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NATIONAL SENIOR CERTIFICATE EXAMINATION

EXAMINERS' REPORTS

2022

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ACCOUNTING
PAPER I

Overall impression:

- There is an improved understanding of the basic requirements to answering this paper. Teachers must be congratulated for implementing the learning and advice from UGC, as well as incorporating past papers into their teachings. This familiarises their candidates with the basic outline of the paper and how small details, such as showing calculations, totalling, use of space and details, has a direct mark benefit. Candidates have a better understanding in relating their answers to the type of business or product being used in the question.
- The calculation blocks were used well and by assigning marks to the calculations, more candidates were able to benefit by this. There is an improvement in the use of details on statements and notes.
- Reading of the question is an essential skill, often candidates' answers indicated that they were answering what they thought was being questioned or what they had seen before. For example, question 1.4 where the change to the scenario was not identified, or in question 1C where they read the carrying value as the accumulated depreciation or in question 2 where the margin on sales was applied as cost of sales.
- This year each question had a distinguisher component of between 5-10% and this was handled well by candidates who correctly analysed the question, indicating that examination technique is also being taught in the classrooms.
- The use of brackets and accurately recording of figures (transposing and leaving off zeros) continues to challenge many candidates. As such they are forfeiting the lower order thinking, easy marks.
- Candidates must continually be encouraged and reminded to show supporting calculations, not just for those items that have a dedicated calculation space. Often just a final answer on a 2- or 3-mark question can be lost through incorrect recording and not incorrect calculating.
- Calculators must be on the correct setting as many showed the correct calculations but achieved a different answer. Encourage candidates to have their calculator mode on DEG.
- The exposure to different terminology is important. Teachers should make use of various resources in order to expose their candidates to a range of terminology. This allows them to successfully navigate the relevant questions.

Mark vs Time allocation strategy:

- Mark allocation followed that of previous years. Each item, figure or component that the candidate was required to answer carried a mark allocation. As such the paper was manageable with regard to time. There was evidence that more and more candidates were able to complete the paper.
- Amounts that are given need to be applied correctly in order to be awarded the relevant mark (i.e. the correct sign or side, as it indicates the type of account or adjustment)
- Amounts that need to be calculated are allocated marks based on the number of steps in the calculation. The correct use of them is then rewarded separately.
- Essential totalling, details, bracket use and use of figures are also rewarded with the appropriate mark allocation.
- Calculations only need to be shown once either in the calculation block or in the final answer; discourage repeating the calculation as it costs candidates time.

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- Candidates seem to be familiar with this, which indicates good teaching and assessment practices by teachers in their class. It is clear mark allocation is tiered and followed from grade 10.

Specific feedback on individual questions:

QUESTION 1A INVENTORY SYSTEMS

- Candidates struggled with the price increase percentage calculation and did not include the carriage in their weighted average or FIFO calculations. Return of goods was often omitted from the FIFO calculation.
- Candidates exhibited rote learning as they used inflation as the reason for the increase; they did not relate the 72%. Many did not identify the gross profit scenario and as such tried to calculate the gross profit.

QUESTION 1B VAT

- Generally, well done by most candidates indicating an improved understanding and teaching of this topic. Answers were logical and allowed for the allocation of part-marks. Candidates still struggled to work backwards and with the discount.

QUESTION 1C FIXED ASSETS

- Candidates performed well with the individual calculation blocks and logically presented good answers.
- Some used the incorrect percentage of 15%, which appears to be a reading error or a roll over from the VAT question. Some candidates used the wrong depreciation method. A reading error of the carrying value vs the accumulated depreciation did not negatively impact those who logically showed their calculations.

QUESTION 2 FINANCIAL STATEMENTS & ADJUSTMENTS

- Candidates benefitted from having the income statement and the notes on one page; fewer contra entries were left out this year. The use of the calculation block at the start of the question has improved as candidates become familiar with this. Teachers are encouraged to continue to make use of these in their assessments.
- The trading stock proved challenging to candidates in both tackling the multiple adjustments and presenting their calculations of the deficit.
- Some candidates displayed limited exposure to the various types of stock adjustments as well as the offsetting of the rent and repairs, the insurance claim (still included as an expense) and the sales margin.
- The handling of the reversal has improved as well as the identification of consumables used or left over.
- The taxation proved to be challenging to calculate as candidates mixed up balances and the signs. The use of a ledger account to ensure the correct offsetting of figures should be encouraged. In addition, the rand value versus number of shares for the dividend calculation was sometimes problematic. Candidates did not seem to enjoy the grade 12 companies adjustments included in this question. Familiarity with this should be encouraged by doing more of these exercises in grade 12.
- The provisional tax payment was missed as part of the bank overdraft calculation and the maturing fixed deposit was left out by the majority of candidates. Previously candidates were very good at the short-term loan instalment, and perhaps have not been exposed to this adjustment in grade 11.

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QUESTION 3 CASH FLOW STATEMENTS

- Terminology was problematic: "Weighted average share price" – candidates are often just taught that it is "average share price" and that "weighted" is for inventories, so they attempted the wrong calculation. In addition, the movement of cash terminology such as "utilised" and "generated" was not understood by all candidates.
- The retained income ledger account was poorly answered and indicated limited exposure to this. Many candidates knew how to use the "T-format" to calculate the account but could not complete and account with balances and totals. Many candidates tried to use the appropriation account note. Encourage candidates to bring their learning from one section of the SAGs into other sections that make use of them.
- The difference between investing and financing activities continued to pose a challenge for many candidates who then forfeited all marks for that sub-section.
- The use of brackets has improved in both note 1 as well as the cash flow statement components.
- Candidates who made use of their company T-accounts as calculations got the calculations correct.

QUESTION 4 MANUFACTURING

- Candidates may be rushing by the time they get to question 4. The question is designed to accommodate this. However, candidates misread the information given which led to errors in their calculations. In addition, they mixed up the use of the opening and closing balances.
- Candidates managed the space and calculation use very well and capitalised on the part marks available.
- Many candidates did not identify the link between the finished goods and the cost of sales, but those who used a T-account did well in this question.
- The calculations of rent (with an "x") and the security allocation continued to challenge many candidates.
- The labour calculation was not done as well as in previous years. Candidates used nett and cost as the starting point, instead of identifying the gross figure.
- Those candidates who related their comment to the type of product successfully navigated the sub-question.

CONCLUSION

On the whole the candidates handled the information booklet and the question paper well. Those that were well prepared by using a variety of resources and past papers were able to excel. There is clear evidence of improved understanding, teaching and assessment in the classrooms as cluster conversations continue to create a space of shared learning for new and experienced teachers. Thank you to the teachers who submitted the feedback forms.

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ACCOUNTING
PAPER II

QUESTION 1 BUDGETS

Almost all candidates attempted the questions in Budgets. In general, the question was well answered.

The Creditor's Payment Schedule was generally well answered. Most of the candidates knew to work back from R10 446, but a few candidates were confused about where to start or which credit purchases amount to use (25%).

A few candidates also missed the second discount of 2%. Normally there is discount in the first month only. If candidates had read instructions carefully, they would have realised this.

The question for the cash budget clearly indicated that it was for the month of November. It stated that calculations needed to be shown. Those who did not show calculations were disadvantaged.

When calculating the payment of old equipment, many excluded the interest.
Another common mistake was not realising that the budget was for **one** month only, therefore many did not divide by 12 months or some multiplied by 12 months.
The donation of office supplies was also often entered into donations as well as office supplies.

The Statement of Financial Position was poorly answered. Most included interest in the answer. They also did not realise that the budget was only for one month but the Statement of Financial Position was for a year.

The GAAP principle was not well answered.

When calculating the cost of the new equipment, most candidates got the first part correct, however struggled to take out the interest for four years. Many candidates left this question unanswered.

Most candidates were able to apply the debt equity ratio but could not divide the left side by the right side to get the answer. The calculation required that the new equipment must be included but the short-term portion must be excluded. Many candidates only used the existing creditors and did not add the new equipment.

Most commented accurately on the debt equity ratio. Some candidates expressed the ratio incorrectly (for example 1 : x) and then commented incorrectly. Candidates are advised to be clearer in the terminology used and concise in their wording. It is always wise to look at mark allocation when determining the required level of explanation.

Many did not realise that the profit is retained income and is the new equity amount. This meant that they could not comment effectively. Many candidates failed to see that it was a company and spoke about drawings.

The factors that should be looked at before granting credit were well answered. Most candidates were able to identify relevant factors that showed insight into the case study. Some generic answers like gross profit/mark-up calculations, debtors' collections, etc. were given. However, this business provided a service with no credit sales which means that these candidates did not understand the case study.

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For the advice, the candidates were confused about the perspective of the question. It is always best practice to avoid general terms like "they/them". A better option would have been to use the names of the businesses for example "Copy Inc would be advised to sell the equipment because …."

It is commendable to see the improvement in how candidates answer controls. Candidates are encouraged to continue to look for practical and feasible examples. It is always important to look at the financial implications and how they can be followed up when a suggestion is made.

Most candidates were able to integrate the concept of business entity skillfully and with ease when answering about Mrs Bhengu's salary. The candidates understood the unethical nature of the transaction but called the alternative "Drawings". The case study was based on a (Pty) Ltd and therefore this was not a relevant comment. It was a confirmation that candidates do not take the time to familiarise themselves with the scenario.

Overall, reading of instructions continues to be a problem. Candidates must show calculations – part marks can be awarded if the answer is incorrect. Too many candidates are disadvantaged by not showing their working. A good understanding of the case study is vital in answering the questions. Candidates should take the time to unpack the scenario to be able to apply it.

Overall, the candidates understood the basic knowledge but struggled with the application. It is very important that they are trained to use the appropriate language. For example, in Accounting the word "current" means "shorter than a year" but the candidates used current to mean "right now."

QUESTION 2 COMPANY ANALYSIS

Almost all candidates could identify that a seven-year review would better show trends, growth and overall performance over time. However, they thought that mark-up fluctuates from year to year due to the cost price instead of a change in demand for their product, discounts, promotions and seasonal sales.

The increase in gross profit and mark-up was easily identified by most candidates, however the increases were not always supported with 2 calculations. Some candidates assumed that mark up and gross profit are the same thing. Given figures were recalculated.

Candidates were required to identify that operating expenses were increasing and make a link to the turnover increasing to form an opinion. Many commented on profitability instead of the operating expenses, and some confused operating expenses with operating activities.

Most candidates could explain two detailed advantages for Italtile to own most of the property.

Many candidates found the missing figure calculations in the Statement of financial position challenging. The liquidity calculations were marked according to their starting point. The debt: equity ratio was well answered. Some candidates used the 2021 ratios to calculate the 2020 missing figures. When the information is given in Rm, it should be used as is without adding zeros unless it is material to the calculation e.g., EPS, DPS and NAV.

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The stock turnover rate calculation was reasonably well answered. Many candidates flipped the calculation, did not use average inventories or calculated months or days.

The comment required candidates to recognise both the improvement and the link to whether this was a satisfactory rate for the stock type specific to Italtile.

The drop in the current ratio from 4,6 : 1 to 2,28 : 1 was an improvement and required them to give a reason why this was an improvement. Candidates should consider all of the components of the ratio before answering. They must stay clear of norms as they are no longer relevant. Having an overly high current ratio does not equate to good liquidity management. In fact, it could highlight idle cash or paying creditors really quickly. When this ratio decreases, it brings better balance to the ratio which makes it an improvement.

Candidates were required to analyse the cash flow movement shown in a given seven-year review. Most candidates were, in general, able to identify where cash comes from and where it goes to. However, some candidates struggled to realise that the outflow for investing activities is a good way of handling cash since it will grow the business further.

The candidates had to refer to the case study given to write down two examples of investing activities. As a lower order thinking question, the answers given were disappointing. Instead of using the information given, a large number of candidates named general investing activities from their knowledge of cash flow. Although these examples were not wrong, they did not necessarily reflect the information provided in the case study.

Most candidates were able to calculate and comment on the return on shareholders' equity. The R000m were also handled better than previous years. However, some linked the return to gearing. Many candidates also tried to compare return on equity to the rate of inflation.

As the comment on the return was worth 3 marks, the candidates had to be substantial in their answer. Here the candidates either mentioned the increase in the return from the previous year or the fact that the directors will not earn the return from an alternative financial institution. In doing this some lost an easy mark. Candidates must be coached to answer according to the mark allocation of the questions.

They were asked whether shareholders would be satisfied in receiving a smaller amount of DPS than the EPS realised. Many did not read the question and did not compare EPS to DPS, but rather compared the DPS to the previous year. Candidates are still not reading the question. Many candidates failed to link the remaining value to retaining income

Candidates are still answering the concept of Net Asset Value poorly. Answers as "actual value", "value of assets" and even the "historical value" were given. Many of the candidates also couldn't explain the reason for the share price being higher than the NAV.

The candidates confused the purpose of the auditor's report with the purpose of the external auditor. Again, not reading the question. Although most showed an understanding of "pieces of audit evidence" it was not always linked to the case study, and a few candidates are still referring to cheques as a method of payment.

Most candidates could explain Corporate Social Responsibility. Quite a few candidates referred to "stakeholders of the company" instead of "the community". The explanation of Corporate Governance was not well handled. The discussion on the Employee Wellness Programme was well answered by most candidates.

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QUESTION 3 RECONCILIATIONS

This question was reasonably well answered by most candidates; they were much better at using the given information relating to the scenario of the business, although they sometimes did not pay careful attention to the details and made assumptions.

Candidates were unclear about the exact purpose of age analysis and tended to give general answers about the management of debtors. They seemed to be unable to distinguish between the function of the age analysis, debtors' collection schedules and individual debtors' ledger accounts. They also struggled to correct the age analysis but were better at answering the questions on controls.

The creditors' reconciliation was not well answered, with candidates unsure of whether to add or subtract amounts as well as what amount to use, i.e. difference, double, etc. Candidates also included the discount which should not have been included in the Creditors' Reconciliation Statement but rather in the Creditors' Ledger account in the books of the business.

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ACCOUNTING
SBA MODERATION

The moderation of the SBA in 2022 focused on the following aspects:

- Compliance with the SAGs document.
- Design grids for all items, with a topic breakdown for each question.
- School based moderation - evidence of moderation; not just a list that had been ticked, and a draft copy provided in the Teacher's File.
- Calibre/Rigour of tests and tasks – tasks had to be out of a minimum of 100 marks
- Accuracy of recorded results and the mark sheet used.
- Cluster Papers written on the same day.

COMPLIANCE

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

Files submitted digitally need to have individual folders for each of the sections mentioned in the SAGs documents; Admin, Prelim, Control Test 1, Control Test 2, Control Test 3 and Task. Navigating a 335-page scan makes the moderation process very difficult and unnecessarily long.

The files of most of the new schools and new teachers were of a high standard and SAGs compliant. There are schools and teachers that are in need of intervention and assistance. These are schools that have clearly not attended cluster groups or worked with the requirements in the SAGs. Most new schools have worked closely with their cluster groups. A cluster prelim is a good way for a new school to ensure compliance and the correct standard.

The check list in the SAGs needs to be followed with regard to administrative compliance as this makes the moderation process much easier. A final cluster meeting should be held to check for administrative compliance (documentation), especially the accuracy of the mark sheet. A mark sheet is available from all regional moderators or from Jack Moshia (moshiangwako@gmail.com). Moderated marks should be transferred onto the mark sheet.

DESIGN GRIDS FOR ALL ITEMS

The design grids continue to improve but are still not of the required standard. Topics need to be broken down in each question so that the cognitive level assigned to the question is clear. A design grid justifies that the paper is of the correct standard and that it is fair for all candidates.

SCHOOL BASED MODERATION

Moderation of the preliminary examination was excellent; the cluster groups are working well and these exams have being moderated. Proof of moderation should be included in all files and attached to the relevant assessment.

Teachers using a cluster paper must ensure that they have done pre-assessment moderation. This will confirm that they are in agreement with the rigour of the paper. Confirmed dates for cluster papers need to be provided. Prelim Papers should be dated and the name of the examiner and moderator stated on the cover.

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The cluster prelims continue to be a concern as there is not always clear evidence that these exams are all written on the same day by the various schools. Writing a common exam on different days compromises the assessment and brings its validity under question.

All control tests and tasks need pre- and post-assessment moderation. Evidence of pre-moderation has improved and teachers are including draft copies in their files. This gives a clear indication that the paper has been checked. The post assessment moderation continues to be a problem; although the forms have been completed there is sometimes no evidence of moderation in the pupil's files. The moderation tools are ticked but it is clear that no moderation has been done.

Candidates' marks are not accurate as the formulas are not correct on the mark sheets. The mark sheet should be linked to the candidate's cover sheet; this will ensure that all marks are changed.

CALIBRE/RIGOUR

Prelim exams were of a high standard. The quality of the control tests is improving and there is evidence of 'Paper 2 type tests'. Teachers are giving learners a choice but need to ensure that the individual choice still covers a range of topics.

As only one task needs to be completed, the task needs to extend the learner beyond the classroom and give them more insight into answering the analysis questions in the exam papers. The minimum of 100 is not always being adhered to.

ACCURACY OF RECORDED RESULTS

There must be an IEB computer generated rank order sheet in the Teacher File. Principals are signing the IEB rank order sheet and this is no longer a concern. Most teachers have used the format of the mark sheet from the SAGs document. The headings of the mark sheet need to be adjusted to the school's requirements and the formula adjusted to the total.

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

Excellent work continues to be done by the Accounting Teachers. Cluster groups are willing to share tasks and exams and this is improving the standards of the items presented in the Files. This is also ensuring that learners are being exposed to tasks/tests of the correct standard and is preparing them better for the final examination.

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AFRIKAANS HUISTAAL
VRAESTEL I

Die 2022 nasiensessie is weer flink en vaardig voltooi deur 'n span van agt nasieners en twee senior nasieners wat die eksaminator ondersteun het. Die aangename gees in die nasienlokaal het verseker dat al die take (nasien, optel, administratiewe takies) met geesdrif uitgevoer is. Almal was bereid om te help waar nodig, en gemoedelike gesprekke het die band tussen die spanlede versterk.

Die drie nuwe nasieners is vinnig ingetrek deur die meer ervare spanlede deur kollegialiteit en professionele leiding. Dit is uiters belangrik om hierdie nasientyd as 'n aspek van indiensopleiding te beskou. Elke spanlid leer jaarliks meer omtrent die vak, nie alleen by mekaar nie, maar ook by die kandidate wie se werk ons nasien. Jaarliks is daar net-net genoeg nasieners, al is die groep kleiner as die aantal nasieners wat die IEB toelaat. Dit is dus uiters belangrik dat soveel as moontlik van die kollegas in die vak aansoek sal doen om te kom nasien.

Die senior nasieners se werk moet uitgesonder word. Hulle moderering van die nasieners se werk is van onskatbare waarde en versterk die eksaminator se oorsig oor die nasiensessie as geheel geweldig, wat die taak baie ligter maak. Hulle is deeglik, vriendelik, professioneel en deel van die rede waarom ons al ons kollegas kan verseker dat die nasienproses tot voordeel van die kandidate strek.

My samewerking met die eksaminator vir Vraestel II is elke jaar 'n riem onder die hart. As 'n vorige Vraestel I-eksaminator dra sy ruimskoots by tot die verfyning van my vraestelidees, en tydens die nasiensessie is ons gesprekke, ook oor ons geliefde vak, verruimend en verrykend.

Die ondersteuning en werk van ons interne moderator was ook weereens (en vir oulaas) uiters belangrik. Wanneer 'n skrif gemodereer moet word en haar pers pen het reeds 'n spoor daarin gelaat, kon ek 'n sug van verligting slaak, as gevolg van haar deeglikheid en deernis met ons kandidate. Haar leiding met die moderering van die vraestel verseker ook dat die matrikulante 'n realistiese uitdaging die hoof moet bied.

Die teenwoordigheid van die Umalusi-verteenwoordiger was interessant: Ons moes nadink oor prosesse en besluite wat ons oor die afgelope jare ontwikkel het en dit aan 'n buitestander verduidelik. Dit is goed om weer sulke outomatiese elemente te bedink. Hy het ons met 'n positiewe indruk gelaat.

Die begripsvrae (**Vraag 1:** die rubriek oor menseboeke; **Vraag 2:** die onderhoud oor die distopiese jeugroman) is oor die algemeen goed beantwoord. Die vraag oor die indirekte rede het getoon dat baie kandidate nie met begrip lees om die verhoudings tussen die verskillende sinsdele korrek te verstaan nie. Die vraag oor die lydende vorm is redelik goed beantwoord. Verrassend baie kandidate het nie die skrifteken (kappie) korrek kon benoem of verduidelik nie. In die vraag waar kandidate 'n rede wat begin met "Ja" of met "Nee" moes gee, het sommiges nie die instruksies korrek verstaan en uitgevoer nie. Die meerderheid het egter baie goed geskryf oor watter mensboeke hulle sou wou "uitneem", of self wou wees – in laasgenoemde geval het enkele kandidate se oorrompelende eerlikheid die nasieners nederig laat voel.

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Die teksverwerking (**Vraag 3:** kontrolelys vir die reël van funksies) is oor die algemeen baie goed beantwoord, met vele kandidate wat volpunte ontvang het. Die kandidate wat swak gevaar het, het óf hulle verwerkte teks as paragrawe aangebied óf heeltemal hul eie feite aangebied en niks uit die teks gebruik nie. Hulle het dus nie die teks verwerk volgens die instruksies nie. Ter voorbereiding van hierdie vraag behoort kandidate streng gepenaliseer te word as hulle enigsins feite van buite die teks in hulle antwoorde gebruik.

Die afdeling oor die gedigte is veel beter beantwoord as in 2021 – tot groot verligting van die nasienpaneel. Veral by die vraag oor Fanie Olivier se gedig was goeie insig en goeie uitdrukking sigbaar. By die keusevraag het veel meer kandidate die Opperman-vers aangepak as wat verwag is, en met skaflike sukses. Die meerderheid het egter die Danie Marais-gedig gekies en dit heel knap beantwoord. Die onvoorbereide gedig is ook skaflik hanteer.

Die afdeling oor visuele geletterdheid (**Vraag 8:** spotprente oor brandstofprysverhoging; **Vraag 9:** die fietsadvertensie) is baie knap beantwoord. Kandidate kan selfs beter vaar as hulle verseker dat hulle op alle aspekte van die vraagstelling in hulle antwoorde reageer. Dit kan aanbeveel word dat die GTA van 'n paar jaar gelede oor spotprente aangepas word vir 'n laer graad – dit sal die kandidate leer fokus op die strekking van 'n spotprent, asook die fyner besonderhede wat deur die spotprentkunstenaar gebruik word om 'n bepaalde atmosfeer te skep.

Ten slotte 'n woord van dank aan al die kollegas wat Afrikaans Huistaal aanbied, vir hulle deeglike werk om die matrikulante van hulle skole voor te berei vir hierdie vraestel én vir die lewe. Dit blyk duidelik uit die antwoorde wat by ons verbykom hoe die kandidate baat by hulle kontak met hierdie onderwysers. Mag dit nooit verander nie!

Tot ons mekaar weer ontmoet, by die konferensie en veral by die 2023 nasiensessie, wens ek almal 'n aangename 2023 toe.

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AFRIKAANS HUISTAAL
VRAESTEL II

AFDELING B

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 die senior subeksaminatore uitgesonder word. Julle het 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. Baie dankie aan die span wat uitstekende terugvoer gegee het en hieronder vervat is.

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. Die algemene taalvaardigheid van baie kandidate is kommerwekkend, alhoewel daar ook 'n hele aantal kandidate is wat byna foutloos skryf.
3. Die foutiewe gebruik van die lydende vorm is baie algemeen i.t.v. "was" in plaas van "is" by lydende vorm wat in verlede tyd gebruik word.
4. Nalatige spelfoute en swak sinskonstruksies was redelik algemeen.
5. Voorsetselgebruik was deurgaans problematies.
6. Kandidate sukkel om in 'n formele register te skryf.
7. In Afdeling A gebruik baie kandidate die term "boek" in plaas van "drama" of "roman".
8. 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. 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 – veral by die dramateks!
9. Rofwerk moet duidelik aangetoon word en doodgetrek word.
10. 'n Handige aanbeveling vir toekomstige eksamens is dat daar aan die begin van elke vraag (soos in Vraestel 1) 'n tydsaanduiding gegee word, bv. Vraag 1 (verpligte vraag) ongeveer 50 minute; Vraag 2/3/4/5 (keusevrae met meer leeswerk EN langer skryfwerk) ongeveer 70 minute; Vraag 6 ongeveer 25 minute en Vraag 7/8 ook ongeveer 30 minute (keuse verg effens meer leestyd). Dan is daar ongeveer 5 – 10 minute oor om vinnig seker te maak of net weer te kyk of daar nie agterlosige spelfoute, ens., is nie. TYDSBEPLANNING WAS BY 'N HELE AANTAL KANDIDATE 'N ERNSTIGE PROBLEEM.

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Vraag-spesifieke opmerkings:

VRAAG 1 *DIE DAG IS BROS* – MINI-ESSAY

- Die vraag is (soos verwag) oor die algemeen effens swakker beantwoord as die prosavrae. Sommige kandidate het slegs op Brian gefokus en die ander karakters het nie na behore ter sprake gekom nie – veral Irma se rol ten opsigte van taalgebruik is bloot weggelaat of verkeerd gebruik. Bitter min het Elsa se opsetlik moderne tipe woordgebruik (wat sy een keer spottenderwys met Tersius praat) ter sprake gebring.
- Inleidings is steeds problematies waar sommige leerders nie standpunt inneem nie.
- Goeie beplanning vir die mini-essay maak 'n groot verskil! Onbeplande argumente laat egter groot leemtes.
- Heelwat kandidate het nie al die nodige aspekte betrek in antwoorde nie. Die kolpunte was juis daar om leiding te verskaf waaraan die kru taalgebruik van veral een karakter te ondersoek en te meet aan die verskeie sosio- en geolekte van ander karakters.
- Oor die algemeen het leerders duidelik nie geweet wat die term 'dramatiese handeling' beteken nie.
- Heelwat leerders het ook taalgebruik met karakters se gemoedstoestand (wat wel in taalhandelinge uiting kry, maar hier nie ter sprake is nie) verwar en sodoende nie vraaggerig gebly nie.
- Vooraf geleerde opstelle wat tydens eksamens gepaneelklop word om by die vraag te pas, dui op swak voorbereiding. Sekere sentrums val steeds in hierdie strik.
- Nietemin het leerders steeds verbasend goed gevaar in 'n vraag oor 'n nuwe drama wat 'n redelik spesifieke aspek van die drama getoets het.

BAIE BELANGRIK:

Leerkragte moet hulleself asseblief daarop toespits om leerders se (aangeleerde) vooroordele teenoor geolekte soos Kaaps teen te werk. "Swak taalgebruik" het van toepassing op kru taal en het niks te make met die verskil tussen Standaardafrikaans en sosio- of geolekte nie.

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, rigtingwysers 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 skryfwerk.
- 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.
- Motiewe en temas wat deur die voorblad aanhangig gemaak is (Vraag 3 en 5), is dikwels nie akademies hanteer nie en lei dikwels tot storievertel. 'n Fout wat 'n hele aantal kandidate in Vraag 3 en 5 gemaak het, was om bloot die voorblad te beoordeel sonder om die temas/motiewe sinvol te bespreek. Die term "motiewe" is bloot deur sommige gesien as "redes waarom 'n karakter iets doen". Hulle het dus die literêre begrip verkeerd verstaan.
- Slotparagrawe verdien meer aandag en is in hierdie vraestel redelik meganies beantwoord.
- Heelwat vindingryke antwoorde was 'n feesom te lees!

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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, 'n uitgebreide eksamen en 'n vakansie in die vooruitsig. 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.

Paragrafering was opvallend afwesig in die transaksionele tekste wat aangebied is.

VRAAG 6 DIE OOGGETUIEVERSLAG

- Die formaat het hier dikwels gevarieer of was geheel en al afwesig.
- Die gegewe inligting in die vraestel het 'n hele paar kandidate effens onkant betrap omdat dit inligting is wat hulle wel moes lees en daarna moes bepaal wat bruikbaar was en wat nie hoort in 'n ooggetuieverslag nie. Baie kandidate het hierdie onnodige inligting (wat geensins deel is van die spesifieke oggend se gebeure nie) in hulle ooggetuieverslae ter sprake gebring. Hulle het duidelik gewys dat hulle NIE WEET dat 'n ooggetuieverslag van die Saterdagoggend se gebeure, NIE die aand se braai en ander inligting moet bevat nie. Heelwat kandidate het ook bloot nagelaat om die verslag te onderteken (of selfs hul naam onderaan te skryf).
- Die doel en teikenleser is dikwels ook nie volgehou nie en kandidate verval in speurwerk, karakteroordeel en spekulasie wat verseker nié in 'n ooggetuieverslag behoort nie.
- Hier het almal wel geweet dat die eerstepersoonverteller gebruik moet word.

VRAAG 7 DEKBRIEF/AANSOEKBRIEF

- Die e-posformaat het menige onkant gevang. 'n Groot getal kandidate het die formaat van die adres en titel waaroor die brief handel, foutief gebruik of uitgelaat. Sommige het die formele brief se adresformaat en die e-posformaat gekombineer. 'n Hele paar kandidate het Engelse terme "To" en "From" en "Subject" in die adresgedeelte gebruik (hoewel hulle nie hiervoor gepenaliseer is nie).
- Hier was die gegewe inligting (CV) ook vir sommige 'n groter uitdaging. Hulle het nie slegs die bruikbare inligting vir die dekbrief uitgelig nie, maar vir hierdie aansoek as kelner soms die fokus op onbelangrike dinge in die gegewe CV gebruik. Enkele kandidate het slegs al die inligting in die gegewe CV oorgeskryf.
- Sommige kandidate het nie in die eerstepersoon geskryf nie, maar namens Jannie of Janie aansoek gedoen. (Die opdrag dat jy vir Jannie/Janie moet help om die dekbrief te skryf, is deur sommige kandidate misverstaan.)
- Die register is dikwels foutief gebruik. Die terme "jy" en "jou" het dikwels voorgekom. Die gebruik van die afkorting "mnr." sonder 'n naam/van is volgens die AWS foutief, maar dit is in heelwat kandidate se briewe verkeerd gebruik.
- Die foutiewe gebruik van 'n hoofletter "U" het dikwels voorgekom.

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VRAAG 8 KLAGTEBRIEF

- Hier het 'n hele paar kandidate namens Jannie/Janie die klagtebrief geskryf.
- Weereens die foutiewe e-posformaat of 'n kombinasie van 'n formele klagtebrief en 'n e-pos of selfs slegs 'n formele brief met twee adresse.
- Foutiewe register waar "jy" en "jou" gebruik is.
- Die afkorting "mnr." Is dikwels sonder 'n van gebruik. Enkele kandidate het ook slegs die naam van die ontvanger in plaas van sy/haar naam en van geskryf.
- Sommige kandidate het baie arrogant gekla en selfs die werkgewer gedreig en beledig. Dit is onvanpas.
- 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 onsself verbind tot die korrekte spelling of gebruik van die volgende onhebbelikhede in ons eie klasse:

- *betekenis* vs. *mening*
- *hulp* vs. *help*
- *ook* vs. *asook*
- *vertroulik* vs. *vertroude*
- *egter* vs. *alhoewel*
- *waardeer* vs. *waardeur*
- *nog steeds* (twee woorde)
- *dieselfde* (een woord)
- *daai* x (register foutief)
- *saam met* (dit is verstommend hoe min leerders korrekte voorsetsels, indien enige, gebruik)
- *deur* (x) om (x) (hierdie infinitief word dikwels foutief in die spreektaal en veral oor die radio gebruik)
- *kortliks* vs. *kort daarna*
- *gedurig* vs. *gedurende* (let op spelling van 'gedurende')
- *alleenlik* vs. *alleen*
- *u se* (x) (besitlike vorm)
- *onderneem* vs. *verneem*
- *onder my aandag gebring*
- *beskerm teen*

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 'n hele paar kussings bygekry!

Sanet de Beer tree uit as interne moderator en namens die span wil ek haar uitsonder vir die besondere bydrae wat sy gemaak het tot ons vakgebied. Afrikaans Huistaal het waarlik floreer onder jou wakende oog, Sanet!

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AFRIKAANS EERSTE ADDISIONELE TAAL
VRAESTEL I

GENERAL

The focus of the Afrikaans FAL P1 marking panel was to ensure a valid and fair marking session.

- The examiner and nine senior sub-examiners met on Wednesday 7 December to standardise the marking guidelines to ensure that all possible answers were included. We had vigorous discussions with regard to some questions and as a result managed to get clarity with regards to the marking guidelines.
- On the first day of marking the senior sub-examiners and markers went through the marking guidelines and marked the sample scripts. Some variations on answers were added to the marking guidelines. A good portion of the first day was spent on standardisation to ensure that all markers understood and agreed to the expected standard. It was also communicated to the markers that the expectation at the marking session would be for them to adhere to the standard decided upon at the lengthy standardisation session.
- The internal moderator received the adjusted marking guidelines and moderated accordingly. He was satisfied with the process and standard of marking.
- The senior sub-examiners fulfilled an important role in maintaining standards and in offering support and guidance to the markers (and the examiner).
- The marking session was completed within the allotted time.
- Extra time was spent on checking and rechecking every script.
- The senior sub-examiners moderated at least ten percent of every pack of scripts.
- The marking session was completed without any incidents and the marked scripts were sent to the IEB during the marking session for data capturing and statistical analysis.

The following instructions were highlighted at the 2021 online conference, but we still found too many centres where these guidelines were not followed. It complicates and slows marking down significantly because markers must re-read a script because of layout.

Dra asseblief die volgende versoeke aan julle kandidate oor:

- Begin **elke vraag** op 'n nuwe bladsy. (Dit is nou op die voorblad as een van die instruksies).
- Hou by eenwoordantwoorde as die vraag dit vra.
- Laat '**n reël oop** tussen **alle** antwoorde.
- 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 (behalwe vraagnommers).
- Skryf **drie agtereenvolgende woorde** langs mekaar (nie onder mekaar nie!).
- As kandidate die *Eksamenportaal* gebruik: gee asb. aandag aan die uiteensetting.

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AFDELING A LEESBEGRIPPE

VRAAG 1 Internetartikel – Negejarige professor kry toekenning in Suid-Afrika.	• Kandidate moet besef begrip word hier getoets. As die vraag dus vir ***een woord*** vra, is dit deel van die vaardigheid wat getoets word. • Die kandidate het oor die algemeen die beste in hierdie begripstoetsvraag gevaar. • Kandidate word herinner dat as die vraag WAAR of ONWAAR vra, hulle nie JA of NEE kan antwoord nie. • Sekere kandidate het by Vraag 1.3 slegs die motivering gegee en nie WAAR of ONWAAR geantwoord nie.
VRAAG 2 Advertensie	• Dié begripvraag het die moeilikste nagesien a.g.v. moeilikheidsgraad van die vraag. • Vraag 2.3 nasieners voel die vraag sou makliker gemerk het as twee aparte vrae. • Kandidate het Vraag 2.6.2 veral uitdagend gevind, want hulle het die verkeerde voornaamwoorde in die antwoord gebruik, wat uit die aard van die saak die betekenis verander het.
VRAAG 3 Strokiesprent	• Visuele teks vereis basiese woordeskat en nasieners voel dat kandidate nie oor genoeg hiervan beskik nie en dan gebruik hulle Engelse woorde of hulle verafrikaans woorde. • Ken die Afrikaans vir lees- en skryftekens want dit kan 'n moontlike antwoord by die visuele teks wees. • Kandidate moet geleer word om leidrade te interpreteer; hulle moet kan verduidelik waarom 'n sekere afleiding gemaak kan word. • Kandidate word aangemoedig om kort en bondige antwoorde te skryf. • As 'n spelfout gelykstaande aan 'n Engelse woord is, is die antwoord verkeerd. • Kandidate moet die korrekte voornaamwoorde en voorsetsels binne die gegewe konteks kan identifiseer en gebruik. • Leer terminologie vir liggaamstaal, visuele leidrade, gesigsuitdrukking, ens. • Kandidate hoef nie hul Afrikaanse antwoorde te vertaal nie. • Woordkeuse is belangrik – as spelling die betekenis van 'n woord verander, is dit verkeerd. bv. lig/lug; merke/lyne/punte; moeilik/maklik; groot/groet; *gemaklik/maklik.* • Die interpretasie van die vraag – maak seker dat jy die vraag verstaan en dienooreenkomstig antwoord.

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AFDELING B OPSOMMING

VRAAG 4 Opsomming: Kosbestelling	• Die aanpassing in instruksie waar een of twee sinne aanvaar word, het baie goed gewerk. • Kandidate hoef nie die hele opsomming in hulle eie woorde te skryf nie. Hulle kan woorde of frases net so uit die teks gebruik. • Kandidate MOET 'n streep deur beplanning trek. Nasieners is onder druk en merk baie keer die beplanning i.p.v. die finale antwoord. • Party kandidate het hul eie spyskaart opgestel, in plaas daarvan om inligting/ feite uit die teks te gebruik. Dit beklemtoon dus weer die feit dat instruksies nie geïgnoreer moet word nie. Elke opsomming is anders. • Daar was 'n gesonde verspreiding van punte hierdie jaar. • Kandidate moet 'n akkurate woordtelling neerskryf, aangesien verkeerde lengte gepenaliseer word. Dit is die vaardigheid wat getoets word: Kan jy in 70 woorde opsom? 60–80 is die speling wat aanvaar word. Sommige kandidate het tot 100 (en meer) woorde gebruik, maar 'n woordtelling van 79 / 80 woorde neergeskryf.

AFDELING C POËSIE

VRAAG 5 Voorbereide gedig: *Taylor Swift* – Kobus Grobler	• Kandidate het gesukkel met die woord 'sintuie' – alhoewel dit al in 'n vorige vraestel gevra is. • Fout op vraestel: Vraag 5.6 *strofe 2* moes *strofe 3* lees: by standaardisering is gevoel dat kandidate steeds die korrekte antwoord uit die opsies kon identifiseer. • Vraag 5.7 – formulering van die vraag was problematies. Kon anders gestel gewees het om onduidelikheid uit te skakel. • Die merkers se insette word op die eerste dag van nasiening gevra en hulle aanbevelings word by die aangepaste nasienriglyne gevoeg.
VRAAG 6 Voorbereide gedig: *Toulopers* – Fanie Viljoen	• Hierdie vraag is oor die algemeen nie goed beantwoord nie. • Voor die hand liggende vrae is verkeerd beantwoord. • Kandidate woord WEER herinner om elke vraag op 'n nuwe bladsy te begin. • Vraag 6.1.2 is swak beantwoord omdat woordeskat ontbreek het. • Vraag 6.3 fout op vraestel: verkeerde versreël. Alle kandidate het die punt gekry, ongeag die antwoord. • Vraag 6.5 Kandidate het nie die woord 'verwyt' verstaan nie en daarom is die vraag swak beantwoord.

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VRAAG 7 Onvoorbereide gedig- *Afrika* – Dineke Volschenk	• Die nasieners het gevoel dat hierdie vraag maklik gemerk het. • Die kandidate moet weet dat die digter in die meeste gevalle nie die spreker is nie. • Swakker kandidate het die onvoorbereide gedig se woordeskat uitdagend gevind. • Vraag 7.3.1 – Wanneer die stylfiguur gevra word, moet leerders die stylfiguur noem en nie 'n definisie gee nie. • Vraag 7.3.2 – Kandidate moet geleer word dat hulle nie slegs "om te beklemtoon" as ń antwoord kan gebruik nie. Daar moet gespesifiseer word (WAT beklemtoon word). • Vraag 7.5 – Kandidate het hierdie vraag uitdagend gevind. Sommige kandidate het nie die antwoord op die gedig baseer nie en hulle het nie geweet wat "stof" beteken nie. • Vraag 7.6 – Die volle versreël móét aangehaal word én die alliterasie móét aangedui word. • Kandidate is gepenaliseer as hulle nie die instruksie gevolg het nie. • Onderwysers moet kandidate leer om alliterasie aan te dui aangesien die allitererende klanke nie altyd aangedui was nie. • Vraag 7.7 – Die korrekte spelling van die soorte strofes moet geleer word. • Vraag 7.8 – Daar is kandidate wat in hierdie vraag misgetas het. Sommige kandidate het die vergelyking verduidelik in plaas van om dit te identifiseer. • Vraag 7.9 – Hierdie vraag het uitdagings gebied. Onderwysers moet die kandidate leer om steeds die gedig in ag te neem wanneer hulle ń opinievraag beantwoord.

AFDELING D TAALVAARDIGHEID

VRAAG 8 Sinstrukture	• Kandidate word daaraan herinner dat die hele sin afgeskryf moet word en nie net die antwoorddeel nie. Die instruksie sê: herskryf die sin ... • Kandidate maak transkripsiefoute en/of los woorde uit. Ons was nie te streng hierop nie, maar kandidate moet poog om akkuraat af te skryf. • Nasieners voel Vraag 8.2 en 8.6 het langer gemerk a.g.v. die verskillende opsies wat aanvaar is, tog maak dit die vraestel meer toeganklik en regverdig vir meer kandidate.
VRAAG 9 Woordstrukture	• Nommer die vrae korrek. • Intensiewe vorme moet as een woord geskryf word. • Indien dit vereis word, moet leestekens duidelik aangebring word. • Kandidate word herinner dat spelling by Vraag 9 tel. • **Skryf al 16 antwoorde asseblief onder mekaar neer. Moet asseblief nie in kolomme beantwoord nie.** Die versoek word elke jaar herhaal.

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VRAAG 10 Kommunikasie	• Kandidate word **weer eens** herinner dat die vetgedrukte woorde nie in die respons gebruik mag word nie. • Respons moet in die **direkte rede** wees. • Nasieners het gevoel dat die scenario by die kandidate se verwysingsraamwerk aangesluit het. • Tussenwerpsels moet korrek gespel word. • **Woordtelling moet neergeskryf word.** • Kandidate moet aangemoedig word om by die woordtelling te hou: ½ punt per respons word afgetrek, dus 2½ in totaal. • Die speling is tussen 15 en 20 woorde. • Moet asseblief nie verkeerde woordtelling neerskryf nie. Nasieners tel die woorde. • Laat asseblief reëls tussen sinne oop. • Kandidate moet asseblief nie vloekwoorde as tussenwerpsels gebruik nie. Dit het BAIE voorgekom. • Let op betekenis van: *rond* vs. *om*, *vir dit* vs. *daarvoor*, *dat* i.p.v. *dit*, *tye* i.p.v. *kere*, *wil* vs. *sal*, *ken* vs. *weet*, *al* i.p.v. *almal*. Jeremy sê pa / Jeremy's pa i.p.v. *Jeremy se pa.*

Ten slotte:

Aanbevelings aan onderwysers:

- My grootste aanbeveling sal wees om jou kandidate **vaardighede** te leer en die 'n 'resep' om die vrae te beantwoord nie.
- Kyk na vrae in die konteks en voer die instruksies uit. Elke WAAR / ONWAAR / 'eenwoordantwoord' /-vraag gaan nie op dieselfde manier geformuleer wees nie.
- Herinner kandidate dat **elke vraag** op 'n nuwe bladsy begin moet word. Nie net elke afdeling nie. (By opsomming moet selfs finaal op 'n ander bladsy begin word.)
- Kandidate **moet 'n reël tussen antwoorde** ooplaat. (Behalwe by Vraag 9 waar die antwoorde onder mekaar geskryf moet word.)
- Kandidate moet asseblief poog om netjieser te werk.
- Kandidate moet asseblief in die linkerkantlyn nommer en nie in die middel van die bladsy nie.
- Kandidate moet nie in die regterkantlyn skryf nie – dit is waar die merkers punte neerskryf.
- Kandidate moet die vraagnommer boaan die bladsy skryf en dan met die vraag begin. Byvoorbeeld: Skryf **Vraag 1** boaan die bladsy en begin dan onderaan nommer 1.1, 1.2 ensovoorts.
- Moet asseblief nie met 'uitvee'-penne skryf nie.
- Kandidate word aangemoedig om 'n vraestel in een kleur pen te voltooi. Dit wek onnodige agterdog as daar met verskillende kleure / dikte penne geskryf word.

Ten slotte:

Oor die algemeen het die meeste nasieners se terugvoer getoon dat hierdie **'n billike vraestel** was. Die interne moderator was ook teenwoordig om verslag te doen oor die proses van nasiening en die gehalte daarvan. Hy het antwoordstelle gemodereer om vas te stel of die standaard van die vraestel korrek was.

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AFRIKAANS EERSTE ADDISIONELE TAAL
VRAESTEL II

AFDELING A

VRAAG 1

Woordeskat is gebrekkig en kandidate kan hulself nie goed genoeg uitdruk nie.

Onderskeid moet getref word tussen die betekenis van sekere woorde, bv. wil vs. sal, ens. Onderwysers moet asseblief vir die leerders toepaslike kernwoordeskat wat van toepassing op die roman is, leer. Indien hulle nie 'n woord ken nie, moet hulle dit probeer omskryf. Dit wil nog voorkom asof kandidate 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.

Dit blyk dat kandidate nie die vraagwoorde ken nie bv. die verskil tussen "wie" en "hoe", of "wanneer" en "waarom". Daarom het die kandidate Vraag 1.3.5 uitdagend gevind en soms misgetas.

VRAAG 2

Onderwysers moet daarop let om nie net op die skelet of storielyn in die algemeen te fokus nie. Kandidate het punte verloor as gevolg van aannames of veralgemenings, bv. Barries het nie respek vir Paul gehad nie, maar hul gee nie spesifieke verwysing na 'n voorbeeld uit die roman nie.

By die paragraaf moet leerders sinne met die relevante kernfeite skryf, nie net woorde nie. Sinne moet ook vloei en nie net as losstaande feite neergeskryf word nie.

Die korrekte gebruik van voornaamwoorde bly 'n probleem en kan dikwels die betekenis van die sin verander as dit verkeerd gebruik word. Moedig kandidate aan om eerder die karakters se name te gebruik.

Leerders moet asseblief by die woordtelling bly en die getal woorde aandui. Probeer die feite chronologies hou – dit vergemaklik die nasien.

Die woordeskat vir die voorgeskrewe werk is skraps. Die leerders ken die boek in Engels en verstaan dan nie die vrae nie. Skerp die volgende woordeskatfoute by leerders in:

- "lyk" (*like*) word gebruik in plaas van "hou van" of "soos".
- verkoop vs. gekoop
- belangstel – leerder gebruik *interest*, bv. Barries is nie interest/interessant in Olga nie.
- "alkoholik" in plaas van "alkoholis", "'n dronk", "alkoholiek", "'n drank".
- "aksident" word gebruik in plaas van "ongeluk" en "per ongeluk".
- "possessief" word gebruik in plaas van "besitlik".
- "attensie" word gebruik in plaas van "aandag".
- "taak" word gebruik in plaas van "neem" bv. Olga taak Stef se beursie.
- "want" word gebruik in plaas van "wil hê", bv. Barries want nie seks met Olga.
- "lyf" of "lief" word gebruik in plaas van "lewe".
- "agter" word gebruik in plaas van "ná", bv. Agter Stef was in die tronk, koop hy Seeplaas.
- "attraktief" word gebruik in plaas van "aantreklik".
- "wil" word in plaas van "sal" gebruik (soos die Engelse "will").

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- Leerders gebruik "wan" in plaas van "wanneer".
- "verlei"/"lei" is verwar of geïnterpreteer as die Engelse "*lay*".

Bedagsaamheid in verband met konsessie-kandidate:

Laat asseblief groter spasies tussen reëls oop. Dit sal ook help om 'n groter font (bv. Arial #14) te gebruik en elke vraag op 'n nuwe bladsy te begin. Druk asseblief slegs aan een kant van 'n bladsy aangesien dit die nasien vergemaklik.

VRAAG 3

Die woordeskat vir die voorgeskrewe werk is karig. Kandidate het byvoorbeeld: "koop" teenoor "verkoop" of "tuig" gebruik in plaas van "getuig" wat dus nie net as spelfout beskou word nie aangesien die betekenis verander.

Ook hier is gevind dat voornaamwoorde verkeerdelik gebruik word en wanneer daar na Jona verwys is, het heelwat kandidate geskryf "sy" of "haar". Onthou dat kandidate feite moet ken en gebruik om die dialoog te voltooi. Sommige kandidate het probeer om met eenwoord- antwoorde die dialoog te voltooi, wat onvoldoende was.

Vraag 3.10 se vraagwoorde is verkeerd geïnterpreteer. Van die kandidate het verwys na **waar** Jona die teddie gekry het, in plaas van **waarom** die teddie vir Barries belangrik was. Maak asseblief seker dat kandidate hulle vraagwoorde deeglik ken.

Algemene terugvoering van vraag 3:

- Alhoewel die nasienriglyne nie moeilik was nie, het die vraag stadiger (as vorige jare) nagesien.
- Die meeste kandidate het by vrae onnodig lang antwoorde (1½–3 bladsye) verskaf.
- Nasieners het gevoel dat die getal vraestelle per nasiener te veel was, omdat kandidate lang antwoorde geskryf het. 'n Addisionele senior nasiener sal ook baie help om die lading te verlig.

VRAAG 4

Die getal nasieners en hul nasienspoed was goed. Seniors voel dat hulle nie sonder die getal nasieners (en een ekstra senior nasiener) kon klaarkom nie. Dit het ook gehelp dat daar 'n "kerngroep" van nasieners was wat die proses geken, verstaan en goed nagesien het. Hulle is onvervangbaar.

Daar was 'n versoek dat paragrawe nie genommer moet word nie, dus moet onderwysers hulle kandidate daarvan bewus maak dat hulle die volgorde van die paragrawe moet volg om verwarring te voorkom.

Oor die algemeen het die nasien van die vraestel goed gevloei en paragraaf 1 is goed beantwoord. Sommige kandidate het klei getrap by paragraaf 3, kolpunt 3 as gevolg van bewoording.

Dit was tydrowend en soms verwarrend om ook taalfoute te onderstreep, maar dit is nodig om die taalpunt te bepaal. Daar word gevra dat 'n klein aanpassing op die taalrubriek gemaak word, veral by vlak 3 sodat dit verwys na inleiding "en/of slot" en nie slegs "of slot" nie.
Die meeste kandidate het 'n inleiding en slot gehad en het ook meestal by die woordtelling gehou. Maak kandidate daarvan bewus dat die oortollige sinne/woorde nie nagesien word nie.

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Waar konsessiekandidate enkelspasiëring gebruik het, was dit uiters moeilik vir nasieners om die onderskeie punte op te tel na afloop van die nasienproses. Kandidate moet ook van duidelike kantlyne en Arial #14 gebruik maak.

AFDELING B

VRAAG 5

Daar word versoek dat onderwysers meer gereeld skryfstukke met kandidate oefen aangesien kandidate nie oor voldoende skryfvaardighede beskik nie. Sodoende word taalstrukture ook geoefen. Moedig kandidate aan om enkelvoudige sinne te gebruik. Kandidate moenie meer as een voegwoord in 'n sin gebruik nie. Sommige kandidate skryf byvoorbeeld 'n paragraaf met net een sin. Daar moet asseblief 'n komma tussen twee werkwoorde van saamgestelde sinne gebruik word. Voegwoorde word ook dikwels verkeerd gebruik, bv. "as" i.p.v. "omdat" of "so" i.p.v. "dan" of "dus".

Woordtelling moet korrek aangedui word. Nasionale nasieners tel die woorde as die woordtelling ontbreek of indien 'n skryfstuk te lank óf te kort **lyk.** Onderwysers moet asseblief streng nasien by skole om die kinders reg te leer. Leerders 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.

Maak kandidate daarvan bewus dat fiktiewe name (name van vriende/onderwysers en skole) by skryfstukke gebruik moet word. Hierdie riglyne is reeds in die SAGS-dokument aangedui.

Onderwysers moet 'n kopskuif maak. Die kolpunte by die transaksionele skryfstuk moet die leerder lei en vereis kreatiwiteit. Dus is dit nie 'n kreatiewe skryfstuk nie. Kolpunte moet bespreek word en nie net aangehaal word nie. Maak kandidate bewus daarvan dat kolpunte spesifiek beantwoord moet word alvorens hulle hul idees uitbrei.

Aanhef/groet en inleiding/slot bv. goeiemôre/goeiemiddag/goeienaand (een woord) het in heelparty toesprake ontbreek. Swak taalgebruik het voorgekom, bv. "Goeie aand onderwysers". Kandidate moes sê waarom hulle die toespraak lewer of die skrywe rig. Die inleiding en slot moet kort gehou word en kandidate moet vrae vermy, bv. "Hoe gaan dit?".

Kandidate moet die opdrag noukeurig lees en kyk wat vereis word. Kandidate het gesukkel met die voornaamwoorde – julle vs. hulle; jou/jy wanneer die groep toegespreek word. Sommige kandidate het woorde bv. doelwitte verkeerd verstaan.

Kolpunte moet in (aparte) paragrawe geskryf word. Nasieners versoek dat die kolpunte bo-aan die rubriek (op een bladsy) gedruk word sodat hulle slegs na een bladsy kyk wanneer hulle nasien. Daar was ook 'n versoek dat daar weer na die rubriek gekyk moet word ten einde onduidelikheid uit te skakel wanneer kandidate een of geen van die kolpunte aangespreek het nie.

Woordeskat/Verwarrende woorde/Engels/Nuwe woorde waarna gekyk moet word:

- Engelse idiome/uitdrukkings moet asseblief nie direk vertaal word nie.
- Engelse aanhalings "…" word nie nagesien nie.
- "goeie geluk" i.p.v. "sterkte"
- "party" i.p.v. "partytjie hou"
- "want" i.p.v. "wil"

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- 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
- die verskil tussen sleg en slegs
- die verskil tussen geniet en verniet
- die verskil tussen plaas en plek
- die verskil tussen medies en medisyne
- die verskil tussen ander en anders
- die verskil tussen manier en weg
- die verskil tussen "klaar" (*finished/completed*) en "kla" (*complain*)
- jaar (die laaste twee jaar)/jare
- "laaste jaar" i.p.v. "laasjaar"/"verlede jaar"
- "lekker tyd" i.p.v. "aangename" of "genotvolle tyd"
- "subjects" i.p.v. "skoolvakke" of "vakke"
- "hard" i.p.v. "moeilik(e)" bv. Die eksamen is moeilik
- "harde werk" maar "moeilike eksamen"
- spelling van hoërskool
- "almal van julle" teenoor "*all of you*"
- trappe van vergelyking word dikwels verkeerd gebruik
- woorde met "ge"-voorsetsel, bv. gevoelens is nie 'n werkwoord nie.
- as jy iets voel/beleef in die teenwoordige tyd word dit nie "voelens" nie.
- "verlede papiere" i.p.v. "ou/vorige vraestelle"
- stres/spanning
- samestellings
- voorsetsels, bv. in skool i.p.v. op skool
- betreklike voornaamwoorde (wat + in/op/vir = waarin/waarop/waarvoor)
- Idiome/intensiewe vorme moet sinvol aangewend word
- doen jou bes (nie beste nie)
- werkwoorde + s.nw. (stel/bereik doelwitte)

Onderwysers moet asseblief onthou dat taal ontwikkel. Gebruik die HAT, AWS of die Viva-toep. Daar word gereeld nuwe woorde bygevoeg (al klink dit vir ons vreemd), bv. jol en tydtafel. Let wel dat kandidate asseblief aangemoedig moet word om keurige taal te gebruik, bv.

- voorbereiding i.p.v. preparasie
- rigting i.p.v. direksie
- toewyding i.p.v. dedikasie
- onderrig/opvoeding/opleiding i.p.v. edukasie
- afleiding i.p.v. distraksie
- aandag i.p.v. attensie
- aansoek i.p.v. applikasie

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VRAAG 6

Kandidate het baie Engelse woorde gebruik, bv. "March" i.p.v. "Maart" en is hiervoor gepenaliseer. Dit blyk dat hulle nie die vraagwoorde ken nie, bv. "hoeveel". Die woord kos of koste is ook verkeerd geïnterpreteer.

Aangesien die e-posformaat verskaf word, MOET die kandidate die formaat volg. Die e-posadres en onderwerp MOET aangedui word. Talle kandidate het te min geskryf. Hulle moet daarop let dat hulle moet uitbrei op die kolpunte en nie in telegramstyl moet antwoord nie.

Nasieners wil graag 'n vereenvoudigde rubriek hê vir die nasiening van die kort transaksionele skryfstuk om optelfoute uit te skakel. 'n Addisionele senior nasiener sal hier ook handig te pas kom.

Addisionele algemene terugvoer

Die onderskeie vraaggroepe vind dit makliker om elk in 'n afsonderlike lokaal na te sien aangesien groepe dan nie mekaar se aandag sal aflei wanneer algemene navrae bespreek word nie.

Die nasieners was baie dankbaar dat die kosstasies naby was en onnodige "looptyd" uitgeskakel is. Aangesien geen kos in die nasienlokale toegelaat is nie, het nasieners gevra of dit moontlik is dat 'n paar tafels en stoele uitgesit word sodat nasieners nie op die vloer of op trappe hoef te sit en eet nie.

Groot dank gaan egter aan die spysenieringspan vir die heerlike etes. Daar was ongelukkig nie genoeg "kospakkies" tydens die 10:00 en 15:00 teetye nie en talle nasieners het onnodig tyd verkwis deur te staan en wag vir kos. Daar was ook heelwat versoeke om uit te vind of die toebroodjies afgewissel kan word (dalk as opsie aangebied kan word) met jogurt en 'n vrug.

Die swak lig tydens kragonderbrekings was egter 'n uitdaging veral wanneer dit bewolk was of gereën het. Sonkragsakrekenaars het in hierdie geval probleme veroorsaak omdat die ligkwaliteit te swak was en nasieners moes waar moontlik buite die lokale nasien.

Daar was 'n versoek dat die badkamers en asblikke meer gereeld skoongemaak sal word (soos in die verlede) ten einde oorvol vullisblikke te voorkom wat onwelriekend en onhigiënies is.

Die nasieners het hulle dank uitgespreek teenoor die IEB-span wat so hulpvaardig was en vir 'n ongelooflike lekker nasienweek, en 'n regverdige vraestel wat in 'n positiewe en leersame atmosfeer nagesien kon word.

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AGRICULTURAL SCIENCES

General overview

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 and Agricultural Economics.

The pivotal purpose of this examiner's report is to serve as a catalyst to improve teaching and learning through reflection and remediation at all levels. This report summarises the performance of candidates in the question paper as a whole. It is recommended that this report be read in conjunction with the November 2022 Agricultural Sciences question paper since particular references are made to specific questions in the respective paper. This will enable teachers to establish a baseline for the new cohort of Grade 12 candidates in 2023, develop strategies for differentiated learning and provide a frame of reference for the development and design of school-based assessment during the course of the year.

The performance of candidates in the 2022 examination was encouraging and an improvement was noted compared to previous years. This might be because the format of the paper is becoming more familiar to the teachers, who can then prepare the candidates sufficiently. From the marking, it became evident that the candidates were well prepared, hence the results were encouraging and have shown an increase in performance. There were a few outstanding results, leading to distinctions.

QUESTION 1

The performance of candidates in Question 1 showed improvement in comparison to previous years, but some are still guessing especially in the multiple-choice question. It is also a concern that some candidates are leaving blank spaces in the multiple-choice question. Although the content of Question 1.3 on soil texture diagram is not explicitly highlighted in the SAGs for grade 12, it forms the basis for soil surveys and soil classification. Performance in Question 1.3 was high with an average of 9/12, hence candidates were not disadvantaged by this question. Price elasticity of demand and supply in Question 1.5.3 presented a challenge 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 practice in these types of questions would be of great benefit to candidates.

QUESTION 2

The question was mainly covering soil degradation, soil surveys, soil classification and precision farming. Candidates performed exceptionally well in 2.1.2 and 2.1.3, on aims of soil surveys and identification of soil horizons from a soil profile. The responses in Question 2.3.1 to 2.3.5 indicated that candidates were unsure of precision farming. Although some candidates could identify the concept, few could relate to the aims of precision farming and there were very few correct responses to the use of the GPS and the GIS.

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QUESTION 3

This question covered agricultural marketing and animal health. Although some candidates could not identify the type of marketing in 3.1.1 as free marketing, the majority of candidates got the full marks in Question 3.1.2 and 3.1.3. The skills of drawing a graph were tested in sub-question 3.1.3 and candidates showed improved understanding of the criteria to be followed when drawing a graph. Most candidates managed to get full marks on animal diseases especially 3.2 and 3.3. From the results in Question 3.1.4, it is evident that the candidates struggled with differentiation between marketing and selling and very few marks were obtained in the question. Question 3.1.6 was also very poorly answered with candidates not being able respond to the different approaches to marketing.

QUESTION 4

The question covered plant reproduction, production factors, genetics, demand and supply.

In Question 4.1 candidates just wrote 'fertilization', instead of 'double fertilization', losing 1 mark, and in the follow up question they also referred to the definition of fertilization only. Candidates performed very well in Question 4.2 and 4.3. Few candidates interchanged the X-axis and the Y-axis in Question 4.3. Teachers should emphasize the dependent and independent variables when drawing a graph. Furthermore, in a supply and demand graph the price is always on the Y-axis and the quantity always on the X- axis. Candidates could not identify the types of capital in Question 4.6, resulting in the rest of the table being incorrectly answered. In Question 4.8 candidates were asked to identify the breeding method and state its benefits, and the performance was exceptionally good. There was clear evidence of a sound understanding of cross breeding and its advantages.

QUESTION 5

The question covered the content on production factors and animal reproduction. Candidates performed exceptionally well in Question 5.1 especially with calculations. The performance in Questions 5.1 and 5.2 showed that candidates' understanding of production factors was excellent compared to previous years, however, there were still candidates who confused problems associated with labour and those for capital. Majority of candidates managed to classify the factors of production depicted in the picture. Candidates did well in Questions 5.3 and 5.5. In Question 5.4 some candidates struggled to re-arrange steps involved in artificial insemination listed in the question paper.

QUESTION 6

The performance of candidates in Question 6 showed a marked improvement in their ability to write a coherent essay.

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ARABIC SECOND ADDITIONAL LANGUAGE
PAPER I

General Comment

We are once again very happy that the marking process for December 2022 was completed as anticipated i.e.: both smoothly and timeously. The examiner, moderator and marking panel for Arabic are very pleased and satisfied that the examination papers for October/ November 2022 were of a very good standard. The different levels and types of questions provided sufficient opportunity for the average learner to pass and also allowed the above-average learner the opportunity to perform well.

Likewise, it was clearly evident and very gratifying to note that the efforts and interventions made by the examiner, moderator and other stakeholders, during the national and provincial conferences, held specifically for the purpose of assisting educators and improving the learning experience of learners, have proved to be very beneficial. This is corroborated by the fact that the pass rate amongst learners in the lower end has shown a significant improvement. We all agree that the annual conferences cum workshops are extremely beneficial. It is also significant that the quality of work in the learners` portfolios of the majority of the schools has significantly improved and that most schools are meeting the relevant criteria and standards set.

Our heartfelt congratulations to all the learners, teachers and their respective schools. We appreciate their untiring efforts, commitment and dedication despite the many challenges. It is relevant to mention that the Arabic examinations compare favourably in quality to the general examinations and assessments standard and norms.

We also take this opportunity to express our gratitude and appreciation to the IEB for its role in facilitating the assessment of Arabic at Grade 12 level and for doing everything possible to ensure that educators, examiners and moderators of Arabic are empowered to constantly improve the teaching, learning and assessment of Arabic in schools.

General Remarks

- The paper was well received, and the majority of the learners answered well.

SECTION A

- This is unseen and a large portion of it assesses comprehension, language and grammar.
- Question 3 to 7 were not answered as well as expected. Educators must constantly revise all grammar with emphasis on practical application. They must make use of past exam papers extensively.
- Vocabulary, together with synonyms, antonyms, duals and plurals, must be continuously revised.
- Exercises in translations, both from Arabic to English and vice versa would certainly benefit learners.
- All oral texts must be meticulously and repeatedly revised.
- Many learners answered the part/subsidiary questions – significant improvement on previous years. However, learners are still erring in numbering questions/answers.

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- The typesetting, font and print quality of the question papers including the source material were of an excellent quality and no errors were detected or reported. We acknowledge the role played by the external moderator in this regard.

SECTION B

- Section B comprises of the literature component and the "seen" part of the question paper.
- There is clear evidence from the results that educators are making a concerted effort to teach and prepare their learners. This is indeed commendable.

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ARABIC SECOND ADDITIONAL LANGUAGE
PAPER II

General comments

The typesetting, font and print quality of this question paper including the source material were of an excellent quality. However, an error in the paper produced by the GDE was detected in the numbering of Question 2. We acknowledge the role played by the external moderator in this regard.

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

- Many grammar errors were detected. Therefore, proficiency in grammar rules, appropriate vocabulary, register and tone must be developed, practised and applied.
- The regurgitating of previously memorised essays has been significantly reduced and so is the copying of source material. We should aim to completely eradicate these practices.
- Learners must be provided with more opportunities to practice both creative and transactional writing. This includes greater interaction between learner and educator.

SECTION A

QUESTION 1

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

SECTION B

QUESTION 2

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

- A very small number of learners misinterpreted the requirements.
- Very few learners could not respond to a specific situation and merely reproduced the text.

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SECTION C

QUESTION 3

Candidates were required to write an unspecified dialogue using the stimulus provided and many of them did. Learners were instructed to provide an introduction which they did. The majority of the learners scored good marks. Educators are reminded that any aspect of the curriculum may be assessed.

QUESTION 4

The format and structure of the letter was well adhered to. The majority of the candidates were able to use the stimulus entries to formulate appropriate responses. The majority also used appropriate verbs and correct tenses. This is indeed very pleasing, however, for some learners, the conversion of time from numerals to words proved challenging.

CONCLUSION

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

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

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

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BUSINESS STUDIES

SECTION A

Candidates were able to score 60% or more in this section: Question 1 (Multiple Choice), Question 2 (Choosing the correct word from the list given and completing the statement), and Question 3 (Legislation Act and Fair/Unfair). In addition, they seemed to have coped well with the 3-mark multiple-choice questions, which demanded higher-order thinking.

SECTION B

QUESTION 4

4.1 It is essential that candidates refer back to the case study when asked to do. While several candidates were able to define sustainability, many did not link their responses to the case study as required.

4.2 Majority of candidates responded to this question correctly. It is, however, concerning when an entire centre is not able to complete the question. Candidates need to be encouraged to only answer the question and not to provide unnecessary justification.

4.3 Candidates need to read the question carefully and to respond accordingly. The question required candidates to name three elements; the question did not expect candidates to elaborate on these 3 elements. Some candidates provided an explanation of the triple bottom line and did not answer the question as expected.

4.4 When approaching this question, candidates needed to discuss the demands from the stakeholder perspective. While the majority of the candidates completed the question correctly, several candidates provided a definition for each stakeholder from the business perspective and thus could not complete the second part of this question.

4.5 This question was poorly responded to by the majority of candidates. It is vital that candidates are able to make use of all tools as mentioned in the SAG document. Candidates need to ensure they are able to practically make use of the tool, linking to the IEB theme of the year.

4.6 Candidates needed to make use of an example as part of their discussion. It is important that candidates are exposed to the use of relevant examples of the IEB theme throughout the year.

4.7 While many questions may require candidates to provide learnt content, candidates are also expected to "create" business related strategies as part of their response to higher cognitively demanding questions.

QUESTION 5

5.1 Majority of candidates were able to define the term entrepreneur correctly. Candidates do need to look at the mark allocation when planning the length of response; only two relevant facts were required.

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5.2 Candidates were generally able to provide three entrepreneurial characteristics. No additional credit was given for explaining each of the characteristics. Candidates need to be taught to answer only the question; providing additional responses takes away time from other questions.

5.3 The question required that candidates explain HOW professional and ethical business practice could be ensured. It is vital that candidates look at the expectations of the question and do not simply write down a definition. While part of the argument could have been the definition, candidates were expected to explain the HOW element of the question.

5.4 Majority of the candidates were able to name the type of conflict and discuss the impact that this would have on the business. However, candidates struggled to provide adequate recommendations to manage this conflict.

5.5 Majority of candidates performed very well in this question. It is important that candidates only provide what is being asked for; if candidates are asked to provide four, they must understand that only the first four will be marked, answer five, six etc. will not be considered.

5.6 Candidates were expected to show understanding of the various components of a salary package. There was generally a very poor understanding of a CTC package. Candidates also did not fully understand fringe benefits. It is vital that they are exposed to all topics of the SAG document. Where applicable candidates may be asked to complete business calculations.

5.7 Several candidates confused brand extension with brand stretching. Candidates must focus on the demands of the question. While many candidates provided a definition for brand extension, the demands of the question required the candidates to explain HOW brand extension could be used by the business.

5.8 Majority of candidates provided three factors for building a strong brand. Many candidates went on to explain each of the brand factors. Again this is an example of candidates not answering what the question is asking, and thus wasting time.

5.9 While the majority of candidates were able to identify two elements of the marketing mix, many of these candidates provided an explanation for the marketing mix identified and did not explain the strategy that was required.

QUESTION 6

6.1 The question was generally well answered; several candidates were able to discuss two sound reasons for substantive fairness. Only a small number of candidates confused substantive fairness with procedural fairness.

6.2 While this was a lower-order thinking question, many candidates confused the various industrial action activities by not understanding the details that make up each industrial activity.

6.3 Many candidates were able to identify requirements for a valid insurance contract; however, candidates seemed to struggle to explain these to the required depth.

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6.4 Candidates were easily able to discuss the advantages of being covered by insurance.

6.5 Several candidates responded to the question by providing the type of compulsory insurance. Candidates must remember that the insurance types need to be linked to the type of insurance that a business could take out.

6.6 While most of the candidates understood investment options, many had misread that they needed to evaluate investment options using risk, return on investment and timelines as criteria. Candidates must be encouraged to read the question in full and to respond to the demands of the question. Looking for business terminology and writing all they understand about these words does not answer the question effectively.

SECTION C

QUESTION 7

- The **General Retailer** theme has been known to teachers for a two-year period. Candidates were thus expected to understand the theme and apply theoretical knowledge to the business context (theme) to the question. Some candidates were able to apply the theme superbly, while others were not adequately prepared to demonstrate insight and an understanding of the particular theme/context. Candidates must be exposed to the requirements of the HOT rubric while the theme is being discussed throughout the year.
- Candidates were very comfortable with the format of a business report, when compared to previous years.
  - The business report format should consist of the following:
    - Date, addressed to the relevant person, topic, structure (headings, sub-headings and paragraphs) and signed by the person that compiled the report.
  - Almost all candidates used the correct format. It is concerning that there are a few centres, where all candidates received a zero for format.
- Focus needs to be placed on the writing of introductions and conclusions. There are still a large number of centres where candidates are still just repeating the question or case study. Candidates should use the introduction and conclusion to show the links between sections/ topics in the question. There has been an overall improvement with regards to the linking of topics within the question. Candidates must be reminded that simply rewriting the introduction as the conclusion is not acceptable.
- Current affairs must be used to add value to arguments or the discussion. It is important that candidates do not just mention current affairs but are able to integrate them into the given theme and to all SAG topics. Candidates need to be exposed to current affairs, as part of the general classroom teaching. It is important that candidates practice the application of the theme, by 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. It is important that candidates demonstrate an understanding that a business does not consist of "different chapters" (sections examined) but that different areas of the business are interrelated, and that this breadth and depth of understanding is demonstrated in the answers. Candidates must be able to show the link between the various business topics.

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- A number of candidates are still not substantiating / motivating their statements sufficiently. Factual "textbook knowledge" is assessed as part of Lower Order Thinking, but candidates should be encouraged to explain WHY (How, What, because of) they made these "factual statements". In order to master this skill, candidates should be encouraged during class discussions to not simply answer the question posed, but to explain WHY they made certain statements and also what the other side of the argument could be.
- Many candidates missed the creative problem-solving aspect of the question. Candidates must identify the business-related problem/s and assess the impact this problem/s will have on the business specifically. In this question candidates where required to look at risks. Candidates must look at providing solutions that are well implemented, showing that they have understood the breadth and depth of the problem/s at hand.
- Candidates need to be encouraged to look at the quality of their response, rather than how long their response is. They should spend an appropriate amount of time on the HOT section of the rubric, focusing on Application and Problem Solving.
-
- Candidates were required to look at management tasks and management competencies to manage risk in a business. The majority of the candidates used both tasks and competencies in their responses, demonstrating a well-integrated discussion.
- Factual content /knowledge ranged from poor to excellent, with the majority of answers demonstrating that the topics (management tasks, management competencies and risk) were well taught and understood.
- Candidates cannot just list possible risks, they need to discuss the impact they have identified and provide a "possible" strategy the business could use.
- A number of centres did not show the link between the different sections but answered them as separate sections.

CONCLUSION

The significant improvements in the quality of the candidates' answers were encouraging. It was clearly evident that they have come to grips with the demands of the subject and the SAGs. It is however concerning that some entire centres received zero for the balanced scorecard and the corporate governance questions, which suggests that these sections were not taught or taught to the required depth.

With look forward to the continued growth in our subject, producing candidates of a high calibre.

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BUSINESS STUDIES
SBA MODERATION

General Comments

Thank you to all Regional Moderators for their hard work in this year of electronic moderation that will now become standard. The general level of compliance of Business Studies Files was excellent, and Business Studies teachers are commended for their hard work and dedication.

Administrative compliance and organisation of files were of a high standard for both digital and hardcopy files. The current theme (General Retailers) was once again effectively integrated and applied in all assessments. New schools and/or new teachers are commended for their level of compliance in 2022. This is definitely due to effective collaboration and networking between teachers.

All Teachers are encouraged to continuously work closely within their cluster groups as this encourages the maintenance of standards and best practice. It must be noted that the accuracy of mark sheets and the transferring of marks to learner cover sheets were much improved and consistent throughout.

Pre- and post-assessment moderation checklists are common and appreciated. However, there is a danger that the use of these can become a superficial tick-box exercise which is quickly completed with limited qualitative, authentic evidence of moderation being provided. It is critical that a Business Studies teacher is moderating assessments as moderation requires subject matter expertise. Moderators 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.

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

Teachers expressed their individuality this year and creative tasks were developed. Having only two tasks in 2022 allowed teachers and learners the opportunity to focus on quality and meaningful assessment. Popular choice tasks this year were the research task, media review and oral presentation, with a significant focus on the current theme (General Retailers), this allows learners the opportunity to develop their knowledge and practical application skills.

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.

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Controlled Tests (Section A and B Type)

Teachers ensured that these assessments mimicked the final IEB examination in terms of format and theme which assists in preparing learners for the preliminary and final examinations. The mark and time allocations used by teachers for these controlled tests were fair and appropriate. Teachers are encouraged to refrain from using unnecessary lengthy source material or case study information unless this is required to answer the question.

Controlled Test (Section C Type)

The standard of assessment of the Business Report was good; teachers were creative and used innovative new sources as well as broad topics. Marking was, however, sometimes lenient on the higher-order-thinking component of the rubric. Teachers are encouraged to carefully consider the criteria outlined in the IEB rubric for Business Reports when marking and assessing.

Preliminary Examination

Preliminary examinations were 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 to the school. 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. Teachers should avoid using the previous year's common papers in their entirety, even if it is from a different province, as this compromises the integrity of the assessment; preliminary examinations become widely available the following year.

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COMPUTER APPLICATIONS TECHNOLOGY
PAPER I – PRACTICAL

INTRODUCTION

The 2022 CAT Paper 1 was well received, and a lot of positive feedback gathered from many teachers. The paper consisted of 8 questions covering all areas as per the IEB SAGs. Total marks for the paper were 180 with a duration of 3 hours. A contextual scenario was provided as a basis for the paper. The scenario was based on the history of the Internet and the World Wide Web.

QUESTION 1 FILE AND FOLDER MANAGEMENT

This question was relatively well answered but there were many candidates who still struggled with, what should be, common and well-practised skills by Grade 12.

Candidates had difficulty with moving as opposed to copying files, and the renaming of folders instead of files. However, many candidates were confident in unzipping the zipped file.

The text file, *password.txt*, was meant to be hidden, but was unfortunately not hidden in the data copying process. This was taken into account during marking.

QUESTION 2 WORD PROCESSING

Question 2 tested various word-processing skills and was the best-answered question.

All basic skills were addressed well. Some challenges experienced related to:

- Setting tab stops correctly.
- Columns with margins.
- Using the various pagination options (under Widow/Orphan).
- Accessing *References* and using the *Manage Sources* feature.

This question did take some time in marking due to the number of questions contained in one section. This will be addressed for the next examination by splitting it up into two or more questions.

QUESTION 3 MAIL MERGE

The mail merge question was answered adequately. It was a very short question. It appeared that many candidates still had difficulty in distinguishing between a merge document (where fields are to be inserted) and the *final merged document* (i.e., the completed merge, which is usually a new document altogether).

QUESTION 4, 5 AND 6 SPREADSHEETS

Question 4 was adequately answered. Conditional formatting was completed but with many candidates using multiple conditions to address just one condition. Using a named range, or naming a cell, seemed to elude many students.

Pivot tables were done well this year with many candidates able to produce a pivot table with the correct data. Changing specific field requirements (i.e., showing an average instead of a sum or count) proved slightly challenging.

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An important issue we encountered was candidates performing the correct instructions on the wrong worksheet. This was caused by candidates not reading and following the instructions carefully.

A drop-down list, created by using the data validation feature in Excel, was sometimes confused with the use of a drop-down list inserted as part of the Developer tab tools.

It was encouraging to see that macros were tackled in a much more positive way this year than had previously been the case.

QUESTION 7 DATABASE

The database question consisted of the basic skills taught in MS Access and covered tables, queries, reports and forms. The question was laid out in an order to facilitate a scaffolded approach, so tables were addressed first, then forms, then queries and finally followed by reports.

Tables

Skills assessed covered basic field property formatting, setting default values, input masks, data validation and importing data from an Excel workbook into a table. There seemed to be an issue in the importing of the data from an Excel workbook into an existing table in some cases; however, there were some candidates who figured this out and were able to import correctly.

Forms

There were only two questions on forms this year – to create a basic form and to insert a button to close the form. Most candidates were able to create the form but many inserted various objects (option buttons, for example) instead of a standard button. Candidates also confused the action of the button inserted (i.e., making it search, or moving it to the next record).

Queries

Fifteen marks were allocated to queries. All queries were straightforward. The two main areas where candidates seemed to have a bit of difficulty was knowing which lines to use when placing criteria for a field, i.e., in the same row (meaning that all input criteria had to be met) or alternative rows (meaning that one of the criteria must be met). The second area was creating a new field with a value derived from a calculation.

Reports

Reports were easily created by most candidates. Few many candidates were able to effectively apply the correct grouping to a report. Also, adding a footer to a group in an existing report proved challenging to some.

Adding fields to a report, which calculated data based on particular field values, was not a skill very well demonstrated by candidates in this question.

A number of candidates did not complete the database question. Some candidates rushed through the question to finish the examination in time – due to spending too much time on the preceding questions.

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QUESTION 8 HTML

The HTML section consisted mainly of formatting content using the appropriate tags and attributes. HREF links, list formatting and inserting images were assessed.

The <TITLE> tag and its location still confused some. This was odd because commented guidelines for the placement of code in the HTML file were provided. The comment, <!— DOCUMENT TITLE HERE-->, was located between the <HEAD> and </HEAD> tags and yet candidates seemed to somehow overlook that!

Candidates should know the difference between a TAG and an *attribute* of a tag since some candidates would create tags of their own using attribute names as tags.

There were still candidates that did not attempt this question, which might have been due to candidates spending too much time on other sections of the paper or to not knowing HTML.

GENERAL COMMENTS

The paper received many positive comments and constructive feedback from many teachers. That is encouraging – thank you.

CONCLUSION

Encourage candidates to focus on MS Access and HTML. Excel is getting better every year and Word remains the area of highest accomplishment out of all the applications covered. Instil in candidates a discipline to use a computer every day for more than just their CAT lesson and they will see their results in CAT improve too.

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COMPUTER APPLICATIONS TECHNOLOGY
PAPER II – THEORY

Thank you to all CAT teachers for their time and dedication in preparing candidates for their final Grade 12 examination.

A huge thank you to all teachers giving up their time for marking. I am sure all can take something from what they have learnt at marking and go and impart that knowledge at their various schools. The markers were complimentary on the layout of the paper and said it marked well. I want to encourage teachers to apply for marking.

QUESTION 1

This question was well answered this year. A suggestion would be to practise short questions from various papers in class with the candidates to get more exposure to such questions.

QUESTION 2

Definitions/terms/concepts/acronyms need to be reinforced with candidates. Very few candidates knew how to expand the common acronyms, especially those used every day, such as USB and GPS. As a suggestion, acronyms should be used in class every day and can be included in tests where appropriate. Candidates must be aware of the importance of accuracy with definitions/ terms/concepts/acronyms.

QUESTION 3

Candidates need more exposure to hardware devices and not only rely on the pictures in textbooks. It is encouraged that candidates explore all hardware devices, not only knowing the description of the devices but also what they look like and their functions. Many candidates did not know how to define the basic storage devices and did not know the correct computing terminology. It was noted that content covered in previous years still poses a problem for candidates.

QUESTION 4

Candidates should refrain from using brand names when asked for examples, unless specifically asked for brand names. Should there be a scenario, candidates need to answer according to the scenario and not just in general. Candidates need to read questions carefully to stay in the context of the question and know what is expected of them. The correct terminology is also important, for example to understand the difference between layout of network and type of network.

QUESTION 5

Whilst this section may not be the easiest section to teach, it is encouraged that the skills and understanding of the IPO is introduced to candidates on an ongoing basis. This can be done using examples from previous papers or the real world. Candidates could even think of examples themselves to practise IPO. Candidates should refrain from using phrases like, 'they can choose a specific format,' instead, write what that specific format actually is. Again, using the correct terminology is important.

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QUESTION 6

The question was mostly well answered. Some candidates struggled to differentiate between 'information overload' and information on the hard drive and did not know the difference between 'social networking' and networking. Please encourage the candidates to use the reading time well as many of them only read the first half of the question and assumed the rest.

QUESTION 7

Candidates struggled with this question. They could not differentiate between Reference Features, Citations and Header and Footer. Candidates need to use the correct terminology in the software packages, for example, instead of explaining how to change something to Heading 1 on the home tab, one can use the word 'Styles'. Questions from all applications need to be practised in order to answer this question successfully. Further to this, candidates must be able to understand the theory of the practical skills so that they are able to apply their knowledge when answering questions in this section.

QUESTION 8

Candidates continue to use vague/inexact terms that are too generic and do not clearly show understanding or knowledge. Terms like 'bigger', 'faster', 'space', etc. are often not awarded marks. Referring directly to specifications and using exact terminology like 'storage space', 'faster processing speed' or 'larger storage capacity' is better.

Very basic terms, concepts and specifics still pose a problem to many candidates. Mixing up storage and memory, not being able to identify specifications in advertisements or not being able to define things like ISP, USB and so forth, is concerning.

QUESTION 9

Candidates need to be introduced to new technology as technology is changing every day. Candidates did not know the difference between Virtual and Augmented Reality and the devices associated with these technologies. The correct terminology should be used, for example, candidates did not know the difference between backward compatibility and compatibility and plug-in and plug and play. Candidates must answer questions in context of the scenario. With Section C it is important to always refer to the scenario.

CONCERNS ABOUT HOW CANDIDATES ANSWER QUESTIONS

1. Students must be more specific when answering their questions – they should be more detailed. Candidates must avoid giving one-word answers when asked to explain, describe, differentiate or to list advantages/disadvantages. Why, What and How should be included when answering questions.
2. Mixing up storage and memory, not being able to identify specifications in advertisements or not being able to define things like ISP, USB and so forth. Terminology from previous years' papers needs to be revised before the final examination. Candidates that join the subject late must be up to date with all work covered from previous years.
3. Candidates must read the questions before answering – candidates do not understand the question before answering. Do not just read half of the question.
4. Candidates must use the correct terminology.

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5. Candidates must familiarise themselves with the basic terms that are associated with the Computer Application Technology subject.
6. When system technologies are explained it is advisable that educators allow candidates to search for images to see the many options that are available.
7. Focus on concepts that are closely related in wording but not the same, for example, Cloud storage vs Cloud computing, Social Bookmarking vs Social Networking, Shaped/unshaped vs Capped/uncapped, Footnote vs Footers, Topology vs Type of network, router vs switch, bandwidth vs broadband, etc.
8. When a question asks you to DESCRIBE, a simple example will not suffice.
9. New technology can be asked, so search for new technology often since technology is changing all the time.
10. Candidates may not be penalised for spelling; however, they should ensure that they can spell terms correctly, especially in expanding acronyms. Candidates need to know what acronyms stand for and not just use acronyms.
11. It is important that candidates understand that if you need to differentiate between two devices that they mention both devices in the answer and compare them.
12. Candidates must refer to the scenario when asked in a question and should answer accordingly.
13. Don't use brand names when answering the questions unless it is asked for.
14. Don't list more facts than required by the question. Candidates only receive the marks according to the mark allocation. Marking is done in order: if more than one example is given for a question that asked for one, the first answer will be marked.
15. When a question asks about advantages or disadvantages; make sure if it refers to the user/general use/technical device. When giving advantages/disadvantages, do not compare with other technologies unless the question asks you to do this.
16. Encourage students to answer the questions and not to leave open spaces, especially with the short questions.
17. When discussing the practical examination, educators must make sure candidates are aware of knowing all different features and functions of all applications to be covered in the theory paper.
18. The layout for the theory exam will remain a write-on examination.

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COMPUTER APPLICATIONS TECHNOLOGY
SBA/PAT MODERATION

FILES

- Files were generally well structured and organised. Digital submissions on flash drives made the moderation process easier.
- Please ensure that the SAGs requirements have been followed before you start compiling your Teacher and Learner Files. Include only documentation required by the SAGs. Ensure that files/folders on the digital submissions are structured in a logical order and labelled correctly.
- Electronic appendices and marksheets are supplied on the IEB websites. Make use of these to ensure accurate capturing and conversion of marks.
- All practical work must be submitted digitally for moderation. This must include your Learner PATs.
- Ensure you submit PATs for moderation. If there is no evidence of work done, marks cannot be awarded.
- All IEB assessment mark forms and declarations must be dated and signed by your school principal.
- Ensure that marks are transferred correctly from Appendix C to IEB marksheets.

SBA DOCUMENTATION AND MARKS

- The standard of Teacher Files submitted for moderation 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 indicated on the contents page and separate the sections in folders. 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 all tests and 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. Make sure that you use the correct, updated version.
- Please provide digital copies of all practical tasks, tests and preliminary examination for learners where SBA files of learners are requested for submission.
- Preliminary examination must have the same layout and resemble the final IEB papers as closely as possible. Make 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

- Due to active guidance by teachers, learner PATs have improved this year. Good topics were selected by learners. Phase 2: Task 2; however, is often excluded by the learners, but marks are allocated for this – learners must explain how the different applications will be used, integrated, and provide a detailed outline or framework for their report.
- Every school offering CAT must have their candidates PATs moderated.
- If parts of the PATs are not included in the schools' submissions, candidates PATs will be moderated accordingly, which may result in marks being adjusted.
- Include comments in the comments column of the PAT to guide moderators and to justify the mark allocation.
- Make certain that marks are allocated in the Word section of the Assessment Tools for all phases of the PAT, i.e., candidates are awarded 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.

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CONSUMER STUDIES
THEORY

Thank you for your hard work and diligence throughout the year. Your commitment to your candidates is commendable.

Layout and general impression
The write-on paper eliminated confusion regarding question numbering and answering questions in order. However, candidates need to practise this format during the year.
Candidates must clearly indicate when they are using the extra pages to answer a specific question. For example, 'see pg 35' or 'see on additional paper', and the question must be clearly referred to on the extra pages.

The following examination writing skills must be emphasised yearly:
- Follow the instructions as per the front cover of the examination paper.
- Read through the paper carefully during the reading time.
- Read questions carefully and use the mark allocation to guide the response.
- The understanding of instructive verbs in questions.
- Use the rubric as a guideline for Section D.

To respond to questions, candidates must understand the various concepts in the Assessment Syllabus. When it comes to definitions, there is a general lack of depth. Instead of simply defining the term, candidates are listing causes and/or management strategies.

Unfortunately, several candidates did not finish the paper. This was evident because question 16 was either left blank or had an incomplete answer.

It would be highly appreciated if teachers reported handwriting changes throughout an answering script to the IEB. These include the use of different coloured pens. Illegible handwriting should be reported as early as possible.

Teachers need to ensure that they are using the current SAGs 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

Multiple-choice questions were generally answered well.

Food labels: Candidates need to be made aware that when analysing food labels, they are not just looking for the fat/sugar/kilojoule content, but also the portion/serving size. Nutritional information should be calculated per 100g.

QUESTION 2 ARTERIOSCLEROSIS

As mentioned previously, definitions need emphasis. Otherwise fairly well answered.

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QUESTION 3 GUT HEALTH AND FOOD-BORNE DISEASES

Some candidates clearly did not study or were not taught about foodborne illness and gut health. This section yielded some extremely interesting and graphic responses. Candidates frequently mentioned causes, specifically fibre in constipation. They were not specific enough in their answers regarding basic information pertaining to gastro-enteritis, such as inflammation.

QUESTION 4 TYPE 2 DIABETES AND GLYCAEMIC INDEX

Candidates continue to refer to blood sugar rather than glucose. Furthermore, they did not mention intermediate glycaemic index (GI) when ranking foods. They need to b educated on Type 2 diabetes specifically; many candidates continue to refer to general diabetes. Moreover, several candidates incorrectly state that GI is the amount of carbohydrates in food.

QUESTION 5 EATING DISORDERS

Some candidates referred to a specific eating disorder, e.g., bulimia or anorexia, thus not answering what was asked. However, this question was mostly answered well by candidates.

QUESTION 6 FOOD SECURITY

Only a few candidates did not attempt to answer this question and those who did, performed admirably. Candidates frequently believe that organic food is inexpensive because no pesticides or herbicides are used. This, however, is not the case. The fact that some candidates listed food distribution/reliability as the third principle is cause for concern. This was thoroughly researched and found to be ineffective as a food security solution. Most candidates gave reasonable answers to the consumer price index (CPI).

SECTION B CLOTHING

QUESTION 7 MULTIPLE CHOICE

Well answered.

QUESTION 8 TRUE/FALSE

Candidates must respond to the question. Some candidates felt they needed to change the entire sentence when they were instructed to only change the bold print if the statement was false.

QUESTION 9 FASHION CONCEPTS

Some candidates did not attempt this question and were clearly confused. Continued accuracy marks were awarded for the fashion concepts, thus candidates were not disadvantaged if they identified these concepts incorrectly.

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QUESTION 10 PROFESSIONAL CLOTHING

Many candidates confuse formal and professional. Formal clothing is not professional attire. Candidates did not read questions carefully and frequently simply listed clothing items. Furthermore, candidates should be made aware of the distinction between clothing, appearance (general hygiene), and accessories. Candidates strayed into areas such as budgeting and did not evaluate as the question required.

QUESTION 11 ECO–FASHION

Candidates are unable to identify eco-fashion and instead just gave examples of how it is implemented. Some candidates believe that eco-fashion has something to do with the economy and the various classes that buy clothing. Candidates should be made aware that, at the grade 12 level, simply stating terms such as reduce, reuse, and recycle is insufficient – they must refer to the mark allocation.

SECTION C HOUSING

QUESTION 12

Mostly well answered. However, candidates should take care not to just respond to key words such as 'fees' and make assumptions based on this without reading the descriptions.

QUESTION 13

As previously mentioned, candidates need to focus on the question at hand. Some candidates elaborated more on the affordability aspect, indicating that the first-timers bought the houses because they were cheap. However, the question referred to homeownership. In addition, many candidates did not mention the advantages at all and forfeited many marks because they only read the first part of the question.

QUESTION 14

The question was marked similarly to an essay therefore candidates could not be repetitive.

Contracts and their contents were thoroughly addressed. Some candidates even specifically mentioned the estate agent, which was very impressive.

Unfortunately, some candidates simply used the employment contract provided as an example of other contracts, costing them marks.

Candidates should be made aware of their tendency to generalise. For example, 'all paperwork is done by an estate agent' is frequently repeated. This is simply not the case.

QUESTION 15

This question involved real-world problem-solving skills, an essential 21st-century skill, and candidates did exceptionally well in this question. Even though question 15.4 was considered 'very easy' some candidates left it out. Candidates need to be encouraged to attempt every question. In addition, they used question 15.4 to answer question 15.3, as a way to reduce waste at home - 'refill the 2 litre bottles with water'.

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SECTION D GLOBALISATION

QUESTION 16

It is commendable that candidates clearly used the rubric to guide their response. Teachers are encouraged to continue emphasising this in the future. Interdisciplinary learning was also clearly demonstrated in their answers.

On the other hand, candidates are developing the habit of simply writing facts down without clearly connecting them to the topic. They must justify and relate each point/fact to the topic. Furthermore, there was a lack of understanding and explanation of consumer behaviour. Candidates should be encouraged to write in paragraphs and to divide the extended written response into an introduction, body, and conclusion. Writing a consolidated conclusion is a difficult skill for learners to master. They should summarise all of the facts in the conclusion and identify a clear 'for or against' opinion.

Candidates rewrote information and used the text in the provided resource to answer the question when they should use the resource as a guide to answering the question.

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CONSUMER STUDIES
SBA MODERATION

This year we moderated 15 schools. Schools offering Consumer Studies for the first time, and schools selected randomly by the IEB. Despite the sample being small, the teachers are commended on the quality of work produced in 2022.

For the first time schools were given the option to submit their Files online in Consumer Studies. The online moderation ran extremely smoothly and we thank the schools for their excellent presentation and submission.

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 2022.

COMPLIANCE

- This was checked as per SBA requirements for 2022.
- 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 academic head?
- Were files completed according to the coversheets provided in the SAGs?
- 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 tasks were correct as per 2022 SAGs.
- **Consistency:** this is to determine that if the content is marked and moderated using the same moderation tool that the same result should be 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? Is enough content assessed? 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.
- Most annexures were correctly used this year.

MARK SCHEDULES

- Once again most of the mark schedules were correctly filled in.
- The majority of mark schedules in the Teacher Files were correctly completed.
- Mark schedules and ranking order forms were unfortunately not all signed by the school principals or academic heads. This was highlighted in the feedback to the school.
- The presence of any irregularities was highlighted and the relevant documentation was evident in the Teacher and Learner Files.

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DESIGN GRIDS

- These were evident 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.
- If a rubric is used to assess a task, it should include lower order and higher order thinking criteria so that the assessment is both 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.

A few schools had evidence of a moderator's signature on the front of their assessments, but unfortunately, we could find no further proof of actual moderation of these papers.

FEEDBACK TO LEARNERS

- Once again, this year there was very little evidence of feedback given to learners. As mentioned last year, assessment without feedback is meaningless as the purpose of assessment is to determine whether learners have learnt what is expected, indicate where they have got it right, and highlight areas that need to be improved and how. 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.

PRELIMINARY EXAMINATION

- All schools in the sample showed evidence of current work in their prelim exam.
- The majority of schools set the prelim as a write-on paper, giving their learners the opportunity to practise this skill.
- Some excellent papers were evident and teachers are congratulated on the very relevant questions included in their papers.
- The concern of past years regarding shared prelims was still evident this year but with schools only sharing the odd question.
- The majority of schools submitted detailed, well set out marking guidelines.
- 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 for the most part, prelims mimicked the final examination.

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TESTS

- Tests across the board were generally well set. All schools showed evidence of currency in their tests with fresh, innovative and relevant questions.
- Unfortunately there was still evidence of a few schools examining Entrepreneurship. Not working faithfully to the SAGs disadvantages learners. Entrepreneurship is only assessed in the PAT.
- All tests were accompanied by design grids and pre - and post – assessment moderation was mostly evident.

TASKS

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

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.

Case Study

- This was a popular choice amongst schools. Learners were given very interesting and credible sources.
- Some schools presented the source material as QR codes, an innovative idea.
- 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 for the most part marked using a memo. When setting this task, a design grid must be used using the correct weightings to ensure a fair standard.

Visual Task

- Numerous schools chose this task and they were extremely well done.
- If these tasks are chosen, they must be a rigorous. The task set must be at a level suitable for a Grade 12 learner.
- A few schools submitted Blogs. They were very creative and well 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 unless this is acceptable according to their school policy.
- 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 placed through a plagiarism checker.
- To authenticate the task, a hard copy of the task / slides must be printed and presented for moderation.
- Not all schools submitted a hard copy of the learners work.

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Media review

- This task involves watching a film, 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.

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CONSUMER STUDIES
PRACTICAL ASSESSMENT TASK (PAT) MODERATION REPORT

Moderation of the PAT files went smoothly in 2022, although the number of flagged schools increased from 2021. It was pleasing to note that most of the schools that were flagged in 2021 had taken heed of the feedback given and clear improvements were made.

Teachers are reminded that the PAT is a component of the examination. Hence the IEB requirements for this task must be complied with in every respect.

The main purpose of the moderation process is to establish and maintain consistency in standards across schools, against the requirements specified in the PAT framework and rubric. Strengths are commended, areas of weakness are identified and suggestions for improvement / remediation are made.

To this end, a rigorous standardisation process is conducted prior to the actual moderation of the PATs. The PAT Developer's Files were used, and the evidence submitted was interrogated against the marking guidelines to ensure consistency in understanding and judgement across the moderation panel. This enabled all moderators to moderate accurately against the rubric and ensured that the expectations set by the IEB were met in the moderating process. Once consistency and application were established within the panel, each centre was moderated by two moderators, to promote fairness and diligence.

It is imperative that the feedback reports are read and understood, and the recommendations followed to remediate any problem areas. Anyone requiring further support should not hesitate to contact the panel member in their province. This applies to anyone needing assistance.

Organisational aspects:

- The structure of the rubric and framework have changed for 2023. The changes made are mainly to the mark allocation for each section. It is essential that all teachers attend conference next year for a more in-depth explanation of this.
- 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. The schools that are not doing this severely hamper the results and progress of their learners.
- Teachers must give in depth feedback and commentary to assist learners through the process. This must be evident in the file.
- Teachers must not provide scaffolding in the form of templates to learners. The PAT is an external examination and learners at a Grade 12 level must be able to read the framework and the rubric and follow instructions provided in these documents.
- All steps of the PAT must be completed, or a non-submission form must be filled in stating the reason why a section has not been submitted. If a mark is allocated for a section and the evidence of this section is not present 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.
- First and Second Production must be done at school under the supervision of the teacher unless otherwise stipulated by the IEB. 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 in the PAT rubric. Process photos are not required.

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Documentation:

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

Overview:

- Teachers must ensure 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 to be used in marking the PAT.
- Teachers must only mark the first draft of the Learner's work.
- Teachers must avoid demanding more than the requirements that are present in the rubric of the PAT. Doing so is unfair to the learners.
- All work must be the learner's own work. The letter of authenticity must be completely with honesty.
- Marking must not be done in pencil.

Areas of concern

Step 1:

- Include a complete methodology for steps 1 through 9. Dates are only required for **ONE** term.
- Tabulation of the order of work works well but learners are welcome to present this in a different format, as long as the criteria are met.

Step 2:

- Learners must identify 4 products from three different retailers. The market research needs to show a range of products.
- Short descriptions must be given of each product.

Step 3:

- Original and adjusted recipe must have headings.
- Ingredients must be converted to logical quantities, e.g. 4.2g = 4 g
- Motivation must clearly show where the skills/techniques and criteria have been met. A suggestion is that teachers tick each criterium.

Step 4:

- Developed recipe must be included.
- Critical control points should happen where things can go wrong and affect the outcome of the product – cooking, cooling, hot-holding, cooking temperatures, etc.

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 Second Production.

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Step 6:

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

Step 7:

- Photos cannot be a repetition of what was done in Step 4.
- Photo 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 will be penalised as evidence of Second Production is missing.

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.

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 appendices.

Teachers are encouraged to use the support of the teachers in their cluster and the member of the moderation panel in their area to ensure that they are working to the correct standard.

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DANCE STUDIES

There were 66 candidates this year, indicating that fewer students chose the subject of Dance Studies. The paper was answered poorly on the whole.

Candidates must be reminded to circle the first page of the questions answered on the front page of the Answer Booklets. 80% of candidates did not do this.

SECTION A SET WORKS

Candidates were given the choice to answer on any TWO set works, ONE international dance work and ONE South African dance work. Overall, this section was answered fairly by most candidates. Candidates did not read the question and answer accordingly. Online teaching and the lack of class time were reflected in poor writing techniques. Some candidates' handwriting is becoming illegible; therefore schools are encouraged to consider using of computers/ scribes for these candidates.

The popular works were *Revelations, Ghost Dances, Bolero, Cargo* and *Four Seasons*. No candidate chose *Romeo and Juliet*.

The set works are revised for 2023 and will include TWO new works: *INFRA* and *CION*.

QUESTION 1 INTERNATIONAL PRESCRIBED WORK

In previous years this was an essay; this year the students needed to answer shorter questions. Many candidates did not number the questions and wrote essays instead. The knowledge displayed by the candidates was good with an overall grasp of the facts related to the quotation provided in the question. However, many candidates wrote incorrect information or confused the choreographers of the prescribed works.

The average mark was 17/25 for this question. Many students struggled with Questions 1.2 and 1.3. More time should have been spent exploring the dance vocabulary in setworks. In cases where the mark was below 15, it was generally due to not enough facts, or answers that were too short.

Candidates must be reminded to refer to the choreographer by his/her full name or surname, not first name only. Biographical information had many factual errors; please check your sources.

Candidates writing on *Revelations*: first section is called 'Pilgrim of Sorrow', not 'Pilgrimage' and not 'Pilgrim's Sorrow'. Sinner Man had not been written about yet – it is a part of the last section.

Candidates writing on *Ghost Dances*: it is NOT Spanish dancing and it is a military coup, not a war.

Cargo needs to be watched in its totality, not only sections.

Candidates writing on *Bolero*: must be clear which version they are referring to.

At preliminary exam level, the teachers are encouraged to mark essays more strictly and to ensure that the information is correct. Refer to your notes.

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The grammar and punctuation were particularly difficult to mark. Encourage students to plan essays before writing.

When students use symbolism or metaphorical images to describe vocabulary, they need to select their words carefully. I.e.: referring to the 'people were killed and nothing was done about it' in *Ghost Dances*; 'the dead dancers' instead of 'the villagers represent the dead;' in *Ghost Dances* – they were not fighting for their lives.

The candidates must check the mark allocation. A one-page essay will not be enough information for 25 marks.

QUESTION 2 SOUTH AFRICAN PRESCRIBED WORK

This question was not answered well. An average of 14/25 was achieved.

Candidates were asked to provide production information, yet some candidates still gave biographical information. Many students are confusing symbolism of movement and analysing movement vocabulary. Some candidates gave only general information about the work rather than describing the movement in detail. The candidates displayed good knowledge of the theatrical elements. Candidates can better analyse and evaluate the choreographer's ideas and how they translate into movement. As the essays count 25 marks, the candidates need to be able to write a sufficient amount about a work. Please revise and check notes to candidates for next year.

- *Four Seasons*: 'summer' is samba; NOT salsa, Spanish, ballroom or other.
- *Cargo:* shoes were removed to prevent the slaves from running away, it is symbolic of their freedom being taken away.
- *Cargo*: the washerwomen were not 'desperate housewives'.
- *Cargo*: the slaves wore potato sacks.

Answers that were not specific enough did not earn marks. E.g. the costumes were next level or the lights were dull.

CHOICE QUESTION

There was a fair distribution between Question 3 and 4.

QUESTION 3 TECHNOLOGY IN DANCE

An average of 55% was achieved for this question. Most candidates who answered this question did not explain themselves clearly by including what types of technology they used and for what reason. Answers such as 'I used technology in my choreography' were not awarded marks.

In the second part of the question candidates often gave the principles of dance instead of the choreographic devices or elements used. Teachers must ensure that this is covered in their syllabus. Please refer to the SAGS requirements.

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QUESTION 4 ORIGIN AND CHARACTERISTICS OF DANCE FORMS

An average of 60% was achieved. Candidates answered adequately. However, candidates were not sure of enough facts to compare two dance forms comprehensively. The candidates confused characteristics and often referred to principles instead. Some candidates didn't answer this question – the result of the work not having been taught. Please refer to the SAGS requirements.

SECTION B MUSIC

Good marks were achieved in this section.

QUESTION 5 PRESCRIBED SET WORK MUSIC

This question was answered fairly with a 7,5/12 average mark. Many facts were incorrect. Students struggled to reflect on the mood and emotions the music created as well as how the music vocabulary related to the music.

QUESTION 6 TIME SIGNATURES AND AUDIO

Candidates' answers varied, but the question was answered well. 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. It was evident that some centres had not taught time signatures or music at all. Please refer to the SAGS requirements. Italian terms were answered fairly well. We did not accept any volume terms, they needed to describe the tempo or dynamic.

SECTION C ANATOMY AND HEALTHCARE

QUESTION 7 MUSCLES

This section was weak: the average was 58%. Attention must be given to the spelling of the muscles. Candidates are encouraged to not give options such as, A: Hamstrings and Quadriceps. Only the first answer is marked. In cases where the muscles were abbreviated, the answer was not accepted.

Candidates need to revise muscle actions. Muscles and actions are an important study in anatomy. In many cases the candidates 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.

This question always carries a large proportion of the marks in this section: give the candidates as much practice as possible. They must be encouraged to read the question thoroughly – it required muscle name and music action; many did not read the question well.

Furthermore, when analysing the image, many were not able to name the correct component of body fitness. Instead of strength, many referred to neuromuscular skills, core stability and endurance.

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Where candidates needed to explain how to develop strength, many gave inadequate answers. Please refer to the SAGS requirements and textbooks; components of body fitness must be revised.

QUESTION 8 LIFESTYLE CHOICES

There are close to three chapters on lifestyle choice. This was inadequately answered, with many varied and incorrect information. For example, smoking gives you a bad back. Good answers were superficial at best. Please refer to the SAGS requirements.

QUESTION 9 ANATOMY

This was poorly answered with a 54% average. There were two candidates who didn't answer the question. Candidates didn't know the neurological reaction when stretching. When candidates were asked to give their own stretch regime for adductors, hamstrings and quadriceps, they struggled. Many students confused this for creating a warmup routine or strengthening programme. Encourage your students during practical to stretch and then to identify which muscle is stretched. This is an easy section but it needs to be revised.

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DANCE STUDIES
PRACTICAL EXAMINATION

The 2022 Dance Studies practical examinations were of a surprisingly high standard across the board – considering that these candidates were deprived of so much rehearsal time due to covid. Standards obviously varied, particularly from the new centres. The face-to-face examining process afforded the candidates a better opportunity for higher marks; however, some centres were ill-prepared for the rigour of a Grade 12 practical examination.

Some centres did not adhere to the explicit directives given by the IEB: creative essays were not present at the exam venue as required, and orals were read from cue cards. How did they know what questions they were going to be asked? Some did not even know the titles of their works. This is clearly the responsibility of the teacher.

The grooming was still lacking this year: lots 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 expectation at Grade 12 final examination level is the same as the level expected for any Advanced level examination in any elective. This is not a casual dance rehearsal but more of an expected performance. If you look untidy, then the chances are that 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 are allowed 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 still too feminine and under-rehearsed. The male candidates should be taught separately from the female candidates. 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 seems to be some cross-pollination and this is unfair to the candidates. Cross-pollination of genre in their own choreographed solo is, however, perfectly acceptable. **Modern** is not an IEB elective and yet we still see some modern work in the contemporary exams. There is a clear difference between these two genres.

Students 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 music with lyrics has been discussed at previous conferences. It disadvantages the candidates, as they choreograph and interpret the lyrics of the song, which in most cases has nothing to do with their chosen theme. This was evident in many solos and unfortunately caused unnecessary loss of marks.

The oral component was generally ill-prepared. We requested that the candidates discuss the creative process of their solos: their ideas, influences and inspirations. However, many just stood in front of us and read their essays again – if the essay itself was present at the examination. Some even had to search through their essays to find the answer to our questions. Sadly, this displayed lack of knowledge and research, or lack of guidance from Dance Studies teachers. These essays had already been marked for SBA and this again disadvantaged the candidates. This was a new cycle of choreographed solos and there should have been far more guidance from the teachers in this component. In many cases the solos lacked individuality and innovation. This component counts one third of the overall mark.

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Across all levels, the exams were well presented and pleasing. The general practical standard had been higher in previous years; however, considering lockdown and the serious loss of practical dance time, the candidates coped extremely well. Candidates should have found the time 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. Their 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 students up to the required standard for this exam. Work that is unknown, copying and not having the ability to execute the work are inexcusable.

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

Looking forward to consolidated, polished practicals in 2023.

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DESIGN
PAPER I (THEORY)

In general, the paper was reported as having been well received by both candidates and teachers.

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. In question 1 (mainly recall and application) candidates performed less well than in questions requiring evaluation, synthesis and analysis. The evaluation of the impact of a given Gestalt principle on the unseen design was frequently neglected, with many students 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 questions needing recall, often giving only part of a rote-learned answer. 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 reflecting societal values/ the rebellious attitudes. Very few candidates linked the essay theme to dissonances other than rebellion, with some very superficial responses. Essays were seldom too long. 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 ensure coverage of the curriculum specified in the Subject Assessment Guidelines. Whilst raw score data are presented in this report, it is worth noting that the Paper I examination makes up only 25% of the final result, and thus comparison between the raw score data and final result of an individual candidate is statistically invalid. However, comparing the mean score between questions does provide broad guidance on where attention should be focused.

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DESIGN
PAPER II, III AND SBA

General

The theme for 2022, Dissonance, Direction, Design was carried through Design Paper 2 and the SBA Portfolio.

The effects of Covid-19 were evident at times in the general quality of work being produced by a cohort who had been in Grade 10 (the foundation year for Design) when the pandemic hit. At times there was a sense that students were not taking full responsibility for the requirements of the subject. There was a degree of originality and creativity missing, and it was clear that there had been a great deal of intervention by teachers to get students to complete all required elements.

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

Many submissions demonstrated passion, creativity and integrity. The digital format of the submissions was also a big an improvement from 2021 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 examination work (Paper II) digitally.

- **Time management and examination format**
  The work for Paper 2 should have begun by no later than April. It was completed over the year and was presented digitally and submitted to the IEB and to the marking panel. As requested through feedback from the 2021 submission, this year teachers were given one week after the student submission date to ensure that all work was properly named, and digitally uploaded for marking.

- **Teacher portfolios for Paper III**
  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 that overarches ALL THREE examination papers. The overarching theme for 2022 in both Theory and Practical was 'Dissonance, Direction, Design'. The March delivery of the CAT (Common Assessment Task) enables the process of investigation to start, and it MUST be the first task to be completed. In this way, the CAT research informs the Practical Exam and should also form the thematic approach of theory during the year.

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

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PAPER II

COMPONENT A WORKBOOK

Workbooks were even more comprehensive, and the new proposal of more specific and targeted investigations and research and explorations in the Development phase, which is now in its second year, was approached by candidates with care, and, where candidates properly engaged in this phase before producing the final design, there was evidence that the Development phase had become even more focused. Unfortunately, there was also a great deal of evidence that the Development phase was being completed after component 3 had been finalised and many candidates were just paying lip service to the process and ticking off steps. Many of the final Designs benefitted from the required exploration of the Development Phase as more aspects were pre-researched and pre-explored. Some candidates submitted incomplete workbooks; 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 sections were mostly adhered to and showed an improvement from the previous year. Teachers had been asked to submit documentation for any incomplete work, but only a few centres did this.

Students are once again encouraged to demonstrate physical drawing skills, and to work in physical books and not be overly reliant on digital design and formatting. Students are discouraged from scanning and repeating the same drawings throughout their workbook.

Teachers are encouraged to check the submissions created by the students before submitting the files for marking; quality, legibility and layout should be in line with the extensive guidelines that have been provided. Additionally, teachers must please ensure that all submissions are correctly named as per the instructions that were disseminated.

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 continued to ignore the instructions and guidelines and thus omitted many of the essential elements such as the drawing, the brand philosophy, and the pitch. It was refreshing to see that a number of centres have encouraged candidates to build the Concept Boards by hand, as opposed to digitally. This is a good skill to practise as, soon, this will be the examination requirement of the Concept Board.

COMPONENT C PRODUCT

The work in the various fields of Design has grown as teachers and candidates have become more confident. Many candidates brought their personal views and experiences into the creation of these works. Not all design solutions responded particularly to Dissonance, and it is vital to point out that works should always conceptually link to the given examination theme. All centres are reminded to take note of the minimum requirements for each Design Discipline as per the Subject Assessment Guidelines.

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DRAMATIC ARTS
PAPER I (THEORY)

Dramatic Arts is a subject that allows candidates to grapple with play texts both theoretically and practically. It was clear from the many creative and inspiring answers in the examination that this is what most teachers are guiding candidates to do. Overall, candidates are sharing clever, insightful and unique ideas in their responses and they are able to integrate their theoretical knowledge with their understanding of what potential a text has for the stage. Candidates are encouraged to apply their theoretical knowledge to practical situations in order to gain a full understanding of the potential of a play.

SECTION A

Candidates found this section challenging but were able to provide exciting and innovative staging ideas if they had a sound vocabulary for lighting, set design and staging.

Candidates should be encouraged to build on their knowledge of stage types from Grade 10 through to Grade 12 and thus be able to identify stage spaces and their advantages or disadvantages. Even without specific terminology, candidates were credited for answers that spoke to the suitability of a particular space with regard to their chosen text. Candidates should be guided to think about how a space can be reconfigured to suit the play that they have studied.

The distinction between set design and props was not always clear in some candidates' answers. In the set design question, many candidates wrote about props or lighting rather than focusing on set pieces that were required or set pieces that they would add for a greater visual effect. A degree of creativity over and above their content knowledge was required in this question and there were some very well-expressed ideas that came through in many candidates' answers.

Candidates should be cautioned against confusing Absurd Theatre with Grotowski's Poor Theatre with regard to the environment. The reason for a sparse set design in Absurd Theatre is not the same as Grotowki's approach to Poor Theatre. Similarly, candidates should not confuse Brecht's Epic Theatre with Absurd Theatre, particularly with respect to Brecht's distancing techniques. *Verfremdungseffekts* are not found in Absurd Theatre.

When answering about themes, candidates were generally adept at identifying themes explored within their chosen text, but there were still a number of candidates who referred to existentialism as a theme. Existentialism is the philosophy that underpins the Theatre of the Absurd and is not a theme. There were also a few candidates that confused *The Island* with *Waiting for Godot* because of the common existential underpinning. Some candidates also referred to Absurdism as a theme – Absurdism is the theatre movement. With reference to *The Maids*, please note that 'being watched' is not a theme.

The lighting question was fairly well answered, and it was noted that teachers had clearly focused on providing candidates with the correct vocabulary with regard to lighting. There were some brilliant answers in which candidates wrote about general washes, the use of gobos, or the use of a follow spot, or lighting that came from specific light sources that created shadows. Many candidates still used terms like 'dull', 'dark' or 'black' lighting, which is problematic. Some candidates also struggled to express the difference between 'natural lighting' sources and lighting that is crafted to appear naturalistic.

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Despite having been introduced to Surrealism in the PAT, some candidates were not confident in their answers on Surrealism. Please note that Surrealism emerged after World War I and not after World War II. The term 'super realism' means beyond Realism and not *'very, very realistic'*.

The question regarding the character in their selected play that related to the quote 'existence is pain' was very well answered. Candidates identified the pain suffered by the character with ease and were able to express this well. There were a few candidates who struggled with this, however, and they should be reminded that, if referring to *Waiting for Godot*, Lucky's acceptance of his fate does not constitute happiness. Those referring to *The Maids* should also take note that Solange did not kill Claire. Those referring to *Rhinoceros* should take note that Berenger is not mentally unstable.

The question on stylistic influences and physical choices that would aid an actor in expressing the pain suffered by the character highlighted some issues in the candidates' knowledge of performance style and their understanding thereof. While it is possible to use an approach like Stanislavsky's System to access the emotion of pain and suffering in order to portray it authentically (and credit was given to these answers when expressed correctly), candidates must avoid making general statements that do not deliver meaning to their argument. Some candidates mentioned that the actor should 'become the holy actor' – this is not a physical choice nor is it a style.

SECTION B

This question required candidates to discuss how their selected text reflected the idea that unjust laws necessitate resistance.

On the whole, candidates have managed to structure essays competently, separating thoughts into paragraphs, and shaping their responses with reference to the source and their selected play. Generally, this section was answered well.

Candidates are encouraged to indicate play titles by underlining or using inverted commas (or italics if they are using a computer).

There were a number of inaccurate statements:

- *'Hodoshe is an imaginary character'*. **Hodoshe is an unseen/offstage character.**
- *'Winston burns his passport.'* **Winston burns his passbook.**
- *'Winston Ntshona and John Kani are the characters in the play.'* **Winston and John are the characters in the play, whereas Winston Ntshona and John Kani are two of the creators of the play.**
- *'Winston and John call each other "bro".'* **They use the word *'broer'.***
- *'Albert Street is a post office.'* **Albert Street is a pass office.**
- Some candidates refer to the audience as *'viewers*' or '*the crowd*' – **candidates should use the term 'audience'.**
- *'Robin Island', 'Robyn Island' or 'Robbyn Island'* was written **instead of Robben Island.**
- *'John was part of a band and that band was caught and arrested.'* John, we presume, was imprisoned because he belonged to a **banned organisation**.

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Other areas of concern:

- Candidates are encouraged to be mindful of understating key events, e.g. Winston *'throws away his passbook'*. It trivialises the significance of his *deliberate* burning of the *dompas*.
- Some candidates oversimplified John's reasons for staging *Antigone,* stating that he gives up his freedom by doing so. He is already incarcerated.
- Candidates should refer to <u>all</u> collaborators of the play they have studied and not just one.
- When referring to Poor Theatre, some candidates are only referring to the importance of the actor and the audience when providing a definition. Grotowski focused on the actor, the audience *and the space*.
- Candidates should be reminded of the level of detail required to elevate their argument. Stating that Winston breaks the fourth wall to engage the audience is accurate but providing the details of what he says would create a stronger link to the bigger argument of protest.
- Some candidates struggled to differentiate between Protest Theatre and Workshop Theatre. Workshop Theatre is an approach to play-making whereas Protest Theatre is a style.
- There were also a number of candidates who seemed confused between themes and style, referring to Agitprop as a theme. It is not a theme.
- When referring to themes, candidates should avoid simply listing as many themes as possible and dealing with them superficially. They should rather choose a few themes and discuss them in detail.
- Some candidates were unclear about when the play they studied was set versus when it was written or when it was still performed. *The Island*, for instance, was not written after apartheid.

SECTION C

General

This is a section that candidates clearly enjoy and are able to relate to with ease. There were, however, a number of technical issues that arose:

- Candidates must be reminded that they should ONLY answer on the plays (Question 3A) OR the films (Question 3B). There were a number of candidates that answered on both 3A AND 3B. The first set of answers that appears in the script will be marked – the rest will be disregarded.
- Candidates may NOT discuss any of the plays from Sections A and B in Section C.
- Candidates should not reference more than one text in their responses unless they are asked to do so in the specific question. Credit is not provided for mentioning ALL three texts when the question asks for reference to just ONE of the texts.
- Many candidates are still referring to the playwrights by their first name. Candidates should refer to the playwrights using either their full names or their surname.
- Naming conventions of plays – candidates are encouraged to underline, use italics (if using a computer), or use inverted commas to indicate play titles (although marks were not subtracted for this).
- Candidates need to be specific in their responses and should not make sweeping statements.
- Candidates should also be aware of their use of language especially when referring to race, gender and sexuality. 'Black African People' lands better than 'the blacks' and 'the gays'.
- Candidates should **not** answer in bullet point format. Paragraphs should be used, please.

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The first question where they were asked to describe a community that would benefit from viewing the play they had studied was very well answered. Candidates do, however, tend to provide too much information for a four-mark question. They must use the mark allocation as a guide. It is important that candidates understand that questions are often scaffolded. Candidates who overwrite do so because they have not read the following question and tend to unnecessarily include information related to the following question.

For the question relating to issues highlighted and lessons learnt from their chosen play, candidates are encouraged to read the question carefully. This was a three-operation question – providing two distinct issues that include lessons learnt and examples form the play to support their discussion. Some candidates simply listed lessons or listed issues and neglected to provide examples from the play to support their answer.

Candidates should focus on postmodern concepts and their definitions. While the concept of deconstruction was answered fairly well, many candidates struggled to express their understanding of a mini-narrative. Please note that a mini-narrative is not a narrative that feeds into the main narrative. We need to make a distinction between sub-plots and mini-narratives as a mini-narrative *could be* a sub-plot but it is not the definition of one.

When answering the question about whether or not the characters could be viewed as victims, candidates needed to take note of mark allocations as vague responses were provided. They also needed to make use of the extract provided and to use concrete examples from the texts to support their stance.

The final question on staging of the extract proved challenging for some candidates due to their limited understanding of technical terms:

- Candidates should not confuse different acting styles and state that these are elements of blocking. BLOCKING refers to the placement and movements of the actors on stage. Physical characterisation is not blocking – many candidates made this mistake.
- A PROP is a handheld object used by the actor to enhance character.
- SOUND can refer to music, specific sound effects and/or voice.
- SET is anything connected to the stage to establish and enhance setting (time & place). This was *not a requirement for this question*.
- Candidates should not cast additional actors to stage-mentioned characters from the play. For example: Margaret or Alfred in *Tshepang*.
- Candidates answering the film section must aim to have a clear understanding and vocabulary of what constitutes the *mise-en-scene.* The candidates identified camera shots, movements and angles used in their chosen films very well; however, editing techniques proved more difficult for them to express.

Please note that *Tshepang* is not an example of Poor Theatre, but rather, it has elements of Poor Theatre.

It was evident from the candidates' overall results in this examination that teachers are encouraging the candidates to think about the texts that they have studied in terms of performance, while still maintaining a solid foundation of the theoretical aspects of the texts, which is excellent.

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DRAMATIC ARTS
PRACTICAL EXAMINATION

As per the updated SAGS for 2022, the practical examination remained the same as in 2021 – candidates were required to perform an individual piece (monologue) and an own choice (open section). They were required to select two different pieces (monologue and an own choice) that demonstrated a variation of skills between the two pieces.

Unfortunately, there were a few schools who were non-compliant in this regard. All teachers are encouraged to read the UPDATED SAGS for 2023 so that they stay informed of the practical examining requirements for 2023.

The practical examinations were recorded and uploaded and the panel marked in teams – each team was further moderated. The process was thorough, transparent, and fair.

This year there were 23 students who chose the technical programme: two directing students and 21 film students.

Practical performance

Overall, the practical work was of a good standard and many students delivered outstanding performances in both the monologue and own choice sections. These were often candidates who used new material that was relevant and showed off the candidates' strengths and skills. This advantaged students as the skills required for each piece were demonstrated clearly and convincingly.

There were some areas in the practical work that could have been improved. Essentially, the skills assessed in the summative performance are built over three years. It is, therefore, critical to select pieces that demonstrate these skills. There were some choices that did not show off the candidates' skills, e.g., well-worn / overused internet pieces, extracts that where imitations of characters in a mini-series (not redirected for live performance) and extracts from setworks that were used more than once within a school and where candidates were completely mismatched for the character.

When candidates choose pieces from movies, they tend towards mimicry. Pieces from the internet are invariably written in isolation and provide little context for the candidate to work from. They most often do not have much depth, and this makes it difficult for candidates to demonstrate the skills mastered. Teachers are encouraged to allow for experimentation with student choices in the Grade 11 year. HOWEVER, teachers are strongly encouraged to guide these choices in the Grade 12 year. It is also advised that teachers guide students in choice of character with regard to population group and gender.

Choose a performance space that allows the candidates to create a clear context for each piece, in which motivated blocking can take place and that allows for a build-up of tension (when required). Consider the power of entrances and exits and the use of multifunctioning sets and/or props and costumes to assist with this.

The building of vocal/physical skills are crucial in any performance. Accent work, tonal quality, vocal control, and expressiveness form part of the skills being assessed. Physical characterisation and/or expression through the engagement of the body with gesture, facial expression and status are all necessary skills. It is imperative that students build these skills for live performance, not for film performance.

Candidates are encouraged to unpack the intention and style of each piece in order to build subtext, depth and understanding. This assists in creating internalised, authentic performances that sustain and engage the audience.

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DRAMATIC ARTS
SBA MODERATION

There was an increase in the number of candidates who submitted the technical programme this year. The standard was generally very good and there is clear evidence of skills being developed in both the film and in the playmaking options. Most of the technical candidates opted to do the film examination.

In the technical programme, students need to submit a film (no longer than 10 minutes) or a play (a filmed 10 minutes of snippets/full play) together with a portfolio and then a scheduled interview with an examiner of approximately 15 minutes.

All candidates complied with the SAGs requirements. Portfolios were compiled well and adhered to the guidelines of the SAGs document.

FILM

The films were of a high standard this year and most of the technical requirements of creating and making a film were met and many candidates illustrated a high level of competency in this regard.

One area that can be improved is the skill of telling a story through the lens of a camera. Candidates are encouraged to develop the ability to carefully select the shots that tell the story rather than trying to put all the shots into a film. Create a film that can sustain an audience's interest and emotional investment.

While the focus of the assessment of the examination remains primarily on the ability of the candidate to utilise and apply their cinematographic skills, attention should still be paid to the casting and directing of the actors in the short film – the manner in which they are instructed to talk, move and emotionally connect with their respective characters is important.

A clear knowledge and good understanding of crucial choices made in relation to cinematography, lighting, sound, settings (locations), mise en scene and other elements when deciding which components to include in the frame of a particular shot choice are all crucial to building a good film.

Candidates are encouraged to train up on good editing software from Grade 10 in order to become proficient in their ability to tell a story through the editing and the selection of shots and the music and or sound choices. Sound quality is critical to a film and good choices need to be made in this regard.

Candidates are encouraged to read screenplays, analyse short films and film directors' choices in order to build their film knowledge. Both screenplays and storyboards should be presented in the appropriate manner in terms of format and style.

DIRECTING (Playmaking)

A clear knowledge and good understanding of choices made in relation to the play script, lighting, sound, settings, set, blocking and casting are all crucial to being able to direct a successful play.

Analysing and investigating theatre directors and different theatrical styles of plays are crucial to delivering a performance with depth and the ability to engage with an audience.

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THE PORTFOLIO

Some students took the time to build excellent portfolios that complied fully with the requirements detailed in the SAGs document. These portfolios differed from the rest in their depth of knowledge and ability to motivate all choices made in relation to the final film. Some candidates chose to utilise a website to present their portfolio which made for easy access and navigating for the examiners.

The director's vision is a crucial part of the portfolio as it offers the filmmaker or playmaker an opportunity to explain in detail all the choices made. Some of the candidates fell short in these areas and not enough research had gone into fully understanding the style chosen or the resources used to build/create the film or to direct a play. Building evidence of the process candidates went through in order to reach their final products is crucial. Motivating all choices with knowledge of film influences or of theatre practitioners/directors is strongly encouraged.

THE INTERVIEW

Most candidates handled the interview with professionalism, insight and maturity. The candidates who did particularly well answered the examiners' questions using their knowledge of film/playmaking, film/playmaking techniques and the correct terminology associated with these components. The directorial candidates offered evidence of the knowledge of film direction and play creation and a real understanding of how to take a play from page to stage. Candidates who did not fare as well battled with communicating evidence and understanding of the creative process.

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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 1.10, 1.11, 1.15 and 1.17. A massive improvement was noticed regarding blank/ open spaces in the multiple-choice questions as negative marking does not apply.

QUESTION 2

Questions 2.1.1–2.1.3 were well answered, but centres are reminded to name the method of GDP instead of GDP(E) or giving the formula C+I+G+(X-M). Question 2.1.3: Candidates must be coached to show all calculations and not to simply write the formula and the answer. A few times the value of imports was added and the value of the residual items was left out of the calculation. Many candidates swopped the constant and current explanations around in Question 2.1.4. Candidates failed to mention constant (referring to real) and current (referring to nominal).

The Circular Flow questions were well answered by the majority of the candidates. Question 2.2.3 was well answered, but in minor instances candidates swopped leakages examples with injection examples. Teachers definitely used the standardised Business Cycle Indicators table as mentioned in Conference, and this question was well answered. The majority of the candidates failed to mention all 4 components that make up the Current Account, but only referred to the overall trade of goods and services being recorded in the current account. Some centres only mentioned the trading of exports and imports. Very few candidates knew the correct definition of Terms of Trade and referred to it as a mutual agreement in trade between countries.

Centres are reminded that the action verb "evaluate" means that candidates have to refer to both positive and negative arguments OR provide commentary on overall impact. The majority of the candidates only referred to the positive/ beneficial evaluation of the Balance of Payments (BOP) surplus and neglected to acknowledge the negative/ disadvantages of the BOP surplus. Some candidates confused the BOP with National Budget surplus. This question was generally well answered by candidates, but some failed to include important keywords such as inflow/ outflow from one country to another and foreign to domestic. The concept of "hot money" was mentioned a lot, as a stand-alone concept and not well explained. Teachers should explain the "Other investments" subsection with more care.

QUESTION 3

The aim of the Competition Commission was well-answered. When describing cartels, a number of candidates focused on the legal vs illegal aspects of a cartel, as opposed to the market power and/or intention of the cartel. Most candidates were able to list the characteristics of oligopolies but found it difficult to relate these to the aviation sector. A number of candidates incorrectly referred to examples not pertaining to the aviation sector. Centres are encouraged to teach candidates to answer longer-type questions using sub-headings and write in full sentences when answering this type of question.

3.2 Centres are encouraged to make use of accurate descriptions, as a number of candidates used examples of market failure without describing the concepts. Candidates struggled to interpret the source when identifying the causes of market failure.

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Many candidates provided examples of externalities, without discussing the cause of the market failure. It is encouraging to note that candidates focused on the characteristics of the nature of public goods and services (i.e. non-rivalry and non-excludability). Most candidates were able to provide examples of the way in which income inequality and merit and demerit goods can be addressed by the government. However, there were some who described the concepts, rather than the intervention needed.

3.3 Some candidates did not answer this question and very few knew what OPEC stands for. Most candidates were able to identify some countries belonging to OPEC, but the incorrect answers included Ukraine and Russia. The control of the resource and how this influences price was well-answered. There were a number of candidates who struggled to analyse the statement correctly. The explanation of the cause and effect was missing in the analysis, and some candidates only described what they had drawn. Centres are reminded of the need to have clear and accurate labels for graphs, to use directional arrows when a shift occurs, and to indicate the impact on price and quantity.

QUESTION 4

The drawing of the minimum wage graph was poorly answered. Omission of clearly labelled graphs was a problem, especially Wage rate and not Price and "W" not "P". Question 4.2 was generally well answered, but some definitions lacked sufficient details especially for the HDI. Candidates must be reminded to refer to the data on the source: Candidates must write the actual numbers/ statistics quoted in the table, i.e. Germany's GNI per capita is $55 314 and then explain why it is beneficial. A few candidates ignored the source, which meant they could not be given credit for their answers.

Candidates must be encouraged to read the questions carefully. Question 4.3.3: Candidates were required to discuss contributing factors to the high inflation in South Africa. Some candidates referred to the expansive policies instead of alluding to cost and other issues. Many candidates identified that the answer of demand-pull and cost-push were the causes of inflation. Those who did, in many cases answered this question well.

QUESTION 5

Question 5.1 was generally well answered but the definition for price elasticity of demand was still confusing to some candidates, i.e. quantity responds to a change in price and not vice versa. Many candidates referred to factors that influence demand rather than PED. Many candidates never discussed whether the factors caused elastic or inelastic demand. **Question 5.2.2:** The focus should have been on arguments for protectionism rather than methods used to enforce protectionism. Some answers were poorly structured. Teachers must coach candidates to use headings for such questions.

Most candidates were able to identify the base year for question 5.3. Most candidates never knew that there was a positive relationship between economic growth and inflation. Candidates should be paying attention to cause (economic growth) and effect (inflation); the trade-off must be clear. Most candidates never knew that there was a negative relationship between unemployment and inflation. On the whole this question was better answered than 5.4.1.

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QUESTION 6

Many candidates did not recognise the government budget as planned/ expected/ anticipated revenue and expenditure. The graph on the relationship between tax rates and tax revenue was well explained, but some candidates forgot to indicate the optimum point on the graph.

Data response questions with a source will have data that can be used in answering the question. Candidates must be taught how to use / refer to data if asked to do so. This proved to be the most challenging issue with some confusion between restrictive and expansionary monetary policies. Most candidates did not include the extent to which the South African government can use these policies. Teachers must focus on evaluation questions and coach candidates to look at both positive and negative sides.

Teachers need to review how the economic concepts of normal and economic profits are taught. Most candidates did not understand explicit and implicit costs when explaining these concepts. The majority of the candidates ended off with this question, which was easier and clear to understand. Candidates finished the paper as all questions in Question 6 were answered.

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ECONOMICS
SBA MODERATION

This year the IEB requested the submission of less Economics Teacher and Learner Files compared to previous years. This allowed for more time to scrutinize what had been submitted and make more detailed recommendations. Comments are not meant as criticism but rather as feedback to allow for growth going forward.

Although most of the Files were submitted in soft copy, some were submitted digitally on memory sticks. Most of the schools that submitted electronically had arranged the documents into folders which were easy to navigate. This was appreciated.

It was pleasing to note that almost all schools set a Prelim Exam that was totally SAGs compliant, together with thoughtfully prepared design grids and detailed marking guidelines. A reminder that it is important to indicate ticks within the marking guidelines so that it is absolutely clear how marks are to be allocated.

A reminder to teachers to give learners written feedback in all assessments. This feedback might be in the form of an encouraging message on the front cover as well as comments within the text. The aim of such comments would be to correct any misconceptions that learners may hold. Detailed feedback can also be included on the marking guidelines of the Oral Presentation, e.g. a list of questions that you asked the learner at the end of the presentation, the length of the presentation itself, as well as any general comments and feedback.

It is essential that teachers design their own questions from scratch for the Prelim Exam, Controlled Tests, Multiple Choice Tests and Data Response Tasks and use past papers for inspiration only. Refer to small sections from past papers rather than entire sections. The same applies to assessments which teachers may source from other schools. If use is made of questions as inspiration from past papers, teachers should ensure that the questions are still current and relevant. Clearly it would also make sense to refer to IEB past papers rather than to DBE past papers because the requirements for the two assessment bodies are different.

It is pleasing to report that the overall standard of the marking of the Prelim Exam, Controlled Tests and Data Response Task was consistent.

On the whole, both Teacher and Learner Files were of a high standard with some minor improvements needed in the following areas:

1. Clearly indicate the calculation of marks on the cover sheet of the Learners' Files: In the column entitled "Mark %" enter the actual percentage achieved in the assessment and then calculate and include the weighted mark in the final column.

2. Include design grids for Controlled Tests: Almost all teachers included design grids for the Prelim Exam but unfortunately some did not do so for the Controlled Tests.

3. Time allocation for controlled Tests: A reminder that in the matric final examination the candidates have three hours to complete 300 marks. This equates to 50 marks for each half hour of a formal assessment. Please allocate time limits for your assessments accordingly, e.g. a Controlled Test for 75 marks should have a time limit of 45 minutes or a two-hour June examination should have a mark allocation of 200 marks. However, this does not apply to the Data Response Task where teachers are encouraged to allocate a generous time limit to give the learners ample time to analyse the data.

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4. Levels of difficulty of questions in Multiple Choice Tests: There should be twenty questions in the Multiple-Choice Test and in Question 1 of the Prelim Exam. The first ten questions should be lower order thinking questions for two marks each with the final ten questions being higher order thinking questions for 3 marks each. This will give a total of 50 marks for such an assessment.

5. Using a variety of resource materials in the Data Response Tasks and in Question 6 of the Prelim Exam: Teachers should not only use one type of resource in the Data Response Task. Some of the tasks only included vast tables of economic indicators, or alternatively, lengthy articles. It would be better to use a variety of resources for such assessments, e.g. cartoons, graphs, abridged articles (that only include the essential information required), news headlines, economic indicators, statistics etc.

6. Correct structure of the Oral Presentation: It is recommended that the oral presentation be broken down into five parts.
   (a) First allow the learner to analyse the effects of selected local news items over the assigned week on the economy. Two such items are more than adequate, although the learner may select more if they so wish. Remember that the selected articles must have an economic theme.
   (b) Then do the same for international news items but here the effect can be analysed on the world economy as well as the South African economy.
   (c) The third section should focus on the change in economic indicators over the assigned week and the effect thereof on the domestic economy. At least three such indicators should be evaluated in such a way.
   (d) There should be a brief discussion of the life, contribution and ideas of a famous economist which the learner may consider to be a role model.
   (e) Finally, there should be a question-and-answer session where learners and teachers can ask the presenter questions.

   All these sections should be taken into consideration in the marking guidelines when calculating the final mark.
   It might be a good idea to get the learners to present simplified versions of such presentations in Grade 10 and 11 so that they are well aware of the requirements of such an assessment in Grade 12.
   The Oral Presentation can be completed as a presentation to the class or in a digital format as per the SAGs requirements.

Thank you to all schools who submitted SAGs compliant SBA (School Based Assessment) Files. It was a privilege to have the opportunity to moderate the evidence.

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ELECTRICAL TECHNOLOGY
ELECTRONICS

GENERAL

Four candidates wrote the November 2022 Electrical Technology – Electronics examination. The candidates answered multiple-mark questions with single facts and did not elaborate on the answer, which resulted in the candidate losing marks unnecessarily.

QUESTION 1 MULTIPLE-CHOICE QUESTIONS

The question was answered poorly by the candidates. Candidates must practise answering multiple-choice questions. The principle used when compiling multiple-choice questions is:

- One choice is completely wrong.
- One choice is partially wrong.
- One choice is partially correct.
- One choice is correct.

Candidates need to read the question carefully before making a choice.

QUESTION 2 SAFETY

Answers in this section must be specific to the question and not generic. Candidates must use the allocated marks as a guide to their answer, i.e., one fact per mark.

QUESTION 3 RLC

The candidates were able to do the calculations in this question; however, they struggled with the theoretical questions in this section. Teachers and candidates must take note that RLC is not merely calculations but also the understanding and application of the theory and concepts of RLC circuits so that one knows what to calculate and the need to calculate the values.

QUESTION 4 SEMICONDUCTOR DEVICES

Candidates tended to answer questions vaguely, so they lost marks. Candidates must be able to explain how a component will react to changes on the input of the component in relation to resistance, current and voltage.

When the question asked to explain the working principle of a component, the answer had to be specific to the component, thus the candidate could not mention other components connected to the asked component and refer to a circuit in which the component could have been be used.

Candidates must distinguish between working principle of the component (inner workings) and the working principle of the component in a circuit.

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QUESTION 5 SWITCHING AND CONTROL CIRCUITS

The candidates struggled to describe the working principle of the circuits. Candidates must be taught not to use electrical current when explaining the working principle of electronic circuits. Electronic circuits work with voltage hence voltage should be used to explain the working principle of the circuits.

Candidates 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. Candidates struggled with the wave forms and to draw them correctly. Teachers must teach the wave forms of circuits together with the circuit so that the candidates can understand that the wave forms are part of the working principle of the circuits and not separate to the circuit.

The candidates struggled to draw the circuit diagram asked in question 5.7.1. It was clear that the candidates were not prepared for this type of question. Teachers must make sure that the candidates understand that they need to be able to draw all the circuit diagrams with the correct labelling and input and output wave forms relevant to the circuit.

QUESTION 6 AMPLIFIERS

The candidates struggled to explain the working principle of the amplifier circuits. The answers were very vague. When explaining the working principle of a circuit it is important that the candidates can explain it on the basis of how the circuit would amplify the signal from the input side to the output side of the circuit.

No marks will be awarded to explanations on construction of the circuit or the function of the components connected to the circuit. The candidates must read the question and answer the specific question.

CONCLUSION

It is very important that the candidates are taught and understand the electronic content of the subject from Grade 10 as this content forms the basis of the Grade 12 content. Candidates must be taught to give answers specifically 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.

Candidates must be taught to read the questions thoroughly and to distinguish between the different types of questions: name, explain, discuss and define, and how to answer these types of questions. Candidates must be taught to give answers in accordance with the mark allocation of the question; if a question counts three marks, the candidate must provide three facts.

For example: Why does the voltage across resistor R1 increase when the value of series resistor R2 decreases? (3)

Typical candidate answer;	Correct answer;
The current will increase. ✓	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. ✓

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ENGINEERING GRAPHICS AND DESIGN
PAPER I

QUESTION 1 CIVIL ANALYTICAL

Overall, this question was answered well. Identification of most of the features were relatively accurate.

Please take note of the following:

- There were many candidates who did not correctly identify that the proposed new workshop was on the **southeast** corner of the plot. more time needs to be spent on direction with respect to a given **north point**.
- The identification of the **water tank** was not accurate – several candidates were confused between the **electricity meter** and water tank.
- the **fire extinguisher** was not accurately identified.
- Whilst many candidates did the correct calculation for the **area**, converting to m^2 remained a problem. There were quite a few candidates who tried to use the scale of the site plan in their calculation.

QUESTION 2 INTERPENETRATION & DEVELOPMENT

There were more candidates answering this question and they did relatively well. There was a noticeable divide between candidates who fully understood this question and those who had difficulty.

Please take note of the following:

- Many candidates drew the left view instead of the development. This is due to not reading the question carefully.
- Turning points were not located by several candidates.
- Corner and turning points were joined incorrectly.
- Several candidates did not even attempt the development. This lost them some very easy marks.
- Many points for the development were incorrectly plotted, demonstrating a lack of accuracy.
- Whilst the use of coloured pencils for construction is permitted, they may not be used for outside or hidden detail lines.
- Many candidates drew the branch pipe instead of the main pipe development.
- Attention needs to be drawn to line tone quality. There must be a clear difference between type A, B and C lines. When hidden detail is drawn with the same line tone as construction lines, it is very difficult to identify.

QUESTION 3 PERSPECTIVE DRAWING

The given views confused some candidates as they drew houses instead of a partially covered veranda.

Please take note of the following:

- Some candidates used the GL to establish the VPs whilst some candidates used a 45° set square to find VPs. Further to this, some candidates labelled them incorrectly.
- The 'pool surface' (semi-circle) construction was poorly answered. This is a recurring problem and teachers are encouraged to introduce the basic circle construction method in Grade 11 and re-enforce this in Grade 12. Many candidates joined the points poorly by freehand.

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- The height line method to obtain heights not on the PP remains a problem for many candidates. Teachers must teach candidates how to identify points between the given views so that they apply the method correctly.
- Many candidates left out the wall on the rear left.
- Some candidates misrepresented the height and position of the table.
- The depth of the fire pit was either left out or they gave the height instead.
- 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 and yellow 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 DRAWING

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

- Battens/purlins/truss plates/wall plates – The main issues with these were the consistency of size and scale.
- A purlin (rectangular) is twice the size of a batten (square) and should be drawn as such.
- There is no need to add more battens or purlins than what is asked for.
- 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.
- Using a sharp or clutch pencil will help with the accuracy of the small components.
- The question asked for roof detail, but many candidates did not include this.
- Several candidates did not draw the beam filling – this takes preference over the truss. It is very important that candidates identify where the given cutting plane is and draw the section accordingly.
- Many candidates sectioned the entire building which penalised them.
- The rest of the outside view of the elevation was left out by several candidates who only drew the section.
- The height of the hard-core fill was often incorrect, and the concrete slab was often not drawn halfway into the wall (footing).
- Hatching:
  - Many candidates are using mechanical hatching on the walls and a number of candidates are drawing this hatching freehand.
  - The concrete hatching needs to have triangles in it.
  - Please work on earth hatching – some learners really went overboard with the amount of earth hatching. Earth hatching should be shown on the inside and outside of the foundation.
- Labels:
  - Poor printing was evident in many drawings and the DPC at the window was often left out.
  - 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 is still being labelled as GL and not NGL. Please ensure that candidates use the abbreviations rather than writing out the whole words.
  - Please teach learners to label the floor plan and the scale underneath the floor plan.

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- Most candidates omitted the indication of the section of the wall to be removed. A centre line is used to show the wall to be removed.
- The arrow convention indicating the upward direction of the ramp was incorrect/omitted in many instances.
- The door frames and door swing were drawn freehand but should be drawn with instruments.
- Please teach the correct SANS symbols for the electrical fixtures.
- Coloured pencils should not 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

The quality of the work presented by most candidates this year was of a high standard; however, some candidates still had issues with the neatness and accuracy of their work. Although there is not a specific mark allocation/deduction for accuracy and neatness on the assessment criteria, candidates lose marks as these impact on the accuracy and presentation of their line work. This in turn has an adverse effect on their result. Candidates must be encouraged to work neatly, and accurately during their examinations.

The IDC Reports sent to each school should be consulted with the question paper and analysis grid as this report shows 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 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 for a second year and all the candidates attempted to answer it. Quite a few candidates did not follow the process and circled the answers instead of writing the correct LETTER in the space provided.

Areas of concern were:

- Q 1.3. Feature of the interrupted view. Candidates still think of an S-break.
- Q 1.8. The length of the roller.
- Q 1.13 The 'Symmetrical' feature was confused with 'Parallel feature'.
- Q 1.17 and Q1.18. Struggled to differentiate between 'Roughness' and 'Tolerance.'

The mark analysis clearly showed that some candidates thought they did not have to study the analytical/theoretical questions. There was a direct correlation between Question 1 and Question 4 where this theory needed to be applied.

QUESTION 2.1 MECHANISM

Many candidates did not attempt this question, which is very concerning. It seemed as if this section of the syllabus was not high on the preparation agenda of teachers. Drawing constructions and a locus would have given candidates marks. A high percentage of candidates designed their own question in relation to a similar mechanism and were penalised for this. Teachers must attend to this problem and place enough emphasis on this section of the syllabus.

Candidates who attempted this question did very well. There was improvement from last year's results.

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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 incorrectly to apply the acceleration and retardation movement and the harmonic movement. The harmonic movement was divided over four angular displacement parts and candidates used a method of six vertical parts. Further to this, they applied this correctly. 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.
- Of grave concern was how many of the candidates took the horizontal constructions to the shaft of the follower and not the vertical centre line, then tried to project the cam profile.
- Drawing with 'negative curves', 'straight lines' or 'bubbles' gives the locus a different meaning altogether. Drawing in freehand is a skill and therefore needs practice.

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 and lacked the visualisation to complete the drawing. The orientation of the drawing was done incorrectly and instead of drawing a front and left view, they ended up with a front and right view.
- 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. The diameter of the circle should be accurate and therefore a constructed isometric square (with an allocated mark) was required. Some candidates could not construct an isometric circle or hexagon, which is worrisome.
- Hatching should be a B-type line and completed at a $60^{\circ}/75^{\circ}$ angle. A large group of candidates used civil hatching. 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. 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.

In general, the question was not answered well and was a challenge to the candidates.

QUESTION 4 SECTIONED TOP VIEW

The question was answered well, and most of the candidates attempted this view. In a very few cases the views were switched (first/third 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. Feedback from markers about candidates that did attempt the question:

- The construction and drawing of the M20 nut were not well done. Too many candidates applied the wrong size/construction to the nut (should have been 0,8D). The construction of the nut must be shown on the answer.
- 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.

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- The bearing (in convention) was poorly answered. Many of the candidates drew the rollers and time was wasted.
- The placing for the pall seemed to confuse the candidates and were often drawn in the incorrect position all over the drawing.
- The washer and spacer positions were often swapped around.
- The interpretation of sectioning needs attention as lines were often omitted making it different parts. Line work was in some cases extremely poor. Line types have different meanings and learners must be drilled to use them correctly.

QUESTION 4 FRONT VIEW

There was a large percentage of candidates who did not attempt this part of the question. Feedback from markers about candidates that did attempt this part:

- Incorrect/inaccurate measurements were used – especially on the base and the gear.
- 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.
- The convention for the gear was drawn but the wrong dimensions were used.
- The construction of the nut – three sides needed attention. Marks were lost unnecessarily.
- The indication of the thread on the M20 shaft was often wrong.
- Line quality remains a problem.

QUESTION 4 ADDITIONAL

- Titles and scale 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 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.

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- It is important to note that any labels require guidelines and need to be printed as 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.

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ENGINEERING GRAPHICS AND DESIGN
PAPER III

A huge thank you once again to the schools that 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. Preparing candidates for Paper 1 and 2 and the PAT and then adding the CAD examination was a really tall ask.

Moderation at the marking centre saw the presentation of around 174 papers, which is well within our initial vision and goal of a 10% buy-in from educators and candidates.

As usual, some of the drawings/centres were **exceptional** and they can be proud of the fruits of their labour. There were some amazing drawings and exceptional marks. It was again good to see some centres giving the exposure to Grade 11 candidates and for some this might be the option 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. In general, there was a tendency by some centres to be too lenient when marking – and we need to keep in mind that CAD follows the same rules as instrument drawings.

Some of the general issues mentioned in the past that we need to emphasise again for the new schools coming aboard are the following:

- As for the printing – the **question paper must be stapled to the marked and printed answers.** An A3 version works much easier. This year all papers submitted have been in A3 format. Thank you for this.
- Thank you for sending an **electronic version** but these are **not required** anymore as most of the printing glitches seem to have been ironed out.
- In all of the questions there were **constructions** involved. Although we have the advantage that the CAD software makes a construction redundant, the request is that these **must be** shown. The idea is that you answer the question as you would on a drawing board, and this would also help to focus candidates on the constructions required for each drawing for their normal paper examination (P2).
- Candidates can set up their **layers** and **symbols** before the time. Symbols include the arrows/text for the section line, a hatching 'grid' if needed, the projection symbols, borders/title block and the basic layout of the tables.
- We are still concerned about candidates not applying the correct line tone on their drawings. The use of **layers** in CAD is absolutely **essential** and it must reflect on their drawings. Some of the hatching, dimensioning, centre and hidden detail lines were too thick or the wrong line type.
- Care should also be taken with the colours that candidates choose. **Yellows** and **light greys** are very difficult to print and mark. When using **white** on the black background keep in mind that it **does not print**. Printing in black and white, instead of colour, should also help in this regard.
- Some candidates used the 'construction lines' available on the CAD software – a reminder that **these do not always print**. There is a **mark allocation** for showing constructions.
- The dimensioning layer was not set up properly in most instances. Care should be taken as **all the normal dimensioning rules apply**. These include the offset, line type, thickness, size, and arrows. Some arrows were set up to reflect the **civil type.** Some dimensions still show **decimals** and **units**.

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- **Arial** font, in **UPPERCASE (capitals)** should be used for printing as this is the closest application to normal drawing conventions. This was a request on the instruction page as well. Some candidates included unnecessary printing that took up valuable time.
- The **marking rubrics/tables** were required to be **inserted** and **printed** on the **answer sheet.** This meets the requirement of **inserting tables** that are ticked on the cover page. A few candidates found these tables challenging. Some tables were **too large** or **too small**. The table should not **dominate the drawing** sheet but should merely be available at an **applicable size** for the marker to be used.
  NB: MS Word can also be used to create a table, and this can then be **copied** and **pasted** onto the drawing sheet.
- 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 in a B line tone.
- The centrelines/cutting plane often reflected as a **solid line.** Once done, select these lines and **reset** the **scale** value in their property table.
- Once **dimensioning** is completed, select them and set their **properties** so that they comply with all the dimensioning rules. (Arrow type, offset, line weight, text, etc.)
- Show the **constructions** as required.
- Once the two views have been **completed**, projection lines must be **deleted**, or the layer can be **switched off** before printing. These projection lines also cover over lines like hidden detail and centrelines and then marks cannot be allocated, as the lines cannot be clearly identified.
- The **section** on the **shaft**, including the **S-break**, was quite a challenge to complete on CAD.
- On most drawings, the two circles showing the threaded hole (Top View) were in the **wrong line type** and **switched around.**

QUESTION 2 ISOMETRIC

This question, with the angles involved, was very challenging and most candidates battled here. Few schools venture into isometric on CAD at school level but a very valuable exercise, nonetheless.

The added value of CAD is that the hexagon construction and other information, when required, could be **copied** from Question 1 and **pasted** to be used and applied in Question 2. Some candidates used and applied this shortcut method while some did the isometric circle without showing the construction.

The orientation of the hexagon in the isometric view seemed to be a huge challenge.

- **Constructions** for the hexagon and circles (ellipse) **must** be shown.
- Hatching is a **B line** type at 60°/75°.
- **Centrelines** were very often omitted, or the scale/value was incorrectly applied.

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QUESTION 3 CAM

This year it seemed as if the candidates enjoyed this question very much and, overall, it was answered very well.

- The given views must be **redrawn** in full **as was given**.
- The value/weight of the **centrelines** need to be **adjusted/changed** once they have been completed to reflect as a **normal long/short dashes line**, in proportion with the completed drawing.
- It is vital to be able to **see** and **follow** the **construction method** and **lines** on this question. Although candidates used construction lines, they were either deleted, were a 'thick' quality in some cases or did not print because they were in the incorrect layer.
- The locus (bezier) on this question was challenging to draw on CAD. Candidates that got it right are congratulated. 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 practise or explain a solution to this in class.

GENERAL:

Many schools had logistical problems in finding the time to write it. A suggestion is to discuss this with the Head of Academics so that this paper can be tabled into the examination to alleviate many of these problems. Some schools wrote the paper on a weekend with very positive feedback. It is also valuable, if all your candidates write this examination, to include it in the portfolio as a CAD assignment mark/task. There is value in exposing your Grade 11 candidates to this examination in preparation for the next year.

The paper should not be confused with the Practical Assessment Task, as some marksheets came through and labelled as PAT Paper 3.

Please follow the guidelines that were given of how marks are deducted/interpreted. Sometimes marks have been allocated for information that was missing on the printed sheet. You should also use your normal interpretation of deducting marks on a hand-drawn/instrument-drawn 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 have designed and applied, with great effect, a page border with a title block that contains the candidates' number, the title and scale if required as well as other relevant information and even a school emblem. This can replace some of the required information spread over the page and marks may be allocated for this information as usual.

Question 1, the mechanical section, can be used for on assessment for Grade 10 candidates, 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 candidates, 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 the 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 candidates.

All the previous CAD Paper 3 examinations are available on the IEB's website with their respective marking guidelines and can be used and applied to either supplement or assess in your planning.

Schools still call and send e-mails regarding the process of completing the CAD examination. A circular from the IEB is sent out every year that 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/practice for themselves.

Schools that require the *certificate* from the IEB are required to do the following:

Step 1: Find out from your candidates (Grade 11/Grade 12) who are interested in the certificate so that they can be **registered** for this paper by sending the names to the IEB before the given deadline. Only examinations that are moderated for the certificate need to be sent to the IEB and to pay the fee. 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 mid-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 SBA, and PAT marks are entered. Ensure that the heading of the marksheet specifies that it is the **P3 CAD** examination as it is often captured and sent only as P3 which is the PAT marksheet. Confirm the date on the circular with the Head of Academics when this is required.

Step 5: Your marked papers are sent off together **with any of the November examination papers** to reach the IEB so that moderation can take place at the **marking venue** after the P1 and P2 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 at 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 was clearly evident that the first moderation process worked well. Those teachers that submit work electronically by scanning documents need to make sure that the scanned drawings, pencil drawings in particular, are scanned at a high DPI so that the work is visible and legible.

PAT documents and SBA files need to be scanned as one document instead of individual PDF pages to facilitate much faster marking of the individual work. In the teacher's portfolios that were received at second moderation, there were still some recurring issues that need to be addressed. Making use of the correct SBA mark calculations and marking the course drawings completely and not on a visual 10-mark rubric are the areas that need most attention.

Course drawings were generally done well; however, some schools that submitted electronically did not have all the required drawings in the Teacher's File, so it was very difficult to check what was asked for in each drawing. Teachers need to consult the SAGs document that clearly outlines which course drawings need to be included in the SBA marks calculation. Course work in the Teacher's File must have all the marking guidelines or rubrics attached. Course work must be marked using a full rubric or marking guideline and not a 10-mark visual assessment rubric.

A full spreadsheet of candidates' year marks must be included and not just the marks used for the portfolio. The majority of Teachers' Portfolios received had instances where the mark calculations were not done according to the requirements or we were unable to ascertain how any mark had been calculated.

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

The standard of PATs this year had increased for the vast majority of centres and it was clear that most teachers guided the candidates in the correct way to complete the PAT. All schools' PATs had been moderated and there were PAT work of a very low standard or that had been poorly marked.

Feedback from the moderation:

- The Civil PAT is still the most popular choice by the students.
- The PATs that were moderated this year generally had poor application, especially where the research and the use of CAD were concerned.
- Research continues to be an area of concern as very few learners did the comparisons, personal evaluations and choices. Teachers need to ensure that marks are allocated to choices and comparisons that are done in the PATs and not award marks for research/choices/comparisons that do not exist.
- It was evident that some teachers had not used the improved marking rubric and complete marking breakdown and as a result these PATs had to be sent for a second moderation.
- The use of CAD within the PAT is encouraged, and teachers should upskill themselves, learn a CAD programme, and help their candidates to learn these new skills. Those that did not use a CAD program to complete the PAT were not marked down in any way; however, CAD is the direction technology and design is headed and candidates doing their PATs on CAD have an advantage as they head into the tertiary environment. Software is free and easily obtained.
- Many PATs were poorly marked 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 learner's PAT.
- Teachers allowed candidates to do the mandatory freehand work with a ruler or on a grid and allocated full marks. Freehand is a drawing skill that needs to be learned and practised and it is only tested in the PAT.
- Too many PATs did not have a signed 'Declaration of Authenticity' and this needs to be enforced next year so that we can see that the candidates take responsibility for having done the work themselves.
- Teachers allowed candidates to complete the freehand 3D design aspect of the PAT as a particular aspect of the house design, which is acceptable; however, a table, chair or bath on its own is not a design aspect of the house itself. If an aspect is to be used, it should be a complete bathroom layout or a full kitchen layout as shown in the freehand floorplan.

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ENGLISH HOME LANGUAGE
PAPER I

The 2022 marking session ran smoothly and we are very proud of the processes we have put in place to ensure that each candidate's script received fair and consistent attention.

Much time was spent on the pre-standardisation and standardisation process, and this led to the Marking Guidelines being implemented consistently throughout the marking and moderation process.

The guidelines were opened during the standardisation process, which allowed for a range of responses to be considered. Thank you to the Senior Sub-examiners for contributing to this process and ensuring that all the questions and marking guidelines were given fair consideration.

As the Paper 1 marking committee, we are very proud of the whole process, and we are confident that the utmost care was taken to ensure the fair and consistent treatment of every candidate.

QUESTION 1 COMPREHENSION

Candidates dealt with this section extremely well. As the first question of the examination paper, the candidates seemed to settle quickly and write confidently.

Stronger candidates seemed to overwrite, which would have 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 a text.

The use of the extract from a seen poem as part of the inter-textual question was well answered and candidates seemed to do well with this approach. This approach proved popular with many markers and positive feedback was received.

The inter-textual question (cartoons in the last question) challenged the candidates, but they responded well to the rigour of the question.

Since comprehension skills were tested, students should not just quote large sections of the passage without unpacking those in their answers. Blending in short, relevant quotes would have enhanced their answers more.

QUESTION 2 SUMMARY

The purpose of the summary is not to simply shorten a long section of text; candidates must learn how to select appropriate information and present it in a manner that is fit- for-purpose.

The summary task in the 2022 question paper was fairly straightforward but it was clear that some candidates were not confident in dealing with statistics as part of the source material. An awareness of audience, context, intention, and voice are key when engaging with this question. The candidates dealt well with the 'email' nature of the task but there were some lapses in register, style, and voice. Candidates should take note of the recipient of the email to determine these aspects of the question. Students must practise/develop a fluid and succinct style after extracting only the relevant information and conveying it in their own words.

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QUESTION 3 & 4 POETRY

Candidates enjoyed this section of the paper a lot and the feedback from teachers regarding the selection of poems was very positive.

Candidates are reminded that any viable poetry combination can be asked but that the following three poems have been removed from the prescribed list:

1. 'To the Public'
2. 'What is in a Name'
3. 'Growing Old'

The candidates responded well to the questions and wrote some wonderfully engaged responses and many candidates found their 'voice'.

As with previous years, when it comes to questions that require candidates to comment on diction, they must learn to quote to support their answers.

Some candidates did not cope as well with the seen poetry as they did with the unseen poetry. This was particularly interesting and suggested that some candidates had not revised the seen poems. It also spoke to the success of the 2022 CAT task.

The candidates need to be able to deal with 'poetry' and not rely on learning the poems. The skill of analysing an unseen poem and linking it to a seen poem is a vital skill.

QUESTION 5 VISUAL AND CRITICAL LITERACY

We found that candidates engaged positively with the nature of the questions and the sources used.

Candidates are encouraged to spend more time preparing for these types of questions. Engaging with a word list or glossary of sorts might be helpful in growing their examination vocabulary.

A fair amount of time was spent on this question, and we found that towards the end of the question some candidates left out the last couple of marks. Candidates are encouraged to attempt every question in the paper.

Some candidates made personal comments about the sources (particularly COVID-19) and the suitability of their inclusion in the question paper. Candidates are reminded to answer the questions asked as pertinent to the visual and critical nature of the question.

Students 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 3rd mark was often missed as some candidates did not realise the complexity of the question and what it was asking.

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QUESTION 6 LANGUAGE

There were some candidates who found this section fairly challenging and at times it was clear that candidates were rushed at this stage of the examination.

It is clear that students need to revise the common errors as well as basic grammar. Candidates are also reminded that language-styled questions are not limited to this section of the question paper but can in fact be incorporated into other questions (including the poetry). Students must be more systematic in their interrogation of the language questions. Some elements of the questions were ignored (or students did not know their theory).

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 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. Please also encourage candidates to see that inter-textual references can come from anywhere and can be included in any aspect of the question paper. As an example, consider how a quotation from *The Tempest* might convey similar sentiments to a line from a poem or perhaps a paragraph from the comprehension passage or even a visual in Question 5. Encourage students to look beyond the silos and engage positively with the questions asked.

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 2022 November paper has remained the same as the November 2021 paper. The questions are *deliberately broad to encourage candidates to select relevant information and develop* an argument. Questions encouraged critical thinking and individual voice, to which the candidates responded adequately. Some candidates, however, neglected to anchor their arguments in the text, which adversely affected their results. The Transactional responses require candidates to apply given conventions to a specific target audience. Teachers are encouraged to use the rubrics in their teaching and marking.

SHAKESPEARE AND THE NOVEL

1. Candidates were required to respond to critical analyses of *The Tempest, The Handmaid's Tale* and *The Theory of Flight.* 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.
2. In the Shakespeare question, it was noted that many candidates seemed removed from the text. They did not refer to sufficient detail from the play to support an argument.
3. Unfortunately, in some instances, it appeared that candidates had not read or been taught the texts. Many responses showed a lack of understanding of the play and/or novel.
4. The essay responses must always be anchored in the text. Many essays became reflective responses to current affairs or philosophical statements about life which were not required.
5. The novel questions required an investigation of character and theme rather than merely listing characters and symbols. Candidates are encouraged to choose characters judiciously. A discussion of fewer characters in more depth produced better analyses than many characters discussed superficially.
6. In essay responses to *Theory of Flight,* it was noted that candidates merely listed characters and symbols without drawing relevant links to the question.
7. Candidates are reminded to respond to ONE novel question. They may not adapt the second *Theory of Flight* question to write an essay on *The Handmaid's Tale* or vice versa.
8. Candidates are encouraged to select relevant information rather than include all information in the essay in the hope that some parts will be relevant. In some instances, the full question was not unpacked, which compromised the depth of analysis.
9. Academic rigour in literary essays needs to become a focus.
   (a) Candidates must use a formal register in this essay. Colloquial, conversational language must be avoided, for example: 'Let's see', 'Don't get me wrong', 'Arial is stupid'. These phrases do not fit the requirements of a formal essay.
   (b) Titles should be underlined.
   (c) Present tense is essential.
   (d) No abbreviations should be used, for example: TOF to refer to *Theory of Flight.*
   (e) Avoid judgemental comments about characters, avoid Americanisms such as: 'crazy', 'toxic', 'gonna', 'bottom of the food chain'.
   (f) Candidates should avoid using generalisations such as: 'throughout the play', 'continually', 'always', 'never', 'the entire play/novel' and 'in conclusion'.
   (g) Paragraphing is essential.
   (h) Essays must not be lengthy.

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10. Where candidates integrated quotes well, this enhanced the quality of the writing. However, some candidates struggled to integrate quotes and they were often 'floating'. Quotes do not need to be referenced (Act and scene or chapter). Quotes should NOT be highlighted or underlined. Single-word quotes must be avoided.
11. The keywords in the question have been 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 their synonyms.
12. 'To what extent' in the question indicates that the argument should acknowledge more than one perspective on the topic. The varying perspectives, however, do not need to be equally discussed.
13. Introductions must indicate a stance and use the keywords to signpost the argument.
14. 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.
15. Conclusions were often missing. 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'.
16. Candidates are required to build an argument by using linking words/phrases as transitions from one paragraph to another. At times, essays were excessively long, repetitive and rambling. Candidates are encouraged to select content that will allow for a strong, succinct argument.
17. 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.
18. Some essays were mostly narrative and lacked a cohesive argument, which compromised the quality of the work produced. However, teachers are encouraged to assist their pupils to understand the difference between establishing a context for the argument versus pure narrative. Context is encouraged and underpins the argument.
19. Candidates are encouraged to think carefully about their selected choice question. In many instances candidates would have responded with greater success should they have made a more discerning choice.
20. It was noted that this year produced fewer 'pre-prepared', formulaic essays – this was pleasing.
21. 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.
22. Each question must be started on a new page. Rough drafts should be marked very clearly.

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TRANSACTIONAL WRITING

1. This section contributes 40% to Paper 2. Those candidates who were confident in using various linguistic conventions and displayed evidence of practise produced impressive responses.
2. The transactional writing questions encourage the use of individual voice and perspective. Candidates who 'play with language' and use intertextuality effectively produce better responses. The use of metaphor and other figures of speech, references to other texts as examples, or references to poetry studied is encouraged. However, these references need to be well integrated and should be used to enhance the argument. Candidates should avoid preparing contrived responses that do not fit the purpose of the task. Candidates are also encouraged to use persuasive writing techniques and their knowledge of the world to enhance their responses.
3. In some instances, candidates produced superficial, clichéd responses lacking in depth of thought.
4. Candidates must keep audience and purpose in mind when responding. At times, candidates wrote a sincere response but ended off by using inappropriate pseudonyms such as: Mickey Mouse.
5. Although formats are not penalised in the marking process, correct use of format informs register and purpose and therefore, candidates are encouraged to use the correct format in their responses.
6. Candidates need to know differences in style between a blog, email, editorial and open letter. At times, the register used was too informal for the purpose.
7. Fewer candidates used inappropriate language which was pleasing.
8. Candidates should not 'lift' information from the anchor passage but should develop ideas beyond the text.
9. Candidates are encouraged to write transactional writing pieces of 250-300 words in length. Depth and development are compromised in shorter responses.
10. Candidates are encouraged to use full sentences and pay closer attention to correct spelling and punctuation. At times, responses lacked logical progression and development of ideas. Paragraphs should be used in transactional writing.
11. It was noted that fewer candidates struggled to complete the paper. Candidates are encouraged to manage their time carefully.

CONCLUSION

The quality of the answers in this examination bears testimony to the challenges many of the learners have faced in recent times. Many candidates produced excellent responses that reflected critical thought and sound analysis of text. In other instances, the candidates were inadequately prepared for the rigour of this paper. Candidates need further instruction on how to approach a literary essay and how to unpack a topic. Candidates are encouraged to practise writing essays and responses to transactional writing pieces. In general, the paper marked very well and candidates responded sincerely and thoughtfully to the questions posed.

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ENGLISH HOME LANGUAGE
SBA MODERATION

In most instances in 2022, regional portfolio moderation was a gratifying process and we were impressed and inspired by the quality of assessments contained in all sections of the portfolios. As such, this report echoes the praise and affirmation offered in the reports of the last few years. Sadly, much of what was concerning has cropped up again and, even more sadly, the same issues occur over and again at the same centres. I can only urge teachers to make sure that their principals/heads of schools pass on the reports from the moderators to them and that they act on the suggestions made.

To highlight the good:

- Preliminary (trial) examinations are carefully set to mirror the standard, rigour and structure of the final NSC examinations. We noticed thorough moderation of both the papers and the learners' responses.
- In many centres, testing was thorough and designed to provide a good platform for the learners to develop their skills and work on improving their weaknesses. Where testing was most successful, it was clear that teachers had not set assessments/tests merely to tick the requirement of including an assessment that tested either Paper 1 skills or Paper 2 skills, etc. Rather, there was a conscious consideration of where learners needed to improve their answering techniques or consolidate knowledge. Tests were developed to answer this need.
- In many more instances the writing process has become an interactive journey between the teacher and the learner allowing the learners to develop their writing skills to their full ability. There was also a growing awareness of the difference between good writing and florid, 'purple prose'. (Please remember that a 400-word essay might not be long enough to allow a student to grapple with a topic or develop his/her thoughts fully.)
- The Common Assessment Task appears to have been completed with integrity in most centres and was most successful where teachers used the opportunity to develop poetry skills and embed the set poems. Learner responses were reflective, creative, analytical and sincere.
- 4th-genre tasks are increasingly compliant and the best tasks have both a rigorous genre-specific component AND allow for a creative response.

Please be vigilant about the following:

- Calculation errors are totally avoidable and entirely inexcusable. There cannot be discrepancies between the marks on a piece of work, what is recorded on the cover sheet, the spreadsheet and then included in a final calculation. Teachers have to check that this is accurate. All assessments included in the calculation of final marks must be found in the Learners' Files and in the Teacher's File. Zero marks should not be included in a portfolio. Please check the guidelines regarding this.
- Assessments available in the public arena and past papers may not be used as formal assessments. Be wary of using assessments from previous years that have been shared with you. Many schools are tempted to use past papers from other schools – but this is strongly discouraged unless the integrity of the paper can be guaranteed.
- Regardless of which assessment you are setting, please match your standard with those described in the SAGs and which you can emulate by studying past papers and the suggested marking guidelines yourselves. True and False questions and multiple-choice questions are not suitable. Please be aware that your paper/s or test/s should match the Bloom's taxonomy breakdown suggested in the SAGs. Use a design grid to ensure that this is the case.

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- A green initial on the first page of a learner's work is nothing more than a green initial on the first page of the learner's work. It is not evidence of valid moderation. Please ensure that feedback from your moderator is clearly evident on the learner's piece of work. Additionally, detailed and thorough feedback from your moderator must be included in your Teacher File. Once again, please do not view moderation as yet another requirement in order to 'tick a box' on the moderation feedback form. Moderation by an experienced colleague ensures that your assessment is of a fair standard and that it meets the assessment guidelines. At the end of the year, all learners write the same final examinations and if, during the course of the year, they have not been exposed to assessments of a similar standard then they have not been prepared for their final examinations. Thorough moderation ensures that this is more likely to be the case. In schools where only one teacher teaches the subject, please be in contact with your cluster group.

Most portfolios were submitted electronically in 2022. Please try and keep them organised and easy to access. It is preferable to divide your submission into folders, which makes it easier to moderate. If you are scanning in work, please remember to scan both sides and to check the scanned document before you include it. Often, incomplete or one-sided scans were submitted and it was impossible to moderate the centre properly. Although it sounds redundant to say so, please ensure that all your work is submitted. We found that many electronic submissions were missing a large amount of work.

Finally, always remember that the IEB is one email away and that our Assessment Specialist will answer all your queries and/or put you in touch with someone who can answer questions.

On the whole, the standard of Teacher and Learner Files moderated remains impressive. They stand as testament to the standard of teaching, levels of commitment and integrity of English Home Language teachers countrywide. Thank you to teachers for their hard work and dedication to the furtherance of this subject.

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ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER I

QUESTION 1

The candidates did very well in the comprehension. Most questions were understood, and insight was visible throughout the questions.

- The candidates wrote lengthy answers, which clearly illustrates that candidates were taught to express their views thoroughly. The concern is that candidates did not adhere to the mark allocation / word count. It is important for the candidates to remember that explanations do not necessarily lead to full marks.
- Candidates were able to draw comparisons in which their expressions were made clear. Most candidates received full marks for the question.
- Please remind the candidates that when a choice is given, it must clearly be linked to the explanation. This was evident in question 1.3.2 where candidates chose a response, yet the supporting evidence contradicted the choice.

QUESTION 2 SUMMARY

The candidates found the text very accessible. It was evident that the candidates understood the expectations clearly.

- The candidates did very well in the question.
- There was minimal lifting of texts but sometimes their own choice of words impeded understanding.
- It was apparent that the summary was taught very well.
- Please remind the candidates that language usage is important as using terms out of context costs marks.

QUESTION 3 POETRY

The seen poems were taught well and it was evident that time was spent on teaching not only the content but also the answering of the questions.

- The candidates illustrated that they were able to make broader links that just the obvious answers.
- Candidates impressed with their understanding of the concept that the entire poem of 'Refugee Mother and Child' was a foreshadowing of what was to come.
- Please revise the teaching of the figures of speech as it seemed that candidates used them as a separate concept and battled to link them to the question.
- Please ensure that context of the analysis is relevant.

QUESTION 4 UNSEEN POETRY

- Candidates overall battled with the unseen poetry.
- There were many candidates who illustrated that the poetry terminology had been taught well.
- Candidates lost marks as they did not adhere to the expectation of shortening an answer and maintaining the word count.
- Please revise the difference between figures of speech and parts of speech as these were confused with one another.
- Remind the candidates that they must be careful not to overanalyse the poem. The content is often what it seems.

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QUESTION 5 ADVERTISEMENT

Candidates showed insight with regard to the understanding of the advertisement.

- Candidates battled with the labelling of the occupation. It was evident that there was a lack of vocabulary.
- Please remind the candidates exactly what a target market is and how this question should be answered.

QUESTION 7 LANGUAGE

Candidates battled with the language question.

- Please ensure that basic language skills are revised. In reported speech time words and the tense must be changed.

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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

- The majority of candidates performed very well in this question. Their responses showed that they understood the questions and most of them also followed instructions well.
- This question resulted in pleasing results.

QUESTION 2

- For this question candidates have to take a strong stance and have an overall convincing voice.
- Supporting detail must be followed by interpretation of behaviour.
- E.g. After opening the suitcase and finding 50 million crowns, they choose to keep the money and share it (fact).
- They should have gone to the police to report this, but they kept quiet. This makes it theft and not an honest mistake (interpretation).
- Do not start all sentences with:
  - I feel …
  - I believe …
  - In my opinion …
- Plan the answer to improve the flow/ logical development:
  E.g. Bolt's suitcase; Bolt and the freezer; Bucket and Sonja – get the order of events correct.
- Correct and flamboyant language pays off generously in this question where learners have the opportunity to express their opinions freely.

QUESTION 3

- Remind learners about including meaningful gestures in the present tense; there must be more than one. Ensure that they know the difference between **a gesture** and **an emotion**.
- Format of a dialogue = no quotation marks.
- Remind learners 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 learners to use question marks.
- Characters need to be true to character, e.g. Allan can't suddenly be portrayed as impatient or impolite.
- Avoid slang, such as, 'Hey, man'; 'Sure, Dude', etc.
- Avoid long preambles.

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QUESTION 4

- With this question learners were not always detailed enough in their knowledge of characters: using 'the person', 'some friends', etc. This made references vague, which resulted in weak content.
- Essay writing style: learners must use links between paragraphs – essay should not read like five separate paragraphs.
- Essay must have a title.
- Discourage learners to begin essay: In the following essay I am going to discuss….
- Learners must remember to link references to question.
- PRESENT TENSE.
- Avoid saying 'throughout the novel'.

General Comments on Section A:

- A correct reference only adds value to the answer if it is grounded in the question.
- It is important that content is logically developed – plan well!
- Stick to the word count: 180 words (maximum 200), 250 words (maximum 300); learners must not lie about word count.
- Remind learners 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
- Learners confuse the characters.
- Clearly indicate rough drafts.
- Avoid 'this guy' = colloquial.

SECTION B TRANSACTIONAL WRITING

QUESTION 5 SPEECH

- Learners need to study formats for transactional writing.
- Remind learners about register: a polite, respectful tone is needed when addressing your teachers.
- Work on structure: introduction, body, conclusion.
- Frequent use of comma splices; learners need to use conjunctions to join sentences.
- Paragraphs!
- Accurate word counts needed.
- Use of punctuation needs attention.
- Using 'But' and 'And' as sentence openers.
- Pay attention to concord.

QUESTION 6 SOCIAL MEDIA COMMENTARY

- Be careful of repetition.
- Read question carefully: instruction was not to leave a comment based on the article.
- Use linking words for coherent writing.
- Be careful of overuse of ellipsis.
- One exclamation mark or one question mark is grammatically correct. Use vocabulary to show emotion.

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General errors:

- Learn vs teach.
- Word order; used their home language as a guide.
- Direct translation from their home language was sometimes used.
- Concord
- Grade 12s (no apostrophe)
- Clumsy sentence structures

Spelling:

- knowledge
- their, there
- therefore
- where, wear, were
- to, too
- more brighter
- bear/bare
- more happier

*Time management is important to complete all the questions.

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EQUINE STUDIES
PRACTICAL

The 2022 Equine Studies practical examinations were conducted in October and November of 2022.

Twenty-four candidates were assessed, two of which were non-riding candidates.

Non-Riding Option

There were two non-riding candidates. One presented in person at Beaulieu College and one via Zoom.

Both presented well-structured power-point presentations with carefully considered topics.

In both instances the biggest challenge was finding professionals in their field of choice who were accessible and willing to give their time and allow access to the candidates.

Both candidates overcame these challenges creatively and were able to convey their personal growth in their presentations.

Riding Option

1. **Venues**

   The venues used were as follows:
   - Noordhoek Riding Club – Western Cape
   - Beaulieu College Campus – Gauteng
   - The South African Jockey Academy – KZN
   - Bothaville Stables – Gauteng
   - Aintree farm – Gauteng
   - Farnham – Gauteng

   Without exception each of the exam venues met all the industry standards as equestrian establishments. Many were well above the expected standard and all the necessary safety and welfare practices were well implemented. Each venue was an excellent representation of good equine husbandry.

   Preparations for the exam at the venues were well organised with all the necessary equipment in place and arranged as and when needed. Arenas and work areas were safe, enclosed and very well maintained.

   The disciplines of choice in this exam cycle included the more specialised and unique fields of flat racing and mounted archery. The venue used for the mounted archery, Bothaville Stables, was a wonderful example of a well-run equine facility and the track is in frequent competitive use. The Jockey Academy where the Flat Racing candidates presented is a world class training facility and it was a privilege to be hosted there.

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The standard and suitability of the venues used is of great importance, not only for the smooth running of the examination process but also to ensure the candidates are unencumbered in their presentation of the practical requirements. This makes the process as fair and uniform as possible, notwithstanding the safety of the candidates during the execution of the exam, which is paramount.

2. Conduct of the examination

An examination time of 2 hours per candidate worked well. Where there were multiple candidates at one venue, grouping two in an examination session running for four hours worked efficiently.

The revisions to the order of the sections in the testing tool improved running time, with a more fluid flow of the testing procedure increasing the efficiency.

(a) The majority of candidates were very well prepared and skilled in the first section of the exam in which they ride on their own horse in their discipline of choice. In the majority of instances this is where the fewest marks were lost.

A few of the candidates presented themselves and their horses correctly turned-out for their discipline of choice. Albeit there are no marks allocated for this, it greatly elevated their representation of competency in that discipline. Being knowledgeable regarding the correct attire – and in many cases these are bound within the rules of the discipline – and having the ability to turn the horse out appropriately for the discipline is an essential skill.

(b) The general knowledge section was a challenge for a number of candidates. I am confident that the required knowledge was present in most instances, however the change in approach from a practical demonstration to a question-and-answer discussion seemed to throw them. Having said this, the candidates that demonstrated more established depth knowledge in general had less of a problem conveying the required information.

In preparation for the practical exam, teachers should make candidates aware of the General Knowledge section and the fact the questions are drawn from the entire syllabus. It must be noted that a few of the candidates were very strong in this area and expanded in depth around the topic, adding anecdotal experience and insights.

(c) The section on Stable Yard techniques, handling and safety was generally well done by the candidates. A number of the candidates presented a detailed tack check and explanation which further demonstrated their skill, proficiency and depth of knowledge. This demonstrated awareness and understanding of safety considerations, and efficiency and skill in using the necessary equipment in this field. Although there is no mark allocated for this, it added a deeper level to the candidate's performance in a professional manner.

No major issues arose during the demonstration of tacking and un-tacking; candidates displayed the required level of efficiency and technique. Attention should be paid to leading the tacked-up horse and turning in hand. Leading a tacked-up horse needs to be practised with candidates and emphasis put on not becoming complacent during the tuck up and un-tack of the unknown horse.

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(d) The section on the unknown horse was the most challenging for the candidates, in particular, the lateral movements, lengthening and collection. More attention should be paid to these movements, understanding the correct shape of the horse, the correct direction of flexion and the aids required.

In some instances, the candidate had a clear understanding of the movement required and the aids to apply, but the unknown horse they had to ride was not schooled to the requisite level to execute the movements. In contrast, some of the mounts were schooled at a very high level and those candidates had a comparatively easy task in executing the movement. In order to ensure that the candidates have an equitable examination experience, horses with the suitable level of schooling should as far as possible be utilised. I acknowledge that this is a very real challenge.

Potential solutions to this discrepancy in the level of training, ability and suitability of the unknown horses used can be expanded on at conference. I will endeavour to liaise exam dates as early as possible in 2023 to allow more time to source the horses for this section.

(e) The completed logs for each candidate were emailed to me in advance and timeously. The two flat racing candidates presented their Race recording to me and sent me the links for these.

A few of the candidates were presented with serious obstacles during the year and had adequate logs for the preceding years but had only managed one or two competitions in 2022.

The candidates must take part in a minimum of four competitions in their grade 12 year in compliance with the CAPS.

Conclusion

The overall standard and preparedness of the candidates examined was high. The exam structure worked well and for the most part the assessment process went smoothly with well prepared and able candidates.

There were no instances of "dangerous" riding or candidates that were deemed unsafe to ride any particular section.

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EQUINE STUDIES
THEORY

The write-on paper format worked very well.

Candidates seemed to fall into 2 categories; those with excellent knowledge and those who got very low marks because of poor knowledge.

QUESTION 1

Question 1 gave the candidates a great start to the paper.

1.1 This question was very well answered. Many candidates got full marks. Most candidates got over 11 marks of the 16. There seemed to be some confusion or lack of knowledge regarding the conditions: Wobblers and Cushing's. These two conditions are named in the CAPS under neuro/endocrine.

1.2 Almost everyone got DJD correct. Many candidates named Osteochondritis and a few got the second word Dissecans. Many left out dissecans and said 'disease'. The term disorder was accepted for DJD. Both of these conditions are specifically mentioned in the CAPS under Skeletal Gr 12.

1.3 Was very well answered. The anatomical terms were well attempted. Nearly all candidates got Cranial correct. Most got Ventral correct as well.

1.4 Most candidates got this question correct. Some candidates used the term 'Wobblers' and some used the term 'Wobblers Syndrome'. Poll Evil was also an acceptable answer. Wobblers is specified in the CAPS Gr 12 under neuro/endocrine.

1.5 This question was very well answered. Any average between 15 & 22 was accepted as well as a range.

QUESTION 2

2.1 There was an error in this question. As a result, the question was marked out of 12 not 15 (Question 2 total was therefore 30 not 33) and the final mark adjusted. This question proved problematic for some candidates. The suspensory ligament was sometimes confused with the SDFT. The tendons/ligaments were not always in correct order. The insertion sites were often missed. There was a mark for the correct placement of the ligament, the correct labelling and the correct insertion site. The Superficial often went too deep down the leg. The Extensor was often drawn to the short pastern. The Extensor Tendon has to extend the leg and toe so it inserts at the pedal bone. There were a concerning number of candidates who did not know the structures, especially the check ligament which was most often misplaced. All of the structures referred to in the question are named in the CAPS and must be covered. The suspensory ligament was only drawn correctly by one candidate including the branch of the suspensory. Candidates must be taught and get practice in applying their knowledge in new situations. Some candidates only put the tendons, etc. below the fetlock.

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2.2 This question was challenging for most candidates; many left blank spaces. The content for this question is in the CAPS under conformation on Page 19, "Understand the relationship of conformation defects to potential limb unsoundnesses"

Many candidates could not give a related issue/condition due to a specific conformational fault. The candidates had to then relate these issues to a corrective shoeing solution (CAPS page 19 under 'The foot'). The simple answer was generally given as 'a bar shoe'. It was concerning that many candidates did not know any common corrective shoeing options and the conditions they would be used for (CAPS: Discuss conditions that would require corrective shoeing).

2.3 The hormone chart was mostly completed correctly. Most candidates did not know where the hormones are produced.

QUESTION 3

As a whole, the questions on parasites were not answered well. This was unexpected.

(CAPS: Parasites – Ability to design and implement a de- worming protocol
– Prevention, method and control).

3.1 Very well answered as a whole. Some answered Midge.

3.2 A – E. Most did not know that the eggs had developed into larvae and the larvae were excreted. The term 'describe' was used in the question; this required more detail for each stage. Stage D and E was very well answered.

3.3 3.3.1 Many did not understand what could happen if this method was used and what the consequences were. Candidates picked the one part of the treatment that concerned them but could not give reasons why they would not use this treatment today.

3.3.2 The treatment plan was generally poorly answered. Most gave very vague steps that would be taken. A few candidates did name the correct active ingredients for this worm. Most answered 'to repeat faecal egg count' which was wonderful. Treatment plan refers to how the horses would be treated, not just general yard management.

3.3.3 The term 'refugia' was understood by some candidates. A few candidates knew the term Anthelmintic. This question was generally poorly answered or left out.

3.3.4 Many candidates wrote about paddock rotation in general and did not refer to it as a method of worm control. Most answered the point of the host being absent and stopping the worm cycle from continuing.

3.3.5 Most candidates stated that they would introduce feed slowly and gradually increase the quantity. Only some of the candidates worked out the quantities and gave the ratio required. Water was always mentioned. Very few mentioned feeding for the present weight and then feeding for the ideal weight of 420 kg. Restricted grazing was not mentioned by many candidates.

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QUESTION 4

4.1 Many students gave very low numbers making it clear that they did not understand the CS scale.

4.2 Many did not give the name of actual 'foodstuffs' but gave nutrients instead.

4.3 This was very well answered.

4.4 This chart was confusing for many. The correlation between Inflammatory markers and infection was not often made. There was a lack of dept of knowledge of AI, etc.

4.5 Everyone agreed. This was generally well answered. Often students repeat the same point in the answer.

QUESTION 5

5.1 This chart was very well answered. Nearly everyone got full marks.

5.2 Ageing is an aspect of the curriculum that is not understood well. Very few candidates could identify parts of the horse's teeth tables that are used to age.

5.3 Half of the candidates got this correct. Ageing is a weak spot for candidates. This is probably due to ageing not being in any of the past papers. Everyone knew what the groove was but not which age it correlates to. The candidates were not confident with the ageing process.

(CAPS: Know categories and function of Teeth and demonstrate the ability to age).

5.4 5.4.1 Bar Graph.

This question was very well answered. Only a few forgot the heading for the bar graph.

Since the bar graph required quantities under 1, it would have been ideal to plot more accurately from 0 to 1.

5.4.2 Many candidates did not give ingredients to be included in the floss but gave nutrients.

5.5 This question was very well answered.

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QUESTION 6

Some candidates did not answer this question or skipped some parts of it.

6.1 6.1.1 Many candidates mentioned less labour required and less expense.

6.1.2 The disadvantages were generally well answered.

6.2 Was very well answered.

6.3 Was creatively answered and some candidates gave some very good reasoning.

6.4 Many understood that older horses required more time to train and gave some wonderful answers.

6.5 It was clear that some candidates had not heard the term 'easy keeper'. Those that knew the term answered the question with full marks.

6.6. Only one candidate answered, 'check the feet'. Most answered, 'to check for injuries'.

6.7 It was a mix bag of Yes and No responses for this question. The reasoning was generally quite comprehensive and many candidates gave 'loadshedding as a reason it would not work.

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EQUINE STUDIES
SBA MODERATION

In 2022, moderation was conducted only to confirm compliance to the CAPS requirements, i.e. were the correct items submitted for moderation in both the Teacher and Learner Files. The quality / rigour of the evidence was not moderated. Files across all centres were found to be without major irregularities. All files were user-friendly, and all tasks were completed, representing a fair reflection of the work undertaken during the year.

Submission of Files

Each centre is required to submit only 3 Learner Files, across the ability range of the learners. If there are less than 3 learners at a centre, all learners must submit a file. Where one teacher is assessing across a number of centres, only one Teacher File is required but the selection should come from different centres. In this case, the spreadsheet of results in the Teacher File should clearly indicate the centres from which the learners come.

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FRENCH SECOND ADDITIONAL LANGUAGE
PAPER I

A heartfelt thank you to the French teacher community for the splendid work they have put into preparing their candidates for Paper 1 of 2022.

Candidates performed as expected in all questions in this examination. Candidates answered Section A and Section B equally well. The majority of centres answered all questions and showed proof of preparing their candidates for the unseen and seen texts.

It is encouraging to see that teachers and candidates took note of the previous year's examiner's report and therefore have been able to eliminate – to a great extent – typical issues of past years.

Multiple-choice questions were answered correctly.

The bulleted layout was well prepared, and candidates can expect similar questions going forward.

Teachers have trained candidates well for questions that require one-word answers ("Citez UN mot"). This is an improvement on past papers.

It remains imperative to train candidates to differentiate between questions where they are asked to use their own words ("en vos propres mots") and questions where a quote ("Citez"/"Citation") is required. No marks are awarded when candidates used 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 yhat best supports their answer. Teachers are asked to continue to train candidates in the practice of quoting briefly ("brièvement"), meaning in three words or less, as was clearly communicated at the User Group Conference of February 2022. Candidates are reminded that a quotation is the word(s) that are taken directly from the text – without omission/addition of words. Candidates are requested to avoid the use of ellipses (…) when quoting.

Where neither "en vos propres mots" nor "citez"/"citation" is provided, candidates are encouraged to use their own words.

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 that they have used the additional space.

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 is imperative for candidates to read the instructions carefully for each question. Some candidates read instructions selectively thus missing required elements in their answer.

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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.

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 like "avant", "après", "depuis", "toujours", "encore", and "qui" versus "que". Nonetheless, most candidates displayed their literary knowledge and answered both the poem and prose well.

Congratulations to the teachers and candidates of 2022 for their hard work and dedication.

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FRENCH SECOND ADDITIONAL LANGUAGE
PAPER II

SECTION B

Most candidates managed Paper 2 successfully, which is all credit to their teachers who prepared them extremely well. Marks in the 90s were not uncommon, even for candidates who are not French speakers. Bravo and thank you!

Candidates and teachers seemed to enjoy this paper and considered it to be fair, doable, and stimulating. Very few candidates did not manage to complete the paper in the allocated time, and we saw few *hors-sujet* texts in Questions 2, 3 and 4. Unfortunately, the level of grammar and language competency does not yet seem to have recovered from the effect of the hybrid learning and the lack of contact time in the classroom in these Matrics' grade 10 year, which is the year at the core of the grammar syllabus. This year we have again noted that some candidates do not pay enough careful attention to detail. Teachers should remind their students to read questions carefully, be far more methodical in applying the basic grammar rules and be more accurate in their spelling.

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 Is it sometimes acceptable to lie?

1.2 Uniform and identity.

The impressive quality of the content seen in the essays indicates that candidates found both topics thought-provoking and manageable, and they provided an opportunity for them to demonstrate their skills. Many candidates were able to express their opinion drawn from their own personal experiences in clear and well-structured texts, but for others, the many grammar and spelling mistakes made their work hardly decipherable. We do not want to discourage students who have a lot to write about from doing so, but they should try not to dedicate much more than 40 minutes to Question 1 so that they have enough time to check their work and correct grammar and spelling mistakes.

Just as in previous years, the following applied:

- 1 mark was allocated to *respect de la consigne (longueur).* 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*. Les ados, ça, *tu, toi, ton, ta, etc*. were penalised. Most French-speaking candidates still tend to use *ça* instead of the requested *cela*.

Teachers should note that <u>no mark</u> will be allocated for <u>register</u> in the 2023 examination.

- 2 marks are 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.

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Teachers should note that <u>3 marks</u> will be allocated to <u>structure globale</u> in the 2023 examination: paragraphes bien structurés (1), introduction (1) et conclusion (1) appropriées.

- 10 marks are allocated to *contenu.* Generally speaking, candidates scored excellent marks for the content section. 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 binds 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 are 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 that 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 again. Candidates need to review their work while paying careful attention to the basic rules of the language to avoid leaving costly, basic grammatical errors in their texts.

  Markers used these points as guidelines to mark this section:
  - 0–1½ point = texte trop court et/ou rien ou presque rien de déchiffrable. Aucune maîtrise de la grammaire de base.
  - 2–3½ points = texte trop court et/ou pas de maîtrise de la grammaire de base mais certaines idées / points sont déchiffrables.
  - 4–5½ points = texte déchiffrable avec de nombreuses fautes mais qui montre néanmoins que le candidat a une certaine maîtrise de la grammaire de base.
  - 6–7½ points = La grammaire est adéquate même s' il y a quelques fautes et même des fautes de base (tu regarde / mon famille / elles voulent aller / les chaussures jaune, etc.)
  - 8–9½ points = Bonne voire excellente maîtrise de la grammaire (niveau A2 – B1) même si quelques erreurs de base ou des fautes d'inattention sont présentes dans le texte.
  - 10 points = Excellente utilisation de la grammaire même si l'une ou l'autre erreur apparaissent.

- 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.

Teachers should note that we have added *<u>dont</u>*** to the list of degré d'élaboration et variété de structures grammaticales et de structures de la phrase.**

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QUESTION 2 MESSAGES

Candidates need to be reminded that they only select three of the four messages. It is also recommended that although they will not be penalised for longer texts than the suggested word count, candidates should aim to dedicate approximately 30 minutes for the three short messages.

2.1
- Rituel: commentaire sur YouTube
- Registre: informel (tu ou vous)
- Contenu: exprimer admiration pour le YouTubeur / colère, frustration, dégoût envers les Trolls.

2.2
- Rituel: message vocal au directeur de casting – salutations + prise de congé
- Registre: formel (vous)
- Contenu: convaincre / demander rendez-vous

2.3
- Rituel: e-mail au PDG d'Ubisoft - salutations + prise de congé
- Registre: formel (vous)
- Contenu: descriptions

2.4
- Rituel: note à son père - salutations + prise de congé
- Registre: informel (de préférence 'tu' mais 'vous' sera aussi accepté)
- Contenu: demander de l'argent / expliquer pourquoi on en a besoin

These questions proved to be accessible for 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. All questions proved to be popular, even Question 2.4 which refers to the literature. Candidates need to be reminded that they should start their message with a *salutation* and end with a *formule de prise de congé*. Candidates should spend time revising the grammar section of the syllabus, extending their vocabulary as well as going over their productions thoroughly to avoid leaving basic spelling and grammar mistakes.

- 1 mark was allocated to *format.* Most candidates used the correct format for each message, but for the message vocal in question 2.2, it would have been advisable for candidates to start their message court with *Allô.*
- 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).
- 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 (1 mark).
- 5 marks were allocated to *compétence linguistique*. Please, see sections *lexique* and *grammaire* in Question 1.

  Markers used these points as guidelines to mark this section:
  – 0–1½ = texte trop court – rien ou presque rien de déchiffrable. Aucune maîtrise de la grammaire de base. Lexique inadéquat (vocabulaire + orthographe)

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- 2–2½ points = mauvaise maîtrise de la grammaire de base mais certaines idées/points sont néanmoins déchiffrables. Utilisation passable du lexique de base.
- 3–3½ points = Il y a une lueur d'espoir. La grammaire est adéquate même s' il y a plusieurs fautes et même des fautes de base. Utilisation adéquate du lexique de base.
- 4–4½ points = Bonne maîtrise de la grammaire (niveau A2 – B1) même si quelques erreurs de base sont présentes dans le texte. Lexique adéquat et varié.
- 5 points = Excellente utilisation de la grammaire même si l'une ou l'autre erreur apparaissent. Lexique riche, expressions et idiomes appropriés.

QUESTION 3 REFORMULATION D'UN TEXTE

Candidates had to reformulate the entry of a journal about a frightening Halloween evening into a blog and end by asking their readers to share their own scary story.

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 present tense into the past tense. The difficulty was to differentiate between the need to use the passé composé or the imparfait, and to conjugate the verbs. It is very encouraging to note that hardly any texts were *off topic*. It is recommended that candidates dedicate approximately 20–25 minutes to this question.

- 1 mark was allocated to *respect de la consigne*.
- 1 mark was allocated to *registre de langue.* Standard / familiar
- 3 marks were allocated to *structure et cohérence.* Candidates fared well in this section, but some forgot to give an appropriate introduction and / or conclusion to their message, as required by the question.
- 5 marks were allocated to *contenu.* Most candidates managed this section easily. They selected enough information, which is a minimum 80% (2 marks) and used it in an effective way (2 marks). Originality, sparkle, and authenticity were rewarded with 1 mark. This originality could be found in the introduction and/or conclusion (example: *Salut à tous, aujourd'hui je vais vous raconter une histoire terrifiante / N'hésitez pas à partager vos propres histoires effrayantes!*)

Teachers should note that in the 2023 examination the text will be shorter, but candidates will have to reformulate <u>all</u> the given information, and not only 80%.

- 10 marks were allocated to *compétence linguistique.* This section is the one that candidates found the most challenging. Candidates in general needed more practise with the use and formation of the past tenses (passé composé / imparfait).

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QUESTION 4 FORMULATION D'UN TEXTE À PARTIR DE NOTES

Candidates seemed to enjoy this question and approached it very well. They had to formulate a review/critique (general info + summary and characters + opinion) about a manga-inspired comic book for a chat room dedicated to comics. Candidates should aim to dedicate approximately 20–25 minutes to this question.

- 1 mark was allocated to *respect de la consigne.*
- 1 mark was allocated to *registre de langue.* The intended register was informal or standard.
- 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 by the question. In this instance, *salut à tous les passionnés de BD, à bientôt, etc.* would have been appropriate salutations and prises de congé to the text.
- 5 marks were allocated to *contenu.* Most candidates managed this section easily. They selected enough information, which is a minimum 80% (2 marks) and used it in an effective way (2 marks). Originality, sparkle, and authenticity were rewarded with 1 mark.

Teachers should note that in the 2023 examination the text will be shorter, but candidates will have to formulate a coherent text using ALL the given information, and not only 80%.

- 10 marks were allocated to *compétence linguistique.* Generally speaking, candidates found this section more challenging. We found the same basic grammar mistakes recurring as in previous years. The most common errors were *agreement of adjectives and conjugating verbs.*

I commend our French candidates for the interest, creativity, humour, and determination they have shown in learning this beautiful language.

And I congratulate teachers for their dedication and enthusiasm in preparing their students and for inspiring them and instilling a love for the French language and francophone culture.

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GEOGRAPHY
PAPER I

QUESTION 1

In general, candidates used source material effectively. Climatology questions were better answered than geomorphology questions. In some cases, candidates confused the formation of a cold front with the formation of line thunderstorms. A high number of candidates did not label the drainage basin correctly (1.3.1), which is surprising given that this was a low-order question. Some candidates did not demonstrate an understanding of a longitudinal profile, redrawing the map instead. Question 1.3.6 was designed to separate the higher-achieving candidates from the rest. Schools and teachers need to work on drawing diagrams of different concepts.

QUESTION 2

This was overall a well-answered question. Candidates found the concept of size and hierarchy a challenge. Services and size of a settlement are linked to the central place theory with detailed explanations. Candidates need to use the mark allocation to determine the detail required in the answer. Site factors need to be focused on. The industrial area is not a site factor. Informal settlement vs informal sector – concepts were integrated as one concept. Informal settlements are not in rural areas. The question on the trade balance was marked leniently due to candidates not being clear on the exact definition – the question requested an explanation, not a definition. Teachers must know that candidates need to have a more expansive knowledge of geography.

QUESTION 3

Most candidates completed the essay question. Some candidates brought in their own knowledge and included pertinent examples and solutions. Candidates drew on their learning from previous grades. The structure of the candidates' writing was good. Most candidates used the source material. The open-ended nature of the essay and the variety of source material equipped the candidates regardless of ability. The structure of this year's rubric (4:12:4) assisted the markers in discerning between top essays and weaker essays for each of the criteria. The top students integrated relevant geographic terminology and used the sources to build and support their arguments.

Candidates did not understand GVA nor how to apply this to the context of the topic. Many lacked conceptual knowledge – IDZs. Not all candidates used appropriate subheadings; they must follow the outline of each subheading. Many answers were repetitive; this was evident from candidates who did not understand the context of the subheadings. Many candidates used bullet points. Many candidates merely quoted from the source material, but they did not analyse or apply these sources meaningfully. Many candidates were not familiar with the geographic location of the case study region. Planning is essential but must be brief. Candidates must use keywords or mind maps. Candidates are discouraged from using highlighters or coloured pens. Candidates must deviate from the conventional style of essay writing (i.e. introduction, body and conclusion) and adhere to the specific requirements of a Geography essay (i.e. introduction, subheadings and conclusion).

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Teachers are encouraged to review the rubric to ensure that all students are familiar with the IEB rubric. This applies to the third criterion, 'Supporting evidence – analysis and understanding'. Students must show they can use the source material for the given topic. Students do not need to reference external knowledge / own knowledge / personal sources. Example: As mentioned by my teacher, Coega is a port in South Africa. More training is required for students to manage the length of their essays within the allocated time.

Teachers must encourage students to approach the essay in the following way for each subheading: make a statement, support it with evidence, elaborate and link it back to the original statement.

QUESTION 4

Candidates had a good understanding of the impacts and development of a tropical cyclone. They did struggle with the mechanics of the eye. (Understanding of sinking adiabatic air.) Some candidates also misunderstood the winter high-pressure inversion.

QUESTION 5

Candidates had a good understanding of river mechanics. Some confused abrasion with hydraulic action. The concept of a weir was either fully understood or missed. Weaker candidates did not apply geospatial analysis well. They needed to refer to geospatial data AND human activity.

QUESTION 6

Impacts of counter-urbanisation on zoom towns – candidates should have focused on which perspective was required as many spoke about the urban city impact and not on the zoom town. Poor understanding of terms such as mixed-use development, conurbation and urban sprawl was evident.

QUESTION 7

The question allowed candidates to do well, but it seemed that Economic Geography was not well taught in many centres. Poor understanding of terminology. Units on the graph (1 000 tons) not generally used. Many did very poorly in the manganese question, despite it being the case study. Poor exam technique, e.g. listing instead of discussing; not using source material clues (e.g., photo of informal trading; candidates still wrote about informal settlements). A significant number of candidates did not know the difference between towns and provinces.

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GEOGRAPHY
PAPER II

QUESTION 1 FLUVIAL, MAP SKILLS

1.1 Provinces were well known.

1.2 Confluence was the most common answer – well answered.

1.3 Candidates should as a matter of course be aware of South Africa's major rivers and their characteristics. Most candidates were aware that the Orange River is an exotic river.

1.4 Candidates did not always read this question properly. Most candidates assume most SA rivers run east and drain into the Indian Ocean but the Orange River does not. Question must be read, and sources carefully studied. Some candidates' basic atlas work is poor, especially with oceans.

1.5 International border – well answered.

1.6 Major watershed – well answered.

1.7 1.7.1 Three upper-course characteristics – well answered.

1.7.2 Cross profile – a lot of candidates were unaware of what a cross profile required and drew a top view instead. Again, attention was not given to this area of the map and the conventional symbol for cultivated land was not picked up. Orientation of this profile was often wrong losing the candidate a mark.

1.8 1.8.1 Stream ordering – candidates do not practise this often enough. The concept of stream ordering is well known, but the practicality of counting stream orders was not well done.

1.8.2 Placement of dam – well answered.

1.8.3 Law of stream ordering – well answered.

1.8.4 Area of drainage basin – the method of an irregular area and counting squares (with differing scales) needs to be reinforced and this was not well answered.

1.8.5 Hydrograph – poorly answered.

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QUESTION 2 SETTLEMENT, MAP SKILLS

2.1 2.1.1 Farm name – well answered.

2.1.2 Interpretation of settlement from map was well answered.

2.1.3 Situational factor of settlement was generally well answered.

2.1.4 Extensive/commercial farm option – well answered.

2.1.5 Water scarce – well answered with lots of answers given.

2.1.5 (d) – Co-ordinates – poorly answered – lack of practice with a basic mapwork skill. Candidates must read list of possible answers carefully as careless errors could have been made here.

2.2 2.2.1 Informal settlement – well answered. Some candidates still referred to settlement as rural and this must be carefully taught as you introduce the settlement section.

2.2.2 Service delivery – poorly answered with a lot of candidates thinking of 'Mr Delivery' and fast food, or 'Takealot' and parcel delivery, rather than the concept of SERVICE delivery, like sanitation, basic services, such as electricity, water, etc. or lack of proper infrastructure. The concept of 'privilege' was clearly evident here.

2.2.3 Reason for location – well answered.

2.2.4 (a) and (b) – Well answered. (c) Apartheid-style buffer was not well answered as candidates did not recognise the graveyard as the buffer (which did not completely separate the settlement). Again candidates must be shown lots of examples of where buffers are in various settlements around SA.

2.3 2.3.1–2 Comms tower was well answered but candidates still found it difficult to spatially orientate a map and to look at features and identify position. Examples must be shown in lessons.

2.3.3 Bearing and magnetic declination were poorly done; this is a basic skill that was lacking.

QUESTION 3 ECONOMY, MAP SKILLS, GIS

3.1 3.1.1 Economic sector of Tiffindell – poorly answered with candidates struggling to comprehend that the same answer (tertiary) could be given (exam techniques). Lack of awareness of activities and sectors and these need reinforcing.

3.1.2 Two difficulties – well answered.

3.1.3 Gradient – again this was poorly answered. It was scaffolded and so perhaps seeing this skill in a different way, made the question more difficult. Again, candidates MUST use maps with varying contours and practise looking at shapes and heights.

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3.2 Webpage for Tiffindell – well answered. The fact file and pictures should have been used here to aid candidates.

3.3 3.3.1 Helipad – the legend was generally well done but again the conventional symbols were not really referred to in this and some candidates lost 1 or 2 marks because of this.

3.3.2 Helipad – poorly answered with a lot of candidates leaving this out completely. This is a different skill and paper GIS must be used in teaching.

3.3.3–4 Poorly answered, basic GIS concepts were not well understood.

3.3.4 (b) – The concept of an attribute table was not well known and subsequently few candidates knew fluvial data. Again here some basic attribute table concepts (using OpenStreetMap) need to be reinforced in teaching.

3.4 Point, line, polygon – poorly answered. These need to be reinforced in class.

QUESTION 4 CLIMATE

4.1 4.1.1 Amount of rain (reading from graph) – well answered. 100% of candidates should have got this answer correct but some still made basic reading and adding errors.

4.1.2 Length of storm – well answered.

4.1.3 Basic atlas skills of neighbouring countries – again this is a very low-order question and all candidates should have got this right but some are still confusing countries and provinces.

4.1.4 Rain over Indian Ocean – well answered.

4.2 4.2.1 Features on a cross section – well answered. Being able to spatially work out what features are on a photo, in conjunction with topographic and conventional symbols, can still be reinforced in teaching though.

4.2.2 Well answered. The concept of a frost pocket and thermal belt needs to be taught using maps and focussing on contour lines and associated features.

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GEOGRAPHY
SBA MODERATION

Files that were electronically moderated were easy to moderate as folders were logically named and information was easy to find. Usually the entire class's learner files were scanned if there were few learners.

The administration of the teacher files was well done. Cluster support and moderation was evident as well as regional moderation feedback. Pre- and post-moderation were completed. All tasks, tests, prelim examinations and marking guidelines were filed. The tasks were generally out of 100 and addressed different skills, including an essay with the IEB marking rubric. The two tests followed a paper I and paper II format from different reporting periods. The preliminary examinations generally mimicked the final examinations with regard to the new layout, i.e. seven questions within three sections. Rank mark lists and alphabetical lists were signed by the principal and marks were accurately transferred from the spreadsheet onto the final SBA mark sheets. It was time consuming to verify marks from the original learner portfolio to the working spreadsheet if teachers did not use raw scores but used averages instead.

There were a few problematic areas. Teacher cover sheets were often not completed. Some tasks made use of past examination papers and were configured like the final examination, although an attempt was made to select material that suited the different task categories like data handling, case studies and an integrated question. Where the electronic version of the assessment grid was not used, teachers did not include the degree of difficulty column. It is recommended that time be spent on the understanding of tasks and the different types of assessments during the Geography Conference.

Learner files all contained the letter of authenticity and a completed cover sheet. Proof of feedback to learners was an issue. Most teachers mark tests and prelim examinations as per finals, i.e. with no comments being written. Tasks and projects, however, should have some proof of intervention and recommendations for learners to improve their work. Teachers need to make sure that learners' projects have a plagiarism report and final draft in the folder. It is also noteworthy that some schools did not focus on preparing the learners to answer questions on manganese and Gqeberha within the tasks, tests and prelim examinations.

Teachers often make use of the Geography prelim CD, prepshare and SAGTA website, which has improved the quality of the tasks, tests and prelim examinations. It was a pleasure to moderate these new schools.

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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 that are tested through reading for detail (Aufgabe 1) scanning (Aufgabe 2) and global understanding (Aufgabe 3.1 and 3.2). This section counts for 60 marks. The second part of the paper, Teil B, is comprised of two questions on the set works (either 4 and 5 or 6 and 7). This section of the paper counts 40 marks.

As is usual, there were candidates who encountered no or few difficulties. It is noted again that Afrikaans-speaking candidates have an advantage because of the similarity between German and Afrikaans, certainly as far as syntax and, to a certain extent, vocabulary are concerned. It is important to note that there is still a high preponderance of German Home Language candidates who write German as a Second Additional Language. This trend seems to increase as more German Home Language speakers opt to write the Second Additional examination. Naturally they have a great advantage in comprehending the texts, although they do not always read carefully enough and also make mistakes in their responses. We notice that candidates are finding it increasingly difficult to verbalise what they have comprehended. We also notice a decline in ability to make sense of reading matter. Lack of vocabulary may be a contributing factor.

Overall, candidates do well in Paper 1. 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 adequately answer the question posed, the mark is given. Incorrect pronouns, however, change the meaning and cost candidates unnecessary marks.

TEIL A READING COMPREHENSION

AUFGABE 1 SELECTIVE READING (SCANNING) (20 marks)

The focus on finding particular chunks of 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. Candidates did well in this question and found the text engaging.

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. (Please remind learners not to tick!) 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 leave the marker to choose an option.

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AUFGABE 3.1 (6 × 3 = 18 marks)

It is not necessary to understand every single word in these short texts as the essence of the overall theme needs to be identified. A heading appropriate to the theme of the whole (global) text must be selected from a list, which also contains a distractor for each heading. Learners must practise not focussing on one aspect of the given text. For dealing with unfamiliar vocabulary, candidates should have been taught to deduce the meaning of a word from its context and to analyse parts of a word from the root word. Great care is taken in selecting texts that do not exceed the level of difficulty expected for Level A2/B1 and that contain familiar themes studied throughout the years. If deemed necessary, a translation of a difficult term may be included.

AUFGABE 3.2 (2 marks)

Candidates were given a short text on Nile River rafting and had to decide whether the activity appealed to them. Then they had to substantiate their decision. This year most candidates seemed to have dealt with this question with ease.

Comment:

In this paper Question 1 was relatively easy for the learners (a balance of 60:40 maintained), Question 2 required intensive reading and Question 3 required careful reading as the questions grew from easy to more evaluative in accordance with Bloom's Taxonomy. Thus, the reading comprehension part of Paper 1 was balanced.
These types of reading are vital 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 learners had not been able to practise these enough during the FET phase.

TEIL B SETWORKS

Questions are set on an extract from one of the short stories and 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 6 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 and l/i. Do not offer alternative answers; only the first one will be marked. Take care to write in the answers to a question on the correct lines for that question; do not muddle Q.4 and Q.7 for example. Check the mark allocation to ensure enough has been answered.

AUFGABEN 4 & 5 ***DIE DOPPELTE PAULA*** (40 marks)

Although the text itself is relatively easy to understand, some learners seem to forget the fact that all questions must be answered referring to the text. Some candidates might have studied the story at the beginning of the school year and not revised salient points.

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AUFGABEN 6 & 7 *DAS IDEALPAAR* (40 marks)

Learners who chose this option did well.

What needs to be stressed again, is the fact that candidates may not use correction fluid in their scripts and this year we even had a script written partly in pencil. Please remind learners that this practice is to their disadvantage.

Unlike in the past, candidates seemed to have performed equally well in their unseen reading and in their prescribed literature. Candidates should become aware of the many possibilities of acquiring new vocabulary in reading texts of all kinds, and the need to understand the idiomatic structures.

On the whole, the examination has gone well, and candidates showed that they could cope with Paper 1. **Credit is due to dedicated teachers and all the learners who showed remarkable dedication and perseverance.**

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GERMAN SECOND ADDITIONAL LANGUAGE
PAPER II

We were happy with the way the marking of the German SAL Paper 2 went this year. Many learners got good to excellent marks despite difficult circumstances to work under.

As usual many German Home Language speakers wrote the SAL paper with the purpose of using their good results for their university applications. This is one of the big reasons for the heavy top load of A symbols in the overall results although many non-German speakers also achieved very high marks.

The written tasks in the paper were answered well. Each theme had five listed points that had to appear in a letter of reply. The learners were required to embroider on these five points (at least two sentences per point to get full marks for the content of the task).

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 learners had to choose between 2 'stimulus texts' for the longer task: 1. Theme 'Wohnen' – (Weird homes: What does your house look like?) and 2. 'My future profession' (My parents do not agree with my choice).

Most learners chose to do the first task out of the two longer tasks. Both tasks were answered extremely well. More than 60% of the learners achieved more than 60% for the first task and more than 50% of the learners got more than 60% for the second task.

A1: '*Weird homes*' Some learners did not have the idiomatic language to express themselves with ease. False friends often hampered the learners. Expressions like: bleiben and wohnen, klar und deutlich, lieben und leben. Others only covered half of the given guidelines. The learners often did not have the vocabulary to be complimentary about something. The word '*cool*' was constantly used to describe something. We would like our colleagues to spend some time on descriptive words such as *schön, interessant, original, modern, etwas anderes, etwas Auffallendes, chic, elegant, fesch, schick, fantastisch, klasse, prima, riesig, toll,* etc.

A2: The second task was on choosing one's future profession. A much smaller percentage of learners chose to write on the second theme Theme 'Berufe' (what do you want to study next year). More than 50% of the learners got more than 60% for the second task. In this task some learners found it difficult to speak on guideline 3: Why would you support Anke's parents in their decision that she should rather study medicine? Instead the learners gave advice on how Anke had to speak to her parents or that Anke should not listen to her parents but rather do something that makes her happy. This means that the guideline was not covered. Frequently used idiomatic expressions like: *Ich hoffe, du bist gut.* / *Ich höpfe / höffe* …

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SECTION B SHORT WRITING

The formal letter. **B1** In section B1 we expected the learners to communicate in the formal *Sie*-form. Some learners used the informal 'Du' form, which is not allowed in this specific task. All candidates had to do the semi-formal task on a *Thank You Note and invitation to a German neighbour.* In this task the learners got two pictures of German food and two of South African food that they were allowed to use if they so wished. We accepted in this task 'Liebe Frau Niemeyer, …' We would prefer the learners to say 'Liebe Frau Niemeyer, ...' to avoid the constant incorrect spelling of Sehr geehrte Frau Niemeyer, …' which is often written Geherte/, Sehr Geehrte/ etc. The first guideline is about thanking the German neighbour for a meal of German food. Many learners thanked the neighbour for cutlets and 'boerewors' and Malva pudding instead of for Sausage and potato salad and Schnitzel. The learners had to write this note to the German woman. Many wrote to both the woman and her husband. In this task learners struggled with: *Sie Mann, Ihnen Mann.* Some learners did not know how to say: *I invite you for a South African meal at my house.* Idiomatic expressions that ware used incorrectly: *Ich habe das Schnitzel gefallen / Ich habe die Würstchen geschmeckt*. *Danke für das schmeckiges Essen.* Sachen, die nicht immer passen: *Schreiben Sie bald und erzählen Sie, was sie über die Einladung denken*.

The second half of section B: In this section the learners could choose two shorter tasks out of three. They could choose between a blog on 'Feste', a description (of rooms in a house) and/or a short essay on their last holiday. In each task the learners were required to embroider on three points to get full marks for content.

B.2.1 Theme: Opinions on *Traditional festivals.* (For or against)

In one of the guidelines the learners were expected to summarise the opinions of two learners (what do they think of teenagers smoking?) as briefly as possible and change from the first person to the third. Some learners wrote the opinion of only one of the two children in the task. The second guideline was about the learner's own experience with traditional festivals. Some learners could not say anything about this guideline. The last guideline was as always – give your opinion whether traditional festivals are important or not. Some learners wrote down the given guideline. For this they did not get any marks. In this task the format is always important. The learners had to say where they found the article (which is mentioned at the top of the task.) Many failed to notice this and left it out.

B.2.2 Theme: *Beschreibung Family/People in a house – What are they doing*? Was passiert?

(A comic drawing was given – of a bathroom, a bedroom and a lounge.) Many learners just listed what could be seen in the rooms and not what was happening – the dog was watching tv, the one child was brushing his teeth, the father was vacuum cleaning the house, etc. The bedroom was the most difficult guideline – the mother / a girl / a boy was sleeping on the bed instead of picking up the toys, she put all her clothes on the bed instead of picking them up / putting them away. Some learners struggled with the correct vocabulary (*er pauschen seine Tanten*).

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B.2.3 Theme: Tell about your last holiday.

(The learners had to write a short essay on their last holiday for the next German lesson.) Again some learners wrote only on the first part of the guidelines. *Where did you go? Why there?* The ***Why there*** was often left out. Weaker learners could not formulate any understandable sentences. Many did not know *why, when, where, which, how, etc*. and could therefore often not write on the guidelines given to them.

SECTION C GRAMMAR – LANGUAGE IN CONTEXT

In this section all tasks were compulsory.

The text for the grammar was set on the theme *occupation (Berufe) and studying (Studieren).* Although nearly 50% of the learners achieved more than 60% for Teil C the weaker learners sometimes really struggled with this section. About 12% got less than 30% for this section.

Teil C1: Most learners did fairly well in this section. Some learners could not formulate commands and did not have the vocabulary for opposites, synonyms or comparisons.

Teil C2: Some learners still struggled with the relative pronoun and the conjunction *obwohl/ob* and found the word order in these tasks difficult. It was heartening to see many learners getting the plural dative case '*denen*' correct this time.

A reminder: In Teil C number 7: verbs: There will always be two questions that should be answered in the perfect tense. Here the candidates will be tested on a 'sein' verb as well as a 'haben' verb.

We are grateful to all the teachers of German SAL who under difficult circumstances were able to do excellent work to prepare their learners for the final Matric Examination.

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GERMAN SECOND ADDITIONAL LANGUAGE
SBA MODERATION

This year's SBA files, both teachers' and candidates' files, showed a marked improvement on the ones submitted last year and we thank the teachers who complied with the IEB regulations.

The Teacher SBA file:

This file has to have the examination centre number, name of school, name of province, an alphabetical list of candidates, and the rank order list, the files chosen by either the education department or the IEB, a contents page, a rubric for the essays, and the tests and the Preliminary Examination, Paper I and II. The memoranda for these can be written straight onto the papers or tests. The tasks for the essays should be accompanied by some examples of what was used to prepare the pupils to write the essays.

The Candidate SBA file:

This file starts with the cover page, which doubles as a list of content if the name of the essay is written on it and the type of tests. It then has the task page, and the essay.

All essays, tasks and examination papers are to be separated by protruding file dividers.

The tasks that need to be set:

Themes 2022: Wohnen and Berufe.

Themes 2023: Jugend and Wohnen

The essays need to be of varied genre. Just writing letters is **not** what is required. One can have reports, discursive essays, give one's personal opinion on a controversial topic, tell a phantasy story, write a blog.

The tests have to reflect parts of the final examinations. That means, no test may be out of 100 marks. The maximum marks are 60. Typically, Test 1 could be a Leseverstehen out of 60. Test 2 could be Literatur out of 40 marks. Test 3 could be a Teil C, 40 marks.

Should your pupils have to write pre-preliminary exams, **parts** of the exams can be used as tests.

What NOT to do:

- Use ringbinders or clipfiles.
- Include Oral mark sheets. We know the departments often slip them in, but these just add confusion and we don't do anything with them. They have nothing to do with the SBA file, which contains written assessments.
- Use past papers in any of the tasks, be it tests or preliminary examinations.
- Give instructions to candidates addressing them with 'du'.
- Have a cluster fellow teacher write on the cover page of the Candidate File. No signatures, no comments. Just the pupil and his or her teacher write on this particular page.

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Some observations:

- When pupils write in a general manner, they use 'Sie' instead of the appropriate 'man'. This has to be taught to them.
- We found many words describing 'Gap year'. Some quite amusing. It is an English expression that has found its way into the German language. Use it.
- Some instructions contained very obvious errors. Please check very carefully for grammar or spelling mistakes in the Fragebögen.
- Candidate examination numbers were often not on their portfolios.
- Some teachers gave highly inflated marks for essays, whilst others used the Home Language criteria to judge the content and language, thus disadvantaging their pupils. In both cases the marks of the portfolio will be automatically adjusted.

Purpose of Cluster Meetings:

Teaching German to pupils, often outside normal teaching hours, can be a very lonely venture. The purpose of a cluster meeting is to come together with a colleague or some colleagues from other schools and exchange ideas, look at the pupils´ performance and see whether the standard of work or marking is appropriate. It is not to judge other teachers. No one has the authority to pre-judge a colleague´s portfolio work. It is an exchange of opinions and suggestions. To indicate that such an exchange has taken place, the date, name and signature anywhere in the candidate´s portfolio, except on the front page, are sufficient.

Moderator checklists for either pupil or teacher portfolios are not to be included in the files.

Portfolio moderation 2022

It was suggested by our examination panel, and a special Dankeschön to Pieter Nel and Renée Fourie, that we should explain in more detail, at the moderation venue at Crawford College in Sandton, what the portfolio is about to our new teachers and those interested in the process of moderation. This we did, and a big Dankeschön also to Birgit Eggers, who took the time to do many mini-educationals on the purpose, the technical and content details of the portfolios.

We found a lot of most original ideas and creative stimulus materials in the portfolios, excellently set up examination papers and tests, which is testimony to the very many talented and dedicated German teachers in South Africa. Dankeschön!

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GREEK SECOND ADDITIONAL LANGUAGE

This year we found that the candidates were generally well prepared for the examinations. Their responses were relevant and expressed deeper understanding of the various questions in both papers 1 and 2.

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. The majority of the candidates interacted well with all the questions and their responses indicated a good cognitive level.

PAPER II

This paper consisted of writing, descriptive essays, transactional text, reformulation of information and translations. The candidates used the sources successfully and they were able to draw from the concepts of the text to express their thoughts and opinions. There were, however, a few candidates 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

GENERAL COMMENTS

Most candidates completed the paper within the time allocated. The questions were clear, and most candidates answered well and related to all parts of the questions. Candidates were in most cases well prepared.

SECTION A COMPREHENSION

Overall, the marks were very good. The candidates understood the comprehensions and provided good answers.

ARTICLE 1

The article dealt with the phenomenon of massive clothes buying and how this affects the environment and child labour.

The candidates understood the comprehension and the marks were good.

Question A Good understanding.
Question B Good understanding.
Question C Good understanding.
Question D Good sentences were composed. This was a more challenging task and candidates answered according to their ability. The sentences are combined of two parts, and sometimes there was no logical link between the two parts of the sentence.
Question E1 'What are the two reasons that appeared in the article?' This was a straightforward question. Most of the candidates answered very well.
Question E2 This was an opinion question. Candidates answered well. This was a more challenging question, and the marks were according to their ability to express themselves.
Question E3 'How, in your opinion, is it possible to decrease child labour in the third world?' Candidates had to give a suggestion and explain it. Some answers were more intelligent than others. We accepted all answers that made sense.

ARTICLE 2

The article dealt with parents not permitting their children to eat sweets and the effect of this prohibition on them.

Overall, the marks were good. The candidates answered very impressively.

Question A Very good understanding.
Question B Good understanding, but some candidates did not answer accurately. For example: the question asked about 'Them', but some candidates answered in a singular form. In this section candidates were not careful with the gender and did not answer as was expected of them. We marked according to general understanding and did not take off marks for changes of gender. We will speak about it at the conference and in future this section will be marked more strictly.

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Question C Good understanding.

Question D Candidates had to show understanding and express an opinion. The answers were good.

Question D: 1 'Explain the connection between the heading and one idea in the article.' Most candidates answered nicely.

Question D: 2 'Does the writer oppose or support eating of sweets according to the article?'. Candidates had to motivate their answer. The answers were good and interesting, and we accepted every opinion that was motivated from the article.

Question D: 3 This was an opinion question. Some candidates did not understand the word 'ÏZUN'. The translation of the word was given in the article, but candidates did not look at the lines that were indicated in the question. Candidates had to give an example to sustain their opinion. This was a more challenging question, and the answers indicated the different abilities and levels of the candidates. Most of the answers were good.

SECTION B PRESCRIBED TEXTS

All questions had the prescribed texts as point of departure and the candidates had to show knowledge and understanding of the learnt texts.

Most candidates were well prepared and answered according to their level of Hebrew. Overall, the answers were very good. There were centres that brought a different outlook to the poem 'BUBA MEMUKENET'. We accepted all opinions.

This section was more challenging. I would like to emphasise that candidates, who learnt summaries of the prescribed texts off by heart and did not relate to the different parts of the questions, were penalised accordingly.

Candidates must be more aware of the following:

A. The length of the answers.

In Question 2 **–** The instruction was to write approximately one and a half page, and there were centres where the candidates wrote more than two pages. It is a point that needs to be raised at the conference, as candidates who obeyed the instructions could not develop their answers in the same way that the ones who did not obey the instruction and wrote longer answers. Candidates must follow the instructions.

B. Using full quotations and explaining them.

Candidates must give two full quotations and explain them. Some candidates quoted two words ('sug sheni'). Some candidates brought full quotations but did not explain them.

C. Focus on the question.

Some candidates wrote a complete essay about the poem but **did not focus** on what had been asked.

D. Answer all parts of the questions.

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QUESTION A 'HACHYCHAN' (story)

The question had two sections:

A. Candidates were asked to give another title to the story in a full sentence. Most candidates wrote very good answers. In some centres candidates did not know the skill of writing a title or a heading. Some candidates wrote a short summary, and some wrote one word: 'hatred'.

B. Candidates had to write a monologue to the veteran student in the class, telling him how to improve on his behaviour and why it is important. Some candidates did not write in the correct Genera and wrote a dialogue instead of a monologue. Some did not relate to all the parts of the instruction and lost marks for it.

QUESTION B 'ANI ROZE TAMID EYNAYIM' (Poem)

Candidates were asked to write an essay about the poem and express their opinion on whether the way that the poet deals with life's challenges is effective.

Most candidates wrote very good answers.

Some candidates didn't relate to the second part of the question – 'Is the way of the poet to face difficulties in life effective?'.

Some candidates didn't pay attention to all the requirements: relate to all parts of the poem, write down two full quotations and explain them.

Marks were very good when the candidates answered all parts of the question, and most of them did.

QUESTION C 'BUBA MEMUKENET' (poem)

There were two parts to the question.

A. Explain the quotation and relate to the feelings in it.

Some candidates didn't relate to the **full quotation.** They wrote about the first line and ignored the second line. Some candidates explained the full quotation but didn't relate to the feelings.

B. Write some advice to the speaker in the poem on how to deal with the society.

Overall, candidates knew the poem and most of them answered well, but some candidates did not read the questions carefully enough and did not respond to all the requirements.

The exam was clear, and most of the candidates understood the questions and instructions. The answers were good, and the candidates were well prepared.

This year very few candidates did not finish the last question.

There is an improvement on the time management of the candidates, and the length of the paper was assessed accurately.

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HEBREW SECOND ADDITIONAL LANGUAGE
PAPER II

General Comments:

Most students completed the paper within the time allocated. Most were clearly at ease with the level of the demands of the exam, and there were a high proportion of good, high-level answers. Markers saw a small number of very poor scripts from students who appeared not to have prepared adequately for the exam.

SECTION A CREATIVE WRITING:

It appeared that the content of the stimulus passage did indeed fire up the imagination of the students. The topic concerns most, if not all, youngsters and, as such, many students raised a good number of arguments and were able to express opinions and emotions. However, not all of them remembered to deal with the requirements of both parts of the stimulus (written texts and visual). This section showed the ability of students to express themselves freely. There were some examples of excellent responses using rich and vivid language and the appropriate register. Some students wrote much more than the required number of words. In some of these cases there were repetitions and ambiguities. Teachers are advised to emphasise to their students that longer answers are not necessarily awarded more marks. Teachers are also urged to remind students to leave some time for thoroughly checking their responses at the end of the exam.

Out of 30 marks, 20 were given for content and the other 10 for vocabulary and knowledge of grammar.

SECTION B

This section was made up of three different subsections and the responses to this section demonstrated that the great majority of students understood the instructions without any great difficulty.

Subsection 1: The students were requested to write three short texts according to a given statement. A very small number of students failed to understand the stimulus and wrote on a completely different topic.

Subsection 2: The students were requested to write a dialogue in response to a given situation.

Subsection 3: The students were requested to express thoughts and emotions in response to a visual.

No specific problems were found. Teachers, however, should encourage students to write full but relevant passages and to ensure that they read both text and instructions carefully.

Out of 30 marks, 20 were given for content and the other 10 for vocabulary and knowledge of grammar.

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SECTION C

This section is always the most challenging section for students. However, most of the students were creative and were able to use their knowledge and vocabulary of the learnt topics and produce impressive texts.

In this last section the students were required to change texts from one genre to another. They needed to write a report, a persuasive text and an email.

In general, in spite of the fact that the overall standard of Paper 2 was good, I have some concerns about certain centers where the students were not able to write according to the IEB guidelines.

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HINDI FIRST ADDITIONAL LANGUAGE

The NSC exam conducted for the year 2022 was successful. Setting the paper at the beginning of the year was a little challenging to achieve a suitable assessment for the literature paper. I am glad that it all ended well, and candidates performed at their best in the NSC exam.

I took note of areas for improvement in the next exam. Suggestions from other markers will be considered for the essay and transactional questions will be more current and local. I will bear these recommendations in mind for the 2023 exam.

All candidates achieved extremely impressive marks for Hindi FAL. It was very satisfying to see that the candidates also enjoyed answering the questions. Candidates wrote much more than required for the essays and transactional-writing pieces. The comprehension passage was current, and candidates understood and answered these questions extremely well.

The majority obtained full marks in this section. Overall, as the examiner for the Hindi FAL exam, I am happy with the outcomes of this assessment. All candidates achieved A's.

I am hoping that 2023 will be just as or even more successful.

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HINDI SECOND ADDITIONAL LANGUAGE

The marking of the Hindi SAL papers was done on the 1/12 and 2/12/22 at Durban Girls College in Musgrave, Durban.

I, as the examiner, would like to confirm that the papers were set at a level that was appropriate so that the learning objectives could be achieved.

A reliable, consistent and high standard of marking was maintained at all levels. Confidentiality was also maintained. The inter-marker agreements were helpful.

Candidates performed at their optimal level. The overall performance was great and candidates received favourable marks.

Constructive positive feedback was provided.

I commend the Hindi SAL marking and moderating team for their efficiency in the delivery.

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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.
- Candidates are still rehashing pre-learned essay responses into their examination answers: this practice is discouraged.
- Candidates must be exposed to differently phrased essay questions.
- A general issue with introductions – crowbarring of arguments (and counter arguments) – no clear stance taken or very convoluted. This has a consequent impact on the rest of the essay.
- Candidates should endeavour to write history objectively and avoid emotive language.

Structure:

- Discursive essays showed evidence of the understanding of the necessary structure.
- 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.
- It seems that the formatting of a discursive response as an argument/counter argument is here to stay. As the essays asked for a 'critical evaluation' this is an accepted approach and is marked on merit, but it was not necessary. Nonetheless, candidates are strongly discouraged from this approach in discursive essay writing as these counter argument attempts are usually convoluted and laboured, impacting style and overall argumentation.
- The context paragraph remains a feature of many discursive essays. Ideally, context should be integrated into the essay – where candidates feel that the context paragraph is better, they need to ensure that even that paragraph is linked to their stance, otherwise it becomes 'narrative'.
- A few candidates demonstrated no understanding of essay structure or content required.

Content:

- Selection of evidence was at times poor with core facts omitted or at very least did not give enough specific detail.
- 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.

Specifically:

A reminder, as mentioned at previous conferences and in reports, is that dates given in Paper 1 are always *inclusive* irrespective of grammar used.

Some hackneyed expression still evident i.e. 'In conclusion…', 'Thus it can be seen that…' and so forth and this should be avoided.

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QUESTION 1

The question required candidates to review the success of US military strategy in the Vietnam War from 1963 to 1972. Candidates were expected to develop an argument that either agreed or disagreed that the US was successful, or that they attained degrees of success. It was accepted that strategies could be understood to be policies as determined by the presidential administrations. Even though candidates were not expected to name the presidents, there needed to be a sense of progression. Whilst a chronological argument was used by many candidates, thematic approaches were considered too. It was determined that with a starting point of 1963, candidates could have included Kennedy's policies but they were not penalised if they did not and the essay started with Johnson. Candidates understood what content was required but there needed to have been more depth, as at times factual content was thin and thereby undermined arguments.

Candidates are encouraged to develop a broader understanding of cause and effect, rather than a simplistic linear understanding of, as in this case, US policies towards Vietnam.

QUESTION 2

Most candidates grasped that this essay required a focus on external pressures and how they undermined the apartheid state. Candidates who included internal pressures might have been penalised if that content was limited to the form of a counterargument, or, at the very least, the content needed to be specifically linked to the topic. The essay was specifically about *external pressures*. Some candidates struggled to link sports, cultural, academic boycotts effectively to the argument. Candidates were expected to develop an argument around how these pressures undermined apartheid, as this is not a language paper, a broad understanding of undermining was needed – this included references to 'pressure', 'isolation', 'awareness' amongst other consequences of external pressures. Candidates did not need to argue about how apartheid ultimately ended or how apartheid collapsed – the focus needed to remain on 'undermining' apartheid.

Candidates are encouraged to practise the selection of appropriate, accurate evidence in order to reinforce the argument being presented.

QUESTION 3

This question needed candidates to quantify the impact Gorbachev's reforms had on the Soviet Union and the Eastern Bloc. This required candidates to understand the nature of what the 'Soviet Union' was and what comprised the 'Eastern Bloc'. (Candidates also needed to understand the difference between the 'Soviet Union' and 'Russia'. While they might not have been penalised for incorrect usage, this remains an important distinction.) Most candidates understood the nature of the reforms and their impact on the Soviet Union, but some struggled to link this to the impact on the Eastern Bloc. Candidates were credited for either a detailed overview of Eastern Bloc or could have broken this down into individual satellite states.

Candidates are encouraged to be familiar with all historical terms as misinterpretation thereof has a negative impact on a discursive essay.

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EXTENDED WRITING

Generally: The quality of the extended writing has improved from 2021 when the lower marks impacted the overall result.

Structure: As per the 2021 report:
- Structure is neither credited nor penalised in EW. Candidates are, however, encouraged to answer the sub-questions as a single holistic answer.
- Candidates should endeavour to answer sub-questions in order – it creates flow.
- *Full sentences must be used* as when candidates use point-form, the necessary detail is lost.

Content: As per the 2021 report:
- Candidates are still encouraged to provide factual content that is relevant, specific, and detailed.
- Candidates must be familiar with the SAGs content requirements and how that pertains to extended writing.

Specifically:

QUESTION 4

Candidates who chose Cuba had learnt it well and were able to answer the sub-questions well. Sub-question (a) required an overview Cuba up to the Revolution of 1959. Sub-question (b) was, in a few instances, interpreted as only leading up to the Crisis and omitted the preceding thirteen days altogether. Bay of Pigs was determined to be a core fact for any response.

QUESTION 5

Candidates understood, overall, what was required to answer this question, but they struggled to answer the part on the Black Sash. Whilst information is limited in some textbooks, enough is given to be able to answer a question of this nature. This was taken into account in terms of factual content required to speak to the Black Sash. Facts on the ECC and UDF were deeper and more specific.

QUESTION 6

Candidates who attempted this question had a sound knowledge of Solidarity and its role in Polish democratisation. There was some misinterpretation of sub-question (c) but with no significant impact on the overall mark. Good knowledge of the Eastern Bloc.

OVERALL IMPRESSION OF PAPER I 2022

Paper I 2022 marked well. The impact of the past almost two years of erratic schooling was evident both in the breadth and depth of the answers given in both sections of the paper.

The marking process remained one of integrity and was aided by comfortable weather and well-standardised answers. All markers must be commended on their professionalism and commitment to the marking process.

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RECOMMENDATIONS FOR 2022

- **Teachers and candidates must be familiar with the SAGs.**
- **Teaching and learning are encouraged to be from more than one textbook/source.**
- **A renewed focus on the skill of discursive essay writing across the cohort.**
- **Candidates should have access to past papers for practise.**
- **With typing accommodations, candidates are encouraged to use double-spacing for ease of marking.**

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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; the coming of democracy; 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 have been well taught, but there seems to be a decline in the ability of learners to answer higher-order questions, which is concerning. Please stress to learners that it is in their own best interest to answer Section A first, then Section B and then Section C – learners who did this, finished the paper.

Candidates must please start every question on a new page and skip lines between answers – it assists with the marking. The questions in Sections A and B are rooted in the historical themes set out for study in the SAGS for Paper II. ALL themes must be taught to learners and studied by learners to provide the necessary context for each source and to assist with historical interpretation of sources.

SECTION A

QUESTION 1

1.1 Some learners 'over-answered' – answers were too long and many were very vague. Learners need to use more precise political/historical terms in their answers. There seemed to be some confusion as to what the TRC did and what its mandate was. Some centres did not teach the TRC – in fact the learners from these centres thought that the TRC was a political party. ALL themes must be studied for this examination.

1.3 Some learners misread the cartoon and were unclear about how to refer to visual clues in their answers. Some learners answered the question from the NP's perspective, rather than using their own knowledge to assess the validity of the NP's claim.

1.4 Many learners were unclear about when the TRC took place and did not explain what action FW de Klerk took to oppose the findings. Learners tended to mix up FW de Klerk and PW Botha.

QUESTION 2

2.1 Learners tended to write about what the 'dream' was rather than giving factual information about the daily realities of life for African Americans at the time, thus not focusing on the demands of the question. Again, very long paragraphs as answers, which eats into the time for the source-based essay.

2.2 Answered well, but very long answers again.

2.3 Also answered well.

2.4 Generally well answered but sometime learners' quotes were too short.

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2.5 Most learners knew only one organisation and resorted to writing down Civil Rights Movement organisations. Abbreviations for many of the organisations were also incorrect. The questions did not ask for an explanation, which many learners gave, instead of just naming. Again, this wasted time. Learners need to check the mark allocations and write ONE point for two marks.

QUESTION 3

3.1 Learners' selection of evidence was often flawed. Some selected evidence from the wrong paragraphs and then tended to write out the entire paragraph.

3.2 Some learners did not describe the similarity between the men's views and support with evidence from both paragraphs. Learners need to pay careful attention to the wording of questions.

3.3 A time issue might have resulted in many learners leaving this question out.

3.4 3.4.1 The misdirection to paragraph 2 was dealt with through internal IEB processes.

3.4.2 Learners should give one word or a short phrase as an answer to this type of question, not sentences and paragraphs.

SECTION B

Teachers need to ensure that learners have a thorough understanding of what a primary source is and what a secondary source is and how this can change depending on the context of the source and its author. Learners also need to know the value and limitations of primary and secondary sources. Most questions were answered well, but note the following:

QUESTION 6

The headline should be short; not several sentences – no more than 10 words.

QUESTION 12

Learners must link the evidence to their stance.

QUESTION 14

Question asks for one word – please not a whole paragraph.

QUESTION 15

Answers tended to be very vague – learners need to hone in on the aspects of the source that prove their stance and provide evidence/examples from the source to illustrate the bias.

QUESTION 17

Learners who read these too quickly in order to make up time, got them wrong.

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QUESTION 19

Badly answered – learners gave general summaries, rather than engage with the source. Learners could link reliability and limitations to usefulness, but this was not a reliability question per se and if the learners did that, it had to be very skilfully worded.

QUESTION 20

The intention of the photographer was not engaged with well.

SECTION C

This question was generally well-answered. The quality of the answers in this section has improved from year to year. There were very few learners who did not finish the examination. Teachers are to be commended for their efforts in teaching what is a higher-order skill task with many complexities.

Learners 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. Learners should use the terminology: 'To a greater extent' and 'To a lesser extent'. 'To a moderate extent', 'To a medium 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.

The counterargument must be evident in the introduction and in the conclusion and must be explicit – learners need to address the 'extent' of the argument and the 'extent' of the counterargument, with words like 'larger' and 'lesser'. Also – introductions were far too long, in general. They can be three or four lines long and address all the issues. No context-driven material is needed in this introduction. There should be no discussion or referencing of sources in the introduction or the conclusion.

Learners must not start their exam with the essay – some centres are still doing this.

Learners must try to link the visual sources to the argument or counterargument – many struggled with this.

There was less lumping and less listing than in previous years, which was good.

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HISTORY
SBA MODERATION

GENERAL COMMENTS

- The 2022 History SBA National Moderation process ran online for the first time.
- There was work of a very high standard presented overall.
- It's lovely to see collaboration becoming the norm, rather than the exception, and it is even more encouraging to see evidence of mentoring and support for newer teachers or teachers new to the IEB.
- Online portfolios present new challenges and opportunities. Please check that scanned documents have scanned correctly and have scanned both sides of the pages in an assessment.
- Please present your files in order, as you would if they were physical files. This applies to teachers who prefer to submit a single folder with many scanned files, and those who prefer several folders containing the necessary digital files.
- Please name your files and folders helpfully with the name of your school and what the document is, e.g., 'Rosencrantz College – Controlled Test 1'.

Preliminary Examinations and Controlled Tests

- Most centres have covered and assessed the themes appropriately. Teachers must check that they know the themes for the following year and work from the latest SAGs.
- The SAGs set out the content focus for each theme very specifically and this can guide teachers in setting their assessments.
- Paper 1 Discussion Essay questions were now phrased more similarly where there was a choice within a single assessment, allowing for closer standardisation in level of difficulty.
- Paper 1 Extended Writing questions seemed much better than last year. Teachers captioned and referenced the stimulus source and chose more relevant and helpful sources. More centres phrased the overarching 'big' question better with appropriate sub-questions, which were not too broad in focus.
- Paper 2 assessments contained rich, well-selected sources and fantastic media choices. Teachers need to be careful that the reading load is still manageable in the time allocated. Trimming and adaptation is acceptable to account for this and paragraph references in longer pieces help candidates find and formulate their responses efficiently. There seemed to be a wider range of questions now, balancing knowledge, skills, and cognitive levels.
- Paper 2 Source-Based Essay questions were generally phrased clearly. An area in which most of us can grow is to provide comprehensive marking guidelines that classify the sources of evidence into how they can be used for an argument and counterargument, as they do in the final paper marking guidelines.

Historical Investigations and Alternate Tasks

- Historical Investigations were supported well, with teachers encouraging focused topics, providing guidelines and internal deadlines, and constructive feedback during the process.
- A list of topics selected by classes is helpful for moderators as a quick indicator of level of enquiry.

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- Many teachers opted for the Alternate Tasks in 2022 and most used the instructions and rubrics as set out in the SAGs correctly. Despite a few initial bumps, they seemed to have worked well.

CONCLUSION

Thank you to the Regional Moderators, Cluster Leaders, and classroom teachers in our IEB History community. Your passion for History shined through and your professionalism was evident. Let's keep supporting each other and our students. There is no better subject to prepare young people as critical thinkers and compassionate human beings.

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HOSPITALITY STUDIES

Teachers are thanked for their consistent, hard work during the year. Your dedication to this subject is commendable.

Layout and general impression

The candidates coped well with the new write-on paper format. Thank you to all teachers who prepared the candidates for this. It is recommended that tests and exams in Grade 10 and 11 are also done in the write-on format so that learners get used to it. It is important that candidates indicate clearly if they use the extra space at the end of the paper – it facilitates marking and moderation.

Candidates must be coached to:

- read questions carefully and take note of the mark allocation when formulating their responses.
- pay attention to the instructive verbs in the questions.
- use the rubric when answering Section C.
- refer to sources but not to rewrite the exact words.
- It is important that candidates make their own voices heard when writing essays. The sources as well as the content related to the question should guide their responses. Essays will always link to content from the SAG document and not just general knowledge.

No candidate failed to complete the paper, which is indicative of the well-managed time.

Teachers need to ensure that they are using the current SAGs 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

QUESTION 1 MCQS

This question was generally well answered. Most candidates could correctly calculate the food cost as well as the profit. Many candidates failed to calculate the portion cost. Candidates must add the food cost and the profit before dividing by the yield.

QUESTION 2 MATCHING COLUMNS

Candidates were not able to match the correct wines with the correct dishes. Teachers should focus on the basic information when teaching the topic of wines.

QUESTION 3

3.1 3.1.1 Odd one out

Very few candidates could identify the different elements of the beef fillet. In South Africa we refer to Beef fillet and not Beef tenderloin. This again comes down to candidates not being familiar with the beef carcass and the different cuts. With the high cost of meat, teachers can demonstrate the different cuts of ONE fillet and candidates can prepare different dishes in groups. A discussion can be held afterwards to teach the rest of the candidates about the cut, dish, etc.

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3.1.2 Odd one out

Candidates were unable to distinguish between red wine and white wine cultivars. Candidates must remember to give a **reason** for their choice, as required by the question.

3.2 Generally, this question was answered well.

3.3 3.3.1 Answered very well – candidates are familiar with the term 'tempering'.

3.3.2 Poorly answered – when teaching this section, teachers must emphasise the brief description of legumes, seeds, and nuts.

3.3.3 Most candidates confused Purr pastry and Phyllo pastry. Purr pastry is traditionally used for Samoosas, and Phyllo pastry is used for Spanakopita (also triangular).

3.3.4 The correct use of terminology is important. Candidates could identify a vegetable platter but did not the use the correct terminology – crudites.

3.3.5 Most candidates failed to identify Meals on Wheels

3.4 The question was answered well. Candidates were able to identify the correct desserts. Candidates must read the questions carefully; the question asked for TWO for each of the descriptions. Some only wrote ONE under each.

SECTION B

QUESTION 4

Candidates must know the correct definitions - using the correct terminology is important. Many of the candidates were able to answer the question about what a franchise is. When teaching financial plans, it is important to explain to the candidates what the different terms mean. Candidates are familiar with working in teams and were able to identify functional team members. Candidates were able to identify the disease and how to prevent it correctly.

QUESTION 5

Most of the questions were answered well. Candidates tried to apply the terminology when analysing the menu provided. The question referred to definitions for the terms. Candidates must pay attention to the correct menu writing skills. Candidates learn from examples, so practising these skills from Grade 10 will be a benefit. Candidates must refrain from using the name of their school restaurant on the menu. Candidates must use the correct terminology and give reasons when they make a statement. Question 5.6.2 asked why a guest cannot eat chicken breast stuffed with feta and spinach. Candidates simply said that 'they cannot eat dairy' - they must also say why not.

QUESTION 6

Candidates did not know the different cuts from the carcass. Using the correct terminology cannot be emphasised enough. Candidates were able to identify the Saratoga chops correctly and say how they differed from fillet steak.

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QUESTION 7

Many candidates correctly identified the red kidney beans and their nutritional value. Some confused the kidney as offal. Candidates describe tofu very well. They knew what was left out of the vegan food pyramid but could not state what it should be replaced with.

QUESTION 8

Candidates did exceptionally well in this question. They are familiar with pastry types, describing blind baking and the reasons for it.

QUESTION 9

The gelatine questions were especially well answered - most candidates had no difficulty with them. Only 9.3 (compare bavarois with parfait) was not answered, answered incompletely or answered incorrectly. Candidates did not see the 'big picture' when answering the questions and therefore they were not able to compare a bavarois and parfait.

QUESTION 10

Candidates could identify Method Cap Classique as well as the two other methods for making sparkling wine. Candidates were familiar with the legal requirements for restaurant owners. They should however, pay attention to the feedback procedure as this question was answered poorly.

SECTION C

QUESTION 11

This question required candidates to analyse whether marketing is a waste of money or not. Candidates struggled with the correct format for this type of essay. Teachers must train candidates on how to refer to sources provided rather than just repeating information from the text. This is seen as plagiarism. It is also imperative that candidates take a definite stand and defend their choice adequately. Candidates must link the essay with the context learned regarding the specific topic, in this case, marketing. Some candidates did have good essay-writing skills. Thank you to every teacher who goes the extra mile to make sure candidates can answer this type of question with excellence.

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HOSPITALITY STUDIES
PAT MODERATION

Moderation at schools went smoothly in 2022. A very big thank you to the moderation panel for carrying out a superb job.

Thank you to the teachers who took the advice and guidance from the 2021 moderation process and applied changes to improve areas of concern. It was very encouraging to see that a number of teachers carefully scrutinised their 2021 moderator's report and made a great effort to apply the recommendations given for improvement.

More schools managed to apply the skills/techniques set out in the SAGs regarding practical work compared to 2021. However, there are some schools that are not complying with the requirements as set out on pages 19/23 to 19/27.

There is still too much leniency evident in the assessment of PSTs. The standard of PSTs remains an area of concern. Photographic evidence of the candidates' work for PSTs is of utmost importance. This guides the moderator's decision making regarding the standard and marks awarded.

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 candidates' 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.
- Most teachers ensured that their files were well organised with dividers and tabs for the various sections; this made moderating these files a pleasure.
- There are still a number of schools that are not doing complete pre- and post-assessment moderation of PATs and PSTs. This remains 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.
- A big thank you for complying to "no plastic sleeves" and ensuring that the candidates' cover sheets were included in the teacher's file.

Practical skills

- At some schools there remains insufficient evidence of all commodities being covered in practical skills lessons. There must be clear evidence of ongoing assessment of practical skills with the correct assessment tools.
- Teachers must appeal to their heads that practical skills lessons are timetabled either over a break time or at the end of the school day. A two-hour slot, fortnightly will ensure enough time to cover the most important skills. These lessons must be skills-specific and performed with the guidance of the teacher under controlled conditions. These lessons should not be used for catering purposes for events at schools.

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- The preparation of yeast products, which is covered in grade 11 is a time-consuming activity but essential for each and every learner to learn. Set aside time for this to happen after school. The preparation of yeast products is of great concern as candidates should be making bread products for PATs, yet many learners during the final PAT do not know the basic steps or apply the correct techniques.
- 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

- There was a marked improvement in the standard of PSTs.
- Skills-based recipes must include only Grade 12 commodities.
- PSTs must form part of a formal examination session and an official examination timetable.
- Both PSTs must be completed BEFORE the final PAT – the are part of the PAT requirements and the PAT is an examination.
- A reminder that there must be a minimum of FOUR skills acquired during the Grade 12 year and a minimum of TWO recipes used.
- The standard of the of candidates' written preparation overall is poor and the assessment thereof is also not up to standard. Written preparation forms the foundation of practical work therefore the candidates' written preparation must be thoroughly assessed with sufficient feedback. The teacher should take a few minutes before a practical lesson to guide the candidates in writing up their preparation sheets.
- At some schools' candidates are required to write the recipe out. This may seem good practice in familiarising themselves with the method and preparation of the recipe but it is time consuming.
- There was more photographic evidence available in 2022. Teachers are commended for the effort.
- As mentioned in 2021 feedback, the drafting of a timeline remains an area of concern. Teachers need to coach learners from grade 10 on how to do this.

Practical Assessment Tasks

- The standard of internal PATs was good and met the requirements.
- The minimum number of PATs required is two per year. However, it is most beneficial to do more than this so that candidates are exposed to a variety of roles.
- It is not advisable to leave the PATS to the end of the year, i.e. there should be one PAT per term. Doing two PATS within two weeks or a few days exerts unnecessary stress on the teacher and candidates.
- It was again noted that some schools are doing PATs that reflect similar recipes and skills sets as those of the final PAT, and candidates are fulfilling the same roles. Candidates must be exposed to a variety of roles and not only be used in one position every time.

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.

- Teachers are commended for ensuring that the starting time and four-hour time allocation was adhered to.

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- There was an overall improvement in work division. Candidates should be encouraged to help other members who may be falling behind or need extra help. Teamwork makes the dream work is a good philosophy.
- Some schools are still hosting a large group of guests, this creates undue pressure on the candidates as mentioned in 2021. This practice should be discouraged.
- Each waitron must serve between 8 and 10 guests, and this must be planned accordingly.
- The preparation of certain elements the day before the final PAT eases the pressure. Photographic evidence of all of these tasks must be available to the moderator.
- Load shedding is our reality. Schools are encouraged to plan in such a way that there is a backup plan. Be careful not to do too much work in advance that compromises the moderation process. Photographic evidence of candidates doing pre-preparation must be available to the moderator.
- Candidates must at no time be left alone during the final PAT. Teachers must be available and visible to assist candidates and to keep the pace in partnership with a sous chef if one is used.
- There was an improvement in the use of electronic devices by candidates during preparation. Some schools still need to address this issue. Devices should only be used for photographing end products during plating.

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.
  - Washing of hands – any candidate entering or re-entering the kitchen must wash their hands.
  - Few schools used 'non-slip' mats or damp dishtowels under chopping boards. This prevents slipping which can cause injuries.
  - There are still schools where candidates are peeling vegetables straight onto chopping boards. This causes a substantial mess on the benches. Teachers are reminded that the use of bowls/newspaper or plastic bags is imperative to neatness and good organisation. Peeling straight into a rubbish bin is not recommended.
- As mentioned before, the preparation of yeast products is a major concern.
- There was an improvement in knife sharpening, however, some schools have not refined this essential practice.
- Portion control for plating in 2022 enjoyed improvement. This topic was covered during the conference.
- There was also an improvement in plating. Teachers must inspire candidates 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.
- The service of hot food on a cold plate is of concern. Schools need to become creative in keeping plates hot with the use of hot trays etc.
- The use of gloves and suitable dishing-up and plating apparatus must be available at the plating station. A clean, damp cloth must be available to wipe down marks before plates leave the kitchen.
- The plating of dishes is the responsibility of the candidate who prepared the dish under the guidance of the sous chef/teacher in charge.
- Plating in some schools was very slow; resulting in plates of food that had dried out.

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Food service:

- Overall food service was reported to be of a very poor standard and inconsistent across the schools. However, 2022 saw an improvement in three school's with excellent food service evident.
- At the 2022 UGC food service was discussed and a presentation hosted by a representative from Prue Leith Culinary Institute. A comparison was compiled by the PAT moderators and sent to the schools. The adjusted service procedures were posted on the IEB website for easy access to teachers. This was also emailed to all schools. However, there was very little evidence of application of the service procedures.
- As suggested in 2021, 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.
- There was an overall improvement in the appearance of food service candidates. Some schools opted to use the school uniform as suitable apparel.

Areas of service that remain a great concern and require urgent attention include:

- The greeting, seating, lapping and introduction of the menu.
- 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.

Areas of improvement include:

- Team service
- Serving of bread
- Clearing after courses

Hospitality teachers are congratulated for the sterling work that they do in this superb subject. There is no department in a school that is as demanding, at all levels. I want to honour each and every teacher for their continued enthusiasm and commitment to excellence.

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INFORMATION TECHNOLOGY
PAPER I

General Feedback

This year's paper went well. There were no formal complaints sent to the IEB with regard to the paper. Many of the candidates did very well in both sections. It was pleasing to note the increase in the number of candidates that attempted the last problem-solving question. Candidates were well prepared for the format of the paper. We also had a return to an inheritance-based structure in contrast to the composition-based structure that has been the norm for the past few years. This year would be the first year that a practical paper could possibly have more than one expected structure. Many candidates were well prepared, and it showed in their performances in the examination.

Printing

There has been an improvement in the quality of the printing of the scripts. Please continue to print single sided, text wrapped and in question order. It is of vital importance that each candidate should check that all the pages printed are their own and that their examination number appears as comment in the top of the classes.

It is encouraged that printing of code is done via the IDE in which students 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

Candidates performed well in their basic query abilities with most of the first questions having little to no variance.

The ability to use date functions has improved and candidates performed well in these types of questions.

The higher-level problem solving that included an Insert with a Select showed that there were many candidates that had creative ways to approach a problem. No doubt this is as a result of teachers' efforts to stretch the thinking of their students.

QUESTION 2 CLASS DESIGN (CREWMEMBER)

The majority of candidates did not have much difficult with this question. It is a very standard part of Object-Oriented programming and the coding syllabus.

Candidates should keep in mind the naming conventions around the parameters and the order in which they should be assigned to the fields of the class.

This question is marked strictly as per the class diagram and candidates should not deviate from the diagram or add any additional fields.

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QUESTION 3 INHERITANCE (OFFICER)

Since inheritance has been marked as examinable in the SAGs this question was a return to older formats of the practical that had not been examined since 2013. However, the candidates performed well and knew the appropriate syntax to correctly create a child class.

There were instances where candidates tried to use composition; this would not adequately solve the problems presented in the questions for this practical.

Candidates have become very comfortable with the use of date objects in classes as well as static/class fields.

Whilst some IDEs offer code insertion, it is important that candidates not add any additional methods or fields that are not specified by the questions.

QUESTION 4 ARRAYS OF OBJECTS (CREWMEMBERMANAGER)

The biggest challenge here was the candidates' understanding of the concept of polymorphism and how this related to the type of the array they had to use.

Some candidates used more than one array of object where only one was required.

Whilst many candidates were confident in reading files and populating an array with objects, others were not well prepared.

The inclusion of a check to identify the type of object to create was challenging for some candidates who were not well prepared on inheritance.

QUESTION 5 USER INTERFACE (CREWMEMBERUI)

Candidates have become very confident in this section. It was pleasing to note only a very small percentage of candidates created GUIs.

We encourage teachers to emphasise that a simple text-based interface is all that is required. It is in the candidates' own best interest to keep their output console based.

QUESTION 6 PROBLEM-SOLVING (PROCESSTESTRESULTS METHOD)

This question was novel in that it employed a scaffolding approach that encouraged more candidates to attempt the question. This had a pleasing effect as it helped many candidates earn more marks.

Due to the nature of the question, there were many different approaches to solving the problem of determining which officers passed their tests and which crewmembers became officers.

The common mistakes here was that candidates did not fully grasp how polymorphism should be applied when identifying officers from crewmembers. Some candidates also made mistakes in the text that had to be appended to the returned string since it required careful reading of the question.

Candidates are encouraged to read the scenario and question carefully to identify if they have addressed all the objectives asked for in the question.

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INFORMATION TECHNOLOGY
PAPER II

The November 2022 Theory Paper was well received with generally positive comments in reflection questionnaires received from schools. All queries received on the reflection questionnaires were thoroughly debated by the examiner, moderator and senior sub-examiners before marking commenced.

A check on the language and complexity of the question paper against a battery of online checks revealed the following:

- Flesch-Kincaid Grade Level 6,6
- Flesch Reading Ease 62,6
- Gunning Fog Index 8,2

Reading Time 16:16

This would suggest an average reading grade well below Grade 12, making the overall paper suitable for a candidate in Grade 12, even at second language level. These statistics include the external article in Question 6 that always scores a slightly higher grade level in itself.

QUESTION 1

Answers showed an improvement from previous years. It is suggested that teachers find some good techniques to encourage candidates to build a knowledge bank for terminology.

QUESTION 2

The weakest area in this question was knowing the difference between high- and low-level languages. Likewise, candidates either knew how the machine cycle works or seemed to have no knowledge of this.

QUESTION 3

This question was generally poorly answered by candidates. Most problems were caused by candidates not reading and understanding what was required.

- IRQs question: candidates needed a better understanding of WHY it matters where a particular device sits in the IRQ list, and what effect this has on the operation of a machine.
- HDD/SSD questions: candidates shouldn't use what is stated in the question as their answer. The question required some deeper thinking.

QUESTION 4

Generally well answered by candidates. Poor answers were generally as a result of candidates not reading the questions carefully.

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QUESTION 5

Answers to this question revealed evidence of good learning in the networking section, which is most pleasing. Some items to note:

- The concept of Ethernet needs to be explained – it is not merely about 'a cable'.
- Some candidates made up their own terms for network topologies.
- While candidates understood why devices have MAC addresses, not all knew why MAC address lists are maintained in a network.
- Some candidates suggested that a good password on a Wi-Fi network/device would be good enough to protect against viruses.

QUESTION 6

Candidates with a good knowledge base did not struggle with this question. Once again, poor reading of the questions and requirements to answer them was the failing in this question. This question generally requires specific thinking and answering with good explanations. Where possible, teachers should add as much process as possible to the concepts being taught.

QUESTION 7

The answering of this question was generally of a lower standard than in previous years.

- Some concepts in this question that have their origins in Grade 10 learning need to be reinforced through to Grade 12.
- Candidates misinterpreted some of the concepts in the class diagram and/or represented them incorrectly. Please make sure candidates are prepared for various types of class diagrams. Some of the frequent errors will be addressed at UGC.
- Truth tables need attention in teaching. Many candidates were unable to answer this question, while others employed techniques/concepts that were not related to the content.

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INFORMATION TECHNOLOGY
SBA AND PAT MODERATION

For 2022, the number of schools required to send work for National Moderation has significantly decreased. This is attributed to the excellent work being done by teachers, clusters, cluster leaders as well as the regional moderators.

For 2023, please take note of the following:

Additional moderation:

- If your centre is called up for additional moderation, please ensure that **all** requirements for the additional moderation are fulfilled according to the first- and second-round circulars sent out by the IEB.
- All teacher files must be organised according to APPENDIX C.
- All candidate files must be organised individually according to APPENDIX E with a completed APPENDIX E for each student.
- Each candidate must also have a marked PAT rubric with the evidence of work for all phases.
- Electronic submission on storage mediums must be done using folders with meaningful names and organised according to the respective appendices.

Feedback from moderation:

- During the moderation process, detailed reports were created for schools to provide guidelines and advice for their 2023 submission. It's important that these reports are read and guidelines and advice implemented.

APPENDIX D:

- Please include a form signed by the principal and the teacher.
- Examination numbers for candidates must be included on the spreadsheet and must be set to TEXT format and not left as a number.
- Double check the calculation of marks to ensure that formulae used are correct.
- Please ensure that the correct weightings and denominators (out offs) are used in the calculation of the candidates' marks.
- Please include signed copies of IEB Marksheets or scanned copies for electronic submission.

Formulation of SBA mark:

- As per the SAGs the SBA mark should be calculated as follows: 17,5% for a Theory Test, 17,5% for a Practical Test, 15% for a Task/Test and 50% for Preliminary Examinations (Practical and Theory Papers). The correct weightings must be used in determining the candidates' SBA marks.
- The use of the entire mid-year examinations as tests severely disadvantages students.
- Theory tests cannot be used as a Practical Test component and vice versa.
- Providing students with the option of doing the Data Validation Task will not only assist students in obtaining a better SBA mark, but also assist them in the thinking and working with the validation of data for the PAT.

Authenticity of Assessments:

- The use of old IEB, DBE and Preliminary Examination papers in its entirety is not allowed.
- Sub-questions may be sourced from these, but not entire questions.
- The above also applies to old SQL, Normalisation, Theory, OOP Theory and OOP Practical Tests.

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- Students must not have an unfair advantage.
- Cluster-set assessments done by schools in the cluster must align to the requirements as per guidelines provided in the SAGs (3.4.1).

Assessments:

- A Cognitive Analysis Grid for the three levels must be created for in **all** assessments.
- Please refer to the SAGs for a description of levels for Theory and Practical assessments. (Level 1: 30%, Level 2: 40%, Level 3: 30%).
- Analysis Grids must be in the Teacher File.
- Complete memorandum / marking guidelines with alternative solutions must be in the Teacher File.
- Proof of moderation of assessments must be in the Teacher File.
- These could be in the form of a detailed report from the moderator, or a tracked document of the assessment, containing changes and comments.

PAT:

- Work on PAT must commence at the beginning of the year and must be periodically checked/supervised.
- Time frames and deadlines for phases must be provided to students to ensure that no situations arise where work is not submitted.
- Candidates must be provided with continuous feedback and given opportunities to resubmit work based on teacher comments and suggestions. This will ensure the best possible PAT mark for the student.
- Managed well, there should be no awarding of a ZERO for any of the phases. If a ZERO is given, there must be evidence from the teacher to show that all avenues were exhausted in getting the candidate to submit PAT work.
- Either the Word version (in portrait) or the Spreadsheet version of the PAT rubric should be used as provision has been made to capture comments.
- Meaningful comments as to why marks have been awarded, as well as why marks have been deducted, must be included.
- All candidates' work must be marked consistently based on evidence submitted. Candidates with similar evidence must be given the same mark.
- Please ensure that candidates use the correct convention for Class Diagrams as well as for Flowcharting and Pseudocode.
- Please encourage candidates to ensure that they have meaningful comments in their code.

Clusters:

- Teachers must be part of a cluster.
- Cluster structures allow for teamwork and collaboration.
- New teachers can draw on skills and expertise from seasoned individuals in the cluster.
- Periodic moderation of PATs at cluster level will assist in ensuring that the right standards are being set and with determining the authenticity of PAT work submitted.

My heartfelt thanks to the regional moderators for their diligence and time in checking that schools are meeting the moderation requirements. An appeal is being made for more teachers to apply to become regional moderators. The skills, experience and knowledge gained from this experience can also be used to add value to your school and the cluster you are in.

Wishing you all a great academic year for 2023.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
PAPER I

ICANDELO A IZICATSHULWA

UMBUZO 1

All the questions in this section were handled very well by the majority of the candidates.

ICANDELO B USHWANKATHELO

UMBUZO 2

The majority of the candidates handled this section very well. The high pass rate in this section indicates that the examiner's report was taken in a positive light by the educators this year; this was very encouraging.

ICANDELO C IMIBONGO

The candidates' responses were just average. Poetry is one of the aspects that must be taught in class. Emphasis should be put on the following:

(i) Poetic devices.
(ii) Poetic language used.
(iii) Figures of speech, etc.

Educators are encouraged to ensure that all eight poems are taught well and covered by the time exams start at the end of the year.

ICANDELO D UKUSETYENZISWA KOLWIMI

Some candidates did surprisingly well in this section. However, there is plenty of room for improvement. Aspects such as direct and indirect speech should be revised thoroughly. The candidates are still unable to differentiate between the plural form and the augmentative form – I plead with the educators to revise these two forms with their learners. Again, the negative form and the tenses need more attention.

GENERAL

In general, both the candidates and the educators are applauded for a job well done.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
PAPER II

General comments

The 2022 isiXhosa FAL Paper 2 examination consisted of two sections. **Section A** had seven questions worth a total of 70 marks. Those included contextual questions, matching question types, a personal response question type, dialogues, and essay type questions. Section A offered students the opportunity to demonstrate their understanding of literature allowing them to interpret situations, organise and describe events focusing on story elements.

Section B had six questions (four longer pieces) worth a total of 20 marks and two shorter pieces worth a total of 10 marks. Students chose two topics: one longer piece worth 20 marks and one shorter piece worth 10 marks. Students were asked to demonstrate their writing skills.

Section A was completed reasonably well although there were a few students that missed marks due to misunderstanding the question and failing to respond to certain issues raised in the question.

Section B required students to write a letter of gratitude, a letter of advice, and a letter of request. They were confident in these writing skills 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. Students were required to choose one piece out of four topics. **Question 7, 10 & 12** were the most popular questions. Generally, most responses were well structured and adhered to letter-writing conventions (introduction, body, and conclusion). Candidates did not forget the purpose of their writing. There were a few incomplete answers.

Advice to students and teachers

- Students 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 students to the character role and events in the novel.
- Students should pay attention to mark allocation and number of words and provide more detailed and thorough responses to questions with higher mark allocations.
- Students should read the question carefully, and their responses should be relevant to the topic. Irrespective of the quality of their writing, if the student'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 organised into paragraphs. Some learners fail to demonstrate this skill.
- Some students do not really know the difference between formal and informal letters and above all do not know how to write a letter.
- Correct punctuation is of utmost importance. Students must use this tool very carefully and understand its impact on their writing.
- Teachers might give special consideration to the verbs used in the topic as a way of increasing the relevance of student responses.
- Teachers must prepare learners for the end of the year examination. They must make sure that the prescribed book is read, discussed in class and not rely on summaries as summaries only give the reader an idea of what the material is saying.

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SECTION A CONTEXTUAL

Section A requires students 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 to show how a character reacts in a certain situation. Overall, students responded quite well in this question. However, some students gave incorrect answers. They failed to address certain issues raised by the question. Students 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 to reflect hard on what the question provided for their guidance.

Question 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 enough knowledge of the incident and the novel, and their responses wandered off completely.

SECTION B TRANSACTIONAL WRITING

Many candidates answered this section correctly. Others didn't attempt to answer it at all. Those who answered demonstrated their writing skill very well. However, one still finds candidates whose answers are irrelevant to the question and a few of them use English sentences. Some candidates responded by writing word for word what was written in the instruction paragraph. Students are encouraged to not 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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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 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 but they did not summarise the whole passage.
- They repeated the same points.
- They answered the question in a paragraph as per instruction.
- But most 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 in a long paragraph.
- Some candidates wrote two points for a three-mark question. Candidates are encouraged to look at the mark allocation before they answer the questions.

SEEN POEMS

- Most of the candidates did well in this section.
- Some candidates did not find it easy to give the meanings of the idioms and say what are in the poems.
- They found it easy to differentiate between a metaphor and a personification.

SECTION D GRAMMAR

- This section required the candidates to answer questions based on grammar, visual material, an advertisement and editing skills.
- In this section all candidates did very well.
- They had a good understanding of grammar.
- Most candidates understood the advertisement 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 1 was answered the most.
- Learners described the different types of characters ('imbangi nommeleli') well and managed to support their arguments.
- Learners need to be guided on balancing character descriptions when answering a question where they need to talk about two characters.

QUESTION 3 AND 4

A choice question based on the short story book ***AMAGEMFE.***

- There was a fair choice between Question 3 and Question 4. 80% of the learners answered Question 3.
- In Question 4 the learners were required to analyse a given statement. Most learners who answered this question retold the story and could not relate it to the statement.

QUESTION 5

- This question was answered well; however, there were some learners who did not write a formal letter and wrote only one address.
- The structure of a formal letter needs to be revisited.
- A few learners did not write the date in isiZulu.
- More emphasis needs to be put on the structures of the transactional writing in general.

QUESTION 6

- This question was not answered well. Most learners seemed unsure of how to write the card.
- One common error was that learners forgot to use idioms and sayings.
- The teacher is advised to encourage learners to pay attention to the structure of the transactional writing pieces.

Overall, this paper was answered well. The following were common mistakes throughout the entire paper.

- Few learners forgot to use 'Izaga nezisho'.
- Retelling the story in Section A instead of focusing on what the question asked.

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ISIZULU FIRST ADDITIONAL LANGUAGE
PAPER I

From a general standpoint: applicants who were well prepared for this paper were well compensated for the time and effort they invested in it. This examination consisted of a two-and-a-half-hour examination with four compulsory sections, each with different components of the language. It was evident that time was not an issue since most candidates attempted all the questions. The examination covered most of the characteristics that the Grade 12 candidates are expected to have covered previously. In total, isiZulu First additional Language Paper 1 had 10 questions that covered 18 pages.

SECTION A COMPREHENSION/ READING AND VIEWING [30]

QUESTION 1

The comprehension text narrated an everyday story of a Grade 12 learner to which the candidates could relate. The vocabulary used in this comprehension text was also taken from some of their prescribed works and some vocabulary was taken from the past examination papers. Therefore, candidates were not expected to struggle in this question. The majority of candidates provided clear answers to the questions and demonstrated good comprehension.

QUESTION 2

This question included a cartoon with a Grade 12 student attending school as the main focus. Again, most candidates correctly answered this question. Teachers are required to explain the distinction between YIQINISO noma NGAMANGA and YEBO noma CHA because some pupils disregarded the rules and chose what made more sense to them. As a result, several students were penalised for failing to adhere to the rules. Candidates also failed to respond when the question on the term 'isifundazwe' had been asked during previous exams. They must be aware of recycled vocabulary like that, as it could help them with their scores.

SECTION B SUMMARY [10]

QUESTION 3

The results of the summary section showed success patterns that were comparable to those of 2020 and 2021. As a result, this was the section that stood out as being the best. The accomplishments of the teachers are acknowledged. Further, it is a teacher's responsibility to ensure that his/her candidates have the correct syllabus list and follow the conditions of each question correctly. It's unfortunate that some candidates were penalised for not fulfilling the minimum component criteria. They need to be reminded that they must write in a point format rather than in paragraph format and that they must also note the number of words at the conclusion of their enumerated points.

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SECTION C POETRY [30]

QUESTION 4, 5, 6 & 7

There was a general observation that not all poems had been covered in preparation for examinations. Whether or not the prescribed poems were used in the previous exams, it is crucial that all of these poems be studied. One of the questions in this section made it clear that candidates had not studied the previous poems. Teachers are urged to teach students the names of the months in isiZulu; one of the poems had an English-written month on it. That might have been the best chance to study the months in isiZulu. However, only about 50% of the candidates knew the translation for the month of April from English to isiZulu.

While there was evidence of comprehensive and thorough teaching of the external structure of the poem through the unseen poem, teachers need to ensure that candidates follow the correct protocol for all terminology and that the terms align with the correct examples. Candidates must understand the significance of only extracting one syllable for ***imvumelwano*** rather than prefixing with vowels that are not considered to be syllables. It wasn't anticipated that their answers would reveal the confusion between ***imizwa*** and ***izinzwa***, or between ***impindwa*** and ***impindamqondo***. These concepts need to be understood and unpacked thoroughly in the classroom.

SECTION D LANGUAGE AND GRAMMAR [30]

QUESTION 8, 9 and 10

Unfortunately, there was not much improvement in this section. For the language and grammar tests, candidates lacked sufficient preparation. Teachers are urged to regularly assess candidates on grammatical structures so that the candidates are comfortable and assured with the guidelines and formulae for each part. Since grammatical structures maintain the foundation of the language, candidates are required to perform very well in this part. There are no modifications; the same rules that were taught in the junior years still apply. Constantly examined structures include Izinciphiso, Isabizwana Soqobo, and Ondaweni. Candidates should have performed exceptionally well in these areas. It is strongly advised to use former exam papers for practise.

CONCLUSION

We would like to sincerely thank the candidates and their respected schools for their diligence and dedication to the language. We appreciate the participation of the moderator, senior markers, and marking panel for making the marking session run smoothly. Teachers are urged to use old exam question papers to give students the knowledge they need to successfully complete the exam. This practice will make sure that applicants are capable of reading, interpreting, and responding appropriately.

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ISIZULU FIRST ADDITIONAL LANGUAGE
PAPER II

All in all, most learners did very well in this paper, showing great understanding of the prescribed book and functional writing structures. Teachers must be commended on a job well done.

- For the first time, most learners answered questions according to the **scaffolding**/ **bullets from Question 1–6,** which allowed them to collect most marks and score well. However, some wrote too little for the mark allocation and hence lost some marks.

- **Question 1** was well received and answered by the majority. Some struggled with the praise name and the expression and hence chose '**no' for Question 1.1**.

- **Question 2 and 4** were essay based. Top candidates did exceptionally well, showing great understanding of the prescribed book, whereas some candidates struggled with expressing themselves. More practice and increased vocabulary will allow most candidates to express themselves better. Learners who are struggling are encouraged to attempt the question anyway, even code switching to get something from the structure, word count, etc.

  For the **dialogue question, the content is 10 marks (creativity: 3, facts: 7)**. Most learners focused on their own views, creating dialogues that flowed well, but with too few facts from the prescribed book. Teachers are encouraged to use the same format of the IEB papers to ensure that learners know enough facts to answer this question well.

- Once again, some learners did not state the number of words in their responses. These are easy marks from **Question 1 to 6.** However, some learners lost most of these marks, which could have earned them a better symbol. Learners must avoid writing the incorrect number of words or writing far more than is required. The rule is that they are allowed to write five words fewer or more than the recommended word count.

- For choice questions such as **Question 5 and 6** learners are encouraged to choose **according to their strength** and collect maximum marks.

- For **Question 5** most learners chose **a formal letter instead of the minutes**. However, some learners did not write addresses and some wrote only one, hence they lost easy marks on structure.

- For **Question 6** most learners chose an **email instead of a diary entry**. Some learners lost easy marks on the addresses of the email, date, and the heading/topic. Some learners who wrote a diary entry thought it was about the actual day instead of organising for the coming event.

- For all forms of functional writing, whether it's a long or a short piece, **a date must be written in proper IsiZulu.** Learners are encouraged not to write their school's or teacher's name as it is unnecessary.

- In future, if the learner changes his/her mind he/she must indicate by cancelling the question or answer that he/she does not want to be marked. If they do not do this, the rule is that we will mark **the first question or answer** instead of both.

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- There were a few learners who answered most questions in English, which is not allowed since this is an IsiZulu FAL Paper. However, a teacher can encourage learners to try by **'Zululising or Zulufying'** the words if they have forgotten the correct IsiZulu word rather than writing everything in English. This will allow them to get some marks.

- Learners must be encouraged to start with any question, as long as **the numbering is clear and they start each question on a new page**. This might help a few of those learners who end up not finishing the last question.

- Teachers are encouraged to use **old IEB examination papers and memorandums** to help learners revise structures and practise answering techniques. Teach candidates to focus more on facts rather than writing unnecessary information or being repetitive.

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ISIZULU FIRST ADDITIONAL LANGUAGE
SBA MODERATION

SECTION A

The layout was a bit of a problem depending on how the teachers scanned and uploaded the work. Some tasks were uploaded upside down.

Some schools included the **oral** mark lists, **minutes** of the cluster meetings as well as **tests' scope** given to learners to prepare in the teacher portfolio.

There were some very good and interesting, thought-provoking topics that teachers used. Only one school assessed two essays instead of one.

There were schools that did not use the appropriate rubric to mark this task.

Two schools had an ambiguous question with no scaffolding to assist the learners. Requirements of the process writing were not followed in these two schools as there were no tasks leading to the final essay.

98% of the learners' files had both the first and the second draft. It is imperative that teachers give constructive feedback.

All schools adhered to the SAG requirement of a 200–250 wordcount.

SECTION B

The CAT was well understood and enjoyed by the learners judging by the final task done by the learners. There were schools that did not use the provided rubric to mark this task.

SECTION C

Short stories (**Izinyembezi Zothando**) were done by more schools and a few schools did the novel **Iqonde Kuphi Le Ndlela**.

There were a few schools that did not cover all four short stories of **Izinyembezi Zothando** in this section when assessing and only assessed the learners on one story.

Teachers are encouraged to set one essay question and not to confuse this task with a third-genre test that is in Section D, and this should be marked using a 7-level rubric.

SECTION D

A few issues were encountered in this section. Most teacher files did not have memoranda and analysis grids for all three tests, and this is a SAG requirement.

Some schools only assessed one or two stories instead of four.

Paper 1 and 2 should cover the aspects of the final papers respectively and one school assessed Iqonde Kuphi Le Ndlela instead of Hlwanyela Uyovuna.

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SECTION E

Most schools write papers set and moderated at cluster level. This has resulted in papers of good standard.

Learners seemed prepared for this section, which was good as it was done in preparation for the final examination.

Overall, the standard of the portfolios was pleasing.

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ITALIAN SECOND ADDITIONAL LANGUAGE
PAPER I

SECTION A

Learners fared very well overall.

QUESTION 1

Comprehension (the year of Italy); students fared extremely well. The question on grammar was challenging.

QUESTION 2

Comprehension (Italian buying habits); most students fared extremely well. The questions on grammar were challenging for some of the students.

QUESTION 3

Comprehension (Italian street food); students fared relatively well.

SECTION B

Learners found both Poetry and Prose challenging. The questions where learners had to motivate their own ideas were challenging for the majority of the learners. The overall results for these questions were good.

The overall performance was of a very high standard, however, having to round up marks awarded two extra points per student.

Having common guidelines on what to cover while studying a literature text would be recommended in order to guide teachers and students to fully understand the context of literature and poetry.

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ITALIAN SECOND ADDITIONAL LANGUAGE
PAPER II

1. Section A Question 1: the first essay topic on healthy diet was more popular than the other one on hobbies. Both topics that were offered enabled students to express themselves adequately.

2. Section B Question 2: all choices were almost equally popular. A good number of learners struggled with the formal construction required by two of the sub- sections. Last year we recommended that when formal register is required, defined guidelines need to be established to indicate what should be included. The problem persists.

3. Section C Question 3: this question was well received by learners and correctly pitched.

4. Section C Question 4: this question was also well received by learners but at times learners did not include all the information accessible in the text.

In conclusion

Transactional and reformulation were revised and tweaked successfully. Outcomes were defined more specifically for the transactional pieces with clear guidelines formulated depending on what the panel saw as the objective of said transactional pieces.

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LANDBOUBESTUURSPRAKTYKE

ALGEMENE INDRUK:

Dankie aan elke leerkrag wat hul beste lewer om ons leerders vir die wêreld daar buite voor te berei.

Oor die algemeen is die vraestel goed beantwoord deur al die sentrums.

Die tydsduur was voldoende aangesien al die leerders die vraestel voltooi het.

Leerders was ook gemakliker met die invulvraestel en het die spasie by die betrokke vrae goed gebruik en ook duidelik aangedui indien die bykomende spasie gebruik is.

AFDELING A

VRAAG 1

1.1 Meervoudigekeusevrae

Oor die algemeen is die vraag goed beantwoord. Soos vorige jare is daar steeds leerders wat soms nie 'n antwoord verskaf nie.

1.2 Vergelyk kolomme

Oor die algemeen is die vraag goed beantwoord. Soos vorige jare is daar steeds leerders wat soms nie 'n antwoord verskaf nie.

1.3 Landboukundige term

Leerders sukkel altyd met hierdie vraag en leerkragte moet aanhou probeer om die landboukundige terme by leerders in te skerp.

AFDELING B

VRAAG 2

2.1 **Die basiese funksies van grond** in die produksieproses.

Leerders se aandag moet daarop gevestig word dat grond nie water kan filtreer en sodoende water kan suiwer vir die gebruik deur plante nie. Toksiese stowwe word steeds deur die plante in 'n opgeloste vorm opgeneem. Die filtrering van die water is dus nie 'n basiese funksie van grond in die produksieproses nie.

2.2 **Wind se invloed**:

2.2.1 **Ligte** wind – bevorder plantegroei

2.2.2 **Sterk** wind – benadeel plantegroei: Leerders se aandag moet daarop gevestig word dat daar 'n groot verskil tussen ligte en sterk winde is.

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2.3 Dit wil voorkom asof die leerders nie verstaan wat bedoel word met **EKONOMIESE EIENSKAPPE van grond** nie. Meer aandag sal deur leerkragte geskenk moet word om die verskillende EKONOMIESE EIENSKAPPE aan leerders te verduidelik. Verskeie handboeke behandel hierdie eienskappe redelik deeglik.

2.4 **Bemesting en graanopbrengs**

2.4.1 **Lyngrafiek**: Die algemeenste foute wat leerders by die teken van 'n lyngrafiek maak is:

- geen opskrif word verskaf nie.
- die asse word omgeruil.
- die asse word nie benoem nie.
- kalibrasie van die asse moet begin by 0 en nie 60 of 80 nie.

Die trek van grafieke moet dus meer dikwels in die klas geoefen word.

2.4.2 **Die Wet van dalende meeropbrengs** bly 'n kopseer vir sommige leerders. Daar is egter beslis 'n verbetering. Dit dui daarop dat leerkragte die term en proses deegliker aan leerders oordra.

2.4.3 **Besoedeling a.g.v. die "Wet van dalende meeropbrengs"**:

Klem moet hier gelê word op die oorbemesting wat besoedeling veroorsaak en nie net normale bemesting nie.

Normale bemesting met chemiese middels veroorsaak ook besoedeling, maar tans kan almal nog nie organies boer nie.

2.5 **Kontoerboerdery**:

2.5.1 **Definisie** – Sommige leerders verstaan nie die begrip nie en sien kontoerboerdery slegs as boerdery teen 'n skuinste. Klem moet daarop gelê word dat die kontoere, bewerking en verbouing van gewasse **verander** word van heuwel **af** na **om** die heuwel.

2.5.2 **Voordele**: Goed beantwoord.

2.5.3 **Ander verbouingspraktyke teen skuinstes**:

Baie leerders het hier maklike punte verloor aangesien hul dit nie geken het nie.

2.6 Die **indeling van grond in homogene eenhede**:

Leerders het ook hier maklike punte verbeur aangesien hulle nie die faktore geken het nie.

2.7 **Saffraanboerdery**

2.7.1 **Kommersiële- of bestaansboerdery**? Goed beantwoord.

2.7.2 **Rede uit leesstuk?** (Verkope van produk) Redelik goed beantwoord.

2.7.3 **Intensief of ekstensief**? Goed beantwoord.

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2.7.4 **Rede uit leesstuk**? (Intensiewe oesprosedure) Goed beantwoord.

2.7.5 Leerders weet nog nie wat 'n **nisgewas** is nie. Klem moet gelê word op redelike klein skaal, redelik unieke produk aan 'n spesifieke mark. (Sien memorandum.)

2.7.6 **Nismark- of kommoditeitsmarkstrategie**? Die leerders beantwoord die vraag baie swak:

- Leerkragte sal baie aandag moet gee aan wat 'n **nismark**/**nisproduk** is.
- Leerkragte moet ook verduidelik wat 'n **kommoditeitsmark/-produk of -strategie** is.

Let wel: Indien die leerders dit begryp sal hul begin verstaan waarom 'n produsent soms eerder 'n nismarkstrategie as 'n kommoditeitsmarkstrategie sal volg.

2.7.7 **Beginnerspakket is nie 'n ekonomiese eenheid nie**: Redelik beantwoord, maar die leerders het hierdie vraag met min insig en begrip vir wat hul lees, beantwoord.

VRAAG 3

3.1 **Ina Lessing: Gevallestudie**

3.1.1 **Redes vir begin van onderneming**: Goed beantwoord.

3.1.2 **Eienskappe van entrepreneur**: Goed beantwoord.

3.1.3 Swak beantwoord: Leerders het voorbeelde van risiko's probeer noem. Leerders ken nie die **drie tipes risiko** nie.

3.1.4 **SWOT-ontleding**: Hierdie vraag is redelik goed beantwoord.

3.1.5 Swak beantwoord. Leerders ken duidelik nie die **vyf pilare van volhoubaarheid** nie.

3.2 **Bemarking**

3.2.1 Redelik goed beantwoord, maar sommige leerders weet nie wat 'n **bemarkingskanaal** is nie.

3.2.2 **Redes vir onsuksesvol**: Goed beantwoord.

3.2.3 Swak beantwoord. Leerders ken duidelik nie die **vier veranderlikes in 'n bemarkingsmengsel** nie.

3.2.4 **Voordele van vrye bemarking vir die produsent**: Redelik goed beantwoord. Die leerders het oor die algemeen raakgesien dat die vraag van toepassing is op die produsent. Leerkragte doen goed om dit onder die leerders se aandag te bring in hul aanbieding van lesse. Dankie.

3.2.5 Helfte van die leerders weet nie wat 'n **bemarkingsfunksie** is nie. Dit veroorsaak dat hul ook nie in hierdie geval die doel van die funksie kon uitlig nie. Leerkragte moet probeer om die leerders te kry om die funksies te leer. Dit kan selfs geoefen word in kolom A en kolom B vrae.

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3.3 **Agritoerisme**

3.3.1 Swak beantwoord – **redes vir die toename in agritoerisme** kan meer beklemtoon word in die aanbieding van lesse in agritoerisme.

3.3.2 **Doel met agritoerisme**: Goed beantwoord.

3.3.3 **Voordele van agritoerisme vir gemeenskap**: Goed beantwoord.

VRAAG 4

4.1 Finansiële staat (**begroting**)

4.1.1 **Staat of begroting**? Verwagte inkomste + uitgawe: Goed beantwoord.

4.1.2 Die meerderheid leerders het 2 punte gekry. 'n Derde punt sou gekry word indien hul ook verwys het na wat 'n **kontantvloeistaat** is.

4.1.3 **Bedrae bereken**: Baie goed beantwoord.

4.1.4 **Bereken wins of verlies**: Goed beantwoord, maar sommige leerders het nie aangetoon dat **wins** gemaak is nie en het 'n punt verloor. Meer leerders het die korrekte formule aangetoon.

4.2 **Begrotings** (tipes)

4.2.1 tot 4.2.6 Redelik goed beantwoord.

4.3 **Bestuursfunksies**

4.3.1 **Waarom is beplanning 'n dinamiese proses**? Die meerderheid leerders het nie geweet wat dinamies beteken nie.

4.3.2 Swak beantwoord. Die **stappe van beplanning**, organisering ens. is baie leerwerk, maar tog moet leerders die algemene stappe ken van die belangrikste bestuursfunksie.

4.4 **Dissiplinêre optrede**: Baie swak beantwoord. Die meerderheid leerders het dissiplinêre stappe aanbeveel. Leerkragte moet probeer verduidelik watter **vereistes** daar is om optrede te regverdig asook om dit **doeltreffend** toe te pas tot voordeel van beide partye.

4.5 **Waardetoevoeging/Verwerking**

4.5.1 Die **voordele van waardetoevoeging** is goed beantwoord.

4.5.2 **Nadele met verwerking van produkte**: Redelik goed beantwoord.

4.6 **Bespreek faktore wat vraag na vleis bepaal**: Redelik goed beantwoord.

4.7 Heelwat leerders het nie die verskil geken tussen die **verskillende landbousektore** nie en het dus hier maklike punte verloor.

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LANDBOUBESTUURSPRAKTYKE
PAT MODERERING

Baie dankie aan die sentrums wat hul werk met trots en ywer aanbied.

Onderwysers word daaraan herinner dat die PAT 'n praktiese komponent van die eksamen is en sodoende genoegsame vereistes aan die kandidate moet stel om as deel van die eksamen gereken te kan word. Die PAT moet aan elkeen van die SAGs-vereistes voldoen.

Soos die moderering jaarliks plaasvind en bestudeer word, word ons hier by die IEB meer en meer bewus van:

- leerkragte wat nie net hul werk ywerig doen en hanteer nie, maar van leerkragte wat werklik saam met hul leerders leer en leef.
- leerkragte wat met die aanbieding van praktiese klasse en lesse met trots groei in hul werk en aanbieding.

Na versoeke gerig deur die moderator ten opsigte van die PAT-lêer was daar steeds twee gevalle waar die dokumentasie in die leerkragte se lêers nie volledig voltooi is nie. 'n Volledig voltooide lys dui daarop dat die werk in die lêer aangebied, die skoolhoof, interne moderator, leerkragte en leerders se goedkeuring dra. Die IEB en die moderator kan dan dus met vertroue die werk bestudeer, modereer en goedkeur.

Dit is **uiters belangrik** dat die berekening, omskakeling en oordra van leerders se punte na die PAT-puntelyste met groot sorg en **korrektheid** sal geskied. In beide 2021 en 2022 is foute begaan wat gelukkig met moderering reggestel kon word. Ek glo ons almal dra saam die verantwoordelikheid dat punte in elke fase van die proses KORREK hanteer sal word. Foute is menslik, maar ons moet te alle tye bedag wees daarop, aandag daaraan gee en probeer om dit tot die uiterste minimum te beperk.

Tydens die moderering van die PAT-punte is die volgende waargeneem:

- 'n Skool wat foto's uitbeeld van buffels wat verdoof is en leerders wat help met praktiese werk. Dit is uitstekend en hulle kan voorwaar trots wees op hul werk – dit is uniek en verdien verseker spesiale vermelding aangesien min skole dit so kan beleef.

- Twee van die gemodereerde skole maak gebruik van die voorbeeld van die bestuursprogram wat met almal gedeel is. Ons glo dat hul sal vind dat die gebruik van die program wat hul opgestel het volgens hul eie unieke omstandighede geweldig sal help in die aanbieding van hul prakties aangesien:
  – Die leerders dadelik verstaan wat hul die jaar wil bereik en verstaan hoe om dit te bereik.
  – Die leerkragte hierdie program deur die jaar as 'n voorbeeld aan die leerders kan voorhou.
  – Die program elke jaar verbeter (meer volledig) kan word met praktiese lesse.
  – Die program jaarliks gebruik kan word deur slegs die datums aan te pas by die werklike praktiese lesse soos dit in die skoolprogram inpas.

  Let wel: 'n Werklike bestuursprogram in gebruik – nie net vir assessering nie.

- Na 'n versoek verlede jaar is die puntetoekenning hierdie jaar ook meer in die kol vir die gehalte praktiese werk gelewer naamlik: briljante werk verdien 90%, baie goeie werk 80%, ens.

My opregte dank aan elke leerkrag vir goeie werk. Hou so vol.

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LANDBOUBESTUURSPRAKTYKE
SGA-MODERERING

Die **leerkragte** se Skoolgebaseerde Assessering is baie netjies en met sorg aangebied.

Die **leerders** se Skoolgebaseerde Assessering is netjies en met sorg aangebied.

Al die sentrums se SGA en PAT is in verskillende lêers aangebied soos vereis deur die IEB.

- Hierdie vereiste van IEB en aanbieding van leerkragte en leerders maak moderering baie makliker.
- Baie dankie aan almal.

DIE VOORLOPIGE-EKSAMEN-VRAESTELLE EN BEHEERDE TOETSE

Die vraestelle wat verskyn in die SGA-lêers van die skole wat gemodereer is, was van 'n goeie gehalte. Van die vraestelle was reeds verander na die "invulformaat" wat verseker het dat die leerders vertroud was met die formaat van die finale-eksamen-vraestel.

Die instruksies op die vraestelle was baie duidelik en het dieselfde tipes vrae as die finale-eksamen-vraestel bevat. Leerders raak dus vertroud met wat om te verwag in die finale eksamen.

Ek wil graag aanbeveel dat dit ook gedeeltelik, waar moontlik, in die toetse ingefaseer sal word.

Daar kan reeds in Gr 11 met die formaat begin word. (Ek besef egter dat sekere skole koste bespaar deur nie gebruik te maak van invul vraestelle nie – in so geval kan die finale eksamen vraestel reeds vanaf Gr 11 aan die leerders vertoon en verduidelik word.)

TAKE

Die take aangebied deur die skole vir moderering het baie goed voldoen aan die vereistes gestel, nl.

1. 'n Verpligte gevallestudie oor bestuurskwessies.
2. 'n Keuse tussen: 'n mondeling, 'n visuele- en 'n praktiese taak.

(Twee van die drie moet gedoen word.)

Die puntetoekenning deur leerkragte aan leerders vir die gehalte werk ingehandig/gelewer is ook baie relevant en geloofwaardig – wat dui op werk van goeie gehalte.

Baie dankie aan almal vir goeie werk waarop ons kan trots wees.

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LATIN SECOND ADDITIONAL LANGUAGE
PAPER I

QUESTION 1

- Most candidates wrote their translations on alternate lines, as required.
- In general, the translation for Question 1 (Cicero In Verrem) was well-answered.
- Candidates should be encouraged, where possible, to translate words as literally as possible, without creating something unbearably 'clunky' in English.
  - E.g. the word 'iste' does not translate as 'Verres', even though he is the referent. It could have been translated as 'that scoundrel' or 'the defendant'.
  - Also, for 'qui animo et puerili esset et regio', even though credit was given for the use of a participial phrase, ('being of …'), it would have been better rendered by a relative clause showing clearly the generic subjunctive meaning.
  - Likewise, 'imperat suis' does not necessarily mean 'he ordered his slaves', although that could have been an interpretation.
  - In 'in praetorium' 'in' means 'into' and should be translated as such.
- In Question 1.2 (a), several candidates failed to read the instruction or to check the mark allocation, giving only one-word answers for what were questions that actually required explanations.
- In Question 1.2 (c), 'how would these words have influenced a Roman hearer or reader to perceive Antiochus' several candidates answered by simply giving the meaning of the phrase. Candidates must be reminded that they will not be rewarded for answering questions by paraphrasing the same question.
  The same applied in Question 1.3; the word 'how' showed that analysis was required, not just description.

QUESTION 2

- The translation from Livy was generally as well done as the Cicero. Those who ignored the Latin word order, however, tended to omit certain parts of the translation.
  'vereor ne cui' was, in several cases, ignored altogether.
- The last sentence especially was rather muddled; the accusative and infinitive following 'ita forsitan decuit' were generally not well grasped.
- The purpose of Juvenal's Satire X is to point out that seeking after power and glory is ultimately futile; Livy's purpose is to write history that will capture the interest of the reader. These needed to be defined clearly to answer Q 2.3 (c).

QUESTION 3

- Candidates must be encouraged not to mix tenses in English.
- 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 (again) included my own notes on scansion, which should enable teachers to avoid any pitfalls in future.
  Only if the very last syllable is of unclear length should the –u sign be used. It is perfectly possible for candidates to learn which final syllables are clearly long or short. Teaching candidates to simply put an 'x' on every last syllable will in future deprive them of a ½ mark.
  Caesuras are important and must be inserted.

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- Question 3.4 (b) should have been quite easy to answer from the context of the poem as a whole. Candidates are encouraged to read the omitted parts of the poem in translation.

QUESTION 4

- The translation of lines 586–7 was in several cases given as if 'albescere' and 'procedere' were in fact 'albescentem' and 'procedentem'. Allowing candidates to (unnecessarily) change the sentence structure can create confusion when grammar questions are answered.
- Questions on repetition and alliteration need to be answered directly and clearly, as do questions about diction and attitude. Several candidates lost marks for giving vague and general answers.

QUESTION 5 (GRAMMATICAL AND SYNTACTICAL USAGE)

These sections were answered fairly well, as long as the candidates knew their translations well.

Some candidates, however, seemed to have regarded this section as a kind of lottery, in which they guessed (badly) the answers. In certain cases, the poor marks for this section affected their overall result negatively.

QUESTION 6 SENTENCES FOR TRANSLATION INTO LATIN.

None of the candidates attempted this section.

LATIN SECOND ADDITIONAL LANGUAGE
PAPER II

It was clear that the two unseen pieces were accessible. The selections were aimed at providing students with texts that were unusual and lighter stories in Latin. It also allowed the students to get a sense of the story and provide nuanced translations, even if the grammar and vocabulary were not accurate.

Paper 2 was well-answered with the knowledge the students had. It is evident that some students are much stronger in their vocabulary knowledge than others. Students were strong in translation of some language structures (particularly the subjunctive) but struggled with some more ordinary translations (active vs passive; dative *Pythio persuasit*; accusative and infinitive *intelleges Dianam in montibus non magis errare quam Minervam*).

In general I am pleased with the outcome of Paper 2.

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LIFE ORIENTATION

The Life Orientation (LO) CAT B moderation of schools took place at St Andrew's School for Girls from 27 October to 30 October 2022.

The process ran smoothly and was successful in assessing the standard of marking and alignment with the marking guidelines and other requirements.

Below is a report on the findings of the moderation panel.

LO educators have several responsibilities in respect of upskilling candidates to write the LO CAT B paper.

1. Thorough preparation of LO essay writing is vital. Many schools have candidates that do not write in the correct format or respond successfully to the demands of the essay. Educators must teach their candidates the LO essay format and give them time to practise these skills.

   This essay is meant to be challenging – candidates are required to engage with controversial subject matter, consider numerous viewpoints, adopt a stance, argue and support their own stance with the resource content provided in the paper, as well as with their own examples and points of view.

2. Educators need to spend sufficient time working through the CAT A document with their candidates. This must be done though class discussions. Candidates and the educator are responsible for upskilling each other and many wonderful insights are generated through class discussion. These insights will assist candidates to be able to respond effectively to the CAT B assessment.

Therefore, with reference to points 1 and 2 above – educators MUST be given sufficient time in the timetable to prepare their candidates adequately for their CAT B assessment.

3. In addition, to prepare candidates adequately for their final CAT B paper, they must be exposed to source-based assessments that do not require learning, but rather require the candidate to reflect on, analyse, extrapolate, and solve problems presented to them by the content of the sources. Sources should cover relevant and current real-world issues.

4. Ethical candidate comments must be encouraged. While candidates have the freedom to argue their stance (the required discursive essay response is never prescriptive), they do need to remember that LO principles of inclusivity and tolerance are required. Candidates do not have the mandate to include any hate speech or make discriminatory statements in their responses – LO uses the South African Constitution as a reference point. Hate speech will automatically be penalised.

5. Educators must ensure that they only give marks for correct answering. Too many centres awarded marks for any responses if they sounded reasonable or valid without evaluating whether or not the candidate answered the question.

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6. Too many centres were characterised by a lack of evidence of actually marking the essays. Only a single mark appeared in the paper, without ticks or comments in the essay. LO educators must visibly mark the short questions and essays through the provision of commentary, marking codes and ticks or crosses at the candidate's response. Educators must also refrain from correcting grammar and spelling over the candidate's response. This prevented moderators from being able to see and fully understand the meaning behind the candidate's response.

7. The IEB Essay marking rubric (which is made available in the CAT B marking guidelines) MUST be attached to the end of the candidate's essay response. The educator must indicate on the rubric the level awarded and the final mark awarded.

8. Where candidates have written on the additional pages provided in the CAT B – the educator must initial next to these candidate comments – even if wrong – to acknowledge that these comments have been seen and marked.

9. Please ensure and insist on the addition of a supplementary CAT B paper if a candidate is absent. The supplementary CAT and the accompanying marking guidelines must be included in the pack with the IEB CAT B documents. There were centres that did not include any supplementary CAT and did not award marks or had papers and marks missing or included a supplementary without the marking guidelines.

Schools must check the totalling of the marks for CAT B and ensure these marks are captured accurately on the IEB Online mark capturing system.

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LIFE ORIENTATION
SBA MODERATION

General

- The 2022 LO National Moderation process ran electronically for the first time.
- Work of a very high standard was presented overall.
- It's lovely to see collaboration becoming the norm, rather than the exception, and it is even more encouraging to see evidence of mentoring of and support for newer teachers or teachers new to the IEB.
- Online portfolios present new challenges and opportunities. Please check that scanned documents have been scanned correctly and that both sides of the pages have been scanned.
- All schools must ensure that pre- and post-moderation of tasks are undertaken to ensure the rigour, validity and reliability of the assessment process. All tasks must show evidence of marking on both the script and the rubric and must include constructive feedback to learners.
- Please present your files in order, as you would if they were physical files. This applies to teachers who prefer to submit single whole scanned files, and those who prefer several folders containing the necessary digital files.
- Please name your files and folders helpfully with the name of your school and what the document is, e.g. "Rosencrantz College – Controlled Test 1".
- Please ensure that the documents used are according to the most current Subject Assessment Guidelines.

Calculations

- 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.
- Spreadsheets for capturing and calculating marks are made available in the LO folder on the IEB website. These can be found at:
- AtoZSubjects/LifeOrientation/SubjectAssessmentGuidelines

Tasks

- 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.
- Analysis grids must be included for all internal tasks.
- Rubrics for marking of tasks can be adapted but should not be generic versions found online for other subjects e.g. English Home Language.
- Teachers should make comments on all pieces submitted for assessment so that the learner as well as the moderator know how the final mark for the piece was determined.

Community Service Task

- The updated manner of allocating marks for this task worked well this year.
- Community Service means voluntary involvement in the greater community and does not include service to the school.

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LIFE SCIENCES
PAPER I

GENERAL

The strands covered in Life Sciences Paper 1 in 2022 were: Population Ecology; Life Processes in Plants and Animals, and Diversity, Change and Continuity. It was clear that candidates were well prepared for this examination. Teachers are commended on their hard work in ensuring their candidates are exposed to a variety of activities that develop their skills in this subject. Many candidates were able to demonstrate their knowledge and understanding clearly.

The feedback questionnaires from teachers indicated that the paper was well-received by the candidates. Teachers expressed that the paper was fair, well-balanced, interesting and they appreciated the novel way in which some questions were asked. These feedback forms are very useful to the examiner. The standardisation meeting before the start of the marking session dealt with any concerns and possible differences in interpretation by candidates when answering the questions. This ensured a fair assessment of candidates' answers, without compromising the cognitive levels and standard of the question paper.

A significant number of scripts showed that candidates wasted their time by restating the question in their answers or they provided superfluous information before actually answering the question. Although it is a 3-hour examination, there is a lot of material to work through and candidates should endeavour to be concise in their answers so as not to disadvantage themselves.

Overall, this paper was answered better than last year's paper. Many answers reflected a thorough understanding of the content and showed the excellent quality of teaching that is happening in so many of our schools.

QUESTION 1

This question was very well-answered. The majority of candidates scored highly in this portion of the paper. A few concerns were noted and are discussed below.

The front cover of the yellow answer booklet has the matching columns question. Most candidates answered this question but it was noted that there were a few scripts where candidates did not even attempt this question.

Question 1.3 referred to the roles of termite castes. Many candidates equated termites with honeybees. A misconception was that soldier termites' mate with the queen (instead of the king). Also, the anatomy of the termite soldier was poorly expressed. Candidates often referred to the mouthparts of the soldier termite as fangs/horns/tusks/teeth. Some candidates stated that the queen termite "gives birth" as opposed to "lays eggs".

Question 1.4 referred to hormone levels in pregnancy. This question was well answered. It was evident that candidates could explain the reason for the change in the hormone level but many candidates did not describe the change of that hormone level during the time specified. It would be beneficial for candidates to practise analysing graphs and describing the trend with reference to the variables on the graph (this was also applicable to question 4.1.2). Some candidates wasted time describing the effect of other hormones that were not asked of them in the question.

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A considerable number of candidates were challenged when asked to describe how the government collects data on its population. Many answered that the government could use the quadrat method.

Candidates struggled with the wind pollinated flower. Information was provided in the text box but it seems many candidates did not read this information. Many drew their own images of a flower which was learnt from a textbook instead of applying their knowledge and the information provided in the textbox. It would be beneficial to candidates to reinforce biological drawing skills. Candidates must complete drawings with greater care to detail and accuracy.

Most candidates demonstrated good graphing skills. A few instances revealed difficulty in determining appropriate scale on the y-axis and plotting the bars accurately.

Many candidates did not score full marks for the question relating to the skeletal feature and its importance for bipedalism. Often the skeletal feature was poorly described. Candidates answered the importance of the feature in terms of the advantage of bipedalism instead of the importance for bipedalism.

QUESTION 2

Candidates' performance in this question demonstrated that they generally had a good understanding of human reproduction. The knowledge/recall questions were answered well by the majority of the candidates. Some answers provided were lengthy. Teachers should emphasise that candidates must be guided by the mark allocation when determining the length of their answers.

Many candidates struggled to differentiate between a 'control' and a 'controlled variable', and many could not elaborate on the purpose of a control.

QUESTION 3

Generally poorly expressed answers in this question reflected a weak understanding of the evolutionary concepts. A knowledge question requiring a description on the lines of evidence for evolution was not well answered by many. The use of the term "reproduction" in their answers for question 3.1.2 was incorrect. Many answers stated that 'organisms can reproduce' but this question required candidates to state that organisms reproduce with other individuals (or mate) – reproduction also implies asexual reproduction.

QUESTION 4

On the whole, this question was answered well. It seems the familiarity of the topic of elephants was of benefit to the candidates. Responses that required a discussion or an explanation were often poorly expressed. Several misconceptions were apparent. Candidates stated that elephants "hunt as a herd" or share tasks (as in social insects). Many candidates applied the optical illusion of stripes in zebra herds to elephant herds as a means to confuse predators. Many answers made mention of male elephants protecting the herd. This indicated that candidates did not read the introductory sentence to the question which outlined the structure of an elephant herd. Candidates also confused 'intraspecific' and 'interspecific' competition.

Candidates could easily score 3 out of the 5 marks in the predator-prey graph question by labelling the axes correctly and providing a suitable heading. In many instances this was done poorly. Candidates found difficulty in the representation of the relationship – often the predator line was significantly higher than the prey line or the relationship was not maintained across the graph's x-axis.

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LIFE SCIENCES
PAPER II

GENERAL

Despite the time-pressure that candidates encounter in the paper, there were very few who did not manage to complete the paper. Candidates seem to have coped well with the rigours demanded by Paper II.

QUESTION 1

This question marked well, averaging at 65%, however there were some challenges. Explanation of terms remains an issue for many candidates. Most coped well with explaining the meaning of a genetic counsellor, however some candidates battled with providing the definition of a chromosome. Careless use of words like stating that a 'chromosome is a strand of DNA' instead of a piece of DNA were evident in some answers. Candidates need to be trained to use the correct words when answering questions as one incorrect word could make their answer completely wrong.

Some candidates confused genotype and phenotype.

Calculations, even very simple ones such as calculating the number of people in South Africa born with CEP, remain a challenge for some candidates.

The question about the ethics of comparing porphyria to 'romantic' fictional characters like vampires was well answered, however some candidates thought that the disorder itself was being romanticised and answered based on this assumption.

The comparison between DNA and RNA was generally answered well, however some candidates were careless in that they gave the DNA characteristic for RNA and vice versa.

The explanation for how CRISPR could edit the allele for porphyria proved difficult for many candidates. They did not make the link that the editing of the DNA resulted in a correct mRNA being formed which coded for the correct amino acid. Many simply repeated the question in their answer. Again, careless use of terminology meant that some answers were rendered incorrect, e.g. confusing tRNA and mRNA.

QUESTION 2

As noted in previous years, Question 2 was not answered as well as question 1 or 3 in this paper. A possible reason for this could be that candidates are anticipating starting their essay. They therefore do not give enough thought to question 2 or battle to concentrate as they fear not finishing the essay in time. It is important that candidates be exposed to paper II style exams and be taught to manage their time.

Another possible reason for the low marks for question 2 this year was that candidates battled with the concept of meiosis. This is evidenced by many poor answers for what should have been easy knowledge. There was also some poor use of terminology, for example, confusing gonosomes with gametes. There were also misconceptions about the inheritance of mtDNA and Y chromosomes and a misunderstanding of the concept of genetic fingerprints / profiles.

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Many candidates had great difficulty in explaining how meiosis is responsible for ensuring that gametes receive only copy of each gonosome. It is clear that some candidates did not understand the process of meiosis or had learned / been taught meiosis simply as a series of steps that needed to be memorised, without understanding its significance. Meiosis is a crucial section of the Grade 12 syllabus and without it, neither genetics nor evolution can be fully understood. It is the main provider of genetic variation in sexually reproducing species. The most dominant theme in the Grade 12 Life Science syllabus linking all sections is genetic variation – in fact every section of work in the syllabus mentions genetic variation somewhere.

If candidates did not understand the significance of meiosis or had simply learned meiosis as a series of steps, then they would not have been able to explain how meiosis produces gametes containing only one gonosome each.

There was also a lot of confusion in the answers given, such as a misconception that meiosis II, rather than meiosis I, is the stage where the cell becomes haploid.

Candidates often just explained what happens in meiosis, instead of answering in the context of the question, i.e. explaining how the gonosomes end up in separate cells, *using their knowledge* of meiosis.

The question of the chances of a male passing a Y chromosome to his son was relatively well answered, however there were a lot of misconceptions in the answers given. Some candidates stated that the X chromosome is the dominant chromosome and therefore there is less than 100% chance of a son inheriting the Y chromosome; or because the Y chromosome is dominant, all sons will inherit the Y chromosome.

The question relating to the level of genetic variation in mtDNA compared to nuclear DNA was also not very well answered. Instead of discussing fully, some candidates simply stated that 'nuclear DNA undergoes meiosis and therefore no swapping of alleles between homologous partners occurs, and mtDNA does not undergo meiosis so no swapping of alleles occurs'. This answer would only have scored one mark. There is confusion about the inheritance of mtDNA, with some candidates stating that mothers only pass mtDNA to their daughters.

Much of the information required to answer this question came from the sources. Candidates would have needed to use this information to explain how genetic variation results (or does not result – in the case of mtDNA). This is another example of candidates possibly learning meiosis as a series of steps and not relating it to the whole syllabus and the overriding theme of genetic variation. It would have been difficult for these candidates to take the information about meiosis and use it to discuss how more genetic variation occurs in nuclear DNA than in mtDNA.

Many candidates battled to interpret the results of the experiment on the ancestry of the Karretjie people. Some either missed the focus or did not understand the question. Instead of explaining the results of the experiment, they repeated the information in the text explaining how mtDNA and Y chromosome analysis could show relationships. Some candidates did not understand the meaning of 'paternal' and 'maternal' in the question and sources.

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The importance of a study like this to the people of South Africa was generally well answered. However, there were a number of candidates who thought that this study could be used to determine the identity of genetic conditions that could be present in population groups or individuals. This is incorrect as 'a study like this' is looking at ancestry and not genetic conditions. It would not detect most conditions anyway as only mDNA and Y chromosomes are used.

There is a generally poor understanding of the meaning of a DNA profile / fingerprint. There is a misconception by many candidates that a DNA fingerprint / profile is a 'bar code' or is a physical fingerprint.

There is also a misunderstanding of what non-coding DNA is and why it is used for DNA profiling. Many candidates stated that non-coding DNA is used as it does not code for making proteins or that it does not go through meiosis. Only a few candidates stated that it is highly variable and therefore will tend to be different between different people. Very few of those who said it is very variable understood the significance of this fact for its use in making a DNA profile.

Most candidates were able to identify the parents of the babies. However, there was poor explaining of the reasons for their answer. They failed to understand that due to meiosis a gamete from each parent contains half of the DNA in the parents and therefore the baby's profile should contain 50% of the DNA from each parent – corresponding to the fact that about 50% of the bands from the baby's profile should be present in each parent. Again, many used incorrect terminology, for example, 'a boy's banding comes from his father'.

QUESTION 3

This essay was very accessible and relevant to most candidates. There were many very well written essays with some really wonderful examples of own information. The accessibility of own information is difficult for many candidates, often due to time constraints. This year this task was made easier by supplying them with two examples of own information in the sources – the discoverers of CRISPR and Prof Himla Soodyal.

The vast majority of candidates managed to complete the essay.

Two problems were noted in the sources: the male and female symbols in source A were not known by all candidates and may have confused some; the graph in source B had a pink (male) and blue (female) line; some candidates misinterpreted the lines with the stereotypical colours for male and female. In both cases, candidates who made these errors were not penalised.

- **Planning:** Plans were generally well done, however candidates often battled to show integration of information from different sources. There is no set way in which to do a plan – it can be a mindmap, a list or a table – but it is important that candidates either group information together or show, using arrows for example, how they will link information from different sources. It is not a good idea to be too formulaic when teaching candidates how to do a plan, rather take them through what is required and let them choose a method that works for them. The purpose of a plan is for the candidate to make sense of the information so that they can write an effective essay.

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The facts must be from the sources and stated specifically. Some candidates stated *how* they would use the information in the sources, instead of actually using the facts. Even though the plan must be succinct, it is not advisable to reduce the information to single words.

Source reliability should not appear in the plan, only in the essay itself. Own knowledge should also be clearly indicated in the plan. Whereas source-based facts can be written in a more condensed version (as long as it is not single words and integration can still be shown), own information must be clearly explained in the plan so that markers can understand what the student is trying to say. Own information must also *support* the argument, and *not* be used to support the counter argument.

Certain plans were also extremely elaborate. This left little time for candidates to actually do the essay. A plan does not have to be very detailed – it is only worth 6 marks. Candidates also tended to have a lot of counter arguments, often more than the number of supporting facts. This should be avoided. Decisions must also be clearly written in the plan and not simply be 'agree' or 'yes'.

It is important to take a definite stance in the plan. This is especially seen in plans that provide points for both stances (simply a list down either side of the page).

- **Essay:**

Decision: Decisions in the essay were mostly clear, however some candidates did not state their decision clearly enough. Some decisions also had conditions attached, for example, 'Women have received some recognition in genetics over the years but not a lot'. Candidates must be taught that they must only answer the question posed in the essay as a whole and not place their own conditions on the decision. These conditions to the decision weaken the decision and the quality of the argument. Some decisions appeared as a heading for the essay. No heading must be provided for the essay. Decisions must appear in the candidate's own words and preferably in the introduction.

Knowledge: The candidates must use the facts from the sources and not work on generalisations/general statements only. If they do make general statements, then they must use the facts from the sources to substantiate the statements. This pulls down the number of facts they have in the essay. Candidates must be specific with their argument and make statements that are specific to the topic, e.g. not simply refer to a pay gap in genetics but specifically state that females earn less than males.

Own knowledge: Own knowledge in this essay was more accessible for most of the candidates, as some of it appeared in the sources. However, some candidates battled to provide this and also to develop it so that it integrated into the essay. Own information is information that does not appear in the sources. It is also not just any information that a candidate finds that is not in the sources. Nor is it defining a term from the sources.

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Source reliability: More candidates assessed source reliability than in previous years. This should have been easier as information about the sources was given which allowed them to assess the credibility. Candidates must assess the reliability specifically. Particular sections of sources must be assessed – this is particularly important if the source consists of information from multiple places. The assessment seems also to have become too formulaic. It is not good practice to just say that the information 'comes from a journal and is therefore peer reviewed' or 'it is not from a journal and therefore anecdotal'. An understanding of these terms needs to be demonstrated. So, instead of just using the terms 'peer review' and 'anecdotal', it is better to say that if the information is from a journal, it has been assessed by experts in the field and is therefore likely to be credible. There are many other acceptable ways to assess reliability, for example, by considering the age of the sources, the type of language used or whether there is any bias in the sources. Assessment of reliability only needs to be done once. It should also be worked into the essay and not appear as a paragraph on its own. For example, if the counter argument comes from the source to be assessed, the counter argument could be refuted by saying that the information is not credible.

Supporting argument: Candidates are learning how to synthesise and integrate information in order to support their argument. Those candidates that simply listed information lost these marks. It is important to draw links between the facts mentioned. They should elaborate on the facts used and state why these facts are used to either support their argument or (in the case of the counter argument) explain the opposing view – in other words, 'tell a story'. 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 counter arguments and then try to refute the counter argument (or explain how the fact used for the counter argument supports it).

Fairness: Counter arguments were provided by most candidates – these also tended to be integrated quite well into the essay.

Presentation: Candidates generally used good language and paragraphing. Introductions and conclusions were better than in previous years. However, many candidates did not use appropriate scientific language and terminology. For example, they used emotive language, wrote in an informal, conversational style, or asked rhetorical questions. The source-based essay is not the platform for candidates to air their grudges or racist, sexist or religious views that include discriminatory language. The use of emotive language and personal opinions comes across as bias and is inappropriate for scientific reasoning.

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LIFE SCIENCES
SBA MODERATION

Fewer schools were moderated this year. The information gathered for this report is from the Regional Moderators and the National Moderation Panel. Most schools submitted SBA Files that were SAGs compliant and of a high standard. The time, dedication and hard work from Life Sciences teachers is greatly appreciated.

Teachers attending Cluster Group meetings continue to benefit from collaboration with their colleagues from other schools. New schools to the IEB are encouraged to network with the teachers in their Cluster Group to ensure that their learners' marks are not compromised. New teachers must buddy with experienced teachers in their Cluster group to provide them with the guidance and support they need.

Suggestions for Cluster meeting activities in 2023 include:

- To work through design grids of 2022 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 the Research Task.
- To examine the requirements in the SAGs for a Controlled Writing Piece, so that the differences between this task and a Source Based Essay in Paper 2 are clearly understood.

Most schools submitted the Teacher and Learner Files electronically.

Teacher files:

Most Teacher files were well organised. If submitting the file electronically, the cover sheet (Life Sc. SAGs 2023 Pg. 24/43) must be filled in so that it cross references with folders containing the different items to make moderation easier. Some schools did not provide their Centre Number. Documentation and tasks should be submitted in folders in the same order as the cover sheet. It is also helpful to use the Regional and National Moderation Tool for SBA (SAGs 2023 Pg. 24/47) to check that all the evidence required is included. Ideally all the tasks should be filed in the order of the moderation tool.

An electronic spreadsheet such as Excel or Google sheets should be used for the Teachers Record of SBA. The format for the Teachers Record of SBA Marks in the SAGs (SAGs 2023 Pg. 24/45) must be followed. Raw scores are helpful for moderators to check that conversions have been carried out correctly. Marks must be recorded to 2 decimal places and rounded off for the final mark only. If there is more than one Grade 12 Life Sciences teacher in a school, the SBA marksheets should record the learners' marks in the same way for consistency. 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/s should be clearly visible on the first page of each assessment and on moderation tools.

Few learners missed a task. However, teachers are reminded to refer to the IEB Manual for the Moderation of School Based Assessment updated in July 2022 (Pg. 9–10 of 15) to find out how to best deal with this situation. A declaration of omissions (SAGs 2023 Pg. 24/50) should be in the Teacher and Learner Files, and it is helpful if there is a note in the Teacher's File explaining why the task was missed, how the assessed mark was calculated or why a learner was given zero for a task.

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Many schools are using a pre-assessment and post-assessment checklist as proof of moderation; however, this should not just be a tick box which is gone through quickly. The moderating teacher's name and position should be evident on the moderating tool. An IEB Life Sciences teacher should moderate tasks and fully engage with the question paper, marking guidelines, and design grid if required. One draft of the moderated document with comments on it should also be included as evidence of pre-assessment moderation. Purple pen should be used for internal moderation; green pen is used for Cluster and National moderation. Minutes of Cluster meetings attended provide evidence of Cluster Group activities and should be part of the supporting documents in the Teachers' File.

Learner Files:

Learner's Files were well organised with the cover sheet filled in correctly and the letter of authenticity (SAGs 2023 Pg. 24/50) signed by both the learner and their teacher.

It was easier to navigate an electronic Learner's file if it was submitted as one PDF file and if the tasks were in the same order as the Learner's File Coversheet (SAGs 2023 Pg. 24/44) and SBA marksheet (SAGs 2023 Pg. 24/45). Items must be clearly labelled to make moderation easier.

Constructive feedback to the learners is often not evident. This can be shown in several ways, for example:

- Learners write pencil corrections on their scripts when the teacher goes through the test with the class. The pencil corrections must be visible when the test is scanned for moderation. If they are not visible, a note in the Teacher's File explaining that this is the way feedback is given to learners is useful.
- The Life Sciences teachers who mark the assessment prepare a document explaining common errors and concepts/skills where improvement is needed. This is shared with the Life Sciences learners. A copy of this document in the Teacher's File would be good evidence of feedback to learners.
- For those who teach small classes, an email to individual learners giving them feedback on where they have improved or how they can improve is excellent. A copy of this email in the Learner's File would be good evidence of feedback to learners.
- Teachers are encouraged to make copies of and use the following rubrics when marking the relevant tasks:
  Controlled Writing Piece (SAGs 2023 Pg. 24/57)
  Assessment rubric for Research Task (SAGs 2023 Pg. 24/62 – 65)
  Method Rubric for PAT/Summative Practicals (SAGs 2023 Pg. 24/66)
  Life Sciences Examination Paper 2: Essay Rubric (SAGs 2022 Pg. 24/61)
  The rubric can be stapled to a learner's script when marking. This gives the learners constructive feedback and 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.

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Design grids:

Design grids are compulsory for the Preliminary Examinations (Paper 1 and Paper 2), Controlled tests and Summative Practicals. All design grids need to be complete including Assessment Outcomes (Aims), Content/Skill description and Cognitive Levels (SAGs 2023 Pg. 24/58–60). Questions need to be broken down on the design grid and totals should be added up at the end and reflect the % for each cognitive level, as well as the final % of lower order and higher order thinking questions. Teachers should check that the totals add up correctly. When allocating a cognitive level, teachers should not merely look at the instructive verb in the question; the context of the question must be considered. Although a Design Grid is onerous for teachers who are new to this aspect, it becomes easier the more you do it. The cognitive levels allocated to questions must be carefully checked when moderating a task. Where a task is designed incorrectly and not of the correct rigour, the task does not differentiate between the learners' abilities; instead, all their marks are clustered together. If a design grid reflects the correct distribution of cognitive levels but the learners' marks are repeatedly spread over a narrow range this could indicate that design grids are being completed incorrectly or not being done at all.

Preliminary Examinations:

Schools that set common prelim examinations with other schools are reminded to provide evidence that the schools wrote the examination at the same time on the same day to maintain the integrity of the assessment. Evidence of this could be the prelim exam timetables of the different schools or minutes of a Cluster meeting, or a formal document drawn up and signed by the academic head of the school.

In most cases the prelims mimicked the correct rigour and format of the IEB papers. Many teachers were creative in designing new and interesting questions. Teachers cannot use past IEB examination paper questions as these are easily accessible to the learners and brings the integrity of the examinations into question. If a question is used from another school or adapted from a past IEB paper this should be acknowledged in the examination paper. All sources must be acknowledged. When setting the Preliminary Paper 2, teachers should look at recent IEB Paper 2s to ensure the correct format and rigour. A Case Study cannot be made up of a source with a few questions related to it followed by other unrelated sources and questions posed on these sources. Teachers should rather be creating one substantial Case Study with 3 or 4 interesting, factual, and stimulating sources which have a theme running through them. The sources should collectively lend themselves to a range of questions which assess different content and skill areas providing the correct balance of required cognitive levels. Source-based essays should include a similar number of sources to the IEB Paper 2. The sources must be balanced allowing learners to construct an essay answering both sides of the argument.

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Controlled Tests:

Attention needs to be given to the time and mark allocation for these assessments. Controlled tests should be set according to the number of marks per minute as in Paper 1 (1,11 mark/minute) and therefore an hour test should be 60 to 65 marks. If the design grid is detailed and accurate, it will clearly indicate that the test is of the correct rigour. Teachers are encouraged to look at class averages. Often when moderating, it is noticed that most learners have chosen two tests above others. This may indicate that these tests were easier. Teachers should interrogate why this is so as there could be a few reasons. Ideally all controlled tests should be of the same rigour so that the choice of tests by the learners in a school is evenly distributed. June Examinations, especially of the Paper 2 format are too difficult for a controlled test and are not selected for a Learner's file if learners have written more than two tests. It is to the learners' advantage to do more than the required number of tests so that they can select their two better marks for their SBA mark. Teachers are discouraged from using past IEB paper questions and questions from various books that are easily accessible to the learners. This brings the integrity of the test into question.

Compulsory and Optional Practicals:

It is good practice to use past IEB Paper 3/PATs for summative practicals as these are skills based. The method design was well marked. The design grid must be included in the Teacher's file. It is good practice for teachers to engage with the mark allocation in the design grid and the types of questions in the IEB practical they plan to use. It may be necessary to re-work the practical to some extent to ensure it is in line with current PATs and the SAGs requirements. When using a past IEB Paper 3/PAT teachers, must acknowledge the IEB in the footer/part of the heading and the front cover of the question paper should be modified with the school's name and badge. Teachers need to indicate on the memos of the practicals (and all other tasks) where the marks are allocated using ticks. It is to the learners' advantage to do at least one practical more than the required number and let the learners choose their best/better mark for their SBA mark. This also allows the learners to improve their practical skills for the IEB PAT in September.

SBA Research Project:

A few schools are choosing this task. 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 instruction sheet must provide clear guidelines and expectations for the learners. Ideally the teacher should design rubric/s to assess the planning and carrying out of the research at one or two stages before the final product is submitted so that the research process can be assessed, and the learners guided through the process. The rubrics provided in the SAGs document (SAGs 2023 Pg. 24/62–65) assess the final task optimally.

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Case Study

Most schools carried out the Case Study correctly and included a design grid. Many teachers set their own Case Studies which were creative, interesting and SAGs compliant. A reminder that Paper 2 questions 1 and 2 cannot be combined to form a 60-mark Case Study. The sources and questions of these case studies can be expanded significantly so that the source/s have depth and the questions are focussed on Aim 3, as well as include some form of data handling, manipulation and/ a discussion of ethics and critique of scientific research. Preparation reading can be given a week before or the sources can be provided with the question paper. The learners must have access to the sources when answering the questions; they are not expected to learn this information. The questions are answered in test conditions. 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. Ensure that the procedure used is clearly indicated for the moderator in the Teacher's File.

Controlled Writing Piece

It was interesting to observe that many schools included this task this year. Topics were interesting and relevant. Teachers are reminded, however, that the Controlled Writing Piece is a discursive essay and must not be confused with the source based argumentative essay in Paper 2. An expanded marking guideline must be provided in the Teacher File. Reading around a theme can be given to the learners or they can research their own information. This must be given timeously to allow learners enough time to review and research the theme. The correct rubric (SAGs 2023 Pg. 24/57) must be used to mark the essay. Ensure that the procedure used is clearly explained for the moderator in the Teacher's File.

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LIFE SCIENCES
PAT MODERATION

GENERAL

Allowing the manipulative skills to be marked at the end of the session, in the absence of the candidates, was helpful. It prevented time-wasting for candidates waiting to be assessed, and also allowed for limited contact with candidates during the practical examination. This has the added benefit for maintaining vigilance during the practical examination and reducing the load on the invigilators. It does mean that candidates cannot clear up their own equipment, adding additional load at the end for staff. However, the benefits of rigour outweigh ease for a final practical examination. It was noted during the standardisation of the marking guidelines that there would have been anomalies in the volume of liquid remaining in each test tube and so all candidates were to be awarded the procedural skills mark.

It is clear from the moderation process in 2022, that many centres are making good use of their clusters to moderate the PATs. This becomes important to candidates with accommodations, so it was pleasing to see that a good attempt was made at finding partner schools/cluster members to moderate scripts.

Overall, candidates were well prepared by their teachers, and coped well with the unrehearsed, unseen practical examination. Candidates showed good insight and were able to draw good conclusions from what they observed. Teachers and laboratory technicians are reminded that the contents of the instructions sent out in July to prepare for the practical examination are confidential, and should not be shared with candidates before, during or even after the examination. In fact, sharing information of this nature may confuse candidates and disadvantage them in their responses to a scenario-based assessment.

Most schools followed the instructions on the marking guidelines. Although these have become more comprehensive, the additional information and detail, along with example pictures seems to help schools in clearly following the standardised marking guidelines closely. 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 up for moderation. The marking guidelines need to have the tick marks where the mark is to be allocated. The IEB can be contacted for a copy of these marking guidelines, 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 have taught the candidates well which was most pleasing to note. General instructions were sometimes ignored in marking. Mostly it was 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 and make use of pencil as stipulated on the marking guidelines. When moderating, please also correct the final mark, as it was unclear which mark was actually sent to the IEB, making the national moderation process cumbersome.

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PART 1 INVESTIGATION SPECIFIC FEEDBACK

1.10 Despite having the column headings given in the table, candidates struggled to use these in formulating a table heading. Candidates need to be taught early in their scientific career that units in the body of the table are not acceptable. Some candidates recorded 'A', 'B', etc. rather than the actual beverages. Overall, the marking of this question was consistent and followed the marking guidelines well.

1.11 It was noted that the grid for the graph was perhaps not the most user-friendly for candidates, and so a lighter-coloured graphing grid, with interval marks (or centimetre scale) drawn in would enable candidates to plot their bar graphs more accurately in pencil. Teachers did well to refer back to the candidate's results in 1.10 to see if the graphs correlated. A point to note with bar graphs is that the bars need to be an equal width; the spaces should be of equal width; but the bar and spaces do not necessarily need to be the same width in plotting.

1.12 Candidates used good reasoning to draw a conclusion from their results. This is an important skill acquired over the years at school. Teachers marked this question well, in relation to the candidates' data.

1.13 This higher-order thinking question required candidates to perform several cognitive skills (calculations, interpretation, inference, and comparison). Many were not able to extrapolate the information or only partially explained how the results compared with the table in the information sheet. This question is a good skill to practise with candidates in the early years, so that they are able to critique or make extrapolations of 'not enough information is provided' or 'there is no absolute way of comparing' with limited information. Most candidates attempted the question, and teachers marked this consistently according to the guidelines, but did miss the second mark in some cases.

1.14 The reliability concept was provided in the information sheet, and armed with this, the application of reliable results should have been possible for candidates. Most were able to answer this question, but teachers did not closely follow the marking guidelines when marking, often penalising candidates unnecessarily.

1.15 The identification of controlled/fixed variables is still not good among candidates. While they are able to explain it well, the identification thereof is important. It was noted that in the marking guidelines the addition of brackets to options may have created the impression that some descriptors were optional. This will be made clearer in future. The important aspects to note for this three-mark question is that the first mark is awarded for the correct identification of the variable; the second and third marks are for how the candidate controlled this (using a tool, adding the same quantity, mentioning the quantity etc.)

1.16 While well-answered by candidates, some candidates only answered the first part of the question for step 1.4, and so missed the kebab stick step. Teachers sometimes missed a combined answer of both the syringe and kebab stick being rinsed between use, and so unnecessarily penalised candidates.

1.17 1.17.1 'Cell division' and 'rate of cell division' are two different concepts. The marking guidelines were clear that there were two marks to be awarded. Candidates generally identified the dependent variable correctly from the graph.

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1.17.2 Candidates generally showed a poor understanding of the purpose of a control or struggled to articulate this. More practice is required in the classroom around this.

1.17.3 A control is an experiment set up in a particular way to enable one to evaluate the effects without the independent variable. This was a question that was not well marked by teachers, despite only being for one mark. Many teachers accepted 'no caffeine' as an acceptable answer. Please do not award marks for key words – read the entire answer for context.

1.17.4 Candidates drew good conclusions from the data but did not back up their responses adequately by quoting data points/readings to support their conclusions.

1.17.5 Many candidates correctly transferred the line graph data into a table, and this was well-marked by teachers. However, it is noted that the use of colour for the graphs may have created confusion around the control data points at 0 to 24 hours. Making this clearer by using different symbols for the control and caffeine data points (e.g., squares and circles on a grayscale graph) would have helped some candidates. However, it also does not make sense that one would only begin the control data readings at 24 hours, when both sets of data were collected over four days. Candidates coped well with the data response questions showing that this is a skill being practised in the classroom.

PART 2 EXPERIMENTAL DESIGN SPECIFIC FEEDBACK

2.1 Candidates are getting better at articulating the aim, making use of both the independent and dependent variables. Enough information was provided in the information sheet to work out that the different bean roasts result in three different types of coffee (with possible differences in caffeine content). Overall, this was well marked at schools.

2.2 The independent variable was identified correctly by most candidates, and this was marked in accordance with the marking guidelines.

2.3 Candidates needed to think clearly through what they would be measuring when identifying the dependent variable. Most did correctly correlate what they did in the investigation and apply this to the experimental design. Teachers did correctly mark this question across the board.

2.4 The concept of quantitative and qualitative results is not a new one. However, asking the question in this way showed which candidates understood what quantitative results were going to be in this context and intentionally preceded the method design, to ensure candidates had this at the forefront of their thinking when planning their method. This question was well marked across the board.

2.5 The method marking has improved substantially across all centres. Clear marking guidelines do 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 incredibly helpful in moderation. Some candidates did not make their own CTS, but the guidelines stipulated that CTS needed to be *used*. Teachers need to take care when awarding marks for equipment – in this specific case a number of elements were required in order to achieve one mark for equipment.

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Teachers are mostly adhering to the marking guidelines and following the instructions. Remember that in an international assessment, a fair level of marking is adhered to, and although teachers may be stricter on their own students internally, a standardised level of marking is required for the final practical examination. Teachers should continue teaching good science at school, and expecting more from their candidates 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. You all deserve a good 'cuppa' of your favourite beverage, with or without caffeine!

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MANDARIN SECOND ADDITIONAL LANGUAGE
PAPER I

本试卷主要以考察考生的阅读理解能力。试卷共分为两大部分，第一部分是对考生未曾见过的文本就文本内容、词汇、语法等方面进行考核，共六十分；第二部分针对指定篇目进行语言、文本理解、修辞等方面的测试，分数占比为四十分。下面就各个试题的答题情况做简要总结。

第一题的题型为问答题。学生对原文的理解较好，考生答题正确率较高；相对有挑战性的是 1.3 题，个别考生没有完全理解原文，而是照搬原文内容。1.4 也存在审题不清的问题。就整体难度而言，该题是整篇试卷中答得最好的，比较符合学生从易到难的认知水平。

第二大题分为两个小题。第一小题是问答题，问题的设置均为特殊疑问句。2.1.5 题考察学生的综合分析能力，考生出现的问题相比其他题目较多。主要问题是漏项，本题应有三个小点，第三个点不是漏掉就是表达有问题。还有个别考生对问题的理解出现偏差，如 2.1.4 中“哪几个”被错误地理解为“几个”。2.1.5 答非所问。第二小题为选择填空。该题考生回答得很好。

第三大题为看图填空，难度在于分析、综合，属于高阶思维范畴。考生需要在理解原文的基础上进行综合、评估、分析才能完成填空。回答较好的有：2，3，5，6，7，8，9 题；剩余出现问题较多。主要问题是汉语书写、表达、理解问题。

第四大题分为判断正误。4.6-4.10 考察考生的综合分析能力。总体来说，考生应答情况良好。

第五答题分为两个小题，第一小题为选择题，第二小题为填空。这道题虽然为指定篇目，但是个别题的错误率还是比较高。主要是修辞手法，特别是 5.1.4 错误率较高。第二小题中的 5.2.3 和 5.2.4 为灵活运用题，对考生来讲比较有挑战性。

第六题也来自指定篇目，农夫和蛇，本来原文相对简单。主要问题涉及到书写，表达，语法，基本知识的掌握等。

另外，本篇试题有意增加了一些考生自由表达的题目，如 6.2.9，5.2.3，1.5 等，给学生提供了表现创造力的机会。

总体来说，考生考试情况良好，绝大部分考生取得了 80 分以上的好成绩。在此祝贺考生及考生的老师们！感谢你们的努力付出！

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MANDARIN SECOND ADDITIONAL LANGUAGE
PAPER II

一、试卷总评

今年本卷题型较往年涵盖面更广，整体难度程度居中，分数段呈正态分布。

二、单题分析

SECTION A: 写作

大多数同学都能够按照题目要求来写，但仍有少数同学不能创作自己的内容和原文雷同，没能明白题目的要求是仿写而不是改写。还有字数偏多，画蛇添足的情况。

SECTION B: 应用文写作

格式仍是失分最多的地方，内容其次。可以看出由于格式教学不够统一，建议统一出范文以方便教学和统一标准。

SECTION C: 语境/文本改写

整体答题情况比较理想。这部分失分较多的是对话设计不合理，内容没有忠于原文，有擅自增减，其次是对话人的选择不合理。

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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 to 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.

Fortunately, the unprecedented Covid-related disruptions during the past two years have disappeared, enabling candidates to prepare thoroughly for this examination. Those who had applied themselves throughout the year (and indeed throughout the three-year course) 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.

It is important that candidates who elect to take Maritime Economics are able to apply the cumulative knowledge gained during the three-year course, to interpret information and to draw appropriate and realistic conclusions. Some questions probed candidates' abilities to display these abilities and knowledge of general shipping practice.

An over-emphasis on 'exploitation of seafarers' detracted from some candidates' answers to questions relating to crewing of ships. (In reality, the vast majority of shipowners ensure that crewmembers have favourable conditions of service.)

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. (Some answers contained figures that were unrealistic which should have indicated to the candidates that checking was required.) Candidates must show all their calculations, as an incorrect answer without calculations leads to the candidate obtaining no marks for that question. In their preparation for future examinations, candidates are encouraged to do as many calculations and a variety of calculations as possible. Time and money, after all, are important in shipping.

Having written a number of points in answering a particular question, some candidates simply repeated the same points using different phraseology. This leads to a loss of marks.

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.

Most candidates displayed excellent knowledge of maritime geography; others, however, showed a lack of knowledge regarding the location of several important maritime geographical features.

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On a very practical level, most candidates laid out their work in a very attractive style and wrote clearly and neatly; however, candidates are cautioned that illegible or minute handwriting can negatively impact their marks.

Overall, successful candidates should be congratulated on their achievement and, in some cases, excellent insight into the maritime industry and its operations. Again, special commendation is due to those who worked extremely hard – often on their own, perhaps under difficult circumstances and without facilities that are conducive to good preparation for examinations.

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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 are still not indicating that they made use of the additional space at the end of the examination paper.
- Candidates need to revise their theory knowledge from Grades 10–12 for financial mathematics and statistics/data handling.
- Teachers must read the CAPS document and not just use one textbook.
- 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 round off given exchange rates before using them to answer a question. Rounding off must be done as a last step.
- Candidates did not seem to have read all questions carefully and, as a result, did not answer questions correctly.
- Some questions asked for values, dates or to do calculations to support your answer – this was not done.
- Candidates did not show all their workings. When candidates write down an incorrect answer only, they receive zero marks.
- Candidates are setting out their work a lot better than in previous years.
- Candidates need to check their solutions, as several careless mistakes were made when they wrote down incorrect values from the question paper or their calculator.

QUESTION 1

1.1.1 Well answered.

1.1.2 Fairly well answered.
Although the answer was on the document, many candidates confused the document with a pay slip or a cash slip. Financial documents in general need to be revised.

1.1.3 Well answered.

1.1.4 Well answered. Some candidates forgot that the question had two parts and wrote only the address.

1.1.5 (a) Well answered.

(b) Well answered.

(c) Answered very poorly. 80% got this incorrect.

1.1.6 Poorly answered. Candidates do not know what 'unit price' means. 80% got this incorrect.

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1.1.7 Not well answered. Many candidates did not know what a unit ratio was. The instruction was not read properly.

1.2.1 Poorly answered.

1.2.2 Well answered.

1.2.3 Question was generally well answered. Too many candidates wrote the answer as 2 years instead of 24 months.

1.2.4 This question was not as well answered due to candidates not reading the question properly.

1.2.5 Question was well answered. Afrikaans candidates answered the question well despite the issue on the paper.

Some candidates did long, unnecessary calculations as they read too much into the question.

1.2.6 (a) Fairly well answered. Candidates did not understand that the transaction cost was 20%. Candidates found 40% of the cost of the tyres.

(b) Well answered.

QUESTION 2

2.1.1 (a) Well answered. Several candidates calculated the median instead of the mean. Candidates would find the sum of the number of scores and not indicate dividing by the correct number of scores.

(b) Well answered. Several candidates calculated the mean instead of the median. Data values were arranged in ascending order and candidates only highlighted the two middle values as their final answer.

(c) Well answered. Several candidates wrote their answers in word form or merely indicated 6–138 as the range.

2.1.2 Well answered. This question required currency conversion from Indian crore to rand. Candidates found it difficult to indicate the correct place values for big numbers. Candidates forgot to write their final answer in word form.

'The pirate method' was used, but not correctly applied – candidates divided by R0,20 instead of multiplying by R0,20 for conversion to rand value.

2.1.3 (a)
- Candidates found this question difficult.
- The incorrect graph was used to represent the given information.
- The heading label was vague and did not contain the required keywords.
- Values on the y-axis were not adjusted when candidates opted to use the stack graph.
- Candidates compromised their accuracy when using highlighters to represent the bars.
- Candidates only used one set of data to represent graphically.
- The key/legend was omitted.
- Not neat.

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(b) Well answered. Candidates misinterpreted the percentage symbol (unit) in the given formula, which affected their final answers. This has been discussed at the National IEB conference for at least the last five years.

2.2.1 (a) Well answered. Some candidates answered this question based on their limited existing knowledge. Could not identify the type of graph represented in the question.

(b)
- Several candidates struggled to fully answer this question.
- Candidates assumed the starting date for the currency graph was 30 March 2022.
- Currencies were conveniently rounded off by candidates.
- Candidates failed to see that the declining line graph represented the strengthening of the value of the rand against the dollar.
- Many candidates did not mention dates in their answers.
- Candidates did not know the basic concept of buying power.

(c)
- This question was difficult for most candidates.
- Candidates could not identify misleading components linked to the graph, and they could not support their answers using values.
- Candidates confused misleading graphs with wrong graphs.

2.2.2
- Candidates compromised the accuracy of their answers when rounding off during a calculation.
- Candidates did not use all the given information in their calculations.
- Currency was given correctly to four decimal places, but candidates conveniently rounded it to two decimal places.
- The number of shares were not taken into account in their calculations.

QUESTION 3:

3.1.1 Generally well answered. Some candidates used variable cost vs fixed cost. Some candidates did not convert three years correctly into months.

3.1.2 Generally well answered. Some candidates did not read the question properly and gave the benefits per cellular provider vs the factors that will make them decide. Some candidates also used personal preferences as part of their motivation instead of looking at the information provided.

3.1.3 The vast majority were able to get the probability into the correct formats, but there were some exceptions (ratio format used). The rounding off to two decimal places was done very badly. Unit signs were also used poorly (% used at decimal or no % sign used. At (b) some candidates multiplied the two events instead of adding them.

3.1.4 (a) Not answered well. Most calculated 15% of R15500 directly. Some candidates still used 14%. If done correctly, a lot of candidates rounded off in the middle of the question and did not write in the correct money format (two decimal places). Some candidates calculated the VAT-exclusive amount vs only the VAT.

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(b) The question was the worst answered question of all. Candidates only considered the fixed cost for the contracts and did not consider the cost of minutes. Personal opinions were given instead of making use of the given information. Candidates also did not give a final decision / did not show calculations to prove that the advice given was the correct advice.

3.1.5 (a) Wonderfully answered.

(b) Well answered, but candidates sometimes used 50 minutes instead of 25 minutes (forgot to deduct the free 25 minutes. They did not go back to the contract information provided.)

(c) About half the candidates did get this correct, but the same error as in number 3.1.5 (b). Candidates forgot to add the free 25 minutes. A few candidates did not show any working. If they provided the wrong answer, they received no marks.

3.1.6 Generally well answered. Candidates were able to correctly transfer their calculated values onto the graph / some were even able to rectify their incorrect calculations on the graph. When candidates got this question wrong it was because they used the incorrect type of graph (step graph) and they read the values incorrectly due to not using of a ruler. Headings were vague (independent and dependent variables were not incorporated into the heading). Candidates are expected to know how to answer a graph heading.

3.1.7 (a) About half of the candidates got this right. The reasons for the wrong answers were that the candidates did not read the question properly. (They used Options 1 and 2 instead of Options 1 and 3). They also read the information on the graph incorrectly. (Did not use a ruler.)

(b) Most candidates got this wrong. Candidates used Option 1 and 2 intercept points as the reference point. A few candidates looked at the cellular providers independently but made errors due to this. Some guessed values when they had a wrong/incomplete graph.

3.1.8 Poorly answered. Candidates used personal preference instead of calculations and graphs to answer the question. They drew the graph correctly but did not use it to base their answers on.

GENERAL

Candidates struggled with basic skills like reading and interpretation. Candidates were able to answer the calculation skill question (basic skill calculations and drawing graphs) but the skills that are normally expected were not there. They read questions incorrectly, made use of personal feelings, and did not know how to interpret what they needed to do. Candidates did not go back to the given info that was required to do later questions.

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QUESTION 4

4.1.1 A fair question. Candidates struggled to correctly calculate the units in each block. Many candidates still cannot use tariffs correctly. Quite a few candidates divided by 10 or 60 to convert from cents to rands. Many missed the kWh in cents. The question was poorly set out by candidates making it difficult to mark. Candidates must remember to always give units.

4.1.2 Generally well answered. Candidates could not round correctly. Adding tariffs and dividing by three were common errors.

4.1.3 A very fair question. The majority of candidates could not reverse a percentage increase. Many candidates just calculated 14,59% and subtracted it to get the previous year's answer.

4.1.4 Candidates mostly answered this well. The common mistakes were:

3 000–5 000 instead of 3 001 and above

Or 3 001> inequality sign incorrect.

Many candidates ignored the arrow at 5 000.

4.2.1 Generally answered well. Many candidates could not read a stacked bar graph and answered 6% instead of 2%.

4.2.2 Candidates wrote probability as a ratio. The most common answer was 1/26.

Many candidates did not complete the question by calculating percentages.

4.2.3 Candidates had difficulty reading the stacked bar graph. The question asked to write down the value of the increase, many candidates did not write the year, only the percentage.

4.2.4 Candidates could answer to a certain degree. Candidates found comparing values and reading values accurately difficult. Stacked bar graphs should be effectively taught in schools. The question was difficult to mark due to the number of options.

QUESTION 5

5.1.1 Missed the annual value required so I calculated monthly values instead. Many candidates did get this question correct.

5.1.2 Monthly values were used instead of annual, however many candidates converted this to an annual figure at the end of the question.

5.1.3 Some candidates did not see that the formula required annual values. Some candidates calculated the difference of the monthly figures.

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5.1.4 Very poorly answered by many candidates, however, some candidates got full marks.

Most common errors:

- The wrong tax bracket used.
- A mix of tax brackets used.
- Did not use the tax bracket formula correctly.
- Added or left out the rebate. Used all the rebates, not just the primary rebate.
- Copying values incorrectly.
- Some students went further and calculated nett salary or monthly salary.
- Subtracted UIF, which was not given.

In general, many candidates were very confused and lacked understanding concerning taxable usage and subsequent calculations.

5.2 Very poorly answered. Many candidates did not attempt this question. Candidates did not know what a tax threshold was.

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MATHEMATICAL LITERACY
PAPER II

The 2022 Mathematical Literacy Paper II was well received by teachers and students alike. The marking panel felt the paper was creative, thought provoking and well balanced. The paper was considered fair and accessible to all students. The paper marked very well, and all concerns raised were addressed in the marking process.

General concerns observed by students' answers:

- Students did not know or recognise formulas for total surface area, perimeter and volume, nor did they know or recognise the correct units that accompany these calculations.
- Students struggled to substitute into a given formula, and then to change the subject of the formula to solve for the unknown. This is an important skill in area, perimeter, volume and temperature calculations.
- Rounding remains problematic. Many students could not round off or according to the context of the question. Students are to be reminded to always write money to two decimals places even if given only one decimal place on the calculator, e.g. 9,9 = $9,90. Similarly, students do not work with all decimals but rather round within the calculations. Please note that students should only round as a final step.
- A concerning number of students could not convert from hours and minutes to decimal form and back.
- Alarmingly, students did not use the correct order of operations, especially when typing into a calculator (which does perform the calculations in order).
- Basic numeric skills like conversions, fractions, percentages, ratio, rate, rounding, etc. need attention.
- Optimal packing questions remain poorly answered and need much attention in the classroom.
- Students could not use their calculators efficiently → Order of Operators, entering fractions, the time key, changing scientific notation to expanded form, checking what is typed into the calculator, not writing down correctly what they have typed in.
- The marking panel was shocked by the number of mistakes made by students when transcribing information from the question to their answer or copying their own solutions to the following line. Similarly, a startling number of students crossed work out and did not go back to correct their solutions. Some provided multiple answers but did not indicate which one was to be marked. Others used correction fluid and did not go back to correct their solutions.
- Reading for understanding and detail remained a challenge for many students.
- Students did show all their thinking. Markers could not assume students' understanding of the question. Students must be encouraged to write down their thinking, all calculations, and solutions with units.

QUESTION 1

1.1
- Many students subtracted the wrong way round: 1 959 – 2 022 instead of 2 022 – 1 959.
- Some students added ONE, confusing: top – bottom +1 in financial maths.

1.2
- Many students didn't fill in the box OR multiplied instead of divided.
- A few students rounded to one decimal place regardless of instruction to round off to two decimal places.

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1.3
- Some students saw Question 1.3.2 as a continuation of 1.3.1 and hence answered in words.
- In Question 1.3.2: many students could not convert decimals to minutes → ,44 = 44 minutes

1.4
- Students knew to subtract but did not double up.
- Some students did not understand the phrase 'frame panel'.

1.5
- Rounding off 154,99 to nearest 10 was poorly answered.
- In Question 1.5.2 students had to 0,066, but rather multiplied by 0,66
- Students were not penalised in the marking process when they wrote $9,9 instead of $9,90 as this is Paper II and finance is not a core topic. However, teachers need to insist that students round money to two decimal places.
- Many students did not answer the multiple-choice questions (1.5.4; 1.5.7 and 1.7).
- An alarming number of students confused the total surface area formula with that of volume in Question 1.5.4.
- In Question 1.5.6 it was evident that students could not convert area; e.g. cm^2 to mm^2.

1.6
- This question was marked and scaled during the marking and uploading process.

QUESTION 2

2.1.3
- Students could not convert between minutes and seconds – 22,4 became 22 minutes and 4 seconds.
- Preparation and cooking time had to be increased by 12% to make the soup for 7 people. Many students then increased the time by 7%.
- Some students calculated 12% of the time but did not increase the time by adding.

2.2.1
- Students multiplied instead of dividing or divided the wrong way round.
- Conversion of m to cm or cm to m, although better than it used to be, was still calculated incorrectly.

2.2.2
- Students calculated to number of days perfectly but didn't convert their solution to months (students didn't use the 30 days in a month).
- Many students rounded 16,94 months down to 16 months – the question asked, 'after how many months', yet the shuttle would not have reached Mars in 16 months. Students needed to round up, not down.

2.2.3
- Many students used the distance of 300 000 000 miles instead of the speed (24 600 miles per hour).
- Some students divided instead of multiplied.

2.2.4
- This question was answered very badly.
- Students really struggled to manipulate the formula.
- Some students did not understand the question.
- Working with integers seems a massive struggle for the majority of students as many don't see –20 as greater than –72,2. Similarly, students could not multiply a negative number [(–) × (–) = (+). Many students didn't write a conclusion.

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2.2.5 • Some students added and did not subtract and they excluded the word million. The marking panel was happy to see that many students knew that a million has six zeroes, but place values were still widely misunderstood, e.g. 142,1 million = 1 421 000 000.

2.3 This question was very well answered.

QUESTION 3

This question generally marked slower because calculations had to be checked with a calculator.

3.1.1 • Students calculated area instead of perimeter.
• Students did not read that Mohamed Salah ran the field five times.
• Students could not convert m to km.

3.1.2 • Students subtracted only one of the 5,5 m; they did not view the field as symmetrical along the length.
• Some students didn't understand the term 'penalty box ' but also didn't calculate the length of A as per instructions.
• Many students did not understand the diagram:
– The diagram was not to scale.
– The field was symmetrical.
– The diameter of the centre circle was not necessarily the same length as line A (penalty box).

3.1.3 and 3.1.4 (i)
• Students could not substitute into the formula.
• Students did not square the radius.
• Some students halved the given radius to calculate the radius, thus not understanding the difference between the diameter and the radius.
• Students couldn't covert millilitres to litres.

(ii) This question was answered well; however, many students did not round as per question instructions to the nearest cm.

3.1.5 A scary number of students could not read off a protractor.

3.2.1 Students didn't convert all given information to the same unit or copied down the question incorrectly.

3.2.2 Students did not round according to context, i.e. when calculating number of seats, one would round to the nearest whole.

3.2.3 • This question was answered well.
• Many students rounded when calculating the VAT inclusive amount and then rounded again. Students must please use complete decimal values while doing calculations and only round in the final answer.

3.3.2 • Students added the probabilities even with the formula given.
• Students could not multiply fractions and did not use a calculator to check their answers.

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3.3.3
- This question was answered poorly.
- Students did not understand tree diagrams and used multiplication instead of addition when calculating the probability across multiple branches of the tree diagram.

QUESTION 4

4.1
- Students did not read or understand that the R300 was added per order and since only one order (for two pairs of sneakers), only R300 had to be added.
- Many students did not use order of operations and added the R300 before multiplying by two (for the two pairs of sneakers).

4.2.1 It was answered well; however, students were careless when it came to units.

4.2.2 It was very badly answered as students calculated the volume of each box and divided the volumes. Students rounded off badly in this question, but the conversion was well calculated.

4.2.3 It was relatively well answered, yet some learners did not finish the question by calculating the percentage difference.

4.2.4 It was evident that students did not work accurately with compass direction.

4.2.4 (iii) Markers marked method and not accurate measurements.

4.2.4 (iv) & (v) students yet again did not complete time conversion correctly.

QUESTION 5

5.1.1 Students did not read the map properly and did not understand the term 'corner of'.

5.1.2 Students did not understand taking the third left of the circle, but rather took the first or second turn.

5.2.3
- The conversion between m and cm was terribly answered.
- Too many students left units in the ratio.

5.2.4 Students did not understand what 'less than 5' meant; thinking it was 4; so when subtracting from 9 m^2, they used 4 and then multiplied by 145.

5.2.5 Students struggled to show their reasoning.

5.2.6 Marks were allocated for accurate measuring. This was answered surprisingly badly.

5.3
- Many students used only one bedside unit to calculate the open space against the bedroom wall.
- Many students were able to calculate the length of wall left but did not do the final step.
- The students who got zero for this question worked with the area of the floor and the bed.

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MATHEMATICAL LITERACY
SBA MODERATION

During this moderation session, for the first time there was a mix between physical hardcopy files and electronically based submission of files. Yes, there were minor improvements that could be suggested with files that were moderated, but on the whole the process was smooth and proficient.

This moderation session stood out as one that was almost "problem free". There were very few instances where a short-coming 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 found on the IEB website.

File organisation: File documents in both the teacher and learner files according to the order shown in the Mathematical Literacy Sample Moderation (Appendix D).

The Prelim or Trial examination: Considering that this was the second year as far the new structure was concerned, the quality of the prelim or trials examinations was commendable. I did, however, encounter some schools that had not adhered to the SAGS topic and cognitive level requirements and there were instances where design grids were missing altogether. The prelim or trials examinations 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 examinations, they are not required for tests and alternate items.

Consolidated Mark Sheets: The SAGS have clear guidelines and there is a sample consolidated mark schedule (Appendix F) on the IEB website, please refer to it and draw up your consolidated mark sheet in the same order. It is important that the calculation of 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 Mark Sheets: These need to be signed by the head and included in the teacher file.

Discrepancy between the Consolidated Mark Sheet 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 mark sheet in the teacher's file and the marks on the IEB system.

Electronic Copy of the Consolidated Mark Schedule: An electronic copy of the consolidated mark schedule should be submitted with the Teacher File if the file is submitted in the form of a hardcopy.

Missing SBA items: Teachers are requested to check both the teacher file and learner file to ensure all items are present before submission (use Appendix D as a checklist).

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When things don't go according to plan: High Schools are the last places that 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 examination papers.

Consolidation Form for Learners (Appendix C): It is in interests of the teacher to check this sheet (filled in by the learner) for accuracy, especially with regards to the correct marks for the assessments being recorded.

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 most recent/up to date regional moderation forms (Feedback Form A and Appendix D) 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 examination 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, IEB Mathematical Literacy teachers are to be congratulated on their hard work and effort they put into the subject.

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MATHEMATICS
PAPER I

Thank you to all the HODs who provided feedback on the paper through the IEB structures, this allows the product to continuously improve. The report highlights common errors found in the paper and explains some of the preferred methods used by the candidates.

QUESTION 1 ALGEBRA AND THE NATURE OF ROOTS

The question was answered well, however, there are always things that are picked up when marking examinations. Most of the students wrote an answer only or used trial and error and then tried to support their answer with incorrect workings. The ability to change from exponential to log form is something to work on. In part (a)(3) a number of students forgot to give the solution after finding the critical values, hence, they lost marks for not identifying the correct interval. It was also noted that the students did not understand the difference between 'or' and 'and' when writing solutions to inequalities.

In part (b) there were a number of different ways that the students answered the question. The nature of roots is a concept that learners struggle to interpret. Learners must be able to show the link between parabolas, inequalities and the discriminant so that they understand what it means when we say roots are equal, real, non-real, etc.

QUESTION 2 SEQUENCES AND SERIES

Overall the question was answered well but careless errors were made. The principle of cubing both sides was not applied or shown. The use of the log laws was not always correct and it would be worth revisiting the laws with learners. In part (c)(1) it was evident that identifying an interval rather than listing specific integer values could be something to work on, however, the question was generally well answered. In part (c)(2) a number of candidates did not isolate the square root term, forgot the middle term when squaring and did not check their solutions. These are common errors but something that can be reinforced and worked on.

QUESTION 3 CALCULUS: RULES AND FIRST PRINCIPLES

The question was done well and the notation would be the one small area that we must continue to reinforce with the first principles formula. In part (b) learners found the term with a fraction hard to convert but managed to change the cube root to an exponent in fraction form. Part (c) was a good test of a learner's understanding of $f'(x)$. Learners often equated to zero to determine the turning point instead of creating an equation with the gradient they are required to use.

QUESTION 4 SEQUENCES AND SERIES

In part (a) learners did well and the most common error in this question was when learners substituted the 198 instead of equating it to the formula. When summing the terms students sometimes used the wrong formula. Part (c) proved to be challenging as some learners were unable to use the sum formula to unpack the terms in the pattern.

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QUESTION 5 CALCULUS: TANGENTS AND CUBIC

All students attempted the question, and performance was generally good. Most students understood the question, as it was a routine question, and scored marks in parts (a) and (c), but fewer students scored marks in part (b) where they had to sketch the derivative of the cubic function. In (a), several students solved for the *x*-intercepts of the cubic function instead of determining the derivative and equating this to zero to determine the turning points. Several students guessed the coordinates of the turning points and did not show how they got them.

In (b) many students confused *f'(x)* and $f^{-1}(x)$ and sketched the inverse instead of the derivative. Also, a large proportion of students who did sketch the derivative did not show the y-intercept and/or did not draw the graph symmetrical to the *y*-axis. We picked up that several students did not know that the first derivative provided an expression for the gradient of the function and worked with the second derivative.

QUESTION 6 FINANCE: SINKING FUND

The question was answered well and the common error was not finding the difference between the inflated price and the trade-in value to determine how much was required. Another error made was the use of the simple growth formula for inflation instead of compound growth.

QUESTION 7 FINANCE: LOAN AND BALANCE OUTSTANDING

The learners showed a greater understanding of balance outstanding but rounding down to the nearest hundred was a common error. Three solutions were used to find the balance outstanding.

- There was the compound growth of the loan minus the future value of the payments made.
- The present value of future payments was used.
- There was also the loan amount minus the present value of payments made and then the compound growth of this amount to the point where the balance outstanding was being calculated.

QUESTION 8 SEQUENCES AND SERIES PLUS FUNCTIONS

In 8(a) we saw the majority of learners engage with the question. The adding of two onto '*n*' to get to '*x*' was a common error. In addition to this we would like to encourage leaners to show their workings and put their thinking down on paper.

Part (b) of the question had some interesting methods to solve the problem. The key to the question was the horizontal distance from the origin to the turning point of the second bounce. Once learners had the 5,5 metres, they used various methods to calculate the maximum height. Learners came up with a number of alternate solutions, including shifting the second bounce so that the turning point was on the *y*- axis and the *x*-intercepts were 1,5 units and 1,5 units.

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QUESTION 9 FUNCTIONS AND INVERSE

In part (a)(1) of the question students found this question to be very accessible. The common error in this question was understanding the difference between a point (*x; y*) on the graph and the asymptotes in the equation represented by *p* and *q*.

Part (a)(2) was done well but there were still students that used a ruler to determine points. It is important for learners to show their workings when answering questions. A number of careless errors were made when solving for *x*.

In part (b) the learners engaged with the sketching of the graphs but they did not work with the restriction on the domain. The use of interval notation and inequalities was not done well in terms of detail (e.g. when to use square [or curved (brackets and when to use < or ≤)

Learners found (b)(4) to be complex due to g'(x) and the denominator of g(x).

QUESTION 10 COUNTING PRINCIPLES AND PROBABILITY

Part (a)(1) and part (a)(2) were done well and it was part (a)(3) where learners were challenged. Showing clear workings in this section is recommended so that it is clear what the student is thinking. The split was important and this was a key part of finding the answer. This is an area where we need to encourage the students to show their workings, and explain what they are thinking through diagrams, lists, etc.

QUESTION 11 FUNCTIONS AND MAX/MIN

Generally, part (a) was answered well, however, there were candidates that did not show working and assumed the co-ordinates of point A. When asked for a length it is important for the learners to state their final answer rather than leave it in co-ordinate form. Other things that learners should be aware of is the diagram that is given. Thinking about the diagram allows the learner to assess whether their solution could be correct.

There were a number of candidates that could not create an expression for the vertical distance. Those who did, found the minimum turning point by equating the first derivative to zero or completing the square. There were several methods used to solve this problem and it was important to show and explain their thinking. Below was one of the alternate solutions that required the learner to link the discriminant to the shape of the graph and then make a link to their inequality and the statement made.

Alternate Solution

$$-\frac{1}{2}x + 5 - \left(-x^2 + 2x + 3\right) > 0.4$$

$$x^2 - \frac{5}{2}x + 1.6 > 0$$

$\Delta < 0$ and the expression has a minimum value.

Therefore

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The expression will be greater than 0 for all real values of x.

Hence

The friend is correct in saying that the two drones will never have a vertical distance less than 40 cm.

QUESTION 12 CUBICS AND FIRST DERIVATIVE

Several methods were used to solve this problem. Linking the graph of $f'(x)$ with a turning point on the x-axis to the cubic in the form $y = a(x - p)^3 + q$ was not a common solution, however, learners used it. The majority of learners found the equation of $f'(x)$ and then used integration to determine the cubic graph, equate to zero and find the x intercept.

CONCLUSION

A marking session has various cogs that make it run smoothly. The IEB team once again run a very professional marking session and I would like to thank them for all the work done behind the scenes.

Thank you to Saheti for the use of their facilities: your hospitality was much appreciated. In addition; a big thank you to the catering staff for all the teas and lunches, they kept the team going.

I would especially like to thank the team of markers and senior sub-examiners for the quality work done during the marking session of 2022. The time spent together is valuable, and it is always good to see colleagues reconnecting and mathematical discussions taking place during the six days.

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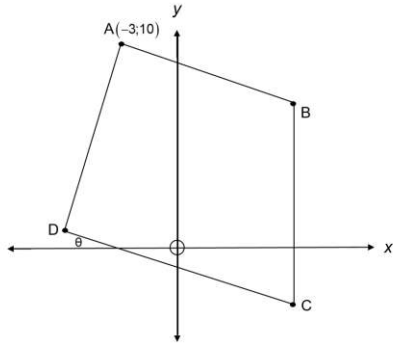
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MATHEMATICS
PAPER II

Feedback on Section A indicated that the level of difficulty was appropriate and fair.

ANALYTICAL GEOMETRY

It is interesting to note that there were a fair number of candidates who measured the values as ratios off the graph to determine the coordinate D in Question 2d.



Candidates are to be advised that this is not an acceptable method and should be reminded that diagrams are not necessarily drawn to scale.

Some grade 9 and 10 concepts that were assessed (and sometimes forgotten by candidates):

- Concept of parallel and perpendicular lines.
- Finding the equation of a line.
- When substituting a co-ordinate – mixing up the *x* and *y*.
- Solving linear simultaneous equations.
- Working with fractions in a linear equation.

STATISTICS

When working with Ogive Curves, it was acceptable to estimate the quartiles either by using the formula for position (e.g. Quartile 1 position: $\frac{1}{4}(n+1)$) or by working with (e.g. $\frac{1}{4}n$), etc.

A fair number of candidates confused mean and median in Question 3.

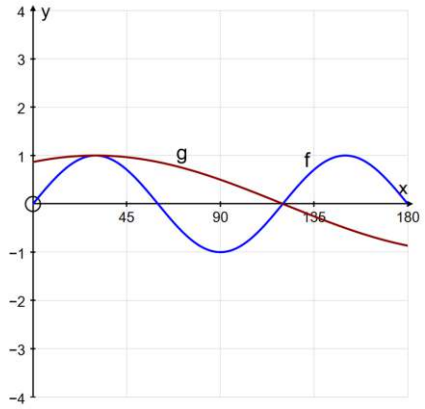
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TRIGONOMETRY

Candidates are encouraged to carefully read what is given, to correctly answer the questions.

Given: $f(x) = \sin 3x$ and $g(x) = \cos(x - 30°)$ for $x \in [0°;180°]$



- Effect on the period.
- Range, based on the restricted domain.
- Indicating sections of the graph correctly using opened and closed intervals.

Far too many candidates confused statistical range with domain and range.

Area-rule proof:

A reminder that the subject assessment guideline clearly indicates which proofs are required for the NSC. It was clear that many of the candidates did not prepare this proof.

QUESTION 8 (a)

Solve for x, correct to one decimal place in the given interval:

$1 - 2\sin^2 x = -\frac{1}{7}$ for $x \in [-180°;90°]$

The candidates' solutions to this question revealed its complexity. The intention of the question was to assess equations using their knowledge of identities and general solutions.

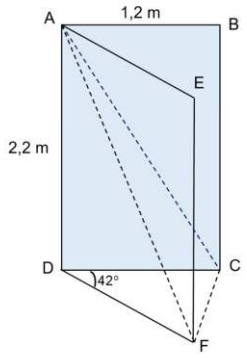
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QUESTION 10

There were many candidates who obtained full marks for this question, however, many lost marks due to poor attention to detail, rather than a lack of ability (as evident in their solution):

- ABCD represents a closed door 1,2 metres wide and 2,2 metres in length.
- When the door is open 42° along its hinge AD, its new position is represented by AEFD.



Determine the size of $F\hat{A}C$.

Marks were lost for:

- Incorrect signs.
- Poor manipulation.
- Incorrect rounding and rounding at every step.
- Unable to square root answers, or square values in equations, leading to multiple errors.
- Replacing cos with sin in the cosine rule.
- Many candidates misinterpreted the 3D diagram, using it as a 2D shape instead.
- Candidates also mixed angles in different planes, especially around vertex A, C and F.
- Many candidates also did not realise that ΔAFC was isosceles and that DF was the same as DC.

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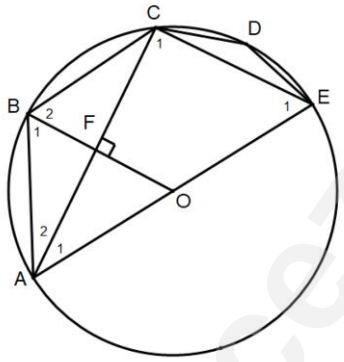
EUCLIDEAN GEOMETRY

Candidates are required to know the difference between:

- (angles in same segment) and (equal chords subtend equal angles);
- (line from centre perpendicular to chord, bisects the chord) and (line from centre to midpoint of chord, is perpendicular to the chord).

Determining the length of BF was intended to be a simple Pythagorean question.

- A, B, C, D and E lie on the circle with centre O.
- AC is perpendicular to OB and they intersect at F.
- AOE is a straight line.
- $\hat{A}_1 = 38°$.



However, many different approaches were possible. Candidates who used trigonometry and calculated angles would have ended up with a slightly different answer since the given angle did not form part of the associated Pythagorean triple angles. No candidate was disadvantaged in the marking of this question.

Grade 12 Triangle Theorems: Some points for candidates to consider:

- Correct reasons and abbreviations need to be reinforced.
- Candidates must consider ratio/scale and they will be penalised for indicating length is for example 6 units rather that 6k units.
- Simplify ratios i.e. 2 : 6 must be written as 1 : 3.
- When proving similarity, it is acceptable to provide all three statements and leave out the reason (AAA) as it is implied, or if the candidate writes two statements (assumes the third angle equal) then the reason (AAA) is required.

QUESTION 14

If $2\cos 2\alpha + \sin 2\alpha = R\cos(2\alpha - \beta)$ where $R > 0$ and β is an acute angle.

Determine R and β.

Marks were lost for:

- Poor distribution of R into the bracket.
- No rigour in the algebra (brackets used incorrectly, double angle identity used incorrectly).
- Factorisation was poor in many cases.

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MATHEMATICS
SBA MODERATION

1. Overview:

Things moved to a random selection for moderation this year and the process seemed to go very well on a regional and national level. Schools were selected randomly to send their portfolios electronically to a Regional Moderator (RM) for the first round of moderation. Of course, new schools to Grade 12 had to submit to regional moderation as well as to national moderation. A big thank you must go to the RMs. The work done in the regions by the RMs have improved the quality of the items on a national level. There were almost no Teacher's Files sent for national moderation and this is thanks to the regional moderation process as well as the individual teachers from the schools.

It was clear that the schools new to Grade 12 had taken the advice of the RMs and improved on the issues that had been raised. There were only four schools that submitted a hard copy of the Teacher's File and the Learners' Files, and the rest were submitted electronically on a flash drive. Overall, the files that we moderated nationally complied with the regulations set out in the SAGs. All schools were aware that the requirements for the Portfolios have changed over the last two years and teachers had followed the circulars that the IEB had sent out accordingly.

It is advisable to all Grade 12 teachers to read through the Regional Moderation Form in the Maths SAGs 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 of a hard-copy file, 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 learners' 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 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 be organised in the following order for the portfolio pieces:

- Short Items OR Long Item
- Formal Tests
- Preliminary Examinations

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3. For ease of moderation of an electronic file, please make sure to do the following:

   Create the following folders:

   - **Admin** with the following subfolders:
     – Appendix C: Internal school-based assessment checklist
     – Appendix E: Letter from the principal
     – Appendix A: Internal School Summary of learner's marks (see more below)
     – Final IEB sheets printed from the website and signed by the principal
     – 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 RM)

   - **Teacher File** with the following subfolders:
     – Short Items/ Long Item: each in a different folder with evidence of Moderation; Analysis Grids; Question Papers and Memorandums
     – Formal Tests: each in a separate folder with evidence of Moderation; Analysis Grids; Question Papers and Memorandums
     – Prelims: each in a separate folder with evidence of Moderation; Analysis Grids; Question Papers and Memorandums

   - **Learners' Files** with the following subfolders:
     – Learner 1:
       - Appendix B: Summary of Assessment
       - Short/Long Items: answer sheets each in new subfolder
       - Formal Tests: answer sheets each in new subfolder
       - Prelims: answer sheets each in new subfolder
     – Learner 2:
       - Appendix B: Summary of Assessment
       - Short/Long Items: answer sheets each in new subfolder
       - Formal Tests: answer sheets each in new subfolder
       - Prelims: answer sheets each in new subfolder
     – Learner 3:
       - Appendix B: Summary of Assessment
       - Short/Long Items: answer sheets each in new subfolder
       - Formal Tests: answer sheets each in new subfolder
       - Prelims: answer sheets each in new subfolder

4. Appendix A, the composite marksheet:

   (a) Raw scores for all portfolio items **MUST** be given on your composite marksheet.
   (b) Include **TYPED** composite marksheets with marks rounded off to **two decimal places**, except for final SBA mark that 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.

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5. If a rubric is used to assess an alternative assessment, make sure it is properly designed and moderated. A written explanation, including an example, of how a task was marked is useful to the moderator.

6. Please provide written explanations of how the alternative items were administered. This will clarify misunderstandings regarding cognitive demand.

7. Clear indication of internal moderation of portfolio items (**pre- and post-**).

8. If an examination is set within a cluster/group of schools, please indicate the schools involved in your Teacher's File.

9. 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 for the correct level analysis.

2. That you refrain from using alternative items that are in the public domain and easily accessible to the pupils. It is advisable that the portfolio pieces are done at school under controlled conditions so that no external help can be 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 thank you for all the wonderful portfolio work.

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MECHANICAL TECHNOLOGY

The scripts received from the schools that wrote Mechanical Technology in the 2022 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 candidates.

Question 7.3 calculations were done correctly showing that the students understood the concepts taught. Other aspects in the Specific section of the paper were also answered by the candidates; however, there were some challenges:

- Question 7.1 candidates struggled with the section on joining methods.
- Question 8 and 9 are two of the harder sections.
- Question 11 was attempted; however, this still posed a problem for candidates.

The standard of paper was good, and learners did not underachieve. Overall marks for the examination were better than previous years.

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MUSIC
PAPER I

GENERAL

232 candidates from 71 centres wrote the NSC Music examination in 2021. This is a slight decrease from 2021. There were a few first-time centres.

Feedback from schools and the marking panel indicated that the paper was generally well received. All feedback was considered and will be taken into account when setting the examination for 2023.

The national average for the papers has significantly improved since 2021. In general, the Topic 2 questions were marked with greater accuracy than in 2021 and there were some areas of concern that are addressed below.

It was pleasing to note that many points mentioned in last year's report as areas requiring greater focus/correction had improved. These include:

- Questions not being repeated in short answers.
- Answer books not being used – with all answers written on the paper. Please continue to remind the invigilator of the exam and the school's Chief Invigilator of this.
- Better awareness of the instructions on the paper.

Areas requiring greater focus/correction:

- Aural and visual knowledge of set works and set styles/genres.
  - It was concerning that a number of candidates could not recognise set works or sections of set works.
- Deeper knowledge of style/genre.
  - It must be remembered that as well as studying our set works in and of themselves, each set work is representative of a style/genre. Higher-order questions are frequently comprised of previously unheard/unseen works in that style/genre, or alternate versions/arrangements of a set work. It is suggested that teachers set up playlists on Spotify/Apple Music/Deezer/Joox for learners to access and develop greater understanding.
  - Please use past papers to practise this skill and please include questions of this nature in tests and exams from Grade 10.

- Please use past papers to practise reading the question carefully and answering with precision.
  - It was notable in some questions that candidates listed their entire knowledge of a set work rather than giving the piece of information required.
  - When asked for one answer, candidates must refrain from giving two answers, leaving the marker to 'choose' the correct one. In cases like this, only the first answer is marked even if the second answer is correct.

- Theory notes:
  - Candidates' answers regarding non-harmonic notes and compositional devices were better than in 2021 but it was obvious from answers that some schools did not teach this section of the syllabus.
  - Candidates' knowledge of four-part harmony was much improved on last year's. This question has been part of the exam for many years and should be practised. As indicated at the IEB Music Conference in February 2022, the External Moderator wants to see an increase in the rigour of the harmony questions in the examination – please prepare your candidates accordingly.

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QUESTION 1 AURAL QUESTIONS

This question was better answered than in 2021.

1.3 The question asked candidates to 'Insert each feature **once** in the column on the right, only at the point where it first occurs.' Often candidates filled in every line. In this case, only the first answer was marked, even if the candidate subsequently put the feature in the correct place.

QUESTION 2 MUSICAL THEATRE and OPERA

2.1 Disappointingly, many candidates could not identify the action taking place in the scene and were therefore unable to say how the vocal melody was used to enhance the scene.

2.4 Many students had not been taught the importance of the tritone in *West Side Story* and were unable to answer the question in any detail. Bernstein's use of the tritone is critical to understanding the work and must be taught.

QUESTION 3 JAZZ

The change in set works to pieces that better reflect their styles seems to have assisted candidates in answering Question 3. In particular, candidates were often able to give insightful answers to Q3.3.

QUESTION 4 BEETHOVEN'S FIFTH and the development of the orchestra

Candidates still do not know basic features of this set work. They also know little about the development of the orchestra. Development of the symphony orchestra can be taught throughout Grade 10 and Grade 11. Several candidates thought that one of the scores was from the Baroque Period which is not in the Grade 12 syllabus.

4.5 Candidates often gave one comment per score in this question for 6 marks. Please encourage students to look at mark allocations and answer accordingly.

QUESTION 5 ESSAY – *Erlkonig*

A majority of candidates answered the essay in the correct format this year which means that it is being included in teachers' own exams, and that candidates are accessing and using past papers. Please continue to do this.

Most candidates managed the evaluation well, and most used correct musical terminology. Please use the 'Elements of Music' notes given to teachers at the IEB Conference in February 2022 to assist students in this regard.

- Most candidates received good marks for the required information. While most candidates wrote this information at the beginning of the essay as an introduction, this information was marked wherever it appeared 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 an a capella choir whereas the other one had an orchestra, rather write: 'while the original composition was written for voice and piano, Track 18 used an a capella choir whereas Track 19 was written for orchestra.'

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- Encourage candidates to be concise and precise when drafting 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 have actually done.
- Encourage candidates not to simply write everything they know about a set work. Marks are awarded for the evaluation of how the arrangements differ from the set work. Some candidates filled at least a page with information that was irrelevant to the question.
- 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 6: South African Urban Music

6.1 Most candidates recognised the styles from the given pictures.

6.2 Please ask candidates to read the question carefully and answer fully. The question contained three sections and candidates often answered only one section or gave one point per question.

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MUSIC
PAPER II

QUESTION 1 THEORY

The average was much higher than last year's. It is assumed that the better teaching and learning conditions of 2022 (compared to the difficulties of 2020 and 2021) made a significant positive impact. Please continue to teach this topic thoroughly and encourage students to practise theory questions regularly. Software such as *Musition* can assist in this regard.

QUESTION 2 SCORE ANALYSIS

2.1 Many candidates could not identify the form of the theme. Please revise form and give students examples to work with to assist them.

2.2/2.3 Please remind candidates to read the questions carefully and answer accurately with correct terminology. Most marks were lost in Q2.2 and Q2.3 because they gave an answer that was not relevant to the element of music being asked.

2.6 The question regarding intervals was poorly answered. Many candidates did not recognise that interval 'A' was greater than an octave, nor that in interval 'C' the lower note had returned to the bass clef.

QUESTION 3 HARMONY

This question was answered much better than in 2020 or 2021 with more candidates able to show understanding and knowledge of the topic. Again, it is assumed that the better teaching and learning conditions of 2022 have made a significant positive impact. Please continue to teach this topic thoroughly and include harmony questions in theory tests and examinations to give students the practice that this question requires.

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.

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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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NAUTICAL SCIENCE
PAPER I & PAPER II

General

- There were in total 68 scripts each for Papers I and II from the Western Cape and the Eastern Cape.
- All the questions, with a very few exceptions, were attempted and in some cases the answers were completed satisfactory. Generally, the neatness was particularly noted.
- Rough work was mostly done on one side and distinctive from the formal answer. However, there were some cases where this encroached on the main answer as well as into the margins. This does not make it easy to mark.
- Many candidates continued with the next question on the same page without leaving enough lines in-between or they tried to squeeze the sketch in somewhere. This caused the work to be cramped, untidy and difficult to mark.
- 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

- Most of the candidates answered and completed all the required questions. Generally, the answers were neat and respectably presented.
- The weaker answers to questions by the candidates with lower marks were:
  - Questions 2, 3 & 5: chartwork.
  - The presentation of the chartwork was generally neat; however, some were untidy, not labelled (e.g. the course, position, or WP), and in two cases used the chart for rough work.
  - In Question 5 there were four instances where the vessel's course and position were shown over the land, which is not acceptable.
- The presentation of answers by the candidates was generally very neat. However, some candidates still insist on cramming more than one question onto the same page, mixing rough work with the formal workings of the answer and scratching out of workings.
- Questions 6 and 7 – the Almanac of Increments and Corrections in the Annexure – The only application of this information from the Almanac would have been in the declination calculation and "dif." for the hour. This is a matter of simple interpolation. Most candidates managed the interpolation without any apparent problem. Marks in the remainder of the answers to these two questions were taken into account and allowed by the marker.

PAPER II

- Some candidates still insisted on cramming more than one question onto the same page, despite explicit instructions on the cover sheet.
- Question 1 Rule of the Road: most answers 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 candidates' own words. However, definitions and lists do need to be specific.
- Question 5 Meteorology: A clear illustration is worth a lot of marks. It is recommended that they practise these illustrations to be familiar with them in the final assessment.

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PHYSICAL SCIENCES
PAPER I

The Physics Exam received positive feedback and was considered fair.

GENERAL COMMENTS

The write-on paper facilitated easy marking and the spare graph paper was appreciated by many. Teachers are encouraged to set their internal assessments as write-on, so that students become familiar with the experience of answering on the paper.

A few points that are common to most questions should be noted:

- Definitions must be learnt strictly as they are in the SAGs, as the phrasing has been carefully chosen. Changing or omitting words and phrases changes the meaning.
- Candidates must show their working clearly. This is particularly important in multistep calculations as they need to provide evidence of their understanding and correct application of physics concepts, which is impossible to see if they skip multiple steps.
- Correct SI units must be included with the final numerical answer.
- Candidates are reminded that they may not leave their answer in surd form or as a fraction but must express their answer in decimal format.
- Words must be used when an explanation is required and the use of shorthand or symbols (e.g. $\propto$ and $\uparrow$ or $=$) is not acceptable in explanations and definitions.
- Candidates should not offer multiple answers to a question.
- It is safest if candidates write out a new solution before crossing out an original answer to avoid leaving a question unanswered. However, they must also take care to cross out a first (incorrect) attempt, as the left-most or top answer will be marked.
- It is in the candidate's interest to indicate when they use the spare graph paper or the extra space provided in the booklet to ensure that all their work is marked.
- It is best practice to begin each calculation with the appropriate formula that will be used to solve the problem.

QUESTION 1 MULTIPLE CHOICE

The multiple-choice questions with higher cognitive levels (1.8, 1.9 and 1.10) were those most frequently answered incorrectly by candidates who scored well in this question.
Candidates are encouraged to use pencil so that they can change their choice of answer but must make sure that their choice for each question is clearly visible.

QUESTION 2 KINEMATICS

The first part of this question asked questions about a velocity–time graph of a child running across a field.

- Candidates did not distinguish well between points and intervals (e.g. many wrote 'C and E' instead of 'C to E') and identifying these on graphs is a skill that can be practised.
- 'Point(s)' may mean that a single point or multiple points are required.
- The transitions between different velocity segments were poorly represented on the position–time graph by many candidates.

The second part of the question involved a child and a puppy running towards one another and required candidates to calculate the distance run by the child before they met the puppy.

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- Clearly structured problem solving is important in a question like this and candidates need to show a logical progression towards an answer, rather than just working on their calculator and writing down unconnected numbers or statements.
- Conceptual errors such as stating that the puppy and child would run the same distance were problematic, but many different methods were successfully used in solving this problem.

QUESTION 3 KINEMATICS

This question involved the accelerated motion of a ball thrown vertically upwards. The question was generally well answered, but there were some conceptual errors that came through:

- Many candidates struggled to correctly apply a sign convention and often changed their convention partway through the question.
- The misconception that acceleration changes, depending on whether the ball is travelling upwards or downwards (or is at maximum height), remains prevalent.
- A common error was to assume that the motion was symmetrical, even when the ball was thrown upwards and fell to the ground.
- Many candidates increased their opportunity for error by performing multiple calculations instead of understanding and applying the concept of a displacement from start to end. The multiple calculations also often produced inaccurate final answers due to premature rounding.
- Candidates are encouraged to write down the data that they have, which helps their problem solving, but also helps to show their thinking. They should also write out the full equation of motion that they choose to use, to avoid assumptions (e.g. incorrectly assuming that $u = 0$).

QUESTION 4 NEWTON

This question involved two blocks attached to the ends of a rope passing over a pulley. Most of the sub-questions were generally well answered.

- Candidates are encouraged to use full-word labels or a key for the symbols that they choose for their free-body diagrams. Many used symbols that are not recognised, both in the labelling of their free-body diagram and in their expression of Newton's second law.
- Many candidates struggled to set up and correctly solve simultaneous equations as required in question 4.5 and an inconsistent use of signs led them to an answer of zero.
- Candidates should not treat the system of two masses as a whole as this does not consider the tension between the masses and was also problematic when considering the displacement of each mass, as required in question 4.6.

QUESTION 5 MOMENTUM, WORK, ENERGY & POWER

The concepts of conservation of momentum, Newton's third law and impulse were tested in a context where two blocks collided.

- There were a number of routine errors made in answering these questions, such as squaring velocity to calculate momentum, writing incomplete equations or ignoring the vector nature of velocity and not giving a direction.

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- Many candidates did not offer an explanation for their answers to questions 5.2 and 5.3 or simply made a statement or showed a calculation without linking it to their answer.
- Some statements were made in answering the questions that showed a lack of understanding, such as mixing up Newton's laws, using the terms 'momentum' and 'change in momentum' interchangeably and incorrectly stating that the net force was equal to change in momentum (not the rate of change of momentum).

QUESTION 6 MOMENTUM, WORK, ENERGY & POWER

A coin was pushed along a surface and the questions tested knowledge of forces and the work–energy theorem. This question was very well answered by many candidates.

- Many candidates did not correctly specify in their formula which force was acting (frictional force or the horizontal component of the applied force or the net force) and candidates are encouraged to use subscripts in their formulae to help them to use the correct value and to make their understanding evident.
- Incorrect conversion of grams and centimetres was a problem for many candidates.
- Some candidates used vertical and horizontal forces together in their vector sums.

QUESTION 7 FIELDS

The first part of this question assessed Newton's law of universal gravitation and the second part involved electrostatic interactions between two charged spheres.

- Many candidates did not correctly distinguish between the radius of the Earth and the distance from the centre of the Earth in their statement of Newton's law of gravitation or in their calculations.
- Candidates are encouraged to draw a diagram to help them solve problems. Question 7.1.2 is an example of where a diagram would have helped candidates to correctly answer the question asked.
- Many candidates confused the mass that is in the gravitational field with the mass that is responsible for the field.
- Candidates often confused electric field strength with electrostatic force in question 7.2.3; this was evident in the formula that they used and in their choice of unit.
- A number of routine errors were made, such as using the incorrect constant (G instead of k or using the incorrect exponent for k), incorrect conversion of μ, not squaring the distance of separation, not writing the answer in scientific notation and making an error in the number of zeros given.
- Many candidates were not able to determine the charge on each sphere nor the number of electrons transferred when the two spheres were brought into contact and then separated again.

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QUESTION 8 ELECTRIC CIRCUITS

The first part of this question tested the skill of drawing and using a graph of data in the context of electric circuits.

- While this skill has improved over the years, many candidates are still making fundamental errors:
  - Points should be clearly visible, but small enough to be accurate. Crosses are recommended (where the cross lies on the exact point).
  - A single best-fit straight line must be drawn that extends beyond the first and last points that are plotted.
  - A sensible scale must be used to allow accurate plotting (multiples of 2 or 5).
  - Use points that lie on the best-fit straight line, rather than points from the table.
  - If the graph is reattempted, erase the original line completely.

The second part of the question was a simple circuit with an unknown resistor and a bulb in parallel with a battery.

- Many candidates used $R_P = \left(\frac{1}{R_1} + \frac{1}{R_2}\right)^{-1}$ which reduced the prevalence of incorrect mathematical statements and forgetting to invert their answer for $\frac{1}{R_P}$.
- Energy and power were frequently confused.

QUESTION 9 ELECTRODYNAMICS

Overall, this question on electrodynamics was answered well by many candidates, but many still do not attempt this question. The basic concepts of electrodynamics (magnetic flux, magnetic flux density, flux linkage) should be taught before motors and generators are taught and candidates should be encouraged to use these terms in their explanations. This topic could be made less abstract by using simple demonstrations in class.

- When drawing a representation of any field, field lines should not cross. Fewer field lines should be drawn to make the pattern and direction clear.
- Candidates are encouraged to use a logical order in their explanations: relative movements cause a change in flux that induces an emf, which produces a current.
- When asked for an explanation, candidates cannot simply state or refer to a law and must be sure that their explanation is relevant to the scenario given (e.g. here they were asked how to increase the current in a specific ring with a specific magnet, so changes to either the ring or the magnet were not possible).
- Some candidates seemed not to read the questions carefully.
- A change in flux is required to induce an emf, so a conductor must move into or out of a field or be rotated in the field for an emf to be induced.

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QUESTION 10 PHOTONS AND ELECTRONS

Candidates were told that UV radiation causes electrons to leave the surface of a zinc disc and were asked to explain this and perform calculations, applying the photoelectric effect.

- Many candidates confused the work function and the threshold frequency of a metal.
- An important concept is that each photon can give its energy to an electron and, if that energy is sufficient, the electron will be ejected from the metal.
- This is a section where candidates can score high marks if they practise converting from J to eV (and vice versa), using consistent units in a calculation and using their calculator effectively when working with values in scientific notation.
- Work function and energy of the photon were confused.
- Electroscopes do not appear to be commonly used in teaching or demonstrating electrostatics and the behaviour of the electroscope was poorly understood (a thin strip of aluminium foil hanging over a wooden stick on a retort stand works as well as a proper electroscope)

CONCLUSION

The marking process was positive and pleasant, thanks to a team of committed teachers who marked accurately, consistently and fairly. The sense of teamwork and united purpose to be fair to the candidates was palpable.

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PHYSICAL SCIENCES
PAPER II

GENERAL

The new write-on format of the exam papers (with no inserts) proved to be very user-friendly for both learners and markers. The change of format coincided with a new examiner; this confluence may have contributed to comments that the exam was very 'different' from previous years' papers. However, many teachers were positive about the emphasis on basic chemistry and understanding, and the integration of topics.

- **Cognitive Level 1 questions:** Although fewer definitions were asked this year, the ones that were assessed were generally badly handled. Definitions are not included in our syllabus just to test whether candidates can recall them. Definitions underpin understanding of the concepts; much discussion and thought has gone into the exact words used and the reason for them. Therefore, learners need to interrogate and internalise the definitions and, more importantly, be able to apply them. Candidates should not expect a certain fixed percentage of the total to consist of definitions. In Chemistry, there are many other rote-learning requirements that can contribute to the Level 1 target (e.g. Q 2.2.1, 5.1.2, 5.1.4, 5.2.1, 7.2). Teachers are advised to supply each learner with the relevant sections of the SAGs. Learners can then highlight the definitions and any other content prefaced with 'Know that…' and can tick off content as it is covered.

- **Indicating that the extra space at the back has been used:** It is important that markers are alerted to this fact to avoid the learners' answers not being marked.

- **Reading the question properly:** Learners often ignore instructions to refer to specific equations, previous questions, scientific principles or theories. They omit parts of the question or answer some other unasked question. They tend to over-complicate simple questions and need to consider the mark allocation. Learners lose marks if the question asks for the name of a compound and they give the symbol or formula and vice versa. Learners also forfeit marks if instructions about the required numbers of decimal places are ignored.

- **Explanations:** Candidates are reminded 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. When they write too much, they often contradict themselves and are then penalised.

- **Organic chemistry:** Candidates must take cognisance of whether they are required to use molecular, structural, or condensed-structural formulae and whether the general or specific reaction type is required. When naming, the IUPAC nomenclature rules must be followed; many candidates are penalised for little things like not using a comma or a dash or writing a name as two words instead of one.

- **Single vs reversible arrows:** Candidates need to know when to use each type of arrow when writing chemical equations. Some examples are: single arrows for redox reactions and half-reactions, ionisation of strong acids, neutralisation reactions; double arrows for ionisation of weak acids and hydrolysis reactions.

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- **Practical applications:** It is expected that candidates are exposed (even if only in theory) to relevant practical techniques, e.g. various ways of measuring reaction rates, applications of Le Châtelier's principle, titrations, the bromine test for unsaturation, esterification, etc. First-hand experience of these will be invaluable in helping them to answer these types of questions in the exam.

- **Omitting units:** Too many candidates are still losing marks for leaving out units, e.g. the V in the E^{θ}_{cell} calculation and the $kJ.mol^{-1}$ in the ΔH calculation.

- **Integration of topics:** All the Chemistry in the SAGs is inter-related and cannot be compartmentalised; going forward, learners should expect that various topics will be tested in the same question. In this exam, for example, Question 3 tested stoichiometry and limiting reactant, reaction rates, pH and redox.

QUESTION 1

(Average cognitive level rating = 2,50; Average difficulty rating = 2,30)

Learners must be afforded the opportunity to practise their multiple-choice answering skills. To this end, they should have access to past exam papers and the Grade 11 IeBT papers.

QUESTION 2

(Average cognitive level rating = 1,94; Average difficulty rating = 2,11)

Despite having the lowest cognitive level rating, this question was the one in which learners performed the worst. Many had difficulty in distinguishing between hydrogen bonds (intermolecular forces) and the intramolecular bonds formed by hydrogen within the molecule. It is important that learners know the origin of the various intermolecular forces and the factors affecting the strength of each type. Learners must distinguish between 'overcoming' intermolecular forces to physically separate molecules and 'breaking' covalent bonds in a chemical reaction.

QUESTION 3

(Average cognitive level rating = 2,63; Average difficulty rating = 2,25)

Many candidates continue to use V/22,4 to find moles when given the volume of a solution.

3.2 Learners must use the amount (moles) of limiting reactant to ascertain how much product will be formed.

3.4 See above point re practical exposure; many learners seemed unaware that colour intensity can be measured and is an indication of concentration.

QUESTION 4

(Average cognitive level rating = 2,96; Average difficulty rating = 2,65)

4.1.1 Poorly answered. Candidates should be guided to think about the rate–time graph to realise that (starting with reactants only) the forward reaction rate is always higher than the reverse reaction rate before equilibrium is first established.

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4.5 Many learners wasted time by unnecessarily writing out Le Châtelier's principle. In most cases they are required only to apply the principle to the given situation.

4.7.2 K_c calculations using initial moles or concentrations should be practised; questions of this nature should be expected.

QUESTION 5

(Average cognitive level rating = 2,25; Average difficulty rating = 2,21)

Learners were unclear about the terms 'strong' and 'concentrated' as they pertain to acids and bases.

5.2.2 Learners need to be able to apply their learnt definitions, in this case to identify the reactants donating/accepting a proton.

5.3 Learners must be able to write and interpret equations for hydrolysis reactions in order to predict pH. Many learners ignored the relative sizes of the K_a and K_b values and said that the solution would be neutral. In 5.3.3 (c) most learners ignored the instruction to refer to the reaction equations written above.

5.4.1 The reactions of acids are specified in the SAGs and should be practised and learned.

QUESTION 6

(Average cognitive level rating = 2,65; Average difficulty rating = 2,3)

6.3 The correct format of cell notation must be learned.

6.4.1 Too many learners did not know that Sn is tin. It is advisable that learners know at least the first 20 elements and all those on the SEP Table.

6.7.2 Learners must explain conduction of electricity in terms of the ability of the relevant particles to **move**; in metals it is insufficient just to say that the electrons are delocalised (e.g. a benzene ring has delocalised electrons but does not conduct electricity).

QUESTION 7

(Average cognitive level rating = 2,37; Average difficulty rating = 2,15)

7.1.5 Many candidates did not refer to the calculated cell potential as instructed, but rather to the fact that a battery was present.

7.1.7 A disturbing percentage of learners could not convert from hours to seconds. Many do not grasp the relationship between moles of electrons and moles of substance (O_2 in this case) and did not use the mole ratio.

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QUESTION 8

(Average cognitive level rating = 2,67; Average difficulty rating = 2,42)

Learners must know the general and specific reaction types. They must read the question carefully to ascertain what type of formula (structural, condensed structural/ or molecular) is required.

8.7 Although learners are not required to state reaction conditions, they do need to understand what these mean and the implications regarding what reaction will occur. The process of refluxing is related to the function of the condenser; instead, many learners explained why a water bath is used rather than an open flame.

QUESTION 9

(Average cognitive level rating = 2,24; Average difficulty rating = 2,12)

9.1 Many learners still cannot draw an ester – more practice is needed in this regard.

9.4.1 See above point about practical exposure, particularly since this test is specifically mentioned in the SAGs document. Many learners did not refer to OBSERVABLE changes as instructed. Some learners thought that the different patterns of the bubbles in the diagrams were somehow relevant.

9.4.3 Learners found it easier to write the condensed formulae if the structural formulae were first considered.

9.4.4 (a) $\Delta H = E_{in} - E_{out}$ (as here) or $E_{products} - E_{reactants}$. Many learners omitted the given units or wrote kJ instead.

(b) Some learners were unaware that this question was related to the previous answer (poor exam technique).

(c) Many candidates confused the activation energy interval with the activated complex.

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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 has now become standard. They made the National moderation so easy as the number of files for National moderation was cut down a lot. 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

- Electronic files should also be in the same order as the normal files, marked clearly for easy moderation.
- 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!
- It would be best if students 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.
- 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 investigation should not be given to learners as a recipe to be followed. They should do more than fill in the values on a table.

- *Raw scores* must be included, then percentages and weighted values (which should be reported to one decimal place). The final SBA mark should be rounded to a whole number to correlate with the IEB marksheet.
- There were some disproportionate time allocations for practical investigations, e.g., eight hours for 32 marks. Practical investigations 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 same 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.

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Tests and Prelims

Thank you for not having different tests to choose from. 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

The topics of the texts were well understood by most candidates, as they portrayed current issues of general interest: Text 1 "*Os 6 maiores perigos das redes sociais",* Text 2 *"Mulheres ganham 78% do salário dos homens com as mesmas qualificações",* Text 3 a cartoon alluding to what society expects from women.

Although the topics were accessible, the candidates' answers revealed that, in general, reading practice is lacking. Teachers are reminded to read as much as possible with their candidates in class and from a variety of sources, encouraging reading for meaning and calling the candidates' attention to vocabulary, sentence structure, verb tenses, the style of the text, the images that accompany the texts, and how all these elements convey meaning.

There should be ample opportunities given in class to read various texts, especially the oral moderation texts and the setworks, so that candidates can gain as much vocabulary as possible and enrich the way they express themselves in writing and in oral communication.

Candidates are advised to read the texts presented carefully, taking note of what is communicated and paying careful attention to the main and supporting ideas of the texts before answering questions. Also, to read the questions carefully and paying attention to the mark allocation of each question. A question worth 4 marks cannot be answered with one word only. Questions where candidates had to interpret the information contained in the text were often the most challenging – especially for the weaker candidates (some examples: 1.4, 1.5 *Explique o significado de … / O que é …*).

Visual texts (Question 3) need more attention. Candidates must practice reading both the words and the visual clues given by the images.

SECTION B PRESCRIBED TEXTS

QUESTION 4 POETRY

Candidates are advised to pay attention to diction, figures of speech, connotations and punctuation and how these aspects, among others, communicate the message of the poem.

When exploring the text, attention should be paid to the meaning of specific verses and how these contribute to the overall meaning.

QUESTION 5 SHORT STORY – "O JANTAR DO BISPO"

Candidates are advised to pay attention to characterisation and use appropriate words to describe the characters physically and psychologically. Knowledge of the plot is also essential when answering questions, as is the characters' role in the in the short story (Question 5.5 and 5.6, for example).

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.

Generic responses, revealing no specific knowledge of the setwork, are not awarded marks.

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PORTUGUESE SECOND ADDITIONAL LANGUAGE
PAPER II

PAPER II

Candidates are advised to practise writing different text formats in class: formal and informal letters, emails, telephone messages, reports and short messages, and to pay attention to the purpose of the text, its audience and context.

A number of candidates continued to write texts ignoring punctuation, correct spelling, language usage and structure – there are texts with no paragraphs, no introduction and no conclusion.

SECTION A EXPRESSION OF OPINION

When expressing an opinion on a given topic, candidates are advised to use expressions such as *em minha opinião, a meu ver, concordo, discordo, compreendo que …, por um lado …* and *por outro lado …* to channel their thoughts. They must pay attention to correct language usage, correct verb conjugation, concord, appropriate use of conjunctions, and all other language aspects. Marks are awarded for communication skills (15) and for language competence (15).

SECTION B SHORT NOTES

Candidates must pay attention to formal and informal register and apply register according to the purpose of the text. They are advised to use *Caros Senhores; Estimado Senhor; Querido/a …* correctly, as well as *Adeus; Até breve; Os melhores cumprimentos; Atenciosamente,* paying attention to audience and context.

Texts produced must be grammatically correct and communicate ideas effectively.

SECTION C LANGUAGE IN CONTEXT

Reformulation (Question 3) assesses the candidates' ability to locate, select, organise and integrate relevant information from the source text into own text, applying the appropriate style, register and language conventions.

Question 4 assesses the candidates' ability to integrate key words/notes presented into grammatically correct sentences and to produce a logical and coherent text.

In this section candidates must pay attention to the following:

- Format and length, introduction and conclusion and logical progression of paragraphs.
- Select, organise and integrate the information given in the source text into their own text, paying attention to the purpose of the text and whom it is addressed to.
- Vocabulary, spelling, punctuation, language (conjunctions, pronouns, adverbs, prepositions, verb conjugation).
- Sentence types.

It is not necessary to write a text showing creativity and imagination; this section is about language in action and correct language usage. Candidates are advised to pay attention to formal and informal usage – *tu* and *você* must not be used addressing the same person – and to pay attention to concord, singular and plural and verb conjugations.

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Over the years, this section has proved the most challenging and we encourage teachers to work it in class continuously with their candidates. We have also found that the standard of Paper II has improved slightly in most centres and encourage teachers to keep working all sections in this paper – it is only by writing that candidates will learn how to write.

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PORTUGUESE SECOND ADDITIONAL LANGUAGE
SBA MODERATION

Teaching is characterised by highs and lows and can be stressful. Despite the usual difficulties that any teacher confronts every year, the effort and dedication of educators is much appreciated.

Regarding SBA, there were good and not-so-good files, but improvement was noticed. When marking, educators should be very realistic as to the shortcomings of their candidates in tasks, tests, and examinations. Educators should follow the IEB assessment grids and consider ideas and language. Grammatically correct language is the key to conveying an expression successfully. It is important that educators write comprehensive comments regarding both ideas and grammar. Comments are a kind of dialogue between teachers and learners to help them to improve – do not disregard informative and constructive criticism – they are important. Only accept a piece of work when it is of a specific quality. You might only give one grade, for instance A, B, or C. This is required for extended writing. Students are expected to continue redrafting and resubmitting their work so that they achieve an 'A' grade.

Grammar should be revised: the use of object pronouns, demonstrative pronouns and tenses of verbs. All corrections should have an explanation of why it is wrong, why it is not correct to use this word, why good punctuation is important, why this connector is not the right one as it does not create a clear syntactic bridge, why short paragraphs are better than the confusing long paragraphs.

Both teachers and learners should consult the dictionary to check the meaning of a word, how to correctly spell words, or the meaning of a specific expression. We teachers keep on learning a little bit every day and it is not shameful to say that the dictionary and grammar are consulted.

Portuguese is a language characterised by idiomatic expressions used in the colloquial discourse. Teach them to the learners.

Mind mapping is probably one of the best teaching techniques for the explanation of a text, short story or poem task. A mind map relates ideas and concepts that can be used for the writing of tasks; it helps learners to understand the material better, making them pass from a passive receptor to an active receptor.

When teachers research certain sites, they should check the correction of the language in the researched articles and disregard what are considered mistakes in European Portuguese in order not to repeat them. Look for articles in European Portuguese.

If teachers adopt a culture that they know everything, they will become passive teachers who stopped learning. It is wrong that a teacher thinks or says that he or she knows everything. Progressive improvement is very professional. It is not a shame to recognise that you need to learn more to make your teaching effective.

Keep on learning, keep on reading books in the Portuguese language. Reading will open the window to convey correctly and expressively your ideas, feelings and thoughts. Transmit them to your learners.

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SEPEDI HOME LANGUAGE
PAPER I

Ke rata go lebogiša barutiši ka mošomo wo mobotse woo ba o dirilego ngwageng wo. Maemo a dikarabo tša barutwana a wiša pelo. Barutwana ba ithagaragile go arabeng dipotšišo ka moka. Ke holofela gore dipoelo tša bona di tla ba tše dikaone ngwageng wo go feta mengwageng ye mengwe ka moka. 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. **Tekakwešišo**

   Barutwana ba hlohleletšwa go bala dipotšišo ka kwešišo gore ba di arabe ka tsela ya maleba. Gantši dikarabo mabapi le tekakwešišo di nyaka go tiišetšwa ka dintlha tša maleba tšeo di sepelelanago le diteng tša temana. Go potšišo ya go nyaka maikutlo, barutwana ba eletšwa go fa boikgopolelo bjoo bo sego kgahlanong le molaotheo wa naga.

2. **Kakaretšo**

   - Sa mathomo barutwana ba eletšwa go bopa mafoko ka mantšu a bona e sego 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 go laetša sešura mothalothetong woo moreti a sego a se swaya/laetša ka phegelwana. A re eleng ntlha ye šedi ge re hlahla barutwana ka phapošeng.

4. **Direto tšeo di bonwego:**

   - Bontšhi bja barutwana bo laeditše bokgoni bjo bo tletšego bja potšišo ye.
   - Le ge go le bjalo, dithekniki tša theto e sa le bothatanyana.

5. **Thutapolelo**

   - Barutwana ba eletšwa go tsitsinkela potšišo ya diswantšho gore ba tle ba kgone go e araba ka tsela ya maleba.
   - Dithekniki ka moka tša papatšo di hloka go elwa hloko.
   - Barutwana ba swere bothata kudu go arabeng 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

Ke tšea sebaka se go dumediša barutiši ba Sepedi Leleme la Gae bao ba kgathilego tema ye bohlokwa go hlahla le thekga balekwa ba ngwaga wa dithuto wa 2022. Barutiši ba ba tloga ba dirile mošomo wo mobotse ka ge go bonagetše phapano ye kgolo mošomong wa barutwana ba 2022. Go a bonagala gore barutiši ba ela hloko maitemogelo le dintlha (*inputs*) tšeo di fiwago ka mo gare ga direphotho tša baleki le tlhahlo yeo e fiwago ka nako ya kopano ya barutiši (*teachers' conference*) ya ngwaga.

Tšeo di ka šetšwago ge go itokišetšwa 2023 ke tše di latelago:

- Balekwa ba tloga ba šomile gabotse letlakaleng le efela go sa na le tšeo di nyakago go otlollwa le go lokišwa.
- Letlakaleng le, le ge sebopego sa lona se nolofaditšwe, go sa na le balekwa bao ba sa šetšego ditaelo, ba fetša ba paletšwe ke go kgetha dipotšišo go ya ka ditaelo, ka fao ba lahlegelwa ke meputso ye mentši.
  Mohlala: Balekwa ba laetšwe go kgetha gare ga potšišo 4.1 le 4.2. Molekwa o di araba ka moka a se kgethe selo go potšišo 5.1 le 5.2 e lego phošo ye kgolo ka ge a lahlegelwa ke meputso ya potšišo ka moka (20).
- **Potšišo ya 1** e be e le ya kgapeletšo fao balekwa ba swanetšego go e araba ka moka. Balekwa ba dirile seo ka moka.
  Potšišo ye ya morero e sa nyaka tlhahlo ye kgolo ka ge bontši bja balekwa ba sa laetše kwešišo ge ba e araba. Ba bangwe ba sa hlakantšha morero le molaetša. Morero ke kgopolokgolo/tabakgolo ya puku yeo mongwadi a ratago go e lemoša/go e tliša go babadi (*theme*) mola molaetša e le thuto ye mongwadi a ratago go e ruta babadi (*moral of the book*). Balekwa ge ba araba potšišo ye ba swanetše go ntšha morero wa puku gore ba tle ba kgone go o fahlela ka mehlala go tšwa ka pukung. Ge morero o se wa tšweletšwa gona balekwa ba tla be ba ngwala kakaretšo ya puku ba sa arabe potšišo.
- **Potšišo ya 2** e ba e nyaka paditseka. Balekwa bao ba arabilego potšišo ye ba e arabile ka bothakga bja go kgotsofatša. Seo se lego bohlokwa ke go lemoša balekwa bao ba sa tlago gore go bohlokwa go ngwala Dihlogwana go mohuta wo wa karabo gore karabo ya bona e se tšwe go sererwa.
- Balekwa ba hlohleletšwa go tšweletša tshedimošo ya maleba ge ba araba dipotšišo go na le gore ba ngwale tshedimošo ye nngwe le ye nngwe yeo ba kopanago le yona ka pukung.
- **Potšišo ya 3** Semelo sa Bubbles – balekwa bao ba arabilego potšišo ye ga se ba e arola go ya ka dinyakwa tša semelo mohlala:
  Ditiro le dipolelo tša moanegwa.
  Baanegwa ba bangwe ba reng?
  Mongwadi o reng?
  Leina la moanegwa.
  Le ge dikokwane tše di sa tšwelele letlakala potšišong balekwa ba swanetše go tseba gore ke maikarabelo a bona go di tšweletša ge ba ngwala go nontšha karabo ya bona le go fa semelo se se feletšego sa moanegwa.

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DITŠWELETŠWA TŠA TIRIŠANO

POTŠIŠO YA 4 ATHIKHELE YA KURANTA

- Balekwa bao ba arabilego mohuta wo wa potšišo ba tloga ba itekile. Seo se swanetšego go šetšwa ke sebopego (*structure*) sa yona. Balekwa ba lahlegelwa ke meputso ye mentši gona mo. Potšišo e tloga e bontšhitše gore ke athikhele ya kuranta, se se ra gore sebopego se swanetše go swana le sa kuranta ya nnete go be le leina la kuranta, tšatšikgwedi, letšatši la phatlalatšo, lefelo fao kuranta yeo e phatlaladitšwego bj. bj. Ge go nyakega sebopego sa kgatišobaka (*magazine*) le gona go tla tšwelela leina la kgatišobaka.
  Ba bangwe ba balekwa ba paletšwe ke go latela sererwa ba bolela gore ge o na le dikoloto batho bao o ba kolotago ba tla go dira eng. Go bohlokwa go se tšwe sererweng.
- Letlakaleng le tšhomišo ya polelo e bohlokwa kudu ka fao balekwa ba swanetše go hlohleletšwa go bapala ka polelo bjk.; kgetho le tirišo ya mantšu, mebolelwana bj. bj. go natefiša polelo goba go tšweletša setšweletšwa sa go nona.
- Balekwa ga sešo ba ba le bokgoni bjo bo phethagatšego bja go ngwala poledišano. Sebopego se swanetše go ba sa maleba mohlala:
  – Maina a diboledi a ngwalwe letsogong la nngele
  – Maina a latelwe ke kgorwana
  – Go be le ditšhupasefala
- Diteng di lebane le sererwa.
- Bophelo bja mohu.
- Balekwa ba lekile go araba potšišo ye efela go sa na le diphošwana tšeo di nyakago go lokišwa tšeo di thibelago togagano ya dikgopolo.

- Balekwa ba bangwe ga ba tsebe tatelano ya dintlha gore e sepela bjang, ba hlakahlakantšha dintlha. Ba go se itokišetše ba fetša ba lokela le ditaba tše dingwe tšeo di sa nyakegego. Balekwa ba swanetše go tseba phapano gare ga polelo le bophelo bja mohu.

MAHLATSE LE MAHLOGONOLO NGWAGENG WA 2023!

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SEPEDI FIRST ADDITIONAL LANGUAGE
PAPER I

Ke rata go leboga maitapišo a magolo ao barutiši ba a bontšhitšego go thekga le go hlahla barutwana ka go kgonthišiša gore ba šomiša polelo yeo e amogelegilego.

Ka kakaretšo barutwana ba tloga ba itekile kudu go araba lephephe le. Maphephe a bona a dikarabo a laeditše maitapišo a magolo. Maemo a tšhomišo ya polelo a tšwela pele go kaonafala ngwaga ka ngwaga. 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 ye gabotse. Le ge go le bjalo, barutwana ba hloka go eletšwa ka tlotlontšu ya motheo bjalo ka bongtona le bongtshadi. Maina a dikgwedi ka Sepedi e sa le bothatanyana le ge a lekwa ngwaga ka ngwaga. Barutwana ba hlohleletšwa go ipha nako ya go ikgopotša wona ka mehla. Potšišo ya go nyaka dintlha goba kgopolo le yona e sa ba bothatanyana. Barutwana ba mmalwa ba gakantšhitšwe ke potšišo ya go laetša phapano ya melaetša ya diswantšho.

2. Kakaretšo

- Barutwana ba bangwe ba šomišitše dintlha ka moka lefokong la mathomo ka morago ga moo ba hloka dintlha tše difsa tšeo ba ka di šomišago mafokong a mangwe.
- 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 bangwe ga ba tsebe phapano magareng ga mehola ya dithekniki/mareo le maswao a direto le tlhalošo ya wona. Go fa mohlala, potšišo go nyaka tlhalošo ya kelelothalo le mohola wa yona. Barutwana ba mmalwa ba lahlegetšwe ke meputso gona mo potšišong ye.
- Dithekniki tša theto le mehola ya yona di bohlokwa kudu ka ge go botšišwa tšona seretong sa go se bonwe.

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.

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5. **Popopolelo**

Bontši bja barutwana bo šomile gabotse karolong ye. Le ge go le bjalo diphošwana tše di latelago di swanetše go elwa hloko:

- Barutwana ba gakantšhitšwe ke phapano magareng ga maekiši le malahlelwa.
- Phapano ya dipudula le mešomo ya tšona e hloka go elwa hloko.
- Barutwana ba hloka go gakollwa ka mohlophollo wa lefoko, mohlala; sediri, sedirwa le tiro.

6. 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 2023. A re boeng ka mafolofolo ngwageng wo re kaonafatše dipoelo tša rena go ya pele le pele.

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SEPEDI FIRST ADDITIONAL LANGUAGE
PAPER II

Ke tšea sebaka se go dumediša barutiši le barutišigadi ba Sepedi Leleme la Tlaleletšo. 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 tšeo di lekolwago letlakala potšišong e.

Diponagalo tšeo di bilego gona ge go swaiwa letlakala la ngwaga wa 2022 ke tše di latelago:

POTŠIŠO 1

- Potšišo ye ya ditsopolwa balekwa ba tloga ba šomile gabotse go yona. Go na le phetogo ye kgolo mo tabeng ya go laetša dintlha. Ke balekwa ba mmalwa bao ba sa tšweletšago ntlha e tee fao go nyakegago tše pedi goba go feta. 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.

POTŠIŠO 2 LE 4

Morero le Molaetša

- Potšišo ye balekwa ga se ba e araba ka mokgwa wo o kgotsofatšago.
  Potšišo ye ya morero e sa nyaka tlhahlo ye kgolo ka ge bontši bja balekwa ba sa laetše kwešišo ge ba e araba. Ba bangwe ba sa hlakantšha morero le molaetša. Morero ke kgopolokgolo/tabakgolo ya puku yeo mongwadi a ratago go e lemoša/go e tliša go babadi (*theme*) mola molaetša e le thuto ye mongwadi a ratago go e ruta babadi (*moral of the book*). Balekwa ge ba araba potšišo ye ba swanetše go ntšha morero wa puku gore ba tle ba kgone go o fahlela ka mehlala go tšwa ka pukung. Ge morero o se wa tšweletšwa gona balekwa ba tla be ba ngwala kakaretšo ya puku ba sa arabe potšišo.
- Molaetša o fapana le morero ka go re mongwadi o tšweletša dithuto tša go feta e tee ka pukung mola morero o le o tee ka pukung.
- Se sengwe seo se tlago thuša balekwa go ikgapela meputso ke go tseba diteng tša puku.
- 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.

POTŠIŠO 3

- Potšišo ye e sa le tlhobaboroko ka ge balekwa ba sa laetše go tseba diteng tša puku ka botlalo.
- 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.

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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

- Bophelo bja mohu
- Balekwa ba lekile go araba potšišo ye efela go sa na le diphošwana tšeo di nyakago go lokišwa tšeo di thibelago togagano ya dikgopolo.
- Balekwa ba bangwe ga ba tsebe tatelano ya dintlha gore e sepela bjang. Ba hlakahlakantšha dintlha. Ba go se itokišetše ba fetša ba lokela le ditaba tše dingwe tšeo di sa nyakegego. Balekwa ba swanetše go tseba phapano gare ga polelo le bophelo bja mohu.
- Mantšu a taelo a swanetše a tšwelele mafelelong, mohlala; Robala ka khutšo Kolobe!

POTŠIŠO 7 PHOUSTARA

Potšišo ye e arabilwe ke bontši bja balekwa gape bangwe ba bona ba e tšweleditše ka bothakga bjo bogolo kudu. Seo se fahlilego ba bangwe ba balekwa ke go tšwa sererweng. 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 ba be ba bolela ka fao ba tshwenywago ka gona go dikgokagano tša leago mola ba be ba swanetše go fa batswadi ba bana bao ba tlišwago go dikgokagano maele a gore ba dire eng ge go le ka tsela yeo.

POTŠIŠO 8 TSEBIŠO

Bothata bjo bo fahlologetšwego potšišong ye ke go tšwa sererweng ka ge ba bangwe ba balekwa ba be ba bolela bjalo ka mopresidente mola ba be ba swanetše go romela tsebišo ka ketelo yeo mopresidente a tlogo e dira lefelong la bona. Sa bona ke go tsebiša batho ka kopano ye. Go bonagale morero wa letšatši, lefelo la kopano, nako ya kopano le letšatši la kopano.

THUMO

Go tloga go kgahliša go bona ka fao balekwa ba rena ba itekago ka gona gore ba hwetše dipoelo tša go ba thabiša. Re lebeletše balekwa ba 2023, re re go bona: 'Tloga tloga e tloga kgale, modiša wa kgomo o tšwa natšo šakeng.'

MAHLATSE LE MAHLOGONOLO NGWAGENG WA 2023!

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SESOTHO HOME LANGUAGE
PAPER I

MAIKUTLO A AKARETSANG MALEBANA LE PAMPIRI ENA.

Bana bohle ba ngotse hlahlobo, mme ba atlehile pampiring ena, ruri mosebetsi o motle Basotho le se ke la inehela, 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, potsong ya 1.7. Baithuti ba sitilwe ho fana ka phapano ya mmino wa khomputa le mmino wa diletswa. Ha ba ne ba lokela ho bua ka tsona di le pedi ba ne ba hlalosa e le nngwe, le potsong ya 1.12 potsong e batlang tumellano ya tema ya A le ya B baithuti ba ile ba hloleha ho hlalosa tumellano ya tema tse pedi. Hona ho entse hore ba lahlehelwe ke matshwao a mane. Ke thoholetsa tshebetso e ntle karolong ena.

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 ba tla dula ba atleha karolong ena.

KAROLO YA B

POTSO YA 2 KAKARETSO/ KGUTSUFATSO YA SERAPA

Boholo ba baithuti bo arabile potso ena, empa ba ne ba ikenyeleletsa jwalo ka ha eka ke bona beng ba ditaba tsena, mohlala; ke ile ka ba le bothata, sebakeng sa hore mopheti o re, o ile a ba le bothata. Matshwao a mangata a lahlehile haholo. Ke baithuti ba mmalwa ba fumaneng phihlello e hodimo. Ha baithuti ba ka lokisa bothata bona batla sebetsa hantle karolong ena. Ba bang ba fumane phihlello e bohareng. Baithuti ba ile ba lebala molao wa potso wa bobedi o reng ba kgutsufatse ka tsela ya serapa le ka dintlha tse supileng. Hona ho thefutse matshwao a bona haholo hobane ba ne ba qotsa ka hara tema e le jwalo. Ke ba mmalwa feela ba fumaneng phihlello e bohareng, lebaka ke hore baithuti ba bang ba hlolehile ho hlwaya dintlha tsa bohlokwa ditabeng.

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 ba nne 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 pampering ena.

Potsong ya 3.1.3 mosebetsi wa sejura ba tseba ha e potlakisa morethetho feela, ba sitwa ho e bona moo e lekanyang mantswe a mabedi, le moo e hatellang lentswe. Baithuti ba bang ba ile ba hloleha ho araba le tsona dithothokiso tseo ba ithutileng tsona, hona ho bontshitse bofokodi bo boholo karolong ena.

Potsong ya 4.3 Ha bane ba araba potso ya sejura ba ntse ba fana ka mosebetsi wa ho kgina morethetho. Ba tseba mosebetsi oo fela.

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 I 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 bile le bothata bo boholo tokisong ya mopeleto, mongolo, le hona ho qala mabitso a batho ka tlhaku e kgolo. Ena ke ntlha ya bohlokwa haholo puong ya Sesotho le moo moithuti a lokelang ho araba potso ya moqoqo. Dintlha tsena ke tsona tse tshwauwang puong.

Dintlha tse ka ntlafatswang pamiring kaofela

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.

Dintlha tse akaretsang pampiri ya pele kaofela

- 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.
- Baithuti ba hopole le ho hlwaya dipotso tseo ba di arabileng bokantleng ba bukana e arabelang.
- Baithuti ba sebedise pene e le nngwe ha ba araba dipotso ba se ke ba sebedisa dipene tse pedi.

Ke leboha matijhere, ka malebaleba a entsweng 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

POTSO YA 1

TSHWANTSHISO/DIPALEKGUTSHWE – SEYALEMOYA

Jwalo ka ha potso ena ya pele e neng e tlameha ho arajwa ke baithuti bohle, ho bile jwalo le ha ho ne ho le ba mmalwa ba sa e arabang ho hang, ha ba bang ba lekile ho hlahisa dintlhanyana tse mmalwa mme ba tlohela, boholo ba baithuti ba ne ba qoqa ka pale empa ba sa tshetlehe ditaba tse ka potso e botsitsweng.

Baithuti ba ne ba tlameha ho hlahisa bonono le tsebo ya hore mookotaba ke eng eleng ho hlahisa seo mongodi a batlang ho se hlahisetsa mmadi ka ditaba tsa pale. Mongodi o hlahisa molaetsa le thuto e itseng ho tswa paleng.
Baithuti ba bangata ba ne ba hlahlatha feela ba iqoqela ditaba tsa pale, ba sa arabe potso.

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 hore lebitso la mongodi wa buka le mongodi wa pale ke mang. Ho ngola mabitso a baphetwa ba paleng kaofela ha yona. Palo ya mantswe potsong ena ha e ka hodimo jwalo ka ya potso ya 2 le ya 3, kahoo hee baithuti ba tlameha ho tseba ditaba tsa buka mme ba kene tabeng.
- Baithuti ba kgothalletswa 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.

POTSO YA 2 NOVELE/PADI – HODIMO LE TLASE – Moroesi Sefuthi

Baithuti ha ba bale buka ena sekolong.

POTSO YA 3 TERAMA – HAESOMAFOTHOLENG – C. J. Teleki

Le ha ho bile le phoso ha hone ho hatiswa potso ena ka lebitso la e mong wa baphetwa, phephi bana beso, phoso e tsamaya le mohatisi. Baithuti ba tsebang buka hantle ba ngotse lebitso le nepahetseng la Morongwe e seng Morwesi jwalo ka ha ho ne ho ngotswe potsong ena.

Le mona e ne e le potso e batlang baithuti ba nahane ka botlalo ka batho ba mmalwa ba neng ba leka ho kgalema Molefi ka Morongwe. Baithuti ba ngola ditaba tsa Molefi le dikgarebe tsa hae kaofela. Hona ho ne ho sa hlokahale ka ha potso e ne e batla karabo ka ha Morwesi le Molefi le batho ba neng ba mo kgalemella kamano tsa bona. Bothata bo bong ke tshebediso ya puo, tlotlontswe ya puo ya lapeng e a haella haholo baithuting. Mantswe a mangata a sebediswa ntle le tsebo e phethahetseng ya ona.

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KAROLO YA B DITEMA TSA KGOKAHANO

Karolo ena e na le matshwao a 40% a Pampiri ya 2, me ke moo baithuti ba tlamehang ho bokelletsa matshwao a mangata ho yona.

Matitjhere a kgothalletsa ho ruta sebopeho sa ditema tsa kgokahano tse fapaneng hantle. Baithuti ba ka etsa mefuta e ka bang mene ka kotare mme tlotlontswe le tshebediso ya puo e hatellwe haholo. Nakong eo baithuti ba rutwang ditema tsena, ho sebediswe rubriki hore baithuti ba bone bohlokwa ba tshebediso ya puo, tlotlontswe hammoho le mopeleto o nepahetseng.

Selemong sena **Potso ya 4** e ne e lokela ho arajwa ke baithuti bohle. Mona ho bonahetse hantle hore baithuti ha ba tsebe sebopeho sa lengolo la semmuso. Aterese e ba tse pedi lengolong lena mme le tsona dikateng tsa aterese di lokela ho hlahlamiswa ka tatellano e seng ho kopakopangwa feela. Boholo ba baithuti ba ngotse moqoqo o senang diaterese le ditumediso.

Baithuti ba lokela ho tseba sebopeho le tshebediso ya puo hantle ba etse moralo. Ba bang ba baithuti ba ngotse mmapa wa kelello o kgonneng ho ba thusa ka dikateng tsa lengolo la bona. Baithuti ba bang ba ngotse lengolo le felletseng jwalo ka moralo wa bona, ho kotjwa hore ha moithuti a ngotse lengolo le felletseng a bontshe ka ho phethahala hore hoo ke moralo.

Potsong ya 5 le 6 baithuti ba ne ba enale kgetho mona.

Boholo ba baithuti ba kgethile ho ngola **puo** mme boholo bo sebeditse hantle mona. Baithuti ha ba hopole ho latela ditaelo tse qalong ya karolo ena hantle. Ditaelo tsa ho hlaola diphoso le ho leka ka hohle ho ngola palo ya mantswe e batlehang. Diphoso tsa tshebediso ya puo di ngata mme baithuti ba lahlehellwa ke matshwao a mangata ka diphoso tseo. Baithuti ba kgothalletswa ho bala se batlwang potsong.

Ho na le baithuti ba mmallwa ba lekileng ho ngola atekele mme ha ba tsebe sebopeho ho hang. Matitjhere a kgothalletse baithuti ho ngola seo ba se tsebang le seo ba ka bokelletsang matshwao ho sona ho enale ho phopholetsa feela nthong eo ba sa e tsebeng.

QETO

Diteboho di iswa ho matitjhere le baithuti ba lekileng le ho sebetsa ka thata ka morao ho dilemo tse pedi tse fetileng moo thuto e neng e etsuwa ka marangrang a thekenoloji. Batshwai ba lekile ka thata ho se tiise letsoho haholo ka mabaka a mathata ao baithuti bana ba fetileng ho ona dilemo tse pedi tse fetileng. Re tshepa hore diphethoho di tla ba teng lemong se tlang.

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SESOTHO FIRST ADDITIONAL LANGUAGE
PAPER I

Mosebetsi wa baithuti o kgabane o boetse wa eba seipone se bontshang maikemisetso le boinehelo ba matitjhere ho tswellisang pele leleme/thuto ena ya Sesotho Leleme la Pele la Tlatsetso.

Re le bahlahlobi, batshwayi le balekanyetsi re rata ho hlahisa dintlha tsena tse latelang:

POTSO YA 1 TEKOKUTLWISISO

Boholo ba baithuti ba arabile potso ena hantle. Ho ntse ho ena le methwaela e hlolehileng ho ipokella matshwao potsong ena. Leha bongata bo arabile potso ena hantle ho ntse ho ena le moo ba hlolehileng ho fumana dintlha kaofela. Bang ba baithuti ba phakisa ho araba potso ba e so bone hore potso e butsitsweng e batla karabo tse kae.

DITSHITSHINYO

Baithuti ba kgothaletswa ho:
- ngola hantle ka mongolo o balehang – morero e le ho fa batshwayi morolo wa ho bala le ho tshwaya mosebetsi wa bona.
- sehella mantswe a fupereng potso mola ka tlase.
- utlwisisa potso pele ba qala ho araba.
- fana ka karabo tse pedi kapa tharo moo potso e batlang dikarabo tse fetang e le nngwe.
- tshehetsa dikarabo tsa bona ka mokgwa o nepahetseng.
- bontsha kutlwisiso ya bona dipotsong tse kang **ho ya ka wena** kapa **ha ene e le wena o ne o ka etsang**?
- tseba hore ha karolo ya pele ya karabo e fosahetse ya bobedi le yona e tla fosahala le ha e nepahetse.

POTSO YA 2 KAKARETSO

Baithuti ba bangata ba ipabotse ka makgabane potsong ena. Ho hlakile hore lehola le neng le hlaolwa ke e mong wa ditsebi tse neng di rupella baithuti kampong le fothotswe le metso ya lona. Diphoso tse kang ho ngola kakaretso ka seratswana le ho ngola lolololo di bile mmalwa ebile di re bontshitse hore ke baithuti ba neng ba sa kgathalle ho batla thuso le ho sa ye dithutong tsa tlatseletso jwaloka kampo ya Sesotho.

DITSHITSHINYO

Baithuti ba kgothaletswa ho:
- bala tema ka kutlwisiso pele ba qala ho ngola.
- ngola ka dintlha tse hlano tse tsamaelanang le tema.
- sebedisa mantswe a bona ho bontsha kutlwisiso.
- ngola palo ya mantswe qetellong.

Kgothaletso ho baithuti: Re kgothaletsa matitjhere ho dula ba eketsa tlotlontswe ya baithuti thutong e nngwe le e nngwe e le ho thusa baithuti ho kgona ho sebedisa mantswe a bona a nang le moelelo ho se ngotsweng ka sona.

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POTSO YA 3 DITHOTHOKISO

Boholo ba baithuti ba arabile potso ena ka bokgabane. Ho ntse ho ena le methwaela e ntseng e kopanya bonono le mokgabisopuo.

DITSHITSHINYO

Baithuti ba kgothaletswa ho:
- utlwisisa phapano mahareng a bonono le mokgabisopuo.
- tseba hore bonono, bokgabo le setaele ke ntho e le nngwe.
- tseba molaetsa le mefuta ya dithothokiso.
- tseba bohlokwa ba mefuta ya bonono.
- bala potso kaofela. Hangata baithuti ba araba karolo ya pele ya potso, mohlala ke bonono bofe, ebe ba lebala karolo ya bobedi e batlang bohlokwa ba bonono boo.

Kgothaletso ho matitjhere: ho sebetsana le ho hlakisa phapano pakeng tsa bonono le mokgabisopuo.

POTSO YA 4 TSHEBEDISO YA PUO

Boholo ba baithuti ba arabile potso ena hantle haholo. Ho hlakile hore potso ena e neng e iphetotse hlobaboroko matitjhereng a mangata e se e ratwa ebile e arajwa ka bokgabane.

Matitjhere a kgothaletswa ho:
- tswela pele ba eketsa tlotlontswe ya baithuti ba sebedisa dikerafo, dikhathunu, phousetara, jj.
- sebetsa tlasa mokotaba/*theme* e tlang ho tsebiswa konferenseng ka la 25 Tlhakola 2023.
- ruta baithuti ho manolla dikhathunu, dikerafo, diphousetara, jj.
- thusa baithuti ka ho fumana tlotlontswe e tsamaelanang le mokotaba wa selemo.
- fana ka dipotso le mawa a fapaneng ha ba fa baithuti diteko le ditlhahlobo hara selemo.
- kgothalletsa mesuwehlooho ho qala Sesotho dikolong tse tlase. Moo Sesotho se leng teng diporaemareng ho ke ho sebetswe ka thata.

Baithuti ba kgothaletswa ho:
- tseba phapano ya dipudulwana.
- tseba bohlokwa ba motsamao, mmele le puo ya batho khathunung.
- tseba dikapolelo, maele le malahlelwa temeng.
- utlwisisa manollo ya phoqo.
- qotsa motlae temeng.
- tseba kamoo mongodi a sebedisang tikoloho ho hlahisa molaetsa.
- manolla semelo sa dibui.

Re lakaletsa matitjhere le baithuti selemo se setjha se tletseng mahlohonolo.

Qetellong baithuti ba kgothaletswa ho ba teng kampong moo ditsebi ho tswa dikolong tse fapaneng naheng ena di tla beng di ba lokisetsa tlhahlobo ya makgaolakgang ya 2023.

Pele ya pele Basotho.

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SESOTHO FIRST ADDITIONAL LANGUAGE
PAPER II

KETAPELE

Diteboho di lebiswa ho baithuti bohle ba ngotseng tlhahlobo ya Sesotho Pampiri ya 2 ka bokgoni bohle boo ba nang le bona le boikitlaetso ba ho sebetsa ka bokgabane dipotsong tse ngata.

Diteboho tse kgolo di lebiswa ho matjitjhere le bakwetlisi kapa bahlokomedi ba baithuti bana ka ho ba otlolla le ho ba tjhorisa bakeng sa tlhahlobo ena eo ka nako tse ding e neng e bonahala e ba phephetsa. Mosebetsi o motle le mamello ho baithuti ba rona ke ntho eo re tla dula re e kgothaletsa ka mehla le matsatsi. Pele ya pele maaparakobo a matle.

Ha re tadimeng tlaleho ho latela dikarolo tsa pampiri ena re di thonya ka bonngwe:

KAROLO YA A

POTSO YA 1

- Karolo ena ke ya dipotso tse kgutshwanyane le ha di batla di kenyeletsa dipotso tsa moralo le poloto ya buka, baithuti ba sebeditse hantle ka kakaretso.
- Baithuti ba kgotlhaletswa ho sheba bolelele ba potso le matshwao hore ba arabe ka nepo.
- Dipotso tse ding karolong ena di hloka dikarabo tse pedi. Ka hona baithuti ba tshwanela ho fana ka dikarabo tseo tse pedi hore ba tle ba ikgapele matshwao ohle ho potso tsa mofuta oo.
- Baithuti ba qobe ho ya lololo karabong ya bona ya potso e jellang matshwao a mabedi kapa le le leng.

POTSO YA 2

- Mona le teng baithuti ba ntse ba arabile hantle haholo.
- Baithuti ba bontshitse kutlwisiso ya bona ya semelo sa baphethwa mme re ba kgothatse ho manolla dimelo tsena ka hohlehohle.
- Bohlotsa bo hlahang baithuting ba bang ke ho se tshehetse kgetho ya bona ka ho lekaneng ha potso e ba fa kgetho tabeng ya semelo sa baphethwa.

POTSO YA 3

- Le mona baithuti ba ntse ba itikile.
- Batithuti boholo bo ne bo bonahala bo tseba ho ngola puisano.
- Ba hlokomele hore ba tshwanela ho ngola mabitso a baphethwa ka ho feletseng e seng ba fane ka senotlolo qalong ya puisano e be ba se ba ngola ditlhaku feela tse supang mabitso a baphethwa bao ba buisanang.
- Potso ena hangata e na le mmokotaba wa moralo wa buka kapa poloto eo baithuti ba tshwanelang ho ikamahanya le yona. Ka hoo ho bohlokwa ho utlwisisa ntlha ya moralo kapa poloto eo ba tshwanelang ho e hlakisa puisanong ya bona.

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POTSO YA 4

- Potso ena le yona e ntse e arabuwe hantle haholo ke boholo ba baithuti.
- Potso ena hangata e itshetlehile ho mmokotaba o itseng oo mohlahlobi a ratang ha baithuti ba ka qoqa ka ona.
- Baithuti ba tshwanela ba ngole ka dintlha kapa diratswana.
- Ba hopole sebopeho sa diratswana ebang ba ngola ka diratswana.
- Ba leke ho iketsetsa moralo wa dintlha tseo ba batlang ho di hlahisa karabong ya bona kapa moqoqong wa bona mme ba qotse dikateng tsa buka ho tshehetsa pono ya bona.

KAROLO YA B

Karolo ena ke ya mangolo a makgutswane le a malelele

POTSO YA 5 le POTSO 6

- Potso ena ke ya mangolo a malelele feela.
- Baithuti mona ba bontshitse kutlwisiso ya sebopeho sa lengolo leo ba neng ba tshwanela ho le ngola e leng: Puo kapa Obitjhuari.
- Le ha puo e ne e hlakile ho boholo ba baithuti, ba bang ba bona ba ile ba nna ba fosa sebopeho sa mangolo ana. E se e ka ba ka leka ho ikwetlisa le ho ikgopotsa mefuta ena ya mangolo nako le nako.
- Le ha ba bang ba ne ba ba na le tlotlontswe e fokolang, sebopeho sona se ne se le setle haholo.

POTSO YA 7 le POTSO 8

- Potso ena ke ya mangolo a makgutshwane haholo.
- Baithuti ba bontshitse ba arabile ho ya ka tebello potsong ena le teng.
- Ho baithuti ba bang puo le sebopeho e bile diphephetso tse ka sehloohong kabelong ya matshwao a bona.
- Boikwetliso le mona bo ka tswela boholo ba bona molemo o moholo.

PHETHELO

Jwalo ka ha re se re boletse ketapeleng, re sa boela re le kgolela kgaebane bakwetlisi ba puo ya Sesotho le baithuti ba lona ho ntshetseng pele thuto le ho rutwa ha puo ena ya Moshweshwe. Re le lakaletsa katleho bakeng sa baithuti ba selemo sena se hodimo.

Ha e lale makwala re none.

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SETSWANA FIRST ADDITIONAL LANGUAGE
PAPER I

KAROLO YA A

POTSO 1

DIPOTSO 1.1.1 GO FITLHA 1.2.3

Karolo A e arogantswe ka dipotso di le pedi e bong potso 1.1 e e nang le dipotso 1.1.1 go fitlha go 1.1.14 le potso 1.2. e e nang le potso 1.2.1 go fitlha go potso 1.2.3.

Ka **kakaretso** fela, barutwanaba ntshitse ga tshwene le go ntlhatswa pelo mo karolong e gonne bontsi jwa bona ba iponetse maduo a a tlhapisang pelo segolo bogolo mo potsong ya 1.1 e e neng e ikaegile ka ditiragalo tse di totileng mosadi wa sebele e bile e le komang ka nna le petleke ya malemela gotlhe mo kgweding e e tlotlegang ya ditshwanelo tsa basadi le bana e bong mme Kenalemang Kgoroeadira le tsa temothuo. Ga go na morutwana ope yo o reteletsweng ke go falola pampiri e, le fa go le jalo barutwana ba ntse le dikgwetlho fale le fale go totilwe pampiri ka kakaretso.

- **DIKGWETLHO TSA BARUTWANA MO GO TSIBOGELENG DIPOTSO**
  - Bontsi jwa barutwana bo reteletswe ke go tlhopha karabo e e maleba mo potsong 1.1.1.
  - Barutwana ga ba a tlhaloganya lefoko "Dibela" mo potso 1.1.5.
  - Ba reteletswe ke go kwala dipalo tsa badiri ka Setswana mo potso 1.1.9.

Ntle le dikgoreletsi tse, barutwana ba dirile sentle le go ikgobokanyetsa maduo a a itumedisang mo karolong ya A.

POTSO 2 KAROLO YA B

Mo karolo e ya tshosobanyo/tshobokanyo, bontsi jwa barutwana bo ikgobokanyeditse maduo otlhe a le lesome.

- Go lemosegile fa barutwana 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 e bong **"se se tlholang dikotsi tsa tsela".**

POTSO 3 KAROLO YA C

DIPOTSO 3.1.1 GO FITLHA 3.3.5

Karolo ya C ke ya maboko mme e akareditse maboko a mabedi a a bonweng le leboko le le sa bonwang.

- Go lemosegile fa barutwana bangwe ba reteletswe ke go araba potso 3.1.2 e e neng a batla sebopego sa leboko.
- Barutwana ba ntse le kgwetlho ka lefoko "nopola" mo potsong 3.2.2 le 3.3.2.
- Bangwe ba barutwana ga ba itse mefuta ya poko.

Legale ka kakaretso bontsi jwa barutwana ba dirile sentle mo dipotsong tsa poko.

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POTSO 4 KAROLO YA D

Ke karolo ya go iteela kobo moroko ya thutapuo mo lekwalopotsong le, mme e ne e akareditse khathunu le temana go nkgontsha go ntsha dipotso di le mokawana tsa thutapuo go ralala dikarolopuo tsotlhe.

- Barutwana ba kgonne go dira sentle mo karolong e le fa go bontshitse fa ba na le dikgwetlho mo thutapuong ka kakaretso.

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.

DIKGAKOLOLO/MAELE GO BARUTABANA BA SETSWANA

Barutabana ba rotloediwa go katisa barutwana go utlwala tebang le puo e ya Setswana mabapi le go se tlhaloganya, go se buisa, go se bua, go se kwala le go ikgantsha ka sona ka kakaretso. A re simegeng barutwana ka tse di latelang:

A barutwana ba itse pharologano magareng ga mafoko a a latelang:
- Nopola
- Tshegetsa
- Neela
- Kwala
- Sedifatsa
- Dibela

Rutang barutwana dipalo ka Setswana.

Rutang barutwana dikarolopuo/dikarolo tsa puo tsotlhe e bong:
- MAINA
- MAEMEDI
- MATLHALOSI
- MATLHAODI
- MADIRI
- MASUPI
- MAKOPANYI
- MABOTSI
- MARUI
- MAETSI
- MATLHOPHI
- MALATLHELWA

A barutwana ba rutiwe diponagalo tsa poko le dikapuo:

- **DIPONAGALO TSA POKO**
  - Tlhatlagano
  - Tshekagano
  - Poeletsomodumo
  - Tlogelo
  - Neeletsano
  - Morumo
  - Moribo

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- **DIKAPUO**
  - Tshwantshanyo
  - Tshwantshiso
  - Pheteletso
  - Kaediso
  - Kobiso
  - Mothofatso
  - Tshotlo

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 betshong! A me a kalo bana ba mmala wa sebilo, go e latswa bobe o e ntsha bololo.

PULA!!!

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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 LITERATURE

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 letters 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.

Question 2.3 was compulsory. Most candidates did not know the structure of an invitation card.

ADVICE TO EDUCATORS

Teachers are advised to deal in detail with the entire novel with the learners in class. 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 FIRST ADDITIONAL 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 kwati umehluko emkhatsini kwemvumelwano neluchumano kanye nephethini yenkondlo.
- Lulwimi luphendvulwe ngelokusezingeni lelenelisako.
- Bafundzi basadzinga kutilungiselela ngalokusecophelweni lelisetulu elulwimini, ikakhulu ema-akhronimu, bomfutiselo, tabito netinhlobo tenkhulumo.

SISWATI FIRST ADDITIONAL 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 kutsi akukafaneli kutsi bajube ligama noma ngukuphi, uma babona kutsi ligama aleneli abalibhale emgceni lolandzelako.
- Bafundzi kufanele bati kutsi uma kuyinoveli sitsi umlingisi kantsi uma kungumdlalo (*drama*) sitsi umdlali.
- Bafundzi kufanele bafundziswe sakhiwo sencwadzi yebungani.

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

The results for this year's examinations show that most of the candidates achieved the appropriate level of Spanish. We congratulate the teachers on their efforts and dedication and the learners for their hard work during the years leading up to these final examinations.

GENERAL

- We repeat our request to school principals and department/academic heads whose learners are registered to sit for the Spanish IEB examinations: please ensure that the teachers are qualified and that they are given a copy of the latest Subject Assessment Guidelines (SAGs) for Spanish along with the list of Prescribed Works and texts for the Orals, which are available on the IEB website. Please note that the prescribed literary works and the texts for the orals will be changed for the 2023–2025 cycle.
- We would also urge department/academic heads to check that the Spanish teachers, whether internal or external, have read this Report.
- 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 showed a wide range of marks. This year Paper I presented some challenges, mainly because the learners did not pay attention to what was required. It is important to read texts and read the questions carefully.

PAPER I

- **Text 1:** First questions were generally answered correctly. However, some of the others posed difficulties for those who did not do a close reading of the questions. Q 1.4 should have focused on the areas in which the foundation SM's projects are developed and not on the countries that participated in the projects. Question 1.5 asked about the economic resources of the foundation and not on the subsidies of the campaign. Very few candidates could describe *Campaign* in Q 1.6. Q 1.8 required a brief explanation of the title of the campaign; however, most candidates explained what the campaign itself consisted of.
- **Text 2:** In Q 2.1, some words were too complicated for the candidates: "capacidad", "emprendimiento" o "integrante". Most of the candidates used their own interpretation of Q 2.6 and the answer was the opposite of the information given by the text. In Q 2.7, answers should have focused on the activity of the Ha'kanules but it was difficult to identify them. In Q 2.8 the general response related to tourism while only the responsibility of the inhabitants was asked. Q 2.9 candidates were not able to identify the examples because they looked for them in the whole text, not in paragraph 5. The title of the text should have been based on the content of the given text.
- **Text 3 and Text 4:** The problem in these questions was that the candidates learnt by memory, and they could not apply the knowledge to a different scenario. The *Crónica*'s fragment has a theme that had to be identified and justified with quotes. In the justification of the title, reference should only have be made to *Muerte … anunciada* and not to a definition of chronicle studied from memory. In "Canción Primera" the justification of the answers should have centred on the poem and the examples copied from it. In some cases the same answer was given to all the questions even though the instructions were clear: "primeras estrofas," "estrofa 5", "estrofa final".

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We advise candidates to read the questions very carefully – they lose too many points for answering what they interpret.

PAPER II

- In Section A, most of the candidates expressed their opinion on the source text in a well-structured manner. Learners should try to give their own examples to illustrate their opinion and also to use linking connectives appropriately, e.g. *sin embargo, además, por un lado, otro lado, en primer lugar,* etc. These resources improve the order and consistency of their argument as well as strengthen their conclusions. It is very important to clearly understand the instructions provided.
- Section B was well answered by all this year, but more careful attention could have been paid to the correct format of the transactional texts, e.g. dialogue, email communication, Facebook announcement, note 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 Facebook post using the indirect style to refer to the information provided on the driving academy. It is important to follow the instructions provided, such as writing an informal post about the driving academy or writing a formal letter to their principal about their preference for the candidate for the graduation ceremony. 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 frequently made. Language interference was also common. Please remember that 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 learners' SBA files for this year were very clearly and neatly presented. Congratulations on this achievement. Overall, we were extremely impressed with the work done by most teachers and learners during the year.

Please, visit the IEB website regularly 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 and preliminary exams need to be set at a certain level and the marks given to the learner 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 a key component of the candidate's final mark; it needs to comply with the IEB regulations, and the mark given needs to be realistic.

A few comments and suggestions, which need to be considered, follow:

- On the IEB cover sheet (not the SBA cover page) of each Learner's File, please ensure that the learner's examination number is filled in with the centre number (each school has a number). Both the learner 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 learner's own work. The IEB mark sheet must be completed, signed by the principal of the school, and dated. If the IEB requires files for some learners from your school, please include the list with the signature of the principal.
- The SBA file must not include the mark sheets for the oral component of the examinations: these must 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 the 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. Please do not include the prescribed literature work such as a short story or a novel. Memoranda or marking guidelines must be included in Sections B and C. In the Learner's File, rubrics and assessment criteria should be included for all Sections. Sometimes is it not easy to discern how a mark was achieved since there is little or no feedback. We also noted that many errors were 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). 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 2023–2025).
- 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. In Section C you have to include an analysis grid indicating the question levels (1 to 6) according to the adapted Bloom's taxonomy (in SAGs for Spanish).

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- Please use hard plastic display files with plastic sleeves or lever arch files for the SBA Files; soft plastic punched 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 the different sections.
- The Teacher's File should be submitted separately, i.e. not included within a Learner's File.

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SPANISH SECOND ADDITIONAL LANGUAGE
ORAL MODERATION

We were incredibly pleased with the outcome of both the assessment and the moderation. We were most impressed with the level of Spanish achieved by the candidates. Congratulations to the candidates and to their teachers. This year we used online platforms for all the moderations. These worked well.

A few other problems persisted, 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. The criteria for evaluating each part of the oral are clearly set out in the SAGs.

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 learner 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.

Please note that the prescribed literary works and the texts for the orals will be changed for the 2023–2025 cycle. Consult the IEB website.

Again, our congratulations to all our teachers for their hard work, dedication and 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.

QUESTION 1

1.1 The match the column question was slightly different again this year and as a result many candidates did not get full marks.

1.2 The candidates were required to shade in the base of support onto pictures. At conference in 2019, 2020 and 2021 it was stated that marking would be strict - insisting on more accuracy. Sadly, many candidates shaded an area much bigger than was needed and therefore were not awarded the marks.

Outline **AND** shade in the Base of Support in each of the following pictures.



Many candidates did the following, or something equally as inaccurate:



1.3 This question asked candidates to complete a continuum relating to energy systems. While most candidates answered this quite well, it was evident that several did not know what a continuum is.

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1.4 This question related to levers and was generally well answered.

QUESTION 2

This question related to Peter Sagan, a professional cyclist.

Question 2.4 required candidates to describe the energy systems used during a cycle race and this was particularly well answered by most candidates.

In 2.6 the biggest error was candidates not reading the question. The question was 'What occurs physiologically to Sagan when he lives and trains at high altitude?'.

- Quite a few candidates referred to 'psychological changes' rather than physiological changes. A similar problem occurred last year so teachers are urged to emphasise the difference between the two.
- Many wrote about what would happen to Sagan when he moved down to low altitude – not what the question asked.
- Many were very vague and gave responses such as 'his body would adapt' and then did not provide more detail.

This was a 15 mark question in which candidates could easily score good marks. Unfortunately many did poorly.

In 2.8 candidates had to explain the effects of high altitude on discus and long jump and then provide 2 more examples. Many were unable to do this. Teachers are urged to expose candidates to as many sports as possible, even if they just watch YouTube clips or look at pictures.

QUESTION 3

Diagrams were provided and candidates had to give responses relating to force summation and levers. While many answered well, it was surprising that many struggled to explain how levers and force summation could be used together. This implies that they do not really understand the concepts and their link or they were not taught this.

QUESTION 4

This question related to arousal in sport. On the whole this was well answered.

QUESTION 5

This question revolved around sources referring to diets for athletes. On the whole this was well answered.

The only real problem was question 5.8 where candidates had to outline the hydration protocol for an athlete. Answers tended to be vague, e.g 'athletes must drink a lot of water'.

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QUESTION 6

Question 6.1 was a table relating to Newton's Laws.

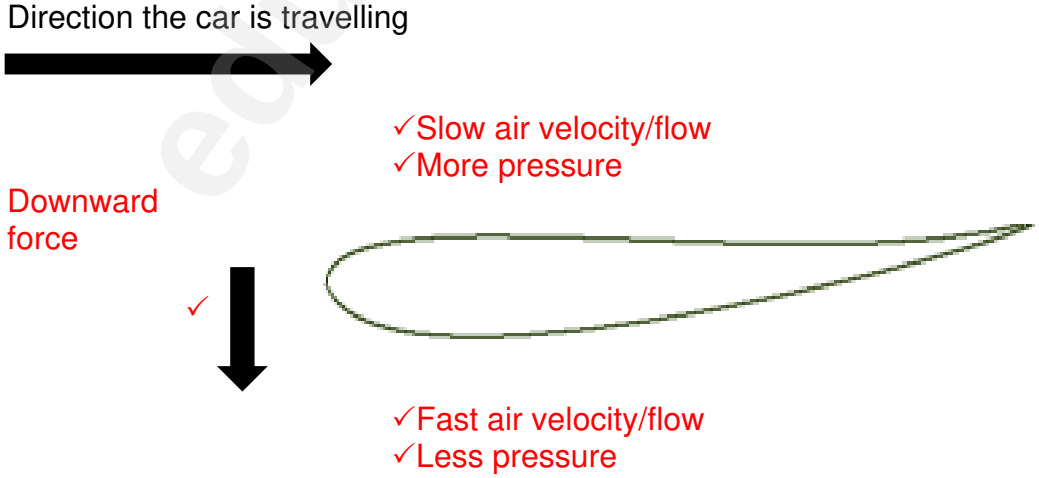
Table relating to the application of Newton's Laws in Netball				
Number of Newton's Law	Action applied to Netball		Description of Newton's Law	
6.1.1 1st	A	The Goal Shooter who is close to the goal post only requires a small amount of force in the direction of the ring.	A	For every action there is an equal and opposite reaction.
6.1.2 2nd	B	A player using a bounce pass exerts a downward action force on the ball and the ball exerts an upward reaction force on the player.	B	When a force acts on an object, the rate of change of momentum experienced by the object is proportional to the size of the force and takes place in the direction in which the force acts.
6.1.3 3rd	C	At a centre pass, the ball will remain in the Centre's hands until she applies a force to the ball to throw to a teammate.	C	A body continues at a state of rest or uniform velocity unless acted upon by an external force

Candidates were required to state which Action and which Description applied to each of Newton's Laws. Many struggled with this.

6.2 related to the Bernoulli principle as applied to a Formula One car. Many could not apply the principle. This required application and some knowledge of racing, or simply using logic.

In 6.3 candidates had to draw the effects of air moving around an F1 car using a diagram they were provided with. All the labels were provided and candidates had to place them in the correct position on the diagram. Many candidates could not do this.

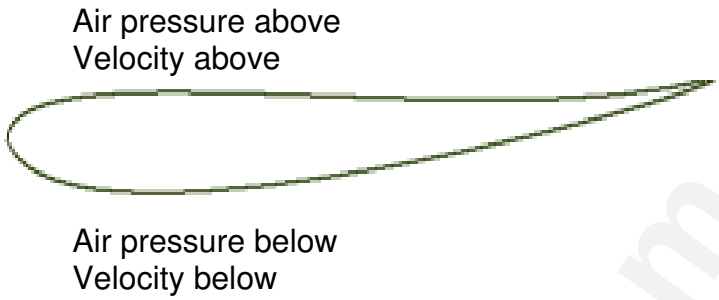
This is how they should have answered correctly.



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How many answered:



Teachers must train candidates to label correctly.

In 6.2.3 those candidates who had never seen Formula One motor racing or been exposed to it in class had no idea of the impact tyre warmers have on tyres.

QUESTION 7

This was the question that candidates struggled with the most, mainly because they did not understand the terminology used in the question.
The question stated 'Compare the functions of both the Golgi Tendon organ and muscle spindles'.

The challenge for the candidates was the word '**compare'.** Very few compared and as a result only scored half the marks. Many stated what a Gologi tendon does and then what a muscle spindle does but did NOT make a comparison.

The answer should have been along the following lines:

- Golgi tendon senses tension whereas a Muscle spindle detects change in muscle length as well as the velocity/speed of the lengthening.
- Golgi tendon gives feedback to the CNS about the amount of force a muscle is producing while the muscle spindle helps the nervous system sense how joint angles are changing and where the different body parts are located.

In a comparison, each sentence provides one fact about the Golgi tendon and then a relatable fact about muscle spindles. Teachers must coach learners in this skill which is also taught and assessed in other subjects. Candidates should know how to use words such as 'whereas; while, however' etc. to assist them.

Candidates need a good understanding of the meaning of the various instructive verbs, such as list, discuss, explain, debate, compare, define, so that they are able to respond to questions correctly.

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QUESTION 8

This was the essay question relating to sport for the disabled. The responses were disappointing; very few candidates provided any facts beyond those provided in the sources, and there were many, many points that could have been raised beyond the sources. They just repeated information in the sources as opposed to discussing the points raised in the sources and more. The essay is a level 6 question and candidates are expected to provide their own examples and own sports science knowledge to expand on what the sources provide. To just quote from a source is not enough.

A suggestion is to teach the candidates to plan the essay on a blank page at the end of the question paper. When they are writing preliminary examinations or even essay tests in class, provide them with space to plan first. They can either list facts, create spider diagrams or use some other format. The plan must be built around the criteria provided in the rubric to ensure that they use the rubric to formulate their response.

Also emphasise that paragraphs are needed and when quoting from a source, that they state what source they are using.

During the 10 minute reading time, insist that they read through any provided sources carefully.

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SPORT AND EXERCISE SCIENCE
PAT MODERATION

Teachers are reminded that the PAT is a component of the examination. Hence the IEB requirements for this task must be complied with in every respect.

The main purpose of the moderation process is to establish and maintain consistency in standards across schools, against the requirements specified in the PAT instructions, framework and rubric. Strengths are commended, areas of weakness are identified and suggestions for improvement / remediation are made.

Teachers are reminded that moderation is to ensure consistency across all schools so that all learners are assessed equally and fairly. Any feedback given should be used to guide and assist teachers. Teachers are encouraged to read the feedback forms and use the information when assisting the next matric group.

Positives:
- All the schools submitted PATs.
- All the schools used the correct type of files.
- It appeared that most schools monitored appropriately.

Suggestions:
- Teachers should be providing the instructions, the rubric and the assessment framework at the same time. This enables the learners to get the full picture of what is required of them.
- Try and start as early in the year as possible. This allows the learners to 'get it out the way' before needing to prepare for examinations later in the year.
- Provide examples of previous years' PATs so that the learners can get a better picture of what is expected of them.
- Remind learners that the PAT mark is part of their final examination mark.

Things to work on:
- Some centres have marks that are significantly inflated or inconsistent. Teachers who receive feedback in this regard should work with another, more experienced teacher who can advise, guide and moderate.
- Some schools are still using the correct forms in the PAT despite them being freely available in the document.
- Several schools had mark lists not signed by either the teacher or the school head.
- Some learners had not signed their Statement of Authenticity.
- **Some Learner Files had no evidence of marking apart from the rubric**. This is concerning, especially as this has been emphasised many times. Marking should be done step by step according to the framework and not at the end of the PAT. In order for the moderator to verify the marks, it must be clear how the marks have been awarded.
- Learners are tending to combine the final data analysis, conclusion and programme assessment all into one item and losing marks as a result.
- Teachers are requested to include a note in the Teacher File if there is a change in teacher during the PAT process.

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SPORT AND EXERCISE SCIENCE
SBA MODERATION

OVERVIEW

- It was encouraging to note that most schools acted on the recommendations made in the Moderator's Feedback Reports in 2020 and 2021.
- It is important that schools see this feedback as a growth opportunity rather than criticism; we are working together to establish and maintain consistency in standards across all schools so that our learners benefit.
- Teachers are encouraged to work with each other in 'clusters' or as buddies to support each other towards best practice.
- It is concerning that teachers continue to use past IEB papers in controlled tests and exams. Learners have access to these papers and the memoranda; therefore the authenticity of the results is brought into question.
- It is clear that some schools are collaborating with other schools. This is good practice as it helps in standardising the quality and quantity of the SBA items.
- There were some excellent Files submitted, showing that a lot of effort went into the planning and preparation of the SBA items. Examples will be shared at the UGC.
- There were also some excellent innovative questions included in prelim examinations.

TEACHER FILES

1. General

    - Majority of the Teachers Files were well organised and easy to navigate, making moderation easier – there was a great improvement from last year.
    - Majority of the schools used the Teacher's SBA Cover sheet (Form 1.1), however not all schools completed the sheet.
    - The Teacher File Cover sheet must be cross referenced to the sections in the Teacher's File. It is important to indicate what content is in the file by ticking the relevant SBA items. Use the cover sheet as an 'index' for items It makes moderation easier if tasks are filed in the same order as the cover sheet.
    - All files will be submitted electronically from 2023.
    - Evidence of SBA items - this section must contain:
        - All assessments done by learners. Where learners have a choice of tasks to include, copies of ALL tasks and marking guidelines must be available in the Teacher File
        - As in 2021, design grids for tests and exams were not included by many schools. This is a critical aspect of assessment as it ensures that the assessment is valid and fair, that it has the right rigour and that it discriminates learners according to their ability.
        - Marking guidelines for each assessment (memoranda, rubrics, etc.)

2. Mark sheets

    - There was a big improvement in the use of the correct mark sheet template. Teachers are encouraged to use an Excel spreadsheet to ensure accuracy in calculations.
    - Teachers should double check that the mark on the learner's script is correctly transferred to the cover page in the Learner File and onto the teacher's mark sheet in the Teacher File.

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3. Moderation

- Some schools had no evidence of moderation. Evidence has to be submitted to show that the standard of assessments has been checked by a competent professional before the learners do the assessment, that the quality of marking was sound, and that the final mark is accurately calculated.
- It is preferable that a moderation tool is used for pre- and post-assessment moderation. Most schools have these as they are used across subjects. If teachers do not have access to these forms, they should get examples from other schools.
- One draft of the moderated item should be included in the Teacher File with evidence of feedback from the moderator attached, in the form of a completed moderation tool or as 'track changes' or as written feedback. This proof of moderation must be submitted with the final SBA item.
- The final edited and moderated task must be included in the Teacher File, not only in the Learner's File.

PRELIMINARY EXAMINATIONS

- The prelim examination counts 30% of the SBA mark; it is the responsibility of the teacher to set a quality paper with the required rigour, to set the learners up for success.
- The prelim exam must mimic the final examination in every respect. There must be a question paper, design grid and marking guidelines set to the same standard as the final examination. Failing to do this disadvantages the learners as they are not familiar with the required standard.
- If a common prelim exam is written by 2 or more schools, there must be some evidence provided in the Teacher File that this is has taken place, e.g., Roosevelt High School and Kingsway High School set prelim paper 50/50, written on the 19th of September 09h00 – 12h00 (included the examination timetable of both schools).
- Schools are encouraged to collaborate with each other. This assists with the rigour and quality of the papers, and exposes learners to different types of questions etc.
- Prelim papers MUST be moderated by another Grade 12 Sports Science teacher to ensure that the standard meets the requirements of the IEB. The name of the examiner and moderator must appear on the front cover of the paper. It is concerning when mistakes in spelling and numbering are picked up at national moderation.
- It is of great concern that schools continue to use past IEB papers to set the prelim exam. IEB papers and the marking guidelines are freely available in the public domain. This means that learners have access to them. Using them in high stakes assessment undermines the credibility of the prelim results. Teachers should not copy and paste questions when setting the prelim paper; past questions should be used as examples to create new questions.
- Once again this year there was very little evidence of feedback given to learners. As mentioned last year, assessment without feedback is meaningless as the purpose of assessment is to determine whether learners have learnt what is expected, indicate where they have got it right, and highlight areas that need to be improved and how. 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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CONTROLLED TESTS

- These tests must be set to the requirements prescribed by the IEB in the CAPS.
- Schools are commended for doing more than the two required controlled tests. If the learners wrote more than two controlled tests, the teacher may choose the best two and submit these in the Learner's File, as long as the 2 tests do not come from the same section of work and are equivalent in rigour. ALL tests written by the learners must be included in the Teacher File to make cross referencing easier.
- Teachers must ensure that the school crest, date, task name, examiner, moderator, time, marks are all indicated on the front cover of the test – these are not class tests; quality and quantity is important.
- The test must be set to at least 50 marks and a complete and accurate design grid and set of marking guidelines must be included.
- Teachers are encouraged to set tests of the correct rigour throughout the year, not only as SBA items. This gives the learners plenty of practice in the correct rigour required.
- Again, it is Important to not use past IEB papers for setting the controlled tests.

TASKS

- There are FIVE options for the SBA tasks
  - Oral presentation
  - Visual task
  - Media review
  - Case study
  - Practical
- Teachers are encouraged to familiarise themselves with the IEB requirements for these tasks as laid out in CAPS.
- The majority of schools did not comply with the requirements; some schools did not meet any of the requirements. This seriously disadvantages the learners who are then not adequately prepared for the final examinations and do not meet the requirements of the qualification.
- Attention should also be given to the following:
  - SBA tasks should count at least 50 marks.
  - Some schools submitted tasks that were not moderated and no marking guidelines attached. Consequently, it was not possible to verify the results.
  - In some cases there were no tasks in the Learner's Files.
  - The Practical Task may not be set on the same topic as the PAT.
- The quality of tasks in some schools was very poor. Teachers in these schools are urged to give attention to the rigour required. Some tasks were vague; instructions were not clear which resulted in poor tasks submitted, as the guidelines on what was expected were not clear. It is critical to provide the learner with clear instructions and marking guidelines to set them up for success in the task. Some schools submitted tasks on a Grade 10 / 11 level, some tasks could be completed in 30 minutes. A learner cannot be awarded 100% for a task that is below standard.
- Teachers are encouraged to collaborate with other schools to lighten the load and standardise the quality. They should also ask for examples of good tasks set to the required Grade 12 standard.

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LEARNER FILES

- These were generally better than those of 2021.
- All Learners Files had the correct cover sheet.
- Teachers need to check that: the learner submits the correct SBA tasks; that the marks have been accurately calculated and recorded on the Cover Sheet in the Learner File; that the mark is correctly transferred from the Cover Sheet in the Learner File to the teachers record of SBA marks in the Teacher File (rounded off to 2 decimal points).
- The majority of schools submitted suitable files.
- Some schools did not include the learner's Statement of Authenticity.

General for 2023

- Learners must be provided with DETAILED marking guidelines after each task for feedback (see form 1.5 Regional and National moderation tool) page 2, one of the outcomes is CONSTRUCTIVE feedback to the learners.
- For 2023, provide at least half a page of how feedback was provided to the learners for, e.g.
  - Feedback on the learner's paper – some notes made on the paper
  - Feedback – discussion and reflection in class time
  - Extra lessons offered to learners
  - Provided learners with marking guidelines to assist
- NB Recommendation for prelim/ controlled tests / SBA tasks – important to allocate a precise tick (✓) on the marking guidelines for the allocation of marks. This is non-negotiable for any assessment guideline.
- Design grids are non-negotiable, the design grids must correspond with the questions in the examination (not per section, per individual question!), see Form 2 in SAGS (Example of a design grid). It is important to teachers to design new design grids for every assessment to ensure the correct standards!
- Educators should ensure that the various SBA items are correctly weighted when calculating the final SBA mark.

GENERAL NOTICE: Discrepancies between the IEB working marksheet formulas and the GDE / DBE SASAMS working marksheet – this should be addressed during the next year to ensure that government schools submit as per IEB requirements.

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TECHNICAL MATHEMATICS
PAPER I

Once again, the sample group is too small to draw conclusions; however, the results of the candidates showed there were difficulties in sections taught in Grade 11, such as functions, simultaneous equations, and complex numbers.

The candidates were competent in the use of the formulae but had little idea of how to solve the simultaneous equations.

The questions on real numbers and the nature of roots were poorly answered.

The finance showed a slight improvement, but it was apparent that the learners were used to working mainly with annual compound interest, and had trouble finding the correct values of n.

Many used the formula for straight-line depreciation instead of the reducing-balance method. Teachers need to encourage candidates to read the questions carefully before answering.

Most candidates could write from exponential to log form.

All the candidates showed a good grasp of binary numbers but did not cope with the simple manipulations of the complex numbers.

All the questions on functions, in particular the interpretations, were a general weakness amongst all the candidates.

Strangely enough, in the calculus section, the integration techniques were superior to those required in the questions on differentiation. Even the very basic application of finding the gradient of the tangent to a graph was lost on the candidates.

Candidates did not know the procedure to determine the maximum value of the volume of the given figure, even though the formula was given.

I wish the teachers of Technical Mathematics and the candidates all the best going forward in building a workable pathway towards improving the teaching and learning of a subject that could prove to be a useful tool.

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TECHNICAL MATHEMATICS
PAPER II

GENERAL

The paper was easy to mark since alternatives were provided in the marking guideline. Candidates did not need the extra space provided at the back of the paper. Only five Afrikaans candidates wrote the paper and the following was noted:

QUESTION 1

This question was done the best. Candidates could do the basic calculations, but it appears that they did not have a deeper understanding of what they were calculating.

QUESTION 2

Candidates did not show all calculations. Teachers must do more application type of questions in the classroom so that candidates will be able to answer this question with ease.

QUESTION 3

Candidates did not pay attention to fine detail. The value of p had to be a negative number. They seemed to get discouraged when faced with a question that seems difficult and, as a result, they were unable to provide a possible answer. Teachers must pay more attention to Trigonometry as it is also in the N4 syllabus for the student that wants to do a trade after Grade 12.

QUESTION 4

The graphs were attempted well; however, the interpretation of graphs must be explained more explicitly during lessons.

QUESTION 5

Answered fairly; however, applying their knowledge to a real-life situation was a challenge.

QUESTION 6

Candidates struggled with proportionality. Candidates need to provide reasons as required. Teachers have to focus on developing the skill of logical reasoning and writing down that reasoning. The acceptable reasons must be studied in more depth.

QUESTION 7

This question was answered poorly for technical candidates as they did not understand the formulae and how to apply or use them.

QUESTION 8

The question was poorly answered. Candidates are requested to pay attention to formulae and when to use them.

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QUESTION 9

The question was done well but it is important that candidates show how they arrive at their answers.

CONCLUSION

The paper was welcomed by the candidates. With only five candidates, this report is not a true reflection of the subject in general. All teachers should focus on understanding and applications in real life with each of the sections in 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 2022 examinations.

Performance Trends (2022)

The performance of candidates in Technical Sciences was not as good as was expected. The inclusion of the PAT improved the marks of the students. 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.

General Comments

- The multiple-choice items in Q1 and the questions on elasticity and electricity were generally answered the best.
- Questions 6, 8 and 10 were poorly answered. Candidates struggled with Q4, which dealt with energy, Q8, which was based on light and EM waves and Q7, viscosity.
- Newton's laws, assessed in Q2, were fairly answered, but candidates could not apply their knowledge. Q9 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, speed tests (± 10 minutes). This can be used in content relating to definitions and laws listed in the curriculum and the subject assessment guidelines (SAGs).
- Candidates 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 Teachers must ensure that candidates are able to draw these diagrams and assess them in formal and informal activities. Emphasis must be placed on magnitude, direction, and the labelling of forces.
- Some candidates had difficulty understanding and using formulae and scientific notation. Candidates 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 was a challenge for many candidates. Candidates 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.
- Candidates must be able to interpret and answer questions based on a variety of action verbs. Refer to the SAGs (Bloom's taxonomy).
- 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. Candidates must also be able to analyse information and answer questions based on diagrams and graphs.

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- Candidates must be given enough activities to practise correct conversion of units. Rounding off must be done as instructed. Candidates are prone to round off incorrectly. If candidates are taught to round off to three digits after the comma fewer errors are made.
- Candidates must be exposed to the correct use and understanding of subscripts, e.g. F_{net}, W_{net}, f_k.

QUESTION 1 MULTIPLE CHOICE

- Q1.1 most candidates could not identify that the statement referred to inertia.
- Q1.2 some candidates could not identify that the rate of change in momentum is a measure of the net force.
- Q1.3 was answered well.
- Q1.4 was answered very well.
- Q1.5 was answered well.
- Q1.6 candidates could not identify which colour of light would be refracted the least.
- Q1.7 most candidates could not identify the properties of a lens used when a person is near-sighted.
- Q1.8 was answered very well.
- Q1.9 candidates did not realise that the voltage remains the same in a parallel connection.
- Q1.10 was answered well.

QUESTION 2 NEWTON'S LAWS OF MOTION

- Q2.1 question was answered well, some candidates could not 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.
- Q2.2 most candidates could calculate the horizontal component of force F, however, some used sin to calculate instead of cos.
- Q2.3 candidates could not state the correct definition of a frictional force. Candidates omitted key words.
- Q2.4 was answered well, but some candidates could not identify that the applied force was acting at an angle downwards, thus the candidates had to use Fy in the calculation of FN.
- Q2.5 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 and thus could not calculate the force that block P exerts on block Q.
- Q2.6 candidates could not identify and state the correct law of motion used to calculate in Q2.5. Candidates omitted key words.

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 tasks and enhance candidate understanding.
- Candidates 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.

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- Candidates 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

- Q3.1 most candidates could convert the speed of the train to m.s-1.
- Q3.2 candidates could not give the correct definition for conservation of linear momentum; key words were omitted.
- Q3.3 candidates struggled to identify the correct formula, instead of using the formula ∑pi =∑pf, they used Δp = m Δp or p = mv.
- Q3.4 candidates could not give the correct definition for impulse; key words were omitted.
- Q3.5 candidates identified the correct formula and substituted the change in time correctly but could not calculate the change in momentum of the locomotive.
- Q3.6 most candidates could only identify either the magnitude or the reason.

Suggestions for Improvement

– Quality time must be spent on teaching momentum, change in momentum and impulse (Fnet.Δt). The principle of conservation of linear momentum must be well taught.
– Candidates 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 candidates the correct sign conventions regarding direction.
– Teachers must teach candidates the skill of analysing the information to identify the correct formulae, do correct substitution and calculator skills. Candidates must practise to write the correct answer with correct units and direction (magnitude and direction).

QUESTION 4 WORK, ENERGY AND POWER

- Q4.1 most candidates could not 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 or just stated that it is the sum of E_P an E_K.
- Q4.2 candidates struggled to identify the correct formula. Examples of wrong formulas: $E_{P\ before} = E_{P\ After}$, mv + mv = mv + mv
- Q4.3 candidates struggled to identify the correct formula; candidates tried to use $P = \frac{w}{\Delta t}$.

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.
– Candidates must know the definitions as stated in the curriculum 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.

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– Candidates 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° , Cos 180°) between the displacement and forces acting on the object.

QUESTION 5 ELASTICITY

- Q5.1 most candidates struggled to calculate the change in length of the rope.
- Q5.2 most candidates could identify the formula to use and substituted the force correctly but they could not calculate the area of the cross section of the rope. They used the formula for the circumference of a circle and not the area of a circle.
- Q5.3 this question was well answered.
- Q5.4 candidates could not define Hook's law: they tried to explain it in their own words.
- Q5.5 some candidates struggled to identify the correct formula for calculating the elasticity modulus. Most candidates did not give a unit for the answer.

Suggestions for Improvement

– Candidates must master Hooke's law, definitions of stress, strain, elastic body, perfect and elastic body. They must be given regular speed tests to assess their ability to recall definitions and laws.
– Candidates need more practise in analysing diagrams.
– Conversions of units and values must be practised and assessed on a regular basis.
– Candidates must know that Δ (change) means 'final – initial'.
– Give candidates many practise exercises on calculations involving stress, strain and Hooke's law.

QUESTION 6 HYDRAULICS

- Q6.1 this question was answered well.
- Q6.2 candidates could not define Pascal's principle. They tried to explain it in their own words.
- Q6.3 most candidates could not convert cm2 to m2.
- Q6.4 most candidates identified the correct formula but could not calculate the area of the small piston. They used the formula for the circumference of a circle and not the area of a circle.
- Q6.5 was answered poorly; candidates could not identify correct formula to use.

QUESTION 7 VISCOSITY

- This question was answered poorly.
- Q7.1.1 and Q7.1.2 candidates struggled to identify the relevant variables.
- Q7.2 most candidates could identify honey as the substance with the strongest intermolecular forces.
- Q7.3 candidates struggled to give an explanation for the answer to Q7.2.
- Q7.4 most candidates could not foresee what would happen if the experiment was done in the sun.

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Suggestions for Improvement

– Candidates must know the definition of viscosity as stated in the curriculum 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.
– Candidates must be able to identify the variables for an experiment.

QUESTION 8 LIGHT AND EM WAVES

- Q8.1.1 and Q8.1.2 candidates could not identify the object length (W) and the image length (V).
- Q8.2 most candidates could not draw a ray diagram for when the object was placed between F and 2F. Candidates could draw the lens and the principal axis but they did not label them as F and 2F. Candidates didn't use arrow heads to indicate if the image was upright or inverted.
- Q8.3 most candidates could give the properties of the image that was formed.
- Q8.4 candidates could not define an electromagnetic wave. They tried to explain in their own words.
- Q8.5 most candidates could not identify the correct formula to use.
- Q8.6 most candidates could identify the correct formula but lost marks in the substitution and the unit was also omitted.
- Q8.7 most candidates could not give the properties of an electromagnetic wave. The candidates listed negative effects of EM waves and uses of EM waves.

Suggestions for Improvement

– Candidates must be taught to draw ray diagrams with the accompanying labels.
– Candidates must be given extensive exposure to calculations involving frequency, wavelength, and energy of a photon. Candidates must know the correct formulae and meaning of each symbol and how they relate to each other.

QUESTION 9 ELECTRIC CIRCUITS

- Q9.1 most candidates could not define resistance.
- Q9.2 some candidates could calculate the total resistance, some tried to combine the series and parallel calculation in one calculation but could not do it. Units were also omitted.
- Q9.3 was answered well.
- Q9.4, Q9.5 and Q9.6 candidates chose the correct formulae, but substitution was done incorrectly and units were omitted at final answer.

Suggestions for Improvement

– Exercises must be used to expose candidates to different circuit diagrams to enhance their understanding of diagrams of various electric circuits. Candidates must know how to simplify circuit diagrams.
– Emphasise that several cells make a battery.
– Use correct scientific terminology.
– Revise content of electricity and electric circuits from previous grades (10 and 11).
– Attention must be given to mathematical skills such as the addition and inversion of fractions.
– Teach candidates 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, COMMON ERRORS AND MISCONCEPTIONS

- Q10.1 was answered well and candidates could identify the device.
- Q10.2 was answered well, most candidates could determine the direction of the rotation of the coil.
- Q10.3 was answered very poorly, candidates could not identify the rule used in Q10.2 – most stated right-hand rule.
- Q10.4 was answered poorly, some candidates did not state the conversion; they only stated mechanical energy or electrical energy.
- Q10.5 most candidates could not state Faraday's law of electromagnetic induction. They tried to use their own words and key words were omitted.
- Q10.6 was well answered, correct formula was chosen and substitution was correct, but unit was omitted by some candidates.

Suggestions for Improvement

– Emphasise the structure and function of generators / motors / transformers. Make use of pictures, models and videos to help candidates understand generators / motors / transformers better.
– Teach candidates the components of generators and motors as well as the function of each component. Tabulate the differences between generators and motors.
– Teach candidates the terminology associated with motors and generators, e.g., slip rings, commutators, brushes, etc. Make use of examples of actual motors and generators, models, drawings, pictures, and simulations.
– Candidates must know the correct formulae and meaning of each symbol and how they relate to each other.

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TECHNICAL SCIENCE
PAPER II

Candidates performed well in some sections of the paper. The question paper as a whole was answered much better than in previous years.

QUESTION 1

- Only Question 1.3 was correctly answered by all.
- Other questions: candidates had difficulty in understating/applying the requirements of the questions.

QUESTION 2

2.1 Candidates swopped the answers of 2.1.1 and 2.1.2. They could not distinguish between an alcohol and a carboxylic acid.

2.2 2.2.1 Propane was correctly identified; however, the rest was not. Candidates did not know the suffixes.

2.2.2 Candidates did not indicate di-methyl. They used only methyl, which was incomplete and incorrect.

2.3 Most candidates answered correctly.

2.4 Most candidates answered correctly.

2.5 2.5.1 Most candidates answered correctly.

2.5.2 Candidates had difficulty in writing the structural equation of the reaction.

QUESTION 3

3.1 3.1.1 Correctly drawn in most cases.

3.1.2 Correct in most cases.

3.2 3.2.1 Candidates did not know substances to make reaction take place.

3.2.2 Correct in most cases.

3.3 3.3.1 Candidates only used one variable in the investigative question.

3.3.2 Correct in most cases.

3.3.3 Candidates did not indicate that intermolecular forces increased, which then affected the viscosity.

3.3.4 Correct in most cases.

3.4 Correct in most cases.

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3.5 Candidates could not explain the different viscosity with reference to length in chains.

3.6 3.6.1 Definition of plastic not known by candidates.

3.6.2 Correct examples given by most candidates.

QUESTION 4

4.1 Most candidates gave the wrong type of cell.

4.2 Correct in most cases.

4.3 Candidates could not give the correct answer.

4.4 & 4.5 Correct in most cases.

4.6 Candidates could not give correct half reaction.

4.7 & 4.8 Correct in most cases.

4.9 Candidates did not indicate the blue colour change to very light blue. They just indicated colour change.

4.10 Candidates were not sure what should be changed to silver.

QUESTION 5

5.1 Correct in most cases.

5.2 No reason was indicated by the candidates.

5.3 Correct in most cases.

5.4 Candidates did not answer this correctly. Copper was not used at all.

5.5 Candidates did not know the standard conditions of a cell.

5.6 Candidates did not know cell notation.

5.7 Candidates chose correct formulas but could not substitute correctly from the table.

5.8 No reason was given.

5.9 Correct in most cases.

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QUESTION 6

6.1 Definition was not known by candidates.

6.2 Correct in most cases.

6.3 Not known by candidates.

6.4 Not known by candidates.

6.5 Candidates were not really sure of this answer.

6.6 Correct in most cases.

General

Candidates answered Question 2 much better than previously. Candidates must spend more time on the theory in Paper 2 and should practise questions similar to Question 3.3.3 and Question 3.5.

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TOURISM

QUESTION1

This question examined Time Zones and the effect these have on travel planning. Most candidates scored well in this section. However, daylight savings time still seems to be a challenge for many candidates. Either they battle to understand the concept or are unable to express the concept in words. Teachers are encouraged to spend more time on this section for next year and emphasise the significance of the International Date Line.

QUESTION 2

This question dealt with health and safety whilst travelling to SA, and the negative effects of the Covid – 19 pandemic on the South African Tourism industry. This question was well answered by most candidates. A few weaker candidates battled to describe ways in which the pandemic created economic opportunities. Understandably so, as this was a higher order thinking question requiring a deeper understanding of the situation.

QUESTION 3

This question was not very well answered. Lack of understanding of the role of SAT and the TOMSA Levy let many candidates down. The other area of concern was the marketing opportunities, both local and international. International – ITB Berlin, WTM London. Local – Getaway show, Tourism Indaba. Many candidates made mention of TV ads, social media, etc.

QUESTION 4

It was pleasing to note that a good understanding of exchange rate calculations was displayed. Teachers must ensure that candidates show all calculations. In the event of them not getting the right answer, they can get part marks for using the correct rate and/or multiplication or division method.

The question based on fluctuating exchange rates was challenging for candidates. They had to demonstrate an understanding of what the outcome would be for the tourist should the exchange rate increase in favour of the Rand. Favourable exchange rate for the tourist, more visitors, stay longer, spend more and the exact opposite for unfavourable exchange rate – less tourist visitation, less foreign currency, etc.

QUESTION 5

The SWOT analysis was generally well answered. The marketing mix and the use of 7 Ps to describe the business was also well answered. However, many candidates continue to get confused by including the Three pillars of sustainability – People, Planet and Profit - into the Marketing Mix.

Question 5.6 required the candidates to provide an argument in favour of drawing up a code of conduct for the business mentioned in the source. Many candidates misread this question and created a code of conduct.

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QUESTION 6

Every year candidates are required to answer a question relating to their Practical Assessment Task, either in the form of an essay, concept map, SWOT analysis or any other way determined by the examiner. This question was generally well answered in the 2021 examination.

It should be noted that the marker does not know the candidate or the scenario, so it is imperative that the candidate describes their business/venture in detail.

QUESTION 7

The Concept Map which assesses higher order thinking posed some challenges, as it does every year. However, it was evident that candidates referred to the rubric when planning their answer, which was encouraging.

In this question candidates are required to analyse a situation or scenario - both positive and negative information is required.

QUESTION 8

This question required the candidates to describe their Industry Related Task in the form of a report. This question examined the candidates' first-hand knowledge and work experience in a team environment.

Candidates should make use of subheadings to structure their response. This ensures that all points are covered and makes for easy reading and marking.

In general, this question was well answered and it was pleasing to note that the marking panel reported that the standard of the responses was good. However, weaker candidates failed to refer to the 5 stages in the formation of a team and how the team responded/behaved in each phase.

General:

The following are to be noted in your preparation for next year:

- Analysis requires positive and negative aspects in the response for candidates to be awarded full marks.
- Practise concept maps and teach candidates to interpret/read the rubrics and use them to formulate their response.
- Encourage candidates to write essays/reports under subheadings as indicated in the rubrics.

Teachers felt that the paper examined all aspects of the Assessment Syllabus, complied with the prescribed cognitive weightings, and marked with relative ease.

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TOURISM
SBA MODERATION

1. Teacher Files

Administration

Almost all the Teacher Files were compliant this year. No plastic sleeves were used which made the moderation process easier.

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 Spreadsheet of SBA marks (D1.3) must be used.
- An Excel spreadsheet with raw marks and the weightings for all learners must be included in the Teacher File. Make use of the weightings when you calculate your SBA marks.
- The signed-off computer-generated IEB mark sheet and rank order list must be included.

Teacher and Learner Files will be submitted electronically from 2023.

Controlled tests

Controlled tests were of a high quality and the resources being used were up to date. All tests had marking guidelines which were detailed, relevant and factually correct. Pre-and post-assessment moderation was evident in almost all the tests.

One point of concern was the design grid. The correct design grid must be used (D1.2 in the SAGs). The weightings must be a true reflection of the paper, an exact 60:40 split is highly unlikely.

Teachers need to include the different topics and sub-topics on their cover sheet of the tests.

Preliminary Examination

All Preliminary examinations were write-on papers. Thank you to all teachers for the compliance. It is important that the preliminary examination mimics the final examination in all respects. All of the exams had a concept map, extended writing piece and resources were current and up to date.

Once again, the design grid was a point of concern. Please refer to the SAGs.

IRP – Industry-Related Performance

Almost all schools used the SAGs example. Teachers still need to make a front cover for the task including their school's logo. They also need to set the marking guidelines and rubrics for this task.

A teamwork/groupwork component must be included in the task. The work experience must be in the tourism industry.

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Selected Task

- **Case Study including Data response**
  Most schools chose the Case Study task.
  – The task must be set to the criteria stipulated in the SAGs e.g., the task must count at least 100 marks; the standard of the questions must be enhanced to accommodate Code 7 learners.
  – A design grid is essential for this task to 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.

- **Entrepreneurship Task**
  Only one school did the Entrepreneurship task. The requirements for the task were adhered to.

- **Research Task**
  – The research should relate to a question, problem, or scenario.
  – The assessment of the task must include assessment of both the process and the product.
  – The outcome of the task is a written report detailing the results of the research findings.
  – The task must be set to the criteria stipulated in the SAGs.

2. **Learner files**

- Files were well presented with good quality of work.
- Some files did not have a signed Declaration of Authenticity – this must be included and is legally binding.
- Learners must submit a bibliography if the task requires research. They must use the Harvard referencing method.

3. **Feedback**

- Assessment without feedback is meaningless. The purpose of assessment is to establish whether learners have learnt what is intended, indicate where they have got it right, and highlight areas that need to be improved and how. Positive constructive feedback is therefore critical to learning and should be provided with each assessment.

  This must be evident on the learner's assessment. 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.

Thank you to all teachers for their continued hard work and dedication which is making Tourism a growing subject.

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TOURISM
PRACTICAL ASSESSMENT TASK (PAT) MODERATION REPORT

General

In general, the standard of the PATs was acceptable.

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 that the IEB cover page is completed correctly, with special attention to the critical outcomes and topics covered in the PAT.

The school spreadsheet of marks must be submitted so that the calculation of the PAT marks can be verified at moderation. The two parts of the PAT must have an equal weighting of 50/50.

From 2023, all PAT Files will be submitted electronically.

Task

The PAT is a practical component of the examination and must therefore be sufficiently demanding to validate its place in the exam. It must fulfil the SAGs requirements in every respect. A PAT Part One cannot count only 50 or 60 marks. According to the SAGs requirement the PAT must run over two terms with enough elements to accommodate the Code 7 learners.

Teachers must refrain from using teacher-initiated templates for learners to complete business plans etc. This inflates the marks and Code 7 learners are not granted the opportunity to showcase creativity and in-depth knowledge. A Grade 12 learner is expected to be able to comply with the requirements of the PAT without scaffolding provided by the teacher.

This is not a group assessment. Grade 12 learners are able to and expected to fulfil the requirements of the PAT individually.

This is a PRACTICAL task hence on-site visits are imperative – teachers must insist that these are done. Without on-site visits the task merely becomes a research task. There was no reason not to do an on-site visit in 2022. The tourism industry is up and running. Learners must supply sufficient proof of their visits by including entrance tickets, signed off interview notes, questionnaires, selfies and photographs taken by the learners on-site.

There must be a fair balance between desktop research and face-to-face research.

The PAT has a compulsory visual / oral component. Proof of having completed this component must be provided in the form of photographs, power points, speech notes and cue cards. The marked version of this component must be submitted as evidence.

Teachers should remain alert to plagiarism and deal with it effectively. An online plagiarism test is a prerequisite for the PAT. Learners must hand in the test results page with both parts of the PAT.

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Learners are expected to acknowledge sources used in the form of a bibliography / reference list presented in a recognised format. It is strongly advised to make use of the dual Harvard Referencing System consisting of in-text references and a complete bibliography.

Grade 10 and 11 content such as tour planning must not be assessed in the PAT.

Teachers should ensure that they work to the latest version of the SAGs document.

The design of posters is not accepted as it is not relevant in today's day and age. Rethink new and innovative marketing strategies.

Assessment tools

Teachers should ensure that the assessment tool being used is appropriate to the task. The use of a well-constructed rubric is recommended, with clear criteria, appropriate instructional verbs and a rich set of adjectives so that the expected standard is clearly described for the candidates. 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.

Marking

How marks are awarded must be justified in the marking process. This entails more than just indicating a mark on a rubric. The actual evidence / work submitted by the learners must be marked with ticks and comments to indicate how the teacher made their judgement.

There should be evidence of the process having been assessed, not just the final product (assessment along the way) so that the learners can rework/revise before they move on to the next phase. This requires constructive feedback 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 examinations requirements. The SAGs were followed. Questions were clear, legible and error free. Mark allocations for sub-questions and totals were also reflected.

FIRST ADDITIONAL LANGUAGE (FAL)

PAPER I

Note: Only two students wrote the exams.

Answers received for comprehension and language were very satisfactory to good. The summary answer must be confined to the number of words required.

PAPER II

Prescribed text: one student excelled and produced good work, while the second student's work was satisfactory.

PAPER III

This question was answered very well. Essay, letter and report writing. Answers ranged from satisfactory to good.

Preparation and planning were very good.

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URDU SECOND ADDITIONAL LANGUAGE
PAPER I

Answers to these questions were very satisfactorily done.

Several questions are to be revised and explained to learners.

PAPER II

Essay writing was satisfactory. The weak students wrote short essays due to lack of preparation and thus received low marks. Some essays were neatly written and well prepared. The answers on Transactional Text writing were satisfactory. More revision exercises to be undertaken. Language answers ranged from satisfactory to good.

PORTFOLIOS

Five Urdu Portfolios assessed: Gauteng 2 learners, 1 educator; no portfolios received from KZN schools. Question papers set by IEB were excellent. No errors were visible. Neatly spaced, typed and user friendly.

Revision and Teaching

Students must use Urdu numerals. Leave lines between answers. Each question must commence on a new page. Students must be encouraged to read novels, magazines and newspapers (if available) to improve their results.

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VISUAL ARTS
PAPER I

This year we were audited by our External Moderator from UMALUSI. I have always maintained that the VCS Paper 1 panel consists of an excellent team of professionals and so I was not really concerned about having UMALUSI present at the marking session. We have nothing to hide and as it turned out it was an extremely positive and worthwhile exercise. All in all, we received a glowing report, and they were most impressed with the collegiality, mutual respect and diligence of our senior sub-examiners and markers. They commented more than once on how well we worked together as a team and on the good standard of our moderation and the consistency of our marking. Their positivity and support are a testament to the members of the marking panel and to you, the teachers that make up our community at large. There were very few anomalies this year and this is due to our collective efforts and so I wish to thank each one of you for doing your bit professionally and with enthusiasm. I have always maintained that it is the inter-personal relationships we develop within our community that make this job worthwhile. We have an opportunity to learn a great deal from each other which brings me to my next point, namely feedback.

There was very little feedback with regard to the paper this year and I would therefore like to encourage our community at large to complete the IEB feedback form in future. We need positive and negative comments to keep us in the loop. Your voice is imperative to the development of our subject and so I wish to appeal to all of you and say even if you think your commentary is banal it is most helpful indeed. In this same vein there was one school who sent in notes and so I wish to appeal to you to send us your notes especially if you are teaching unusual/new examples.

In conclusion, I wish to thank the senior-subs and markers who helped put this report together. It really is a combined effort and once again I wish to commend this panel on their efforts. It really is such a pleasure working with you all. It is our intention that you read this report alongside the VCS Paper 1, 2022, as well as the latest copy of the memorandum and marking guidelines. Please attend the virtual IEB conference in 2023 as our senior-subs will use this platform to provide even more detail with regard to this paper.

QUESTION 1 VISUAL LITERACY

General comments:

- Teachers have worked very hard at developing candidates' visual literacy skills in preparation for this paper. Most responses were well structured and/or answered. In the same respect, these skills can be further developed and/or practised in class as it is a valuable skill with regard to interpreting artworks.
- Candidates engaged well with the given artworks. The artworks provided in the paper were relevant to the candidates' frame of reference and could be universally interpreted between culture, gender, and race. Candidates also used the appropriate/ politically correct language to respond to questions which is an improvement from last year.
- The length of candidates' answers should be guided by the mark allocations. Some candidates wrote exceptionally long answers whilst others did not write enough.

1.1
- Candidates struggled to identify the difference between a 'formal' and 'conceptual' point when attempting to unpack the term 'undefined'. However, many candidates wrote insightful answers.
- Many candidates did not meet the marking requirements by simply not writing enough or meeting the mark allocation requirements.

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- Some candidates spent too much time on unpacking the definition of 'undefined' instead of answering the question in relation to the artwork.

1.2
- Some candidates misinterpreted the question by selecting 'a focal point' across the images and not the 'more defined ARTWORK' among the two. Candidates also gave broad and vague statements that included both images instead of selecting ONE.

1.3
- It appears that some candidates had the ability to identify the visual elements (pattern/ repetition), but they found it challenging to connect these to their function and/or effect in the artwork. Candidates often did not use the correct terms such as 'unity' but rather referred to the image as 'blending in'. This can be improved upon.
- Despite it not being asked in the paper, any valid conceptual reasoning with regard to pattern/ repetition was also accepted.
- The term 'gereedskap' was taken into consideration in terms of the translation for 'visual tools' in the Afrikaans paper. Candidates were awarded marks for 'physical properties' of the artworks such as how they were 'constructed'.

1.4
- Some candidates misinterpreted the phrase 'visual elements' which refers to the Elements of Art and Principles of Design. Some candidates responded with 'visual elements' in terms of subject matter.
- This question required the identification of ONE common visual element across all THREE artworks. Some candidates identified one visual element for EACH artwork. Similarly, some candidates selected one element as required, but then provided a blanket response without individually addressing each artwork.
- Many candidates repeated information from Question 1.3 which lost them valuable marks. However, if candidates presented with NEW information with the regard to pattern/ repetition they were awarded marks.

1.5 This question showed that candidates were really engaged with the practical theme, and this allowed them to engage with this question on a deeper level. Despite being a higher-order question, this question was by far the best answered.

QUESTION 2 TWENTIETH CENTURY ART FROM DADA UP TO BUT EXCLUDING THE CONCEPTUAL ART OF THE 1970s

General Comments:

- Questions numbered excellently according to the paper – a vast improvement in this area.
- Generally, candidates did not pay attention to the mark allocation for each sub-question and therefore did not provide substantial answers in some cases.
- Overall, this is a very high-order thinking question. This question challenged the candidates' ability to bring together contextual knowledge and the content of the actual artwork.
- To answer this question successfully, candidates were required to show an understanding of the art movements, artists, and artworks within the broader context of art history as well as show their understanding of the interconnectedness of these (and preceding) movements.

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2.1
- The standard go-to selected artists were the following: Marcel Duchamp, Salvador Dali, Jackson Pollock, Mark Rothko, and Chuck Close. Below is a list of typical artworks selected and a couple of interesting artworks and artists that were used.
- **Common Artworks:** Persistence of Memory (Dali), Lavender Mist (Pollock), Fountain (Duchamp), Autumn Rhythm (Pollock), Harlequin's Carnival (Miro), A Big Self Portrait (Close), and Woman I (de Kooning).
- **Interesting Artworks:** The Gift (Man Ray); Cardplaying War Cripples (Otto Dix); Cut with a Kitchen Knife (Hannah Hoch), Europe After the Rain (Max Ernst), The Burning Giraffe (Dali), Luncheon with Fur (Oppenheimer), Frida Kahlo (Surrealism), Schwitters, Adolf the Superman (John Hartfield), In the Tower of Sleep (Andre Masson), Francis Picabia, and Raoul Hausmann.
- Unfortunately, many candidates misspelled the artists' names and/or provided the incorrect artwork. Artists were accepted if the correct surname was provided, e.g., John Pollock. This issue needs to be addressed at school level.
- We are aware that some books or webpages do not use the correct artwork titles. However, the skill of identifying quality, reliable sources should be an important part of the candidates' education / research training.
- **Recommendation:** broaden the variety of artworks taught for each 20th century movement and include more female artists.
- Generally, artwork descriptions have improved significantly. However, we did find that some descriptions were still too vague and therefore not substantial enough to achieve the mark. The marking guideline for a description is that '*it (a description) should paint an idea of what the artwork looks like in your mind'.* The candidates that mentioned at least three visual aspects in their description effectively *painted* a mental image of the artwork. For Example: the type of artwork (mode), medium used, style or typical characteristics (e.g., an abstract painting), typical elements of design that stand out (e.g., strong blue poles in the middle of the composition), adjectives to describe the objects / subject matter in the artwork.

- Here is an example from one of the candidates that ***just*** got it right:
- ***Jackson Pollock: 'Blue Poles', this artwork shows paint spilled around a flat surface with the painted lines tangled together and a few blue lines of paint placed vertically in the centre***. –

- Although this is not a perfect description, we agreed that it was significantly better than the following description below:

- ***'Blue Poles' an artwork with paint splattered all over the canvas.***

- Another Example:
- ***Marcel Duchamp: 'Fountain' is a urinal, laid down on its side with the pseudonym 'R. Mutt'. –*** Again, not the best description, but much better than*:* ***'Fountain' is an artwork where Duchamp used a urinal and called it art.***

- The purpose of the description is for the candidate to clearly distinguish one artwork from another – hence the importance to be very clear with abstract artworks that are quite similar (e.g., Pollock).
- If the candidate selected an incorrect artwork, e.g., an artwork not from the given list of movements (Pop Art), they lost marks for the artist and the title of the work. **BUT** they were awarded marks for the argument if it applied to the question.

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2.2
- The selection of the correct artwork for this question was vital – candidates really struggled to come up with four different aspects of 'stealing or borrowing' for certain artworks. An artwork from Photo Realism was a difficult choice to get the full quota of marks.
- The interpretation and analysis of all the sub-questions before the selection was done in 2.1 was important. The stronger candidates understood that 'steal and borrow' do also include aspects of inspiration and influences in this question.
- Candidates really struggled with this question: a few candidates focused on the one obvious aspect that was stolen or borrowed from the source and then did not look at other aspects of the artwork that can be seen as influential or inspirational to the artist's style or work. The stronger candidate would also look at the title of the artwork, the materials used, the actual concept of the work, the style in which the work was done, the actual socio-political context that could influence that artist during the creation of the artwork.
- Some candidates also struggled to justify or motivate the statements that they made; they need to link various aspects together (validate) to motivate their stance.
- Generally, those students who struggled did not mention enough relevant facts to support the discussion / argument and often repeated thoughts.

2.3
- The candidate did not always clearly state why an artwork is unique or different, and merely stated the visual facts.
- Again, in this sub-question the candidates often focused on one aspect and tried to repeat and argue it from different angles.
- Quite often the candidates were still following their train of thought from the previous question (steal/borrow) instead of referring to the visual aspects of the artwork that made it unique.
- By substantiating with reference to title / medium / subject matter / process etc. They tended to use generalised, sweeping statements (e.g., Pollock was unique because he was very expressive).

2.4
- Candidates often did not read this question properly and provided a comparison between their two chosen artists instead of selecting and discussing ONE.
- There were instances where candidates discussed an entirely different artist / movement to what had been discussed in preceding questions.
- Weaker candidates tended to simply state who they felt influenced more artists / movements without supporting their choice with any reasons.
- Candidates were vague at times and did not provide examples to support their stance – e.g., Pollock influenced more artists to use emotion and be expressive in their art – the candidate needed to specify who and how they influenced future artists / movements.
- An example of a well-substantiated statement: ***Duchamp from the Dada movement influenced more future artists and art movements with the use of his ready-mades. This influence is evident by Andy Warhol's reference to everyday, consumer products such as the Campbell soup cans during the Pop Art movement. Conceptual art of the 1970s as well as Contemporary art that followed also shows Duchamp's influence as the idea / concept behind the work is regarded as more important than the final product.***
- Generally, the question was well answered.

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QUESTION 3 CONCEPTUAL AND CONTEMPORARY INTERNATIONAL ART

General Comments:

- If a candidate discussed an example that did not fit the parameters of the question, they lost a mark for the artist and a mark for the title of the work. This said, however, they were awarded marks for the argument if their argument applied to the question.
- Titles needed to be correct to obtain a mark and they needed to be accompanied by a succinct description that clearly described the artwork.

3.1 Most candidates were awarded 2 marks – lower-level question. A statement and elaboration on that usually received 2 marks.

3.2 Most candidates were awarded 2 marks – lower-level question. Candidates often discussed tattoos and pigs in general rather than the two specific artworks. When the artwork was clearly discussed they answered the question and got the marks easily. Candidates must be encouraged to read the questions carefully.

3.3 4 Artists' names and titles of the works must be accurate; some titles were incomplete and did not receive a mark. Some descriptions were very succinct. Include a full description of the work that allows reader to **visualise** the artwork. Most candidates managed the required structure of the question and achieved the full 4 marks. Some descriptions were not adequate in that they didn't paint a vision of the work in the marker's mind.

4 Choose only the relevant number of artists required by the question (ONE example per artist).

5 Artists may only be selected from INTERNATIONAL Conceptual Art or Contemporary art, no South African artists accepted in Question 3. No marks were awarded for artists and artwork mentioned in Q3 that were repeated in Q5.

6 Some candidates explained artworks too conceptually in this question and tended to waste time, and then they failed to repeat the information in 3.4 where it was needed.

3.4

- Candidates must answer the question specifically. They must use relevant facts about the works and link them to the question. This was a higher-order question.
- Candidates are encouraged to read and fully understand what the question is asking so that they can provide a detailed, in-depth, well-rounded, relevant, and well-structured response. It is suggested that learners are prepared in such a way that they can apply the facts to the question. The idea of living art was often 'implied' and not always clearly stated, which was accepted. Some answers mentioned relevant 'living art' facts but failed to sufficiently substantiate these observations through links to subject matter, concept, medium and creative process.
- As much as we value and respect the use of established artists, it is always a breath of fresh air when a learner makes use of a lesser-known artists and/or artworks who are making waves on the current art scene. When teaching these, please send the notes to the examination panel.
- More candidates than in previous years referred to artists using their first name; they must be taught this is not correct academic procedure.

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3.5 Candidates did not always read the question properly and tended to compare the two works rather than writing enough about one chosen artwork for 4 marks. General public refers to the secular – i.e., placing art in the world with the everyday citizen and, by contrast, not in an art gallery context.

INTERESTING EXAMPLES:

Yinka Shonibare – The British Library
Dieter Roth – Staple Cheese (A Race)
Venessa Beecroft – Still Death! Darfur Still Deaf?
Olivier De Sagazan – Transfiguration
Agnes Denes – Wheatfield: A Confrontation
Wayne Belger – Untouchable HIV
Ann Hamilton – Malediction
Nam June Paik – Robot K-456
Cai-Guo Qiang – Head On
Sedegh Tirafkan – The Loss of our Identity
Maurice Mbikayi – Web Jacket
David Hammans – Higher Goals
Ai Weiwei – Remembering
Olafur Eliasson – The Weather Project

QUESTION 4 RESISTANCE ART IN SOUTH AFRICA DURING THE APARTHEID ERA.

General Comments:

- If a candidate discussed an example that did not fit the parameters of the question, they lost a mark for the artist and a mark for the title of the work. This said, however, they were awarded marks for the argument if their argument applied to the question.
- Titles needed to be correct to obtain a mark and they needed to be accompanied by a succinct description that clearly described the artwork.
- Candidates must be coached to look at mark allocation as an additional indicator of how much information is expected in an answer.

4.1
- Generally well answered.
- Many candidates supplied only ONE visual clue with two reasons for identifying that clue. They did not see the plural 'clues' in the question.
- Candidates who identified the most obvious visual clues were most successful, candidates who tried to find unusual or 'hidden' visual information struggled. E.g., the difference between *'There is a dead body on a gurney that indicates he sacrificed his life'* vs. *'It seems like there could be a prison number in the text behind the face that indicates he was in prison'.* Both were credited but candidates should be encouraged to provide the obvious answers where possible.

4.2
- Quite a few artworks from the Polly Street and Rorke's Drift centres were used. With examples that were not clearly resistance themed, learners struggled to find enough factual elements to get the full mark quotient for the question. For example: Sydney Kumalo's *Black Leopard.*
- Many descriptions were vague or overdone. Many focussed on context or analysis as opposed to a succinct, clear, literal description of the artwork. Candidates must be taught to not write a whole page for a description in Question 4. No fact marks are given in an overly long description in Q 4.2.

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- Make sure the titles are correct and written in full:
  - *Patience on a monument; a history painting*
  - *Where is my home – the mischief of the townships*
  - *It left him cold – The Death of Steve Biko*
- Artists must be referred to by their surname.

Same examples throughout:	**Some refreshing examples:**
• Jane Alexander's *Butcher Boys* • Penny Siopis' *Patience on a Monument; A History Painting* • Willie Bester's *Forced Removals* and *Migrant Labourer*	• Norman Catherine's *There's a Storm on the Bosses Farm* • Sue William's *Last Supper* • Durant Sihlale's *Race Against Time* • Penny Siopis' *Maids* • Cyprian Shilako's *Follow the Footsteps, You'll Find the Sleeping* • Sfiso Ka-Mkame's *Letters to God*

4.3
- Generally, well answered and most learners knew relevant artworks and their context.
- Most centres taught a variety of examples.
- It was apparent how candidates were formulating their response as they were writing it, with a clear progression from beginning of the paragraph to the end.
- In many cases, candidates wrote too much history without linking it to the artwork. It created the impression that enough information was conveyed but not enough of the information was pertinent to what was asked.
- Some candidates did not have a clear enough grasp of historical facts, e.g., when discussing *Hamba Kahle, Tribute to Chris Hani* – Note that Chris Hani was the leader of the SACP and NOT of the ANC. This did not impact negatively on their marks, but it does raise the question whether candidates are being taught enough context along with the works.
- Please instruct candidates to not simply redescribe the artwork in Q 4.3.
- The idea of 'sacrifice' was often taken too literally: most could only interpret the idea of sacrifice in terms of murder or torture and did not see elements such as economic sacrifice or familial or moral sacrifice.
- The sacrifice of security of white artists not always acknowledged/ identified/glossed over.
- Some answers became a platform for a personal 'rant'.

4.5
- Many did not refer to the artworks or only did so briefly as an afterthought.
- Very few candidates got beyond the idea that South Africa is now a democratic country. They did not elaborate with specificity.
- Candidates must be encouraged to discuss controversial topics with cultural sensitivity.
- There were some very good, sensitive, nuanced responses that were very encouraging.

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QUESTION 5 CONTEMPORARY SOUTH AFRICAN ART (POST-1994)

General Comments:

- While Sibande and Searle were prominent artists that featured in the answering of this essay, there were also a range of diverse, unique, and interesting artists and artworks that candidates chose to write about. This is a huge credit to our colleagues and the depth and breadth of content being taught.
- Most answered well on 'identity' or 'duality' but not as well on 'cultural duality'.
- Candidates must know enough factual information to sustain a good argument.
- Descriptions and facts must be specific and not vague. Candidates must make sure that they do not just repeat the same fact or argument unnecessarily.
- Artists must be referred to by surnames and not first names.
- Political correctness of vocabulary must be considered. For example: 'domestic worker' not 'maid'.
- Some answered on Mzoxolo X. Mayongo, repeating information given in the paper. Although the artist was allowed, there needed to be a valid title and analysis of the work.
- Candidates who used him did not seem to have studied him and did themselves out of marks by regurgitating the given text.
- Many candidates provided lists of facts unrelated to the question and then tagged on a comment that superficially or glibly referenced the question.
- The instructions clearly stated: 'No marks will be awarded for lists of facts.' Nevertheless, marks were awarded this year in these cases by the panel.
- Please encourage candidates to refer to the topic of the question throughout the essay linking each fact to the argument if possible.
- Berni Searle is classified as 'coloured' not 'Indian' as many students claimed and related this to spices.
- Generally, candidates provided competent answers showing an understanding of the works and unpacking the information successfully in relation to the question.
- Some candidates wrote very lengthy 'argument' discussions (often very vague) without any reference to their specific examples. Candidates must try to give more relevant facts.
- Some candidates struggled to link their specific facts to their arguments, and this resulted in them not achieving a decent result.
- Some candidates tended to give vague descriptions halfway through the essay.
- If candidates defined *Stripped (Oh Yes!) Girl* as an installation rather than a sculpture, the mark was awarded.
- If candidates presented lists of facts unrelated to the topic or argument, and then stated at the end that this showed how these artists did not deal with the concept of cultural duality, full marks were awarded for argument.
- Candidates who were confident in their knowledge of the artists/works were able to engage more fully (and confidently) with the question.
- The skill to argue a topic needs to be scaffolded more fully for the candidates who seem to have difficulty with connecting their facts to arguments.
- The question was broad enough to allow candidates the opportunity to engage in interesting and unusual ways. The markers of this question felt it provided a good learning experience.

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List of Artists:

- Mary Sibande & Berni Searle (most popular choices)
- Also very popular: Nandipha Mntambo, Diane Victor
- Willem Boshoff
- Thembi Goniwe
- Nicholas Hlobo
- Zanele Muholi
- Hasan and Husain Essop
- Jane Alexander
- Conrad Botes
- Leora Farber
- Lady Skollie
- Marlene Dumas
- Nelson Makamo
- Kay Hassan
- Sandro Trapani
- Justin Dingwall
- Usha Seejarim
- Dean Hutton
- Sethembile Msezane
- Churchill Madikida
- Paul Emmanuel
- Penny Siopis
- Sandile Zulu
- Gerhard Marx
- William Kentridge
- Beezy Bailey
- Steven Cohen
- Haroum Gunn-Sali
- Jan van der Merwe
- Claudette Schreuder
- Brett Murray
- Kendall Geers
- Candice Breitz
- Lisa Brice
- Tracey Rose
- Mohau Modisakeng
- Faith47
- Helen Sebidi

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VISUAL ARTS
PAPER II – PRACTICAL EXAMINATION

GENERAL

The theme for the practical work required for Visual Arts 2022 was ***Intertwined*** / ***Interwoven***. Candidates explored this theme through the following tasks during their Grade 12 year:

TASK 1	**Visual Journal Creative Process**	**[40 marks]**
	PAT Artwork Creative Process	(20 marks)
	Examination Drawing Creative Process	(20 marks)
TASK 2	**Visual Journal Contextual Research**	**[20 marks]**
	PAT Artwork Contextual Research	(10 marks)
	Examination Drawing Contextual Research	(10 marks)
TASK 3	**PAT Artwork (complete at school)**	**[70 marks]**
TASK 4	**Examination Drawing (complete under exam conditions)**	**[70 marks]**
TASK 5 & 6	**Titles and Rationales [marks imbedded in the above]**	
	Presentation [marks imbedded in the above]	

The tasks should not have been seen as unrelated, separate tasks, but rather conceptualised simultaneously as part of a coherent and comprehensive theme-based project.

EXAMINING AND STANDARDISATION

The Examination Panel has remained largely unchanged this year.

Standardisation

The standardisation session was conducted over two days in Gauteng. Two schools were selected and marked and moderated in discussion. This allowed us to establish a national standard which we then used to approach the assessment of practical work.

It is always a gruelling process conducting standardisation with much healthy debate and reflection. Great effort was made to ensure that each candidate was given the best opportunity, and collectively the panel managed the process with great professionalism and good grace.

We developed a benchmark document that we used for cross referencing to assess at various schools around the country once we went our separate ways. 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.

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RESPONSE TO THE EXAMINATION THEME

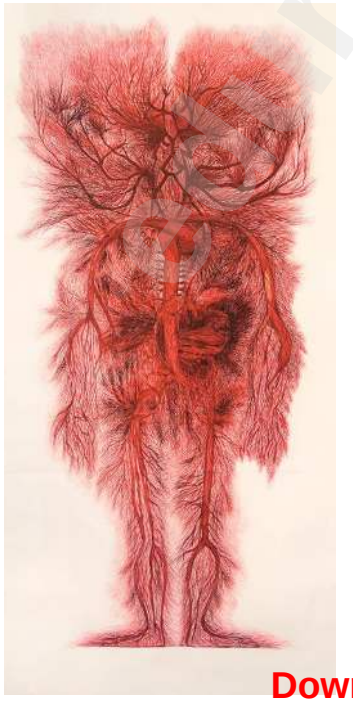
The theme this year was ***Intertwined / Interwoven***. The theme was open ended enough to allow students to engage in a broad range of reflection that could explore more philosophical and personal interpretations and/or engage with aspects of practical work that reflected weaving or intertwining aspects.

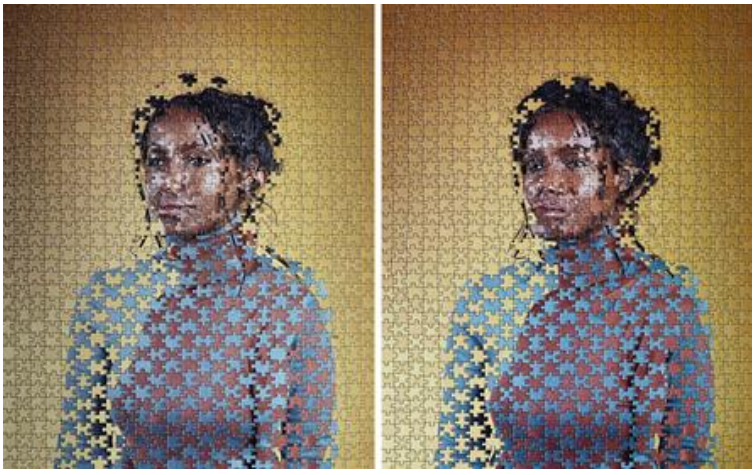
There was a series of optional personal questions, suggested sketches and examples of art linked to the theme at the start of the paper. This was intended to help students to start thinking about the possibilities of the theme. The paper did not insist on the students engaging with this section of work, but it appeared that it helped those who did, to make more meaningful 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 schools where this happened less, it often indicated that students were more loosely guided through the paper by the teacher. Those that chose not to, often developed more superficial responses to the theme.

Candidates were asked to engage with at least six of the examples of work in the examination paper to respond to. This did not mean that there needed to be extensive additional research, but it was meant as an introduction to understand why these examples were chosen for this theme. Those who engaged in this way appeared to develop more meaningful work.

There were some candidates who engaged extensively. This was not required. If this becomes a greater task than required it is important to be mindful of the time given, which might have been better used later.

Popular examples from the paper were the ink drawing by South African artist Walter Oltmann, **Bleeder**, (2007) where candidates were fascinated by the way that the human circulatory system is heavily intertwined in our human body, and many also enjoyed the German photographer, Alma Haser, who makes photographic puzzles, such as **Hermon and Heroda** (2018). This was often used when candidates were engaging with the relationships they had with siblings or friends, and how these people are intertwined in their lives.





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In certain instances, the broad nature of the examination theme allowed for the student's 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 students to develop work with academic integrity.

There were a small number of schools where candidates developed a whole additional body of work under another theme, as well as the work required for this paper. This was not required and it used time that these candidates could have spent on the examination theme. In these cases, the examiners marked the work that dealt with the 2022 theme. This often happened when teachers were not engaging with their Cluster Groups sufficiently and were therefore missing important information about the requirements for 2022.

TASKS:

The examination expected the students to respond to and investigate the theme through the following tasks:

- **Task 1 – Contextual Research**
- **Task 2 – Creative Process**
- **Task 3 – PAT Artwork**
- **Task 4 – Drawing Examination** (reflecting the theme)
- **Task 5 – Titles of work and Rationales**
- **Task 6 – Presentation**

Students who engaged meaningfully with Task 1 and 2 generally produced successful art and received credit for this. The opposite is also true; students who simply illustrated the first idea that came to mind did not engage with the examination theme adequately and created work that achieved less success.

Teachers should explain to students that the practical examination question is no different to any other examination question. **The student must answer the question** to earn credit for the answer. Fewer students than before ignored parts of the instructions or the entire theme, which was a positive development in 2022.

Sometimes the link between the examination theme and work became tenuous and the work lost relevance. This resulted in less successful work. When students did not respond to the examination theme, they were awarded marks that reflected their failure to meet the requirements.

TEACHER GUIDANCE

Teachers were allowed to guide the student's engagement with the theme as well as their working processes and pace but were not allowed to prescribe to students how they should complete tasks. The theme was deliberately open ended to allow freedom, choice and interpretation. We wanted students to develop their own personally relevant thoughts and to explore their concepts in depth and to respond to the theme in an interesting and sophisticated manner. Teachers should encourage them to look at layers of meaning and interpretation.

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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 students needing to be well prepared before their examination, and teachers needed to ensure that all guidance they could give was given before the commencement of the 24-hour examination. Generally, this was well managed.

VISUAL JOURNALS

Many schools' candidates had two separate diaries: one dealing with the PAT Artwork, and the other one with the Examination Drawing.

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, evaluated, and became useful in the student's decision making about his or her own work. Students 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 students' work. Students should be reminded to include a Visual Analysis in this section. Those that did received credit for this. Most schools were compliant in acknowledging and transforming sources. Students who did not acknowledge their source material or research information were penalised.

Some comments from the examiners on how candidates managed the Contextual Research:

- *I think the paper really helped the students to get into the theme! And I think they loved the examples. Where students looked at the paper's examples their ideas were more sophisticated.*
- *There were some centres that used the artworks given in the examination paper as final research options in the visual journals. Students should use these as a prompt and conduct further, more personal research of their own. However, stronger students researched over and above what was required.*
- *Some students didn't integrate the research into their creation process and it tended to come across as a 'tick-box' exercise.*
- *The level of engagement in researching artists and the standard of formal analysis varied from centre to centre. This said, it was very obvious when a teacher had trained their learners to research correctly from Grade 10 as opposed to other candidates who were merely going through the motions because artists happened to be stipulated in the exam document.*

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TASK 2 – CREATIVE PROCESS

The approach generally learnt through the PAT portfolio was helpful as students were aware of how to develop ideas and find visual solutions in their visual journals, having been through this process before. Many teachers resorted to a structured approach to develop this section of work, which worked well, particularly with the less-motivated student. Stronger students 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 ensure that there is space given for both approaches so that stronger students who want to process in an organic manner are not restricted and narrowed 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.

Some comments from the examiners on how candidates managed the Creative Process:

- *The students' competence in documenting their creative processes differed from school to school. What was clear though was the teachers' guidance and structuring of the PAT and exam requirements throughout the year. Some schools created exceptional visual journals filled with rich experimentation and visual development. This was a pleasure to see!*
- *Things that we could focus on collectively:*
  - *Highlight important moments of learning or conclusions that you would like the examiner to read;*
  - *Always add your source image to your journal; and*
  - *Consider cyclical ways of working rather than only linear ways.*
- *If students engaged with the initial examination questions, the visual journals were richer but often the creative process for the drawing lacked the complexity that had fed into the PAT Artwork. It seemed that the students had run out of impetus to consider mediums and approaches in many cases.*
- *In most cases the creative process was well documented and recorded in a linear manner. However, reference images were often missing, and sometimes tended to be untransformed. Those students who worked from and/or created their own images made for more authentic and richer work.*
- *Learners intending to create installations can be encouraged to create a maquette as part of their creative process of what the installation will look like. I saw this in one centre and it worked well.*

TASK 3 – PAT ARTWORK

The PAT Artworks and related visual journals were marked by the teacher and cluster moderated by one member of the cluster group. In most cases the teachers' marks were accurate, however, there was a concern that marks have sometimes become a little generous. This is felt to be a residual effect of the Covid years where we all wanted to assist the candidates as much as we could. It is now important to re-calibrate and get back to effective standards that are in line with the national standards. 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. However, the teacher should not feel obligated to change their marks unless they feel that the input given was helpful and enlightening.

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The examining panel marked the PAT Artwork and related Visual Journal and then considered the teachers' marks. Very often these marks were on par, and when there were disparities, this was communicated to the teacher so that they could gain a better understanding of the national standard. Marks were mostly accurate where the rubrics for assessment were used.

A full range of work and media were explored in the PAT task, with varying results. Highly resolved and sophisticated work was awarded higher marks, while less-resolved artworks did not achieve well.

Some comments from the examiners about the PAT marking and moderation:

- The assessment was generally good and within the expected range. At two schools (relatively new to the IEB) the marks were elevated. In general, the teachers took time to assess and moderate the work and, in most instances, they were grateful for the third pair of examiner's eyes to consider the PAT marks.
- Most marks were fairly accurate but within the context of the whole country, it appeared that very strong centres tended to mark down weaker students. Very small centres were less accurate than bigger ones as they often polarised marks. It felt effective to be able to check on the teachers' marks post marking and give consideration.
- Often, if works were moderated at a wider cluster level, this allowed for a deeper engagement with student marks and more accuracy in assessment.

TASK 4 – EXAMINATION DRAWING

The 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 stretch over 24 hours.
- The 24 hours will run over 4 consecutive days of 6 hours each.
- The Visual Arts teacher is not allowed to be the invigilator. An invigilator who is not the Visual Arts teacher needed to be appointed.
- The Visual Arts teacher could be present to assist with art material and the use of art equipment.

As this is the second year that the Drawing Examination has been undertaken in this format, it appeared that most candidates were well prepared by their teachers, and the process ran smoothly.

In this examination a variety of drawing approaches were explored. Pencil and pen on paper were popular choices this year, but there were some examples that were quite creative while still ensuring that the work was indeed a 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.

There were occasions where students 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 therefore reads as a drawing due to the mark-making, linear or tonal qualities and other aspects that align with the drawing medium.

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Students who received top marks were able to create drawings that engaged with the theme meaningfully, represented full engagement over the timeframe given and a good management of the drawing medium chosen.

Some examiners' feedback on the Drawing Examination:

- *This was generally well handled and teachers found various ways to prepare their students for the skills and stamina required to complete a 24-hour exam. In some instances, it was evident that the students did not use the full 24 hours. This usually correlated with the quality of the PAT work.*
- *Students and teachers 'played it safe' in their choice of drawing medium and approach to drawing because it is a timed examination. There is possibly less innovation present in the exam drawing when compared to the PAT piece.*
- *Some students produced a huge scope of work in 24 hours and their time was used well. However, students were assessed on work intensity and engagement over quantity of work.*
- *Some centres produced a preliminary drawing and then created the drawing examination thereafter. This meant that sometimes the drawing examination was not as 'fresh' and original, as students tended to get bored with the idea. Those students that created a different composition from the preliminary drawing tended to be more effective. However, some students benefitted enormously from the preliminary drawing process and used this opportunity to check their time management for the final examination.*
- *Occasionally, due to the lack of visual journal development, the drawing examinations tended to be shallower in concept.*
- *Many schools exhibited strong, traditional/classical drawing skills.*
- *Many schools went to lengths to create a body of work, meaning that the PAT Artwork and Examination Drawing formed part of a whole and were not disparate components.*
- *Many schools went to great lengths to display the students' work and many exhibitions were professionally set up, with all the correct components displayed, and clearly labelled.*

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 and working method and mentioned the influence of the art that was researched, tended to support the work better. These assisted the examiners to understand all aspects of the work.

PRESENTATION OF WORK FOR ASSESSMENT

Most of the work was well presented and teachers seemed very 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 examiners' 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.

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FEEDBACK REPORTS

The feedback reports sent to teachers and their schools contained an indication of 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.

One general comment from an examiner:

- *In my opinion and experienced teachers were on board and working competently within the framework of the paper.*

FINAL THOUGHTS

It has been a challenging few years for our Visual Arts teaching community and it is important to note that the work we saw indicated that the members of this community have worked hard and have put their students first. Despite recent changes to the requirements for Visual Arts, the majority of schools we marked were aware of all requirements and the candidates delivered good work. This only happens because of a healthy network where teachers are engaging with their cluster groups in a meaningful way.

Our NSF representatives have also played a pivotal role in holding the space for our cluster groups and ensuring that everyone was aware of the requirements and that there was assistance when required. So, thank you to our NSF - Riaan Cronje, Debbie Le Roux, Joan Martin, Celeste Schoeman, Hanolet de Bruyn and Julia Norton shouldered the bulk of responsibility in ensuring that cluster leaders were informed and that they, in turn, decoded and disseminated information.

I also acknowledge the work of Peter Ruddock, the IEB Internal Moderator Marisa Mare, the Paper 1 Visual Arts Examiners Gabrielle Richards, and the SBA Moderator Lize Ludick, who are an incredible team to work with. Thank you.

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XITSONGA FIRST ADDITIONAL LANGUAGE
PAPER I

GENERAL COMMENT

Paper 1 Question Paper 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 in Question 1, 2, 3, 4 and 5.

QUESTION-SPECIFIC COMMENTS

Making meaning of texts

The comprehension was well answered although one candidate failed to comprehend what the comprehension was all about. The candidate struggled to understand the phrasing of some of the questions and found it difficult to answer Questions 1.7 and 1.9.

1.7 Nyika ku yelana loku nga kona eka nhlokomhaka na hungunkulu ra Xitshuriwa lexi. (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

Nhlokomhaka yi ri: 'Enela hi leswi u nga na swona' leswi yelanaka na hungu ra xitshuriwa leri vulavulaka hi Khazamula loyi a a fanele a enerisiwa hi leswi Xikwembu xi n'wi nyikeke swona. ✓✓ (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.

Answer

Mukamberiwa u ta nyika dyondzo leyi a yi kumeke. Xikombiso. Munhu u fanele a enela hi leswi a nyikiweke swona hi Xikwembu, / Vugevenga a byi hakeli. ✓✓ (2)

Summarising

This question was well answered by one candidate. Even though candidates were expected to write in point form, the one candidate managed the skills and rewriting the summary in his own words very well. Educators are reminded to practise the skills of writing a summary with the candidates, such as adhering to the word count.

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Seen poetry

Neither candidate had 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

Both candidates answered this question very well even though it was an unseen poem.

Communicative Language: Advertisement

Both candidates answered this question perfectly, which indicates that they did not struggle with the interpretation of the advertisement. Educators are reminded to teach the jargon and terminology used in advertisements by using them in different advertisements.

Communicative Language: Cartoon

Both candidates performed well in this question. They seemed to understand 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 one candidate. Educators are requested to drill this section very well in their teaching and learning activities.

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XITSONGA FIRST ADDITIONAL LANGUAGE
PAGER II

GENERAL COMMENT

Paper 2 Question Paper and the Marking Guidelines were well received by the examiner in the marking Centre.

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 all the questions very well. Well done to the candidates and their educator.
3. Characterisation: Educators must continue teaching their candidates about the different types of characters in a novel. They must be able to know the 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

Candidates should be reminded to answer essay questions in paragraph form.

There must be a proper coherence of the events at all times.

SECTION B

QUESTION 5 TRANSACTIONAL WRITING
OBITUARY

- Candidates should be taught about the format of transactional writing.
- Standardised language to be used in the obituary writing.
- Candidates must be able to identify main ideas and avoid using too many ideas.
- They should use concrete words and examples to keep the interest of the reader.
- Candidates must get their facts together and simplify.

QUESTION 6 INVITATION CARD

Candidates need to be reminded of the devices used in an invitation card.

- Name and title of the invitee.
- Purpose of the invitation.
- Venue, date, month and year.
- Dress code.
- Name of the inviter.
- Invitee's response.

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NATIONAL SENIOR CERTIFICATE EXAMINATION
2022

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	25.0	0.0	75.0	**80.00**	**0**	**4**

ACCOUNTING

1	2	3	4	5	6	7	AVG	ABS	CANDS
3.4	8.3	11.8	13.8	17.2	19.8	25.7	**64.67**	**1**	**2357**

AFRIKAANS FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
2.0	6.5	13.6	18.8	20.8	19.6	18.7	**63.17**	**7**	**9228**

AFRIKAANS HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.4	4.4	15.3	27.9	29.8	22.1	**69.69**	**3**	**678**

AGRICULTURAL MANAGEMENT PRACTICES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	9.4	37.5	43.8	9.4	0.0	**59.81**	**0**	**32**

AGRICULTURAL SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
5.6	18.5	18.5	24.1	16.7	9.3	7.4	**53.72**	**0**	**54**

BUSINESS STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	1.7	6.3	15.0	24.1	27.9	24.6	**69.16**	**7**	**5550**

COMPUTER APPLICATIONS TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
2.9	8.8	17.0	22.8	21.2	17.4	9.9	58.82	**7**	**2987**

CONSUMER STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.1	5.1	11.1	20.0	26.1	25.8	10.9	**63.03**	**1**	**857**

DANCE STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	3.0	9.1	25.8	36.4	25.8	**72.24**	**0**	**66**

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DESIGN

1	2	3	4	5	6	7	AVG	ABS	CANDS
3.8	6.6	6.3	11.0	16.2	23.4	32.4	**68.10**	**0**	**364**

DRAMATIC ARTS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	1.4	5.6	17.3	29.6	46.0	**77.13**	**2**	**1477**

ECONOMICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
8.0	8.2	11.5	12.0	18.2	16.2	25.9	**62.48**	**0**	**549**

ELECTRICAL TECHNOLOGY (ELECTRONICS)

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	66.7	33.3	0.0	**66.00**	**0**	**3**

ENGINEERING GRAPHICS AND DESIGN

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.3	4.7	10.7	14.7	18.1	18.1	32.5	**68.73**	**2**	**1556**

ENGLISH FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.1	0.1	1.6	13.0	25.3	32.1	27.8	**71.82**	**1**	**708**

ENGLISH HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.2	2.6	14.7	33.4	34.1	15.0	**68.95**	**15**	**11855**

EQUINE STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	11.1	55.6	27.8	5.6	**68.56**	**0**	**18**

FRENCH SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	2.5	3.5	8.3	16.3	22.1	47.0	**75.43**	**1**	**398**

GEOGRAPHY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	4.0	10.7	20.2	25.5	23.6	15.6	**64.67**	**6**	**3688**

GERMAN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.6	0.6	2.9	10.9	14.9	70.1	**82.57**	**0**	**174**

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HEBREW SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	5.7	11.4	17.1	65.9	**82.74**	**0**	**123**

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	**96.00**	**0**	**1**

HISTORY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	1.7	5.1	12.2	24.8	31.3	24.5	**69.92**	**9**	**3709**

HOSPITALITY STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	5.8	19.0	30.6	32.2	9.9	2.5	**57.15**	**0**	**121**

INFORMATION TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.0	3.4	8.8	13.4	17.3	19.0	37.1	**70.44**	**0**	**1393**

ISIXHOSA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	1.8	4.1	6.8	10.0	22.7	54.5	**77.25**	**0**	**220**

ISIZULU FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.1	1.1	3.6	9.3	15.6	27.4	42.9	**75.14**	**7**	**1523**

ISIZULU HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	20.0	40.0	40.0	**77.40**	**0**	**10**

ITALIAN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	40.0	60.0	**87.60**	**0**	**5**

LATIN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	25.0	50.0	25.0	**78.25**	**0**	**4**

LIFE ORIENTATION

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.1	0.5	2.0	7.9	19.4	33.0	37.1	**74.33**	**1**	**12579**

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LIFE SCIENCES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	2.5	7.6	15.6	23.5	27.9	22.6	**68.10**	**13**	**5920**

MANDARIN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	2.0	11.8	86.3	**90.71**	**1**	**51**

MATHEMATICAL LITERACY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	1.1	4.3	10.7	21.3	33.6	28.7	**71.59**	**7**	**5206**

MATHEMATICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
5.7	7.1	11.9	15.1	16.6	17.3	26.3	**64.02**	**12**	**7812**

MECHANICAL TECHNOLOGY (WELDING AND METAL WORK)

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	33.3	33.3	33.3	0.0	0.0	**52.00**	**0**	**3**

MODERN GREEK SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	18.4	18.4	26.3	36.8	**74.34**	**0**	**38**

MUSIC

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	1.3	1.3	9.2	21.4	27.5	39.3	**74.50**	**0**	**229**

PHYSICAL SCIENCES

1	2	3	4	5	6	7	AVG	ABS	CANDS
3.8	8.3	13.2	17.9	19.0	19.9	18.0	**61.98**	**5**	**5037**

PORTUGUESE SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	5.0	0.0	20.0	40.0	35.0	**75.55**	**0**	**20**

SEPEDI FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	1.5	6.8	12.9	39.4	39.4	**76.12**	**0**	**132**

SEPEDI HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	4.2	20.8	63.9	11.1	**72.44**	**0**	**72**

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SESOTHO FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	6.9	8.6	8.6	13.8	36.2	25.9	**69.53**	**0**	**58**

SESOTHO HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	2.4	4.9	34.1	36.6	17.1	4.9	**61.95**	**0**	**41**

SETSWANA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	1.7	2.5	20.8	22.5	52.5	**77.68**	**0**	**120**

SISWATI FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	7.4	29.6	33.3	29.6	**73.22**	**0**	**27**

SPANISH SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	3.7	0.0	11.1	33.3	14.8	37.0	**72.22**	**0**	**27**

SPORT AND EXERCISE SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	3.7	9.9	16.0	27.2	29.6	13.6	**65.36**	**0**	**81**

TCL PRACTICAL 7

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	7.1	28.6	64.3	**80.29**	**0**	**14**

TECHNICAL MATHEMATICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	33.3	0.0	66.7	0.0	0.0	**56.67**	**0**	**3**

TECHNICAL SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	33.3	0.0	66.7	0.0	0.0	0.0	**48.33**	**0**	**3**

TOURISM

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.0	4.5	10.5	20.1	25.4	21.9	16.6	**64.59**	**1**	**668**

TSHIVENDA FIRST 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	**88.67**	**0**	**6**

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UNISA PRACTICAL 7

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	100.0	0.0	0.0	**61.00**	**0**	**1**

VISUAL ARTS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	1.5	4.8	10.3	17.3	29.6	36.3	**73.06**	**3**	**1281**

XITSONGA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	100.0	0.0	**79.00**	**0**	**2**

FURTHER STUDIES STATISTICS
2022

FURTHER STUDIES: AFRIKAANS

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.33	66.67	**87.37**	**0**	**3**

FURTHER STUDIES: ENGLISH

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
0.9	1.9	5.3	15.3	32.8	16.8	12.5	12.70	1.76	**66.89**	**8**	**567**

FURTHER STUDIES: MATHEMATICS ELECTIVE (FINANCE)

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
8.0	11.2	13.1	15.4	17.3	7.7	9.3	9.94	8.01	**59.58**	**31**	**312**

FURTHER STUDIES: MATHEMATICS ELECTIVE (GRAPH THEORY & MATRICES)

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
9.9	8.4	12.3	16.3	16.3	8.7	8.9	11.78	7.45	**59.99**	**32**	**416**

FURTHER STUDIES: MATHEMATICS ELECTIVE (STATISTICS)

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
16.4	9.4	11.8	15.5	18.1	7.1	7.8	11.11	2.81	**54.75**	**57**	**819**

FURTHER STUDIES: MATHEMATICS ELECTIVE (CALCULUS & ALGEBRA)

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
5.9	7.4	10.7	14.3	16.6	9.2	8.3	17.22	10.56	**64.42**	**80**	**2131**

FURTHER STUDIES: PHYSICS

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
1.8	10.5	7.0	14.0	26.3	8.8	14.0	17.54	0.00	**63.49**	**3**	**57**

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