsed, unseen PAT and were better scientists for reporting what they observed. Understanding variability in results and critically evaluating this is a skill in itself. It was clear that there was no coaching of learned responses, and that candidates were able to think through the problems with a good degree of logic, applied knowledge and inference.

Most schools followed the instructions on the marking guidelines. Although these had become longer, the additional information and detail, along with example pictures seemed to help schools in clearly following the standardised marking guidelines. There were no unmarked sections of work, and teachers should be applauded for their care in assessment.

There were a few candidates who completed alternate PATs; teachers are reminded to include the marking guidelines and analysis grids of the alternate PATs when sending scripts for moderation. The marking guidelines need to clearly indicate with a tick (✓) where the mark is to be allocated. The IEB can be contacted for a copy of these marking guidelines if a past PAT or Paper 3 is used, or they can be generated by the school.

Most candidates provided answers that were concise and had enough detail to achieve the marks required. The teachers had taught the candidates well, for which the biological and scientific community is grateful. Administrative instructions were sometimes ignored in marking. This was mostly related to the totals not being transferred to the top block on the cover. There were still some schools that used green and purple pen in internal/external moderation. Please leave the coloured pens to the official IEB PAT moderation process.

PART 1 – INVESTIGATION-SPECIFIC FEEDBACK

1.8 Candidates did not use the terminology given ("blood sample") in their table heading. "Sink" was often marked correct without the time of 10–15 seconds indicated. The independent variable heading was generally well done if they wrote the correct heading. The dependent variable was trickier in that the candidates had to grapple with what they were actually measuring.

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1.9 1.9.1 Teachers did not always refer back to the candidate's results to see if the answer correlated.

1.9.2 The reasoning was generally good.

1.10 Most candidates achieved full marks for this question, for one way described, or for two ways.

1.11 For the controlled variable, temperature cannot be accepted on its own. It must be described, e.g., temperature of the testing oil, for marks to be awarded. The mark allocation guided candidates to provide a variable, the equipment used to control the variable, and the value/amount that was controlled.

1.12 This question about describing a precaution to be taken at an actual blood donation site was answered well overall. However, there were candidates who did not describe this fully, and simply noted a phrase. If a concept such as cross-contamination was provided, the expression was often poorly done. For example, it was not always clear whether it was cross-contamination between samples or the transmission of disease from one person to the next when using the same needle.

1.13 This calculation was generally well done. In younger grades, candidates should be prepared to deal with calculations such as "how many **times** cheaper … " or "how many **times** more … ". This should be covered in magnification calculations in Natural Sciences or from Grade 10 onwards. Many candidates subtracted the values. On occasion, teachers did not take the time to work through alternative ways of arriving at the correct answer.

1.14 This question was generally well done by candidates, showing good critical analysis skills.

1.15 Vague answers should not be awarded marks. Too many teachers awarded marks for "…make sure measured everything/solutions…". Measuring on its own cannot be awarded a mark, as the question clearly asked for a description of how the equipment was used for accuracy. In some instances, candidates confused the question with how a variable was controlled instead of describing how they worked carefully to get accurate results.

1.16 1.16.1 This dependent variable was generally correctly identified by candidates. Many picked up on the hint that there could be more than one dependent variable in an investigation.

1.16.2 Many candidates correctly calculated the number of a particular age group that passed the iron-level test.

1.16.3 Most candidates managed to interpret both data sets to arrive at the correct answer. Teachers are encouraged to continue exposing candidates to data analysis from early on to allow them to feel comfortable with different data sets.

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1.16.4 Although quite clearly laid out in terms of the symbols to be used in this assessment, there were teachers who ticked on the sketch histogram as well as alongside the symbols, and so double-counted the tick marks. Please take care to not award marks beyond the allocated mark allocation. Candidates generally understood the concept of a sketch graph, although there were a few who plotted an age scale on the x-axis rather than the age ranges, resulting in bars of unequal sizes. This highlighted a misconception of how to construct a histogram. A sketch graph does not require perfect intervals, so when marking teachers should ensure that marking guidelines are followed (e.g., "estimate; no data points/scale needs to be included").

1.17 1.17.1 The total percentage of patients was generally calculated correctly by candidates and was marked well.

1.17.2 The mark allocation in providing evidence guided candidates to draw a conclusion and quote supporting data.

PART 2 – EXPERIMENTAL DESIGN SPECIFIC FEEDBACK

2.1 Candidates often did not include the time frame in their expression of the independent variable in the aim. The writing of the aim needs to be reviewed when teaching scientific skills. It is important to relate the aim specifically to the context of the objective of the experiment and to use both the independent and dependent variables in the statement of the aim.

2.2 Again, the qualification regarding the time frame in the independent variable was sometimes missed by candidates. Teachers are encouraged to mark whole concepts rather than key words such as 'time' or variation such as 'how long'.

2.3 Candidates did not always grasp exactly what it was that they were going to be measuring, recording and analysing in the design. This is a difficult concept that needs to be practised.

2.4 This multiple-choice question was intended to assist candidates in their method design (to enable thinking about the fixed variables). This question intentionally preceded the method.

2.5 The method marking had improved across the board. Clear marking guidelines did help, but teachers did not always take on board the A1 and A2 suggestion, which would have helped the moderation process. Writing a note about why one did not award a mark is very helpful in moderation. Some candidates did not indicate where the two samples tested came from e.g., Day 0 and Week 2. The phrasing in the question allowed for "first sample" to mean the one "before testing" and the "second sample" to mean the one taken two weeks into treatment, which helped some candidates. Teachers need to take care when awarding marks for equipment i.e., one needs to make sure that the equipment is *appropriate*; a syringe cannot be used to measure copper sulphate crystals. The controlled variables of the same amount of blood dropped from a height of 1 cm was mostly well marked; however, in some cases the mark was not awarded, and no explanation was given as to why not.

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Teachers mostly adhered to the marking guidelines and followed the instructions. It is encouraging to see so much cluster moderation taking place for the PAT, where, no doubt, there are some lively debates and discussions. In a national assessment, a *fair* level of marking is adhered to, and although teachers might be stricter with their own learners internally, a standardised level of marking is required for the final PAT. Teachers should continue teaching good science at school, and expecting more from their learners in terms of following instructions, being precise, being specific, expressing answers clearly, etc. A huge amount of gratitude is extended to all teachers and moderators for a successful year of teaching and learning, despite the fatigue that COVID-19 created in the educational space.

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MANDARIN SECOND ADDITIONAL LANGUAGE
PAPER I

试卷总评

汉语试卷 1 主要考察考生的阅读理解能力，识别文本中表达的信息，看法、感受和态度。本试卷分为两部分，第一部分四篇学生未学过的文章，涉及到的题目有北京、菜单、中西方节日及智能手机，这些与学生的生活息息相关。第二部分是 IEB 指定的学习篇目。考生总体来说表现良好。下面分别说明每道题的答题情况。

单题评析

第一题： 这道题考生须根据原文回答问题，考生能够理解原文，绝大部分考生答得很好，只有个别考生表现得不尽如人意。相比其他试题，本题考生答得最好，得分率最高。这也符合从易到难的认知，有利用于考生答题。

第二题： 本题关于中西方节日。题型以根据原文填空和选择为主。考生基本上能够理解原文并作答。个别考生对 2.1.1 和 2.2.2 题目要求理解有误，造成答非所问，错题率较高。另外，2.2.3 错误率也较高。主要原因还是对问题及原文的理解不到位。

第三题：本题为看图回答问题，题型为单选题。这道题考生总体回答不错，虽然没有拼音，考生对原文理解较好，作答情况超出预期，得分率较高。

第四题：本题有一定难度，个别考生作答情况不理想。本题题型为判断正误并引用原文说明理由以及问答。主要考察学生对原文及文中的词汇、短语的理解。4.2.4 为开放性问题，每个考生都能自由表达自己的看法。

第二部分考察指定的篇目，第五题以诗歌《礁石》为题， 第六题以故事《卖木雕的少年》为题。

第五题总体来说考生作答情况不太理想。5.1.1、5.1.2、 5.1.3 错误率较高。部分考生对原诗的理解不透彻。

第六题：第一部分问答题考察学生对原文的理解，考生这部分作答情况差异较大，部分考生作答不理想。主要原因是考生对原文的理解不够准确，其中 6.1.2 和 6.1.3 扣分较多。大部分考生对词汇的掌握情况良好，第二部分答得好。

综上所述，阅读理解能力对考生取得好成绩非常重要。授课教师平时应加强学生对细节及词汇的训练。

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MANDARIN SECOND ADDITIONAL LANGUAGE
PAPER II

写作试卷分为三个部分：描写文/记叙文写作，应用文写作，语境/文本改写。

第一部分：描写文/记叙文写作（一篇）

1.1 写一写你出生或长大的地方。

1.2 写一写你们家的一日三餐。

考生完成较好，大部分考生得分较高，但需要注意以下写作问题：

(a) 标点符号使用错误，如逗号、顿号、句号、感叹号等。“我在福建福州出生，长大的。”“广州的冬天不冷，经常出太阳。而且很暖和。”

(b) 用词错误不当，如“地”、“的”、“得”，“我玩的很开心”，“非常的热”。“天空带着蓝蓝的。”“我喜欢在夏天去水里挖鱼。”

(c) 句型不完整，缺动词，如“我的妈妈喜欢吃中餐，也西餐”。

(e) 标题，个别考生将标题打上书名号，如《我的家乡》，《我家的一日三餐》

(f) 句式重复，如“我喜欢爸爸做饭很好吃。”

(g) 注意审题，个别考生将原例文改写，没有根据题意写作。

第二部分：应用文写作（三篇）

2.1 将对话内容改写成留言条。

2.2 给学校体育办公室写一张借条。

2.3 给张老师写一张请假条。

2.4 给好朋友小李写一封感谢信。

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考生能按照要求完成应用文写作，大部分考生得分较高，但需要注意以下写作问题：

(a) 写作格式，如称呼、日期、署名、祝福语等，段落首行需要缩进两字距离。

(b) 词语搭配不当，如“你的家非常的美好”。

(c) 注意审题，2.2，2.3，2.4 应用文需要按照要求以第一人称口吻写作。

(f) 个别考生没有按照要求完成三篇应用文写作。

第三部分：语境/文本改写（两篇）

3.1 将短文改写成“我”和“南希”之间的对话。

3.2 将 A 和 B 的对话改写成短文。

部分考生文本改写部分失分较多，需要注意以下问题：

(a) 注意审题，3.1 将短文改写成“我”和“南希”之间的对话。部分考生写成了“我”和朋友见面，讨论南希在中国的旅行。

(b) 人称转换，3.2 将 A 和 B 的对话改写成短文。部分考生将对话改写成了第一第二人称的短文。

(c) 句子重复冗长，写作时应概括全文大意，句子简明扼要。如“A 问 B 要不要过来玩电子游戏”，“B 回答 A 他还要写作业。B 要 A 一起写作业。”

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MANDARIN SECOND ADDITIONAL LANGUAGE
SBA MODERATION

After perusing the SBA portfolios, it became clear that Mandarin teachers are doing an excellent job in preparing all learners, particularly those who lack a heritage background in Mandarin.

Apart from congratulating my colleagues on their accomplishments, I would like to highlight a few points that came to my attention during the moderation process, which I hope will help to improve future work.

Internal moderation

The SBA files, also known as 'Paper 4', are just as vital as Paper 1 and 2. As a result, internal moderation is necessary to ensure reliability and validity. Two internal moderations are required for each task/test/exam. A moderation for the task/test/exam's design and one for the learners' subsequent results. Each one (or both) of them must be reflected in portfolios. Though some teachers' files contain moderation forms. It would be better if each task/test/exam in a learner's file was followed by a moderation form to verify the validity of the result.

Examinations in a variety of settings

The ability to express oneself in a variety of ways is a benefit of studying language. Thus, language tests can be classified to assess a learner's ability to use the target language in a variety of situations. Teachers are doing a better job setting the test in this year's SBA portfolio. However, several of the tests appear to be too familiar from previous exams, and the type of question appears to be repeated throughout the file. This appears to be more exam-oriented than learner-oriented. This, in my opinion, is a barrier to the SBA reaching the next level.

Assessment visibility

Without corrections and comments in a marked test, 58 out of 60 can mean a lot of things. Additionally, with the same rubric used throughout the SBA portfolio, it would be difficult to evaluate the learner's work as a whole, rather than just a few check boxes. Marking requires more than just a number; it requires comments and correction to be valid. Particularly in extended writing, the marking process is the only way to demonstrate a learner's growth, yet many teachers assign a grade, perhaps some simple comments, and level all the other unspoken into a standardised rubric. Which is why a specific rubric/mark allocation can be extremely beneficial in streamlining and automating the marking process.

In summary, I see a subject with professional Mandarin teachers in this year's SBA portfolio. However, the SBAs presentation demonstrates that they have not yet fully digested the SAGs and the moderation process. Hopefully, with my feedback, the above-mentioned issues will not resurface in next year's files.

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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 assist successful candidates to gain entry into numerous extremely worthwhile careers directly from school. Therefore, it is important that a candidate achieves the best possible result in this subject at NSC level.

Despite the unprecedented disruptions during the past two years, 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.

Despite previous cautions in this regard, a number of candidates answered questions in a different sequence to that on the question paper. Questions often provide information or insights that in themselves are 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.

While some questions were interpretative in nature, others simply required proper examination preparation and some cumulative knowledge and understanding of the subject that should have been gained over the three years of following the Maritime Economics course. It is important that candidates who elect to take Maritime Economics are able to apply that cumulative knowledge, to interpret information and to draw appropriate and realistic conclusions. Some questions probed candidates' competence to display these abilities and knowledge of general shipping practice. The question dealing with loading steel products in Japan is a case in point where, with three years of study behind them, candidates needed to apply the given facts to the calculations and show that the ship's own cranes were loading five hatches simultaneously.

Questions involving calculations were not answered well. Besides using their arithmetic skills correctly, candidates should read the questions carefully and should check the answers thoroughly for arithmetic errors and also that the answers are realistic. (Many answers contained figures that were most unrealistic – some in the billions of dollars for fuel or port costs – which should have indicated to the candidates that checking was required). Errors in one calculation can lead to subsequent calculations being incorrect. Candidates must show all their calculations as an incorrect answer without calculations will lead to the candidate obtaining no marks for that question. Candidates are encouraged to do as many calculations as possible and to do a variety of calculations in preparation for future examinations that will include calculations.

Having written a number of points in answering a particular question, some candidates simply repeated the same points using different phraseology for which no marks can be awarded. While attempting to answer questions in point form – which is certainly in order – some candidates answer so cryptically that their answers are unintelligible and therefore cannot 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.

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Several candidates displayed excellent knowledge of the important convergence zones; others, however, seemed not to know where some of these important zones are – a shortcoming that was very evident in the questions relating to the Straits of Malacca and the Straits of Hormuz.

Overall, successful candidates should be congratulated on their achievement and, in some cases, excellent insight into the maritime industry and its operations. Again, special compliments are due to those who worked extremely hard – often on their own and under difficult circumstances during the Covid crisis.

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MATHEMATICAL LITERACY
PAPER I

The paper was thoroughly answered this year and also marked well. Candidates, on the whole, were able to interpret all questions correctly.

GENERAL

Candidates did not indicate that they made use of the additional space at the end of the examination paper.

Candidates need to revise their theory knowledge from Grade 10 and 11 for financial mathematics and statistical/data handling.

Rounding is a general area of concern. It seems that candidates thought that they needed to write down all decimal places or they needed to round off to a whole number instead of rounding off to one or two decimal places.

Candidates did not round off money to two decimal places.

Candidates did not seem to have read all questions carefully and, as a result, did not answer questions correctly.

Candidates did not show all their working. When candidates write down an incorrect answer only, they receive zero marks.

Candidates set out their work a lot better than in previous years.

Candidates need to check their solutions, as a number of careless mistakes have been made when they wrote down values from the question paper or from their calculator.

QUESTION 1

Well answered.

Generally well answered, however, candidates needed to use the information given in the question.

Well answered.

Generally well answered, however, some candidates did not understand what calculation they needed to show.

Well answered. A number of candidates tried trial and error to find the correct percentage rather than using the given values to calculate the percentage.

Well answered.

Well answered. Some candidates wrote the numbers in the wrong order, but still subtracted correctly.

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1.2.1 (a)–(c) In general, candidates understood the difference between fixed and variable expenses. However, their understanding of an occasional expense was not as well understood and generally poorly answered.

1.2.2 (a) Well answered. Some candidates tried to explain rather than using a calculation.

(b) Well answered.

1.2.3 Well answered. However, a few candidates did not have an understanding of surplus or deficit.

1.2.4 Well answered. But some candidates rounded off the given exchange rate and/or did not include the unit of currency.

1.3.1 Not well answered. candidates needed to a have a better concrete understanding of discrete and continuous data.

1.3.2 Well answered.

1.3.3 Well answered, however, several candidates did not understand the difference between ascending and descending order.

1.3.4 Well answered. Candidates were well prepared for this question.

QUESTION 2

2.1.1 Well answered, however, candidates did not write currency to two decimal places. Several candidates left out the second decimal place as it was a zero. Some candidates did not use the cash price to calculate the deposit.

2.1.2 Well answered. Some candidates used 14% for VAT. Some candidates multiplied by 1,15 instead of dividing by 1,15.

2.1.3 Well answered.

2.1.4 Well answered. Some candidates excluded the deposit when calculating the total cost of hire-purchase.

2.1.5 Some candidates mixed up the concepts of interest and interest rate. Some candidates used the compound interest formula incorrectly or inappropriately.

2.2.1 (a) Well answered. Some candidates added values incorrectly due to carelessness. Some candidates used the wrong data or used both sets of data.

(b) Well answered. Some candidates did not order the data before calculating the median.

(c) Well answered. Some candidates used the last and first values from the graph instead of the maximum and minimum. Candidates did not read the note under the graph. Some candidates gave a range of values, e.g., 1215-13.

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2.2.2 Not well answered. Candidates did not have a good understanding of which measure of central tendency was the most accurate. Candidates did not understand how outliers affected the mean.

2.2.3 Not well answered. Candidates did not make the link between the increase in arrests and the decrease in rhinos poached. Candidates did not use values from the graph to support their answer.

QUESTION 3

3.1 Well answered.

3.2 Well answered. A few candidates used the wrong sector and also did not know that they needed to use 360 degrees when working out an angle in a pie chart.

3.3 Satisfactorily answered. Several candidates counted the number of total sectors instead of using the percentage. Candidates should have written probability in the correct format and simplified their answers of possible.

3.4 Candidates struggled with this question. Candidates did not understand how to calculate the total population from the values given. Several candidates used the estimated world population of 7 000 000 000. Candidates struggled with large numbers. A billion has nine zeros. Afrikaans candidates need to know that billion is called 'miljard'.

3.5 (a) Candidates generally did not understand the benefits of using a pie chart compared to a bar graph or histogram.

(b) Well answered. Some candidates did not read the question carefully. Candidates identified categorical data but did not explain.

QUESTION 4

4.1.1 Well answered.

4.1.2 Well answered. Some candidates copied values from box-and-whisker diagram incorrectly.

4.1.3 Poorly answered. Candidates did not understand how to answer this question. Candidates need to have a better understanding of how data is spread out in a box-and-whisker diagram.

4.2.1 Well answered.

4.2.2 Poorly answered. Most candidates wrote 25th percentile when the value was clearly above the 25th percentile.

4.2.3 Poorly answered. Candidates gave a range of ages.

4.2.4 Candidates did not understand what it meant to be on the 80th percentile for one's height.

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4.3.1 Well answered.

4.3.2 Well answered.

4.3.3 Well answered.

4.3.4 (a) Well answered.

(b) Well answered, however, some candidates did not write an equation.

4.3.5 Well answered. A significant number of candidates swopped the axes even though they were already labelled X-axis and Y-axis. The candidates struggled to use the given scale correctly.

4.3.6 (a) Candidates did not read the instruction to place the Z on the Y-axis.

(b) Well answered.

4.3.7 Several candidates did not compare Option C with both Options A and B.

QUESTION 5

5.1.1 Many candidates only worked with 45 years or 45 years 11 months or 45,9 months.

5.1.2 (a) Not well answered as learners multiplied by 1/3.

(b) Not well answered because of a lack understanding of ratio.

5.1.3 Well answered. A few learners could not identify the correct tax bracket or forgot to subtract the amount above R1 400 000. Some candidates used the given amount and tried to work backwards. A few candidates used the tax table as if it was a tariff table.

5.1.4 Well answered, however, many did not give enough detail to be awarded full marks. Candidates needed to say R500 000 or less will have 0% tax.

5.1.5 Well answered. However, several candidates used simple interest when calculating this question. A few candidates did not calculate the 15% of R1 147 000 first. A number of candidates used a monthly interest rate and compounded the investment monthly. Some candidates used the incorrect formula.

5.1.6 Well answered question. However, some candidates believed that inflation would increase an investment. Candidates needed a better understanding of how inflation affected the buying power of currency.

5.2.1 Well-answered question.

5.2.2 Well-answered question. Some candidates did not understand the term *decimal fraction* or that probability has a maximum value of 1.

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MATHEMATICAL LITERACY
PAPER II

The Mathematical Literacy Paper 2 was well received by teachers and candidates alike. The marking panel felt the paper was creative and thought provoking, requiring more than rote learning from the candidates. The paper was considered fair and accessible to candidates. The paper marked well, and all concerns raised regarding the printing quality of the paper were addressed in the marking process.

General concerns observed:

- Candidates struggle to convert within the metric system.
- Using the correct order of operations, especially when using into a calculator.
- Basic numeric skills like conversions, percentages, ratios, rates, rounding, etc. need attention.
- Reading for understanding and detail.

QUESTION 1

- Generally, this question was answered very well.
- Marks were lost due to careless errors.
- Question 1.1.2 – some candidates didn't know what to fill in to complete the percentage increase calculation and filled it in as a percentage.
- Question 1.1.3 – many candidates converted millilitres to litres by dividing by 10 or 100 and not 1000.
- Question 1.2 – candidates did not read the question carefully, using values from previous question.
- Question 1.3.1 – candidates did not round accurately.
- Question 1.3.2 – candidates did not read the given information carefully, e.g., naming a jar instead of deciding on an appropriately sized jar.
- Question 1.3.3 – candidates did not use order of operations (BODMAS) for questions **a** and **c** – as select L +B x 2 instead of 2L + 2B. Similarly, candidates did not round the calculated percentage to a decimal.
- Questions 1.4 – 1.6.3 – candidates did not follow on with solutions from previous sub-questions here.
- Question 1.5 – candidates missed the table and didn't complete it.
- Question 1.6.1 – candidates do not know what fixed expenses are and consequently wrote both the 1 000 and the 36 down.
- Question 1.6.2 – again, candidates did not use order of operation (BODMAS) when using the formula 1000 + 36 × N as 1036 × N.

QUESTION 2

- This question was well answered; however, conversions remain are a concern.
- Question 2.3 – candidates deducted the width of one wall instead of two. Some candidates converted the width of the wall to feet, making the question more difficult. Many candidates used width of the bath instead of its length given or calculated the volume of the bath, instead of the area of the front face of the bath.

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- Question 2.5 – a startling number of candidates cannot multiply fractions and many candidates do not know that they must multiply the probabilities along one branch of a tree diagram.
- Question 2.6.1 – many candidates used tile size, i.e., not extracting the relevant information from the information given, used the wrong side of the bath, converted area to area, did not increase by 10% or didn't know where to add the 10% or struggled to add the 10%, and rounded the area instead of the number of boxes.
- Question 2.6.2 – candidates did not use full boxes when purchasing boxes of tiles or didn't use the number of boxes, but rather worked with the area of the floor x cost per box.
- Question 2.7.2 – candidates added two branches; or added all probabilities.

QUESTION 3

- Question 3.1 – many candidates confused "cubed" and "cubed root". Candidates calculated volume and root to get an answer.
- Question 3.1 – candidates were confused by the variables for the length, width, and height (x, y and z) and then added instead of multiplied the dimensions, even though the formula was given.
- Question 3.2 – candidates used the time button on the calculator incorrectly. Many candidates still struggle with the conversion of time (hours and minutes to minutes).
- Question 3.3 – candidates used wrong values, carrying over the solution of Question 3.1 and not Question 3.2, while others divided by 10 or 100 instead of 1 000.
- Question 3.4 – candidates struggled to reach and write down a conclusion. The marking guidelines catered for various solutions to this question, however, candidates compared volume to number of fish, instead of comparing volume to volume or number of fish to number of fish. There was also a rounding concern. Once the learners calculated that the tank could hold 53,66 gallons, they rounded up, allowing for 54 fish in the tank.
- Question 3.5.1 – candidates used the wrong values or measured the picture, which was not to scale.
- Question 3.5.2 – candidates answered this question badly – they confused area with lengths or did not compare areas or lengths. Marks were also lost as candidates rounded off to two decimal places for the money.
- Question 3.6 – candidates used the total surface area of a rectangular prism or included the base of the fish tank, instead of 4 walls. Candidates often worked with volume or perimeter instead of area.

QUESTION 4

- Question 4.1.1 – some candidates struggled to convert cm to mm and hence, cannot convert mm^2 to cm^2. Rounding to the nearest whole was often omitted.
- Question 4.1.2 – often candidates did not use their answer from Question 4.1.1 and then made an error. Again, rounding is a big concern.
- Question 4.2 – candidates did not understand the concept of ratio in simplest form vs unit form or they swopped the order. Candidates did not read for detail. The recipe is for two milkshakes. If required to make six milkshakes, candidates had to calculate for three recipes. Candidates multiplied by 6. To convert millilitres to litres, many candidates divided by 100.

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- Question 4.2.3 – candidates still struggled to work with time. In this case, converting minutes to minutes and seconds. Many candidates calculated the total number of seconds, i.e., they did not read the question carefully. An unsettling number of candidates used the 0,2 minutes as 2 seconds or 20 seconds.
- Question 4.2.4 – candidates did not know difference between direct and indirect proportion. In this question, candidates did not see the link between 3,2 min/2 milkshakes or that 1 hr equals 60 minutes. Candidates struggled with contextual rounding. Candidates calculated that 60,8 minutes were needed but did not subtract a milkshake to cater for the hour available to make the milkshakes.
- Question 4.2.5 – candidates did not understand this question and tried to prove 0 °F equal to -17 °C, instead of answering the question.
- Question 4.3.1 – this question was identified as being confusing to candidates as they had various times to use. The marking guidelines accommodated for a variety of times. Regardless, candidates knew how to calculate elapsed time.
- Question 4.3.1 – this question was missed out by candidates.
- Question 4.3.5 – candidates misunderstood this question. Candidates gave direction to point D and did not identify the error made from the given directions.

QUESTION 5

- Question 5.3 – converting mm^3 to m^3 was poorly answered.
- Question 5.4 – candidates applied no logic to this question and could not calculate what 1 m^3 would weigh in kilograms. Candidates did not understand scientific notation.
- Question 5.5 – candidates struggled with this modelling question as they divided the volume of the truck by the volume of a box, instead of calculating how many boxes could fit in the length, width, and height of the truck. Candidates did not round to whole boxes.
- Question 5.6 – candidates either knew or didn't know how to use the given scale to calculate the length of the block. Candidates didn't understand the word "dimension".
- Question 5.7.1 – Again, candidates struggled with time conversion. Candidates were required to use 13 hrs and 2 minutes in the speed calculation, but instead used $\frac{2}{60}$, candidates used 13,2 or 13,02.
- Question 5.7.2 – candidates struggled with conversions of cm to km and writing the ratio in unit form. Too many candidates rounded the divisor of 12,6 to 12.
- Question 5.7.3 – candidates did not read the instructions carefully and hence did not draw the line on the map. However, converting a distance using a given scale was done well.

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MATHEMATICAL LITERACY
SBA MODERATION

During this moderation session, the committee took stock of the strides made in Maths Lit SBA over the past nine years. Yes, there were improvements that we could suggest with files that were moderated, but there is simply no comparison between an 'average' file now and an 'average' file nine years ago.

IEB Mathematical Literacy teachers should be proud of where they have taken the subject and where they are going. There is a wealth of talent, commitment, innovation, creativity and passion evident in the many original and intriguing assessments that we moderated. This year, again, it was clear that Maths Lit teachers are a truly collegial community of learners and sharers, and we are all the richer for this.

This moderation session stood out as one that was almost 'problem free'. There were very few instances where a shortcoming warranted further investigation or an intervention.

The following points should be noted in the interests of improved assessment going forward:

SAGS: It is important to note that the new SAGS document (updated Jan 2021) is the version to be adhered to; it is on the IEB website.

File organisation: Documents in both the teacher and Learner Files must be filed in the order shown in the Mathematical Literacy Sample Moderation (Appendix D).

The Prelim or Trial exam: Considering that this was the first year as far as the new structure was concerned, the quality of the prelim or trials exams was good. We did, however, encounter some schools that had not adhered to the SAGS topic and thinking-level requirements and there were instances where design grids were missing altogether. The prelim or trials exams are the only part of the SBA that is highly prescriptive, so it is important that these prescriptions are adhered to entirely.

Design Grids: Design grids are only required for the prelim or trial exams; they are not required for tests and alternative items.

Consolidated Marksheets: The SAGS have clear guidelines and there is a sample of a consolidated marksheet (Appendix F) on the IEB website; please refer to it and draw up your consolidated spreadsheet in the same order. It is important that the calculation of the marks for the SBA is consistent and accurate throughout all the IEB member schools. This contributes to the integrity of the IEB as an assessment body. For this reason, schools are requested to follow the SAGS instructions and retain only one decimal place when calculating converted marks. Furthermore, SBA and Prelim averages must be displayed on the consolidated spreadsheet.

IEB Alphabetical and Ranked Order Marksheets: These must be signed by the principal and included in the Teacher File.

Discrepancy between the Consolidated Marksheet and the SBA mark on the IEB system: It is essential that each school ensures (by whatever means chosen) that there is 100% correspondence between the consolidated marksheet in the Teacher's File and the marks on the IEB system.

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Electronic Copy of the Consolidated Marksheet: An electronic copy of the consolidated marksheet should be submitted with the Teacher File. In cases where this request was heeded, the moderation process was much easier, and queries were usually simple to resolve. The request is reiterated here.

Missing SBA items: Teachers are requested to check both the Teacher File and Learner File to ensure all items are present before submission.

When things don't go according to plan: High Schools are the last places where we should expect perfection. There will always be instances when there is an unavoidable shortcoming in a Teacher or Learner File. It is helpful if the teacher includes an explanation, co-signed by the principal, at the beginning of the file.

Acknowledgment of sources: It has already been noted that teachers generously share assessment resources. Teachers are requested to be rigorous about acknowledging the source of any work that is not original. This includes material from textbooks and past NSC exam papers.

List of randomly selected learners: Teachers are requested to include this list of learners (where applicable) in their files so that moderators can check Learner Files against this list.

Learner File Summary Sheet: It is in the interest of the teacher to check this sheet (filled in by the learner) for accuracy, especially with regard to the correct marks for the assessments being recorded.

Private candidates: Be aware that Teacher Files should be included with the files of private candidates to facilitate the process of checking the candidates' files.

Moderation: Authentic moderation is required for all items included in the Teacher File. Moderation plays a key role in improving assessment practice and it is worth pursuing the goal of all teachers having a solid internal/external 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.

Regional Moderation: Please include the most-recent regional moderation form in the Teacher File.

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.

In conclusion, thank you to everyone involved in ensuring that Mathematical Literacy assessment in the IEB continues to grow and improve.

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MATHEMATICS
PAPER I

As the last checker leaves the venue it is time to reflect on the marking session of 2021. It will be remembered as the year where the Omicron variant was discovered. This report highlights a few small things that were picked up from the paper and gives a few concepts to continue highlighting in the classroom.

QUESTION 1 ALGEBRA

This question was done well by the candidates, and it was in the small details such as rounding off and the use of inequality signs where they lost most of their marks.

It would be worth reminding candidates of the following:

- Representing two intervals with an inequality $x < -0,7$ or $x > 2,1$
- Isolate the square root term before squaring both sides

QUESTION 2 CALCULUS

The questions testing the basic skills of differentiation were done very well by the candidates. A common error made by candidates was made when they had to use the first derivative and equate it to the gradient of the tangent. A number of candidates equated f'(x) to zero and went on to find the turning point of the function.

Candidates need to be clear in their own minds about what they get if they sub an x value into f'(x) and know what the answer represents when f'(x) is equated to a gradient.

QUESTION 3 FUNCTIONS SKETCHING AND INTERPRETATION

This question was well answered but it was evident that interval notation was something the candidates needed to focus on so that they present their answers clearly. The sketching of the function was accurate. The area of emphasis should be on where you would read off the solution to an equation. A number of learners circled the point of intersection in part b(3) but did not go on to show where the solution would be read off the X-axis.

QUESTION 4 FUNCTIONS AND INVERSE

This question was answered well by the candidates. The common errors in this question were finding the equation of the hyperbola: candidates mixed up the asymptote signs. Candidates did not always show their workings and made errors when converting from log to exponential form. The interval where $f(x).g(x) < 0$ was where most of the marks were lost in this question.

QUESTION 5 PATTERNS

The question was very fair and well suited for Section A. The question combined knowledge and routine procedure. Overall, it was well answered and showed that quadratic patterns are being well taught in schools.

When learners wrote something in sigma notation there were occasions where they would use different variables to represent the values being subbed in and the variable used in the patterns term formula. It would be worth emphasising the link between the two.

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QUESTION 6 FINANCE

It is evident that learners have engaged with finance. Learners need to know that they cannot give two answers, one using the present value and then one with the future value. The majority of learners used annuity formulae but there were still a few who saw this as a compound increase. Although rounding off was not penalised in this question it needs to be made clear to learners that they should round off to two decimal places in this section.

Finding the minimum number of months required for an investment to grow to a certain value was fairly well done by learners. Learners need to know that they should round up to the nearest month if asked for the minimum number.

QUESTION 7 FINANCE

Candidates excelled at calculating the amount to pay off a loan. Candidates need to understand the different methods that can be used to calculate the outstanding balance (part (b)). The present value of future payments could not be calculated unless the number of payments, *n,* was worked out first. It is also important to keep the number of payments as an integer value and focus on the last payment individually.

QUESTION 8 SEQUENCES AND SERIES

In part (a) candidates set up the equation well but then struggled to apply the log law to solve. Candidates should be familiar with the basic log laws and how to apply them to various scenarios. In part (b) candidates struggled, however, it was very good to see the number of different methods learners came up with to solve the problem. By solving with a calculator, learners lost a solution, and when they got two solutions they did not check for convergence. Part (c) was well answered, and the common error made here was identifying the value for *n* in the formula.

QUESTION 9 FUNCTIONS AND SKETCHING THE PARABOLA

The candidates struggled to use symmetry to find missing values and if they did, they forgot about the value of *a* when working out the equation e.g., f(x) = a(x)(x-6). In part (b) we saw candidates sketching the parabola and understanding the key points. Linking the discriminant to the graph was done well and I would encourage teachers to continue teaching this to their learners.

QUESTION 10 CUBICS

The concepts in part (a) of the question were fairly simple but it was the use of various concepts to get to the correct answer that was done well by the learners. They showed an ability to apply various skills, and this must continue to be encouraged in the classroom. Part (b) was done fairly well, with the most common mistake being the one negative real solution not being represented by the learner's sketch.

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QUESTION 11 MAX/MIN

This question marked well, and part (a) was very well done by the learners. In part (b) a number of candidates subbed back into the area formula and tried to solve. This type of question often has a 'Show that …' element, however, learners struggled to link the information they had used in part (a) to the expectations in part (b). These questions lend themselves to practical thinking and it would be good to challenge your learners with similar examples where they need to apply this thinking.

QUESTION 12 PROBABILITY

Part (a) of the question was answered by most candidates and the results were good. Learners must remember that although it is a problem-solving type of question, there are often marks that are level 2 or 3 as part of the challenge. Part (b) brought out some excellent mathematics from the candidates and showed that they were willing to engage with unseen questions. When the first term was a 5, many learners did not see the three options of throwing a half.

CONCLUSION

Despite the initial Omicron challenges, the marking team adapted to the situation, they were professional in their approach and, once again, the job was well done. A big thank you to the Saheti team for their hospitality and the use of the venue. In addition, I would like to thank the IEB for their support and professionalism during these times. May everyone have a safe and prosperous 2022, take care and thank you for the exceptional work that is being done under very trying conditions.

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MATHEMATICS
PAPER II

The statistics question in Section A of the paper was generally answered well by most candidates. The question on Standard Deviation in Section B, however, was generally answered very poorly. Future candidates must spend more time on applications of basic concepts without the use of a calculator. Many struggled to correctly use the formula for standard deviation, i.e., correct expansion and simplification in the case where the data values were variables.

The Analytical Geometry question in Section A was generally answered well except for the question where candidates were required to determine the ratios of areas of triangles. Many candidates struggled with the concepts associated with this question including the area formulae.

Although many candidates obtained some marks in the question on Trigonometric Graphs, many candidates still struggled with drawing a tan graph. Accuracy from candidates on the interpretation of graphs and indicating an interval was limited. The 3D Trigonometry question in section B saw many candidates rounding off too early resulting in a final answer that lacked accuracy. Too many candidates transcribed the cosine rule from the formula sheet with 'sin' rather than 'cos'.

The proof of the theorem was generally well answered. Advice to candidates for Euclidean Geometry:

- The order of theorems is important in that they may not use theorems that follow the required theorem, to prove it.
- Learn the accepted reasons.
- Do not use three-letter notations of angles.
- Constructions and working on diagrams are often considered when awarding marks.
- When adding a construction line, indicate the split angles as e.g., $\hat{A}$ becomes $\hat{A}_1$ and $\hat{A}_2$.
- When writing in pencil and then rewriting over the pencil in pen, it becomes difficult to read.
- It is easy to pick up candidates who memorised theorems without understanding them. It disadvantages them when diagrams and labels differ from the memorised version.

Advice to candidates for questions on Proportionality and Similarity:

- There needs to be a link from one triangle to another when working through these questions.
- Using the line parallel to one side of a triangle relates to the sides divided by the // lines and not the base. Use similarity to relate the bases.
- Recap of differences of the Midpoint theorem in comparison to the basic Proportionality theorem.
- Important to understand that one is dealing with ratios and not values or lengths.

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Useful techniques

- Highlight // lines.
- Mark the ratios on the diagrams.
- Look at mark allocation as a hint.

The question in Section B that included two circles and a tangent was intended for flexible thinking. There have been some impressive solutions from candidates. The question produced many alternate solutions ranging from Analytical Geometry to Trigonometry and Proportionality solutions. Encourage candidates not to draw additional construction lines unless necessary as these may overcomplicate the question as it happened on several occasions.

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MATHEMATICS
SBA MODERATION

1. Overview:

Firstly, a big thank you to the Regional Moderators (RM). The work done in the regions by the Regional Moderators have improved the quality of the items on a national level. There were hardly any Teacher Files sent up for National Moderation and this is thanks to the Regional Moderation Process as well as the individual teachers from the schools.

Unfortunately, there were a couple of schools that did not take the advice given to them by the Regional Moderators and did not improve on the suggestions made. Overall, the files we have moderated nationally have complied with the regulations set out by the SAGs document. All schools must be aware that the requirements for the Portfolios have changed over the last two years and teachers must follow circulars that the IEB sends out in this regard.

It is advisable to all Grade 12 teachers to read through the Regional Moderation Form in the Maths SAGs document at the beginning of the year so that they are fully aware of how their files will be assessed at the end of the year.

2. For ease of moderation, please make sure to do the following:

The Teacher's File should be in the same order as the Regional/National Moderation document in the SAGs so that it is easy to access and find the documents. It must include:

- Appendix C: Internal school-based assessment checklist
- Appendix E: Letter from the principal
- Appendix A: Internal school summary of learner's marks
- Final IEB sheets printed off the website so that the marks can be checked
- IEB random selection list for learners' portfolios (if applicable)
- The previous year's Regional Moderation document or present year's document if being sent up for National Moderation (every effort should be made to comply with the recommendations suggested by the Regional Moderator)
- Evidence of Cluster meeting and the Subject Policy document for your school

The Teacher File should follow the following order for the portfolio pieces:

- Short Items
- Long Items
- Formal Tests
- Preliminary Examinations

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3. Appendix A, the composite marksheet:

   (a) Raw scores for all portfolio items **MUST** be given on your composite mark-sheet.
   (b) Include **TYPED** composite marksheets with marks rounded off to two decimal places, except for final SBA mark which must correspond to the IEB marksheet.
   (c) The composite marksheet must be for the school and not per teacher. A numbered alphabetical list must be provided.
   (d) 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.)
   (e) Averages calculated and shown for all assessment items included on the composite marksheet.

4. 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.

5. Please provide written explanations of how the alternative items were administered. This will clarify misunderstandings regarding cognitive demand.

6. Clear indication of internal moderation of portfolio items (**pre- and post-**).

7. If an examination is set within a cluster/group of schools, please indicate the schools involved in your Teacher's File.

8. Please do not use tests and worksheets as short items. These are not listed as alternative items in the SAGs.

We strongly suggest:

1. That knowledge level analysis grids are done for **all portfolio items**. Please refer to the SAGs documents for the correct level analysis.

2. That you refrain from using alternative items that are in the public domain and easily accessible by the pupils. It is advisable that the portfolio pieces are done at school under controlled conditions so that no external help is attained.

3. **That Paper 1 content is covered in the Test 1 portfolio item and Paper 2 content is covered in the Test 2 portfolio item. Test 3 can then be either.**

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.

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MECHANICAL TECHNOLOGY

The script received from the schools that wrote Mechanical Technology in the 2021 final examinations 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 candidate.

The Specific section of the paper was also answered by the candidate and the candidate struggled with Question 7.1. Question 7.3 – the calculations were answered correctly showing that the candidate understood the concepts taught. The candidate struggled with the section on joining methods in Questions 8 and 9 – that being one of the harder sections. Question 11 posed a problem but was answered.

The standard of the paper was good, and the candidate did not underachieve. Overall, the marks for the examination were better than they were in previous years.

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MUSIC
PAPER I

QUESTION 1 AURAL QUESTIONS

This question was not as well answered as in 2020.

1.4 1.4.2 This was marked with continuous accuracy. Candidates who did not provide fully correct answers to Q1.4.1 were not double penalised in 1.4.2.

1.7 Encourage candidates to give accurate and relevant answers taken directly from the score or the recording.

QUESTION 2 MUSICAL THEATRE and OPERA

2.1 2.1.2 Disappointingly, many candidates could not name this scene as the catalogue aria.

QUESTION 3 JAZZ

Most candidates recognised the styles of Jazz but gave answers indicating only superficial knowledge of the styles in the rest of the table. Candidates should be reminded that Italian terms are not needed when discussing Jazz or Popular music.

QUESTION 4 BEETHOVEN 5

4.1 4.1.2 Candidates must be encouraged to give relevant answers to the question.

4.2 Candidates must be encouraged to provide relevant comparisons from the two tracks and not to include everything they know about the 4th movement of Beethoven's 5th Symphony. Candidates must also make sure to use accurate terminology when discussing elements of music. An example of good terminology is included at the end of the report.

QUESTION 5 SA URBAN MUSIC

There was a marked improvement in the way this question was answered in comparison to the disappointing quality of responses in 2020. However, candidates often repeated styles and characteristics throughout the table despite the instruction in the question.

QUESTION 6 ESSAY – *C-JAM BLUES*

Concerningly, a number of candidates still answered in the style of the 2015–2019 essay. Where candidates answered in this way their work was marked. Examples of good, average, and poor essays will be presented at the 2022 IEB conference.

The essay is now an evaluation of how two previously unheard arrangements of one of the set works differ from the original. A half mark was given for each comparison to the original. As both tracks were markedly different from the original version of *C-Jam Blues* there were a lot of points that could be earned.

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Please work with the exemplar, the 2020 exam, and the 2021 exam to create similar essays in Grades 10–12. As practice, in Grades 10–11 the comparison could be between a studied work and one arrangement.

Most candidates managed the evaluation well, and most used correct musical terminology.

- Several candidates misidentified the work as *Koko*, *Take Five*, or even *Meadowlands*. Not being able to identify a set work is inexcusable and teachers are encouraged to ensure that candidates have the resources available for thorough learning and revision.
- Most candidates received good marks for the required information. While most candidates write this information at the beginning of the essay as an introduction, this information is marked wherever it appears in the essay.
- While the extreme difference in instrumentation between the two tracks made it easy for the marking panel to understand which track a candidate was discussing, please ask candidates to clearly identify which point matches which track.
  - E.g. Instead of writing 'similar to the original version the one piece had a wind and brass instruments whereas the other one had strings, rather write 'similar to the original, Track 21 used wind and brass instruments whereas Track 22 used string instruments.
- Encourage candidates to be concise and precise when writing their essay. Long explanations, particularly when not relevant to the question of evaluating how two arrangements differ from the original, are unlikely to gain further marks but rather use up time and space so that candidates believe they have written more valid points than they actually have done.
- There is no need for candidates to write a conclusion to the essay in which they state their preference or state which arrangement they feel is better. There are no marks for a candidate's opinion.

QUESTION 7 *Erlkönig*

7.1 Most candidates recognised the work though several made mistakes when naming the composer.

7.2 7.2.1 Several candidates did not recognise either the 'ErlKing' or the 'Son'. This compromised their ability to answer Q.7.2.2.

7.2.2 Candidates are advised to make it clear to which character they are referring. The answer 'one is major while the other is minor' may seem clear to the candidate in the exam but forces the marker to make a choice about whether the candidate is showing understanding or simply guessing.

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MUSIC
PAPER II

QUESTION 1 THEORY

The quality of responses to this question was poorer than it has been in the past.

1.1 G minor pentatonic was generally not known.

1.4 1.4.2 This question was poorly answered with candidates often forgetting to include the D♮ and E♮ in bar 1 and bar 4.

1.8 The answering of this question was very concerning. Most candidates could not write Ic-V^7-I in G major. There has been a four-part harmony question in the written exam for many years and it is a skill of which Grade 12 Music pupils should have some ability.

QUESTION 2 SCORE ANALYSIS

This question was generally poorly answered.

It was concerning that:
- A large number of candidates did not recognise the piece as being in Minuet and Trio form despite the score saying 'Menuetto' and 'Trio'.
- A large number of candidates did not know how the form of a Minuet and Trio is created.
- The names of compositional techniques and non-harmonic notes were largely not known.
- The identification of intervals was poor.

Question 2.4 and Question 2.7.2 were marked with continuous accuracy from Question 2.1.

QUESTION 3 MEADOWLANDS

Candidates often lost marks for writing generic information about *Meadowlands* rather than giving specific information about the historical context, lyrics, and the elements of music.

Candidates are encouraged to give a balanced answer rather than just giving lots of information about one of the topics.

Candidates are encouraged to read the question carefully and answer the question specifically. Candidates often lost marks if they wrote non-specific answers that had no relevance to the quotes or the picture.

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ELEMENTS OF MUSIC

ELEMENT & DEFINITION	RELATED CONCEPTS	POSSIBLE EXTENSIONS
ARTICULATION The manner in which a note is played	Legato Staccato Accented Tenuto Performance directions	Slurs Detached Sforzando Pesante/Leggiero/Dolce etc.
DURATION Note lengths, speed, time divisions	Beat	Strong beat, steady beat, irregular beat, Marcato, Rubato
	Metre	Compound or Simple time. Duple/ Triple/Quadruple
	Time Signature	Number of beats in the bar
	Phrasing	Regular or irregular phrasing, 4-bar phrases.
	Rhythm	Dotted rhythm, Swung rhythm, Crotchet rhythm, Syncopation
	Tempo	Speed of the music and sudden/gradual any changes that occur throughout.
DYNAMICS Volume of the music	Fortissimo Forte Mezzo-forte Mezzo-piano Piano Pianissimo	Are changes sudden or gradual? Crescendo Diminuendo Subito
PITCH Notes and how they are combined to create what we hear	Pitch	How high/low is the note? What instrument?
	Melody	Conjunct/Disjunct. Running scales, Arpeggios, lyrical, angular. What scale is being used?
	Harmony	Consonant/Dissonant. Chords, broken chords.
	Tonality	Major/Minor/Atonal. In which key is the music?
TEXTURE Layers in the music	Monophonic/Unison/Octaves	
	Homophonic	Chords/Melody-dominated homophony
	Polyphonic	How many parts. Counterpoint/Free counterpoint
	Imitative	Which instruments involved? Homophonic or Polyphonic?
	Dense Sparse	How many instruments are playing? What are they playing
TIMBRE The instruments playing, what they are made of, how the sound is made, how they are being played.	Strings	Muted
	Woodwind	Paired wind or with a more soloistic role
	Brass	Muted. With valves?
	Percussion	Just timpani or other instruments too
	How each instrument is used to create the other elements	Link instruments and elements

Remember that Italian terms are expected when discussing Classical Music (or French or German if the piece uses them) but English can be used when describing Jazz or Popular Music. Always be as accurate and as specific as possible. 'The music is fast, high and loud' might give a basic description but 'The music had an *Allegro* tempo, *forte* dynamics, and a conjunct, scalic melody played at a high pitch on the flute' gives far more detail and accuracy.

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MUSIC
SBA MODERATION

It is always interesting to mark the country's music portfolio as one can see how candidates in this country are developing, and to become aware of their current interests.

Task 1: Many candidates answered both Task 1A and Task 1B, not necessarily for marks but because it interested them. There is now a wider variety of pieces used for this task, not only strictly baroque or classical, but obviously music that the pupils are interested in. These range from Jazz to popular music.

Task 2: Because of the cost of music software, such as Sibelius, many schools are now using music software that is free (such as Musescore) which does mean that many compositions were a bit limited in their choice of instruments, although most were suitable for small groups at their school. Some candidates even produced videos to accompany their compositions, which was interesting to watch.

Task 2B: The task for sound production is becoming more popular. I will continue to look for more information for this task.

Task 3: The harmony task has really improved, with many candidates achieving good marks.

Task 4: The melodies were of an excellent standard, the candidates really enjoyed completing them and also presenting them with many dynamics and expression markings.

Task 5: This task demonstrated how candidates have accepted diversity in this country, especially in the question where they had to compare Meadowlands to other South African pieces of music. I was impressed by how many candidates knew about the performers who brought about democratic change in this country, and also many current performers and composers.

Many also enjoyed comparing the Beethoven symphony to another by Mozart.

These were the two most popular questions answered. Referencing and the presentation of bibliography have also improved.

Most tests and prelims, by using a variety of topics, prepared candidates for the final exam, with many also asking about the use of modes.

Some schools were excellent in their presentation of arrangements and improvisation. There were many schools that gave excellent examples of the sound they had produced, using a wide variety of different methods to show this.

Thank you to the two colleagues who helped with the moderation, we all worked well together.

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NAUTICAL SCIENCE
PAPER I & PAPER II

GENERAL

(a) There were 89 scripts each for Papers I and II from the Western Cape and the Eastern Cape.

(b) All the questions, with a very few exceptions, were attempted and in some cases the answers were completed satisfactorily. Generally, there was a marked improvement in the neatness.

(c) However, there were several candidates from all the centres who included their rough work (e.g., interpolation of tables and speed/time/distance workings and scratching out) in the answer. For the first time ever, we have noticed several scripts that took up five pages of the answer book to answer Question 4 (Radar Plot) of Paper II. Consequently, it was not easy differentiating the rough work from the actual answer. It is recommended that, in order not to lose marks, candidates use the back pages of the answer book for any rough work.

(d) Many candidates continued with the next question on the same page without leaving a few lines in between. This caused the work to be cramped, untidy and difficult to mark.

(e) A few candidates split their answers with the second part at the end of another answer on another page. This is not acceptable as it makes marking complicated and there is a possibility of some points and marks being overlooked.

PAPER I

(a) There were 63 scripts marked from five examination centres in the Eastern Cape and 26 scripts from one examination centre in the Western Cape. Most of the candidates answered and completed all the required questions. Generally, the answers were neat and respectably presented.

(b) The weaker answers to questions by the candidates with lower marks were:

(i) Questions 1, 7 & 9 being chartwork and astronavigation.

(ii) The presentation of the chart work was generally neat; however, some were untidy, not labeled (e.g., the course or position or WP), and in two cases the chart was used for rough work. In one case the vessel's course and position were shown over the land in both questions 1 and 3. All of which is not acceptable.

(c) The presentation of answers by the candidates was generally very neat. However, some candidates still insist on cramming more than one question in on the same answer page, mixing rough work with the formal workings of the answer and scratching out of workings.

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PAPER II

(a) There were 63 scripts marked from five examination centres in the Eastern Cape and 26 scripts from one examination centre in the Western Cape. Most of the candidates answered and completed all the required questions. Generally, the answers were neat and respectably presented.

(b) Some candidates still insist on cramming more than one question in on the same answer page, despite explicit instructions to the contrary on the front page. In some cases, the last section of Question 1 Paper II, the sketch of the lights and shapes of an NUC vessel were squeezed into the bottom three lines of the page.

(c) Answers to Question 1, Rule of the Road, did not illustrate knowledge of the mandatory requirements of these Rules. Whilst a verbatim repetition of the rule is not necessarily required, the answer should demonstrate an understanding of the rule in the candidate's own words. However, definitions and lists must be specific.

(d) Question 2 (Immediate Actions to take in the case of grounding) – many candidates failed to prioritise the immediate actions required to take.

(e) Question 5 (Meteorology) – A clear illustration is worth a lot of marks. It is recommended that they practise drawing these illustrations to be familiar with them in the final assessment.

(f) The weaker marks were in Questions 3, 6 & 7, being meteorology, communications and the sailings.

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PHYSICAL SCIENCES
PAPER I

The Physics Exam received positive feedback and was considered fair.

GENERAL COMMENTS

Many of the general comments made over the years have been addressed in teaching and candidates have taken note of them. However, common problems persist, in particular:

- Definitions must be learnt precisely. Changing, omitting or adding words can change the meaning of a definition. The wording of the definitions in the SAGs has been carefully considered and candidates are strongly encouraged to use these, rather than those given in textbooks or other sources. Please give the SAGs to candidates at the start of their Grade 11 year to allow them to take ownership of their learning.
- Definitions often provide scaffolding for the next question and candidates should look for these links to help them.
- Candidates must show their working clearly. Credit can only be given for partly correct answers when there is evidence that the physics is correct, and this cannot be credited when working is not shown.
- It is best practice to begin each calculation with an appropriate formula that will be used to solve the problem.
- Correct SI units must be included with the final numerical answer.
- 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.
- When answering questions that require an explanation, learners 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.
- Should candidates answer part of a question separately from the rest of the question, it is helpful to indicate this.

QUESTION 1 MULTIPLE CHOICE

Although there were more calculations in the multiple-choice questions than in recent years, the questions still emphasized conceptual understanding. Candidates are encouraged to work through past papers to best prepare for such questions. The marks covered the full range from zero to twenty, with this question scoring the lowest average of the nine questions. Candidates must not offer multiple answer options for any question.

QUESTION2 KINEMATICS

The first part of this question was based on a position vs time graph showing the motion of two cars.

- Many candidates struggled with the fundamental concepts of the position–time graph and were perhaps not as familiar with these graphs as with velocity–time graphs.
- Candidates were not all able to identify that all the cars were at the same position at 5 seconds, writing about velocity and acceleration or distance instead of displacement.
- Many candidates tried to calculate acceleration using the (average) gradient of the position–time graph, even though it was a curve. Many assumed that the gradient of the graph was the speed, even though the velocity was not constant. Some considered the total distance over the total time of 9 seconds to calculate the speed of car B between 5 and 9 seconds and for question 2.1.7, some candidates treated the cars as travelling at constant velocity for the entire 12 second period.

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The second part of the question was a problem involving a ball falling past a window. This was generally well answered, although many candidates changed directions of the vector quantities halfway through this question. Many candidates assumed that the ball was moving at constant (terminal) velocity past the window, thus calculating the wrong final velocity at the end of height *h*.

QUESTION 3 KINEMATICS

The first part of this question considered the vertical motion of a sandwich that fell out of a picnic basket that was being lifted at a constant velocity.

- Some candidates struggled with the signs when substituting numerical values into the formulae for these questions. Some tried to find the height of the basket above the ground by breaking the motion into different sections, but then did not use the correct, corresponding values for time and initial and final velocity. A large number of candidates struggled with the concept that g is always down and remains unchanged, regardless of the direction of motion.
- Candidates are encouraged to choose a sign convention and apply it consistently throughout an entire question, rather than attempting to change it for sub-questions. This sign convention should also be applied to graphs that they sketch.
- Inconsistencies in shape and sign convention meant that few candidates scored full marks for the graphs.

The second part of the question involved two shoppers moving perpendicular to each other. This question was generally well answered with most candidates realising that they did not need to solve simultaneous equations to be able to find the total time. Many candidates, however, failed to correctly calculate the total distance that Shopper B had to travel to avoid the collision.

QUESTION 4 NEWTON

The first part of this question tested candidates' understanding of Newton's third law in the context of a hairdryer blowing out air.

- Some of the labels used on free-body diagrams in both parts of this question were not aligned with the SAGs and are not accepted force labels. Candidates are encouraged to use fuller labels or to use a key for the symbols that they choose. Forces must be represented with arrows pointing away from the object experiencing the force. These arrows must make contact with the dot representing the object and with the arrowhead. Additional forces were included by some candidates in both diagrams.
- Candidates need to be able to use the trigonometric functions correctly and confidently.
- Many candidates restated Newton's third law rather than explaining why the hairdryer was at an angle. Some also did not appreciate the scaffolding of questions that was supposed to help them recognise that they needed to use Newton's third law to help them in their explanation.

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The second part of the question was about a box on a slope.

- When drawing a free-body diagram of the forces acting, the vector representing weight must be drawn pointing vertically downwards (the free-body diagram cannot be rotated) and candidates may not show weight and its components as solid arrows, implying three forces acting (components may be included as dashed lines). F_N and F_f must be perpendicular to one another.
- The marking panel recognised ambiguity in whether the frictional force calculated in 4.2.3 was currently acting or was a maximum frictional force and so both interpretations were accepted for this question and 4.2.5.
- Some candidates confused trig ratios (swapping sin 15 and cos 15), some used 8 degrees from the question above. Candidates must check their calculator mode before using trig functions.
- To calculate the minimum force required to start the box moving, some candidates calculated F_{NET} instead of $F_{app,}$ with some leaving the applied force out entirely and some including an acceleration in their calculation.
- The direction of the forces acting was often ignored or misapplied.
- The higher-order question that asked candidates to determine the angle at which the box was about to slide differentiated top candidates. The most common error was not realising that as the angle of the slope changes, so the normal force would change. Many candidates used a trial-and-error approach that did not lead them to the correct answer.

QUESTION 5 MOMENTUM, WORK, ENERGY & POWER

The first part of this question involved a child pushing off the trunk of a tree to swing up to a vertical height on a swing. The second part of the question dealt with an athlete sliding to rest across a field.

- When using impulse to calculate the average net force exerted on the child and also when calculating the change in kinetic energy to apply the work–energy theorem, the most common error was forgetting the vector nature of velocity so that one velocity had to be negative. Another common error was switching the initial and final velocities when finding the difference.
- Some candidates seemed unable to conceptualise the problem to calculate the maximum height reached by the child and candidates should be encouraged to draw a diagram to help them solve a problem. Many candidates attempted to calculate the mechanical energy instead of applying the law of conservation of mechanical energy, while others used the wrong velocity. Equations of motion could not be used as the motion was not linear.
- Many candidates did not answer question 5.2.1 correctly, calculating the change in kinetic energy instead of just the kinetic energy.
- Many candidates were unable to interpret the question that asked for the rate at which the frictional force dissipates the kinetic energy of the athlete. The majority of those who realised that dissipation of energy is power tried to use the formula P = Fv.

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QUESTION 6 FIELDS

This question tested graphing skills in the context of fields. Generally, this question, with the exponents, graphing and manipulation of data was found to be challenging.

- When filling in the missing value in a table, the format of the value must match the other values in the table.
- The following points are important when drawing a graph:
  - A meaningful heading must be included on the graph.
  - Candidates must choose suitable scales for the graph that make use of the dark grid lines and 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. Points should be clearly visible, but no larger than half a small block.
  - Candidates must be able to accurately draw a line of best fit that is extrapolated appropriately beyond the plotted points on both ends. A long ruler must be used if the appropriate line of best fit is a straight line. Many candidates were not able to draw a suitable best-fit line, with a large number joining the plotted points and others forcing the line through the bottom left-hand corner of the graph paper.
  - The gradient must be calculated using points on the line of best fit and not data points from the table given in the question. It is suggested that points from the data table are avoided and that fresh points are always chosen to calculate the gradient to emphasise this. The points used on the line of best fit must be clearly indicated on the graph. Most candidates disregarded the exponents given on the *X*-axis.
  - Gradients and *y*-intercepts often have physical meanings. Candidates must be able to extract these meanings and use them to calculate a relevant quantity. In this context, many candidates thought, incorrectly, that the gradient was g.

QUESTION 7 ELECTRIC CIRCUITS

This question considered the current drawn by a pump and the cost of operating the pump in the first part and then a circuit with a bulb and resistor in parallel with one another. This question was generally well answered.

- Cost calculations should be easy marks, but errors were made with conversion from minutes to hours and candidates confused kWh, Wh and kW/h.
- Many candidates confused the emf and the voltage across the bulb. They should use subscripts to show which voltage is being considered.
- Candidates struggled to match the relevant current, voltage and resistance values in each calculation.
- The rate of energy dissipation was not recognised as power.

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QUESTION 8 ELECTRODYNAMICS

Overall, this question on electrodynamics was answered better than in the last few years and the candidates seemed able to answer with greater knowledge and confidence. The word 'electricity' was used badly, usually when candidates were unsure which variable to use.

- When asked for an explanation, candidates cannot simply state or refer to a law.
- Many candidates still did not understand that two magnetic fields interact with each other.
- Some candidates had learnt the methods to increase the force in a motor and applied these to the straight conductor. Common misconceptions that came through were that an electromagnet will always be stronger than a permanent magnet and that a larger battery will give a higher current. Candidates should rather mention actual variables that can be changed, rather than referring to components of the set-up.
- Candidates' understanding of the iron core's function was poor as many indicated that a transformer cannot function without it and that current, voltage and magnetic field are 'transferred' via the core.
- A number of misconceptions were evident in the reasons given for high voltages being used for the transmission of electrical energy. A common misconception was that higher voltage travels faster and further than lower voltages.

QUESTION 9 PHOTONS AND ELECTRONS

This question tested the candidates' understanding of electron transitions and required some calculations. Some schools seemed to have left this section out or perhaps set it as self-study as whole packs showed a complete lack of comprehension of the work.

- Candidates struggled to accurately describe the electron transitions shown, referring to atoms, rather than electrons, vaguely saying that the electrons were 'jumping' or 'moving' without relating this to their energy state, or trying to describe the emission spectrum itself. Many candidates also specified that the transitions were to the ground state.
- Conversions between eV and J and between nm and m were poorly done and calculator work with exponents also led to unnecessary errors. Many candidates also struggled to compare numbers that had different orders of magnitude. There were many errors due to incorrect copying or transferring of numbers.
- Answers showed a lack of distinction between wavelength, frequency, work function and energy, and these variables and terms were often used incorrectly or interchangeably.

CONCLUSION

The marking process went well, thanks to a team of dedicated teachers who marked consistently and efficiently. Many commented on how much they had learned, and the atmosphere was positive and collegial.

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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 discerning and detailed responses that top candidates gave, reflecting their outstanding conceptual understanding and the high quality of teaching that they received. It is also pleasing to see many candidates coming to grips with routine questions, particularly explanations and calculations that have been frequently asked in previous papers.

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 in such a 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. However, definitions are not just included in our syllabus in order to test whether candidates can recall them. Definitions form the **basis on which understanding is built** and the definition should therefore inform our depth of understanding.
- **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, **ions**, **atoms** and **molecules** are very different species and so candidates must be able to distinguish between them; as with **forces** and **bonds**.
- **Use of specific language:** As with correct terminology, use of specific language is very important. For example, identification of specific intermolecular force types is necessary to correctly explain their effect on physical properties. Other examples include identifying **kinetic** energy (not just energy in general) for the collision theory; when to use **concentration** vs. **amount**; saying that the reverse reaction **rate** decreases, not just the reverse reaction decreases; and when to use ion symbols, e.g., Ni^{2+} ions instead of Ni atoms, etc.
- **Explanations:** It was again pleasing to see continued improvement in candidates' ability to explain. Many candidates were concise, clear and thorough in their explanations. Many responses, however, were **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, or their explanations were long-winded, which tended then to be contradictory.
- **Organic drawing and naming:** The difference between structural and condensed-structural formulae is generally becoming well understood and fewer candidates confused these. Where candidates are asked to draw structural formulae, they must show *every* bond, including the O−H bond in the hydroxyl group. When drawing condensed-structural formulae, the order and placement of each atom holds meaning and should be done in the correct way, so as not to unintentionally change the structure. When naming, the correct and careful application of IUPAC nomenclature rules must be followed, particularly **punctuation**, **correct numbering**, and the use of **euphonic rules** where relevant.

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- **Single vs reversible arrows:** candidates are still losing marks through the incorrect choice or arrows for chemical equations, particularly in the Acids and Bases and Electrochemistry sections. For Acids and Bases, reversible arrows *must* be used for any **weak** interaction, e.g., weak acid/base ionisation, or hydrolysis. Neutralisation reactions or any strong interaction, e.g., ionisation/dissociation of strong acids/bases, must have single arrows. For Electrochemistry, although half-reactions can occur in both directions (as indicated on the SEP table), we only consider the direction that is occurring predominantly, and so only single arrows must be used.
- **Grade 11 content**: candidates still struggled to remember and/or understand the content that is traditionally taught in Grade 11, e.g., Chemical Bonding and Energy and Chemical Change. Every year, it is very important that Grade 11 content is as fresh and revised as Grade 12 content, as our final examination will always include aspects of the entire two-year syllabus.

QUESTION 1
(Average cognitive level rating = 2,40)
(Average difficulty rating = 2,10)

A major focus of multiple-choice questions is on testing **conceptual understanding**. Thus, chemical concepts must be very well understood in order to perform well in MCQ. This year, there were a number of questions of higher cognitive demand and, accordingly, some candidates struggled with this conceptual demand.

Q1.3 – Although the addition of argon gas will indeed change the overall internal pressure of the reaction vessel, this will still not affect the position of the equilibrium, as the frequency of the collisions between the gaseous reactants or products will not change, and so neither will their associated reaction rates. This can also be explained using partial pressures, which of course are not examinable.

QUESTION 2
(Average cognitive level rating = 1,94)
(Average difficulty rating = 1,84)

This was the question with both the lowest cognitive demand and the lowest difficulty. Thus, it was to be expected that candidates performed well. Candidates generally had good understanding of Energy Change concepts and their explanation using intermolecular forces was well practised, although the link to energy was still often omitted. The definitions were often poorly recalled.

The Maxwell-Boltzmann distribution curve was not well managed; labelling remains an area of concern and possible neglect when revising and this graph was often confused with an energy profile.

Candidates continue to improve and can generally apply the collision theory well. Despite this, many answers given again did not allow for provision of marks due to nonspecific explanations, e.g., use of "per unit time" was often omitted, and the use of **average kinetic** energy sloppy. 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 only then how it affects the number of effective collisions per unit time, and not *just* say that there are more/fewer effective collisions per unit time. For example, for an increase in temperature, it is important to make the link that an increase in the **average kinetic energy of the particles** increases first the **number of collisions**

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(of reactant particles) **per unit time** (minor effect) as well as the **proportion of particles with sufficient kinetic energy to overcome the activation energy** (major effect), and *therefore* there is an increase in the **number of effective collisions per unit time**, and a **greater reaction rate**. It is also very important to make reference to the Maxwell-Boltzmann distribution curve in the explanation.

QUESTION 3
(Average cognitive level rating = 2,75)
(Average difficulty rating = 2,85)

A question of high difficulty. Many candidates struggled to make sense of the unfamiliar graph, particularly the use of multiple variables.

Q3.2 required reading of the graph as well as the application of Le Châtelier's principle, which was cognitively demanding. Many candidates mixed the cause and the effect and there is still confusion that Le Châtelier's principle *causes* the changes, rather that it is only used to *explain* the changes.

For Q3.7, it is imperative that *only* temperature affects the value of the equilibrium constant.

Many candidates still have a poor understanding of what 'favoured' *actually* means – that the favoured reaction is the one that is occurring at a *faster rate than the other.* This does not necessarily mean that this reaction's rate has increased; in fact, in this case the reverse rate decreased resulting in the forward reaction being favoured (even though the forward rate did NOT increase).

QUESTION 4
(Average cognitive level rating = 2,05)
(Average difficulty rating = 2,05)

Despite the fairly low cognitive and difficulty demand of this question, candidates continue to struggle with Acids and Bases concepts, which is most likely due to the conceptual nature of this section.

The calculation in Q4.5 was unfamiliar and fairly difficult, and many candidates were flummoxed as to how to approach it. It is useful to remember that when one is missing a piece of information at equilibrium, some sort of equilibrium table is often a good method to use to find this missing piece. Questions such as these are multi-step and complicated and tend to become unstructured and confusing if one does not use such a tool. Although not required, it certainly makes answers more coherent and thus the awarding of marks easier. However, such tables must be used correctly. One such table is a **RICE table** where **R** = reaction/ratio, **I** = initial moles/concentration, **C** = *change* in moles/concentration, **E** = equilibrium moles/concentration. The concentrations **at equilibrium** *must* be used when substituting into the K_c expression, NOT moles, and the K_c expression *must* be shown as this is a skill that needs to be evident. Products over reactants is not sufficient – the actual symbols of the reactants and products, with their relevant powers, must be shown. Square brackets must be used to show concentration.

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QUESTION 5
(Average cognitive level rating = 2,65)
(Average difficulty rating = 2,90)

The most difficult question of the paper, it was unsurprising that it had the lowest average. There was a fair amount of reading, much comprehension needed, and many candidates had clearly no idea how a titration is performed. It is worth noting here that the SAGs do specifically instruct candidates that experimental knowledge of a titration is important and indeed examinable. It is highly recommended that a titration is part of all candidates' practical instruction.

The use of specific language here was important to convincingly convey meaning in their reasoning and explanations.

The neutralisation reaction used was difficult and as such, many candidates struggled to correctly identify and write the formula of the barium propanoate salt.

Many candidates fared well with the calculation in Q5.2.4; however, too many ignored the mole ratio, which is vital to any stoichiometric calculation.

QUESTION 6
(Average cognitive level rating = 2,88)
(Average difficulty rating = 2,83)

Electrochemistry continues to be a section where many candidates struggle; it is a conceptually difficult section. It was pleasing to see that many candidates' conceptual grasp of this section was intuitive and nuanced; however, there were many basic mistakes, even with recall questions such as remembering standard conditions. Careful use of specific language is encouraged here.

A SHE (standard hydrogen electrode) has not been examined in some time, and candidates might not have expected a question such as this. Some candidates confused which electrode the SHE is assumed by convention, and they continued to consider only the spontaneous reaction. It should be remembered that the role of the SHE is as a reference electrode, and so must be treated as such in examinations for cell notations and cell potentials. The reaction equation as well as any observations should be for the spontaneous reaction.

It is encouraging to see that the integration of electrochemistry with quantitative chemistry continues to be handled well. Being a more algorithmic type of question certainly helps many candidates perform well in these questions.

QUESTION 7
(Average cognitive level rating = 2,43)
(Average difficulty rating = 2,19)

The relatively low difficulty of this question did not correlate well with the general performance of candidates. This is again due to the conceptual nature of Electrochemistry, reflected in the higher cognitive demand.

Most candidates handled the routine tasks, e.g., determining the cathode/anode, positive/ negative electrodes and energy conversion well. Understanding the need for conductivity and hence dissociated ions was less prevalent.

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The conceptual difficulty was highest when considering the processes at the anode, whereby candidates needed to consider multiple competing species. Candidates continue to find the explanations difficult, especially for why one reaction is predominant.

Few candidates could explain Q7.7 well, although it was very pleasing to see that top candidates understood there was a greater rate of consumption of Cu^{2+} at the cathode than that produced at the anode, due the additional oxidation of the zinc and cobalt in the blister copper.

QUESTION 8
(Average cognitive level rating = 2,39)
(Average difficulty rating = 2,43)

Organic Chemistry is usually answered well, and candidates have had a good handle on this for a number of years. This was certainly the case again this year, and many candidates continue to be able to manage identification, naming and drawing of structures very well.

Some candidates confused the functional isomer in Q8.1.6, and many draw the same molecule (compound **W**).

IUPAC rules must be emphasised and practised in order to be able to name a variety of structures. Punctuation, numbering, substituent order, and euphonic rules (e.g., hex**a**−1,4−**di**ene vs. hex−1,4−ene) were poorly applied in some cases, although many candidates are now using these pleasingly well.

QUESTION 9
(Average cognitive level rating = 2,55)
(Average difficulty rating = 2,50)

As with Question 8, this question was the best-answered question in the paper. This is despite the problem-solving needed to answer the questions. Very pleasing to see Organic Chemistry so well-managed.

Most candidates were able to identify which reactions were which; however, candidates were not always able to distinguish between **general type** and **specific type**/**name** for organic reactions.

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PHYSICAL SCIENCES
SBA MODERATION

This year's moderation of the SBA was once again really a pleasurable experience!

Thank you to all Regional Moderators for their hard work in this different year of electronic moderation that will now become standard. Thanks also to 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 as it really made the process so much easier. Congratulations to all schools on valid School-Based Assessments.

Administration

- In most files, the moderation policy of the school was omitted.
- There was less moderation that appeared to be rushed and fewer forms were just 'rubber stamped'.
- Evidence of moderation (the actual draft question paper showing the moderation and not just a ticked list) was submitted by most schools. Thanks!
- This proof of moderation and all analysis grids should be filed adjacent to the task/test and memo and not separate from it. Thanks to the schools who did this correctly – it made the process really easy.
- It would be best if candidates personally completed the front page (Appendix B) of their portfolios with the declaration and teachers checked this against their own marks. Please **do not** use these Appendices B to compile your spreadsheet from, as we found learners changing marks on their appendices to achieve a higher mark than they actually got for the tasks and tests. It is therefore important that teachers change these marks on the learner tasks if they were moderated and there are new marks.
- Thank you to those schools that included the Appendices B in the teacher's file if no learner files were asked for. It helped us to check that the marks were correctly transferred.
- Two practices waste a lot of time during moderation: the use of filing sleeves and files not being compiled in the correct order. Files should be assembled in the order on the moderation checklist (Appendix C). We appeal to every teacher to please use this checklist order when assembling your file and your learners' files.
- Include cluster meeting minutes and emails.

Practical Investigations

Remember that these are intended to be Practical Investigations. They should involve the learners **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 learners as a recipe to be followed. They should do more than fill in the values on a table.

- Simulations were used to great effect. Look at the PhET ones from the University of Colorado – they are really of a good standard.
- Schools should use the spreadsheet available on the IEB website to calculate marks (Appendix E of the SAGs that was updated in 2021). *Raw scores* must be included, then percentages and weighted values (that should be reported to one decimal place). The final SBA mark should be rounded to a whole number to correlate with the IEB marksheet.

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- There were some disproportionate time allocations for practicals, e.g., 8 hours for 32 marks. Practicals should be rigorous enough and should take a minimum of two hours.

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 tests and exams in the portfolio. Analysis grids must be done as part of the planning of the assessment, and not just at the end. Choices should not be offered in the Practical Investigations.

Tests and Prelims

Thank you for not having different tests to choose from – or perhaps this was only because of time constraints in this year! If a school did give learners a choice of using the highest test mark, it was clearly shown/highlighted on the spreadsheet.

That said, the tests and prelims were almost universally of a good standard. At least four to five 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 clear in almost every file.

Analysis grids and assigning of Bloom's levels were 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 SECOND ADDITIONAL LANGUAGE
PAPER I

SECTION A READING FOR MEANING

There does not seem to be enough reading practice. Many candidates skim through the texts, without paying attention to what they are reading nor understanding the information contained in the texts. Candidates must read each text carefully, underlining main and supporting ideas and lifting information that will assist them in answering each question. There is very little *real* engagement with the texts. Educators are advised to practise this skill. Also, practise interpreting a phrase/word in context.

Candidates must also be advised to read the questions carefully and answer according to what is being asked, and to base their answers on the texts presented, not on their own broad, general knowledge of the topic dealt with in the text. The meaning of words, such as "citar", "retirar do texto", ïndicar", justificar", "explicar", must be carefully explained.

When answering comprehension questions, candidates are advised to write grammatically correct sentences.

As mentioned in last year's examiner's report, candidates must be encouraged to read as much and as broadly as possible in class and in their own time for the acquisition of vocabulary and language and the understanding of idiomatic language.

When justifying whether a statement is True/False and quoting a sentence/s from the text to support their answer (Question 1.2), candidates must quote the relevant words/phrases.

Text 3 was a pamphlet, a visual text. Candidates should practise reading visual clues and interpreting the images and pictures in the text. Visual literacy is lacking. Question 3.5, asking candidates to answer by mentioning three visual details in the picture, was poorly answered.

SECTION B PRESCRIBED TEXTS

Once again, candidates are advised pay attention to:
- Main and supporting characters; characterisation
- Characters and their role in the story
- Plot and development of plot
- Specific details in the plot
- Setting and time
- Themes
- Message/intention

Candidates must pay attention to the short story extracts and the poem/s printed in the question paper insert when answering questions – many candidates gave incorrect answers even though the information required was in the printed extracts.

Answers also revealed a very superficial knowledge of the prescribed works. There is evidence that a few centres did not do any of the prescribed short stories or poems!

In poetry, candidates must 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 certain verses and words
- Themes

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PORTUGUESE SECOND ADDITIONAL LANGUAGE
PAPER II

This paper continues to be challenging because candidates are not practising the types of texts required enough (or not practising at all). Many do not practise the skill of writing in class, or educators are not giving enough feedback on the written texts to aid candidates in improving their written expression.

Candidates must work with different text formats: email, telephone message, report, short note, friendly and formal letter, and pay attention to the text's purpose, audience and context.

The texts many candidates presented in this paper did not contain punctuation at all, compromising meaning and clarity. They also did not contain paragraphs, or each sentence was presented as a paragraph. Texts lacked logical development and clarity. Ideas were muddled due to poor word order and sentences that did not make use of conjunctions and were incoherent due to very poor grammar.

Unless writing is practised in class, results in this paper will continue to be very poor.

This year, the same observations are made as in last year's examiner's report:

SECTION A EXPRESSION OF OPINION

Candidates are advised to read widely to be able to express an opinion on a variety of topics. They must pay attention to expressions such as *em minha opinião, a meu ver, concordo, discordo, compreendo que…, por um lado…, por outro lado…, etc.* Correct language usage, correct verb tenses, agreements and conjunctions are extremely important.

SECTION B SHORT NOTES

Although the instruction in this section is to choose three out of the four questions given, one or two candidates answered all four questions, thereby wasting time. In cases like these, only the first three answers are marked.

In this section candidates must pay attention to formal and informal register, according to the purpose of the text. They should use *Caros Senhores; Estimado Senhor; Querido/a;* etc. correctly. The same applies to *Adeus; Até breve; Os melhores cumprimentos; Atenciosamente.*

Situations presented in this section may be based on the prescribed works and candidates are advised not to deviate from the plot of the set works too much.

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SECTION C LANGUAGE IN CONTEXT

The skills needed to tackle this section must be further developed. This section was poorly answered across many centres.

Reformulation (Question 3) assesses the ability to locate, select, organise and integrate relevant information from the source text into the candidate's own text, applying the appropriate style and register. Some candidates simply copied the information from the text given, while others disregarded the source text almost completely.

Question 4: writing a text from key words/sentences presented: this skill is lacking. The ability to integrate the key words/notes given into grammatically correct sentences and into a text that makes sense is challenging when not practised in class.

In the text produced, verbs must be conjugated correctly, and all aspects of grammar and language must be 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 whom 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

The effort and dedication of the educators are appreciated.

Tasks – Educators should consider the context of the text of departure mainly if it is a prescribed work.

Educators should follow the IEB assessment grids and consider contents/ideas and language/expression. It is important that educators write comprehensive comments and suggestions on the portfolio tasks, tests, and exams to help their learners to develop their writing. All corrections should have an explanation of why it is wrong, why it is not correct to use this word, why it is important to use correct punctuation, short paragraphs, clear ideas and clear syntactic bridges between sentences, phrases, expressions, replacement of direct object by the proper pronoun. Grammar should be revised. Both teachers and learners should consult the dictionary to check the meaning of a word, how to write words, or the meaning of a specific expression. As teachers, we should keep on learning a little bit every day and it is not shameful to say that the dictionary and grammar are consulted.

A comprehensive 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 is fully understood. The statement to be answered should be clearly explained to the candidates, word by word if necessary, 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.

As to the extended writing, teachers are reminded that at least one task must involve three phases: (1) Research; (2) Speech of three minutes; (3) Written task as a conclusion to the research and the speech that should have been done. These three phases must 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 to prevent another deduction of marks in 2022.

Capturing of marks – The problem of incorrectly capturing marks still prevails. Teachers must be cautious to ensure that they correctly transfer marks from the learners' work to their spreadsheet to the DBE/IEB spreadsheet.

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SEPEDI HOME LANGUAGE
PAPER I

Re thomile ngwaga ga boima ka lebaka la leuba la COVID-19. Le ge go le bjalo barutiši ba no tšwela pele go thekga le go hlahla barutwana ka bokgwari. Ke rata go lebogiša barutiši ka mošomo wo mobotse woo ba o dirilego ngwageng wo. Maemo a dikarabo tša barutwana a hlatsela se. Ka nnete ba dirile go tlala seatla.

Barutwana ba ithagaragile go arabeng dipotšišo. Ke holofela gore dipoelo tša bona di tla ba tše dikaone ngwageng wo go feta mengwageng ye mengwe. Barutwana ba bontšhitše tsebo ya tšhomišo ya polelo le kgetho ya mantšu ya maemo a godimo. Le ge go le bjalo, diphošwana tše di latelago di tšweletše ge re be re swaya mošomo wa bona.

1. **Tekatlhaloganyo**

   Barutwana ba hlohleletšwa go bala potšišo ka kwešišo gore ba e arabe ka tsela ya maleba. Gantši dikarabo mabapi le tekatlhaloganyo di nyaka go tiišetšwa ka dintlha tša maleba tšeo di sepelelanago le diteng tša tekatlhaloganyo. Barutwana ba hlohleletšwa go ba le boikgopolelo ge ba araba dipotšišo.

2. **Kakaretšo**

   - Sa mathomo barutwana ba eletšwa go bopa mafoko ka mantšu a bona esego go no kopolla mafoko temaneng.
   - Barutwana ba hlokomele tatelano ya dikgopolo.
   - Mongwalelo o bohlokwa; mohlala, tšhomišo ya tirwa, mantiri, nyenyefatšo le tšhomišo ya maleba ya makopanyi.

3. **Sereto seo se sego sa bonwa:**

   - Barutwana ga ba kwešiše phapantšho gabotse, ka go realo bontši bja bona bo lahlegetšwe ke meputso potšišong ye.
   - Barutwana ba eletšwa go thekga dikarabo tša bona ka diteng tša sereto.

4. **Direto tšeo di bonwego:**

   - Bontšhi bja barutwana ba laeditše bokgoni bjo bo tletšego bja potšišo ye.
   - Le ge go le bjalo, barutwana ba bangwe ba itaeditše ba sa tsebe phapano magareng ga moko le molaetša wa sereto. Go ka ba kaone ge ntlha ye e ka elwa hloko ka phapošeng.
   - Barutwana ba eletšwa go ela hloko mehuta ya direto. Go fa mohlala, phapano magareng ga thetosello, lehlologelwa le thetokgwabo.

5. **Thutapolelo**

   - Barutwana ba bantši ga ba kwešiše phapano magareng ga madiri le mathuši 5.2.2.
   - Medirišo 5.2.3 le mahlathi 5.2.6 di hloka go elwa hloko ka phapošeng.
   - Barutwana ba eletšwa go tsitsinkela potšišo ya diswantšho gore ba tle ba kgone go e araba ka tsela ya maleba.
   - Barutwana ba swere bothata kudu go arabeng Potšišo ya 6, ya go phošolla mongwalelo, maswaodikga, kgaogano le kgokagano.

Ke rata go lakaletša barutiši dikatlego tša ngwaga wo mofsa. A re boeng ka mafolofolo ngwageng wo o tlago re kaonafatše dipoelo tša rena go ya pele.

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SEPEDI HOME LANGUAGE
PAPER II

Tšeo di lemogilwego ge go swaiwa matlakala a 2021.

Go bile le diphetogo tabeng ya kgetho ya dipotšišo yeo e bego e le tlhobaboroko mengwageng yeo e fetilego. Balekwa ba latetše ditaelo kgethong ya dipotšišo.

- Dipotšišo tša ditsopolwa di arabilwe gabotse, balekwa bao ba kgethilego ka tlhokomelo ba ikgobokeleditše meputso go tšona.
- Go bohlokwa gore balekwa ba ngwale maina a baanegwa le mafelo ka mopeleto wa makgonthe.
- **Potšišo ya tikologo ya 1.1** balekwa bao ba e kgethilego ba e arabile gabotse le ge e se ba bantši.
- Bothata bjo bogolo bo tšweletše go dipotšišo tše ditelele. Balekwa ga se ba laetša bokgoni bja go araba dipotšišo tša mohuta wo. Bontši bja bona ba ngwala ntle le go latela dikokwane/magato a go sekaseka. Balekwa ba no ngwala ditaba tša sengwalo. Se se bonagetše kudu potšišong ya Thulaganyo (Potšišo 5) le (Potšišo 6) morero – go potšišo ye balekwa ba laeditše go hloka tsebo ya gore potšišo ya morero e thongwa bjang ya fetšwa bjang ba sa hloka tlhahlo ye e tseneletšego go mohuta wo wa dipotšišo.
- **Potšišo 2** – Tshekatsheko ya thulano. Mohuteng wo wa potšišo go bohlokwa gore balekwa ba laetše karabong ya bona gore go thulana bomang ba be ba hlaloše gore sebakwa ke eng. Mohlala, Lekope o thulana le mosadi wa gagwe Mmatlala morago ga gore a tšee bana a ba iše go tatagobona ntle le go tsebiša monna wa gagwe Lekope.
- **Potšišo ya 3** ga se ya tšweletšwa gabotse, bontši bja balekwa bao ba e arabilego ba paletšwe ke go laetša ka fao bohlale bja Ariel bo thušitšego go rarolla bothata ka gona. Balekwa ba tšweleditše bohlale bja Ariel fela ba tlogela taba ya tlemollo ya lehuto.
- **Potšišo ya 4** (Molaetša/thuto) – go bohlokwa gore balekwa ge ba araba mohuta wo wa potšišo ba bontšhe ntlha ya go tšweletša molaetša/thuto ba e fahlele ka mehlala go tšwa pukung.

DINGWALWAŠOMIŠWA

Pego ya kuranta

- Balekwa bao ba arabilego potšišo ye ba tloga ba e arabile ka bothakga bjo bo nwešago a mokgako. Ba bontšhitše kwešišo ya seswantšho seo ba se filwego le ditaelo. Seo se ka thušago balekwa go ikgapela meputso ka moka ke go tseba sebopego sa pego, kudu ge go hlalošitšwe gore ke pego ya kuranta. Balekwa ba swanetše go bontšha tše di latelago: leina la kuranta le ngwalwe ka ditlhakakgolo le bonagale, leina la toropo fao kuranta e tšweletšwago, letšatši la tšweletšo, tšatšikgwedi, hlogo ya ditaba ya go goga šedi (e ngwalwe ka ditlhakakgolo) leina la mmegi wa ditaba.

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Ditshwayotshwayo

- Balekwa ba arabile potšišo ye gabotse, ba be ba tloga ba ela ka ge ba be ba kwešiša seo ba se ngwalago.
- Go bohlokwa gore balekwa ba tsebe 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 le moanegwathwaadi.
Tšhomišo ya polelo:	Maikutlo/khuduego/moya/segalo – di sepelelane le hlogo/ sererwa.

Polelo

- 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.

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SEPEDI FIRST ADDITIONAL LANGUAGE
PAPER I

Ngwaga wo, le ge o bile wo boima ka lebaka la leuba, COVID-19, barutiši ba dirile go tlala seatla go netefatša gore barutwana ba hwetša thekgo yeo ba e swanetšego. Ke rata go leboga maitapišo a magolo ao barutiši ba a bontšhitšego ka go hlahla barutwana le go leka go kgonthišiša gore ba šomiša ya polelo yeo e hlwekilego.

Ka kakaretšo barutwana tloga ba itekile kudu go arabeng lephephe le. Meputso ya bona e hlatsela se. Maemo a tšhomišo ya polelo a kaonafetše kudu ngwageng wo. Bontši bja barutwana bo itekile go araba dipotšišo ka moka ka go 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 arabile potšišo gabotse. Le ge go le bjalo, barutwana ba eletšwa gore ge ba efa temana ya tekakwešišo hlogo ba e lebiše go diteng tša yona. Ba se tšwe tseleng ya sererwa.

2. Kakaretšo

- Barutwana ba bangwe ba boeletša ntlha e tee gabedi ka tsela ye e fapanego mafokong a go fapana. Ba hloka tlhahlo ya go efoga phošwana ye.
- Mongwalelo le mopeleto e sa le bothatanyana.
- Barutwana ba bangwe ba ngwadile dintlha tša ka tlase ga 7 gomme seo se dirile gore ba lahlegelwe ke meputso potšišong ye.
- Ba bangwe ba barutwana ba sa kopolla mafoko ditemaneng sebakeng sa go tsopola ntlha gomme ba e šomiše mafokong a bona.
- Barutwana ba eletšwa go šomiša ntlha E TEE fela lefokong e sego dintlha tše pedi lefokong le tee. Se se tla ba fa monyetla wa go ba le dintlha tše di lekanego meputso.

3. Sereto seo se sego sa bonwa

- Barutwana ba eletšwa go bala dipotšišo ka tlhokomelo. Barutwana ba bangwe ga ba tsebe phapano magareng ga mehola ya dithekniki/mareo le maswao a direto le tlhalošo ya wona. Go fa mohlala mohola wa sešura ke go kgaoganya le go tlemaganya dikopolo mola sona se tšweletšwa/ bonagala ge moreti a goga moya gareng ga mothalotheto. Seo se ra gore go goga moya goba go hema goba go bea phegelwana magareng ga mothalotheto GA SE mohola wa sešura eupša ke ka tsela yeo sešura se tšweletšwago ka gona seretong. Mehola ya dithekniki tše dingwe go swana le kelelothalo, tlogelo bjalo le bjalo le tšona di swanetše go elwa hloko.
- Barutwana ba sa swara bothatanyana mabapi le mehuta ya direto. Go fa mohlala: Thetosello, thetokgwabo le sonete. Barutwana ba eletšwa gore thetosello go llelwa motho yoo a hlokofetšego. Ke eletši (eulogy). Dinako tše dingwe moreti a ka lliša ke mahloko le mahlomola a lefase.

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4.1 **Direto tšeo di bonwego**

- Barutwana ba bangwe ga ba tsebe phapano magareng ga molaetša le moko wa sereto. Go hlokega gore ba hlahlwe botse tabeng ye.
- Barutwana ba ele hloko go thekga/fahlela dikarabo tša bona tša go swana le moko, molaetša le maikutlo ka dintlha tša maleba tša sereto seo ba botšišwago ka sona. E sego go no fa kakaretšo ya sereto.
- Go ka ba kaone ge barutwana ba ka hlahlwa ka maphephe a ditlhahlobo tša mengwaga ye e fetilego le maphephe a gona a dikarabo (previous question papers and marking guidelines) gore ba kgone go bona lesedi.

5. **Popopolelo**

Bontši bja barutwana bo šomile gabotse karolong ye. Le ge go le bjalo dilo tše di latelago di swanetše go elwa hloko:

- Tšhomišo ya letlago bjalo ka lediri lefokong go laetša kwešišo ya lona.
- Tlotlontšu – barutwana ba bantši ba paletšwe ke go hlaloša gore difihlolo ke eng.
- Mopeleto e sa le bothatanyana, barutwana ba bangwe ba paletšwe ke go phošolla potšišo ya mopeleto.
- Tirwa le lebaka la bjale le tšona di hloka go elwa hloko.
- Barutwana ba swanetše go ela hloko dinyakwa tša papatšo ka moka, mohlala: atrese, mogala bjalo le bjalo. Ba se lebelele lehlakore le tee fela.
- Barutwana ba eletšwa go bala dipotšišo ka kwešišo pele ba ka leka go di araba.

Ke rata go rolela barutiši diala ka tema yeo ba e kgathilego ngwageng wo le go ba lakaletša dikatlego tša ngwaga wo mofsa wa 2022. A re boeng ka mafolofolo ngwageng wo o tlago re kaonafatše dipoelo tša rena go ya pele le pele.

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SEPEDI FIRST ADDITIONAL LANGUAGE
PAPER II

Ka kakaretšo balekwa ba arabile letlakala le gabotse. Balekwa bao ba itokišitšego gabotse ba kwešiša mošomo wa bona ba tloga ba bile le sebaka sa go ntšha bokgoni bja bona. Go tloga go bontšha gore nako yeo ba e abelwago ya go araba letlakalapotšišo le ke ya maleba ka ge go se na mohlala wa molekwa wa go se fetše go ngwala. Balekwa ba swanetše go hlokomela tšhomišo ya polelo ka ge e le ye nngwe ya dikokwane tše bohlokwa tša go ikgapela meputso ye mokaone letlakaleng le.

Diponagalo tšeo di bilego gona ge go swaiwa letlakala la ngwaga wa 2021.

POTŠIŠO 1

- Potšišo ye ya ditsopolwa balekwa ba tloga ba šomile gabotse go yona. Seo se swanetšego go gatelelwa e sa le taba ya dintlha. Balekwa ba swanetše go tseba gore ge potšišo e abetšwe meputso ye meraro, se se šupa gore ba swanetše go fahlela ka dintlha tše tharo. Go tla ba bonolo go baswayi ge balekwa ba ka šomiša dintlha (bullets) ba se šomiše temana.
- Bontši bja balekwa bo paletšwe ke potšišo ya **1.6** yeo e bego e nyaka tema yeo e kgathwago ke moanegi/mongwadi wa padi (mošomo wa moanegi/mongwadi pading). Ge re boela morago go potšišo ye go bohlokwa go gatelela **Mabotšiši** gore balekwa ba tloge ba tseba gore go nyakega eng potšišong. Mohlala wa Mabotšiši [Efa/Neela, Tsopola, Hlaloša, Ngwala], [Akaretša, Bontšha/Laetša, Nyalantšha/Tswalano, Bapetša], [Hlaloša, Na (mohlala: Na maikutlo a gago ke afe?], [Ahlaahla].

POTŠIŠO 2

- Potšišo ye balekwa ga se ba e araba ka mokgwa wo o kgotsofatšago. Go bohlokwa gore balekwa ba tsebe le go šomiša dikokwane tša go sekaseka semelo, e lego tšona dintlha tše bohlokwa tše di lebelelwago bjalo ka:
  - Ditiro le dipolelo tša moanegwa,
  - Baanegwa ba bangwe ba reng ka moanegwa,
  - Mongwadi o reng ka moanegwa,
  - Leina la moanegwa.

  Bontši bja balekwa ga se ba laetše bokgoni bja go šomiša dikokwane tše.

- Balekwa ge ba araba potšišo ya semelo ba swanetše go fa ntlha ya semelo ba e fahlele ka lebaka. Balekwa ba bangwe ba ngwala ntlha fela ba se e fahlele. Ba bangwe ba hlakantšha ditaba moswayi o swanelwa ke go nyaka ntlha ya semelo ka gare ga temana ye e ngwadilwego. Go sa na le mošomo wo mogolo wa go hlahla balekwa ka mokgwa wa go araba potšišo ya semelo.
- Se sengwe seo se tlago thuša balekwa go ikgapela meputso ke go tseba diteng tša puku. Taba ye e sa le tlhobaboroko ka ge balekwa ba sa laetše go tseba diteng tša puku ka botlalo.
- Balekwa ba swanetše go hlokomela polelo le mopeleto go dipotšišo tše ditelele ka ge e le ye nngwe ya dintlha tšeo di lekolwago letlakaleng le.

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POTŠIŠO 3

- Potšišo ye e paletše bontši bja balekwa. Ba hlokile tsebo ya diteng tša setsopolwana seo se botšišitšwego. Ba be ba no ngwala se sengwe le se sengwe seo ba se gopolago ka puku.
- Balekwa ba bontšhitše go ba le tsebo ya sebopego sa poledišano. Sona se abelwa meputso ye mebedi, ya tšhomišo ya ditšhupasefala/ditaetšosefala (*stage directions)* le sebopego sa nnete sa poledišano.

POTŠIŠO 4

- Balekwa ba sa tsoma tlhahlo ye e tseneletšego ya go araba dipotšišo tše ditelele. Go na le balekwa bao ba arabilego potšišo ye ka bothakga bjo bogolo kudu.
- Teori e bohlokwa ka ge e fa tlhalošo ye e tseneletšego ya seo molekwa a tlogo ngwala ka sona. Balekwa ba bangwe ba tsena ditabeng ntle le go tšweletša teori ya seo ba ngwalago ka sona.
- Go bohlokwa gore balekwa ba gopole gore ba ngwala potšišo ye telele *(literary essay)* fao ba swanetšego go phurulla dikgopolo tša bona di kwagale. Baswayi ga ba swanela go naganela molekwa gore o be a nyaka go tšweletša kgopolo efe. Ke maikarabelo a molekwa go tšweletša dikgopolo tša gagwe ka botlalo le ge a ngwala ka dintlha *(point form)* gore di kwagale. Balekwa ba se lebale gore ge rubriki e re dintlha tše 15 ba swanetše go ba le dintlha tše 15. Ba se lebelele botelele bja karabo, ba hlahlwe ke dintlha.
- Go sa na le kgakanego tabeng ya sebjalebjale, segologolo le metsesetoropong le magaeng. Dikgopolo tše di swanetše go lebelelwa ka tsela ye. Sebjalebjale le segologolo ke **nako** mola metsesetoropong le magaeng e le **lefelo**.

DINGWALWAŠOMIŠWA

Ye ke karolo ya letlakala yeo balekwa ba ikgapelago meputso ya go bonagala. Taba ya go tshwenya ke go se hlokomele sebopego sa setšweletšwa le tšhomišo ya polelo le setaele tšeo di rwelego meputso ye lesomehlano (15).

POTŠIŠO 5 Pego ya kuranta

- Balekwa bao ba arabilego potšišo ye ba tloga ba e arabile ka bothakga bjo bo nwešago a mokgako. Ba bontšhitše go ba le tsebo ya diteng tša sererwa e lego tshenyo yeo e tlišitšwego ke ledimo la Eloise. Seo se ka thušago balekwa go ikgapela meputso ka moka ke go tseba sebopego sa pego, kudu ge go hlalošitšwe gore ke pego ya kuranta. Balekwa ba swanetše go bontšha tše di latelago: leina la kuranta le ngwalwe ka ditlhakakgolo le bonagale, leina la toropo fao kuranta e tšweletšwago, letšatši la tšweletšo, tšatšikgwedi, hlogo ya ditaba ya go goga šedi (e ngwalwe ka ditlhakakgolo), leina la mmegi wa ditaba.

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POTŠIŠO 6 Emeile

Potšišong ye balekwa ba ikgapetše meputso ya go bonagala ka ge ba e arabile gabotse. Seo balekwa ba ka se hlokomelago ke go ngwala emeile atrese ka ditlhaka tše nnyane. Bangwe ba balekwa ba šomiša ditlhakakgolo. Ka kakaretšo balekwa ba šomile gabotse potšišong ye.

POTŠIŠO 7 Papatšo

Potšišo ye e arabilwe ke bontši bja balekwa gape ba e tšweleditše ka bothakga bjo bogolo kudu. Seo se fahlilego ba bangwe ba balekwa ke go se arabe potšišo ka botlalo. Go bohlokwa gore balekwa ba bale potšišo ba e kwešiše pele ba thoma go ngwala gore ba kgone go araba dikarolo tša yona ka moka. Balekwa ba bangwe ga se ba laetše bohlokwa bja go reka ditšweletšwa tša go dirwa nageng ya bona.

POTŠIŠO 8 Lephephetsebiši

Balekwa bao ba arabilego potšišo ye, le ge e se ba bantši ba tloga ba e arabile gabotse. Seo balekwa ba se tlogetšego ke go laetša letšatšikgwedi la sengwalwa, le leina la mongwadi.

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SESOTHO HOME LANGUAGE
PAPER I

MAIKUTLO A AKARETSANG MALEBANA LE PAMPIRI ENA

Bana bohle ba ngotse hlahlobo, mme boholo bo atlehile pampiring ena, ruri mosebetsi o motle. Basotho le se ke la inehela, haholo le ha re tobane le nako e thata ya lefu la Covid-19. Tshwarang jwalo le ka moso mabewana.

KAROLO YA A

POTSO YA 1 TEKOKUTLWISISO

Baithuti ba arabile karolo ena hantle ba fumana le matshwao a matle temeng ya A, ke thoholetsa tshebetso eo.

Dintlha tse ka ntlafatswang karolong ena

Kamehla baithuti ba itshetlehe 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 mme dikarabo tsohle di hloka tlhaloso hore re kgone ho bona kutlwisiso ya moithuti, mohlala; ha ba botsitswe 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 ka bokgabane mme ba fumana phihlello e babatsehang. Ke ba mmalwa feela ba fumaneng phihlello e bohareng, lebaka ke hore baithuti ba bang ba ikenyeletsa ditabeng tsa tema nakong eo ba kgutsufatsang. Baithuti ba ile ba lebala molao wa potso wa bobedi o reng ba kgutsufatse ka tsela ya serapa. Hona ho thefutse matshwao a bona haholo hobane ba ne ba qotsa ka hara tema e le jwalo.

Dintlha tse ka ntlafatswang karolong ena

Baithuti ba kgothaletswa ho bala dibuka tsa dipale, masedinyana, le tsona tseo ba di mamelang radiong le ho di shebella thelevisheneng. Ka hara ditaba ba ntshe mehopolo le dintlha tsa bohlokwa ebe ba a di kgutsufatsa/akaretsa, mme hoo ho tla ba thusa haholo potsong ya mofuta ona. Ebe ba bopa kgutsufatso ka tsona ba be ba etse seratswana se momahaneng. Ha ele ditaba tse nang le mopheti ka hare ba nne ba mokenyeletse mopheti e le monga ditaba, ba tlohele ho ikenyeletsa ditabeng tseo. Feela banne ba hopole hore ditaba di be ho puopehelo, le ho lekgathe lefetile.

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KAROLO YA C

POTSO YA 3 le ya 4 DITHOTHOKISO

Potsong ena ke baithuti ba mmalwa ba sa sebetsang hantle, ba tlohetse dipotso tse ding ba sa di araba hoo ho thefutse matshwao a bona pampiring ena, baithuti ba bang ba ile ba hloleha ho araba le tsona dithothokiso tseo ba ithutileng tsona. Hona ho bontshitse bofokodi bo boholo karolong ena. Baithuti ha ba tseba ho manolla thothokiso, ba ne ba lokela ho araba thothokiso eo ya potso ya 4 eo ba sa ithutang yona habonolo.

Dintlha tse ka ntlafatswang karolong ena

Baithuti ba ke ba bale dithothokiso ba utlwisise molaetsa hore sethothokisi se buwa ka eng, ba boele ba manolle potso ka bo bona pele ba araba, hona ho ka thusa ho araba potso yohle. Le ha ba itokisetsa hlahlobo, ba nne ba ikgopotse ho hlwaya dikapuo, dibetsa, dihlomo le bokgabo bo fumanwang temanathothokisong le bohlokwa ba tsona meleng eo di hlahellang ho tsona, hoo ho tla etsa hore e be dikwakwariri puong ya Sesotho, hobane thothokiso e aha puo e nonneng, e thusa moithuti ho hlwaya dintlha ka hara sengolwa. Pampiring ya 1 le ya 2 di itshetlehile ka puo, ha ho le jwalo dithothokiso ke mohlodi wa puo Sesothong.

KAROLO YA D

POTSO YA 5 DIKAROLO TSA PUO LE TSHEBEDISO YA PUO

Papatso

Potsong ena baithuti ha ba a fumana matshwao a babatsehang, mme ho bile le bofokodi moo ba neng ba lokela ho araba dipotso tse telele, ba ile ba hloleha ka lebaka la bohlaswa ba ho se ele hloko matshwao a potso. Ha ba araba tema ya 1 karolong ena, ka hoo ba ile ba boela ba lahlehelwa ke matshwao.

Dintlha tse ka ntlafatswang

Baithuti ba lokela ho bala le ho ela hloko matshwao a dipotso, ke ona a bontshang hore moithuti o lokela ho araba kapa ho fana ka dikarabo tsa mofuta ofe. Ba boele ba lekole papatso, khathunu le diqotso tseo ba di filweng karolong ena hobane ke hona moo ba lokelang ho tsepamisa maikutlo teng. Karolo ena ehlile e itshetlehile ka puo e sebediswang maemong a phedisano a ka mehla, ha ho le jwalo ba hlola ba bona dipapatso dithelevisheneng, ba di utlwa radiong le ho di bala mebileng e meholo. Ba ka kgona ho iketsetsa dipotso ka bobona, ebe ba iketsetsa le dikarabo. Papatso e etsa hore motho a lemohe dintho tsa bohlokwa bophelong.

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POTSO YA 6

Potsong ya 6 hona karolong ena ya D baithuti ba ile ba fumana matshwao a matle. Ho bonahetse hore baithuti ba bangata ba kgonne ho hlwaya diphoso tsa puo, mopeleto le mongolo, mme ba fumane phihlello e babatsehang ke hona.

Dintlha tse ka ntlafatswang karolo ena

Baithuti ba lokela ho itlwaetsa ho bala ha ba qeta ho araba, e le hore ba tle ba hlwaye diphoso tse ka bang teng karabong tsa bona. Baithuti ba bale le ho boha ditema le dipapatso ba se ke ba qala ka ho araba dipotso pele. Potso ena ke karolo e bohlokwa haholo hobane e ikamahantse le puo e sebediswang maemong a phedisano, dikgwebong le bophelong ka kakaretso.

- Baithuti ba bale melao ya dipotso ba arabe ho ya ka melao eo.
- Baithuti ba manolle potso e nngwe le e nngwe hore ba tle ba latele mehato ya ho araba potso.
- Ba hopole le ho hlwaya dipotso tseo ba di arabileng bokantleng ba bukana e arabelang.

Ke leboha matijhere, ka malebaleba ao ba a entseng hore baithuti ba be ba ngole dihlahlobo tsa bona selemong sena. Basotho ha re hodiseng setjhabana 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

MAIKUTLO A AKARETSANG MALEBANA LE TLHAHLOBO

Bana bohle ba ngotse tlhahlobo, mme boholo bo atlehile pampiring ena, ruri mosebetsi o motle. Tshwarang jwalo bana beso, le ha ho ne ho le thata ka baka la maemo a Covid-19 empa le ile la etsa ka hohle hohle hore baithuti ba fihlelle tlholo, ba ruteng ke hona hore ba hlokomele maemo a bophelo a fetofetolwang ke nako. Basotho le se ke la inehela, hoo ke bohlale, pele ke moo reyang. Ha re nkeng dihlobo re habeng pele ho ntshetsapele puo ya rona le botjhaba ba rona. Pele ya pele MABEWANA A MATLE.

KAROLO YA A

POTSO YA 1 TSHWANTSHISO/DIPALEKGUTSHWE – SEYALEMOYA

Baithuti bohle ba arabile potso ena, bongata ba baithuti ba sitilwe ho latela dtaelo tsa potso ena, haholo moo ba neng ba lokela ho ikamahanya le **dihlohwana** tseo ba di filweng. Baithuti ba bangata ba ne ba hlahlatha feela ba iqowela ditaba tsa pale, ba sa arabe potso.

Ntlha e nngwe ke ya hore baithuti ha ba tsebe mabitso a dibapadi/baphetwa, hona ho entse hore ba ithehele mabitso a bona. Ka mabaka ana, matshwao a bona a thefulehile haholo karolong ena.

Dintlha tse ka ntlafatswang karolong ena

- Baithuti ba kgothalletswe ho se eketse palo ya mantswe ka ho phetapheta mantswe. Mohlala: **baratani** bana ba ne ba **ratana.**
- Ho qoba ho ngola hore pale ena e tswa bukeng efe le ngola lebitso la mongodi. Kena tabeng.
- Baithuti ba kgothalletswe ho bala dibuka hore mabitso a baphetwa ba ka dibukeng a tlwaelehe.
- Baithuti ba kgothalletswe ho manolla potso pele ba araba, e le hore ba kgone ho hopola dintlha tsa bohlokwa.
- Ba ele hloko matshwao a abelwang dipotso le palo ya mantswe, hore ba tle ba lemohe hore potso ke e telele kapa e kgutshwane.
- Baithuti ba se fane ka diketsahalo tse ka etsahalang metsetoropong le mahaeng ebe ba re ke diketsahalo tse etsahalang mahaeng feela. Mohlala: Batjha ba mahaeng ba ratana ba sa le banyane dilemong. Hona ha se nnete hoba le batjha ba metsetoropong ba ntse ba ratana ba le banyane.

POTSO YA 3 NOVELE/PADI – HAESOMAFOTHOLENG

Potsong ena le teng baithuti ba filwe dihloohwana tse fapaneng tseo ba neng ba tlamehile ho di sebedisa ho ba tataisa ho araba potso ena. Ba bang baithuti ba lekile ka matla ho ka latela ditaelo ho arabeng potso eo ba sebedisa tataiso ya dihloohwana eo ba e filweng. Le mona baithuti be ba tlameha ho tseba mabitso a baphetwa, tulo ka botlalo. Ba se ke ba phopholetsa feela mme ba ithehela baphetwa/dibapadi mabitso a bona.

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KAROLO YA B

POTSO YA 2 DITEMA TSA KGOKAHANO

Boholo ba baithuti bo arabile potso ena hantle ba fumana phihlello e hodimo ke ba mmalwa feela ba fumaneng phihlello e mahareng. Bothata bo boholo potsong ena ebile ho se etse moralo, **sebopeho** se nepahetseng le diphoso tse mmalwa tsa puo le mongolo/qapodiso. Le ha ho le jwalo ke thoholetsa tshebetso e ntle potsong ena.

Dintlha tse ka ntlafatswang karolong ena

Baithuti ba rutwe ho bala melao ya potso e nngwe le e nngwe e le hore ba arabe dipotso hantle. Ba hopole le ho hlwaya dipotso tseo ba di arabileng bokantleng ba bukana e arabelang ya hlahlobo. Ba rutwe ho manolla dipotso hore ba utlwe se batlwang ke potso ba seke ba fana ka dikarabo tsa E/Tjhe feela ba sa tiise ka mehlala.

Ke leboha matitjhere, ka makgobonthithi ao ba a entseng hore baithuti ba be ba ngole ditlhahlobo 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. KGOTSO, PULA, NALA.

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SESOTHO FIRST ADDITIONAL LANGUAGE
PAPER I

Mosebetsi wa baithuti o kgabane o boetse ho ba seipone se bontshang maikemisetso le boinehelo ba matitjhere ho tswelliseng pele thuto ena ya Sesotho.

Re le mokgopi wa bahlahlobi le balekanyetsi re rata ho hlahisa dintlha tse latelang e le ho thusa matitjhere ohle a Sesotho ho tseba moo ho sebeditsweng ka boqhetseke le moo ho lokelwang ho sebetswa ka thata.

POTSO YA 1 TEKOKUTLWISISO

Boholo ba baithuti ba arabile potso ena hantle haholo. Le ha ho le jwalo, ho na le ditshitshinyo tseo re boneng ho le bohlokwa hore re di hlahise.

DITSHITSHINYO

Baithuti ba kgothaletswa ho:

- Araba dipotso tse batlang maikutlo a bona ka nepo. Baithuti ba bangata ba hlolehile ho araba potso tse qalang ka **Na** ka botlalo.
- Ha ba bala dipotso ba tshwanela ho sehela mantswe a fupereng potso mola ka tlase.
- Ho utlwisisa potso pele ba qala ho araba.
- Kabo ya matshwao e bohlokwa. Ka nako e nngwe potso e na le dikarabo tse pedi kapa tse tharo.
- Moithuti o lokela ho tseba phapano mahareng a potso tse latelang … **ho ya ka tema e kahodimo** le **ho ya ka wena**.
- Ba lokela ho fana ka karabo tse nang le boleng le ha ba butsitswe dipotso tse nang le pheletso tse bulehileng (open-ended questions). Ha bana ba nka lehlakore ba tshwanela ho fana ka mabaka ao ba dumelang a nepahetse. **Ha baithuti ba dumela kapa ba hanana ntle le mabaka, ha ba no fumana ntlha.**

POTSO YA 2 KGUTSUFATSO/KAKARETSO

Potso ena e arabilwe hantle ke baithuti ba bangata. Ho utlwisa bohloko ho fumana hore ho ntse ho ena le methwaela e ntseng e ngola KAKARETSO/KGUTSUFATSO ka diratswana ho ena le hore ba ngole ka dintlha. Phoso e nngwe e etsweng ke baithuti ke ho ba botswa ba ho ngola mabitso a felletse jwaleka **K** ho enale hore **Kwaholla** le T ho enale hore **Tseleng**.

DITSHITSHINYO:

Baithuti ba kgothaletswa ho:

- bala le ho utlwisisa tema pele ba ngola.
- ngola ka dintlha tse hlano.
- sebedisa mantswe a bona.
- se kenye puisano ka ditsejaneng.
- ngola palo ya mantswe qetellong.

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POTSO YA 3 DITHOTHOKISO

Basebetsimmoho ba kgabane ke ntse ke ena le kgwao karolong ena ya thuto. Le ha bongata ba baithuti ba sebeditse hantle, ho ntse ho ena le ba mmalwa ba ntseng ba sa tsebe phapano mahareng a bonono le mokgabisopuo dithothokisong. Baithuti ba bang ba hlolehile ho araba thothokiso e seng he bonwe.

DITSHITSHINYO:

Baithuti ba kgothaletswa ho:

- tseba mefuta ya dithothokiso.
- tseba molaetsa wa thothokiso.
- tseba bohlokwa ba bonono ba sethothokiso.

POTSO YA 4 TSHEBEDISO YA PUO LE TLOTLONTSWE

Karolo ena e arabilwe hantle haholo ke baithuti ba bangata. Ho hlakile hore baithuti ba se ba tseba hantle se lebeletsweng ho bona ha ba araba potso tse karolong ena.

Matitjhere a kgothalletswa ho:

- tswella pele ho ruta baithuti ho manolla dikhathunu, kerafo, diphousetara, jj.
- thusa baithuti ka tlotlontswe e tsamaelanang le mokotaba/theme ya selemo.

Baithuti ba kgothaletswa ho:

- tseba hore tikoloho e thusa mongodi ho hlahisa molaetsa jwang.
- ntsha motlae/boswasi puong/polelong ya sebui.
- tseba phapano ya dipudulwana.
- tseba bohlokwa ba puo le motsamao wa batho khathunung.
- tseba 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.

Pele ya pele Basotho.

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SESOTHO FIRST ADDITIONAL LANGUAGE
PAPER II

KAROLO A

POTSO 1

Bothata

Bana ha ba sebetsa hantle jwalo ka ha ba entse dilemong tse fetileng. Bana ba ne ba lebelletse dipotso tsa boemo bo tlase moo ba ka ikgapelang matshwaonyana a mmalwa feela. Ho bile thata ka ha dipotso e ne e le tsa boemo bo hodimo mme tse neng di batla tlhaloso e teletsana bakeng sa matshwao a manyane mme ka hona ba hloleha ho di araba ka ho kgotsofatsang.

Tharollo

Mona mohlahlobi o kotjwa ho busetsa setshwantsho sa dipotso tseo bana ba kwetlisitsweng ka sona. Bophahamo le bohale ba dipotso bo thebolwe.

Botle

Baithuti ba bang ba lekile le ha ho le jwalo.

POTSO 2

Bothata

Boholo ba baithuti ha ba ngola ka diratswana, ba bang ba hlokile selelekela le qetelo mosebetsing wa bona.

Tharollo

Keletso ho matitjhere ke hore baithuti ba kgothaletswe ho ngola ka sebopeho se itseng le ka diratswana hore dintlha tsa bona di hlake le ho qoba ho phethaphetha dintlha.

Botle

Bana ba sebeditse hantle haholo le ha ho le jwalo.

POTSO 3

Bothata

Mohlohlobi o sebedisitse ditsejana sebopehong sa puisano. Ka hona baithuti ba tswella le bona ho sebedisa ditsejana ha ba ngola puisano.

Ba bang ba baithuti re elelletswe hore ba ntse ba fosa sebopeho sa puisano ka hongola mantswe ka tlasa mabitso.

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Tharollo

Baithuti ba rutwe ho ngola puisano ka tsela e nepahetseng ho qoba ho lahlehelwa ke matshwao a sebopeho.

Botle

Le ha ho bile le mathata a boletsweng, bongata ba bana bo arabile hantle, mme ba ikamahantse le ditaba tsa buka. Bongata bo sebeditse hantle e le ruri.

POTSO 4

Bothata

Potso e ne e le ntle haholo mme e tataisa bana ka dihlohwana hore ba fane ka karabo entle e bopehileng hantle.

Kgang ke hore ba bang ba baithuti ha baka ba sebedisa dihloohwana tseo ba di filweng ho araba potso, ka hona ba tsamaile ba kopakanya dintlha.

Tharollo

Bana ba kgothalletswe ho sebedisa tataiso eo ba e fuwang potsong. Ba rutwe le tlotlontswe ya manollo ya dibuka le tlotlontswe e akaretsang ho matlafatsa dikarabo tsa bona.

Botle

Bongata ba bana bo sebedisitse hantle le ha ho le jwalo.

KAROLO B

POTSO 5 & POTSO 6

Bothata

Bongata ha bo a sebedisa sebopeho se nepahetseng.

Tharollo

Bana ba hopotswe nako le nako ka sebopeho sa mangolo a makgutshwane le ha ba kile ba dirutwa dikereiting tse tlase.

Botle

Bana ba arabile hantle haholo.

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POTSO 7 le POTSO 8

Bothata

Bongata ha bo a sebedisa sebopeho se nepahetseng.

Tharollo

Bana ba hopotswe nako le nako ka sebopeho sa mangolo a makgutshwane le ha ba kile ba dirutwa dikereiting tse tlase.

Botle

Bana ba arabile hantle haholo.

TSE KA THOKO

- Baithuti ba tshwanela ho kgothaletswa ho ngola ka mongolo o motle o moholo o balehang.
- Ba kgothaletswe ho bala dibuka tsa Sesotho le ho mamela dikgaso tsa puo ya Sesotho hore ba ipokelle ka tlotlontswe ya Sesotho.

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SETSWANA FIRST ADDITIONAL LANGUAGE
PAPER I

KAROLO YA A

Jaaka gale, karolo e e arogantswe ka dipotso di le pedi e bong potso 1.1 le potso 1.2. Ka kakaretso, barutwana ba dirile sentle tota mo karolong e gonne bontsi jwa bona ba iponetse maduo a a tlhapisang pelo segolo jang mo potsong 1.1 e e neng e ikaegile ka ditiragalo tsa jaanong tsa leroborobo la COVID-19. Mo potsong 1.2, go lemosegile fa barutwana bangwe ba ntse le bothata jwa go sekaseka, go ranola le go tsibogela dipotso tsa papatso. Bangwe ba barutwana ba paletswe le ke go tsibogela potso e e neng e batla leina la baphasalatsi le mororo leina leo le tlhagelela sentle mo papatsong, legale go lemosegile fa bangwe ba bona ba na le kgwetlho ya mareo mangwe a Setswana.

Ntle le dikgoreletsi tse, barutwana ba dirile sentle le go ikgobokanyetsa maduo a a itumedisang mo karolong ya A.

KAROLO YA B

Mo karolo e ya tshosobanyo, bontsi jwa barutwana bo ikgobokanyeditse maduo otlhe a le lesome. Go lemosegile fa ba tlhalogantse temana e e sosobanngwang e bile potso e totobaditse se ba neng ba tshwanetse go se dira. Ke fela fale le fale mo bangwe ba barutwana ba rathileng sekgwa go na le go araba se potso e neng e se batla. Barutwana bangwe ba kwalolotse tshosobanyo go na le go araba potso.

Ka kakaretso le yona potso e e arabilwe ka bokgabane.

KAROLO YA C

Karolo ya C ke ya maboko mme e akaretsa leboko le le bonweng le leboko le le sa bonwang. Go lemosegile fa barutwana bangwe ba reteletswe ke go neela leina la leboko le le bonweng le mororo e le lengwe la maboko a a tlhaotsweng go dirwa monongwaga. Gape barutwana ba paletswe ke go araba dipotso 3.1.3, 3.1.9, 3.2.4 le 3.2.5. Se, se lemosa fa barutwana bangwe ba ne ba sa ikatisa sentle malebana le diponagalo tsa poko le dikapuo mo pokong. Go botlhokwa gore barutwana ba itse diane le ditlhaloso tsa tsona fa di tlhagelela mo lebokong e bile ba ithute go ntsha morumo mo ditemaneng tsa leboko.

Legale ka kakaretso bontsi jwa barutwana ba dirile sentle mo dipotsong tsa poko.

KAROLO YA D

Se, ke karolo ya go iteela kobo moroko ya thutapuo mo lekwalopotsong le, mme e ne e akareditse temana le khathunu go nkgontsha go ntsha dipotso di le mokawana tsa thutapuo go ralala dikarolopuo tsotlhe. Le fa bontsi jwa barutwana bo dirile sentle le go ikgoboikanyetsa maduo mo karolong e, go ntse le maarogi a a latlhegetsweng ke maduo ka botlhaswa jwa bona.

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Go lemosegile fa bangwe ba barutwana ba ne ba le mo lefifing la mma ntshwarelele ngwana ke a le fa ba araba dipotso tsa thutapuo. Barutwana ba ntse le dikgwetlho mo dipotsong di tshwana le go neela makaelagongwe, mainatshwano, malatodi, mediriso, go siamisa polelo, go fetolela polelo mo tirweng, tshekatsheko ya khathunu le dipotso tsa yona. Se ke kgwetlho go barutabana go tshwara phage ka mangana mme ba suge barutwana ka tsotlhe tse di amanang le thutapuo ka bophara. Legale ka kakaretso, bontsi jwa barutwana bo dirile sentle le go ikgobokanyetsa maduo mo thutapuong.

Ka kakaretso barutwana ba dirile sentle mo go tsibogeleng le go arabeng dipotso tsotlhe tsa lekwalopotso la pampiri ya ntlha, e bile go a supa le go bontsha gore go tlaa nna le ba ba iponelang dinaledi fa dipholo di rebolwa.

MAELE GO BARUTABANA

Barutabana ba rotloediwa go katisa barutwana go utlwala tebang le go araba le go tsibogela dipotso tsa papatso le khathunu gonne di sa tshwane mme di na le thekeniki e e dirisiwang fa di tsibogelwa. A barutwana ba tlhatlhelelwe le go jesiwa mpa go gogompala mabapi le dintlha di tshwana le tlotlofoko mo Setswaneng, pharologano magareng ga dikapuo le diponagalo tsa poko, diane le ditlhaloso tsa tsona fa di tlhagelela le lebokong le thutapuo ka bophara.

Barutabana ba rotloediwa go rulaganya le go tsenela manaane a dithutano gonne ga re lekane re se meno e bile motho ga a iphetse gonne mabogo dinku a thebana. Nnang dipetleke tsa malemela gotlhe betsho! A me a kalo bana ba mmala wa sebilo, go e latswa bobe o e ntsha bololo.

A pula e ne!!!

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SETSWANA FIRST ADDITIONAL LANGUAGE
PAPER II

This question paper consisted of two sections:

SECTION A = 60 marks
SECTION B = 40 marks

SECTION A

Question 1, consisting of short questions, was well answered by most candidates. Those candidates who responded poorly seemed not to have engaged sufficiently with the novel in class with their teachers. Questions 2, 3 and 4 were essay-type questions. Many who performed poorly engaged too superficially with the novel and seemed unfamiliar with the style of questioning. Their answers were vague and unspecific, which had a negative impact on their marks.

SECTION B TRANSACTIONAL WRITING

This section consisted of:

2.1	Friendly letter	30 marks
	OR	
2.2	Official letter	30 marks
	AND	
2.3	Invitation card	10 marks

There was a choice between 2.1 and 2.2. Candidates did well in these questions. Those who performed poorly did not know the structures of these two letters.

2.3 was compulsory. Most candidates did not know the structure of an invitation card.

ADVICE TO EDUCATORS

Teachers are advised to deal with the entire novel with the learners in class, in detail. They should read aloud, explain, ask questions and assess learners according to the SAGs requirements.

Teachers are advised to attend cluster group meetings and conferences, where they can share challenges and learn good teaching practices from other teachers. Where appropriate, teachers are encouraged to prepare common tasks. Also, they are encouraged to assess more, so that learners are familiar with the NSC assessment styles and types of questions.

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SISWATI HOME LANGUAGE
PAPER I

- Bothishela bayancomeka ngemsebenti labawentile kulungiselela bafundzi umnyaka usachubeka. Loku kufakazelwa kutsi bafundzi batfole emamaki lamahle emibutweni yaleliphepha.
- Timphendvulo tabo beticondza ngco kuloko lokubutiwe.
- Bafundzi labanyenti batfole emamaki lasetulu esifinyetweni.
- Bafundzi bayadzinga kutinika sikhatsi lesanele kufundzisisa loko tinkondlo letikhuluma ngako, ikakhulu leyo lengakafundvwa eklasini.
- Bafundzi abacaphele kuphendvula ngayinye inkondlo kute batewukhona kucedza liphepha ngesikhatsi lesifanele.
- Lulwimi luphendvulwe ngelokusezingeni lelenelisako.
- Bafundzi basadzinga kutilungiselela ngalokusecophelweni lelisetulu elulwimini, ikakhulu etabitweni, timphambosi, tindlela tesento netinhlobo tenkhulumo.

SISWATI HOME LANGUAGE
PAPER II

- Imibuto yaleliphepha iphendvulwe kahle kakhulu.
- Emamaki latfolwe bafundzi kulemibuto bekamahle.
- Bafundzi bebatilungiselele ngalokusezingeni lelisetulu.
- Bafundzi noko bayakhutsatwa kutsi bawufundzisise umbuto, kute bevisise kutsi udzingani, njengobe labanye bebacoca lendzaba, bangaphendvuli loko lokubutiwe.
- Bafundzi bayakhutsatwa kutsi bachubeke batinikete sikhatsi lesenele letincwadzi ngekwehlukana kwato nabatenta eklasini. Loko kuyabasita bafundzi kutsi babati bonkhe balingiswa nebadlali labakhona etindzabeni.
- Bafundzi labanye bayadzinga kukhunjutwa ngesakhiwo semaminithi.

SISWATI LULWIMI LWASEKHAYA I PHOTHIFOLIYO

- Umsebenti wabothishela nebafundzi bewumuhle ngalokunetisako.
- KuSigaba A tihloko letisetjentisiwe bekunguleto letiphatselana naloko lokwenteka emphilweni emalanga onkhe.
- Emarubhrikhi abefakiwe emafayeleni.
- Bufakazi bekutsi umsebenti weluhlolomvama ulingansiwe esigungwini sabothishela kumele butfolakale emafayeleni abothishela.
- Tivivinyo betisezingeni lelifanele nalelincomekako.
- Luhlolo lwekutilungiselela lwentiwe ngendlela lefanele.
- Emafayela lasetjentisiwe ngulamukelekile.
- Emamaki abebalwe ngendlela lengiyo.
- Bothishela bayakhunjutwa kutsi bangawasebentisi emaphepha labhaliwe eminyakeni leyendlulile njengobe anjalo kutivivinyo tabo.
- I analisisi gridi iyadzingeka ikakhulu kutivivinyo tekulungiselela, loko kuyasita kukhomba kutsi sivivinyo sizengeni lelifanele.

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SISWATI FIRST ADDITIONAL LANGUAGE
PAPER I

- Bafundzi bayiphendvule ngendlela lesezingeni lelincomekako imibuto yaleliphepha.
- Sifinyeto sentiwe kahle.
- Linani lemagama bekungulelo lelifanele.
- Linyenti lebafundzi beliyiva inkondlo lengakentiwa eklasini kutsi ikhuluma ngani.
- Bafundzi batfole emamaki lamahle enkondlweni leyentiwe eklasini, lokuyinkhomba kutsi bothishela babalungiselele bafundzi.
- Lulwimi baluphase ngalokunetisako. Sikhona sidzingo sekubuketa tindlela tesento, tinhlobo tenkhulumo, timphambosi, tisho kanye netaga.

SISWATI FIRST ADDITIONAL LANGUAGE
PAPER II

- Imibuto lemifishane yentiwe ngelicophelo lelisetulu. Bafundzi batfole emamaki lamahle kakhulu kuleliphepha.
- Bafundzi bayiphendvule kahle imibuto kuto tonkhe tigaba taleliphepha.
- Bafundzi bebakhona kuveta emaphuzu lafanele babuye basekela ngetigameko letitfolakala etincwadzini letifundziwe.
- Bafundzi abalicaphele linani lemagama lelidzingekako. Linyenti lebafundzi belibhala emagama lamanyenti kakhulu kumbuto 6 – ticondziso.
- Umsebenti lowentiwe bothishela kulungiselela bafundzi uyajabulisa kakhulu.

SISWATI LULWIMI LWEKUCALA LWEKWENGETA IPHOTHIFOLIYO

- Umsebenti wabothishela nebafundzi bewumuhle ngalokwenele.
- Tihloko letisetjentisiwe kuSigaba A bekunguleto letisezingeni lebafundzi bakamatekuletjeni.
- Bufakazi bekulinganisa kwemsebenti weluhlolomvama esigungwini sabothishela bebukhona emafayeleni.
- Tivivinyo betisezingeni lelifanele.
- Luhlolo lwekutilungiselela lwentiwe ngemphumelelo. Bothishela abawabuke emabhuku lekunguwona kumele bawasebentise ephepheni lesibili.
- Emamaki ebafundzi abebalwe ngendlela lefanele.

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SPANISH SECOND ADDITIONAL LANGUAGE
PAPER I & PAPER II

2021 was especially challenging – difficult for both teachers and candidates. We want to acknowledge it and to thank all teachers for adapting to all the academic changes, for dedicating unlimited hours to support, motivate and guide the candidates. We want to congratulate the candidates too, for their hard work and determination to keep up with all the academic requirements in this uncertain and complicated year.

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, both of which are available on the IEB website.
- SBA feedback forms, which are delivered to schools in January, must be read carefully as they contain the moderator's comments and suggestions.
- Spanish SAL in the NSC, 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 are included in the NSC Spanish SAL curriculum.
- Spanish, along with all 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. As many of 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 practise 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.

PAPER I

- **Text 1:** Questions 1.1, 1.2, multiple-choice and questions base on the graphics/statistics were generally answered correctly. However, some of the short-answer questions posed difficulties for those who did not do a close reading of the question. For example, Q 1. 5 should focus on the women, Argentinian scientists, rather than the international day's objective (Q.1.3). In Question 1.7 the words 'edad' was difficult to understand. Q.1.13 should have focused on the text: 'párrafo anterior' not on one's personal opinion. Q 1.14 many marked the 'negación' column, but they wrote the incorrect quotation.

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- **Text 2:** Question 2.2 many equated 'ecoamigable' with the name of the company: 'Ecológica Comunicaciones'. Q 2.4 should have focussed on the product's unique characteristics not in 'utilidades' (Q 2.6). First part of question 2.7 was easy to identify but the majority forgot to answer the second part: 'en qué situación/situaciones es práctico/útil'. Only a few candidates could identify the words in Q 2.12 and only a few identified the 'contracciones' and gave an adequate explanation (Q. 1.13).
- **Text 3:** Questions 3.1 and 3.5 were answered well. Q 3.2 asked for the reason of the 'juicio', not the reason of the crime. Question 3.3 asked for the names and a straight reason, but many answers were based on the whole of the work. Only a few related the 'grupo de árabes enardecidos' to Santiago Nasar (Q.3.4). The justification for the answers should have centred on the novel, not on one's personal opinion.
- **Text 4:** Many candidates gave the same answer to a few questions. Q.4.2 should have indicated 'dos diferencias temporales'. Question 4.3 the answer should have related to 'la jaca', not the moon. Q. 4.4 only required the quote related to 'fin de la vida' but many copied all the verses, including the word 'Córdoba'. Question 4.5 was answered well even though some recited what they studied in class and did not pay attention to the instructions.

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 connectors appropriately, e.g., sin embargo, además, por un lado, otro lado, en primer lugar, etc. These resources would have improved the order and consistency of their argument as well as strengthened their conclusions. It is very important to clearly understand the instructions provided.
- Section B was answered well by all this year, but more careful attention could have been paid to the correct format of the transactional texts, e.g., dialogue, email communication, Facebook announcement and WhatsApp message and to the correct form of address (formal or informal). It is very important to strictly follow the instructions provided including the grammar resource to use, for example, the imperative.
- In Section C, Question 6, some candidates did not follow the instructions to write a blog article using the indirect style referring to the content of the podcast. It is important to follow the instructions provided such as writing an informal dialogue with your friend Martin, to explain and to advise him following the policies of the shop. In Questions 6 and 7 many rewrote the content of the questions, even using the verbs in infinitive, rather than following the instructions provided.

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 such errors lower candidates' marks. It is important to practise and reflect on their mistakes prior to the exam.

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SPANISH SECOND ADDITIONAL LANGUAGE
SBA MODERATION

Most of the teachers' and candidates' SBA files for this year 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.

In these uncertain times it is essential to regularly visit the IEB website and read the IEB circulars for revisions in SBA, and oral, requirements.

It is necessary to emphasise that everything requested in the SAGs should be included in the SBA as indicated. In other words, the cover needs to include the required information; the tasks, tests, preliminary exams need to be set at certain level and the marks given to the candidate have to be based on assessment criteria that are understandable and easy to follow. Please read the IEB Spanish SAGs (Subject Assessment Guidelines) and follow the requirements. The SBA is an important component of the candidate's final mark; it needs to comply with the IEB regulations, and the mark given needs to be realistic.

What follows are a few comments and suggestions that need to be considered.

- On the IEB cover sheet (not the SBA cover page) of each Candidate's File, please ensure that the candidate's examination number is filled in with 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. The IEB mark sheet needs to be complete, signed by the principal of the school and dated. If the IEB requires files for some candidates from your school, please include the list with the signature of the principal.
- The SBA file should not include the mark sheets for the oral component of the examinations: those are to be submitted to the moderator in question at the time of the oral.
- When adding up and converting the final mark, use a whole number. Umalusi and the IEB's rule is to round up or down a mark.
- 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. (Please do not include the prescribed literature work: short stories, novel.) In the Candidate's File rubrics and assessment criteria should be included 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. Please include the Code of Correction you are using.
- 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: "Dos palabras" and/or "El niño lobo del cine Mari"). 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 (*Crónica de una muerte anunciada* and one of the prescribed poems for 2020–2022).

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- The two preliminary examinations (Section C) require moderation by another Spanish teacher. This Umalusi and IEB regulation has applied to our subject from year 2019. Our e-cluster is most useful for adhering to this regulation as teachers will be able to email their draft papers to one another for moderation without charge. Section C must include an analysis grid indicating the question levels (1 to 6) according to the adapted Bloom's taxonomy (in the revised SAGs for Spanish).
- Please use hard plastic display files with plastic sleeves or lever-arch 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. Use coloured file dividers or labels to separate every section.
- The Teacher's File should be submitted separately, i.e., not included within a Candidate's File.

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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. Congratulations to the candidates and to their teachers. Owing to the special circumstances this year we used online platforms for all the moderations. These worked well as the technical glitches remained few.

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. The criteria for evaluating each part of the oral are clearly set out in the SAGs. This year all schools were alerted to the changes to the oral moderation.

The candidates were well prepared for each of the three parts of the moderation. The following are a few comments and suggestions:

In Part 1 (presentation of a previously prepared text, about two 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. 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 which revealed their lack of oral interaction skill.

In **Part 2** (role-play), the candidates enacted their roles with enthusiasm and humour.

Part 4 (general conversation and discussion of a literary text, about three minutes) the interaction between moderator and candidate was fair to excellent for the most part. Please note that the literary texts for the oral moderation differ from those for the written examination.

Again, our congratulations to all our teachers for their hard work, their dedication and for their enthusiasm for Spanish!

Best wishes from the examiners and moderators.

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SPORT AND EXERCISE SCIENCE

The overall standard of responses from candidates continues to improve. Teachers appear to take note of what is said at User Group Conference and in previous Examiner's Reports.

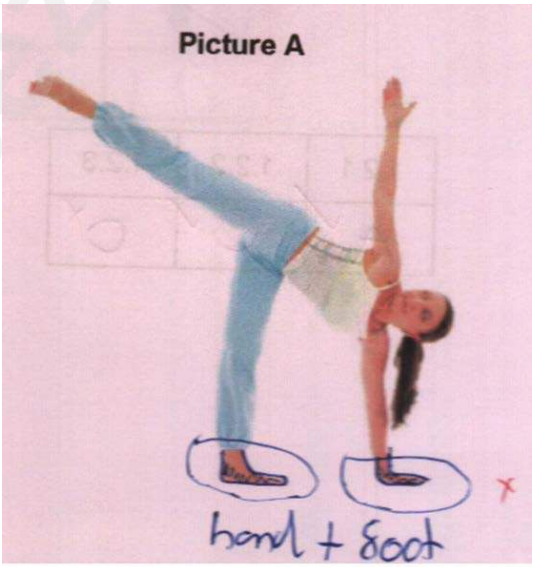
QUESTION 1

1.1 Match the column: This question was slightly harder this year and as a result many candidates did not get full marks.
1.2 Multiple choice: Surprisingly, quite a few candidates did not get these correct.
1.3 Complete the table relating to energy systems: This was quite well answered.
1.4 The candidates were required to shade in the base of support onto pictures. At conference in 2019 and again this year it was stated that this question would be marked strictly – insisting on more accuracy. Despite this, many candidates did not answer this question correctly.

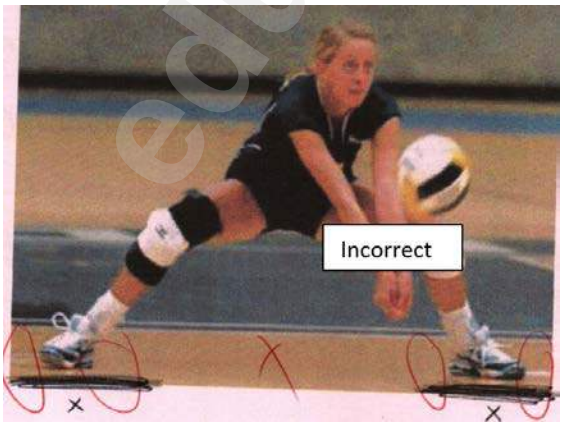
Outline **AND** shade in the Base of Support in each of the following pictures.

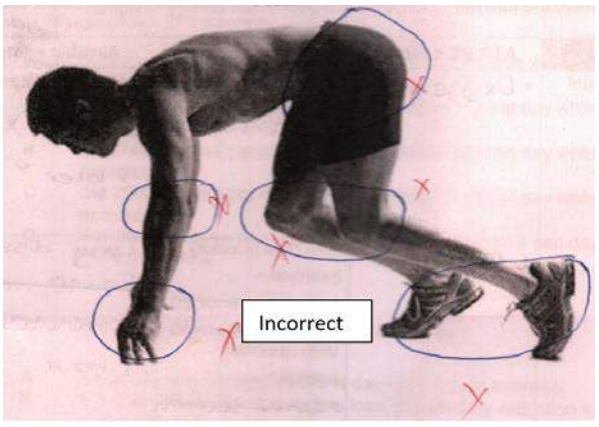


correct



Incorrect





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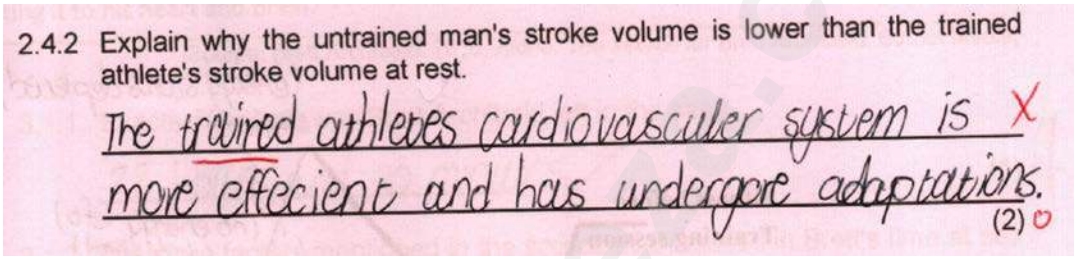
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QUESTION 2

This question related to a table with data on two athletes involved in different sport types.

The biggest errors here were candidates not reading the questions. For example, question 2.2 asked for examples of what is meant by 'performs under pressure from opponents'. Several candidates referred to examples not relating to an opponent. They said things like 'crowd booing the athlete'.

2.4 This was another table with data showing heart rate, stroke volume and cardiac output. Once again candidates lost marks for not reading the questions. A lot of candidates related their explanation to the trained athlete whereas the question asked about the untrained athlete.


2.4.2 Explain why the untrained man's stroke volume is lower than the trained athlete's stroke volume at rest.

The trained athletes cardiovascular system is more effecient and has undergone adaptations. (2)

Many did exactly the same thing with question 2.4.3 where the question asked about the trained athlete and candidates referred to the untrained athlete.

QUESTION 3

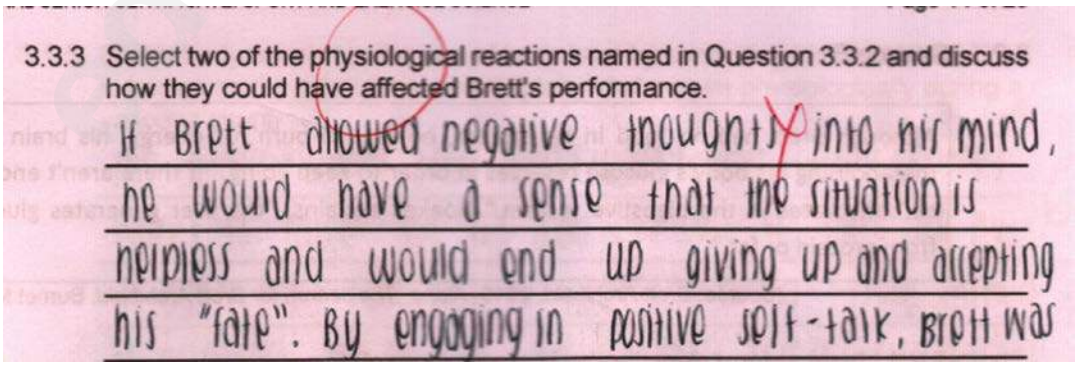
This question related to extracts from Brett Archibald's book.

Generally, this was well answered.

QUESTION 4

On the whole, this was well answered, apart from question 4.6. The candidates were asked to describe the physiological changes that occurred as a result of exercise.

Several candidates described **psychological** changes rather than **physiological** changes.


3.3.3 Select two of the physiological reactions named in Question 3.3.2 and discuss how they could have affected Brett's performance.

If Brett allowed negative thoughts into his mind, he would have a sense that the situation is helpless and would end up giving up and accepting his "fate". By engaging in positive self-talk, Brett was

The question also stated, 'make reference to the cardiovascular system, the respiratory system and the musculoskeletal system'. Unfortunately, some candidates did not refer to all three systems. Is this a failure to read the question or a lack of knowledge? Either way, it was an unnecessary loss of marks on a relatively easy question.

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However, the biggest error was candidates using bullet points with brief information rather than providing a description as the question required.

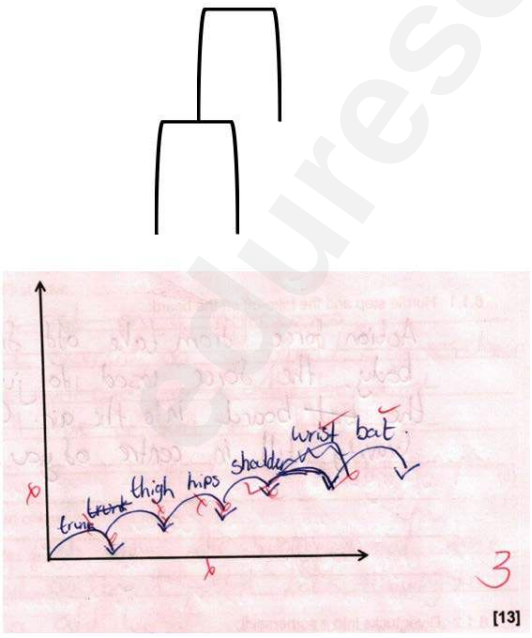
QUESTION 5:

This question was a force summation question.

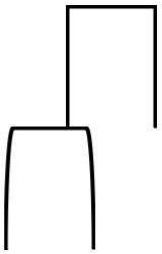
Many did not fill in the labels on the X- and Y-axis.

As stated last year, the question was answered better than in previous years, however, many drew diagrams that were very inaccurate. This was raised at conference last year, so it is disappointing to see candidates still struggling with this question.

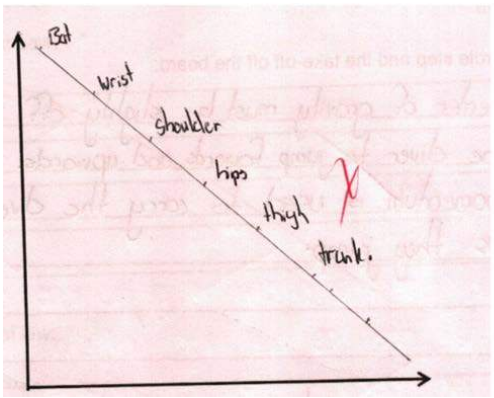
When depicting the summation accurately each body part needs to fall exactly on the middle of the curve.



Not



This implies that the next body part came into play too late



Teachers are requested to spend more time on this type of question.

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QUESTION 6

Question 6 proved to be the most difficult for candidates.

The questions related to springboard diving.

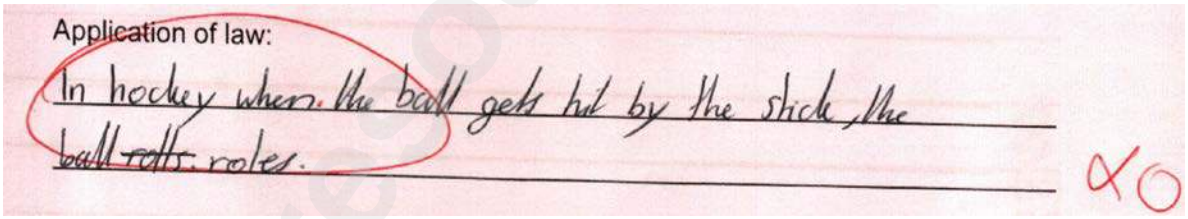
Question 6.1 asked about forces acting on the diver at various stages of the dive.

Many candidates did not read the question properly.

Question 6.1.1 asked about forces during the hurdle step and take off. Many candidates referred to performing the entire dive and entering the water.

Several used bullets rather than following the instruction that said, 'use the following terms to explain the actions …'

6.2 Newton's laws had to be applied to springboard diving and yet.



6.4 This question was mostly well answered. The question related to the diets of a diver and a rugby player.

Candidates must be coached to not provide vague answers such as 'the rugby player must eat an **adequate** amount of protein or the **right** amount of carbohydrates'.

QUESTION 7

This question related to spin on a ball and was generally well answered. The candidates either got close to full marks or they got zero.

QUESTION 8

This was the essay question relating to participation in sport.

Generally, this was well answered with only a handful of candidates not understanding the statement.

The essay this year was slightly different in that no reference to sources was required.

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SPORT AND EXERCISE SCIENCE
PAT MODERATION

This is the third year that the subject has offered a PAT and it was very pleasing to note an overall improvement in the quality of these tasks. Teachers are urged to carry out process assessment so that learners are able to improve the quality of the PAT as they conduct it. Two or three well-timed informal assessments along the way give learners an opportunity to rework their evidence and improve it. This is the heart of this task – learners reflect and learn through the process.

Administration:

- It was pleasing to see many schools using the correct files and no plastic sleeves.
- Only use a lever arch file if the PAT is too thick for a flatter file. There is no point in using a lever arch file for 10 pages of work.
- The Coversheet needs to have the learner's examination number on it. All Learner Files should have the following as their Coversheet – it is found in the 'Instructions to the Teacher' component of the PAT.

1. CANDIDATE'S PAT COVERSHEET

ieb assessment matters

NATIONAL SENIOR CERTIFICATE
SPORT AND EXERCISE SCIENCE
COVERSHEET FOR LEARNER'S PAT FILE

(To be filled in by the Learner, controlled by the Teacher and included as the first page of the Learner's File)

Centre Number _____ Candidate's Exam No. _____

	Plan of Action	Gather information and select athletes	Analyse data	Design and Conduct Flexibility Tests	Conduct FMS Tests	Design several stretch programmes	Create a diary	Satisfaction Survey	Analyse data	Evaluate training programmes	Conclusion	Organisation and layout	TOTAL
Marks	5	10	10	5	5	20	5	5	10	10	10	5	100

This Coversheet must be signed by both the learner and the teacher.

- Any permission slips that needed to be signed by parents of under-18 athletes, should have a school badge or school name on them.
- There MUST be evidence that the teacher marked the PAT. In other words, there should be ticks, crosses, corrections and suggestions. Several PATs showed no evidence of marking apart from a mark on the front page. If the marks for the PAT cannot be verified by the moderator, the results are questionable.

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Areas for improvement regarding the learner's actual PAT investigation:

- Plan of Action
  - This needs to be very specific. Learners must date each step. This cannot be done in hindsight. If a learner discovers along the way that the dates they initially planned are not feasible, they should state this in their evaluation.
  - All the steps provided in the 'Instructions to Candidates' should be referred to in the Plan of Action.

- Information gathering/questionnaires
  - Learners must be advised that the more questions they ask potential athletes, the easier it is to make a sensible selection.
  - Some questionnaires were very brief and superficial.
  - Quite a few PATs did not include the completed questionnaires but only a summary of the responses.
  - The questionnaires of athletes selected should be placed in the main body of the PAT. The questionnaires not needed should be placed in the Appendix.
  - In the context of this PAT, more questions were needed relating to injuries to prevent a potential problem when designing a training programme.

- Data analysis
  - Many learners provided a superficial analysis. They were required to analyse the information in the questionnaires to justify why they chose the athletes they did and why they 'rejected' other athletes.
  - Some learners spoke a lot about the various diets of their athletes. While diet is important, it was not the main focus of this PAT.

- Baseline Fitness tests
  - Many learners did not explain the tests.
  - Several learners provided a picture of the Bunkie tests but did not explain how each test was performed. The testing protocol was needed. The same applied to any other test/s that the learners chose. They needed to state what extra tests they were using, why they were using it, and then provide the testing protocol for the test.
  - When performing the various Bunkie tests, the tester should have written comments about the performance of the athlete e.g., right foot turned out at 5 seconds etc. These comments should have been included with the data from the tests.
  - Very few learners provided labelled photographic evidence of the tests.
    The labels need to include the name of the learner performing the test, the name of the test being conducted and the date on which it was done.
    The photographic evidence should be placed with the data and not in the Appendix.
  - Using these test results should have assisted the learners when designing training programmes.

- Training programmes
  - While there were many very good programmes, there were also sub-standard programmes. Requiring an athlete to jog every day is not a training programme. One learner instructed their athlete to watch various videos and YouTube clips – this was unacceptable.
  - It is recommended that pictures are provided with the exercises in a training programme.

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- Some PATs included only one training programme and yet the mark allocated implied that four programmes had been marked OR the teacher gave a mark out of 20 for one programme. The rubric states that 5 marks are awarded for each programme, so if only one programme is designed then the highest mark that can be given is 5/20.
- All four programmes had to be provided in the PAT. A learner could not just choose their best programme.
- Some files had no training programmes included at all.

- Diary
  - Many learners had no diaries in their files – they only had summaries of responses.
  - Others created a logbook rather than a diary.

- 2nd Fitness tests
  - While no mark was allocated to the follow-up tests, evidence was still required. The results from these tests form the crux of the task.
  - Some learners provided the results but no visual evidence in the form of photographs.

- Follow-up questionnaire
  - Once again, the actual responses to the questionnaires were required and not just a summary.

- Data analysis
  - Teachers need to beware of superficial analyses and give the learners the opportunity to re-work the discussion and improve it.
  - The learners needed to compare the results from the baseline tests with the results from the follow-up tests. In their discussion they had to refer to the actual data e.g., 'the athlete improved a lot' is not meaningful; they should rather say 'the athlete's sit-up test improved from completing 30 sit-ups in the baseline test to completing 50 sit-ups in the follow-up test'.

- Layout
  - While it might look professional, teachers should guard against allowing learners to bind their PAT unless it is properly organised and presented. There were bound PATs that had been moderated with all the information in the incorrect order.
  - Learners MUST use the headings given in the instructions. Not only does this make marking easier but it is also easier to pick up something that is missing.
  - When using file dividers, teachers and learners should make sure that they are placed in the correct place. A few learners had file dividers placed randomly, even in the middle of a section.
  - Teachers and learners should ensure that all the sections of the PAT are in the correct order as laid out in the instructions.

    Teachers are to be commended for conducting this task under challenging circumstances. There were some outstanding PATs with exceptional questionnaires, training programmes and diaries.

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SPORT AND EXERCISE SCIENCE
SBA MODERATION

Overview

- All 11 schools submitted Teacher and/or Learner Files that adhered to the amended SBA requirements for 2021.
  - 7 IEB schools
  - 4 DBE schools
- It was encouraging to see that there were schools that acted on the suggestions made by the moderation committee in 2020. We would like to see more schools using the feedback in 2022. In pursuit of good standards across all schools, it is important that schools see feedback as a growth opportunity rather than criticism.
- Teachers are encouraged to work with 'buddies' to set assessments and support one another.
- It was very pleasing to note the following:
  - Some teachers made an effort to collaborate with teachers from other schools; this helped in standardising the quality and quantity of SBA items.
  - Some excellent files were submitted: well organised with high-quality evidence.
  - Some innovative questions were included in the preliminary examination of some schools.

Teacher Files

1. Administration

- The majority of the files were well organised and easy to navigate.
- All schools used the Teacher's SBA Cover Sheet (Form 1.1), however, not all schools completed the sheet. A well-organised file makes moderation easier.
  - The Coversheet must be cross referenced to the sections in the file, i.e., it must be used as an index for the contents of the file so that items are filed in the same order as indicated on the Coversheet.
  - File dividers must be used to organise the evidence.
- The section on Evidence of SBA items must contain:
  - all assessments done by the learners. Where learners have a choice of tasks to include, copies of ALL tasks and marking guidelines must be included in the Teacher's File.
  - design grids for ALL exams and tests as evidence of rigour and level of difficulty.
  - well-constructed marking guidelines for each assessment.
- Plastic sleeves or flip files must not be used.
- Teachers are encouraged to use a small lever arch file/ring binder file as this is both easier to transport and to view the pages during moderation.

2. Marksheets

- Teachers should ensure that the various SBA items are correctly weighted when calculating the final SBA mark.
- Teachers must work to the correct version of the CAPS to ensure that they adhere to the requirements laid out for the SBA in that year, and that their learners are prepared for the final examination. In 2021, the requirements were revised for the year (via a circular) and there were some schools that did not comply with this.
- Teachers must follow the format for the Teachers Record of SBA Marks in the CAPS (Form 1.3). Raw marks must be entered to make cross referencing easier. The marks must be entered correct to two decimal places and only the final mark must be rounded off.

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- Care must be taken when entering and calculating the final SBA mark; the correct items with the correct weightings must be used. Some teachers used their own marksheets rather than Form 1.3 – these were not always correctly constructed. The transfer of the marks was also done incorrectly by some schools.
- The SBA moderator will make an example of a working marksheet available to teachers; they can then adjust it according to their context.
- Some schools did not submit the IEB Form 1.4 (SBA Rank Order sheet).
- The principal/academic head must sign the marksheet and it is good practice to have the school stamp on the marksheet.

3. **Moderation**

- Some schools had no evidence of moderation. Good-quality moderation is critical to establish and maintain correct and consistent standards. Moderation should not be a tick-box exercise or an add-on. As professionals, teachers need the advice and guidance of other teachers to ensure best practice and prepare their learners adequately for the final examination. Moderation must be conducted by someone with subject matter expertise. The academic head or a colleague may moderate the format/layout, etc. of an assessment, but they cannot moderate the quality of the content if they do not teach the subject. Teachers should use a 'buddy' from another school for this.
- Proof of pre- and post-assessment moderation at school level should be provided using an appropriate moderation tool/form. Only one draft of the moderated item (with track changes showing qualitative feedback) needs to be included in the Teacher File.
- The completed moderation form and the moderated item must be included with the final item in the Teacher File, not the Learner File.

4. **Preliminary examinations**

- The prelim paper must mimic the final paper in every respect, including instructions to candidates and layout.
- The integrity of SBA results is paramount. Setting common prelim papers is both an effective and efficient strategy. However, it is essential that schools write the paper on the SAME day and at the same time. Learners share assessments freely and widely and the authenticity/credibility of these results is compromised if the same examination is written on different days or at different times.
- If a common prelim exam is written, there must be an official declaration in the Teacher File naming all the schools participating, and the agreed date on which the paper will be written. For example: Roosevelt High School and Kingsway High School will write a common preliminary examination on 19 September at 9:00–12:00 (included in the examination timetable of both schools). This document must be signed by the academic head of the school. The moderator for the paper will come from another school writing the subject.
- It was disturbing to note that several schools used old IEB papers to set the prelim exam. This is unacceptable as these papers are in the public domain in various platforms, including the IEB website. The learners have free access to them, and the marks will therefore not be authentic. This gives the learners a false impression of their ability.
- The moderator also picked up some spelling mistakes on the prelim papers. This would have been picked up if the papers were carefully moderated.

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5. **Controlled tests**

- Schools are commended for doing more than one controlled test as prescribed by the revised SBA requirements for 2021. This gave the learners every opportunity to do well in their SBA. Teachers were able to choose the best test to submit in the Learner File. All tests written by learners must be included in the Teacher File.
- These tests must adhere to the requirements and standards provided in the CAPS i.e., count at least 50 marks, have the correct design grid and accurate, detailed marking guidelines. They are formal tests, not formative class tests and must be presented as such.
- It is better practice to do tests that are of the correct rigour and CAPS compliant throughout the year, not only one test as required, because this also gives the learner additional assistance and preparation for the year-end exam.
- It is critical that old IEB papers are not used when setting controlled tests. These papers are in the public domain (including the IEB website) and learners will have seen them all and worked through them. The marks can therefore not be trusted.
- Teachers should double-check that the final mark on the learner's script is correctly transferred to the cover page and then to the teacher's marksheet.

6. **Tasks**

- It is essential that teachers familiarise themselves with the requirements of the SBA tasks as outlined in the CAPS.
- SBA tasks should be of the required rigour; they should count at least 50 marks. Some schools set tasks of 15, 20 and 30 marks. This is not rigorous enough for a qualification at Grade 12 level.
- As per the CAPS there are FIVE options available for the SBA Tasks:
  - Oral presentation
  - Visual task
  - Media review
  - Case study
  - Practical

  In 2021, learners were required to do any two of the options. The majority of schools did not comply with this; some schools did not meet any of the requirements.
- SBA tasks (especially the Practical Task) cannot be set on the same topic as the PAT.
- It was evident that teachers did not spend enough time on setting the tasks – the quality was not what was required. Tasks were vague, instructions and marking guidelines were not clear. It is critical to provide clear instructions and marking guidelines to assist the learner in completing the task and make the expectations clear.
- Some schools did the oral presentation and then used a language oral presentation rubric – this is invalid. The content should count at least 80% – competence in Sport and Exercise is being assessed, the method of collecting the evidence is being assessed, not competence in oral presentation. When doing the oral presentation, a PowerPoint presentation (or similar evidence) must be submitted in the Learner File.
- Tasks other than those prescribed in the CAPS may not be used when calculating the SBA marks, e.g., an essay. This is invalid and disadvantages the learners.

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Learner files

- These were generally better than in 2020.
- All files had the correct cover sheet, except for one school.
- Teachers need to check that the correct SBA items are in the files, that the marks have been transferred correctly from the tasks to the Coversheet, and from the Coversheet to the Teacher's Record of SBA marks. Calculations must be correctly done.
- It makes moderation easier if coloured paper/file dividers are used to separate different items.
- Plastic sleeves or flip files may not be used.
- The majority of school submitted suitable files.
- Some schools did not include a letter of authenticity.

General for 2022

- Learners must be provided with detailed marking guidelines for each task to ensure meaningful feedback (see form 1.5 Regional and National moderation tool page 2) – one of the outcomes is constructive feedback to the learners.
- In the Teacher File there must be an explanation of how feedback was given to learners, for example:
  - Feedback on the actual submission by the learner – meaningful notes on the learner's responses.
  - Discussion and reflection in class time.
  - Extra lessons offered to learners.
  - Mediation of marking guidelines to assist learners.
- **Design Grids**
  - It is evident that teachers do not give design grids the attention that they should. The design grid influences both the validity and the fairness of a paper, as well as the rigour of the assessment. It provides evidence that all learners are catered for and that all learners have the opportunity to show the level at which they are able to think. The grid also distinguishes learners from one another which contributes to accuracy in ranking learner performance.
  - The design grids must correspond with each question in the test/examination (question 2.1, 2.2, 2.3 – not question 2). Refer to the example of a design grid in the CAPS.
- **Marking Guidelines**
  - Attention must also be given to marking guidelines as these provide/describe the standard of performance expected for each question. How the marks are allocated for the answers must be clearly shown in the marking guidelines so that there is consistency in the marking. Detailed marking guidelines are also useful for feedback to learners.
  - When marking the scripts, the awarding of marks against the marking guidelines must be clearly indicated with ticks. Ticks must correlate with marks. Marks cannot be awarded without evidence of how those marks were attained.

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TECHNICAL MATHEMATICS
PAPER I

Thanks to the invaluable advice of Dr Helen Sidiropoulos, and the tireless efforts of the external examiner, the Technical Mathematics Paper 1 was a well-balanced, fair and interesting assessment. It is therefore a great pity that it is virtually impossible to comment on its outcomes, as there was only one candidate who wrote.

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.

Regretfully the learner who wrote was totally unprepared, and this was particularly evident in the basic concepts of Grade 11, such as solution of quadratic equations and exponents, leading me to believe that the Covid lockdown of 2020 played a large part in the lack of expertise.

The results were as follows:

Question 1	**Question 2**	**Question 3**	**Question 4**
Quad equations	Exponents	Finance	Finance
Nature of roots	Logs		Binary numbers
3/15	4/16	6/16	6/16

Question 5	**Question 6**	**Question 7**	**Question 8**
Functions	Functions	Calculus	Calculus
8/15	6/18	0/5	3/15

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TECHNICAL MATHEMATICS
PAPER II

QUESTION 1
(76,9% average)

The best marks were earned in this question. Candidates could do the basic calculations, but it appeared as if they did not have a deeper understanding of what they were calculating. Candidates did not write all the required steps to obtain full marks. Overall, this question got the candidates into the paper well.

QUESTION 2
(75% average)

Educators ensured that candidates knew the standard form for all analytical graphs in order to know which co-ordinates to use. Done well.

QUESTION 3
(51,7% average)

Candidates did not know the method to convert degrees to radians very well. Reductions and specific solutions need extra attention in classes. The manipulation of the trig functions needs to be worked on and the understanding of the different notations would be something to work on before next year's paper.

QUESTION 4
(40% average)

Notations were a challenge.

QUESTION 5
(33,3% average)

The cos-rule was a challenge.

QUESTION 6
(30% average)

This question remains a challenge for candidates every year. Candidates struggled to write down what they thought. The reasons were not written as required. Educators must focus on developing the skill of logical reasoning and writing down that reasoning. The acceptable reasons must be studied more.

QUESTION 7
(33,3% average)

Candidates must focus on units to use in formulae. Accuracy and rounding must be addressed.

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QUESTION 8
(26,3% average)

Candidates must focus on units to use in formulae. Accuracy and rounding must be addressed.

QUESTION 9
(50% average)

Candidates must focus on the value of *a*. Accuracy and rounding must be addressed.

CONCLUSION

The paper was welcomed by the candidates. Due to the small number that wrote, this report is not a true reflection of the subject in general. All educators should focus on understanding and applications in real life in each of the sections of the subject. I would like to thank the moderators for their constant input ensuring that the paper was on the standard that the IEB is known for.

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TECHNICAL SCIENCE
PAPER I

The following report should be read in conjunction with the Technical Sciences question papers of the IEB November 2021 examinations.

PERFORMANCE TRENDS (2021)

The performance of candidates in Technical Sciences in 2021 was not as good as was expected and can be attributed to a year that was still full of disruptions and uncertainty due to the global pandemic. The inclusion of the PAT ensures that the marks of the learners improve. There is room for improvement in the performance of the candidates if the challenges surrounding practical work, problem-solving skills, mathematical skills, conceptual understanding, and integration of topics are addressed.

ERRATA:

The wording of Question 2.1 in the Afrikaans and English papers differed. The Afrikaans paper asked the candidates to draw a labelled force diagram and the English paper asked for a free-body diagram. The marking guideline was adjusted during the standardisation of the memo.

OVERVIEW OF LEARNER PERFORMANCE

General Comments

- The multiple-choice items in Question 1 and the questions on energy, elasticity and electricity were generally answered the best.
- Learners struggled with Question 6, which dealt with viscosity, Question 8, which was based on electrostatics and Question10, which was based on electrodynamics.
- Newton's laws, assessed in Question 2, were fairly answered, but learners could not apply their knowledge. Question 9 was based on electric circuits and was answered well.
- Questions pertaining to pure recall of content were very poorly answered. Teachers are advised to use informal assessment tasks to reinforce basic concepts and principles by using, for example, short speed tests (±10 minutes). This can be used in content relating to definitions and laws listed in the CAPS and the examination guidelines.
- Learners are struggling with drawing and labelling free-body diagrams. The drawing of free-body diagrams is central to solving problems involving forces acting on objects and teachers should therefore ensure that learners are able to draw force and free-body diagrams and assess them in formal and informal activities. Emphasis must be placed on magnitude, direction and the labelling of forces.
- Some learners have difficulty in understanding and using formulae and scientific notation. Learners should be taught to identify and use the correct formula from the datasheet and substitute values correctly. It is also important to correct calculator skills and write down the answer with correct units. Emphasise the correct direction where relevant, by revisiting vector addition taught in previous grades.
- Application of mathematical principles is a challenge for many learners. Learners should be given a variety of problem-solving activities that involve mathematical skills pertaining to fractions, manipulating the subject of the formula, and graphs in formal and informal activities.
- Learners must be able to interpret and answer questions based on a variety of action verbs. Refer to the examination guidelines (Bloom's taxonomy).

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- Correct definitions and laws should be enforced during daily teaching and learning. Teachers should include at least multiple-choice items, definitions and laws as well as structured questions on the various topics in formal and informal activities on a regular basis. This is to enhance a deeper understanding of Science concepts and content knowledge as well as to take remedial action.
- Enhance teaching and learning by means of teaching aids such as models, pictures, drawings, diagrams, videos, simulations as well as experiments and demonstrations. Learners must also be able to analyse information and answer questions based on diagrams and graphs.
- Learners must be given enough activities to practise correct conversion of units. Rounding off must be done as instructed. Learners are prone to round off incorrectly if learners are taught to round off to 3 digits after the comma fewer errors are made.
- Learners must be exposed to the correct use and understanding of subscripts, e.g., F_{net}, W_{net}, f_k.

ANALYSIS OF LEARNER PERFORMANCE IN EACH QUESTION

QUESTION 1 MULTIPLE CHOICE

- Q1.1 was answered very well.
- Q1.2 candidates failed to interpret the question correctly.
- Q1.3 was answered very well.
- Q1.4 was answered very well.
- Q1.5 candidates failed to correctly identify the change that needs to be made to the motor correctly.
- Q1.6 candidates failed to identify the placement of the voltmeter correctly.
- Q1.7 candidates failed to identify that if the rotation speed decreases the time for each rotation increases for the movement of the coil.
- Q1.8 candidates failed to identify that accelerated charges is a source of electromagnetic waves as per the definition.
- Q1.9 candidates failed to identify the properties of a convex lens.
- Q1.10 was answered very well.

QUESTION 2 NEWTON'S LAWS OF MOTION

There was an erratum on the marking guideline for Question 2.1, English paper asked for a free-body diagram and Afrikaans paper asked for a force diagram. The marking guideline was adjusted for the Afrikaans papers.

- In Q2.1, candidates failed to identify all the forces acting on the object. Some candidates drew a force diagram instead of a free-body diagram. Some labels and directions of the forces were also omitted.
- In Q2.2, the question asked for the calculation of the kinetic frictional force acting on the 15 kg block. Learners failed to identify that the applied force is acting at an angle downwards, thus the learners had to use Fy in the calculation of FN.
- In Q2.3, most candidates could not calculate the magnitude of the acceleration of the system, candidates failed to identify all the forces acting on the objects so they could not calculate the acceleration of the system.
- In Q2.4, most candidates could not calculate the tension,
- In Q2.5 candidates failed to identify and state the correct definition of Newton's second law. Candidates omitted key words.
- In Q2.6 This question was answered fairly good.

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Suggestions for Improvement

- Definitions, stating laws and principles, calculations involving more than one force acting on an object and forces acting at an angle, as well as application of laws and principles to a given scenario must be emphasised and integrated into informal assessment tasks to prepare for formal task and enhance learner understanding.
- Learners must be exposed to questions involving the various scenarios relating to the application of Newton's laws. If there is more than one object involved, they must be taught to identify which one of the objects exerts a force on which other object and the effect of the exerted force.
- Learners must be able to identify the formula applicable to a given situation. They must be able to identify all the forces acting and to calculate the net force using vector addition.
- Emphasise the correct use of SI units and conversions as well manipulation of mathematical formulae.
- Teachers must encourage the use of free body or force diagrams to solve problems.

QUESTION 3 MOMENTUM

- In Q3.1, candidates could identify the law, but some candidates omitted key words.
- In Q3.2, candidates struggled to convert Km/h to $m{\cdot}s^{-1}$.
- In Q3.3, candidates struggled to identify the correct formula, instead of using the formula $\sum pi = \sum pf$, they used $\Delta p = m\ \Delta p$ or $p = mv$. The sign convention in terms of the direction proved to be a challenge. Some candidates omitted the direction in their final answer.
- In Q3.4, candidates failed to give the correct definition for Impulse, key words were omitted.
- In Q3.5, candidates failed to calculate the magnitude of the average net force that causes the cannon to come to rest. Did not use impulse the calculate the magnitude.

Suggestions for Improvement

- Quality time must be spent on teaching momentum, change in momentum and impulse ($F_{net}.\Delta t$). The principle of conservation of linear momentum must be well taught.
- Learners must be given more activities with calculations involving the principle of conservation of linear momentum and impulse, including application in transport, safety and sports.
- Teachers must teach learners the correct sign conventions regarding direction.
- Teachers must teach learners the skill of analysing the information to identify the correct formulae, do correct substitution and calculator skills. Learners must practise to write the correct answer with correct units and direction (magnitude and direction).

QUESTION 4 WORK, ENERGY AND POWER

- Q4.1 this question was very well answered.
- In Q4.2, some candidates failed to State the *law of conservation of mechanical energy* correctly. Candidates omitted the word 'total' or 'in an isolated system' and just wrote that mechanical energy is conserved.
- Q4.3 this question was well answered.
- In Q4.4, candidates struggled to identify the correct formula. They did not realise that the velocity of the water is constant.
- In Q4.5, candidates struggled to calculate the percentage effectivity of the pump.

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Suggestions for Improvement

- Expose candidates to a variety of contexts for problem-solving activities, involving work done (including nett work) and conservation of mechanical energy, focusing on one or more skills at a time, such as interpreting the context and identifying relevant formulae.
- Learners must know the definitions as stated in the CAPS and the examination guidelines. Teachers must emphasise the use of correct scientific language, for example the use of words such as 'isolated' system and 'total mechanical energy' in the principle of conservation of mechanical energy.
- Learners must be given extensive exposure to calculations involving work done by forces on an object (drawing free body and force diagrams), work done by individual forces and the work done by the net force, as well the net work done.
- Teachers must emphasise the correct use of the angle (Cos , Cos 0° , Cos180°) between the displacement and forces acting on the object.

QUESTION 5 ELASTICITY

- Candidates could not define elastic limit in Q5.1, tried to explain it in their own words.
- In Q5.2, some candidates struggled to identify the correct formula for calculating stress.
- In Q5.3, some candidates struggled to identify the correct formula for calculating strain.
- Q5.4, this question was well answered.
- In Q5.5, some candidates struggled to identify the correct formula for calculating the elasticity modulus.
- Some candidates could not define the term 'perfectly elastic body in Q5.6. Some omitted key words such as ' original shape and size ' and 'when the deforming force is removed.'

Suggestions for Improvement

- Learners must master Hooke's law, definitions of stress, strain, elastic body, perfect and elastic body. They must be given regular speed tests to assess the learner's ability to recall definitions and laws.
- Learners need more practice in analysing diagrams.
- Conversions of units and values must be practiced and assessed on a regular basis.
- Learners must know that Δ (change) means 'final – initial'.
- Give learners many practice exercises on calculations involving stress, strain and Hooke's law.

QUESTION 6 VISCOSITY

- Candidates could not define viscosity in Q6.1.
- In Q6.2.1 and Q6.2.2, some candidates struggled to identify the correct variables.
- In Q6.3, some candidates struggled to explain what is meant by term *single-grade oil*, stating it only has one use.
- In Q6.4, Candidates failed to identify the reason.
- Q6.5, this question was well answered.
- In Q6.6, some candidates struggled to explain the reason for their choice in Q6.5.

Suggestions for Improvement

- Learners must know the definition of viscosity as stated in the CAPS and the examination guidelines.
- Candidates must be able to identify factors affecting viscosity and must be able to explain the effect these factors have on the viscosity of a substance.

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QUESTION 7 HYDRAULICS

- Candidates could not define Pascal's principle in Q7.1. They tried to explain in their own words.
- In Q7.2, this question was well answered.
- In Q7.3, most candidates could calculate the force needed to lift the load.
- In Q7.1, most candidates struggled to state what the graph represent. They indicated that the graph is directly proportional.

QUESTION 8 CAPACITORS AND SEMICONDUCTORS

- In Q8.1, most candidates struggled to state the definition correctly.
- In Q8.2, candidates could identify the correct formula but failed to convert 470 µF to F.
- In Q8.3, candidates wrote answers like "bigger battery" not being specific in their answers. Failing to identify the change that must be affected.

Suggestions for Improvement

- Learners must be able to define capacitance, capacitor, dielectric material, doping, and intrinsic conductors.
- Factors affecting capacitance must be written in full and not by only using key words. Candidates must also be able to indicate what change must be affected to the capacitor to increase or decrease the capacitance according to the question.
- Learners must know the correct formulae and meaning of each symbol and how they relate to each other.

QUESTION 9 ELECTRIC CIRCUITS

- Q9.1 this question was well answered.
- Q9.2 this question was well answered.
- Q9.3 this question was well answered, but some candidates struggled to calculate the reading on voltmeter V_2. Some candidates gave an answer of 0V others omitted the unit.
- Q9.4 this question was well answered. Some candidates omitted the unit.
- Q9.5.1 this question was well answered.
- Q9.5.1 this question was well answered

Suggestions for Improvement

- Exercises must be used to expose learners to different circuit diagrams to enhance the understanding of diagrams of various electric circuits. Learners must know how to simplify circuit diagrams.
- Emphasise that several cells make a battery.
- Use the correct scientific terminology.
- Revise content of electricity and electric circuits from precious grades (10 and 11).
- Attention must be given to mathematical skills such as the addition and inversion of fractions.
- Teach learners to identify resistors that are connected in series and in parallel as well as identify and substitute into the correct formula.

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QUESTION 10 ELECTRODYNAMICS

- Q10.1, this question was answered very poorly. Candidates could not identify what change must be implemented in terms of the movement of the magnet to get a larger deflection on the galvanometer.
- Candidates could not state Faraday's law of electromagnetic induction in Q10.2.
- In Q10.3, candidates struggled to identify the correct formula for calculating the induced emf.

Suggestions for Improvement

- Emphasise the structure and function of generators/motors/transformers. Make use of pictures, models and videos to help learners understand generators/motors/ transformers better.
- Teach learners the components of generators and motors as well as the function of each component. Tabulate the differences between generators and motors.
- Teach learners the terminology associated with motors and generators, e.g., slip rings, commutator, brushes, etc. Make use of examples of actual motors and generators, models, drawings, pictures and simulations.
- Learners must know the correct formulae and meaning of each symbol and how they relate to each other.

QUESTION 11 ELECTRODYNAMICS

- Q11.1 is purely a recall question, but candidates struggled to answer this question.
- Q 11.2 was answered very poorly, learners failed to identify the correct formulae in both Q11.1 and 11.2
- Q11.3, this question was well answered. Most learners could identify that the penetrating ability is dependent on the frequency/energy of the EM waves.

Suggestions for Improvement

- Learners must know the correct formulae and meaning of each symbol and how they relate to each other.
- Emphasise the correct use of SI units and conversions as well manipulation of mathematical formulae, it must be practiced and assessed on a regular basis.

QUESTION 12 ELECTRODYNAMICS

- Q12.1 this question was well answered.
- Q12.2 this question was answered poorly candidates could not identify why the light underwent total internal reflection.
- Q12.3 because the candidates struggled to answer Q12.2 they could not name the applications for the phenomena that occurs at diagram C.
- Q12.4.1 this question was answered well. Some candidates omitted key words from the definition.
- Q12.4.2 this question was well answered.
- Q12.4.3 this question was well answered. But some candidates gave "rainbow" as an answer.
- Q12.4.4 this question was well answered.

Suggestions for Improvement

- Learners must know the definition as stated in the CAPS and the examination guidelines.
- Learners must be given regular speed tests to assess the learner's ability to recall definitions and applications of phenomena as it pertains to light reflection and refraction.

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TECHNICAL SCIENCE
PAPER II

GENERAL OVERVIEW

Compared to previous years the paper was relatively well answered. The general problem, as in previous years, was that the candidates did not know the theory well and could therefore not apply it either.

Questions 1, 2 and 7 were well answered but Questions 3, 4, 5 and 6 were poorly answered.

QUESTION 1

1.1 Candidate could not identify the correct structure.

1.2 Correctly answered.

1.3 Correctly answered.

1.4 Candidate was confused between oxidation and oxidizing agent.

1.5 Candidate failed to identify the spontaneous reactions.

QUESTION 2

2.1 Definition – Correct

2.2 Correctly answered

2.3 Failed to identify the correct homologous series.

2.4 2.4.1 and 2.4.2
Correctly named the homologous series but failed to give correct number of carbon atoms.

2.5 2.5.1 Correctly answered.

2.5.2 Incorrect structural formula drawn.

2.6 2.6.1 Failed to give the correct reaction.

2.6.2 Failed to use structural formulas.

2.7 Definition – Incorrect.

2.8 Correctly answered.

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QUESTION 3

3.1 Candidate failed to apply theory.

3.2 Candidate failed to apply theory.

3.3 Candidate failed to apply theory.

3.4 The substance in excess was not used but the rest of the reaction was correctly given.

3.5 The excess substance was not known.

3.6 Correctly answered.

QUESTION 4

4.1 Definition – Incorrect.

4.2 Explanation was only partly given. Candidate cannot apply the theory to the question.

4.3 Explanation of the lower boiling point was only partly given.

4.4 Identification of substance correct but the reason was incorrect.

QUESTION 5

5.1 Definition – Incorrect
5.2 Did not know two uses of low-density polythene.

QUESTION 6

6.1 Correctly answered.

6.2 Did not know the theory on electrodes.

6.3 Definition – Incorrect.

6.4 6.4.1 Correctly answered.

6.4.2 and 6.4.3
The candidate was confused with what occurs at which electrode.

6.5 Candidate knew neither the colour change nor the correct reason for this change.

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QUESTION 7

7.1 Correctly answered.

7.2 Correctly answered.

7.3 Correct identification of electrode but failed to give the correct reaction.

7.4 Correctly answered.

7.5 Correctly answered.

7.6 Failed to give correct cell notation.

7.7 and 7.8 were correctly answered.

SOLUTIONS

Candidates must memorise the theory. To do this, more informal tests must be written. Definitions can be summarised and then only can definition test be written.

At the reactions in organic chemistry the substances in excess must be highlighted to candidates as it is often overlooked.

In Question 4 – give the candidates a structure to answer the question. State the reason and then give the explanation. Candidates forget to give the reason or the explanation and loose a mark every time.

Electrolytic cells and galvanic cells are often confused. Give candidates enough different examples so that they do not get confused.

Candidates must spend time on the theory as it is impossible to apply it if you do not know it.

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TOURISM

QUESTION 1 THE REVIVAL OF NELSON MANDELA BAY ECONOMIC SECTOR

This question covered types of tourists, marketing strategies, technology used in tourism, skills needed to work in the tourism industry, advertising and promotional techniques, methods of gathering customer feedback, and the effects of the Covid pandemic.

The question was generally answered very well. No significant irregularities were experienced by candidates. The marking guidelines were adapted at standardisation to accommodate a variety of correct and current answers.

Question 1.9: the word 'technology' seemed to pose a problem for some candidates, but the word was brought into the question to broaden the scope of the answer. Instead of just asking how businesses can ensure sustainability in today's environment of uncertainty, the candidates were encouraged to include different forms of technology and how this has aided sustainability – how companies have had to align themselves with technology to adapt.

QUESTION 2

This question covered different customers' needs, processing customers surveys, websites, professional image, staff performance, teamwork, Code of conduct and SWOT analysis.

It was noted that question 2.4.2 and 2.11 needed more space on the question paper. As this was the first write-on paper it was a learning curve for the examiner and moderator. Space was provided at the back of the answer script for this purpose.

Candidates battled to differentiate between personality traits and skills. Skills can be learned; personality traits are innate thoughts, feelings and general behaviour. Candidates seemed to get mixed up with the two concepts when applied to a team environment/context.

The meaning of the word strategy was also confusing for some candidates; this refers to a plan of action.

Question 2.6 was a higher-order thinking question that required candidates to 'critically evaluate' the performance of a team in the service industry. This meant that candidates had to provide an opinion or verdict on the importance of evaluation and the expected outcome of such an evaluation.

QUESTION 3

This question assessed the weak and strong rand, bank rates, forms of payment, interpretation of a graph, rand–dollar exchange rate relationship over a period, exchange rate calculations, factors that influence a country's currency, and GDP and its relationship to tourist volumes.

The question examined the application of the candidates' knowledge and understanding of currency exchange rates. Most of this question was well answered, calculations were well done; most candidates showed all their calculations but at times were let down by not indicating the correct currency symbol. Also, at times the word pound or rand was used instead of the symbol – this was accepted.

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Question 3.7 required candidates to provide two examples of current developments in technology used by tourists to make payments. EFT and Cheque were not accepted as **new** methods were expected, as per the question. The marking panel identified numerous new methods at the standardisation process, and these were included in the marking guidelines.

Interpretation of the graph in Q 3.4. was generally well answered. Q3.4.4 was a higher-order thinking question and required an in-depth understanding of the situation. As a result, the stronger candidates were able to respond adequately.

QUESTION 4

The question covered time zones, DST, tour planning, jet lag/fatigue, and calculations.

This question was generally well answered but some candidates battled with a full explanation for Q4.1.1 with imaginary lines of longitude and each line being 15 degrees in width, etc.

Question 4.1.2 also presented a challenge for a few candidates. This relates to an overall understanding of time zones and their effect on travel.

Calculations were well done, and all were shown which helped the candidates; should the answer not be correct, they could score marks for their calculations.

QUESTION 5 CONCEPT MAP

This question is a higher-order thinking question. This year it related to Part 2 of the PAT. It was evident that many candidates were at a loss as to how a concept map is constructed or how to read and respond to a rubric. It is strongly advised that teachers spend extra time on and emphasise the importance of these skills. Candidates must be coached in how to use a rubric to inform their response and then to check that they have complied with all aspects of the rubric in their final response.

- The first bullet required candidates to provide a suitable explanatory title. Many candidates lost marks here.
- The second bullet asked for a concise explanation of the product or service using FIVE marketing Ps. Many candidates lost marks by mentioning 5 Ps but providing no detail/explanation. There was also confusion relating to the inclusion of Planet and Profit (three pillars of sustainability). Under the Price heading an exact price was sometimes not included but there was reference to the pricing structure – some marks were awarded in this case. Under People, both staff and target market were marked correct. This also applied to the section under Promotion where both marketing techniques and discounts were awarded marks accordingly.
- The next bullet relating to the characteristics of a successful business venture was not well answered – there was a lack of insight and understanding.
- Recommendations on how to maintain or ensure repeat business were generally answered well.
- Evaluation of the impact of the business/venture on the TBL was well answered. Generally, a good display of understanding.

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The linking of concepts seems to be the skill candidate- find the most difficult in a concept map. Candidates have to indicate how the ideas link to one another in an overall context, with an explanation for each. A colour-coded key was, for most, not a problem.

QUESTION 6 EXTENDED WRITING – A REPORT

Tour operators plan for a group of Chinese tourists visiting the SADC region.

This question is a higher-order thinking question, but the topic and the rubric catered for all levels of thinking.

- Most candidates identified the documents required to visit the SADC region.
- Health and safety precautions were well answered.
- Advisory for customs and duty-free was also well answered but there seems to be a lack of understanding of the term duty-free.
- The analysis of the impact of the Covid pandemic on tourism was fairly well answered.
- The tourist responsible and sustainable behaviour was also fairly well answered.
- Many weaker candidates could not motivate supporting FTTSA labels.

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TOURISM
SBA MODERATION

1. Teacher Files

Administration

All Teacher Files were compliant this year. The quality of work was excellent, and all assessments were of a high standard. Weightings of assessments were all compliant and all schools followed the revised SAGs for 2021. No plastic sleeves were used which made the moderation process easier. Thank you to all teachers for their professionalism.

Teachers must take note of the following points:

- It is important that you work to the current SAGs, available on the IEB website.
- The IEB Coversheet for Teacher and Learner SBA Files provided in the SAGs (D1.1 and D2.1) must be used. Teachers may not create their own Coversheets. The appropriate topics per assessment must be completed on the Coversheet for the Teacher File.
- An Excel spreadsheet with raw marks for all learners must be included in the Teacher File. This must be signed by the principal/academic head/IEB school liaison.
- The completed IEB Rank Order List (D1.4) must be included in the Teacher File.
- The IEB online marksheet for SBA (available from the principal/academic head/IEB school liaison) must also be placed in the Teacher File.

Controlled Tests

Internal and external moderation was of a high quality. It was pleasing to note that teachers are setting common tests of a high standard – this is an efficient and effective way of working.

The following must be included in the Teacher File for all tests:

- Completed pre- and post-assessment moderation forms and actual evidence of the tests having been moderated internally or externally – not just a tick-box exercise. This can be in the form of tracked changes or emails of moderation notes, for example.
- Question paper, design grid and marking guidelines. Please make use of the design grid in the SAGs (D1.2) to ensure that the correct template is used.
- Some tests did not have clear instructions; this must be done to ensure fairness for all learners.
- Mark allocation is important; one mark for one fact, no half marks may be allocated.
- Do not make use of 'matching columns', 'true or false' and 'multiple choice' as these are not used in the final examination.
- The tests should not comprise only a concept map or essay.

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Preliminary Examination

As the final examination is a write-on paper, the preliminary examination must mimic this. Thank you to all schools that complied in this regard. If teachers are unsure of the format, they should refer to the 2021 final examination (question paper, analysis grid and marking guidelines available on the IEB website). Many schools set common papers which promotes consistency of standards across schools. In this instance, the papers must be written on the same day to ensure authenticity and credibility of the results.

The preliminary examination must mimic the final examination in every respect:

- A concept map must be included, with a rubric (30 marks).
- An essay must be included, with a rubric (30 marks).
- Current sources or issues must be used in the examination (not more than two years old).
- All sources used in the examination must be acknowledged as per the format of the final examination.

Tasks

Teachers must make sure that rubrics used in tasks are designed for the specific task and that all content in the rubric is evident. Many generic rubrics were provided as evidence – these are not valid and therefore make the results questionable. Rubrics must be adapted to assess the knowledge, conceptual understanding and skills of Tourism specifically targeted by the task. This sets the learners up for success as they know what is expected of them.

Instructions must also be clear and understandable for the same reason.

The 14-day tour plan was of a high quality, as was the IRP Task. Teachers should note that the IRP task is compulsory from 2022 and the 14-day tour plan is no longer in the SAGs.

Case studies were used by most schools – there were some excellent examples. Many case studies were out of 50 marks. These should count for more marks and the standard of the questions should be enhanced to accommodate Code 7 learners. A design grid is essential for this task and will ensure that all cognitive levels are assessed to the correct weighting. This makes the assessment fair for all learners and ensures that it differentiates learner ability.

2. **Learner files**

Files were well presented with excellent quality of work. A declaration of authenticity was evident in all files.

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Teachers should avoid giving zero for an assessment. This indicates that the task was assessed, and the learner was completely incompetent. This should never be the case. However, it is possible that the learner was given zero for a misdemeanour, in accordance with the school's assessment policy. If this is the case, there should be an explanation regarding this in the Teacher File. If a learner misses an assessment for a valid reason, the SBA mark should be calculated without this assessment. In the case of the preliminary examination, the learner can be placed in rank order by calculating a z score. Refer to pages 7, 8 and 9 in the IEB Manual for the Moderation of SBA mentioned at the beginning of the SAGs and available under Policies and Procedures on the IEB website.

Learners must hand in a bibliography/reference list with all tasks.

Teachers must be vigilant regarding plagiarism and take decisive action when it occurs to ensure that the marks for tasks are authentic and trustworthy. A plagiarism test is imperative – most schools use these across subjects.

Feedback

Assessment without feedback is meaningless. The purpose of assessment is to establish whether learners have learnt what is intended. Therefore, teachers should provide constructive feedback to learners for each assessment. This must be evident on the learner's actual work so that they can specifically see what they are doing well and where they should improve. Teachers may include as further evidence in the Teacher File, a record of how feedback was given for each assessment e.g., mediation of the marking guidelines, individual consultations, tutorials, etc.

Thank you to all teachers for their hard work in this challenging year.

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TOURISM
PRACTICAL ASSESSMENT TASK (PAT) MODERATION REPORT

General

In general, the standard of the PATs was acceptable. Teachers are commended for innovative tasks.

For the most part, the PATs were packed correctly in soft, flat files with dividers. The mark sheets were generally accurate and signed off by the principal. It is of utmost importance to complete the IEB Cover Page correctly, with special attention to the critical outcomes and topics covered in the PAT. The spreadsheet of results must be submitted in the Teacher File in order to check calculations and verify the marks. The two parts of the PAT must have an equal weighting of 50/50.

Task

The PAT should be a rigorous task – it forms part of the examination mark and must fulfil the requirements laid out in the SAGs if the results are to be credible. Part 1 of the PAT cannot count 50 or 60 marks. According to the SAGs requirement the PAT must run over two terms with enough tasks to accommodate the Code 7 learners.

Teachers must refrain from using templates that scaffold tasks, such as business plans, for the learners. This inflates the marks and Code 7 learners are not granted the opportunity to showcase creativity and in-depth knowledge. Grade 12 learners are able to and are expected to fulfil the requirements of the PAT independently.

On-site visits are imperative – teachers must insist that these are done.

- Without on-site visits, the task becomes merely a research task.
- There was no reason not to do an on-site visit in 2021 as there was no hard lockdown. The tourism industry is open, up and running and in dire need of our support. Learners visit malls and restaurants on a weekly basis.
- Learners must supply sufficient proof of their visits by including entrance tickets, signed-off interview notes, questionnaires and lots of selfies and other photographs taken by the learners on site.
- Teachers must ensure that there is a fair balance between desktop research and face-to-face research.

Teachers must refer to the SAGs document regarding the compulsory prerequisite of a visual/oral component. Proof of the visual/oral component must be handed in in the form of photographs, Power Point presentations, speech notes and cue cards.

Teachers should remain alert to plagiarism and deal with it effectively. An online plagiarism test is mandatory for the PAT. Learners must hand in the results page with both parts of the PAT.

It is expected of learners to acknowledge sources being used in the form of a bibliography/reference list. It is strongly advised to make use of the dual Harvard Referencing System consisting of in-text references and a complete bibliography.

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Refrain from assessing the Grade 10 and 11 Assessment Syllabus in Grade 12. Tour planning cannot be assessed in the PAT.

Teachers should ensure that they are working to the latest version of the SAGs.

Assessment tools

Teachers should ensure that the assessment tool being used is appropriate for the task. It is recommended to make use of a rubric with clear criteria and the necessary imperative verbs, as it is in the best interest of the learners to know exactly what is expected of them. Code 7 learners will have the opportunity to meet the compulsory requirements with well-set-out rubrics.

Mark allocation must be carefully considered. The credibility of the assessment is compromised when marks are inflated due to below-standard tasks. The design of posters is not acceptable as it is not relevant in today's day and age. Rethink new and innovative marketing strategies.

Marking

The awarding of marks must be clearly indicated by ticks (✓) in the marking guidelines to ensure they are valid, fair and reliable. This indicates the standard expected of the teacher/assessor. Similarly, when marking the PAT, teachers must clearly show where they have awarded marks on the learner's work, not just give a mark on a rubric. This provides them with the required constructive feedback in order to learn from the process.

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URDU FIRST ADDITIONAL LANGUAGE
PAPER I, PAPER II & PAPER III

The questions in Urdu were set as per IEB examination requirements following the SAGs document. Most of the learning outcomes were covered. Questions were very clear, legible and error free. Marks were reflected next to each question as this guided the candidate.

PAPER I

COMPREHENSION AND LANGUAGE

The comprehension and language questions were answered as required and ranged from satisfactory to very good. Candidates enjoyed the questions; several candidates did not adhere to the questions on summary writing. They wrote more than the required number of words. Seventy words were required. Some wrote less than 70 words; hence they lost marks.

PAPER II

LITERATURE (NOVEL, SHORT STORY, DRAMA AND POETRY)

These questions were very well answered because candidates were familiar with the setworks. Candidates responses varied from very satisfactory to very good. It was a pleasure marking these questions some very interesting answers were written in which candidates obtained very good marks.

PAPER III

WRITING

Essay, letter writing, and picture description were very well answered. Several excellent answers were written. The preparation and planning for this section were very good.

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URDU SECOND ADDITIONAL LANGUAGE
PAPER I

COMPREHENSION LITERATURE, SHORT STORY AND POETRY

The answers to these questions were satisfactory. Some questions are to be re- explained to learners.

PAPER II

ESSAY, TEXT AND LANGUAGE

Essay writing was satisfactory. Several weak candidates wrote short essays due to lack of preparation. They received low marks. However, some very good essays were answered and neatly written. Transactional texts: candidates obtained low marks in this section as they did not understand how to answer questions on SMS, notes list, and letter writing. Three questions out of four, ten marks each, were to be answered. More exercises to be undertaken for this section. Language answers ranged from satisfactory to good.

GENERAL COMMENTS

- Numbers 1, 2, 3 … must not replace the Urdu numerals.
- Each question must commence on a new page.
- Encourage candidates to leave open lines between answers. Urdu papers set by the IEB were excellent. All questions were spaced; there were no errors in mark allocations. Questions were neatly typed, legible and user friendly

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VISUAL ARTS
PAPER I

The 2021 marking process ran like clockwork. There were no real anomalies in terms of how the paper was answered. The feedback forms that were submitted to the IEB by fellow teachers were all positive with one or two very minor exceptions. Many thanks to those of you who sent feedback to the IEB. This is an invaluable part of the process.

Credit must be given to the marking panel whose integrity and professionalism ensured the smooth running of the marking session. Most of this report has been generated from the panel's feedback during the marking session. Added to this, our teachers also deserve a round of applause for their continued efforts during very trying times indeed. Please keep in mind that the purpose of this document is to look at how we, as a community and subject, can improve and therefore criticism should not be seen as an indictment on our teachers or candidates.

It is imperative that educators read this document alongside Paper 1 and the adjusted memorandum. In other words, the comments made in this report should not be read in isolation. Added to this report the examining panel will be releasing a Power Point presentation at conference that reiterates some of the main points that emerged from this marking session. It is suggested that educators peruse both the Power Point presentation and this report so that they have a clear picture of the difficulties and strengths of our current candidates.

Finally, we would like to remind you that the SAGs were revised in April 2021, and it remains relevant for 2022 as well. Please read through this document very carefully as it is your first point of reference should you feel that you need guidance and /or clarity.

GENERAL COMMENTS

1. The elements and principles of Art lacked understanding and application; perhaps the candidates overlooked this section in their preparation for the exam? Teachers are urged to focus on Visual Literacy skills next year.

2. Handwriting was sometimes problematic, and sentences were sometimes poorly constructed and often did not make sense.

3. Candidates need to use formal language. They need to avoid making sweeping statements (that generalise/stereotype).

4. Candidates need to be careful with bias/othering and a lack of sensitivity.

5. Candidates need to READ questions carefully to fully understand the requirements and to be aware of the mark allocation and therefor ensure that they answer in an in-depth manner.

6. Markers were instructed to award marks based on the quality of a response, i.e., if a candidate wrote about the wrong artist in a question but the argument was justifiable the candidate was awarded marks for the argument but lost marks for the name of the artists and title of the work.

7. Candidates who chose to not follow the numbering of a specific question lost one mark for the question. So, for example, if a candidate answered without using the correct numbering for questions 2, 3 and 4, they lost a total of 3 marks out of 100.

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8. Descriptions were problematic. They were either too long or not literal enough. Teachers are asked to remind candidates of this moving forward.

9. Please send your notes in. Looking up obscure examples wastes a great deal of time.

QUESTION 1

1.1 This question was not handled well and very few candidates achieved a total of 4 marks. Generally, the markers found that the formal elements were not well understood. Candidates were able to name/list the elements & principles of design but struggled to apply them and/or discuss the function of these elements within the works. As a result, the discussions came across as vague with tenuous links to the actual elements and/or principles found in the works. Many candidates tried to discuss the medium, subject matter, meaning, or 'supposed' symbolism instead of the visual elements and their functionality.
Markers accepted any 'element' of art or principle of design (with location or description) as long as the function was explained, in terms of creating another element or principle (e.g., tone creates a focal point with the white face against the large dark background). Responses were evaluated case by case and marks were awarded where candidates described the element in relation to the artwork and explained the function of the element in a logical manner.

Suggestions:
Teachers are urged to teach candidates to break down the questions (highlighting keywords) to make sure they are certain of what is asked of them. Too often candidates were guilty of overthinking this question. Using the elements table (from past years) as a teaching tool in class might alleviate this problem, so that the learners can describe the element (& location) in the artwork and apply a logical function. If they understood the definition of the words such as define/ analyse/ describe/ identify in the question, they would not have battled as much. There was a profound lack of essential vocabulary for this question.

1.2 Most candidates battled to give a second point; many repeated the same argument. Answers must be specific to the question (i.e., dealing with the title only). Candidates addressed Malcolm X, but most misunderstood the intention behind his name change. General knowledge of this period and other more contemporary examples of racial tension were limited.

Contemporary issues were accepted. Addressing the issue of Western names replacing African names was accepted, as was the mention of the loss of identity/individuality/culture/heritage. Markers also accepted 'marginalised', 'anonymity', 'isolated', 'stereotypes', etc.

Suggestions:
Again, candidates need to read the questions carefully and they need to take note of mark allocation. Candidates need to have class discussions/debates about important current affairs to strengthen their levels of awareness and their ability to academically argue their thoughts and feelings around contentious global issues.

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1.3 Many candidates did not give enough information for the mark allocation, and they often repeated information/elaborated rather than add further points. Candidates either did not read or misread the provided text. Some candidates simply quoted directly from the text.

Discussion of the present socio-political climate was accepted, as were topical issues such as BLM etc. Discussion of the artist's death increased the value, due to the rarity of the artwork. The economic value of the artwork as investment was accepted if the candidate illustrated an understating of the investment potential of art. In rare cases, candidates picked up that the value of the work would increase since the artist has subsequently become more famous and this was substantiated with the fact that the exhibition was a retrospective exhibition and that it was exhibited and auctioned in a famous gallery.

Suggestions:
Candidates need to be made aware of the artwork in the context of when it was created, value, investment art, the importance of galleries. In addition, also teach candidates about the commission structures galleries employ and that art is a means of documenting history, etc.

1.4 Candidates struggled if they lacked general knowledge. Candidates discussed the South African Apartheid context instead of the American Civil Rights context. Candidates used vague sweeping statements that were not justified thoroughly. Candidates often did not explain the importance of the title with regard to the understanding of the artwork.

African Americans built the foundations of America. Markers accepted the discussion of the inauguration of Obama (majority vote) if the learners related it to the wording in the title as required by the question. The discussion of 'My' shows ownership/personal pride. The 'big' showed the influence/history of the African American population. Without the title, the artwork did not make sense, or the artwork would appear as a mere curio item. The mention of America in the title also contextualised the artwork to indicate which continent the artist was focused on.

Suggestions:
Candidates need to avoid a biased tone in their answers. Candidates need to approach their answers objectively and with formal language (not colloquial language). Again, candidates need to take note of mark allocation; most were only awarded 1 mark due to their short answers or lack of reference to the title of the artwork.

1.5 Here candidates discussed elements rather than the medium. Sweeping statements regarding the South African context were made. Many discussed 'drowning'. Most candidates gave one point for Image A and two for Image B. Too many candidates 'copied and pasted' their answers from the text. Often the candidates provided relevant discussions for this question in 1.1 (Which was not awarded due to the requirements of Question 1.1) and did not repeat the same information in 1.5. The medium had to relate to the meaning of the work, as well as the visual metaphor.

Suggestions:
Candidates must be sensitive about 'othering people' and make sure to thoroughly justify their answers. Candidates should avoid quoting the text at all costs, no marks were awarded for this.

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QUESTION 2

2.1
- The context behind the creation of selected artworks was not always well understood.
- Great responses explained more than one aspect of the socio-political context of the time the artist was living in – being African-American during time of racial segregation in the US AND being a woman during time of gender inequality.
- Less convincing responses referred to the First and Second World Wars as having had an impact on her life. Candidates who lacked knowledge of timelines and context could not answer confidently and gave vague responses such as 'The war made it a very sad time.'
- Remind candidates to look at the dates included in the text.
- Most candidates did not address the part of the question that stated the artist was not recognised in her lifetime.

2.2
- Some candidates wrote vague descriptions: for example, Marilyn Diptych: portrait of a woman. (It could be any artwork that is a portrait of a woman, they must describe the specific artwork literally, e.g.: A photo of Marilyn Monroe that has been repeated in a grid – white and black on one side and colour on the other side.)
- The lack of literal description becomes problematic when learners refer to artworks made in series or in multiples. Candidates who did this also tended to answer the higher-order question less convincingly, not referring to the specific example they had chosen (artwork) to discuss as evidence of their opinion but rather giving a generalised discussion of the art movement as a whole. Golden Marilyn vs Marilyn Diptych vs Shot Marilyn, for example.
- Conversely, some of the descriptions were too long – Some candidates wasted time on the question by giving too much detail.
- We need a short, clear description that must be a literal description of what the work looks like visually.

Most Common Examples:

- Marcel Duchamp: *The Fountain*
- Jackson Pollock: *Lavender Mist*
- Jackson Pollock: *Autumn Rhythm* (doesn't represent nature/ landscape)
- Salvador Dali: *Persistence of Memory*
- Andy Warhol: *Marilyn Diptych*
- Marcel Duchamp: *LHOOQ*

2.3 **Negatives*:***
- There was a definite lack of factual knowledge around the pieces, and so some candidates battled to relate to the question.
- There seemed to be a disconnect between the artwork and the artist's intention, and how to relate it back to the question.
- Many candidates struggled to justify why Abstract Expressionist art could be seen in a positive/negative light due to lack of realistic subject matter.
- Surrealism: Candidates sometimes confused *unconscious* with *subconscious*.
- Candidates struggled to relate medium, especially painting, to their argument.

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- When weaker candidates wrote a lot, they tended to repeat one concept over and over.
- Candidates must pay attention to mark allocation and should be coached on how to write enough relevant facts linked to an argument instead of rambling on.
- Numbering: Very few candidates numbered their answers incorrectly. When they did, they started discussing an artwork directly after giving the artist's name and the artwork's title and they just kept going. In these cases, we marked the content minus one from the total for incorrect numbering. One or two concession learners also numbered incorrectly, and, in those cases, it was seen as part of their concession to not subtract a mark.

Positives:

- Pop Art lends itself to the positive argument and candidates identified this well.
- Some showed very good evaluation skills by arguing successfully that Dada could be seen as positive because it changed the art world forever.

QUESTION 3

3.1
- Marks were not awarded for merely paraphrasing the text without the candidate's own meaningful response.
- The average mark for this question was 2/4.
- Sweeping statements like 'India has elephants because they are poor' were not considered to be sufficiently unpacked. Fuller explanations of arguments were required.
- Most candidates mentioned that this work read as an animal rights artwork rather than a work dealing with poverty. Only strong candidates who were well read managed to explain the possible intentions more eloquently and this was in keeping with the level of difficulty.
- Fully explained and substantiated observations were awarded marks.

3.2
- Many candidates gave very short descriptions for the titles (or artist's intentions) instead of describing what the work looks like.
- Some candidates wasted time and gave such lengthy descriptions, including information that would have belonged better in their 3.3 answer.
- Some candidates duplicated artists from other sections of the paper, especially SA artists, which were not appropriate to the question.
- More interesting and less well-known artists were used this year. This is very positive; however, teachers are asked to ensure that notes are sent for works that are difficult to find on the internet.
- Candidates often did not seem to have studied a variety of artworks and therefore resorted to attempt to find 'issues' in works that did not work for this question and thus their arguments were post-rationalised. For example, Kosuth's, *One and Three Chairs* was not a good choice for this question.
- Titles need to be correctly given and candidates need to ensure that they know full titles.
- Using the only first name of the artist is not accepted. Surnames are required.

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3.3
- 3 marks per artwork were awarded for facts that were relevant and related to how the work 'pushed boundaries'.
- 2 marks per artwork were awarded for relevant statements surrounding the important issues the works addressed and how these blazed a trail.
- 1 mark per artwork was awarded for successfully arguing their stance (how/why).
- Candidates who wrote a page per artwork generally achieved better marks. Encourage learners to elaborate on their observations.
- Again, candidates are asked to avoid sweeping statements – points of view must be substantiated by relevant facts.
- Some candidates created random links to artworks as the artworks were not suitable for the question.
- Candidates who gave long descriptions in 3.2 often did not repeat these valuable facts in 3.3 and lost marks as a result.
- Candidates were awarded for arguing how successful their artwork was in making the viewer aware of important issues; they should not merely have stated that the artist was successful, they were expected to expand on this statement and say why or how, etc.

Interesting Artists:
- Eva Hess: *Contingent*
- Vik Muniz: *Sugar Children*
- Ai Wei Wei: *He Xie (crabs), Snake Ceiling, Soleil Levant*
- Velasca Zanica: *Maraschino Cherries*
- Leonardo Erlich: *Swimming Pool*
- Damien Hirst: *1000 Years*
- Ann Hamilton: *Maledictio*n
- Vahit Tuna: Untitled (440 pairs of high heels)
- Chiharu Shiota: *The Key in the Hand, Over the Continent*
- Bill Viola: *Oceans without a Shore, Dreamers*
- Zhang Huan: *Family Tree*
- Kara Walker: *The Keys to the Coop*
- Merielle Eid: *Tampa*
- Vanessa Beecroft: *Project 12* - Kaldor Public Art Project
- Felix Gonzales-Torres: Untitled (Portrait of Ross in LA)
- Wayne Belger: *Untouchable*
- Maurice Mbikayi: *Web Jacket*
- Guo-Giang: *Head on*

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QUESTION 4

Overall, the question was well answered. It was wonderful to see a wide range of examples used, in particular examples from the earlier resistance artists such as Kumalo and Muafangejo.

Some points to bear in mind for teaching this section:

- Many candidates made vague statements without substantiation in Q4. 4. To give an example: if the candidate is discussing Norman Catherine's *Dog of War*, it is not enough to state that the artwork refers to police brutality. The candidate has to add that this is evident from the police cap on the dog's head and the snarl revealing sharp teeth.
- There are still many candidates using the same artists for Q4 AND Q5. Please avoid teaching examples of artists that could lead candidates to be confused.
- Similarly, some candidates used contemporary South African artists for Q4. They may not use an example produced AFTER 1994 for this question, regardless of possible links to resistance art.
- The markers picked up a lack of focus on apartheid as an economic factor. This becomes important when discussing passive resistance because it addresses inequality and disenfranchised people.
- Again, descriptions are either too vague or too long. When describing an artwork by Helen Sebidi for instance, it's not enough to describe the artwork as 'a crowded canvas of distorted figures' as this is too generic and can refer to any of her artworks. The candidate must include an aspect specific to that piece e.g., 'with a woman whose skin tone is white, and a chain is attached to her breast at the centre.' Descriptions that are too long tend to contain the answers to the following questions.
- Candidates must be taught to read questions and to discern from the question what it is that the examiner is asking. The difference between 'discuss' and ' explain' leads to different aspects being assessed and it is what we as markers are looking for. The aspects being discussed must also relate to the question.
- Please make sure that candidates use the full and correct titles of artworks. *Patience on a Monument: 'A History Painting'; The Child's Mother Holds the Sharp Side of the Knife*, etc.
- Just because an artwork was made in SA pre-1994 doesn't necessarily mean it is Resistance Art. Candidates really battled to make examples such as Penny Siopis's *Melancholia* or Irma Stern's *Still Life* paintings relevant to the question. Make sure that the examples that you teach are clearly a form of resistance, both passive and explicit.

Artworks of interest to consider adding to the teaching repertoire:

- *New Archbishop Desmond Tutu Enthroned* by John Muafangejo
- Azaria Mbatha in general using religious iconography in a metaphorical way to address apartheid issues.
- *People are Living Here* by Bongiwe Dlomo
- *Younger Brother* by Ephraim Ngatane
- *Waiting for the Clinic* by Durant Sihlali
- *Hostel Monument for the Migrant Worker* by Michael Goldberg
- *Shaft* by Sam Nhlengethwa
- Madu Art Ensemble

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QUESTION 5

- Many candidates used performance artists or artists that inserted images of themselves in their work. This allowed for authentic arguments and often fact marks also became argument marks.
- The context and background of artists was mostly handled well. This can still be improved on going forward, i.e., noting personal and biographical details of the artist.
- There was a heavy female and POC presence of artists in this question (Sibande, Searle, Victor, Mntambo, Conradie, Mash, Lady Skollie, etc.) which was pleasing to see.
- Titles and descriptions of artworks were much improved and mostly clear. Please continue to develop this. Some candidates referred to a body of work as opposed to a singular work, which is fine, if accurately described.
- There was a lot of great factual content but often candidates struggled to connect this to the argument, which was multi-layered.
- Many essays were well formatted and well structured. Essays averaged between 3 and 4 pages.
- Candidates have a stronger grasp on identity politics of artists i.e., using the correct pronouns for example.
- Many of the same artworks were studied across the country – there is also room to look at more contemporary works as opposed to the 'old faithfuls' like Bernie Searle's '(Untitled) Colour Me' and Steven Cohen's *Chandelier*.
- Teachers should focus on spelling and clarity of non-English language (isiXhosa, isiZulu) titles such as those belonging to Nicolas Hlobo or Nandipha Mntambo, for example).
- Teachers should also encourage more 'politically correct' terminology such as 'domestic worker' (for maid), 'informal settlement' for (squatter camp).
- Some candidates had a tendency to relate everything they wrote to Apartheid – this is not necessarily the case for ALL contemporary SA artwork and should be avoided when not relevant.
- Lots of Resistance Artworks creeping into Question 5. Please ensure that the dates of artworks given to candidates are clear and correct.
- Sometimes descriptions, although accurately written, were not presented alongside the title which meant that they had to be searched for and possibly broke the rhythm of the argument.
- Artists must be referred to by their surname (no first names).
- Please remind learners to add the artist's way of working into the description (i.e., installation, performance, painting, sculpture, digital print, video, etc.)

MOST POPULAR ARTISTS:

Mary Sibande, Diane Victor, **Berni Searle**, Kendell Geers, **Steven Cohen**, Nicolas Hlobo, Igshaan Adams, Mohau Modikaseng, Robin Rhodes, Anton Kannemeyer, Tracey Rose, William Kentridge, Blessing Ngobeni, Nandipha Mntambo.

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VISUAL ARTS
PAPER II – PRACTICAL EXAMINATION

Standardisation

The standardisation session was conducted over two days in Gauteng. Four schools were selected and marked and moderated in discussion. This allowed us to establish a National Standard which we then used assess the practical work.

Standardisation is always a gruelling process with much healthy debate and reflection. Great effort was made to ensure that each candidate was treated fairly, and collectively the panel managed the process with great professionalism and good grace.

We developed a benchmark document that we used for cross-referencing once we went our separate ways to assess at various schools around the country. The benchmark document recorded photographs of artworks and drawings and a record of marks. The standardisation document proved to be very helpful when doing further assessment and we often referred to it to ensure fair assessment.

RESPONSE TO THE EXAMINATION THEME

The theme this year was ***Living Stillness/Still Life.*** The intention was to create a theme that was open-ended enough to allow candidates to engage in reflection on the life they have been living, and perhaps reflect on the enforced periods of stillness due to the various levels of lockdown they have experienced over the last two years. They were encouraged to think about the things that have stopped forward motion and caused them to be still while they have continued living their lives. They could also have addressed the theme through the genre of still lifes, which some did as a starting point, but few took into their end products.

There was a series of optional personal questions around the theme, suggested sketches and examples of art linked to the theme at the start of the paper. This was intended to help candidates to start thinking about the possibilities of the theme. The paper did not insist on the candidates engaging with this section of work at the time, but it appeared that this helped those that did towards making very interesting final works. It seems that those that engaged with this section of the paper were often doing so under the direction of their teachers. In other schools, it seemed as if candidates were more loosely guided through the paper by the teachers. Those that chose not to engage with this section of the paper often developed more superficial responses to the theme.

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Popular examples from the paper were the young South African artist Patrick Rulore's *Stage 4 Moments* (2019) and a Surrealist studied for Paper 1, Salvador Dali's *Nature Morte Vivante (Still Life – Fast Moving* (1956). One shows stillness enforced by load shedding and the other is a still life in motion.





In certain instances, the broad nature of the examination theme allowed for the candidates' personal visual language and processes to evolve and mature. Although the paper allowed for much interpretive freedom, it provided a helpful structure within which to work and expected candidates to develop work with academic integrity.

Examiners' experience of the candidates' responses to the Examination theme:

- *While the theme was evident in most artworks, some candidates chose to ignore this completely and created vague, bland and generic responses – often portraits that were then post-rationalised to reach towards the theme.* ***I do believe that the personalisation questions at the start of the exam paper should be compulsory to begin a process of introspection and exploration of the theme.***
- *I feel the theme was often superficially addressed in the Visual Journal. This was perhaps forgotten about in the final artwork. There was very little reference to the theme in the rationale. But I think this will improve when the paper is the sole focus next year.*
- *The theme was addressed personally, and with an honesty that was very direct.*
- *They investigated the given artworks and then developed personal themes from this to get to their own 'Aha moment'. Each found something special in investigating these artworks.*
- *Most candidates addressed the theme from a personal perspective in relation to Covid.*
- *The theme was more personalised by the majority of the candidates' responses.*
- *Weaker centres had a very tenuous link to the theme. Schools that worked through the examination booklet and researched artists of a higher calibre addressed the theme in a better manner. A few centres approached the theme in exciting ways. Many centres had fairly clichéd responses but that tended to also apply to the artists researched.*
- *Some candidates did not engage with the Examination Paper beyond a cursory use of the theme Living Stillness – Still Life. A few candidates referred to this only tenuously.*
- *Many candidates did not refer to the theme Living Stillness – Still Life in the rationale.*
- *I didn't encounter any work that was not an explicitly stated response to the theme Living/Stillness.*
- *The candidates personalised the theme to the extent that they moved away from the theme. They would do well to make their interpretation of the theme clear in their rationales.*

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Some comments from the examiners about candidates' response to the leading questions and suggested sketches:

- *It was very effective. I found that some teachers just gave the brief and almost stepped back completely due to the changes made to the structure of the 24-hour practical. Some teachers interpreted this as not having to be involved in the process and therefore did not encourage their candidates to engage with the questions and prompts.*
- *Those that engaged with the above, produced more authentic work. I think this foundation is important for initial brainstorming at the very least.*
- *Hugely effective when addressed. I think it ought to be compulsory.*
- *Where teachers guided the candidates to respond to questions, the candidates did as they were told. Most candidates developed their ideas, feelings and responses according to their own idiosyncratic interests.*
- *Candidates who engaged tended to do better than others.*
- *Please can we reiterate the importance of solid drawing skills in the Visual Journal. Some candidates are relying on experimental mark-making which is very contemporary, but this should come from a point of reference of sound drawing skills, especially now that there is a 24-hour Drawing Examination.*
- *I think when candidates have completed this section, their works are more sophisticated. I also think that candidates only completed this if the teacher insisted on it.*
- *Some candidates did not use the prompts on page 6 to inform their brainstorming.*
- *The candidates who actually engaged with the questions had more developed ideas and concepts.*
- *Very few did this section of work – so sad as weaker candidates could really have benefitted from this process.*
- *It does give them some more information to work with – it forced them to think deeper and more personally into the theme.*

TASKS:

The examination expected the candidates to respond to and investigate the theme through the following tasks:

- **Task 1 Contextual Research**
- **Task 2 Creative Process**
- **Task 3 PAT Artwork** (If the PAT Artwork was not completed as a separate theme with accompanying Visual Journal)
- **Task 4 Drawing Examination** reflecting the theme.
- **Task 5** related to **Titles of work and Rationales,** and
- **Task 6** was related to **Presentation.**

Candidates who engaged meaningfully with Task 1 and 2 generally produced sophisticated art and received credit for this. The opposite is also true; candidates who simply illustrated the first idea that came to mind did not engage with the examination theme adequately and created work that achieved mediocre marks.

Teachers should explain to candidates that the practical examination question is in no way different to a Visual Culture Studies question or any other examination question for that matter. **The candidate must answer the question** to earn credit for the answer. A few candidates simply ignored parts of the instructions or in some cases even the entire theme.

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In some cases, the link between the examination theme and work became so tenuous that the work lost its integrity. This resulted in arbitrary and unsuccessful work. When candidates did not respond to the examination theme, they were awarded marks that reflected their failure to meet the requirements.

TEACHER GUIDANCE

Teachers are allowed to guide the candidates' engagement with the theme as well as their working processes and pace but may not prescribe to candidates how they should complete tasks. The theme is deliberately open ended to allow freedom, choice and interpretation. Ultimately, we want candidates to develop their own thoughts that are personally relevant, and we would like candidates to explore their concepts in depth and respond to the theme in an interesting and sophisticated manner. Teachers should encourage them to look at layers of meaning and interpretation.

Due to the Drawing being completed under examination conditions, without the input and guidance of the Visual Arts teacher, teachers were not allowed in the examination venue as invigilators. Invigilators other than the Visual Arts teacher were required, although the teacher could be present to assist with materials and the use of equipment.

This resulted in the candidates needing to be well prepared before their examination, and teachers needed to ensure that all guidance they could give had been given before the commencement of the 24-hour examination.

VISUAL JOURNALS

In the majority of cases candidates had two separate diaries. One dealing with the PAT Artwork, which was mostly done under an independent theme, while the other engaged with the Paper 2 theme and process towards the Drawing examination.

Visual Journals that demonstrated a cyclical creative process including reflection, evaluation and synthesis of various ideas not only received better marks, but also resulted in more sophisticated end products.

TASK 1 – CONTEXTUAL RESEARCH

Contextual Research, which became an integral part of the creative process, usually achieved the best results. In these cases, the works researched were internalised and evaluated and became useful in the candidates' decision making about his or her own work. Candidates who added irrelevant research to the Visual Journal in an attempt to meet the requirements did not benefit from the process and usually received poorer marks. Research should rather be an ongoing part of the creative process and genuinely inform the candidates' work. Candidates should be reminded to include a Visual Analysis in this section. Those that did, received credit for this in this section of the marking. Most schools comply with acknowledging and transforming sources. Candidates who did not acknowledge their source material or researched information were penalised.

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Examiners' feedback about the response to the examples of art in the examination:

- *It is valuable; however, weaker candidates based their own research only on these artists. Top candidates were able to draw links to the provided examples and their own research.*
- *I came across this more in schools with less strong candidates. Stronger candidates often jumped into their own research and/or examples.*
- *Given artists had substance so it sets the expectation of researching other artists who have substance. Candidates who engage with the given artists have the upper edge moving forward.*
- *Where teachers guided the candidates to respond to and include the artists provided in the paper, the candidates did as they were told. Very occasionally a candidate showed a genuine curiosity and individual interest in one or two artists provided in the paper.*
- *Once again, candidates who engaged tended to explore more fully and creatively*
- *I think when candidates have completed this section, their works are far more sophisticated. Again, one can see whether the teacher insisted on this work as part of the groups' academic programme.*
- *The candidates who actually looked and engaged with the given artists had a better understanding of the theme.*
- *Excellent - this is so vital to the process - it introduced new artists, and it also put them onto the path towards good deep investigations into the given theme.*

The Examiners' feedback on the candidates' response to the Contextual Research – How well was this area handled? Six or more relevant artists explored, of which at least two were from Africa:

- *Candidates tended to research more international examples as the South African artists lacked proper documentation and had no website. That being said, top candidates contacted the South African artists on social media to ask a few questions.*
- *I think many schools went over and above in this instance.*
- *Choice of artists is crucial. Artists without substance disallow for much or any CRITICAL discussion.*
- *Almost every candidate fulfilled the requirement of including at least six artists. Many did so as an exercise in compliance, getting it out of the way in one go as a necessary task that was required of them. We are living in a culture of performative bureaucratic compliance; they are more than ever immersed and marinated in this culture as are some teachers. It is important to go further than this.*
- *The Examination Paper stated that the candidates had to do a visual analysis of one artwork. Some centres followed this to the tee; others did not.*
- *The engagement seemed to depend a lot on individual teacher expectations.*
- *The candidates are used to this section of the paper and generally handle it well. In some cases, they could still point out the personal relevance of the research and make the links with the examination theme more prominent.*
- *Some weaker candidates had unrelated artists or looked at artists without relating them to their own drawing concepts and did no visual analysis. Stronger candidates really engaged with their chosen artists and analysed their works with strong conceptual links to their own drawings.*
- *Mostly good work in this area. Weaker candidates tended to use the same artists. Very little analysis or meaningful engagement – no real learning from the works. Too much focus on biographical details. Very little discussion of the link to the theme.*
- *Also vital in the setting of own investigation and to strengthen their own knowledge of art and art processes.*

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- *Contextual Research artists that were to be considered in the Examination Paper. They were sometimes not considered at all.*
- *Many candidates did limited brainstorming and jumped straight into processing their first idea.*
- *Majority of candidates did not do the Visual Analysis as was required in the Examination Paper.*
- *Majority of candidates were not thorough in their referencing/bibliographies or did not reference at all.*
- *Lots of missing sources and references. At times images that appear from nowhere – difficult to establish authenticity. There has to be more emphasis on genuine, personal and conceptually relevant images and the acknowledgement and TRANSFORMATION of these images.*

TASK 2 – CREATIVE PROCESS

The approach generally learnt through the PAT portfolio was helpful as candidates knew how to develop ideas and find visual solutions in their Visual Journal, having been through this process before. Many teachers resorted to a structured approach in order to develop this section of work, which worked well, particularly with the candidates less inclined to do this independently. Stronger candidates often used a more fluid work-book style of processing which suggested creative maturity and a deeper level of understanding of the creative process. They received marks in accordance with this higher level of layered development. Teachers are encouraged to allow both approaches so that stronger candidates who want to process in an organic manner are not restricted by a formulaic approach.

All styles of processing were acceptable, but processing that was authentic and thorough, and resulted in resolved end products naturally received better results. Processing that was thin and lacked a sense of direction did not receive good results in this area.

Brief comments from the Examiners on how candidates managed the Creative Process:

- *Most candidates were successful here.*
- *In many of the examples the artwork and drawing process were jumbled together and it was challenging to examine each work's creative process separately.*
- *Mostly handled well. However, lots of engagement in the beginning which tapered off towards the end. Inconsistent application. I believe this will be better with the paper as the sole focus next year.*
- *Strong centres managed well. Centres with weaker candidates tended to just fill pages.*
- *This was generally handled well.*
- *There seemed to be many candidates who started the exam with fixed ideas of what they wanted to do, and they did not explore sufficient options.*
- *This work was generally good. However, it is really only the top candidates that engaged in a cyclical creative process that showed metacognition. Most diaries showed fairly linear documentation.*
- *A lot more drawing and experimenting needed – candidates tended to jump into their first concept without adequately exploring other avenues. Lack of drawing with a pencil. Initial questions around personalising the exam theme set in the paper – should be essential to igniting the creative process – disappointing to see many schools ignored this stage.*
- *Great for the candidates to explore the composition, use of materials.*

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TASK 3 – PAT ARTWORK

There were three different options that candidates chose to submit for marking and moderation for this task, as captured in **Addendum B**.

The most popular was a PAT Artwork that was created under an independent theme. For most schools this work had already begun the year before, which was in accordance with the SAGs document of the time. By the time the change took place this year, many schools had completed, or were in final stages of completing the Drawing and PAT Artwork on this independent theme. This late change created frustration and concern for teachers that the work already done would not fully contribute to the final mark where two works had already been completed and only one would be marked. In some instances, candidates submitted both works as a body of work in order to validate the effort already put into the work. Where one work was deemed stronger than the other, they chose to submit only this work. Some schools completed a two-work independent-theme portfolio and also completed the PAT and Examination Drawing of the Examination Paper.

The PAT Artworks and related Visual Journals were marked by the teacher and moderated by one member of the cluster group. In most cases the teachers' marks were considered accurate, however, there is concern that sometimes marks have become a little generous. The SAGs state that only one member of the Cluster Group needs to moderate, but it might be helpful to have more than one in order to ensure healthy cross referencing. The teacher's mark must be the mark submitted, and despite the moderation process they should not feel obliged to change their mark unless they feel that the input given was helpful and enlightening.

The Examining Panel were aware of the many concerns that teachers had regarding the PAT task and took much care to ensure that each candidate was given the best chance. All of the PAT works were marked by the Examiners and marks were moderated where it was deemed necessary, in order to ensure that the National Standard was maintained.

There was a full range of work and media explored in the PAT task, with varying results. Highly resolved and sophisticated work was awarded higher marks and less-resolved artworks did not achieve well.

AUDITING OF PAT MARKS

As part of new structure, the panel of Examiners were required to audit the PAT Artwork marks and check teacher and cluster marks in relation to the national average. Marks were mostly accurate where the rubrics for assessment were used.

Brief comments from the Examiners about the PAT moderation:

- *The PAT marks were mostly accurate.*
- *Covid brought on some challenges where clusters could not meet or would only moderate each other's works online.*
- *Some clusters seem problematic in their moderation process.*
- *I am concerned with the mark creep in some centres to nudge PAT marks up.*
- *In several centres I had to moderate all the year work as marks were so far out. The initial marksheet out of 130 really messed some of the marks up.*
- *IEB has stated that teachers can moderate with only one member. I personally do not think this is helpful as in some instances the mark-creep appears to be more evident when only one teacher and one cluster member mark together. Where possible, attempt to have more than one cluster member's input.*

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- *Schools must also have their Visual Diaries moderated. In some cases, this was done superficially.*
- *Teachers are consistent, honest, fair and reliable in their assessments. Very few discrepancies between teacher's marks and cluster's marks.*
- *Most schools were accurate except that troubled candidates tended to be awarded marks too generously.*
- *The teachers are actively seeking ways to increase the number of works on exhibition. Some exhibited more than one PAT artwork and others exhibited process work towards the Drawing examination. Many centres completed a mid-year and prelim drawing examination and some schools exhibited these works or included these in the journal.*
- *Some schools are still using the cluster moderated marks for their PAT. Remote schools struggle to get a real sense of what the standard should be.*
- *I moderated all the PAT work. No real issues.*

TASK 4 – EXAMINATION DRAWING

The IEB's 2021 requirement for this examination included the following:

- The Examination must be a drawing.
- The Examination must be done on school property under examination conditions.
- The Examination will be 24 hours.
- The 24 hours will run over 4 consecutive days of 6 hours each.
- The Art teacher is not allowed to be the invigilator. An Invigilator who is not the Art teacher needed to be appointed.
- The Art teacher could be present in order to assist with art material and the use of art equipment only.

There was much concern about this task when it was brought to the Visual Arts community. Concerns about this new format included the following: the candidates have never experienced this type of examination and they might not have the stamina to concentrate and work for such an extended period of time; this format gave drawing an elevated platform compared to other art disciplines, which might disadvantage some candidates; this format would not be in keeping with contemporary art practice; and that this format was reminiscent of art practice 30 years ago and not up to date.

Despite the many concerns, the Visual Arts community redirected their candidates in record time, and the majority of candidates managed the examination well. The Visual Arts teachers need to be credited for the sterling work they did in this regard.

In the end there were more positive comments about the examination and most schools seemed to have managed the examination well. Teachers appeared to appreciate that the strict examination requirements created a situation where schools were compelled to assign outsiders to facilitate the examination and thus relieve Visual Arts teachers from this responsibility. In the past many Visual Arts teachers have given up holidays and weekends to complete examination tasks as schools have not been able to fit these tasks into their schedules.

In this examination a variety of drawing approaches were explored. Pencil and pen on paper were popular choices, but there were some creative examples that still qualified as drawing. The scale of drawings was impacted by the timeframe given. Larger works were usually done in a gestural style while smaller works were more detailed. This is appropriate to these methods of working.

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There were occasions where candidates used art methods that were not necessarily drawing. Although the Subject Assessment Guidelines allow for this, it is important that this choice is clearly explained and that the work reads as a drawing due to the mark-making, linear or tonal qualities and other aspects that align with the drawing medium.

Candidates who received top marks were able to create drawings that engaged with the theme meaningfully, represented full engagement over the timeframe given and good management of the drawing medium chosen.

Examiners' feedback on how Visual Arts teachers felt about the Drawing Examination after the process:

- *Most were positive about the process. Many were relieved at the lessened load and stress on teachers. Some were sad not to be involved in the exam, but many candidates surprised their teachers showing that they did not need as much handholding as we thought they did!*
- *The lesser workload allows more flexibility and less stress on candidates and teachers.*
- *Many are happy about the examination going forward but are unhappy with the unclear and rushed manner in which it was introduced.*
- *Most teachers see value in forcing candidates to focus intensively for a prolonged period. They are grateful for the easing up of their workload and don't seem to mind having teachers of other subjects coming in to assist them in their work.*
- *Teachers seemed pleasantly surprised by how their candidates coped.*
- *Most teachers were worried about the number of works that their candidates produced.*
- *Most teachers seemed relieved that the examination was taken care of by invigilators.*
- *Some teachers also commented on how impressed they were with the work that their candidates had produced during the examination period.*
- *Most felt that it forced the candidates to actually commit and engage rather than procrastinate. Others were frustrated and felt disconnected from their candidates. Weaker candidates often need to be nudged / encouraged / given feedback to reassure them that they are on the right track. Some bad decisions were made due to higher levels of anxiety and a lack of confidence working in isolation.*
- *No big issues – biggest problem was to get the current candidates ready for the year.*
- *Paper size varied. Some candidates would have fared better if guided to work on smaller paper but more detailed and maybe in a series. This is where teacher guidance is important during planning.*
- *We need to be careful that this does not become a sort of Art Production session, instead of an Art Creation process.*

TASK 5 AND 6 – TITLES AND RATIONALES

Most works were accompanied by rationales, but not all had meaningful titles. Rationales that included a clear explanation of the work's link to the theme, work method and of the influence of the art that was researched tended to support the work better. Rationales that include these aspects help the examiners to understand all aspects of the work.

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PRESENTATION OF WORK FOR ASSESSMENT

Most of the work was well presented and teachers seemed aware of what was required. It is important to remember that the Examination Drawing is locked away safely after the examination is over, and only taken out and put up for display when preparing for the examiner's visit. Some teachers found this challenging as they wanted to cut mounts or prepare frames off-campus. This is not allowed and would be considered an examination irregularity. Teachers are advised to take measurements or a template of drawings that require this kind of presentation and prepare this in such a way that the work can simply be inserted when the exhibition is being prepared.

Considering the pressures of the changes this year and the continued emotional toll that the pandemic has taken on everyone, I think it is important to acknowledge the incredible grace with which the Visual Arts teachers of the country embraced this year. The vast majority of the works we assessed were perfectly presented as requested.

FEEDBACK REPORTS

The feedback reports sent to teachers and their schools indicated the general level of performance of a group in relation to the following: PAT – Accuracy of Assessment, Research, Process and Examination Drawing. Some of these reports were accompanied by suggestions for improvement. These suggestions and comments should be seen in the light of developing our subject in relation to the criteria and outcomes.

FINAL THOUGHTS

Last year was already a great challenge for the Visual Arts community who negotiated the arrival of a global pandemic, resultant online teaching and online practical submissions. Through this all, they were incredibly gracious. In the light of this it was especially hard to force a massive shift in the structure of the paper on them midstream.

Despite all of this, our teachers delivered.

I think it very important to acknowledge the incredible professionalism and dedication of our teachers in doing so. They deserve a great deal of credit for supporting their candidates under trying conditions.

With the help of all of these Arts professionals we firmly believe that, despite the added challenges, each candidate that engaged in this examination was thoroughly and fairly assessed through the many layers of assessment that were put in place.

I certainly hope that we are able to have an uninterrupted run next year and allow the subject to settle.

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VISUAL ARTS
SBA MODERATION

GENERAL

Overall, the moderation process went well this year, with most schools maintaining a very good standard of assessment and keeping organised Teacher and Learner Files.

POSITIVE

- Most centres calculated the SBA marks correctly due to the Excel marksheet that were sent out. It does, however, seem that some schools did not receive the Excel marksheet due to not being part of a cluster.
- Many more centres are getting the portfolio process right.
- All centres managed to complete all the tasks even though we've had another tough year.
- A lot of constructive feedback from educators was evident in learner portfolios that showed true concern from the educators for the development of their learners.
- There were many Interesting visual literacy examples across the centres.
- Introduction of early SA art centres can be seen in many portfolios, proving that educators are referring to the new SAGs.

CONCERNS

- It seems that some schools are not part of a cluster group and thus lack the benefit of receiving guidance from other experienced teachers.
- The amount of moderation taking place seems less than it should be.
- Some centres moderate everything whilst others moderate one or two candidates' work only.
- Conclusive research essay drafts are omitted, making it hard to see if candidates developed from feedback.
- Addendum 13A is added unnecessarily whilst addendum 13B is sometimes not filled in completely.
- New teachers need more guidance from cluster groups – now more than ever.
- Some centres are still not marking the essay with the correct abbreviations.
- Based on how many tasks were incorrectly labelled, many teachers did not really read the updated SAGs document.

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XITSONGA FIRST ADDITIONAL LANGUAGE
PAPER I

GENERAL COMMENT

Paper 1 and the Marking Guideline were well received by the examiner in the marking centre. There is evidence of effective teaching and learning. This is evident in the candidates' responses to 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 text was all about. These candidates struggled with an understanding of the phrasing of some of the questions. Of the 11 candidates who wrote the examination the lowest mark obtained was 16 out of 30 (53,3%) and the highest mark obtained was 22 (73,3%). Most candidates found it difficult to answer Questions 1.7 and 1.12.

1.5 Kombisa ku yelana loku nga kona exikarhi ka nhlokomhaka na hungu ra xitshuriwa. (2)

(The Question required the candidates to give the relationships between the topic of the comprehension and the content of the text, but they found it difficult to identify these relationships. It is therefore important for the educator to pay special attention to the relationships and differences when teaching comprehension.

Answer

1.5 Nhlokomhaka yi ri: 'Tiva timfanelo ta wena' leswi yelanaka na hungu ra xitshuriwa leri vulavulaka hi Somisa loyi a a tiva timfanelo ta yena. ✓✓ (2)

1.9 Hi yihi dyondzo leyi u yi kumeke eka xitshuriwa lexi? (2)

This Question required the candidates to give a lesson learnt but most candidates explained the content of the text. A lesson is an experience that acts as a warning or an eye-opener or an example that you should learn from. A lesson is an experience the comprehension has taught you and you therefore will use it in future or won't do the same in future because it is a bad habit or an unbecoming behaviour. It is not about the content of the text.

Answer

1.9 Mukamberiwa u ta nyika dyondzo leyi a yi kumeke. Xikombiso. Ndzi dyondzile leswaku i swa nkoka ku va munhu a tiva timfanelo ta yena. ✓✓ (2)

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Summarising

This question was well answered by most candidates as they managed to get between 6 and 10 marks. Even though candidates were expected to write in point form, most of them managed the skills very well and rewrote the summary in their own words. Only candidates who quoted verbatim managed to achieve less-pleasing marks. Two candidates got 6 out 10 marks and one got 10 out of 10 marks. Educators are reminded to practise the skills of writing a summary with the candidates, such as adhering to the word count to avoid long summaries 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 were 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

Most candidates answered this question perfectly which indicated that they did not struggle with the interpretation of the advertisement. Educators are reminded to teach the jargon and terminology used in advertisements by engaging them using different advertisements.

Communicative Language: Cartoon

Most candidates performed well in this question. They had no problem interpreting the devices used in the cartoon. Educators are reminded to pay special attention to all the devices and terminology used in cartoons. Drill work is recommended when teaching this section.

Communicative Language: Textual Editing

This question was poorly answered by two candidates. The lowest mark obtained was zero, which was disappointing. Educators are requested to drill this section very well in their teaching and learning activities. Most candidates obtained low marks.

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XITSONGA FIRST ADDITIONAL LANGUAGE
PAGER II

GENERAL COMMENT

Paper 2 and the Marking Guidelines were well received by the examiner.

SECTION A

QUESTIONS 1, 2, 3, 4, 5 AND 6

1. Candidates were expected to start each question on a new page.

2. Candidates answered Questions 1, 3 and 4 very well. Marks for Question 2 and 5 were very good. Question 6 was satisfactorily answered by all the candidates.

3. Characterisation: educators must continue teaching their candidates about the different types of characters in a novel. They must 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.

4. There was evidence of knowledge of and insight into the prescribed novel.

QUESTION 4

1. Candidates should be reminded to answer an Essay Question in a paragraph form.

2. There must be a proper coherence of the events at all times.

SECTION B

QUESTION 5 TRANSACTIONAL WRITING FORMAL LETTER

1. Candidates should be taught about the format of Transactional Writing.

2. Standardised language to be used in the Formal Letter.

3. Candidates must be able to identify main ideas and avoid using too many ideas.

4. They should use concrete words and examples to keep the interest of the reader.

5. Candidates must get their facts together and simplify.

QUESTION 6 ADVERTISEMENT

1. Candidates need to be reminded to get used to the devices used in advertisements.

2. Candidates should have provided the following from the advertisement:
   - Name of the shop.
   - Fruit and vegetables that are being advertised.
   - Displayed prices.

3. The sale to be done.

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XITSONGA FIRST ADDITIONAL LANGUAGE
SBA MODERATION

GENERAL COMMENTS ON THE SBA AND ORALS

1. Learners' and educators' marks must tally at all times.

2. Learners' columns and educators' columns for marks must correspond with each other at all times.

3. Educators' total marks must always be written without decimal commas.

4. All educators' marks must always be rounded to the nearest 10, for example: 8,5 => 9.

5. The Educators' Portfolio was well organised. Typed Tasks, Question Papers and Marking Guidelines were in most cases not edited. The hyphen (-) must be short while the dash (–) must be long. In Xitsonga the hyphen (-) has only been approved in the separation of 'South' and 'Africa' (Afrika-Dzonga).

6. The record sheets were organised and clean.

7. However, there were discrepancies here and there in as far as calculations were concerned.

8. Educators may not use Tippex in school documents.

9. Rubrics: Avoid using ISIZULU RUBRICS in Xitsonga please. ISIZULU RUBRICS were found in the Xitsonga documents.

10. The calculations in the Learner's Portfolios were more accurate than those in the Educators' Portfolios.

11. Educators are requested to have accurate calculations in all their files.

12. Above all, good work on the part of the Educators as there were very few mistakes.

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NATIONAL SENIOR CERTIFICATE EXAMINATION
2021

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	33.3	66.7	**80.33**	**0**	**6**

ACCOUNTING

1	2	3	4	5	6	7	AVG	ABS	CANDS
3.5	7.5	12.2	14.9	16.8	18.6	26.6	**64.83**	**3**	**2681**

AFRIKAANS FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.4	5.2	11.8	18.6	21.6	21.8	19.6	**64.60**	**14**	**9152**

AFRIKAANS HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.5	4.9	14.1	30.0	30.5	20.1	**69.06**	**1**	**811**

AGRICULTURAL MANAGEMENT PRACTICES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	3.8	11.5	61.5	23.1	0.0	**64.77**	**0**	**26**

AGRICULTURAL SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	12.7	18.2	36.4	21.8	10.9	0.0	**54.55**	**0**	**55**

BUSINESS STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	2.2	7.3	14.8	22.3	26.5	26.7	**69.28**	**10**	**5517**

COMPUTER APPLICATIONS TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
2.5	7.5	17.4	23.9	22.7	17.4	8.6	**58.84**	**8**	**2712**

CONSUMER STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.5	3.3	12.5	23.9	29.2	24.1	6.5	**62.32**	**2**	**837**

DANCE STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	5.0	8.8	12.5	32.5	41.3	**75.10**	**0**	**80**

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DESIGN

1	2	3	4	5	6	7	AVG	ABS	CANDS
2.5	5.9	4.9	14.8	15.1	25.3	31.5	**68.58**	**2**	**324**

DRAMATIC ARTS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.3	1.1	4.1	14.1	32.4	48.0	**78.00**	**2**	**1499**

ECONOMICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
6.7	9.5	10.7	13.4	17.2	16.3	26.2	**62.91**	**0**	**656**

ELECTRICAL TECHNOLOGY (DIGITAL SYSTEMS)

1	2	3	4	5	6	7	AVG	ABS	CANDS
100.0	0.0	0.0	0.0	0.0	0.0	0.0	**29.00**	**0**	**1**

ELECTRICAL TECHNOLOGY (ELECTRONICS)

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	27.3	36.4	27.3	0.0	9.1	0.0	**48.00**	**0**	**11**

ENGINEERING GRAPHICS AND DESIGN

1	2	3	4	5	6	7	AVG	ABS	CANDS
2.7	6.8	11.8	14.1	17.1	18.3	29.3	**66.59**	**4**	**1523**

ENGLISH FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.1	2.2	10.3	22.0	34.3	31.0	**72.83**	**1**	**813**

ENGLISH HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.1	1.5	11.5	32.7	36.6	17.6	**70.29**	**16**	**12027**

EQUINE STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	11.1	0.0	22.2	33.3	22.2	11.1	**62.67**	**1**	**9**

FRENCH SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.2	2.3	7.0	10.8	17.6	18.6	43.5	**73.49**	**0**	**527**

GEOGRAPHY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.5	4.3	11.2	20.8	24.9	23.2	15.2	**64.25**	**4**	**3988**

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GERMAN HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	50.0	0.0	50.0	**71.83**	**0**	**6**

GERMAN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.5	2.1	7.3	14.6	19.8	55.7	**79.14**	**0**	**192**

HEBREW SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.7	3.0	10.4	19.3	66.7	**83.67**	**0**	**135**

HINDI 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	**99.00**	**0**	**1**

HISTORY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	1.6	4.4	11.9	24.2	32.3	25.3	**70.29**	**8**	**3935**

HOSPITALITY STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	3.3	21.4	30.8	29.7	12.6	2.2	**57.91**	**0**	**182**

INFORMATION TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.7	3.4	8.8	13.1	16.8	19.4	37.6	**70.81**	**0**	**1337**

ISIXHOSA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	1.1	2.7	3.8	13.1	29.0	50.3	**78.08**	**0**	**183**

ISIZULU FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.2	1.3	4.6	9.1	15.8	25.3	43.7	**74.60**	**2**	**1421**

ISIZULU HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	45.5	54.5	**81.55**	**0**	**11**

ITALIAN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	22.2	0.0	77.8	**84.00**	**0**	**9**

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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	16.7	33.3	50.0	**82.00**	**0**	**6**

LIFE ORIENTATION

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.1	0.5	1.7	6.4	18.4	31.7	41.1	**75.44**	**5**	**12852**

LIFE SCIENCES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	3.1	9.4	17.4	25.6	25.9	18.2	**66.09**	**13**	**5876**

MANDARIN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	2.6	12.8	2.6	82.1	**88.36**	**0**	**39**

MATHEMATICAL LITERACY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	1.4	3.8	8.7	17.6	28.2	40.1	**73.97**	**11**	**5360**

MATHEMATICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
5.1	7.5	12.5	16.1	17.9	16.9	23.9	**63.40**	**9**	**7918**

MECHANICAL TECHNOLOGY (WELDING AND METAL WORK)

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	100.0	0.0	0.0	**62.50**	**0**	**2**

MODERN GREEK SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	12.8	2.1	21.3	63.8	**79.91**	**0**	**47**

MUSIC

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.8	3.6	11.6	22.1	31.7	30.1	**71.94**	**0**	**249**

PHYSICAL SCIENCES

1	2	3	4	5	6	7	AVG	ABS	CANDS
3.1	8.3	13.9	17.9	19.1	19.4	18.4	**62.17**	**8**	**5181**

PORTUGUESE SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	5.5	5.5	27.4	37.0	24.7	**72.67**	**0**	**73**

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SEPEDI FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	5.0	7.5	20.0	30.6	36.9	**74.24**	**0**	**160**

SEPEDI HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	4.7	44.2	41.9	9.3	**69.56**	**0**	**43**

SERBIAN 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	**86.00**	**0**	**1**

SESOTHO FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	1.3	9.2	9.2	18.4	36.8	25.0	**70.50**	**0**	**76**

SESOTHO HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	9.8	48.8	31.7	9.8	**68.17**	**0**	**41**

SETSWANA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.7	0.7	9.3	28.0	26.0	35.3	**73.85**	**0**	**150**

SISWATI FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	2.0	8.2	28.6	34.7	26.5	**72.69**	**0**	**49**

SISWATI HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	2.0	1.0	4.0	21.8	43.6	27.7	**73.13**	**0**	**101**

SPANISH SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	3.7	3.7	3.7	29.6	37.0	22.2	**72.37**	**0**	**27**

SPORT AND EXERCISE SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	3.7	5.6	20.4	22.2	29.6	18.5	**67.13**	**0**	**54**

TCL PRACTICAL 7

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	8.7	34.8	56.5	**80.83**	**1**	**23**

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TECHNICAL MATHEMATICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	100.0	0.0	0.0	0.0	**54.00**	**0**	**1**

TECHNICAL SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	100.0	0.0	0.0	**65.00**	**0**	**1**

TOURISM

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.5	5.2	12.0	21.0	22.3	20.7	17.4	**63.61**	**1**	**619**

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	**87.00**	**0**	**1**

VISUAL ARTS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	1.2	3.9	11.9	21.8	27.9	33.0	**71.94**	**3**	**1368**

XITSONGA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	33.3	0.0	33.3	33.3	**69.67**	**0**	**3**

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