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NATIONAL SENIOR CERTIFICATE EXAMINATION

EXAMINERS' REPORTS

2023

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ACCOUNTING
PAPER I

OVERALL

Generally, candidates coped well with all sections. There is evidence that teachers are preparing their candidates by using a variety of resources including past IEB papers, and they no longer stick to just one textbook. This exposes candidates to a variety of assessment styles and the various concepts that are in the SAGs but not in every exercise. Candidates are then adequately prepared to navigate their way through the different questions. There is evidence of constructive repetitive drill being done by teachers in all sections of work with a variety of examination techniques and tips being used. These assist candidates in the more complex calculations. There is also evidence that topics are explored in discussion in class as candidates displayed a good ability to unpack and understand the multi-layered transactions. Teachers are commended for this and encouraged to continue to share successful methods through the cluster groups.

The paper, while unique, remained consistent and in line with previous years. This meant that the majority of the candidates successfully completed it within the time frame. Candidates who did not finish the paper displayed weakness in basic formats and the processing of the standard transactions.

The reductions of superfluous information and simplifying of instructions was well received. However, in certain transactions the skill being assessed could be to distinguish between information that is to be used and that which is not.

A fair percentage of the errors throughout the paper were made as a result of candidates not reading the information carefully enough. In rushing through the paper, they read what they are familiar with or expect e.g., the gifting of inventories was seen as an outward instead of an inward movement of stock.

Candidates who read the whole transaction and understand its context and then processed it part by part, performed better than those who just processed as they read, because they had the sequencing of calculations correct. Candidates need to take more care in areas such as the use of brackets or transferring of figures as lower order marks are awarded for the basic recording of these. In addition, candidates should have a sound working knowledge of the formats, as entering items in the wrong places (particularly in the financial statements and cash flow statements questions) fails to reward them for any processing and calculations done.

The calculation spaces were used better and more effectively as candidates have become more familiar with them. Teachers are commended for using a similar format and style in their class and preliminary assessments. Where additional lines were given in a statement to allow for a candidate to record something differently (e.g. the provision for bad debts as an income or expense based on their calculation or the returns separately to the purchases), these were often not well used. Often candidates attempted to fill these lines with irrelevant calculations or information.

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Topic specific feedback

Inventories
Candidates completed the weighted-average calculation and there was a noticeable improvement in the use of the carriage. The calculation of the loss was very well done, with most candidates making use of a taught formula. Some struggled with the concept of the gift and how the stock loss affected the cost of sales. Some candidates lost time by recalculating the purchases figure that was given on the information sheet.

Fixed Assets
The question was well answered by most candidates. Those who did their calculations using 'T' accounts did better than those who did mathematical sums because their signs were correct. There is a noticeable improvement in the ability of candidates to calculate the closing balances on this note. Some candidates were doing calculations that were not necessary or where information was not provided – using a percentage calculation for depreciation and working out how long the business has the vehicles for. Revision exercises and programmes should continue to include the various methods and calculations that can be used to determine amounts such as depreciation (e.g. percentage vs balancing an account vs working backwards).

VAT
Overall, this was well answered. Candidates' rough working indicated some good study methods had been taught. There was a marked improvement in the overall understanding of this topic.

The multi-layered calculation meant that some candidates lost their thought process and were not able to determine the final VAT amount and the effect on SARS. The effect format has been the same for the past few papers and for some candidates it seemed to be foreign.

Company Financial Statements

Accounting Equation – repurchase of shares
The weighted average share price calculation was well done by almost all candidates and most followed up with the correct calculation of the excess.

The naming of accounts proved to be challenging and few candidates knew that that bank needed to be credited for both transactions. This was more likely due to the unfamiliarity of the accounting equation format being asked, as opposed to the financial statements note.

Income Statement, Notes and Adjustments
The sales adjustment was well done. The use of the calculation blocks has improved from previous years. An improvement in the handling of the + and – signs was noted. The calculation of the tax using the brackets was better handled. Reversals are growing in strength.

When adjusting the cost of sales, candidates did not understand that it was an allowance and not a return.

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The lack of some basic format knowledge meant that certain transactions were more challenging than necessary, e.g. distinguishing between the provision for bad debts (this belongs in a balance sheet) and provision for bad debts adjustment (income statement). Without the use of a timeline or correct calculation the short-term loan repayment was poorly calculated, where candidates struggled to identify the portion that was repaid. The dividends still owing to shareholders was often left off the payables note. The multi-layered offsetting adjustment was handled better but still proves to be the challenging one, this year it was the advertising.

Cash Flow Statement

Having the format of the note was a benefit to the candidates. Those who made use of the general ledger OR a vertical (logical) format in doing calculations did much better than those using a single line formula. There is evidence that candidates who understood the movement of cash faired very well in this question. Teachers are commended for teaching an understanding of the topic before drilling the exercises.

There is evidence that company ledger accounts are not taught by all teachers. They are included in the SAGs but because they are not assessed as an individual question in the exam, they seem to be overlooked in some centres. They are a crucial element for understanding companies and should be integrated and assessed with other sections of work. The appropriation account was poorly done. The use of the debt equity ratio was poorly done. It appears that many candidates were not expecting to use ratios in Paper 1. Some candidates struggled with calculating the cash balance; this needs to be addressed in the teaching programme.

Manufacturing

The format of the notes was well handled and indicated a familiarity with this style of question. However, the calculation that required the use of the finished goods calculation or ledger account was not done as well. Most candidates got full marks for the raw materials. The multilayered calculation of indirect labour was poorly done as the net salary concept was not understood by most candidates. Rent with an x remains a higher order calculation yet, overall, there was an improvement from previous years, indicating that teachers are addressing areas of difficulty in their classrooms.

Candidates who draw timelines do not make incorrect month calculations and those who understand apportionment after the adjustments faired really well in this question. The theory question needed to show an understanding that the problem occurred in the factory; many candidates tried to insert a generic answer about sales.

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ACCOUNTING
PAPER II

QUESTION 1 BUDGETS

In the Debtors Collection Schedule, the collection in the second month from October (R81 000) was well managed. Working backwards from the bad debts to the credit sales for November was not well calculated as some candidates subtracted the bad debts from the correct amount. The December collection from the November credit sales was poorly answered; most candidates did not use the 8% as they needed to calculate this, and rather used the 5% that was given for creditors. They also stopped at 40% and did not progress to calculating the discount.

The calculations were generally very well answered. Common problems lay in linking the payments to creditors for December to the cash purchases in November. Often the cash purchases from December were used. Mental maths also let the candidates down as they used 15% and not 25% as the cash purchases. The 700 shirts sold in December was incorrectly used to calculate direct labour costs for November. Non-cash items were incorrectly included in the November administration costs. The cost of the new machine was well answered.

The new monthly breakeven number required the fixed costs to be adjusted by subtracting the monthly depreciation on the embroidery machine and adding the monthly depreciation on the DTG machine. Most candidates did not do this.

The contribution per unit was well answered. Breakeven units need to be written to the nearest whole unit.

Financially a decrease in the breakeven units is a good decision. If candidates calculated an increase, this was also marked. Selling and distribution costs were fixed in this scenario. Prime costs decreasing and variable costs decreasing are therefore also reasons why the new machine would be a good decision financially.

The two other items that would need to be considered before purchasing the DTG machine had to be knock-on financial factors.

The decision on whether to increase the workers' wages by implementing contributions was generally well answered, though most did not consider the ethics of this. Three separate points were required for a yes or a no answer.

Advice on keeping current workers motivated and productive was well answered.

QUESTION 2 COMPANIES

Overall questions were answered fairly well. There has been an improvement over the last couple of years. Generic comments with the analysis of Financial Statements are not good enough. Refer to the case study.

Profitability seems to be well understood.

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It is critical to read questions carefully to establish exactly what is being asked. Where the question referred to the current assets **only** to explain liquidity, many candidates discussed the current ratio and acid test ratio, which include liabilities.

The calculations were generally well done with all the correct figures, but poor use of calculators as the answer would then be incorrect. Candidates often did not manage to round off to two decimal places.

The candidates battled to interpret the stock turnover rate, not understanding whether a low rate was good or bad. They also gave generic answers without referring to the type of stock that was given in the case study.

The calculation of the NAV was generally well answered, and the candidates handled the millions much better. Candidates still define NAV as the 'actual' or 'true' value of the shares and do not refer to the book value. Little evaluation was done between the NAV and the market price. Candidates need to use appropriate accounting terminology and language when answering questions.

When answering the question concerning the pay-out of dividends, the candidates did not refer to the figures given in the case study, they rather gave the consequence of not paying out dividends rather than the reason for it not happening. Reading the question is paramount when answering the questions to make sure the correct information is extracted to answer the questions.

Solvency was a lower order thinking question that was very poorly answered. The solvency calculation was in many cases calculated with Total Assets to Total Equity and Liabilities. The simplification of the ratio was not handled well and liquidity norms (which should generally not be used at all) were used when commenting on Solvency.

Most candidates were able to refer to Risk, Gearing and Returns. Most marks for this question were easily attainable if candidates established which financial indicators to identify. Some of the given information was re-calculated which wasted time. Teachers can consider making their candidates attend to the 3 Cs (Calculate/Consider; Compare; Comment) to help them navigate higher order thinking questions.

When looking at the financing/funding question, it was generally answered well. Many candidates did not give two reasons for shares issued perceived as being more expensive than taking out a loan. Many also referred to the non-financial implications, not financial as specified in the question.

It was evident that candidates knew what an internal auditor is and the role they play within an organisation, but they did not apply this knowledge to show how the internal auditor can **prevent** crime within a company.

Candidates were not able to show a clear understanding of the difference between capital expense and operating expense. Candidates were not able to link 'repairs' to land and buildings. They did not understand that repairs can be done to land and buildings and wanted to differentiate between repairs done to equipment as an expense and repairs done to a building as capital.

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QUESTION 3 RECONCILIATIONS

Many candidates repeated the credit terms and failed to clearly state whether a credit term had been adhered to or not. They also did not follow the instructions to look at the statement and therefore brought in additional information which was not requested.

The age analysis continues to be problematic with candidates uncertain as to which month entries should be allocated.

Candidates answered scaffolded questions much better than in previous years. They made good attempts to ensure that they answered every aspect of the question that was asked.

The reconciliation of the statement received from creditors and Creditors' Ledger was considerably improved. Candidates were better able to identify where an error/omission needed to be corrected and whether it should be added or subtracted.

When asked for a control system for a given scenario, candidates offered many points but were unable to bring them together to ensure that they would solve the problem. Solutions are still often unrealistic, expensive, or time-consuming.

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ACCOUNTING
SBA MODERATION

GENERAL COMMENTS

Submission of the files was very structured with the help of the IEB document that was sent out to the schools. Most files were organised according to the SAGs document. There are still schools that scan in the files as one document. This makes the moderation process very difficult for the moderator.

Pre- and post-assessment moderation is still a concern. The moderation form is often completed but with no evidence of actual evaluation of the exam. New schools need written feedback on their exams. Pre- and post-assessment moderation comments are very important for new teachers, especially regarding how the marks are allocated on the memorandum.

Prelim Papers

The quality of the prelim papers was of a high standard. There is still a concern that evidence is not provided where common prelim papers are used. There must be a formal document, signed by the responsible person at the school, that records which schools are sharing a paper and the date and time at which the paper is being written. This must be included in the Teacher File. Papers are compromised if a common date and time is not followed. The cluster groups are working well and many cluster papers were written.

Control Tests

Control tests were of the correct standard. Most schools gave the learners a choice of tests. The concern is still that tests from previous years are being used – dates need to be current. Tests need to cover all the topics and need to meet the requirements set out in the SAGs.

Task

The rigour of the task has improved, however there are still tasks that have been used for the past few years. These tasks are available to the learners and should be changed every year. Feedback needs to be given to learners on the actual task.

Mark Sheets

Most schools used the mark sheet as set out in the SAGs document. The excel spreadsheet was easy to check. Mark changes made during post-assessment moderation are not always carried over to the mark sheet.

Final comment

Teachers need to maintain contact with their cluster group, this will ensure that there is standardisation and that work submitted is of the required quality.

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AFRIKAANS HUISTAAL
VRAESTEL I

Die kandidate is eindeloos kreatief en het ons telkens verras met antwoorde – soms omdat dit van verrassende insig getuig en iets bydra wat ons glad nie voorsien het nie, maar wat wel voldoen aan die vereistes om die punte te verdien. Soms, egter, was dit die onvermoë om korrek te lees, die gebrek aan woordeskat en idiomatiese kennis en aanduidings van gebrekkige voorbereiding wat ons verras en verbaas het.

In die volgende opmerkings word enkele tendense aangedui. In die opgedateerde nasienriglyne, wat binnekort op die IEB-webblad sal verskyn, sal daar meer gedetailleerde opmerkings wees oor probleme asook alternatiewe antwoorde wat tydens die standaardisering van die vraestel bygevoeg is.

In die begripstoetsvrae, Vraag 1 en 2, het kandidate dikwels goeie tot uitstekende antwoorde verskaf. Woordeskatgebrek het hulle dikwels gepootjie, veral in die woordeskatvraag oor "onder die loep neem". Sommige kandidate het dit as die Afrikaapse werkwoord "loop/loep" gelees; ander het die Engelse "loop" daar raakgelees. Vrae oor tekssamehang is ook dikwels nie goed beantwoord nie, veral Vraag 1.13, waarin kandidate die afsluiting van die teks met die slotparagraaf moes beoordeel. Min kandidate kon met insig verwys na elemente in die titel en die eerste paragraaf, wat in die slot weer opgeroep is om 'n bevredigende geheel te vorm.

Die teksverwerking, Vraag 3, is ook minder goed beantwoord as in 2022. Die opdrag, om 'n teks te skep wat die oorspronklike se humor uitsif, was vir die meeste kandidate moeilik. Enkele skitterende antwoorde is egter ingelewer, wat die korrekte feite uitgehaal het en dit op die korrekte manier en met goeie taalgebruik in twee paragrawe, elk met 'n besondere fokus, verpak het. Ander kandidate het hulle aanbod egter as kolpuntlyste uitgelê. Daar was ook enkelinge wat duidelik nie die opdrag om met Teks 3 in die Addendum te werk, raakgesien het nie en sommer hulle eie inligting gefabriseer het.

Die poësie-afdeling, hoewel beter as in 2021 (matrikulante wat twee agtereenvolgende jare aanlyn klas gehad het), is nie uitstekend beantwoord nie. Sommige kandidate het blykbaar besluit dat van die gedigte voorheen in vraestelle voorgekom het en dit nie voorberei het nie; daarom was die kennis van die visuele interteks van die Spies-gedig gebrekkig. Baie kandidate was van mening dat die skilder se naam "a la Botticelli" was, en min kon "Die geboorte van ..." voor die liefdesgodin se naam invoeg. Daar was selfs enkelinge wat gemeen het dat ons met die planeet werk.

Die onvoorbereide gedig was kompleks, maar die vrae kon die kandidate versigtig lei om by verdienstelike antwoorde uit te kom. Indien kandidate 'n woord soos "gelei't" verkeerd gelees het, het 'n hele paar oor beddens geskryf ("gelê het"). Ander kon weer nie sien dat "weg" hier 'n naamwoord is nie. Dit het die interpretasie geskaad.

Soos dikwels is Afdeling C knap beantwoord. Dit was egter ook in hierdie afdeling duidelik dat te veel kandidate nie hulle reaksie op metingskaalvrae beplan en vir 'n oomblik of twee oordink voordat hulle wegval en skryf nie. Antwoorde was dikwels te kort om inhoud te lewer wat substansieel genoeg is. Ander se paragrawe was te herhalend, en enkeles het ook hier 'n kolpuntlys aangebied en nie 'n paragraaf nie. Die beste metingskaalantwoorde het 'n netjies geïntegreerde paragraaf gebied wat onder meer sinvol afgesluit is.

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Enkele tegniese sake het ook gepla.

Kandidate met die konsessie om te tik, moet asseblief Arial as lettertipe gebruik en 12 as lettergrootte. Hulle antwoorde moet ook asseblief net aan een kant van die bladsy gedruk word. Net een Vraag se antwoorde per bladsy, om seker te maak dat die nasieners nie verwar word nie.

Indien 'n skriba vir 'n kandidaat skryf, moet daardie persoon asseblief die kantlyne respekteer. En dit moet verkieslik iemand wees wat nie self 'n handskrifkonsessie benodig nie.

Kandidate moet tussen antwoorde reëls ooplaat. Hoewel die oorgrote meerderheid dit doen, skep dit vir die nasieners probleme indien dit nie gedoen word nie.

Meer kandidate as in die verlede het hulle name (en soms ook hul skoolnaam) in hulle antwoordskrif aangedui, enkeles sommer op elke bladsy met antwoorde. Dit moet duidelik ontmoedig word. Baie kandidate skryf ook nie die vaknaam en die vraestelnommer op die voorblad van hulle boekie nie.

Elke Vraag behoort ook op 'n nuwe bladsy te begin. Dit maak dit makliker om die antwoorde te vind, veral as die kandidaat nie die vraestel in volgorde beantwoord nie. Kandidate kan ook gerus aan albei kante van die blad skryf om seker te maak dat hulle die hele vraestel in een antwoordboekie kan voltooi.

Te midde van muggies en klippies en klein krapperigheidjies is dit 'n oorweldigende plesier om met die kandidate se antwoorde te werk.

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AFRIKAANS HUISTAAL
VRAESTEL II

Die 2023 nasiensessie is vaardig en met deeglike vakkennis nagesien. Die span het bestaan uit twaalf nasieners en twee senior nasieners. Ek wil graag my dank uitspreek teenoor die senior nasieners. Hulle ervaring en kennis van die proses het werklik my gehelp om hierdie eerste sessie as eksaminator sonder enige noemenswaardige probleme te voltooi. Hulle het die nuwe nasieners onder hulle vlerk geneem, en hulle die nodige ondersteuning gegee om met selfvertroue na te sien. Die meer ervare nasieners het weereens baie op hulle gesteun om sonder huiwering die regte punte toe te ken.

Algemene opmerkings:

1. Kandidate se vakkennis by die romans het soms kortgekom. Dit is moontlik omdat dit nuwe tekste was vir die onderwyser wat dit vir die eerste keer moes instudeer en toeganklik maak vir die kandidate.

2. Weereens is daar kommer oor die algemene taalvaardigheid van baie kandidate, alhoewel daar kandidate is wat amper foutloos skryf. Tog is dit opmerklik dat die gebruik van voorsetsels en leestekens, asook woordkeuse al hoe swakker raak.

3. Gebrekkige vaardigheid by die gebruik van die formele register asook akademiese taalgebruik doen afbreek aan die finale produk wat gelewer word.

4. Kandidate moet weer daarvan bewus gemaak word dat lengtevereistes nagekom moet word. Sterk kandidate kan soms die lengtebeperkings ver oorskry en dan moet hulle gepenaliseer word. Swakker kandidate se skryfstukke is aansienlik korter as wat voorgeskryf word, en dit verskraal die kandidaat se inhoud in die beantwoording van die vraag.

5. **Tyd was vir baie kandidate 'n probleem.** 'n Moontlike voorstel wat reeds genoem is, is om 'n tydsaanduiding te gee by elke vraag. Hierdeur kan die kandidaat beter tydsbeplanning toepas terwyl die vraestel beantwoord word.

6. Kandidate doen swak beplanning. 'n Voorstel is gemaak dat dit in vetdruk op die vraestel aangedui moet word.

7. Kandidate moet geleer word om nie bladsynommers aan te haal nie. Te veel doen dit verkeerdelik, en dit doen afbreek aan die algehele indruk van skryfstukke.

8. 'n Algemene probleem is dat kandidate nie die vraag LEES nie. Die vetgedruk word ook geïgnoreer wat die essensie van die vraag vir die kandidaat aantoon.

9. Daar is wysigings aan die roman en drama se nasienmatrikse aangebring: By die "Inhoudspunt" is die woord "Bogemiddeld" by vlak 5 uitgehaal. By die "Taal- en stylmatriks" is "Taalfoute pla" na 4 verskuif, "Taalfoute begin betekenis beïnvloed" na 2 en "herhaaldelike taalfoute" na 3 verskuif. Dit sal in die nuwe VAR'e aangebring word.

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Vraag-spesifieke opmerkings:

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

Hierdie vraag is uitstekend tot redelik swak beantwoord. Die woord "rekwisiete" was vir sommige kandidate 'n vreemde begrip alhoewel dit 'n baie bekende en algemene begrip in enige drama behoort te wees.

Die opdrag het na drie rekwisiete verwys alhoewel sommige kandidate wel hulle eie gekies het, maar nie altyd met sukses nie. Sommige het selfs gedink dat 'n persoon of die kombuis 'n rekwisiet is.

Die uitdaging in hierdie vraag was ook om die drie rekwisiete as terugkerende motief te motiveer, en hier het sommige kandidate klei getrap, veral as hulle die "kersies" as "kersiebloeisels" probeer gebruik het.

Dit was ook vir sommige kandidate moeilik om die rekwisiete in verband te bring met Elsa se ontwikkeling van getraumatiseerde moeder wat in ontkenning leef tot iemand wat uiteindelik aanvaarding vind.

Te veel kandidate gee nie 'n sinvolle inleiding met die nodige "kapstokke" nie. Algemene foute in die inleiding:

- Blote herhaling van die opdrag
- Geen verwysing na die titel, genre of skrywer nie (alhoewel dit iets is wat al vir jare as vereiste gestel word binne die vakgebied.)
- Sommige kandidate onderstreep nie die tekstitel nie, maar plaas dit in aanhalingstekens. Dit is 'n taalfout. Die AWS bepaal dat gepubliseerde titels in handgeskrewe tekste **onderstreep moet word**. Kandidate wat 'n spesiale vergunning het om die antwoord op 'n rekenaar te tik, moet dan die tekstitel *skuins druk.*

Die meeste kandidate het wel na die drie rekwisiete verwys, maar nie almal betrek die teks as bewys vir standpunte nie.

Gebrek aan tekskennis het ook voorgekom EN in sommige gevalle het kandidate wat die film gekyk het, deurmekaar geraak met die visuele aspekte in die film en die afspeel van die drama op die verhoog. Dit is egter belangrik dat kandidate weet dat hulle geëksamineer word op die dramateks – nie die film nie! Ruimte en rekwisiete is dus slegs dit wat in die kombuis op die verhoog (soos in die neweteks aangedui) ter sprake kom.

Enkele kandidate skryf die hele mini-essay sonder om lyne tussen paragrawe oop te laat.

Sommige kandidate het bloot in storievertelling verstrengel geraak in plaas daarvan om die fokus te plaas op dit wat die opdrag verwag.

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VRAAG 2–5 *EEN OF ANDER HELD* EN *TOEKOMSMENS*

- Kandidate het wel feitefoute gemaak, maar oor die algemeen was tekskennis goed.
- Nasieners het die vrae as regverdig beskou en goeie instruksies is gegee.
- Onderwysers moet weer klem lê op die inleiding en slot. Moenie in die inleiding net die vraag herhaal nie, die hoofargument moet verduidelik word. As die slot sekere instruksies gegee het, moet dit bespreek word; anders kan die volle punte nie toegeken word nie.
- Onthou kandidate moet die romans beredenerend beantwoord.
- *Een of ander held* – nie alle kolpunte (kapstokke) is altyd bespreek nie. Die integrasie van die feite met die vraag wat gevra was, was vir sommige kandidate 'n probleem. Die twee vrae is oor die algemeen goed beantwoord.
- *Toekomsmens* – In vraag 4 het kandidate gesukkel om 'n derde toekomsmens te betrek. "Agnes" is met gemengde welslae betrek. Vraag 5 was vir baie kandidate 'n uitdagende vraag. In baie gevalle is net dele van die opdrag uitgevoer.
- Slot van die vrae is deur baie kandidate geïgnoreer.

VRAAG 6–8 TRANSAKSIONELE SKRYFWERK

- Daar is sekere sentrums waar die kandidate die transaksionele afdeling uitgelos het. Die rede daarvoor is onduidelik. Moontlik was dit 'n tydkwessie.
- Vraag 6: Kandidate het nie altyd by die formaat gehou nie, en net die storie van die gekose teks oorvertel.
- Meeste kandidate het wel die genre genoem, maar nie altyd by die aanbeveling uitgekom nie.
- Dit is raadsaam dat kandidate NIE een van die voorgeskrewe werke vir Graad 12 gebruik om te resenseer nie (asook nie Engelse boeke nie).
- Vraag 7 en 8: Kandidate het oor die algemeen goed gevaar in hierdie twee vrae en het duidelik die vrae geniet. Dit is moontlik omdat baie gefokus is op die kandidaat se eie stem/posisionering.
- By redaksionele kommentaar het verwarring ontstaan oor *kommentaar* of *brief* wat beantwoord moet word. Kandidate is nie gepenaliseer as gevolg van hierdie dubbelsinnigheid in die vraestel self nie.
- Formaat by redaksionele kommentaar was nie altyd korrek nie.

Baie dankie aan een en elkeen wat so 'n groot bydrae gelewer het om van hierdie vraestel en nasiensessie 'n sukses te maak. Dankie aan 'n ongelooflike eksamenpaneel wat so behulpsaam was. Ons het absoluut as 'n span saamgewerk.

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AFRIKAANS EERSTE ADDISIONELE TAAL
VRAESTEL I

Dra asseblief die volgende versoeke aan julle leerders oor:

- Begin **elke vraag** op 'n nuwe bladsy. Ons vra dat alle onderwysers hierdie reël in hulle skole moet toepas en inskerp.
- Hou by een-woord antwoorde as die vraag dit vra.
- Laat 'n **reël oop** tussen **elke** antwoord.
- Nommer die vrae presies soos op die vraestel EN nommer korrek!
- Nommer in die kantlyn (**nie** in die middel van die bladsy **nie**).
- Plaas jou antwoorde **onder mekaar**.
- Lees en volg die instruksies vir elke vraag op die vraestel.
- Sit jou antwoordstel netjies en logies uiteen.
- Moenie in die kantlyn skryf nie.
- Skryf **drie agtereenvolgende woorde** langs mekaar (nie onder mekaar nie!).
- As kandidate die *Eksamenportaal* gebruik: As die kandidaat 'n rekenaarakkommodering het, moet hulle asseblief geleer word om hulle antwoorde netjies in 'n *Word*-dokument uiteen te sit, met die regte font-grootte en spasiëring.
- Geen antwoorde moet direk op die elektroniese vraestel getik word nie. Leer ook vir die kandidate hoe om die volgende leestekens te gebruik: ê, ë, ï, é, û, ô, ö, ens.

AFDELING A LEESBEGRIPPE

VRAAG 1 KAT KOM WEER KAAP TOE

Die kandidate het hierdie vraag redelik goed beantwoord.

Nasieners het gevoel dat **individuele vrae fyner gelees moet word**. Kandidate moet let op spesifieke instruksies en hoe dit in die vrae geformuleer word. Hulle moet die **basiese woordeskat** onder die knie hê om die leesbegrip sinvol te kan verstaan en om hulle antwoorde op die regte manier te kan formuleer. Byvoorbeeld: sommige kandidate het nie geweet wat 'n **stompstertkat** is nie!

Vermy lang, uitgerekte sinne wanneer 'n vraag beantwoord word. Skryf eerder kort feitelike sinne as saamgestelde, lomp sinne. Kandidate moet **oefen** om vrae **direk (in een kort sin per feit)** te beantwoord.

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

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

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

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Neem asseblief kennis vir die toekoms: Die **hoërorde-tipe vraag** wat begin met "Dink jy..." is gewoonlik vir kandidate problematies. Hierdie vermoë **om op 'n hoër kognitiewe vlak te redeneer** en om dan 'n sinvolle antwoord te verskaf vereis meer inskerping deur die onderwyser in die klaskamer. Kandidate moet hulle opinie, **gebaseer op die inhoud van die teks**, kan gee (en nie 'n irrelevante opinie nie). Skole moet dit asseblief inskerp.

VRAAG 2 VISUELE BEGRIP – ADVERTENSIE

Die vraestel is ook aangepas vir kandidate was visueel gestremd is. Hierdie kandidate word dus nie onnodig benadeel nie. Hulle het 'n aangepaste vraestel ontvang wat hulle dan moes beantwoord.

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

Sommige nasieners het van die nasienriglyne vir Vraag 2.6 verskil. Hulle wou hê dat Facebook ook as 'n antwoord aanvaar moet word, maar ons het by die telefoonnommer volstaan aangesien dit (die nommer) visueel meer prominent in die advertensie voorkom.

Nasieners het gevoel die vrae was regverdig en geskik vir die kandidate se verwysingsraamwerk.

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

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

Kandidate moet geleer word om korrek aan te haal.

Kandidate moet hul antwoorde **korrek nommer**!

Kandidate wat slordige handskrifte het, moet seker maak **dat die nasieners hulle antwoorde kan lees**!

Kandidate moet die vrae lees en die opdrag korrek uitvoer (dit is deel van lees met begrip). Sommige kandidate se woordeskat het hulle in die steek gelaat, bv. hulle het nie geweet wat 'n **by** in Afrikaans is nie.

Die nasienpaneel het gevoel dat Vraag 2 oor die algemeen goed beantwoord is.

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

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VRAAG 3 SPOTPRENTE

Vir die eerste keer het 4 verskillende spotprente in 'n vraestel verskyn. Die nasienpaneel het gevoel dit het goed gewerk.

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

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

Kernwoorde word nog steeds verkeerd gespel, bv. strepe/strepies, ens.

Leer die kandidate die woord "glimlag" (tande wys X).

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

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

Te veel Engelse woorde is in antwoorde gebruik (word nie aanvaar nie). Bv. cell phone = selfoon. Verbuigings van Engelse woorde word glad nie aanvaar nie, bv. smook i.p.v. rook.

Kandidate moet die verskil tussen **liggaamstaal** (met al sy liggaamsdele) en **gesigsuitdrukking** (met al sy aksies) leer. Kandidate moet al die noodsaaklike terminologie wat by visuele begrippe pas, gebruik.

Voornaamwoorde word ook gereeld nie korrek in antwoorde gebruik nie.

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

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

Addisionele kommentaar:

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

Woordeskat wat vir kandidate gefnuik het: koerant, visstok, slaapkamer.

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

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AFDELING B

VRAAG 4 OPSOMMING

Algemene terugvoering en voorstelle van nasieners van hierdie vraag:

- Kandidate moet altyd in die instruksies gelei word om puntsgewys te skryf (m.a.w. 1–5).
- Die instruksies moet asseblief aandui dat antwoorde kronologies op mekaar moet volg. (Eksaminator: dit sal dan dalk die swakker kandidaat by die nasien van hierdie vraag benadeel.)
- Kandidate moet geleer word om slegs dit wat gevra word, op te som. Moenie die inleiding en slot, wat nie in die instruksie gevra word nie, opsom nie.
- Kandidate moet aangemoedig word om woordeskat uit die teks te gebruik. Alles hoef nie in eie woorde weergegee te word nie.
- Kandidate moet geleer word om werkwoorde in sinne te gebruik om dit betekenis te gee.
- Gebruik of 'n voegwoord wat twee sinne verbind of gebruik twee aparte sinne. Moenie 'n sin met 'n voegwoord in gebruik EN dan nog 'n verdere sin nie!
- Die beplanning is daar om sinne/woorde te herformuleer en dood te krap. Moenie in die finale poging nog doodkrap en verander nie. Dit is tog die doel van die beplanning om alles te korrigeer voordat die finale poging geskryf word.

Riglyne by die nasien van die opsomming:

Simbool	Omskrywing	Punte verloor
FA	Foutiewe aanvang: 3 of meer sinne is nie begin soos gevra nie. (bv. Begin met 'n werkwoord/moenie ....)	–1
F	Formaat • Sinne is nie genommer nie. • Kolpunte is gebruik (of net reëls is tussen sinne oopgelaat) • Kandidaat het in paragraafvorm geskryf	–1
WT	Woordtelling Daar is geen woordtelling aangedui nie.	–1
L	Lengte Die opsomming is te kort of te lank, d.w.s. minder as 60 en meer as 80 woorde.	–1
LL	Kandidate was oneerlik oor die lengte, bv. Die kandidaat het 80 geskryf, maar daar is eintlik 100 woorde.	–1
DA	Direkte aanhaling Penaliseer vir elke sin wat direk aangehaal is (frases en woorde uit die stuk mag gebruik word). Indien die aangehaalde sin verkeerd is, word punte nie afgetrek nie.	–1

Onthou (vir hierdie vraestel se opsomming):

1. Elke wenk moet met **Jy moet...** begin.
2. Elke sin tel 2 punte (vir 2 feite: die wenk EN die voordeel).
3. Elke sin mag 'n voegwoord bevat OF mag twee aparte sinne wees. 'n Derde sin word nie nagesien nie!
4. Een van die dele van 'n sin kan 'n infinitief wees.
5. Elke sin MOET 'n werkwoord bevat (geen werkwoord, geen punt!).
6. Een feit mag nie oor twee punte strek nie.
7. Taalfoute word nie gepenaliseer nie, maar ons ken net 'n punt toe as swak taalgebruik NIE die betekenis belemmer nie.

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AFDELING C POËSIE

VRAAG 5 DIE WÊRELD HET SO KLEIN GEWORD

Alternatiewe voorstelle/antwoorde is voor die aanvang van formele merk met die eksaminator bespreek en bevestig.

Die vraag het maklik gemerk, en daar is ekstra moeite gedoen dat leerders sover moontlik/waar relevant altyd die voordeel van potensiële twyfel kry en nooit benadeel word nie.

Daar was geen onsekerhede met die aanvang van die merk nie.

Daar is ook veral weer bevestig dat:
- Spelling van terminologie so akkuraat as moontlik moet wees
- Engelse woorde nie aanvaar word nie
- Taalfoute nie gepenaliseer word nie

5.3.2/5.4/5.6 Bogenoemde drie vrae se antwoorde het telkens herlees geverg – bloot 'n soek na sleutelwoorde kon glad nie hier toegepas word nie – daar was 'n hele paar voorbeelde van kreatiewe, goed gestelde antwoorde wat vanuit 'n ander invalshoek bewoord en met die groep gedeel is vir konsensus sowel as om 'n voorbeeld van unieke, goeie uitdrukking in EAT met mekaar te deel.

5.1 Maklik gemerk – spesifiek is bygevoeg by memo dat boord/die boord nié aanvaar word nie.

5.2.1–5.2.3 Daar moes 'n werkwoord/aksie in antwoord wees – dit was opvallend hoeveel leerders hier nie punte gekry het nie omdat hulle bloot die item (bv. "boeke") neergeskryf het en gevolglik nie die vraag genoegsaam beantwoord het en nie by die manier/wyse uitgekom het hoe die betrokke generasie meer oor die wêreld uitgevind het nie.

5.3.1–5.3.2 As 5.3.1 korrek was, is verder gekyk na 5.3.2 vir deeglike sinvolle rede vir korrekte antwoord by 5.3.1. Die sinvolle rede moes sentreer rondom die feit dat daar geen ander dinge (soos by ma en spreker) was wat ouma-generasie se aandag kon aflei nie/binne in die huis laat bly het nie.

5.4 Leerders moes by die verskil tussen die twee boomverwysings uitkom om punte te verdien – dit was die enigste vraag wat 2 punte tel, en dikwels het leerders net 1 gekry omdat hulle nie volledig/relevant genoeg die verskil uitgelig het nie.

5.5 Maklik gemerk – ook reg aanvaar as leerders "met 'n ieder en elk" geskryf het – indien hulle die hele versreël geskryf het, is dit nie as korrek aanvaar nie.

5.6 Die reëls word kleiner en kleiner is ook aanvaar – "dit kry minder en minder" is nié aanvaar nie.

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VRAAG 6 KLEIN GELOOF

Alternatiewe voorstelle/antwoorde is voor die aanvang van formele merk met die eksaminator bespreek en bevestig.

6.1 Goed beantwoord.

6.2 Kandidate het die vraag verstaan/geen direkte aanhaling is aanvaar nie. Kandidate moet geleer word om nie aan te haal tensy die vraag dit vereis nie.

6.3 Kandidate het gesukkel met die formulering van die antwoord a.g.v. die verkeerde gebruik van glo/belowe/geloof/loof/vergeet/gelos/verwyder.

6.4 Kandidate gebruik die woord beklemtoon, maar die motivering was nie altyd 'n positiewe stelling nie.

6.5 Goed beantwoord.

6.6.1/6.6.2 Vraagstelling was duidelik – kandidate se kennis oor die interpretasie van die vraag was beperk.

6.7 Hierdie vraag is die swakste beantwoord. Kandidate het nie die betekenis van nuutskepping verstaan nie.

6.8 Vraagstelling was duidelik, maar kandidate het weereens gesukkel om die antwoord in hul eie woorde te formuleer.

Algemene opmerkings

- Elke vraag (in die hele vraestel) moet op 'n nuwe bladsy beantwoord word.
- Reëls tussen antwoorde moet oopgelaat word.
- By kandidate wat antwoorde tik:
  - Plaas asseblief meer spasiëring tussen antwoorde.
  - Maak gebruik van 'n groter lettertipe (Arial 12 of groter).
  - Die begin van elke vraag moet duidelik aangedui word.
  - Begin elke vraag op 'n nuwe bladsy.
  - Moenie die antwoorde op die elektroniese vraestel tik nie! Skep 'n aparte antwoordstel/dokument.

VRAAG 7 SEISOENLEKTUUR

7.1/7.2/7.3 Hierdie vrae is oor die algemeen goed beantwoord.

7.4.1/7.4.2 Sommige nasieners voel dat die kandidate nie die woord rymskema sou verstaan nie en dat ons eerder die woord rympatroon moes gebruik het. Leer maar vir hulle albei!

7.5 Nie almal het geweet dat suidoos na 'n windrigting verwys nie.

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7.6/7.7
- Kandidate het dit moeilik gevind om hierdie vraag te beantwoord, dalk weens hulle gebrek aan woordeskat of dalk as gevolg van 'n verkeerde interpretasie van die gedig. Vraag 7.6 en 7.7 is ook oop vir interpretasie en daar moet volgende keer in diepte gekyk word na sulke tipe vrae se nasienriglyne, veral omdat dit ook kandidate se eie opinie vra. Baie kandidate het in 7.6 op die woord "doodstil" gefokus in plaas van "bladstil" en die vergelyking is tussen die twee woorde getref. Kandidate het uitgewys dat die tuin nie doodstil is nie en dat daar steeds lewe en groei in die herfs plaasvind.
- Sien 7.4.1 en 7.7. Die VAR'e moet meer spesifiek opgestel word ten opsigte van die vereistes van die nasienriglyne. Daar word nasionaal na die dokument verwys en nuwe onderwysers sal nie weet dat die spelling van die gedigte-terminologie so krities is nie.
- Kandidate sou beter in die ongesiene gedig gevaar het as die bogenoemde in ag geneem sou word. 30% van die punte het verlore gegaan indien hulle gebroke rym/kwatryn en koeplet verkeerd gespel het. Hulle is ook gepenaliseer indien die meervoud van kwatryne verkeerd gespel is, en dit het baie kandidate benadeel.

7.8 Sonder om te tegnies vir EAT te raak, is die antwoord ooglopend as 'n mens na die bou/struktuur van die gedig verwys.

- By Vraag 7.8 het die kandidate punte verloor indien hulle 'n kwatryn of koeplet omskryf het. Die vraag moet meer spesifiek gestel word indien dit vereis word om die versreël te benoem volgens 'n sonnet se kenmerke.

Terugvoering aan die onderwyser:

- Onthou dat die ongesiene gedig meer tegniese aspekte as inhoud toets en die gedigte-terminologie en basiese begrippe moet by kandidate ingeskerp word. Die spelling van kwatryn en koeplet, ens. is baie belangrik en dit word nie reggemerk indien die spelling daarvan verkeerd is nie. Hulle moet weet wat 'n versreël is en hulle moet dit nie lyne noem nie.
- Kandidate was onseker oor die werkwoorde. Hulle ken nie die verskil tussen benoem en bepaal nie. Die twee begrippe is dikwels omgeruil. Benoem – betekenis van die naam en bepaal is die rymskema se struktuur, bv. ABCB.
- Kandidate lees nie altyd noukeurig deur die vrae nie en hulle verwys na die verkeerde strofes en benoem en bepaal nie die korrekte rymskema nie.
- Daar was onsekerheid oor die verskil tussen 'n metafoor en 'n vergelyking.
- Selfs al word daar van die kandidate verwag om hulle eie opinie te gee, moet hulle altyd hulle opinie aan die hand van die inhoud van die gedig motiveer.
- Party kandidate nommer in die middel van die bladsy en druk al die vrae in een bladsy in. Daar is genoeg spasie om reëls oop te laat en om elke vraag op 'n nuwe bladsy te begin.

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AFDELING D TAALVAARDIGHEID

VRAAG 8 SINSTRUKTURE

8.1–8.11 Geen negatiewe terugvoer oor die sinne wat in die vraestel voorgekom het nie. As die kandidate hulle werk geken het, sou hulle al die sinne korrek kon oorskryf.

VRAAG 9 WOORDSTRUKTURE

Herinner julle kandidate om die woorde onder mekaar te skryf (nie in twee of drie kolomme nie!)

Begin hierdie vraag op 'n nuwe bladsy.

Kandidate verloor steeds onnodig punte as gevolg van swak skrif OF spasiëring tussen letters (m.a.w. is dit een of twee woorde – bv. blits vinnig teenoor blitsvinnig).

Kandidate het gesukkel met:
9.8 skoot;
9.11 piering;
9.16 skottelgoed, as gevolg vanwoordeskat wat hulle nie het nie.

VRAAG 10 KOMMUNIKASIE

Onderwysers moet hul kandidate leer dat vraag 10 slegs die toepassing is van dit wat hulle vir vraag 8 (sinne) en vraag 9 (woordeskat) moet ken. Die eksaminator verskaf 'n situasie (met 'n sekere emosie wat weergegee moet word) waarin iemand 'n respons moet gee. Die kandidaat moet dus die taalreëls vir sinstrukture toepas EN gebruik maak van (aangeleerde) woordeskat om sy/haar respons te formuleer.

Indien die onderwysers bogenoemde benadering toepas, sal die kandidate nie so bang wees om die kommunikasievraag te beantwoord nie. Hulle het tog immers hulle taalreëls en woordeskat vir vraag 8 en 9 van die vraestel geleer!

Dit is dieselfde beginsel as vir 'n onvoorbereide toespraak.

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

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

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

Sommige kandidate het nie die instruksies korrek verstaan nie en het probeer om al 5 sinne in 20 woorde (gesamentlik) te skryf.

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Onthou

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

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

Ten slotte

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

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AFRIKAANS EERSTE ADDISIONELE TAAL
VRAESTEL II

AFDELING A

VRAAG 1 VAN JOHANNESBURG NA STELLENBOSCH

Oor die algemeen is Vraag 1 goed beantwoord. Woordeskat was gebrekkig en kandidate kan hulself nie goed genoeg uitdruk nie. Onderskeid moet getref word tussen die betekenis van sekere woorde, bv. *wil* teenoor *sal*, ens. Daar word versoek dat 'n nuwe woordeskatlys verskaf word: óf vooraf verskaf aan onderwysers, óf om dit in die vraestel te druk.

Kandidate moet aangemoedig word om basiese woorde wat hulle dalk nie ken nie, te 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.

Veelvoudigekeusevrae, byvoorbeeld Vraag 1.6, is oor die algemeen goed beantwoord. Maak kandidate daarvan bewus dat hulle duidelik moet skryf, veral as hulle weet hulle handskrif lees moeilik.

VRAAG 2 STELLENBOSCH – TURKYE

Onderwysers moet daarop let om nie net op die skelet of storielyn in die algemeen te fokus nie. Fokus op die elemente wat 'n invloed op die karakters, storielyn of gebeure het. Kandidate het punte verloor as gevolg van aannames of veralgemenings. In die verhaal word daar byvoorbeeld vier pakkies genoem:

1. die gebrande boek wat mev. Trollip aan Greg gestuur het;

2. die skootrekenaar wat Xander aan Greg gestuur het (Vraag 2.1);

3. die "dangerous things" pakkie met die transponder, inspuiting en alcohol-lappies; en

4. die teddiebeer met die geweer wat Xander in Istanboel van die Donker Web af bestel het.

Net so is daar ook net twee video's. Die pakkies en die twee video's het albei 'n groot rol gespeel in besluite wat geneem is en/of hoe daar 'n wending in die storie plaasgevind het.

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 kronologies hou aangesien dit die nasien vergemaklik. Sommige kandidate het dit uitdagend gevind om by die aangewese 120 woorde te hou.

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VRAAG 3 FLORENCE

Die onderwysers wat betrokke was by die merk van Vraag 3 voel dat dit tot die kandidate se voordeel gestrek het dat daar meer as twee karakters by die dialoog betrokke was en dat die dialoog beter gevloei het. Antwoorde was ook heelwat korter as verlede jaar wat gehelp het in die merkproses. Onthou dat kandidate die feite moet ken. Dit is byvoorbeeld belangrik om te verstaan waarom hulle so "vinnig" na nuwe stede en dorpe reis en hoe hulle dit gedoen het, byvoorbeeld as hulle nie 'n paspoort met 'n geldige visum in het om te kan reis nie sou dit nie moontlik wees nie.

Die nasienriglyne het veel makliker gemerk aangesien die antwoorde nie te lank was nie. 'n Addisionele seniornasiener sal ook baie help om die lading te verlig.

Kandidate se antwoorde was goed genommer maar hulle moet daarop gewys word dat die karakters se name nie elke keer weer geskryf hoef te word nie, want die antwoord is voldoende. Geen aanhalingstekens moet gebruik word nie en kandidate moet seker maak van spelling, byvoorbeeld Venesië, aangesien die Engels nie aanvaar word nie. Maak kandidate met veral 'n spelkonsessie daarvan bewus dat Engelse antwoorde soos "Venice" nie aanvaar word nie.

By Vraag 3.8 het sommige kandidate slegs "Ja" geantwoord en het dus geen punte gekry nie aangesien daar geen motivering gegee is nie. Kandidate moet daarop atent gemaak word dat vrae wat meer as een punt tel, byvoorbeeld Vrae 3.1, 3.2 en 3.7, volledig beantwoord moet word en dat daar ten minste twee antwoorde verskaf moet word.

Nasieners het gevoel dat die inleidende antwoordsin by Vraag 3.4 weggelaat kon word. Vrae 3.6 en 3.8 is ook plek-plek omgeruil. Vraag 3.6 het gehandel oor waar hy die Baker se fisiese adres gekry het (terwyl hulle in Florence was) en nie die *IP-adres* wat aangedui het dat hulle na Florence moes vertrek. Sommige kandidate het ook nie uitgekom by die leidraad wat hulle van die rekenaar kamera verkry het (Vraag 3.8) sodat hulle geweet het om na Venesië te gaan nie.

Enkele kandidate sukkel nog met woordeskat. Let dus in die klas op na die verskil tussen koop vs. verkoop; ken vs. weet; doodgemaak/vermoor/gemoor/moor. Daar was heelwat kandidate wat gemoord, vermoord of net moord geskryf het.

VRAAG 4 VENESIË

Die merk van die vraag het oor die algemeen vlot verloop. Die vrae was opgestel met selfs die swakker kandidate in gedagte. Dit blyk dat die inleiding die meerderheid kandidate gelei het en verwarring uitgeskakel het. Ongelukkig het sommige kandidate die sinne ingesluit in hulle antwoorde en dikwels oor die woordtelling gegaan.

Sommige nasieners het gevoel dat die hoërorde vrae te uitdagend was met in ag genome die langer boek. Leerlinge het soms ook nie die vrae, wat kronologies gevra is, so beantwoord nie, maar het in die verhaal rondgespring. Nasieners vra dat vrae meer spesifiek in hierdie vraag gevra word.

Leerlinge moet daarop atent gemaak word dat karakters se name korrek gespel moet word. Daar moet ook in die klaskamer aandag gegee word aan die inleiding en slot sodat dit kort en kragtig aangebied kan word. Sommige leerders se slot het geensins verband gehou met die inhoud van die opstel nie, en daar was heelwat kandidate wat nie die vrae beantwoord het nie, maar bloot inligting uit die verhaal neergeskryf het.

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Soos in die verlede word daar weer gevra dat kandidate nie die paragrawe nommer of opskrifte gebruik nie. Kandidate **mag nie** in die kantlyne skryf nie. Dit bemoeilik die merkproses aangesien nasieners nie plek het om te merk en kodes aan te dui nie. Verder beteken dit ook dat seniornasieners dan ook nie spasie het om hulle kommentaar of simbole aan te bring nie.

Sommige kandidate het ook nie by die woordtelling gehou nie of glad nie neergeskryf nie. Daar word voorgestel dat kandidate in die klas moet oefen om paragrawe van min of meer 70–80 woorde te skryf.

Daar word gevra dat onderwysers asseblief die kandidaat daarop atent maak dat hulle netjies moet werk.

Elke vraag moet op 'n nuwe bladsy beantwoord word om verwarring te voorkom aangesien sommige kandidate glad nie die vraagnommer neerskryf nie en dikwels foutief nommer. Dit vergemaklik die optel van punte aan die einde van die nasienproses indien die kandidate hieraan voldoen het.

Dit het 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 d, 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. 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.

AFDELING B

VRAAG 5 BEMARKINGSBLOG

Daar word versoek dat onderwysers meer gereeld skryfstukke met kandidate oefen aangesien kandidate nie oor voldoende skryfvaardighede beskik nie. Sommige onderwysers voel dat daar minder tipes skryfstukke in die VAR'e moet wees.

Kandidate moet ook aangemoedig word om uit te brei en meer "vleis" by te werk aangesien blote opnoem van inligting nie die doel is van 'n transaksionele skryfstuk nie. Kandidate wat te kort skryf, sal in een kategorie afgemerk word in volgende jaar se vraestel. Kandidate wat te lank skryf, penaliseer hulself op inhoud omdat die laaste sinne/paragrawe/kolpunte doodgetrek word.

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

Die kolpunte by die transaksionele skryfstuk moet die leerder lei en vereis kreatiwiteit. Maak kandidate bewus daarvan dat kolpunte spesifiek beantwoord moet word alvorens hulle hul idees uitbrei. Kolpunte moet bespreek word en nie net aangehaal word nie.

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Woordeskat – algemene foute waarna gekyk moet word:

die verskil tussen i.p.v./want/ of/omdat
die verskil tussen opgewonde/opwindend
die verskil tussen dat/wat
die verskil tussen moenie/hoef nie
die verskil tussen In die oggend/Elke oggend/Soggens
die verskil tussen vir die/daarvoor (en ander betrekl. vnw.)
die verskil tussen **nodig**/**benodig**/nodig het
die verskil tussen julle is goed/dat dit goed gaan
die verskil tussen Hello/Hallo/Halo (Groetvorme – goeiemôre, goeiemiddag, goeienaand, goeienag is een word)
die verskil tussen kleure/klere
die verskil tussen se en sê (met en sonder 'n kappie)
die verskil tussen lewe/lief/lyf/is lief vir/liefde/liewe
die verskil tussen elke tyd/elke keer
die verskil tussen enige/slegs
die verskil tussen grotes/groottes
die verskil tussen koop en verkoop
die verskil tussen produk/produkte
die verskil tussen ken en weet
die verskil tussen klein/lae
die verskil tussen sal/wil
die verskil tussen kos/koste/geld/goud/bedrag/bekostig
die verskil tussen onthou/herinner
die verskil tussen soos/lyk
die verskil tussen nodig het/benodig
die verskil tussen uitleg van vraestel
die verskil tussen uitmis/misloop

Daar moet asseblief ook aandag gegee word aan:

Die werkwoord in die "tweede posisie";
gunsteling+s.nw = een woord;
infinitief sinne;
Engelse woorde en e-pos/epos; en
voorsetsels van kommunikasie.
Idiomatiese uitrekkings "it's a steal" kan nie direk vertaal word nie.
Engelse terme: DM/KI maar nie AI nie/Swart Vrydag/Vegaan/Vape vs Tjoef damp/Beurtkrag /laai
Kandidate moet asseblief ook vloekwoorde vermy.

Alhoewel Vraag 5 en 6 op een bladsy gedruk is ter wille van papier, word daar gevra dat die twee vrae asseblief in die vervolg op twee verskillende bladsye gedruk word ingeval kandidate dit misverstaan. Daar was egter nie baie kandidate wat slegs een van die twee vrae beantwoord het nie.

Nasieners voel dat die onderwerp toeganklik was vir die kandidate en dat die prent kandidate baie gehelp het.

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VRAAG 6

Die nasieners voel dat 'n oormaat woordordefoute voorgekom het. Heelparty kandidate het ook net kort antwoorde by die drie kolpunte verskaf en moet geleer word om adjektiewe meer effektief te gebruik, byvoorbeeld wyer te skryf as net "goed" of "mooi". Betreklike voornaamwoorde is verkeerd gebruik en kandidate het in party gevalle bloot Engelse woorde gebruik.

Aangesien die formaat van die skryfstuk voorsien word, moet kandidate dit volg. Maak kandidate daarvan bewus dat hulle paragrawe moet gebruik. Sommige kandidate het die stippellyne as verwarrend ervaar.

Kandidate was geneig om die inleiding te lank te skryf en dan oor die woordtelling gegaan. Maak kandidate daarvan bewus dat hulle gepenaliseer word indien hulle te lank skryf, of indien hulle oneerlik oor die lengte van die skryfstuk is. Die kandidate het ook vae antwoorde verskaf oor wat hulle binne 10 jaar wil bereik. Hierdie vae antwoorde was 'n uitdaging om na te sien aangesien nasieners geneig was om te wou inlees.

Onderwysers moet asseblief kandidate daaraan herinner om in paragrawe te skryf. Bespreek die onderskeie formate vooraf om verwarring uit te skakel. Hersien voornaamwoorde en betreklike voornaamwoorde asook taalreëls (t.w.v. woordorde) ook vir skryfstukke. Motiveer die kandidate om meer kreatief te skryf. Maak kandidate daarvan bewus dat hulle meer punte sal verdien as hulle op die kolpunte uitbrei en nie net kort en bondig beantwoord nie. Herinner die kandidate daaraan om nie in potlood te beantwoord nie.

Algemene woorde wat kandidate verwar sluit in:

- Jare vs. jaar
- Wil vs. sal – Tye
- Doen vs. klaar
- Agter matriek vs. na
- Kla vs. klaar
- Lyf vs. lewe
- Trou vs. vertrou
- Korrekte vorm van die adjektiewe – dit was 'n goed jaar.
- Dat vs. wat
- Toe vs. to
- Hou van vs. lyk
- Hard vs. moeilik
- Opwindend x opgewonde
- Al vs. alles
- Hou vs. hoe
- Merke vs. punte
- Vermis vs. mis
- Ken vs. weet
- Mooi vs. mooilik of moeilik
- Tel vs. vertel
- Ondersteun x verstaan
- Maak vs. Laat

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- Sommer vs. somer
- sterk vs. streng
- jy vs. jou
- Woordeskat: degree vs. graad
- Papier vs. vraestel
- Dis vs. die
- Toekomsplanne x toekomende planne
- As (Engels) vs. as (Afrikaans)
- As jy weet i.p.v. soos, omdat en want
- Name van lande, vakke, kursusse en universiteite
- Hoop dit gaan goed en nie Hoop jy is goed nie.
- Spelling: interessant
- Voorsetsels
- Maak gebruik van korrekte adjektiewe – Dit was 'n goed jaar: goeie jaar.
- Spelling: gunstelling

ALGEMENE OPMERKINGS

Konsessie kandidate moet asseblief groter spasies tussen reëls ooplaat. Dit sal ook help om 'n groter font (bv. Arial #14) te gebruik en elke vraag op 'n nuwe bladsy te begin.

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.

Druk asseblief slegs aan een kant van 'n bladsy aangesien dit die nasien vergemaklik. Maak seker dat die "*spell check*" op die rekenaars afgeskakel is. Leer kandidate vooraf hoe om die onderskeie kappie en deelteken simbole te gebruik.

Die eksamenpaneel word bedank vir die leiding, ondersteuning en bydraes wat gedurende die jaar gelewer is om 2023 weereens 'n suksesvolle jaar te maak.

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AFRIKAANS EERSTE ADDISIONELE TAAL
SBA MODERERING

AFDELING A SKRYFWERK

- Onderwysers handhaaf 'n baie goeie standaard. Die interessante onderwerpe wat binne die leerders se ervaringswêreld is, lei tot puik opstelle.
- Waak egter teen die volgende:
- Beplanning is slegs 40 woorde. Sommige leerders skryf hele frases en Engelse woorde op die beplanning wat baie meer as 40 woorde is.
- 'n Enkele onderwerp buite leerders se ervaringswêreld. Daar is min leerders wat van skryf hou. Maak dus voorsiening met meer as een onderwerp om vir soveel as moontlik leerders voorsiening te maak.
- Onderwerpe sonder enige riglyne. Dit is tot voordeel van die swakker leerders om ook onderwerpe met meer riglyne in te sluit. Maak dus voorsiening vir swakker én sterker leerders.
- Instruksies wat nie duidelik meld watter tipe opstel die leerders moet skryf nie.
- Nasienrubrieke wat nie aangeheg is nie.
- OPMERKING: Prosesskryf – Daar is nog steeds onderwysers wat die leerders se eerste poging korrigeer en nie gebruik maak van merkkodes nie. Leerders moet m.b.v. die kodes self hul werk redigeer.

AFDELING B GTA

- Dit was duidelik uit die leerderwerk dat die leerders die opdrag verstaan het. Let daarop dat die nasienrubriek vir die spesifieke opdrag en tipe skryfwerk ontwerp is. Die korrekte rubriek moet dus gebruik en toegepas word.
- OPMERKING: Hierdie taak word deur die IEB opgestel; die IEB is dus die eksaminator en moderator. Die GTA mag dus nie oorgetik en verander word nie.

AFDELING C DERDE GENRE

- **Dit is belangrik dat daar na die 2023 opgedateerderde VAR-dokument verwys word: Kolpunte het nie dieselfde funksie as by die literêre opstel van vraag 4 van vraestel 2 nie. Dit moet net aspekte aantoon wat aangespreek moet word soos by transaksioneel.**
- Leerders ontvang nie die opdrag voor die tyd nie, maar mag navorsing doen.
- Geen hulpmiddels word toegelaat nie d.w.s. geen beplanning vooraf nie.
- Let ook daarop dat slegs een literêre opstel hier vereis word. Leerders word net een geleentheid gebied.
- Daar is nog te veel skole wat nie nasienriglyne insluit nie. Dit is 'n vereiste. Dit is gewoonlik die geval waar die vraag te omvattend is, wat gewoonlik beteken dat die vraag te uitdagend vir die leerders sal wees.
- Dit is veral by die kortverhale waar die vraag soms te maklik is. Die meeste skole bly by die algemene vraag oor die temas.

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AFDELING D

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

1. **Begrip**
   - Lengte van tekste — 600–700 woorde vir Vraag 1, 2 en 3. Sommige onderwysers bepaal slegs die tekslengte van Vraag 1. Let daarop dat al 3 vrae saam 'n maksimum van 700 woorde moet wees.

2. **Donker web**
   - Die standaard van die toets wissel van 'te maklik' na 'te moeilik' vir die verskillende skole. 'n Vraag met *pas kolom A by B* is nie regtig aanvaarbaar op Graad 12-vlak nie.

3. **Derde Genre**
   - Oor die algemeen baie goed hanteer en toegepas. Daar was nog skole wat die vorige 6 kortverhale gelees het en nie 'Die perfekte brander' nie.

AFDELING E PROEF/VOORBEREIDINGSEKSAMEN

- Onderwysers lewer 'n uitstekende standaard. Tekste is interessant en relevant, vraagstelling is op standaard en vraestelle word netjies en leesbaar aangebied. Vakgroepvraestelle word toenemend gebruik en is in orde. Dit is egter in sommige gevalle so dat die vraestelle vir sommige skole se leerders te moeilik is. Leerders moet voldoende voorberei word vir so 'n tipe eksterne eksamen.
- Baie belangrik: Hierdie vraestelle MOET op dieselfde dag geskryf word. Leerders is op 'n Whatsapp-groep wat notas en vraestelle met mekaar deel.

AANBIEDING VAN ONDERWYSERLÊERS

- LAAI VAN WERK
  – Werk word as 'n pdf- of Word-dokument opgelaai. Moet dit ASSEBLIEF nie inskandeer nie. By baie skole word die werk vir 'n sekretaresse gegee om te skandeer. Die werk is óf skeef óf onderstebo óf onvolledig.
  – Die moderator vra ook dat hierdie werk in die korrekte volgorde gelaai word.
  – Die enigste werk wat geskandeer kan word is die bewys van moderering, aangesien dit gewoonlik 'n handgeskrewe dokument is.
  – Die Excel-sigblad mag onder geen omstandighede 'n pdf wees of geskandeer word nie. Moderators is veronderstel om die punte te kontroleer en dit is onmoontlik om dit te doen as dit nie in Excel is nie. Gemiddeldes moet ingesluit word. Die hele groep se punte word as 'n geheel ingehandig en nie per klas nie.
  – Punte moet deur iemand by die skool gekontroleer word. Daar is nog te veel skole wat verkeerde punte instuur.
  – Let daarop dat net die FINALE punt afgerond word.

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- VRAAGGRADERING
  - Hierdie aspek is die een enkele aspek wat steeds deur te veel onderwysers geïgnoreer word. Hierdie gradering moet ook sinvol geïnterpreteer word en daarom moet die verskillende vlakke persentasiegewys aangedui word.
  - Dit is veral by die derde genre waar die vraaggradering uitgelaat word.

- BEWYS VAN MODERERING
  - Hierdie aspek het reeds baie verbeter. Neem kennis dat dit 'n sigbare bewys van moderering van toetse, opdragte, vraestelle en leerderresponse behels. 'n E-pos wat aandui dat moderering plaasgevind het, is nie voldoende nie. Die IEB is nie voorskriftelik nie, maar die insluit van 'n vorm wat melding maak van veranderings en aanbevelings, word vereis.
  - Bewys van moderering (interne pre- en postmodererering asook vakgroep-moderering) moet asseblief by die **BETROKKE** afdeling in die onderwyserlêer ingesluit word. Die soektog en terugblaai belemmer die fokus van die modererings-proses. Sien die opgedateerde VAR-dokument hieroor.
  - Let daarop dat 10% van leerderresponse by elke afdeling gemodereer moet word en dat die leerder se naam, die oorspronklike punt en die gemodereerde punt aangedui moet word.
  - **Fotostate van leerderwerk** wat gemodereer is en die insluit van vraestelle en toetse wat die modereringsproses in departemente weerspieël, **moet asseblief nie in die onderwyserlêer ingesluit word nie**. 'n Vorm waarop belangrike aspekte op 'n geloofbare wyse aangedui word, is voldoende.

LAAI VAN WERK (AANLYN)

VOORBEELD VIR ONDERWYSERLÊER

ADMIN EN PUNTE

Dit sluit die puntelyste, akademiese beleid en brief deur die skoolhoof in. Geen mondelingpunte of VAR'e word ingesluit nie.

Let wel: Laai oorspronklike dokumente – dit word nie geskandeer nie.

1.	AFDELING A	Laai as volg:
2.	AFDELING B	1. Interne moderering
3.	AFDELING C	2. Vakgroepmoderering (afdeling A en B)
4.	AFDELING D	3. Die opdrag
5.	AFDELING E	4. Nasienriglyne en vraaggradering

LEERDERLÊER (hierdie word geskandeer)

Gebruik die leerder se eksamennommer om die leerderlêer te benoem. Laai dan die werk in volgorde van die D10-voorblad met D10 as die eerste bladsy en die verklaring as die tweede bladsy.

MODERATORBEDANKING

- Groot dank aan elke moderator wat hulself beskikbaar gestel het.

TEN SLOTTE

Baie dankie aan alle onderwysers vir jul toewyding, vindingrykheid en hoë standaard wat gehandhaaf word en bereidwilligheid om leemtes reg te stel.

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AGRICULTURAL MANAGEMENT PRACTICES

GENERAL IMPRESSION

1. Thank you to all teachers doing their best to teach our learners to the best of their abilities.

2. In general, the paper was answered well by all centres.

3. The time was sufficient seeing as all learners completed the paper.

4. Few learners used the additional space provided on the paper indicating that enough space was given in each question. However, learners must CLEARLY INDICATE AT THE QUESTION that they used the extra space at the back.

SECTION A

QUESTION 1

1.1 **(Multiple choice)**
The question was answered well in general. As in previous years there are still learners who sometimes do not provide an answer.

1.2 (**Compare columns)**
In general, this question was answered well. As in previous years there are still learners who sometimes do not provide an answer.

1.3 **(Agricultural terms)**
Learners always struggle with this question and teachers must keep trying to drill terms into learners.

SECTION B

QUESTION 2

2.1 **Resources**

2.1.1 and 2.1.2 – the questions were answered well, but some learners swapped the examples of primary and secondary resources.

2.1.3 **Terms regarding soil data:** many learners did not know the terms to indicate different kinds of data.

2.2 **How a camp system increases the efficiency of natural pastures:** The question was answered reasonably well.

2.2.3 **Compare sour veld with sweet veld using certain properties:** Some centres answered the question well. Some learners stated that sour veld needs a lot of rain. This is, however, wrong; sour veld occurs because of a lot of rain.

2.2.4 **The factors and reasons for soil loss/degradation:** The question was answered reasonably well.

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2.3 **Animal traction**

2.3.1–2.3.5 – the questions regarding the photos were reasonably well answered. Please note that the ploughing of soil is a primary cultivation implement.

2.3.6 **Why would a commercial farmer use animal traction?** Note that certain smaller tasks can be done by using animals, which is cheaper, etc. than machinery.

2.3.7 **Why subsistence farmers and emerging farmers use traction animals?** This question asked for six reasons – only a few learners could provide enough reasons.

2.4 **Farming methods**

2.4.1 The majority of learners only obtained two marks seeing as, for example, they only named four factors of soil or four of climate factors. Thus, they only obtain one mark for climate.

2.4.2 Questions 2.4 clearly states the type of farming methods (extensive, intensive); various learners answered subsistence farmer or commercial farmer. Thus, the question was not read carefully.

QUESTION 3

3.1 **Business plan**

3.1.1 **Terms for sections of a business plan:** many learners could not name the title page and various sections of a business plan. At one centre, THREE learners did not provide any answer. It appears that this was not covered well.

3.1.2 **The reasons why a business plan must be revised often,** deserves attention. If the prices, legal aspects, etc. change regularly, a business plan must be adjusted.

3.2 **Entrepreneurship**

3.2.1 **Diversification and diversity:** No learner managed to earn 6 marks for this question. The difference between the two terms is invisible in their role in the business world. In cases where learners did answer the question, it was only applicable to diversification.

3.2.2 **Phases of the entrepreneurship process:** Learners must note that the identification and evaluation of an opportunity/service/business is the start of the process; the official start of the business is the final phase.

3.2.3 **What is an entrepreneur?** This question was answered well.

3.2.4 **Identification of the management functions:** The question was answered reasonably well. However, some learners provided no answer.

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3.3 **Marketing and marketing laws**

3.3.1, 3.3.2 and 3.3.3 – the question was answered reasonably well.

3.3.4 (a) **Bar graph:** The most general mistakes made by learners in drawing the bar graph are:

- no heading provided
- the axes are swapped
- the axes are not labelled
- calibration of the axes must start at 0, 20, 40, 60 and not 60, 80, 100 etc.
- drawing of graphs must be practiced regularly in class.

(b) Answered well.

(c) Answered well.

(d, e, f) – learners sometimes only provide numbers out of the table as an answer. They don't earn any marks seeing as the question requires "substantiate your answer" or "derive from the graph".

The learner must thus use the numbers and information and draw a conclusion or provide an explanation for the question. I believe this type of question can be practiced more regularly when time permits.

QUESTION 4

4.1 **Type of records of a stock farmer:** Many learners lost marks because, as in Question 2.4.1, they referred to four production records (milk, wool, meat, eggs). The learners must realise they only receive one mark for production records. What about financial records, feed, etc.?

4.2 **Bookkeeping: Assets and liabilities**

4.2.1 **Balance sheet:** Question was answered well. There were learners who could not differentiate between an asset and a liability.

4.2.2 **Calculate net worth:** It appears some learners simply decided to leave the question out if it requires a formula or calculation. They earned six marks in the statement but did not do any calculations in this question. Thus, they also lose their marks in Question 4.2.3 that follow on Question 4.2.2.

4.2.4 **Liquidity and solvency:** Very few learners know what the terms entail and consequently obtained no marks.

These concepts deserve more attention.

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4.3 **Marketing functions:** The question was answered reasonably well.

4.4 **Favourable growth conditions for microorganisms**

4.4.1 The question was answered well. However, some learners mentioned that water is a requirement. The correct answer is 'moist conditions'.

4.4.2 **Methods to protect food against decay:** The question was answered well.

4.5 **Packaging of food:** The question was answered well.

4.6 **Harvest of products**

4.6.1 **Factors to take into account before harvesting:** Answered reasonably well.

4.6.2 **Advantages and disadvantages of mechanically harvesting tomatoes:** Question answered well.

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AGRICULTURAL MANAGEMENT PRACTICES
SBA MODERATION

The online moderation in 2023 again presented challenges to all of us. I believe that the problems that presented themselves will be fewer in 2024 because of the lessons learnt.

The teachers' School Based Assessments were presented neatly and with care.

Most centres' SBAs were presented as required by the IEB.

- The requirements of the IEB and presentation by schools and learners make moderation much easier.
- Thank you to everyone who presented their files like this.
- I am aware that it takes a lot of time, effort, and costs; but complete reports and evidence of work done are a requirement.

If a learner's complete SBA is not sent, good moderation cannot take place. ALL WORK MUST BE SUBMITTED TO THE MODERATOR.

THE RECORD EXAM PAPERS AND CONTROLLED TESTS

The papers present in the moderated schools' SBA files are of a good quality. The instructions on the papers are very clear and contain the different type of questions as in the final exam paper. Learners become familiar with what to expect in the final exam. This can be clearly seen at the marking of the final exam.

TASKS

The tasks presented by schools for moderation met the requirements very well, namely:
- a compulsory case study about management issues.
- a choice between a speech, a visual task, and practical task (two of the three must be done).

The mark allocation by schools for learners for the quality of the work submitted is also very relevant and believable, indicating work of good quality. Thank you to everyone for the good work of which we can be proud.

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AGRICULTURAL MANAGEMENT PRACTICES
PAT MODERATION

Thank you to all the centres that presented their work with pride and diligence.

As the moderation happens and is managed annually, it is clear that teachers truly learn and live alongside their learners. Teachers can take pride in the practical classes and lessons they present.

The online presentation of the work done this year posed a number of challenges, but I believe 2024 will be easier for everyone. Complete files are a requirement. A Complete file shows that the work presented in the file carries the approval of the principal, internal moderator, teachers and learners. The IEB and the moderator can therefore study, moderate and approve the work with confidence.

It is of utmost importance that the calculation, conversion and transferral of learners' marks to the PAT marksheets are conducted with great care and correctness will follow. I believe we all bear the responsibility of marks being CORRECTLY handled at every phase in the proses. Mistakes are human, but we must be aware at all times, pay attention to it and attempt to limit mistakes to the absolute minimum.

ASSESSMENT

The following was observed during the moderation of the PAT-marks:

1. I believe that the schools that use the example of the management program, shared with everyone, will find it easier with each passing year to (according to their own unique circumstances) present their practical classes, seeing as:

   (a) The learners understand immediately what they want to achieve this year and understand how they will achieve this.

   (b) The teachers can use this program as an example for the learners throughout the year.

   (c) The program can improve each year (more complete) with practical lessons.

   (d) The program can be used yearly with only the dates changed to the actual practical lessons as it fits into the school year.

   NB: an actual management plan in use – not just for assessment.

2. The mark allocation for learners' work is more accurate for the quality of practical work done, namely, brilliant work deserves 90%, very good work deserves 80% and so on. I made recommendations in individual reports to centres.

3. My sincere thanks to each teacher for their good work. Keep it up.

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AGRICULTURAL SCIENCES

SECTION A

QUESTION 1

Most candidates scored better marks in Question 1 than in the other questions. They displayed a better understanding of agricultural concepts in Question 1, but some struggled with concepts such as biotechnology, diversification, and hypoplasia. Teachers are commended for their efforts in preparing and engaging candidates in relation to the concepts and terminology of the subject, hence this improvement in Question 1.

In Question 1.3 on the reproductive organs of a cow, candidates often confused the functions of different parts. Price elasticity of demand and supply still presented a problem for many candidates. They could not identify a graph representing elastic and inelastic supply.

SECTION B

QUESTION 2

Candidates performed fairly well in soil classification and production factors, but they struggled to get good marks in Questions 2.3 (different types of fruit) and 2.4 (demand and supply) which are likely to be part of future question papers. In 2.4 candidates confused demand for supply and could not identify shortage and surplus on the graphs. Most candidates were unable to give the income that each production factor generates.

QUESTION 3

Candidates generally scored good marks in Question 3.4. Teachers are applauded for doing an excellent job in training candidates well on calculations, and how to draw and interpret a graph. However, some candidates omitted some important steps in the calculations, leading to the loss of marks. In Question 3.1.3 candidates could not justify for eco-friendliness of the product.

QUESTION 4

Question 4 was not answered well. Candidates showed lack of understanding of the process of spermatogenesis and oogenesis. Good performance was observed in Questions 4.2 (co-operative marketing) and 4.4 (different forms of an external parasite and examples of external parasites). Candidates should know the step-by-step process of gametogenesis and the definitions of concepts involved in each step.

QUESTION 5

It was evident from the candidates' responses for 5.3 and 5.5 that correct manipulation of data is still a challenge that needs to be addressed. Most candidates could not draw conclusions from the data. They struggled to give correct responses for Question 5.6 on different breeding systems.

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QUESTION 6

Question 6 was not answered well. Candidates could not write a clear essay on pollination, and the differences between self- and cross-pollination. Candidates confused pollination and fertilisation. Almost all candidates could not finish Question 6 and some did not even attempt to answer it. This was surprising as the content required was quite straightforward.

RECOMMENDATIONS

- Teachers should ensure that learners do not learn the gametogenesis and oogenesis processes as two separate topics but should clearly show how the two relate and should learn it through diagrams.
- Learners need to be exposed to and engage with a variety of unfamiliar sources when preparing for the final examination.
- Subject dictionary or terminology journals are necessary for learners to better understand the language of the subject, which is assessed directly in Question 1, but is also needed to respond effectively to all questions.
- Candidates should improve their skills in the drawing of graphs and understand the standard that is expected for this in the final examination.

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AGRICULTURAL SCIENCES
SBA MODERATION

The moderation of SBA was conducted online for the first time in 2023. The entire process was electronic; the submission and moderation of Teacher and Learner Files and the feedback given to schools.

All schools were found to be compliant with the requirements stipulated in the Subject Assessment Guidelines (SAGs).

The schools produced good quality assessment tasks, that adhered to the prescripts of the SAGs. Marking was consistent against the memoranda and rubrics provided. There was plenty of evidence of qualitative feedback between the teacher and internal moderators.

Preliminary examinations were of a good quality, with a completed design grid to justify the design, clear instructions to candidates, the correct level of rigour with appropriate and clear marking guidelines. Marking was consistent and accurate according to the marking guidelines and constructive feedback to learners was provided.

The Teacher Files were complete with all the required documentation:

- Completed Teacher's SBA Cover Sheet included
- IEB Selection List included (if applicable)
- Mark Schedule completed correctly and signed by the Principal
- Completed Rank Order List included
- Proof of School/External Moderation provided
- Irregularities clearly documented

The Learners' Files contained evidence of all the SBA items as well as the following documentation:

- Completed and correct Learner's SBA Cover Sheet included
- Declaration of Authenticity provided
- Declaration of Omissions provided

A word of appreciation goes to Agricultural Science teachers and their schools for making sure that complete Teacher and Learner Files were made available for moderation.

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ARABIC SECOND ADDITIONAL LANGUAGE

GENERAL COMMENT

We are indeed very pleased and grateful that the NSC examining and marking process for the academic year 2023 was completed on time without any problems. The panel consisting of the examiner, moderator and markers are satisfied that the examination papers for Arabic (SAL) for October/November 2023 were of an outstanding level. The question papers prepared, provided not only ample opportunity for the average candidate to pass but also afforded the dedicated candidate the opportunity to perform well.

It is also very encouraging to note that the efforts and interventions made by all the stakeholders, during the national and provincial conferences cum workshops, are proving to be very beneficial. This is corroborated by the fact that the pass rate amongst candidates in the lower to middle cohort has shown a significant improvement. We all agree that the annual conferences cum workshops are necessary. It is also significant to note that the quality of work in the candidates' portfolios in most schools has vastly improved.

We congratulate all the candidates, their teachers and their respective schools on their outstanding achievements. We appreciate their untiring efforts, commitment and dedication despite the many challenges.

It is also important to note that the Arabic examinations compare favourably in quality to the general examinations and assessments standards and norms.

We take this opportunity to express our gratitude and appreciation to the IEB for its role in facilitating the assessment of Arabic NSC assessments and examinations. We also highly appreciate the role of the assessment specialist 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.

PAPER I

GENERAL REMARKS

- The paper was well received, and the majority of the candidates answered well. However, Questions 3 to 7 still pose the biggest challenge.

SECTION A

- This section is unseen and a large portion of it assess comprehension, language and grammar.
- Question 3 to 7 were not answered well. Constant revision using past examination papers is imperative.
- 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 candidates.
- All oral texts must be meticulously and repeatedly revised.

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- Many candidates answered the part/subsidiary questions which is a significant improvement on previous years. However, candidates are still erring in numbering questions/answers.
- 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 literature, the "seen" component of the question paper.
- There is clear evidence from the results that educators are making a concerted effort to teach and prepare their candidates. This is indeed commendable.

PAPER II

GENERAL COMMENTS

The typesetting, font and print quality of this question paper including the source material were of an excellent quality.

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

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

SECTION A

QUESTION 1

- It was evident and pleasing to note from the quality of the essays produced that a large majority of educators are using the marking guidelines and marking grid to good effect.
- A large percentage of candidates understood the requirements for this section and answered well.
- It was indeed pleasing to note that correct numbering of essays and word count is slowly becoming common practice.

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SECTION B

QUESTION 2

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

- A very small number of candidates misinterpreted some of the contexts.
- Very few candidates who could not respond to a specific situation merely reproduced the text.

SECTION C

QUESTION 3

Candidates were required to write a dialogue using the stimulus provided and most of them did well and earned good marks. Candidates were instructed to provide an introduction which they did. 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. A majority of the candidates were able to use the stimulus entries to formulate appropriate responses. There was a notable improvement in the use of appropriate verbs and correct tenses. This is indeed very pleasing; however, some candidates did not number their questions and answers despite the instruction to do so.

CONCLUSION

We appeal to educators to regard past examination papers as a very important resource. They must be used to equip candidates with the necessary skills to answer examination papers. This practice will ensure that candidates are adequately prepared and skilled to read, interpret, and deconstruct examination questions and to respond appropriately. Educators must use every opportunity and resource to improve their own teaching experience.

We are confident that educators will embrace these observations and comments in a positive light and ensure that candidates are the primary beneficiaries.

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

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BUSINESS STUDIES

GENERAL COMMENTS

Having observed the General Retailer theme over a two-year period, it is important to highlight the potential for improvement in candidates' application of the theme. While some candidates faced challenges in demonstrating the expected level of understanding and application, we see this as an opportunity for growth and development. To proactively address this, it is crucial that candidates receive continuous exposure to the theme's requirements and undergo effective training throughout the year. This approach will empower candidates to enhance their skills, ensuring they are well-prepared to meet and exceed expectations when tackling theme-related questions in the examination.

A noteworthy insight from the examination underscores the importance of candidates carefully reading and interpreting questions, aligning their responses precisely with the question's requirements. There were instances where some candidates deviated from the expected response; this highlights an area for improvement rather than a setback.

It is crucial to reinforce to candidates that, especially when questions refer to a case study, they should fully and effectively leverage the provided case study when addressing the question. The case study serves as a valuable tool, enabling candidates to apply their knowledge and skills within a specific context. Encouraging candidates to use the source will undoubtedly contribute to the provision of contextually relevant responses.

By placing a strong emphasis on question interpretation and the strategic use of case studies throughout their preparation and study periods, candidates can enhance their understanding of the subject matter. This approach is key to elevating the overall quality of their responses in future examinations.

QUESTIONS 1, 2 AND 3

In examining Questions 1, 2, and 3, which encompassed multiple-choice, choose the correct term, and identifying the SWOT element, it was noticeable that a significant number of candidates frequently omit substantial portions of these questions. This omission often results in the loss of potential marks.

To rectify this situation, it is crucial for candidates to consistently encounter all types of short-mark questions throughout the year as part of their exam preparation. Becoming acquainted with these question formats, coupled with regular practice, will empower candidates with the confidence and skills needed to approach these questions comprehensively. This ensures that no valuable marks are unintentionally left unclaimed.

Consequently, we strongly recommend that educators integrate a diverse range of short-mark questions into their teaching and assessment practices. By doing so, they emphasise the significance of providing complete and precise responses. This approach not only enhances candidates' readiness for success in examinations but also cultivates a deeper understanding of the subject matter.

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QUESTION 4

The majority of candidates demonstrated a solid understanding of the content and were able to provide the expected information. However, a noteworthy observation is that several candidates encountered challenges in applying their knowledge as required by the questions.

Question 4.6 specifically called for candidates not only to exhibit content knowledge but, more importantly, to apply a particular tool in crafting their responses. This distinctive requirement is aimed at assessing the candidates' ability to use the tool effectively to address the question's nuances.

Particularly, Question 4.8 highlighted an area of difficulty for some candidates. This question necessitated a response in one part to facilitate the completion of subsequent sections, emphasising the importance of following a logical order. It is crucial that candidates are exposed to, and familiarised with, such question structures to enhance their ability to apply knowledge sequentially.

QUESTION 5

One crucial aspect highlighted in this Question was the necessity for candidates to possess a comprehensive understanding of the various legislations covered in Business Studies. It is imperative that candidates not only recognise each act but can also articulate its purpose and discern its implications, whether positive or negative. Regrettably, there were instances where candidates exhibited confusion between different acts, leading to the assignment of lower marks.

Moreover, candidates should ensure that they are equipped with relevant examples related to the theme. This practical knowledge is vital for crafting responses that not only address the question but also demonstrate a real-world application. Emphasising this practical aspect in their responses will undoubtedly contribute to more comprehensive and higher-quality answers.

QUESTION 6

In instances where candidates were tasked with applying content, it is essential to note that merely providing a definition is insufficient to secure the majority of marks. Candidates must be prepared to apply their knowledge to real-world situations, showcasing practical skills and contextual understanding.

Question 6.4 posed a challenge for several candidates, particularly in demonstrating practical skills related to the decision tree. It is imperative to underscore that candidates should be proficient in applying all tools outlined in the SAGs. This emphasises the importance of a comprehensive understanding and practical application of stipulated tools.

QUESTION 7

The business report format should consist of the following:

- date
- addressed to the relevant person
- topic
- structure (headings, sub-headings, and paragraphs)
- signed by the person that compiled the report

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The majority of candidates demonstrated competence in adhering to the correct report format. However, it was concerning to note that there were a few centres where all candidates received a zero for format. Teachers play a pivotal role in ensuring candidates grasp the fundamentals of the correct structure for a business report. It is imperative to address this issue promptly by reinforcing the importance of format during classroom instruction.

Special attention must be directed towards improving the crafting of introductions and conclusions. Despite an overall improvement in linking topics within questions, candidates in a considerable number of centres merely restated the question or case study in these sections. Emphasising the significance of using introductions and conclusions to showcase connections between different sections/topics is vital. Candidates should be discouraged from duplicating the introduction as the conclusion.

While there was a noticeable improvement in the use of business terminology, some candidates inaccurately applied basic terminology related to learned strategies, different asset classes, and insurance options. It is paramount to guide candidates in linking business terminology accurately to the context in which it is applied.

The incorporation of current affairs to augment arguments or discussions is encouraged; however, it is crucial for candidates to integrate current affairs seamlessly into the given theme and all topics in the SAGs. Classroom teaching should include exposure to current affairs, enabling candidates to practise applying the theme through arguments supported by current affairs.

An ongoing challenge lies in the quality of answers provided by the majority of candidates in this question. It is imperative to instil in candidates the understanding that a business is not compartmentalised into 'different chapters', but rather, different areas that are interconnected. Candidates must illustrate this breadth and depth of understanding by showcasing links between various business topics.

A noteworthy improvement opportunity lies in candidates substantiating and motivating their statements effectively. While factual knowledge is assessed as part of Lower Order Thinking, candidates should be encouraged to delve deeper by explaining the reasoning behind their statements and considering alternative perspectives. This skill development should be nurtured during class discussions.

Creative problem-solving remains an area where many candidates fall short. It is essential for candidates to identify business-related problems, assess their impact on the business, and propose well-implemented solutions that demonstrate a comprehensive understanding of the issues at hand.

Lastly, candidates should prioritise the quality over the quantity of their responses. An appropriate allocation of time to the Higher Order Thinking section of the rubric, with a focus on Application and Problem Solving, will significantly contribute to improved overall performance.

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BUSINESS STUDIES
SBA MODERATION

GENERAL COMMENTS

Impressive overall standards were achieved, with Business Studies teachers and moderators demonstrating dedication and hard work in effectively managing the paperless/ electronic system. Administrative compliance and file organisation were consistently high, facilitating the moderation process. Special acknowledgement is extended to new schools for their commendable efforts to network and connect, ensuring good compliance levels in 2023. Timely submission of all electronic files and positive collaboration with moderators contributed to a smooth process.

Pre- and post-assessment moderation showed significant improvement. While acknowledging the use of pre-assessment moderation checklists, there is a potential concern that their use might become an automated tick-box exercise without substantial qualitative and authentic evidence of moderation. Teachers are encouraged to show how pre-assessment moderators actively engaged with the question paper/task instructions, marking guidelines, and design grids, by including all the relevant documents that showcase their efforts through tracked changes, notes on drafts or emails.

Attention is directed toward addressing compliance issues related to the allocation of higher-order thinking (HOT) and lower-order thinking (LOT) on rubrics, as well as ensuring the accurate completion of design grids for tests and examinations. The use of authentic design grids and well-crafted rubrics is emphasised as indispensable for setting assessments at the required rigour for Grade 12, fostering fairness, enabling all learners to demonstrate their abilities, and facilitating differentiation based on individual aptitudes.

There is a noticeable lack of evidence of feedback to learners on tasks, controlled tests, the preliminary examination or an alternative format, for example, a presentation or handout. The incorporation of feedback to learners in assessments is necessary for addressing and resolving any shortcomings, therefore ensuring learners receive the needed guidance and support for improvement.

Choice Tasks

Teachers have shown creativity in designing two key tasks for learners, focusing on quality and meaningful assessment. Tasks like the mini-research, media review, and oral presentation, centred around the current theme of General Retailers, have allowed learners to develop knowledge and practical skills. Teachers must ensure alignment between assessment tools and tasks, using clear rubrics with specific criteria. Despite some tasks linking well to the theme, adherence to the SAGs needs improvement. For example, the media review may not take the form of a question-and-answer type task. Teachers are encouraged to set checkpoints for tasks or alternatively allow learners the option to submit work during the process for monitoring and ensuring adherence to instructions. Overall, a balance between creativity and adherence to guidelines is crucial for effective assessments.

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Controlled Test (Section A and B Type)

Teachers diligently ensured that the assessments replicated the final IEB examination in both format and theme, aiding candidates in preparing for both preliminary and final examinations. The allocation of marks and time by teachers for these controlled tests was deemed fair and appropriate. However, some teachers encounter challenges in allocating marks on design grids. The issue is using the command verb to determine the level of difficulty rather than considering the specific task the learner is required to perform. Instances were observed where teachers did not consistently align their marking with the question type, such as accepting naming and explaining answers for analysis or evaluation questions, instead of expecting a higher-order thinking (HOT) response. Overall, the standard of this type of controlled test is at an acceptable level.

Controlled Test (Section C Type)

The business report assessments generally demonstrated a good standard, reflecting teachers' creativity in using innovative sources and addressing broad topics. However, some leniency in marking the rubric's higher-order-thinking (HOT) component was observed. During marking, teachers are advised to carefully consider the IEB rubric criteria for business reports, specifically, application to context and creative problem-solving criteria.

Preliminary Examination

The preliminary examinations closely mirrored the final examination, maintaining good rigour and effectively incorporating the theme. The standard was high, with exceptional sources seamlessly integrated to enhance thematic relevance. For schools utilising a common paper, pre-assessment moderation by each individual school/teacher is imperative to ensure the paper's acceptable rigour. It is also essential that the examination is written on the same day and at the same time, across all participating schools to maintain credibility in the results. Confirmed dates for common papers must be documented in the teacher file for all involved schools and explicitly stated on the question paper.

Final note

Teachers are strongly encouraged to maintain close collaboration within their respective cluster groups, as this practice is instrumental in sustaining standardisation and best practices.

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COMPUTER APPLICATIONS TECHNOLOGY
PAPER I – PRACTICAL

GENERAL

The paper was well-received overall, with no major issues noted during the review session. The questions on File and Folder Management and Word Processing were answered the best, followed by Excel. Database and HTML questions, on the other hand, were the least well-answered sections. This year, most candidates managed to answer all the questions, which is a change from previous years where many didn't get to the HTML question, often due to rushing through the Database section. It's worth noting that these candidates were part of the group that started their Computer Applications Technology studies during the Covid lockdown. Also, there was an increase in the number of schools and candidates participating this year.

QUESTION 1 FILE AND FOLDER MANAGEMENT

Candidates exhibited confusion regarding key computing concepts such as file types, editing vs. formatting, and basic file management tasks. They struggled to differentiate between descending and ascending order, RTF and TXT file formats, and understanding the nuances of copy versus move operations. Additionally, they had difficulty in determining default applications through right-click options, resorting to opening apps instead.

Teachers are urged to emphasise the significance of file extensions, ensuring candidates comprehended various heading options in detail views and encouraged proper folder compression techniques. Moreover, candidates mistakenly created new folders instead of compressing existing ones and tended to create shortcuts to files or folders instead of applications. Notably, candidates tended to search by brand name rather than file extension, as evidenced by using "Excel" instead of searching with the appropriate file extension. Clear and easily interpretable screenshots are crucial in aiding comprehension and should be emphasised in teaching materials.

QUESTION 2 WORD PROCESSING

The Internet document: candidates faced various challenges. Some failed to adjust all four margins and applied formatting changes selectively instead of across the entire document. They struggled with paragraph spacings, often converting them into lines and had difficulty locating the "justify" option. However, their formatting of Nikola Tesla's picture was commendable. While most answered the footnote query well, a few used end notes. Indenting paragraphs was generally done effectively, but maintaining lines together was problematic. Candidates did well in providing alternative text but omitted their examination numbers in the author field. Despite these issues, this question was generally well-answered.

The Timeline document: candidates demonstrated proficiency in page orientation and column break usage, however, many resorted to using tables to create columns instead of utilising the "include line" option. Hyperlinking was inconsistent, with some typing URLs that auto-converted to hyperlinks. They struggled with adding external sources in the bibliography and mistakenly used citations instead. Challenges were encountered in bookmarking, with some including headings within columns.

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The DigitalSA document: candidates encountered difficulties setting a precise right-aligned tab stop at 16 cm and struggled to add the date as a field. Many missed ticking the "update field" box. While page numbering was generally well-executed, odd and even numbering posed challenges. Splitting tables proved troublesome, and applying a new style was answered satisfactorily. Converting text to a bulleted list was mostly successful but using the Webdings character presented difficulties. Additionally, candidates encountered issues in resolving comments despite being able to reply to them.

QUESTION 3 WORD PROCESSING

Candidates demonstrated proficiency in handling orientation changes but encountered issues modifying existing styles, resulting in no marks awarded for such modifications. Marks were solely allocated for applying formatting specifically to ranking. Applying styles was well-addressed, aided by candidates having a choice, facilitating their responses. However, many relied on tables instead of columns and incorporated borders through shapes, often neglecting column breaks. Confusion persisted between endnotes and footnotes, with candidates copying and pasting content without embedding icons. Responses to accepting or rejecting certain actions were clear.

Candidates uniformly added borders, but varied in the application of protection methods, including adding watermarks and renaming files to discourage editing. Despite the challenges mentioned, overall attempts were made satisfactorily across the question.

QUESTION 4 WORD PROCESSING

Candidates generally performed well in answering the question. Quite a few of them opted for using Textboxes instead of the picture captioning feature. Some candidates found it challenging to get the line spacing in paragraphs right and to set it to the correct measurement. Additionally, there's still a prevalent issue among candidates regarding the accurate capturing of sources.

QUESTION 5 SPREADSHEETS

Candidates were not sure how to use the freeze panes function and didn't read the tooltips provided. There was confusion between counting cells with the word "Team" or all cell blocks containing data in column A. Candidates had the skills to create a 2D Pie chart, but some mistakenly selected additional cells within the range. Candidates frequently altered data, leading to an inability to provide comprehensive answers to questions.

QUESTION 6 SPREADSHEETS

In the SUMIF question, many candidates didn't use absolute references among those who attempted it. Quite a few opted for the SUMIFS option. The COUNTBLANK question received satisfactory answers from candidates. Similarly, the COUNTIF question was well answered. Moving to the SUMIFS question, most candidates resorted to using SUMIF instead, though those who attempted it performed well. However, in the XLOOKUP question, performance was subpar, with most candidates employing VLOOKUP instead. There were many candidates who chose not to attempt the question at all.

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QUESTION 7 SPREADSHEETS

In the PivotTable section, issues were observed with placement on a new sheet instead of the designated one, selecting incorrect fields in excess, incorrect row orders or excessive field usage, and inserting a Pivot chart instead of a table. Candidates were unaware that a field could be used twice for value calculation and would often add another field, changing the displayed name. Moving a field out of rows to values resulted in a loss of marks. Some candidates overlooked the provided screenshot.

In the Macro segment, candidates often inserted a button instead of assigning it to an image, and if they needed to execute two skills in one macro, failure in one led to the loss of marks for both sorting and conditional formatting. Mistakes included sorting on incorrect columns due to oversight, using cell references for conditional formatting causing rule changes if cell data is altered. Many candidates did not attempt either a pivot table or a macro.

QUESTION 8 DATABASE

The majority of candidates successfully imported the CSV file. Most created a form accurately but neglected to include the "Save and close" feature. A few candidates altered background colours instead of alternative row colours. Several candidates managed to create a footer but miscalculated by doing the calculations in the report footer. Despite accurately answering a question, some candidates failed to adjust the format to a long date in the property sheet. Marks were lost when criteria on the same row were incorrectly placed. Confusion between the "totals" command and an actual calculation led to the absence of awarded marks.

QUESTION 9 HTML

The insertion of the TITLE was well answered; most candidates did it correctly. However, not many candidates managed to change the text to white in the BODY tag; instead, most used the FONT tag before the BODY tag. While the BORDER task was generally answered well, most candidates only altered the border in the second table.

Inserting HEADING 1 received good responses, but candidates struggled with centering the heading. There were difficulties in inserting images without errors; many candidates copied the image from the IMG folder. Changing the image width was well executed, however, candidates encountered issues with inserting and closing HYPERLINKS accurately. Although the FONT task was generally successful, some candidates placed it in the wrong tag or didn't close the tag correctly.

LIST insertion posed no problems, but there were errors in adding ROWSPAN or inserting COLSPAN in the wrong areas. Lastly, a straightforward question about entering candidate numbers was misunderstood by candidates who placed it randomly at the bottom without reading the instructions. Overall, most candidates attempted HTML tasks, though varied success was observed in their execution.

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FINAL WORDS

Thank you for the positive feedback on the paper. Teachers are encouraged to PLEASE follow the instructions as given on the paper and reiterated at every conference: Do not rename folders or files to anything other than what is requested. It has a hindering knock-on effect at the marking session when markers have files and folders that are not in the correct format. The reason for the naming convention is to aid the marking process and eliminate any potential errors being made in the session.

Examination folders must only be the candidate examination number, nothing else. Do not place the folders in sub-folders. Do not include names or computer numbers, etc. as part of the folder names. Some schools have IT departments assisting in the running of their examinations and the copying of files, etc., please ensure that your IT Department is aware of these requirements.

Lastly, ensure that, going forward in 2024, that Microsoft 365 (with desktop-installed applications) is used as the version for practical exams. Office 2021 and later is also acceptable.

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COMPUTER APPLICATIONS TECHNOLOGY
PAPER II – THEORY

GENERAL

We were pleased to see again an increase in the number of learners taking CAT. It is evident that the subject is growing, and I want to complement each teacher for their commitment and dedication in preparing the candidates for their final examinations. The 2023 marking session ran smoothly and a special thanks go out to all the markers who completed the marking in the allocated time. They all worked together and supported each other in the marking process. Thank you for your time and positive attitude, without you we could not have done it. Also, a special thank you to the senior markers who oversee each question to be marked and for the guidance given to the markers and for keeping the standard throughout the marking session. Thank you for your input and efforts. To the internal moderator, thank you for the role you play and for always enlightening us with your positive attitude. Your input is of immense value and is much appreciated.

Most feedback received from teachers and candidates was positive. The issues raised in the teacher reflection questionnaires were addressed at marking. Thank you for taking the time to complete the questionnaires. Our aim is to try and improve the overall results for the theory examination.

QUESTION 1

Question 1.1 was answered well. Candidates encountered some issues in Question 1.2 but overall, Question 1 was answered well.

The issues in Question 1.2 were that many candidates don't know the difference between Encryption Codes and CAPTCHA and candidates also confused Check Boxes with Combo Boxes. When doing practical work, candidates need to be reminded that application terminology will come up in the Theory Paper.

QUESTION 2

Question 2 was answered well if candidates had basic knowledge. Most candidates did not know what SSL is and few chose this option.

QUESTION 3

Candidates could not identify the components given. They need more exposure to hardware devices and not only rely on the pictures in textbooks only. Candidates could also not identify components given in an advert.

There is a concern that candidates do not read the questions. In Question 3.5.1 the question referred to wireless connections and most candidates referred to USB and fibre. Question 3.6 was poorly answered as candidates still do not know the different utility software and their functions. Most of the time Question 3.6.1 and 3.6.2 were swopped around with the answers given.

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QUESTION 4

On average candidates answered some questions well. Unfortunately, most candidates lost marks for duplicating answers, especially Question 4.2.1. Question 4.3 was poorly answered. These are basic definitions candidates must know but could not define the concepts for 2 marks each. Question 4.4 the candidates got confused between virtual assistant and chatbot. Candidates should also familiarise themselves with new concepts as it is vital in our subject to stay up to date.

QUESTION 5

This question is still on average. There is evidence that candidates do not know the quality of good information. The IPO question was answered well but still many candidates do not answer within the scenario.

For Question 5.3 many candidates do not know their operators. This question was answered poorly, and candidates were unsure on answering a negatively phrased question.

Question 5.4 was disappointing as candidates did not show the general knowledge on the use of computers and could not answer this question. They referred a lot to software packages instead of the general use of the computer.

QUESTION 6

Some questions answered well, but some questions are of a concern. For Question 6.2 examples were asked but candidates tried to explain the concepts instead. Candidates' answers should relate to what was asked in the question. Question 6.5 was an open-ended question and was marked accordingly. Question 6.6 candidates gave disadvantages and did not discuss the implications.

QUESTION 7

Overall, the question was not answered too badly, however, Question 7.1 candidates got confused between the packages, for example, they will choose web browser and then describe a website or they will choose a database and then describe a spreadsheet. In Question 7.2 some candidates referred to file information like path, extension and name instead of metadata, but otherwise answered quite well.

Question 7.3.1 a lot of them referred to increasing cell width and mentioned word wrap and not the correct terminology. Merge and center was a common mistake made by a lot of candidates. Question 7.3.2. most of the candidates could not identify the function. The CONCATENATE and the LEN function were often referred to. Question 7.3.3 candidates gave the function of the space and not why we need to find the position of the space. A lot answered with either pressing the space bar or the tab key.

Question 7.4.1, majority of the candidates answered with hours working or wages paid. They simply had to identify the field name and learners could not do it. In Question 7.4.2 candidates do not know terminology and answered the square brackets with the function of the round brackets and vice versa. The terms they referred to was label, title, variable, criteria, heading, column. Round brackets – open and closing brackets, answered with spreadsheets in mind and not databases.

Candidates do not understand the terminology associated with solution development. They do not understand the theory behind the practical and they do not use the correct terminology to explain themselves.

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QUESTION 8

This question was answered well. Some sub questions were of concern: for some questions candidates repeat the question as part of their answers and again the same concept will be explained for the second mark but in other words. General concepts such as RSI, green computing, etc. are still not answered well, which shows that candidates do not know the general terms. For this specific question one-word answers should be avoided, and concepts need to be explained.

QUESTION 9

Some questions were answered well but there were a lot of concerns:

Question 9.1.1 was not answered as expected. Words like just 'better' or 'clearer' were used. Candidates must be specific when answering, for example not just better quality but add "better quality PICTURE". Candidates should re-read their answers if they complete the paper early. Please encourage candidates not to use the wording from the question (in this case resolution) in their answers. Question 9.1.2, the in-depth knowledge about cameras is poor. Most of them answered that it would make the camera heavier/harder to carry around. This is work covered that candidates should know. Question 9.1.3 proved that candidates have little knowledge of the different types of storage memory.

Question 9.2.1 was not answered well. They answered according to the pictures, and not emphasising the differences between cellphones vs smartphones. In Questions 9.3.2 and 9.3.3, it was seen that the questions were not read well enough as the scenario refers to word processor and many candidates referred to Webpage bookmarks in the first instance and in Question 9.3.3 the candidates read captions instead of citations. They answered on captions and comments. They did not use the correct terminology like reference and source, but rather explained information on research like author, date, etc.

Question 9.3.4 was answered very poorly, because again, they did not know the different types of breaks.

Question 9.4 was a higher order question and the candidates tried to find the answers in the given picture. They did not do problem solving by tracking back to step one of the wizard. Maybe candidates are not familiar with importing files.

Question 9.5 showed their knowledge of database records is very poor. They didn't know what a record was and most of the candidates' confused records with fields. They don't know what a field is, nor data type.

Question 9.6 – HTML knowledge prevented them from giving the correct code. They didn't know the difference between Colspan and Rowspan.

CONCERNS HOW CANDIDATES ANSWER QUESTIONS

1. Candidates must read the instructions and questions carefully.
2. Mixing up storage and memory, not being able to identify specifications in advertisements or identifying components remains a concern.
3. We still get one-word answers when the question asks for discussion or to explain. Candidates lose marks by not discussing their options.
4. Questions that ask for two examples or two advantages or disadvantages: candidates must be careful not to explain the same concept in different ways.

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5. Candidates are unable to describe concepts by using the correct terminology. Definitions are poorly answered.

6. An ongoing problem is still that questions based on a scenario are not answered within the scenario.

7. Some questions are high order questions and candidates must apply their knowledge instead of giving facts. Answers should relate to the question.

8. Candidates need to use the correct terminology.

9. Candidates need to make sure that they familiarise themselves with the basic terms that are associated with the subject.

10. When system technologies are explained it is advisable that teachers allow candidates to search for images to see the many possibilities that are available.

11. Search for new technology often as we have a subject that is updated with regards to technology that is available.

12. Spelling is not marked in the theory paper, however, ensure candidates can spell terms correctly. Especially in expanding acronyms. Candidates need to know what acronyms stand for and not just use acronyms.

13. It is important that candidates understand that if you need to differentiate between two devices that they give both devices in the answer by comparing them.

14. Don't use brand specific names when answering the questions, only when asked for a brand name.

15. Don't use more facts than was required by the question. Marking is only done on the first point. Do not write more than required because they only receive the marks according to the amount allocated in the mark allocation.

16. When answering advantages or disadvantages again read the question if it should be about the user/general use/technical device. When giving advantages/ disadvantages do not compare them with other technologies unless the questions states this.

17. Encourage candidates to answer the questions and not to leave open spaces, especially with the short questions.

18. When discussing practical, teachers must make sure candidates are aware of knowing all different features and functions of all applications to be covered in the theory paper.

19. The layout for the theory examination will remain a write-on.

20. SBA assessments should be on the same standard compared with the final examination as well as how the assessments are marked. At marking we pick up that teachers will accept general answers or will read more into the answer than what is stated. Marking experience will assist with this problem.

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COMPUTER APPLICATIONS TECHNOLOGY
SBA/PAT MODERATION

FILES

Files were generally well structured and organised. Digital submissions via cloud storage 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 the updated electronic sheets 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. Teachers are requested to check that all documents in the Teacher and Learner files (including PATs) have been uploaded correctly.

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.

Place tests and tasks in the order indicated in the SBA 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 marksheets.

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 candidates.

Only include the final copy of the marksheet 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 so candidates are not disadvantaged.**

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Please provide digital copies of all practical tasks, tests and preliminary examination for candidates where SBA files of candidates are requested for submission.

Preliminary examination must have the same layout and resemble the final IEB papers as closely as possible. Make use of 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.

PAT MODERATOR'S REPORT

Due to active guidance by teachers, candidates' PATs have improved this year. Good topics were selected by candidates. 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.

The PAT Report cannot be done in PowerPoint – it must be a separate Word document.

NB: Please ensure that the current year's Electronic Assessment Tool is used. Where schools made use of previous years' Assessment Tools documents, candidates were disadvantaged. This is especially important for 2024.

Please do not make any custom changes to the Assessment Tools document as all candidates must be assessed equally and fairly.

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CONSUMER STUDIES
THEORY

Teachers are commended for their hard work and diligence throughout the year. Their exceptional efforts put into preparing candidates for the final matric examination is noteworthy.

Layout and general impression

The adoption of the write-on paper effectively cleared up any confusion concerning question numbering and the systematic answering of questions. Nonetheless, candidates should diligently practise this format consistently throughout the year, with a particular emphasis on the preliminary examination, aiming to replicate the conditions of the final examination. Additionally, it is vital for candidates to clearly indicate when they have used the extra space at the end of the answer booklet, providing references like 'see pg. 35' or 'refer to additional paper' – a simple asterisk or cross next to the question does not signify the use of extra paper.

The following skills in examination writing need to be emphasised with candidates throughout the year:

- Adherence to the instructions provided on the front cover of the examination paper.
- Careful reading of questions, paying attention to the mark allocation.
- Proficiency in understanding instructive examination verbs and responding to them appropriately.
- Thorough reading of the entire paper before answering any questions.
- Use of the rubric as a guiding tool for Section D.

There were noticeable gaps indicating unanswered questions on several scripts. However, it was difficult to ascertain whether this was due to a lack of knowledge or time constraints.

Teachers should ensure that they are using the most recent SAGs when preparing candidates for the final examination. Distributing the assessment guidelines for specific grades to candidates can help minimise any potential confusion.

SECTION A FOOD AND NUTRITION

QUESTION 1 MULTIPLE-CHOICE

It was noted that a significant number of candidates left multiple-choice questions unanswered. This is to be avoided at all costs. Candidates should be encouraged to make an educated guess if they do not know the answer.

Additionally, there appeared to be insufficient coverage of The Consumer topic, particularly concerning tax, in some centres.

There was evidence that teachers did not prepare candidates sufficiently for multiple-choice questions with more than one answer, and candidates lost marks unnecessarily. Candidates must adhere closely to instructions indicating that letter(s) could correspond to more than one possible answer. This remains a concern despite repeated requests and explanations provided during conferences.

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In Question 1.2, the mark allocation was 10, necessitating the use of all 10 letters without repetition.

Emphasis on the importance of writing the letters clearly, with a distinct separation between letters like E, C, F, and G is important to facilitate the marking process.

QUESTION 2 HIV/AIDS

Question 2.1 required more comprehensive descriptions of AIDS; some responses veered into irrelevant details about how the disease can be contracted. Question 2.2 received less-than-ideal answers, particularly given its lower-order nature. However, it is noteworthy that correct responses to Question 2.2 positively influenced performance in Question 2.3. In Question 2.4, candidates tended to focus on hygiene and general guidelines for treating HIV rather than the specified theme of 'healthy eating habits.' Furthermore, even though candidates mentioned nutritional elements, they overlooked explaining their significance. In Question 2.5, it was apparent that candidates listed nutrients and their functions but omitted to address specific issues, such as practical dietary advice for conditions like mouth sores. In Question 2.6, candidates listed nutritional and lifestyle changes to combat HIV instead of offering practical examples, such as emphasising the importance of taking treatment and getting tested.

QUESTION 3 MALNUTRITION

Question 3 revealed several areas for improvement among the candidates. Notably, in Question 3.1, many candidates depicted only one of the two faces, indicating a need for a more comprehensive understanding of the question as the question did indicate faces. Question 3.2 exposed a common lapse where candidates explained wasting and stunting without specifically connecting these concepts to malnutrition in South Africa. In Question 3.3, a variety of conditions were listed, which emphasised a lack of sufficient attention to malnutrition throughout the academic year. In Question 3.4, responses were ambiguous, particularly regarding nutrient deficiencies for conditions like kwashiorkor and marasmus. Some symptoms were incorrectly stated. Question 3.5 generally received good answers, but repetition and unclear explanations were noted. Additionally, candidates often list symptoms when asked to describe a disease. In Question 3.6, the need for adaptation was underscored. Many candidates failed to provide meaningful adaptations, opting for generic changes like reducing portion size or substituting oils without maintaining the essence of the original meal. Some candidates followed the provided example without fully understanding and correctly answering the question.

QUESTION 4 FASHION/CONSUMER TERMINOLOGY

Candidates showed uncertainty regarding fashion terms, often interchanging them without a clear understanding of their precise definitions. It is noticeable that there was confusion in distinguishing between certain terms. Specifically, there is a need to concentrate on clarifying the disparity between "warranty" and "guarantee," as some candidates struggled to differentiate between the two.

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QUESTION 5 GREY GOODS AND BRANDED CLOTHING

It was evident that candidates did not thoroughly read the scenario; instead, they scanned through it and made assumptions about the shirt. It is crucial to remind candidates to read scenarios carefully and avoid making unwarranted assumptions or drawing premature conclusions. The term 'Grey goods' was not widely understood or discussed by candidates, and they struggled to connect it to the scenario. Many candidates mistakenly thought the t-shirt was fake or a copy, showing that most did not quite get it right. Only a few got Question 5.5 correct, pointing out that only a small group really understood what the Consumer Protection Act is all about.

QUESTION 6 FASHION/FASHION CYCLES

Overall, most candidates did well, but it is necessary to highlight a few areas of concern. In question 6.1, while many could describe classic fashion, some called it retrospective or corporate wear.

Question 6.2 was answered well by most candidates. In Question 6.3, some graphs were good, but others had many mistakes. Some candidates used bar graphs and had trouble with labels. Also, different words were used instead of rise and decline, and teachers should note that classic fashion should be seen as ongoing, not something with an end. For Question 6.4, there was a bit of repetition. It is important to really study and understand pictures and scenarios before answering. Candidates cannot just say 'it is suitable' – they have to explain why. In Question 6.5, most candidates failed to mention sustainability in their explanations.

QUESTION 7 HOUSING TERMINOLOGY

Candidates demonstrated a lack of familiarity with the definitions and basic housing terminology. As mentioned before, candidates neglected to work to the mark allocation. Moreover, several candidates wrote about eco-friendly washing machines instead of front-loading machines.

QUESTION 8 HOUSING

In response to Question 8.1, candidates engaged in comparing the pros and cons of building, buying, or renting, expressing their opinions on which option they deemed superior. However, the question was about consideration before deciding whether to buy, rent or build, thus emphasising the need for candidates to read questions carefully. With regards to documentation needed to apply for a home loan, candidates needed to be specific, as they tended to give answers like 'bank statement' and 'address' which are true.

For Question 8.3, the majority of candidates struggled to articulate clear explanations, resulting in a common misconception, for example, "When inflation goes up the variable interest rate goes up" which is not sufficient information for the marks allocated for this question.

In Question 8.4, a significant number of candidates inaccurately addressed the question by discussing the process of finding and paying a builder, overlooking that construction is explicitly included in the source material.

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In Question 8.5, candidates tended to focus on expressing responsibilities or advantages associated with building rather than providing the detailed information sought. Within Question 8.6, challenges were noted as candidates grappled with understanding the concept of the levy, often confusing building contract clauses with requirements. Afrikaans candidates faced specific difficulties with the terms "heffing" and "landgoedskoste," highlighting a need for additional attention to Afrikaans terminology.

In Question 8.7, candidates displayed knowledge of the pros and cons of sectional and full-title properties but struggled to offer detailed definitions, overlooking the requirement for critical analysis. For Question 8.8, a prevalent misconception surfaced as many candidates mistakenly believed that building a home exempted them from making bond payments, assuming the entire construction was done in cash.

In Question 8.9, notable responses included candidates considering a borehole as a design element. In Question 8.10, candidates mentioned "cash" as a payment method without interest and also brought up lay-buy. However, the statement clearly indicated that the family were worried about finance due to the building expenses. Lastly, in Question 8.11, many candidates struggled to distinguish between eco-friendly appliances and general eco-friendly aspects, often reusing answers from Question 8.9, claiming that eco-friendly choices use less electricity and water.

QUESTION 9 FOOD LABELLING

The overall performance is commendable, but there are noteworthy areas for improvement. Some candidates conflated the consequences of a fast-food diet with the reasons why people choose fast food, leading to confusion. Others merely listed the consequences of a fast-food diet without providing a descriptive link back to fast food itself.

Regarding misleading claims, there were candidates who successfully addressed deceptive food labelling claims and others who made general statements about foods, such as the misconception that fast food combined with exercise is not harmful. On a positive note, many candidates effectively used the provided source to mention specific claims like high fibre or high fat, earning them marks.

There was a tendency among some to mention allergies and food intolerances as additional consequences, resulting in a revision to the marking guidelines. Some candidates confused high blood cholesterol with high blood sugar levels, incorrectly linking them to diabetes. Furthermore, there was a tendency to list heart diseases, strokes, and cholesterol as separate consequences instead of recognising them as components of one overarching disease. Candidates commonly used the term "heart problems" instead of specifying coronary heart disease.

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CONSUMER STUDIES
SBA MODERATION

This year 19 schools were selected for moderation: schools offering Consumer Studies for the first time, and a few randomly selected schools.

2023 was the first time that all selected schools had to submit their files online and the entire moderation process was conducted online. Once all the technical processes were sorted out, the electronic process ran relatively smoothly. All the schools that submitted their spreadsheets and uploaded their files promptly are appreciated; this made the moderation process more manageable. The teachers are to be commended on the quality of work produced in 2023.

The moderation of SBA focused once again 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 2023.

COMPLIANCE

This was checked as per SBA requirements for 2023.

- Were mark schedules correctly completed?
- Were marks rounded off correctly, i.e. not rounding off each task, but only rounding off the final mark?
- Were documents signed by the Principal or Head of Academics?
- Were files completed according to the coversheets provided in the SAGs?
- If tasks were not completed by all candidates, were the correct procedures put in place?
- Were calculations accurate?
- Was the preliminary examination adequately moderated?

THE QUALITY OF THE EVIDENCE PRESENTED

- **Validity:** this is to ascertain that tasks were in compliance with the 2023 SAGs.
- **Consistency:** this is to determine that, if the content is marked and moderated using the same moderation tool, the same result is achieved.
- **Fairness:** is the assessment fair for the age of the candidates? Are instructions clear? Are all instructional verbs appropriate in the context of the assessment?
- **Currency:** is the teacher using current and up to date sources and questions; not repeating old, familiar questions and tasks?
- **Sufficiency:** are the cognitive levels and their weightings correct? Does the prelim paper mimic the final examination?

FILES AND ANNEXURES

- The majority of files were well organised and uploaded.
- Most annexures were correctly used this year.

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MARK SCHEDULES

- The majority of mark schedules in the Teacher Files were correctly completed.
- Mark schedules and rank order forms were unfortunately not all signed by the school Principals or Academic Heads.

DESIGN GRIDS

- These were evident for tests and examinations. The majority of schools completed the design grids accurately, resulting in a fair test or exam. In a few schools the cognitive weightings were not accurate, resulting in tests that are either too difficult or too easy. This could unfortunately disadvantage candidates.
- 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 candidates. The rubrics used also needs sufficient detail to make it fair.
- 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 mostly evident for all tests and examinations. The schools' moderation forms were used and signed, and the majority seemed fair and accurate.

FEEDBACK TO CANDIDATES

- Once again, this year there was very little evidence of feedback given to candidates. Teachers are reminded that assessment without feedback is meaningless as the purpose of assessment is to determine whether candidates have learnt what is expected. Feedback indicates where they have got it right and shows 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 candidates e.g. mediating the memo, individual consultations, extra tutorials, etc. However, meaningful, written feedback must be evident on the candidates' actual work.

PRELIMINARY EXAMINATION

- All the schools selected for moderation showed evidence of current work in their prelim exam.
- All schools set the prelim as a write-on paper, giving their candidates the opportunity to practise this skill.
- Some excellent papers were evident, and teachers are to be congratulated on the very relevant questions included in their papers.
- The concern of past years regarding shared prelims was hardly evident this year, with schools only sharing the odd question.
- The majority of schools submitted detailed, well set out marking guidelines. Unfortunately, not all schools included ticks on the marking guidelines to indicate mark allocation. This could affect consistency and fairness in marking.
- 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 candidates in using rubrics to plan and formulate their responses, as they describe the expected standard of the response. Rubrics must be designed to be user friendly and should result in fair marking for all candidates.
- 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.
- Most schools showed evidence of currency in their tests with fresh, innovative and relevant questions.
- There were, however, schools that used entire past IEB papers as their June Examination. As all candidates have access to the IEB website and can therefore access the papers and marking guidelines, the results for these tests cannot be regarded as authentic or fair. If teachers are going to use past papers, they must tweak and adjust the questions to make them more authentic.
- All tests were accompanied by design grids and pre- and post-assessment moderation was mostly evident.

TASKS

All schools presented work that met the requirements laid out in the SAGs.

Teachers should upload both the task instructions and the candidates' assessed work for moderation.

Teachers are urged to be vigilant regarding the use of AI in tasks and to deal with this effectively, should it be detected.

Research Task

- A few schools submitted research tasks. Their tasks were all mini research tasks and were well presented.
- **This task requires a plagiarism checker.** A task such as this, which is not carried out under examination conditions, cannot be valid without the inclusion of a plagiarism checker.
- A rubric is used to mark the research tasks.

Case Study

- This was a popular choice amongst schools. Candidates were given very interesting and credible sources.
- If this task is chosen, it must include a substantial amount of literature with sufficient rigour for the candidates to use.
- It must be written under examination conditions and may not leave the classroom even if the teacher has to use two periods to complete it.
- It is, for the most part, marked using a memorandum. When setting the task, a design grid with the correct weightings must be used to ensure a fair standard.

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Visual Task

- Numerous schools chose this task and they were extremely well done.
- If this task is chosen, they must be 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 candidates 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 not to allow candidates 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.
- The visual task must also be accompanied by a plagiarism report.

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 candidates' work.

Media review

- This task involves watching a film, documentary or reading an appropriate book.
- The task must assess the personal opinion of the candidate.
- A plagiarism check is **essential** because many summaries are available online.
- This task should not rely just on giving the candidates a number of questions about the text, otherwise it ends up being very similar to a case study.

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CONSUMER STUDIES
PRACTICAL ASSESSMENT TASK (PAT) MODERATION REPORT

Moderation of the PAT files took place using an online platform for the first time in 2023. Teachers are commended for the effort that they made to improve the standard of the PATs. There was a decrease in the number of flagged schools this year.

The online moderation process presented a new set of challenges, which will be ironed out in time, as both the teachers and moderators become more familiar with the process.

Standardisation of the PAT took place via an online meeting at the end of September. Extensive training took place to guide the moderators on how to navigate the online platform developed, as well as how to conduct effective and accurate moderation of schools.

The session started by standardising marking against the PAT Developer's files. This was a thorough process to ensure that all moderators were marking accurately against the rubric, and the expectations set by the IEB were met in the moderating process. This gave all moderators a strong foundation to work from.

Each moderator was allocated schools and allocated an 'online buddy'. New moderators were paired up with experienced moderators to assist them. The moderator worked by herself to moderate a school and then sent the file through to her 'buddy' to run a second check before feedback was released to the schools. Flagged schools were run through the same process, but in addition to this, the PAT Developer would run a third and final check on a separate learner file. This process was thorough and worked well.

The main purpose of the moderation process is to maintain consistency in the standard of work, as specified in the PAT framework and rubric, across schools. Feedback is given to guide teachers through the entrepreneurial process by commending areas where the standard is met, highlighting areas for improvement, and making recommendations/ suggestions going forward.

Whilst new schools may find the first year of moderation a tough process, the aim is to provide thorough feedback so that errors or omissions are not carried through to the following year. Any new schools who require further assistance, should not hesitate to contact a panel member in their province. This applies to anyone needing assistance.

Organisational aspects

- The structure of the rubric and framework changed this year, with the main change being the mark allocation for each section and Step 7 now counting for 50% of the total PAT mark.
- Submission of the PAT online must follow the instructions set out in the IEB circular sent to all schools. Each step of the PAT and the appendices must be saved separately. Moderators have been requested to send PATs back to schools should these instructions not be followed.
- 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 progress and results of their learners.

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- Teachers must give in-depth feedback and commentary to assist learners through the process. This must be evident in the file.
- Teachers should not provide scaffolding in the form of templates to learners. The PAT is a component of the examination and learners at a Grade 12 level need to read the framework and the rubric and be able to follow instructions provided from these documents.
- All steps of the PAT must be completed, or a Letter of Omission 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 for 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. A school will automatically be non-compliant if there is no photographic evidence submitted.

Coversheets

- The **official IEB forms** are important and should be used in the teacher and learner files.
- No school logo should be placed on the IEB forms. Teachers need to include all the IEB annexures applicable to the PAT as well as online printouts.
- A Letters of Omission is to be included in the learner file if a step was not completed.

Overview

- All recipes chosen for the PAT should be checked to ensure that they 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.
- Avoid overkill with requirements that are not present in the rubric of the PAT.
- All work must be the learner's own work.
- Marking and commentary by the teacher must be present throughout the PAT.

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Areas of concern

Step 1

- Include a complete methodology for steps 1 through 9. A reminder that 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.
- Learners are reminded to use own voice when drawing up the methodology.

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.
- Profiling of the retailer should be short and sweet and NOT the history of the retailer.
- Learners must identify the gap in the market and give two suitable product ideas.

Step 3

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

Step 4

- Developed recipes must be included.
- Critical control points are where things can go wrong that will affect the outcome of the product – cooking, cooling, hot-holding, cooking temperatures, etc.

Step 5

- Costing needs to be carefully marked. A school that does not mark the costing and therefore does not pick up errors will be deemed non-compliant in this section.
- Calculations for costing must be shown as this is what is being assessed.
- Labelling needs to be big enough to read.
- Packaging chosen in this step must match what the learner uses in Second Production.

Step 6

- It is essential that learners use the rubric to guide them in developing 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.

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Step 7

- Annexure T1 **or** T2 must appear in the learner's files, as well as the teacher's file. Indicate where marks have been allocated or deducted and make commentary thereon.
- Photos cannot be a repetition of what was done in Step 4.
- Photographic evidence must be clear so that effective and fair moderation can take place.
- ALL paperwork that is indicated on the rubric must be included in this step – many files were missing the **developed recipe and order of work**. This will be penalised, as evidence of Second Production is missing.
- Teachers must evaluate a learner's work against the specifications set out by the learner.

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 should seek support from one another. There are many helping hands that are willing to assist and this resource should be used.

If teachers are unsure of something, they should ask, as opposed to giving the wrong instruction to learners. The PAT is part of the examination mark and it is imperative that learners are given the full benefit.

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DANCE STUDIES

There were 22 centres and 70 candidates this year in comparison to 66 candidates last year, indicating more candidates and centers offering the subject of Dance Studies. The paper was answered well on the whole. The average of the raw examination mark for the Theory Paper was 66 percent indicating a 3% increase. 18 candidates (26 percent) receiving an above 80 percent average for the paper which is far more to the previous year.

Candidates are to 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. Few candidates did not finish the paper. Questions 2, 9 and 10 were the weakest answered questions.

SECTION A

Candidates were given the choice to answer on any TWO set works, ONE international dance work and ONE South African dance work, and draw a comparative essay. Overall, this section was answered well by most candidates. Candidates are not reading the question and answering accordingly.

Some handwriting is becoming illegible; therefore, schools are encouraged to consider use of computers/scribes for these candidates.

The popular works were Revelations, Ghost Dances, Bolero, Cargo and Four Seasons. No candidates chose Romeo and Juliet, CION and Infra.

The set works are revised for 2023 and did include TWO new works INFRA and CION.

QUESTION 1 INTERNATIONAL PRESCRIBED WORK

The knowledge displayed by the candidates was good with an overall grasp of the facts related to the quotation provided in the question. Through marking, many candidates have written incorrect information.

The average mark was 35/50 for this question. Many candidates struggled with 1.5 and 1.7. More time needed to be 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 are reminded to refer to the choreographer by his/her full name or surname, not first name. Biographical information has many factual errors, please check your sources.

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

Candidates writing on Bolero: must be clear what version they are answering on.

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

Encourage candidates to plan essays before writing.

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The candidates must check the mark allocation.

Many candidates are confusing symbolism of movement and analysing movement vocabulary.

It is important that teachers teach the 'facts' not their personal opinions or political feelings.

Answers that are not specific enough were not marked as correct, i.e.: the costumes were next level or the lights were dull.

QUESTION 2 SOCIAL TRANSFORMATION ON DANCE

This was a poorly answered question. Most candidates did not understand what the question asked. Most answered about lifestyle skills learnt through dance.

QUESTION 3 IMAGE STIMULUS/DANCE SYMBOLISM

Candidates answered adequately. However, candidates are unsure how to analyse and create imagery using the source. Some candidates didn't answer this question, a reflection of the work not being taught. Please refer to the SAGs requirements.

SECTION B MUSIC

Good marks were achieved in the section.

QUESTION 4

Most candidates achieved full marks for this section. Only weaker candidates struggled to match columns correctly.

QUESTION 5 MUSICAL TERMS

This question was answered fairly. Encourage candidates to learn definitions.

QUESTION 6 INSTRUMENTS

Candidates did not answer well. Many candidates could not explain how a musical instrument within a category is played. Some only give examples of instruments and some did not answer.

QUESTION 7 LISTENING

Question 7.1, 7.3 and 7.4 were not answered well. More practice is encouraged for candidates to improve this section. Time signatures cannot be written as fractions or ratios.

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SECTION C ANATOMY AND HEALTHCARE

QUESTION 8 MUSCLES

The image was complex when first looking at it – but candidates answered fairly well. 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 is 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 carries a large proportion of the marks in this section, give candidates as much practice as possible. Candidates are encouraged to read the questions as it required muscle name and music action, many didn't read the question well.

Furthermore, when analysing the image, many were not able to name the correct component of body fitness. Endurance is not a skill visible when analysing the image provided. Many gave inadequate answers. Please refer to the SAGs requirements and textbooks, components of body fitness needs to be revised.

QUESTION 9 NUTRITION

This was one of the weakest sections of the paper. Candidates have little to no knowledge on how to identify and analyse food groups, vitamins and minerals. Definitions in nutrition seem to have been neglected. Please refer to the SAGs requirements. Poor opinions were formulated for 9.4.

QUESTION 10 ANATOMY

This was poorly answered with a 46% average. There were 2 candidates who didn't answer the question. Considering this was a low to medium level question – teachers must revise this section. Many candidates assumed the image was the posterior view of the leg, given the nature and direction of the foot and patella, it indicated candidates needed more practice.

QUESTION 11 INJURIES

This section was largely answered well. Long term treatment should be discussed more as many only mentioned RICE. An array of symptoms were given for shock – this is in SAGs. Most candidates answered well.

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DANCE STUDIES
PRACTICAL EXAMINATION

The 2023 Dance studies practical exams were not of the usual high standard we have seen in previous years. Standards obviously varied, particularly from the new centres, who have ample opportunity to find out the requisite needs of the candidates according to the criteria in the SAGs document. The face to face examining process requires a sense of occasion, affording the candidates a better opportunity for higher marks. However, some centres were still ill-prepared for the rigours of a Matric Final Practical Examination.

There are explicit directives given by the IEB. Creative essays were not always present at the exam venue as required, and orals were of a poor standard unless the questions were of a personal nature. Some candidates did not even know the title of their works. This for me is the clear responsibility of the teacher, added to which, there needs to be more guidance in the choreography solo, as well as the selection and editing of music. Often musical choice and chosen theme did not marry. I am not saying that the teacher must help with the creation of the solo, but these young candidates should be given guidance during their creative process. It was obvious in some cases, where there had been no guidance. Lack of guidance caused unnecessary loss of marks. Should the teachers provide the topics for the "own solo" choreography? Or not.

The grooming was greatly improved this year, however, not of the standard required across the board. While we as an examining panel agree that this is not a vocational ballet exam, having spoken to the governing members of the AIDT, SABOD, The Royal Academy of Dance and the Cecchetti Society, which includes all our electives, have indicated that there are definite grooming criteria expected for an exam at this level. If you look like a dancer, you feel like a dancer. Casual clothes in an exam equals a casual mind. Show up and look the part.

If there is to be a deviation from the grooming expectations, it is the responsibility of the teacher of that centre to inform the examiners beforehand. We are not asking that confidential information be disclosed, rather that if we know, we are informed of the exceptional circumstances. As mentioned earlier this is a final dance examination and should be treated as such. Encourage the sense of occasion. Somehow teachers lose sight of the fact that the rigour and expectation at matric final examination level is the same as the level expected for any Advanced level examination in any elective. This is an expected performance. Girls must wear leotards not loose hanging T-shirts and boys must wear body-fitted T-shirts tucked into either their shorts or tights. **No loose hair or ponytails for any elective, except own choreography. Hair must be sprayed, gelled and in a bun.**

The general technical standard of the work was good across all genres, and most of the required criteria were incorporated into the syllabus, however, there are still centres where pirouettes and adage are not being demonstrated. This is a matric requirement. In several cases the technique is not evident, turn out exists in contemporary as well, lines in parallel positions are not always pleasing. The difference in height of leg from tendu to glissé is "woolly" and generally the use of feet is poor. Try to avoid opening legs to the examiners in floorwork, and there is a need to improve all linking and in-between steps in the centre work, particularly in the allegro and pirouette sections of the examination. The male work in some cases is still too feminine and should be taught separately from the female candidates. It is just too easy to set the same work for everyone, especially at this level. The choice of music from all centres was extremely good, however, long introductions are not necessary and are awkward for both candidate and examiners. Four bars of music are more than enough, and this is the accepted norm internationally.

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There is still a fair amount of hybrid dance style creeping into the classwork and some set solos. Ballet is ballet and contemporary is contemporary, there seems to be some cross-pollination happening and this is unfair to the candidates, however a cross pollination of genre in their own choreographed solo is perfectly acceptable. **Modern and Hip-Hop are not IEB electives**, and yet we are still seeing modern work in the contemporary exams. There is a clear difference between these two genres. Hip-Hop also managed to raise its head in some centre's even though this had been discussed at several conferences.

We are required to see the essays at the practical examination but would prefer not to see the marks. The preliminary practical marks were often 8–12 marks higher than the examiners marks. We all create relationships with our candidates over time and see the improvement in their work. Do try to remember we are seeing these young candidates for the first time and will mark what we see. Across most levels the exams were well-presented and pleasing, although the general practical standard has been higher in previous years.

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

Looking forward to consolidated, polished practicals in 2024.

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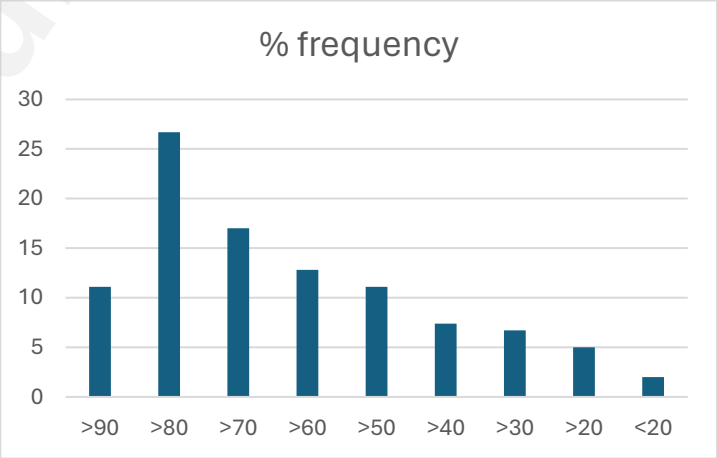
DESIGN
PAPER I (THEORY)

In general, the paper was reported as being well received by both candidates and teachers. The raw score average for P1 was 67.2% for P1. The distribution is unimodal, was closer to a normal distribution than in previous years which have had relatively longer tails. The paper was thoroughly marked and moderated. For the second year in a row, the number of candidates increased by more than 20%, with an increase of 27% from 2022. A large number of new centres had their first matric candidates and writing, and although there was a reduction in the number of candidates who were taught through online schools, there was a pleasing improvement in the "online" candidate's theory paper results from some centres.

The colour addendum was clearly laid out with large, good quality images. A larger number of candidates wrote on the extra paper at the back of the write-on paper, and although the rule of thumb of two lines for writing per mark was applied, it was clear that more space would be beneficial. I suggest either narrower margins on both sides of the blocks of lines or allocating three blank lines per mark in longer questions.

The examination was written very late in the timetable, and the day after the vast majority of candidates had written their last examination. Thus, as expected, the final question of the last examination was less well answered than others. In the past, there has been a correlation (and probably, I think, a causal link between the time the examination was written and the raw score average. I do not think the lower raw score average for 2023 is a reflection on the teachers of the schools. All schools can be proud of the resilience and determination shown by the candidates writing Design, with fewer than usual giving up after only a question or two.

Range	% frequency
90–100	11,1%
80–89	26,7%
70–79	17%
60–69	12,8%
50–59	11,1%
40–49	7,4%
30–39	6,7%
0–29	7%



	Section A					Section B		Section C				
Question	**1**	**2**	**3**	**4**	**Total A**	**5**	**Total B**	**6**	**7**	**8**	**Total C**	**Total**
Ex	6	8	8	8	30	30	30	20	20	20	40	100
Mean score %	79	80,4	64	66	71,3	74,9	74,9	64	54,5	56	63,5	58,7

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Quality of candidates' answers

1.1 SECTION A

Design literacy

This section required candidates to engage with the nature of the design process, interrogating the benefits of choices they made in their practical process, and some parts of the process, 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 candidates describing, but making no judgement. A significant proportion of candidates used the language of design with sophistication and precision, but there were also a number who seemed to struggle with questions needing recall and application, often giving only part of a rote learned answer. Weaker candidates struggled just as much with lower-order recall and identification questions, as much as they did with evaluation/ synthesis questions.

1.2 SECTION B

Design in Context – Historical

Most candidates chose to use designers and designs from Anti Design, Hi-Tech, Memphis or Deconstructivist "movements/periods/styles" in the exploration of perception and experience in and of design using the theme of eclecticism and pluralism. Too many strong candidates wrote long general contextual discussions of the design movements/periods/styles they chose but did not receive full credit because two thirds of the "context" marks were specific to the essay theme (how the movement/period/style was or was not eclectic or pluralistic) and/or related to the theme of disconnect/connect/reconnect or in response to the synthesis.

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 which had been learned and then adapted to the question. A number of candidates planned their essays in the form of mind-maps or lists. Less able candidates struggled to distinguish description from analysis.

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1.3 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 analyses questions revealed that the candidates knew the designs, they did not always find linking them to the theme and context easy.

1.4 Conclusion

Teachers are thanked for their commitment to ensuring coverage of the curriculum specified in the subject assessment. 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 can be focussed.

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DESIGN
PAPER II AND III

GENERAL

The theme for 2023, Connect, Disconnect, Reconnect was carried through Design Paper 2 and the SBA Portfolio.

We are still seeing the effects of Covid-19 in the general quality of work being produced by a cohort who were in Grade 9 when the pandemic hit. At times there is a sense that candidates are not taking full responsibility for the requirements of the subject, and it is clear that there has, at times, been a fair amount of intervention by teachers to get candidates 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 standardise across all centres continuously throughout the process.

Many submissions demonstrated passion, creativity, and integrity. The digital format of the submissions was also a big an improvement from 2022 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 2) digitally.

- **Time management and examination format**
  The work for Paper 2 should have begun by no later than April, was completed over the year and was presented digitally and submitted to the IEB and to the marking panel. Teachers were given one week after the candidate submission date, to ensure that all work was properly named, and digitally uploaded for marking.

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

  Teachers who received feedback on the standard of their marking are reminded to adjust their marking, as needed, in the coming academic year. The marking of Component 2 and 3 for Paper 3 should be done by consulting the Visual Moderation Documents that were made available on the Conference Drive in order to cross reference the quality of their centre's works against the standard in the country.

- **Thematic content throughout the Grade 12 year**
  It is imperative to note that the Grade 12 year follows a thematic unity which overarches ALL THREE examination papers. The overarching theme for 2023 in both Theory and Practical was "Connect, Disconnect, Reconnect". The March delivery of the CAT (Common Assessment Task) enables the process of investigation to start and must be the first task to be completed. In this way, the CAT research informs the Practical exam and should also form the thematic approach of theory during the year. This year the deadline for the CAT was the end of May, and this ensured that this process had been followed.

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

PAPER 2

Component A Workbook

Workbooks were greatly improved, and the more specific and targeted investigations and research and explorations in the Development phase, which is now in its third year, is resulting in a more focused approach.

Unfortunately, there is also still a great deal of evidence that the Development phase was being completed after component 3 had been finalised and many candidates are just paying lip service to the process and ticking off steps. Many of the final Designs also benefitted from the required exploration of the Development Phase as more aspects were pre-researched and pre-explored.

Some candidates submitted incomplete workbooks; teachers are required to ensure sufficient time has been allocated to complete the work and even set mini-deadlines for each step. Teachers should also monitor the quality of this work and provide feedback throughout the year.

The order of work in the workbooks, and the number of pages per section was mostly adhered to and where work was missing, the marking panel was keyed into this. Teachers were also asked to submit documentation for any incomplete components, but only a few centres did this.

Candidates 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. Candidates are discouraged from scanning and repeating the same drawings or images throughout their workbook. Candidates using AI must do so under the strict guidance and awareness of the educators so that they can demonstrate authenticity at all times.

The final concept sketch and final synthesis drawing must be different from each other, there must be clear development from end of Concept to end of Development. Candidates must not use photos of their Final Concept sketch or Component 3 as their Final Synthesis drawing. Similarly, candidates may not use these photos on their Concept Board.

Real world Processes and Techniques should focus on researching the production of the design/product in the industry. The Prototype research needs to focus on in-class production. Research of Processes and Techniques should focus on how the design could be made, while materials and media need to focus on which materials could be needed.

Teachers are encouraged to check the submissions created by the candidates before submitting the files for marking; quality, legibility and layout should be in line with the extensive guidelines that have been provided. Many scans of pencil drawings were still almost completely illegible.

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PDF digital submissions must be submitted facing the right way, so if the book was scanned as a landscape format, then the full book must be viewable as landscape, and vice versa for portrait. Educators can easily download the Word doc, or PowerPoint template that has been made available on the Conference Drive to conveniently assist their candidates in facilitating this process.

Candidates who are already going to produce a digital solution, specifically in the visual communication category, must refrain from working only digitally, motivating candidates to develop, for example, their animation characters by hand in their journals rather than depending on digital alternatives.

Additionally, teachers must please ensure that all submissions are correctly named as per the instructions that were disseminated.

Component B Concept Board

The concept boards were greatly improved this year. While many candidates excelled in this component and used the guidelines in the Examination Paper to their advantage, some candidates still continue to ignore the instructions and guidelines and thus omitted many of the essential elements such as the drawing, and the brand philosophy, and the pitch. It was refreshing to see that even more centres have been encouraging candidates to build the Concept Boards by hand, as opposed to digitally. This is a good skill to practice as, soon, this will be the examination requirement of the Concept Board.

Candidates must produce a new hand rendered drawing for their concept board; they may not use Concept/Synthesis drawings or photos from the Workbook.

All centres are reminded to take note of the most updated minimum requirements for what is required on the Concept Board for each Design Discipline as per the Subject Assessment Guidelines (orthographic drawings, storyboards, etc).

Educators are reminded to supervise the process of inserting a good quality photo of the concept board onto the Component 2 template that was provided in the correct format (landscape, or portrait). The required fields (Centre number, examination number, and description of the design discipline) must also be completed.

Component C Product

The work in the various fields of Design has grown as teachers and candidates become more confident. Many candidates brought their personal views and experiences into the creation of these works. Not all design solutions responded particularly to a Connect, Disconnect, or Reconnect, 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 most updated minimum requirements for each Design Discipline as per the Subject Assessment Guidelines.

Murals must be applied to a three-dimensional model to show their functionality in context.

Illustration is no longer available as a discipline in which to specialise.

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Almost all of the Communication Design sub-categories require more than one product.

Candidates using a laser cutting device, or 3D printer at school must show evidence of digital software used to design the parts.

A minimum of 6 photos is required of three-dimensional products showing all angles and seams and finishes. There must also be a video of these three-dimensional products showing all details.

Candidates are cautioned against the use of non-functional craft skills and should avoid painting an image on a pre-existing item of clothing (and labelling it as fashion design); or using a pre-existing template of a package or object, and merely decorating the outside of it. Design, at all times should be about designing something new, from the ground up.

Many centres are not allocating a full 24 hours to the making of the Design; and educators are reminded that when these products are assessed, they are assessed as to whether they properly represent 24 hours of work.

Educators are reminded to supervise the process of inserting good quality photos of the design product onto the Component 3 template that was provided. The required fields (Centre number, examination number, and description of the design discipline) must also be completed.

General

Many submissions per candidate were submitted as separate documents and not in a singular pdf or PowerPoint. Submissions are supposed to be one singular document per candidate that flows from Component 1 up to and including Component 3 (for Paper 2) and Component 4 (for Paper 3).

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DESIGN
SBA MODERATION

The school-based assessment portfolios were organised, and the examiners received all the relevant documents. Many centres made use of effective cluster moderation, which meant that there were fewer errors in the marking of the CAT, tests and the Trial Examinations.

The online platform made it challenging for many centres to submit their portfolios and the team of moderators had to work closely with each centre assigned to them to assist with uploading the documents correctly.

Most centres submitted their portfolios by the submission deadline. A number of centres had to liaise with their moderator to delay their submission due to writing their Trial Examinations later in the year. These were carefully handled on a case-by-case basis by the moderation team and examiner. Many teachers found it challenging to meet the earlier deadline, compounded by the pressure of the Examination Practical being completed at the same time.

Although there has been a significant improvement, a few centres still show evidence of not engaging with the Preparatory Task.

There was an increase in online schools offering Design. Not all these schools had access to the IEB documents and resources they needed because the teachers were working entirely remotely. This will need to be addressed.

It was evident that not all teachers, specifically new teachers, accessed the resources provided at the online conferences. The online conference format over the past three years has made many teachers feel a sense of disconnect and unpreparedness that I believe the in-person conferences will alleviate.

Overall, the SBA portfolios were of a high standard.

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DRAMATIC ARTS
PAPER I (THEORY)

The 2023 Dramatic Arts examination marking session was conducted with the utmost professionalism, placing a strong emphasis on promoting consistency, accuracy, and fairness in the assessment process. The dedication and commitment exhibited by both the candidates and the marking committee resulted in an examination session that is not only reflective of the diverse talents within the Dramatic Arts discipline but also one that has maintained high standards of assessment. The diverse expressions of creativity showcased by the Dramatic Arts candidates highlighted the dedication and hard work invested by the candidates and their teachers. It is evident that the examination served as a platform for candidates to not only display their technical proficiency but also to explore and convey a profound understanding of the subject.

SECTION A FEEDBACK

General comments:

- Candidates must remember to underline the play title or use inverted commas and to refer to the playwright by his surname or full name.
- It is strongly suggested that schools only choose ONE text/play to teach in Section A. Weaker candidates are not always able to distinguish between them and will often confuse their responses.
- Candidates should pay attention to the mark allocation for each question. Overwriting is not advised.
- Candidates are encouraged to observe general examination techniques. Many of the following issues were observed: incorrect numbering: writing in the marking column; not answering logically and clearly; not answering questions in the order of the examination paper; not leaving a line between answers and general neatness.

Specific feedback on questions:

1.1 We were looking for specific examples of the socio-political context in which the playwright lived, so we credited references to issues such as World War I and II, the Cold War, the holocaust, the atomic bomb, etc. We accepted a few references to the playwright's background, particularly if they had a direct bearing on the current socio-political situation. We credited one reference to Existentialism or one of the philosophers. Overall, this question was answered well.

1.2 It was evident that some candidates were not able to give a comprehensive explanation of the philosophy of Existentialism. We were looking for 4 valid points in this explanation.

1.3 We required the candidates to apply their knowledge of Existentialism to the play that they had studied and to deliver examples to support their explanation. Overall, this question was answered well.

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1.4 Overall, the candidates struggled with this scaffolded question.

1.4.1 The expectation was that the candidates would have referenced the performance conventions that were addressed in the PAT. It was evident that many candidates did not revise the PAT content in preparation for the final written examination. Candidates must read the question carefully and follow the instructions. This question asked for answers to be listed. Many candidates described the conventions in detail. Poor Theatre and "The Holy Actor" are not conventions of Absurdism.

1.4.2 Many candidates did not describe a single moment of the play, but instead referenced a moment for each convention that they had identified in 1.4.1. Candidates struggled to choose and describe a moment in the play in sufficient, specific detail. They also struggled to link the moment described to a convention. *WFG* does not have scenes, it has 2 Acts. Candidates must refer to a moment, not a scene.

1.4.3 Candidates really struggled with the scaffolding of this question – the expectation was that they would refer back to the specific moment and character that they had chosen and described in 1.4.2 and offer very detailed and specific descriptions of the vocal and physical choices that would highlight the conventions that they had mentioned in 1.4.1. Many candidates mentioned one character in 1.4.2 and a different character in 1.4.3. Candidates must develop the skill of giving specific vocal and physical choices. For example: Instead of saying "Estragon would use exaggerated movement when putting on his boot", they need to be specific and say "Estragon could hold his boot up high and with great ceremony, yank and pull at the boot as he attempts to put it on his foot. His facial expressions would be one of a deep frown as he is concentrating on the task at hand."

1.5 1.5.1 Some candidates did not answer the question but discussed the content of the poster or the font of the title in the poster. Overall, this question was answered well.

1.5.2 Candidates should be encouraged to express their creativity in questions like this one. Many candidates did not motivate their choice of title.

1.5.3 Overall, this question was answered well. Candidates had the freedom to interpret the poster and link the content to the themes and symbols in the play. Some candidates did overwrite for this question.
Existentialism is NOT a theme, it is a philosophy.
The illusion of friendship is not a theme in *WFG*.
Absurdity is not a theme in *Rhinoceros*.
Godot is not God – he may be likened to the wait for a higher or supernatural power in the hopes of saving them, but he is most definitely NOT God.

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SECTION B FEEDBACK

General Comments:

- Centres are reminded to teach candidates to underline/italicise the name of the text.
- Candidates should have a deep understanding of the text and avoid generalisations "things", "stuff", "etc.'" – responses must be specific to moments in the play for candidates to score maximum marks.
- Candidates must avoid references such as "the blacks" or "the whites". Instead, use Black African people and white people.
- Poor Theatre DOES NOT = Poor Black People. Poor Theatre is not about financial poverty. At times, candidates are answering in ways that come across as discriminatory. Please ensure that there is a sensitivity in the way in which candidates express themselves when answering questions that are about sensitive issues (race, gender, sexuality, etc.).
- While filmed footage of protest plays is a valuable teaching resource, candidates must be aware that the plays are meant for live performance and should not be discussed as films in their responses. (*e.g. a close-up shot is not a relevant tool to highlight a humorous moment in a play.*) It is necessary for the text to be read and acted out in class to engage with the text and performance. Candidates need to use examples from the text, not the production they have seen.
- Candidates could avoid suggesting that Poor Theatre is for poor people; or the insinuation that the works had to be in the style of Poor Theatre because the actors can't afford elaborate costumes or sets.
- It is important for candidates, when selecting performance spaces and deciding upon staging, to specify the type (intimate, formal, etc.) of actor-audience relationship they wish to achieve (i.e. not merely saying "the use of a thrust stage will create an actor-audience relationship.)
- When asked about staging and stage spaces, candidates should refrain from referencing spaces or venues at their schools. They should rather reference public spaces and public theatres that are more familiar to the markers.
- Candidates should refrain from using terminology specific to other sections of the examination in the section (i.e. discussing *Woza Albert!* as a postmodern work or *The Island* as a postmodern protest play or a tragicomedy).
- The concept of tragicomedy should be understood clearly in relation to the text being studied – it is not the "style" of any of the pre-1994 texts.
- Protest plays are predominantly staged in a Poor Theatre style. However, they are not restricted to this style, often including Brechtian elements. Brecht and Grotowski's work should be understood alongside these texts, and evidence of their influences should be pointed out in the play.
- Candidates must use the correct dramatic arts terminology as per the SAGs document. Black lighting does not exist.
- Candidates are urged to recognise the difference between what feels or seems real or evokes a sense of reality and identification with the happenings on stage, compared to Realism as a theatrical movement (e.g. "the prison uniforms in *The Island* will evoke a sense of realism in my Poor Theatre production").
- In the protest plays, it is also vital that the candidates understand the difference between the use of humour, mime and idiophones to capture a sense of reality. THIS DOES NOT MEAN THAT IT IS REALISM.
- Candidates need to understand the definition of sound effects. (i.e., a banging on the floor is not a sound effect, neither pitch and sound of voice nor the use of accent.) These are usually expressed in the stage directions of a text.

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- Candidates should avoid using abbreviations in their answers unless they have been indicated clearly. Example: candidates cannot refer to *The Island* as *T.I.* or People of Colour as POC without establishing this in their writing. The academically sound way of doing this is to write the full version first and then indicate in brackets that they intend to use the abbreviation moving forward in the rest of their answer.
- Candidates must look for the layered requirements in the preamble to the questions which provides a specific framework for the answer e.g. reference to the excerpt and artistic director.
- Candidates must be guided on how to address the specific focus of the question e.g. "intentions" not creation, "relevance", not intention, "with reference to examples from the play" must provide specific examples from the play. This includes the layers within each question indicated by the instruction words e.g. in 2.2.3 the candidates had to "discuss" the costumes AND "provide justifications" for their choices by referring to two distinct focus areas.

Woza Albert!

- Please clearly differentiate between passports and passbooks.
- Candidates should clearly understand who the characters are in each text. E.g. Bobbejaan is a black character, not a white character (Baas Kom).
- They should also know which actor plays which character – Percy plays the Meat Vendor Boy, not Mbongeni. Bobbejaan and Baas Kom are both played by Percy. Mbongeni plays Zuluboy, but that is not the same character he plays in the Coal Vendor scene.
- There is a misconception amongst candidates that the pink noses in *Woza Albert!* symbolise pigs (policemen), referred to as pig noses rather than pink clown noses. Whilst this may have been seen from a production of the text, it holds no relevance to the play itself.

The Island

- In *The Island*, teachers must be discerning when teaching the opening moment (mime).
- Many candidates are referencing the breaking of rocks or being in the quarry (these are inaccurate). The actors are miming, and the setting is on the beach.

You Strike the Woman, You Strike a Rock

- It is imperative that the individual characters' stories are accurate – many candidates confused Mambhele as the character from the Transkei (when it is Mampompo) or that Mampompo is the character who flirts with customers (when it is Mambhele).

Specific Feedback on questions:

2.1 2.1.1 For this question, a maximum of 4 marks was credited if an example was not provided. Candidates are encouraged to learn and understand the intentions of the devisors/playwrights, which is not to be confused with the creation of the plays.

2.1.2 (a) Humour as a device must be discussed for all the plays studied as it is a vital part of this section. Whilst there are nuances (*Woza Albert!* utilises satire vs *The Island* and *You Strike,* in which humour is used more as a relief that humanises the characters), it is essential to understand that it is explored.

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(b) Candidates must read through the texts in class and are encouraged to ACCURATELY learn multiple moments from the play so that they can draw from them in discussing different focus areas within a scene e.g. humour in this question.

(c) Candidates must ensure that they are using their stage direction terminology correctly. (It is incorrect to say set the characters upstage to create a more intimate actor-audience relationship). Candidates must understand HOW to direct moments from the actual play they are studying. Candidates are referencing productions they have done at school, and THOSE directorial choices are irrelevant to the style of the studied play. Two marks were explicitly allocated to the higher order component of this question that related to how the humour was highlighted through their staging choices.

2.1.3 When using real-life examples, candidates must ensure that the examples used do not become prejudicial.
Candidates must be able to link the real-life examples clearly to the content (moments in the play) and context (time period and location) of the play being discussed.
Candidates must always return to the play being discussed to ensure that their examples maintain relevance.
Relevance questions should begin with making clear how the CURRENT context is relevant in relation to what is in the text.

Candidates must also ensure that they understand that in *The Island* (for example), the crimes they are arrested for were NOT petty OR justifiable at the time of the play's setting. Perhaps, in hindsight, these seem petty and justifiable now, but they were treasonous offenses at the time.
Candidates must also know the difference between intention and relevance and how to discuss each.

2.2 2.2.1 Whilst we encourage candidates to watch a version of the play they have studied, it is vital that they understand that directors of these plays may make choices that are not in the original published play. An example in answers for *The Island* was the use of Recorded Sirens at the beginning and end of the play – which are not in the published script. It is essential that candidates understand the actual play they have studied and how specific elements (like sound, or lighting, etc.) are used within the published text.

2.2.2 Candidates must understand the functions of various stage types (e.g., Proscenium Stages are NOT for intimate performances). They must be able to name recognised stage types e.g. thrust stage, proscenium arch stage, arena stage, traverse stage.
Candidates must be comfortable using correct staging and stage design terminology, particularly knowing the difference between set and props. Whilst props were credited if they were described in a way that contributed to the overall stage design, a long description of their use to indicate characters was not what the question required.

2.2.3 Candidates must make a choice. Candidates often suggested multiple possibilities for costuming. Instead, they should decide on a costume and justify their answer.

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SECTION C FEEDBACK

General Comments:

- Overall, candidates attempted the essay confidently, it is a task that demands that candidates formulate and substantiate a view. Some do battle with engaging with the essay topic *and* the provided source in an integrated manner.
- The discussion point that proved to be most challenging was the one on the Postmodern Audience Response. Candidates need to be taught this explicitly. While a personal response was acknowledged, it should also include the fact that audiences are co-authors of meaning, and that they should be able to extend this into examples of various forms of meaning. All discussion in an essay must be grounded in the set work, e.g. many candidates wrote beautifully about postmodernism, but the generic nature of the points meant their discussion could have been about almost any set work as there was often very little reference to the set work to support the statements.
- In the first discussion point, socio-political context, candidates overall had excellent knowledge, but could not support it with reference to the play.
- The second discussion point, Technical/Staging Style, candidates often opted for explanation of dramatic style (dramatic analysis), instead of exploring what happens on the stage itself and how this broadens an audience member's awareness and understanding of others' stories.
- Candidates sometimes fell into the trap of simply listing themes, stylistic influences, characters or postmodern conventions, etc. without relating this content knowledge back to one of the discussion points, topic or source.
- While the structural aspects of essay writing are integrated into the rubric, candidates need to be familiar and comfortable with essential essay writing skills that will allow them to order their thoughts and present their evidence clearly. Some candidates use phrases from the essay topic to 'bookend' their essay paragraphs, and while superficially it looks like the essay addresses the topic, these bookends don't actually relate to the content of the paragraph. The result is a disjointed essay which actually lacks coherence and an authentic voice.
- Candidates were instructed to write one play only in Section C. Some candidates wrote on two plays and disadvantaged themselves.

Specific Feedback on the question:

QUESTION 3(A) THEATRE

It is vital that candidates have watched the filmed recording of a production of the set work. This is a compulsory SAGs requirement.

Tshepang:

The Poor Theatre concept of the 'holy actor' needs to be completely understood within the context of Grotwoski's intentions. Many candidates are referring to Simon as the 'holy actor'. This can be done if the argument is related to Poor Theatre's aims. Additionally, if motivated in relation to the postmodern response that the audience members are shared meaning makers, i.e. that by giving himself fully (since he is the only one that speaks throughout the play) and the audience is able to connect and share his compassion, this concept can be considered.

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Factual knowledge of the play is essential. Candidates need to know character and place names, theatre practitioners, playwrights, etc. For *Tshepang* there were many unfortunate inaccuracies such as calling Alfred Albert, stating that the baby was gang raped, calling Alfred the baby's father, saying the baby died, calling Ruth Alfred's girlfriend, instead of 'houvrou'.

The town in the play is unnamed, it is a fictional town, which makes the play more universal. The town where the real-life rape took place is called Louisvaleweg. This is never mentioned in the script.

The play's set design needs to be carefully studied and unpacked. Candidates must be careful when stating that the set is minimalist as it is not. It is richly symbolic and uses multifunctional props/set pieces. There are a multitude of items on the stage, making it in fact rather cluttered rather than "minimalist". Simon refers to the bareness of his living space, commenting "although I don't have a table", so he does imply that their living situation is quite minimal.

Stylistically *Tshepang* employs *elements* of Poor, Protest and Workshopped Theatre, but it should not be explicitly labelled as any of these in its entirety.

Tshepang is also not a tragi-comedy. Some candidates misused this term to explain the postmodern irreverence supplied by Simon as narrator.

When discussing the symbolism of props or set pieces in postmodern plays, it is important to note that every prop or set piece has multiple symbolic meanings. Candidates need to address this clearly to justify their understanding of postmodernism.

Candidates must be guided carefully when writing about set works whose 'stories' might be unfamiliar to them. There is often bias evident in the way some candidates write about marginalised communities.

Little Red Riding Hood and the Big Bad Metaphors:
Many candidates offered reference to the SDGs in place of the socio-political context of the play. Candidates need to clarify the meaning of the abbreviation SDG, i.e. *sustainable development goals*. They also struggled to name the actual 17 goals correctly. Due to the SDGs, the play has a universal target. It is not solely aimed to address the flaws of post-apartheid South Africa. Although some of the issues highlighted through the exploration of SDG's hold strong relevance to a South African context, the intention is global.

Similarly, when discussing the SDGs, candidates are encouraged to be selective of a few, which they can link to the topic and support with evidence from the play, instead of merely listing seventeen issues, and not exploring them.

Born Naked:
In unpacking a play, candidates need to understand the broader playwright's intentions that underpin the specific themes evident. E.g. it is important to note that *Born Naked* raises awareness of transphobia; not homophobia. We cannot and should not assume that the characters are homosexual. To assume so would be to perpetuate the legacy of assumption-based ignorance which the play aims to confront and put a stop to. *Born Naked* deals with gender identity, not with sexual relationships (i.e. who they prefer to sleep with) at all.

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QUESTION 3(B) FILM

Generally, film needs to be taught with the same rigour as theatre texts. E.g. in many centres, candidates did not discuss the socio-political context very well.

The discussion point 'Filmic style' was intended as a broad umbrella term that allowed candidates to refer to all practical elements of filmmaking, including cinematography, camera work, genre, mise en scene, lighting, soundtrack, set and costume, etc.

Tsotsi:
Candidates doing film need to be clearly taught to refer to the alternative ending if they so choose. In the official version of the film, Tstotsi is not shot and does not die at the end.

Candidates often lapsed into plot retelling, instead of exploring the film through the provided discussion points.

There were some generalisations about the socio-political context of the film, e.g. that all black people live in townships and are prone to a life of crime.

District 9:
The socio-political context of the film is both post-apartheid and South Africa. It is very clear in all the timestamps on the footage of the alien ship. However, the film clearly satirises the apartheid era, and therefore a discussion of apartheid is necessary, but the film is set in the post-apartheid era.

Candidates are urged to be mindful of the bias and tone, e.g. when referring to aliens as 'prawns' in the essay, there needs to be cognisance of the fact that prawn is considered a derogatory term in the world of the film, and as such, should not be used.

GENERAL ESSAY SUGGESTIONS FOR 2024

- While essay planning and practising is part of the teaching and learning process, there should not be an attempt to pre-learn a set essay. This is particularly important going into 2024.
- Although Section C is post-1994 South African theatre/film, postmodernism has to be covered in Section C – there was evidence of little knowledge by some centres of postmodernism.
- Candidates are not required to provide a word count – this wastes time.
- In the theatre section, candidates must be able to distinguish between what has been provided in the play script versus a directorial choice in productions. There are numerous productions of some of the plays (including live ones of late) that candidates have used as definitive examples of the original script and could not discern it as a directorial interpretation.

The Dramatic Arts examination was a testament to the creativity, talent, and dedication of the candidates who undertook the challenge. The diverse and impressive array of performances and submissions reflect not only the individual achievements of the candidates but also the collective strength of the Dramatic Arts community. A significant acknowledgment is owed to the teachers who have played a pivotal role in preparing the candidates for this examination. The guidance and mentorship provided by teachers have been instrumental in shaping the artistic abilities and understanding of the candidates. Teachers have not only imparted the necessary skills and techniques but have also nurtured a passion for the dramatic arts, fostering an environment where creativity can flourish.

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DRAMATIC ARTS
SBA MODERATION

In 2023, the process of Regional and National SBA moderation changed somewhat to a first and second moderation session. There wasn't a second moderation session to my knowledge and there are concerns that some schools may have needed to be checked again.

The IEB made a selection of files to be moderated, meaning that not every centre had to send their files. This included a random selection of schools as well as schools who are new to the IEB or schools that had brand new teachers. There were however files that were requested by Umalusi for moderation around the same time too.

It worked really well having digital files for moderation. Using Google Drive to access the files was the most effective way.

The focus this year for the Regional Moderators was to make sure that marks for SBA and PAT were correct and that the files were SAGs compliant.

At the end of the day, the SBA portfolio should not be a daunting process and teachers are doing some fantastic work. Further training will be available at the conference.

MARKS AND ADMINISTRATION

With most teachers having used the supplied SBA spreadsheet, there were fewer errors and mark changes at National Moderation. The errors that were picked up at Regional Moderation were mostly corrected before they were sent on to National. It is however strongly suggested that teachers have a 'double check' of marks before submitting to the IEB. It is suggested that a thorough Cluster check is done.

What continues to happen is when marks were transferred from the SBA spread to the IEB official marksheet or from learner assessment rubric to the SBA or CASS spreadsheet.

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

It is essential that marks on spreadsheets are only rounded up at the end for the portfolio. Working IPT and ITA CASS mark sheets must be present in the teacher file for cross checking the breakdown of task marks. If more than the required number of tasks have been completed, teachers must indicate on the CASS mark sheets which IPT and ITA tasks have been selected by the candidates. Teachers are encouraged to consult the moderation tool in the SAGs to determine which marksheets need to be included in the Teacher File. The final SBA spreadsheet alone doesn't give moderators enough evidence in order to validate marks so please submit CASS with raw scores too. This is a requirement on the assessment tool in the SAGs.

Most teacher's files were well ordered. It is really helpful if everything is labelled/named correctly so that the moderator knows where to look to find tasks. It is also really helpful if teachers create folders within folders for ease of access.

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COVER SHEETS AND DECLARATIONS

Cover Sheets and Declarations must be included in the Teacher and Learner files as per SAGs requirements. Teachers must also remember to include marks that demonstrate one decimal place on the cover sheets. They must also be signed by candidates and teachers.

IPTS

Teachers must make sure that either a time allocation (number of hours of lessons) and/or assessment date must be included so that it is clear how much time the candidates have to prepare for assessments.

Teachers are encouraged to include evidence of marked practical performances and written tasks in their teacher files so that it is clear how they have arrived at the marks and how they have been weighted. One or two examples per task will suffice. The problem with the lack of learner evidence in the teacher file is that only 3 files are selected for moderation, and these may not show the process enough.

There was some excellent evidence of centres who have thoroughly engaged with the tasks and the process of the technical programme. There are still some grey areas with integrated tasks in the technical programme and teachers are encouraged to reach out to teachers who have been successfully working with film in order to make the tasks meaningful for both written and practical components. There is further training at the conference.

An area that needs specific focus is guiding candidates through reflective written responses as this is a focus in the PAT and should be encouraged in the IPTs too.

The IPTs that teachers are producing are exciting and creative. It was fantastic to see the way in which teachers are preparing the candidates for the skills of the Final Practical Examination as well as those that are thoroughly engaging in the practical engagement of the styles of Absurdism, Postmodernism and South African Theatre.

ITA

Being at the end of the cycle of the current Final Theory Examination structure and setwork change, there has been a pleasing shift in most of the ITAS.

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

Teachers must include the ITA question papers in the learner files as well as the teacher files.

Teachers must remember that the ITAs must be out of a minimum of 40 marks.

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A continued issue is the lack of moderation detail and evidence. Teachers must include both pre- and post-moderation of all ITAs in the teacher file as official proof of moderation. Although a number of schools use a moderation form as a tool, copies of the first draft of the question paper (pre) and learner answer booklets (post) actually demonstrate the external/internal moderator's engagement with the moderation of the script. Teachers are encouraged to add more detailed comments on the moderation forms if they would prefer to use this for moderation as it will give a better idea of the process rather than just ticking boxes. This is absolutely essential so that the moderation process is clear.

Using a word document with 'comments' is an excellent way to track changes and suggestions in ITAs. Email communication between moderators and working on an actual question paper with a green pen is also effective evidence.

It would be really helpful if the moderator's name and school can appear on the paper or pre/post-moderation sheet or documentation in an admin section so that it is clear who moderated the paper and to show a variety of moderators. If not, teachers may make mention of the moderator in the admin section of their file.

It was pleasing to see that there has been a better correlation between the grids, the blooms levels and the levels of difficulty in the ITAs. Teachers are encouraged to reach out for assistance if they are unsure of how to use grids too.

PRELIMS/TRIALS EXAM

The same comments for ITA moderation applies to the Prelim/Trials examination too.

As the structure and content of the Final Theory examination has changed, teachers must still mirror the structure and style of the examination, but teachers may still include questions that are specific to the play that they have studied. There just needs to be a balance in each section between the broader question and a play specific question. Teachers must however include sources/images from all plays in each suggestion so as to prepare the candidates for the 'look' of the Final Theory examination at the end of the year.

If a centre is not studying the film section in Question 3, there is no need to include it in the Prelim/Trials examination, but it does prepare candidates for the final look of the examination.

It was pleasing to see the creative use of sources and quotations in the Prelim Examinations, to spur thought in the candidates' responses. Teachers are preparing their candidates well.

Teachers must make more use of Dramatic Arts teachers for the moderation of the Prelim/Trials examination.

PAT

Candidates really experimented with different styles of live performance and film as well as contexts, making the moderation process so varied.

PAT Part A assessment rubrics and filmed digital performances must be included in the Teacher and Learner File. The videos can be linked via Google Drive, but it is imperative that the recordings are there for moderation.

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Part A & B must be externally moderated by an IEB Dramatic Arts teacher and evidence of this must be documented in the Teacher's File. A reminder that this must be done at Cluster level and that the Moderation Tool from the SAGs must be included in the Teacher File. A number of schools did not include evidence of moderation from Cluster on the compulsory documents that are in the SAGs. It was so exciting to view the different styles of PAT performance that were presented this year as it allowed for a freedom of expression and style within the PAT.

GENERAL

Google Drive still seems to be the easiest way to access and explore the tasks for moderation.

Remember that you must fix things between first and second moderation.

The quality of work that we have seen is outstanding in most centres. Teachers are passionate and enthusiastic about preparing their candidates for excellent results.

There are a number of new teachers in the subject, and they are encouraged to reach out to the more experienced teachers in order to develop their skills and to ask for advice. Being in a new digital age, it is so much easier to converse, share and moderate. Make use of Drama Connect and Clusters.

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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 1.17, 1.18 and 1.20. The new centres must encourage candidates not to leave blank/open spaces in the multiple-choice questions, as negative marking does not apply.

QUESTION 2

Questions 2.1.1 (a and b) were well answered but centres are reminded to focus on concepts, especially Balance of Payments where most candidates forgot to add "the rest of the world". Centres are reminded to mention all 4 components that make up the Current Account, and not only refer to the overall trade of goods and services being recorded in the Current Account. Some centres only mentioned the trading of exports and imports.

Question 2.1.2: Candidates must be coached to show all calculations and not to simply write the words and the answer. The Trade Balance was well answered. Centres focused on the Current account a lot and candidates were well prepared for the Balance of Payment section.

The Business Cycle questions were well answered by the majority of the candidates. Question 2.2.1 was well answered, but the labelling of the cycle was very poor as some candidates indicated A-D, but with no key. Teachers prepared candidates well on the difference between a leading and lagging indicator. The majority of the candidates failed to answer the question on the endogenous and exogenous reasons for the shape of a typical Business Cycle and instead explained the upswing and the downswing of the cycle.

Question 2.3 on Circular Flow was well answered, but centres should note that the financial sector is not a main participant in the Circular Flow.

Question 2.4 was generally well answered by candidates, but some failed to include important keywords such as final goods and services and borders of a country in the GDP definition. Candidates must remember to multiply by 100 to calculate the constant prices and economic growth rate, as well as use real figures in their calculations.

QUESTION 3

The table on comparing the characteristics of the perfect market and monopoly was well answered. Candidates only had to choose between the options of a price taker and price seeker, which most failed to do. Most candidates did not read the instructions clearly; teachers must coach candidates to use the words on the market structure table as indicated. Several candidates did not know what the acronym NERSA stands for. Labelling of graphs was again an issue; incorrectly labelling the X-axis as quantity demanded or produced. Many candidates lost marks due to no arrows indicated for price or quantity changes or labelling of axis P to P1 and Q to Q1. A few candidates drew a decrease in demand, which is incorrect.

Centres are reminded that the action verb 'evaluate' requires candidates to refer to both positive and negative arguments OR provide commentary on the overall impact of the concept asked. The majority of candidates only referred to the negative impact of the electricity price hike; very few managed to talk about the positive impact.

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In Question 3.3.1 quite a few candidates swopped the definition around to say responsiveness of income to a change in quantity demanded. Centres are encouraged to make use of accurate descriptions, as several candidates used PED explanations and not YED. Candidates struggled to interpret the income elasticity of demand as being positive and a normal good and explained that when a consumer's income increases, so will the quantity demanded.

Many candidates provided general factors that influence supply, without referring to elasticity. Some candidates discussed PED factors and not PES factors. Some PES factors were well explained, but the explanations lacked understanding of how elasticity will be impacted. Teachers must encourage candidates to refer to when supply will be elastic and when it will be inelastic when explaining the factors.

Question 3.4: Some candidates described demerit goods poorly; receiving only 1 mark for a one-worded example. Income inequality examples were not explicitly provided and lacked proper examples to show understanding of what income inequality is. Most candidates were able to explain externalities with proper examples; this question was well answered.

QUESTION 4

Question 4.1.1: Candidates must refer to it being a statistic or variable and not just repeat the indicators mentioned in Table 8 as describing economic indicators. Again, attention is drawn to the action verb "evaluate" requiring candidates to refer to both positive and negative arguments OR provide commentary on overall impact. The majority of candidates misinterpreted the question and referred to all of the data instead of only the interest rates, and only focused on the negative impact thereof. Those candidates who interpreted it correctly gave some excellent and balanced answers that reflected many aspects of the economy. Many candidates did not fully understand "headline" inflation and mixed it up with "hyper" inflation. Disinflation and deflation were mixed up in many cases; disinflation was described as a decreasing rate only. Some candidates mixed up increasing/decreasing when explaining disinflation even though they may have understood it.

A surprisingly high number of candidates referred to the inflation in 4.2.2 (a) being of a demand-pull nature instead of a cost-push. Only a couple of candidates managed to justify demand-pull, but responses were mostly inadequate. Overall, this question was well answered by the majority of the candidates. More candidates recognised 4.2.2 (b) as impacting cost-push inflation. Some excellent answers referred to loss of production time, use of cost of generators/inverters/solar, etc. Some candidates referred to increase in prices due to Eskom's increasing prices to pay to fix load-shedding and the reasons behind this.

Very few candidates achieved full marks, but some candidates did provide excellent evaluative commentary and explained the extent well. Teachers must encourage candidates to refer to the correct policies as contractionary/restrictive. Too many candidates referred to the expansionary policy to curb inflation. Many candidates mixed up who oversees Monetary and Fiscal policies. Teachers must remind candidates to use bullet points as some candidates wrote more than a whole page on the "additional space" and probably wasted a lot of time.

Question 4.3 was generally well answered, and many candidates had some good answers therefore most candidates achieved 4 marks for Question 4.3.1. Labelling of the graph was poor or inaccurate as many did not write "minimum wage" in the correct place. Teachers must focus on making sure graphs are correctly labelled as early as Grade 10 level.

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QUESTION 5

Question 5.1.1 was generally well answered, as many candidates could describe appreciation and depreciation, but they did struggle to give examples showing understanding of the concept and the change. Generally, candidates did not expand sufficiently on the free-floating exchange rate.

Question 5.1.3: Candidates should stick to the content of the question. Some answers were poorly structured, and teachers are encouraged to remind candidates to use headings and examples for such questions.

Most candidates were able to identify the quantity at which revenue-maximising output is reached for Question 5.2.1, while some referred to the value. Question 5.2.2 was the most problematic question since candidates got confused with implicit and explicit costs and therefore the economic and normal profit concepts were poorly answered. Teachers can use the following suggestion: Total revenue = Total cost (normal profit) or Total revenue is greater than Total cost (economic profit). The calculations on the missing values A–E in Question 5.2.3 were well answered by the majority of the candidates.

Question 5.3 was generally well answered by most of the candidates. The majority of the candidates did mention both positives and negatives for this question.

QUESTION 6

Many candidates did not recognise recession as two or three consecutive quarters of negative economic growth as indicated in Source 1. The economic terms were poorly answered as no mention of real GDP OR increase in productive capacity was mentioned for economic growth, and similar to economic development the candidates did not often refer to standard of living or HDI/GDP per capita.

Candidates must be taught how to label aggregate demand and aggregate supply diagrams/ graphs as many candidates left this out. This question was very poorly answered as many candidates did not label price levels and real GDP/Output correctly and many shifted the demand curve. Again, centres are reminded that the action verb "evaluate" means that candidates have to refer to both positive and negative arguments OR provide commentary on the overall impact. The majority of the candidates only referred to the positive/beneficial evaluation of a positive economic growth rate on the improvement in economic development. The link between economic growth and development was poorly answered.

Question 6.2.1: most candidates either defined "normal PED"; or just referred to "midpoint", so the full definition of ARC PED was poor. Questions 6.2.2 – 6.2.4 were generally well answered. Candidates generally had a good understanding of whether the product was elastic or inelastic. Question 6.3.1 was well answered but sometimes candidates misinterpreted the image so some only looked at African countries and quite a lot referred to BRICS countries. Teachers must encourage candidates to read the questions and answer what is required of them, as Question 6.3.2 specifically refer to China.

Many candidates referred to "import substitution" or protectionism methods and did not make the link to export promotion. The last question was well answered in terms of positives, but candidates looked at a one-sided approach and did not "assess" properly.

Teachers must coach candidates more on writing a 3-hour examination as some candidates struggled with time management. Candidates also need more exposure to the interpretation of different graphs.

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ECONOMICS
SBA MODERATION

OVERVIEW

Thirteen centres submitted Teacher and Learner Files that adhered to the IEB SBA requirements for 2023, and with respect to the following essential criteria they were all compliant:

Marked electronic folders, declaration of authenticity, acceptable documents and presentation, signed-off rank mark sheets, evidence of moderation and correct order of SBA items.

All submissions were **electronic**, via the following methods, in stated order of preference:

1. Uploads to a google drive, with specific folders assigned to each school by moderator.

2. Zipped and emailed to moderator.

3. Access granted to moderator on schools drive by educator or IEB liaison.

GENERAL CHALLENGES

The standardisation of marking and adherence to the marking rubrics of the **oral presentation** were flagged in some cases as a concern. The majority of centres allocated realistic marks to the task and provided sufficient evidence of the outcomes that were achieved. However, some centres had a differential of as much as 20% between their Oral SBA average and their overall SBA average, which is out of sync. Feedback was given individually and will also be presented at the IEB conference. The rubric itself will be reviewed, and some adjustments are likely to be made to enable teachers to achieve an improved spread and an average which relates more closely to their learners' aptitude and ability.

The **data response tasks** were generally of a good standard, comprising current statistics and article-related sources that tested learners' skills of interpretation and application, while demonstrating sound theoretical knowledge and understanding. Some centres made use of the data response question from past examination papers to test learners' knowledge; these centres are encouraged to be more original in the year that lies ahead.

In some cases, the **marking guidelines** were presented without ticks to show mark allocations. This is important to achieve consistency in both marking and moderation and is non-negotiable for assessment guidelines.

Whilst **design grids** were provided in most files for exams, they were omitted in some cases for controlled tests. For the most part, the weightings of the cognitive levels were adhered to in the preliminary examinations.

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TEACHER FILE

Administrative information required in the Teacher File includes:

IEB cover sheet information (centre name. number and indication of "Educator File"), IEB mark rank order (signed by the principal), IEB learner call-up sheet, evidence of moderation, controlled tests and preliminary examination question papers, design grids and marking guidelines, current rubrics, and appropriate file labelling.

The majority of centres submitted accurate files that were of a very good standard, and 100% compliant with the current SBA requirements.

LEARNER FILE

Administrative information required in the Learner Files includes:

IEB cover sheets with itemised marks for each SBA item, IEB declaration of authenticity, written/typed assessments (preliminary examination and 2 controlled tests), copies of oral presentation, written/typed assessments (preliminary examination), multiple choice-controlled test, data response task, appropriate files and marked folders in the correct order.

Learner Files were of a standard, neatly collated and in accurate format. Occasionally pages were scanned unclearly or upside down, which made moderation challenging and inefficient. This was noted when giving individual feedback and must be double checked in 2024 prior to submitting. It is important to include learner feedback on examinations and controlled tests as indicated on the moderation tool. This definitely can be improved upon and will be highlighted when giving feedback at the IEB conference, together with some thoughts and suggestions.

PRELIMINARY EXAMINATION

The majority of the preliminary examinations were of a high standard, adhering to SAGs requirements and reflecting the 'write-on' format of the final examination paper. All centres had the correct question format. Most centres demonstrated evidence of internal or external moderation for this examination. Two centres shared a preliminary examination, written on the same date.

CONTROLLED TESTS

The controlled tests were mostly of a comprehensive nature although, as mentioned earlier, design grids were sometimes omitted. Mark allocation can be improved with graphs in particular. Similar to exams, there were controlled tests without any comment, correction or encouragement evident in the educational process. The majority of the controlled tests displayed evidence of moderation.

DATA RESPONSE

The Data Response questions set by the majority of centres were creative and innovative. Some centres used past examination questions, which is not a good idea, as candidates could potentially already have had access to these questions. Teachers are encouraged to use recent data and sources relevant to the latest economic issues of the day.

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MULTIPLE CHOICE CONTROLLED TEST

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

ORAL PRESENTATIONS

The majority of centres presented visual evidence together with the marking rubrics. Concerns have been raised at the start of this report, and we will look to rectify and remedy these going forward.

GENERAL

There were a couple of SBA calculation glitches. SBA items need to be correctly weighted when calculating the final SBA mark and formulas checked.

A massive thank you to all the Economics teachers who submitted accurate, well-structured Teacher and Learner Files for moderation, within 10 days of writing their Prelim exam. This was greatly appreciated. Best wishes for an excellent 2024.

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ENGINEERING GRAPHICS AND DESIGN
PAPER I

QUESTION 1 CIVIL ANALYTICAL

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

Please take note of the following:
- There were candidates who did not look at the entire site plan but only focused on ERF27.
- Candidates also battled to identify some symbols like the manhole, water closet and gully.
- Attention must also be given to calculating the scale of the drawing and the correct use of the beacon height.
- The reasons for the positioning of the pool proved challenging for some candidates.
- Whilst many candidates did the correct calculation for the area, converting the measurements to m^2 remains a problem.

QUESTION 2 INTERPENETRATION & DEVELOPMENT

Many more candidates answered this question and performed relatively well, however, there is a noticeable divide between the candidates who know their work and those who do not.

Please take note of the following:
- Candidates labelled the front view auxiliary circle incorrectly.
- Some candidates did not draw the interpenetration as a curve but rather as straight lines.
- Some candidates did not determine the turning points.
- Candidates in some cases did not clearly identify the curve that was seen as hidden detail.
- Many candidates did not read the whole question properly. This resulted in them drawing the right view, which was not required as the question stated: "DO NOT DRAW THE RIGHT VIEW".
- Some candidates were unable to project the correct heights for the points on the development.
- Line types are still a concern as candidates do not make use of the correct line types at the correct places.
- Candidates found the different interpenetration points but connected them incorrectly. It will help if candidates number points or used numbers when finding points so that they are able to connect the points correctly.
- Some candidates drew the wrong development – the cylindrical branch pipe instead of the main hexagonal standing pipe showing the hole.
- Mirror developments were also a problem.
- The cylindrical branch pipe measurements were used for the development instead of main hexagonal standing pipe measurements.
- Only three panels were supposed to be drawn for the development but some candidates wasted time by drawing all.
- Some labelling and drawing was done in pen on some scripts.

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QUESTION 3 PERSPECTIVE DRAWING

Overall, the perspective drawing was well answered.

Please take note of the following:
- Some candidates are still drawing using incorrect heights.
- For the arc, no circle division was used, resulting in a loss of marks.
- Some candidates used incorrect degrees to obtain the vanishing points.
- Candidates are advised not to erase construction lines but are encouraged to show all construction lines.
- It was evident in some instances that the arc did not touch the Ground Line.
- Some candidates still find determining the arc challenging.
- Some candidates constructed their own SP which resulted in varying responses.

QUESTION 4 CIVIL DRAWING

Overall, this question was well answered. The biggest and most common issue was the wall-to-be-removed.

Please take note of the following:
- Ceiling battens and purlins was sometimes drawn in the same size – even though they have different sizes.
- Candidates often did not draw wall plates or truss plates.
- Some candidates, when sectioning the door, did not include the door frame or the lintel.
- Some candidates only sectioned one of the walls instead of both walls.
- Door frames sometimes were drawn incorrectly.
- Some candidates used the incorrect scale, which caused some heights to be incorrect.
- Incorrect labelling and hatching were a big concern.
- Internal detail – (the single sink unit symbol) was drawn incorrectly by some candidates.
- The difference between mechanical and civil hatching must be discussed with candidates.
- On the floor plan, the thickness of loadbearing and non-loadbearing walls were not clearly shown by some candidates.
- Labelling of the SECTIONAL SOUTH ELEVATION on A-A was also an issue.
- Symbols of the fixtures and electrical components was done incorrectly by some candidates.
- Candidates also did not add the arrow for the ramp and step on the floor plan.
- Some candidates also drew the door frame on the floor plan incorrectly.
- The cutting plane was drawn incorrectly by some candidates (mechanical instead of civil).
- Some freehand drawing also occurred on the floorplan.

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ENGINEERING GRAPHICS AND DESIGN
PAPER II

It was encouraging to see the improvement in the general quality, neatness, and accuracy of the answers. At some centres, the quality of the work presented was of a high standard, however, at some schools, it is still a concern that neatness and accuracy are not seen to be important. 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 due to markers searching for the different aspects. If done correctly, it makes marking a lot easier.

A full mark analysis, with corresponding graphs, will be sent to each school by the IEB. This will show the trends applicable to each question, the areas of strength as well as topics that might need some attention. Teachers are encouraged to engage with this document.

QUESTION 1 ANALYTICAL

It was evident that candidates still think they do not have to study the analytical/theoretical questions. Once again, there was a direct correlation between Question 1 and Question 4 where this theory needed to be applied. All the candidates attempted this question and it definitely helped the candidates that struggled with the drawing questions.

Please instil a habit in candidates to read the question before answering it. Question 1 was asked as a multiple-choice question and all the candidates attempted to answer it. Quite a few candidates did not follow the process and encircled the answers instead of writing the correct LETTER in the space provided.

Areas of concern were:

- Q1.1 – number of parts needed for the assembly.
- Q1.8 – the length of the roller gear shaft.
- Q1.12 – the parts that reduces friction.
- Q1.14 and Q1.15 – candidates struggled to differentiate between 'Roughness' and 'Tolerance.'
- Q1.20 – candidates had a challenge differentiating between first and third angle projection symbol.

QUESTION 2.1 MECHANISM

Candidates who attempted this question were rewarded with high marks and there was a definite improvement from last year's results. It is concerning how many candidates did not even attempt this question. It seems as if this section of the syllabus is not high on the preparation list of teachers. Drawing constructions and a locus would have given the candidates marks. The direction of turn arrow was often omitted from candidates' responses. A high percentage of candidates designed their own question in relation to a similar mechanism and were penalised for this. It seems if candidates struggle with comprehension of key words like pivot, sliding, fix points, etc. Drawing the locus of the wrong point were often attempted. Teachers must again attend to this problem and place more emphasis on this section of the syllabus.

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QUESTION 2.2 CAM

In general, the question was answered very well. Many displacement graphs were drawn incorrectly to apply the acceleration and retardation movement. The movement were divided over eight angular displacement parts and candidates used a method of six vertical parts and then not applying it correctly. This is a problem area as candidates will often confuse acceleration and retardation movement, with harmonic movement.

The direction of turn was still a problem with many profiles ending up as a mirror of what was asked. The direction arrow was given but the angular turn was in not interpreted correctly. Of grave concern still, was how many of the candidates took the horizontal constructions to the shaft of the follower and not the vertical centre line, and then tried to project the cam profile. If the graph were 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 the marks being lost. Drawing with 'negative curves', 'straight lines' or 'bubbles' gives the locus a different meaning altogether. Drawing in freehand is a skill and therefore needs practise.

QUESTION 3 ISOMETRIC

In general, the question was answered well although it challenged a large group off the candidates. 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 right view, they ended up with a front and left view.

A concerningly large group a candidates drew the full isometric view without sectioning or a full sectional view of the casting. 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 or the auxiliary view for the 30° angle which is worrisome. Many candidates did not show construction or the calculation for the 30° angle and candidates lost marks in this area.

Hatching should be a B-type line and completed at a 60°/75° angle. A large group of candidates used civil hatching and marks were then deducted. Candidates should know that they are drawing a casting, and this implies that the direction of hatching should not change and there should not be solid lines in the hatched areas. Being a half section the two hatched 90° angled surfaces must have opposite angles of hatching. 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. I am glad to report that not one isometric drawing was done at 45°.

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QUESTION 4

SECTIONED TOP VIEW

The question was well answered, and most of the candidates attempted this view. In 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.

The construction and drawing of the M20 nut were not well done. Too many candidates applied the wrong size/construction to the nut (across flats should have been 1.5D). The construction of the nut was shown on the front view.

Some parts, when drawn to an incorrect size or incorrect place/height, impacted on the size of the view. Incorrect/inaccurate measurements were used. This made marking very problematic and as a result marks were deducted.

The drawing of bearing (in convention) was poorly answered. Many of the candidates tried drawing the rollers and time was wasted.

The placing for the bush with the shoulders over the width of the base seemed to confuse the candidates and were often drawn in the incorrect position.

The interpretation of sectioning needs attention as lines were often omitted making it different parts. Line work was in some cases still extremely poor. Line types have different meanings and candidates must be drilled to use them correctly.

FRONT VIEW

A large percentage of candidates attempted this part of the question compared to previous years and in general it was answered very well.

Incorrect/inaccurate measurements were used – especially on the base and the gears. The convention for the gears was drawn but the wrong dimensions were used, and marks were lost.

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. The hidden detail parts were often drawn with incorrect line types. Line quality remains a problem.

ADDITIONAL

This is where 'easy' marks could have been accumulated, but candidates often do not attempt this part of Question 4. Titles and scale must be printed in pencil, as instructed in the guidelines and in the SAGs.

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 remains 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.

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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).

GENERAL COMMENTS

Teachers should spend time with candidates on how to read and interpret individual questions and the question paper. The basics/fundamentals of drawing need emphasis – line work, dimensioning, printing, hatching, conventions, differentiating between 1st and 3rd angle, etc.

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 and hatching).

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.

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ENGINEERING GRAPHICS AND DESIGN
PAPER III

A huge thank you once again to the schools that have made the effort to participate in the CAD examination. Without a doubt Covid, and the return to normality thereafter, had a huge impact on the participation in this paper by many schools. Preparing candidates for Paper 1 and 2 and a PAT and then adding the CAD examination will always be a really tall ask. Moderation at the marking center saw the presentation of around 148 papers. With the majority of candidates doing the ***Civil*** PAT, this is an ideal opportunity to expose those candidates and schools who want to show, and test, their ***Mechanical*** abilities, to complete this examination.

As usual, some of the drawings/centers were ***exceptional*** and they can be proud of the fruits of their labour. There has been some amazing drawings and exceptional marks. It was again good to see more centers giving the exposure to their Grade 11 candidates and for some this might be the option forward with Grade 12 becoming very congested and not always finding time to complete this as well.

The standard of marking was on par for most scripts and in most centers, there were only minor deviations found. In general, there is a tendency by some centers 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 and marks much easier. This year again all papers submitted have been in A3 format. Thank you for this.
- An ***electronic version*** is not required anymore. Printing and marking glitches seem to have been ironed out.
- In all of the questions there were ***constructions*** (auxiliary views and construction lines) 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/auxiliary views required for each drawing for their normal paper examinations (P2) at the same time.
- Candidates can set up their ***layers*** and ***symbols*** before the time. Symbols include the arrows/text for the cutting plane, a hatching "grid" if needed, the projection symbols, borders/title block and the basic layout of the tables.
- In general, and still a concern, is that a few candidates did not apply the correct line tone on their drawings. The use of ***layers*** in CAD is absolutely ***essential*** and it must reflect on their drawings. Some of the hatching, dimensioning, center – 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. Although it shows on the screen, a reminder that ***these do not always print***. There is a ***mark allocation*** for showing constructions.

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- 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**.
- **Arial** font, in **CAPS** should be used for printing as this is the closest application to normal drawing conventions. This was a request on the instruction page as well. Some candidates included unnecessary printing which takes up valuable time.
- The ***marking rubrics/tables*** were required to be ***inserted*** and ***printed*** on the ***answer sheet.*** This meets the requirement of ***inserting tables*** that is ticked on the cover page. A few candidates found these tables challenging. Some tables were ***too large*** or ***too small***. The table should not ***dominate the drawing*** sheet but should merely be available at an ***applicable size*** for the marker to be used. MS Word/Google docs can also be used to create a table and this can then be ***copied*** and ***pasted*** onto the drawing sheet. Most CAD software can generate these tables as well.
- Once a question is complete, ***trim*** off the ***excess*** lines and ***neaten*** up the drawing. Lines used for construction/projection – if not needed or required, can then be ***deleted***. (ex. Projection lines for the orthographic drawing in Question 1)

QUESTION 1 MECHANICAL

In general, this was answered well.

- The section line/cutting plane was often ***omitted*** or ***incorrect/incomplete***.
- In most cases the ***hatching*** was problematic. The angle should be **45º** and in a **B-line** tone.
- The centerlines/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/Auxiliary views*** 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 centerlines 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 year the question seemed a bit easier and was, in general, drawn very well. 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 on 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.

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

QUESTION 3 CAM

It seemed once again this year that 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 ***centerlines*** 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.
- Quite a few profiles were mirrored because of the direction being applied incorrectly.
- The locus (bezier) on this question is challenging to draw on CAD and well done to those that got it right. The locus, where it is in ***dwell***, is a different challenge as the CAD version "bends" the locus out of sync with the circles of the construction, creating a double line or extra loop. It might be a valuable option to practice or explain a solution to this in class.

GENERAL

Many schools had logistical problems relating to P3 and finding the time to write it. A suggestion is to discuss this with the head of academics so that P3 can be tabled into the school 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 P3 (the PAT).

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, ***not to be too lenient*** with the mark allocation. Follow the guidelines as this will also help to prepare candidates for the examinations in November.

I would also recommend, after completing the marking, to hand these back to your candidates to ***check the marking*** and the ***adding of marks***. On at least two moderated papers, incorrect marks resulted in a whole symbol difference. It also has value in that ***common errors***, for example dimensioning/hatching angles/labels etc., can then be discussed in class that should not be repeated in the final P2 examination.

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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 Grade 10 candidates, be it CAD or pencil. This is a great introduction to assembly drawings and exposure to mechanical sectioning.

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

Question 3: the cam, can also be used to introduce cams and be used for Grade 11 candidates.

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

Schools interested in writing the CAD examination should keep an eye open for the circular from the IEB in this regard as it contains the process as well as the deadlines that apply for registration and the submission date. Schools are welcome to write the examination at their own time if they want to use it for an assessment/practise for themselves, but if the ***certificate*** from the IEB is required the following applies:

Step 1: Find out from your 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 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 memo, 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

Online submission of individual Learner's portfolios was not well done. Too many teachers submitted the work in learning areas like 'Tests' and 'Examinations' where all the candidates work was available for each section. This needs to be separated and there needs to be a portfolio for each individual candidate which includes the IEB Appendix documents, all the course drawings and the tests and examinations for each candidate. This was done in the past when files were submitted and now needs to be compiled electronically for everyone.

The standard of marking has improved with far fewer teachers using a rubric style to mark the course drawings. There were very few errors on the calculation of marks, however some teacher's portfolios did not include the full years marking rubrics and also did not include the candidates' comprehensive mark aggregations. These are essential for the moderator to check all the marks have been calculated correctly. Teachers need to consult the 2021 SAGs document that clearly outlines what course drawings need to be included in the SBA marks calculation. Course work in the teacher's file must have all the marking memos or Rubrics attached.

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

The standard of PATs this year was good for the vast majority, and it is obvious that most teachers are guiding the candidates in the correct way of completing the PAT. As all the PATs had been Regionally Moderated, it is clear that the Regional Moderation process is working, and my thanks go out to all the Regional Moderators for their efforts.

As all of the PATs were now electronically submitted, we are picking up new errors which are highlighted below:

1. The order and orientation of the PATs individual pages needs to be shown more attention before submission.

2. Marks rubrics need to be a part of each individual PAT and not in a separate file.

3. If work is marked by the teacher on a CAD programme, they must make sure that when the print to PDF all lines print correctly. It was clear that some CAD layers had not printed, and the teacher had allocated marks for work that was not evident to the moderator on the submitted document.

4. The given rubric must be adhered to, you are not allowed to make up your own marking rubric!

5. Educators are allowing candidates to do the mandatory freehand work with a ruler or on a grid and allocating full marks. Freehand is a drawing skill that needs to be learned and practiced and it is only tested in the PAT.

6. Too many PATs still do not have signed 'Declaration of Authenticity' and this needs to be enforced next year so we can see that the candidates take the responsibility for having done the work themselves.

7. Some educators are allowing 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.

The Civil PAT is still proving to be the most popular choice by the candidates. Research continues to be done poorly with many candidates still not doing the comparisons and personal evaluations and choices. The worrying factor with this research is how poorly it had been marked by the educators, where marks had been allocated to choices and comparisons that do not exist.

We will still maintain that the use of CAD within the PAT is compulsory, and we encourage educators to upskill themselves and 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 we would like our candidates to have as much knowledge as possible heading into the tertiary environment. Software is free and easily obtained, so hopefully we will have less schools not doing the CAD component next year.

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ENGLISH HOME LANGUAGE
PAPER I

The 2023 marking session ran smoothly and we are very proud of the processes we have put in place to ensure that each candidate's script receives fair and consistent attention.

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 Markers for contributing to this process and ensuring that all the questions and marking guidelines were given fair consideration.

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

QUESTION 1 COMPREHENSION

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

Candidates seemed to enjoy the comprehension with many achieving excellent results.

Candidates should spend more time working on their responses to the longer questions, especially those that require specific reference to the text.

The reference to the CAT was well-answered and candidates seemed to do well with this approach. Much like the poetry link in 2022, this approach proved popular with many markers and positive feedback was received.

The intertextual question (Tweet and quotation) but they responded well to the rigour of the question. The question asked the candidates to consider the writer of TEXT 1's argument and how the Tweet and quotation could be used to further his argument. It was a layered question (5 marks) and teachers are encouraged to use this question as an example of unpacking the focus of the question and using its parts to formulate excellent answers.

Since comprehension skills are being tested, candidates should not just quote large sections of the passage without unpacking those in their answers.

Blending in short, relevant quotes would enhance their answers more.

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QUESTION 2 SUMMARY

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

The summary task in the 2023 question paper was straight forward. The Tweet was an additional source and the candidates knew to make reference to it as the article was the main focus.

An awareness of audience, context, intention, and voice are key when engaging with this question.

The candidates dealt well with the "conference pamphlet" nature of the task but there were some lapses in register, style, and voice. Some candidates chose to focus on using the summary as an advertisement for ChatGPT, instead of the focusing on the requirements of the task.

Candidates to practise/develop a fluid and succinct style after extracting only the relevant information and conveying it in their own words.

Teachers are encouraged to use the various summary tasks on the IEB portal as part of their candidates' preparation. The format is not the focus, but rather register of the proposed format.

QUESTIONS 3 AND 4 POETRY

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

Candidates are reminded that any viable poetry combination can be asked but that the following three poems continue to be excluded 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 to ensure that the required depth is achieved.

It was clear that some candidates continue to guess which poems might be assessed. Some candidates did not answer either Question 3 or Question 4.

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

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Despite the perception that candidates might struggle with the use of 'permeate' in the unseen poem, many candidates achieved well in the question. Candidates are encouraged to focus on 'word attack strategies' to find ways on discovering the meaning of words in their context. In this question, the stronger candidates used the questions asked and the link to the seen poem to unpack what the unseen poem was saying.

QUESTION 5 CRITICAL AND VISUAL LITERACY

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

As a result of this, it seemed during the marking process that Question 5 was (in many cases) the strongest section for some candidates.

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

Some candidates revealed personal comments about the sources (particularly '1st FOR WOMEN') and the suitability of their inclusion in the question paper. Candidates are reminded to answer the questions asked as pertinent to the critical and visual literacy.

Candidates must be reminded to check the text to which the question refers (some used the incorrect text in their responses) and to number their responses exactly as the question paper numbers them.

They should also ensure that they refer specifically to the visual and verbal elements if asked. The '3rd' mark was often missed as some candidates did not realise the complexity of the question and what it was asking.

QUESTION 6 LANGUAGE

There were still 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 candidates need to revise the common errors as well as basic grammar.

It is possible to achieve high marks for this question – if the candidates prepare thoroughly. This section is linked to the learning aspect of the paper.

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).

Candidates must be more systematic in their interrogation of the language questions. Some elements of the questions were ignored (or candidates did not know their theory).

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FINAL REMARKS

Please continue to incorporate the use of the Generic Descriptors in classroom teaching.

Please guide weaker candidates with regards 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 intertextual references can come from anywhere and can be included in any aspect of the question paper.

Encourage candidates 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.

Thank you to the markers who marked the 2023 examination. It is truly rewarding to hear the positive comments from the new markers and to welcome back those who mark year in and year out.

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ENGLISH HOME LANGUAGE
PAPER II

The design of the 2023 November paper has remained the same as the November 2022 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. There was an improvement in the way in which candidates unpacked the layers of the question this year.

2. 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, some candidates inventing a new narrative which is of concern.

3. **NO** inter-textual references should be used in the literary essay.

4. The novel questions required an investigation of character and theme rather than merely listing characters. Candidates are encouraged to choose characters judiciously. A discussion of fewer characters in more depth produced better analysis than many characters discussed superficially.

5. 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. Candidates must obey instructions carefully – some candidates answered both novel questions as well as both Question 7 and 8 transactional questions which compromised their responses.

6. Candidates are encouraged to select relevant information rather than including all information in the essay in the hope that some parts will be relevant. In some instances, the full question was not unpacked which compromised the depth of analysis.

7. Academic rigor 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", "Ariel is stupid". These phrases do not fit the requirements of a formal essay.

   (b) Titles should be underlined.

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(c) Literary essays must be written in the present tense.

(d) No abbreviations should be used, for example: TOF to refer to *Theory of Flight.*

(e) Avoid judgmental comments about characters and 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'.

(g) Paragraphing is essential.

(h) Essays must not be bulleted.

(i) No rhetorical questions should be used in a literary essay.

(j) Avoid the use of the second person pronoun 'you' to refer to the reader as well as 'in the play we see that…'.

8. 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. In some instances, quotes were invented or incorrect. Candidates are encouraged to quote correctly. Some candidates started each paragraph with a quote and explained the quote in the paragraph which compromised the argument.

9. 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 synonyms.

10. Characters should not be confused. Candidates are reminded that this section assesses knowledge of the text and therefore requires study of the characters.

11. "To what extent" in the question indicates that the argument should acknowledge more than one perspective of the topic. The varying perspectives however, do not need to be equally discussed.

12. Introductions must indicate a stance and use the keywords to signpost the argument. Introductions should not merely restate the question. The candidate needs to take a stance that is evident in the introduction. It is **not** necessary for candidates to provide a lengthy historical context in the introduction.

13. 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.

14. Conclusions were often inadequate or missing. Candidates are encouraged to use the conclusion to round off their argument, rather than merely repeating the question. No quotes should be used in the introduction or conclusion. Candidates should **avoid** 'announcing' the conclusion using the words, 'In conclusion'.

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15. 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.

16. 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.

17. Candidates need to be taught the structure of the literary essay. In some instances, candidates showed sound knowledge of the text, but their essays were compromised by poor structure.

18. Candidates are reminded that this paper assesses knowledge of text, not the film or the series.

19. 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 candidates to understand the difference between establishing a context for the argument versus pure narrative. Context is encouraged and underpins the argument.

20. Candidates are encouraged to think carefully about their selected choice question in the novel. In many instances candidates would have responded with greater success should they have made a more discerning choice.

21. It was noted that this year produced fewer 'pre-prepared', formulaic essays which was pleasing.

22. 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.

23. Each question must be started on a new page. Rough drafts should be marked very clearly.

TRANSACTIONAL WRITING

1. This section contributes 40% of Paper 2. Those candidates who were confident in using various linguistic conventions and displayed evidence of practice, produced impressive responses.

2. The transactional writing questions encourage the use of individual voice and perspective. Candidates who 'play with language' and use 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.

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3. In some instances, candidates produced superficial, cliched responses lacking in depth of thought. Ideas need to be developed logically. Candidates are encouraged to use examples from their lives or from current affairs to enhance their writing rather than making broad general statements.

4. Candidates are encouraged to take a stance in transactional writing. Some candidates argued both sides unconvincingly or contradicted themselves by switching ideas in the middle of the blog/speech/open letter.

5. Candidates must keep audience and purpose in mind when responding.

6. Although formats are not penalised in the marking process, correct use of format informs register and purpose and as such, candidates are encouraged to use the correct format in their responses.

7. Several candidates spent much time decorating the blog. Candidates are reminded that the development of ideas and language are assessed, not the appearance of the piece.

8. Candidates need to know differences in style between a blog, speech, email, editorial and open letter. At times, the register used was too informal for the purpose.

9. Introductions and conclusions are important in transactional writing to frame the piece of writing.

10. Fewer candidates used inappropriate language which was pleasing.

11. Candidates should not 'lift' information from the anchor passage but should develop ideas beyond the text. Transactional writing is not a summary of the text.

12. Candidates are encouraged to write transactional writing pieces of 250–300 words in length. Depth and development are compromised in shorter responses. When candidates write very long pieces, meaning is often lost in rambling sentences and convoluted ideas.

13. 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.

14. 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 bear testament to the sound teaching that is occurring in many classrooms. Many candidates produced excellent responses that reflect critical thought and sound analysis of text. In other instances, the candidates were inadequately prepared for the rigor 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

I would like to begin this report by thanking, sincerely and with great respect, the team of 2023 regional portfolio moderators. Their commitment to the integrity of the moderation process, and to providing careful feedback is most highly appreciated – especially as the moderation process was significantly altered in 2023.

Thank you also to the many centres that have successfully negotiated the change to submitting their teacher and learner portfolios electronically. The regional portfolio moderators appreciated portfolios that were divided into clearly-labelled folders and sub-folders. As with paper submissions, it is easier to moderate a submission when the moderation documents for a task are placed in the same folder as the task. A content page or introductory letter from the teacher is also useful in understanding the thought-process behind the organisation of the portfolio. Timelines associated with the moderation process are clearly outlined by the IEB. Should your moderator not have been in touch with you by a specific date, please contact them yourselves.

Other feedback from the regional portfolio moderators has highlighted some recurring concerns. Firstly, formal assessments need to be set, assessed and recorded according to standard protocols of assessment. For this reason, the following are highlighted:

1. Formal assessments, including the task for the CAT, may not be shared with candidates beforehand.

2. Measures must be taken to ensure that cluster-set assessments maintain their integrity. This includes writing the assessments on the same day.

3. Past papers (IEB, DBE and other assessment bodies) may not be used as formal assessments for SBA purposes.

4. Past papers from other schools should be used with caution and their non-availability to candidates should not be taken as a given.

5. When a cluster or group of schools put papers together from a shared bank of questions, equal care should be taken to maintain the integrity of the papers and the sharing of the question bank should also be monitored.

6. Marks must be recorded accurately. Too often the IEB marksheet, learner's portfolio cover sheet, the task included in the learner's portfolio and the school's spreadsheet do not correlate. This is inexcusable and can impact seriously on the candidate's mark.

7. Both tests and preliminary (trial) examinations should mirror the structure/content of the final papers in order to best prepare candidates for the final examinations.

8. Design grids must be included.

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Although teachers are paying more attention to the use of suitable rubrics when assessing extended writing, the rubric for personal writing is used as a fall-back option and is often not suitable for the writing being assessed. Please check the SAGs and previous CATs for examples of rubrics. Although feedback is being provided to candidates on their process writing, this still requires some attention. Feedback ranges from essays being almost re-written by the teacher to a single cursory comment. Neither benefits the candidate. The aim of feedback is to guide a candidate to improve his/her own writing. Feedback should be constructive and based on more than just correcting errors.

Both the CAT and 4th Genre tasks were generally well handled, and teachers used interesting texts, resources and source materials across the board. Overall, there were few centres where serious concerns were noted and these centres should be aware that there is always help in remediating those concerns in the form of the IEB subject assessment specialist, cluster groups and the previous year's regional moderator.

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ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER I

QUESTION 1 COMPREHENSION

The candidates faired well in the comprehension. It was evident that candidates were taught to answer the comprehension questions in such a way that insight was clearly illustrated. Candidates had difficulty to link prior knowledge with the context of the passage given.

QUESTION 2 SUMMARY

The candidates found the text very accessible. It was evident that the candidates understood the expectations clearly. It was impressive to see that the candidates had the ability to take one fact in a sentence and rewrite it in such a manner that two completely new facts were evident. Most candidates succeeded in rewriting the main points identified, into their own words.

QUESTION 3 POETRY

The seen poems were taught well as there were many candidates who could provide enough content to receive at least one mark. Candidates need to focus on scaffolding questions. Many of the questions seemed easy to answer yet required two parts to be discussed. Candidates impressed with the illustration of using taught terminology throughout these questions.

QUESTION 4 UNSEEN POETRY

Candidates seemed to have battled with the unseen poetry overall. However, terminology such as enjambment was taught well yet candidates were unable to use scaffolding to get the full marks. Candidates knew the function of the punctuation asked but were unable to link it to the context of the poem.

QUESTION 5 ADVERTISEMENT

Candidates showed insight with regards to the understanding of the advertisement. It was evident that the candidates revised the AIDA principle well. Candidates should revise some finer details such as a slogan, logo, etc.

QUESTION 6 CARTOON

Candidates answered this question with comprehension. Candidates knew exactly what to write when asked about visual clues as well as textual clues.

QUESTION 7 LANGUAGE

Candidates battled with the language questions. Candidates must be reminded that when a sentence is given, they are not allowed to change the tense of the sentence. Candidates may not use a different sentence to make their answer clear.

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ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER II

SECTION A *TO KILL A MOCKINGBIRD* BY HARPER LEE

A thorough standardisation session at the beginning of the marking session ensured that the marking of each question was fair, consistent and reliable.

QUESTION 1

- Those candidates who knew the content of the novel well, obtained good marks for this question but many candidates lacked detailed knowledge and struggled to answer this question. This was the only question where marks for language and style were not awarded.
- Many candidates tried to answer this question as one would answer a comprehension test: by using the extract provided for their answers, instead of using their knowledge of the novel as a whole. The extract should merely be regarded as a stimulus.
- Candidates need to use the mark allocation to guide them in the length of their answers.
- Candidates also need to read questions carefully to ensure that they cover everything that was required in the question.

QUESTION 2

- Overall, candidates understood the question well and were able to take a strong stance which resulted in a convincing tone.
- This question required the skill to express their own opinion based on the information given in the novel. The lack of a sound knowledge of the novel often resulted in repetition and vague references.
- Please note that the brief should not be repeated in the response.

QUESTION 3

- Most candidates did well in this question and wrote creative and entertaining dialogues. Many candidates, however, only mentioned two characters and not four as requested in the question.
- Many candidates remembered to include at least one meaningful gesture in the present tense. Please note that they should know the difference between a **gesture and an emotion**.
- Format of a dialogue = no quotation marks.
- Please remind candidates that the style needs to be conversational. Also, remind them not to make the entries too long to include as many facts as possible.
- This question required that the candidates display an understanding of the characters and the impact of their experiences over time on their relationship with one another.

QUESTION 4

- With this question the candidates had to integrate information from the novel to plan and produce a 5-paragraph essay.
- They should use links between paragraphs so that the essay does not feel like five separate paragraphs.
- Candidates have to formulate a title for the essay.
- Many candidates managed to write a paragraph on Atticus Finch but did not know the characters of Ms Dubose and Mr Dolphus Raymond. This lack of knowledge resulted in mere lifting from the question or the stimuli.

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GENERAL COMMENTS ON SECTION A

- Those candidates who did not know the characters and themes of the novel well, struggled to obtain good marks in Section A.
- Remind candidates that a correct reference only adds value to the response if it is grounded in the question.
- Candidates must please adhere to the word count: 180 words (maximum 200), and 250 words (maximum 300). They should not lie about the word count.
- Some candidates confused the characters.

SECTION B TRANSACTIONAL WRITING

QUESTION 5 EMAIL

- Candidates mostly used the correct format, but many forgot to include a subject line.
- Remind learners about register: conversational style vs formal register.
- Many candidates did not follow the instructions and applied for the position instead of asking for more information.
- The use of punctuation needs attention: when a question is asked, a question mark must be used.
- Candidates should not use long, complicated sentences with many conjunctions.
- The email must have a concluding paragraph, Regards/Kind regards and a name.

QUESTION 6 THANK YOU SPEECH

- Most candidates did well in this question.
- They have to use the correct format and appropriate register.
- Grade **11** and Grade **12** should not be written in full (eleven and twelve).
- Candidates should remember to edit their writing to eliminate errors.

Please remind candidates that they should refrain from using their personal information in the paper (Name, surname, school, address or phone number).

General errors: Pay attention to the following:
- learn vs teach, you're vs your.
- word order: candidates shouldn't use their home language as a guide.
- refrain from using a direct translation of one's home language.
- Concord.

Time management is important to complete all the questions. Those candidates who are not comfortable with the literature questions should start with Section B. Most candidates do well in this section and these two questions should not be left unanswered. Remember that Section B comprises 40% of the paper.

I would like to thank all our teachers for your dedication and hard work during 2023. Please keep up the good work in 2024.

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ENGLISH FIRST ADDITIONAL LANGUAGE
SBA MODERATION

GENERAL FEEDBACK

- In 2023 the IEB moderation of the SBA portfolios was done online by regional moderators.
- Not all the portfolios were moderated but schools were randomly selected by the IEB.
- After the moderator had selected a few learners, the teacher had to scan the files of the selected learners together with the teacher's file and send them to the moderator. This was mostly done on time and most of the documents could be accessed easily. Please ensure that all documents are scanned correctly and clearly so that the moderator does not have to struggle to read them.
- Most schools did include detailed Excel mark sheets and the IEB rank order list. Please double-check that the marks in the portfolios correspond with the marks on the Excel sheets and the rank order list.
- There was ample evidence of internal as well as cluster moderation.
- Most schools made use of shared tests and exam papers.
- Analysis Grids were included for tests and exam papers.

SECTION A CREATIVE WRITING – ESSAYS

- Please note that the original instructions in the SAGs must be followed – **two essays** in Section A are required. **One** of the essays must be written as process writing but **both** for the final draft must be written under controlled conditions.
- Please avoid sensitive topics that might recall traumatic experiences for some learners and would not be fair to them.
- Constructive feedback should be given to each learner before his/her final draft. No marks should be given for the first draft and errors should only be indicated, not corrected by the educator.
- Please include the completed rubric for each essay with the marks awarded on it.
- Don't be hesitant to award 90%+ for outstanding essays which are faultless.

SECTION B CAT

- Some excellent essays were written, and the marking was generally fair, consistent and reliable.
- Please include constructive feedback on the marking grid.
- Please use the CAT marking rubric as it differs from the rubric used for the essays in Section A.

SECTION C THIRD GENRE

- Some really creative and challenging assignments were given to learners. This task is supposed to be rigorous, yet it should still be doable.
- Learners must be encouraged to voice their own thoughts and ideas. Discuss the topic, allow them to give their input and assist where necessary before they write the final draft.
- This task must NOT resemble a test or exam paper but should rather be an alternative type of assessment.
- Please ensure that the correct prescribed work is used for this task.

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SECTION D TESTS

- Only include the tests that are relevant to the SBA portfolio.
- **No Class tests, etc. should be included.**
- **3 tests are required:**
  - One test must reflect Paper I. Please ensure that the correct prescribed poems are used.
  - One test must reflect Paper II.
  - The third test must be based on the Third Genre.
- Total: at least 30 marks per test.
- Please include analysis grids, rubrics and marking guidelines.
- Please note that no previous IEB papers may be used for the tests or exams.

SECTION E PRELIMINARY EXAMS

- The majority of schools opted for cluster papers. The advantage of a cluster paper is that it is standardised, and learners are exposed to an examination that is supposed to reflect the final examination.
- Please note that previous IEB papers may not be used for Section D (Tests) or Section E (Prelims).
- Should you use tasks, tests or exam papers set by another teacher, his/her permission must be obtained, and he/she must be acknowledged on the paper.
- Overall, the papers were of a high standard, and indicative of what learners could expect in the final examination.
- Marking of prelims also proved to be fair and consistent.

CONCLUSION

Thank you for your dedication and hard work to ensure that the moderation could be done thoroughly and could be completed on time. It was a privilege and a pleasure to be part of the moderation process.

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EQUINE STUDIES
PRACTICAL

The 2023 Equine Studies practical examinations were conducted in October and November of 2023.

Twenty-three candidates were assessed, five of which were non-riding candidates.

Non-riding Option

There were five non-riding candidates.

Two were able to present in person at the following venues.

- Sweet Valley Farm, Constantia – Western Cape
- The South African Jockey Academy – KZN

Three presented via zoom.

This was the first exam cycle that allowed me to do the initial zoom presentation with the candidates in February. This facilitated a more rigorous assessment of the final presentation and to have more context when candidates shared their challenges and experiences of the process.

The biggest challenge remained finding professionals in their field of choice who were accessible and willing to allow access to the candidates.

It is important to embrace that within this challenge lies the opportunity to creatively overcome these, thereby giving the candidate the scope to reflect authentically their experiences and growth.

The equestrian field is multilayered with many career paths interacting and indeed, reliant on others. When confronted with limited access, use this feature to log the necessary hours by incorporating these interacting facets.

I encourage candidates to continue reflecting on their experiences authentically.

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
   - Swart Vlei Equestrian Estate – Western Cape
   - Burnside Equestrian, George – Western Cape
   - First For Horses – Eastern Cape

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The exam venues were again well selected and 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.

Showjumping remains the most popular discipline of choice. This was the first year a set Showjumping course was used.

This was designed by a registered SASJ Provincial level course designer. This implementation worked very well and further elevated the standards of fairness, rigour and transparency with all the showjumping candidates set the same challenges. Preparations were rendered even more efficient as an equipment list and course diagrams with dimensions and distances could be sent to the exam venues in advance for building.

Furthermore, the safety of the candidates and their horses jumping the track was also elevated by using a qualified professional. I will endeavour to rotate the course designer used between provinces, as long as they are happy to design free of charge.

Arenas and work areas were safe, enclosed and very well maintained.

This exam cycle included the more specialised and unique fields of Western Mounted games, Showing and Equitation. I made some changes to the examination tools for Showing and Equitation to make sure they set the same rigorous test of skill as that required of the FEI disciplines Dressage, Showjumping and Eventing, etc.

I enjoyed the challenge of setting the tool for Western Mounted Games. As the fastest growing discipline in South Africa and having hosted the 2023 World Championships, I am sure we will have more candidates choosing this dynamic discipline.

Swart Vlei Equestrian Estate was a well-appointed WMG and Polo facility that hosts regular accredited competitions, adding to the positive addition of this discipline.

I would again like to stress that 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 brings me to suggest that I compile a list of suitable venues per province. These may result in a few candidates needing to travel further than others. If this is communicated early enough, I am sure they would be able to make the necessary arrangements. The venues used play such a role in making the experience a positive one for all those involved and in equal parts can help or hinder the candidate.

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2. Conduct of the examination

I again adhered to a two-hour examination session per candidate. Where there were multiple candidates at one venue, grouping two in an examination session running for four hours worked efficiently.

(a) Many candidates were actively competing at the top level of competition in their discipline of choice and were a privilege to assess. This section remains the best performing section where the fewest marks are lost.

The candidates presented themselves and their horses correctly turned-out for their discipline of choice. There is now a mark allocated for this.

Being able to turn a horse out for competition with the correct equipment and dress within the competitive rules for that discipline is an essential skill and one that is in most instances will be a requirement for future employment.

(b) The general knowledge questions are now relevant to riding, training, and competition rules. I asked these in a discussion format during the ridden section. The candidates handled these well and were able to share their own experiences, preferences and suggest ways of training that they have found useful.

In this way they were able to demonstrate a clear understanding of the theories and basic principles of schooling, how to practically demonstrate these, the ability to problem solve and even discuss and demonstrate innovative approaches of their own.

(c) The section on Stable Yard techniques, handling and safety was generally well done by the candidates. More of the candidates took the time to present a detailed tack check.

I still feel that this is valuable and adds a deeper level of proficiency to the candidate's performance. The way they handle the horse and equipment gives great insight into their experience and ability to be accommodated in the professional field.

One candidate found the stable yard section a real challenge. She was unable to correctly put on the bridle, saddle, and ancillary tack. These are basic skills in which the candidate must be proficient. By the time a candidate faces the final practical evaluation the practice should not only be correct, but also efficient and demonstrated with skilled ease.

(d) Before the exam cycle commences in 2024, I need to revisit the basic protocols at the exam venues on the examination day. Rules regarding who may be there with the candidate and basic concerns such as recording of the exam will be addressed at conference. Clear and well communicated parameters for the day will avoid potentially problematic situations.

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(e) Moving the demonstration of lateral movements, lengthening and collection to the ridden section on the candidate's own horse improved the efficiency of the testing and made swopping or finding suitable unknown horses far easier. This did not drop the standard of rigor in any way. I am now able to have a realistic expectation to see the movements correctly carried out. The feedback questions gave further insight into the candidates' understanding of the movements, what is required, what aids are applied and how these movements can benefit the horses' schooling.

Attention should still be paid to these movements, understanding the correct shape of the horse, the correct direction of flexion, the aids required and how they are used in the schooling of the horse.

(f) In most instances this year candidates simply swapped mounts amongst themselves. This remains the best procedure for the ride on the unknown horse section. Candidates need to understand that they may be required to let someone else ride their horse in this section. I understand that many of these competitive horses are extremely valuable and letting someone else ride them is a risk. In these cases, the onus is on them to bring a horse that would be permitted to use for the swop. It was highlighted in this exam cycle that the hypersensitive and sharp competition horse is not necessarily the horse to be used for an exam. It is preferable to use a level-headed experienced horse on which the candidate can produce a clear demonstration of their ability.

(g) I would like to thank all the teachers for ensuring that all the competition logs got to me timeously via email well ahead of the exam series. I do appreciate the candidates also giving me a hardcopy on the day. This should become standard practice.

Conclusion

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

Venues were well prepared and without exception safe and of the correct standard to host these assessments. The implementation of using a qualified course designer was well received and I will endeavour to rotate the designer used. I will start compiling a list of 'approved' exam venues per province. The general 'rules' for exam procedures will be consolidated before the next exam cycle.

I greatly look forward to the 2024 exam cycle.

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EQUINE STUDIES
THEORY

GENERAL COMMENTS

Candidates must be trained to use the mark allocation for a question to guide the quality of their responses.

QUESTION 1

1.1 This question was generally very well answered.

1.1.1 (pinworms) was problematic as was 1.1.2 (Zoonotic).

1.1.6 Was sometimes confused with C; Knee.

1.2 This question was well answered.

1.2.3 This question was well answered with most candidates getting full marks.

1.3 Proved problematic for most candidates. Eruption patterns are an important part of dentition as they lead to the ability to age a horse.

1.4 This was very well answered.

1.5 This was very well answered with most candidates getting at least 3 out of 4 marks.

QUESTION 2

2.1 There were some excellent diagrams of the digestive system. There were a few errors in the order of both the small intestine and large intestine.

2.2 This question was very well answered.

2.3 Candidates were not able to give enough correct information regarding the digestion of fibre. Many did not mention the breakdown of fibre through fermentation and the role of microbes etc. in the digestive process in the hindgut.

2.4 Most confused Probiotics and Prebiotics.

2.5 This question was well answered this year. A few candidates did not feed the horse considering the laminitis and gave high starch and sugar which was concerning. The split of rations was mentioned by most.

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QUESTION 3

3.1 This question was very well answered by most.

3.2 Most candidates managed to summarise using their own wording.

3.3 Some candidates were able to link the thrush and sheared heels. It was pleasing to note that some managed to do so and give the reasoning.

3.4 This question caused some confusion. Only a few candidates were able to explain how the bar shoe will stabilise the foot and reduce the movement between the heels.

3.5 Perhaps the term prognosis was confusing to some of the candidates as this question was not very well answered. Many candidates digressed and did not gain many marks.

3.6 This question was very well answered. Some good, strong opinions were expressed, and individual voices were very apparent. This was a wonderful question to mark.

3.7 3.7.1 This question stumped many of the candidates. The question asked for a name of the boot and a description. Many were unable to name the boot but described it well. Outdoor/protective/paddock boot were all accepted.

3.7.2 Mud fever or protection of heels/tendons etc. was accepted.

3.7.3 This was answered very well with some candidates giving very creative, insightful reasoning.

QUESTION 4

4.1 Very well answered, most getting full marks.

4.2 Very well answered, most getting full marks.

4.3 Very well answered, most getting full marks.

4.4 Very well answered, most getting full marks.

4.5 Very well answered, most getting full marks.

4.6 Very well answered, most getting full marks.

4.7 This was not as well answered as the other questions in question 4 and many candidates just gave a list of when to call the vet. Many of the reasons had nothing to do with inflammation, for example, colic.

4.8 This question was surprisingly poorly answered. Many candidates referred to record- and bookkeeping and not to an incident register. Recording vaccinations is not an incident.

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QUESTION 5

5.1 This question was generally very well answered.

5.2 All candidates correctly answered this question.

5.3 Most candidates gave at least one valid reason. Very few managed to give an answer that was sufficient to receive the full four marks.

5.4 A few of the candidates got this question correct and some made a meaningful attempt to work out the word.

5.5 Well answered.

5.6 This question was very well answered with most candidates getting the full five marks.

5.7 Most candidates received full marks for this question.

5.8 Most candidates received full marks for this bar chart. Marks were lost for inaccurate plotting.

QUESTION 6

In general, all candidates were able to relate to the case study and accurately interpret the results.

6.1 Most candidates received at least 2 marks for this question.

6.2 Some candidates did not understand what was being asked in this question which was surprising. If the question was understood, candidates answered it correctly.

6.3 Most candidates managed to receive at least 3 marks for the question but often they did not give enough reasons to receive full marks. Candidates must be reminded to take note of mark allocation.

6.4 This question was poorly answered by half of the candidates. Again, most did not give enough reasoning to achieve full marks.

6.5 This question was generally very well answered by all.

6.6 Very well answered.

6.7 Very well answered.

6.8 This question was well answered but not many achieved the full 3 marks. Many only gave one reason for horses to be stabled 24/7.

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EQUINE STUDIES
SBA MODERATION

All Teacher Files were well organised and compliant this year. The quality of work was excellent and assessments were of a high standard. Thank you to all the teachers for their professionalism.

Teachers should take note of the following:
- It is important to work to the current CAPS document available on the IEB website.
- Electronic copies of files must be submitted for moderation timeously to ensure that the moderation process is completed within the time frame stipulated by the IEB.
- The Learner Files must indicate the candidate's examination number on the Coversheet.

Suggestions for 2024 include:
- A common Preliminary Examination for all schools.
- Engagement with design grids so that all teachers are familiar with the levels of cognitive demand (Bloom's).
- A discussion on the requirements for practical assessments and the setting of some examples together.

Teacher Files

All teacher files must contain the following:
- The final paper should include the school's name and badge, the examiner's name and moderators' name, the marks allocated and the time allowed.
- Design grid to reflect the allocation of lower and higher order questions.
- Clear marking guidelines.
- Evidence of the paper having been moderated pre-assessment and evidence of consistent marking post assessment.
- Consistent application of moderated marks post assessment.
- Evidence of feedback provided to candidates.
- Teacher's SBA Cover Sheet with a Rank Order list and a spreadsheet of all results signed by the principal. An electronic spreadsheet such as excel or google sheets should be used for the teachers' record of SBA. Marks should be recorded to 2 decimal places and rounded off for the final mark only. The principal or academic head must sign the mark sheet and it is good practise to have the school stamp on the document.

Some schools are using only pre- and post-assessment moderation checklists as proof of moderation. This should not be a superficial tick box exercise. Tasks must be fully engaged with looking at the question paper, marking guidelines and design grid. One draft of the moderated document with comments (such as track changes) should be included as evidence.

Learner files

Teachers must check that the learner's marks have been transposed correctly and that a consistent approach is used to marks altered by moderation.

Design Grids

Design grids are compulsory for the Preliminary examination and controlled tests and must be available at the time of internal moderation. Although design grids are not compulsory for the case study/practical and research task it is considered good practice.

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Preliminary Exam

As the final paper is a write-on paper, the preliminary examination must mimic this. Thank you to all schools that complied in this regard. Many schools set common papers which promote consistency of standards across schools. In this incidence the papers must be written on the same day to ensure authenticity and credibility of the results. Schools must provide evidence of this compliance.

Controlled Tests

The school's name and badge, the examiner's name and moderator's name should be clearly visible on the cover page of each assessment together with the date, number of marks and time allowed.

Schools are using pre- and post-assessment moderation checklists but one draft of the moderated document with comments (track changes) should also be included as evidence of pre-assessment moderation. Purple pen should be used for internal moderation and green for national moderation.

These tests should be set according to the number of marks per minute as in Preliminary exam being (1 mark/minute). Teachers are discouraged from using questions from past IEB papers as this brings the integrity of the test into question.

Practicals

These are skills-based assessments and as such it is to the learners' advantage to do one practical more than the required number and let the learners choose their best/better marks for their SBA mark. It is suggested that common tasks be set to ensure fairness and rigor across all schools.

Research Project

Teachers should be familiar with the latest SAGs document when setting this task to ensure it is the correct rigour and format. Research projects that include both primary and mixed research should be encouraged to the increasing use of AI by learners.

Case Study

Requirements for the Case study should be discussed. Preparation reading can be given a week before or the sources can be provided with the task instructions. The learners must have access to the sources when answering the questions, they are not expected to learn this information. The questions are answered in test conditions.

Constructive feedback to learners

Assessment without feedback is meaningless. This should be evident on the learner's actual work so that they can see what they are doing well and where they should improve. Teachers may include, as further evidence in the Teacher File, a record of how feedback was given for each assessment. Rubrics can be added to the learners' scripts when marking.

Thank you to all teachers for their hard work this year.

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FRENCH SECOND ADDITIONAL LANGUAGE
PAPER I

Thank you to the French teacher community for their diligent efforts in preparing their candidates for Paper 1 of 2023.

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 seen and unseen texts. It is reassuring to observe that in schools where dedicated teachers are present, proper guidance and preparation have been provided to their candidates.

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. However, candidates should be made aware of questions where they are required to "Cochez DEUX fois".

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

Teachers have trained candidates very well for questions that require one-word answers ("Citez UN mot").

Most candidates performed well when asked to quote a maximum total of words. Candidates are reminded that a quotation is the word(s) which are taken directly from the text – without omission/addition of words. Candidates are requested to avoid the use of ellipses (…) when quoting.

It remains imperative to train candidates in differentiating 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 use their own words when asked to quote, and vice versa.

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

It is important for candidates to read the instructions carefully for each question. Some candidates read instructions selectively thus missing required elements in their answer. In the classroom, teachers may want to place emphasis on question words like "qui", "que", "où", as well as the inverted question form.

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.

When asked to explain their understanding of texts, candidates are advised to keep it short, especially if they are unsure of the answer, as any answer that contains contradictions is not awarded any marks.

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When teaching literature, teachers should remind candidates that the context of the prescribed work is essential. Generic responses – void of literary context – are not awarded any marks.

Candidates are encouraged to spend time on learning vocabulary pertaining to tone.

Teachers are advised to continue to prepare their candidates for the "Compréhension Générale" question in Section B. This question is designed for candidates to showcase their broader knowledge or insight of a theme within the selected poem/prose.

As always, candidates with committed teachers displayed their literary knowledge and answered both the poem and prose well.

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.

Congratulations to the teachers and candidates of 2023 for their hard work and unwavering dedication.

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FRENCH SECOND ADDITIONAL LANGUAGE
PAPER II

The 2023 cohort of French candidates seemed to enjoy the paper and completed it in the allocated time. Most candidates managed Paper 2 successfully, which is all credited to their determination and their teachers' expertise.

The level of grammar and language competency seems to have started to recover slightly from the effect of the hybrid learning and the lack of contact time in the classroom during the Covid pandemic, which is encouraging. However, much work is still left to be done and teachers should continue developing their candidates' language and writing skills.

The best way to prepare candidates for Paper 2 is by doing past examination papers and giving them comprehensive feedback in line with the marking guidelines.

QUESTION 1 EXPRESSION DE L'OPINION

Q1.1 L'âge adulte : entre liberté, maturité et responsabilités.

Q1.2 L'école du futur : des robots comme professeurs ?

The *expression de l'opinion* (Q.1) is regarded as the most difficult question in Paper 2 as it assesses many different skills. The impressive standard seen in the candidates' texts indicates that they had been extremely well-prepared by their teachers.

Both topics proved to be well received by candidates as is evident from the interesting opinions and thought-provoking ideas seen in their texts. These 2 topics provided an opportunity for candidates to demonstrate their skills, and most were able to express their opinions convincingly, drawn from their personal experiences, memories, or hopes for the future. Unfortunately, for others, the many grammar and spelling mistakes made their work hardly decipherable.

MARKING

- 1 mark was allocated to *respect de la consigne (longueur).* Few texts were too short, and we found many texts far exceeding the suggested word count of 150–250 words, thereby offering much content but also creating more scope for error. Candidates who exceed the word count in their text are not penalised.
- 3 marks were allocated to *structure globale*: introduction (1), paragraphes bien structurés (1), conclusion (1). Most candidates have mastered the structure of an essay, but we still see texts without paragraphs or appropriate conclusions. Candidates need to be reminded that new ideas cannot be introduced in a conclusion.
- 10 marks were allocated to *contenu.* Generally speaking, candidates scored high marks for this section where 4 marks are allocated to ideas, 4 marks to the development of these ideas (justification, examples, etc.) and 2 marks cover the coherence (a text that is easy to read and to understand) and the cohesion (conjunctions, the 'glue' that brings sentences together) of the text.
- 4 marks were allocated to *lexique.* Most candidates were familiar with the vocabulary and lexicon for both topics and managed this section well. Nevertheless, for some candidates, a lack of knowledge of key vocabulary created a lack of clarity which interfered with communication.

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- 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. Candidates need to review their work while paying careful attention to the basic rules of the language to avoid leaving basic grammatical errors and spelling mistakes in their texts.
- 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 harmed the coherence of the text.

QUESTION 2 MESSAGES

Most candidates excelled in the short messages, and very few were off topic. 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.

2.1
- Rituel: message sur WhatsApp au vendeur d'une veste en cuir. (salutations / prise de congé)
- Registre: formel (vous / singulier)
- Contenu: exprimer intérêt pour une veste + demander de diminuer le prix

2.2
- Rituel: message vocal sur Whatsapp à petite cousine. (salutations + prise de congé)
- Registre: amical (tu)
- Contenu: expliquer danger + reconsidérer sa décision / changer d'avis

2.3
- Rituel: e-mail à Kylian Mbappé. (à / de / objet + salutations + prise de congé)
- Registre: formel (vous / singulier)
- Contenu: demander une interview + proposer un lieu et une date

2.4
- Rituel: note aux parents d'un élève difficile. (salutations + prise de congé)
- Registre: formel (vous / pluriel)
- Contenu: se plaindre / proposer une solution

Candidates need to be reminded of the following:
- They only have to select 3 of the 4 proposed messages.
- They will not be penalised for texts that exceed the suggested word count (50–60 words), but their compétence linguistique mark will be negatively impacted if their texts are too short.
- They should start their message with a *salutation* (*Bonjour Jack, salut, Cher Monsieur Mbappé, etc.*) and end with a *formule de prise de congé* (*à bientôt, J'ai hâte de vous rencontrer, cordialement, etc.).*
- They need to review their texts carefully to avoid mixing registers.

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MARKING

- 1 mark was allocated to *format.* Most candidates used the correct format for each message, but some did not include the necessary information for the email in Q2.3 (à, de, objet).
- 1 mark was allocated to *registre de langue.* The wrong register and/or lack of consistency in the register was still evident in many scripts (formal / informal + singular / plural).
- 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* (additional information, humour, appropriate idiom, etc.) in their productions were rewarded with 1 mark.
- 5 marks were allocated to *compétence linguistique*, which covers language structures, vocabulary, spelling, grammar, etc.

QUESTION 3 REFORMULATION D'UN TEXTE

Candidates had to reformulate a text describing the daily routine of an influencer in the domain of health and well-being into an oral presentation, advising candidates on how to sleep better. Candidates were required to transform the present into the imperative. This task can be linked to the set poetry La Cigale et la Fourmi, which ends with: "Dansez, maintenant!"

In theory, Question 3 is the easiest in Paper 2, but some candidates are not familiar with this exercise and do not seem to know what is expected of them. Teachers should remind candidates that Question 3 is an exercise of *grammaire communicative* and not a creative writing task.

MARKING

- 1 mark was allocated to *respect de la consigne.* This message was a *présentation orale* directed to candidates.
- 1 mark was allocated to the *registre de langue.* The text was aimed at candidates (vous), the intended register was familiar or neutral.
- 3 marks were allocated to *structure et cohérence.* Candidates fared well in this section, but some forgot to give an appropriate introduction/salutation and conclusion/prise de congé.
- 5 marks were allocated to *contenu.* The text to be reformulated was shorter this year – approximately 100 words – as candidates had to reformulate it in its entirety (2 marks). Understanding and using the information effectively was rewarded with 2 marks while originality, sparkle, or authenticity was rewarded with 1 mark.
- 10 marks were allocated to *compétence linguistique.* This section is the one that the candidates found the most challenging. Candidates in general needed more practice with the use and formation of the imperative, and the *acte de parole* donner des conseils.

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Piste de correction

Introduction / salutations

Pour trouver facilement le sommeil, **pratiquez** une activité régulière, mais pas après 18h ! Le soir, respectez un rituel : prenez une douche et allumez une lampe douce. Chassez vos problèmes autant que possible. Relaxez-vous en écoutant la musique que vous aimez ou lisez votre livre mais faites attention : pas trop de suspense ou de sujets stressants. Ne dînez ni trop lourd ni trop tard. Finissez votre repas au moins deux heures avant d'aller au lit. Mais mangez suffisamment, sinon la faim vous réveillera. Oubliez vos écrans et soyez toujours calme avant de vous endormir.

Conclusion / prise de congé

QUESTION 4 FORMULATION D'UN TEXTE À PARTIR DE NOTES

Candidates had to produce the text of a conversation between 2 friends who had attended a career expo and were discussing their career choices. Most candidates approached this question well. Teachers need to remind their candidates to read the questions thoroughly and apply the rules of the language more deliberately. Revising the basic grammar, conjunctions, prepositions, verbs followed by à / de + infinitive, irregular verbs and the different tenses will vastly improve the candidates' writing skills.

MARKING

- 1 mark was allocated to *respect de la consigne,* which was a conversation between 2 friends.
- 1 mark was allocated to the *registre de langue.* The intended register was familiar or neutral. (= tu)
- 3 marks were allocated to *structure et cohérence.* Candidates fared well in this section, but some forgot to give an appropriate introduction/salutation (Bonjour Sam, Salut Lindi) and conclusion/prise de congé (Salut / à bientôt, etc.).
- 5 marks were allocated to *contenu.* The text to be formulated was shorter this year (100 words) and candidates had to use all the information provided (2 marks). Understanding and using the information effectively was rewarded with 2 marks while originality, sparkle, or authenticity was rewarded with 1 mark.
- 10 marks were allocated to *compétence linguistique.*

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Piste de correction

The order of the sentences did not matter as long as the text is coherent.

There are several acceptable answers :

- Après mes études … / Après les études …
- Tout le monde sera connecté … / tout le monde va être connecté …
- … c'est pourquoi on aura besoin de … / et donc on va avoir besoin de …

Introduction / salutations

Lindi : Après mes études, je rêve de devenir thérapeute en désintoxication digitale.

On dit qu'en 2030 tout le monde sera connecté en permanence, et donc les contacts face-à-face disparaîtront. On restera assis devant nos écrans pendant de nombreuses heures, et se déconnecter sera vital pour la santé mentale et physique.

Sam : Dans quelques années, les robots seront omniprésents, c'est pourquoi on aura besoin de beaucoup de spécialistes. Les conseillers en robot aident les gens à choisir un androïde idéal pour simplifier la vie. Si je deviens conseiller en robots, je sais que c'est un bon choix.

Conclusion / prise de congé

Our French candidates are commended for the enthusiasm, creativity, humour, and determination they have shown in learning this beautiful language.

Teachers are congratulated on their dedication and passion in preparing their candidates, inspiring them and instilling a love for the French language and francophone culture.

"Les baobabs, avant de grandir, ça commence par être petit." (Antoine de Saint-Exupéry)

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FRENCH SECOND ADDITIONAL LANGUAGE
SBA MODERATION

It was a huge pleasure to moderate the SBA portfolios, and once again, I wish to extend a sincere thanks to all our French teachers who maintained a high standard of work and creativity, which was clearly evident in the SBA files presented at national moderation this year.

It was awe-inspiring to see the high standard of original examination papers and tests in the SBAs, as well as the many stimulating topics offered to the candidates. I was also delighted to see that many centres provided a much wider choice of topics for all the tasks.

Please take note of the following:

- All work by the candidates **must be dated**.
- There must be a variety of tests and tasks included in the SBA files.
- Some candidates did not file carefully and either omitted to include certain tasks or put them in the wrong order.
- Please only round up SBA marks ONCE, at the very final mark.
- Please ensure that the mark on the official IEB mark sheet is the same mark on the individual SBA file.
- Please do not send more than 3 files to national moderation.
- Please remember that the final version of the extended pieces may not be more than 10% higher than the symbol awarded to the first draft. A B+++ symbol cannot result in a final mark of 30/30, as this is 20% higher than the symbol.
- Discursive topics must require a discussion of a topic, and not a description of emotions.
- Please allow the candidates to write ONLY **one version** of the controlled tasks, and **two versions** (one draft and one final version) of the extended pieces. Please remember to mark the first draft of the extended pieces in code.

Thank you to all those teachers who had learners at more than one centre, and who attached a letter to each set of portfolios indicating which schools were linked to the one teacher's file. These were moderated together and made our lives much easier.

Please do not hesitate to seek assistance from the national portfolio moderator should you have any questions whatsoever about any aspect of your SBA files during the academic year.

Thank you to all of you who make our task as moderators enjoyable and worthwhile each year. A set of portfolios with creative, challenging, and innovative tasks clearly reflects the outstanding work that goes on in South African French classrooms. To every single busy and dedicated teacher, who provided us with compliant SBA files this year, congratulations for a job superbly done!

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FURTHER STUDIES ENGLISH

GENERAL OBSERVATIONS

Candidates have generally been well taught, and knowledge of texts is good. There was a marked improvement in the application of literary conventions of underlining novel and film titles and using inverted commas for poem titles.

Nevertheless, it is clear that some candidates have not been taught this. The following is a reminder of the basics required for the literary essays at this level:

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

Candidates responded remarkably well to the topics but there were flaws in that there was often a failure to include the prescribed theme (Question 1 & 2) and the Immersions (Question 3). Candidates must be reminded that these are known entities and should be consciously included in the essays they write.

Some candidates did not finish the paper because time was allocated disproportionately to the essays; however, this was much better than in previous years. Candidates appear to be more mindful of time and that is a positive development.

Candidates need to be taught the importance of a sound introduction. Those who master this are generally very much more successful in following a well-structured and logically organised argument. Key words should be clearly present here, even if synonyms are used later in the essays to signpost the development of the argument. Introductions should announce the texts studied, and the theme, and should provide a guide as to the nature of the argument and focus that is to follow.

Successful essays worked as a cohesive argument with points linked and related to one another as opposed to simply being a list of discrete paragraphs about texts. Connectives/ signposts are necessary to indicate these links and candidates should be taught how to use them.

QUESTION 1 AND QUESTION 2

Good candidates made reference to the prescribed theme in a mindful way without conflating the topic with the theme. However, some candidates failed to mention the theme at all, which detracted from the overall success of the essay. It is imperative that the question is answered fully, and candidates must be encouraged to tease out the meaning of the quote in whatever form it applies to their chosen texts. Candidates should be encouraged to challenge the prompt topic if this is appropriate for their texts.

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Candidates need to engage with the texts in a way that reflects their own voices, rather than simply tacking on the topic in a cursory way at the end of a paragraph. This requires more direct reference to evidence from the given prompt texts and a weaving in of this detail.

Discussions/arguments of all texts are required to be substantiated with specific details and references – quotes; scenes in a film and discussion of the impact of lighting, shots and angles; awareness of the staging in a play etc.

Film references and the use of filmic detail has vastly improved and is evidence of good teaching. Drama texts, on the other hand, are still based largely upon theme and dialogue. When analysing plays it is important that candidates engage with the manner in which these are crafted and how they were envisaged as performance by making reference to stage directions and staging suggested by the playwright.

QUESTION 3

Once again, candidates incurred penalties because they had not been guided to select the required number of texts. This is as follows: 2 poets from each immersion and 3 poems per immersion = 6 poems by 4 poets. Candidates cannot cover 3 poets in each immersion. Teachers need to take responsibility for ensuring candidates follow the requirements.

The introductions of essays should include the title of poems and the immersion into which the poems fall. In a number of instances, it was not clear which poets were being included as part of which immersions or, indeed, which immersions were being used. This must be indicated in the introduction. Similarly, clarity needs to be provided on what is understood by the immersion and its links to the studied poems.

It is still apparent that candidates do not know how to engage adequately with the prompt poem. The tendency is to simply latch onto the title or one phrase from the given poem and attach that to the end of a paragraph discussing the studied poems. Although a detailed analysis of the prompt poem is not expected, there should be an understanding of its import and candidates need to make sustained references to the poem – whether in relation to the structure, tone, style etc. – and the similarity or difference from their own poems.

A good exploration of poems includes reference to the poetic devices that make up the specific poems they have studied. This goes beyond simply referring to diction and imagery. There should be some reference to devices such as rhythm, sound and line arrangement and how these affect the interpretation of the poem.

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QUESTION 4

Pleasingly, far fewer candidates left this essay incomplete.

Candidates are still being penalised for a failure to use appropriate texts. Teachers need to guide candidates on their selection of texts. Texts from Question 1 may not be included here – whether or not candidates have studied them for Question 1. Neither IEB nor DoE candidates are allowed to use their respective core English set works. Memoirs and autobiographies, graphic novels and manga are not allowed, and it is advisable that candidates avoid using short stories as very few carry this off in sufficient depth.

The quality of texts that were chosen by candidates was generally very pleasing with far fewer young adult novels and or thin stories featuring this year. The nature of Further Studies English is such that it is expected that candidates do read and are capable of engaging with more substantial, appropriate texts.

It is clear that candidates do not fully comprehend the expectations for Question 4. Analysis is still required and detailed references to, and quotations from, the chosen texts is assumed. Thus, it is best that candidates are encouraged to approach their preparation for this question in a manner that lends itself to a variety of topics. Of necessity, questions will always rely upon a broad statement about character or human nature, or the nature of the world created by the writer. They need to adapt what they know about their novels to this. Again, they can challenge an assertion in the prompt but need to give a logical, reasoned argument.

Candidates who were inadequately prepared for this section of the examination resorted to personal accounts of how their texts affected them. The style of this question relies on a formal analysis and is not a reflective discussion.

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FURTHER STUDIES MATHEMATICS
PAPER I

The paper was generally well received, and it marked well. It is felt that the length of the paper was right with most candidates managing to finish in the allotted time but without much time to spare. A Further Studies Maths examination will generally keep most candidates busy for the full duration. Procedural fluency on standard procedures is important and worth developing. In many questions there are a range of possible methods, some much more efficient than others. Those who use efficient methods will find it easier to finish the paper and will have more time for previously unseen question types. Calculator use is encouraged unless otherwise specified.

QUESTION 1

1.1 Solve:

(a) $\ln(2+e^{-x})=2$. Leave your answer in the form $x=\ln(\ldots.)$ (8)

Generally, well answered although some candidates battled with exponent laws. Some ignored the instruction and used the solve feature on their calculator and were penalised accordingly. Many arrived at $x=-\ln(e^2-2)$ and were not sure what to do with the leading – sign.

(b) $|2x+3|=3x+4$ (6)

This was well answered with most using efficient methods. Predictably many forgot to check their solutions. Many made careless errors with basic algebra.

Some used the accepted method of squaring both sides but some of these then only squared one side leading to a breakdown.

Some attempted a graphical solution successfully although this is a time-consuming method.

Some erroneously changed the sum to an inequality.

1.2 Give, in standard $ax^4+bx^3+cx^2+dx+e=0$ form, a quartic equation which has $x=2+\sqrt{3}$ and $2-i$ as roots. The values of *a, b, c, d* and *e* must be rational. (8)

This was generally well answered. Many candidates failed to put = 0 which is essential in term of providing an equation as required.

Most candidates are using the more efficient method of generating a quadratic viz:

x^2 – (sum of roots)x + (product of roots) = 0

Many candidates wasted time rewriting out the values of *a, b, c, d* and *e* once they had already provided their correct equation. This was not required.

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1.3 Determine positive real values of a and b if:

$$(a+bi)(b+i)=(2b+a)i \quad (8)$$

This was poorly answered. Candidates are encouraged to show their working and to be thorough in separating and equating the real and imaginary parts. Many seemed not to know that if $a + bi = c + di$ then $a = c$ and $b = d$. The sense is that candidates were taught this type of question in Grade 10 but have failed to practise it since.

1.4 Sketch the following functions on the axes provided. You should draw and give the equations of any asymptotes as well as showing any intercepts with the axes.

(a) $y=e^{-x}-1$ (4)

(b) $y=\ln(x+1)$ (4)

Both questions were well answered although a number of candidates forgot to draw the asymptote even though their graph was correct.

It is important that the basic shape of the graph is accurate. It should never bend away from an asymptote, nor should an exponential graph fail to rise/fall steeply etc.

Some candidates relied on the table mode of their calculator. While this is fine, it should never be at the expense of conceptual understanding.

[38]

QUESTION 2

Use mathematical induction to prove that:

$$-1+4-9+16-25+.....(-1)^n n^2=\frac{(-1)^n n(n+1)}{2} \text{ for all } n\in\mathbb{N}$$

A disturbing number of candidates left this question out completely. This is unfortunate as there are a number of marks which are easily earned through simply following the structure of this formulaic process.

Many candidates were betrayed by poor algebra and more still by very poor setting out of their work.

[12]

QUESTION 3

Determine $\frac{d}{dx}\sqrt{3x}$ by first principles.

This question was generally well answered. Our choice of notation was not ideal. Many candidates opted to assign $f(x)=\sqrt{3x}$ which was accepted. Here too candidates were let down by poor algebra. Notation is important and it must be emphasised that the limit must appear on every line where h occurs and never once h does not appear.

[10]

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QUESTION 4

Consider the function $f(x)=\dfrac{x^2-5x+7}{x-2}$.

(a) Determine, with classification, the equations of any asymptotes. (6)

Despite being asked many candidates neglected to give the classification of the asymptotes. It is also important to give the **equations** of the asymptotes e.g. $x = 2$ and $y = x - 3$.

(b) Justify mathematically why the function does not have any x-intercepts. (4)

Candidates are encouraged to set the function equal to 0 and then deduce that x-intercepts are about the numerator being zero **before** using the discriminant. Some used their calculator to show that the roots are non-real which is acceptable.

(c) Determine the coordinates of any stationary points. (8)

This was generally well answered although many candidates forgot to calculate the y-values of the stationary points.

Some candidates attempted to use the product rule by transforming:

$\dfrac{x^2-5x+7}{x-2}$ to $(x^2-5x+7)(x-2)^{-1}$. This is a really bad idea as it complicates things.

Many candidates simplified their lives by differentiating their "partial fractions" decomposition from (a)

(d) Draw the graph of f on the axes provided showing all points of interest. (4)
You should draw and label any asymptotes.

This was well answered but a number of candidates did not draw and/or label the asymptotes and were penalised accordingly. Graphs must not curve away from their asymptotes!

The graph was obviously marked consistently with the candidate's answers from (a), (b) and (c). The question should have been on facing pages as this would have been helpful to both the candidates and the markers – apologies.

[22]

QUESTION 5

5.1 On the axes provided draw a **function** g which satisfies the following: (10)

- g is continuous for all values of x except at $x=-3$ and $x=2$
- $g(-3)=4$ and $\lim\limits_{x\to -3} g(x)$ exists
- $g(2)=1$ and $\lim\limits_{x\to 2^-} g(x)=1$ but there is a jump discontinuity at $x=2$
- g is also not differentiable at $x=1$

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This question was challenging to mark as there were limitless correct possibilities. A number of candidates introduced a discontinuity at $x = 1$ despite the fact that the question clearly stated that there were no additional discontinuities. Many candidates erroneously believed that there was a vertical asymptote at 2.

The question clearly required a **function,** so candidates were penalised for having multiple *y*-values for a given *x*-value.

5.2 Express the following statements **using mathematical notation**:

(a) The left-hand and right-hand limits of g at $x = a$ are unequal. (2)

(b) h is not differentiable at p despite being continuous at $x = p$. (2)

While most candidates understood the concept, they struggled to convey it using the correct notations. Notation remains important and should be emphasised in the classroom.

5.3 Answer true or false to each of the following statements:

(a) If a function is differentiable at a point, then it is continuous at that point. (2)

(b) If a function is not differentiable at a point, then it is not continuous at that point. (2)

Generally, well answered.

Remember that continuity at a point is a requirement for differentiability at that point.

The function $y = |x|$ at $x = 0$ is a useful example for illustrating why (b) is false.

[18]

QUESTION 6

6.1 Use the axes below to solve $|x-2|-5 \geq -|x-1|$ by sketching the **graphs of two functions**. You must label the graphs you have drawn with their equations. (8)

Many candidates failed to label their graphs. Some tried to solve algebraically in direct conflict with the question. Unfortunately, some drew the graphs perfectly but then did not provide the solution. The assumption is that some of these candidates forgot to do so and would have known how to. While it is not ideal to have two questions in one, candidates should be encouraged to confirm that they have fully answered a question before moving on.

6.2 Draw the graph of $|y| = \sin x$ on the axes provided showing all points of interest. (6)

This was included as a 'problem-solving' question. It was not well answered at all. Many candidates failed to even draw a reasonable sin graph using radians. This question was leniently marked.

[14]

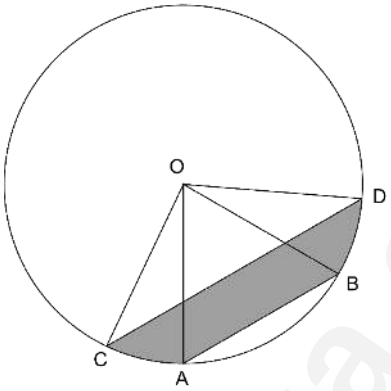
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QUESTION 7

In the diagram below triangle AOB is equilateral with sides of 1 unit.
O is the centre of the circle and $CD = \sqrt{3}$ units.

Determine the shaded area.



[12]

Candidates were very poor at communicating their thinking making this question difficult to mark. Candidates are encouraged to make statements like:

$$\text{shaded area} = \text{area sector } OCD - \text{area segment } AB - \text{area } \Delta COD$$

to assist the marker in following their reasoning. Some candidates wasted time calculating $A\hat{O}B$ using the cosine rule despite being told that the triangle is equilateral.

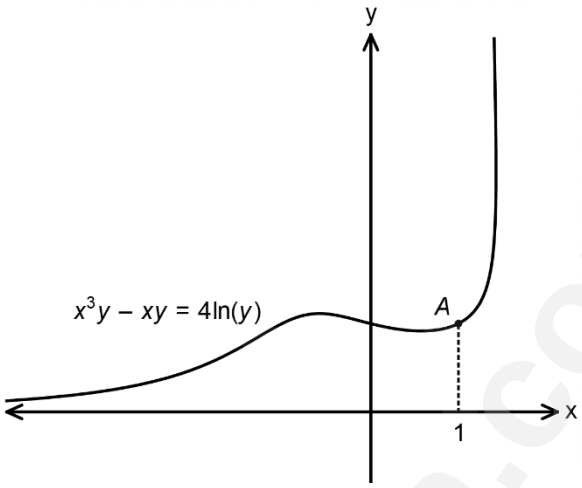
Some candidates did the whole question using degrees which is problematic in the calculation of a sector. They were not penalised too heavily. Of course, it is possible to get the correct answer using degrees with proportions and this would be fine. However, FS Maths candidates are expected to be completely conversant with radian measure.

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QUESTION 8

A portion of the graph of the implicitly defined relationship $x^3y - xy = 4\ln(y)$ is shown below.



(a) Determine the *y*-coordinate of point A showing all working. (4)

Many candidates simply wrote the answer suggesting that they had used the solve feature on their calculator. Instructions must be followed. At least some working should be shown. Where some working has been shown and it was unclear whether the calculator has been used the benefit of the doubt was given to the candidate.

(b) Find the equation of the tangent to the curve at the point A. (8)

The most common error was failing to distribute the negative sign into both terms which arise when differentiating $-xy$ implicitly. Candidates are encouraged to make use of the sketch, ensuring that their final answer 'resonates' therewith.

[12]

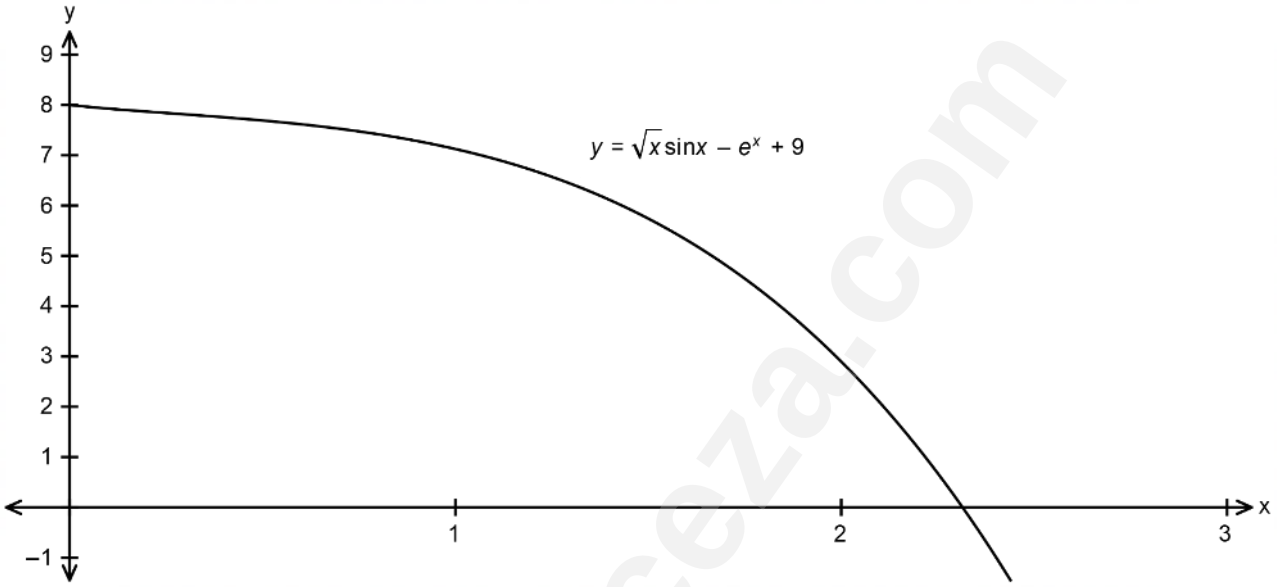
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QUESTION 9

The function $f(x) = \sqrt{x}\sin x - e^x + 9$ is shown below.

Use the Newton-Raphson method to find the *x*-intercept to 5 decimal places using $x_0 = 2$ as an initial guess.



You should show:

- the iterative formula you use.
- x_1 to 5 decimal places.

You do **not** need to write down all your approximations.

[12]

Some candidates simply used the solve feature on their calculator ignoring the requirements of the question. They were only awarded a single mark.

Interestingly, many candidates came up with an iterative formula which still converged to the correct answer despite small errors in calculating the derivative. This meant that markers had to be very thorough in checking the working – irrespective of whether the final answer was correct.

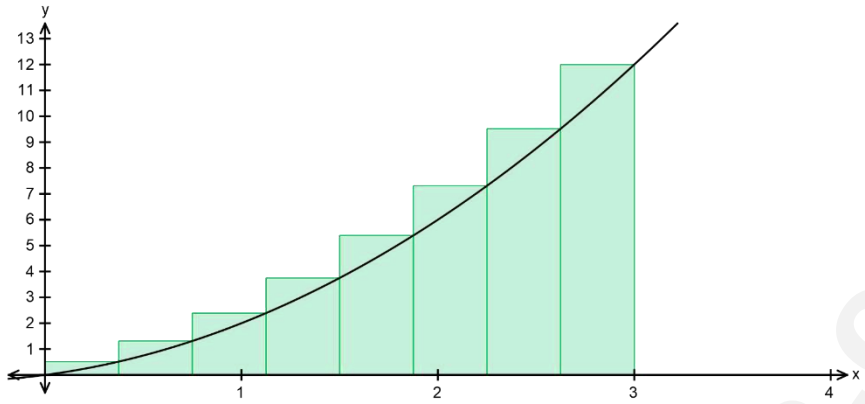
Candidates are still poor at communicating their iterative formula with the correct subscripts. These are important and should be emphasised when teaching this recursive/iterative formula.

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QUESTION 10

Kofi is attempting to work out the area under the curve $y = x^2 + x$ from $x = 0$ to $x = 3$ by partitioning it into rectangles as shown.



He has correctly worked out that when he uses *n* rectangles the area is given by:

$$A = 13{,}5 + \frac{18}{n} + \frac{27}{6n^2}$$

He uses his formula and ends up with an error of $13\frac{2}{3}\%$. How many rectangles did he use?

[10]

Some candidates simply counted the number of rectangles on the sketch and were not awarded any marks.

Candidates have a poor understanding of percentage error and how it is calculated.

Some calculated the percentage error the wrong way round and then ended up with a negative number of rectangles.

Many made careless errors with their algebra which then compromised their answer.

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QUESTION 11

Determine the following integrals:

(a) $\int \sin^2 x\,dx$ (6)

This question was very poorly answered with many opting for something along the lines of $\frac{\cos^3 x}{3}$.

This can be done using the formulae provided for products of cos and sin or through a double angle formula for cos (essentially the same thing).

(b) $\int x\sqrt{x+1}\,dx$ (8)

This was answered reasonably well. Some used a substitution (either $u = x+1$ or $u = \sqrt{x+1}$) while others used integration by parts. Predictably some of those using integration by parts made the wrong choices for f and g'.

(c) $\int \frac{2x+3}{x^2+6x+9}dx$ (10)

While the examiner's intention was for partial fractions to be used, some candidates used integration by parts and still others did it correctly by making a substitution. This is a really nice question to give one's candidates along with the challenge to find as many different techniques as possible.

[24]

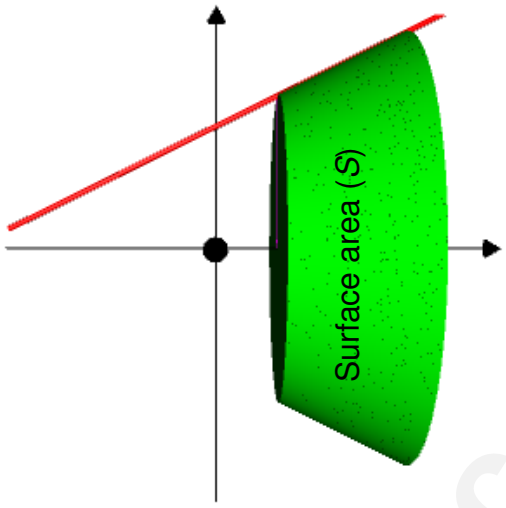
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QUESTION 12

Consider the function $y = \frac{x}{2} + 4$.

(a) It is rotated about the x-axis from $x = 2$ to $x = b$ generating a volume of $\frac{436\pi}{3}$ units^3.



By setting up and evaluating an integral, determine the value of b. (8)

Many candidates ignored the requirement to set up and evaluate an integral and simply did trial and error using their calculator. Low marks were awarded for this.

Once one has set up and evaluated the integral as per the instruction it is fine to use one's calculator to solve the resulting equation.

(b) The surface area (S) generated by rotating the graph of y about the x-axis from $x = a$ to $x = b$ is given by the formula:

$$S = 2\pi \int_a^b y\sqrt{1 + \left(\frac{dy}{dx}\right)^2}\, dx$$

Determine the surface area when the function is rotated about the x-axis from $x = 2$ to $x = 6$.

Candidates coped with this previously unseen piece of mathematics reasonably well. In this instance they were able to use the calculator to determine the definite integral, but it is still important to show the integral with the value for $\left(\frac{dy}{dx}\right)^2$ in place.

(8)
[16]

Total: 200 marks

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FURTHER STUDIES MATHEMATICS (EXTENDED)
PAPER II (STATISTICS)

The questions provided should serve as signposts to provide guidance in terms of reporting on each of the criterion listed below.

MODULE 2: STATISTICS AND PROBABILITY

QUESTION 1

Question 1 was generally well answered by the candidates if the candidates had a decent knowledge of Venn diagrams, notation and understanding of how to use the formula for independent events.

1.1 (a) Most candidates scored well in this question. Candidates got confused with notation. In this question it reads event B and not A. A common error was when candidates did not shade in the intersection between B and C and not A.

(b) Most Candidates shaded correctly. A common error was not shading the intersections that included event A.

(c) Candidates understood this well. A handful of candidates confused the notation of intersection with union and ended up shading all 3 circles.

(d) Candidates needed to understand that union means everything that satisfies both events, not A as well as C, many candidates did not include the area outside of the 3 circles.

1.2 (a) Very well answered.

(b) It was nice to see that most candidates interpreted the contingency table correctly and understood how to use the independent formula $P(A \cap B) = P(A) \times P(B)$. Error occurred when candidates did not understand how to extract this information from the contingency tables and establish an equation to solve.

QUESTION 2

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

2.1 The question was well answered. A common error was not drawing the normal distribution and hence not applying the probabilities from the table correctly.

2.2 This question was fairly well answered. Some candidates still struggle to convert probability to z-scores. Many candidates misinterpreted the language of the question and found the negative z-score and not the positive z-score.

2.3 Candidates struggled with this question. Most candidates could not interpret the numerator of the conditional probability, $P(X > 15 \cap X > 12) = P(X > 15)$. In words, candidates did not understand that the intersection of X greater than 15 and greater than 12 is X greater than 15.

2.4 Nice to see most candidates recognised that it was a binomial distribution. A very well answered question.

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QUESTION 3

3.1 Many candidates did not recognise that they needed to calculate the sample mean from the frequency table. This required core maths calculator work. Applying the confidence interval for the mean was very well-answered. A few candidates did not finish with an interval. Candidates must be reminded to check if their answers are realistic as many candidates found the mean of the frequencies which produced a very unrealistic interval. Interpretation of the confidence interval was very well-answered.

3.2 Candidates are encouraged to learn and understand how to set up a formal hypothesis test. If they follow the four steps this will help candidates understand the correct layout. Many candidates missed steps. First stating the null and alternate hypothesis, many candidates either omitted this step or didn't state the null hypothesis correctly. For the second step of establishing the rejection region it is better for candidates to draw the curve. Third step is the test statistic, many candidates chose the wrong formula. The fourth step is the conclusion, candidates must be reminded to use the phrase reject the H_0 or fail to reject the H_0 and not accept the H_0. Candidates should also follow it up by putting it into context.

QUESTION 4

(a + b) Very well answered.

(c) Candidates struggled with this question. Candidates used a tree diagram that was time consuming, and a few tried the binomial distribution. Candidates needed to understand to apply the complementary event, in other words lose, lose, win.

(d) Generally, well answered. Candidates must remember to write down the formula as many candidates omitted the expected value squared.

(e) Candidates struggled with this question. They needed to use both mass functions to extract the information and then apply the independent rule formula. Candidates must remember that more than 4 does not include 4.

QUESTION 5

(a) Generally, well answered. Candidates struggled with writing why the mode is at 4 in statistical language.

(b) This question was well answered. Most candidates understood to integrate the function and make the area equal to a half. Many candidates forgot to put a dx and were penalised. They also need to be reminded that the median cuts the area in half.

(c) Candidates struggled with this question. Many tried to find an equation to integrate rather than using geometrical properties.

QUESTION 6

(a) Most of the candidates scored 3 out of 4 marks. They forgot to take into account all the repeats. Candidates need to be encouraged to try and communicate their thought structure.

(b) This question was a tough and challenging question and intimidated many candidates. Breaking down the question into the various possibilities helped simplify the question. Candidates must be encouraged to communicate their thought process and show the structure of these as this always gives them method marks.

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FURTHER STUDIES MATHEMATICS
MODULE 3

Overall, this paper was well received. There was a balance of difficulty, and all questions were manageable. Some very high marks were seen. It is apparent, however, that the Modelling section is often not as well drilled as the Finance section. There were some questions which challenged the best candidates. It is important to impress upon candidates that, even where answers can be written down intuitively, it is critical to give a supporting method if the question is more than 2 marks.

QUESTION 1

(a) This was a timeline problem. I suspect that candidates are a little out of practice with complex timeline problems. Many candidates tried to use annuity formulae illustrating that they were not thinking about the meaning of an annuity. To simplify working, it is best to equate the loan with payments at the interest rate change. However, many took the terms to T_0 or T_{10} which is correct but leads to more complicated terms. There were a number of mistakes seen where the values of n on the terms did not correspond to the same point on the timeline.

(b) It was required to find the outstanding balance at a point on the timeline. One can either use a prospective or a retrospective technique. A number of candidates attempted an annuity approach, mostly leading to very little credit.

QUESTION 2

This was a complex future annuity question. The key skills were to convert a semi-annual rate to a quarterly rate and to take note of the immediate payment. To convert from one nominal rate to another nominal rate, one may use the effective rate as an intermediate step, or directly using $\left(1+\frac{r_1}{k_1}\right)^{k_1}=\left(1+\frac{r_2}{k_2}\right)^{k_2}$.

QUESTION 3

(a) This was a present value problem with deferred first payment. This was made more complex by requiring the candidates to find the interest rate from the interest paid in the first month. Many candidates made errors relating to the value of n. Commonly, candidates deferred by 12 months instead of 11 months.

(b) This sub-question required candidates to calculate the interest paid in a time interval. This involves finding the change in outstanding balance over that interval and determining the difference between this value and what has been paid. This technique is probably something that needs more attention, as very few got the correct final answer. The deferred aspect of the question added complexity and consequent errors on the n value.

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QUESTION 4

This question tested understanding of the logistic model. The question was reasonably well answered but there was some confusion between the recursive formula and the equation of the straight line when rate is plotted against population. Part (c) posed a challenge for most candidates. This required an understanding that the point of inflection of the "S" curve is where P=K/2, where $0 < P_0 < K/2$. Then they needed to iterate the formula to that value. Some candidates were not aware of the position of the inflection point, but successfully used Calculus to figure it out. Effectively, the idea was to minimise $\Delta P = P_{n+1} - P_n$, where: $\Delta P = rP_n\left(1 - \frac{P_n}{K}\right)$. Candidates who made the (incorrect) assumption that the point of inflection was halfway between the starting point and K were not penalised.

QUESTION 5

This was a standard predator-prey scenario, although, due to the verbal nature of the information, it is never easy. Teachers and candidates are reminded that, whilst a great effort is made to ensure that the data given is authentic as possible, the model does not always work with 'real' data. Thus, whilst answers to questions should be somewhat realistic in value, what is most important is the mathematical workings and the application of standard formulae in the correct situation. Not significantly well answered.

(a) It was required to find the intrinsic growth rate of the deer. A number of candidates confused this with the idea of r – b – d which is applied to Malthusian problems. The value required was a = %female x litter size x no. of litters x survival rate.

(b) The value of b was to be calculated from the idea that bR_nF_n = no of prey deaths through predator.

(c) The value of f was determined using the formula fbR_nF_n = reproductive growth rate of predator.

(d) This was harder as candidates needed to realise that c needed to be calculated from the equilibrium formula for the prey: $R_e = \frac{c}{fb}$.

(e) Again, not so obvious, but the value of K was to be found from the equilibrium formula for the predator: $F_e = \frac{a}{b}\left(1 - \frac{c}{fbK}\right)$.

QUESTION 6

A familiar recursive formula question. Parts (a) and (b) were well done. Part (c) caught out most of the candidates. They needed to recognise that the difference between the terms was increasing by a linear function. This would lead to a quadratic equation. However, the nth term was not required but rather a first order difference equation of the form $T_{n+1} = T_n + f(n)$, $T_0 = a$, where f is a linear function.

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FURTHER STUDIES MATHEMATICS MODULE 4

The paper accommodated all candidates including below average candidates allowing them to get enough marks in the in the knowledge sections of the paper.

Most candidates were able to achieve good results in all the questions provided that they knew their work.

There were no printing errors, however in Question 6 the exponent P in the description could have been better illustrated as some candidates were unaware where it was.

Question 5's language use could have been better to illustrate that we needed the weight and not the path to achieve full marks however no candidates were penalised if they gave the path only.

All candidates managed to get to Question 6 an attempt Question 6 and so the length of the paper was appropriate.

Candidates achieved good results overall and the impression of the questions were fair and gave every candidate the opportunity to pass.

Candidates were well prepared, and content was covered thoroughly by teachers.

Candidates need to remember that a thorough demonstration of algorithms is demonstrated, to achieve full marks.

I am confident that the statistics will show that the paper was fair and unbiased.

QUESTION 1

Very well answered, but candidates struggled to articulate their thoughts and reasoning. They did not answer the question and did calculations instead of explaining. As well as confused rows and columns.

Transposes were well done, some confusion co-factor matrices and transpose. So, candidates know it as a process.

A very easy opening to the paper.

QUESTION 2

Row reduction well answered.

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QUESTION 3

Very well answered but struggled with the order of matrix multiplication.

Candidates unsure on the effect of the matrix on the vertices. Candidates were vague in their explanation of the effect.

Many candidates did not show the matrix used to show in 3.3.

Many candidates did not read that the line was on the perpendicular. As well as choosing the wrong matrix for rotation, or multiplying error, or rounding the trig values off too early.

QUESTION 4

Theory was poorly answered, however, in general the question was well answered.

Wording regarding 'Path' or 'Circuit' is poorly understood. Despite our focus being to teach application.

QUESTION 5

Misread question, with a lack of attention to detail. Algorithm was well handled.

5.2(a) – layout of working out is unique to every candidate rather than following a process. Wording of the question could have led to confusion of weight or path.

Algorithm is not well followed or understood.

5.2(b) – resources on the internet are not complete algorithms, although they get the result, it is not an algorithm.

Doing a two-step process was required and many candidates tried to do it in one step, resulting in errors.

Again, the proof that an algorithm is followed must be evident.

QUESTION 6

The word 'show' was not done by the candidates, and they simply made statements, rather than calculations.

In 6.2(a) the wording may have been better to create less ambiguity from the candidates.

6.2(b) – candidates do not know what *I,* the identity matrix, was and the application of matrix expansion.

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FURTHER STUDIES PHYSICS

The exam was deemed to be a fair test of the candidate's skills by the marking panel. There was agreement that it encompassed a comprehensive spectrum of cognitive challenges and difficulty levels. It is pleasing to see that more candidates and teachers are taking on the challenge of this relatively new subject.

GENERAL COMMENTS

- The curriculum and assessment manual (CAM) for the new international secondary certificate was made available at the start of 2023 and teachers should make sure that they use the latest version of this document as well as the revised information sheet. An updated version should be made available early in 2024.
- Schools should make the documents available to their candidates to ensure that all topics have been covered. Most definitions are given in this document and was used as a guide during the marking session although other interpretations were also accepted.
- Centres can consult the IUPAP rules to ensure consistency in methods of determining and representing uncertainties in an answer as well as expressing the answers to the correct number of significant figures. A suggestion was made to point out which questions would be testing the number of significant figures in detail and the examining committee will take this to heart.
- A number of candidates appear to omit entire sections, leading to the marking committee to conclude that the topics have not been addressed by those schools whatsoever. This could be due to the availability of the May session and centres using the November session as a preparation exam.
- When using direct or inverse proportion in explanations, the candidates must explicitly mention the constants. To use these relationships, all the other variables in an equation should be kept constant.
- As requested, following past examinations, educators are urged to fill out the reflection questionnaires. This will help the examining committee to maintain the delivery of a paper of the best quality possible.

COMMENTS ON SPECIFIC QUESTIONS

QUESTION 1 MULTIPLE CHOICE

The multiple-choice questions generally aimed to test the candidates understanding of the concepts and application of definitions. The average for the multiple-choice questions was low for this exam.

Candidates should at least attempt this section and not leave it blank. They should take a systematic approach when answering multiple-choice questions. For a candidate who is comfortable with the material, two of the answers would normally sound correct and the other two could be eliminated straight away.

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QUESTION 2 THERMAL PHYSICS

This question was not meant to be of a high difficulty level, and it was worrying that many candidates could not answer the theory questions that were taken from the CAM document. Candidates should be aware of the units used in the given constants and use those units in their calculations. There seems to be a general misconception that a change in volume would cause a change in mass – please point out to candidates that this is not the case and that particles themselves do not expand. In the first question, the calculation of the change in time was done, but then 273,15 was added. Candidates do not realise that 1 decree Celsius and one Kelvin will be the same in magnitude.

Most candidates could calculate the change in the volume of the water without any problems, but the calculation at the end of the question still seems to be challenging. A more systematic approach is suggested rather than using one step calculations where some parts were left out by candidates. They need to realise when there is a change in phase as well as an increase in temperature that both of these should be considered in the calculation and must be careful of making calculator errors when the calculation is done in one step. Many candidates did not realise that the change in temperature can be different for the different substances and used the same value. The last explanation asked to differentiate between boiling and evaporation and although this question was meant to be of a very low difficulty level, very few candidates got full marks. Many candidates stated that one of these processes does not involve a change in phase which shows a lack of understanding of what takes place during evaporation and boiling.

QUESTION 3 MATTER AND NUCLEAR PHYSICS

The theoretical parts of this question were not dealt with as well as in previous exams. Candidates frequently omit or alter words, suggesting a reliance on rote memorisation rather than a genuine understanding of the underlying processes. When tasked with comparing concepts, responses often consist of standalone explanations without meaningful comparisons between the concepts.

It was pleasing to see that not many candidates are memorising equations and constants anymore and are using the information sheet more effectively. Many candidates faced difficulty in the final more complex calculation. The challenge remains comprehending the process rather than merely substituting values into an equation. While the majority accurately computed the constant, its subsequent application in the time calculation was often erroneous contributing in the lack of full marks.

QUESTION 4 ASTROPHYSICS COSMOLOGY AND ANALYTICAL SKILLS

In the first question the significant figures were marked strictly, and many candidates struggled to go from the calculated uncertainty to placing the correct value in the table according to the raw results. This is surprising since they dealt with the explanation of the significant figures in the next question very well. This shows that they can calculate uncertainties in isolation, but when asked to apply the uncertainty to an answer, they are unsure. This was evident again in the calculation of the gradient and the percentage uncertainty calculation that followed after the graph question.

The last two questions were answered well and it is clear that this section was covered well by many of the centres.

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GRAPHING AND DATA ANALYSIS

The following points should be considered.

- A meaningful title must be supplied and the order of the variables should be correct in the heading.
- Odd scales used on either axes were not awarded marks. Candidates should know to use multiples of 1, 2, or 5. The lack of this skill cost many candidates marks in follow up questions due to accuracy of plotting.
- The accuracy mark was only awarded within half a small block on the given grid and it was good to see the improvement in plotting skills.
- Candidates should be encouraged to draw the graph as well as the error bars in pencil to avoid messy corrections. An extra graph grid is provided at the end of the paper.
- A clear long ruler should be used to draw the line of best fit as well as the steepest/least steep lines. Often the line is drawn by hand or in parts instead of one straight line.
- Some candidates could still not accurately draw the worst acceptable line of fit, and schools should make sure this skill is not neglected. Candidates used the stoppers at the top and bottom of the error bars as a guide instead of the actual error bars. For this reason, we omitted the stoppers in the marking guide.
- When calculating the gradient, points from the line of best fit should be used rather than points from the data table. These points should be shown clearly on the graph and it is in the candidate's best interest to show the coordinates of these points if the question requires this from them. Candidates are encouraged to use their calculators to calculate the line of best fit as they all learn this skill in mathematics.
- The calculation of the uncertainty in the gradient caused problems and the candidates should note that we only divide the difference by two if both lines of worst acceptable fit was drawn.
- Interpreting the meaning of the gradient of the graph was answered well in this exam which is encouraging since this skill was not a strong point in the past.

QUESTION 5 PROJECTILE MOTION AND LEVERS

On average for the projectile motion calculations were answered well. Some insight into projectile motion was required for the explanation question and many candidates do not realise that the vertical and horizontal motion should be seen as independent from each other but still adds up to give the resultant velocity. This means that the resultant velocity will be the smallest when there is no vertical component since the horizontal component remains constant. In the second part of the question based on moments the calculations was again done nicely. When examining the explanation-based questions, it appears that candidates are not comprehensively reading the whole question and only answering the first segment of it.

QUESTION 6 CIRCULAR ORBITS

Free body diagrams should be practiced while preparing for this section and candidates should remember that the resultant force is not included in a free body diagram for forces.

Overall, the calculation parts of circular motion were dealt with much better than in the past which was encouraging to see.

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In this question, conversion errors were prevalent. Numerous candidates used degrees instead of radians or attempted to use the sine and cosine rules ineffectively in the initial calculation. Some failed to convert the distance into meters, and others forgot to include the Earth's radius in the calculations. The concepts of linear and angular velocity should be made clear since candidates frequently confused these.

For responding to the derivation, it was more successful to begin from basic principles rather than relying on memorised equations. This derivation was not asked independently and should have been applied to calculate the period. As mentioned in earlier questions, some candidates failed to read the entire question and only addressed the initial part. This was evident again in the last part of the question where properties were given, but often no link was made to answer the actual question.

QUESTION 7 CHARGED PARTICLES IN ELECTRIC AND MAGNETIC FIELDS

This question was answered better than before, but there are still some points that need attention.

When calculating the electric field, a common error was candidates using joules as the unit, leading the markers to assume some confusion with the symbol 'E' representing energy. Despite the consistent testing of rules governing the direction of particle movement and fields in the previous exams, over half of the candidates continue to struggle with correctly applying these principles.

In both calculations and derivations, it is crucial to recognise the forces responsible for the centripetal acceleration and equate them to demonstrate a thorough understanding of the physics involved. Although most candidates correctly performed the derivation, a notable gap remained in explaining the selection process for determining the particle speed.

Several basic mathematical errors were prevalent in this question. Common mistakes included forgetting the square the velocity, utilising the diameter instead of the radius, using incorrect powers of ten and just simple calculator errors. Additionally, units were frequently omitted, further contributing to inaccuracies in the solutions.

The final section of the question demanded insight into particle dynamics and presented a higher difficulty level. While some candidates demonstrated proficiency in addressing this aspect, the understanding of the process was not consistently evident among the candidates.

QUESTION 9 OSCILLATIONS

Although this question was answered relatively well, some of the points already mentioned in previous questions were repeated here. This includes not starting from base principles for derivations, not answering the actual question and using the wrong units.

When asked to refer to the features of the graph, the candidates showed a lack of understanding of the meaning of the question. They attempted the question without looking at properties of the graph at all.

CONCLUSION

We were happy to see more centres taking on this subject and the number of candidates increasing. Again, it is emphasised that teachers must please make use of the reflection questionnaires to keep improving this process. The marking panel will value any input.

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GEOGRAPHY
PAPER I

QUESTION 1

Question 1 was reasonably well answered. Only a few candidates correctly read the first figure to identify Mogale City as the area most affected on the diagram. In general, candidates found difficulty in obtaining full marks for 1.3.4 and did not explain the hydrological and environmental processes well. Many candidates reversed the question and explained the river system's impact on the urban region. A sizeable group of candidates had difficulty explaining rejuvenation, especially in relation to the dam as shown. The temporary base-level concept was not well understood. Altogether, the majority of candidates indicated a good understanding of climatology and geomorphology processes and the relationship with human activities.

QUESTION 2

Question 2 was a well-answered question. SDI's were not well-taught across most schools. Candidates referred to the aim of an SDI instead of explaining the concept of what an SDI actually is. Figure 9 would have benefitted from the highway being in purple or another colour as candidates confused the road with a river, having not noticed the legend. It is noted that maps in Paper 1 should rather follow the topographical map system and key/legend used in paper 2.

The short questions were well answered and candidates were able to score marks in these questions. It is, therefore, evident that key concepts are being taught well across schools. Candidates were able to reference source material in their responses which further proved that these exam techniques are being emphasised in classrooms. Exam writing techniques – tables do not require headings. Overall, a well-answered question.

QUESTION 3

The essay was well-structured, and candidates mostly adhered to the sub-headings. The mark allocation was clear, making it easy for candidates and markers to manage. More candidates attempted the essay, and the standards improved. Candidates have a good understanding of population size and higher-order services. Candidates also displayed good conceptual understanding and the source material was well used. Candidates continued to struggle with the concepts of site and situation. Candidates referred to case studies that lacked a link to the topic. Candidates struggled to understand the concept of social justice, which impacted their response to strategies required to minimise social justice issues. Overall, a well-answered essay question.

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QUESTION 4

Candidates demonstrated a good understanding of mid-latitude cyclones and answered the questions well.

The tropical cyclone question presented a few more issues, with some candidates confusing concepts associated with mid-latitude and tropical cyclones. Most of the candidates drew exceptionally well annotated diagrams of the cross-section of a tropical cyclone, but some drew synoptic views rather than cross-sections. There was a general lack of understanding of why hurricanes have strong winds and how a storm surge develops.

Many candidates developed an excellent strategy to deal with the loss of life associated with a tropical cyclone. It was alarming how many of the candidate's strategies centred around building an underground bunker without realising the consequences of drowning due to a storm surge.

QUESTION 5

Fluvial definitions and the basic understanding concepts parts were generally well answered by candidates.

Map interpretation and application of fluvial concepts proved troublesome for some candidates, who could not see the impact of settlements on river discharge.

Geo-spatial analysis concept was not done well by weaker candidates. Data can be obtained from a variety of sources, not just a 'data' layer in GIS. Candidates did not build on the answer after data had been derived. They also needed to speak about modelling and integration.

QUESTION 6

Candidates answered the rural settlement questions well; however, they should refer to the adult/working age group and not "working class". The factors affecting rural-urban migration often lacked a positive and negative factor for both economic and environmental effects and the candidates only focussed on either economic or environmental. Some misread the question and focused on urban where the question stated the effect on the rural area.

The general understanding of an OBD was good, but not enough depth to unpack the reasons why most cities have an OBDs. Definitions and understanding of functional magnetism and functional prestige was poorly answered.

QUESTION 7

This was not a difficult question; however, it is obvious that candidates did not understand terminology well enough to define concepts (even frequently asked ones like beneficiation). Many found the 3D graph difficult to read, but many others read it accurately. Candidates are encouraged to read questions more carefully (e.g. how chrome production could benefit FROM quaternary sector activities).

Case study topics: teach MAIN uses; there is a limit to the number of marks that can be allocated to these case studies. Candidates that misunderstood Question 7.3.3 as referring to loadshedding were not disadvantaged. Candidates are encouraged to start each question on the top of a new page.

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GEOGRAPHY
PAPER II

QUESTION 1 Fluvial, map skills, GIS

1.1 and 1.2 were very well answered (provinces and direction).

1.3 – benchmark question was poorly answered. Candidates did not study the picture carefully. A process of elimination should have helped identify the correct answer.

1.4 – the grid reference question was well answered.

1.5.1 – some candidates did not follow instructions here by using figure 2 for the answer. This was generally well answered though.

1.5.2 – either concept was accepted here, so many candidates answered this well.

1.5.3 (a) – the concept of abstraction was poorly understood by candidates with a clear lack of understanding it in a mapwork (drainage area) context. Teachers should use maps all the time when looking at fluvial concepts.

1.5.3 (b) – drawing the new watershed was poorly answered. Refer to (a) above.

1.5.3 (c) – the understanding of a confluence was very well answered.

1.5.3 (d) – candidates were not able to spatially place the Hex River on the GIS generated map. Integration of dams and stream patterns here is important (refer to (a) above).

1.5.4 (a) – editing mode open street map – this was very well answered by all candidates showing a good understanding of attribute tables.

1.5.4 (b) – data standardisation was not well answered. Some were able to identify height but not the reason for the data being *standardised.*

1.5.5 – this was well answered with most candidates being able to identify two reasons for the dam being silted up and polluted. Candidates sometimes used very short answers like "suburban area" – this by itself was not enough and need to be further expanded with an answer like "litter from suburban areas".

1.5.6 – the concept of rejuvenation and temp base levels was well answered by candidates.

1.6 – lots of options existed for candidates to get 4/4 in digitising the map and so this question was well answered.

QUESTION 2 Climate, map skills

2.1.1 and 2.1.2 – the cross section from the contoured aerial photograph was very poorly done with less than 50% getting 5/5 and 3/3. The photograph with clear white contour lines should have meant that candidates were easily able to draw one, but this was not the case. Some schools clearly had not taught cross sections at all. This is a basic skill that needs to be practiced on topographic maps as well as contoured aerial photographs with varying scales.

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2.1.3 and 2.1.4 – the concept of a vertical scale was not well understood. Again, practice with maps of varying scales will help. Oddly the concept of exaggeration was well understood and answered.

2.2.1 – season was generally well answered. Some advice here for candidates – stick to the main two season of summer and winter and do not use spring and autumn. Look for the obvious!

2.2.2 – naming the area was not well answered with candidates not referring back to the topographic map and just looking at the picture. Use all resources at your disposal to 'double check' your answer.

2.2.3 (a)/(b) – the heights were not read off the map correctly. Again, use of maps with defined contour lines (topo, contoured aerial photo or GIS themed maps) should be used here to allow candidates to practice practical examples. The end point was not directly on the 1220m line, so it had to be above this. It wasn't quite halfway, so has to less than the 1230. These are skills that can be mastered through repetitive map use. Gradient should always be practiced over and over again.

2.2.3 (c) – an average inferred a straight-line slope when it is in fact never really like that in reality. Candidates confused the concept of vertical exaggeration here and did not know the difference between average and reality.

2.2.3 (d) – the question led with "using map evidence" – this is almost always a block reference that is needed to substantiate the answer given. Candidates are to pay attention to this.

2.2.3 (e) – this was well answered.

QUESTION 3 Settlement, map skills

3.3.1 – most understood that new housing was evident on the photo. Some candidates referred to informal housing confusing this with low-income housing.

3.1.2 – this was well answered with most understanding that rural urban migration, along with the development of a mine, led to the need for housing.

3.2 – this sort of concept (urban cross profile) had never been examined in this way before but again it shows the need to integrate settlement studies with a map, where land use zones can be looked at in detail. A lot of candidates clearly did not manage to spatially analyse the map for land use zones.

3.3.1 – sphere of influence, threshold pop and urban function table was very well answered.

3.3.2 (a) – distance was surprisingly poorly answered. Some candidates made simple mistakes in converting from cm to km. This is one of the simplest skills. There was a large leeway given on this question.

3.3.2 (b) – this bearing and mag bearing was generally well answered. Mag bearing was perhaps more poorly answered than bearing. Again, these simple skills need to be practiced and taught.

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QUESTION 4 Economy, map skills

4.1.1 – the scale used here was a challenge for some (refer above to practising calculations on all types of maps and scales). It was a simple shape and these that could do area, obtained 4/4.

4.1.2 – candidates were required to use conventional knowledge of types of economic activity in an in-depth analysis of the map. For example, chicken farming can be done intensively (in coops) but a large area (such was evident on the map) showed the extent of the farming, making it extensive. The norm (intensive with small scale AND extensive with large scale) are not always correct – use map evidence.

4.2.1–4.2.2 – site always refers to physical reasons – a mine needs natural resources (chrome deposits) to develop. In terms of situation, the candidates did not use all information available to them (fact files, maps, etc.) to understand this. Transport is the simplest one when it comes to minerals or an agricultural product – what roads and markets exist around to transport this? This was not well answered. Again, using the map and all other resources, in conjunction textbook answers, is needed.

4.2.3 – this was well answered. Candidates understood that the river would get polluted.

4.2.4 – this was well answered with some excellent answers.

4.2.5 – past papers should not be pre-learned. Many gave benefits of beneficiation but did not link them to chrome.

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GEOGRAPHY
SBA MODERATION

Regional and National moderation took place online for the schools that were called for moderation. The 9 schools that were moderated Nationally were all new schools to the IEB and were compliant with the SAGs document. Files that were electronically moderated was 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 was completed. All tasks, tests, prelim examinations and marking guidelines was filed. The tasks were generally out of 100 and did address some different skills, including an essay with the IEB marking rubric. The 2 tests did follow a paper I and paper II format, from different reporting periods. The preliminary examinations generally mimicked the final examinations with regards to the new layout i.e. 7 questions within 3 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 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 needs to be spent on the understanding of tasks and different types of assessments during the geography conference.

Learner files all contained the letter of authenticity and completed cover sheet. Proof of feedback to learners is 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 candidates to improve their work. Teachers need to make sure that candidate's projects have a plagiarism report and final draft in the folder. It is also noteworthy that some schools did not focus on preparing the candidates 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 always divided into two parts: Teil A Reading Comprehension of three unseen texts, where reading for detail (Aufgabe 1), scanning (Aufgabe 2) and global understanding (Aufgabe 3.1 and 3.2) are tested. This section counts 60 marks. The second part of the paper, Teil B, is comprised of two questions on the setworks (either 4 and 5 or 6 and 7). Questions 4 and 5 were set on the books and 6 and 7 on the short stories. This section of the paper counts 40 marks.

Like in the past, most candidates encountered no or few difficulties in making sense of the texts and questions. Afrikaans-speaking candidates may still have an advantage, due to the similarity of German and Afrikaans, i.e. at syntax and vocabulary. Home Language German speakers who write German as a Second Additional Language naturally have a great advantage in comprehending the texts, although they do not always read carefully enough and thus make mistakes in their responses. We still notice that candidates are finding it increasingly more difficult to verbalise a concise and or logical answer. One-word answers are acceptable in some cases, but it must be correct in the context of the question. It would also be much appreciated, if candidates could cross out the option they do not do. In the case of a candidate answering both options, the first option is marked.

Candidates did quite well in Paper 1. Spelling and syntax errors are not considered, except in cases where the answer is not intelligible. Here it is of the utmost importance to stress the correct use of the personal and possessive pronouns. If an answer can be seen to answer the questions posed adequately, the mark is given. There were few incomplete answer scripts. The interrogative pronouns also play a big part in the understanding of a question. We saw almost no scripts in which correction fluid was used, but the use of pencil has increased. We did not expect irregularities in these cases, but candidates should be aware of the regulations regarding the use of a pencil. Where candidates are asked to indicate the correct answer, they should use a cross. Other symbols (for example a tick) should not be used. When incorrect work is crossed out, candidates should do it in such a way, that examiners can clearly see what the correct answer is. Reading literary texts, and the need to understand the idiomatic structures is a skill that enables candidates to deal with reading comprehension on different levels.

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 quite well in this question and found the text engaging and this meant that the opening questions gave the candidates confidence for the rest of the examination.

AUFGABE 2 READING FOR DETAIL (20 marks)

In this section, candidates had to match statements made about the text to a grid with a right or wrong possibility. It is important to note that appropriate answers need to be marked clearly with a cross. This question was also well answered. It is worth mentioning here that candidates should be made aware that they should not leave a question unanswered. Neither should they indicate both – in which case no mark is awarded.

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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 text must be selected from a list which also contains a distractor for each heading. For dealing with unfamiliar vocabulary, candidates should have been taught to deduce the meaning of a word from its context and to analyse parts of a word from the root word. Candidates did find this question rather difficult. A reminder: Texts on B1 level are also used and should be practised.

AUFGABE 3.2 (2 marks)

Candidates were given a short text in which they had to decide where they would like to have a light lunch, providing a reason for their choice which could be found in the text. Many candidates had no problems here.

TEIL B SET WORKS

Questions are set on an extract from the prose texts or one of the short stories studied. These questions can 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 no candidate started with a question, went to the next and did not cross out the unwanted question. 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 needs to be used in the quotation. Attention needs to be focused on writing clearly for example G/C, k/h and l/i. Do not offer alternative answers; only the first one will be marked. Take care to write the answers to a question on the correct lines for that question; do not muddle Q.4 and Q.7 for example. Check the mark allocation to ensure enough has been answered.

In the past, candidates did better in their unseen reading than in their literature. This year we noticed that more candidates answered the two sections equally well. The candidates showed that they could cope with Paper 1, even though this year has posed challenges, for example, the task of matching two sentence halves.

We commend the dedicated teachers and candidates for their diligence.

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GERMAN SECOND ADDITIONAL LANGUAGE
PAPER II

The marking team German SAL 2023 worked well together and the standard of marking was very good. We were happy to have such a dedicated group of teachers to be part of our marking team.

Although the marks ranged from poor to excellent, most candidates did extremely well. As always, the German Home Language candidates achieved really high marks. As in the past many other candidates also achieved more than 80% for the different tasks. This combination caused a heavy top load in the German SAL results.

A FEW NOTES

Correctional fluid: Very few candidates used Tipp-ex this year but wrong answers were crossed out in pencil. This should rather be done in ink. Candidates should also not answer their questions in pencil and the written pieces must be written on the pages allocated for the specific task.

Candidates must refrain from writing messages to the marker on the cover page of the paper.

The written tasks in the paper were answered well. Each theme had three/five listed points and the candidates were required to embroider on these three/five points (at least two sentences per point to get full marks for the content of the task).

Candidates sometimes lost marks (in the communication part) for disregarding instructions i.e.: Write an introduction and an ending or Say who you are…, etc.

Important: We are aware that the candidates are told at their last assembly at school: Do not write your own name in your answering paper: essays and letters, etc. This caused a problem for many candidates. Some then chose to write their examination numbers where their names were expected: For example: Mit schönen Grüßen.

20348586 (name)

Point allocation: In Paper 2 we allocated 60 points for written work (Sections A and B) and 40 points for formal grammar (Section C). Tasks A1, A2, B1 and B2,2 scored the highest marks by far although the other written pieces also scored high marks. More than half of the candidates scored high marks for tasks C.1 and C.2 but by comparison these two tasks scored lower marks (less than 30%) to the other tasks.

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SECTION A WRITING AN INFORMAL LETTER (30 MARKS)

In this section the candidates had to choose between 2 'stimulus texts' for the longer task: 1. Theme "Jugend und Freizeit" and 2. "Jugendliche/Gemeinschaft und Stromausfall".

Most candidates chose to do the first task. More than half of the candidates achieved more than 60% for the first task. Both tasks were answered extremely well.

A1: "*Freizeit*" The guidelines were mostly fully answered. More spelling mistakes were made than normal. The usual incorrect idiomatic expressions appeared: es sieht nach Spaß, ich kann Spaß machen, das gehen interessant wesen, Ich sehe aus nach meinem Besuch, viel statt sehr(and the other way around), Mensch/du statt man (das macht man [einen] sauer), schauen statt zeigen, studieren statt lernen, werden/wurden/würden, ich stimme zu mit, ich bin gut, ich hoffe, dass du gut bist, ich möchte sie bedanken, das/dass, Zeit spandiere, hässlich/häßlich, tolle/tollere/tollste, Spät/Spass, ob/oder, als/wenn, Wenn ich mit der Schule klar bin, Suid-Afrika/Südafrika. etc.

Some candidates did not write on the first guideline at all: *Why are you happy **for Jens**?*

A2: The second task was on "Loadshedding" and its effects on society and its teenagers. Some candidates confused the person they were writing to with the owner of the shop in the picture. They therefore referred to Marlis as "he". In the text however, it is very clear that Marlis is a woman: Schreiben Sie an **Ihre** Brieffreundin. Despite this, the candidates did very well in this task.

SECTION B SHORT WRITING

The semi-formal E-Mail. **B1** – all the candidates had to do the semi-formal task.

We expected the candidates to communicate in the formal *Sie*-form. They had to react to and show interest in an advertisement for a course in ***Word*** in German. Some candidates used the informal "Du" form which is not allowed in this specific task.

We accept in this task "Liebe Frau Meyer,…" and Sehr geehrte Frau Meyer,…" The last example however was often written as Geherte/Sehr Geheerte, etc.

Some candidates did not understand the task and thought that they had to write to Frau Meyer in order to explain how they would present this course.

Some candidates wrote: **Hi** Frau Meyer/Hallo Frau Meyer, wie geht es **dir**…- which is not acceptable in the semi-formal E-Mail.

Some candidates wanted to say how much experience they have in Word and said; Ich habe 2 Word-Kenntnisse/- wahrscheinlich "zwei Kurse" gemeint. Often the candidates wrote "Kürz" statt "Kurs", "sollen" statt "werden".

The second half of section B: In this section the candidates could choose 2 shorter tasks out of 3. They could choose between a blog on "Cellphones – advantages and short comings", a description of the after-school activities of a school boy and/or a thank you note to an invitation to a Christmas party. In each task the candidates were required to embroider on 3 points to get full marks for content.

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B.2.1 Theme: Opinions on *Cellphones* (for or against)

In one of the guidelines the candidates were expected to summarise the opinions of 2 candidates (what do these candidates think of cellphones?) Some of the weaker candidates struggled to say what the girl and the boy said about cellphones in the speech bubbles. The second guideline is about the candidate's own experience with cellphones.

Some candidates had difficulties with: sie sitzen auf dem Handy, In meiner Meinung, Anna ist von Meinung, sie sind viele Stunde auf den Händy. The candidates could often not distinguish between: das/dass, ihre Meinungen/eure Meinungen.

Most of the candidates did exceptionally well in this task.

B.2.2 Theme: *Beschreibung What does Markus do after school?* A comic drawing was given of a candidate playing basketball, eating with his parents, doing homework, watching a basketball game on TV, going to bed, etc.

Some candidates could not formulate an ending to this task (we expected: Markus went to bed early. He was tired after the long day. Markus had a great day. Markus fell asleep and dreamt about Basketball, etc.) Many candidates could not tell the time on the clocks in the separate pictures. Many candidates do not know the difference between 04.00 and 16.00. Am vier Uhr/Um vier Uhr, im allgemeinen/überall.

B.2.3 Theme: Thank your friend for the invitation to a Christmas party. The guidelines sometimes slightly overlapped.

Three guidelines were given. To each guideline two sentences. Therefore: 6 sentences on the content.

Say thank you: 2 sentences.
Say that you cannot come to the Party: 2 sentences.
Say why you cannot come to the party: 2 sentences.

Many candidates for example wrote: Thank you for the invite
but I cannot come…
because my grandparents are visiting us then.

These are only 3 sentences and covers only half the content. We allowed the candidates to write thank you for the invite but I cannot come – two sentences for the first guideline. But then they had to write two additional sentences on: Say that you cannot come: I am sorry that I will not see you at your party (first sentence), maybe I will come to your party next year, etc.

Some candidates struggled with "Einladung": Einleitung, Einleidung, Entladen. This caused some candidates to not complete the first guideline of this task (Thank her for the "Einladung" – invitation). Some candidates struggled with: "ablehnen".

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SECTION C

Grammar Language in context: In this section all tasks were compulsory. The text for the grammar was set on the theme *Festivals in Germany (The Oktoberfest).*

Some candidates found Teil C difficult. By comparison to the rest of the tasks in the paper, the marks were lower in this section.

We found that especially German home language speakers often did not understand some tasks because they did not know technical words like "Relativpronomen" or "Perfekt" or "trennbares Verb" or "Präteritum". We think that candidates (often German speaking) who are private candidates might have only one or two lessons per week, did not have enough to discuss the "template" of the paper, maybe because their German is good. Other candidates also struggled with these tasks but one would expect the mother tongue speakers to get full marks here.

We also found that the task on conjunctions was probably influenced by the candidates' knowledge of English which caused candidates to use the German word order incorrectly.

Many candidates lost marks because of carelessness. They would apply a specific grammatical rule perfectly but then write a capital letter instead of a small letter or vice versa as was expected in context.

At C1.4.1: **Find a separable verb and write it in the infinitive form:** Some candidates find a correct verb and then write it as they found it in the text. Next to this verb they write the infinitive form – as requested in the paper. This caused a problem during marking, because we mark: if there are two answers, we mark only the first answer – in which case the first answer would be incorrect. Candidates should be taught to write only the infinitive form of the verb.

Most candidates did well in this section. Some candidates could not formulate commands and did not have the vocabulary for opposites, synonyms or comparisons.

Teil C2: Some candidates still struggled with the relative pronoun. Many candidates correctly identified the plural dative case "*denen*".

A reminder: In Teil C number 7 verbs: There will always be two questions which 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 did excellent work to prepare their candidates for the final Matric Examination in 2023.

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GERMAN SECOND ADDITIONAL LANGUAGE
SBA MODERATION

A big thank you to all teachers who submitted excellent SBA files this year. Most teachers complied with the IEB regulations, which facilitates the moderation tremendously. Some problems, however, keep recurring.

The Teacher SBA file

The Teacher File requires the following documents:

- Contents page with school name, centre number and province.
- List of candidates, alphabetically, and the rank order list
- Required assessment tasks as per the German SAL SBA guidelines as well as associated marking guidelines (including rubrics). Between each task, test and exam paper must be a visible file divider.

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. Between each task, test and examination paper must be a visible file divider.

SBA Files are usually sent by the examination centre together with Paper 1 to the IEB.

German SAL SBA Requirements

Themes 2023 to 2025: Jugend and Wohnen

Essays 1 and 2: 200–300 words, written under controlled conditions.

Essays 3 and 4: 250 – words, edited, first marked with a symbol, second piece with a mark.

Test 1 and 2: These need to reflect the final examinations, are 40 to 60 marks only.

Preliminary examination, Paper 1 and Paper 2: Submit both question and answer papers.

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 reflect **parts** of the final examinations. That means, no test may be out of100 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 or a Teil C, 40 marks.

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

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What NOT to do

- Use ring binders or clip files or pages just stapled together.
- Include Oral mark sheets. We know the departments often slip them in, but these just organise confusion and we don't do anything with them. They have nothing to do with the SBA file, which is about written assessments. That also excludes Hörverstehen of any sorts.
- Use past papers in any of the tasks, be it tests or preliminary examinations.
- Give instructions to candidates addressing them with "du". The candidates are usually more than 16 years old, and in German we are obliged to address them with "Sie".
- Have a cluster fellow teacher write on the cover page of the Candidate file. No signatures, no comments. Just the candidate and his or her teacher write on this IEB cover sheet.
- Put loose papers of any sort in the quotation files. They fall out and can then not be reallocated to the correct file.
- Use plastic sleeves for any documents.
- Staple important documents to the front cover of a file.

Some observations

- When candidates write in a general manner, they use 'Sie' instead of the appropriate 'man'. This has to be taught to them.
- Relative pronouns seem to be problematic for many candidates.
- Some instructions contain basic grammar errors. Please check very carefully for grammar and spelling mistakes in the Fragebögen.
- Essays and tests were not numbered.
- Essays describing the contents of a room are not on the required level of writing. Those are themes for grade 8 or 9 candidates.
- Literature used for essays should be the poems or texts of the prescribed works.
- Teachers' corrections should be legible to the candidate.
- Totalling the marks on the front page of the learner file must be checked for calculating errors.

Purpose of Cluster Meetings

Teaching German to candidates, 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 candidate' 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, is sufficient.

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

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Portfolio moderation 2023

In 2022 it was suggested by our examination panel, that SBA moderators should explain in more detail, the requirements and purpose of the SBA to our new teachers and those interested in the process of moderation. This was facilitated with great attention to detail and this has had a positive impact on the submitted SBA files this year. We welcome any requests for information, and, especially in KZN, the SBA team is most willing and prepared to assist anyone who has any questions on SBA files.

This year too we came across many incredibly well set up SBA file and a lot of creative and original ideas. Herzlichen Dank to the very many talented and dedicated German teachers in South Africa, your work is seen and most appreciated, not just by your candidates. Dankeschön!

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GREEK SECOND ADDITIONAL LANGUAGE

This year we found that, generally, the learners responded positively to the examinations and that they gave relevant and appropriate answers to the majority of the questions. Most of the learners were well prepared and displayed a high level of interpretive skills towards the challenging questions. In some instances, certain learners misinterpreted questions.

PAPER I

This paper consisted of comprehension, language, and literature and examined different cognitive levels using a variety of questions and skills required to answer them. More specifically, the paper included questions requiring one-word answers, multiple choice question answers, true of false, short paragraphs and short answers. Most of the learners interpreted the text correctly, displaying their good knowledge of grammar and vocabulary. The paper also included a poster to which the learners responded positively indicating a good insight and depth.

PAPER II

This paper consisted of writing, descriptive essays, transactional text, reformulations of information and translations. Most of the learners used the sources to great effect and they were able to draw from the concepts of the text to express themselves. In many learners' responses the high standard of vocabulary was evident together with their ability to use language structures correctly in order to express themselves in a clear and concise way while displaying their ability to adapt knowledge to current affairs.

CONCLUSION

Most of the leaners were well prepared for the examinations.

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- મારો નારી સાથેનો અનુભવ ખૂબ જ
સુંદર રહ્યો, તે મારે લાગવાની જરૂરત નથી.
અને મારો પહેલો આલ્બમ, જે પહેલી નવલકથાની
Uneasy moments / મારા જીવનમાં ઉદાસીની પળો
નિર્માણ કરી હશે તે મારે દિલગીર છું.
શરૂઆતથી જ મેં જોયું છે કે તમે confron-
tation વગરનું આજ જેવી પરિસ્થિતિ ચૂંટણીમાં
ઘણી વાર સર્જાઈ હતી અને મારો response ઘણો poor
રહ્યો હતો. (આ બધી વાત મારી દૃષ્ટિએ નથી છે.) મારી
દૃષ્ટિ અને અનુભવ મારા મત મુજબ અલગ હશે.
પણ છેલ્લા દસ વર્ષમાં લિમિટેડ સમય, Communi-
cation gap, ચોખ્ખવટ ના કરવાની આદત,
priority આપણા બેઉની અલગ, આ કારણે ઘણાં
misunderstandings અને disappointments નો
અનુભવ થયો. બધું સમજુ શકું છું પણ છેલ્લો
અનુભવ ખૂબ જ કડવો રહ્યો.
મને એનું કારણ પણ ખબર છે. કે આગામક મારા
આગમને મારા મનમાં ઘણી અપેક્ષાઓ બાંધી દીધી હતી.
જેની મને પણ જાણ નહોતી. હકીકતમાં છેલ્લાં ૬ મહિનામાં
હું સાચે જ મનથી અને દિલથી તારાથી ઘણી દૂર
નીકળી ગઈ હતી. પણ તારા આ વર્તનના આગમનથી
પાછી લાગણીઓ નીચે પહેલે સળવળી ઊઠી. જેને સામે
સરળતા કરવામાં તારી કોઈ દોષ નહોતી અને કોઈ
concern નહોતો. કારણ કે અહીં બેતનનો problem
solve કરવા આવ્યો હતો, એ મને પાછળથી ખબર
પડી. હું તો Sideline માં હતી.

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બોરલે એમાં તારો કોઈ વાંક નથી.
બધો problem મારી અપેક્ષાઓનો હતો. એનું પણ મને કોઈ દુઃખ નથી પણ જ્યારે મારો પોતાનો કાબૂ મેં બોરલી દઈ ગુમાવ્યો કે મારી અંદરનો devil બહાર આવી શકયો ને કેટલા બધા વર્ષો પછી મેં આટલી ઉગ્ર ગુસ્સાની લાગણી અનુભવી. નું તો માત્ર સાધનરૂપ હતો. પણ મારી અંદર કેમ આવો આક્રોશ હોઈ શકે એ જોઈને હું પણ ડઘાઈ ગઈ છું.

ને કયારેય પૂછવાની દરકાર નથી કરી કે "હું શા માટે તારાથી unhappy/નારાજ છું, નાખુશ છું શું કારણ છે?" હું તને કેવી રીતે secure feel કરાવું કે તારે શું અપેક્ષાઓ/આશા છે?"
તારા Good morning ના messages આ સંબંધને nurture ના જ કરી શકે. એનાં માટે સંબંધો ને ઊંડા જળ સીંચવા પડે અને એ તારી તૈયારી નથી.

મેં તને કેતાંવ્યો હતો કે Don't take me for granted. — મને હંમેશા માટે તારી જ રહીશ એમ ના માની લેતો. નું જ પ્રેમની લાગણીના મીઠાં શબ્દો વાપરે તેની સામે જે રીતે નું મને ~~સાર~~ સંભાળ બતાવે એમાં આસમાન-જમીનનો ફેર. આખી દુનિયાના લોકો તારે માટે Top of the list હોય. નીલમતાકયાં જવાની છે? જાણીએ જ છે ને! એવું તારું વર્તન-વ્યવહાર હોય. દોસ્તીમાં ક્યાંય પારદર્શિતા જેવાં મળે. મેં મારી જિંદગીમાં ભરપૂર જોયું છે પણ બધું બોરલે મારી આવી ખામી-ખાસિયત હું સ્વીકારી નથી શકતી.
નું મારા mind અને soul ને touch કરવામાં સફળ નથી રહ્યો તો એવા સંબંધને જીવંત રાખી રાખવાનો બોગસ પ્રયાસ નથી કરવો.

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આપણે બંને એકબીજા વગર મસ્ત મજાનુ
જીવન જીવી શકીએ એમ છીએ.

તને જે કોઈ દિવસ ગમ્યા, તારા પ્રત્યેના પ્રેમની
કમજ ગમશે ને તો તું believe નહીં કરી શકે.
સંપૂર્ણ સિદ્દતથી તને ચાહ્યો હતો પણ કુદરતને
મંજૂર નથી. હું તારી possessive બનું તે પહેલા
તને દૂર કરવા ઈચ્છું છું.

હું નિરાંતે તારી જીવનને પૂછી જે કે કુણે નીલમે તને
કેમ જીવનમાંથી દૂર કરવાનો નિર્ણય લીધો હશે!
તું કદાચ politically તારી રીતે સાચો હોઈ શકે. તારી
પાસે તારા સ્વભાવાવના સચોટ કારણો પણ હોઈ શકે પણ
હું હવે જે feel કરું છું તે કેવી રીતે change કરી શકું
એ કહ્યું છે "હું વિચાર કરીશ" તો કહ્યું હું એ જ
mode પર/સ્થાન પર છું.

હવે મેં આ વાત ઈશ્વરને આધીન રાખી છે જે
ભવિષ્યમાં કોઈ બદલાવ આવે તો ઈચ્છા આપે
ના આવે તો એ પણ ઈચ્છા.

આવતી કાલથી શરૂ થતાં નવા વર્ષમાં નવા
નિર્ણયો! હંમેશા પાક્કા/ખાસ મિત્ર તરીકે તારી પડખે
ઊભી રહીશ. એનાથી વિશેષ કોઈ અપેક્ષા પરસ્પર
રાખીશું નહીં..

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HEBREW SECOND ADDITIONAL LANGUAGE
PAPER I

Overall, the marks achieved were very good. The candidates understood the two comprehensions and answered accurately and with insight.

ARTICLE A

The candidates understood the comprehension and the marks were very good.

Question A: Very good understanding.

Question B: Very good understanding.

Question C: Very good understanding.

Question D: Completing 2 sentences – this is a more challenging task and candidates answered according to their ability. The sentences were combined of 2 parts, and sometimes there was no link between the 2 parts of the sentence.

Question E: 1: "In your opinion, which of the reasons that appear in the article is the most effective in making Israel a successful "Startup Nation"? Most of the candidates answered well. Some candidates didn't give a **reason** but wrote about an important invention.

Question E: 2: Candidates answered well and explained their opinion. Candidates showed understanding of the situation and it was interesting to read their opinion on how Israel helps the neighbouring countries with purified water, and how this affects the relationship in the area.

Question E/a and E/b: Candidates wrote excellent answers. Candidates showed great interest and knowledge of the theme learnt (Inventions).

ARTICLE B

The marks were very good. The candidates answered very impressively.

Question A: Very good understanding.
Question B: Very good understanding.
Question C: Candidates had to analyse vocabulary. They answered according of their level of Hebrew. Many candidates found this question challenging.

Question D: 1: "Do we need schools? Does the article give an answer to this question"? The candidates answered very well and explained their opinion.

Question D: 2: "Is the role of the school only to teach different subjects or also to prepare the candidates for life"? The candidates wrote very interesting answers relating to the school's role and their parents' role. They also had to give a personal example. Some candidates didn't write an example and lost 2 marks for it.

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SECTION B PRESCRIBED TEXTS

The candidates were well prepared and answered according to their level, but overall, the answers were very good.

Some candidates learnt prepared summaries off by heart and wrote the full summaries they learnt, sometimes without adapting them to the questions.

Candidates must be more aware of the following:

A **The length of the answers.**

Questions **1 and 2 –** the instruction was to write an essay of about one and a half pages. There were candidates who wrote three pages and more per answer, especially for Question 2. It is a point that needs to be raised at the conference, as candidates who obeyed the instruction, couldn't develop their answers in the same way that as those who didn't obey the instruction and wrote longer answers. Of course, an answer of one and a half pages can't be as detailed as an answer of 3 pages. This point has been raised in conference 2021 and 2022, and still it happened in 2023.

B **Using of Full quotations.**

Candidates must give full 2 quotations and explain them. Some candidates quoted 2 words ("simu lev"). Some candidates brought full quotations but didn't explain them.

C **Focus on the question.**

Some candidates wrote a long essay about the poem or the story and **didn't focus** on what was asked.

QUESTION A "Simu Lev Lasegol Haroed" (Poem by N. Zach)

The question had 2 points:

A "Give another title to the poem". Candidates wrote good titles.
B Write an essay about the poem and if it finds favour in your eyes.

The instruction indicated to bring full quotations and explain them.

Some candidates didn't write if they liked the poem or not.

Some candidates didn't refer to full quotations. See comment B – Quotations.

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QUESTION B "Yeled Zar" and "Bead Hachalon" (Short stories by G. Shofman)

The candidates had to write an essay about the statement that Shofman wrote short stories which deal with human behaviour and feelings, and do not relate to a religion or a nation. That is, the stories are universal and only deal with human psychology. Candidates had to adopt a stance and substantiate it on the content and ideas of two stories that were prescribed.

The candidates showed a very good knowledge of the stories and wrote good answers.

Some candidates wrote full summaries of the two stories and didn't focus on the question, while other candidates focused their essay on the statement and used the two stories to prove it, which was the correct way of answering.

Some candidates didn't obey the instruction to the length of the answer, and instead of writing one and a half pages, they wrote 3 full pages and more.

We need to speak in the conference on answering an essay question that is based on a given quotation or statement and following the instruction relating to the length of the answers.

QUESTION C "Buba Memukenet" (Poem by D. Rabikowitz)

Candidates had to write about one lesson they learnt from the poem.

Most candidates answered to the point, expressed their opinion, and explained it.

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HEBREW SECOND ADDITIONAL LANGUAGE
PAPER II

GENERAL COMMENTS

Most candidates completed the paper within the time allocated. Most were clearly at ease with the level of the demands of the exam, and there was a high proportion of good examples of high-level answers.

Markers saw a small number of very poor scripts from candidates who appeared not to have prepared adequately for the examination.

SECTION A WRITING A DESCRIPTIVE/NARRATIVE TEXT, EXPRESSING OPINIONS, IDEAS AND FEELINGS

It appeared that this year the content of the stimulus passages did indeed fire up the imagination of the candidates. The topic does concern most, if not all, youngsters and, as such, many candidates 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 candidates to express themselves freely.

There were some outstanding examples of excellent responses using rich and vivid language as well as using the appropriate register. Some candidates 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 candidates that longer answers are not necessarily awarded more marks. Teachers are also urged to remind candidates to leave some time to thoroughly check their responses at the end of the exam.

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

SECTION B WRITING A TRANSACTIONAL TEXT/FORMULATING INFORMATION

This section is made up of three different sub-sections and the responses in these sections demonstrated that the great majority of candidates understood the instructions given without any great difficulty.

Sub-section 1: The candidates were requested to write three short texts according to a given statement. A very small number of candidates failed to understand some of the stimuli and wrote on completely different topics.

Sub-section 2: The candidates were requested to write a dialogue in response to a given situation.

Sub-section 3: The candidates were requested to express thoughts and emotions in response to a visual.

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

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

SECTION C REFORMULATION AND SYNTHESIS

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

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

Out of 40 marks, 24 are given for the content and the other 16 for vocabulary and knowledge of grammar.

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HINDI FIRST ADDITIONAL LANGUAGE

First Additional Language Paper 1, 2, 3 was set to complete fairness to the candidates, a total balance according to Bloom's taxonomy. It was set to a high level and covered all aspects of the subject requirements according to the assessment plan.

In Paper 2 the candidates were given more than sufficient choices in literature, this paper covered all major topics from the FAL Syllabus. The choices were vast using contextual and essay type questions in poetry, stories and drama. Unfortunately, only one candidate wrote the FAL papers, so we cannot compare the degree of testing across the candidates. The FAL candidate scored fairly well in all the papers. After making so many changes to the Paper 2 – literature, it is satisfying to know the candidate enjoyed the paper. Candidate scored very good marks.

Pictures were clearly visible but last year pictures were printed in colour made the visual more exciting to write about. This year I saw a copy of the paper with black and white pictures. Not sure if the original that went out to schools were printed in colour. I think the colour makes a huge difference to the candidates' thoughts and creates creativity in the mind. I thought the themes and topics used in Paper 1 and 3 were very interesting to the young learners. It was related to that age group of learners. Compared to 2022, the 2023 FAL papers were much more learner friendly. Overall, I think the papers were good and successful. I am pleased with the candidate's performance. Candidate achieved excellent results in November 2023 examination.

Looking forward to another good year of setting the Hindi FAL papers.

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HINDI SECOND ADDITIONAL LANGUAGE

Overall, I have seen a good spread of marks, with some candidates excelling whilst others still struggling. Most sections were successfully answered. The marking and moderating were consistent. All went well as usual although we felt rushed to meet the deadline. My team worked well under pressure and managed to complete the task on time, despite the moderator not being in attendance.

I conclude that the papers were appropriate in relation to the aims and outcomes and clear instructions were provided.

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HISTORY
PAPER I

DISCURSIVE ESSAY

Generally

- Candidates largely showed understanding of the questions and gave a wide range of answers, all of which were marked on individual merit.
- Some candidates 'crow-barred' pre-learnt essays responses into their examination answers – this is discouraged owing to the nuances within essay questions.
- Note: there is no set question style/wording – candidates should be exposed to differently worded essay topics.
- *Candidates must be encouraged, as part of best practice, to PLAN essays* – even in an examination. With accurate time management of Section A and Section B, candidates do have sufficient time to plan an essay.
- Hackneyed expression is still evident i.e. "In conclusion…", "Thus it can be seen that…" and so forth – this impacts on style and must be avoided by candidates.
- When candidates are looking to quantify 'extent' or 'validity' and so forth – please encourage the use of words such as "larger/greater" as opposed to "big/high/lots of…" etc. – the converse is true too, "lesser/minor" instead of "small/low…" etc.
- Candidates should avoid expressing personal socio-political views or biases in essay writing.

Structure

- With regards to the formatting of a discursive response as an argument/counter argument, though candidates are strongly discouraged from this approach in discursive essay writing – *the insertion of a valid counterargument was credited; however, as these counter argument attempts are usually convoluted and laboured, they impacted style and overall argumentation and so candidates penalised themselves.*
- The context paragraph is still present but is better integrated into the essay with more linking present.

Content

- The candidates did display a lack of content knowledge, and this was shown in various ways:
  - Selection of evidence was problematic in many essays. Either the candidate approached evidence with a "grapeshot" approach, resulting in the insertion of irrelevant content; or whilst core facts may have been present, there was a lack of detail. *Selection of evidence is an important criterion in that it exists within the rubric and therefore candidates are duly credited for the content; or penalised for content that is omitted or flawed if present*.
  - Candidates struggled to clearly differentiate separate ideas within the content e.g. Truman Doctrine and Marshall Aid/Berlin Blockade and Berlin Wall/World Bank and IMF and so forth. This conflation of events then undermines cause and effect, thereby skewing argumentation.
  - Candidates need to deal with content in a chronological manner – unless the essay requires a 'thematic' response. This further speaks to the need to plan an essay.

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Specifically

QUESTION 1

The question required candidates to consider how divisions in Germany, but specifically pertaining to Berlin as well, contributed to Cold War tensions. Using Yalta and Potsdam as context, candidates needed to have included Berlin Blockade/Berlin Airlift, NATO, Warsaw Pact, 1958 U2 crisis and Berlin Wall as relevant evidence. The essay needed candidates to show that Berlin contributed to Cold War tensions; or with reasoning, did not contribute to Cold War tensions. Some candidates interpreted the question as Berlin was the *only*/*main* cause – this skewed arguments and meant that candidates were marked as not fully 'understanding the question'. Candidates largely 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 have a thorough knowledge of the Cold War (indeed, all sections) in order to select *appropriate and relevant evidence* to back up essay questions asked.

QUESTION 2

Candidates in this essay were asked to look at the role that Black Consciousness i.e. the ideas, rather than perhaps the movement, played in the lead up to the Soweto Uprising. It was determined at standardisation that as this is not a language paper that answers spoke to any reasonable definition of 'central' would be duly credited. Candidates could therefore argue to a 'main' or 'primary' role played by Black Consciousness. Evidence required would have broadly spoken to factors that lead to Soweto e.g. Impact of Apartheid, Bantu Education, working class militancy but did need specific reference to Afrikaans as a medium of instruction. Answers needed to reference the nuanced idea of whether Black Consciousness did indeed play a central role *by being linked to the events* that led to the Soweto Uprising.

Candidates are encouraged to understand the nature of cause(s) and effect(s) and how that impacts argumentation in discursive essays.

QUESTION 3

This question needed candidates to identify the three major organisations of western capitalism and how they create dependency in the developing world. Candidates were credited where arguments referenced means by which developing nations are able to reduce dependency e.g. BRICS. Candidates also seemed to subsume WB and IMF with little or no distinction.

Candidates need to be able to *clearly differentiate the role and nature of each organisation* separately and so are encouraged to read outside of the textbook(s). This theme is challenged in that SAGs viz textbook(s) have not kept pace with developments in globalisation post-2015 but where candidates possessed relevant knowledge "into the 21st century" they were credited.

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EXTENDED WRITING

Generally

- The quality of the extended writing is continually improving.
- *Candidates, however, are encouraged to read the descriptor above the source carefully – this usually contains useful information that pertains to the answer. Whilst no reference to the source is expected, the candidate certainly could describe elements within their answer.*
- *Evidence of spotting, however, themes not fully learnt or understood – candidates in some instances only learnt part of the theme.*
- Candidates should avoid expressing personal socio-political views or biases in extended writing.

Structure

- Structure is neither credited nor penalised in EW. Candidates are, however, encouraged to answer the sub-questions as set as a single holistic answer. (As per the 2022 report)
- Candidates should endeavour to answer sub-questions in order – creates flow. (As per the 2022 report)
- *Full sentences must be used* as when candidates use point-form, the necessary detail is lost.
- Note: Traditionally there are three sub-questions set, but that is not a rule, so four sub-questions are also feasible if the content needs scaffolding.

Content

- Candidates are still encouraged to provide factual content that is relevant, specific, and detailed. (As per the 2022 report)
- Candidates must be familiar with the SAGs content requirements and how that pertains to extended writing. (As per the 2022 report)
- A useful guide to deciphering the extended writing questions: sub-question a) will speak to the *context* of the event in question i.e. 'What factors lead up to it?'; sub-question b) will ask about the *course* of the event i.e. "What are the details of the event?'; and sub-question c) will ask about the *consequences* i.e. 'What happened after the event/how did it change history?'

Specifically

QUESTION 4

Candidates who chose China had learnt it well and were able to answer the sub-questions well. Many candidates understood the context sub-question as well as the role of Mao and Khruschev, the *impact viz consequences* of the Sino-Soviet Split was, however, not well answered.

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QUESTION 5

Candidates understood, overall, what was required to answer this question. However, some candidates struggled to give clear evidence of 'Total Strategy' with the context of the armed struggle, Frontline states, Eastern bloc support for the liberation movements, increased internal resistance i.e. the 'onslaught' perceived by Botha. Though the question specifically referenced 'repressive' measures, some candidates included 'reform'. (To include reforms as repressive measures is disingenuous as this ignores the fact that they are separate ideas, though bound by the same objective of reinforcing white power/control. The inclusion of reform was ignored but were this an essay answer this would have led to the candidate being penalised for the inclusion of irrelevant information.)

QUESTION 6

Candidates who attempted this question mostly had a sound knowledge of 'Glasnost' and its role in Gorbachev's reform process. Some candidates confused 'Glasnost' and 'Perestroika' which was regrettable but not uncommon, and this had a negative impact on their mark. Whilst the question required a more social-political context, credit was given to evidence that broadly spoke to the situation in the Soviet Union which lead to Gorbachev responding with his reforms.

OVERALL IMPRESSION OF PAPER I 2023

The comments about Paper I, gleaned formally and informally, were on the whole positive. The stability of the past decade has meant that Paper I contains no surprises in terms of format or questioning techniques. This has been further reinforced with annual unpacking of a rubric that has also remained largely unaltered for a number of years now.

Paper I 2023 marked well. Marking process remained one of integrity with answers marked in line with well-standardised answers. All markers must be commended on their professionalism and commitment to the marking process.

This is my ninth, and final, examiner's report for History Paper I. It has been an honour serving the history community, maintaining the rigorous assessment standards of the IEB, and assisting to develop the subject. It has also been a privilege working with so many committed markers, especially the Senior Sub-Examiners who have walked this journey with me. I remain humbled, thank you.

RECOMMENDATIONS FOR 2024

- **Teachers and candidates must be familiar with the SAGs – especially with the shift of themes between the two papers, as well the Case Study, for 2024.**
- **Teaching and learning are encouraged to seek content from more than one textbook/source as alluded to in comments above.**
- **Candidates are encouraged to be fully compliant with the demands of discursive essay writing.**
- **The 2023 marking cohort are encouraged to build capacity within their clusters in terms of assessments standards in light of rubric expectations.**

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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 Protests 1950s to 1970s, the Coming of Democracy in South Africa, and Independent Africa.

Teachers must be commended for the way they are teaching the skills of History. However, candidates continue to struggle to answer higher-order questions, which is concerning. Please emphasise again to candidates that it is in their own best interests to answer Section A first, then Section B, and then Section C – candidates who did this finished the paper. There was an improvement in the length of answers – overly-long answers have diminished, but some centres still need to encourage candidates to study the mark allocations and the nature of the question as guides to length and depth.

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 candidates and studied by candidates to provide the necessary context for each source and to assist with historical interpretation of sources.

SECTION A

QUESTION 1

1.1 Candidates must please pay attention to numbering and number as per the question paper. Some skipped answers. Candidates need longer, in-depth answers when asked to 'explain'.

1.2 Some candidates provided visual clues that were not actually in the photograph. Please caution them to focus on what is in the photograph.

1.3 Many candidates failed to show bias – teachers need to teach bias. Some candidates tried to reword the context provided above the photograph.

1.4 Too many broad and vague answers here. Tanzania became Angola or the Congo and even South Africa. There was no focus on Tanzania, many confused Zaire with Tanzania. There were too many generic responses. Some teachers did not teach Tanzania – that was evident in the candidates' responses. Some candidates did not focus on economic aspects, they wrote about everything else. Many candidates wrote about the 1980s and beyond.

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QUESTION 2

2.1 Many candidates did not or could not extract the correct information. This is a skill that needs to be practiced in the classroom. Please make sure that candidates can differentiate between 'aims' and 'nature of'.

2.3 The ability to find evidence that proves nonviolence, was generally not well done.

2.4 Many answers here, were just too vague or broad and did not link back to the United States government.

QUESTION 3

3.1 Many candidates did not know Roe versus Wade. Candidates should have some current affairs knowledge.

3.2 Again, candidates struggle to extract information. Candidates must read carefully – the question states that the article must be used to extract the information, not general knowledge.

3.5 Candidates did not read the question carefully – the question asked for 'type', but the candidates described or explained. Many candidates focused on the article rather than on the image within the article.

SECTION B

Teachers need to ensure that candidates 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. Candidates also need to know the value and limitations of primary and secondary sources.

5.1 Candidates who did not get full marks for this answer did not explain adequately, as directed by the question.

5.2 Candidates needed some own knowledge in addition to extracting information from the source to achieve full marks for the answer.

5.3 Candidates need to be taught the difference between the middle class and the working class. This answer was poorly done.

12.1 Candidates often gave one-word quotes without any context or explanation. Often no evidence was given at all. Some simply copied out the entire source.

12.2 Some candidates seemed to avoid making a call on whether reliability was affected negatively or positively, and often the answer was from their own opinion.

16.3 Some candidates answered the question as if it had asked 'what' and not 'how'. Candidates need to be taught the difference.

16.4 Candidates' answers here were very superficial. Very little true understanding of the visual meaning in the cartoon was demonstrated.

16.5 There was a mix up between usefulness and reliability here. Many candidates stated that a cartoon is not useful at all.

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SECTION C

Last year's pointers bear repeating: The quality of the answers in this section has improved from year to year. Teachers are to be commended for their efforts in teaching what is a higher-order skill task with many complexities.

Candidates MUST take a stand: one line of argument must seem more convincing to them than another and they must advance that argument throughout the essay, using evidence from the sources. Candidates should try to 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. However, a variety of language usage is acceptable – as long the marker can determine clearly what the stance is versus the counter argument. The counter argument must be clearly indicated, it often wasn't. Essays need to have every paragraph linked to the question – the focus must be clear and intentional, not implied. Linking words such as 'moreover', 'furthermore', and 'however' need to be correctly used.

The counterargument must be evident in the introduction and in the conclusion and must be explicit – candidates need to address the 'extent' of the argument and the 'extent' of the counter argument, with words like 'larger' and 'lesser'. Also – some introductions are far too long, in general, but there is an improvement in this. 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 – there were some candidates still doing this.

Candidates must not start their exam with the essay – some centres are still doing this.

Candidates must try to link the visual sources to the argument or counter-argument – many struggled with this, but many got it right!

There was quite a bit of lumping and listing this year. Many centres are teaching their candidates to describe/analyse each source in a separate paragraph. This style leads to lower marks and tends towards writing a narrative essay. Please emphasise that candidates must reference their use of sources. It is a requirement!

Some candidates are spending an extraordinary amount of time on massively detailed planning and then not finishing their essays. In some cases, candidates are writing out a rough draft and then a neat draft – there is absolutely no time for that. Planning needs to be reasonable in relation to the time needed to write the essay. Planning needs to include time to do the argument and time to interrogate a counterargument.

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HISTORY
SBA MODERATION

GENERAL COMMENTS

- The 2023 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 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".

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 are now phrased more similarly where there is a choice within a single assessment, allowing for closer standardisation in level of difficulty.
- Paper 1 Extended Writing questions seem much better than last year. Teachers are captioning and referencing the stimulus source and choosing more relevant and helpful sources. More centres are phrasing the overarching "big" question better with appropriate sub-questions, that are 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 seems to be a wider range of questions now, balancing knowledge, skills, and cognitive levels.
- Paper 2 Source-Based Essay questions are generally phrased clearly and an area to grow in for most of us is in providing comprehensive marking guidelines that classify the source evidence into how they can be used for an argument and counter-argument, as they do in the final paper marking guidelines.

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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.
- Many teachers opted for the Alternate Tasks in 2023 and most used the instructions and rubrics as set out in the SAGs correctly. Despite a few initial bumps, they seem 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 shines through and your professionalism is evident. Let's keep supporting each other and our learners. 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. Their dedication to this subject is commendable.

It is evident that practical skills being taught in the kitchen assist candidates in this examination.

Layout and general impression

The candidates were comfortable with the write-on format. Thank you to all teachers who made the effort to convert their papers to this format and adequately prepare the candidates for the final examination. It is recommended that Grades 10 and 11 also get accustomed to the write-on format.

If candidates make use of the extra space at the end of the answer booklet, it is important that they clearly indicate that they have done so. This makes the process of marking and moderation easier.

Candidates must be trained to read questions carefully and take note of the mark allocation so that they answer questions appropriately.

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.

An improvement in the candidates' essay writing skills was evident. There was an improvement in critical thinking and effective communication. It was pleasing to note that teachers are clearly giving attention to these aspects – improved articulation of thoughts with clarity and coherence was apparent.

Candidates must be trained to use the rubric to guide their response to the essay question. They must learn to use their own voice when writing essays. They should make reference to sources when shaping their responses but not rewrite the exact words that are given. The sources should be used as guides, as well as the content referred to in the question. Essays will always link to content from the SAGs.

SECTION A

QUESTION 1 (MCQ)

This question was generally well answered.

QUESTION 2 (Match to columns)

Many of the candidates were able to answer this question about wine, suitable dishes that pair with the wine and the use of the correct glassware. Teachers should focus on the basic information when teaching the topic of wines.

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QUESTION 3.1.1 (Odd one out)

Candidates were unsure about basic terminology. Teachers must focus on terminology in the teaching process (to recognise the terminology and to use terms correctly) so that candidates are confident when faced with terminology in the question paper.

QUESTION 3.1.2 (Odd one out)

Candidates must remember to give a reason for their choice.

QUESTION 3.2

Generally, this question about the symptoms of TB was answered well.

QUESTION 3.3

3.3.1 Poorly answered – again this comes down to using the correct terminology.

3.3.2 Poorly answered – Canape (a bite-size piece of toast with a savoury topping).

3.3.3 Well answered – candidates are familiar with the term intolerance.

3.3.4 Most candidates failed to identify pickling.

3.3.5 Most candidates failed to identify oxidation. This should be familiar to the candidates as it is first taught in Grade 10.

QUESTION 3.4

The question was answered poorly.

SECTION B

QUESTION 4

Candidates were successful in completing the SWOT analysis for the case study supplied. They did get confused between permanent staff and job opportunities for the local community. Non-revenue-generating areas were identified with great success. Questions about service excellence were answered well. Candidates were very familiar with the strategies to put in place to alleviate the effects of loadshedding. Question 4.9 was a higher order thinking question – candidates struggled to answer it.

QUESTION 5

Most of the questions were answered well. However, candidates were confused about the handling of leaf and granulated gelatine. Many wrote dispersion over a Bain-Marie or adding it to hot water to melt. Teachers should demonstrate the differences in the processes to their learners. The distribution and suspension of solid ingredients in gelatine were poorly answered.

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QUESTION 6

Candidates were able to identify the classic French desserts. They were however unsure about the type of pastry used for Mille Feuille. Most candidates did not know why lemon juice is added to puff pastry. The steps to prepare choux pastry were answered well. It was good to see that candidates are exposed to this in practical skills development classes.

QUESTION 7

Candidates did not know the difference between a Pavlova and a baked Alaska. They were able to distinguish between the three types of meringues adequately. They were familiar with the requirements for successful whipping of egg whites for a meringue dessert.

QUESTION 8

This question about costing was answered poorly. Candidates did not know the basics and relied on a certain format to assist them in answering the costing questions or doing calculations. Once again, candidates must be taught the basic formulas and steps without placing too much emphasis on a certain layout/format. When asked to evaluate the suitability of the menu, many candidates were not able to critically evaluate, and only listed menu items. They were not familiar with the food laws for each religion or mixed them up. These are basic skills that can be tested in short, informal class tests throughout the year.

QUESTION 9

Once again candidates struggled to identify meat cuts. This remains a problematic area. They could also not identify and suggest the correct cut for specified dishes. Advantages of stuffing of meat as well as deboning meat was answered exceptionally well. They were familiar with the fact that game is low in fat.

QUESTION 10

Candidates could identify cultivar, producer and origin from the label provided. They were however not familiar with types of wines and the serving temperature. Candidates must read questions carefully to make sure they answer what is asked and not what they presume is being asked. Question 10.3 asked for the procedure on presenting the wine and not the service thereof. The question on guidelines for mixing cocktails was answered poorly.

SECTION C

QUESTION 11

Most candidates answered this essay question very well.

In conclusion, teachers are commended for going beyond the curriculum, inspiring and empowering their learners to think critically, analyse information, and express their ideas thoughtfully. Their efforts contribute not only to the academic achievement of candidates but also to their personal and intellectual growth.

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HOSPITALITY STUDIES
SBA MODERATION

Teacher and Learner Files were generally of a good standard. It was encouraging to see an improved compliance with the requirements of the SAGs. Recommendations from last year were addressed by most teachers.

Marking was of a better standard this year.

Please read the Moderator's Feedback Report and take the recommendations seriously. Recommendations are made so that the evidence of work is in line with the SAGs requirements.

The following areas need attention:

- No PAT documentation should be included in the SBA file.
- Using clearly marked file dividers in the files makes moderation easier.
- As evidence of moderation, the first moderation should be submitted as well as the corrected draft. This is important because this is used to verify the moderation process. Moderation must please be done in GREEN PEN for easier recognition. When done on-line this can be done in red.
- Where possible external post-assessment moderation needs to be completed, especially for the prelim. Post-assessment moderation should not just be a checking of mark calculation. There needs to be more substantial moderation, in green, taking place. Post-assessment moderation for tasks was not done.
- Topic specific assessments (tests) must mirror the format of the final exam i.e., Section A – 15%, Section B – 75% and Section C – 10%.
- This year there was little improvement in the feedback given to learners. We believe that teachers might be giving verbal feedback to learners when discussing assessments in class, but from a moderator's perspective there must be written evidence of such. Constructive, in-depth, meaningful feedback should be strived for. This is a wide-spread issue that needs to be improved by the teachers.
- Referencing techniques by learners can and must be improved. All images used in tasks must be referenced correctly, not just at the end of the task in the bibliography but under or next to each image.
- When marking Section C there is not enough feedback given to the learners for this section.
- Clear evidence of how a task or essay is marked must be provided. Sometimes there is not a single indication of this on the learners' scripts. Only a mark given on a rubric. A moderator cannot verify marks if this is the case.
- Weightings of tests and exams is very important. Please ensure that if a teacher moderates another teacher's tests and exams that the weightings are correct.
- Teachers should clearly indicate on the marking guidelines where the marks are being allocated to ensure the memorandum is valid and fair.
- Every teacher is encouraged to do their utmost to produce new, current, and up-to-date questions for assessments and tasks. We should all strive to broaden our data base of questions. The sharing of quality questions amongst teachers is encouraged.

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HOSPITALITY STUDIES
PAT MODERATION

Moderation at schools went smoothly. 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 2022 moderation process and applied the changes to improve areas of concern.

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.

Most skills/techniques set out in the SAGs regarding practical work are being applied, however, due to high food costs there are some commodities not being practised. It is recommended that teachers demonstrate skills and techniques on those commodities that are costly. The standard of PSTs has improved and most schools complied with the inclusion of photographic evidence.

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 a panel member.

Organisational aspects

- The files contained the correct annexures as per the SAGs.
- Mark schedules were for the most part completed correctly. Some calculation errors were picked up. Marksheets can be formulated in an 'Excel' spreadsheet to avoid errors in calculation.
- Marks on learners' cover sheets were calculated to two decimal places for each assessment and rounded off in the final total.
- Filing was done according to the cover sheets given in the SAGs.
- Most teachers ensured that their files were well organised with dividers and tabs for the various sections.
- There has been an improvement in the evidence of pre- and post-assessment moderation of PATs and PSTs, however there are instances of inconsistency with pre-assessment moderation and incomplete post-assessment moderation.
- 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.

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.
- Evidence of practical skills covered must be provided i.e., the recipes and planning must be included in the teacher's files and the learners' files must contain evidence of recipes and completed preparation sheets.
- As reported in 2022 the preparation of yeast products which is covered in Grade 11 remains a concern.

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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. One completed at the end of term 1 and the other in term 2.
- PSTs must be completed before the final PAT.
- A reminder that there must be a minimum of FOUR skills displayed and a minimum of TWO recipes used. Only grade 12 commodities may be assessed in a PST.
- The standard of the of learners' written preparation remains a concern.
- The teacher should take a few minutes before a practical lesson to guide the learners in writing up their preparation sheets.

Practical Assessment Tasks

- The standard of internal PATs was good and met the requirements.
- The minimum number of PATs required is two per year.
- 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 learners.
- As mentioned in 2021 and 2022 the drawing up of a timeline remains an area of concern. Teachers need to guide learners in doing this for every PAT.

The Final PAT

- The recipes with instructions provided by the IEB 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 were adhered to.
- There was an overall improvement in work division. Learners should be encouraged to help other members who may be falling behind or need extra help.
- There was a marked improvement in the presence of the teacher during the final PAT. Teachers must be available and visible to assist learners yet must be careful not to do the work for them.
- A reminder to limit the use of devices during the final PAT. Learners should only be using their devices 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:
  - Washing of hands – any learner entering or re-entering the kitchen must wash their hands.
  - There is an improvement in the use of 'non-slip' mats under chopping boards, however the use of incorrect knives for tasks remains a safety risk.
- The amount of assistance by extra teachers and staff needs to be kept to the minimum. Too much work was done prior to the final PAT.

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- There is no need to have a large pax for the final PAT which results in extra learners from other grades helping with preparation. Allow larger groups for other PAT functions during the year. A smaller pax for the final PAT eases the pressure on the learners who find the PAT intimidating.
- The final PAT, where the number of learners exceeds 12, must be strictly kept to Grade 12 learners only.
- Portion control for plating saw more improvement in 2023. Continue to encourage learners to follow famous chefs on social media platforms for exposure to new trends.
- The service of hot food on a cold plate remains a concern. There needs to be a plan in place for plates to be kept warm before service with the use of hot trays and oven warmer drawers.
- The plating of dishes is the responsibility of the learner 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.

Food service

- 2023 enjoyed phenomenal improvement in terms of overall food service. Schools are finding their sweet spot and own personalities in terms of the best method of service.
- After the 2022 conference there seemed to be confusion as to the steps to service and the method of team service. This was explored at the 2023 conference with a demonstration video courtesy of CBC Mound Edmund which put the technique of team service in perspective.
- It is encouraging to see that some schools have employed a teacher or assistant to help at PAT functions. This has eased the pressure on the teachers in these schools which has resulted in overall improved performance.
- The personal appearance of the waitrons was very good.
  Areas of service that remain a concern:
- 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.
- Coffee service.

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INFORMATION TECHNOLOGY
PAPER I

General Feedback

I believe that the paper was well received. From the marking session many of the candidates did very well in both sections. This year's paper attempted to make a more significant use of the datetime classes. It was encouraging to see the number of different ways that candidates attempt to use datetime objects. I believe that candidates were well prepared for an inheritance-based structure in contrast to the composition-based structure.

Printing

Thank you to all teachers and schools who make a concerted effort to ensure that each candidates printing is correct and in order. A continued appeal to printed single-sided, text-wrapped and in question order.

It is of vital importance that each candidate should check that all the scripts printed are their own and that their examination number should appear as comment in the top of the classes. It is encouraged that printing of code be done via the IDE in which candidates are writing their code. Candidates should check that all printing done for their examination is correct and that only the code that must be marked be submitted. If multiple copies of a question are submitted only the first seen question is marked.

QUESTION 1 STRUCTURED QUERY LANGUAGE

As with previous years candidates performed well in their basic query abilities with most of the first questions having little to no variance. It is important candidates understand that there is a difference in using a left join to an inner join and that the two are not mutually interchangeable. Also, that when faced with string manipulation questions using hard coded values that were not explicitly given in the question or as part of the format of text cannot just be assumed as the data could change and still be in the given format. Dates have been covered well but candidates should be comfortable with calculating exact difference in days between two given date fields.

QUESTION 2 CLASS DESIGN (SHORTTERM)

Many candidates are very comfortable with the basic structure of this question. There was very little variation on the standard coding of the fields and their accessors, mutators and toString. The higher order question of 2.5 that challenged candidates on determining the difference between two given times and their ability to interact with their datetime objects. Here there was variation in how candidates attempted to solve the problem. These variations were taken into account by the marking team for this question.

Candidates should keep in mind the naming conventions around the parameters and the order of how 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 (LONGTERM)

Candidates showed that they were well prepared for inheritance. Very little variation was found for the standard questions on child class constructors and overriding methods from the parent class. Question 3.5 which was an overriding method from the parent class that tested candidates on how to extract day information from their datetime objects showed the most variation which was as with Question 2.5 accounted for in the marking guidelines and by the marking team for this question.

QUESTION 4 ARRAYS OF OBJECTS (PARKINGMANAGER)

Candidates were well prepared for this section of the paper. The ability to read a file and populate an array is now well understood. Candidates are also very comfortable with the datetime formatter and dealing with datetime values that are in different format. This section showed the most variance with candidates using a variety of formatting attempts.

The sorting of arrays must always be done from first principles and key to that is the correct initialisation and coding of the for loops both the outside and inside loops.

QUESTION 5 USER INTERFACE (PARKINGUI)

Candidates have become very confident in this section. 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 (GENERATEBILLING METHOD)

As from the previous year the question used some scaffolding in that it encouraged the use of a method built that would be needed to complete the second part of the question. The novelty in this problem solving is that each line from the text did not represent a unique instance of a parking ticket but could be the same car arriving and leaving the parking space multiple times in a day or over the course of a few days.

Due to the nature of the question, there were many different approaches to solving the problem of calculating the billing for the different times cars used the parking garage. The mistake that many candidates make is in not understanding how polymorphs applies and that there was a difference in how the long term and short-term parking's were billed.

Candidates are encouraged to read through 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

GENERAL

The November 2023 Theory Paper was well-received with virtually all comments from schools who submitted the reflection questionnaires being positive comments. All queries received on the reflection questionnaires were thoroughly debated by the examiner, moderator and senior sub-examiners before marking commenced.

QUESTION 1

This question was generally well-answered and most candidates did their best, however, there were centres where this question was not attempted which is very disappointing. Candidates should be trained to attempt this question even if they are unsure of the exact correct answer.

QUESTION 2

This question was very well answered. It included some good distractors which most candidates were able to distinguish between.

QUESTION 3

Some items to note from this question:

- There is no excuse for candidates to not know the functions of an operating system. This is emphasised in the syllabus from Grade 10 onwards.
- Some confusion between "License models" and "License types" was evident; candidates were not penalised.
- Similar to functions of an operating system, candidates must know the differences between multitasking, multithreading, multiprocessing, and hyperthreading and be able to relate them to examples and processing situations.

QUESTION 4

The only problem area in this question was the ability of the candidates to apply their knowledge of compression techniques to the given examples. There was also confusion with some candidates about exactly how lossy and lossless compression work. More emphasis is needed here in teaching – there is always a reduction in the file size, although this is smaller with lossy. Many candidates thought that with lossy compression there was no reduction in file size at all.

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QUESTION 5

The understanding of the application of networking has shown a gradual increase over the last few years which is pleasing. Candidates approached this question well and their answers were generally good in all respects.

Some points to note:

- The opposite of symmetric encryption should correctly be known as asymmetric encryption. Candidates came up with all sorts of different names for this but seemed to be able to describe how it differed from symmetric.
- A lack of clear reading of some questions (e.g. 5.4.2 which specifically referred to "after ordering food from the café") ended up in poor marks being achieved. Candidates are urged to read the questions carefully so that they are able to get the best marks in a question by following the instruction.
- Question 5.4.4 (a) and (b) – distinguishing between client-side and server-side scripting the application thereof was not well answered. There seemed to be a general lack of understanding between these two concepts and how they work. Emphasis needs to be given to this in the classroom.

QUESTION 6

In this question, poor reading of the questions and relating these back to the supplied text was the main cause of problems in candidate answers. Further to this the knowledge and awareness of world tech trends seems to be a challenge. There were, however, some excellent and creative answers to many of the questions which showed great thinking by candidates.

QUESTION 7

There was a general improvement in the knowledge of candidates when answering this question. Many candidates misinterpreted "Invalidated data" as "Unvalidated data" – these two concepts are different. There were many candidates who successfully transferred the knowledge from the question on IP address shortening into the reasons why leading vs trailing digits in shortening, but some didn't. This was a high-level question which relied on candidates being able to transfer the new learned knowledge and combine this with their knowledge of bit sizes, positional values of binary digits and an understanding of magnitude of numbers.

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QUESTION 8

Although the answering of class diagram questions has improved over the past few years, there are still some areas which need attention. This year's question focussed mainly on static fields and methods which had not been deeply questioned before.

Some general points:

- Because the non-static class fields that had been given in the question were already populated into the class diagram, a few candidates thought it was not necessary to include the static class fields.
- Static fields and methods MUST be underlined.
- Static final fields MUST be shown in capital letters and must have a value assigned if this is given in the question – in this case, a value of 60.
- Data types – some candidates are still using language-specific data types instead of the standard required: integer, real, string, etc.
- Constructor methods: these are named Constructor, not the name of the class, and fields must be in the same order specified in the question and named/typed in the correct format.

The trace table question was well-answered, although some centres still need to improve candidate skills in this regard. Some small tweaks in teaching will result in better marks overall for candidates.

The question on truth tables suggests that there is a lot of attention needed in this regard. Columns which have specific header values are meant to be for final values, not for workings. In addition, a variety of symbols were used by candidates in this question: the only acceptable values are 0 and 1, and if the final column suggests True/False, then True/False or T/F are acceptable. Emphasis will be made in this regard at the UGC in February.

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INFORMATION TECHNOLOGY
SBA AND PAT MODERATION

For 2023, the number of schools required to send work for Further Moderation has drastically decreased. This is attributed to the excellent work being done by teachers, clusters, cluster leaders as well as the first-round moderators.

For 2024, please take note of the following:

- **Further Moderation:**
  - If your centre is required for further moderation, **ALL** requirements for this moderation must be fulfilled according to the first and further moderation circulars sent out by the Independent Examinations Board.
  - All teacher files must be organised, electronically, according to APPENDIX C.
  - Meaningful names for folders must be used.
  - All learner files must be organised electronically and individually according to APPENDIX E with a completed APPENDIX E (PDF) for each learner.
  - Each learner must also have a marked PAT rubric and with the evidence of work for all phases.

- **Feedback from moderation:**
  - During the first round and second round moderation process, detailed reports were created for schools to provide guidelines and advice for their 2024 submission.
  - It's important that these reports are read, and guidelines and advice implemented.

- **Appendix D:**
  - Please include a signed (principal & teacher) scanned copy.
  - Examination numbers for learners 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 out offs are used in the calculation of the learners' marks.
  - Please include signed scanned copies of IEB Marksheets in alphabetical and rank order.

- **Formulation of SBA mark:**
  - As per the SAGs the SBA mark is 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 learner's SBA mark.
  - The use of the entire mid-year examinations as tests, severely disadvantages learners. This must be refrained from.
  - Theory Tests cannot be used as a Practical Test component and vice versa.
  - To assist learners, please test different aspects for Theory and Practical Tests as this will give the learners an opportunity to master skills in different sections of work.
  - Multiple Theory Tests and Practical Tests can be given and the Best Of method used for the relevant SBA section, to afford the learner the best possible mark.
  - Providing learners with the option to do the Data Validation Task, will assist learners in obtaining a better SBA mark. It will also assist learners with the thinking and working with the validation of data for the PAT.

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- **Assessments:**
  - The use of old Exam papers and tests are not allowed. Learners may not have an unfair advantage.
  - A Cognitive Analysis Grid for the three levels, must be created for **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 available for all assessments.
  - Complete memorandum/marking guidelines with alternative solutions, must also be available.
  - Proof of pre-moderation of assessments must also be available. These could be in the form of a detailed report from the moderator, or a tracked document of the assessment, containing changes and comments from the moderator.

- **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 learners, this is to ensure that there are no situations arising where work is not submitted.
  - Learners must be provided continuous feedback and given opportunities to resubmit work based on teacher comments and suggestions. This will ensure the best possible PAT mark for the learners.
  - 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 have been exhausted in getting the learner to submit PAT work.
  - Either the Word version or the Spreadsheet version of the PAT rubric could 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 learners' work must be marked consistently based on evidence submitted. Learners with similar evidence must be given the same mark.
  - Marks for criteria cannot be awarded without the evidence of work.
  - Please ensure that learners use the correct convention for Class Diagrams as well as the correct symbols for Flowcharting and/or the correct convention for Pseudocode.
  - Please encourage learners to ensure that they have meaningful comments in their code.
  - Periodic moderation of PATs at cluster level will also assist in ensuring that the right standards are being met. This will also assist with determining the authenticity of PAT work submitted.

- **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 and their assessments moderated by the cluster to ensure that these assessments are of the correct standard and rigour.
  - A reminder that cluster set assessments must be done by all schools in the cluster, as per guidelines provided in the SAGs (3.4.1).

Thanks to the first-round moderators for their time and diligence in checking that schools are meeting the moderation requirements.

An appeal is being made for more teachers to apply to become first round moderators. This invaluable experience will most definitely add value to the various clusters.

All the best for a great academic year ahead.

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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 candidates have mastered the summary skills, however, some candidates still have the tendency of giving their own opinion on the given text instead of summarising the given text. Educators are therefore urged to ensure that all the candidates understand what the summary question is about.

UMBUZO 3

ICANDELO C IMIBONGO

The candidates' response to the unseen poem is very encouraging. The majority of the candidates scored very high marks in this section. However, the response to the seen poem was very discouraging. It is important to ensure that all the poems are done and revised by the time it is exam time. It was evident that many candidates lacked the vocabulary or the poems were not revised. When prescribed poems are taught in class the following aspects should be covered:

(i) Poetic devices
(ii) Language and style
(iii) Figures of speech

Educators are encouraged to ensure that all the prescribed poems are taught thoroughly and revised well.

ICANDELO D UKUSETYENZISWA KOLWIMI

Some candidates performed well in this section, however, there is plenty of room for improvement. Aspects such as intetho-ngqo, izivumelanisi zezichazi, isandiso, amaxesha ezenzi kunye nemo elandulayo are still problematic.

GENERAL

In general, both the candidates and the educators are applauded for a job done well.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
PAPER II

General comments

In this report I will provide a constructive guidance on how to answer questions while sharing my observations from the marking process, highlighting the strengths and weaknesses of candidates who attempted these questions.

Format of the exam

The examination comprised of two sections, **A** and **B**. Section A worth a total of 70 marks. Questions 1 & 2 were compulsory questions and candidates were to choose between Questions 3 & 4 and Questions 5 & 6. Section B consisted of two questions, worth a total of 30 marks. Out of this total of 100 marks across sections A and B, 70 marks was available for candidates to demonstrate their understanding of literature allowing them to organise and describe events focusing on story elements. 30 marks were available for candidates to demonstrate their writing skills.

Format of the question

SECTION A

Question 1 & 2 were contextual. **Question 3 & 4** were dialogues. **Question 5 & 6** were essay type questions.

SECTION B

Question 7–10 were longer pieces worth a total of 20 marks, and **Question 11 & 12** were shorter pieces worth a total of 10 marks. Candidates choose two topics, one longer piece and a shorter piece. Candidates were asked to demonstrate their writing skills on these questions.

Comments on specific questions

QUESTION 1

The most successful answers showed an extensive knowledge of the text, and the less successful responses were due to misunderstanding of the question and failing to raise certain issues raised by the question. Overall, candidates responded quite well in this question.

QUESTION 2

Candidates demonstrated understanding of character traits, using relevant references to support their arguments.

QUESTION 3

Most candidates showed an understanding of the context: Nkosikazi Jali's first encounter with the twins and the beginning of the twin's new life in the new family.

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Less successful responses offered very little analysis especially that of incidents and the consequence.

QUESTION 4 was a less popular question. There were too few responses seen to make a meaningful comment.

QUESTION 5

This was the most popular question however candidates were so keen to get started with the process of writing and not keen enough on reflecting hard on what the question provided for their guidance.

SECTION B

Candidates were required to write a letter or email. They were confident in this writing skill and were clearly aware of the need to establish the context, purpose and register. The majority managed to cover these features in an introductory paragraph. As candidates were required to choose one piece out of three topics.

QUESTION 9 & 12 were the most popular questions. Generally, most responses were well structured and adhered to letter writing conventions (introduction, body and conclusion). There were few incomplete answers.

Once again, candidates are reminded about the importance of question practice under exam conditions as an essential part of preparation for the exam. These preparations will help them to take time to read questions and requirements carefully, whilst also learning to apply their knowledge to a specific scenario. For example, Questions 5 & 6 candidates were required to adhere to letter writing conventions (introduction, structure and body). This requirement was not fully met since many candidates did not provide a well-structured essay even though it was mentioned on the question paper that the structure is an essential part for this type of question. Remember, almost every piece of writing you do should be organised into paragraphs.

Advice to candidates and teachers

- Candidates should practise responding to short questions like those in Section A of the examination.
- Candidates should pay attention to mark allocation and number of words and provide more detailed thorough responses for questions with higher mark allocations.
- Candidates should read the question carefully, and their responses should be relevant to the topic. Irrespective of the quality of their writing, if the candidate's response does not address the topic; they cannot attain high marks. Relevance to the topic is of primary importance.
- Correct punctuation is of utmost importance. Candidates must use this tool very carefully understanding 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 candidate responses.

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 candidates answered all the questions in this paper and most of them have done very well. Most candidates finished the paper. There is only one candidate who did not finish Section D.

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 have done well in this section.
- However, some candidates answered a one-mark question with a long paragraph. They spent a long time on this section.
- Most candidates did not do well in Question 1.1.1, where they were supposed to give the meaning of the figure of speech.

SECTION B SUMMARY

- This section required the candidates to read the passage and summarise it in 5 points.
- The candidates managed to write 5 points in this section.
- 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 used their own words.
- All candidates wrote 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 have done well in this question.
- The candidates did not find it easy to differentiate between consonances and assonances.
- Figures of speech were challenging in this question for the candidates.

Seen poems
- Most of the candidates did well in this section.
- Some candidates did not find it easy to give meanings of the proverbs and sayings that are in the poems.

SECTION D GRAMMAR

- This section required the candidates to answer questions based on grammar, visual material, advertising, and editing skills.
- In this section all candidates have done very well.
- They have a good understanding of grammar.
- All candidates understood the advert and answered the questions very well.
- Most candidates managed to score high marks on editing skills.

In conclusion, I must say the paper was fair and all candidates managed to get good marks.

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ISIZULU HOME LANGUAGE
PAPER II

SECTION A

QUESTION 1 AND 2

These are essay questions based on the drama: **IKHOHLISANA IHLOMILE**.

- There was a choice between Question 1 and Question 2 of which Question 1 was answered by the majority of candidates.
- This question was answered well as candidates focused on the theme and what motivated the characters' actions as specified by the question.
- The question required the candidates to comment on the message as conveyed by the book; candidates managed to focus on the characters that highlight the message in the book as specified in the question.

QUESTION 3 AND 4

A choice question based on the short story: ***AMAGEMFE***.

- All candidates chose Question 3 and no candidates chose Question 4.
- Even though most candidates understood the story and the incidents in the story, they struggled to base the analysis just on external and internal conflict. Most candidates who answered this question retold the story and could not relate the story to the conflict.

SECTION B

QUESTION 5

Question 5 was based on writing the Memorandum (Indabambiko) based of the school environment and the community surrounding the school premises.

- The content in the answers was good, however, candidates did not know the structure of writing the memorandum. Only one candidate wrote the structure correctly.
- 50% of the candidates wrote the addresses as it seems they interpreted the question to be assessing a letter.
- 2 candidates wrote it as a paragraph with no understanding of the structure of the memorandum.
- The teacher is advised to encourage candidates to pay attention to the structures of the transactional writing pieces.

QUESTION 6

Question 6 was based on the writing of the Curriculum Vitae (Impilomlando).

- This question was well answered except for one candidate.

Overall, this paper was answered well.

The following was common mistakes throughout the paper.

- Some candidates forgot to use 'Izaga nezisho'.
- Retelling the story in Section A instead of focusing on what the question is asking.

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ISIZULU FIRST ADDITIONAL LANGUAGE
PAPER I

On the first day of the standardisation process, the examiner, moderator, and senior markers convened to discuss and establish the marking guidelines for the IsiZulu FAL Paper 1. Their collective efforts and valuable time dedicated to this critical phase are appreciated. The contributions made during this meeting played a pivotal role in setting the foundation for the subsequent standardisation process.

Day 2 saw the inclusion of sub markers in the standardisation process, marking a crucial juncture in ensuring a comprehensive and consistent approach to evaluating the IsiZulu FAL Paper 1. The entire day was devoted to a thorough standardisation of marking guidelines. The commitment and contributions of the sub markers are highly valued, as their insights enriched the overall standardisation process. The paper entailed 17 pages, consisting of four sections and a total of 11 questions. Each question underwent rigorous scrutiny to ensure that the marking guidelines accurately reflected the intended assessment criteria. The collaborative efforts of the entire team contributed to the development of a robust and reliable framework for evaluating the IsiZulu FAL Paper 1.

The whole team effort is acknowledged with gratitude. Their commitment, expertise, and time investments have been instrumental in ensuring the quality and consistency of the marking guidelines for IsiZulu FAL Paper 1.

SECTION A COMPREHENSION/READING AND VIEWING [30]

QUESTION 1

Question 1, which revolved around the theme of leadership, a topic easily relatable for candidates. In general, candidates performed well in this question. Most candidates displayed confusion between ubuhlanga and ubulili. Teachers are strongly advised to emphasise the distinctions between these concepts in their instruction to candidates. Also, there was notable confusion among candidates between ukuyala (giving advise) and nokunika isizathu (giving a reason). Teachers are urged to provide clarity on these instructions to avoid further confusion. Teachers are advised to instil the principle that "iqiniso noma ngamanga" (truth or falsehood) cannot be replaced with a simple "yebo noma cha" (yes or no). This fundamental principle should not be compromised.

QUESTION 2

Question 2 focused on visual literacy and assessed candidates' vocabulary knowledge, particularly adverbs of place and time, and general vocabulary. The question involved identifying three popular Netflix series among teenagers, providing an opportunity to evaluate candidates' language skills. Some candidates demonstrated a lack of understanding of the difference between isandla sokudla and isandla sobunxele. Teachers are encouraged to address and clarify this distinction in their lessons. While candidates performed well, there is a need for reinforcing basic vocabulary, especially days of the week and weather forecast terminology in IsiZulu. Teachers are urged to review and teach these fundamental concepts assumed to be known from lower grades.

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QUESTION 3

The visual literacy component on loadshedding in Question 3 proved to be well-received by most candidates, who demonstrated strong performance. However, some areas require attention. Teachers are advised to teach and emphasise the distinctions between amadolobha (cities) and izifundazwe (provinces). Some candidates demonstrated a lack of knowledge of these terms in IsiZulu.

SECTION B SUMMARY [10]

QUESTION 4

The summary section also entailed the theme of loadshedding. It emerged as the most successful part of the paper, with candidates performing excellently. Question 4 yielded positive results, showcasing the effectiveness of teachers in thoroughly explaining the required details of the summary section. While the overall performance was excellent, some candidates failed to adhere to the required structure of presenting five points in their summaries. Some provided fewer than five points, and others presented their summaries in paragraph format. A few candidates neglected to write the number of words at the end of their summaries, while others, although exceeding the correct word count, failed to adhere to the specified limit. Teachers are strongly advised to instil the correct rules of the summary section, emphasising the importance of adhering to the specified structure and word count. Clear communication of these guidelines can significantly enhance candidates' performance in this section.

SECTION C POETRY [30]

QUESTION 5,6, 7 & 8

The poetry section posed challenges for candidates, both in the analysis of seen and unseen poems. While generally covering the seen poems, some candidates struggled to move beyond the main ideas and probe into the detailed analysis. Additionally, confusion persisted in distinguishing terms such as izinzwa from izifengqo. Teachers are strongly advised to unpack and clarify the concepts of izinzwa and izifengqo in the classroom, addressing the confusion observed among candidates. The distinction between ukwenzasamuntu and ukwenzasasilwane caused issues for candidates. Teachers are urged to thoroughly explain and differentiate these terms in their lessons.

Candidates generally performed adequately in the analysis of unseen poetry, but there were instances of confusion between terms such as iziphumuzi ekugcineni kwemigqa and isizura. It is recommended that candidates focus on identifying the specific parts of the lines that match the terms in question, rather than writing the entire line. Candidates need to identify and isolate the actual parts of the lines that match the terms asked in the question, such as isolating imvumelwano to prove understanding instead of writing the entire line. While responses to the instruction 'tomula' improved, it is noted that some candidates who provided the number of the lines were not compensated with marks. Teachers are encouraged to guide candidates on extracting the actual line instead of just providing the number.

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Teachers are strongly urged to thoroughly unpack the poetry section in the classroom, including the types of poems based on all seen poems and umoya wenkondlo. Clarification should be given on concepts such as iziphumuzi ekugcineni kwemigqa and isizura.

SECTION D LANGUAGE AND GRAMMAR [30]

QUESTION 9, 10 AND 11

It's noted that while some candidates responded satisfactorily, there were instances of poor performance, indicating gaps in the coverage of certain language components in classrooms. Overall, candidates responded satisfactorily to Section D. However, there were schools where performance was poor. There were indications of both well-covered and poorly covered language components in classrooms. Some candidates did not demonstrate the separation of demonstrative pronouns from nouns. Some candidates only wrote the demonstrative pronouns. Teachers are urged to emphasise the clear display of both demonstrative pronouns and their corresponding nouns, including the dropped vowel of the noun. Demonstrative pronouns should not be written in isolation.

Specific grammatical structures, such as izinciphiso, isabizwana sokukhomba, ondaweni, and ukuphika, have consistently been asked in past examinations. Despite this, candidates did not perform well in these areas. Teachers are advised to emphasise the use of izihlanganiso in sentences.

In summary, there is a need for teachers to address specific issues, such as the separation of demonstrative pronouns from nouns, and to place greater emphasis on certain grammatical structures, including the use of izihlanganiso in sentences. This information can guide future teaching strategies to improve candidates' performance in these areas.

CONCLUSION

We extend sincere thanks to all candidates and their respective schools for their diligence and dedication to the language. Your commitment has not gone unnoticed, and we appreciate your efforts in engaging with the examination process.

A special note of gratitude goes to the moderator, senior markers, and the entire marking panel for their invaluable contributions. Your expertise and dedication have played a crucial role in ensuring a smooth and effective marking session.

To our esteemed teachers, we urge you to utilise old exam question papers as a valuable resource in your teaching approach. This practice equips candidates with the necessary knowledge and skills to successfully navigate the examination. By familiarising candidates with past papers, you contribute to their ability to read, interpret, and respond appropriately.

Together, let's continue to work towards providing candidates with the tools they need for success. Your ongoing dedication to education is instrumental in shaping the future achievements of our learners.

Thank you for your collective efforts and commitment to the advancement of IsiZulu First Additional Language.

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ISIZULU FIRST ADDITIONAL LANGUAGE
PAPER II

Overall, the teachers and the candidates where very pleased with the balanced standard of this paper. Most candidates did very well, which is a testimony of teachers' and candidates' hard work, showing clear understanding of the expectations of the SAGs document, and assessment standards.

It was also evident that short stories enable every candidate to have the ability to respond to questions, even though some confused characters, however, their knowledge of the content of the stories was quite pleasing.

SECTION A

QUESTION 1

As usual most candidates did very well in this question, which was expected. However, some struggled with **Question 1.6** which was focusing on the main characters' personality. Some candidates struggled to give a proper definition supported by the facts from the book.

Some also struggled with **Question 1.2** choosing a definition of **intandane** and **Question 1.3** having to explain why crime promotes **ubuntandane**.

QUESTIONS 2

Most candidates understood the question of external conflict, however struggled with the difference between lesson and a conclusion of the story. Some candidates struggled with **bullet 3.1 and 3.2** which has to do with how the main characters' behaviour affects other characters. Candidates to ensure that they have answered all the bullets, and to avoid mixing facts or omitting facts.

QUESTION 3

Most candidates understood the **dialogue question** and answered very well, showing huge improvement. However, there are a couple of common mistakes by some of the candidates, which cost them to unnecessary marks:

The structure of the dialogue is supposed to have the following: introduction/ heading, format/skipping lines for neatness and one or two feelings/emotions (e.g. uyakhala/ ukhathazekile) in order for the candidates to collect all structural marks.

The content: some candidates focused on 3 marks of creativity and forgot about the 7 marks of pure facts found in the book. Teachers must focus on helping candidates to stick to the facts, not to use vulgar language, count and write the number of words.

Other candidates confused the facts, characters, some wrote between three characters when the question asked about two. Candidates must also use appropriate register and tone.

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QUESTION 4

Candidates who are fluent in a language and can express themselves did very well in this question, however some did not follow the scaffolding, omitted some facts, hence lost unnecessary marks. Those who struggled with the language, understood the question but struggled to express themselves accordingly because of the lack of vocabulary. Some struggled with giving their opinion about the advice they would give to uSithuli after reading the second book.

Although there was an improvement, teachers must continue to remind the candidates about the structure of this question, which is usually an essay format, **heading, introduction, paragraphs, and conclusion**.

QUESTION 5

Most candidates chose a **speech** instead of a **formal letter**. Most candidates lost easy marks on the structure of these functional writings.

Those who chose the **speech** struggled with the structure of the speech, however they were able to answer most of the content points. They wrote the speech as if they were writing an essay. No heading, no greeting according to the protocol, no thanks for the opportunity to speak and introducing the speaker. Teachers must focus on teaching the structure of a speech.

Those who chose the **formal letter;** some did not write two addresses, did not write any date in proper IsiZulu, introducing the person they are writing to without using an "u" (mhleli/ mnumzane/nkosikazi B.Z Gumede) showing respect since it's a formal letter, instead of using his name, and using an "u" at the end of the letter when closing:

(Yimina ozithobayo
uThandeka Gumede)
Candidates must also avoid greeting in a letter as if they are seeing the person directly (e.g. Sawubona…), they should only greet in the **speech** because they are addressing people directly.

QUESTION 6

Most candidates chose an **invitation** instead of an **advert** and did well. Even though they were guided with subtopics of what to include, some candidates did not write the heading, dates and who is invited by whom (e.g.: isimemo esiya kuNjabu Mahlangu/emndenini wakwaMhlangu) (isimemo sivela kuSithando Luthili/emndenini wakwaLuthuli). In IsiZulu we don't use 12 am/pm or 12h00 instead we use 12 emini/ebusuku. We also do not use RSVP instead we say uma uzophumelela xhumana noThembi kule nombolo 057 643 4546, etc.

For the **advert** most candidates did not have a **slogan** such as **walala wasala**, which is the most important thing.

Some candidates struggle to time themselves, hence end up not writing question 6 at all or not completing the question. Candidates are encouraged to start with any question.

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Common errors

- There is still a challenge with **scaffolding questions** whereby some candidates struggle to answer according to the bulletins, which acts as guidelines to ensure that candidates answer everything accordingly to collect maximum marks. Candidates must practice answering these questions by using old IEB examination papers to help them focus on facts rather than writing unnecessary content or being repetitive.
- Although this has improved, there are still some candidates who are not stating the number of words required and writing them down or meeting the required number of words. These are easy marks from **Question 1–6,** however some candidates lost most of these marks, which could be a difference between a symbol. Candidates must also avoid writing the incorrect number of words or writing far more than what is required.
- For choice questions such as **Question 5 and 6** candidates must always choose according to their strength to collect maximum marks. If the candidate changes his/her mind he/she must indicate by cancelling the question he/she does not want marked. If not, markers will only mark the first one, unless indicated.
- Yet again, there were a few candidates who answered most questions in English, which is not allowed since this is IsiZulu FAL paper. However, a teacher can encourage learners to try by **"Zululising or Zulufying"** the words if they have forgotten.
- Although this paper is not language based, candidates must avoid grammatically careless mistakes such as possessives (e.g.: udadewabo wakhe, udadewakhe instead of udadewethu). Separate demonstrative pronouns (eg: Le ndoda/ Indoda le… instead of lendoda), etc.

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ITALIAN SECOND ADDITIONAL LANGUAGE
PAPER I

SECTION A

Candidates fared very well overall.

QUESTION 1

Comprehension (The smallest *focaccia* place in the world); candidates fared relatively well. Both the questions on vocabulary (synonyms) and grammar were challenging.

QUESTION 2

Comprehension (Statistics on Italian Population and Families); most candidates fared relatively well. The question on grammar was challenging for some of the candidates.

QUESTION 3

Comprehension (Interview with Ermal Meta). Most candidates coped with the requirements of this question. However, some found the grammar questions challenging.

SECTION B

Candidates generally found the prose questions more challenging than the poetry questions. The questions where candidates had to motivate their own ideas and had to make an in-depth analysis of the general meaning of the piece seemed challenging for the majority of the candidates.

The overall performance of Italian Paper I is of a very high standard.

Having common guidelines on what to cover while studying a literature text would be recommended to guide teachers and candidates to fully understand the context of the literature.

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ITALIAN SECOND ADDITIONAL LANGUAGE
PAPER II

SECTION A QUESTION 1

All choices were almost equally popular. Both topics (fairy tales and sport) that were offered enabled candidates to express themselves adequately.

SECTION B QUESTION 2

All choices were almost equally popular. Only a few learners struggled with the formal construction required by two of the subsections. Lots of them, though, didn't respect the number of words required, mostly by exceeding the limit. It is necessary to reconsider the mark guidelines and make sure to highlight instructions regarding the length required.

SECTION C QUESTION 3

Learners again didn't respect the number of words required, sometimes doubling it. Unfortunately, we noticed that some learners have just "cut and pasted" the information provided.

SECTION C QUESTION 4

This question was quite challenging. Despite the instructions to learners, lots of the learners found it difficult to create the typology of text required.

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ITALIAN SECOND ADDITIONAL LANGUAGE
SBA MODERATION

Overall, the SBA portfolios received met the Subject Assessment Guideline requirements and demonstrated some creative and rigorous assessment tasks. Thank you to the teachers for all their efforts.

Teachers are encouraged to make note of the following:

- The use of flip files using plastic sleeves. These are not to be used as removing sheets may cause problems as the sheets may go missing and it is not easy to read.
- Marks on the cover sheet were correctly calculated but the final mark was left in decimals. It is imperative that teachers not leave marks in decimals but round off to the closest number.
- File dividers. These were present but protruding ones cause problems as they may fall off.
- Tests: Some tests did not reflect the final examination. Some teachers use comprehension tests more than once whereas they should be using a poem or a reformulation even an essay. The comprehension test was not reflective of the ones found in the final examination.
- Rubrics were absent. These are imperative as it assists candidates in understanding what is required of them.
- Correction codes. These were present, except the code sheet explaining the codes.
- Rank order sheets. These should not be placed in a candidate's portfolio.

Teachers Portfolio:

- Tests and memoranda: Tests and memoranda must be available. They must not be one document, rather separate.
- Ensure that tests are reflective of the final examination structure and prescribed works.
- Presentation of tasks: In the event of a teacher's portfolio being used for more than one school, it is not necessary to place copies of the same questions and clarify who it is for. There is then a repetition of the same tasks and waste of paper. If the tasks are different, it is important to place those questions in the portfolio.
- Content page: Content pages were present – what was missing were page numbers with section headings.

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LATIN SECOND ADDITIONAL LANGUAGE
PAPER I

SECTION A PROSE

Questions 1 and 2

1.1–1.5 – Cicero

Cicero is not easy to capture precisely, but where it is possible to reflect the subtleties of his meaning, these must be reflected, for example:

1. In line 4, the word "quod", meaning "which" (in this case the antecedent actually follows the relative pronoun for rhetorical effect) was translated as "as to the fact that" which reduces the effect of the word-order.
2. Historic infinitives should be translated as past tense verbs.
3. Some candidates had difficulty distinguishing between *iste/ille/ipse*/and *idem.*
4. Words taken out of order create inaccuracy, e.g. posterius (line 2) (this also occurred in Paper 2).
5. Candidates must be able to distinguish the difference between the infinitive e.g. "servari" – "was being kept" and the gerundive "ponendum esse" – "had to be put".
6. Accuracy is important.

Question 2.1–2.4 – Livy

- Moderately well answered; no major problems.
- The contextual and textual questions were fairly well answered; some small hiccups regarding basic historical context.
- Confusion occurred in certain centres, where "vinctos" and "victos" were confused.
- Likewise, "exciderat" means "fell" not "escaped; "apud" – "in the presence of" not "on the side of".
- The contextual and textual questions were fairly well answered.

SECTION B POETRY

Questions 3 and 4

3.1–3.6 – Catullus

- Translation was moderately good.
- Accuracy and correct English are important. E.g. "totum = "entirely" not "all".
- If a word is used symbolically e.g. "salis", it must be translated to give its meaning in English, i.e. not "salt" but "wit".
- 3.3(d) – Candidates should show an understanding of how societal norms and laws in Ancient Rome differed from our society.
- Scansion was generally good; candidates MUST adhere to the accepted notation when marking long and short syllables and the Caesura; long and short markings must be above the VOWELS. Where the last syllable of a line is obviously long or short, it must be marked as such.

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4.1–4.4

- Tenses should be consistent in English – use past or present, but not a random mixture of the two. Latin uses the historic present; this often sounds clumsy in English.
- The section on scansion was generally done well; some candidates did not place the marks for quantity over the vowels; others had little idea of what they were doing.
- Again, the translation needs to be accurate and reflect the Latin as closely as possible. Candidates should not learn by rote without connecting the English clearly in their minds to the Latin.
- Certain candidates found the contextual questions difficult, especially those in which higher-order thinking skills were required. Candidates should be encouraged to analyse effects in their own words, rather than to add technical terms which they do not clearly explain or comment on.
- This last point applied to questions scattered across the paper: candidates should avoid "big" terms like asyndeton, pleonasm, tricolon, isocolon – which they clearly just want to drop in somewhere – and focus on explaining in simple language.
- Candidates should avoid overly wordy answers: encourage them to be guided by the mark-allocation.

Question 5

This section was answered fairly well, as long as the candidates knew their translations well.

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LIFE ORIENTATION

The LO CAT B moderation process ran smoothly and was successful in assessing the standard of marking and alignment with the marking guidelines.

It was wonderful to see that approximately only 10% of the cohort of centres had to be remarked. This indicates the reliable and accurate standard of marking at school level.

LO educators must take note of the following:

1. Thorough teaching of the LO discursive essay is vital. There are too many schools whose candidates do not write in the correct format or respond successfully as per the essay requirements. Educators must teach their candidates the LO essay format and give them time to practice these skills. Notes and PowerPoints explaining this method are available on the IEB website.

   This essay is meant to be challenging; its purpose is to encourage candidates to be able to grapple with controversial subject matter, consider their viewpoints, take a stance and to argue and support their stance with the resource content provided in the paper, as well as with their own examples and points of view.

2. It is also paramount that educators spend sufficient time working through the CAT A document with their candidates. This must be done through class discussion; 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 in the CAT B assessment.

   Therefore, with reference to points 1 and 2 above – educators MUST be given sufficient time in the timetable to be able to prepare their candidates adequately for CAT B.

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 learner 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 Life Orientation Principles of inclusivity and tolerance are required. Candidates do not have the freedom to include any hate speech or make discriminatory statements in their responses. These will automatically be marked incorrect.

5. Candidates must ensure that they answer the question properly and not what they think they must answer. Educators must ensure that they only give marks for correct answers. Too many centres awarded marks for any responses if they sounded reasonable or intelligent without evaluating whether 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 on the paper, without ticks or comments inside. We would like to encourage LO educators to prove their marking and train of thinking on the candidate scripts through the provision of commentary, marking codes and ticks or crosses at the relevant learner response. Educators must also refrain from correcting grammar and spelling over the learner's response. This prevented moderators from being able to see and understand the meaning behind, the learner's response completely.

7. The IEB Essay Marking Rubric (and it must be the correct version – as included in the marking relevant guidelines) MUST be attached to the end of the learner essay response. The educator must indicate the levels being awarded and the final mark awarded on this.

8. Where candidates have written on the additional pages provided in the CAT B – the educator must initial next to these learner comments – even if wrong – to acknowledge that these comments have been seen and noted.

9. Please ensure and insist on the addition of a supplementary CAT B paper if a candidate(s) is/are absent. The supplementary and the accompanying marking guidelines must be included in the pack with the IEB CAT B documents. Some centres did not include any supplementary and did not award candidates marks or had papers and marks missing or included a supplementary without the marking guidelines.

10. Several schools have been noted for incorrect addition of marks on the learner scripts and many schools did not enter the correct marks into the IEB system. Educators must be cognisant of correctly totalling the marks and entering them on the IEB system accurately.

11. It is encouraged that educators make use of their cluster to assist with the standardisation of the marking guidelines and to mark together for upskilling and accountability purposes and support.

    In the same vein, in large centres that contain many candidates and subsequently have many educators marking scripts – each educator should mark the same question across the entire cohort to ensure consistency, fairness and proper standardisation of the guidelines.

12. It is requested that educators do not write their candidates' names on the CAT B scripts and keep the marking of the scripts anonymous until after the marking process is complete; this will assure fairness.

13. Please encourage your staff to attend cluster meetings regularly; if these are difficult to travel to, staff can request to attend these meetings online. The support of the clusters is paramount for being in the know of current expectations.

14. Educators must refrain from giving candidates half marks. The answer is either right or wrong.

15. Candidates must be discouraged from using gel pens and erasable pens. The prior pens seep through the paper onto the other side – which obscures the visibility of the writing and the latter fades over time or in heavy light.

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LIFE ORIENTATION
SBA MODERATION

General

- The 2023 LO SBA Moderation process ran successfully, yielding satisfactory results nationally.
- The quality and depth of the candidates' work has been elevated from previous years, and it appears that candidates are taking the subject more seriously.
- There were many new teachers to LO across the country in 2023, and there has been much support for these teachers at Cluster level and at National level, such as through National IEB skills workshops.
- One such workshop, which was well attended, was the online LO discursive essay writing workshop, which was requested from teachers in 2022. This allowed teachers to teach and assess this skill as part of the SBA portfolio of internal tasks. This, in turn, allowed candidates to develop this skill ahead of writing CAT B.
- There was a high calibre of internal tasks set by Teachers.
- Digital files were neatly and efficiently supplied to moderators.
- Teachers are making use of the Teachers Moderation Tool on page 5 of the SAGs to complete comprehensive and well-compiled digital Teacher Files.
- There were three main areas of concern raised during the moderation of schools' SBAs:
  - SBA spreadsheet
  - Community service task (CST)
  - PET duration

SBA Spreadsheet

- Spreadsheets were received without the school's name or centre number visible.
- Weighted mark columns were rounded off, and not captured to 2 decimal places.
- Moderators were not supplied with both an alphabetical spreadsheet or rank order spreadsheet.
- The IEB spreadsheet that was sent out at the beginning of the year was not utilised.
- Raw scores were not always added to spreadsheets to show moderators how the weighted mark was calculated, and to allow moderators to check if the spreadsheet was correctly calculated.
- Raw scores must not be added as a percentage.
- Columns were not always correctly labelled to match the tasks in the Teacher File.
- Adding colour to columns makes it easier for the teacher and the moderator to understand and check.
- There is no need to add the CAT B result to the SBA spreadsheet.
- Capturing of marks carefully onto the SBA spreadsheet and the IEB portal was not always done with care. Teachers are encouraged to double check this.

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Community Service Task

- Service is encouraged to be ongoing.
- Candidates are to complete hours that align with the IEB's requirements, and not the school's or NPO's criteria.
- Although marks are not awarded, the written reflection piece needs to be present in the candidate's portfolio in order to receive the marks. Do not award any marks for the written reflection; only the hours for service.
- Service should be done to uplift a candidate's community and should be done outside of school hours (exceptions can be made in cases where the schools give candidates some time off school to complete the hours).
- Teachers need to cross check the IEB requirements on page 13–14 of the SAGs, particularly when it comes to food donations (e.g. 4 litres of soup equals 1 hour of service).
- Teachers are to ensure that there is evidence for every single hour collected, and that this evidence appears in the candidate's portfolio.
- Check hours have been correctly tallied.
- The Teacher File is to include a write-up of the CST completed at the school, as well as a copy of the task given to candidates.
- CST instructions handed to candidates need to be clearer and can include the information from pages 13-14 of the SAGs.
- The reflection instructions are also to be clear for candidates.
- Some changes to the CST are to be implemented immediately, i.e. marshalling or participating in running/swimming/cycling/etc. events for charity has been capped at 3 hours per day/event; blood donations count 2 hours, and not 1 hour as stated in the SAGs.
- If candidates complete 45 minutes, this can be rounded up to 1 hour.
- This is an ever-evolving task, and not all CST fits clearly into the SAGs guidelines. Teachers can check with their Clusters, or the IEB.
- Teachers are to be empowered to award the hours and are entrusted by the IEB to make the decision around CST that does not clearly fit into the SAGs criteria (please do so with care, however).

Physical Education and Training (PET) Task

- The duration of the PET task was changed from 6 weeks to 8 weeks in 2023, and some school's PET did not meet this new criteria.
- A reflection is to be completed with the PET task.

Other areas for improvement

- Ensure the most recent version of the SAGs is being used.
- If candidates miss an internal task, catch them up and get the marks.
- In cases where learners miss an assessment or the assessment has been lost but the mark have been captured, an omission document must be included in the candidate's portfolio.
- Analysis/Blooms grids are to be included for the two internal tasks and PET and should be present in the Teacher File. See the IEB website for assistance.
- Plastic sleeves are not to be used.
- Pre- or post-moderation at school level is to be completed, and evidence is to be available in the Teacher File.

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LIFE SCIENCES
PAPER I

GENERAL

The strands covered in Life Sciences Paper 1 in 2023 were: Population Ecology; Life Processes in Plants and Animals and Tissues, Cells and Molecular Studies.

The 2023 Paper 1 was styled as a write-on paper, which eliminated candidates incorrectly numbering their answers. Candidates must be reminded that, should the extra space be used, they must indicate this clearly on their paper.

The feedback questionnaires submitted indicated that the paper was fair and well-balanced. The supplementary information and images provided for context were easily accessible to candidates. Many candidates demonstrated sound knowledge and understanding of the topics covered and made excellent use of the opportunity to showcase what they had learnt. This is a testament to the excellent teaching that takes place in many of our schools. Teachers are to be commended on their commitment to preparing their learners for the final examination.

It was reflected in the Examiner's Report of 2022 that candidates wasted time re-stating the question in their answers. It seems that the limited space provided in the new write-on format reduced this significantly. However, candidates still provided superfluous information in their answers. They should be trained to formulate their responses concisely.

In general, for further improvement candidates should provide a descriptive heading for all graphs, tables, flow diagrams and drawings, unless it is stated that a heading is not needed. Many candidates struggled to provide an appropriate scale for the graph or they confused the variables for the axes of the graph. Candidates must also make sure that the label lines on drawings actually touch the structure that they are labelling, not just in the vague vicinity of the drawn structure.

QUESTION 1

Overall, this question was very well answered with many candidates scoring high marks. However, it was noted that too many candidates had a poor understanding of the role and function of insulin. When asked to describe how insulin functions to lower blood glucose levels, they would describe what insulin is or state where it is produced rather than discuss how it performs its function.

While the familiar example of recombinant DNA technology was used in the question, candidates found it difficult to answer the questions relating to this example. They struggled to explain what is meant by a transgenic bacterium. A solid understanding of what 'transgenic' means and an ability to apply this to the context given was needed. Poor expression in candidates' answers was evident. Genetic engineering concepts are difficult for learners to understand and candidates must tighten up on their use and expression of terms in this section. It was also noted that candidates could not distinguish between PCR and CRISPR.

The question on meiosis required candidates to draw the parent cell from the cells provided in the image. The drawing needed to relate to the given context. The candidates should have drawn a cell with 4 chromosomes – some candidates drew a cell with 46 chromosomes. The importance of meiosis in sexual reproduction was also poorly expressed by candidates.

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QUESTION 2

Candidates typically encounter difficulty with the concepts in the strand Tissues, Cells and Molecular Studies. It was noted that many could not identify the term 'nucleotide' and confused it with 'nitrogenous base'. The process of DNA replication was also poorly understood/expressed by candidates – they provided too much detailed information (such as primers or Okazaki fragments) and then omitted fundamental facts that needed to be included in their response. Some candidates confused DNA replication with protein synthesis. Candidates would also provide a diagram of the process of replication without annotations to explain what was occurring during the process. It would be beneficial to outline/provide guidelines to learners of what is expected when producing a flow diagram.

When asked to complete a genetic diagram (either using a Punnett diagram or genetic cross), candidates must use the key given. They must lay out their answer sequentially, as instructed. An understanding of autosomal vs sex-linked is also important; some candidates ignored the information, stating that Leigh syndrome follows autosomal recessive inheritance and they would go on to complete a sex-linked cross. Candidates must also express genotypic and phenotypic ratios correctly.

QUESTION 3

This question did not mark as well as the others. Although some questions were easily accessible, candidates' poor expression and vague answers impacted negatively. They could draw the correct shape for the survivorship curve but they could not correctly label the axes (particularly the y-axis). Candidates would refer to 'eggs surviving' as opposed to the offspring surviving.

The question on the impact of poaching on future abalone populations was generally well answered. However, some candidates answered in the context of natural selection. This is incorrect – the presence of small abalone relative to large abalone is due to the fact that they have not grown yet.

Candidates were also vague in their explanations as to why the DNA profile was a correct match. Simply stating that the profiles are the same was not acceptable, they had to use the evidence given in the image that demonstrated that they are identical (i.e., the bands/barcodes are aligned). It was also noted that many candidates did not understand why non-coding DNA is used for DNA profiling. This was also noted in Paper 2 of 2022.

QUESTION 4

Some questions were answered very well. However, many candidates could not explain why many ecosystems do not have food chains with four or more trophic levels. Although this concept is introduced in Grade 10, it does carry through to Grade 12 Population Ecology with the impact of food webs on populations.

Candidates also found it difficult to compare the climax and pioneer communities. They must ensure that each difference provided is comparative between the communities.

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LIFE SCIENCES
PAPER II

GENERAL

There were very few candidates who did not manage to complete the paper this year. They seemed to have used their time efficiently. However, many candidates battled with the concepts of evolution in this paper. Too many questions, particularly in Question 2, were answered incorrectly or were unanswered.

The following are general points for consideration:

1. Poor understanding of the concepts of evolution overall.

2. A lot of conceptual errors regarding the process of natural selection/evolution – 'organisms adapt to the environment by having mutations to allow them to survive'.

3. Poor knowledge of terms in evolution e.g., hominids and convergent evolution.

4. Lack of care and attention when reading the question to establish clearly what is required in the response.

5. Difficulty with higher order thinking questions with some candidates.

6. Poor reading skills.

7. Lack of specificity in answering – using words such as 'the' or 'that' instead of referring to the specific points being discussed.

It must be understood that evolution underpins all of the biological sciences. It is the section of work which ties the whole syllabus together. Evolutionary concepts should be taught in Natural Science from Grade 8 and developed through the FET phase. By the time a learner reaches Grade 12 they should be comfortable with the concepts of natural selection.

Many textbooks use phraseology in their explanations which is simplified and assume that readers will understand what is meant. For example, they simply state that 'organisms adapt to their environment', or that 'giraffes evolved a longer neck to reach leaves higher in a tree'. Time must be taken to explain to learners that they cannot write like this; they need to understand and explain exactly how to describe the process of adaptation and natural selection.

Candidates must be instructed not to identify themselves on their papers. Some candidates used their own name – particularly those who typed their exam. Some also identified their school in their essays.

Candidates should be discouraged from using Tippex in their papers – they often forget to come back and write their answer. Simply crossing out and writing their correction is much faster.

It is very important that candidates indicate clearly when they use the additional space to write their answers.

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QUESTION 1

This question marked quite well.

Candidates need to work on definitions. Many find it difficult to phrase their answers. They should ensure that they are confident in explaining any biological term correctly, using their own words.

There were also some misconceptions noted in the definition of a hominid. Many candidates said that humans evolved from apes. It was acknowledged during the marking process that the definition used in the SAGs is not the only one in usage – the definition of the term has changed taxonomically over the years and could include (as in the SAGs) only bipedal organisms showing ape and human-like characteristics but could also include the Great Apes (including gorillas and chimpanzees).

The calculation of the number of years since Lucy had been alive was generally well done, but some candidates over-thought the process, while others had no idea what to do. Candidates need to be trained to be confident with calculations.

There were a large number of candidates who could not explain the meaning of the term 'hypothesis'. The terms dealing with scientific and experimental methodology are extremely important across all papers – not only for the Practical Assessment Task. Many used the definition of a scientific theory or used the word 'theory' to explain the concept of an idea / estimation / educated guess. The word 'theory' in English means a 'guess' or an idea. The definition of a scientific theory is a well substantiated explanation for a phenomenon based on multiple scientific experiments – almost the opposite of a theory in English. It is important that this is covered in earlier years when candidates do any investigative work. They need to understand the difference between the two words.

There were many good answers explaining whether Little Foot had died inside the cave or outside and then washed into the cave. This indicates that the candidates are analysing evidence and using it to come up with informed answers.

Candidates must be taught not to use 'negative evidence' to answer questions. For example, stating that 'hypothesis 1 is correct because *if* she had died outside the cave, the bones would be scattered'. Even though in this case the reasoning is correct, evidence FOR a scenario must be stated correctly i.e., 'hypothesis 1 as the bones are all still connected' is a better way of phrasing the answer.

It is important to not simply quote statements from the text when answering case study questions. All answers, unless otherwise stated in the question, should be interpreted from the text and do not require quoting.

Surprisingly, many candidates battled with matching statements to the names of fossil discoverers and species names. Candidates must know the names of some of the people who discovered certain fossils. They must also be able to compare characteristics between the genus *Homo* and *Australopithecus*.

The question asking about the environmental factor that drove the evolution of bipedalism was widely misunderstood. Many candidates simply gave the 'usual' answer for the advantages of bipedalism such as seeing over tall grass or freeing up their hands. They did not identify the selection pressure in the environment which resulted in natural selection selecting for bipedalism. This question also caused some candidates to explain evolution using 'Lamarckist' language.

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Some candidates gave a feature of bipedalism as the 'position of the foramen magnum' or the 'shape of the pelvis'. This is not specific enough – the actual position of the foramen magnum and shape of the pelvis must be stated. Again, some candidates gave answers in the negative – 'the foramen magnum is not at the back of the skull', instead of saying exactly where it is.

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 pattern may be that many candidates anticipate starting their essay. They therefore either do not give enough thought to question 2 or battle to concentrate as they are concerned about finishing the essay in time. However, this year the most likely reason for candidates performing poorly in this question was that it tested a lot more evolution terminology and processes than Question 1 – the difficulties candidates find with evolution were evident in this case study.

The concept of 'different species' was poorly answered by many candidates. Many could not explain what defined a species. Different species can mate and produce offspring – the crucial thing which defines them as different species is that they cannot produce *fertile* offspring with one another.

The calculation was generally well done, however some candidates appeared to not have a ruler or calculator with them in the exam.

The idea of convergent evolution was well understood by some candidates. There were however entire centres where it appeared that candidates had not been exposed to this concept thoroughly enough for them to be able to provide a full explanation. There is a misconception that species which have features that arose by convergent evolution have no common ancestor or are not related. This is not true. They may not have a very *recent* common ancestor, but more importantly, the features that are convergent are not present in the last recent common ancestor of the two species. This is because the two features are not controlled by the same genes i.e., they do not have common genetic origins.

Describing the selection pressure that resulted in convergent evolution in stick insects was generally poorly answered. Many candidates did not understand that they had to apply their definition of convergent evolution – they had to mention any relevant selection pressure that is common to both environments that could result in any similar characteristic evolving in each species. It also seems that many candidates did not understand the meaning of the term 'selection pressure'.

Many candidates were able to understand that the sequence of stick insect fossils and changes in the environment were depicting punctuated equilibrium.

The concept of the founder effect was generally poorly answered. Many candidates seem to only understand that the founder effect is when a small population is established in a new area. The founder effect is actually what the result is on the allele frequencies (how common different alleles are) in the new population. This is because of a sampling effect – the proportions of alleles in the new population are different to those in the source population due to random sampling. Instead, many candidates tried to explain the differences in the new population as a result of natural selection. A good way to illustrate the founder effect is to use a bag of coloured pieces of paper (perhaps green, blue and red – each representing a particular allele of a gene). Show the learners that there are, for example, 50 green pieces, 10 red and 40 blue (this represents how common each allele is in the source population). Ask a learner to put their hand in the bag and draw out 5 pieces without looking. The proportion of each colour will probably be different to the original 50:10:40, thus illustrating the founder effect.

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There was a misconception that inbreeding *always* results in unfavourable characters being present more often. Many candidates also stated that inbreeding *causes* mutations.

Candidates battled to phrase answers to the question regarding allopatric speciation – many of them described 'species' being separated into different regions by a geographic barrier instead of talking about *populations of a species* being isolated in different regions. Words such as 'species', population' and 'ecosystem' are not interchangeable. They also stated that 'organisms "choose" to move to new areas'. Many candidates also stated that allopatric speciation requires *geological* barriers to prevent gene flow. This is not the same as '*geographic'.* Some candidates also use terms like 'weak' and 'strong' genes. These terms are meaningless and must be avoided.

It is important to point out that questions that state 'why this but not that' (as in this question on why it is an example of allopatric and not sympatric speciation) require two parts to the answer. The candidate must explain in this case why this is allopatric speciation but also why it is *not* sympatric speciation.

The question about choosing the correct statements regarding the process of evolution of the Lord Howe stick insect was also not well answered. Many candidates used all 6 statements and tried to order them, not realising that some statements supported a Lamarckist view of evolution.

Some candidates thought that a disadvantage of using fossils to show relatedness between individuals was that only marine organisms can fossilise. This question was also often interpreted as why DNA is *easier* to use than fossil evidence, not why it is more *accurate*. Some candidates also described *how* DNA and fossils are used to provide evidence for relatedness.

Poor use of terminology was evident in the question on the threat of exotic species. Some candidates stated that they 'wipe out', 'steal resources' or 'take over' an area. In addition, candidates must avoid the use of vague terms like 'it' or 'they' in any answers.

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. This question averaged at 64%.

The vast majority of candidates managed to complete the essay.

There were many candidates who attempted to write the essay without using any information from the sources and/or changed the stance being argued. It appeared that many candidates were very comfortable with the topic (climate change) and felt confident that they were able to talk about a very topical issue without using sources. Many produced very informative essays about climate change that had nothing to do with the actual topic; others argued the topic but without any source-based knowledge. This negatively affected their results.

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Planning: Plans were generally well done, however candidates often battled to show integration of information from different sources or development of the facts to support their argument. 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, or at least expand on each fact to show how it will support their argument.

The facts must be from the sources and be stated specifically – some candidates still state *how* they will use the information in the sources, instead of actually using the facts from the sources. Even though the plan must be succinct, it is not advisable to reduce the information to single words. The purpose of a plan is for the candidate to try to arrange the information so that they can write an effective essay. They should be encouraged to make their plan as brief as possible but to still cover all the skills required to get 6/6. Certain plans are still extremely elaborate – leaving little time to actually write the essay.

Some candidates did not reference the sources that they used.

It is very important that own knowledge is clearly explained 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 / development can still be shown), own information must be clearly explained so that markers can understand what the candidate is trying to say.

Decisions must be very clearly indicated in the plan.

Decision: Decisions in the essay were mostly clear. However, there were several candidates who did not state the decision clearly or put their own slant on the decision (stating that they think that natural selection will save biodiversity but artificial will not) or put provisos in their decision (that they 'agree to an extent'). Candidates must only agree or disagree with the whole statement.

Some decisions appeared as a heading for the essay. This should not be done as it is sometimes seen as their decision and therefore is marked as a poor introduction. No heading must be provided for the essay. Decisions must appear in the candidate's own words, and preferably in the introduction as this makes it easier for the marker.

The introduction should be more than one sentence; it could introduce the topic, define important terms, give their decision and provide key arguments or ideas.

Knowledge: Many candidates (more than in previous years) attempted to write the essay without using any facts from the source and tended to ignore the statement that they were supposed to argue. They sometimes wrote good essays about climate change and the consequences and causes thereof, often giving solutions. It seems that they were stimulated by a very topical subject about which they knew quite a bit and therefore got 'carried away' and ignored the sources.

Candidates must use the facts from the sources and not work on generalisations/general statements only. They must use the facts from the sources to substantiate their statements. At times the candidates' statements were too wordy, included incorrect information and made the fact invalid as it came across as a conceptual error. This reduced the number of facts they had in the essay.

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The statements must be specific to the topic e.g., not just discuss natural and artificial selection, but link this to the topic of biodiversity and climate change.

Sometimes facts appear as a "list" per source. The facts from the sources need to be explained and elaborated upon to tell a story. This was often not done and took away from the quality of the argument.

Own knowledge: Some candidates tried so hard to include own knowledge that they lost sight of the fact that they were writing a *source-based* essay. The own knowledge was often not relevant to the topic which resulted in digression from the topic. They also tried to include too much own knowledge to support their argument.

Whilst candidates are trying to include their own knowledge, they often go into very detailed explanations to show how their piece of information is relevant to the topic; this sometimes takes away from the flow of the essay. The explanations are also sometimes so long that time is wasted trying to incorporate their "own knowledge".

However, there were some really interesting and clever uses of own information in many of the essays.

Source reliability: More candidates assessed source reliability than in previous years, however this remains a skill that most candidates have not mastered. Like last year, this should have been easier as information about the sources was given which allowed them to assess the credibility. Candidates must be taught how to assess source credibility by exposing them to different types of sources – published and therefore peer reviewed, old, biased, anecdotal, etc.

Supporting argument: There were many very good instances of candidates synthesising information to support their argument. It is important to draw links between the facts mentioned. Those candidates who did not achieve good marks for this skill were generally those that did not stick to the point of the essay or did not use source-based facts.

Fairness: Counter arguments were provided by most candidates – these were often integrated quite well into the essay.

It is important that candidates state their counter arguments in a way that ensures that the reader knows that they are opposing viewpoints or that they disagree with the statement. This is best done by trying to refute the counter argument or at least making it sound like this is *not* their point of view but an opposing viewpoint. Refuting the counter argument also helps to ensure that the counter argument is integrated into the essay.

Presentation: Candidates generally used quite good language and paragraphing. Introductions and conclusions were better than in previous years. However, many candidates did not use appropriate scientific language and terminology. Colloquial language should be avoided. Some candidates used subheadings in their essay – this must also be avoided.

Conclusions were also sometimes poorly done; new facts from sources should not be put into the conclusion. Conclusions should be a brief summary of the key arguments and the decision.

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LIFE SCIENCES
SBA MODERATION

Most schools submitted the correct number and type of SBA items that were compliant with the SAGs and of a high standard.

The time spent by Life Sciences teachers in scanning and/or uploading all the documents required for moderation is acknowledged and is greatly appreciated. If a document is scanned, care must be taken to scan the complete document. There were examples where pages of tasks were missing making moderation difficult. A suggestion is that a colleague checks all the documentation for the teacher before it is uploaded. Moderation occurred efficiently and effectively when the required information was uploaded according to the moderator's request. In most schools, moderators found communicating with the IEB liaison person worked well. Deadlines were generally met, and communication flowed easily which made the moderation process easier.

It is encouraging to see that there is often good cooperation between new teachers and their Cluster groups. The guidance and support experienced teachers give new teachers in Cluster groups is invaluable and appreciated. All IEB Teachers must participate in Cluster Groups to benefit from collaboration with their colleagues from other schools.

The variety of tasks offered to learners was often limited. Very few schools offered the research project and the controlled writing piece. Teachers focussed on an extra summative practical and on case studies. While this provides good practice for the learners for Paper 2 and the Practical Assessment Task, it limits the learners' choice with respect to the type of assessment that is included in their file.

Teachers must be familiar with the current Life Sciences Subject Assessment Guidelines to ensure that the school submits sufficient tasks that are of the correct standard.

A reminder that all tasks submitted in a Learner's File should be completed in the learner's Grade 12 year. Teachers cannot include tasks that were completed in Grade 11 in the SBA mark.

Suggestions for Cluster meeting activities in 2024 include:

- Workshop the marking of the source-based Essay in Paper 2.
- Discuss the SAGs requirements for a Case Study and set a Case Study together.
- Share ideas of what should be included in pre-assessment and post-assessment moderation tools and/or design a pre-assessment or post-assessment moderation tool.

TEACHER FILES

All files were submitted electronically.

Most Teacher files were well organised. When submitting the file electronically, the cover sheet (Life Sc. SAGs 2023 Pg. 24/43) must be filled in so that it acts as an index for the folders that are uploaded to the shared drive. This helps the moderator see where the supporting documents can be found and makes moderation less onerous.

If a learner is absent for an assessment, teachers are reminded to refer to the IEB Manual for the Moderation of School Based Assessment when deciding how to deal with the situation. There must be an explanation in the Teacher's File as to how the mark was calculated.

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The SBA marksheet and rank order should be stamped with the school stamp and be signed and dated by the principal of the school or the Academic Head. It is useful if the raw score and conversion is entered on the marksheet. All conversions must be reflected to two decimal places and the final mark rounded to the nearest whole number.

A variety of different documents were used to show evidence of pre-assessment and post-assessment moderation. There was some good evidence of pre-assessment moderation including a copy of the task, the memo and the design grid with comments made in purple pen by the moderator(s), as well as a pre-assessment moderation tool. Documentation to show post-assessment moderation and comments on the marking were missing from many tasks. A letter from the principal of the school or an academic head stating that moderation has taken place is insufficient evidence. If a school is using a pre-assessment and post-assessment checklist as proof of moderation this should not just be a tick box which is gone through quickly.

Many schools did not submit evidence of moderation activities done at cluster level. Minutes of Cluster meetings or a letter explaining and/or listing Cluster Activities could be included for this.

LEARNER FILES

All learners are required to complete and submit a Declaration of Authenticity and a Learner's File Cover Sheet. Teachers must check that learners have transferred assessment marks correctly onto the cover sheet of their file and that the conversions and calculations have been worked out correctly.

Constructive feedback to the learners was poorly done. This can be shown in several ways, for example:

- Learners write pencil corrections on their scripts when the teacher goes through the task with the class. Please make sure that the pencil corrections are visible when the task is scanned for moderation. If it is not visible a note in the teacher's file explaining that this is the way feedback was given to learners is useful.
- The Life Sciences teachers who mark the assessment prepare a document providing extensive explanations and notes, correcting misconceptions, and common errors. This is then posted on Google classrooms. Teachers can include this document in the teacher file as evidence of feedback to the Life Sciences learners.
- For those who teach small classes, an email to individual learners giving them feedback on where they have improved and how they can better their answers is excellent. Including this email in the learner's file is good evidence of feedback to learners.
- Teachers are encouraged to make copies of and use the rubrics in the current SAGs document when marking the following 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 must be stapled to a learner's script when marking. This gives the learner constructive feedback, and allows them 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

Most tests and examinations had design grids. Very few tasks that required grids were missing a design grid. Although a design grid is onerous for teachers who are new to this aspect, it becomes easier the more you do it. A design grid is only effective if it is constructed while the test/task is being set, not after the task has been set. Teachers are getting better at this. Teachers are reminded to include the content/skills being assessed, the aim that each question is assessing as well as indicating the Bloom's level for each sub-question. It is good practice to add the various components of the design grid to ensure that it is completed correctly, and that the assessment is SAGs compliant. More experienced teachers are good at getting the rigour right and judging the cognitive levels, but they need to justify their judgement with evidence which is provided by the design grid.

Preliminary Examinations

The quality of the preliminary papers was generally good and it is encouraging for moderators to see new sources and themes, as well as interesting and novel ways of asking some questions. Teachers are also getting better at using old sources/ questions and modifying and adapting them in new scenarios. A reminder that questions cannot be used directly from past IEB examinations in preliminary examinations and controlled tests as these papers are in the public domain and learners have easy access to them. The integrity of assessments that use these questions is then in doubt.

It is important that teachers read the circulars sent out from the IEB to ensure that the correct strand is assessed in the preliminary examinations. As the preliminary examinations are to mimic the final IEB examination, these assessments should have been write-on papers as stipulated by Circular 23028.

Teachers new to the IEB are encouraged to look at past IEB Paper 2 examinations to see the variety and length of sources that are included for the case studies and essay question. This will also guide the teachers when setting a Case Study as an SBA task. When preparing the memo for Paper 2, an expanded answer considering all the points in the different sources as well as possible own knowledge must be provided, not just the rubric or an example essay.

Schools which set common preliminary examinations with other schools, are reminded to provide evidence that the schools wrote the assessment at the same time on the same day to maintain the integrity of the assessment. Evidence of this could be the examination timetables of the different schools or minutes of a Cluster meeting designing new and interesting questions.

Controlled Tests

Most controlled tests were allocated the correct amount of time and number of marks. The design grids indicated that they were of the correct rigour. The cover page of each test must indicate the total number of marks, as well as the time allocation. These should be in line with the SAGs requirements. All controlled tests must have a design grid which indicates that it is of the correct rigour. Ticks should be placed on the memo to indicate where marks were allocated. This ensures consistency and fairness in marking, as well as the effectiveness of moderation.

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Compulsory and Optional Practicals

It is good practice to use past IEB Paper 3/PATs for summative practicals, as these are skills-based, however these assessments should not be used exactly as they are downloaded from the IEB website. Teachers need to engage more with the PATs by constructing their own marking guidelines and design grid. Although these are available on the IEB website, creating a design grid ensures that the teacher understands the purpose of a particular question in the Practical Assessment Task. This exercise also ensures that teachers engage with the skills and cognitive levels of the different questions which improves the feedback given to the learners. Older practical exams have the incorrect weighting and are not SAGs compliant. Teachers must re-work these tasks to some extent to ensure they are in line with current PATs and the SAGs requirements. When using a past IEB PAT or Paper 3 it is good practice and ethically correct to acknowledge the IEB for the use of the task on the cover page. The Teacher's File must include the question paper, information sheet, memo and design grid. Teachers cannot use the current IEB Practical Assessment Task completed in September as one of these tasks.

If a school chooses to set a new practical, it is advisable that the format of current Life Sciences PATs is followed, for example, a separate Information Sheet, and the rubric provided in the current SAGs document should be used to mark the experimental design. This will prepare the learners for the IEB PAT later in the year.

Research Project

Very few schools chose this task. Teachers are reminded that the research process needs to be assessed at different stages and feedback given to the learners. Instruction sheets in the Teacher's File should indicate a timeline when draft copies are handed in for marking. Although AI is a very real issue, learners are still required to include a plagiarism report.

Case Study

New and interesting case studies were created by experienced teachers. Creative questions with varied current sources improve the quality of the assessment. Teachers new to the IEB are reminded that this task is a minimum of 50 marks and the time allocated is approximately 90 minutes. As the learners are required to engage with sources that have depth and answer questions which require at least 60% higher order thinking questions, this task is not a 'mark a minute' type assessment. Teachers are encouraged to develop case studies with original material that has depth and is varied. An infographic with a short explanation or source that is used in Paper 1 questions is insufficient. Teachers cannot re-use an IEB Paper 2 Case Study as it was presented in a past examination. All case studies must have a design grid as evidence that they have the correct rigour.

Controlled Writing Piece

A few schools chose this option. The information in the Teacher's File must include the procedure followed. Instructions given before the task must be dated so that a timeline can be followed by the moderator. This will give the moderator a better understanding of how the task was carried out. An expanded memo must be included together with the instructions given before the task and the question paper. A Paper 2 source-based essay is not suitable for this task and should not be used.

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LIFE SCIENCES
PAT MODERATION

GENERAL

It was clear from the moderation process in 2023, that many centres are making good use of their clusters to mark and cross-moderate the PATs. Having a partner school is especially important for schools new to the IEB. Plus, it keeps our Life Sciences community together, and enriches the teaching experience. This network of teachers is special in the IEB space.

Moving the moderation process online posed some challenges for schools. Being the first year in this format, schools are reminded that moving forward, this will be the way that moderation will take place. Moderators will make contact with schools following the marking and submission of marks to the IEB, and a sample will be requested. Please make sure that scanned copies of PATs are submitted in colour, so that moderators are able to distinguish between the candidate's work and the educator's/moderator's pens/pencils. In addition, please check that the scanned copies are clear; in some cases the drawing in the PAT was not visible and so made moderation difficult.

Please note that the original PATs remain at the school and are NOT sent back to the IEB. In June when the exam cycle is completed, they can be shredded. The bag and lock in which the PATs are received is returned to the IEB empty.

Overall, candidates were well prepared for the PAT by their teachers and teachers followed the instructions provided by the marking guidelines. Teachers should be applauded for their care and diligence in assessing the final PAT. However, leniency in adherence to the marking guidelines was picked up in some centres, mainly as a result of marking words or terms, rather than full concepts. The marking guidelines are very detailed, and schools are requested to read these fully before marking. Having the format of the marking guidelines with words in **bold** and/or <u>underlined</u> helps to make the marking guidelines clear and unambiguous and was appreciated by schools.

There were a few candidates who completed alternate PATs and moderators asked to be notified of these so that they could also be moderated. Most schools were compliant with this. Thank you.

There were still schools that forgot to place the total mark in the top right-hand corner box. Some schools had incorrect marks uploaded on the IEB portal, or had no mark entered. It is the schools' responsibility to ensure that these marks are correctly uploaded by the deadline and the marksheets sent to moderators need to be signed off by the head of school or academic head of school.

Schools are encouraged to keep making use of past PATs to improve performance of candidates, and to use them for practice too, not just for assessment purposes.

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Part 1 Investigation specific feedback

1.19 Generally, this question was marked well. The relationship between variables in a table or graph heading is important (not just the two variables). This is a skill that needs to be practised. Candidates should understand the difference between a colour end result and a colour change. The former requires just one colour, the latter needs to be specific e.g. from yellow to red.

1.20 Continual reference to and use of the information sheet is a skill in practical assessments. Please keep practising this with candidates.

1.21 This was a question that was not marked in accordance with the marking guidelines. Schools are requested to read the answers carefully. In this case, it was made clear that there were three aspects: mention of % AND colour change AND comment on neutralisation. Generalised conclusions which were not linked to the table content should not be awarded three (3) marks. Candidates often wrote conclusions as a description of the relationship between the variables or as a general trend, rather than concluding at which concentration neutralisation took place. For example, 'as the antigen concentration decreased, the colour of the turmeric got lighter' (this example has no specific data from the table of results, and does not relate back to the specific aim either).

1.22 Given that the information sheet clearly showed a serial dilution in pictures, this question was well answered and well marked. This shows an understanding of a serial dilution, a skill which needs to be revisited every now and then.

1.23 Only **one** safety precaution was required. When marking, the first safety precaution is marked. In the event of a second one being correct (and the first being incorrect), no marks can be awarded as only the first safety precaution is marked.

1.24 1.24.1 This question was often marked too leniently. One mark was awarded for identifying the two variables and one mark was awarded for the correct expression (dilutions/ ratio/concentration of turmeric root extract). Both variables had to be correctly identified and an explicit indication of the causative relationship needed to be given (degree of neutralisation depends on the dilution).

1.24.2 The calculation was tricky. Practising dilutions and ratios is a skill that needs to be revisited often.

1.24.3 Although not often done, a mark was awarded for the unit (%) even if the value was incorrect. Most candidates coped well with this question and it was marked fairly well across the board. Candidates who attempted to determine a percentage coverage were thus credited.

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1.25 1.25.1 The drawing was a part of the PAT that was not marked well, despite explicit symbols being given and clear mark allocations. Candidates still need to practise biological drawings, and teachers should pay attention to the general shape of the virus and the spike proteins. Drawings should be done freehand (some candidates used a compass to draw the shape). In some instances, candidates were drawing double lines or crossed lines, and shading was evident in some sample scripts moderated. Should there be drawings in future, please ensure that the quality of the scanned PAT accurately reflects the candidates' effort, as moderators cannot assume that the drawing was say, done in pencil, unless the scanned page is in colour.

1.25.2 The actual length of the virus posed some challenges for candidates, and moderators found the marking to be mostly in adherence to the marking guidelines. The entire answer needed to be studied to accurately award marks. In some instances, markers awarded a mark for 50 nm (instead of for the correct method). Alternate answers were provided on the marking guidelines, but were not taken into consideration.

Part 2 Experimental design feedback

2.1 Normally, the aim of an experiment is only awarded two marks. However, given the complexity of this hypothesis, it was felt that a mark needed to be awarded for the conversion of the hypothesis to an aim, in the form of 'to determine' or 'to find out' etc. Generally, this was well answered and well marked.

2.2 and 2.3 Markers are requested to read the independent and dependent variables given carefully, and not to look for key words when marking.

2.4 The controlled variable was marked too leniently in some cases. Poor expression makes marking and moderation tricky, so please take time to read through the entire answer when marking. Candidates are encouraged to practise writing controlled variables and teachers should be guiding candidates to choose the best controlled/ fixed variables that they themselves controlled in an experiment. This shows a true understanding.

2.5 It is not common practice for a multiple choice question to crop up in a PAT, but it is a quick way to test understanding of concentrations or dilutions. This question was generally well-answered.

2.6 Some schools did not consider or read through the entire method marking section before assessing. It is helpful to give an indication of why a mark is not awarded for a particular element of the method (next to the cross) as it makes the moderation process much easier. For example, "A2 X – only infected cells but no colour change". In future, this may become a compulsory addition to marking the method to provide details as to which criteria were not met, so please get into the habit of doing so alongside the symbols.

Some candidates made use of strange volume measurements (such as mg/L, which is a concentration – please revisit the difference between volume and concentration with your Life Sciences candidates). Some candidates also used forceps to place 'individual cells' into test tubes. While microscopic vision may be a Gen-Z phenomenon, it is not scientifically accurate in a PAT method.

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It is interesting to note that candidates were correctly identifying the independent, dependent and controlled variables in questions 2.2, 2.3 and 2.4, but then did not use these variables in their method. The variables are a guide to assist in thinking in the method, and so should be seen as part of the method, not disconnected from the method design. In addition, question 2.5 was placed intentionally before the method to guide candidates on making dilutions, a requirement for the method design.

- For the equipment (E), there were two elements required to earn the mark. Unorthodox dilutions should have been accepted (e.g., those made with oil) so please read through the entire method before allocating marks.
- For the controlled variable (C), there were three elements that needed to be specified in the method before awarding the mark.
- For the validity (V), dilutions had to be made from the original 100 mg/L turmeric solution in order to award a mark.
- For the measurable results (R), the colour change needed to be recorded (not just observed).

Thank you to all the moderators of the PAT and especially to the internal moderator for her unending support over the last six years. I have enjoyed my time as a PAT developer and wish my successor all the best. We look forward to seeing fresh, innovative and interesting new practical assessment tasks in the years to come. A big thank you is also extended to the assessment specialist who has never wavered in her dedication to Life Sciences.

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MANDARIN SECOND ADDITIONAL LANGUAGE
PAPER I

本张试卷主要以考察考生的阅读理解能力为主。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，共计六十分；第二部分针对指定考试篇目进行语言、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。

第一题为勾选题。考生要在理解原文的基础上，在适合的地方打勾作答。这道题大部分考生答得比较好。其中的主要问题是勾选多个不适合的答案，说明个别考生没有完全理解原文。另外，还有对"请吃蛋糕"的错误理解。就整体难度而言，该题是整篇试卷中最容易的，因此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。此题是关于中国人名字的文化题。第一小题是判断正误。考生需要根据原文综合判断题中的陈述是否正确。这道题普遍答得较好，其中有问题的是 2.1.2（文化差异），2.1.8 （主要是"几"的含义，这里的"几"不是疑问句，而是表示数量少）以及 2.1.9 和 2.1.10 （对原文的理解偏误）。

第二小题题型为选择题。考生作答情况较好，其中错误率较高的是 2.2.4，此题考查考生的概况总结能力。

第三题是看图答题。这道题题型为问答题，而且没有拼音，难度在于分析、综合，属于高阶思维范畴。这道题作答情况反而基本上良好，但也有个别考生表现不佳。根据考生的作答情况，主要的难点如下：1）对问题的理解有困难，有一部分答题是答非所问，说明考生没有理解问题的含义，特别是特别疑问句。2）主要问题是汉语书写、表达。

第四题为填空题，主要考查学生的理解归纳原文的能力。大部分考生表现良好。这道题的主要问题是考生不考虑句子是否通顺，完全照搬原文。书写也是问题之一。

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第五题及第六大题为指定考试篇目。

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

本张试卷主要以不同形式的写作为主。 试卷共分为三部分：第一部分为命题作文，第二部分为应用文写作，第三部分为文本改写。下面就考生在上述三部分的答题情况作简要总。

第一部分为命题作文，考生可以在两个题目中选择一个题目写作。为引导考生，试卷中提供了相关问题，便于考生组织写作。这部分主要考查学生，考查学生的写作能力，考查他们能否清楚地表达自己的思想。大部分考生能够表达自己的想法，很多作文质量上乘。与此同时，也有部分考生出现了部分抄写原文的情况，另外写作中出现了各种语法、书写错误，这反映了考生有限的写作能力。个别考生的写作字数低于要求，还有的考生甚至没有完成写作内容。

第二部分应用文，考生需要按照要求，根据所给的日常生活情景写作应用文。考生这部分的作答情况是在本张试卷三部分试题中最好的。绝大部分考生能够写出符合要求的应用文。其中的主要问题是应用文格式问题，例如称谓，通知、海报、请假条等标题、落款及日期的位置等等。另外，2.1 和 2.4 也存在考生对原文的错误理解，导致考生的写作内容出现偏误。语气是另外一个常见错误，很多考生使用口语语气，而非书面语。最后一个常见偏误是考生在写作时要么漏掉所给的信息，要么擅自增加原文中没有的信息，造成写作内容不完整。最后，建议考生仔细审题，有个别考生将"通知"变成"通告"。

第三部分为文本改写。一共两篇。其中一篇为根据对话改为一篇短文；另外一篇是根据表格改成一片短文。考生在这部分作答情况尚好，大部分考生能够按照要求选择相关信息改写文本。这部分似乎对个别学生很有挑战性，主要问题是学生的表达，很多学生的写作过于口语化。另外，由于语言运用表达能力有限，考生在改写过程中存在照抄或部分照抄原文的情形。擅自增加或删减信息，书写及语法错误以及考生对原文的理解有误，也是造成考生失分的重要原因。比如把"除了"写成"处了"，把"比赛很精彩写成"比赛是很精彩"。

以上是考生在试卷各部分的考生情况。就整体考生考试来看，大部分考生成绩尚好。需要在此指出的是，个别考生可能在考场拿错了试卷，同一个考生试卷一和试卷二选择了不同的字体；为避免影响考生成绩，老师们最好考前提醒考生注意试卷字体，选择适合自己的字体答题。另外，选择上，考生应该用他们选择的字体来答题，但在阅卷过程中，阅卷老师发现同一张试卷考生用简体、繁体混用的情况。

总体来说，大部分考生表现良好，感谢老师们对考生的辛苦付出。

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MARINE SCIENCES

GENERAL COMMENTS

Most candidates demonstrated a good knowledge of scientific terminology. Those who lacked a solid understanding of the terminology had trouble interpreting the questions correctly throughout the papers.

The questions on the scientific method in both papers were well-answered, with most candidates achieving maximum marks for the graphs.

When making comparisons, whether noting similarities or differences, candidates must ensure they provide both components of the comparison to score full marks.

When answering a question on adaptations, candidates need to state the structure and then explain how this structure performs the function effectively. For example, in Paper 2, Question 3, candidates mentioned a cartilaginous skeleton or fatty liver but did not explain how these features contribute to the buoyancy of sharks.

In the essays, due to the heavy weighting of 10 out of 35 marks for the Introduction and Conclusion, candidates lost a significant number of marks for simply repeating the question as an introduction and not providing a conclusion.

PAPER I

Question 3: The reading study and scientific method question were well answered.

Question 4: As mentioned previously, when stating differences, candidates must ensure they provide both components of the comparison to score full marks.

Question 5: The question on reptiles was well answered.

Question 7: Candidates coped reasonably well with the essay as they did not require as much integration as the essay in Paper 2.

PAPER II

Question 4: Candidates found this question difficult as it required higher-order thinking and interpretation rather than simple recall.

Question 6: The essay was poorly answered by most candidates. When making comparisons, candidates must ensure they provide both components of the comparison. Instead of comparing odontocetes and mysticetes in a side-by-side analysis of each topic, several candidates covered all the topics for odontocetes and then the mysticetes separately. By doing it in this manner, many candidates lost marks as numerous comparisons were incomplete. Some elementary facts were omitted, and much irrelevant information unrelated to the topic was included. When comparing different groups of organisms, it is important to also consider the evolutionary context.

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MARINE SCIENCE
SBA MODERATION

2023 was the first year Marine Science was examined by the IEB. All of the candidates who entered from IEB schools were taught by one of two mixed-provisioning institutions. The SBA moderation process was conducted online, from the submission of Teacher and Learner Files through to the Feedback Reports sent to schools.

Schools are commended for submitting their files for moderation timeously.

Practical tasks

Practical tasks generally tested the candidates' ability to manipulate and interpret data that was provided. This was for the most part also tested in theory tests and the preliminary examination.

Controlled tests

Controlled tests were not always accompanied by design grids and in some cases did not include marking guidelines. Dates on the tests included in some Teacher Files indicated that these had been possibly set and used in 2022. The SBA mark must only comprise of work done in the Grade 12 year. Evidence of moderation was scant, and it was very difficult to judge its authenticity in cases of tests written online, when present.

Project

Projects were very variable, and the purpose within subject specific learning unclear, with one mixed provisioning institution asking all candidates to complete the same task based on marine eco-tourism and the other expecting individual candidates to establish a research question and conduct both secondary and primary research. Only one institution provided a rubric against which the accuracy of marking could be judged. Some projects appeared to very rushed, and others felt like undergraduate research tasks.

Preliminary examinations

The basis of comparison for the compliance of the preliminary examinations was the 2022 DBE final examination. In feedback to schools, attention was drawn to invalid questions, questions that lacked sufficient information to allow a candidate to answer successfully, and questions that examined knowledge outside of the scope of the CAPS document.

Feedback to learners

Feedback lacked richness in most cases or was absent. It is suggested that draft marks and comments for the project be included in the Teacher and Learner Files in the future.

General

Both mixed-provisioning institutions faced challenges in assessing candidates in a variety of contexts, schools and timetables.

Practical work should not simply be more practice for part of the theory assessment.

It is concerning that there is a lack of middle and higher order questions in tests, examinations and practicals, with many questions described as being understanding, when they were in effect testing recall.

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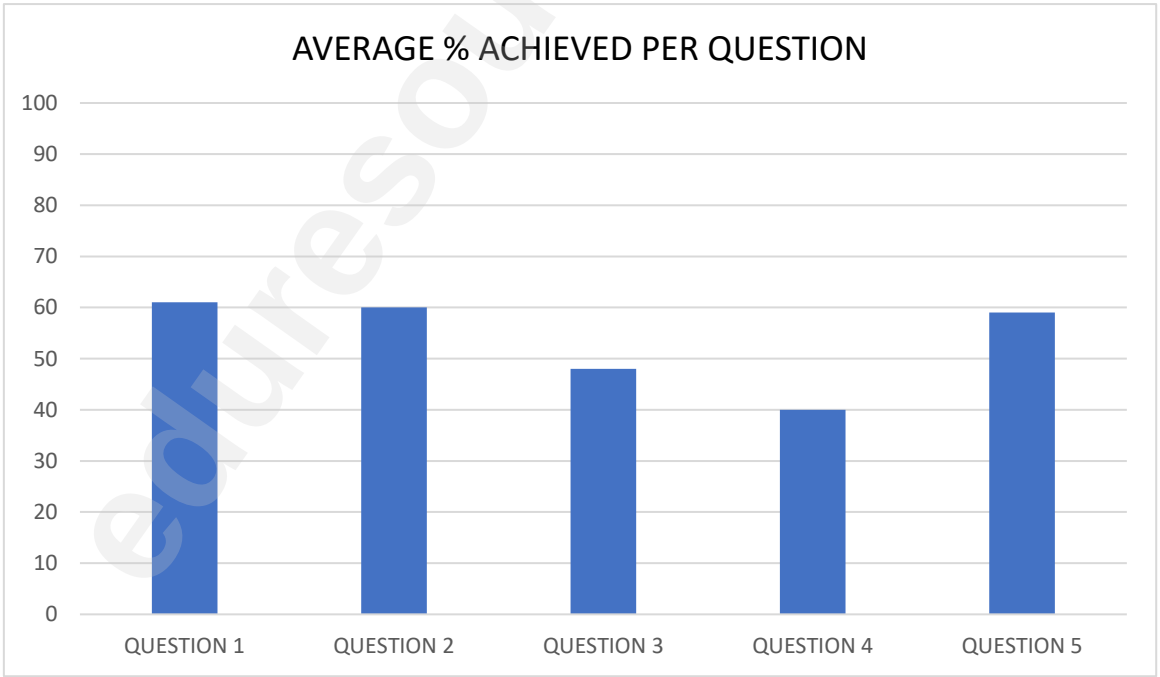
MARITIME ECONOMICS

Maritime Economics remains a very important subject in a country like South Africa that is working towards raising maritime awareness amongst South African youth and becoming an African leading maritime nation by 2030.

The subject thus plays an important role in achieving some of the country's objectives about communicating the maritime industry to the general public, as stipulated in the Comprehensive Maritime Transport Policy.

There were 825 candidates (inclusive of private candidates) who took the Maritime Economics NSC examination in 2023. Many had noticed the 'freshness' of the 2023 final examination. As a new examiner, I remained optimistic for positive results hoping that all candidates would have had a full three years of maritime education and would excel. There were three notable changes to this examination when compared to past examinations. Multiple-choice questions were reduced from 30 to 25 questions. Questions on Incoterms and Shipper/Carrier/Consignee were moved from Question 3 to Question 4 (International Trade), and an introduction of the 'schedule' question. Educators and the following years' candidates are assured that these changes will remain effective.

Despite the optimism for good results, I must admit that the candidates' response to this question paper was not favourable for the most part. The performance of the candidates proved that there is an urgent need to improve the quality of MRTE results. Almost all candidates attempted all questions from one to five. The graph below shows the average achievement in percentage per question.



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It can be noted that, as expected, question one, the multiple-choice section of the question paper was best answered. This was followed by question two – the maritime world. Question five – marine environment challenges was better answered this year when compared to previous years. This is encouraging. Question four on international trade was, unfortunately, the least favourable answered question, together with question three – shipping operations. Further breakdown per question is given below:

QUESTION 1 MULTIPLE CHOICE

It was not surprising that this is the most well-answered questions. Many candidates scored a lot of marks on these MCQ questions. As much as no candidate scored full marks for this question, there was a handful of candidates who fell just two marks (one question) short of scoring full marks.

Candidates who scored very low on this question were mostly those who did not do well altogether and did not obtain a pass mark for the examination.

It is worth noting that the first 15 questions (Questions 1.1 to 1.15) were much better answered compared to the last 10 questions (1.16–1.15). This was a clear indication that candidates struggled with international trade – which was in any case a poorly answered section.

QUESTION 2 THE MARITIME WORLD

Candidates responded well to this question, which was expected as topics on the maritime world are done in the first term and would then be examined throughout the year.

Question 2.1.1 "gases that are emitted by ships from burning…" was unfortunately poorly answered. Several candidates could not give the greenhouse gases asked. Some candidates gave answers like "carbon oxide" or "nitrogen oxidation" or simple "nitrogen gases". These answers were not accepted. Some candidates tried to use chemical formulas but did not get them right (NO_2 or CO_x). Unfortunately, those candidates lost easy marks here – even though we knew and understood what they meant, but incorrect formulas would mean different gases/chemicals altogether. These gases are straightforward, and candidates should not have been wanting. Educators are encouraged to drill these into future candidates to avoid a loss of such easy marks.

Question 2.1.2 was well answered. There was just a lot of repetition from a lot of candidates, rephrasing one point. "To protect environment/to not hurt the environment/keep the environment clean" all these points and similar mean the same thing. Candidates who rephrased an answer like this were given marks for only one point.

Question 2.1.3 was also well responded to. Some candidates, however, included solar and wind (or sails/kites) in this question. These are future inventions that are still being tried and tested.

The overall performance on Question 2.1.4 was not good. The question asked for the advantages of incorporating wind. Candidates responded with answers like "wind is free" or "wind is clean", but these answers were incomplete. If wind is free, then how does that benefit shipowners? By lessening their fuel bills. Future candidates must be encouraged to answer questions in full, and not hope that the person marking their script will know and understand what they mean by their short and incomplete answers.

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Almost all candidates are aware of MARPOL and got Question 2.1.5 right. A point of note here is that future candidates must be aware that as much as the use of abbreviations is accepted and encouraged, when abbreviations are used, they must be 100% correct, otherwise it might mean something different.

Questions 2.2.1 and 2.2.2 were well answered. Some candidates left out "foot" on TEU and lost marks there.

Candidates also responded very well to Questions 2.2.5 and 2.2.6. Unfortunately, several candidates lost marks because of not showing all calculations leading to the final answers.

Question 2.3 on designing a poster was intended to be a booster question where candidates would tap into their general maritime knowledge. However, candidates lost marks because they did not follow instructions. The question was specific in terms of what was expected from candidates. Many candidates did not write the four benefits of working at sea as was required, and unfortunately lost marks because of that.

The last question in this section, Question 2.3.2 was positively responded to.

QUESTION 3 SHIPPING OPERATIONS

It was quite surprising to see how poorly answered Question 3 was by many candidates. The following are the questions that challenged the candidates the most:

Challenges started early with Question 3.1.2. It was clear that many candidates could not describe and identify the different types of ships – or at least ro-ro ships. Easy four marks were lost from this question.

Question 3.1.4 showed that many candidates, after three years, still did not understand what is meant by a ship's deadweight. A few that showed that they knew what dwt is failed to apply it to the context of MV Amani as required by the question.

Question 3.2.2 was well answered for the most part. A common mistake was when the candidate gave "cheaper crew" as one of the reasons shipowners flagged their ships out. Just these two words are not enough. Flagging a ship out does not automatically result in "cheaper crew" but rather some flags of convenience give owners liberty to employ crew of their choice (which may be cheap crew). Another common incorrect answer was "running away from strict laws in the owner's country" and similar. Owners choose flags of convenience mostly for the known benefits they enjoy when registered in that country, and NOT poor laws. Ships are very expensive, and owners want their expensive assets well taken care of, which include properly managed and governed according to IMO conventions and other laws.

Question 3.2.3 was another poorly answered question. Most candidates proved not to know the role of flag states well. A common answer that was given in different phrases was "Make sure the ship is seaworthy". This is correct, but not specific on how they do this, which is surveys. "Ensuring compliance with SOLAS, ensure crew qualified, ensure MARPOL compliant" were half right, and all common answers. Educators are encouraged to refer to the website and marking guidelines of this examination to better prepare future candidates. Some candidates did not take the word "after" into consideration when answering this question, and as a result gave answers like approval of ships' plans, and all others that happen before delivery.

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Calculation questions were fairly answered. However, there was no structured approach to answering these questions from many candidates. Candidates were just writing numbers randomly. Even though some got the correct answer, it was difficult to follow their calculation steps, and they lost marks there. Some started well, but because their calculations were not structured, they ended up lost in their calculations, resulting in incorrect answers. This was mostly the case in Question 3.3.3. Question 3.2.2 was answered much better than Question 3.2.1. This is because several candidates did not take into consideration the fact that Amani loaded cars with TWO ramps, and therefore candidates needed to multiply the thirty-five by two. Some candidates, because of not reading the question carefully, added breaks to their answers even though the question was clear that the answer must exclude breaks.

For Question 3.3.6 most candidates knew what needed to be done after completion of loading and before ship sails, but the question was specific to only clearances, and not things like lashing and draught survey.

Question 3.3.7 was generally well answered. However, there was a large number of candidates who were still confused about the difference between laytime and laycan. Also, (c) required that candidates write the actual names of the owner and charterer. Several candidates still wrote just "shipowner and charterer" and were not awarded marks. Others were confused between a charterer and a shipper and lost marks here. Lastly the term "offhire" seemed to be unknown amongst many candidates.

Questions on salvage operations (3.4.1–3.4.5) were well answered by many candidates. There were, however, centres that did poorly in this section – as a centre. There was pure evidence of a lack of knowledge of the SCOPIC clause.

Question 3.5 was also one of the very poorly answered questions. Most candidates did not seem to know what a dry dock is, and therefore could not use the figures given. As much as the "six metres ahead and astern" might have been ambiguous, the candidates lacked a general understanding of dry dock operation, and one handful of candidates answered 185 m and not 191 m for total length.

For some reasons unknown to the examiner and the markers, Question 3.8 on the general average was very poorly answered. The overwhelming majority of candidates could not do this general average question despite it being a straightforward one. This needs serious attention!

QUESTION 4 INTERNATIONAL TRADE

International Trade is covered in term three. Unlike the first two topics, there is usually less time to grasp and practice questions relating to international trade. This might be the reason why this question is the most poorly answered.

There were no issues with Question 4.1. Some candidates (not many) gave definitions of a shipper, carrier, and consignee instead of naming them as given in Question 3. Future candidates must be cautioned against this.

Question 4.1 on incoterms was one of those questions that you either know or you don't. Roughly 50% of candidates got full marks for this question.

Many candidates struggled with Questions 4.3.1 and 4.3.2. These questions tested the candidates' knowledge of maritime geography (map). Similar questions are popular in past examinations and will continue to form part of future examinations.

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It was cheering to see Question 4.3.3 being well answered by many candidates. Many candidates got full marks for this question because they showed all their calculations, in a logical and easy-to-follow manner.

Question 4.4 was not answered well at all. Some candidates could not even position this important convergence zone, even though it is in South African waters, let alone its importance. The average mark for this question was four out of ten.

For some strange reason, a large number of candidates chose ISPS as the answer to question for question. This was worrying because it was indirectly telling that candidates were not familiar with the ISPS code.

Nevertheless, many candidates also failed to answer Question 4.5.2. Candidates threw random unrelated answers. Those who knew the answers or had a clue lost marks because of not giving their answers in full. Answers like "tax" or "subsidies" were not welcomed because they could mean a lot of things in different contexts. Again, future candidates must be encouraged to give answers in full sentences and not assume that markers will complete sentences for them because they know what they are talking about.

It is such a pity that even Question 4.6 was not well responded to by the candidates. Again, on calculations on 4.6.1 and 4.6.2 not all calculations were shown, resulting in a loss of marks. Some candidates lost marks carelessly because they added an extra zero or missed one.

Questions 4.6.3–4.6.5 are knowledge questions and should have been known by candidates. Unfortunately, this was not the case for many candidates.

Question 4.7 on the schedule was simply a disappointment and a disaster! Again, there is a high probability that a similar question will be asked in future examinations. Therefore, educators are encouraged to assist future candidates in understanding these types of questions.

QUESTION 5 MARINE ENVIRONMENT CHALLENGES

As much as Question 5 was not badly answered when compared to previous years, there were some notable challenges.

An overwhelming majority of candidates could not properly answer Question 5.1 on the formation of fog. Those candidates who tried to answer, still lost the mark because they instead explained the formation of frontal fog that happens off the Agulhas. Some candidates were smart enough to refer to Question 1.23 for their answers. Unfortunately, because they did not know the right answer, they chose and wrote the wrong options.

The rest of the questions in Question 5 were answered relatively well. Several candidates lost marks for not giving answers in full but instead gave one-word answers that could mean different things.

Lastly, it was further disappointing to witness how such a large number of candidates did not get the last Question 5.3.5 which asked about a South African port built on a river mouth.

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CONCLUSION

It was expected that candidates would do extremely well on the 2023 NSC examination. Unfortunately, they did not meet the expectations. However, centres, educators, and candidates who did well must be congratulated.

Candidates must be 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. Furthermore, candidates must read all questions carefully and ensure that they fully understand what a question requires before attempting to answer.

The website www.maritimesa.org should remain the primary resource for teaching and learning of Maritime Economics.

Lastly, it is the responsibility of teachers to motivate and encourage their candidates. They can do this in many ways, e.g. be punctual, be well prepared to give meaningful lessons, encourage candidates to make wise and good choices every day, be goal orientated, make sacrifices daily, and choose good friends that will add value to their lives. Simply put, to do well at the end of the year, candidates need to stay focused and work diligently every single day.

Teachers should be eager to develop themselves by interacting with fellow teachers and staying up to date with industry trends. "Candidates don't need a perfect teacher. They need a happy teacher, who's going to make them excited to come to class and grow a love for learning the subject".

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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. However, there has been a big improvement from previous years.
- Candidates need to revise their theory knowledge from Grades 10–12 for financial mathematics and statistical/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 only happen at the end.
- 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 calculations to support the answer but this was not done.
- Candidates did not show all their working out. 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.
- Candidates are still swabbing the values in their percentage increase, range and inter-quartile range calculations.

QUESTION 1

1.1 1.1.1 Candidates were able to identify what a budget is but were not able to differentiate between the income and expenditure statements. They also failed to realise that the income and expenditure document was a single document.

1.1.2 Very well answered. Most candidates got it correct.

1.1.3 Very well answered.

1.1.4 Most candidates got this correct. A few, however, used the sections instead of the values to show the calculations.

1.1.5 Poorly answered. Most candidates understood what the negative sign is for but lacked the capabilities to express the purpose. Several candidates also got confused with an individual budget versus a national budget.

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1.1.6 About half the candidates got 1 out of 2 marks. Most candidates were able to identify the value but could not convert it into a number containing billions (number of zeros) or left out the billions part completely. This is due to the table not being read in full and missing the part where it says that values are in billions.

1.1.7 Not well-answered question. Either they were not able to write the numbers with the billions included. Several candidates used the wrong number to convert into words.

1.8 (a) Generally answered well. Some candidates did round off incorrectly even though the mark was given. Some candidates also used the wrong value to convert to a decimal number and some candidates used the percentage to create a new number.

(b) Generally answered well. Several candidates do not know what an acronym means.

1.2 1.2.1 In general well answered.

1.2.2 About half the candidates got 1 out of 2 marks. Most candidates were able to identify the value but could not convert it into a number containing billions or left out billions completely. This is due to the table not being read in full and missing the part where it says that values are in billions.

1.2.3 Answered well. It was clear, however, that candidates do not know the theory behind graphs. Which graphs can be used for which data?

1.2.4 Well answered. Wrong value used on occasions.

1.2.5 Very well answered.

1.2.6 Well answered. Most candidates used values from the graph and did not include the billions.

1.2.7 Most were able to arrange in descending order. Several candidates omitted the calculated value from Question 1.2.6.

QUESTION 2

2.1 2.1.1 (a) Count the first day as zero. Many candidates did not know the days of the month. Several candidates ignored rounding instructions to the nearest year.

(b) Many candidates correctly answered this question. Some battled to correctly work out the correct number of days, from 23 December 2022 to 6 January 2023.

2.1.2 Misread question, calculated percentage discount, not the discount value. Some candidates viewed values in advertisements as decimals (e.g. R1,499.00 as R1,499). However, in general, a good understanding of calculating discounts was observed.

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2.1.3 Candidates mixed-up discounted price R1499 and discount received R800. Many candidates are not confident using the percentage discount formula.

2.1.4 Confusion still between VAT inclusive and VAT exclusive prices. The method needed to solve this question was badly implemented.

2.1.5 (a) Generally, well answered. Some candidates rounded off the exchange rate first. Candidates must use the given value of R17,006289. Rounding off to two decimal places was ignored by some candidates.

(b) Most candidates answered by referring to the accuracy of their answers but did not mention when large amounts of currency are exchanged.

2.2 2.2.1 Generally, well answered. Some candidates used incorrect sets of data. Some candidates still do not know the difference between mean and median.

2.2.2 Generally, well answered. Some candidates used incorrect sets of data.

2.2.3 Generally, well answered. Some candidates thought it was enough to give a comparison between maximum and minimum values.

2.2.4 Generally, well answered. Most were aware of what a scatter plot should look like. Some plotting mistakes and some forgot to give a suitable heading.

2.2.5 Generally, well answered. However, candidates do not have a good understanding of the concept of a trend on a scatter plot.

2.2.6 (a) Candidates struggled to express themselves and give a clear definition of an outlier.

(b) Many used the size 12 and height 188 as an outlier.

QUESTION 3

3.1 3.1.1 Generally well answered. Some candidates cannot read a stacked bar graph.

3.1.2 Generally well answered.

3.1.3 Candidates mixed up old values and new values. Candidates are still multiplying by 100% and not by 100.

3.1.4 Candidates generally answered well, however, gave very complex answers. They needed to say no loadshedding or no data recorded.

3.2 3.2.1 Generally answered well and answered using 15% for VAT. Still not rounding off correctly.

3.2.2 Many candidates used the VAT-exclusive amount to determine the deposit. Did not use the formula given.

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3.2.3 (a) They did not subtract the deposit. Candidates used 36 months and not 3 years. If candidates used simple interest formula, they made substitution errors. Hire-purchase is simple interest and if a compounded interest formula was used candidates received no marks.

(b) This question was poorly answered. Candidates calculated monthly repayments including deposits. Dividing by 12 or 24 months instead of 36 months.

3.2.4 Very poorly answered. Mixed up VAT inclusive and VAT exclusive amount.

3.2.5 Candidates have a poor understanding of hire-purchase. Needed to mention taking out a loan from a bank or borrowing money from a family member.

QUESTION 4

4.1 4.1.1 This question was poorly answered. Many candidates do not understand the concept of inflation. Candidates mentioned 'the increase in price of goods and services' but NOT over a period of time. Some candidates did use the definition of "Money losing its buying power over time."

4.1.2 (a) Majority of candidates got this question correct. Some candidates confused mean and median.

(b) Poorly answered. Candidates did not make a comparison between 2019 values and at least another value in the graph. Candidates confused loan and investment.

4.1.3 Poor use of values and dates. Many candidates described what the graph was showing but did not arrive at a conclusion.

4.1.4 Well answered. A few candidates answered this probability question as a ratio.

4.2 4.2.1 Very poorly answered. 1–2% of candidates got this question correct. Candidates failed to understand that R1 000 000 was the loan amount. Which was equal to 85% of the original house price.

4.2.2 (a) Well answered.

(b) Many candidates did not read this question properly. Candidates calculated percentages instead of actual interest.

(c) Well answered.

4.2.3 Many candidates did not read and interpret this question properly. Candidates needed to mention monthly affordability or the monthly budget of the person taking out the home loan. Candidates were awarded marks for thinking outside the box mentioning, the health or age of the person taking out the home loan.

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QUESTION 5

5.1 5.1.1 Candidates did not identify the respective problems correctly but simply started giving their solutions. The incorrect calculation had more than two mistakes and candidates answered this in various ways and they were given credit if corrected calculations were shown.

5.1.2 (a) Incorrect use of the table, and values. Candidates still find calculating basic tax difficult.

(b) Candidates struggle with reading and comprehension of this question.

5.2 5.2.1 Many of the Afrikaans candidates were not familiar with the Afrikaans terminology used. Candidates worked out the average and not the median.

5.2.2 (a) Unfamiliar question in probability, candidates found this difficult. Reading through the question and fulfilling the requirements of the question. Candidates do not know how to interpret the box-and-whiskers and 5-point summary.

(b) Rounding off was a problem for many candidates. Candidates must still write down their calculations and not just their final answer. Wrong answers were not awarded any marks.

5.2.3 Generally well-answered question. Some candidates calculated the range and not the IQR. When calculating IQR candidates swapped the respective values around.

5.2.4 Generally well-answered question. Candidates did not read the question carefully and this resulted in the incorrect value being given.

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MATHEMATICAL LITERACY
PAPER II

GENERAL COMMENTS & OBSERVATIONS

- Question 2.3 → the variable x was not printed in the question paper but was inserted in the latest upload of the paper to the Examination Portal. I assume this was a printer setting error on the printer's side. This did not affect the candidates' ability to answer the question.
- Question 3.3.3 → word 'people' was omitted from the question. This, however, did not negatively affect the candidates' ability to answer the question.
- No differences were picked up between the English and Afrikaans interpretations of the paper.
- We need to focus on teaching candidates Mathematical Basics in the Mathematical Literacy Classroom, e.g.
  - Candidates must not round within their calculation but rather become comfortable working with large numbers and decimals and only round at the end according to instructions and context.
  - Order of operations must always be adhered to.
  - Solving basic equations.
  - Changing the subject of the formula.
  - Measuring with a ruler or protractor.
  - Basic conversions within our metric system.
  - Distance, Speed and Time.

GENERAL AREAS OF CONCERN IDENTIFIED IN EACH QUESTIONS:

Question number:	Comment:
QUESTION 1	
1.1.1	Many candidates do not read for detail or understanding. This is a common occurrence throughout all questions. An example here is that candidates used 75 g or 25 g instead of using the total mass of 175 g in the question blurb. Candidates also made a conversion error by dividing by 100 instead of 1 000; some candidates multiplied by 1 000. Candidates rounded off to two decimals places but not according to instructions (3 dec). candidates must be taught to round according to instruction or context, not only to two decimal places.
1.1.2	Again, this is an example of candidates not reading for understanding. Candidates did not read nor understand the difference between one block and one bar on a slab of chocolate.
1.1.3	Another example where candidates did not read for understanding. Many candidates used 75 g instead of 175 g, by adding the 5 g, 10 g, 15 g and 15 g indicated in the diagram that represented a section of the full slab of chocolate.
1.1.4	Rounding off within calculations leads to inaccurate solutions. This leads to inaccurate solutions. Many candidates multiplied by 100%, using the % key on their calculator in effect then also dividing by 100 or multiplying by 1.

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1.2.2 (a)	Candidates were required to round to the nearest 10, but rather rounded to nearest whole. Some candidates rounded to 810 but then drop the zero like we would do with decimals of zero.
1.2.2 (c)	Another example where candidates do not read for detail, as many candidates left the conclusion out. Many candidates struggled to give the correct mathematical function. We teach the pirate method, but candidates confuse when to divide and when to multiply. Most candidates confused the conclusion as their solution was less than 22 (the dimensions of the cake) not remember they were calculating the size of a box smaller than that of the cake and hence cannot fit.
1.3.1	Few candidates swopped mathematical functions.
1.3.2	Candidates had to calculate how many grams a cup holds. Many candidates simply used a cup to be 250 g, not understanding that different substances weight different amounts. Other candidates used a ¼ (as one quarter is left) × 155.
QUESTION 2 • Candidates still struggle with conversions between cm and m and then m and km with decimals. • Candidates continue to struggle with conversions of time, e.g. 5 hrs. 4 min does not equal 5,4 hrs. Teachers are please to spend more time on time. • Candidates must be taught calculator skills annually, e.g. the correct use of the time button. • Candidates do not use appropriate units after completing calculations. • Candidates round off too soon or within calculations. • Many candidates swop the numerator and denominator, illustrating a disconnect with what is mathematically correct. • Challenges within the questions were addressed and covered efficiently by the marking panel.	
2.1.1	Well-answered question, however, some candidates measured on the diagram.
2.1.2	Candidates did not know how to round to 7 significant figures. Candidates do not use the given formula.
2.1.3	Candidates did not convert nor round the final answer as per context.
2.1.4 (a)	The use of the word "unit" confused some candidates. These candidates did not simplify the ratio but simplified it in unit form. Teachers must discuss notation of ratio and not write the ratio as a fraction.
2.1.4 (b)	This question was not well answered but not for any specific reason. It is noteworthy that candidates struggled to explain their thinking or show calculations.
2.2.1	This question is yet another example where many candidates did not read for understanding. Many candidates did not understand that the graph shows only a section of the route and not the entire 21,2 km route, nor did candidates understand this was an altitude graph. Additionally, candidates struggled to select relevant information from the text and graphs. Candidates did not see the horizontal speed as relevant to the question and only work with incline and decline. It was asked by teachers if we could ask "Data Handling" questions in Paper 2. This question asked for an average speed of 4 speeds.

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2.2.2	Candidates do not use their calculators correctly when working with time, often struggling to change between hours and minutes or identifying minutes on the calculator.
2.2.3	Candidates did not use varying speeds to determine the total time taken to cycle the 2 000 m. Secondly, the candidates did not the time take to complete the 2 000 m in fraction form to the time taken to complete the full journey.
QUESTION 3	
3.1.1	This question was very well answered; however, a few candidates saw A as the cook standing in front of the stove.
3.1.2	When converting area from imperial to metric, candidates must convert dimensions first before calculating area. Additionally, a few candidates used the scale on the diagram and forced these numbers to fit the question somehow.
3.1.3	Candidates cannot change the subject of a formula (reverse order of operations in reverse). Some candidates did not see 1,8 °C as 1,8 × °C.
3.2	The optimal packaging question was answered better than in other years, however, still an overwhelming number of candidates calculate the volume of one shelf and divided it by the volume of the tine. Candidates often did not give a conclusion. Teachers must please encourage candidates to always provide a conclusion with a "show that" question. Many candidates forgot to use the depth of the shelf, only using the length and height of the shelf, determine how many tins fit in the length and height.
3.3.1	Candidates did not divide by 2 (same issue found in 2022 question where candidates had to find space open on both sides of a bed).
3.3.2	This question was well answered as candidates could identify the radius, however, some candidates substituted two different radii into the given formula. Candidates did not round to context.
3.3.3	In this question, rounding was a problem. Candidates did not round up. Many candidates used a Guess and Check method or repeated addition.
QUESTION 4 • This question was yet another indicator that candidates do not read for detail and understanding. • An overwhelming number of candidates confused 100 min = 1 hour and 60 cm = 1 m.	
4.1.1	In general, candidates found this question difficult. Candidates couldn't subtract fractions from 1; then candidates couldn't double a fraction. Many candidates doubled the denominator but not the numerator (what you times at the bottom, you must time to the top). Some candidates struggled to change decimals/fractions to percentages. Teachers must please look carefully at teaching recipes, e.g. teaching the word "or" in probability means add the fractions and candidates blindly added the probabilities, however this was not a probability question, rather a word problem.
4.1.2	The likelihood wording on the Probability Scale confused candidates and hence used the words instead of the scaled number line. This also showed that candidates could not change nor understand the difference between and similarities of fractional probabilities and decimal probabilities.
4.2.1	Candidates answered with information outside of the map, i.e. named Gauteng as the province above the Vaal River. If no compass directions was given on a map, the top of the map points north.
4.2.2	Generally, this question was answered well, however, some candidates used the key instead of knowing that the N stands for National Road vs R for Regional Road.

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4.3.1	In some cases, candidates added 2,4 × 5 to 92,4 m (the current height of the balloon). Markers felt that the phrase "from the ground" could have been added to decrease the ambiguity of the question. Candidates were not penalised during the marking process.
4.3.2	This question was poorly answered. Candidates compared "different units" as they did not compare speed with speed or distance with distance. Some candidates did not understand that the spectator got there in 5 seconds (faster) than camera dropped in 6 seconds. Teachers must please explain to candidates that their conclusions must be made withing the realms of the numbers within the questions, not their general opinions.
4.3.3	Unit penalty was awarded here. The unit (m) was often excluded. Teachers must please encourage candidates to use a comma to indicate a decimal and not a full stop. The use of the full stop often makes marking difficulty.
4.3.4	In this question, the candidates had to calculate the diameter by doubling the radius, however, many candidates squared the radius. Teachers must remember to teach basic skills like exponents, squares, cubes and roots.
4.3.5	This question was surprisingly badly answered. Many candidates saw ¼ of hour as 25 min or didn't answer the question by 60 + 15 in minutes (75) but rather wrote 1 hr 15 min; others said 1 hr 100 min. Spend some time on time.
4.4.1	Yet another question where the problem of reading for understanding was evident. Many candidates subtracted the 23 instead of understanding the word "above" meant adding.
4.4.2	This question was very badly answered. Candidates did not understand the term "equivalent fraction", but rather used the given formulas using a Guess and Check method.
QUESTION 5	
5.1	Many candidates could not convert using a scale and could not measure accurately with a ruler and so this question was surprisingly badly answered.
5.2.3	Candidates subtracted instead of multiplying.
5.4.3 (b)	The insert created some confusion as candidates used either or both the map in the paper or the map on the inset. Many candidates did not provide a scale and others didn't divide by the map measurement in the bar scale. Candidates measured inaccurately with a ruler or rounded, either the scale or their ruler measurement, e.g. 2,2 cm : 20 m became 2 cm : 20 m. Teachers must please instruct candidates to measure from the centre from midpoint to midpoint.
5.4.4 (c)	Some candidates mixed methods, while other manipulated numbers to get the 0,24 even if the manipulation did not make mathematical sense. Some candidates used the distance, speed and time triangle incorrectly, i.e. some candidates multiplied distance and speed (28,8) which they then rounded to 30 min in an effort to compare and conclude.
5.4.4	This question was well answered but many missed the destination mark (halfway up the second block). Candidates did not acknowledge or understand the concept of a one way. Teachers must please spend some time teaching direction (left and right) depending which way you are facing; explain terms like "one way" or "traffic circle", etc.

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MATHEMATICS
PAPER I

This is the final report I will be writing and I would like to thank the staff at all of the IEB schools for your constructive feedback over the years. This year is no different and once again I have grown as an educator and as an examiner due to your input. The report below takes a look at the common errors that learners made in each section and a few areas for you to focus on in the new year.

QUESTION 1 (Algebra)

In question 1 the main errors made by learners were in the equation involving the surd and the inequality. Isolating the surd and then checking each answer to check that the solution is valid would be a good focal point for your learners. They might come across situations where both solutions are not valid and they must indicate this. This happens often when an error is made in their first calculation and therefore to get the continuous accuracy marks they are required to check on the validity of each solution, and if it is invalid they must make this clear. The inequality remains a concept that learners need to understand so they can apply this in various sections. Writing out the inequality correctly remains an area of focus, including factorisation and algebraic manipulation.

QUESTION 2 (Calculus and the Cubic Graph)

The question was well answered by the candidates. It would be a good idea to remind learners about labelling key points at all times when sketching graphs. The candidates understood the repeat factor was a turning point, teachers must be commended on creating this understanding among their leaners. Identifying the values for x where $f(x)>0$ from a graph remains a concept that learners find challenging and is an area that needs focus.

QUESTION 3 (Log inverse)

The question was well answered by the learners and one of the suggestions from the team was to remind candidates that they can sketch the inverse without having to determine the new equation. By swapping the points from (x; y) to (y; x) they can find the key points and sketch accordingly. As a teacher we must push the labelling of key points on the diagram in numerical form. It is always advisable to push learners into working from exponential to log form and vice versa.

QUESTION 4 (Calculus; first derivative, tangent and first principles)

The question was done well by the majority of learners. There were a few common errors and these have highlighted one or two things to look at in the new year. The conversion from a root to an exponent in fraction form was not always clear. Learners would mix the numerator and denominator up so instead of getting 2/5 they would get 5/2 when they converted the fifth root of x squared into a form they could differentiate. In part (a 2) it was evident that dividing a binomial by a monomial is something that a few learners had forgotten about and would be worth showing them when going through this paper in the future.

Going forward it would be good practice to explain the concept behind first principles and remind learners of the notation. The conceptual understanding of $f(4)=7$ and $f'(4) = 5$ was good and is something to keep emphasising with the learners under your care next year.

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QUESTION 5 (Arithmetic Term and Sum)

The question was well answered by the candidates. This is an indication of good teaching as candidates were able to work with the formula and eliminate the negative option. In addition, learners rounded up correctly. The most common error was subtracting the 81 terms already used from the 94 required. It is always good practice to remind our learners to read the question again once they have finished with their calculations to make sure they have answered the question correctly. The skill of determining whether you are calculating a term or a sum is something to make sure learners think about when answering sequences and series.

QUESTION 6 (Finance; Future Value, Compound growth; Present value)

The key decision in this section is the selection of the formulae that needs to be used. A number of learners still struggle to identify the difference between an annuity or compound growth and this would be an area to focus on as it is the first step in the decision tree. Part (b 1) was answered well but the deferred loan was something that was identified as a work on next year. Calculating the exponent was good but interpreting the number of payments from this answer showed that not all learners understand the difference between the number of payments and the number of years. The use of the calculator to get the answer needs to be practiced as there were a number of errors made when typing expressions into the calculator.

One of the ideas that could aid learners in this section is developing worksheets where learners read a question and simply identify whether it is an annuity or compound growth.

QUESTION 7 (Algebraic expressions and log equations)

The question tested algebraic manipulation, exponent and log laws. It is important for learners to show their thinking and to manipulate expressions between the two forms; $y = ax^2 + bx + c$ and $y = a(x - p)^2 + q$. In part (c) of the question it became evident that exponent laws require regular attention. We need to ask them to apply the laws with various exponents so they do not get thrown if the exponent is not a natural number or a monomial. It would be worth playing around with pictures to help them apply the concept in unusual cases.

Example:

$$\frac{3^{\square}}{3^{\heartsuit}} \qquad \frac{3^{\log_p 2}}{3^{\log_p 8}}$$

$$= 3^{\square - \heartsuit} \qquad = 3^{\log_p 2 - \log_p 8}$$

QUESTION 8 (Tangents to a curve)

The team identified the first point to consider as that of learners not knowing the equation for the line of symmetry. They were giving answers y = -x and with the diagram quite clearly a line with a positive gradient it would be worth reminding learners to compare their answers to the diagram on the paper.

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In part (b) learners would only work out the x – coordinate and forget to calculate the y value. The principle of a coordinate having an x and y value is something that learners often neglect. It is a good habit to write the coordinate in coordinate form, learners were not penalised for this but when teaching it does remind learners that there is both an x and y value.

In part (c) it was evident that learners struggled to find the first derivative of an expression in hyperbola form. The concept of equating the first derivative to -1/3; the gradient of the line was not always executed correctly with a number of learners equating it to -1/3x.

If learners managed to find the coordinates of point C it was interesting to see the number of learners who would then use the cosine and area rules to work out the area of ΔAOC instead of identifying the height from the coordinate of point C. It would be a good exercise for learners to use the two methods and see the simplicity of getting the base from the y intercepts and the height from the x – intercept of the point.

QUESTION 9 (Functions)

The question identified a few concepts and errors that could be addressed. A number of learners made careless algebraic errors with the most common one being; if 3 = 36a then a = 12. Of course, the answer is 1/12, however, this was interesting to note.

The crux to the question was being able to use point E and the horizontal distance of 12 metres between the top of the two poles to identify the coordinates of points B and D. A number of learners just halved the distance and then gave coordinates of (6; 5) and (-6; 5), not correct, but it showed we must teach learners to identify the parabolas axis of symmetry and understand how to use this.

Moving of a point and keeping another point constant is certainly an area that can be expanded on and it would be good to find investigations where learners move a point that affects other parts of the equation. Learners should engage with the form $y = a(x - p)^2 + q$ more often as this allows them to make horizontal and vertical shifts.

QUESTION 10 (Patterns; Geometric; infinite series, quadratic)

In part (a) learners who got this incorrect used the wrong formula. Once again, the decision of whether to use the T_n or S_n formula became the challenge and we as educators need to try and find ways for them to understand the difference. The team felt that using more examples with context could help with the understanding and the application of the correct method.

In part (a 2) the most common error was not converting the rate from litres/minute to litres/hour. It is these details that learners need to pay attention to and this can be done by taking the time to read the question carefully.

The quadratic sequence was well answered and learners worked well with the first difference to identify a = 3/2 and b = -1/2. The use of $T_{10} = 0$ was where marks were lost, a number of learners struggled to move from the first difference back to the sequence. They could either have used substitution or manually worked backwards from T_{10} to get the value of the first term and then use the $a + b + c$ method to work out c.

Part (c) was done well and the only suggestion here is that learners leave their answer as a fraction instead of converting it to a decimal.

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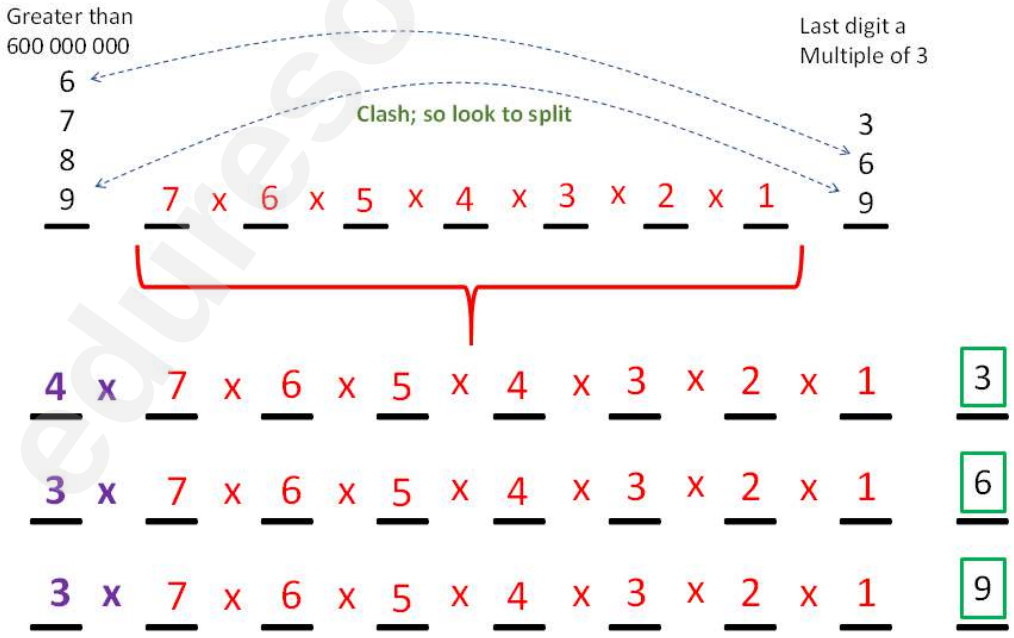
One of the higher order questions was that of part (d) where leaners had to extract a quadratic from the geometric sequence and then find x in terms of y using factorisation or the quadratic formula and finally generate the value of the ratio x/y. The majority of learners got to the quadratic but found it challenging to extract the value of x/y. It would be worth using the quadratic formula on quadratics with two variables.

QUESTION 11 (Probability)

This was perceived to be the most challenging question in the paper. A few common errors indicated that learners need to be reminded about the difference between repetition and non-repetition. The use of factorials was not used correctly; however, it was great to see candidates show their thinking and clearly show the options available, this would be a technique to encourage going forward. It would be worth looking at questions where a learner is required to split up the problem and then add the totals together.

It was suggested by the marking team that the graphical link to roots is an important concept to get across to learners and is something that could be done before introducing delta. Part (b) of the question integrated two topics and it required the learner to have a good understanding of how to unpack the problem. It was encouraging to see learners playing around with the numbers and engage with the question and where possible it would be good to engage with questions where topics are integrated.

One of the areas that I think we must continue to push is the use of diagrams to describe candidate's thinking in the area of counting principles. An example of using the diagram is shown below and is a good technique when answering this type of question. You will notice that 7! has not been used to get to the answer and is something to consider. Often the factorial (!) confuses learners and the principle of identifying options is more important.



If you split, **then** you add the three totals to get the answer of

= 50400

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QUESTION 12 (Max and Min)

The key thing to understand in this question was how to find out the height in terms of x. The first two marks of finding the equation were done well, although there were a number of candidates who got a positive gradient and did not think about their answer and if it linked to the diagram. Linking part (a) to part (b) was not done well and it would be worthwhile doing more examples where learners do not get the formula for what needs to be maximised or minimised. In this example the use of the roof's equation to the height was not done well.

It was also evident in the responses that manipulating algebraic expressions into a form that can be factorised is where a number of errors occurred. Learners understand when they need to equate the first derivative to zero when given the formula for what needs to be maximised or minimised but if the equation is not given they struggle to link the various steps of the process together.

ADDITIONAL SUMMARY POINTS

After reading all of the reports given by each question there were two common trends that I think would be worth highlighting. In the majority of questions, the groups spoke about the learners struggling with basic algebraic manipulation and the lack of accuracy and understanding when using inequalities and interval notation.

These are two areas where perhaps we as schools can emphasise in the lower grades. The ability to manipulate expressions and solve routine equations will always be part of the Grade 12 paper in some form and if we can pay more attention to this in the earlier grades perhaps we can help the learners in their grade 12 final examinations.

CONCLUSION

It has been a wonderful experience once again. I would like to thank Saheti for once again looking after the large team of markers during the week, specifically the catering team who kept the markers going with teas and lunches. To the IEB team, thank you, your professional and supportive approach during the year is much appreciated and it has been a privilege to be given the opportunity to be part of this assessment body.

To all of the markers and Senior Markers that I have worked with over the years, it has been such an honor getting to know you, learn from you and I wish everyone a wonderful 2024. Mathematics teachers are a special bunch and although I know all of you love the subject you can see that you are educators that care, teach the learners to solve a quadratic but continue to be there for the more important part of teaching, that part that develops character and encourages the individual to be the best version of themselves.

Enjoy your holidays and find the time to dance, because as I read on the back of one of the markers shirts this year, Mathematics teachers are excellent dancers, because we have a logarithm.

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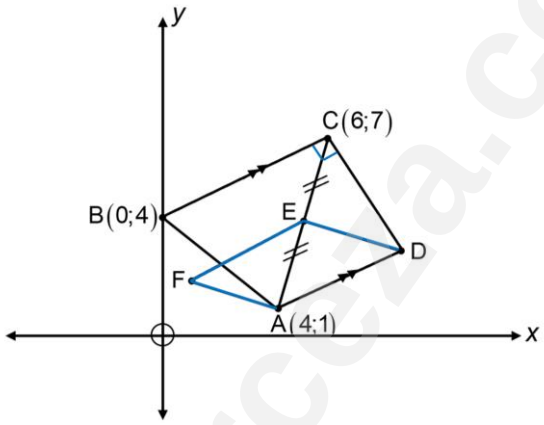
MATHEMATICS
PAPER II

Please note that the comments and advice offered below are based on generalisations, feedback from the marking committee and the senior markers.

ANALYTICAL GEOMETRY

QUESTION 2

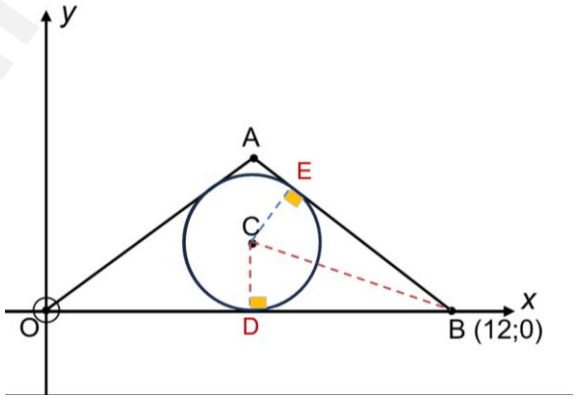
Part (c) which required the candidates to determine the area of parallelogram ADEF has revealed that more attention needs to be placed on the following:



- Properties of quadrilaterals which include that of parallelograms, trapeziums, and kites.
- Gain familiarity in the application of the sine area rule in Analytical geometry questions.
- An understanding that if information is given for a question that follows, this may not be used in the preceding question. The point D(8 ; 3) was given in part (c), and some candidates used this point in part (b).

QUESTION 11

Candidates must be able to construct lines on a given diagram that facilitates answering the question.



In part (b), which required the candidates to determine the equation of AB:

- One may not assume that A, C and D are collinear. Those that did, assumed A(6;y) without proving this.
- Candidates are advised to show all markings on diagrams where deductions are made. This will also help them visualise the progression of steps to solve the question.

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STATISTICS

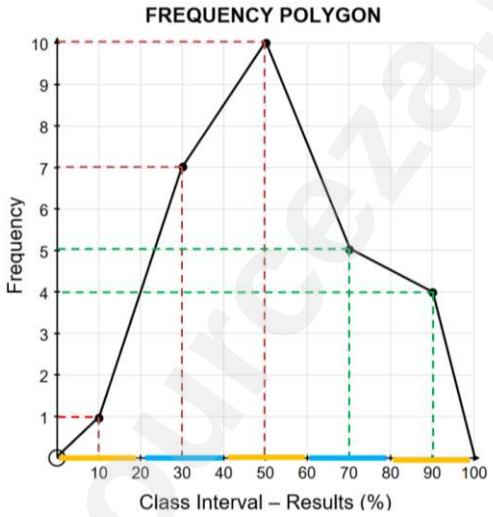
QUESTION 3

Interpretation of graphs in general needs some focus. In the case of this question, reading the text carefully, highlighting/circling the class intervals and then drawing dashed lines/highlighted lines at each point may make the graph easier to interpret.

Refer to the diagram below.

SUMMARY

27 learners
The class intervals are given as $[0;20)\,;[20;40)\,;[40;60)\,;[60;80)\,;[80;100]$.



Extracting information from one graph to represent information on another graph, in this case on an Ogive Curve requires some focus. Candidates must be conditioned to read and reread the question and extract relevant information. In fact, there is seldom redundant information given in a question.

- Address closing of the Ogive at y = 0.
- Point to consider – part (d)(2): "*Using your answer to **(a) and (d)(1)(i)**, describe the skewness…*": Does the numbering confuse candidates? Many struggled with this question.

EUCLIDEAN GEOMETRY

QUESTION 5

"*Use the diagram below to prove the theorem that states that **a line drawn parallel to one side of a triangle divides the other two sides proportionally**.*"

- The order of Euclidean Theorems must be considered when proving.
- Candidates need to approach these proofs through understanding and by using triggers to guide them as to the appropriate reasoning and deductions.

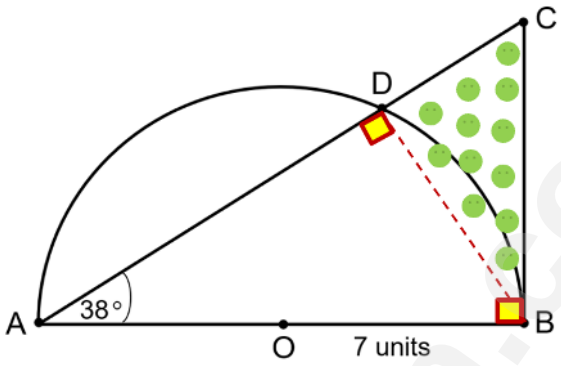
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QUESTION 7

This question required candidates to determine the length of CD.

Candidates must be able to construct lines on a given diagram that facilitates answering the question.



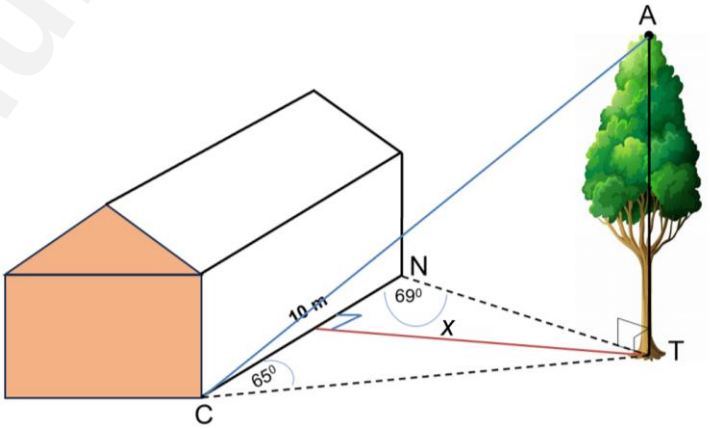
- Many candidates indicated their right angles on the diagram but did not offer a geometric reason for this.

TRIGONOMETRY

QUESTION 13

COMMON ERRORS

- Use of values from incorrect triangles.
- Misinterpretation of the angle of elevation.
- Difficulty to visualise and conceptualise 3D shapes.
- Assuming that the line from the base of the tree to the house would be a perpendicular bisector.
- Use of pencil made work difficult to read.
- Labelling of diagrams were either not clear or not done at all.



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MATHEMATICS
SBA MODERATION

1. Overview

SBA comprises 25% of the total assessment for the National Senior Certificate. The requirements for the school-based component of the senior certificate assessment are outlined in the table below.

LEARNER FILE REQUIREMENTS FOR GRADE 12

Descriptions	**Weighting**	**Mark**
2 Short Items **OR** 1 Long Item	2 × 15 **OR** 1 × 30	30
Three Standardised Tests	3 × 10	30
Grade 12 Preliminary Examination consisting of Paper 1 and Paper 2	2 × 20	40
Total marks:		100

The moderation process was done slightly differently this year. There was only a first round of moderation, and this took place from 1 October to 28 October 2023. A sample of schools/centres (random; school requests or new schools to IEB) were moderated by IEB appointed moderators. These sampled schools/centres had to submit their teachers file as well as three learner files. The sample of learner files was selected by the IEB Moderator, and this included learners with high, moderate, and low ability achievement levels. The submission of the files was electronic, and the moderators communicated with the relevant schools as to the best way of submitting the files (email; Dropbox or Google link).

If a school/centre had not been found at the initial level of moderation, to have SBA files that were **non-compliant** with all the requirements stipulated in the Subject Assessment Guidelines, they would have been required to submit the teacher file and sample learner files electronically to the IEB for **Additional Moderation**. This didn't happen and as a result I did not have to do another round of moderation from 15 November to 30 November 2024. Thank you everyone for this.

If you are in charge of submitting the Grade 12 Portfolio files for your school, please make sure that you have read through the SBA Moderation Form thoroughly. This is APPENDIX D in the SAGs document, and this will give you a good idea as to what the moderator will look for when working through your relevant files.

The moderation process took roughly 2 hours per school and all schools moderated received a copy of Appendix D as well as Form A. This Form A contained the exam numbers of the learners' files that were moderated as well as a recommendation as to whether the SBA marks should be accepted or disregarded. The only way that the SBA mark could be disregarded was either if the minimum number of tasks was not met OR that the minimum type of tasks was not met (no alternative pieces as an example).

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Our main focus is:

- To make sure that the files comply with the SAGs document.
- That design grids are present and that there is evidence of moderation.
- To check that the tasks have the correct level of difficulties.
- To check that the results are recorded and transferred to the final IEB sheets correctly.
- To give feedback suggestions that the schools can improve on for the next year.

2. For ease of moderation for an electronic file, please do the following:

There should be THREE separate folders created for the following:

- **Admin** with separate folders to include:
  - 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 years' moderation document or present year's document if being sent up for Second Moderation (every effort should be made to comply with the recommendations suggested by the moderator)

- **Teacher File** with separate folders to include:
  - Short Items/Long Item: each in a different folder with evidence of Moderation; Analysis Grids; Question Papers and Memos
  - Formal Tests: each in a separate folder with evidence of moderation; Analysis Grids; Question Papers and Memos
  - Prelims: each in a separate folder with evidence of moderation; Analysis Grids; Question Papers and Memos

- **Learners File**s with separate folders to include:
  - Learner 1:
    - ✓ Appendix B: Summary of Assessment
    - ✓ Short/Long Items: answer sheets each in new folder
    - ✓ Formal Tests: answer sheets each in new folder
    - ✓ Prelims: answer sheets each in new folder
  - Learner 2:
    - ✓ Appendix B: Summary of Assessment
    - ✓ Short/Long Items: answer sheets each in new folder
    - ✓ Formal Tests: answer sheets each in new folder
    - ✓ Prelims: answer sheets each in new folder
  - Learner 3:
    - ✓ Appendix B: Summary of Assessment
    - ✓ Short/Long Items: answer sheets each in new folder
    - ✓ Formal Tests: answer sheets each in new folder
    - ✓ Prelims: answer sheets each in new folder

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3. Appendix A, the composite marksheet:

   (a) Raw scores for all portfolio items **MUST** be given on your composite mark-sheet.

   (b) Include **TYPED** composite marksheets with marks rounded off to two decimal places, except for final SBA mark which must correspond to the IEB marksheet.

   (c) The composite marksheet must be for the school and not per teacher. A numbered alphabetical list must be provided.

   (d) Indicate **clearly** the tasks used per learner to calculate their SBA mark. (The specific item used if there is more than one task per assessment portfolio item.)

   (e) Averages calculated and shown for all assessment items included on the composite marksheet.

4. If a rubric is used to assess an alternative assessment, make sure it is properly designed and moderated. A written explanation of how a task was marked is useful to the moderator, including an example.

5. Please provide written explanations of how the alternative items were administered. This will clarify misunderstandings regarding cognitive demand.

6. Clear indication of internal moderation of portfolio items (**pre- and post-**).

7. If an examination is set within a cluster/group of schools, please indicate the schools involved in your Teacher's File.

8. Please do not use tests and worksheets as short items. These are not listed as alternative items in the SAGs.

We strongly suggest:

1. That knowledge level analysis grids are done for **all portfolio items**. Please refer to the SAGs documents for the correct level analysis.

2. That you refrain from using alternative items that are in the public domain and easily accessible by the candidates. It is advisable that the portfolio pieces are done at school under controlled conditions so that no external help is attained.

3. **That Paper 1 content is covered in the Test 1 portfolio item and Paper 2 content is covered in the Test 2 portfolio item. Test 3 can then be either.**

Please make sure that you have monitored the average results between your Alternative Assessment items versus Formal Assessment items. The aim is to have the group averages within a 10% margin.

Finally, just a big thanks for all the wonderful portfolio work.

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MUSIC
PAPER I

GENERAL

237 candidates from 70 centres wrote the NSC Music examination in 2023. This is a slight increase from 2022. 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 2024.

It was pleasing to note that many points mentioned in last year's report as areas requiring greater focus/correction had improved. These include:

- Correct use of terminology related to elements of music.
- 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.
- The majority of candidates answered the essay in the correct format.
- The four-part harmony questions were well answered by the majority of candidates.

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.
  - Higher-order questions are frequently comprised of previously unheard/unseen works in that style/genre, or alternate versions/arrangements of a set work. The ability to listen to previously unheard works and to apply skills must be developed from Grade 10.
- Theory and Harmony notes:
  - Candidates' knowledge of four-part harmony was much improved on last year's. Please continue to teach this topic thoroughly and encourage candidates to practise harmony questions regularly.
  - Greater focus is required with the identification of inversions, resolution of the V7 and the correct doubling of notes (e.g. the third note of chord vi).
  - Candidates' answers regarding non-harmonic notes were better than in 2022, but it was obvious from answers that some schools did not teach this section of the syllabus.
  - Theory skills need to be practised weekly in preparation for the exam.

QUESTION 1 AURAL QUESTIONS AND BOPLICITY

1.1 Encourage candidates to match the terms to the track where the most prominent features are heard.

1.2 This question was generally well answered.

1.3 Several candidates could not identify the different textures heard in the extract (i.e. homophonic, monophonic and polyphonic texture). Please continue to use the 'Elements of Music' notes given to teachers at the IEB Conference in February 2022 to assist candidates in this regard, and to regularly practise listening skills.

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QUESTION 2 MUSICAL THEATRE

2.1 Disappointingly, many candidates could not name the voice type in this extract.

2.2 & 2.3 – Aural and, in particular, visual knowledge of set works are important. Many candidates identified the metre incorrectly in the introduction and verse.

2.4 This question was better answered than in 2022 and most candidates could identify the interval heard and its significance in *West Side Story.*

QUESTION 3 DON GIOVANNI & COMPARISON BETWEEN ERLKÖNIG AND DIE FORELLE

3.1 In most cases, the characters were correctly identified and the understanding of the character depiction in the music was good.

3.3 & 3.4 – Most candidates identified the form correctly and the reasons why the structure was used by the composer. However, a few candidates thought that *Die Forelle* was in binary form and *Der Erlkönig* in rondo form.

3.5 Candidates lost marks for writing generic information about *Der Erlkönig* rather than comparing it to *Die Forelle* with regards to word painting, tonality, form, melody and lyrical content.

QUESTION 4 BEETHOVEN 5

4.1 This question focused on the fourth movement of the Fifth Symphony which is a set work. Many candidates could not identify the tracks by giving their position in the symphony.

There was ambiguity in this question and alternative answers were accepted.

However, candidates must be encouraged to use the correct terminology such as: 1st subject/theme, bridge/transition theme, 2nd subject/theme, codetta (closing theme).

4.4 Disappointingly, many candidates could not identify the orchestral terminology. Score reading can be taught throughout Grade 10 and Grade 11 and instrumentation and prescribed work must be thoroughly known and understood.

4.5 Given that this was a straightforward question and been included in past papers, it is disappointing that many candidates lost marks in this question.

4.7 Candidates found this question challenging. Most candidates used the correct interval but transposed it in the wrong direction. Most instruments transpose 'down' into concert pitch and 'up' into written.

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QUESTION 5 ESSAY – ONE-O-CLOCK JUMP

The essay was well answered. There were many excellent essays, and the average for this question is slightly higher than last year. A few points to note are:

- The majority of candidates answered the essay in the correct format 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 received good marks for the required information and wrote this information at the beginning of the essay as an introduction. Please continue to do this.
- Most candidates managed the comparisons well, and most used correct musical terminology. Please continue to use the 'Elements of Music' notes given to teachers at the IEB Conference in February 2022 to assist candidates in this regard.
- Several candidates misidentified the work as *Anthropology* by Charlie Parker. Not being able to identify a set work is inexcusable and teachers are encouraged to ensure that candidates have the resources available for thorough learning and revision.
- Some candidates provided too much general information about the original work (set work) and did not provide an evaluation of how the two previously unheard arrangements differ from the original. A half mark is given for each comparison to the original.
  Please work through the 2020–2023 exam questions to create similar essays in Grades 10–12. As practice, in Grades 10–11 the comparison could be between a studied work and one arrangement.
- Encourage candidates to be concise and precise when writing their essays. Long explanations, particularly when not relevant to the question of evaluating how the arrangements differ from the original, are unlikely to gain further marks but rather use up time and space so that candidates believe that they have written more valid points than they actually have done.

QUESTION 6 SOUTH AFRICAN URBAN MUSIC

6.2 Many candidates wrote the Marabi progression incorrectly as I-IV-V-I. The correct progression is I-IV-Ic-V.

6.4 Candidates lost marks by not comparing the instrumentation and the lyrics of the two songs. Candidates are encouraged to read the question carefully and answer the question specifically.

However, the third part of the question (which song is more effective as a protest song) was well answered.

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MUSIC
PAPER II

QUESTION 1 THEORY

The average is slightly lower than last year's.

1.1 Grouping of notes and rests needs to be correct. The given starting note was an anacrusis but many candidates ignored this, which also led to the incorrect grouping of rests in the last bar.

Many candidates left out the top note (8th note) of the scale.

1.3 F minor pentatonic was generally not known.

1.4 & 1.6 – The questions about modes were answered well.

1.7 Rewriting in simple time was not answered well.

1.9 The majority of candidates did not resolve the V7 chord correctly, and also did not double the 3rd note in the submediant chord.

Please continue to use the 'Four-part Harmony' notes given to teachers at the IEB Conference in February 2023 to assist candidates in this regard.

QUESTION 2 SCORE ANALYSIS

While this question was generally well answered it was concerning that:

2.1 A large number of candidates could not identify the tonic key as D minor.

2.2 Some candidates wrote chord symbols instead of figuring the chords.
The quality of the chord (major/minor) was not correctly figured by some candidates.

2.4 The question about intervals was answered well.

2.5 This question was generally well answered.

2.7 The question about transposition (minor 3rd up) was answered well.

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QUESTION 3 HARMONY

This question was answered much better than in previous years, which means that it is being included in teachers' own exams, and that candidates are working through more harmony exercises. Please continue to teach this topic thoroughly and include harmony questions in theory tests and examinations to give candidates the practice that this question requires.

3.1 3.1.1 This question was well answered, but some candidates lost marks for stating the incorrect inversions and the incorrect quality of the chord.

3.1.2 Candidates must be encouraged to use the correct terminology i.e. passing note/auxiliary note, and not referring to the note e.g. 'A'.

3.2 Most candidates did the question in D major, but it also worked well in b minor.

Most candidates did not recognise the patterns in the given melody (8-7-6 & 3-21) which would have resulted in using standard chord progressions such as I-ii-IV and Ic-V7-I). Alternative answers/harmonisation was also credited.

Most candidates remembered to state the key.

Some candidates did not use, or resolve the V7 correctly.

Please continue to use the 'Four-part Harmony' notes given to teachers at the IEB Conference in February 2023 to assist candidates in this regard.

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MUSIC
CAT MODERATION

Task 1: Programme notes or album review

The programme notes task remains a good exercise for candidates to research the compositional process and historical context of pieces that form part of their final practical examination repertoire. Note that the task has been cut down to writing on only one piece from their repertoire.

The option of an album review task provided candidates with an alternative in practicing their writing skills. Please note that the main body of the review needs detailed observations about the music. Use the elements of music and compositional techniques as the main pillars of the discussion. Too often the writing centres around personal feelings and peripheral information of the band/ensemble.

Task 2: Composition

The variety of topics and types of possible ensembles in the task outline delivered some wonderfully creative and impactful compositions. Because of the exorbitant cost of music software, many schools are now opting for some excellent free software such as MuseScore. The reflection component of the task is often treated with less importance. More substance is required when explaining the structure/form and intentions of a composition. Mentioning tonality choices, structural elements and the use of different compositional techniques all contribute to a richer understanding of the intentions of a composition.

Task 3: Four-part harmony OR figured bass OR Jazz harmony

This task was generally completed with more rigour and attention to detail. Candidates struggle with achieving good voice leading and sometimes obvious mistakes and consequences are overlooked in the marking of these tasks. Focussing on cadential points (especially incorporating a cadential 6/4 progression), passing 6/4 progressions and the correct resolution of a dominant seventh chord should help candidates to achieve a better result. The figured bass task option was used as extension work by some centres and was proudly included in portfolios!

Very few candidates used the Jazz harmony task as an option.

Task 4: Melody writing

4.1 Compositional techniques assessment

The motivation for including this compulsory class assessment task is to prepare candidates for the final written paper but also to create awareness of the importance of compositional devices when analysing scores. A suggestion is to do this task quite early in the year for candidates to grasp the importance of these devices when analysing the prescribed works.

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4.2 Complete a melody – given opening

The melodies were generally of a good standard. Candidates continued the opening motives stylistically and some excellent dynamic and expression markings and appropriate articulation was included. Please always indicate the instrument for which the melody is intended and be aware of instruments' ranges.

4.3 Setting a poem to music

Very few candidates used this task as an option.

Task 5: Extended essay writing

This task has been shortened from previous years – essays should be between 5–6 pages in length (2500–3000 words) excluding notational examples and the list of sources. Interestingly the Symphony, South African and Musical Theatre topics were the most common topic choices. Referencing and the presentation of bibliography have improved. Candidates must submit a comprehensive bibliography, which includes scores, a discography, and an acknowledgement of internet sites and electronic media accessed (with the date).

An excellent source for referencing is available at https://www.ocr.org.uk/search/gcs-search/gcsearch.aspx?q=referencing.

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MUSIC
SBA MODERATION

Prelim Examination (written) and 1 test

The preliminary examination and formal written test should be designed to prepare candidates well for the final written examination. A good spread of skills should be assessed. Some excellent, creative papers from teachers. Please guard against blatantly copying questions from old papers – these are all in the public domain and candidates have access to them.

Improvise stylistically with traditional, indigenous or contemporary scales and modes

Very creative improvisation tasks were noted – please make a point of sharing your ideas with colleagues at cluster meetings. The most successful tasks in this section are often the ones that follow a process to achieve a more thorough outcome. Detailed feedback to candidates on where they can improve is often lacking. A marking rubric may be used, but often does not give candidates a clear indication on what to improve.

Perform a variety of solo pieces

Remember that under this SBA task one can report on continuous assessment over the year – it does not have to be based on only one formal examination. Assessments spread over the year often gives a more realistic idea of the candidate's progress. It is often a fairer assessment practice that can benefit candidates.

Perform a variety of pieces in a group context

Generally, more detailed feedback on the activities of candidates throughout the year should be included. Some centres included lovely audio or video examples of their ensembles. If instrumental ensemble opportunities are limited, duets performed with a friend or teacher are also an excellent option.

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NAUTICAL SCIENCE
PAPER I & PAPER II

GENERAL

- All the questions, with a very few exceptions, were attempted and in some cases the answers were completed satisfactorily. Generally, the neatness was particularly noted.
- Rough work was mostly done on one side and distinctive from the formal answer left side to center. However, there were a number of scripts where rough work encroached on the main answer as well as into the margins. The rough work is not easily distinguished from the main answer. This does, more often than not, result in the candidate making serious errors and wrong answers, and it also confuses the marker with the risk of losing valuable marks.
- Many candidates continued with the next question on the same page without leaving many lines in between. This causes the work to be cramped, untidy, trying to squeeze the sketch in 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.
- With reference to the points above, candidates need to be encouraged to work neatly in their presentation of answers.

PAPER I

- Most of the candidates answered and completed all the required questions. Generally, the answers were neat and respectably presented.
- Candidates had challenges with the following:
  - Questions 4, 7 & 9 being tides and Astro Nav.
  - The presentation of the chart work was generally an improvement from previous years. However, course and position labelling are still omitted by some candidates. Rough work should not appear on charts as was the case with one of the scripts.
- The presentation of answers by the candidates was generally very neat. However, some candidates still insist on cramming more than one question on the same answer page, mixing rough work with the formal workings of the answer and scratching out of workings.

PAPER II

- Some candidates still insist on cramming more than one question on the same answer page, despite explicit instructions on the cover sheet.
- Rule of the Road (Q.1), many 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, questions requiring definitions and lists do need to be specific to the International Collision Regulations.
- It is important for the candidates to answer the question specifically. For example, in Q.4 specific answers were required for 4.1 to 4.4. The last question requiring a "Yes" or "No" answer in 4.4.1, and if the answer is YES, then asking what action should be taken. The correct rules needed to be applied in the answer (in this case Rule 19 applied).

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PHYSICAL SCIENCES
PAPER I

Paper 1 was well received and was generally considered a balanced and fair assessment of the candidates' level of understanding.

GENERAL COMMENTS

General comments that are common to all questions:

- Definitions need to be answered strictly as they are in the SAGs, as each phrase and word has been carefully chosen to be correct.
- The phrase "indirectly proportional" should never be used when stating a relationship between variables or in a definition. The correct phrase is "inversely proportional".
- Candidates are encouraged to draw diagrams (even if just arrows and values) to help them visualise and solve problems.
- Candidates must show their working clearly and, in explanations, must show each logical step.
- They should follow the instructions given regarding rounding off and should not round off early in a multi-step calculation as this may lead to an incorrect answer.
- Candidates need to make sure that all the statements that they make are mathematically true.
- In many of the questions, candidates were creative with their choice of units given with the final answer and should learn the correct unit for each quantity that we calculate.
- 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 or definitions.
- Candidates should not offer multiple answers to a question, including multiple options for a multiple choice 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.
- Some candidates did not attempt a question. They could be encouraged to tick the sub-question number to be sure that a question is not accidentally missed.
- 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 an appropriate formula, which will be used to solve the problem.

QUESTION 1 MULTIPLE CHOICE

Question 1 was cognitively demanding and was poorly answered by many candidates, achieving the lowest average of all the questions. Teachers are encouraged to provide practice questions from the IeBT papers available on the IEB website.

- In future, more space will be provided for the multiple choice questions and candidates will be encouraged to use this space for rough work in order to answer the questions, as few multiple choice questions can be answered without some working.
- Candidates are encouraged to use pencil to indicate their answers on the grid, so that they can change their choice of answer, but they must make sure that their choice for each question is clearly visible and that only one letter is chosen for each question.
- Many candidates left out Question 1 or some of the questions, which makes no sense as they had a 25% chance of guessing the correct answer.

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QUESTION 2 KINEMATICS

This question involved a ball that was thrown upwards and bounced. A velocity-time graph was given for the bouncing ball.

- Most candidates recognised that the maximum height was reached when the velocity of the ball was zero. However, many candidates continue to struggle to interpret and translate between the different graphs (v-t to x-t in this case).
- Many candidates struggled to choose the appropriate values for the part of the "story" that they needed to consider and drawing a diagram of the motion may help them to correctly allocate the variables.
- Candidates struggled to maintain consistency of the signs of the values and this led to mathematical errors, too. They may make fewer errors through the question if they assigned either upwards or downwards to be the positive direction and stuck to this sign convention throughout the whole question.

QUESTION 3 KINEMATICS

This question assessed the candidates' ability to draw a graph from a set of data and to use that graph. A significant improvement in the skill of drawing a graph was evident this year. All teachers, and particularly those who are new to the IEB, are encouraged to access the 2023 Conference presentation on this skill on the IEB website, and to share these guidelines with their candidates.

- The independent variable is the value that was measured in the investigation, not necessarily what is plotted on a graph. In this question, the independent variable (t) was manipulated by squaring it (t^2) so that plotting Δx against t^2 produces a straight line. However, the heading should refer to the variables plotted on the graph (in this case Δx against t^2).
- When calculating the gradient, indicate the points from the best fit line that have been used (this will be an instruction in future, as the question is assessing the skill of finding the gradient of a graph of plotted data).
- Substituting a set of co-ordinates into an equation is not an acceptable method of calculating gradient.
- When manipulating an equation to solve for a value, the calculated gradient must be used and co-ordinates should not be substituted into the formula. This skill remains challenging for many candidates.

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QUESTION 4 FORCES

Question 4 involved a book in an accelerating bus. Candidates were expected to consider the motion of the book when it was on the frictionless floor, compared to when it was on a seat where it experienced significant friction. This question was perceived to be challenging, and the explanation questions were not always well answered.

- Candidates confused constant acceleration and zero acceleration (constant velocity) and some stated that an object was accelerating with constant velocity, indicating confusion between the concepts of velocity and acceleration.
- Many of the errors made were based on language. For example:
  - It is rarely true that there are no forces acting, as there are almost always vertical forces acting on an object (F_g and F_N). Candidates should rather state that there are no horizontal forces acting on an object, or stipulate that there is no net force acting, depending on the scenario and the question.
  - The word 'negligible' means that the frictional force can be ignored, not that there is a small frictional force.
  - Neither inertia nor acceleration are forces.
  - Some questions were poorly answered as candidates either did not read the question carefully or did not fully express their answer (amongst other things, writing about "it" where it was not clear whether they referred to the book or the bus or describing a direction as "in the opposite direction", which is not specific enough).
- Based on the responses in Questions 4 and 5, candidates are reminded 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. Only F_N, F_g and F_f (all found on the data sheet) are acceptable symbol labels for forces on a free body diagram.
- The definition that the frictional force opposes motion may help candidates to reason which way the frictional force acts.
- Question 4.7 challenged the candidates and many were not able to clearly explain why the book slid backwards.

QUESTION 5 NEWTON

Two blocks, attached by a rope were pulled across a surface by another rope. A velocity-time graph showed the velocity of one of the blocks before and after the rope between them snapped. This question was well answered by the majority of candidates.

- Some candidates stated both Newton's first and second laws and it was not clear whether they knew which was Newton's second law.
- Free body diagram labels were problematic as mentioned above and candidates did not always clearly show the relative sizes of the horizontal forces clearly.
- Candidates should use the forces from their free body diagram to set up the NLII expression of forces.
- Many candidates calculated the net force acting on an object, rather than the tension in the rope, as asked.

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QUESTION 6 MOMENTUM, WORK, ENERGY & POWER

In the first part of this question, a ball was kicked against a wall and bounced, and in the second part of the question the ball broke a glass door.

- Impulse was poorly defined by many candidates.
- The change in direction of the ball was often disregarded in the mathematics of Question 6.2 and candidates are encouraged to draw a sketch diagram to help them to remember to assign a positive direction. The change in velocity must always be calculated by final velocity minus initial velocity.
- A significant number of candidates squared the change in velocity when using the work-energy theorem (using $\frac{1}{2}m(v-u)^2$ instead of $\frac{1}{2}mv^2 - \frac{1}{2}mu^2$ or $\frac{1}{2}m(v^2-u^2)$).

QUESTION 7 FIELDS

The first part of this question assessed Newton's law of universal gravitation and the second part involved a charged sphere suspended by a light string in an electric field.

- Conversions were necessary in two sub-questions (km to m and μC to C) and candidates often did not convert or attempted these conversions incorrectly.
- The calculation involving Newton's law of universal gravitation showed poor copying, as well as poor application of mathematical process.
- The definitions of both electric field and weight were poorly answered.
- Questions 7.2.4 and 7.2.5 proved challenging for many candidates.

QUESTION 8 ELECTRIC CIRCUITS

This question involved a starter motor and headlamps connected to a battery. Part of the question needed to be solved by setting up simultaneous equations and solving them. The latter part of this question also tested the conceptual understanding of the effect of a change to the circuit on the brightness of the bulbs.

- Some candidates showed poor concept of the circuit and how the values relate to one another, for example, calculating the reading on A_1 in 8.3, but not dividing this current by 2 to find the current through each headlamp. Or not realising that emf and internal resistance are properties of a cell and remain unchanged when the circuit connected to the cell is changed.
- There was some careless substitution in this question, as well as some incorrect mathematical manipulation.
- Question 8.9 proved challenging for many candidates, requiring them to demonstrate a comprehensive understanding of the circuit and the interaction of components.

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QUESTION 9 ELECTRODYNAMICS

The focus of this question was an AC generator with a magnet spinning inside a coil to power a bicycle lamp. Candidates were required to draw graphs of voltage against time and current against time. There was a significant improvement in the candidates' performance in this question, which is a positive reflection on the teaching that is happening.

- 9.1.2 required a device that would change AC to DC.
- Candidates are encouraged to use a logical order in their explanations: the spinning magnet results in a changing magnetic flux, which induces an emf, which produces a current. Many candidates simply quoted phrases from Faraday's Law and Lenz' Law without linking their statements.
- The graphs were challenging for many candidates and instructions were not always followed (e.g. two cycles, draw the graph on the same axes).
- Transformer calculations should be easily performed, but many candidates used the wrong equation or incorrect substitution.

QUESTION 10 PHOTONS AND ELECTRONS

Candidates were given a table with the work functions for four metals and asked which metal(s) would emit electrons when light of a given frequency was shone on each metal. Most candidates attempted this question, unlike in the past, and there were many full mark scores on this question.

- Many candidates continue to confuse frequency, energy and work function.
- This is a section where candidates can score high marks if they practice converting from J to eV (and vice versa), using consistent units in a calculation (and the correct value for Plank's constant) and using their calculator effectively when working with values in scientific notation.
- In Question 10.3, many candidates were able to perform the relevant calculations, but did not use these calculations to justify their answer.
- Many candidates struggled to apply their knowledge with a coherent argument in Question 10.4.

CONCLUSION

Marking was completed in a fair and consistent manner. The commitment and positive attitude of the markers was appreciated.

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PHYSICAL SCIENCES
PAPER II

GENERAL

The paper was more favourably received than the 2022 paper and this was reflected in better results. Candidates seem to appreciate the write-on format and to have been well prepared for the paper.

The benefits of the write-on booklet format were exploited to include more questions where candidates were required to circle the correct answer from two or more options or write/draw the answer in a block. It is hoped that teachers are familiarising candidates with this format from Grade 8. The colour printing also allows for more informative diagrams as in Questions 1.3, 2, 5.6 and 7.1. When making use of the more spread out write-on booklet format, it is important to consider what will appear on facing pages. Questions should ideally face the information required to answer them. Otherwise, that information may need to be repeated on a new page to be easily accessible to the candidates. This is especially important when a graph needs to be drawn – be sure that the table of data is either on the same page as the graph grid, or on the facing page. It is a good idea to provide an extra graph grid (and accompanying table of data) for candidates who make a mistake with their first attempt. It is also advisable to physically do the memo on a hard-copy print-out as this is the only way to really ascertain whether sufficient space has been provided.

- **Cognitive Level 1 questions:** The Level 1 target mainly comprises the definitions in italics (that should be rote-learned) and concepts that are prefaced with the words "Know that…." in the SAGs. We are moving more towards asking candidates to "describe…" or "explain the meaning of…" even for the definitions given in the SAGs. Candidates would still get full marks for the correctly stated definitions, but there is then more leeway for getting part marks. We are also moving towards some longer definitions being worth three marks e.g. "homologous series" and some short definitions being worth only one mark e.g. "acid = proton donor".
  Teachers are again encouraged to supply each candidate with the relevant sections of the SAGs. Candidates can then highlight and tick off content as it is covered. The use of flash cards is helpful for many candidates, and "SAGs quizzes" can be utilised to ensure that candidates familiarise themselves with the content. Candidates must gain an appreciation of how vital this document is for their success.

- **Explanations:** Many of this type of question have formulaic answers that can be practised. Candidates are again 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. Candidates should be encouraged to pay special attention to the published model answers of past papers to analyse the key phrases required.

- **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. Regarding the latter, they cannot write both reaction types and expect the marker to choose the correct one. 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.

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- **Electrochemistry:** This large section of the syllabus has traditionally been the one in which candidates have performed the worst, and this year was no exception for Questions 6 and 7. Note that the rote-learning topics of aluminium refining and the use of the diaphragm and mercury cells in the Chlor-Alkali process have been removed from the SAGs for 2024. Thus, candidates should expect more general questions where they have to use the SEP table to predict and write redox reactions for galvanic and electrolytic cells.

- **Single vs reversible arrows:** Candidates were penalised for use of a double arrow in 6.4 and a single arrow in 5.2.2(b). Candidates need to know when to use each type of arrow when writing chemical equations.

- **Practical applications:** Chemistry is a practical subject. It is expected that candidates are exposed to practical techniques mentioned in the SAGs e.g. preparing standard solutions in order to perform titrations. First-hand experience of these will be invaluable in helping them to answer these types of questions in the exam e.g. Question 5.

- **Integration of topics:** All the Chemistry in the SAGs is inter-related and cannot be compartmentalised. Quantitative chemistry will usually be tested throughout the paper e.g. this year in Question 3.2, 5.4, 6.5.2 and 8.1.3.

- **Graphing skills:** Remind candidates that the same skills of plotting and interpreting graphs are needed in both Chemistry and Physics. We advise that small, neat crosses (×) are used to plot data points, to avoid the large inaccurate "blobs" used by many candidates.

- **Exam technique:**
  - Candidates need to be made aware that questions are scaffolded so as to assist their logical thinking. They are strongly encouraged to READ all introductory information and answer the sub-questions in order, since questions lead on from each other.
  - A concerning percentage of candidates omitted Question 4.2 and Question 6.1. Perhaps encourage candidates to tick next to each question number after completion of the question, to ensure they answer all the questions. With the write-on format, candidates no longer have to engage in writing down the question number, and are simply leaving out many questions by not working through the questions carefully and in order.
  - As with the multiple-choice questions, in other questions where options are provided, candidates should always choose an answer, even if it is a guess.
  - Candidates need to be reminded to indicate at the question that the extra space at the back has been used. Although many are doing this, there are still those that are not, and the unmarked answer is discovered at a later stage.

QUESTION 1

(Average cognitive level rating = 3,00; Average difficulty rating = 2,60)

Candidates 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.

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QUESTION 2
(Average cognitive level rating = 1,29; Average difficulty rating = 1,29)

2.3 Application of knowledge to realise that there are covalent bonds between the atoms within polyatomic ions that form part of an ionic compound.

2.4 2.4.1 Although the meaning of *solution* rather than the strict definition was asked, the fundamentals still need to be included in the answer, viz that it is a homogeneous (not homologous!) mixture.

QUESTION 3
(Average cognitive level rating = 2,75; Average difficulty rating = 2,08)

3.5 The relationship between the variables MUST be stated in the order "dependent variable" is directly proportional (since the graph is a straight line through the origin) to "independent variable". In this case, the concentration does not depend on the rate, but vice versa.

3.6 3.6.2 Notable omissions that were penalised – **kinetic** energy, **more particles have** $E_k \geq E_a$, **per unit time**.

QUESTION 4
(Average cognitive level rating = 3,09; Average difficulty rating = 2,95)

4.3 4.3.1 The crux of 4.2 and this question is that solids are not included in the K_c expression. Although not compulsory, use of some version of a RICE table (Ratio, Initial amounts, Change, Equilibrium values) table is recommended to organise candidates' thoughts. When using a table, labels need to be clear e.g. Initial moles or [Initial]. If the correct answer was written down with no explanation, candidates were only awarded 2/5 as per the front cover instruction number 6 to "show all necessary steps".

4.5 4.5.2 Candidates waste time and available space and get zero credit for stating Le Chatelier's Principle when instructed to apply it.

QUESTION 5
(Average cognitive level rating = 2,43; Average difficulty rating = 2,25)

5.5 Application of practical knowledge.

5.6 5.6.2 Candidates had to identify that since NaOH was in the flask; the original colour was pink. At the end point the solution needs to be colourless (not a version of pale pink, which could be different for each person).

5.7 The titration formula is now supplied. Although many candidates find it easier, use of first principles is also acceptable.

5.8 Some candidates did not know that removing excess solution also removes some of the dissolved solute, thus the concentration is unknown.

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QUESTION 6
(Average cognitive level rating = 2,36; Average difficulty rating = 2,36)

6.1 Many candidates did not see this question – see suggestion to avoid this in Exam technique bullet above.

6.3 The anode is the solid conductor; Fe/Fe^{3+} was not accepted.

6.5 6.5.2 It is important to understand the meaning of an ionic formula and know that the concentration of the ions in solution is not necessarily the same as the concentration of the salt.

6.6 the GAS (chlorine) pressure must be at standard conditions.

6.7 There appears to be some confusion about the "E^{θ}/volt" column heading in the SEP table. Many candidates wrote the whole thing or "electronvolts" or eV instead of V as the unit for E^{θ}_{cell}. This heading will be changed to "E^{θ} (volt)", which is the more common convention for symbol and unit.

QUESTION 7
(Average cognitive level rating = 2,86; Average difficulty rating = 2,32)

7.2 7.2.2 Many candidates did not follow instructions to choose from the bulleted list. If they then wrote an incorrect formula for nickel(II) nitrate instead, it was not accepted.

7.2.3 It was key to understand that the lead rod was increasing in mass due to the mass of **nickel** plating it.

7.2.4 Straight from SAGs – par F4(b) (2nd sub-bullet). Note that although electrolytic cells may or may not be operating at standard conditions, the E^{θ} values on the SEP table, and thus any comparisons made using the table, only apply at standard conditions.

QUESTION 8
(Average cognitive level rating = 2,00; Average difficulty rating = 1,63)

The organic chemistry questions were well answered by most candidates. Candidates should be encouraged to maximise their marks by thoroughly learning this section.

8.1 8.1.6 (b) and 8.2.3 – Encourage candidates to use the extra space to draw out the structural formula before condensing it.

8.2 8.2.2 Again, many candidates did not read the question and drew the whole compound (without circling the functional group) instead of just the functional group.

QUESTION 9
(Average cognitive level rating = 2,13; Average difficulty rating = 1,5)

9.2 Candidates were penalised for stating that ethanol has dipole-dipole forces AND hydrogen bonds. Hydrogen bonds are a stronger type of dipole-dipole forces.

9.4 9.4.2 Numbering the carboxyl group is penalised (always redundant).

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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 year of electronic moderation that now became standard. No national moderation was necessary! 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.

For new IEB Teachers:

Administration

I hope the following will help teachers going through this process for the first time.

1. The letter signed by your principal should be right in the front of your file.
2. There should be an IEB alphabetic list and a ranking order list of your final marks, as well as your spreadsheet of how you calculated all your marks, in your teacher's portfolio file.
3. The marks on your spreadsheet should be calculated to 1 decimal place throughout, as it can make a difference on the final mark. So, do not round off every calculation.
4. The learners must fill in their marks on the form provided by the IEB and this form must be signed by the learner and teacher. It is therefore necessary that you check these marks and how it was calculated so that it correlates with your spreadsheet. These forms could be included in the teacher's file if only the teachers file goes in for moderation although it is not a necessity.
5. Proof of pre-moderation as well as post-moderation should be provided for all practicals, tests and examination papers.
6. The tests, practicals and examination question papers, with their memorandums and/or rubrics, should be included in your teacher's portfolio file and not in the learner files.
7. If the learners did a research task as an alternative task, include proof of the fact that you checked for plagiarism and the correct referencing.
8. It is compulsory to include an analysis of your prelim question papers – it should have the correct percentage of marks per topic and also the correct percentage per level of difficulty.
9. Please make sure your prelim papers' marks are included already – if not, your portfolio must go to National moderation.

    - Electronic files should be in the same order as the normal files, marked clearly for easy moderation.
    - Because files are sent electronically the way of how you will send it, must be organised with the regional moderator. It can be emailed (but, as it is big files, a few emails will be necessary) or wetransfer, or Teams or any other method.

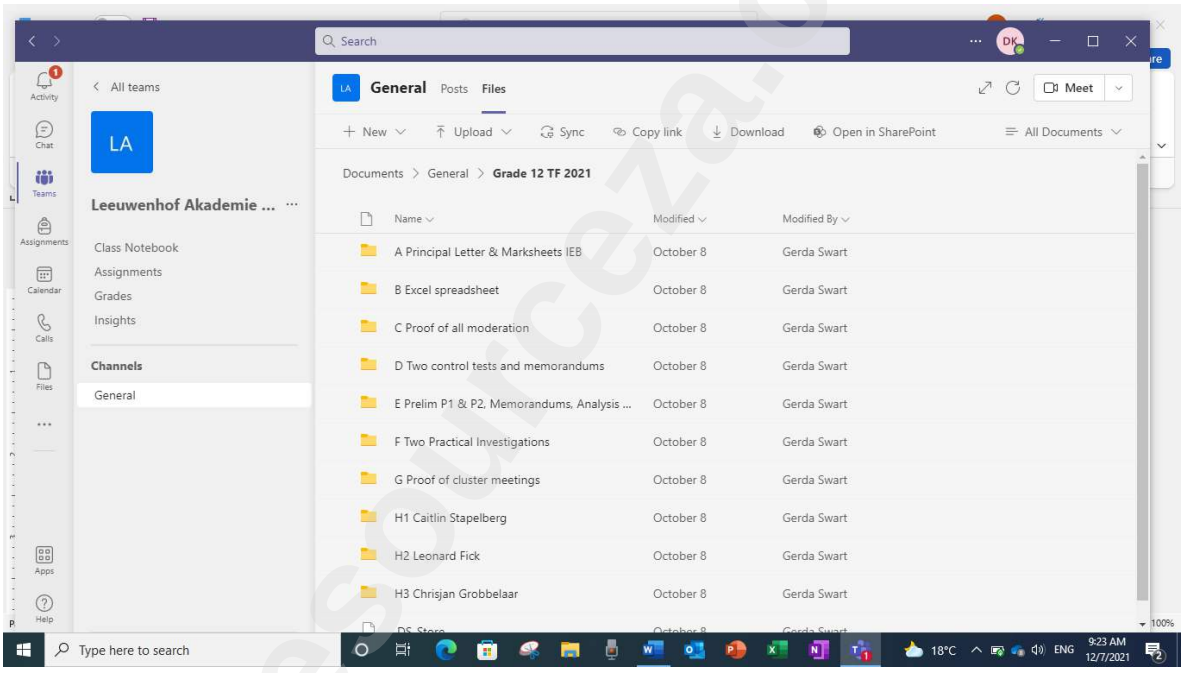
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Just a few tips to try and make it easier for teachers who must adapt to the new way of submitting files electronically:

A MAKING USE OF MICROSOFT TEAMS

- Download Teams on your computer.
- Open a file with a name like "Physical Sciences TF and LF for Regional Moderation".
- Connect the Regional Moderator also as admin person to the file.
- Open subfiles for everything that must be uploaded.
- Drop and drag from your computer to these files or use "upload" button.
- Learner files need to be scanned in per learner onto your computer before you can drag and drop it into the moderation file.



Practical Investigations

Remember that these are intended to be Practical Investigations. They should involve the learners **physically handling equipment** and must include higher-order thinking. **Planning** experiments and **designing** appropriate data analysis tools (tables and graphs) are also important skills to encourage and assess. A practical should not be given to learners as a recipe to be followed. They should do more than fill in the values on a table.

- *Raw scores* must be included, then percentages and weighted values (that should be reported to one decimal place). The final SBA mark should be rounded to a whole number to correlate with the IEB marksheet.
- There were some disproportionate time allocations for practicals, e.g., 8 hours for 32 marks. Practicals should be rigorous enough and should take a minimum of two hours.

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Tests and Prelims

If a school did give learners a choice of using the highest test mark, it must be clearly shown/ highlighted on the spreadsheet which one was chosen.

Tests and prelims must be 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 must be shown.

Analysis grids and assigning of Bloom's levels must be done for the Prelim Papers.

This 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

Questions 1 and 2 of Paper 1 covered general topics of interest, such as, Text 1 "A vida no estrangeiro" (Life overseas), Text 2 "O que é um jovem aprendiz" (What is a young apprentice). In question 3, the cartoon portrays visuals of verbal and non-verbal communication in a dialogue between two people.

The candidates showed a good understanding of Texts 1 and were able to correctly present the correct extracts from the texts. Marks were lost in questions that required candidates to explain certain expressions/vocabulary used in the text in their own words. There was a link between Question 1.7 and 1.8 – it is noted that candidates were able to identify the meaning correctly in Question 1.7 but could not expand on this answer (find synonyms in the text) in Question 1.8.

Text 3, which dealt with interpretation of the cartoon, seemed to pose a challenge. Candidates were mostly unable to express themselves in terms of the requirements of the questions. Teachers are encouraged to expose candidates to more interpretation of cartoons to expand candidate's minds to visual interpretation of texts. Candidates need to pay attention to visual, verbal as well as non-verbal clues and how to interpret them into sentences with good vocabulary and sentence structure. More exposure to *various sources* to expand candidate perception is recommended.

SECTION B PRESCRIBED TEXTS

Question 4 is a setwork poetry question – candidates struggled in general to answer these poem-based questions. Candidates need to be made aware that it they are asked to quote a verse/passage from a verse, that they can't simply quote one word – marks will be lost as full extracts/verses from texts need to be presented. Attention should be paid to the meaning of specific verses and how these contribute to the overall meaning. This was unclear in many of the responses.

Question 5 dealt with set literature "*Vavo Xixi e o seu neto Zeca Santos".* This question was, in general, well answered but there is a concern that many candidates presented a lack of knowledge about the literature, indicating that the setwork had not been studied by the candidate. Candidates, with teacher's assistance, are encouraged to, not only read the literature, but discuss it in its entirety and pay attention to interpretative meaning.

Question 6, another setwork, *"A Xixandarinha e a lenha do mundo"* was answered more positively on a whole and showed greater candidate understanding of the setwork compared to the previous setwork. The challenge here was the interpretation of meaning of certain extracts from the setwork.

In general, this paper reflected a good candidate knowledge of content but the difficulty reflected in interpretation and ways of expressing themselves in their own words. There should be opportunities given in class to read various texts, 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 pay attention to connotations and how these communicate the message of the poem and the literature. Teachers need to ensure that candidates have a sound knowledge of the literature.

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PORTUGUESE SECOND ADDITIONAL LANGUAGE
PAPER II

Candidates are advised to practice writing different text formats in class: formal and informal letters, emails, telephone messages, reports, short messages, and to pay attention to the purpose of the text, its audience and context.

A large number of candidates continue to write texts ignoring punctuation, correct spelling, language usage and structure – there are texts with no paragraphs, no introduction or conclusion.

SECTION A EXPRESSION OF OPINION

Candidates were asked to express their opinion on a text "Como a pressão excolar afeta a saúde mental dos alunos?" Candidates were asked to reflect on how they maintained the balance between mental health and studying during Covid and were asked 2 questions. A huge number of candidates did not use expressions of opinion such as *em minha opinião, a meu ver, concordo, discordo, compreendo que…, por um lado…, por outro lado…,* to channel their thoughts. In general, there was a lack of structure and format, failing to divide the responses into coherent paragraphs.

Special attention needs to be placed on 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). Many marks were lost as candidates were not able to communicate opinion and point of view clearly and their responses were difficult to follow due to lack of coherence and punctuation. Regarding language component, candidates were penalised for their basic range of vocabulary, expression, limited control of language structures and awareness to register.

SECTION B SHORT NOTES

A large number of candidates failed to adhere to the required structure of emails and letters, ignoring any type of address at the beginning and the end of the required messages. There was general lack of ability to apply formal register according to the purpose of the text. Forms of address such as *Caros Senhores; Estimado Senhor; Querido/a* need to be emphasised as well as *Adeus; Até breve; Os melhores cumprimentos; Atenciosamente,* in concluding the message, 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. Candidates did not fully fulfil the requirements of this question – there was a lack of awareness of format required and no coherent links between paragraphs.

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Question 4 assesses the candidates' ability to integrate key words/notes presented into grammatically correct sentences and 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 who it is addressed to
- vocabulary, spelling, punctuation, language (conjunctions, pronouns, adverbs, prepositions, verb conjugation)
- sentence types

In both these questions candidates' responses reflected a lack of attention paid to formal and informal usage of *'tu'* and *'você'*. The same conjugations cannot be used in addressing the same person – to pay attention to concord, singular and plural and verb conjugations. Lack of correct language structure, variety of sentence types, poor vocabulary eminent in both these questions.

IN SUMMARY

Paper 2 seemed to prove a much bigger challenge for candidates than Paper 1. Candidates in general have a lack of vocabulary, and struggle to maintain a flow amongst paragraphs. They lack confidence in writing, and many write as they speak, ignoring all forms of structure, punctuation, etc. and as a result very confusing passages were produced. Teachers are encouraged to work through the various formats of writing (email, letter, etc.) and encourage paragraph coherence with a clear link between ideas. It is encouraged for teachers to work on vocabulary enrichment as well as language competence with the candidates. Candidates fail to use appropriate register while producing answers.

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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 šomile gabotse kudu ngwageng wo go feta mengwageng ya go feta. 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**

   - Barutwana ba eletšwa go ngwala temana ya kakaretšo ba šomiša dintlha tša maleba mafokong a bona e sego go no kopolla mafoko go tšwa temaneng.
   - Barutwana ba eletšwa gore ba se ngwale dintlha pele ba ngwala temana.

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.

5. **Thutapolelo**

   - Barutwana ba swere bothatanyana go arabeng potšišo ya go phošolla mongwalelo, maswaodikga, kgaogano le kgokagano.
   - A re ba hlahleng gore ba thalele mantšu ao ba a phošolotšego.

Ke rata go lakaletša barutiši dikatlego tša ngwaga wo mofsa. A re boeng ka mafolofolo ngwageng wo re kaonafatše dipoelo tša rena go ya pele.

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SEPEDI HOME LANGUAGE
PAPER II

Balekwa ba šomile gabotse letlakaleng le efela go sa na le tšeo di nyakago go otlollwa le go lokišwa.

Tšeo di ka šetšwago ge go itokišetšwa 2024 ke tše di latelago:

- Potšišo ya 1 ke ya kgapeletšo yeo balekwa ka moka ba swanetše go e araba. Balekwa ba dirile seo ka moka.
- Balekwa ba swanetše go šetša taba ya dintlha tšeo ba laetšwego go di ngwala. Bontši bja bona ba lebelela botelele bja karabo ba sa šetše dintlha. Mohlala: balekwa ba kgopetšwe go fa dintlha tše lesome seswai bona ba fa dintlha tše tshela goba seswai.
- Potšišo ya 2 e be e nyaka Thulaganyo. Balekwa ka moka ba arabile potšišo ye. Bontši bja bona ba e arabile ka bothakga bja go kgotsofatša. Seo se swanetšego go elwa hloko ge balekwa ba araba mohuta wo wa potšišo ke go tseba magato a thulaganyo ka go latelana ga ona. Balekwa ba bangwe ga ba ngwale magato ba ngwala ditemana fela di sa bontšhe magato.
- Balekwa ba hlohleletšwa go ngwala teori ka botlalo pele ba ka thoma go araba potšišo ye telele. Magato a thulaganyo le ona a swanetšwe go hlaloša gore mmadi a kwešiše seo ba bolelago ka sona.
- Seo se tshwentšego potšišong ye ke gore balekwa ba bangwe ge ba ngwala legato la thulano ba ngwala dintlha tša thulano ka moka tšeo di tšwelelago sengwalong mola ba swanetše go fa tše mmalwa. Mohlala: ba ka fa dintlha tše tharo goba tše nne tšeo di lebanego le molwantšhwa goba moanegwathwaadi.
- Polelo le Mopeleto wa mantšu e sa le tlhobaboroko ka ge balekwa ba loba meputso.
- Go bohlokwa gore balekwa ba Leleme la gae ba tsebe sebopego sa dikarabo seo se letetšwego go tšwa go bona. Mohlala: ge ba araba potšišo ya thulano ba swanetše ba laetše dithulano tša ka gare le dithulano tša ka ntle (ba di hlophe felo go tee. Ge e le potšišo ya tikologo le gona ba swanetše go hlopha ditiragalo tša go laetša nako go tee ba hlophe tša felo go tee.
- Potšišo ya boraro e lego kanegelokopana ga go molekwa yo a e arabilego.

DITŠWELETŠWA TŠA TIRIŠANO

- Lenaneothero le Metsotso
- Balekwa bao ba arabilego mohuta wo wa potšišo ga se ba bontšhe kwešišo ye e tseneletšego ya mohuta wo wa potšišo ka ge ba se ba fa lenaneothero. Ba no thoma ka go ngwala metsotso. Balekwa ba lemošwa gore go bohlokwa go laetša lenaneothero ge le kgopetšwe. Seo se swanetšego go šetšwa ke sebopego (*structure*) sa yona. Balekwa ba lahlegelwa ke meputso ye mentši gona mo. Balekwa ba swanetše go dula godimo ga sererwa ba se ke ba tšwa.
- Letlakaleng le tšhomišo ya polelo e bohlokwa kudu kafao balekwa ba swanetše go hlohleletšwa go bapala ka polelo go lebeletšwe (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 phethagetšego bja go ngwala Potšišotherišano. Sebopego se swanetše go ba sa maleba mohlala:
  - dipotšišo tša mmotšiši e se be tse telele
  - mmotšišwa a arabe ka botlalo.

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- Diteng di lebane le sererwa.
- Balekwa ba lekile go araba potšišo ya pego ya kuranta efela go sa na le diphošwana tša sebopego tšeo di nyakago go lebelelwa ka leihlo la ntšhotšho.
- Potšišo ya emeile bao ba e arabilego ba e arabile gabotse. Seo se nyakago šedi ke gore go na le melaetša ye mengwe fao ba swanetšego go hlaloša bothata ba be ba fe dikakanyo tša bona gore ba bona bothata bjo ba bolelago ka bjona bo ka rarollwa bjang. Ntlha ye ga se ya tšweletšwa gabotse.

MAHLATSE LE MAHLOGONOLO NGWAGENG WA 2024!

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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 šomile gabotse kudu ngwageng wo go araba lephephe le go mengwaga ye mengwe. 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. Barutwana ba eletšwa go tšweletša maikutlo a bona pele gomme ba thekge maikutlo a bona ka mabaka go potšišo ya go nyaka maikutlo.

2. Kakaretšo

- Barutwana ba bangwe ba no kopolla mafoko go tšwa temaneng sebakeng sa go šomiša dintlha mafokong a bona.
- Barutwana ba eletšwa go šomiša ntlha E TEE fela lefokong e sego dintlha tše pedi lefokong le tee. Se se tla ba fa monyetla wa go ba le dintlha tše di lekanego meputso.

3. Sereto seo se sego sa bonwa

- Barutwana ba 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 Potšiširetoriki 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.

Direto tšeo di bonwego

Barutwana ba bantši ba dirile go tlala seatla potšišong ye. A re ba roleleng diala.

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 hloka go gakollwa ka mohlophollo wa lefoko, mohlala; lekgoka sediri, le tiro.

Barutwana ba eletšwa go bala dipotšišo ka kwešišo pele ba ka leka go di araba.

Ke rata go rolela barutiši le barutišigadi diala ka tema yeo ba e kgathilego ngwageng wo le go ba lakaletša dikatlego tša ngwaga wo mofsa wa 2024. A re boeng ka mafolofolo ngwageng wo o tlago re kaonafatše dipoelo tša rena go ya pele le pele.

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SEPEDI FIRST ADDITIONAL LANGUAGE
PAPER II

Ka kakaretšo balekwa ba arabile letlakala le gabotse. Balekwa bao ba itokišitšego gabotse ba kwešiša mošomo wa bona ba tloga ba bile le sebaka sa go ntšha bokgoni bja bona. Go tloga go bontšha gore nako yeo ba e abelwago ya go araba letlakalapotšišo le ke ya maleba ka ge go se na mohlala wa molekwa wa go se fetše go ngwala. Balekwa ba swanetše go hlokomela tšhomišo ya polelo ka ge e le ye nngwe ya dikokwane tše bohlokwa tšeo di lekolwago letlakala potšišong le.

Diponagalo tšeo di bilego gona ge go swaiwa letlakala la ngwaga wa 2023 ke tše di latelago:

Potšišo ya ditsopolwa

- Potšišong ye ya ditsopolwa balekwa ba bantši ga se ba šome gabotse. Bontši bja bona ba paletšwe ke go kwešiša dipotšišo ka ge ba na le tlhaelelo ya tlotlontšu. Go bohlokwa gore balekwa ba ithute tlotlontšu ya go swana le Boithekgo/ Bokamorago bja tiragalo (*background*). Potšišo e no nyaka gore molekwa a tsebe padi ya gagwe a tsebe gore pele ga setsopolwa seo go tla be go bolelwa ka sona go diregile eng. A mangwe a mareo ao a swanetšego go hlokomelwa ke Maikutlo. Balekwa ba laetše **maikutlo** a bona pele ba ka fahlela ka lebaka, mohlala: maikutlo a lethabo, Manyami, Kwelobohloko, Lethabo bj.bj. Mehuta ya baanegwathwaadi – Molwantšhwa, Molwantšhi le Mohlohleletši, le baanegwa ba bangwe. Kgegeophetogi – Mafetšo a sengwalo ao mmadi a bego a se a letela le kgegeotiragatšo.
- Go lebeledišišwe le tema yeo e kgathwago ke mongwadi/moanegi, mehola ya poledišano ka gare ga padi.
- Go potšišo ya ponelopele balekwa ba swanetše go tseba gore e nyaka kgonagalo (*possibility*). Ka fao ge e arabja mantšwana a a swanetše go šomišwa "a ka" a go laetša kgonagalo. Se sengwe ke gore kgonagalo ya tiragalo yeo e se be eo e tšwelelago pukung, e be eo bona ba e naganago gore e ka direga.

Taodišwana tše kopana (*mini literary essays*)

- Potšišo ya semelo sa moanegwa, balekwa ba tloga ba e arabile ka tsela ya go kgotsofatša. Efela balekwa ba swanetše go lemošwa gore ge ba araba potšišo ye ya semelo sa moanegwa ba swanetše go fa ntlha ba e fahlele ka botlalo ntle le go bea dipulete (*bullets*) tše dintši.
- Potšišo ya 2.2 ya leina la puku le ditiragalo e tloga e gakantšhitše balekwa ba mmalwa. Bangwe ga se ba kwešiše gore e nyaka eng bona ba bolela ka bokantle bja puku mola potšišo e nyaka gore ba bontšhe go re leina la puku le sepelelana le diteng tša yona na.

Potšišo ye telele (*Literary Essay*)

- Potšišo e tloga e arabilwe ka bothakga.
- 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.

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DINGWALWAŠOMIŠWA

Ye ke karolo ya letlakala yeo balekwa ba ikgapelago meputso ya go bonagala. Sebopego sa ditšweletšwa e sa le tlhobaboroko ka ge se rwele meputso ye mentši. Balekwa ga ba se ele hloko. Polelo le yona e tloga e le bohlokwa ka ge e le ye nngwe ya tšeo di lekolwago letlakaleng le.

Athikhele ya kuranta le Lengwalo la segwera

- Sebopego sa ditšweletšwa e sa le tlhobaboroko ka ge se rwele meputso ye mentši. Balekwa ga ba se ele hloko. Polelo le yona e tloga e le bohlokwa ka ge e le ye nngwe ya tšeo di lekolwago letlakaleng le.
- Go sa na le balekwa bao ba sa tsebego phapano gare ga sebopego sa lengwalo la segwera le la semmušo. Ge ba ngwala lengwalo la segwera ba tšweletša sebopego sa lengwalo la semmušo.
- Mafetšo a lengwalo le ona a tloga a le bohlokwa. Balekwa ba ka fetša ka go re: Wa gago/Mogwera wa gago
  Mosima
  Sefane ga se nyakege lengwalong la segwera ka ge le tsebana.

Pukutšatši le Taletšo

Balekwa ba ikgobokeleditše meputso dipotšišong tše, efela go sa na le ba bangwe bao ba sa palelwago ke sebopego, mohlala – go laetša gore ga ba tsebe taletšo molekwa o ngwala taletšo sebopego sa lengwalo. Go na le bao ba tšwago sererweng ba bolela ka seo se tsebjago ke bona. Balekwa ba hlohleletšwa go šomiša hlogo yeo ba e filwego.

Thumo

Go tloga go kgahliša go bona ka fao balekwa ba rena ba itekago ka gona gore ba hwetše dipoelo tša go kgahliša. Re lebeletše balekwa ba 2024, re re go bona: 'Tloga tloga e tloga kgale, modiša wa kgomo o tšwa natšo šakeng'.

MAHLATSE LE MAHLOGONOLO NGWAGENG WA 2024!

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SESOTHO HOME LANGUAGE
PAPER I

MAIKUTLO A AKARETSANG MALEBANA LE PAMPIRI ENA.

Bana bohle ba ngotse hlahlobo ka bokgabane, 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 babatsehang temeng ya A, dipotso tsa tema ena di ne di batla kutlwisiso. Ha ba ne ba lokela ho fana ka kamano ya ditema tse pedi potsong ya 1.13 ba ne ba hlalosa feela tema e le nngwe. Nnete ke hore potso e ne e re ka ntlha e le nngwe empa matshwao a le mabedi, hona ho entse hore ba lahlehelwe ke matshwao a potso ena, hobane phapano e kapa tumellano e bonahala ho tsona ka bobedi. Ke kgahlilwe ke ka moo ba arabileng potso ya 1.3 ka teng, ba tshware jwalo le moo dipotso di leng telele. 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 kutlwisiso ya moithuti, mme dikarabo tsohle di hloka tlhaloso hore re kgone ho bona kutlwisiso ya moithuti, mohlala: ha ba botsitswe potso e kentseng maele ka hare ba arabe ka tsela e hlalosang maele ao ho bontsha kutlwisiso ya bona ya maele, ka tsela e jwalo batla dula ba atleha karolong ena. Baithuti ba ikwetlise ho araba dipotso tse telele tsa kutlwisiso, ho tla ba bobebe ka hlahlobo ya makgaola ho araba mefuta e melelele ya dipotso.

KAROLO YA B

POTSO YA 2 KAKARETSO/KGUTSUFATSO YA SERAPA

Boholo ba baithuti bo arabile potso ena, empa ha ba a fumana matshwao a mangata. Ke baithuti ba mmalwa ba fumaneng phihlello e hodimo potsong ena. Ha potso e re ba ngole ka seratswana se momahaneng, ho bolela hore, ba ngole seratswana se hlalosang ditaba kaofela ka tsela e kgutshwanyane e utlwahalang. Baithuti ba bang ba fumane phihlello e bohareng. Hona ho bolela hore ba lokela ho ikwetlisa haholo karolong ena. Baithuti ba ile ba lebala molao wa potso ya bobedi o reng ba kgutsufatse ka tsela ya seratswana. Hona ho thefutse matshwao a bona haholo hobane ba ne ba qotsa ka hara tema e le jwalo.

Dintlha tse ka ntlafatswang karolong ena

Baithuti ba kgothaletswa ho bala dibuka tsa dipale, masedinyana, le tsona tseo ba di mamelang radiong le ho di shebella thelevisheneng, ka hara ditaba ba ntshe mehopolo le dintlha tsa bohlokwa ebe ba a di kgutsufatsa/akaretsa, mme hoo ho tla ba thusa haholo potsong ya mofuta ona. Ebe ba bopa kgutsufatso ka tsona ba be ba etse seratswana se momahaneng. Ha ele ditaba tse nang le mopheti ka hare ba nne ba mokenyeletse mopheti e le monga ditaba, ba tlohele ho ikenyeletsa ditabeng tseo. Feela ba nne ba hopole hore ditaba di lokela ho ba ho puopehelo, le ho lekgathe lefetile.

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KAROLO YA C

POTSO YA 3 le POTSO YA 4 DITHOTHOKISO

Potsong ena boholo ba baithuti ha ba a sebetsa hantle, ba tlohetse dipotso tse ding ba sa di araba hoo ho thefutse matshwao a bona pampiring ena. Potsong ya 3.1.3 mesebetsi ya sejura ba e ngola kaofela e le meraro ba sa hlalose moleng o botsitsweng hore e sebedisitswe jwang. Ba sitilwe ho e bona moo e lekanyang mantswe a mabedi, le moo e emelang mantswe a siilweng. Baithuti ba bang ba ile ba hloleha ho araba le tsona dithothokiso tseo ba ithutileng tsona, hona ho bontshitse bofokodi bo boholo karolong ena.

Potso ya 4 e ne hloka hore ba bale thothokiso ba e utlwisise hore e bua ka eng, e be ba araba dipotso, dipotso tsa potso ena di ne di le boemong ba potso ya boraro, empa baithuti ba bonahetse eka ba ferekangwa ke hore ke thothokiso eso bonwe, athe ke thothokiso e tshwanang le tse ding.

Dintlha tse ka ntlafatswang karolong ena

Baithuti ba ke ba bale dithothokiso ba utlwisise molaetsa hore sethothokisi se buwa ka eng, ha ba ntse ba bala ba hlwe matshwao, bonono boo ba bo bonang 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 temana thothokisong 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 sebetsa hantle, 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 beuweng potsong. Ba hlolehile ho araba tema ya 1 karolong ena, ka hoo ba ile ba boela ba lahlehelwa ke matshwao.

Dintlha tse ka ntlafatswang

Baithuti ba lokela ho bala le ho ela hloko matshwao a dipotso, ke ona a bontshang hore moithuti o lokela ho araba kapa ho fana ka dikarabo tsa mofuta ofe. Ba boele ba lekole papatso, khathunu le diqotso tseo ba di filweng karolong ena hobane ke hona moo ba lokelang ho tsepamisa maikutlo teng. Karolo ena ehlile e itshetlehile ka puo e sebediswang maemong a phedisano a ka mehla, ha ho le jwalo ba hlola ba bona dipapatso dithelevisheneng, ba di utlwa radiong le ho di bala mebileng e meholo. Ba ka kgona ho iketsetsa dipotso ka bobona, ebe ba iketsetsa le dikarabo. Papatso e etsa hore motho a lemohe dintho tsa bohlokwa bophelong. Puo ya rona ya Sesotho e itshetlehile karolong ena ya potso, baithuti ba lokela ho araba ka bokgabane.

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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 potsong ena.

Dintlha tse ka ntlafatswang pamiring kaofela

Baithuti ba lokela ho itlwaetsa ho etsa tekolobotjha ha ba qeta ho ngola, e le hore ba tle ba hlwaye diphoso tse ka bang teng karabong tsa bona, hona ho tla ba molemo matshwaong a bona. Baithuti ba ngole seratswana hape e le hore ba hlokomele diphoso, ba se ke ba ngola dikarabo feela kapa ho ngola mantswe a lokisitsweng feela hobane ba timellwa ke moelelo wa ditaba. Potso ena e bohlokwa hobane e ikamahantse le puo e sebediswang maemong a phedisano, dikgwebong le bophelong ka kakaretso.

- Baithuti ba bale melao ya dipotso ba arabe ho ya ka melao eo.
- Baithuti ba manolle potso e nngwe le e nngwe hore ba tle ba latele mehato ya ho araba potso.
- Ba hopole le ho hlwaya dipotso tseo ba di arabileng bokantleng ba bukana e arabelang.
- Baithuti ba sebedise pene e le nngwe ha ba araba dipotso ba se ke ba sebedisa dipene tse pedi.

Ke leboha matijhere, ka malebaleba ao ba a entseng hore baithuti ba be ba ngole dihlahlobo tsa bona selemong sena. Basotho ha re hodiseng setjhabana sena ka puo ya ha bo sona. Ha bose hang, le ka moso bana ba thari e ntsho.

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SESOTHO HOME LANGUAGE
PAPER II

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 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 dikgareba 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 felletse 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

Baithuti ba boetse ba ipabola ka mosebetsi o motle boitokisetsong ba tlhahlobo ya mafelo a selemo sa 2023. Tsena tsohle di totobaditswe ke boiteko bo atlehileng dipotsong tsohle tsa tlhahlobo le ha ho ne ho ena le methwaela e neng e bontsha bohlotsa kae kae. Manollo le tlaleho e ka tlase e leka ho hlakisa maemo ana a ditaba mmoho le se ka etswang ho ntlafatsa maemo.

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. Jwalo ka tlwaelo, le ha bongata bo arabile potso ena hantle ho ntse ho ena le moo ba bang ba hlolehileng ho araba ka nepo haholo dipotsong tse batlang tlhaloso ya maele kapa dikapolelo tse itseng tsa Sesotho.

DITSHITSHINYO

Baithuti le matitjhere ba kgothaletswa ho:

- ithuta le ho ruta baithuti **maele, dikapolelo le dilotho** tsa Sesotho haholo ho tswa dibukeng tseo ba di balang tsa **Kereiti ya 12** ka ha bahlahlobi ba tla leka le bona ho theha dipotso mekgabiso-puong eo.
- 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 pele ba ka araba.
- utlwisisa potso pele ba qala ho araba.
- fana ka karabo tse pedi kapa tse tharo moo potso e batlang dikarabo tse fetang bonngwe.
- tshehetsa dikarabo tsa bona ka mokgwa o nepahetseng.
- bontsha kutlwisiso ya bona dipotsong tse kang **ho ya ka wena** kapa **ha e ne 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.
- ithuta ho kgetha lehlakore pele ba tshehetsa potsong tse batlang hore ba re **'Ee kapa Tjhe'**.

POTSO YA 2 KAKARETSO

Potso ena e boetse e file baithuti mathata ha ho bapiswa le ba selemo se fetileng. Diphoso tse kang ho ngola kakaretso ka seratswana le ho ngola lolololo, ho haellwa ke tlotlontswe ya ho ngola ka mantswe a bona mmoho le mawa a ho kgutsufatsa di bile ngatanyana.

DITSHITSHINYO

Baithuti ba kgothaletswa ho:

- bala tema ka kutlwisiso pele ba qala ho ngola.
- ngola ka dintlha tse hlano tse kgutsufaditsweng tse tsamaelanang le tema.
- sebedisa mantswe a bona ho bontsha kutlwisiso.
- ngola palo ya mantswe qetellong.

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Kgothaletso ho matitjhere:
- A eletswa ho ruta baithuti mawa a ho kgutsufatsa.
- Ho ba fa tlotlontswe e ngata ya Sesotho ka tsela ya ho rala dithuto le tshekatsheko ka tshebediso ya mmokotaba (*theme based lessons and assessments*).
- Ho ba ngodisa ditekwana tsa piletso nako le nako le ho kgothaletsa ho bua le ho buisana ka phapusing makgetlo a ekeditsweng hore ba tlwaele sebopeho le tshebediso ya mantswe ka meelelo e fapaneng.

POTSO YA 3 DITHOTHOKISO

Boholo ba baithuti ba arabile potso ena ka bokgabane le haho bile le methwaela e ntseng e sa utlwisisi phapano pakeng tsa bonono le mokgabisopuo, phetha mola/ lehlaso le repitente.

DITSHITSHINYO

Baithuti ba kgothaletswa ho:
- ithuta mefuta ya dithothokiso le makgetha a yona.
- utlwisisa phapano mahareng a bonono le mokgabisopuo.
- tseba hore bonono, bokgabo, tekgeniki le setaele ke ntho e le nngwe.
- tseba molaetsa wa thothokiso.
- 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.
- Ho ruta mefuta ya dithothokiso le makgetha a tsona.
- Ho hlakisetsa baithuti melaetsa ya dithothokiso tse hlwauweng bakeng sa selemo seo.

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.

Baithuti ba kgothaletswa ho:
- tseba phapano ya dipudulwana le kamano ya tsona le puo ya mmele ya dibui.
- tseba bohlokwa ba puo ya 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/bokamorao ba khathunu ho hlahisa molaetsa.
- manolla semelo sa dibui.

Matitjhere a kgothaletswa ho:
- tswela pele ba eketsa tlotlontswe ya baithuti ba sebedisa dikerafo, dikhathunu, phousetara, jj.
- sebetsa tlasa mookotaba (*theme*) e tlang ho tsebiswa konferenseng ka Tlhakola 2024.
- ruta baithuti ho manolla dikhathunu, dikerafo, diphousetara, jj.
- thusa baithuti ka ho fumana tlotlontswe e tsamaelanang le mookotaba wa selemo.
- fana ka dipotso le mawa a fapaneng ha ba fa baithuti diteko le ditlhahlobo hara selemo.

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SESOTHO FIRST ADDITIONAL LANGUAGE
PAPER II

KETAPELE

Re lebohela 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 dipotso tse ding di neng di bonahala di 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, poloto le mookotaba** wa buka. Baithuti ba sebeditse hantle ka kakaretso.
- Baithuti ba bang ba ne ba tseba **dikateng** tsa buka hantle mme ba arabile ka nepo, ba bang ba ne ba qakwa ke **maemo a baphetwa** bao ho botswang ka bona e leng sesupo sa ho se nepe ditaba tsa buka hantle.
- Baithuti ba kgotlhaletswa ho sheba **bolelele ba potso** le matshwao hore ba arabe ka ho lekaneng.
- 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 lolololo** karabong ya bona ya potso e jellang matshwao a mabedi kapa le le leng.
- Jwalo ka ha ho boletswe ho Pampiri ya 1, tseba hore ha karolo ya pele ya karabo e fosahetse, ya bobedi le yona e tla fosahala le ha e nepahetse.
- Ho ithuta ho **kgetha lehlakore** pele ba tshehetsa potsong tse batlang hore ba re **'Ee kapa Tjhe'**.
- Baithuti ba tsebe **maele le dikapolelo** tsa Sesotho hore ba tle ba tsebe ho manolla moelelo wa potso.

Baithuti ba kgothaletswa ho:
- bala buka mme ba e tsebe ka hohlehohle. Ba tsebe baphethwa, dibaka, kamano ya baphethwa, maemo a bona, semelo sa bona, seabo sa bona, poloto ya buka, jwalojwalo.
- mekgwa ya ho araba dipotso e boletsweng kahodimo ho qoba ho lahlehelwa ke matshwao.

Matitjhere a kgothaletswa ho:
- ruta baithuti dikateng tsohle tsa buka.
- ruta bana poloto, moralo wa buka, manollo ya semelo, seabo le tikoloho ya buka.
- ruta mawa a ho araba dipotso le ho toba se botsitsweng.

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POTSO YA 2

- Mona le teng baithuti ba ntse ba arabile hantle haholo ho latela ka moo ba tsebang baphethwa ka teng.
- Baithuti ba bontshitse kutlwisiso ya bona ya semelo sa baphethwa mme re ba kgothatse ho manolla dimelo tsena ka hohlehohle.
- Bohlotsa bo ntseng bo hlahella baithuting ba bang ke ho se tshehetse kgetho ya bona ka ho lekaneng ha potso e ba fa kgetho tabeng ya semelo sa baphethwa.

Baithuti ba kgothaletswa ho:
- tseba ho manolla moralo le poloto ya buka.
- tseba ho manolla baphethwa ba shebile dikamano tsa bona, seabo le semelo sa bona.

Matitjhere a kgothaletswa ho:
- kwetlisa bana ka manollo ya moralo, poloto, tikoloho le baphetwa dingolweng.

POTSO YA 3

- Le mona boholo ba baithuti ba ntse ba itikile.
- Batithuti ba bang ba ne ba bonahala ba tseba ho ngola puisano ka sebopeho se nepahetseng. Ba bang ebile mehau feela.
- Ba ne ba sa ngole mabitso a baphethwa ka ho feletseng, ba ne ba fana ka senotlolo qalong ya puisano e be ba se ba ngola ditlhaku feela tse supang mabitso a baphethwa bao ba buisanang. Taba ena e hlahile lemong se fetileng mme e ntse e iphetha le hona lemong sena le ha e ne e se ba bangata.
- Potso ena hangata e na le mmokotaba wa moralo wa buka kapa poloto eo baithuti ba tshwanelang ho ikamahanya le yona. Ba bang ba ne ba sa utlwisise ntlha ya moralo kapa poloto eo ba tshwanelang ho e hlakisa puisanong ya bona.

Baithuti ba kgothaletswa ho:
- sheba dikarabo tsa potso ena ho tswa dimomerandamong tsa dipampiri tse fetileng hore ba tsebe se batlwang.
- ithuta sebopeho sa puisano.
- qoba ho nka mantswe a qotsong ha ba qala puisano ya bona ka ha seo se kgutsufatsa palo eo ba tshwanelang ho e sebedisa ya mantswe.

Matitjhere a kgothaletswa ho:
- ruta baithuti sebopeho sa puisano.
- ruta baithuti ho hlaola diphoso tseo ba di etsang ha ba ngola puisano.
- ruta baithuti ho qoba ho sebedisa mekgabiso-puo puisanong.
- ruta baithuti ho utlwisisa mookotaba oo ba tshwanelang ho o totobatsa ha ba ngola puisano.

POTSO YA 4

- Potso ena le yona e ntse e arabuwe hantle haholo ke boholo ba baithuti.
- Potso ena hangata e itshetlehile ho mookotaba o itseng oo mohlahlobi a ratang ha baithuti ba ka qoqa ka ona ho tsehetsa kgetha ya bona.
- Boholo ba baithuti ba utlwisisitse seo potso e neng e se batla.

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Baithuti ba kgothaletswa ho:
- ngola ka dintlha kapa diratswana.
- hopola sebopeho sa diratswana ebang ba ngola ka diratswana.
- leka 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.

Matitjhere a kgothaletswa ho:
- thusa baithuti ho manolla mookotaba e fapaneng e teng ka hara buka.
- Ruta baithuti ho bopa diratswana ho latela qalo mmele le phethelo.
- Ruta baithuti ho etsa moralo wa karabo ya bona ho qoba ho phethaphetha dintlha le ho ba le tlotlontswe e lekaneng bakeng sa potso ena.

KAROLO YA B

Karolo ena ke ya mangolo a makgutswane le a malelele.

POTSO YA 5 LE POTSO YA 6

- Potso ena ke ya **ditema tse telele** feela.
- Baithuti mona ba bontshitse kutlwisiso ya sebopeho sa lengolo leo ba neng ba tshwanela ho le ngola e leng: **Lengolo la semmuso [tletlebo] kapa atikile ya koranta**.
- Le ha puo e ne e hlakile ho ba bang ba baithuti, ba bang ba bona ba ile ba nna ba fosa sebopeho sa mangolo ana mmoho le ho sebedisa puo ka tsela e fosahetseng boholo ba nako.

POTSO YA 7 LE POTSO YA 8

- Potso ena ke ya **ditema tse kgutshwane haholo**.
- Baithuti ba bontshitse ba arabile ho ya ka tebello potsong ena ntle le ntlheng tse mmalwa.
- Ba bang ba ne ba sebedisa sebopeho sa memorandamo ho arabela potso e batlang sememo.
- Ho baithuti ba bang, puo le sebopeho e bile diphephetso tse ka sehloohong kabelong ya matshwao a bona.

Baithuti ba kgothaletswa tsena:
- Boikwetliso dipotsong tsena bo ka tswela boholo ba bona molemo o moholo.
- Ba ithute ditema tsena ho tloha ho tseo ba ithutileng tsona dikereiting tse tlase.
- Ba itlwaetse ho dula ba ngola Sesotho ka tsela e nepahetseng.

Matitjhere a kgothaletswa ho:
- hopotsa baithuti sebopheho sa ditema tsena ka ha tse ding di tshwana empa di e na le diphapano tse nyane feela.
- ho kgothatsa baithuti ho ngola Sesotho nako le nako ho ba tlwaetsa puo.

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TSHISINYO TSE AKARETSANG

- Ho kgothalletswe mesuwehlooho/ batsamaisi ba dikolo ho qala Sesotho mephatong e tlase.
- Moo Sesotho se leng teng diporaemareng ho ke ho sebetswe ka thata ho hodisa tlotlontswe ya Sesotho.
- Matijhere a etele diboka tsa boitjhoriso mmoho le tse reretsweng baithuti ho thusa baithuti ho theha dikamano tsa boithuti le boikgopotso.
- Dikolo tse sebedisang marangrang a dikgokahano ho ruta bana, di tlwaetse bana ho hokahana le bana ba dikolo tse ding nakong ya boitokisetso ba diteko le ditlhahlobo.
- Ho kgothaletsa batswadi ho ngodisetsa bana ba bona dithuto tsa tlatsetso ba sa le dikereiting tse tlase hore ha ba se ba le baholo ba be le bokgoni ba ho ikemela dithutong.
- Matitjhere a Sesotho a ngodisetse baithuti diolimpiad le ho sibolla dithusa-thuto ho eketsa tse teng ka teko ya ho fa bana ho fihlella puo ya Sesotho le ho kenya tjheseho ya ho ithuta le ho rata Sesotho.
- Matitjhere a tle ka dithodisano tsa dipuo, dithoko, bongodi ba Sesotho ho beha Sesotho mmapeng jwalo ka ha dipuo tse ding di etsa.
- Ho tla ka mawa a mang a ho leka ho hodisa palo ya baithuti ba batjha ba Sesotho.

PHETHELO

Jwalo ka ha re se re boletse ketapeleng, re sa boela re le rolela kgaebane bakwetlisi ba puo ya Sesotho le baithuti ba lona ho ntshetseng pele thuto le ho rutwa ha puo ena ya Sesotho. Re le lakaletsa katleho bakeng sa baithuti ba selemo sena se hodimo le se tlang.

Pele ya pele mabewana le baditjhaba ba ratang ho ithuta puo ena ya Sesotho.

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SETSWANA FIRST ADDITIONAL LANGUAGE
PAPER I

KAROLO YA A

POTSO 1

DIPOTSO 1.1.1 GO FITLHA KA POTSO 1.1.16

Karolo A e arogantswe ka 1.1.1 go fitlha ka potso 1.1.16 mme barutwana ba dirile go tlala seatla le go ikgobokanyetsa maduo a a itumedisang. Go na le barutwana ba ba boneng maduo otlhe mo karolong e.

Ka **kakaretso** fela, barutwana ba ntshitse ga tshwene le go re itumedisa 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 tshotlako ya bana ke batho ba borre mo ngwana o sotliwang ka thobalano le go tshosediwa mo kgweding e e tlotlegang ya ditshwanelo tsa basadi le bana. 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 lebilwe pampiri ka kakaretso.

DIKGWETLHO TSA BARUTWANA MO GO TSIBOGELENG DIPOTSO

- Bontsi jwa barutwana ba na le bothata ka dipotso di tshwana le: araba ka ee kgotsa nnyaya mme o neele lebaka/a ke ntlha kgotsa ga se ntlha mme o neele lebaka/dumela kgotsa o gane ka lebaka.
- Mo dipotsong tse di ntseng jaana, barutwana ga ba abelwe maduo go dumela kgotsa go gana.

Ntle le dikgoreletsi tse, barutwana ba dirile sentle le go ikgobokanyetsa maduo a a itumedisang mo karolong ya A.

KAROLO YA B

POTSO 2

Mo karolo e ya tshosobanyo/tshobokanyo, bontsi jwa barutwana bo kgobokanyeditse 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 fa bangwe ba barutwana ba rathileng sekgwa go na le go araba se potso e neng e sa se batle.

KAROLO YA C

POTSO 3

DIPOTSO 3.1 GO FITLHA KA POTSO 3.3

Karolo ya C ke ya maboko mme e akareditse maboko a mabedi a a bonweng le leboko le le sa bonwang.

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- Go lemosegile fa barutwana bangwe ba reteletswe ke go araba dipotso ka nepagalo kantlha ya go sa itse mefuta ya maboko, diponagalo tsa poko le dikapuo mo pokong.

Legale ka kakaretso bontsi jwa barutwana ba dirile sentle mo dipotsong tsa poko.

KAROLO YA D

POTSO 4

Potso e,e kgaogantswe ka Potso 4.1 le Potso 4.2.

Ke karolo e e feleletsang lekwalopotso mme ke ya thutapuo. Mo karolong e, go 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

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A barutwana ba rutiwe diponagalo tsa poko le dikapuo:

- **DIPONAGALO TSA POKO**

  – Tlhatlagano
  – Tshekagano
  – Poeletsomodumo
  – Tlogelo
  – Neeletsano
  – Morumo
  – Moribo
  – Mesola ya diponagalo tse.

- **DIKAPUO**

  – Tshwantshanyo
  – Tshwantshiso
  – Pheteletso
  – Kaediso
  – Kobiso
  – Mothofatso
  – Tshotlo
  – Mesola ya dikapuo tse.

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 bagaetsho! A me a kalo bana ba mmala wa sebilo, go e latswa bobe o e ntsha bololo legona kgetse ya puo ga e tlale!

PULA A E KOMAKOME!!!

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SETSWANA FIRST ADDITIONAL LANGUAGE
PAPER II

KAROLO YA A

POTSO 1 PADI: NTLHOMOLE MMUTLWA

DIPOTSO 1.1 GO FITLHA KA POTSO 1.2

Karolo A e arogantswe ka dipotso di le NNE e bong potso 1.1 e e nang le dipotso 1.1.1 go fitlha ka potso 1.1.16 le potso 1.2, 1.3 le 1.4.

Ka **kakaretso** fela, barutwana ba ntshitse ga tshwene le go dira sentle mo karolong e gonne bontsi jwa bona ba iponetse maduo a a tlhapisang pelo segolo bogolo mo potsong ya 1.1 ya dipotso tse dikhutshwane. Bangwe ba barutwana ba nnile le kgwetlho ya dipotso tsa tlhamo ka go ratha sekgwa fa ba araba le go sa tlhaloganye se tota potso e se batlang. Dingwe tsa dikgwetlho tse barutwana ba nnileng le tsona di akaretsa:

DIKGWETLHO TSA BARUTWANA MO GO TSIBOGELENG DIPOTSO

- Barutwana bangwe ba reteletswe ke go tlotla ka loeto lwa ga Matsetseleko le Kelogile kwa phuphung ya ga Kgori, ba akareditse ditiragalo tse di sa batlegeng.
- Fa ba tshwanetse go tlotla ka ditiragalo tsa go tlhomiwa ga ga matsetseleko jaaka ratoropo ba akaretsa ditiragalo tsa padi yotlhe.
- Mo potsong 1.4 ya dithuso tsa ga Segonyamatlho mo go Matsetseleko, barutwana ba phatlhalala ka ditiragalo tsa padi ka kakaretso, ba lebala se potso e se boditseng.

Ntle le dikgoreletsi tse, barutwana ba dirile sentle le go ikgobokanyetsa maduo a a itumedisang mo karolong ya A. Ke lemmenyana fela le le sa dirang sentle gonne ba sa ipaakanyetsa ditlhatlhobo ka tshwanelo.

KAROLO YA B

POTSO 2

Karolo e ke ya makwalo a mabedi mo barutwana ba tlhophang lekwalo le le lengwe go tswa go a le mabedi e bong la semmuso le la botsalano.

- Barutwana ba le bantsi ba ikgobokanyeditse maduo mo potsong e e bile ke yona e tsholeditseng maduo a pampiri e ka kakaretso.
- Ke fela fale le fale mo bangwe ba barutwana ba rathileng sekgwa le go sa itse go tsibogela potso ya lekwalo sentle.
- Ke barutwana ba le mmalwa fela ba ba bontshitseng fa ba se na kitso ya go farologanya lekwalo la semmuso le la botsalano e bile ga ba itse le dibopego tsa makwalo ka bobedi.

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KAROLO YA C

POTSO 3

Karolo e ke e barutwana ba neng ba tsibogela potso ya go thala pampitshana ya tshedimosetso.

- Mo karolong e barutwana ka bontsi ba kgonne go ikgobokanyetsa maduo a ka ona ba tokafaditseng maduo a bona a pampiri yotlhe ka kakaretso.
- Ke palo e e kwa tlase ya barutwana ba ba sa dirang sentle mo potsong e mme go lemosegile fa ba se na kitso e e kalo ka pampitshana ya tshedimosetso.

Ka kakaretso barutwana ba dirile sentle mo pampiring e ya bobedi gonne go na le ba ba boneng dinaledi.

DIKGAKOLOLO/MAELE GO BARUTABANA BA SETSWANA

Barutabana ba rotloediwa go katisa barutwana go utlwala tebang le pampiri ya bobedi segolobogolo karolo ya Padi le Ditlhangwa tsa tirisano tse dikhutshwane.

Gareng ga tse dingwe a barutwana ba katisiwe mo go tse di latelang:
– Go kwala ka dintlha
– Go tlhalosa
– Go neela tshobotsi ya moanelwa
– Go go neela semelo sa moanelwa
– Go dibela/go tshegetsa ka lebaka

Rutang barutwana go kwala dipotso tsa tlhamo ka dintlha tsweetswee!

Barutabana ba rotloediwa go rulaganya le go tsenela manaane a dithutano gonne ga re lekane re se meno e bile motho ga a iphetse legona mabogo dinku a thebana. Nnang dipetleke tsa malemela gotlhe betshong!

A PULA E NE!!!

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SISWATI FIRST ADDITIONAL LANGUAGE
PAPER I

- 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.
- Bafundzi abafundziswe kuhluta umdlalo/inoveli. Sib: Setfulo, ludvweshu, mdvonseni, similo, ingcikitsi, njll.

PAPER II

- Imibuto yaleliphepha iphendvulwe kahle.
- Emamaki latfolwe bafundzi kulemibuto bekamahle.
- Bafundzi bebatilungiselele ngalokwenetisako kulomnyaka.
- 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.
- Bafundzisi abachubeke nekubuka timphawu nesakhiwo sendzaba lendze kanye nemdlalo.

SISWATI LULWIMI LWEKUCALA LWEKWENGETA IPHOTHIFOLIYO

- Umsebenti wabothishela nebafundzi bewumuhle ngalokwenele.
- Tihloko letisetjentisiwe kuSigaba A bekunguleto letisezingeni lebafundzi bakamatekuletjeni.
- Bufakazi bekulinginisa kwemsebenti weluhlolomvama esigungwini sabothishela bebukhona emafayeleni.
- Tivivinyo betisezingeni lelifanele.
- Luhlolo lwekutilungiselela lwentiwe ngemphumelelo.
- Emamaki ebafundzi abebalwe ngendlela lefanele.

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SPANISH SECOND ADDITIONAL LANGUAGE
PAPER I & PAPER II

The results for this year's examinations shows that most of the candidates achieved the appropriate level of Spanish. We congratulate the teachers for their efforts and dedication and the candidates for their hard work during the years leading up to these final examinations.

GENERAL

- We repeat our request to school principals and department/academic heads whose candidates are registered to sit for the Spanish IEB examinations: please ensure that the teachers are qualified and that they are given a copy of the latest Subject Assessment Guidelines (SAGs) for Spanish along with the list of Prescribed Works and texts for the Orals, which are available on the IEB website.
- We would also urge department/academic heads to check that the Spanish teachers, whether internal or external, have read this Report.
- 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.

PAPER I

- **Text 1:** First questions were generally answered correctly, some of the others posed difficulties. In Question 1.3, the majority provided the required information in the following questions because they did not notice or were not familiar with keyword "hasta" therefore, they included information related to previous years and situations. In Question 1.6, candidates referred to general results and not specific to the "nuevo proyecto". It is noteworthy that both the title, Question 1.12, and the opinion, Question 1.13, must always be related to the text.
- **Text 2:** Question 2.1 proved difficult for candidates due to the vocabulary. Questions 2.3 and 2.4 created some confusion, Question 2.3 only asked to highlight the change between "los futbolistas" and "las marcas", while Question 2.4 only required highlighting why brands are now interested in them. Many candidates have confused and unnecessarily repeated information.
- **Text 3:** Overall, candidates have understood the text well. It should be noted that the answers must reflect the understanding of the text, and if no opinion is required, it is necessary to adhere to its message. Question 3.4 only needed to refer to the product advertised in the announcement.
- **Text 4:** In general, candidates are familiar with the content of *Crónica*; however, in their answers, they demonstrate, as in other years, that they repeat information, often memorized, and does not conform to what is required, leading to point deductions. The description of the main characters, in Question 4.5, is important in the context of the novel. Question 4.3, with a different approach than in other calls, has caused real confusion. Surprisingly, the majority has included the correct quote but has marked the true or false box incorrectly.

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- **Text 5:** In this cycle, candidates have to read and analyse (at the required level) several poems. Obviously, an exhaustive literary analysis is not required, but for the understanding of these, it would be necessary to comprehend the title and certain very basic literary figures (personification, parallelism...) without delving into abstract concepts. Questions 5.1 and 5.2 only required a brief description of the princess and the palace; however, candidates have not identified the words "físicamente" or "cómo es ("el lugar") or "qué hay." In Question 5.3 and 5.5, it was only necessary to refer to the fragment, not the entire poem. Question 5.4 has proven very difficult for many candidates. Most have correctly indicated and exemplified the literary figure, but only a minority has been able to explain the meaning of the word "sonatina" and indicate its purpose.

  It is important that candidates understand the poems and the novel, not memorise them, and apply their understanding in different scenarios. It is essential that candidates spend more time reading the questions very carefully; they lose too many points for answering based on their interpretation.

PAPER II

- In Section A, most of the candidates expressed their opinion on the source text in a well-structured manner. Candidates should try to give their own examples to illustrate their opinion and also to use linking connectives appropriately, e.g. *sin embargo, además, por un lado, otro lado, en primer lugar,* etc. These resources improve the order and consistency of their argument as well as to strengthen their conclusions. It is very important to clearly understand the instructions provided to follow them up.
- 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, a formal letter, Facebook message, a blog notes 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 subjunctive.
- In Section C, Question 6 some candidates did not follow the instructions to write an informal email to a friend. It is important to follow the instructions provided such as writing an informal post about the benefits of the Nika robot considering the educational and health condition of Joel. In Questions 6 and 7 many rewrote the content of the questions, even using the verbs in infinitive, rather than following the instructions provided.

In all three Sections errors of agreement (concordancia) between nouns and adjectives and subject and verb were very frequent, as was language interference. Please remember, such errors lower candidates' marks. It is important to practice and reflect on their mistakes before the exam.

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SPANISH SECOND ADDITIONAL LANGUAGE
SBA MODERATION

Most of the teachers' and candidates' SBA files for this year were very clearly and neatly presented. Congratulations on this achievement. Overall, we were highly impressed with the work done by most teachers and candidates during the year.

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, preliminary exams need to be set at certain level and the marks given to the candidate have to be based on an assessment criteria that is understandable and easy to follow. Please read the IEB Spanish SAGs (Subject Assessment Guidelines) and follow the requirements. The SBA is an important component of candidate's final mark, it needs to comply with the IEB regulations, and the mark given needs to be realistic.

What follows are a few comments and suggestions that still needs consideration.

- On the IEB cover sheet (is not the SBA cover page) of each Learner's File, please ensure that the candidate's examination number is filled in with the centre number (each school has a number). Both the candidate and the teacher must sign and date this document. Remember that these signatures attest to the authenticity of the work in the file, i.e. that it is the candidate's own work. The IEB mark sheet needs to be complete, signed by the principal of the school and dated. If the IEB selected a file for some candidates from your school, please include the list with the signature of the principal.
- The SBA file should not include the mark sheets for the oral component of the examinations: those are to be submitted at the time of the oral to the moderator in question.
- When adding up and converting the final mark, use a whole number. Umalusi and the IEB's rule is to round up or down a mark.
- All work should be dated and show progression from early in the school year to the time of prelims.
- In the Teacher's File rubrics, assessment criteria and stimulus materials (please do not include the prescribed literature work: short stories, novel…) should precede each task, test and preliminary examination paper; memoranda or marking guidelines should 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 easily discernible how a mark was achieved since there is often little or no feedback. We also note that many errors are left uncorrected, thus rendering a mark unreliable. Please mark using a coloured pen/pencil.
- In Section A2 the draft versions are often left without a symbol mark (i.e. A, B-, C+, etc). Coding for errors is not generally used. Please include the Code of Correction you are using.
- In Section A there should be a task based on one or two of the literary works prescribed for the SBA File (same as for the Orals). 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.

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- The two preliminary examinations (Section C) require moderation by another Spanish teacher. This Umalusi and IEB regulation has applied to our subject from year 2019. Section C must include an analysis grid indicating the question levels (1 to 6) according to the adapted Bloom's taxonomy (in SAGs for Spanish).
- Please use hard plastic display files with plastic sleeves or arch-lever files for the SBA Files; soft plastic punch files are not suitable as they come apart easily and marks and comments in the left-hand margins are not readable. Use coloured file dividers or labels to separate every section.
- 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 are very pleased with the outcome of both the assessment and the moderation. We were very impressed with the level of Spanish achieved by the candidates. Congratulations to the candidates and to their teachers. This year we used online platforms for all the moderations. These worked well.

Like previous years, we urge teachers and Academic Heads to ensure that the correct documents from themselves and their schools are presented to the moderator either before or on the day of the moderation. If any teachers remain in doubt as to what these documents are, they should consult the SAGs on the IEB website. As with the SBA files, teachers should not inflate the marks as discrepancies of more than 10% between the Oral and SBA files and the written examinations are adjudicated for adjustment by the IEB, the moderators and Umalusi. 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 2 minutes) the candidates should offer an opinion on the text, not just a summary of it. They may refer to cue cards but should not read from notes as was frequently the case. 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 3 minutes was fair to excellent for the most part in the interaction between moderator and candidates. Please note that the literary texts for the oral moderation differ from those for the written examination.

Again, our congratulations to all our teachers for their hard work, their dedication and for their enthusiasm for Spanish!

Best wishes from the examiners and moderators.

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SPORT AND EXERCISE SCIENCE

The subject is growing and it is pleasing to note that the overall standard of responses from candidates continues to improve.

QUESTION 1

1.1 Match the column – this was answered very well.

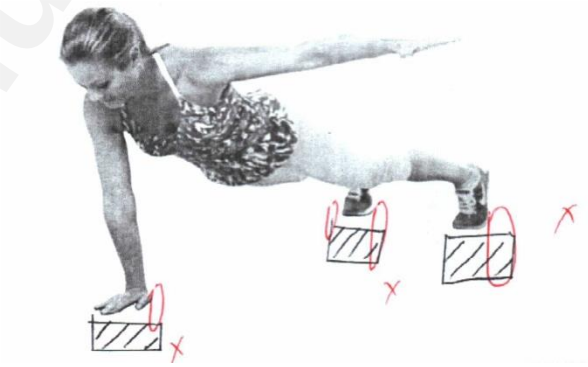
1.3 Candidates had to outline and shade the Base of Support. This was generally answered much better than in previous years. Accuracy still requires attention.

Outline **AND** shade in the Base of Support in each of the following pictures.
Some candidates struggled with the 3D nature of the picture but most coped.



Allocate:
1 mark for each foot (i.e., 2 marks)
1 mark for the space between the feet.
1 mark for the right hand.
1 mark for the area between her hand and both feet (sort of triangular shape).

(5)



This is the type of inaccuracy that was evident.

1.4 This question related to levers.
It was most concerning to note that some candidates did not know the name of basic gym equipment such as dumbbells.

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1.4.4 and 1.4.8 – Candidates were asked to place a fulcrum on the joint. When doing this, candidates must place a ▲ on the joint.



They must not place it next to the joint (i.e., not on the body part at all) or write a statement saying 'fulcrum on the elbow'. In future, candidates will be penalised for this.

The fulcrum should not be too big either.



If, once the fulcrum is placed, the candidate feels that it is not visible enough, they can use a highlighter over it or draw an arrow pointing to the fulcrum. They may not **just** have the arrow pointing where they want the fulcrum placed.

1.5 Label the sarcomere – this was extremely well answered, as was Question 1.6 on energy systems.

QUESTION 2

Candidates were required to read a source about a triathlete and then answer questions.

Some candidates gave several incorrect answers, even though the answers were in the source.

2.7 This question asked for a comparison between a track athlete's diet and a triathlete's diet. While it was apparent that most candidates had a grip on the knowledge, many did not provide a comparison. To avoid losing unnecessary marks, candidates must be trained to answer comparative questions correctly. When comparing they need to use words such as 'whereas, however, while' etc. For example, 'Triathletes'' daily calorie intake should comprise 20–35% fats **while** a sprinter needs 25%'; 'An endurance athlete will get most of their daily energy intake requirements from carbohydrates **whereas** a track athlete will eat less carbohydrates.

2.11 This was an easy question, yet it appeared that some centres had not covered the section on Long Term Athlete Development and the questions were poorly answered.

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QUESTION 3

Candidates were presented with a detailed table relating to Periodisation.

Candidates found this question difficult. It was evident that many did not know how to interpret data from a table, despite this being a skill taught and examined across subjects in the NSC. Parts of the question were intentionally set at level 5 and 6 to cater for more able candidates – these were challenging for most candidates, as was expected.

3.7 'Interpret and account for the data provided…' Many candidates could not do this. It is imperative to expose candidates to information in different formats and train them in how to read the data accurately, interpret it and then discuss various aspects of it.

3.12 Related to Force Summation. This was fairly well answered.

QUESTION 4

Sources were provided relating to SailGP. Three detailed and labelled pictures were provided to assist candidates who were not familiar with the sport. While it is understood that many candidates may not know this sport, they were just required to apply and manipulate knowledge related to air flow and drag.

QUESTION 5

A source about cliff diving was provided. Some answers came directly out the source and yet some candidates answered incorrectly. Candidate should be trained to read sources and questions carefully to ensure they provide the appropriate response. The 10-minute reading time should be utilised better.

QUESTION 6

This was an essay relating to burnout and fatigue. The standard of the essays was generally much better than previous years.

Some candidates did not use the sources when answering.

Some candidates did not refer to the rubric before responding to the question. The rubric should guide their response as it indicates the type of evidence they should provide and the mark allocation.

The 10-minute reading time should be used effectively to read the sources and contemplate their response.

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SPORT AND EXERCISE SCIENCE
PAT MODERATION

The 2023 PAT investigated the impact of training on a person's physiology, in particular their resting heart rate, their VO_2max and muscle size.

This was the first year that the PATs were submitted electronically for moderation.
The schools submitted their mark sheets timeously which facilitated the selection and submission of a sample of PATs for moderation.

1. Learners' PAT coversheet

This cover page should be signed by both the learner and the teacher.

Unfortunately, some learners were either missing the cover page or missing information on the cover page.

2. Evidence of marking

This year there was a lot more evidence of marking. Comments to assist learners through the process were provided by some teachers.

3. Components of the PAT process

A full set of evidence must be submitted for all aspects of the PAT, as required by the Instructions, Framework and Rubric. The PAT is a component of the examination and must therefore satisfy the level of rigour expected of a Grade 12 standard.

Plan of Action

- This needs to be very specific – learners must stipulate dates for each step.
- This cannot be done in hindsight.
- If a learner discovers along the way that the dates they initially planned are not possible, this should be stated in their evaluation.
- All the steps provided in the Instructions to Candidates should be referred to in the Plan of Action.

Information gathering/questionnaires

- Learners should be advised that the more questions they ask the potential athletes, the easier it is to make a sensible selection.
- Some questionnaires were very brief and superficial.
- Quite a few PATs did not include the completed questionnaires but only a summary of the responses.
- The questionnaires of athletes selected should be placed in the main body of the PAT. Those questionnaires not needed should be placed in the Appendix.

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Data analysis

Many learners gave superficial analyses. They were expected to interrogate the information in the questionnaires and clearly explain why they chose the athletes they did and why they 'rejected' other athletes.

Baseline Fitness tests

- Many learners did not explain the tests they had chosen to use. They needed to provide the testing protocol. The same applied for any other test(s) that the learners chose – they needed to state what extra test they were using, why they were using it and then provide the testing protocol of the test.
- Many learners failed to provide labelled pictures of evidence of the tests.
  The labels need to include the following:
  – Name of the learner performing the test
  – What test they are doing
  – Date
  The pictures of evidence should be placed with the data and not in the Appendix.
- The test results should assist the learners in designing training programmes.

Training programmes

- While there were many very good programmes, there were substandard programmes as well.
- The programmes need to become progressively harder over the weeks and target the areas being investigated in the PAT.
- Many learners did not include any cardiovascular training whereas one of the purposes of the PAT was to monitor VO_2max and heart rate.
- It is recommended that pictures are provided with the exercises in a training programme.
- Some PATs did not provide evidence of all the training programmes yet the mark allocated indicated that 4 programmes were marked.
- All four programmes MUST be provided in the PAT. A learner cannot just choose their best programme.
- Some files had no training programmes at all.

Diary

- Many learners had no diaries in their files – they only had summaries of responses.
- Others created a logbook rather than a diary.
- Others left the athletes to write on a blank page.

2nd Fitness tests

- While no mark was allocated to the follow up tests, evidence was still necessary.
- The results from these tests form the crux of the task.
- Some provided the results but no visual evidence in the form of photos.

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Follow up questionnaire

Once again, the actual responses on the questionnaires were needed and not just a summary.

Data analysis

Here the learners needed to compare the results from the baseline tests with the results from the follow up tests. When discussing the data, they must refer to the actual data, e.g., they should not say 'the athlete improved a lot', but rather 'the athlete's beep test result improved from completing 3 levels in the baseline test to completing 10 levels in the follow up test'.

Layout

Learners MUST use the headings provided in the Instructions. Not only does it make marking easier, it is also easier to pick up if something is missing.

All the sections should be in the correct order according to the Instructions.

Submission

All schools were able to upload their files into folders specifically created for them.

There were some outstanding PATs with exceptional questionnaires, training programmes and diaries. The standard is definitely improving.

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SPORT AND EXERCISE SCIENCE
SBA MODERATION

OVERVIEW

- Overall, the quality of SBA tasks improved compared to previous years.
- The moderation process for SBA was conducted online for the first time in 2023. This posed some challenges for all parties; these will be ironed out as the process improves.
- It was encouraging to note that most schools acted on the recommendations made in the Moderator's Feedback Reports in 2021 and 2022. Schools should view this feedback as an opportunity for growth rather than criticism. We are collaboratively striving to ensure consistent standards across all schools, ultimately benefiting our learners.
- 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. Teachers are urged to collaborate within 'clusters' or as buddies to mutually support and strive for best practices.
- It was pleasing to note the decrease in the use of past question papers. Teachers are commended for developing new and innovative papers, providing learners with questions they have not encountered before.
- There were some excellent online Files submitted, showing that a lot of effort went into the planning, preparation and conduct of SBA. Examples will be shared at the User Group Conference.

Teacher Files

1. General

    - Most of the teachers' documents were well-organised and user-friendly, facilitating the moderation process. However, some teachers encountered challenges in completing electronic documents.
    - The Teacher File Cover sheet should be cross-referenced with the corresponding sections in the Teacher's File. It is crucial to mark the relevant SBA items to indicate the content within the file.
    - Where learners have a choice of tests/tasks to include, copies of ALL tasks and marking guidelines must be available in the Teacher File.
        – As in 2022, design grids for tests and exams were not included by all schools, however, there has been a vast improvement in this. 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.) must be included.

2. Marksheets

    - There was a significant improvement in the use of an appropriate marksheet template, particularly with the transition to an online platform. Teachers are encouraged to use an Excel spreadsheet for accuracy in calculations, verifying that the weightings are precise when transferring marks.
    - Teachers should double check that the mark on the learner's work is correctly transferred to the cover page in the Learner File and then on to the teacher's mark sheet in the Teacher File.

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- A significant challenge arose concerning the SASAMS marksheets in DBE schools, as the weighting of the GDE marksheet differed from that of the IEB marksheet. The moderator provided assistance to schools in accurately completing the IEB marksheet. It is essential for the IEB liaison collaborating with the DBE to address and resolve this issue.

3. Moderation

- As mentioned in 2022, 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, or the marking guidelines and/or grid do not correlate with the question paper.
- There were centres that lacked evidence of moderation. It is imperative that a qualified teacher reviews the standard of assessments (question papers/task instructions, marking guidelines and grids where applicable) before learners do them, that the quality of marking is checked for accuracy, and that the final marks are accurately calculated. This is especially important with regards to Preliminary Examinations.
- Evidence of this pre- and post-assessment moderation must be provided. It is preferable that a moderation tool is used for this. 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.

4. SBA Items

4.1 Preliminary Examinations

- The preliminary examination contributes 30% to the SBA mark. The preliminary exam should replicate the final examination in all aspects. The question paper, design grid, and marking guidelines must meet the same standards as the final examination. Failure to do so puts learners at a disadvantage as they are not accustomed to the required standard. A high-quality paper with the necessary rigor prepares the learners for success.
- If a common prelim exam is written by 2 or more schools, it must be written on the same day and at the same time to ensure authenticity of results. There must be some evidence provided in the Teacher File that this is has taken place, e.g., a signed statement that says: Roosevelt High School and Kingsway High School set a common prelim paper, written on the 19 September 09h00–12h00 (including the examination timetable of both schools).
- IEB papers and their marking guidelines are readily accessible in the public domain, providing learners with access. Incorporating them into high-stakes assessments undermines the credibility of preliminary results. When creating the preliminary paper, teachers should refrain from directly

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copying and pasting questions; instead, past questions should serve as examples for generating new ones. Having said this, there were some excellent innovative questions included in prelim examinations.

- The lack of evidence of feedback to learners remains a concern. As indicated in the 2022 report and at UGC, assessment without feedback is meaningless. The purpose of assessment is to ascertain whether learners have acquired the expected learning, identify strengths, gaps/areas requiring improvement in order to make appropriate interventions. Positive and constructive feedback is, therefore, crucial for effective 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.

4.2 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.
- The front cover of the test must include the school crest, date, task name, examiner, moderator, time, and marks. These assessments are not formative class tests – the rigour is important.
- The test should have a minimum of 50 marks. There must be an accurate, detailed design grid along with a comprehensive set of marking guidelines.
- 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.

4.3 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 the CAPS. Not all schools adhered to the stipulated requirements, with some failing to meet any of the specified criteria. Teachers are strongly advised to focus on the necessary rigour. Several tasks lacked clarity, with ambiguous instructions leading to the submission of poor-quality work, as the expectations were not clearly outlined. In some instances, schools submitted tasks that were more suited to Grade 10 or 11 level, and certain tasks could be completed within a 30-minute timeframe. Assigning a 100% score to a task below the

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expected standard is not justified. It is crucial to furnish learners with precise instructions and marking guidelines to ensure their success in the task.

- In certain instances, Learners' Files had no tasks. This situation places learners at a significant disadvantage, leaving them inadequately prepared for the final examinations and falling short of meeting the qualification requirements.
- Some schools submitted tasks that were not moderated. In some instances no marking guidelines were provided – it was not possible to verify these marks.
- The Practical Task may not be set on the same topic as the PAT.
- 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.

Learner Files

- Some teachers submitted the entire learner file as a single document, contrary to the specified task-wise upload instructions. This practice made it challenging to navigate through the entire file each time a specific task required moderation. However, it is noteworthy that the majority of teachers demonstrated considerable effort in the uploading process.
- A recommendation from the moderator is for schools, particularly those under the DBE, to commence uploading their documents from the beginning of August. This proactive approach aims to prevent a last-minute rush and potential time constraints.
- 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 teacher's record of SBA marks in the Teacher File (rounded off to 2 decimal points).

Areas to focus on in 2024

- 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 criteria is CONSTRUCTIVE feedback to the learners).
- Provide at least half a page detailing the ways in which feedback is provided to the learners in your subject, e.g.
  - Feedback on the learner's actual work.
  - Discussion and reflection given in class time.
  - Extra lessons offered to learners.
  - Marking guidelines mediated to assist.
- Precise ticks (✓) must be provided in the marking guidelines indicating where a mark will be allocated so that marks can be verified at national moderation.
- Complete and accurate design grids must be submitted for tests and exams. Refer to Form 2 in the CAPS (Example of a design grid).
- Teachers should ensure that the various SBA items are correctly weighted when calculating the final SBA mark.
- SBA tasks should be in line with the subject's content.
- Teachers should allocate more time to plan their SBA tasks to ensure they are valid, fair and reliable.

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TAMIL SECOND ADDITIONAL LANGUAGE
PAPER I

1. **Comprehension and grammar**

Candidates has a good understanding of the text. All questions regarding the text were answered accordingly.
Questions were understood by the candidates.
Most of the answers were given as required.
There were no translation issues that caused the candidates to be confused.
Instructions were understood by the candidates.
Marks were allocated accordingly.
Good range of vocabulary was maintained in the grammar section.
All assessment standards were covered in the paper.

2. **Literature and short story**

Candidates seemed to be prepared in the literature section. All questions were answered, candidates had a clear understanding of the literature given.
Correct grammar was used by most learners.
Candidates were able to write on the short story accordingly.

PAPER II

1. **Essay writing**

Most candidates were able to write essays on the given topics. Correct grammar and sentence construction was noted.

2. **Advert**

All appropriate words were used in the advert.

3. **Short comprehension and grammar**

Candidates were able to understand all the questions related to the text. Choice of questions were set according to the NSC guidelines. Good range of vocabulary were used.

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TOURISM

QUESTION 1 SOURCE BASED

This question was based on a source which referred to the construction of The Line in Saudi Arabia. Most of the sub-questions were comprehension based, which helped the weaker candidates.

The question was answered well except for Question 1.3, which posed a challenge for candidates. This question examined the candidate's ability to apply knowledge from various topics to a real situation. Usually, the various policy documents are examined within topics, but in this paper they were asked in a different, integrated, and applied way. It was evident that candidates struggled with the slightly higher order cognitive demand.

During the standardisation process the panel compiled a list of possible answers that were added to the marking guidelines. This list was found to be extremely helpful as many candidates answered within these parameters and were not disadvantaged.

QUESTION 2 CUSTOMER SERVICE

Questions 2.3, 2.6 and 2.7 were a challenge for some candidates.

Questions 2.6 and 2.7 were higher-order thinking questions; many candidates lacked the insight to get the full mark allocation. Teachers should spend extra time on this section as it forms the basis of much of the Tourism curriculum.

QUESTION 3 FOREIGN MARKET SHARE, EXCHANGE RATES

This question was a good mix of application and straightforward theory. It was pleasing to note that most candidates managed the conversions of exchange rates well. It is important for candidates to show all calculations; if they make an error in the final calculation, they may earn some marks for the process and use of correct terminology/ currency/times or divide.

Teachers are encouraged to give learners more practice with graph and data interpretation.

QUESTION 4 TIME ZONES

This question also had a good mix of basic theory and application. Again, it was encouraging to note that many candidates were able to do the time zone calculations correctly. Candidates must show all calculations as mentioned previously.

QUESTION 5 INDUSTRY-RELATED TASK

It was evident that many candidates either did not do this task and/or used the PAT in their response. If this was the case, the candidates were given the benefit of the doubt and awarded the marks only for the following:
Provide a description of the task you performed. Include the following:

- the name of the venue/location where you completed the task;
- how many team members you had;
- the duration of the task; and
- a specific description of goals of the team and the steps taken to achieve them.

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QUESTION 6 CONCEPT MAP

This question remains a higher-order thinking question and was generally well answered by level 6 and 7 candidates.

Teachers are encouraged to start with a basic Mind Map in Grade 10 to get learners to understand the concept of explaining different ideas in this format. They should train learners in how to link ideas and explain concepts; many candidates just draw lines without an explanation.

The SWOT analysis and the marketing mix was well answered. Some candidates battled with the marketing mix and included Planet and Profit (the TBL) in their response.

The SWOT analysis required candidates to have a deeper understanding of the analysis of the subject. Most candidates were able to get the correct layout and ideas but did not consider the mark allocation and therefore lacked enough evidence to be awarded full marks. The rubric referred to having **extensive references** to all aspects made in the article to be awarded the full 7 marks.

It was encouraging to see that candidates used a key and different colours to separate the ideas.

QUESTION 7 ESSAY

This question also remains a higher-order thinking question that was generally well answered. This is not a language essay, although some marks are awarded for grammar and spelling. However, presentation is important; marks are awarded for an appropriate title, an introduction, and a conclusion. Candidates must be trained to use the rubric in formulating their response and to use subheadings appropriately.

The two areas that were most challenging for the candidates were the analysis of the triple bottom line and the multiplier effect. This is understandable as it is aimed at the Code 7 candidates. However, time should be spent dealing with these concepts as they form an integral part of every examination.

GENERAL

It was evident that only a handful of candidates did not finish the paper; more because of a lack of knowledge than time constraints.

Some candidates tend to rewrite the question in their response or write a whole page for a 4-mark question – both show poor examination technique. Teachers should encourage more direct responses/answers from learners, unless they are asked to write a paragraph or a longer explanation.

One source was used for multiple questions which was time saving for candidates.

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TOURISM
SBA MODERATION

1. Teacher Files

Administration

Almost all the teacher files were compliant this year. Going online was new to most of the teachers but almost all submitted files in the format prescribed by the IEB circular and email that went out to the schools. Thank you to all teachers for their professionalism.

Teachers must take note of the following points:

- It is important that you work with the current SAGs, available on the IEB website.
- The IEB coversheet (1.1) must be used.
- The IEB Spreadsheet of SBA marks (1.3) 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.
- The names of the learners in the call-up list must be included.
- Complete form 2.3, Declaration of Omissions, when a learner missed a task, test, or preliminary examination. It must be supported by the necessary documentation.

Controlled tests

Controlled tests were of a high quality and the resources being used were up to date. Most tests had marking guidelines which were detailed, relevant and factually correct.

Pre-and post-assessment moderation was not always evident in the tests. Please submit evidence of this each year.

Another point of concern was the design grid. Please use the design grid in the updated October 2022 SAGs (1.2). Remember that your weightings must be a true reflection of the paper, a 60:40 split is highly unlikely.

Please make sure the correct topics appear on the tests and design grid. There is no Topic 6 in grade 12.

Preliminary Examination

Most of the preliminary examinations were write-on papers. Thank you to all teachers for the compliance. It is important that the preliminary examination mimic the final examination. All the exams had a concept map, extended writing piece and resources were current and up to date.

Schools who wrote a cluster paper, wrote it on the same day.

Once again, the design grid was a point of concern. Please refer to the updated SAGs. Please make sure of the topics.

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IRP – Industry-Related Performance

All schools used the SAGs example. Teachers still need to make a front cover for the task with their school's logo. They also need to set the marking guidelines and rubrics for this task.

Learners need to do a teamwork/groupwork component. Please ensure that the work experience is in the tourism industry.

Tasks need to be referenced.

Selected Task

A Case Study including Data Response

Most schools used the Case study task.

Take note of the following:

- This 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 and will ensure that all cognitive levels are assessed to the correct weighting. This makes the assessment fair for all learners and ensures that it differentiates learner ability.

Please refer to the SAGs when setting the case study and data response task.

B Entrepreneurship Task

No school did the Entrepreneurship task.

C Research Task

When doing a research task, teachers are reminded that the research should relate to a question, problem, or scenario. The task must include both the process and the product. The outcome of this task is a written report detailing the results of the research findings. Please refer to the SAGs when setting a Research task.

2. **Learner Files**

Files were well presented with good quality of work. Some files did not have a signed declaration of authenticity. Please ensure the signed-off document is present in the learner's file.

Learners must hand in a bibliography if the task requires it. 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. Therefore, teachers should provide constructive feedback to learners after each assessment. This must be evident on the learner's work.

Thank you to all teachers for their hard work and dedication this year. Tourism is a growing subject due to all our dedicated Tourism teachers.

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TOURISM
PRACTICAL ASSESSMENT TASK (PAT) MODERATION REPORT

GENERAL

In general, the standard of PATs was acceptable this year.

For the most part, the PATs were submitted correctly.

- 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 to verify marks and calculations.
- Schools must submit the IEB generated mark sheet and rank order list to verify marks submitted to the IEB system.
- The two parts of the PAT must have an equal weighting of 50/50.
- The use of PATs set by other schools is discouraged. Teachers should set original tasks relevant to the context of their learners (demographics and area).
- Only one scanned document must be submitted for each learner.
- Rubrics must also be scanned and submitted.
- The marked copy of the Power Point document must be submitted to verify the marking process. Do not submit the original.

Task

Teachers should ensure that they work to the latest version of the SAGs document.

The PAT should be a rigorous task – it forms part of the examination mark and must fulfil all the SAGs requirements. A PAT Part One cannot only count 50 or 60 marks. According to the SAGs requirement the PAT must run over two terms with enough rigour to accommodate the Code 7 learners.

Grade 12 learners are expected to fulfil the requirements of the PAT individually and independently. Teachers must refrain from using teacher-initiated templates for learners to complete business plans, etc. This inflates marks as it scaffolds the task for the learners, and Code 7 learners are not granted the opportunity to showcase creativity and in-depth knowledge. This is not a group work assessment.

This is a PRACTICAL task. On-site visits are imperative – teachers must insist that these are done. Without on-site visits the task merely becomes a research task. At the very least, many learners visit malls and restaurants on a weekly basis so there is no excuse for not fulfilling this essential requirement. Learners must supply sufficient proof of their visits by including entrance tickets, signed off interview notes, questionnaires and lots of selfies and photographs taken by the learners on site.

Ensure that there is a fair balance between desktop research and face-to-face research.

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Teachers must refer to the SAGs document regarding the compulsory prerequisite of a visual/oral component. Proof of the visual/oral component must be handed in in the form of photographs, PowerPoints, speech notes and cue cards. The marked version of this component must be submitted.

Teachers should remain alert to plagiarism and deal with it effectively. An online plagiarism test is a prerequisite for the PAT. Learners should hand in the results page with both parts of the PAT. ChatGPT plagiarism was detected.

It is expected of learners to acknowledge sources being used, in the form of a bibliography. It is strongly advised to make use of the dual Harvard Referencing System consisting of in-text references and a complete bibliography.

The grade 10 and 11 syllabus may not be assessed in the PAT e.g., tour planning.

Assessment tools

Teachers should ensure that the assessment tool being used is appropriate to the task. The use of a rubric with clear criteria and the necessary imperative verbs is recommended, as it is in the best interest of the learners to know exactly what is expected of them. Code 7 learners will have the opportunity to meet the compulsory requirements with well set-out rubrics. Work according to the revised Blooms taxonomy.

Mark allocation must be carefully considered. The credibility of the assessment is compromised when marks are inflated due to below-standard tasks. The design of posters is not accepted as it is not relevant in today's day and age. Re-think new and innovative marketing strategies.

Marking

The awarding of marks must be clearly indicated by ticks (✓) on the learner's actual work. Teachers should refrain from only assigning marks on a rubric – the awarding of marks must be clearly justified against the evidence submitted by the learner. The moderator is then able to verify that the marks are credible. Teachers should provide on-going written feedback. This provides the learner with the required constructive criticism to learn from the process.

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VISUAL ARTS
PAPER I

Marking ran smoothly, as always, thanks to the phenomenal team we have. From the 2022 exam we were asked to remark under thirty scripts, and this is testament to the marking process. For those of you who do not know how we mark I thought it pertinent to take you through the steps as follows.

The paper is set by the examiner, moderated first by the internal moderator, and then by the external moderator, who is employed by Umalusi and serves as our ultimate quality assurance. The paper is checked against the papers from the past few years to ensure that the standard is the same. Subsequently, senior subs are tasked with composing their own memos for the questions they are assigned. The initial memo remains unseen until after standardisation for obvious reasons.

During standardisation, the examiner, internal moderator, and senior subs meticulously analyse the paper. They review all the teacher's feedback submitted to the IEB and examine the memos crafted by the senior subs. The examiner and internal moderator collaboratively assess and moderate each other's marking of 'dummy scripts' – candidate responses that have been anonymised.

Once the examiner and moderator are satisfied with each other's marking, the senior subs proceed to mark their respective questions, which are then moderated by the examiner and internal moderator. The following day, a revised memo is printed and distributed to the markers. Markers are grouped by question, each led by a senior sub who moderates and marks candidates with concessions. Typically, there are five or six markers per question, except for Question 5, which may be assigned ten or more to facilitate double marking, if necessary.

The markers mark 'dummy scripts' until the senior sub, examiner and internal moderator are happy with the standard of their marking. Every effort is put in place to not mark punitively and to afford every candidate the benefit of the doubt. This is why sending us your notes is an integral part of the marking process. Centres that have been marked and moderated by at least 10% to 20% are then 'checked' by examination assistants by the IEB before they go back into the box. These trained assistants check the mark allocation and totals of each question, and they make sure that marks have been added correctly and that no page, section of writing and/or question has been left unmarked.

I urge every member of this community to apply to mark at the end of each year. We specifically keep places for new markers, and I can promise you that everyone who has been marking has learnt a great deal from the experience. Added to this, your voices are imperative to the purpose. We do not shy away from criticism and as stated above we do take your comments extremely seriously. Please send your notes and please keep sending us feedback through the correct forums and channels provided by the IEB.

I would like to take this opportunity to thank the senior subs for their hard work over the years of my tenure and beyond. As a team we owe all our success to these remarkable professionals, and I have every faith that they will continue to do an excellent job under the expert guidance of the new examiner. I thank the community for your support and trust over the years. It has been an honour and a privilege to serve our community. Finally, I would like to thank our internal moderator who has been an exemplary leader. You have made a massive impact on our subject and community, and we are better for having had you as our internal moderator in every way.

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QUESTION 1 VISUAL LITERACY

General Comments

- Visual literacy and terminology were identified as crucial aspects that need continuous testing and teaching.
- Some candidates only learned three artists and artworks for the essay, affecting their ability to answer 1.6.
- Candidates were advised to learn at least six artists for Question 5 to ensure a comprehensive approach.

QUESTION 1.1 UNDERSTANDING OF ARTISTIC IMPACT

- Generally well-answered.
- Some candidates repeated themselves, using phrases such as "more people," "lots of people," "exposure," "larger/wider audience," etc.

QUESTION 1.2 EVALUATION OF ARTWORK VALUE IN A FAST-FOOD RESTAURANT

- Few candidates misunderstood that the term "value" referred to the value of the artwork, not its value to the restaurant.
- Candidates failed to provide two reasons for their responses, with some repeating points made in 1.1.

QUESTION 1.3 DEFINITION OF "LINEAR" AND APPLICATION TO IMAGES

- Linear mostly understood and correctly defined.
- Candidates lost marks for not specifically referring to Image A and B and how 'linear' was applied in both images.
- Some candidates could not define the term but indicated how 'linear' was applied in both Image A and B.

QUESTION 1.4 UNDERSTANDING OF "MONOCHROMATIC" AND ARTWORK ANALYSIS

- Candidates struggled to define the term Monochromatic and answer the question.
- Many incorrectly answered "black" for Image B, failing to recognise that black is not monochromatic.

QUESTION 1.5 IDENTIFICATION OF STYLISED ARTWORK

- Very few candidates understood the term "stylised," leading to struggles in answering the question.
- Markers considered that Image A and Image B are very similar in the marking of this question.

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QUESTION 1.6 APPROPRIATENESS OF ARTWORK DISPLAY IN PUBLIC ENVIRONMENT

- Similar issues as in Question 5: incorrect titles, pre-1994 artworks, or those not from South Africa.
- Candidates cautioned about using reworked works, such as William Kentridge's Drawings for Projection from 1989.
- Most candidates understood why certain artworks were not appropriate for display in Nando's, citing reasons like political, violent, sexual, too large, performance art, video art, etc.
- Some candidates misunderstood the question about the appropriateness of artworks for display in a public environment.
- A few candidates did not thoroughly read the question, providing names of artists and discussing their general artworks.
- A few candidates used reworked artworks by Kentridge or Sibande, like 'They Don't Make Them Like They Used To' as 'Manifestation' and Kentridge's 'Felix in Exile.'

QUESTION 2 1900–1960 CE International Art

2.1 Lack of Context Knowledge and Recognition of "Voice" and "Voiceless"

- Some candidates lacked historical and political context knowledge related to both movements.
- Less convincing responses mentioned the 1st and 2nd world wars, and the concept of the "voice and the voiceless," showing a lack of understanding of timelines and context.
- Recognition of the difference between the "voice" and the "voiceless" varied among candidates.
- Markers awarded points to both ideas of either artists being the "voice" or the "voiceless," with some arguing that conservative ideals left avant-garde artists voiceless.

2.2 Examples and Errors

- Repetition of the same examples was noted, but some candidates introduced refreshing examples.
- Issues with candidates writing excessively, providing unnecessary details about their chosen artworks, leading to time wastage.
- Candidates often failed to realise the need for repetition in Question 2.3, resulting in potential lost marks.

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2.3 Concerns and Positive Feedback

- Candidates generalised knowledge without linking it back to their chosen artworks.
- Some struggled to formulate concise arguments, with some candidates focusing excessively on subject matter and neglecting the link to stylistic characteristics.
- Excessive writing led to repeated concepts, and candidates need coaching on writing relevant facts and their importance.
- Positive feedback included crediting candidates for linking their chosen artworks to societal rebellion or reflection, without penalisation for context knowledge gaps seen in Question 2.1.
- Candidates gained marks for connecting their artworks to broader examples of societal rebellion or reflection by discussing artists' personal issues, fears, desires, and political struggles.
- Overall, the question was well-answered by well-prepared candidates, with very few numbering mistakes.

QUESTION 3 CONCEPTUAL AND NON-TRADITIONAL INTERNATIONAL ART

3.1 Evaluation of Traditional Creativity and Technology

- Some candidates merely repeated information from the provided text, resulting in less marks awarded.
- Some candidates neglected the 'technology' aspect of the question and focused predominantly on traditional creativity.
- Attention to the mark allocation was emphasised by markers of Question 3, as some responses lacked sufficient information to attain full marks.
- Many candidates provided insightful and eloquent evaluations, but some veered into visual analysis or comparisons of portraits rather than directly answering the question.

3.2 Artist Details and Argument Quality

- Marks were awarded for providing the correct surname of the artist, the accurate full title, and a brief description.
- Numerous well-founded arguments were observed.
- Some candidates focused heavily on traditional creativity without adequately addressing links to technology.
- Some descriptions were overly simplified, lacking important details.
- Accuracy in providing full and correct titles was stressed by markers.
- Instances occurred where candidates used artists from other questions (Question 2 or Question 5) in 3.2, resulting in no marks for the artist's name and title, etc. but receiving argument marks in 3.3 if they explained how these artists merged technology with traditional creativity.
- Content from 3.2 wasn't always awarded marks in 3.3; for example, candidates mentioning mode in 3.2 but not receiving marks if not reiterated in 3.3.
- Attention to mark allocation was critical, as some candidates inadvertently wrote information for 3.3 in 3.2, missing out on awarded marks.
- Recommendation for teachers to provide candidates with lists of artists for each question.

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3.3 Argument Development and Consideration of Technology

- Technology was broadly defined as any tool used by an artist, not necessarily requiring an electrical source. A pencil, for example, is a form of technology.
- Some candidates lacked sufficient factual knowledge of their chosen artwork, hindering their ability to build a strong argument.
- Caution against sweeping statements was emphasised, encouraging candidates to unpack details from artworks, such as medium, title, elements, and concepts.
- Six marks were allocated per artist, with a minimum requirement of two points where arguments were developed.
- Correct identification of the mode was awarded a mark.
- Some arguments seemed forced due to insufficient links to technology and understanding of the term 'technology'. Please refer to the focus area on page 74 in the SAGs document. Influence of technology (cont.): New Media (computer-aided art, videos, audio, and other technological tools)
- A few instances involved 1 mark being deducted due to incorrect numbering.

General

- Attention to spelling and specificity of titles was highlighted.
- Encouragement for candidates to carefully consider mark allocation and avoid repeating information between sections.

QUESTION 4 RESISTANCE ART IN SOUTH AFRICA DURING THE APARTHEID ERA (CIRCA. 1950–1994 CE):

4.1 Understanding of Apartheid Era and Contextual Misinterpretations

- Positive aspects included competent responses about events during the apartheid era, with stronger candidates providing solid arguments and contextual understanding.
- Some candidates misunderstood the question's context related to today's socio-political context.
- Limited knowledge, especially of the basics like apartheid, resulted in inadequate explanations of the era.
- Some responses focused on analysing the artwork instead of addressing this aspect in 4.2.

4.2 Application of Hope and Optimism Concept

- Positive aspects involved the application of hope and optimism concepts, with stronger candidates identifying visual cues.
- Insightful answers were given by candidates who understood the meaning and could interpret the artwork according to the question.
- Negative aspects included explanations that misinterpreted the name or lacked reference to the artwork.
- Some candidates provided too little information or completely missed visual clues.
- Some responses solely spoke about the title without a solid understanding of the artwork's concept.

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4.3 Identification of Artist and Artwork

- Majority of candidates successfully identified an artist and provided relevant artwork descriptions.
- Negative aspects included overly detailed descriptions, focusing on the concept rather than transitioning to 4.4.
- Some candidates spoke about artworks not made during the era, including conceptual or contemporary pieces.

4.4 Argument Development on Hope and Optimism

- Positive aspects included candidates convincingly arguing that non-applicable artworks were optimistic or not.
- Most candidates demonstrated a good understanding of the concept and context.
- Negative aspects included weaker candidates lacking contextual or conceptual knowledge, showcasing limitations to specific works learned.
- Some candidates failed to tie back the context and concept to the argument of hope and optimism.
- Inadequate information provided resulted in marks lost for some candidates.

4.4 List of Artists and Artworks

- The majority of the candidates could take an artwork that was not necessarily applicable and argue convincingly that it created optimism or not.
- They knew the concept and context well enough to further develop the argument.
- Most candidates wrote enough to validate five marks for each work. The question allowed the candidates to have a broad scope of interpretation of the work and then further develop an argument.
- The weaker candidates had no idea of contextual or conceptual context of the work.
- Some candidates showed evidence that they only learned specific works and therefore could not argue very solid arguments, they should have perhaps been exposed to broader or more examples.
- Some candidates knew the context and concept very well but not well enough to tie it back to the argument of hope and optimism.
- Some didn't write enough to obtain 5 marks.

QUESTION 5 CONTEMPORARY SOUTH AFRICAN ARTISTS

General Comments

- **Exciting Discoveries:** Several thought-provoking new artists were discovered, showcasing the commitment of teachers to engage candidates with contemporary artworks.
- **Well-Structured Essays:** Overall, the essays were well-structured and well-written.
- **Surface-Level Arguments:** Many arguments were surface-level, lacking depth in addressing various nuances and global perspectives.

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Common Issues and Recommendations

- **Google Research Confusion:** Some candidates confused web article titles with artwork titles. Special attention is needed to distinguish between the two.
- **Spelling and Naming:** Spelling and naming of artwork titles were generally good. However, leniency was applied to foreign language titles. Candidates should avoid changing the meaning of titles.
- **First Names Usage:** Discourage the use of an artist's first name only; use the surname for clarity.
- **Vague Descriptions:** Descriptions tended to be vague, especially when referring to bodies of work instead of individual artworks. Clarity and conciseness are crucial.
- **Series or Body of Artworks:** If referring to a series, candidates should focus on a specific artwork within it. This helps in providing clear and detailed descriptions.
- **Artist Talks/Workshops:** Candidates attending talks or workshops should supply common titles for lesser-known works discussed to aid verification.
- **Sculpture vs. Installation**: Many candidates struggled to discern the difference between a sculpture and an installation. Clearer teaching on these distinctions is recommended.
- **Factual Knowledge and Argumentation:** While factual knowledge was present, some candidates struggled to connect it to building a robust argument.

Marking Specifics

- **Question 1.6:** Marks were awarded only for the artwork title. Repetition of artists was credited in Question 5, but candidates had to use different works for each question.
- **Question 4 and 5:** If there was a repetition of an artist in Question 4 or Question 5, they were credited only once. Use of artists/artworks presented in Question 1 was not credited.
- **Jane Alexander's Resistance Works:** Candidates are advised to avoid repeated use in Question 5, exploring a broader scope.
- **Willie Bester:** Candidates using Bester should choose non-overtly resistance-themed artworks.
- **African Artists in South Africa:** African artists who practiced or exhibited in South Africa (ZEITZ MOCAA) were credited due to the emphasis on global resonance.
- **Bullet Point Essays:** Essays written in bullet points are strongly discouraged as per the examination's instructions.

Interesting Artists and Artworks

- A list of exciting discoveries includes Danna Margot, Sandile Zulu, Mbali Tshabalala, Thania Petersen, Khaya Witbooi, Mbongeni Buthelezi, Lulama Wolf, Senzeni Marasela, Usha Seejarim, and many more.

Most Common Artists/Artwork Examples

- Frequent use of artists like Penny Siopis, Mary Sibande, Jane Alexander, Kendall Geers, Diane Victor, Berni Searle, Brett Murray, Nandipha Mntambo, Nicolas Hlobo, Churchill Madikida, Steven Cohen, Langa Magwa.

Conclusion: The essays showcased a promising engagement with contemporary art. Addressing nuanced perspectives and refining argumentation will further enhance the quality of responses. Teachers are encouraged to emphasise clarity, depth, and a broad exploration of South African art and to send us their notes if they choose to teach obscure examples.

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VISUAL ARTS
PAPER II – PRACTICAL EXAMINATION

GENERAL

The theme for the practical work required for Visual Arts 2023 was ***Resonance***. Candidates explored this theme through the course of their Grade 12 year.

Standardisation

The Standardisation session was conducted over two days in Gauteng. Two schools were selected and marked and moderated in discussion. In order to better integrate the Online schools, one of the Standardisation schools was an Online school. 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 which we used for cross-referencing once we went our separate ways to assess at various schools around the country. The benchmark document recorded photographs of artworks and drawings and a record of marks. The standardisation document proved to be very helpful when doing further assessment and we often referred to it to ensure fair assessment.

RESPONSE TO THE EXAMINATION THEME

The theme this year was ***Resonance***. The theme was open ended enough to allow candidates to engage in a broad range of reflection which could explore more philosophical, scientific and personal interpretations and/or engage with aspects of practical work which reflected links to biology, sound or music.

There was a series of optional **personal questions** around the theme, links to **music prompts** to explore **mark-making through sound**, and **examples of art linked to the theme** at the start of the paper. This was intended to help candidates to start thinking about the possibilities of the theme. It also resulted in the candidates working with linear abstraction and spontaneous art-making, which appeared to be a positive breakthrough task that many enjoyed. The paper does not insist on the candidates engaging with this section of work at present, but it appeared that this helped those that did, towards making 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 candidates 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 6 of the given examples of work** in the examination paper which they responded to. This did not mean that there needed to be extensive additional research, but was meant as a lead-in towards understanding how these examples were chosen for this theme. Those who engaged in this way appeared to mostly develop more meaningful work.

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There were some candidates who engaged extensively. Some teachers encouraged their candidates to do small copies of these works or sections of it, which often lead to a greater understanding of these artworks which often positively impacted the development of the candidates own work. This was not required, but was a choice. If this aspect is pursued and it becomes a bigger task than required, it is important to be mindful of the time given in the context of the full demands of the year.

Popular examples from the paper were the mixed media drawing by South African artist Gabrielle Matlock, **Untitled**, (2022) where candidates were fascinated by the way that the human heart beat can synchronise in *resonance* with others in group conditions around performance like music. Many also enjoyed the British Sonic artist Mileece whose **Sonic Garden** fascinated many candidates who revelled in the unique way that this artist created soundscapes by tapping into the inward sounds of real plants. This was often used where candidates were engaging with the relationships they had with music, and issues around the environment as a place to experience *resonant* states.





In certain instances, the broad nature of the examination theme allowed for the candidate'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 candidates to develop work with academic integrity. It seems generally felt that this is a positive aspect to continue to develop in this paper.

This year it appeared that all candidates were working from the correct theme, which means that this information was readily available and disseminated to all candidates, as required.

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TASKS:

The examination expected the candidates to respond to and investigate the theme through the following tasks:

- **Task 1 Contextual Research**
- **Task 2 Creative Process**
- **Task 3 PAT Artwork**
- **Task 4 Drawing Examination** reflecting the theme.
- **Task 5** related to **Titles of work and Rationales,** and
- **Task 6** was related to **Presentation.**

Candidates who engaged meaningfully with Task 1 and 2 generally produced successful art and received credit for this. The opposite is also true; candidates who simply illustrated the first idea that came to mind did not engage with the examination theme adequately and created work which achieved less success. It was felt that there were more candidates in the first group than the second, which is positive.

Teachers should explain to candidates that the practical examination question is no different to a Visual Culture Studies question or any other examination question. **The candidate must answer the question** to earn credit for the answer. Very few candidates ignored parts of the instructions or the entire theme, which was a positive development on 2023.

In some cases, the link between the examination theme and work became tenuous and the work lost relevance. This resulted in less successful work. When candidates did not respond to the examination theme, they were awarded marks that reflected their failure to meet the requirements.

TEACHER GUIDANCE

Teachers were allowed to guide the candidate's engagement with the theme as well as their working processes and pace, but were not allowed to prescribe to candidates as to how they should complete tasks. The theme is deliberately open-ended to allow freedom, choice and interpretation. Ultimately, we want candidates to develop their own thoughts which are personally relevant, and we would like candidates to explore their concepts in depth and respond to the theme in an interesting and sophisticated manner. Teachers should encourage them to look at layers of meaning and interpretation.

The PAT Artwork was done mostly at school under teacher supervision, but this year small sections of homework could be completed as long as this work was filmed, date stamped and this footage shared with the examiner.

Due to the Drawing being completed under examination conditions, without the input and guidance of the Visual Arts teacher, teachers were not allowed in the examination venue as invigilators. Invigilators other than the Visual Arts teacher were required, although the teacher could be present to assist with materials and the use of equipment.

This resulted in the candidates needing to be well prepared before their examination, and teachers needed to ensure that all guidance they could give was given before the commencement of the 24-hour examination. Generally, this was well managed and even an improvement on the previous year. Largely the community has adapted to this way of working and have prepared their candidates well.

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VISUAL JOURNALS

In some schools' candidates had two separate diaries, while others worked in one continuous book. Either was acceptable as long as the candidates clearly engaged in the development and research associated with each of the PAT Artwork and then the Drawing Examination. In many cases the Drawing section of the Journal was less dense than the Artwork section. It is advisable to attempt to balance this work by starting the Drawing preparation earlier so that candidates have enough time to do this part full justice.

Visual Journals that demonstrated a cyclical creative process including reflection, evaluation and synthesis of various ideas not only received better marks, but also resulted in more sophisticated end products.

TASK 1 – CONTEXTUAL RESEARCH

Contextual Research, which became an integral part of the creative process, usually achieved the best results. In these cases, the works researched were internalised and evaluated and became useful in the candidate's decision making about his or her own work. Candidates who added irrelevant research to the visual journal in a thin 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 candidate's work. Candidates should be reminded to include a Visual Analysis in this section. Those that did, received recognition for this in this section of the marking. Mostly, schools are compliant with acknowledging and transforming sources, and it is important that this continues to be encouraged.

TASK 2 – CREATIVE PROCESS

The approach generally learnt through the PAT portfolio was helpful as candidates were aware of how to develop ideas and find visual solutions in their visual journal, having been through this process before. Many teachers resorted to a structured approach in order to develop this section of work which worked well, particularly with the less inclined candidate. Stronger candidates often used a more fluid work-book style of processing which suggested creative maturity and a deeper level of understanding of the creative process. They received marks in accordance with this higher level of layered development. Teachers are encouraged to ensure that there is space given for both approaches so that stronger candidates who want to process in an organic manner are not restricted and narrowed by a formulaic approach.

The music mark-making exercise at the start of the examination paper appears to have encouraged an exploration of other elements of art and art terms related to music like, rhythm, pattern and tone. The spin-off of this made for interesting process work which often culminated in work which explored abstraction and more spontaneous art-making. It was felt that this was a positive aspect of this theme.

All styles of processing were acceptable, but processing which was authentic and thorough, and resulted in a resolved end product naturally received better results. Processing which was thin and lacked a sense of direction did not receive good results in this area.

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There seemed an imbalance in many cases between the process work for the PAT Artwork and the Examination Drawing. In the Drawing section candidates often resorted to using the first idea and did not explore as widely through their artistic processing. This could have something to do with a late start to this section of work. Structuring the work within the demands of the year is an important aspect for the teachers to help the candidates to manage, so that these two works can be prepared evenly.

TASK 3 – PAT ARTWORK (AND RELATED VISUAL JOURNAL)

The PAT Artworks and related visual journals were marked by the teacher and cluster moderated by at least one member of the cluster group, as required according to the SAGs. These marks were then uploaded to the IEB platform by each school. In some cases, these marks appeared to become a little generous. It may be helpful that teachers have the input of more than one Cluster member to gain a more accurate understanding of the National Averages and adjust their marks accordingly. Teachers are not obligated to change their marks unless they feel that the input given has been helpful and enlightening, as when PAT marks are not in alignment with the National Average, the Examiners moderate these marks accordingly.

Therefore, the Examiners moderate the PAT Artwork and related Visual Journal and then consider the teachers' marks. In some cases, marks were on par, and when there was disparity, this was communicated to the teacher so that they could gain a better understanding of the National Standard. Marks were found to be more accurate where the rubrics for assessment were used.

There was a full range of work and media explored in the PAT task, with varying results. Highly resolved and sophisticated work was awarded higher marks, where less resolved artworks did not achieve well. It appears that unusual work, or art methods less seen at schools were more difficult to mark. It is advisable that future examples and their marks, which are made available to the community, include more diverse art forms to assist in this concern.

It is very important that all IEB teachers connect and engage with a Cluster Group as this is where support can be found, and one can be kept informed of any important changes or requests from the IEB.

A few centres used the wrong 13 B form and calculated their marks to 130 rather than 100. They appeared to not have the updated form, which was sent through by the NSF Representative and on through the Cluster Leaders. In such cases these candidates' marks were corrected in the Examiner's moderation.

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 be 24-hours
- The 24-hours will run over 4 consecutive days of 6 hours each
- The art teacher is not allowed to be the invigilator. An Invigilator who is not the art teacher needed to be appointed
- The art teacher could be present in order to assist with art material and the use of art equipment only

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As this is the third year that the Drawing Examination has been undertaken in this format, it appeared that most candidates were very well prepared by their teachers, and the process ran smoothly. In fact, many candidates seemed to manage stronger work when faced with undiluted time to focus on art-making.

Timing seems an issue at many schools, especially with the differences between 3 and 4 term schools. Teachers have found various solutions, but it has not always been easy. There is especially concern where candidates are at boarding school and cannot do this Examination in their holiday. The IEB has made allowance when approached upon these issues, which has allowed all schools to achieve this task.

Many schools are training their candidates for this examination by setting drawing examinations in increasing time frames from Grade 10. This appears to help the candidates to understand what they are capable of completing within a given timeframe.

In this examination a variety of drawing approaches were explored. Charcoal, pencil and pen on paper remain popular choices this year. Some examples were quite creative and abstract and developed from the earlier drawing exercises inspired by music. There was a range in the scale of drawings. Some candidates managed larger formats, while others chose to do a series of smaller work. Candidates who left the examination early often compromised their result as their work was often less convincing.

There were occasions where candidates used art methods which were not necessarily traditional drawing. Although the Subject Assessment Guidelines allow for this, it is important that this choice is clearly explained by the candidate and that the work therefore reads as a drawing due to the mark-making, linear or tonal qualities and other aspects which align with the drawing medium.

Candidates who received top marks were able to create drawings that engaged with the theme meaningfully, represented full focus over the timeframe given and a convincing management of the drawing medium chosen.

TASK 5 AND 6 – TITLES AND RATIONALES

Most works were accompanied by rationales, but not all had meaningful titles. Rationales which included a clear explanation of the work's link to the theme, working method and mention of the influence of the art that was researched, tended to support the work better. This assists the examiners to understand all aspects of the work. There is clearly an engagement with ChatGPT in this area and candidates must be encouraged to ensure that their Rationales reflect their own "artistic voice", and aligns to the development captured in the Visual Journals.

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PRESENTATION OF WORK FOR ASSESSMENT

Most of the work was well presented and teachers seem aware of what is required. We, however, caution the community against hiring professional curators to present the work as this is a requirement of the candidates and teacher.

It is also important to remember that the Examination Drawing is locked away safely after the examination is over, and only taken out and put up for display when preparing for the examiner's visit. Some teachers found this challenging as they wanted to cut mounts or prepare frames off campus. This is not allowed and would be considered an examination irregularity. Teachers are advised to take measurements or a template of drawings which 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.

When candidates create work, which may be controversial in a school environment, it is important that the school finds a way to support the display of this work as it is their answer to a formal examination paper. Schools are however, not obliged by the IEB to have the work on public display, so this work can be displayed in a more private location with appropriate signage in place.

FEEDBACK REPORTS

The feedback reports sent to teachers and their schools contain an indication of the general level of performance of a group in relation to the following: PAT – Accuracy of Assessment, and Research, Process and Examination Drawing. Some of these reports are 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.

ONLINE SCHOOLS

Last year the increase in candidates from Online schools caused concerns. This included:

- Candidates who were not correctly listed according to where they were marked
- Host teachers having to manage the unexpected arrival of online candidates
- Examiners arriving to mark a certain number of candidates and finding unplanned additions

This year the schedule was carefully prepared to include all of this information up front. This way all parties were prepared and there were no uncomfortable surprises. This appears to have made a positive difference.

With the realisation that the Online sector is growing, some standardisation took place at Online schools this year, which was very valuable in gaining an understanding as to how online candidates are taught, how they manage their wok and how they fit into the IEB system. This was a helpful exercise and it appears that there is a great deal of good teaching happening in this format by innovative teachers embracing this new frontier. This will be an area that will require further focus in the future as this platform develops and grows.

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FINAL THOUGHTS

It has been a creatively growing and interesting experience being the Paper 2 Examiner over the last 5 years. Together with the assessment specialist, the Examining Panel and the community of Visual Art teachers we have navigated the unexpected in many different ways – from a biased tabloid expose on a candidate's work in 2018, to a Global pandemic in 2020 – which caused an immediate change to the way we did all of our jobs, and then in 2021 an IEB mandated change to the structure of the Practical Examination which required an rapid rewrite of the SAGs document and a creative reworking of the Examination format. 2022 brought the rise of Online Schools and new thoughts on how this needs to be integrated, as well as the looming influence of AI in Art. So, my role has come with interesting challenges.

Despite the turbulent waters we have navigated together, creativity has always won. I remain grateful to many who assisted in keeping us going forward and held the banner for the Visual Arts so high. In the end the positives far outweighed the challenges. Thank you to the following for helping me so much along this journey:

- The Examiners who make up the Paper 2 Marking Panel. I am enormously grateful for the grace, heart, professionalism and kindness you have each brought to the process of marking. It has been a real privilege to work with all of you and I thank you for your unwavering support and dedication.
- The NSF Representatives, who are the soul of our community, for ensuring that Cluster Leaders were well informed and kept abreast of all debates and changes.
- Visual Arts Paper 1 Examiner and SBA Moderator for walking alongside me and holding the Visual Art space so expertly. It has been wonderful being a team with you.
- The Internal Moderator, who co-authored all of the Paper 2 Examinations. It has been a creatively enriching journey developing this content together, thank you. I value the unique ideas you brought and also the level-headed graciousness always applied to complex situations.
- To the assessment specialist for being there to guide and assist in so many ways. I particularly appreciate his heart for the candidates that we all teach. It has been greatly reassuring knowing that the futures and efforts of all the young people are all so fairly and carefully held.

A heartfelt thank you to all of the Visual Art's teachers. It has been a privilege to be given the opportunity to inspire your teaching with our themes, and then to also witness all of the work your candidates make through the broad lens the Examiner position provides. I am grateful for your enthusiasm and support, but mostly for the incredible creativity and care that you have each given in teaching your candidates.

Lastly, I wish my successor all the best as she takes over this position in 2024. She has been a hardworking, quiet supporter and contributor through the years of my tenure, and I know that she is going to bring innovation and inspiration to all of us.

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XITSONGA FIRST ADDITIONAL LANGUAGE
PAPER I

GENERAL COMMENTS

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 candidates struggled with an understanding of the phrasing of some of the questions. Of the **five candidates** who wrote the Examination the lowest mark obtained was 69 out of 100 marks which is **69%** and the highest obtained **89** out of 100 marks which is **89%**. Generally, all the candidates performed very well in all the questions.

1.7 Nyika ku yelana loku nga kona eka nhlokomhaka na hungunkulu ra Xitshuriwa lexi. (2)

(The question requires the candidates to give the relationship between the topic of the comprehension test and the content of the text, but they find it very difficult to identify these relationships. It is therefore important for the educator to pay special attention on the relationships and differences of the topic and the content of the text when teaching a comprehension test.

Nhlokomhaka yi ri: 'Vutsari na vukandziyisi bya mahungu', leswi yelanaka na hungu ra xitshuriwa leri vulavulaka hi mutsari na mukandziyisi wa mahungu. √√ (2)

1.9 Hi yihi dyondzo leyi u yi kumeke eka xitshuriwa lexi? (2)

This Question requires the candidates to give a lesson learnt but most candidates explained the content of the text. A lesson is an experience which acts as a warning or eye-opener or an example which you should learn from. A lesson is an experience the comprehension has taught you and you therefore will use it in future or won't do the same in future because it is a bad habit or an unbecoming behaviour. It is not about the content of the text.

Mukamberiwa u ta nyika dyondzo leyi a yi kumeke. Xikombiso. Ntirho wa vutsari na vukandziyisi wu kahle swinene kambe wu na khombo swinene. √√ (2)

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Summarising

This question was well answered by almost all the candidates except for one candidate who obtained 4 out of 10. The other four candidates managed the skills and rewriting the summary in their own words very well. Educators are once again reminded to practise the skills of writing a summary with the candidates, such as adhering to the word count to avoid long summaries that will end up working against them in terms of acquiring higher marks.

Seen poetry

All candidates did not have problems in answering these questions. The higher marks obtained in these questions are reflective of a clear engagement with the content of each and every poem assessed.

Unseen poetry

All candidates answered this question very well even though it was an unseen poem.

Communicative Language: Advertisement

All 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 engaging them using different advertisements.

Communicative Language: Cartoon

All candidates performed well in this question. They seem to have understanding in interpreting the devices used in the cartoon. Educators are further reminded to pay special attention to all the devices and terminology used in a cartoon. Drill work is recommended when teaching this section.

Communicative Language: Textual Editing

This Question was well answered by all the candidates. The lowest mark obtained is 6 out of 10 marks which is 60% and which is a good performance. Though all the candidates performed very well, there is room for improvement. 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 Guideline 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 educators.

3. Characterisation: Educators must continue teaching their candidates about the different types of characters in a novel. They must be able to know types of characters 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 is evidence of the knowledge and insight of the prescribed novel.

QUESTION 4

1. Candidates should be reminded to answer an Essay Question in a paragraph form.

2. There must be a proper coherence of the events at all times.

SECTION B

QUESTION 5

TRANSACTIONAL WRITING

FRIENDLY LETTER

1. Candidates should be taught about the format of transactional writing.

2. Standardised language to be used in the friendly letter writing.

3. Candidates must be able to identify main ideas and avoid using too many ideas.

4. They should use concrete words and examples to keep the interest of the reader.

5. Candidates must get their facts together and simplify.

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Parts of a Friendly Letter

A friendly letter does not follow strict rules as business letters do, though there are a few basic parts that a friendly letter contains.

Candidates are expected to write a friendly letter in the following format:
A writer's address on the top right-hand side with dates.

Greeting

A greeting almost always starts with Dear and the name of the person you are addressing.

Body

The body of the letter is the main portion of the letter where you write your thoughts in. The body of your letter can contain one long paragraph or multiple paragraphs.

Closing or conclusion

Write your address at the top of the page. You can write it at the top right of the page.

QUESTION 6

Brochure – A Hotel Brochure

1. Candidates need to be reminded to get use to the devices used in the writing of a brochure.

2. A highly effective brochure distinctly and succinctly details what your business is about and what you can do for your customers. A brochure is a type of leaflet commonly seen on shelves or racks featuring a variety of information about a company, an event, a campaign, a product or a service. It is typically a single sheet that is either a bi-fold or a tri-fold. Some brochures are c-folded, while others are z-folded.

3. Candidates should provide the following in the Hotel Brochure:
   - Name of the Hotel.
   - Location of the Hotel.
   - Reception.
   - Places of entertainment.
   - Food.
   - Means of communications.

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NATIONAL SENIOR CERTIFICATE EXAMINATION
2023

STATISTICS
(FULL-TIME LEARNERS ONLY)

ABRSM PRACTICAL 7

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	0.0	100.0	**86.11**	**0**	**9**

ACCOUNTING

1	2	3	4	5	6	7	AVG	ABS	CANDS
3.6	7.1	11.5	13.5	16.8	19.7	27.8	**65.47**	**2**	**2549**

AFRIKAANS FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
2.2	7.7	13.7	19.3	21.1	18.7	17.3	**62.32**	**21**	**10153**

AFRIKAANS HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.6	4.1	17.6	26.4	29.9	21.5	**69.21**	**3**	**712**

AGRICULTURAL MANAGEMENT PRACTICES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	4.5	43.2	34.1	18.2	0.0	**60.70**	**0**	**44**

AGRICULTURAL SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
5.1	19.2	26.9	26.9	11.5	7.7	2.6	**50.14**	**0**	**78**

ARABIC SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	0.0	100.0	**90.00**	**0**	**1**

BUSINESS STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.5	2.6	7.3	15.2	21.9	26.6	25.9	**68.87**	**6**	**6552**

COMPUTER APPLICATIONS TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
2.0	8.0	16.5	23.3	23.0	16.3	10.9	**59.66**	**6**	**3596**

CONSUMER STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.8	4.2	14.9	23.9	28.2	22.6	5.3	**60.93**	**1**	**999**

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DANCE STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	1.4	4.3	8.6	24.3	24.3	37.1	**72.31**	**0**	**70**

DESIGN

1	2	3	4	5	6	7	AVG	ABS	CANDS
3.1	4.9	7.2	13.0	18.2	23.3	30.3	**67.97**	**1**	**446**

DRAMATIC ARTS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.1	0.3	1.7	6.5	15.7	30.2	45.5	**76.96**	**5**	**1377**

ECONOMICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
6.3	9.5	8.3	14.2	17.5	18.8	25.3	**63.85**	**0**	**600**

ELECTRICAL TECHNOLOGY (ELECTRONICS)

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	12.5	0.0	37.5	37.5	12.5	0.0	**57.25**	**0**	**8**

ENGINEERING GRAPHICS AND DESIGN

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.5	6.0	9.0	14.0	17.1	17.8	34.6	**69.25**	**6**	**1758**

ENGLISH FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.4	2.2	9.9	22.4	37.8	27.3	**72.34**	**3**	**744**

ENGLISH HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.2	2.1	12.8	32.6	35.1	17.1	**69.79**	**19**	**13201**

EQUINE STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	6.7	0.0	13.3	20.0	40.0	20.0	**70.87**	**0**	**15**

FRENCH SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	2.2	3.7	8.9	15.4	20.6	48.9	**76.08**	**0**	**325**

GEOGRAPHY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.6	4.1	13.4	22.9	25.3	21.4	12.2	**62.80**	**1**	**3890**

GERMAN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.6	5.2	9.8	19.7	64.7	**81.89**	**0**	**173**

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HEBREW SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.8	0.8	0.8	10.1	18.5	68.9	**83.10**	**0**	**119**

HISTORY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.5	1.8	6.9	14.5	24.0	30.3	22.1	**68.59**	**7**	**4181**

HOSPITALITY STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	4.3	23.6	29.8	25.5	16.1	0.6	**57.34**	**0**	**161**

INFORMATION TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.9	4.4	9.2	13.5	16.3	19.4	36.3	**69.78**	**1**	**1616**

ISIXHOSA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	0.0	3.4	9.0	12.8	24.4	50.0	**76.70**	**0**	**234**

ISIZULU FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	1.4	4.2	9.9	19.2	27.5	37.3	**73.30**	**1**	**1803**

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	**76.40**	**0**	**5**

ITALIAN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	20.0	20.0	60.0	**78.80**	**0**	**5**

LATIN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	14.3	85.7	**85.14**	**0**	**7**

LIFE ORIENTATION

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.2	0.7	2.2	7.5	18.8	32.6	38.0	**74.32**	**2**	**13965**

LIFE SCIENCES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.5	2.6	8.5	16.0	23.5	27.5	21.4	**67.47**	**11**	**6343**

MANDARIN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	1.9	11.1	87.0	**90.94**	**0**	**54**

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MARINE SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	11.1	22.2	44.4	22.2	0.0	**61.22**	**0**	**9**

MATHEMATICAL LITERACY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	1.6	5.4	12.1	22.4	31.1	27.0	**70.48**	**12**	**6172**

MATHEMATICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
5.1	7.6	12.2	16.6	17.8	16.9	23.9	**63.26**	**26**	**8291**

MODERN GREEK SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	2.8	22.2	16.7	11.1	47.2	**73.64**	**0**	**36**

MUSIC

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.8	4.2	11.4	19.9	28.4	35.2	**73.30**	**0**	**236**

PHYSICAL SCIENCES

1	2	3	4	5	6	7	AVG	ABS	CANDS
3.9	7.4	13.0	17.6	18.9	20.4	18.8	**62.45**	**7**	**5264**

PORTUGUESE SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	5.6	5.6	11.1	22.2	33.3	22.2	**69.56**	**0**	**18**

SEPEDI FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	1.9	8.0	14.8	23.5	51.9	**77.48**	**0**	**162**

SEPEDI HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	3.9	36.8	51.3	7.9	**71.41**	**0**	**76**

SESOTHO FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.3	1.3	10.1	12.7	19.0	35.4	20.3	**68.03**	**0**	**79**

SESOTHO HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	3.7	40.7	22.2	25.9	7.4	**64.41**	**0**	**27**

SETSWANA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.7	0.0	5.4	17.6	33.8	42.6	**76.07**	**0**	**148**

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SISWATI FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	2.7	5.4	8.1	51.4	32.4	**75.97**	**0**	**37**

SPANISH SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	2.9	8.6	8.6	37.1	42.9	**77.00**	**0**	**35**

SPORT AND EXERCISE SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.8	3.5	6.1	22.8	21.9	27.2	16.7	**65.46**	**1**	**114**

TAMIL 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	**93.00**	**0**	**1**

TCL PRACTICAL 7

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	10.0	50.0	40.0	**79.75**	**0**	**20**

TOURISM

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.5	3.5	10.8	19.6	24.3	24.7	16.5	**65.12**	**4**	**1035**

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	**91.33**	**0**	**3**

VISUAL ARTS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.1	1.2	3.9	9.2	19.8	23.8	42.0	**74.44**	**5**	**1423**

XITSONGA 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	**88.00**	**0**	**4**

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FURTHER STUDIES STATISTICS
2023

FURTHER STUDIES: ENGLISH

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
1.0	2.9	5.7	16.1	35.4	17.4	10.3	10.54	0.57	**65.43**	**15**	**522**

FURTHER STUDIES: MATHEMATICS – FINANCE

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
6.6	10.0	12.8	14.7	14.2	10.0	10.9	13.27	7.58	**61.89**	**3**	**211**

FURTHER STUDIES: MATHEMATICS – GRAPH THEORY & MATRICES

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
8.7	10.3	14.4	14.1	20.5	6.1	8.0	14.07	3.80	**58.69**	**4**	**263**

FURTHER STUDIES: MATHEMATICS – STATISTICS

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
18.0	9.5	10.3	14.2	14.7	6.6	8.3	14.21	4.19	**55.54**	**33**	**739**

FURTHER STUDIES: MATHEMATICS (EXTENDED)

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
0.0	0.0	0.0	16.6	19.0	13.3	12.2	26.37	12.47	**74.00**	**0**	**842**

FURTHER STUDIES: MATHEMATICS – STANDARD (CALCULUS & ALGEBRA)

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
4.5	7.0	10.0	12.4	14.9	7.6	9.9	19.70	14.04	**67.19**	**3**	**2051**

FURTHER STUDIES: PHYSICS

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
11.4	4.4	14.9	16.7	15.8	10.5	11.4	13.16	1.75	**59.39**	**4**	**114**

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