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NATIONAL SENIOR CERTIFICATE EXAMINATION

EXAMINERS' REPORTS

2024

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ACCOUNTING
PAPER I

It is clear that teachers are using a range of resources that include the IEB past papers. Many centres display the practice of drill and repetition as well as classroom discussions that allow candidates to unpack, apply and resolve the new and challenging interpretations on adjustments and transactions. Teachers are again commended on preparing their learners and their willingness to share and collaborate through the cluster system where new teachers to the IEB are set up through success, as evident in the quality of answers produced on the whole by candidates.

The paper continues to remain on the trajectory to continually grow, stretch and develop critical thinking within the subject, without becoming unfamiliar or out of line with the IEB's 5-year standardisation requirements. New concepts such as the production unit depreciation were introduced simplistically and handled exceptionally well by candidates. This is evident that teachers are attending the user group conferences, which prove to be a value source of information and discussion.

Teacher feedback through the official IEB form is encouraged. In 2023 this led to better use of the calculation blocks in 2024, which assisted the candidates in completing complex calculations and not losing marks in transferring amounts. Teachers are encouraged to familiarise themselves with the SAG document and not a particular textbook in order to fully understand the scope of what can be assessed. In addition to reviewing a number of past papers to determine that there is not prescriptive format in the paper that specifies the question order. Teachers have paid attention to the previous examiners reports as the number of errors that were made based on learners not reading the transactions carefully enough was reduced. The elimination of superfluous information has meant that the candidates are able to focus on each concept and that the assessment objective is met in regard to the transaction, without the distraction comprehension style skills.

Candidates who know the basic structures of statements (or parts thereof) as well as formulae for specific calculations (e.g. inventories) perform considerably better than those who have not learnt and understood these formats. The use of ledger accounts, which has been assessed over the past four years is poorly done. Teachers are encouraged not to skip over the section on company ledger accounts is the haste to complete the syllabus, as the remain and integral part of the SAG and assist with other sections such as financial statements and cash flow statements.

Candidates need to be reminded that the various financial indicators can be assessed in both Paper 1 as well as Paper 2. The official information/formula sheet is given in both papers. Teachers should try incorporating the use of some of these in both their Paper 1 and 2 style assessments during the year. Generally, candidates struggle to calculate basic ratios and percentages (e.g. mark-up) that are assessed in Paper 1. The use of financial indicators as individual questions or to determine an amount remains an essential skill for candidates to have.

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Candidates on the whole do not answer the few commentary questions in Paper 1 well. The trend indicates that they see the key word in the question and then just dump a semi-relevant fact on that concept into the answer. An example was in Question 1 – they were asked why the weighted average method was used for the mugs, this required them to relate the method to the type of product – most candidates simply gave a characteristic of the weighted average method. These types of questions are not designed to be a regurgitation of some fact that they have learnt, but rather a higher order question, that requires them to apply their theoretical knowledge to the case study provided.

There are a few core calculations that candidates should be familiar with in Paper 1. These include the ability to calculate an amount given a related amount and the relevant percentages, as well as the percentage movement in amounts. They are not mathematically challenging, but they determine the understanding of amounts before and/or after a transaction has taken place (e.g. VAT, taxation, discount, etc). Teachers are encouraged to spend time on ensuring that their candidates can move forwards and backwards through these transactional amounts.

The use of brackets to indicate negative or outflow amounts continues to be an area where candidates lose lower order marks. They must be encouraged to pay attention to the bracket as it determines the type of account that they need to indicate an understanding of (e.g. cost of sales is an expense).

Topic specific feedback

The use of bold text proved to be helpful in focusing the candidate on what they were required to calculate.

Inventories

The unit stock count was completed with a very high percentage of accuracy. Candidates struggled with the FIFO method of stick counting batches, while two options exist, the FIFO batch count and the periodic method, candidates produced a 'blend' of these two methods and were not able to determine the required amount. The weighted average calculation was exceptionally well done, as opposed to 2021/2022 when it was poorly handled.

VAT

The understanding of the in/decrease effect on the amount payable to SARS is well understood. Candidates clearly understand when and how to calculate the inclusive or exclusive amount. Some candidates get lost when there are multiple calculations (e.g. discount and VAT), they are reminded that the VAT is the last amount they calculate.

Company Financial Statements

The directors' fees adjustment proved to be challenging, as most candidates were not able to distinguish between the annual expense and the payment methods and as such the offsetting that led to amounts that were accrued or prepaid. The transfer of account balances between debtors and creditors remains a historical challenge to candidates who want to add in one place and subtract in another, applying mathematics logic instead of accounting principles. All other adjustments were handled well by the candidates. The format of the retained income note was understood well, however, the calculation of the repurchase of share was not, candidates struggled to make the link between calculating the average share price and using the excess for the retained income note. A large number of answers were transcribed incorrectly, which indicates poor use of calculators or insufficient attention to their final answer.

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Cash Flow Statement

The note on profit reconciliation was well done by the majority of candidates. There remains some confusion as to which taxations amounts are used where, they mixed up the VAT and the income tax. Candidates who have been taught a note calculation or ledger account for each one of the core areas in cash flow statements navigated this question with ease. The format of the Loan account was poorly answered, candidates treated it as an asset or did not show details, this trend is consistent with centres who are encouraged to teach the ledger accounts of companies. The movement of cash was poorly handled, most candidates did not pick up that they were given the bank and cash float balances, they attempted to balance the cash flow statement. Teachers are encouraged to do complete cash flow statements and not just extracts as in the past papers, so that candidates are exposed to the various ways in which amounts can be determined. The format of the investing section was very well done.

Fixed Assets

Candidates knew the basic format of this note well and easily picked up the relevant marks. The working backward to determine the vehicles purchased was very well done, they had either been taught a note or used the vehicles ledger account. Candidates are either able to calculate the depreciation on the remaining vehicles or not, some very complicated methods are evident for 3 marks. The calculation of the final accumulated depreciation balance was poorly done, it was evident that candidates did not understand to add the depreciation and subtract the disposal, which is relevant to their understanding of the format of the note and the related ledger accounts.

Manufacturing

The raw materials and factory overheads notes were understood, and the relevant amounts were assigned to the correct places. The use of opening and closing balances are well understood. The use of stock losses in manufacturing as opposed to the financial statements proved to be something that the many candidates were not able to adapt. Teachers are encouraged to use financial statement adjustments in the manufacturing section.

The understanding that the total production cost can be calculated by completing the production cost statement or the finished goods note/account was not well understood, again a large number of candidates seemed to only know one method to calculate the amount. It is concerning that the calculation of cost of sales from sales (a grade 8 concept) is over-complicated and thus incorrectly calculated. There is a gap in the understanding of the salaries/wages and the difference between the net, gross and cost to company and which amounts are use on what statement. The conversion from monthly to annual amounts indicated a gap in their grade 10 understanding of this topic.

Overall, the paper was well received by teachers and candidates, and all areas indicate an increase in ability and performance.

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ACCOUNTING
PAPER II

Overall, it felt that topics we have addressed in User Group Conferences over the last few years are paying off. Some technical areas that could be improved are:

- Rounding final answer to two decimals, as stated in the instructions on the cover of the exam (Rounding should not be done in each step of a complex calculation).
- Not indicating units in the answer to a calculation, e.g. % in profitability, cents per share or 'R' sign in EPS and DPS, times, days or months when calculation stock turnover rate or period stock on hand.
- Not keeping with appropriate jargon like high risk (not big risk etc).
- Candidates write in pen and making an error, using correction fluid or scratching out and the marker struggles to find where it was rewritten. Please encourage candidates to answer the whole paper in pencil. Erasing and rewriting an answer is just so much easier that way.
- Writing answers to calculations where the answer is Rand million as 'x10^6', for example, 2 500 000 as 2,5 × 10^6.

QUESTION 1 RECONCILIATIONS

Debtors' age analysis was well answered. Care should be taken to show all entries even when the net effect may be qual to zero. Interest calculated on amounts three months overdue and now charged, should be calculated for only the one month overdue. Interest charged in the current column must be linked to the credit terms (when it became due).

When exploring two options candidates should state their choice, explain, and compare as per instructions. Consider the easier option to motivate.

When completing a creditors' reconciliation candidates must pay specific attention to the use of brackets or signs (+/-). If no entry applies, show the cross (X) in the column allocated.

QUESTION 2 COMPANY ANALYSIS

Profit, gross profit, net profit and earnings are not interchangeable terms. They have specific meaning and should be used appropriately and in context.

Expenses are different to each business and type of business. The most obvious expenses for a manufacturing enterprise are direct materials, direct labour and factory overheads cost.

Working with the 6 zeros in an EPS and DPS calculation remains a problem.

A 4-mark question in companies or problem-solving requires depth in the answer. Simply quoting figures is not enough- come to conclusions or show comparisons explicitly. Learners should not get complacent and think that facts are implied.

Sadly, some learners are still comparing ratios to an outdated 'norm'.

Some candidates still confuse ROCE with ROSHE. Furthermore, linking this to the correct gearing/risk seemed problematic. Learners forgot to add why choosing a loan would be preferable over issuing shares. Caution should be taken when using abbreviations that are not generally acceptable (COB = cost of borrowing).

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When in doubt, especially when trying to prove a point, quote figures as proof even if the question did not explicitly state this.

Liquidity was well answered.

Most scenarios can be seen from either the business point of view, or the shareholder point of view. This must be considered when answering application questions that ask for a specific one of these viewpoints.

QUESTION 3 BUDGETS

Overall, calculations were handled well. When calculating stock purchases, many candidates forgot that factors like donations, drawings and stock damages should be added.

Learners did not link the change in interest paid to the loan amount. Furthermore, they overlooked that the interest is per month and therefor has to be multiplied by 12 for an annual interest rate percentage.

Showing all calculations is non-negotiable. By simply writing an answer (that could be incorrect), learners miss out on valuable method marks along the way.

Candidates are not reading the questions carefully or engaging in all the information provided for the question. The questions are often repeated in the answer instead of providing an actual answer. They often missed the nuances of questions which leads them to answering from the wrong perspective or providing responses that are not relevant to the question. At times examples beyond the scope of the scenario were included.

Candidates did not understand that increasing sales volume will not increase gross margin. Many couldn't distinguish between how net profit and gross profit are derived.

Candidates could not adequately demonstrate an understanding of items that would not have an impact on the current budget period. At times, candidates did not follow through to answer questions fully. The choice of wording was poor at times, e.g. debtors must pay 'on time' instead of 'faster'. Many candidates assumed that the business was a company or a manufacturing business thus rendering their responses inappropriate.

Learners are not unpacking the context of the scenario or engaging with relatively obvious situations, e.g. avoiding stock loses due to technological advances for an appliance store or 'rent-to-own' which is self-explanatory. Candidates seemed not to understand what it means to critically evaluate and thus performed particularly poorly in the last question. It appeared as if the information provided in the advertisement and the actual Question 3.6 was very superficially engaged with, leading to learners going off-track in their responses. Greater exposure to real world business practice through discussions/articles/field trips, could be helpful.

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ACCOUNTING
SBA MODERATION

GENERAL COMMENTS

Organising of the files was very structured with the help of the document that was sent out to the schools. Most files are organised according to the SAGs document. There was a concerted effort by schools to assist regional moderators by following the format provided and fewer schools were uploading a single document.

Pre-assessment and post-moderation assessment is still a concern. The form has been completed but there is no evidence of actual checking of the exam. New schools need written feedback on their exams. Pre-assessment and post-assessment moderation comments are very important for new educators, especially with how the marks are allocated on the memorandum. It is important to show actual evidence of moderation including correspondence between examiners and moderators.

Prelim Papers

The quality of the prelim papers where of a high standard. It is imperative that if a cluster prelim is written that these dates are ratified by responsible person at the school. A copy of this document must be included in the teacher's file. Papers are compromised if this date and time is not followed. The cluster groups are working well and many cluster papers have been written.

Control Tests

Control tests are generally of the correct standard. Most schools have taken advantage of the change to the SAGs and have given the learners a choice of tests. The concern is still that tests from previous years are being used, dates need to be current. It is imperative that tests cover all the topics and need to meet the requirements set out in the SAGs.

Task

Generally, the rigour of the task was a big concern. 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. There needs to be equitable treatment of this task as it makes up a large part of the portfolio. Learners who are rewarded for doing poor quality tasks has an impact on other learners who were exposed to tasks of the required rigour. The use of AI is also becoming more prevalent, and teachers need to monitor this closely to ensure all learners are afforded the same opportunities. Feedback needs to be given on the tasks to the learners.

Mark Sheets

Most schools used the mark sheet as set out in the SAGs document. The excel spreadsheet was easy to check. It is important that raw marksheets as well as IEB marksheets are provided to the regional moderators for verification purposes. 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. Regional moderators have reached out to schools to offer assistance and their commitment is so valuable and important.

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AFRIKAANS EERSTE ADDISIONELE TAAL
VRAESTEL I

The following instructions were highlighted at the 2024 conference, but we still found many centres where these guidelines were not followed. It complicates and slows down the marking processes because markers must re-read/go back to scripts due to bad layout and/or instructions not understood and followed. The following request, therefore, to teachers:

Dra asseblief die volgende ernstige versoeke aan julle kandidate oor:

- Begin **elke vraag** op 'n nuwe bladsy. Dit is op die voorblad as een van die instruksies.
- Hou by eenwoordantwoorde as dit so gevra word.
- Laat **'n reël oop** tussen **alle** antwoorde.
- Nommer die vrae presies soos op die vraestel en nommer korrek.
- Nommer in die kantlyn en nié in die middel van die bladsy nie.
- Skryf antwoorde **onder mekaar** neer.
- Volg die instruksies vir elke vraag.
- Netjiese en logiese uiteensetting van antwoordskrifte is essensieel.
- Daar moenie in die kantlyn geskryf word nie (behalwe vraagnommers in die linkerkantse kantlyn).
- Skryf **drie opeenvolgende/agtereenvolgende woorde** langs mekaar en nie onder mekaar nie.
- As kandidate die *Eksamenportaal* gebruik – gee veral aandag aan die uiteensetting.

AFDELING A LEESBEGRIPPE

VRAAG 1 Koerantartikel – "TiNO"	• Kandidate moet besef leesbegrip word hier getoets: as die vraag dus bv. vir **een woord/aantal opeenvolgende woorde** vra, is dit inderdaad deel van die begripsvaardigheid wat hier getoets word. • Oor die algemeen vaar kandidate goed in hierdie leesbegripvraag – verblydend om van nasieners te verneem die meeste kandidate het goed gevaar en dat die vraag goed beantwoord is. • WAAR of ONWAAR is nié JA of NEE nie. • By WAAR of ONWAAR waar motivering ook gevra word, word punte toegeken slegs as eerste deel korrek is. Wanneer net die motivering "korrek" is (en W of O verkeerd) word geen punte toegeken nie aangesien dit wanbegrip toon. • Vraag het maklik nagesien. • Nasienproses het glad en regverdig verloop. • Gebrekkige woordeskat bly problematies vir swakker kandidate – sommige het veral gesukkel om te onderskei tussen vr. 1.1 en 1.5 (emosie vs. aksie); kandidate lees/verstaan vrae nie deeglik nie; skryf dikwels veels te lang antwoorde.

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VRAAG 2 Infografika oor kospryse/winkels	• Kandidate het dié tipe leesbegripvraag makliker beantwoord - meestal a.g.v. slegs kort antwoorde vereis. Soms blyk gebrekkige woordeskat (bv. verskil tussen goedkoopste en duurste; bakkery; vegetariër) steeds problematies te wees. • Kandidate moet geleer word om aanduiders te kan interpreteer/informasie te kan vergelyk en akkuraat te kan verbaliseer. • Kort en bondige antwoorde is essensieel. • Vraag het oor die algemeen maklik nagesien.
VRAAG 3 Spotprent	• Bemoedigend om te sien min kandidate het 0 behaal. Die meerderheid kandidate het goeie begrip van die inhoud getoon. • Nasieners voel visuele tekste soos spotprente vereis voldoende woordeskat om antwoorde te formuleer; van die kandidate beskik nie oor genoeg woordeskat nie. Voorbeeld: verskil tussen "oë" en "ore". Dikwels word Engelse woorde gebruik (en, soos in die verlede, desperate pogings om woorde te verAfrikaans). • Vraag het maklik nagesien – spesifieke aandag geskenk aan wyer reeks antwoorde en buigsaamheid by vr. 3.2. • Nasienproses het glad en regverdig verloop. Kandidate wat begrip getoon het, selfs op onkonvensionele maniere, is toepaslik beloon. • Kandidate moet die terminologie vir liggaamstaal, gesigsuitdrukking, visuele leidrade leer. Ook om werkwoorde in hul sinne te gebruik. • Ken die Afrikaans vir lees- en skryftekens, want dit mag dalk 'n moontlike antwoord by die visuele tekste wees. • Kandidate moet geleer word om leidrade te kan interpreteer en akkuraat te kan verbaliseer – bv. strepe wat beweging aandui/tekens wat geraas aandui.

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AFDELING B OPSOMMING

VRAAG 4 Opsomming: Hoe kinders hul ouers inspireer	• Die instruksie dat een of twee sinne aanvaar word, werk steeds effektief en goed – en in die kandidate se guns. • Goeie vordering in soverre kandidate al hoe meer besef hulle hoef nie die hele opsomming in hulle eie woorde te kan skryf nie en dat hulle baie (losstaande) woorde uit die teks mag en kan gebruik. • Steeds GROOT tydmors vir nasieners om te moet teruggaan en oornasien wanneer kandidate nie streep deur beplanning trek nie – hulle moet groot asseblief dit begin regkry. • 'n Groot deel van opsomming is natuurlik die aspek van woordtelling – die akkurate neerskryf daarvan is uiteraard essensieel; om te jok oor hoeveelheid woorde is onaanvaarbaar. • Die instruksies by die Opsommingvraag sal weer gedetailleerd wees – vir sommige onderwysers het dit te lank gevoel, maar die intensie is weer eens duidelik gemaak dat dit vol inligting en vol riglyne is om die kandidate te bevoordeel deurdat hulle soveel moontlik hulp, informasie en riglyne kry om hierdie vraag so suksesvol moontlik te beantwoord. • Onderwysers kan hierdie vraag as voorbeeld gebruik om Opsommingsvaardighede in te oefen. • 'n Goeie voorstel is dat die instruksie in die toekoms dalk eerder moet wees skryf 60–80 woorde i.p.v. 70 woorde.

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AFDELING C GEDIGTE

VRAAG 5 Voorbereide gedig: "Daarom"	• Nasieners se insette is op die eerste dag van nasien gevra en aanpassings is by die nasienriglyne gevoeg. • Kandidate sukkel (steeds) met voornaamwoorde, eenwoordantwoorde, woorde verkeerd oorskryf uit die teks. • Nasienriglyne was duidelik. • Die vraag het maklik nagesien. • Kandidate het oor die algemeen goed gevaar.
VRAAG 6 Voorbereide gedig: "Die wêreld het so klein geword"	• Kandidate moet asb. daaraan herinner word om elke vraag op 'n nuwe bladsy te beantwoord as dit in die instruksies genoem word. • Moet in volsinne antwoord wanneer daar iets soos 'n verduideliking of 'n interpretasie gevra word – eenwoordantwoorde is vir waar daar spesifiek daarvoor gevra word. • Nasieners se gevoel was dat die vraag maklik nagesien het. • Kandidate sukkel om emosies akkuraat te beskryf/uit de druk.
VRAAG 7 Ongesiene gedig – "'n bietjie romantiek"	• Die nasieners het oor die algemeen gevoel dat hierdie vraag maklik gemerk het. • Selfs van die swakker kandidate het weer, soos in die verlede, bemoedigend tot goed gevaar in hierdie vraag. • Kandidate het besonder goed gevaar in ongesiene gedig veral as jy dit vergelyk met punte behaal vir gesiene gedigte. • Tekens dat kandidate wat hulle poësie-terminologie goed ken en weet hoe om 'n gedig te lees, dikwels uitstekend vaar in die ongesiene gedig.

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AFDELING D TAAL

VRAAG 8 Sinstrukture	• Die HELE sin moet neergeskryf word en nie net die antwoorddeel nie – die instruksie is Herskryf die hele sin. • Dit lyk of daar meer en meer aanduidings is wat uitwys dat kandidate beter begin vaar in hierdie vraag. • Kandidate sukkel steeds oor die algemeen met woordorde. • Woordordefoute veral wanneer met tydswoorde moet begin. • Vraag het maklik nagesien – opvallend dat kandidate óf baie goed óf baie swak gedoen het. • Opvallende algemene foute: voornaamwoorde; skeibare werkwoorde. • Kandidate moet meer versigtig wees om nie hul eie woordorde in te bring nie.
VRAAG 9 Woordstrukture	• Nommer die vrae korrek en SKRYF die ANTWOORDE ONDER MEKAAR neer. • Spelling TEL by hierdie vraag. • Vraag het maklik nagesien.
VRAAG 10 Kommunikasie	• Die **vetgedrukte woorde** moenie in die respons gebruik word nie. • Die instruksie is om die persoon se woorde neer te skryf. Daarom geen aanhalingstekens nodig nie. • Vloekwoorde/woorde wat aanstoot gee is nie aanvaarbaar nie. • Laat asseblief reëls tussen die sinne oop • Nasieners het gevoel dat daar nog baie gevalle is waar kandidate ooglopend "afgerig" is om die "sisteem te fnuik": dat hulle lukraak dele uit die vraestel bloot oorskryf en hoop om punte daarvoor te verdien. • Woordtelling moet aangedui word. • Kandidate moet by woordtelling hou: – ½ per respons > maks. –2½ • Nasieners tel inderdaad die woorde – verkeerde woordtelling moenie neergeskryf word nie • Daar was konsensus met die volgende voorstel: punte vir Taal kan slegs verdien word indien Inhoud ten minste relevant is. • Daar kan in die toekoms ander tipe vrae ingesluit word wat kommunikasievaardighede toets, bv. multikeusevraag. Dieselfde vaardighede moet steeds voorberei word, nl. om 'n gevoel en 'n aksie korrek te kan skryf/identifiseer.

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Ten slotte:

Aanbevelings aan onderwysers:

- Leer kandidate om **taalvaardighede** en **taalsoepelheid** aan te leer én konstant te oefen – om deur relevante ou vraestelle te werk help beslis. Vermy 'n sg. resepbenadering – nasieners tel dit terstond op as 'n kandidaat sonder werklike begrip/insig/taalvaardigheid bloot volgens 'n resepmetode antwoorde uitryg.
- Kyk deeglik na die vrae IN KONTEKS.
- Herinner kandidate aan elke vraag op 'n nuwe bladsy – en vertel hulle die rede daarvoor en hoe dit verwarring kan skep en tydmors veroorsaak – én dat dit werklik net vir hul eie beswil en tot eie voordeel is dat ons dit vir hulle leer en aanmoedig … en jaar na jaar bly beklemtoon.
- Kandidate **moet 'n reël tussen antwoorde** ooplaat.
- Kandidate moet altyd probeer netjieser werk.
- Kandidate moet asseblief nie in die middel van die bladsy nommer nie.
- Die NASIENERS skryf punte in die regterkantse kantlyn – kandidate moet geleer word om nie in die regterkantse kantlyn te skryf nie.
- Kandidate moenie met uitveepenne skryf nie.
- Kandidate moet aangemoedig word om 'n vraestel in een penkleur te voltooi – dit wek agterdog as daar met verskillende penkleur/pendiktes geskryf word.

Ter afsluiting: die meeste nasieners se terugvoer was dat hierdie vraestel 'n billike en regverdige vraestel was. Die interne moderator was ook teenwoordig om verslag te doen oor die nasienproses en die gehalte daarvan. Sy het antwoordstelle gemodereer om vas te stel of die standaard van die vraestel korrek was.

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AFRIKAANS EERSTE ADDISIONELE TAAL
VRAESTEL II

AFDELING A PROSA

Baie dankie en knap gedaan aan die onderwysers wat baie tyd en aandag aan hulle leerlinge spandeer het. Dit was duidelik dat baie ure se voorbereiding aan die vraestel spandeer is. Die vrae van hierdie vraestel het 'n verskeidenheid kognitiewe vlakke aangespreek. Die woordeskat (vertalings) wat gedurende die jaar aan onderwysers verskaf is, het 'n beduidende verbetering in antwoorde getoon. Ongelukkig was daar 'n hele aantal kandidate wat die hele vraestel in Engels beantwoord het.

VRAAG 1 SPINNEKOPWEB

Oor die algemeen het kandidate goed in Vraag 1 gevaar. Voornaamwoorde blyk nog 'n struikelblok te wees. Meer as die helfte van die vrae was besonders goed deur die kandidate beantwoord.

In vrae waar moeiliker woordeskat voorgekom het (as deel van hoër orde vraagstelling) bv. Vraag 1.7 het kandidate dit uitdagend gevind. Alhoewel die verhaal nie uit die Baker se oogpunt vertel word nie, is hy die spilpunt waarom die soektog gehandel het en kan dus nie as 'n randfiguur beskou word nie.

VRAAG 2 BLOED IS DIKKER AS WATER

Vraag 2 was goed beantwoord. Verskillende interpretasies van vrae is in ag geneem en byv. by Vraag 2.4 is 'n punt toegeken indien vooraf inligting uit Onderwêreld genoem het.

In Vraag 2.9 was die woordtelling van 60–120 ook voldoende om die ses feite te verwoord. Kandidate moet asseblief by die woordtelling bly en die **getal woorde aandui.** Hulle moet probeer om die feite kronologies te hou aangesien dit die nasien vergemaklik. Daar was wel nog kandidate wat dit uitdagend gevind om by die aangewese 120 woorde te hou.

Aansienlik minder kandidate het die paragraaf in kolpunte beantwoord. Maak egter kandidate weer daarvan bewus dat die paragraaf (nie net losstaande sinne) die relevante kernfeite omskryf, nie net uit woorde moet bestaan nie. Sinne moet vloei en nie as losstaande feite neergeskryf word nie.

VRAAG 3 PROMETHEUS

Aangesien daar nêrens in die verhaal 'n dialoog tussen Ayla se ma en Xander plaasgevind het nie, was die vraag terugskouende en gebaseer op feite en gebeure in die verhaal. Alhoewel daar in die verlede soortgelyke vraagstelling gebruik is, het sommige skole in hul terugvoer aangedui dat dit onredelik is en dat die gebruik van temas verwarring geskep het.

Alhoewel daar gepoog was om spesifieke vrae te vrae het nasieners gevoel dat die vrae meer spesifiek kon wees om lang antwoorde te vermy. Die nasien van lang antwoorde het die nasien bemoeilik veral waar leerlinge ander interpretasies aangetoon het, byv. in Vraag 3.13 het sommige kandidate hul eie interpretasies gegee wat nie in die boek genoem was nie.

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VRAAG 4 SLANGE

Hierdie jaar het vraag vier redelik goed gemerk. Paragraaf B en C was goed beantwoord. Kolpunt 6 was uitdagend omdat nie al die leerlinge geweet het dat die Baker by ander projekte betrokke was nie. In paragraaf D het heelwat leerders na die landmerk in die foto verwys as 'n gebou, in plaas van 'n katedraal / kerk / of die naam te noem.

Die merkers het dit problematies gevind dat kandidate slordig gewerk het en/of nie kantlyne getrek het waar nasieners kon skryf of merk nie. Dit het die optel van punte bemoeilik. Enkel optelfoute is wel tydens die kontroleer-fase opgetel en reggestel.

Merkers het die taalrubriek meer effektief gebruik danksy die aanpassing wat die gebruik van 'n inleiding en slot genoem het. Daar was aansienlik minder leerlinge wat nie 'n inleiding en 'n slot geskryf het nie.

AFDELING B TRANSAKSIONELE SKRYFWERK

VRAAG 5 KOERANTBERIG

Die vraag was oorwegend goed beantwoord. Sommige sentrums het aangedui dat die woord skooluniform verwarrend was en dat daar eerder na skoolklere verwys moes word. Sommige sentrums voel ook dat kultuurverskille en verwysingsraamwerk van leerlinge meer in ag geneem moet word by die opstel van die lang transaksionele skryfstuk.

Kandidate sal voordeel daaruit trek as onderwysers hulle daarvan bewus maak dat (net soos vir 'n blog/aanlyn artikel) 'n aanhef, inleiding en slot of slotsin gebruik moet word ook by transaksionele skryfstukke. Sommige kandidate het sekere bewoording uitdagend gevind en merkers moes skryfstukke noukeurig nasien om kandidate die voordeel van die twyfel te gee. Onderwysers word weereens aangemoedig om voornaamwoorde in te skerp.

VRAAG 6 E-POS

Alhoewel sommige leerlinge nie aanslag by die vraag gevind het nie was die vraag goed beantwoord. Kandidate uit konserwatiewe gemeenskappe gaan dalk nie op 'n matriekvakansie (of woon partytjies by nie) en net so sal liberale kandidate dalk nie toestemming vra om te gaan nie. Kultuurverskille moet meer duidelik na opgelet word. Alle kandidate sal ook nie 'n matriekvakansie kan bekostig nie. Die nasieners voel dat 'n oormaat woordordefoute voorgekom het wat vooraf ingeoefen kan word deur middel van sinstruktuur oefeninge. Kandidate moet ook daarop attent gemaak word dat elke kolpunt aangespreek moet word.

Merkers stel voor dat daar opleiding gegee moet word, of op kluster of by die konferensie oor hoe transaksionele skryfstukke gemerk word, aangesien onderwysers dalk nie weet hoe om dit effektief op skoolvlak na te sien nie. Vir al die nuwe merkers was dit 'n uitdagende leerskool.

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ALGEMEEN

Maak kandidate daarvan bewus dat hulle duidelik moet skryf, veral as hulle weet hulle handskrif lees moeilik. 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; deure vs diere; vuur vs vier; skiet vs skoot; opgestop en nie opgestof. Daar was heelwat kandidate wat gemoord, vermoord of net moord geskryf het.

Kandidate het oorwegend by woordtelling gehou, maar moet daarvan bewus gemaak word dat hulle die woordtelling moet aandui. Kandidate trek ook veels te veel dood (werk slordig) wat die merkproses aansienlik meer uitdagend maak.

Kandidate moet asseblief die instruksies van die vraestel volg en elke nuwe vraag op 'n nuwe bladsy doen. Optelfoute het voorgekom waar kandidate meer as een vraag se antwoorde op enkel bladsye probeer indruk het.

Moedig kandidate aan om korter sinne te skryf en leestekens te gebruik. Inligting kan maklik verkeerdelik interpreteer word indien sinne te lank is, of waar leestekens ontbreek.

Die eksamenpaneel word bedank vir die leiding, ondersteuning en bydraes wat gedurende die jaar gelewer is om 2024 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.
- Let egter op 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.
- Instruksies wat nie duidelik meld watter **tipe** opstel die leerders moet skryf nie.
- Nasienrubrieke moet aangeheg word.
- Prosesskryf- Onderwysers mag nie die leerders se eerste poging korrigeer nie. Gebruik die merkkodes soos in die SAGS verskaf. Leerders moet m.b.v. die kodes self hul werk redigeer.

Die volgende is voorstelle wat tot voordeel van die leerders strek:

- '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.

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

- **Hierdie is sekerlik die afdeling waarmee daar die meeste gesukkel word. Dit belangrik dat daar na die 2023 opgedateerderde SAGs-dokument verwys word:**
- **Kolpunte het nie dieselfde funksie as by die literêre opstel van vraag 4 van vraestel 2 nie. Dit moet net aspekte aantoon wat aangespreek moet word, soos by 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 en vraaggradering 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.

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- **VRAAG 4 VAN VRAESTEL 2**
  - **Paragraaf A (IEB 2023)**
  - Oom Dirk vertrou nie vir Xander nie en volg hulle daarom na Florence. Greg en oom Dirk gaan sit in die kombuis. Xander wys vir oom Dirk die gebrande boek en hulle bespreek 'n lys name:
    - Wat het met Rian Trollip gebeur wat beteken dat hy nie die Baker kan wees nie? (1)
    - Waarom dink oom Dirk steeds dat Rian Trollip by die Baker betrokke kon gewees het? (1)
    - Waarom dink hulle dat professor Kabi dalk eerder die Baker kon wees? (1)
    - Wat het Thomas Lawson gesê wat hom ook een van die verdagtes (*suspects*) gemaak het? (1)
    - ***D.W.S. AFDELING C mag nie soveel detail soos bogenoemde vraag bevat nie.***
- **AFDELING B VAN VRAESTEL 2**
  - **VRAAG 5 BEMARKINGSBLOG (IEB 2023)**
  - **Situasie:**
  - Jy is 'n entrepreneur en moet jou produkte/dienste bemark.
  - **Opdrag:**
  - Skryf 'n blog waarin jy:
  - vertel **wat** die produk/diens is wat jy bemark;
  - vertel **waarvoor** die produk gebruik kan
  - word/**waarom** mense die diens nodig het;
  - aandui **hoeveel** geld jou produk/diens gaan kos;
  - en
  - jou kontakbesonderhede **voorsien**.
  - ***D.W.S. – AFDELING C se vraag moet soos bogenoemde aangespreek word om uitdagend te wees.***

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.
- **Begrip**
- Lengte van tekste – 600 tot 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.
- **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.
- **Derde Genre**
- Oor die algemeen baie goed hanteer en toegepas.

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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-groepe wat notas en vraestelle met mekaar deel.
- Daar is wel hier en daar skole wat te veel afwyk van die formaat van vraestel 1 en 2. Dit is nie tot voordeel van die leerders as proef/prelimvraestelle nie die IEB se vraestelle reflekteer nie.

AANBIEDING VAN ONDERWYSER-LÊERS

LAAI VAN WERK

- **Werk word as as 'n pdf- of Word-dokument opgelaai**. Moet dit ASSEBLIEF nie inskandeer of foto's stuur nie. 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 word afgerond.

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.

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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 klustermoderering) moet asseblief by die **BETROKKE** afdeling in die onderwyserlêer ingesluit word. Die soektog en terugblaai belemmer die fokus van die modereringsproses. Sien die opgedateerde SAGs-dokument hieroor.
- Let daarop dat 10% van leerderresponse by elke afdeling gemodereer moet word en dat die leerder se naam, die oorspronklike punt en die gemodereerde punt aangedui moet word.
- **Fotostate van leerderwerk** wat gemodereer is en die insluit van vraestelle en toetse wat die modereringsproses in departemente weerspieël, **moet asseblief nie in die onderwyserslêer ingesluit word nie**. 'n Vorm waarop belangrike aspekte op 'n geloofbare wyse aangedui word, is voldoende.

LAAI VAN WERK (AANLYN)

VOORBEELD VIR ONDERWYSERSLÊER

ADMIN EN PUNTE

Dit sluit die puntelyste, akademiese beleid en brief deur die skoolhoof in. Geen mondelingpunte of SAGS 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. Klustermoderering (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

TEN SLOTTE

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

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AFRIKAANS HUISTAAL
VRAESTEL I

Die 2024-merksessie het seepglad verloop. 'n Enorme woord van dank aan die nege nasieners wat hulle op uitsonderlike wyse van hulle taak gekwyt het. Dankie vir die deeglike nasien en die gemaklike atmosfeer in die merklokaal. Ek waardeer iedereen van julle.

'n Spesiale woord van dank aan die senior subeksaminatore. Hulle is deeglik en uiters professioneel. Dit dra by tot die versekering aan ons kollegas dat die nasienproses tot voordeel van die kandidate strek. Ek kan met vrymoedigheid noem dat 20% of meer uit elke skrif van elke kandidaat gemodereer is. Die moderering van die nasieners se werk is van onskatbare waarde en verbeter die eksaminator se oorsig oor die nasiensessie.

Dankie aan die interne moderator vir haar ongelooflike fyn oog, hulp, bystand en raad deur die loop van die jaar. Met haar aan die stuur kan ons weet dat die vraestel toeganklik is. Haar hart vir die kandidate spreek boekdele.

Kandidate het oor die algemeen goed gevaar. Daar is egter sekere punte waarop die onderwysers kan let.

Ons leerders se gebrekkige woordeskat is kommerwekkend. Dit was uitdagend vir sommige kandidate om Vrae 1.5.2, 2.5, 5.4, 6.4, 7.5 te beantwoord. Dit spruit uit die feit dat die meeste van ons leerders nie lees nie. Dit kniehalter kandidate tydens die beantwoording van sommige vrae.

Leerders sukkel ook om figuurlike taal ten volle te begryp en lees nie die vraagstelling ten volle nie. Dit was die geval by Vrae 1.1, 2.2 en 2.4. Waar daar twee antwoorde in een vraag ingebed is (Vrae 1.4.2, 1.6, 1.10, 1.11.2, 2.3, 5.4, 6.4, 7.3, 8.3) het meeste leerders nie by die tweede deel van die vraagbeantwoording uitgekom nie. Hulle sukkel ook om sommige vrae binne konteks van die teks te beantwoord (Vrae 1.4.2, 1.5.3, 1.7.2).

Vraag 1 het oor die algemeen goed uitgemerk. Kandidate lees egter in sommige gevalle nie die vraagstelling deeglik nie en neem nie die puntetelling van die vrae in ag tydens die beantwoording nie. Oor die algemeen is die metingskaalvraag goed beantwoord. Sommige kandidate het egter gesukkel met dié vraag en het nie die uitgebreide metafoor in die teks ten volle begryp nie.

Basiese skryf- en leestekens bly 'n uitdaging vir sommige leerders. Meeste leerders kon die leestekens in die teks identifiseer, maar het nie by die gebruik daarvan in konteks van die teks uitgekom nie. Die lydende en bedrywende vorm bly steeds 'n reuse klip in die taalskoen.

Met die teksverwerking het dit goed gegaan. Die leerders moet wel aangemoedig word om binne die gegewe woordperk te bly en die aantal woorde duidelik aan die einde van hul teksverwerking aan te dui. Sommige kandidate het steeds hul eie "feite" in die teksverwerking ingebring. Leerders word aangemoedig om steeds die teksverwerking te beplan en duidelik dood te trek.

Die poësie-afdeling van die vraestel het oor die algemeen goed gevaar. Klein jakkalsies soos kandidate wat slegs die eerste deel van 'n vraag beantwoord, gebrekkige woordeskat (vooruitskouing – Vraag 5.2.1 en 6.2.1) en die interteks het wel die bos aan die brand gesteek. Leerders moet besef dat alle gedigte studeer moet word vir vraestel 1 en nie net sekere gedigte nie.

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In 'n baie besige en vol graad 12-jaar is dit heel moontlik 'n onbegonne taak, maar kandidate sal soveel baat vind indien hulle deur 'n paar ongesiene gedigte deur die loop van die jaar kan werk. Hulle vermoë om 'n ongesiene gedig te ontleed, is beperk. Dit is 'n vaardigheid waarmee hulle toegerus kan word.

Kandidate het hulle goed van hul taak gekwyt tydens die beantwoording van Vraag 8. Welgedaan!

Vraag 9 was egter 'n tameletjie vir sommige leerders. Kandidate het gesukkel om die visuele bewyse uit die spotprent te identifiseer. Sommige kandidate het bloot die spotprent "oorvertel" by vraag 9.1. Leerders het ook nie die "leeusituasie" in die vraagstelling (Vraag 9.4) raakgelees nie en die vraag misgetas.

Ten slotte 'n enorme woord van dank aan elke Afrikaans Huistaal-onderwyser. Dankie vir julle insette, passie, kennis, laataand merksessie, ekstra klasse en omgee. Die behoud van Afrikaans is in julle hande.

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AFRIKAANS HUISTAAL
VRAESTEL II

Die 2024 nasiensessie is vaardig en met deeglike vakkennis nagesien. Die span het bestaan uit tien nasieners en twee senior nasieners. Ek wil graag my dank uitspreek teenoor die senior nasieners. Hulle ervaring en kennis van die proses het werklik gehelp om hierdie sessie as eksaminator sonder enige noemenswaardige probleme te voltooi. Hulle het die nuwe nasiener onder hulle vlerk geneem, en haar die nodige ondersteuning gegee om met selfvertroue na te sien. Die meer ervare nasieners kon weereens op hulle steun om sonder huiwering die regte punte toe te ken.

ALGEMENE OPMERKINGS

1. Kandidate se inhoudskennis by die roman *Een of ander held* was kommerwekkend, tot so 'n mate dat dit voorkom asof die roman by sommige sentrums glad nie gelees of behandel is nie. Dit bly die verantwoordelikheid van die persoon wat hulle onderrig om seker te maak dat die kandidaat deeglike kennis van die roman het. *Toekomsmens* se inhoudskennis was aansienlik beter. Hier en daar was daar ook maar 'n tekort aan vakkennis.

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 en spelling al hoe swakker raak. Algemene foute wat gemaak word, is:

    - Spelling – "nog steeds" nie "nogsteeds", "mening lug" nie "lig", "opinie" en nie "opienie", "Kersfees vier" en nie "vuur", "forseer" en nie "vorseer", "Goeienaand" nie "Goeie naand", "vanaand" en nie "vannaand", "glase lig" en nie "lug", "opbrengs" nie "opbring".
    - Leestekengebruik moet beter onderrig word, veral die gebruik van die komma.
    - Voorsetselgebruik word elke jaar 'n groter probleem. Daar moet veral in die laer grade meer aandag daaraan gegee word.
    - Sinskonstruksie raak al hoe meer lomp. Sommige kandidate gebruik net een sin om 'n hele paragraaf te skryf. Hierdie vaardigheid moet in die laer grade ook deegliker onderrig word. Voorbeelde: Moenie 'n sin met "So" begin nie. Vermy "... sulke pragtige dogter" en gebruik eerder "... so 'n pragtige dogter". So ook met "saam jou" i.p.v. "saam met jou" asook "lewe" i.p.v. "die lewe".

3. By die drama en romans is daar gebrekkige vaardigheid met die gebruik van die formele register asook akademiese taalgebruik en dit doen afbreek aan die finale produk wat gelewer word. Akademiese taalgebruik moet deurgaans deur die onderwyser in sy/haar lesaanbieding en in geskrewe voorbeelde gebruik word.

4. Lengtevereistes moet nagekom 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 is, en dit verskraal die kandidaat se inhoud in die beantwoording van die vraag. Dit word jaar op jaar 'n groter probleem.

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5. Die titels by die roman en drama moet onderstreep word in handgeskrewe tekste (dit word skielik in aanhalingstekens geskryf). Benadruk dit asseblief as kandidate opstelvrae oefen.

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

7. Die struktuur van letterkundige langvrae word al hoe swakker. Onthou daar *moet* 'n inleiding en slot teenwoordig wees. Elke argument moet in 'n nuwe paragraaf geskryf word. Samehang beteken die hoofstandpunt wat in die inleiding gevorm is, moet deur die hele opstel teenwoordig wees. (Goue draadjie).

8. 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. Jy kan ook nie 'n bladsynommer as 'n bewys gee nie. Nasieners gaan dit nie opsoek om te sien of dit korrek is nie.

9. Baie kandidate het slegs die inligting wat in die vraag gegee is gebruik om die hele letterkundige opstel te skryf. Dit is 'n duidelike aanduiding dat die kandidate oor weinig tekskennis beskik.

10. 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 Vlak 4 verskuif, "Taalfoute begin betekenis beïnvloed" na Vlak 2 en "herhaaldelike taalfoute" na Vlak 3 verskuif. Dit het wel gelei tot 'n beter punt vir sommige kandidate. Nog 'n leemte wat bepreek is by die nasiensessie die verskil in feitekennis en insig tussen Vlak 5 en 6 by die drama en roman se inhoudsmatriks. Daar moet duidelik aangedui word by Vlak 5 dat feitekennis pla en by Vlak 6 moet aangedui word dat daar wel insig getoon word, maar dit is nie altyd voor die hand liggend nie en nasieners moet fyn lees.

VRAAG-SPESIFIEKE OPMERKINGS

VRAAG 1 *Die dag is bros* – mini-essay

Hierdie vraag is beter beantwoord as die vrae oor die romans (prosa).

Te veel kandidate gee nie 'n sinvolle inleiding met die nodige bewyse (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.*

Dit is duidelik dat beplanning nie deeglik gedoen word nie. Beplanning is essensieel om 'n beter struktuur en samehang (goue draadjie) te bewerkstellig.

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Die definisie van die tritagonis is in baie opstelle gebruik en dit is eintlik irrelevant, want dit word reeds verskaf.

Die inleiding was dikwels net die oorskryf van die vraag. Kandidate verloor heelwat punte indien dit gebeur. Onderwysers moet met die kandidate in die klas oefen hoe hulle die inleiding moet verwoord en standpunt inneem. 'n Aanduiding van argumente kan wel gegee word, maar onthou dit is 'n mini-essay met 'n beperkte woordtal. Die inleiding moet kort en kragtig wees.

Kandidate het by die kolpunt van "diepte en kompleksiteit" nie noodwendig gebly by die gesprekke tussen Elsa en Tertius nie, maar eerder gefokus op hulle verhouding.

Sommige kandidate het gesukkel met die "onverwagte verandering/wending" in die plot. Hulle het dit nie effektief bespreek nie of dit gekombineer met "morele kompas".

Sommige kandidate het duidelik gesukkel met die betekenis van "morele" en daarom nie die kennis en insig getoon om dit in diepte te bepreek nie.

Die meeste kandidate het die teks geken en min het staat gemaak op blote "storievertelling" om die vraag te beantwoord.

VRAAG 2–5 *Een of ander held* en *Toekomsmens*

- Kandidate het wel feitefoute gemaak, maar oor die algemeen was tekskennis goed by *Toekomsmens.* By *Een of ander held* was tekskennis by sommige sentrums uiters problematies.
- Nasieners het die vrae as regverdig beskou en sinvolle 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 en standpunt moet ingeneem word. As die slot sekere instruksies gegee het, moet dit bespreek word; anders kan die volle punte nie toegeken word nie. **Onthou 'n slot moet teenwoordig wees.**
- Onthou kandidate moet 'n literêre opstel skryf vir die romans.
- *Een of ander held* – Sommige kandidate het verstrengel geraak tussen Vraag 2 en 3 en die fokus was soms gemeng. Sommige kandidate borduur slegs voort op die vraag se woorde of kolpunte dwarsdeur die hele opstel sonder enige raakpunte of bewyse uit die teks.
- *Toekomsmens* – Die meeste kandidate het 'n knap opstel geformuleer met 'n inleiding, netjiese paragrawe en 'n goeie insiggewende slot. Die uitstaande opstelle het baie goeie insig getoon. Die swakker kandidate het feitefoute gemaak asook karakters se name verkeerd weergegee. Onthou: romankennis moet ryk wees en moenie op die voorspelbare (soos die Pienk Kaart) fokus nie. Goeie beplanning verseker 'n goeie opstel.
- Die verwagte slot van die vrae is deur heelwat kandidate geïgnoreer.

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VRAAG 6–8 Transaksionele skryfwerk

- Die transaksionele afdeling het die punte 'n goeie hupstoot gegee. Die algemene gevoel is dat die skryfstukke relevant was en binne die kandidate se verwysingsraamwerk. Dit het die kandidate gehelp om hulle inhoud te verryk.
- Vraag 6: Kandidate het die vraag oor die algemeen baie goed beantwoord. Dit is duidelik dat kandidate "diversiteit" verstaan en sterk opinies daaroor kon uitspreek. Hulle het met sensitiwiteit omgegaan met die vraag.
- Vraag 7 en 8: Kandidate het oor die algemeen goed gevaar in hierdie twee vrae en het duidelik die vrae geniet. Vraag 7 is by verre die meeste beantwoord. Weereens was dit duidelik deel van hulle verwysingsraamwerk en hulle kon kreatief daarmee omgaan. Soms het kandidate vergeet dat dit 'n toespraak is en nie die gehoor gegroet nie. Die register het verskil by die twee. Vraag 7 was informeel en Vraag 8 meer formeel. Dit was nie by al die kandidate se aanbiedinge duidelik nie. By Vraag 7 het die kandidate soms vergeet om die ouers ook te betrek; dit was duidelik deel van die instruksies.

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

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AGRICULTURAL MANAGEMENT PRACTICES

The question paper focused on the seven main topics as stipulated in the Grade 12 SAGs document, namely:

- Crop Production and Crop Management
- Land and Water Management
- Harvesting of products and quality control
- Animal production and Animal management aspects
- Farm Management and Evaluation
- Value addition, Processing and Producer Organisations
- Agritourism, Business Planning and Entrepreneurship

Candidates were comfortable with the fill-in paper and followed the instructions to answer all four questions.

QUESTION 1

In Questions 1.1 and 1.2, most candidates showed a good understanding of agricultural terminology, but some struggled with the management terminology such as Environmental management, grading and SWOT-Analysis.

Candidates didn't perform well in Question 1.3 and 1.4. Candidates seemed to struggle to correctly identify the formulated terms. Far too many questions were simply left out.

QUESTION 2

Carrying capacity, soil, grazing-camps, record-keeping and precision farming were covered in this question.

The great majority of candidates did struggle in this question.

The minimum candidates were able to distinguish between physical and chemicals soil properties. Candidates generally do not understand the value of record-keeping.

In Question 2.1.5 on soil conservation were discussed but the most candidates did not use cover crops and organic matter.

Candidates did not correctly identify the technological aids (devices), nor did they know the advantages of a database (computer).

QUESTION 3

Generally, the understanding of agritourism and marketing is good.

In Question 3.1.1 and 3.1.2 focused on the different sectors in the agricultural chain. Candidates identify the different sectors correct but couldn't define 'Tertiary agricultural sector'.

A lot of candidates don't know the meaning of 'Justify' and there for struggle to answer Question 3.1.3.

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Question 3.2 dealt with advertising and marketing. Candidates got confused with advertising and marketing.

Question 3.4 was a supply and a demand curve. Many candidates didn't identify the graphs correctly. Market equilibrium was confused with break-even point.

Question 3.5 on Acts and legislations were answered satisfactory with the only exception on Question 3.5.4(a) Marketing of Agricultural Products Act (Act 47 of 1996).

QUESTION 4

Candidates struggle to correctly identify the Organogram in Question 4.1.1.

Candidates perform well in Question 4.2 with the exception of Question 4.2.3, where they had to compare manual harvesting and mechanical harvesting in terms of productivity and initial cost during harvesting. A lot of candidates didn't use productivity and initial cost in their comparison.

Candidates did struggle with Question 4.3.5 to explain the value of a distribution channels.

Question 4.4 and 4.6 on packaging materials, shelf life and different methods of storing, were mostly answered well, with the only exception of Question 4.6.3 where they confuse pasteurisation and sterilisation with preserving and processing of fresh produce.

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AGRICULTURAL MANAGEMENT PRACTICES
SBA MODERATION

In 2024 the SBA moderation was done online, and school submissions were done on google drive. The moderators send an introductory email with contact information and submission dates as required by the IEB.

The moderator set up the format of the Google Drive and send the link to each school.

There were a few problems with the first step, school contact information was not updated, or email addresses were wrong. Only two schools reacted on the first introductory email. The moderator had to phone the schools to get the necessary contact information.

An email was sent to schools a month before the submission date explaining the submission process. Only three schools' SBA submissions were on time.

All the schools have the necessary SBA components in the SBA assessment portfolios as prescribed by the IEB.

Teachers must pay attention to the following aspects:

- Preliminary Examination three hours paper, 200 marks.
- Schools must make sure schools' marks are correctly transferred to the mark sheet.
- Controlled Tests (two tests: each must count 10 out of 100). These must count for at least 50 points each and must assess deeply within one subject or across subjects. **60%** of the marks must relate to **lower order thinking** skills (knowledge, understanding and application) and **40% to higher order** thinking skills (analysis, synthesis and evaluation).
- Mandatory Task: Management Assignment, it is based on a case study of an agricultural enterprise that addresses management issues. Learners must **identify and analyse the issues and make recommendations with a view to improved management**.
- Moderation at School Level
  It is expected that moderation of the assessment process has taken place at **school leve**l to ensure that assessment is valid, fair and reliable. This includes moderation of assessments **before** they are done by learners, **moderation of the marking** of the learner's certificate by the teacher/assessor and checking of the calculation of learners' results. **Evidence that this has occurred must be included in both the Teacher File and Learner Files.**
  Scanned documents must be correctly **labeled**, scanning must be **clear** and **upright**.

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AGRICULTURAL SCIENCES

GENERAL OVERVIEW OF THE PERFORMANCE OF CANDIDATES

This examiner's report will essentially be providing a concise overview of the candidate's understanding of the subject matter and potential areas for development. It also seeks to summarise the key findings from the assessment, highlighting on the candidate's overall performance, strengths, areas for improvement, and recommendations for future learning.

ANALYSIS OF PERFORMANCE OF CANDIDATES PER QUESTION

QUESTION 1

Candidates did not perform as expected in Question 1 which is the least challenging question due to the high number of level 1 and 2 questions in this section, however there were some who scored high marks in this question. There was a great improvement in answering multiple choice and column A and B questions. The candidates need to improve in the following content areas:

- Combination and interpretation questions: These types of questions in section A continued to challenge candidates. The majority of candidates were unable to get the correct answer in Question 1.1.6 which was a combination type of a question.
- Soil classification process: In Question 1.3 candidates could not re-arranging the steps of soil classification process chronologically.
- Language of the subject: Although the majority of candidates displayed a better understanding of agricultural concepts in Question 1.5 some struggled with concepts such as cash flow statement, epistasis and scarification.
- Learners must develop a concept bank for each topic where each concept and its description will be simplified with key words for better understanding and do more assessment activities for practice on the areas indicated above.

QUESTION 2

Question 2 was the least performed question with most learners giving incomplete responses. This question was assessing the content on pollution, soil degradation and plant studies. Candidates performed fairly well in Question 2.1 on and 2.3 on grafting, but they struggled to get good marks in Questions 2.2 (methods of asexual reproduction), Question 2.4.1 (different types of fruit and examples) and 2.4.2 (naming layers of the pericarp).

- Learners must expose themselves to a variety of questions assessing this content using the support material provided by the teacher
- Learners might develop topic tests for themselves on different ways the content in that specific topic is assessed

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QUESTION 3

The majority of candidates scored better marks in Question 3, more than all other questions. The best performed questions were 3.1.2 (definition of market equilibrium and an entrepreneur), 3.2 (animal breeding systems), 3.3 (ovulation process and hormones involved in the process), 3,4 (structure of a sperm cell and functions of each part) and 3.6.2 on the combined bar graph. Teachers should be applauded for doing an excellent job in preparing candidates well on how to draw a combined bar graph. Candidates scored good marks in Question 3.6.2 on the drawing of a graph, although few candidates omitted some important parts of the graph especially labelling of Y-axis and the correct scale for Y-axis. Very few candidates were plotting the data on two separate graphs. The majority of candidates struggled to list the stages of parturition in Question 3.5.3.

QUESTION 4

Good performance was observed in Questions 4 especially in Questions 4.1 (precision farming, technologies used, and its principles), 4.2 (marketing systems) and 4.3 (demand, supply, surplus and strategies to deal with oversupply of a product).

It was evident from the candidates' responses in Questions 4.5 (monohybrid crosses), 4,6 (dihybrid crosses) and 4,7 (incomplete dominance) that correct manipulation of data is still a challenge that need to be addressed urgently and vigorously by learners, because most candidates could not draw conclusions from the data provided in those questions.

Teacher's efforts in preparing and engaging candidates on various approaches to grasp concepts and terminology of the subject in this question need to be acknowledged hence this improvement by candidates in answering this question, but there is still room for improvement.

QUESTION 5

The performance in this question varied greatly across centres, however Question 5 was well answered by the majority of candidates. The question contained a good balance of higher order and lower order questions.

Questions 5.3 on drawing a balance sheet and the calculation of net worth of the business was answered very well by candidates, although there were few candidates who were unable to differentiate between assets and liabilities as a result they lost marks in the calculation.

Candidates generally attempted most questions with top achievers scoring high marks and few candidates struggled to apply the knowledge that was required by some sub-questions such as Questions 5.1.1 (data representing variation), 5.1.3 on heterosis/hybrid vigour and 5.5 (using the diagram given to deduce responses for 5.5.1 and 5.5.3 which are likely to be part of future question papers.

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QUESTION 6

In Question 6 candidates were expected to create a more organised essay where they will be evaluating the question more thoroughly and provide a well-thought-out argument, include a range of points, and avoid repetition. They were required to discuss 'Globalisation impact on sustainable agriculture', with an introduction, definition of terms, body and conclusion.

Findings:

- Candidates were unable to read the instruction correctly and interpret the question accurately and clearly.
- Candidates could not understand that globalisation refers to an increasing interconnectedness and interdependence of the many peoples of the world who all live and work on one large planet.
- They were able to define sustainable agriculture in relation to the topic.
- Majority of candidates confused globalisation with global warming, resulting in them being unable to recognise that globalisation benefits economic growth by advancing economic, social, and political development within a country.
- Candidates focused on the negative side of globalisation which includes amongst others increasing carbon dioxide emissions, resulting in climatic change and environmental degradation. Although understanding this long-term relationship is essential for decision-makers striving to achieve sustainable development, but it was not the main focus of the question.
- Candidates were expected to discuss the impact of globalisation to sustainable agriculture considering aspects such as development, environmental, social, and economic factors.
- Some candidates could not see that the marks are allocated according to the sub-divisions of the topic indicated in the question paper.

GENERAL COMMENTS

As indicated before, candidates performed better in the Agricultural Science examination in 2024 than in the previous year. A word of gratitude must go to all the hard-working teachers out there who were able to use the strategies indicated in previous examination reports to improve learner performance. The improved performance of candidates in defining agricultural terms, answering multiple choice question and drawing of the combined bar graph was evidence that teachers are using the examination reports as a resource material for improved learner performance. There was also an improvement in answering application questions based on a stimulus, for example in Question 4.3 candidates were able to interpret the data given and deduce what would happen if the price were at P1 and suggested strategies that can be used by farmers to deal with the situation.

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AGRICULTURAL SCIENCES
SBA MODERATION

Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. IEB ensures the integrity of the SBA at all levels, in other words, ensuring that the marks of individual learners are valid, reliable, and fair. SBA moderation is a process in place to ensure the validity and reliability of SBA at all levels.

Both moderation and data walls feed into the design of learning and actionable classroom strategies. Moderation also helps build collective efficacy, that is teachers' collective power to improve learning outcomes for learners. The purpose of moderation is to make consistent, valid, evidence-based decisions

IEB moderation of internal assessment was conducted successfully for Agricultural Science. The moderation process ensured that assessments done by schools are aligned with established criteria and standards and that teachers are making consistent and reliable judgements about standards, so that assessment judgements made for any one learner are accurate, valid, fair, and comparable with those made for all other learners.

The new system introduced by IEB of evaluating the electronic teacher files and evidence of learner performance proved to be working very well. The time frame allocated to the process was appropriate. A sample of schools were randomly selected as part of their quality assurance purpose for 2024. Sampled schools submitted teacher files and three learner files for Agricultural Science.

The sample learner files picked included learners with high, moderate, and low achievement ability levels. All the seven schools moderated were found to be compliant with all the requirements stipulated in the Subject Assessment Guidelines (SAGs). The feedback was sent electronically to the IEB and individual schools by the SBA moderator.

No school was non-compliant with all the requirements for SBA as stipulated in the Subject Assessment Guidelines. Good quality preliminary examination papers were set with completed grid to justify design, clear instructions to candidates, task of required rigour with appropriate and clear marking guidelines. Marking was consistent and accurate according to the marking guidelines and constructive feedback to learners was provided. Areas of improvement for some schools were highlighted in their individual school reports.

The folder provided by schools as a teacher file was complete with all the required documents:

- 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 folder for learners contained all the SBA activities and the following:

- Completed and correct Learner's SBA Cover Sheet included
- Declaration of Authenticity provided
- Declaration of Omissions provided (where it is applicable)

A word of appreciation goes to principals, SMTs, Agricultural Science teachers and other stakeholders of the school for making sure that both teacher and learner files were made available for moderation with all documents.

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ARABIC SECOND ADDITIONAL LANGUAGE

GENERAL COMMENTS

We, the marking panel, examiner and moderator are very happy and grateful that the NSC examining and marking process for the academic year 2024 was completed within the allocated time. Also, that we did not encounter any major challenges. The panel is also in agreement and satisfied that the examination papers for Arabic (SAL) for October/ November 2024 were of a very good standard. The question papers accommodated the average learner and presented the above average learner the opportunity to excel. The levels and mode of assessments also allowed the weaker learner to progress.

It is also important to note that the Arabic examinations compare favourably in quality with the SAGS for the NOL.

We are also grateful for the fact that the efforts and interventions made by the relevant role-players, during the national and provincial conferences cum workshops, have proved to be of huge benefit to both leaners and educators. This is proven by the fact that the pass rate amongst learners in the lower to middle cohort is showing a noticeable improvement. It is also significant to note that the quality of work in the learners' portfolios and educator submissions in most schools has vastly improved. The national and provincial conferences, workshops and networking are pivotal to this upward trajectory.

However, we are deeply concerned about the decrease in the number of learners choosing Arabic as an area of learning.

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

We also take this opportunity to express our gratitude and appreciation to the IEB for its role in facilitating the assessment of Arabic NSC examinations. We also greatly value and appreciate the role of the assessment specialist for her commitment and untiring efforts in ensuring that educators, examiners and moderators of Arabic are empowered to constantly improve their learning, teaching, and assessments of Arabic in schools.

PAPER I

GENERAL REMARKS

- The paper was well received and majority of the learners answered as per expectations. However, Questions 3 to 7 still posed a significant challenge to many learners.

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 learnt and continuously revised.
- Exercises in translations, both from Arabic to English and vice versa would certainly benefit learners.

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- All oral texts must be thoroughly and repeatedly revised.
- Unlike previous years, most learners answered the part/subsidiary questions. This is a significant improvement. However, some learners 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 are grateful to the external moderators being meticulous.

SECTION B

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

PAPER II

GENERAL COMMENTS

- The typesetting, font and print quality of this question paper including the source material was of a very good quality. No complaints received in this regard.
- Candidates answered this paper well. The source materials provided the necessary stimulus for candidates to respond. However, the following aspects need consideration:
  - Many grammar errors were detected. Therefore, a degree of proficiency in grammar rules, appropriate vocabulary, register and tone must be developed, practised and applied.
  - Vocalising, being a key component of the target language must be practised and adhered to in all the learners' tasks.
  - Learners must be provided with more opportunities to practice both creative and transactional writing. This includes greater interaction between learner and educator.
  - The skipping of lines between text must become a common practice at all levels.

SECTION A

QUESTION 1

- It was quite evident and encouraging to note from the quality of the essays that educators in general are using the marking guidelines and assessment tools to good effect.
- Most learners understood the requirements for this section and answered well.
- Although the issue of numbering the essays and word count has improved significantly, it needs to become a common practice at all centres.

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SECTION B

QUESTION 2

Learners were required to demonstrate their understanding of the respective real-life situations and respond accordingly. Most learners did 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 small number of learners lacked either the skill or appropriate vocabulary to do so.

SECTION C

QUESTION 3

Candidates were required to write a dialogue using the source provided and most of were able to do so, and earned good marks. Learners were also instructed to provide an introduction which they did. However, there still remains room for improvement. Learners must be reminded to write each question and answer on a separate line and to number each question and answer. 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. Majority of the candidates were able to use the stimulus entries to formulate appropriate responses. There was a notable improvement in the use of correct verbs and correct tenses. This is indeed very pleasing.

During the marking process we concluded that the allocated time was sufficient, however educators must assist leaners to learn to use the allocated time judiciously.

CONCLUSION

We earnestly appeal to educators to regard past examination papers as a very important resource. They must be used to equip learners with the necessary skills. This practice will enable learners to be adequately prepared and skilled to read, interpret, and deconstruct examination questions and to respond appropriately. Educators themselves 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 learners are the primary beneficiaries.

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

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BUSINESS STUDIES

SECTION A

Section A comprised of three Questions:

- Question 1 (Multiple Choice – 60 Marks)
- Question 2 (Business Dictionary – 20 Marks)
- Question 3 (Terminology – 20 Marks)

Question 1 was answered well by the majority of the cohort. Many learners were able to identify the correct relationships and determine the correct links to get the answers. The responses were good and showed good general coverage of the content. The 3-mark higher order questions were answered well.

Question 2 required learners to identify the correct business terminology from a given list. The questions were answered moderately well. There was some indication that not all learners had covered all required terminology in the SAG document.

Question 3 was answered well. Learners were able to identify the concepts from the context that was provided.

SECTION B

QUESTION 4

4.1 Learners responded well to the questions on identifying the environments and explaining how the business could increase the level of control they have over various elements. The strategies that were given were comprehensive and well considered. Some learners did not identify the elements within the environments. It is essential that learners can identify these elements as they are covered in increasing depth from Grade 10 to Grade 12 and form the basis of many other business concepts.

4.2 Learners responded well to those questions that related to sustainable business practice and CSR. They were able to clearly identify the benefits that businesses can derive from being involved in such projects. Learners need to ensure that they are able to clearly define the different ethical issues. Some learners struggled to define and explain unethical issues that were provided to them. It is important for learners to differentiate between the different unethical behaviours of business. It is important for them to be exposed to the difference between the interests that serve the business in comparison to self-interest.

Overall, the responses to Question 4 were good. The learners' responses were confident, and the length of their responses was appropriate.

QUESTION 5

5.1 Learners responded very well to the entrepreneurial characteristics. They used accurate terminology, and the responses showed breadth of knowledge across the cohort. Responses relating to the situational leadership style were generally satisfactory, however it is important for learner to explain the use of this style by means of applying it to the topic. Some learners struggled to achieve that level of depth required by the question. Learners responded very well to questions related to motivational factors, both monetary and non-monetary.

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5.2 Learners struggled to identify the cause of conflict that was provided in the question and struggled to identify the appropriate third party as a consequence. The learners often chose the legislation that related to the case study rather than a third party. The learners did not always respond to the context of this higher-order question.

5.3 While learners responded well to the question on substantive fairness, they overwrote and struggled to express themselves clearly. Learners need to ensure that they combine the theory and the application concisely so that they do not spend their time repeating the same concept within one answer.

5.4 Learners responded well to the questions that required strategies for dealing with conflict. It was evident that the topic had been covered by most centres and a good variety of strategies were provided. The responses to the question on secondary strikes did not meet the expected standard. Learners were either unable to explain the concept, left the question out or responded inaccurately by attempting to explain a different type of industrial action. It is important to cover all types of industrial action.

5.5 Most learners responded well to this question. Learners correctly identified the benefit of applying this legislation for the employee. The facts relating to the Basic Conditions of Employment Act were accurate and clear. A small percentage of learners responded to the question by using a different type of legislation that was not being asked or muddled the legislation up.

QUESTION 6

6.1 Learners did well in this question. They appeared to enjoy the reference to branding and success factors. Across the cohort the answer was well structured and varied, showing that the concepts had been covered in depth and breadth.

6.2 Many learners identified the physical evidence component of the question correctly. However, there were still many who could not correctly identify the characteristic of this marketing concept. While it is to be noted that there were some learners who showed depth in their link to the buyer stimulus response model, the majority of learners did not complete this component of the question adequately.

6.3 The question was responded to well. Learners seemed to enjoy the question and responded clearly and accurately to the perspective of the consumer.

6.4 The Human Resources activities were identified clearly. In some cases, learners mixed up the recruitment and selection processes. These must be clearly separated as the application is different. Learners exceeded expectations in the question relating to prospectives employees' skills in an online market. The learners seemed to enjoy the freedom with which they could approach this higher-order application question.

6.5 While the learners were able to answer these questions competently, they did not pay attention to the mark allocation and overwrote. It is important to explain to learners that they must stick to the mark allocation as overwriting will impede their ability to complete the paper. Learners used many different and creative approaches to answer the question on under-insurance. Most candidates applied the concept to the context well. Some learners ran out of time to complete this question.

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SECTION C

QUESTION 7

The Clothing and Apparel theme was a known theme to candidates. Learners were expected to respond to the question by referring to clothing retailers and linking their application to the strategies they developed in response to the question.

The question referred to risks from external environments and the strategies that could be used to overcome these risks.

Learners approached the question creatively and many applied interesting and differentiated strategies when linking their application and current affairs to the question. However, there were still a large number of learners who did not substantiate their statements.

- The business report format should consist of the following: date, addressee (relevant person), topic, structure (headings, sub-headings, and paragraphs), and signature (of the person that compiled the report). Almost all candidates used the correct format. It is concerning that there were still some schools where the format did not pull through in the learners' responses.
- Candidates should be able to explain WHY they made the factual statements. Teachers should coach learners during class discussions to explain WHY they make certain statements and what the other side of the argument could be.
- While most learners did very well in the content portion of the report, there is still a general lack in application. Further, the problem solving is simply listed and learners do not explore the outcome of their proposed solution.
- Continued application to the topic is important as it is not sufficient to simply substitute the name of a clothing retailer into the response and claim that the response now applies to the topic.
- Current affairs must be used to add value to arguments or to the discussion. Candidates must not just mention current affairs but be able to integrate them into the given theme. Candidates need to be exposed to current affairs as part of general classroom teaching and they must practice applying the theme using arguments and current affairs to support what is being said.
- It is important to highlight to learners that they must engage with the topic. Examples must be relevant to clothing. Substantiation for statements must be given frequently. Learners must be encouraged to explore the outcome of their proposed solutions and possibly consider how their solutions affect a variety of stakeholders in the industry. The approach should aim to be holistic.

Candidates need to be coached to focus on the quality of their response rather than the quantities provided. They should spend the appropriate amount of time on the HOT section of the rubric, focusing on application and problem solving.

CONCLUSION

It was encouraging to see the vast improvements in the quality of the learner's answers. It was clearly evident that learners have come to grips with the demands of the subject and the SAG. With this in mind we can hope to see our subject grow and develop to produce learners of a high calibre showing insight into various challenges in the business environment.

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BUSINESS STUDIES
SBA MODERATION

General Comments

- Business Studies teachers and moderators showed great dedication and effort in effectively managing the paperless/electronic system. Submitting all electronic files on time and collaborating well with moderators ensured efficiency.
- Administrative compliance and file organisation were much improved this year.
- Pre-assessment and post-assessment moderation showed noticeable improvement.
  - Pre-assessment moderation checklists were used effectively, but there is concern they may become a simple tick-box exercise without enough qualitative and authentic evidence.
  - Teachers should show how pre-assessment moderators actively engaged with question papers, task instructions, marking guidelines, and design grids. Examples include tracked changes, draft notes, or email exchanges.
  - Teachers are reminded to transfer the moderated mark to the spreadsheet. If not, an explanation as to why not should be provided.
- Compliance issues requiring attention:
  - Ensure the correct allocation of higher-order thinking (HOT) and lower-order thinking (LOT) on rubrics.
  - Complete design grids for tests and examinations accurately.
  - Properly designed rubrics and authentic design grids are essential for setting fair and relevant assessments.
- Providing feedback is crucial for addressing issues and helping candidates improve.
  - Evidence of constructive feedback given to learners should be provided via comments on physical tasks, controlled tests, preliminary exams, or other alternative feedback methods can be used.
- Teachers are strongly encouraged to continue collaborating within their cluster groups to maintain standardisation and share best practices.

Choice Tasks

- Teachers are encouraged to refresh and diversify the tasks they use each year to keep learning experiences engaging and relevant. Repeating the same tasks too frequently can diminish their impact.
- Improvements that are needed:
  - Align assessment tools with tasks and use clear rubrics with specific criteria.
  - Ensure adherence to subject assessment guidelines (SAG). For example, the media review should not be a simple question-and-answer task.
  - Set checkpoints for tasks or allow learners to submit work during the process to ensure instructions are followed.
- Balancing creativity with adherence to guidelines is essential for effective assessments.

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Controlled Test (Sections A and B)

- Teachers ensured that the controlled test aligned with the format and theme of the final IEB examination.
- Mark and time allocations were appropriate.
- Areas for improvement:
  - Some teachers had difficulty with the design grid, especially in determining difficulty levels based on the command verb instead of the task required.
  - Marking did not always match the question type. For example, questions requiring higher-order thinking (HOT) sometimes simpler explanations were accepted.
- Despite these challenges, the overall standard of these controlled tests was acceptable.

Controlled Test (Section C)

- Business report assessments were generally of a good standard, showing teachers' creativity in using innovative sources and exploring broad topics.
- Some leniency was noted in marking the higher-order thinking (HOT) component of the IEB rubric. Teachers should follow the IEB rubric for business reports carefully, especially for the criteria covering 'application to context' and 'creative problem-solving'.

Preliminary Examination

- Generally, they mimicked the final examinations, maintaining a high standard and incorporating the theme effectively.
- Most schools ensured the current theme (Clothing Retailers) was used throughout the paper.
- For schools using a common paper the following should be adhered to:
  - Pre-assessment moderation by each school or teacher is essential to ensure the paper's rigour.
  - Examinations must be written on the same day and at the same time across all participating schools to maintain credibility.
  - Confirmed dates for common papers should be documented in the teacher's file and clearly stated on the question paper.

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COMPUTER APPLICATIONS TECHNOLOGY
PAPER I – PRACTICAL

The 2024 CAT Paper 1 was well received, and positive feedback was provided by teachers. The paper consisted of 9 questions covering all areas as per the IEB SAGs. Total marks for the paper were 180 with a duration of 3 hours. A contextual scenario was provided as a basis for the paper. The scenario was based on a non-profit organisation that takes in animals called 'The Ranch'.

QUESTION 1 FILE AND FOLDER MANAGEMENT

This question was mostly well answered by candidates indicating a good understanding of most file and folder management concepts assessed in the paper.

Candidates do not read the instructions and questions clearly and where question asked for the file size in bytes, they added the size in kilobytes or included a screenshot with unnecessary information (file size, file size on disk and both kilobytes and bytes size) indicating little understanding or attention to the question.

More attention should be given to different file extensions as a lot of candidates did not move the .svg file with the other image files and subsequently lost a mark.

Some candidates were unable to convert the PowerPoint Presentation to video file or some converted it to an audio file.

Date created for file changed when data was copied and was not the original date created. The original date could be found under content created.

QUESTION 2 WORD PROCESSING

This question tested various word-processing skills and was well answered by candidates.

Basic skills were mostly well answered but some challenges experienced related to:

- Styles not modified; text only formatted.
- Modifying table of contents to only display certain levels.
- Changing the screen tip of hyperlink.
- Adding word count quick part/field.

QUESTION 3 WORD PROCESSING

This question tested various word-processing skills and was well answered by candidates.

Basic skills were mostly well answered but some challenges experienced related to:

- Inserting field instead of text form fields using the Developer tab.
- Inserting the tab stop or using tab alignment instead and not being able to access all tab stop options.
- Changing the numbering format of footnotes or inserting endnote instead of footnote.
- Some candidates added password to the restricted document or changed the restriction settings to only people in the organisation will have access to open the file.
- Candidates did not restrict to filling in forms, they chose read-only or track changes only.

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QUESTION 4 WORD PROCESSING

This question tested various word-processing skills and was well answered by candidates.

Basic skills were mostly well answered but some challenges experienced related to:

- Track changes, candidates accepted track change instead of rejecting or did not accept or reject.
- Mail merge:
  - Not removing duplicates.
  - Sorting in descending order.
  - Not completing the merge.

QUESTION 5 SPREADSHEETS

This question tested various spreadsheet skills and was mostly well answered by candidates.

Some challenges experienced related to:

- Sorting in descending instead of ascending order.
- Incorrect criteria for conditional formatting and multiple conditional formatting applied to test for only one condition.
- Candidates unable to create drop-down list or using the list on sheet provided for list.
- Calculations with dates.
- Moving chart, candidates copied chart to another sheet and pasted it as an object.

QUESTION 6 SPREADSHEETS

This question tested various spreadsheet skills and was mostly well answered by candidates.

Some challenges experienced related to:

- IF function, candidates over-complicated this question completely.
- XLOOKUP/VLOOKUP was not answered well, seems there are still candidates that does not understand these functions.
- Candidates are using entire ranges instead of a cell in IF, XLOOKUP/VLOOKUP functions, Excel then spills data down and compensates for the incorrect use of the range.
- Candidates using more than one column in XLOOKUP and Excel compensating for the incorrect use.

QUESTION 7 SPREADSHEETS

This question was not well answered, candidates used the subtotal function instead of subtotal feature. Candidates that were able to use the subtotal feature did not know how to add page breaks between groups and did not know how to collapse levels. Multiple candidates also added subtotals on subtotals without removing the incorrect ones and this caused more levels.

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QUESTION 8 DATABASE

More candidates attempted Database as in previous years and candidates were able to answer most basic database skills well. The database question consisted of the basic skills taught in MS Access and covered tables, queries, reports and forms. The question was laid out in an order to facilitate a scaffolded approach, so tables were addressed first, then forms, then reports and finally followed by queries. There is still a concern that candidates find databases difficult.

Some challenges experienced related to tables:

- Importing of data into existing table – there was some errors due to regional settings being different which did not allow the date to be imported but the data was still able to be imported.
- Candidates struggling to use a table/query for a combo box and not sorting.
- Adding custom date but then not adding '-' instead of choosing Medium date.

Some challenges experienced related to forms:

- Candidates using radio/option button instead of button (command) or button was not linked to print action.
- Candidates doing the skills in the incorrect form or incorrect places in form.

Some challenges experienced related to reports:

- Conditional formatting done in reports, a lot of candidates used expression instead of value.
- Count function placed in group footer or page footer instead of report footer.
- More attention should be given to adding a calculated field to a report as this question was not well answered.

Some challenges experienced related to queries:

- Candidates still struggling with more than one criterion in a query in the same row and some candidates still not sorting.
- A lot of candidates did not attempt the query at all.

QUESTION 9 HTML

The HTML section consisted mainly of formatting content using the appropriate tags and attributes. HREF links, bookmarks, list formatting table formatting and inserting/formatting images were assessed. This question was mostly answered well and most candidates attempted it which indicates that candidates time management is getting better.

The document contained commented guidelines for where different sections start and end and where code should be placed.

Some challenges experienced related to:

- Candidates changing the file name instead of inserting the <title> tag.
- Candidates do not know where to add the <font> tag. Candidates added the font as an attribute in the body tag or in the head.
- Candidates added the alt attribute for the tooltip instead of title.
- Candidates were able to add line, but a lot was unable to format the attributes.
- A lot of candidates did not know how to change the type for the list.

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- Candidates copied image out of the folder after question clearly stated that the image should not be moved. This indicates that candidates do not know how to insert an image that is inside a folder. Candidates also referring to the entire file path as the source.
- Some candidates still struggling with colspan and alignment inside a table.
- More attention should be given to bookmarks in HTML, candidates inserted a link to the document instead of a bookmark.

CONCLUSION

Encourage candidates to use a computer every day and to practice Practical work on a regular basis as some basic concepts are sometimes poorly answered as this has not been practiced in a while. When candidates are well prepared, they are awarded with good marks.

GENERAL COMMENTS

Some schools still using outdated versions of Microsoft (Office 2016 or 2019) and not Office 365 or Office 2021 or later.

Data files not saved correctly onto flash drive for marking purposes, folders inside folders or data that is zipped. Please follow the instructions to save files correctly as this assists with the marking process.

Thank you for all the positive comments regarding the paper and every CAT teacher's commitment to the subject.

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COMPUTER APPLICATIONS TECHNOLOGY
PAPER II – THEORY

We were pleased to see again an increase in the number of candidates 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 2024 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. Thank you 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 were 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.

COMMENTS ON QUESTIONS IN PAPER

QUESTION 1

1.1 Overall was answered well but most of the candidates struggled with Question 1.1.4 and Question 1.1.8

1.2 Candidates struggled with describing terms. The candidates only expanded the acronyms and did not explain the terms. Not enough detail was given for the mark. Many candidates left the question open and did not answer the question. Candidates were confused between NFC / NIC and URL / Link. SOHO was poorly answered and mostly understood that it is just working from home.

QUESTION 2

This question was answered very well. Question 2.1 candidates did not know that the help button is F1 and most of them answered 'control + H'. The candidates did not read the questions properly and did not know how to apply their knowledge to the question.

Candidates also struggled to identify the correct term, and some aspects related to scanners.

QUESTION 3

This question was well answered; however, candidates still struggle to identify components. Recycle bin was referred to as an App that is responsible for deleting the files.

3.2 Not answered well as candidates are not reading properly and they are not telling us 'what' a product key is, they use words like password and pin.

3.5 Candidate referred to the barcode and additional information stored on the barcode.

3.6 Candidates mentioned instead why they would rather NOT buy a new laptop instead of upgrading.

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3.7 Candidates do not know the differences between the two printers, and this resulted in the question being poorly answered. Q3.7.3 Most candidates were given the 1st mark for materials being used for 3D printers but failed to mention how the printer prints.

3.8 Candidates compared the pictures given in the examination like one has a penguin. Their knowledge is limited when it comes to Linux operating system.

The remainder of the questions were well answered.

QUESTION 4

Overall, this question was fairly well answered. Poor answers mostly came from the candidates who did not have the knowledge and offered a guess. Caching was frequently confused with AI and Browsing history, resulting in the reasons for using web caching being poorly answered. Often networking and Internet were confused. Explaining terms like spyware, phishing, grid computing often lacked clarity. Candidates need to know exactly the difference between such concepts. Candidates need to read the questions carefully.

QUESTION 5

Some questions, like Question 5.2.2 and Question 5.4 were well answered but candidates struggled with some concepts in this question. Candidates confused the concept of whether information searched is trustworthy compared to websites being secured.

Candidates confused Copyright with Plagiarism, often swopping the two answers around or would simply just say that copyright is the right to copy.

Candidates are still battling with the Input, Processing and Output concept. They often confuse Processing with Output. Candidates must also read carefully what is indicated in the scenario.

QUESTION 6

This question was mostly answered well, especially Question 6.5. Candidates must refrain from giving one-word answers when an explanation is asked. They lose unnecessary marks by giving one-word answers.

6.2.2 This was poorly answered or totally left out. Candidates were totally confused and sometimes gave the same example twice.

6.3 The answers were not always given according to the scenario. Candidates referred to not having data as internet failure.

QUESTION 7

In general, the candidates battled with this question. The candidates do not know how to apply their practical knowledge into a theory paper. Question 7.4.1 was answered well and we could see that the candidates know what a validation rule is but could not apply it. Candidates do not know the difference between a formula and a function – Question 7.3 was answered poorly.

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QUESTION 8

Overall question was well answered. Question 8.2.2 the technology was not fully explained. Question 8.3.1 Candidates referred to AI instead of biometrics. Question 8.3.2 they did not discuss an example. They only mentioned security or access without an example.

8.4.2 Candidates referred to a screen / TV / projector when question said it was already displayed on a monitor. Question 8.4.3 Candidates referred to speed when the question asked them not to refer to speed. Vague answers with no reason were given.

8.7.4 Candidates were referring to the use of the USB cable and not the benefit of the USB connection for transferring data.

Questions that were answered well and indicates that candidates have a good understanding about the concepts are 8.1, 8.2.1, 8.4.1,8.4.4, 8.5.2, 8.6.1, 8.7.2 & 8.7.3.

8.4.4 This was an IPO question and candidates really did well in explaining the IPO with the use of QR codes.

QUESTION 9

The candidates made the most of this question by attempting most of the question. It was very rare that candidates left questions unanswered. The key areas that the candidates' struggled with are as follows:

- Questions 9.1 to 9.7 were about solution development and candidates also struggled with these questions.
- Candidates could identify some concepts but struggle to give the detail thereof.
- Breaks in Word were answered poorly. Even the difference between a footer and footnote was not well answered. However, candidates could explain the SUMIF, the rounddown and roundup and could identify the wildcard.

Most candidates could identify the 4IR, but majority of the candidates could only provide AI, AR, VR and unfortunately this was given in the scenario. Candidates could not distinguish between 3IR and 4IR technologies.

Candidates lacked understanding of the word 'specifications' of a computer and still struggled to identify concepts.

Overall candidates are reminded that the instructions state that one-word answers would not be accepted. Therefore no one word answers may be marked based on the question type and marks.

Candidates must remember that Question 8 and 9 are scenario based and therefore cannot use examples from the provided information.

Please remind candidates of the fact that Brand names should only be used when asked to.

When candidates use the typing concession, please ask candidates to leave line spaces between answers.

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COMPUTER APPLICATIONS TECHNOLOGY
SBA/PAT MODERATION

GENERAL

Most schools that were moderated submitted evidence of a high standard. The time, dedication and hard work from CAT teachers are greatly appreciated.

Teachers attending Cluster Group meetings continue to benefit from collaboration with their colleagues from other schools. New schools and new teachers to the IEB are encouraged to network with the senior teachers in their Cluster Group for guidance and support.

Schools making use of external providers are fully responsible for the submission of moderation files and MUST check that candidate portfolios and teacher files are well presented and contain all the necessary information before submission for IEB moderation, regardless of who they use as a service provider.

SBA

Many centres are using pre- and post-assessment moderation checklists forms as proof of moderation; however, this should not just be a tick box exercise. The moderate must ensure that they check the assessments and fully engage with the question paper, marking guidelines and analysis grid. One draft of the moderated document with comments (e.g., as track changes) should also be included as evidence of pre-assessment moderation accompanied with the moderation form.

Teachers must check that the candidates' marks have been transposed correctly onto the Consolidation Form for Learners (Appendix A) of the Learner File and that the mark conversions and final calculation are correct.

Teachers are encouraged to follow the SAGs when designing formal assessment tasks. It is vital to comply with the IEB requirements in terms of the stipulated minimum number of marks, time allocation and cognitive levels.

Preliminary Examinations:

The overall standard was pleasing most schools wrote papers set and moderated at cluster level or from reputable exam vendors. However, more control measures are needed to protect the integrity of these common papers i.e. should be written on the same date and at the same time by all schools were possible.

Teachers are reminded that the Preliminary examination must mimic the final IEB examination in every respect including instructions to candidates and layout. Past papers cannot be used as is.

SBA Marksheets:

Appendix C (electronic marksheet) must be used as Teachers Record of Marks and MUST correspond with Appendix A (Consolidation Form for Learners).

Addition of candidates' marks MUST be done correctly. Please double check that this is done. In case raw marks are not recorded or best task mark is recorded please kindly indicate as to how marks for the various aspects of the SBA were arrived at.

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PAT

The PAT Topics were enjoyed by the candidates judging by the final PATs moderated, however, some candidates and centres, did choose their own topics.

Most centres still start the PAT too late in the year, or, in some cases, the candidates are not being closely monitored. Teachers should give candidates a timeline for each of the 2 phases of their PAT and stick rigidly to this. It is critical that candidates are managed in order to prevent entire sections of the PAT not being submitted as well as plagiarism.

Candidates should be given every opportunity to achieve the maximum possible mark in the PAT. This implies that candidates can resubmit each phase after 'fixing' the phase by implementing the teacher's comments and suggestions. The awarding of a mark of ZERO for any of the phases or the PAT as a whole is unacceptable.

Word section needs to be marked across all the phases. In some centres, if a candidate did not do the report section, then the Word section was not marked. This did result in a few discrepancies with the teacher mark and the moderated mark.

Some teachers are still awarding marks for PAT sections without evidence of the work done, more attention is needed when marking Word Processing (Enhancing of word processing documents and Use of more advanced word processing features).

Please encourage candidates to do Database and Website on their PATs since they are examinable practical skills.

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CONSUMER STUDIES
THEORY

The examination was generally successful, with many candidates demonstrating a strong grasp of the core concepts outlined in the SAGs. This reflects the dedication and support of excellent teachers, as well as the commitment of candidates to their preparation for this important exam. The purpose of identifying areas for improvement, which will be addressed in this report, is to guide and enhance future examination preparations.

GUIDELINES FOR EFFECTIVE USE OF THE WRITE-ON PAPER FORMAT

The write-on paper format enhances organisation and efficiency, helping candidates manage time better and reduce errors. It also facilitates the review of uncertain answers, streamlining the exam process. However, the following areas for improvement have been identified:

- Many candidates appear apprehensive about using the additional space. Instead of fully utilising the space provided, some try to fit answers at the bottom, top, and/or sides of the question, making their responses illegible and difficult to mark.
- Some candidates continue their answers on random pages in different sections, which is strongly discouraged.
- Candidates should be consistently reminded and encouraged to clearly indicate when their answer continues in the additional space. For example, they should note 'see page 30' or 'see extra space' and specify the relevant question number on the indicated page to ensure clarity and avoid confusion.
- A few candidates spent valuable exam time drawing, sometimes producing exceptional artwork, in the additional space. Effective time management is crucial, and candidates should prioritise answering and reviewing their responses in detail when time permits.

GENERAL EXAMINATION TECHNIQUE

- Candidates should be encouraged to attempt all questions, especially multiple-choice items.
- It is important to remind candidates that one-word responses are acceptable only when explicitly stated in the question instructions. In all other cases, candidates are expected to provide well-motivated, full sentences that demonstrate a clear understanding and sound reasoning.
- A key area for improvement is the development of candidates' understanding of examination verbs, such as 'compare', 'evaluate', 'analyse', etc. Candidates should regularly engage with these verbs in class to strengthen their examination technique. For instance, many candidates offer suggestions for improvement in evaluation questions, which suggests an underdeveloped understanding of what the question requires. Candidates should only offer suggestions for improvement when explicitly instructed to do so.

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SECTION A FOOD AND NUTRITION

GENERAL

Understanding that foods are sources of a combination of nutrients, rather than being equated with a single nutrient, remains a significant challenge for many candidates. A recurring error is the tendency to state that 'food x is nutrient y' rather than recognising that foods provide a range of nutrients and are better sources of some than others. From Grade 10, candidates should be encouraged to develop their understanding of the wide variety of nutrients present in different food sources. For example, fatty fish should not be referred to simply as 'omega-3.' Instead, candidates must understand that fatty fish are rich in a variety of nutrients, including protein, polyunsaturated fats such as omega-3 fatty acids, vitamin D, vitamin B12, selenium, etc. By Grade 12, candidates should refine their knowledge of specific nutrients, their primary food sources, and their relevance to the prevention and management of nutrient- and food-related health conditions.
To help candidates develop concise, factual, and well-motivated answers, the following 'answer recipe' may be useful:

Nutrient, food source, function and advice relevant to the health condition.

For example:

- In a question about coronary heart disease:
  Omega-3 fatty acids, found in fatty fish such as sardines, help to lower LDL-cholesterol levels, reducing the risk of heart disease.
- In a question about osteoporosis:
  Vitamin D, found in fatty fish such as sardines, enhances calcium absorption, which strengthens and protects bones.

QUESTION 1

Generally well answered. However, a few candidates did not attempt the matching columns questions of which they were unsure. Some candidates did not follow the 1.2 instruction to correct false statements, resulting in unnecessary mark losses.

QUESTION 2

Some candidates found the questions on irradiation challenging. Indicating a misunderstanding of how food is irradiated, instead focusing their answers on chemicals or heat. It is notable that a question classified as 'easy' and requiring lower-order thinking was not well answered. Many candidates struggled to transfer information directly from the source material, possibly due to an assumption that such a straightforward approach would not be required. Alternatively, this may suggest a lack of adequate time spent engaging with the source.

Many candidates found Question 2.4 challenging. Many lacked a clear understanding of how the genetic modification process works, with some confusing organic foods with genetically modified foods. Additionally, many candidates did not have a comprehensive understanding of the advantages and disadvantages of genetically modified foods, resulting in superficial and poorly substantiated responses.

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QUESTION 3

Candidates demonstrated a solid understanding of the distinction between digestive system disorders and immune system disorders. Some candidates struggled with the descriptions, often focusing on symptoms rather than the physiological processes occurring in the body during, for example, an allergic reaction. While Question 3.1.3 was classified as 'easy' on the design grid and marked accordingly, candidates would benefit from a deeper understanding of the differences between gluten intolerance (non-celiac gluten sensitivity) and celiac disease. Many candidates incorrectly listed 'gluten' instead of foods that contain gluten.

Many candidates defined food security in terms of safety, focusing on food being safe to eat because it comes from a reliable source and is free from contamination. This included chemical, microbial, physical, and allergenic contamination. This understanding may have been influenced by recent news about food safety concerns resulting in the death of children.

Common issues in Question 3.3 included using general terms like 'vegetables' without specifying foods and listing dishes (e.g., pasta with cheese sauce) instead of individual foods. Some candidates mistakenly referred to 'sunshine' as the food source of vitamin D for rickets, while others listed 'meat' without specifying types like organ meat or fatty fish. A frequent misconception was that protein's role was merely 'to make you strong,' rather than supporting growth and preventing muscle wasting or stunted growth.

QUESTION 4

Question 4.1 was generally well answered, but some candidates listed multiple synonyms, such as tiredness, weakness, lethargy, lack of energy, and fatigue, demonstrating a lack of understanding of the specific meanings of these terms. As a result, they lost valuable marks.

Question 4.2, requiring the evaluation of a meal's suitability for a person with anaemia, posed challenges for many candidates. Several provided vague or irrelevant answers that did not directly address anaemia. For example, some focused on general healthy eating habits rather than the specific nutritional needs of anaemia patients. A common misconception was that soda and bread were beneficial due to their high sugar, starch, or carbohydrate content, with candidates linking them to energy needs, since fatigue is a symptom of anaemia. However, this overlooked the critical role of nutrients that directly support red blood cell production, such as iron, folate, and vitamin B12. Some candidates mentioned soda's disadvantages, such as high sugar content, without relating it to iron absorption or anaemia. While a few candidates mentioned vitamin C's role in enhancing iron absorption, many overlooked this critical connection. Additionally, some candidates incorrectly associated white bread with issues related to blood glucose or glycaemic index. Another issue was that candidates often included information about improvements in their evaluation. Many failed to provide a clear conclusion, opting instead for a simple 'suitable' or 'not suitable' statement without justification. Candidates who performed well demonstrated a solid understanding of the role of iron, folate, vitamin B12, and vitamin C in managing anaemia and acknowledged substances that inhibit iron absorption.

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SECTION B CLOTHING AND CONSUMER-RELATED ISSUES

QUESTION 5

Generally well answered with most candidates demonstrating good knowledge of clothing related terminology. The difference between style and trend continues to be a challenging concept.

QUESTION 6

The definition of fashion was poorly answered, with many relying on colloquial language heavily influenced by social media rather than using the academic definition. It is important to note that for an item to be considered fashionable, it must be widely accepted by a group of people or society at large. Fashion is not simply an individual's personal choice, but rather a reflection of collective social approval. When an item is worn only by an individual and lacks broader acceptance, it is more accurately described as a personal expression of style, rather than a fashion trend. Additionally, candidates should understand that fashion is influenced by both time and place. What is considered fashionable is often specific to particular historical periods and geographical locations, highlighting the dynamic and context-dependent nature of fashion.

Overall weak understanding of the fashion cycle. Many candidates struggled to correctly draw the fashion curve or label the axes. Instead, responses included various diagram types, such as circular diagrams and bar graphs. Candidates are expected to use the terminology outlined in the SAGs: innovation, rise, peak, decline, and obsolescence.

Some candidates were not able to interpret the question to be related to the innovation stage. It is essential that candidates have a good understanding of the characteristics of each stage of the fashion cycle.

Many candidates were able to list technological factors which influence fashion trends but found the explanation challenging. Some candidates confused economic factors with technological factors.

QUESTION 7

Question 7.1 required higher-order thinking skills, particularly analysis, and was classified as 'moderate' on the design grid. Most candidates handled the demands of the question well. However, vagueness and repetition of facts was a common issue. Several candidates misinterpreted the question, focusing on the care instructions or discussing sustainability factors linked to 'Product of South Africa,' as mentioned in the source, rather than addressing the main focus of the question.

Many candidates demonstrated a limited understanding of the wardrobe planning process. While rote learning the steps is not necessary, a clear understanding of the process is essential. Instead of explaining the planning process, many candidates simply listed general clothing items to include in a wardrobe.

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Questions 7.3.1, 7.3.2, 7.3.3 and 7.3.5 were classified as 'very difficult' on the design grid. Question 7.3.4 was classified as 'easy' due to the inclusion of the shirt's care instructions in the source. It is to be expected that many candidates found the question challenging and unfamiliar. A common misconception was the assumption that the 100% cotton shirt indicated that it was organic cotton. Additionally, some candidates incorrectly identified the source of cotton as sheep or trees, demonstrating a lack of clarity in their understanding of the classification of textile fibres. Many responses were vague, with some candidates discussing synthetic fibres such as polyester instead of focusing on the 100% cotton shirt included in the source. Furthermore, several candidates offered advice or suggestions rather than analysing the environmental impact at each stage of the shirt's life cycle, as the question required.

SECTION C HOUSING AND FURNISHINGS AND CONSUMER-RELATED ISSUES

QUESTION 8

Generally well answered. Most notable areas of difficulty included capital gains tax and warranty vs guarantee.

QUESTION 9

Some candidates continue to confuse sectional title ownership with renting. Many candidates found challenges with a homeowners' association, landlord or even the municipality.

Many candidates failed to indicate a clear link to communal spaces and not private property and had a relatively weak understanding of the costs associated with buying or selling a property. Particular areas of difficulty included transfer duty vs conveyance fees as well as occupational rent vs rent. Many candidates did not attempt Question 9.2.

It is encouraging to note that many candidates managed to achieve good marks for Question 9.4. However, some candidates failed to justify their statements as it relates to the natural environment.

QUESTION 10

It is concerning to note that a great number of candidates did not attempt to answer Question 10.1 which indicates a general lack of understanding of the role of the National Home Builders Registration Council in the building industry.

Many candidates focused on general contractual requirements. Candidates would benefit from the reminder that general contractual requirements will not

Question 10.4 required higher-order thinking skills, particularly analysis, and was classified as 'difficult' on the design grid. Therefore, it is understandable that some candidates found the question challenging. Candidates who did not compare the differences and/or similarities between the advantages and disadvantages of building and renting but instead provided a basic list of information characteristic of lower order thinking skills, were still awarded up to four out of the eight marks. It is important to note that many candidates provided one-word answers for this question which is not acceptable at Grade 12 level.

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Candidates generally had a good understanding of the definition in Question 10.5.1. However, many provided only one well-motivated fact instead of two, suggesting a possible misunderstanding that a two-mark question requires two well-supported facts. Question 10.5.2 required higher-order thinking skills and was classified as 'difficult' on the design grid. As expected, candidates' responses varied widely. Common areas of interest include discussions of the impact of decreased interest rates while the question specified increased interest rates. Many candidates failed to link their response to the impact on consumers, instead focusing on elaborate explanations of what variable interest is. Which indicates misinterpretation of the question.

SECTION D EXTENDED WRITING RESPONSE

It was encouraging to note that many candidates successfully managed the demands of the extended response. However, several common issues were observed among those who found the question challenging:

- Lack of structure: Many responses were disorganised and lacked a clear structure, making it difficult to follow the arguments presented. Candidates are encouraged to spend time planning their answers to organise their thoughts and present their responses logically.
- Generalisation of information: Numerous responses were overly generalised, failing to make specific connections to the question. For example, many candidates referred to food sources as being 'healthy' or as 'sources of vitamins and minerals' without linking these points to heart disease.
- Irrelevant nutritional information: Many candidates included details about nutrients that were not relevant to the question. For instance, while dairy products are a good source of calcium for bone health, this information is not applicable to coronary heart disease. Similarly, general references to fibre for preventing constipation, or to vitamins and minerals for boosting immunity, missed the connection to coronary heart disease. To help candidates develop a more focused understanding, teachers could mark such answers as 'TNR' (true but not relevant), emphasising the importance of providing topic-specific information.
- Inaccurate connections to other conditions: Several responses incorrectly linked the food sources and their nutrients to unrelated conditions, such as gout, HIV/AIDS, anaemia and osteoporosis.
- Confusion about relevant nutrients: Many candidates showed a lack of understanding about the specific nutrients that are important for managing coronary heart disease, including:
  - Difficulty differentiating between types of fats (e.g., saturated, trans, monounsaturated, polyunsaturated) and their relevance to heart disease.
  - Confusion about the roles of LDL- and HDL-cholesterol in the prevention and management of coronary heart disease.
  - A limited understanding of how soluble fibre helps reduce cholesterol by binding to it during digestion, preventing absorption, and lowering blood cholesterol levels.

Please note this gentle reminder that the November 2025 examination will be based on the assessment syllabus outlined in the SAGs, with an implementation date of January 2025.

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CONSUMER STUDIES
SBA MODERATION

This year 21 schools were selected for moderation: schools offering Consumer Studies for the first time, and a few randomly selected schools.

2024 was the second time that all selected schools had to submit their files online and the entire moderation process was conducted online. Many schools still struggle with the online process, some schools submitted their files very late which makes the moderation process difficult.

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 for the last year.

It is of utmost importance that the teachers of 2025 use the new SAG document and follow the adjusted topics. This means that new tests, tasks and papers must be set, or only certain questions of previous years can be used.

It is important to relay to your school that the moderation will be done from the 1st of October onwards – make sure that you have ample time to mark and moderate preliminary exams before this date. School files **cannot** only be received by the end of October.

COMPLIANCE

- This was checked as per SBA requirements for 2024.
- 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? Please note that TWO decimals is very important and only the final SBA mark must be rounded of. This is a common error observed and is explained in the SAG document.
- 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?

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FILES AND ANNEXURES

- The majority of files were well organised and uploaded.
- The filing instructions sent to schools indicated that exactly how to file everything and it is important to make the moderation process easier and faster.

MARK SCHEDULES

- The majority of mark schedules in the Teacher Files were correctly completed, there was however a few schools that is still not using two decimals which meant mark schedules had to be changed, and learner totals could be affected up to two percent.
- Please note the following in this regard as per the SAG 2025 (Page 6): *The calculation of the mark for each SBA item should be made to **two decimal places and only rounded off when the final mark is calculated**. For example, once the visual task has been weighted to a mark of 13.83 it must not be rounded up to 14; this must only be done on calculating the final percentage SBA mark.*
- 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.
- Several schools however only did cluster moderation and no internal school moderation.

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.

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PRELIMINARY EXAMINATION

- All the schools selected for moderation showed evidence of current work in their prelim exam.
- The majority of 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 again evident this year, with some schools copying old exam paper.
- It was evident that some cluster set up questions 'banks' that helped teachers a lot – always indicate all examiners on these papers.
- 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.

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.
- Most tests were accompanied by design grids and pre- and post-assessment moderation was mostly evident.
- Some tests however only added to 40 marks, just short questions for one hour. This is not a high enough standard to prepare learners in Grade 12 for a final examination of 200 marks in 3 hours.

TASKS

- Most 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.
- Many tasks did not require plagiarism reports which is vital.
- It is to be clearly noted that all tasks must account to at least 50 marks and be any of the following as discussed below.

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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. Some school had typed case studies which means it was done at home and often proved to be 80+% AI or plagiarised.
- 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.

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 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.
- It was wonderful to see uploaded video evidence of these tasks and is highly encouraged.

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 in 2024. 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 in the middle of September. Extensive training took place to guide the moderators on how to navigate the online moderation process, 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 worked by herself to moderate a school and consulted with the PAT developer, moderator or assessment specialist if there was a query. Flagged schools were run through the same process, but in addition to this, the moderator would run a third and final check on a separate candidate 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.

Organisational aspects

- The structure of the rubric and framework changed in 2023, with the main change being the mark allocation for each section and Step 7 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 candidates must be given the opportunity to remediate mistakes. The schools that are not doing this severely hamper the progress and results of their candidates.
- Teachers must give in-depth feedback and commentary to assist candidates through the process. This must be evident in the file.
- 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 candidate'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. Candidates 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.

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Cover Sheets

- The official IEB forms are important and should be used in the teacher and candidate files.
- 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 candidate 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 candidate 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 candidate's work.
- Avoid overkill with requirements that are not present in the rubric of the PAT.
- All work must be the candidate's own work.
- Marking and commentary by the teacher must be present throughout the PAT.

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 in a landscape format works well but candidates are welcome to present this in a different format, as long as the criteria are met.
- Candidates are reminded to use their own voice when drawing up the methodology.

Step 2

- Candidates 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.
- Candidates must identify the gap in the market and give two suitable product ideas.

Step 3

- Original and adjusted recipes 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.

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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 candidate uses in Second Production.

Step 6

- It is essential that candidates 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.

Step 7

- Annexure T1 or T2 must appear in the candidate'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 candidate's work against the specifications set out by the candidate.

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.

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Step 10

- Completed surveys must be placed in appendices.

Some comments from the 2024 panel of moderator's:

1. Constructive teacher feedback and commentary is necessary for each step of the PAT.

2. It is of crucial importance that the teachers pass on **due dates** to the candidates for the various steps, so that teachers can make visible comments, and the candidate can also thereby improve their PAT.

3. DO NOT make your learners do more than required on the rubric - it has no benefit.

4. Keep checking all the PAT practical **skills and criteria** are met, especially if they change recipes from Step 3.

5. Schedule extra time to mark Step 3. Provide as much feedback as possible. Write A LOT of advice to candidates. Good recipe development at this stage sets them up for success! Then allow them adequate time to make changes and improvements before they are expected to submit step 4.

6. Mark each step (don't wait for a few steps) thoroughly (write feedback on the PAT) and hand back a.s.a.p.

7. Teachers should be encouraged to read the steps with the candidates. For example, with the layout and partitions of different steps.

8. If new teachers are unsure of their standard of marking for each step of the PAT, they must contact experienced teachers in their cluster to give them guidance and feedback as soon as they have marked a step so that necessary adjustments can be made. Teachers must seek support from one another.

9. It is evident that teachers provide candidates with templates that discouraged candidates to be creative and explore their own entrepreneurial skills. Candidates at Grade 12 level need to read the framework and the rubric and be able to follow instructions provided and produce their own unique work.

10. If there is no submission of a step, a letter of omission must be completed stating the reason why it was not submitted.

11. No photographic evidence of both the first and second production will automatically be a 'conditional acceptance' for the school.

    The same goes for when the photos are the same for both productions.

12. No half marks or decimal places to be used in marking the PAT.

13. Provide thorough written feedback on the PAT for each step. Candidates may not remember verbal feedback. Indicate on the rubric if, for example the candidate had many errors on the costing or order of work, etc.

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14. All paperwork for first production and second production must be present, and corrected/adapted if it was indicated by the teacher or if the candidate indicated changes to be made after first production. Refer to step 7 in the rubric to see detailed information as to what deductions must be made. This is not a sliding scale; 5 marks are subtracted if work isn't there or has not been adapted or changed.

15. Order of work and candidate specifications must be detailed and on a Grade 12 level. Use visual examples when explaining these tasks, but don't give them copies of the examples to work from.

16. Ensure that the recipes selected meet the relevant criteria and skills and that the correct amount of ingredients for the portion size is to be made.

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 candidates. The PAT is part of the examination mark, and it is imperative that candidates are given the full benefit.

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DANCE STUDIES

OVERVIEW

The 2024 Dance Studies Theory Examination saw increased participation, with 89 candidates from 20 centres, compared to 70 candidates in 2023. While the results were generally pleasing, several areas of concern require attention to improve teaching practices and learner performance.

Key Observations

General Exam Administration

Candidates' Compliance with Instructions:

Most candidates did not circle the first page of questions answered, as instructed. Additionally, some candidates left questions unanswered or did not complete the paper.

Question-Specific Performance:

Questions 2, 3, 8, and 10 were the weakest areas, signalling the need for targeted intervention in these topics.

SECTION A QUESTION 1 AND 2 SET WORKS

Candidates were required to answer on two set works, one South African and one international. Popular choices included Revelations, Ghost Dances, Bolero, Cargo, and Four Seasons. However, responses often contained factual inaccuracies, and candidates struggled to address the specific demands of the questions. Some candidates chose CION and Infra.

Key Issues:

- Misinterpretation of questions, with candidates frequently switching facts between set works.
- Essays for 25 marks were too brief, often limited to one page, which is insufficient for the mark allocation.
- Biographical information and choreographic devices were poorly understood. Incorrect names or incomplete references to choreographers were common.
- Candidates are reminded to refer to the choreographer by his full name or surname, not first name.

Recommendations for Improvement:

- Emphasise question analysis and proper structuring of long-form responses during teaching.
- Ensure essay writing practices are rigorously evaluated, with strict adherence to fact-checking.

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QUESTION 3 PERFORMANCE SKILLS AND TECHNIQUE

The responses to this question were notably inadequate, reflecting a clear gap in candidates' understanding of performance skills and techniques. Despite the expectation that feedback from practical assessments (SBA) would inform theoretical understanding, many candidates demonstrated a limited grasp of these critical concepts. The lack of connection between practical and theoretical components of the subject suggests that candidates are not adequately engaging with the provided rubric or applying it to their answers.

Teachers should integrate consistent discussions of the rubric into classroom activities and practical sessions. This will help candidates better understand its application in both practical and theoretical contexts.

QUESTION 4 CHOICE QUESTION

Option A: Improvisation and Movement Vocabulary

Candidates generally struggled with this option, as most could not provide more than one reason to explain how improvisation develops movement vocabulary. Responses lacked depth and demonstrated limited understanding of improvisation's role in enhancing creativity, adaptability, and the development of a dancer's repertoire.

Option B:

Responses to this option were answered well, indicating stronger comprehension and preparation in this area compared to Option A.

SECTION B MUSIC

QUESTION 5 COMPOSERS AND MUSIC OF SET WORKS

Despite instructions provided at the teacher conference, candidates displayed poor knowledge of composers' biographies. This section was underperformed, particularly for works like Revelations.

QUESTION 6 AUDIO ANALYSIS

Responses were fair but lacked sufficient detail. Candidates should be encouraged to provide more comprehensive answers aligned with the mark allocation.

SECTION C ANATOMY AND HEALTHCARE

QUESTION 7 BODY CONDITIONING

Confusion between body conditioning and warm-up techniques persisted. Responses often conflated muscular endurance with muscular strength.

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QUESTION 8 ANATOMICAL ACTIONS AND INJURIES

Candidates struggled with muscle spelling, naming, and identifying appropriate actions. Many failed to specify the required number of actions based on the mark allocation. Many learners did not understand the instruction to find the COMMON anatomical action between the dancers.

Incorrect focus on injury treatment (e.g., RICE) instead of identifying causes led to unnecessary mark losses.

QUESTION 9 BODY IMAGE

Candidates performed well overall, showing good understanding of this area.

QUESTION 10 ANATOMY

This question was poorly answered. Teachers need to revise core muscle identification, particularly anterior and posterior distinctions.

General Recommendations

- Teachers must incorporate more targeted and rigorous assessment practices during preliminary exams, ensuring learners are well prepared for the mark allocation and specific question requirements.
- Conduct regular workshops to address gaps in understanding, especially for new centres and inexperienced teachers.
- Reinforce the importance of referencing textbooks and official guidelines, such as the SAGS document.

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DANCE STUDIES
PRACTICAL EXAMINATION

The 2024 Dance Studies practical exams were a mixed bag this year, and while there was some really excellent work presented the standard has dropped considerably. Standards varied, particularly from the new centres, which have ample opportunity to determine the candidates' requisite needs according to the criteria in the SAGs document. The face-to-face examination 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. We are constantly fighting the 'soft subject' stigma attached to Dance Studies as a subject, worked very hard over the years for recognition, and the building of numbers. Many of the examinations lacked creativity and insight, and learners were under-rehearsed and lacked polish and technical ability.

The IEB gives explicit directives:

- The teacher must be present during the examination and is responsible for conducting the exam's running order. Both the preliminary marks and the running order must be readily available during the exam.
- We Read from Left to Right. This has been discussed numerous times. The examining panel do not know your learners and mixing up the grouping can be very confusing.
- The IEB ruling is four candidates per group and five in extreme cases, therefore even if the groups performing each exercise are small, the dancers are being disadvantaged, when you are looking at numbers 1, 7, 10 and 12 it is impossible to know who you are looking at. We have asked that this be corrected and next year if there are more than four or five dancers in a group, we will send the remaining numbers out of the examination venue. The teachers feel very strongly about their marks and how well the candidates are doing but do little to make the process fair for them.
- It has been noted that the running order of some contemporary classes lacked turns, adage, floor work and jumps. These elements need to be integrated into the classwork. As a matric final examination, the expectation is advanced level. 5 exercises are not enough to demonstrate the technical prowess of the candidates at the expected level. Classwork should last 30 minutes. Some of the demonstrated work took no longer than 15 minutes to perform.
- The IEB is explicit and strict about participation in the examination. If a learner cannot complete the examination due to injury, a full medical diagnosis and certificate must be provided. The IEB must be informed, and all information must be present at the examination venue. Teachers are not permitted to make executive decisions regarding what the candidate will perform and what will be omitted from the examination. It is imperative that the examination panel be informed PRIOR to the start of the examination and not during or after.
- There has been a cross-pollination of Modern, Lyrical and Acrobatics creeping into the classwork and set solos. The set solo must be in the candidate's chosen elective.
- All creative essays were present at the exam venue as required, and orals were of a higher standard. We are aware that there is a popular choice to get rid of the oral component, however, it is vital that the candidates discuss their synopsis before they perform their creative work. 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 learners 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. If the teachers provide topics for the choreography solo, this is limiting and not necessarily the choice of the candidate. This needs to be their own work.

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The grooming was greatly improved this year, however, the male dancers were lacking. Cargo pants, baggy track bottoms and baggy T-shirts are unacceptable at Matric level. Casual clothes in an exam equals a casual mind. Show up and look the part.

The general technical standard of the work was mediocre across all genres. Greater attention needs to be paid to turnout, footwork, height of legs, use of feet and control in floorwork, jumps and turns. The basic fundamental requirements are being overlooked and sadly this is impacting the overall standard of the work.

Teachers need to note, that as this is an examination, no corrections may be given during the examination, no counting and no repeating of exercises due to error. All equipment needs to be checked and in full working order before the examination

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 learners 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 learners off at their best.

Looking forward to consolidated, polished practicals in 2025.

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DESIGN
PAPER I (THEORY)

In general, the paper was reported as being well received by both candidates and teachers. The paper was thoroughly marked and moderated. For the third year in a row, the number of candidates increased by more than 20%, with an increase of 22% in 2023 and 27% from 2022.

Quality of candidates' answers:

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 learners 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 they did with evaluation/synthesis questions.

SECTION B DESIGN IN CONTEXT – HISTORICAL

Most candidates chose to use designers and designs from Anti Design, Hi-Tech, or Memphis 'movements / periods / styles' in the exploration of perception and experience in and of design using the theme of design and lifestyle. 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 did or did not impact on lifestyle and/or related to the theme of pragmatic utopia or in response to the stimulus. All too often candidates from the same centre used the same designers and designs in their answers.

Some essays were 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 ones, relied on prepared essays which had been learned and then adapted to the question. Tension between minimalism/ornamentation and pragmatism/utopianism were seldom discussed in depth. A few candidates planned their essays in the form of mind-maps or lists, and it may benefit the quality of writing to include blank space for this purpose. Less able candidates struggled to distinguish description from analysis. It is clear that some candidates are using essays prepared by generative AI in their preparation with 'hallucination' type answers, which may have seemed plausible, but that were inaccurate, being rote learned. This is the second last time that the current essay rubric will be used, with the design teaching community supporting the proposed changes mad at the 2022 user group conference, and again in 2023, and that will be published in the 2025 revision of the SAG, for implementation in 2026. We hope this will encourage more 'candidate voice' in their essays.

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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. A larger proportion of candidates (38%) chose to write on design in a cultural context than in previous years, and on average they scored higher than either of the other questions, although the option questions had the same cognitive structure. 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.

CONCLUSION

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

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DESIGN
PAPER II AND III

GENERAL

The theme for 2024, Pragmatic Utopia was carried through Design Paper 2 and the SBA Portfolio.

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 2023 as educators had more experience in this format. Video submissions were also upgraded as they focused on most 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 but still not what it could be.

All Centres were provided with a personalised Drive at the beginning of 2024. This Drive contains all resources and templates and also provides a convenient site for Paper 2, 3, and 4 submissions. The drive will also serve as an archive and teachers are asked not to remove anything from their Drive.

- **Marking procedure**

  A team of practical markers viewed, marked, and moderated the year work, (Paper 3) and examination work (Paper 2) digitally. Marking commenced after a two-day standardisation session during which the agreed upon standards were formalised.

- **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 learner submission date, to ensure that all work was properly named, and digitally uploaded for marking.

  Paper 3 was moderated in the middle of the year and extensive feedback reports were provided to educators. It was essential that these reports were used to inform best practice for Paper 2.

- **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 as well as a personalised School Drive in order to cross reference the quality of their centre's works against the standard in the country.

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- **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 2024 in both Theory and Practical was 'Pragmatic Utopia'. 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.

  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 II

Component A: Workbook

Workbooks are showing improvement. Many of the final Designs also benefitted from the required exploration of the Development Phase as more aspects were pre-researched and pre-explored.

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. It is also clear that in many cases the entire workbook was completed after the Design was finished.

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 sections 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. Many centres did do this, and many centres were reminded to do this during the marking process.

It is becoming more vital that learners are encouraged to demonstrate physical drawing skills, and to work in physical books and not be overly reliant on digital design and formatting. AI generated ideas and concepts are becoming too prevalent in a subject that seeks originality and creativity. Canva and Procreate limit creativity and growth and are strongly discouraged. Learners are also discouraged from scanning and repeating the same drawings or images throughout their workbook. Learners using AI must do so under the strict guidance and awareness of the educators so that they can demonstrate authenticity at all times. These sources must also be acknowledged.

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. Learners must not use photos of their Final Concept sketch or Component 3 as their Final Synthesis drawing. Similarly, Learners may not use these photos on their Concept Board.

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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 need. The number of centres that did not complete prototypal experimentation was prevalent, and this was a frequent cause for the loss of marks.

In the Production Phase, the documentation of process photos must focus on the design, and not the candidates.

In the Exhibition Phase, the Marketing and Branding is not a Conceptual exercise: learners must actively design a corporate identity and show how their design idea can be promoted.

The list of references at the end of the Exhibition Phase must be the actual URL sites where material was used, and not the name of the search engine.

Teachers are encouraged to check the submissions created by the learners 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.

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 as well as the personalised school drives to more conveniently assist their learners 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.

Component B: Concept Board

The concept boards showed even more improvement 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 and the infographic. 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. The drawing must also comply with the minimum requirements of each design discipline. Candidates may not trace an AI-generated image and present it as their own on their Concept Boards.

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).

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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 Pragmatic Utopia, 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.

Package Design requires a three-dimensional model as well as a two-dimensional rendering.

App Design must show actual design functional imagery, and not just text: i.e. 'LOG IN'

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

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

Online Centres are reminded that if a design is not produced onsite, that a sped-up time-lapse video must be submitted.

A minimum of 6 photos is required of three-dimensional products showing all angles and seams and finishes as well as close-ups. There must also be a video of these three-dimensional products showing all details. Many videos focused on a generalised view, and this must be adjusted going forward in order to allow the marker to see all details.

The final photos of three-dimensional products must be un-edited, and no filter may be applied to these photos.

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.

Unfortunately, many architecture models contained an over-abundance of greenery which masked the purity of the shapes, forms and voids. Additionally, frequently, the scale of the greenery was incorrect. Going forward, if greenery is part of the design concept, then this greenery must be hand-made. Greenery may not be added whatsoever if it is not part of the concept proposed in the workbook. Only landscape designers may use full greenery.

Editorial design must only use photographs that the candidate has taken themselves and may not use online imagery.

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.

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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).

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

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DESIGN
SBA MODERATION

This year overall educators were well informed during conference and in our working clusters of the relevant concepts and terms to be used within task 1–3, prelims & CAT research Task.

As a team we have set up a Google Drive with folders within folders to allow for submissions to be standardised. I also had a meeting with the moderators and constant feedback and guidance were given during moderation period.

The biggest challenge, and one raised immediately with the IEB's assessment specialist was to ensure that all school's submit their CAT tasks in time. CAT tasks were not all completed, marked or cluster, moderated before IEB regional moderation. Submission dates from the IEB were ignored with regards to the CAT research task for some centres.

The overall standard of tasks submitted were of a high quality. Teacher's folders, marks recorded, and moderation were well in order.

The moderation process was concluded by mid-October, despite slight delays in submissions & challenges.

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DRAMATIC ARTS
PAPER I (THEORY)

The 2024 Dramatic Arts examination provided insight into the diverse range of talents and interpretations of play texts by the candidates. It was evident that many candidates had been encouraged to explore the theoretical and practical aspects of drama, allowing them to develop a deep understanding of the texts and their contexts. The examination allowed candidates to showcase creativity as well as critical thinking, with many candidates demonstrating a strong ability to apply their knowledge to specific theatrical contexts.

SECTION A

QUESTION 1 ESSAY

20TH CENTURY MOVEMENTS: POSTMODERN THEATRE

GENERAL:

The three new texts in this section, in the first year of this three-year cycle, were generally well received and treated. Teachers and candidates are commended for embracing the new and being the vanguards of a dynamic and progressive subject. Responses in the essay revealed varying depths of exploration of the texts and it is evident that the next two years will see further investigation and study to gain deeper understanding and insight into these texts.

Note that it is not a requirement in this section for candidates to watch a production of the plays. Candidates should ground their responses and references in the text of the plays and draw their references and supporting evidence from the script and not a production or film.

ESSAY WRITING

- A marked improvement in the structure of the essay was noted. Most candidates adhered to the basic structure which includes an introduction, paragraphs in the body of the essay and a conclusion. There was a general adherence to the acknowledgement of the title of the play and referencing the playwright by the surname only. Candidates are, however, encouraged to signpost their paragraphs with a topic sentence or an opening analytical statement instead of subheadings in the essay.
- A systematic approach to the answering of essays, which offers the candidate the necessary essay-writing skills, equips the candidate to engage with this question successfully. These generally include unpacking the source, question and topic; selecting the relevant content for the discussion points and applying this knowledge to the demands of the question; using generic terminology and appropriate academic register and expression.
- Candidates mostly engaged well with the discussion points on playwright's intention and characters; however, they found it challenging to discuss and provide examples for the third discussion point on structure. In their discussion of structure, candidates often referenced style, staging and postmodern elements in their answers.

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- The selection of texts in this section allows for robust discussion on crucial and sensitive issues in a safe environment. This is a valuable learning platform for growth and expansion in which biases and prejudices can be addressed. Cognisance of distancing and othering is vital to avoid creating an 'us' and 'them' division. Candidates need to be guided to avoid pejorative statements and labels; and to keep essays academic, ensuring that analysis and discussion remain grounded in the studied text and not personal opinion.

POSTMODERN TERMINOLOGY

Postmodern terminology that needs clarity:

- The difference between 'deconstruction of a grand narrative' and 'fragmentation of a narrative'.
- The phrase 'deconstructing and reconstructing the master narratives' refers to master narratives being deconstructed, debunked, and reconstructed in a way that might reveal contradictions, inconsistencies or falsities.
- Even though candidates could identify and explain 'death of the author', they incorrectly state that 'the author dies' or the 'author has died'.
- 'Multiple perspectives' exist *between different* characters, ideas or themes. Candidates referred to multiple perspectives in one character, perhaps confusing it with the notion that postmodern characters are a composite of characteristics, and these characteristics might be contrasting and contradictory. Multiple perspectives of the themes were explored by contrasting the characters. Candidates, therefore, needed to explain the differences and contrast the characters.
- Postmodern plays are 'anti-genre', drawing on multiple styles and genres. Therefore, they are not specifically Surrealist or Epic.

The candidates generally indicated an overall satisfactory to good understanding of the plays, with a fair percentage reflecting excellent engagement and excavation.

Some examples of **misconceptions and inaccuracies** in terms of dramatic analysis:

TOP GIRLS

- Dramatic action/plot: e.g. Marlene and Howard Kidd had an affair. Joyce does not intentionally abort her own child but states that she had a miscarriage due to the constraints of raising Angie.
- Characters: e.g. Dull Gret and Patient Griselda, are often inaccurately referenced. An oversimplified understanding and expression in elementary terms of how Churchill crafts her characters often limits the candidate's ability to develop the argument in a nuanced and metacognitive way. E.g. 'Marlene is a capitalist and Joyce is a communist'. 'Joyce is a stay-at-home wife/mother.'
- Themes: the interpretation of the theme of motherhood has led to various inaccuracies regarding abortions and the 'sacrificing' of children. Also, Joyce is superficially seen as the model of maternal virtues who only considers motherhood as a 'joyous blessing'. The inability to discern the difference between personal success and being a product of circumstance limits the interpretation and exploration of the concept of success in the play. Many candidates inferred that a life of domestic servitude was Joyce's decision, comparing it to Marlene's choosing career and success. It should be noted that the lack of choice made Joyce a product of her circumstances; she did not choose a rural, familial life above success and financial gain.

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FOR COLORED GIRLS WHO HAVE CONSIDERED SUICIDE/WHEN THE RAINBOW IS ENUF

- Referencing the play: misconceptions and inaccuracies when citing examples from the play frequently arose as candidates were sometimes referring to a version of a film or a staged production instead of the original text. Versions of the play (staged or filmed) are often vastly different in style, structure and character.
- Dramatic action/plot: varied interpretations regarding the events of 'Graduation Night' and Lady in Blue's reason for running away from home were presented as fact. Interpretation must be referenced and supported by the text.
- Intention: often led to potentially contradictory statements, e.g. the women in the play are isolated and alone; hence they have their own individual poems, and they come together to show their common struggles.
- Themes: generalisations arising out of the themes suggest that candidates need to acknowledge that the play explores multiple and varied experiences with men and within their own identities. Not all men are bad, and not all experiences were negative.

ANGELS IN AMERICA

- Character: a more in-depth study of character will ensure that candidates offer accurate and sophisticated character analysis. E.g. Louis is considered to be an openly gay man in the play. He is open about his sexuality, although not as much as Prior, as he appears to hide it from his family.
- Themes: in an exploration of religion as depicted in the play, candidates were frequently unable to assign religious faiths accurately. E.g. they referred to Louis as being of the Mormon faith, or that Joe is Christian.
- Style: although the play might be interpreted as existential, there is no clear evidence that Absurdism nor Dadaism were theatrical influences; hence, it does not support the use of explicit Absurd theatrical devices or techniques.
- Theatrical device: candidates struggled to differentiate between a dream sequence and a flashback. The scene with Prior and his ancestors, Prior 1 and 2, is a dream sequence and not a flashback.

SECTION B

QUESTION 2

SOUTH AFRICAN THEATRE PRE-1994

AREAS OF FOCUS

- Candidates must ensure that they have a clear understanding of the different styles and play-making approaches. For example, some candidates assumed that Protest Theatre influenced Grotowski's Poor Theatre intentions, stating that Poor Theatre intended to raise awareness about an issue, which is inaccurate.
- In the question about the 'conspiracy of silence', many candidates referred to how the activities in the play broke the silence rather than writing about what systems imposed and enforced the conspiracy of silence.
- Candidates must guard against using Postmodern terminology in this section because it is inaccurate. For example, stating Brecht's intention of having active and engaged audience members as equating to the audience as 'meaning-makers'. Other terminology used included intertextuality, deconstruction, irreverence and grand narratives.

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- Weaker candidates struggled to identify a specific moment in their play – they alluded to general/vague references to action in the play or to events that occurred before the action of the play begins. Candidates are encouraged to learn concrete moments specifically.
- Candidates need to be able to make specific vocal choices (modulation of the voice) as to how an actor uses their voice to show their character's resistance. This does not mean they change the dialogue and language or add singing. Comments on breathing, articulation or phonation were not credited unless specifically linked to tone, nor were vocal warmups/exercises for the voice credited. Candidates should be prepared to describe to a performer the changes in their voice to demonstrate different concepts.
- Music and songs do not necessarily equate to sound effects. Some candidates struggled to make the link between the songs and how they are used as a means to educate the audience about the issues / themes / message of the play.
- It is important that candidates have a thorough knowledge of Grotowski and Brecht as independent practitioners of theatre.
- Candidates must only refer to the image provided for their selected play of study.
- Many candidates incorrectly stated that all black people were banned from performing or writing any plays during apartheid and that there were no theatres to accommodate performances by any black people. On the same note, many candidates stated that theatre for and by black people was illegal, which it was not in the 1980s.
- Candidates should avoid using problematic terminology – referring to black people as 'blacks'.
- Candidates must be able to discern between stereotypes and archetypes, particularly when looking at Epic Theatre.

AREAS PERFORMED WELL:

- Candidates demonstrated a thorough knowledge of Protest Theatre.
- Candidates generally applied conventions of Poor and Epic Theatre conventions to their play in a successful manner.
- Candidates demonstrated a good knowledge of workshop theatre and the themes of the plays.
- Candidates revealed a thorough knowledge of the socio-political context of apartheid.

SECTION C

QUESTION 3A/B

SOUTH AFRICAN THEATRE/FILM POST 1994

The marking panel for Section C was generally impressed with the quality of responses received from the candidates. This demonstrates that candidates are engaging with the texts and theatrical movements well and that they are being guided well in developing their ideas and thoughts about the texts.
The panel was especially pleased with the average level of the responses received. The standards and quality of engagement with the question reflect solid teaching and learning and sound examination technique. New teachers are encouraged to seek mentorship from older and more experienced teachers in terms of developing pedagogical approaches and teaching examination strategies.

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Some points for further consideration relate to the following aspects of the examination:

- Candidates must write a Prelim/Trials examination that mirrors the structure of the final paper exactly. It is encouraged that there be the inclusion of a Question '3B' on film, especially if the centre DOES NOT focus on film. This will teach candidates to select and ignore questions with confidence.
- Candidates must ONLY answer one question option in Section C (3A OR 3B only) and must not alternate between these two sections. Candidates must answer the question for which they have been prepared.
- Candidates must be aware that markers will only mark the first answer if a candidate answers both question options in a single section, i.e. 3A and 3B.
- All candidates who have studied 3B must actually watch the film/s they have been taught. Some candidates demonstrated a lack of understanding due to the fact that they clearly had not watched and thoroughly unpacked the film.
- Candidates should avoid copying answers from past papers and trying to force fit them into current question papers. Candidates should avoid learning answers to questions they assume will feature in examination papers.
- Candidates must mention all individuals involved in the workshopping / development / writing of a play. Especially if the text is the product of collaboration. Candidates should use '*et al*' where appropriate and necessary.
- Candidates must avoid referring to the wrong plays in 3A of Section C, and must avoid jumping between theatre and film. Candidates must acknowledge the instructions at the start of the section indicating which play/s can be referred to.
- Candidates must be as specific as possible when referring to a chosen moment or scene within a text. Some context is absolutely essential when framing a specific moment within a play/film.
- Candidates need to be clear that the South African constitution is not currently discriminatory against LGBTQIA+ communities, but it was pre-1994. Candidates must avoid writing about current laws being discriminatory, as this is factually inaccurate.
- Candidates often use the phrase: 'to give / provide / add extra meaning' without substantial backing. This adds little to the answer and is not credited in the marking. Candidates are advised to select a specific focus point and allude to how this is added to the overall meaning and understanding.
- Candidates are encouraged to adapt their mindset around the use of spaces/locations. The responses offer some creativity but also tend to lack consideration about the context and history that a space/location can add to a performance. By considering the play/film and the selected space/location more deeply, candidates should be able to make stronger arguments about the deliberate use of a space/location in the context of the text.
- Candidates should avoid using the phrase 'this will help the audience to understand the show better' without providing deeper insights about how understandings are developed by the show. Again, candidates should identify a specific point of understanding and focus their response in relation to how this layer of understanding is achieved.

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DRAMATIC ARTS
SBA MODERATION

In 2024, the process of Regional and National SBA moderation changed somewhat to a first and second moderation session. As there wasn't a second round of moderation, all marks should have been corrected by the teachers and checked again by the Regional Moderators.

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. If a hard copy file was created first, it is imperative that teachers still create folders and organise the scanned documents into sections for ease of moderation.

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, including all of the required supporting documentation.

It was inspiring to see the excellent work that is being produced out there. The learners are being well prepared and extended for their final examinations.

MARKS AND ADMINISTRATION

Most teachers are using the supplied SBA spreadsheet and much fewer mark discrepancies are being picked up. As a number of centres are single person departments, it is highly recommended that the final SBA marks are checked by someone else before they are submitted to the IEB.

Paired cluster cross checking of the portfolio would be a good idea.

Most of the mark errors come from incorrect transfer 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.

The SAGS requirements indicate that IPT and ITA CASS mark sheets must be present in the teacher file for cross checking the breakdown of task marks. This can be in different tabs in an excel spreadsheet or in separate excel marksheets. This is essential so that the moderator is able to see how every task has been calculated in assessment rubric, breakdown and weighting.

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. The best way to do it is to follow the order of the sections on the cover sheet.

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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 both learners and teachers.

IPTS

There are some fantastic tasks being done with learners doing live performance and the technical programme.

The IPTs are there to guide and prepare the learners for the final practical examination so they should always deal with skill or practical application of the theatrical styles.

It is important that teachers include a time allocation (number of hours of lessons) and/or assessment date on the task sheet so that it is clear how much time the learners have to prepare for assessment.

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. The written components are often able to demonstrate enough evidence that the practical has taken place but if in doubt, include photos, filmed performances, journaled process or scripts as good evidence of the written components of the tasks.

ITA

Being the beginning of the next cycle of plays, it was clear that teachers were fully engaged in preparing the learners for the new texts.

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 learners.

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 and should mirror the time allocation of the final examination for one section.

There continues to be a disparity between the requirements of the individual school vs the SAGS and Dramatic Arts with regards to moderation. 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.

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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.

There is a much better use of Blooms grids, and the questions demonstrate better connections to the difficulty levels.

PRELIMS/TRIALS EXAM

There are excellent, exciting Prelims being written and the learners are being really well prepared for the next phase of the structure.

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

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

If a centre is not studying the film section in Question 3, there is no need to include it in the Prelim/Trials examination, but it does prepare learners 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 learner's responses. A reminder that previous questions from IEB papers may not be used in ITAs or the Prelim/Trials paper.

PAT

Every year the PAT has a different focus and practical output. The teachers assisted the learners in producing work that was creative and prepared them for their Final Examination.

However, there was often evidence missing that hampered the moderation process.

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.

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 (moderation form and register). A number of schools did not include evidence of moderation from Cluster on the compulsory documents that are in the SAGS. This led the moderators to believe that there may not have been sufficient cross moderation at cluster level.

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. Teachers are extending learners with film and conceptual delivery.

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GENERAL

It is incredible to see how many passionate teachers are preparing and extending the learners.

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

Remember that you must fix things in the file and on marksheets after the regional moderation process.

Teachers are highly encouraged to make use of Drama Connect and Clusters. There are a number of experienced and competent teachers all over the country who are willing to share and moderate.

Thank you to the regional moderators who give up their time to assist and guide the teachers to help their learners.

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ECONOMICS

QUESTION 1

Overall, Question 1, the Multiple-Choice Questions, were well answered. Candidates struggled with 1.14, calculating the missing values of the Cost and Revenue question. Questions 1.1 to 1.10 were well answered by the majority of the candidates. However, the Section did not yield the high average as expected; smaller, new Centres found the Question challenging.

QUESTION 2

Questions 2.1.1 (A and B) were poorly answered, Centres are reminded to focus on the description and explanation of economic concepts like Inflation and GDP. The questions on the concept 'Gross Capital Formation' were generally well answered by stronger candidates; average candidates found it challenging. Teachers have to explain that the two items (Gross Fixed Capital Formation and Change in Inventories) can be recorded as one entry under Gross Capital Formation. Most candidates, across all Centres, failed to answer Question 2.1.3, A and B. Candidates were also unable to recall the accurate formula for Economic Growth, i.e. New/Current Real GDP or Old/Previous Real GDP and not New – Old/Old x 100. Candidates made a lot of rounding off errors in the calculation of Economic Growth Rate. Candidates must be encouraged to follow the instructions on the question paper and round-off to TWO decimal points.

When acronyms are asked to be written in full, i.e. AGOA, it will either be correct or incorrect. Many candidates did not read the heading of the question about member countries and simply answered non-African countries instead of listing the member countries. Candidates did not always link/explain the effects of AGOA coming to an end in 2025 on the South African economy; many candidates simply listed the outcomes / effects / impact thereof.

Question 2.3: Many candidates did not emphasise that these are international transactions between countries. (a) Candidates must know that the key word for Direct Investment flow is ownership or control of the company. (b) Candidates answered Portfolio Investment far better than Direct and Other Investments. Teachers must mention all aspects of the Other Investments/hot money when teaching this heading. I.e. volatility, short-term nature, risk, high rate of return, liquidity.

Descriptions of Economic Concepts (a) Business Cycle, the Economic Activity/Real GDP and Time need to be emphasised. (b) Generally, well answered by candidates but some Centres just indicated 'below the trend line', and did not mention 'two or more consecutive quarters'. Centres must make sure they use the list of indicators given at Conference for Leading, Lagging and Coincidental indicators; no other examples other than those discussed will be accepted. Candidates must make sure they interpret the graph correctly and analyse the data in full. Question 2.4.4 should have been discussed and not just the mentioning of the economic agents. Candidates should be more specific when answering 'discuss' questions. E.g. Government should decrease taxes instead of simply writing 'government should change fiscal policy'.

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QUESTION 3

Candidates discussed the negative impact of Price-fixing well. However, teachers must ask learners to write something more for 'discuss' questions, one-word answers are not accepted. All correct recent cases to investigated by the Competition Commission were accepted but for one mark only and the explanation counted for the second mark. Candidates had to explain about the merger, price-fixing or collusion in the industry. Candidates had to refer to the data, as some assumed it is likened to interest rates. If candidates had no knowledge of the case, they could have stuck to the headline and picture for information. Many candidates explained the functions/role of the Competition Commission does instead of linking it to banks. The question was poorly answered by the majority of candidates.

A few candidates only gave the characteristics of a Monopolistic Competition without linking it to the given source, i.e. the sneaker industry. A minor few compared the different market structures to each other. Some confused Monopolistic Competition with Monopoly. Teachers must encourage candidates to use sub-headings and paragraphs instead of a full page of writing without gaps. Candidates must read the question carefully and refer to any FOUR characteristics, because only the first four will be marked. Candidates have to be encouraged to focus on those four characteristics to achieve better marks, rather than wasting time on writing more than what was asked. Question 3.2.2 was well answered by the majority of the candidates.

Some candidates confused Demerit Gods with Negative Externalities, for example smoking as a negative externality, where it is indeed the 3rd party not smoking but taking in the second-hand smoke that is the negative externality. Both a and b were well-answered, and candidates gave many accurate government intervention measures. The question asked whether the government intervention is successful or not? There were only a few candidates who gave excellent value judgements on these questions.

It was crucial that we included a price change of 2% as more candidates interpreted the question this way than a 50% price change. The basic knowledge of PED was lacking in some candidates especially in mixing up Quantity Demanded over Price. The calculation of the % change in quantity demanded were poorly answered by a few candidates. Teachers must encourage candidates to follow the instructions and round off to two decimal points; once again they only used one decimal point. Question 3.4.2 many candidates gave the definition of ceteris paribus and not the Law of Demand and Supply. Some candidates gave only ↑P + ↓S and ↑P ↓QD but not the vice versa. The Law states that price causes the change in Quantity demand or supply and NOT the other way around. Candidates had to read the question carefully as the question did not require information on 'frozen chicken', but the substitute, 'fresh chicken'.

Graphs were generally well labelled, but candidates are reminded to use arrows. Teachers must focus on making sure graphs are correctly labelled; starting at Grade 10 level and that arrows are included.

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QUESTION 4

Question 4.1. was generally well answered by the majority of the candidates. A surprisingly high number of candidates referred to C in 4.1.1, meaning the definition of Economic Development was confused with the concept of Economic Growth. Question 4.1.4 Several candidates used H as an answer, once again confusing/ Regressive with Progressive tax.

The definition of Inflation well answered by candidates. The calculation of the inflation rate was also well answered, but a few candidates forgot to times by 100 to get the rate or percentage. A reminder that the rate must always be indicated as a percentage and the candidates must indicate it as such with a % sign. A lot of repetitive answers in Question 4.2.4 due to candidates elaborating purely on the definition of Demand-pull Inflation. Some candidates failed to elaborate on the actual causes/reasons of Demand-pull Inflation i.e. higher consumer spending due to policies being expansionary etc. A few candidates also referred to or elaborated on Cost-push Inflation, which failed to answer the question. Candidates also often explained the restrictive policies implemented to curb inflation. Candidates are used to looking at mark allocation, therefore at least 3 solid reasons/causes to be discussed to equal 6 full marks opposed to only 2 reasons. Candidates are again reminded to write more in-detail answers for a 'discuss' question. Candidates must be reminded that the action verb/instruction word to 'evaluate' means to look at the benefits (positives) AND the disadvantages (negatives). Many candidates referred to the negatives only, and not the positives, so candidates were only able to get a maximum of 6/8. Often candidates failed to answer the impact on businesses and rather discussed the impact on consumer/households. Candidates lacked a broader understanding of the 'impact of inflation on businesses' and only elaborated on Cost-push Inflation that resulted in a decrease in revenue or vice versa or Demand-pull Inflation leading to an increase in sales.

Question 4.3 (a) candidates answered well but often confused the Gini-coefficient and its evaluation with the HDI, i.e. saying the closer to 1, the better. (b) well answered by the majority of the candidates but they must be reminded that Life Expectancy is the number of years that a newborn is expected to live in a country and not the standard of living of a newborn. GDP per capita was not well answered and many candidates described it as GDP – the productive capacity of the economy and not referring to the average income per person in the country. Often the formula was provided, and marks were awarded, but going forward, candidates should show better understanding of the concept to achieve full marks. Often candidates mentioned that it can be used to measure the performance of the economy, failing to explain how it can be used. Teachers are encouraged to remind candidates to clearly explain the economic/social indicators and also clearly explain how it can be used to measure performance of the economy.

Many candidates mentioned the reasons like improve transport / infrastructure / health care were but failed to explain the instruction that prompted the question. Overall Question 4 was answered well as questions/content tested were lower order questions that required, listing and explaining.

Candidates are advised to explain 'how' income distribution could be more fairly and how it would benefit the poor and take away from the wealthy, i.e. minimising the gap between the rich and the poor.

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Candidates must refer to it being a statistic or variable and not just repeat the indicators mentioned in Table 8 as describing economic indicators. Centres are reminded that the action verb 'evaluate' requires of candidates to refer to both (positive and negative arguments OR provide commentary on overall impact). The majority of the candidates misinterpreted the question and referred to all of the data, instead of only the interest rates and a focus on the negative impact. 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 confused it with 'hyper' inflation. Disinflation and deflation were also confused; in many cases disinflation was described as a decreasing rate only. Some candidates confused increasing/decreasing when explaining disinflation even though their answers suggested that they do have an understanding of the concept.

A surprisingly high number of candidates referred to Inflation in 4.2.2 (a) being of a Demand-pull nature instead of Cost-push. Only a couple of candidates managed to justify Demand-pull, but it was 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 referring to loss of production time, cost of generators / inverters / solar etc. Some candidates referred to increase in prices due to Eskom increasingly prices to pay to fix loadshedding and the reasons behind this.

Centres are reminded that the action verb 'evaluate' means that learners have to refer to both (positive and negative arguments OR provide commentary on overall impact). Very few candidates achieved full marks, but those who did provided 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 confused who is in charge of Monetary and Fiscal policies. Teachers have to 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 and therefore most candidates achieved 4 marks for 4.3.1. Labelling of 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.

QUESTION 5

Question 5.1.1 was generally well answered, as many candidates could describe the Multiplier effect. The calculation also well answered but many candidates did not write the formula. Well explained but candidates must be reminded to do a numerical example as well. The graph on tax rates and tax revenue well answered, but many candidates forgot to label the optimal point, and some candidates reversed the labels on the axes.

Fairly well answered but some candidates did not know how to explain why carbon tax is an indirect tax. A lot of candidates connected it with sin tax. Candidates poorly described why South Africa is regarded as a developing country, they could have also referred to the source. Generally, candidates didn't expand sufficiently on why the South African government would intervene to introduce such a carbon tax. Few candidates connected it to negative externalities. Generally, well answered and most candidates lost marks for the arrows. Teachers are reminded that Price and Quantity change must also be indicated with an arrow.

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Question 5.4: Candidates should stick to the content of the question. Some answers were poorly structured, teachers must remind candidates to use headings and examples for such questions. If candidates knew the work it was very well answered, but some candidates did not know the content and left it out. Some candidates confused the Exchange Rate systems with progressive/regressive and proportional taxes and some with communism/capitalism and mixed economic systems. Plenty of research required for examples of the countries and which uses which. North Korea confused with 'Fixed' system with candidates linking it to communism. South Africa accepted under the Free floating according to the SARB and the Managed/controlled floating according to the IMF.

Candidates struggled to mention any other examples similar to Moody's. Question 5.2.2 may candidates referred to the extract, which was seen as correct, but they must explain appropriately. Many candidates left this completely blank. The positives and negatives of the 'evaluate' questions need to be re-enforced. Many candidates spoke solely about the government budget deficit. Quite a few candidates answered referred to 'outlook' as a computer system. 'Investor confidence' was challenging to discuss, however, candidates who had knowledge of Moody's did well.

QUESTION 6

Teachers need to focus on the correct interpretation of acronyms and the focus on describing concepts to candidates. Candidates missed key elements in the GDP definition such as 'final' goods and services and the time period of normally one year. Centres are reminded that the action verb 'evaluate' means that learners have to refer to both (positive and negative arguments OR provide commentary on overall impact). The majority of the learners 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. Many candidates explained the definitions of economic growth and economic development. Candidates must be taught how to label aggregate demand and aggregate supply diagrams/graphs as many candidates left this out. Very poorly answered as many candidates did not label price levels and real GDP/Output correctly and many shifted the demand curve. The explanations were better explained than the graph drawings.

Question 6.2.1 some candidates wrote countries instead of the year. Very open-ended question and candidates generally did well in it. Candidates must be reminded to use the source in the data response questions. Some candidates were not using the source when answering the question on the advanced and emerging economies and some incorrectly used abbreviations and cities in the answer.

Most candidates only gave one explanation of how the SA government can intervene to address the market failure in the school uniform industry. Teachers must encourage candidates to 'explain' in detail and use maybe an example to strengthen the point. The candidates did not know the difference between Minimum and Maximum prices and did not understand Market Failure either. Candidates were not specific enough in their answers as they mention regulations but not what regulations and/or how they going to address the market failure.

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Candidates got confused with elastic and inelastic, but most candidates answered this question well. Some learners got factors for Demand and Price elasticity of demand confused. Candidates will be able to give the factors and struggle to give a relevant example to the school uniform scenario. Teachers must encourage candidates to explain and give an example as two separate points. Again, headings and sub-headings must be re-enforced, and candidates must explain one thing at a time. Teachers must explain to candidates how to answer a 'discuss' question.

GENERAL

General answering technique need to be improved.

Data must be analysed correctly.

Focus on 'evaluate', 'discuss', 'analyse' and 'explain' questions.

Calculations must be focused on more.

Graphs must be labelled correctly with arrows to indicate the shift.

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ECONOMICS
SBA MODERATION

OVERVIEW

In 2024, ten centres submitted Teacher and Learner Files in full compliance with IEB SBA requirements, meeting essential standards in file organisation, presentation, and documentation. Notably, submissions from several new schools stood out for their excellence and set a high benchmark for all.

All submissions were electronic, using one of the following methods in order of preference:

1. Google Drive uploads with assigned folders,
2. Zipped files emailed to the moderator,
3. School drive access granted to the moderator by educators or IEB liaisons.

KEY OBSERVATIONS AND RECOMMENDATIONS

Marking consistency:

Most centres assigned realistic marks that reflect learner performance. The problem of a significant difference between Oral SBA averages and overall SBA averages was remedied this year. The Oral rubric remains on the agenda for adjustment to better support alignment with learner abilities.

Data Response Tasks:

Centres created well-designed data response tasks with current data, helping learners develop interpretation skills. For 2025, centres are encouraged to use original materials rather than previous exam content to maintain task integrity.

Marking Guidelines:

Consistent mark allocation remains essential. Please ensure all assessment guidelines clearly indicate mark allocations with ticks. Design grids should be included for both exams and controlled tests to maintain marking quality.

TEACHER AND LEARNER FILES

Teacher Files:

Most centres submitted accurate, well-organised files with all required administrative details, including IEB cover sheets, signed rank mark orders, learner call-up sheets, moderated exam papers, design grids, marking guidelines, and rubrics. The high quality of submissions is appreciated.

Learner Files:

These were well assembled and in the correct order, although some submissions had unclear or misaligned pages. Please double-check scanned documents and include learner feedback on exams and tests. These intricate details can make a significant difference!

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ASSESSMENT COMPONENTS

Preliminary Exams:

Most exams adhered to SAGs standards with appropriate question formats and clear evidence of moderation. Moderators are reminded to check that all questions comply with the latest Grade 12 Economics assessment syllabus. Congratulations to centres for maintaining high exam quality.

Controlled Tests:

Tests were comprehensive, although centres can improve mark allocations, especially for graph-based questions. Tests should also include feedback for learners to encourage learning. There were a few centres with outlying tests carrying an incorrect mark to time allocation (for example 70 marks: 1 hour). Please note that a ratio of 100 marks per hour needs to be uniformly applied across all controlled tests and exams.

Oral Presentations:

Centres provided strong visual evidence and rubrics. We will continue refining the rubric to support clear and consistent evaluations.

APPRECIATION AND LOOKING FORWARD

A warm thank you to all educators for your dedication and high-quality submissions, whose portfolios have enriched our standards. Let us carry this momentum into 2025 with a shared commitment to supporting our learners' success.

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ENGINEERING GRAPHICS AND DESIGN
PAPER I

The overall response to the examination paper was generally favourable, with most candidates demonstrating a solid understanding of the content and skills assessed. Many candidates performed well across the paper, reflecting their preparation and grasp of key concepts. While most questions were adequately answered, specific areas revealed recurring challenges that require targeted intervention. This report provides an analysis of candidate performance, highlighting commendable efforts and identifying areas for improvement to guide future teaching and learning practices.

QUESTION 1 CIVIL ANALYTICAL

Overall, this question was well answered. Most candidates accurately identified the features presented in the drawing.

However, the following areas need attention:

- **Break in continuity**: Many candidates confused this with the mechanical concept of 'interrupted view.' This highlights a need for clear differentiation between Civil and Mechanical SANS conventions.

CIVIL



MECHANICAL

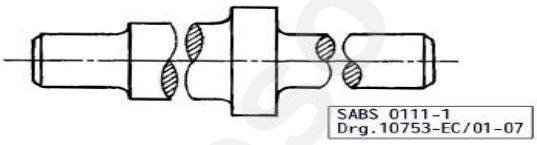


Figure 15 — Interrupted view

- **Gulley count**: Some candidates only considered the Erf for counting gulleys, despite the question explicitly asking for the total number of gulleys on the entire drawing.
- **Elevation view of a single sink unit**: A significant number of candidates failed to correctly identify this feature.

QUESTION 2 INTERPENETRATION & DEVELOPMENT

It was encouraging to see that majority of the candidates answered this question, an improvement from previous years. However, visibility issues persisted, with candidates often confusing outlines with hidden details.

Interpenetration (Front View):

- Incorrectly introducing curves instead of straight lines, despite the absence of cylinders in the question.
- Errors in projecting turning points or omitting them entirely.
- Incorrect use of centre lines as hidden detail.
- Failure to differentiate construction lines from outlines.
- Turning points were not clearly defined or marked.

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Development:
- Many candidates did not start the development at the seam, despite this being specified in the question.
- Incorrectly using the top view face edges instead of the true-length front view face edges.
- Developing the pipe instead of the duct.
- Neglecting to show construction details.
- Attempting turning points in the development without first identifying them in the front view.

QUESTION 3 PERSPECTIVE DRAWING

This question presented challenges for many candidates, particularly in visualising the 3D aspects of the structure, such as the roof intersecting with the chimney/tower. A lack of construction lines made it difficult to follow the candidates' methods, impacting the awarding of marks.

Specific areas of concern:
- Misidentification of vanishing points (VPs), including incorrect labelling, plotting VPs on the picture plane (PP) instead of the horizon line (HL), and using set squares to establish VPs.
- Difficulty with the height line method for obtaining heights not on the PP.
- Incorrect or incomplete execution of arc and arc constructions.
- Roof overhangs and roof heights were often incorrect due to poor application of height-line or box methods.
- Poor execution of the top height and orientation of the crow's nest.
- Internal floor levels were frequently missed or drawn at incorrect heights.

Note: Coloured pencils should be used exclusively for construction purposes, and red and yellow are prohibited. Candidates must be reminded to focus on accuracy, even when working with older equipment.

QUESTION 4 CIVIL DRAWING

This question was generally well answered, but scale-related errors were the most common issue.

Floor Plan:
- Inclusion of windowsills despite the question excluding them.
- Missing centre lines for walls to be removed, with some candidates using hidden detail instead.
- Incorrect placement or orientation of door frames.
- Adding extra steps or including a ramp with the steps and using incorrect tread sizes.
- Disproportioned washbasins or incorrect SANS symbols for washbasins.
- Incorrect or missing fire protection symbols, such as fire extinguishers and hydrants.
- Errors in electrical symbols, including creating non-standard symbols.
- Misinterpretation of fluorescent light labelling ('n X 40W').
- Missing or incorrect inclination ratios for ramps.
- Incorrect hatching, including mechanical hatching or hatching counter spaces as walls.

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Sectional Elevation:

- Errors in ceiling battens/brandering and purlins, with candidates failing to use the correct shapes (squares for battens and rectangles for purlins).
- Incorrect placement of truss plates on the king post.
- Difficulty correlating floor plan features with sectional elevation, particularly the internal wall.
- Step heights were problematic, although ramps were well answered.
- Errors in labelling the sectional elevation, with some candidates incorrectly including 'SCHEMATIC.'
- While the washbasin symbol was generally well done, the height remained an issue, with many candidates drawing a pedestal basin contrary to SANS standards.

CONCLUSION

Overall, the examination paper provided a fair assessment of the candidates' understanding and application of key concepts in EGD P1. While many candidates demonstrated strong preparation and competency, recurring errors in interpretation, construction, and visualisation highlight areas for focused teaching. Emphasis should be placed on developing precision in drawing conventions, clarity in reading and interpreting questions, and adherence to SANS standards. It is recommended that teachers address these challenges through targeted practice and reinforcement in the classroom to ensure continued improvement in candidate performance.

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ENGINEERING GRAPHICS AND DESIGN
PAPER II

It was good to see improvements in this year's results, especially in how neat and accurate the answers were. At some centres, the work was of a very high standard. However, at some schools, it's still a problem that neatness and accuracy are not being taken seriously. Even though there isn't a specific mark for neatness and accuracy, candidates can lose marks because this affect how well their work is presented. If the work is messy or incorrect, it's harder for markers to check the answers properly, which can impact on their results. When the work is neat and accurate, it's easier for markers to grade.

A full mark analysis, with graphs, will be sent to each school to discuss with the Head of Academics by the IEB. This will show trends in each question, strengths, and areas that need more focus.

The following report is based on the observations of the markers and examiner for each question:

QUESTION 1 ANALYTICAL

The mark analysis shows that some candidates still think they don't need to study the theory and analytical parts of the exam. There was a clear link between Question 1 and Question 4, where theory had to be used. Candidates who answered both questions did better, especially those who had difficulty with the drawing questions.

It's important for candidates to get into the habit of reading the question carefully before answering. For example, in Question 1, which was a multiple-choice question, many candidates just circled the answer instead of writing the correct letter in the space provided. This small mistake can affect their marks, so candidates should always follow the instructions carefully.

Areas of concern were:
- Q1.1 and Q1.2. Note the difference between a Fillet, a Round and a Chamfer.
- Q1.9. The length of the shaft for the M16 bolt.
- Q1.11. and Q1.12. The direction of turn and the pitch for the spring.
- Q1.14. The types of sectioning.

Areas of improvements were:
- Q1.16 to Q1.15. On machining and welding symbols.
- Q1.20 To differentiate between first and third angle projection symbol.

QUESTION 2.1 MECHANISM

Candidates who answered this question scored well, showing improvement compared to last year. However, it is worrying that about 3% of candidates did not attempt the question at all. This suggests that this part of the syllabus might not be a priority for some teachers during preparation.

Marks could have been earned by completing the drawing constructions and the locus, but many candidates left out the direction of the turn arrow. A significant number of candidates created their own version of the question based on a similar mechanism, which led to penalties.

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It also seems that candidates have difficulty understanding key terms like pivot, sliding, fixed points, and others. Many attempted to draw the locus for the wrong point.

Teachers need to address this issue and give more attention to this section of the syllabus in their teaching.

QUESTION 2.2 CAM

Overall, the question was answered well, and most candidates performed at a high level.

However, many displacement graphs were drawn incorrectly when applying harmonic movements. Instead of dividing the movement into four equal angular parts, some candidates incorrectly used six circle divisions and applied them improperly. a Common issue was candidates confusing harmonic motion with acceleration and retardation movements. The measuring for the vertical displacement were often drawn wrong by not adding the 16 to the 34 and then the total displacement was captured incorrectly.

The direction of rotation was another challenge, and many profiles ended up as mirrored and incorrect. Candidates did not interpret the angular rotation correctly.

A major concern was that many candidates extended horizontal construction lines to the shaft of the follower instead of the vertical centre line. This error led to incorrect cam profiles.

If the graph was drawn incorrectly, some leniency was applied by marking the profile to match the error. However, in many cases, no construction lines were provided, which meant the profiles could not be marked, and candidates lost all marks.

The shaft was often omitted ad the hatching was not shown.

Additionally, drawing incorrect shapes such as 'negative curves,' straight lines, or 'bubbles' changed the meaning of the locus completely. Freehand drawing is a skill that requires practice, and candidates need to work on improving it.

QUESTION 3 ISOMETRIC

The question was generally answered well, but it proved challenging for many candidates. While the drawing task was straightforward if the theory was correctly applied, some candidates struggled with differentiating between the given views and lacked the visualisation skills to complete the drawing accurately.

Instead of correctly drawing the front and left views, many candidates ended up with a front and right view. A significant number also drew the full isometric view without sectioning or a full sectional view of the casting, which was incorrect.

It is important to remind candidates that when drawing a sectional isometric view, the entire sectioned area must be clearly visible and hatched. Accuracy remains a concern. For example, the circle's diameter needs to be precise, requiring the construction of an isometric square (which carries its own mark). Some candidates struggled to construct isometric circles, carrying the pentagon to the isometric view and the auxiliary view for the 30° angle. Many also failed to show the construction or calculation for the 30° angle, leading to lost marks.

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Hatching should be done with B-type lines at a 60° or 75° angle. However, many candidates used civil hatching, resulting in mark deductions. Additionally, when drawing a casting, the hatching direction must remain consistent, and solid lines should not appear in hatched areas. For half-section views, the two 90° angled surfaces must have opposite hatching angles.

Luckly there were no ribs to be hatched.

The construction area was used very effectively. This helped the markers as these constructions were usually all over the page.

Unfortunately, I must report that some isometric drawings were done at an angle of 45° and even 60°.

QUESTION 4 SECTIONED FRONT VIEW

The question was well answered, and most candidates successfully attempted the required view. Only a few switched between first and third-angle projections, but most followed the given starting point, which ensured the view was correctly placed. However, some candidates did not attempt the assembly drawing.

The construction and drawing of the M16 bolt were poorly done. Many candidates used the wrong size or construction method; the correct size for the across flats should have been 1.5D. The bolt's construction should have been shown in the front view. The thread on the M16 bolt was frequently shown incorrectly as well as the threaded convention of the blind hole.

Errors in drawing parts to the wrong size or placing them incorrectly affected the overall view. Using inaccurate measurements made marking difficult, and marks were deducted accordingly.

The drawing of the bearing in conventional form was also poorly done. Many candidates still attempted to draw the rollers, which wasted time and is done not spec.

The placement of the bearing, inside the base with the cover plate, confused many candidates and was often drawn in the wrong position.

The drawing of the bevel gear and the spring to convention challenged the candidates and the detailed drawing were often inaccurate. Many of the candidates interpreted the cam as a circle placed it as symmetrical to the top and bottom.

QUESTION 4 LEFT VIEW

This year, more candidates attempted this part of the question compared to previous years, and overall, it was answered well.

However, some common mistakes included:

- Using incorrect or inaccurate measurements, especially for the base and gear.
- Drawing the gear conventions but using the wrong dimensions, which led to lost marks.
- The construction of the bolt was often incorrect on two sides, causing unnecessary loss of marks.
- Hidden detail lines were often drawn with the wrong line types.
- Line quality continues to be an issue.

These errors affected the marks awarded.

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QUESTION 4 ADDITIONAL

Many candidates miss out on easy marks in Question 4 because they don't attempt certain parts.

Titles and scales should be written in pencil, as stated in the guidelines and SAGs, but this continues to be a problem. Remember, the title is the name of the drawing, not the type of drawing.

The cutting plane was poorly done. Some candidates didn't show the section line, placed it on the wrong side, or used the 'civil' style instead. Arrows and darkened ends were often left out and drawn in the wrong direction.

Hatching also needs more attention. Candidates must follow the rules (e.g., 45° angle and different styles for parts). Many used the 'civil' hatching style or the wrong angle. Sectioning requires improvement, as many candidates omitted hatching, making it unclear which parts were represented. The shaft and the cam on the shaft were often hatched.

Line work was another issue in some cases, it was very poor. Candidates need to understand the meanings of different line types and use them correctly.

Dimensions were often left out and there were many basic mistakes. Candidates need to apply the correct rules for arrows, offsets, and line quality.

Centrelines were often drawn incorrectly – too light, with the wrong dash pattern, or mistaken for hidden detail lines.

GENERAL COMMENTS

Teachers should spend time with candidates on how to read and interpret individual questions and the question paper. A lot of information on how to answer the question paper is given on the cover page.

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

This question was generally well answered, with most candidates demonstrating a solid understanding of the requirements and producing well-assembled designs.

Strengths:

- Most candidates successfully attempted and completed the assembly.
- The majority followed the instructions to draw components separately and later assemble them.

Areas for Improvement

1. **Hole Positioning:**
   - A notable number of candidates positioned the hole in the base of the bracket incorrectly. This led to alignment issues, causing the gear not to fit as required.
2. **Line Clean-Up:**
   - Some candidates did not adequately trim or remove unnecessary lines when assembling components. This oversight led to incorrect lines being drawn, sometimes omitting visible or hidden details.
3. **Filleting:**
   - Filleting proved challenging for some candidates who attempted to construct the fillets through construction rather than using the 'fillet' command, leading to time being wasted.
4. **Hatching:**
   - A number of candidates did not adjust the line thickness, direction, or spacing of hatching, likely due to insufficient experience with this modification.
5. **Centre Lines:**
   - Many candidates failed to adjust the scale or thickness of centre lines. These should be in proportion to the overall drawing for clarity. This again could be due to a lack of experience or knowledge of this skill.
6. **Dimensions:**
   - Errors in dimensioning included rounding to two decimal places instead of whole numbers. Arrowheads were sometimes misaligned, too small, or incorrectly weighted. Dimension and extension lines often lacked proper spacing. Dimension management and modifications needs to be developed.

QUESTION 2 SECTIONED ISOMETRIC

This question was also well answered overall, with candidates showing a good understanding of sectioned isometric drawing techniques.

Strengths:

- Most candidates demonstrated accurate drawing skills and correctly applied isometric principles.

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Areas for Improvement

1. **Isometric Circle Construction Lines:**
   - In some cases, candidates erased or turned off construction layers for the Isometric Circle before printing, which resulted in the loss of marks. Construction work must be visible in the printed submission.
2. **Hexagon and Triangle Construction:**
   - Some candidates failed to show construction for the hexagon and triangle or used incorrect scale/sizing. This oversight impacted their final drawings.
3. **Hatching:**
   - Hatching was often not edited to the correct medium weight line or set at the required angle (60°/75°).
4. **Centre Lines:**
   - Similar to Question 1, centre lines were not consistently adjusted to the correct scale or line weight.

QUESTION 3 HELIX

This question posed challenges for some candidates, particularly in terms of line weight adjustments and clarity of the final drawing.

Strengths:

- The spline was generally well done, with stronger candidates successfully creating breaks and changing the line type from final to hidden detail.

Areas for Improvement

1. **Line Weight and Construction Lines:**
   - Many candidates did not adjust line weights or remove construction lines, leading to unclear outlines for the shaft and hidden details.
2. **Hidden Detail Lines:**
   - Line scale and spacing for hidden details were often inappropriate, and the final printed version sometimes revealed errors.
3. **Centre Lines:**
   - Similar to other questions, centre line scale and spacing were often obscured by construction lines.

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GENERAL COMMENTS

1. **Marking and Moderation:**
   - Scripts from top candidates were generally well-marked. However, for average and below-average scripts, discrepancies were on occasion observed in following the marking rubric where marks were awarded for missing elements or omitted for correctly drawn ones. Greater adherence to the rubric is essential.
2. **CAD Skills and Time Management:**
   - Candidates with weaker CAD skills struggled to complete the examination within the allocated time.
3. **Printing Issues:**
   - Some candidates printed drawings from the model space incorrectly, resulting in scaling errors. This indicates the need for more practice in proper printing techniques.
4. **Submission Requirements:**
   - Pale colours, particularly yellow, should be avoided as they do not print well.
   - Only printed versions of the candidates' work should be submitted. Memory sticks are no longer accepted.
5. **Layer Screenshots and Pre-Setup:**
   - The inclusion of layer screenshots was effective. Allowing candidates to pre-set their own page borders, title strips, tables, layers, and screenshots before the exam worked well and should be encouraged.
6. **Cover Sheets and Marks Submission:**
   - The completed marking rubrics should be stapled to the front of each script. Ensure that the candidate's exam number and centre number are filled in, and bar-coded stickers are attached. A printout of marks uploaded to the IEB system must be included in the submission pack for moderation.
7. **Candidate Suitability:**
   - While this examination is not required of all EGD candidates, it provides an excellent platform for candidates to showcase their CAD skills. It is especially encouraging to see Grade 11 candidates performing well.

This examination continues to be a valuable opportunity for candidates to demonstrate their abilities in Engineering Graphics and Design, reflecting their preparation and CAD proficiency.

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ENGINEERING GRAPHICS AND DESIGN
SBA MODERATION

SBA Feedback:

The SBA files were very well put together and easy to read compared to previous years. Even schools with poorly marked PATs still had all their SBA's and teacher files in order. Dividers for Course Drawings, Test and Exams help navigate the file with easy and makes the process much easier. Marking was done well by using a memo and marking guidelines and not the rubric, which was a challenge a couple of years ago.

Teachers are reminded to please check marksheets with weightings to ensure the correct marks are sent to the IEB as reflecting on the marksheet. It helps to pick up on mistakes in marks when all the appendicles are added in the file, so please ensure that the file is complete when submitting. Checking what was scanned before sending the work is advised, as many errors came due to an error when scanning.

Thank you for the hard work and that we can wee the process moving forward as we are seeing some very god results and not many schools being referred past regional moderation.

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

PAT Feedback:

The PATs were on average done and marked to a much higher standard than previous years. The marksheet that was made available to everyone could have helped as it set some sort of standard of marking.

Concerns:

- Learners do not seem to grasp the importance of the PATs. Many learners don't understand that it is like another exam paper which places them at an advantage. Teachers should be pushing learners more to do well in PATs.
- Freehand drawings are not scanned clearly, this is difficult to moderate as not much can be seen. Teachers should please check once the drawing have been scanned in so that quality is good so marking can happen without any discrepancies.
- Some learners had many CAD generated drawings that was unnecessary or printed from the internet. The concern is that teachers allow these drawings to be marked and then leaves a big difference in the marks. Teachers need to be more clued up with the fact that learners are doing their best to do as little as possible. Suggestion is to ensure you are checking in on learners more often during the process.
- Marks were given to work that don't exist, especially research and evaluations.
- Some drawings got full marks even though they were not done to a high standard. Marking should happen as you would mark a test/exam.
- PATs are not in the correct order; this makes marking tedious as you need to page back and forth constantly.

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ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER I

QUESTION 1 COMPREHENSION

- Overall, the candidates engaged well with the question.
- Markers were impressed with the creativity seen in most answers, especially in Question 1.14.
- There was some difficulty with the questions that required a 'layered' answer. Candidates are encouraged to deconstruct questions (1.3.3 and 1.8) before attempting to answer them.

QUESTION 2 SUMMARY

- Generally, summary skills seem to be improving.
- Problem areas that were identified:
  - Candidates are sometimes unsure how to determine the difference between a fact and an example.
  - Teachers are encouraged to continue to teach the skills of identifying and extracting relevant information to synthesise fluently for a new purpose.

QUESTION 3 SEEN POETRY

- Candidates impressed markers with their knowledge of key aspects taught.
- Poems were not only taught well but it was evident that the candidates were introduced to questions testing a deeper knowledge of alternatives that could be provided for the various points taught.
- Teachers are encouraged to continue with the superb teaching clearly happening.

QUESTION 4 UNSEEN POEM

- Teachers can be commended with regards to the details taught.
- The candidates who knew the basic poetic devices were able to answer the question well.
- The teachers are encouraged to practice line referencing with the candidates. Many candidates lost marks, unnecessarily, as they wrote beautiful, insightful answers but not from the lines asked in the question.

QUESTION 5 ADVERTISEMENT

- Candidates were taught well to transfer knowledge from the advertisement to their answers.
- Candidates who battled with some questions made up marks in other questions from the advertisement.
- Teachers are encouraged to remind candidates that they need to follow the 'golden thread' from the first question to the last. Candidates immediately derived that the advertisement was about unity as country but lost this idea by the time the last question was answered.

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QUESTION 6 CARTOON

- Candidates had much difficulty answering the question.
- It was evident that the candidates had the knowledge to be able to do well, but they did not refer to the correct frame when answering.
- Candidates had difficulty to scaffold the questions which required more analysis to answer (6.2 and 6.5).
- Teachers are encouraged to remind candidates to highlight key concepts to ensure that they answer the question completely and not just parts of it.

QUESTION 7 TEXTUAL EDITING

- Candidates battled with this question.
- What is of great concern is the lack of basic language knowledge such as identifying the subject of the sentence. Majority of the candidates did not answer this question correctly.
- However, candidates were able to combine the two sentences correctly.

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ENGLISH FIRST ADDITIONAL LANGUAGE
PAPER II

SECTION A *TO KILL A MOCKINGBIRD* BY HARPER LEE

GENERAL OVERVIEW

A comprehensive standardisation process was conducted with senior markers, the internal moderator and the examiner on Saturday, 7 December. This session was followed by a full standardisation meeting with all markers on Sunday, 8 December before marking commenced. These sessions ensured consistency, fairness and reliability in the marking process.

Detailed Analysis by Question

QUESTION 1

- **Content and Approach:** This was the only question in the paper that did not assess language and style.
- **Strengths:** Candidates who demonstrated a strong understanding of the novel scored high marks.
- **Weaknesses:**
  - Many candidates lacked comprehensive knowledge of the novel and treated the question as a comprehension exercise, relying solely on the provided extract.
  - Many candidates did not leave spaces between answers, making marking difficult.

QUESTION 2

- **Content and Approach:** Most candidates understood the question and adopted a convincing tone in their responses.
- **Strengths:** Strong candidates provided relevant and detailed examples to support their opinions.
- **Weaknesses:**
  - Some candidates provided vague references to characters and events, demonstrating limited knowledge of the novel.
  - A small number of candidates misinterpreted the figurative meaning of the mockingbird.
  - A few candidates used South Africa's Apartheid context to interpret the novel.
  - A few candidates misidentified Tim Johnson (the dog) as a mockingbird.
  - Not enough relevant details included.

QUESTION 3

- **Content and Approach:** Most candidates performed well in this creative task, producing entertaining and meaningful dialogues.
- **Strengths:**
  - Many candidates included gestures in the present tense and followed the correct dialogue format (block form, no quotation marks, and spaces between entries).
- **Weaknesses:**
  - Some candidates wrote beautiful dialogues but omitted relevant facts, which affected their scores.
  - A few struggled to differentiate between gestures and emotions.
  - Some responses were overly long.
  - In some of the dialogues, Scout addresses Atticus as 'Dad', which contradicts the novel's tone and style.

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QUESTION 4

- **Content and Approach:** This question required candidates to integrate information into a structured five-paragraph essay.
- **Strengths:** Candidates who understood the guidelines and used appropriate linking phrases between paragraphs performed well.
- **Weaknesses:**
  - Some candidates wrote general essays on the value of education without referencing the novel.
  - Some essays lacked cohesion, as they felt like five separate paragraphs.
  - Many candidates did not formulate a title for the essay.
  - A few candidates used sub-headings instead of writing a coherent essay.

SECTION B TRANSACTIONAL WRITING

QUESTION 5 BLOG

- **Strengths:** Many candidates achieved high marks and adhered to the blog format.
- **Weaknesses:**
  - Some candidates omitted an author or title.
  - A few misunderstood the question and directed their responses to the online shop instead of reporting on the experience and the outcome.
  - Weaknesses in punctuation were noted, with sentences often lacking capital letters.
  - Overly long, complex sentences with multiple conjunctions.
  - A failure to edit writing for basic errors.

QUESTION 6 INVITATION

- **Strengths:** Most candidates produced creative and effective invitations.
- **Weaknesses:** Some candidates failed to meet the specific requirements of the question and wrote general invitations.

General Errors Identified Across Both Sections

- **Language Issues:**
  - Confusion between commonly misused words, such as *learn* vs *teach* and *trial* vs *trail*.
  - Misuse of contractions (*it's* vs *its*).
  - Errors in article usage (*a/an*).
  - Incorrect homophones (*there*, *their*, *they're*).
  - Incorrect pronoun usage (e.g., 'I' written as lowercase 'i').
  - Concord issues and incorrect word order due to influence from home languages.
  - Direct translation from home languages.
  - Improper capitalisation of proper nouns.

GENERAL TIPS FOR LEARNERS

1. **Answer Booklet:**
   - Complete the cover page of the answer booklet.
   - Circle the questions answered on the cover page.

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2. **Presentation:**
   - Do not use Tipp-Ex or write in the margins.
   - Leave spaces between questions.
   - Start each question on a new page.
   - Write on both sides of the paper.

3. **Content:**
   - Avoid treating extracts or quotes as answers; they are prompts.
   - Base responses on the novel rather than personal experiences.
   - Distinguish between facts and rumours about Boo Radley.

4. **Specific Writing Advice:**
   - Use full titles (e.g., *To Kill a Mockingbird*, not *TKAM*).
   - Adhere to word count limits and be honest.
   - Avoid including personal information in answers (name, school, address, phone number).

5. **Time Management:**
   - Allocate time wisely to complete all questions.
   - Begin with Section B if literature questions are challenging, as Section B comprises 40% of the paper.

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ENGLISH FIRST ADDITIONAL LANGUAGE
SBA MODERATION

GENERAL FEEDBACK

- The moderation of SBA portfolios by the Independent Examinations Board (IEB) in 2024 was conducted online by regional moderators.
- Moderation was not conducted for all portfolios; instead, schools were selected randomly by the IEB for evaluation.
- Once the moderator selected a sample of learners, teachers were required to scan and submit the portfolios of the selected learners, along with the teacher's file. This process was generally completed in a timely manner, and most documents were easily accessible. To facilitate efficient moderation, it is essential that all documents are scanned clearly and accurately to ensure readability.
- Using the Subject Assessment Guideline's Portfolio cover sheet (D.8 p. 28) as an index helps with sequencing the scanned documents.
- The majority of schools included comprehensive Excel mark sheets and the IEB rank order list. It is imperative that marks recorded in the portfolios correspond accurately with those listed on the Excel sheets and rank order list.
- Candidates' signatures must be on the required documentation when submitted.
- Evidence of both internal and cluster moderation was observed. Please note that this is a compulsory requirement.
- Many schools shared tests and examination papers.
- Analysis grids were provided for tests and examinations, contributing to a structured evaluation process.

SECTION A CREATIVE WRITING – ESSAYS

- The instructions outlined in the Subject Assessment Guidelines (SAGs) must be adhered to strictly. Specifically, two essays are required in this section, with one essay written as process writing. However, both final drafts must be completed under controlled conditions.
- For the process written essay:
  - The instructions need to clearly indicate which of the essays is the process writing piece.
  - Constructive feedback must be provided to each learner before submission of the final draft. Marks should **not** be allocated for the first draft, and errors should be indicated rather than corrected by the educator.
- Topics selected should be appropriate and relatable ensuring a fair and inclusive assessment. Sensitive topics should be avoided.
- Each essay must be accompanied by a completed rubric that clearly indicates the marks awarded.
- Educators are encouraged to award marks above 90% for essays that demonstrate exceptional quality and are free of errors.
- Educators must take active steps to curtail the use of AI in essay writing.

SECTION B CREATIVE ASSESSMENT TASK (CAT)

- Several essays of excellent quality were submitted, with marking generally being fair, consistent, and reliable.
- Educators clearly went to a lot of trouble preparing their learners
- Constructive feedback was detailed on the marking grid to guide learners effectively.

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- The specific CAT marking rubric must be utilised, as it differs from the rubric applied to essays in Section A.

SECTION C THIRD GENRE

- Learners were generally assigned creative and intellectually stimulating tasks, which is in alignment with the expectations for this component. While the task should be rigorous, it must also remain manageable for learners.
- Should the task include recordings or videos, then they need to be included in the submission to the moderator.
- Learners should be encouraged to articulate their own ideas and perspectives. Facilitating discussions and soliciting their input are recommended practices.
- This task must not resemble a conventional test or examination paper but should instead serve as an alternative form of assessment.
- It is crucial to ensure that the prescribed work used for this task is in accordance with the requirements set forth by the curriculum.

SECTION D TESTS

- Only tests relevant to the SBA portfolio should be included in submissions.
- Class tests and other informal assessments should not be submitted.
- Three tests are required:
  - One test must assess Paper I, ensuring that the prescribed poems are included.
  - One test must assess Paper II.
  - The third test must be based on the Third Genre component.
- Each test must carry a minimum total of 30 marks.
- Analysis grids, rubrics, and marking guidelines must be included to ensure transparent and structured assessment.
- It is important to note that previous IEB examination papers may not be used for tests or examinations.

SECTION E PRELIMINARY EXAMINATIONS

- Some schools opted for cluster-based examination papers. The use of cluster papers is beneficial, with the proviso being that all schools write on the same day.
- Previous IEB papers must not be used for Section D (Tests) or Section E (Preliminary Examinations).
- If a teacher chooses to utilise tasks, tests, or examination papers set by another educator, explicit permission must be obtained, and proper acknowledgment must be given on the paper.
- Overall, the quality of the preliminary examination papers was high and aligned with the standards and structure expected in the final examination.
- Marking of preliminary examinations was conducted fairly and consistently, ensuring reliability in assessment.

CONCLUSION

Sincere appreciation is extended to all educators for their dedication and commitment to ensuring a thorough and efficient moderation process. Your hard work and diligence in upholding assessment integrity are highly valued. It was both a privilege and a pleasure to contribute to the moderation process.

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ENGLISH HOME LANGUAGE
PAPER I

- The 2024 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.
- The examiner, the internal moderator, 26 senior markers and Umalusi spent much time 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. They seemed to relate to the comprehension passage and the inter-textual link in Question 1.9. 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 inter-textual question (Pink Floyd's song 'Another brick in the wall') was well received and candidates seemed to enjoy the link to the passage.
- Since comprehension skills are being tested, learners 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.
- Candidates should also expect to answer language-specific questions throughout the examination paper, and many were able to correct the split infinitive in Question 1.2.2.
- Candidates are also encouraged to learn specific words that indicate tone, attitude which can be linked to diction. When candidates explain tone/attitude, they are encouraged to start their response with 'The writer's tone/attitude is …' and then they should continue with a specific discussion around the specific diction that supports their answer.

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 2024 question paper asked the candidates to synthesise three texts about South African Sign Language (SASL).
- An awareness of audience, context, intention, and voice are key when engaging with this question. The candidates dealt well with the 'Life Orientation workbook' nature of the task. Given the nature of the task, candidates were able to decide for themselves the register of the workbook – all options were accepted.
- Candidates are encouraged to practise/develop a fluid and succinct style after extracting only the relevant information and conveying it in their own words.

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- Teachers are encouraged to use the various summary tasks on the IEB portal as part of their learners' preparation. The format is not the focus, but rather register of the proposed format.
- Please remind candidates to ensure that they put an 'exact word count' and they should not lie.

QUESTIONS 3 AND 4 POETRY

- Candidates enjoyed this section of the paper and the feedback from teachers regarding the selection of poems was very positive, with specific reference to the unseen poem.
- Candidates are reminded that any viable poetry combination can be asked and that they should not try to guess the combination based on previous examination papers.
- The candidates responded well to the questions and wrote some wonderfully engaged responses, and many candidates found their 'voice'. This was particularly evident in dealing with 'sentence structure' and 'punctuation in Question 3.1.
- 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.
- Question 3.5 asked candidates to comment on how the pronouns enhance the mood of the poems. As with previous years, candidates must identify specific mood words (beyond mad, glad, bad and sad).
- 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.
- In Question 4.5 (the 5-marker) the candidates were asked to link the concept of agency through specific imagery. It was wonderful to see many candidates answer this question successfully. Despite seeing an increase in this trend of answering the 5-marker question, there were some candidates who did not attempt this question.
- Candidates are encouraged to attempt all questions in the examination paper as they may achieve some marks, rather than not attempting some questions and achieving zero.

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) was 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.
- Again, some candidates revealed personal comments and spent time writing 'Dear Examiner Letters …' Candidates are reminded to answer the questions asked as pertinent to the critical and visual literacy.
- Learners 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.
- As with the comprehension, the language questions added to the Critical and Visual Literacy section was dealt with well. In this instance, many candidates were able to write the sentence from the active to the passive voice (Question 5.2.1) and then comment on its effectiveness (Question 5.2.2). Similarly, candidates were able to comment on the use of the colon, instead of the semi-colon (Question 5.3.2) and they were able to identify the parts of speech of 'artisan' and 'artistic'.

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- Most candidates dealt with the specific issues around the Nelson Mandela and autism advertisements with sensitivity and revealed their ability to think critically. This was particularly evident in the question centred around 'Social Awareness Campaigns' (Question 5.5).

QUESTION 6 LANGUAGE

- It seems that more candidates than previous years completed the entire question paper, as Question 6 seemed to have been completed successfully. Question 6 combined the basics of grammar (inverted commas, interjection) with a more nuanced understanding of tone, register and irony.
- 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 (as seen in 2024).
- Learners must be more systematic in their interrogation of the language questions. Some elements of the questions were ignored (or learners did not know their theory).

FINAL REMARKS

- Please continue to incorporate the use of the Generic Descriptors in classroom teaching.
- It was encouraging to see candidates deal with 3-, 4- and 5-mark questions successfully, but it is suggested that candidates identify a strategy for answering 2-mark questions. Many candidates overwrote answers for 2 marks.
- 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. Schools are encouraged to mirror the final Paper 1 examination structure asap in the FET phase.
- As far as possible, candidates must answer questions in their own words and not lift from the question or the text. There were instances of candidates simply rewording the question in their responses which implied a lack of understanding of the question. Please also encourage candidates to see that inter-textual references can come from anywhere and can be included in any aspect of the question paper.
- Encourage learners 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 2024 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 Examiner's Report for English Home Language Paper 2 provides an in-depth analysis of candidate performance in the 2024 IEB examination. This report aims to guide both new and experienced teachers in identifying common pitfalls and refining their teaching strategies, while also providing feedback on the marking process and environment.

OVERVIEW OF THE PAPER

The design of the 2024 paper retained its structure from previous years, focusing on broad, interpretive questions to encourage critical thinking and individual voice. Candidates engaged with the prescribed texts and transactional tasks with varying degrees of success.

Some general points about question selection:

- *Othello* replaced *The Tempest* as the Shakespearean text, and candidates engaged meaningfully with the question and the characterisation of Iago and Othello.
- *The Handmaid's Tale* was the more popular choice of novel with about 65% of centres selecting this text. More learners selected Question 3 about the 'illegal relationships' than Question 2 about characters' sense of 'closure' at the end of the novel.
- *Theory of Flight* candidates coped well with both questions.
- Transactional Writing included a compulsory Open Letter and a choice between an Email and Blog. The Blog was a less popular choice, yet elicited marks that were significantly higher than the majority of the emails.

Literary Essays: Shakespeare and the Novel

Shakespeare: *Othello*

This year's *Othello* question asked candidates to consider whether the *audience* identifies more with Iago than Othello, largely due to Othello's predictable responses to Iago's manipulation. While some teachers voiced concerns that the concept of 'audience' might not have been extensively explored in classrooms, the question successfully encouraged candidates to engage critically and avoid formulaic answers.

Strengths

- Candidates approached the challenge with commendable insight and originality, showcasing nuanced arguments that reflected personal engagement with the text.
- Many essays effectively explored contrasting perspectives, sympathising with either Othello or Iago. Iago's Machiavellian manipulation and his soliloquies drew intrigue and, at times, reluctant admiration, while Othello's vulnerabilities evoked sympathy, particularly his alienation as an outsider in Venetian society.

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Areas for Improvement

- Some candidates fell into the trap of addressing only parts of the question or neglecting its broader implications.
- Informal phrases like 'I guess' and 'Othello is crazy' undermined academic tone and rigour.
- Quotes were occasionally too lengthy or sometimes a single word. Candidates must aim to extract and analyse the most relevant phrases from a quote. Many essays did not make use of any textual references. Some candidates had not been taught how to embed their quotations into the flow of the sentence.
- Introductions should strategically anchor arguments in the topic's keywords (or synonyms). While the stimulus/prompt should guide their thinking, it need not be directly mentioned.
- A solid platform paragraph providing context is helpful, but subsequent paragraphs must be rooted in textual evidence and avoid sweeping generalisations like 'throughout the play'.

Guidance for Teachers

- Teach learners to embed quotes skilfully and focus on present-tense analysis.
- Discourage rhetorical questions, colloquial or figurative language, and first-person pronouns which detract from the academic style required in literary essays.
- Encourage critical engagement with the text rather than memorisation of pre-prepared responses.

Novels: *The Handmaid's Tale* and *The Theory of Flight*

Questions on the novels required candidates to delve into thematic and character-based analysis. The best responses displayed depth and originality, while weaker responses revealed a reliance on rote learning or partial engagement with the text or topic.

Strengths

- Candidates who focused on fewer characters with detailed analysis produced richer, more focused essays.
- Many candidates demonstrated an improved ability to unpack and interpret the nuances of the questions.

Areas for Improvement

- Some candidates relied heavily on memorised essays, which limited their ability to respond dynamically to the questions.
- Candidates often struggled with logical progression, resulting in disjointed responses.
- Partial engagement with the novel (e.g. studying isolated sections or a reliance on the series) constrained their understanding of broader themes and character arcs.
- Repetition within essays detracted from overall cohesion, while over-reliance on 'quote packs' restricted deeper exploration of the text.
- Accurate spelling of character names remains a basic but essential requirement.

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Guidance for Teachers

- Encourage holistic study of the text to ensure nuanced understanding.
- Avoid providing pre-written essays for memorisation or pre-chosen quote packs. Instead, empower learners to identify and analyse pivotal moments in the text themselves.
- Promote the skill of perceptive and individual character analysis rather than a plot-driven recount.

Transactional Writing

QUESTION 6 OPEN LETTER (COMPULSORY)

This year's Open Letter asked candidates to consider current concerns facing the South African youth and provide suggestions of the type of action needed to make a meaningful impact. This topic demonstrated candidates' ability to connect with audience and purpose, though some struggled to use the correct register or focus on meaningful issues.

Strengths

- Strong personal anecdotes and persuasive techniques elevated many responses.
- Clear introductions that avoided clichés and thoughtful conclusions providing practical solutions contributed to the overall success of these responses.

Areas for Improvement

- Overly casual language detracted from the impact of some responses.
- Some candidates exceeded the word limit, leading to rambling or unfocused arguments.

QUESTIONS 7 & 8 EMAIL AND BLOG (CHOICE)

These formats challenged candidates to balance creativity with structural conventions, often revealing areas for improvement.

Strengths

- Creative, well-crafted responses stood out, particularly those who engaged with current affairs or infused personal insight and experience.
- Effective use of imagery and register enhanced the blogs.
- Use of humour, sincerity and a mature voice elevated both responses.

Areas for Improvement

- Intertextuality occasionally distracted candidates from addressing the task.
- Blogs, while informal, still require sophistication in vocabulary and sincerity in tone. Clichéd phrases and thinking diluted the impact of some responses.

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Recommendations for Teachers

1. Reinforce critical engagement with texts, avoiding rote memorisation.
2. Focus on clear, structured arguments anchored in textual evidence.
3. Teach the nuances of transactional formats and encourage authentic, thoughtful writing.
4. Discourage unanswered questions; any attempt at engagement can yield marks.

CONCLUSION

The 2024 examination challenged candidates to think critically and creatively, yielding responses that ranged from 100% to 0%. While some areas require further attention, the overall quality of responses attests to the dedication of both teachers and learners. Continued collaboration and refinement of teaching practices will undoubtedly yield even greater successes in the future. Questions will continue to focus on character development and the major concerns of the novel, without straying into fringe type analyses of the novels.

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ENGLISH HOME LANGUAGE
SBA MODERATION

Thank you to all involved in the moderation process – from teachers to moderators. The transition to digital moderation has made it possible for moderators to view work nationally, which has allowed for a broader spectrum of work to be moderated.

Administratively, teachers took great care with the compilation of the digital portfolios, ensuring tasks and documentation were clearly labelled in the relevant folders. This ease of navigation helped to ensure a smooth process. We continue to remind centres to further assist this ease of navigation by placing all documentation related to a specific task/section of the portfolio be included with that task/section, and not in a separate folder. It is, however, still a concern that marksheets are not correctly weighted according to the SAGs, or that marks are transferred incorrectly from either the task or the cover sheet to the final marksheet. This is inexcusable, and teachers are urged to pay particular attention to this, as the impact on candidates' marks cannot be overstated. Thank you to those teachers who included the previous year's moderation report – please continue to do so.

In Section A, topics were generally appropriate and suitable for Grade 12 candidates, with a wide range of genres being covered. It is encouraging to note that many schools are embracing the blended essay. It is also pleasing to note that there is evidence of process writing, and that, in most cases, feedback to candidates is constructive and formative. AI has posed significant challenges in this section. This is particularly evidenced by the number of centres who have chosen to revert to writing essays under controlled conditions. In cases where candidates are allowed to take essays home or to use AI, please do not forget to complete the learner declaration for AI usage, which is available on the IEB website.

The CAT was well-received. Teachers set interesting tasks, and candidates seemed to have responded well to these. Please be mindful when using a cluster question for the essay that the essay must be written at the same time for the entire cluster, in order to maintain the integrity of the task. It is pleasing to note that cluster moderation of this task is positive and thorough.

The fourth-genre section continues to produce some wonderful, exciting alternative tasks. However, there are still centres where the task is set in the same manner as the Paper 1 and Paper 2 skills, for example by means of a literary essay or transactional writing. Centres are urged to remember that this task should be assessed in an alternative manner. Also worth pointing out is that it is not acceptable to set one task (in most cases an essay) out of 30 and then multiply that mark to achieve the 60 marks for this section.

There is evidence of rigour in the three tests required for Section 4. Schools are, for the most part, ensuring that the combination, duration and mark allocations for these tests are in line with the requirements in the SAGs. However, we continue to remind teachers that past papers (IEB, DBE and other assessment bodies) may not be used as formal assessments, and we continue to caution against the use of tests or assessments set by other schools unless these are written at the same time.

Please remember to include design grids for both examinations in Section 5. Examinations, on the whole, are reflective of the IEB final examinations, in terms of standard, number of questions, choices and mark allocations. Source and stimulus texts are interesting, engaging and lend themselves to some thoughtful responses.

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As ever, where serious concerns were noted, and where teachers are uncertain regarding requirements, 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. Please reach out for assistance sooner, rather than later.

In closing, thank you, again, to the teachers for their hard work, and to the moderators for their meticulous care in ensuring the integrity of the moderation process.

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EQUINE STUDIES
PRACTICAL

The 2024 Equine Studies practical examinations were conducted in October and November of 2024.

Thirty-seven candidates were assessed, eight of which were non-riding candidates.

Non-Riding Option

There were eight non-riding candidates.

Four were able to present in person at the following venues.

- Stellenbosch District Riding Club – Western Cape
- Beaulieu College – Gauteng

Four presented via zoom.

The better understanding of the process in which the assessment for the non-ridden option is conducted and the requirements of the final project content has even further improved the rigor, fairness and relevance of this option.

This cycle included fresh and unique career options resulting in improved authenticity. One candidate presented an outstanding project. Not only did the final work submitted comply with all the requirements, but the manner in which the candidate embraced the project and fully immersed himself in the daily functions of the career option he had selected was admirable. He illustrated just how valuable this option can be and what can be achieved when candidates fully participate.

The area that represents the weakest section in this cycle was the reflective questions. Particularly the questions regarding how the project can improve and the candidates' reflections on highlights and challenges.

Last cycle, the biggest challenge was finding professionals in their field of choice who were accessible and willing to allow access to the candidates. This was innovatively approached by candidates and this cycle did not represent the same challenge as previous years. I feel this is partly due to the better understanding of how to facilitate this option by teachers.

I still feel that I can continue to improve the PAT tool for the non-riding option to further increase rigor and clarity.

I encourage candidates to embrace this option more fully. This year we saw just what can be achieved.

Riding Option

1. **Venues**

   The venues used were as follows:
   - Stellenbosch District Riding Club – Western Cape
   - Beaulieu College Campus – Gauteng

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- Inanda Country Base – Gauteng
- The South African Jockey Academy – KZN
- La Belle Ferme Equestrian Centre – KZN
- Kimberly Equestrian Centre – Eastern Cape
- For the Love of Horses – Limpopo

The exam venues were 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. With an increase in the use of competitive venues.

Showjumping remains the most popular discipline of choice.

The course was designed by a registered SASJ Provincial level course designer. This implementation worked very well and further elevated the standards of Fairness, Rigor 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. 2025 I have selected a Provincial course designer from the Easter cape to design the track.

Arenas and work areas were safe, enclosed and very well maintained. All bar two were current competitive venues and conform to F.E.I standards.

This exam cycle included the more specialised and unique fields of Western Mounted games, Showing and Prix Caprilli. We also had one Eventing Candidate.

As predicted, Western Mounted Games is becoming more popular, and I feel it will continue to do so. This year one of the candidates in this discipline further elevated the standard by being exceptionally well turned out in the full traditional tack and training in a yard specialising in this discipline.

We were very fortunate to have been allowed to do the Eventing assessment at I.C.B, being one of the best Eventing venues in South Africa. Due to the permanent nature of cross-country fences, and the space required to run a track, these venues are few and far between. The candidate was well prepared and wore all the compulsory safety dress conforming to the international safety standards.

I am going to continue to stress the importance of using registered competition venues, not only to ensure that all the candidates perform within fair parameters, but these venues all conform to the necessary safety standards, particularly disciplines such as Eventing that inherently carry a high risk.

At the 2025 conference, I would like to raise the issue of protocol in the case of a rider fall. There needs to be a clearly defined course of action in place if there is a fall. The increased awareness of damage resulting from concussion has become a topic at the forefront of most sports regulatory bodies.

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We now have a list of suitable venues per province. My biggest challenge has been finding venues that will not charge ground levy. 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. I must mention the incredible professionalism shown by Kimberly Equestrian Centre. Not only was the track built by a Course Builder, but the club's competition equipment was used, simulating a competition completely.

My highlight of the 2024 exam cycle was once again assessing the jockeys at the S.A Jockey Academy. All three candidates maintained a general high standard of preparedness and displayed excellent skills when presenting their discipline of choice – flat racing. It is always exhilarating to watch these apprentice jockeys pushing at full gallop. I can proudly report that the previous jockeys that I had assessed have all qualified as fully licensed professional jockeys, and all embarked on successful racing careers.

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 are actively competing at the absolute 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. I have followed some of our previous candidates continued competitive careers and their ongoing results lend validity to their NSC assessments with some now competing on an international level and pursuing careers overseas.

The mark allocated for turnout continues to improve the presentation of the candidates and their horses. Not only does this foster professionalism but it ensures that candidates are dressed to the required safety standards for each discipline.

(b) The general knowledge questions are 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 of equitation and the basic principles of schooling, how to practically demonstrate these, the ability to problem solve and even discuss and demonstrate innovative approaches of their own. This year questions about welfare were included. Currently welfare and concepts such as Social License to Operate are in the spotlight in the global equestrian industry and as such maintain validity and relevance in the assessment.

(c) The section on Stable Yard techniques, handling and safety was adequate, but the candidates were generally vague when asked to comment on correct fit and the reasons for use of their particular tack selection. This is critical for them to grasp.

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(d) We had no incidents of parents or teachers being inappropriate at the exams this year. Facilitators were very efficient in clarifying protocols of examination day. We must stay on top of this in a generation that records everything. Clear and well-communicated parameters for the day will avoid potentially problematic situations. Perhaps these should be documented and circulated to the appropriate people.

(e) 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 again 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 levelheaded experienced horse on which the candidate can produce a clear demonstration of their ability.

(f) 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 hard copy on the day. I will ask if this could 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 endeavor to rotate the designer used. I will circulate the list of 'approved' exam venues per province. The general 'rules' for exam procedures will be documented and made available.

I greatly look forward to the 2025 exam cycle and the introduction of the new option of Riding Proficiency.

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EQUINE STUDIES
THEORY

QUESTION 1

1.1 Most candidates got full marks

1.2 This question was poorly answered. Most did not get the marks for both Enzyme & Acidic in stomach

1.3 Lots of candidates confused these terms. Learners are reminded to be able to define the specific terms in the CAPS.

1.4 Very well answered.

1.5 This question was answered either very well or very poorly. A lot of anatomical mix ups here.

QUESTION 2

2.1 Generally answered well with most candidates getting 4 out of 6. Often the trachea was labelled as oesophagus. Often Bronchus and Bronchiole were confused.

2.1.1 Most candidates only getting 1 Mark.

2.1.2 Candidates to be reminded that to give two functions where there are two marks.

2.1.3 Candidates battling to give two different forms of unsoundness's. Many gave lameness which as accepted. Not all gave the **HOW** it impacts performance only mentioned that it does impact performance which what was in the question itself.

2.2 A generally very well answered for full marks for the higher candidates many giving a lot of detail.

2.2.1 Roaring was sometimes mistaken for Gastric ulcers and Vulva deformation. Many did receive 6 marks for this.

QUESTION 3

3.1.1 Most just gave flu, only a few gave flu & tetanus. A lot of candidates gave AHS. The names of the vacs were accepted.

3.1.2 Most gave every 6 months. Some gave AHS protocol.

3.1.3 Very well answered by most.

3.1.4 Only a few got the correct answer with the correct reasoning.

3.1.5 Only a few got the correct answer. Many gave 21 or 40 days after vacs.

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3.2.1 Very well answered.

3.2.2 LOTS gave nutrients, but some gave the actual feeds.

3.3.3 Very well answered

3.2.4 Mostly very well worked out

3.3 Many gave very good comprehensive answers. Candidates are to be reminded to be specific with their feed plan. Protein % is still an issue for candidates and also confusing protein and fibre. Each year the feed plan is answered better on the whole.

QUESTION 4 (LOTS OF MARKS in the 30's)

4.1 This was very well answered. The candidates need to give more to get the full 4 marks.

4.2 Well answered

4.3 Some confused the anatomy with trachea. The actions to be taken were often not correct. Nearly all said call the vet. Some said give water and many gave 'massage the neck'.

4.4 Very well answered

4.5 The higher candidates structured their answer so they could give all the info required by the question. Some candidates omitted what was being asked and lost marks.

QUESTION 5

5.1 Most candidates got at least one mark. Most said Rain scald & Mudfever for Bacterial. Some said IBS and Sweet Itch often came up as attempt.

5.2 Nearly all answered yes with good reasons. Most saying that it was a versatile spray for many pathogens.

5.3 This question was generally well thought out and justified. Any ranking was accepted with sound reasoning for the order. There are so many variables with regards to severity and skin conditions that this was acceptable. Some candidates forgot to rank at least 1 condition so only mentioned four of the five, so lost marks there.

5.4 The challenges were often not discussed but just stated. For example: 'Urticaria was difficult to diagnose and also difficult for vets to manage'. In some cases, the candidate did not know was Urticaria was.

5.5 Unfortunately this was generally answered for half the marks. The questioned called for welfare, containment and financial considerations. Most candidates just contained the diseases and did not broach either welfare or the financial constraints. Also, Justification was often lacking. Candidates to be reminded to breakdown the question into components and to address each part of the question for full marks.

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QUESTION 6

6.1 Very well answered

6.2 Very well Answered

6.3 Candidates struggled to discuss why this would be not allowed the Equine Industry.

6.4 Very well answered with great personal reasoning.

6.5 This was very well answered.

6.6 Most candidates getting at least one mark. The candidates not always giving two points here.

6.7 This is where the candidates struggled. They often only gave two or three points in this 6-mark question. There was also a lot of repetition here.

6.8 Most did not understand the concept of ethical implications and therefore were way off the mark.

6.9 A very well answered questioned with most getting the full five marks and giving superb guidelines.

GENERAL COMMENTS

Candidates must be reminded to check the mark allocation to give sufficient answers to achieve full marks.

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EQUINE STUDIES
SBA MODERATION

Feedback for Teachers

Files that were moderated were found to be without major irregularities. All files reflected that all tasks have been completed. No alteration to marks was suggested.

Teachers are to be thanked for their efforts and the standard of work produced by learners was very high, noted by the excellent overall marks received at the end of the year.

Individual discrepancies were indicated on the National Moderation Tools and can be considered by the relevant centre but there were no changes made to SBA marks recommended by the SBA moderator and as such, they represent a fair reflection of the work undertaken during the year.

Regarding the administration and tracking of files, it should be noted that Equine Studies is only subject to National Moderation, and as such a sample of THREE (3) Learner files are to be submitted by the school. Thus, any centre with more than 3 learners needs only submit 3 files. The moderator will then select TWO of these files for moderation.

General points to note for future moderation

- Research tasks must be taken from the Grade 12 syllabus
- Research task rubrics could be more detailed
- Research tasks must show evidence of how the use of AI will be approached by teachers
- Pre and post moderation evidence must be submitted
- Where a cluster exam is written there must be evidence of this and there must be evidence that it was written on the agreed date
- Sufficient details on the front cover of exam papers must be supplied to learner
- Evidence of personal written feedback must be supplied

Good points

- Overall good administration was evident
- Calculations were all correct
- Rigour of tests is very strong
- All tasks were completed
- Consistent marking is evident

Thank you for the opportunity to evaluate and consider your files.

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FRENCH SECOND ADDITIONAL LANGUAGE
PAPER I

Thank you to the French teacher community for their dedicated efforts in thoroughly preparing their candidates for the 2024 Paper 1.

Candidates performed as expected in all questions in this examination. Candidates answered Section A and Section B equally well. The majority of centres successfully addressed all questions, demonstrating thorough preparation of their candidates for both seen and unseen texts. It is reassuring to note that schools with dedicated teachers have ensured proper guidance and thorough preparation for 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 able to distinguish between questions where they are required to 'Cochez […] fois' and 'Cochez UNE fois par ligne'.

Candidates are encouraged to practice the bulleted format again in preparation for future assessments.

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. There has been improvement what this is concerned.

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 the poems 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 2024 for their efforts and steadfast commitment.

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FRENCH SECOND ADDITIONAL LANGUAGE
PAPER II

The majority of the 636 candidates who wrote French Paper 2 completed it successfully. It was noticeable that candidates attempted all four questions. It seemed that they enjoyed the paper with a lot to write on the different topics. They found it doable and fair, and they managed their time well. Well done to the teachers who prepared them extremely well. Félicitations!

Very few candidates did not complete the paper. There could be different reasons for this – either a time issue or they did not understand the instructions to Question 4. There were a handful of *hors-sujet* texts in Questions 1–4.

Although candidates express themselves well in French, they need to pay attention to the grammatical structures. They tend to misspell words; they confuse the conjugation of the different tenses; they tend not to use accents; they don't know basic expressions like 'avoir faim/raison' etc. Overall, they did not pay enough attention to detail. Teachers should remind their learners to read questions carefully and to be more methodical in applying the basic grammar rules.

Candidates should know that they will not be penalised for producing texts that are over the word count, but they will be penalised if they are under the word count.

QUESTION 1 EXPRESSION DE L'OPINION

Q 1.1 To share or not to share online

Q 1.2 Inspiration from a role model

Question 1 allows the candidates to demonstrate their creative writing skills on a given topic. The quality of the content seen in the essays was impressive and it indicates that candidates found both topics thought provoking and manageable. Many candidates were able to express their opinion drawn from their own personal experiences in clear and well-structured texts, but for others, many grammar and spelling mistakes made their work hardly decipherable.

Good candidates often got full marks for everything in Question 1 except for the 2 marks for 'sophistication' – teachers should not neglect to teach them the grammatical structures that could earn them those two marks.

We do not want to discourage learners who have a lot to write about the topics to do so, but they should try not to dedicate more than 40 minutes to Question 1 in order to have enough time to go over their work and correct grammar and spelling mistakes.

Just as in previous years, the following applied:

- 1 mark was allocated to *respect de la consigne (longueur).* Few texts were too short, and we found many texts far longer than the suggested word count of 150–250 words, thereby offering much content but also creating more scope for error.
- 3 marks are allocated to *structure globale.* This includes an introduction, some well - structured paragraphs and a conclusion. Most candidates have mastered the structure of an essay, but we still see texts without paragraphs or appropriate conclusions. Candidates need to be reminded that new ideas cannot be introduced in a conclusion.

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- Candidates should also be reminded that Question 1 should not necessarily end at the bottom of the first page. They should please turn the page and continue on the next page if required.
- 10 marks are allocated to *contenu.* Generally speaking, candidates scored excellent marks for the content section. In this section, 2 marks cover the coherence (a text that is easy to read and to understand) and the cohesion (conjunctions, the 'glue' that brings sentences together) of the text. Congratulations to colleagues who have clearly spent time teaching a variety of linking words and interesting adverbs.
- 4 marks are allocated to *lexique.* Most candidates were familiar with the vocabulary for both topics and managed this section well. Nevertheless, for some candidates a lack of knowledge of key vocabulary created a lack of clarity, which interfered with communication.
- 10 marks were allocated to *grammaire*. Candidates have been well prepared to offer a variety of tenses and language structures, but the consistent application thereof tend 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 costly, basic grammatical errors in their texts.
  Markers used these points as guidelines to mark this section:
  – 0–1½ point = texte trop court et/ou rien ou presque rien de déchiffrable. Aucune maîtrise de la grammaire de base.
  – 2– 3½ points = texte trop court et/ou pas de maîtrise de la grammaire de base mais certaines idées / points sont déchiffrables.
  – 4–5½ points= texte déchiffrable avec de nombreuses fautes mais qui montre néanmoins que le candidat a une certaine maîtrise de la grammaire de base.
  – 6–7½ points = La grammaire est adéquate même s' il y a quelques fautes et même des fautes de base (tu regarde / mon famille / elles voulent aller / les chaussures jaune / etc.)
  – 8–9½ points = Bonne voire excellente maîtrise de la grammaire (niveau A2 – B1) même si quelques erreurs de base ou des fautes d'inattention sont présentes dans le texte.
  – 10 points = Excellente utlisation de la grammaire même si l'une ou l'autre erreur apparaissent.
- 2 marks were allocated to *degré d'élaboration et variété de structures grammaticales et de structures de la phrase (sophistication).* Teachers must be commended for teaching this difficult section of the French syllabus successfully. There were many successful attempts at grammatical sophistication; si clauses, après avoir …, avant de…, the use of direct and indirect object pronouns, infinitive constructions, etc. However, less successful responses were mainly due to inaccurate attempts at complex structures, which unfortunately had a negative impact on the coherence of the essay.

QUESTION 2 MESSAGES

Candidates need to be reminded that they only select 3 of the 4 messages. It is also recommended that although they will not be penalised for longer texts than the suggested word count, candidates should aim to dedicate approximately 30 minutes for the 3 short messages. They should do the word count correctly. The markers recount the texts and they often find that the candidates wrote fewer words than required – marks are therefore deducted on the grammar section for a text that is too short.

2.1
- Rituel: message direct sur TikTok (salutations + prise de congé)
- Registre: amical (tu)
- Contenu: invitation à faire une vidéo (danser) + détails de vêtements + le lieu

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2.2
- Rituel: message vocal à un parent (salutations + prise de congé)
- Registre: familier (tu / vous)
- Contenu: taper à McDo - carte ne fonctionne pas : expliquer problème et pourquoi besoin d'argent

2.3
- Rituel: message WhatsApp à camarade de classe (salutations + prise de congé)
- Registre: amical (tu)
- Contenu: camarade a triché : expliquer ce que tu as vu + parler des conséquences de cet acte

2.4
- Rituel: e-mail à une personne (à / de / objet + salutations + prise de congé)
- Registre: amical / formel (tu / vous)
- Contenu: tu as perdu un objet coûteux : expliquer comment + proposer une solution

These questions proved to be accessible for most candidates. They managed to communicate effectively and produced texts that showed humour and creativity coupled with a willingness to take risks, which is remarkable for second additional language candidates. All questions proved to be popular choices.

- 1 mark was allocated to *format.* Most candidates used the correct format for each message, but for the message vocal in Question 2.2, it would have been advisable for candidates to start their message court with *Allô maman / papa.*
- 1 mark was allocated to *registre de langue.* The wrong register and/or lack of consistency in the register was still evident in many scripts (formal / informal + singular / plural).
- 3 marks were allocated to *contenu.* Most candidates managed this section with great success and produced interesting texts that covered all aspects of the question (2 marks). In addition, candidates who included a *je ne sais quoi* in their answers were rewarded (1 mark).
- 5 marks were allocated to *compétence linguistique*. Please, see sections *lexique* and *grammaire* in Question 1.
  Markers used these points as guidelines to mark this section:
  – 0–1½ = texte trop court – rien ou presque rien de déchiffrable. Aucune maîtrise de la grammaire de base. Lexique inadéquat (vocabulaire + orthographe)
  – 2–2½ points = mauvaise maîtrise de la grammaire de base mais certaines idées/points sont néanmoins déchiffrables. Utilisation passable du lexique de base.
  – 3–3½ points = Il y a une lueur d'espoir. La grammaire est adéquate même s' il y a plusieurs fautes et même des fautes de base. Utilisation adéquate du lexique de base.
  – 4–4½ points = Bonne maîtrise de la grammaire (niveau A2 – B1) même si quelques erreurs de base sont présentes dans le texte. Lexique adéquat et varié.
  – 5 points = Excellente utlisation de la grammaire même si l'une ou l'autre erreur apparaissent. Lexique riche, expressions et idiomes appropriés.

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QUESTION 3 REFORMULATION D'UN TEXTE

Candidates had to reformulate instructions to work at Disneyland Paris as the character Mickey Mouse into a short text for young people looking for jobs. They had to pretend that they were going to do the job the following year, so the text had to be in the future tense.

Question 3 is an exercise of *grammaire communicative* and not a creative writing task, meaning that no extra information should be added to the given text. In this Paper, candidates were required to transform the imperative (command form) into the future tense. The difficulty was to differentiate between the future simple, future proche and the present tense and to conjugate the verbs correctly. It is very encouraging to note that hardly any texts were *off topic*. It is recommended that candidates dedicate approximately 20–25 minutes for this question.

- 1 mark was allocated to *respect de la consigne*.
- 1 mark was allocated to *registre de langue.* Standard / familiar
- 3 marks were allocated to *structure et cohérence.* Candidates fared well in this section, but some forgot to give an appropriate introduction and / or a conclusion to their message, as required in the question.
- 5 marks were allocated to *contenu.* Most candidates managed this section easily. Most candidates used all the information – they have to use the whole given text. Originality, sparkle, and authenticity were rewarded with 1 mark. This originality had to be in the body of the text and could not be in introduction or conclusion. However, as from 2025 we would like to change the originality/'personnalisation' mark. Too many candidates do not receive a mark for 'personnalisation' because they do not write a short comment or impression in the body of the text while they have creative introductions and conclusions. We would like to award the 'personnalisation' mark in the introduction or conclusion provided it is creative and longer than just one phrase.
- 10 marks were allocated to *compétence linguistique.* This section is the one that candidates found the most challenging. Candidates in general need more practice with the use and formation of the future tenses.

QUESTION 4 FORMULATION D'UN TEXTE A PARTIR DE NOTES

Candidates seemed to approach this question very well in spite of some teachers expressing their fears that the candidates were going to find it difficult.

They had to formulate a verbal story (general info + summary and characters + opinion) about Tom Thumb – telling the story in the past tense and making use of the passé composé and imparfait.

Candidates should aim to dedicate approximately 20–25 minutes for this question.

- 1 mark was allocated to *respect de la consigne.*
- 1 mark was allocated to *registre de langue.* The intended register was informal or standard, but to at least two people had to be addressed. (the neighbours' children).
- 3 marks were allocated to *structure et cohérence.* Candidates fared well in this section although some forgot to give an appropriate introduction or conclusion, as required in the question.

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- 5 marks were allocated to *contenu.* Most candidates managed this section easily and they selected all the information (2 marks) and used it in an effective way (2 marks). Originality, sparkle and authenticity were rewarded with 1 mark in the body of the text. As from 2025 we would like to change the originality/'personnalisation' mark. Too many candidates do not receive a mark for 'personnalisation' because they do not write a short comment or impression in the body of the text while they have creative introductions and conclusions. We would like to award the 'personnalisation' mark in the introduction or conclusion provided it is creative and longer than just one phrase.
- 10 marks were allocated to *compétence linguistique.* Generally speaking, candidates found this section more challenging. The most common errors were the wrong use of the passé compose and imparfait and agreement of adjectives.

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

Congratulations to the teachers for their dedication and enthusiasm in preparing their learners, for inspiring them with enthusiasm and for instilling a love for the French language and francophone culture.

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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 maintain 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, although there are still too many centres who do not offer a choice of topics to their learners in Section A Part 1 and Part 2.

Please take note of the following:

- Please use official IEB cover sheet. Do not create your own! It must not have the school's logo.
- If one awards 100% for an essay, it must be an exceptional virtually error-free essay.
- 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 and give a symbol.

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

QUESTION 1

The theme 'Being and Being-with' should have been mentioned in the introduction and must form a thread through the discussion. The given topic was generally related to the theme, but candidates needed to acknowledge this relation in their engagement.

Discussions of texts need 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. Engagement with dramatic texts is generally too thin and relies upon dialogue and theme instead of examining the plays as texts intended for performance. Similarly, film needs specific filmic references and should avoid broad generalisations on how the films are constructed.

Quotes and direct references need to be properly embedded in sentences and linked to the argument meaningfully.

QUESTION 2

The required texts for this question were as follows: two poets from each immersion and three poems per immersion, i.e. six poems by four poets. Teachers must take responsibility for ensuring candidates follow the requirements. Candidates need to indicate the titles of the poems, the poets' surnames, and the immersions to which they belong in their introduction.

There was a tendency to ignore the immersions beyond a cursory reference in the introduction. It is necessary to link the poems to their immersions and explain their common, unifying elements and their similarities/differences in dealing with the shared theme. Poems may not be lifted from the prescribed poetry list for the NSC examination. A pleasing range of poems was selected and taught. More consideration could, however, also perhaps be given to classic poets.

The prompt poem was still not being engaged with adequately, with most candidates choosing one or two words from the poem to link to their own poems. There must be evidence that the prompt poem has been understood and that the essence of its meaning has been absorbed. This should form the foundation of the essay and discussion of the studied poems.

The exploration of poems requires reference to the poetic devices featured in specific studied poems. Poetic features, such as diction, imagery, rhythm, sound and line arrangement, should be discussed and supported with examples from the poems.

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QUESTION 3

Three novels were required for this question. Memoirs and autobiographies, graphic novels, and manga were not allowed, and short stories should have been avoided unless there was an engagement with at least three stories in adequate depth. Usually, candidates are unable to do this with any degree of success. Texts that lend themselves to deep engagement must be chosen – candidates who opt for easier, young adult texts tend to be left with very little to discuss. Candidates may not use their respective DoE or IEB matric set works.

Candidates were expected to study these texts independently; however, several schools appeared to be teaching the novels. Candidates are encouraged to read diversely, explore challenging texts, and not rely on novels previously taught to them as set works. Voice is what distinguishes one candidate from another; analyses need to reflect their ideas and insights, which is somewhat tempered when the novel has been taught in class.

It is challenging to prepare for Question 3, as it is open-ended by its very nature, but there is still a need for in-depth analysis and inclusion of quotations. Candidates should prepare for this by exploring their texts in terms of themes and notions of human interaction and society. These can then be adapted to the question relatively easily.

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FURTHER STUDIES MATHEMATICS
PAPER I (MODULE 1)

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 in standard procedures is important and worth developing. In many questions, there is a range of possible methods, some of which are much more efficient than others. Those using efficient methods will find it easier to finish the paper and have more time for previously unseen question types. Calculator use is encouraged unless otherwise specified.

Two observations that apply generally across the paper:

- Many candidates are let down by poor algebra, losing marks on basic core maths skills despite displaying an understanding of the further studies maths concepts.
- Many candidates fail to read and follow the specific instructions for each question.

There was an error on the formula sheet, which was most unfortunate. Steps have been taken to prevent a recurrence, and sincere apologies have been conveyed. Alternate solutions were implemented for candidates who used the incorrect formula provided, and we are confident that no learner was disadvantaged by this error.

QUESTION 1

1.1 (a) This question was poorly answered, especially since it was intended as an easy introduction to the paper! Most candidates multiplied by x, which was treated as a breakdown. Our sense is that schools teach rational inequalities in Grade 10 and perhaps do not revisit the topic sufficiently later. A small number of candidates solved it graphically, which was both interesting and pleasing.

(b) This question tested learners' abilities to manipulate the logarithm and exponential functions without relying on their calculator. This underscores the need to test conceptual understanding and reduce reliance on the calculator. It was generally well answered, although some candidates displayed a complete lack of understanding by 'distributing' the ln function into the brackets. Others failed to adhere to the order of operations.

1.2 This was generally answered well. The most efficient method is to simply solve: $x^2 + 6x = \pm 8$. Squaring both sides works but involves more complex algebra. Many candidates wasted time checking their solutions – unnecessary when there is a constant outside the absolute value.

1.3 Some candidates erroneously felt that must be a factor. Of the three methods (long division, synthetic division and inspection), inspection was the most efficient by far. Many who used synthetic division forgot to divide by 2. Teachers are encouraged to teach for understanding at every turn rather than teaching recipes in the absence of understanding.

1.4 This question was poorly answered. Some candidates complicated it significantly by dividing both sides by $(4 - i)$ – a mathematically correct but unhelpful operation. Here, too, candidates were betrayed by poor algebraic manipulation. Some candidates used the calculator to solve the resulting simultaneous equations.

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1.5 (a) While this was generally well answered, many candidates failed to follow the instructions and did not draw in the asymptote. Some candidates confused log and exponential functions.

(b) Here, too, many candidates failed to follow the instructions and did not draw in the asymptote. It was clear that many candidates were point by point plotting and relying on their calculators without fully understanding the concepts at play. Many candidates erroneously reflected the graph about the *y*-axis. Candidates are encouraged to consider in order:

$y = \ln x$ then $y = \ln|x|$ and then finally $y = \ln|x-1|$

Some candidates muddled the equations in a) and b). With hindsight, perhaps we should have made the equations more different, e.g.

$y = |\ln(x+1)|$ and $y = \ln|x-2|$

QUESTION 2

While this is arguably a reasonably simple proof-by-induction question, we were pleased with how well it was answered. Candidates and teachers are commended for clearly setting out the various steps, although a few candidates started with the conclusion! When assuming true for $n = k$ it is essential to include $p \in \mathbb{N}$ after the statement $6^k - 1 = 5p$. Once again, some candidates were betrayed by poor basics, moving, for example, from $6.6^k - 1$ to 5.6^k.

QUESTION 3

Given that the answer is known in advance, it is important that all steps are shown and that candidates pay careful attention to notation. While most candidates knew what they needed to do, many were betrayed by poor algebra. Many candidates wrote the = sign to the right of the limit, failed to write limit on every line, or included limit on the last line once *h* was no longer there. Some candidates calculated and simplified $\frac{f(x+h)-f(x)}{h}$ first and only then applied $\lim_{h \to 0}$ to calculate $f'(x)$, which is fine.

QUESTION 4

4.1 Throughout this question, the classification of asymptotes was poor. It is important that candidates read and follow the instructions fully. Many candidates failed to express their asymptotes as equations, writing, for example: horizontal asymptote = 2, rather than horizontal asymptote: $y = 2$. Many confused things by writing, for example, horizontal asymptote at $x = 2$.

(b) Of the three methods (long division, synthetic division, and inspection), inspection is the most efficient. Many who used synthetic division forgot to divide by 2. Teachers are encouraged to teach for understanding at every turn rather than teaching recipes in the absence of understanding.

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4.2 (a) The single biggest issue here was candidates failing to show that the derivative is equal to zero. Many candidates lost a mark for not communicating this central concept. One cannot solve an expression or simply drop the denominator when one only has an expression! Here, too, candidates were betrayed by poor algebraic manipulation.

(b) Many candidates tried to make their conclusions based on the y-values of the stationary points. The question explicitly required the use of the second derivative. The whole issue of concavity and the link to the second derivative are important concepts that must be emphasised.

QUESTION 5

(a) In both (1) and (2), the notation was awful ☹. Many candidates contradicted themselves and betrayed a lack of understanding of the concept of continuity.

(b) This was well answered.

(c) The very poor notation, layout, and communication of thinking made this question very challenging to mark. The most efficient solutions used the symmetry about the y-axis ($b = 0$) up front. Many candidates did not realise that the $f(x)$ was as defined at the start of the question. A reminder that for a function to be differentiable at a point, it must be continuous at that point.

QUESTION 6

6.1 Many candidates failed to read the question and drew 2 of their own functions rather than manipulating the inequality to make use of the function that had been drawn. Candidates were let down by poor algebra in their efforts to manipulate.

6.2 This was generally well answered. It is important for the function to pass through the points $\left(\frac{\pi}{4};1\right)$ and $\left(\frac{3\pi}{2};1\right)$. It is best to first draw $y = \tan x$ and then $y = |\tan x|$. Pencil can be helpful, but candidates must be sure to erase all but their final result, perhaps drawing this in pen and erasing all work in pencil.

QUESTION 7

(a) This was well answered, but candidates must remember to give coordinates and not just the x-value

(b) The implicit differentiation was much improved compared to previous years. Some candidates failed to realise that $\frac{d}{dx}1 = 0$. Some forgot to distribute the – sign into **both** terms, which results when xy is differentiated using the product rule. Many were let down by poor algebra.

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QUESTION 8

(a) Candidates coped well with this unseen maths, with most at least managing to apply it correctly. Some then struggled with the chain rule, and many incorrectly differentiated the constant, $\ln 3$ to $\frac{1}{3}$.

(b) This question was poorly answered. It was felt that many had not yet revised their trigonometry for core maths paper 2 and, therefore, did not pick up the double angle formula. Many candidates mixed degrees and radians, which was problematic. There was insufficient space given to those who used inefficient methods. Many failed to find a general solution and lost marks for an incomplete solution set.

QUESTION 9

(a) Some candidates tried integration by parts, but this is impossible here. Those who used the incorrect formula from the faulty formula sheet were not penalised. It is important that candidates do not divide the expression by a variable up front. This is mathematically incorrect. As in previous years, candidates who failed to include the constant of integration were penalised with just one mark across the whole question.

(b) This was well answered, with most candidates realising the need to use an identity.

(c) Many candidates failed to first separate this 'top heavy' fraction before applying partial fractions. Many candidates forgot to include absolute value signs on the argument of ln in their final answers.

QUESTION 10

(a) Generally, it is much better to subtract, simplify, and then integrate than to try to integrate and then subtract. This was certainly the case here. Some candidates successfully managed to integrate $\ln(x+1)$ by parts despite this not being required. Candidates were let down by poor algebraic manipulation. Some candidates interchange the limits, which is not permissible.

(b) Many candidates ignored the instruction to round the answer to 1 decimal place and lost a mark. It is fine to use the calculator here. No learner was disadvantaged by using the incorrect formula on the faulty formula sheet. Some used the symmetry of the graph, doubling the answer for $\pi\int_{0}^{1,4}\sec^2 x\,dx$, which is completely acceptable. Some candidates used degrees, which is problematic.

QUESTION 11

We were pleased that almost all candidates attempted this question as it shows that the paper was not too long. Candidates are encouraged to read the question carefully. Some struggled with the fact that we were using θ rather than x. Some candidates used degrees, which is problematic. Some stopped with θ_1 since this was the last instruction. However, they had been asked to find θ to 5 d.p. It is essential that candidates show a function = 0 before embarking on the Newton-Raphson method.

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FURTHER STUDIES MATHEMATICS (EXTENDED)
PAPER II (MODULE 2)

The questions provided should serve as signposts to provide guidance regarding reporting on each criterion listed below.

Module 2: Statistics and Probability

QUESTION 1

Question 1 was generally well answered by the candidates.

1.1 (a) Most candidates scored full marks in this question. Candidates should be encouraged to use correct notation when drawing a tree diagram.

(b) Most Candidates scored full marks. Very few candidates did not interpret the tree diagram correctly by not following the correct paths.

1.2 (a) Very few candidates answered this question correctly. Most candidates could not explain that a continuity correction is applied when a continuous distribution is being used to approximate a discrete distribution.

(b) The question was generally well answered. Most candidates knew to check that $np > 5$ and $nq > 5$. A common error was candidates finding the variance $npq > 5$ instead of $nq > 5$. Candidates must be reminded that $np > 5$ and $nq > 5$ ensures that the binomial distribution represents a symmetrical distribution similar to the normal distribution. Candidates also failed to follow up on the question and find the mean and variance of the approximated normal distribution.

QUESTION 2

2.1 This question was generally well answered. A few candidates solved this question using simultaneous equations. Candidates should be reminded that the sample mean will always be the mid-point of the interval. It helps with calculating the variance and saves time. Candidates must also remember to use correct notation; for example, μ is not used when finding the sample mean. For part (b), if candidates understood what a confidence interval means, they scored full marks for the question. Candidates must remember that a 95% confidence interval is the probability of the interval containing the population mean; hence, 5% of the intervals will not contain the population mean.

2.2 (a) This question was well answered. However, some candidates used incorrect notation. Candidates must remember that the null hypothesis means theory of no change, which is why $H_0 : \mu = 300$, and not greater than 300.

(b) Due to the ambiguity of the interpretation of the question, full marks were awarded to candidates who obtained the correct standard deviation. Candidates must be encouraged to write out the test statistic and the correct z-value (critical value) for a one-tailed test before they set out to solve the equation.

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QUESTION 3

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

(a) The question was well answered. A common error was not drawing the normal distribution and, hence, not applying the probabilities from the table correctly. Candidates were penalised for bad notation.

(b) This question was generally well answered. Some candidates still struggle to convert probability to z-scores. A few candidates did not round their final answer to the nearest month.

(c) It was nice to see most candidates recognised that it was a binomial distribution. A very well answered question.

(d) Most candidates struggled with this question. Candidates must remember that the binomial distribution has no order. Hence, for the 10th camera sold to be the second one claimed against warranty, it would mean using the binomial distribution for the first 9 cameras sold, of which 1 of them sold was claimed against warranty, and then the 10th camera becomes just the probability of being claimed against warranty.

(e) Candidates struggled with this question. Most candidates could not interpret the numerator of the conditional probability, $P(X<3 \cap X<5)=P(X<3)$. In other words, candidates did not understand that the intersection of X less than 3 and less than 5 is X less than 3.

QUESTION 4

4.1 Most candidates answered this question very well. Candidates set up the 2 equations very well. However, a few candidates made errors in solving the 2 equations simultaneously. Candidates must remember to check if their answers make sense; for example, they shouldn't get negative values or values greater than 1, as both p and q represented probabilities. In part (b), a few candidates assumed that the expected value would divide the distribution in half. The table represented discrete data, and hence the $P(X<2,45)=P(X=0)+P(X=1)+P(X=2)$. A few candidates misunderstood the question and included the $P(X=3)$ in their answer.

4.2 (a) Candidates struggled with this question. Candidates must remember that they do not have to find the equation of the function and integrate within the bounds to find the area of the shape. They should first check if it is a shape they recognise. In this case, they needed to show that the area of a quarter of a circle with a radius of $\frac{2}{\sqrt{\pi}}$ will equal 1.

Candidates must remember correct notation if they choose to integrate (i.e. include dx at the end of the integral).

(b) Most candidates identified the right angle and hence the use of the ratio of the cosine of the angle $A\hat{O}B$. A few candidates found the height AB using Pythagoras and then the tan ratio.

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(c) Candidates struggled with this question. Candidates needed to follow the instructions and use circular measure to find the area to the left of $\sqrt{\frac{3}{\pi}}$.

Candidates could break up the sectors, triangles, and segments to answer the question using a few different methods. Errors emerged when candidates double-counted some shapes. A few candidates who tried to integrate were penalised for not following the hence the instruction. Candidates must remember to follow the instructions of the question.

QUESTION 5

5.1 If candidates recognised the question as hypergeometric, then the question was answered well. A few candidates found the number of ways but not the probability. A few candidates confused permutations and combinations. In this case, there is a selection of people, so the order is irrelevant.

5.2 Candidates struggled with this question, with a handful getting full marks. Many candidates did not recognise that because 2 learners were selected, this would lead to sampling without replacement. This resulted in the first denominator being 100 and the next 99. Many candidates missed this. Candidates struggled to consider that there was more than one option to obtain the 2 learners.

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FURTHER STUDIES MATHEMATICS (EXTENDED)
PAPER II (MODULE 3)

This paper was generally thought to be of a challenging standard, with no questions causing any serious problems from a content or extreme difficulty point of view. It is clear that many learners are opting to write the elective module in the May session or not at all.

QUESTION 1

This question centred on a combination of different loans at different times, repaid using an annuity. It was essentially a timeline problem involving an interest rate change. Surprisingly, learners frequently mixed up values, which are lump sums, with those that form an annuity. As is often the case, the workings are considerably reduced if values on the timeline are consolidated at the interest rate change. However, bringing the values to the end of the time interval seems to make more intuitive sense to many learners. Those who brought the values back to T_0 created a more complex problem, often accompanied by errors.

QUESTION 2

This was a standard loan problem. However, as an examiner, one always looks for an alternate way to present the information to calculate x and/or n. In this case, neither the original loan nor the payment was given, leaving two unknowns. Instead, the total interest paid throughout the loan was given, effectively creating simultaneous equations. The difficulty of the question lay in the set-up of the equations, although in some cases, candidates failed to solve the equations even after having written them down correctly. The second part of the problem involved finding the interest payable in a given month. This is done by simply multiplying the outstanding balance at $(n\text{-}1)$ by i, which is a much simpler problem than finding the interest paid in a given time interval. However, many used a much more time-consuming (and less effective) general method to calculate the interest, which is to be discouraged.

QUESTION 3

This question involved an annuity with a changing payment value, defined recursively. However, the learners were not required to analyse and interpret the formula – although this is a possible question to be asked. As such, it was a fairly straightforward recursive equation problem in solving for two unknowns. The errors tended to be around misinterpreting T_0 for T_1. The second part of the question required them to calculate the effective rate, which was not well answered. One suspects that effective rate is poorly understood unless it is a standard problem using the standard formula.

QUESTION 4

This was a question relating to the Logistic Population Growth model. It required candidates to synthesise their understanding of the population growth rate vs population graph with the population-time graph and the various equations. Since there was little scaffolding, this question was quite complex and not particularly well answered. Teachers should focus more on assisting learners by using simplified versions of population recursive equations with numerical parameters.

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QUESTION 5

This was a standard predator-prey problem. Nevertheless, picking relevant information from a text always presents a challenge; therefore, it is a higher-order question. Learners must be well-versed in the definitions of all the parameters and terms in predator-prey equations and how to calculate these parameters. Furthermore, the formulae for the equilibrium point must be studied and known. Even so, the questions asked in this problem were not direct and a great deal of back working and synthesising of data was required. It was not an easy question, but it was still based on a standard model that appears regularly in these papers.

QUESTION 6

Although not necessarily apparent, the terms in the equations given were based on the predator-prey model, disguised by using numerical parameters and simplifying. However, no knowledge of the predator-prey model was required for the question, only an understanding of how to find the equilibrium point from first principles.

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FURTHER STUDIES MATHEMATICS (EXTENDED)
PAPER II (MODULE 4)

The paper accommodated all candidates, including below-average candidates, and allowed them to get enough marks 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 or diagram errors that could have led to misinterpretation.

Candidates achieved good results overall and supported the impression that the questions were fair and gave every candidate the opportunity to pass. Learners were well-prepared, and content was covered thoroughly by teachers. They must remember that a thorough demonstration of algorithms is needed to achieve full marks. This year was far better than previous years regarding graph theory algorithms. I am confident that the statistics will show that the paper was fair and unbiased.

Summary of Individual Questions:

QUESTION 1

Very well answered.

QUESTION 2

2.3 Candidates should have checked their answers using the calculator. Many simple arithmetic errors would have been eliminated.

2.4 Learner either answered well or had little clue. The inverse of a 3×3 will always be examined in some form or another.

QUESTION 3

Very well answered, but candidates struggled with the order of matrix multiplication. Learners were unsure of the effect of the matrix on the vertices. Learners were vague in their explanation of the effect. Many candidates didn't show the matrix used to show in Question 3.3. Many didn't read that the line was on the perpendicular. It also involved choosing the wrong matrix for rotation, multiplying errors, or rounding the trig values off too early.

QUESTION 4

Candidates answered well, showing clear notation or using the wrong algorithms. The theory was poorly answered; however, in general, the question was well answered. Wording regarding 'Path' or 'Circuit' is poorly understood despite our focus being on teaching application.

QUESTION 5

Most candidates managed to make a good attempt at Question 5, suggesting the length of the paper was appropriate. The extension/application question was done well by some candidates – alternatively was a mess. Misread questions, with a lack of attention to detail. The algorithm was well handled.

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FURTHER STUDIES PHYSICS

QUESTION 1 MULTIPLE CHOICE

The multiple-choice section of the exam was designed to assess candidates' understanding of key concepts and their ability to apply definitions in various contexts. However, the average performance in this section was notably low.

Candidates are encouraged to attempt all questions in this section and avoid leaving any answers blank. A systematic approach to answering multiple-choice questions is advisable. Typically, two options can be easily identified as incorrect for candidates with a solid grasp of the material, leaving two plausible answers. In one instance, a question presented two similar statements, and both responses were accepted as correct.

QUESTION 2 THERMAL PHYSICS

This question was not intended to be highly challenging, and it is concerning that many candidates could not answer the theory-based questions, especially considering that these were directly drawn from the CAM document.

In the question where candidates were asked to suggest an improvement to the design of the thermometer, many incorrectly proposed the use of new equipment rather than focusing on modifications to the existing design, as the question required.

A recurring issue is that many candidates continue to make errors when calculating the change in temperature by incorrectly adding 273,15. This indicates a misunderstanding, as candidates failed to recognise that a change of 1 degree Celsius is equivalent in magnitude to a change of 1 Kelvin.

The final question required them to distinguish between boiling and evaporation. Despite being a low-difficulty question, very few candidates achieved full marks. Many responses incorrectly claimed that one of these processes does not involve a phase change, which highlights a fundamental misunderstanding of the processes of evaporation and boiling despite this being explicitly outlined in the CAM document.

QUESTION 3 MATTER AND NUCLEAR PHYSICS

The theoretical components of this question were handled better than in previous exams. However, candidates frequently omitted or altered keywords in their responses, suggesting a reliance on rote memorisation rather than a genuine understanding of the underlying processes. When required to compare concepts, many candidates provided isolated explanations without drawing meaningful comparisons between the concepts, indicating a gap in critical thinking skills.

It was encouraging to observe that fewer candidates relied on memorising equations and constants. Instead, they made better use of the provided information sheet, which is a positive development. However, despite the calculation question being structured to assist them by requesting the decay constant in years, many unnecessarily converted it to seconds, leading to calculation errors and subsequent loss of marks.

The final, more complex calculation proved challenging for many candidates. The difficulty lay not in substituting values into equations but in understanding the process itself. While most candidates could correctly calculate the constant, errors often occurred when applying it to the half-life calculation, preventing them from achieving full marks. It appears that the mathematical component remains a significant hurdle for candidates.

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QUESTION 4 ASTROPHYSICS COSMOLOGY AND ANALYTICAL SKILLS

Black hole: IF its mass is big enough, the star will eventually eat itself and become a black hole, attracting objects close to it and turning them into spaghetti.
Gravitational lensing: Since the beginning of time, there have always been opposites. God and Satan, yin and yang, good and evil, etc. It would only make sense if we assumed that there would also be dark matter to keep the universe in balance.
Dark energy: Dark energy takes up space in the universe, so ordinary matter cannot use the space dark matter has taken up. So, the universe cannot expand to its full potential.
MS 27 CN 1167 Irregularity with handwriting.

4.1 4.1.1 Well answered.

4.1.2 Failure to specify what is attributed to temperature and what is attributed to pressure.

4.1.3 Answered poorly. Candidates did not link cooling with expansion and contracting with heating.

4.2 White dwarf, very few referred to the limits and passing through the red giant stage. No longer fusing. Black hole mist; neglected to mention that the limit is after the supernova.

4.3 4.3.1 Answered okay.

4.3.2 Very few mentioned that we expect the expansion rate to slow down.

4.4 4.4.1 Temp vs t1/2 in the wrong equation and K.

4.4.2 Order of ratio not read correctly.

The marking panel found it interesting that candidates provided various alternative responses when discussing dark matter and dark energy. It is important that teachers ensure candidates have a clear understanding of these concepts and are familiar with the current scientific knowledge surrounding them.

Regarding stellar processes, candidates would benefit from keeping their explanations straightforward. Many failed to make the fundamental connection between expansion and heating or contraction and cooling. The two limits used to describe the evolution of stars are clearly outlined in the CAM document, and candidates should be encouraged to refer to them when suggesting the final fate of a star.

The calculations in this section once again demonstrated that candidates achieve higher marks when they comprehend the meaning of the quantities involved rather than randomly substituting values into equations. A recurring issue was the confusion between time and temperature when using symbols such as t or T, highlighting the need for greater clarity in interpreting variables.

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QUESTION 5 PROJECTILE MOTION AND LEVERS

As in previous exams, the question on projectile motion was generally well answered. However, a common error was that many candidates attempted to calculate the maximum height reached by the ball, even when this was not required or made mistakes with the signs in their calculations.

In the second part of the question, which focused on moments, the calculations were once again handled well. However, when candidates were asked to compare the magnitudes of the forces, many seemed unaware that the given forces were those acting on the door rather than on the hinge. This indicates a need for greater clarity in distinguishing between forces acting at different points in a system.

QUESTION 6 CIRCULAR ORBITS

This question was generally well answered.

Some candidates took a longer approach by first calculating the angular velocity before determining the displacement. While this method is not incorrect, it is more time-consuming. Candidates should be encouraged to use the mark allocation as a guide to determine the most efficient approach to solving a problem.

A few candidates did not respond to the question that required them to indicate vectors on the diagram. Once again, candidates should be reminded to cross-check their answers against the mark allocation to ensure they have addressed all parts of the question. Additionally, some candidates incorrectly drew the velocity vector (v) perpendicular to the orbit instead of tangential, suggesting a misunderstanding of circular motion.

Candidates should also be discouraged from using the term 'gravity' without specifying whether they are referring to gravitational force, gravitational acceleration, or another related quantity. Precision in terminology is essential for clarity and accuracy in scientific explanations.

In the calculation section, many candidates omitted the angular velocity calculation even though there were multiple methods to solve it. Others forgot to convert kilometres to metres in their calculations, leading to errors in their final answers.

A common misconception was the failure to recognise that the centripetal force (F_C) is equal to the gravitational force (F_G). While some candidates made this connection, they often manipulated the relevant equations incorrectly, resulting in lost marks.

QUESTION 7 ELECTRIC FIELDS & GRAPHING AND DATA ANALYSIS

Compared to previous years, the graphing portion of this question showed noticeable improvement, indicating that centres have been giving more attention to this part of the syllabus. However, several key aspects still require further focus and refinement.

The following general points should be considered when approaching graphing questions:

- A meaningful title must be provided, with the correct order of variables in the heading.
- Odd or inconsistent scales on either axis will result in the loss of marks.
- Accuracy marks are only awarded if points are plotted within half a small block on the provided grid.

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- Candidates should be encouraged to draw both the graph and the error bars in pencil to allow for corrections. Alternatively, they may use the additional graph grid at the end of the paper if needed.
- A clear, long ruler should be used when drawing the line of best fit and the steepest and least steep acceptable lines.
- When drawing the worst acceptable line of fit, candidates should avoid using only the stoppers at the top and bottom of the error bars as a guide.
- When calculating the gradient, points from the line of best fit should be used, not points from the data table.
- Candidates are encouraged to use their calculators to determine the line of best fit, a skill they learn in mathematics.
- To calculate the uncertainty in the gradient, candidates must divide the difference by two *only* if both lines of worst acceptable fit are drawn.

Although graphing skills have improved overall, the derivation of base SI units was poorly answered. Many candidates incorrectly assumed that the coulomb © was a base unit instead of the ampere (*A*). Candidates also struggled to cancel out units and derive the correct base units.

The uncertainty calculation remains a significant challenge. Many candidates did not know how to approach an error calculation without being given a specific error value. They failed to recognise that the error could be determined by taking half of the smallest increment on the measuring instrument. Candidates often struggled with the necessary unit conversions even when this was done correctly.

Furthermore, candidates frequently failed to link possible errors to appropriate improvements. There is a clear lack of understanding regarding the distinction between systematic and random uncertainties and how these can be mitigated or eliminated through adjustments to experimental design.

QUESTION 8 CHARGED PARTICLES IN ELECTRIC & MAGNETIC FIELDS

When calculating force and acceleration, many candidates used incorrect units or omitted them entirely in their answers. The consistent testing of the rules governing the direction of particle movement and electric fields in previous exams does not appear to have resolved this issue, as over half of the candidates still struggled to apply these principles correctly. Many candidates also overlooked that the electron, replacing the proton, would be stationary and, therefore, would not move.

In all calculations involving circular motion, candidates must identify the forces responsible for centripetal acceleration and equate them appropriately to demonstrate a thorough understanding of the underlying physics. While most candidates successfully performed the derivation, a notable gap remained in their ability to explain the selection process for determining the speed of the particle.

Several basic mathematical errors were common in this question. Frequently observed mistakes included failing to square the velocity when required, incorrectly using the diameter instead of the radius, applying incorrect powers of ten, and making simple calculator errors. These errors and the omission of units significantly impacted the accuracy of candidates' final answers.

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QUESTION 9 OSCILLATIONS

When describing periodic motion, candidates' answers were often vague and lacked clarity. It is recommended that candidates use simple language or relevant examples to make their explanations more precise and comprehensible.

In the calculation section, many candidates only worked out the velocity, failing to complete the entire solution. In graph-related questions, common errors included omitting the labels for time or period on the axes and incorrectly carrying forward the direction from previous graphs.

Candidates also struggled to suggest ways in which the motion could be adjusted to exhibit simple harmonic motion (SHM). References to the concept of a restoring force were seldom made, and only a few candidates mentioned factors such as friction or damping that could impact the motion.

In questions requiring the direction of an applied force, many candidates either left the direction out entirely or provided vague responses, such as stating that the force acts 'in the opposite direction,' without further clarification.

Another recurring issue was the failure to convert 12 cm into metres during calculations, resulting in incorrect answers.

The relationship between potential energy (E_p) and kinetic energy (E_k) should be emphasised, as many candidates did not equate these quantities where necessary.

Finally, it is important to highlight the use of ratios in calculations, as very few candidates followed the instruction to use ratios when solving the relevant problems.

CONCLUSION

We were pleased to see more centres adopting this subject and an increase in the number of candidates participating. It is important to reiterate that teachers should make use of reflection questionnaires as a tool for ongoing improvement of the teaching process. The marking panel values any input that can contribute to enhancing this process.

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GEOGRAPHY
PAPER I

QUESTION 1

Candidates answered the questions on mid-latitude cyclones and braided river systems well. The candidates continue to confuse the format of a cross section, simple sketch and aerial diagram. Candidates should be encouraged to study a diagram in more than one format. The importance of labelling diagrams clearly is an essential skill which needs to be practiced. Candidates shown are instructed not to use red or green pens in question papers are difficult to monitor when marking across different questions. The candidates found the storm hydrograph questions a challenge, especially the understanding of the term lag time and peak flow. Most candidates indicated a good understanding of climatology and geomorphology processes and showed an excellent understanding of the link of these themes to human activities.

QUESTION 2

The candidates showed good integration of skills such as map and photo interpretation. The candidates used the coal photographs in the multiple-choice question to their benefit. The different approach to the concept of land reform was well answered by the candidates and shows that this concept is being taught well. Confusion of the concept of buffer as a settlement concept and a GIS concept was problematic. Candidates are encouraged to focus on learning and understanding the difference between concept such as heavy industry and heavy industry areas. Reading questions carefully will benefit the candidates.

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. The topic of the essay was current, and candidates were able to show clear understanding of the theme of coal. The top candidates are using the sources under Question 3 AND including the use of the other sources in the examination paper. It seems that many candidates leave the essay to the end. This means that candidates are losing out on essay marks which (if the correct essay guidelines are followed) are attainable. More candidates attempted the essay, and the standards improved.

QUESTION 4

Overall, the question was answered well with candidates showing climatology is a focus of teaching in most schools. The candidates confuse concepts which are specific to tropical cyclone and mid-latitude cyclone, such as movement of air and direction of movement. The candidates continue to confuse the format of a cross section, simple sketch and aerial diagram. Candidates should be encouraged to study a diagram in more than one format. Including different images and photographs in revision material will be the candidate when interpreting images and linking it to theory. The valley climate table question was well understood; however, the candidates found the application of the theory to the photograph a challenge. The candidates are excelling at the link between climatic features and the impact on human activity and infrastructure.

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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 variation of colour on the diagram as a change in altitude. The candidates have shown a greater understanding of the concept of superimposed as this question was well answered by most candidates. The scaffolding of the GIS question was beneficial to most candidates and resulted in a much-improved answer standard than previous years. Overall, a well answered question.

QUESTION 6

The settlement question was well answered by most candidates. Graph analysis and interpretation were answered well. The candidates showed clear understanding of the GIS map techniques with improvement in the quality of the answers from previous years. The concepts of land-use zones have well answered, however linking the concept to photographs and satellite images remains a challenge for candidates. The concept of functional magnetism and application of concept was poorly answered. Candidates show a clear understanding of informal trading and answered this question very well.

QUESTION 7

The economic question continues to be a well answered question if the candidates has managed their time well. Use of the sources provided to answer questions has been consistent and candidates are initiative and using their own knowledge or content taught which is outstanding. Concepts such as services, industries and sectors remain a challenge for candidates which results in poorly interpreted and answered questions. Candidates would benefit from working on skills such as linking concepts e.g. strong transport corridors with foreign investment, the candidates tend one aspect and not the other when answering application questions. Overall, this was a well answered question.

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GEOGRAPHY
PAPER II

There were several commendable papers in this cohort, demonstrating correct use of geographical terminology. Responses referencing map evidence were markedly better compared to previous years.

However, some foundational map skills were lacking. Learners are encouraged to revisit the basics, such as differentiating between small-scale and large-scale maps. When teaching magnetic declination, it is crucial to explain why it is described as a 'mean.' Candidates should be trained to use map clues to answer questions and to practise orientation tasks.

Learners should also focus on answering lower-order questions precisely, ensuring they include units of measurement, use correct units, and specify cardinal points. While responses to area-related questions showed improvement, accuracy in scale usage still needs attention.

Candidates must attempt difficult questions instead of leaving them blank. Scaffolded questions often allow for part marks, which cannot be awarded for unanswered sections. Although the cross-section question was challenging, marks were awarded for the start and end heights and for correctly placing the town (area), river (point), and industrial area (area). Repetition in answers often indicates a fundamental error.

When asked to choose an answer, candidates should select the most correct one.

Certain concepts remain poorly understood:

- Many confused **seasonal rainfall** with **high rainfall** and **captor streams** with **captured streams.**
- The distinction between **excavations** and **diggings** was unclear.
- Differences between **intensive** and **extensive farming** were not well comprehended.
- The term **economically active** was often misinterpreted as **physically active,** leading to irrelevant responses about sports activities.

GIS concepts also proved challenging. While sketch maps can function as a paper GIS, many candidates struggled to fill in features such as watersheds and plantations. River catchment management also appeared to be insufficiently understood.

Time management was a concern for some candidates. This will be addressed in next year's paper.

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GEOGRAPHY
SBA MODERATION

Moderation took place online for the schools that were called for moderation during October. All school were requested to present 1 teacher and 3 candidate files for moderation. Overall, the submitted files were compliant with SAGS requirements and no schools were requested for 2nd moderation.

The administration of the teacher files was well done. Proof of Cluster meetings was available in the form of minutes, but these meetings usually took place after the National conference and closer to the end of the year as cluster moderation. Most tasks, projects, tests, prelim examinations and marking guidelines were available. Teacher cover sheets were included. Very few schools chose to do the research project with the majority of schools electing to do the 3 tasks instead.

In the teacher's file there was evidence that the SBA tasks highlighted a high quality of professionalism and showcased a clear understanding of the grade 12 syllabus. The tasks were out of 100 and did address different skills, including an essay with the IEB marking rubric. Some schools were exceptionally creative when assessing a variety of skills and the leaners were advantaged when focussing on their strengths. It is worth noting that schools did adhere to the requirements of completing 3 tasks testing different skills as per the SAGS guidelines. Tasks are now more challenging, with consideration being placed on Blooms taxonomy. Teachers make use of the Geography prelim CD, prepshare and SAGTA website which has improved the quality of the tasks, tests and preliminary examinations.

An area of concern is that some tasks were not available in the teacher file even though pre/post moderation forms were present. Some teacher's struggle to incorporate the relevant case study into tasks forming an integrated question. Some schools only offer the minimum number of tasks and tests, and the candidates could not choose their best work from alternative assessments.

Pre and/or post moderation was completed, with many schools making use of a form to show relevant changes that were made. Generally, no explanation was given on how the post moderated marks were recorded i.e. was the mark negotiated, was the moderators mark automatically accepted or was the best mark recorded. Analysis grids were completed correctly, although some tests did not include a grid.

Schools selecting to do the research project used the IEB marking rubric. The research question differed based on the schools and candidates' area of interest. The project generally showcased the candidate's ability to complete research. The graphs and tables provided were creative and was linked to the data obtained during primary research. The correct in text referencing is an on-going cause of concern.

The 2 tests did follow a paper I and paper II format, from different reporting periods. Tests included assessment grids as well as making guidelines. It would be beneficial to include the level of difficulty in the assessment grids as some tests require a higher level of difficulty in the 60 / 40 spread.

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The preliminary examinations mimicked the final examinations with regards to the new layout i.e. 7 questions within 3 sections. Questions were current and relevant, with many teachers making use of the Geography prelim CD. Paper 1 is now a write-on paper, but some schools still used the old format. It is essential to include the current case study in the preliminary examinations, to prepare candidates adequately for the final examination.

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. Any marksheets that were not calculated correctly were returned to the schools to be rectified before moderation commenced.

All candidate files contained the letter of authenticity and completed cover sheet. Proof of feedback to candidates is an ongoing cause of concern. Most teachers mark tests and preliminary examinations as per finals i.e. with no comments being written. Tasks and research projects however should show some proof of intervention and recommendations for candidates to improve their work.

The SAGS document was judiciously followed, and 1st moderation was successfully completed within the required timeline.

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GERMAN SECOND ADDITIONAL LANGUAGE
PAPER I

GENERAL

Paper I is divided into two parts: Teil A Reading Comprehension of three unseen texts which are tested through reading for detail (Aufgabe 1) scanning (Aufgabe 2) and global understanding (Aufgabe 3.1 and 3.2). This section counts for 60 marks. The second part of the paper, Teil B, is comprised of two questions on the set works (either 4 and 5 (novel) or 6 and 7 (short story)). This section of the paper counts 40 marks.

Some candidates encountered no difficulties. Home Language German candidates who write German as a Second Additional Language, offer very good responses. This trend seems to increase as more German Home Language speakers opt to write the Second Additional examination. Naturally they have a great advantage in comprehending the texts, although they do not always read carefully enough and therefore make mistakes in their responses. Candidates, who have mastered the skill of deduction, have no difficulties with unfamiliar words. Once more we noticed that candidates are finding it increasingly more difficult to verbalise what they have comprehended. We also notice a decline in ability to make sense of reading matter. Lack of vocabulary and practice may be contributing factors.

Overall, candidates do quite well in Paper 1. Spelling and syntax mistakes are not considered, except in cases where there is complete confusion, and the answer is not intelligible. If an answer is adequate, the mark is given. Incorrect pronouns, however, change the meaning and cannot be rewarded.

TEIL A READING COMPREHENSION

AUFGABE 1 SELECTIVE READING (scanning) (20 marks)

The focus on finding particular chunks of information in a given text is a skill that is more important than ever, given today's desire for quick answers within the information overload. Candidates did well in this question and found the text challenging but engaging.

AUFGABE 2 READING FOR DETAIL (20 marks)

In this section, candidates have to match statements made about the text to a grid with a right or wrong possibility. It is important to note that appropriate answers need to be marked clearly with a **cross**. (Please remind learners not to tick or write R/F!) This question was answered well. It is worth mentioning here that candidates should be made aware that they should not leave a question unanswered or leave the marker to choose an option. If both blocks were ticked, no mark is allocated.

AUFGABE 3.1 (6 × 3 = 18 marks)

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

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AUFGABE 3.2 (2 marks)

Candidates were given a text on Sport types and had to decide into which category they fall. Then they had to substantiate their decision from the text. A personal account was not asked or accepted. Most candidates seemed to have dealt with this question with ease.

COMMENT

In this paper Question 1 was relatively easy for the learners (a balance of 60:40 maintained), Question 2 required intensive reading (candidates found it easy) and Question 3 required careful reading as the questions grew from easy to more evaluative in accordance with Bloom's Taxonomy. Thus, the reading comprehension part of Paper 1 was balanced.
These types of reading are vital for different tasks and should all be practised in class, using various types of exercises, including those often used in the written final examination. It seems that several candidates had not been able to practise these enough during the FET phase. Reading skills are most important and it seems that candidates' reading struggles are increasing.

TEIL B SET WORKS

Questions are set on an extract from the prose texts studied and from one of the short stories. These questions must all be answered by referring to the text in the Paper. Candidates must answer either the questions on the prose text or the questions on one of the short stories - either Questions 4 and 5 or 6 and 7. Questions 4 and 5 and Questions 6 and 7 are similar in form. Genre permitting, it is attempted to keep the options the same in standard. This year, again, we noted that candidates who had begun to answer a question and then decided otherwise, did not cross out the beginning of their first attempt. Some candidates had answered both 4 and 5 AND 6 and 7. We mark only the first answer, as one cannot choose for the candidate. Please note that, if asked to quote from the text, the quotation should be correct and complete. Handwriting poses an increasing problem. Attention needs to be focused on writing clearly for example k/h and l/i. Alternative answers are a waste of time; only the first one will be marked. Offer neat, concise and legible answers. Do not muddle Q.4 and Q.7 for example. Check the mark allocation to ensure enough has been answered.

AUFGABEN 4 AND 5 ***Oktoberfest – und zurück*** **(40 marks)**

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

AUFGABEN 6 AND 7 ***Die Blaumacherin*** **(40 marks)**

Learners who chose this option mostly did well, although some struggled with the metaphorical meaning.

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

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Like in 2023, candidates seemed to have performed almost equally well in their unseen reading and in their literature, with a slight improvement in the Literature. Candidates should become aware of the many possibilities of acquiring new vocabulary in reading texts of all kinds, and the need to understand the idiomatic structures.

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

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GERMAN SECOND ADDITIONAL LANGUAGE
PAPER II

We were very fortunate to have a group of enthusiastic markers in 2024 who worked well together, and the standard of marking was excellent. It was a pleasure to work with such a dedicated group of teachers in our marking team.

1. **Marks:** The marks for the German SAL Paper 2 ranged from excellent to poor, but we were very happy about the results. Most of the tasks were executed very well.
2. As always, the German Home Language candidates achieved really high marks which added to the heavy top load in the German results.
3. **Marks: Point allocation:** In Paper 2 we allocated 60 points for written work (Sections A and B) and 40 points for formal grammar (Section C). We are happy that (by comparison to last year) fewer learners got less than 40% for the written pieces A1, A2 and B1. We found however, that the learners did not do as well in the first part of the grammar (Teil C1.1–C1.9). By comparison to last year, about 5% more of the learners got less than 40% for this part. Overall, the learners acquitted themselves well and we are happy with the results.

A FEW NOTES

Correctional fluid: Candidates again used Tipp-ex in order to correct answers and then forgot to go back to the answer to fill in the new answer once the Tipp-ex was dry.

Writing tasks on the allocated pages: Some learners did not write the written pieces on the allocated pages. They then tried to correct the error by scratching out tasks and redoing them on the allocated pages. This lead to time wasting as well as confusion for the markers as to which task was done where.

Careless reading: Candidates often lost marks for not reading the tasks with enough care and then executed the tasks incorrectly. i.e.: Give your opinion: *It is better for **teenagers** to study rather in Germany than in South Africa*. Learners wrote: ***I am** going to study in Germany. **I want** to study German.*

Important: Grade 12's were told not to write their own name in their answering paper. This caused a problem. Some learners wrote their examination numbers where their names were expected: For example: *With kind regards, 20348586* (should be the name). **Or:** The learners wrote to somebody in Germany. Guideline: *Introduce yourself and say why you write*. Learners wrote: *My name is **James*** (probably real name) but then sign the letter*: With kind regards, **Martin**.* Marks were deducted for this communication mistake.

Writing the date: Learners often ignore the instruction to write the date at the top of the written pieces**.** Learners must please write out the date fully: **den 22. Oktober 2024**. ***Not*:** 22-10-24 ***nor*:** 22 Oktober 2024 ***nor***: den. 22 Oktober 2024. These are format mistakes for which the learners can lose marks.

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SECTION A WRITING AN INFORMAL LETTER (30 marks)

In this section the candidates chose between 2 'stimulus texts' for the longer task: 1. Theme 'Jugendliche – Wohnen' ***or*** 2. 'Jugendliche – Ferien in Mallorca'.

Most learners chose the first task. They probably read the first task, decided that they can do the task and then didn't bother reading the second task. Both tasks were well executed. The second task scored in general about 10% more than the first task.

A1: '*Unterkunft in Heidelberg*' The guidelines were mostly fully answered. Many spelling mistakes were made, even if the words were in the given text. The usual incorrect idiomatic expressions appeared: ***sehr*** statt ***gern***, ***du*** statt ***man*** (***du*** kannst in Deutschland mehr Geld verdienen, als in Südafrika, lehren und lernen, werden/wurden/würden, Zeit spandieren

A2: The second task was on 'Holiday in Mallorca': Incorrect idiomatic expressions appeared: *Ich sehe aus nach Mallorca, das ist Spaß, späßlich, geht Spaß sein.* 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.

Candidates were to communicate in the formal *Sie*-form. Some candidates used the informal 'du, dein, dir, dich' form which is not allowed in this specific task. We accepted 2 forms of address in this task '*Liebe Frau Grebe*, …' as well as *Sehr geehrte Frau* Grebe, …'

Guideline 1: Say who you are and why you write: We expected: *My name is Jean. I will be in Germany soon and would like to join your cooking club*. Learners wrote: *I am South African. I am taking a gap year.*

Guideline 2: *What do you like to eat*? *What South African dish will you cook for the club members*? We expected: *I like to eat pizza. I will cook* ***Bobotie*** *for the club members*. Learners wrote: *Ich esse gerne Pizza. Ich kann Fleisch grillen*.

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 '*Living with your parents*.', *An embarrassing experience in the German class – write in your diary*. Some wrote about an embarrassing experience somewhere else in school, some thought '*peinlich*' had to do with pain. Some ignored the last guideline: *How do you feel now that you have written in your diary*?

B.2.1 Theme: Living at home. (for or against)

The second guideline is about the candidate's own experience with living at home. We expected learners to compare their own situation with that of the two children in the given conversation: *Like Luise, I also get on with my parents and I like my mom's cooking. I do not need the freedom that Martin wants, because I am allowed to do what I like at home.* Some learners struggled to formulate any proper sentence on this. Some learners were confused between *Einleitung* (introduction) and *Einladung* (invitation). Generally, the learners did very well in this task.

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B.2.2 Theme: *Diary – about an embarrassing experience.*

Candidates were requested to write the day and date at the top. Many did not. Many mistook '*peinlich*' for '*schmerzhaft*.'

B.2.3 Theme: Description: Animals and holiday.

Many learners did not know the meaning of '*Urlaub*' which is one of our themes. Many candidates thought that 'Urlaub' means 'Fish bowl'. The first 2 guidelines were then incorrectly answered: *The fishes live in the small holidays*, etc. Some learners could also not reflect on their last holidays.

SECTION C GRAMMAR LANGUAGE IN CONTEXT

In this section all tasks were compulsory. The text for the grammar was set on the theme *Immigrants in Germany.*

Some candidates scored lower marks in the first part of Teil C than in the rest of the paper. 1.1: Some learners did not search for a word in the word field 'migration' in the first 11 lines as was asked in the question. They found answers in lines after line 11 – which were marked as incorrect. Some candidates could not formulate the imperative form.

Teil C2: In 2024 the learners did better in the second part of the language section than in the first. Although the relative pronoun caused some headaches, the learners did very well in this section.

The teachers of German SAL who did excellent work to prepare their candidates for the final Matric Examination in 2023. Thank you!

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GERMAN SECOND ADDITIONAL LANGUAGE
SBA MODERATION

Ein großes **DANKESCHÖN** to all the teachers who adhered to IEB SBA regulations this year. It was an absolute pleasure to moderate these teacher and candidate files, both online and in hard copy.

This year marked the first time that not all schools were required to submit their SBA teacher and candidate files. Selected IEB schools were asked to submit their work electronically, although not all teachers were able to do so yet. Meanwhile, DBE schools submitted their files in hard copy.

With the updated requirements, only four essays, two tests, and both preliminary examination papers are now needed. The cover page can be downloaded from the IEB website. The learner's SBA file should be organised as follows:

Learner's SBA File

1. **Front Page:**
   - Must include the school's name, centre number, and province.
   - Candidate's name and Matric candidate number.
   - Connection to the teacher's file of the respective school.

2. **IEB Cover Sheet:**
   - Signed by both the candidate and teacher.
   - Functions as a table of contents, listing the names of writing pieces and types of tests.

3. **A1 – Portfolioarbeit 1 und 2:**
   - Include work task instructions before the essay.
   - Separate tasks with protruding file dividers.

4. **A2 – Portfolioarbeit 3 und 4:**
   - Include work task instructions, draft essay (written in ink, not pencil), and final version marked with an initial symbol (A–E).
   - Separate tasks with protruding file dividers.

5. **B1 and B2 – Tests:**
   - Tests may not exceed 60 marks.
   - Schools using pre-preliminary examinations can extract sections as tests (e.g., Paper II, Section C = Test 1, and Paper I, Section A = Test 2).

6. **C1 and C2 – Antwortheft:**
   - Include Antwortheft for Paper I and Paper II, separated by protruding file dividers.

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Teacher's File

1. **Front Page:**
   - Title: *Teacher Portfolio*.
   - Include the name(s) of the school(s) and their centre number(s).

2. **Table of Contents**

3. **Additional Notes:**
   - Highlight any issues or points for the SBA moderator's attention.

4. **Candidate Lists:**
   - Provide official lists of candidates and their SBA marks for all applicable schools.

5. **A1 and A2 – Essay Tasks:**
   - Include the tasks and no more than 3–4 pages of stimulus material.
   - Separate tasks and materials with file dividers.

6. **B1 and B2 – Tests:**
   - Include the tests and memos (no duplicates).
   - Use file dividers between tasks.

7. **C1 and C2 – Examination Papers:**
   - Provide full question papers for Paper I and II.
   - Antwortheft can double as the memo.
   - Use file dividers between papers.

Note: The power of **file dividers** cannot be underestimated—use them to separate tasks clearly!

Observations and Recommendations:

- **File Organisation**: Loose pages and stapled files are unacceptable. Use quotation folders for both teacher and candidate files. Avoid plastic sleeves.
- **Submission Standards**: Only one teacher portfolio must be submitted, even if the teacher works with multiple schools. If learners complete different tasks, include all variations in the teacher's file.
- **IEB Checklists**: These are for moderators only and should not be included in submissions.
- **Oral Marks**: Do not submit oral marks with SBA files; these are submitted separately to the IEB by the school and oral moderator.
- **Cover Sheets**: Must include titles/themes of essays and tests, dates, and signatures. Marks should only be rounded off after summing totals.

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Task Guidelines:

- All tasks must be set in **German**. Errors in essay tasks were noted; ensure clarity and accuracy.
- Use formal **Sie** to address candidates in tasks.
- Drafts for A3 and A4 essays must be marked with specific symbols (A–F). Errors should be identified for learners to correct.
- Word counts:
  - A1 and A2: 200–300 words.
  - A3 and A4: 250–350 words, including drafts.

Tests:

- Marking range: 40–60 marks.
- Duration: Maximum of one hour.
- Listening comprehension tests are not permissible as they do not reflect final exam sections.
- **IEB Past Papers:** These may not be reused as preliminary exams or tests.

This year, SBA files from 55 centres were moderated. Most were of an excellent standard, reflecting the dedication and hard work of German teachers across South Africa. Their commitment to excellence, despite challenging conditions, deserves commendation.

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GREEK SECOND ADDITIONAL LANGUAGE

We found that the learners responded favourably and maturely to the exam and that they gave relevant and appropriate answers to most of the questions, which indicated fine insight and interpretation. The papers were well written containing interesting and apt analysis of the challenging questions.

PAPER I

This paper consisted of comprehension, language and literature and examined different cognitive levels including aspects such as perception, reasoning and judgment. The paper included questions requiring one word, answers, multiple question answers, true or false, short paragraphs and short answers. Most of the learners interpreted the text correctly, displaying clear organisational and interpretation skills as well as good knowledge of grammar and vocabulary. The paper also included a poster to which the learners responded positively indicating a good insight and depth. It must be pointed out that this year the learners indicated good knowledge of the literature as in most of the papers the questions were very well answered.

PAPER II

This paper consisted of writing, descriptive essays, transactional text, reformulation of information and translations. The majority of the learners were able to extract concepts from the different sources such as the dialogue and the photographs that were given to them and were able to interpret, reason and express their thoughts clearly and coherently while displaying the ability to adapt knowledge to current affairs. There were however some learners who misinterpreted questions or lacked the ability to express themselves.

CONCLUSION

The papers were well written, and the learners were well prepared for the examinations.

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GUJARATI FIRST ADDITIONAL LANGUAGE

Only one candidate wrote the subject this year.

PAPER I

QUESTION 1 UNSEEN TEXT

The candidate showed good comprehension skills

QUESTION 2 PRECISE WRITING

The candidate directly quoted from the passage otherwise could have performed better.

QUESTION 3 ADVERT & PICTURE

Scored the highest marks in this question and showed a good understanding what was required. Answered the questions precisely.

PAPER II

The candidate's responses showed that they studied the prescribed literature well but could not express themselves well enough.

PAPER III

QUESTION 1 ESSAY WRITING

The candidate struggled with this question which requires a good command of the language.

QUESTION 2 LETTER WRITING

The candidate performed well and showed good writing skills.

QUESTION 3 ADVERT & INVITATION CARD

Again, the candidate showed good creative writing skills and scored the highest marks for this section.

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GUJARATI SECOND ADDITIONAL LANGUAGE

Only one candidate wrote the Second Additional Language Paper 1 and 2 this year and it was encouraging to note that the candidate achieved performed very well in both papers.

The candidate performed extremely well in all five of the questions in Paper 1 as well as in Paper 2, demonstrating a good command of the language and impressive preparation.

In conclusion the results can be regarded as highly satisfactory.

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HEBREW SECOND ADDITIONAL LANGUAGE
PAPER I

OVERALL

All candidates completed Paper 1 in the set time. Candidate responses indicated that they understood the question requirements.

SECTION A

ARTICLE A

The unseen comprehension was about gratitude towards teachers. Most candidates understood the content of the text and provided insightful and meaningful answers.

ARTICLE B

The unseen comprehension's topic focused on volunteering in Israel. Again, responses indicate that candidates could make meaning of the text and the subsequent questions.

The final question was an evaluation question and thus was challenging for candidates. Most candidates were able to engage with the requirements and provide a response.

SECTION B PRESCRIBED TEXTS

Question 1A: Candidates were required to write an essay on a quotation provided to demonstrate their knowledge of the ideas found in Tehilim Chapter 121. While most candidates managed to address the question, some candidates did not provide enough information on the quotation.

Question 1B: Candidates generally answered well and were able to provide good examples to support their position.

Question 2: This question was generally well answered by the candidates.

Question 3: This question was generally well answered by the candidates.

Question 4A: Some candidates found this question challenging depending on their level of the Hebrew language to assist with their level of understanding of the text and questions.

Question 4B: Many candidates provided insightful answers on this text.

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HEBREW SECOND ADDITIONAL LANGUAGE
PAPER II

GENERAL COMMENTS

Most candidates completed the examination within the time given. However, a few particularly good candidates did not compete the examination due to a lack of correct time management.

Most candidates were clearly at ease with the demands of this examination. Their answers showed an ability to engage with high level thinking.

SECTION A WRITING A DESCRIPTIVE/NARRATIVE TEXT, EXPRESSING OPINIONS, IDEAS AND FEELINGS:

This section showed the ability of candidates to express themselves freely.

It appeared that this year, as in the previous year, the content of the stimulus passage ignited the imagination of the candidates. The topic was relevant to the candidates. Many candidates raised several relevant arguments and were able to express opinions and emotions. However, not all of them remembered to refer to the given text and were penalised accordingly.

There were some outstanding examples of excellent responses using rich and vivid language as well as using the proper register. Some candidates wrote much more than the required number of words. In some of these cases, there were repetitions and ambiguities.

Teachers are recommended to emphasise to their learners that longer answers are not necessarily awarded more marks. Teachers are also urged to remind learners to leave some time to thoroughly check their responses at the end of the examination.

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

SECTION B WRITING A TRANSACTIONAL TEXT/FORMULATING INFORMATION

This section is made up of three different sub-sections and the responses in these sections proved that most candidates understood the instructions given without any great difficulty.

Sub-section 1: The learners were requested to write three short texts according to a given statement. A small number of candidates did not understand some of the stimuli and wrote on completely different topics.

Sub-section 2: The candidates were requested to write a monologue in response to a given situation.

Sub-section 3: The candidates were requested to express thoughts and emotions in response to a visual.

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

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

SECTION C REFORMULATION OF INFORMATION 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 had to change texts from one genre to another. They needed to write a report, an email, and a persuasive text.

Out of 40 marks, 24 are given for the content and the other 16 for vocabulary and knowledge of grammar and structure.

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HINDI FIRST ADDITIONAL LANGUAGE

1. INTRODUCTION

The Hindi First Additional Language examination for Grade 12 (NSC) was aimed to assess candidates' proficiency in the language, focusing on their comprehension, writing, grammar, and literary analysis skills. The paper was designed to evaluate both linguistic competence and the ability to critically engage with texts in Hindi.

2. STRUCTURE OF THE QUESTION PAPERS

The three examination papers were divided into four main sections, ensuring comprehensive coverage of the syllabus:

PAPER I

SECTION A COMPREHENSION (30 MARKS)

The questions ranged from factual (retrieving information) to evaluative (offering opinions). The passage was set at an appropriate linguistic level, featuring familiar themes to engage candidates, such as family, education, and societal values. Questions were fair and structured to cater to all levels of candidates, with higher-order questions requiring critical thinking.

SECTION B LANGUAGE AND GRAMMAR (50 MARKS)

This section tested candidates' knowledge of Hindi grammar, including sentence structure, synonyms, antonyms, idiomatic expressions, and tenses. The exercises were varied, with language content summary writing, adverts and cartoon.

The level of difficulty was moderate, ensuring it matched the curriculum while challenging candidates to demonstrate their language skills.

PAPER II

Candidates were given options: writing an essay with sufficient option of topics or composing a formal/informal letter, Emails, SMS, Newspaper article, posters.

Topics included contemporary issues and culturally relevant themes, such as the importance of preserving language heritage or the role of technology in society.

The marking rubric emphasised creativity, coherence, and proper language usage. This section allowed candidates to showcase their originality and personal voice.

PAPER III

Questions focused on prescribed Hindi literary texts, including poetry and short stories. Candidates were tested on their ability to analyse characters and themes.

The section also included questions requiring memorised quotations and critical interpretations.

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3. EVALUATION OF FAIRNESS AND ACCESSIBILITY

Content Coverage: The paper was comprehensive and aligned with the curriculum. No out-of-syllabus content was included.

Level of Difficulty: The paper catered to diverse learner abilities, from foundational to advanced. Questions were tiered, with straightforward ones balancing more complex tasks.

Language Clarity: Instructions were clearly worded. The Hindi used in the questions was straightforward and standard.

Inclusivity: The topics and themes reflected a range of interests and cultural contexts, ensuring relatability for most candidates.

4. RECOMMENDATIONS FOR FUTURE PAPERS

Introduce more visual-based questions, such as interpreting pictures.

Diversify literature-based questions to encourage broader critical thinking.

5. CONCLUSION

Overall, the Hindi First Additional Language examination for Grade 12 was well-structured, fair, and reflective of the curriculum's goals. It successfully evaluated candidates' comprehension, language skills, and literary analysis abilities, ensuring a robust assessment process for this critical stage.

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HINDI SECOND ADDITIONAL LANGUAGE

Both question papers consisted of sections, ensuring complete coverage of the syllabus.

PAPER I

SECTION A COMPREHENSION –

This question was designed to be an accessible start to the examinations. It should help all learners including the less able to obtain decent marks. The questions were appropriately set to test the learner's ability to select and interpret information.

SECTION B VISUAL TEXT

This question tested the learner's ability to extract information from a picture. They had to evaluate the scenario and answer the questions based on it.

SECTION C

This question tested language and Grammar skills. This section included tenses, synonyms, sentence construction, pronouns, prepositions, idiomatic expressions and spelling. This question was well answered, however minor spelling errors were noted.

SECTION D LITERATURE

The learner's ability to recall and remember was tested. Questions, as well as paraphrasing and summary writing was set on the poetry and short stories taught. More depth and analysing of the questions of the questions is required.

PAPER II

In the essay and transactional writing learners demonstrated a good understanding of the topic but lacked clarity. More attention to structure, grammar and spelling is required.

RECOMMENDATIONS

- Candidates must be advised to read the whole text and questions thoroughly before attempting it. The texts and questions need to be well comprehended.
- Focus on developing a deeper understanding of complex concepts.

FEEDBACK

The learners have the potential to excel in this subject but requires focused efforts to address the areas of weakness. With dedication and practice the learners can improve their understanding.

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. There is clear evidence of extensive teaching and learning.
- Some candidates 'crow-barred' pre-learnt essay responses into their examination answers – this is discouraged owing to the nuances within essay questions. Candidates need to engage with the question as it is presented rather than trying to crowbar a prepared essay in or twist the question. It is recommended that candidates take enough time to analyse the question carefully and plan their answer to respond directly.
- Note: there is no set question style/wording – candidates should be exposed to differently worded essay topics and should be prepared for different types of essays.
- There does seem to be a resurgence of stylistic errors such as writing in the present tense, writing in the first person, and some candidates re-writing the essay question or giving headings.

Structure

- *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.
- Candidates generally have done away with the narrative context paragraph and are better integrating context into their essays. This must continue to be encouraged.
- Introductions vary widely, and different styles are accepted. In general introductions and conclusions have been well written. However, candidates should not write very short introductions or very long introduction. A good introduction will give very concise background/ setting to the essay, present a clear stance that directly answers the question, and provide signposting.
- Candidates are encouraged to use formal language, past tense, and make use of historical terminology related to the question.
- Some candidates are still using a Source-Based Essay style. Any valid and historical approach is credited in the Discursive Essay, but the SBE style will often lead to contradiction. That does not, however, mean that a learner must twist the facts or ignore crucial content in order to force a one-sided stance. There must be engagement with the entire question and, where relevant and historically accurate, engagement with all sides of a question
- In a critical assessment we are asking the learners to measure – this means that there is likely to be some sort of ranking of success/ discussion of areas of success and limitation/ if all successful, an idea that one aspect may have contributed more than another, or that there are levels of success. Candidates are encouraged to engage deeply with the subject matter and the specific question asked.

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Content

- Candidates must study whole sections and not spot, and they should be studying more than one section.
- The candidates did display a lack of detail in their 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 were able to provide a general overview, but lacked the detail needed to develop a strong argument that answered the question directly.
- Candidates must answer the question that is presented, rather than trying to twist the question. Rote-learning is discouraged as this hampers the ability to adapt to the specific question.
- Where a question deals with a smaller or narrower selection of content, candidates did well when they wrote concise and focused essays and avoided irrelevant information.

Specifically

QUESTION 1

The question required candidates to candidates to consider the Soviet Union's attempts to create a sphere of influence in Cuba. 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. Any part of the Cold War content in the SAGs may be tested, and there is no guarantee that the China/ Vietnam rotating section will be asked. Candidates should be familiar with the SAGs. Candidates largely understood what was required in this section, and content knowledge was solid, although some tried to compare the spheres of influence of the Soviet Union and the United States, thereby skewing the argument. A lack of sufficient understanding of Cold War terminology and concepts such as 'sphere of influence' hampered the performance of some learners. Candidates must pay careful attention to the date range if one is given, and ensure that they are discussing all relevant events within the date range. Date ranges are inclusive. Understanding of causation and the ability to make links between events and their outcomes could be strengthened.

QUESTION 2

Candidates in this essay were asked to focus on the Civil Rights Movement and their efforts at securing equal education. Question 2 was perceived by some as narrow, but candidates were able to bring extensive information in if they were familiar with the content covered in the SAGs for this theme. The focus of the essay was on the Brown vs Board of Education Supreme Court case and its outcomes, the experiences of the Little Rock 9, and the case of James Meredith. Candidates are reminded to study full sections and not spot within a section (for example focusing entirely on the role of Martin Luther King). Irrelevant information or 'canned' essays are discouraged, and candidates who wrote focused and concise essays in this question performed very well. Credit was given for nuanced and clear argumentation. Candidates are encouraged to understand the nature of cause/s and effect/s and how that impacts argumentation in discursive essays. Candidates must pay careful attention to the date range if one is given, and ensure that they are discussing all relevant events within the date range. Date ranges are inclusive.

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QUESTION 3

This question required candidates to assess examples of internal resistance to Botha's reforms. Candidates needed to select examples that responded directly to reforms made by Botha, and their success in challenging these. Candidates who wrote generalised essays on resistance did not perform as well as those who carefully tied their resistance examples to specific reforms. The latter tended to perform very well. Repressive actions were not directly part of this essay, but reference to repression was credited if it was part of the assessment of the success or limitations of resistance. Candidates are encouraged to pay particular attention to the date ranges in this section, as Black Consciousness was not relevant to the question asked. Candidates are encouraged to use timelines to understand chronology and cause and effect in this (and indeed all) sections.

EXTENDED WRITING

Generally

- The quality of the extended writing is continually improving.
- Candidates 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.
- The Extended Writing demands detailed and precise factual content knowledge. Candidates are encouraged to study for detail in order to make the best of this question.
- Candidates with thorough content knowledge performed well in the Extended Writing, and this is able to boost their mark for the paper as a whole.

Structure

- Structure is neither credited nor penalised in EW. Candidates should, however, endeavour to answer sub-questions in order – creates flow.
- *Full sentences must be used* as when candidates use point-form, the necessary detail is lost.
- Candidates should not re-write the sub-questions or provide headings.

Content

- Candidates are still encouraged to provide factual content that is relevant, specific, and detailed. A good guideline is that a candidate should be able to answer the 'history questions' for all aspects of a topic as outlined in the SAGs – Who? When? Where? Why? How (methods)? What (in terms of outcomes)?
- Candidates must be familiar with the SAGs content requirements and how that pertains to extended writing.
- A useful guide to deciphering the extended writing questions: sub-question a) will typically speak to the *context* of the event in question i.e. 'What factors lead up to it?'; sub-question b) will typically ask about the *course* of the event i.e. 'What are the details of the event?'; and sub-question c) will typically ask about the *consequences* i.e. 'What happened after the event/how did it change history?'. *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.*

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- IMPACT remains the most difficult part for candidates. They must be able to speak to the outcomes / impacts of events / movements in detail.

Specifically

QUESTION 4

Candidates had a good understanding of this section, although often there was not sufficient attention paid to the consequences of the Berlin Blockade and Airlift and the period after including the creation of the FDR and DDR, the creation of NATO, and the 1955 creation of the Warsaw Pact after the FDR joined NATO. Candidates who understood the chronology and the cause-and-effect relationships did well in this question. Candidates who were able to use the language and vocabulary of the section performed particularly well. Candidates are encouraged to create vocabulary and concept lists for this (and indeed all) section.

QUESTION 5

Candidates in some cases struggled to sufficiently cover both the anti-war and learners movements, and are encouraged to read the questions carefully to ensure that they are dealing with all aspects of a question. Detailed factual content knowledge was needed and although candidates were able to provide an overview, there was a lack of sufficiently specific detail. It was clear that some learners had spotted and were not sufficiently prepared for this question. Candidates must be familiar with all aspects of a section and are encouraged to consult the SAGs in detail. The nature of this question meant that sub-question c) was shorter than the other two sub-questions, although candidates must still be able to speak to the impact of events and movements, especially for the Extended Writing.

QUESTION 6

Candidates who attempted this question mostly had a sound general knowledge of the content, although as with the other question there was some lack of detail. Candidates are encouraged to give examples to ensure their Extended Writing is sufficiently detailed – for example, of companies that disinvested from South Africa, and specifics of sanctions imposed. Candidates are encouraged to avoid colloquial language and a-historical terminology.

OVERALL IMPRESSION OF PAPER I 2024

The comments about Paper I, gleaned formally and informally, were on the whole positive. There was a perception amongst some that the essay questions were narrow, and teachers are encouraged to expose learners to both narrower and wider styles of essay question. A clear familiarity with the SAGs is encouraged. Teachers and learners are encouraged to consult a variety of resources and textbooks, and share their knowledge in their Clusters. Markers are encouraged to share their learning with their clusters, and all teachers are encouraged to apply for marking as it is invaluable experience.

Paper I 2024 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. A special mention must be made of the Senior Sub-Examiners who guided the marking process with utmost professionalism and care.

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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: Coming of Democracy in SA: 1990s; End of the Cold War and a New World Order and Independent Africa. Teachers must be commended for the way they are teaching the skills of History. However, learners continue to struggle to answer higher order questions, which is concerning. Please emphasise again to learners that it is in their own best interests to answer Section A first, then Section B and then Section C – learners who did this, finished the paper. There was some improvement in the length of answers – overly-long answers have diminished, but some centres still need to encourage learners to study the mark allocations and the nature of the question as guides to length and depth.

Learners must please start every question on a new page and skip lines between answers – it assists with the marking. The questions in Sections A and B are rooted in the historical themes set out for study in the SAGS for Paper II. ALL themes must be taught to learners and studied by learners to provide the necessary context for each source and to assist with historical interpretation of sources. Furthermore, every aspect of every theme, as set out in the SAGs, must be taught. Nothing can be left out – it costs the learners marks if you do.

SECTION A

QUESTION 1

1.2.2 In this question the learners exhibited a lack of stance: the question asked: 'to what extent do you agree …' Many learners had no clear position on whether they agreed or not. Learners must pay attention to this type of question. It requires a response, firstly, to the issue of degree/extent.

1.2.1 Questions which ask learners to name or to list from the source, are too long. Learners are writing entire paragraphs and thus wasting their time. Please encourage learners to simply name or list when the question asks this of them.

Learners exhibited a lack of chronological knowledge – too many learners believe that the USSR went from Stalin straight into Gorbachev's leadership.

There was evidence of much speculative thinking and flawed conclusions.

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1.3 Learners exhibited a deep misconception of the difference between a primary and a secondary source and that was critical in judging the source as more or less reliable. Learners wrote that the source was reliable simply because it was a primary source or because it was a secondary source, without further explanation. Learners need to be taught that every statement they make about the source needs to be directly linked to the judgment or evaluation on the source's reliability. For example, simply writing that the origin of the source was a particular author, in a particular publication, does not explain how this makes the source reliable or unreliable. The learner needs to link the origin to an analysis of reliability. Many learners only describe the source, without linking it to any judgment or analysis of the reliability. Learners tended to focus on irrelevant aspects of this specific answer. They mentioned, for example, that the cartoon was created by an accomplished cartoonist or that it was published 30 years after his death. Unless the learners link those statements with an analysis of how those points link to reliability, their statements don't contribute to a valid answer. Most learners did not focus on the fact that it was an American cartoonist.

Learners made statements like: 'There is bias present in this cartoon because there's a political cartoon and cartoons are all biased'. To make this a more worthwhile part of a learner's analysis of the cartoon, examples of the bias need to be provided and explained. The aforementioned statement cannot stand alone.

QUESTION 2

2.1.1 Again learners must be encouraged to follow the instructions. When asked to list, no explanation is required.
2.1.2 Learners must be taught how to select and write down evidence from the source and not to use isolated words which the marker must try to figure out.
2.2 Read the questions more carefully, the criticisms in this case were from the victims, not politicians or political parties.

GENERAL

The themes for paper one and two must be clearly communicated to the learners, as some included information on Independent Africa or the Civil Rights Movement, for question 2. It was glaringly obvious that many teachers did not teach the TRC well or at all, given the poor quality of answers. Topics need to be taught in their entirety. Please encourage learners not to answer in bullet points, those who did, had answers which lacked clarity. Again, please encourage learners to use the mark allocation as a guide with regard to the length of answers. In some cases, learners are still writing too much for a 2 or a 4-mark question and are therefore running out of time. Please teach learners how to quote. Learners are writing down a few words and then using ellipses and not actually writing down the critical words which support their answer. This makes it very difficult to determine whether the learner has actually honed in on the correct evidence to support the answer. Many learners communicated personal feelings for the answers in question 2, which were not appropriate. Some learners lack knowledge of correct historical concepts and terminology as well as correct political terminology.

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QUESTION 3

3.1 On the whole this question was not that problematic. However, many learners did not provide an answer from the source, but three from own knowledge. Learners need to be taught that they must read the instructions carefully before answering. Ideally, they should indicate which answer is from the source – as some did. Secondly, some learners lacked sufficient historical knowledge about the Apartheid period to obtain full marks. A minority of learners did not understand what 'illegitimate' means.

3.2 This is a pure study question, and many learners did not have enough knowledge to answer. Many also wrote about the current GNU or tried to twist their answers using the current GNU. Others, again failing to read the question properly, wrote about how the GNU came about rather than how it 'was made up'. It is recommended that teachers review their own notes and add details such as 'all parties with over 5%', that only 'the ANC, NP and IFP' were part of the GNU and that 'Mandela was President with Mbeki and de Klerk as deputies'.

3.3 This question was well answered. Most learners recognised the correct quotes. That said, learners must be encouraged to use quotation marks when answering. Sadly, a minority use '… 'in the quotes and leave out the most crucial parts of the answer.

3.4 Again a well answered question. We would recommend that teachers remind learners to answer the first part of the question. 'Yes, the author does believe …'

One other important observation is that learners are still using the term 'people of colour' or even 'POC' when writing about SA History. We were unanimous in appealing to teachers to stop the use of this term (as we have been in the past). The term is too broad and robs us of the rich nuances and differences of our past. It is a generic, safe term and it is not what History teachers or learners should be using. It is very similar to learners using bullet point form – it lacks substance and detail and results in a poor answer.

SECTION B

Teachers need to ensure that learners use complete quotes and don't use ellipsis dots inappropriately to the extent that the quote doesn't make sense and leaves the marker wondering which words the learner is trying to highlight as evidence to support an answer.

4.1 Answers here were very vague in terms of the concept 'western' – learners showed a lack of historical understanding of this term.

5. Learners must make sure to state what their stance is, for example: 'yes'. Furthermore, learners must pay attention to mark allocation – some wrote far too much for four marks.

9.2 The question asked for limitations of the photograph – when looking at causes of turmoil, learners could not link generic limitations to the specific photograph.

11. Answers were often long – winded, often the question was not answered at all as a result of the learners thinking that the answer had to be lengthy.

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12.1 Learners showed a lack of understanding of the difference between usefulness and reliability. Answers often addressed the general usefulness of the source and not the impact of the United Nation's role in the Congo.

13.1 Very few answers reflected a clear understanding of what mercenaries are. The most common answer was that they were 'trained assassins.'

14.1 Some learners did not understand what the word 'ideology' meant.

14.2 Learners did not include visual clues in their answers. They are not linking the visual clues to the message. They struggled to identify a message in historical context. They did not understand the symbolism of the briefcase and demonstrated a lack of understanding that European powers differ from Eastern or Asian powers.

16.1 Answers were often too long, learners missed the instruction to: 'list' which again disadvantaged them in terms of finishing the paper. Furthermore, many learners thought that the USSR and Czechoslovakia were the same country.

16.2 Many learners disregarded the instruction to not include Czechoslovakia and struggled to extract relevant information from the source – some rewrote the whole source.

17. Learners either wrote too much or too little for this answer. Again, ellipsis is incorrectly used, and learners are not using quotation marks. Learners are paraphrasing when asked to quote and again in this answer, many are quoting information that doesn't address the question

SECTION C

There seemed to be an increase in the number of centres in which learners had only arguments in the introduction and no counter arguments. In some cases, there were no stances in the introduction and very long introductions along the lines of a 70-mark discursive essay. Some centres had no introductions at all. In many cases the counter arguments are implied and the extent within the counter argument was not addressed. Counter arguments need to be adequately addressed – the learners need to use more than just one or two sources in their counter argument, it needs to be thoroughly done with several sources used. The extent in the stance and in the counterargument needs to be clearly indicated in the introduction and the conclusion. The learners in some centres are still not finishing. This could be because of the overly long answers in section A and B as well as including unnecessary context in the essays. Some of the planning also seems to have taken up a huge amount of time. Planning needs to be simpler and faster, there is no time to draw up a two- to three-page plan before you even start writing this essay. Some of the essays are too long because learners are writing down all the evidence from all the sources and are not being selective. In many centres, the learners simply re-wrote every source or paraphrased the entire source heavily or quoted massive chunks of the source without the learner's own voice coming through very much at all. Please also encourage the learners not to use personal pronouns in their writing.

Source B and Source E were generally poorly used. Some learners misinterpreted Source D as an external influence. Learners seemed to have difficulty linking visual sources to their argument or counter argument.

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Overall, there was too much usage of own knowledge, whereas this essay requires that knowledge is used directly from the sources only. In terms of content, the UN was often equated to the West.

Again, as with answers throughout section A and B, very long quotes were used – which shows that many learners don't know how to select the appropriate parts of the sources to quote

There were also a number of centres this year where learners are simply just listing the Sources A to H. For example, Source A says..., Source B describes... Source C says... This is not using appropriate evidence from different sources to put forward an argument or a counter argument.

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HISTORY
SBA MODERATION

GENERAL COMMENTS

The 2024 History SBA National Moderation process ran online again and for the most part ran smoothly.

The moderation process revealed that most learner files were compliant with requirements; however, significant issues were noted in teacher files.
These included: missing key elements such as analysis grids and marking guidelines, which require attention moving forward.

Please ensure that if you are called for moderation that you meet the required deadlines and should this be a problem to communicate with the moderator.
There was work of a very good standard presented overall with a number of concerns.

Online portfolios present new challenges:

Please check that all documents have scanned correctly and have scanned both sides of the pages in an assessment. Please also ensure the scans are in high resolution.
Please name your files and folders helpfully with the name of your school and the specific details, e.g. 'Rosencrantz College – Preliminary Examinations'.

Please present your files in order and clearly labelled, as you would if they were physical files. The order should follow the IEB document.

Please **do not** submit all the work in one continuous folder/scanned document. This increases the moderation time as one has to 'scroll' back and forth to find accompanying marking guidelines to assessments and the grids.

Please check that all required and submitted documents are included to avoid delays in the moderation process.

Please ensure that you have access to the IEB website where the SAGS, Examiners' reports, past papers, marking guidelines and exemplars are made available. These resources will assist you in being compliant should you be called for moderation.

While the overall compliance was satisfactory, there were isolated instances of smaller issues needing correction.

Areas that stood out for improvement:

- A few June examination papers used incorrect topics or limited their focus to a singular topic, which reduced the scope of assessment.
- Marking practices raised concerns, particularly for discursive essays. In some instances, candidates with limited content knowledge were awarded disproportionately high scores, creating the perception of mark inflation.
- Some teachers require additional support in developing higher-order questions for source-based tasks and refining their understanding of Bloom's taxonomy for task differentiation. Practices such as awarding elevated marks for essays suggest that a stronger emphasis on assessment rigor is needed to ensure fairness and alignment with curriculum expectations.

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Preliminary Examinations and Controlled Tests

- Most centres 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.
- Please use the SAGS and past IEB papers to guide your teaching and setting of assessments.
- Please ensure that you **DO NOT** use past IEB papers in any form in your school's Preliminary Examinations. IEB papers are in the public domain, and it is highly likely that your candidates have seen both the questions and the Marking Guidelines.
- Using past IEB papers as class assessments is allowed, you may wish to avoid these assessments that seem to be available on the internet. This is also true of DBE papers.
- Please do not use DBE papers as assessments. The mark allocation is different for the IEB which means you are not preparing your candidates correctly for the final examinations. You will need to adjust the questioning style and mark allocation to be accurate.
- Many schools showed evidence of collaboration with other teachers and within the cluster. This is encouraging.
- It is imperative that teachers attend clusters and have both preliminary examinations pre- and post-moderated to ensure accuracy and compliance with the SAGS and marking rubrics. This will also prevent inflated marks for assessments. It is also best practice.

PAPER I

- 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.
- Marking guidelines should be set out as the examiner sets it out, showing required content. Please access the marking Guidelines on the IEB website.
- Teachers are encouraged to pay close attention to focused and accurate marking guidelines.
- Extended Writing is marked holistically as per the rubric, please do not apply 10-mark allocation per question.
- Marking guidelines should indicate those facts that are 'non-negotiables'.

PAPER II

- Paper 2 assessments contained rich, well-selected sources and fresh 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. This also refers to the length and detail provided in the captions/ descriptors above sources.
- Please access previous examination papers to guide you in covering all the required history skills. This will also help with a variety of phrasing.
- All sources used in papers should please be referenced as done by the examiners.
- Some teachers demonstrated difficulty in crafting higher-order questions for source-based papers, often misapplying Bloom's taxonomy levels and including lower-order questions inappropriately under higher-order categories. Having in-depth external moderation by a History colleague will assist in remedying this issue.

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- Some inconsistencies were observed in marking standards, particularly for source-based essays and tasks requiring critical evaluation of value, limitations, and bias. Paper 2 Source-Based Essay questions are generally phrased clearly and an area to develop 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.
- Please access the Examiners' Feedback reports and keep this on hand when setting and marking papers.
- Please note that History assessment does not give 1-mark questions. It is always 2 marks per fact.
- Instructions on assessments should also replicate those on the final papers.

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 should please be included in the teacher file.
- Please note that one draft copy is also required in the learner's file if they have completed the Historical Investigation.
- Candidates are encouraged to provide sufficient sources (should be at least 8 to replicate Paper 2) in order to do due diligence to the evaluation of the sources.
- Many teachers opted for the Alternate Tasks in 2024 and most used the instructions and rubrics as set out in the SAGs correctly.
- Regarding the completion of SBA tasks, the Alternate Source Evaluation Task presented challenges as it lacked alignment with the criteria and was presented in an unstructured manner.
- Some teachers created their own alternate tasks which did not comply with the SAGS. Please consult the SAGS document when developing these tasks.
- Candidates are to select their own photographs/visual source as this is part of the research component built into the alternate tasks.

In most cases, in terms of the quality of the tasks assessed, there was evidence of sound and effective practices.

CONCLUSION

Thank you to the Regional Moderators who did an outstanding task of moderating the schools selected for moderation. Their feedback to schools was comprehensive. Schools are encouraged to use this feedback to inform their teaching and assessment practices in 2025.

Thank you to Clusters and the Cluster leaders. This is a vital part of the History community in helping maintain standards and assessments practices. It is also a space for teachers to share their expertise and creativity. Cluster moderation of assessments and marking are imperative in assisting the learners and teachers to improve. Teachers are encouraged to be active, participating members of their cluster. If you are not placed in a cluster, please contact the IEB.

If you are new to teaching History, please contact our Subject Advisor, who will provide support and connect you with the relevant people for assistance or clarification in any areas where you need guidance.

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HOSPITALITY STUDIES

We extend our gratitude to teachers for their unwavering dedication and effort throughout the year. It is evident from certain responses that the practical skills imparted in the kitchen play a significant role in helping candidates tackle questions effectively. Your commitment to this subject is truly admirable.

LAYOUT AND GENERAL IMPRESSION

The candidates seemed to be well adapted to the write-on-paper format. Thank you to all teachers who made the effort to convert their papers to adequately prepare the candidates for the final examination. It is recommended that Grades 10 and 11 also get accustomed to the write-on format.

It is important to emphasise that candidates should indicate if they use the extra space at the back. It makes the process of marking and moderation easier.

Read questions carefully and take note of the mark allocation.

Pay attention to the instructive verbs in the questions.

Use the rubric when answering Section C.

Refer to sources but do not rewrite the exact words. Candidates must learn to make their voices heard when writing essays. Use the sources as guides as well as the content asked in the question. Essays will always link to content from the SAG document and not just general knowledge. Candidates could be penalised in future if not sticking to the 1–1½ page length for the essay. Being concise and to the point is a skill that must be taught in the theory class.

In today's fast-paced and competitive world, the ability to express oneself through well-crafted essays is an asset. Your commitment to instilling this skill in the candidates not only prepares them for academic success but also equips them with a tool that will prove invaluable in their future endeavours.

Your teaching transcends the standard curriculum, inspiring and equipping candidates to think critically, evaluate information, and articulate their ideas with care. Your dedication fosters not only their academic success but also their personal and intellectual development.

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. Do not rely on information from one textbook as the IEB does not prescribe textbooks. Use your SAG document to prepare your candidates for the final examination.

SECTION A

QUESTION 1 MCQ

This question was exceptionally well answered. They were familiar with revenue generating areas and the steps in food service sequence.

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QUESTION 2 MATCH TO COLUMNS

Food preservation is clearly understood by most candidates. The skill on how to match three columns need to be emphasised as a few leaners only matched the first and second column.

QUESTION 3.1.1

Generally, the leaners could not distinguish between white and red wine cultivars. Most confused Shiraz and Sauvignon Blanc. A few leaners linked these cultivars to pastry.

QUESTION 3.1.2

There is a huge gap in candidates understanding of mocktails and cocktails. Include examples of these in PATs to familiarise candidates with the possible examples.

QUESTION 3.2

Generally, this question about the front and back label of wine was answered exceptionally well.

QUESTION 3.3

Question 3.3.3 was poorly answered – candidates failed to name the act that regulates the sale of wine.

Most candidates failed to identify fortification Cap Classic.

SECTION B

QUESTION 4

This question on meat was answered much better than in previous years. Candidates still struggle with the carcass and the different meat cuts. Dry and wet ageing was answered poorly. This is disappointing as it is relatively easy work to remember. They also struggled with the effect of heat on meat.

QUESTION 5

Most of the questions were answered well. They had a good knowledge on pastry and the term docking but failed to explain the concept in detail. Candidates must make sure to read the questions carefully not to make unnecessary mistakes.

QUESTION 6

Candidates were able to identify marmalade as jam, but few could motivate their answer. Candidates are not familiar with the term agar-agar. They answered the question about the hydration of powdered gelatine relatively well but fail to use the correct terminology. Unmoulding of gelatine desserts were answered well. Practical lessons assist leaners to easily answer questions like these.

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QUESTION 7

Candidates could not identify the two desserts successfully. They are more familiar with malva pudding than bread and butter pudding. Again, terminology was a problem for answering the crème anglaise question. They understood the concept but can't put it in words. The question about the different classic Bavarian desserts were answered very poorly. Very few leaners could describe the difference in cocoa butter content of couverture chocolate and milk chocolate.

QUESTION 8

Candidates are very familiar with the 5 p's of the marketing mix but failed to explain them with regards to the case study. This is an example of a higher cognitive question, and candidates should be exposed to these from Grade 10. The Business plan seemed to be a problem once again. Educators must consider asking a Business Studies educator to assist with the teaching of this section. They are unfamiliar with the duties of the marketing manager. POS question was answered fairly.

QUESTION 9

Candidates are familiar with lacto-ovo vegetarian but cannot apply it to the given menu. All three courses had to be evaluated but they did not read the question carefully. They are familiar with the difference between an allergy and an intolerance. The costing questions were answered very well this year. Candidates must be taught how to round off correctly to two decimals.

QUESTION 10

The difference between banquet and formal dinner was answered poorly and menu analysis still appear to be a problem. Candidates failed to read the question 10.3 correctly and missed out on easy marks.

SECTION C

QUESTION 11

Most candidates answered this essay question fairly. It must be emphasised that the candidates refer to the sources specifically and not just a general summary of what is being said. Candidates must be taught to use paragraphs, capital letters when starting a new sentence and full stops at the end of a sentence. Only a few candidates clearly used the rubric to assist them in constructing the essay.

Essay writing skills are essential for effective communication and critical thinking. They enable individuals to organise their thoughts, present arguments logically, and articulate ideas clearly. These skills not only contribute to academic success but also prepare individuals for professional and personal scenarios where clear and persuasive communication is crucial. Developing essay writing proficiency fosters creativity, self-expression, and the ability to analyse and synthesise information, making it a valuable tool for lifelong learning and growth.

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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 2023 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 practiced. 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.
- Most teachers ensured that their files were well organised with dividers and tabs for the various sections.
- Don't under any circumstances allow learners to take written preparation home for any PAT or PST. The risk is too great. File it immediately in class and keep files in class.
- 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.
- Both pre- and post- moderation MUST be done by the same moderator.
- Refrain from relying on learners to provide photographic evidence for PST's. One collective photograph of the dishes the learner prepares for a PST with the learner's name is sufficient. This photograph should be taken by the teacher.

Practical skills

- As reported in 2022 and 2023 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.
- Practical skills DO NOT have to be assessed unless marks are required for the term mark.
- 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 and 2023 the preparation of yeast products is still a concern. The preparation of a non-knead loaf does not suffice in terms of assessing the steps to working with yeast. These types of recipes are suitable for Grade 10 only.

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Practical Skills Tests

- The standard of PSTs is good.
- Skills-based recipes must include **ONLY** Grade 12 commodities.
- PSTs must form part of a formal examination session and an official examination timetable.
- 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.
- As reported in 2023 the standard of the of learners' written preparation remains a concern. There must be sufficient constructive feedback on preparation sheets, timelines and costing sheets.
- 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.
- The timeline remains an area of concern. Teachers need to guide learners in writing up a timeline from Grade 10. This will be addressed at the conference.

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.
- 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 who have completed their tasks or who have extra time, must be encouraged to help other members who may be falling behind or need extra help, do not allow learners to 'hang around'.
- The physical, constant presence of the teacher during the final PAT in the kitchen and food service area is of the utmost importance. Teachers must be available and visible to assist learners yet must be careful not to do the work for them.
- The position of 'Sous Chef' is fulfilled by the teacher. It is discouraged for a learner to fulfil this position.
- 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.
  - Licking fingers. Use of tasting spoons must be trained from Grade 10.
  - 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.

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- Teachers are commended for adhering to fewer guests for the final PAT, however schools must ensure that there is a good balance with the number of learners serving on the day.
- The final PAT, where the number of learners exceeds 12, must be strictly kept to Grade 12 learners only.
- 2024 saw the continuation of the improvement of portion control for plating.
- The service of hot food on a cold plate continues to be a challenge. 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. Do not allow all the food preparation learners to be involved in the plating of dishes.
- The timing of plating needs to be reviewed. Plates of food dry out and get cold if plating is done too early

Food service

- Many schools have adopted the assistance of an extra teacher or assistant to assist with food service. It was noted that in some cases the assistant does too much and in other cases the assistant is not well trained themselves in the steps of service, leading to the learners not executing their tasks correctly.
- Food service training must start early in Grade 10 and be role played during the course of Grade 10 and 11.
- The personal appearance of the waiters has improved considerably.
- Areas of service that remain a concern are:
- Seating and lapping
- 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 used and unused glasses.

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INFORMATION TECHNOLOGY
PAPER I

GENERAL FEEDBACK

The paper seems to have been well received by the candidates. Many candidates were able to successfully answer the majority of questions in both the SQL and the OOP sections of the paper. This year's paper attempted to make the file reading section of the examination less routine. It was encouraging to see that most candidates were well prepared to cope with this. This year's paper did not use either inheritance nor composition and I believe that candidates were well prepared to answer a paper with this structure.

PRINTING

Thank you to all teachers and schools who make a concerted effort to ensure that each candidates' printing is correct and in question order. A reminder that printing should be single-sided, text-wrapped and in question order. For SQL printing, candidates should print their queries only, they should not include the results of queries. Unless specifically instructed, in a question, to print output, candidates should not print the output of any question.

If a candidate used the 'dark mode' feature of their IDE they must ensure to turn back to 'light mode' before printing. 'Dark mode' printing produces a black background, and the text does not stand out from the background and makes marking very challenging.

Candidates must check their printing before submitting their paper. They should check that their examination number should appear as a comment at the top of each class submitted, it can also be helpful to add their examination number as a header to the IDE, if the IDE has this feature. Candidates should check that all printing is correct and matches the code in their IDE and that all code has been printed. If multiple copies of a question are submitted, only the first copy will be marked.

QUESTION 1 STRUCTURED QUERY LANGUAGE

As with previous years candidates coped well with the straightforward queries, with little variance in answers. Some candidates are very well prepared for SELECT type queries, but neglect to prepare for INSERT, UPDATE and DELETE queries. Often these concepts are examined as lower order questions, so candidates disadvantage themselves if they do not know the syntax of these queries. Candidates should also ensure that they know the order of a multi-part SQL query with WHERE, GROUP BY, HAVING and ORDER BY.

Candidates should be aware that marks are only awarded for renaming columns if the question explicitly asks to do so, however they will not be penalised for doing so. Sample output will always show renamed columns for ease of interpretation by the candidate. Candidates should be aware of the difference between = and LIKE. A candidate should always use = when a string matches exactly and always use LIKE when matching a pattern in a string. Candidates must also prepare for questions that use LEFT JOINS instead of INNER JOINS (or know how to use an embedded query to achieve the same effect).

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QUESTION 2 CLASS DESIGN (Song)

Many candidates are very comfortable with the basic structure of this question and were able to code the standard constructors, accessors, mutators and toStrings in accordance with the UML diagram. Candidates should be aware that they must follow the UML diagram completely as this is marked strictly. Methods, fields and parameters should have the exact name (and method headers) as given in the UML diagram. Parameters should be in the order shown in the UML diagram. Candidates should also be aware that they must use the correct slash for escape sequences.

Question 2.4 asked the candidates to return a Boolean based on the comparison of the likes to dislikes fields. There was a great deal of variation in the answer to this question, but many candidates were successful. Some candidates attempted to return a string or an integer instead.

QUESTION 3 CLASS DESIGN (Musician)

Many candidates were very comfortable with this question. Some candidates appeared to think that Question 3 would is always an inheritance question and attempted to use inheritance erroneously. Candidates should prepare themselves for Question 3 to contain inheritance, composition or neither instead of attempting to rote learn a pattern. If Question 3 inherits from Question 2 the class diagram and question will make this explicitly clear.

Question 3.3 was generally well answered, with some variation around checking is inStage was an empty string. Candidates should be aware of the differences between a null string and an empty string.

Many candidates were well prepared for the questions on static constants, but some candidates did not use the correct keywords for constants, and some did not follow the convention of all caps for constants. Some candidates did not use the constants in Question 3.5, which asked the candidates to return a string based on the genre field. Candidates should be aware that the only time they type the value of a constant is when the constant is declared and initialised, thereafter the constant field should always be used. Some candidates were unable to produce a switch or correct nested if structure to ensure that 'Uncategorised' would always be returned if the genre field did not match any of the constants.

Question 3.7, the toString question, was generally well answered. However, candidates should be prepared to use the methods coded previously in the question. Some candidates did not use the getGenre method and instead used the genre field.

QUESTION 4 ARRAYS OF OBJECTS (MusicManager)

This question combines routine and problem-solving questions. Most candidates were well prepared to answer the routine questions. Candidates should remember that there are often marks awarded for creating classes and correct method headers. They should be encouraged to do so, even if they feel unable to write the code to achieve the functionality demanded by the question.

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Most candidates were able to successfully create the array and size fields, and to declare them as private. Most candidates were able to loop through a file, read in each line, extract the data and create the relevant. Some candidates found the variation, in which the first seven lines were musicians and the remainder of the file songs, challenging and struggled to do so.

Question 4.4 was the toString and most candidates answered this question well, although some candidates attempted to append the details of Musician and Song objects within the same loop. Candidates should be aware that they must use the correct size field with the corresponding object.

Question 4.5 asked the candidates to get a list of long-term musicians. Candidates are becoming well prepared to work with dates and times, however calculation differences in dates and times is a concept that many candidates find challenging. Candidates should be careful about the order of parameters when using a method to calculate the difference (e.g. in Java the Preiod.between() method). Candidates should be aware that if their output has the correct size, but the incorrect sign (e.g. -5 instead of 5) then they should swap the parameters around. Many Java candidates successfully used the ChronoUnit class.

QUESTION 5 USER INTERFACE (MusicUI)

Candidates were very well prepared to answer this question. It is encouraging that candidates are attempting this question even if they have struggled with previous questions. Candidates should be aware of the distinction between a question where they need only to call a method and questions where they need to call a method and print the output.

QUESTION 6 & 7 PROBLEM SOLVING (adjustGenre, countSongs and listEasyListeners)

Candidates experienced different levels of challenge and success with these questions, as it to be expected from non-routine, problem solving questions. There was an encouraging amount of creativity and thinking outside of the box especially in many excellent attempts at the listEasyListeners method. Candidates who find these questions exceptionally challenging should still be encouraged to attempt the UI-related questions (Question 6.3 and Question 7.2 for this paper). If candidates can create the method header and then successfully call the method as described in the question, then they will be awarded those marks. Candidates should be encouraged to complete these questions even if unable to complete the preceding questions.

The countSongs method could be used in the listEasyListeners method, but candidates were not penalised for using an alternate solution. Candidates needed to loop through the Musician array as well as the Song array. The most common error in doing so was where candidates used the incorrect size field for an array. Many candidates produced partially correct solutions that produced all of the easy listeners but were unable to produce either 'No suitable songs' or 'No songs recorded' if the appropriate conditions matched – or their output would add those strings too many times or in the incorrect places.

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INFORMATION TECHNOLOGY
PAPER II

The November 2024 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 markers before marking commenced.

SPECIFIC COMMENTS REGARDING EACH QUESTION

QUESTION 1, 2, 4

These questions were in the majority level 1 and dealt with terminology directly from the SAGs – encourage the candidates to engage with this document. Some answers for the reasons and disadvantages were quite vague. One-word answers are not acceptable at a Grade 12 level – faster/slower, less secure/more secure, cheaper, efficient are words that need to be justified and or compared.

QUESTION 3

A contemporary theme was chosen that Grade 12 candidates can relate to. The Scenario was not too wordy which was great and was built on as you went through the paper. The questions were based on familiar material that was part of the SAGS. This question was mostly a lower order question with a moderate level of difficulty.

Candidates must know the difference between different main operating systems: Linux, Windows and be able to compare and contrast.

Candidates are still struggling with the differences between multitasking and multithreading. Multitasking they confuse with multiprocessing and multithreading they confuse with hyperthreading. Candidates must know the differences between all of those and be able to describe examples of where they are used.

Many candidates don't understand the term "cloud". They think it's a nonphysical thing. They don't realise that the data is sitting on a server(physical) in a certain country (physical). They consequently believe that when your data is in the cloud it is free from disasters by fire or flood damage or any kind of damage. They need to realise that the company hosting the service, can also lose your data.

QUESTION 5

Candidates are still struggling to differentiate between:

*switch / router/Access Point
*Wi-Fi /Internet
*cloud computing / cloud storage

Purpose of a firewall poorly answered.
The distinguishing between client-side and server-side scripting the application thereof was not well answered. There seems 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.

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Candidates are still not relating answers to scenario as instructed in the questions and they find it difficult to give real life examples when straight forward questions are asked. There were, however, some excellent and creative answers to many of the questions which showed great thinking by some of the candidates.

QUESTION 6

Most candidates attempted the majority of this section and provided some creative responses.

When the question asks to NAME the concept, some candidates will use the named concept repeatedly in the answer. Candidates should be encouraged to explain the concept rather than repeat their previous answer.

Please teach the POPI act with examples clearly indicating the difference between civil and criminal acts. It was apparent that the POPI act is a rather neglected part of the Social Implications knowledge base.

Candidates demonstrated a great understanding of how to defuse social media conflict.

Encourage candidates to check mark allocation for a question to ensure that the number of facts given matches the mark allocated.

QUESTION 7

This question was a good reflection on the theory which underlies decisions made in the PAT and Data Validation Task. The biggest mistake made by candidates was not relating their answers back to the scenario sufficiently and not reading the questions properly – e.g. that Question 7.1 required a *permanent* data structure, or that Question 7.4 referred to a *fixed* number of bits.

QUESTION 8

The trace table and truth table question was generally well-answered and a big improvement on previous years, 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. 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.

An area of concern was Question 8.2.2/8.2.3. Generally, poorly answered. Candidates struggled to differentiate between the relationship and usage of composition. The one answer was usually a variation of the other. Most candidates were unable to adequately explain what Decomposition and Abstraction. Many confused abstraction with encapsulation or provided generic explanations based on OOP development rather than the focus of the question on Computational Thinking.

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INFORMATION TECHNOLOGY
SBA AND PAT MODERATION

PART B

A huge thank you to the IT Teachers for their dedication, hard work and promotion of our subject. Fewer schools are requiring additional moderation. This can be attributed to the excellent work being done all around. Thank you to the First-Round moderators, for guiding schools with meaningful feedback.

Please take note of the following:

- **Moderation:**
  - Teacher files must be organised, electronically, in folders, according to headings in APPENDIX C (depending on whether you school has been selected for SBA & PAT Moderation or only PAT Moderation).
  - Meaningful names for folders must be used and all required documents/files must be submitted.
  - All candidate files must be organised electronically and individually, in folders, according to APPENDIX E with a completed APPENDIX E (PDF) for each candidate.
  - Each candidate must also have a complete, marked, PAT rubric containing comments for the Phases and criteria. Documentation for Phase 1, 2 and 4 must be submitted along with the Application containing all source code, library files and data files.
  - Form A reports and Checklists sent back to the schools by the Moderators must be read. These reports provide guidelines and advice which must be implemented for the for 2025.

- **Mark Grids and Mark Sheets:**
  - Please include a signed (principal & teacher), scanned copy of the mark grid (APPENDIX D).
  - Please include signed, scanned copies of IEB Marksheets in alphabetical and rank order.

- **SBA:**
  - Theory Tests cannot be used as a Practical Test component and vice versa.
  - To assist candidates, please test different aspects for Theory and Practical Tests as this will give the candidates 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 candidate the best possible mark.
  - The use of old Examination papers and tests are not allowed. Candidates may not have an unfair advantage.
  - 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.

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- **PAT:**
  - Time frames and deadlines for phases must be provided to candidates, this to ensure that there are no situations arising where work is not submitted.
  - APPENDIX I must be completed and submitted before 28 February if there is an Alternate Language for PAT. Approval must be granted, before candidates continue with coding.
  - Candidates 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 candidate as well as ensure authentic work being submitted.
  - A ZERO should not be given for PAT. Teachers are encouraged to ensure that there is evidence from the teacher to show that all avenues have been exhausted in getting the candidate to submit PAT work, throughout the year and the IEB must be contacted.
  - Meaningful comments as to why marks have been awarded as well as why marks have been deducted, must be included in rubric.
  - All candidates work must be marked consistently based on evidence submitted. Candidates with similar evidence must be given the same mark.
  - Candidates to use the IEB convention (as per circular) for Class Diagrams and Algorithms.

- **Clusters:**
  - Teachers must be part of a cluster.
  - Cluster set assessments must be done by all schools in the cluster, as per guidelines provided in the SAGs (3.4.1).
  - Periodic moderation of PATs at cluster level, will also assist in ensuring that the right standards are being met as well as authenticity of PAT work submitted.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
PAPER I

GENERAL

Overall, the paper was well answered. However, there were specific areas which appeared to be more challenging to learners.

ICANDELA A

1.1 & 1.2 These questions were well answered. Learners coped well with the unseen texts and were able to understand and answer these questions well.

1.3 **Isibhengezo:**

- Some learners struggled with the question 'ibhekiswe kubani'?, as well as being able to give 'izizathu'/easons for their answer.
- Some learners were challenged by the idiomatic speech – e.g. 'iimpahla nezihlangu ziyalahlwa'
- Some learners lost marks with the summary of the advert.
  It should be remembered that when a short summary (3 sentences) is made, learners should try to answer the following questions – phi / nini / ntoni / bani

1.4 **Ikhathuni/Visual Literacy**

Many learners did not cope well with this question. Some seemed to be challenged by the following:

- Uziva njani? Nika izizathu – it is expected that learners should be able to describe feelings, as well as be able to back up their answers.
- Chaza ikhathuni ngamazwi akho – it is expected that learners should be able to generate meaning from a simple cartoon/ image and be able to explain the cartoon in their own words.

ICANDELO B UKUSHWANKATHELA/SUMMARY

Most learners coped well with this section even though summarising is a higher order type of question and is generally challenging.

I suggest that teachers familiarise themselves with the generic rubric in the marking memorandum which will be available when the examinations are released online. This will not only help when marking the summaries, it will also give learners and idea of what markers are looking for when marking.

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ICANDELO C IMIHOBE/POETRY

3.1 Learners coped very well with the unseen poem

3.2 & 3.3 Unfortunately, learners overall did not cope as well with the seen poems. This is unfortunate. Learners did not seem as familiar as would have been expected to be with the basics of poetry analysis:

Struggled with

- the difference between 'umxholo' and 'imfundiso'
- izithetha nto – nye
- izifanekiso – zwi
- idiomatic phrases – had difficulty in explaining what the phrases meant
- emphasising/ ukugxininisa and uphindo phindo – learners need to be able to explain what idea is being emphasised. They should not simply give the word that is being repeated.

ICANDELO D GRAMMAR

This section requires precision and a through knowledge of basic isiXhosa grammar rules. While it was clear that most learners were familiar with the rules, it appeared that they did not know them well enough and that they made unnecessary, small mistakes, thus costing them marks. Overall learners did not do well in this section.

4. **Izilanduli**

There are approximately 15 rules for the isiXhosa negative which learners need to be familiar with. Some learners did not know which rules to apply to the questions asked.

5. **Amaxesha**

Learners did well in this question, although some made unnecessary/careless errors.

6. **Izalathandawo**

Learners need to become more familiar with the palatalisation rules as some lost marks in this area.

7. **Isenziwa**

Learners did not do well in this area. The rules of the passive construction were not always followed and this unfortunately led to marks being lost.

8. **Ingxelo-ntetho and intetho ngqo**

Generally, well answered. Some learners did not show the difference between 'uthi' / 'uphendula', etc.

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9. **Table**

This question was well answered.

10. **Izixando**

This question was well answered.

11. **Izihlomelo**

This question was well answered.

12. **Izichazi**

This question was not as well answered. Learners were not as familiar with the rules required to answer this question.

13. **Izinciphiso**

This question was well answered.

CONCLUSION

While many learners did well in this examination, they did far better in Sections A and B than in Section C and D.

Section C and D are areas in which the learners could excel if they prepared better. I hope that we as teachers can use this observation to help future learners/ matric candidates to be better prepared for the examinations to come.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
PAPER II

INTRODUCTION

This report serves to share information on the examiner's observations during the marking of IsiXhosa Paper 2 in the November/December 2024 examinations. The document gives comments on the candidate's general performance, strengths, and weaknesses. It also highlights problematic topics and areas on which teachers must put emphasis on to educate successful learners.

GENERAL COMMENTS

The 2024 isiXhosa FAL Paper 2 examination consisted of two sections.

SECTION A LITERATURE

This section had seven questions worth a total of 70 marks. Those include contextual questions, dialogues, and essay type questions. Section A offered learners to demonstrate their understanding of literature allowing them to interpret situations, organise and describe events focusing on story elements. Question 1 & 2 were contextual.

Learners were required to respond to the text given, allowing them to remember some incidents in the book, recognising relationship between characters and, or respond to character's feeling or show how a character reacts in a certain situation. Overall, learners responded quite well on these questions. However, some learners gave incorrect answers. They failed to address certain issues raised by the question. Learners are reminded to read the question carefully, to write facts, avoid giving non-factual responses about the topic or story.

In Questions 3 & 4**,** candidates were expected to write a dialogue between two characters in the book. They must choose one (Question 3 or Question 4). Those who attempted this question showed a good performance. They were able to decide and apply the appropriate style, point of view and format text, and thoughts of the main characters were communicated very well. **Question 3** was the most popular question.

Common errors/mistakes

- Incompetent use of language.
- Some of them mixed up characters.
- Rewrote instructions on answer booklet.

In Question 5 & 6, candidates were expected to choose 1 and write on. This section was completed reasonably well though there are few learners who often missed out marks due to misunderstanding of the question and failing to raise certain issues raised by the question. Sometimes candidates were too keen to get started on the process of writing, and not keen enough on reflecting hard on what the question provide for their guidance. A few candidates did not have enough knowledge of the incidents and, the novel wandered off completely. **Question 5** was the most popular question and **question 6** was the least popular questions.

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SECTION B TRANSACTIONAL WRITING

This section had six questions (four longer pieces) worth a total of 20 marks and, two shorter pieces, worth a total of 10 marks. Learners choose two topics, one longer piece and one shorter piece. Learners were asked to demonstrate their writing skills by writing a letter or email of enquiry, informative, and a letter of request. They were confident in this writing skill and were clearly aware of the need to establish the context, purpose, and register. However, one still finds candidates whose answers are irrelevant to the question and a few of them use English sentences, some responded by writing word to word of what was written on the instruction paragraph. Learners are encouraged to not deviate from the question as they will not be allocated any mark. A few didn't attempt to answer this question at all.

As learners were required to choose one piece out of four topics, question **7, 10 & 12** were the most popular questions.

Advice to learners and teachers

- Learners must familiarise themselves with the target language and should practise responding to short questions like those in Section A of the examination.
- Learners should pay attention to mark allocation and provide more detailed thorough response for questions with higher mark allocation.
- Learners should read the question carefully, and their responses should be relevant to the topic. Irrespective of the quality of their writing, if the learner's response does not address the topic, they cannot attain high marks. Relevance to the topic is of primary importance.
- Almost every piece of writing you do should be organised into paragraphs. Some learners fail to demonstrate this skill. Teachers are advised to practise this skill so they can be able to write and present for a wide range of purposes.
- Correct punctuation is of utmost importance. Learners 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 learner responses.
- Teachers must prepare learners for the end of the year examination. They must make sure that the prescribed book is read, discussed in class and not to rely on summaries as summaries only give the reader an idea of what the material is saying.
- An opening statement is very important when writing a dialogue. It is advisable that learners are exposed to different types of writing prior to their final examination.
- Learners should avoid mistakes that will make them to lose marks easily.
- Finally, learners should be reminded to draw a line after answering each question to avoid confusion in the marking process.

The overall question paper was well attempted. Candidates demonstrated a very good knowledge of the subject area.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
SBA MODERATION

OVERVIEW (General Comment)

- **Submissions (mark lists & spreadsheets)**

  The files have been submitted, including the mark lists and spreadsheets. Schools are kindly reminded to submit only the SBA tasks and to exclude the oral assessments. It appears there is some confusion on this matter among a few schools.

- **Deadlines**

  While the majority of schools met the deadline, one school encountered some confusion as the Liaison Officer was unable to share the relevant information with the teacher in time, which led to a delayed submission of the files.

KEY OBSERVATIONS AND RECOMMENDATIONS

- **Marking consistency**

  While the marking was largely consistent, it became apparent that teachers held higher expectations for mother-tongue speakers, often applying stricter criteria. It is crucial to clarify that Home Language should not be regarded as First Additional Language.

- **Marking Guidelines and Design Grids**

  This year, the marking guidelines were pertinent and effectively supported the assessment process. The rubrics and memorandum were made available in the teachers' files, and the Design Grids were also provided. However, a few schools encountered challenges in this regard. The efforts made by the schools are greatly appreciated, and this remains a work in progress.

TEACHER AND LEARNER FILES

- **Teacher files**

  The submissions were generally well-structured, with all required information duly included. Although a few schools were unable to attend the cluster meetings for various justifiable reasons, internal moderation was carried out at the school level. However, there appears to be some confusion regarding the distinction between Orals and SBA marks at certain schools. When submitting marks for selected candidates, it is imperative that both the learner's examination number and name are provided, rather than names alone. Furthermore, teachers are advised to submit only the tasks as outlined on the cover page, rather than the entirety of the work completed throughout the year. This approach will alleviate difficulties for the moderators, who are otherwise required to sift through large volumes of material, thereby causing delays in the moderation process.

- **Learner files**

  Most learner files included the required tasks, and the calculations for these tasks were accurately presented on the front page. However, a few schools had entered the marks incorrectly on the front page, though these errors were promptly corrected during the moderation process.

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ASSESSMENT COMPONENTS

- **Extended writing**

  The topics were well-suited to the learners' interests, and the information presented was persuasive and engaging. The learners demonstrated a high level of sophistication in their content, which was effectively communicated. Although the initial requirement was for two essays, some schools submitted only one essay. This was agreed upon, and the process writing clearly reflected a thorough engagement with the topic. It is recommended that the rubric for each learner be attached to their respective task, as this facilitates a smoother moderation process.

- **CAT**

  All teachers are to be commended for approaching this task with such integrity and dedication. A heartfelt thank you is extended for the significant improvements evident from the previous year's challenges. Although cluster moderation was not feasible in most schools due to various reasons, the quality of the work produced by the learners clearly indicates that they were well-guided throughout the process, leading to a successful final product.

- **Section C (3rd Genre)**

  This section was well-received by the majority of schools, with clear evidence of creativity that reflected the individuality of each teacher's approach. Teachers are encouraged to carefully review the suggestions and comments provided in their feedback forms. This year, both teachers and learners excelled in this section, demonstrating remarkable effort and achievement.

- **Section D: Controlled Tests**

  The Analysis Grids for the tests were duly included, marking a clear area of improvement. The incorporation of these grids greatly assists in the preparation of Examination Grids, streamlining the process. This consistent effort is highly commendable, and teachers are to be congratulated for their thorough work in this regard. The required tests were appropriately aligned with both Paper 1 and Paper 2, and the third Genre test was also provided as stipulated.

- **Section E: Preliminary Exams**

  The memos and analysis grids were included by the schools, and there is clear evidence of improvement. Schools ensured that internally moderated copies were present in the learners' files, and the accompanying forms attest to this process. Both papers are in full compliance with the SAGs and NSC requirements. This section demonstrates that substantial work has been completed by most schools, and it is evident that the learners were well-prepared for the final examinations.

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APPRECIATION AND RECOMMENDATIONS

Thank you for submitting tasks that are clear, well-structured, and accompanied by comprehensive guidelines and instructions. However, it is essential to note that these tasks are for FAL (First Additional Language), rather than HL (Home Language). While some rubrics and memorandum were compliant, it is important that all align with the required standards. The tasks themselves were appropriately age-appropriate. Throughout the process, teachers demonstrated strong leadership, which is clearly evident in the quality of work produced by the learners. In comparison to previous years, this represents a significant improvement in the presentation of work, reflecting the teachers' effective preparation of learners for their final examinations.

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ISIXHOSA FIRST ADDITIONAL LANGUAGE
ORAL MODERATION

OVERVIEW

Despite a few hiccups, the moderation process went well overall. The school's preparation and attention to detail were evident, contributing to a smooth and efficient process. Moving forward, addressing the minor challenges will further enhance the system, ensuring even greater success next year.

- **Submissions (mark lists & spreadsheets)**

  Most schools submitted their spreadsheets with the mark lists on time. However, some schools submitted their documents at the last minute, which made it difficult to review them thoroughly. A few spreadsheets did not include a comprehensive range of tasks completed throughout the year. This issue likely stemmed from either misinformation or a failure to carefully review the instructions provided in the letter sent to the schools.

- **Deadlines**

  The majority of schools met the deadlines, but it would be greatly appreciated if all documents could be submitted at least two days in advance to allow for a thorough review without time pressure. The most challenging situation occurs when documents are sent on the day of the oral exams. One school was unprepared on the scheduled day. It is strongly advised that schools confirm the date they agree upon with the moderator, as last-minute changes cause inconvenience and delay the start of the moderation process.

KEY OBSERVATIONS AND RECOMMENDATIONS

- **Online Platform Used**

  Google meet, Microsoft Teams

- **Online Glitches (connecting & during)**
  There were instances where the audio quality was poor. Online schools, with learners joining from home, sometimes experienced disruptions, such as learners leaving and re-joining the meeting. It is essential that learners are fully informed about the expectations for moderation, especially if they are participating from home. Additionally, it is important to ensure that no family members are present in the venue during the moderation process. Schools are advised to connect at least 30 minutes prior to the scheduled moderation to address any technical issues and ensure that the moderation can proceed smoothly without delays.

- **Learner Appearance (e.g. dress code)**

  While the majority of schools ensured that learners were wearing uniforms, a few did not. It is kindly recommended that teachers remind learners that the oral examination is a formal assessment and should be approached with the respect it deserves. In some cases, learners appeared to be more relaxed, which may have been influenced by the comfort of participating from home.

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- **Positioning of cameras**

  Schools are increasingly understanding the benefits of the online option, as they have made a concerted effort to involve their IT departments in the process. This proactive approach was particularly impressive during this year's moderation.

- **Venues**

  At the traditional schools, venues were generally well-organised; however, noise around the venue was an issue at some schools. This should be taken into consideration in future planning. Online schools are also encouraged to remind learners to choose a quiet, uninterrupted location for the oral examination, ensuring that family members do not cause any disruptions during the session.

ASSESSMENT COMPONENTS

Comment on all oral components done

1. **Prepared speech**

   All schools were well-prepared for the moderation. However, it was observed that some learners were not informed that they could be asked to present their CAT piece during the oral examination, even if it was not chosen for presentation. The oral moderator has the right to inquire about this topic. In a few schools, it was clear that learners were unaware they might be required to present, even if their teacher had submitted the recordings. What was presented during the oral examination differed from the content in the recordings. This issue requires attention to ensure that learners are fully prepared for all aspects of the oral examination.

2. **Readings**

   Overall, in most schools, the advice to inform learners to introduce their reading and provide reasons for their choice was successful, both for prepared and unprepared readings. However, this approach requires attention in a few schools where it was not implemented effectively. Teachers are also encouraged to suggest accessible and engaging readings that are appropriate for the learners' level. Texts with conversational elements are particularly beneficial, as they allow learners to practice varying tone and voice projection.

3. **Listening Comprehension**

   There was a variety of engaging listening comprehension tasks. The one conducted by the moderators was relevant, though it proved challenging for non-mother tongue speakers. It was handled well by the mother tongue speakers, but it is worth noting that even the weaker learners demonstrated resilience in tackling the task.

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4. **Discussion and Conversation**

It appeared that this was a favourite part of the oral examination, as learners were able to showcase their knowledge of current topics as well as information related to their personal profiles. However, attention is still needed with regard to the third genre. While most learners demonstrated a general familiarity with the book, their knowledge was often not detailed. Some learners also confused *Tata Sikuxolele* with the third genre, which suggests that this area requires further focus, in addition to the other topics.

APPRECIATION AND RECOMMENDATIONS

The work produced by the learners highlights a highly productive learning environment. The passion demonstrated by the learners exceeded expectations, with even those who are non-mother tongue speakers working to the best of their abilities. It would be beneficial if teachers take note of the recommendations provided in this report, particularly in terms of informing learners about the expectations for improvement in the coming year. The consistent assessment standards shown by the teachers are commendable. However, it is important that learners are made aware of the significance of this segment in isiXhosa. Overall, the work produced by the learners was exceptional, especially by those who are more proficient in isiXhosa. Teachers deserve high praise for their outstanding efforts and the remarkable progress achieved.

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ISIZULU FIRST ADDITIONAL LANGUAGE
PAPER I

The learners answered all the questions in this paper and most of them did well. Most candidates finished the paper. Few candidates did not finish Question 11 in Section D.

SECTION A COMPREHENSION AND CARTOON

- This section required candidates to read the texts and answer questions based on the texts.
- All candidates answered this section.
- All of them understood the question and did well in this section.

SECTION B SUMMARY

- This section required the candidate to read the passage and summarise it in 5 points.
- The candidates did exceptionally well in summary writing. Most of them followed the instructions.
- The text was appropriate to the level of the candidates. The vocab and the style used catered for all candidates.
- There were very few candidates who exceeded the number of words. The majority wrote the correct number of words.
- The candidates managed to write 5 points in this section.
- They used bullet points and numbers.
- 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 prescribed poems and unseen poems.

Prescribed poems

- Most of the candidates have done well in this section.
- Some candidates did not find it easy to give meanings of the proverbs and sayings that are in the poems. Some candidates find it difficult to differentiate between the meaning and the message of the poem.
- The candidate must be encouraged to know the titles of all poems and learn to write them correctly.
- Figures of speech were challenging in this question for the learners.
- Most of the candidates did not write rhyme and linking correctly. Instead of writing the rhyme or linking they wrote lines 1 and 2.
- They must also learn to differentiate between rhyme and linking.
- If the candidates are asked to quote a line in the poem, they just write the number of that line. They don't quote the line.
- In question 6 the spelling was very poor for a seen poem.
- Some candidates are confusing figures of speech and senses. We need to teach the senses. Some candidates are still struggling with senses.

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Unseen poem

- Most of the learners have done well in the unseen poem.
- They understand the external structure of the unseen poem very well.
- Some candidates managed to get a total in this section.
- A few candidates were struggling with the following sections:
  To differentiate between consonances and assonances.
  To differentiate between rhyme and linking.

SECTION D GRAMMAR

- This section required the candidates to answer questions based on grammar, visual material, and editing skills.
- In this section the candidates performed differently. Most of the candidates performed well and some performed exceptionally well.
- Excellent sections: noun prefixes, adjectives, locatives, and pronouns.
- Most candidates have a good understanding of grammar.
- Most candidates managed to score high marks on editing skills.
- Few candidates struggled with verbal extensions and nouns that have similar sounds but different meanings.

In conclusion, I must say the paper was fair and all candidates managed to get good marks.

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ISIZULU FIRST ADDITIONAL LANGUAGE
PAPER II

The examination paper consisted of eight pages, divided into two sections. **Section A**, focused on Literature, comprised four questions, while **Section B**, dedicated to Functional Writing, included two questions. Each question underwent rigorous standardisation to ensure that the marking guidelines were accurately aligned with the intended assessment criteria. The collective dedication, expertise, and time contributed by all team members are acknowledged with sincere gratitude.

SECTION A LITERATURE

QUESTION 1 SHORT QUESTIONS

The majority of candidates performed exceptionally well on this question. Their responses demonstrated a clear understanding of the questions, and most candidates adhered to the provided instructions effectively. Overall, the outcomes of this question were highly satisfactory.

Recommendations

Candidates are encouraged to focus on all characters and their respective roles within the book. Some candidates struggled to recall specific details about minor characters, which adversely impacted their performance. A comprehensive review of all characters, including minor ones, is recommended to ensure improved results.

QUESTION 2 SHORT PARAGRAPHS QUESTIONS

Candidates were required to respond in short paragraphs, with the main focus of the question being on female characters and the setting. It was essential for candidates to take a strong stance and present their arguments with a convincing overall voice.

The majority of candidates performed well on this question, showcasing excellent analytical skills. However, candidates should be encouraged to study all characters thoroughly and use evidence from the book to explain character behaviour. For example, uNomadayimane works at KK as a household assistant but is, in fact, a spy paid by Martha to gather evidence.

Additionally, the use of accurate and expressive language is highly beneficial in this question, as it allows candidates the opportunity to articulate their opinions freely and effectively. Such language enhances the overall quality of their responses and is rewarded generously.

QUESTION 3

This year, the dialogue question did not include scaffolding, allowing candidates the freedom to showcase their creativity by applying their knowledge to craft engaging and imaginative dialogues between characters. The majority of candidates attempted this question and performed exceptionally well.

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Recommendations

- Remind candidates to incorporate meaningful gestures and emotions into their dialogues. Educators should ensure that learners understand the distinction between gestures and emotions.
- Reinforce the correct format of a dialogue: avoid the use of quotation marks, present in block format, and provide a proper heading (e.g., *Ingxoxo phakathi kwaZama noThandi*) or an appropriate introduction.
- Emphasise that the style of dialogue must be conversational. Entries should not be excessively lengthy in an attempt to include as many facts as possible.
- Encourage learners to understand the relationships between characters, as this adds depth and emotion to the conversation, which is crucial.
- Remind learners to use relevant punctuation marks, such as exclamation marks and question marks, to enhance clarity and expression.
- Characters must remain true to their established traits; for example, Zama cannot be portrayed as an illiterate character if this is inconsistent with the text.
- Candidates should avoid using inappropriate language and adhere strictly to the stipulated word count.

By focusing on these aspects, learners can further improve their performance in crafting dialogues.

QUESTION 4 ESSAY

For this question, candidates were required to integrate information from the novel to produce an essay, guided by the scaffolding provided. Additionally, candidates were expected to formulate an appropriate title for their essay.

The majority of candidates succeeded in writing compelling and convincing essays, particularly those with strong proficiency in isiZulu. However, candidates must avoid using inappropriate language and should refer to characters by their names, such as *uMzwakhe*, rather than using generic terms like *ubhuti kaThandi*.

GENERAL COMMENTS

- Candidates who thoroughly studied the novel were at a significant advantage in this section, even those with a limited vocabulary. It was evident from the responses that some educators effectively prepared their learners by teaching the required formats for Section A and equipping them with the necessary vocabulary.
- Conversely, candidates who lacked knowledge of the novel's characters and themes struggled to achieve good marks in this section.
- Candidates should be reminded that references to the text only add value to their responses when they are directly relevant to the question.
- Adherence to the word count is crucial. The required word count is 180 words (with a maximum of 200). Candidates should ensure accuracy in reporting their word count.
- Confusion between characters was noted in some responses, highlighting the need for a deeper understanding of the novel.

By addressing these areas, candidates can improve their performance in this section.

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SECTION B TRANSACTIONAL WRITING

QUESTION 5 UMBIKO OR LETTER

The majority of candidates opted to write a letter rather than *umbiko*, which positively impacted overall performance. Most candidates excelled in this question, including those who chose *umbiko*.

Recommendations

- Learners should study and practice the formats for transactional writing to ensure accuracy.
- Emphasise the importance of maintaining an appropriate register; *umbiko* requires a polite and respectful tone.
- Focus on essay structure, including a clear introduction, body, and conclusion.
- Address the frequent use of comma splices by encouraging learners to use conjunctions to join sentences and avoid overly long sentences.
- Learners must write in paragraphs and adhere to the required word count.

QUESTION 6 TWEET/EMAIL

The majority of candidates performed exceptionally well in this question, although some did not attempt it. Candidates demonstrated a solid understanding of the requirements and produced excellent responses.

Recommendations

- Teachers should remind learners to write the date in isiZulu and use proper email addresses or Twitter handles, e.g., ndooling@gmail.co.za instead of their names or generic handles like *@Musa_Khawula*.

GENERAL COMMENTS

While the overall performance was commendable, the following common errors were noted:

- **Spelling Errors:** Words such as *bhala* and *bala* were often confused.
- **Vocabulary Usage:** Words like *izinqumo*, *imithelela*, *xwayisa*, and *gqugquzela* were seldom used. Teachers should incorporate these words more frequently in lessons to reinforce their usage.
- **Word Order:** Some learners relied heavily on the structure of their home language, leading to awkward sentence constructions. Teachers should encourage learners to write concise and meaningful sentences.
- **Direct Translations:** Direct translations from the home language occasionally led to a loss of meaning in sentences.
- **Concords, Punctuation, and Conjunctions:** These elements need to be revised regularly to enhance grammatical accuracy.

I commend all teachers for their excellent work in teaching isiZulu, particularly Paper 2. Their efforts, alongside those of their learners, are evident in the impressive overall performance.

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ISIZULU FIRST ADDITIONAL LANGUAGE
SBA MODERATION

OVERVIEW (GENERAL COMMENT)

- **Submissions**

  The process was hindered by technological challenges, poor communication, and untimely responses from some teachers. Sending materials individually, rather than in compressed folders, added to the time burden and increased the risk of missing important information. In some cases, documents were submitted in a disorganised manner, hindering the effective review process.

- **Deadlines**

  Delays in submitting files, often accompanied by excuses, impacted the overall timeline.

KEY OBSERVATIONS AND RECOMMENDATIONS

- **Marking consistency:**

  Although the marking was generally consistent, there were instances of slight variations in the assessment of essay-type questions. Providing more specific and detailed marking guidelines can help to minimise subjectivity and enhance the accuracy of the assessment process.

- **Marking Guidelines & Design grids**

  The teachers are commended for providing marking guidelines and design grids for all tests, however, the marking guidelines for essay-type questions could be further refined to provide more specific criteria. Additionally, ensuring alignment between the design grids and the complexity of the questions is essential for accurate and consistent assessment.

TEACHER AND LEARNER FILES

- **Teacher Files:**

  In most cases both the teacher and learner's files have demonstrated exemplary organisation and adherence to the Subject Assessment Guidelines (SAG).

- **Learner Files:**

  Mostly the learner files were well organised.

ASSESSMENT COMPONENTS

EXTENDED WRITING

The tasks were well-designed, with engaging topics, appropriate length, and effective scaffolding. Evidence of pre- and post-moderation was provided.

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In a few instances:

- the word count specified in the instructions did not align with the SAG requirement, often it was 200-250 words.
- the teachers/leaners did not submit both first and final drafts for moderation.

CAT

Learners were adequately prepared for the formal letter writing task, and their performance was satisfactory.

SECTION C (3rd Genre)

Most teachers set tasks that were exactly the same as P2 essay type questions. In some cases, used a test in this section. This should have been flagged during cluster moderation.

There are a few areas where consistency and feedback could be enhanced in Section A, B, C and essay type questions:

- Grammar and Spelling: While the majority of errors were identified, ensuring consistent marking of grammar and spelling errors across all assessments would maintain fairness. particularly those submitted electronically, were marked exceptionally high, despite containing errors.
- Factual Accuracy: To ensure accurate assessment, verifying the factual accuracy of responses, particularly in literature-based questions, is essential. Learners' essays had characters that are not in the book: uPuseleng, uMaMaKhanya
- Feedback Provision: Providing specific feedback on essays, beyond simply marking them.
- Regarding the essay with no ticks, it's crucial to review the marking criteria and ensure that all aspects of the essay were evaluated and scored appropriately. Most teachers just circle a score on the rubric.
- Some schools had drafts for all essays - Section A, B and C and were all typed. This is not completely in line with the SAG requirements and is concerning when there is a noticeable difference between the essay marks and the learners' achievements in essay type questions in P2.

SECTION D CONTROLLED TESTS

In most instances tests were appropriately challenging, aligning with the expected standard of the final examination. The assessment grids, in some cases, were reduced to a mere checklist, the questions posed did not consistently align with the desired cognitive levels, limiting the scope of assessment.

PRELIMINARY EXAMS

The preliminary examinations effectively mirrored the final exams, providing valuable practice for learners.

Most schools wrote examinations set in their cluster groups. By fostering collaboration and promoting consistency, the moderation process ultimately benefits learners by ensuring fair and accurate assessment.

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APPRECIATION AND RECOMMENDATIONS

Evidence of cluster moderation is present and commendable. It's essential to view this process as an opportunity for professional learning and growth, rather than a mere formality. To maximise its benefits, teachers should actively engage in the process, viewing it as a valuable opportunity for collaborative learning and improvement. Future assessments should demonstrate the incorporation of feedback and recommendations from these sessions.

The tests (P1 and P2), preliminary and final examinations demonstrated a strong alignment in terms of format and difficulty level. However, the third genre test fell short of expectations, as the questions lacked rigour and were mostly recall questions and limited the opportunity for analysis and critical thinking.

The accuracy and efficiency of the mark calculation and data entry process were commendable.

While aesthetically pleasing file dividers can enhance the visual appeal of the portfolios, they are not a mandatory requirement.

To improve future collaborations, it is recommended to include IsiZulu teachers in email correspondence to ensure timely communication and prevent delays.

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ISIZULU HOME LANGUAGE
PAPER I

Iphepha lokuhlolwa alibanga nazihibe ezinyusa izinhlonzi, nabafundi baliphothula ngesikhathi esimiselweyo. Lapha ngizophawula okuthile ngombuzo ngamunye ukuze izinga liqhubeke nokunyuka eminyakeni elandelayo.

UMBUZO 1

1.1 Abafundi baphendule kahle kulo mbuzo futhi kubonakele ukuthi bayayiqonda incwadi ekade iyisiqephu sokuqondisisa. Kunamaganyana nje lapho bekucima khona izibani kwabaningi:

- **Umehluko phakathi kwengqalasizinda nesidingongqangi**. Ingqalasizinda ngolimi olujwayelekile, intuthuko elethwa nguhulumeni ukwenza izimpilo zezakhamuzi zibe ngcono. Ukufakwa kukagesi namanzi, imigwaqo nezokuthutha, ukwakhiwa kwezikole, njll.
  Isidingongqangi yilokho okuyizidingo okungeke kwaphileka uma kungekho. Isibonelo esilula nje umoya esiwuphefumulayo, amanzi esiwaphuzayo, ukudla, indawo yokuhlala.

- **Umbono noma yiqiniso**. Njengasephepheni nje, akunakwenzeka ukuthi **wonke** umphakathi wasemakhaya uyezwana, uyasizana, usondelene. Kungumbono lokhu ngoba uma kunjalo izindawo zasemakhaya bezingeke zibe nezinkinga zenhlalo.
  Kuyiqiniso ukuthi ukuqhela entweni ekucindezelayo nekukhumbuza izimo ezibuhlungu zakudala kuyasiza. Kwenza usheshe uphole, uxole, udlulise.

1.2 Abafundi baveze ikhono eliphezulu lokucabanga nokuhlaziya isithombe seklasi likaMemu Langa, kwaphuma nezinye izimpendulo ezihlaba emhloleni. Kuyancomeka kakhulu.

UMBUZO 2

Umbuzo wokufingqa lo. Kuphenduleke kahle njengokwabiwa kwamamaki. Isisele abanye abebephonseka kuso ukuthatha ngokuthi i-*globalisation* isho okufanayo nobuchwepheshe. Bekungaveli kahle ezimpendulweni zabafundi ukuthi iNingizimu Afrika ithinteka kanjani kulolu hlelo lwamazwe omhlaba.

UMBUZO 3

Lo mbuzo uthinta Izinkondlo. Uphenduleke kahle. Indawana ebifaka abaningi emgodini umbuzo 3.3.4 obudinga uhlobo lwefanamsindo nomsebenzi walo. Abaningi bekungathi abazi nhlobo ngalokhu. Onyakeni olandelayo abafundi bangajwayezwa ngalolu hlobo lwemisindo. Kubalulekile nokuphendula ngokugcwele. Umbuzo onamamaki amabili kuya phezuliu udinga uveze okungaphezulu kokukodwa. Kungaba ukubhala impendulo **bese** uyichaza, uyisekele, uyicaphune, uyihlaziye nll.

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UMBUZO 4

Lapha kugxilwe ohlelweni nokusetshenziswa kolimi: izingcezu zenkulumo nomsebenzi wazo emshweni, izakhi nencazelo eziyimumethe, inkulumo ekhombisa ukuchema nokwenzelela, namakhono okubhalwa kwesikhangiso. Abenzanga kahle abaningi embuzweni 4.1.3 Abanye bebeklanta nje kukhombisa ukuthi nabo abanasiqiniseko ngezimpendulo zabo. Kunegama elithi, ububha nalo elithwasise abafundi ubunzinyana. Uma sibheka isikhangiso, kumqoka ukuthola ukuthi yini ekhangiswayo ngqo. Lapha bekungakhangiswa iphepha kodwa umncintiswano otholakala ephephandabeni iLanga.

UMBUZO 5

Lo mbuzo uphenduleke kahle, kungekho okuningi okuyinkinga. Sikhumbule nje ukuthi sibhala umhlaka 14 Nhlolanja kanje: umhla we-14 kuNhlolanja.

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ISIZULU HOME LANGUAGE
PAPER II

The learners answered all the questions in this paper and most of them did well. All candidates finished paper two.

SECTION A NOVEL

- This section required the candidates to understand the novel, *Ikhohlisana Ihlomile* and write two essays.
- All candidates answered this section.
- All of them understood the question and have done well in this section.
- The structure of the essays is very good.
- However, some candidates did not do well in question two. They did not write about the consequences that were faced by the three characters that they were given. They were telling the whole story.
- They did not answer this question as per instruction.
- All candidates wrote down the number of words they used.

SECTION B CREATIVE WRITING

- This section required the candidates to write a formal letter and an advertisement.
- Most of the candidates did not write the correct structure of a formal letter, but the content is very good.
- The candidates managed to finish this section.
- All candidates wrote down the number of words they used.

In conclusion, I must say the paper was fair and all candidates managed to get good marks.

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ITALIAN SECOND ADDITIONAL LANGUAGE
PAPER I

SECTION A

Most candidates did very well in the first 3 questions (Reading for meaning).

SECTION B

The poetry and the prose were accessible to all learners, but a few of them did not fully study the required texts.

Overall, good results were seen.

PAPER II

QUESTION 1

More candidates opted for Option A of Q1, when writing a descriptive narrative text.

QUESTION 2

All candidates fared well in this section.

QUESTION 3

Most candidates approached this exercise in the correct format, some however did not correctly reformulate the text, which ended in them losing a lot of marks.

QUESTION 4

It was satisfactory.

In general, the papers were tackled well, learners were well prepared.

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LATIN SECOND ADDITIONAL LANGUAGE
PAPER I

GENERAL

- Learners' translations were fairly disappointing in general. The small sample may be responsible for the dip in standard this year. In most cases the Unseen translations in Paper 2 were far better than the setwork translations, indicating a lack of thorough preparation. It is a pity for an obviously competent candidate to perform poorly because of very poor preparation.
- It is important to encourage learners to use the correct tense in translations, and to pay heed to the subtleties of the language.
- Teachers are asked to encourage learners to write translations on alternate lines.

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. Accurate translation is very important.

E.g.

1. In the first five lines, 'putasti' [did you think, addressed to Verres] was translated by the present tense [do you think], and candidates assumed it was addressed to the jury.

2. The word-order of the original often tripped the candidates up as it might have if this were an unprepared translation.

3. Some candidates had difficulty distinguishing between *iste/ille/ipse*/and *idem,* both in Paper 1 and in Paper 2.

4. Candidates were ill-prepared to answer questions on any but the most basic stylistic and contextual issues.

QUESTION 2.1–2.5 – Livy

- Moderately well answered, although candidates found the longer Latin sentences difficult, and in some cases left parts out.
- The contextual and textual questions were fairly well answered, some small hiccups regarding basic historical context.
- The contextual and textual questions were fairly well answered.

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SECTION B POETRY

QUESTIONS 3 and 4

3.1–3.6 – Ovid

- Translation was moderately good.
- Accuracy and correct English are important. E.g. *in aera sucus/ corporis omnis abit* – the word 'sucus' was not translated at all.
- If a word is repeated in the Latin, it must be repeated in the translation, e.g. 'vox' and 'ossa' in lines 35–36.
- Scansion was generally good; learners 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, not merely by X.**

4.1–4.4 – Vergil

- 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.
- Again, the translation needs to be accurate and reflect the Latin as closely as possible. Learners should not learn by rote without connecting the English clearly in their minds to the Latin.
- Although there was no significant difference in the standard, the contextual questions on Vergil were answered much better than those on Ovid.

QUESTION 5

This section was disappointing, with certain questions being omitted altogether, especially where the candidates' translations were problematic.

PAPER II

The two unseen pieces were very accessible. The aim is to provide short 'snippets' of stories that are interesting, makes sense and provide the candidates with the opportunity to exhibit their knowledge. The vocabulary in the original texts is often changed so that it is in line with the prescribed vocabulary. The candidates overall had a good grasp of Latin grammar and vocabulary.

Candidates are encouraged to read the introduction to the unseen with care because the English introduction provides some information and 'clues' to the story.

Candidates were strong in translation of some language structures (particularly the subjunctive), but some more ordinary translations (active vs passive) were slightly more challenging.

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LIFE ORIENTATION

The moderation process ran smoothly and was successful in assessing the standard of marking and alignment with the marking guidelines and other requirements.

Firstly, a thank you to all educators teaching and marking Life Orientation. It is clear that the standard of teaching and of learner responses are increasing and this is thanks to the educators who work hard within their subject. Thank you.

The below outline is a report on the findings of the moderation pane. Please note the following and ensure the meeting of all IEB requirements for Grade 12 LO.

A. Please note that Life Orientation Educators have several responsibilities to upskill Grade 12 to write the LO CAT B paper.

1. Thorough teaching of the LO Discursive essay is paramount. There are too many schools whose candidates do not write in the correct format or respond successfully to the demands of the essay. Educators must teach their candidates the LO Essay format and give them time to 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 then most challenging, to be able 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.

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. It is recommended that candidates have an opportunity to be exposed to previous years' CAT B examinations in order for them to gain an understanding of what is expected of them.

B. 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 or not the candidate answered the question.

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1. It is essential that educators work through the CAT B and answer the questions themselves before working through the marking guidelines. This will ensure that educators are familiar with the sources and understand the emphasis of the questions.

2. 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.

3. 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.

4. 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.

5. Please ensure and insist on the addition of a supplementary CAT B paper when your candidates are absent. The supplementary, marking guidelines and Blooms taxonomy 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.
Teachers can contact Robyn Mowatt who will steer you in the direction of other educators setting Supplementary examinations.

6. 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. It is essential that schools double-check addition and the mark entry on the IEB system.

7. It is encouraged that you make use of your cluster to assist with the standardisation of the marking guidelines and to mark together for upskilling and accountability purposes and support.

8. 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.

9. Please ensure that internal moderation of the CAT B marking takes place before scripts are sent to the IEB. Rather use an LO teacher from another school instead of asking a non-LO teacher in your own school. This is to ensure that the moderation is subject-specific.

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10. All scripts need to be checked for correct addition. This can be done by a non-LO teacher after internal moderation takes place.
11. 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.

12. No half-marks are to be awarded. The answer either meets the requirements or it does not.

13. 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

In 2024, the Life Orientation community welcomed many new schools and teachers. This year also marked the introduction of a more structured SBA spreadsheet, designed to streamline the capturing of SBA results and the moderation of schools' SBA spreadsheets. The SBA spreadsheet was made accessible through multiple platforms, including the IEB website and moderators, ensuring schools had the necessary tools to implement this system effectively.

Support for new teachers and schools was provided through moderators and Clusters, offering guidance and assistance where needed. A heartfelt thank you goes to everyone who contributed to supporting and mentoring the newcomers during this transition.

COMPLIANCE WITH SAGS REQUIREMENTS

The majority of the submitted Teacher and Learner Files were compliant with the set requirements outlined in the SAGS. A few schools showed lapses in areas such as missing Learner Coversheets, which were later rectified. This indicates a general improvement from previous years.

Areas for Improvement in 2025

- Ensuring learner coversheets are completed accurately, including the correct examination numbers.
- Verifying that the mark on the coversheet matches the learner's task provided, particularly for moderated tasks, where the moderated mark must be correctly captured.
- Ensuring alignment between the marks recorded on the learner coversheet and those reflected in the teacher's SBA spreadsheet.

QUALITY OF SBA TASKS

While most tasks met the expected standards, certain tasks were not adequately challenging enough, leading to inflated marks in some schools.

Specific issues were noted with the Physical Education Task (PET) and Community Service Task. Rubrics often lacked depth, and there was inconsistency in how marks were allocated and recorded.

Areas for improvement in 2025

- Ensure PET tasks align to the SAGS requirements, particularly in duration (8 weeks and not 6 as in previous years).
- A total of 40 marks (2 marks per hour) is given to community service hours and that marks are not allocated to the reflection piece. Although the reflection piece is to be present in the Learner File, it does not count for any marks.
- Community service hours and work experience are different. Both are incredibly valuable, however, only hours for community service will be awarded.
- Service to the school must not be included in the community service log sheet in 2025.
- Closely follow the new community service guidelines in the 2025 SAGS.
- Tasks are not to include results carried over from Grade 11, as this can inflate scores and give some learners an advantage.

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- Follow the weightings outlined in the SAGS for tasks.
- Rubrics are to be carefully and thoughtfully constructed as opposed to haphazardly increasing marks to get to the recommended 80–100-mark total mentioned in the SAGS.

ACCURACY OF SBA SPREADSHEETS

Although a structured SBA spreadsheet was made available this year, there were cases where the incorrect versions of spreadsheets were submitted, requiring resubmission. Some teachers had difficulty completing the spreadsheet, and did not provide all the relevant information.

Areas for Improvement in 2025

- Teachers are encouraged to seek support from their internal IT Departments or Cluster Leaders and members to minimise errors during the moderation process.
- Adhere closely to the required elements of the spreadsheet, ensuring that all necessary information is accurately captured and complete.

PRE- AND POST-MODERATION EVIDENCE

Pre- and post-moderation evidence was present in most schools, but this remains an area for improvement.

Areas for improvement in 2025

- Schools are to ensure either pre- or post-moderation has been conducted internally and supplied in the Teacher File.
- Ensure that marking guidelines are also thoroughly moderated.

ANALYSIS GRIDS

Completion of analysis grids remains inconsistent. Many schools either did not complete them correctly or used outdated versions.

Areas for improvement in 2025

- Standardised grids, with locked formulas, would prevent unnecessary errors or alterations.
- Refer to the SAGS for guidance.

MARKING AND FEEDBACK PRACTICES

The marking of tasks was done well and accurately for the most part. Teachers are reminded to provide detailed feedback to learners on tasks. This helps learners understand their mistakes and improve in future tasks.

Areas for improvements in 2025

- Teachers to indicate exactly where the mark is being awarded by placing a clear tick.
- Moderators are to also indicate where they agree/disagree with the marker by placing a clear tick or by making comments.

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CHALLENGES WITH THE SUBMISSION OF MODERATION DOCUMENTS

Many schools encountered challenges with correctly uploading documents, with some failing to adhere to the submission deadlines. This placed unnecessary strain on moderators. Submission deadlines are set to help moderators manage their workload effectively, and delays caused by late submissions or resubmissions due to errors disrupt this process, making it more difficult and less efficient. It is crucial for schools to prioritise timely and accurate submissions to ensure a smoother moderation process.

Areas for improvement in 2025

- Make use of platforms such as OneDrive or Google Drive for the submission of documents which can be saved in dedicated folders.
- Save documents to PDF before sharing with the moderator.

There have been notable improvements in the standard of tasks set by teachers, with learners demonstrating efforts of a commendably high calibre. It is evident that learners are taking their SBA tasks more seriously and are applying themselves with dedication. Teachers, too, have gone to great lengths to design current, engaging, and skill-diverse tasks that effectively challenge and inspire their learners.

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LIFE SCIENCES
PAPER I

GENERAL

The 2024 Life Sciences Paper 1 was well received by both candidates and educators. The examination assessed the following strands: Environmental Studies, Cells and Molecular Studies, as well as Diversity, Change, and Continuity of Life.

Feedback gathered from educators through questionnaires indicated that the paper was perceived as fair and accessible by the broader community, including candidates. This reflects the commendable efforts of teachers in preparing candidates for the examination. The high-quality teaching practices implemented by educators are evident in the notable improvement in candidate responses observed over recent years.

The write-on format of the examination has contributed to reducing the inclusion of irrelevant content in responses. Additionally, there has been an improvement in candidates avoiding the repetition of questions in their answers. Educators are encouraged to continue guiding candidates in selecting only relevant information for their responses and aligning their answers with the mark allocation.

QUESTION 1

Overall, this question was well answered and accessible to the majority of candidates. Many candidates were able to describe the skeletal features in hominids that indicate bipedalism; however, they struggled to provide detailed explanations, often offering responses that were too general or vague. Similarly, many candidates found it challenging to accurately draw a homologous chromosome pair after crossing over. Candidates are encouraged to use the provided source material to guide their responses. Regular practice in drawing simple diagrams of chromosomes at various stages of meiosis would greatly enhance their understanding of the process.

Candidates were required to create a flow chart illustrating the process of meiosis I. Candidates need to include a heading (unless specified otherwise) for a flow chart, it should not depict a cycle, and must consist of a sequence of brief, factual statements connected by arrows.

The sex-linked genetic cross question was well handled by many candidates. However, it is essential for candidates to make use of the key provided in the question when constructing their responses. A common area of difficulty was the correct identification of phenotypes. Given the context of an X-linked disorder, candidates must ensure the phenotypes stated clearly indicate whether the individual is male or female.

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QUESTION 2

It was evident that candidates lacked familiarity with the contributions of Erasmus Darwin and Alfred Wallace. Candidates should develop a clear understanding of their roles in the development of evolutionary theory.

While the concept of inbreeding may appear straightforward, candidates struggled to accurately describe the meaning of the term. Many responses incorrectly described inbreeding as reproduction between families or species, which does not sufficiently capture its meaning of production of offspring between closely related individuals. Conceptual errors were also observed in responses regarding the disadvantages of inbreeding. For example, some candidates incorrectly stated that inbreeding *causes* mutations, rather than recognising that inbreeding increases the frequency of mutations being expressed. Other answers stated that inbreeding leads to species extinction, instead of explaining that it reduces the ability of a population to survive in a changing environment. Similarly, some responses suggested that inbreeding *causes* disease rather than making populations more susceptible to disease.

QUESTION 3

Candidates faced challenges in explaining why the quadrat method was suitable for the given example. Many responses focused on why other methods (such as direct counts or mark-recapture) were not appropriate, which did not address the question. Candidates need to use the information provided in the text and apply it effectively in their answers.

A common difficulty observed was the calculation of an average. While candidates often provided the sum of the species recorded in sampled quadrats, they frequently failed to divide this sum by the number of quadrats sampled. Additionally, when addressing whether the selection of quadrats could be considered random, candidates mentioned the term 'random' without elaborating on why the selection was random or why it was not.

Another area of difficulty was the ethical argument regarding the prohibition of tree-cutting in an indigenous forest. Many candidates lacked a clear understanding of the term 'ethically correct.' Responses should consider what is broadly agreed upon by a community or society as right or acceptable. Candidates would benefit from practice in addressing ethical issues through activities such as debates and class discussions.

While many candidates demonstrated a general understanding of ecological succession, a significant number struggled to describe the endpoint, or climax community, in the context provided.

Finally, a common misconception was that PCR (Polymerase Chain Reaction) is used to create DNA profiles. Instead, candidates should recognise that PCR is a technique used to amplify DNA from a small sample, enabling multiple tests to be conducted.

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QUESTION 4

Overall, this question was well answered. There has been noticeable improvement in candidates' understanding of the translation process in protein synthesis. However, some candidates struggled to express themselves clearly, particularly when explaining the concept of a codon linking with a complementary anticodon.

For the question on whether the mutation in the bacterial species causing TB was lethal, neutral, or beneficial, many candidates misinterpreted or misread the question, focusing on the effects on humans rather than the bacteria.

Candidates performed well on the transcription of DNA into mRNA and the calculation of the number of amino acids coded for by the mRNA sequence, demonstrating strong practice and comprehension of this concept.

Although candidates displayed a general understanding of the process of natural selection, many did not effectively apply their knowledge to the specific context provided in the question.

Responses to the similarities between CRISPR and artificial selection were often vague, with candidates using imprecise terms such as 'not natural' instead of clearly articulating the similarities between the two processes.

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LIFE SCIENCES
PAPER II

Life Sciences Paper 2

Candidates performed better on this year's Life Sciences Paper 2. The discrepancy between the averages can be accounted for by the difference in the syllabus strands examined. The 2023 Paper 2 examined the Evolution Strand, which is cognitively more difficult for both candidates to learn, understand and apply correctly. There is a lot more scope for conceptual error in this strand, particularly when answering unseen, source-based analysis type questions. In contrast, the 2024 Paper 2 examined the Endocrine and Reproductive Strand, which is much better understood and applied by candidates. The source material was conceptually more relatable and understandable as a result and 'own knowledge' was easier to apply with less conceptual error.

QUESTION 1

Question 1 proved to be the most conceptually difficult question of the Paper. The question dealt primarily with the 'Reproduction in Flowering Plants' section of the SAGs. In general, candidates seem to struggle more with this section across the country. It is also, often considered to be the 'least favourite' of the four sub-sections that make up the reproduction strand.

Specific concepts that candidates struggled with within this question were:

- The ability to differentiate between pollination and fertilisation.
- Many candidates struggle with basic angiosperm flowering anatomy, and confused the terms ovule, ovary and ovum.
- The calculation of magnification through the use of a scale bar seemed difficult to many candidates. Candidates must bring both a calculator and a ruler (that accurately measures in mm) to each Life Science examination.
- Many candidates could not correctly identify the correct cut section of the daisy flower.
- There was further confusion of candidates between plant asexual (vegetative) reproduction and self-pollination. Many candidates believe these two concepts are one in the same thing.
- Few candidates could accurately describe what polyploidy is. The panel suggests that the most correct, least confusing definition of polyploidy be: 'more than two chromosomes per homologous set'.
- There seems to be little understanding about what the function of a 'Seed Bank' actually is. Many candidates confused this concept with a source to purchase seeds to plant commercially.
- Lastly, there seems to be widespread misreading/misinterpretation of questions. When candidates were asked to refer to a Figure for an explanation, they gave an explanation form the text. When asked for specific reproductive advantages of polyploidy in daisies, they gave generalised advantages of polyploidy in angiosperms. In one question they were asked to provide both the LETTER and the NAME of the flower part. Some candidates provided only one or the other.

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QUESTION 2

Question 2 proved to a question that performed similarly to the average of the whole Paper. This question dealt primarily with the 'Reproductive Strategies in animals' and the 'Endocrine' and 'Reproductive' systems sections of the SAGs (as applied to elephants in comparison to humans). In general, this question was better answered in comparison to Question 1.

Concepts that candidates struggled with within this question were:

- The ability to accurately describe what the term 'Negative Feedback' meant in light of hormones and the endocrine system. It is recommended that candidates be provided with more opportunities at school level to define/explain a process in a simplified manner by a question with reduced marks.
- Many candidates confused the concepts of courtship and mating.
- Many candidates struggled with the effect of inbreeding in elephant populations on their resultant ability to adapt to changing climatic conditions. Candidate conceptual errors centred around gene/allele confusion, resultant reductions in the number of genes rather than reductions in genetics diversity, and inbreeding causing more mutations rather than inbreeding causing more negative mutations to be expressed (due to increased homozygosity).
- Lastly, many candidates struggled to offer a satisfactory ethical argument as to why elephant contraceptives should/should not be used. They did not seem to understand what the term 'ethical' meant and most answers centred around a conservation narrative.

QUESTION 3

Overall, candidates performed best in Question 3, compared to the case study questions. Question 3 dealt primarily with the topic of Human Reproduction, integrated with the Human Endocrine System. Both of these sections are generally well understood by candidates, making this question more accessible in terms of understanding. There has also been a general improvement in the standard of essays produced by centres across the country since last year, perhaps attributed to the more accessible content, but also more likely attributable this question receiving increasing emphasis in the classroom in preparation for the Final Examinations.

Whilst our essay marks show growth, there is still room for improvement. What follows are some observations of trends observed in the answering of Question 3:

Planning: Plans generally marked 4 out of 6, which is an overall improvement. Candidates still struggle to obtain the 'key fact developed' and 'own knowledge' mark in plans. Candidates and centres are encouraged to remember to annotate plans with key descriptors to orientate markers so that marks can be awarded appropriately.

Presentation: Many candidates rewrite the essay topic as a heading or simply use it as their introduction. Neither option is sufficient. A good introduction should introduce the topic, briefly define important terms, provide a clear decision and outline key arguments or ideas that will be presented.

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Some candidates struggle with remaining within the bounds of the topic at hand and tend to try to reword the essay statement or simply write off-topic. It is very important that candidates understand that they may only stand FOR or AGAINST the topic given. Candidates should also avoid the use of broad generalisations. For example, many answers contained multiple usage of ambiguous words, e.g. it, them, the, they.

Development of themes: Ideally candidates should be able to integrate similar facts or facts dealing with similar themes into one paragraph, even if the facts appear in multiple sources.

Quality of argument: Simply quoting facts or rephrasing facts in a paragraph does not make for a good argument. Candidates are encouraged to explain the value / importance / relevance of facts to the reader in light of the topic at hand. Candidates are discouraged from rewriting a generic summing up statement at the end of each paragraph to link the paragraph to the topic.

Good use of counter arguments and the integration thereof: We have seen an improvement in the incorporation of counter arguments in essay body paragraphs, with very few centres still choosing to write the counter arguments as a separate paragraph at the end of the essay. Candidates, however, still struggle to integrate their counter arguments well. Integration can be achieved via one of two means. Firstly, the candidate can offer a counter argument fact and then provide and accurate explanation of what that fact means in light of the argument. Alternatively, the candidate can, after offering a counter argument fact, provide another supporting argument fact to refute it. Many candidates attempted the second approach. It must be cautioned though, that the argument at hand should make sense. For example, if the candidate provides a counter argument outlining how younger mothers make better parents due to a smaller generational gap, this fact shouldn't logically be refuted with a supporting fact linked with chromosomal abnormalities. Apples must be compared with apples, so to speak. This example also highlights another area that requires some practice. Some facts from the source material are easier to link (hang onto) the essay topic, while others require more of an explanation. In the parenting example, ideally candidates needed to link these facts to the health of the mother and/or the child. Many attempted this by use of a vague generic statement, few actually achieved this goal well.

Source credibility: This is perhaps the one mark that the least number of candidates attempt to gain. The Examiners of the paper have, over time, attempted to make it more accessible over the last few years, providing information about the credibility of each source to the candidates in red. Simply identifying a source as credible or not credible is insufficient. The candidate needs to provide sufficient evidence as to why the source is credible or not. For example: Source A is credible as it is adapted from the Medical Obstetrics Journal, which is a peer-reviewed scientific journal. OR Source E is not credible as it is adapted from a newspaper article, which is opinion-based and therefore biased.

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LIFE SCIENCES
SBA MODERATION

This marks the second year of the revised moderation program implemented in 2023. Moderation occurs in October with feedback to the IEB. None of the moderated schools required second moderation. Concerns raised by moderators are addressed by the SBA Senior Moderator, who consults with schools to determine the conditions of acceptance.

Teachers need to be well-versed in the current Life Sciences Subject Assessment Guidelines to ensure appropriate and sufficient task submissions.

Most schools submitted a compliant and high standard of portfolio tasks. We appreciate the effort Life Sciences teachers put into scanning and uploading documents for moderation. It's important to scan complete documents to avoid difficulties. Moderation was effective and efficient when information was uploaded as requested. Communication with the IEB moderators generally worked well, with deadlines met and smooth communication easing the process.

Notably, there is often strong cooperation between new teachers and Cluster groups. The support from experienced teachers is invaluable, and all IEB teachers should attend Cluster Group meetings for collaboration.

The variety of tasks offered to learners was often limited, focusing more on assessments directly preparing learners for final exams at the expense of tasks like research projects and controlled writing pieces. This limits opportunities for learners with strong research skills to excel.

All tasks submitted in a learner's portfolio must be completed in their Grade 12 year. Tasks from Grade 11 are not to be included in the SBA mark.

Teacher Files:

- All files were submitted electronically as instructed. Teachers first submitted a marks spreadsheet for error-checking before the SBA submission.
- Most teacher files were well organised. When submitting electronically, teachers must fill in the cover sheet (Life Sc. SAGs 2024 Pg. 24/43) to act as an index for uploaded documents. This aids moderation by making it easier to find supporting documents.

For absent learners, refer to the IEB Manual for Moderation of School-Based Assessment. Include explanations for marks awarded in tasks like preliminary exams in the teacher's file.

The SBA marksheet and rank order must be stamped, signed, and dated by the Principal or Academic Head. Raw scores and conversions should be entered, with conversions reflected to two decimal places, and the final mark rounded to the nearest whole number.

Use evidence of pre-assessment and post-assessment moderation, such as task copies, memos, design grids with moderator comments, and pre-assessment tools. Post-assessment moderation documentation was often missing. Principals' or Academic Heads' letters alone are insufficient.

Include proof of Cluster Group activities, such as meeting minutes or explanatory letters. For common cluster papers, a record of agreement must be included in teacher files.

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Learner Files

All learners must complete and submit a Declaration of Authenticity and a Learner's File Cover Sheet. Teachers must ensure assessment marks, conversions, and calculations are correctly transferred to learners' files.

Constructive feedback was often poorly executed. Suggestions include:

1. Learners making pencil corrections on their scripts when the teacher reviews tasks with the class. Ensure these corrections are visible in scanned documents or include a note explaining this feedback method.

2. Teachers preparing detailed documents correcting misconceptions and common errors, which are posted given to learners, with copies included in teacher files as evidence of feedback.

3. For small classes, emails providing individual feedback on improvements and areas for better answers. Include these emails in learners' files as evidence of feedback.

Use rubrics from the current SAGs document when marking tasks like the Controlled Writing Piece (SAGs 2024 Pg. 24/57), Research Task (SAGs 2024 Pg. 24/62–65), Summative Practical (SAGs 2024 Pg. 24/66), and Life Sciences Examination Paper 2 (SAGs 2024 Pg. 24/61). Staple rubrics to learners' scripts for constructive feedback and familiarity with rubric demands.

Design Grids

Design grids are essential for effective assessments. Teachers who struggle to create design grids should approach their cluster and have a design grid discussion at cluster meetings. Design grids should be constructed while setting tasks, detailing content/skills, aims, Bloom's level, and difficulty for each question. Teachers must provide evidence of the rigour of their assessment through design grids.

Preliminary Examinations

The quality of preliminary papers was generally good, with innovative sources and themes. Teachers must avoid reusing past IEB examination questions to maintain assessment integrity. It is crucial to read IEB circulars to ensure correct strands are assessed. New teachers should review past IEB Paper 2 examinations to understand appropriate sources and structure for case studies and essays. An expanded memo must accompany Paper 2, considering all points and possible own knowledge.

Controlled Tests

Controlled tests were appropriately timed and marked. Design grids indicated correct rigour, ensuring consistency and fairness in marking. Cover pages must reflect total marks and time allocation, aligning with SAGs requirements. Ticks on memos ensure effective moderation.

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Compulsory and Optional Practical Assessment Tasks (PAT)

Some new teachers mistakenly included the Final IEB PAT as an SBA task, rendering the SBA conditionally accepted. Engaging with PATs by creating marking guidelines and design grids enhances understanding and feedback. Older practical exams need reworking to meet SAGs compliance. Acknowledging the IEB for task usage is required. If setting a new practical, follow the current Life Sciences PAT format.

Research Project

Few schools chose research tasks. The research process must be assessed at different stages, with feedback provided. Instruction sheets should include timelines for draft copies. Learners must still include a plagiarism report despite AI concerns. An IEB report on AI usage in school assessments should be completed for these tasks.

Case Study

Experienced teachers created engaging case studies with current sources, enhancing assessment quality. New teachers should ensure case studies are at least 50 marks and 90 minutes long, focusing on higher cognitive level questions. Original material with depth is encouraged, and past IEB Paper 2 Case Studies should not be reused. Design grids must be included to show correct rigour.

Controlled Writing Piece

A few schools opted for this task. Teacher's files should include procedures, instructions, and timelines. Expanded memos must accompany the task. Paper 2 source-based essays are unsuitable for this task.

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LIFE SCIENCES
PAT MODERATION

GENERAL

It was clear from the moderation process in 2024, that many schools are doing internal moderation and are making good use of their clusters to mark and cross-moderate the PATs. Having a partner school is especially important for schools and teachers that are 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.

This was the second year that the moderation process was done online. It seemed to run smoother this year as the schools were familiar with the process. This year checklists were introduced to help moderators select the sample of 6 PATs for moderation. Online meetings to go through the marking guidelines between moderators and teachers from the schools they were moderating were trialled in 2024. The online meetings seemed to all go well and were well received and appreciated by the teachers. Teachers are reminded to please ensure 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 and complete.

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 underlined helps to make the marking guidelines clear and unambiguous and was appreciated by schools.

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. Teachers are encouraged to modify the questions in the past PATs as candidates seem to have access to marking guidelines.

Please note that if candidates write alternative PATs, the schools need to notify their moderator as that PAT needs to be moderated. Most schools were compliant with this.

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PART 1 INVESTIGATION SPECIFIC FEEDBACK

1.9 This question was often marked too leniently, and many markers did not make use of the required key which resulted in incorrect marking. For the heading of the table one mark was awarded for identifying the two variable and one mark was awarded for the correct expression of the relationship between the correct variables. Both variables had to be correctly identified, and an explicit indication of the causative relationship needed to be given. Some markers did not follow the marking guidelines and allocated one mark to each variable.

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.

The third mark for the table was allocated to candidates recording data in the table without units. This part of the question was marked well.

1.10 Generally, this question was marked well. Markers did make use of the key as requested in the marking guidelines which made moderation easier. Markers need to pay closer attention to the scales used on the Y-axis and the size of the bars in the graph as marks were awarded even though scales did not have regular intervals and bars were not the same size.

1.11 It was made clear in the marking guidelines that there were three aspects to the conclusion: mentioning a specific bacteria A–D (independent variable), height of foam measured (dependent variable) and effectiveness of antibiotic (linking back to the aim). This is the same structure as previous PATs.

There seemed to be an improvement in how the candidates are writing conclusions however there were still many markers not marking this question in accordance with the marking guidelines. Markers are requested to read the conclusions given carefully, and not to look for key words when marking. Generalised conclusions which were not linked to the specific 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 to which bacterial strain the antibiotic was still effective. For example, 'as the bacteria concentration decreased, the height of foam increased' (this example has no specific data from the table of results and does not relate back to the specific aim either).

Candidates need to continually refer back to the aim/purpose of the PAT provided at the start of Part 1. Please keep practising writing conclusion with candidates.

1.12 (a) and (b) This fixed/controlled variable was tested as separate questions for the first time. This seemed to make marking and moderating this question easier. (identifying fixed variable).

1.12 (a) was marked too leniently in some cases. In some cases, a numerical value like 5 ml was awarded a mark when volume was mentioned in the marking guidelines. 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.

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1.13 Continual reference to and use of the information sheet is a skill in practical assessments. Please keep practising this with candidates.

1.14 Only one apparatus and explanation about working accurately with that apparatus was required. When marking, the first answer was marked. In the event of a second one being correct (and the first being incorrect), no marks can be awarded.

Candidates need to ensure that they are reading the questions carefully. Some explained why it is important to work carefully with the apparatus instead of describing how they worked accurately with the apparatus.

This question was marked too leniently in some cases as markers awarded the second mark to a vague explanation that was not in the marking guidelines if the correct apparatus included in the answer (e.g. syringe was used to measure an accurate volume of bacteria).

1.15 (a) There were some candidates that confused the controlled/fixed variable with the control.

1.15 (b) This question was marked inconsistently with some schools marking too leniently and others too strictly. Markers are encouraged to read the entire answer/explanation carefully and not mark key words.

Teachers are encouraged to reinforce the concept of controls and their importance in scientific experiments with their learners.

1.16 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.

Due to the wording of the questions, the candidates needed to relate safety precaution to working with bacteria and antibiotics. For example, they needed to describe why gloves needed to be worn.

1.17 (a) This question was answered and marked well.

1.17 (b) This question was answered and marked well.

1.17 (c) Continual reference to and use of the information sheet is a skill in practical assessments. Please keep practising this with candidates. Candidates need to also practise more higher order data analysis and interpretation questions.

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1.18 (actual length calculations)
The actual length of the bacterium posed some challenges for candidates, and moderators found the marking to be mostly in adherence to the marking guidelines. Most candidates were able to provide the correct measurement for the X-Y line, but their method and final answer were incorrect. Due to candidates being able to measure the X-Y line in either cm or mm, the unit for their measurement was required to receive the measurement mark. Teachers need to encourage their learners to include units at every step for any calculation. The entire answer needed to be studied to accurately award marks. Alternate answers were provided on the marking guidelines but were not taken into consideration. This skill can appear in any of the Life Sciences examinations, so candidates need to practise it as much as possible.

PART 2 EXPERIMENTAL DESIGN FEEDBACK

2.1 The aim was marked out of three marks instead of two marks in the 2023 PAT and this change was repeated in the 2024 PAT. The correct identification of the independent variable and dependent variable were each awarded one mark. The third mark was awarded to the structuring the aim correctly by starting with 'to determine' or 'to find out' etc. Generally, this was well answered and marked well but there were a few markers that deviated from the marking guidelines.

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 answer to this question was linked to the dependent variable given in Q2.3. Some markers missed that the effectiveness of the antibiotic was both qualitative and quantitative. This question was generally answered well which demonstrated that they candidates have a good grasp of the different types of data.

2.5 Some schools did not consider or read through the entire method marking section in the marking guidelines before assessing. This results in inaccurate marking and moderation more difficult.

The marking guidelines indicated that a short explanation for why a mark was not awarded for a particular element in the method was required, for example, 'A1 x Only one temperature used'. However, there were some markers that did not do this. These explanations make moderation easier, so markers are encouraged to get into the habit of doing so alongside the symbols when marking any PAT.

Candidates need to be encouraged to read and make note of all the information provided at the start of Part 2 when writing their method. Many candidates did not include a temperature that was below 25°C. This temperature was mentioned in the information explaining the purpose of the experiment they need to design at the start of Part 2. The temperature below 25°C is not considered to be a control. A control does not include the independent variable so the control would not have included any antibiotics exposed to a temperature. Water would have been added instead of the antibiotic.

The standard expected of the candidates did not change compared to previous years. Only the structure of the marking guidelines for this section changed in order to ensure consistency in marking and less chance of misinterpretation of the marking guidelines.

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When marking the method design, markers are encouraged to read through the entire method before allocating marks.

- For original (O), there were two elements required to earn the mark. so please read through the entire method before allocating marks.
- For the equipment (E), there were three elements that needed to be specified in the method in order to earn the mark. so please read through the entire method before allocating marks.
- For measuring (M), there were five controlled/fixed variables that needed included in the method. There were two different 'length of time variables' which was often missed by markers. Please read through the marking guidelines carefully and ensure all requirements are met for each criterion before awarding the mark.
- For the validity (V), the hydrogen peroxide needed to be added after the antibiotic exposed to different temperatures and one temperature needed to be below 25°C in order to award a mark.
- For the measurable results (R), the presence or absence of foam or bubbles/height of foam needed to be recorded (not just observed). Candidates need to mention what specific results are being recorded in order to be awarded this mark.

Thank you to all the markers and moderators of the PAT as this takes place during a busy time of the school year. Thank you to the internal moderator for her unending guidance and support during my first year as the PAT developer. A big thank you is also extended to the assessment specialist.

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MANDARIN SECOND ADDITIONAL LANGUAGE
PAPER I

The 2024 Mandarin subject exam paper, based on the previous format, made changes that focus on assessing the language acquisition knowledge of learners learning Mandarin as a second additional language. The reading materials systematically test learners' knowledge of Mandarin language and literature, covering aspects from pinyin, radicals, and characters to vocabulary, sentences, paragraphs, and passages. In terms of results, this exam achieved a tiered distribution of learner performance for the first time, reflecting the reliability of the Mandarin exam. Regarding the exam design, the format and content of the questions were improved, demonstrating the validity of the assessment.

Part 1: Reading Comprehension

The first section includes four reading articles sourced from daily materials accessible to South African learners and learners of Mandarin as a second language. It primarily assesses learners' foundational language knowledge and their ability to process textual information. Based on learners' answers, the following feedback was obtained:

1. **Error Patterns by Background**

   Learners with a native Mandarin background or previous Mandarin language exposure lost more points in Questions 1.1-1.3 compared to second-language learners. This finding provides valuable guidance for future question design, highlighting the importance of aligning assessments with the acquisition of learners studying Mandarin as a second additional language. It also offers insights into improving Mandarin as a second additional language teaching strategy.

2. **Challenges in Questions 4.9 and 4.10**

   Many learners lost points in these two questions, which tested their ability to analyse and reference information from the text. For Question 4.9, learners often took the text out of context, extracting partial information that led to incomplete or incorrect answers. For Question 4.10, learners struggled with dividing sentence clusters accurately, frequently splitting a single piece of information into two, which resulted in point loss. This indicates that learners are accustomed to answering with keywords or phrases rather than complete sentences, a habit that will need focus in future teaching and exams.

3. **Spelling Errors**

   Native Mandarin speakers or learners with a Mandarin background had a higher proportion of spelling errors. Although they understood the content, points were deducted for non-standard writing. For second-language learners, while accurate Mandarin character writing is not the primary focus of reading comprehension, it remains a consideration for grading in short-answer questions.

Part 2: Literature Analysis

This section examines learners' understanding of pre-selected texts, focusing on their grasp of literary concepts and their ability to analyse and interpret literary works. The following insights were obtained from learner responses:

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1. **Confusion Between Imagery and Mood**

   In Question 5.1.2, which tested the extraction of imagery from modern poetry, many learners responded with mood instead. Conversely, in Question 5.1.3, which assessed understanding of mood through rhetorical techniques, a small number of learners erred due to a lack of comprehension of imagery. Although scoring was based on keywords, and performance was relatively good, the distinction between imagery and mood remains a challenge for learners and should be emphasised in future teaching.

2. **Lack of Basic Literary Knowledge:**

   Questions 6.2 and 6.4 revealed that some learners lacked basic knowledge of literary genres and textual information. This highlights the need for focused instruction on foundational literary concepts for learners learning Mandarin as a second language.

Exam Printing and Format Issues

Aside from one copy of a printing error involving Arabic numerals, no other errors were found in the printed exam papers. However, separating the answer sheets from the exam booklet contradicts the initial design intent. It is recommended to include relevant notes in the instructions for future exams.

2024 年的中文科目试卷，在原有试卷的基础上，重点对中文作为第二外语学生的语言习得知识的考察，在阅读篇目上，从拼音、偏旁部首、汉字、词汇到句、段、篇，系统性地考差了学生中文语言文学知识。从成绩上来说，第一次实现了学生成绩的阶梯型分布，体现出了中文考试的信度。从试卷的设置上来说，题目在形式上和内容上实现了提升，体现了中文考试的效度。

第一部分的四篇阅读文章，取材于南非和中文第二外语学生可及的日常语料。主要考察学生的语言基础知识，以及对文本信息的处理能力。通过学生的答题情况，我们得到了一下的反馈信息：

1. 中文母语或者有中文背景的学生，在 1.1-1.3 的失分高于中文第二语言学生。这对与未来的试卷题目的设置具有指导性的意义。通过考察中文作为第二外语的习得基础，不仅符合学生的学习习惯，更对未来的中文作为第二语言的教学提出了指导和建议。

2. 阅读 4 中，部分学生在 4.9 和 4.10 中失分较多。这两道题目均在考察学生对原文信息的分析和引用能力。4.9 题失分的学生多断章取义，对文章中完整的表述进行了部分的提取，导致词不达意。4.10 的学生，对于文章中句群的划分，不够准确，在提取信息中不少同学把同一个信息一份为二，导致失分。可以看出，学生习惯了以往利用关键词、只言片语地作答，不能够利用文章中的整句回答相应的题目。这将成为我们未来科目教学以及考试中的重点以及难点。

3. 错别字的比例在中文母语或者有中文背景的学生中居多。他们理解到位，却多因为书写不规范而失分。对于中文第二外语学生，汉字书写规范的考察虽然不是阅读考试的重点，但一定是阅读考试简答题中的评分考量之一。

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第二部分，考察学生对预选篇目的学习和理解。这一部分我们重点考察学生对中文文学作品中的文学常识以及文学文本的分析理解能力。在学生的作答中我们得到了以下的反馈信息：

1. 学生对于文学作品中意象和意境缺乏区分。5.1.2 考察学生提取现代诗中的意象，很多学生都通过意境来作答。反之，在 5.1.3 中，通过修辞手法，考察学生对意境的了解，少数学生在这里因为缺乏对意境的理解，也产生了错误的作答。评分以关键词为采分点，所以得分情况相对良好。如果做意象和意境的区分，学生在这一部分的成绩显然是没有达到题目要求的。

2. 中文第二外语文学作品的学习需要重点培养学生基本的文学常识。通过 6.2 和 6.4 我们可以看出部分学生对于文学体裁、作品信息都缺少基本的认知。这也是我们未来考察的重点。

除了一份试卷有阿拉伯数字的印刷错误之外，印刷出来试卷未发现其他勘误。不分考点选择在另附答题卡作答，于试卷设计初衷相悖，建议在未来的书卷说明中增加相应的备注。

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MANDARIN SECOND ADDITIONAL LANGUAGE
PAPER II

The Mandarin SAL Paper 2 provided candidates with a well-balanced assessment across comprehension, writing, and vocabulary skills. Most candidates adhered to the instructions provided for the examination structure. However, some experienced challenges with the specified question selection process.

SECTION A WRITING A DESCRIPTIVE/NARRATIVE TEXT

Instruction: Candidates were required to answer ONE question.

- **Observations:** While most candidates adhered to this instruction, two candidates attempted both questions in Section A. In such cases, only the first response was marked, and the additional responses were crossed out with the annotation 'seen.'

Assessment Criteria

QUESTION 1

Candidates were expected to describe the personalities and hobbies of their family members or friends. The narrative essay should include clear descriptions of personalities, interests, and favourite activities shared with family members or friends.

QUESTION 2

This task required candidates to write a narrative essay about their hometown. Candidates were expected to introduce their hometown's location, describe its weather, scenery, and festive activities, and provide a personal reflection on whether they like their hometown and why.

Common Challenges

- **Content Organisation:** Responses should align with the guiding questions in the prompt and demonstrate logical flow.
- **Punctuation:** Titles should not be enclosed in quotation marks. Candidates must correctly use commas ('逗号/逗號'), the Chinese enumerating comma ('顿号/頓號'), and semicolons ('分号/分號').
- **Formal Language Usage:** Informal terms like '我弟' should be replaced with '我弟弟' in formal writing. Similarly, '嗨' is inappropriate for describing emotions or moods.
- **Vocabulary and Phrase Accuracy:** Overuse and misuse of terms like '和' ('and'), '会/會' ('will/can'), and '不会/不會' ('will not/cannot') were common. Candidates often confused '外国/外國' (foreign) and '国外/國外' (overseas).
- **Conformance to Chinese Language Norms:** Sentence patterns such as '一...就...' and '一到（时间/時間、地点/地點）...就...' must be used correctly. Incorrect structures like 'A 跟 B 很一样/樣' should be corrected to 'A 跟 B 一样/樣' or 'A 跟 B 很像.'

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- **Writing Accuracy:** Errors in character strokes for '我', '为/為', and '使' were noted and must be addressed.

SECTION B WRITING TRANSACTIONAL TEXTS

Instruction: Candidates were required to answer THREE questions.

- **Observations:** While most candidates followed this instruction, one candidate attempted four questions, and another completed only two questions. For cases of additional responses, only the first three were marked, with the remaining crossed out and annotated 'seen.'

Assessment Criteria

- **Format:** Practical writing requires adherence to specific formats, including titles, salutations, proper use of paragraphs, and punctuation. One minor format error did not incur a penalty; however, two or more errors resulted in deductions. Evaluation also included the conclusion and signature.

- **Content:** Responses must accurately reflect the prompt's details without adding extraneous information. For example, family relationship terms provided in the prompt must be used correctly.

- **Common Issues:**
  - Titles: Avoid classifiers in titles. For instance, '一张寻物启事/一張尋物啓事' ('A Lost and Found Notice') should be simplified to '寻物启事/尋物啓事' ('Lost and Found Notice').
  - Grammar and Vocabulary: Sentences like '我为你很高兴/我為你很高興' should be revised to '我很为你高兴/我很為你高興.' Candidates also commonly miswrote '已' ('already') as '己' and '升' ('to rise') as '开' ('to open').
  - Character Writing: Errors in the character '康' (health) were frequently noted. Candidates must ensure proper stroke order and formation.

SECTION C LANGUAGE IN CONTEXT/REFORMULATION

Instruction: Candidates were required to answer ALL questions.

- **Observations:** This section was generally well-attempted. However, one candidate only completed Question 3.1 without attempting Question 3.2.

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Assessment Criteria

- **Format:** For diary entries, the first line must include the date, day, and weather. A signature is not required.
- **Content:** Candidates must reformulate and extract accurate information from the original text. For example, in Question 3.2, candidates were required to rewrite dialogue as a diary entry from 惠美's perspective, using 'I' as the subject. Vocabulary choices must be appropriate (e.g., '星期天、礼拜天/禮拜天' rather than '周天' for 'Sunday').
- **Common Errors:**
  - Misuse of '离' ('from') in structures like '... 离/離... (多久)' ('... from ... (distance/time)').
  - Improper rhetorical expressions, such as writing '和你' ('with you') instead of '你呢' ('What about you?').

RECOMMENDATIONS FOR FUTURE PREPARATION

For Candidates

- Practice careful reading of instructions to ensure the correct number of questions is answered in each section. Teachers may consider conducting simulated exam sessions to reinforce this skill.

For Invigilators

- Provide a brief reminder at the start of the exam, clarifying the requirements for each section (e.g., 'Answer ONE question in Section A, THREE questions in Section B, and ALL questions in Section C').

CONCLUSION

Overall, candidates engaged well with the paper. Most adhered to the structure and requirements of the examination. With continued emphasis on understanding instructions and improving accuracy in writing, candidates can achieve even better outcomes in future assessments.

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MARINE SCIENCES

GENERAL COMMENTS

With the exception of one candidate who performed very poorly, most candidates performed well in Question 1.1, the multiple choice and 1.2, terminology, with the mean for these two questions well above the examination mean.

Candidates preformed significantly below the mean in Question 1.3 in both papers, it appears that all candidates find the format of this type of question more difficult.

When making comparisons, whether noting similarities or differences, candidates must ensure they provide and explain both components of the comparison to score full marks.

PAPER I

One candidate performed very poorly in Paper 1, and due to the small sample size, this had a significant effect on the means of the questions.

The mean for Question 1 was only slightly above the examination mean, primarily because most candidates struggled with Question 1.3. The mean for Question 2 was below the examination mean due to poor performance in Questions 2.5.3 and 2.5.4. Many candidates were insufficiently accurate in reading values from the graph, and the calculation question was not well answered.

Question 3 on biomimicry and Question 4 on sustainable fishing were well answered by all candidates. In Question 5, while the reading study and scientific method sections were handled competently, many candidates lost marks due to insufficient accuracy when plotting data on graphs.

The essays were generally well-written; however, one candidate wrote an essay on biotic factors instead of abiotic factors, despite the latter being capitalised in the question to avoid confusion.

PAPER 2

One candidate performed very poorly in Paper 2, and due to the small sample size, this had a significant effect on the question means.

The mean for Question 1 was only slightly above the examination mean, primarily because most candidates struggled with Question 1.3. Question 2, which focused on orcas, was answered very well by all candidates, resulting in a mean significantly above the examination mean.

The mean score for Question 3 was below the examination mean, with Question 3.2.4 being particularly poorly answered by all candidates. In Question 4, which involved a comparison between eels and sea snakes, many candidates failed to provide a direct comparison or sufficiently elaborate on the differences or similarities. Question 5, the reading study on hagfish, was well answered by most candidates.

The essay in Paper 2 was answered much better than the essay in Paper 1, possibly because candidates found it easier to score marks in a comparative format.

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MARINE SCIENCE
SBA MODERATION

Although there was initial confusion with which schools had candidates offering Marine Sciences (mostly likely because of mixed provisioning models) the process of contacting schools' IEB liaison people was easy, but they were not well informed about their role relative to the external service providers.

I had set up a Google Drive with folders within folders to allow for submissions to be standardised. Neither of the mixed-provisioning outfits were compliant with this, and it was awkward to find what I needed to in both learner and teacher portfolios. Fortunately, there were only a handful of candidates, but it is simply not sustainable when the numbers grow. Some centres complained of difficulty with getting the portfolios from the service providers.

The biggest challenge, and one raised immediately with the IEB's assessment specialist was that the standard, format and contents of examinations did not follow the IEB SAGs for candidates from some centres. This had happened in 2023, and the centres' attention to this was drawn to this by the former assessment specialist both at the time of moderation, and when candidates complained that the content distribution in the final paper was different from how they were taught. Earlier in 2024 I had shared the content weightings with the service provider concerned, but this made no difference.

The standard and expectations of the 'project' and practical need attention, with some centres doing extensive work with their candidates on developing scientific skills, and others doing paper-based data analysis, very similar in scale and cognitive complexity to the data analysis and source-based questions in the final examination paper.

The moderation process was concluded by mid-October, despite slight delays in submissions, and the organisational challenges.

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MARITIME ECONOMICS

The 2024 National Senior Certificate (NSC) examination in Maritime Economics presented candidates with an opportunity to demonstrate their understanding and application of core concepts in this specialised subject. Maritime Economics remains a critical field, bridging theoretical knowledge with practical insights essential for navigating the complexities and endless opportunities within the maritime industry.

This report aims to provide a comprehensive analysis of candidates' performance in the examination, highlighting strengths and areas requiring improvement. It serves as a guide for educators, candidates, heads of departments, principals and curriculum advisers to enhance teaching strategies and align future assessments with the intended learning outcomes. This report must be read in conjunction with the 2024 November examination paper.

The examination comprised both theoretical and applied questions, ensuring a balanced evaluation of candidates' capabilities.

Overall, candidates displayed a commendable understanding of key topics, particularly in areas such as the maritime world, and parts of shipping operations. However, challenges were noted in questions requiring critical analysis and synthesis of information, suggesting a need for greater emphasis on developing higher-order cognitive skills during teaching and learning.

QUESTION 1 The Maritime World

In the past, MCQ questions have been the most well answered questions, however, there has been decrease in performance this year. Questions with various cognitive levels and levels of difficulties have been tested in this section. Candidates needed to be a little more careful and focused when reading each MCQ question and respective distractors.

Many candidates failed to pick a right answer for Question 1.3 asking the most senior deck rating. It was evident that candidates were had difficulties with the ratings section of shipboard crew structures. Other questions like 1.7 needed candidates to pay more attention because distractors were very closely related to correct answers/options. A few candidates managed to score full marks on this question.

Future candidates must be encouraged to read multiple choice questions and ALL their respective options/distractors in full before attempting to answer.

QUESTION 2 The Maritime World

Again, 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 was reasonably responded to. A challenge was with 2.1.2 where many candidates did not attain the full 6 marks because they did not answer the question asked. They explained what anti-fouling paint is but did not show understanding of how it helps to prevent major air pollution by ships.

Question 2.2 was well answered by most candidates. It was disappointing to experience that there were candidates in certain centres who did not know what HFO stands for. Educators must make sure that abbreviations are used interchangeably with full meanings.

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Question 2.3 was also well responded to by most candidates. The biggest downfall for many candidates were giving one-word answers instead of full sentences. Future candidates are encouraged to refrain from giving one-word answers to long questions.

Most part of Question 2.4 was well answered. Several candidates did not show their calculations for Questions 2.4.6 and 2.4.7 and therefore lost marks there. Some candidates did not round off to two decimals as per the instruction, and therefore lost marks.

While candidates demonstrated a solid understanding of the maritime world topics overall, there is room for improvement in addressing specific question requirements and adhering to instructions. Encouraging progress was observed in several areas, such as Question 2.2 and 2.3, where most candidates performed well, but issues such as incomplete explanations, lack of clarity, and failure to follow instructions resulted in lost marks. Educators should emphasise the importance of answering questions as asked, using full sentences, and following instructions precisely to avoid unnecessary loss of marks. Additionally, ensuring candidates are familiar with industry-specific terminology, such as abbreviations like HFO, will further enhance their performance in future examinations.

QUESTION 3 Shipping Operations

This is the longest question with the most marks. About 40% of the curriculum is examined in this section of the examination.

It was encouraging to see an improvement in this question. However, candidates could have done even better if attention to detail was given. The following are questions where candidates mostly struggled:

Not all candidates got the correct answer for Question 3.1.1. There were instances where it seemed as if candidates did not hear of different types of charter and responded with answers like 'daily charter' or 'charterparty'. Some mistaken time charter with voyage charter – this was very common.

Candidates were not really expected to know in which country Valetta is on top of their heads. If they did, it was good for them, however, the questions actually wanted to see if candidates understand the relationship between the ship's flag state and the port of registry. From the ship's details, it was given that the ship is flying the Malta flag and is registered in Valetta. Unfortunately, a huge number of candidates did not recognise this or do not understand this relationship and therefore got the question wrong.

For Question 3.1.3, many candidates just gave general reasons for chartering a ship. Many of which were not relevant in the given scenario. The question was specific to the given vessel and company. This was probably the most poorly answered question.

Question 3.2.1 was probably the best answered question, while Question 3.2.2 was very poorly responded to. Those candidates who knew the details on ships' stern still got the order wrong.

Question 3.3.1 asking what port rotation is, was mainly confused with a round voyage. Candidates gave a definition of a round voyage instead of port rotation. Question 3.3.2 was answered correctly mostly on the first part which was calculating the number of days between Durban and Limassol given the distance and speed. Many candidates forgot or did not know that they had to add other given days at sea between all ports.

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Question 3.4 was answered well by most candidates. Few candidates struggled with questions like 'what is lube oil used for?' and mostly gave answers like 'lube oil is used for lubrication'. On Question 3.4.2, some candidates mentioned Home Affairs in a place of just immigration. This was unfortunately incorrect and was marked wrong because a ship was calling in Mombasa and not South Africa. Again, Maritime and shipping is an international industry. Candidates must keep their eyes and minds open at all times to refrain from just giving out information that is correct in other settings, and not necessarily correct always, depending on where a ship is. Question 3.4.4 was not favourably responded to. Surprisingly, a huge number of candidates went for the answer 'trimmed by the head'. I am not sure if this is because it was the first option given, or they could not differentiate between down by head and stern. Educators need to put more emphasis on this section, and mostly application of the knowledge. Question 3.4.5 asked candidates to 'quote', but many overlooked this commanding verb.

Question 3.5 was not well answered at all, but 3.6 and 3.7 were brilliantly answered. Another biggest challenge was with Question 3.8, calculation of general average. This was one of a flagged challenge in the previous examination cycle and has be no different this cycle. Educators need to be intentional with this section. This is where candidates can score easy marks.

While there has been a noticeable improvement in the overall performance for Question 3, there remains significant room for growth. Many candidates demonstrated good foundational maritime knowledge, but a lack of attention to detail, failure to understand specific scenarios, and challenges with application-based questions led to lost marks. Questions requiring deeper understanding, such as distinguishing between charter types, recognising the relationship between flag state and port of registry, and calculating general average, highlighted key areas where educators must focus. Encouraging candidates to thoroughly analyse questions, apply scenario-specific knowledge, and follow command words can further improve results. Educators are urged to reinforce these concepts and ensure practical application is emphasised, as it is critical for both examinations and real-world maritime contexts.

QUESTION 4 International Trade

This question remains the least favourably answered question compared to the rest of the questions. In this section of the question paper, candidates are expected to have sound knowledge of shipping logistics and maritime geography. Poor performance in this question is a concern.

Candidates started well with Question 4.1. As common with calculations, a number of candidates lost marks in Question 4.1.1 because of not showing all calculation steps.

Question 4.2 was also relatively well answered by a number of candidates. Many, however, showed confusion between EXW and DDP, which could also result from not paying attention to the text given.

Question 4.3 on bills of lading was relatively poorly answered in general. Educators need to be intentional on this section of bills of lading, especially knowing when they are issued, by who, to who, and the different types of B/Ls.

Many candidates struggled with Question 4.4. This question was specifically testing the candidates' knowledge of the world map and maritime geography. This is one section that is constantly poorly answered by examinees.

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It was encouraging to see a slight improvement in Question 4.5 compared to the previous examination cycle. However, a lot of candidates struggled with the schedule question and showed lack of understanding of the concept all together. There is hope though, and hope possibility that future candidates may do better in similar questions. Question 4.5.3 was specifically asking for the name of the South African agency that clears cargo out of the country. Customs was the common answer to this question. It is incorrect because the question was specifically asking our local agency, which is SARS. Candidates must be aware and be able to identify and differentiate between questions looking for generic answers and those for specific.

Question 4.6 was well responded to, so was Question 4.7. Little challenge was in Question 4.7.2 where candidates mostly focussed on the vessels' operational costs instead of international trade as a whole and different production lines as per the questions. Candidates must be trained to be able to show understanding beyond the actual curriculum. Question 4.7.4 needed candidates to firstly know digits up to billions. Secondly, candidates needed to pay careful attention especially to the number of zeros they write for a billion. Common mistakes resulting in a loss of marks were with the zeros, as well as writing 1.1 and still give zeros of a billion.

Overall, the performance on this section reflects significant gaps in candidates' knowledge of shipping logistics, maritime geography, and attention to detail in specific concepts. Persistent issues such as poor understanding of bills of lading, confusion between EXW and DDP, and difficulty with maritime geography highlight areas needing targeted focus. Calculation-based errors, a lack of awareness of local agencies like SARS, and struggles with large numerical values further emphasise the need for thorough preparation and foundational reinforcement. With focused teaching strategies and consistent practice, future candidates can achieve better results.

QUESTION 5 Marine Environmental Challenges

This question covers a relatively small section of the curriculum; hence it's the question with the least marks – only 30 marks. This year, there was a decrease in the average mark percentage received by candidates when compared to the previous year.

Approximately 50% of respondents struggled with Question 5.1, with a big number of candidates confusing the TRS with a mid-latitude cyclone. For Questions 5.1.5 and 5.1.6 candidates lost marks because of repetition – saying the same thing differently and hoping to get marks.

Question 5.2 was satisfactorily responded to, even though it was examining ballast water section in a unique manner.

Question 5.3 was not well responded to. Only a handful of candidates got full marks for this question. Many candidates only went as far as the double skin, and nothing correct thereafter.

In conclusion, while Question 5.2 was well-answered despite its unique approach to the ballast water topic, many candidates struggled with Question 5.1, particularly in distinguishing a TRS from a mid-latitude cyclone, and lost marks due to repetitive answers in 5.1.5 and 5.1.6. Question 5.3 was poorly answered, with most candidates unable to move beyond identifying the double skin.

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CONCLUSION

The 2024 National Senior Certificate (NSC) examination in Maritime Economics showcased both strengths and areas requiring targeted interventions among candidates. While there were notable improvements in questions related to the Maritime World and Shipping Operations, significant challenges persisted, particularly in sections demanding higher-order thinking and scenario-based applications, such as International Trade and Shipping Logistics. The examination's structure, aligned with curriculum standards, effectively tested foundational knowledge and advanced competencies, yet underscored the need for enhanced teaching strategies to address persistent gaps, including poor adherence to instructions, incomplete explanations, and difficulties with specific maritime terminologies and concepts.

Moving forward, it is imperative for educators, HODs and curriculum advisers to focus on bridging these knowledge gaps by emphasising practical application, critical analysis, and industry-specific competencies. Strengthening foundational knowledge in earlier grades, integrating scenario-based teaching methods, and fostering meticulous attention to question requirements will better prepare future candidates.

Lastly, and as expressed in the previous year's report, to do well at the end of the year, candidates need to stay focused and work diligently every single day.

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MATHEMATICAL LITERACY
PAPER I

QUESTION 1

The Khumalo family consists of two adults (Mr and Mrs Khumalo) and their two school-going children (one child in Grade R and the other in Grade 2).

Complete all the calculations in the spaces provided below each sub-question.



1.1 Mr Khumalo works 20 days per month earning a daily rate of R1 650. He earns an additional income by renting out his second property at a fixed monthly rate of R12 500. Mrs Khumalo earns a net monthly income of R20 000.

Calculate the Khumalo family's net collective income.

- Learners did not multiply the R1 650 by 20 to determine salary per month.

1.2 The Khumalo's bond repayment is R12 300. Determine what percentage of Mr Khumalo's monthly salary is used to repay their bond.

- Learners used the Khumalo's combined net income.
- Many learners did not round the final solution correctly to 2 decimal places.
- In the denominator, learners added rent to salary.
- Learners use the %-symbol in the calculator, misunderstanding that this symbol implies what we are calculating, not as a function.

1.3 The Grade 1 to 7 monthly school fee is R2 300 per child. The Grade R monthly school fee is $\frac{4}{5}$ of the Grade 1 to 7 school fee. Calculate the total monthly school fee for both children.

- Learners divided by $\frac{4}{5}$ instead of multiplying.

1.4 Both children travel to and from school by scholar transport. Mr Khumalo pays R15,00 per one-way (single) trip per child. There are 20 school days in a month. Calculate the amount Mr Khumalo pays for transport for both children.

- Learners did not add the return trip.

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1.6 Two years ago, the Khumalo family used to spend an average amount of R6 500 per month on groceries. If the average rate of inflation is 5,46%, determine the percentage increase amount and the current amount per month budgeted for groceries in the table.

Cost two years ago:	**Percentage increase amount:**	**Inflated amount a year ago:**
R6 500	R354,90	R6 854,90
Cost last year:	**Percentage increase amount:**	**Current amount:**
R6 854,90		

- Some learners used the same interest calculated for year one (simple interest) instead of using compound interest.
- Learners didn't calculate the percentage of, rather just the stated percentage.
- Many learners worked backwards.

1.7 The Khumalo family budgets the money they spend for entertainment and the money they save for emergencies in a ratio of 2 : 5. If the Khumalo family saves R3 000 for emergencies per month, how much do they spend on entertainment?

- Learners still struggle to decrease in a given ratio or to calculate the missing value of a ratio.
- Many learners swopped the operations around.

1.8 Mr Khumalo found the following information online regarding fuel prices in South Africa. Study the table below and answer the questions that follow:

DATE	**FUEL PRICE PER LITRE (R)**	**DOLLAR TO RAND EXCHANGE RATE ($1 = R_)**
2024-07-03	22,86	18,4146
2024-06-05	23,91	18,9046
2024-05-01	25,15	18,6120
2024-04-03	24,78	18,6707
2024-03-06	24,13	18,8263
2024-02-07	22,92	18,9030
2024-01-03	22,17	18,7254



[Source: Fuel Pricing – AA]

1.8.1 Calculate the difference between January and May 2024's fuel price per litre.

1.8.2 Which measure of central tendency does the answer to Question 1.8.1 represent?

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1.8.3 Is the data for the fuel price per litre continuous or discrete?

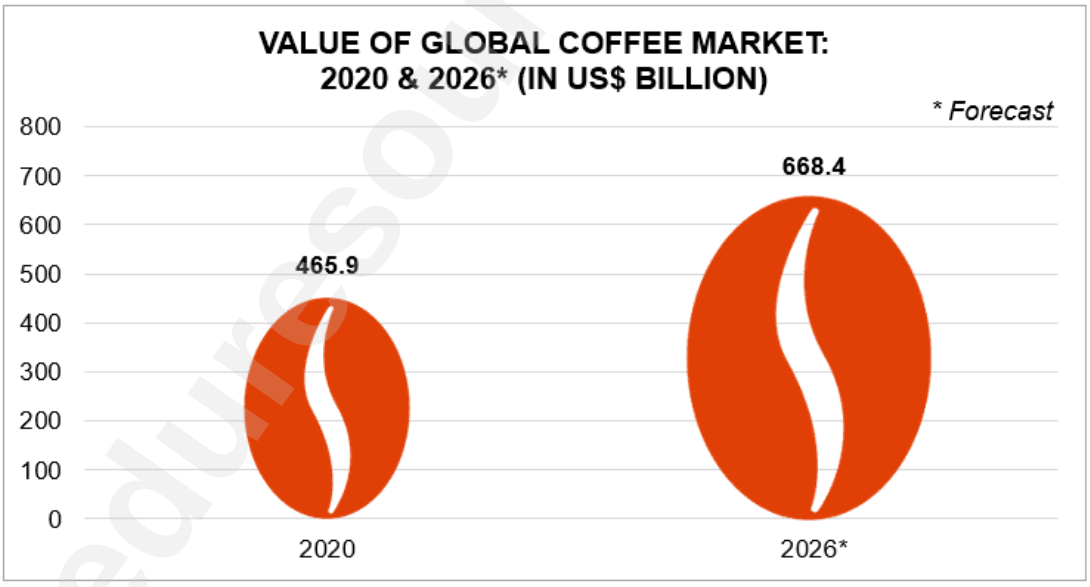
1.8.4 During which month was the exchange rate the second highest?

- Learners struggled with the date format, mixing up the month and day notation
- Learners often swopped the maximum and minimum values when calculating the difference between the fuel price in January and May.
- Rounding remains a struggle for many learners.
- Although the working in Question 1.8.2, reading Measure of Central Tendency instead of Measure of Spread, did not affect many learners. Allowance was made during the marking process.
- Learners do not understand the difference between discrete and continuous data.
- Many learners misread or simply missed the word 'second' and only gave the highest value.
- Some learners answered Question 1.8.4 incorrectly (April) as they were reading from the wrong column.

QUESTION 2

2.1 Joseph finds a graph illustrating the predicted increase in the value of the global coffee market online.

Study the graph below and answer the questions that follow.



[Source: Is at-home consumption heating up South Africa's coffee industry? – Insight Survey (bizcommunity.co])]

2.1.1 What type of graph is this?

- Learners do not know the names of different graphs, e.g. naming a pictograph a pictorial diagram.
- Encourage learners to know types of graphs, names of graphs and which depict discrete data and which depict continuous data.
- Commonly, the learners called this graph a histogram.

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2.1.2 State the value of the global coffee market in 2020.

- A surprisingly large number of learners do not know how many zeros a billion has.
- Some learners simply wrote 'b' for billion. The abbreviation of 'bn' stands.
- Afrikaans learners answered this value correctly with the term 'miljard'.

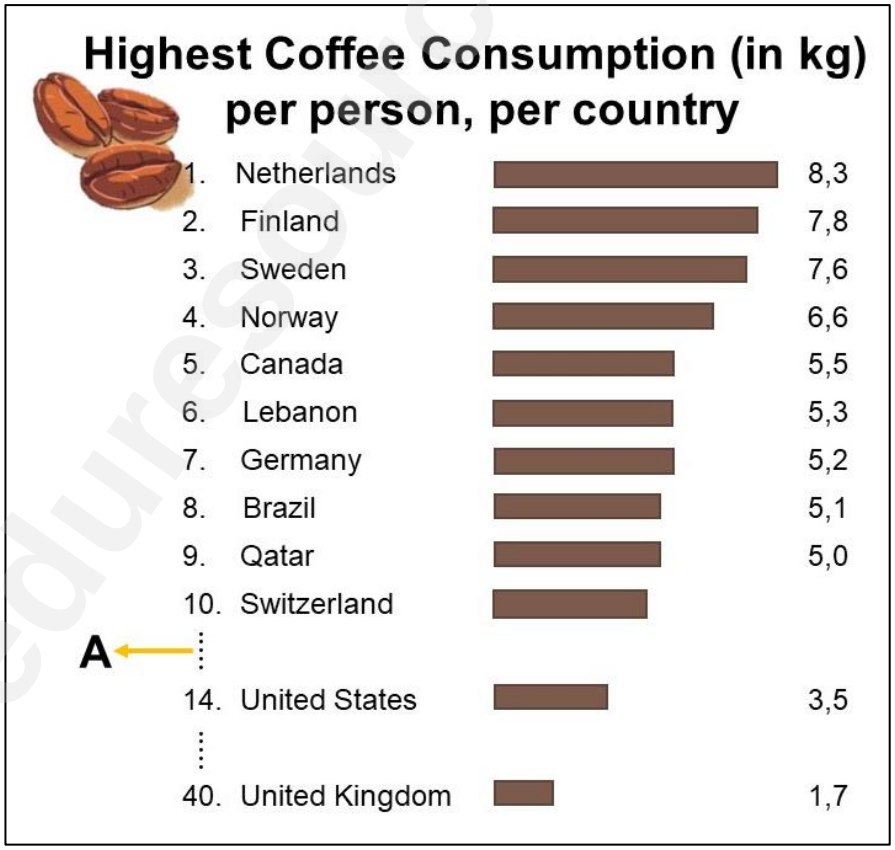
2.1.4 Calculate the predicted percentage increase in the price of the global coffee market between 2020 and 2026.

You may use the following formula:

$$\text{Predicted percentage increase} = \frac{\text{difference in predicted price}}{\text{original price}} \times 100\%$$

- Learners often used the wrong original value as they could not determine which is the 'older' of the two values.
- Again, learners used the given %-symbol as an operation.

2.2 Joseph also found a graph that illustrates the highest coffee consumption (in kg) per person, per country.



[Source: Chart: The Countries Most Addicted to Coffee | Statista]

2.2.1 Explain the use of the dots in the bar graph illustrated by the letter **A**.

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2.2.2 The top 10 highest coffee consumers have an average consumption of 6,12 kg. Show that the average amount of coffee consumed in Switzerland is 4,8 kg per person.

- This is a 'show that' question. If a learner started working backwards with the solution, zero was awarded.

2.2.3 Give the median amount of coffee consumed by the top 10 highest coffee consumers.

- Learners are always encouraged to show units (kg/person).

2.3 Joseph learns that the costs of running his coffee kiosk at the food market (per day) are as follows:

- Fixed costs of R500 rental per day.
- Variable costs of R5,50 per cup of coffee.

2.3.1 Give an equation Joseph can use to calculate the cost (R) per day to run his coffee kiosk in terms of the number of cups (n) of coffee sold per day.

- Learners did not give an equation with correct format/notation, only giving the function part of the equation instead of Cost (R) = …
- Learners don't know the difference between variable and fixed expenses.

2.3.2 The table below displays the solutions to Joseph's calculations determining the cost per day to run his coffee kiosk in comparison to the income. Some values in the table have been omitted.

Number of cups of coffee (n)	0	1	10	20	**C**	100
Cost per day (R)	**A**	505,50	555,00	610,00	665,00	**D**
Income per day (R)	0	**B**	200,00	400,00	600	2 000,00

Calculate the values of **A**, **B**, **C** and **D**.

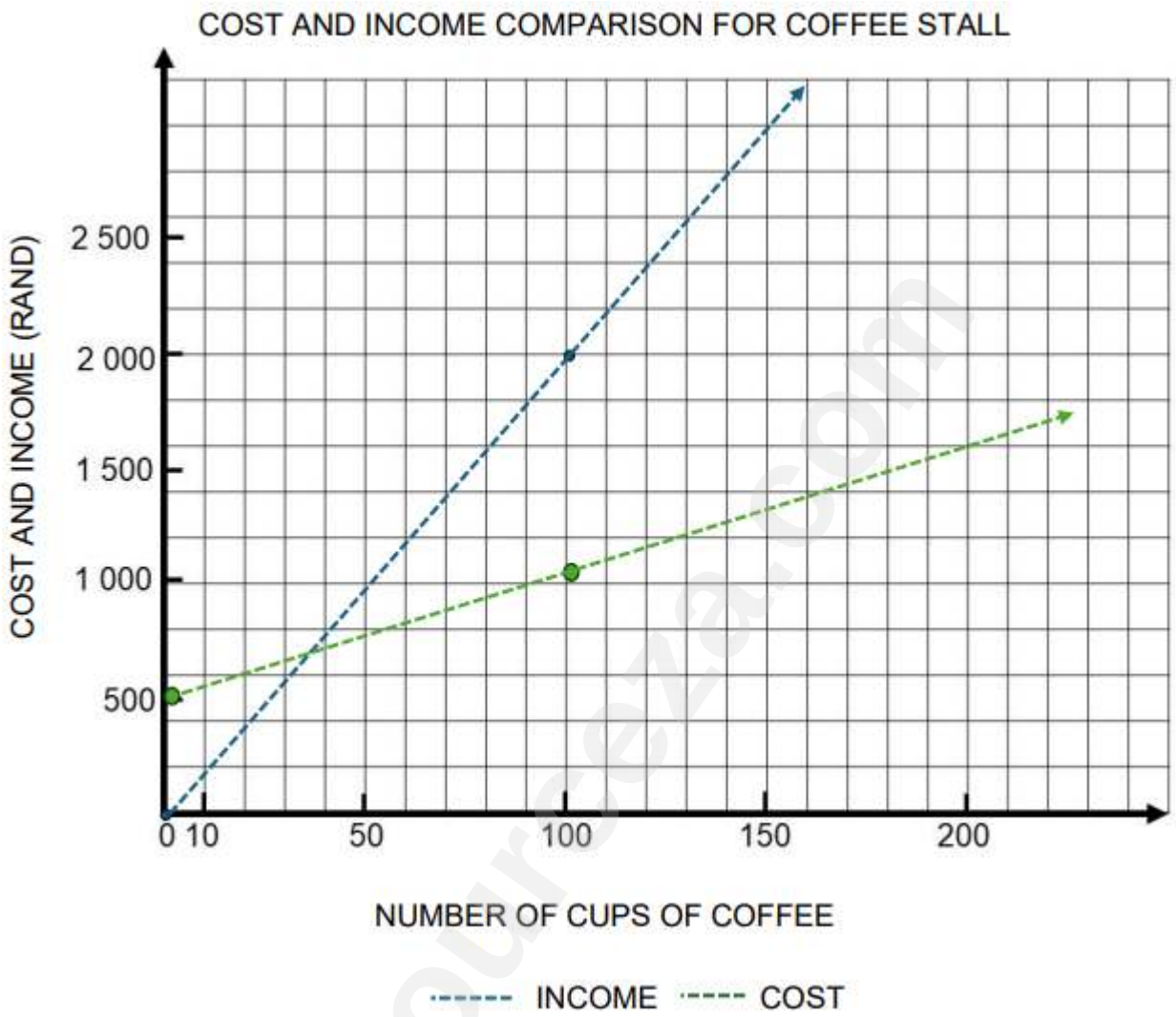
- Many learners calculated B to equal 0 or 5,50 as they worked with the cost/day instead of the income/day.

2.3.3 Use the values in the table from Question 2.3.2 to plot the cost and income on the graph below. Provide a suitable heading and label the axes.

- This question was poorly answered as many learners didn't know that this graph depicts discrete data and requires the graph to be dashed.

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- Graph heading and labels were problematic as the descriptors where not suitable nor accurate. Learners used strange terms like: 'table of', 'scatterplot' or 'Joe's coffee kiosk'
- Many learners only graphed the income OR the cost, but not both.
- Please explain to learners that bar graphs are only used in statistics, not cost comparisons.

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QUESTION 3

According to www.sassaloans.co.za, the average gross salary in South Africa in 2024 is R303 648 per year, depending on job type, ranking, work experience and level of education. In contrast, the average salary of a worker in the USA is $1 100 per week.

3.1 Using the 2023/2024 tax table below, calculate how much tax a South African, below the age 65, earning an average gross salary of R303 648 per year, will pay per month if the person pays R3 795,60 towards pension every month.

2023/2024 Tax Year:	
Taxable Income (R)	**Rates of Tax**
0 – 237 100	18% of taxable income
237 101 – 370 500	42 678 + 26% of taxable income above 237 100
370 501 – 512 800	77 362 + 31% of taxable income above 370 500
512 801 – 673 000	121 475 + 36% of taxable income above 512 800
673 001 – 857 900	179 147 + 39% of taxable income above 673 000
857 901 – 1 817 000	251 258 + 41% of taxable income above 857 900
1 817 001 and above	644 489 + 45% of taxable income above 1 817 000

Rebates	**Value**	**Tax Threshold**
Below age 65	17 235	95 750
Age 65 to below 75	9 444	148 217
Age 75 and over	3 145	165 689

- Many learners did not deduct the pension when calculating the taxable income or only deducted on month's worth of pension.
- Learners also deducted the rebate before calculating tax.
- A surprisingly many learners calculated 7,5% pension and deducted that value off as the pension when calculating the taxable income. We now use maximum of 27,5%. Please see break away content shared at 2024 UGC.
- Although not mentioned, many learners calculated and then deducted UIF when calculating taxable income.
- When deducting the rebate, many learners deducted both the primary and secondary rebate or deducted the rebates and the tax threshold.
- Some learners deduct the pension after the tax was calculated.
- Learners do not know the difference between taxable income and net salary.

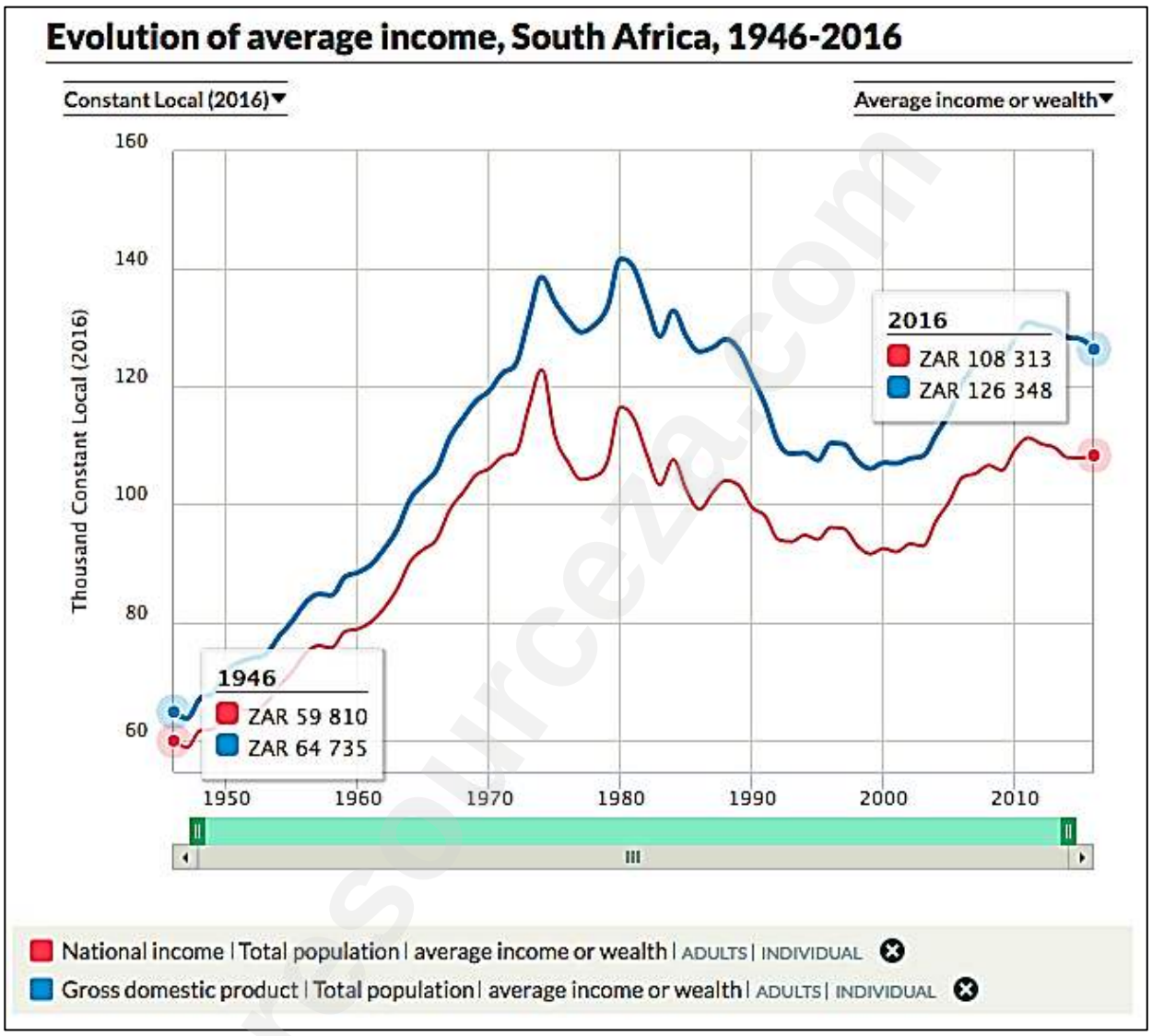
3.2 The average salary in the USA is $1 100 per week. Compare the average annual salaries of South Africa and the USA to determine which country has the highest average salary, if $1 = R18,83.

- Important to note that we generally use 52 weeks in a year. Many learners used 48 (which we accepted as the learners took 4 weeks x 12 months) or 54.
- Learners must be encouraged to compare unit to unit when drawing comparisons. Many learners compared weeks with years (income) or vice versa (months to years).
- Many learners complete the calculations for one value but then do not compare. Encourage learners to draw conclusions and mentions numbers in their conclusion.

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- Some learners took the @1 100 per week and converted to rand. However, instead of multiplying by 52, learners multiplied by 12.
- Many learners did not give a conclusion.



3.3.1 What was the average national monthly income (red line) in 2016?

- Learners do not always read for understanding. In this case, many learners wrote down the annual number and didn't divide by 12 in an effort to calculate the monthly income.

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3.3.3 What was the average annual income in 1990?

- This question assessed the learners' ability to read the term 'thousands' on the y-axis.

3.3.4 Describe the trend in the national income from 1946 to 1980.

- Learners used words like 'positive', 'negative', 'dip', 'aggressively spiking', etc. instead of words like 'increase' and 'decrease'.
- Learners must be encouraged to be specific, i.e. use values in the statements.

3.4 In 2023, the minimum wage in South Africa was R25,42 per hour. However, from the 1st of March 2024, the Department of Labour increased the minimum wage by 8,497%.

Hence, determine how much the minimum wage for a month will be if a worker works 40 hours in a week after the increase in 2024.

- This question again illustrated learners' struggle with rounding.
- Learners must repeated be reminded that ,2 or ,8 must be written as ,20 or ,80 when working with money.

3.5 The table below shows the average annual net salary in South Africa by city. The amounts are arranged in descending order. Study the table and answer the question that follows:

AVERAGE SALARY IN SOUTH AFRICA BY CITY

CITY	AVERAGE ANNUAL NET SALARY
East London	R296 429
Johannesburg	R295 000
Cape Town	**A**
Pretoria	R252 000
Durban	R226 000
Port Elizabeth	R212 000
Vereeniging	R194 000
Kimberley	**B**
Pietermaritzburg	R203 000
Bloemfontein	**C**



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Use the given data in the table and the information below to determine the missing values of **A, B** and **C**.

- The range is R109 429.
- The upper quartile is R269 000.
- The mode is R203 000.

- The printing error stating that the data was in descending order did not appear to affect the learners' solutions. This question was answered well.
- Learners tended to solve for C first.

QUESTION 4

A Boeing 747 flies from Johannesburg to Cape Town. It carries **400 passengers**, each passenger having an average mass of 80 kilograms. The cost per flight will depend on factors like fuel prices, maintenance costs, crew salaries, landing fees, etc. As of recent estimates, it could cost anywhere from R1 148 642,40 to R1 914 404,00 (**$101 463,41**) per flight.



4.1 If R1 914 404,00 = $101 463,41, determine the rand to dollar exchange rate at the time this blurb was written in the form $1 = _____ to four decimal places.

- Learners swopped the rate around (R : $)

4.2 Determine, in Rands, the cost per passenger, given the minimum flight costs and the number of passengers.

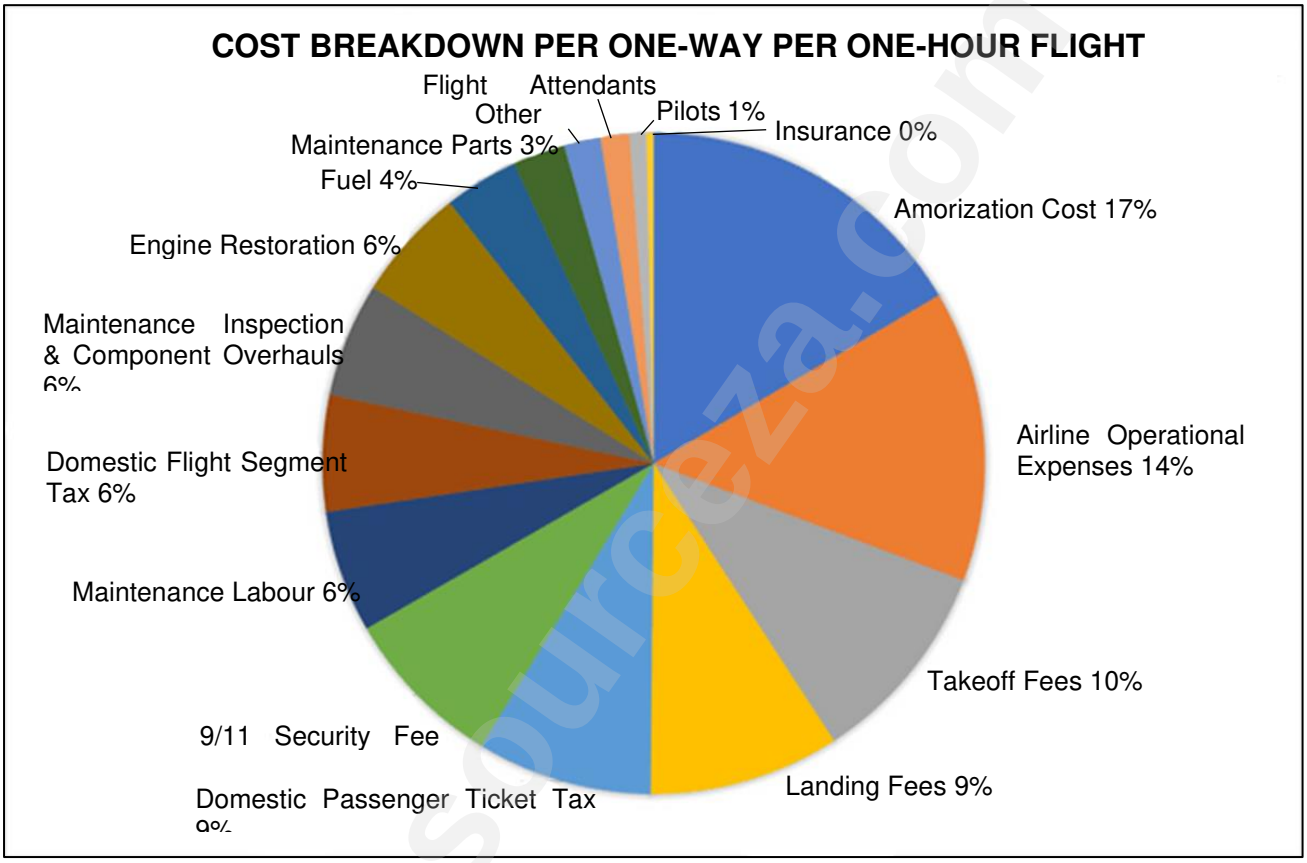
- Learners do not read for detail. In this question, learners used the maximum given in the blurb instead of the minimum as the question states.
- Some learners multiplied by 400.

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4.3 Find the average cost, in Rand, per kilogram of passenger mass, considering the total mass of passengers with the minimum flight costs.

- Again, learners used the maximum value given.
- Some learners made a rounding error by not rounding off correctly to two decimal places.
- Work through some more complex rounding examples, e.g. ,889 to ,90.



[Source: <https://www.reddit.com/r/WendoverProductions]

4.4.1 The cost of a two-hour flight from Johannesburg to Cape Town is R1 148 642,40. Show that an air hostess will earn R717,90/hour on this flight if the ratio of air hostesses to passengers is 1 : 50.

- Concern was brought up that learners might have struggled to see air hostess and flight attendant as similes.
- This question was not well answered. Accordingly, learners merely threw numbers and functions together to manipulate numbers to get the final solution, showing little to now understanding.
- This is a 'show that' question. Learners may not use the given answer but must rather start with different numbers and get the given answer as a solution.
- Learners still struggle to work with ratio (number of air hostesses)

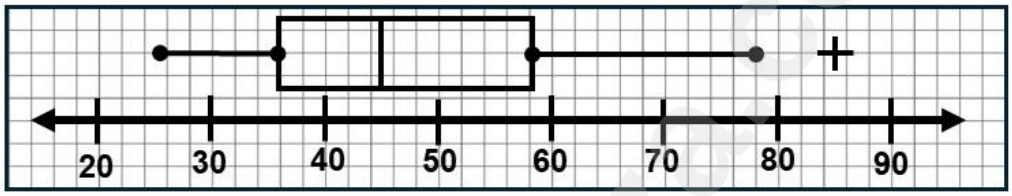
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4.4.2 Calculate the size (in degrees) of the sector allocated to Landing Fees.

- Some learners did not know that we use 360° but rather used values like 365 (days/year)
- This question again showed a struggle with rounding.
- A small number of learners added the percentages on the pie chart to a total of 102°. Please point out to learners that this might be the case, as all percentages were rounded to whole numbers, but regardless, we work with 100%.

4.5 The box-and-whisker plot below shows a summary of the mass of luggage, in kg, for a passenger on a flight between Johannesburg and Cape Town.



The airline's recommended mass limit for each passenger's luggage is 45 kg.

4.5.1 State the percentage of passengers whose luggage was below the recommended mass limit.

4.5.2 A quarter of the passengers had to pay a charge because their luggage was excessively overweight. What is the lowest luggage mass within this group?

- These two questions were badly answered due to poos interpretation. Learners couldn't make the link between what they needed to find and the box-and-whisker diagram.

4.5.3 Determine the interquartile range of the data spread.

- Many learners state the interval but then do not calculate the IQR.
- A lot of learners state the IQR is 36 to 58 or shows it as 36–58. We only except as per the marking guideline.

4.5.4 The + sign on the box-and-whisker plot indicates an outlier. Explain what you understand with the term 'outlier'.

- This question, too, was poorly answered as learners could not define an outlier.
- Learners have poor language ability. They struggle to express their understanding using weird terms to explain 'beyond the data set' or 'odd one out'.

4.5.5 The data is skewed to the (right / left). Highlight or underline the correct answer within the bracket.

- Please spend some time on box-and-whisker plots including skewness.

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QUESTION 5

In 2024, the revenue in the athletic footwear segment of South Africa is expected to reach $150,80 million.

5.1 Write out in full: $150,80 million in numbers without the comma and the word 'million'.

- This question was answered well, and learners were grouping the thousands nicely.
- Again, this question was a clear indication that the learners do not read for detail as too many of them worte the value out in owrds.
- Many learners did not where to place the ,8. E.g. 150 000 008 or 150 000,800.

5.2 It is anticipated that the market will have an annual growth rate of 4,35% (2024–2028). Eight hundred and one thousand, two hundred and twenty-three pairs of shoes will be sold by the end of 2024. It is predicted to reach 0,95 million pairs by the end of 2028. By completing the table, show that this statement is true.

YEAR	STARTING NO. OF PAIRS OF SHOES SOLD	PERCENTAGE INCREASE	ENDING NO. OF PAIRS OF SHOES SOLD
2024			**A**
2025	**A**	34 853,20	836 076,20
2026	836 076,20	**B**	**C**
2027	**C**	37 951,38	910 396,89
2028	910 396,89	**D**	949 999,15

- Very few learners concluded this question by comparing 949 999,15 and 0,95 million. Teachers must encourage learners to always go back to the question and make sure that they have actually finish the question.

5.3 South African consumers demonstrate a growing preference for locally produced athletic footwear brands. VAYA is such a brand.



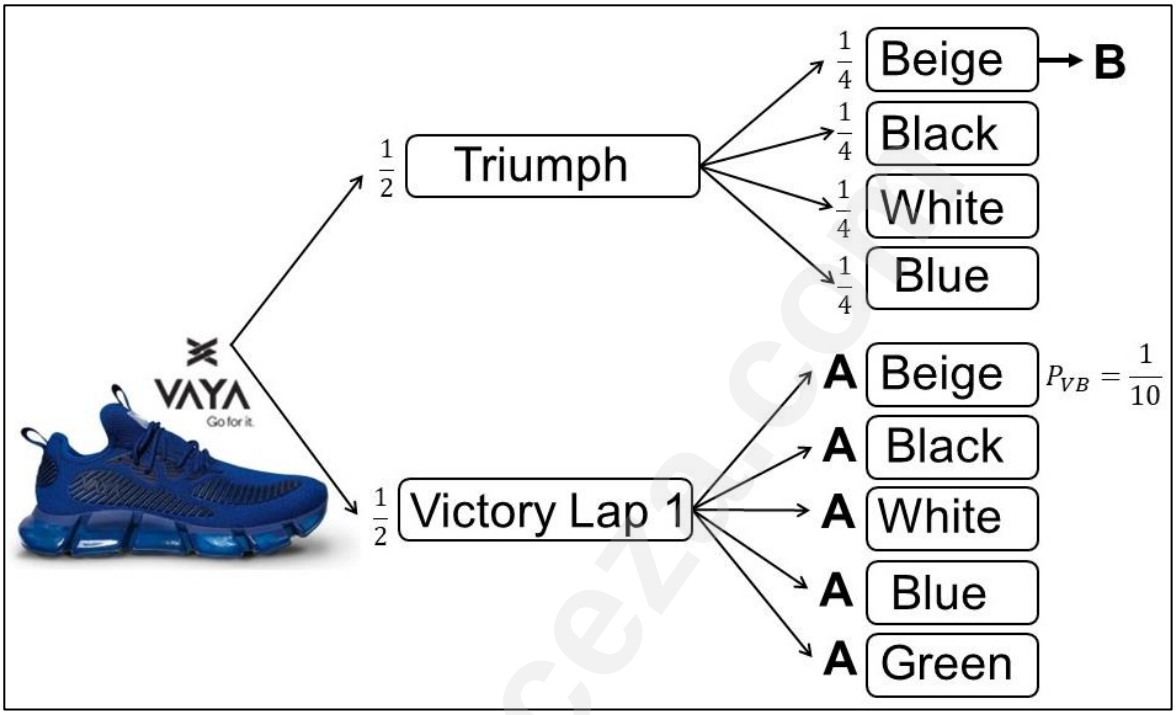
5.3.1 The VAYA Victory Lap 1 athletic footwear costs R1 299,99 (inclusive of VAT). With calculations, determine the VAT amount payable to SARS.

- More learners are getting the VAT exclusive question correct, however, there are still far too many learners who calculate percentage decrease.
- More worrying however is that some learners still use 14% when calculating VAT. Teachers are encouraged to use updated sources if using outdated textbooks when teaching PAYE and VAT.

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5.3.3 VAYA sells two types of athletic footwear, Victory Lap 1 and Triumph, in a variety of colours online. The tree diagram below illustrates the various options.



(a) Write down the probability that a customer would select a Beige Victory Lap 1 shoe, labelled **A** on the tree diagram.

(b) Calculate the probability that a customer will, at random, select a Beige Triumph shoe, labelled **B**.

(c) Write the probability of selecting a Beige Victory Lap 1 shoe as a decimal and percentage.

Decimal: _____

Percentage: _____

- The marking panel found the wording in Question 5.3.3. (a) and (b) challenging and this was accordingly used to standardise the marking guidelines.
- Although Probability is a small section of marks in the final matriculation examinations, learners are encouraged to spend time on this section. It is generally badly answered.
- Learners do not understand a tree diagram, regardless of the wording in the question.
- Many learners wrote $\frac{1}{9}$ as they look at the number of outcomes and not the probability of each outcome. This can only be done if the probability is the same for each branch.

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- A surprising number of learners couldn't change a fraction to a decimal nor a percentage. Teachers are encouraged to do basic calculator skills with the learners or invite CASIO to visit your schools and teach them what their calculators can do.

5.3.4 The VAYA online store sells 50 pairs of athletic footwear in a week. The prices of the footwear are as follows: R950; R1 100; R1 200; R1 299,99; and R1 400. Show that the mean (average) income earned in a month is R237 999,60.

- Well-marked, learners made great attempts if they knew what Mean meant – data handling definition need to be covered well
- Show that question – don't use answer – zero

5.3.5
- Well answered, but many children wrote in words that the range is between two values – zero

5.3.6
- Right or wrong – many waffle as they can't explain their thinking or apply their knowledge of the definition of mode to the context – therefore don't really understand what measures of central tendency and spread actually tell us about the data
- Don't understand term 'modal'

5.4
- Got it either right or wrong
- Some learners showed great insight matching the bar with information
- Rather used it like advert (in English) instead of the data
- Didn't know the symbol for inches (')
- Refine our teaching

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MATHEMATICAL LITERACY
PAPER II

The paper was thoroughly answered this year and also marked well. Candidates, on the whole, were able to interpret all questions correctly.

GENERAL

- Candidates are still not indicating that they made use of the additional space at the end of the examination paper.
- Candidates need to revise their theory knowledge from Grades 10–12 for time, scale, maps and plans.
- 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 seem to have read all questions carefully and, as a result, did not answer questions correctly.
- Some questions asked for values 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. However, candidates are still writing down two solutions. Only the first solution is marked.
- 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.
- Numerous candidates provided lengthy explanations or calculations for questions worth only 2 marks. It is essential to guide future candidates to structure their responses in alignment with the mark allocation.
- Converting is still an issue, especially converting area i.e. m^2 or mm^2.
- Candidates are unable to work with prisms or cylinders that are lying on their side.

QUESTION 1

1.1.1 Candidates were unable to identify six regions accurately. Candidates must carefully read and analyse all the information provided in the question.

1.1.2 This question was answered well, with candidates successfully interpreting the map.

1.1.3 Some candidates identified towns and cities instead of provinces, while others named provinces not depicted on the map.

1.1.4 A significant number of candidates struggled to identify the type of scale used. Common errors included 'bar graph,' 'map scale,' 'number scale,' 'ratio scale,' and 'line graph.'

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1.2.1 In numerous cases, candidates measured incorrectly. Many used inappropriate units such as kilometres (km) or millilitres (ml). Some candidates did not express the final answer in whole millimetres (mm), as instructed in the question. Additionally, there were instances where candidates provided answers like '112 mm' and then incorrectly rounded it off to the nearest ten.

1.2.2 (a) The majority of candidates answered this question well. However, some did not interpret the map correctly. Common errors included referencing 'N12' and 'N9.'

1.2.2 (b) A considerable number of candidates were unaware that the 'N' in 'N9' signifies 'national.'

1.2.3 Some candidates failed to use the key provided in the map effectively.

1.3.1 Several candidates used '115' instead of '155' due to misreading the question. Many also calculated the weight of the luggage instead of the cost associated with it.

1.3.2 A minimal number of candidates answered this question correctly. The primary issue was a failure to interpret the provided information. Many candidates incorrectly converted 27 kg, 7 kg, or 29.5 kg to grams (g), often with inaccurate conversions.

1.3.3 (a) The use of language was the most significant challenge in this question. Candidates struggled to explain the concept of volume accurately. Many incorrectly referred to mass, weight, density, or even liquid.

1.3.3 (b) This question was well-answered overall, though there were instances where candidates selected more than one option.

1.3.3 (c) Many candidates failed to correctly identify the inappropriate unit of measurement. Many incorrectly selected 'ml' as their response.

1.4.1 (a) This question was generally well-answered. However, some candidates calculated the duration of the flight instead of providing the required response, while others offered times not included in the resources. Candidates must rely on the relevant sources to answer such questions.

1.4.1 (b) This question was well-answered overall. Nevertheless, some candidates provided numerical answers instead of using words as required.

1.4.2 (c) Candidates found this question particularly challenging, with most achieving only one mark or none. A common issue was the incorrect placement of the hour hand, which should have been positioned between 3 and 4. The majority of candidates incorrectly placed the hour hand at 3.

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QUESTION 2

2.1.1 Several candidates did not understand the term aerial view.

2.1.2 Generally, was answered well. Some candidates added and did not use the formula given.

2.1.3 (a) Well answered by most of the candidates. Some candidates used the 400 cm.

2.1.3 (b) Several candidates only calculated the total area and did not subtract the area of the chessboard.

2.1.4 (a) Used diagram on page 8 and did not use calculations using the diagram information for question 2.1.4

2.1.4 (b) Several candidates still used the method of area divided by area. When they calculated the number of blanks they needed to round up. E.g. 2,4 blanks must be rounded to 3 whole blanks.

2.1.5 (c) Generally, well answered. Some candidates are still using 14% or 18% for VAT.

2.2.1 Well answered.

2.2.2 Well answered.

2.2.3 Candidates struggled with this question. Candidates need to do conversions first when working with the area. Candidates did not double the amount due to the two coats needed. Candidates also forgot to make a statement at the end of their calculations.

QUESTION 3

3.1.1 Generally answered well.

3.1.2 Substitution into a given formula was not done well. Candidates often did not square the radius. Some candidates divided the length of the irrigation arm of 350 m by 2, wrongly thinking that it was the diameter.

3.1.3 Generally, well answered. Common mistakes were multiplying by 10 000 and not dividing by 10 000. Rounding instruction was often not done.

3.2.1 Pythagoras was not done well. Candidates did not double the length to get AB. Candidates could not convert from feet to metres.

3.2.2 Not using the given formula correctly. Not converting to metres. Using π and not 3,142.

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3.2.3 Time conversion is a major concern. Can not convert 4400 minutes to hours and minutes.

73,33 hours converted incorrectly to 73 hours 33 minutes.

The rate of 2 minutes per metre was not a speed. Candidates incorrectly divided by 2 when they should have multiplied by 2.

3.3.1 The substitution was badly done. Mixed height with radius and diameter. Used the outside diameter as the height. Candidates did not divide the diameter by 2 to get the radius.

Some candidates showed 8^2 in the formula but did not do this on their calculator.

3.3.2 (a) Used answers from 3.3.1 and divided by 420 m. Candidates did not convert 3 500 cm to metres.

3.3.2 (b) Candidates did not use their answers from 3.3.1 and 3.3.2 (a). Candidates did not divide by

1 000 000 to convert ml to kl.

A lot of candidates did not follow the rounding instructions.

QUESTION 4

4.1.1 Generally, well answered. There were variations from EGD that were also accepted.

4.1.2 Generally, well answered. Some candidates left this blank as the label was on the plan.

4.1.3 Candidates did not measure the length of the line accurately. Candidates rounded too early and did not follow the rounding instructions. Candidates found rounding to the nearest 10 difficult.

4.1.4 Generally, answered very well.

4.1.5 Generally, answered very well. 99% of candidates said only one bathroom.

4.2.1 Well answered. Candidates could connect the elevation plan and floor plan.

4.2.2 Not well answered. Candidates could not link the second stacking doors with the west elevation.

4.2.3 This was measured better. Candidates used the scale correctly to get an answer of 500 cm but then forgot to convert to metres.

4.3 Candidates did not use the information given and used the colour wheel. Candidates did not understand the meaning of a list. Some candidates did a tree diagram.

4.4.1 Well answered question. Candidates need to know the difference between day and date.

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4.4.2 Generally answered well. Candidates did not read correctly and gave the percentage of 23% chance of rain. Other candidates used the wrong values from the table.

4.4.3 Candidates did not understand the meaning of the word 'exceed' resulting in an answer of $\frac{2}{3}$. Candidates must calculate probability or likelihood but if they used the words unlikely or highly unlikely, they were given the marks.

QUESTION 5

5.1.1 90% of candidates got it correct. The wrong answers were due to reading and not getting the information from the question. They only used the map, hence only got one answer. Some candidates confused N5 with N3.

5.1.2 The majority of candidates were able to do the calculation. However, they still gave the wrong town due to the inability to interpret the strip map (Used towns off the road – question stated along N3)

5.1.3 The question was not read in its entirety to get the complete distance. Mixed minutes and km when substituting into the time formula. In general correct substitution was used for the formula, just the wrong distance was used.

The majority of candidates were not able to add a 45-minute stop due to their inability to convert decimal hours into minutes. Time conversion was the most poorly answered part of the question.

Time subtraction was generally done well. However, a few candidates neglected to complete the question.

A few candidates used the column method to subtract the time instead of the calculator which caused errors.

A few candidates decided to round off their time before subtracting from 18:00 to make the question easier.

A few candidates did not read that they must give the latest departure time and answered for the safest time to depart.

5.2.1 Well answered. 99% of candidates got this question correct.

5.2.2 (a) Generally answered well, but a few candidates gave directions instead of general directions (Reading problem again). Some candidates mixed up West and East or were very general by simply saying North.

5.2.2 (b) Generally answered well, but candidates were too casual in highlighting, neglecting an accurate starting point and finish point. A lack of understanding of the pin drop bubble as the start point and finish point were picked up.

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5.2.2 (c) The majority of candidates failed to start the direction with an accurate compass direction. It was picked up with markers that a standardised direction according to the CAPS is not taught which was the reason why the majority of candidates started incorrectly. This needs to be emphasised in teaching to start direction with a compass direction.

When giving directions the majority gave the street names and correct directions. Most (60%) of the candidates got the destination correct. The problem was that candidates did not indicate the destination position in relation to the road being travelled on. They needed to say that Sibakwa Guest House would be on their right.

Some candidates' directions deviated from their highlighted paths. Candidates struggled to be specific and concise with their directions and elaborate on the directions in their answers.

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MATHEMATICAL LITERACY
SBA MODERATION

The moderation of SBA marks for Grade 12 Mathematical Literacy provided valuable insights into the quality of assessment practices across IEB schools. It highlighted both strengths and areas for improvement to ensure consistency with IEB standards. This report reflects on feedback from the moderation process.

Best Practices

Several positive aspects were noted during the moderation. The quality of assessments, including preliminary exams, was commendable, with many schools offering innovative and well-structured assessments. Cluster papers were used effectively in some cases, further enhancing standards.
Marking was thorough, and schools were generally well-prepared for moderation. Teachers were collaborative, responding promptly to queries and meeting submission deadlines. Many schools used digital platforms to submit documents, improving the efficiency of the process. It was encouraging to see schools receptive to feedback, fostering a constructive moderation process.

Areas of Concern

Some concerns were identified that need addressing:

1. **Errors in Mark Calculations:** There were frequent errors in weighting, rounding off marks, and formulae on mark sheets. In several cases, marks were incorrectly transferred between assessments and final mark sheets, causing discrepancies.

2. **Limited Use of Technology for Mark Entry:** Many teachers relied on manual calculations due to difficulty using Excel, leading to errors and delays in mark submissions.

3. **Portfolio Submissions:** Some portfolio submissions were incomplete, with missing items, partially scanned documents, or missing pages. Incomplete assessment grids and the absence of cluster moderation evidence (Appendix D forms and meeting minutes) were also noted.

4. **Communication Issues:** Some schools missed deadlines and had delayed responses to emails, hindering coordination. Differences between three-term and four-term schedules also caused logistical challenges when moderators with four-term schedules were assigned to three-term schools.

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RECOMMENDATIONS

To address these challenges, the following recommendations are made:

1. **Improve Excel Skills:** Schools should be supported in using Excel for mark entry and calculations. Standardised templates for mark sheets would help streamline the process, and teachers should ensure mark calculations are accurate before submission.

2. **Encourage Cluster Moderation Participation:** Schools, especially new IEB schools, should be encouraged to participate in cluster moderation. Clear communication about deadlines and aligning moderators with schools following the same term schedule will enhance efficiency.

3. **Ensure Complete Portfolio Submissions:** Schools must ensure portfolio submissions are complete, well-scanned, and include all required moderation evidence.

CONCLUSION

This year's moderation process was successful, reflecting schools' commitment to IEB standards. The quality of assessments and professionalism of teachers were commendable. By focusing on mark accuracy, complete submissions, and better use of technology, the moderation process can be further improved. Addressing these challenges will ensure continued growth and excellence in future moderation cycles.

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MATHEMATICS
PAPER I

QUESTION 1

(a) (1)

- All learners attempted the question.
- It was noted that most learners expanded the brackets ending in them making simplification errors and wasting time.
- It was also noted that learners became anxious when they work with fractions causing them to get wrong answers.
- The most common errors were:
  - losing the fraction in the first bracket hence getting the solution $x = 1$.
  - Wrongly multiplying by 4.
- Teachers are encouraged to revise these kinds of questions in the Matric year by including them in their assessments.

(2)

- All learners attempted this question.
- It was noted that the learners do not follow instructions, or they did not know how to work with the Quadratic formula. Most of the learners used the calculator to solve the equation $2x^2 - x - 12 = 0$ and that caused them to lose 3 marks. And some learners had the substitution done wrongly but had correct answers showing that they used the calculator. Therefore, it was noted that learners rely too much on their calculators when solving quadratic equations.
- Most common errors were:
  - Rewriting the equation in standard notation that is they forgot to change the sign when they moved 12.
  - Most learners had incorrect notation when they wrote in standard notation that is they just wrote $2x^2 - x - 12$ which is now an expression not an equation.
  - Some learners forgot to use brackets when substituting into the formula.
  - Some learners copied the formula wrongly.
  - Some learners changed their negative solutions to positive.
  - Some learners were disregarding their solutions.
- Teachers are encouraged to ask questions where minimal use of calculator is necessary.

(3)

- This was a Level 1 question, but it was poorly answered. It was noted that learners were not able to solve inequalities.
- Teachers should revisit inequalities in the Matric year and thoroughly revise them.
- It was evident that most learners who got this question correct used the calculator.
- Some learners got their CVs or did the number line but forgot to write down the solution to the inequality.
- Testing regions proved to be the most effective way of finding solutions.
- Common errors were:
  - Transcription errors that are miscopying the question as $x^2 - 2x \leq 0$ leading to CVS of $x = 0$ or $x = 2$ making the inequality having no solutions.
  - Learners confused the inequality signs.

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– Learners wrote 'or' between their solution $x \geq 0$; $x \leq 2$ making the solutions wrong. So, teachers must emphasise the meaning of 'or' and 'and' in equalities.

(b)
- Most learners attempted the question and most often got half the marks.
- It was impressive that a variety of methods were used including
  – The discriminant
  – The turning method
  – Completing the square method
  – Equating the roots.
- Common errors were:
  – Rewriting the equation in standard notation.
  – Discriminant formula written wrongly
  – Discriminant not equated to zero
  – Working the $\sqrt{2}$ wrongly as 2 or 1
  – Forgetting the $\pm$ when square rooting
  – Working the inequality $k \leq 2$ like an equation getting $k \leq \pm\sqrt{2}$.
  – Using k as their variable instead of x

QUESTION 2

Logarithms in 2(c) were generally very well answered or poorly answered, and the markers commented that they came across whole packs where the candidates could not answer accurately, which implies that this section is not being taught adequately in schools. It was also noted that the mark allocations in 2(c) were placed in line with the question, as opposed to the bottom of the answering space which was inconsistent with the rest of the paper.

(a) As mentioned above, this question was answered more poorly than anticipated. The question was good, however the candidates' basic knowledge of exponent laws was sub-par. It is also noted that many candidates don't read the question properly and solved for y instead of x.

Some common errors include:

- After prime basing, the candidate would simply drop the bases: $3^{x+2y} = \dfrac{3^{6y}}{3^3}$

$$x + 2y = \frac{6y}{3}$$

- Multiplying or dividing bases: $81^{x+2y} = 9^{3y}$ or $3^{x+2y} = \dfrac{1}{3}^{3y}$
- Some candidates used logs to solve for x, however, most of them did not simplify fully and were awarded 2/3

There were cases where candidates did not show sufficient working, and in doing too much work in one step where they made an error, they potentially lost out on the accuracy mark for prime bases.

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(b) This was very well done on the whole. There were some careless errors with signs here and there. When candidates had made an error in their solution, many simply rejected their negative solution, presumably just because it was negative, because had they checked both, they would have seen that both their incorrect solutions needed to be rejected. On the flip side, there were also candidates that wrote many lines of working to check their solutions, which we felt is a waste of time. Perhaps teachers need to stress that they don't need to check manually and can do the work on their calculator to save time.

(c) Although many candidates answered this perfectly, it is clear that many learners did not prepare sufficiently for this, or it was not adequately covered in the classroom. Notation was problematic for some too.

There were candidates to struggled to comprehend the instruction to express in term of x and y, as some wrote down the solution in terms of x only and then again in terms of y only and it was clear that the candidates were using their calculator to generate decimal values

Another odd thing we came across a few times was that the candidates turned the expression into and equation equal to zero and then solved for x.

(d) (1)

- A method mark was awarded for making the connection that $18 = 6 \times 3$. A common error was to see $\log 18 = \log 6 \times \log 3$ and some even wrote

$$= xy$$

$$\log 18 = \log 6 \times \log 3.$$

$$= x + y$$

- Prime factorising the 18 was also seen a bit. Some did good mathematics to get to the correct answer, but mostly we saw $\log 2.3^2 = 2\log 2.3$.

(2)

- The most common error was $\log 3^{\frac{1}{2}} = y^{\frac{1}{2}}$
- We saw many $\log\sqrt{3} = \log 3^{\frac{1}{3}}$, which could have potentially been a slip for some, however we did not award any marks even if their answer was consistently accurate, as the memo stated that both marks were for accuracy.

(3)

- Here, we changed the first method mark to an accuracy, as the method was awarded in (c)(1).
- Again, we saw similar poor notation that came up in (c)(1).
- An alternate method we saw was $\log 6 = \log 3 + \log 2$

$$x = y + \log 2$$

$$\log 2 = x - y$$

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QUESTION 3

(a)
- Generally, well answered.
- Lost marks for notation.
- Careless mistakes when multiplying out and distributing the negative.
- Don't know how to sub in 'x+h' and to keep f(x) in a bracket when subbing into formula.

(b)
- Struggled with rational exponent and how to bring it up and make it negative. (Need to drill Gr11 exponents and surds)
- Differentiated some terms while still manipulating others.

(c) (1)
- Finding x-intercepts was done well but didn't complete the question and write the co-ordinates.

(2)
- Some found the distance between A and B and didn't convert this to a turning point properly.

QUESTION 4

Poorly answered / Weaknesses:
- Substituting *d* into Tn formula in Question 4(b)
- Not simplifying their answers fully
- Not using brackets when substituting
- Not indicating that extra space is used
- Use of wrong formula
- If pattern is decreasing, *d* should be negative
- Handwriting and structure of answer
- Order of subtraction in working out constant difference

To teachers:
- Specify terminology in class and revise topic if taught in grade 10 and11
- Reinforce concepts, formatting, differences between the types of
- sequences & series
- Learners didn't know what the 'nth' term meant
- Handwriting: encourage clear writing
- Encourage clear structuring of their answers

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QUESTION 5

Learners used what they were trying to prove, i.e., at 5(a), they made p=5 and then proceeded.

The understanding of the point of inflection concept was a concern. For Questions 5(a) and 5(b), several learners saw each question as a separate question and did not realise that they were ' follow-ons.'

Perhaps spend time to speak to how factors of $f(x)$, $f'(x)$ and $f''(x)$ speak to the graph (relationship between them).

QUESTION 6

(a)
- Quarterly they divide by 3 instead of 4
- Solving the equation wrong, algebra fails learners
- Rounding wrongly the answer
- Do not Convert answer to %
- They divide twice by 4 in each interest rate

(b) (1)
- Exponent –239 instead of –240, the after a **month payments start** confused them
- The deposit was not subtracted
- Common errors Kept the percentage 11.25% without dividing by 12
- Reading the question wrong so they mix interest rates, 25% instead of 11.25%
- The amount on left hand side (705 000), they times by one month compound interest, again confused by statement **payment start after 1 month**.
- Some used quarterly rate from the first question from first question, instead of monthly rate.
- 705 000 was placed as a value of x and not Pv.
- They used the deposit as the P value
- Confused between Future value and Present value formulas
- Copying formula wrong from formula sheet
- Some kids incorporate final payment which is always lower than regular payments

(2)
- Get confused by the two methods and mix them
- Struggled to type it into the calculator, increase calculator skills
- They cannot interpret their answers, extremely large answers or negative values
- Sometimes depreciation and simple interest formula were used.

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QUESTION 7

Many learners used the formula: $T_n = a + f(n–1) + \frac{s}{2}(n–1)(n–2)$.

Question was generally well answered. Many learners received full marks.

Glaring/critical weaknesses
(1) $3a =$
(2) $2a + b =$
(2) Question 7b – Many learners thought the question was asked to find T_{161} didn't conclude question 7b
(4) Common error $3a + b = 6$ and $3 + b = 6$. Learners would divide by 3.

QUESTION 8

(a) (1)
- learners substitute n = 1 instead of n = 0
- They do not understand the word expressions
- They are not writing the expression as a sum, they ae just listing it

(2)
- the learners do not understand the word converge
- They are not calculating the r-value correctly
- They simplify the inequality incorrectly
- They put the inequality signs in the wrong direction
- They replace the r-value with an x in the inequality on the formula sheet without doing anything else
- They put non-sensical r-values into the 'r's place
- They do not know how to simplify fractions

(3)
- learners use the incorrect formula
- There is many errors after substituting into the correct formula, they struggle to simplify
- Manipulation skills of algebraic fractions are very poor
  - Dropping the denominators
  - Not distributing the – into the whole term
  - Do not do tip and times
- Forcing a value for 'r' by creating their own
- Instead of just simplifying the equation they make it = 0 then solve for x

(4)
- not understanding the restriction, not including an open dot at – 4, also went x > 0 which was incorrect
- Choosing the incorrect quadrants
- Not matching the correct graph from the equation in a3
- Drawing random graphs by trying force 'x and 'n' values
- Not paying attention what came earlier in the questions
- Trying to sketch the graph from the original sigma expression from a1

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(b)
- Learners use $\pm$ for the radius
- Calculation errors/computational errors
- 50% use the incorrect formulae and values
  - They use the area of a circle and the radius instead of the diameter.
  - Although using the radius is not incorrect they do not conclude by x by 2
- 5% use Tn instead of Sn, only a few learners used sum to infinity
- They get to a negative log
- Cannot use logs correctly – in place of using the calculator

QUESTION 9

(a) Overall this question was very well answered.
It was a positive thing that the x and y axes on the graph had different scales, so that the learners needed to rely on the Maths.

(1) Some learners were weak with inequalities (facing the wrong direction) and interval notation (mixing up round and square brackets).
Some learners confused the ∩ and ∪ (and vs or)

(2) Some learners were uncertain whether p = 2 or p = –2.
Weak general skills in algebra was costly in solving for a.
Some learners lost the power of 2 above the brackets.

(3) Careless mistakes occurred
- 11 – 2 = 10
- Adding the y intercepts instead of subtracting them.
- Finding the x intercept instead of the y intercept.

(4) Some learners had a very difficult time using algebra by trying to multiply the equations together. This was very unproductive.

(b) **Common errors**

- Changing between log and exponential form was not done well
- Many did not recognise the inverse coordinate and substituted incorrectly
- There were a lot of sign errors. Basics!
- Conceptual understanding lacking when getting a negative value for k. They did not engage with the answer to see whether it was possible
- Notation – seeing h^{-1} as derivative instead of inverse
- k^0 often not seen as 1
- log $(x + m)$ the bracket was often not written
- Many attempted to use the log laws, but this was not done well. The basic laws need to be emphasised more

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QUESTION 10

(a) This question was well done and many learners managed to get the right answer or at least 2 marks out of 5. A negligible number failed to attempt the question at all but the vast majority felt they could do the question and attempted it.

Common errors were $f'(x)=0$ or $f'(x)=g'(x)$. Both were considered as breakdowns and no further c/a marks were allocated besides the marks for the derivative and for finding the value of a.

There was also an unintended coincidence that $m=f'(8)=f''(x)$ which made it difficult for the markers to determine whether the learners knew the correct method. If they showed $f'(8)$ then it was marked but if this was missing it became a breakdown.

(b) Many leaners struggled with this question with all sorts of misconceptions. A reasonable number got it right though.

Common errors were $f(x)=g(x)$ in attempting to find the coordinates of B; and $g'(x)=0$. Both were marked as breakdowns and they could only get one mark for the derivative.

- The algebraic manipulation was bad overall with all sorts of errors
- Learners were failing to compare their answers with the diagram to check for reasonability, e.g if x coordinate of B is greater than that of A.
- Some learners measured or estimated from the diagram and they were able to get the right x coordinate of B because the diagram was drawn to scale and B was the midpoint.
- Layout of work was terrible, e.g the solution for 10(b) was done in the space for 10(a)

QUESTION 11

RECOMMENDATIONS FOR THE CLASSROOM

- Require learners to label work accurately and communicate ideas clearly. Many candidates wrote GEF for the height of triangle GEF. There are 5 triangles in the question and multiple candidates calculated the area of more than one triangle but labelled all as Area of Triangle without referring to vertices.
- Focus on functional notation from grade 10 and revise in grade 11 and 12. Practice writing the point on a line as (x, f(x)) and (x, (-2/3)x + 2/3(k)).
- Make learners aware that the Cartesian plane already has variables/distances associated. Learners should not call the height x just because it is unknown.
- Focus on the difference between a parameter k and a variable x.
- Do not teach that the Area is optimised when the Perimeter = 0.
- Do not teach that the Volume is optimised when the Surface Area = 0
- Learners should always be guided by the mark allocation for the question.
- Learners should interpret their answers. What does a negative area/length mean?

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QUESTION 12

(a) **Comment on points of general interest**

- Distinguish between options and the actual number, e.g. 9. It was confusing which answers were the number options vs number selected (actual multiplying 9 × 9)

1. **Comment on aspects of question well answered:**
   - Q12a1: recognising permutations, with common error 9 x 8 x7 x6
   - Many candidates were able to identify options for the answers and $n(S) = 10^4$

2. **Comment on glaring/critical weaknesses displayed by significant number of candidates:**
   - Candidates don't understand the difference between factorial and permutations. Using factorials e.g. $10! \times 9! \times 8! \times 7!$
   - Incorrect options, e.g. 10 x 1 x 1 x 10 (replacing the 9^s
   - Incorrect number of options listed.

(b) There were, however, several common errors that popped up:

- assuming A and B are independent
- assuming A and B are exhaustive
- saying x=80-40-20
- solving for x, y and z as probabilities instead of numbers
- n(B) vs P(B) – notation was interchanged and poorly understood
- setting up equations that involved both probabilities and number of elements
- candidates confused their own z for a 2
- candidates used x for any and all unknowns which caused chaos and confusion on their scripts
- some also assumed A only was 0 because of no variable being allocated to that space

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MATHEMATICS
PAPER II

GENERAL

- The paper was well received by learners and most attempted all questions.
- It was good to see that learners combined different sections of work together to solve problems – i.e. trigonometry and algebra in the geometry questions.
- It is important to remind learners that when they use Euclidean geometry in **any** section of the paper, they must provide a statement and a reason.
- It is reassuring to see that candidates are comfortable constructing in multiple sections; this should continue to be encouraged.
- Please emphasise that learners should use the formula sheet for formulas.
- Rigor in notation does not seem to be a priority for many learners.
- Learners used pencil – this is ok BUT please not such a light lead that reading becomes difficult. Some wrote in pencil first and then wrote over in pen but sometimes missed steps or wrote incorrectly. Try to train them to not redo.
- Train learners to let the markers know that they have gone onto a page at the back and then number the back page correctly.

EUCLIDEAN GEOMETRY

Reasons are often mixed up, or the incorrect reason accompanies the correct statement. Angle notation needs more focus.

Learners cannot just assume the size of an angle or the length of a side.

It was very encouraging to see learners engaging with the riders by writing their information on the diagrams. Just a reminder that candidates must still write down a statement and reason for this information.

Congruency was used when asked to prove similarity, and when congruency was asked, similarity was used; these concepts need some reinforcing.

QUESTION 1

(a)
- Often the expected order was not followed so markers.
- Reasons are used poorly.
- Learners mixed words like dissect, middle and centre.
- Symbols were used instead of words. Drawing in semi-circles etc instead of words
- A common mistake was calling OF a radius.
- $\hat{A}_1$ was called an exterior angle of a triangle or cyclic quad.
- Tan-rad theorem often used instead of tan perp radius.

(b)
- Well answered. Having it at the start of the paper meant that most attempted the proof.
- Reasons were being mixed up. Tan-chord theorem confused with tan perp radius.
- Poor notation for angles. A1 was often misused.

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QUESTION 4

(a)
- Very well answered.

(b)
- Most learners did very well in this question.
- Some learners used congruency reasons

(c)
- Many approaches were used in this question.
- Learners were combined Euclidean, trig and algebra to solve this question.
- Encourage learners to use the theorem perp from right angled vertex to solve questions like this as this is the fastest method.

QUESTION 9

In general, the question was well answered by learner and the question was accessible to most learners.

(a)
- Many learners indicated the 90-degree angles on diagrams, but did not indicate the reason, angle in semi-circle in question 9a, but could indicate the angle and the reason in Question 9(b).
- Many learners still do not know the difference between corresponding, alternating and co-interior angles.

(b)
- Similarity proofs (AAA) were mistaken for congruency proofs.
- Many learners did not know how to prove parallel lines.
- Many learners used CF=10 in proving congruency and did not comprehend that it was supposed to be proved after they have proved congruency.
- Learners proved AAS in congruency but used RHS due to the angle of 90 degrees.

(c)
- Many learners used FE=18 to show that FD=24 and just worked backwards.

(d)
- Learners failed to indicate the parallel lines in their reason if the reason was prop theorem.
- Many learners only calculated DG=6.5 and did not complete the calculation for GC=19.5 units.

QUESTION 10

Overall, learners performed poorly in this question. Learners do not understand the concept of a converse. Many assumed a cyclic Quad and a tangent, not understanding they need to prove these things. They often don't write it as the conclusion and most just stated 'tan-chord' and 'angles in same seg', without the converse. A good number of learners do not know that the ratios are equal. They assumed AC=CD=AD and DF=FE=DE when reading the opening information.

(a)
- This question was answered the worst. Most learners stating either prop th or AAA or used the congruency reason SSS.

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(b)
- This question was generally well answered.
- For $\hat{D} = \hat{A}$ (|||) some learners did not use similar Triangles as a reason for this statement. Had a mark been awarded for this reason, majority of learners wouldn't have got the mark.
- Many learners assumed BD was a diameter and used tan perp rad

(c)
- This question was not answered well.
- Many learners assumed that ACD was an equilateral triangle.
- Many stated DF and FE as equal and then referred to these lines as tangents from the same point.

ANALYTICAL GEOMETRY

Analytical skills are very well used across all questions. Emphasis should be placed on mark allocation, as often learners do a lot of work when it is unnecessary.

KISS = keep it straight and simple!

QUESTION 2

As a whole was very well answered. Good job teachers.

(a)
- Generally answered well. Most used inspection. If not done by inspection kids did lots of hectic calculations for 2 marks.

(b)
- Distance answered well.
- The few errors that came through: formula copied from formula sheet incorrectly. Some learners were cancelling squares with square root.
- Leaving in simplest surd form was an issue.

(c)
- Some excellent variations.

(d)
- Well answered.
- Main error was using perpendicular m's. Or wrong 2 points.
- Learners wasted time with complex calculations.

(e)
- Most common error was learners reproving a parallelogram instead of proving a rhombus – even though they were told it already that it was a parallelogram.
- Learn properties that differentiate a parallelogram from a rhombus, rectangle and the square.

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QUESTION 3

On the whole not too badly answered.

Tricky to mark with a lot of ca's but that did help the learners achieve decent marks.

(a)
- Most candidates knew that they had to get the equation of the circle in the form $(x-a)^2+(y-b)^2=r^2$ but struggled with completing the square.
- Generally, it was the right-hand side of the equation that was the problem.
- Common mistakes were not adding to right hand side, so leaving the 3 as is or taking the 5 which should be the right-hand side and squaring it.
- The Question was often not answered in full. They either did not give the radius or centre. Sometimes centre would be written on the diagram and not in the space provided.

(b)
- Most of them knew what to do. Marks were given using ca's so they did well regardless of accuracy.

(c)
- The candidates understood the concept of radius$\perp$tangents, and $m_1 \cdot m_2 = -1$.
- They also understood how to then find the equation of a straight line.
- This question was marked by ca's because it followed on from (b).
- Where things got a little messy was if their centre N and the x-intercept K were wrong and they ended up with a negative gradient for the tangent.

(d)
- Reasons given to answer this question were either tan-chord theorem or angle @ centre theorem. If they used those reasons, they generally got all 3 marks.
- Where things went wrong was as follows:
- Assuming ΔKLM was isosceles
- Assuming ΔKLM was equilateral
- Assuming $\hat{L}$ was directly below N, and finding the chord of L
- This was all true, but you could not assume it using the information given.

QUESTION 13

This question required a clear understanding of the given information to answer the questions. Nice use of Euclidean geometry/trigonometry with analytical geometry.

(a)
- Generally answered well.

(b)
- Required the use of tan$\perp$rad – which learners recognised but did not write out as a statement and reason.

(c) Many if not most recognised that the r$<$10 but did not see that the circle could be bigger as well. This resulted in far fewer candidates with full marks.

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QUESTION 14

The question was well placed in the paper. Challenging and open to a variety of approaches.

(a)
- From the answers so far, it is evident that a large number of learners are not exposed to similar types of challenging questions.
- It is concerning to see the number of learners who rely on the diagram to make assumptions about the solution.
- A large number of learners assumed isosceles right angles triangle without showing reasoning for their statements.

(b)
- The use of distance formula was not a problem as most managed to successfully calculate the distance AB (height of cylinder).
- With only one formula given, a number of learners failed to make a connection and realised that there was more to be done to answer the question.
- A large number of learners assumed the formula given was used to calculate the Volume of a hemisphere, resulting in a poor answering of this question.

TRIGONOMETRY

As always Algebra skills to be addressed in the trigonometry section.

Learners also do not seem to consult the formula sheet and again many overcomplicate the problem by using a combination of co-functions, reductions and the trigonometric identity.

QUESTION 5

Question reasonably well answered.

Trig graphs is Grade 11 work – perhaps not revised well by some learners.

(a)
- Extremely well answered > 90% correct.

(b)
- Very well answered > 80% correct.
- Many gave the interval from 0 to 180 instead of just 180

(c)
- Points are plotted from the calculator and joined with straight lines. They lose the general shape of the graph when joining the points.
- Many sketched an incorrect cosine graph, or even a sine graph.

(d)
- Extremely well answered >90%
- Some learners wrote -2 for amplitude

(e)
- Poorly answered – learners still struggle with general solution.
- The learners tried to solve the equation instead of using the graph.

(f)
- Not well answered in general.
- The inequalities were a major concern if

(g)
- Well answered.
- Many candidates got cos(x – 45) where they did – 2 instead of +2 as a vertical movement.

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QUESTION 6

The majority of learner's knew what was expected of them.

(a) (1)
- This was answered very well.
- Some learners overcomplicated the question by using co-functions and reduction.

(2)
- Clearly evident that there is a misconception in simplifying $\sqrt{16-p^2}$. A large number of learners simplified the above to $4-p$.
- Some learners drew this triangle in the wrong quadrant not realising that 40 is an acute angle.

(3)
- Many variations on the 'ca' mark applied here but well answered.
- A combination of methods used, their triangle or part (a2)/(a1).
- Some learners simply did not read off their own diagrams. Many others confused $tan50$ with $tan40$.

(b)
- Again, well answered by most, however, a variety of triangles were drawn, with some learners assuming that it should be an equilateral triangle and others drawing a right-angle triangle.

QUESTION 11

Learners have a good understanding of what is required of them in trig diagram questions.

With 2D/3D trig, please encourage your candidates to make reference to the formula sheet when writing down the sine or cosine rule. Focusing on the difference between the right-angled triangle rules and the non-right-angled triangle rules will help.

(a)
- Subtracting internal angles from 180 but not putting in brackets. Grade 9 algebra should perhaps incorporate geometry looking equations.
- When writing the sine rule ratios learners are not writing the sin part in front of the angle. Also writing sin 90-A no brackets.
- Using what they have to prove so start with the truth and fiddle. They do not use a didactic approach.

(b)
- Complicating trig equations by using compound angles rather than reduction.
- Using the solve button because they cannot isolate the trig ratio.
- Leaving the solution as a general solution when a specific answer is required.

QUESTION 12

Most learners attempted both questions with very few blanks.
Many learners achieved 14/14 for this question.

(a)
- The Identity was well answered.
- Teachers should teach their learners to first use reduction formulae and then the double angles e.g. sin(180º – 2x) first sin 2x then 2 sin x cos x
- Learners managed to expand the compound angles in Question 12(a) correctly.
- Reduction was done well however factorising the trig trinomial was a weakness
- Many learners expanded the compound angle in Question 12(a) and made it more difficult.

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(b)
- Was also well answered.
- Common errors
  $1 - 2sin^2x + 1 = -2sin^2x$
  $\frac{\cos x}{\sin x} = 1$ becomes $\frac{sinx}{cosx} = -1$
  Treating $\cos 2x + 1$ as $\cos(2x + 1)$
  $\sin x = \cos x \quad then \quad \frac{\sin x}{cosx} = 0$
  Getting the correct reference angle in 12(b) but using the incorrect quadrants for the solutions.
  Many learners still cancel terms even if there are $\pm$ signs.

STATISTICS

If learners use a calculator in statistics, please encourage them to double-check their entries on the calculator before writing final answered down.

Candidates need to look carefully at diagrams in statistics, as they often disregard important information on the diagrams.

QUESTION 7

The bivariate data question was very well answered.

(a)
- Well answered – if they entered the data in their calculator correctly.

(b)
- Reminder to follow instructions when drawing a line of best fit many learners made the y-intercept 0 when drawing the straight line.

(c)
- Multiplying by 1 000 was a struggle for some learners – we did accept both numerical (R250 000) and words (R25 thousand)

(d)
- Those who didn't get full marks used standard deviation from the calculator instead of *r*.

(e)
- Short and sweet answers are encouraged.
- Some didn't discuss they just said yes or no.

QUESTION 8

(a)
- Some learners confuse median position with median value.
- Some learners took the total n umber of data as 130 instead of 120 – when finding the original median.

(b)
- It is important that candidates do not contradict themselves when answering a question in words.
- Lots of learners just answered yes or no instead of reading the question properly.

(c)
- Some learners took the number as a arithmetic pattern 4, 8, p became automatically 4, 8, 12.
- Encourage learners to engage with tables and diagrams in stats as they do in other sections. Learners that made an assumption that p was 12 were still able to get marks by filling in the table and still working out the standard deviation.
- Standard deviation and variance were confused.

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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

What is the point of SBA Moderation and why do we do it?

We complete this process for the following reasons:
- To support the teachers
- To develop consistent standards
- To mentor, encourage and guide the teachers

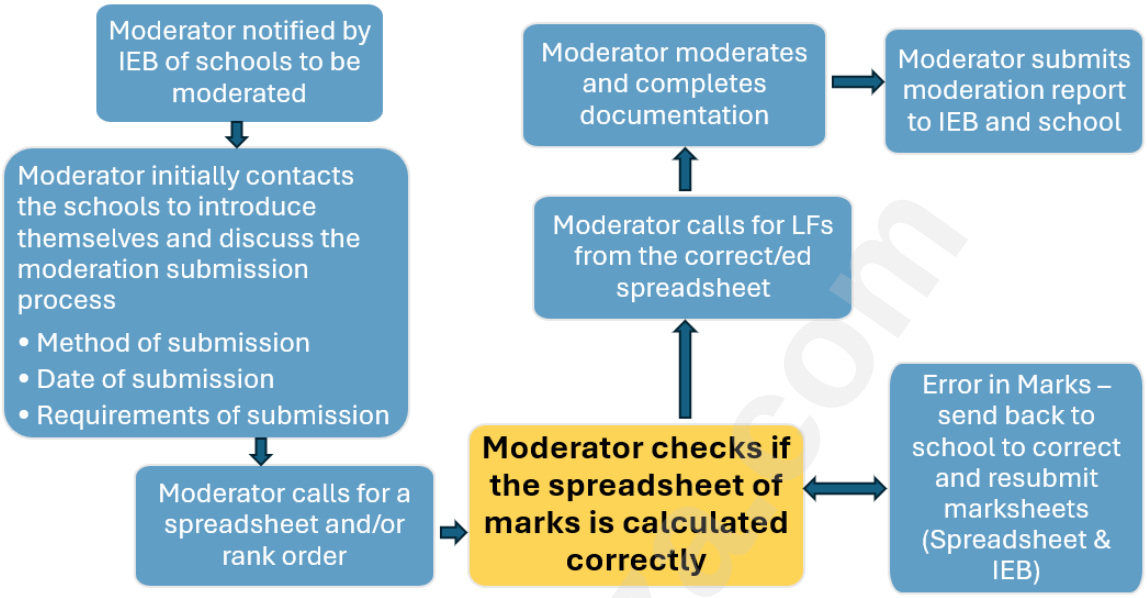
Marking involves the assessment of individual learner work, while moderating is a quality assurance process that guarantees uniformity and fairness in marks across different teachers/schools. Both processes are crucial for maintain the integrity and reliability of the assessment system in the NSC.

The reason for the selection of the schools for SBA submissions can be any of the following:
- Random sampling
- The school requests moderation (maybe a new teacher to Grade 12)
- The school is new to the IEB
- Umalusi requests the schools SBA files.

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Here is a flow chart that the SBA Moderator needs to follow:



The school will receive the following two forms back from the Moderator:

- The SAGS Moderation Tool filled in by the moderator.
- Form A: see below

Recommendations:

I recommend that the SBA is:

☐ ***Accepted***

☐ ***Disregarded***

☐ ***Minimum required number of tasks not met.***

☐ ***Minimum required type of tasks not met.***

This year's SBA Moderation took place from the end of September to the final submission date for the Moderators to the IEB by the 8 November 2024. A sample of schools/centres 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.

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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).

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

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- 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

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 need to be calculated and shown for each 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 learners. 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

249 candidates from 71 centres wrote the NSC Music examination in 2024. This is a slight increase from 2023. There were a few first-time centres.

Feedback from schools and the marking panel indicated that the paper was very well received. All feedback was considered and will be taken into account when setting the examination for 2025.

It was pleasing to note that many points mentioned in last year's report as areas requiring greater focus/correction had improved. These include:

- Question 1 (aural questions) was better answered than last year.
- More learners attempted the harmony question.
- Improved use of terminology related to elements of music.
- The theory questions were generally well answered.

Areas requiring greater focus/correction:

- Harmony: Although more learners attempted to do the four-part harmonisation of a melody – there were still too many who did not know where to use standard passing progressions or cadential progressions.
- Greater focus is required with the identification of inversions, resolution of the dominant seventh tetrad and the correct doubling of notes (e.g. the root (or alternatively the fifth) note of a major chord).
- Theory skills (scales, modes, key identification, intervals, transposition and transcription from simple to compound time: These are basic skills, which are 'give-away' marks, but candidates are not scoring high marks on these questions.
- Key relationships: must be stated as 'the dominant', rather than a 5th up.
- Theory and harmony skills need to be practised weekly in preparation for the examination.
- Essay: Many candidates did not answer the essay in the correct format – they provided a commentary rather than an analysis.
- 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.
  - Candidates' answers regarding non-harmonic notes were better than in 2023, but it was obvious from answers that some school did not teach this section of the syllabus.

If asked for one answer, candidates must refrain from giving two answers, leaving the marker to choose the correct one. In cases like this, the first answer is marked.

The average of this paper was 59.33%.

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QUESTION 1 AURAL QUESTIONS

This question was well answered. Continue to encourage candidates to match the terms to the track where the most prominent features are heard.

1.1 This question was well answered.

1.2 This question about texture was well answered by most candidates, and an improvement on last year's questions about texture. Please continue to use the 'Elements of Music' notes given to teachers at the IEB Conference in February 2022.

1.3 The question on the Lied was generally well answered, but with some candidates not able to recognise strophic form. Please continue to listen to a wider selection of music in that genre so that candidates can apply their knowledge and skills.

1.4 This question was generally well answered.

QUESTION 2 MUSICAL THEATRE (West Side Story) & JAZZ (Bebop)

This question was more poorly answered than last year. This question focussed on the following three songs from *West Side Story*: Tonight Ensemble, Cool and Somewhere; as well as jazz (bebop).

2.1 & 2.2 Disappointingly, many candidates could not identify the form or the scale of this piece. Many learners had not been taught form and how to identify it.

2.3 This question about compositional techniques was well answered. This has also been prepared in the melody writing question of the CAT.

2.4 Many candidates found this question challenging, and incorrectly identified the two characters, and subsequently the incorrect vocal and instrumental features. The visual knowledge of set works is important, and it is evident that many learners did not know the scores.

2.5 In this question candidates had to compare the stylistic features of *Cool* and *Somewhere.* Tonality, instrumentation and texture were well answered, but many candidates could not identify the opening intervals of the two tracks.

2.6–2.11 The style of jazz (bebop) and the decade were well answered. Disappointingly, many candidates did not know the name of the original recording, the structure of the head, and what a contrafact is. Teachers are encouraged to use and refer to notes given at the IEB Conference.

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QUESTION 3 DON GIOVANNI

This question was generally well answered.

3.1 In most cases, the characters and action were correctly identified and the understanding of the character depiction in the music was good.

3.2 Most candidates correctly identified and compared the musical styles of Don Giovanni, Commendatore and Leporello.

3.3 This question about the operatic element used at the end of the extract was well answered by most candidates.

3.4 Again, this question about texture was well answered

3.5 Many candidates defined 'opera buffa' correctly but could not give a reason that *Don Giovanni* is a good example of opera buffa.

QUESTION 4 FOUR-PART HARMONY

This question was placed in Paper 1 to allow more time for the completion of this question. More candidates attempted this question than last year, which means that it is being included in teachers' own examinations, and that candidates are working through more harmony exercises. Many candidates performed poorly, while others performed extremely well.

A few points to note are:

- Passing progressions and cadential 6/4 progressions were used, but in the wrong places.
- Many candidates did not recognise the patterns given in the melody for passing progressions and cadential 6/4 progressions and subsequently used incorrect figuring.
- Some candidates did not use or resolve the dominant seventh correctly.
- Many candidates did not use two different cadences.
- Most candidates stated the correct key.
- Most candidates used the correct quality of chord figuring. This is an improvement from last year.

It is important that teachers continue with the practising of examination technique and the drilling of patterns. Please continue to use the four-part harmony' notes given to teachers at the IEB Conference in February 2023 and 2024 to assist learners in this regard.

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QUESTION 5 ESSAY – BEETHOVEN FIFTH SYMPHONY

The essay was well answered. There were many good essays with some candidates achieving full marks. A few points to note are:

- Many candidates provided separate commentary on each track rather than a comparative analysis. Please encourage your learners to make a list of the elements of music and then compare the use of each element in the tracks with the set work.
- Most candidates received good marks for the required information and wrote this information at the beginning of the essay as an introduction.
- 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.
- Encourage learners to be concise and precise when writing their essays. Long explanations, particularly when not relevant to the question of evaluating how to 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

This question was well answered.

6.1 Most candidates recognised the style and decade correctly.

6.2 This question about the socio-political influences was well answered.

6.3 This question about *Meadowlands* was well answered. However, some candidates lost marks by not mentioned the forced removals of Sophiatown's residents.

6.4 This comparison question was generally well answered.

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MUSIC
PAPER II

QUESTION 1 THEORY

This question was well answered. Please continue to teach this topic thoroughly and encourage learners to practice theory questions weekly.

1.1 Harmonic minor scale: the question was not answered well. Many learners raised the incorrect note (7th note) and also left out the top note (8th note) of the scale.
1.2 Many candidates did not see the raised 6th and 7th notes in bars 2 and 4, which led to candidates identifying it as the incorrect scale.
1.3 The major pentatonic scale was well answered.
1.4 Rewriting from compound to simple time was generally well answered.
1.5 Candidates did not read the question. Writing in 5/4 was not answered well.
1.6 The majority of the candidates did not answer the blues scale correctly.
1.7 This question about describing the notation was well answered.

QUESTION 2 SCORE ANALYSIS

This question assessed the recognition and understanding of form, intervals, compositional techniques and transposition.

2.1.1 A large number of candidates could not identify the form. Please revise form and give learners examples to work with to assist them.
2.2 & 2.3 The question about the tonic key and cadence was well answered. Many candidates described what relation the new key has to the tonic key as 'the fifth'. It should be stated as the 'dominant.
2.5 The question about intervals was poorly answered. Many did not recognise the compound interval.
2.6 This question about compositional techniques was well answered.
2.7 The question about transposition was poorly answered (major second up). Please revise transposition and give learners examples to work with to assist them.

QUESTION 3 APPLIED HARMONY (chords, non-harmonic notes)

This question assessed the recognition of chords and non-harmonic notes and was more poorly answered than in the previous year. Please continue to work through more harmony exercises and include harmony questions in theory tests and examination to give learners the practice that this question requires. Please encourage learners to practice harmony questions weekly.

3.1.1 The key was recognised correctly by the majority of candidates. However, many candidates stated the incorrect inversions and the incorrect quality of the chord.

3.1.2 This question about non-harmonic notes was left out by many candidates.

3.1.3 Candidates must be encouraged to use the correct terminology i.e. suspension, and not referring to the note name, e.g. 'C'.

3.1.4 Most candidates did not recognise the lowered seventh note in the descending melodic minor scale.

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QUESTION 4 DER ERLKÖNIG

This question was well answered. There were many excellent answers. A few points to note are:

4.1 This question about identifying the genre was well answered.

4.2.1 The characters were correctly identified and the *Erlkönig* was also considered in the marking.

4.2.2 Candidates lost marks for describing vocal tessitura, vocal melody and harmony incorrectly. Teachers must continue to teach the elements of music and encouraging their learners to use the correct terminology.

4.3.2 Many candidates left out the last note of the chromatic scale

ELEMENTS OF MUSIC

ELEMENT & DEFINITION	RELATED CONCEPTS	POSSIBLE EXTENSIONS
ARTICULATION The manner in which a note is played	Legato Staccato Accented Tenuto Performance directions	Slurs Detached Sforzando Pesante/Leggiero/Dolce etc.
DURATION Note lengths, speed, time divisions	Beat	Strong beat, steady beat, irregular beat, Marcato, Rubato
	Metre	Compound or Simple time. Duple/Triple/Quadruple
	Time Signature	Number of beats in the bar
	Phrasing	Regular or irregular phrasing, 4-bar phrases.
	Rhythm	Dotted rhythm, Swung rhythm, Crotchet rhythm, Syncopation
	Tempo	Speed of the music and sudden/gradual any changes that occur throughout.
DYNAMICS Volume of the music	Fortissimo Forte Mezzo-forte Mezzo-piano Piano Pianissimo	Are changes sudden or gradual? Crescendo Diminuendo Subito
PITCH Notes and how they are combined to create what we hear	Pitch	How high/low is the note? What instrument?
	Melody	Conjunct/Disjunct. Running scales, Arpeggios, lyrical, angular. What scale is being used?
	Harmony	Consonant/Dissonant. Chords, broken chords.
	Tonality	Major/Minor/Atonal. In which key is the music?
TEXTURE	Monophonic/Unison/Octaves	

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Layers in the music	Homophonic	Chords/Melody-dominated homophony
	Polyphonic	How many parts. Counterpoint/Free counterpoint
	Imitative	Which instruments involved? Homophonic or Polyphonic?
	Dense Sparse	How many instruments are playing What are they playing
TIMBRE The instruments playing, what they are made of, how the sound is made, how they are being played.	Strings	Muted
	Woodwind	Paired wind or with a more soloistic role
	Brass	Muted. With valves?
	Percussion	Just timpani or other instruments too
	How each instrument is used to create the other elements	Link instruments and elements

Remember that Italian terms are expected when discussing Classical Music (or French or German if the piece uses them) but English can be used when describing Jazz or Popular Music. Always be as accurate and as specific as possible. 'The music is fast, high and loud' might give a basic description but 'The music had an *Allegro* tempo, *forte* dynamics, and a conjunct, scalic melody played at a high pitch on the flute' gives far more detail and accuracy.

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MUSIC
CAT MODERATION

Task 1: Programme notes or album review

The programme notes task is a valuable opportunity for learners to investigate the compositional process and historical context of their selected pieces for the final practical examination repertoire. It is important to note that the task has been streamlined to focus on a single piece from their programme. Of course, it is beneficial for learners to do research on their other pieces as well. Refer learners to the following for a better understanding of what constitutes good programme notes: https://www.abrsm.org/sites/default/files/2023-09/Writing%20Programme%20Notes.pdf

Additionally, the option to undertake the album review assignment offers learners an alternative means of honing their writing skills. The core content of the review must encompass detailed observations about the music. The discussion should prioritise the analysis of musical elements and compositional techniques, rather than focusing on personal sentiments or ancillary information regarding the band or ensemble.

Task 2: Composition

The diverse range of topics and possible ensemble types outlined in the task have resulted in some remarkably creative and impactful compositions. Many schools are now using high-quality free notation software, such as MuseScore.

The reflection component of the task is frequently afforded insufficient emphasis. A more substantial approach is necessary when writing about structure, form, and the intentions of a composition. Discussing elements such as tonality, structural components, and the application of various compositional techniques enhances the comprehension of an individual composition's intentions.

Please note that this task is not a music production task. As per the requirement, all compositions must be well-presented and sufficiently notated in staff notation to reflect what can be heard, including appropriate marks of expression, dynamics and articulation.

Task 3: Four-part harmony OR figured bass

This task was generally executed with greater rigour and attention to detail. Candidates still struggle with achieving good voice leading. The inclusion of passing 6/4 and cadential 6/4 progressions are compulsory. Marks may not be awarded if a learner did not apply or incorrectly applied the progressions. The correct resolution of a dominant seventh chord is also a prescribed skill.

The figured bass option was not a popular choice this year.

Task 4: Melody-writing task

4.1 Compositional techniques assessment task

Candidates showed good application of their knowledge of compositional techniques and motivic development.

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4.2 Complete a melody – given opening

Emphasis should be placed on continuing in a similar style as the opening motive. Contour, within a phrase and in the totality of the structure is an important aspect/element of melody writing. Learners' melodies are often one-dimensional and contain extremely simplistic underlying harmonic structures. More than usual, learners did not include tempo, dynamic, articulation and expression markings. Always indicate the instrument for which the melody is intended and be aware of the chosen instrument's range.

Task 5: Extended essay writing

Symphony, South African and Musical Theatre topics remain the most popular choices. Referencing and the presentation of the bibliography have improved. Learners generally encounter challenges in several critical aspects of academic essay writing. Learners need to improve their organisation and structuring of ideas and writing of effective introductions and conclusions. They often struggle with descriptive techniques, understanding cause and effect, and using comparison and contrast to support their arguments.

Learners often provide vague and ambiguous analyses of musical elements, lacking depth and clarity. Offering concrete evidence, such as specific musical examples, notational excerpts, or relevant concepts, would help clarify their arguments and enhance their understanding of elements. By addressing these areas, learners can create more comprehensive analyses that effectively showcase their grasp of the compositional process and context of the compositions.

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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 for the final written examination. Maintain the structure consistent with the previous year's paper, particularly regarding the four-part harmony, which has now been incorporated into Paper 1. There were some excellent, creative papers from teachers.

Improvise stylistically with traditional, Indigenous or contemporary scales and modes

Excellent and creative improvisation tasks were noted. Please make a point of sharing your ideas with colleagues at cluster meetings. Detailed feedback to learners on where they can improve is frequently lacking. A marking rubric may be used but does not give candidates a clear indication of what to improve.

Perform a variety of solo pieces

Teachers often used only the preliminary examination mark. Continuous assessment gives a more realistic idea of the candidate's progress, especially if something goes wrong under stressful examination conditions. It is often a fairer assessment practice that can benefit learners.

Perform a variety of pieces in a group context

Generally, more detailed feedback on learners' activities throughout the year should be included. Some centres included audio, video or photo examples of their ensembles. Some centres where instrumental ensemble opportunities were limited included good duet work.

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NAUTICAL SCIENCE
PAPER I & PAPER II

INTRODUCTION

The report is the compendium of developments in preparation for the 2024 final examination and recommendations of practical measures to be implemented for prudent maintenance, correction and advancement of the subject in schools.

The marking of the final examination was successfully conducted in Johannesburg, arranged by the IEB. The marking committee included the subject's national examiner, internal and external moderator, and educators from different school.

This report should be used as the basis for enhancements in the further implementation of measures that will improve the administration, teaching, learning, and assessment of Nautical Science.

GENERAL ASPECTS

Appropriate Packaging of Examination Materials

Majority of examination venues and centres complied to the letter with the appropriate packaging guidelines of examination scripts, charts, and radar plotting sheets for shipment to marking venues.

Use of Rubric Sheet for Chartwork Marking

The very first use of a marksheet for Section A – Practical Chartwork proved effective. It introduced and ensured the highest delineation of marks, standardisation, consistency, and traceability of mark allocation for markers and moderators. The rubric is an adaptable answer model to varying chart drawing questions. It is recommended that it be used in internal and external examinations henceforth.

Marking Guidelines Standardisation

A considerable amount of time was afforded to the marking guidelines standardisation process, which proceeds commencement of the actual marking.

During this process, alternative solutions did come through. The pre-marking discussion caters for the inclusion of all correct answer options into the resultant marking guidelines. Teachers and candidates are caution on the adoption of answer methods that shy away from exhibiting steps that precede the final answer. Omission of showing workings leading to the eventual answer yields minimum marks.

Presentation

All the questions, with a very few exceptions, were attempted, and in some cases the answers were completed satisfactory. Although rough work is encouraged to be done on one side and distinctive from the formal answer, it is accepted that this may not be feasible in some instances, particularly practical chartwork workings, as most of the answers are done on the chart than in answer booklet. However, the encroachment of rough work onto the main answer in other sections, is cautioned against. Many candidates continued with the next question on the same page without leaving enough lines in-between. This caused the work to be cramped, untidy and difficult to mark.

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Whilst candidates tend to adopt their own sequence over that suggested in the question paper when answering, candidates split their answers, with the second part of one question at the end of another answer to another on another page. This split is strongly discouraged.

PAPER I

Most of the candidates attempted and completed all the required questions. Chartwork and astro-navigation sections contain the traditionally most challenging questions.

Section A – chartwork Questions 1, 2, and 3 comprise the most challenging practical chartwork. These attract the weakest answers to questions, particularly from the below-average candidates. Above-average candidates' presentation of the chartwork was generally neat. However, that of poor candidates, if attempted at all, was inaccurate, untidy, and not labelled accordingly (e.g. course, WP, symbols). On the instructions and information page, the variation was given as 24° W. It was subsequently changed to 26° W in Question 1. Few candidates disregarded the change and lost marks accordingly.

Question 4 did not involve drawing on the chart. Candidates performing poorly in Questions 1, 2, and 3 tend to be equally poor even in Question 4. Candidates doing good in Questions 1, 2, and 3 tend to be even better in Question 4.

Most candidates rendered honourable attempts to Question 5. Few poor attempts were tendered, mainly by the same below-average candidates. It is assessed that the use of interpolation over the graph method greatly improved the accuracy and correctness of attempts to this question.

It is assessed that the inclusion of formulas improved Questions 6 and 7 attempts. Some candidates exhibit challenges in their rounding off protocol.

PAPER II

Attempts to Question 1 were mostly accurate with some exceptions. Many candidates submitted a definition/description of a give-way vessel but fell short of identifying the vessel that fits the regurgitated definition. Application of memorised knowledge must be implanted into the candidates. Furthermore, candidates tend to give the correct yet generic actions to situation/scenario-based questions. Candidates must be encouraged to give situation-specific rather than generic collision avoidance actions.

Many attempts to Question 2 failed to answer the question comprehensively. Most candidates simply listed the appropriate MOB actions without prioritising the most urgent ones as was required by the question. The most important and priority actions received marks.

Question 3 was more inclined toward application rather than remembrance of ship stability knowledge. Similarly to Question 1, candidates who are more reliant on memory than comprehension, tendered off-the-mark attempts.

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Bar a few exceptions, radar plots were largely correct. A hint of correlation exists between a candidate's chartwork and radar plot capabilities. That is, those who tend to do well in Paper 1 Section A – chartwork Questions 1, 2, and 3 drawings, in turn do well in Paper 2 Question 4 – radar plotting, and vice versa. A similar correlation is traceable between attempts of Paper 2 Questions 1 – Colregs and 4 – interpretation of a radar plot drawing. That is, candidates that exhibit a fair grasp of Colregs tend to submit the correct collision avoidance actions for a radar plot scenario. It goes without saying that the majority of those who tendered generic answers in Paper 2 Question 1 situation-based questions, tend to repeat the same error when attempting to give actions for the radar plot scenario. Afterall, radar plot is within the ambit of Colregs. Like formulae, a target report template/skeleton was provided in the Question paper of 2024. This would be the case henceforth.

With regards to Question 5, most candidates correctly described the design features of the given vessels using words. However, a handful gave drawings for an answer.

Candidates submitted fair to good attempts for Question 6.

In general, most candidates submitted more than acceptable attempts to Question 7. However, some diagrams were not accurate, neat and/or labelled accordingly. Failure by many to correctly indicate a backing wind by way of feathers pointing in an anticlockwise direction, was conspicuous, and thus warrantees a mention. Hence some were deprived a mark/point in Question 7.1.

It is assessed that the inclusion of formulae improved Question 8 attempts. Some candidates were let down by their improper rounding off practice, particularly in the course calculations. An alarming majority submitted incorrect attempts to 8.2. Most erroneously mistook the given distance as DLong and/or Departure without applying the necessary conversion into Departure first.

OVERALL CANDIDATE PERFORMANCE

The overall performance of majority of candidates (and schools) is commendable as it hovers about the average and above. Attainment of way below average performance remains an exception rather than the norm. This is encouraging.

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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.

The marking guidelines that are published alongside the paper provide one (or sometimes more than one) acceptable method to reach an answer. Alternative methods are always considered and, provided they apply correct physics, are accepted. It is important that learners strive to understand the physics so that they can apply it appropriately, rather than learning methods to solve problems, based on past questions.

GENERAL COMMENTS

General comments that are common to all questions:

- Candidates are strongly encouraged to plan how they will answer the paper during reading time and to practise answering past papers in a non-sequential order. This will empower them to answer the questions that they feel most confident in first. They must, however, be disciplined about their time allocation, so that they finish the paper, particularly if they leave the multiple-choice questions to the end.
- Definitions need to be answered strictly as they are in the SAGs, as each phrase and word has been carefully chosen to convey the correct meaning.
- Candidates are encouraged to draw diagrams (even if just arrows and values) to help them visualise and solve problems. Diagrams assist learners in solving problems, particularly in questions on vertical motion or when they are required to visualise a scenario that is described (such as Question 7.6).
- Candidates must show their working clearly and, in explanations, must show each logical step. Bullet points are encouraged in explanations to direct learners' thinking. More writing does not usually mean a better answer.
- In general, learners are encouraged to only round to two decimal places in the final step of a calculation, although rounding in sub-calculations is not penalised.
- Candidates need to make sure that all the statements that they make are mathematically true.
- 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-most answer will be marked.
- It is in the candidate's interest to indicate when they use the spare graph paper, or the extra space provided in the booklet to ensure that all their work is marked.
- It is best practice to begin each calculation with an appropriate formula, which will be used to solve the problem. This helps the candidate to structure their thinking, as well as assisting the marker to see the candidates' approach and thinking.

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QUESTION 1 MULTIPLE CHOICE

The multiple-choice questions once again required the application of concepts, in most cases without numerical calculations, and remained the lowest scoring question, although candidates appeared better prepared than in the past. Continued practise of multiple-choice questions from the IeBT papers available on the IEB website and past IEB multiple choice questions will continue to improve learners' skill in answering this type of question.

- The space provided was well received, and many learners used it, although there were still many learners who continued to attempt to solve the questions in their heads. Writing and drawing lowers the cognitive load of a question.
- Candidates must make sure that their choice for each question is clearly visible and that only one letter is chosen for each question.
- Some learners left out Question 1 or some of the questions, which makes no sense as they had a 25% chance of guessing the correct answer.

QUESTION 2 KINEMATICS

This question required candidates to interpret the velocity-time graph of a trolley and translate it into a graph showing the net force acting on the trolley.

- This question was well answered, although many careless errors were made. These often seemed to stem from incorrect reading of the question or sloppy work with the negative sign.
- A large number of candidates did not draw a line for the portion of time when the net force was zero, leaving a blank space on their graph for this time period.

QUESTION 3 KINEMATICS

Candidates were required to perform a number of calculations for a ball that was hit vertically upwards, and then to draw the appropriate position-time and acceleration-time graphs for the motion of the ball.

- In general, this question was well answered, and many candidates scored full marks for it.
- Many candidates struggled to choose the appropriate values for the part of the 'story' that they needed to consider. Drawing a diagram of the motion, or drawing on the diagram that was provided, may have helped them to correctly allocate the variables and differentiate which part of the 'story' they are considering in each sub-question. Drawing should be encouraged, particularly in the vertical motion question.
- The most prevalent error was inconsistent use of signs or ignoring the vector nature of velocity, acceleration and displacement entirely.
- Misconceptions were evident in the drawing of the acceleration-time graph, which should have shown constant acceleration for the entire time and rarely did.

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QUESTION 4 KINEMATICS – GRAPH SKILL

This question assessed the candidates' ability to draw a graph from a set of data and to use that graph. 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 learners.

- The heading should mention the specific variables that are plotted (i.e. squared velocity and distance, in this case).
- The line of best fit should be drawn beyond the first and last points and should be extrapolated back to the appropriate axis, but never forced through the origin, if this is not appropriate. It should always be a best fit straight line without bends, kinks or wobbles.
- Points should be clearly visible, but small (no blobs) and accurately plotted. Crosses are better.
- When calculating the gradient, the points that have been used should be indicated and MUST lie on the best fit line.
- Many candidates incorrectly assumed the initial velocity to be zero in this question.
- 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.

QUESTION 5 PHYSICS GAMES

The first part of question 5 considered the forces that a paper clip would experience when attracted vertically upwards to a magnet but held stationary by a piece of string attached to a surface.

- Many learners struggled to clearly identify the forces acting on the paper clip.
- The vector nature of the forces caused mathematical difficulties when calculating the tension in the string, particularly for those candidates who did not begin the problem with a clear formula.
- The explanation questions differentiated the candidates who understood the physics and those who had practised routine calculations in past papers without really engaging with the concepts.

The second part of the question involved a collision between a cricket ball and a tennis ball.

- Many candidates continue to use the change in momentum to solve such collision problems but usually apply this incorrectly. Candidates should be encouraged to use the principle of conservation of linear momentum, stating (in symbols) that the total momentum before the collision is equal to the total momentum after the collision.

QUESTION 6 FORCES, WORK & ENERGY

A box was pushed by a learner who applied a force at an angle to the ground. Learners were required to calculate the work done by the learner, the frictional force acting on the box and then to sketch a graph showing the velocity of the box against time. The question ended with a sub-question where the box was pushed up an incline.

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- Although Question 6.1 was well answered by many, candidates did not all take into account that the force was applied at an angle to the displacement. Knowing that the angle theta (θ) in the formula W = F.s.cosθ (W = F.Δx.cosθ) is the angle between the force and the displacement would have helped candidates answer both Questions 6.1 and 6.5.
- Candidates often misapplied Newton's second law in Question 6.3 and are encouraged to draw a free-body diagram for questions where they are considering the forces acting, even if it is not required.
- Question 6.4 required a translation between force and velocity and was mostly well answered for a cognitively challenging question, although learners often did realise that the net force affects the gradient of the velocity-time graph.
- The explanation for Question 6.5 required candidates to articulate an equation in words (mentioning the angle between the force and the displacement or the component of the force parallel to the displacement). Translating from symbols to words (and vice versa) is a skill that learners should practise.

QUESTION 7 SPORT

The context of this question was a hockey ball, which was hit by a stick. Learners were asked some questions about this interaction and then were asked to calculate the minimum acceleration of a player in order to stop the ball crossing a goal line.

- Once again, sloppy handling of the negative sign was penalised, and candidates must make sure that every statement that they write is mathematically true.
- Candidates are encouraged to sketch a diagram and decide what information they need to calculate in order to solve a given problem. They should practise solving problems and never learn 'if this, then that…' approaches, rather asking themselves what they know and what they can solve from what they know, by applying their physics knowledge.

QUESTION 8 FIELDS

The first part of this question assessed Newton's law of universal gravitation, and the second part considered the electric field at a point between two charges.

- Conversions from km to m were frequently ignored.
- Candidates are encouraged to use the functions on their scientific calculators that help them to work with very large numbers and minimise errors (x 10x, which reduces the need for brackets when entering a number into the calculator and ENG, which translates the answer into scientific notation, which may reduce errors such as writing the incorrect number of zeros in a large number).
- Confusion remained regarding gravitational field and gravitational force and the equations were often used interchangeably.
- Some candidates seemed to consider the forces on a negative charge placed at point P, rather than a positive charge to determine the direction of the electric field.

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QUESTION 9 ELECTRIC CIRCUITS

This question referred to a circuit with a resistor and a bulb connected in parallel to another resistor and a battery with unknown internal resistance.

- Candidates did not all use the correct, 'matched' quantities to answer each question. The use of subscripts or writing values in on the circuit diagram may help candidates to use the appropriate values in their calculations.
- There were many basic errors in this question, such as incorrect mathematical manipulation and incorrect units.
- Question 9.7 proved challenging for many candidates. They did not seem clear in their understanding of the difference between terminal voltage/load voltage and lost volts. Explanations needed to refer clearly to appropriate changes and the impact of these changes. Bullet points may be useful in clearly conveying candidates' thought process.

QUESTION 10 ELECTRODYNAMICS

The first part of this question considered the interaction between a magnet and a coil that was free to move (or swing). The second part of this question tested candidates' knowledge of the operation of a transformer.

- Candidates are encouraged to use a logical order in their explanations: explaining that the moving magnet results in a changing magnetic flux, which induces an emf, which produces a current in the coil.
- Transformer calculations should be easily performed, but many candidates substituted incorrectly or muddled the ratios.

QUESTION 11 PHOTONS AND ELECTRONS

This question required candidates to calculate the threshold frequency of a metal, and the maximum kinetic energy of electrons emitted from that metal when light of a given frequency was shone on the metal. They were also tested on their understanding of the effect of intensity.

- 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 11.5, many candidates were able to perform the relevant calculations, but did not use these calculations to justify their answer.

CONCLUSION

Marking was completed in an accurate, fair and consistent manner. The commitment and positive attitude of the markers was appreciated.

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PHYSICAL SCIENCES
PAPER II

GENERAL

This exam was the first to be set based on the revised SAGs and, from some of the feedback received, it was apparent that some teachers have not familiarised themselves with the revisions made. Please provide learners with a hard copy of the SAGs at the start of Grade 11 and refer to the document constantly in your teaching. Please emphasise that the definitions in italics should be learned word for word to be sure of getting those bread-and-butter marks.

- **Explanation-type questions and use of space:** It was noted that the space for explanations was sometimes insufficient to accommodate all that the learners wanted to say. More space will be provided in future, and where appropriate (for calculations), the space may be divided into two columns for more efficient utilisation. However, learners must be guided by the mark allocation and are advised to use bullet points. They should gather their thoughts before writing clear and logical explanations; writing too much often leads to them contradicting themselves and being penalised. There are several formulaic explanations that can be drilled and practised (e.g. applying collision theory to explain how and why different factors affect reaction rate, and the application of Le Chatelier's Principle). Once again, many learners used the extra space without clearly indicating they had done so, resulting in their work not being seen until picked up later in the process. Schools are reminded that exam candidates have the right to request an extra booklet if they feel they do not have enough space. Please insist that candidates with computer accommodations due to their handwriting use this concession for the explanation-type questions.

- **Cognitive Level 1 questions:** Italics will be used in the question paper to indicate that there is a definition that may be used, e.g. in Question 4, to explain why the open beaker containing a saturated solution was a *closed system*. As was mentioned last year, the longer definition of homologous series was allocated 3 marks, while equivalence point and endpoint were 1 mark each. Questions where the answer is directly stated in the SAGs may also be considered to be CL1, e.g. Question 2.1.2 about SiO_2.

- **Electrochemistry:** Once again, this proved to be the worst answered section. The electrochemistry section is heavily weighted (20%), so one-fifth of the time spent on Chemistry should be allocated to it. Learning to use the SEP table and understanding that the order and values apply at standard conditions takes time and needs practice. The 2023 report stated: '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.**' Please note that candidates are still expected to know the membrane cell Chlor-Alkali process in detail, including the reason a saturated solution is necessary (due to competing reactions at the anode under standard conditions). Also note that electrolysis of aqueous solutions is no longer limited to copper chloride only.

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- **Single vs reversible arrows:** Learners were penalised for use of a double arrow in Question 2.1.1, 3.1 and 6.4 and a single arrow in Question 5.3.3. Candidates need to know when to use each type of arrow when writing chemical equations; this is specified in the SAGs.

- **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 3.2 and 5.4. Note that familiarity with the use of both a pipette and burette is specified in SAGs III: Scientific Skills par 4. Schools that do not have the equipment are encouraged to share within Cluster groups or show learners YouTube clips at the very least.

- **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 3.1, 4.2, 4.6, 5.7, 6.3, and 7.4. Bonding is also fundamental and was tested in Questions 2, 7.7.2, and 8.13. Chemical equilibrium was tested in Questions 4 and 5.8.2.

- **Exam technique:** Candidates should be trained in exam technique. The reading time should be used to identify a question to start with (organic is advisable – it is a lot of marks and is usually where the highest marks are obtained). The multiple-choice grid MUST be completed; even choosing C for all in the last 10 seconds is preferable to leaving it blank. They should expect the unexpected and not be thrown by a Level 4 question but just move on. They should answer all the questions they are able to and then go back to the ones they are having difficulty with. As mentioned above, learners MUST indicate clearly if they have used the extra space.

- **Same terms, different meaning:** Please bring to learners' attention the different uses of the words 'hydrolysis' (in acids and bases vs in organic chemistry), 'saturated' (w.r.t solutions or in organic chemistry), and 'standard'. There is STP (where P = 1 atm, T = 273 K, and V_m of gases = 22,4 dm^3), standard conditions for electrochemical cells (P_{gas} = 1 atm, T = 298 K and [ions] = 1 $mol.dm^{-3}$) and standard solutions ([solution] can be anything, but is known).

QUESTION 1

(Average cognitive level rating = 2,9; Average difficulty rating = 2,1)

Explanations to the multiple-choice answers are as follows:

1.1 D tin(IV) is Sn^{4+} ; chlorate is $C\ell O_3^-$

1.2 A $n(SO_2) = m / M = 32 / 64 = 0,5$ mol ; $0,5 / 8 \times 4 = 0,25$ mol FeS_2

1.3 D $n(Na^+) = cV = (0,5 \times 0,05 \times 1) + (0,25 \times 0,03 \times 2) = 0,025 + 0,015$
New $c = n / V_{tot} = (0,025 + 0,015) / (0,05 + 0,03)$

1.4 C At the same P and T, the largest volume of a gas will contain the largest number of moles (from Avogadro's Law).
$n(O_2) = 48 / 32 = 1,5$ mol $n(H_2) = 6 / 2 = 3$ mol
$n(He) = 16 / 4 = 4$ mol $n(N_2) = 28 / 28 = 1$ mol

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1.5 C P is the energy of the activated complex ∴ I is incorrect
$\Delta H = E_{products} - E_{reactants}$ ∴ II is correct
A catalyst lowers the activation energy of forward and reverse reaction equally
∴ III is incorrect

1.6 A $NaCH_3CO_2$ dissociates fully to Na^+ and $CH_3CO_2^-$
∴ the initial concentration of Na^+ and $CH_3CO_2^-$ = 1 mol·dm^{-3}
Na^+ does not react with water ∴ $[Na^+]$ remains 1 mol·dm^{-3}.
$CH_3CO_2^-$ undergoes hydrolysis as a weak base as follows:
$CH_3CO_2^- + H_2O \rightleftharpoons CH_3CO_2H + OH^-$
∴ the concentration of $CH_3CO_2^-$, CH_3CO_2H and OH^- will all be less than 1 mol·dm^{-3}

1.7 B OH^- is oxidised ∴ $[OH^-]$ at the anode decreases, $[H_3O^+]$ increases, pH decreases

1.8 B When the temperature increases, the amount of product decreases and reactant increases i.e. the reverse reaction was favoured.
∴ reverse reaction is endothermic and forward reaction is exothermic
And since K_c = [products] / [reactants] ∴ K_c decreases

1.9 C butane-1,2-diol is $CH_2OHCHOHCH_2CH_3$ ∴ $C_4H_{10}O_2$

1.10 A This question was asked in the May 2024 Supp paper – Question 8.1.4. For dehydration (the elimination of H–OH to form a double bond) to occur, the H and OH must be on **adjacent** carbon atoms in order to form the double bond between those carbons. Although the SAGs says that dehydration involves the elimination of water from **any** alcohol, it still has to be physically possible. In the same way, learners should know that in addition reactions the substituents attach to the two **adjacent** carbons of the double bond.

QUESTION 2

(Average cognitive level rating = 2,0; Average difficulty rating = 1,6)

2.1.2 CL1 as it is straight from the SAGs

2.3.1 Candidates needed to recognise an ionic crystal lattice vs a covalent molecule vs a metal (positive kernels and a sea of delocalised electrons). The metal depicted was Na since it had three energy levels and 10 electrons in the cation. The symbol for rhenium was provided and candidates know the term *hepta-* from organic chemistry or could simply count the seven atoms depicted in order to write ReF_7.

2.3.2 Emphasise the difference between the electron distribution in covalent compounds, ionic compounds, and metals.

2.4.1 The correct names are hydrogen **bonds** and dipole-dipole **forces**.

2.4.2 Candidates could get 3/4 marks by simply stating the observed differences in atomic size (or bond length), electronegativity, and distance between molecules. The 4th mark was for concluding that HF is more polar.

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QUESTION 3

(Average cognitive level rating = 2,3; Average difficulty rating = 1,7)

By far the best answered question.

3.1 Charges may not be included in the formulae of neutral compounds

3.2 Many possible answers. Marks were awarded for equipment used, quantity measured, vs time.

3.5 Format of answer can be rote-learned

3.6.3 The new curve should have the same peak position and be the same shape but above the original

QUESTION 4

(Average cognitive level rating = 2,9; Average difficulty rating = 2,5)

The question involved the equilibrium occurring in a saturated solution. K_{sp} is not mentioned in the SAGs and was not used here; however, equilibrium principles can be applied to any equilibrium reaction. This was the 2nd best answered question, according to the preliminary analysis.

4.5 It is advisable to practise questions involving the use of an x for the unknown.

4.6 Questions involving ion ratios need to be introduced and practised when teaching chemical calculations.

4.7.3 & 4.9 We all teach learners that 'adding a solid has no effect on the equilibrium position' but this is a good example to use in order to explain why, viz. the solution is already saturated, so no more can dissolve.

QUESTION 5

(Average cognitive level rating = 2,3; Average difficulty rating = 2,2)

5.2 Some candidates are not familiar with scientific notation – although they knew the K_a value needed to be the smallest, they could not identify the smallest value from the list.

5.3.3 Although not specified, a hydrolysis reaction is expected in order to explain whether a salt is acidic or basic. Due to the (intentional) omission of the word *hydrolysis*, other reasonable answers were accepted (but will not appear on the official memo).

5.6 Most candidates do better when using the titration formula supplied – volume conversions are not necessary. They do need to understand that n_a and n_b in the equation are not the actual moles of a and b, but rather the coefficients in the balanced equation.

5.8.1 Learners must state the CHANGE in colour.

5.8.2 As mentioned before, learners waste time and available space and get zero credit for stating Le Chatelier's Principle when instructed to **apply** it.

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QUESTION 6

(Average cognitive level rating = 2,5; Average difficulty rating = 2,0)

Note the change in the SEP table column heading to 'E^{θ} (V)', which is the more common convention for symbol and unit. A reminder that Pt has been omitted to avoid learners writing reactions involving this inert electrode.

6.1 Mn(s) is not part of the given half-cell reaction. If used, a different reaction will occur.

6.2 The cathode is an **electrode**, not Half-cell Q.

6.4 The electrode polarity was given to lead learners to Half-cell Q being the cathode. A comment was received that H_2O_2 would undergo an auto-redox reaction and decompose, but this is very slow and requires catalysis. Concerns about O_2 being bubbled in were raised, but in a standard cell involving a gas, the gas pressure needs to be 1 atm and must necessarily be bubbled in. All species involved need to be present in the standard half-cell.

Learners received carry-over marks for both Question 6.4.3 and 6.5.

6.6 Changes in electrolyte concentration or gas pressure affect the standard cell emf; this question was referring to the p.d. which decreases as a result of internal resistance. Yes, this is more emphasised in Physics, but internal resistance is in the Chemistry SAGs. It is hoped that these concepts are linked when teaching the section.

6.7 Learners would probably not be expected to write the cell notation for a half-cell involving H^+ ions, but should know the applicable formatting rules: inert electrodes on the outside, commas separate homogeneous substances, balancing numbers are not included. Note that the H^+ is included to indicate that acid-medium is necessary, but H_2O is not included unless it is itself being oxidised or reduced.

6.8 Chloride will be oxidised by the permanganate, while sulfate will not

QUESTION 7

(Average cognitive level rating = 2,8; Average difficulty rating = 2,5)

This was the worst answered question. Refer to the general points mentioned above.

7.4 The overwhelming majority of learners did not know what to do with the $6H_2O$ waters of crystallisation. Please include this in your teaching and assessment. (Gravimetric analysis of the value of x in $CuSO_4.xH_2O$ is a nice Grade 10 prac.) Again, many learners did not make use of the ionic ratio to calculate the chloride ion concentration, which is the relevant consideration in this question.

7.6 The given 1 mol.dm^{-3} was meant to guide learners to 'standard conditions' (although it should have been given as 0,5 mol.dm^{-3} because as it stands, the [chloride] is actually 2 mol.dm^{-3}. Doing this would have added an extra layer of difficulty.) The question did state that different products form at the two electrodes.

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7.7.2 Simply stating 'It is a liquid' was not awarded any marks – learners had to explain why a high temperature was necessary to keep the magnesium chloride in the molten state.

7.7.3 Products were often swopped – candidates should know that the ions are attracted to the oppositely charged electrodes.

QUESTION 8

(Average cognitive level rating = 2,1; Average difficulty rating = 1,5)

The organic chemistry section was again well answered by most candidates. Learners should be encouraged to maximise their marks by thoroughly learning this section and completing the question first. This section of the SAGs is very comprehensive and can be used to teach from.

8.4.2 Many candidates gave the functional group (ester **group**) rather than the homologous series (ester)

8.7.1 Please note that cracking (thermal or catalytic) is a specific example of elimination (general).

8.9.1 & 8.9.2 Although the SAGs states that (in some cases), the reaction conditions will be given (i.e. candidates are not expected to write them down), they still have to be learned in order to identify the reaction type that will occur.

8.2.3 & 8.12 Many candidates wrote 'butly', 'methly' or 'ethly' rather than butyl, methyl and ethyl, and lost marks for leaving spaces between words when there should be none or vice versa.

8.9.3 There is still confusion about the purpose of reflux (to avoid volatile compounds escaping from the reaction vessel) with many candidates saying it is because the compounds are flammable (this is the reason for using a water bath for heating).

8.10.1 Without the catalyst, the reaction will be slower (it will still take place eventually).

8.11.1 Many candidates just drew a bent 4-C chain instead of moving a $-CH_3$ to C-2. They were penalised if they drew a branched chain AND also moved the -OH group.

8.11.2 & 8.12 Many learners did not use the extra space provided to draw out compounds before naming them.

8.12 Many candidates attached both alkyl side chains to C-2 (stress when teaching that 2-ethyl and 1-methyl are impossible). The number 3 is actually redundant for the ethyl branch in this case but was not penalised (redundant numbers are not penalised except for the specific cases listed in the SAGs.)

8.13 Many candidates chose octene, no doubt thinking incorrectly that the presence of a double bond is relevant to b.p., rather than the strength of the intermolecular forces.

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PHYSICAL SCIENCES
SBA MODERATION

This year's moderation of the SBA was once again really a pleasurable experience! Teachers are definitely getting the hang of electronic files.

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.

For the Teachers File:

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.

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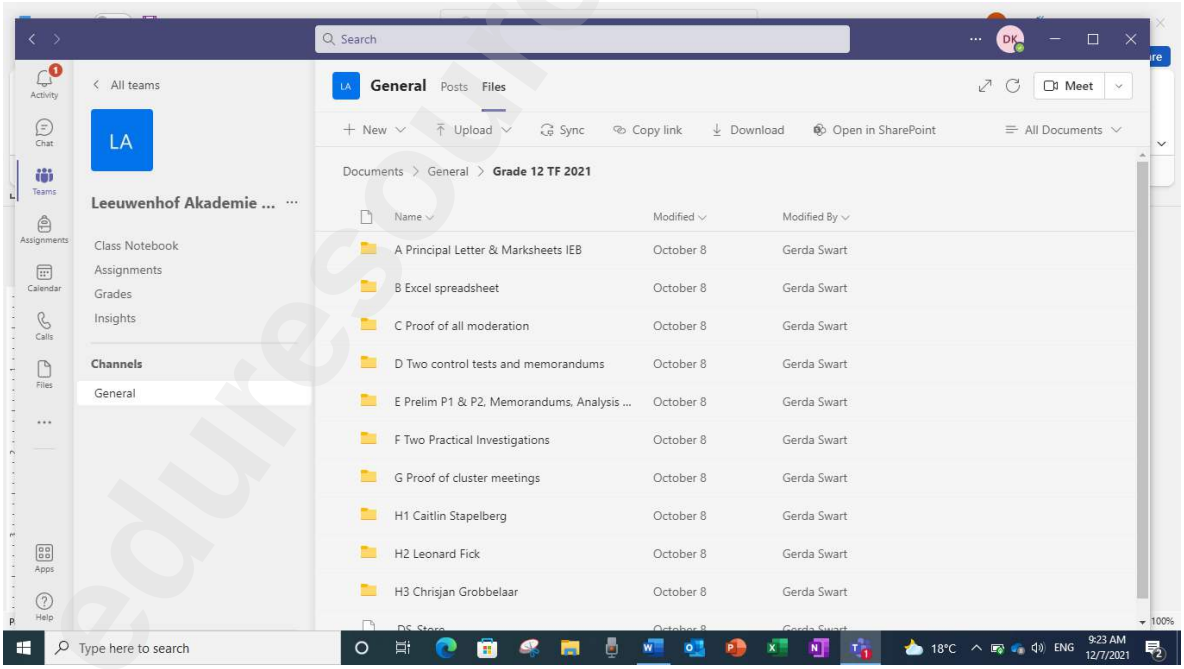
9. Please make sure your prelim papers' marks are included already – if not, your portfolio must go to National moderation.

- 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.

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.



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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.

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

QUESTION 1 *Text 1: The importance of education and the fundamental role of educating.*

Candidates were able to relate to the content of the text. Answers in general depicted a good understanding of the topic as well as the ability to correctly identify relevant sentences from the text and expand upon them.

QUESTION 2 *Text 2: Golden Visa requirements for Portugal.*

The questions on this text were well answered and candidates were able to correctly transcribe references from the text correctly. There was a small percentage of candidates who struggled in answering Question 2.4, which was to explain the meaning of 'cidadania' in their own words. This indicated that candidates could transcribe correctly but the difficulty comes in when they must describe a phrase in their own words. This refers to general vocabulary and candidates should be encouraged to expand their vocabulary by further reading and conversations.

QUESTION 3 *Mafalda cartoon*

In general, candidates struggled to answer the questions pertaining to the cartoon. Mafalda. They failed to understand the message of the cartoon and to be able to interpret facial expressions/visuals. Candidates need to pay attention to verbal as well as non-verbal clues and how to interpret these. Teachers are encouraged to work with a variety of cartoons in class to expand candidate capability of interpreting visual effects. Candidates also need to take note of what the question is asking. Some candidates referred to the incorrect images in their responses.

SECTION B PRESCRIBED TEXTS

QUESTION 4 POETRY

Overall, candidates struggled in answering questions on this poem.

Question 4.1 Candidates struggled in expressing the irony that is expressed in the title of the poem 'Artificial Paradises'.

Questions 4.4 and 4.6 There was some difficulty in expressing the meaning of the verses referred to.

This section on poetry reflected more of a challenge for the candidates. It can be noted that more emphasis needs to be placed on studying and interpreting poems.

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QUESTION 5 ***Short story: O Jantar do Bispo***

Question 5.1: Answers, in general, reflected that candidates were unable to place the passage extract in context, showing a poor knowledge of the content of the short story.

Questions 5.3, 5.4 and 5.8 were well answered and candidates were able to identify the characters and what/who they represented appropriately.

The rest of the questions, which referred to the extract given, were positively answered.

QUESTION 6 ***Short story: Vavó Xixi e seu neto Zeca Santos***

There was a split between the percentage of candidates who answered this question well and others who didn't. There was a small percentage of candidates who showed lack of knowledge of the short story. Marks were, in general, good for this question.

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PORTUGUESE SECOND ADDITIONAL LANGUAGE
PAPER II

SECTION A

QUESTION 1 *The importance of friendships – mental health and emotional benefits*

In general, candidates answered this question well, and answers reflected great views on the subject. There were, however, some candidates who did not read the question correctly and lost marks for incorrect interpretation of the question. It was noted that candidates get confused when the question indicates that they give their personal point of view, but the question also bears questions that are asked as a guideline for answering. Candidates need to read the question properly and what is asked of them.

SECTION B

QUESTION 2 *Writing emails. WhatsApp messages, voice notes*

2.1 Voice note: There was some indication of deviation to what was asked in this question. Format for a voice message was also inappropriate in most answers.

2.2 Complaint email: Many candidates failed to refer to what they bought in the email. A fair number of candidates failed to use the correct form of address and greeting.

2.3 WhatsApp message: This question was in general well answered.

2.4 & 2.5 A handful of candidates answered this question.

SECTION C

QUESTION 3 REFORMULATION

This question 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. Many candidates simply copied the information from the text and did not apply the appropriate style, register and language conventions. Many candidates lost marks for simply copy-paste answers. Teachers need to do more work on exercises such as this one.

QUESTION 4

This question assesses the candidates' ability to integrate key words/notes presented into grammatically correct sentences and a produce a logical and coherent text. In general, candidates were able to select the relevant information and expand upon it in an email. Candidates lost marks in not applying the correct email format in their answer.

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IN SUMMARY

On the whole, it can be noted that teachers have encouraged candidates to work on style of writing, which is positive. In comparison to last year, candidate writing has improved. There was less jargon and inappropriate styles of writing in both papers.

There is still, however, a gap in candidate interpretation of text (both in poetry and short story). Candidates are able to select the information correctly but are not able to adequately express the meaning in their own words. It is advised that teachers give candidates more work on interpretation of texts, especially with regard to visual (cartoon) and poetry.

Candidates also need to practice formats of various messages, i.e. differences in address of a WhatsApp message, email to a company, a voice note, etc. It was noted that incorrect forms of address were used for formal emails.

Congratulations to the teachers for the overall improvement of candidate writing.

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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. 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.

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.

Dibopego tša polelo le melao ya tšhomišo ya polelo

Tšhomišo ya polelo, mopeleto le tlotlontšu e sa le tlhobaboroko. Tlhamego ya mafoko ga e elwe hloko. Barutwana ba eletšwa gore ge ba araba potšišo ya maikutlo ba tšweleletše maikutlo a bona gomme ba thekge/fahlele karabo ya bona ka go otlolla maikutlo ka go nepiša diteng tša sererwa. Barutwana ba eletšwa gape go ela hloko ditaba tša '*current affairs*' le Matona a bohlokwa a mmušo go swana le Tona ya Thuto, Tona ya tša Maphelo, Tona ya Maphodisa, le maikarabelo a bona.

Ke rata go rolela barutiši le barutišigadi diala ka tema yeo ba e kgathilego ngwageng wa 2024 le go ba lakaletša dikatlego tša ngwaga wo mofsa wa 2025. 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

Ke tšea sebaka se go leboga barutiši, barutišigadi le barutwana ka mošomo wo mobotse wo ba o dirago ngwaga ka ngwaga le maitapišo a bona ngwageng wa 2024. Go šoma boima ga lena e be e se fela go hlahla barutwana efela le go ba lemoša gore le bona ba na le bokgoni (*to realise their full potential*). Dipoelo tše dibotse tše re di bonago ngwaga ka ngwaga ke bohlatse bjo bo tletšego bja boikgafo bjo le bo laetšago go barutwana.

Diponagalo tšeo di bilego gona ge go swaiwa letlakalapotšišo la ngwaga wa 2024 tše di ka thušago go kaonafatša dipoelo ngwageng wo o latelago, ke tše di latelago:

- Go bohlokwa gore balekwa ba ele hloko **tšhomišo ya polelo** ka ge e le tlhobaboroko mošomong wa bona. Bontši bja dikarabo tša bona ga di kwagale ka lebaka la polelo yeo e šomišwago le mopeleto wa go se nepagale. Balekwa ba swanetše go lemoga gore ba lekolwa ka Sepedi e sego maleme a mangwe.
- Balekwa ba swanetše go bala dipotšišo gabotse gore ba kgone go ikgobokeletša meputso ka moka, mohlala: ge potšišo e re ba fahlele ka dintlha tše tharo, ga e be tše tharo e sego e tee fela.

Potšišo ya ditsopolwa

- Mohuta wo wa potšišo e sa le tlhobaboroko go balekwa ka ge bontši ba bona ba sa šome gabotse potšišong ye.
- Dipotšišo tša go nyaka ponelopele, mešomo ya moanegi/ mongwadi, thekniki ya tekolanthago le thekniki ya kgegeophetogi ke tšona di gakantšhitšego bontši bja balekwa mohuteng wo wa dipotšišo.
- Go bohlokwa gore balekwa ba tsebe le go ithuta dithekniki le mareo a mangwe a padi gore ba tle ba kgone go araba mohuta wo wa potšišo.

Potšišo ya ditemana

Kalotaba

Balekwa ba sa hlaelelwa tsebo go dinyakwa tša go sekaseka kalotaba. Balekwa ba swanetše go araba mohuta wo wa potšišo ba lebeletše dikokwane tše di latelago: Baanegwa le tswalano ya bona, tiragalokgolo ya puku (bothata bja sengwalo seo se balwago) tikologo e lego nako ya ditiragalo le lefelo la ditiragalo.

Potšišo ya semelo balekwa ba tloga ba e arabile gabotse ba ithopela meputso.

Potšišo ye telele (Literary essay)

Potšišong ye balekwa ba šomile gabotse efela go sa na le dintlha tše mmalwa tšeo ba ka di elago tlhoko gore mohuta wo wa potšišo o arabje gabotse.

- Balekwa ba lemoge gore Teori e nyaka dintlha tše tlhano e sego tše pedi, ka ge e abelwa meputso ye mehlano (5).
- Go bohlokwa gore balekwa ba tsebe diteng tša puku gore ba kgone go araba potšišo ya mohuta wo.

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- Dikarabo di swanetše go nyalelana le potšišo. Dintlha tša tikologo ya segologolo e be tša go amana le bogologolo. Direto, meano di sa dirišwa le lehono, ge molekwa a bolela ka tšona o swanetše go fahlela ka botlalo seo a se bolelago gore karabo ya gagwe e bontšhe bogologolo.
- Balekwa ge ba araba mohuta wo wa potšišo ba swanetše go hlaloša seo ba bolelago ka sona ka botlalo ba se fe dintlha fela. Ba swanetše go gopola gore ke taodišo (*essay*) ka fao ba swanetše go fahlela ka mehlala go tšwa pukung.

Ditšweletšwa tša Tirišano

Mohuteng wo wa dipotšišo bontši bja balekwa ba šoma gabotse ka tšona, efela go sa na le diphošwana tšeo di nyakago tlhokomelo ya bona.

- Sebopego sa ditšweletšwa se nyaka tlhokomelo ka ge se abelwa meputso ye senyane (9) godimo ga ye 30.
- Mopeleto wa mantšu e be wa maleba ka ge go lekolwa le polelo.
- Ditšweletšwa ka moka di lokelwe ka mapokisaneng kantle le mangwalo.
- Balekwa ba ngwale ka bothakga.

THUMO

Ke holofela gore ge balekwa ba 2025 ba ka hlokomela dintlha tše di bontšhitšwego ka godimo re ka ba le dipoelo tšeo di kaonafetšego ngwageng wo o tlago. Re le lakaletša mahlatse le mahlogonolo ngwageng wa 2025.

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SEPEDI HOME LANGUAGE
PAPER I

Ke rata go lebogiša barutiši le barutišigadi 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.

KA KAKARETŠO

Barutwana ba ba swara bothatanyana go arabeng potšišo ya polelotharedi, dikapolelo le ditlhalošo tša tšona. Barutwana ba eletšwa go ela hloko potšišo ya go nyaka ponelopelo ya bona ba nepiša sererwa seo ba lebanego le sona. Ge kabo ya meputso e le ye 2, morutwana o lemošwa go fa dintlha tše pedi.

Ke rata go lakaletša barutiši dikatlego tša ngwaga wo mofsa. A re boeng ka mafolofolo ngwageng wo o tlago re kaonafatše dipoelo tša rena go ya pele.

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SEPEDI HOME LANGUAGE
PAPER II

Ke tšea sebaka se go leboga barutiši, barutišigadi le barutwana ka mošomo wo mobotse wo ba o dirago ngwaga ka ngwaga le maitapišo a bona ngwageng wa 2024. Go šoma boima ga lena e be e se fela go hlahla barutwana efela le go ba lemoša gore le bona ba na le bokgoni (*to realise their full potential*). Dipoelo tše dibotse tše re di bonago ngwaga ka ngwaga ke bohlatse bjo bo tletšego bja boikgafo bjo le bo laetšago go barutwana.

Balekwa ba šomile gabotse letlakaleng le efela go sa na le tšeo di nyakago go otlollwa lego lokišwa.

Tšeo di ka lebelelwago ge go itokišetšwa ngwaga wa 2025 ke tše di latelago:

Potšišo ya Morero

- Potšišong ya mathomo ya kgapeletšo ya go nyaka morero wa puku, balekwa ba e arabile ka moka efela bangwe ba bona ga se ba e ahlaahle ka fao go swanetšego ka ge ba fa kakaretšo ya sengwalo etšwe go nyakega **morero** wa puku. Morero o lebane le lehufa, ka fao balekwa ba swanetše go tšweletša dintlha tšeo di bontšhago lehufa go tšwa pukung ba be ba fahlele ka mehlala ya maleba.
- Balekwa ba swanetše go araba potšišo ye ka botlalo ba be ba fe dintlha tše 18 go ya ka potšišo. Molekwa a se ke a re ke hlalošitše kudu gona nka fa dintlha tše tshela fela.

Potšišo ya semelo sa Komanyi

- Balekwa ba kgona go ntšha dintlha bothata bo tšwelela ge ba swanetše go di hlopha ka dihlogwana tše:
  - Ditiro le dipolelo tsa gagwe.
  - Batho ba bangwe ba reng ka yena.
  - Mongwadi o reng ka yena.
  - Leina la gagwe.

Ditšweletšwa tša Tirišano

Balekwa ba šomile gabotse go dingwalwana tše. Se se ka hlokomelwago ke:

- Botelele bja ditšweletšwa mantšu a 450–500, balekwa ba otlologe gore ba hwetše meputso.
- Balekwa ga ba swanela go tšwa sererweng. Bontši bja balekwa ba go araba potšišo ya polelo ba tšwile sererweng, bangwe ga se ba kgone go hlohleletša barutwana ba bangwe gore ba latele tša bongwadi. Legato le ga se la elwa hloko.
- Go pego ya semmušo bontši bja balekwa ga ba tsebe sebopego sa yona. Ba ngwala ntle le dihlogwana tše: Mafuri/ Bokamorago, Dinyakišišo, Tšeo di hweditšwego le Ditšhišinyo le Tharollo.
- Balekwa ba lemoge gore dingwalwana tše di tsena ka mapokisaneng kantle le mangwalo.
- Ba eletšwa go tšweletša mošomo wa go hlweka wa go balega. Ba šomiše polelo ye ba hlahlobjago ka yona e sego maleme a mangwe.

THUMO

Ke fetša ka go re 'Kgotlelelo e tswala katlego'. A re šomeng ka maatla gore re tle re be le puno ye botse ngwageng wa 2025. Mogologolo o boletše a re kodumela moepathutse ga go lehumo le tšwago kgauswi.

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SESOTHO FIRST ADDITIONAL LANGUAGE
PAPER I

Baithuti ba sebeditse hantle boitokisetsong ba tlhahlobo ya mafelo a selemo sa 2024. Bopaki bo dipotsong tsohle tsa tlhahlobo ntle le ba mmalwa ba neng ba bontsha ho se itokisetse ka nepo kapa ho se be le nako e lekaneng le mesuwe ya bona boitokisetsong ba tlhahlobo ena. Manollo le tlaleho e ka tlase e leka ho hlakisa maemo ana a ditaba mmoho le se ka etswang ho ntlafatsa maemo.

Dintlha tse latelang di hlokomelwe:

POTSO YA 1 TEKOKUTLWISISO

Baithuti boholo ba sebeditse hantle. Hore ba sebetse hantle le ho feta eka kgona hore ba ithute hore ha ba entse kgetho ba tsamaise kgetho ya bona le lebaka le hlakileng le tsamaelanang le kgetho eo. Ba shebe kabo ya matshwao a potso hore karabo tsa bona di se ke tsa tswa lekoteng. Ba boele ba itlwaetse ho badisisa dipotso bakeng sa kutlwisiso e keneletseng.

POTSO YA 2 KAKARETSO

Le mona baithuti ba sebeditse hantle hobane ba kgonne ho latela ditaelo jwalo ka ha di boletswe. Ba latetse sebopeho sa kgutsufatso le ho ikamahanya le sehlooho sa teng. Leha ho le jwalo ho ntse ho ena le ba ntseng ba hloleha ho sebedisa mantswe a bona ha ba kgutsufatsa.

POTSO YA 3 DITHOTHOKISO

Boholo bo arabile hantle dipotsong tse tharo tsa pele. Ho bontshang hore di ile tsa rutwa hantle diphapusing. Ho ntse ho ena le ba ntseng ba kopanya bonono le mekgabiso puo. Ho thothokiso e sa rutwang, baithuti ba mmalwa bo bontshitse ho thatafallwa ke ho e manolla kapa ho araba dipotso.

POTSO YA 4, 5 LE 6 TSHEBEDISO YA PUO

Baithuti ba bang ba hlolohile ho araba potso ena ka bokgabane ka ha ba qhekanyeditswe ke mantswe a sa tlwaelehang a kang 'kgakgatha' mmoho le maele le dikapolelo.

Kgothaletso ke hore bana ba rutwe tlotlontswe le maele le dikapolelo tse ikamahanyang le mmokotaba wa selemo seo.

Ho ntse ho hlakile hore barupelli ba thusa baithuti ho araba ka nepo potsong ena.

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SESOTHO FIRST ADDITIONAL LANGUAGE
PAPER II

KETAPELE

Re boka dikgomo le tshebetso e ntle e tswileng matsoho ho baithuti mmoho le barupelli puong ena ya Sesotho haholo tshebetsong ya baithuti dingolweng.

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 boholo ba sebeditse hampe.

Baithuti ba lokela ho bala dipotso ka hloko ho qoba diphoso. Boholo ba bona ha ba kgona ho utlwisisa mantswe a sehlooho '*key words*' mme ba lokela ho ipha nako e lekaneng ho bala dipotso ntle le ho potlakela ho araba.

POTSO YA 2

Boholo ba baithuti ba ne ba na le kutlwisiso e ntle ya potso ena mme ba e arabile ka bokgabane. Leha ho le jwalo baithuti ba itseng ba arabile potso ka pherekano ba sa arabe mahlakore a mabedi a potso. Kgothaletso e ka ba hore ha ho rutwa potso tse kang tikoloho matitjhere a leke ka hohle ho ruta bana ka tshusumetso ya yona baphethweng e seng e itsamaele e le tikoloho le nako feela.

POTSO YA 3

Baithuti boholo ba arabile potso ena hantle. Bokgabane bo bonahetse baithuting ba badileng buka mme ba e utlwisisa. Botle bo bong ke ba baithuti ba utlwisisitseng kgodiso ya kgohlano kapa qaka.

Dikgaello: Baithuti ba mmalwa ba ne ba sa utlwisisi kgodiso ya kgohlano mme ba iphumane ba lahlehelwa ke matshwao. Bongata ba baithuti ba nepile sebopeho.

POTSO YA 4

Ho bonahetse baithuti ba bangata ba bile le thahasello ho arabeng potso ena ka ha e ne e bua ka se etsahalang bophelong ba bona. Mona baithuti ba ne ba lokela ho nka lehlakore. Ba kgonne ho nka lehlakore le ho fana ka dintla tse tshehetsang dikarabong tsa bona. Re bone boholo ba baithuti ba sebetsa hantle potsong ena. Bofokodi ba bona ebile ho ngola ditaba tsa bona ntle le sebopeho se nepahetsang.

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KAROLO YA B

Karolo ena ke ya mangolo a makgutswane le a malelele

POTSO YA 5 LE POTSO 6

Boholo ba baithuti ba kgethile potso ya botshelela e leng ya puo. Mme boholo ba e arabile ka nepo. Ba batlileng ba sebetse hantle potsong ena ke ba nang le bothata ba tshebediso ya puo. Baithuti ba kgothalletswa ho tseba phapang pakeng tsa puo le puisano kaha ba mmalwa ba ngotse puisano.

POTSO YA 7 LE POTSO 8

Ho ena potso baithuti ba sebeditse hantle haholo empa ho ntse ho ena le methwaela e lahlehetsweng ke matshwao a sebopeho sa tema tsena tse pedi. Matitjhere a kgothalletswa ho tswela pele ba ruta baithuti ka sebopeho sa tema tsena, ho akga ka hare tse ntjha tse kang *Whatsapp*.

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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SESOTHO FIRST ADDITIONAL
SBA MODERATION

Ke tla qala tlaleho ena ka ho leboha moifa o ileng wa wa kenya dikopo tsa ho etsa mosebetsi ona o thata wa ho lekanyetsa difaele tsa *SBA Regional moderation* tsa selemo sena. Le ha re kopane le diphephetso tse ngata ka baka la tshebediso ya marangrang, boitlamo le botshepehi ba lona bo a ananelwa. Re boetse re leboha le matitjhere le dikolo tse ileng tsa eba le kutlwisiso ha ho kupuwa hore difaele di romelwe ka seqo ho balekanyetsi. Hona ho ile ha nolofatsa mosebetsi haholo ka ha ho eba bobebe ho bula difaele di le tharo (ya moithuti, ya ditjere (e nang le memorantamo le dipotso) ka nako e le nngwe.

Difaele di fihlile ho balekanyetsi ka nako le ha dikolong tse ding ba ile ba qala ka ho leka ho di kenya ho marangrang pele. Tlaleho ya difaele e ile ya romelwa dikolong le IEB. Mme re tshepa ha matitjhere a ile a etsa nako ya ho di lekola hore ho tle ho hlaolwe diphoso tseo ekabang di fumanwe. Ho ngola tlaleho ena ha se ho tebedisa matitjhere mosebetsi empa e le ho bontshana ka diphoso tse hlahellang mme di tlameha ho lokiswa.

Dintlha tsa bohlokwa

1. Dikahare (*Table of content*) di tlameha ho ba teng faeleng ya titjhere.
2. Matitjhere a badisise matshwao a baithuti ka hloko pele a romelwa IEB.
3. Ho bonahale dikarolo tse fapaneng ka tshebediso ya di (*dividers*) difaeleng tsa baithuti le ya titjhere.
4. Faele ya titjhere e be le mesebetsi **yohle** o etsuweng ho tloha kotareng ya pele ho fihlela ho ya ho qetela. Baithuti bona ba na le kgetho ya dikarolo tse nang le matshwao a hodimo.
5. Baithuti ba tekene difaele tsa bona ho bontsha bopaki ba hore mosebetsi ke wa bona.
6. Mosebetsi wa baithuti ha o a lokela ho tlanywa ka komporo, moithuti ka mong o tlameha ho ngola ka letsoho. Le ha ho se bobebe, matitjhere a kupuwa ho buisana le baithuti ba mongolo o sa baleheng ba sa le dihlopheng tse tlase hore ba leke ho ngola ka mongolo o makgethe o balehang. Hona ho tla ba tswela molemo ka ha boholo ba baithuti ba jwalo ba lahlehelwa ke matshwao ka baka la mongolo o sa baleheng.
7. Diruburirki ha e be tse nepahetseng. MBT e na le diruburiki tsa yona (ya puo le ya mongolo). Ditlhahlobo tsa sekamakgaolakgang kapa tsa mahareng ha selemo (tlhahlobo tse felletseng pampiri ka nngwe) di be le *Design Grid*.
8. Ha ho tshwauwa mosebetsi wa baithuti ho sebediswe memorantamo. Ho bolelang hore matshwao a moithuti a tsamaelane le karabo e memorantamong.
9. Ke sisinya hore ho sebediswe *Marking Guidelines* tsa Sesotho ho qoba diphoso tse ka etswang dipampiring tsa ditlhahlobo. Hona ho etsa hore baithuti ba fumane dipotso di ba thata ha selemo se fela hoba ba ne ba sa rupellwa ho araba dipotso ka tsela eo di botswang ka yona Pampiring ya 1 le ya 2.

Ke qetella ka ho leboha tshebedisanommoho ya matitjhere. Ha ho na le seo titjhere e sa se utlwisising, ho molemo ho botsa, e kaba moifong wa MPHAHLOLLE, *cluster meetings* le ho matitjhere a mang. Sena se ka thusa haholo ho e nale hore baithuti ba rutwe dintho tse fosahetseng tse bonahalang ha ho lekanyetswa difaele ha selemo se se se ya fela.

Mabewana a matle, pele-ya-pele, ha re sebetseng ka thata ho hodisa puo. Baithuti ba etsang Sesotho ba a eketseha mme ke thabo ho rona ka ha hona ho bontsha mesebetsi e kgabane e etsuwang ke Basotho.

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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 bohle ba arabile karolo ena hantle ba fumana le matshwao a babatsehang potsong ya 1, temeng ya A. Dipotso tsa tema ena di ne di batla kutlwisiso. Ke kgahlilwe ke ka moo ba arabileng potso ena ka teng, ba ile ba thola matsHwao a babatsehang ba tshware jwalo le moo dipotso di leng telele ba ile ba bontsha bokgoni. 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 lokela ho ela hloko molao o reng ba ngole palo ya mantswe ho etsa bopaki ba hore ba ngotse bolelele bo lekaneng. Matshwao a bona a thefutswe ke ho ngola dintlha tse fokolang le palo e tlase ya mantswe. Le ha ho le jwalo ba fumane phihlello e bohareng potsong ena.

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 ya 4 DITHOTHOKISO

Potsong 3 boholo ba baithuti ha ba a araba dipotso tsa dithothokiso hantle, ba tlohetse dipotso tse ding ba sa di araba hoo ho thefutse matshwao a bona a pampiring ena. Baithuti ba bang ba ile ba hloleha ho araba le tsona dithothokiso tseo ba ithutileng tsona, hona ho bontshitse bofokodi bo boholo karolong ena.

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 tshwana le tse ding. Ha ba ne ba tseba ho araba thothokiso, ba ne batla kgona le ho araba eso bonwe.

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 hlwae 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. Baithuti ba hlokomele dipotso tse batlang hore ba akaretse temanathothokiso kapa thothokiso ka hore e tshwana hantle le ho potso ya 2 ya kakaretso ya serapa dintlha tsa bohlokwa ke taba ya pele kakaretsong. 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 ba sebeditse hantle, feela 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. Le ha hole jwalo baithuti ba fumane phihlello e bohareng ba bonahetse ba sa ikwetlisa potsong ena.

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. Baithuti ba bang ba ne ba lokisa mantswe a ntseng a nepahetse ha ba ne ba lokela ho lokisa diphoso mme ba ne ba sa ngole seratswana hape hore ba kgone ho bala ba ntse ba hlwaya dikarabo tse nepahetseng, hona ke bohlaswa ba ho se hlokomele matshwao a potso.

Dintlha tse ka ntlafatswang pampiring 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.

Hore baithuti ba atlehe hlahlobong ba lokela ho etsa ka tsela e latelang

- 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 ya hlahlobo.
- Baithuti ba sebedise pene e le nngwe ka mongolo o le mong ha ba araba dipotso, ba se ke ba sebedisa dipene tse pedi.

Ke leboha matitjhere, 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

Moralo wa pampiri ya Pudungwana wa 2024 o ntse o tshwana le wa pampiri tsa dilemo tse fetileng. Dipotso di pharalletse ka boomo ho kgothalletsa baithuti ho kgetha tlhahisoleseding e nepahetseng mme le dipotso di ne di kgothalletsa ho nahana ka hloko. Le ha ho le jwalo, ba bang ba baithuti ba ile ba hlokomoloha ho hlahisa ditaba tsa bona ka tsela eo ba tlamehileng ho di hlahisa ka yona ho ya ka moo dipotso di butsitsweng ka yona.

KAROLO YA A

POTSO YA 1 TSHWANTSHISO/DIPALEKGUTSHWE – *SEYALEMOYA*

'Ha se boya ba ntja'

Potso ena ya pele e ne e tlameha ho arajwa ke baithuti bohle, ho bile jwalo le ha ho ne ho enale baithuti ba neng ba sa tsebe ditaba tsa palekgutswe ena. Baithuti ba bang ba ne ba fana ka mabitso a bona ao e seng a baphetwa ba paleng ena ha ba bang ba ne ba bua ka ditaba tsa dipale tse ding tse bukeng. Baithuti ba bang ba ne ba iqapela pale feela. Boholo ba baithuti ba ne ba qoqa ka pale empa ba sa tshetlehe ditaba tsa bona potsong e butsitsweng e leng: **ho hlakisa hore hobaneng ba re mongodi o atlehile ho hlahisa/bopa dibapadi tsa sehlooho ntshetsopeleng ya tshwantshiso ena ya 'ha se boya ba ntja'**.

Baithuti ba bangata ba ne ba hlahlatha feela ba iqoqela ditaba tsa pale, ba sa arabe potso. Ba mmalwa ba kgonne ho araba potso ena hantle, mme ba theoletswa ka hoo.

Dintlha tse ka ntlafatswang karolong ena:

- Baithuti ba tsebe bohlokwa ba tshebediso ya puo mme ba e sebedise ka nepo ba ntse ba hlokomela le palo ya mantswe.
- Ho qoba ho ngola hore pale ena e tswa bukeng efe le hore lebitso la mongodi wa buka le mongodi wa buka ke mang.
- 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 qobe ho ngole ditaba tse seng bohlokwa ba kene tabeng hanghang.
- Baithuti ba kgothalletswa ho manolla potso pele ba araba, e le hore ba kgone ho hopola dintlha tsa bohlokwa. Mona boholo ba baithuti bo ne bo iketseditse moralo mme ho ile ha eba bobebe ho araba potso. Baithuti bao ba a theoletswa ka seo hoba ho hlakile hore titjhere e ile ya ba eletsa ho etsa jwalo le ha moralo o ne o sa hlahelle ditaelong le kabong ya matshwao pampiring tsa bona tsa ditlhatlhobo.

POTSO YA 2 NOVELE/PADI – *HODIMO LE TLASE* – Moroesi Sefuthi

Buka ena ha e sebediswi sekolong

POTSO YA 3 TERAMA – *HAESOMAFOTHOLENG* – C. J. Teleki

Potso e ne e le e batlang baithuti ba nahane ka botlalo ka ha e ne e itshetlehile bophelong ka kakaretso moo batho ba sa lakaletsaneng ho hotle mme ba sa thabeleng ho hotle ho etsahalang bathong ba bang. Boholo ba baithuti bo sebeditse hantle potsong ena. Bothata boo re bo fumaneng ha re tshwaya 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. Baithuti ba rutwe tlotlontswe e nepahetseng ya manollo ya buka. Mohl. **mophetwa wa sehlooho** e seng moetapele wa pale.

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KAROLO YA B DITEMA TSA KGOKAHANO

Karolo ena e na le matshwao a 40% a Pampirir ya 2, mme 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.

POTSO YA 4 Lengolo la setswalle

Potso ya 4 e lokela ho arajwa ke baithuti bohle. Potsong ena ke lengolo la setswalle mme le na le aterese e le nngwe e leng ya motho ya ngolang lengolo lena. Aterese ena e ngolwa hodimo ka letsohong le letona mme dikateng tsa yona di hlahlamane hantle ho ya ka tatellano.

Mohl. 1.	Nomoro ya ntlo le lebitso la setrata.	40 Peter Ave Drive
2.	Motsetoropo	Roodepoort
3.	Khoutu	1683
Ebe o tlola mola o ngole letsatsi, kgwedi le selemo		
4.	Letsatsi …	20 Mmesa 2024

Ho na le baithuti ba sa ngolang aterese hohang mme hona ho etsa hore ba lahlehellwe ke matswao. Ba ngotseng aterese, ha ba e ngola ka tsela e nepahetseng jwalo ka mohlala o ka hodimo. Ho na le ba ngotseng aterese tse pedi eka ba ngolla unibesiti.
Baithuti ba lokela ho bala ditaba kaofela mme ba etse moralo.
Ka kopo hle, baithuti ba se etse moralo ka hodimo e be ba qala lengolo ka tlase. Lengolo ha le qalwe ho ngolwa **leqepheng le letjha** e seng ka tlasa moralo.

Tshebediso ya puo e lokela ho shebisiswa. Palo ya mantswe le yona e elwe hlooko. Baithuti ba se ngole ditaba tse ngata hoo ba qetellang ba se ba tswa lekoteng le ho pheta se oba seng ba se ngotse sethatong.

Potsong ya 5 le 6 baithuti ba ne ba na le kgetho mona

POTSO YA 5 Atekele

Moithuti o mong feela ya kgethileng ho ngola atekele mme ho hlakile hore ha a tsebe **sebopeho** sa ho ngola atekele, sebopeho eka ho ngolwa moqoqo (ka diratswana). Mona ho boetse ho hlakile hore moithuti enwa ha a latela ditshitshinyo tsa titjhere hore jwalo ka ha potso tsena tse Pedi (Ya 5 le 6) baithuti ba na le kgetho mme ba tlamehile ho kgetha eo ba ka kgonang ho bokella matshwao ho yona.

KAPA

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POTSO YA 6 Puo

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.

Tshebediso ya puo e bohlokwa haholo. Ha moithuti a sa tsebe lentswe la Sesotho, mohlala, 'rehab' ampe a hlalose sebaka seo.

QETO

Baithuti le titjhere ba lebuhwa ho sebetsa ka thata ho fihlella matshwao ao ba a fihlelletseng. Batshwai ba lekile ka thata ho se tiise letsoho mme re tshepa hore baithuti ba tla fumana diphetho tse thabisang ha ho kenyelletswa le mesebetsi e meng e entsweng ke baithuti lemong sena. Ha se hole Sesotho, ha e hole puo mme hona re ka ho fihlella ha baithuti ba sebetsa hantle ho-ya-ho-ile.

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SESOTHO HOME LANGUAGE
SBA MODERATION

SELELEKELA

Ka kakaretso mosebetsi wa selemo sena e bile obatlang o kgotsofatsang, mohlomong ke o bapisa le wa dilemo tse fetileng. Leha ho le jwalo ho bonahala mosebetsi o entsweng ke titjhere e le o kgotsofatsang hobane o fihleletse ditebello tsa tokomane ya SAGs.

Tlhophiso ya mosebetsi

Faele ya titjhere e ne e hlophisitswe hantle ka makgethe, mme dikarolo di bontshitswe hantle. Dikahare tsa faele di ne di ngotswe hantle leqepheng la pele mme tatellano ya tsona e dumellana hantle. Sena se entse hore mosebetsi wa ka wa ho hlahloba e be o bobebe haholo. Baithuti le bona ba ne ba hlophisitse difaele tsa bona hantle. Dikarolo tsohle di beuwe hantle ho ya ka dikarolo tsa teng.

Boemo ba mosebetsi e ne e le o loketseng boemo ba baithuti ba mophato wa 12. Ho bile le ditshwaelo tse entsweng tlalehong e rometsweng sekolong kamora tlhahlobo ya difaele.

Bofokodi ba puo le mopeleto

- Leha puo ya baithuti ba bang e le e kgotsofatsang ho na le dikarolo tse batlang ho lokiswa. Sesothong ha ho na lentswe **'eya'** empa ke **'e/ee'**, mme ho bonahala baithuti ba bangata ba sebedisa le fosahetseng, '**eya**'. Sena se bonahala dipotsong tseo moithuti a lokelang ho dumellana le se botswang. E nngwe phoso e atileng ke **'naleng'** bakeng sa **'nang le'**. **'Le'** ke lekopanyi mme le ema le le leng jwaleka makopanyi a mang, a kang: hobane, mme, jj. Bothata bo bong ke ho tlohela lehokedi **'re'** kapa **'ke',** moo le qalang polelo. Mohlala: **'Ne re tsamaya'** bakeng sa **'Re ne re tsamaya**./**Ke ne ke tsamaya'**. Lehokedi leo (ke/re) ke le nkileng sebaka sa leemediqho polelong (**Rona** re ne re tsamaya).

- Lehokamoetsuwa la mabitso a sehlopha sa pele **'mo'** ke bothata le lona. Baithuti ba le kopanya le motso wa leetsi, e leng phoso. Ke se boletse hore lehokedi le ikemela le le leng polelong. Mohlala: Ke **a motseba**. **'Mo'** ke lehokamoetsuwa mme **'tseba'** ke motso wa leetsi. Se nepahetseng ke: Ke a **mo tseba**.

- Ho kopanya mantswe e ntse e le bothata. Mantswe a kang **'e nngwe'**, a ngolwa e le **'engwe', 'one'** bakeng sa **'o ne'**.

- Tshebediso ya mantswe a puo tse ding jwale ka, **'mare'** bakeng sa **'empa'** e atile haholo. Qaka eo matitjhere a mang a lebaneng le yona ke ya ho ruta baithuti bao puo tsa bona e seng Sesotho mme sena se qobella baithuti ho sebedisa puo ya senyesemane haholo. Sena se senya mosebetsi wa moithuti.

- Puo e fosahetseng, jwale ka, **'le hape'**. Ena ke tshwaetso ya Senyesemane **'and again'**. Mantswe ana ke mahokedi bobedi mme a ke ke a sebediswa a latellana. O ka sebedisa le le leng feela. Mehlala: 'Dineo **le** Sellwane ke bahlahlamani.' 'Ke mmone **hape** a tsamaya le Tsekiso'.

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Ditshisinyo

- Baithuti ba kgothalletswe ho bala dibuka tsa Sesotho ho ntlafatsa puo ya bona. Puo e sebediswang Pampiring ya Bobedi moo ho ngolwang meqoqo feela, e lokela ho nona. Sepheo mona ha se ho fetisa molaetsa feela empa ke ho bontsha boitsebelo bo tswileng matsoho puong.

- Ba ikwetlise ka ho ngola diratswana mme e mong a leke ho fumana diphoso mosebetsing wa e mong ho mo thusa ho hlaola diphoso tseo. Titjhere ha a qobellwe ho sheba mosebetsi oo, a ka etsa jwalo mesebetsing e mmalwa eo baithuti ba e lekotseng.

- Mosebetsi o mong le o mong wa moithuti o be le pampiri ya dipotso mme e latelwe ke dikarabo tsa baithuti. Sena se etsa mosebetsi wa mohlahlobi o be bobebe ha di le mmoho.

- Ho bohlokwa hore mongolo wa baithuti o bonahale mme o balehe. Ka nako e nngwe baithuti ba lahlehelwa ke matshwao hobane mongolo wa bona o le boima ho baleha. Baithuti ba elelliswe hore ha selemo se fela ha se titjhere ya bona e tshwayang mosebetsi wa bona.

QETELO

E se e ka baithuti bohle ba ka sebetsa ka thata ho tloha qalong ya selemo hobane nnete e a sala, **ha ho kgomo ya boroko** mophatong wa 12. Baithuti ba kgothalletswe ho sebetsa mmoho, mohlomong ka dihlopha ho thusana hobane **pohopedi ha e hlolwe ke sebata**. Titjhere le yena o kgothaletswa ho tswela pele ka mosebetsi o motle oo a o etsang.

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SETSWANA FIRST ADDITIONAL LANGUAGE
PAPER I

KAROLO YA A

POTSO 1 TEKATLHALOGANYO

DIPOTSO 1.1.1 GO FITLHA POTSO 1.1.16

Karolo ya A e arogantswe ka dipotso 1.1.1 go ya go konetelela ka potso 1.1.15 mme go ya ka mokgwa o e tshwailweng ka ona le pegelo ya yona ka kakaretso fela, batlhatlhojwa ba ntsheditse potso e leswe dinaleng gonne motlhatlhojwa yo o dirileng sentle ke yo o boneng maduo otlhe mo karolong e fela.

Ka **tshobokanyo le kakakretso fela**, palo e e thibang letsatsi mo karolong e ba ntshitse ga tshwene e bile ba tlhalogantse gore tekatlhaloganyo e ya LOSO LWA SETSO GO YA KA SETSO e totile rona bana ba mmala wa sebilo Batswana le go dibela segarona. Dipotso tsotlhe fela mo karolong e ke tse batlhatlhojwa ba ntshitseng bothakga mo go tsona le go iponela maduo a dinaledi gonne kgobokgobo o a ikgobokanyetsa. Le fa gontse jalo, go santse go na le batlhatlhojwa ba ba nang le dikgwetlho tse di seng kana ka sepe mo go tsibogeleng dingwe tsa dipotso. A re latlheleng bofofu mo dikgwetlhong tseo:

- **DIKGWETLHO TSA BATLHATLHOJWA MO GO TSIBOGELENG DINGWE TSA DIPOTSO MO TEKATLHALOGANYONG**

  – Bontsi jwa batlhatlhojwa bo santse bo na le dikgwetlho mo go tsibogeleng dipotso di tshwana le tse: Araba ka ee kgotsa nnyaya mme o neele lebaka, a se ke **ntlha kgotsa ke kakanyo** mme o neele lebaka, **Dumela kgotsa o gane ka lebaka.**
  – Mo dipotsong tsa mofuta o, batlhatlhojwa ga ba abelwe maduo gonne mme maduo a ya kwa lebakeng le le neelwang fela.
  – Potso ya bofelo mo karolong e, e dubisitse batlhatlhojwa thankga ka gonne go bontsha ba le mo le fifing go tlhalosa mareo a tshwana le '**Makuku a naka tsa kgomo, metsimasetlha le go kopanela mapai**.'

Ntle le disodiswana tse, batlhatlhojwa ba dirile go tlala seatla go ikgobokanyetsa maduo a a itumedisang mo karolong ya A ya tekatlhaloganyo.

KAROLO YA B

POTSO 2 TSHOSOBANYO / TSHOBOKANYO

Mo karolo e ya **tshosobanyo** / **tshobokanyo**, bontsi jwa batlhatlhojwa bo ikgobokanyeditse maduo otlhe a le lesome le fa go na le ba ba reteletsweng.

- Go lemosegile fa batlhatlhojwa ba tlhalogantse temana e e sosobanngwang e bile potso e totobaditse se ba neng ba tshwanetse go se dira e leng **botlhokwa jwa metsi**.
- Ke fela fale le fale fa bangwe ba batlhatlhojwa ba rathileng sekgwa go na le go araba se potso e neng e sa se batla.

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KAROLO YA C

POTSO 3 MABOKO A LE MARARO

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 lengwe le le sa bonwang.

- Go lemosegile fa batlhatlhojwa bangwe ba reteletswe ke go araba dipotso ka nepagalo mo karolong e kantlha ya go sa itse **mefuta ya maboko**, **diponagalo tsa poko le dikapuo mo pokong**. Mo godimo ga moo, batlhatlhojwa ba santse ba na le kgwetlho ka dipotso di tshwana le **Ee kgotsa Nnyaa gammogo le Nopola** / **Kwalolola**.
- Legale ka kakaretso batlhatlhojwa ba dirile sentle.

KAROLO YA D

POTSO 4 THUTAPUO LE MELAWANA YA TIRISO

Potso e, e kgaogantswe ka dipotso 4.1 le Potso 4.2.

Ke karolo e e feleletsang lekwalopotso mme e akareditse thutapuo le kitsokakaretso. Mo karolong e, go akareditswe temana le setshwantsho tse mo go tsona barutwana ba neng ba tshwanetse go ikgobokanyetsa maduo.

- Le fa batlhatlhojwa ba kgonne go dira sentle mo karolong e, go totobetse gore bontsi jwabona bo na le **dikgwetlho mo thutapuong ka kakaretso**.
- Dingwe tsa dipotso di tshwana le mopeleto, pakafetileng le maemedi di dubisitse batlhatlhojwa thankga. Legale go na le batlhatlhojwa ba ba boneng maduo a dinaledi mo karolong e.
- Mo potsong ya bofelo ya setshwantsho, batlhatlhojwa bangwe ba ntse le kgwetlho mo go tlhaloganyeng le go tsibogeleng dipotso ka kakaretso. Go bontsha fa batlhatlhojwa bangwe ba se na maitemogelo a go araba dipotso tsa setshwantsho.

MAELE, DIKGAKOLOLO LE DITSHOLOFELO GO TSWA MO BARUTABANA BA PUO YA SETSWANA KA KAKARETSO

Barutabana ba rotloediwa le go kopiwa go katisa le go ruta batlhatlhojwa 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 batlhatlhojwa go utlwala ka dintlha tse di latelang tsa botlhokwa:

A batlhatlhojwa ba itse pharologano magareng ga mafoko a a latelang:

- **Nopola**
- **Kwalolola**
- **Tshegetsa**
- **Neela**
- **Kwala**
- **Sedifatsa**
- **Dibela**
- **Araba ka Ee kgotsa Nnyaa**
- **Dumela kgotsa o Gane**
- **Ntlha le Kakanyo**

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Rutang batlhatlhojwa dikarolopuo / dikarolo tsa puo tsotlhe go akaretsa:

- **MAINA**
- **MAEMEDI**
- **MATLHALOSI**
- **MATLHAODI**
- **MADIRI**
- **MASUPI**
- **MAKOPANYI**
- **MABOTSI**
- **MARUI**
- **MAETSI**
- **MATLHOPHI**
- **MALATLHELWA**

A barutwana ba rutiwe diponagalo tsotlhe tsa poko, dikapuo le mesola ya tsona.

DIPONAGALO TSA POKO

- **Tlhatlagano**
- **Tshekagano**
- **Poeletsomodumo**
- **Tlogelo**
- **Neeletsano**
- **Morumo**
- **Moribo / morethetho**
- **Le mesola ya diponagalo tse**.

DIKAPUO

- **Tshwantshanyo**
- **Tshwantshiso**
- **Pheteletso**
- **Kaediso**
- **Kobiso**
- **Mothofatso**
- **Tshotlo**
- **Le mesola ya dikapuo tse.**

Barutabana ba rotloediwa go rulaganya le go tsenela manaane a dithutano gonne ga re lekane re se meno, motho ga a iphetse gonne mabogo dinku a thebana. Noka e tlatswa ke melatswana betshong, nnang dipetleke tsa malemela gotlhe bana ba mmala wa sebilo! A me a kalo dikgantshwane tsa puo, go e latswa bobe ke go e ntsha bololo e bile moya goleele o lefa ka marapo.

A PULA ENE BATSWANA!!!

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SETSWANA FIRST ADDITIONAL LANGUAGE
PAPER II

KAROLO YA A

POTSO 1 PADI: *NTLHOMOLE MMUTLWA*

POTSO 1.1 GO FITLHA KA POTSO 1.8

Karolo A e rogantswe ka dipotso di le NNE e bong potso 1.1 e e nang le dipotso 1.1.1 go fitlha ka potso 1.1.8 le potso 1.2, 1.3 le 1.4.

Ka kakaretso fela, barutwana ba ntshitse ga tshwene le go dira sentle thata mo karolong e, ka gonne bontsi jwa bona ba iponetse maduo a a tlhapisang pelo, segolo bogolo mo potsong ya 1.1 e leng ya dipotso tse dikhutshwane. Bangwe ba barutwana ba nnile le kgwetlhofa go tla mo dipotsong tsa tlhamo fa ba araba ka ntlha ya fa ba ne ba sa arabe seo potso e ba botsang sona. Dingwe tsa dikgwetlho tseo barutwana ba nnileng le tsona di akaretsa:

DIKGWETLHO TSA BARUTWANA MO GO TSIBOGELENG DIPOTSO

- Mo Potso 1.1 barutwana bangwe ba reteletswe ke go neela maina a bana ba ga Matsetseleko. Boemong ba maina bana ba ga Matsetseleko ba neetse maina a bana ba ga Segonyamatlho, fa go tla ka maina a batho bao ba neng ba nyala ba ntshitse maina a bao ba neng ba nyalwa.
- Mo Potso 1.2 mo potsong ya semelo sa ga Matsetseleko mo ntlha nngwe le nngwe e tshegediwang ka lebaka gona, barutwana ba dirile go tlala seatla tota. Ba kgonne go bona maduo otlhe le fa ba babedi kgotsa ba babraro ba kwadile tshobotsi boemong jwa semelo sa ga Matsetseleko. Barutabana ba akgolelwa tiro e ntle eo ba e dirileng mme ba gakolwa gape go gatelela pharologanyo magareng ga tshobotsi le semelo sa baanelwa mo phaphosing fa go sekwasekwa padi.
- Fa barutwana ba tshwanetse go tlotla ka tiragalo ya fa Matsetseleko a le kwa bookelong baoki ba babedi ba goroga fa tlhogong ya gagwe, e bong potso 1.3 bona ba simolola ditiragalo fa Matsetseleko a eme fa thoko ga tsela, a tsena mo sejanageng sa dinokwane, a bona kotsi a bo a tshwarwa a isiwa bookelong, ba felela foo e ka bong ba simolola karabo teng.
- Mo potsong ya 1.4, Mmathapelo a goroga kwa Kgosi Kgololo FET a fitlhela Baagileng a se yo go fitlha a goroga kwa ROOM 34, ba simolola ditiragalo fa Mmathapelo a simolola go kopana le Baagileng, ba ratana lerato la bona le tuka, ba tsweletse ditiragalo ka Baagileng fa a ne a kopiwa ke kgosi go ya go mo emela kwa dikgaisanong tsa ga Palesa, ba tswelele ba bua ka kopano ya ga Baagileng le Palesa le fa ba le kwa moletlong go fitlha moletlo o fela ba boela kwa ROOM 34 mo Mmathapelo a tsenang mme a fitlha a idibala go fitlha a tseelwa kwa bookelong.

Ntle le dikgoreletsi tse, barutwana ba dirile sentle le go ikgobokanyetsa maduo a a itumedisang thata mo karolo A. Ke palo e e kwa tlase thata eo e sa dirang sentle, mme seo ke sesupo sa fa ba ne ba sa ipaakanyetsa ditlhatlhobo tsa bona sentle.

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KAROLO YA B

POTSO 2

Karolo e, ke ya makwalo a le mabedi, mo barutwana ba tlhophang lekwalo le le lengwe go tswa go a le mabedi e leng la botsalano le la semmuso.

- Barutwana ba le bantsi ba ikgobokanyeditse maduo a le mantsi mo potsong e, e bile ke yona e tsholeditseng maduo a bona ka kakaretso.
- Ke fale le fale mo bangwe ba barutwana ba sa kwalang sentle, sebopego sa aterese se kopantse aterese ya lefelo le ya poso mo atereseng e le nngwe.
- Ke barutwana ba le bannye fela bao ba bontshitseng fa ba sena kitso ya go farologanya lekwalo la semmuso le la botsalano e bile ba bontshitse fa ba sa itse dibopego tsa makwalo a le mabedi.
- Barutwana ba tlhaela tlotlofoko ya Setswana ka kakaretso, mopeleto go akaretsa kgaoganyo le tshwaraganyo ya mafoko ke tsona tlhobaboroko, gape ba kwala go feta boleele jo bo lekanyeditsweng, seo se dira gore ba latlhegelwe ke maduo ka gore dintlha tsa botlhokwa ba di tlisa kwa bofelong jwa lekwalo e leng kwa tsebeng ya bobedi eo e sa batliweng.

KAROLO YA C

POTSO 3

Karolo e, ke e barutwana ba neng ba e tsibogela ka go kwala tsa botshelo jwa moswi jwa rakgadiaabona.

- Mo karolong e barutwana ka bontsi ba kgonne go ikgobokanyetsa maduo ka bontsi, a a tokafaditseng maduo a bona a pampiri ka kakaretso.
- Bontsi ba barutwana ba itse sebopego sa tsa botshelo jwa moswi.
- Ke palo e e ka tlalang seatla fela eo e boneng maduo a a kwa tlase.
- Kgwetlho tseo di tlhagileng mo potsong e, ke fa barutwana ba kwala ka go boeletsa dintlha jaaka fa ba tla ka tsa dithutego tsa moswi ba lotolosa le go boeletsa dintlha, ba bua ka dithuto go simolola kwa sekolo potlana ba tsweletse ka sa magareng ba boe ba bue ka sekolo se segolwane ba bue le kwa setheong se segolo sa thuto ba lebala gore mo go tsa thuto ba iponela leduo le le lengwe fela le fa motho a ka tlhatlhaganya mabanta a thuto. Bothata bongwe gape bo tlhagelela fa go tla mo mererong ya tiro, barutwana ba tsenya ditiro tse dintsi tseo moswi a di dirileng kgotsa mafelo a le mantsi ao a dirileng kwa go ona. Ba lebala gore ke leduo le le lengwe fela leo le abiwang fa go tla mo go tsa tiro ya gagwe.

  Ka kakaretso barutwana ba dirile sentle mo pampiring e ya bobedi ka gonne barutwana ba le bantsi ba kgonne go falola ka dinaledi.

TLOTLOMATSO LE DIKGAKOLOLO/ MAELE GO BARUTABANA

- Barutabana ba tlotlomadiwa ka tiro e ntle e e duleng matsogo eo ba e dirang mo dikolong e bile ba rotloediwa go tshwara ka thata e se re ba utlwa sebodu ba kgaola.
- Barutabana ba rotloediwa go katisa barutwana ka dipotso tse dintsi tsa ditlhamo, seo e le go ba katisetsa go kgona go araba dipotso tsa tlhamo fa go tla mo pading le mo ditlhangweng tsa tirisano.

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Gareng ga tse dingwe a barutwana ba katisiwe mo go tse di latelang:

- Pharologanyo magareng ga tshobotsi le semelo.
- Go kwala ka dintlha segolo bogolo fa potso e re ba kwale ka dintlha.
- Fa ba boditswe ka semelo ba itse gore go a tlhokega gore ba tshegetse ka lebaka go tswa mo pading.
- Go ela tlhoko boleele jwa setlhangwa go ya ka potso, fa go twe tsebe e le nngwe e nne tsebe e le nngwe e seng go feta.
- Re rotloetse bana go simolola potso nngwe le nngwe mo tsebeng e ntšhwa go efoga go pitlaganya dipotso di le pedi mo tsebeng e le nngwe.

Barutabana ba rotloediwa go tsenela dikopano tsa manaane a dithutano gonne ga go motho ope yo a ka phelang a le nosi e bile sedikwa ke ntšwa pedi ga se thata, ga re tshwaraganetse bana ba, mmogo re ka kgona.

A PULA E NE!!!

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SETSWANA FIRST ADDITIONAL LANGUAGE
SBA MODERATION

OVERVIEW (General Comment)

- **Submissions:** Generally, SBA moderation went very well with minor hiccups of connection and timing. It was evident that most of the educators did their work in both themselves as well as the learners. Majority of the files and the work inside were very impressive and of the acceptable standard. Submissions and communication were done timeously with full cooperation from all the stakeholders.
- **Deadlines:** Educators sticked to deadlines and were very cooperative towards whatever I needed of them.

KEY OBSERVATIONS AND RECOMMENDATIONS

- **Marking consistency:** It was noted that most educators were consistent in their marking although there is lack of uniformity between many schools because schools are doing things their own way. It is recommendation is that master educators and IEB officials visit schools physically to make sure that there is uniformity and correct implementation of SAGS.
- **Marking Guidelines & Design grids:** Marking guidelines and design grids were visible but there were still schools with no design grids at all.

TEACHER AND LEARNER FILES

- **Teacher Files:** Teacher files were very presentable and organised accordingly with all tasks and memos included and filed the required way. Only a few of them were not indexed.
- **Learner Files:** Learner files were also presentable and organised accordingly with all written tasks and indexes. A few of them lacked some memos and corrections.

ASSESSMENT COMPONENTS

- **Extended Writing:** Extended writing was done but some of the tasks were not of the required length.
- **Listening Comprehensions:** Most of the listening comprehensions were not up to required length and standard.
- **Section C: (3rd Genre):** It was noted that lack of similarities when coming to third genre. To be specific, schools must choose between short stories and drama for 3rd genre but there are schools doing both and recording both in their marksheets leading ton inconsistency.
- **Section D: Controlled Tests:** Even with controlled tests there are schools that does not comply with requirement that the tests must include pieces from Paper 1, Paper 2 as well as 3rd genre.
- **Preliminary Exams:** Preliminary Exams were done and acceptable, but there still need to have common Preliminary Exams for consistency purposes.

APPRECIATION AND RECOMMENDATIONS

Generally, the whole moderation proses was successful and most of the educators are congratulated for their meticulous work and dedication towards their call of duty.

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SISWATI FIRST ADDITIONAL LANGUAGE
PAPER I

- Bafundzi bayiphendvule ngendlela lesezingeni lelincomekako imibuto yaleliphepha.
- Sifinyeto sentiwe kahle.
- Linani lemagama bekungulelo lelifanele.
- Linyenti lebafundzi beliyiva inkondlo lengakentiwa eklasini kutsi ikhuluma ngani.
- Bafundzi batfole emamaki lamahle enkondlweni leyentiwe eklasini, lokuyinkhomba kutsi bothishela babalungiselele bafundzi.
- Lulwimi baluphase ngalokunetisako. Sikhona sidzingo sekubuketa tindlela tesento, tinhlobo tenkhulumo, timphambosi, tisho kanye netiga tenkhulumo.

PAPER II

- Imibuto yaleliphepha iphendvulwe ngalokusecophelweni lelisetulu.
- Emamaki latfolwe bafundzi kulemibuto abemahle.
- Bafundzi bebatilungiselele ngalokusezingeni lelifanele.
- Bafundzi noko bayakhutsatwa kutsi bawufundzisise umbuto, kute bevisise kutsi udzingani, njengobe labanye bebacoca lendzaba, bangaphendvuli loko lokubutiwe, ikakhulu Umbuto 4.
- Bafundzi bayakhutsatwa kutsi bachubeke batinikete sikhatsi lesenele letincwadzi ngekwehlukana kwato nabatenta eklasini. Loko kuyabasita bafundzi kutsi babati badlali labakhona emdlalweni.
- Bafundzi labanye bayadzinga kukhunjutwa kutsi akukafaneli kutsi bajube ligama noma ngukuphi uma babona kutsi ligama aleneli abalibhale emgceni lolandzelako.
- Bafundzi abangaweci umugca uma babhala lusuku encwadzini.

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SISWATI FIRST ADDITIONAL LANGUAGE
SBA MODERATION

OVERVIEW (GENERAL COMMENT)

- **Submissions (mark lists & spreadsheets)**
  - All the marks were submitted to the moderator on time.
  - All the spreadsheets were emailed within the stipulated time.

KEY OBSERVATIONS AND RECOMMENDATIONS

- **Online Platform Used**
  The moderator used Microsoft teams for the meeting. All the schools were comfortable with the platform and honoured the times they were scheduled for.

- **Online Glitches (connecting & during)**
  The moderation session went on smoothly as there were no glitches at all during the session.

- **Learner Appearance (e.g. dress code)**
  Learners were dressed appropriately. They were in school uniform.

- **Positioning of cameras**
  The laptop was positioned at an angle where the moderator could see all the learners at once.

- **Venues**
  The learners were in a classroom which is suitable for the exam session.

ASSESSMENT COMPONENTS

- **Comment on all oral components done**
  Learners were moderated on prepared speeches, conversations. unprepared reading, impromptu and listening skills test.

- **Comment on all SBA components done**
  - The moderator checked the files for the SBA as well.
  - The files were easy to navigate
  - The work was well organised and arranged in order.
  - The tasks given and the topics were of the correct rigour.
  - The assessment was consistent and done in accordance with the SAGS document.
  - Appropriate rubrics were used.
  - Constructive feedback was given to learners accordingly.
  - There was evidence if cluster moderation

APPRECIATION AND RECOMMENDATIONS

- Educators are applauded on the job well done in preparing the learners for the exam
- Learners had good command of the language.
- Learners' tasks were marked and moderated accordingly.
- The components of both the SBA and the Oral moderation were of the acceptable standard.

Educators may send soft copies of the SBA if the courier service is unavailable at the time they wish to send the files to the moderator.

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SISWATI FIRST ADDITIONAL LANGUAGE
ORAL MODERATION

ORALS AND PAT FEEDBACK

Most of the tasks given to learners were appropriate for Grade 12 learners. In most of the schools marking of learner 's work was consistent.

Some teachers did not hand in their teachers file as well as learners file. They only submitted marks. Some schools did not hand in letter signed by the principal, IEB mark sheet in alphabetical order, spreadsheet. Some of the marks do not correlate.

Some teachers were not using rubrics to mark their learner's tasks. Few marks were bunched and some of the schools did not upload their documents on time.

Most of the schools did very well by submitting their work on time and some teachers need to be reminded now and again about moderations. One or two schools used their camera phones to submit their mark sheet instead of scanning them.

Learners were in their school uniform during moderations, and they had command of the language. Teachers need to teach their learners page numbers in Home language, why they have chosen a particular passage for reading or presentation. Cluster moderations were done.

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SPANISH SECOND ADDITIONAL LANGUAGE
PAPER I & PAPER II

This year's examination results reflect that most candidates successfully attained the expected level of Spanish proficiency. We commend the teachers for their unwavering commitment and hard work, as well as the learners for their dedication and perseverance throughout their preparation for these final exams.

We repeat our request to school principals and department/academic heads whose learners are registered to sit for the Spanish IEB examinations: please ensure that the teachers are qualified and that they are given a copy of the latest Subject Assessment Guidelines (SAGs) for Spanish along with the list of Prescribed Works and texts for the Orals, which are available on the IEB website.

- 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 the others posed difficulties. As part of the instructions for Question 1.3, it is suggested to include the following clause: 'According to the text, indicate whether the following statements are true or false. Put an X in the correct box. Whether your answer is marked as true or false, in both cases, you should justify your answer with a quote'. In Question 1.12, It is important to carefully read the instructions. The question clearly stated that the learner should mark all the options they consider true. However, some learners marked only one or two options.
- **Text 2:** Overall, learners have understood the text well. The learners demonstrated a good understanding of the instructions provided and followed them accordingly.
- **Text 3:** Overall, learners 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. In Question 3.1.2, the learners were required to refer only to a section of the reading provided.' As part of the instructions for Question 3.3, it is suggested to include the following clause: 'According to the text, indicate whether the following statements are true or false. Put an X in the correct box. Whether your answer is marked as true or false, in both cases, you should justify your answer with a quote'
- **Text 4:** Overall, learners have understood the text well. The learners demonstrated a good understanding of the instructions provided and followed them accordingly.
  It is important that learners understand the poem and the novel, not memorise them, and apply their understanding in different scenarios. It is essential that learners spend more time reading the questions very carefully; they lose too many points for answering based on their interpretation.

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PAPER II

- In Section A, most of the candidates expressed their opinion on the source text in a well-structured manner. Learners should aim to provide their own examples to illustrate their opinion and make appropriate use of linking words, such as *sin embargo, además, por un lado, otro lado, en primer lugar,* etc. These resources enhance the coherence and consistency of their arguments while also strengthening their conclusions. It is crucial to thoroughly understand and follow the provided instructions.
- Section B was well answered by all candidates this year. However, greater attention should be paid to the correct format of transactional texts, such as WhatsApp messages, dialogues, Facebook messages, and emails, as well as to the appropriate form of address (formal or informal). It is essential to strictly adhere to the instructions provided, including the required use of specific grammar structures, for example, the subjunctive.
- In Section C, Question 6, some candidates did not follow the instructions to write a letter addressed to *los compañeros de clase*. It is important to comply with the instructions, such as writing an informal letter about *las normas de conducta en la exposición que los estudiantes van a visitar*. In Questions 6 and 7, it is vital to use the information provided and adapt it according to the given instructions and required format.

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 of their mistakes previously of the exam.

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SPANISH SECOND ADDITIONAL LANGUAGE
SBA MODERATION

Most of the teachers' and learners' SBA files for this year were very clearly and neatly presented. Congratulations on this achievement. Overall, we were highly impressed with the work done by most teachers and learners during the year.

Please, visit regularly the IEB website and read the IEB circulars for revisions in SBA, and oral, requirements. It is necessary to emphasise that everything requested in the SAGs should be included in the SBA as indicated. In other words, the cover needs to include the required information; the tasks, tests, preliminary exams need to be set at certain level and the marks given to the learner have to be based on an assessment criterion 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 the learner's final mark, it needs to complain with the IEB regulations, and the mark given need to be realistic.

What follows are a few comments and suggestions that still needed to be considered.

- On the IEB cover sheet (is not the SBA cover page) of each Learner's File, please ensure that the learner's examination number is filled in with the centre number (each school has a number). Both the learner and the teacher must sign and date this document. Remember that these signatures attest to the authenticity of the work in the file, i.e. that it is the learner's own work. The IEB mark sheet needs to be complete, sign by the principal of the school and date. If the IEB selected require a file for some learners 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. In Section C have to 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 for 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, please, we would urge teachers and Academic Heads to ensure that the correct documents from themselves and their schools are presented to the moderator either before or on the day of the moderation. If any teachers remain in doubt as to what these documents are, they should consult the SAGs on the IEB website. 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 3 (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 learner. Please note that the literary texts for the oral moderation differ from those for the written examination.

Congratulations once more to all our teachers for their remarkable efforts, commitment, and enthusiasm for Spanish.

With kind regards, the examiners and moderators.

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SPORT AND EXERCISE SCIENCE

The overall standard of responses from learners continues to improve.

QUESTION 1

1.1 Match the column – this was answered very well.

1.3 Learners had to outline and shade the Base of Support. This was mostly answered a lot better than in previous years. This will, however, be addressed at the UGC.

Outline **AND** shade in the Base of Support in each of the following picture.

Some learners did struggle with the 3D nature of the picture, but the new method is assisting most.



OR



Allocate:
1 mark for each foot (dark block) = 2 marks
1 mark for the space between the back foot and front foot
1 mark for the granite stone
1 mark for the space between the front foot and the stone. (5)

1.5 This question related to levers.



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1.5.1 State what the load is.

Many learners were vague and stated, 'the leg' or 'the foot'.

These were marked as incorrect as the answer is 'the lower leg' or 'from the knee down'.

1.5.4 Learners were asked to draw the fulcrum onto the joint.

Please teach learners to place the ▲ on the joint, not next to the joint



QUESTION 2

Learners had to read a source about Michael Phelps and then answer questions.

Sadly, some learners got several answers wrong even though the answers were in the source.

Question 2.9 was a question regarding blood redistribution. A picture was provided.

Question 2.9.2 asked for learners to explain blood redistribution with the instruction 'refer to the picture provided'. Many knew the theory but failed to refer to any of the data in the picture – this resulted in them only getting half marks for the question.

Several confused the terms 'vasodilation' and 'vasoconstriction'.

QUESTION 3

Learners were presented with detailed sources relating to altitude training for swimmers and cyclists.

Parts of this question proved to be difficult. Parts of the question were level 5 and 6 and this is why some learners struggled. However, the biggest concern is that many learners do not know how to interpret data off the sources.

3.9 Explain and provide evidence showing that the cycling sessions were successful in terms of performance improvements.

Many provided the evidence from the source but then failed to explain how the improvements would actually assist a cyclist.

Similarly with Question 3.12 where learners had to explain how various factors would benefit a cyclist.

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3.13 Question referred to adaptations to blood. Several spoke about adaptations to the heart.

QUESTION 4

Source related to the physics of golf.

Many learners struggled with this question and the spin on a golf ball. A lot of these questions required application, which proved challenging.

Learners also do not understand how air flows around a ball.

Many were unable to apply the Bernoulli Principle to a golf ball inflight.

QUESTION 5

This question related to arousal in sport, energy systems and muscle fibres. Many appear to understand these concepts.

The main difficulty was the explanation of the Catastrophe Theory when applied to a provided picture. Once again, learners were asked to 'use the provided graph to explain the theory' Use basketball to assist'.

While most did use basketball to assist many totally misinterpreted the graph. This is an important theory so please emphasise when teaching.

QUESTION 6

An essay relating to technology in sport. Sadly, some learners did not use the sources when answering. It is vital that all learners refer to the rubric before answering. By referring to the rubric they will see how marks are allocated and where the majority of the marks are awarded.

It is also essential that they use the 10-minute reading time to carefully read the sources and then formulate their answer.

Learners also need to include their own examples that are not mentioned in the sources.

Having said this though, the standard is much better than previous years.

The overall standard of the scripts has improved dramatically, and I am sure this will continue next year.

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SPORT AND EXERCISE SCIENCE
PAT MODERATION

There has been a marked improvement in the overall standard of the PATs.

Admin:

Thank you for much better quality in the scanning – there were less pages that were scanned in too dark to read or scanned at an angle.

Reminder:

The cover page needs to have the learner's examination number on it. All learner's files should have the following as their cover page – it is found in the Instructions to the Teacher document.

1. CANDIDATE'S PAT COVERSHEET

NATIONAL SENIOR CERTIFICATE

SPORT AND EXERCISE SCIENCE

COVERSHEET FOR LEARNER'S PAT FILE

(To be filled in by the Learner, controlled by the Teacher and included as the first page of the Learner's File)

Centre Number | | Candidate's Exam No. | |

	Plan of Action	Gather information and select athletes	Analyse data	Design and Conduct Flexibility Tests	Conduct FMS Tests	Design several stretch programmes	Create a diary	Satisfaction Survey	Analyse data	Evaluate training programmes	Conclusion	Organisation and layout	TOTAL
Marks	**5**	**10**	**10**	**5**	**5**	**20**	**5**	**5**	**10**	**10**	**10**	**5**	**100**

This cover page **must** be signed by both the learner and the teacher.

Any permission slips that needed to be signed by parents of under 18 athletes, should have a school badge or school name on it.

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There MUST be evidence that the teacher marked the PAT. In other words, there should be ticks, crosses, corrections and suggestions. Several PATs showed no evidence of marking apart from a mark on the front page.

Problems regarding the learner's actual PAT investigation:

- Plan of Action
  - This needs to be very specific – learners must put dates for each step.
  - All the steps provided in the Instructions to Candidates should be referred to in the Plan of Action.

- Information gathering / questionnaires
  - 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.

- Data analysis
  - Many learners gave superficial analysis. They were meant to look at the questionnaires and state why they chose the athletes they did and why they 'rejected' other athletes.

- Baseline Fitness tests
  - Many learners did not explain the tests. Several placed a picture of tests and then did not explain how each test is performed. The testing protocol was needed. The same applied to another test/s that 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.
  - Very few learners provided 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.
  - Using these test results should have assisted the learners when designing training programmes.

- Training programmes
  - While there were many very good programmes, there were substandard programmes too.
  - It is recommended that pictures are provided with the exercises in a training programme.
  - Some PATs only had 1 out of 4 training programmes and yet the mark allocated seems that 4 programmes were marked OR the teacher gave a mark out of 20 for 1 programme.
  - All four programmes MUST be provided in the PAT.

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- Diary
  - Many learners had no diaries in their files – they only had summaries of responses.
  - Others created a logbook rather than a diary.

- 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.
  - Be aware of superficial analysis.

- Layout
  - Learners MUST use the headings found in the instructions. Not only will it make marking easier, but it is also easier to pick up something that is missing.
  - Ensure that all the sections are in the correct order of the instructions.

I hope that these pointers will assist with the 2025 PAT.

I have listed many problems but there were some outstanding PATs too with exceptional questionnaires, training programmes and diaries.

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SPORT AND EXERCISE SCIENCE
SBA MODERATION

OVERVIEW

This year marks the continued implementation of online SBA moderation, building on previous experiences to refine and enhance the process. In certain aspects the task continues to present challenges for both moderators and participating schools, requiring strategic planning to streamline operations.

For the schools selected for national moderation—comprising both IEB and DBE institutions—dedicated Google Drive folders were set up. Links were shared with IEB liaisons, and direct communication was maintained with educators. Guidance was provided to ensure clarity on the submission process.

The transition to fully digital submissions remained a challenge for some, particularly within DBE schools, where the time needed for scanning and uploading documents was often underestimated. While submission deadlines were met by many, certain schools required additional time, causing minor delays.

Encouragingly, most schools acted upon recommendations provided in the 2023 Moderator's Feedback Reports, using the feedback as an opportunity for growth. Collaboration between schools was evident, which is an excellent practice for ensuring consistency in assessment quality.

A notable decrease in reliance on past examination papers was observed, highlighting teachers' efforts to create original assessments. Several schools submitted exemplary online files, showcasing extensive planning and preparation. These efforts will be highlighted at the upcoming UGC conference. Additionally, preliminary examinations included innovative questioning approaches.

Teacher Files

1. General

Most teacher files were well-organised and easy to navigate, simplifying the moderation process. However, some educators encountered difficulties in completing electronic documentation. This issue should be addressed at the national conference to ensure clarity and efficiency in file preparation.

The Teacher File Cover Sheet must be cross-referenced with the relevant sections in the file. SBA items should be clearly marked for easy identification.

Required evidence in SBA documentation:

- All assessments completed by learners. If learners have a choice of tasks, copies of all available tasks, along with their marking guidelines, should be included.
- Marking guidelines for each assessment (memoranda, rubrics, etc.).
- Design grids for tests and exams – an area that has seen improvement but still requires attention to ensure validity, rigor, and appropriate differentiation among learners.

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2. Mark Sheets

Significant progress has been made in adopting standardised mark sheet templates. Teachers are encouraged to use Excel spreadsheets for accurate calculations and to verify that weightings are correctly applied when transferring marks.

A recurring challenge remains in DBE schools regarding SASAMS mark sheets, where discrepancies in weightings between the GDE and IEB mark sheets cause inconsistencies. The moderator provided assistance in correctly completing the IEB mark sheets, and it is recommended that IEB liaisons continue working with DBE schools to resolve this issue.

3. Moderation

Moderation practices continue to be inconsistent in some schools. Evidence of internal moderation must be submitted to confirm that assessments were reviewed before being administered. This ensures assessment quality, accurate marking, and proper calculation of final marks, especially in preliminary examinations.

A moderation tool should be used for both pre- and post-assessment moderation. Schools are encouraged to obtain and utilise standard forms for this purpose. A draft of each moderated item, along with documented feedback, must be included in the Teacher File.

Preliminary Examinations

Preliminary exams contribute 30% to the SBA mark and must reflect the structure and rigor of the final examination. To maintain high standards, teachers should ensure:

- Exams mirror final exam formats, with appropriate question papers, design grids, and marking guidelines.
- Collaboration between schools is documented when common exams are written.
- Prelim papers are moderated by another Grade 12 Sports Science teacher, with examiner and moderator names listed on the cover page.
- Spelling and numbering errors are corrected before national moderation.

An ongoing issue is the direct use of past IEB exam papers. While past questions can serve as examples, teachers should refrain from directly copying them into preliminary exams. Additionally, feedback to learners must be prioritised, ensuring that learners receive meaningful guidance for improvement.

Controlled Tests

Controlled tests must adhere to IEB requirements as outlined in the CAPS. Schools are commended for exceeding the minimum requirement of two tests. When selecting assessments for submission, tests should be from different sections of work and maintain equivalent rigor.

Teachers must ensure that test front covers include:

- School name, date, task name, examiner, moderator, time allocation, and total marks.

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A minimum of 50 marks per test is required, accompanied by a well-structured design grid and comprehensive marking guidelines. The correct level of rigor must be maintained throughout the year, not just in SBA assessments.

SBA Tasks

There are five SBA task options:
- Oral presentation
- Visual task
- Media review
- Case study
- Practical

Teachers should be well-versed in the CAPS requirements for these tasks. While improvements have been noted, some schools still fail to meet the specified criteria. In certain cases, Learner Files contained no SBA tasks, putting learners at a disadvantage.

Key areas for improvement:
- All SBA tasks must undergo moderation before submission.
- Marking guidelines must accompany tasks to facilitate fair and accurate assessment.
- The Practical Task may not cover the same topic as the PAT.
- Tasks must align with Grade 12 standards; assignments should not be completed in unrealistic timeframes or contain vague instructions.

Schools should collaborate to ensure task quality and share examples of high-standard tasks.

Learner Files

During this year's moderation, some educators submitted entire Learner Files as single documents rather than task-wise uploads. This made navigation difficult. Schools, especially DBE institutions, are encouraged to begin uploading documents from August to prevent last-minute delays.

Teachers should verify:
- The correct SBA tasks are submitted.
- Marks are accurately recorded on the Cover Sheet and Teacher File.
- Final SBA marks are correctly calculated and rounded to two decimal places.

Moderation Goals for 2025

- **Training Session:** A short workshop at the national conference on how to upload documents effectively.
- **Feedback Enhancement:** Learners must receive **detailed** marking guidelines after each task, with feedback documented on Form 1.5 of the Regional and National Moderation Tool. Teachers should specify methods used to provide feedback, including:
  - Written comments on learners' work
  - Class discussions and reflection sessions

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  - Extra lessons or individualised support
  - Clear, precise ticks in marking guidelines for verification
- **Design Grids:** Complete and accurate grids must accompany all tests and exams.
- **Correct SBA Weighting:** Ensure various SBA items are correctly weighted when calculating final marks.
- **Task Quality:** Teachers should allocate sufficient time for planning SBA tasks to align with curriculum requirements.

Overall, the quality of SBA tasks has improved, and the steps outlined above aim to further refine moderation processes and assessment standards moving forward.

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TAMIL SECOND ADDITIONAL LANGUAGE
PAPER I

I am very pleased as all the candidates that wrote Tamil SAL Paper 1 were able to complete the paper in the given time of 2 hours.

In the first question, the section on comprehension, most candidates were able to answer the questions that were based on the passage given. It is very positive to note that they had a clear understanding of the story.

In the grammar sections, most candidates seemed to have a good understanding and answered correctly. However, some learners spelled words incorrectly, but marks were allocated to answers that were close enough.

In the second section on literature, most candidates were able to answer the one-word questions correctly. There were a few learners that seemed to have forgotten. Some learners found a little difficulty in writing and the short stories. The learners that were able to write these short stories used a good range of vocabulary in accordance with the required grammar rules. They were able to give a condensed story of the poet.

In the third section of the paper, candidates were able to answer the questions based on the poem correctly. Most candidates seemed to have a good understanding of the poem. There were a few learners that did not answer correctly. It is very positive to note that most learners scored over 60% overall.

PAPER II

All the candidates demonstrated commendable performance in answering the exam questions. Their responses reflected a high level of preparation and understanding, which can be attributed to the effective use of the revision guidelines provided.

Overall, the candidates' performance was impressive, indicating teachers had adequately prepared their learners. The understanding and preparation of the candidates were evident in their answers.

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TOURISM

GENERAL FEEDBACK ON CANDIDATE PERFORMANCE

The marking session for the Grade 12 Tourism final examination highlighted several areas of both commendable performance and significant challenges. This feedback aims to guide educators in preparing candidates for future assessments.

QUESTION 1 SOURCE-BASED ANALYSIS (MAMASAMBA)

- This question, based on the case study of Mamasamba, an award-winning restaurant in Rosebank, served as a good introduction to the paper and tested multiple topics within the SAG document.
- **Question 1.2:** Many candidates struggled with creating a code of conduct (4 marks), indicating a need for better understanding of this concept.
- **Question 1.4:** Below-the-line marketing techniques were poorly addressed, suggesting that candidates did not read the entire question carefully.
- This question required candidates to apply knowledge from various topics to real-life scenarios, with generally positive responses except for the issues mentioned above.

QUESTION 2 FOREIGN CURRENCY AND THE ECONOMY

- This section was relatively well-answered. However, candidates often confused the concepts of strong and weak GDP.
- Common misconceptions included the belief that foreign currency can be exchanged at locations like the Kruger National Park or embassies.
- **Question 2.6 (Multiplier Effect):** Many candidates lacked the depth of understanding required for full marks. Educators are encouraged to spend more time teaching this concept as it forms a core part of the curriculum and appears in most examinations.

QUESTION 3 TIME ZONES, TRAVEL PLANNING, AND CUSTOMS

- Many candidates successfully completed the time zone calculations. However, they must be encouraged to show all calculations for full credit.
- Some centres struggled to differentiate between restricted goods, prohibited goods, and duty-free items. This section ranged from 2 to 4 marks and requires more clarity in teaching.
- Misunderstandings included:
  - The difference between jet lag and jet fatigue.
  - The concept and implications of the International Date Line.
- **Question 3.4 (Economic Benefits of DST):** This higher-order question posed a significant challenge, as it required candidates to reflect on and analyse the economic impact of daylight-saving time.

QUESTION 4 SWOT ANALYSIS AND THE MARKETING MIX

- This question was generally well-answered.
- The main issue was with the 'opportunities' section of the SWOT analysis. Candidates struggled to recognise that opportunities are external factors beyond the business's control. This misunderstanding may stem from how the concept is being taught.

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QUESTION 5 ESSAY ON GLOBAL EVENTS (OLYMPICS)

- Candidates were required to provide an opinion, supported by two sources—one promoting high tourist numbers and the other advocating for limiting tourism.
- Many candidates failed to articulate a clear opinion or use examples from the sources to substantiate their answers. This significantly affected their marks.
- This question was a higher-order task, requiring candidates to integrate the sources, form an opinion, and substantiate it with evidence.

QUESTION 6 CONCEPT MAP

- This higher-order question aimed to assess candidates' ability to demonstrate the interrelatedness of the tourism industry.
- Challenges included:
  - Failure to draw meaningful links between concepts such as professional image, good marketing, and economic/community development.
  - Over-reliance on bullet points without applying theory to the question.
  - Lack of examples from the source material.
- While some candidates used keys and colours to organise their maps effectively, others missed the opportunity to illustrate connections fully. Teachers are encouraged to introduce concept maps in Grade 10 to build these skills progressively.

GENERAL OBSERVATIONS

- Concerns about the length of the paper persist annually, but the Flesch-Kincaid readability score suggests that the reading level is appropriate. Few candidates failed to complete the paper due to time constraints.
- Educators should encourage candidates to handwrite practice examinations to develop time management skills essential for a three-hour paper. Writing concise answers tailored to mark allocations is also critical.
- The use of a single, multi-purpose source in this year's paper proved effective in saving time.
- Rubrics should be emphasised in class to help candidates plan their responses strategically.

RECOMMENDATIONS

1. Spend more time on high-frequency topics such as the multiplier effect and concept maps.
2. Ensure candidates understand the difference between various economic terms, customs classifications, and tourism concepts like jet lag vs. jet fatigue.
3. Foster critical thinking and application skills for higher-order questions.
4. Introduce essay-writing strategies that integrate opinions with evidence from sources.
5. Gradually build concept map skills from earlier grades to ensure proficiency by Grade 12.

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TOURISM
SBA MODERATION

1. Teacher files

Administration

Most of the teacher files were compliant this year. The teachers submitted it according to the circular and the 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 candidates 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 candidates in the Call-up list must be included.
- Complete form 2.3, Declaration of Omissions, when a candidate missed a task, test, or preliminary examination. It must be supported by the necessary documentation.

2. Controlled tests

There are still teachers who asked World Heritage Sites and World Icons in their tests. This is not in the IEB syllabus.

Pre-and post-assessment moderation was not always evident in the tests. Please submit evidence of pre- and post-assessment moderation.

Another point of concern was the design grid. Please use the design grid in the updated October 2023 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 right Topics appear on the Tests and Design grid. There is no Topic 6 in Grade 12.

3. Preliminary Examination

Most of the preliminary examinations were write-on papers. Thank you to all teachers for ensuring compliance. It is important that the preliminary examinations mimic the final examinations. Please do not use past IEB papers for your preliminary examinations. A few schools used the 2023 and 2024 supplementary examination papers for their prelims, which is not allowed.

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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4. **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.

Candidates need to do a teamwork/groupwork component. Please ensure that the work experience is in the tourism industry.

Tasks need to be referenced.

5. **Selected Task**

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 candidates.
- 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 candidates and ensures that it differentiates candidate ability.

Please refer to the SAGs when setting the Case study and data response task.

Entrepreneurship Task

A few schools did the Entrepreneurship task. All of them were set according to the SAGs document.

6. **Candidate 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 candidate's file.

Candidates must hand in a bibliography if the task requires it. They must use the Harvard referencing method.

7. **Feedback**

Assessment without feedback is meaningless. The purpose of assessment is to establish whether candidates have learnt what is intended. Therefore, teachers should provide constructive feedback to candidates after each assessment. This must be evident on the leaner's assessment.

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
PAT MODERATION

GENERAL

In general, the standard of PATs was acceptable.

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 to complete the IEB cover page 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 sheets and rank order lists to verify marks submitted to IEB system. The two parts of the PAT must have an equal weighting of 50/50.

Please refrain from using other schools' PATs. Set original tasks relevant to your candidate demographics and area.

Only submit one scanned document per part for each candidate. Rubrics must also be scanned and submitted. Do not attach the original Power Point document, we need the marked copy scanned to verify the marking process.

TASK

The PAT should be a rigorous task – it forms part of the examination mark and must fulfil 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 tasks to accommodate the Code 7 candidates.

Teachers must refrain from using teacher-initiated templates for candidates to complete business plans, etc. This will inflate marks and Code 7 candidates are not granted the opportunity to showcase creativity and in-depth knowledge. This is not a group work assessment. Grade 12 candidates are able to and expected to fulfil the requirements of the PAT individually.

On-site visits are imperative – teachers must insist that these are done.

- There was no reason not to do an on-site visit in 2024. Candidates visit malls and restaurants on a weekly basis.
- Without on-site visits the task merely becomes a research task.
- Candidates 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 candidates on site.
- Please ensure that there is a fair balance between desktop research and face-to-face research.

Teachers must refer to the SAGSs document regarding the compulsory prerequisite of a visual/oral component. Proof of the visual/oral component must be handed in in the form of photographs, power points, speech notes and que cards. Hand in the marked version of this component.

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Teachers should remain alert to plagiarism and deal with it effectively. An online plagiarism test is a prerequisite for the PAT assignment. Candidates hand in the results page with both parts of the PAT. ChatGPT plagiarism was detected.

It is expected of candidates 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.

Refrain from assessing Grade 10 and 11 syllabi in Grade 12. Tour planning cannot be assessed in the PAT.

Teachers should ensure that they work to the latest version of the SAGs document.

ASSESSMENT TOOLS

Teachers should ensure that the assessment tool being used is appropriate to the task. It is recommended to make use of a rubric with clear criteria and the necessary imperative verbs, as it is in the best interest of the candidates to know exactly what is expected of them. Code 7 candidates will have the opportunity to meet the compulsory requirements with well set-out rubrics. Work according to the 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. Rethink new and innovative marketing strategies.

MARKING

The awarding of marks must be clearly indicated by ticks (✓) on the candidate assessments. Teachers should refrain from only awarding a mark on a rubric. Teachers should write on-going feedback. This provides the candidate with the required constructive criticism to learn from the process.

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URDU SECOND ADDITIONAL LANGUAGE

It is indeed a huge relief and great satisfaction the Urdu (SAL) examinations and marking processes were completed successfully and timeously. We, the examining and marking panel are also pleased and satisfied that the examination papers for November 2024 were of a very good standard. The different levels/types of questions provided ample opportunity for the weak learners to pass, and they also adequately challenged the brighter learners.

We extend our heartfelt congratulations to all the learners, teachers and their respective schools for having completed the academic year successfully. We applaud them for their hard work and commitment.

We take this opportunity to express our gratitude and appreciation to the IEB for its role in facilitating the assessment of Urdu at Grade 12 and for doing everything possible to ensure that learners receive their much-anticipated results timeously.

We once again commend and acknowledge all learners and stakeholders and appreciate their hard work and dedication.

As examiners and moderators, it is always very pleasing to see learners attempting an exam in a foreign language. Their efforts and those of the teachers who work under many constraints to ensure that these learners perform credibly is laudable indeed. The efforts of both the learners and those of the teachers is acknowledged. However, the following are some of the observations made.

- Some of the errors made the learners were rather egregious.
- One of the first observations made is the learner's presentation of answers. The issue of ***penmanship*** has to be brought to fore. Learners must be encouraged to write with a great sense of pride and clarity. The formations of the Urdu Alphabets must be clearer. As a suggestion they could perhaps be encouraged to write using a larger formation of the letters as this would make reading their work much easier. As an exercise teachers must encourage learners to practice their formation of Urdu Alphabets by giving them more writing exercises.
- The answering of questions should be in ***short sentences*** whenever it is required. In many instances just one word is given.
- There were sections that had the answers from the alternatives provided, but some of the learners were unable to match them. This could also indicate their ***inability to comprehend.***
- There were some very obvious and simple repetitive ***spelling*** errors e.g.: the spelling of *bahut* and *hum* in Urdu.
- Some of the answers that the learners did provide was indicative of a lack of ***understanding*** or comprehending. In many instances alternatives were provided as answers but learners were unable to match them.
- When it came to ***prescribed texts***, learners were able to answer a little more succinctly, however unseen texts did provide somewhat of a challenge to some learners.
- ***Essay writing*** can be improved by being a little more precise and coherent.
- In one instance a learner attempted to ***transliterate*** an answer. What must be understood is that every attempt must be made to write in Urdu.

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- Sections that educators should hone in their efforts on are the following:
  – Idiomatic expressions
  – Obvious singular and plural forms
  – Basic masculine and feminine genders. (Verbs)
  – Simple responses to pictorial images in Urdu.
  – Simple sentence construction.

Suggestions for Improvement

- Taking into consideration that Urdu is foreign language, teachers MUST concentrate their efforts in ensuring that learners must be able to read with comprehension. A basic Urdu Primer must be used to established fluency in reading and meaning. This has to be a prioritised outcome.
- Learners should by grade twelve have developed a language register for usage purposes.
  – These could include stock phrases and simple words that would assist in sentence construction.
  – Listen to Urdu conversations.
  – Teachers should encourage the use of dictionaries or introduce learners to free Urdu translation Apps that are freely available on the play store and sites.
- Learners should practice Urdu writing by copying Urdu texts as writing exercises.
- Learners must be encouraged to read Urdu texts as a leisure activity to develop basic understanding.

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VISUAL ARTS
PAPER I

I would like to extend huge gratitude to the teachers who put themselves forward for marking this year. They formed an impressive team which approached each script with the intention of giving the best advantage to each candidate. Thank you to teachers for sending feedback on the paper and noting any concerns. These were taken into consideration in the standardisation process and marking. Candidates were given the benefit of the doubt wherever possible.

Standardisation and marking provide the true assessments of the candidates with the paper as the starting point. Once the paper has been set, it is moderated by the internal moderator and by the external moderator who makes certain that it complies entirely with the standards set by Umalusi. Standardisation took place with Senior markers on the 7th of December and then with the teachers assigned to each of the questions on the 8th. Senior markers prepared their own marking guidelines for the question on which they would be working. During standardisation these new guidelines as well as the original marking guidelines were rigorously discussed by the panel of Internal Moderator, Examiner and Senior markers to achieve consensus on the breadth of what was deemed acceptable within the answering of each question. It is acknowledged that consistency of marking once consensus has been reached is of utmost importance. In the process of standardisation, the comments received by the community were discussed and taken into account when adding to the marking guidelines for dissemination to markers.

The expanded Marking Guidelines were then explained to the relevant marking panels before the standards were tested in marking a set of dummy scripts. Once markers were consistent in their standards within each panel, they moved onto marking real scripts. The senior markers consistently moderated scripts to ensure consistency and scripts were then further moderated by both the examiner and the internal moderator.

Various observations from each of the questions have been noted by the panel and are itemised below. Generally, candidate responses reflected high standards of teaching and broad knowledge of interesting works.

Common issues that arose were:

- First name reference to artists
- Lack of contextual and historical knowledge
- Awareness of mark allocation and the amount of writing required
- Specific responses to what was being asked were needed
- Descriptions of artworks need to be clear and specific
- Obscure artists and artworks slowed the marking process as some could not be found. Please could teachers provide notes of obscure examples.

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QUESTION 1 VISUAL LITERACY

1.1
- Candidates need to separate their discussion of space and colour. Descriptions of each element need to be clear – for example, colours must be named and not just called dark colours or light colours.
- Each of the elements must then also be linked directly to principles (many candidates linked the elements to the meaning of the artwork instead). Furthermore, the link must be made clearer (e.g., 'The empty space creates balance' is not sufficient enough to warrant the two marks). The introduction of other elements cannot be credited.

1.2
- Candidates need to be clear about which artwork they are discussing and keep these discussions separate.
- Shapes need to be defined more accurately, for example, 'organic' vs 'geometric' not 'blobby' vs 'structured'.
- When linking the shapes to a principle, candidates need to be sure to choose a different principle for each artwork (as per question asked). Furthermore, candidates should not create their own principles of design.

1.3
- Candidates had interesting interpretations of what medium means and how it relates to the concept.
- This was well answered with few candidates who could not make solid connections between the layers of the materials and the layers of meaning.
- Candidates using relevant language that reflected exposure to different mediums achieved well.

1.4
- This was the question in which most candidates achieved the best. However, when using the argument that B was an artwork as it uses elements and design, candidates needed further specific reference to the image.
- Candidates were more easily able to justify why image B could be a fashion photograph as it appears they are more connected to mainstream media.

QUESTION 2 TWENTIETH CENTURY ART FROM DADA UP TO BUT EXCLUDING THE CONCEPTUAL ART OF THE 1970'S

Overall, learners understood the questions and answered well.

2.1
- Descriptions were problematic. They were either too vague, non-existent or the learners wrote a whole essay in which they included an analysis which caused them to answer with diminished depth in the following questions. Mark allocations indicate the detail required in the answer.
- Some of the titles were inaccurate – teachers need to be more aware of not teaching incorrect titles (textbook has a few inaccuracies). Common mistakes were Hannah Hoch's *Cut with the Kitchen Knife (Dada) Through the last Weimar Beer Belly Cultural Epoch in Germany*; *Persistence of MEMORY*; and not specifying WHICH coke bottles and/or Marylin Monroe artworks they are referring too.
- Some chosen examples were tricky because they transversed the 1970 cutoff – either a much later example or a conceptual example that came before 1970. Candidates need to learn examples which fit into the timeline.
- Allocation of whether the learner is referring to psychological OR technological/ societal relationships was either not mentioned or was written about extensively. This needed a brief mention to contextualise the choice of example, no mark was attached to this.

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2.2
- Candidates appeared to know OF the artworks but not enough ABOUT the artworks. Historical context is important.
- It was often not clear which category they were referring to (especially if they didn't say in Question 2.1) – psychological/technological/societal?
- Candidates need to refer to the artwork and not the art movement/artist's general characteristics.
- Candidates were still referring to artists by their first names. This needs to be strongly discouraged.

2.3
- Candidates seem unaware of HOW Art has developed/changed over the years and that time is continuous (the artists from the 20th century occupied the same universe as the previous artists that they studied).
- The knowledge of context and history needed for Question 2.3 was often flawed. Candidates need an understanding of history, and how this affected the art.

QUESTION 3 CONCEPTUAL AND CONTEMPORARY INTERNATIONAL ART

3.1
- Elements needed to be explained in detail, showing how they are fresh and new, such as linking **vibrant colours** to features specific, like the **pink** ribbon, or **red** satin cloth, and emphasising how these seemingly non-traditional elements create emphasis.
- Candidates need to be more specific, such as explaining how a **line is created through stitching**. Many candidates identified elements of the work but failed to link them to the artwork itself.
- Some mistakenly provided principles of design instead of elements, though well-explained principles were accepted. Some candidates appeared unfamiliar with the elements of art, leading to irrelevant responses.

3.2 Most candidates are well prepared for this question and therefore scored well.

- Some learners used irrelevant artworks and artists as examples. Careful attention to titles was essential, as small mistakes, such as using Pollock, Warhol, or South African examples, had significant consequences. Full and accurate titles were required to earn credit.
- Encouragingly, some teachers moved away from overused examples like *Spiral Jetty* and selected fresher works.
- South African artists were accepted if they had significant international recognition and were not used in Question 5.
- Some descriptions were too brief to effectively describe the artwork, while others exceeded the requirements, including details better suited to later questions.

3.3
- While there was generally good engagement with conventional elements, responses often focused on describing the artwork rather than identifying alternative approaches to these elements.
- Simply stating facts about the artwork without linking them to the questions intention did not earn full marks.
- Learners who did not engage with '*how the conventional elements of art pose challenges when applied to each work*' could score a maximum of 4 out of 5 marks.

3.4 Most scored well in this question and sometimes gave more information than required for 3 marks. Less strong learners tended to only provide 1 or 2 of the required points. If mode was mentioned here and had not been credited in Question 3.3, 1 mark was given.

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QUESTION 4 RESISTANCE ART IN SOUTH AFRICA DURING THE APARTHEID ERA (C1950- 1994 CE)

4.1 In this question, the focus was on aspects in the artwork that related to 'two or more ideas existing at the same time in the same image'. Overall, learners answered this question well. Most learners could easily recognise the visual clues once they grasped the actual meaning of duality (which was explained in the text).

The most evident visuals clues relating to duality:

- The contrast between black and white in the artwork.
- 'Broken faces and creatures' – quoted from the text.
- The faces are split in half – Cubist effect.
- There is a definite line that runs vertically through the artwork. It splits the artwork into two.
- The inclusion of humans and animals

4.2

- Artwork selection was important. The best examples dealt with duality of concept, material/medium and subject matter.
- There were many learners that used protest posters, (very) early art centre examples and works that didn't speak to resistance. Although acceptable as part of the parameters of the question they did not give the learners enough substance when referring to duality.
- Titles were, for the most part, correct but learners still struggle to describe in appropriate detail.

4.3 This question awarded 2 marks for analysis and 3 marks for application.

- The learners are good at giving lengthy descriptions/analysis for this question but much of it was just recall.
- The question called for responses that dealt with duality so when learners could isolate and explain how elements of the work were ambiguous/symbolic within the context of the work they scored higher.
- It is imperative that candidates understand the historical context of Apartheid.
- Learners that selected artwork from the Art Centres really struggled to link their chosen artwork to the question and duality overall.

4.4 This question dealt with contemporary application of the concept of duality and many candidates seemed to generalise their answers around ideas stemming from apartheid.

QUESTION 5 CONTEMPORARY SOUTH AFRICAN ART (POST-1994)

This question assessed learners' ability to:	
Skill Assessed	Recall and select artists and artworks (memory)
	Analyse how art reflects societal dynamics (cognitive skills)
	Develop arguments supported by relevant facts to critically evaluate both local and global perspectives reflected in the artworks.
Expected Outcomes	Understanding of how contemporary South African art critiques and reflects social dynamics.

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Structure and time management

- The candidates were familiar with the essay structure that this question required and were clearly taught how to approach and answer the question. Therefore, this question was generally well answered.
- Introductions should make the stance of the argument clear rather than repeat the question.
- Some learners struggle with writing coherent essays, often using headings and bullet points instead of presenting ideas in a structured essay format.
- Effective time management in exams is crucial. Many candidates struggled with time on the final question (Question 5), though some started with it to better manage their time. This strategy, however, is a personal choice and may not work for everyone.
- This question required higher-order thinking, prompting many learners to plan their arguments beforehand which produced better-structured responses with more extensive and nuanced arguments.

Selections of artists and artwork

- **Effective Use of Examples:** Some candidates demonstrated strong research and analytical skills by writing on a diverse range of artists and artworks. They carefully selected examples that were clearly relevant and directly supported their arguments. This approach shows a deep understanding of the material and a logical connection between the examples and the arguments presented.
- **Forced Use of Examples:** On the other hand, some candidates chose examples that were less appropriate or relevant to their arguments. To make these examples fit, they stretched their interpretation or meaning, potentially weakening the credibility of their arguments. This approach can come across as less convincing or as a misunderstanding of the examples used.
- Since SA Resistance art and SA Contemporary (post-1994) art are closely linked, teachers should avoid using the same artists for both.
- In the case where the learner used the same artist for Question 4 and Question 5, they were awarded 1 mark for that artist overall.
- Learners should choose artworks with enough factual information to provide accurate details, such as the title, medium, content, and themes. This is important to support arguments and create strong, clear responses.
- Candidates who knew the titles of artworks as well as the specific exhibition or series that these works came from exhibited better understanding of the work. For example, Berni Searle's *Untitled (Red)* from the *Colour Me* series or Diane Victor's *Blind Justice* from the *Disasters of Peace* series.
- Artists from the African continent, but who clearly address South African issues were appropriately credited. Examples include Richard Mudariki (The Model) and Serge Nitegeka (Migrant I).
- Candidates should avoid using obscure artists/artworks that are difficult to verify.

FACTS

- Candidates needed to use accurate facts about artworks to link and support their arguments.
- Several candidates used Question 4 Resistance Art examples in Question 5. In this case, the candidates were only credited arguments and reasoning related to the question.

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- Candidates are encouraged to spread the number of facts evenly throughout their discussion of the three artworks.
- Some candidates made insightful connections between local and international day-to-day social dynamics, demonstrating a thoughtful understanding of these themes. However, candidates should be encouraged to broaden their perspectives beyond viewing these dynamics solely as issues rooted in the aftermath of apartheid. These social dynamics included fashion, clothing, social media, spaces, geography, relationships, migration, gender, identity, language, access, autonomy, labour, corruption and even loadshedding.
- Candidates are encouraged to celebrate the richness of diversity, the beauty of cultural practices, religion, and other positive aspects of social interaction, while also acknowledging the lasting influences of apartheid.
- Many candidates studied titles of artworks that were not in English. While this should be encouraged as it develops appreciation and deeper engagement with the artist's intent, English translations of titles were also credited.
- If candidates wrote very long (but accurate) descriptions, they were awarded fact marks in this section.
- Many candidates did not provide accurate/effective/detailed descriptions with relevant titles.
- Candidates are encouraged to use the correct terminology e.g. sculpture, not statue. Often learners confused sculpture with installation.

Argument

- The candidates were familiar with the essay structure that this question required and were clearly taught how to approach and answer the question.
- Most learners successfully focused on day-to-day social dynamics, analysing how these reflect uniquely South African issues in contemporary art.
- There were some very good, sensitive, nuanced responses where learners are able to analyse layers of meaning and successfully link this to multiple contextual factors. This was very encouraging.
- A small group of candidates demonstrated extensive knowledge of both local and global dynamics, showcasing a deeper understanding of the interconnectedness of these themes.
- Some responses displayed a lack of cultural sensitivity, with certain remarks veering into offensive territory rather than constructive critique. Learners should be encouraged to approach such topics with greater cultural awareness and respect. Encourage learners to use terms that are not derogatory. For example, domestic worker would be an appropriate term.

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Some interesting artists discussed in Questions 3 and 5:

Question 3	**Question 5**
Andy Goldsworthy	Leora Farber
Ann Hamilton	Nellien Brewer
Antony Gormley	Paul Emmanuel
Ashley Blalock	Mohau Modisakeng
Barbara Walker	Conrad Botes
Chiharu Shiota	Igshaan Adams
Christian Marclay	Thania Petersen
Do Ho Suh	Sethembile Msezane
Eduardo Kac	Nobukho Nqaba
Faith Ringgold	Usha Seejarim Corina Lemmer
Kara Walker	Hasan and Husain Essop
Yayoi Kusama	Langa Magwa
Zhang Huan	Nicholas Hlobo
Zoe Leonard	Andrew Putter
Rirkrit Tiravanija	Diane Victor

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VISUAL ARTS
PAPER II – PRACTICAL EXAMINATION

A. GENERAL

The Theme for the practical work required for Visual Arts 2024 was ***Truth and Fiction***. Learners explored this theme by completing the following tasks through the course of their Grade 12 year:

TASK 1:	**Visual Journal Creative Process** ● PAT Artwork Creative Process (20 Marks) ● Examination Drawing Creative Process (20 Marks)	**[40 Marks]**
TASK 2:	**Visual Journal Contextual Research** ● PAT Artwork Contextual Research (10 Marks) ● Examination Drawing Contextual Research (10 Marks)	**[20 Marks]**
TASK 3:	**PAT Artwork** ● PAT Artwork, Title, and Rationale ● Presentation	**[70 Marks]**
TASK 4:	**Examination Drawing** ● Examination Drawing, Title, and Rationale ● Presentation	**[70 Marks]**

These should not have been seen as unrelated, separate tasks but conceptualised simultaneously as part of a coherent and comprehensive theme-based project.

B. THE 2024 VISUAL ARTS PAPER 2 PRACTICAL EXAMINATION PANEL (PEP)

General

This year saw the introduction of Senior sub-markers. The work of the Senior sub-markers extended to ensuring the National Standard remained consistent, post-moderating learner work, and providing feedback/ guidance to other members of the PEP. A big thank you is extended to the PEP for embracing this new process and taking the time to document supporting/select learner portfolios.

C. EXAMINATION AND STANDARDISATION

(i) Standardisation

The Standardisation period was conducted over three days. Two schools were selected, marked, and moderated. In order to better understand the digital submission procedures, the IEB is introducing in 2025, one day was spent assessing and debating (test) learner portfolios.

Great effort was made to ensure that each learner was given the best opportunity for success. A National Standard was reached in alignment with previous years and a benchmark document was developed. Both were used to fairly and consistently assess work at various schools across the country.

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Any key discussion points and reflections shared by the PEP during this period will be used to inform further decisions around the structure and assessment of Paper 2 and the support of educators/learners in 2025.

(ii) **Response to the Theme**

The theme for 2024 was **'Truth and Fiction'.** The theme was open-ended enough to allow learners to engage with a broad range of ideas. This in turn allowed for more authentic and personal interpretations. By large, learners appeared to have grappled with the Theme positively and enthusiastically despite existing concerns in the community around learner motivation and work ethic.

Paper 2 contained a series of personal questions, drawing tasks, and examples of artworks connected to the Theme at the start of the document. These were intended to help learners start thinking about the possibilities of the Theme and developing initial ideas. It appeared that those who engaged with these tasks went on to make more meaningful work. Interestingly, many learners developed the initial drawing tasks into more evolved final PAT Artworks and/or Examination Drawings.

Conversely, when learners did not respond to the Theme, in either the PAT Artwork or Examination Drawing, any marks awarded reflected their failure to meet one of the key requirements.

Visual Arts educators are asked to continue supporting their learners in grappling with the Theme throughout the Creative Process as this ultimately leads to their success.

(iii) **Tasks**

Visual Journal Creative Process

A large majority of learners produced ONE Visual Journal, and this allowed them to produce well-integrated ideas and made for a holistic Creative Process. 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 the development/creation of more sophisticated PAT Artworks and/or Examination Drawings.

In general, the new structuring and format of Paper 2 appear to have been well-received by learners. The individual 'Phases' have ensured that the requirements of Paper 2 are effectively scaffolded for learners enabling them to tackle each section with clarity and focus.

It was pleasing to see that Visual Journals are slowly becoming more visual in nature. When learners grappled with their ideas employing sketching and material experimentation, the PAT Artworks and/or Examination Drawings were aesthetically more resolved.

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Unfortunately, in many cases, there appeared to be an imbalance between the process work for the PAT Artwork and the Examination Drawing. Learners did not explore their ideas for the Examination Drawing as widely as they did for the PAT Artwork. This could have something to do with a late/delayed start to this component of Paper 2. Structuring this within the stringent demands of the year is crucial in helping learners succeed in this aspect.

Key points for consideration and/or improvement:

- Many learners appear to work better with a more 'formulaic' or step-by-step approach to the Creative Process. However, this might be limiting for stronger learners who are able to work in a more cyclical manner. **Visual Arts educators are encouraged to consider each learner's needs and guide them accordingly.**
- Many learners were thoroughly engaged with the Creative Process leading towards the development and/or creation of the PAT Artwork. However, the same level of engagement did not exist/ take place for the Examination Drawing.
- MANY learners relied on downloaded reference images for the creation of the Examination Drawing. In a frighteningly large number of cases, these images were not documented, nor did they appear in the Visual Journal. **Visual Arts educators must ensure that all reference images are authentic, created and/or developed by learners, and documented in the Visual Journal.**
- Some learners relied on Artificial Intelligence (AI) applications to generate reference images for the PAT Artwork and/or Examination Drawing. These were generally poorly documented, nor did they appear in the Visual Journal. **Visual Arts educators must ensure that all AI-generated reference images are acknowledged, thoroughly developed, and documented in the Visual Journal. This documentation should include the initial and follow-up prompts learners used as well as ALL further visual development and/or selection of images.**
- Approximately FOURTEEN Visual Journals were not submitted or accounted for at the allocated marking venues. This impacted the ability of the IEB-appointed Moderator/Examiner to fully assess and understand the conceptual foundation of the learner's PAT Artwork and/or Examination Drawing. Marks awarded were based on the available evidence. **Visual Arts educators are reminded to inform the IEB of any such discrepancies BEFORE the arrival of the IEB-appointed Moderator/Examiner and to ensure that relevant documentation or records are readily available.**

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VISUAL JOURNAL CONTEXTUAL RESEARCH

Learners were required to engage with **at least SIX of the examples of artwork** in Paper 2 (see page 4). Some learners engaged extensively, reproducing the artist's work in some way. This often led to a greater understanding of these and positively impacted the learner's Creative Process. However, if this approach is followed, it is important to be mindful of the time used in relation to the full requirements of Paper 2.

Learners were also required to perform in-depth research on **SIX examples of artwork** of their choice. Very few learners did not fulfil this requirement. Generally, these examples were analysed with greater intensity as they were more connected to the learner's interests. In many cases, this research was internalised and became useful in the learner's decision-making processes concerning the development/creation of their PAT Artwork and/or Examination Drawing. Learners who included detailed visual analyses received recognition for this aspect.

It was pleasing to see a few learners conducting research outside of the world of Visual Arts. This made for authentic work and a thorough/critical understanding of the socio-political issues communicated in the learner's work (where relevant).

Visual Arts educators are asked to continue supporting their learners in completing rigorous, critical, and ethical research <u>throughout</u> the Creative Process as this INFORMS the development/creation of the learner's PAT Artwork and/or Examination Drawing.

Key points for consideration and/or improvement:

- A few learners only engaged with six of the examples of artwork from Paper 2 and failed to research six examples of their own choice.
- Some learners completed copious amounts of research that did not relate to or support the development of their PAT Artwork and/or Examination Drawing. These learners usually did not benefit from this process and were awarded lower marks. **Visual Arts educators must ensure that learners do not complete this aspect of the Creative Process as a 'tick-box' exercise.**
- Some learners relied on AI applications such as **Chat-GPT** to generate research. This was generally poorly documented or followed a 'copy-and-paste' approach. **Visual Arts educators must ensure that all AI-generated research is acknowledged, thoroughly documented, and ANNOTATED in the Visual Journal.** Considering that this research is to be used for the construction of the Conclusive Research Essay (SBA Task 5), it would serve learners to use more formal sources of information that are correctly referenced.
- As per the requirements of Paper 2, learners did not have to research both African and international artists. Instead, the voice of the learner and what they aimed to achieve was considered in relation to the research that was completed.

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PAT ARTWORK

The PAT Artwork was completed mostly at school and under educator supervision. Small sections of work could be completed at home provided that this was filmed, date-stamped, and the footage shared or made available to the IEB Practical Moderator/Examiner. **However, in many cases, this was not shared or made available to the IEB Practical Moderator/ Examiner. In some cases, this meant that the PAT Artwork was difficult to authenticate as learner work.**

The PAT Artwork and related visual journal were marked by the educator and moderated by at least one or more members of their cluster group, as **required**. In only a few cases were these not marked at all. Overall, particularly where Visual Arts educators are new to the IEB, these marks were a little generous and were moderated by the IEB-appointed Moderator/Examiner in alignment with national standards. More experienced Visual Arts educators tended to mark learner work more accurately. **This was supported by a rigorous and critical use of the assessment rubrics. Visual Arts educators are encouraged to use these more readily, together with members of their cluster group.**

It was pleasing to see that there was a diverse range of media and styles of work on display regardless of the individual contexts across various schools. Highly resolved and more sophisticated work was awarded higher marks. **The Visual Journal was a crucial aspect in understanding the underpinning of the concept, form, and technique present in the PAT Artwork.** Reflecting on a 'top' work from Grades 10 or 11 often inspired learners to strengthen their skills in a similar medium.

It was obvious that many learners had spent an ample amount of time creating the PAT Artwork. The PAT artwork often received higher marks than the Examination Drawing which is demonstrative of the support/guidance learners received from their educators.

Key points for consideration and/or improvement:

- Some learners/schools did not adhere to the IEB deadline for the completion of the PAT Artwork. In some cases, these were worked on up until the day of assessment by the IEB-appointed Moderator/Examiner. **If this occurred, the work was declared as an irregularity by the IEB-appointed Moderator/Examiner.**
- Similarly, SIX PAT Artworks could not be accounted for on the allocated day of assessment as they were either not completed or not submitted. **Visual Arts educators MUST make the IEB aware of these anomalies PRIOR to the arrival of the IEB-appointed Moderator/Examiner and make the relevant documentation/records available.**
- Many learners demonstrated that the PAT Artwork was created within the required timeframe. **Visual Arts educators must continue to support learners in managing their time in accordance with individual/school needs/contexts.**

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- Some learners/schools tended to prioritise naturalistic representation. **Visual Arts educators are encouraged to consider each learner's needs and guide them accordingly.** This kind of work did not always receive the highest mark and often lacked conceptual value.
- Many schools struggle with exhibition space. When this comes to installation work, learners need to be made aware of the venue allocated ahead of time in order to navigate the form of the PAT Artwork and to ensure its success.

EXAMINATION DRAWING

The Examination Drawing was completed under formal examination conditions. Educators other than the Visual Arts educator were required to invigilate the examination, although the Visual Arts educator could be available to support learners with materials needed and/or the use of specialised equipment. Generally, this was well managed with only ONE irregularity noted.

As always, the timing of the Drawing Examination continues to be a challenge for many schools - especially with the differences between three and four-term schools. The IEB has made allowances when approached for a specific need.

Some learners created stronger Examination Drawings when faced with focused time to work. It is pleasing to see that many schools are 'training' their learners for this type of examination by setting similar Drawing Examinations in Grades 10 and 11. This appears to help learners to understand what they are capable of completing within an allocated amount of time. **This is highly encouraged.**

It was exciting to see a variety of drawing approaches explored by learners. However, more traditional media appeared to be more popular than those considered more abstract or conceptual in nature. **Any divergent choices must be clearly explained by the learner in the Visual Journal.** There was a good range in the scale of drawings and some learners managed larger formats rather adeptly. Disappointingly, learners who left the examination before the completion of the fourth session, often compromised their mark as their work was less resolved and/or convincing. **Invigilators must continue to keep accurate records in this regard and make them available to the IEB-appointed Moderator/Examiner.**

Key points for consideration and/or improvement:

- MANY learners relied on downloaded reference images for the creation of the Examination Drawing. In a frighteningly large number of cases, these images were not documented nor did they appear in the Visual Journal. **Visual Arts educators must ensure that all reference images are authentic, created and/or developed by learners, and documented in the Visual Journal.**

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- Some learners relied on Artificial Intelligence (AI) applications to generate reference images for the PAT Artwork and/or Examination Drawing. These were generally poorly documented nor did they appear in the Visual Journal. **Visual Arts educators must ensure that all AI-generated reference images are acknowledged, thoroughly developed, and documented in the Visual Journal. This documentation should include the initial and follow-up prompts learners used as well as ALL further visual development and/or selection of images.**
- Some learners opted to produce drawings in a 'trial' Preliminary Practical Examination that were copied or reproduced in the Drawing Examination. Due to this approach, the work produced sometimes lacked originality and/or novelty. **Visual Arts educators are encouraged to design their learning programs in a way that effectively prepares learners for the Drawing Examination while ensuring the content remains engaging and relevant.**
- Many of the Examination Drawings lacked overt connections to the PAT Artwork. Learners must be encouraged to present a BODY OF WORK and give proper thought to how the Examination Drawing complements the PAT Artwork.

TITLES AND RATIONALES

Many of the PAT Artworks and/or Examination Drawings were accompanied by typed rationales, but not all had meaningful content or titles. Often, these lacked a real engagement with the work produced and, in many cases, did not make the links made to the Theme, clear. There was also a relatively high use of Chat GPT in this area and learners must be encouraged to reflect their own artistic voice that aligns with the Creative Process captured in the Visual Journal.

Educators MUST ensure that learner rationales are submitted together with the Visual Journal as per the requirements of Paper 2. These may not be submitted on or prior to the allocated day of assessment by the IEB-appointed Moderator/Examiner.

PRESENTATION

Most of the PAT Artworks and/or Examination Drawings were well presented. **However, Visual arts educators were cautioned against hiring professional curators as choices made around presentation are a requirement of the learner.**

It is also, important to remember that the Examination Drawing is **securely stored after the fourth session** is completed and exhibited only when preparing for assessment by the IEB-appointed Moderator/Examiner. In cases where an exhibition needs to take place before this date, due to venue constraints, the PAT Artworks and/or Examination Drawings may not be altered in ANY WAY. This is particularly challenging for installation works.

When learners create work that may be controversial in nature, the school must find a way to support the exhibition of this work in a more private location with appropriate signage in place if necessary.

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(iv) **Feedback Reports**

The feedback reports sent to Visual Arts educators and their schools contain an indication of the general level of performance of learners in relation to the PAT Artwork, Contextual Research, Creative Process, and the Examination Drawing. Feedback reports also include suggestions for improvement where applicable. These suggestions should be considered as ways of developing the learner's ability to attain the requirements of Paper 2.

D. ONLINE SCHOOLS

Online schools must take careful note of the following important points:

- Learners may not change venues once the assessment schedule has been released by the IEB. In the case of an emergency, the IEB must be duly informed, and an alternate solution made.
- Visual Arts educators working at Online Schools must engage with the HOST school/Visual Arts educator PRIOR to the day of assessment. This is not only a courtesy but also prevents hosts from managing the sometimes unexpected arrival of online learners with various space and material needs.
- Visual Arts educators working at Online Schools MUST be available either at the allocated assessment venue or via telephone or on an online platform such as Microsoft Teams to communicate/engage with the IEB-appointed Moderator/ Examiner.
- Similarly, Visual Arts educators at Online Schools must also be available to receive feedback from the IEB-appointed Moderator/Examiner.

E. DIGITAL ENTRIES FOR ONLINE ASSESSMENT

Visual Arts educators/schools wishing to submit digital entries for the online assessment of Paper 2 2025 are encouraged to engage with the IEB guidelines and relevant submission format. Notice must be given to the IEB as soon as possible if selecting this option.

F. GRATITUDE AND THANKS

Thank you to the Practical Examination Panel for their unwavering professionalism and passion in approaching the assessment if learner work. Your expertise and support are invaluable to the Visual Arts community.

Thank you to the Internal Moderator for their guidance and hard work behind the scenes in making Paper 2, and the assessment thereof, an enormous success.

Thank you to the wonderful community of Visual Arts educators. It is through your hard work and guidance that learners are able to succeed in the subject. This sometimes comes at great personal cost and your sacrifice is immeasurable.

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XITSONGA FIRST ADDITIONAL LANGUAGE
PAPER I

GENERAL COMMENT

Paper 1 Question Paper and the Marking Guideline were well received by the Examiner in the marking Centre. There is evidence of effective teaching and learning. This is evident in the candidates' responses in Questions 1, 2, 3, 4 and 5.

QUESTION SPECIFIC COMMENTS

Comprehension – Making meaning of texts – Question 1

The comprehension was well answered although one candidate failed to comprehend what the comprehension was all about. The candidate struggled with an understanding of the phrasing of some of the questions. Of the eight candidates who wrote the examination the lowest mark obtained was 11 out of 30 marks which is 37% and the highest obtained 27 marks which is 90%. However, one candidate finds it difficult to answer Questions **1.5, 1.8, 1.12, 1.13 and 1.15**.

1.5 **Question:**

Nyika ku yelana loku nga kona eka nhlokomhaka na hungunkulu ra Xitshuriwa lexi. (2)

The question requires the candidates to give relationship between the Topic of the comprehension and the content of the text, but they find it difficult to identify these relationships. It is therefore important for the educator to pay special attention on the relationships and differences when teaching comprehension.

Answer:

1.5 Nhlokomhaka yi ri: 'Laha ku nga na ku navela, ku na ku humelela' leswi yelanaka na hungu ra xitshuriwa leri vulavulaka hi Charlie loyi a nga fikelela ku navela ka yena ko va mutlangi wa switori eka TV. ✓✓ (2)

1.8 **Question**

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.

Answer:

1.8 Mukamberiwa u ta nyika dyondzo leyi a yi kumeke. Xikombiso. Ndzi dyondzile leswaku laha ku nga na ku navela ku na ku humelela. ✓✓ (2)

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1.12 **Question**

A wu ta va u n'wi tsundzuxile yini Charlie loko a a lo tshuka a lan'wile a nga si fikelela ku navela ka yena? (2)

Answer:

1.12 A ndzi ta va ndzi n'wi tsundzuxile leswaku a nga lan'wi hikuva laha ku nga na ku navela kun a ku humelela. ✓✓ (2)

1.13 **Question**

Hlamusela leswi humelelaka eka xitshuriwa xa B. (2)

Answer:

1.13 Ku na wansati loyi a nga ku pfuleleni ka xilawulamoya wa yindlu lexi hayekiweke ekhumbini hi rhimoti. ✓✓ (2)

1.15 **Question**

U vona onge ximunhuhatwa lexi yimeke xi nga va xi titwa njhani ku ya hi leswi humelelaka eka xitshuriwa lexi? (2)

Answer:

1.15 Mukamberiwa u ta nyika vonelo ra yena. Xikombiso: Xi nga va xi tsakile swinene, hikuva xi kota ku lawula ku hisa kumbe ku titimela ka moya wa yindlu ya xona hi nkarhi wun'wana na wun'wana. ✓✓ (2)

Summarising – Question 2

This question was well answered by three candidates as they managed to obtain marks between 8 out of 10 marks. One candidate managed to obtain 10 out of 10 marks. This candidate managed the skills and rewrote the summary in his or her own words very well. The other three candidates obtained 4 out 10 marks. One candidate failed hopelessly in this question as he or she obtained 0 mark out of 10 marks. Educators are reminded to practise the skills of writing a summary with the candidates, such as adhering to the word count to avoid long summary that will end up working against them in terms of acquiring higher marks.

Communicative Language: Cartoon – Question 3

Four candidates performed outstandingly very well in this question. They had a good understanding in interpreting the devices used in the cartoon. Educators are reminded to pay special attention in all the devices and terminology used in a cartoon. Drill work is recommended when teaching this section.

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Communicative Language: Advertisement – Question 4

Six candidates out of the eight who wrote the examination 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 advertisement by engaging them using different advertisements.

Communicative Language: Textual Editing – Question 5

Six candidates out of the eight who wrote the examination answered this question perfectly which indicates that they did not struggle with the communicative language. Only two candidates who performed very disappointingly by obtaining 3 and 04 marks respectively. Educators are requested to drill this section very well in their teaching and learning activities.

Unseen poetry – Question 6

Six candidates out of the eight who wrote the examination answered this question perfectly because they obtained 9 out 10 marks each, which indicates that they did not struggle with the unseen poetry. However, one candidate obtained 5 out 10 marks which is a satisfactory mark. The last candidate obtained a disappointing 0 mark out of 10 marks.

Seen poetry – Question 7

The average % mark for this question is 50% which indicates that half of the candidates performed very well, whereas half of the eight candidates performed did not answer this question as expected. The higher marks obtained in this question are reflective of a clear engagement with the content of each and every poem assessed.

Seen poetry – Question 8

The average % mark for this question is 90% which indicates that almost all the candidates performed very well in this question. The higher marks obtained in this question are reflective of a clear engagement with the content of each and every poem assessed.

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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.

1.7 **Question**

Ntlimbo i ku kayakaya kumbe ku tikeriwa loku ximunhuhatwa xi hlanganaka na kona eka tsalwa loko xi ringeta ku endla swo karhi.

Xana i mani loyi a a ri na ntlimbo eka tsalwa leri? Tlhela u boxa na muxaka wa ntlimbo wa kona u ri karhi u seketela nhlamulo ya wena. (2)

1.7 **Answer**

I Max Magwendere loyi a a ri na ntlimbo wa le ndzeni, hikuva a a navela ku dlaya nsati wa yena Khanyisa leswaku a ta sala na mali leyi a va yi hlayisile swin'we na yindlu laha a ya eka n'anga ya yena Nhlavhana a ya lava byongo bya ngwenya leswaku a ta chelela Khanyisa eswakudyeni, kambe ku kumeke ku dyile mbyana ya vona kutani ku fa ya vona. ✓✓ (2)

Examiner's Comment

Ntlimbo – Vakamberiwa va tsandzeka ku twisisa nhlamuselo ya ntlimbo na ku va va hlamusela muxaka wa ntlimbo lowu ximunhuhatwa xo karhi xi nga na wona eka tsalwa.

2. Candidates answered all the Questions very well. Well done to the candidates and their educator.

2.5 **Question**

Muluthanyi i ximunhuhatwa lexi vangaka dzolonga kumbe ku holova exikarhi ka swimunhuhatwa swin'wana. Xana i mani muluthanyi eka tsalwa leri? Seketela nhlamulo ya wena. (2)

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2.5 **Answer**

I Xakufa, hikuva u vangile dzolonga exikarhi ka Magwendere na nsati wa yena Khanyisa hi ku va a mukisile Jamela emutini wa vona leswi yena tanihi xigangu xa Magwendere a a velekile n'wana loyi Khanyisa a a nga n'wi tivi o sungula ku n'wi vona. ✓✓ (2)

KUMBE

I Toad, hikuva u vangerile Magwendere na Khanyisa ku lwa hi ku veka swifaniso swa Magwendere na Xakufa leswi va nga swi teka swin'we va nga ambalangi nchumu ehekeni ya vona. ✓✓ (2)

2.5 **Examiner's Comment**

Muluthanyi – Vakamberiwa va tsandzeka ku twisisa nhlamuselo ya ximunhuhatwa muluthanyi na ku va va hlamusela xivangelo xo va ximunhuhatwa xo karhi xi vuriwa leswaku hi xona muluthanyi eka tsalwa.

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.

3.3 **Question**

Mhaka leyi endliweke hi Magwendere ya ku va a rhandzana na Xifanisana nsati wa N'wantshurini ya khorwisa ke? Seketela nhlamulo ya wena. (2)

3.3 **Answer**

Mukamberiwa u ta nyika vonelo ra yena leri twisisekaka. Xikombiso. Ya khorwisa, hikuva va kona vavanuna lava rhandzanaka na vavasati lava nga evukatini. ✓✓ (2)

3.3 **Examiner's Comment**

Ya khorwisa – Eka mhaka leyi khorwisaka hilaha mukamberiwa a faneleke a hlamusela hindlela leyi kombisaka leswaku u tshame a vona mhaka ya ku fana na yona yi humelela endhawini, emugangeni kumbe etikweni ra ka vona.

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.

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SECTION B

QUESTION 5

TRANSACTIONAL WRITING

Speech

1. Candidates should be taught about the format of a Longer Transactional Writing.
2. Standardised language to be used in the Speech 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 in a simplified manner.

Parts of a Speech writing

Introduction

Greet the audience, tell them about yourself and further introduce the topic.

Body

Elaborately present the topic, explaining its key features, pros and cons, if any and the like.

Conclusion

Summary of your speech, wrap up the topic and leave your audience with a compelling reminder to think about!

Introduction of Speech Writing

To write a speech writing, the Introduction has to be attention-getting, after the greetings. Quickly get people's attention. The goal of a speech is to engage the audience and persuade them to think or act in your favour. The introduction must effectively include:

- A brief preview of your topic.
- Define the outlines of your speech. (For example, I'll be talking about … First ... Second … Third)
- Begin with a story, quote, fact, joke, or observation in the room. It shouldn't be longer than 3–4 lines. (For Example: 'Mahatma Gandhi said once …', or 'This topic reminds me of an incident/story …')

This part is also important because that's when your audience decides if the speech is worth their time. Keep your introduction factual, interesting, and convincing.

Body of Speech Writing

The most important part of any speech writing is its Body. In the body section, you should provide a detailed explanation of a given topic, a number of reasons and arguments to convince the audience to agree with you.

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Conclusion of Speech Writing

The conclusion should be something that the audience takes with them. It could be a reminder, a collective call to action, a summary of your speech, or a story. For example: 'It is upon us to choose the fate of our home, the earth by choosing to begin waste management at our personal spaces.'

After concluding, add a few lines of gratitude to the audience for their time.

For example: 'Thank you for being a wonderful audience and lending me your time. Hope this speech gave you something to take away.'

QUESTION 6

DIARY ENTRY WRITING

1. Candidates need to be reminded to get use to the devices used in the writing of a Diary.

2. **DIARY ENTRIES**

   The candidate's five days in his or her educational excursion that he or she had in his or her school.

   - The diary entries must have five different dates or times.
   - The diary entries should be written in the first person.
   - The language should be simple and informal.
   - The tone must reflect suitable emotions.

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NATIONAL SENIOR CERTIFICATE EXAMINATION
2024

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	16.7	83.3	**83.67**	**0**	**6**

ACCOUNTING

1	2	3	4	5	6	7	AVG	ABS	CANDS
4.6	9.2	11.8	15.0	16.3	18.7	24.5	**63.47**	**4**	**2634**

AFRIKAANS FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.9	7.5	13.7	18.2	20.5	19.5	18.6	**62.98**	**18**	**10607**

AFRIKAANS HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.4	4.4	16.2	28.9	29.6	20.5	**69.19**	**2**	**699**

AGRICULTURAL MANAGEMENT PRACTICES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	3.0	9.1	31.8	36.4	18.2	1.5	**60.67**	**0**	**66**

AGRICULTURAL SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	7.3	29.3	14.6	24.4	14.6	9.8	**58.22**	**0**	**41**

AGRICULTURAL TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	75.0	25.0	0.0	**65.50**	**0**	**4**

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	**88.33**	**0**	**3**

BUSINESS STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	2.3	7.4	15.3	22.1	26.1	26.6	**69.07**	**10**	**7128**

COMPUTER APPLICATIONS TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
3.1	9.5	16.1	20.9	21.2	17.5	11.7	**59.30**	**4**	**4089**

CONSUMER STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.8	6.8	13.4	21.3	24.4	22.6	9.7	**61.06**	**2**	**1000**

DANCE STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	2.3	8.0	21.6	33.0	35.2	**74.00**	**0**	**88**

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DESIGN

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.9	3.7	7.5	14.7	17.6	24.2	31.4	**69.20**	**3**	**545**

DRAMATIC ARTS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	1.3	4.4	14.5	28.3	51.4	**78.47**	**6**	**1579**

ECONOMICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
6.0	8.2	12.0	14.5	17.5	17.9	24.0	**62.77**	**2**	**767**

ELECTRICAL TECHNOLOGY (ELECTRONICS)

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	50.0	0.0	50.0	0.0	0.0	**53.50**	**0**	**2**

ENGINEERING GRAPHICS AND DESIGN

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.4	4.2	8.6	13.4	17.5	18.8	36.1	**70.46**	**1**	**1977**

ENGLISH FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.3	2.0	9.3	23.2	30.5	34.7	**73.54**	**0**	**781**

ENGLISH HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.1	0.2	2.9	13.3	31.3	34.0	18.2	**69.74**	**21**	**14188**

EQUINE STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	7.1	21.4	53.6	17.9	**73.82**	**0**	**28**

FRENCH SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	0.6	2.7	9.5	16.0	20.5	50.4	**76.82**	**0**	**337**

GEOGRAPHY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.5	3.6	11.2	20.8	25.4	22.8	15.6	**64.46**	**6**	**3656**

GERMAN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	1.1	1.1	5.6	19.1	22.5	50.6	**77.88**	**0**	**178**

HEBREW SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	3.3	2.5	25.8	68.3	**83.46**	**0**	**120**

HINDI 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	**95.00**	**0**	**1**

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HISTORY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.5	1.9	6.0	13.0	23.2	30.3	24.9	**69.55**	**8**	**4465**

HOSPITALITY STUDIES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	2.6	19.5	31.8	29.9	13.6	2.6	**58.60**	**0**	**154**

INFORMATION TECHNOLOGY

1	2	3	4	5	6	7	AVG	ABS	CANDS
1.4	4.0	7.4	13.1	16.4	18.5	39.3	**71.20**	**2**	**1614**

ISIXHOSA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.8	0.0	2.4	9.9	13.1	31.0	42.9	**75.38**	**1**	**252**

ISIZULU FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	1.5	3.4	7.7	15.4	23.5	48.1	**76.11**	**5**	**2183**

ISIZULU HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	7.1	35.7	57.1	**80.14**	**0**	**14**

ITALIAN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	20.0	40.0	0.0	40.0	**71.60**	**0**	**5**

LATIN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	50.0	0.0	50.0	0.0	**66.00**	**0**	**2**

LIFE ORIENTATION

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.1	0.4	1.6	6.8	18.8	32.5	39.8	**75.22**	**1**	**14989**

LIFE SCIENCES

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.5	3.2	9.0	16.7	24.0	27.4	19.1	**66.60**	**11**	**6688**

MANDARIN SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	2.1	0.0	2.1	2.1	6.4	87.2	**89.72**	**0**	**47**

MARINE SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	20.0	0.0	40.0	0.0	40.0	**67.80**	**0**	**5**

MATHEMATICAL LITERACY

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.3	1.8	4.2	10.6	19.4	29.2	34.6	**72.48**	**10**	**6715**

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MATHEMATICS

1	2	3	4	5	6	7	AVG	ABS	CANDS
4.1	6.6	10.3	14.9	18.1	18.4	27.6	**65.60**	**26**	**8867**

MODERN GREEK SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	7.0	11.6	23.3	58.1	**79.00**	**0**	**43**

MUSIC

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	0.8	2.8	11.8	16.3	31.3	36.6	**73.30**	**0**	**246**

PHYSICAL SCIENCES

1	2	3	4	5	6	7	AVG	ABS	CANDS
4.9	8.4	13.3	17.9	19.2	19.0	17.2	**61.20**	**11**	**5661**

PORTUGUESE SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	28.6	9.5	33.3	28.6	**71.38**	**0**	**21**

SEPEDI FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.5	4.3	7.6	18.0	30.8	38.9	**74.36**	**0**	**211**

SEPEDI HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	10.9	32.8	42.0	14.3	**70.38**	**0**	**119**

SESOTHO FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	1.0	6.9	10.9	19.8	34.7	26.7	**70.48**	**0**	**101**

SESOTHO HOME LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	30.4	39.1	30.4	0.0	**63.61**	**0**	**23**

SETSWANA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	2.3	5.7	21.7	32.0	38.3	**74.69**	**0**	**175**

SISWATI FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	5.9	5.9	44.1	20.6	23.5	**70.85**	**0**	**34**

SPANISH SECOND ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	9.5	4.8	9.5	23.8	52.4	**77.67**	**0**	**21**

SPORT AND EXERCISE SCIENCE

1	2	3	4	5	6	7	AVG	ABS	CANDS
3.2	1.6	9.7	21.6	18.9	27.6	17.3	**64.64**	**0**	**185**

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TCL PRACTICAL 7

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	5.0	40.0	55.0	**80.95**	**0**	**20**

TOURISM

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.7	2.6	11.5	19.9	25.5	22.7	17.1	**65.15**	**3**	**1371**

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	**87.25**	**0**	**4**

VISUAL ARTS

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.4	2.3	4.4	9.9	19.6	28.8	34.7	**72.43**	**3**	**1537**

XITSONGA FIRST ADDITIONAL LANGUAGE

1	2	3	4	5	6	7	AVG	ABS	CANDS
0.0	0.0	0.0	0.0	0.0	50.0	50.0	**78.88**	**0**	**8**

FURTHER STUDIES STATISTICS
2024

FURTHER STUDIES: ENGLISH

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
1.1	2.2	6.0	16.8	34.2	16.8	10.6	11.33	0.91	**65.77**	**9**	**547**

FURTHER STUDIES: MATHEMATICS – FINANCE

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
6.9	13.0	16.0	13.0	17.6	6.1	9.2	11.45	6.87	**58.95**	**22**	**131**

FURTHER STUDIES: MATHEMATICS – GRAPH THEORY & MATRICES

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
3.6	3.6	8.0	12.4	21.9	14.6	12.4	15.33	8.03	**66.85**	**2**	**137**

FURTHER STUDIES: MATHEMATICS – STATISTICS

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
16.0	8.9	10.7	14.0	14.2	9.7	7.4	13.53	5.45	**56.88**	**46**	**606**

FURTHER STUDIES: MATHEMATICS (EXTENDED)

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
0.0	0.0	0.0	16.7	20.3	12.8	15.5	24.31	10.34	**73.73**	**0**	**580**

FURTHER STUDIES: MATHEMATICS – STANDARD (CALCULUS & ALGEBRA)

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
4.8	6.1	9.2	13.5	16.8	8.1	8.6	19.03	13.95	**66.98**	**2**	**2144**

FURTHER STUDIES: PHYSICS

G	F	E	D	C	B	B*	A	A*	AVG	ABS	CANDS
10.9	8.5	13.3	13.3	21.2	11.5	9.7	10.30	1.21	**57.87**	**8**	**165**

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