MINISTRY OF EDUCATION, ARTS AND CULTURE

DIRECTORATE OF NATIONAL EXAMINATIONS AND ASSESSMENT

REPORT ON THE EXAMINATIONS

JSC

OCTOBER/NOVEMBER 2016
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ACCOUNTING

General comments

The performance of the candidates was satisfactory because they managed to answer most of the questions. The questions involving calculations were well answered.

Comments on individual questions

1 Not well answered. Most candidates wrote General Journal of Petty Cash and some candidates even wrote trading account.

Answer
Cash book
Petty cash book

2 Poorly answered. Most candidates confused cash register roll with cash register. They knew that the cash register roll is for cash transactions, but they failed to specify that it is for cash sales or cash services rendered.

Answer
It is a (duplicate of a cash slip) that remains in the cash register for the business to use as a source document for cash sales or for cash services rendered.

3 Well answered. Most candidates managed to score more marks for this specific question compared to other questions.

Some candidates failed to identify the name of the document and the account.

Answer
1. Receipt (1)
2. 20 February 2016 (1)
3. Joetrina Lopes (1)
4. Rent income OR Rent received (1)
5. Three hundred (1)
6. only OR zero OR a line/dash (1)
7. 300,00 (1)
8. Cash OR tick OR cross (1)
9. JJ Muremi (1)

4 (a) Poorly answered! Very few candidates were able to identify the type of discount and most of them wrote discount received, trading and traders discount and cash discount.

Answer
Trade discount

(b) Fairly answered. Most candidates could calculate the discount but continued to calculate the amount to be paid and made it as a final answer. Some candidates gave the answer as a percentage, e.g. 100% instead of N$100,00.

Answer
\[ 1000 \times \frac{10}{100} = 100 \]
Poorly-answered. Most candidates could not identify the ledger account. Some candidates wrote General Ledger, Debtors Ledger and Creditors Ledger as their answers.

Answer

Purchases, Creditors Control, Leeman Suppliers

Well-answered, although some candidates gave answers such as nominal sheet section, balance account section.

Answer

Balance Sheet Account section (1)
Nominal Account section (1)

Poorly-answered. Most candidates wrote Cash Book and Creditors Journal.

Answer

General Journal

(b) Poorly-answered. Most candidates could not define the term narration; they gave examples of transactions to be recorded in the General Journal.

Answer

It gives an explanation of the action taken/transaction

(a) Poorly-answered. Most candidates could not differentiate between the advantages and uses of computers. Instead of discussing, they listed the advantages.

Answer

• Computers can process and at the same time keep proper financial records
• Transactions can be processed in an effective and efficient way
• Processed transactions can easily be retrieved and be readily obtainable
• Accurate because less errors are made
• Time-saving - transactions are processed quicker than when done manually

(b) Poorly-answered. Most candidates confused invoicing stock with the uses of a computer.

Answer

• A computer can be used to produce or issue an invoice to a customer for goods sold.
• Invoices can be produced by computers with automatic updating of stock levels and debtors ledgers.

8 (a) Fairly-answered. Some candidates used terms such as Income, Salary instead of wages. Some wrote expenses and expenditures instead of deductions and some used gross income and net income or net profit.

Answer

Gross wages
• is when normal wages are added to overtime
• wages before deductions are made
• wages earned from normal time hours and overtime hours

Net wages
• is when total deductions are deducted from gross wages
• actual amount received by the workers at the end of the week

(b) Well-answered. Most candidates were able to calculate the gross wages. In some cases, candidates failed to show the calculation. A very few candidates failed to work out the overtime hours.

Answer

Normal wage

40 x 30 = 1 200

Overtime wage

2 x 45 = 90
Gross wages
1 200 + 90 = 1 290

9 Poorly-answered. Very few candidates were able to explain the need for bank reconciliation and most candidates mentioned the steps to follow when doing bank reconciliation. Some candidates used terms such as:

Answer

• A business draws up a bank reconciliation statement to reconcile the bank balance of the cashbook with the balance of the bank statement
• To correct the differences between the cash book and the bank statement

Positive suggestions to teachers

• Teachers should use the latest syllabus, interpretations of terms and concepts. Teachers should balance their teaching between theory and application. More teaching time should be spent on the completion of source documents.

• Teachers should use past examination papers and questions to prepare candidates for examinations. Some of the terms are taught in Grades 8 and 9, so teachers should allocate reasonable time in revising these terms or concepts.
General comments

- Candidates found it difficult to cope with accounts in different ledgers.
- Candidates did not read the instructions carefully and they did not look at answer sheet headings.
- Use of account names have improved since previous years.
- Applying the double entry in General Ledger caused problems, as writing the correct dates on each side of ledger.
- Abbreviations should be avoided.
- Candidates must use the dollar column for the dollars and write cents in the cents column.
- Candidates don’t know the order of the months.
- When candidates’ write double entries, they lose all their marks.
- Dates: no ticks (✓) or inverted commas (”) when day is repeated.

Comments on individual questions

1  Candidates did not see that headings on answer sheets were Assets, Liabilities and Owner’s Equity.

Candidates did not write the amount with a + or - in the effect column. Both +/- and the amount must be entered with a correct reason.

Under OE, writing income or expense after account name is essential. To write “-23 expenses decrease” is wrong, because expenses are actually increasing. Use -23 Interest paid - expense. No long explanations are necessary.

Candidates could give the correct effect, but not the correct reason.

Candidates did not answer according to dates.

Answer

<table>
<thead>
<tr>
<th>No.</th>
<th>Assets</th>
<th>Liabilities</th>
<th>Owner’s Equity</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effect</td>
<td>Reason</td>
<td>Effect</td>
</tr>
<tr>
<td>2</td>
<td>+1 080</td>
<td>Cash increase (2)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>-50 000</td>
<td>Bank decrease (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>+50 000</td>
<td>Vehicles increase (2)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>-165</td>
<td>Debtors decrease/ J David (2)</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>+1 819</td>
<td>Creditors increase/ F Corsack (2)</td>
<td>-1 819</td>
</tr>
<tr>
<td>25</td>
<td>+715</td>
<td>Debtors increase (2)</td>
<td>+715</td>
</tr>
<tr>
<td>28</td>
<td>+23</td>
<td>Creditors increase (2)</td>
<td>-23</td>
</tr>
</tbody>
</table>

2 (a) Ledger accounts

Teach syllabus and not textbook.

Dates - start with full date: year, month and day.

Date, details and amount under debit/credit must be correct for mark.

Candidates used the debtors name, Wallcott, under details and some candidates also put Alonso under details.

Entries must be in the correct order: Day 1, 8, 12, 14, 25, 27 and 30 - not Day 1, 30, 12, 8, etc.

This part of the syllabus was not properly covered by most of the centres.

Candidates did not calculate balances, instead they just transferred the entry amount to balance column.

Candidates used the format of the General Journal in the two ledgers.
Candidates used outdated terminology.

**Answer**

Debtors Ledger of Safari Traders

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Fol</th>
<th>Debit</th>
<th>Credit</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>N$</td>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td>2016</td>
<td>Balance</td>
<td>b/d</td>
<td></td>
<td></td>
<td>2 220 (1)</td>
</tr>
<tr>
<td>May</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sales</td>
<td>DJ3</td>
<td>900 (1)</td>
<td></td>
<td>3 120 (1)</td>
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<tr>
<td>12</td>
<td>Bank</td>
<td>CB3</td>
<td>3 000 (1)</td>
<td>120 (1)</td>
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<tr>
<td></td>
<td>Discount Allowed</td>
<td>CB3</td>
<td>20 (1)</td>
<td>100 (1)</td>
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<tr>
<td>14</td>
<td>Sales Returns/Inwards</td>
<td>DRJ3</td>
<td>50 (1)</td>
<td>50 (1)</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Bank (R/D)</td>
<td>CB3</td>
<td>3 000 (1)</td>
<td></td>
<td>3 050 (1)</td>
</tr>
<tr>
<td></td>
<td>Discount Allowed</td>
<td>GJ3</td>
<td>20 (1)</td>
<td></td>
<td>3 070 (1)</td>
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<tr>
<td>27</td>
<td>Interest Received</td>
<td>GJ3</td>
<td>90 (1)</td>
<td></td>
<td>3 160 (1)</td>
</tr>
<tr>
<td>30</td>
<td>Bad Debts</td>
<td>GJ3</td>
<td>3 160 (1)</td>
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<td>0 (1)</td>
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Debtors Ledger of Safari Traders

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<tr>
<th>Date</th>
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<td>N$</td>
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<td>2 220 (1)</td>
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<td>May</td>
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<td>8</td>
<td>Sales</td>
<td>DJ3</td>
<td>9 000 (1)</td>
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<td>11 220 (1)</td>
</tr>
<tr>
<td>12</td>
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<td>CB3</td>
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<td>8 220 (1)</td>
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<tr>
<td></td>
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<td>8 200 (1)</td>
<td></td>
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<tr>
<td>14</td>
<td>Sales Returns/Inwards</td>
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<td>8 150 (1)</td>
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<td>11 150 (1)</td>
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<td></td>
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<td>8 100 (1)</td>
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(b) Creditors Ledger of Safari Traders - Elephant Traders account CL 1

<table>
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<td>N$</td>
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<td>Balance</td>
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<td></td>
<td></td>
<td>12 300 (1)</td>
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<tr>
<td>May</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Purchases</td>
<td>CJ3</td>
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<td>13 800 (1)</td>
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<tr>
<td>15</td>
<td>Purchases Returns/Outwards</td>
<td>CRJ3</td>
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<tr>
<td>20</td>
<td>Bank</td>
<td>CB3</td>
<td>7 000 (1)</td>
<td></td>
<td>6 300 (1)</td>
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<tr>
<td></td>
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<td>CB3</td>
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<td></td>
<td>6 200 (1)</td>
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<td>GJ3</td>
<td>170 (1)</td>
<td></td>
<td>6 370 (1)</td>
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</table>
(c) Control accounts

Poorly-answered. Candidates could not apply the double entry system.

Dates: ledgers start with full date in each account on both sides. (year, month and day)

Balances on the first, then change the date to last day of the month.

Candidates used “Discount allowed cancelled” as an account name. Only “Discount allowed” or Discount allowed (R/D) in brackets.

Posting of Sales, Purchases, Returns and discounts - only totals from journals - not separate entries for each day.

Candidates must remember to bring their balances down to the first day of the next month.

R/D must be in brackets to bank and discount allowed.

Answer

General Ledger of Safari Traders

Balance Sheet Account Section

<table>
<thead>
<tr>
<th>Date</th>
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<th>Fol</th>
<th>Amount</th>
<th>Date</th>
<th>Details</th>
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<td>2016</td>
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<td></td>
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<td>31 Discount Allowed</td>
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<td>31</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interest Received</td>
<td>90</td>
<td></td>
<td>Sales Returns/</td>
<td>350</td>
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<td></td>
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<tr>
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<td>c/d</td>
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Debtors Control account

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</table>

Creditors Control account

<table>
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<tr>
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<th>Fol</th>
<th>Amount</th>
<th>Date</th>
<th>Details</th>
<th>Fol</th>
<th>Amount</th>
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<tr>
<td>2016</td>
<td>Purchases Returns</td>
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<td></td>
<td>2016</td>
<td>Balance</td>
<td>b/d</td>
<td>23050</td>
</tr>
<tr>
<td>May</td>
<td>31 Discount Received</td>
<td>100</td>
<td>31</td>
<td>Purchases</td>
<td>6500</td>
<td></td>
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<td></td>
<td>Bank</td>
<td>15000</td>
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<td>Interest Paid</td>
<td>170</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Balance</td>
<td>c/d</td>
<td>13320</td>
<td></td>
<td></td>
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<td>29720</td>
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<td>June</td>
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<td>b/d</td>
<td>13320</td>
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</tbody>
</table>

[12]

[9]
3 (a) Cash Book

Candidates did not realise that Car Wash is a service business and used Sales and Purchases instead of Current income and Material cost.

Use of document numbers is important. First numbers were given and candidates had to use given numbers.

Candidates struggled to work out the amount that was deposited on the 10th, calculation of trade discount was recorded in Discount Received and interest on fixed deposit and Bad debts.

(b) Correct date, account name and amount for 1 mark.

Narrations must give clear explanations of transaction - not only - expense bought on credit, but stationery bought on credit.

Narration of bad debts had to indicate that only part of account was written off.

Candidates recorded transactions on the last day for General Journal.

Answer

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Fol</th>
<th>Debit</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td>4</td>
<td>Stationery</td>
<td></td>
<td>165</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Ondangwa Stationery</td>
<td></td>
<td></td>
<td>165 (1)</td>
</tr>
<tr>
<td></td>
<td>Bought stationery on credit</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>28</td>
<td>Bad Debts</td>
<td></td>
<td>120 (1)</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Silas</td>
<td></td>
<td>120 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wrote off 48c in the dollar as</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>bad debts</td>
<td></td>
<td></td>
<td></td>
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</table>
### Answer (a)

**Cash Book of Kapia Car Wash - March 2016**

<table>
<thead>
<tr>
<th>Doc No</th>
<th>Day</th>
<th>Details</th>
<th>Fol</th>
<th>Discount Allowed</th>
<th>Cash</th>
<th>Bank</th>
<th>Doc No</th>
<th>Day</th>
<th>Details</th>
<th>Fol</th>
<th>Discount Received</th>
<th>Cash</th>
<th>Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>N$</td>
<td>N$</td>
<td>N$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N$</td>
<td>N$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Balance b/d</td>
<td>100 (1)</td>
<td></td>
<td>2 340 (1)</td>
<td>222</td>
<td>2</td>
<td>Equipment</td>
<td>9 500 (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R101</td>
<td>2</td>
<td>Capital</td>
<td>75 000 (1)</td>
<td></td>
<td>223</td>
<td>5</td>
<td>Water and electricity</td>
<td>200 (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRR52</td>
<td></td>
<td>Current income</td>
<td>350 (1)</td>
<td></td>
<td>224</td>
<td>7</td>
<td>Material costs</td>
<td>1 890 (2)</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>4</td>
<td>Current income</td>
<td>600 (1)</td>
<td></td>
<td></td>
<td></td>
<td>Wages</td>
<td>215 (1)</td>
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<td></td>
</tr>
<tr>
<td>D/S</td>
<td>10</td>
<td>Cash</td>
<td></td>
<td></td>
<td>735 (2)</td>
<td>D/S</td>
<td>10</td>
<td>Bank</td>
<td>735 (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R102</td>
<td>14</td>
<td>Interest on fixed deposit</td>
<td>125 (2)</td>
<td></td>
<td>225</td>
<td>16</td>
<td>Drawings</td>
<td>370 (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>226</td>
<td>25</td>
<td>Salaries</td>
<td>4 115 (1)</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R103</td>
<td>28</td>
<td>Silas</td>
<td>130 (2)</td>
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<td>31</td>
<td>Balance c/d</td>
<td>355 (2)</td>
<td>63 200 (2)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CRR54</td>
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<td>Current income</td>
<td>1 200 (1)</td>
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**April 2016**

<table>
<thead>
<tr>
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<th>Doc No</th>
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<th>Fol</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>N$</td>
<td>N$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Balance</td>
<td>355 (1)</td>
<td>63 200 (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

[28]
4. Trading account and Profit and Loss account are in the Grade 9 syllabus.
Correct account names: Stock not Closing stock and Opening stock.
Depreciation in Profit and Loss account - not Provision for Depreciation.
When candidates write dates in brackets after stock, they must make sure to use the correct date.
Words: Add and Less not allowed.

Answer

**General Ledger of Chestnut Stores**

**Final Account Section**

(a)

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<thead>
<tr>
<th>Details</th>
<th>Fol</th>
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<th>Date</th>
<th>Details</th>
<th>Fol</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stock</td>
<td>31</td>
<td>24 600 (1)</td>
<td>2016 July 31</td>
<td>Stock</td>
<td>31</td>
<td>17 400 (1)</td>
</tr>
<tr>
<td>Purchases</td>
<td></td>
<td>80 600 (1)</td>
<td>2016 July 31</td>
<td>Purchases returns</td>
<td>31</td>
<td>1 600 (1)</td>
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<tr>
<td>Sales returns</td>
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<td>600 (1)</td>
<td></td>
<td>Sales</td>
<td></td>
<td>112 600 (1)</td>
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<td>Carriage inwards</td>
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<td>500 (1)</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Profit and Loss (gross profit)</td>
<td></td>
<td>25 300 (2)</td>
<td></td>
<td>129 400</td>
<td>129 400</td>
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<table>
<thead>
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<th>Details</th>
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<th>Amount</th>
<th>Date</th>
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<th>Fol</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stock</td>
<td>31</td>
<td>24 600 (1)</td>
<td>2016 July 31</td>
<td>Purchases returns</td>
<td>31</td>
<td>1 600 (1)</td>
</tr>
<tr>
<td>Purchases</td>
<td></td>
<td>80 600 (1)</td>
<td>2016 July 31</td>
<td>Stock</td>
<td></td>
<td>17 400 (1)</td>
</tr>
<tr>
<td>Carriage inwards</td>
<td></td>
<td>500 (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Profit and Loss (gross profit)</td>
<td></td>
<td>25 300 (2)</td>
<td></td>
<td>129 400</td>
<td>129 400</td>
<td></td>
</tr>
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<table>
<thead>
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<th>Date</th>
<th>Details</th>
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<th>Amount</th>
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<td>Carriage outwards</td>
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<td>160 (1)</td>
<td>2016 July 31</td>
<td>Trading account (gross profit)</td>
<td></td>
<td>25 300 (1)</td>
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<tr>
<td>Bad debts (110 + 90)</td>
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<td>200 (3)</td>
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<td>Rent received</td>
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<td>12 400 (1)</td>
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<td></td>
<td>100 (1)</td>
<td></td>
<td>Bad debts recovered</td>
<td></td>
<td>370 (1)</td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
<td>1 100 (1)</td>
<td></td>
<td>Discount received</td>
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<td>680 (1)</td>
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<td>Water and electricity</td>
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<td>1 780 (1)</td>
<td></td>
<td>Interest on fixed deposit (2 200 + 1 200)</td>
<td></td>
<td>3 400 (3)</td>
</tr>
<tr>
<td>Wages (19 500 - 1 500)</td>
<td></td>
<td>18 000 (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation (11 772 + 3 420)</td>
<td></td>
<td>15 192 (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital (net profit)</td>
<td></td>
<td>5 618 (2)</td>
<td></td>
<td></td>
<td></td>
<td>42 150</td>
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</table>

[9]

[25]
Balance Sheet Account Section

<table>
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<tr>
<th>Dr</th>
<th>FoI</th>
<th>Amount</th>
<th>Cr</th>
<th>Date</th>
<th>Details</th>
<th>FoI</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 July</td>
<td>31</td>
<td>Drawings</td>
<td>10 500 (1)</td>
<td>2016 July</td>
<td>Balance b/d</td>
<td>31</td>
<td>255 900 (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c/d</td>
<td>251 018 (2)</td>
<td></td>
<td>Profit and Loss</td>
<td></td>
<td>5 618 (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>261 518</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Aug 1</td>
<td>Balance b/d</td>
<td>251 018 (1)</td>
<td>261 518</td>
</tr>
</tbody>
</table>

5 Ratios

Must write formulas - Current assets : Current liabilities. Didn’t indicate the %, : 1 at the end of answer. Candidates interpreted ratios although they were not asked to do so.

Answer

(a) \[
\frac{250 000 - 130 000}{120 000} = 120 000 (2)
\]

(b) \[
\frac{120 000 - 20 000}{100 000 (2)} = \frac{100 000}{20 000} = 5 (2)
\]

(c) \[
\frac{Gross profit}{Turnover x 10} \times \frac{100}{1} = \frac{120 000 (1) \times 100}{250 000 (1)} = 48\% (2)
\]

(d) \[
Net profit \times \frac{100}{Cost of sales} = \frac{100 000 (1) \times 100}{130 000 (1)} = 76.92\% (2)
\]

(e) \[
Total assets : Total liabilities = \frac{(120 000 + 70 000 + 60 000)}{(50 000 + 10 000)} = \frac{250 000 (2)}{60 000 (2)} = 4.17 : 1 (2)
\]

(f) \[
Current assets : current liabilities = \frac{60 000 (1)}{10 000 (1)} = \frac{6}{1} (2)
\]

(g) \[
Current assets - stock : Current liabilities = \frac{(60 000 - 20 000)}{10 000} = \frac{40 000 (2)}{10 000 (1)} = \frac{4}{1} (2)
\]
Positive suggestions to teachers

- Teachers must remember that the Grade 10 final examination is based on Grades 8 - 10 work and not only Grade 10 work.
- Candidates need to read carefully.
- Candidates made mistakes in amounts because of hasty reading, for example, in Question 3 Cash Book they wrote N$500 for equipment instead of N$9 500.
- Teaching correct dates for ledgers are very important.
- No abbreviations, e.g. exp, incr, S Returns etc. are allowed.
- Encourage candidates to work neatly and in pen.
- Time must be made for Grades 8 and 9 work to be revised.
- Study Examiner’s Report.
- Follow the syllabus, although also use different resources as references.
- Expose candidates to different types of questions, not always the same format.
AFRIKAANS SECOND LANGUAGE

General comments

Vraestel was leerling vriendelik en dit was duidelik dat baie leerlinge dit geniet het.

Dit is goed om te sien dat so baie leerlinge in staat was om die vraestel volledig te beantwoord, sonder om vrae uit te los. Sekere sentrums maak hulle egter steeds skuldig daaraan om vrae uit te los.

Direkte transkripsies het baie voorgekom, veral by die laaste vraag. Meer aandag sal nog steeds gegee moet word daaraan om kandidate deegliker voor te berei vir die eksamen.

Minder morsige beantwoording van vraestelle het hierdie jaar voorgekom. Dis duidelik dat onderwysers aandag aan hierdie aspek gegee het.

Comments on spesific questions

Afdeling A

(Leesvaardigheid & Grammatika)

Deel 1

Oor die algemeen is die vraag baie goed beantwoord. Kandidate het meestal goeie punte gekry. Minder kandididate het die woorde i.p.v die letter geskryf, wat beteken onderwysers het aandag gegee aan die probleem wat verlede jaar ervaar is. Kandidate word gepenaliseer as hulle nie die opdrag korrek uitvoer nie.

Deel 2

Hierdie jaar het kandidate meestal ook baie goed gevaar in hierdie vraag. Nommer 9 was ietwat van `n uitdaging aangesien dit leerlinge se algemene kennis getoets het.

Deel 3

Weereens is opgemerk dat kandidate nie hul vrae deeglik lees nie en hulle kies enige sin uit die leesstuk as `n moontlike antwoord. Behalwe by enkele sentrums is hierdie vraag ook redelik goed beantwoord. Baie leerlinge maak onnodige spelfoute en skryf verkeerd uit die teks af bv. steel i.p.v streel. Dit verander onmiddellik die betekenis van die antwoord en kandidate verloor dan die punt. Veral nr.14 was vir baie kandidate `n probleem. Ook verkeerd uit die teks afgeskryf bv, stroomtrein, stomtrein i.p.v stoomtrein. Baie kandidate skryf lang omslagtige antwoorde om by die regte antwoord uit te kom, dit kan tydrowend wees.

Deel 4

Die vraag is ietwat beter beantwoord as verlede jaar, maar dit bly `n uitdaging vir meeste kandidate. Algemene foute soos: die gebruik van want in plaas van daarom om die twee sinne te verbind. Kandidate is nalatige spellers bv, uitlaatklep i.p.v uitlaatplek. Dit was duidelik dat sommige sentrums die taalleer afskeep, of kandidate stel nie belang om dit te leer nie.

Taalstrukture laat veel te wense oor:

- Die invul van die korrekte voorsetsel het baie kandidate laat klei trap.
- Direkte rede kan definitief meer aandag kry. Beklemtoon die aandui van aanhalingstekens en die dubbelpunt. Baie kandidate verander nie die gebruik van die voornaamwoord in die direkte rede nie: Hulle word ons.
Die dubbele ontkenning was vir baie kandidate ook `n probleem. Hulle kry die eerste gedeelte van die sin reg en laat na om die tweede nie te gebruik.

Lydende vorm kan ook meer beklemtoon word.

Baie kandidate ken nie die be- ge- her- er- ver- reël nie. Hulle skryf dan; Min ouers het hulle kinders geverstaan.

Basiese skryfwerk:

- Sinne begin nie met ’n hoofletter nie.
- Sinne eindig nie met ’n punt nie.
- Sinne word nie voltooi nie. Dit is kommerwekkend dat kandidate sinne net in die lug laat hang en dan met ´n nuwe sin begin.
- Kandidate moet weet dat sekere antwoorde in volsinne beantwoord moet word.
- Die gebruik van die woord van om `n sin mee te begin, is steurend en verkeerd.
- Afkapping aan die einde van sinne verkeerd.
- Engelse invloed opmerklik by spelling (middle i.p.v middel, alcohol i.p.v alkohol).

Instruksies word nie gevolg nie:

- "Maak ´n sin met…", en dan word slegs één woord neergeskryf.
- "Verduidelik in jou eie woorde…", en dan volg ´n direkte transkripsie uit die leesstuk gelig.
- "Haal een woord aan…", en dan word twee of meer woorde geskryf.

Afdeling B
(Gerigte Skryfwerk)

Deel 1

Die vraag is baie goed beantwoord.

Blokletters is vir baie kandidate vreemd, omdat hulle versuim om die vorm so in te ul.

- Kandidate sukkel wanneer dit kom by die invul van geslag.
- Baie kandidate doen nie moeite om die vorm netjies in te vul nie en trek antwoorde deur. Onderwysers moet veral klem lê daarop dat kandidate die vorm in blokletters en netjies moet invul.
- Inligting is oënskynlik haastig (en soms lukraak) in die oop ruimtes ingeskryf sonder om dit goed te oordink.
- Die weglating van die woord Posbus by die Posadres het ook vir baie kandidate punte gekos.
- Nie i.p.v Nee en Ya/Jah i.p.v Ja was steurend.

Deel 2

Hierdie vraag is baie goed deur die meeste kandidate beantwoord. Hier en daar kom direkte transkripsie nog voor, maar dit is minder steurend.
• Kandidate doen nie moeite om die aantal woorde onderaan te skryf nie.

• Opsomming het nog steeds baie spelfoute en dit is ontstellend om te sien hoe kandidate woorde verkeerd uit die leesstuk neerskryf.

• Die spasie voorsien is meer as genoeg vir die antwoord, maar so baie kandidate skryf nog oral op die bladsy.

• Opsommings wat die aantal woorde oorskry, word gepenaliseer.

• Paragraafvorm moet by kandidate ingedril word.

• Min kandidate kry dit reg om oorspronklik te wees en die inligting in hulle eie woorde weer te gee.

• Halwe feite en sinne wat in die lug hang, kom nog steeds voor en kandidate verbeur sodoende punte.

Deel 3

Die vraag is nie so goed beantwoord nie aangesien direkte transkripsies aan die orde van die dag was. Baie kandidate is bekend met die term Boelie, maar gebruik nog steeds die inligting woord vir woord uit die leesstuk.

• ’n Beter punt vir taal & styl is prysegegee deurdat baie kandidate glad nie op standaard is rakende punktuasie, spelling, woordeskat, basiese taalstrukture en ’n goeie sinsnstrukusie nie.

• Baie kandidate is nie bekend met die formaat van ’n berig nie.

• Sommige kandidate het geen eie opinie kon gee nie en slegs gedeeltes uit die leesstukke net so oorgeskryf (en daarmee punte verloor by die inhoud).

• Verkeerde interpretasie: Kandidate skryf hul eie storie wat niks met die opdrag te make het nie. Dit het by enkele kandidate voorgekom.

  Direkte transkripsie BLY STEUREND.

• Goeie en regte paragrafering ontbreek nog steeds.

Positiewe voorstelle aan onderwysers/positive suggestions to teachers

1 Hierdie verslag móét deur alle onderwysers wat die vak onderrig, bestudeer word en daar moet toegesien word dat aspekte op hom/haar van toepassing in sy/haar jaarbeplanning reflekteer.

2 Hierdie verslag moet ook beskikbaar gestel word aan onderwysers in die Senior Primêre fase.

3 Lees! Lees! Lees! Maksimum blootstelling aan leesgeleenthede kan nooit oorbeleomptoon word nie. Dis immers die basis vir:

  • woordeskatuitbreiding,
  • korrekte spelling
  • ontwikkeling van goeie sinskronstrukusie
  • paragrafering

4 Onderrig leerders om instruksies/opdragte deeglik te lees, eers te verstaan en dan uit te voer:

  • “Skryf één woord vir …”
  • “Maak ’n sin met …”
  • “Haal die sin aan wat …”
5 Dringende aandag moet aan basiese skryfreëls gegee word:

• ‘n Punt aan die einde van ’n sin.

• Begin elke sin met ’n hoofletter.

• Eiename begin altyd met ’n hoofletter.

• Afkap van woorde aan einde van sinne volgens lettergrepe.

• As ’n spasie van slegs twee stippellyne beskikbaar is vir die antwoord, moet asseblief nie ’n volledige paragraaf van ses reëls daar inforseer nie. Maak eerder ’n seleksie van wat werklik vereis word.

6 Gereelde inoefening om kerngedagtes en -feite te identifiseer soos vir ’n opsomming. Maak seker dis relevante feite soos vereis vir die opdrag. Oefen dit ook in om leerlinge te dril om te hou by die aantal woorde.

7 Gee leiding aan leerders om transkripsies geselekteerd te doen indien hulle nie heeltemal bevoeg is om ’n antwoord in hul eie woorde weer te gee nie.

8 Leerders moet deeglik blootgestel word aan alle aspekte rakende die invul van vorms. Let veral op netheid en leesbaarheid asook die korrekte interpretasie van elke vraag (bv. straatadres of posadres).

9 Oefening in gerigte en deurlopende skryfwerk verdien baie aandag, veral waar gekonsentreer kan word op woordorde en sinsbou.

10 Paragrafering!

11 Taalstrukture soos voorgeskryf in die sillabus (tye, meervoude, trappe van vergelyking, direkte/indirekte rede, lydende/bedrywende vorm, intensiewe en verboë vorm, samestellings, ens.) verdien baie aandag.

12 Die oorlees van geskrewe werk (stiplees) om onnodige foute raak te sien en te korrigeer, moet deurlopend gemonitor word.

13 Skenk meer aandag aan die beantwoording van ’n begripstoets. Stel kandidate meer bloot aan begripsoefeninge, o.a. soeklees, vluglees en verkenlees.

14 Die netheid van die vraestel is baie belangrik. Kandidate moet geleer word om werk netjies deur te trek (met ’n potlood). Te veel morsige vraestelle kom al hoe meer voor.

15 Moedig kandidate aan om al hul vrae te antwoord en nie onnodig vrae uit te los nie.

16 Hou die taal lewendig deur dit interessant vir die kandidate te maak!

17 Wees kreatief en vermaak kandidate met die taal.

18 AFRIKAANS bo!!
Algemene kommentaar

Baie dankie aan al die onderwysers vir hul harde werk en toewyding gedurende die jaar. Die vraestel was ’n standaard vraestel, maar daar was wel ’n paar opdragte wat buite sommige kandidate se ervaringsveld was. Paragrafering is steeds ’n groot probleem. Dit is duidelik uit die antwoordstelle dat onderwysers in sekere skole nie aandag hieraan gee nie.

Leerders gebruik die direkte rede in skryfstukke sonder die nodige leestekens. Sommige kandidate het die lang opstelle sonder enige hoofletters of leestekens geskryf.

Die adres bo-aan die brief moet nog baie aandag kry. Baie leerlinge begaan nog steeds foute met die vorm van die brief. Die slot is meestal weggelaat of verkeerd geskryf.

Vrae word soms net gedeeltelik beantwoord. Kandidate lees nie die opdragte goed genoeg deur om te weet wat van hom/haar vereis word nie.

Die gebruik van vuiltaal by sommige sentrums is onaanvaarbaar en baie aandag moet aan hierdie aspek gegee word.

Kommentaar op individuele vrae

AFDELING A

Vraag 1

Hierdie vraag is deur baie kandidate bo-gemiddeld en uitstekend beantwoord. Leerlinge kon oor een wens of oor baie wense geskryf het. Daar was verwag dat kandidate die wense bespreek, met ander woorde, uitbrei en nie net noem nie. Van die kandidate het net die wense genoem en nie bespreek nie.

Vraag 2

Die vraag was oor die algemeen goed beantwoord, maar sommige kandidate het nie ’n idee gehad wat humoristies beteken nie. Daar was ’n paar wat dit wel verstaan het, maar het dan die humoristiese gebeurtenis buite die klaskamer bespreek. Baie kandidate se verhale was nie humoristies nie en vuil- en krutaal is gebruik.

Vraag 3

Baie min kandidate het hierdie vraag beantwoord. Baie kandidate het nie begrip van wat natuurlike hulpbronne is nie, want hulle het meeste oor diere en plantegroei geskryf. Afwykings van tema was hinderlik en die vraag was meestal ondergemiddeld beantwoord.

Vraag 4

Die onderwerp was nie baie gewild nie. Dié wat dit wel gekies het, het die onderwerp waninterpretie. “Aanhouer” is as ’n persoon beskryf.

Vraag 6

Kandidate het nie regtig die vraag gekies nie. Die onderwerp was heel moontlik moeilik verstaanbaar. Die enkeles wat dit wel gekies het, se inhoud was yl en afwykend.
AFDELING B

Vraag 1
Hierdie vraag is oor die algemeen goed beantwoord. Min kandidate het nie die begrip “vreemdeling” verstaan nie en daarom afgewyk. Daar was wel kandidate wat by die aanhef Liewe Vreemdeling i.p.v. die naam van die persoon geskryf het. Baie kandidate het ook ’n bekende persoon bedank.

Vraag 2
Die vraag was baie gewild. Die onderwerp is goed verstaan deur meeste kandidate, maar herhaling het egter baie voorgekom. Kandidate ken in die meeste gevalle die vorm van ’n vriendskaplike brief.

Vraag 3
Die verslag was ’n probleem, veral die vorm. Die meeste kandidate het geen opskrif bo-aan en ’n handtekening onderaan neergeskryf nie. Die inhoud was wel goed bespreek, maar sommige kandidate het nie aangedui waar en wanneer die roof plaasgevind het nie.

Vraag 4

Positiewe voorstelle aan onderwysers

Onderwerpe wat gekies word, moet bo-aan die bladsy geskryf word.
Wanneer ’n opstel in die verlede tyd begin skryf word (soos vereis word van ’n verhalende opstel), moet dit deurgaans in die verlede tyd geskryf word.

Onderwysers moet aandag gee aan die verkeerde gebruik van woorde, bv. Engelse woorde word nog steeds in skryfstukke gebruik. Woorde soos “okay” en “orite”, word nog steeds te veel gebruik.

Aandag moet ook gegee word aan die opbreek van woorde in lettergrepe aan die einde van ’n reël. Die vorm van die adres moet ook aandag geniet. Dit moet in blokvorm in die middel van die bladsy geskryf word. Die formaat van die verslag benodig ekstra aandag. Oefeninge oor die skryf van al die kort skryfstukke moet deur die jaar gedoen word.

Daar is nog steeds kandidate wat hul briewe met groetwoorde begin, bv. Hoe gaan dit? Onderwysers moet daarteen waak en kandidate aanmoedig om onmiddellik met die skryf van die opdrag te begin.

Direkte rede moenie in opstelle gebruik word nie, want kandidate gebruik dit verkeerd, sonder enige leestekens.

Verwarrende woorde wat nog steeds in skryfstukke voorkom:

<table>
<thead>
<tr>
<th>Enkelvoud</th>
<th>Meervoud</th>
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</thead>
<tbody>
<tr>
<td>van i.p.v. want</td>
<td>vriende i.p.v. vriende</td>
</tr>
<tr>
<td>waardeur i.p.v. waardeer</td>
<td>hele i.p.v. julle / hulle</td>
</tr>
<tr>
<td>graap i.p.v. grap</td>
<td>goie i.p.v. goeie</td>
</tr>
<tr>
<td>skeer i.p.v. skeur</td>
<td>ken i.p.v. weet</td>
</tr>
<tr>
<td>se i.p.v. sé</td>
<td>hulp i.p.v. help</td>
</tr>
<tr>
<td>ding i.p.v. dink</td>
<td>tak i.p.v. taak</td>
</tr>
<tr>
<td>will i.p.v. wil</td>
<td>klomp i.p.v. baie</td>
</tr>
<tr>
<td>dan i.p.v. dan</td>
<td>hart i.p.v. hard</td>
</tr>
<tr>
<td>problem i.p.v. probleem</td>
<td>jong i.p.v. jonk</td>
</tr>
<tr>
<td>an i.p.v. aan</td>
<td>gebeer i.p.v. gebeur</td>
</tr>
<tr>
<td>sommer i.p.v. somer</td>
<td>mama/papa i.p.v.mamma/pappa</td>
</tr>
<tr>
<td>fotos / photos i.p.v. foto’s</td>
<td>so dat i.p.v. sodat</td>
</tr>
<tr>
<td>omte i.p.v. om te</td>
<td></td>
</tr>
</tbody>
</table>
General comments

The question paper was up to standard and covered the whole syllabus. There was a slight increase in the marks obtained by the candidates (in the middle range) compared to the previous year. The question paper was of the same difficulty.

Marks allocated to the different questions were given according to the specifications in the syllabus.

The booklet form showed a positive contribution towards the candidates as it guided them on where to write the answers. Although, there was slight confusion on how to answer the questions where two or three examples where asked. The teachers should please coach their candidates regarding this very important situation, for instance:

Give two examples of organic fertilisers.

1. ……………………………………………………………………………………………………………………………
2. …………………………………………………………………………………………………………………………….

The candidate should write the first answer at 1. manure and the second example at 2. compost. If a candidate writes both answers at 1. and a third incorrect answer at 2. he/she will not be awarded the second mark. The markers do not mark and do not search for the correct answers if they are not in the correct spaces.

Thus, it is important that teachers teach the candidates from Grade 8 on already. Only one answer or idea or thought will be marked at each number.

The overall neatness of the answer scripts was in most cases acceptable. There were a number of candidates who should improve their handwriting.

The booklet form made the marking considerably easier for the markers as they did not have to search for answers in the scripts.

It is still of a great concern that candidates could not answer questions correctly where the instructions asked for an explanation or a description.

Candidates also did not read the instructions were it clearly asked to only write down A,B,C or D.

Comments on individual questions

Section A

For question 19 the majority of the candidates selected A (burning). However, burning is a very wide option not only referring to land reclamation. First clearing or cutting needs to be done before burning takes place. Burning could also refer to getting rid of ground pollution which does not refer to land reclamation. Land reclamation actually means the process of creating new land. Terracing in agriculture only refers to reclamation of land and therefore it is the most correct answer.

It was noted that question 21 had two possible correct answers, C and D. C is commonly used in Geography while candidates doing Agriculture are more familiar with the wet and dry bulb thermometer. The candidates were not penalised irrespective of which option they chose C or D.

It came to our attention that there appear to be a wrong understanding about the pH colour chart/scale. A pH of 4 is classified as a slight acidic pH while purple is a slight alkaline (basic) pH. Strong acidic pH would be in the range 1-2, while strong alkaline would be in the range 11-12. Teachers are encouraged to explain the pH scale correctly as stipulated above. Incorrect learning and understanding must be addressed.

1. C
2. B
3. A
4. B
5. C
6. A
1 General Agriculture

(a) Most learners could identify at least two ways in which land could be reclaimed.
- slash and burn / cutting + burning the trees / clearing the land;
- stumping / uprooting stumps;
- ploughing / digging / terracing / contour ridges / discing / tilling;
- draining;
- harrowing / leveling the soil / fine tilth - cleaning/ drainage
- fertilising;
- plugging gullies / dongas / filling gullies; - slashing+burning
- stamping

(b) Candidates had a problem to differentiate between the favourable and unfavourable effects of wind on plants.
- helps with pollination;
- helps with the dispersal of seeds;
- helps in removing excess moisture in order to prevent fungal disease attacks on plants; any [2]

(c) (i) Candidates are not well-prepared on practical activities. Poorly-answered as the candidates had no idea why the plastic bag was placed over both shoots.
so that it is a fair experiment / for fair / accurate results;
so that both shoots have the same environmental conditions/block the wind / control the experiment/ to collect water;

(ii) Most candidates could identify shoot A. Although not all could give a correct reason.
shoot A because it has broader leaves/presence of leaves;

(d) Partially-answered as candidates were not referring to the garden itself, they only generalised.
- have an income; R – only employment
- self-employment

(e) (i) Candidates gave the abbreviations instead of the differences.
HIV is a virus and AIDS is a disease;

(ii) Most candidates could say something, but they gave reasons for the human resources instead of why the food production decreases.
there will be a shortage / low food production/ decreases;
due to absenteeism/ labour force decreases/ workers are too sick to work/ too weak to work/ workers are dying;
Most candidates could read the correct answer from the graph.

1800 000; \[1\]

Most candidates could do the correct calculation to find the correct answer.

\[2000 000 - 400 000 = 1600 000;\] \[1\]

The farming system which was asked in the diagram was identified correctly by most candidates.

mixed farming; \[1\]

Candidates do not know the difference between crop rotation and mixed farming. Teachers should do some research and use the correct information and not only give what they see in one textbook.

- he can use the leftovers/remaining from the crops to feed his animals;
- he can use the manure of the animals to fertilize the soil;
- he can prevent total failure when drought or diseases strike;
- animals could be used to plough the field;

R – fertilising the plant \[2\] any \[20\]

2 Soil

Most candidates managed to obtain four or five marks for the question.

1 D;
2 A;
3 B;
4 E;
5 C; \[5\]

Candidates could not identify the process leaching.

leaching; R - reaching \[1\]

Most candidates could interpret the information given in the graph and apply the information to all four questions.

NPK/plot 2/plot B; \[1\]

super phosphate/plot 3/plot C; \[1\]

muriate of potash/plot 4/plot D/last plot; \[1\]

\[400 + 2800 + 2000 + 2400 = 7600 ÷ 4;\]
\[= 1900 \text{ kg};\] \[2\]

Many candidates could at least mention one way in which soil erosion occurs.

- overstocking/overgrazing;
- uncontrolled veld fires;
- cutting down trees unnecessarily/deforestation;
- cultivating up and down on slopes;
- building roads on steep slopes;
- bad soil management/over cultivation;
- strong wind;
- cultivating river banks/stream bank cultivation; \[2\] any \[20\]

Well-answered as most candidates could give one or two ways in which soil erosion can be prevented.

- keep the soil under vegetation cover/plant more grass/good crop cover/grow more trees/grow more plants/wind breaks;
- do not overgraze/use correct stocking rate/practice rotational grazing;
- practice controlled burning;
- contour ploughing/construct contour ridges/plant grass strips/prevent over cultivation;
- plugging of gullies;
- build roads across hillsides;
3 Grazing and Veld Management

(a) Well-answered. Most candidates could match the correct description to the correct word.

1  A;
2  D;
3  B;
4  C;

(b) Many candidates lost marks for incorrect spelling.
- natural / dry land pastures;  R - man-made pasture
- planted / irrigated/irrigation/established / artificial/cultivated pastures
  R – irrigating/cultivating

(c) (i) Well-answered. Some candidates still use the “l and r” in the wrong places.
rotational/rotation grazing system;  R – rotating grazing system

(ii) Many candidates could not figure out that the rotation was 3 months.
3 months/3;

(iii) Many candidates could not give the correct reason regarding the advantage of rotational grazing.
- it allows the grass to rest / recover / set seeds;
- allows the control/prevents diseases and pests / break life-cycle of pests and diseases;
- prevents selective grazing / prevents overgrazing/ prevents soil erosion;
- it increases the productivity;
R – breeding system
- destroys pest + diseases
- grazing gets time to recover

4 General principles of animal production

(i) Fairly-answered as many candidates could not state or explain what happens during digestion in the rumen of a ruminant.
   cellulose is being digested by bacteria/ fermentation process;

(ii) Fairly-answered as many candidates referred to the small intestine.
   large intestine / colon;

(b) The scientific term for the invisible characteristics of an organism was identified correctly by most candidates, although spelling was a problem.
   genotype;

(c) The majority of the candidates understood the question but could not identify the correct breeding system and mixed them up.

(i) cross breeding;

(ii) inbreeding;

(iii) up-grading;

(d) Many candidates did not realise that fat is also one of the macro-nutrients. Spelling was once again a problem.
- carbohydrates;
- proteins;
- fats / lipids / oils;

(e) This question was a challenge for the majority of the candidates and those who could identify the
5 Community-based Natural Resource Management

It seems as if this section of the syllabus should be done in more detail as the questions posed, were very taxing to candidates.

(a) Fairly-answered as the candidates could not explain how the community could earn an income from tourists. Most candidates just listed certain keywords.
- by selling fire-wood to the tourist;
- by selling their crafts / ornaments / traditional clothing to them;
- by showing the tourists their traditional villages / dances;
- by guiding the tourists through the area / providing tour guides;
- through trophy hunting;
- by providing services like tyre repairs / car washes;
- selling wild fruits which they collected for them;

(b) Many candidates could provide two conditions which are needed to establish a conservancy.
- representative management committee must live in the area / self-elected social unit / defined membership;
- committee must manage the funds; 
- clear plan for fair distribution/ distribution plan; 
- area is not part of a proclaimed area; 
- defined/marked boundaries / zones; 
- agreement by community; 
- must have a constitution /rules and regulations; 

(c) Poorly-answered. Most candidates only gave keywords without any form of discussion, therefore lost marks.
- community will enjoy the first priority in using the forest resources e.g. wood/ timber/ fruit/food/ building materials;
- the community is not restricted as to how many forest products they may use for private consumption;
- the traditional ways of utilisation, e.g. medicines;
- they may use the area to graze their livestock;

(d) (i) Most candidates did obtain a mark for identifying conservancy correctly but failed to give the correct reason.
The income from the conservancy because the income was higher/more;

(ii) Candidates did understand the question but did not follow the instructions which clearly asked to show all workings. Many candidates lost a mark for omitting some of the calculations.

\[
\begin{array}{ccc}
110 000 & 136 000 & 860 000 \\
150 000 & 150 000 & 766 000 \\
170 000 & 160 000 & N$ 94 000 more \\
200 000 & 150 000 & \\
\hline
230 000 & 170 000 & \\
860 000 & 766 000 & \\
\end{array}
\]

(e) Well-answered as candidates knew that the conservancy started in the Kunene region.

Kunene;

6 Farming technology

(a) The candidates did not realise that the wind mill is an example of a submersible pump. Most candidates could get the one mark.
- hand pump; 
- mono pump;
- hydram pump;
- motor-driven pump; 

\[ \text{R} - \text{submersible pump} \]
Most candidates knew the function of valves in a waterpump, although some referred to the washer in a tap. The valves prevent the back flow of water/ control movement of water in one direction; [1] The majority of candidates could identify the materials and give their functions. A major confusion came in with the block and tackle as the candidates just identified it as a pulley. Spelling was also a problem.

T-piece; connects 3 pipes together/more than two; reducer; to connect pipes with different diameters/smaller and bigger pipes; R - different sizes
block and tackle; to lift heavy objects from one level to another; [6]

Many candidates could give one correct reason why it is necessary to keep water installations clean.
- for them to work properly / prevent leakage;
- for them to work for a longer period of time / durable;
- prevent the contamination of H2O;
  R - contaminated water
  - licking

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- prevent the contamination of H2O;
  R - contaminated water
  - licking

7 Tree Growing

This question seemed to be a challenge to the candidates who attempted to answer it.
(a) It seems as if the candidates did not know what the word densely grown means, therefore they could not conclude the correct answer. The candidates did not mention how the growth of the trees was affected. They will grow tall and thin because they are competing for sunlight/light Or poor/stunted growth because they are competing for water/ nutrients/space; [2]

(b) Candidates could not see that, to get the same shape in two trees, you would have to do pruning. pruning; [1]

(c) The question was fairly-answered as the candidates knew the different vegetative propagations but did not know which one belonged to which picture.
- budding;
- grafting; R - crafting
- layering;

(d) Fairly-answered.

 indigenous trees are trees that are adapted to their local environment/ grow naturally in the environment; [1]

(e) Well-answered. Some candidates gave examples which were not seen in the picture and therefore lost their marks.
- to clear the land for cultivating the soil / planting crops / farming activities;
- for building materials/ timber;
- for firewood to cook;

(f) Well-answered and most candidates did obtain a mark.
- destruction of animal habitats/ plants/ property/ loss of biodiversity
- increases soil erosion; R – only pollution
- makes soil infertile;
- destroys the food of animals;
- can result in air pollution / increase of CO2 / water pollution close to the water resource;
- disturbs the water cycle;
- causes poor visibility;
- kills plant seedlings/seedlings;

Cereal Crops

Candidates who attempted this question, really did well.

(a) Well-answered. Most candidates could score both marks.
- maize and mahangu are a source of food to the people;
- they earn an income through selling it;
- the remains after harvesting, can be worked into the soil to provide the soil with nutrients;
- it can create self-employment / provide jobs;  

(b) Question (i) –(iii) was well-answered as the candidates understood the unknown information from the graph and could interpret it correctly.

(i) day 4;  
(ii) day 1 / Day 2 / day 3 / day 7;  
(iii) $30 + 10 = 40$ locusts;  

(c) (i) Candidates knew the name of the pest but incorrect spelling was bothersome.
- stalkborer;  

(ii) Well-answered.
- use pesticides / insecticides/ chemical control;
- winter ploughing bring pupae to the surface and they die;
- pull out infected plants;
- crop rotation;  

(d) Well-answered. Some candidates gave the name of the implement instead of the function.

\[
\begin{align*}
A & \quad \text{to plough / loosen the soil / till the soil;} \\
B & \quad \text{fine tilth / break lump / level the soil / remove weeds/ cover seeds when scattered over field/}
\end{align*}
\]

- harrowing;  

(e) Well-answered.
- organic fertiliser;  

(b) Poorly-answered as most candidates referred to the contribution of ostriches to the economy instead of listing ostrich products.

(iii) Most candidates could not spell the name of the equipment.
- Shepherds hook;  
- R - just hook  

(c) Fairly-answered. Candidates referred to ostriches as grazing. Also the candidates did not explain the extensive management system, but referred to the advantages or disadvantages of the system.

(iii) in this system the ostriches move freely/roam freely:
- find their own food / can hatch their own eggs where they like;  

(d) Poorly-answered. Many candidates mentioned the vectors instead of the type of disease.

(i) Fairly-answered, spelling was a problem.
- brooder;  

(ii) Poorly-answered as most candidates said it was to keep the eggs warm and not the actual function, which is to artificially hatch the eggs.
- used for hatching ostrich eggs;  

(b) Poorly-answered as most candidates referred to the contribution of ostriches to the economy instead of listing ostrich products.

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- brooder;  

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- used for hatching ostrich eggs;  

(c) Poorly-answered. Many candidates mentioned the vectors instead of the type of disease.
Beef cattle

Candidates who attempted this question fared very well.

(a) Spelling was a major problem. Teachers should really make an effort to ensure that proper nouns are spelt correct.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A</td>
<td>Hereford;</td>
</tr>
<tr>
<td>B</td>
<td>Brahman;</td>
</tr>
</tbody>
</table>

(b) Wellanswered.
- for easier handling;  \[1\]
- prevent injuries/ hurting/ harming each other;
- creating more space at the water trough/manga/transporting; \[1\]

(c) (i) Fairly-answered. Many candidates referred to organisms instead of parasites.

  - external parasites/ ecto parasites;  \[1\]
  - R – just parasites

(ii) Well-answered.

  - ticks / lice / tampans / flies / mites / midge / red mites / fleas; \[1\]

(d) (i) Well-answered.

  - ovary; \[1\]

(ii) Well-answered.

  - testis / testicle;  \[1\]

(iii) Poorly-answered as most candidates gave the function of the oviduct.

  - it holds / keeps the foetus safe/foetus develops there/implantation of embryo;  \[1\]

(e) (i) Many candidates had a problem with the spelling of colostrum.

  - colostrum; \[1\]

(ii) Well-answered as most candidates did obtain the mark.

  - this milk contains antibodies which the calf needs to keep it healthy / immune;
  - it is more nutritious/ nutrients/ contains more/rich in proteins for growth; \[10\]

Positive suggestions to teachers

Candidates should be taught to use the correct spelling of agricultural terms. A good way to do this would be to set a crossword puzzle. Only correct spelling of the words would fit into the provided spaces.

Teachers should encourage the candidates to write their homework in full sentences which would get the candidates into this pattern. It becomes an automatic habit later.

Teachers should teach candidates to read questions properly before answering. Candidates still answer questions without understanding them, especially when pictures are involved.

Teachers should teach from the syllabus, and then accordingly, find the information to give to the candidates.

Never give up hope, we know that each and every one is trying to teach to the best of their ability.
COMPUTER STUDIES

General comments

There was an improvement in the standard of the question paper. It is, however, imperative to request that candidates refrain from answering questions just with one word, e.g. cheap, fast. Most of the questions were neatly answered. Instructions were well-read and followed. It is evident that there are centres that do not have working computer labs or where classes are too full and candidates do not have the practice to exercise database and spreadsheets. Many more candidates attempted to answer the programming part. Candidates should refrain from using the word "thing", e.g. the thing that you use to buy. Candidates considered the mark allocation for individual questions. Expressing themselves in English remains a problem. Revision of the work done in Grades 8 and 9 must also be done for this examination. Candidates know a lot about viruses and hackers and tend to use those words where it is not applicable.

Section A Multiple Choice questions

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<td>D</td>
<td>30</td>
<td>C</td>
<td></td>
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</tbody>
</table>

Section B Structured Questions

Many candidates misused the word "device", even software is a device. Refrain from single word answers in this section.

1 (a) smart card
   Includes an embedded integrated circuit/magnetic strip
   Can be a secure microcontroller/micro processor
   Card connects to a reader
   Bank card/security card/any other
   [2]

(b) Bluetooth
   Wireless technology/radio technology
   Exchanging data over short distances
   Short wave length
   e.g. remote controls/wireless hardware/any other
   [2]

Many candidates simply identified this item as a wireless device. Teachers should encourage candidates to differentiate between Bluetooth and Wireless fidelity (Wifi). Bluetooth is short range, whilst Wifi has a further range; both serve as a form of data transfer.
(c) **USB**

Universal serial bus
Used for data transfer
Can be used for a lot of different devices
Plug and play
note: no memory stick

Many candidates referred to a USB as storage device, which is not the case. Teachers should encourage candidates to refrain from calling a memory stick a USB.

(d) **search engine**

Software system
Designed to search for information on the World Wide Web
e.g. Google/Firefox/any other

Many candidates answered this question well, but most of them neglected to mention that a search engine is internet based.

(e) **driver**

Hardware dependent
Operating-system-specific
Interface for hardware devices

Many candidates could not answer this question; they mostly referred this to hardware. Teachers are encouraged to demonstrate the importance of a driver software; that without a driver software there won’t be any communication between peripherals and the operating system.

Examples, sound cards, network adaptors, Graphics cards (VGA), etc. will not be able to serve their purpose if the appropriate driver software is not installed

Question 2 was very well-answered. Evidently a lot of time is used teaching operating systems.

2 (a) Graphical user interface
Command line interface
Menu based interface

(b) Graphical user interface – mouse
Command line interface – keyboard
Menu based interface – keyboard

3 Providing a user interface
Managing programs
Managing memory
Coordinating tracks
Configuring devices
Establishing an internet connection
Monitoring performance
Providing file management and other utilities
Automatically updating itself and certain utility programs
Managing hardware and software

(3) (any three)

4

<table>
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<th>RAM</th>
<th>ROM</th>
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</thead>
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<tr>
<td>Volatile – temporary</td>
<td>Permanent</td>
</tr>
<tr>
<td>Can be increased</td>
<td>Bootstrap loader/diagnostics program</td>
</tr>
<tr>
<td>Changes constantly</td>
<td>Service program</td>
</tr>
<tr>
<td>Larger memory than ROM</td>
<td>Non-volatile/permanent</td>
</tr>
<tr>
<td></td>
<td>Little memory</td>
</tr>
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<td></td>
<td>Is read first</td>
</tr>
</tbody>
</table>
The question was well-answered.

(a) NOQK

(b) GLAD

(c) to keep data secure/so that no other person can access your data

(d) candidates can hack into each other’s profile and candidates that download viruses

Mail merge war a very foreign concept for many candidates. Candidates need practise in generic software (spreadsheet, database, word processing)

6 (a) choose mail merge

Many candidates struggled to answer this question, as they did not practise this concept. Teachers are encouraged to conduct practical sessions with candidates regarding this topic.

(b) Edu-Training college – bold Namibia – underlined

7 A lot of candidates added column and row headings in the answer for (a). Words like range and default were unknown to many candidates.

(a) 11 rows
5 columns

(b) D2 : D9

(c) =sum(e2:e9) OR =e2+e3+e4+e5+e6+e7+e8+e9

(d) B OR Price

(e) (i) left
(ii) right

Many candidates did not understand the term “default”, that is why they observed the spreadsheet and simply opted to state that it was “center alignment”. The concept of a default setting should be given special attention as it covers all forms of software on the computer or any electronic device.

8 (a) Many candidates entered the sample of the field names into the data types. It is important to differentiate between data types and records.

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<thead>
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<th>Field Name</th>
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<tr>
<td>Model</td>
<td>Autonumber/text</td>
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<tr>
<td>Description</td>
<td>Text</td>
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<tr>
<td>Quantity</td>
<td>Number</td>
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<td>Price</td>
<td>Currency</td>
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</tbody>
</table>

(b) Model

(c) use query view. Select Model Description and Price Save/run
Many candidates struggled to identify the type of software package.

(a) custom made/designed software

Many candidates could not identify this software because this was taught in Grade 8, therefore teachers are encouraged to do revision with the candidates in relation to Grades 8, 9 and 10 content.

(b) (i) Advantage: problem specific/no unnecessary files
Disadvantage: needs to be tested/original more expensive

(ii) Advantage: immediately available/been tested
Disadvantage: not problem specific/more than you need

Many candidates referred to an off-the-shelf software as being expensive and containing computer viruses, which is not the case at all. Teachers are encouraged to demonstrate with an example this type of software; explain to the candidates that this is the software purchased in the shop.

10 Please take note of the words explain and describe and that full sentences are required when answering these types of questions.

(a) (i) save all programs as well as files

(ii) can be used to burn and save data from the computer quickly and efficiently on an external portable storage

Many candidates referred to this as a tool for typing/writing documents, which is not the case at all. Teachers are encouraged to focus on all peripherals and demonstrate how each device is used.

(iii) output device for computer to present a soft copy of the data and programs currently in use/flat screen

(b) software that is distributed freely/The source code is available to programmers/and users to modify and re-distribute

(c) logging in = web browser

Many candidates answered this question with brand names (Internet Explorer, Google Chrome, Firefox). Candidates should refrain from using brand names.

Finding websites = search engine

(d) Advantage = find a wider range/find cheaper price
Disadvantage = products may not be what is expected/still need to be shipped and can get lost (any other suitable arguments)

The chapter on networking needs to be addressed in more detail. Many candidates did not know the difference between a router and a bridge.

(a) Wide area network

(b) ADSL = asymmetric digital subscriber line using normal telephone line
ISDN = digital subscriber/fibre optic telephone line/very fast

(c) (i) ISP = Internet service provider/company that provides internet services, access to the internet

(ii) not necessary/because preferably use a local ISP

(d) router = device that forwards packets along networks
A router is connected to at least two networks

(e) bridge = device that connects two local area networks or two segments of the same LAN that use the same protocol
There are many candidates that may access the internet and also transfer data which may have viruses/viruses are easily transferred between networks

Programming has improved, however some centres do not attempt this part of the syllabus. Teachers at those centres are encouraged to seek assistance from good performing schools or to make use of YouTube tutorials. It was considered in the marking scheme that nested loops were not outlined in the syllabus. However, mod and div is part of the syllabus, but was answered poorly.

(a) 1
(b) 27
(c) 11
(d) 19
(e) 5

Many candidates were unable to answer this question as algorithms remain a challenge in many schools.

example of an algorithm

```
Begin
  Discount = 0
  Input customer_type
  Input no_of_years_employed
  If (customer_type = employee) and (years_employed < 5)
    then discount = 10%
    Else discount = 20%
  Else discount = 0 OR Error message
End
```

Marks awarded for
Initialization = 1
Input = 2
Suitable variable names = 1
If statement = 2
Error message = 1
Output = 2
Indentation = 1

[5 x 2  10]
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GENERAL COMMENT

The question paper was set to the same framework as the question papers of previous years and was designed to cover the entire syllabus addressing the assessment objectives in the ratio described. Level one questions were answered satisfactorily, but most candidates experienced difficulties in answering questions that required more than just a name, calculations which involve formulas, graphics as well as questions taken from the technology section.

Around 31% of the questions required the candidates to draw on their knowledge and experience to propose possible solutions to problems posed, while around 1% of the questions required candidates to perform calculations. Most candidates found these types of questions quite challenging. The examiner tried to structure questions in such a way that the candidates are taken from the basics to a more reasoned outcome. Responses of the candidates to question 13 shows convincing evidence that most centres did not teach the technology section.

Sections that were particularly challenging, included general calculations, use of diagrams and notes to present ideas and all question that had to do with technology.

The examiner is hopeful that these issues could be resolved and that the comments on specific questions would be of help in future.

COMMENTS ON INDIVIDUAL QUESTIONS

1. (a) Well-answered.

   Renewable resources refer to:
   - wind
   - water
   - sun
   - thermal

   [2]

(b) Non-renewable resources refer to:

   - coal
   - oil
   - wood

   [1]

(c) Negative impacts could be:

   - air pollution (smoke)
   - damage to ozone layer
   - acid rain
   - deforestation

   [1]

2. (a) Almost all candidate from all centres managed to get this answer correct, in other words the question was well-answered.

   Answer should refer to: recycling

   [1]

(b) Well-answered, but some candidates wrote reducing and recovering, which were not expected answers in this case.

   Methods of recycling household material could be:
   - reuse the product
   - re-melting for new product
   - donating to charities, community, or non-profit organisations

   [2]

(c) Well-answered as most candidates stated that it will save the natural resources.
Positive results can include:

- provide space in the house
- benefiting the low privileged ones
- saving
- saving natural resources
- reduce littering
- create job opportunities

3 (a) 50% of the candidates drew it correctly i.e. isometric. The other half used oblique and the sketch was drawn in the opposite direction.

(b) About 90% of the candidates did not get this answer correct, with the exception of a very few candidates at some centres.

Should name:
1st angle projection

(c) 95% of the candidates has either just shaded anyhow or did not shade at all. Only 5% shaded to show the bath sponge texture.

Should indicate:
- side view shaded
- shading indicating spongy texture

4 99% of the candidates got this answer correct. The main graph drawn was a bar graph. There were a few who drew a line graph.

5 (a) Most candidates identified the problem but failed to express themselves clearly. They mentioned the bent nails or screw sticking out.

Answer should refer to:
- head can slip and fall off
- nails sticking out

(b) Almost all candidates mentioned of the head flying off and that it could cause injury.

Explanation should include:
- the head can slip/fall off and harm anyone standing in front or behind or even yourself.

6 Some candidates had no idea of logic gates at all. A very few attempted to answer this question. About 60% left it blank.

Label should include:
A: AND gate
B: OR gate
C: NOT gate

7 All candidates, with the exception of the special schools, got this answer correct.

Reasons should refer to and include:
- to determine:
  - the practical function of the design
  - construct methods that are appropriate to the design
  - social and environmental effects of the design
  - types of materials that are suitable
  - seeing what others have tried regarding the same problem

8 Only about 5% of the candidates got this answer correct.

The missing words should refer to:
- improvement and modification

9 Most candidates struggled to answer this question.

Ways should refer to:
- strip heater
- oven
• gas torch
• microwave
• soldering iron

(any two) [2]

About 5% struggled with energy conversion. Most of the candidates wrote the names of the objects shown in the picture.

SECTION B

It was obvious that only a few centres dealt with this part of the syllabus. Entire centres clearly had no or very little few knowledge of drawings. About 30% of the candidates redrew the figure in isometric.

(a) Front view:
• 26mm square drawn correctly
• 40mm square drawn correctly
• bottom groove 60 x 10 drawn correctly
• appropriate correct size/scale

Right view:
• 40mm square drawn correctly
• 26mm square correctly shown with the dash line
• bottom groove 60 x 10 correctly shown with dash line
• legs drawn correctly

(b) Sectional freehand drawing:
• 40mm square drawn with hatching [2]
• 26mm square drawn without hatching [2]
• bottom groove 60 x 10 drawn without any hatching [2]
• part of leg connected to 40mm square drawn with hatching [1]
• part of leg not connected to 40mm square drawn without hatching [1]

(c) The lettering was well-answered, except for placing the letters in isometric.

Lettering:
• letter J and C drawn [2]
• number 1 and 6 drawn [2]
• letters and numbers drawn isometrically [2]

12 (a) (i) Poorly-answered. Candidates did not give the specific material and simply answered "plastic, wood or metal".

Suitable material could be:
any suitable material that can withstand different weather conditions and can form the shaped letters,
e.g. aluminium, mild steel, brass, copper, stainless steel, acrylic [1]

Method of manufacturing could be:
• vacuum forming
• casting
• press forming
• cutting
• nailing [1]

(ii) Answered well by most candidates.

Sketches and notes to show:
• sensible notes describing the manufacturing process in (a)
• suitable attachment method
• presentation [max 4] [4]

(iii) Partially-answered. Most candidates could not come up with a suitable bracket.

Design sketch should show:
• must allow sign to be positioned in any direction
• bracket system
• fixing to sign [max 4] [4]
(b)(i-iii) Answered moderately and very few candidates answered satisfactorily. About 50% of the candidates have left it blank.

(i) properties should refer to and include:

- easy to clean
- easy to cut/bend
- non-corrosive
- flexibility
- toughness
- malleability, etc. [any two] [2]

(ii) Explanation should refer to:

- thin plywood will absorb liquids + short description [2]
- mild steel sheet will tarnish and corrode + short description [2]
- expanded polysterene shape will be deformed/not stiff enough [2]

(iii) Answered well by most candidates.

Material should include:

- stainless steel
- aluminium
- some plastics [any one] [1]

(iv) Answered well by most centres.

Sketches should include:

- ruler
- scribe
- measuring tape
- marker
- tin snip
- file
- jigsaw
- grinder [any two] [2]

(v) Most of the candidates did not get this question correct. The question was not that clear with regards to finishing. Most candidates mentioned ‘painting, varnishing, polishing’.

Explanation should refer to and include:

- the use of a file to produce a round edge
- trimming the edge with emery paper
- using a grinding machine/grinder [max 2] [2]

(c) (i) Very few candidates answered question 12 (c) (i) correctly.

Process should refer to:

A: injection moulding [1]
B: extrusion moulding [1]

(ii) Poor-answered by most of the candidates, although the safety leather gloves was mentioned by most candidates.

Safety measures should include:

- wear leather gloves
- wear protective mask when using adhesives used with plastic [2]

(d) About 30% of candidates from certain centres had no idea of what to put down so they opted to leave it blank.

Sketches and notes to show:

- suitable joining methods
- sensible notes and labels
- presentation [max 3] [3]

13 (a) (i) Poorly answered, 95% of the candidates opted to leave it unanswered. The few candidates who tried, confused it with frame structure and shell structure.

Structures:

A: cantilever
B: arch [2]
(ii) Description/function of the beam was also very poorly-answered.

Description should refer to:
A: beam anchored only at one end, for hanging objects without external bracing
B: structure that spans a space, support a structure and weight above it. [4]

(b) (i) About 80% of the candidates got it correct.

Structure:
Part A: frame structure
Part B: shell structure [2]

(ii) Poorly-answered. Most of the candidates redrew the ladder without any reinforcement.

Sketch and notes to show:
• suitable reinforcement technique
• sensible notes and labels
• presentation [max 3] [3]

(c) (i) Well-answered by certain candidates. Almost 90% of the candidates could identify B. A very few confused A with B.

Classification of system:
A: pneumatics
B: hydraulics [2]

(ii) Answered satisfactorily. Certain candidates had no idea at all.

Application should include:
• pneumatic tools
• pneumatic drill (jack hammer)
• pneumatic nail gun
• air compressor
• vacuum pump
• air brakes on buses and truck [any three] [3]

(d) About 80% of the candidates had no idea of what a dental drill is and how it functions.

Reasons could refer to and include:
• any leak will be of air, which is much less of a problem than oil leaks on hydraulics
• very small fire hazard compared to hydraulics [2]

(e) (i) The definition of electrical energy posed a problem to about 80% of the candidates.

Definition should refer to:
• electrical energy is the energy carried by an electric current
• capacity of a physical system to perform work
• an electric charge that lets work be accomplished
• energy made available by the flow of an electric charge through a conductor [Max 2] [2]

(ii) About 90% of the candidates did not know the formula for calculating energy correctly, with the exception of candidates from two centres.

Formula to show:
• electrical energy (\(E_h\)) = volts \(V\) \(\times\) current (\(A\)) \(\times\) time (s)
• \(E_h = p \times t\) [max 3] [3]

(iii) Approximately 90% of the candidates had no idea regarding the calculation of electrical energy.

Calculation to show:
Electrical energy (\(E_h\)) = 240 \(\times\) 12.5 \(\times\) 7200 (2hours = 2\times60= 7200s)
= 21600000 Joules
21.6MJ
or
\(E_h = p \times t\)
3000\times7200
21.6MJ [max 3] [3]
(f) (i) About 95% of the candidates had no idea of what this component was.
   Should name:
   • transistor or
   • relay

(ii) Very poorly-answered.
   Should refer to:
   • switch to switch a circuit on and off
   • amplifier to amplify voltage or current

(g) (i) Poorly-answered. Most candidates identified just A or B instead of naming A and B.
   Identification should include:
   A: buzzer
   B: generator/electric motor

(ii) About 99% of the candidates had no idea of the factors being asked.
   Factors could be:
   • physical quantity to be measured
   • accuracy required
   • the best transducer principle, which is applicable to measure a specific quantity
      [Any one]

Positive suggestions to teachers:

It was evident from candidates' responses that certain topics were neglected at some centres. If one should look at the syllabus for each grade, the volume of work over the complete phase might appear to be too much to cover. However, topics are repeated in the different grades. A carefully planned scheme of work over the three years would cover all the topics sufficiently so that one could do the final touch-up during the second trimester of the final year.

It is, further, strongly recommended that the different topics should be covered when the candidates are working on their coursework portfolio. In other words, topics need not to be done in a strict sequence (first communication, then resistant materials with timber,-metal,-plastic and finally the technology part). One should rather investigate and invest in practical situations, find linkages between the different fields and merge topics that could complement and strengthen each other. Moreover, teachers should really strive to make lessons/investigations/discussions current and applicable to the candidates' technological environment.
General comments

There has been a significant decline in the A-G performance as well as in the standard and the way in which candidates responded to the question paper compared to 2015. It was evident that candidates misinterpreted Question 2, Resistant material, where they were asked to design a suitable chair-desk unit. In other words, they were supposed to design a chair that is connected to a desk. Even though many candidates failed to design a chair-desk unit as requested, candidates were not penalised for designing a separate desk and separate chair. Centres are requested to host workshops on design activities with candidates on a regular basis to enable them to master the format of the question paper as well as the structure of the questions. Where possible, expose the candidates to the marking scheme for them to be able to know what is required of them when answering the question paper at the end of the year.

Some candidates could not finish the question paper, which is a clear sign that not all centres prepared the candidates well for Paper 2. This is very important for candidates to know, since the syllabus did not change. The structure of the question paper and the marking scheme have remained the same.

Candidates who opted to do Question 1 (Communication) actually did better than those who chose to do Question 2 (Resistant material). Very few candidates attempted Question 3 (Technology), a clear indication that not many candidates are interested in the technology part.

The following errors are a clear sign that candidates were not well-prepared for Paper 2. The question format stated below is of a generic nature and has remained the same. The fact that the format has remained the same over the years a major advantage for centres to capitalise on, since they can ensure that candidates know the format by heart as well as what is expected of them in every question. This was not done by most centres in 2016, hence the decline in candidates’ performance compared to the previous year.

(a) Candidates failed to give positive answers to basic questions such as:
   (i) State one important specification for the unit.
   (ii) Give one reason why the specification in (a) 1 is important.

(b) (i) Use sketches and notes to propose two ideas.
   (iii) Select one idea and give a reason for your choice.

(c) Development of chosen/selected idea.

(d) (i) List one suitable material for your design.
   (ii) Describe why the material in (d) (i) is suitable for your design. (2)

(e) Describe a suitable test to determine if the completed design satisfies the specification stated in (a) (i). (3)

Candidates’ failure to score relatively good marks for the above questions directly reflects on the quality of the Design folders (Coursework) at the centres.

Candidates’ should make sure that candidates are fully prepared and informed about the options available and make them aware of the syllabus requirements for each of these options. Candidates could score better marks, which will show that they have put their skills gained in building their the Design folder to good use for this question.

It is highly recommended that some centres make a thorough study of the syllabus and the assessment criteria to prepare the candidates well in advance for the examination because candidates lose marks for little things like line work, shading, enhancing, evaluation, testing, etc. It is also highly recommended that centres capacitate candidates to be able to comfortably answer any of the three questions with confidence. The ability of candidates to consider a wide range of ideas still proves to be a challenge since many mostly concentrate on a single concept instead of concentrating on a variety of concepts.
NB!!!

- It is highly important that candidates use colour (pencils) when answering this paper.
- Expose candidates as early as grade 8 to make them get used to the Paper 2 format.

1 Communication

Comments on individual questions

Many candidates chose this question because it seemed easier and familiar compared to Question 3.

(a) (i) Specification points

- Should be eye-catching
- Must be made of card
- Should have a pleasing appearance
- Should be inexpensive
- Should be easy/simple to make
- Durable
- Suitable shape and size

(ii) Suitable reason supporting the specification (i)

(i) Ideas:

- Two ideas proposed
- Ideas suitable for purpose
- Shape and size considered
- Referred to or include some construction detail

(ii) Idea selection:

- Idea selected
- Suitable reason stated

(c) Development:

- Basic outlines representing suitable working drawing
- Some hidden and/or special detail shown
- Applicable notes/labelling added to diagrams
- Suitable sizes considered, applying scaling or considering ratios
- Suitably laid out and logically arranged
- Effective use of colour/rendering
- Folding lines shown
- Glue tabs shown

(d) Flow chart:

- Suitable flow chart
- Include three sequential procedures
- Good presentation

(e) Testing:

- Appropriate test identified
- Suitably described and results interpretation referred to.

2 Resistant Material

(a) (i) Accept any suitable specification:

- should be eye-catching
- Transportable
- Should have a pleasing appearance
- Should be inexpensive to produce
- Should be easy/simple to make
- Durable
- Suitable shape and size

(ii) Suitable reason supporting the specification (i)
Ideas:
- Two ideas proposed
- Ideas suitable for purpose
- Shape and size considered
- Referred to or include some construction detail

Idea selection:
- Idea selected
- Suitable reason stated

(c) Development:
- Basic outlines representing suitable working drawing
- Some hidden and/or special detail shown
- Applicable notes/labelling added to diagrams
- Suitable sizes considered, applying scaling or considering ratios
- Suitably laid out and logically arranged
- Effective use of colour/rendering
- Major realistic dimensions inserted
- Quality and clear presentation

(d) Flow chart:
- Suitable flow chart
- Include three sequential procedures
- Good presentation

(e) Testing:
- Appropriate test identified
- Suitably described
- Results interpretation referred to.

3 Technology

(a) (i) Accept any suitable specification:
- Should be inexpensive to produce
- Easy to install and maintain
- Safe construction
- Should be easy/simple to make

(ii) Suitable reason supporting the specification (i)

(b) (i) two alert systems suggested

(ii) Operating system 1:
- General reference to operation
- Appropriate description of operation
- Concise and detailed description of operation naming sub-components and referring to particular functions.

Operating system 2
- General reference to operation
- Appropriate description of operation
- Concise and detailed description of operation naming sub-components and referring to particular functions.

(c) (i) Selecting a specific system
Giving relevant reason for choice

Development:
- Basic outlines representing suitable working drawing
- Some hidden and/or special details shown
- Applicable notes/labelling added to diagrams
- Suitable sizes considered, applying scaling or considering ratios
- Suitably laid out and logically arranged
- Major realistic dimensions inserted
- Quality and clear presentation
(d) Tools:
  • 2-3 appropriate tools
  • A rather comprehensive list which includes some specialist tools

(e) Testing:
  • Appropriate test identified
  • Suitably described, referring to expected results.
General comments

Thank you to all the centres who submitted their work as per schedule as required by DNEA. There were some centres who did not comply with it and there were centres that did not submit all the components to do the moderation smoothly.

Due to the fact that a training workshop on Design and Technology, and especially on the portfolio, took place earlier in the year, it was expected of the centres to produce work of a high standard. This was not the case, only three centres took advantage of the opportunity and produced excellent work.

It was expected that the marking would be done much more objectively and consistently after the reports that were sent out to centres. At the workshop at M & K Gertze, all teachers present expressed their utmost appreciation for the valuable information regarding the assessment of the various steps when compiling a folder and how to assess it. However, many teachers awarded marks not in line with the assessment criteria. Teachers are kindly reminded to objectively and critically use the set criteria during the evaluation process.

The Senior Education Officers and HODs responsible for Design and Technology should make time to discuss the report from DNEA regarding the marking of folders with teachers. This exercise could strengthen the teachers' knowledge and also encourage them to work with greater determination when the folders are done. Teachers are advised to consult a colleague should they experience problems or have difficulty to mark their candidates’ folders or call on DNEA for assistance. The experience gained will definitely help them in future.

Although the advice of giving a copy of the assessment criteria to each candidate had been followed, most centres’ folders were arranged inappropriately. However, candidates' work could drastically improve with a little assistance and support from the teachers, although it is expected that the teacher should guide the candidates appropriately and also provide the necessary information should candidates experience difficulties. When allocating marks for the various stages, teachers should be more objective. It is essential that candidates are guided in choosing a design area which falls within their individual ability and skills ranges.

General analysis of problem, design brief and preparation and precision of specification

Most candidates were able to state the problem clearly and this was usually followed by a clear design brief, but many candidates failed to fully analyse and research the actual problem. Some candidates confused design briefs with specifications.

All too often candidates included several pages of information on materials, constructions, finishes and fittings, before any ideas or concepts had been put forward. This is really a waste of time, as the assessment criteria for this design topic do not allow for marks to be awarded for such content. Issues relating to material, construction finishes and fittings should be considered as part of the specification subheading or development of the final idea.

Exploration of ideas

Ideas should be “explored”, e.g. sketches should be produced, notes should be written on the construction of each idea and each idea should be evaluated properly.

Development of proposed solution

During this stage, various sketches/drawings with the necessary details (measurements, materials, etc.) as well as a discussion must be inserted. Exploded views form an integral part of the development stage. During this stage, thorough and thoughtful development of the intended product must be made with attention to fine detail included.

Planning for production

Many candidates did very little with regard to planning for production. All the necessary details should be added with regard to the making of the product – the necessary tools, materials and safety measures until the finishing process/es. Flow charts and a time frame should form part of the planning process.
Quality of production

It was clear that some candidates had gained considerable experience while making the product and were very proud of the product they had made. It was pleasing to observe that candidates achieved success in this way and that they had gained so much satisfaction from their hard work. Centres are reminded of the assessment requirement that clear photographic evidence of made products should be included as part of the material submitted for moderation. These should include an overall view of the article, together with appropriate evidence of detail to support the mark awarded. Unfortunately, many centres failed to do this and some centres did not include photographic evidence at all.

Evaluation

It is not sufficient to produce a list of ticked boxes against each specification point. Candidates need to qualify how and why the specification has been met. This can only be done meaningfully where candidates have gone to the trouble of arranging appropriate testing of the product in its intended environment and then linked the outcome to their original design specification for the solution. Unfortunately, most candidates focused their evaluation on how well the project had progressed and omitted to consider and test the product in its intended environment. There are still a few centres that make models with unsuitable materials without making it clear in their brief. This approach can only be awarded very low marks because it cannot be tested against functionality and ergonomics. Therefore it is advised do away with it. The candidates just disadvantage themselves. If a real product is made, it will encourage the candidate because there will be something to be proud of and it will be his/her property in the end.

Conclusion

Each candidate should be provided with a copy of the Assessment Guidelines outlined in the syllabus. This can assist them in structuring their portfolios in a similar sequence and to judge whether the content compiled under a particular assessment topic, meets the requirements described.

NB. Photographic evidence submitted alongside the candidates’ work must be clearly visible to the moderator at DNEA for moderation. Valuable marks are lost for poor photographs when judging the “Quality of Product” as well as “Fitness for Purpose” stages.

The candidate should state in the design brief already if a model is to be made, and testing and evaluation should be done on the model. If a model is made, the specifications should reflect what is expected of the model. Should a centre not have the necessary materials and/or accessories for their candidates to complete their final product, their School Development Fund or Regional Offices could be asked to donate these valuable and needed resources.

A second person MUST check totals as several arithmetic errors were detected, although a second signature appeared on the Coursework Assessment Forms. The OMR forms MUST be submitted with the coursework samples.
General comments

The performance of candidates did not show a lot of improvement this year as there is still a huge repeat of the same mistakes mentioned in previous years. There were some candidates who performed exceptionally well. It was still obvious that the standard of English among candidates has not improved because many candidates struggled to interpret the questions. Candidates lacked the skills for answering the questions. It was evident that greater precision was needed by some candidates in their reading of questions. It should be noted that precise reading of specific questions is vital as a first step in ensuring a successful answer.

Candidates should be encouraged to read the texts carefully before attempting to answer the questions. The same care should be given to understanding the question before offering a response. Candidates should also be taught how to seek out the key word(s) in a question, so that they are better able to look for the sentence in the text where the answer is to be found. Candidates still write long responses where a short answer, or even a single word, will be sufficient.

The following areas, although it was discussed in previous reports, still need to be addressed:

- The skills/mechanisms of answering reading comprehension questions (Parts 1 and 3 of Section A)
- Answering of grammar questions (Part 4, Section A)
- The directed writing tasks or summary writing (Parts 2 and 3, Section B)
- Understanding and interpreting of rubrics
- Language usage
- Spelling
- Illegible handwriting

It was evident that some teachers had prepared their candidates for the format of the question paper and types of stimuli used. Some candidates adhered to the rubrics, which is a good sign.

As mentioned in previous Examiners’ Reports, the overall language usage of candidates is still poor. The majority of candidates could not spell or apply language structures correctly. There were instances of incorrect punctuation, or absence of punctuation and irregular sentence structures, including lack of full stops.

There are still a number of candidates whose handwriting is very difficult to read. Candidates should be encouraged to write legibly for their own benefit.

There was also good evidence that candidates had managed the time allowed for the completion of the paper.

Comments on individual questions

SECTION A

Part 1

This exercise was answered reasonably well. However, there were still too many candidates who gave lengthy sentences and lifting irrelevant information where short answers were required. The Proper Noun remains a challenge to so many candidates as too many candidates wrote Proper Nouns in small letters.

1 The question required of the candidates to quote two words. Most candidates failed to quote or used the quotation marks incorrectly. Numerous candidates wrote more than two words and lost marks in the process. The correct answer is: “scenic”, “rugged”, “challenging”. Any two of these words were accepted.

2 This question was well-answered. A few candidates did not understand that “How long” meant a specific period and placed inappropriate prepositions in front of the answer. The correct answer is: eight years.

3 Many candidates managed to score a mark, but incomplete or irrelevant lifting caused some candidates not to score a mark. The correct options that were considered were allow access across their lands/set up water stations. Incomplete lifting, e.g. Local communities not only allow access, was not awarded.
4 The majority could identify the correct answer Midgard, but many candidates did not score the mark because the name was not written with a capital letter.

5 This question seemed to be a bit of a challenge for some candidates as it appeared that they did not know what the word “unique” means. Capital letters proved to be a problem for most candidates as they clearly did not know the difference between a small “k” and a capital “K”. The correct answer is: crafted by Hans Kolberg

6 Many candidates wrote the correct answer, but there were still a few who did not pay attention to the key words “main sponsors” and listed the names of all the sponsors involved. The correct answer is: First National Bank/FNB and Wispeco

Part 2

Many candidates scored better for this question, but it is still evident that some candidates still do not know how to answer multiple-choice questions. Many candidates still used pencil to indicate their options. There were also an increased number of candidates who ticked outside the boxes.

The correct options are:

1 D
2 C
3 B
4 A
5 A
6 A

Part 3

Many candidates struggled to answer this question because they could not comprehend what they had read. With this exercise it is important that candidates should read the text carefully before attempting to answer and the same care should be given to understanding the question before attempting to answer it. There were too many candidates who wrote long, irrelevant lifts to try and answer the question.

1 Most candidates gained the mark. The correct answer is: 1995

2 The better responses identified the correct time detail from the text, but irrelevant lifts, e.g. 60 000 visitors attending the week-long event was not awarded. The correct answer is: One week/a week/seven (7) days

3 Most candidates wrote the correct answer; however, the omission of the capital letter for this proper noun resulted in loss of the mark. The correct answer is: Valley of the Leopard

4 Most candidates wrote incomplete answers, which resulted in them not scoring any marks. The correct answers are:

(i) Introduce new business ideas to people in Omusati, Oshana, Ohangwena and Oshikoto and

(ii) Change the negative attitude of other Namibian business people towards their northern counterparts.

5 The majority of the candidates scored the mark. The correct answer is: sufficient open spaces or many upmarked residential areas.

6 This question was well-answered. The correct answer is: Latest model vehicles and traditional food are offered.

7 This question was well-answered, although some candidates confused it with the previous question. The correct answer is: There were 167 stalls brimming with local products.

8 This question was answered poorly because candidates have a very poor vocabulary and instructions were not followed. The few candidates who identified the correct answer neglected to put their answer in quotation marks and this resulted in them not scoring the mark. The correct answer is: “array”. Popular incorrect options were “brimming” and “parastatals”.

9 This was the most difficult question of the exercise. Most candidates did not score any mark or managed to only score one mark. The correct answers are:

(i) Foreign exhibitors/investors

(ii) Economic co-operation
This question was answered poorly. There were still too many candidates who did not write True or False as possible options but instead wrote Yes and No and when candidates started their answer with either of those words, the rest of the answer was also not considered and this resulted in candidates losing two marks. The correct answer for this question is:

**False**

Ongwediva Town Council was considering building more halls to increase space.

If the first part of the answer is wrong, then the reason was not considered.

This question was well-answered. The correct answer is: **They encourage projects.**

This question was not difficult as many candidates knew where to find the answer, but many did not manage to score both marks as the lifting from the text was incomplete or only one aspect of the question was answered. The correct answer is:

**Protection of wildlife was discussed and visitors were made aware of the importance of natural resources.**

Part 4

Many candidates still lack the basic grammar rules or they do not know how to apply the language rules correctly. Candidates also made a lot of careless mistakes as they made unnecessary spelling errors. It is important that candidates should understand that they need to apply language structures and use punctuation correctly in this part. It is necessary to note that we have had candidates that scored overall very well in this part, but the majority of the candidates still performed poorly.

The correct answered are:

1. rebellious (Candidates did not score if they wrote a sentence).
2. This friendship will quickly pass for your child. (Candidates had to rewrite the complete sentence).
3. A code of conduct should be established (by you) for your children.
4. Kids do not want to provoke their parents.
5. possession
6. empathy
7. Calvin’s mother said that her shy kid had become friends with an outgoing boy.
8. friends
9. from
10. most outgoing

SECTION B

Part 1

The majority of the candidates answered the question well. However, some candidates were careless when transferring information little care was given to spelling. Overall, the form was completed with more accuracy this year. The correct answers are below.

**APPLICATION FORM**

Complete the form in capital letters where applicable.

Name of candidate: REBECCA BELL
Name of parent: HELEN BELL
Contact detail: 085 259 8600
Grade applied for: 11
Previous School: RIETFONTEIN JUNIOR SECONDARY SCHOOL
Field of study: SCIENCE (✓)
Supplementary subject: GEOGRAPHY (✓)
Sports played: HOCKEY
Extra-mural activities: DEBATING
Allergies: YES / NO
Part 2

This question was answered fairly well, but technical aspects still proved to be a problem. Candidates added more bullets, but did not delete the ones provided. Candidates also wrote very long sentences instead of identifying the correct information and paraphrasing that information. Some answers did not look like notes, but lengthy paragraphs. Many candidates also failed to identify the fact that some ideas were linked (the same) and as a result they wrote all of those ideas on the notes and only scored one mark for it. Candidates need to get more exposure to this question.

The correct answers are:

- A great way to learn about the art of imagination/Boosting children’s ability to invent new worlds and creatures/
  Give children the platform to go wild with ideas.
- Inspire children to encourage themselves and dream big.
- Equip themselves with social skills.
- Identify wrong from right/to make the right decision.
- Reveal values and morals.
- Expand children’s knowledge.
- Replace the culture of watching television.
- Allow parents and their children to bond/learn from each other.

Part 3

Candidates had to write a letter to a friend and many of them adhered to the format, but there were still too many candidates who did not end the letter off correctly. Many candidates also had a very long introduction and had a lot of irrelevant information. Candidates should be taught to identify the relevant information and only write what is required for the question. Strong candidates performed quite well, but weaker candidates still struggled with this question where they either scored very low marks or no marks at all for only lifting irrelevant information or using their own ideas and not the information from the text.

The correct answers are:

**How to build self-confidence:**

1. Believe in yourself/The most important thing is belief in self.
2. Create positive reinforcement/Focus on things that get you positive results.
3. Choose to engage in situations you are more likely to win.

**Reasons why confidence is important:**

4. The more confident you become the happier you will be/You will feel happier.
5. If you increase in confidence, you increase in success/It is the foundation of personal success.
6. You will feel less disappointed when being rejected.
7. You will be willing to take more risks/you will encounter more opportunities.
8. Criticism will affect you less.
9. You will feel good even if you are alone/Confident people have a better power over solitude.
10. You will feel that you are worthy.
11. You will be a role model for other people/People will look up to you.
12. If you are confident you will be less likely to experience jealousy.
13. You will be less likely to feel insecure.
14. You will be more likely to win other people over to listen to you.

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**Positive suggestions to teachers**

- The Examiner’s Report should be carefully studied and discussed with the Grades 8, 9 and 10 English Second Language teachers as well as the Grade 10 candidates, please. This will eliminate the unnecessary mistakes candidates make during the examinations.
• It is important to work according to the well set out ESL JS syllabus and to cover all domains, learning objectives and basic competencies. DO NOT teach question papers.

• The Language Usage section in the syllabus should be covered thoroughly during the course of the Junior Secondary Phase (Grades 8 – 10) so that the Grade 10 candidates would be able to answer any question on Language Use. Teachers should incorporate proper language lessons in their teaching to practise grammar structures in class. It is advisable for the teachers to list candidates’ mistakes when marking their work and then practise to eliminate these mistakes.

• Teachers have to teach the basics in English Second Language such as: spelling, vocabulary, grammar, etc. The candidates could not write proper English sentences. It is worrisome as most of the candidates in Grade 10 cannot express themselves well in English.

• Teachers need to teach candidates the different reading techniques like skimming and scanning.

• Candidates do not know how to read with understanding! Teachers are encouraged to teach reading.

• Practise answering questions and executing instructions after any text read in class. Expose candidates to a variety of reading texts, with the focus on vocabulary and questions/instructions. Teachers are encouraged to emphasise the following:
  › Instructions and key words (directive and informative) such as ‘Why, What, How, Name, Describe, Explain, Imagine, Comment, etc.’ should be taught.

• Form filling is mandatory. Candidates should be given clear guidelines on how to fill in different types of forms. This is the question where candidates can score full marks because this is only information transfer. Teach candidates how to copy information correctly from a given passage.

• Teach candidates the difference between small and capital letters.

• Summary writing is still a challenge to most candidates. Teachers should give candidates articles to read. Articles lend themselves well to the practise of summary writing. Most candidates manage to lift the correct phrases or sentences from a given text, but they still do not know how to organise the information in a logical and sensible order.

• Candidates should be taught the language rules of the English language. Teach them the different types of questions they can expect in the examination and how to answer these questions.

• Candidates should not be allowed to use a pencil when answering the question paper. Teachers are requested to encourage candidates to use a pen when ticking their answers, especially Part 2 in Section A. Answers written in pencil are marked wrong.

Good luck in 2017
General comments

Generally, candidates attempted to answer all the questions in both sections A and B, a clear indication that the paper was set at a Grade 10 level. However, there were a lot of challenges faced by the candidates on each topic attempted.

- The JSC ESL syllabus clearly states the number of words to be written for both sections A and B. Just a jolt on our memories, Section A is 200-250 and Section B is 150-180 words in length. Unfortunately, this is not adhered to by some teachers as they train their candidates with continuous writing activities and let them write lengthy pieces. Approximately 80% of the candidates did not keep to the word limit and this led to them being disadvantaged because the markers observed the word limit. In most cases, the answers to the questions were written beyond the borderline and were not considered at all.
- Many candidates still struggle with developing their ideas. One paragraph could contain three ideas that, if developed, could be a full essay of 150 words. Hence, may ended up being awarded a C4 (limited content) because of only listing their ideas.
- Most candidates did not read the prompts. They just read the topic and wrote whatever they thought of and disregarded them, which led them to writing off the topic. If, for instance, there were two prompts to be addressed in one question, some candidates would spend much time on the first one and end up writing very little on the second one. This led to them scoring less.
- The other challenge was paragraphing. Most candidates have no clue of what a paragraph is. Most of them do not know how to structure their ideas into paragraphs. Some would cut sentences midway and continue in the next paragraph, while some could not paragraph at all.

Comments on individual questions

SECTION A

1. Joy turned into sorrow

“I didn't know that bunking school on that day would lead to such a sad ending.” Write a story about what happened.

The candidates were expected to narrate a story where they first did joyful activities after bunking school, which would lead to a sorrowful ending. For example; bunking school to go swimming and later a friend drowns.

Here are some of the challenges encountered during the marking:

- Some candidates wrote much on how they bunked school and had very limited content on the joy part. This is because they got caught up with the number of words, they ended up not writing anything on the sorrowful part.
- Joy, for some candidates, are immoral behaviours such as smoking, indulging in alcohol abuse and sexual activities, going out with sugar daddies and making sure they got drunk so that they steal money from them, etc. Should we really condone such immoral behaviour as being joyful?
- Some had no clue at all about what bunking school meant.
- The question stated that:” ... on that day of bunking school ...” Unfortunately, some candidates extended their narrations to two or three days.

2. Teenage pregnancy

Government policy states that a school girl who falls pregnant should attend classes up to the time she gives birth. Is this a good policy? Write an essay in which you state your reasons.

This question was attempted by many, but poorly answered. They were expected to show their stance, agree or disagree with the policy, and support it with reasons. Counter arguments were to feature, but their stance was to weigh more.

Here are some of the mistakes committed by some candidates in their answers:

- The moment they read the topic, their minds rushed to what they learn in Life Science and/or Life Skills and wrote about teenage pregnancy in general. They failed to read the question as a whole.
- Some wrote about the causes of teenage pregnancy and the solutions thereof, content from Life Science as a subject.
- Some wrote about teenage pregnancy in general.
• It is saddening to note that some candidates cannot differentiate between the following words: Teenage and teenager, pregnant and pregnancy, policy and police.

• It is also a pity to realise that at Grade 10 level, some candidates don’t know what the term ‘teenage pregnancy’ means. See the sentences below:
  - “Teenage pregnancy is always the small girls who are not even educated.”
  - “Teenage pregnancy must working very hard for them to help their parent home who have been pays school fees to them at the beginning.”
  - “And if you are teenage pregnancy, you have right to go to school until the end of the year.”
  - Some were clueless on what the word “policy” meant and wrote about the police coming to arrest the “teenage pregnancy” because they sleep around with older men.
  - Some, throughout their essays, changed the topic “teenage pregnancy” to “teenager pregnancy”.
  - In some essays, teenage pregnancy was being personified. E.g. “The teenage pregnancy should go back to school and learn.”
  - Some changed the question and wrote about the advantages and disadvantages of going to school while pregnant.

3 My life at sixty

Imagine your life as a sixty-year-old. Write an essay about your life at that age.

Candidates were expected to imagine themselves as sixty-year-olds and write about their lives at that age. It was accepted whether they wrote about themselves being sixty now or in the future, what they had achieved or not at that age, etc. Some did a good job and scored good marks, though most candidates didn’t attempt it.

The shortcomings in the candidates’ answers were as follows:

• Most candidates who attempted the question displayed lack of imagination and even used the past tense to write about their lives at that age.
• Some wrote about unrealistic ideas such as getting married at sixty, starting a family at that age and sending their kids to the best kindergartens and schools.
• Some confused ‘sixty’ with ‘sixteen’ and wrote about their life at that age, e.g. being in a certain grade, participating in different sports activities, doing well in school, etc.
• Most listed their ideas of what they would have and be like at that age.

4 Sports

You were part of the athletics team which represented your region at the national sports competition in Windhoek. Write an essay in which you describe:

- The event/race you participated in
- How you experienced the competition
- Any achievements, both personal and the team as a whole.

The candidates were given prompts to focus on and were expected to describe a competition that had already taken place, and not a future event. They should have participated in a specific event or race of athletics, e.g. javelin, sprints, long distance running, discus, etc. Sensory details like sight, smell, sound, etc, were to feature.

The shortcomings encountered during the marking were as follows:

• A considerable number of candidates wrote about ball games, particularly soccer and netball tournaments held at their schools or regions, changing the venue in the question.
• Athletics activities are held at the Namibian schools during the first trimester of each year, but some candidates showed lack of knowledge on what athletics is.
• The question demanded that they write about one sport discipline, but they wrote on more than that.
• It is disappointing to note that at Grade 10 level, some candidates misspelled these words: metals, instead of medals; saliva, instead of silver; discuss, instead of discus; etc.
• Some didn’t write anything on the second and third prompts.

5 Poverty fosters crime

People who turn to be criminals are usually from poor backgrounds. Write an essay in which you explain why you agree or disagree with the statement above.

Foster means: to promote, encourage
The candidates were expected to argue for or against the statement by giving reasons to support their stance. They were also expected to bring in counter arguments, an essential part of an argumentative essay.

The shortcomings discovered in the candidates’ answers were the following:

- This was the least attempted essay and some of those who answered it wrote about poverty, its causes and solutions. For some, crime was understood as stealing only.
- Quite a number of candidates failed to structure their arguments properly by not explaining the link between poverty and crime. This resulted in essays that described crime in general.
- Some turned the question into a speech through which they encouraged people not to commit crime.

6 My most memorable moment

Write about the most memorable moment in your life. In your essay, describe the moment and give reasons why that particular moment was the most memorable to you.

The candidates were expected to describe a moment that would remain in their memory. They were to first describe the moment, and later on give reasons why that particular moment was the most memorable. Those were the two prompts to be covered in their answers. Since it was a descriptive essay, candidates were expected to use descriptive words and to include elements of sight, feeling, smell, etc. Sad, embarrassing, happy moments were accepted.

The challenges that candidates faced in answering the question were as follows:

- Most of those who attempted this question did not do a good job about it because they narrated stories about a day they would never forget and therefore missed focusing on the moment in that particular day.
- The attempts of most candidates to build up their narrations to the moment, ended up as just a story of a series of events which covered several days.
- Those that fared well, plot-wise, left out the descriptive aspect that called for the utilisation of the five senses.
- Some confused ‘moment’ with ‘day’ and so wrote beautifully about a day, from dawn to dusk, and only slotted in the moment in the last two or three lines of their essays.
- Most did not touch on the second prompt that of giving reasons why the moment was memorable.

SECTION B

1 Friendly letter

A new teacher is appointed at your school and he/she somehow changes your life for the best. Write a letter to him/her in which you thank him/her for what he/she has done. Explain which of his/her acts or words touched you the most and how they have contributed to your positive change.

The candidates were expected to cover the following:

- Thanking the newly appointed teacher for what he/she had done.
- Explaining which of his/her words or acts touched them the most.
- How the acts or words have contributed to their positive change.
- The change should be from bad to good.
- The change should focus on the individual candidate, and not the whole class or school. Examples of the positive actions from the teacher’s side that brought the change could be: accepting the candidate as a human being, helping in one way or another, etc.
- Examples of changes from bad to good could be: no more bullying or insulting others because it pains them as it would do to him/her.
- The salutation expected was: Dear Mr or Ms Charles, and not Dear George.

The following were the shortcomings in the candidates’ answers:

- The majority of the candidates who opted for this topic didn’t cover the prompts properly.
- Some wrote to a friend, telling them about a new teacher at their school.
- Others wrote about the general goodness of the teacher, professionally, e.g. marking work on time and giving feedback, being knowledgeable in the subject they teach and thus making candidates understand what they teach, etc. there were no definite personal interventions, hence mostly content that was generalised.
- The aspect of the positive change brought about by the teacher’s acts or words on the individual candidate was largely not addressed.
- At some point in the letter, some candidates would address another person. For example: “Miss is a very good teacher and I would like to thank her for a job well done.”
- Others wrote to the newly appointed teacher while they are not at the school anymore, but are either at varsity or employed somewhere; thanking the teacher that it’s because of them, that they are where they are.
2 Formal letter

You were sent to the butchery to buy some meat. As you entered the butchery, you saw a worker spraying some flies on the carcass with insecticide. Write a letter to the manager of the butchery in which you:

- Explain exactly what you saw the worker doing
- Outline to him/her why it is unhealthy to do so
- Point out the consequences of such action on his/her business.

Write to: The Manager, Which-Which Butchery, P O Box 12345, Okahandja, Namibia

The prompts to be covered by the candidates in their answers were properly outlined in the question and most of those who opted for it did fairly well. However, the following shortcomings were encountered in some answers.

- Some candidates didn’t know what a carcass is; the difference between a shop and butchery, and what insecticide is. Some changed it to ‘pesticide’ or ‘spermicide’.
- Others didn’t use the recipient’s address provided in the question and the language was informal, threats included.
- Some candidates offered some suggestions on improvement to the manager, which were not part of the question, an indication that the question was not properly read.

3 Article

A charity organisation in your community has been experiencing a severe shortage of volunteers and may be forced to shut/close down if it cannot attract volunteers. Write an article for your school's newspaper, persuading grade 10 candidates at your school to volunteer for charity work. In your article:

- Give reasons why they should volunteer
- Explain the benefits of doing volunteer work
- Explain how the community will benefit from the charity organisation.

Candidates were expected to give background information of the charity organisation. It was also expected of them to show an understanding of what a charity is/does and what volunteering entails, e.g. no pay for work done.

A handful of candidates attempted this question, clear evidence that it is not taught in schools. The challenges discovered were as follows:

- Some displayed a lack of understanding for the words ‘charity’ and ‘volunteer’. They also thought that one gets paid for volunteering.
- The title was left out in most articles written.

4 Speech

You have come to realise that at your school, a lot of your fellow candidates watch indecent stuff on their cellphones. This worries you and you decide to talk to both candidates and their parents on this issue. In your speech, include the following:

- The role of parents with regard to the children’s use of cellphones
- Why the stuff they watch is not good for them.

It was expected of the candidates to elaborate on the two prompts in the question, with a greeting at the onset and thanking the audience at the end.

Shortcomings in the candidates’ answers were as follows:

- Most wrote about the advantages and disadvantages of cell phones, including the internet.
- Most candidates displayed lack of understanding of ‘indecent stuff,’ and so they generalised their answers without mentioning any indecency, e.g. pornography.
- Some candidates wrote long introductions in which there were no facts and this made them exceed the expected number of words by far. For example “Good morning parents and candidates. My name is Sugar Sugar, a Grade 10 candidate here at Namibia Combined School. I am very honored and happy to stand in front of you today. I am here to talk to you about the role of parents with regard to their children’s use of cellphones and why the stuff they watch is not good for them at all.”
- The length of a short piece is 150-180 words. In the introduction above, sixty-six words have been used but, unfortunately none of the prompts is covered therein. It’s only the greeting that is there as part of the layout. Teachers should stop teaching their candidates to do this, considering the number of words they should observe.
Positive suggestions to teachers

• As we teach our candidates, let us observe the number of words for both Sections A and B, as stipulated in the syllabus.
• Let us teach our candidates to read the questions and pick out the prompts that need to be covered in their answers.
• Let us teach our candidates to develop their ideas by asking them to write short paragraphs with one idea that is developed. Writing is a process, so a lot of practice needs to be done on the topic, supporting and concluding sentences.
• As we teach our candidates, let us discourage them from using memorised beginnings and endings of either short or long pieces, and from reproducing the introductions to the questions.
• Rich vocabulary can only be gained from reading, reading and reading. Let us encourage our candidates to read a lot, by reading with them during the reading periods in our schools.
• It would be a good idea to work together with the language teachers at primary schools to address the following issues: spelling, punctuation, prepositions, tenses, homophones and homonyms, gender, pronouns, handwriting, sentence structures (simple, compound and complex), etc.
• Expose candidates to different types of both long and short pieces as stated in the syllabus, e.g. argumentative and narrative essays, speeches, articles, etc.
• Expose candidates to the marking grids and explain to them how they are used. Train them to peer mark each other’s work using the grids.
• Expose candidates to past exam papers and use some questions from them as class activities.
• Let us discourage our candidates from using expressions such as:
  - How are you? Here by my side I am fine.
  - How are you? I am very much good.
  - How is the weather condition over there?
  - How are you? Back to me I am fine.
  - I am very happy to meet you in this process of writing a letter to you.
  - In this essay, I am going to talk about … etc.

On a final note, let us teach and ask for help when we get stuck. All the best for 2017.
General comments

Overall the standard appears to have improved, especially at some rural centres. It seems that many candidates are now aware that they are expected to answer questions regarding literary criticism and analysis as well as questions on the actual content of the stories. However, it was noted that a number of candidates seem not to have read the prescribed books and the accompanying study guides to prepare them for the examination paper.

Many candidates display poor examination techniques. They do not answer all questions, not even those where they could easily just guess, e.g. multiple choice. They do not follow instructions, e.g. to start each question on a new page, not to write in the margin and to write clearly and legibly. They do not number the questions at all or they number them incorrectly. They do not set out their work clearly, e.g. they do not leave a line open after each part of a question. Some candidates appear to exercise poor time management as they do not complete a whole question. Some candidates waste time by answering both questions in the section. A disconcerting number of candidates do not know how to answer multiple choice questions. Answers are often ambiguous, misleading or nonsensical because of candidates’ use or misuse of personal pronouns such as “he”, “she”, “they”, etc., instead of clearly stating the character’s name or identifying description. This is aggravated by their lack of knowledge of the character’s gender.

Comments on individual questions

SECTION A - Calabash, compiled by J.G. Goodacre and S. Makosana

1 (a) Many candidates answered only Duiwelskloof which is the town, while the question required the name of the country, South Africa. The candidates who guessed gave answers such as Ireland, Namibia, Zambia, etc.

(b) Although many candidates answered this question correctly there were those who answered Mr Solomon. This means they did not know the meaning of the word narrator.

(c) The first part of the question was well-answered, but the second part posed a problem to many candidates. Many answers referred to the incident after Jason won the game.

(d) This is one of the challenging questions. The strong candidates answered this question satisfactorily.

(e) This is a well-answered question which indicates the candidates’ good knowledge of soccer. Some quoted from the passage (soccerball …)

(f) Candidates offered many convincing answers. Mr Solomon would have given the ball even if Jason had lost the game or Mr Solomon did not give the ball.

(g) Although this is one of the challenging questions, a number of strong candidates gave plausible answers, e.g. the cash slip will prove to his father that Jason did not steal the ball.

A mark was awarded for the answer: Jason won the game.

(h) Many candidates failed to understand what was required by the question. Some candidates concentrated only on the outcome of the game between Mr Solomon and Jason. Many candidates failed to grasp the idea that, what was required, was what happened to Jason in the future.
(i) Those who studied the study guide provided, identified the difference between fiction and non-fiction. However, quite a number of candidates were confused and interchanged the two terms, e.g. fiction – to mean true/real and non-fiction to mean not true or not real.

(j) As this was an open question a number of candidates gave many acceptable answers, e.g. Never give up. Nothing is free in this world; you have to work for it. However, many candidates did not know the meaning of ‘moral’ as they summarised the story or gave the name of the author or title of the story.

(k) Many wrong spellings were noted, e.g. smile, similar

(l)-(m) A number of candidates gave two answers, whilst only one was required. Those who studied the study guide got these answers correct.

(n) (i)-(v) The candidates who studied the study guide and read the story got all the answers correct, as they could follow the sequence of events and match them with the elements of a short story/plot.

2 (a) Most candidates were confused about the time the story took place as they selected B, During colonial times.

(b) Very few of the candidates knew the answer and struggled to write “drought” correctly. Some alternative answers were, e.g. When the rain did not come for a long time. Lack of rainfall.

(c) A few that read the story identified the first two messengers. Most of them mentioned some other animals given from the extract. “Mouse” was also accepted. Spelling of rat was also a problem, e.g. “rate”.

(d) Most candidates answered the question correctly. “Tired and exhausted” was accepted as alternative answers.

(e) A few could mention one trait only, “clever”. The majority seemed not to have understood Fudu’s personality traits/qualities, as they were often lifting from the extract, “stupid and slow”.

(f) This was the most difficult question for the candidates to answer, as it required an explanation. Only a few candidates got this question correct.

(g) Those who studied the study guide provided, identified the difference between fiction and non-fiction. However, quite a number of candidates were confused and interchanged the two terms, e.g. fiction – to mean true/real and non-fiction to mean not true or not real.

(h) Some candidates understood what the moral of the story meant and could answer it correctly. Many candidates did not know the meaning of ‘moral’, as they only summarised the story or gave the name of the author.

(i) The candidates who studied their study guides could easily identify the correct answer from the text. Those who read and studied only the book failed to get the answer correct.

(j)-(k) A number of candidates gave two answers, whilst only one was required. Those who studied the study guide got these answers correct.

(l) (i)-(v) The candidates who studied the study guide and read the story got all the answers correct, as they could follow the sequence of events and match them with the element of a short story/plot.

SECTION B – The Other Presence, by Dr Francis Sifiso Nyathi

3 (a) Many correct answers.

(b) Many candidates misunderstood this question and gave answers such as “in summer time”, “in day light”, “during Akapelwa’s funeral” or just repeated the name of the place.

(c) Many correct answers, but most candidates confused the characters and gave answers relative to Akapelwa, Thomas, etc. e.g. “Nephew”. Those who had no knowledge of the story gave silly answers such as “husband and wife”, “siblings” or confused the gender of the characters.
(d) Many candidates failed to grasp the point of the question, or simply paraphrased it, e.g. “She hates Sinvula.”

(e) Many correct answers. Some candidates gave their view of the reason instead of quoting the relevant sentences. Although some candidates quoted correctly, they gave a wrong answer for the first part and thus they did not receive any marks.

(f) Many candidates simply quoted sentences from the passage instead of mentioning an incident.

(g) Several candidates gave answers referring to Kachana or other characters in the novel. Candidates answered off the point referring to Ma Simanga and Chuma instead of Namukolo. Many candidates simply guessed and gave vague answers such as “Namukolo is a good man”, although the character is female.

(h) Most candidates failed to make a clear link between village gossip and Elders Neo and Dube’s reluctance to be seen with Elder Sinvula. The second part of the question was often not answered and several candidates quoted general remarks about the moral characters from the study guide, rather than assessing their behaviour as supposed friends of Sinvula.

(i) Although some candidates gave correct answers most tried to guess by stating broad general statements such as “They are Christians.” “They are very wealthy.”

(j) (i) The majority of the candidates did not understand the question because they have not learnt figures of speech. There were many irrelevant answers such as “Direct speech”.

(ii) Many correct answers, however, many candidates tried to give literal answers, e.g. His hands are clean, he washed them in the river. Many candidates referred to Akapelwa’s cause of death instead of Ma Simanga’s collapse.

(k) Many correct answers, but some candidates gave answers relating to the antagonist.

(l) Candidates who had studied the study guide or had been taught the content of the novel gave the correct answers. Those who had not, simply gave random characters’ names or referred to the novel itself or its author.

4 (a) Many candidates got “Akapelwa”, as the correct answer, although there were many variations in the spelling of the name, e.g. Akapewa, Kapelwa.

(b) (i)-(iii) Many candidates gave the correct answers, except for Question (i). Many candidates failed to answer correctly and simply guessed, e.g. Ma Simanga’s parents, 4 brothers and 1 daughter, only sons, husband and son, etc.

(c) The majority of the candidates failed to answer the question and simply quoted incorrect statements from the extract. Many candidates did not understand the question, thus they were unable to explain that Ma Simanga’s husband was deeply in debt and the property-grabbing by his relatives, after his death, caused Ma Simanga’s severe economic misery.

(d) Many candidates did not understand the question, thus they elaborated on the severe economic misery which contributed to Ma Simanga’s hopeless situation.

(e) Most candidates answered this question well, e.g. She wanted to consult a witchdoctor to find out the cause of her husband’s/Akapelwa’s death/misery at the compound. Some candidates referred to Elder Sinvula’s trip to the hospital to see Dr Castro to find out the real cause of Akapelwa’s death, which was incorrect. There were some candidates that gave irrelevant answers, such as “She needed time away.”, which was incorrect.

(f) Most of the candidates did not know what a Seer is. However, some candidates gave the correct examples of duties performed by a seer. Some answers that indicated candidates own cultural or traditional background were accepted, e.g. A seer is consulted to find out what was the cause of someone’s illness or death.

(g) Very few candidates got the answer correct, but they did not obtain the full three marks. Most answers were quoted from the extract referring to the incident at Ma Simanga’s compound, e.g. “Owls were indeed ominous especially when they hooted the whole night behind or over one’s compound …”
Many correct answers, but some candidates gave answers relating to the protagonist, e.g. Elder Sinvula. Some candidates wrote only Chuma and left out “the villagers”.

A number of candidates gave two answers, whilst only one was required. Those who studied the study guide got the answer correct.

Candidates who had studied the study guide or had been taught the content of the novel gave the correct answers. Those who had not, simply gave random characters’ names or referred to the novel itself or its author.

Positive suggestions to teachers

Tutors must encourage candidates to read and study both prescribed books and the accompanying study guides. They must explain the literary terms and the relevant application to the stories.

It is imperative that the tutors teach candidates some examination writing techniques. They must provide ample exercises on how to answer multiple choice- and matching type questions. Tutors must emphasise the importance of following the instructions, so that the candidates do not waste time in copying both questions and possible answers for multiple choice questions, while they only need to write down ONE answer. As for matching type questions the candidates must write ONLY the correct number with the matching letter, e.g. (i)D.

Lastly, tutors should explain that Paper 4 has two sections and candidates only need to answer ONE question from each section. They should practise time management and how to select the easiest question from a particular section.
ENTREPRENEURSHIP

1505 Portfolio

General comments

• In general the level of the practical work and contents of portfolios are improving.

• The idea, according to the syllabus, is that the candidates plan an activity (normally a stall at an entrepreneurship day), carry out the activity and then write a report about the activity and what they experienced. It was proven that schools that had an entrepreneurship day scored much better marks than those who did not. These candidates also understood better that planning is for a future event, thus the Business Plan is written in the future tense. Reporting is about something that happened in the past and therefore written in the past tense. Candidates who wrote about imaginary businesses did not all understand the difference.

• Candidates should not copy from other sources e.g. textbooks, NAMCOL resources, Internet etc. Plagiarism is a serious offense and candidates were penalised for it.

• As was stated last year, it is important to remember that group work can be done for the entrepreneurship day, BUT EACH Candidate SHOULD WRITE HIS OR HER OWN ORIGINAL BUSINESS PLAN AND REPORT. They are penalised if they have the same Business Plan and Business Report for the whole group.

• Candidates use business ideas that are not suitable for school level, e.g. selling alcohol, cigarettes, etc.

• Some centres use outdated syllabuses and record sheets. The syllabus changed in 2012. Please note the following changes:
  - In the financial function the Cash Book and Income Statement is not in the syllabus any more, yet some teachers still give tasks on these competencies. What is currently outlined in the syllabus are: a simple Receipts and Payments account; calculation of profit; a simple horizontal Balance Sheet.
  - For the practical component the idea of having Grade 8, 9 and 10 work in the portfolio had a lot of practical implications and it was decided to just have Grade 10 work in. Due to that, the portfolio mark decreased from 20 to 10 and the total CA mark decreased from 160 to 150. This mark is then divided by 1.5 to get a converted mark out of 100. Some centres still use CA record sheets with a total mark of 160.

• In some centres the CA marks are not checked by a member of management/ or signed off as checked and a lot of calculation errors on the mark sheets is still evident.

• Teachers’ portfolios should be submitted in a file/flip file.

• Some candidates submitted other candidates’ work. They erased the original owners name to write their own names. Teachers overlook this and recorded this misleading information. This is an unacceptable practice.

• Each component in the portfolio must be assessed separately on the CASS Summary sheet before it is totalled out of 10 marks. Award one (1) mark for each item included (filed) in the portfolio and three (3) marks for appearance. Too many CASS Summary sheets are received having only the total recorded but no indication of where these marks are derived from and for what it was awarded. Therefore: DO NOT LEAVE THE FIRST SECTION OF THE CASS SUMMARY SHEET OPEN – COMPLETE THE WHOLE FORM.

Component by component comments

Portfolios

• Some centres really excelled in getting the portfolio items together and many candidates scored 10 out of 10 for their portfolios.

• It makes moderation difficult if there are unnecessary items in the portfolio (either work from Grade 8 and 9 or extra tests and tasks). The only components that are needed are the two tasks, two tests (April and August end-of term tests), Business Plan, Business Report and completed Entrepreneurial self-assessment form.
Tasks

- Many tasks are not up to standard and do not test all the assessment objectives as per the syllabus. E.g. a test out of 8 or 10 is given to a Grade 10 candidate and then converted to a mark out of 20.
- Some element of research/investigation is expected in a task.
- Some teachers use case studies as tasks. There must be a difference between tasks and tests. Teachers should make use of interviews, research, reports, etc.

Tests

- The two tests that should be recorded on the CASS forms are the April- and the August end-of-term test (mock examination, usually a regional paper). No other tests or an average of several tests should be recorded.
- Tests should adhere to the specification grid in the syllabus and cover all assessment objectives. It should have 20% A-level, 40% B-level and 40% C-level questions. Candidates are heavily penalised because the teacher set a paper with a majority of A-level questions.
- Previous National papers should not be used as tests for continuous assessment

Business Plan

- The Business Plan is a plan for the future and most of its components will be written in the future tense.
- The Business Plan cannot be assessed as a Business Plan as well as a task.
- A service business is rendering a service like washing cars, offering games to play or plaiting hair. The moment you start selling products like food, clothes, etc. it is not a service business, but a trading- or sometimes a manufacturing business. Candidates often write about their service business when they are selling food products.
- Candidates were penalised for unrealistically high start-up capital amounts (remember we are thinking in the line of a stall at an entrepreneurship day or something similar).
- Furthermore, banks will not likely give a loan to a candidate in school, thus banks were not accepted as a source of capital.
- The Financial Plan looks at three aspects: the amount of start-up capital needed, the source of this capital (own savings, parents, relatives, etc.) and an estimated profit. Marks should not be awarded for what they plan to do with the capital, unless it is part of the calculation of profit.
- A pasted or downloaded picture is not regarded as a logo. A lot of different items are also rather considered to be advertisements of products rather than a logo.
- Candidates are confusing certain sections in the Business Plan:
  - Vision vs. goals and objectives: the vision is a long term “dream” for the business and normally has to do with the growth and expansion of the business, either in product range or area served by the business. This happens over a longer period of time. Goals and objectives are what you can reach from day to day or once-off in the business as it is, e.g. create job opportunities or making a profit.
  - Market research vs marketing plan: market research is about the market that I am planning to serve and looking, for example, at your potential customers, likely competition, needs and wants of potential customers. Marketing plan addresses the four p’s: product, price, place and promotion (promotion can score just one mark, not three).

Business Report

- The report is a write-up of what happened with the activity that was planned and should be written in the past tense.
- It should be about the business activity that was planned in the Business Plan and not about any other business.
- The logo, vision, aims and objectives are not part of the Business Reports.
- Results/achievements/profits is about what was reached during the activity, e.g. “I made a profit/loss” (calculation not needed here), “I sold all my products”, “Customers voted my stall as the most inviting”, etc.
- Challenges should not be general entrepreneurial challenges, but specific to the candidate’s business, e.g. “We did
not have enough change”, “We ran out of stock during the first hour”, etc.

- Candidates confuse recommendations and conclusions:
  - A recommendation is advice on what should be done in future (for a similar activity/business) – Our group should in future… have better customer care/have enough change when we start/have more stock.
  - A conclusion is a summary/reflection on the activity, e.g. although we made a loss, we learnt valuable lessons about conducting business.

Self-assessment

- The self-assessment tool is not considered to be completed, unless it is totalled, dated and shows the candidate’s name.

Positive suggestions to teachers

- Please take a bit of time and study the assessment section of the syllabus before you set the next assessment activity (task or test).

- Make sure the examination papers written in April and August are set according to the assessment specifications set out in the syllabus. Too many schools are scaled negatively because of the examination papers not being on par with the required standards.

- Teachers should start setting their own tests, etc. instead of only using previous examination papers.

- Complete your own self-assessment (honestly) from year to year and evaluate your growth as an entrepreneur, being the Entrepreneurship teacher

- Make sure you are certain of the number of marks awarded for each section of the Business Plan and Business Report. Sometimes only one mark should be awarded, but the teacher gives three marks.

- Consider drawing up tasks at Cluster-/Circuit-/Regional level (organised among teachers themselves). In that way a bank of good, up to standard tasks can be developed.

- Clear instructions with headings should be used and mark allocation should be given to candidates before they write a Business Plan and Business Report. These two items are vital for good marks in the practical component of Entrepreneurship.

- A good marking strategy is to underline the part which you are awarding a mark for. Only one mark is awarded for each point. Some teachers give two marks per point.

- Entrepreneurship teachers should not see portfolio work as a burden, as the components are actually less than the continuous assessment activities in most other subjects.
General comments

• Most candidates did reasonably well in A- and B-level questions, but C-level questions were difficult to answer for some candidates.
• Many candidates struggled with questions about calculations.
• Candidates in some regions performed better, but in some regions the performance was not satisfactory.

Comments on individual questions

Section A

1. Well-answered.

2. Answered fairly well. Some candidates used the following words: provide and sell instead of ‘produce’ and ended up getting only ONE mark.

3. Answered fairly well. A few candidates confused close cooperation with cooperatives and partnership.

4. Well-answered, although a few candidates wrote: to pay tax to the government instead of - for the government to collect tax.

5. Well-answered. A few candidates confused the management functions with management tasks.

6. Answered fairly well. Most candidates only managed to list the factors but failed to explain them.

7. Well-answered by most candidates. A few candidates explained the components of business environment instead of natural environment.

8. Not well-answered; candidates repeated the word ‘population’ in their explanation.


10. Well-answered.

Section B

11. (a) Well-answered. A few candidates generalised the myth.

   (b) Answered fairly well. A few candidates explained the term desirable ethics in general.

   (c) Well-answered by most candidates.

   (d) Answered fairly well. Some candidates identified the type of employment, but they did not justify their answers. Candidates just gave a general definition of self-employment.

   (e) Answered very poorly. Most candidates struggled to come up with two standards as well as to develop their answers.

   (f) Well-answered. Few candidates mentioned “batch production”, which was not suitable in this case.

   (g) Answered fairly well. Most candidates only explained the benefit in general and did not link it to Gerome’s business.

   (h) Well-answered by most candidates.

12. (a) Well-answered.

    (b) Answered fairly well. Candidates failed to link their answers to the case study.
(c) Answered poorly. Most candidates did not link the answers to the case study and they gave general challenges of an entrepreneur.

(d) Well-answered.

(e) Answered poorly. Most candidates confused the services offered by JCC with that of NCCI.

(f) Answered fairly well. Most candidates struggled to identify cost from the case study. Some gave the difference between direct and indirect costs.

(g) Answered fairly well.

(h) Answered poorly. Most candidates did not complete the invoice correctly. They did not realise that the workshop was for 2 days.

13  (a) Answered poorly. Most candidates listed general business choices that were not linked to the case study. Some mentioned the types of business.

(b) Well-answered.

(c) Answered poorly. Most candidates came up with points, but the development was not linked to Helao's business and the country mentioned.

(d) Answered fairly well. Most candidates did not calculate unity cost at all. Instead of dividing by the units produced, they multiplied.

(e) Well-answered.

(f) Answered fairly well. Some candidates struggled to develop the points and some explained two methods of recruitment, instead of two methods of external recruitment.

(g) Well-answered, even though at some centres candidates wrote about the qualities of a good leader.

Positive suggestions to teachers

• Teachers should make sure that they cover all basic competences in the syllabus.
• Teachers should not neglect to teach certain topics such as: calculations of cost, complete or design different forms of communication for: marketing, purchasing, finance and personnel.
• Emphasis should be placed on correct definitions.
• Coach candidates on how to answer C-level questions. Questions that require candidates to apply knowledge, while they make judgement and decisions, should be dealt with in the classroom set-up.
• Teach candidates on how to answer questions based on case studies.
**FIRST LANGUAGE AFRIKAANS**

### General comments

Dit blyk dat die gemiddelde standaard goed korreler met die vorige jaar s’n. Kandidate het hierdie vraestel bevredigend beantwoord – met die uitsondering van vrae wat in leerders se eie woorde beantwoord moes word.

Onderwysers word versoek om die vorige Moderatorsverslae te bestudeer, aangesien belangrike aanbevelings daarin vervat is.

Die volgende algemene aspekte verdien aandag:

- woordeskat (sinonieme en antonieme; een woord vir baie)
- idiomatiese uitdrukkings en - taalgebruik
- woorde wat dikwels verwar word, bv. nodig vs benodig; respek vs respekteer; van vs want; ken vs weet; vir ewig vs verewig; vir seker vs verseker; aansluit vs aanmeld, ens.

Kandidate moet asb. teen die linkerkantse kantlyn begin skryf en die regterkantse kantlyn oop laat; elke nuwe afdeling op 'n skoon bladsy begin EN regels tussen die antwoorde ooplaat. Té veel kandidate skryf so klein dat dit moeilik lees.

Moedig ook die kandidate aan om nooit 'n vraag oop te laat nie. Te veel kandidate skryf (veral die gerigte skryfwerk) eers in potlood en dan in pen oor. Dit mors kosbare eksamentyd en bemoeilik die lees en merk van die stuk.

Die meerderheid sentrums se kandidate het kwaliteitwerk gelewer deur goedversorgde antwoordstelle, netjies handskrif en uitsonderlike taalgebruik. Dankie daarvoor!

### Comments on individual questions

**AFDELING A**

In hierdie afdeling gee die puntetelling per vraag 'n aanduiding van hoeveel feite geskryf moet word. 'n Vraag wat vier punte tel, moet dus vier feite as antwoord hê.

Kandidate het oor die algemene uitstekend in **Afdeling A** gevaar.

In **Afdeling A** is geen punte vir taal- en spelfoute afgetrek nie.

Die leesstuk, **ONDER DIE STERREHEMEL**, het oor 'n skrywer se ervaring van 'n toer deur Namibië gehandel.

1-6 **Vraag 1 – 6** was meerkeuse vrae wat toets of kandidate die spesifieke betekenis van begrippe en omskrywings verstaan soos dit in die bepaalde verband (konteks) van die leesstuk gebruik word. Die afleiers gee meestal ander moontlike betekenis, maar wat nie in hierdie bepaalde konteks die bedoeling (betekenis) is nie.

Hier het die meeste kandidate oor die algemeen goed gevaar, alhoewel daar tog enkeles was wat nie, soos gevra, slegs die nommer en simbool as antwoord neergeskryf het nie. Dit bemoeilik die nasienwerk onnodig.

Dit is vrae waarmee leerders maklik punte kan verdien, mits hulle voldoende oefening kry in die beantwoording van meerkeuse vrae. Indien dit nooit in die skool goeie geskryf word nie, beantwoord hulle maklik die vrae verkeerd, meestal omdat hulle nie noukeurig genoeg lees nie.

7 **Vraag 7** was sinonieme. Kandidate moes slegs die nommer aandui.

8 **Die vraag vereis ’n WAAR of ONWAAR antwoord sowel as een woord (tussen aanhalingstekens!) uit paragraaf 2. Te veel kandidate het ’n hele sin as motivering geskryf en nie net een woord soos gevra nie.

Indien die eerste gedeelte van die antwoord korrek is en die tweede deel (die aanhaling) is verkeerd, verdien die kandidaat een punt.

Indien die eerste gedeelte van die antwoord verkeerd is en die tweede deel (die aanhaling) is korrek, verdien die kandidaat geen punte nie.
9 Vraag 9 - 12 verg interpretasie van sekere inligting wat in die leesstuk gegee word. Alhoewel die vrae 2 of 3 punte elk tel, word volsinne nie noodwendig hier verwag nie. Kandidate moet die spesifieke opdrag wat in die vraag gegee word, uitvoer, byvoorbeeld verduidelik en hulle moet die antwoord in hulle eie woorde gee, veral as dit pertinent gevra word.

Die meeste kandidate het hierdie vraag (Waarom die begraafplaas tussen die duine die skrywer so ontstel het) korrek gehad.

10 Die vraag vra spesifiek wat die kontras in paragraaf 4 is en dat die antwoord in die kandidaat se eie woorde moet word.

Te veel kandidate verstaan nie wat kontras beteken nie. Hul moet geleer word om albei items te noem in die vergelyking, nl. Die "voor en na die buit". Die plat woestynlandskap wat skielik verander in koppies, berge en slote. Indien slegs een item genoem is, is geen punte toegene nie.

Een bonuspunt is toegene vir eie woorde.

11 Die vraag (Waarom word die woord “kampplek” tussen aanhalingstekens geskryf) is deur baie kandidate verkeerd beantwoord. Kandidate moet die redes vir die gebruik van aanhalingstekens ken. In hierdie geval is dit omdat dit nie ‘n ware kampplek (met bome, skuilplek, afpakke) was nie.

12 “Die sterrekykers op daardie spesiale nag” verwys na die wyseman wat die ster met Jesus se geboorte gesien en gevolg het OF na die skrywer se eie ervarings. Sommige kandidate het in die algemeen na sterrekykers (en meteoroloë) verwys. Dit is foutief.

AFDELING B

In hierdie afdeling is kandidate wel vir taal-, punktuasie- en spelfoute gepenaliseer.

Hierdie afdeling vereis altyd VOLSINNE en soms EIE WOORDE. Slegs ‘n klein aantal kandidate het volsinne geskryf. Oefening in die skryf van VOLSINNE met korrekte feite verg definitief aandag.

WENK: Leer hulle om antwoorde in stelsinne te skryf, die bedrywende (aktiewe) vorm te gebruik en weg te bly van die negatief/ontkennende vorm. Die lydende vorm en die negatief verg heelwat meer woorde om iets gesê te kry.

Dit is baie belangrik dat leerders oefening moet kry in die oorskryf van gegewe inligting in hulle eie woorde.

Kandidate moet daarop gewys word dat die leesstuk die vertrekpunt is en dat antwoorde dus op die inligting soos verskaf, gebaseer móet wees.

Vrae 1 – 4 toets begrip van die gelede gedeelte asook die vermoë om kritiese interpretasies te maak, ‘n oordeel te fel en ‘n persoonlike respons te gee. Kandidate se vermoë om antwoorde in goed geformuleerde sinne te skryf en korrekte grammatika, spelling en punktuasie te gebruik, word ook in ag geneem by puntetoekenning. Waar kandidate direk uit die teks oorskryf, MOET dit in dubbele aanhalingstekens geskryf word om die taalpunt te verdien.

Dit wil voorkom of kandidate dikkwaal geen begrip het van wat hulle lees nie en dus ook nie van wat hulle as antwoorde neerskryf nie. Gedeeltes word dikwels direk uit die leesstuk oorgeskryf of onsamehangend en nikkesggend saamgeflans om as antwoorde te dien.

1 Die antwoord op die vraag watter besware teen skoonheidskompetisies vir klein dogtertjies geopper word, is deur sommige kandidate verwar met hoe kinders lyk wat op loopplankie verskyn.

Beseware is: kinders paradeer soos grootmense, dit word as pervers (openbare seksualisering) beskou, kinders word gedwing (moet) deelneem en dit is ‘n potensiële vleismark vir pedofiele.

Vier punte is vir feite toegeken en een bonuspunt vir korrekte taal en styl.

2 Hier word die vraag “Hoe verskil Elsabé Engelbrecht en Betty Makoni se mening oor die uitwerking van skoonheidskompetisies op pedofiele” geva. Sommige leerders het nie hierdie spesifieke twee vroue se menings vergelyk nie. Die vergelyking (van menings) sal dus oor die uitwerking van skoonheidskompetisies op pedofiele handel. Te veel kandidate weet glad nie hoe om ‘n vergelyking te skryf nie. Woorde soos: daarteenoor; gevolglik; ens. moet ingeëofien word.

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Elsabé sê pedofiele kan teenwoordig wees en dit as eroties/optrede met seksuele ondertone beskou, nogtans is dit geen rede vir seksuele mishandeling nie.

Daarteenoor is Betty van mening dat geen kind jonger as 16 jaar aan skoonheidskompetisies mag deelneem nie, dat skoonheidskompetisies kinders aan seksuele molesting blootstel en dat meisies moet besef die lewe gaan oor meer as om ‘n sekssimbool in ‘n skoonheidskompetisie te wees.

Vier punte is vir korrekte feite toegeken en 2 punte vir korrekte taal en styl en die vergelyking/ kontrastering.

3 Die vraag vereis ‘n goed afgeronde bespreking (van wat dubbele standaard is) in die kandidaat se eie woorde. Die vraag vereis weer eens ‘n kontrastering tussen dit wat die samelewing as aanvaarbaar beskou en dit wat in die werklifheid gebeur.

Twee punte is vir enige twee feite toegeken en een punt vir korrekte taal en styl.

4 Die meerderheid kandidate het hierdie vraag (Watter wenke Isabel Jacobs aan die hand doen vir ouers om hul kinders teen seksuele uitbuiting te beskerm) korrek beantwoord. Ouers moet te alle tye toesig oor hul kinders hou, hulle moet ongemaklike situasies vermy, verkeerde kompetisies vermy, kieskeuring wees.

Die vraag vereis weer eens ‘n kontrastering tussen dit wat die samelewing as aanvaarbaar beskou en dit wat in die werklifheid gebeur.

Twee punte is vir enige twee feite toegeken en een punt vir korrekte taal en styl.

5 Baie kandidate het die onderskeid tussen hierdie opdrag gehad nie en die sommer ‘n praatjie of informele brief geskryf. Die vraag vereis ‘n goed afgeronde bespreking (van wat dubbele standaard is) in die kandidaat se eie woorde. Die vraag vereis weer eens ‘n kontrastering tussen dit wat die samelewing as aanvaarbaar beskou en dit wat in die werklifheid gebeur.

Kandidate moet weer eens gewys word op die verskil in taalregister (informeel teenoor formeel.) Die vraag, ‘n brief aan die pers, blyk by heelparty kandidate totaal onbekend te wees. Dit is duidelik dat hulle nie die woord “pers” verstaan nie en hulle nie die regte woord gebruik nie. Veral by formele briefe is die verskil tussen “pers” en “kie” duidelik.

Die meeste he het binne die voorgeskrewe aantal woorden 150 – 200 gebly, maar paragrafering blyk ‘n probleem te wees. Daar is te veel kandidate wat geen woordtelling aangedui het nie.

Twee vorms van ‘n Brief aan die Pers is aanvaarbaar: die skrywer se adres kan regs bo aangedui word OF dit kan links onder aan die brief wees.

• Die SKRYWER SE POSADRES

Baie kandidate het weggetrek met hul brief sonder die adres. Uit die aard van die daaglikse gebruik van tegnologie is dit hulle nie daarvoor gepenaliseer nie. Kandidate moet dit egter nie as verskoning gebruik om nooit ‘n adres te skryf nie. Veral by formele briefe is die verskil tussen “pers” en “kie” duidelik.

Dit is teleurstellend dat baie kandidate steeds nie Posbus, Namibië of Oktober korrek speler nie.

• Die ONTVANGER SE POSADRES

Links teen die kantlyn word die adres van die ontvanger aangedui.

Die Redakteur
Die Huisgenoot
Posbus 9001
Pretoria

Te veel kandidate skryf “Liewe Pers”!
Die AANHEF

Geagte Meneer/Mevrou
xxx
Gevare wat skoonheidskompetisies vir jong kinders inhou
Xx

• INHOUD

Die inhoud moes ‘n eie mening wees oor die gevare wat skoonheidskompetisies vir jonger kinders inhou. Sommige kandidate het lang gedeeltes uit die leesstuk oorgeskryf sonder om te weet wat hulle skryf.

• TAALGEBRUIK/REGISTER

Kandidate moet die inligting in die leesstuk op hulself van toepassing maak en die taalgebruik behoort redelik formeel te wees.

• SLOT

Die uwe
Blommetjie
xxx
Mev. Sarie Marais
Posbus 90
Mariental
Namibië

Sommige het stomp geëindig met ‘n sin wat direk uit die leesstuk oorgeskryf is. Sommige het selfs iets soos: Ek hoop julle doen nou wat ek aanbeveel... gesluit. Onthou: die redakteur is hoof van ‘n koerant/tydskrif en kan nie verantwoordelik gehou word vir sake rakende die gemeenskap nie. Te veel sluit hul briefie af met “Groete”.

ALGEMENE FOUTE

Spelling en Anglisismes

Die volgende klompie foute het algemeen voorgekom:

- Liewe Pers
- laat/lat ek besef i.p.v. dat ek besef
- van i.p.v. want
- hou i.p.v. hoe
- Vals i.p.v. Onwaar
- wardeur/ waardeur i.p.v. waardeer
- die verskil tussen eens en eers
- maak nie saak nie... i.p.v. ongeag
- moet nie i.p.v. moenie
- Samet i.p.v. saam met
- Nadeel (s.nw.) i.p.v. benadeel (ww.)
- Dit bedoel i.p.v. dit beteken...
- Mens vergeet soms wat die regte ding is i.p.v. ‘n Mens vergeet soms...

Sms-taal

- dun i.p.v. doen
- daai i.p.v. daardie
- hu i.p.v. hoe
- kla i.p.v. klaar
- samet i.p.v. saam met

Woorde/Begrippe wat verwar word en vaste verbindings

- vir seker vs verseker
- bemoedig vs aanmoedig
- ken vs weet
- eers vs eens
- kleure vs klere
- jong vs jonk (eersgenoemde is ‘n attributiewe b.nw. en laasgenoemde ‘n predikatiewe b.nw.)
- ouers kan dit vermy deur om te
- kandidate ken nie die betekenis van “preuts” nie, bv. Preutse drag bevorder kindermishandeling

**Sinne**

Te veel kandidate
- begin sinne verkeerd met “Want”, “Dat” of “Om te”, of gebruik die woord “dan” onnodig.
- plas geen punte aan die einde van sinne nie.
- gebruik geen leestekens of hoofletters in die skryfstuk nie.

**Leestekens**

Enkel aanhalingstekens slegs binne ‘n ander aanhaling

Die gebruik van ‘n komma voor die voegwoord:

* bv.: “…om nie moed op te gee nie, maar aan te hou probeer…” (Let daarop dat indien die voegwoord die eerste word in ‘n nuwe reël is, die komma aan die einde van die vorige woord - of reël - geplaas word.)

Geen komma tussen dieselfde woord nie:

* bv.: “…dan weet julle julle het jul kinders reg grootgemaak…”

**Betreuklike v.nwe., verbuiging, uitdrukking en algemene taalgebruik**

- ... hard werk vir dit i.p.v. daarvoor…
- wat ons aan dink… i.p.v. … waaraan ons dink ...
- sonder dit i.p.v. daaronder
- met dit i.p.v. daarmee
- oor dit i.p.v. daaroor
- in aanhalingstekens i.p.v. tussen aanhalingsteken
- in ander woorde i.p.v. met ander woorde
- teen alle tye i.p.v. te alle tye
- maak dat i.p.v. veroorsaak dat...
- op my aandag gekom i.p.v. onder my aandag gekom
- in die aand/oggend/middag i.p.v. saans, soggens, smiddae
- toutologie, bv. selfvertroue in haarself; ek persoonlik

**Die posisie van die werkwoord in Afrikaanse sinne**

Om een of ander rede hou baie onderwysers daarvan om kinders te leer dat die werkwoord in Afrikaans altyd aan die einde van ‘n sin moet kom. Dit kan in baie gevalle kommunikasie erg strem en lomp sinne tot gevolg hê met ‘n opeenhoping van ‘n klomp werkwoorde aan die einde van ‘n sin. Vergelyk die volgende twee sinne:

- Die verbruikersraad het die standpunt dat die regering die verskaffers wat die prys van voedsel kunsmatig opstoot, moet vervolg, ondersteun.

  teenoor

- Die verbruikersraad het die standpunt ondersteun dat die regering die verskaffers moet vervolg wat die prys van voedsel kunsmatig opstoot.

Die volgende riglyne word in *Norme vir Afrikaans - enkele riglyne by die gebruik van Afrikaans* (vierde uitgawe) deur W.A.M. Carstens gegee:

- In *hoofsinne* staan die eerste of enigste werkwoord net ná die onderwerp (subjek) in die tweede sinsposisie.
- In *bysinne* staan die werkwoordvorme aan die einde.
- Die voltooi deelwoord kom gewoonlik ook nader aan die einde van sinne voor, bv. Ek glo steeds dat sy ‘n fout begaan het.
Algemene opmerkings

• Oor die algemeen was die standaard van die kandidate se werk gemiddeld. Temas was aktueel en het aangesluit by die leerlinge se leef- en ervaringswêreld.

• Verskeie foute wat in vorige verslae uitgewys is, het klaarblyklik deeglik aandag in die onderrigsituasie ontvang. Daar is 'n merkbare verbetering wat die algemene aspekte betref. Baie dankie en baie geluk met die vrug op harde arbeid.

• Daar is 'n merkbare vermindering in die gebruik van Engelse woorde. Baie anglisismes.

• Nalatige spelling, veral onder die invloed van die Engelse skryfwyse van sekere woorde en direkte vertalings het nog voorgekom. Daar is nog steeds tale kandidate wie se taalgebruik en spelling veel te wense oorlaat. Foute soos "will", "a" vir 'n, "sister", "Aids" en "Namibia", "better", "good" en "boring". Hierdie tipe foute word nie by eerstetaalkandidate verwag nie.

• Leestekengebruik is 'n aspek wat nog aangespreek moet word. Kandidate weet nie wanneer om 'n komma te gebruik nie, ken nie die gebruik van die kommapunt of aanhalingstekens nie. Kandidate gebruik nie die vraagteken na 'n vraag nie. 'n Komma tussen twee werkwoorde. Komma voor 'n voegwoord geplaas, nie daarna. Gebruik, voor en. Leestekens word of te veel of te min gebruik.

• Afkap van woorde aan die einde van 'n reël = groot probleem.

• Drie ander aspekte wat baie swak hanteer is, is paragraafbou: inleidings- paragraaf, inhoudsparagrave en die slotparagraaf, die vorm van verskillende stelwerkstukke, veral die brief aan die pers en dialoog en sinskonstruksie.

- Sinne te lank: een paragraaf = een sin. Sinne word met kommas gebreek, i.p.v. punte.
- By die briefe, veral vriendskaplike brief en brief aan die pers, word die adres heeltemal weggelaat.
- Vorm van korter stelwerkstukke moet dringend aandag kry.

• Titel: leerlinge lees nie die titel behoorlik deur om seker te maak dat hulle presies weet wat word gevra nie.

• Foute ten opsigtte van inhoud en struktuur van stukke:

- te min feite of dieselfde feit word herhaal.
- geen inleiding of slot.
- te lang aanloop voor by werklike storie uitkom.
- ongeordendheid: hopeloos te veel verskillende gedagtes in een paragraaf.
- paragrave te lank.

• Taalfoute:

- begin sinne met voegwoorde: maar, want en omdat – vermy dit.
- geen hoofletters aan begin van sinne of punte aan einde van sinne.
- kommas na voegwoorde in plaas van voor voegwoorde.
- let op woordorde en volzinne
- baie leerlinge begin sin met En...
- plaas werkwoorde liefs aan die einde van die sin, dit voorkom lomp sinne wat onafgerond klink.
- die gebruik van die woord "ensovoorts" was steurend, veral aangesien leerders dit as 'n afkorting gebruik.
- Verwys na dinge en goed. Kandidate moet spesifiek wees.

• SMS – taal:

- da moet daar wees.
- ma moet maar wees.
- kla moet klaar wees.
- ini moet in die wees.
- vani moet van die wees.
- broe moet broer wees.
- heti moet het nie wees.
• Let op die betreklike voornaamwoord:
  - wat mee moet waarmee wees.
  - waarmee moet waarvan wees.
  - wat op moet daarop wees.
  - wat se moet watter wees.
  - daarop moet daarvan wees.
  - van of wat ek kan moet waarvan wees.
  - wat van moet waarvan wees.
  - met dit moet daarvan wees.
  - sonder dit moet daaronder wees.
  - uit dit moet daaruit wees.
  - daarop moet daarvoor wees.
  - sonder dit moet daaronder wees.
  - vir dit moet daarvoor/hiervoor wees.
  - die vriend waarmee moet die vriend met wie wees.

• Tye:
  Kandidate skryf die opstel in verskillende tye (een sin in die teenwoordige tyd en die volgende sin in die verlede
  tyd). Na toe geen verlede deelwoord, maar infinitief (Toe ons daar kom: nie gekom het nie).

• Eerstepersoonverteller
  Kandidate skryf hul opstelle in die direkte rede – weet nie wat die verskil tussen eerstepersoonverteller en
direkte rede is nie.

• Begin opstel met:  Ek wil vandag vir julle vertel, of Ek dink lyfstraf sal werk.  Dit is nie 'n inleiding nie.

• Blaaie mag nie uit die antwoordboek geskeur word nie - haal die verkeerde werk met 'n pen deur.

Kommentaar op spesifieke vrae

Afdeling A

1  Hoe ek 'n entrepreneur geword het.
  - verhalende opstel
  - gewild
  - kandidate het nie 'n storie vertel nie
  - kandidate het vanselfsprekende siening van onderwerp gehad

2  Drank, dwelms en tienierswangerskappe gaan hand aan hand.
  - feite/opstel
  - uitsers gewild
  - hou nie draad van storie
  - weerspreek- stem saam met stelling en in slot teen die stelling
  - vergeet: drank, dwelms en tienierswangerskappe "gaan hand aan hand"
  - talie kandidate kon nie die vertelling laat opbou na 'n hoogtepunt nie

3  Is sportbeoefening nog veilig genoeg?
  - feite/beredeneerde opstel
  - nie gewilde onderwerp
  - sommige kandidate nie by die onderwerp uitgekom nie

4  Ek wou my ouers verras met 'n heerlike ontbyt, maar toe loop alles skeef.
  - verhalende opstel opstel
  - gewilde keuse
  - kandidate gaan oorboord oor alles wat verkeerd geloop het – onderwerp onoortuigend

5  "Misdaad en korrupsie is aan die orde van die dag."
  - feite/beredeneerde opstel
  - ongewild – min kandidate onderwerp gekies
6 Die gesegde “Liewer dood as uit die mode” is baie tieners se leuse, dikwels met katastrofiese gevolge.
   - verhalende opstel
   - min kandidate die onderwerp gekies
   - kandidate verstaan nie katastrofiese gevolge

Afdeling B

1 **Toespraak**: Tieners en hul ouers sal mekaar nooit verstaan nie – die generasiegaping is te groot.
   - nie gewilde keuse
   - die aanbieding was swak
   - min kandidate was in staat om feite oortuigend oor te dra
   - baie kandidate het nie die vorm van ’n toespraak onder die knie nie

2 **Artikel**: Tieners is nie volwasse genoeg vir vaste verhoudings nie.
   - nie gewilde keuse
   - goeie en oortuigende skryfstukke

3 **Vriendskaplike brief**: Jy worstel met ’n ernstige probleem
   - baie gewilde keuse
   - die kandidate het hul goed van hul taak gekwyt
   - kandidate moet seker maak dat hulle die opdrag volledig uitvoer: probleem, nie tyd om te luister en het hul ondersteuning nodig.
   - vorm – die aanhelf word twee keer herhaal: Liewe Ouers en die inleidingsparagraaf begin met Liewe Pa en Ma. (punt 4.40)

4 **Formele brief aan die munisipaliteit**: Jy is ontsteld oor die plakkerskamp wat aan die buitewyke van jou dorp ontstaan het.
   - Nie baie gewild
   - vorm moet aandag kry: adresse, aanhef en opsik. (punt 4.40)
   - goeie skryfstukke

**Foute wat algemeen voorgekom het**

(Die foute word eerste genoem en die korrekte vorm word daarna gegee.)

1 van alles is so mooi – want...
   omtehelp,intesteek,omteloop – om te help, om te steek, om te loop
gatte in pad – gate in pad
kleiner/kleinste of groter/grootste broer – jonger/jongste of ouer/oudste broer
op die einde van die dag – aan die einde van die dag
my Pa, my Ma – my pa en my ma
praat van ouers en nie van my pa en my ma
praat van onderwysers nie my juffrou of my meneer
verwys na televisie as dit en nie as hy
om werk te het – om werk te hê
kleure – klere
ken – weet
sin – s’n
meskien – miskien
ours – ouers
tiepe – tipe
todat – totdat
onmiddelik – onmiddellik
als – alles
erenstig – ernstig
kominikasie – kommunikasie
ontsmaaklik – onsmaaklik
Pos bus – Posbus
PosBus – Posbus
TV – televisie
ooral – oral
sommige kere – soms
teminste – ten minste
kriminelesyfer – misdaadsyfer
brein klere – bruin klere
jeel – heel
opgebring word – grootgemaak word
familie – as gesin bedoel word
kriminele – as misdagigers bedoel word
onderjarig – minderjarig bedoel word
hartseerlik of hardseer – hartseer
’n mense – die mens
bruin – brein
experimenteer – eksperimenteer
emotioneel – emosioneel
naarlike ongeluk – nare ongeluk
ja gesê – ingestem
drywer – bestuurder
kar – motor
doktor of docter – dokter
biekie – bietjie
wort – word
kla – klaar
inie – in die
probleme – probleme
werld/wêrld – wêreld
diere klere – duur klere
goeverment – regering
die hele meisies – al die meisies
wat – toe byvoorbeeld: Wat hy daar kom – Toe hy daar kom
gelukig – gelukkig
Suid Afrika – Suid-Afrika
rêrig – rêrig of regtig
tê – te
nogals – nogal
sommige tye – somtyds
insug – insig
tirug – terug
vout – fout
ontmoontlik – onmoontlik
opvoedings programme – opvoedkundige programme
somege – sommige
daai – daardie
daan – dan
dit is ’n harde tyd – dit is ‘n moeilike tyd
dit maak probleme – dit veroorsaak probleme
’n paar weke terug – ’n paar weke geledes
misdaad word toegepas of gedoen – misdaad word gepleeg
houding – huishouding

2 Talle kandidate het die komma na die voegwoorde geplaas. “Ek is moeg want,... i.p.v. “Ek is moeg, want...

3 Weglating van lidwoord. “Meeste mense...” i.p.v. “Die meeste mense...

4 “Daai” mag deel wees van die spreektaal, maar in skrifelike Afrikaans is dit nie aanvaarbaar nie.

5 “Namibia” is in Afrikaans Namibië.

6 Reël: Voltooide deelwoorde van werkwoorde, wat begin met be-, ge-, her-, er-, ont- en ver- KRY NIE NOG GE- NIE.

   Byvoorbeeld: Ek het die boek gegekry. - Ek het die boek gekry.

7 Dit steurend as “hy/sy” en “hom/haar” gedurig in ’n opstel gebruik word. Dit is meestal beter om by een van die vorme te hou.

8 Bywoord van tyd eerste in sin, byvoorbeeld: Ons het gevlieg twee weke geledes. (verkeerd) Ons het twee weke geledes gevlieg (reg).
9 Ellips het net drie kolletjies...

10 Dubbel l en s: byvoorbeeld -sall, will, all, stress = sal, wil, al, stres.

11 V en w soms verwar: vees = wees wat = vat.

12 Let wel: Verkeerd Reg
- Ek hou van dit. Ek hou daarvan.
- Ek sal na dit kom. Ek sal daarna kom.
- Wat in hy belagstel. Waarin hy belangstel.
- Musiek: Sonder dit... Daarsonder...

13 Sukkel met:
- ly, lui en lei.
- hé en het
- ken en weet

14 Weet nie wanneer om hulp en wanneer om help te gebruik nie: hulp = s.nw. en help = ww.

15 Lettergrepe: sukkel om woorde reg af te kap.

16 Skryf te klein of alles word in hoofletters geskryf. In die middel van woord is daar ook hoofletters: byvoorbeeld -hardloop.

17 Te lang sinne word geskryf. Een paragraaf = een sin.

18 Leerlinge sukkel om die geboë vorm van 'n woord te gebruik byvoorbeeld: vroeg – vroeë.

19 Leerlinge gebruik nie die dubbele ontkennings nie.

20 Raak deurmekaar met ken en weet.
   Ek ken my werk.
   Ek weet waar ek hy bly.

21 Raak deurmekaar met bekommer en bekommerd.
   Jy bekommer jou oor iets.
   Jy is bekommerd oor iets.

22 Betreklike voornaamwoorde in Afrikaans: wie en wat
   Wat: word vir sowel mense as diere en dinge gebruik
   Die mense wat so maak...
   Die hond wat weggehardloop het...
   Die tafel wat gesteel is...
   Wie: Wie word nooit alleen in Afrikaans as betreklike voornaamwoord gebruik nie.
   - Wie word slegs saam met se (om besit by mense aan te dui).
   - Wie word saam met 'n voorsetsel gebruik.
   Die vrou wie se kind...
   Die man vir wie ek geld geleen het...

Wenke aan onderwysers

- Dit kan nie genoeg beklemtoon word dat alle vorme van skryfwerk, wat in die sillabus voorgeskryf word, onderrig moet word nie.
- Paragraafbou, paragraafindeling en sinskonstruksie moet meer intensief onderrig word.
- Leerlinge moet meer oefening kry in die interpretasie van onderwerpe. Vrae word verkeerd beantwoord omdat die leerlinge nie lees, wat gevra word nie. Kandidate kan kernwoorde in die vraag onderstreep.
- Kandidate moet geleer word om by elke skryfstuk in die eksamen die vraagnommer sowel as 'n opskrif te verskaf.
- Idiomatiese taalgebruik en -uitdrukings kom selde in skryfstukke voor. Die leerlinge moet aangemoedig word om meer idiomatiese- en beskrywende taal te gebruik.
- Onderstreep die belangriekheid van 'n sterk inleiding en slot, veral by die opstel.
Funksionele taalwerk:
› Basiese spelreëls (verdubbeling van medeklinkers; weglating van klinker in oop lettergreep; los- en vasskryf van woorde).
› Gee aandag aan woordeskat: - antonieme en sinonieme - vaste uitdrukkings - voor- en agtervoegsels

Afkortings kom te veel voor in skryfstukke – nie toelaatbaar.

Kandidate moet wegbly van die gebruik van Engelse uitdrukkings in ’n Afrikaanse skryfstuk. Dit is nie aanvaarbaar nie.

Lettergrepe - kandidate skei woorde op enige plek wanneer die einde van die reël bereik word, terwyl daar spesifieke riglyne bestaan oor die skeiding van woorde. Taalstruktuur en spelreëls moet onderrig word.

Enige skryfstuk moet beplan word voordat dit geskryf word. Gebruik die Spinnekop-metode. Sommige sentrums se kandidate het die beplanning baie deeglik en volledig in hul eksamenskrafte gedoen. Die resultate van die beplanning kan duidelik in die finale skryfstukke gesien word en dit lei meestal tot hoër punte. Dit is ook hierdie kandidate wat daarin slaag om elke skryfstuk met ’n goeie inleidende paragraaf te begin en met ’n gepaste slotparagraaf af te sluit.

Moenie potloodbeplanning bo-aan netjies geskrewe opstel doen nie. Doen die beplanning agter in eksamenskraf of op ’n aparte stuk papier.

Leestekengebruik moet deeglik onderrig word. Daar is baie meer leestekens as net die komma en die punt beskikbaar. Kandidate maak nie gebruik van ander leestekens nie omdat hulle dit nie ken nie en nie oefening gehad het in die gebruik daarvan nie.

Direkte Rede se punktuasie word verkeerd gebruik of glad nie gebruik nie.

Toesprake of praatjies kan skriftelik gedoen word en mondelings voorgedra word.

Toesprake of praatjies moet ook in paragrawe opgedeel word en die gehoor moet ten minste een keer aangespreek word.

Onduidelike skrif (handskrif) en doodtrekkery kan nie geduld word nie.

Spelling is ’n groot probleem. Speltoetse kan geskryf word.

Geldstelsel - Namibië gebruik dollars en nie meer rand nie.

Tye: verlede- en teenwoordige tyd word verkeerd gebruik. Byvoorbeeld -
"Nadat ek as wenner aangekondig was...," - "Nadat... is...,"
"My pa was dood." - "My pa is dood."

Kandidate se taalvaardigheid, spelling, sinsbou en woordorde het effens verbeter.

Moedig kandidate aan om Afrikaans te lees; hou klasbesprekings oor nuusgebeure.

Verskil tussen: lig en lug
dik en dun (nie duk en din nie)
sin en s’n

Die sinskonstruksie na die newesikkende voegwoord “en”, is baie dikkwels foutief. “en” kan liewer uitgelaat word. Maak twee korte sinne.

Toe is ’n taboe-woord; verswak die styl.
Dan word as ’n stopwoord in die plek van TOE gebruik. Vermy dit.
So is ’n swak voegwoord en bloot ’n stopwoord.

Sinne en paragrawe:
Die goue reël: Korter sinne is beter as langer sinne.
Gebruik kort sinne en kort paragrawe.
Sinne behoort nie ’n hele paragraf lank te wees nie.
Paragrawe van ’n volle bladsy of seifs ’n halwe bladsy, verswak die styl en aan-bieding.
Vorm speel ook ’n rol by interpretasie.
- Slegs een reël moet na elke paragraf oopgelaat word.

Voorgeskrewe werk moet deurlopend gebruik word om leerlinge bewus te maak van die wyses waarop knap skryfwerk aangepak kan word.

Styffigure en beeldspraak word nie om dowe neute onderrig nie. Dit moet ’n plek in stelwerk kry.
• **Hoofletters:**
  › Wanneer van God melding gemaak word, moet God met ‘n hoofletter gebruik word.
  › Elke sin moet met ‘n hoofletter begin.
  › Oupa/Ouma/Ma/Pa/Broer/Suster/Tannie/Oom is ‘n hoofletter indien dit as eienaam gebruik word.
    
    Ek en my ma... – ma = kleinletter
    Ek en Ma (eienaam)... – Ma = hoofletter

• **Taalreël:**
  Woorde wat met be-, ge-, her-, ont- en ver- begin, kry nie nog ‘n ge- in die verlede tyd by nie.

• Leer kandidate om die onderwerp te analiseer en ‘n onderwerp te kies waarvan hulle die meeste kennis het.

• **SPELLING: DIE VOLGENDE SPELFOUTE IS ONAANVAARBAAR**

  virskriklike = verskriklike
  virtel = vertel
  vindag = vandag
  virkeerd = verkeerd
  virskillende = verskillende
  virloos = veroorsaak
  virsteenwoordig = verteenwoordig
  virskoning = verskoning
  virloer = verloor
  virlang = verlang
  VIRSEKER = VERSEKER

  • Wys kandidate daarop dat hulle punte gaan verloor indien hulle nie die voorgeskrewe lengte van opstelle en briefe naak nie.
  • Kandidate moet tussen die kantynle skryf – van kantyl tot kantlyn.
  • Gebruik slegs een kleur pen – swart of blou.
  • Mag nie blaaie uit antwoordboek skeur nie.
  • Kandidate kry geen erkenning vir woorde en uitdrukings in Engels nie – verloor punte.
  • Woordeskat en algemene kennis van leerlinge swak, hul lees nie!!!

• **WOORDESKAT:**

  › **NOMMERS:** in gevalle waar die woordgetalle gebruik moet word – mense het in groot nommers opgedaag
  › **FAMILIE:** in gevalle waar die kandidaat bedoel gesin. In Afrikaans is gesin en familie verskillende konsepte.
  › **ANDE X ANDERS:** totaal twee verskillende woorde met verskillende betekenisse in Afrikaans, maar kandidate gebruik die woord anders (nie dieselfde nie) om ander persone aan te dui.
  › **NODIG:** korrekte Afrikaans is “Ek het jou hulp nodig.” Kandidate gebruik die woord nodig as ‘n werkwoord, soos need in Engels.
  › ‘op dieselfde tyd’ is nie ’n sinoniem vir terselfdertyd nie, dis ’n baie lomp manier om die begrip terselfdertyd oor te dra.
  › ‘n vaste verhouding aangaan – kandidate skryf van “daar is geen manier dat tieners in vaste verhoudings in kan gaan nie” – van ‘verhouding aangaan’ het hul nog nooit gehoor nie.

• **SINSKONSTRUKSIE**

  › Onnodige gebruik van dan – As jy verslaaf is aan drank, dan voel dit vir jou...

  › Die tipiese sinskonstruksie in Afrikaans is onderwerp, gesegde, voorwerp, maar kandidate skryf skielik:
    “Drank kan ‘n mens aan verslaaf raak” i.p.v. “n Mens kan verslaaf raak aan drank.”
    “My besigheid het ek die volgende jaar geregistreer.” of “Die volgende jaar het ek my besigheid geregistreer.” i.p.v Ek het my besigheid die volgende jaar geregistreer.

• **LEES, LEES, LEES AFRIKAANSE BOEKE, TYDSKRIFTE EN KOERANTE**

• Onderwysers moet seker maak dat hulle die NIED-publikasie-handleiding vir skriftelike stelwerk het.

Sterkte en geniet die unieke geleentheid om leerlinge opgewonde te maak oor ons taal.
FIRST LANGUAGE ENGLISH

1101 Paper 1

General comments

Only a few centres entered candidates for this paper. Once again, candidate numbers varied considerably from centre to centre from only one to 131 candidates. Command of language was slightly better than last year. There were sufficient candidates with a good control of language and not that many candidates with poor expressive ability, compared to last year.

Once again the importance of the meaning of the title of Paper 1: “Reading and Directed Writing” cannot be overemphasised. Candidates are not always directed by the passages when they write their answers. There were many cases where they either conveyed vague or irrelevant points or simply read their own meaning into the passages. Furthermore, they do not always reason about what is expected of them. For example, “Wesley was often bored when herding the goats. Why?” This question required more from candidates than simply writing that “[Wesley] simply looked at them all day” directly from the passage. Candidates, instead, had to infer that this activity is neither stimulating nor challenging.

A large percentage of candidates lost the available language marks, confirming that vocabulary building, spelling and grammar instruction receive more attention in schools. Concord errors, e.g. “the boys was…” appeared frequently. Candidates further struggled to differentiate between homophones, e.g. “he’s and his”, “they’re and their”, “allowed and aloud” and “allot and a lot”. They also do not know how to use the apostrophe in English – which should only be used for contraction and the possessive form. Once again, no difference is seen in the use of the singular ‘this’ and plural ‘these’, e.g. “All this boys…” They have difficulty using much and many as well as number and amount correctly. The following words were sometimes misspelt: malnourished, definitely, sensitive and absolutely. Some candidates still write the double ‘l’ at the end of words, e.g. beautifull, wonderfull, etc. Some also unfortunately use SMS-language, e.g. “till” instead of until.

Comments on individual questions

SECTION A

Passage 1:

1-6 Multiple-choice questions

Most candidates did well in this section and many received full marks. The correct answers of questions 1-6 were B, C, C, D, D, A respectively. Few candidates had less than 4 out of 6 marks for this section. The following questions posed some difficulty: Questions 2-3 and 5. At Question 2, not everyone detected that education is a right and not a privilege based on the passage. Some candidates did not read Question 3 properly. In the text, it clearly states that Wesley wanted to continue his primary education. However, some candidates were sidetracked by Wesley’s actual age instead of carefully reading the passage. Finally some candidates struggled to find the right definition for a vulnerable child at Question 5, which should have been clear from the passage.

7 Some candidates could only give one reason for Wesley being a vulnerable child, which mostly concerned his impoverished condition and lack of education. Few mentioned the fact that Wesley had to work at the age of 14.

8 Few candidates received full marks for this question. They had to infer that “help” in this case actually meant “work” and that Wesley was too young to work and should have been in school.

9 Almost all candidates received full marks for this question as it was fairly easy to retrieve from the text.

10 Candidates had to name the following three facts:

In a country with an unemployment rate (1) of more than 50% (1) many parents cannot afford to send their children to school (1).

Please note that candidates should have written “more than 50% unemployment rate” and not just “50%” to convey the right fact. Some candidates focused only on poverty instead of Wesley’s lack of education.
11 Two marks were given for the correct answer and one reason; otherwise no mark was allocated. If candidates only wrote “true”, no mark was awarded.

12 Few candidates received one out of one for this question. They had to infer that this activity was not challenging or stimulating enough. Many candidates simply copied “he only looks at animals the whole day” from the text.

13 Very few answers were directed at the text. Candidates had to see that free education is a right and that Wesley’s fate could have been different if his school had adhered to the principles outlined in the Education Sector Policy for Orphans and Vulnerable Children.

Other candidates deduced that Wesley’s fate is “better” as he could have been searching for food in rubbish bins. The underlying principle here should focus on Wesley’s right to education and the fact that he should never have been forced to leave school.

NOTE: No marks are deducted for language mistakes in this section.

SECTION B

Passage 2

NOTE: Instructions clearly pointed out that Section B had to be answered in full sentences AND in the candidate’s own words as far as possible. Candidates were penalised if they did not obey instructions. Thus, candidates should have realised that it was not possible to write bullet points and incomplete sentences.

Section B, furthermore, catered for language marks apart from content marks. Accuracy in spelling, punctuation, apt expression, correct sentence structure and correct use of grammar were checked and assessed accordingly. Parts of a question do not have to be repeated in the answer.

1 The answer should have been that the thin boy called Boy, because he could see that Boy was hungry and he wanted to help him. Some candidates said that he called Boy to go and steal with them. There was further ambiguity about who Boy was.

Candidates should be guided to be more perceptive in detecting the right answers.

2 Some candidates wrote that Boy was the protagonist; however there was not enough evidence to support this statement. Thus candidates should be careful of interpretations that cannot be supported by the text. The question required specific facts and in some instances answers were vague and not necessarily derived from the text – as expected from directed writing. Few candidates received full marks for this question. In most cases they didn’t give enough information. They further forfeited the language mark by making grammar and spelling mistakes.

3 Most candidates didn’t grasp that the purpose of sniffing benzine is to make a person feel worse than before and therefore forget about the person’s hunger. Candidates received marks for naming at least two of the side-effects or symptoms associated with taking benzine. Generally this question was answered well.

4 Candidates struggled with this question and few managed to get more than 3 out of 5. Vocabulary proved to be the main obstacle as many candidates did not know what “scurrying” and “snicker” mean. Some confused snickers (giggles) with sneakers (shoes).

The suggested answer should have been:

The boys stole meat from the table (1) and ran away (1). Their feet made a scurrying sound and they laughed (snickered) because they got away without being caught (1) as the tables couldn’t be left unguarded.

5 This question was answered reasonably well, although very few candidates received full marks. They either did not give enough details or they read their own meaning into the text, e.g. “the boys became addicted to drugs and therefore aggressive.”

Once again many candidates forfeited their language mark in this question.
6 Employed by the Ministry of Health & Social Services as a social worker, you have informed yourself of the worsening conditions of homeless children. Feeling that something needs to be done, you compile an objective report with findings and recommendations to the Minister of Health & Social Welfare.

Required was the format of an objective report with headings appropriate to the topic. The main heading must capture the attention of the reader and the subheading summarises the content in a nutshell. These headings form an integral part of the article and can therefore not be omitted (as often was the case with subheadings) as they need to be considered in the allocation of marks.

The instruction clearly required the candidates to draw on both Passage 1 and Passage 2 for the content of their report. Own material was not called for at all, which meant that candidates had to strictly adhere to the given texts. As all boys, referred to in the texts, are not attending school, it is important for the social worker to call the Minister's attention to the proper implementation as well as a follow-up of the Education Sector Policy for Orphans and Vulnerable Children to enable these children to return to school.

Since the report was directed at the Ministry, it required the register to be formal, accurate and factual. Emotional descriptions of the disadvantaged children had to be avoided.

Candidates had to write a coherent report with a clear structure which includes findings and recommendations. They could have written "Findings" and "Recommendations" although further subheadings - apart from the first two - are not essential.

Compared to last year, the candidates did well in the directed writing and most of them used the texts as basis in their writing. A few, however, still departed from the texts and were therefore penalised. Some also used far too many emotive words, when the instruction clearly called for an objective report. Some candidates confused an objective report with a formal letter and were therefore penalised for format. Finally some candidates did not balance their findings and recommendations, or gave no recommendations whatsoever. It is always important to balance the components required in an answer.

Addendum B: Marking grid for Shorter Pieces/ Tasks of the English First Language Syllabus Grades 8-10 was used to assess the answer.

There were many pleasing efforts to assess this year, which reflected the endeavours of educators throughout the year. May they continue with their concerted efforts to develop candidates' language and conception skills.
General comments

There were 288 English First Language candidates from eight centres who had written the 2016 JSC examination, including a first-time entry with only one candidate. Results were satisfactory and a considerable number of candidates performed fairly well.

Based on the quality of the candidates' work, it was evident that some teachers worked hard to upgrade the overall results in their respective centres. However, it was once again apparent that some teachers had not shared the contents of the 2015 Examiner’s Report with their candidates. Candidates were penalised for the same errors committed in the previous examinations. It is, indeed, imperative that teachers should read and thoroughly discuss this report with the candidates beforehand. Candidates should be guided and prepared accordingly, to attain better results in the external examination.

Candidates should be advised how to choose a topic wisely and to do proper planning before writing a composition. This will assist them to have well-structured work, focusing on the requirements of the topics. Candidates should also learn to follow instructions correctly and understand questions very well, to avoid obscurity in their work. Unfortunately, there were some candidates who answered out of context or who wrongly approached the topic, and their overall results were negatively affected.

Furthermore, teachers have to clearly stress the importance of writing the full topic/heading/title as required and that it should be copied accurately (also underlined), otherwise candidates are misled to writing ineffectively. Candidates should also be reminded to write the correct section and question number to avoid confusion. For each section, candidates should be instructed to use the entire page, including the last line, and write “PTO” at the bottom of the answer sheet if work extends to the next page. Section B should be written on a new page. It is, likewise, compulsory to comply with the required length of each essay. Hence, candidates should always write the correct number of words at the bottom of each topic chosen in both sections. In this examination, there were some candidates who wrote less or more words than the required number of words, without indicating the correct word-count.

A vast number of candidates still had difficulties in constructing good paragraphs. Once again, some wrote either too long paragraphs, repeating the same ideas throughout the composition, or too short paragraphs consisting of one long sentence each. Therefore, candidates should be taught how to write well-structured paragraphs – teaching its parts, so they know exactly when and how to introduce a new idea. They should also learn to connect short paragraphs with relevant ideas, by using appropriate linking/transition words to ensure a smooth flow of ideas. Moreover, the inconsistent and improper use of pronouns (mixing all personal pronouns) within a paragraph remains a concern. Thus, it should be dealt with immediately to improve the problem. They should be advised to refrain from constructing emphatic sentences in argumentative and discursive essays. For instance, it is inappropriate to write: “I do fully believe that...”, it can rather be stated: “I fully/strongly believe that...”, to simply retain the formal tone or register of these types of essay. Also, the verbs like: “did take/did speak” and so on should be written in their correct tense: “took and spoke” respectively. The use of verbose language should be avoided as well as not to complicate a simple point or message. However, there were numerous fluent candidates in this examination, who could construct sentences and paragraphs with the creative use of vocabulary, expressions and syntax.

Numerous candidates were generally not familiar with the significant use of punctuation marks. Incorrect use or without using a full stop, comma, colon, exclamation mark, apostrophe, ellipses, and so on had severely affected their work. Teachers have to clearly stress the importance of including a first-time entry with only one candidate. Results were satisfactory and a considerable number of candidates performed fairly well.

The use of colloquial language, which includes, verbosity, malapropism, slang, jargon and others, remains a challenge. The frequent use of words such as: the reason being, great, good, exams, till/t'il (for until) lab (for laboratory), comfy, anyways, alright, meet up with her/him, nice, cool guy, get/got/getting, things, wanna, gonna, ok/okay, kids, stuffs, mom, dad, guys, crib (for house), the overuse of now (when used as a transition word to mention past events), misuse/overuse of the pronoun “you”, just, really, here, there, literally, basically, like (when providing explanations or connecting direct speech), the use of plus (when adding a point or mentioning advantages) and minus (when mentioning disadvantages), a lot (commonly misspelled as alot) and many others is quite alarming. Therefore, First Language English candidates should be adamantly discouraged to use these informalities, as they can adversely affect their overall marks towards the end. They should be advised not to contract/shorten words (I've, can't, don't, wouldn't, etc. except in informal compositions and direct speech). They should also refrain from excessive or inappropriate use of figurative/emotive
language even in creative essays. They should know their limits, especially in argumentative and discursive essays - as the informality of the language does not conform to the style of these pieces of writing. In addition, teachers have to urge candidates not to use tautology or superfluous expressions such as: honest truth, sweetly sugar-coated, oddly strange, justly fair, very correct, whispered silently, peace and quiet, suddenly and abruptly, smelled with his nose, hot boiling water, real facts, cold ice-cream, myself personally. I personally..., incorrectly wrong and others, as these are errors. Hence, it is vital for teachers to motivate candidates to always write and speak appropriate English.

Likewise, there were still uncertainties shown in the comparative and superlative forms of adjectives like in: most cleanest for cleanest, more taller for taller, much more cleverer for much cleverer and others. They were numerous mistakes caused by the incorrect use of the following: everyday and every day, accept and except, principal and principle, each other and one another, now and then, this and these, this and that, woman and women, much and many, less and few, quiet and quite, of and off, whom and who, who’s and whose, laid and lied, lay and lie, waste and waist, weather and whether, laying and lying, advice and advise, practice and practise, an and a, it’s and its, cause and because, loose and lose, where and were, live and life, you’re and your, their/ they’re and there, to/too and two, like and as, affect and effect, believe and belief, extent and extend, then and than, cheeks and chicks, and so on. There were misspellings identified such as: seeked (for sought), fren/freind, addres, conclusion, off course/ofcourse, never the less, now a days, seperate, staired, marvelous, deceive, acheive, recieve, aswell, atleast, infront, inlove, apon, persue, sincerely, repetition, shined, aprove, center, meter, embarassing/embrarrassing, happyness/lonelyness, definately/definitely, unfortunately, obstacles, titel, opurtunity, finnished, centuary, argument, mordern, waisting/waisted, suprise, futhermore, aprove, center, meter, embarassing/embrarrassing, happyness/lonelyness, definately/definitely, unfortunately, obstacles, titel, opurtunity, finnished, centuary, argument, mordern, waisting/waisted, suprise, futhermore, and so on should be mastered. There were still a few candidates who wrote ‘i’ for pronoun ‘I’ throughout their compositions. Once again, it is advised that frequent spelling tests and continuous reading exercises should be adamantly practised to minimize candidates’ spelling errors. It is, indeed, crucial to teach them sound English language structure: emphasising proper syntax, diction and all other important linguistic aspects.

Tiny and dense handwriting had also contributed to difficulties in understanding and marking the scripts - this has to be dealt with promptly. Candidates should also be reminded that untidy scripts with enormous erasures may compromise better marks. Thus, teachers have to insist on neatness and legible handwriting to ensure clarity. Likewise, candidates should be taught to do brainstorming and effective planning on the topics, so general orderliness can be achieved at all times. It should be clearly noted that all rough work or planning can be done on the rear pages, not on the first page, of the answer booklet.

Nevertheless, a considerable number of candidates achieved a good passing percentage in this year’s examination. Yet, there were still some individuals who were disadvantaged by enrolling for English First Language, as they could not cope with the required standard of the subject. Language proficiency remains to be a major problem for them. It is, therefore, of utmost urgency that teachers advise candidates and encourage their parents to do English Second Language instead. This is to allow them pass the JSC examination more successfully.

Comments on individual questions

Section A (40 marks)

1 Teenagers cannot exist without cellphones. Give your views on this statement.

There were 45 candidates who chose this topic and the majority addressed the required aspects fairly well. Numerous candidates wrote discursive essays, in which they discussed the positive and negative points of the topic, however, some of them gave one-sided views, failing to present equal views. Other candidates wrote argumentative essays presenting their defence why teenagers cannot exist or live without mobile phones, supported by relevant facts. Although, there were some of them who could not counter-argue, as they lack the skill to do it. Hence, it is important for candidates in the lower grades to already practise the correct structure, style, tone, register, syntax and all other formalities needed in writing argumentative and discursive essays effectively.

2 Write a story which ends with the following sentence: “If only we had prepared ourselves for this devastating natural disaster.” Supply an appropriate title for your story.

The topic was favoured and there were 80 candidates who selected it. The majority had approached the task quite impressively. The storyline was mainly interesting and the sequence of events were arranged in a convincing manner. There were candidates who wrote a full story that had an apparent structure, unfortunately they only mentioned a part of the devastating natural disaster in the concluding paragraph. Furthermore, the majority could not effectively connect the phrase provided to end the story; the phrase is conditional – therefore, they were
expected to continue the sentence to make a complete thought. Once again, some candidates were carried away using irrelevant figurative expressions and inconsistent verb tenses. Others did not even write the title nor the topic number.

3 “Movies should not be sugar-coated. The reality of life should always be revealed”. Discuss the statement.

There were only 15 candidates who responded to the topic above, making it the least favoured one. The majority agreed with above-mentioned statement and addressed it brilliantly by providing mature thoughts with relevant facts for support. Essays were relatively well-structured.

4 Describe your emotions when you need to tell your parents about something you have been involved in, and you know it is going to break their trust in you.

There were 18 candidates who selected this topic. A few of them knew exactly how to approach the chosen task. It was evident that they enjoyed writing the essay, filled with creativity and with the brilliant use of proper expressions in well-structured paragraphs, making the entire essay very interesting and effective. The majority misunderstood the given scenario and did not have a clear concept of how to approach a descriptive essay. They wrote a story narrating how they had disappointed their parents, instead. Thus, the topic was not dealt with according to descriptive essay topics given in the past. It is, therefore, crucial that candidates should be taught very well how to write this particular essay – they have to write in present tense, while using their five senses to vividly describe every relevant detail. This is to provide an effective impact on the situation required and to conform to its correct tone and register.

5 “It is vitally important to discipline a child.” Discuss whether you agree or disagree.

This topic was also fairly popular with candidates and there were 44 candidates who opted for it. The majority showed much enthusiasm for this task and generally faired quite efficiently. Candidates could easily relate the underlying concern to their current lives and experiences with people around them. Everyone agreed with the statement and presented valid reasons why it is, indeed, important to discipline a child. Realistic examples and situations were mentioned to support their insights. Nevertheless, there were also some candidates who approached this task ineffectively; they wrote randomly, and ideas were out of order caused by poor syntax and diction.

6 Use the picture to write a story. You may use the same words which appear in the picture as the title or you may create your own title.

This was the most favoured topic, as there were 86 candidates who wrote on it and did relatively well. Many of them managed to write interesting stories in well-structured paragraphs with effective details and development. The picture was properly utilised with a recognisable beginning and end. On the contrary, some candidates wrote unsatisfactorily due to poor structure, serious language errors that had led to confusion and failure to use the picture correctly. Numerous candidates wrote personal or reflective essays on bullying, they listed different kinds of bullying without discussing pertinent components, nor relating their responses to the picture.

Section B (20 marks)

1 A local newspaper has published an article about your school. Unfortunately, there were many incorrect statements in it. As a member of your school’s editorial club, you have been assigned to write, yet diplomatic to this daily newspaper, requesting them to apologise and rectify the situation.

This was the least favourite topic. Seemingly many candidates were not familiar with the layout of a Letter to the Editor/Press, like in previous examinations. The majority of the 29 candidates who wrote on this topic had difficulties with the structure, appropriate subject/heading, relevant introductions or proper conclusions. It was also apparent that they were not familiar with the correct tone and register of such formal letter. Some candidates overlooked aspects which were important to mention and could not properly specify the incorrect statements made by the newspapers. Some letters sounded impolite, as candidates found it difficult in expressing their points of view both firmly and diplomatically. The request for an apology and rectification of mistakes were rather obscure and insensible. Otherwise, there were also a few candidates who managed to execute this task brilliantly. Nonetheless, teachers have to teach candidates thoroughly on how to approach this type of formal letter in general: its language, style/accuracy, structure and content. Kindly note that the sender’s writer’s address and date should be written underneath the sender’s printed name at the bottom part of the paper. It is rather important to provide each candidate with a proper written sample of a Letter to the Editor when teaching it.
2 You and a friend are suspected of being involved in something illegal. Your class teacher has the task of investigating the situation. Write the ensuing dialogue between the teacher and yourself, in which you convince the teacher that you are innocent. Each person needs to speak at least 5 times.

There were a vast number of 120 candidates who chose this topic, making it the most popular choice. Unfortunately, many of them did not perform well. Candidates did not write an introductory sentence to provide information what is about to be discussed or argued in the dialogue. There were also some candidates who had three speakers and had totally misunderstood the situation, creating a 'messy' argument among all speakers. There should be only 2 speakers (teacher and the candidate) required in the above task, even if a friend was also mentioned, as a suspect. Some accusations provided (for "something illegal") were unrealistic, incomprehensible or absurd – a teacher suspected a candidate of rape, murder or dealing with 1.5 kilogram of cocaine at school and others. Serious crimes like these are normally handled by police. Others could not clearly indicate the supposed accusation/suspicion; besides harsh language being used. There were also some candidates who wrote very long dialogues, and did not follow the length as instructed. For an effective execution of the task, candidates should use correct punctuation marks (except quotation marks in this instance), including a colon after every speaker. Likewise, a proper name should be given to each speaker, and spaces between the speakers should be observed as well. Nevertheless, some were able to tackle the dialogue in the correct tone, register and content. Candidates could easily relate the scenario to similar situations at school. The effective structure assisted them to end the dialogue amicably.

3 A less privileged school has requested assistance from your headmaster, staff and candidates. The headmaster has requested that you, the chairperson of “The Shoebox Project”, address your school. You would need to ask the candidates and staff members to pledge their time and donations to this worthy cause, to ensure its success.

This topic was not that popular, as there were only 32 candidates who wrote on it. The majority of these candidates were not clear on what donations needed to be given; some of them were specifically asking the crowd to donate pairs of shoes, implied from the name of the project, “The Shoebox Project”. They also did not specify how candidates and staff members could pledge their time, as mentioned in the topic. Besides, candidates were not persuasive enough – they had simply informed the audience about the project and failed to convince them to join. Candidates had to name the school that needed assistance. On the positive note, there were a number of candidates who wrote well-structured speech with effective tone, register and syntax. They had appropriate greetings, separately written from the introduction. They addressed the audience throughout the speech, especially when they want to highlight important points. Some rhetorical questions were effectively utilised in the introduction or conclusion.

4 Tom, a friend of yours, has invited you and a mutual friend on a camping trip. You and the mutual friend have recently had a dispute about a girlfriend and have not managed to come to an amicable understanding. After some deliberation, you choose to write Tom a letter to explain your predicament and your decision not to accept his invitation.

The topic was highly favoured, as there were 107 candidates who wrote on it. This topic proved to be where the majority performed well. Candidates generally enjoyed writing their letters, as shown by the way they approached it. The task was adequately accomplished and the instructions given were followed in detail. Candidates’ letters were relatively well-structured with mature thoughts and were expressed in a warm tone and register. They confided in a friend, Tom, on the reasons for not going camping with him and apologised sincerely after that. The quality of work showed that the candidates could easily relate the scenario to their real-life happenings with their friends. A few candidates who opted for this task did not approach it well - they simply copied the phrases: “mutual friend” and “amicable understanding” from the topic without elaborating on them in their letters. Candidates should note, once again, that the country of origin, like Namibia, should not be written in the writer’s address anymore if the letter is sent within Namibia. Likewise, they should remember that the closing: Yours truly is only applicable to formal letters, not to informal letters.

Positive suggestions to teachers

English First Language teachers are commended for remaining passionate, innovative, hard working and resilient throughout the painstaking and challenging years of mentoring. Thus, they are encouraged, to go from strength to strength, to carry on motivating candidates to widen their horizons and take cognizance of important international events by watching world news, listening to local news and reading educational magazines and newspapers. Teachers are creative individuals, thus they can always make teaching English, exciting and fun with their candidates by doing role plays or acting activities, news reporting, general discussions, short orals, debates and continuous writing, covering local and global issues and many others. In addition, teachers have to initiate adequate practise on how to write well-structured essays, so candidates become versatile in tackling any written piece. They should also instil the importance of working neatly and orderly, as neat and organized work will always count in their favour. In these ways, they can mould them into competent candidates, who desire to excel academically.
Unfortunately, technology continues to influence the speaking and writing abilities of the candidates. Hence, teachers need to carry on advising the candidates not to speak colloquial language, as it adversely affects their writing skills. This has, indeed, proved to be a difficult task, but one can insist that candidates should speak proper English at all times. They should be encouraged to work extra hard until they become proficient in the language.

Above all, I sincerely thank all teachers, the sculptors of future leaders, for the zest and the significant roles they play towards the well-being of every child in their classrooms and to society at large. May you always step up and mould our Namibian youths to their fullest potential. I wish each of you the same strength, perseverance and success for 2017! When tired and frustrated, kindly be inspired by the following message written by candidates to their teacher: “Dear Tired Teacher... Don’t give up! When the expectations begin to feel impossible remember because of you... today someone smiled, made a connection, became more confident and felt loved. We may not say this every day but your inspirational words are like beautiful footprints that have left significant marks in our hearts and minds forever!” Keep calm and remember you are all remarkable individuals. Do not underestimate your noble profession, for you make all other professions possible.

All the best and good luck!
General comments

A compliment to all candidates and teachers of 2016. The quality of the work was better than in the previous year. The marking was a pleasure; except for two candidates whose work was not neat.

Comment on individual questions

Abteilung A   Text 1

1  A
2  D
3  C
4  D
5  A

6 (a)  F
     (b)  R
     (c)  F
     (d)  R
     (e)  R

7 (a)  Erfahrungssammlung:  Gelerntes,... Verstandenes ...Wissen zusammen getragen ... und verwenden.  (1)
     (b)  festgefahrener Stundenplan:  Jeden Tag zur gleichen Stunde das gleiche Fach und das für das ganze Jahr.  (1)
     (c)  am längeren Hebel sitzen:  Das letzte Wort, die Macht haben.  (1)
     (d)  Dinge der Welt erkunden:  Tatsachen, Fakten, Positives/Negatives des Lebens erlernen.  (1)
     (e)  fachliche Experimente:  zB in Chemie Experimente, Geografie Projekte.  (1)
     (f)  beschworenes Ziel:  Unabdingbar, streng, unausweichlich, MUSS erreicht werden.  (1)
     (g)  etwas in Kauf nehmen:  gehört dazu, man muss sich damit abfinden, geht leider nicht ohne.  (1)
     (h)  Schulversagen:  Die Schule schafft es nicht, die Anforderungen/das Erwartete zu leisten.  (1)
     (i)  vermieste Kindheit:  ...unerfreulich unglückliche Kindheit, kaum Freude, es gab nicht oft etwas zu lachen...  (1)
     (j)  Teilzeitgefängnis:  Geschlossene Anstalt, keine Freiheit, Schulgebäude gleicht einem „Gefängnis” – kein Entrinnen.  (1)

Comments on specific questions

(c)  Die Redensart war ungeläufig.
(f)  wurde häufig mit „Eid ablegen“ verwechselt.
(g)  Bedeutung war unklar; wurde mit etwas Geschäftlichem verwechselt.
(h)  Nicht der Schüler hat versagt, sondern die Schule.
Der Begriff „mies“ war unbekannt.

Alle Schulen/Schüler müssen in einer bestimmten Zeit die vorgeschriebene Menge/Pensum in einem Fach schaffen. [1]

Ja: alle ticken gleich. Nein: Man muss sich keine Mühe geben, sich mit Älteren rumzuplagen...
Nein: Man kann von den Großen doch bestimmt etwas lernen… [1]

Der Schüler soll seine Meinung zu einem Aspekt geben und dann begründen, warum er dieses als besonders schlimm empfindet. [2]

In welche Kategorie sich der Schüler setzt und beschreiben warum. [2]

Sonst würden die Kinder in der Straße/im Bett rumlungern/Unfug treiben./Sind den Eltern aus dem Weg./Lernen das Lesen, Schreiben und Rechnen./Werden erzogen./Vernünftige Zukunft-Bürger des Landes. [1]

Disziplin, Desinteresse, Wetter, Kulturunterschiede… [2]

Schüler muss sich entscheiden für JA oder NEIN oder kann beides gegeneinander abwägen. [Inhalt 7 Sprache 3 =10]

Comments on specific questions

This question caused some headache, “Why candidates should go to school up to the age of 16”. [1]

Although this question was from the everyday life experience of a candidate in school, this question was poorly answered. [2]

The majority of the candidates had very good arguments, “Why school is super and holidays are “boring”. [40]

Abteilung B Text 2 Das Ende der Tickey-Box

Abgegrenzt zu sein, abgeschieden sein von der Umwelt. [1]

Das Telefonhäuschen war ja eine Stelle, wo die Post mit den Telefonaten ihr Geld verdiente. Dieser Betrug verringerte die Einnahmen. [1]

Der Nächste will auch telefonieren. Das Gespräch dauert zu lange.
Der Wartende hat lange genug herumgestanden, es reicht. Der Wartende hatte ein dringendes Telefonat zu erledigen. [3]

„He Sie, Sie sind ein Betrüger:“ Sie Dieb, Blödmann, Gauner, Egoist, Betrüger… mieser Kerl, unverschämt… „Werfen Sie sofort das Geld in den Kasten oder ich beende das Gespräch“ [3]

Die Telefone waren unbedeckt, unverschlossen. Jeder, der etwas Kabel oder… brauchte, konnte sich da das Nötige abmontieren. [2]

Etwas Humor und Fantasie sollte schon dabei sein: Aquarium, Bibliothek, Gartengeräte, Musikstudio, Gewächshaus, Abstellmöglichkeit… [Inhalt 7 Sprache 3 =10] [20]
Comments on specific questions

19 This question was a bit difficult because the youth of today did not know what the "old telephones" looked like.

20 Some hilarious ideas of what to do with an old Tickeybox as private owner.

Comments: It is alarming that the usage of the perfect tense causes many problems. “Mein Bruder hat mich gezwingt, ihm das Buch zu geben”. „Ich habe den Gestank geriechtet“.

Only a few candidates translated from English: „Ich habe Freunde gemacht. “Familien spendieren viel Zeit miteinander“. „Ich kann nicht warten, dich zu sehen“.
General comments

The majority of the compositions were a pleasure to read. There were quite a few outstanding performances. It seemed that the candidates enjoyed the topics and wrote some good "stories". As in the past, few candidates used very foul language: „Das war eine verdammte Scheiße.” The usage of this type of language counts against the candidates.

Candidates must indicate the number of words at the end of the essay.

Comments on individual questions

Abteilung A Aufsatz

1 Eine Schaufensterbetrachtung.
   Only very few candidates choose this topic and performed very well.

2 „Was ist das für ein Krach auf dem Hof?” „Das sind deine und meine Kinder, die gegen unsere Kinder Fußball spielen.” Äußern Sie sich zu dem Thema: Patchwork-Familien.
   Not one candidate choose this topic. It seemed to be too sensitive or scary.

3 Es ist ein Wunder geschehen: Ich versteh die Sprache der Tiere…
   Instead of showing and using the talent that the candidate can understand and speak the language of the animals(s), they wrote long introductions of how this talent has developed. Only the last paragraph then mentioned that he/she could have a conversation with animals.

4 Gibt es wirklich mehrere Sorten/Formen von Dummheit?
   This topic was too difficult and only one candidate attempted this, but wasn’t very successful.

5 Humor und Lachen sind die beste Medizin… oder?
   Only the stronger candidates chose this topic but were not very successful.

6 Schreiben Sie eine Geschichte, die mit den Worten: NIE WIEDER endet.
   Many candidates chose this topic and wrote a superb essay. It is very clear that television has a great influence on the "knowledge and experience” on the lives of the youth.

Abteilung B Kurzform

7 Die Neue/der Neue in der Klasse… so anders als wir…?
   Schreiben Sie Ihrer Freundin/Ihrem Freund eine E-Mail.
   This topic seemed not to be very popular.

8 Zwei ältere Damen „unterhalten” sich!
   The vast majority of the candidates chose this topic. However the content of this conversations was very poor. No gossiping, no memories of the past, no money problems, family conflicts …

9 Wie konnte ich mich in ihr/ihm so getäuscht haben!?
   Some heart breaking stories of how someone (close to you) disappointed him/her.

   Machen Sie einen Tagebucheintrag, was dann passierte.
   This topic was the most favoured, because only the idea of no air-time, no cellphone was a killing experience to the youth of today.
General comments

- ÎÂixoa-aon xoalgaub ge dĩ-unus hâ !khaisa ra Ilgau. INîn ge #khari dīsâna ūhâ.
- Tâ dîde xoallnâ, !ereamdi Iguide xoa.
- Dîdi Igôade xoa alligause 7(a) (samâi) dî#haweb ai i hâsê.
- !Gôab mäsab ai #âisa nûi hâse !eream re.
- Khomai saona sîsenû re.
- Mî-aradi ge #hanu tama !khain ai goro Igorahe, nê !khaisa !khâikhom re.
- #Âibasentlœiâs di hoaraga tâgu ge hoalna-aixa Igaulnâs !nâs nî Ilkhâllikhâhe.
- IOGa noxopa Ilkhâllikhâ re. IINunulnâbesaos, gaxuguxusaos.

Comments on individual questions

1-6 ÎÂixoa-aon ge nî !khâikhombe #guilhûiddi tawan sao-ûsa xoamûs Iguisa nî Ilhûi tsî xoamâisa. INîn ge #âibasenga xoa tsî !gôaba go #oalnâ.

7 (a-b) ÎNäsa ÎÂixoa-aon ge nêba !gôaba goro hôh. Ama a / ama tama ti Igui xoa re.

9 ÎÂixoa-aon ge nî ai#homihe in dis lams ai mâ !gôab toa loasase dîde #âibasengu INâ !eream loasa !gôaba hôs !laroma.

10 ÎNâsan di lons a #hunuma lon tsîn ge !Nâsana kaixoamûs Ikha !âs INâ i mâse xoa tsî !gôaba go hôh.

11 ÎNâsan go !gôaba a hôh xawen ge INîna dihe tama xûn tsîna goro xoa.

12 ÎÂixoa-aon ge nê disa #hanuse go INâulâ, Igâi xûn !âs INâ hâna xoas Ikha.

13 ÎNâsan go !gôaba go hôh.

14 ÎNâsan tare-i a kurikama !khaisa a lûs ge nêpa goro Igäsâ. Hoalnâ-aixa Ilgaulnâs INâ i ge #hâbasa khora#uisa #ansa Ilkhâllikhâsenona mâi-alâsa.

15 ÎNâsan ge disa go INâulâ tama hâ i.

16 ÎÂixoa-aon #âilgaub ge nêpa goro #gâolkhâhe. Khomai sábado di INâmab tsî #hunuma #ansa lhûllare hâse Igau ra #âilgâu tsî hôfâsensa más ge goro #gâolkhâhe.

17 Nêpa i ge go Igäsän i INâsan gowallis Ikho#gâba a lû !khaisa. INî senterdi INân ge hoa !âixoa-aona go lû i. INîn ge xoallnâs Iguisa goro hî. INî senterdi !âixoa-aon ge go #an i mâtis gowallis ra dihe !khaisa. INîn ge loro mîde xoa tsî !gôaba goro #oalnâ.

Positive suggestions to teachers

- Xoamû#gâb ge hoaragase dî-unu hâ Ilaupexan loro dîsâna gaxuguxusaob, IINunulnâbes tsî mî-arakhôas Ikha ra hôfâxe xawe.
- Noxopa hôfôhô #amkuse tsî #gâsase xoasa.
- !Anu #haweb ai mâ lâb hoaba sotseotsoasas ge tsêkorobe xoasisenni INâ nî #gao#gaoINâhe în Ilkhâllikhâsenona fâis !laroma #homisase hâ.
- Dîdi Illeagui ge Igul Iglaraba nî Ilnûxûhe.
- IIGaulnâ-aon ge hoaraga !khô#gâ INâ ra hohe !âdi ai a !gao#goasa khomalân, mîdilluîb tsî !hoa#âde Ilkhâllikhâs INâ nî dî-û Ilkhâllikhâ-aona Ilin hoalnâ-aixa #ans tsî mîdilluiba Ilkhûllkhûs !laroma.
General comments

!Nasa !áixoa !gao!khaigu ge Ñoa goro kurib !áidi !lgats ga Igoweløi o kaise #khî#khîsase dî há.
Nês ge ra Ilgau Ilgaunâ-aon Igaisase ra ditsåsa #gaolkhådi loan !áidi !aroma IlkålIlkååsen-aona daollgau tsî ra huînå! Ikhaisa.

!Nâsa (!áixoa-aon) IlkåållIlkååsen-aon ge !amku!suen Inâ Ilkåå xoalâm!de ge Ilhùi há i. Nês Ikhan ge !amku !gåga ge IlhålIhålåsåsen Ilkåå i.

Comments on individual questions

1 !Kharelâb nê dîsa ge Ilhùi !áixoa-aon dib ge dîsa ge Ilnâulåsa Illîn ge “#gææ#håwu” ti há mîsa Ilnâulå tama há is Ikha. !áixoa-aon ge ga xoå hâ mátin ge Ilhosa xa !aromabahe hâse !gái tama mâsigu Inâ Illîn úigu Inâ a #gå Ilkåaisa, o xawen ge Inîna Ilgåg! Igaub !nân ge Ilhosan xa huînåhes xa gere xoå.

2 !Nâsa !áixoa-aon hîa ge nê dîsa a Ilhùiin ge #gaolkhås !loa dis ai ge !leream. Nês Ikhan ge loasa !gåba ge IlhålIhålåsåsen.

3 Nê dîs ge kaise loro !áixoa-aon xa ge Ilhùihe tî #hanuse dis ai ge !leream. Nausan ge Inî !áixoa-aon ge há i hîa ge “surib” ti há mîsa a Ilnâulåsåna. Illîn ge Illîn laokhøen xan ga xoå hâ hîa !sûgå (Ilkåångåså) hîa Illîn laokhøen Inâ ra huî!héb xa ge xoå.

4 !Hoa !áixoa-aon hîa ge nê dîsa a Ilhùiin ge #hanuse dis ai ge !leream tsi !gåi !gåba ge IlhålIhålåsåsen.

5 Nê dîs ge kaise loro !áixoa-aon xa ge Ilhùihe. !Nân hîa ge dîsa a Ilhùiin ge !gåi !gåba ge hô.

6 Kaise loro !áixoa-aon ge nê dîsa ge Ilhùi. !Kharelâb ge !gåmållaresan ga xoå hâ hîa !hoå#harugusa ge xoå tî !gåba ge #oalnå.

7 Nê dîs aîn ge !áixoa-aon sî#khànisa ga xoå hâ (elhoex!nåsa) !Nâsa !áixoa-aon ge loasa !gåga nasâ dis ai ge IlhålIhålåsåsen. !Kharelâb din ge #hanuse sî#khànisa !amllare tama is Ikha !gåga ge #oalnå kaisen.

8 !Nâsa !áixoa-aon hîa ge nê dîsa a Ilhùiin ge !nuribå #gaolkhåsh !loa ge !amllare lloa i. Nês Ikhan ge !gåi !gåba go hô lloa i.

9 !Hoa#harugusa xoås ge nê dis ai goros #gaolkhåhe. !Kharelâb !áixoa-aon dib ge #hanuse !hoå#harugusa goros !amllare tî !gåi !gåba ge IlhålIhålåsåsen.

10 Kaise loro !áixoa-aon ge govalåsa #hanuse ge !amllare Ilkåå i. Näsåns ge hoalnå-åixase HIVs tî AIDS xa gere xoå. Nês Ikhan ge !gåga ge #oalnå.

Positive suggestions to teachers

Kaise a #han#hànisa Ikhais ge !áixoa-aon !Awåla!o tsî Hurigowakha Illîn xoåb Inâ ra sîsenû! Ikhaisa.

magåstraat – !gøralgå-aob
technologieb – !xenolobixb
machinedi – masindi
mîsleg – mîllgåilgåi
 tog – toxoba
toggoba – toxoba
enige – mà-î! Igü i ga xawe
sokker – !ãålgaís
oefen – !âålgaís
sekermaak – -!lawolawo
taxi – !gæe-audos
dankie – gangans

- Ilkhâllkhâsen-aon ge #hanu xoalgauba nî #gao+gaolnâhé. Xoamûđi ge #hanuse tsî Iguitikôse nî xoâhe aillg:
  g ✓ q ×
  i ✓ x
  ✓ ✓

An Ilgau!nâ-aona #hanuse xoasisenna hoallae kőlgâ tsî xoa-unu kai.

- INî Ilkhâllkhâsen-aon ge noxoba loro xoalgauba ra sîsenū llîn xoasisëngu !nà ouma – auma, keise – kaise hân khami.

Ortoxrâfîb #khanide da ge Igubidi !nâ nî sîsenû #hanuse xoamû#gais !laroma.

- Xoalguisa xoalgauban ge Ilkhâllkhâsen-aona nî sîsenû Ilkharigowagü ose.
  onamge – om ge
  noxan – noxopa
  hadu – sadu

ługolâ hân aits ka hâo - ¡garolâ hanits ka hâo

- Mîdi !Kharagagusiba da ge Ilgau!nâ-aoda Ilkhâllkhâsen-aona nî Ilkhâllkhâ tsî Ilguñâba aillg
  xu-i – #gai+ñülkhâhe ra xu-i
  xuige – #âlaemîs
  Tita ge ra lîh xu-i ge llân-i re.
  Tita ge ra lîl xuige Ilkhâ re.
  1ro – !gôag !nà
  #guro – xoab !nâ.


- #Aiëbasengü llaegub !nân ge Ilkhâllkhâsen-aona kai xoamûde ra sîsenû.
  aillg Tita ge #kaise ra #û.
  Kaise hara!nâguses tsînan ge ra xoa.
  aillg Tita ge ra xoa.

- Kaise gaxu #aiëbasengan ge Ilkhâti Ilkhâllkhâsen-aona ra xoa. !Gui xoalgoras ge Igui gaxu #aiëbasennis Iguida ra ùhâs khâ i ge #aiëbasens Ilkhâllkhâsen-aôî disa !gâisas tama hâ Ilkhâllkhâsen-aon ge nî #gao+gaolnâhe in !nuwu tsî #gâlnâgu ra #aiëbasenga xoa. #Âlîèmei ge nêba kai lâba ra !hruru. #Khâraga #aiëbaseníôaga da ge Ilkhâti Ilgau!nâ-aoda Ilkhâllkhâsen-aona nî Ilkhâllkhâ.

- IlGaulnâ-aoda ge (lâixoa-aon) Ilkhâllkhâsen-aona nî #gao+gaolnâ in tâ !eream!hawegu ai aîkhâb ai ai#iomisende dî. !Eream#khanib khaotikâb aîn ge nî dî tamas ka io !lanu #hawega !lais !nâ nî #gan.
Eekomenda dakwalukeshe


Ovahongwa vamwe ova nyola nouhasha, tava dimadima nokutetula omanyamukulo ndele ombapila yomuhongwa tai kala ashike ya nyatakana. Omake amwe ovahongwa otaa leshwa noudjuu, nohashi djupaleke ovatali va yandje oitwa ya yeleka omuhongwa.

Omapulo kondadalunde

Oshitukulwa Sha-A

Oshinyangadalwa 1

Omapulo oshinyangadalwa eshi okwa nyamukulwa mondjila, osheshi ovahongwa ove li ufa komalombwelotumbulo a yandjwa.

Oshinyangadalwa 2

Epulo 7

(a) Ovahongwa vahapu ova eta po omanyamukulo e li mondjila, ovanini ashike va nyamukula naHeeno ile Ahowe ponhele yokunyola Osho ile Hasho.

(b) Omwaalu uhapu wovahongwa owa nyamukula mondjila epulo eli, ovanini ashike lela va nyengwa okweeta omanyamukulo omondjila. Ovahongwa vamwe ova nyola oitya ponhele yokunyola ondada yenyamukulo lomondjila.

Ovahongwa nava deulwe okulesha omalombwelotumbulo noku a shikula, opo vehe likanifile oitwa.

Oshinyangadalwa 3

8 (a) Epulo eli ovahongwa ove li nyamukula xwepo. Ova fatulula mondjila ngaashi epulo la (ii) na (iii), kakele kepulo la (i) olo tali ti “kashipile oto ti kasha li naikuni,” omo ovahongwa ova holola okuhatekulwa va fa tava yandje ombedi komudali, ashike efatululo lomondjila ombedi oya yu kilila omutekulwa (okaana) oo ina tambula ko oute ku. Hop. Okaana kehe na omikalo ka fa kaha li novakulunhu ile nomutekuli.

(b) Epulo eli ola nyamukulwa nawa, ovahongwa ashike vanini va yandja oitya ya puka.

9 Epulo eli okwa li tali pula ovahongwa va yandje oitwa itatu kwaashi ve lihonga mokahokololo. Ovahongwa vahapu ove li nyamukula xwepo nonande vamwe va nyengwa okunyamukula momuperson wotete. Natango ponhele yaashi ve lihonga mo, ova nyola eshi va lesha mokahokololo. Hop. Oukadona ova longwa oilo nga ayshe yopesape, ponhele a tye; Onde lihonga mo ndi kale ndi shi oilo nga yopesape ile onde lihonga mo okufula oshisho oimuna yambuletulu noku va lifa nawa.
Oshinyangadalwa 1

10 Ovahongwa vahapu ova uda ko epulo eli nove li nyamukula nawa. Ovahongwa vanini ovo ashike va nyengwa okuholola oinyemateki ya ningwa kuNghilinganye. Ovahongwa vamwe ova nyengwa okulifefifa oitya yavo vene nova tapa ashike esti shi li mokahokololo.


12 Epulo eli ovahongwa vahapu inave li uda ko nawa nove li nyamukula noungundi. Ponhele yokulolola omaupyakadi oo a ka hanga ourona monakwitiwa, ova hokololola omaupyakadi oo a li po pefimbo louteku waxe (eshi xe a li te` va tekula nonyanya).

13 Epulo eli ola nyamukulwa noungundi osheshi ovahongwa vahapu ova yandja omathomhelo ehe na onuingilo, ngaashi: ohandi mu kufa omwenyo, ohandi mu futifa fijo okomushila, ohandi mu tungile eumbo laye oye akeke. Ovahongwa okwa li va teelelwa ngeno va yandje omakaneko ngaashi taa shikula apa: ohandi tumu ko omunambelewa a ka konakone ongahlo yomeumbo olono ku ve yelifila kombinga youfembwa womunhu nosho tuu...

Natango ovahongwa vamwe ponhele yokuyandja onghalo ya faafana naayo va lesa mokaleshwa ova yandja omanyamukulwa onghalo yaNghilinganye kondadalunde. Ovahongwa vamwe inave lifeffia ongovanambelewa, vamwe ova yandja oitwa tali liendulula, vo vahapu kave shi kutya oufemba womunhu oshikwashike.

Oshinyangadalwa 2


Omatwedelepo kovahongi

- Ovahongi nava shikule omufindahongo, opo va deulile ovahongwa oilongadalwa aishe i li pamufika.
- Ovahongi nava deulile ovahongwa eemhango delaka ngaashi: omaludi oitya, oileshifo, oipopiwamayele nomayeletumbulo, oikambambi nosho tuu.
- Ovahongi nava deulile ovahongwa okushikula omapulotumbulo ngaashi sha pulwa.
- Ovahongi nava deulile ovahongwa okumamukulwa omapulo okulifefifa.
- Ovahongi nave lideule okufuta ovahongwa oitwa yelaka moshitukuluwa Sha-B moilongadalwa ya yooloka osho yo elongifo lokokololo kokutaliha oinyolwa ixupi ngaashi ke li momufindahongo.
- Ovahongi nava longife omawilikimbo, ngaashi Shanga Nawa, Omushangelo namakwao mahapu, opo va dule okulonga omitungilo doinyolwa mondjila.
- Ovahongi nava twee omufindo koipatululitya yomapulo ngaashi; yandja, yelifa, tumbula, holola, hokolola nosho tuu, opo ovahongwa va kale nokunyamukulwa omapulo mondjila.
- Ovahongi nava honge ovahongwa okukala alushe ve na ovapwilikini komutima moinyolwa yavo.
A. Omawedelepo akwalukeshe

- Omawongwa avese he ova mana okunyola meni lefimbo ol ola yandjwa.
- Omuvalu muhapu wovahongwa owa nyamukula xwepo.
- Omawongwa vomwe ova hoolola oipalanyole vehe i udite ko unene koshitukulwa shotete, osho sha eta opo va ye pondje yoipalanyole.
- Omawongwa vomwe inava lesha omalandwelo omapulo neudeko.
- Vamwe ova longifa oinailongotya melaka IOshikwanyama hop. okudevelopa, okuvena, maala, mutu, nsh. t.
- Omawongwa vomwe ova longifa omayeletumbulo apa itaa wapalele, amwe okwe lishikula ooavali nooatatu, oo itaa tu kumwe.
- Omawongwa vomwe inava yavala oule woinyolwa ya yandjwa pepulo keshe hop. Oinyolwa ile oya nyolwa ile unene she pitilila, imwe oixupi unene. Oinyolwa ixupi imwe oya nyolwa ile nai.
- Omawongwa vahapu inava angala oidiilikwaty, vo inava longifa epupaleko.

B. Omawedelepo komapulo kondadalunde

OSHITUKULWA SHOTETE

1 Oshiwa omunhu a popye oshili, nande nashi kale tashi udifa nai nakulombwelwa

Omawongwa avva va kufa po epulo eli inave li nyamukula ngaashi sha teelelwa, shaashi ova yandja oinima i li omhinge nokupopya oshili.

Omawongwa okwa li va teelelwa va kwatele mo ei tai landula:
- oshili otai mangulula
- otai tungu nokweeta elineekelafano
- otai hongo nokupukululafana
- ihai ondama
- oto kala u holike

2 Omaudano emanepo lefimbo komunafikola. Oto shi popile?

Omawongwa vahapu ova nyamukula nawa epulo eli, kakele kuvamwe va popila eembinga adishe mbali hop. Ta popile lautendo vomwe, ndele lautendo vomwe ita popile. Omanga vomwe va xulifa momukalo woshipopiwa.

Omawongwa ova li va teelelwa va nyamukule ngaha:

Ta popile

- Efimbo lelihongo tali pu po
- Okukanifa eetundi omafiku onhumba
- Itava wanifa po vali oiliongadalwa yofikola
- Ounhwa tau eta edopo

Ita popile

- Otau tulumukifa ouluvi
- Otau ndjangeke elutu lomudani
- Otau xumifa komesho shiivo lomulongwa
- Otaa shiifiwa omuhongwa omaludi omaudano, eenhele nsh. t
- Otau tungu nokutula po ekwatafano lovdani peenhele neenhele
- Otau hongo yo omudani efimaneko leemhango domaudano
- Otave lihongele mo omalaka a yoolokafana

3 O-TV oi li emanepo lefimbo komunafikola.

Omawongwa vomwe ova nyengwa okuuda ko oshipalanyole hop. Ponhele yokunyola ve li omhinge noshipalanyole, ova nyola oikalimo tai popile o-TV.

Omawongwa ova li va teelelwa va nyamukule ngaha:
Tava popile

- Otai longo omikalo nomayele a puka omadipao, oumbudi, omikalo inadi wapalela okulongifwa ngaashi omilele, omidjalo, okuhe na efimaneko, oingangamwifi nsh. t.

4 Omuhalombwelwa oha i noisho povanhu

Epulo eli ola nyamukulwa nawa kuvahapu, kakele kuvamwe va hokolola omahokololo inaa fika pexulilo, opo omuhalombwelwa a dimbuluke epuko laye nokulivela eembedi. Ovahongwa vanwe ova hokolola oshipalanyole momumbwalangadjo [molupeikiililo].

Ovahongwa ova li va teelelwa va nyamukule ngaha:

- Nhumbi okudina omahokololo nomapukululo omunhu keshe taku eta onghalo yokuhe na elao monghalamwenyo hop:
  - taku etele omuhongwa edopo
  - taku etifa omunhu a kwatwe komikifi dohoni
  - taku kanifile omunhu oifong
  - taku kanifile omunhu omaliko aye

Omuhongwa ota dulu yo okuhokolola kombainga yoshiningwanima shonzhumba osho sha etifa e ke lihange moudjuu eshi a dina omalombwelo.

5 Eebashu ohadi kufa po omukundu wokhuhe na omalukalwa meedoolopa. Oto ti ngahelipi kwaashi?

Ovahongwa vanwe ova nyamukula nawa epulo eli, ashike vanwe ova popila eembinga mbali ponhele yokuyukilila ombinga imwe.

Ovahongwa oka li va teelelwana va nyamukule ngaha:

Ita popile

- Na hokolole she likwatelela kolukalwa.
- Otadi eta ekako molando shaashi ovahantu vahapu ohava longifa oitungifo ya yooloeka mokweeta po eebashu davo ngaashi; eendooxa, oipilangi, oipulashitika, oipeleki nsh. t.
- Otadi eta omafyo taa etwo koinima ngaashi omindilo.
- Kamu na oiholekwa shaashi ovahantu ohava nangala monduda imwe ile ya taulwa nelapi pokati.
- Otadi hapulalifa oumbudi.
- Kadi na eameno lomaliko.

Ta popile

- vanwe kave na apa tava di ile, apa tava kala, osheshi kave na vali ovafishisho.
- vanwe itava dulu okufuta omaumbo olela shaashi oku na ondielo.
- komikunda kaku na exumokomesho onghene ovahuntu ova hala okukala popepi noilando nsh. tuu.T

6 Efano

Ovahongwa vanwe ova nyamukula nawa epulo eli, vanwe ova nyengwa okutotela ko oipalanyole ya yukila ko ngaashi; Eumbo latate modoolopa, efimbo lokufu, oshikukuta, okwenye, oluteni loneudo nsh.t. oyo itai tu kumwe nefano la yandjwa kepulo.

Osho ovahongwa va li va teelelwana:

- Omuhongwa oka li a teelelwa a tote po oshipalanyole tashi wapalele kefano ngaashi:
  = efimbo leendima, efimano longobe kOmuwambo nsh.t
- Imwe yomoipta tai dulu okukwazela mo ongaashi:
  < oifong shaashi peendima
  < eengobe dilipi hadi pulula
  <ooyelye hava kwafele eenani mokupulula
  < ouwa ou hau di mokupulula
  oshiningwana sha ningwa efiku lepululo nst
ETUKULWA 2

• **Ombilive yopaukaume**
  - Ovahongwa vahapu ovaka kufa po epolo eli, kakele vamwe ova nyola omushanga omwe nokushanga ondjukifi yomondjila, vamwe ova yandja epopifo la puka hop. Ovadali vavali, ovamwaina nokaume.

  Ponhele yokupula oshimaliwa, ova pula ovadali va ka lande omambo avo, kape na omwaalu womambo noimaliwa, vamwe ova pula eemhumbwe vali dopaumwene, vo vamwe ova pula oimaliwa itai dulu okupulwa hop. N$ 100 000. 00.

  Ova li va teelelwa va nyamukule ngaha:
  - Ondjukifi yaye kolulyo
  - Epopifo tate/meme omuholi
  - Etwalemo
  - Olutu mwa kwatwelwa ta indle omukulunhu a tume oimaliwa yokulanda omambo
  - Omaludi omambo neendando dao
  - Exulilo la yela hop okamwoyekadona/mati, okamwino/kadona koye

1 **Oshipopiwa**

  • Ovahongwa vahapu va kufa po epolo eli ove li nyamukula mondjila, ashike vamwe inava ulika enyolwafiku, vamwe elombwelo olo va ninga oshipalanyole ve li kufa po ngaashi li li mepulo. Etwalemo kali li mondjila.

  • Vamwe ova pandula ashike ombinga imwe ponhele yokupandula ovahongi novahongwa nokva twa omukumo, vamwe inava ulika oduka 2014.

  • Omutungilo:
    - enyolwafiku kolulyo
    - oshipalanyole hop. Oidjemo yondodo onhi-10 tai hafifa
    - etwalemo; omifika dovapwilikini nedina laye

  Olutu la tukulwa moutendo nokatendo keshe oke na ediladilo limwe.

  Na pandule ovahongwa novahongi esi va longa nawa. Ne va twe omukumo va longe noudi inani natango.

2 **Ombilive yopambelewa**

  • Epulo eli konyala ola kufwa po kovahongwa vahapu, ashike ondjukifi yavo ove i nyola epuko osheshi ova nyola ondjukifi yofikola yavo.

  • Pepopifo ova tonga edina kondadalunde, vo vamwe ova kufa okudja mOshiingilisha hop. Omufimanekwa kansela Ndadi/Omufimanekwa tate ile meme

  • Olutu:
    - Kape na efaneko loukutu va pumbiwa
    - Vamwe ova longifa eenghono / kave na efimaneko hop. Meendelelo tu kwafa

  • Ovahongwa ova li va teelelwa va nyamukule ngaha:
    - Eendjukifi mbali
    - Epopifo: omufimanekwa
    - Oshipalanyole: omhumbwe yoikulya momukunda wetu
    - Omwaalu womaumbo e li momhumbwe
    - Onghalo yomaumbo
    - Efaneko lomuvalu woushako voufila va pumbiwa
    - Exulilo: eshaino, edina loye neifano hop. [mwene womukunda]

3 **Eenghundafana**

  • Ovahongwa vamwe ova dopa okunyola; oshipalanyole, efiku, efimbo, omadina naashi tashi ka kundafanwa.

  • Omutungilo; oishikulifitwa inai yukililafana noimwe o i fike peendada dakula

  • Ovahongwa inava eta po omamanbelewa oye e va fanekela

  • Vamwe ova pula va pewe omahooli omokashina kopomba yomeva.

  Omutungilo nau kale ngaha:
  - enyolwafiku kolulyo
  - oshipalanyole: Enota momukunda wetu
  - etwalemo mwa kwatwelwa omadina ovakufimbinga
  - oihololimaliudo apa tai wapalele
  - oishikulifitwa ya shikulafana ya nyolwa konima yomadina ovapopi

- namu kale omukundu /osheetifi neudeko laasho tava ningi, opo omeva a patululwe.
- oikando ine nai wana po
- exulifo la ngongwa nawa.

OMAWEDELEPO KOVAHONGI

- Ovahongi nava deule ounona okupupaleka oitya.
- Omipopyafano nado nadi longifwe / longwe kovahongi.
- Oule woutendo nau deullwe ovahongwa va kale ve fike pamwe.
- Ovahongi nava deulile ovahongwa oitya oyo ve na okutamekifa nayo omatumbulo.
- Ovahongwa nava deulwe va longife oikwatakanifiningi ya yukila koityadina oyo tava longifa.
- Eemwedi d'Oshikwanyama doo Kuungumene nsh. t inadi longifwa ongenyolwafiku.
- Oikovekitya inai tukulwa vali hop. Omolwo onghalo = ‘omolwonghalo’
- Oulitumbuli vale navaxupi nava longwe hop. enyala, engobe, nsh. t ponhele a shange: eenyala, eengobe nsh. t.
- Ovahongwa nava deulilwe eyooloko pokati koityadinalela noityadina yongaho.
FIRST LANGUAGE OSHINDONGA

Ookomenda dhakwalukehe


Aalongwa oyendji nando ya yamukula hwepo, natango onkene ngaa taya nyengwa kelongitho lyiileshitho, esipelo netopolio lyiitya nosho wo elongitho lyapersona. Omayeletumbulo osho wo iipopiwamayele itayi longithwa mondjila. Aalongwa yamwe oya longitha lidhilikwatyela, pehala lyokunengeneka.

Aalongwa yamwe oya nyola nuuhasha, ya dhimadhima noya tetula omayamukulo nombapila yomulongwa ohayi kala ya kaka nookondo. Omake gamwe gaalongwa ota ota ota ota omayamukulo nombapila yomulongwa ohayi kala ya kaka nookondo. Omake gamwe gaalongwa ota ota ota ota omayamukulo nombapila yomulongwa ohayi kala ya kaka nookondo. Omake gamwe gaalongwa ota ota ota ota omayamukulo nombapila yomulongwa ohayi kala ya kaka nookondo. Omake gamwe gaalongwa ota ota ota ota omayamukulo nombapila yomulongwa ohayi kala ya kaka nookondo.

OSHITOPOLWA SHA-A

Oshilongadhalwa 1

Omapulo goshilongadhalwa shika oga yamukulwa mondjila, osho ooyendji oya iyutha komalombwelotumbulo ga gandjwa.

Oshilongadhalwa 2

Epulo 7

(a) Aalongwa oyendji oya eta po omayamukulo ge li mondjila, aashona owala ya yamukula na Eeno nenge Aawe peha lyokushanga Osho nenge Hasho.

(b) Omwaalu ogundji gwaalongwa ogwa yamukula mondjila epulo ndika, aashonashona ashike ya nyengwa okweeta omayamukulo gomondjila. Aalongwa yamwe oya nyola itiya peha lyokunyola ondanda yeyamukulo lyomondjila. Oshiholelwa: (i) (e)

Aalongwa naa dheulilwe okulesha omalombwelotumbulo noku ga landula, opo yaa ikanithile itsa.

Oshilongadhalwa 3

8 (a) Epulo ndika aalongwa oye li yamukula hwepo. Oya fatulula mondjila ngaashi epulo lya (ii) na (iii), kakele kepulo lya (i) "Kashipile oho ti kasha li nankuni", moka aalongwa oya holola okwaatekulwa ya fa taya gandja ombedhi komuvali, ashike efatululo lyomondjila ombedhi oyu ukilila omutekulwa (omunona) ngoka inaa taamba ko eputudho. Hol: Omunona kee na omikalo ongangoka a li kee na aakuluntu.

(b) Epulo ndika olya yamukulwa nawa, aalonga owala aashonashona ya gandjia itiya ya puka.

9 Epulo ndika olya yamukulwa hwepo nonando aalongwa yamwe ya nyengwa okuyamukula momupersona gwotango, Ngame. Natango tuu, peha lyashoka yi ilonga mo, oya nyola shoka ya lesha mokahokololo. Aalongwa oya li ya tegelelwa ya yamukule ngaashi tashi landula: ondi ilonga mo ndi kale ndi shi ilonga ayihe yopelugo nenge ondi ilongo mo okutonatela imuna yaandjetu noku yi litha nawa peha lyokutya aakadhona oya longwa ilonga ayihe yopelugo.
OSHITOPOLWA SHA-B

Oshilongadhalwa 1


11 Epulo ndika aalongwa oye li yamukula hweepo, nonande ya gandja omatompelo ga za mokaleshwa peha lyokugandja omaiyuyo gawo yene. Kombinga yaamboka ya popila inandi shi panda oya nyengwa okugandja omatompelo gu ukila ko, oshoka inaya uva ko epulo. Peha lyokupopila inandi shi panda molwashoka lilingane a tidiha megumbo, oya yamukuluwa inaya panda uuteku wonyanya wallingane. Aalongwa yamwe oya nyengwa okuuvu ko efatululo lyoshopiwarnayele “okulitha aantu omulilo”, oya gandja itiya tayi fatuluwa omuntu a tulwa omulilo mokana, ihe otashi ti “okuhepeka”.

12 Epulo ndika aalongwa oyendji inaye li uvo ko nawa noya yamukula nuunkundi. Peha lyokuholola omauayakadhi ngoka ga ka adha aarona monakuyiwa, oya holola omauayakadhi ngoka ga li po pethimbo lyuuteku wahe.

13 Epulo ndika olya yamukuluwa nuunkundi, oshoka aalongwa oyendji oya gandja omatompelo gaa na uuningilo, ngaashi: otandi mu dhipaga, otandi mu futitha sigo okomushila, otandi mu tungi egumbo ly eye awike. Aalongwa oya li ya tegelelwa andola ya gandje omathaneko ngaashi taga landula: otandi tumu ko omunambelewa a ka konakone onkalo yomegumbo ndyoka noku ya eyilithila uuthembwa womuntu nosho tuu...

Natango aalongwa yamwe peha lyokugandja onkalo ya faathana naandjoka ya lesha mokaleshwa, oya gandja omayamukulo gonkalo yallingane kondandalunde. Aalongwa yamwe inaa ifethitha ongaanambelewa, yamwe oya gandja itisa tayi iyendulula, yo oyendji inaa tseya kutya uuthembwa womuntu oshike.

Oshilongadhalwa 2


OMAGWEDHELOPO KAALONGI

- Aalongi naya landule omusindalongo, opo ya dheulile aalongwa ilongadhalwa ayihe yi li pamuthika.
- Aalongi naya dheulile aalongwa oompango dhelaka ngaashi: Omaludhi gitya, ilelitho, iipopiwarnayele nomayeleletumbulo ikambakani nosho tuu.
- Aalongi naya dheulile aalongwa okulandula omapulotumbulo ngaashi sha pulwa.
- Aalongi naya dheulile aalongwa okuyamukula omapulo gokwifethitha.
- Aalongi naya idheule okulongitha okakololo kokutalitha iniyolwa mOshitopolwa sha-B, nosho wo okufuta itisa yelaka momapulo gomoshitopolwa shoka.
- Aalongi naya longithe omawilikimbo ngaashi Shanga nawa, Omushangelo nagalwe, opo ya pyokole aalongwa niinyolwa noompango dhelaka.
- Aalongi naya tse omuthindo kiipatululitya yomapulo ngaashi: gandja, yelitha, holola, tumula, holokola nsht. opo aalongwa ya kale nokuyamukula omapulo mondjila.
- Aalongi naya longe aalongwa ya kale aluhe ye na aapulakeni komutima miinyolwa yawo.
A. Ookomenda dhakwalukehe

- Aalongwa oya mana okunyola meni lyethimba lya gandjwa.
- Omwalo ogundji gwalaongwa ogwa yamukula hwepo.
- Aalongwa yamwe oya hogolola iipalanyo kaye yi uvite ko, unene koshitopolwa shotango, shoka sha eto opo ya ye pondje yiipalanyolo.
- Aalongwa yamwe inaya lesha omalombwelo gomapulo nevweku.
- Yamwe oya longitha iikwiilongotya melaka lyOshindonga hol. Okudevelopa, okuvena, maala, mutu, nst.
- Aalongwa yamwe oya longitha omayeletumbulo mpoka itaga opalele, game oga landulathana oogaali noogatatu nando itaga tsu kumwe.
- Aalongwa yamwe inaya iyatha kuule wiinyolwa ya gandjwa pepulo kehe hol. Iinyolwa ile oya nyolwa ile unene sha pitilila, yimwe ifupi unene. Iinyolwa ifupi yimwe oya nyolwa ile nayi.
- Aalongwa oyendji inaya angala idhilikwatyza, peha lyokunengeneka.

B. Omgwedhelopo komapulo kondandalunde

OSHITOPOLWA SHOTANGO

1 Oshiwanawa omuntu a popye oshili, nande nashi kale tashi uvitha nayi nakulombwelwa.

Aalongwa mboka ya kutha po epulo ndika inaye li yamukula ngaashi sha tegelelwa, oshoka oya gandja inima yi li ompinge nokupopya oshili.

Aalongwa oya li ya tegelelwa ya kwatele mo mbi tayi landula:
- oshili otayi mangulula
- otayi tungu nokweeta inekelelathano
- otayi longo nokupukululathana
- ihayi hondama
- goto kala wu holike

2 Omaudhano emanepo lyethimbo komunasikola. Oto shi popile

Aalongwa oyendji oya yamukula nawa epulo ndika, kakele kuyamwe ya popila oombinga adhihe mbali hol. Ta popile uutendo wumwe, omanga uutendo umwe ita popile. Aalongwa yamwe oya hulitha momukalo gwoshipopiwa.

- Aalongwa oya li ya tegelelwa ya yamukule ng eyi:

Ta popile
- Ethimbo Iyeilongo tali pupo.
- Okukanitha ootundi omasiku gontumba.
- Itaya gwanitha po we ilongadhalwa yosikola.
- Otaga eta uungame ndele tawu eta endopo.

Ita popile
- Otaga vululukitha uuluui.
- Otaga ndjangeke oultu lwomudhani.
- Otaga himitha komeho ontseyo lyomulongwa.
- Otaga tseyitha omulongwa omaludhi gomaudhano, omahala, nsh.
- Otaga tungu nokutula po ekwatathano lyaadhani pomahala nomahala.
- Otaga longo wo omudhani esimaneko lyompango dhomaudhano.
- Oti ilongele mo omalaka ga yoolokathana.

3 O-TV oyi na enwethomo ewinayi kaagundjuka yanakanena. Oto shi popile?


Aalongwa oya li ya tegelelwa ya yamukule ng eyi:

Ta popile
- Otaga longo omikalo nomayele ga puka [omadhipago, uumbudhi, omikalo inadhi opalela, okulongitha iingangamithi, omilalo, omizalo, okwaa na esimaneko, nsh]
4 Nakwaalombwelwa oha yi niiso paantu

Epulo ndika olya yamukula nawa koyendji, kakele kuyamwe ya hokolola omahokololo inaga thika pehulilo, opo nakwaalombwelwa a dhimbulule epuko lye nokwiipa ombedhi.

Aalongwa yamwe oya hokolola oshipalanyolo momumbwalangandjo. [momukalondjigilile]

Aalongwa oya li ya tegelelwa ya yamukule ngeyi:

- Nkene okudhina omapukululo gomuntu kehe taku eta onkalo yokwaa na elago monkalamwenyo hol:
  - taku etele omulongwa endopo
  - taku etitha omuntu a kwatwe komikithi dhohoni
  - taku kanithile omuntu ilongo
  - taku kanithile omuntu omaliko ge, nsht

Omulongwa ota vulu wo okuhokolola kombinga yoshiningwanimia shontumba shoka she etitha e ki iyathe muudhigu sho a dhini omalombwelo.

5 Oombashu ohadhi kutha po omukundu wokwaa na omalukalwa moondoolopa. Oto ti ngiini?

Aalongwa yamwe oya yamukula epulo ndika nawa, ashike yamwe oya popila oombinga mbali pehala lyokuukilila ombinga yimwe.

Aalongwa oya li ya tegelelwa ya yamukule ngeyi:

Ita popile

- Ne li hokolole shi ikwatelela palalakula.
- Otadhi etakaka miilando, oshoka aantu oyendji ohaya longitha itungitho ya yooloka mokweeta po oombashu dhawo ngaashi: oondooha, iipilangi, iipilasitika, ipeleketi nsht.
- Otadhi eto omaswata taga etwa kiinima ngaashi omiliilo.
- Kamu na iholekwa, oshoka aantu oyhaya lala monunda yimwe nenge ya topolwa nelapi pokati.
- Otadhi indjialitha uumbudhi.
- Kadhi na egameno lyomaliko.

Ta popile

- Yamwe kaye na mpoka taya zi nenge taya kala, oshoka kaye na we aasilishimpwiyu.
- Yamwe itaya vulu okufuta omagumbo golela oshoka oge na ondilo.
- Komikunda kaku na ehumokomeho onkene aantu oya hala okukala popepi niilandol.

Ethano


Sho aalongwa ya li ya tegelelwa:

- Aalongwa oya li ya tegelelwa ya tote po oshipalanyolo tashi opalele kethano ngaashi: ethimbo lyoondima, esimano lyongombo KOmumwambo nsht.
- Yamwe yomitsa tayi vulu okukwatalelo mo ongasha:
  - ilongo ya ngombo poondima
  - oongombo dhinipo hadhi pulula
  - oolye haya kwatwele oonani mokupulula
  - uuwanawa mboka hawu zi mokupulula noshiningwanima sha ningwa esiku lyepululo nsht

OSHITOPOLWA 2

1 Omblive yuukume

Aalongwa oyendji oya kutha po epulo ndika, kakele oya nyengwa okunyolela omuvali gumwe nokunyola ondjukithi yomondjila, yamwe oya gandja oshipitho lya puka oya nyolele Aavali yaali, aamwayina, nookume.

Pehala lyokuupula oshimali, oya pula aavalai ya ka lande omambo gawo, kape na omwaalu gwoomambo niimaliwa noompumbwe ishewe dhopaumwene, yo yamwe oya pula imalila itayi vulu okupulwa hol. N$ 100 000. 00.

Oya li ya tegelelwa ya yamukule ngeyi:

- Ondjukithi ye koluloyo
- Epopitho tate/meme omuholike
- Efalomo
- Olutu, mwa kwatelwa ta indile omukuluntu a tume imalila yokulanda omambo
- Omaludhi gomambo noondando dhago
- Ehulitho lya yela hol. okamwoyekadhona/mati, okamonamati/kadhona koye

2 Oshipopiwa

- Aalongwa oyendji ya kutha po epulo ndika oye li nyola papuko oshoka oya nyola ondjukithi yosikola yawo.
  - Pepopitho oya popya edhina kondandalunde, yo yamwe oya kutha okuza mOshiingilisa hol. Omusimanekwa kansela Ndadi/ Omusimanekwa tate / meme
  - Olutu:
    - Kape na ethaneko lyuushako wa pumbiwa.
    - Yamwe oya longitha oonkondo / kaye na esimaneko hol. Meendelelo tu kwatha.
  - Aalongwa oya li ya tegelelwa ya yamukule ngeyi:
    - Oondjukithi mbali
    - Epopitho oya popya edhina kondandalunde, yo yamwe oya kutha okuza mOshiingilisa hol. Omusimanekwa kansela Ndadi/ Omusimanekwa tate / meme

3 Ombiilele yopambelewa

Epulo ndika konyala olya kuthwa po kaalongwa oyendji, ashike ondjukithi yawo oye yi nyola papuko oshoka oya nyola ondjukithi yosikola yawo.
  - Pepopitho oya popya edhina kondandalunde, yo yamwe oya kutha okuza mOshiingilisa hol. Omusimanekwa kansela Ndadi/ Omusimanekwa tate / meme
  - Olutu:
    - Kape na ethaneko lyuushako wa pumbiwa.
    - Yamwe oya longitha oonkondo / kaye na esimaneko hol. Meendelelo tu kwatha.
  - Aalongwa oya li ya tegelelwa ya yamukule ngeyi:
    - Oondjukithi mbali
    - Epopitho oya popya edhina kondandalunde, yo yamwe oya kutha okuza mOshiingilisa hol. Omusimanekwa kansela Ndadi/ Omusimanekwa tate / meme

4 Oonkundathana

  - Aalongwa yamwe oya dhopa okunyola; oshipalanyolo, esiku, ethimbo, omadhina naashi tashi ka kundathanwa.
  - Omutungilo; iilandulithitsa inayi ukililathana.
  - Aalongwa inaya eta po omathaneeko, ndele omunambelewa oye e ya thanekela, shoka kasha li mondjila.
  - Yamwe oya pula ya pewe omahooli gomokashina kopomba yomeya.

Omutungilo nagu kale ngeyi:
  - enyolwasiku kolulyo
  - oshipalanyolo: Enota momukunda gwetu
  - epalomo mwa kwatelwa omadhina gaakuthimbinga
    - iihilolimaivito mpoka tashi opalele
    - iilandulithitsa ya landulathana ya nyolwa konima yomadhina gaapopi
      - namu kale omukundu /osheetithi neuveko lyasha shoka kasha li mondjila
  - iikwatakanithi, opo yi longithwe mondjila nawa hol. Oongombe odha ...
  - iikwatakanithi niikwatakanithiningi nayi longwe, opo yi longithwe mondjila nawa hol. Oongombe odha ...

OMAGWEDHELLOPO KAALONGI

- Aalongi naya dheule uunona okunengeneka (iidhilikwaty).
- Omipopyafano nadho nadhi longithwe /longwe kaalongi.
- Uule wutentongu naa ni dheulele, aalongwa wu kaale wu thike pamwe.
- Aalongi naya dheulele aalongwa ityana mbyoka ye na okutamekitha omatumbulo.
  - Aalongwa naya dheulele wa longithi ikwatakanithiningi yu ukila kiityadhina mbyoka taya longitha.
  - iityadhina niikwatakanithiningi nayi longwe, opo yi longithwe mondjila nawa hol. Oongombe odha ...
- Oomwedhi dhOshindonga dhooKuungumene nsht inadhi longwa ongenyolwasiku.
  - liikegikitya inayi topolwa we hol. OmoIwwo onkalo = ‘omolwonkalo’
  - Uuijumbuli uule nuufupi nayi longwe hol. onyala, oongombe, pehala: onyala, ongombe nsht.
  - iityadhinaelela nayi dheulelele aalongwa.


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General comments

- Ombapira yombura ndji tji mo sasaneke ku na indji yombura ndja zu ko ya ri ondoko. Ovahongwa otji va ri amave ḋenduna okuzira omapuriro tjiva.

- Ngunda tu na ovahongwa mbe tjangurura tji mave ziri Orupa o-B, ngunda mave sokutjanga momambo wavo oveni. Morupa ndwi ovahongwa mave ningirwa okutjere komambo nga nge ri ondimwa yeziiriro posiya omuhewo auhe ngave tjange momambo wavo oveni

Otjiungura 1

1 Ovahongwa ovengi va zira nawa o-D metundu ra Kanjulujaina wongombe ya Kamana onđemba, posiya pena ovahongwa tjiva mbu mbaave ziri o-A. Imba mba zira nao va ri posyo.

2 Ovahongwa ovengi va zira nawa o-C aa ze tja kaze rire motjiyyaha mu mwa rire omuzorondu nu pe na tjiva mbaave ziri o-A nu nao ave tataiza.

3 Ovahongwa ovengi aave ziri nawa o-B onpondered mbe tjangurura omuhewo auhe nangarire kutja pa ri outji mbu mave tjangurura omuhewo.

4 Ovahongwa ovengi va zira nawa rukwao o-C ehuno” tjiva ngunda avira zira o-B nave pandjara ongolwe ndjo.

5 Ovahongwa ovengi va zira nawa o-A tjiva tira naye tupa” posiya pe na tjiva mbaave ziri o-A no-C.

Otjiungura 2

Omundu mo nyaneje kutja ovahongwa ovengi va zira nawa mokuzira nomambo inga “Ouatjiri” na “Kauatjiri” va zapo pokutjungurura omuhewo auhe ngarere kutja pa ri oulji mbu mave tjangurura omuhewo.

7 Ovahongwa ovengi va zira nawa kutja ouatjiri nu pe na ovahongwa tjiva mbaave ziri kutja kauatjiri.

8 Ovahongwa ovengi va zira nawa kutja Kauatjiri nu pe na tjiva mbaave ziri kutja ouatjiri.

9 Ovahongwa ovengi va zira kutja Kauatjiri posi ya tjiva mave ziri kutja ouatjiri.

10 Ovahongwa ovengi va zira nawa kutja: Ovipapu, kutja porumwe va twa momuhewo, posiya pe na tjiva mbaave ziri kutja maye sasanekwa ku nomatwi wongeyama nondjou na wina mbaave tataiza embo ndi “ovipapu” aave tja “ovipapeko.

11 Ovahongwa ovengi va zira nawa kutja “ye ve konda ombunda”, posiya pe na tjiva mbaave ziri kutja ondambu aai kamunika aayo mai rire ombe, nokukotora indi ndi ri mepuroro.

12 Ovahongwa ovengi eepuru omhe putara ndi, tjiva aave ziri kutja otjiwa tjongeyama otjizeu, okuya ie nai, okuyaha ongelyama okuzepa, ngunda amave sokuzira kutja; pe kara ouzeu ovandu ve uruma ave utu okutjita oviŋa ovihiŋe tijomuna okuririmba na vyarwe.

Ovahongwa ovengi aave ziri nawa kutja Tsatagob we riyandjera okutuwa mohongwa yovita, wina we riyandjera kutja ongwe rimbiwo memburukweva yomuhona motjimbe tjondira nu noho aave yoro oramutumutu posiya pe na ovahongwa tjiva mbaave ziri kutja we rimba nokuhina ku raisa kutja tja za mbo wa kuminina mu Tsatagob. Tjiva mave tjwa kurama nondjemo nokuhina kuyaha. Tjinene mave raisa kutja omena rokutja wa ri nondjembo opaave zu okumutira.

Positive suggestions to teachers

• Me yandja embo rondangu kozosikore pekepeke kokurongerisa ovahongwa okuzira omapuriro ayehe. Ngunda pe na ovahongwa tjiva mbe mave tjangurura ti mave ziri Orupa o-B, mu nao olji matu ningire ozomi riti orukurongera/ okuhonga ovahongwa kutja mOrupa ndwi kave sokutjangurura.
General comments

Omundu kotjirutenga mo ungurisa okarueve nga okuyandja embo rondangu kozomitiři zOtjiherero ngba toora omutenge omuzeu, okukurisa eraka nokuvepa omuhunga mbu ri wo.

Tji mo tara neho raperke omundu mo munu kutja ozomitiři zOtjiherero nambano ze ungura oukukutu. Ovahongwa ve raisa oviungura oviwa. Nu ozomitiři inga nge tenjuna otiři mazeri ngingiswa okuungura nomasa wina, kutja ze vaze pondondo ndji mai zerwa.

Omapuriro ye ri omakohu, posiya omaziriro wovahongwa ya ri omangundi. Ovahongwa kačiři va ungura oungundu, tji mo sasaneke nombura ndja zu ko.

Comments on individual questions

SECTION A

1 Epuriro ndi irime romapuriro nda zirwa nawa. Otjingi tjovahongwa mba tooror a epuriro ndi ri amave tjangere ko nawa. Nu wina va ri amave waneke onongo okuza movirihongwa pekepeke (cross curriculum)

2 Otjingi tjovahongwa va zira epuriro ndi nawa, posiya pa ri ovahongwa ovatiři mbe ha zirire nawa. Ovo moruvezee rokuserekarera omuano oratiyo mbu ye ve yama, ovo aave tarere kounahepero woratiyo, tjiva aave tjanga ohunga nozongongorasaneno zoratito yokukutsho nambano ze ungura oukukutu.

3 Epuriro ndi ra ungurwa oungundi. Ovahongwa ovatiři mba tooror a epu ndi, nu otjingi ljavo va ri nouzeu okuhana kutja tji maku "unjuna" pohengurisa mapo hewa tiŋe. Omurya wina wa ri omutata, omapu kaave eta nawa. Ovo va ri amave kaiya ondjivi. Ovahongwa tjiva va ri amave sasaneke uriri, nu kaave ũnuna omunda mbu va tooror a.

4 Epuriro ndi ra zirwa nawa tjinene, otjingi tjovahongwa va ungura nawa mepuriro ndi. Ovahongwa ovatiři mba zira posyo. Ovo moruvezee rokuserekarera omuano oratiyo mbu mbe ha zirire nawa. Ovo mba kaeta mo ouvi wokombiuta tjiva mbe mave tjangere ko pondondo yotjiperendero hi. Ovahongwa ovatiři tjinene va ri amave tjangere ko pondondo yotjiperendero hi.

SECTION B


2 Ovahongwa mba tooror a epuriro ndi va ziri nawa wina, posiya pe na ovahongwa vošijvarero otiři mbe hi na okutjiwa kutja tji maku zu ourumbo wa Nanguise mape hewa tiŋe? Ovahongwa tjiva mave munu kutja ourumbu wa Nanguise omundu monao otiři mave tjiti ozo ndataiwaro pou oukupita mepu. Otjiherera: Urumbu wa Nanguise wa ri morukondwa rwetu e tu pe ozombanda.


4 Ra zirwa oungundi, nu ovhaongwa ovatiři mba tooror a epu ndi. Otjingi tjovahongwa mave raisa kutja kave na okutjiwa omuhap worutu rokořiwer ovo.
Positive suggestions to teachers

Omutjangahingo wOtjiherero ngunda omatokero omanene. Ovahongwa ngamba ve na ozondataiziro ozengi tjimuna n’dà: Omambo nge tjangwa kumwe na peke ngunda ouzeu ouene.

Ovahongwa mave hepa okupamisiwa motjño ho wina ozolettera oviuru nozondí. Ngatu rongerise ovahongwa vetu kutja ave ha ungurisa omaraka omahazendu.

- Omuhapo wovitjangwa ovisupi wina mavi hepa ombango. Ovahongwa vetu ovengi ve tjiwa orutuu roupamumwe nongundasaneno opuwo.
- Ngatu kondje okurongerisa ovahongwa vetu okuungurisa omiano vyOhungiriro/Tjipangandjara pu vya pwire. O mano vya Tjipangandjara avi rire omíngi.
- Arikaneye zomiiri zOtjiherero ngatu honge ovahongwa vetu omihapo pekepeke vyovitjangwa ovisupi, arire ongundasaneno norutuu roupanga/rwouzamumwe uriri.

Epu rotjiperendero

Ozomítiíri ngaze kondje okupamisa epuriro ndí rotjiperendero. Ozomítiíri ngaze raere ovahongwa kutja ku undjinwa tjike ku vo.
GENERAL COMMENTS

• Sinzi sovarongi va ronge kukwama syllabus mokuruganesa sitambo nomaditomporo yipo vakandidate va yidive.

• Sinzi sovarongwa kuna kuva digopera nonkango dimwe domoRukwangali ngamoomu: Sikoda, ndandakakuro, esingangombe.

• Mapuko sipero manzi gana kemoneka movarongwa wovanzi.

• Kuna kuruganesa nonkango domarakana peke edi avana pili kuruganesa moRukwangali

  Sihonena:  Kuli’tjuna - kuliwapeka
  Mara - Morwa
  Sori - mbili
  Zuva - Suvha

• Kuna kuruganesa yisewe mepuko siphonena: Tuka oku ono kutunda wa ha tuka oku ono kuza. Tuka oku ono kuza wa ha tuka oku ono kutunda.

• Varongwa vamwe kapi vana kusikisa mo nonkango edo vana pura. Sihonena 150 – 200, age ta tjanga konhi zo 100.

COMMENTS ON INDIVIDUAL QUESTIONS

1  Sinzi sovarongwa kapi va li gwana, morwa kapi va diva asi muntu musinke ava tumbura esingangombe. Awo kwa Limbururapo (c) kusinga nongombe mombinga zokulinbururapo (d) kwa hara nongombe.

2  Vakandidate sinzi sawo va limburura nawa epuro eli.

3  Vakandidate sinzi sawo kapi va dina malifononkango gosikoda, awo kwa gava (b) Sihonena mevango Lyo (c) Sitetu.

4  Vakandidate sinzi sawo va limburura nawa epuro eli.

5  Vakandidate sinzi sawo va limburura nawa epuro eli.

6  Vakandidate sinzi sawo va limburura nawa epuro eli.

7  Vakandidate sinzi sawo va limburura nawa epuro eli.

8  (a) Vakandidate sinzi sawo va limburura nawa epuro eli.

  (b) Sinzi sovakandidate kapi va limburura nawa epuro eli, morwa awo kwa pulire va hangure yiruwo ngura-ngura nongurova, nye kapi va yisikiso mo awo kwa tjanga tupu: kugazegurura ntani kugazedira va hana kutura mo madinkango ngurova nongurangura.

  (c) Vakandidate sinzi va limburura nawa, nye kwa ruganesa yininke eyi ya dilire kukara mepuro. Awo kwa rugana ngwendi: tara mu tura a kare foromani, vantu ngavu ya herere usura kwendi mombinga zokulinbura asi: Movana vendi mwa tundire varongwa vatatu. Monontekuru dendi mwa tundire varugani wovanzi woyirugama yokulisiga-siga.

9  (a) Vakandidate va limburura nawa, nye epukosipero neraka yiko va zumbanesera yitwa. Sihonena: Kuhera-kuhera.

  (b) Vakandidate va limburura nawa, nye epuko sipero neraka yiko va zumbanesera yitwa: Sihonena: Kuli’tjuna kononkope nokonomurungu - Kulikwita yininke nononkope nokonomurungu.

  (c) Vakandidate va limburura nawa, nye epuko sipero neraka yiko va zumbanesera yitwa. Sihonena: Kwa pulire mugara ngombana - kwa pulire mugara gombaha.
10 Vakandidate va limburura nawa, nye epuko sipero naraka yiko va zumbane sera ytwa. Sihonena: kwa nyengere ozina asi tava murongo novana vendi - Kwa nyengere ozina asi tava mu rogo novana vendi.

11 Vakandidate wovanzi kapi vava deura omu ava tjanga siuyungwa va hepa kukuwama maruhatjango gosiuyungwa sih  
- Siparatjangwa
- Etwaromo
- Ntjima - ntjima
- Ehageso
- Siparatjangwa si kare ko kwa nkenye siuyungwa.

Etwaromo - Mukandidate ga hepa mutorora vapurakeni vendi. Kupandura mpito ezi vana mu pe ntani a likide asi kuna kuuyungisa vanekoro.


Positive suggestions to teachers

• Varongi vana diva nawa - nawa asi malimburura nagenye kuna kutundilira moyireswa.
• Sinzi sovarongi va ronga nawa omu nava vhura varongwa kulimburura mapuro pausupi.
• Varongi varonga nawa siuyungwa rambangaka neruganeso lyoyisewe.
General comments

* Yirugana yavarongwa velima eli yina lisigi neyi yelimapita, morwa mapuro gamwe aga va va pura kapi ga zera nokukufaturuka kwankenye gumwe. Pwankenye epuro va likida po asi yinke eyi na demenena murongwa apa na limburura. Varongwa vamwe kapi ava didilike madinkango va ga rugenese pokulimburura.

* Varongwa vamwe kwa litungira yiparatjanga yavene, eyi ya va ninkisire va pempuke kweyi ya va pulire. Varongwa vamwe kapi va resere nawa mapuro gawo, yiyvo ya va zvihire mepyuko. Varongwa vamwe kwa tjenge yitjangwa yendi nayinye (Ruha A noruha B) mEraka lyoRuIningilisa, mutupu nampilii nkango zimwe soRuKwangali. Varongwa vamwe kapi va hangura yitjangwa yavo momaruhatjango gokuhetekeka, kapi va rughunda nondanda dononene nyidivisoereseso pomavega goungha. Mapuko tjango gono nkango simge ga moneka moyitjangwa yavo. Nonkango dimwe dodo:

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Comments on individual questions

Ruha A

1 Varongwa va horowere epuro eli vanzi ntani owo ya li horowere ya limbilire eyi ya va pulire. Varongwa va tjenge mulo yokudimba sure yimo tupu nomauwa aga ava ka gwana mo nsene yina ka ya tampoka. Eyi kwa likidire asi varongwa vana kara noudivi kuhamenika epuru.

2 Varongwa va horowere epuro eli vanzi ntani owo ya li horowere ya limbilire eyi ya va pulire. Varongwa va tjenge mulo yokudimba sure yimo tupu nomauwa aga ava ka gwana mo nsene yina ka ya tampoka. Eyi kwa likidire asi varongwa vana kara noudivi kuhamenika epuru.

3 Varongwa va horowere epuro eli vanzi ntani owo ya li horowere ya limbilire eyi ya va pulire. Varongwa va tjenge mulo yokudimba sure yimo tupu nomauwa aga ava ka gwana mo nsene yina ka ya tampoka. Eyi kwa likidire asi varongwa vana kara noudivi kuhamenika epuru.


5 Varongwa va li horowere vanzi ntani owo ya li horowere ya limbilire eyi ya va pulire. Varongwa va tjenge mulo yokudimba sure yimo tupu nomauwa aga ava ka gwana mo nsene yina ka ya tampoka. Eyi kwa likidire asi varongwa vana kara noudivi kuhamenika epuru.
6 Varongwa ava va horowere epuro eli vasesu, nye nampili ngosva limbwilire kukuwama epuro. Sinzi sawo kwa
demenene esanseko lyomoBibeli lyoruhanzo rwaNoa. Eyi kwa likidire udivi wopampepo noku lidiworekesa eyi va
va rongere unona.

Ruha B

7 Varongwa va horowere epuro eli vasesu, nye va limbwilire ngomu va va pulire. Morongwa kwa mu ndindilire a
tjange mbilive zि tambe komberewa zountu womuntu a gave runyegenyo rwendi a kwatere mo vakurupe kosinano
esi ava gendi po ku za va ka gwane nzambi zawo. Nokonda domulyo va geve ngwendi asi maunkundi gawo,
urema, ulike ntani apa nava ka sika vatambwisi vana zi yimo tupu neyi nava rugana ko vanamberewa va kohonone
udigwo owu. Va likida asi vana kara nosinka kovakurupe.

8 Varongwa va horowora epuro eli vasesu. Ava va lihorowere va limbwilire kukwama epuro, nye va limbwilire
ngomu va va pulire. Morongwa kwa mu ndindilire a tjange siyungwa a fatfurure mulo gezuva lyokuzeresa mawoko
kovoarongwa ntani monkarapamwe. Muloyo gezuva kwa kara asi kudiiworoka ukanuuki eruganeso maveva ngwendi
kasayise, kudanena mevhu komeho zokuula mawoko va ga kuhwe nonsewa ndi enoto yi dipage nokime yipo vantu
va ha vera. Va fatfurura omu nava vhura kulikuhwa.

9 Varongwa va horowere epuro eli vanzi vamwe va limbwilire ngomu va va pulire ano vamwe kwa pemppuwire.
Muronw ka mu ndindilire a tjange mbilive zि tambe kwahekurwendi a tante madigudo gendi positure zompe,
elizuvho lyendi komadigudo go ntani etokoro lyendi. Madigudo va geve kwa kere epiro mudwaro gosure, yilikuhwisa
noyijangeso kwato, sinano sourenayimwe ngosva, elizuvho lyedona ano etokoro lyokutunda mosure ndi va ya
kohonone po. Ano vamwe mevango lyokutanta madigudo gawo tava mu tangwisa.

10 Varongwa va horowere epuro eli vasesu, nye vamwe va limbwilire eyi va va pulire ano vamwe kwa pemppuwire.
Muronw ka mu ndindilire a tjange euuyungovali pokatji komukuronasurese nomunambudi ana ku pura kuhamena
efauro lyovarongwa, oku ava kara ntani udonu au ka tundz mo. Konda va geve ngwendi unkonwe, nomfa, madigudo
gopepata nyimwe ngosva, evega oku ava kara pombaha, kembo nomaveva peke ano udona varongwa ku ka
dopa. Ano vamwe kwa yi zuvhire mepuko, makura tava tjanga asi vauyungu muvarongwa novanambudi, va zogere
efauro, evega noudona kehagero. Nokonda va geve asi varongi kufaura morwa kwa here va va gwederere ko 8%,
nntari ngage olyo egano ga li kwatesere ko.

Positive suggestions to teachers

• Varongi va ronga yitjangwa eyi kara mongendesorongo. Va deura varongwa vawo omu nava vhura kulimburura
mapuro goyiparatjangwa yokulisiga-siga. Ntjangeso nazo va guma ko, morwa varongwa vamwe va hetekera ko
kutjanga ngomu ya fira.

• Mwaza elima varongi va deure unene varongwa vawo va tjange yitjangwa yokulisiga-siga yipo va dive omu nava
vhura kulimburura mapuro gokulisiga-siga. Yikaramo yoyitjangwa yawo yi vhuke ko mokutamununa mbudi, yipo zi
zucvhike nawa komuresi ku va likida madinkango gana kara mepuro aga nava demenena pokulimburura. Yikaramo
yawo yi pompame yipo mbudi zi zuvike.

• Varongi va tjiura kurongwa yitjangwa yomongendesesorongwa zawo. Yrivayauka yokulisiga-siga va ya dive varongwa
vawo, morwa nkedi omu va limbwilire varongwa kumoneka asi edeuro lya kere po. Hullilira tani pandura varongi
navenye kweyi mwa kara neharo nosinika mu ronge munona gomoNamibia nage a dive eraka lyendi, twikireni
ngororo komeho.
General comments


Comments on individual questions

Lipongonyono A

Shirughana 1

1 Shingi shavashongwa kava vhuru kulimburura lipuro muuhunga. Lilimbururo kali kara nkangotjapi mushivarura ovyo kavi twalidiro dogoro vashongwa validimburure.

2 Shingi shavashongwa kava vhuru kulimburura nawa lipuro lino mukonda ashi vashongwa kava kwata lighano lipuro.

3 Shingi shavashongwa kapi kava vhuru kulimburura nawa lipuro lino, mukonda ashi vashongwa kapi kava demenene kushivarura mukulimburura lipuro lino.

4 Shingi shavashongwa kava vhuru kulimburura nawa lipuro lino mukonda yilikwatoghano lyashivarura.

5 Shingi shavashongwa kapi kava vhuru kulimburura nawa lipuro lino mukonda ashi kapi kava kara nalikwatoghano lyalipuro, nalitedomwene.

6 Shingi shavashongwa kava limburura nawa lipuro lino mukonda ashi nkangotjapi kayi kara mulipuro.

Malimbururo ghauhunga

1 A
2 C
3 D
4 A
5 A
6 A

Shirughana 2

7 Shingi shavashongwa kapi kava vhuru kulimburura nawa mapuro gharuha runo mukonda ashi kapi kava vhuru kuyiva lifwatururo lyankango dimwe mushivarurwa.

Malimbururo ghauhunga

(a) vii
(b) iv
(c) vi
(d) ii
(e) i
(f) v
Shirughana 3

(a) Shingi shavashongwa kava vhuru kulimburura nawa lipuro lino mukonda ashi muyaro wamalimbururo kau kara nawa mushivarunwa.

**Malimbururo ghauhunga**

- kuhafera virughana vyetu
- kukushepashepera virughana vyetu
- kuvhurama vilimbikwa navikambadara

(b) Shingi shavashongwa kapi kava vhuru kulimburura nawa lipuro lino mukonda ashi kapi kava vhuru kugaununa likushuvo lyalipuro B na C.

**Malimbururo ghauhunga**

- liparu olyo va diranga kupembura
- shivhurukwa shakuhafita shamayuva ghamawa

(c) Shingi shavashongwa kapi kava vhuru kulimburura nawa lipuro mukonda ashi kapi kava tede nawa ovyo kali tamba lipuro.

**Malimbururo ghauhunga**

- kurorora nkondo
- kukuupa kushirughana
- kudira kukupa ruhafo

Lipongonyono B

Shirughana 1

(a) Shingi shavashongwa kava vhuru kulimburura nawa lipuro lino mukonda ashi malimbururo kagha kughu kumwe nalipuro. Vashongwa va kara nauyivi muvirongwa vyapeke kuhamena kulipuro.

**Malimbururo ghauhunga**

- kurughanita shingumi pakukara kumwe panyama
- vamati/vakafumu kuna kuva korangeda mukuvateta

ndi (kuheva) kushipangero

- Nakukutambaura shi vininke vyautwe yira ntonga, tuvemba navimwe.
- Kukara nashihora umwe tupu ogho va mukonakona naye.
- Kufera muudike/kukupora kuvakamali/vakafumu.
- Vanyokwa vakukara nashimbumburu shaHIV/AIDS kuva korangeda muku pira kuyamweka.
- Kutapa mashongero kunkarapamwe.
- Vakamali vamarutu maviri vana kona kuyenda kushipangero kulikona-kono lyahonde.

(b) Shingi shavarongwa kava vhuru kulimburura nawa lipuro muuhunga mukonda ashi ngo mauvera kagha karo mo mushivarurwa nakufwaturura omo kava ghaveranga.

**Malimbururo ghauhunga**

- kanamurama
- muradi
- kukombanita shiviha
- kulya liyuva nalinjte nakushaghekashi
- ruvelito damu-damu yira AIDS

(c) Shingi shavashongwa kava vhuru kulimburura nawa lipuro lino mukonda ashi vashongwa va kara nauyivi muvishongwa peke kuhamena kulipuro.

**Malimbururo ghauhunga**

- kukombanita shiviha
- nakuhafera shi kulya
• kuyuvha liroroko lyakupira kupwa
• kutanauka mutwe/kudaruka/kupurumuka
• lira lyakupira kupwa kudamuna vivike/mwedi
• kuvera TB ndi mauvera ghakukushuva-shuva
• kutumbauka vironda murutu
• upyu wakuyeruka/kushupa matiku

(d) Shingi shavashongwa kava vhuru kulimirurura nawa lipuro lino mukonda ashi vashongwa va kara nauyivi muvishongwa peke kuhamena kulipuro.

Malimbururo ghaungu
• kuna kuvhukita shivaro shavantiwe
• vanuke mbo vana karo vampititi mumapata vakondi va pira po
• lipangero kuna kukombanita vimaliva vyavingi mukuura dimutondo, kudikita vipangero nakupakera mbiri vantiwe.
• kuna kuvyuta likuliko lyankarapamwe/shirongomunyima
• vakonuntu navampititi vakuuvo kuna kuva kombanita
• vanwana kuna kukombanita monyo davo
• kuna kuvyuta virughana muruku
• vakuvera AIDS kuna kuva tivaura munkarapamwe
• kuyita ruhepo mumapata

(e) Shingi shavashongwa kapi kava vhuru kulimirurura nawa lipuro lino mukonda ashi vashongwa kava vhuru kuteda mukurunighanita uyyi wamuvirongwapeke mukulimirurura lipuro lino.

Malimbururo ghaungu
• varuha rwaukanguki kuna kuhanita mbudi munkare pamwe/nkungwahirongo
• kuna kutapa mashongero mumashure namunkarapamwe
• mbudi kuna kuyi hanita mumarunone ghmambudi yira: Saitunga, radio nativi, navimwe ngowevo
• vaveli kuna kuwanza mbatero yadimutondo damavoko-voko kuvipangero
• kuruha rwaukanguki kuna kutaperanungu yamwe nyamavoko-voko nalikona kono
• kuna kukorangeda vakafumu/vamati mukuva废物 (kuheva) kushipangero
• Vanyokwa va karo akubwaba namakweto namumwabwino kashipangero
• Vanyokwa va karo akubwaba namakweto namumwabwino kashipangero

10 Shingi shavashongwa kava vhuru kulimirurura nawa lipuro lino mukonda ashi vashongwa kava tikitamo kutjanga mumuyaro washighamba momo wawapera.

Positive suggestions to teachers
• Vashongi vana kona shimpe kudemenena kudeura mashongwa nininke vino vina ka kwamoko:
  - ntjangitito
  - litungontanto
  - lishantjo
  - matetoghano
  - viyivitovaruro nankurundanda
• Vishongi vana kona shimpe kudeura vashongwa mukulimirurura mapuro kutwarwa muvitwa ovyo vana tapa.
• Vashongi vana kona shimpe kudeura vashongwa kuvunza mumuvho nga tumbi,vanipo vana fupara.
• Vashongi vana kona shimpe kudeura vashongwa mukulimirurura mumuyaro kutwarwa muvitwa ovyo vana tapa kukehe lipuro.
• Vashongi vana kona shimpe kukorangeda vashongwa mukupira kupeke ndanda odo dapiro kukarako,
  Shihonena: i, j, a, q, nadimwe ngowevo.
General comments

- Vashongwa kava limburura nawa nakukwama marondoro momo gawapera, yira momo kava limburura mwakapita.
- Mapuro ghamwe kagha kara pakatji kuno ureru, kuno udito ngoli vashongwa ovo kava tovororo mapuro ogho kava ghalimburura shiwa.
- Vashongwa vamwe kapi kava vhuru kukuwama marondoro mposhi va limburure ovyo lina kutaterera lipuro.
- Vashongwa vamwe kapi kava vhuru kuteta nkango momo vyawapera yira nkango kuditetera pandanda shagharo ngoli kapishi pandandadiroshagharo.

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<tr>
<td></td>
<td>me - ma</td>
<td>M - ema</td>
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<td>mbyo-vyo</td>
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</table>

- Vashongwa vamwe kapi kava kwama matetoghano pakutjanga vitjangwa vyavo.
- Vashongwa kava limburura nawa shipepa momo vyawapera nampiri nopanya-napanya vamwe kapi kava vi tikita mo nawa.
- Shingi shavashongwa kava condo kurughanita ndughanitoraka yira: Ushwinkango, viyivitaruro, vitezhe navishewe.
- Shingi shashongwa kava vhuru kuyara nawa vitjangwa vyavo ano ngoli vamwe kapi kava yara nawa vitjangwa vyavyo.
- Vashongwa vamwe kava vhuru kurughanita ukonentu wavo mukulimburura mapuro gakhayadara.
- Shingi shavashongwa kava kutura mo unene mukurughanita manogontjo gakhutjanga.

Comments on individual questions

1. Shingi shavashongwa kava vhuru kulimburura lipuro lino momo lyavapera kutwara kovyo vamonanga munkarapamwe.

2. Vashongwa ovo kava tovororo lipuro lino kava yanekhe nawa vitimwitira vyavyo mukutjanga ko ovyo ngava dira kurughana nka waro.

3. Vashongwa kava vhuru kukumburura kushitjangwa nakutapa vghayadara vyavyo.

4. Vashongwa kava vhuru kushingonona shiparatjangwa nakutapa ko mwamunene mukusakurutana mparukito davantu mudimukunda.

5. Vashongwa kava vhura kunegheda marwameno ghavo omo kava rwame ne omo ngagha kakara maparu ghavo kumeho.

6. Vashongwa ovo kava tovororo lipuro lino kava limburura nawa omo kava negheda uyivi wavo ovyo va varura navyo va yuvha muBibeli kuhamena kulikuruhandjo lyanaNowa.

7. Shingi shavashongwa kava limburura lipuro lino momo lyawapera nampiri momo kava diri kutikita mo vamwe mukutapa makanengo kushighamba osho kashi va tumbukiro.

8. Shing shavashongwa kava limburura nawa lipuro lino ngoli vamwe kapi kava vhuru kupompekva nawa aderesi mbiri momo dawapera, mbalikito, vimo, litwaromo, mbudi nahulito.


10. Shingi shavashongwa kava limburura lipuro lino ngoli kapa moneke ucoro wallitaromo, makunyungango gharutu navighayadara.
Positive suggestions to teachers

- Vashongi vakuturamo unene mukudeghura vashongwa kutwara mundjendititorongo.
- Vashongi va kambadara kudeghura vashongwa mukukwama mapukururo nakulimburura mapuro momo ghawapera.
- Vashongi vana hepa kudeghura vashongwa kuhamena kundjenditito yamakonakono mukurughanita mwara nkango, matetoghano, viyivitovaruro nalishantjo.
- Vashongi vana hepa shimpe kudemenena kudeghura vashongwa kulishantjo lya nkango dino:

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1  Go akgela ka kakaretso
   - Tebogo go baruatabana ba ba direleng ka natla go baakanya baithuto go kgona go kwala ditlhatlhobo tsa bofelo jwa ngwaga.
   - Baithuthi ba tlaela ka tlotlofoko ,ba neelwe thahalese ya mafoko le tlotlofoko e e farologaneng go ya ka dithuto tse di farologaneng,
   - Baithuthi ba katiswe ka go neelwa dipotso tse di bulegileng ba di araba ka go ntsha dikakanyo tsa bone.
   - Ba gakololwe gore ba kgona go araba dipotso tse di farologaneng ka mekgwa e e farologaneng, ba buise di taelo ke tsone di di supetsang gore ba arabe jang.
   - Baithuthi ba rothoediwe go dira tiro e e phepa le go kwala mokwalo o o balegang.
   - Tiriso ya matshwao a puiso e e gatelelele thata thakga kgolo le khutlo.
   - Baithuthi bangwe ga ba fetsa tiro ya bone , ba katiswe go dirisa nako e e ba e neetsweng go fetsa tiro ya bone.
   - Baithuthi ba eletlhoko go araba ka polelo e leele e e se nang karabo kgotsa mosola.
   - Baithuthi ba patelediwe go buisa thata , ka thelelo le ka thaloganyo.

2  Go akgela go potso nngwe le nngwe

Karolo ya A

Potso 1, 2, 4, 6
Bontsi jwa baithuti ba di arabile sentle thata, ba gonne dipotso di ne di tswa mo temeng ka thalamalalo.

Potso 3
Potso e ga ya arabiwa sentle ke baithuthi ka tsieditswe ke mokgwa o potso e boditsweng ka one.

Potso 5
Potso e ne e le bonolo ,baithuthi ba paletswe ke go araba potso e ka ga ba boela mo temeng go ka bona karabo e e siameng

Potso ya 2

7,8, 9, 10
Dipotso tse tsothle ke tse di thamaletseng go tswa mo temeng, baithuthi ga ba buise gore ba thaloganye se se mo temeng go ka kgona go araba sentle.

Potso ya 3

11 Baithuthi ba ba sa araban potso e sentle ba tsieditswe ke “bogolo bo kae” thahelo ya tlotlofoko.

12 . 13
Di arabilwe sentle, ba ba sa e araban sentle go bonala ba na le mathata a go buisa, ba itsapa go boela mo temeng kgotsa ga ba thaloganye tema.

14 Baithuthi ba bontshitse fa ba se na bokgoni jwa go ikakanyetsa ke ka moo ba dirileng bokoa mo potsong e.

Karolo ya B

15 Bontsi jwa baithuthi ba e arabile sentle , ba bangwe ba lathegetswe ke maduo ka ba kwadile karabo ba sa lebelela maduo a a neetsweng potso.

16 Bontsi ba e arabile sentle ,ba ba sa e araban sentle ba tsieditswe ke lereo “tokafatsang ba thahelo ka tlotlofoko.”
E ne e le potso e e bulengileng baithuti ba paletswe ke go ikakanyetsa.

E arabilwe sentle mme baithuti ba le mmalwa ba paletswe ka ntlha ya go busa go itse tlhaloso ya lere o ‘ketefatsang’. Dikarabo tsa bone di ne di sa kwalwa go ya ka maduo a a neng a ntshitswe. Potso e ne e na le maduo a le (8) mo baithuti ba ile ba kwalwa dintlha tse pedi go fitlha ka tse nne.

Baithuti ba tsieditswe ke taelo e e ne e ntshitswe, taelo ya re ba kwale tlhamo, mo boemong jwa tlhamo e khutshwane, puiso batho/puo.

Popego ya puo e ne e siyo.

Dikarabo tsa baithuti di ne di le ntlha nngwe, ba kwadile fela ka ga mathata a a tlisang dintsho tsa bomme le masea ka nako ya pelegi, mme ba sa kwala ka ntlha nngwe e e reng muso o dira eng go rarabolola mathata a.

3 Ditshitsinyo go barutabana

- Neela baithuti tiro e e lekaneng ya tekathaloganyo, le go ela tlhoko mokgwa o ba arabang ka one.
- Tshwaya o neele baithuti dikwalo gore ba itse ka diphoso tsa bone pele ga nako, gore ba se ka ba di dira gape mo tirong e e latelang.
- Dira lenaneo la mafoko a a itsegeng le a sa itsegeng, baithuti le bone ba ka ntsha a ba sa a tlhaloganyeng. Baithuti ba katisiwe go buisa ka tlhaloganyo, ba neele ditema go di buisa le go bua ka se ba se buisitseng ka mafoko a bone.

Popego ya Puiso batho/Puo

Lefelo
Letlha
Nako
Sethogo
Matseno
Mmele
Bokhutlo
1 Go akgela ka kakaretso
- Baithuthi ba rutiwe go kwala bolelele le mafoko a a batlegang kgotsa a kopiwang. Le go tlhopho setlhogo se ba nang le dintlha tse di nonofileng mo go sona.
- Fa moithuthi a tlhopho setlhogo, a se kwadile ka dithhaka tse dinyenyane o ka se thalela, mme fa a se kwadile ka dithhaka tse dikgolo ga go thokafale gore a se thalele.
- Baithuthi ba rotoediwe go kwala nomore ya setlhogo se a se tlhophileng. Fa moithuthi a dirisitse diane kgotsa maele mo setlhongong sa gagwe ga ga tlhokege gore a se tlahose.
- Baithuthi ba ga letlelelwe go dirisa mafoko a a sa amogelweng, mafoko a tshwana le Sekoi Fosagetsa phefotso
Nopa keletso
Ithwala go ima
- Baithuthi ba tlgoele go tlola mela e mebedi mogare ga ditema
- Baithuthi ba kwale potso nngwe le nngwe mo tsebeng e ntsha

Karolo A

1 36% ya baithuthi ba arabile potso e, ba e arabile sentle ka baithuthi ba ne ba e thaloganya sentle. Barutabana ba rute baithutu go dirisa mafoko a Setswana bogolo jang mafoko a thekenoloji. Sekoi
- Internet mafarathathla a tlhaeletsano
- Calculator sebala makgolo
- Television setshwantsho sa motshikinyego
- Solar panel kgoteso ya marang a letsatsi

2 Tiriso ya nnotagi le diritibatsi tse di feteletseng di oketsa mogare wa HIV/AIDS
- 38% ya baithuthi ba tlhophile setlhogo se. Baithuthi ba rutiwe gore o ka bona mogare wa HIV/AIDS jang kwa ntle le thobalano. Bontsi jwa baithuthi ba nagane thata ka nnotagi ba lebala ka diritibatsi.
- 15% ya baithuthi ba arabile setlhogo se. Baithuthi ba e arabile sentle le fa ba ne ba ithokomolosa karolo ya bajaranla. Baithuthi ba ne ba tshwanetse go kwala ka dithhabologo tse ba ka di tlisang mo motseng wa bone go gogela bajaranla.

Fa ke kubuga ka fitlhela e le toro.
- 12% ya baithuthi ba tlhophile setlhogo se. baithuthi ba se arabile sentle le fa ba ne ba sa bolele setlhogo sentle go fitlhela kwa toropong gore e ne e le toro e e ntseng jang. Setlhogo sa bone se ne se se na kgogedi e e kalokalo.

4 Go monate go itirela sengwe.
- 3% ya baithuthi ba tlhophile setlhogo se. Baithuthi ga ba kwala sepe se se ka beng e le gore se gogela mobadi. Baithuthi ba ne ba tshwanetse go kwala ka maikutlo a bone fa ba dira sengwe se se ba amang.

5 Setshwantsho
- 3% ya baithuthi ba tlhophile setlhogo se. Ga ba se araba jaaka go tshwanetse. Baithuthi bangwe ba ne ba sa bone dikgetsetse di dhempe tse di kw a ntle ga lobala, ka go bone setshwantsho se ne se gatisitswe ka bosweu le bontsho. Ba ne ba sa lemogo gore a ke matlakala kgotsa diaparo.

Karolo ya B

1 Lekwalo la botsalano
Baithuthi ba ne ba tshwanetse go kopa mangwane go ba rekela mogala wa lotheke, le go mo bolelela gore ka kntha ya eng a batla mogala wa lotheke, batla e somarela jang.
- 66% ya baithuthi ba arabile potso e sentle, karolo e ba e tlogetseng e ne e le fela go bolelela gore ba batlolang mogala wa lotheke.
2 Lekwalo lwa semmuso

Baiuthuti ba ne ba tshwanetse go kwalela modulasetilo wa boto ya sekolo, ba ngongorega ka sethophsa sa basimane se se gogelang motsoko kwa dintlwane tsa boithomelo, baiuthuti ba ne ba tshwanetse go bua gore a ba itse basimane ba, le gore ke eng se se ba tshwenyang ka bone, le gore go ka tsewa dikgato dife gore ba tshwarwe, le kothao e ba ka e newang fa ba tshwarwa.

= 18% ya baiuthuti ba arable setlhogo se sentle.

3 Mmuisano/Puisano

Mmuisano magareng ga Boiteko le Tumelo, ba bua ka tshomarelo ya diphologolo.

Baiuthuti ba ne ba tshwanetse go kwala ka bothokwa jwa diphologolo le gore di ka somarelwa jang, Kgogedi ya tsone mo bajanaleng le go ntlafatsha lefatše, le go thibeletsa go rekisa dinaka tsa ditshukudu.

= 10% ya baiuthuti ba kwadile ka yone.

4 Puo

Puo e e ipakanyediwang ke motlhatlhobi wa thuto.

A tshwanetse go bua ka mafalolo a a sa siamang a baiuthuti. O tshwanetse a buisa le baiuthuti le go ntsha dilo tse di ba kgoreletsang mo go ipaakanyetseng ditlhatlhobo tsa bone tsa mafelo a ngwaga. Baiuthuti ba ne ba tshwanetse go kwala dilo tse di ba kgoreletsang jaaka nnotagi le diritibatsi.
- 4% ya baiuthuti ba e arable sentle.

5 Ditshitshinyo go barutabana

Barutabana ba lebogelwa tiro e ba e dirang mo go ruteng baiuthuti ditlhamo.
Ba gatelele thata mo dilong tse di latelang.

- Thutapuo
- Mopeleto o o fosagetseng
- Tiriso ya diane

-Barutabana ba rotloetsae baiuthuti go kwala ka mokwalo o o balegang.
-Barutabana ba rute baiuthuti go buisa setlhogo le go se thaloganya sentle pleb b aka kwala ka sone.
-Baiuthuti ba rotloediwe go buisa tshamo gabedi go ba letla go baakanya diphoso tse di ka beng di tlhagelela mo thamong ka di ka dira gore ba lathegelwe ke maduo
FIRST LANGUAGE SILOZI

General comments

- Pampili yasilimo se neibonahala kuba mbubo inge aliilimo zefelile.
- Likalulo zefi wi nelibonahala butata kwabaituti kono bakonile kualaba kuzenwi.
- Litaelo zefiw fizi liwwe mwapamplili yeswana likonile kulyanganisa baituti sina hande basa liutwisisi hande.
- Butata bone bakonile kufumana baituti neli bwakusa ziba kusebelisa maswayo akubala, sebeliso yalipulelo yelukile, kuñola hande kakusupeza litimana ni muñolelo owanela (Orthography).
- Baituti babonahala kusa bala litimana kapa lipuzo kakutwisiso.
- Baituti basabonahala kusebelisa puo yasikuwa mwapuo yaSilozi.

Comments on individual questions

Musebezi wa 1

1-6 Musebezi ukonile kualabiwa hande kibaituti. Bakonile kulatelela hande taelo yefi liwe.

Musebezi wa 2

(a-f) Baituti basebelise kutowiso yalikande kukona kualaba zea nelitokwahala famusebezi wo nhaike babaiwi nebañola lipuzo kasamulaho kiona bayofa likalabo. Babañwi baituti neba sebelisa manzwi asiyo fabuzo ili kupulela kuñola manzwi alukile inge baabona answanela fapuzo. Manzwi asaswaneli anebasebelisa kia cwaleka; buhata, haki buhata, lishano ni hakilishano.

8 Buñata bwabaituti nebotoloka manzwi kufita kufa maswanataluso amanzwi afluwe.

10 Baituti baalabile hande puzo ye nihaike babaiwi nebañola likalabo zetalu puzo yona inge ibata zepueli feela. Nebapalelwa nihaiba kulatelela linepo zapuzo ye.

Kalulo ya B

Musebezi wa 1

11 Buñata bwabaituti bakonile kualaba hande puzo ye nihaike nebapalelwa kuñola manzwi aswanela kamutala pulu bona nebañola puli kapa pulo mane niamañwi cwalo.

12 Buñata bwabaituti babaleleza kualaba puzo yekakutala. Neba palelwa kufeleleza likalabo zabona, kamutala
  - siemba sakubo
  - likwena zetalu
  - liitino

13 Baituti baalabile hande puzo ye nihaike nebapalelwa kualuhanya litaba zetatama
  - nayo kena mwali bali
  - siyunda nanyezi
  Baituti nebahupula kuli likalabo - zekauhani kapa zeshutan.
Buñata bwabaituti bapalezwi kualaba puzo ye kakusebelisa buikupule li bwabona.

Buñata bwabaituti neba alabile hande puzo ye sina hane baliñola kamoliñolezi mwalikande.

Baituti bapalezwi kubonisa zibo yabona yalisebeliso zakuyamba ili zecwale ka; tunyandi, tushuto, makuko, liandi, lingunde, maalelo nizeñwi cwalo. Zesebeliswa kwalinzila zamwame li ili zecwale ka; mikolo, lisepe, tulongi ni mabboti.


- Neba yemela maneku kaufela a puzo.
- Babañwi nebañola buitukiso.
- Babañwi nebanola mañolo.
- Babañwi nebañola kusufazo.
- Baituti babañwi neba kutakutela -
- Litaba zebulezwi kale.
- Babañwi neba sañoli litimana, maswayo akubala nimuñolelo sakata wamanzwi.

Positive suggestions to teachers

- Maticele basusuezwa kuluta baituti peletelo yamanzwi, sebeliso sakata ya maswayo akubala, maswanataluso mane nilikalulo kaufela zapuo.
- Maticele basusuezwa kueza tundululo kamo kualabelwa pampili yapili.
- Maticele balike kataata kufeza silabasi.
- Maticele ba sasusuezwa kuluta baiñolo muñolo omunde ili obonahala handende.
- Baituti bulutwe mifuta kaufela yamakande amakuswani mane niama telele cwalo.
General comments

- Bũñata bwabaituti bakonile kueza hande silimo se kubapanya ni silimo sesifelile nihakulicwalo baituti babañwi basana ni butata kuamana ni zetatama
* kusabonisa toho yalikande
* kusañola buitukiso
* kutakutelo yalitaba zabuitukiso mwalikande
* kusabupa lifiha zeyelela ni buitukiso
* Muñolelo wamanzwi, kamutala
* ku monde - KuMonde
* Babamwi - Babañwi
* Heba - Haiba
* Ahulu - Hahulu
* Hakuli/Akulí - Kakuli
* Akuna - Hakuna
* Sesimu - Sesiñwi
* Bunyata - Bũñata
* Baituti basana ni bufokoli bwakusebelisa maswayo akubala ka swanelo.
* Muñolelo wakukopanya litaku zetuna ni zenyinyani.
* Baituti kusautwisisa puzo.
* Sebeliso yamakopanyi hakukala taba.
* Kutakutelo yamanzwi ni litaña.
* Sebeliso yamuñolelo omunca yafokola (Orthography 3)
* Sebeliso yapuo yafokola, kmt: enge, notisi, bene ncc.
* Bufokoli bwakuñola keyala.

KALULO A

Puzo 1

- Baituti babañwi habazibi taluso yalinzwi le mutendasilya; nebali kikushimba lico kuyo cela famusebezi
- Mutendasilya kikusebelisa lika zamusebezi mwalinzila zesaswaneli.
- Baituti bayemele neku iliñwi.

Puzo 2

Buñata bwabaituti babonisize zibo ni kutwisiso yalikande labapoti mwanaha kakuñola seo naha ifumana kwabapoti.

Puzo 3

- Baituti babañwi bañoci hande kono babañwi nebakopanya mukiti wangilisimasi ni silimo sesinca, hape nebasañoli ŋoli zamukiti wangilisimasi mwahe abona kono nebañola zangilisimasi mwalibaka zeshutana.
**Puzo 4**
- Baitutini baalabile hande puzo ye nihakubile ni sebeliso yamanzwi asikuwa. Babonisize bunde ni bumaswe bwasebeliso yamihala kwabaitutini.

**Puzo 5**
- Baitutini banani zibo yabundiala kakuli buñata bwabaitutini kilindiala

**Puzo 6**
- Buñata bwabaitutini habasika keta puzo ye kono babaiyaketele basikai bakonile kubupa litaba zetabisa.

**KALULO B**

**Puzo 7**
- Buñata bwabaitutini habasika utwisisa puzo kakuli nebangali kuli siyanga kimutu wasikuba yasatokomeli sikolo.
- Siyanga kisihole kapa sikoka kakuya kamayemo amubili wahaeli kmt: kushwa liito, kulobeha mautu, ncc.

**Puzo 8**
- Baitutini bakonile kualaba hande puzo ye nihakulicwalo habazibi kuñola linombolo mwapuo yasilolozi, mane ni makalelo ni mafelelelo.

**Puzo 9**
- Baitutini babalikani babaketile puzo ye bakonile kualaba hande puzo ye.
Babonisize zibo yabona yakuñola piho.

**Puzo 10**
Kibabasikai baitutini kibabaalabile puzo ye mi nebaialabile hande kakubonisa zibo yabona yakufitisa liñusa

**Positive suggestions to teachers**


5. Maticelo balute baitutini kuñola buitukiso mwalikande.


General comments

• Hanuke ha neghedhire matjwathaneno ghodipepa 1, ngambi kemo hanuke hamweya mbadi ha konine kuhutha mepwero ghomaheya mughuhunga.

• Hanuke hohengi ha konine kutapa mahuthero ghomahunga mumutaraA, thikuma po dipwero 1 – 8 (a) – (b) no (d).

• Wingi wawanuke mbadi ha konine kuhutha mughuhunga mepwero ghomumutara B. Hanuke hamweya ha rughanithire Thihingirisha mu kuhutha mepwero ghamweya mumutara ghu. Eyi ya wa shwedhire ha yongarithe mapenda.

• Mamitiri gha honge hanuke kurughanitha ndimi dhoThimbukushu mughuhunga pakupagha mo maľando ghamweya ghomwingenena no ghomumandimi ghamweya yira “mara” :runyando” no ghamweya kenge yo.

• Mamitiri gha rughanene pofotji mu kughamwena mayendero kughutho ghomatjwathaneno ghawanuke muyihonga yoyihe yomuthkukhonga thothimbukushu

Comments on individual questions

1 Hanuke hohengi ha konine kuhutha dipwerodi mughuhunga. Dihuthero dyoghuhunga ne C, hamweya ha huthire B.

2 Hanuke hohengi ha konine kuhutha dipwero di mughuhunga no dihuthero dyoghuhunga ne A, hamweya ha huthire D.

3 Hanuke hohengi ha konine kuhutha dipwero di mughuhunga, ene hamweya mbadi ha konine no ha tjangire A hamweya C eshi dyodihuthero. Dihuthero dyo ghuhunga ne B.

4 Hanuke hohengi ha konine kuhutha dipwero di. Dihuthero dyoghuhunga ne D.

5 Hanuke hohengi ha konine kutapa dihuthero dyoghuhunga. Dihuthero dyoghuhunga ne D.

6 Hanuke hamwe ha tapire dihuthero dyoghuhunga nohamwe mbadi ha konine kutjiwathana. Dihuthero dyoghuhunga ne A.

7 (a) Hanuke wingi wagho ha konine kuhutha dipwero di, ene mitiri gha honge shime hanuke eshi ŋando "mbadikemo" kudhi tjanga kukwatitha ndani mbadi wakutura ko thitoyadimukitho yira kathara, kumahuthero ghorudhi ru.

Mahuthero ghomahunga

(i) Mbadikemo
(ii) Kemo
(iii) Kemo
(iv) Mbodikemo
(v) Kemo
(vi) Mbadikemo
Hanuke hohengi ha konine kuhutha mepwero gha, ene hamweya mbadi ha konine kuhutha muyighamba yo kuyara.

(a) Hanuke ha konine kuhutha dipwero di mughuhunga. Ngambi kemo, hanuke hamweya ha huthire dipwero di mughumbumba pa kutjanga eshi. "Pamurandu ghoyita eyi ya karire muRuhonge". Dihuthero dyoghuhunga: Hambukushu ha kudyerere mbweka (mbadi wa kuketa diketo).

(b) Hanuke mbadi ha konine kutapa ŋando Pamanomora ghodipwero di. Hamwe ha tjangire eshi (1) Ngongokadhi g hoyiňondwe mudyango dyo kutjanga ŋando dhofoťi pakehe nomora. Ngambe kemo, hanuke ha konine kuwana mapenda kutangitha nomâňando agha gha karire eshi ghomahutero ghomahunga

Mahuthero ghomahunga

(i)Hangongokadhi

(ii)Haňume

(c) Wingi wawanuke ha yongarithire penda dhofoťi, thikuma po awa ha dhirire

Kutjanga thighamba tho kuyara.

Mahuthero ghomahunga
"Mu shane ko wenu, matunga ghenu gho".

(d) Wingi wawanu ha konine kuhutha dipwero di, ene hamwe ha tapire yino eshi ghomahutero: "dinota, ndhara noyita".

Mahuthero ghomahunga:
• Yimuna yawo (Ngombe, ŋombo yidongi...)
• Hakuru wawo (hokukurupara)
• Hanawo (hoňamadidi)
• Mayoya ghawo (Mapya)
• Yipaghura yawo (yidya, tushete)
(Kehe yino yito)

9 Hanuke hohengi ha yongarithire mapenda padipwero di. Eyi kuna kuneghedha eshi hanuke mbadi ha konine kultwathana thitojamingwa B.

(a) Hanuke hamwe ha konine kuhutha dipwero di, ene hamwe ha huthire ghumbumba. Hamweya ha huthire eshi "ghukukutu ghoghupu mandhugho." Dihuthero dyoghuhunga ne (Mapupero ghupu ghorutjeno.) Awa ha tjangire eshi "ghukukutu ghorutjeno" nawa ha wane kwe padipwero di.

(b) Hanuke hohengi ha konine kuhutha dipwero di. Ngambi kemo hanuke hamweya mbadi ha konine kutapa mahuthe r ghomahungu na ho ha tjangire eshi "Mapurasiťiki nomapakiti" Mahuthero ghomahunga.

• Tivi
• Radioy
• Thitendekitho
(Kehe yino yiwadi po yino)
Hanuke awa ha tjangire TV mumafupipithero gho Thihingirisha, mbadi ha wane kwe mapenda, yoyishi ha tjangire Thihingirisha.

(c) Hanuke hamweya ha huthire eshi ya nomandorwera (Apartheid).
Hanuke awa ha tapire mahuthe r gha ha yongarithire mapenda. Mahuthero ghomahungu: "Hanu hana vuru thikuma (Rutjeno rwaEskom ne rupu)
Mandunda ghokurughanitha rutjeno (Mafirima nomafaburika)
Fjengu dahunurumende
Kehe yino yiwadi

(d) Hanuke hohengi ha yongarithire mapenda padipwero di yoyishi ha huthire yino:
Ha tepure mandunda ghokurughanitha rutjeno
Huronumende gha kona kurogathana yo marutjeno ha kuna ture mumaghumbo." Dihuthero dyoghuhunga.
"Hanu hana tokora kutapa yishivana yawo kwahurumende."
Hanuke hohengi ha konine kutapa mahuthero ghomahunga nohamwe mbadi ha yi konine. Awa ha pirire kuyikona hamweya ha toyire yino: Parafini, maghori, meyu, mahina, mupepo noyimweya kenge yo.

Mahuthero ghomahunga:

- KuFaburika
- KuFirima
- Kumaramba (mumaghumbo nomuyitavura)
- Kumangeshefaghana
- Kutivi
- Kuradio
- Kuthitendekitho

(Kehe yino yikwoko ngenyu)

Hanuke awa ha tjangire yikanguritho. Kutjatja mafunguna nawo ha konine kuwana mapenda.

Mahuthero ghomahunga

1994 - Mashutukero ghoditunga kumandorwera.
1998 - Makonekithero kwahurumende ghoghupu rutjeno.
2007 - Kumba dyango dyo kuyangura rutjeno (muMedupi)
2008 - Maghumbo nomangeshefa gha tjangire kunyanda rutjeno.
2012 - Dyango dyopepi naWitbank dyo kona kutapa rutjeno (muDikururonga)

(g) Hanuke hohengi mbadi ha konine kuhutha dipwero di mughuhunga. Hanuke hamweya mbadi ha konine kuneghedha mitara dhodhiheyeya (yikaramo) mumbapira dhopathinamuragho yira Aderesi wamutjangi no wamutamburi, thitambo, mwingeneno, mbudhi maghoyero nomanyateritho.

Aderesi wamutjangi hamweya ha mutjangire yira ngeno:

- Mukunda waSoweto
- Dimbangutumeno
- Divundu

Thitoyamingwa tha neghedhire eshi Soweto ne mukunda ghomuSouth Africa (Afrika ghucuma) mukunda oku dyo kara dimbangutumeno wa kona kukara nagho ghomu South Africa mbadi Divundu. Hanuke hamweya mbadi ha konine kutapa yinyeghenya j(yishivana), ene ha tapire yikumbera.

Positive suggestions to teachers

- Mitiri gha ko na shime kuhonga yihonga yoyihe yomudighanohongitho, thikuma po yopaghundondoro gho kutjanga yira mambapira noyimweya. Mitiri gha kone kuhonga hanuke eshi ngi edzi gho kuhutha mepwero yira mepwero ghomuneghedha mapenda ngambi ghomengi. Mwanuke gha kona kurughanitha masho gha neghedhe mahuthero ghendii nombadi gha kona kuthimwetwedha.

- Mitiri gha konu kurughanitha yipepa yomepewo yokare-kare mukuhonga hanuke eshi ngi edzi gho sho nokutjwathana Marawero pofotji nomepewo. Mitiri shime kukona kurughanitha yipepa yi mukughamwena hanuke ha kuroghanitho makanakano ghomuhura ghomwaka.

- Mitiri gha thotere mashashero ghomañando, marughanithero ghoyitoyadimukitha mughuhunga nomarudhiñando. Hanuke ha kona Kudimuka makutjakero ghomena ghomwaka nomañandodina vene.

- Mitiri gha thotere kuhonga hanuke mañando ghomahunga muThimbukushu.

Kutwikera - kutvara kughutho
mashivana - yishivana
mbingwa - mutara
dyaghano/dyano - dighano
yinyenya - yinyeghenya
nga mu yiture - ñanyi mu yi ture
twa kanderera - tuna kanderera
kukoshonona - kushutura po
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<td>ko twa kuyenda</td>
<td>kuna kuyenda</td>
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</table>
General comments

• Mumwaka 2016, Mango ghomakonakono nga gha kara 11. Thivarero thohanuke awa nga ha kuhatithera mumakonakono gha ne kukuna ku404.

• Thingi thawanuke ha konine kuhutha thiwana mepwero ghomumutara A, omu ha neghedhire matjwathaneno kumepwero agha ha tororire. Mumutara A, thingi thohanuke kwa tororire dipwero 1, 2 no 4. Mumutara B, thingi thawo kwa tororire dipwero 7, 8 no 9.

• Wingi wahanuke ha kondjire kuhutha thiwana mepwero ghu neghedha matjwathaneno ene, yithimwetwedha yawo thingi thawo ya karire yopakakambukambu noyimweya mbadiko yiparatjangwa. Awo kwa rughanithire mwingeneno ghomayuvitho muyihonga yira: Mbapira dhopaghundambo, mbapira dhopamuratho nothighbamba. Thit: “Apa yame X Y na kara pamukunda waZ na…”

• Mumutara B, thingi thawanuke mbadi ha konine kutjanga mwingeneno gho kuroghera muyokuthighathigha. Awo kwa rughanithire mwingeneno gho kuroghera muyokuthighathigha. Awo kwa rughanithire mwingeneno ghomayuvitho muyihonga yira: Mbapira dhopaghundambo, mbapira dhopamuratho nothighbamba. Thit: “Apa yame X Y na kara pamukunda waZ na…”

Comments on individual questions

1 Hanuke hohengi thikuma ha torore dipwero di no thingi thawo ha konine kudihutha thiwana ghu tafa yitamenedhi yokuroghera. Hanuke hohapu ngenyu ha yongarithire mapenda mudipwero di. Awo ha tjangire yirumbera yawo eyi mbo ha ka tenda mumaghumbo ghowo mudyango dyoyirimbera eyi mbo ha ka tenda mumukunda dhawo. Eyi kuna kuneghedha eshi, hanuke wa mbadi ha thotere marawero ghodipwero.

2 Hanuke hengi ha tovorire dipwero di no thingi thawo ha konine kudihutha thiwana. Ene, hanuke hamwe mbadi ha konine kupumba yihokoka yokughutho. Mudyango dyo kutjanga yokughutho eyi hana kuthinganyeka, hanuke hamwe ha thimwetwedhire eyi yina kuhokoka muditunga mumwaka ghuno 2016.

3 Hanuke hongandji ha tororire dipwero di no soup ha konine kudihutha thiwana. Hanuke mbadi ha tjwathanine yitongora yodihagha no di no ha tjangire yithimwetwedha yo kukukarera eyi ya pirire kukuwa nodithagha edo ha wa pire.

4 Hanuke hohengi ha tororire dipwero di no thingi thawo mbadi ha konine kudihutha thiwana. Hanuke mbadi ha tjwathanine yitongora yodihagha diya. Hanuke mbadi ha tjwathanine yitongora yodihagha diya.

5 Po ha di hanuke ha tororire dipwero diya no di huthire thiwana. Ene, hamwe mbadi ha tumire mo yikumithamo yodipwero. Hanuke hamwe kwa huthire ngenyu mutara ghofotji ghodipwero ko kuthigha ko gumweya.

6 Hanuke wa ha tororire dipwero di ne mbadi ha konine kutjanga ko yoingi. Eyi yina kuneghedha eshi mbadi ha tjwathanine thitambo thodipwero diya.

7 Hanuke hengi thikuma ha tororire dipwero di no ha konine kudihutha thiwana. Makurimabo ne kwa karire ngenyu paadereshi wamutjaingi/mutumi apa paroghere kukara dina dyoditunga omu gha di mutjangi yoyishi mbapira dhi ne dho kushwagha panunda dhoditunga. Mwanuke kwa mu tatere gha ture kuadereshi wendi Namibia ngambi 9 000 ( nomora dhoditunga).

8 Hanuke hamwe ha tororire dipwero di ene, thingi thawo mbadi ha di huthire thiwana. Wingi wawo mbadi ha konine kutjanga mwingeneno nongoyo kudiñambwe dyawo.

9 Hanuke hongandji ha tororire dipwero di no ha kambadharire ha di huthe thiwana.

10 Hanuke wa ha tororire dipwero di ne mbadi ha konine kudihutha thiwana thingi thawo. Hanuke ha tjangire yigamba, ene mbadi ha kumithere mo thitambo thodipwero yoyishi ha pumbwire ghudimuki gho khuatera thirughana thomumberego dhoghunu wamunu.
Positive suggestions to teachers

- Hamamitiri ha rughanithe yipepa yomepwero yoyikurukuru mu kudeghura hanuke ha twayere rwipuritho ro kughuhura ghomwaka.

- Mitiri ghana roghera kurughanitha thihepa thi “Examiners Report” mu kunongonona makwirero agha ha tenda nga hanuke mumakonakono no kudeghura hanuke ha pye thiwana muyinu yi.

Yokuthotera pakudeghura hanuke mumakonakono:
- Rutjangitho norutjangithitho
- Kuteta komaṅando
- Ghure ghomanainga (Mutara A 300 – 350, Mutara B 150 – 200)
- Marudhi ghoyitjangathimwetwedha noyiparatjangwa yo kuroghera
- Marughanithero ghomathaghano, matadhi noruṅandweya muguhunga
- Miyirateta/yimingwa yomuyitjanga yoyire noyoyifupi yira! Mwingeneno, mbudhi nongoyo
- Mashashero noyitoyadimukitha
- Mitiri shime karo gha thotere maṅando ghano kwishi:

Yo tuna mbadi yotwa

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<td>mayimbol</td>
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<td>dighumbo</td>
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FOREIGN LANGUAGE FRENCH

General comments

The reading passages and questions appeared to have been accessible to nearly all candidates. Overall, the standard of responses was good for this level and only a small number of candidates failed to attempt at least some of the questions in the paper.

Comments on individual questions

Section A

Question 1 (a)

This question was answered well by the majority of candidates. Most candidates could identify the year in which certain events took place.

The accepted answers were:

1 1990
2 2003
3 2009
4 2012
5 2015

Question 1 (b)

This question was answered well by the vast majority of candidates as they had to indicate which of the given statements were false or true.

The accepted answers were:

1 Vrai
2 Faux
3 Vrai
4 Faux
5 Vrai

Question 2

This question was difficult for most of the candidates. A few candidates managed to write the correct prepositions. Most of candidates lost marks on this question as they lack knowledge on the use of prepositions. Teachers are advised to pay more attention to the use of prepositions to make sure that candidates have mastered this piece of work. Teachers should test candidates on the use of prepositions from time to time. It becomes worrisome when candidates could not even identify the basic prepositions which are used for cities and time.

The accepted answers were:

toi, à, chez, à la, quand, à, à, chez, en, dans
Question 3

This question was answered well, as the majority of candidates scored good marks. The accepted answers were:

<table>
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<tr>
<th></th>
<th>Caroline</th>
<th>Guillermo</th>
<th>Valérie</th>
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<td>1. Suisse</td>
<td>2. Espagne</td>
<td>3. Pologne</td>
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<td>Langue maternelle</td>
<td>4. allemand</td>
<td>5. espagnol</td>
<td>6. polonais</td>
</tr>
<tr>
<td>Langues étrangères</td>
<td>7. anglais</td>
<td>8. français</td>
<td>9. italien</td>
</tr>
</tbody>
</table>

Section B

Question 4

Overall this question was well-attempted with candidates scoring good marks. Most of the candidates wrote their answers in well-constructed sentences. A few candidates failed to clarify their final responses. The accepted answers were:

(a) 28 ans [1]
(b) région Omusati [1]
(c) Kuisebmond à Walvis Bay [1]
(d) Pharmacie [1]
(e) (i) doctorat [1]
   (ii) l’Université d’Aberdeen [1]
(f) sa mere
   Ses soeurs [2]
(g) sur le rôle des protéines dans la propagation du cancer [3]
(h) 13 – 15 avril 2015
    Université de Cambridge [2]
(i) il faut croire en vos capacités/écouter la voix intérieure/utiliser votre potential [2]

Question 5

In this question candidates had to be aware that they were focusing on writing a postcard for a specific audience. Although some of the candidates showed understanding of this question and followed the instructions, there were some candidates who did not understand this question. Teachers have to work hard on this piece and let candidates practise more often in an effort to make this task easy for them. It is also essential for the candidates to know the requirements of this question and how to write a postcard.
General comments

Candidates for 2016 examinations performed more or less the same as last year, even though there were more candidates underscoring at between 0 and 10 marks on a total of 45 marks.

Candidates generally understood the instructions and only a few wrote in a different language than French.

This paper 2 is always a challenge for grade 10 candidates and teachers are encouraged to do as much writing practise as possible with their candidates.

Comments on individual questions

SECTION A

Most candidates chose topics 1 and 4. Fewer picked Topic 2.

Topic 1: Candidates were invited to write a post card of their holidays. Candidates felt inspired and described their holidays in detail.

Topic 2: Candidates had to write a letter to the FNCC to hire the venue for a charity event. Candidates failed regarding the format and the more formal layout of the essay. Many did not explain the reasons why they wanted to hire the FNCC premises.

Topic 3: Candidates enjoyed this topic and explained with who they were doing the sport activity and where. They found it more difficult to explain why they liked this activity.

Topic 4: The email format was rarely adhered to, but the content of the essay addressed the issue.

SECTION B

Most candidates chose Topics 1 and 3.

Topic 1: Many candidates chose this topic. Unfortunately, few had the vocabulary to explain it. Most of the candidates did not know the fruits’ names and how to explain why it is important to eat fruit.

Topic 2: The candidates who ventured for this topic generally described the cartoon correctly, but they failed to explain their interest for travelling or no travelling.

Topic 3: Most candidates chose this topic and succeeded to deliver good responses even though vocabulary was very poor.

GRAMMAR:

Most of the topics in Section A and B only required present tense. Still, it was a challenge for candidates to conjugate verbs. Some also confused present- and past tense.

The negation form was also sometimes used wrongly.

Some candidates do not apply the rule:
JE + verbe commençant pas une consonne et J'+ verbe commençant par voyelle ou h.

SYNTAX:

Apart from omitting articles, many candidates did not know where to place adjectives (and this was a handicap in descriptions).

It is always a plus to revise “les mots d’articulation” with candidates as it structures their written responses and helps with understanding.
VOCABULARY:

As previously mentioned, vocabulary was an issue for many candidates, although this is outlined in the content of Grade 10 syllabus: fruits, sports…

The incorrect spelling of some words is a recurrent issue: beaucoup, aime/ami, et/est, soeur/seour…
General comments

The exam paper covered syllabus content in the Namibian context. Overall results were of an expected standard.

Section 1

In the conceptualisation of the examination this was perceived to be the easiest part of the question paper. This year this section was not answered as well as in 2015, with most candidates obtaining only 3 or less marks.

Section 2

Candidates generally performed well. Most achieved 5 or more marks out of ten. A number of candidates lost marks due to double ticking or not attempting an answer at all.

No pattern or reasons as to which questions were particularly difficult could be established.

Section 3

Candidates generally performed better in this section than in previous years, but not as well as in 2015. It remains the section with the poorest results. Most candidates managed to achieve at least 1 - 3 marks, but the number of candidates who scored 0 was higher than in 2015.

1  

Combien d’élèves y-a-t-il à l’école de Loini?

Most candidates answered this question correctly.

2  

Pourquoi dit Loini que quelques professeurs ne sont pas sérieux? Donnez deux (2) raisons

About half of the candidates were able to point out one of the behaviours asked for. Many candidates answered « c’est difficile », which does not answer the question. This is an indication that candidates misinterpreted this relatively complex question.

3  

Complétez avec le mot correcte : « En principe, je vais à l’école pour voir mes …, c’est tout. »

Only a surprisingly small number of candidates answered this question correctly, although the word « amis » is a frequent one and should be well-known to candidates. Mistakes in gender and number were not penalised.

4  

Comment est l’atmosphère à l’école de Raphael? Donnez un (1) mot pour la décrire.

Only very few candidates seemed to be familiar with the word « intime » or were able to transcribe it.

5  

Comment sont les profs à l’école de Raphael? Donnez un (1) caractéristique où une (1) chose qu’ils font.

Most candidates answered this question correctly.

6  

A quel type d’école va Beata?

Only about half of the candidates gave one of the possible answers (« secrétaire » or « spécialisée »). Misspellings to the point of distortion were frequent. No marks were awarded for « spéciale » because of the difference in meaning.

7  

Nommez deux (2) choses que Beata apprend faire à son école.

Many candidates could name one activity.
8 Beata fait un cours de traduction entre français et quelle autre langue? Nommez la langue.

Many candidates answered this question correctly. « anglais » was accepted as a phonetic rendition of « anglais ». « English », « ingles », « engles », « anglias » or « angles » were not accepted.

Interferences with candidates' other languages were evident in all questions, but not to the point of answers being unintelligible. It was positive to see the trend to give the right answers, but in the wrong place, was markedly low this year.

Candidates at some centers did particularly well in this section, while performance by some candidates at other centers was particularly weak.

Positive suggestions to teachers

It seems that candidates were fairly well-prepared and that performance in this paper seems to have stabilised. Continue this positive trend!

Since candidates in Namibia have very little or no exposure outside the classroom to the French language, in general, and spoken French, in particular, listening to authentic texts and doing listening exercises should be one of the priorities in class. Regular vocabulary exercises and tests could also help to improve the listening comprehension- (and communication) skills of candidates.

Experience over the last seven years has shown that candidates have difficulty with transcribing aural texts and answering comprehension questions. Continuous attention should, therefore, be given to candidates' transcription, comprehension and expression skills. This could be supported by dictation and phonetic distinction exercises. Candidates should also be exposed to aural material with multiple participants such as interviews, dialogues and discussions.

The textbook currently used in schools for teaching French up to JSC level does have an audio-supplement that contains all the above-mentioned exercises and aural material. Teachers are strongly encouraged to make use of this and possibly additional material. The examiner would appreciate feedback on whether these materials are in fact available to teachers.
FOREIGN LANGUAGE GERMAN

1161
Paper 1

General comments

The majority of candidates demonstrated a sound comprehension of German.

The format of the examination is generally familiar to the candidates by now.

The answer papers were neat, although it is still a concern that, in general, the candidates DO NOT re-read and re-check their answers to make sure that words are copied correctly and person and verb concord are correct.

Also most candidates understand that they themselves are addressed in the polite form “Sie” and they responded correctly.

Teachers are also asked to practise a broad range of vocabulary (see the defined content list). Although many words are not actively used by most of the candidates, a dormant (not active) knowledge of vocabulary is needed for the comprehensions and to answer the essays correctly. English/Afrikaans words/expressions are not considered and DO NOT gain a mark.

Please note that NO answers may be written in pencil. Answers written in pencil are not marked. Candidates should be urged to answer ALL questions. All candidates should attempt the essays as they are likely to score some marks here. We are pleased that only a few candidates did not attempt Questions 37 and 38 in this examination.

Comments on individual questions

SECTION A

Erste Aufgabe:

The majority of candidates could identify at least 7 of the ten statements correctly, but only a few managed to score 10 marks.

Few candidates could find the connection between die ganze Familie hat Kaffee getrunken and Mutter hat für unseren Vater Kaffee mitgenommen in Question (c). Question (d) seemed to pose the most difficulties as candidates seemed to have a problem to connect grass to plants. Question (h) posted a similar degree of difficulty; candidates could not identify a migraine as a headache. In Question (j) candidates could not identify gestresst with genervt.

The accepted answers were:

1 (a) NEIN
   (b) JA
   (c) NEIN
   (d) JA
   (e) JA
   (f) NEIN
   (g) NEIN
   (h) JA
   (i) JA
   (j) NEIN [10]
Zweite Aufgabe:

Candidates were required to read a text and find personal information about Ndapewa Shivute.

The vast majority of candidates proved to be very competent at giving the correct responses in this question. A few candidates still have problems writing the date correctly.

The accepted answers were:

Vorname: Ndapewa
Nachname: Shivute
Nationalität: Namibianein reject Namibierin / Namibianer / Namibia
Geburtsort: Otjiwarongo
Geburtstag: 29. Februar 2000 / 29/02/2000 reject 29 Februar (no full stop/no year)
Alter: 16 Jahre reject jaar/jare/jaare/only 16
Wohnort: Swakopmund
Straßenadresse: Schubertstraße 48 reject only Schubertstrasse
Telefonnummer: 064 402801 reject without code (10)

Dritte Aufgabe:

This is the first task where candidates are unsupported in their answers. It is vital for candidates to be familiar with question words and have the ability to change the possessive pronoun in their answers. All answers with incorrect pronouns did not gain a mark.

The accepted answers were:

(a) (i) Sie sprechen / lesen reject lessen
(ii) schreiben / Literatur / Mündlich (any two)
(b) Jeder Mensch muss mit Zahlen arbeiten können
(c) Er / Sie versteht / verstehen die Frage nicht / bekommen eine schlechte Note
(d) Jonas / Er möchte Professor (an der Uni) werden reject without verb
(e) Sie lachen oft / Sie erzählt lustige Geschichten reject sentence without verb
(f) Nie / Nein. Pflanzen und Tiere haben schwierige Namen reject nie / wir schreiben of Teste
(g) Am Nachmittag vorher reject without vorher / 2 Stunden
(h) Es gibt keinen Sportunterricht / sie haben keinen Sportunterricht / Biologie reject sie haben keinen Sport / no indication of a negation

SECTION B

Vierte Aufgabe

The questions were answered well by the majority of the candidates. Question (i) required a skill where the candidate had to find ONE WORD in the text to fit the sentence. The specific answer was not always available and candidates had to create a synonym for the missing words. Very few candidates were able to create a synonym for Question (i) where the phrase in the text is pro Woche and the response should be wöchentlich.

The accepted answers were:
(a) Kinder sollen lernen wie man mit Geld umgeht reject without the use of mit and umgeht

(b) Die Eltern arbeiten (hart) (für das Geld) reject arbeiten only

(c) Sie/die Eltern dürfen das Geld (nicht wieder) zurücknehmen

(d) Es/Das Kind soll (sein Geld) sparen.

(e) Wo das Geld knapp (wenig) ist reject Gelb

(f) (i) Schokolade/Geschenke

(ii) Klamotten/Computer Spiele

(iii) mit Freunde Pizza essen/Airtime/Kinokarten (any three)

(g) Sie leihen Geld reject Gelb

(h) für eine Kinokarte/Geschenk für Freunde

(i) (a) wöchentlich

(b) Eltern

(c) knapp

(d) viel/unnötig

(e) kein/nicht

Fünfte Aufgabe

This was an essay with guidelines. Candidates should know that they need to read the guidelines carefully. They had to respond twice to every guideline. The majority of the candidates managed to produce well-written, simple German sentences. A few candidates were not familiar with the difference between hobbies and interests.
### ADDENDUM D: MARKING GRID FOR WRITTEN WORK (Paper 2)

This grid should be used in conjunction with the more specified information in the mark scheme for a specific paper.

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<th>Content</th>
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<tr>
<td>Detailed information given</td>
<td>5</td>
<td>9-10</td>
<td>13-15</td>
<td>5</td>
<td>9-10</td>
<td>13-15</td>
</tr>
<tr>
<td>Ciently relevant; Good structure OR Creative, very imaginative development of theme</td>
<td></td>
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</tr>
<tr>
<td>Sound knowledge and generally relevant Some ability to draw conclusions OR Not the creative skills of the best learners but still shows an impressive ability to use powers of imagination</td>
<td></td>
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<tr>
<td>Some knowledge of chosen subject but not always relevant A more limited capacity to draw conclusions OR Makes reasonable attempt at chosen subject but shows limited flair in developing an imaginative subject</td>
<td></td>
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<tr>
<td>Knowledge tends to be sketchy and unspecific No attempt to draw conclusions Possibly major misunderstanding of title OR Limited capacity to develop an imaginative subject in a way that engages the reader</td>
<td></td>
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<tr>
<td>No ideas which allow the learner to develop an imaginative subject</td>
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</tbody>
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<th>10-15</th>
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<tbody>
<tr>
<td>4</td>
<td>7-8</td>
<td>10-12</td>
<td>7-8</td>
<td>10-12</td>
<td>7-8</td>
<td>10-12</td>
</tr>
<tr>
<td>Some degree of accuracy but many more errors than in the higher bracket Some problems in using appropriate vocabulary</td>
<td></td>
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<td>3</td>
<td>5-6</td>
<td>6-9</td>
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<td>6-9</td>
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<td>6-9</td>
</tr>
<tr>
<td>Consistently simple or pedestrian sentence patterns Persistent errors Limited vocabulary</td>
<td></td>
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<td>2</td>
<td>3-4</td>
<td>3-5</td>
<td>3-4</td>
<td>3-5</td>
<td>3-4</td>
<td>3-5</td>
</tr>
<tr>
<td>Only the simplest sentence patterns Very limited grammatical awareness Very limited vocabulary</td>
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<tr>
<td>1</td>
<td>1-2</td>
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<td>1-2</td>
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<tr>
<td>Not applicable</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
</tbody>
</table>

*If the content is totally irrelevant, no marks should be awarded for language use.*
General comments

According to the syllabus, candidates in Grade 10 should be able to

- write nouns with capital letters, spell basic vocabulary correctly
- use the correct articles
- conjugate verbs
- apply pronouns correctly (personal, possessive)
- use the cases: Akkusativ and Dativ
- use a variety of vocabulary according to the content list

Although in some centres the required skills have been reached and the candidates are able to follow all instructions given clearly, unfortunately even these basic skills were not evident at many centres. Generally, the variety of vocabulary used is poor, nouns are not capitalised, pronouns are used incorrectly and very basic verbs (haben, sein) are not applied correctly. Only the simplest sentence structures are used with little sense of grammar or verb formation.

A disconcerting number of candidates wrote Afrikaans/English words or even whole sentences, showing that even the most basic vocabulary at Grade 8 level is not known. Basic vocabulary of the family (Vater, Mutter, Bruder, Schwester, Geschwister, Oma, Opa) were consistently spelt incorrectly, as were numbers.

Please note

- that the numbers 1 – 12 are written in WORDS, however ages (numbers above 12) and birthdates are written in numbers.
- Slang may not be used: "Ich Schule in K..Schule" is also slang in English (I school at K..school).

It is essential that writing in German is practised regularly at the centres.

Emphasis should also be put on the following:

- the handwriting must be legible (please encourage candidates to write larger)
- neat presentation is of importance (cross words out with one neat line)
- write in paragraphs (but not in bullets)
- USE PUNCTUATION. Full stop at end of sentences!
- When a word at the end of a line goes over into the next line, it must be “broken” into syllables, e.g. Va-ter NOT Val-er, schwim-men NOT schwi-mmen; one syllable words cannot be separated: Hun - d
- write the section, number and the heading
  (Abteilung A, 2: Meine Familie)
- start each question on a new page
- DO A WORD COUNT (unfortunately many content marks are lost if the word count exceeds 100 words in Section A and 140 words in Section B.
- Re-check your written work to correct grammar, verb concord and spelling errors.
- Do not write “Danke” at the end of an essay.

Comments on individual questions

ABTEILUNG A [Inhalt 5 + Sprache 5 = 10]

80 – 100 Wörter

Aufgabe 1

The dialogue must suit the two people/animal and person in the picture must make sense
Greeting and goodbye maybe included

Jede Person/Tier sollten mindestens fünfmal sprechen.

A  Dialog Hund und Junge
B  Sportler/Spieler und Trainer/Coach oder zwei Männer
C  Papagei und Mädchen
D  zwei Nachbarinnen
E  Vater/Opa und kleine Tochter (NICHT Teenager)
F  2 Freundinnen (Mutter und Tochter)

NOT description of animal: Not adhering to instructions
NOT description of picture

Although this question was not often chosen, the dialogues were original and real. However, at some centres candidates were not able to write a clear greeting: Wie geht es dir? Danke, mir geht es gut. Aufwiedersehen/Bis bald/Bis später.

Aufgabe 2 Beschreibe deine Familie

Eltern, Vater, Mutter, Geschwister, Großeltern. Tante und Onkel nur wenn sie bei der Familie wohnen.

Position: ältere/älteste/jüngere/jüngste
Alter, Name (nur ½ x zählen), Beruf
Wo wohnen; woher kommen; Sprache, die zu hause gesprochen wird
Hobbys, Lieblings..., Schule, was die Familie zusammen tut.

This question was chosen by more than 90% of candidates.

Hardly any candidate understood the concept of a Patchwork-family, therefore, only described his/her family. This was accepted.

Very few candidates described the picture of the family.

It was very disconcerting that the basic vocabulary of the family (Vater, Mutter, Bruder, Schwester, Geschwister, Oma, Opa) was consistently misspelt and not written with capital letters. A variety of activities and descriptions of the family members had to be written to be rewarded with higher marks for language usage. Therefore, a listing of, e.g. Meine Mutter ist 45 Jahre alt und schön. Mein Bruder ist 13 Jahre alt und freundlich, etc. was not regarded favourably.

It was sad to see that a great many candidates could not describe their family members with any other words than: freundlich, streng und schön, gut.

Aufgabe 3 Erzähle über deinen Sport.

Was, warum, wann, wie lange, wo, mit wem, was braucht man (Schläger, Ball, Feld, Netz), Spieler, Spielregeln, Wettbewerbe, Mannschaft, was tragen, siehst du es im Fernsehen.

Although only a few candidates chose this topic, it was usually handled rather well with reference to many different aspects of the respective sports.

Aufgabe 4 „Der Fernseher ist mein bester Freund“

1) Welche Sendung, warum?
2) Welchen Film liebst du, warum?
3) Welchen Film findest du blöd, (warum?)
4) Welches Programm sehen die Eltern?
5) Was darfst du nicht anschauen, warum?
(Namen und warum: 2 Punkte pro)

This topic was not popular, but those candidates who chose it gave adequate responses.

Nr 5) “darf“ (dürfen), meaning „may“ was often misused by “kann“ (können) or „möchten“ (would like)
ABTEILUNG B  [ Inhalt 10 + Sprache 20 = 30]

120 - 140 Wörter  (MAKE SURE OF THE WORD COUNT!)

Aufgabe 5 Was hast du gemacht, damit du Geld gewonnen hast?

Wir wird DEIN, neues Leben sein.  (Präsenz)

Hardly any candidates chose this topic, but some turned it into a “shopping” list and only used the word „kaufen“. If it was not explained well, poor marks were awarded for language usage. Candidates utilised simple and repetitive words.

Aufgabe 6 Freundschaft

1) Was verstehst du unter Freundschaft?  
   Treu sein, hält Geheimnisse, immer für einen da sein/hilft/nicht allein

2) Warum wichtig?  Versteht einen (mich), kann alles zusammen tun/gibt Rat

3) Mit wem kann man eine Freundschaft haben?  
   Mit Oma/Opa/Großeltern/mit Jesus, Gott/mit einem Tier/mit Freunden (Brüdern, Cousins)/mit Schulfreunden

4) Mit wem hast du eine Freundschaft?  
   Eine/zwei Personen nennen

5) Schreib etwas über diese Freundschaft (in 4)  
   viel zusammen machen/kennen sich schon sehr lange

This was a very challenging question and it is advised that only very strong candidates should attempt these kinds of questions. It is NOT the description of a friend.

Aufgabe 7

Umzug in eine andere Stadt. Beschreibe EUER neues Haus.

Erzählt etwas von den Nachbarn.

1) Garten  (2)
2) Haus und Zimmer  (2)
3) Nachbarn auf der rechten Seite  (2)
4) UND linksen Seite  (2)
5) Etwas besonders in DIESER Straße  (2)

No marks: euer/dein Haus

More than 90% of candidates chose this topic. The instructions were followed correctly. It is obvious that candidates do better with the bullet point instructions.

Although this is only Grade 9 level vocabulary, it was disturbing to see that candidates at some centres struggled with the simple, basic vocabulary regarding “house”.

Das Haus, das SCHLAFzimmer, das ESSzimmer (NOT SchlafENzimmer, EssENzimmer,) die KÜCHE (NOT Kuche, Kuchen, kitchen, Kirche, Kurche, usw.) das Badezimmer.

Mein Haus ist blau (angestrichen/angemalt).  (NOT Mein Haus ist blau gefärbt (dyed)

It was also very disappointing to see such a limited range of vocabulary describing the garden (grün, groß, klein), house (usually colours were given for every room) and what was special (Besonders) in the street (not in the town: STADT).

The words Blumen (NOT Blaume, blummen, bloomen) and Bäume (NOT baume, boome, blaume) were often misspelt and written without capital letters.

Words generally spelt or used wrongly

There are some words that are still broadly spelt incorrectly or used incorrectly.

Candidates lose language marks if the words are spelt incorrectly AND often lose a content mark because the word could mean something else. English and Afrikaans (non-German) spelling is NOT rewarded ANY mark. Only names of places are allowed in English, if applicable.

Please pay close attention to this aspect and point out the difference/similarity to English and Afrikaans.
### DEUTSCH Grammatik

<table>
<thead>
<tr>
<th>NOT - this is WRONG</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ist gegangen</td>
<td>haben gegangen/gegannen/gegagen/gegeht</td>
</tr>
<tr>
<td>Ich babysitte, WEIL …</td>
<td>von ich Geld brauche</td>
</tr>
<tr>
<td>Ich soll das kaufen (I should buy it)</td>
<td>Not in sense: I want to buy it (Afrikaans SAL)</td>
</tr>
<tr>
<td>Ich liebe es, weil…</td>
<td>Ich ist lieb vor/von</td>
</tr>
<tr>
<td>Das Fernsehen (Aktivität)</td>
<td>From Tele (far) vision (to see)</td>
</tr>
<tr>
<td>Der Fernseher (das Gerät)</td>
<td>Ich fern</td>
</tr>
<tr>
<td>fernsehen (Verb) ich sehe fern</td>
<td></td>
</tr>
<tr>
<td>GELD</td>
<td>Gelb = a colour and NOT money</td>
</tr>
<tr>
<td>AUF = ON (Das Buch liegt auf dem Tisch)</td>
<td>of = VON (The book is of good quality)</td>
</tr>
<tr>
<td>Die Party hört auf (it ends)</td>
<td>Die Party ist auf (af/Afrikaans)</td>
</tr>
<tr>
<td>AUCH</td>
<td>aus/also</td>
</tr>
<tr>
<td>Ohne (without)</td>
<td>sonder</td>
</tr>
<tr>
<td>Wissen: ich weiß, du weißst</td>
<td></td>
</tr>
<tr>
<td>Ich mag es SEHR</td>
<td>Ich mag es zu viel = too much (bad: so viel)</td>
</tr>
<tr>
<td>Lehrer/Lehrerinnen lehren (teachers teach)</td>
<td>BUT Lerner lernen (candidates/pupils/scholars learn)</td>
</tr>
<tr>
<td>GEHEN – to go</td>
<td>geben (to give) NOR gern (to like)</td>
</tr>
<tr>
<td>Jugendliche</td>
<td>Jungenliche/Jugenliche</td>
</tr>
<tr>
<td>Mädchen</td>
<td>Machen/Medchen/Mendchen/Mechens</td>
</tr>
<tr>
<td>Menschen</td>
<td>Menchen/Manchen/menschen</td>
</tr>
<tr>
<td>SEIN Kind (his) IHR Bruder (her)</td>
<td>er Kind/sie Bruder</td>
</tr>
<tr>
<td>Ich heiße (heißen)</td>
<td>Ich hast (I have) Ich hasst (I hate)</td>
</tr>
</tbody>
</table>

### SPELLING

<table>
<thead>
<tr>
<th>learn the spelling! NOT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>lesen</td>
<td>lesen</td>
</tr>
<tr>
<td>Das Buch, die Bücher</td>
<td>Buche</td>
</tr>
<tr>
<td>Die SCHWESTER</td>
<td>schweschter, schuwester, suister, Scweister, Shwister</td>
</tr>
<tr>
<td>Die GESchwister</td>
<td>Siblings NOT the sister</td>
</tr>
<tr>
<td>Der BRUDER, zwei Brüder</td>
<td>Broeder/bru/brutter, etc</td>
</tr>
<tr>
<td>Die Mutter</td>
<td>Nothing else!</td>
</tr>
<tr>
<td>Der Vater</td>
<td>Learn the spelling!!</td>
</tr>
<tr>
<td>Das Haus, aber ich gehe nach HAUSE</td>
<td>Hause</td>
</tr>
<tr>
<td>Die Dinge –</td>
<td>die Denke/Denge</td>
</tr>
<tr>
<td>Auf Wiedersehen</td>
<td>Any other phonetic variation</td>
</tr>
<tr>
<td>ß</td>
<td>NOT B</td>
</tr>
<tr>
<td>Wir (we)</td>
<td>Wer, vir, wier, etc NOT ons</td>
</tr>
<tr>
<td>Wer (Who?)</td>
<td></td>
</tr>
<tr>
<td>Der KUCHEN (cake)</td>
<td>No other variation</td>
</tr>
<tr>
<td>Die Küche (kitchen)</td>
<td>No other variation</td>
</tr>
<tr>
<td>LEBEN (to live)</td>
<td></td>
</tr>
<tr>
<td>lieben (to LOVE)</td>
<td>Ich liebe in Windhoek</td>
</tr>
</tbody>
</table>

**The following is SLANG and may not be used**

|  |
|-------------------------|--|
| Ich gehe in die Schule bei | ich schule |
| Tiere/Leute laufen langsam (walk slowly) | es ist langsaml |
| die Zeit vergeht langsam (time passes slowly) |  |
| es ist langweilig | es ist langsam |
General comments

Candidates are encouraged to answer all the questions and given items. In this paper candidates left very few spaces blank.

Candidates should be encouraged to write their answers legibly. Some candidates wrote illegibly and this leads to loss of marks.

Some candidates wrote two words instead of one word in spaces provided. The candidates who provided short and clear answers were successful.

Candidates used more English and Afrikaans terms when answering this paper. No mark is awarded when other languages were used.

Some of the candidates used a pencil instead of a pen. Where pencil is used, no marks are awarded.

Candidates answered true of false questions by making a tick instead of a cross. Encourage candidates to make a cross whenever they have to answer true or false questions in German.

Comments on individual questions

1  Answered correctly by a large number of candidates. However, marks were sometimes lost when candidates answered in pencil or because candidates did not understand questions.

   (a) Nein
   (b) Ja
   (c) Nein
   (d) Nein
   (e) Ja

   (a) Most of the candidates answered this question correctly. However, marks were lost when candidates answered in pencil.
   (b) This question was answered correctly by most of the candidates. Some candidates got confused because in the teacher’s text two week days are mentioned and not “zweimal” like in the question.
   (c) Many candidates answered this question correctly. However, marks were lost when candidates mixed up colours, “role “ “schwarze”.
   (d) This question was well-answered by most candidates.
   (e) A large number of candidates answered this question correctly. Marks were lost only by candidates who wrote in pencil.

2  (a) Freitag
   (b) Trinka
   (c) Gekauft
   (d) Kleinen
   (e) Apfelkuchen
   (f) Schüler
   (g) Schokolade
Most of the candidates answered this question correctly, with the correct answer “Freitag”. Some candidates lost marks because they wrote “Fritag”, starting like in English.

Many candidates answered this question with the English term “drink” and thus lost marks. Only a few candidates answered this question correctly.

A large number of candidates answered this question correctly. However, marks were lost when candidates used two words instead of only one.

Almost all candidates answered this question with the expected answer “kleinen”.

This question was generally well-answered. The majority of candidates provided the expected answer “Apfelkuchen”.

Most of the candidates could not provide the correct answer. They were confused between (schule) school and (schüler), which is a candidate.

Only some candidates could answer this question correctly. Most of the candidates mixed the expected answers “Schkolade” with chocolate and thus lost marks.

Very well-answered by the vast majority of candidates who gave correct answer “Jungen”.

The expected response was “Pause” and this question was answered correctly by most of the candidates, as the word is also “pause” in Afrikaans.

A mixed level of success was noted here. However, some marks were lost due to the misunderstanding of a sound. Some candidates wrote “supper” instead of the expected answer “sauber”.

The expected response here was “die ganze Familie Kamati” and was well answered by most candidates. However, some of the candidates wrote “Family” in English and lost marks.

Generally well answered question. Candidates lost marks due to answering in English. The expected response was “Gasthaus” and they wrote “Guesthouse”.

Well answered question. The majority of the candidates answered correctly. The expected answers were “Brötchen, Spiegeleier, Speck/Milo and Kaffee” of which they had to choose two.

A reasonable number of candidates provided the expected answer. “Das Ozean/Wasser was sehr Kalt. However, some candidates lost marks by answering only “war sehr Kalt” not writing what was cold.

Expected answer was “bei Freuden”. Most of the candidates answered the question correctly, However, some candidates confused “Freunden” with friends and “freundin”, a friend who is a lady.

Most candidates could not answer this question correctly. The expected answer was “auf sand runter gerutscht” and most of the candidates wrote only “sand runter” and thus they lost marks.
Very well-answered by the majority of the candidates.

Successful response was “ins Auto gepackt”. This question was generally answered well. However, some candidates just wrote “Auto gepackt”, which is totally something else and they lost marks due to this.

Positive suggestions to teachers

- Encourage candidates to make a cross x instead of a tick (✓).

- Teachers should practise pronunciation activities in the form of games for the candidates to get used to the sound of words.

- Where the candidates have to write words in spaces they should be encouraged to write only one word in each space.

- Candidates should be taught to listen to what is being asked. The “W-fragen”, e.g. Wer? Wo? Was? Warum? Wem? and the key words in the question.

- Teachers should instruct candidates to use a pen only and not a pencil.

- Encourage candidates to provide clear and legible responses. When markers cannot read the handwriting, no marks are awarded.

- Teachers should encourage candidates to read more and to avoid answering questions in another language.
General comments

The paper was generally well written. There has been a slight, although negligible, decline in the quality of candidates’ written work.

It was noted, however, that candidates failed to read the questions and lost unnecessary marks due to this. Also there were a few cases of candidates quoting carelessly and writing answers on the wrong lines. Despite these minor lapses, candidates coped with the majority of the questions.

Certain problems regarding the grammar, i.e. choosing the ‘person’ when answering questions were frequent. For example: If the text was in first person, ‘I’ or ‘Eu’, then it was required that the answers be in second person, ele or ele. Also there was no evidence of essay planning and a few candidates merely copied the letter in the second last question instead of writing their own. No marks were awarded then.

Comments on individual questions

SECTION A

1 (a) This question was generally well-answered. However, when erasing a wrong choice, some candidates failed to completely scribble out the unwanted answer and this resulted in a loss of marks. A few candidates answered this part in pencil and this was also not accepted. Certain candidates lost marks because of this.

(b) This question was well-answered with a few minor lapses where candidates marked both columns and lost marks.

2 This question required form filling and was mostly well-answered. Many candidates scored full marks for this exercise as well as the previous two.

A few problems with this question include candidate’s failure to read the information carefully and to choose only the required information to fill in the form. This means that candidates copied entire sentences onto the form, which is unacceptable.

It was noted that a few candidates gave partial information, for example where the full address ‘Rua da Liberdade’ was required, some candidates wrote ‘Liberdade’, which was wrong. Also for profession the answer ‘Estudante’ instead of the verb ‘estudar’ was accepted. Finally, the last part ‘planos para o futuro’ was the only question where candidates could mention the plans for the future and not just ‘universidade’.

3 (a) This question was well-answered by the majority of candidates.

(b) This question posed a problem for some candidates and they wrote three or two names where only the name of the youngest was required. Marks were not awarded for this. Where candidates quoted a part, including all three names explaining who the youngest was, marks were awarded.

These are also the questions where careless lifting from the text occurred. Candidates should read questions carefully before answering the ‘interrogatives’ like ‘Queus’ “onde”, etc.
SECTION B

1 This question was answered very well by the majority of candidates. Some candidates, however, failed to answer the simplest questions because they did not know the meaning of the questions, “Quem, quando” - A few candidates wrote correct answers on the wrong place and they sadly lost marks.

Part (b) of this question was answered well and poorly by a few candidates and this was because of poor knowledge of grammar. This can be avoided by drilling grammar and reading extensively.

2 This question was well-answered. Candidates who did not get marks were those who failed to write their own words and copied the entire letter in part 1.

Candidates who failed to read the question wrote about their own school instead of imagining that they were going to another school in Brasil.

Candidates who wrote about their current school and mentioned sites in Namibia or any other country other than Brasil were not awarded any marks for content and with no content mark, no language mark can be awarded.

Some candidates wrote too many words and only wrote the required information later in the essay.

Some grammar errors include:
* a minha instead of ‘a minha’
* gender mix-ups
* plurals not well-used
* spelling words incorrectly
* missing accents, and so on

Positive suggestions to teachers

Teachers could improve marks by teaching candidates how to answer questions correctly by looking for common verbs used in questions. These include: onde quem, quando, escreve, descreve, indica com um (x), etc. It is imperative that candidates respect and adhere to rubrics.

Well-done to those centres with good grades. Keep up the good work!
General comments

Compared to the previous year, this year the performance of candidates has declined. The number of weak candidates have increased compared to last year.

There was a balance between difficult questions as well as average and easy questions. Therefore these different levels accommodated all candidates with different abilities, ranging from the weak, average as well as good candidates. However, many candidates, including those who are good, misinterpreted some of the questions, while others wrote more than they were expected to this led to loss of marks for content. Other candidates did not write proper structures of texts, e.g. they listed instead of writing texts, or rather wrote in point form, thus they lost marks on language. The majority of the candidates who wrote proper structures of texts did not write paragraphs, they wrote long sentences without full stops or commas.

As usual, some candidates failed to include all prompts. As a result they lost marks on content, while others mixed up the tenses or they used wrong tenses, thus losing content as well as language marks.

Comments on individual questions

Section A

1 Candidates were required to write a dialogue between him/herself and a volunteer from the SPCA- a place where people can adopt pets and they talk about the pet they would like to adopt; which pets are available; the food they will have to give to the pet as well as how they can take care of it. Also careful precautions to be taken, including vaccinations.

Candidates who attempted to answer this question were not many. Amongst them only a few included all the prompts. Others understood the question but did not write everything they were asked to. While the rest of the candidates misinterpreted the question by thinking it was a dialogue between them and a doctor or a veterinary surgeon.

There was evidence of wrong format used as a few candidates wrote texts instead of dialogues, therefore they failed to follow instructions and content marks were deducted for this.

2 Um convite

This question was properly answered. The majority of the candidates chose this question and those that chose it managed to include all that was asked. There are those who wrote more than they were asked, therefore they exceeded the word limit. As a result the examiner marked only information within the word limit. Whatever exceeded, whether correct or wrong, was not considered. Thus, candidates lost content marks. They were asked to write an invitation to a friend inviting them to a farewell party organised by their school. They had to mention the date of the party, the place, the food, the type of music and clothes they would wear at the party.

3 This question required them to write a report about a visit to the hotel of the University of Technology in Windhoek, where they visited the kitchen specifically. They had to describe the kitchen, the food the chef used while cooking, the food they liked most, the type of clothes the chef was wearing and anything interesting about the visit. The few candidates who chose this question answered it properly, though there is evidence of one or two that did not include all the prompts.

4 Candidates were required to write a diary entry in which they discussed birthday party of a friend they were invited to, referring to the date of the party, how many people were present, what film they watched, as they went to a cinema as well as a pizza. They had to elaborate on what they ate at the pizza parlour and what they liked the most.

This is one of the questions that was answered properly, however a few of the candidates who attempted to
answer this mixed up the tenses. Instead of writing about the party they had attended (past tense) they wrote about a party they will attend (future tense), e.g. instead of saying fomos ao cinema they said vamos ao cinema. This has led candidates to lose marks on content as well as language for not following instructions and for using incorrect tenses.

SECTION B

1 This question was about the condition of the town, from previous years to the present, so they were required to write an essay in which they talked about the advantages as well as disadvantages of the evolution of changes in towns. This is one of the questions that was misinterpreted, thus it was not answered properly. Many candidates who answered this question went off topic. Instead of writing the advantages and disadvantages of the changes taking place in towns, referring to the noise of the traffic, price of houses, lack of security and time as well as family, they dwelt more on describing their towns, e.g. how they look like. Others compared the two pictures, one of a developed town and another of a developing town. Thus they compared an old, established town with a modern, developing one. Again marks for content were lost.

2 This was a picture of Manuel's daily activities, it has no words. So they were required to describe what is happening in the picture, what Manuel does after waking up, up to when he goes to bed. This was also answered properly, however, there were candidates who, instead of writing Manuel's daily activities, wrote their daily activities. This shows that they did not understand the question. In cases like this no marks were awarded for content.

3 This last question was for them to write a letter to a Portuguese friend they had met over the holiday inviting him to come visit their country. They had to mention the date that the friend should arrive where they are going to stay, what the friend should bring with and what they were going to do during his/her stay.

This question was well-answered as the majority of the candidates who answered it included all the prompts. Only a few did not include all the prompts and they also mixed up the tenses.

Positive suggestions to teachers

• Teachers should teach candidates how to structure their texts as well as how they can interpret questions and instructions.

• Candidates should spend more time on writing, as the results reflect that candidates have not had enough time to do the writing of texts.

• Candidates should be acquainted with themes of a foreign language, e.g. invitations to parties, visits, etc. However, they should be warned that questions are not the same year in and out. It can be the same theme but with different requirements.
General comments

Overall the paper was well-structured and the level was up to standard. The majority of the candidates did well in part 2 and understood what they were asked in part 1 and 2, especially in part 2.

Part 3 was the exercise where the candidates struggled to understand the questions and answer satisfactorily.

Instructions in part 2 in the candidate’s text differed from the teacher’s text.

Comments on individual questions

Part 1

1 The expected answer was “gelado” (c). Most of the candidates answered correctly, but some opted for (a).

2 The expected answer was (a). This question was a little difficult for the majority of candidates. The theme relating to asking of directions should be covered thoroughly in class.

3 The expected answer was (a). Most of the candidates answered correctly. Not many candidates confused “dezasseis” and ‘seis”.

4 The expected answer was (b). Most of the candidates answered correctly, but some showed apparent confusion with the numbers and time.

5 The expected answer was (c). Most of the candidates answered correctly, but some candidates confused the word “carro” (a) with “autocarro” (c), therefore the wrong assumption was made.

Part 2

This exercise was very well-understood by the candidates.

1 The expected answer was (b). The majority of candidates answered correctly but some candidates choose (a) or (c).

2 The expected answer was (c) and the majority answered correctly.

3 The expected answer was (c). Most of the candidates answered correctly. Some choose (b) or (d).

4 The expected answer was (b). Most of the candidates choose (b) and a few (c).

5 The expected answer was (b). The majority of candidates answered (b), some choose (a) or (c).

6 The expected answer was (a). Most of the candidates choose (a). There were a few candidates who answered (b).

7 The expected answer was (c). The majority of candidates answered (c). Some of the candidates answered (a).

8 The expected answer was (b). Most of the candidates answered (b). Some of the candidates answered (a) or (c).

9 The expected answer was (d). The majority of the candidates answered correctly.
10 The expected answer was (a). Most of the candidates answered correctly.

Part 3

This exercise was the most difficult exercise according to the candidates’ answers. The fact that they needed to understand the question, and at a later stage had to listen attentively, made it a more challenging exercise.

Possible answers are:

1 The expected answer was “uma viagem de estudo/um visita de estudo/uma viagem”. The majority of the candidates answered correctly but some just referred to “Portugal”, when the word is “whet” and not “where”.

2 The expected answer was “oi de agosto/01.08”. Most of the candidates answered wrongly. They didn’t understand the question.

3 The expected answer was “14 de agosto/14 de agosto”. Most of the candidates answered differently but did not answer correctly.

These two questions created a little bit of confusion because they referred specifically to departure and arrival dates and candidates struggled to link the correct date to the correct event.

4 The expected answer was “notas/pestéis de nota/pesteis de Belém”. Some of the candidates answered correctly and understood what was asked, while some just didn’t understand the question at all.

5 The expected answer was “à praia e ao Rio”. Some of the candidates understood the question and answered correctly. Most of the candidates didn’t understand the question.

6 The expected answer was “Norte/as preios do Norte/as praias do norte de Portugal”. This was, without a doubt, the most difficult question taking into account the candidate’s answers. The majority of candidates answered incorrectly as they didn’t understand the question.

7 The expected answer was “restaurantes e esplenades”. Once again, candidates struggled to understand the question and most of them didn’t answer correctly.

8 The expected answer was “peixe fresco gizelhado”. Some candidates answered correctly, but most of the candidates struggled to understand the question and therefore answered incorrectly.

This particular exercise required an understanding of what was asked- a selection of what the candidate had to listen to and a definite knowledge of vocabulary.

Positive suggestions to teachers

To prepare a candidate for this paper is a continuous task that the teacher must pursue throughout the year. If preparation is done, candidates can excel in this paper.

Teachers must ensure that certain skills are practised by candidates. Focus should be on:

• Reading through the questions and making sure that they understand what is asked.
• Listen carefully to the audio message.
• Select the right information. Every time that the teacher does a listening exercise in class they need to practise these steps and make it a routine for the candidates. If this is done regularly they will become more confident.

Teachers also need to remind the candidates that answers in pencils are not permitted in the exams and they should always answer all the questions.
General comments

Compared to the previous year, there appears to be an improvement in the standard of the candidates' work. The paper was moderate as candidates could attain marks in most questions. Instructions were clear, no misinterpretations were evident.

Comments on individual questions

Question 1: Climatology

1 (a) (i) This question was well-answered. Some candidates wrote temperature instead of thermometer.
   - Six's thermometer/Minimum and Maximum thermometer
   - Thermograph
   - Barometers/Barograph/Aneroid barometer
   - Wet and Dry bulb thermometer/Hygrometer

(ii) It was poorly-answered, as candidates wrote underground temperatures instead of ground temperatures.
   - To avoid ground temperatures/to measure atmospheric conditions/temperature.

(iii) It was poorly-answered. Instead of labelling the diagram, candidates answered below the questions.
   - double roof
   - double floor
   - slatted walls/side
   - white painted
   - slanting roof
   - door faces away from direct sunlight/faces south in southern hemisphere
   - painted white
   - slats/louvers slants downwards
   - made of wood
   - 1.21m above the ground

(b) (i) It was well-answered, although some confused it with land and sea breezes.
   - A - Vally breeze/kalabatic wind
   - B - Mountain-wind/Mountain breeze/Anabatic wind

(ii) It was poorly-answered as candidates could not explain the air movements. The majority of the candidates failed to relate warm air with LP (Low Pressure Systems) and cold air with HP (High Pressure Systems).
   - During the day the valley sides are heated faster by the sun/valley floor cooler
   - Air starts to rise - rising air may be felt as a strong uphill (anabatic wind)
   - Cooler air flows in to replace the warm air
   - Raising air = LP
   - Cooler air = HP
   - Wind blows up the valley and valley sides/wind blows from a high to low pressure system

(c) (i) It was well-answered, although some candidates did not state the unit, while others used the wrong unit.
   - 30 km/h/Kph/Metres per second/knots

(ii) It was poorly-answered as candidates did not use the key, and units and terms used, were not correlating.

   Worchester
   - Temperature 25°C
   - Cloudy/partly
• Rain
• 48 cloud cover
• Sunny/fine weather
• Temperature 29°C
• No rain

Statements must correlate

Vredendal
• Clear skies
• Sunny/fine weather
• Temperature 29°C
• No rain

Ecology

2 (a) (i) It was well-answered
• Problems caused by humans/nature/deterioration of the natural environment

(ii) Well-answered
• Overpopulation/population growth/population explosion
• Farming slash and burn/overgrazing/overstocking
• Deforestation
• Desertification
• Bush encroachment
• Increase in man-made features/settlement buildings/construction
• Mining/overfishing/industries
• Water/air/land pollution
• Increase in temperatures/Global Warming/Greenhouse Effect
• Acid Rain Any valid

(iii) It was well-answered
• Replanting of trees/reforestation/afforestation

(iv) It was poorly-answered as the majority of candidates confused the solutions and effects. Others did not follow the instructions.
• Build with alternative materials
• Stop slash and burn agriculture
• Look after timber already in use
• Become less dependent on wood for fuel
  Education - with development
• Recycle/Re-use
• Carry on further research
• Use alternative energy sources
• Rotational grazing/reduce stock numbers
• No farming on marginal land/crop rotation
• Government laws/permits/fines

(v) It was well-answered
• Too many people for the available resources/more people than the resources can carry

(vi) It was poorly-answered as candidates did not consider the effects on the environment.
• Air pollution / increase in waste products
• Overcrowding/squatter settlements/housing shortages/increase in usage of resources
• Deforestation/removal of natural vegetation
• Loss of farmland/wrong farming methods, i.e. overgrazing/depletion of natural vegetation
• Depletion of natural resources, i.e. water

(vii) It was poorly-answered as candidates did not write about overpopulation but commented on environmental damage.
• Family planning education/contraception
• (Emphasis on) literacy/education
• Improve status of women/educate women/emancipate women/later marriages
• Government policies on reduction of population growth rate, e.g. China: One Child Policy

(b) It was poorly-answered as candidates focused more on the car instead of the type of pollution shown in the diagram.
• Use lead free petrol
• Use catalytic converters/use longer chimneys
• More use of public transport/use hybrid cars/electrical cars/ bicycles
• Reduce number of vehicles
• Reforestation and Afforestation
• Education
• Improve poor farming practices/improve poor industrial practices
• International agreements/emission taxes/laws/warnings/fines

Geomorphology

3 (a) Well answered, but candidates confused mechanical and chemical weathering

(i) Mechanical

(ii) Water

(iii) Carbon dioxide

(iv) Biological

(v) Chemical

(b) (i) It was poorly answered as candidates were not able to distinguish between lava and magma.
   • Magma - is molten rock underneath the crust/surface
   • Lava - is magma/molten rock that has reached the surface

(ii) It was well answered, even though some candidates confused it with parts of a flower.
   • A - Magma chamber/magma pool
   • B - Vent
   • C - Dust and ash/pyroclastic flow/gasses/carbon dioxide/ sulphur dioxide/steam/rocks/lava

(iii) It was well answered
   • Fertile soils/farming
   • Mineral e.g. diamonds, etc. - mining
   • Geothermal - usage in industries and residences

(iv) Well answered, although some candidates did not distinguish between negative and positive effects.
   • Loss of life
   • Trauma
   • Injury
   • Destruction of property/building
   • Loss of jobs/income
   • Loss of farmland/food production
   • Government has to spend more money/earns less/earns less from taxes
   • Disrupts air traffic / other communication channels
   • Pollution of water supplies/contaminates water
   • Drop in world temperature
   • Destroys the natural environment, e.g. fires
   • Not global warming

Population Geography

4 (a) (i) Well answered, but question (a) (iv) was poorly answered as most of the candidates could not show the correct calculation used, but could get the answer of 40%.
   • Rio de Janeiro
   • Manila
   • Buenos Aires
   • Los Angeles
   • Calcutta
   • Karachi

(ii) Tokyo / Buenos Aires / Rio de Janeiro

(iii) New Delhi
(iv) \[ \frac{28m - 20m}{20m} = 8m \]
\[ 8 \div 20 \times 100 = 40\% \]

(b) (i) Well-answered as most candidates could use the map key correctly.
- Oshana

(ii) Well-answered using the source correctly.
- 10 - 25 people per km²

(iii) Most candidates did not focus on climatic reasons but rather on the general characteristics of the //Karas Region. Giving answers such as job opportunities and family planning, instead of physical factors.
- Little rainfall/lower rainfall/limited rainfall/dry/less rainfall
- Long draughts/unreliable rainfall
- Extreme temperatures / large temperature range
- Low humidity

(c) (i) Fairly-answered as candidates could not use the source to extract the answers, i.e. less spending and no trading.
- No trading/less customers/no profit/population decreases
- Working people leave/adults with buying power leave/older, retired people are left behind
- People that stayed behind have limited/less buying power/less spending
- Poor people/no money/no income

(ii) Well-answered as candidates were able to give examples of pull factors, i.e create jobs and provide water and health facilities.
- Create/jobs/build industrial facilities
- Improve/provide infrastructure
- Better medical services/clinics/hospital provision
- Introduce self-help schemes/subsidise farming
- Loans/financial assistance
- Improve/provide services
- Provision secondary/tertiary education
- Create/provide recreational facilities

Population

5 (a) (i) Well-answered as country B.
- B

(ii) Fairly-answered as candidates could not differentiate between narrow top and narrow base.
- Broad base/more young people
- Narrow top/few old people
- Triangular shape/tapers rapidly upwards

(iii) Well-answered as \( 8 + 8 = 16\% \) or \( 8 + 7.9 = 15.9\% \).
- Male 8 and Female 7 = 15\%

(iv) Poorly-answered as candidates could not give the characteristics of Developed Countries, i.e. better hospitals, clean water and better standard of living, instead most stated good living conditions.
- Better diet/better food provision/balanced diet
- Better medical facilities/medicine
- Clean water supply/water available
- Better standard of living/better income
- Provision of old age pension
- Better educated on diseases

(b) Poorly-answered. Instead of focussing on the strategies put in place by the government, candidates answered how one can protect him/herself. Instead of provision of condoms, they wrote condoms should be used.
- Provision of ARV’s/condoms
- Awareness campaigns/Education
- Gender equality
- Provision of social services
- Male circumcision
Regional

6  (a)  Well-answered
   A - Etosha
   B - Namib Desert
   C - Central Plateau  

   (b) (i)  Well-answered
   A - Trawling
   B - Purse-seine
   C - Line fishing/hook/angling  

   (ii)  Fairly-answered as candidates did not write near the surface of the ocean or near the bottom of the sea but used words such as on the surface and under the ocean.
   • Pelagic - fish swim near ocean surface
   • Demersal - fish swim on/near bottom of ocean floor  

   (iii)  Well-answered as most candidates gave the importance of fishing, i.e. source of food and income.
   • Create jobs
   • More income for local people/income
   • Improve infrastructure/more education facilities/more health facilities
   • Higher GDP
   • Higher GNP/foreign currency/income for government
   • Source of food  

7  (a) (i)  Poorly-answered as candidates were confused between tourist attractions and physiographic regions. Answers were from the map like A - Sesriem and B - Ai-Ais.
   A - Namib Naukluft Park / Sesriem / Sossusvlei
   B - Fish River Canyon / Ai-Ais (hot springs)  

   (ii)  Well-answered as candidates were able to name the advantages of tourism.
   • Improvement of infrastructure/education facilities/health facilities
   • Income (for local people)
   • Job creation
   • Publicity/Advertisement
   • Investiment/higher GNP/higher foreign currency
   • Higher GDP
   • Support businesses in the country  

   (iii)  Poorly-answered. Disadvantages of tourism are:
   • Loss of culture/declining interest in traditions
   • Seasonal jobs
   • Increase in crime/drugs/prostitution/social problems
   • Environmental losses/loss of farming land
   • Overuse of limited natural resources.  

(b) (i)  Fairly-answered as most candidates wrote South Africa and Customer instead of Southern African Customs Union.
   • Southern African Customs Union (not Customer)  

   (ii)  Well-answered as 1990.
   • 1990  

   (iii)  Poorly-answered as most candidates gave the aims of SADC instead of SACU.
   • No internal custom duties to be paid between member states
   • A common external tariff on all goods and services
   • Division between the member states of all customs and excise duties earned in the common customs area
Positive suggestion to teachers

• Follow the syllabus instead of the textbook.
• Pay attention to the correct spelling of terminologies.
• Advise candidates to read the full question before answering it. In fact, practise this regularly in class.
• Discourage the use of words such as avoid, stop, etc. as solutions.
• Encourage candidates to write full sentences not only words, such as Education, ARV’s, etc.
• The use of SMS language should be strongly discouraged.
General comments

It was a satisfactory paper as candidates could attain more than the average of 20 marks for it. The instructions were very clear and understandable to all candidates.

Comments on individual questions

1 Well-answered, but most of the candidates failed to give units in (a) (20 m), and some candidates could not draw the Spur or the Valley on the map. The majority of the candidates could not indicate a steep slope and a gentle slope on the map. Steep is when contours are close and gentle is when contours are further apart. Some candidates mentioned contour intervals instead of counter lines as one of the ways of indicating height on a map. The majority of candidates could complete the cross-section from A-B correctly.

(a) 20 m/meter (units must be stated) [1]

(b) Ratio scale [1]

(c) 1 - Linear scale
   2 - Word scale
   3 - Fraction scale [2]

(d) 1 - Spotheight
    2 - Trig beacon/Trigonomical beacon (not just beacon)
    3 - Contour line
    4 - Colour brown
    5 - Arrow heights [3]

(e) (i) N/NNE [1]
    (ii) SE [1]

(f) \[
\frac{6.3 \times 50,000}{100,000} = 3.15 \text{ km}
\]

\[
\frac{6.3 \times 50,000}{100} = 3.15 \text{ km}
\]

\[
\frac{3150}{1000} = 3.15 \text{ km}
\]

(0.5 = precalculated using the scale of the map.) [3]

(g) (i) 4 = 5
       3 = 4
       2 = 3
       1 = 2
       -1 not free hand. [5]
    (ii) No [1]
2 (a) Well-answered. The majority of the candidates completed the bar graph correctly for May, June and September.

(b) Poorly-answered as most of the candidates failed to give the total. Instead they gave the average, but the correct answer was 577 mm and units had to be included.

\[577 \text{ mm (unit must be included)}\]

(c) Well-answered. The majority of the candidates could name the instrument as a raingauge.

Raingauge

3 Well-answered as most of the candidates correctly completed the labels (i) to (v). Some candidates could not state 4 octas or \(\frac{4}{8}\) as a cloudover

(i) Temperature/Air temperature/Maximum temperature

(ii) Dew point (temp)

(iii) 25 knots / 25 km/h / 25 m/s (unit must have been indicated)

(iv) NE

(v) \(\frac{4}{8}\) / 4 octas / 4 eights

4 Poorly-answered as most of the candidates differentiated between weathering and erosion instead of giving answers such as:

Weathering A/C
Erosion B/D

5 (a) This question was poorly-answered. Most of the candidates could not draw in the isolines of 40, 60 and 80. Most of the lines were touching the wrong dots and only a few candidates managed to draw the isolines correctly.

(b) Well-answered as most of the candidates could shade the area lower than 40 m.
Positive suggestions to the teachers

- Teachers should follow the syllabus, instead of teaching from a textbook only.
- Give enough practice on cross-sections, interpolation and calculation of cross-sections, interpolation and calculation of distances on a map.
- Train candidates to indicate units, please!
- Time on tasks should be implemented, (practical work) and give feedback on time used.
- When tasks, etc. are required, give candidates the mark allocation so that they can complete it in the required format, preparing them for Paper 2.
- Use a certain percentage of teaching time to do hands-on training. This will help candidates to analyse any source and to apply their knowledge effectively.
General comments
The questions were not very difficult. It was easy, even though there were specific questions that triggered a Candidate’s mind. Candidates could not interpret opinion questions as expected. It indicated comprehensively that most candidates still struggle with English. Objective questions were also answered poorly by most candidates.

The layout of the question paper was up to standard i.e. the question paper was in line with the syllabus requirements and basic competencies were tested.

NAMIBIAN HISTORY

(a) Poorly answered as (most) failed to explain the effects that the speech had on the Namibian people. Some candidates’ only copied part of the source.

How did the speech of Andima Toivo ya Toivo affect the lives of Namibians? Explain your answer

Question target: Assessment objective B3

Comprehension of the sources

L1: A simplistic opinion supported by little or no valid or accurate evidences: e.g. It had a good/bad or negative/positive effect on people’s lives L1/1

- Copied part of source
- Differentiation without explanation

L2: Answers which are more specific on the effect - good/bad or positive/negative and one (1) effect e.g. Good: it encouraged Namibians to support the armed struggle to fight for the country’s independence

- Differentiation and one valid explanation

L3: A reasonably full and accurate description e.g. L1+L2 + it gave Namibians the spirit of Nationalism; it motivated them to fight harder for independence

- Accurate description without making a choice
- Differentiation (one mark only and rest of marks for reasons) L3/3-4

OR

Negative, with valid reasons
- Namibia against SA
- Exposed SA’s action in Namibia to the world
- People were killed/arrested

(b) Poorly-answered as candidates failed to provide the reasons why SA took Namibians to court. Some candidates just sided with SA. e.g. they wanted resources, to make it as a fifth province, etc; failed to link their reasons to the Ongulumbashe 1966, or Terrorism. The question deviates from the specific objectives.

Why did South Africa take Namibia to court in Pretoria in 1967? Explain your answer. [3]

Question target: Assessment Objective B3

Detecting opinion

L1: Simplistic reason without explanation e.g. They called them terrorists (freedom fighters). L1/1

L2: One reason with an explanation e.g. They called them terrorists (freedom fighters) because they took up arms to achieve political independence. L2/2

L3: A reason/ reasons with a complex explanation e.g. L1 + L2 + they opposed the Namibians because of the use of violence against them (SA) at Ongulumbashe. L3/3

Namibia was part of SA; to suppress resistance
(c) Partly-answered. Candidates were unable to write what happened after the speech, e.g. the armed struggle, etc.

How important was the speech of Toivo ya Toivo in Namibia’s history? Explain your answer.

Question target: Assessment Objective B3: Understanding judgement

L1: Answer saying important/no important, but no valid explanation is supplied e.g. Very important L1/1

L2: Answer saying important/not important, and providing one valid reason e.g. Very important as it strengthened the spirit of Nationalism L2/2

• Explain only, without saying important or not important

L3: Answer saying important/not important based on background knowledge

Two or more reasons for supporting important or not important. E.g. L1 + L2 + ya Toivo’s speech inspired and motivated Namibians in such a way that they never gave up the liberation struggle L3/3

Extra information: the speech indicated to South Africa that the Namibians will never accept the government of the day.

• Differentiation: very important with valid reasons L3/3

NB. Positive/negative/good/bad/yes/no, not accepted.

(d) Poorly-answered as, most candidates failed to state the reasons why independent churches were formed; instead they only mentioned the names of churches. Most candidates confused the roles of the black church leaders.

Name and explain two reasons why the independent churches were established.

Question target: Assessment Objective A1: Recall, select, organise, deploy

L1: Name one L1/1 or name and explain one e.g. Mission churches taught obedience to colonial authority L1/1: The missionaries taught blacks that, to be able to go to heaven they had to obey their rulers (who were their colonisers).

• Name two reasons

L2: Name two and explain one L2/3 or name and explain both

E.g. L1 + Mission churches were for whites: whites did not allow blacks to be in positions of responsibility or to become pastors

Extra information: if people read the Bible for themselves they would understand the message of equality; that blacks and whites are equal. White churches did not support black African values and needs; they forced African people to follow their cultures

(e) Well-answered as candidates had extra information on the founding members of OPO, e.g. Eliaser Tuhandelenei, Aron Amutenya, Natanael Maxwilili, Mzee Kaukungwa, Jakob Kahungua, Max Mutongolume and Lukas Nepela. Most candidates referred to Kutako as one of the founders of OPO.

Name any two founding members of OPO.

Question target: Assessment Objective A1: Recall, select, organise, deploy

L1: one member e.g. Andimba Toivo ya Toivo L1/1

L2: Two members e.g. L1 + Sam Nujoma, Lukas Nepela, Natanael Maxwilili L2/2

Extra information: Fanuel Kozongozi, Andreas Shipinga, Simon Mzee Kaukungwa, Jacob Kuhangwa, Max Mutongolume, Lukas Pohamba.

(f) Well-answered, but some candidates couldn’t list Kutako’s roles they rather gave Andimba’s role, e.g. he was imprisoned for 27 years on Roben Island.

Write a paragraph on the role played by Chief Hosea Kutako in the development of Nationalism.
Question target:  Assessment Objective A1:
Recall, select, organise, describe

L1: One valid fact e.g. Chief Hosea Kutako established the first Nationalist movement, which was the Herero Chiefs Council in 1945. L1/1

L2: Two valid facts L2/2 or three valid facts L2/3 e.g. L1 + L2 + He was one of the first to express the vision of an independent Namibia. He led his council to hold talks with South African officials to argue for some rights. L2/2-3

L3: Four facts L3/4 or five facts L3/5 e.g. L1 + L2 + Chief Hosea Kutako drew up and sent petitions to the UN in 1946. He assisted Dr Sam Nujoma to cross the border through Botswana after the Windhoek Massacre. L3/4-5

Assisted Namibians who studied abroad
Organised a referendum p.51

(g) Answered moderately as most of the candidates referred to UNTAG as a group that came to fight against SA or against Namibian’s. Candidates do not know the reasons why UNTAG came to Namibia.

What did the people of Namibia think of the presence of UNTAG in Namibia? Explain your answer. [5]

Question target:  Assessment Objective A 2
Understanding people in the past

L1: A simple statement, assuming everyone thought the same; with an explanation e.g. L1 + it brought independence to Namibia L2/2

OR

They thought differently; with no explanation L2/2

OR

Some liked it and others did not like it; with no explanation L2/2

L3: A simple statement assuming everyone thought the same, with a complex explanation e.g. L1 + L2 + They were free to choose their own government L3/3

L4: Differentiation with one-side explained L4/4

E.g. L1 + L2 + L3 + some did not like it

Differentiation with both sides explained

E.g. L1 + L2 + L3 + Some did not like it because they wanted Namibia to be part of South Africa L4/5

Extra information: Positive: they managed and organised the first democratic election. They were free from South African rule. Negative: They would not benefit from Namibia anymore. Many people were killed. On the 1st of April 1989

(h) Most of the candidates could make a choice, but found it difficult to provide supporting reasons why they chose it and why they did not choose the other two options.

The following are the reasons why the blacks did not want to leave the Old Location.
• Their houses and gardens were there
• In Katutura they would have to pay rent
• Katutura was too far from their workplaces

Which one of the three reasons do you think was the most important reason why they did not want to move? Write down your choice and give reasons why you have chosen it. Also explain why they the other two are not as important as your choice. [6]

Question target:  Assessment Objective A 2
Understanding causation

L1: Make a choice e.g. In Katutura they would have to pay L1/1

• Rewrite all three choices without any reason given

L2: Make a choice with one reason to support a choice e.g. In Katutura they would have to pay rent, while they lived for free in the Old Location L2/2

• Write all three reasons without a definite choice, but with an explanation L2/2
L3: A choice with two or three valid reasons to support the choice e.g. L1 + L2 + The expenses would be high in Katutura but the wages (salaries) remained low. They had to pay for a place where they did not want to be. L3/3-4

- Make a choice with no valid explanation and explain why the other two are less important L3/3
- A choice made + one valid explanation and explain why the other two are less important L3/4

L4: A choice with three valid reasons and also explain why the other two are not as important as your choice e.g. L1 + L2 + L3 + Katutura was too far was not the most important reason; if they started walking early, they would be on time for work. Their gardens were there was not important because they could start new gardens. L4/5-6

- Combined explanation of why other two choices are not as important.

[32]

AFRICAN HISTORY

(a) It was not well-answered by most of the candidates. Candidates did not really understand what Zambia humanism was about. They confused the Zambia humanism with the Ujaama policy of Tanzania.

In what way did Zambia humanism affect the lives of the people in Zambia? Explain your answer. [4]

Question target: Assessment Objective B 3: Comprehension of the source

L1: Simplistic opinion supported by little or no accurate evidence / E.g. It had a good/bad or positive/negative effect on their lives L1/1

- Copy part of the source L1/1
- Differentiation without explanation L1/1

L2: Answers which are more specific on the effect. Good/bad or positive/negative and one (1) effect e.g. It had a good effect on their lives because society was organised to satisfy human needs L2/2

- Differentiation and one valid explanation L2/2

L3: A reasonably full and accurate description e.g. L1 + L2 + The freedom and dignity of all the individuals were respected. People were treated fairly L3/3-4 individuals & the government are working together to heal the gap between rural & urban communities L3/4

- Differentiation one mark only and rest of marks for the reasons L3/3-4
- Accurate description without making a choice L3/3

OR

It had a bad effect; with valid reason

(b) Not well-answered as most candidates based their answers on political grounds rather than on economic grounds.

Why did Kenneth Kaunda decide to introduce Zambian humanism? Explain your answer. [3]

Question target: Assessment Objective B 3: Detecting opinion

L1: Simplistic reason without explanation e.g. To treat people fairly L1/1

L2: One reason with an explanation e.g. L1 + and to deal with the problems of the country L2/2

L3: A reason/reasons with a complex explanation e.g. L1 + L2 + To satisfy the human needs of all the people in the country. L3/3

Self sufficiency

- To close the gap between rich & poor
- To reject total capitalism & socialism
- Any other valid information

(c) Poorly-answered as the majority could give / make a choice, but failed to give the explanation.

How important was Zambian humanism to the Zambian people? Explain your Answer [3]

Question target: Assessment Objective B 3: Understanding judgement

L1: Answer saying important/not important, but no valid explanation is supplied e.g. Not important L1/1
L2: Answer saying important and/or not important and providing one valid reason. E.g. L1 + The gap between the rich and the poor grew

- Explain only without saying important or not important

L3: Answer saying important and/or not important based on background knowledge, supplying two or more reasons to support important/not important e.g. L1 + L2 + It increased the unemployment rate in Zambia

- Differentiation important/not important with valid reasons
- Positive/negative/good/bad/yes or no not accepted

Extra information: Development centred on urban areas, outside the economy stagnated. Traders in rural areas went out of business. Social services and welfare in towns went down because of urbanisation corruption flourished.

OR

Important: The number of privately owned businesses in Zambia increased. Secondary and technical education expanded. It provided in the needs of all the Zambian people because it contained elements of capitalism and socialism.

(d) Poorly-answered as candidates failed to name and explain characteristics of African Socialism.

Name and explain two characteristics of African socialism

Question target: Assessment Objective A 1: Recall, select, organise, deploy

L1: Name one L1/1 or name one and explain

E.g. No class struggle: Everyone in traditional African societies was equal.

OR

- Name two characteristics

L2: Name two and explain one L2/3 or name two and explain both

E.g. L1 + African socialists rejected capitalism. They did not like the fact that individuals made decisions for the country

L3/3

(e) Well-answered by most candidates, but still some candidates couldn’t give features of Apartheid.

Name two features of apartheid.

Question target: Assessment Objective A 1: Recall, select, organise, deploy

L1: One feature

E.g. Separate development

L2: Two features: L1 + segregation between whites and non-whites

Extra information: Discrimination against skin colour. Laws that favoured the interests of whites over those of blacks. Served white self-interest and preserved white privileges. Non-whites were treated as sub-humans. Apartheid laws/act accepted. White supremacy.

(f) Poorly-answered. The majority of the candidates could not differentiate between the failure of OAU and the League of the Nations. Most of candidates discussed the aims of OAU instead of its failure.

Write a paragraph on the failures of the Organisation of African Unity (OAU).

Question target: Assessment Objective A1: Recall, select, organise, describe

L1: One valid fact

E.g. Failed as a unifying force to live up to the hopes of its founders

L2: Two valid facts (L2/2) or three facts

E.g. L1 + Had no army to enforce its decisions and resolutions. Was powerless to take effective action in times of crisis

L3: Four valid facts (L3/4) or five facts

E.g. L1 + L2 + Incapable of preventing or ending numerous wars that took place in Africa. It could act only if there is agreement among the governments and state leaders of the independent states.
Extra information: Resolving regional conflicts. The complete eradication of drug smuggling. The respect of all human rights in all member states. The recognition of all nations and races as equal. Go for History, p. 115

(g) Most candidates supplied positive reasons and ignored the negative reasons. They are still confused about the different economic systems in Africa.

What did the Kenyan people think of the Harambee (capitalism) system that their country was following? Explain your answer. [5]

Question target: Assessment Objective A 2: Understanding people in the past.

L1: A simple statement, assuming everyone thought the same e.g. Kenyan people liked it

L2: A simple statement, assuming everyone thought the same with an explanation.

E.g. L1 + Because many families had been resettled

- They thought differently; with no explanation [L2/2]
- Some liked it and others did not like it; with no explanation [L2/2]

L3: A simple statement, assuming everyone thought the same, with a complex explanation

E.g. L1 + L2 + L3 + people were able to increase their income with government support, especially from growing coffee

L4: Differentiation with one-sided explained

E.g. L1 + L2 + L3 + some did not like it

Diffrentiation with both sides explained

E.g. L1 + L2 + L3 + A few did not like it because the gap between rich and poor widened and it drove Kenyans into great poverty

(h) Moderate answers were given as, most candidates were not able to give reasons for their choices and how to demotivate the other two choices.

Here are three various forms of government that existed in Africa:

- Military rule
- Civilian rule
- Dictatorship

Which one of these was the best form of government? Write down your choice and give three reasons why you have chosen it. Also explain why the other two are not as good as your choice. [6]

Question target: Assessment Objective A2: Understanding causation

L1: Make a choice

E.g. Civilian rule

- Rewriting all three without any reason given

L2: Making a choice with one reason to support choice

E.g. Civilian rule because the government is run by ordinary citizens.

- Write all three without choice, but with explanations

L3: A choice with two or three valid reasons to support choice

E.g. L1 + L2 + It can take the form of a multi-party or single-party system People have the freedom to establish political parties or join the party of their choice

- Choice + one valid reason and explain why the other two are less important.
- Make a choice, but no valid explanation, then explain the other two

L4: A choice with three valid reasons and also explain why the other two are not as good as your choice. E.g L1 + L2 + L3 + In a military rule the army governs the country. In a dictatorship the dictator is not effectively restricted by the constitution, laws or by a recognised opposition

OR

A combined explanation of why the other two are not good
WORLD HISTORY

(a) Candidates failed to state how the Fascist Party changed the lives of the Italians immediately when it was formed. They also failed to state reasons why the Fascist Party was formed in Italy.

In what way did the Fascist Party affect the lives of the Italian people? Explain your answer. [4]

Question target: Assessment Objective B3: Comprehension of the source

L1: Simplistic opinion supported by little or no accurate evidence
   E.g. It had a good/bad or positive/negative effect on people's lives
   OR
   Copy part of source
   OR
   Differentiation without explanation
   L1/1

L2: Answers which are more specific to the effect, good/bad or positive/negative and one (1) effect.
   E.g. Good effect because it solved the unemployment problem; by building roads, bridges, canals, hospitals, schools and railway stations
   • Differentiation and one (1) valid explanation
   L2/2

L3: A reasonably full and accurate description (choice + 2-3 reasons)
   E.g. L2 + It drained the marshes around Rome to increase the area available for forests. Production of hydroelectric power, iron, steel and wheat increased.
   (Any valid information)
   OR
   Bad effect because standard of living did not improve greatly. The economic depression caused employment problems. Thousands of workers lost their jobs
   • Differentiation (one mark only) and rest of marks for reasons
   L3/3-4
   • Accurate description without making a choice
   L3/3

(b) Poorly-answered as the majority of the candidates did not know why the Fascist Party was introduced. Most candidates confused it with why Italy attacked Ethiopia.

Why was the Fascist Party introduced in Italy? Explain your answer. [3]

Question target: Assessment Objective B3: Detecting opinion

L1  Simplistic reason without explanation e.g. because of economic problems
   L1/1

L2: One reason with an explanation e.g. because of economic problems the Fascist Party wanted to combat unemployment
   L2/2

L3: A reason/ reasons with a complex explanation e.g. L1 + L2 + Strong leadership was needed to restore law and order
   To prevent communism
   Extra information: to build up a strong empire again
   Introduced a dictatorship to avenge the Treaty of Versailles
   (Any valid explanation).
   L3/3

(c) Poorly-answered as the majority of the candidates did not understand the question (economic development) as they gave general answers not related to the question. Some candidates discussed the importance, while the question was about why economic development was unsuccessful.

How successful was the Fascist Party in the economic development in Italy? Explain your answer. [3]

Question target: Assessment Objective B3: Understanding judgment
L1: Answer saying successful or not successful, but no valid explanation is supplied e.g. Very successful
L1/1

L2: Answer saying successful and/ or not successful and providing one valid reason. E.g. Very successful because the Fascist government built roads, bridges, etc. L2/2
• Explaining only without saying successful or not successful L2/2

L3: Answer saying successful and/ or not successful based on background knowledge, supplying two or more reasons to support successful/ not successful response e.g. L1 + L2 + There was an increase in the production of hydroelectric power L3/3
Not successful
• Unemployment
• Involvement of Italy in war influenced the country’s economic development negatively. (Any other relevant information on economic development) L3/3
• Differentiation between successful and not successful with valid reasons L3/3
NB! Positive/negative/good/bad/yes or no will not be accepted.
Important or not important.

(d) Most candidates were confused between the aims of UNO, OAU, SADC and the League of Nations.

Name and explain two aims of the United Nation Organisation (UNO) [4]

Question target: Assessment Objective A1
Recall, select, organise, deploy
L1: Name one (L1/1) or two aims (L1/2) or name one and explain one (L1/2)
E.g. To maintain peace and security. The UN would be a platform through which countries could solve their problems without going to war (negotiations) L1/2

L2: Name two and explain one (L2/3) or name two and explain both (L2/4)
E.g. L1 + To solve economic, cultural and humanitarian problems, to cooperate internationally and act as a centre for nations to solve and achieve their aims
Extra information: To promote friendly relations between nations based on principles of equal rights and self-determination of people. To respect equal rights and self-determination of all people by promoting human rights and freedoms. To promote international cooperation countries had to work together to achieve aims.

(e) Well-answered as, most candidates could provide member countries of EEC, but most mentioned Germany only instead of West-Germany.

Name two (2) member states that belong to the EEC. [2]

Question target: Assessment Objective A1
Recall, select, organise, deploy
L1: One member state e.g. Britain L1/1
L2: Two member states e.g.., L1 + Denmark L2/2
Other possibilities: Republic of Ireland; Greece; Spain; Portugal; Norway; Sweden; Netherlands; Belgium; W Germany; Luxemburg; Austria; France; Switzerland; Portugal; Albania; Macedonia; Montenegro; Bosnia; Serbia; Herzegovina; Croatia; Slovenia; Italy.

(f) It was not well-answered. Most candidates gave reasons for the establishment of the World Bank and IMF instead of how funds were made available.

Write a paragraph on how funds were made available to countries by the World Bank and the International Monetary Fund (IMF). [5]

Question Target: Assessment Objective A1:
Recall, select, organise, describe
L1: One valid fact e.g. The World Bank focused on lending money to poor member countries to finance projects L1/1
L2: Two facts (L2/2) or three facts (L2/3) e.g. L1 + L2 + Before a nation can secure a loan there are a series of conditions that must be met to make sure the loan is used productively, loans had to be paid back with interest

L3: Four facts (L3/4) or five facts (L3/5) e.g. L1 + L2 + The bank requires that the borrower be unable to secure a loan for the project from any other source. The World Bank lends money to government or with a government guarantee directly to private bodies

Extra information: It lends money where private capital is not available for projects such as agricultural development, development of rural areas, transportation, electricity and water supply. Member countries of the IMF that are experiencing financial problems can get help from the IMF. Since late 1960s most loans have been granted to economically developing countries in Africa, Asia and Latin America. The bank expanded its assistance to energy development and ecological concerns. Pre-conditions; devalue of currencies, budgets by foreign experts

(g) Candidates confused the effects of the Nazi Party with the punishment as outlined in the Treaty of Versailles after WWI.

What did the Germans think of the impact (effects) of Nazism on Germany? Explain your answer. [5]

Question target: Assessment Objective A2: Understanding people in the past

L1: A simple statement, assuming everyone thought the same e.g. They did not like it

L2: L1 + one valid reason e.g. They did not like it because the Nazi Party controlled the media completely

L3: A simple statement assuming everyone thinks the same, with a complex explanation e.g. L1 + L2 + The school curriculum was changed to suit Nazi ideology. People were indoctrinated by Nazi propaganda. Nazi ideas could start another war.

L4: Differentiation with only one-sided explanation e.g. L1 + L2 + L3 + some Germans liked it (were happy about it);

• They thought differently, but no reasons

• Some liked it and other did not like it; with no explanation

• Some liked it because they were part of the Nazis and liked the ideology and the fact that Hitler started to annex other nations to expand Germany. Employment unity and a hatred of communism

(h) Most poorly-answered question during the 2016 examination. The majority could make a choice, but they could not provide the answers and demotivate the other options that they had not chosen. Most candidates gave aims of the organisation instead of its achievements.

Here are three (3) Regional and National Organisations that were set up to encourage co-operation:
• COMECON (Council for Mutual Economic Assistance)
• SADC (Southern African Development Community)
• OPEC (Organization of Petroleum Exporting Countries)

Which one of these organisations improved the lives of people most? Write down your choice and give three (3) reasons why you have chosen it. Also explain why the other two organisations are not as important as the one you have chosen. [6]

Question target: Assessment Objective A2

Understanding causation

L1: Making a choice e.g. COMECON

L2: Make a choice with one valid reason e.g. COMECON because new railway lines were built and member countries shared their railway vehicles

• Write the names of all three organisation without a definite choice, but with explanations
L3: A choice with two or three valid reasons e.g. L1 + L2 + Power stations were constructed and an electricity supply system was installed. An International Investment Bank was established to finance projects.

- Choice + one valid reason and then explain why the other two are less important L3/4
- Aims not accepted

L4: Make a choice with three (3) valid reasons and also explain why the other two are not as important as your choice.

E.g. L1 + L2 + L3 + OPEC is less important because the organization increased the price of oil and poor countries suffered. SADC is less important because droughts effect agriculture and livestock production

- Combined explanation of why other two choices are not as important =2 marks

[32]
HOME ECONOMICS

1400
Paper 1

General comments

There was an overall improvement in the way candidates responded to all the questions. Answer scripts ranged from a few very good, a large number of averages to a few very poor attempts. Congratulations to the teachers who really made an effort to improve the performance of candidates in Section C, although some centres showed that much still needs to be done, especially with the format of Section C. It was, again, found that candidates were not reading the question as a whole. As soon as they found a well-known word they started to answer.

Comments on individual questions

SECTION A

1 Most of the candidates could give the correct answer for Questions 1 (a), (b) or (c), but a few also indicated the wrong choices. The correct answers were:

(a) diet
(b) malnutrition
(c) health

2 This question was answered satisfactorily but some candidates did not read the instructions well and did not write only the letters A – E. They wrote out the functions and deficiencies which made them lose the marks. The correct answers were:

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Function</th>
<th>Deficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>E</td>
<td>D</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>A</td>
<td>B</td>
</tr>
</tbody>
</table>

3 This question was poorly-answered by most of the candidates, which means that candidates did not pay much attention to the recipe terms. The correct answers were:

(a) meringue
(b) coating
(c) roux
(d) bake blind

4 This question was satisfactorily answered, although some candidates did not even underline the options. The correct answers were: dark green leafy vegetables, orange, dried fruit, nuts

5 Most candidates were able to answer correctly, although some identified the three types of micro-organisms. The correct answers were:

(a) moisture
food/sugar/protein
warmth/room temperature/hot temperature/heat (not low temperatures)
oxxygen/air/no oxygen

(b) Nearly all candidates were able to answer this question accurately.
The correct answers were:
Stomach cramps/nausea/headache/vomiting/diarrhea/fever/dizziness
6 This question was answered satisfactorily. Candidates must be taught that, if options were given and they misspell it, no marks will be given. The correct answers were:

(a) gelatinization
(b) dressed
(c) skin formation
(d) creaming method
(e) dextrinisation

7 This question was satisfactorily answered, but some candidates came up with answers like maroon, cream, orange and white, which means that they have no knowledge of the Namibian Meat Grading. The correct answers were:

<table>
<thead>
<tr>
<th>Grading</th>
<th>Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABAB</td>
<td>Green</td>
</tr>
<tr>
<td>CCCC</td>
<td>Red</td>
</tr>
</tbody>
</table>

8 (a) Most candidates were able to answer this question accurately, although some added oily fish as well. The correct answers were:

Hake/kabeljou/streenbras/haddock/sole/kingklip/silver fish/white and red stump nose

(b) Many candidates did well in this question, but others did not even underline any option.

The correct answers were:

Vitamin A, Vitamin D

9 Many candidates answer satisfactorily, while others just guessed.

The correct answers were:

(a) Agony appeal
(b) Self-actualisation
(c) Abrasive advertising
(d) Identification with persons or situations/solutions

10 Many candidates could not list the steps of budgeting in the correct order.

The correct answers were:
• determining and defining realistic goals/needs
• calculating expected income and expenses
• drawing up a spending plan
• recording actual expenditure
• evaluating and making adjustments if necessary

OR any other 5 steps which are applicable, e.g.
• identifying and prioritising goals
• determine the estimated income
• determine expected expenditure
• add and make adjustments until income and expenditure balance
• implement and evaluate the budget

11 Nearly all candidates were able to answer this question accurately. The correct answers were:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>1 Working to earn money</td>
<td>C</td>
</tr>
<tr>
<td>2 To have energy and to be fit to handle all your responsibilities</td>
<td>E</td>
</tr>
<tr>
<td>3 Doing a task which has no monetary value</td>
<td>B</td>
</tr>
</tbody>
</table>
12 Most of the candidates answered correctly, but some still used other art principles or -elements. The correct answers were:

A: Formal balance  
B: Informal balance

13 Most candidates answered this question well. The correct answers were:

- Must be planned with discretion
- All clothes must be worn and not only take up space
- Consider quality rather than quantity
- At least 50% of the clothes should be classic style
- No wardrobe is complete without comfortable, well-fitting foundation garments
- Choose shoes that fit well, are comfortable, durable and easy to clean
- Choose clothes that are suitable for seasons
- Colours, textures and accessories should be co-ordinated
- Decide on a colour scheme
- Choose clothes that are suited to your personality/lifestyle
- Choose clothes suitable for your occupation/occasions
- Must contain clothes that can be mixed-and-matched.

SECTION B

14 (a) Only few candidates identified the bad eating habits, while others just listed the incorrect examples. The correct answers were:

- Too much sugar (chocolates and sugar on weet-bix)
- Eating too many chocolates (Bar One and Crunchy)
- Use full cream milk, fried chips or ice-cream/too much fat
- No fruit or vegetables were included
- Too much junkfood (chocolates and chips)

(b) This question was satisfactorily answered. The correct answers were:

- Eat less fat/rather use low fat milk or use low fat/fat free yoghurt instead of the ice-cream
- Use wholewheat bread instead of white bread/eat more fibre
- Eat fruit and vegetables every day
- Eat less sugar
- Eat at least three meals a day
- Follow a balanced diet

(c) Nearly all candidates answered the question accurately.

- Obesity/dental cares/vitamin or mineral deficiencies

(d) This question was satisfactorily-answered. The correct answers were:

- It protects the body against diseases
- It promotes peristalsis/prevents constipation
- It provides fibre, vitamins and minerals, etc
- It provides colour, texture and variety to the diet
- High in water content

15 Nearly all candidates were able to answer this question accurately, although a few wrote the reasons for coating. The correct answers were:

- To whiten the fish
- To enhance flavour/taste
- To shorten cooking time
- The acid in lemon juice speeds up the change from collagen to gelatine
- It gives the fish a firmer flesh/texture

16 (a) Most candidates wrote cow/cattle instead of beef or named the game or venison, e.g. springbuck, kudu, etc. The correct answers were:

Mutton/beef/goat/lamb/venison or game
**17**

This question was satisfactorily answered. The answers were:

- **Grinding**: breaks tough connective tissues with a meat mallet
- **Pounding**: to flatten the meat with a mallet or to break down the connective tissues
- **Marinating**: soaking in a mixture of oil, vinegar/wine and spices for at least 8 hours or overnight
- **Larding**: To stuff/cover with bacon or strips of fat or to stuff meat with pieces of fat from pork

Many candidates did well in this question. The answers were:

- Raw chicken should be kept in the coldest part of the refrigerator for not more than two days
- Frozen chicken is kept in the freezer/It should be well-frozen
- It is not recommended to home-freeze fresh poultry, since the temperature of the home freezer is not low enough to allow fast freezing
- Frozen chicken must be thawed in the refrigerator, because bacteria, like salmonella, multiply rapidly at room temperature
- Cooked chicken should be refrigerated as soon as possible and be used within two days
- Don’t defrost and re-freeze again/No pinkish ice should be visible because it is a sign of thawing and freezing again

**18**

This question was answered satisfactorily, although some wrote about the economical factors. The answers were:

- Necessities like bread are placed at the back of the shop so that the customers have to pass numerous items on his/her way there
- More expensive and less essential items are placed on the top-and bottom shelves
- Shelves are often rearranged so that the shopper has to search for the things he/she wants and in this way notices many other items
- Small items like sweets, magazines, razor blades and batteries are placed conveniently at the check-out tills to tempt the customer who is waiting in the queue to pay
- Special offers are usually placed in prominent positions where the consumer has to move slowly, such as at the end of shelves
- An atmosphere conducive to spending is created by pleasant music playing attractive colours and announcements of specials

**19**

Nearly all candidates were able to answer this question accurately.

The answers were:

- To enable you to be more objective/realistic
- To gain better insight into your needs
- To spend your money purposefully/properly and wisely
- To enable you to plan better for the future
- To pinpoint faults/wrong spending
- To be less likely in a position of becoming ‘broke’
- To be able to do more with the same amount of money
- Learn to stay within the limit of your income

**20**

This question was answered satisfactorily, although some candidates listed different types of demands. The answers were:

- Household members must work together/setting priorities/proper planning by scheduling times/sharing activities/and responsibilities between members/reduce fatigue by using appropriate technology/be realistic in goals and expectations/sensitise the community/activities should be planned and coordinated/educate household members/provide opportunities for mental, social and emotional development/encourage open discussions or debates

**21 (a)**

Most of the candidates knew these art principles, although a few gave incorrect definitions. The correct answers were:

- When all the elements of design (lines, shapes, textures and colour) look if they belong together
- When the elements of design are arranged to form a whole picture formed wherein all parts belong together

**21 (b)** When the attention is focused on one part of the design

- A point in the design that catches the attention immediately
- A focal point that catches the eye immediately
- When the eye is led first to an attractive object
Most of the candidates scored full marks, but some candidates took wild chances. Many candidates indicated the pair of boots and the dress as one article. The correct answers were:

<table>
<thead>
<tr>
<th>Usable clothes</th>
<th>Clothes in need of repair</th>
<th>Need for season</th>
</tr>
</thead>
<tbody>
<tr>
<td>One pair of school socks</td>
<td>A blouse missing a button</td>
<td>A jersey</td>
</tr>
<tr>
<td>A skirt to mix and match</td>
<td>A dress from which the stitches of the hem has come loose</td>
<td>A pair of boots</td>
</tr>
</tbody>
</table>

SECTION C

Most candidates were still not up to standard with the FORMAT of

FACTORS INFLUENCING MENU PLANNING (or any other valid TOPIC)

A valid INTRODUCTION which includes a food budget as well as nutritional needs.

Food budget
Few families have unlimited funds to spend on food
The less money available, the more careful planning should be done
Less expensive purchases should be made
Compare prices
Buy fruit and vegetables in season, which will then be cheaper
Less expensive cuts of meat may be used
The household manager should always plan
Money should not be wasted on junk food

(Any 3 facts in paragraph format)

Nutritional needs depend on age, gender, activity and health of the family members, e.g. Age: All members need the same nutrients and food, but in varying amounts, e.g. growing children need more milk for growing strong bones and teeth.

Gender, e.g. males normally eat more food than females because of the build of their bodies and because they do more strenuous work.

Activity, e.g. the more strenuous work a person does the more energy food should be eaten/athletes or sports people need more energy giving foods. Older people are less active and therefore they need less energy giving food than active teenagers.

Health, e.g. sick people normally don’t like to eat, they rather drink more liquids/a person suffering from high blood pressure should eat food with lesser/no salt
(Any 3 facts with examples)

A valid CONCLUSION

FORMAT = 4 marks:
1 mark for a valid TOPIC
1 mark for a valid INTRODUCTION
1 mark for two different PARAGRAPHS (1 for food budget and another one for nutritional needs)
1 mark for a valid CONCLUSION

Positive suggestions to teachers

• Please make a study of the reports as it can help to prepare candidates for examinations.
• Candidates must be taught to read and interpret questions properly before attempting to answer them. The understanding of the meaning of key verbs, e.g. describe, define is important.
• Emphasise terminology and the meaning of respective terms. Teachers should focus on teaching different terminologies and their meanings during practical work.
• Teachers are, once more, congratulated on their hard work.
General comments

There is an improvement in the candidates' written work as well as in some teachers' methods, of marking due to the following reasons:

- The candidates' written preparations were much neater, except for three centres which sent in very dirty forms.
- The photos are much clearer, which made the moderation much easier, although one centre sent in black and white photos. Some centres took close-ups, which cut out the table decorations.
- Five centres sent in group photos without food, while seven centres did not send their group photos with.
- One centre did not attach the photos to the candidates' written preparation.
- Five centres did not send in the OMR forms Request were sent but still the moderators had to complete the OMR's themselves.
- Some candidates did not complete the information at the top of each page. Subject teachers have to attend to this and see that the information is available on each page.
- Some teachers gave very high marks for Section B, 80% of these centres' candidates got 50 out of 50.

Plan of work:

- Most of the candidates wrote all ingredients but some did not indicate the ingredients for the rice.
- The ingredients were, in most cases, not in the order it had to be used in, which means they did not read their methods.

Comments on individual questions

Plan of work:

- Some started with the mince instead of the bread and milk.
- A few candidates still did not add the preparation techniques, but the majority did it.
- Some candidates had already added the salt and water, which was incorrect.

Time plan:

- The majority of the candidates started with the soaking of the bread, but a few started with the rice.
- Allocation of time is still a big problem. Many candidates still utilised less than 5 minutes or more than 15 minute slots.
- Some candidates indicated 2-4 hours.
- Most candidates' order of work was not systematic due to the fact that they did not indicate anything else that they were busy with, while the meatballs were simmering or while the rice was boiling.
- A few candidates still did not indicate washing up/cleaning. Others only indicated it after serving, which is incorrect.
- Some candidates still wrote unnecessary information under special points. This column was supposed to be blank to score the mark because the oven was not used.

Shopping list:

- The majority of candidates transferred ingredients with quantities, but there were still a few who did not transfer the quantities.
- A few candidates classified margarine under milk products instead of under other ingredients.
- A few candidates still transferred water.
- Most of the candidates calculated the totals of the salt and margarine/oil.
- Most of the candidates still transferred the preparation.

Equipment list:

- Measuring equipment was not a problem for the candidates, but some did not indicate the measuring jug while they were supposed to measure water twice.
- Most of the candidates did not identify enough preparation equipment, thus lost the mark.
- Most of the candidates did not specify the serving dish, e.g. dinner plate.
- Cleaning equipment was still a big problem because candidates listed cleaning agents instead of equipment, e.g. broom, mop and dishcloths, etc.
Evaluation:

• Most candidates still experience a problem with cooking skills, e.g. the shaping of the fricaders, they were saying that they were using the own cooking skills.
• Most candidates identified the techniques.
• Candidates showed improvement and scored satisfactory marks, although some still used words like attractive, delicious, nice and good and lost marks.

Serving:

• The majority of the candidates used clean and neat table cloths.
• Many candidates were still using cutleries on the tables and lost the mark.
• Candidates at a few centres till did not use any table decorations, while at some centres candidates over-decorated the tables.
• Some candidates held the foo din their hands. One centre used a tray on the table. Dishcloths were also on the tables.

Thanks to all the teachers who worked so hard and best of luck for 2017.
INTERGRATED PERFORMING ARTS

1702
Paper 1

Comments on individual questions

SECTION A

1 (a) At some centres all candidates had it correct, while no candidates had it correct at other centres.

(b) (i) Most candidates answered correctly. Candidates from one centre had it wrong

(ii) Most candidates answered correctly.

(iii) No candidates could answer this question.

(c) (i) All candidates could answer.

(ii) All candidates could answer.

(d) Most candidates had knowledge of this question, but candidates did not write enough to earn full marks.

(e) (i) Most candidates could answer.

(ii) Answered successfully by the majority of the candidates!

(f) Nearly all candidates were unsuccessful in answering this question.

(g) Candidates from one centre were successful, but none from the other centres.

SECTION B

2 (a) (i) Most candidates could answer this for 1 mark.

(b) (i) With a few exceptions, most candidates answered correctly.

(ii) Candidates seemed to have the knowledge on how to answer this question, but only a few were specific enough to earn the mark.

(iii) Very few candidates could answer this question to earn 2 marks.

3 (a) Candidates had an idea of what is expected, but few earned 2/2.

(b) Most candidates were successful.

(c) Candidates responded for at least 1 mark. Very few achieved the second mark for popular themes.

4 (a) Most candidates could answer this question.

(b) (i) Candidates from 1 or 2 centres could answer successfully.

(ii) Candidates from knowledge this definition.

(iii) Most candidates had a good idea but could not always define successfully: Often they only wrote try-outs instead of a full explanation.

(iv) Except for a few candidates referred to “properly” instead of “props” - no mark awarded.
5 (a) About 50% of the candidates answered correctly.
(b) About 50% of candidates gave the correct answer.

6 (a) Candidates from 2 centres showed knowledge of soap-operas.
(b) Some candidates from 3 centres could answer this question.

7 (a) Most (90%) candidates answered correctly.
(b) Most candidates had the knowledge to answer the question, but not all answered in detail to earn the mark.
(c) Most candidates could answer for 1-2 marks. Not enough for 3 marks
(d) Candidates had good knowledge of this question, but did not give enough data to obtain full marks.

8 (a) Not all candidates answered correctly, however many candidates were familiar with the topic
(b) More than 50% of the candidates answered successfully.

9 (a) Except for candidates at 1 centre, this question was poorly answered.
(b) Most candidates could only name one correct country.
(c) ± 40% of candidates answered correctly.

10 (a) A few candidates answered correctly.
(b) Candidates from one centre were familiar with this topic.

11 (a) (i) Most candidates could answer this question correctly.
(ii) Most candidates could answer this question correctly.
(iii) Only ± 5 candidates could answer this question correctly.
(b) Most candidates could identify the trumpet, but not the French horn.
(c) Candidates named a traditional group, not a classical group as required.

12 (a) The majority of the candidates could identify the artist
(b) The candidates could answer this question successfully.
(c) Most candidates could give at least 1 adjective. Question should be read to take note of total marks.

13 (a) Candidates could answer on topics such as freedom, but were unable to name the to continent or country.
(b) Candidates mostly answered correctly.

14 (a) Most candidates responded well.
(b) The artist was identified.
(c) Only 2 centres had background knowledge of Jazz music.
16  (a) Very few candidates could score full marks, many earned 1 mark.

(b) Only a few candidates answered successfully.

(c) ± 50% earned 2 marks. Other candidates scored no marks.

(d) Only 2 centres had candidates that could answer successfully.

(e) (i) Only a few candidates could answer successfully.

(ii) The majority were unable to respond.

(f) Candidates from only, 1 centre could answer this question.

(g) Only about 5% of candidates could answer this question.

(h) Very few candidates - mostly from 2 centres - could answer successfully.

17 Candidates are not equipped to answer questions on poetry. The main reasons were:

(a) Most candidates only referred to the topics, but did not give a title to their poems.

(b) The prescribed length was not adhered to; it was either much too short or in a few instances exceeded the prescribed length.

(c) Figures of speech were not dealt with in detail.

(d) Candidates wrote paragraphs instead of poems.

Positive suggestion to teachers

• Watch all the prescribed movies.
• Listen to all the prescribed music.
• Teach candidates to look at maximum marks on offer for the answer. If the answer is worth marks, at least for ideas, reasons, etc. should be given, not just 1 or 2.
• Give as much background on a movie or an artist as possible. The candidates should be encouraged to learn about the industry as much as possible.
• Teach them to write poetry. Candidates did extremely poorly in this section. No titles and the lack of figures of speech in a poem leads to poor marks.
KEYBOARD AND WORD PROCESSING

1504 Paper

General comments

There has been an improvement in the marks of the candidates. Subject teachers must pay attention to ensure question numbers are typed at the top of the page as well as the candidate’s name and surname.

Invigilators must see to the following:

1. All questions as well as their reports should be printed by the end of the examination and handed in.
   - The following schools submitted answers without printing properties or footers. It must be attached! The candidates lost marks if reports were omitted.
     - Oosterheim Combined - Kharas
     - Adam Steve - Kharas
     - Okahandja S.S. - Otjozondjupa
     - Dibasen J.S. - Erongo
     - Okondjatu - Otjozondjupa
     - Mariental S.S. - Hardap

   - Schools should provide every candidate with his/her own password as it minimises the possibility of irregularities. Schools that are still using Student 1 or Candidate 1 should change over to passwords please.

2. Staple each question with its report separately – not the whole paper together and put it in the cover, please.

3. Previous documents that were typed and saved by the candidates should be deleted. Candidates continue to print question from previous years.

   Most candidates handled the Keyboard and Word Processing programme well, although accuracy should have been much better overall.

Comments on individual questions

1 SPEED AND ACCURACY TEST

Although a satisfactory grade of accuracy was achieved, some candidates still lack practise on the Keyboard. Due to the lack of touch typing some candidates did not reach the minimum speed of 20 w.p.m.

Attention should be given to the correct margins during speed typing. It must be 1” left and right.

Enter twice and not 3 times between paragraphs. Line spacing should be set on 1.5 lines.

2 MERGED BUSINESS LETTER

This question was poorly answered due to the fact that candidates still did not know how to type a database, how to insert field names and how to merge. More practise is recommended.

Candidates must print all the information, as was asked in the question paper. Database, form letter and 2 merged letters.

READ INSTRUCTIONS GIVEN IN THE LETTER AND STUDY THE PARTS ON EDITING.
DATABASE

Order and wording of database must be exactly the same as given in the question paper. Do not type in bold if it is not asked.

Database should be printed on landscape and fit to one page. Change your left and right margin to 0.5. Double click on vertical lines at the top so that information will fit in.

CREATE DATABASE ON EXCEL RATHER THAN ACCESS.

MERGED LETTERS

- Candidates should read instructions written by hand before starting to type.
- Spaces should be left between inserted fields in the letter, if left out, candidates can still go back to each letter and insert a space, rather than losing marks, e.g. <<Title>> <<Initials>> <<Surname>>.
- Insert field as you type (do not leave spaces for later.)
- Fields should be created and OWN fields should not be typed.
- When fields are inserted use Courier New Font size 12 – from the Reference No. Remember to type the letter in the correct Font size.
- Most candidates typed too LOW/HIGH on the first page and left out the catch word 2/.... It should be more or less 1” from the bottom, 2 lines after the last typed line on the first page. Use print preview to ensure that the catchword will be printed on the first page.
- Candidates still type in the term SUBJECT HEADING before the subject heading; they lost 3 marks.
- Candidates should not change the information of the retrieved letterhead.
- If candidates BOLD A HEADING they should also BOLD THE NUMBER.

3 TABULAR STATEMENT

Most candidates scored good marks for accuracy but display was neglected.

If information is given in lowercase or uppercase, candidates should keep it as given, do not change the case. They lose a lot of marks.

- Revision on typing special signs should be done in Grade 10.
- A lot of attention should be given to typing of digits/figures. Mathematical order should be used, a space between hundreds and thousands.

  e.g. 9 100
  
  35
  
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  – [an underscore was used instead of a dash]
FOOTNOTE SIGNS

- Do not type under footnote sign at bottom of a table.
- Footnotes must be between margins, the width must be correct, otherwise type over two lines.
- Footnotes should be typed with 2 lines (double line).
- Candidates must know the difference between the dagger and the double dagger.

4 PARAGRAPHS WITH EDITING

This question was well–answered. Candidates knew how to do editing, but the display rules of paragraphs were executed very poorly.

CANDIDATES’ DUTIES WERE TO:

- Retrieve the file, not retype and do the editing.
- Change the Font size from 14 to 12.
- Change the Line spacing from 1,5 lines to single line spacing.
- Margins should be changed to 1,5” left and 1” right.
- Please do not underline any editing – it is not proofreading. Candidates lose marks for underlining.
- They must know how to type the catchword.

5 MENU [CENTRING]

This question was very straightforward, except that the Letterhead (Pic) might have caused some confusion.

If the Menu continued on the second page, candidates did not lose marks.

Candidates scored low marks in this question because they did not know the basic rules.

Candidates did not know the Manuscript sing Spaced Capital. This is supposed to be covered in GRADE 8 already. See syllabus, page 6.

- They should know how to type a Menu on a Letterhead.
- They should know what should be typed in uppercase and what in lowercase.
- Margins should be on 1” on both sides left and right.
- Remember to delete borders.
- The date was supposed to be Left Aligned and the N$ to be Right Aligned.
- No spaces between N$ and the amount. (Type as given)
- Vertical alignment should be applied.
- More practise is needed for the following words:

**ENTRÉES** [code at symbols is 00E9]

**HORS D’ŒUVRES** was continuously spelt wrongly.
6 PROOFREADING

This question was well–answered by most candidates.

Some candidates corrected the errors but did not underline them, therefore they lost the marks.

Some candidates only underlined the corrected letter, the word must be underlined.

Do not underline punctuation, unless it was an error.

Do not underline longer than the length of the word.
REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

JUNIOR SECONDARY CERTIFICATE EXAMINATIONS

MARK SCHEME

SUBJECT CODE: 1504

KEYBOARD & WORD PROCESSING

MARKS: 200

DATE: OCTOBER 2016
From scholarships and student loans to savings and cheque accounts, our package offers products designed to fit your needs as a student. Our student business managers on or near campuses, as well as our branch staff throughout the country, are all there to help you with enquiries or should you need specific advice. As a student, you are striving to achieve that little bit more than others.

That is why we have developed Student Plan, a package designed specifically for you to help secure your education and your future. In the field of personal banking services and money management, we provide all the advanced electronic facilities and services you will need.

You can do your banking when it suits you at any auto bank. Most universities and technikons have automated teller machines on or near campuses. You can draw cash, deposit money or cheques, transfer funds between accounts, make instant balance enquiries and get a mini statement of your last six transactions at the simple touch of a button. // (20 w.p.m.) We make your banking easier.

In recognition of outstanding academic achievements, we make available six hundred university and technikon scholarships each year to exceptionally talented students. Unlike many other scholarships, // (25 w.p.m.) there are no strings attached. You do not have to work for us once you graduate.

Scholarships are awarded to students in their first year of undergraduate study or at postgraduate level to assist them in furthering their studies yearly. // (30 w.p.m.)
From scholarships and student loans to savings and cheque accounts, our package offers products designed to fit your needs as a student. Our student business managers on or near campuses, as well as our branch staff throughout the country, are all there to help you with enquiries or should you need specific advice. As a student, you are striving to achieve that little bit more than others.

That is why we have developed Student Plan, a package designed specifically for you to help secure your education and your future. In the field of personal banking services and money management, we provide all the advanced electronic facilities and services you will need.

You can do your banking when it suits you at any auto bank. Most universities and technikons have automated teller machines on or near campuses. You can draw cash, deposit money or cheques, transfer funds between accounts, make instant balance enquiries and get a mini statement of your last six transactions at the simple touch of a button. // (20 w.p.m.) We make your banking easier.

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MARK SCHEME FOR SPEED AND ACCURACY

SCHEDULE: Mark scheme for speed and accuracy with a 10 minute time limit
<table>
<thead>
<tr>
<th>Reference</th>
<th>Date</th>
<th>Title</th>
<th>Name</th>
<th>Surname</th>
<th>Address</th>
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<th>COUNTRY</th>
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<tbody>
<tr>
<td>GL/07-08</td>
<td>7 August 2015</td>
<td>Mr</td>
<td>Brian</td>
<td>Gomeb</td>
<td>P.O. Box 1348</td>
<td>GROOTFONTEIN</td>
<td>NAMIBIA</td>
</tr>
<tr>
<td>KL/09-08</td>
<td>9 August 2015</td>
<td>Ms</td>
<td>Anne</td>
<td>Maletsy</td>
<td>P.O. Box 381</td>
<td>OKAHANDJA</td>
<td>NAMIBIA</td>
</tr>
</tbody>
</table>
It has never been simpler to fix broken household items. You will find a product in the new Pupkeiwitz Megabuild range to bond metal, wood and stone. The Repair For Good products are ideal for both indoor and outdoor application, so whether it's a garden gate, wooden door or an ornamental piece of sculpture, it can now be permanently repaired.

Each of the Repair For Good products contains two tubes, a convenient mixing tray and a spatula. See how simple it is to repair items such as a metal chair with a broken back, a picture frame that has come apart and a broken stone moulding.

1. **PREPARATION**

   Make sure that the surfaces to be repaired are clean and dry. Remove all rust, dirt, paint, oil and grease. Also ensure that the area in which you are working is suitably ventilated.

2. **MIXING**

   Squeeze out equal lengths of paste and hardener from the tubes provided. Mix together thoroughly with the spatula, using a folding action. The mixed product hardens within minutes, so prepare only as much as can be used in 5 minutes.
2.1 JOINING/FILLING: Apply the mixed paste to the area to be repaired. Scrape off as much excess as possible. The paste will set hard in ten minutes at room temperature.

2.2 BONDING: Apply a layer of mixed paste to the surfaces to be bonded. Press together the wooden part and leave to harden. There is no need to clamp parts during setting.

3. FINISHING OFF

Pupkewitz Repair For Good can be sanded, shaped, machined and/or polished approximately ten minutes after it has set. The repaired and finished area can be painted, and Repair For Good can also be varnished and stained.

Yours faithfully

Harold Pupkewitz
ADVISOR: CHIEF HOME IMPROVEMENTS

HP/1c
QUESTION 2

PUPKEWITZ MEGABUILD

C/o Lazaret & Mandume Ave
WINDHOEK
NAMIBIA

7 August 2015

Ref.: GL/07-08

P.O. Box 5087
Telephone: 061 291 6703
Fax: 061 291 675
E-mail: ho@pupkewitz.com

Mr Brian Goseb
P.O. Box 1348
GROOTFONTEIN
NAMIBIA

Dear Mr Goseb,

TAKE THE HASSLE OUT OF REPAIR JOBS

It has never been simpler to fix broken household items. You will find a product in the new Pupkewitz Megabuild range to bond metal, wood and stone. The Repair For Good products are ideal for both indoor and outdoor application, so whether it’s a garden gate, wooden door or an ornamental piece of sculpture, it can now be permanently repaired.

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Harold Pupkewitz
ADVISOR: CHIEF HOME IMPROVEMENTS

HP/1c
PUPKEWITZ MEGABUILD

C/o Lazaret & Mandume Ave
WINDHOEK
NAMIBIA

Ms Anne Maletsky
P.O. Box 381
OKAHANDJA
NAMIBIA

Dear Ms Maletsky

TAKE THE HASSLE OUT OF REPAIR JOBS

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Yours faithfully

Harold Pupkewitz

ADVISOR: CHIEF HOME IMPROVEMENTS

HP/1c
**QUESTION 3**

**GENERAL STATISTICS OF SOUTH AFRICAN UNIVERSITIES**

For the period January 2015 to December 2015

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>PRESENT EXPENSES*</th>
<th>NUMBER OF LECTURERS</th>
<th>AVERAGE STUDENT NUMBERS</th>
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<tr>
<td></td>
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<tr>
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<td>122 271</td>
<td>100</td>
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<td>Natal</td>
<td>23 178</td>
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<td><strong>375</strong></td>
<td><strong>397</strong></td>
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</table>

*Agricultural expenses not taken into account at all.

Includes Rectors and Deacons and all other important faculty Officials.
QUESTION 4

STUDY TIPS FOR THE EXAMS

Examination time can be an easy time for many students, if they had followed the correct study methods. Before you can start studying efficient, you must learn to think from the question to the answer. The student must know what both the question and answer is to make the right choice to answer the paper. Reduce the facts so that you can start planning ahead from one point and expand step by step.

PHASE 1

1. You must know the exact material to study. Underline, mark, number, make special, notes next to the text and summarise;

2. Create an appropriate paragraph to replace a word; write down the word next to the text or your summary or in your handbook.

PHASE 2

1. Phase 2 starts as a module has been finished:

2. Read through your study material a few times and rewrite it in your own words as a substantial question.

PHASE 3

1. Summarise your “own” essay (as in Phase 2) into key points;

2. Use the minimum but most efficient key points;

3. Key points must remind you of the most important issues;

4. Your chapter can now consist of only six to eight words!
PHASE 4

Entails revising. Plan your study program in such a way that you only have to do revising the evening before the examination. It is unwise to study new material, because you are motivated in such a way that you should probably remember everything you study beforehand.

PHASE 5

Revise everything you have learned if you have made key summaries. Know your key points and test yourself until you are satisfied that you will remember it.
OMPAD GAME LODGE - Castellar 16

KEETMANSHOOP - wlc + 12 + Bold

31 OCTOBER 2015

M E N U  sp. caps

HORS D'OEUVRES

Iced fruit cocktail
Herring salad
Caviar canapés

SOUP

Barley and vegetables
Chicken broth
Asparagus soup

ENTRÉES

Rissoles and flaked potatoes
Liver rissoles
Kidney omelette
Mushroom omelette

MEAT

Sausage Medley: Pork & Beef
Grilled rib of lamb
Yankee pot roast and carrots
Crumbed veal cutlets

DESSERT

Prunes and custard
American raisin tart
Assortment ice cream

MISCELLANEOUS

Meat pies
Assorted sandwiches
Bread rolls

Cognac
Cappuccino
Green Tea

N$110,85 = Bold

Man. signs: order + sp. bold + wlc
QUESTION 6

\section{INDEFINITE PERIOD TREASURY BONDS}

1. PURPOSE

The Bonds are issued for the purpose of Treasury financing.

2. ISSUE PRICE

The Minister of Finance offers the above Bonds for subscription at N$100 per cent.

3. INTEREST

3.1 INTEREST RATES

Interest at the rate applicable will be determined by the Minister of Finance from time to time and is payable half-yearly on 15 March and 15 September by interest warrant.

3.2 INTEREST WARRANT

Interest warrants will be posted at the Bondholder's risk to the address or by remittance for credit of a banking or savings bank account as requested by him/her.

3.3 FINAL PAYMENTS

The final payments of interest will be made on the date of maturity or prior redemption.

4. MATURITY DATE

The bonds are issued for an indefinite period but the Minister may by notice in the Government Gazette determine a maturity date on which all Bonds of this issue will mature.

5. PERSONS WHO MAY INVEST IN THE BONDS

Only individual persons may invest in the Bonds, not corporations.

6. NOT NEGOTIABLE AND NOT TRANSFERABLE

Bonds of this issue are neither negotiable nor transferable.
General comments

Candidates demonstrated a wide range of abilities with a relatively small number of candidates giving quality answers. Once again, it was clear that the candidates’ progress was mainly hampered by a fast deteriorating lack of proficiency in English. Most questions and simple instructions are not understood by many candidates at all. It is evident that the whole syllabus is not covered and/or candidates prepare themselves on only some of the topics for the examination. Where candidates attempted all questions in the past, many left whole questions unanswered. It appears as though little revision was done, which would have enhanced the candidates’ ability to remember the work.

Answers in Life Science need to be expressed scientifically but our candidates do not own the tools to do so.

Section A

<p>| | | |</p>
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<tr>
<td>15</td>
<td>A</td>
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</tr>
</tbody>
</table>

Comments on individual questions

Section B

1 (a) Most candidates understood that a drastic drop in the number of lymphocytes in a HIV positive person would cause the person to develop full-blown AIDS.
   • 6/7/8/9 years;  

(b) Candidates referred to the Immune System as being broken down instead of being weakened and white blood cells being weakened instead of being destroyed. Some candidates mistakenly also referred to red blood cells being destroyed instead of white blood cells. Most candidates were aware that a person may be at risk of opportunistic diseases.
   • HIV/virus attacks and destroys/reduces/lymphocytes/WBC/CD4/ helper T cells/T4 cells/antibodies;  
   • inability of body’s immune system to fight infections/more vulnerable to other diseases/weaker/slowsl down immune system; R destroys /breakdown/damages immune system.  

(c) Candidates mistakenly referred to the number of HIV infected people decreasing instead of mentioning that there is an interference with the reproduction of HIV. Most candidates were familiar with the importance of ARVs even though some failed to specify what is being prolonged, i.e. prolonging the person’s life.
   • working: interferes/disrupts/reduces/slowsl down the rate of reproduction/multiplication of HIV;  
   • importance: it prolongs a person’s life/PMTCT/ cannot be transmitted to foetus;
It is clear that the majority of candidates are familiar with the type of blood cell that is destroyed by HIV. A few candidates, however, made reference to red blood cells.

• white (blood cells): A lymphocytes R phagocytes

Most candidates understood that they had to draw the given diagram with a few candidates drawing an own drawing. Most candidates clearly lacked drawing skills because their outlines had double/broken/sketchy lines. The nucleus was shaded in many cases and the label line was an arrow, which is rejected.

• S = larger than in picture;

O = no shading, clear solid lines;

L = correct labelling of the nucleus; R arrows

2 (a) (i) The spelling of osmosis remains a challenge and many candidates confused it with diffusion. It is important to do more practical work regarding this topic to enhance its understanding.

• osmosis;

(ii) Most candidates did not realise that they had to be specific in terms of examples in living organisms where osmosis takes place. Some candidates just wrote the definition of osmosis. Few candidates mistook the experiment for one where CO₂ is blown into limewater.

• uptake/absorption of water (by roots/cells/named parts: colon);

• reabsorption in kidneys/provide cells with water;

(iii) Most candidates did not read the question well and made reference to a selectively permeable membrane or just membrane, forgetting that organelles are bound by membranes as well.

• cell (surface) membrane/plasma membrane;

(iv) Although the description part was well-understood and answered by most candidates, it was clear that most candidates found the description a challenge. Many candidates did not realise that water moved from a higher water potential in the beaker to a lower water potential in the dialysis tubing, thus it resulted in the liquid level in the tube moving upwards. Interpretation of the diagram proved too difficult, which is clear evidence that candidates are not exposed to application work enough.

• describe: it rises/increases/up/higher; A fills up

• explain: water moved into the tubing/sugar solution;

• water moved from a higher water potential to a lower water potential/down water potential gradient;

• from high water concentration to low water concentration;

(b) (i) Most candidates understood that one of the cells had to be identified as eukaryotic though few misread the question and labelled both cells.

• B;

(ii) Most candidates knew that the presence of a nucleus is one distinguishing factor of eukaryotic cells.

• has a nucleus;

(c) Most candidates were familiar with the function of the cell membrane though few confused it with the cell wall. Many candidates realised that the vacuole increased in volume when cells are placed in water. A few candidates wrote names instead of using the letters as indicated.

• C;

• B;
3 Most candidates were not familiar with the definition of the term taxonomy and few ended up defining the term tissue instead.

(a) (the branch of biology that) deals with identification and naming of living organisms;

(b) (i) Even though many candidates were familiar with the kingdom animals, most found it difficult to recognise Bacteria, with many labelling A as Fungi or Protista. Many candidates did not notice the absence of the nucleus, which would have made their choice of kingdom easier.
   - A: (eu)bacteria/(archae)bacteria;
   - B: animals/animalia;

(ii) Most candidates could comfortably remember the process of photosynthesis.
   - photosynthesis;

(iii) Most candidates understood the question well but switched their answers. A few candidates misread the question and named the organisms instead, while others recalled the levels of taxonomy like family, class, genus etc.
   - D: amphibians;
   - E: reptiles/reptilia;

(c) Most candidates could comfortably answer these questions correctly with a few getting the spelling wrong.

(i) operculum;

(ii) scales;

(iii) fins;

(d) Some candidates clearly did not understand the question and gave other features of monocots like adventitious roots, while some made reference to flowering/ non-flowering plants.

- monocotyledons/monocots;

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- monocotyledons/monocots;
(f) Generally good responses were obtained though a few candidates gave the symptoms of rickets like soft bones instead of the function of calcium in the body. The spelling of goitre proved to be too difficult for candidates to master. Some candidates omitted the D in Vitamin D.

<table>
<thead>
<tr>
<th>nutrient</th>
<th>function in the body</th>
<th>deficiency disease</th>
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<tbody>
<tr>
<td>iodine/l</td>
<td>making thyroxine in the thyroid gland</td>
<td>(i) goitre</td>
</tr>
<tr>
<td>calcium</td>
<td>(ii) strengthening/hardening bones/teeth needed for blood clotting</td>
<td>rickets</td>
</tr>
<tr>
<td>(iii) vitamin D/ calciferol</td>
<td>absorption of calcium and phosphorus into bone tissue</td>
<td>rickets</td>
</tr>
</tbody>
</table>

5 Candidates gave a wide range of responses with some candidates even shading the atria and others not shading anything at all.

(a) shade the **whole** left ventricle; [1]

(b) Candidates mostly gave correct answers, with mostly incorrect spelling. Occasionally names were switched or missing.

- F: aorta;
- G: tricuspid / right atrio ventricular valve;
- H: vena cava (inferior); R superior vena cava [3]

(c) Candidates managed to interpret the question in different ways with some redrawing the diagram in the space further down the page. Arrows were drawn mostly in the correct direction but at times were drawn in tissues surrounding the vein.

  - arrow from top to bottom – to the right; [1]

(d) Most candidates knew the answer but did not get the spelling correct.

(i) cholesterol; [1]

(ii) Most candidates referred to the blockage in the artery but failed to mention what happens to the blood flow in the artery. Some candidates also referred to the pressure in the artery either being high or low.

  - sluggish/slow down/stops/reduces/blocks the flow of blood/blood doesn’t flow freely; **A** limits the flow [1]

(e) (i) Most candidates could express themselves well enough to gain this mark.

  - make organ systems function more efficiently;
  - **A** reduces risk of heart attack/disorder/disease/failure **R** problems
  - **A** for healthy heart/improves circulation/lung capacity
  - relieves/avoids stress/relaxes mind/body;
  - improves strength/ strengthens (cardiac) muscle/increases bone density;
  - makes the body more flexible/keeps fit;
  - helps prevent large amounts of fat building up in the body/ overweight/obesity/ increases ability to burn fat/calories/loses weight;
  - more energy/vitality;
  - **R** body stays healthy/keeps body in shape max [1]

(ii) This question was not understood well as candidates responses referred to the effects of not exercising; like obesity.

  - eating a high cholesterol/fatty/oily/lipid diet;
  - smoking;
  - overweight/obesity;
  - genetic predisposition/hereditary max [1]
This question proved to be too difficult for most candidates as many only referred to oxygen and carbon dioxide being breathed in.

- (faster heart beat) to deliver/supply/pump/ (more) oxygen \((O_2)\)/glucose faster (to muscles);
- for faster/more respiration/to release more energy; \(R\) produces energy
- removes (more/excess) carbon dioxide \((CO_2)\) produced during exercise faster;
- \(R\) needs/demands/requires

\[ \text{max max} \]

6 (a) Somehow some candidates confused the diagram with the male/ female reproductive system with answers given as uterus, cervix or penis, testis, etc. However, many candidates though were quite familiar with the correct answers.

- \(I\): kidney;
- \(J\): ureter;
- \(K\): urethra;

(b) Candidates, once again, gave quite a variety of answers with some placing the letter directly inside the bladder omitting the use of a label line. Where label lines were used it either did not touch the part or had an arrow at the end. Some candidates used the word bladder instead of the letter \(L\). Quite a few candidates did not even answer this question.

- label line with letter \(L\) to bladder;

(c) (i) Many candidates understood the question well and gave good responses but a few candidates did not realise that, under normal healthy conditions, vomiting and diarrhoea does not happen.

- sweating;
- urinating;
- passing of faeces/egestion/defaecation/elimination;
- exhalation (of moist air)/breathing out/expiration;

\[ \text{max max} \]

(d) (i) Most candidates were familiar with the organ excreting carbon dioxide but what is excreted by the skin was a bit difficult for many candidates.

- blood becomes concentrated;
- the kidneys produce less/concentrated urine;
- one feels thirsty/stimulated to drink/feels like drinking;
- becomes dehydrated;
- cells lose water/shrink/crenation;
- kidney reabsorbs (more) water;

\[ \text{max max} \]

7 (a) (i) A few candidates managed to gain full marks since they mentioned parts of the brain or neurones.

- brain;
- spinal cord;

(ii) Even less candidates could discuss the functions of the central nervous system, with many rather giving functions of specific parts of the brain or spinal cord.

- (centre) for coordination;
- (messages in the form of) nerve impulses are analysed/interpreted / coordinated/ information is processed;
- to receive/send information/instructions/impulses/messages/signals;
- controls most functions of the body (and mind);
- generates response/chooses effector to respond
- \(R\) controls heart/breathing rate
(b) (i) A reasonable number of candidates could identify the cerebellum correctly but failed to gain marks since no label line was used or arrows were placed on the label line. The label line, when used, did not make contact with the cerebellum. In a few cases, the letter M was not used as instructed.

- letter M + label line to cerebellum; R arrows

(ii) Many candidates gave the function of the central nervous system in general but few were familiar with the correct answer.

- controls (body) balance/posture/muscle (coordination);
- A coordinated movement/ named walking/running;  

(c) Most candidates were quite familiar with the gland releasing insulin as well as the hormone released by the adrenal gland but few candidates knew the name of the gland releasing growth hormone and even less candidates were familiar with the function of the hormone thyroxine.

<table>
<thead>
<tr>
<th>hormone</th>
<th>glands</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>insulin</td>
<td>(i) pancreas/Islets of Langerhans (IoL)</td>
<td>controls blood sugar/glucose level</td>
</tr>
<tr>
<td>thyroxine</td>
<td>thyroid</td>
<td>(ii) controls release of energy(in the body)/metabolism</td>
</tr>
<tr>
<td>growth</td>
<td>(iii) pituitary/master</td>
<td>controls growth of the body</td>
</tr>
<tr>
<td>(iv) adrenaline</td>
<td>adrenal</td>
<td>controls heartbeat when one is in danger</td>
</tr>
</tbody>
</table>

8  (a) A common error made by candidates was to use arrows instead of label lines or writing the letters directly on the diagram.

(i) N: label line with letter N to testis;
(ii) O: label line with letter O to sperm duct/vas deference;
(iii) P: label line with letter P to urethra;

(b) Most candidates knew about the haploid number of chromosomes in gametes but a few wrote 23 pairs by mistake. The spelling of the word nucleus remains a problem for many candidates.

(i) 23;
(ii) nucleus;

(c) Many candidates wrote that the hormone is thyroxine and the place of production is the thyroid gland. Quite baffling, but maybe the word voice in the question lead candidates to this answer. Candidates are easily distracted in the wrong direction by one word. Many other candidates remembered their work well but spelling remained a challenge.

- hormone: testosterone;
- produced: testis/testicles;

(d) (i) Many candidates were familiar with the process even though some candidates ended up giving a description of the procedure instead of a name.

- vasectomy/(male) sterilization;

(ii) Candidates mostly did not understand the question as all contraceptives function to prevent pregnancy. Many candidates did not realise that sperm production is not affected by this method. Under disadvantages candidates were supposed to refer to a lack of protection against STDs but many candidates mistakenly referred to a lack of protection against diseases.

advantage:

- is (100%) effective/safe/reliable/0% failure rate;
- it does not interfere with sex/intercourse;
- semen does not contain sperm;
- it is permanent,
- R prevents pregnancy max
disadvantage:
• it is permanent/ irreversible;
• it does not protect against STDs;
• A ref. will never have children

9 (a) Most candidates were obviously not taught in the definition of karyotype. The syllabus is quite clear and concise regarding the definition of karyotype.
• it is an organised profile of a person’s chromosomes;
(b) Candidates did not always grasp the essence of the question as a karyotype is found inside the nucleus which is an organelle inside a cell. It was not clear why some candidates made reference to sex cells.
• the presence of some genetic/ chromosomal abnormalities/disorders/ named/ Down’s syndrome;
• the number of chromosomes/ if there are 23 pairs of chromosomes;
• the sex/ gender of the individual;
• R mutations/albinism

c (i) Instead of naming the structure as a chromosome, many candidates placed a prefix in front like XY/ XX/ sex/ female chromosome. It could be that the shape of the structure Q distracted the candidates or that they had seen this diagram for the first time.
• chromosome/ chromatid;
(ii) The last pair of chromosomes in a karyotype, i.e. pair number 23 are called the sex chromosomes. When both in the pair have the similar size and shape then it is XX, which represents female or when they obviously differ in size and appearance it is XY, which represents male. Some candidates answered that the sex was both male as well as female. Some candidates think that ‘male sex cell’ is the same as the sex is male.
• male/ boy/ man; R male and female

d) Most candidates could answer this question well as only a few candidates left this question unanswered. Some candidates completed the genotype without completing the gametes. A few candidates wrote YY as a genotype. It became clear that this topic was not dealt with at some centres.

![Diagram]

(e) Most candidates thought that the question dealt with the combination of sex chromosomes determining the sex of a person or that they had to describe the given diagram. Many answered the question as if it was continuous with the diagram. Many did not realise that it was a completely different question. Candidates mentioned that gametes divide by meiosis instead of gametes being formed through meiosis. Some referred to parents giving 23 chromosomes instead of the male and female gametes each being haploid. Some candidates only explained the process of fertilisation. It appears to be one of the topics either not covered or neglected in class. From discussions during the marking session it appears that many teachers do not
understand the topic either.
• gametes have half the number of chromosomes (than parents)/haploid/23 chromosomes;
• (gametes formed through) meiosis;
• random distribution/independent assortment of chromosomes;
• each gamete has a different set of chromosomes/different genes/new gene combinations;
• random fusion of gametes/fertilisation;
• (leads to a) reshuffling/crossover of genes; [2]

(f) Candidates switched the answers or chose their own words to write in the spaces. It appears that very few candidates understood the question, with some leaving it unanswered.
• recessive; [2]
• co-dominant; [10]

10  (a) At R many candidates forgot to write can, which was important. Most just concentrated on mentioning the contents of the can. At S many candidates placed their focus on the contents of the foam container.
It appears that most candidates did not read the actual question.
• R: aerosol/spray can;
• S: polystyrene/foam; [2]

(b) Most candidates did not read the question properly and only mentioned sources of the gases without mentioning human activities that causes it to be released.
• methane: production of rice;
dumping organic waste/decomposition (of organic waste);
cattle farming/fermentation of food in animal’s stomach; max [1]
• nitrous oxide: driving vehicles/burning of (fossil) fuel (in engine);
  A named fossil fuel, e.g. coal;
  use of (artificial) nitrogen/NPK fertilisers; max [1]

(c) Candidates generally answered this question well but some answers were not relevant to Namibia, like the icebergs melting. Candidates lost marks unnecessarily when they did not specify that temperatures and evaporation rate become higher and not just high as it is currently the situation. Candidates were supposed to refer to plants being destroyed but wrote that plants are killed.
• sea levels may rise/flooding of coastal areas/low lying areas;
• storms/lightning/ thunder/tsunami/hurricanes/tornadoes;
• flooding/more rainfall;
• temperature increase/higher; R (very) hot
• increase in diseases/encourages growth of pathogens that increase occurrence of diseases;
• drought/no/low/uncertain/ unpredictable rainfall/change in rainfall pattern/higher evaporation rates;
• changes in weather patterns/unpredictable weather patterns/climatic changes/changes in sea temperatures;
• heat waves/heat strokes;
• damages/destroys crops/plants/algae/vegetation; R death/kill
• extinction of species/loss of biodiversity; max [2]

(d) Most candidates understood the question well with most answering that water should be conserved. Some candidates thought the question was about ways to reduce the effect of global warming so answers like stop burning fossil fuels, etc. was common. Many candidates also thought that the question dealt with the depletion of the ozone layer.
• use water wisely/learn to manage water supplies carefully/conserve water/harvesting of water/building dams to collect water;
• move away from coastal areas/people in low lying areas should move to higher ground;
• care for the soil/use appropriate farming techniques;
• practise family planning;
• improve our understanding of our wild animals/indigenous plants/farm with drought-resistant plants/ animals/grow crops that are resistant to high temperatures;
• educate people/raise awareness on (the dangers of) global warming;
• build houses that can withstand flash floods/lightning/violent storms/keep cool in hot weather; max [1]

(e) (i) The gas was supposed to be copied from the given diagram but some candidates wrote answers that did not come from the diagram at all like ozone, methane.
• carbon dioxide/CO$_2$; [1]
The two terms were completely confused with candidates switching the correct answers between the two. Where candidates had an idea of the answer they referred to the trapping of heat or increase in temperature of the earth surface instead of the atmosphere. Candidates really find it difficult to remember definitions. Some candidates just mentioned that both processes are caused by the ozone layer. Other candidates mentioned that the greenhouse effect is caused by global warming instead of the other way around but still did not give the difference between the two.

- global warming is the rise of temperature in the atmosphere of the earth while the greenhouse effect is the process by which heat /long wave radiation (from the sun) is trapped within the (earth’s) atmosphere (unable to escape back unto space);
MATHEMATICS

1200/1201
Paper 1

General comments

The standard of the question paper was good, the language used was moderate and very clear and most candidates have performed better in Paper 1, similarly to 2015. The paper was well-contextualised to the Namibian child situations. The syllabus content was well-covered. The following aspects and skills proved to be challenging to the candidates, which resulted in the loss of marks.

- **Teachers should use the syllabus when teaching (use the correct terminologies) and use text books as references.**
- **Read the instructions on the cover of the question paper.**
- **Compare and arrange the given numbers in the size given (Ascending or Descending order), percentage, fractions and decimals.**
- **Give the final answers in fractions in the simplest form, decimal place in writing a decimal number and conversion of units.**
- **Show working that leads to the answer (method used) when necessary.**
- **Use a comma instead of using a point (full-stop) in writing decimal numbers.**
- **Carefully read the whole question and give answers and solutions to questions being asked.**
- **The final answer(s) written in the answer spaces provided.**
- **Algebra and indices, especially factorising, simple algebraic fractions and trigonometric ratios were challenging to most candidates**
- **Terminologies used to describe the transformation(s).**
- **Emphasis should be put on the difference between factors and multiples of numbers.**

Comments on individual questions

1. The question was well-answered. However, some candidates wrote the answer as 27.06000, 27.6 or 27.05

   1 27.06  1 c.a.o

   (a) This question was well-answered even though za few candidates gave incorrect answers such as (a) $\frac{0.17}{100}$ or $\frac{17}{10}$ and (b) $\frac{25}{100}$ or 0.25%.

2. This question was well-answered. There were a few candidates who gave an incorrect answer. The common incorrect answer is 0027 or 0.0.

   2 17  1 c.a.o

   (b) 25%  1 c.a.o

3. This question was fairly-answered.

   3 0.027  1 c.a.o

4. This question was fairly-answered. The common wrong answer was 30, candidates divided instead of multiplying.

   4 49  1 c.a.o
5 A lot of candidates were able to give the correct answer, although there were a few who gave the answer as factors instead of a multiple.

5 480 km  
2 M1 for 120 x 4 seen

6 Fairly-answered. Teachers should encourage candidates to use the number given instead the one they came up with to compare and arrange and to use inequality signs to arrange the numbers. Original numbers must be placed or given in the answer space.

6 56  
1 c.a.o

7 This question was fairly-answered. The common in correct answer was N$15.05.

7 5 5 5 7 3 2  
1 c.a.o

8 This question was poorly-answered, a lot of candidates give a wrong answer. Many candidates gave the wrong answer as 9. Teachers should emphasise on how to differentiate between the direct and indirect proportions situations and activities given.

8 N$15.50  
1 c.a.o

9 This question was fairly-answered. Many candidates got the answer correct. Emphasis should be put on sharing using ratio and finding quantity with given ratio.

9 1 day  
2 M1 for $ \frac{2 \times 3}{6}$ o.e

10 (a) This question was well-answered, although a few candidates got it wrong. A common problem was the decimal point and adding cost and selling price, instead of finding the difference to determine the profit.

(b) Some candidates could not tell which number the profit to calculate profit percentage.

10 825 candidates  
1 c.a.o

11 Well-answered, although a few candidates got it wrong. the common wrong answer was 660. Candidates subtracted 440 from 1100. Compound interest was also commonly used, which was wrong.

11 (a) N$25 000  
1 c.a.o

(b) 50%  
2 M1 for $\frac{25 000}{50 000} \times 100$ o.e

12 This was well-answer. A few candidates failed to round off to 2 decimal places. Common wrong answer, 133 and 133.34.

12 N$440  
2 M1 for $\frac{40}{100} \times 11 000$ o.e
13 This question was well-answered, although a few candidates calculated the total amount instead of the interest and some candidates used the compound interest instead of the simple interest.

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<tbody>
<tr>
<td>13</td>
<td>133.33</td>
<td>2</td>
<td>M1 for N$2 400 \div 18 or \frac{400}{3} \text{ seen}</td>
</tr>
</tbody>
</table>

14 Fairly-answered. Some of the candidates calculated the area instead of the perimeter. Common wrong answers were 96 and 20.

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<tbody>
<tr>
<td>14</td>
<td>N$1 147.50</td>
<td>2</td>
<td>M1 for \frac{8 500 \times 4.5 \times 3}{100} \text{ o.e}</td>
</tr>
</tbody>
</table>

15 This question was fairly-answered. Many candidates could differentiate between radius and diameter. The formula was written correctly, but substitution was done wrongly. A lot of candidates did not use the given value of \( \pi \).

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<tbody>
<tr>
<td>15</td>
<td>40 cm</td>
<td>2</td>
<td>M1 for 2(12)+ 2(8) o.e</td>
</tr>
</tbody>
</table>

16 Fairly-answered. A lot of candidates did not know how to convert. Most candidates divided or multiplied by 10,16 100 or 10 000.

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<tbody>
<tr>
<td>16</td>
<td>1 384.7 – 1 386 cm(^2)</td>
<td>2</td>
<td>M1 for \frac{22}{7} \times 21^2 \text{ or } \pi \text{ o.e } \times 21^2 \text{ o.e}</td>
</tr>
</tbody>
</table>

17 Well-answered. Although a few candidates swap the answers of (a) and (b). Common wrong answer for (b) 90° and 91°.

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<tbody>
<tr>
<td>17</td>
<td>1.25 l</td>
<td>1</td>
<td>c.a.o (Accept 1.3)</td>
</tr>
</tbody>
</table>

18 This question was well-answered, even though some candidates calculated the sum of interior angles, which was the wrong answer.

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<tbody>
<tr>
<td>18</td>
<td>(a) ( m = 89^\circ )</td>
<td>1</td>
<td>c.a.o</td>
</tr>
<tr>
<td></td>
<td>(b) ( n = 78^\circ )</td>
<td>1</td>
<td>c.a.o</td>
</tr>
</tbody>
</table>

19 This question was poorly-answered. A lot of candidates failed to differentiate between reflection and rotation. Line of reflection (mirror line) was a problem for candidates to describe and write. Most candidates were not able to describe the transformation fully.

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</thead>
<tbody>
<tr>
<td>19</td>
<td>9 sides</td>
<td>2</td>
<td>M1 for \frac{360^\circ}{40^\circ} seen</td>
</tr>
</tbody>
</table>

20 This question was poorly answered.

(a) A lot of candidates wrote the coefficient correctly but wrote the wrong variable

(b) The common wrong answer was 33xy by adding unlike terms, which was wrong. Teachers need to put more emphasis on factorising.

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</thead>
<tbody>
<tr>
<td>20</td>
<td>(a) Reflection, ( y)-axis or ( x = 0 )</td>
<td>2</td>
<td>B1 reflection or B1 ( y )-axis or ( x = 0 )</td>
</tr>
</tbody>
</table>
21 (a) Well-answered. Common wrong answers were 106 or 150.

(b) Poorly-answered. Candidates were not able to read the scale.

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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>21 (a)</td>
<td>$2ab^5c$</td>
<td>2</td>
</tr>
<tr>
<td>(b)</td>
<td>$11x(2 + y)$</td>
<td>2</td>
</tr>
</tbody>
</table>

22 (a) Well-answered. A lot of candidates could identify the correct month.

(b) Fairly-answered, although some candidates listed and numbered the months, which was not asked.

(c) Fairly-answered.

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>22 (a)</td>
<td>N$160</td>
<td>1</td>
</tr>
<tr>
<td>(b)</td>
<td>28 – 29 books</td>
<td>1</td>
</tr>
</tbody>
</table>

23 (a) Poorly-answered. Many candidates could not write the answer in terms of $x$, $y$ and $r$ and a common wrong answer was written in the forms of ratio as $x : r$ and $x : y$ respectively.

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<tbody>
<tr>
<td>23 (a)</td>
<td>February</td>
<td>1</td>
</tr>
<tr>
<td>(b)</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>(c)</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

24 (a) $x \over r$ | 1 | c.a.o |

(b) $x \over y$ | 1 | c.a.o |

Positive suggestions to teachers

- Encourage candidates to read questions carefully with understanding before attempting to answer.
- Candidates should be trained on how to read and understand the instructions on the cover of the question paper and apply them when giving answers and solutions to problems. Unless otherwise stated in the question or part of the question (especially rounding-off).
- Familiarise candidates with the words and terminologies in the syllabus instead of using the textbook. Teachers must apply the syllabus in teaching and use the text books as references and tools for practicing.
- Provide candidates with the syllabus and past examination papers and assist them on how to use them to improve their performance.
- Teach candidates how to use inequality signs ($<$, $>$, $\leq$, $\geq$) and equal sign in comparing and arranging numbers.
- Some topics that require more emphasis: calculator skills, trigonometry, algebra and number concepts.
General comments

In general, the standard of the question paper was good, although this year’s performance was slightly poor than the previous year’s. The following aspects were considered as major contributors to the loss of marks:

- **Premature rounding off**: candidates rounded off their answers prematurely, i.e. during their working they used rounded off numbers instead of their full calculator display, therefore their final answer lost accuracy.

- Apart from premature rounding off, candidates also lost marks by trying to round off to the nearest whole number without writing the exact answer first. E.g., they ignored the cents when rounding off money. N$ 51091.57 was rounded off as N$ 51092.

- The use of the decimal point: candidates used the decimal point as thousand-separator instead of a comma. To avoid this, candidates should be encouraged not to write commas for thousand separators.

- **Working not shown**: if a question consists of more than one mark, candidates should be encouraged to show their working as it helps in awarding method marks, especially if their answers are wrong.

- **Plotting and drawing of graphs**: it was noted that candidates lacked plotting skills. Encourage the use of a •, but not ● or × (not too big points) when plotting points. Plot all the points. Straight line graphs should be drawn using a ruler and not freehand. Also, discourage the joined lines. Avoid double lines; the pencils must be sharp enough to draw a smooth, straight line and the straight line should pass exactly through the plotted points.

- **Simplifying fractions**: encourage the use of calculators to simplify fractions instead of dividing with common factors. Teach them how to transfer it to the answer space correctly. The fraction \( \frac{140}{3850} \) was partially simplified, some candidates wrote it as 2 : 55 or 2.55 or 2/55.

Comments on individual questions

1  This question was not well-answered. Most candidates shaded the squares without drawing the lines; some only drew the borders and not the lines inside. They did not follow the pattern, like considering the gap between the diagrams and therefore failed to continue the sequence.

<table>
<thead>
<tr>
<th>Number</th>
<th>Answer</th>
<th>Mark</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a)</td>
<td>Correct diagram</td>
<td>1</td>
<td>c.a.o.</td>
</tr>
<tr>
<td>(b)</td>
<td>6, 10</td>
<td>2</td>
<td>B1 for each</td>
</tr>
</tbody>
</table>

2  This question was answered fairly well. Most candidates could work out the answer using the table method, but they couldn’t express it as a product. At part (b) most candidates worked out the square root instead of a cube root, some gave it as 6 x 6 x 6 or 6³.

<table>
<thead>
<tr>
<th>Number</th>
<th>Answer</th>
<th>Mark</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (a)</td>
<td>( 2^3 \times 3^3 ) or ( 2 \times 2 \times 2 \times 3 \times 3 \times 3 )</td>
<td>2</td>
<td>M1 for correct working seen or listing 2, 2, 2, 3, 3, 3</td>
</tr>
<tr>
<td>(b)</td>
<td>6</td>
<td>1</td>
<td>c.a.o</td>
</tr>
</tbody>
</table>
3. This question was well-answered, although some candidates couldn’t differentiate between prime numbers and odd numbers, even numbers and square numbers. Candidates should know that not all odd numbers are prime numbers.

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<tbody>
<tr>
<td>3</td>
<td>(a)</td>
<td>32 or 36 or 40 (any one)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>35</td>
<td>1</td>
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<tr>
<td></td>
<td>(c)</td>
<td>31 or 37</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(d)</td>
<td>36</td>
<td>1</td>
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4. This question was well-answered, apart from part (d) where some candidates rounded off prematurely and inserted = sign.

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<tbody>
<tr>
<td>4</td>
<td>(a)</td>
<td>&gt;</td>
<td>1</td>
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<tr>
<td></td>
<td>(b)</td>
<td>&lt;</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(c)</td>
<td>=</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(d)</td>
<td>&gt;</td>
<td>1</td>
</tr>
</tbody>
</table>

5. This question was answered fairly well. Most candidates calculated the total mass (94.6kg) only instead of the gained mass. Some wrote their method as $\frac{7.5}{88}$.

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<tbody>
<tr>
<td>5</td>
<td>6.6kg</td>
<td>2</td>
<td>M1 for $\frac{7.5}{100} \times 88$ o.e</td>
</tr>
</tbody>
</table>

6. This question was answered moderately. In part (a) candidates calculated the number of motivational books but spoiled it by adding/subtracting it from 3850. In part (b) the fraction was simplified partially, therefore candidates should be encouraged to use their calculators to simplify fractions. In part (c) most candidates only calculated the increase in the number of books, therefore the common wrong final answer was 539 books.

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<tbody>
<tr>
<td>6</td>
<td>(a)</td>
<td>1078 books</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>2</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>(c)</td>
<td>4389 books</td>
<td>3</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

7. This question was answered fairly well. Most candidates got part (a) correct, but part (b) was poorly-answered. Misreading was noticed (0.05 as 0.5) and that led to a wrong answer. A common wrong answer was 1047.9 at part (b); they calculated 105 x 9.98.

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<tbody>
<tr>
<td>7</td>
<td>(a)</td>
<td>5.25 litres or $\frac{51}{4}$ or 5.3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>N$52.4(0)$ or 52.89 or 52.39(5) or 52.9(0)</td>
<td>2</td>
</tr>
</tbody>
</table>

8. This question was poorly-answered. Most candidates managed to get part (a) correct, but not the rest of the questions. Some wrote N$21 679 x 12$ in the working space but got a wrong answer, since this whole question had no follow – through marks, every other answer was wrong. It was noted that most candidates didn’t know how to use the income – tax table. Teachers are encouraged to spend more time on income-tax tables with the candidates.

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<tbody>
<tr>
<td>8</td>
<td>(a)</td>
<td>N$260 148.00</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>N$245 640</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(ii)</td>
<td>C</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(iii)</td>
<td>45 409.75 or 45 409.8</td>
<td>3</td>
</tr>
<tr>
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</tbody>
</table>
9 This question was well-answered. Most candidates were aware of the formula to calculate the amount paid for hire purchase, but they added the deposit to the installment first and then multiplied with 60. Some changed 60 months to 5 years. Most of them managed to get N$ 520 440 but added it to the Cash Price.

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>This question was well-answered. Most candidates were aware of the formula to calculate the amount paid for hire purchase, but they added the deposit to the installment first and then multiplied with 60. Some changed 60 months to 5 years. Most of them managed to get N$ 520 440 but added it to the Cash Price.</td>
<td>2</td>
<td>M1 for 8674 x 60 + 40 000 seen or 520 440 seen</td>
</tr>
</tbody>
</table>

10 This question was poorly-answered, especially part (b). At part (a), some candidates subtracted $\frac{4}{5}$ from N$ 200 000, some wrote $0.8 \times 200 000$. Candidates used compound interest formula to calculate part (b)(i) and simple interest formula to calculate (b)(ii).

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<tr>
<th>No.</th>
<th>Description</th>
<th>Grade</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>10</td>
<td>(a) N$160 000</td>
<td>2</td>
<td>M1 for $\frac{4}{5} \times 200 000$ o.e</td>
</tr>
<tr>
<td></td>
<td>(b) (i) N$40 000</td>
<td>1</td>
<td>F.T. 200 000 – their (a)</td>
</tr>
<tr>
<td></td>
<td>(ii) N$ 51 091.6 or 51 091.56(5)</td>
<td>2</td>
<td>M1 for 40 000($\left(1 + \frac{8.5}{100}\right)^3$ or $40 000(1.085)^3$ or 4 002.56(5) seen or $\frac{8.5}{100} \times 47 089$ F.T. their (b)(i) $\times \left(1 + \frac{8.5}{100}\right)^3$</td>
</tr>
</tbody>
</table>

11 This question was poorly-answered. It was evident that the topic (Measures) was not well-mastered. Teachers are encouraged to revise it more with candidates.

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>(a) 5 250 000 m$^2$ or 5.25 x 10$^6$</td>
<td>1</td>
<td>c.a.o</td>
</tr>
<tr>
<td></td>
<td>2000 ml</td>
<td>1</td>
<td>c.a.o</td>
</tr>
<tr>
<td></td>
<td>(c) 7.5 ℓ</td>
<td>1</td>
<td>c.a.o</td>
</tr>
</tbody>
</table>

12 This question was poorly-answered. In part (a) most candidates knew the formula for calculating the volume of a cylinder, substituted correctly, but couldn’t get the answer. Instead of calculating the height, they substituted the height with the given volume. Some candidates didn’t know the difference between a radius and a diameter. The given radius was divided by 2 and 17.5cm was used as the radius.

Some tried to calculate the total surface area of a cylinder. In part (b) candidates didn’t realise that the base is a square, thus calculated only 3m x 8m = 24m$^2$.

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Grade</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>12</td>
<td>(a) $h = 52$ cm</td>
<td>2</td>
<td>M 1 for $\frac{22}{7} \times 35^2 \times h = 200 200$ or $3850 \times h = 200 200$</td>
</tr>
<tr>
<td></td>
<td>(b) 72 m$^3$ or 72 000 000 cm$^3$</td>
<td>2</td>
<td>M1 for 3 x 3 x 8</td>
</tr>
</tbody>
</table>

13 This question was answered moderately. In part (a), most candidates could calculate the sum of the interior angles, but failed to divide by 5 to get the size one interior angle. Some calculated the exterior angle instead. Candidates were aware that interior angle + exterior angle = 180°, thus they got the (a)(ii) follow-through mark. In part (b) some candidates added the given angles together, but subtracted the result from 180° instead of 360°. In part (c) candidates ignored the 90° symbol and calculated 180° – 65° only.

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
<th>Grade</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td>(a) (i) 108°</td>
<td>2</td>
<td>M1 for $\frac{540}{5}$ or $\frac{180(3)}{5}$ or $\frac{180(5 – 2)}{5}$ or 540 seen</td>
</tr>
<tr>
<td></td>
<td>(ii) 72°</td>
<td>1</td>
<td>F.T. 180 – their (a)(i)</td>
</tr>
<tr>
<td></td>
<td>(b) 75°</td>
<td>2</td>
<td>M1 for 360 – 120 – 80 – 85 or 360 – 285</td>
</tr>
<tr>
<td></td>
<td>(c) 25°</td>
<td>2</td>
<td>M1 for 180 – 90 – 65 or 180 – 155 or 90 – 65</td>
</tr>
</tbody>
</table>
14  This question was answered fairly. The coordinates in both part (a) [although (a) was mostly well-answered] and (b) were written in a reverse order (y ; x) this must be discouraged. Although most candidates recognised the transformation, they couldn’t describe it fully. One of the answers was: “Enlargement, 90° clockwise, center of origin (−1 ; 0)”. It seemed like candidates didn’t know the difference between origin and center of either rotation or enlargement.

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<tbody>
<tr>
<td>14 (a)</td>
<td>(3,2)</td>
<td>1</td>
<td>c.a.o</td>
</tr>
<tr>
<td>14 (b)</td>
<td>Enlargement, SF = 3, centre (−1,0)</td>
<td>3</td>
<td>B1 for each</td>
</tr>
</tbody>
</table>

15  Part (a) of this question was well-answered, but spelling couldn’t have been worse. In part (b) most candidates wrote the formula correctly, but couldn’t use it correctly, e.g. $A = \frac{1}{2} x 12 + 5 \times 6$.

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<tbody>
<tr>
<td>15 (a)</td>
<td>Trapezium or Trapezoid</td>
<td>1</td>
<td>c.a.o</td>
</tr>
<tr>
<td>15 (b)</td>
<td>51 cm²</td>
<td>2</td>
<td>M1 for $\frac{1}{2} x 6(5 + 12)$ or $3 \times 17$ or $\frac{1}{2} x 6 \times 17$ o.e</td>
</tr>
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</table>

16  This whole question was poorly-answered, especially part (b). Most candidates could remove brackets but couldn’t collect like terms correctly. They failed to change the signs when collecting like terms.

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<tbody>
<tr>
<td>16 (a)</td>
<td>$28x^2y$</td>
<td>1</td>
<td>c.a.o</td>
</tr>
<tr>
<td>16 (b)</td>
<td>$x = −5$</td>
<td>3</td>
<td>M1 for $6x - 2 = 4x - 12$ or $2x - 12 = 0$ or $2x = −10$</td>
</tr>
</tbody>
</table>

17  This question was extremely poorly-answered. Candidates didn’t know the difference between an equation and an expression; most of them wrote equations in part (a) and expressions in part (b). Common wrong answers for part (a): $x = x + 6, x + 6 = 6x, y = x + 6$. Most candidates could use their part (a) answer to form an equation and solve their wrong linear equations in part (c) correctly.

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<tbody>
<tr>
<td>17 (a)</td>
<td>$x + 6$</td>
<td>1</td>
<td>c.a.o</td>
</tr>
<tr>
<td>17 (b)</td>
<td>$2x + 6 = 24$</td>
<td>1</td>
<td>F.T. their (a) + $x = 24$</td>
</tr>
<tr>
<td>17 (c)</td>
<td>$x = 9$</td>
<td>2</td>
<td>M1 for $2x = 18$ or $2x = 24 - 6$ F.T by solving their (b) correctly</td>
</tr>
</tbody>
</table>

18  This question was answered moderately. Part (a) was well-answered as substitution was done well. Plotting was also done well, except for the size of the dots. Some dots were way too big and those who used crosses (×), had straight lines that didn’t pass exactly at the points. Some lines were drawn free-hand without rulers. Co-jointed lines were also observed. Candidates should be encouraged to draw only one straight line. Candidates failed to write down the equation for part (b).

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<tbody>
<tr>
<td>18 (a) (i)</td>
<td>−1 , 9</td>
<td>2</td>
<td>B1 for each</td>
</tr>
<tr>
<td>18 (a) (ii)</td>
<td>Straight line graph</td>
<td>2</td>
<td>P1 all points plotted correctly L1 for a correct straight line.</td>
</tr>
<tr>
<td>18 (b)</td>
<td>$y = −2$</td>
<td>1</td>
<td>c.a.o</td>
</tr>
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</table>

19  Part (a)(i), (a)(ii) of this question were well-answered, although some candidates confused median with mean. Part (a)(iii) was poorly-answered.

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<tbody>
<tr>
<td>19 (a) (i)</td>
<td>16</td>
<td>1</td>
<td>c.a.o</td>
</tr>
<tr>
<td>19 (a) (ii)</td>
<td>10</td>
<td>2</td>
<td>M1 for the correct arrangement in descending or ascending order.</td>
</tr>
<tr>
<td>19 (a) (iii)</td>
<td>16</td>
<td>1</td>
<td>c.a.o</td>
</tr>
<tr>
<td>19 (b)</td>
<td>$\frac{1}{5}$</td>
<td>2</td>
<td>M1 for $\frac{3}{15}$ or 0.2 or 20%</td>
</tr>
</tbody>
</table>
This question was poorly-answered. The bearing was written as 90° instead of 090°, bearings must be given correct to 3 digits. Pythagoras theorem was wrongly used in part (b). Some used the correct trigonometry ratio, but messed up with multiplication instead of division. Premature rounding was noted as well and that disturbed the final answer.

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<tr>
<th></th>
<th>(a)</th>
<th>(b)</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>090°</td>
<td>6.4 m or 6.39(0163405)</td>
<td>3</td>
<td>c.a.o</td>
</tr>
</tbody>
</table>

Positive suggestions to teachers

- Candidates should be taught to write down their working in the working space provided below each question.
- Candidates should be taught how to analyse the questions properly by identifying key words.
- More practice should also be given on calculating unknown dimensions when areas, perimeters and volumes are given.
- Emphasis should be put on calculator skills.
- Teachers should use the tax table provided in the Income Tax Return forms to set questions on income tax. A lot of practice on this topic is really needed.
- When teaching sequences, diagrams should be used and the “not too obvious” pattern should be tested, e.g. triangular numbers.
- Teachers should teach the candidates how to describe transformations fully.
  - Reflection – give: reflection and the equation for the line of reflection.
  - Rotation – give: rotation, centre of rotation, angle and direction of rotation. Candidates should know what origin means (0 ; 0)
  - Enlargement – give: enlargement, center of enlargement and the scale factor of enlargement.
- Candidates should know that bearings are 3 – figure digits.
GENERAL COMMENTS

In general, the standard of the paper was the same as the previous year. There is a slight improvement in the performance of candidates when compared to last year. However, there are some aspects that teachers still need to emphasise more to ensure that candidates do not lose marks unnecessarily.

There was an improvement in the use of a decimal point. Candidates should be encouraged to use a point for a decimal number instead of a comma. A comma is used for a thousand separator and candidates should be encouraged not to write it.

Candidates should be encouraged to read the questions carefully before attempting to answer them. Misinterpretations could have been avoided, especially in Question 3.

Encourage candidates to show their workings in the spaces provided below the questions and to write only the final answer in the spaces for answers.

Candidates should provide one answer only because if they write more options, only the answer that is written first will be marked.

Encourage candidates to write down their full calculator display before they attempt to round any answer.

COMMENTS ON INDIVIDUAL QUESTIONS

1. (a) Part (a) was extremely poorly-answered, but part (b) was well-answered. Teachers must emphasise the part (b) answer the finding of the $n^{th}$ term. Candidates could find the part (b) answer by extending the sequence.

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>(a) $3n - 10$ o.e.</td>
<td>2 M1 for $3n$ or -10 seen</td>
</tr>
<tr>
<td></td>
<td>(b) $19^{th}$</td>
<td>2 M1 for $47 = 3n - 10$ seen</td>
</tr>
</tbody>
</table>

2. This question was well-answered. Some candidates didn’t finish the answer and gave final answer of $81^{\frac{1}{4}}$.

3. This question was well-answered. Some candidates failed to write the answer in standard form and gave the decimal answer.

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<tbody>
<tr>
<td></td>
<td>(a) $1.31 \times 10^{-1}$</td>
<td>2 B1 for $1.31$ or $10^{-1}$ or $0.131$</td>
</tr>
<tr>
<td></td>
<td>(b) $5.166 \times 10^{-5}$</td>
<td>2 B1 for $5.166$ or $10^{-5}$ or $0.00005166$</td>
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4. This question was poorly-answered. Therefore, teachers should still emphasise the simplifying of algebraic fractions.

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<tbody>
<tr>
<td></td>
<td>(a) $\frac{x - 18}{15}$</td>
<td>3 M1 for $\frac{(2x - 3) - 3(3x + 1)}{15}$ M2 for $\frac{10x - 15 - 3x - 3}{15}$</td>
</tr>
</tbody>
</table>
(b) Extremely well-answered. Some candidates did the whole question over again and didn’t realise they had to solve their part (a).

\[
x = 18 \\
1 \text{ c.a.o}
\]

5 Extremely well-answered. Most candidates could find the LCM but failed to use the LCM in the correct manner.

| \(x = 5\) and \(y = -3\) | 4 | M1 for multiplying both equations by the LCM  
| | | M2 for eliminating either \(x\) or \(y\)  
| | | B1 for \(x = 5\) and \(y = -3\) seen |

6 (a) Extremely well-answered. Candidates could deal with the reciprocal.

\[
\frac{2m^2}{3r} = 2
\]

(b) Well-answered. Most candidates could simplify this algebraic fraction by factorising.

| \(\frac{x - 3}{x - 4}\) | 3 | B1 for \((x - 4)(x + 4)\) seen |

7 (a) Poorly-answered. Only a few candidates recognised the difference between squares, which resulted in another difference between two squares.

\[
\frac{(x + 3)(x - 3)(x^2 + 9)}{3(3x^2 + 9)}
\]

(b) Very well-answered. There was a sign mistake in the question, therefore the expression cannot be factorised further. Candidates could factorise the expression.

\[
2a(3x^2 + y^2) + b(2x^2 - y^2)
\]

(c) Poorly-answered. Candidates struggled to find the factors of this quadratic expression.

\[
(3x - 8)(x + 5)
\]

8 Well-answered. Very few candidates replaced the \(<\) sign with an = sign.

\[
y < \frac{1}{3}
\]

9 Well-answered. However, some candidates ignored the base and only considered the index.

\[
3^{x - 3}
\]

10 Well-answered. Some candidates couldn’t recognise the quadratic equation that needed to be solved. Some candidates immediately used the square root (\(\sqrt{}\)) to eliminate the \(x^2\).

\[
x = 4
\]

11 Extremely well-answered. Most candidates could use the FOIL method and collect like terms.

\[
2x^2 + 5xy - 12y^2
\]
12 Extremely well-answered.

\[ x = 91 \]

13 Well-answered.

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<tbody>
<tr>
<td>(a)</td>
<td>(i)</td>
<td>90° 1 c.a.o</td>
</tr>
<tr>
<td>(ii)</td>
<td>90°</td>
<td>1 c.a.o</td>
</tr>
<tr>
<td>(b)</td>
<td>(i)</td>
<td>41 1 c.a.o</td>
</tr>
<tr>
<td>(ii)</td>
<td>49°</td>
<td>f.t 180° – [their (a) (i) = their (b) (i)]</td>
</tr>
<tr>
<td>(iii)</td>
<td>41°</td>
<td>f.t.180° – [their (a) (ii) = their (b) (ii)]</td>
</tr>
</tbody>
</table>

14 Well-answered. Most candidates realised that these two triangles are similar and that the sum of the interior angles of a triangle is 180°. A few candidates mistook these triangles as right-angled triangles.

\[ \angle MON = \angle PRQ = 38° \]

15 This question was very well-answered regarding all parts, except part (d).

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<tbody>
<tr>
<td>(a)</td>
<td>( x = 1.3 ) and ( x = -0.7 ) B2</td>
</tr>
<tr>
<td>(b)</td>
<td>Curve drawn correctly P1 for 1 - 9 point correctly P2 for 10 - 11 point correctly P3 all points correctly C1 for a smooth curve through all points</td>
</tr>
<tr>
<td>(c)</td>
<td>( x = 1.3 ) from (their) graph</td>
</tr>
</tbody>
</table>

This question was poorly-answered. Most candidates could substitute the gradient in \( y = mx + c \), but failed to use the coordinates given to find \( "c" \), the \( y \)-intercept.

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<tbody>
<tr>
<td>(d)</td>
<td>[ y = 3x + \frac{1}{2} (5.5) ] 3 B1 for ( m = 3 ) seen substituted in equation M2 for -4 = 3 (0.5) + c (o.e)</td>
</tr>
</tbody>
</table>

16 Well-answered. In part (b) some candidates couldn’t distinguish between angle of elevation and angle of depression.

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<tbody>
<tr>
<td>(a)</td>
<td>21.8 m 2 M1 for ( \sin 29 = \frac{TG}{45} ) or ( TG = 45 \sin 29 ) (o.e)</td>
</tr>
<tr>
<td>(b)</td>
<td>29° 1 c.a.o</td>
</tr>
</tbody>
</table>

Positive suggestions to teachers

- Teachers should put more emphasis on the different concepts of mathematics and not only on methodology.
- Teachers still need to emphasise on calculator skills.
- Teachers should encourage candidates to show their working, especially in questions that count more than one mark.
- Teachers should enforce the importance of accuracy. If the answer is not exact, encourage the candidates to write the full calculator display before rounding off.
General comments

• There was a great improvement in the answering of Section A, Question A.
• Candidates still have difficulties in answering questions that require descriptions of constructions methods.
• Questions with diagrams were well-answered by most candidates. Labelling or diagrams assisted them to have a clear picture of what is required.

Comments on individual questions

SECTION A

1  (a)  Well-answered.
Most candidates were able to list four descriptions for skirt A and B.
- Front and back yoke
- Left side zipper
- Waistline facing
- Godets

(b)  Well-answered.
Mostly all candidates were able to mention the skirt with a pointed hem.
- Skirt B

(c)  Well-answered.
Most all candidates were able to list the notion needed to complete the skirt.
- Thread
- One (18 cm) zipper
- One hook and eye

(d)  Well-answered.
Most candidates were able to determine the correct pattern sizes.

(i)  Size 20

(ii) Size 12

(e)  Well-answered.
Most candidates were able to list the suggested fabrics for the pattern.
- Challis
- Crepes
- Lightweight cotton blends
- Lightweight linen

(f)  Answered, fairly well.
A few candidates were not able to determine the amount of fabric needed, e.g. with the correct metric measurements.

(i)  1.95 m

(ii) 1.85 m

(g)  Well-answered.
Most candidates were able to list how many pieces are included in the pattern.
- 11 pieces

(h)  Well-answered.
Most candidates were able to identify the trade name, trade number and pattern sizes.

(i) Mc Call’s
(ii) 4307/M 4307
(iii) (6-8-10-12)

(i) Poorly-answered.
Most candidates were not able to determine the measurements of the hip-line.

(i) 94 cm
(ii) 108 cm

(j) Answered moderately well.
Few candidates could not list the information found at the back of the pattern envelop.
• Size chart giving body measurements
• Clear diagrams/front and back view of garments
• Length of fabrics
• Suggested fabrics
• Width of garment at hemline
• List of requirements/notions
• Discretions of garments
• Number of pattern pieces
• Price
• Finished garment measurements
• Pattern trade name
• Pattern trade number

2 (a) Answered fairly well.
A few candidates could not identify the information labelled A, B and D, E.
A Pattern trade Name
B Pattern trade Number
C Pattern sizes
D Pattern sizes
E Pattern piece Name
F Place on fold
G Adjustment line

(b) Well-answered.
Most candidates were able to draw the pattern markings.

(i) 

(ii) 

(iii) → → → →

3 (a) Answered fairly.
A few candidates could not describe how body measurements should be taken.

(i) Waist measurements.
The tape measure must not be held too tightly when the natural waistline measurements are taken; you should be able to insert a finger between the tape and the body.

(ii) Hip measurements.
The measurements must not be taken across the hipbones but loosely around the widest part of the lower half of the figure.

(iii) Bust measurements.
The tape measure must fit loosely around the fullest part of the bust and the widest part of the shoulder blades.
(iv) Back length measurements.

Measure from the most prominent bone in the nape of the neck down the spine to the string around the waist.

(b) Well-answered.

Most candidates were able to list the guidelines for pattern layout.
- Fold the fabrics as shown on the layout chart/W.S together
- Take care that selvages lie together
- Always see that this fold lies parallel to the edge of the table
- Take all the pattern pieces out of the envelope
- Plan a rough layout
- Pin larger pieces to the fabric first
- Place the pieces of the pattern so that the widest parts are nearest to the cut edges of the fabric
- Fit the smaller pieces among the larger pieces
- Place the pattern pieces so that the printed side is upper most
- Check that your pattern is symmetrical
- Remember to provide extra seam allowances of 2 cm
- Pin the pattern pieces smoothly and firmly to the fabric
- Ask your teacher to check your layout
- Choose the style you want to make

SECTION B

4 (a) Well-answered

Most candidates were able to identify which fibres can be obtained from the origins shown.
A Wool
B Silk
C Cotton
D Linen

(b) Poorly-answered

A few candidates were able to list examples of fabrics made from wool.
- Afghalaine
- Berathea
- Boucle
- Crepe
- Aabardine
- Jersey cloth/wool jersey
- Serge
- Tweed
- Flannel
- Whipcord

(c) Answered fairly well.

A few candidates could not list the properties of wool and polyester.

(i) Wool
- A poor conductor of heat
- Absorbs moisture quickly
- Very elastic and resilient
- Does not catch fire easily
- Soils very easily
- Cannot withstand high temperature
- Shrinks and mats when frictions, moisture and temperature changes are applied
- Easily damaged by moths
- Easily attacked by bacteria and mildew
- Easily damaged by alkalis and bleaches
- Resistant to mild acids
- Easily dyed and fairly colourfast
- Expensive
- Is not strong
- Weaker when wet
- Warm to wear
(ii) Extremely strong and durable

- Resilient, does not crease easily
- Do not stretch and shrink during use
- Poor absorbency
- Dries quickly
- Does not soil easily
- Has a high lustre
- Has static electricity
- Poor conductor of heat
- Resistant to moth, mildew and alkalis
- Easy to dye
- Easily damaged by heat
- Expensive
- Needs little ironing

(d) (i) Poorly-answered.
A few candidates were able to define mixtures.
This fabric is knitted or woven from two/more different types of yarns.

(ii) Fairly-answered.
A few candidates could not define the term comfort.
Ability of a fibre to feel soft, cool, and comfortable to wear.
Feeling of warmth, texture, fitting of the fabric.

(iii) Poorly-answered.
Most candidates were not able/could not define under-stitching
A line of stitching close to the seam and through the facing and seam allowance only.

OR

The stitch sewn on the R.S of the facing, close to the seam to prevent the facing from showing/rolling back onto the garment/against the R.S of garment.

(iv) Well-answered.
Most candidates were able to define absorbency.
The ability of a fibre to take up moisture/water.

5 (a) Poorly-answered

Most candidates could not describe the processes of how to thread a machine.
A Place the spool of thread on a spool pin
B Pass the thread end through the thread guide
C Pass the thread under and around the tension disc
D Pass the thread into the take-up lever
E Bring the thread down through the thread guide
F Pass the thread through the eye of the needle

(b) Well-answered.

Most candidates were able to describe how to care for an overlocker machine.
- Do not pull the fabric while stitching
- Do not stitch over pins
- Learn to stitch evenly and do not jerk the machine
- Do not draw the work away from the machine
- Always draw the work towards the back
- Cover the machine after use
- Avoid scratching the feed plate
- Make sure the needle is straight and correct inserted
- After finishing, place a piece of cloth under the pressure foot
- Pack away all attachments after use
- Clean and oil the machine regularly
- Unplug/switch off after use
- Place the machine on a flat, stable table
- Handle with care
- Do not use bent needles
- Keep it in a good place/store in a dust free space
• Do not sew without a fabric

(c) Fairly-answered
A few candidates could not list the uses of a tape measure, seam ripper, tailor’s chalk and pair of tweezers.

(i) To measure the body measurements/size
(ii) To remove unwanted threads
   To undo seams
   For cutting machine-made buttonholes open
(iii) To transfer pattern markings to dark fabrics
(iv) To remove fluff caused by tailor’s tacking
   To unpick tacking stitches

6 (a) Poorly-answered
Most candidates were not able to identify the work procedures for garment constructions.
A stay stitching
B pinning
C stitching

(b) Well-answered
Most candidates were able to describe the difference between ironing and pressing.

(i) The back and forth movement of an iron directly on the fabric to remove creases and improve the appearance.
(ii) Involves the use of steam with an up and down motion of an iron onto a damp press cloth.

(c) Well-answered
Most candidates were able to differentiate between an open single seam and closed single seam.

(i) Two raw edges are pressed open, facing in both directions and are neatened separately.
(ii) Two raw edges are neatened together, facing the same direction.

(d) Well-answered
A few candidates could not identify the seam edge finishes.

(i) Straight stitched seam edge finish
(ii) Zigzagged seam edge finish
(iii) Blind stitch seam edge finish
(iv) Serpentine stitch seam edge finish

(e) Fairly-answered.
Few candidates could not describe the construction method of a closed single seam.
• Place two pieces of fabrics with the R.S together.
• Level the raw edges
• Match the notches accurately
• Pin the pieces together
• Tack on the fitting line
• Remove tailors tacking
• Stitch the seam on fitting line
• Remove tacking threads
• Press the seam closed on the W.S
• Neaten the raw edges

7 (a) (i) Poorly-answered.
Most candidates could not identify the opening, instead they mistook with a bound opening with a
continuous wrap opening.

(ii) Fairly-answered.
Few candidates could not clearly explain how the length of the strip is calculated.
Twice the length of the slit and 25 - 40 mm wide

(iii) Poorly-answered.
Most candidates could not explain how a strip is placed on the fabric before it is cut out.
R.S of the strip against R.S of the fabric

(iv) Poorly-answered.
Most candidates could not name the strip used for the opening as most candidates identified it as
crossway strip.
Straight strip

(v) Fairly-answered.
A few candidates were able to list which hand stitch is used to complete the strip on the W.S.
Slip hemming/Hemming stitch

(vi) Fairly-answered.
A few candidates were able to name which machine stitch is used for a buttonhole.
Zigzag stitch/satin stitch

(vii) Poorly answered.
A few candidates were able to name which hand stitch is used to finish the button on W.S.
Blanket stitch

(b) Well-answered.
Most candidates were able to explain how to determine the length of the buttonhole.
The length of the buttonhole is equal to the diameter of the button plus its height or thickness.

(c) Poorly-answered.
Most candidates could not name the propose of buttonholes.
To facilitate dressing and undressing
To fasten garments

8 (a) Well-answered.
Most candidates were able to identify the collars.

(i) Flat collars

(ii) Roll collar

(b) Answered fairly well.
Few candidates could not describe the construction method for attaching a collar.
• Place the collar between R.S neckline and R.S facing
• Match the end of the collar to the centre frontline
• Match the notches, seams and centre backline
• Pin and tack
• Machine round
• Trim and grade seam allowances
• Snip the coned seam
• Press the garment
• Bar tack the facing on the shoulder seam

(c) Well-answered
The majority of candidates were able to identify the types of hems.

(i) Hem that overlaps at corner

(ii) Plain hem
(d) Poorly-answered.

Most candidates could not list the qualities of a good hem.
- Should hang evenly and gracefully
- Width should be appropriate to the fabric and style
- No bulkiness in the hem
- Be uniform in width
- Sewn inconspicuously, evenly and securely
- Should be totally inconspicuous

Positive suggestions to teachers

Teachers are encouraged to keep up with the good work, especially with the pattern study as well as cutting out of garments.

More emphasis should be given to the construction method of openings; clear diagrams should be provided to candidates.

Candidates should be allowed to apply theory into practical situations and vise versa.

Each candidate should be provided with a syllabus at the beginning of the year.

Topic tasks and topic tests should be compulsory and be set based on basic competencies.
General comments

There are great improvements in the practical works for this year. Teachers have shown that they understood the content and put theory into practice.

One school submitted a wrong assessment sheet. Please refer to the syllabus as well as the guidelines for assessments.

The following tips/guidelines should be implemented:

- The use of pins, staplers must be avoided and should not be used on samplers, embroidery or garments.
- Demonstrate the use of hand skills on garments.
- The wrong side of the garments should be neat and all the loose threads should be cut off.
- Clear distinction between bound - and continuous wrap opening needs more attention in future.
- Collar points should be neat and sharp.
- Candidates should not wear the garments, as they are only for fitting purposes.

Teachers/school principals without Grades 11 and 12 candidates are encouraged to present Fashion and Fabrics as a subject in order to allow candidates to continue in their fields.

- Teachers are encouraged to keep up with their excellent and quality work, especially with the patchwork and quilting articles.
- Neat and well-organised files were highly appreciated.
General comments

It was noticed that most candidates are not well-guided on how to answer multiple choice questions. Most candidates lose marks unnecessarily as they leave questions unanswered or give multiple answers, while some guessed. This shows that most candidates do not take the multiple choice questions seriously. Teachers are urged to coach the candidates on how to answer multiple choice questions by eliminating wrong distractors until they remain with correct answer.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

SECTION A

1. This question was on what happens to the arrangement of particles when melting is taking place. Although 63% of the candidates chose the correct answer, candidates who selected the wrong one, seemed to have little knowledge on the difference between the arrangement of particles of liquid and gas.

2. Poorly-answered. Only 22% of the candidates chose the correct answer. Most candidates who selected option A, which was wrong, showed that the definition of the term "molecule" was not well-explained. Candidates should be made aware that two or more metal elements cannot combine chemically.

3. Fairly-answered as about 55% of candidates chose the correct answer as C. The relationship between period number and number of shells of an atom seemed not to have been emphasized properly in class.

4. Well-answered, with more than 70% of candidates choosing the correct answer.

5. Poorly-answered. Only 28% of the candidates chose the correct answer. Candidates who chose the wrong answer seemed not to understand the term "isotope" as atoms of the same element with the same protons, but a different mass number.

6. Fairly-answered as 50% of the candidates showed knowledge on techniques of separating soluble and insoluble substances.

7. Well-answered as 78% of the candidates chose the correct answer, showing that the concept of covalent bonding was well-taught.

8. Fairly-answered as most candidates chose the correct answer as C. Candidates who chose wrongly seemed not to understand the formation of cation and anion.

9. The question was poorly-answered. Only 20% of the candidates gave the correct answer. Candidates need to differentiate between atoms and elements in a compound. The subscripts in a formula represent how many different atoms are in a compound. Candidates failed to identify SO in the formula as representing Sulfur and Oxygen and not as one thing.

10. Poorly-answered. Candidates found it difficult to choose between aluminium and copper. Aluminium is used during transmission because of its lightness in overhead cables. Copper is only used in electric wires but not in cables.

11. Very well-answered.

12. The question was well-answered by more than 70% of the candidates.

13. Fairly-answered. Many candidates could not correctly identify which gas is always given off when metals react with acids.

14. Poorly-answered. Many candidates seemed to have just guessed the answer. More emphasis is still needed as only 30% answered it correctly.

15. Surprisingly not well-answered. Many candidates do not know the difference between physical change and chemical change. Candidates failed to identify which change can be reversed.
16 Fairly-answered. Candidates have difficulty in finding products with an acid being one of the reactants. Candidates failed to identify the correct chemical formula for the products when reactants are given in words.

17 Well-answered by 67% of the candidates.

18 Fairly-answered. Only 50% of the candidates recognised the correct answer.

19 Very well-answered by 83% of the candidates. Calculating weight seems to be a familiar concept among candidates.

20 Fairly-answered. 49% of the candidates chose the correct answer. A good number of candidates seemed not to have understood the question very well.

21 Very well-answered 88% of the candidates got it correct. The unit of work done seems to be known by most candidates.

22 Poorly-answered. Only 31% were successful. The majority of candidates chose A, to decrease friction, most probably because they are mostly made aware of only ways to decrease friction. It is suggested that both advantages and disadvantages of friction be taught comprehensively and that everyday examples are given.

23 Well-answered, 78% of the candidates recognised, I, as the symbol for current.

24 Very well-answered. 94% of the candidates seemed to know what the circuit symbols represent.

25 This question expected candidates to calculate total resistance. Only about 30% of the candidates chose the correct answer. The candidates who chose the wrong answers seemed to have calculated the total resistance in series instead of parallel circuit.

26 This question was well-answered with more than 80% of the candidates choosing the correct answer. Candidates chose the wrong answer perhaps because they did not understand the question.

27 This question was on the magnetic field lines and it was fairly-answered, with more than 50% of the candidates choosing the correct answer. The challenge here seemed to be on the direction of the magnetic lines. Teachers need to emphasise the direction of magnetic fields between two magnetic poles strongly, by using a plotting compass to see if the pointer moves towards or away.

28 This question was well answered with more than 70% of the candidates choosing the correct answer. Candidates seemed to be confused between electromagnetic waves (radio wave) and sound waves.

29 This question was poorly-answered with only about 40% of the candidates getting the correct answer. Candidates who chose the wrong answer seemed not to have studied the table. Teachers need to advise candidates to make use of the information on the question paper to their advantage.

30 This question was well-answered with more than 70% of the candidates choosing the correct answer.

STRUCTURED QUESTIONS

Key messages

Most candidates had shown knowledge of concepts covered in most questions. Many candidates lost marks because they failed to understand what the question required.

It is important to encourage candidates to show their correct working in numerical problems as they can score marks even if their final answer is not correct.

Candidates must be also encouraged to write the formula in words whenever they answer a numerical problem. This is because the candidates are not awarded marks for wrong symbols in case the final answer is wrong.

General comments

The standard of answers given by candidates showed that teachers did emphasise some issues addressed in previous Examiners’ Reports, e.g formula in words and the spelling of covalent. However, there are issues that still need to be addressed. The relationship between resistance and current, the spelling of scientific terminologies and word equations still requires attention. This was proven when the same errors or misconceptions were repeated in 2016.

Rounding off answers of moles and current should not be ignored as that will not reflect the correct information which may prove to be detrimental in real life.

1 (a) Fairly-answered

However, some candidates lost marks for not copying the words exactly as spelt in the list, which should be the case in such questions.
(b) Poorly-answered

Most candidates could not properly distinguish between a mixture and a compound. Many candidates lost marks because of stating what the mixture is not, and not what it is. They said that mixtures are substances that are 'not chemically combined', instead of substances that are 'physically combined'.

(c) Fairly-answered

Many candidates failed to use comparative words especially on (iv), such as more loosely packed, etc.

<table>
<thead>
<tr>
<th>Question</th>
<th>Ideal response</th>
<th>Additional guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a)</td>
<td>(i) Mass ✓</td>
<td>Penalise once on spelling 1</td>
</tr>
<tr>
<td></td>
<td>(ii) Atoms, materials ✓</td>
<td>1, 1</td>
</tr>
<tr>
<td></td>
<td>(iii) Vibrate ✓</td>
<td>1</td>
</tr>
<tr>
<td>(b)</td>
<td>A mixture – two or more substances/ elements/ compounds/physically combined ✓</td>
<td>Accept; both correct examples for one mark ✓</td>
</tr>
<tr>
<td></td>
<td>A compound – two or substances/elements/atoms/ non-metals chemically combined ✓</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>(i) Not fixed / takes the shape of the container ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) Fixed / has its own volume ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(iii) Not fixed / takes the volume of the container ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(iv) Further apart / far apart / larger spaces ✓</td>
<td>Clear comparison</td>
</tr>
</tbody>
</table>

2 (a) Most candidates answered a (i) and (ii) very well, however only a few candidates did score marks for a(ii) because they failed to give the states of matter for halogen elements at room temperature. Teachers are encouraged to emphasise on the state of matter.

(b) (i) Well-answered as most candidates could spell the term covalent.

(b) (ii) This question was partially-answered as only a few candidates scored full marks. The concepts of covalent bonding need to emphasised more to avoid candidates mixing ionic and covalent bonding.

(c) Poorly-answered as most candidates could not distinguish between word and chemical equation. Apart from that, most candidates did not know the correct chemical name of magnesium chloride. The spelling of elements must be emphasized as most candidates lost marks because of spelling magnesium or chlorine incorrectly.

| 2(a) | (i) Br ✓ | 1 |
|      | (ii) 2, 8, 7 ✓ | 1 |
|      | (iii) • Gas • Gas • Liquid • Solid | • All correct ✓ ✓ |
|      | | • 2 or 3 correct ✓ |
|      | | • Only 1 correct, No mark |
|      | | Accept; symbols |
| (b)  | (i) covalent correct spelling | 1 |
|      | (iii) • one overlap with 2e ✓ • 8e on the first ✓ • 8e on the second ✓ | 3 |
| (c)  | Magnesium + chlorine → magnesium chloride • reactants ✓ • products ✓ (accept correct formula ✓) | 2 |
3 (a) Fairly-answered
Some candidates are still misspelling names of elements and this causes them to lose marks unnecessarily, even when they gave the correct order of reactivity.

(b) Fairly-answered
Alloys are mixtures of metals and other elements. They are mixtures and a metal should be part of that mixture.

(c) (i) Answered poorly
This question was misunderstood. Most candidates answered it by giving the name of the fibre found in the material such as wool, cotton and cellulose.

It is advised that candidates should be exposed to many different ways of questioning or assessing.

<table>
<thead>
<tr>
<th>3 (a)</th>
<th>Aluminium, copper and gold ✓ ✓ ✓ for the reverse order 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) (i)</td>
<td>A mixture of a metal with other substances/elements ✓ 1</td>
</tr>
<tr>
<td>(ii)</td>
<td>Pots / cooking utensils ✓ Aircraft ✓ ladder Any other relevant answer 2</td>
</tr>
<tr>
<td>(c) (i)</td>
<td>A = natural ✓ C = natural ✓ 1 1</td>
</tr>
<tr>
<td>(ii)</td>
<td>mixing cement, sand, gravel (crushed stones) ✓ and water ✓ 1 1</td>
</tr>
<tr>
<td>(iii)</td>
<td>Wall / roofing / floors/ door /frames/ ceiling 1</td>
</tr>
</tbody>
</table>

4 (a) Most candidates did not score full marks as they struggled to give correct results on testing the acidity or alkalinity or neutrality and their effect on the litmus papers. Teachers are urged to teach these concepts using experiments. Various substances must be tested to help candidates remember the outcomes.

(b) Poorly-answered.
Most candidates showed little knowledge on the reaction of acid and carbonates. Teachers are urged to guide candidates on how to answer questions as most candidates added other concepts which gave the incorrect answer.

(c) Poorly-answered.
Most candidates could not identify strong acids amongst other acids.

<table>
<thead>
<tr>
<th>4 (a)</th>
<th>Coke – acidic ✓ Pure water – (remains) red ✓ Tooth paste solutions – basic ✓ Vinegar – (turns) red ✓ Baking soda solution – (remains) blue (turns) blue (both correct) ✓ Apple juice – acidic ✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>Salt ✓ water ✓ and carbon dioxide ✓ Accept any correct example of a salt Accept ; formulas 3</td>
</tr>
<tr>
<td>(c)</td>
<td>Hydrochloric acid (HCl) or sulfuric acid (H2SO4) or Nitric acid (HNO3) ✓ 1</td>
</tr>
</tbody>
</table>

5 (a) (i) Well-answered
The percentage of gases should not be memorised as such but treated in context, especially if data is given in the question, like in this case, where it had to be calculated.

(iii) Fractional distillation, as a method used to obtain nitrogen from the air, was a challenge for most candidates.
(b) Fairly-answered

Teachers are advised to teach the primary effects and the secondary effects of these polluting gases.

(c) Fairly-answered

Some candidates failed to give the chemical test of water, but gave the physical test instead.

Emphasis should be put on the fact that copper sulphate is a different chemical compound from other copper salts such as copper sulphide and copper sulphite. Candidates should learn that its copper sulphate which is used for this test to avoid losing marks.

<table>
<thead>
<tr>
<th>5 (a)</th>
<th>(i) Carbon dioxide / water vapour / Noble gases</th>
<th>Names only</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ii)</td>
<td>Oxygen / O2 21% ✓</td>
<td>✓</td>
<td>1,1</td>
</tr>
<tr>
<td>(iii)</td>
<td>Fractional distillation ✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

| 6 (a) | (i) Test – add drops to white or anhydrous copper sulfate Result – turns blue ✓ OR Test – add drops to blue or anhydrous cobalt chloride ✓ Result – turns pink ✓ | 2 |

<table>
<thead>
<tr>
<th>6 (a)</th>
<th>(ii) 14600 ✓</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i)</td>
<td>driving / friction or air resistance or tyre friction or surface friction/upthrust ✓ ✓</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 (a)</th>
<th>(i) Distance – Is the length or interval between two points / length of space or ground an object covers when moving / Scalar / magnitude or size only ✓ Displacement – distance in the specified direction / vector / Both magnitude and direction ✓</th>
<th>Award one mark; No direction, Has direction – Both ✓</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>(i) 200 + 500 + 150 ✓ = 850 ✓</td>
<td>✓</td>
<td>2</td>
</tr>
</tbody>
</table>

(b) (i) Poorly-answered by the majority of candidates.

- Distance should be defined on the basis of
  * a change in position and
  * space / length covered, without direction.

  NOT a physical distance as stated in the syllabus. It is bad practice to define a word by itself.

- Displacement as a distance in a particular or specified direction.

(ii) Answered correctly by most candidates. Candidates need to be taught to correctly use the information given (handling of information) to deduce the correct answer, i.e. sum of the distances given on the diagram.

(iii) Well-answered as most candidates did use the correct formula to calculate the average speed.
### 7

(a) (i) Well-answered by most candidates.
   - Correct formulas either in words or symbols need urgent emphasis by teachers.

(ii) Well-answered
   - Candidates need to be taught to use the given information/date to do the correct substitution guided by the formula.

(iii) Well-answered by most candidates.
   - Following instructions and adhere to it is of much importance. If the instruction says that the given words need to be filled in, the exact words should be written in the answer.
   - Do not change the given words or mispell them.

(b) (i) Well-answered.
   - Teachers should teach candidates that machines are used to make work easier by reducing the effort. Not reducing the work.

(c) (i) Not well-answered
   - Candidates need to be taught to make another quantity the subject of the formula in the expression / formula to get the correct formula and substitution thereof.
   - Or a triangle guidance must be used to help the candidates to get the correct formula for the required quantity.

(ii) Not well-answered.
   - Candidates should be aware that machines are not 100% efficient. This is due to heating and sound produced as a result of friction in the machine. Heat and sound are form of energy being wasted in the machine.

### 8

(a) (i) Well-answered, however some candidates could not score a mark because they inserted correct number as (4) for negative charges. For a neutral substance, the number of positive and negative charges are equal.

(ii) Fairly-answered as most candidates could not distinguish between static electricity and electric current. Static electricity should be explained to candidates as electricity that results from the build-up of charges, while electric current is the rate of flow of charges.

(b) (i) Well-answered, however most candidates could not spell the term correctly.

(ii) Fairly-answered as most candidates confused parallel-and series connection.

(c) (i) Well-answered, however some candidates could not score a mark as they used voltmeter and ammeter in the formula, which is wrong.

(ii) Well-answered as most candidates could calculate the resistance correctly.

(iii) Poorly-answered as most candidates could not use the relationship between the length of a wire and current. Candidates should be made aware that, when the length of a wire increases, the current decreases as the resistance increases.

<table>
<thead>
<tr>
<th>8 (a)</th>
<th>(i) Four negative signs drawn</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ii)</td>
<td>Static electricity – (caused by) a build-up of electric charges on the surface of objects/charges at rest ✓</td>
<td>Accept : Electricity at rest ✓</td>
</tr>
<tr>
<td></td>
<td>Electric current – rate of flow of electrons or charges / charges per unit time ✓</td>
<td>Accept : flow of charges OWTTE</td>
</tr>
<tr>
<td>(b)</td>
<td>(i) Variable resistor / rheostat ✓</td>
<td>Sound more correct</td>
</tr>
<tr>
<td>(ii)</td>
<td>Parallel ✓</td>
<td></td>
</tr>
</tbody>
</table>

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**JSC Examiners Report 2016**
9  (a)  (i)  Fairly-answered as most candidates could not identify the types of current from their sources.

(ii)  Well-answered as most candidates did state the safety of using electricity.

(b)  (i)  Fairly-answered as most could not use Fleming’s right hand rule to identify the poles of the induced magnet.

(ii)  Well-answered as most candidates could recall ways to increase the magnetic field induced.

(c)  Well-answered as most candidates could give the uses of an electromagnet.

| 9 (a) | (i) | Light torch – direct current /d.c ✓
|      |     | Electric iron – alternating current / a.c ✓ |
|      |     | Cables should be insulated /avoid damaged insulation
|      |     | Use a fuse/circuit breaker
|      |     |Earthing
|      |     | Avoid damp conditions
|      |     | Avoid overloading ✓ ✓ ✓ |
| (b)  | (i) | Transferred to 7(c)(ii) mark it with an arrow →
|      | (ii)| N   S (closer to the magnet ) ✓
|      | (iii)| Increase the number of turns/increase current ✓
| (c)  |     | Speakers / transformer / electric bell
|      |     | Scrap yards / relay / generator or dynamos ✓ ✓

10  (a)  (i)  Most candidates did score a mark, but only a few could spell the term “transverse” correctly.

(ii)  Poorly-answered. Most candidates had little knowledge on indicating wavelength between wavefronts. Teachers are encouraged to emphasise on this concept.

(b)  This question was partially-answered as most candidates failed to write the correct formula of frequency as number of vibration divided by time taken. Most candidates used T to mean time taken instead of t. Teachers are encouraged to teach the correct symbol of the formula, or the candidates should be encouraged to write formulae in words.

(c)  (i)  Most candidates did answer this question correctly, only a few could not spell the term “incident”

(ii)  Less candidates could complete the diagram correctly. Most candidates had shown little knowledge regarding the concept of law of reflection.

(iii)  Well-answered as most candidates could state the value of angle of reflection as 45.

(iv)  Well-answered, however teachers are urged to emphasise the properties as some candidates wrote not real to mean virtual, which is wrong.
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<tbody>
<tr>
<td>(b)</td>
<td>vibrations/time = 10/4 (✓) 2.5 ✓✓</td>
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<td>(c)</td>
<td>(i) Incident (ray) ✓</td>
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<td>(ii) correct line with correct direction (arrow) ✓ arc showing the reflected angle ✓</td>
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<td>(iii) 45 ✓</td>
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<td>(iv) Virtual/Upright/laterally inverted/same size/same distance ✓ any one</td>
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