MINISTRY OF EDUCATION, ARTS AND CULTURE

DIRECTORATE OF NATIONAL EXAMINATIONS AND ASSESSMENT

REPORT ON THE EXAMINATIONS

NSSCO

OCTOBER/NOVEMBER 2016
## CONTENTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Papers</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNTING</td>
<td>Paper 4345/1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Paper 4345/2</td>
<td>11</td>
</tr>
<tr>
<td>AFRICAANS AS A SECOND LANGUAGE</td>
<td>Paper 4115/1 (Core) Reading and Directed Writing</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Paper 4115/2 (Extended) Reading and Directed Writing</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Paper 4115/3 Listening Comprehension</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Paper 4115/4 Oral Assessment</td>
<td>28</td>
</tr>
<tr>
<td>AGRICULTURE</td>
<td>Paper 4321/1</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Paper 4321/2</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Paper 4321/3</td>
<td>40</td>
</tr>
<tr>
<td>ART &amp; DESIGN</td>
<td>Paper 4125/1 Observation/Interpretative Assignment</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Paper 4125/2 Design Assignment</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Paper 4125/3 Historical and Critical Assignment</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Paper 4125/5 Coursework Assignment</td>
<td>46</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>Paper 4322/1 Multiple Choice</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Paper 4322/2</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Paper 4322/3 Applied Practical Skills</td>
<td>58</td>
</tr>
<tr>
<td>BUSINESS STUDIES</td>
<td>Paper 4346/1</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Paper 4346/2</td>
<td>71</td>
</tr>
<tr>
<td>COMPUTER STUDIES</td>
<td>Paper 4325/1</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Paper 4325/2</td>
<td>84</td>
</tr>
<tr>
<td>DESIGN AND TECHNOLOGY</td>
<td>Paper 4129/1</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Paper 4129/2</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Paper 4129/3</td>
<td>94</td>
</tr>
<tr>
<td>DEVELOPMENT STUDIES</td>
<td>Paper 4331/1</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Paper 4331/2</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Paper 4331/3</td>
<td>110</td>
</tr>
<tr>
<td>ECONOMICS</td>
<td>Paper 4347/1</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>Paper 4347/2</td>
<td>123</td>
</tr>
<tr>
<td>ENGLISH AS A SECOND LANGUAGE</td>
<td>Paper 4116/1&amp;2 (Core &amp; Extended) Reading and Directed Writing</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Paper 4116/3 Listening Comprehension</td>
<td>135</td>
</tr>
<tr>
<td></td>
<td>Paper 4116/4 Oral Assessment</td>
<td>140</td>
</tr>
<tr>
<td>ENTREPRENEURSHIP</td>
<td>Paper 4344/1</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td>Paper 4344/2 Coursework</td>
<td>152</td>
</tr>
<tr>
<td>FASHION AND FABRICS</td>
<td>Paper 4342/1</td>
<td>155</td>
</tr>
<tr>
<td>FIRST LANGUAGE AFRIKAANS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 4101/1 Reading and Directed Writing</td>
<td>161</td>
<td></td>
</tr>
<tr>
<td>Paper 4101/2 Continuous Writing</td>
<td>163</td>
<td></td>
</tr>
<tr>
<td>Paper 4101/3 Literature</td>
<td>166</td>
<td></td>
</tr>
<tr>
<td>Paper 4101/4 Oral</td>
<td>167</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIRST LANGUAGE ENGLISH</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper 4102/1 Reading and Directed Writing</td>
<td>169</td>
<td></td>
</tr>
<tr>
<td>Paper 4102/2 Continuous Writing</td>
<td>171</td>
<td></td>
</tr>
<tr>
<td>Paper 4102/3 Literature</td>
<td>174</td>
<td></td>
</tr>
<tr>
<td>Paper 4102/4 Oral</td>
<td>176</td>
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<tr>
<td>Paper 4104/1 Reading and Writing</td>
<td>179</td>
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</tr>
<tr>
<td>Paper 4104/2 Continuous Writing</td>
<td>181</td>
<td></td>
</tr>
<tr>
<td>Paper 4104/3 Literature</td>
<td>183</td>
<td></td>
</tr>
<tr>
<td>Paper 4104/4 Oral</td>
<td>185</td>
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<tr>
<td>Paper 4105/1 Reading and Directed Writing</td>
<td>187</td>
<td></td>
</tr>
<tr>
<td>Paper 4105/2 Continuous Writing</td>
<td>189</td>
<td></td>
</tr>
<tr>
<td>Paper 4105/3 Literature</td>
<td>192</td>
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</tr>
<tr>
<td>Paper 4105/4 Oral</td>
<td>194</td>
<td></td>
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<tr>
<td>Paper 4106/1 Reading and Directed Writing</td>
<td>195</td>
<td></td>
</tr>
<tr>
<td>Paper 4106/2 Continuous Writing</td>
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</tr>
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<td>Paper 4106/3 Literature</td>
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<td>Paper 4106/4 Oral</td>
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<tr>
<td>Paper 4107/1 Reading and Directed Writing</td>
<td>203</td>
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</tr>
<tr>
<td>Paper 4107/2 Continuous Writing</td>
<td>206</td>
<td></td>
</tr>
<tr>
<td>Paper 4107/3 Literature</td>
<td>207</td>
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<td>Paper 4107/4 Oral</td>
<td>210</td>
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<tr>
<td>Paper 4108/1 Reading and Directed Writing</td>
<td>213</td>
<td></td>
</tr>
<tr>
<td>Paper 4108/2 Continuous Writing</td>
<td>214</td>
<td></td>
</tr>
<tr>
<td>Paper 4108/3 Literature</td>
<td>216</td>
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<td>Paper 4108/4 Oral</td>
<td>219</td>
<td></td>
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<tr>
<td>FIRST LANGUAGE RUMANYO</td>
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<tr>
<td>Paper 4109/1 Reading and Directed Writing</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>Paper 4109/2 Continuous Writing</td>
<td>223</td>
<td></td>
</tr>
<tr>
<td>Paper 4109/3 Literature</td>
<td>226</td>
<td></td>
</tr>
<tr>
<td>Paper 4109/4 Oral</td>
<td>232</td>
<td></td>
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<tr>
<td>FIRST LANGUAGE SETSWANA</td>
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</tr>
<tr>
<td>Paper 4110/1 Reading and Directed Writing</td>
<td>235</td>
<td></td>
</tr>
<tr>
<td>Paper 4110/2 Continuous Writing</td>
<td>238</td>
<td></td>
</tr>
<tr>
<td>Paper 4110/3 Literature</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Paper 4110/4 Oral</td>
<td>244</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
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</tr>
<tr>
<td>Paper 4111/1 Reading and Directed Writing</td>
<td>245</td>
<td></td>
</tr>
<tr>
<td>Paper 4111/2 Continuous Writing</td>
<td>247</td>
<td></td>
</tr>
<tr>
<td>Paper 4111/3 Literature</td>
<td>249</td>
<td></td>
</tr>
<tr>
<td>Paper 4111/4 Oral</td>
<td>252</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FIRST LANGUAGE THIMBUKUSHU</td>
<td></td>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Paper 4112/1 Reading and Directed Writing</td>
<td>253</td>
<td></td>
</tr>
<tr>
<td>Paper 4112/2 Continuous Writing</td>
<td>255</td>
<td></td>
</tr>
<tr>
<td>Paper 4112/3 Literature</td>
<td>257</td>
<td></td>
</tr>
<tr>
<td>Paper 4112/4 Oral</td>
<td>260</td>
<td></td>
</tr>
</tbody>
</table>
FOREIGN LANGUAGE GERMAN
Paper 4121/1 Listening................................................................. 261
Paper 4121/2 Reading and Directed Writing ................................ 265
Paper 4121/3 Speaking................................................................. 273

FOREIGN LANGUAGE FRENCH
Paper 0520/1 Listening................................................................. 275
Paper 0520/2 Reading and Directed Writing ................................ 278

FOREIGN LANGUAGE PORTUGUESE
Paper 4122/1 Listening................................................................. 279
Paper 4122/2 Reading and Directed Writing ................................ 280
Paper 4122/3 Speaking................................................................. 282

GEOGRAPHY
Paper 4332/1 ........................................................................... 283
Paper 4332/2 ........................................................................... 291
Paper 4332/3 ........................................................................... 295

HISTORY
Paper 4333/1 ........................................................................... 299
Paper 4333/2 ........................................................................... 310

HOME ECONOMICS
Paper 4343/1 ........................................................................... 341
Paper 4343/2 Coursework ......................................................... 348
Paper 4343/3 Practical Test....................................................... 351

MATHEMATICS
Paper 4324/1 (Core) ................................................................ 355
Paper 4324/2 (Extended) ............................................................ 359
Paper 4324/3 (Core) ................................................................ 364
Paper 4324/4 (Extended) ............................................................ 369

OFFICE ADMINISTRATION AND KEYBOARDING APPLICATIONS
Paper 4348/1 ........................................................................... 377
Paper 4348/2 ........................................................................... 381
Paper 4348/3 ........................................................................... 403

PHYSICAL SCIENCE
Paper 4323/1 Multiple Choice .................................................... 417
Paper 4323/2 ........................................................................... 420
Paper 4323/3 Applied Practical Skills ........................................ 427
ACCOUNTING

4345
Paper 1

General comments

- We were pleased to see an improvement in candidates’ work compared to last year.
- Candidates answered all the questions with the minimum questions left unanswered.
- Candidates struggled with or had difficulty in answering the theory questions.
- While marking, we encountered difficulty in reading candidates work because of untidiness.

Comments on individual questions

1. Most candidates obtained high marks in this question. However, there were some questions which were not answered correctly, especially (b). Some wrote it as realisable instead of Realisation, whereas others wrote any other conventions randomly. (c) Candidates wrote omission instead of commission. (k) Candidates defined the double entry principle instead of contra entry in the Cash Book. (k) Candidates used the words to encourage customers rather than customers buying in large quantity or in bulk. (l) Candidates had difficulty defining the three terminologies.

Answers

(a) Profit and loss account (Income statement) [1]

(b) Realisation [1]

(c) Commission [1]


(e) (i) Debited: Munich [1]

(ii) Credited: Sales [1]

(f) Suspense [1]

(g) Profit and Loss Appropriation/Income Statement Appropriation [1]

(h) Credit side [1]

(i) Double entry applied within the cash book, e.g. cash deposit into bank account [1]

(j) Owner’s capital account (1) + non-current liabilities (1)

OR

Non-current assets (1) + net current assets (1)

OR

Capital + Net Profit (or – Net loss) – Drawings (1) + Non-Current Liabilities (1) [2]

(k) - Because the customer is in the same trade
- Regular customers
- Because the customer is buying in bulk Any one [1]

(l) (i) To reconcile the bank account in the books of the business with the balance at bank in the bank’s books (1) [2]

(ii) Cheques not yet presented (1) for payment at the bank (1) [2]
(iii) An instruction given by the payer to his/her bank to pay a set amount at regular intervals to the payee's account
Any other acceptable reason

(m) - Cost and management accounting
- Financial accounting
- Auditing

2 (a) and (b)
Candidates attempted these two questions poorly. Most of the time they stated small transactions instead of small cash payments. Also, some candidates could not explain the imprest system.

Answers

(a) - To remove small cash payments from the main cash book/small cash payments
- To reduce the number of entries in the main cash book
- To reduce the number of entries in the ledgers
- To allow the chief cashier to delegate some of the work
Any two

(b) At the end of the period the chief cashier will make up or reimburse the cash remaining so that each month starts off with the same amount

(c) Candidates struggled with the recording in the Petty Cash Book, especially corresponding accounts in the details column. Dates, totals and the balancing of the book at month end was mostly omitted.
<table>
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<tr>
<th>Receipts</th>
<th>Fol</th>
<th>Date</th>
<th>Details</th>
<th>Voucher no</th>
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<th>Wages</th>
<th>Stationery</th>
<th>Postage</th>
<th>Sundry Accounts</th>
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(d) N$200 (1) current assets (1)  
(e) Candidates did not know or clearly state when the posting to ledger is done and that only totals of the respective account(s) are taken to the ledger on the opposite side.

**Answer**

At the month end the totals (1) of the wages, stationery and postage columns are debited to the respective ledger accounts (1)
3  (a) Most candidates answered these questions correctly. A common error was that trade discount was added and VAT was deducted.

**Answers**

(i)  
1 1 700,00  
2 2 400,00  
3 240,00 (O/F)  
4 2 160,00 (O/F)  
5 324,00 (O/F)  
6 2 484,00 (O/F)  

(ii)  
1 Value added tax  
2 Output Vat  

(iii) Debtors Ledger

(b) Candidates could not interpret the entries from the ledger account correctly.

**Answers**

**Bank 30 September 2015**  
Explanation: This is the total amount for water and electricity paid by cheque (1) during the year till 30 September 2016 (1)  
Double entry: Credit bank in cash book (1)  

**Profit and Loss (Income Statement) 30 September**  
Explanation: This is the water and electricity relating to the current financial year (1) transferred to the profit and loss (1)  
Double entry: Debit profit and loss (1)  

**Balance c/d 30 September 2016**  
Explanation: The balance represents the amount for water and electricity still outstanding (1) for the financial year ended 30 September 2016 (1)  
Double entry: Credit water and electricity account for the year beginning  
1 October 2016 (Balance b/d) (1)  
OR  
Credit Accrued expenses (1)
4 Well-answered by most of the candidates, except a few who could not do the calculation of (b) ratios correctly and the rounding off to the 2nd decimal place.

(a) Candidates are advised to show their calculations in brackets for the adjustments. Only ONE depreciation account.

**Answer**

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<th>Zanzei Geingob</th>
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<td><strong>Income Statement (Trading and Profit and Loss Account)</strong></td>
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<td>for the year ended 31 August 2016</td>
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<th>Description</th>
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<td>Less Cost of Sales</td>
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<td>Stock (Inventory) 1 July 2015</td>
<td>11 000</td>
<td>(1)</td>
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<tr>
<td>Purchases (98,000 + 2,000 – 1,000)</td>
<td>99 000</td>
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<td>Carriage inwards</td>
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<td>Less Stock (Inventory) 31 August 2016</td>
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<td>Gross Profit</td>
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<td>Add Other income</td>
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<td>Discount received</td>
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<td>Provision for doubtful debts (reduction) (300 – 225)</td>
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<td>Gross income</td>
<td>47 525</td>
<td></td>
</tr>
<tr>
<td>Less Expenses</td>
<td>34 620</td>
<td></td>
</tr>
<tr>
<td>General expenses</td>
<td>1 240</td>
<td>(1)</td>
</tr>
<tr>
<td>Advertising</td>
<td>3 300</td>
<td>(1)</td>
</tr>
<tr>
<td>Wages (7,000 + 2,000)</td>
<td>9 000</td>
<td>(2)</td>
</tr>
<tr>
<td>Insurance (4,760 – 150)</td>
<td>4 610</td>
<td>(2)</td>
</tr>
<tr>
<td>Depreciation (6,270 + 10,200)</td>
<td>16 470</td>
<td>(2)</td>
</tr>
<tr>
<td>Net Profit (Profit for the year)</td>
<td>12 905</td>
<td>(1) (O/F)</td>
</tr>
</tbody>
</table>

*If amount in column is wrong, each correctly treated amount in brackets receives a mark.* [19]

(b) Candidates were required to calculate two common ratios. A few candidates did not know the formula and therefore did not know how to calculate the ratio or to present the answer. Common errors were the sales amount used instead of turnover amount, difficulty in finding average stock and omission of % sign and times.

**Answers**

(i) \[
\frac{47\,000}{150\,000} \times 100 \quad \text{(O/F)}
\]

\[
= 31,33\% \quad \text{(O/F)}
\] [2]

(ii) \[
\frac{103\,000}{\frac{1}{2} \times (1\,000 + 10\,000)}
\]

\[
= \frac{103\,000}{10\,500} \quad \text{(O/F)}
\]

\[
= 9,81 \text{ times} \quad \text{(O/F)}
\] [3]
Candidates had difficulty answering (e) about the double entry of Disposal of Assets.

Answers

(a) Depreciation is an estimate of the loss in value (1) of a fixed (non-current) asset over its expected working life (1) [2]

(b) Physical deterioration
Economic reasons
Passage of time
Depletion
Any other acceptable causes Any two [2]

(c) (i) Prudence
Or Accruals (Matching) [1]

(ii) Prudence
To ensure that the net profit is not overstated (1) and that the value of the fixed (non-current) assets is not overstated. (1)
Or
Accruals (Matching)
To ensure that the loss in value of fixed (non-current) assets (1) is spread over the period in which they are earning revenue. (1) [2]

(d) The majority of candidates showed the depreciation for two years instead of one year only. Candidates did not read the information. Full year depreciation is charged in the year of purchase.

Answer

\[
\begin{align*}
25000 \times \frac{15}{100} &= N$3750 \text{ (C/F)} \\
12000 \times \frac{15}{100} &= N$1800 \text{ (C/F)} \\
\text{Total depreciation} &= 3750 + 1800 \\
&= N$5550 \text{ (C/F)} [3]
\end{align*}
\]

(e) Too few candidates were able to record asset disposal in the ledger. Following errors were common at the accounts name: Provision for depreciation instead of Provision for depreciation on equipment, and disposal instead of Equipment disposal.

<table>
<thead>
<tr>
<th>Transactions</th>
<th>Account to be debited</th>
<th>Account to be credited</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferring the accumulated depreciation on equipment from the ledger to the disposal account.</td>
<td>Provision for depreciation on equipment (1)</td>
<td>Disposal of Equipment (1)</td>
</tr>
<tr>
<td>Transferring the cost price of the equipment from the ledger to the disposal account.</td>
<td>Disposal of Equipment (1)</td>
<td>Equipment (1)</td>
</tr>
<tr>
<td>Recording the proceeds of the sale of the equipment.</td>
<td>Cash (1)</td>
<td>Disposal of Equipment (1)</td>
</tr>
</tbody>
</table>

Positive suggestions to teachers

Teachers must pay more attention to the interpretation of entries in the ledger
- Use of terminologies
- Balancing of books of first entry, e.g. PCB
- Application of the double entry
- Theory questions about subject content.
- Ratios and the calculations.
- Encourage candidates to do workings in brackets in Income Statement.
- Teachers must revise all syllabus topics, not selected topics only.
- Use of previous years’ Examiners Reports is recommended.
General comments

- The overall standard of the candidates’ work with regards to handwriting and layout was moderate. Most candidates could not interpret the questions correctly.
- Candidates should read through a question very carefully before attempting an answer. This ensures that important information is not overlooked and that instructions are followed precisely.
- Candidates should indicate second attempts on questions that have been crossed out.
- Candidates should clearly cross out answers which have been written over.
- Candidates should avoid using abbreviations.
- It is important that candidates present accounting statements in the correct format and that appropriate descriptions are used in both financial statements and in ledger accounts.
- The written answers produced in some narrative questions were very vague and lacked clarity. Accounting is a subject in which precision is extremely important.
- The general problems remain dates, contra account details, abbreviations, correct balancing off of ledger accounts and doubles (entries made more than once in an account indicating that the candidates are guessing).
- Candidates using the running balance method to do their ledger accounts must always indicate the headings (Debit, Credit and Balance).
- Questions, which ask specifically for final balances to be brought down on a specific date, should be shown.
- Items or entries that do not belong in specific accounts or statements resulted in “Aliens” and loss of marks.
- Amounts that have not been treated (added up or deducted) were marked as listings only.

Comments on individual questions

1 (a) This question was poorly-answered.

The opening balance for the bank account was confused many times with the bank statement balance. Candidates also used both balances in the bank account. Candidates used the running balance layout without the 3rd column (Balance). Some candidates left out all the headings, i.e. Debit, Credit, Balance. Candidates did not use the correct account name, for example interest on fixed deposit. The entry of (Elizabeth (r/d)). Candidates left out (r/d). Candidates wrote debit order instead of Insurance and Telephone (MTC).

Answer

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diamond</td>
<td>430 (1)</td>
<td>Balance</td>
<td>b/d</td>
<td>565 (1)</td>
</tr>
<tr>
<td>Interest on fixed deposit</td>
<td>300 (1)</td>
<td>Elizabeth (R/D)</td>
<td>165 (1)</td>
<td></td>
</tr>
<tr>
<td>Balance c/d</td>
<td>1 585</td>
<td>Bank charges</td>
<td>45 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTC/Telephone</td>
<td>700 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Insurance</td>
<td>840 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 315</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nov 1</td>
<td>Balance b/d</td>
<td>1 585 (1)OF</td>
<td></td>
</tr>
</tbody>
</table>

[8]
(b) Candidates did very poorly in this question. They entered the outstanding deposits and unpresented cheques in the Bank account also, which resulted in doubles (guessing). These were marked as doubles. Candidates also did not indicate the number of the cheque which had not been presented for payment. Candidates treated the calculations incorrectly. (Overdraft balances)

Some of the candidates who used the Debit/Credit method failed to show the column, which resulted in all marks being lost for this section.

Answer

<table>
<thead>
<tr>
<th>Description</th>
<th>Debit</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overdraft bank balance as per bank statement</td>
<td>685 (1)</td>
<td></td>
</tr>
<tr>
<td>Add Unpresented cheque no. 25</td>
<td></td>
<td>1 780 (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 465</td>
</tr>
<tr>
<td>Less Outstanding deposits (510 + 370)</td>
<td>880 (1)</td>
<td></td>
</tr>
<tr>
<td>Overdraft balance as per cash book</td>
<td>1 585 (1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Debit</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overdraft balance as per cash book</td>
<td>1 585 (1)</td>
<td></td>
</tr>
<tr>
<td>Add Outstanding deposits (510 + 370)</td>
<td></td>
<td>880 (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 465</td>
</tr>
<tr>
<td>Less Unpresented cheque no. 25</td>
<td>1 780 (1)</td>
<td></td>
</tr>
<tr>
<td>Overdraft bank balance as per bank statement</td>
<td>685 (1)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Debit</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit balance as per cash book/bank</td>
<td>1 585 (1)</td>
<td></td>
</tr>
<tr>
<td>Debit Unpresented cheque no. 25</td>
<td>1 780 (1)</td>
<td></td>
</tr>
<tr>
<td>Credit Outstanding deposits (510 + 370)</td>
<td></td>
<td>880 (1)</td>
</tr>
<tr>
<td>Debit balance as per bank statement</td>
<td>685 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 465</td>
<td>2 465</td>
</tr>
</tbody>
</table>

(c) This question was well-answered.

Some candidates struggled to express themselves in explaining the theory question

Answer

Reduce collection period from debtors (trade receivables)
Increase payment period to creditors (trade payables)
More capital
Take out a loan
Sell redundant fixed (non-current) assets
Cancel the fixed deposit
Cash sales or less credit sales
Less cash drawings
Control or reduce expenses or increase income

Any two x 2 [4]
2 (a) and (b)

These questions were poorly-answered.

Improvement was evident with regards to dates being used, however, many a time dates were incomplete, i.e. year or the day was left out.

The question asked for the closing balance to be brought down and the dates to be given; candidates did not follow this instruction.

It is important for ledger accounts to have the correct contra account details and the proper dates. Candidates copied the details from the question, i.e. cash discount received.

Refrain from using abbreviations.

Balances were brought down on the wrong sides. The closing credit balance in the debtor’s ledger to be entered in the debtors control account on the debit side and brought down on the credit side was completely left out by most candidates.

Candidates included the full sales. Only the 70% of the total sales should be entered as credit sales in the control account.

The refund from creditors was entered as “Cash refund”, it should only be Cash.

Candidates mixed up the discounts and the interests.

Answer

(a)

<table>
<thead>
<tr>
<th>Creditors (trade payables) control account</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 July 31</td>
</tr>
<tr>
<td>Bank</td>
</tr>
<tr>
<td>Discount received</td>
</tr>
<tr>
<td>Balance</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creditors (trade payables) control account</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Aug 1</td>
</tr>
<tr>
<td>2016 July 31</td>
</tr>
<tr>
<td>Purchases returns/Returns outwards</td>
</tr>
<tr>
<td>Bank</td>
</tr>
<tr>
<td>Cash/Bank</td>
</tr>
<tr>
<td>Discount received</td>
</tr>
<tr>
<td>Interest paid</td>
</tr>
<tr>
<td>Aug 1 Balance</td>
</tr>
</tbody>
</table>
(b) Debtors (trade receivables) control account

<table>
<thead>
<tr>
<th></th>
<th>2015 Aug 1</th>
<th>2016 July 31</th>
<th>Sales returns/Returns Inwards</th>
<th>2016 July 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance b/d</td>
<td>8 400 (1)</td>
<td>Balance c/d</td>
<td>1 140 (1)</td>
<td>5 780</td>
</tr>
<tr>
<td>Interest received</td>
<td>130 (1)</td>
<td>Bank/Cash</td>
<td>53 700 (1)</td>
<td>61 410</td>
</tr>
<tr>
<td>Sales (75 400 x 70%)</td>
<td>52 780 (1)</td>
<td>Discount allowed</td>
<td>650 (1)</td>
<td>61 410</td>
</tr>
<tr>
<td>Balance c/d</td>
<td>100</td>
<td>Bad debts</td>
<td>140 (1)</td>
<td>61 410</td>
</tr>
<tr>
<td>Balance c/d</td>
<td>5 780</td>
<td></td>
<td></td>
<td>5 780</td>
</tr>
</tbody>
</table>

Aug 1 Balance b/d 5 780 (1) O/F Aug 1 Balance b/d 100 (1)

(c) This question was very poorly-answered.
Candidates did not use their closing balances for this calculation. Instead most candidates used the opening balances.
Candidates also did not subtract the returns for purchases and sales.
The question asked that candidates record their answers and round off to the next whole day, which most of them did not do. Please note that if the answer, e.g. is 58.09 days the rounding off is 59 days.
Candidates also failed to write days at the end of their calculated answer.
Furthermore, candidates are strongly encouraged to show their calculations.

Answers
(i) \(3771 \times 365\) (1) O/F
\[\frac{3771}{24755} \times 365\] (1) O/F = 55.60 or 56 days (1) O/F
(25 000 – 245 = 24 755) (3)
(ii) \(5780 \times 365\) (1) O/F
\[\frac{5780}{51640} \times 365\] (1) O/F = 40.85 or 41 days (1) O/F
(52 780 – 1 140 = 51 640) (3)

(d) This question was poorly-answered. Again, the candidates did not follow the instructions. Most candidates only showed the opening provision for doubtful debts and did not continue by calculating the closing provision for doubtful debts and then subtract the two figures to get to the amount, which would appear in the profit and loss account.
Calculations need to be shown.
For question 2 d(iii) candidates failed to use their closing balance in the control account and subtract the final provision for doubtful debts (5 % of the closing balance).
Answers

(i) Opening provision 
   5% x N$8 400 
   N$420 (1)

(ii) Income
    Accept alternative answer based on (d) (i)

(iii) N$5 491

3 (a) and (b)
These questions were answered fairly well.

Candidates only wrote the names of the partners in the goodwill account under details and not the full details, i.e. Capital Felix or Capital Unite.

The capital contribution by Border was included in the balances and again entered as Cash and Vehicles contributed by Border, which resulted in doubles.

Most candidates also did not record the payment to Felix to have an equal capital balance than Unite. Many candidates wrote drawings instead of bank as their details for the withdrawal.

Candidates failed to show the balances brought down after all transactions were entered in the capital accounts.

Answer

(a) Goodwill account

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>126 000 (1)</td>
<td></td>
<td>72 000 (1)</td>
</tr>
<tr>
<td>Capital: Unite</td>
<td>54 000 (1)</td>
<td>Capital: Unite</td>
<td>36 000 (1)</td>
</tr>
<tr>
<td></td>
<td>180 000</td>
<td></td>
<td>180 000</td>
</tr>
</tbody>
</table>

[5]
(b) Capital accounts for Felix, Unite and Border in columnar format

<table>
<thead>
<tr>
<th></th>
<th>Felix</th>
<th>Unite</th>
<th>Border</th>
<th></th>
<th>Felix</th>
<th>Unite</th>
<th>Border</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td></td>
<td></td>
<td></td>
<td>2016</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 1</td>
<td>Goodwill</td>
<td>72 000 (1) O/F</td>
<td>36 000 (1) O/F</td>
<td>72 000 (1) O/F</td>
<td>Balance</td>
<td>b/d</td>
<td>700 000</td>
</tr>
<tr>
<td></td>
<td>Bank/Cash</td>
<td>118 000 (2) O/F</td>
<td></td>
<td></td>
<td>Bank/Cash</td>
<td></td>
<td>408 000 (1)</td>
</tr>
<tr>
<td></td>
<td>Balance</td>
<td>636 000</td>
<td>318 000</td>
<td>636 000</td>
<td>Vehicles</td>
<td></td>
<td>300 000 (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Goodwill</td>
<td>126 000 (1) O/F</td>
<td>54 000 (1) O/F</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>826 000</td>
<td>354 000</td>
<td>708 000</td>
<td>826 000</td>
<td>354 000</td>
<td>708 000</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aug 1</td>
<td>Balance</td>
<td>b/d</td>
<td>636 000 (1) O/F</td>
<td>318 000 (1) O/F</td>
<td>636 000 (1) O/F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(c) This question was very poorly-answered.
Candidates misinterpreted this question.
The question asked if it was beneficial for Border to join the partnership.
Many candidates argued from the business perspective instead of a personal perspective (Border).
Reference to specific detail from the question to argue their point needed to be given, which candidates failed to do.

Answer
Calculation  
Profit share will be N$580 000 x 2/5 = N$232 000 (1)

Compare     
Less than his current salary (1)

His input    
He will have to contribute a vehicle of N$300 000 (1) as well as cash of N$408 000 (1) OR (708000) (2)

Personal gain
Prospects for the future – profits may rise/increase in profit share if one or both existing partners leave the firm (1)

Job satisfaction
Now a part-owner rather than an employee (1)

Advice    
Would not become a partner (1)
(d) Answer

- Interest on capital
- Salary
- Interest on drawings
- Interest on Current accounts
- Bonuses
- Capital contribution
- Rate of interest on loan to and from partners

Any two [2]

4 This question was answered fairly well. Candidates scored marks in this question.

A number of candidates added the purchases returns of raw materials to purchases in the calculation of cost of materials consumed.

Candidates deducted the factory overhead expenses and did not added the prime cost to the factory overhead expenses.

Careless miscalculations resulted in many candidates leaving out zero's, i.e. the purchases returns of N$4 000 was subtracted from purchases of N$274 000 and the answer was recorded at N$27 000.

Candidates misinterpreted the factory labour. The division of this cost indicating the ¼ supervisors' fees to be entered under factory overhead expenses and the ¾ direct labour is part of prime costs.

Candidates used the wrong details under factory overhead expenses.

Most candidates switched the treatment of the opening and closing work in progress.

The layout of the manufacturing account should be studied and followed. Candidates confused the manufacturing account with the trial balance or the balance sheet or the income statement, even the trading profit and loss account.

Answer

Dorothy
Manufacturing Account for the year ended 30 September 2016

<table>
<thead>
<tr>
<th></th>
<th>N$</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Inventory of raw material</td>
<td></td>
<td>87 600</td>
</tr>
<tr>
<td>Purchases of raw material (274 000 – 4 000)</td>
<td></td>
<td>270 000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>357 600</td>
</tr>
<tr>
<td><strong>Less</strong> Closing Inventory of raw material</td>
<td></td>
<td>76 600</td>
</tr>
<tr>
<td>Cost of raw material consumed</td>
<td></td>
<td>281 000</td>
</tr>
<tr>
<td><strong>Add</strong> Direct Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factory/Direct Labour/wages (490 000 x 3/4)</td>
<td></td>
<td>367 500</td>
</tr>
<tr>
<td>Prime cost</td>
<td></td>
<td>648 500</td>
</tr>
<tr>
<td><strong>Add</strong> Factory overhead expenses</td>
<td></td>
<td>214 800</td>
</tr>
<tr>
<td>Factory rent (64 000 – 3 000)</td>
<td></td>
<td>61 000</td>
</tr>
<tr>
<td>Supervisors fees/Factory labour/wages (490 000 x ¼)</td>
<td></td>
<td>122 500</td>
</tr>
<tr>
<td>Factory general expenses</td>
<td></td>
<td>19 700</td>
</tr>
<tr>
<td>Depreciation on machinery</td>
<td></td>
<td>11 600</td>
</tr>
<tr>
<td></td>
<td></td>
<td>863 300</td>
</tr>
<tr>
<td><strong>Add</strong> Work in progress (1 October 2015)</td>
<td></td>
<td>12 900</td>
</tr>
<tr>
<td></td>
<td></td>
<td>876 200</td>
</tr>
<tr>
<td><strong>Less</strong> Work in progress (30 September 2016)</td>
<td></td>
<td>11 700</td>
</tr>
<tr>
<td>Production cost of goods completed</td>
<td></td>
<td>864 500</td>
</tr>
</tbody>
</table>
This question was answered fairly well.

Many candidates lost marks because they only listed the accounts and amounts and did not treat the amounts (adding or subtracting).

Many candidates entered the items under the wrong group, i.e. Assets under Liabilities and vice versa.

When using the adding up of Assets less the total of the Liabilities layout, candidates need to indicate the groups, i.e. Assets or Liabilities.

In general, the candidates showed poor judgement to this specific layout.

Most candidates added assets with the liabilities.

Candidates also did not indicate the difference between assets and liabilities as capital.

**Answer**

**Assets**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Premises</td>
<td>13 000</td>
</tr>
<tr>
<td>Equipment</td>
<td>13 000</td>
</tr>
<tr>
<td>Less: Provision for depreciation</td>
<td>1 950</td>
</tr>
<tr>
<td>Stock (Inventory)</td>
<td></td>
</tr>
<tr>
<td>Debtors (Trade Receivables)</td>
<td>6 600</td>
</tr>
<tr>
<td>Electricity prepaid/Prepaid expense (Other receivables)</td>
<td>950</td>
</tr>
<tr>
<td>Bank</td>
<td></td>
</tr>
<tr>
<td></td>
<td>125 280</td>
</tr>
</tbody>
</table>

**Liabilities**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Loan (repayable 2020)</td>
<td>20 000</td>
</tr>
<tr>
<td>Creditors (Trade Payables)</td>
<td>6 800</td>
</tr>
<tr>
<td>Accrued expenses (Other payables)/Accrued wages 600 (600 + 600)</td>
<td>1 400</td>
</tr>
<tr>
<td>Interest on loan accrued 800</td>
<td></td>
</tr>
<tr>
<td>Rent/Income Received in Advance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 700</td>
</tr>
</tbody>
</table>

**CAPITAL**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>94 580</td>
</tr>
<tr>
<td>OR</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Assets</th>
<th>Liabilities</th>
<th>Capital</th>
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</thead>
<tbody>
<tr>
<td>125 280</td>
<td>30 700</td>
<td>94 580</td>
</tr>
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### Statement of Affairs at 31 August 2016

<table>
<thead>
<tr>
<th>Account</th>
<th>N$</th>
<th>N$</th>
<th>N$</th>
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</thead>
<tbody>
<tr>
<td>Fixed Assets (Non-current assets)</td>
<td>106 050</td>
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</tr>
<tr>
<td>Premises</td>
<td>95 000</td>
<td>(1)</td>
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<tr>
<td>Equipment</td>
<td>13 000</td>
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<tr>
<td>Less: Provision for depreciation</td>
<td>1 950</td>
<td></td>
<td>11 050</td>
</tr>
<tr>
<td>Net Working Capital</td>
<td>8 530</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets</td>
<td>19 230</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stock (Inventory)</td>
<td>8 200</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Debtors (Trade Receivables)</td>
<td>6 600</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Electricity prepaid/Prepaid expense (Other receivables)</td>
<td>950</td>
<td></td>
<td></td>
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<tr>
<td>Bank</td>
<td>3 480</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Less: Current Liabilities</td>
<td>10 700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creditors (Trade Payables)</td>
<td>6 800</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Accrued expenses (Other payables) (800 + 600)/</td>
<td>6 400</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accrued wages</td>
<td>600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest on loan accrued</td>
<td>800</td>
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<td></td>
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<tr>
<td>Rent/Income Received in Advance</td>
<td>2 500</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>114 580</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital</td>
<td>94 580</td>
<td>(1) O/F</td>
<td></td>
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<tr>
<td>Loan (repayable 2020)</td>
<td>20 000</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>114 580</td>
<td></td>
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</tr>
</tbody>
</table>

**Answer**

Closing Capital 94 580 (1) O/F

Add: Drawings 13 920 (1)

Less: Opening Capital 100 000 (1)

8 500

Less: Capital introduced 5 000 (1)

NET PROFIT (Profit for the year) 3 500 (1) O/F

**OR**

Opening Capital 100 000 (1)

Add: Capital introduced 5 000 (1)

105 000

Less: Drawings 13 920 (1)

91 080

Capital (31 August 2016) 94 580 (1) O/F

Less: 91 080

NET PROFIT (Profit for the year) 3 500 (1) O/F

**Positive suggestion to teachers**

- Accounting basics must be drilled with the candidates.
- Teachers must give more practise exercises, e.g. use previous question papers with proper mark schemes.
- Emphasise the importance of dates.
- The best way for candidates to use the proper layouts is to memorise the layouts.
- Internal marking should be very strict and feedback on every test/task/exam must be given every time.
- Teachers must use the syllabus for teaching and not the textbook only.
General comments

Firstly we would like to thank each and every teacher who did their utmost best to prepare their candidates for the examination. There was a major improvement in the way most candidates answered their question papers. More lines were provided for those candidates with the big hand writing – it seemed to work.

As said in a previous report, Section Three counts 22 marks, therefore it is important to acquaint your candidates with all possible written pieces. Please convey this to your language colleagues when you have your subject meetings.

Section A

Exercise 1: 1 – 5

Most candidates answered Questions 1, 3, 4 & 5 fairly well because all the answers could be lifted from the reading passage.

2 Apparently some candidates did not understand what “bestanddeel” (ingredient) means, therefore they copied the whole sentence – guessing!

Exercise 2: 6 – 9

Questions 6 - 7 were answered correctly by most candidates.

8 Seemed to be a bit difficult, because candidates could not come to the conclusion why Bona was selling at the traffic light. (Cars/customers had to stop there).

9 The question wasn’t read properly, hence answers like “11 bossies rose”, or the sentence about what the customer did, was blatantly lifted.

Exercise 3: 10 – 14

These questions were answered fairly well by the candidates who read their questions properly. Those who did not read properly, struggled a bit with Questions 11 & 13.

14 Quite a lot of candidates managed to deduct that it would be “werknemers and werkgewers” (Employers and employees).

SECTION B

Exercise 1: 14 - 20

This whole section was answered very poorly. Only a few candidates achieved good marks in this section, which indicates that this section is still neglected by teachers.

14 Only a few knew the degrees of comparison of “kwaad”.

15 To combine two sentences with a given conjunction – this was manageable, though many got confused/or were not taught, the correct word order after the conjunction.

[There are three groups of conjunctions in Afrikaans with their applicable rules, which is usually asked in a question paper].

16 Most candidates could answer this.
The sentence had to be rewritten in the past tense and most candidates only managed the second half of the sentence. Many wrote in their vernacular and said:

“Jy kan bly is/or gewees het/or was”, instead of “Jy kon bly wees…”

Rewrite the sentence in the negative form – In Afrikaans you have a double negative, e.g. – nie, nie or nooit nie.

The answer should have been:
Moet asseblief nie jou boek toemaak nie.
Some candidates omitted the second ‘nie’ or wrote ‘moenie asseblief…’, which changed the whole order of the words in the sentence.

Most candidates could answer this question.

Candidates struggled to rewrite a sentence in the past tense.

Exercise 2: 21

The form was well-answered.

Exercise 3: 22

The summary for Core had to be in bullet form, which was done by some candidates. Unfortunately, it was then just rewritten or only half a fact.

Most candidates wrote in one paragraph or in a few paragraphs. Marks for grammar and structure were then lost.

SECCION C

Exercise 1: 22 [friendly letter]

The topic was: Wat beteken Kersfees vir jou? (The meaning of Christmas).
Most candidates wrote about the family being together, going to church, the food and the presents. A few added something about the Christmas tree and decorations and the baby, Jesus. Many wrote very repetitive answers or deviated from the topic. A few candidates said that, due to their beliefs, they do not believe in Christmas Day – they were given credit for what they wrote.

Exercise 2: 23 [friendly letter]

Most candidates could write a letter, although some forgot the topic: “Hoekom jy die atletiekdag geniet het”. They started with athletics and ended up discussing soccer, netball, dancing or swimming.
General comments

Thank you to each and every teacher who did their utmost to prepare their candidates for the examination. There was a major improvement in the way most candidates answered their question papers. More lines were provided for those candidates with the big handwriting – it seemed to work.

However, most candidates did not know the format of an article. As said in a previous report, Section three counts 38 marks, therefore it is important to acquaint your candidates with all possible written pieces. Please convey this to your language colleagues when you have your subject meetings. Another problem is the direct translation from English to Afrikaans.

Section A

Exercise 1: 1 – 8

Most candidates answered these questions fairly well because all the answers could be lifted from the reading passage. Question 1 was not answered well by all candidates as they apparently did not know idiomatic expressions. A few candidates had Question 7 wrong, because it seemed that they were not familiar with the difference between “werk” and “help”.

Exercise 2: 9 – 12

Question 9: Candidates do not know the meaning of “drie opeenvolgende” (consecutive). They wrote at least 4 or more words. Most candidates could answer Question 10 and 11, but some swopped the answers.

Only a few candidates managed to answer Question 12, although half of the answer is in the reading passage. They struggled with the interpretation.

Exercise 3: 13 – 17

This seemed to be a fairly easy reading passage, but some candidates either do not know their command words or they do not read the questions properly.

Many of them guessed the answer and then they just wrote half of the answer, especially with Question 12 to 15. Hence their answers were wrong.

16 If there is a “why” question, which counts 2 marks, a candidate should know he/she must motivate the answer by giving an example or a reason.

In this case: Sheri was ’n Downsindroomkind, maar het tog talle eerstes/prestasies behaal.

17 Many candidates did not know the word “eienskappe” (characteristics).

SECTION B

Exercise 1: 18 - 25

This whole section was answered better this year. Thank you to all the teachers who stepped up regarding this section. Also a reminder to all language teachers: Study your syllabi – any of those competencies can be tested.

Unfortunately, there were centres where the candidates did not know how to answer questions relating to direct and indirect speech or active and passive voice. (Question 18 and 20.)
To combine two sentences with a given conjunction – this was manageable, though many got confused/or were not taught when to use a comma.

[There are three groups of conjunctions in Afrikaans with their applicable rules, which is usually in a question paper. *The Afrikaans Sonder Grense* has a good summary).

Punctuation – this question was answered very poorly. It was also noticeable in the written pieces that some candidates do not know the difference between a comma and a full stop.

Rewrite the sentence in the negative form – In Afrikaans you have a double negative, e.g. – nie, nie or nooit nie.

The answer should have been:

*Sy vat nooit te lank om aan te trek nie.*

Some candidates omitted the second ‘nie’ or wrote ‘sy vat nie altyd...’

Exercise 2: 26 – 32

The questions were based on the front page of *Huisgenoot* – visual material as prescribed in the syllabus. Most candidates answered these questions better than last year, especially Question 26. Many candidates wrote “prentjies” (pictures) or photos, instead of ‘foto’s’. They translated directly from English.

Candidates did not know the meaning of the word “eksklusiewe”, hence only a few scored marks in this question.

This was a given answer, candidates just had to choose the correct option. Most succeeded in scoring a mark.

Unfortunately the “G” of “Grootste” was cut off, but most candidates wrote “grootste” and those who wrote “rootste”, were given the benefit of the doubt because of this technical error.

There is a difference between “musikant”/musician and “sanger”/singer in Afrikaans.

Was answered fairly well.

Although most candidates just copied the information without explaining the meaning of “klop die skaal”, some candidates managed to say something about weight loss/gewigsverlies’.

Exercise 3: 33

There was a definite improvement in the way the summary was executed because the facts could easily be identified. Unfortunately, some candidates do not read what they must summarise. Then they rewrite the whole reading passage. Most wrote in one paragraph, although there were a few with two to three paragraphs, even in bullet form. Marks for grammar and structure were then deducted.

SECTION C

There were some wonderful written pieces by some candidates, but there are still some hick-ups.

Please teach your candidates to write 4 paragraphs.

Exercise 1: 34 [short essay]

The topic was: *Wat beteken Kersfees vir jou?* (The meaning of Christmas).

Most candidates wrote about families being together, going to church, the food and the presents.

A few added something about the Christmas tree and decorations and the baby, Jesus.

Many wrote very repetitively or deviated from the topic.

A few candidates said, that due to their beliefs, they do not believe in Christmas Day – they were given credit for what they wrote.
Exercise 2:35 [friendly letter]

Most candidates could write a letter, although some forgot the topic: “Hoekom jy die atletiekdag geniet het”.

They started with athletics and concluded with soccer, netball, dancing or swimming.

Exercise 3:36 [essay]

Despite the fact that a heading was given, many candidates did not write it. Most candidates only used the hints given and did not expand on it or give their own ideas.

GENERAL PROBLEMS

We would like to refer you to the report of 2015 on the topic of

HELPFUL HINTS FOR TEACHERS (CORE & EXTENDED)

Grammar

- The use of the **correct pronouns** is still a problem, e.g. Jy praat oor dit in plaas van daaroor. Jy werk met dit in plaas van daarmee.
- **Sentence construction** is a major problem. (woordorde).
- **Wrong use of prepositions**, e.g. Ek wil vertel oor, i.p.v. vertel van ons atletiekdag.
- **Ek skryf n brief na jou × ek skryf n brief aan jou ✓**
- **Ek neem deel in 100 m × ek neem deel aan die item**
- **Wrong word choice:**
  - Jy moet jou talente uitwys × wys ✓
  - Hoop alles is goed met jou × Ek hoop dit gaan goed ✓
  - Die familie is bymekaar dat ons kan geniet × Die familie is bymekaar dat ons dit saam kan geniet. ✓
  - Ons het onsself lekker gaan geniet × Ons het dit baie geniet
  - Ons families × familie ✓
  - Ons gaan huise toe × huis toe ✓ (Engelse house)
  - Ek was geskok toe ek wen × verbaas of verras
  - Ons vuur vees × ons vier fees
  - Ons hou dit by die vlak/flak ↔ dit word gehou by die sportgrond
  - **Ek sien jou nou die dag weer, × ons sien binnekort weer (soon)**

Sinsnedes soos:

- **Bed en bid**
- **Mes/mus/mis**
- **Wet/wed en wit**
- ‘n Stok teenoor en
- **Slap en slaap**

Korrekte klanke

Leer die kinders die uitspraak van die klanke, want die korrekte uitspraak kan spelling verbeter. Verkeerde spelling kan die betekenis van die woord verander, bv.

- **Bed en bid**
- **Mes/mus/mis**
- **Wet/wed en wit**
- ‘n Stok teenoor en
- **Slap en slaap**
General comments

Another examination has passed, which provides opportunity to reflect on candidates’ responses to this specific paper.

Comments on individual questions

Section 1

Exercise 1: Questions 1 - 6

1. 5 en 6 September. Well-answered. 5 – 6 September instead of 5 en 6 September. Sometimes confused with December. Sometimes the month was written without a capital letter.

2. 30 tot 40%/persent / 30 – 40% Mistakes: 30/40, persentasie, the spelling of tot becomes to in English.

3. Hulle kan goed by verandering aanpas. Some candidates used the wrong preposition, in instead of aan.


5. Sy het ’n inkleurboek vir volwassenes geteken. Spelling of inkleurboek and volwassenes proved to be a problem to some candidates. Volwassenes was sometimes replaced by grootmense.

6. ’n Teken dat jou tand beskadig is / ’n gaatjie in het. Relatively well answered, apart from the incorrect spelling of beskadig as beskatig and gaatjie as gaaikie, gaakie.

Section 2

Exercise 1: Questions 7 - 12

7. onwaar
8. waar
9. waar
10. onwaar
11. onwaar
12. waar

Well-answered. A very few candidates still use a cross instead of a tick. Some candidates used a pencil instead of a pen to answer this question.

Exercise 2: Questions 13 - 18

13. 3 ml / 2 eetlepels
14. 125 ml / ½ koppie/ gerasperde
15. oondvaste bak
16. 20 – 30 / 20 tot 30
17. murgpampoentjies
18. uie

Candidates are allowed to use abbreviations for measurements. Spelling mistakes that occurred: milliliter, eetlepels, oondvaste, murgpampoentjies, and uie. Milliliter and tot was due to the influence of English. The wrong spelling of koppie and uie was alarming. Oondvaste and murgpampoentjies proved to be unknown to many candidates.
Section 2

Exercise 1: Questions 19 - 24

19 Om al haar jeans, skoene en handsakke / klere in te pas / om alles in te pas.
20 Van die klere gaan te klein wees.
21 Omdat hy haar lief het. / Daar is baie dinge wat hom lief maak vir haar.
22 Hy snuif kliphard as die lugreëling in die slaapkamer  aangeskakel is/word.

Partly well-answered. Many candidates used kleure instead of klere. Many used helfte in answering Question 20. Spelling then becomes a problem. Question 21 – 23 were answered in the first person persona. They used I(ek) and not he(hy). In Question 24, the spelling of kliphard and lugreëling was a problem.

Exercise 1: Questions 25 – 30

25 Suid-Afrikaners is konserwatiewer.
26 Uit die aard van sy werk / Sy werk laat dit nie toe nie.
27 Dis is ’n fantastiese land.
28 By die ontwerp en ontwikkeling van (’n reeks) sportklere.
29 Mens kry waarde vir geld wanneer jy gehalte-items / gehalte koop.
30 Hy het ’n (aaklige) hemp met blomme/blome op gehad.

Partly well-answered. Konserwatiewer was very seldom spelled correctly. The answering of Question 26 was sometimes influenced by the use of slang. For example, "Sy werk toelaat dit nie of Volgens sy werk". Fantastiese which is a very familiar word in Afrikaans, brought along a range of uncommon spelling mistakes. The concepts ontwerp and ontwikkeling in Question 28 were found difficult by the majority of candidates. Most candidates could not understand the comparison in Question 29. Most candidates also changed the meaning of the answer in Question 30. For example, "Hy het ’n hemp met blomme gekoop". The spelling of hemp and blomme also contributed to loss marks.

RECOMMENDATIONS

• Sufficient time is given; candidates must read and analyse instructions.
• There is enough time provided, so candidates must read the questions very well.
• They have to answer what they have heard. Answers are heard, not interpreted.
• They must answer as precisely as possible.
• The use of correct language and spelling is of cardinal importance.
• If a mistake is made, the candidate must draw a line through the answer and write the correct answer next to or above the incorrect answer.
• Candidates are not allowed to answer in pencil. No marks are rewarded for an answer written in pencil.
• No marks are rewarded for an answer put within brackets.
• Afrikaans is the only acceptable language, unless stated otherwise.
• It is good to emphasise to the correct use of language and spelling in class.
• Please practise listening skills as much as possible in class.

Colleagues, thank you very much for your hard work and timeless effort you put into enriching and preparing candidates in order for them to improve their skills.

Your hard work and diligence is highly appreciated.

Thank you.
General comments

First of all, the moderators would like to thank all the examiners who tried their best. We also want to urge all examiners to read the report and the Examiners’ Booklet before you start with the oral examination.

THE NAMES ON THE SUMMARY FORMS MUST BE STRICTLY IN THE EXACT ORDER AS ON THE MS 1 FORM.

PLEASE, do not use the order on the checklist or the Forecast form – they differ from the MS1.

We as moderators, again remind you that if there is more than one teacher at a centre, you must do some standardisation beforehand, especially when there are new teachers involved.
- There must still be ONE summary form for both teachers in the exact order as on the MS1 form.
- In the column for Class Group, the teacher puts his/her initials – not 12 A or 12 B.
- Internal moderation must be done – there were many calculation mistakes this year.
- All the part-time candidates must be recorded, up to 10.

Recording

Thank you to those who took our advice on the previous year’s recordings. The noise levels as well as the interruptions during the conversations, were less this year at most of the centres. Unfortunately, some examiners did not switch off their cell phones as was the request.
- You don’t have to announce the centre before each candidate, just at the beginning of the recording on a CD.
- You can even save above-mentioned in a separate file.
- It is better to record only 5 candidates per CD.
- Please check if the order on the CD is the same as on the blue cover label and if there is a recording on the CD.
- Indicate on the CD cover whether it is CD 1 or 2.
- Please save every recording in a separate file, not all in one folder.

WE URGE EXAMINERS AGAIN TO READ THE REPORT SENT TO THEM BEFORE THEY EVALUATE THE CANDIDATES.

Conversation

Most examiners were friendly and enthusiastic and prepared, but unfortunately there were examiners who did not prepare.

We kindly remind you that it is a dialogue, not a monologue. Please don’t read everything on the card to the candidate. They had 15 minutes to prepare. Just start the conversation with a question on the topic and let the conversation take its course.

Remember that you are busy examining Afrikaans – refrain from using English words, please. Foul language is forbidden.

When candidates frequently use English words, they cannot score a 9 for vocabulary.

In previous reports of 2014 and 2015 the teachers were reminded that notes are strictly forbidden, but still candidates at some centres read from notes.

Some conversations, the introductory phase included, ranged from 6 minutes to 10 minutes!

PLEASE READ/CONSULT YOUR EXAMINER’S BOOKLET!

The recorder should not be stopped between candidates’ orals.

There are five phases: A – E, of which B, C, D and E must be recorded.

If you have NAMCOL candidates, they must be informed to be there 15 minutes prior to their oral conversation to receive their topic and to go through (phase A).

NAMCOL students should also be informed to be there 15 minutes prior to their oral examination.
Phase B is announcing the candidate; Full name and surname, not initials;
Phase C: Introductory questions;
Phase D: Candidates can now ask if there is anything/words not clear to them.
During this phase, explain the topic to them; do not translate the topic.
**Phase E:** (8 – 10 minutes) is the main part of the conversation and which must be evaluated.

**Positive suggestions to teachers**

- Examiners must be acquainted with the marking grid.
- Underline the key words which indicate the difference between, for instance, 6 and 7.
- Please bear in mind that the part-time candidates are adults; most of them are more mature and in many cases more knowledgeable, but they should not be evaluated more severely.
AGRICULTURE

4321
Paper 1

General comments

The statistical reporting module highlighted 11 questions of which nine appeared to be too easy, while the other two appeared to be too difficult. The mean mark for the component was 27.50 which represents an increase of 0.34.

Individual questions

1 The majority of candidates thought that earning foreign currency was the activity in agriculture which contributes most to Namibia's national economy. The correct answer that was agriculture creates jobs which, in the end is the activity that contributes most to the national economy.

2 About 97.3% of the candidates could correctly determine from the bar graph that the average annual rainfall in November was 250 mm.

3 About 95% of the candidates could use the information on the line graph correctly to determine the temperature range for optimal plant growth to be 20º to 30ºC.

4 About 26.8% of the candidates did not know that fungi thrives in moisture, thus would create diseases problems in a plot mulched with a layer of grass when the plot receives continuous rainfall.

5 About 91% of the candidates knew that loam soil is most suitable for growing a variety of crops because it has a crumb structure.

6 About 95.7% of the candidates scored a mark in this question because they knew that the concept of rotational grazing involves moving animals from camp to camp when grass quantity becomes less.

7 About 11.2% of the candidates could did score a mark as they did not know that the number 7 in the ratio 8:14:7 on a bag of inorganic fertiliser represents potassium.

8 About 96.2% of the candidates could identify the stoma in a leaf.

9 Only about 64.8% of the candidates knew that the pigment in chloroplast is chlorophyll.

10 Candidates appeared to find this question challenging as only 23.7% of the candidates scored a mark. The fruit is the part of the cereal crop most affected by changes in potash levels in the soil.

11 Only about 50.3% of the candidates could score a mark in the calculation of the mass of seeds needed for an area of 8 000 m2 when the recommended seed rate is 25 kg per hectare. The correct answer was 20 kg.

12 About 60.4% of the candidates knew that magnesium and nitrogen are the two nutrients needed for the formation of chlorophyll in plants.

13 About 91.7% of the candidates knew that examples of biting and chewing pests are locusts, termites and grasshoppers.

14 About 74.8% of the candidates knew that the ovary in the flower becomes a fruit after fertilisation.

15 About 59.9% of the candidates scored a mark. They could work out from the diagram that the pH range of 6.0 – 7.5 is the range at which the nutrients nitrogen, phosphorus and potassium are most available.

16 About 73% of the candidates knew that the effects of sowing a cereal crop at more than the recommended seed rate will lead to high nutrient competition, high disease development and low crop yield.

17 About 70% of the candidates knew that the concept of biological pest control involves the introduction of a predator to eat the pest.
Only about 42.4% of the candidates knew that the force responsible for the upward movement of water in the xylem is suction caused by transpiration.

About 99.1% of the candidates scored a mark because they knew that the structures of a farm female reproductive system includes the cervix, vagina and oviduct.

About 83% of the candidates knew that the liver produces bile.

About 82.4% of the candidates knew that a gene is the basic unit of inheritance.

About 35.7% of the candidates did not know that progesterone stops the release of eggs during pregnancy.

Only about 50% of the candidates knew that foot-and-mouth disease is caused by a virus.

About 79.1% of the candidates knew that calcium is needed for strong egg shell formation in poultry production.

About 56.8% of the candidates knew that seeds require a warm temperature, oxygen and water for germination.

About 95.8% of the candidates knew the components of a balanced ration, thus could identify water as being the missing nutrient.

About 64.6% of the candidates scored a mark by calculating the percentage of offspring expected to be black correctly as 75%.

About 65.6% of the candidates knew that breeding with ancestors that have desirable features will improve the quality of livestock breeds.

About 85.3% of the candidates managed to score a mark. The maximum number of cattle the farmer should keep on a 25 hectare piece of land is 15.

About 62.5% of the candidates knew that droppers should be added when constructing a fence on an animal farm to correctly space the wires.

Only about 31.2% of the candidates scored a mark. A pasture with stunted grasses and some common weeds that usually grow in swamps can be improved by improving the drainage system.

About 76% of the candidates knew that the purpose of holding a plumb line with a stone next to the corner post is to check if the corner post is straight.

Only about 21.4% of the candidates knew that the purpose of using plastic washers instead of metal washers to attach a corrugated iron sheet to a supporting plank is to keep the rain water out.

About 42.3% of the candidates knew that animals could be prevented from slipping when the concrete floor used in livestock housing is finished with a rough surface.

About 84.5% of the candidates scored a mark giving the correct order of covering the floor of an animal house with concrete.

About 66.5% of the candidates knew that the ratio of cement, river sand and gravel stones is 1:2:3 for making concrete blocks.

About 73.3% of the candidates knew that boreholes provide the cleanest water for human consumption.

About 95.3% of the candidates could identify the knot which would release easily when securing loads.

About 68.3% of the candidates knew that friction can be reduced by treating mechanical devices with lubricating oil.

Only about 39.8% of the candidates knew that short supply and high demand are the conditions that will result in the highest price at the market for a farm product.
The majority of the candidates obtained 60% and above. The quality of candidates' responses remains the same as in the previous year. A few candidates answered all four questions instead of just two.

Candidates, however, performed poorer in the following syllabus-topics:

- Soils – how to determine the pH of a soil sample;
- Soil fertility – significance of legumes in Agriculture;
- Principles of plant growth – functions of xylem and phloem tissues as well as propagation of a stem tuber;
- Agriculture Economics – how to draw up a profit and loss account;
- Farm structures – drawing of a farm water tank.

Comments on individual questions

Key:

R means reject the answer
/ (slash) means an alternative answer
A means an acceptable answer

Section A

1. (a) Many candidates referred to land suitable for farming instead of crop farming
   Land suitable for crop/crop farming/growing plants.

   (b) The majority of candidates correctly referred to population increase as the answer.

   (c) Many candidates referred to land reclamation, although the question indicated that the land is limited. Some referred to scientific farming methods without naming them.

   **The correct options are:**
   - use machinery;
   - use mixed cropping/intercropping/crop rotation/minimum tillage;
   - use certified seeds/adapted plants;
   - control pests and diseases/control weeds;
   - maintain soil fertility/add manure/add legumes/keep soil at optimum pH; control soil erosion if on a slope;
   - keeping adapted animals/improved breeds;
   - use irrigation;

   (d) Candidates confused shifting cultivation with crop rotation. In shifting cultivation there is no intention to go back to the previous land. So answers, such as, breaking the life cycle of pests and diseases, control of pests and diseases are not correct.

   **The correct answer is:**
   - new land is more fertile;
   - less diseases and pests;
   - burning adds fertility to the soil/improves pH.

2. Many candidates knew what catchment areas are and did score full marks. Some, however, lost marks in (b) by referring to water for drinking instead of water for people and animals to drink; or water for plants instead of water for irrigation.

   **The correct way of answering is:**

   (a) an area that catches/channels or guides rain water in one direction/low point/dams/for later use;

   (b) guides water for storage in a dam/for future use;
   - for fishing/sport;
   - for irrigation;
   - for animal/human consumption/drinking/household;
(c) The majority of candidates named the processes instead of explaining them as requested.

**The correct answers are:**
- add chlorine/purification tablets to kill germs;
- settling to allow dirt particles to go to the bottom;
- filter to catch/trap particles;
- boiling to kill germs.

(d) Many candidates could not draw the correct drawing of a raised farm water tank. Some drew it without labelling it.

The correct drawing should show the tank raised on a high stand for high water pressure, covered to prevent evaporation.

3 (a) Many candidates failed to indicate the words very, quite good for drainage and water retention.

(i) fast/very well/very good/quick;
(ii) bad/very bad/very poor/poor;
(iii) crumb;
(iv) quite good/good/fair;

(b) The majority could answer these questions correctly as loam and sand soil respectively.

(d) Candidates referred to plants that cannot respire instead of roots.

- rotting/fungal/diseases;
- lack of oxygen (air)/poor root growth/poor anchorage/poor absorption of minerals/root cannot respire/poor growth;
- minerals accumulate to toxic levels;
- activities of micro-organisms are inhibited;

(e) The majority of candidates referred to the correct methods of draining waterlogged soils as ditches and pipes.

4 (a) Many candidates do not know the procedure of testing soil pH. This shows that many candidates did not carry out the practical experiment on soil pH.

**The correct procedure is as follows:**
- mix soil with rain/distilled water/add barium sulphate;
- allow it to settle;
- use pH indicator paper/pH indicator solution;
- observe colour change;
- compare colour with colour chart;

(b) The majority of candidates read the graph correctly and identified the answers as:

(i) 2012;
(ii) 2011/2013/middle of 2012;

(c) Some candidates referred to lime water or limestone instead of lime.

(d) Surprisingly the majority of candidates could answer this question correctly.

- cause leaching of cations;
- ions replaced by hydrogen ions;
- causing the soil to become acid;

5 The majority of candidates could identify the root system and gave correct answers. Some could not spell the word **nodule** correctly. Some referred to the examples of legumes, such as beans, nuts, etc. which is wrong, as the type of crop was required.

**The correct answers are:**
(a) nodules;
(b) bacteria;
(c) legumes;
Many candidates referred to 'bacteria dies and decomposes' instead of legumes contain bacteria; that can fix (capture) atmospheric nitrogen (N2); when legumes die and decompose, fixed nitrogen is released in the soil in the form of ammonium;

6 (a) The majority could identify the process as osmosis.

(b) Many candidates failed to indicate that there is high water potential in the soil than in the root hair. In osmosis water molecules diffuse from a higher concentration of water in the soil; to a lower concentration of water in the root hair through a cell membrane;

(c) Some candidates still referred to plants that shrink instead of a cell. Some referred to wilting. cytoplasm (cell membrane) pulls away from cell wall; results in cell shrinking/flaccid;

(d) The majority failed to answer this question correctly. Many stated that the xylem carries water from the soil instead of the roots.

xylem – carries water/mineral salts; from roots to the rest of the plant;
phloem – carries/translocates food/sugars; produced during photosynthesis/from the leaves/site of production/to the rest of the plant/to where it is stored.

7 (a) Some candidates could not distinguish between a root- and stem tuber. They do not know that the Irish potato is a stem tuber as stems grow out of a sprouting tuber.

The answer is: sweet potato;

(b) Many candidates referred to propagation of a root tuber, sweet potato, instead of a stem tuber, Irish potato.

The answer is:

buds develop/grow/sprout;
buds grow into shoots, stems; which produce food during photosynthesis;
food stored in new tubers;

(c) Many candidates referred to ‘fast’ without referring to growing/maturing fast.

The correct answer is:
grows/matures/establishes faster;
cheaper, no seed cost;
offspring are identical with parents;

(d) The majority described the storage conditions correctly as cool, dry, dark, clean and free from pests;

(e) Many candidates could not answer this question correctly.

The expected answer is:
the higher the demand, the higher the price/the lower the demand, the lower the price;
the higher the supply, the lower the price/the lower the supply, the higher the price;

8 (a) Many candidates failed to qualify the characteristics. They just named the general characteristics to look at when selecting animals for breeding. This question requires characteristics of what would make the named animal the best breeding animal.

The answer is:

high fertility;
large number of offspring/progeny;
quality products/high productivity;
high growth rate;
good confirmation/good body shape;
resistant to disease/adaptability;
young animals;
(b) Candidates referred to answers like, prevent bulls to mate with small heifers, instead of preventing injury of/to small heifers. Prevent diseases instead of venereal disease.

cheaper than keeping/maintaining a bull;
semen can be kept for long/semen can be used after the death of the donor;
exotic breeds can be used/wider choice of sires;
reduces the occurrence of venereal diseases;
injury to young heifers is less likely/safer for females;

(c) The majority could define the two terms. Some did not know that chromosomes ‘carries the genes’.

The answer is:

allele – alternative form of a gene;
chromosomes – protein strand in a nucleus which carries genes/thread-like strand carrying genes;

(d) Many candidates failed to indicate the parents’ genotype, as a result they lost all the marks for this question. Some used a different letter instead of I, not knowing that in genetic crossing the same letters, capital or small caps are used.

\[
\text{genotype: } LL \times II;
\]

\[
\text{gametes: } L L \times I I ;
\]

\[
\text{fertilisation: } L I ;
\]

\[
\text{F}_1\text{-generation: } L I ;
\]

9 (a) Many candidates scored maximum marks in this question. A few failed to specify high or low temperature or humidity.

Temperature:

- high temperature increases evaporation/transpiration;
- leading to wilting;
- low temperature decreases transpiration/evaporation;
- low temperature causes poor seed germination/inactive enzymes;

Wind speed:

- causes physical damage to plant;
- accelerates evaporation and transpiration;
- disperses seeds;
- helps with pollination;
- causes soil erosion;
- dries plant surface preventing fungal diseases;

Humidity:

- high humidity slows down the rate of transpiration and evaporation;
- high humidity causes fungal diseases;
- low humidity increases evaporation and transpiration

(b) Many candidates explained the benefits instead of features. Some referred to one crop instead of the same crops in monoculture.

mixed farming – farming with crops and animals;
on the same piece of land;
monoculture – planting same crops in the same area; year after year;

(c) Some candidates confused rotational grazing with crop rotation which made them to lose all marks. Rotational grazing refers to:

system of moving animals from one camp to another;
advantage is to allow pasture to recover;
presture gets chance to re-seed;
prevents overgrazing;
prevents selectivity;
prevents spread of diseases/breaks the life cycle of pests and diseases/controls diseases;
10 (a) Those who chose this question scored high marks.

The answer is:
- taking water that was supposed to be used by plants;
- competes for sunlight;
- harbours pathogens and insects that attack crops;
- competes for minerals;
- competes for space;
- seeds of weeds spread more weeds;
- reduces quality of products;
- acts as parasites;

(b) Many candidates referred to burning as cultural control instead of mechanical control method.

(i) make use of hand weeding;
- hoe/spade;
- ploughing/machinery;
- burning;

(ii) early planting;
- mulching;
- crop rotation;
- use of clean seeds/certified seeds;

(c) Many candidates scored full marks for this question.

The answer is:
- do not eat or smoke during spraying;
- wear protective clothes/do not allow chemicals to come into contact with your body;
- avoid wind direction;
- wash hands after spraying;
- remove excess chemicals from container;
- do not dispose near water resources;

11 (a) Many candidates lost marks for spelling words such as cud and cellulose wrongly.

<table>
<thead>
<tr>
<th>Ruminant</th>
<th>Non-ruminant</th>
</tr>
</thead>
<tbody>
<tr>
<td>four-chambered stomach</td>
<td>one single stomach;</td>
</tr>
<tr>
<td>bacteria in rumen</td>
<td>no bacteria, no rumen;</td>
</tr>
<tr>
<td>chew the cud/regurgitate</td>
<td>do not chew cud/regurgitate;</td>
</tr>
<tr>
<td>break down cellulose</td>
<td>do not break down cellulose;</td>
</tr>
</tbody>
</table>

(b) Many candidates lost all marks by not referring to male or female hormones. The table below indicates male and female hormones.

<table>
<thead>
<tr>
<th>Male</th>
<th>Testosterone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>encourages sexual urges/male characteristics; aids sperm production; (any one)</td>
</tr>
<tr>
<td>Female</td>
<td>Oestrogen</td>
</tr>
<tr>
<td></td>
<td>working of oestrus cycle/aids ovulation; female characteristics; promotes repair of the uterus lining; (any one)</td>
</tr>
<tr>
<td>Progesterone</td>
<td>prepares uterus for embryo/implantation; stops release of eggs; maintains uterus lining; develops udder;</td>
</tr>
<tr>
<td>Follicle stimulating hormone (FSH)</td>
<td>develops follicle; stimulates oestrogen production (by a follicle);</td>
</tr>
<tr>
<td>Luteinising hormone (LH)</td>
<td>ovulation; stimulates progesterone production (by each corpus luteum);</td>
</tr>
</tbody>
</table>

(c) Some candidates referred to incorrect temperature instead of high temperature. The correct signs for any sick
ruminant includes:
poor stance;
dry nose;
dull eyes;
droopy ears;
diarrhoea;
poor appetite;
high body temperature;
rough coat;

12 (a) Candidates who chose this questions did not score high marks. Many candidates scored only one mark for each definition. The correct definitions are:
stocking rate – number of animals that can be kept in an area; without them deteriorating/losing body weight;
carrying capacity – the number of animals an area can sustain for a period of time; without causing overgrazing to the area;
(b) Many candidates answered this question correctly:
(i) causes soil erosion;
   soil compaction;
   lowers productivity of the veld;
   causes overgrazing;
   causes bush encroachment;
(ii) poor quality and quantity of products;
    spend money on buying fodder;
    spend money on controlling deficiency diseases/medicine;
(c) Many candidates could not draw up the correct financial statement. The correct statement should look like this:

<table>
<thead>
<tr>
<th>Cost/input</th>
<th>Value/amounts</th>
<th>Output/returns/yield</th>
<th>Value/amounts</th>
</tr>
</thead>
<tbody>
<tr>
<td>items</td>
<td></td>
<td>Sale of eggs</td>
<td></td>
</tr>
<tr>
<td>fertilizers</td>
<td></td>
<td>Sale of whole maize</td>
<td></td>
</tr>
<tr>
<td>seed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Output-input = profit/loss</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Positive suggestions to teachers
• Teachers are advised to keep all Examiners’ Reports as a teaching tool and not only for the resource file.
• Teachers should use correct agricultural terms when teaching.
• Teachers should focus on areas that have been highlighted as problematic in this report.
• Teachers should realise that the same topics will always be examined differently and they should not focus on past examination papers only.
• Resource books, including examination booklets, are to be used as supplementary materials, rather than as textbooks for candidates. The syllabus should be used as the guide for teaching.
• Agriculture is a technical subject and therefore requires more knowledge than just following the text book. Teachers are, therefore, advised to seek assistance from extension officers in their areas, especially when teaching farm structures, soil science and economics.
• Teachers are encouraged to ensure that candidates get practical experience, especially with regard to soils - testing pH.
• Teachers should try their utmost to use the internet more regularly to confirm the correctness of the content before teaching.
• Teachers in same clusters/regions should work closely together and assist each other regarding the content.
• Teachers should request the Advisory Office to use markers as resource teachers who can conduct workshops about examination-based teaching.
• Teachers should prepare their candidates thoroughly for examinations based on the specific requirements of an examination paper.
• Teachers are encouraged to apply consistent marking throughout the year based on the marking requirements provided in this report.
• Teachers should emphasise the correct spelling of scientific terms in their teaching.
General comments

The 2016 moderation exercise, once more, showed that many centres submitted most of the required and relevant information as well as documents for the moderation process.

It was noted that some centres submitted worksheets of a high quality. Some centre’s worksheets were however not of good quality and generally just average. Marks were allocated in such a manner that it was beneficial to all candidates. Nevertheless, the moderation team would appreciate it when individualised worksheets are submitted by each centre as it is a sign of professionalism. Quite a few centres did not submit evidence of pictures/photos or models as required. Where there are two Agriculture teachers who teach the same grade at a centre, they should collaborate in designing/developing their own worksheets so that they have similar worksheets. They should also complete the MS1 and summary worksheets together.

Appropriateness of assessment tasks

Improvement regarding the quality of the practical worksheets should be mentioned as, in the majority of the cases, these worksheets included detailed marks allocated for specific assessments. Relevant practical tasks were also selected by most centres, but not by all.

Centres continue to select practical tasks from all themes outlined in the syllabus, including Agricultural Economics, while many centres still select from only one or two sections. A very few centres have developed practical tasks that will challenge, but also assess candidates’ investigative skills optimally. It remains a trend that most centres prepare simple tasks that are not challenging enough for candidates on this level.

While the growing of vegetables is encouraged at every school, centres should not only prepare the seedbeds without showing which crops were ultimately produced or harvested. We continue to encourage centres to make use of the “Distance Training Manual for Grade 12 Agriculture” when selecting topics for practical exercises. In addition, new centres are strongly urged to acquire the “Distance Training Manual for Agriculture” to guide them when conducting course work for Grade 11 and 12 Agriculture. This manual is obtainable from NIED and all Regional Offices in the country. These newly established centres could also seek advice and support from sister schools.

Interpretation and application of assessment criteria

As usual, most centres were aware of the five assessment criteria that should be assessed in each practical task. Many centres, like in the past, were able to identify specific assessment points on individual practical tasks. However, a few new centres the newly appointed teachers still experienced problems in the development of the practical tasks and in generating appropriate and specific marking assessment points which are required for marks to be awarded to candidates. Centres are urged to prepare more challenging questions on the written component of the worksheets as this will assist candidates to understand the subject content better. These questions should be related to the practical task at hand as some questions are more theoretical in nature.

Some of the centres continue to be too lenient when awarding marks if compared to the candidates' actual performances. This usually leads to inconsistencies in the performance of the candidates in coursework (Paper 3) and the written examination (Paper 2). It is also important for the centres to realise that written work generated from practical tasks should be set at an appropriate level for all candidates and should be linked to the practical activity at hand. Thus, it is important for the centre to ensure that the marks awarded to candidates are always objective and realistic. The written work should be based on practical tasks that have been assessed and should be set at an appropriate level that will assist candidates to apply practical knowledge and relevant concepts when answering Papers 2 and 3. Again, some centres failed to provide evidence of candidates’ written work. Remember, written work completed by candidates is important as it proves that they participated in the carrying out of the specific assessment task/s.

Administration

It was appreciated that many of the centres complied with all the administrative procedures that are required for moderation purposes. This year it was noticed that some centres put in an extra effort by providing this information in well-organised files. This made the moderation exercise much easier. In addition, some centres managed to submit (provide) specimens of practical activities conducted at these centres. This proved most helpful to the moderating team.
It is strongly recommended that centres should establish a verification system where teachers, other than those involved in entering marks on the MS1 forms (supervised by HODs or Heads of Centres), need to check very thoroughly that marks are correctly entered and shaded. Absentees should also be shaded.

Centres are reminded that internal moderation is only applicable in a centre where two or more teachers teach Grade 12 candidates. Centres are referred to the reverse side of the Assessment Summary Form for more information on course work.

Furthermore, centres are advised to make use of the new forms supplied by the Ministry of Education, Arts and Culture where raw marks need to be entered. Marks should not be scaled down. In addition, centres are advised that only ten samples of candidates’ individual record cards should be submitted for moderation purposes. The rest of the individual record cards should be safely kept at the centre until after the release of the results. This recommendation is not adhered to by many centres as the office continuously receives a large number of record cards of individual candidates which are not required. It is important to verify, before sealing the envelope, that all the necessary information for external moderation is enclosed in the envelope.

In general, the completion of the MS1 mark sheets, assessment summary forms and individual record cards were satisfactorily completed by most centres, although it was observed this year that few centres entered some marks but wrongly shaded them.

**Individual Candidates’ Record Cards**

In conclusion, the performance demonstrated by all centres was still satisfactory. However, there were still a few signs of negligence at a few centres. We still recommend that training be arranged by Regional Offices for centres that are not performing competently. New centres and newly appointed teachers to the subject should also be assisted regarding the conducting and administering of school-based assessment in Agriculture. There are indeed certain schools that are destitute and they need urgent support.
ART AND DESIGN

4125
Paper 1

General comment

Many candidates chose Observation as one of their options. Direct observation is therefore the most important factor in all their work. The choice of question should not be the “easiest” but the most exciting and innovative.

The most popular questions were Q3 A flowering plant, Q4 A torch with batteries and Q8 An open drawer with its contents. The teacher and candidate should understand the full implication of the question, e.g. Q3 should show the plant as well as the flower/flowers, in Q6 the person’s PROFILE must be shown and in Q8 the contents of the open drawer should be in detail.

Be selective when organising the supporting work as quality remains the key word. Repetitive images are to be discouraged. Written comments should be restricted to the most necessary information. The clear labelling of pages is of importance.

There was a pleasing variety of media used with photography becoming increasingly popular as a skill. Clear and detailed work is needed in the development of the idea. Thank you to the centres where white/off-white paper or soft card pages enhanced the clarity of the artwork displayed.

The most successful candidates focussed on the chosen topic in an original way. Printed images (from the internet, etc.) should not fill the supporting pages instead of own observational work from primary sources. Flap-overs should be avoided. The two pages (maximum!) of preparatory work should contain meaningful research, exploration of different media, etc. and different compositions, for example. The final outcome should be directly related to the supporting work and should be on ONE sheet of paper only - not two or more pieces pasted/taped together, as this disrupts flowing line and form.

The most exciting submissions showed an individual and proficient approach. Well done!
General comment

Q2 In disguise, Q4 Magnified, Q5 A new beginning and Q6 Tapestry were the favourites of this year’s question paper. A number of candidates approached these topics with enthusiasm. Primary sources (e.g. own photographs and life studies) were used effectively by the more successful candidates in their supporting work.

Each submission should have an explanatory written piece to explain the development of their thoughts and visual ideas. Borrowed ideas (from design books, internet, etc.) do not result in a fresh and original outcome. Colouring in with kokis, markers and oil pastels, etc. and dark outlines result in flat, 2D images and are detrimental to the impact of the candidate’s final outcome.

Aesthetic values, e.g. form, volume and textures are important criteria in creating interpretative work of a commendable standard. Researching inspirational artists, styles or techniques forms an integral part of this component too and should relate to the rest of their supporting work.

In the final composition, relationships between the images/objects and the background should create a unified whole and make the interpretative meaning clear. Some exciting use of colour and sensitive line work was evident in the more aesthetically pleasing outcomes.

We hope to see continued interest and improvement in this exciting component in future.
General comments

Five Centres submitted work in Design and showed a keen interest in this component.

The most popular questions were Q3 “Lord of Tartary”, Q5 “Electric Energy” costume design and Q6 "A decorative paper bag”.

Q1 required a logo to be developed first: Examples of existing logos should be investigated before the candidate experiments with their own creative ideas. A design solution for the logo should be finalised before attempts are made to place it on the required object.

In Q3, calligraphy/ lettering played a major role: Here legibility was of great importance. The illustration and / or border needed to support the writing, but not overpower it, or distract from the text. Media is to be chosen wisely: It is difficult to make beads shine or “pop” on brown paper using pencil crayons, etc. Glitter should not replace colour.

Own photos were successfully used in some submissions but it is necessary to understand the extract, e.g. "robe" (not a dress) to be able to find an appropriate solution.

In Q4 the final design needs to be repeated exactly or mirror-imaged or turned up-side down, etc. to answer the question fully. Competent research with sensitive studies of flowers based on own photos were used successfully as a starting point, but unfortunately the candidate then reverted to simple representation of flowers in the final outcome.

Observational studies were used in the most successful outcomes in the fashion design task, Q5. Suitable colours and media were used to depict electricity. Accessories had to be included as part of the design brief for the final outcome to be complete.

"A decorative shopping bag", Q6, was tackled with enthusiasm by a number of candidates. The more successful finals were based on research of a variety of African crafts and designs and suitable practised lettering. Some innovative ideas, e.g. folding their own paper bags and applying collage were submitted.

Pen and watercolours were used skilfully in the floor design, Q7, with textures playing an important role. Some exciting research and investigation was evident using primary sources.

In future, artists, fashion designers, relevant techniques, etc., should not be forgotten as part of their research and investigation in the Design Component.

It is pleasing to see the development in this innovative field of study, as it might play a prominent role in career choices and future studies.
General comments

Various themes proved popular for the coursework assignment with flowers, landscapes, animal studies and portraiture heading the list. Candidates from six centres chose Coursework as an option.

Photography: A number of candidates showed a keen interest in developing their skills in photography. Every photograph should have technical information relating to it written above, below or to one side of the print and should be neatly and carefully displayed on the page. No captions or any form of writing should appear on the photograph itself unless it is a lettering portfolio. Too many images placed on one page show little selectivity by the candidate. Tools or other relevant information in manipulation or photoshop must be clearly recorded. A few candidates used black and white photography with great success, concentrating on shades, contrasts and textures.

The problem of submitting too many pages in Coursework continues, with some centres showing no regard for the syllabus where it clearly states that the required number of pages, excluding or including the final outcome, is FIVE pages, i.e. TEN sides, no matter whether the candidate has chosen A2- or A3 size paper. Once again, more photos will not lead to more marks. Any pages included after the required amount will not be considered.

The more successful portfolios showed development of a unified theme, instead of a number of random topics. “Coffee Book” – type portfolios are not always necessarily a good idea… in some cases, prints were distorted/ compressed to fill the page; in other cases the compositions were disrupted, e.g. a flamingo without a head. A number of CDs/AVs were produced by the candidates as part of their portfolio: Only a few were rewarded with additional marks as they showed further development and innovation, and were not repetitive.

The final should always be the best work that the candidate has produced and should be chosen with careful consideration. Encourage candidates to be original in their approach in this competitive skill.

Painting and Drawing: Another popular choice, with a number of candidates showing dedication and improved skill. Splash or speckled effects have not proved effective in the past and this technique should be avoided. Some lively and colourful developments were to be seen using mainly water colours and other painting media. Earthy pastel colours were also used successfully. Unresolved backgrounds and repetitive studies of one person in portraiture should be discouraged. Few dark outlines were evident in this year’s submissions – thank you all and well done!

Design: Portfolios included Lettering, Calligraphy and Illustration, Fashion Design and Posters. Direct observation should be the basis of all design ideas and exploration: Low quality internet visuals continue to be detrimental to the originality and freshness of the candidate’s work. No weak work or failed experiments should be included in their portfolios. Influential artists, styles/techniques included in their research are most beneficial to the outcome.

Please continue encouraging future candidates in their creative endeavours!
General comments

The statistical reporting module highlighted ten questions of which seven appeared to be easy, while three appeared to be more challenging. The mean mark for this component was 26.80. It showed an increase of 1.19 compared to 2015.

Comments on individual questions

1. About 88.5% of the candidates scored a mark as they knew that respiration is the process that releases energy in an organism.
2. Surprisingly only about 41.2% of the candidates scored a mark by identifying the Acacia sp. in the key correctly as having straight and hooked thorns.
3. About 96.4% of the candidates managed the calculation of the total magnification well, giving it as X50.
4. About 88.6% of the candidates could identify bacteria as a prokaryotic cell.
5. About 89.8% of the candidates scored a mark as they could link the function of cell walls to protection and support in a plant.
6. About 76.1% of the candidates knew that the permeable membrane used in the experiment represents the cell membrane in a living cell.
7. About 84.7% of the candidates could identify the *Tilapia* as an organism belonging to the animal kingdom.
8. Only about 51.5% of the candidates could correctly identify the decreasing order of complexity.
9. About 60.2% of the candidates knew that the upper epidermis could aid in protection as a function.
10. Only 61.5% of the candidates could identify the cells labelled I and J as the epidermal and guard cell respectively.
11. About 85.3% of the candidates knew that the mineral iron should be added to the diet of a person who has too few red blood cells.
12. Only about 42.5% of the candidates knew that the pancreas is the organ that produces three kinds of digestive enzymes.
13. About 90.7% of the candidates knew that saliva contains the enzyme amylase to break down starch.
14. About 67.2% of the candidates knew that bile is produced in the liver and its function is to emulsify fats.
15. About 66.8% of the candidates knew that the liver is the organ in the human body that removes excess blood glucose and convert it into a storage substance.
16. About 72.9% of the candidates could correctly identify the labels K and L as the vena cava and the aorta.
17. About 85.8% of the candidates could identify the red blood cell correctly from the diagram.
18. About 84.0% of the candidates knew the only correct blood component matched with its function was the phagocytes which are responsible for engulfing pathogens.
19. About 79.1% of the candidates correctly identified the mean number of bubbles produced per minute at 15°C according to the graph as 2.
20. About 68.7% of the candidates knew that the percentage of carbon dioxide will increase while oxygen will decrease in expired air.
21. About 59.4% of the candidates knew that nicotine in tobacco smoke will increase blood pressure.
22. About 68.8% of the candidates knew that the amount of water lost through the skin will increase, while through the kidneys it will decrease as a result of strenuous exercise.
23 About 94.0% of the candidates knew that the plant growth response to gravity is geotropism.

24 About 52.7% of the candidates could correctly identify the control in the experiment as the seedling that did not receive any treatment.

25 About 58.7% of the candidates knew that in the reflex action the effector will be the muscle in the boy's arm when he immediately pulls his hand away after accidentally touching a hot object.

26 Only about 14.9% of the candidates could work out the correct answer about the changes in the lens curvature between the 6th and 8th second when the girl was looking at an object that was moving towards her.

27 About 80.6% of the candidates knew that a nerve impulse in a reflex arc travels through the receptor, followed by the sensory neurone, relay neurone and motor neurone respectively.

28 About 84.3% of the candidates knew that fertilisation in humans occur in the oviduct.

29 About 84.5% of the candidates knew that the oviduct contains ciliated epithelium.

30 About 85.4% of the candidates knew the ovary is the gland that produces oestrogen and progesterone.

31 About 26.3% of the candidates scored a mark. The placenta has a large surface area because it has finger-like projections.

32 About 59.6% of the candidates knew that the function of a flower is to produce seeds.

33 Only about 45.4% of the candidates scored a mark. The pollen tube lands on the stigma, thus grows through the stigma into the style to get to the ovule in the ovary.

34 About 63.4% of the candidates could predict the offspring resulting from a cross between a heterozygous red-flowered plant and a white-flowered plant as heterozygous red and homozygous white correctly.

35 Only about 32.9% of the candidates scored a mark. The genotype of someone suffering from cystic fibrosis is described as homozygous recessive.

36 About 40.6% of the candidates correctly identified trophic levels 1 and 4 as the levels that will show a decrease in the number of organisms when the carnivores in trophic level 3 suddenly dies out.

37 Only about 39.1% of the candidates could identify the correct food chain as a lettuce leaf eaten by slugs, which are in turn eaten by frogs and the frogs are eaten by grass snakes.

38 Only 33.9% of the candidates identified the food chain that fits the pyramid of numbers given as a tree that provides food to a big number of insects, which in turn are eaten by a few birds.

39 About 85.9% of the candidates knew that in the nitrogen cycle provided, decomposition will occur at stage D when animal protein is converted to ammonia in the soil.

40 About 91.9% of the candidates knew that Sulphur dioxide from coal-fired power stations can cause rain to be acidic.
General comments

- The difficulty level of the examination paper was fine, as some questions could be answered easily and some were more difficult. The result was that a candidate who was well-prepared was able to answer more questions.
- The instructions in each question were very clear. Each question helped the candidate, leading them to what should be answered. Unfortunately, candidates lost marks for not following instructions and not carefully reading the question before answering it.
- There is an improvement in the spelling of biological terms when compared to previous years.
- Some candidates still had difficulty in expressing themselves regarding what they wanted to say when answering the questions. Using proper language seemed to be a challenge for most candidates. They referred to phonetic expressions, e.g. tear away became tie away.

Comments on individual question

1 (a) (i) Fungi; A fungi
   Most candidates failed to identify the correct kingdom. Those that identified it, spelt the word Fungi incorrectly. Eg. Fugi, fungae, fugus, fungus.

(ii) 1 Photosynthesis/make their own food/autotrophic;
     2 chloroplasts(green)/chlorophyll;
     3 heterotrophic/saprotrophic/ref. to dead/decaying organisms/no photosynthesis;
     4 no chlorophyll/chloroplast; max [3]

Most candidates did not understand this question. The majority gave structural differences instead of differences between the modes of nutrition. Some just gave definitions of autotrophic, heterotrophic or saprotrophic nutrition. Some of them swopped the explanations.

Terms such as autrophication, eutrophication, saprophication and heterotrophication were used.

(b) limes;
    dill pickles;
    tomatoes;
    meat; max [2]
    lettuce;

Candidates gave the examples with the highest pH values. Some of the candidates even misspelt names that were on the table. Some even gave the pH values only.

(c) (i) 1 oxygen used to break down/digest;
        2 sugar/glucose/food;
        3 to release energy;
        4 aerobic respiration occurs;
        AVP e.g. growth/multiply/mitosis/increasing in numbers/asexual reproduction max [4]

Most of the candidates struggled to answer the question. The moment they read "yeast" they were thinking about anaerobic respiration. They failed to explain what oxygen is needed for. Some described the curve of the graph instead of answering the question.

Candidates failed to explain aerobic respiration in yeast. A great number were talking about energy being produced instead of being released.

(ii) 5% – 1 100 cells;

(iii) 20% – 3 500 cells; [2]

Almost 70% of the candidates could not calculate the number of yeast using X 100 as given on the graph to get the correct answer. Only 30% could get the correct answer which was (ii) 1 100 and (iii) 3 500.
(iv) food/glucose/sugar is a limiting factor;
built-up of waste products;
becomes too acidic/pH changes; max [2]

Less than 30% of the candidates got the correct answers, while the others could not write the variables correctly, e.g. Sugar solution is finished instead of sugar is finished. Therefore, candidates are encouraged to consider the variables in order to interpret their answers correctly. For instance, talking about pH or waste products such as CO₂ instead of talking about diseases and predators.

(v) reproduce asexually/budding/cells divided by mitosis;
(asesexual reproduction) a fast-method of reproduction; Max [1]

Most candidates could not score a mark for this part because they misinterpreted the method of reproduction of yeast with that of bacteria and fungi. Most of them mentioned binary fusion or spore production.

2 (a) plant A;
wilted leaves/lost a lot of/more/too much water/plasmolysed/flaccid cells/cells not turgid; [2]

Most of the candidates managed to score a mark for identifying the plant. Some of the candidates could not obtain a mark because of making references such as cell shrink, plant shrink, plant flaccid, plant/leaf plasmolysed instead of plant losing too much water or leave/plant wilted or cell plasmolysed/flaccid.

(b) 1 water moved from high water potential to low water potential;
2 from vacuole;
3 through the cell membrane/partially/selective permeable membrane;
4 cell membrane/cytoplasm pull/moves/tears away from cell wall/vacuole shrink;
5 cell is plasmolysed/flaccid;
6 osmosis; max [3]

An average number of candidates scored marks for this part. Some candidates could not differentiate between osmosis and diffusion. Candidates could not interpret their answers based on the context given. They made reference to salt solution/salt solution instead of focusing on the context given. Some gave wrong options, giving the wrong answers first, e.g. cell shrinking and flaccid instead of cell flaccid.

(c) stomata are closed/not open; [1]

Half of the candidates scored a mark for this part by referring to: closed stomata while others, who could not score a mark, made reference to curled leaves/leaves dropping and covering each other.

3 (a) (i) amino acids/monopeptide; [1]

Some answers frequently given incorrectly: polypeptides, carbon, hydrogen, oxygen and nitrogen.

Some candidates even gave sources of protein. Clearly there is some confusion about the terms “building blocks” and “elements”.

(ii) Nitrogen/N;
Sulphur/S;
Iron/Fe;
Zink/Zn; phosphorus/P [2]

Phosphorus was accepted this year as it appears in the Module books, but it is in fact wrong and will not be accepted again. Other wrong answers were nitrates, phosphates, sulphates, magnesium, ion. “Ion” is completely different from “iron”, although it is pronounced the same.

(b) absorption;
so the small units/products/amino acids can be absorbed into the blood stream/body/insoluble to soluble; [1]

Candidates often used “enlarge surface area” as an answer, but it was rejected. The reason for the breakdown, of which the large surface area is part of the process, is for absorption.

Other wrong answers that occurred often were “to be stored” and “for growth and development”.

(c) (i)  E – enzyme (any one of the 3 big circles)  
S – substrate (any one of the 2 light grey blocks)  
No letters/use arrows (max 1)  

The most marks lost unnecessarily, were in this part of the question for ignoring instructions. If a candidate did not use label lines but used arrows or words, he only got a max 1 if both were labelled correctly. Product was often labelled as substrate.

(ii)  1 are (globular) proteins;  
2 functions as (biological) catalyst/speeds up chemical reactions;  
3 enzymes have active sites;  
4 enzyme (active site) remains unchanged/not changed/can be used over and over again;  
5 enzymes break down substrates into products;  
6 specific  

Important to remember: properties “shown in Fig. 3.1”, therefore sensitivity to pH and temperature were not accepted. Candidates often used “substance” instead of “substrate”.

(d) heating causes change in shape of protein molecule, but does not change the nature of nutrient (still protein);  
milk contains protein;  

Many candidates did not realise a food test was done. Many gave the wrong colour change, although it was not asked and they then lost the marks. Many candidates referred to the reason why the test was done, rather than why the positive result was obtained. Many also referred to denaturing of proteins which is not complete at 50°C.

4 (a) (i)  P – aorta;  
Q – vena cava (inferior);  
R – coronary artery;  

Most of the candidates answered this question correctly, although some switched the labelling. Some candidates, however, could not spell aorta, vena cava and coronary artery correctly. Few candidates did not know the difference between superior and inferior vena cava. Some candidates also identified R as coronary vessel instead of identifying it correctly. The spelling of coronary artery was also a problem for many candidates.

(ii)  oxygen content – low/deoxygenated;  
no/less pressure of blood – high;  

Some candidates referred to the oxygen content in P artery as being no/none or absent, which is wrong, instead of writing low oxygen, which is correct. Some candidates also used words such as greater, more, high speed, high rate, increase for the pressure in the P artery, which is wrong.

(b) (i)  veins have valves;  
numbering on answer  
to prevent blood flowing in the wrong direction/blood flow in one direction/prevent backflow;  

OR  
otherwise the valve may shut and stop (blood) flow;  

Most candidates did not understand this question. They wrote reasons such as preventing heart attack and preventing high blood pressure, blood clot, prevent mixing of deoxygenated and oxygenated blood, which are all the wrong reasons. Teachers need to emphasise this specific topic more.

(ii)  no (tissue) rejection;  
vein from same person is of the same tissue cells and protein;  
the patient’s body will produce lymphocytes/antibodies (for foreign cells, tissues and proteins);  

Tissue rejection was not known by many candidates. Most candidates referred to the blood groups of a donor and a recipient to match for a successful operation, which is wrong. The general feeling is that candidates did not know what was expected of them. Most candidates failed to know the difference between a blood vessel and a vein. Some candidates also wrote that antigens are produced by the immune system instead of antibodies.
(c) S – artery (no mark) if T \( \text{R} \) feature
lumen – small/narrow;
thin(er) layer/wall of muscle/and elastic tissue; \( \text{max} \ [1] \)

Some candidates could not distinguish between the features of the artery and vein on the diagram given. Most candidates indicated that the artery is S, but they did not give the correct feature. They associated elastic tissue with thick wall. Candidates also could not distinguish between large/bigger, thin/thick.

(d) (i) phagocyte/macrophage/neutrophil; if WBC \( \text{max} \ 1 \)
phagocytosis/engulf and destroy/digest pathogens/bacteria/micro-organisms; \( \text{R} \) germs/virus \( \text{max} \ [2] \)

Some candidates did not identify the blood cell correctly. Instead they wrote white blood cell referring to the specific white blood cell. The function of phagocyte was also known by most candidates. Many candidates referred to the function of lymphocyte as to produce antibodies, which is wrong. Most candidates did not know the different types of white blood cells and their functions. Many candidates also wrote phagocytes kills/eat bacteria/germs instead of engulfing and digesting bacteria.

(ii) sickle cell anaemia;

A lot of different, completely wrong answers, like Down’s syndrome, variation, radiation, UV rays, albinism, etc. Candidates clearly had very little knowledge about sickle cell anaemia. Many candidates also confused it with ordinary anaemia.

(iii) 1 red blood cells have abnormal haemoglobin/(gene) mutation; \( \text{R} \) chromosome mutation
2 red blood cells thus have a distorted/sickle/crescent shape;
3 haemoglobin cannot carry much oxygen;
4 the malaria parasite (Plasmodium/merozoites grow and divide in red blood cells)/ref. to link with malaria;
5 Plasmodium cannot live/reproduce in red blood cells with abnormal haemoglobin;
6 people with abnormal haemoglobin/RBC/sickle cell anaemia/homozygous recessive have the disease, but will not suffer from malaria;
7 people with normal haemoglobin/homozygous HH can get malaria easily;
8 heterozygous/carriers will contract less malaria/not sickle cell anaemia;
9 carriers will survive better; \( \text{max} \ [4] \)

Candidates don’t really understand the link between malaria and sickle cell anaemia, many even said that malaria causes sickle cell anaemia. Many candidates thought exposure to UV rays, radiation etc. causes sickle cell anaemia. Because sickle cell anaemia is not a well-known disease in Namibia, candidates tried to relate diseases they know of to sickle cell anaemia, e.g. albinism.

Recommendations:
Teachers need to help each other in their respective regions; perhaps meeting at Teachers Resource Centres to discuss topics they do not understand. Teachers may also, via their Regional Office, invite experts from other regions to help them. Teachers need to start networking and help one another.

5 (a) V – choroid; \( \text{A} \) conjunctiva
W – optic nerve;
X – cornea; \( \text{max} \ [3] \)

Candidates were unable to identify all the parts of the eye. The choroid was confused with the sclera or the retina. Many candidates referred to the optic nerve as the optic fibre or optic vessel. As for the cornea, the conjunctiva was also accepted as an alternative answer.

(b) cornea; \( \text{R} \) x aqueous humour;
lens;
vitreous humour; \( \text{I} \) wrong spelling \( \text{max} \ [2] \)

Candidates named the receptors of the eye, or they named structures that will protect the eye. Thus, rods and cones (as receptors) or sclera and conjunctiva (protection), instead of the structures involved in refraction.

Candidates are not familiar with the term refraction, therefore were unsure of how to answer this question. Most candidates had difficulty answering this question as the term “refract” was misunderstood.
ciliary muscle;

The question clearly asked the muscle involved in changing the shape of the lens. The question was leading the candidates toward ciliary muscle, but caused some confusion as candidates very often referred to circular and radial muscle, instead of ciliary muscle.

retina;

Candidates answered this question well and the majority were able to identify the retina.

(i) pupil size: decreases/becomes smaller/constricts/small;
   explanation: circular muscles contract; radial muscles relax;

Candidates confused dilate and constrict. Often dilate was given as the answer and in brackets behind it, they put “become smaller” showing the confusion clearly. Candidates referred to the pupil as contracting. The pupil is not a muscle and can therefore not contract or relax. It is the iris muscle that they needed to include the answer. The radial muscle that relaxes, was sometimes, correctly, referred to as the longitudinal muscle of the iris, and then it was accepted as correct.

(ii) receptor: retina/(rods) + cones/photoreceptors;
    effector: (muscle of the) iris/circular (and radial) muscles/antagonistic muscles of the iris;

Most candidates only read the “reflex” part of the question and then answered about reflex actions in general, instead of specifically on the pupil reflex. As another alternative, candidates only gave the definition of receptors and effectors, instead of answering what was asked.

Receptors: candidates often gave rods as the answer. Rods do not work in bright light. It is the cones that function in bright light.

Effector: Candidates would refer to the radial muscle that relaxes. Candidates do not understand that the radial muscles cannot be the effector if it relaxes.

The circular muscles contract and are the effectors.

Candidates also mentioned ciliary muscle instead of circular muscle.

Recommendations:

The eye is such an interesting part of the syllabus and the feeling, in general, is that candidates should be able to label the eye and state the general functions of each part. If teachers could add colourful posters of the eye during teaching, more candidates could have done better in this question. Attention must be given to the difference between ciliary muscle and circular muscle as it was very often confused by the candidates. Furthermore, pupil reflex was confused with eye accommodation. The basic terminologies should be clearly explained, to help the candidates understand the difference.

Teachers should focus on using the term refraction clearly when explaining the working of the eye; not only bending of light. Candidates clearly were not familiar with the term refraction.

homeostasis;

Many candidates knew the answer was homeostasis, but it was still a challenge as it could not be spelt correctly. Many gave answers like homostatic. Thus, it is important for candidates to practise the correct spelling of terms.

(i) chemicals;
   2 produced/secreted/released by (endocrine/ductless) glands;
   3 carried by the blood;
   4 which alter/change the activity of the target cells;
   5 in one or more specific/target organ;

Many candidates could not give the definition of a hormone correctly as stated in the syllabus. They referred to it as a chemical reaction or process and could not say that it is secreted from a gland and affects activities of target cells in one or more specific organs. Much emphasis is needed when teaching definitions as they appear in the syllabus.
(ii) insulin; reduces/lowers decreases blood glucose level; causes/stimulates the liver to convert glucose into glycogen; OR glucagon; increases blood glucose level; causes the liver to break down glycogen into glucose;

The hormone glucagon was mainly spelt wrongly as many referred to it as glucagon/glycogen/glycerol. The majority of the candidates knew how to spell the term insulin, although there are a few who struggled with it. Many candidates do not know that it is the liver that converts; they do not know that the hormone only stimulates the liver to convert glucose to glycogen. Many candidates were referring to sugar instead of glucose. Much emphasis is needed regarding the difference between sugar and glucose to avoid future mistakes.

(c) 1 a sense organ/receptor cells detect the stimulus/change;
2 then sends information/message (about the change) to the control centre/brain;
3 which then sends the message/new instructions to the responding organ/effect to bring back the change to normal/corrective action;
4 sense organs detect that the internal environment is returning to normal, so feedback to the control centre/ feedback to receptor cells/sense organ about corrective action;
5 receptor sends negative message, which then tells the responding organ/effect to stop what it is doing/ prevent over reaction; max [3]

Many candidates lost marks on this question. They explained the concept of negative feedback using examples; they failed to outline the process and principle of negative feedback. They often used examples of temperature/glucose regulations.

7 (a) K – ovule/female gametes;
N – sepal; [2]

Many candidates knew the answer to this question. However, spelling was a huge problem. Some candidates do not understand that words like ovum/egg cell/sperm are not used in the reproduction of plants, but only in the reproduction of animals. Additionally, emphasis is needed on the difference between sepal and petal.

(b) pistil/gynoecium; (Accept other correct) e.g. carpel. [1]

Even though candidates knew the answer they often misspelt the word, e.g. carpet/carple/couple. Many of the candidates named the parts separately instead of writing/giving a collective name. Some referred to it as female parts, this needs to be dealt with in class.

(c) pollination; [1]

Many candidates mistook pollination for fertilisation. Many candidates knew the spelling even though a few often wrote pollution instead of pollination. Some referred to wind/self/cross pollination.

(d) (double) fertilisation; [1]

Candidates knew the answer; few of the candidates misspelt the word.

(e) 1 wall of pollen tube disintegrates;
2 (two) male gametes/nuclei released;
3 first one/one gamete/male nucleus fuses with egg cell/female nucleus; [R] pollen grain
4 to form a zygote;
5 zygote is diploid;
6 other gamete/second male nucleus will fuse with the 2n endosperm cell/2 polar nuclei;
7 to form a 3n/polyplloid endosperm; max [4]

Most candidates knew that there is a pollen tube growing down the style, therefore they described the process of the pollen tube growth from the stigma to the ovary instead of describing the process of fertilisation. However, those that described the process of fertilisation managed to get between 3 to the maximum marks.
8 (a) (i) growth is an increase in dry mass/number of cells/permanent increase in size; while development refers to an increase in complexity; 

Candidates are struggling to distinguish between growth and development. Even though about half of the candidates could describe the term growth, most could not describe development. The simplest definitions of growth and development in biology are not known.

(ii) name: mitosis; explanation: (exact) duplication of chromosomes/DNA/genetic material/information within the nucleus of the cell; identical daughter nuclei/cells are formed; max [2]

Most candidates were able to identify the process of mitosis and they can spell the term too. However, the explanation of what happens in the nucleus was not known by many. Most candidates who attempted the explanation could not state that “identical daughter cells” are produced as a result of mitosis.

(iii) cell wall; [1]

The cell wall was known by more than 70% of the candidates and they could even further describe the presence of cellulose in cell walls.

(b) (i) a group of similar cells; working together performing a particular function; [2]

Defining the term tissue appeared to be a problem for most candidates.

The syllabus definition for the term tissue is not known by most of the candidates. Most candidates could only score zero to one mark for this definition. Instead of “a group of similar cells” and instead of “working together to perform a particular function” candidates used other terms which are not in the syllabus definition, e.g. to perform a certain function or to perform a similar function.

(ii) phloem; absorption of water (from the soil); [1]

absorption of ions/nitrates/phosphates/examples of minerals; max [1]

Although the majority of candidates could identify the name of the tissue phloem, most struggled with the spelling. In general, candidates cannot spell phloem.

The function of the root hair cell was mistaken by many candidates as the function of the root in general. Most candidates stated anchoring the plant in the soil or transporting water and mineral salts instead of absorbing water and mineral salts.

Recommendations:

It is suggested that teachers make use of definitions in the syllabus for terms that must be defined according to the syllabus.

Teachers must mark spelling for biological terms strictly, e.g. phloem/mitosis, throughout the two year period of teaching so that candidates will know the correct spelling of such terms before the final examination.

9 (a) (i) 1 food webs are many food chains connected with one organism being connected to many other/more than one other organism/many naturally interconnected food chains/different food chains linked together;

2 show that most living things eat more than one kind of food/linkages in food webs illustrate feeding pathways/energy flows through many different organisms; [2]

Few candidates scored one mark by mentioning that the food web consist of interconnected food chains, but could not get the second mark.

A lot of candidates just defined terms, like producers, consumers, primary consumers, secondary consumers, etc. Candidates could not clearly differentiate a food web from a food chain.
(ii) 1 correct direction of arrows; A
2 at least two linked chains; L
3 at least 1 chain with a producer and two consumers; C

Correct example:

```
  plant -----> bird -----> cat
  |        |        |
  |        |        |
  |        |        |
  mouse
```

Max [3]

Most candidates lost all marks by drawing a food chain instead of a food web. Some candidates drew a food web without a producer. Some could only score one mark by drawing a food web with unnamed organisms. Some also drew complicated food webs which were very difficult to understand. Candidates spend a lot of time on the drawings.

Candidates lost marks on things like directions of arrows, connecting the sun to the food web and drawing lines instead of arrows. The instruction to draw a food web does not mean to literally draw animals, but it has a figurative meaning.

(b) (i) $\frac{10}{100} \times 500 = 50 \text{ kJ}$; [1]
(ii) $\frac{10}{100} \times 50 = 5 \text{ kJ}$; ecf from (i) [1]
(iii) $\frac{10}{100} \times 5 = 0.5 \text{ kJ}$; ecf for calculation and ecf for unit ecf from (ii)
all three answers incorrect but all three units correct max 1 [1]

Only a few candidates could do the calculations as required. Most candidates did not see that 90% of energy is lost. They calculated the percentage of energy in the tissues of the given consumers from the 90% instead of 10%.

Candidates lost marks for not writing units correctly, writing answers as percentage, using wrong units, like (kg) kilograms, in the answers.

Some candidates wrote the right unit but the wrong way, e.g. KJ or kj instead of kJ.

(c) (i) Natural environment:
1 forests or trees provide shade and prevent soil from heating up too much;
2 affects weather/climate (provide moderate weather); global warming [R]
3 animal and plant species are forming part of or live in forests/maintain biodiversity;
4 every species plays a role to maintain balance in ecosystems/not disrupt food chains;
5 reduce evaporation of water from soil; prevent [R]
6 reduce soil erosion as roots bind soil particles; prevent A

Max [3]

(ii) Human populations:
1 forests are a major sources of oxygen for all living organisms;
2 tropical plants possess medicinal properties;
3 marine fisheries are a major source of human food;
4 there is scientific value in certain living species. The study of wildlife provides information for man’s survival;
5 natural resources should be maintained for outdoor recreational activities, such as fishing, hiking and skiing;
6 conservation preserves the natural scenery and wildlife for people to appreciate tourism/income [R]

Max [3]

Almost all candidates misunderstood the question. They stated only the importance of conservation for tourism - which was asked the previous year. That is why answers like preventing extinction, bringing in income, creating employment were given.

The focus was supposed to be on conserving all living species' for the environment itself and the importance of conserving all living species' to the benefit of the human population.
The focus was primarily on the importance of all living species' to the environment and to people. Most candidates did not know that the term 'living species' refers to both animal- and plant life, rather than only focusing either on plants or on animals.

Recommendations:
1. Features of a food web could be obtained from the definition of the term.
2. Candidates should not draw pictures of organisms when drawing a food chain or food web because they will not be scored.
3. Joules as in kilojoules is capitalised when abbreviated.
4. Use local examples as much as possible when teaching conservation for the candidates to understand it has reference to their own lives.
General comments

The majority of candidates did not perform well in this paper. Many candidates gained very low scores and only a few performed excellently and were awarded high marks. There was no evidence that candidates had found the time allowed too short. Some answers were left blank, and this seemed to be through lack of knowledge rather than lack of time. Some weaker candidates might perform better if they try to give, for example, three distinct points in their answer to a question carrying three marks. It would appear that weaker candidates are satisfied giving only one fact, when three were required. Candidates should be taught to construct the length of their responses, and the number of response points given, to the number of marks available.

It is vital that candidates read each question carefully and carry out the task required. Command words like “state”, “explain” and “suggest” each require a different type of response. The syllabus contains a glossary of terms used in science papers and this should be referred to when preparing candidates for these assessments. All too often, good candidates concentrate on a few key words and provide good biological information, which cannot be credited as it does not answer the question asked. Candidates should be taught and study definitions of key terms as they are given in the syllabus. Some processes, for example, transpiration, are very difficult for candidates to explain in their own words, and marks are more accessible if the correct wording is known.

Candidates need to be able to demonstrate general mathematical skills, such as manipulating formulae and substituting numerical values into formulae (see Mathematical Requirements in the Specification Appendix), in addition to the specific mathematical skills detailed in the specification for each unit. While these latter skills might be expected to feature regularly in the assessment of each unit, calculations that require candidates to demonstrate general mathematical skills will be asked.

Drawings need to be made using an HB pencil (not ink) so that an eraser can thoroughly remove all double lines. The guideline for a label must make contact with the structure intended without a gap or an arrowhead.

Candidates should be well-prepared for the examination. In the syllabus there are suggestions for practical work and teachers should make sure that the candidates were introduced to all these suggestions.

Here are some key points that should be considered by candidates.

- Candidates should always take time to read the questions carefully. All the information and data provided should also be studied carefully.
- Candidates should always give the specified number of responses when this is requested.
- Candidates should avoid repeating the information given in the questions.
- Candidates should be encouraged to use the correct scientific terminology. Vague terms rarely gain credit and hence words such as ‘affect’ and ‘change’ should be avoided.
- Examiners accept phonetic spelling where words are recognisable and unambiguous. Auxins in Question 3(a) were often misspelt, but credit can be given if there is no confusion with another term.
- Candidates should be encouraged to write their answers to the longer questions in continuous prose. Lists and phrases that do not link together the appropriate scientific concepts are unlikely to gain much credit. Some candidates give their answers in the form of bullet points and the information given is insufficient for credit to be awarded.
- Incorrect answers must be clearly crossed out and the correct answer should be written alongside or just above the first answer. Where an answer is a single letter or number, it is particularly important that candidates do not write on top of the original answer.
- Answers that are continued in blank spaces or on additional paper must be clearly numbered. At the end of the answer space provided, candidates should state where to find the rest of the answer. However, if only one short phrase, that is no more than one line in length is given, then it can be included immediately below the last answer line.
- Candidates should avoid writing initial answers in pencil and then overwriting in pen. Any pencil markings that were missed during this process are unlikely to be sufficiently clear to gain credit.
- Candidates should attempt every question and take note of the mark allocation for each question or part-question as a guide to how much detail is required.
Comments on individual questions

1 This question involved the need for carbon dioxide in the process of photosynthesis. It was evident that this experiment was discussed, but that candidates totally lacked the practical involvement in such experiments. One potted plant was used instead of the normal two described in many textbooks and candidates couldn’t relate to this.

(a) Candidates knew that the potted plant should be destarched, but many candidates also showed that they do not know what is meant by destarching a plant. Care should be taken when explaining processes to candidates. Candidates did not know that it means that the stored starch is used up when the plant is put in the dark; and that is what we call destarching a plant. Many candidates spelt destarch as ‘discharge’, which gives the impression that they had just heard the word and not seen it.

(b) Again, a few candidates succeeded in giving the correct answer by saying that potassium hydroxide solution absorbs carbon dioxide, which shows that photosynthesis experiments are not dealt with at some centres.

(c) The investigation was about photosynthesis. Light is one requirement for this process to happen. Many candidates got this question right by saying that the plant should be placed in light for photosynthesis to take place.

(d) Candidates just referred to preventing air from entering the flask instead of specifying that it is to prevent carbon dioxide from entering the flask. Candidates also mentioned: to prevent carbon dioxide diffusing into the leaf or carbon dioxide not to escape.

(e) One should expect candidates to score full marks in this question, but it was not the case. This again proves that the candidates were not exposed to practical work.

(f) In this investigation, the need for carbon dioxide for photosynthesis was tested. Flask A served as the control; this leaf received everything needed for photosynthesis to take place. The leaf in flask B lacked carbon dioxide.

(g) The absence of carbon dioxide in leaf B will prevent photosynthesis to take place, but one could not say for sure that it will be for that reason and that is why a control is necessary. Candidates could not state why it was necessary to have a control. It is important to train candidates why it is necessary to have a control instead of them just saying ‘it is to compare’.

(h) The minority of candidates got this answer correct. It made sense because they did not know what was going on in the whole question. They confused colours and showed no understanding of the investigation, not knowing which leaf will give a positive result and which leaf will give a negative result. Some candidates even referred to glucose test colours instead of starch test in the leaf colours.

Answers to question 1

(a) to destarch plant or so that plant can be free of starch;

(b) it absorbs carbon dioxide;

(c) put the plant in sunlight so that photosynthesis can take place;

(d) so that leaf in flask does not come in contact with carbon dioxide from the air, or so that carbon dioxide does not enter the flask;

(e) leaf receives same amount of water; leaf receives same amount of sunlight; leaf receives same amount of heat;

(f) Flask A

(g) so that you can be sure that the presence of starch is due to the presence of carbon dioxide, or so that you can be sure that the absence of starch is due to the absence of carbon dioxide;
Questions often require candidates to use the data provided to support a description of a trend or pattern from a graph or a table. In Question 2, candidates were expected to study a graph of information about the effects of pollution on organisms in a river. Many candidates did not make best use of the data available.

Again, candidates should be aware of the need to read each question thoroughly and to take note of the demands of each section before beginning their responses. Reading the instruction carefully is vital if the response is to fit the question. The majority of candidates lose marks because of this.

(a) Most candidates failed to identify the midge larvae as the correct answer.

(b) Candidates manage to score one mark rather than the maximum of two as they were repeating mostly what they wrote in (a). The question clearly asked for three other organisms. Candidates also were very ignorant and did not notice that oxygen and suspended solids cannot go through as organisms.

(c) This question was poorly-answered. The reason for the disappearance of the normal algae was asked. Candidates referred to the algae bloom blocking out sunlight instead of the pollutants which are responsible for the disappearance. Many candidates didn’t give reasons for the disappearance; instead they gave a description of the different concentrations of the normal algae before pollution as well as after pollution.

(d) Answered fairly well. By not reading the question, some candidates included the bacteria as an animal, which made the answer wrong.

(e) Candidates failed to give an explanation for their choice of an animal most affected by the pollution.

(f) Candidates referred to any organism instead of an animal as stipulated in the question.

(g) Most candidates were able to draw an outline of the earthworm. Better answers had a clear outline drawn with a sharp pencil without any gaps or shading. Candidates should be encouraged to draw labelling lines in pencil and with a ruler and to make sure that the line touches the feature being identified. Arrowheads should not be used.

Teachers should ensure that students are given several opportunities to practise and develop drawing skills.

Answers to question 2

(a) midge larvae;

(b) sewage fungus; annelid worms, bacteria and trout

(c) light blocked out by pollution material
   no photosynthesis and they died;
   or
   toxic/poisonous substances in pollution material;
   and normal algae died;

(d) annelid worms, trout and midge larvae;

(e) trout because they disappear completely at first
   or
   midge larvae because concentrations increase from low/medium to high immediately after pollution;

(f) trout;

(g) drawing marks: - larger and in proportion;
    - clear outline
    - detail (18 - 21 segments, clitellum and chaetae)

label marks: - chaetae;
              - metameric segmentation;
In general, the question tends to be difficult to the candidates. Most candidates scored below 50% as they failed to interpret the question. The content seemed not to be mastered and many candidates were not exposed to the practical activities. Their answers were based on theory only. **Question 3(b)** proved to be very difficult.

(a) Auxins was spelt incorrectly.

(b) As already said, candidates had an idea of the working of auxins in plants but could not apply their knowledge. It was evident that bilateral lightning was the only explanation they could give. They saw the metal as the shaded part and answered the question from that perspective.

(c) To design an experiment is one of the skills that needs to be mastered by candidates. Emphasis should be put on this aspect at some centres. Candidates couldn’t use the apparatus given to describe how one can find out if oxygen is needed for the germination of seeds. In an investigation like this one, all the other factors needed for seed germination should be present in one flask and in the other flask oxygen should be absent. The chemical needed to absorb oxygen was totally a problem for the majority of the candidates.

**Answers to question 3**

(a) Auxins; found at tip of root or shoot;

(b) A – stops growing because auxins cannot pass through metal;
    B – bends to left. Auxins can only pass through right-hand side and only right-hand side side grows;
    C – bends to right. Auxins can only pass down left-hand side and only left-hand side side grows;

(c) Add pyrogallol solution to one flask;
    to remove oxygen;
    Add water to other flask. Leave both at the same temperature;
    for the same period of time;

4 (a) It was very disappointing to see that the majority of the candidates could not identify the independent and dependent variable from the graphs.

**Answer**

(i) A – the higher the temperature, the faster the rate of transpiration;
    B – the higher the relative humidity, the slower the rate of transpiration;

(ii) Wind speed or light intensity;

(b) (i) Candidates should be taught and study definitions of key terms as they are given in the syllabus. Some processes, for example, transpiration, were very difficult for candidates to explain in their own words. Marks are more accessible if the correct wording is known.

(ii)&(iii) These questions were poorly-answered. It was evident that candidates were not exposed to practical work as far as transport in plants is concerned. They had no idea of the use of cobalt chloride paper.

(iv) This question was very straightforward but still many candidates couldn’t answer that the loss of water occurred mostly from the lower epidermis because there are more stomata. Instead, they referred to the upper epidermis, simply because it is mostly exposed to the sun.

(v) Most of the candidates failed to read and understand the question. The majority indicated that transpiration will be faster instead of suggesting why it would be slower at the exposed surface of the leaf

**Answer**

(i) Transpiration is the loss of water vapour from the aerial parts of the plant;

(ii) To keep the paper dry from moisture of air;

(iii) To keep dry from moisture of fingers;

(iv) Lower surface; more stomata are present;

(v) Papers stick tightly to leaf and prevent free movement of water molecules;
    No air movement to speed up flow of water molecules;
    No air movement, so humidity builds up slowing movement of water molecules;
Candidates were asked to describe the visible features of the xerophytic plants in the photographs and more able candidates were able to describe the succulent stem and leaf, the reflective hairs and the reduced leaf size. These were accompanied by a brief explanation of how each feature helped to reduce the loss of water vapour. Weaker candidates, however, simply described the features of xerophytes and wasted time describing spines and sunken stomata.

**Answer**

reflective hairs or thorns to reflect sunrays;
swollen stem + stores water;
swollen leaf + stores water;
reduced leaf size/thorns + reduce water loss;
generally short/grow slow + not close to sun;

5 This question involved the concept of surface area to volume ratio and an experiment to investigate the effect of surface area to volume ratio on the rate of diffusion. It was evident that many candidates still have difficulty with the concept that surface area to volume ratio decreases as size increases. It was also evident that many candidates had not had the opportunity to carry out this very simple practical technique even though it is one of the suggested pieces of practical work in the specification. Many of the marks lost in this question were due to this fundamental lack of understanding and experience.

(a) The majority of candidates were unable to carry out these simple calculations accurately. The length of each side of the three different cubes were given, but was in a way confusing for many candidates. Provision was made for one length of the sides which they could get from Figure 5.2.

The formulas for calculating area and volume were given, but still the majority of candidates couldn’t work it out.

Many candidates did not reduce the ratio to the correct figures, leaving it as, for example, 24:8. A small minority of candidates calculated a ratio of 3:1 as they calculated surface area divided by volume.

(b) The diffusion depth was 5 mm in all three cases, regardless of which sizes were used in the calculation of the volume and surface area. A very simple skill was tested. The majority of candidates did not read the question carefully and did not divide the diffusion depth by 10 to find the rate of diffusion in mm/min.

(c) (i) Whilst many candidates stated correctly that the rate of diffusion stayed the same as the cells get larger, some candidates gave a definition of diffusion!

(ii) Whether the candidates worked out their ratios correctly or not, information was asked from their data and many of them failed to give the correct answer.

(iii) This question was generally answered poorly. Answers were often couched in terms such as ‘large animals have a big surface so diffusion is fast’. A few candidates recognised that large animals could have an increased surface area for gas exchange by, for example, having alveoli. Some candidates lost marks because they stated that the large number of alveoli increase the SA: Vol ratio rather than increasing the surface area. Marks were also lost by referring to the whole process of inhaling and exhaling in animals.

**Answers to question 5**

(a)

<table>
<thead>
<tr>
<th>Cube</th>
<th>Surface area</th>
<th>Volume</th>
<th>Surface area: volume</th>
<th>Dif. Depth</th>
<th>Diffusion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1cm</td>
<td>6</td>
<td>1</td>
<td>6:1</td>
<td>5 mm</td>
<td>0.5</td>
</tr>
<tr>
<td>2cm</td>
<td>24</td>
<td>8</td>
<td>3:1</td>
<td>5 mm</td>
<td>0.5</td>
</tr>
<tr>
<td>3cm</td>
<td>54</td>
<td>27</td>
<td>2:1</td>
<td>5 mm</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Or

<table>
<thead>
<tr>
<th>Cube</th>
<th>Surface area</th>
<th>Volume</th>
<th>Surface area: volume</th>
<th>Dif. Depth</th>
<th>Diffusion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5cm</td>
<td>37.5</td>
<td>15.6</td>
<td>2:1</td>
<td>5 mm</td>
<td>0.5</td>
</tr>
<tr>
<td>1.5cm</td>
<td>13.5</td>
<td>3.4</td>
<td>4:1</td>
<td>5 mm</td>
<td>0.5</td>
</tr>
<tr>
<td>0.5cm</td>
<td>1.5</td>
<td>0.1</td>
<td>15:1</td>
<td>5 mm</td>
<td>0.5</td>
</tr>
</tbody>
</table>
(b) In table.

(c) (i) stayed constant at 0.5 mm/min;

(ii) ratio decreases;

(iii) must have a way of increasing their surface area (for gaseous exchange) – have lungs; must have a means of taking oxygen to cells inside the body – have a blood system; must have a transport medium – have blood (take gases to and from cells);
General comments

The standard of the candidates' work is lower than in 2015. Candidates find it difficult to analyse, evaluate and apply their knowledge. Candidates answer their questions in general and do not apply it to the information they receive in the question paper. The case words must form part of the answer and not Case: "case word". There are also many centres who use case in their answers and apply it correctly.

Some centres also not touch on all the topics in the syllabus.

Comments on individual questions

1 (a) This question was well-answered by most candidates.

Answer
Secondary / industry – because they manufacture carpets

(b) (i) This was a straightforward question. Candidates did not know the exact number of shareholders in a public limited company. Many gave the minimum and maximum of a private limited company. Some even explained the meaning of the words minimum and maximum.

Answer
7 – maximum is unlimited/ no maximum number

(ii) Many candidates were confused with the public sector and the public limited company. As a result they gave answers based on how the government will benefit. Despite this, there were candidates who scored full marks. Some candidates referred to continuity and limited liability, but these benefits were not considered because they are also the benefits of a private limited company.

Answer
- ABC – Flooring Ltd will obtain more capital since there is no limit in the maximum number of shareholders, thus expansion is possible. There will be no restriction in the buying, selling and transferring of shares.
- Shares can be traded openly through Stock Markets and even internationally.
- The strict legal controls on public companies give investors good protection. No marks for legal separate unit/continuity, limited liability

(iii) Since candidates were confused with the public sector, many did not score any marks.

Answer
- The danger/risk of takeover by another company. No control over it - too many shares sold
- Shareholders now have less individual control over the company
- Long slow complicated process, expensive procedures
- Publish information/statements - no secrecy
- Difficult to manage - diseconomies of scale

(c) Many candidates did not know that this is an invitation to the general public to buy shares, but at least could score one mark being familiar with information that it contained.

Answer
- Is an invitation to the general public to buy shares
- Detailed document giving details of the company's past record and its plan for the future/necessary information for investors
- Reasons for raising more capital and how it will be spent, is fully explained
(d) (i) Most candidates referred to the accounts, properties and debts of businesses instead of just mentioning that the company exists separately from the owners.

Answer

The company exists as an entity separately from the owners/shareholders/company as a person has its own rights and duties. [1]

(ii) A few candidates did score marks by referring to the accounts of firms and continuity without developing the answers. Many candidates discussed the line of monetary and non-monetary rewards that directors of a public limited company could get.

Answer

Benefits for directors
- A company exists separately from the owners and will continue to exist if one of the owners dies/continuity
- A company can make contracts or legal agreements in the name of the company only
- Company accounts are kept separate from accounts of owners P + D 2 + 2 [4]

(e) Many candidates explained about shareholders that appoint managers, or managers that appoint the board of directors, which was wrong. A few candidates were able to state that shareholders own and a board of directors controls a company.

Answer

- Shareholders own the company, but they appoint a board of directors to run the business on their behalf. Impossible for all shareholders to be involved in taking decisions
- Directors appoint managers to run the business. Managers are not even shareholders P + D 2 + 2 [4]

2 (a) (i) This question was poorly-answered because candidates still referred to a budget as a list/document/forecast and also some confused it with a cash flow forecast.

Answer

- A budget is a plan for the future containing numerical/financial targets
  OR
- A plan, in financial terms, for the future
- Financial plan [1]

(ii) This was well-answered. Many candidates scored marks, but candidates did not develop their answers to obtain full marks.

Answer

- It provides targets for departments to work towards gives focus to workers and motivates them
- Can be used to control how business is performing by comparing budget with actual results
- This can involve all workers and supervisors as well as managers likely to be more accurate thus workers will be more motivated and work hard to achieve targets if they set it
- Budgets help to control business as a whole. Budgets control amount allocated to each department. Can keep an eye on efficient use of resources
- Assists with decision-making/planning of the business P + D 3 + 2 [5]

(b) This question was well-answered, but many candidates lost marks due to positive figures instead of negative figures.

Answers

(i) (N$5 000) (1)
(ii) (N$3 000) (1)
(iii) (N$2 000) (1)

Answers must be negative and have N$ [3]
(c) (i)  This was well-answered, but many candidates focused on the variance as a figure that is subtracted. Candidates used the term price instead of cost, which disqualified them for any marks.

**Answer**

Is the difference between a budgeted amount and an actual (real) result [1]

(ii) This question was poorly-answered. Candidates did not score full marks at all. Many candidates used the wrong business terminology, using 'price' instead of cost. Some candidates only referred to higher cost and did not relate it to labour/telephone costs.

**Answer**

- The Operations Manager should be worried because costs are more than what they have budgeted for.
- They need to have more control over their spending such as labour- or, telephone costs or look at their way of budgeting again.
- The overall variance is reasonable, but only because of the fall in materials' costs.

General answers maximum 2 marks - NO marks for only higher/lower cost must link with material/telephone

(look at it in two ways: Controllable costs (labour & telephone) and cost outside (material) the firms control) $P + D$

$3 + 3$ [6]

(d) This was well-answered by most candidates and they scored full marks. Employees were not considered for a mark, but management was.

**Answer**

**Shareholders/owners/investors**

Want to know how big a profit or loss the company makes for them to receive dividends

**Bank/Creditors**

They have lent money/sold goods on credit to the company, therefore they want to see if the company will be in a position to repay them/to see if they can lend them money.

**Government**

Check on profit tax paid if company makes a loss - bad news

→ unemployment or can expand for more employment

**Other companies**

Take-over/compare performance

**Management**

Job securities/salaries $P + D$

$2 + 2$ [4]

3 (a) (i) Many candidates could not score the two marks. They referred to people and not to workers. Candidates were expected to avoid generalisations in their answers.

**Answer**

Quality circle involves employees/group of workers working in teams and meeting regularly to discuss improvements in a way the job is carried out. [2]

(ii) This question required candidates to explain how a quality circle can be used to improve the motivation of workers. Some candidates wrote ways of increasing job satisfaction/increasing the motivation of the workers. Candidates did not apply their knowledge of "how quality circles can be used for motivation."

**Answer**

- Workers' knowledge and skills are used, thus it will motivate them to work harder and increase output
- It will also improve the employees’ feelings of being part of the company/ committed to the business and being able to voice their opinions
- Workers feel responsible - trustworthy/better performance $P + D$

$2 + 2$ [4]
(b) The best method of training could be either on-the-job-training or off-the-job-training. Induction was out of context as there were no new employees at Oakfurn Ltd. Candidates had to justify which method will be the best for Oakfurn. The judgement was worth a mark only when the candidate had referred to both methods. In a case where a candidate stated advantages of both methods; no marks were awarded for justification. During justification, the candidate was supposed to discuss the advantages of on-the-job or off-the-job training in detail.

Answer

Induction training
Is an introduction given to new employees explaining firm activities, customs and procedures and introduction to colleagues

On-the-job-training
Training involves workers being trained by a more experienced employee while at work

Off-the-job-training
Is when an employee is trained away from their place of work, e.g. a college or specialist training centre

Evaluation
Candidates should choose any method between on-the-job-training and off-the-job-training with reference to benefits

On-the-job-training
Workers do not loose out on working time, can be trained while working, i.e. they can be productive. On-the-job-training is not expensive

Off-the-job-training
Variety of skills can be learned, can still work during the day and be trained after hours, however this can be expensive

Judgment/choice important
One-sided maximum 2 marks

3 + 3 + 1 [7]

(c) Effects can be positive and negative. Most candidates did score some marks in this question. Candidates could identify and develop advantages and disadvantages of piece-rate. Some candidates referred to time rate which disqualified the candidate for any marks. Most candidates obtained marks for this question.

Answer

Piece-rate
When worker is paid according to output produce - the more they produce, the more they are paid

Advantage
This will encourage them to work faster and produce more goods

Disadvantage
- Worker may ignore quality and this might damage the business reputation/waste resources of business
- Quality control system is required, thus may increase the business costs
- Conflict among workers as slow workers may be paid less
- No production, no income to the workers

One-sided answers a maximum of 3 marks

1 + 1 [2]
Poorly-answered. Many candidates could not explain producer goods/consumer goods. They referred to the producer and the consumer and ignored the word “goods”. Some candidates even referred to a person. Candidates failed to give appropriate examples.

Answer

**Consumer products**
Consumed by people, e.g. food, cleaning materials

**Producer products**
Goods produced to be used by other businesses to assist in production, e.g. delivery vans, machinery and equipment

Without examples given – maximum two marks

(c)(i) Poorly-answered. Many candidates could not differentiate between the strategic and tactical decisions but rather copied from the question, e.g. strategic decisions lead to the success of the business and tactical decisions lead to the downfall of the business. A few candidates confused tactical decisions with operational decisions.

Answer

**Strategic decisions** are very important decisions that might affect the future of the business
- Taken once in 10 - 15 years, e.g. take-over, merger
- Normally taken by senior managers and directors/centralised

**Tactical decisions** taken more frequently/less important and will not affect the future of the business
- Taken by middle-level management, e.g. training of staff, methods of advertising/decentralised

Examples only serve as development

(c)(ii) Very poorly-answered. The majority of candidates had no clue/idea about this question. Many of them answered it as ‘workers’ participation’. Very few candidates answered it and steps were not in sequence. If the sequence was wrong, the candidate did not receive marks. This topic was totally ignored or was not emphasised in class.

Answer

- Establish the objectives of the organisation – difficult to make clear decisions without knowing the aims of the firm
- Identify and analyse the problem to be solved – managers need to know what they are trying to solve before deciding on a solution
- Collect data on all possible alternative solutions. Data about all possible options need to be made known to managers before making a final choice
- Make final decision and put into effect – implementing decisions
- Look back and see if right decisions were made – evaluating what happened

Had to be in a specific order to obtain full marks. If first step was missing, no marks

(d) Well-answered by many candidates, although a couple of them confused it with the characteristics of an entrepreneur. Many candidates listed the qualities. How to explain the qualities of a manager was also a challenge to some candidates.

Answer

**Intelligence**
Be able to understand difficult ideas and deal with different issues

**Initiative/creative**
Suggest solutions to problems and take control of situations

**Self-confidence**
Be willing and able to lead others and set an example

**Assertiveness and determination**
To be able to take command of others and push through ideas and policies to their conclusion

**Energy for enthusiasm**
Set high standards of effort and involvement so that others are encouraged to act in similar ways

**Communication skills**
To be able to put ideas and messages across to subordinates in a clear way to encourage them to respond positively

Maximum of 2 marks for listing
5 (a) Well-answered, even though a few candidates could not distinguish between the social objectives and economic objectives of the government. A few candidates could only mention words such as health/education and poverty, but they did not receive any marks for words only.

Answer
- Provision of social services, e.g. free hospitalisation
- Government provides for unemployment insurance, death benefits, maternity leave - social security
- Pension - old age
- Clean drinking water/affordable housing/sanitation/sufficient healthy food
- Poor people - provide in basic needs food/shelter
- The right to education

(b) (i) This was an easy question that required candidates to define import quota as a limitation in the physical number of goods imported. Candidates were also required to define import tariff as taxes/money paid on imports.

Answer
Import quota is the limitation in the physical number of goods imported.
Tariff
Taxes paid on imports/money paid

(ii) Candidates were expected to identify three points (causes) and their developments (effects). For instance, businesses would exploit workers (this is a cause). If candidates did not start with how the effect is escalating, then no marks were awarded to them. Pollution on its own was only considered as development.

Answer
- Business would choose what is good for business itself, rather than what is good for community
- Profit motive – thus destroy natural and sensitive environment through factory construction and pollution/dangerous products, etc.
- Monopolies would exploit consumers through high prices and poor quality products
- Businesses might mislead and exploit consumers through mass media in the form of advertising
- Unfair competition
- Exploit employees - poverty - low salary

(c) Most candidates stated ways of protecting the workers in general instead of specifically ways of protecting the HIV/AIDS workers at the workplaces.

Answer
- Through legislation/ordinances/laws/proclamations, the government ensures that no discrimination takes place against workers who are infected with HIV/AIDS and that infected workers are not treated unfairly during appointments/anti-retroviral drugs/treat with dignity
- Infected workers to receive ample sick leave and employers are sensitised to create an environment of caring and understanding with regard to infected staff
- Employers to adhere to the fundamental human rights and freedom contained in the constitution of the Republic of Namibia with regard to infected employees

(d) Some candidates failed to understand the word challenges in the question. As a result they wrote benefits, characteristics and qualities of an entrepreneur. Some candidates wrote disadvantages of a sole trader. No marks rewarded for the disadvantages of a sole trader. Some candidates only listed answers and did not develop the responses fully.

Answer
- Competition - force out of business
- Risk of failure present, e.g. bankruptcy, loss of self-confidence/uncertainty of income
- Increased physical and emotional stress can be caused by long working hours, loss of personal time and proper attention to family
- Discouragement from family members
- Financial insecurity – income rise or fall/no safety net
- Can be lonely and scary to be completely responsible for success/failure of own business/no one to share/business ideas

NO disadvantages of sole traders
General comments

The candidates’ answers indicated a lower standard than the previous year due to a lack of subject knowledge. Therefore, the candidates couldn't develop or explain their answers. Especially with calculations, the candidates have no idea of formulas to be used to calculate.

Most candidates' answers don't refer to the case. The case must be part of the explaining. Candidate's lose marks if answers are not case-related.

Answers are expected to be in the context of the case.

- A multi-national business in the fast food industry, a very competitive industry
- Many restaurants worldwide
- Franchise outlets to control – language/cultural problems to deal with
- Probably labour intensive

Comments on individual questions

1 (a) Poorly-answered. Most candidates couldn't define the concept investor. Most candidates’ answers repeat the term, e.g. a person who invests in a firm. Some candidates refer to an investor as a person who buys shares, where Nando's is a franchise.

**Answer**

Investor is a person or company that puts money into a business but does not run it. (1) They are part-owners and expect a return from the company. (1) Brozin started as an investor but soon became directly involved. (1)

\[
P + D + C \\
1 + 1 + 1 \quad [3]
\]

(b) Most candidates couldn’t define brand name. The candidates referred to it as a name that distinguishes a product instead of a unique/special name.

**Answer**

**Brand name** is the unique/special name of a product (1) that distinguishes it from other similar products. (1) Nando’s is a brand name. (1)

\[
P + D + C \\
1 + 1 + 1 \quad [3]
\]

(c) The concept advertising was well-answered. Most candidates’ answers referred to a marketing tool which creates awareness.

**Answer**

**Advertising** is any paid form of non-personal presentation and promotion of goods or services by the business. (1) It is used to create awareness and persuade potential customers to buy the products. (1) Advertising helped Nando’s to be well-established in many countries around the world. (1)

\[
P + D + C \\
1 + 1 + 1 \quad [3]
\]

(d) Poorly-answered. Most candidates defined profit as the difference between selling price and cost of sales or that it is money left after deductions. Candidates should refer to profit as surplus made after all costs (expenses) are deducted from sales (income).

**Answer**

**Profits** are the surplus left after costs are deducted from sales revenue. (1) Profit is when income has exceeded the costs. (1) Nando’s owner(s) started the business in order to make a profit. (1)

\[
P + D + C \\
1 + 1 + 1 \quad [3]
\]
(e) Most candidates could define the concept entrepreneurs as people that combine the factors of production and taking the risk to produce a product.

**Answer**

**Entrepreneurs** are people that combine the factors of production and taking a risk to produce a marketable product or starting a new business. (1) Brozin (1)  \[ P + D + C \]
\[ 1 + 1 + 1 \]

2 (a) Candidates attempted the question well. They could define specialisation but couldn't develop it in full.

**Answer**

Process which you do a job that you are good at and which is a part of the production process.

OR

Concentration of producing only one product in which they have sufficient resources.

OR

**Specialisation** is when the production process is split up into different tasks and each worker performs one of these tasks.  \[ P + D \]
\[ 1 + 1 \]

(b) Very poorly-answered. Most candidates just defined Cash Flow Statement but couldn't explain the importance of it to the bank manager.

**Answer**

- Bank managers wants to see cash flow–forecast before lending money.
- Bank manager wants to see how big is the loan that is needed, when it is needed and how cash flow will be managed.
- The purpose for the money needed and if Nando's is solvent to repay the loan.
- The bank wants to know if the project is good if the investment is sound, i.e. is it profitable, can the loan be repaid? Can the business manage the project?

**Evaluation:**

The business seems profitable. (1)  \[ 2 + 2 + 1 \]

No correct answer – no marks

(c) (i) Most candidates didn't know which ratios to use to calculate and measure the success (performance) of the business. Most candidates' answers referred to the liquidity ratios.

**Answer**

\[
\text{Gross profit} \quad \frac{\text{T}}{\text{Sales turnover}} \times 100
\]
\[
= \frac{101 000}{450 000} \times 100
\]
\[ (1) \]
\[ = 22,4\% \] (1)

\[
\text{Net profit} \quad \frac{\text{T}}{\text{Sales turnover}} \times 100
\]
\[
= \frac{85 000}{450 000} \times 100
\]
\[ (1) \]
\[ = 18,8\% \text{ OR } 18,9\% \] (1)

**Evaluation:**

The business seems profitable. (1)  \[ 5 \]

No correct answer – no marks
(ii) Most candidates gave the evaluation (comment) of 2 (c) (i) in 2 (c) (ii) - which was not expected. The question in 2 (c) (ii) was about the reliability of given ratios and figures.

Answer

It may not be reliable because

- Only one year's data is provided, unable to determine the performances for previous years.
- To get accurate performance, it needs data for series of years or for similar businesses in the same industry.

3 (a) Most candidates could define organisational conflict but couldn't explain/develop it well. Some candidates repeated conflict instead of explaining it as disagreement.

Answer

Process in which individuals feel other individuals have frustrated their ability to achieve their goals.

OR

Organisational conflict refers to opposition, disagreement or incompatibility between two or more people or groups of people within the organisation, which sometimes results in chaos and negative attitude that hinders the achievement of goals.

(b) Some candidates could explain three possible causes for conflict in Nando's, e.g. poor working conditions, lack of involvement in decision-making, lack of security in workplace. Candidates answers referred to poor wages, working hours, which are also poor working conditions, which is a cause.

Answer

Causes of conflict

- Poor working conditions – poor wage rates/working hours
- Authoritarian management – orders only – lower level do not tend to know what is happening
- Rapid changes – employees downgraded or move to other positions without consultation
- Lack of involvement in decision-making – workers feel contribution to business not important – get bored
- Decline in market share – employees worrying for losing jobs/decrease sales/decrease profit
- Lack of security in workplace

NO dividends/shares

(c) Poorly-answer. Some candidates could explain and evaluate two ways in which Nando's could resolve disputes in the workplace, which is mediation, conciliation and arbitration. Candidates could identify it, but couldn't explain the way. No candidates got full marks, because they couldn't evaluate the best way for Nando's to resolve disputes.

Answer

Mediation

Mediator speaks to both parties and tries to find ways to reach an agreement.

Mediator has no power to make an agreement.

Conciliation

The chairperson of conciliation board assists the two sides to reach an agreement by guiding and controlling the negotiating meetings.

Chairperson has no power to force either side to agree.

Arbitration

The arbitrator’s job is to look at all the sides of the issue and reach a decision which is binding on both parties.

Evaluation: Mediation is the best way to resolve the dispute as there were only minor misunderstandings happening in a business. This requires only a third party to help them to find a compromise or solution.
4  (a) (i) Very poorly-answered. Candidates couldn't distinguish between centralised and decentralised decision-making. Candidates answers referred to worker participation, autocratic/democratic style of leadership. Their answers should refer to management, e.g. centralised decisions are taken at centre/higher level of management. Most candidates failed to give an example.

Answer

Centralised
Many decisions are taken at the centre or higher levels of management, e.g. company policies, layout of the business, prices, etc.

Decentralised
Many decisions are not taken at the centre of the business but are delegated to a lower level of management, e.g. supervisor of workers, running of the business, etc.

(ii) Most candidates couldn't identify the possible drawbacks for Nando's for using a centralised decision making process. Candidates answers referred to drawbacks for the workers instead of the business, e.g. decisions take longer, little delegations and lack of flexibility.

Answer

Disadvantages for business
• Decision-making process is taken by managers who are not close to the market. This makes it impossible to respond quickly to the market changes.
• Little delegations, junior managers may feel that they are not trusted, thus it lowers their morale.
• Decisions can take longer.
• Lack of flexibility. Right decision for one country may not be correct for another.
• Centralised decision-making makes a company seem very cautious

(b) This question - very poorly answered. Most candidates couldn't figure out that Brozin is a franchisor. They could identify two benefits and one advantage to a franchisor. Some candidates could identify it but couldn't explain/develop it.

Answer

Advantages (franchisor)
• The franchisee buys a licence from the franchisor to use the brand name. Expansion of the franchised business is much faster than if the franchisor had to finance all new outlets.
• The management of the outlet is the responsibility of the franchisee. This reduces the pressure/burden.
• All products sold must be obtained from the franchisor, in order to have standardised products.

Disadvantages (franchisor)
• Poor management of one outlet (Nando's branch) could lead to a bad reputation for the whole business
• Most of profits made from the outlet is kept by a franchisee.
(c) (i) Most candidates could identify two possible barriers of communication in Nando's.

Answer

- Language too difficult for receiver to understand
- Sender does not speak clearly
- Message may be lost/network too busy
- Use the wrong channel
- Receiver does not pay attention to sender
- No feedback
- Long chain of command

NOT FOR: problem with sender, receiver, medium

\[ P + D \]

2 + 2 \[4\]

(ii) Poorly-answered. Candidates failed to link the barrier identified in (c) (i) with the correct solution. Candidates just gave any solution.

Answer

Sender ensures that language is understandable
Sender must make language clear
Insist on feedback
Sender selects the appropriate channel
Importance of the message must be emphasised
Ask for feedback or use medium that allows feedback

NOT general

\[ P + D \]

2 + 2 \[2\]

(d) Most candidates' could identify the appropriateness of written communication in Nando's. Candidates' answers were one-sided instead of giving both sides (evaluate).

Answer

- Advantages
  - Proof of communication that can be referred to in future
  - Essential for certain messages involving complicated details which might be misunderstood
  - It can be copied and sent to many people
  - It can be sent through electronic communication. That can be a quick and cheap way of reaching a large number of people

Disadvantages

- No direct feedback, unless electronic communication is used
- Impossible to check if the messages are received and well-understood
- Language used can be difficult for some receivers to understand. If the message is too long, it may be confusing and the receiver may lose interest
- No opportunity for body language to reinforce the message
- Time

\[ P + D + C \]

2 + 2 + 1 \[5\]

6 (a) Poorly-answered. Most candidates couldn't list factors which made the Nando's products successful. Candidates' listed terms instead of explaining it (good quality and not just quality).

Answer

- Satisfies existing needs/wants
- Design - reliable, quality
- Stimulating new wants
- Not too expensive to produce
- First business to produce the product
- Has very distinctive that makes it appear different - brand image

Any three \[3\]

(b) Most candidates could explain two advantages to Nando's of having a good stock control. Some candidates confused stock control with quality control.

Answer

- Saves on warehouse costs
- Saves on insurance costs
- Less theft
• Less deterioration of products
• Less unsatisfied customers/ensures enough stock available
• No delay in production/shows to reorder stock in time
• They need the right quantity and quality of food, in the right place, at the right time, and at the lowest cost

(c) The term market was well-explained by most candidates, which was not in the case for marketing. Most candidates only focussed on one element of marketing mix to explain marketing.

Answer
Market is a place where buyers and sellers come together to exchange / willing to spend to satisfy their needs.
Marketing is the management function that aims to link the business to the customer and aims to get the right product to the right place at the right time.
OR
Process of selling, advertising and promoting the product to ensure it reaches the customer.

(d) Candidates misinterpreted the question. They defined the term market-orientated business instead of giving reasons why it is necessary for a business to be market-orientated.

Answer
• It must know its customers and how their tastes may be changing. Launch product with confidence.
  To provide meals that satisfy customers needs at a right time. Being market-orientated, Nando’s will constantly explore opportunities to improve its products/service.
• Business is better able to survive - more prepared for changes.

7 (a) Most candidates could identify two social benefits for the community if Nando’s is located in their area in general, but failed to link it to the case. Most candidates’ answers referred to job creation and living standards, which is one social benefit.

Answer
• Job creation – better living standard, less unemployment/less poverty
• Attraction of other investors – variety of services can be available
• Product locally available – less expensive

(b) Candidates could not explain the impact of an increase in tax on Nando’s. Most candidates’ answers referred to the impact on the workers instead of on the business.

Answer
• Nando’s will have less profit to plough back into the business
• Less dividends paid to investors
• Fewer franchises will open because government will take a larger share of profits
• Prices may increases, thus may decrease the demand/sales. Less stock will be sold, less sales for Namibian Nando’s branches

Positive suggestions to teachers
• Teachers should teach candidates according to the syllabus and not just a textbook.
• Candidates should become familiar with different types of questions and the instructions for each question.
General comments

The standard of candidate’s work has slightly improved when compared to last year in quite a number of areas. Candidates struggled in dealing with questions where application of knowledge was needed. On the other hand, most candidates excelled in questions where they were required to simply remember facts. Nonetheless, there was overwhelming evidence that candidates, who have better understanding in most of the topics, are being taught. It was also evident that some centres did not cover the whole syllabus’ learning objectives and as a result the bulk of the candidates from such centres did not attempt questions covering such sections.

Comments on individual questions

1  (a) This part was well-answered by the majority of the candidates. A common error was candidates mentioning that RAM is either non-volatile or stores data permanently.

Any two from:
- Random access memory
- Volatile memory
- Lost when power is lost
- Can be changed
- Can be written to and read from

(b) A sizeable number of candidates struggled to express their knowledge as the mixing up Phishing and Hacking proved to be a common error for this question.

Any two from:
- acquiring private or sensitive data from personal computers
- for use in fraudulent activities
- e.g. include fake webpages asking for updating of personal information

(c) A sizeable number of candidates also struggled to score full marks on this section as incorrect examples of the usage of handshaking were given.

Any two from:
- exchanging of signals
- to establish communication between two devices
- computers, e.g. printer and computer, modem and computer

(d) The majority of candidates could not explain what a router is. In most cases some candidates were confusing a router with either a MODEM or a Hub. It is also worth noting that a Router doesn’t always exist as wireless. Wired Routers are also commonly used. Furthermore, the fact that ISPs like Telecom or MTC provide devices that perform both functions (2 in 1 abilities) of a Router and a MODEM does not make a Router a MODEM or vise versa. This question required candidates to explain the routing functions of a Router ONLY.

Any two from:
- device used to connect networks to each other
- connect two different networks
- e.g. need router to connect a network to the internet WAN

(e) The majority of candidates portrayed their versatility with virtual reality in multiple applications. This term was well-explained by most candidates.

Any two from:
- 3D visual world
- created by a computer simulation, e.g. Entertainment
- used in films/television as special effects
- Arcade games
Marketing
• virtual tours around houses and hotels
• kitchen designs, ergonomics, etc.

Training Areas
• military training,
• medical/dental training
• training is dangerous and/or expensive, e.g. flight simulators, car driving simulators

Design
• Design of chemical and nuclear plant,
• ergonomic studies, e.g. factory layouts,
• helping to develop devices for handicapped people, etc.

2 This question was well-answered. However, some candidates were penalised for not following instructions correctly as they were listing the item names instead of the letter only.

<table>
<thead>
<tr>
<th>Description</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology used to talk to someone at real time over the internet.</td>
<td>C</td>
</tr>
<tr>
<td>Hardware needed to connect a computer to the internet.</td>
<td>D</td>
</tr>
<tr>
<td>Hardware needed to digitise a handwritten list.</td>
<td>B</td>
</tr>
<tr>
<td>Method of communication used to send a file attachment.</td>
<td>A</td>
</tr>
</tbody>
</table>

3 (a) Responses to this question exposed the misconception that exists when it comes to the internet and World Wide Web. When teaching, teachers are advised to bring to the fore the fact that Internet and WWW are not one and the same thing.
- a global system of interconnected computer networks
- serves users worldwide

It was clear from the answers provided that the majority of candidates have a better understanding of this topic. Both part (b) and (c) were well answered.

Any two advantages:
- Vast amount of information available
- Information can be updated regularly
- Much of the information is free
- Allows people to work from home
- Use facilities, e.g. email, video conferencing, voice over internet protocol
- Convenient for, e.g. booking a flight, Internet banking
- It is faster to retrieve information this way

(c) Any two from:
- Text
- Audio
- Images
- Animation
- Video

4 (a) Although most candidates could explain what Video Conferencing is, a handful of candidates could not discuss the importance of the need for a network or the internet, coupled with real time communication in such setups. In most cases like this, the bulk of those that could not appreciate these points, ended up purporting that the general use of video or audio refers to Video Conferencing, which is incorrect.

Any two facts from:
- Meeting between 2 or more participants at different sites
- Using computer network/internet
- to transmit audio and video data
- each participant has a video camera/webcam, microphone and loud speakers
- images appear in real time on participants' screens
(b) Any three facts from:
- Saves time because no travel required
- Saves on travelling cost
- Urgent meetings can be held at short notice
- Faster broadband networks
- Disabled students can work from home
- Can arrange for meetings at short notice [3]

(c) One common disadvantage of Video Conferencing was presented by candidates. Any one fact from:
- Time differences
- Language difficulties [1]

5 (a) - Increase in productivity of workers
- Faster processing
- Accuracy of processing
- Better customer service, etc. [1]

(b) Advantage:
- training in new type of jobs
- possible to do some work from home

Disadvantage:
- retrenchment
- de-skilling [2]

(c) A sizeable number of candidates did not score full marks on this part as they either stated the security issue(s) ONLY or the solutions to issues ONLY.

Any two from:
- Virus
- use updated anti-virus software
- firewall

Hacking
- passwords
- firewalls

Malware
- updated anti-malware software

Unauthorised use of wireless networks
- secured wi-fi network (protected by passwords)
- encryption

Theft of equipment
- Secure alarm system / lockable doors and burglar bars, etc. [4]
(1 mark per issue and 1 mark per guard)

(d) A sizeable number of candidates were not well-prepared for this question as they could not list the Data Protection legislation rules as requested.

- Any three from:
- Data must be
- Processed fairly and lawfully
- Data must only be used for stated purpose
- Kept no longer than needed
- Not transferred to other countries without permission
- Data must be accurate
- Data must be up to date [3]
(1 mark per fact, maximum of 3 marks)
The majority of candidates could not describe these errors. On the other hand, candidates from some centres scored full marks on this question. Teachers are advised to cover all learning objectives of the syllabus to not disadvantage candidates. Hands-on illustrations can be another way to make candidates understand these terms better.

(a) an error in a program due to a code that does not conform to order or rules expected by the programming language. [1]

(b) an error in the flow of logic of a program resulting in a wrong output. [1]

Although this question was well-answered by the majority of candidates, a handful of candidates got confused with CAI and CAD.

(a) Any two from:
- use of computer system to train people in a number of applications
- use of multimedia and self-assessment
- minimum input from human trainer [2]

(b) Any two from:
- diagnose gaps in student (learning and provide appropriate material)
- provide appropriate ‘learning material’ for individual students after analysis
- no need to set aside rooms for exams
- less data entry
- automatic marking
- can test more students worldwide
- easier for students with disabilities
- simulations/models allow students to see experiments, etc. [2]

It was disappointing that some candidates could not correctly answer this question, although it is a topic that is closely linked to the Continuous Assessment project that candidates cover over a prolonged period of time. Candidates need to be prepared better for this topic.

(a) **User documentation** (Any two from) this usually consists of:
- How to load/run the software
- How to save the files
- How to do a search
- How to sort data
- How to do printouts
- How to add delete or amend records
- The purpose of the system/program/software package
- Screen layouts (input)
- Print layouts (output)
- Hardware requirements
- Software requirements
- Sample runs (with results and actual test data used)
- Error handling/meaning of errors
- Troubleshooting guide/help lines/FAQs
- How to log in or log out [2]

(b) **Technical documentation** This usually consists of (Any two):
- Program listing/coding
- Programming language(s) used
- Flowchart/algorithm
- Purpose of the system/program/software
- Input formats
- Hardware requirements
- Software requirements
- Minimum memory requirements
- Known “bugs” in the system
- List of variables used (and their meaning/description)
- File structures
- Sample runs (with results and actual test data used)
- Output formats
- Validation rules [2]
9 This question was well-answered by the majority of candidates.

(a) Any four from:
   - improving quality of finished product
   - consistency of output
   - do not strike/take holiday or get sick
   - work 24/7
   - can work in hazardous conditions
   - easily replaced
   - accurate
   - reliable

(b) Any one from:
   - initial creative design
   - emergencies – no car on track/power outages/wrong colour

10 (a) Any two from:
   - satellites transmit signals to computer/sat navigation system in car
   - sat navigation system in car receives these signals
   - depends on very accurate time reference
   - each satellite transmits data indicating location and time
   - satellite navigation system in car calculates position based on at least 3 satellites
   - at least 24 satellites in operation worldwide
   - satellite navigation system combines satellite information with mapping info

(b) Any one from:
   - No maps needed
   - Driver not distracted for looking at the GPS
   - Safer – less distractions

(c) A sizeable number of candidates struggled to discuss the second reason as requested by the question. Candidates needed to be better prepared for this part.

   Any two from:
   - maps not up to date
   - road closures due to accidents or road works will cause problems
   - signal loss can cause problems with GPS systems
   - incorrect start and end point keyed into system
   - interference by power lines, substations

11 (a) (i) Any one from A1, …, E1, A3, …, A8

   (ii) Any one from D3, …, E8

(b) centre align

(c) = C4 – B4

(d) A1:D8 or (A1:A8, B1:B8, C1:C8, D1:D8)

(e) POOR

(f) A sizeable number of candidates did not score full marks in this section because the cell references were not given. The most common error was that candidates generalised the responses. Candidates should be encouraged to shy away from generalising their responses, particularly in situations where enough detail is provided.

2 marks for correct description of method chosen

Highlight cells D3:D8
Choose Sort from Data menu
Descending order
OR
Right click cells D3:D8
Select Sort Descending / Z to A button

12 (a) 7
(b) Item ID
(c) It was clear that a sizeable number of candidates were not familiar with this data type. Teachers are encouraged to adequately cover all learning objectives in the syllabus.
(d) Monitor, Cable or MT01, UTP5
(e) (Insured Y/N = Y) AND (Price (N$) > 10000)

13 A sizeable number of candidates got confused with batch processing and real-time processing and therefore failed to score full marks for this question. Candidates had to be prepared better for this question.

(a) Batch processing
(b) Any three from:
   - a number of jobs/tasks are collected over a period of time
   - processed as a batch
   - no interaction between the job and the user
   - changes to the output are not needed immediately
   - all processing can take place at once
   - large volumes of data all of the same type

14 This question was well-answered by most candidates from most centres. It was also clear that some centres did not cover this topic adequately.

(a) Any two from:
   - A computer system
   - mimics/emulates
   - knowledge of an expert
(b) Any two from:
   - Get information from experts in the field of fossils
   - The knowledge base is then created
   - Design rules for recognising different fossils
   - Compare entered data to rules.
   - Create a user interface with questions to come to a solution

15 (a) Any two from:
   - Data could be incorrect; therefore the same incorrect data is typed twice
   - This does not perform validation on the data
   - Accept description of validation process, e.g. range check
(b) (i) Any one from:
    - the computer appears to “freeze”/“hang”
    - computer won’t respond
    - failure of hardware
      - stops computer’s normal functioning
    - failure of software
      - stops computer’s normal functioning
(ii) Any two from:
    - back up her files (onto CD/DVD/memory stick)
    - send files to a central database on the Internet
    - cloud computing
(c) Any one from:
- file too large
- she didn’t have correct software on her computer to open the attachment
- the file was somehow corrupted during transfer
- person forgot to attach file
- password protected
- encrypted
- invalid digital signature

16 This question was well-answered by the majority of candidates.

Any three from:
- Research on the internet
- Sms reminders
- Taking photos
- Communication via email
- Use it as smart response tool
- Playing educational games

17 This question gave a clear indication that this topic is still not being covered by all centres. Some candidates could not identify the logic gates and could also not produce the correct output. Ironically, in most cases, either candidates did score full marks or no marks at all. Teachers who are not well-acquainted with this topic are encouraged to seek help from the relevant Educational Officers /Subject Advisers / colleagues as appropriate.

(a) X – and gate
Y – or gate

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<thead>
<tr>
<th>M</th>
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(1 mark for each of last 3 correct columns)

18 Most candidates attempted this question, with a handful of candidates who did not. The input or reading the distance was a common omission by the majority of candidates. Decision-making on whether to sound the alarm or not was a common sight from the majority of candidates. Algorithms were seen written in pseudocode or as flowcharts. Candidates who used flowcharts handled loops better than those who used pseudocode, although the common error for candidates who used flowcharts was the failure to use the correct flowchart symbols. Only the better candidates scored full marks for this question. Teachers who are not well-acquainted with this topic are encouraged to seek help from the relevant Educational Officers /Subject Advisers / Colleagues as appropriate.

Any five from:
Initialise 1 mark
Loop 1 mark
Input distance 1 mark
Decision 1 mark
Sound alarm 1 mark
Delay 1 mark

Example:
Initialise distance sensor and alarm
Repeat
Read distance
If distance > 1 m then
sound alarm
Else
Delay 2 seconds
Endif
UNTIL car stops
General comments

It is important that all teachers take note that Computer Studies is a two-year syllabus. It is recommended that candidates start with their projects in Grade 11 already. At some centres, it was clear in the end products of the projects that candidates do not start early enough. On the same note, it was clear enough that some centres start on time and consequently the end product is more refined and of acceptable quality.

Teachers should revise and pre-assess project work of candidates more often. It was clear that many candidates had no idea what to do in specific sections and they left out many sections. Teachers MUST guide candidates through the entire project and give suggestions for improvement as much as possible. This is not to say teachers should do the project for the candidates.

Teachers are also expected to guide the candidates in coming up with appropriate project topics or ideas. It was clear that some candidates chose projects which had nothing to do with solving problems that solicit them to use skills or approaches that they learn in the subject. Such projects are unacceptable. Furthermore, teachers should discourage candidates at the same centre from working on the same project topics or ideas. Creative and unique project topics or ideas will stimulate candidates to come up with creative project end products yet promoting independence.

Teachers are advised to guide candidates on all the topics (sections) that should be included in the project. Each topic (section) should be discussed and handled thoroughly with candidates. Give target dates and then check up on candidate's progress on the set dates. This will ensure that the teacher can see where candidates are struggling and where they require assistance and guidance before it is too late. Whenever possible, let the candidates’ parents or guardians be aware of the project as it helps you (the teacher) with home monitoring or follow-ups.

Warn candidates about plagiarism and copying from the internet as well as from one another. In future, when work is plagiarised or copied either from the internet or from another candidate, no marks will be allocated for this work AND it might even be considered as incomplete, especially where evidence can be found of copying or plagiarism. If the teacher is unsure whether specific candidates have copied or plagiarised from the internet or otherwise and the candidates cannot present a reasonable solution to the problem, seek help from your Subject Advisor or Educational Officer. If copying or plagiarism, etc. should be the case, you (the teacher) should be able to pick this up fairly early. Since you start in grade 11 already and assess different sections of the project REGULARLY, guide the candidate to redo this section (topic) or start over. DO NOT LET COPYING OR PLAGIARISM OF PROJECT INFORMATION (from the internet or otherwise). GO ON FOR TOO LONG. The longer you (as the teacher) wait, the worse it becomes.

The overall standard of the project work was acceptable, but there are some areas which need to be addressed as soon as possible.

IMPORTANT NOTE TO ALL HIGHER LEVEL/ORDINARY LEVEL TEACHERS

• Ensure that ALL candidates’ hard copy project documentations are sent in for marking. Not only 10%, but ALL.

• Also ensure that ALL candidates’ projects (systems) are available in digital form – with an updated copy in the school’s safe, clearly labelled with the Centre Number, Project Name and Candidate Number. A copy of this should be attached to the projects sent for marking to DNEA.

This is so that examiners can verify that the projects submitted are the candidates’ own work.

SPECIFIC SECTIONS

• The action plan should, in all instances, be clearly related to the objectives and the Gantt chart should reflect what is set-out in the action plan. Detailed descriptions of each stage should also be included.

• On Higher Level the, Data Flow in existing system was not presented well in the project for most candidates. Candidates are expected to show the logical flow of data in the existing system by using acceptable computer-related diagrams or charts, such as Data Flow Diagrams (DFDs), Systems flow charts etc. and making use of the correct symbols.
• **Hardware and Software requirements** should be related to THE REQUIREMENTS OF THE PROPOSED SOLUTION, not general requirements to use a computer application. It should be made clear to candidates that they should identify the hardware and software used to create the system in the Technical Documentation and the hardware and software needed to run the system in the User Documentation.

• **Testing** of the proposed solution should involve test strategies for Input, Processing and Output of the proposed system. Most candidates focused on Input only. Queries (parameter and action, where entries are made and a process takes place) can also be used for testing types of data.

• Take note that **Extreme Data testing** should not result in an error message. Extreme data is testing the boundaries, which means the entered data should fit within the upper or lower boundaries, therefore NO error.

• Teachers should guide candidates to ensure they understand that the **Technical Documentation** is not a separate document, but that it is the entire project (excluding the User Documentation). This section is marked as a unit, which starts with the introduction and ends with coding, etc.

• **User documentation** should be CLEAR. There are several guides on what should be included in the user documentation. It should have a separate front page, index, introduction, problem description, etc. User documentation should guide the user STEP BY STEP on how to use EVERY FEATURE AND BUTTON, etc. of the proposed solution.

• Candidates should be made aware that they create their OWN CUSTOMISED VALIDATION RULES WITH ORIGINAL AND CUSTOM-MADE ERROR MESSAGES. System error messages cannot be accepted.

• The **Design Method of Solution**-section requires candidates to clearly show how the candidate designed each module of the system. There should be clear evidence of all modules, tables, forms, relationships, design view of queries, reports of the proposed solution, etc. The entire system should be covered, including the Main Menu.

• **Separate modules** section should be clear and complete. Candidates should show ALL modules of the proposed solution using the top-down design.

• **Design Algorithms for each module.** On Higher Level candidates should design an algorithm for each and every process in ALL modules, not only for one or two. Pseudo code or Flow Charts are acceptable. If Flow Charts are used, then the correct symbols should be used.

• To give marks for **Section 20 – Technical Skills** (for Higher level), teachers should evaluate what was created, how it was created and to which extent did the candidate use exceptional methods to create a working system. The syllabus provides clear mark allocation methods for each skills level. Mostly only very exceptional candidates, using coding methods, automated features and other advanced development skills, can score a 12 – 14 skills level.

Overall, project work was of an acceptable standard. There was a slight improvement in the standard of internal moderation by a sizeable number of teachers. Teachers are advised to familiarise themselves with the assessment methods used for the project work before marking the projects. Create a sample project with the candidates in the classroom to indicate where marks will be given and where not, which sections and items are important and which information is not required. Work hard with candidates to ensure the level of project work improves from one year to the next. New teachers are also advised to liaise with their Subject Advisors or Educational Officers for help on how to interpret the assessment criteria.
General comments

The overall performance of the NSSC/O candidates improved in 2016 when compared to 2015. Hence, centres that performed well are urged to sustain this trend, whilst the others are encouraged to work harder in 2017. The percentage of candidates that obtained quality symbols increased. It was evident that the candidates performed better in the upper grades and poorer in the lower grades than in the previous year. This was not due to any changes in the syllabus or assessment criteria because nothing has changed. The only reason could be that the candidates were better prepared than in 2015. The syllabus was interpreted fairly well and the candidates scored better marks, which shows that the course work was properly covered. Most centres, however, showed a reasonable understanding of what was expected of them, based on subject content applied by candidates.

Candidates seem not to read the questions properly, which contributed to most candidates being penalised for unnecessary small mistakes that could have been prevented. These mistakes, however, is repeated over and over, hence centres should do their level best to address these shortcomings as a matter of urgency. It also came to the attention of DNEA that previous years’ examination reports are hardly studied and analysed, hence similar mistakes are repeated.

Comments on individual questions

Section A

1 Answered fairly well by most candidates. Candidates were expected to list any two possible hazard prevention measures including:
   • Putting on nose masks
   • Goggles to prevent dusts in the eyes
   • (However marks were also awarded for answers such as ventilation, safety shoes, cover hair for protection against dust.)

2 (a) Answered fairly well by most candidates. Any suitable material could be used to make the handle. (ash, beech wood, rose wood, aluminium, dolf, stainless steel, meranti, nylon, acrylic, polythene, polypropylene, etc.

   (b) Answered well by almost all candidates. Examples had to include: hard, tough, shiny, non-corrosive, etc.

3 Most of the candidates gave a detailed specification addressing the specific areas as required, like:
   • Functionality: appropriate wheels, size, shape of handles, materials used, etc.
   • Appearance: size, shape of trolley, colour, etc.

4 50% of the candidates failed to score full marks for this question, though it was a relatively easy question.

<table>
<thead>
<tr>
<th>Material</th>
<th>Joining method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acrylic</td>
<td>Solvent adhesive</td>
</tr>
<tr>
<td>Mild steel</td>
<td>Arc welding/riveting</td>
</tr>
<tr>
<td>Teak</td>
<td>PVA glue</td>
</tr>
<tr>
<td>Hard board</td>
<td>Staples</td>
</tr>
</tbody>
</table>

5 Most candidates answered this question correctly by means of relevant sketches and notes.

6 Most candidates correctly completed the flow chart.
Candidates seemed to struggle answering this question. Evaluation referred to:

- Railings could be made from mild steel tube;
- Sharp ends and corners had to be smoothened;
- Spacing of bars;
- Height of railings.

Candidates struggled to answer this question correctly. Some candidates mentioned lifts as possible solutions.

A straightforward question; well-answered by candidates. Aesthetic features to refer to: shape, colour, decorations, texture, etc.

Candidates were able to suggest possible modifications for the chair.

Answered well by all candidates. Explanation should refer to: hand size, fingers, grip, etc.

Answered fairly well by candidates: Explanation should refer to:

- The scientific study of the measurements and proportions of the human body.
- The study of the sizes of people in relation to products.

Only a few candidates answered this question adequately. Inefficiencies refer to:

- Small amount of energy used to heat a plate;
- The rest is lost as unwanted heat;
- Heat must be transferred (conducted) from plate to pot.

Answered well by candidates. Finite energy refers to:

- Non-renewable resources;
- A resource that does not renew itself at a sufficient rate of sustainable economic extraction in meaningful human time-frame;
- An example is carbon-based, organically-derived fuel.

A few candidates attempted this question. Those who attempted it, clearly showed lack of basic graphic communication skills. This problem could be solved if basic graphic communication skills are imparted as early as Grade 8 and gradually taken through to Grade 12 - level. Whether candidates only took communication in Grades 11-12 or chose to answer only the question on communication in the examination, is not known to DNEA. Centres are requested to reinforce the importance of selecting the option that candidates are comfortable with.

Answered poorly. Candidates seem to have a problem with sectional drawings as well as perspective drawings. Centres are implored to put more emphasis on sectional- as well as perspective drawings. Freehand drawings were well-attempted. Candidates lost a lot of marks unnecessarily for simple mistakes relating to basic lines, rendering, shading and lettering.

Answered well by all candidates. Sketches and notes to include:

- Suitable design for box; (1)
- Sensible diagrams, suitable notes and labels; (2)
- Sequence and demonstrating clear understanding of production; (1)
- Presentation. (1)

Answered well by most candidates: Sketches and notes to include:

- Suitable method; (1)
- Sensible diagrams, suitable notes and labels; (1)
- Sequence and demonstrating clear understanding of method; (1)
- Presentation. (1)

Well-answered by most candidates: Sketches and notes to include:

- Suitable method; (1)
- Sequenced and clear description of attachment method. (2)
Most candidates answered this question satisfactorily, with the exception of a few who did not show details in clear sketches and notes.

- Suitable design for locking mechanism;  
- Sensible diagrams, suitable notes and labels;  
- Sequence and demonstrating clear understanding of method;  
- Presentation.

Attempted well by the candidates. Evaluation referred to:

- Keeping gear inside;  
- Box should be carried without gear falling out;  
- Preventing children from opening it (the danger of sharp fish hooks).

Answered well by all candidates. Suitable surface finish to include:

- Varnishing  
- Oiling  
- Painting/spray painting

Description should refer to:

- Surface finish as referred to in (i);  
- Preparation before application;  
- Application.

Answered fairly well by candidates. Answers had to refer to:

- Able to resist great heat;  
- Heat prove;  
- Resistant to, but not wholly/totally heat proof from the effects of fire or intense heat.  
- Not easily damaged by heat.

(Chemical resistance)

- The ability to resist chemical changes/chemicals;  
- Influence of chemicals for an extended period of time does not cause any or only small defects.

Answered well by candidates. Answers had to include:

- Transparency;  
- Shutter proof;  
- Easy to shape/cut;  
- Light in weight;  
- Durable.

Candidates experienced difficulty in demonstrating the measuring and cutting processes of the shape from acrylic. Sketches and notes had to include:

- Suitable measuring methods;  
- Suitable cutting methods;  
- Sensible diagrams and suitable notes.

A very few candidates managed to give a proper evaluation of the goggles. Evaluation has to refer to:

- Curved to fit on nose;  
- Space for nose;  
- Width to cater for space;  
- Spacing of the lenses.

Most candidates indicated by means of sketches and notes an adjustable strap for the safety goggles. Sketches and notes had to include:

- Suitable notes for adjustment;  
- Sensible diagrams;  
- Suitable notes and labels;  
- Sequenced and clear demonstration; understanding of adjustment method;  
- Presentation.
(h) This question was answered fairly well by most candidates, as they could name the advantages of screws over nails.

(i) Reasons had to include:
   
   • Will not split the wood;
   • More durable;
   • Will not come apart;
   • Stronger joint.

(ii) Most candidates could not show by means of sketches how a countersunk is made.
   
   • Sensible diagrams;
   • Suitable notes and labels;
   • Sequenced and clear demonstration; understanding of method.

(iii) Most candidates failed to give the correct time, as they did not comprehend the term curing.
   
   • Between 18-24 hours

13 It seems that no centre offered the technology option, as no candidate attempted this option.
General comments

There has been a significant improvement in the A-G performance and the standard as well as the way in which candidates responded to the question paper when compared to 2015. It was evident that candidates performed better in the upper grades and poorer in the lower grades than in the previous year. This was not due to any changes in the syllabus or assessment criteria because the syllabus did not change. The only reason could be that candidates chose Question 1 (Communication) which appeared to be much easier for them to do compared to Question 2 (Resistant Material) and Question 3 (Technology). Very few candidates attempted Question 13 which deals with the Technology part of the syllabus. Centres 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 scored better marks, which showed that they put the skills that they gained while compiling the Design folder to good use when answering this question.

The markers have been the same people for the past years and they noticed improvement, but also that some poorer quality of work has been delivered. It is recommended that some centres should 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 highly recommended that centres capacitate candidates to be able to comfortably answer any of the three questions. The ability of candidates to consider a wide range of ideas still proved to be a challenge, since many only concentrate on a single concept, instead of concentrating on a variety of concepts.

NB!!! It is very important that candidates use colour (pencils) when answering this paper.

The majority of the candidates answered Question 1 (Communication) well. The other questions appeared to be more demanding.

Comments on individual questions

1 Communication

Many candidates chose this question because it seemed easier and more familiar than Question 2 and Question 3.

(a) Specification points
   • Should be eye catching
   • Should display information of the group
   • Should have a pleasing appearance
   • Should be inexpensive
   • Should be light
   • Durable

(b) Graphics/letters
   • Accept any two suitable graphics/letter types
   • Presentation of each type

(c) Candidates are judged for communication (simplistic, appropriate and a good, clear approach). Ideas need to be conveyed in a fluent manner with the necessary detail (notes, labels, etc.) and suitability (simplistic designs, more detail, sensible- and accurate solution, good fitness for purpose and detailed construction). Sketches must be complemented by notes and labels.

(d) Each idea must be evaluated in terms of a brief and a specification list, not only marking minor statements about their ideas. Then one idea should be selected, justifying the requirements as listed in the brief and the specification list.
(e) Three ideas are evaluated in this part:

- Quality of drawing
- Dimensioning
- Construction details

(f) Any suitable methods, including:

- CAD or other drafting programmes
- Accurate description

(g) Description:

- Suitable item stated

Good detailed description of process has to include:

- Annotated sketches with notes
- Materials used
- Presentation

The question clearly states that sketches and notes should be used to describe how the lettering/graphics could be made in a school workshop. Most candidates could not do this properly.

2 **Resistant Materials**

A few candidates chose this question. Many displayed a total misconception about the device that could be fitted to enable the cyclist to ride on a stationary bicycle.

(a) Acceptable points had to include references:

- Strong and durable construction
- Considering safety standards
- Should have a pleasing appearance
- Should be inexpensive
- Should be lightweight

(b) The question required candidates to describe two methods of supporting and fitting a bicycle on the bicycle.

- Accept any two suitable methods (preferably referring to wing nuts plus a description)
- Presentation of each type (the use of pins or suitable fixing methods and description) Any two

(c) Candidates are judged for communication (simplistic, appropriate and good, clear approach). Ideas need to be conveyed in a fluent manner with the necessary detail (notes, labels, etc.) and suitability (simplistic designs, more detail, sensible solution, accurate solution, good fitness for purpose, detailed construction). Sketches must be complemented by relevant notes and labels.

(d) See (d) of Question 1.

(e) See (e) of Question 1.

(f) The material suggested should be suitable and the reason suggested should be relevant to the specific properties of the suggested material. Candidates must be specific when it comes to the materials.

- Suitable materials stated
- Reasons for choice

(g) Manufacturing method should include:

- A suitable method stated

Good detailed description of process has to include:

- Materials
- Processes
- Tools

The question clearly states that sketches and notes should be used to describe how the device could be made in a school workshop. Most candidates could not do this properly.
3 Technology

This question was attempted by very few candidates. It should be noted that candidates had no understanding as to how they were supposed to solve the given problem.

(a) Acceptable points had to include:
   • Safe to use
   • Prevent water from leaking out
   • Inexpensive to make
   • Easy to fit/repair/replace
   • Durable
   • Must rotate to prevent plants to bend

(b) The question required candidates to describe two methods to of supporting and fitting a bicycle on the bicycle.
   • Accept any two suitable mechanisms
   • Presentation of each type

(c) Candidates are judged for communication (simplistic, appropriate and good clear approach). Ideas need to be conveyed in a fluent manner with the necessary detail (notes, labels, etc.) and suitability (simplistic designs, more detail, sensible- and accurate solution, good fitness for purpose, detailed construction). Sketches must be complemented by relevant notes and labels.

(d) See (d) of Question 1

(e) See (e) of Question 1.

(f) The material and components suggested should be suitable and the reason suggested should be relevant to the specific properties of the suggested material. Candidates must be specific when it comes to the components and materials.
   • Suitable materials stated
   • Reasons for choice

(g) Manufacturing method should include:
   • A suitable method
   Good, detailed description of process has to include:
   • Materials
   • Processes

The question clearly states that sketches and notes should be used to describe how the device could be made in a school workshop. Most candidates failed to do so.
General report to all centres

The quality of coursework for NSSC/O 2016 is of a lower quality when compared to the previous years. It implies that the overall quality of coursework is busy declining each year and could be disastrous in 2017 if the recommendations suggested in the Examiners Reports are not studied and implemented at National-, Regional-, and Circuit level. Regional Offices should make sure that examiners reports are studied and recommendations drafted for implementation purposes from the regions to the schools. During the 2016 coursework moderation it was evident that there is a serious need for regions to initiate continuous professional development (CPD) programmes for teachers teaching Design and Technology. If possible, networking with DNEA, NIED and in other regions with Senior Education Officers as well as relevant stakeholders should be initiated to have teachers capacitated and assisted on a regular basis. The common mistakes centres made in the 2016 Design folders are basically the same if not worse than the years before. This makes one realise how many candidates are penalised for poor quality work submitted because of centres that are not putting in much needed effort since the beginning of the Junior Primary phase. The Design folder starts in Grade and should be completed in Grade 12, yet folders submitted show that very little time was spent on coursework. One can draw the conclusion that centre reports are not studied and recommendations not implemented by many centres. Due to the defiant negligence in studying the centre reports by many centres, the assistance of the Regional Directors are needed to make sure that Senior Education Officers and Circuit Inspectors study and analyse these reports and monitor that the recommendations are implemented at schools having Design and Technology as a subject.

During the second term of the Grade 12 year, the folders should be internally moderated and a report forwarded, before the marks are dispatched to DNEA for external moderation. Remember that coursework is part of examination (Paper 3) and non-compliance could be regarded as an irregularity. In the near future, centres will be investigated and charged with misconduct for work not done to the required standard.

Regional Offices must make sure that NSSC schools are provided with the necessary materials and tools for candidates to build quality models. DNEA observed that some centres’ projects were compromised by the lack of adequate resources.

The overall performance of candidates showed a decline in the quality of folders submitted and drastic measures should be put in place to make sure that the current situation is rescued. Candidates not submitting photographic evidence has become a common practice, yet marks are awarded for the quality of products by the centres. There were a few cases where candidates made poor selections and outcomes showed little evidence of imaginative interpretation and creativity. The sample of work presented for moderation was suitable in most cases and centres generally applied the assessment criteria appropriately although, in some cases, not at the correct level.

All folders must include clear photographic evidence of the artefacts in addition to an overall view of the final product, showing detail to support the awarding of marks.

Comments on specific assessment headings

Analysis of the problem and Design Brief

Most of the candidates stated clearly the problem to be addressed but not all gave a concise design brief. The degree to which candidates researched the design problem varied enormously. Candidates should be encouraged to complete adequate and relevant research in order to create a suitable knowledge base before formulating the specification.

Often times this research consisted simply of information on materials and constructions taken directly from textbook sources. Information of this type is totally irrelevant at this stage of the design process and should be considered in the development stage when ideas have been explored.

The model should form the core of the specification. If this is not done properly, meaningful evaluation becomes difficult.
Specifications

Most candidates included points of specification but of a generic nature which could be applied to any product. This section should give clear and specific requirements for the design outcome and for the awarding of maximum marks, points should be qualified wherever possible. The specifications are best presented by a list of separate requirements so that proper reference is done, especially in the evaluation stage.

Exploration of Ideas

This is the part were most candidates lost valuable marks. This is where candidates can show evidence of genuine design creativity and not copies from books. Some candidates included a wide range of different ideas enhanced by clearly annotated sketches. Too often candidates presented a few formal drawings that showed too little design capabilities and tended to follow a single concept.

These ideas can be presented most successfully through sketches and candidates should be encouraged to include everything that comes to mind. Annotations should include comments as to how an idea might link to the specification.

Development of proposed solution

In this section of the folder the candidates should take the chosen idea and make further detailed decisions on form, materials and construction methods to be used in the final product. In most cases a notable improvement was observed, but in some cases candidates still found it difficult to apply. In these case the final ideas were simply a repetition of one of the ideas recorded in the previous section.

In most cases the final drawings of the design solution were generally well-presented and gave sufficient information with regards to the manufacturing of the product. However, working drawings still prove to be a major concern at most centres.

Product realisation

Candidates should be congratulated on the wide range of materials used for their products. Photographic evidence showed that some candidates were able to work on their own and able to work at an acceptable standard of construction and finish to the extent that the end product could be used. Sadly, some centres could not provide photographic evidence to substantiate the credibility of the folders.

Evaluation

Most candidates included photographic evidence to show the testing of the product, which is commendable. They are, however, encouraged to link the outcome of the original specifications and make objective judgements on the success of their products. The section should also include suggestions for further modifications or possible future improvements. Therefore centres are urged to ensure that the specifications are fully evaluated and tested in this section, which will guarantee maximum marks for the candidates.

Fitness for purpose

Centres generally tended to award full marks in the high band only. It is important that the full range of marks is used in order to mark this section accordingly. Candidates were expected to state the functionality of purpose of the product.
General comments

There was a slight improvement in the candidate’s results, for both full-time and part-time candidates, compared to last year’s results.

The biggest improvement was noticed amongst Namcol candidates who seem to have done better at most centres. Full-time candidates at some centres were also able to score some high marks, but overall candidates at the majority of the centres failed poorly. Questions where candidates scored lower marks are: question 2 (2 A, i, ii, iii, iv, and B; in question 5 it was b, c and d- this is for both full-time and part-time candidates.

The question papers started with stimulus questions which candidates did not notice, and therefore they did not score good marks, e.g. explain what is meant by, name, etc. Most candidates are not acquainted with the command words that were used in the question paper, e.g. describe, explain, and suggest. This must be emphasised by teachers during their teaching as they prepare candidates for final examinations.

Interpretations of sources seems to be problematic for most candidates. Instead of using their own words, they lifted from the source and they did not score marks. Lifting should be discouraged. The marks allocated to a section of question is to guide candidates on the number of points to give. It was observed that candidates do not follow these guidelines considering how candidates answer questions, e.g. for questions with less marks they wrote more points than for questions with more marks. This must be emphasised by teachers of full-and part-time candidates.

It was also observed that candidates do not read the instructions on the question papers. Thus they write in the margins, which makes it difficult for the markers who use it for mark allocation during the marking sessions. Lastly, teachers must emphasise the writing of questions and numbers. It was observed that most candidates write figures, e.g. Fig 1, instead of questions, e.g. Question 1.

Comments on individual questions

1  (a)  (i)  Fairly-answered
Most candidates referred to children or number of people instead of babies; some couldn’t mention per 1000 live births. Population growth was poorly-answered as most candidates referred to rate for which they could not score a mark.

Answer
IMR – the number of babies/live births per 1000 that die before their first birthday/before 1 year
Population growth rate: Speed at which the population is increasing [2]

(ii)  Well-answered

Answer
84.6 (%) [1]

(iii)  Well-answered, although some of the candidates used percentages instead of years.

Answer
4 years [1]

(iv)  Well-answered

Answer
GDP [1]
(b) Well-answered. A few candidates lost marks for giving general answers, e.g improved water supplies instead of clean water supply.

Answer
Change in IMR- Dropped/declined/decreased/reduced Reasons
- Access to clean water/hygiene/better sanitation
- Better infant care/medical care/services/health care
- Improved /better education (for women)
- Less frequent births/contraceptives/ family planning
- Better diet/ food/ balanced diet

NOT (Health facilities)

(c) Well-answered

Answer
Evidence of success of family planning
Birth rate dropped / decreased/ reduced/ went down/ slowed down/declined
From 29 to 24.6 births per 1000 population

(d) Fairly-answered as candidates did not read the source, which caused the majority not to score a mark. They referred to clean water supply, accidents and diseases.

Answer
Reasons for higher death rate:
HIV/AIDS occurrence

(e) Fairly-answered, candidates gave reasons without statistics, which caused them not to score marks.

Answer
- Evidence of improved health in 2010
- Life expectancy went up from 48 to 61 years/increased by 4 years
- IMR went down from 47.9 to 40.8 deaths per 1000 live births

NOT %

(f) Fairly-answered as the majority of the candidates could not give the relationship between GDP and literacy rate. Instead, they defined the two terms and a few candidates gave reasons.

Answer
Relationship between GDP and literacy rates:
The higher the GDP, the higher the literacy rate and vice versa
Reasons: - If GDP is high, government/ people can pay for education/ government builds schools/classroom/ supply textbooks
- If literacy rate is high people are more skilled to build the economy

2 (a) (i) Poorly-answered. Most candidates referred to the cycle of poverty and ill health, instead of giving the meaning of the term cycle.

Answer
Cycle: One thing leads to another/ ongoing process/ repetition of events/succession of events/ continuously
(ii) Poorly-answered as most candidates referred to things without the examples.

**Answer**

**Goods:** Material things/products that can be seen and touched/things that can be seen and touched, e.g. clothes, etc.

**Services:** Non-materials that cannot be touched but you can see it
People providing it/activities meeting the needs that cannot be seen or touched/things that cannot be seen or touched, e.g. banking, education

(iii) Poorly-answered, as candidates failed to interpret the diagram. Therefore, they did not understand the question, instead they copied directly from the source.

**Answer**

Effects of diseases on production: Low production
Reasons: - People with disease don’t have the energy to work – low production
- More absent from work – no production
- More money spent on public health and medicine/ large investment in medical care

(iv) Poorly-answered as the majority of the candidates failed to explain the meaning of the word prevent as used in preventative medicine.

**Answer**

Preventative: Medicine to avoid/keep away a disease from occurring/vaccination/immunization or medicine given before the disease occurs/infection

**NOT= stop/ prevent**

(b) Poorly-answered as most candidates referred to not being able to buy, not having money, lack of money, instead of cannot afford to buy.

**Answer**

- Influence of a lack of money on health
- Cannot afford proper food/balanced diet
- Cannot afford medical care/immunization / to pay bills at the hospital
- Cannot afford proper housing facilities with toilets/sewage/clean water/proper sanitation
- Cannot afford education to gain knowledge to stay healthy

(c) Fairly-answered. Most candidates were able to mention the factors but could not explain how these factors contribute to good health.

**Answer**

Good nutrition/balanced diet:- A balanced diet provides the body with all the nutrients it needs
- Helps the body to grow/stay healthy
- Protects the body against diseases

Clean water/hygiene: - Keep body clean
- Need clean water for drinking and cooking to stay healthy
- Need water to wash clothes/keep houses clean
- Prevent diseases/water-related diseases, e.g. malaria, etc.

Improved/better sanitation: - reduces flies which can cause germs/or carry bacteria
- reduces diseases
- contributes to good health

Freedom from diseases/Absence of diseases: - regular immunization against infectious diseases
- reduction in HIV/AIDS infection
- educated people are able to prevent themselves from getting diseases
3 (a) (i) Poorly-answered as most candidates referred to informal settlements, instead of informal sector.

**Answer**

(ii) Well-answered

**Answer**
Selling fruits/vegetables/food /packaging

(b) Fairly-answered. Most candidates scored a mark by referring to no qualifications or skills.

**Answer**
- No formal qualification needed/no skills needed /no entry restrictions/simple technology
- Low start up costs/does not need a lot of money to start business
- No fixed building/sell from home/anywhere
- Working flexi time/own hours

(c) Well-answered. Most candidates scored 2 or 3 marks by referring to problems such as low salary and poor working conditions.

**Answer**
Problems experienced
- No job security
- No regular wages/income/salary/no fixed income
- Unhealthy working conditions/poor working condition
- No protection from the law/no unions
- Promotion of illegal activities/victims of crime
- Working for long hours

[No double credit with B]

(d) Well-answered. Most candidates scored 2 to 3 marks, however, some mentioned loans without referring to cheap loans, cheap land,etc.

**Answer**
How government can help the informal sector
- Provide electricity and water supplies to vendors
- Provide cheap loans/grants/subsidies to set up their businesses/ low interest
- Provide training to learn skills
- Provide cheap land/market areas to set up business
- Provide social security
- Provide protection/laws to protect vendors
- Encourage self-help schemes

(e) Well-answered. A few candidates referred to employment and income received for which they did not score marks.

**Answer**
Why people prefer to live in shanty towns
- It is cheaper/do not pay rent/cannot afford to stay elsewhere
- They do not need to pay for services/not available/no rates
- They can set up a business at home/work from home
- They can live with family/relatives
- Come from rural areas and have nowhere else to go
- They do not pay for the land
4 (a) (i) Well-answered. Only a few candidates referred to adults and the ability to read and write. They could not score a mark for such answers.

Answer

Literacy rate: The number/percentage of people that can read and write

(ii) Well-answered

Answer

92.2%

(b) (i) Well-answered

Answer

42.48 (%)

(ii) Fairly-answered. Some candidates did not score 2 marks for mentioning reading and writing only and not including numeracy.

Answer

- Numeracy/ basic mathematics/arithmetic/counting
- Literacy/ reading and writing

(c) (i) Very-poorly answered. The majority failed to state the advantage of distance education, but rather lifted information from the source and scored no marks.

Answer

Advantages of virtual university/distance education
- Creates opportunity for those who cannot afford full-time/part-time studies/not attending classes
- It is cheaper
- Solves problems of transport to venue of training/less money used/spent on transport
- Solves problems of absent/lack of teachers
- Can work/study at your own pace/time/study at home
- Can earn an income while studying/work while studying

(ii) Fairly-answered. A few candidates were able to mention equipments, e.g. computer but could not mention services like internet.

Answer

Equipment needed
Computer/smart phone/ laptop / cell phone
Internet services

(d) Fairly-answered. Some candidates referred to the number of candidates in schools at primary-, secondary- and tertiary level. This did not earn them marks.

Answer

Measuring education levels
- Literacy rate
- School enrolment/attendance/primary- and secondary enrolment
- University/tertiary enrolment
(e) Poorly-answered. The majority of candidates referred to the advantage of distance education and had no understanding of what is meant by apprenticeship/training.

Answer

**Advantages of Apprenticeship training**
- Standardised qualification/nationally accepted qualification
- Enables people to learn on the job / in-service training
- Raises the standard of skills in the country / to improve the skills of the workforce / workers
- People can earn money while they learn
- Involves businesses directly in training
- Working alongside skilled professionals / experts

5 (a) (i) Well-answered

Answer

Gross Domestic Product – the total value of the income/ wealth of a country, excluding earnings from aboard / within its borders

(ii) Well-answered

Answer

agricultural, industries, services/primary, secondary, tertiary

(iii) Well-answered

Answer

Services /tertiary

(iv) Well-answered

Answer

24-25%

(b) Poorly-answered as the majority of the candidates referred to more or higher, for which they could not score marks. Some of the candidates combined the primary- and secondary sector, e.g increase in the percentage of primary- and secondary sector, for which they could not score marks.

Answer

**Employment changes as development takes place**
- As the country develops the percentage of people employed in agriculture decreases
- As the country develops the percentage of people employed in the industry increases
- As the country develops the percentage of people employed in the services sector increases

[any two] [2]

(c) Poorly-answered. Candidates failed to give reasons for the change but explained how a sector of the economy will change as development take place.

Answer

Why the percentage of people employed in the different sectors changes
- Industrialisation occurs/ more industries are set up
- Agriculture becomes mechanised
- Higher wages in secondary- and tertiary sectors
- New industries require development of services such as transport
- Increased demand for services from society / increased need for services
- Increase in skills through education

[3]
(d) Fairly-answered as some candidates referred to factors of production, e.g. labour, capital, enterprise and resources. Some gave examples without explaining how they would be used in industrial production, e.g. road, water supply, communication.

Answer
Requirements for industrialisation
- Infrastructure – roads, telecommunication, power supply, water supplies, etc to ensure effective production
- Raw material / natural resources – located close to sources of raw materials/ industries need raw materials
- Capital / financial resources – money needed to set up industries/ buy machinery, etc.
- Skilled labour/human resource development – education must improve to get people to run/organise and provide effective services

(1 mark for requirement; 2nd mark for explanation/ example given)

(e) Fairly-answered. Most candidates scored one mark for environmental damage and failed to explain how people, farm land and agricultural production can cause environmental damage. The majority of the candidates did not refer to the immediate effect of industrialisation.

Answer
Negative effects of industrialization:
- environmental problems like pollution, deforestation/ soil erosion
- urbanization/people flocking to industrial areas
- neglect agricultural production/no people to work in agriculture
- neglect culture/ relocating people from the communities

Positive suggestions to teachers

• Teach candidates to read instructions and questions carefully before they attempt to answer them.
• Teachers must teach candidates to write each question on a separate, clean page and number questions correctly.
• Teach the candidates the terminology and command words that are used in the question papers, as listed in the syllabus.
• Teachers should study all Examiner’s Reports together with their candidates to help them understand what is required of them.
• Encourage candidates to write neatly and clearly. Practice this during the course of a year.
• Put more emphasis on interpretation of graphs, diagrams and tables.
• Teachers should emphasise that candidates must consider the number of marks given for each question, then they present answers.
General comments

The question paper was fair and in line with the syllabus. Teachers covered the syllabus, as is evident from the fact that candidates were able to score marks, even though some questions were taken from the last chapters of the syllabus.

Overall a visible improvement is noticed in the performance of the candidates at part-time centres. Congratulations to them. Candidates from some of the full-time centres performed rather poorly.

Candidates still have a problem with numbering their work correctly and instead use figure numbers.

Some candidates did not answer Question 2 (e), despite the fact that clear instructions were given to turn over.

Candidates neglected to look at the mark allocation, and this led to them not scoring the maximum marks. Many candidates ignored the command words completely, e.g. describe, explain, etc.

Comments on individual questions

1 (a) (i) Poorly-answered. Many candidates wrote “giving women power”, which they just derived from the word empowerment.

   **Answer:**
   
   Giving women the same rights/opportunities as men/equal rights as men

   [1]

   (ii) Well-answered. Most candidates copied the correct answers from the source.

   **Answer:**
   
   - collecting water/fuel/collecting wood
   - cooking/preparing meals/ensuring families’ daily food requirements are met
   - food processing

   [2]

   (iii) Poorly-answered. The majority of the candidates failed to use their own words. They just copied from the source.

   **Answer:**
   
   It means women do not have money/land/property; they need to carry out their roles/duties/responsibilities/work

   [1]

   (iv) Well-answered. The majority of the candidates copied correctly from the source

   **Answer:**
   
   Education/health and their living standards have improved
   (Allow direct copy)

   [1]

   (v) Fairly-answered. Many candidates wrote reasons why it is important to educate women, instead of mentioning what can be done to integrate women into development programmes.

   **Answer:**
   
   - create equal job opportunities for women
   - provision of free education/literacy programmes
   - availing loans/credit schemes to start their own businesses
   - involve them in decision-making/representation in government/encouraging more women to get involved in politics
   - give women rights to own property or land

   [3]
(b) (i) Well-answered. The majority of the candidates defined constitution correctly.

**Answer:**
- The supreme law of a country/rules of a country/document consisting of laws and rules
- A legal document stating how a country must be governed by institutions [1]

(ii) Fairly-answered. Many candidates did not name the roles of the different branches. Instead they just listed the three branches.

**Answer:**
Legislative – Law-making body/changing and amending laws
Executive – Carries out the laws/executes laws
Judiciary – Enforcing laws/making sure laws are obeyed [3]

(iii) Poorly-answered. Candidates mentioned economic indicators and social indicators, instead of the factors hampering development.

**Answer:**
Factors hampering development:
- Lack of planning – planned projects that fail to prosper/succeed or that just lie idle since they are not used, e.g. market stalls in Namibian towns that are not used, since its too far from customers.
- Lack of skilled workforce – lack resources to train skilled workers/they rely on people from other countries to provide them with technical education. Those trained in special fields leave the country for higher paying jobs.
- Lack of finance – not enough money to improve the social-and economic well-being of the people/to build or improve infrastructure
- Corruption and transparency – officials are accepting bribes before they offer tenders to companies/officials make secret deals and accept secret payments before making agreements with companies/it shows lack of transparency, since it’s made secretly and dishonestly. 

(any 2 described) [4]

(c) (i) Fairly-answered. Many candidates wrote characteristics of democracy, instead of defining democracy.

**Answer:**
It means rule by the people/it is a form of government in which power is held by the people/nation votes for it's leaders [1]

(ii) Well-answered. Candidates copied correctly from the source.

**Answer:**
The right to vote [1]

(iii) Well-answered. Most candidates knew that Namibia is a multi-party country.

**Answer:**
A multi-party state because it has more than one political party which competes for votes of the citizens during elections/who stand for elections [2]

(iv) Fairly-answered. Many candidates mentioned the requirements needed to become an eligible voter.

**Answer:**
Ways to take part in politics:
- Taking part in talk shows/writing letters to newspapers about development issues
- Standing for elections/campaigning/persuading others to join you
- Becoming involved in political parties and taking part in community activities/belonging to
organisations/attending meetings/demonstrating/marching
• Taking part in decision-making, e.g. voting/making a political choice when they vote
• Discussing policies and reading about possible choices/reading community news/reading newspapers

(d) (i) Poorly-answered. Most of the candidates gave the definition of socialism, instead of defining communism. Also, very few students managed to define fascism correctly.

Answer:
Communism is a political system in some countries in which the government controls the production of goods and services. Fascism is a political system in which people’s lives are completely controlled by the state and no other political parties are allowed/system of government that advocates the exercise of absolute power by the state.

(ii) Well-answered. The majority of the candidates managed to score two out of two.

Answer:
Three characteristics of dictatorship:
• One person/small group control the government
• No elections/people have no power over government/no political parties/one party state
• Government tells people what to do/controls people’s lives
• Often set up by military leaders seizing power by force
• Leaders are not accountable to the people
• No basic human rights are guaranteed, e.g. no fair trial

(iii) Fairly-answered. Many of the candidates switched the descriptions of capitalism and socialism, but managed to correctly describe a mixed economy.

Answer:
Capitalism – a system of production or trade based on private ownership of property and wealth
Socialism – a society characterised by collective ownership of property and government allocation of resources.
Mixed economies – an economic system in which some industries are owned by the government and others are owned by private companies/individuals/a economy that is run, using market forces but with some government planning

0 = Mixture/combination of Capitalism and Socialism

2 (a) (i) Poorly-answered. Candidates were referring to value of import and exports, instead of inflows and outflows.

Answer:
It’s when the outflow of money exceeds the inflow of money.

(ii) Fairly-answered. Many candidates only managed to score one mark, for writing imports.

Answer:
Ways in which money flows out:
- imports
- repayment of loans/interest on loans
- profits paid to foreign investors/profits of MNC’s sent back to Headquarters
- Foreign workers in our country sending back money to families in their countries
(b) (i) Well-answered. Most candidates answered correctly that price fluctuation refers to change in prices.

Answer:
The prices of goods and services do not always stay the same / constant change in the price of goods and services. [1]

(ii) Fairly-answered. Many candidates only scored one mark, by copying from the extract.

Answer:
demand and supply. [2]

(iii) Poorly-answered. Many candidates only managed to score one mark for low profits/less income.

Answer:
• prices are low/shortage of foreign currency/exchange/earn less income
• price fluctuation
• world demand tends to go down
• the country is exposed to competition in the world market
• build up of debt/income is not enough to pay all debts/negative balance of payment/trade/they have to borrow money to pay debts
• natural disaster/negative weather conditions may affect the supply/production of goods
• developing countries become dependent on developed countries to supply them with finished goods (neo-colonialism) [4]

(c) (i) Well-answered. Most of the candidates answered correctly that aid refers to assistance or help.

Answer:
Resources/help/assistance given from one country to another [1]

(ii) Fairly-answered. Many candidates referred to Economic Infrastructure, Building Productive Capacity and Trade policies, instead of Aid for trade.

Answer:
The amount increased between 2002 and 2008 with an amount of 18 000 million. There was rapid growth between 2007 and 2008. [3]

(iii) Fairly-answered. Many candidates wrote about ways on how aid is given instead of the types of aid

Answer:
Types of aid:
Emergency aid – is assistance from other countries in times of emergency such as floods, famine and war
Humanitarian/technical aid - the assistance that usually comes in the form of human resources/people who bring their skills/experience and abilities to improve negative conditions in developing countries [4]

(iv) Poorly-answered. Many candidates only managed to score one mark for economic reasons. The majority of the candidates just wrote about the wealth of developed countries

Answer:
Three reasons why developed countries give aid to developing countries:
To encourage trade between them/to protect their investment in the developing country/economic reasons
To gain support against countries/ to encourage better relationships with developing country/political reasons
Helping to improve the living standards of people in developing countries/humanitarian reasons [3]
Poorly-answered. Candidates gave the definition of bio-gas, instead of defining bio-technology.

Answer:
Using resources from nature to make products that make our life easier. [1]

Fairly-answered: Many candidates wrote the advantages of simple technology.

Answer:
- Importance of micro-electronics:
- Get hold of the latest information/to give more information
- Can communicate throughout the world/fast and easy to communicate with anyone
- Very quick to get information/makes work easier as it’s easy to get in contact with experts wherever they are [2]

Poorly-answered. Many candidates defined capitalism, instead of defining privatisation.

Answer:
When governments sell property to businesses in the private sector. [1]

Fairly-answered. Many candidates mentioned the wrong parastatals from the source, e.g. ZESA, ZISCO.

Answer:
Air Zimbabwe and Zimbabwe Railways [2]

Fairly-answered. Candidates misunderstood the question and gave one characteristic of each of the three methods of ownership, instead of choosing one method and give three characteristics of the chosen method.

Answer:
MNC’s
- Operates on large scale
- Operates across the borders/found worldwide/subsidiaries found worldwide
- Parent company in the developed world
- Profits are returned to the parent company

OR

Sole traders
- An individual person running his/her own business
- Requires little start-up capital
- Takes all profit
- Bears all the risks and losses

OR

Cooperatives
- Start-up capital is provided by members
- Formed by people with a common goal who pool resources together
- Profit is shared amongst the members [3]

Positive suggestions to teachers

- Teachers are urged to study this Examiner's Report and try to work on the suggestions made and to address the weaknesses mentioned.
- Candidates must be taught to number their work correctly.
- Teachers should teach candidates to follow the instructions on the question papers and also read the instructions given in the answer book (particularly to leave open lines between the answers of the different questions).
- Candidates should also be taught how to interpret keywords in the question paper.
- Teachers are encouraged to use newspapers as sources, as this will expose candidates on how to extract/obtain information from articles.
- There are various textbooks with a variety of activities that teachers can use to test candidates’ understanding. Teachers are urged to assess candidates as often as possible.
General comments

1. The question paper was moderate compared to 2015.
2. Questions were well-structured, marks were well-allocated and instructions were very clear.
3. Part-time candidates showed more improvement compared to 2015.
4. Lack of exposure to the small scale project amongst some full-time and part-time candidates was evident. Some candidates had no clue of what a small scale project was and wrote about big businesses/projects.
5. Most candidates confused community projects with big businesses and community responsibilities with government duties.

Comments on individual questions

SECTION A

1. (a) (i) Well-answered

Answer

Okahandja
0= Vyf Rand Kamp

(ii) Fairly-answered. Candidates directly copied from the source instead of using their own words to describe the purpose of the research.

Answer

To get/collect/find out data about the services and how it affects/ influences/effects the living standards of the people.
0= copying

(iii) Well-answered

Answer

Shanty towns/slums/ghettos/squatter camps/favelas
0= rural areas

(iv) Poorly-answered because candidates could not explain how to use observation. They, however, copied it directly from the source.

Answer

Observation
• Researcher observe/see/watch the houses and the living conditions of the residents to obtain the information.
• Record it on a video recorder/take pictures/write on note pad/tally sheet/recording sheet.

(v) Poorly-answered. Candidates wrote the findings from the source instead of practical problems they experienced during observation. Candidates discussed general difficulties experienced during observation.

Answer

Difficulties experienced by the researcher
• Walking around and looking for information can be time-consuming
• Some information can’t be obtained by merely observing
• Some residents were suspicious about the presence of the researchers/offended by unknown people
• Presence disturb natural settings
• Some residents were rude/offended/ chased the researchers away
• Difficult to get access into houses/areas
• Bad weather can hampers observation

(vi) Poorlyanswered. Most candidates scored only one mark because they wrote recommendations/ solutions instead of conclusions. Some failed to interpret the command word “draw” and ended up drawing diagrams instead of writing conclusions

Answer will be marked using the following levels:

Level 1 – 1 mark
One conclusion drawn (must be related to the information given) and not well-supported by any evidence

For example
Life/living standards in Vyf Rand is poor/bad

Level 2 – 2 marks
One conclusion drawn (must be related to the information given) and well-supported by evidence.

For example
Life/living standards in Vyf Rand is poor/bad because residents don’t have access to services, (such as poor sanitation) and they use scrap materials to construct their houses

Level 3 – 3 marks
One conclusion drawn (must be related to the information given) and well-supported by evidence and an implication.

For example
Life/living standards in Vyf Rand is poor/bad, because residents don’t have access to services (such as sanitation or access to clean water). As a result of this they are at risk of getting diseases.

OR

Life/living standards in Vyf Rand is poor/bad. They use scrap materials to construct their houses. As a result of this, residents are not fully protected against the weather elements.

(b) (i) Well-answered

Answer
Secondary data/Second-hand

(ii) Fairly-answered however, candidates referred to how to use the textbook instead of the disadvantages of secondary information.

Answer
Why care must be taken with textbook data
• Information might be outdated/information is no longer used
• Information might be irrelevant/not reliable
• Care must be taken not to commit plagiarism/copyright infringement
• Author may have included material in a biased way/personal views
• Need to credit source
• False/wrong/distorted/inaccurate information

0= second-hand/ typing errors/omission of information/
not clear to understand
(iii) Poorly-answered as most of the candidates were referring to the term “migration”.

**Answer**

**Definition of Urbanisation**

Is the increase in the proportion of a country’s population living in towns/cities. [1]

0 = overpopulation/urban growth/migration

(iv) Fairly-answered. Some candidates gave reasons based on the comparison of different towns. Candidates still failed to use comparative words like better/less than or improved. They use wrong comparisons such as no or proper.

**Answer**

Causes of Urbanisation

- Drought/poor rainfall
- Poor harvests
- Landlessness
- Isolation of rural areas
- Lack of water/poor sanitation/electricity
- Lack of telecommunication
- Poor roads/transport
- Lack of healthcare/medical facilities
- Lack of education/schools
- Lack of job opportunities/unemployment
- Lack of housing/shelter
- Lack of entertainment

Accept the opposite (pull factors)

(c) (i) Fairly-answered because some candidates referred to only one specific need, e.g. food instead of mentioning all needs such as clean water, shelter or basic needs.

**Definition of poverty**

Experiencing a lack of money to pay for basic needs/living below acceptable standard of living/the conditions where basic needs are not met. [1]

(ii) Well-answered.

**Answer**

65% [1]

(iii) Well-answered

**Answer**

Ohangwena [1]

(iv) Poorly-answered because candidates failed to understand why the bar graph was a good method to use.

**Answer**

The suitability of the bar graph

- easy to read/see/understand/analyse/interpret
- Shows the increase and decrease of figures
- Easy to compare information
- Shows clear information

0 = easy to draw/set up/saves time/provides lots of information [2]

[25]
Poorly-answered. Candidates misinterpreted the question, which was based on how to improve their living conditions. Candidates also referred to expensive projects like building classrooms, dams, roads and already established projects. Candidates gave names to the project, e.g. Penduka instead of explaining what they want to do and why they want to do it. Most of the candidates reasoned that the government should organise, fund and solve the problems of the project. Candidates also failed to identify problems related to the project. Most of the solutions given were not related to the problems.

**Answer**

a) **Description of a small-scale project (An example)**

**What and why people did** - They started with a small garden to plant crops to have a balanced diet or to sell; they dug wells to get cleaner/safer drinking water  

b) **Organisation** - Community divided themselves into groups/ co-operatives/teams

- Work in shifts  
- Division of labour  
- Everyone contributed tools and equipment  
- Request unemployed people/volunteers  
- Select team leader  
- Bring experts/professionals for advice  
- Chiefs/leaders ask people to participate  
- Set time for meeting/organise meeting

2)

c) **Finance** - Community members each contributed a certain amount/pooled funds

- Fundraising for money  
- Community applied for a loan/grant/subsidies  
- Got donations from aid organisations/charities  
- Ask the relevant ministry/regional councillors to supply/sponsor equipment  
- Ask sponsorships from local business community/chiefs

2)

d) **Problems and Solutions**

**Problem** - No co-operation between community members  
**Solution** - Educating members about the positive consequences of the project  

**Problems** - Not enough money to finish the project  
**Solution** - Apply for a low interest loan/grant/sponsorship  

Problems - Lack of skilled labour  
**Solution** - Apply for agricultural experts to come and train/extension officers community members/other aid organisations

4)

10)

**SECTION B**

3 (a) (i) Fairly-answered.

Some candidates could not come up with developmental related issues/topics. They get confused between the research question and hypothesis and used terms like “it seems like” for the hypothesis. They failed to formulate clear research questions and referred to open-ended and close-ended questions.

**Answer**

Identifying a topic  
Naming an area  
Full statement of hypothesis or research question  
Simple/brief statement of one aim

4)

(b) Poorly-answered. Most of the candidates are aware of sampling methods, but they could not apply/ explain how the sampling methods was used. Only a few candidates came up with sample size. The
majority scored on the type of sampling method and reasons. Answers were marked according to levels.

**Answer**

Level 1 – 1 mark
- Naming a method/listing of different methods

Level 2 – 2 marks
- Naming a method
- Explaining the application
- Giving the number of subjects chosen for the sample

Level 3 – 3 – 4 marks
- **Naming** a method/systematic sampling
- Application/how: standing in front of the shop and handing the questionnaire to every tenth person that passes by until the required (50 people) total number/sample is reached
- Giving the total **number** of subjects chosen for the sample
- Explaining **why** this method of sampling was chosen, e.g. faster/cheaper/less biased/more representative

0= definition of sampling method

(c) Fairly-answered. The majority are aware of data collection methods, but they could not apply (how they used the methods they mentioned). Instead of explaining, they gave a definition of data collection methods.

**Answer**

**Questionnaire:** Draw up a list of a well-constructed questions related to your topic and give it to respondents to fill in the answers.

**Interview:** Researcher ask questions face-to-face/on the topic

**Observation:** Visit the area and observe conditions and record information

Use internet/TV/radio/newspapers and search for statistics on topic

(d) Well-answered

Problems with the questionnaire
- Costly to copy questionnaires
- Respondents may give false information
- Respondents may be uncooperative/not willing to complete questionnaires
- Respondents may hand in incomplete questionnaires
- Respondents let questionnaires get lost
- Language issues/ can’t understand questions
- Illiteracy/those who cannot read and write
- Can’t probe/ask further questions/clarity

Problems with Observation
- Walking around and looking for information can be time-consuming
- Some information can’t be obtained by merely observing
- Some residents were suspicious about the presence of the researchers/offended by unknown people
- Presence disturbs natural settings
- Some residents were rude/offended/ chased the researchers away
- Difficult to get access into houses/areas
- Bad weather can hamper observation

Problems during Interview
- Respondents may give false information
- Respondents may be uncooperative
- Language barriers
- Time consuming
- Questions may be biased
- People might be suspicious
- Difficult to agree on appointments
- Research conclusion is based on a small number of people

Problems with secondary methods
• Information might be outdated/information is no longer used
• Information might be irrelevant/not reliable
• Care must be taken not to commit plagiarism/copyright infringement
• Author may have included material in a biased way/personal views
• Needs to credit source
• Some information might be false/wrong/distorted/ inaccurate (Any three) [3]

Any three problems on the methods of data collection [15]

Positive suggestions to teachers

• Teachers should teach candidates how to interpret information from the different data presentation methods.
• Teachers should encourage candidates to answer questions according to the mark allocation per question.
• Teachers must guide candidates in translating sentences into their own words.
• Teachers must discourage candidates to focus on topics that are general, e.g. Harambee prosperity, pollution, traffic counting, etc.
• Teachers must read previous Examination Reports where various topics on development issues were indicated, in order to teach their candidates effectively.
• Teachers must highlight the difference between the research question and the hypothesis.
• Teachers must teach the candidates how to use different sampling methods, whenever they are carrying out research. Inform candidates not to use Geography sampling methods like layered, counting, etc.
• Teachers must clearly state the difference between practical problems that researchers can encounter and the difficulties that are experienced during data-collection.
• Teachers must teach candidates how to apply (application) different research methods to different developmental issues.
General comments

In general, there was not much improvement in candidates' work of 2016 compared to the 2015 examination. Candidates' work showed that they were not exposed to much reading beyond what they were offered in classrooms as they failed to define economic concepts such as: life expectancy, privatisation, consumer co-operative, etc.

Candidates need to be encouraged to study their textbooks and also extra economics books to open up their minds to understanding economic concepts.

Comments on individual questions

SECTION A

Candidates scored on average 14.05 marks out of 40 for this section. As this is the straightforward A-level questions, it shows that candidates lack basic economic knowledge and facts.

1 Well-answered. Most candidates answered this question well and scored one mark. They were able to identify labour as a human resource of human effort.

**Answer**

Human effort/resources

2 It was not well-answered. Candidates referred to ownership and control of resources instead of allocation of resources. Most candidates scored one on this question.

**Answer**

By the forces of demand and supply (market forces)/price mechanism (1) and by the government. (1)

3 Not well-answered. Candidates showed a lack of knowledge on different forms of specialisation. Most scored one mark only for comparing region instead of saying why a region should specialise in a particular product.

**Answer**

- Locality/available resources (fishing + mining)
- Climate (farming)

4 This question was fairly-answered. Candidates indicated that it was a transfer from the public sector to the private sector. Candidates could explain business as a transferral other than goods or assets. They could not score full marks.

**Answer**

It is the process of transferring state-owned/government industries (1) to the private sector. (1)

5 Candidates could not answer this question properly. They wrote normal cooperative business instead of consumer cooperative. Most candidates did not score any mark on this question.

**Answer**

Is a firm where the consumers (1) are the owners. (1)
6 This question was well-answered by most candidates. They could clearly give reasons for multi-national locating in another country and scored 2 full marks.

**Answer**
- Limits to the size of the local market
- More attractive to sell and produce abroad
- Avoiding trade barriers + import taxes
- Availability of raw materials/cheap labour and tax advantages/transport cost
- Operating in more than one country helps spread risks/make profit
- More options in the choice of sites for production units
- Relaxed laws on labour

Any two

7 Most candidates answered this question well. However, there were some who wrote that a member’s rights will be protected. This answer did not score any mark as candidates were to be specific on which rights that are being protected.

**Answer**
- Improving pay and working conditions of members
- Protection from unfair dismissal
- Right to compensation for injury at work
- Right to redundancy pay
- Negotiate for shorter working hours and longer holidays/fringe benefits
- Counselling/loans/lawyers

Any two

8 Well-answered question. Some candidates, however, wrote the functions of money instead of the qualities of money. Most candidates scored maximum 2 marks.

**Answer**
- Portability
- Durability
- Divisibility
- Limited in supply
- Acceptability
- Homogeneous

Any two

9 This question was fairly-answered. Candidates wrote functions of the central bank and some wrote incomplete functions of a commercial bank which could not be awarded a mark, for example: offer investment, keep notes and coins. Most candidates scored one mark.

**Answer**
- Receiving deposits (keeping deposits safe)
- Making payments by using cheques, credit cards, etc.
- Making loans (overdrafts, long-term)
- Provisions of other bank services, e.g. executor of wills, investment advice/ATM/internet banking

Any two

10 Well-answered. Most candidates scored two marks.

**Answer**
- Firms are not free to set any price they wish (price takers)
- Fierce competition
- Perfect elastic demand curve (horizontal)
- Identical/homogeneous/similar products
- Small scale production
- Infinite/large number of firms producing identical products
- No barriers to entry/few barriers to entry
- Consumers have a variety of choices

Any one
11 Fairly-answered, but candidates failed to show what happened if the price decreased in a market referring to demand and supply.

Answer
A shortage/excess demand

12 Not well-answered. Candidates did not understand how to answer this question. Most of them were one-sided only regarding monopoly market and left out perfect competitive market.

Answer
- A monopoly is free to set either the price of its product or the quantity it wishes to sell. (1)
- In perfect competition the price of products is determined by supply and demand. (1)

13 Not well-answered. Candidates confused occupational mobility with occupational immobility.

Answer
- When workers find it difficult to move from one type of occupation to another type of occupation

14 Fairly-answered. Most candidates scored one mark on the highest profit as possible other than on comparing costs and revenue.

Answer
- When firms make the highest/optimum profit possible. (1)
- Where MR=MC and AR>AC/ TR > TC (1)

15 Well-answered. Most candidates scored two marks.

Answer
Profit = Total Revenue – Total cost
= (10 x 100) – (500 + 200) (1) or 1 000 – 700
= N$300 (1)

16 Fairly-answered. Most candidates scored the maximum one mark.

Answer
D

17 Not well-answered. Most candidates confused the aims of the government with economic policies.

Answer
Price stability/reduced inflation/reduced prices

18 Well-answered. Candidates showed an understanding of reasons for measuring national income and scored the maximum two marks.

Answer
- To provide the government with essential information concerning economic objectives
- To indicate changes in the standard of living
- To compare the standard of living in different countries Any two

19 Not well-answered. Candidates showed a lack of understanding of the economic concept of optimum population and most of them did not score a mark on this question.

Answer
- It is the level which produces the highest output (1) or income per head. (1)
  OR
- The number of people is such, that the available resources are sufficient to each/everyone where the number of goods and services produced.
20 Fairly-answered. Most candidates did score one mark as they could not define life expectancy.

Answer
- The number of years (1) the average person is expected to live. (1) [2]

21 Fairly-answered. Most candidates did score one mark. Candidates could not differentiate between a public- and a merit good.

Answer
- A public good
- Nobody can be excluded to use it
NO market price because amount used cannot be measured
NO market mechanism Any two [2]

22 Fairly-answered even though some candidates could not link private costs to expenses of the business but to individual people expenses. Most candidates scored 2 marks.

Answer
The cost of firms producing goods + services (1)
E.g. payment for factors of production (1)
Social cost - external cost (1) Any two [2]

SECTION B
Candidates scored on average 9.95 marks out of 40 for this section. It shows that candidates lack basic economic knowledge and facts and how to apply these facts to certain scenarios.

23 (a) Well-answered. Candidates could identify disputes from the case study. Most scored two marks.

Answer
- Years of service, leave + other benefits (1)
- Change the terms of employment without consulting them (1)
- Possible creation of monopoly
- Job losses [2]

(b) Fairly-answered. Most candidates did score 2 to 3 marks.

Answer
- A monopoly can restrict the supply of banking services/high barriers to entry/closing down banks in rural areas/loss of jobs
- It can raise prices
- Monopolies face no competition
- Lack of competition could lead to lack of efficiency/poor services
- Less choice of banking services available to consumers
- New ideas, techniques, products + services will be restricted Any two [4]

(c) (i) Fairly-answered. Most candidates scored one mark. Some candidates did not understand that the stock exchange trades shares, debentures, government securities. They confused it with exchange rates.

Answer
A market place for the buying and selling of shares, (1)
debentures and government securities. (1) [2]

(ii) Not well-answered. Candidates did not understand the question and some gave the functions of the stock exchange. Most candidates scored one mark.

Answer
- Selling shares to the general public/more capital
- Growth and expansion
- Namibian wealth stays in Namibia
- To have a more solid standing when negotiating interest rates with the banks/security
- To spread the risk of ownership among a large group of shareholders [4]
(d) Not well-answered. Candidates only reported on the advantages of joining a trade union and not how an agreement can be reached. Most candidates scored only to two marks.

Answer

Collective bargaining = negotiation to reach a compromise (1)
- Conciliation + arbitration (labour courts) used (1)

Industrial action (pressure on management)
- Go-slow → slow pace to reduce production
- Work–to–rule → follow every single rule to slow down work
- Non-cooperation → cancel meetings
- Overtime ban → refuse to work after hours
- Picketing → group standing outside and refuse others from entering the workplace
- Strike → refuse to work 3 P + 3 D

Listing maximum 4 marks

24 (a) (i) Not well-answered. Candidates extracted answers from the case study which does not explain the term: unsecured loans.

Answer
- Loan/lending given without security/property as collateral for the loan [1]

(ii) Well-answered. Answers were directly picked for the case study. Most scored the maximum marks.

Answer
- People are borrowing for consumption to survive/to meet basic needs
- To get food on the table Any one [1]

(b) Candidates did not answer this question well. They re-wrote the part of the question as their answer. Only a few did score maximum marks for this question.

Answer
- The majority of people fall in the low-income group
- Do not go for financial advice
- Credit easily available
- They spend proportionally more of their income on basic needs Any two [2]

(c) Not well-answered. Candidates failed to recognise that the prices of food and transport were rising instead they used the case study to extract wrong answers. Most candidates scored one mark.

Answer

Food
- Increased food prices/increased inflation
- Shortages/low supply (agricultural products – weather conditions)
- High demand (population growth)/basic necessity
- High transport costs (cost of production rises) [2]

Transport
- High fuel prices
- High taxes levied on fuel
- High car/vehicle prices
- Increased taxi + bus fares [2]

(d) Moderately-answered. Most candidates listed instead of analysing why others spend more than others. Most candidates scored two marks out of the maximum of 4 marks.

Answer
- Amount of income
- Amount of wealth/inheritance
- Education on finances
- Age
- Attitude towards spending
- Availability of loans/financial institutions/credit/↓ interest rates
- Living standards/lifestyle/habits [4]
(e) Fairly-answered, but candidates could identify the ways and failed to explain how consumer spending could be reduced. Most candidates scored 4 marks out of 8 marks.

**Answer**

- Increase VAT on goods + services (higher prices = less affordable)
- Increase interest rates (less borrowing + more saving)
- Increase income tax (less disposable income)
- Consumer education (financial advice + planning)
- Hire – purchase restrictions (raising deposit, reduce time)
- Reduce government spending (infrastructure development, merit and public goods and services, transfer payments)

\[ P + D \]

\[ 4 + 4 \]  [8]

**Positive suggestions to teachers**

Teachers must use Examiners' reports to understand how the answers per examination paper should be approached for a good standard in all our schools in the country.

Ensure that the economic concepts are built into the learning process as our candidates still show lack of understanding of terminologies.

Encourage candidates to study the textbook prescribed in the economic syllabus, as chalkboard notes may not be sufficient for all components.

Complete the syllabus in time, the first term of Grade 12, to allow revision with candidates and guide candidates on how to approach questions in the examination.
General comments
There were a few good answers to this paper and these candidates are to be congratulated on their diligent studies to achieve such marks. A few candidates presented well-balanced and clearly structured answers.

Candidates need to read their questions carefully and direct their knowledge to the particular phrase and question asked.

It is evident that candidates struggle with questions that require discussions, judgements and analysis.

Application of economic theories is one of the biggest challenges for candidates.

Candidates must learn elementary economic concepts and facts.
Some candidates still list facts and lose marks.

Candidates need some facts to build their answers around. If the candidate does not provide facts and build around it and explain the influence of these facts on the question, then they cannot gain any marks. If a candidate only writes 10 lines HOW does that candidate want to score 20 marks for it? A candidate cannot only jot down an economic term, without any indication of the meaning or the influence it has on a specific question. He/she will not gain any marks for it.

Comments on individual questions

1 Candidates lack basic subject knowledge. On average candidates scored 4.21 marks out of 20 for this question. Of the 2 267 candidates who chose this question, 100 candidates scored zero marks for it.

(a) The majority of candidates defined opportunity cost as the next best alternative forgone or given up, which was correct. Some candidates stated it wrongly as the sacrifice of the best alternative which was incorrect. The opportunity cost, however, was a choice by the municipality between public transport and walk-ways and cycling lines or other services such as housing or water supply.

Answer

Opportunity cost = Next best alternative (1) forgone/sacrificed/given up. (1)

Make a choice between:

Choice

public transport + walk-ways + cycling lanes/other services (2)

Opportunity cost

loss of other projects such as housing/water supply (2) [6]

(b) This section was very well-answered by candidates. Some candidates scored up to six marks for mentioning external cost = cost to society, such as pollution. Delays, displacement and increased rates of the municipality to society to cover costs.

Answer

External cost = cost to society
- High municipal cost to cover costs/increased rates
- Delayed/overcrowded busses
- Roads might affect people’s property/location/value
- Opportunity cost of other projects not being done
- People in private transport will lose
- Damage environment/increase pollution (4/3)

External benefits = benefits to society
- Less congestion/traffic jams
- Less accidents/safer
- Less pollution (less vehicles)
- job opportunities (build roads/bus drivers)
- People might get healthier
- Cheaper transport
Less stress for drivers (3/4) [7]

(c) How government reduces private transport and increases public transport. It was expected from candidates to give a well-developed answer. Explanations such as toll roads, increased parking cost, higher import tariffs on motor vehicles, CO2 tax should have been mentioned for a reduction in private transport, and more buses and lower ticket prices for public transport.

Answer
Reduce Private transport
- Toll roads
- Higher tax on fuel
- Increase parking costs
- Increase interest rates/Higher or stricter purchase agreements
- Tax on CO2 omissions
- Increased license fees
- Incentives for driving together clubs (3/4)

Public transport
- Lower ticket prices
- More efficient public transport
- Improved railway system/roads
- More buses/more routes/more bus stops
- More import tax/quotas on import of motor cars (4/3) [7]

2 Candidates lack basic subject knowledge. On average candidates scored 2.21 marks out of 20 for this question. Of the 2 264 candidates who chose this question, 661 candidates scored zero marks for it.

(a) Most candidates mentioned vertical integration forwards, but could not give an explanation of vertical integration forwards, such as the same industry at different stages that merges with its suppliers. Very few candidates also mentioned that YARA is in secondary- and Terra in the tertiary industry.

Answer
- Vertical integration forwards
- Same industries (different stages)
- YARA = secondary industry (produces fertilisers)
- Terra = tertiary industry (distributes)
- When a firm takes over its market outlets [5]

(b) This section was very poorly-answered. Candidates didn't realise that the merger leads to average costs because of economies of scale. Very few candidates explained the different types of economies of scale that lead to average cost, such as purchasing, marketing, technical, managerial and financial economies of scale. Another reason also is that fixed cost is now spread over a larger number of output.

Answer
Economies of scale
- Purchasing = buy in bulk = discount
- Marketing = advertising campaign (falls in average advertising cost)
- Production/Technical = division of labour + specialisation of machines
- Managerial = specialist manager
- Financial economies = obtain loans at low interest rate Any three
Fixed cost is spread over a larger output (1) [7]

(c) This type of question requires both advantages and disadvantages. Some candidates answered it correctly, but others mentioned only one side. Increased in size has both advantages and disadvantages such as economies of scale, bigger market share, rationalisation, etc., and disadvantages such as diseconomies of scale, difficult to manage, and communication problems.

Answer
Yes
- Economics of scale = lower average cost
- Lower prices = more revenue + profits = link
- Bigger market share/more market power
- Rationalisation to eliminate less efficient plants, factories
- Greater security = better equipped to withstand fluctuations in demand/diversification (3/4/5)
No
- Diseconomies of scale
- Managerial problems/difficult management issues per department/organisation/supervision
- Loss of control
- Loss of personal contact with workers (bad communication + poor co-operation, labour disputes)
- Increased average costs = higher prices
- Slow decision-making (too big)
- Over-specialisation (poor quality, bored workers more waste)/low morale
- High cost of skilled labour

3 Candidates lacked basic subject knowledge. On average candidates scored 1.55 marks out of 20 for this question. Of the 815 candidates who chose this question, 207 candidates scored zero marks for it.

(a) (i) Many candidates understood infant industry wrongly. It should have been a newly established industry protected by government. Most candidates scored only one mark.

**Answer**

Infant Industry
- Newly established industry/protected by government
- Operating on a small scale
- High average cost = not able to compete

(ii) This type of question also requires both advantages and disadvantages. Some candidates could only mention some advantages such as job opportunities and to achieve economies of scale, and therefore scored very low marks. Disadvantages such as to restrict supply, become less efficient were not mentioned.

**Answer**

**Advantages**
- Government protect job opportunities
- Less imports of foreign goods
- Industries might grow in size become more efficient
- Achieve economies of scale
- Strategic industries
- To prevent dumping of goods

**Disadvantages**
- It restricts the supply of products
- Products become expensive
- Industries become less efficient
- Industries depend on subsidies
- Poor quality products

(b) Overall candidates scored very low marks for this section. It was asked why the supply of dairy and poultry products were inelastic. Candidates should have stated facts such as low stock levels, agricultural products, climate, idle resources, etc. Most candidates scored one or zero marks. Candidates should have linked elasticity of demand to milk producers.

**Answer**

**Def.** Inelastic = quantity supplied does not respond to change in price/% change in QS < % change in price

- Industries work full capacity/no idle resources
- Low stock available = inelastic
- Agricultural products = inelastic
- Dairy + poultry production
- Quantity of animals/climate/diseases
- Protection of industry (low/no imports)
- High production costs
- Large stock = elastic

(c) Most candidates scored zero for this section. Candidates couldn’t mention the importance of elasticity of demand on milk producers. They should have linked it to elastic and inelastic demand. Elastic = fall in price, decreases revenue/rise in price, increases revenue = substitutes available. Inelastic = fall in price, decreases revenue/rise in price, increases revenue = necessity.

**Answer**

Influence of price change on QD and revenue/want to know what happens to sales and revenue
Inelastic
- Fall in price decreases total revenue
- Rise in price increases total revenue
- % change in QD < than % change in price
- Necessity (3)

Elastic
- Fall in price, decreases total revenue
- Rise in price, increases total revenue
- % change in QD > than % change in price
- Substitutes available (goats/sheep/soya milk products) (3)

Must be related to milk producers [7]

4 Candidates lacked basic subject knowledge. On average candidates scored 3.80 marks out of 20 for this question. Of the 1 910 candidates who chose this question, 116 candidates scored zero marks for it.

(a) Most candidates wrote the correct definition for nominal GDP and scored at least two marks. However, candidates could not give the correct definition for Real GDP per capita. It should have been GDP per head or per person, at current prices with inflation adjusted.

Answer
Nominal GDP
- Total value of output produced (1) by the factors of production located in a country/including foreigners (1)
- Specific time = annually (1) (3)

Real GDP
GDP per person/head/capita
At current prices
Adjusted according to price increase + decrease (inflation) (3) [6]

(b) This section was very poorly-answered. Why GDP is not a good indicator of living standard, is because it is an average figure, excluding inflation, the informal sector, etc. Some candidates could only mention that it was an average figure. Candidates struggled to indicate why GDP might not be a good indicator of living standards. Few mentioned minimum wages.

Answer
- GDP only gives average figures
- It excludes most of the activities of the informal sector
- Measures only those things which have a price
- Problems with double counting/transfer payments
- Indirect taxes increase the price of goods/services/does not take into account inflation
- External cost not taken in consideration
- Types of goods + services produced not indicated (consumer goods/production goods)
- Only measures standard of living not quality of life [7]

(c) Most candidates mentioned policies of government to redistribute income in Namibia, such as progressive tax, minimum wage, employment and reduction in VAT on necessities, and scored few marks. The majority, however, could not mention facts such as merit goods, loan to small enterprises, etc.

Answer
- Progressive taxes (high income groups pay higher tax)
- Reduce indirect tax such as VAT on necessities
- Increase transfer payments to disabled, unemployed, orphans and pensioners
- More merit goods + services (affordable hospitals + schools)
- More loans to small businesses (SME’s) to create employment for unskilled people
- Build affordable low-cost houses
- Increase minimum wages
- Nationalise key industries

NO listing [7]
Candidates lacked basic subject knowledge. On average candidates scored 3.03 marks out of 20 for this question. Of 1 907 candidates who chose this question, 152 candidates scored zero marks for it.

(a)  (i) Also poorly-answered. Most candidates mention that the price of currency falls and scored one mark.

Answer

When the exchange value/price of a country’s currency falls

(ii) Labour unrest leads to lower investments because of low productivity, damage of property and low output. Some candidates understood it totally different. They linked it to depreciation.

Answer

- Labour unrest leads to
- Low productivity
- Absenteeism
- Damage of property/intimidation/injuries/ xenophobia
- Low output/profits/sales/GDP
- Higher cost of employment/ higher minimum wage
- Afraid to lose money/unstable environment

NO listing five x 1

(b) Candidates should have linked demand and supply of a currency with the following low interest rate, high inflation, political instability, etc. A very few could answer this well, however the majority performed poorly.

Answer

Link demand and supply to following

Low interest rates
Less investors will put money in the country - low demand

High inflation
Price of exports increase = less exports

Political instability
- Lower demand for currency
- Less foreign investment + confidence
- Low economic growth/GDP/output
- Lower output in mining + agricultural sector

BoP deficit
- Deficit on current account over a long period = exchange rate = depreciates

\[
P + D = 3 + 3 + 1
\]

(c) This section was also answered poorly by candidates. Very few mentioned the good and bad effects of depreciation of the rand. Answers such as cheaper exports, better BoP, more jobs, etc. and imports becoming expensive, were required.

Answer

Good effects
- Exports cheaper/more exports
- Increased output in SA (manufacturing)
- Better BoP
- More job opportunities
- More tax for government
- Demand for domestic goods will be high
- More tourists entering the country
- More investments = Injection

Bad effects
- Imports more expensive
- Less SA tourists to other countries (invisible import)
- Less SA investments abroad
- Necessity products = more expensive
- Higher consumer prices (imported inflation)
Candidates lacked basic subject knowledge. On average candidates scored 5.33 marks out of 20 for this question. Of the 2,261 candidates who chose this question, 35 candidates scored zero marks for it.

This question was answered better by most candidates.

(a) Most candidates mentioned the reasons why developing countries need foreign exchange due to lack of capital, low living standards, high HIV, etc. Most candidates scored half of the marks because of listing.

**Answer**
- Lack of capital to improve infrastructure/economic/GDP growth/employment (economic motives)
- Low living standards/poverty/humanitarian motives
- Political instability + poor governance
- Draughts/floods/war
- High HIV/AIDS/lack of hospitals, doctors/health issues
- Lack of skills/education/technology

(b) Most candidates mentioned decreased birthrate and deathrate but very few mentioned high life expectancy or aging population.

**Answer**
- Birthrate = low/falls OR decreased population growth
- Deathrate = low/falls
- Aging population (65 years + more government spending + unemployment)/life expectancy increases
- Low dependency (0 - 19 years)
- More immigration + less emigration

(c) Forms of aid include financial, technical aid and gifts of food. Candidates did mention some of these. They mentioned it but didn't explain it and thus scored low marks.

**Answer**

**Financial aid such as grants, loans**
To improve infrastructure

**Technical assistance**
Provide technical experts

**Education**
Provide scholarships/health = HIV/AIDS

**Gift of food**
When countries are badly affected by draught or natural disasters

(d) This section was also well-answered by candidates. Most of them mentioned the good and bad effects and scored high marks. Good effects such as improvement of infrastructure and living standards. Bad effects, e.g. foreign aid might cause countries to become dependent and corruption might occur.

**Answer**

**Good**
- Developed infrastructure (roads, schools, water, telecommunication, electricity, etc.)/employment
- Improved living standards/poverty/education/health
- Improved technical progress/skills
- Capital goods such as machines might help to increase productivity
- Food assistance
- Aid may pay off debt of a country

**Bad**
- Countries become dependent on foreign aid (no development to be self-sufficient)
- Corruption (government)
- Aid reaches people who don't need it
- Political interference
- Loan repayments with interest (more debts)
- Possible loss of freedom of choice to trade with other countries
- Higher unemployment (uses technical + skilled people from other countries)
- Loss of control over resources
- When food aid is distributed farmers might not be able to sell their products at a fair price
Key messages

• In Part 1, Exercise 1 – 3, answers should be as brief as possible. Too much information lifted from the text may well include incorrect details which could negate the answer.

• In Part 2, Exercise 1, it is essential to note that total accuracy in grammar, spelling and punctuation is required for this exercise. Teachers are asked to remind candidates of this requirement, as many marks were lost due to careless spelling and punctuation.

• Part 2, Exercise 2 (Core), also requires total accuracy of grammar, spelling and punctuation. In addition, a number of candidates changed their mind after underlining, ticking or circling; teachers are asked to train candidates to write in a clear and unambiguous format. In the final section of this question, candidates were asked to write a sentence of no longer than 15 words. Teachers are advised that full marks are not available if the sentence is too long, or incorrectly punctuated, even if the question is fully answered.

• In Part 2, Exercise 2 (Extended), Centres should continue to encourage candidates to read the questions carefully to ensure they provide information relevant to the task. Responses should be brief but precise. The last question in this exercise focused on the entire paragraph. A number of candidates based their answers on only one paragraph.

• In Part 2, Exercise 3 (Core), candidates should continue to be precise in their answers and to focus on the headings provided, so as to ensure their notes correspond with the headings. Teachers are asked to remind candidates that they should provide notes only and not complete sentences.

• In Part 2, Exercise 3 (Extended), candidates need to read the question carefully to ensure they provide information relevant to the task. They should focus on accuracy, cohesion and not exceeding the word limit of 120 words. The inclusion of lifted, irrelevant information should be avoided.

• In the writing exercises of Part 3, responses should be of an appropriate length demonstrating effective content and a range of language. Candidates must recognise the need for appropriate register and must address all prompts. They should also endeavour to provide enough depth and detail to sustain the reader’s interest. In the last exercise of the extended paper, more formal register is required with clear paragraph organisation. To achieve marks in the higher bands, it is important for candidates to introduce original and independent ideas in this task. Candidates will not be given credit for using language which has been simply copied from the prompts.

General comments

Overall, the majority of candidates were correctly entered. There were a number of omissions across the paper which would suggest that time management may have been a problem for some. A number of candidates struggled with Part 3 and for these, the Core paper may have been more suitable for their linguistic ability.

Part 1 was answered fairly well, although poor lifting, incomplete ideas, wrong first options and not reading the questions properly cost the candidates valuable marks. It is important to read each question carefully for the requirements to be understood. Responses must connect to the question and candidates should also note the question word and whether it is “how”, “what”, “which”, “who”, “when”, or “where” to guide them to the correct response. Answers should be concise, containing all the appropriate information. Responses should be short and it is not necessary for candidates to use synonyms of words in the text for key information required in responses.

Part 2, which requires the precise completion of a form in the Core paper and precise use of grammar, spelling and punctuation in the Language question, was answered fairly well, although there is much room for improvement. Clear handwriting in this exercise is essential. For example, where candidates fail to cross the letter “t” thus forming the letter “l” or write “a” as “e” or “u”, marks cannot be awarded, since correct spelling is crucial. Similarly, capital letters must be positioned in relation to lower case letters and the tails of letter such as “j” or “p” should be appropriately placed. Candidates should also follow the conventions of the form and tick, circle, underline or delete as instructed.

In Part 3, the extended writing tasks, candidates should ensure that they read and understand the task and follow the instructions regarding the task requirements to ensure that what they write is relevant. In Exercise 1 and 2 all the bullet points must be addressed for the response to be awarded Band 1 or 2. Candidates should aim to make the content effective and include a range of appropriate language structures and vocabulary. Responses which are less than the minimum words specified are unlikely to be sufficiently developed to merit content or language marks in the higher bands. In these exercises, effective answers developed all the bullet points, maintaining correct register and tone. In Exercise 3 (Extended only) a topic is discussed, so clear and well-supported views should be in evidence. The prompts
in the question should not be copied into the candidate’s answer. The ideas expressed are there to help candidates and if used, should be communicated in the candidate’s own words. In all three exercises, to achieve marks in the higher bands, candidates should demonstrate good organisation through adequate paragraphing, expressing the message coherently and engagingly. Grammar and spelling should be generally accurate and the vocabulary choice appropriate.

Comments on individual questions

Part 1 – Exercise 1: Questions 1 – 7
This section was answered fairly well by the majority of candidates, although there were some disappointing answers.

1. This question was well-answered. Most candidates lifted the correct answer “… It has magnets for feet.” The answer “magnetic surfaces” was incorrect and not accepted.

2. Most candidates answered this question incorrectly. Only a few managed to give the correct answer “On the right ear stem.”

3. The majority answered this question correctly as “(A colour) will glow/ it will light up”. If a candidate wrote “grow” no mark was awarded.

4. This question was answered well. The correct answer was “(It will tell you exactly) where to find your pet/(alerts/tells) you where your dog has wondered”.

5. This question was answered correctly by the majority of candidates: “green goo/green gel”.

6. The question was well-answered. Most candidates managed to give the correct answer “Computers”.

7. This question was well-answered. Most candidates managed to write the correct answer “You don’t need a mask, flippers or a mouthpiece.”

Exercise 2 (Extended Paper): Questions 8 – 13
This section was well-answered by the majority of candidates.

8. Most candidates scored a mark here for the answer which required the total of birds as well as an indication of time. “The number dropped from 300 in 1969 to 15 in 1979/The number dropped from 300 to 15 in ten years/decade.”

9. Most candidates had no problem writing the correct answer “To halt/stop extinction”. If candidates wrote “half” no mark was awarded.

10. Most candidates answered this question correctly: “Plastic (coloured) rings/colour-coded identification rings”.

11. This question was answered fairly well. The correct answer was “The tags can be read from a distance”. Wrong answers were mostly when candidates started with “Letters are bold and large” combining this idea and the correct answer with the conjunction “and”.

12. Most candidates received only one mark for this question. The correct options were “size of Namibia” and “Birds do not see boundaries/borders”.

13. This question was answered well by the majority of candidates. Most wrote “Reporting on tagged birds/Look out for tagged birds/look out for tags on vultures/birds”.

Exercise 2 (Core Paper) Questions 6 - 10
This exercise was answered fairly well by most candidates, although there were some candidates who struggled to score good marks.

6. Many candidates struggled to answer this question. The correct answer was “Locating the finest position to camps/ best camping spots”.

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This question was answered poorly because most candidates left out vital information. The correct answer was "Mules transport their luggage from camp to camp." Without “mules” the candidate could not score the mark.

Most candidates lifted the correct sentence that contained the answer “The trails can easily be negotiated by those with average fitness/making them ideal for hikers of all ages and family groups”. Those who did not score a mark, lifted the wrong option "Trails can be adjusted to suit the fitness levels of the group…" in their answer.

This question was answered fairly well, although some candidates scored no mark when one of the options was incorrect. To score the mark, candidates had to give both answers correctly "(information about) flora and fauna" AND "(humorous) tales about the area".

This question was answered poorly because the majority of candidates could not deduce that you pay "half price/get 50% discount". If they lifted the information from the passage the mark was not awarded.

Exercise 3: Questions 14 – 20
This exercise was answered fairly well by the majority of candidates.

This question was answered poorly by most candidates. Some managed to score marks for the correct answer "Mission stations were only founded later/There were no mission stations until much later". Those candidates who lifted the sentence only scored a mark if they wrote “so” instead of “and”.

Most candidates gave the correct answer “To improve hair growth”.

Most candidates scored the mark for "small ornaments".

Most candidates answered correctly stating “They had to wear the plaits day and night”.

There were three options for this question and candidates had to supply two. Most managed to get two marks. The options were "Taken up", "Arrange in a specific manner" and "They were tied together". Candidates who lost marks wrote "tired" instead of "tied" or started their answer with “along the sides of the head and back” not scoring a mark for that answer.

This question was answered well by the majority of candidates who lifted the sentence with the correct information “It was very heavy”.

Most candidates supplied the correct answer "To distribute the load (more evenly)."

Part 2 – Exercise 1: Questions 21 - 27
This part was once again answered poorly by the candidates, although there were centres where the candidates scored good marks. Those who scored low marks used full stops incorrectly, capital letters in the wrong places and made terrible spelling errors. Teachers must note that only slight variations are done yearly, but the basic language competencies like direct and indirect, active and passive and different types of sentences are always tested. Teachers must spend considerable time incorporating language in their lessons.

Candidates had to choose the correct word in brackets. Many candidates wrote the words with a capital letter or put a full stop behind it. In both cases the candidates scored no marks. The correct answers were: a) it’s b) on c) refuses d) except.

Many candidates scored a mark for "she was considered a long-nailed goddess." Candidates who did not score a mark either wrote “She" or “godness”.

This question was answered fairly well and candidates gave the correct answer “Did she walk slowly at times?

This question was answered poorly. Candidates failed to find the correct answer "endure" or wrote it with a capital "e".

Candidates answered this question poorly. The majority did not use the comma correctly and wrote “doctors” with
a capital “D”. The correct answer was “Ayanna started growing her fingernails, although doctors warned her about the health issues involved./Although doctors warned her about the health issues involved, Ayanna started growing her fingernails.”

26 The correct answer was “Ayanna has been urged (by doctors) to exercise.” Many candidates struggled to write it in the correct tense.

27 This question was answered disappointingly poor showing clearly that our candidates lack basic English vocabulary. “Refuse” means “rubbish” and had to be used correctly in a sentence.

Exercise 2 (Extended Paper) Question 28 - 33

28 Candidates struggled to get the answers “They have a worrying enthusiasm” and “They tend to hide in bushes.” but instead wrote “They are fanatics” which scored no mark.

29 Candidates mostly wrote the correct answers “He was beside himself with joy” and “There was a sparkle in his eyes.” Those who scored no marks lifted the incorrect idea “He hadn’t seen one in 8 years” or “whispered in my ear with excitement”.

30 This question was answered fairly well by most candidates; “It is a combination of childhood adventures and a little bit of hunting”.

31 This question was again mostly answered fairly well. Those candidates who did not score a mark, made spelling errors. The correct answer was “Wattled crane” and “Oystercatcher”.

32 This question was answered poorly. Candidates could not find the word “ambled” or wrote it without “”scoring no mark.

33 This question was answered fairly well, although very few candidates scored full marks. The following options were accepted and nothing else:

* He started enjoying himself;
* Understood the obsession/addiction;
* Felt pride and achievement;
* It opened his eyes to the magic of birdwatching;
* He became enthusiastic/became a bird enthusiast/bought a bird-spotting kit.

Exercise 2 (Core) Questions 20

The form-filling exercise.

Like last year, this question was, once again, answered poorly and a major disappointment. Candidates could not lift straight-forward information like a name and address. The e-mail address was also problematic because it should NEVER be in block letters, have spaces, a full stop or be written in cursive writing. Few candidates managed to get it correct. What was worse was that they could not underline; the majority deleted the options. Teachers must please spend time with completing forms in class. This is an exercise where candidates should aim for full marks.

Exercise 3 (Extended)

This question was answered very well by the majority of candidates. Unfortunately, candidates still tend to lift irrelevant information resulting in MANY summaries being too long. This resulted in candidates scoring very low marks for the language section. They could score a maximum of 6 marks for content. At least two points had to focus on how to cope with stress. The content marks were:

Causes of stress

1 Physical triggers/dangers

2 Emotional triggers/problems (not ones unless there is one example)
3 When you are afraid something or someone may physically hurt you

4 Internal stress/when you worry about things you can do nothing about/worry for no reason/when they make themselves stressed

5 Environmental stress

6 When you are tired

7 Overworked/working too hard

8 Not knowing how to manage time well

How to cope with stress

9 Identify the source of stress/ Identify what may cause stress

10 Look closely at your habits/attitude/excuses

11 Accept responsibility for the role you play

Exercise 3 (Core)

Many candidates answered this question fairly well. Answers as above.

Part 3

In this section, (Exercise 1 and 2) the extent to which all the bullet point prompts are addressed and developed will determine the band achieved for content. If bullet points are not addressed, this has a significant effect on the content mark. For a mark in the higher band, candidates should have a good sense of purpose and examiners are looking to reward candidates who write using an appropriate and consistent register, adopting a more engaging style instead of developing the prompts list-like.

Exercise 1

Candidates answered this question poorly. They misunderstood “neighbourhood” for “neighbour” and defended an individual which resulted in C4.

Content

Very few candidates scored marks in the higher bands for content. Most candidates lacked the appropriate vocabulary to write an engaging piece on this topic. A few candidates did not write a letter to the press, but to a friend. In addition, many candidates wrote “Dear Newspaper” or “Dear New Era” instead of “Dear Editor”.

Language

With regard to language, very few candidates scored L1 or L2. The majority scored L3 or L4. Very few candidates showed the ability to construct sentences of different lengths. Furthermore, many candidates could not produce accurate language in terms of tenses, punctuation and spelling. There were also many candidates who produced long sentences, linked by simple conjunctions with little or no punctuation, which were difficult to understand. Occasionally, idiomatic language was overused, making it difficult to follow the ideas presented. Moreover, conjunctions (linking words), such as “On the other hand”, “Furthermore” and many others were used incorrectly, influencing the quality of the writing as well as confusing the examiner. Candidates should be trained how to link ideas correctly and successfully.

Exercise 2

This question was answered relatively well.

Content

The four prompts were used effectively, but were not developed. Ideas were rather listed, resulting in candidates scoring average marks. For a mark in one of the higher bands, candidates should develop at least three of the prompts substantially. If a prompt is ignored, candidates cannot score C1. Many candidates wrote essays instead of speeches, which also meant lower marks were scored.
**Language**

Unfortunately, the same criteria for Exercise 1 applies to Exercise 2. Candidates should ensure language is used effectively and does not overwhelm the reader and obscure meaning.

**Exercise 3**

**Content**

Many candidates scored average marks because they lifted the comments instead of developing their own ideas. Many candidates were also not familiar with the term “pocket money” and used it literally – money in your pocket. For a mark in the higher band, candidates should demonstrate that they can present arguments and support these with evidence and examples. They should also adopt a consistent tone and register for the content in order to sustain the reader’s interest in the topic.

**Language**

Again, very few candidates managed to score marks in the higher bands. Often, candidates would lift the ideas from the question, resulting in poor marks. Candidates have to learn to vary their sentence structure, to use good punctuation and creative vocabulary. Paragraphs were generally well-developed, although very few candidates used linking words or ideas, which resulted in ideas being listed and not developed into a cohesive discussion.
General comments

Overall the performance of candidates was not satisfactory. The paper was easy for candidates with a good language proficiency and proved to be difficult for the candidates with a poor language proficiency.

There was little evidence of exam technique preparation for the majority of candidates. Consequently candidates could answer the questions; however, marks were lost due to inaccurate phonetic attempts, which also changed the meaning and/or the sound of the intended answers.

Many candidates were not able to identify key answers, phrases and thus failed to answer the questions appropriately. The majority of candidates failed to use the correct singular or plural form of nouns and prepositions as these can alter the key meaning of the answers.

Candidates need to be reminded of the importance of clear handwriting and how to delete incorrect answers. The use of sms language by candidates could still be observed. Many candidates gave answers based on general knowledge and/or synonyms of words used in the recording which should be avoided as candidates should base their answers on the audio text. Poor spelling remains a challenge, which is proof of lack of vocabulary for most candidates.

Comments on individual questions

PART 1

QUESTION 1
Answer: midday and midnight
This question was answered well by the minority of candidates. Many candidates got midnight correct but failed to spell midday correctly or gave incorrect answers such as all day, middle day, etc.

QUESTION 2
Answer: N$10 000/Ten thousand Namibian dollars
This question was not well-answered as most candidates wrote N$20 000 and some candidates wrote N$10 000 and N$20 000 as their answer which accumulates to N$30 000. A few candidates struggled to give the correct currency or omitted the currency completely. Also, a few candidates wrote ten thousand Namibia dollars, which is incorrect.

QUESTION 3
Answer: could no longer wear her hair tied up / could no longer tie the hair / can’t use her beautiful clips
This question was poorly-answered by the majority of the candidates. Most of the candidates could not spell the following words: beautiful, tie, longer, hair and clips which formed part of the answer. Many candidates wrote clips in singular form which could not be credited.

QUESTION 4
Answer: Departure lounge
This was an easy question, however, many candidates failed to answer it correctly due to inaccurate phonetic attempts which could not be credited as it changed the meaning and/or the sound of the intended answer. For example, departure lunch/lodge/launch/raunch, etc.

QUESTION 5
Answer: (a) crushed some ribs
(b) broke both legs
This question was poorly-answered by the majority of the candidates. Some candidates were not credited as they used the incorrect form of the verb as the answer should be in the past tense, for example: ‘crush ribs and break legs’. Many candidates gave incorrect answers such as heart attack/ ‘broken bone legs’ which were also not accepted.
QUESTION 6
Answer: Drive until the second set of robots

This question proved to be the most difficult question of Part 1. Most candidates gave the incorrect spelling of the word ‘robots’, for example roborts, robbots, lobots, etc. Some candidates omitted the preposition ‘until’, which is necessary for the correct way of giving directions. Then, some candidates gave the plural form of the word ‘set’ which made the answer incorrect. The intended answer was required to be in the singular form – “set of robots”.

PART 2

Exercise 1: QUESTION 7

(a) roses
(b) romance
(c) Roman
(d) partner
(e) Marriage(s)
(f) executed
(g) billion
(h) largest
(i) florists
(j) 32 %
(k) males / men
(l) females / women

This question was fairly-answered by the majority of the candidates, though there were a lot of inaccurate phonetic attempts which could not be credited as it changed the meaning and/or the sound of the intended answers. Many candidates failed to provide the correct singular/plural form of the answers and gave answers of existing words too.

The following are examples of incorrect attempts:

(a) rosses/rouses/rose/loses
(b) romans/romances/lomance/romanse
(c) loman/roain/romane
(d) partners/patner/patiner/patener
(e) mariage/married/marrieg/merrige/marrages
(f) excuted/executed
(g) bilion/billions/million/bilian
(h) largerst/lagest/longest
(i) flourist/flowerists/flower/forests/florist
(j) 32 percentage/ 32 percents/ 42%/ 72%
(k) male/man/mans
(l) female/woman/womans
Some candidates swopped the last two answers, (k) and (l) which make the answer incorrect.
Many candidates have included words that are printed in the statements on the question paper before or after each gap as part of their answers. Candidates should be reminded to only write the missing word in the spaces provided.

Exercise 2: QUESTION 8

(a) false
(b) false
(c) false
(d) true
(e) true
(f) false
(g) false
(h) true
(i) true
(j) false
(k) false
(l) false

This question was well-answered by the majority of the candidates, although a few candidates still did not adhere to the instruction of this question as they made crosses instead of ticks, T/F and a combination of ticks and crosses. Very few candidates made use of pencil ticks and were not credited at all.

Neatness was poorly exercised for this question when deleting incorrect answers. On some occasions more than one box was ticked or it was not always clear which tick was intended as the final choice when a candidate had not clearly crossed out the response they initially gave, before changing their mind.

PART 3

Exercise 1: QUESTION 9

(a) Answer: Could be ineffective
The majority of candidates answered this question fairly, however, inaccurate phonetic attempts were given which could not be credited as it changed the meaning and/or the sound of the intended answers. The following are examples of incorrect attempts:
"Could be in effective"
"Could be inaffective"
"Could be an ineffective"
"Could be an effective"
"Could be effective"

(b) Answer: Can be obtained without a prescription / Can be bought off the shelf / Can be bought over the counter
This question was poorly-answered by the majority of the candidates. Many candidates struggled to provide the correct preposition when answering this question. For example the majority wrote: "Can be bought of the shelf"/"Can be bought for the counter". Some candidates substituted the word 'shelf' with 'shop' which makes the answer incorrect.

The spelling of the word 'prescription' was a serious challenge for many candidates. The following examples were not credited:
Description/ discription/ perscription/ prescreption / prescribition

(c) Answer: Just take another of the same type of pill / Mix medications without knowing what is in them
This question was fairly-answered. The majority of the candidates gave an incomplete answer, "Mix medication." and therefore a mark was not awarded. Many candidates replaced the word 'type' with 'time' which was not accepted at all as it makes the answer incorrect.

Some candidates replaced the word 'pill' with 'medication' with the first correct option of the answer, "just take another of the same medication."
(d) Answer: If you take it without a doctor’s prescription / If you take more than 20 pills in a month

This question was answered well by the minority of candidates. Many candidates could not distinguish between ‘then’ and ‘than’ and also omitted ‘more than’ to complete the comparison and as a result were not credited for the second correct option. Moreover, some candidates had a serious challenge with the word ‘prescription’ as in question 9(b) above. Various incorrect phonetic attempts were given. A few candidates wrote “if you take more than 20 pills in a day/months/mouth which were not accepted as well.

(e) Answer: 3 grams

This question was answered well by many candidates. Some candidates, however, answered more than 3 grams or less than 3 grams and omitted the unit (g) and were not credited.

(f) Answer: toothache / headache / arthritis

The majority of candidates answered this question well. Various incorrect phonetic attempts were given by many candidates, for example: tootache / hadache / tootech / headack / toothace / headacke

Some candidates gave incorrect answers such as nerve damage, heart attack, HIV/AIDS, cancer and many more other incorrect answers from the listening text. It is worth to note that a very few candidates gave the correct spelling of arthritis.

Exercise 2: QUESTION 10

(a) Answer: Several Olympic gold medals

The majority of candidates could not answer the question as they replaced the following key words with incorrect answers:
Several was replaced with seven; gold was replaced with goal and medals was replaced with metals. Some candidates omitted the word several, which made the answer incomplete.

(b) Answer: tennis books

videos

This question was answered fairly well by the minority of candidates, although some candidates gave the singular form for both answers of this question. Many of the candidates replaced tennis books with tennis box which was not accepted.

(c) Answer: Girls needed better instruction (to become successful professionals.)

This question was poorly-answered. The majority of the candidates omitted ‘girls’ and opted for “They needed better instruction,” which made the answer incorrect. Some candidates referred to Serena, one girl or daughter which were also not credited.

(d) Answer: $12 million shoe deal (with Puma)

The majority of candidates answered this question poorly as well. Most candidates gave incomplete answers by omitting shoe deal or the currency, US dollar. Some candidates, however who attempted the complete answer, replaced shoe deal with shield deal and many other incorrect answers.

(e) Answer: Her sister / Venus (Williams)

Though this was an easy question it was a serious challenge for most candidates as various incorrect phonetic attempts were given for the name, Venus. For example: Venas, Vinnes, Viennas, Vanessa and many more.

(f) Answer: knee surgery / series of health scares / her half-sister’s murder / a blood clot in one of her lungs

This question was poorly-answered. Though this question had four possible answers, the majority of candidates struggled to provide complete answers. Many candidates who opted for knee surgery either gave incorrect phonetic attempts and/or gave the plural form of knee or surgery which made it incorrect. For example: knees surgery / knee injury / knee surgeries / knie surgery.

Many candidates who opted for “her half-sister’s murder” omitted the word ‘half’, which was an incomplete answer. Also, candidates omitted the apostrophe which then shows the plural form and not the possession of ‘sister’.

Those candidates who opted for “a blood clot in one of her lungs” either gave blood clot in the plural form, ‘blood clotting’ and/or referred to a blood clot in lungs, which made the answer incorrect.

Very few candidates opted for “series of health scares” and merely gave incorrect answers such as ‘serious health scares’ / ‘series of healthy scares’ / ‘serious health risks’.
Positive suggestions to teachers

- Teachers should expose their candidates to a variety of listening texts to enhance vocabulary and spelling. Also, teachers should integrate numeracy skills in the language classroom.
- Candidates should be made aware of distracting information in listening texts and practise listening for specific detail which is required as the intended answer.
- Furthermore, teachers should remind their candidates to avoid giving irrelevant information as part of their answers.
- Candidates need to be reminded to provide clear and legible responses. The formation of individual letters must be clear. Where handwriting cannot be read no marks can be awarded.
- Teachers must teach their candidates how to delete incorrect answers.
- More phonetic awareness activities should be practised often.
- Candidates should be encouraged to provide answers based on the audio text and not give synonyms of words and their own ideas as answers.
- When making phonetic attempts, it is recommended that candidates try to mimic the number of syllables in the word that has been heard, and also to try to re-create the vowel and consonant sounds accurately. However, phonetic attempts that create a homophone are not accepted (e.g. then/than, men/man, of/off, hair/hare).
- Teachers should instruct candidates to avoid giving more than one answer as only the first answer is considered and to write their answers on the given spaces.
- It is advisable for teachers to practise using the framework of gap-filling exercises with their candidates to guide them through the audio text. This technique will help candidates locate the required missing detail and ensure that this detail is inserted in the appropriate space.
- Lastly, teachers should practise true and false exercises with their candidates. Candidates should know how to tick and/or cross by following instructions given.
Oral Communication

Key messages

• Most oral tests were competently administered and conducted in ways that brought out the best in the candidates. However, as was reported in 2015, there were Grade 12 English Second Language teachers who, once again, did not follow the simple instructions as stipulated in the Examiner’s Notes.

• Most examiners were sensitive to balancing the need to encourage a discussion with the candidates and allow candidates to express themselves fully. Then there were some of the examiners who disregarded the procedures of the oral examination as well as the awarding of the marks according to the marking criteria. Many candidates were disadvantaged due to this negligence in 2016 as in 2015.

• During the test the examiner needs to be organised and be able to manage the choice and delivery of topic cards efficiently. Please follow the guidelines for the duration of the conversations.

• Cell phones must be switched off during all recordings.

• Examiners must familiarise themselves with the Teacher’s/Examiner’s Notes and the topic cards before conducting the oral tests.

• Have a “dummy run” with the recording equipment to check recording levels.

• Run mock tests in class, reminding candidates that they can lead the conversation.

• Use a new CD to ensure good recording quality.

• Have a clock/timer in view.

• Ensure the room is quiet as befits a formal examination.

• Ask the candidate to speak up.

• Listen attentively to the candidate, remembering it is a conversation.

• Label the recordings with the candidate’s name and number.

• Do not stick labels to the CD as these could either come off while being played or damage the CD itself.

• Internal moderation. It is essential that reliable internal moderation processes are undertaken at the centres where a larger candidate entry dictates the need to use more than one examiner. In these cases, please include a letter, explaining how internal moderation has been carried out and managed. When internal moderation has resulted in a mark change, it would be useful if all categories were adjusted accordingly on the Oral Assessment Summary Forms (OASF).

GENERAL COMMENTS

Generally, many problems were again experienced during the moderation process of 2016. Problems such as:

• the submission of blank CDs, proving that internal moderation was not done at the schools,

• the submission of administrative documents without the Oral Assessment summary Forms (OASF),

• not starting each CD with a clear statement stating the centre number, centre name, examination, examiner’s name and date,

• incomplete samples, i.e. not 10 recordings per centre or 5 per examiner at centres where there are more than one examiner and more than 10 candidates,

• the selected candidates on the CD were not always indicated with an asterisk (*) on the OASF,

• the candidates indicated on the blue CD label do not correspond with the recordings on the CD,

• incorrect candidate numbers were written on the blue CD label,

• adding mistakes on the OASF were made,

• marks that were transferred incorrectly from the OASF onto the MS1,

• lozenges that were skipped and/or not shaded on the MS1,

• absent candidates were not indicated as absent on the OASF, especially at the part-time centres,

• marks of candidates on the OASF differ completely from that on the MS1 – and this was not due to a transfer mistake, but the mark had been changed on the MS1,

• marks were entered on the MS1, but there was no mark for the candidate on the OASF, which meant the candidate did not do the Oral test,

• examiners wrote names and examination numbers on the MS1 forms, which is not allowed,

• the order of the names of the candidates on the OASF at some centres was still not listed as it appears on the MS1,

• examiners and or candidates, especially NAMCOL candidates, had their cellphones on during the examination, which is totally against the rules of the examination, and

• candidates examined in pairs.
In addition to the above-mentioned, the oral test was not conducted as prescribed at many centres.

Some examiners:
- skipped the warm-up section.
- conducted warm-up sessions that lasted less than a minute or 1 minute only.
- Asked questions which were too challenging in the warm-up section, e.g. the issue of land distribution, passion killing, etc.
- conducted the main part of the test too briefly, sometimes it lasted for 4 - 5 minutes.
- conducted the whole oral assessment within 5 minutes.
- were unprepared because confusing questions were asked, or
- converted the prompts into the only questions set to the candidates, and
- were not prepared to ask relevant questions if candidates responded briefly to questions or when they could not answer a question. Instead they become impatient with the candidates.
- asked questions that were poorly structured and not grammatically correct,
- did not assist the candidates, because they expected from them to deliver long monologues on the selected topic.
- were not sympathetic towards the weaker candidates, because they did not keep the conversation going by asking easy and relevant questions. Instead some examiners were the cause of the long pauses, and
- interrupted or completed candidates’ sentences if it seemed they take too long to complete their thoughts.

The above-mentioned is a clear indication that many examiners neither read nor followed the instructions in the Examiner’s Notes.

Examiners were requested since 2009 to study the comments in the moderators’ reports carefully and to apply them, but this is ignored year after year as the instructions in the Examiner’s Notes are ignored.

Quality of recordings

The sound quality of the recordings was generally very clear, although there were a number of recordings which were indistinct because the microphone of the recorder was placed too far away from the candidates.

Examiners’/candidates’ cell phones were on and could be clearly heard on the recordings. This is not allowed.

Background noise was again a disturbance, such as candidates yelling, laughing and screaming, cell phones ringing, teachers fiddling with papers or scribbling on papers and chairs scraping over the floors.

Some candidates’ conversations were cut off in the middle or towards the end of conversations, or recordings were paused. This is not allowed.

Range of Sample

Many examiners did not adhere to the instructions in the Examiner’s Notes regarding the range of sample. These centres did not submit sample recordings that covered the whole range of abilities; especially the weaker and the strongest candidates were not recorded. Alternatively, many centres submitted samples that included the best and the weakest candidates and the average candidates were not recorded.

Some examiners did not indicate the samples recorded on the Oral Assessment Summary Form with an asterisk (*).

The names of the candidates on the sample were not written on the blue label of the CD as they appeared on the sample. Some centres also indicated candidates as part of the sample whose recordings were not included in the sample.

Many examiners started each recording with the centre number and name, examination, examiner’s name, the date, the candidate’s number and name.

Recommendations

- Each centre should select and record 10 candidates who represent the centre. It would be good if 3 of the best, 4 average and 3 of the weakest candidates are recorded as part of the sample.
- At centres where two or more examiners are responsible for Grade 12 English as a Second Language, 5 candidates per examiner must be recorded.
- Examiners should make sure that the candidates whose names appear on the blue label are indeed the names of the candidates who are recorded as part of the sample. That is why internal moderation is so important!
- Examiners should only state the centre number, name, examination, examiner name and the date once at the beginning of each CD with the sample recordings.
- The sample of 10 recordings should fit onto one CD. Each CD can take up to 700 MB of memory. This is big enough for 10 recordings of ± 15 minutes!
Examiners must not be hesitant to award higher marks, because the marking grid is lenient, especially towards the weaker candidates. When recording the sample the examiner should try to include as many of the different topics provided as possible.

Many examiners penalised candidates who spoke slowly because low marks were awarded to these candidates. Alternatively, where candidates spoke fluently no attention was paid to structure and vocabulary and very high marks were awarded.

Many examiners did not study the marking grid carefully because there was no correlation between the components on the marking grid, e.g. a candidate would score 8 for structure, 4 for vocabulary and 6 for fluency.

The examiners should prepare as many relevant and thought-provoking questions as possible on the different Oral Topics. The examiners should remember that the oral test is one of spoken language and not of subject knowledge. If the candidates cannot speak about the topics that were chosen for them, the examiner may move to a more productive topic within the selected topic. Alternatively, change the topic to one that the candidate may be able to speak about. There is no need to stick rigidly to the topic or the prompts on the Oral Topic Card. No candidate needs to struggle through a topic that they cannot talk about!

The examiners should adhere to the instructions given in the Examiner’s Notes. The warm-up section has a purpose and MUST be conducted and recorded as part of the oral test. Prepare interesting and relevant questions to ask during this section. Ensure that the questions are clear and grammatically correct!

The examiners should prepare as many relevant and thought-provoking questions as possible on the different Oral Topics in addition to the prompts on the Topic Card. This will help them to guide candidates into a conversation if a candidate has little to say about the given prompts on the Oral Topic card.

The examiners should study the topics carefully beforehand and select the easier topics for the weaker candidates. Examiners who really know their candidates will carefully select the best oral topic, which would suit every individual candidate.

When recording the sample the examiner should try to include as many of the different topics provided as possible. Examiners must not be hesitant to award higher marks, because the marking grid is lenient, especially towards the weaker candidates.

Study the marking grid carefully before the oral examination. When marks are awarded for the different categories, they should relate to each other. For example, when 7 out of 10 is awarded for vocabulary, 4 out...
of 10 for fluency does not relate to this mark because one needs vocabulary to be fluent, i.e. 7 for structure, 7 for vocabulary and 8 for fluency correlate with each other.

- Alternatively, use the same marking grid when awarding marks for speaking activities from Grade 11 when examiners should start to expose candidates to the procedures of the Oral Test.

- The NAMCOL tutors must familiarise the candidates with the examination process for oral too. This must be done either during class time or during the holiday workshops. The NAMCOL candidates must obtain the same information as any full time candidate. It is, therefore, the responsibility of the tutor to see that the candidates are familiar with the examination process of the oral.

- Examiners who conduct the Oral Examination at the NAMCOL Centres should provide the same quality and standard work as at Full Time Centres.

- Candidates should be taught not to use foul language during interviews, neither should examiners use foul language. It is offensive!

- Examiners should NOT use ink when completing the MS1! Please see the reverse side of the MS1 for the instructions on how to complete the forms.

- The total mark out of 30 should be recorded on the MS1 and NOT the different marks awarded for the different components, i.e. 25 and NOT 8, 8, 9.

Comments on specific topic cards

A – English our official language

The topic was used quite regularly and the candidates could speak about this at length. Many examiners only stuck to the prompts, not using the answers of the candidates to guide them to other possible questions. However, many candidates could elaborate on the topic and some very interesting information was conveyed.

B – Storytelling

This topic was not assessed a lot, as the tradition of storytelling seems to be dwindling and the candidates are not acquainted with stories of the past. This topic could have been easily used if the examiners would have guided candidates correctly.

C – My favourite season

This topic was also not a favourite, again because the examiners did not guide the candidates to have a successful conversation. Many examiners only formulated the prompts into questions, not actually having a real conversation with the candidates. Where examiners only stuck to the prompts, conversations were too short.

D – My beautiful country, Namibia

This was the most popular topic assessed by the examiners, as most candidates could speak effectively about our country, although there were some candidates who could only relate to their own area, not knowing much about our beautiful country.

E – Crafts/Handicrafts in my culture

Many candidates did not understand the term crafts or handicrafts, which should have been explained to the candidates by the examiners during the preparation time, as the cultures in Namibia are rich in crafts and handicrafts and many different cultures contribute to the economy of the country by making crafts. There lies a richness within the country and the examiners could have really made this an interesting topic of discussion.

Recommendations

Select topics for the candidates that they can talk about and relate to. Some examiners skillfully asked questions about a topic to test candidates’ understanding and relationship to the topic during the warm-up sessions. If candidates could relate to the topic the examiner explored the prompts during the Oral test.

Examiners should remember that the Oral Assessment Card may be given to the candidates to prepare themselves approximately 10 minutes before they are examined. When candidates prepare, they should do it in an isolated room and should not be allowed to make notes or speak to anyone. Candidates should then know if they would be able to speak about the topic. It is, therefore, easy for the examiner to change the topic to the one which the candidates can relate or which the candidates know something about.

Candidates should NOT select the topics. The examiner should do it for them.
POSITIVE SUGGESTIONS TO TEACHERS

Where there is more than one examiner at a centre, the marking should be standardised to prevent inconsistent allocation of marks at one centre.

Internal moderation at the centres should be done to ensure that all of the instructions in the Examiner’s Notes were executed correctly! Too many adding and transfer mistakes still occurred this year.

Many of the examiners put a lot of effort into conducting the Oral Tests. Many were well-prepared and conducted the examination with confidence. They asked relevant and helpful questions to keep the conversation going. It was evident that many prepared as many as possible questions about the different topics. All examiners should do this!

In most cases the administrative tasks were neatly done. However, too many examiners still do not mind to scratch out names and numbers or to write over words. In addition, some examiners do not bother to indicate that a candidate was absent or did not do the Oral Test.

The names of the candidates on the Oral Assessment Summary Forms must correspond with the MS1.

The candidates’ names and numbers on the blue CD label should be in the same order as the recordings on the CDs.

Examiners should scrutinise the instructions in the Examiner’s Notes to acquaint themselves with the instructions and procedures of the Oral Assessment or with any changes in the instructions. They should NOT do things that are not in the Examiner’s Notes!

Best wishes for 2017.
General comments

It is the second examination taken in Entrepreneurship under pilot schools. 56 candidates sat for the NSSC National Examination in Entrepreneurship.

Comments on individual questions

1  
(a) Most candidates had a basic knowledge on how to explain philanthropy, although some looked at it as the study of a person.

(b) Most candidates were able to identify the four variables in the model of creativity.

(c) The majority of the candidates were able to define the term research.

(d) Most candidates had a basic idea that gender should not be a problem when succeeding in an enterprise. However, candidates could not answer the question correctly, as they did not explain it based on an enterprise but only in general.

(e) Most candidates explained the benefits of Section 21 but not really the challenges.

(f) Most candidates were not able to answer the question, but they differentiated between ethics and marketing.

(g) (i) Well-answered.

(ii) Fairly-answered. Candidates did not give a projected income statement because it is a form of planning. Their answers did not include a projection.

(h) The aims of NSI was not explained fully.

(i) Most candidates were able to describe the difference between a patent and a trademark.

(j) (i) Most candidates were able to identify the benefits to employers who act ethically towards employees that are HIV positive.

(ii) The majority of the candidates were not able to deduct how an enterprise can act ethically towards the employees that are HIV positive.

(k) The majority of the candidates were able to explain the meaning of external communication.

2  
(a) Most candidates were able to identify components of the marketing mix from the case study.

(b) The majority of candidates could list but not explain how important it is for an enterprise to be registered.

(c) Many of the answers were very generic regarding the advantages or disadvantages, without linking them to the case study.

(d) Few candidates offered the correct answer because the majority wrote examples of marketing instead of marketing strategies.

(e) (i) Candidates had no clue about the difference between a social enterprise and a profit making enterprise.

(ii) Many of the answers were general and evaluation was not looked at.
Most candidates were able to answer this question.

The majority of the candidates were able to answer this question correctly.

Many answers were too general, without including advice based on the case study.

The majority of the candidates were able to define the term tendering.

Most of the candidates were not able to list the procedures that need to be followed when a tender is used for procurement.

Few candidates offered convincing answers on the role of the Tender Board in the tendering process in Namibia.

Most candidates confused enterprise beliefs with religious beliefs.

There were a number of candidates who got this question right, but mostly candidates’ answers were too general.

Some candidates referred to the benefits of an enterprise to a country rather than to a society.

Most candidates were able to give examples of written communication.

Most discussed the advantages and challenges of written communication, but overall candidates repeated themselves regarding the challenges of written communication.

Positive suggestions to teachers

• Candidates need to use the definitions at the back of the syllabus.

• Candidates need to have a better understanding of the Marketing part.

• Ensure that there is a better understanding of the command words, such as explain. Candidates should include a conclusion in their answers.

• If the question is related to or requires an answer from the case study, candidates should stick to the instruction(s).

• Candidates need to develop their answers more fully, especially with regards to questions where they need to analyse or discuss.
MARK SCHEME
2016

SECTION A

1 (a) - The desire to improve the material, social and spiritual welfare of humanity, (1) especially through charitable activities (1)

OR

- The belief that you should help people (1), especially by giving money to those who need it (1) [2]

(b) - Person
- Process
- Product
- Press (environment) any 4 marks [4]

(c) A methodical investigation (1) into a subject in order to discover facts (1) [2]

(d) - It will require certain skills and personal qualities/characteristics which both males and females have
- It could even be that females are better equipped because they can multi-task
- The vision/commitment/enthusiasm needed can relate to both a male and a female
- Advancement in technological. Training and education create equal opportunities.
- They dominate micro/ small/ medium enterprise sector.
- Women are involved cross border trade and self-help organisations in Namibia. Any 4 marks [4]

Challenges

(e) - Substantial public disclosure and internal independence: because the provisions of the Companies Act are complex and detailed, companies are subject to substantial public disclosure obligations and statutory control. They have considerable freedom in their internal management and the day-to-day running of their affairs.
- These types of companies are not profit driven and sometimes lack commitment from members and receivers of services.
- Capital contributions can be a challenge and can hamper development.
- Sometimes members are not committed as they do not receive any profits.
- Complex reporting requirements: The annual reporting requirements for companies are complex and intensive and not always suitable for small community-based organisations.

Benefits

- Independent legal personality: The independent legal personality of a company is a clear and well-understood concept.
- Professional assistance: You will need professional assistance to set up a company.
- Implications of the NPO Act: The requirements of the Companies Act make Section 21 companies accountable to the public. So, unlike Voluntary Associations, which need the Act to register, and trusts, which need the Act to acquire independent legal personality, there is no particular reason for Section21 companies to register in terms of the NPO Act. However, in future, if they wish to be eligible for government benefits (such as tax benefits) they may need to register.
- It gives individuals the opportunity to access a group that can put forward stronger argument for their respective interests.
- Members can be committed if the right people are handling the management and collective bargaining and synergies can be powerful tools.
- Members do not stand a chance of losing their personal belongings if the organisation goes under. [4]

(f) - Producers will promote the marketing of sweets in order to maximise profits, but ethics are involved because sweets can be damaging to a person’s health
- Health of person’s teeth
- Dentists state than excessive consummation of sweets can be damaging
- Producers should put health warnings/sheet on packets
- Enterprise must provide enough and accurate information on both the advantages and side effects of sweets
- The enterprise can advertise aggressively their sweets with the aim of profits, however they should also
inform the customers about the effects the sweets have on their health, for example tooth decay or possibility of getting diabetics
- Enterprise should also caution consumers about paper littering to keep the environment clean
(Mark Scheme for (e) and (f) should show more clearly how the marks should be awarded).

Any two marks [4]

(g) (i) - A business plan is a written document (1) that explains in details how a business is to operate. (1) [2]

(ii) - Pricing
  - Break-even analysis
  - Calculation of profit
  - Budgets
  - Projected income statement
  - Projected balance sheet
  - Cash flow forecast
  - Financing/ funding

Any four [4]

(h) - It ensures that goods and services in the country are safe, reliable and of good quality. For example, food standards provide benefits for all participants in the supply chain, from farming to transportation and logistics, from manufacturing to retailing and services, from customers to regulators and analytical laboratories.

- For businesses, they are strategic tools that reduce costs by minimising waste and errors, and increasing productivity. International Standards Organisations (ISO) standards are powerful tools for taking action on global challenges like sustainability and climate change by, for example, disseminating best practice on new theologies which are less detrimental to the environment.

- Help companies to access new markets. By implementing voluntary NSI standards, companies make a proactive commitment to the principles they stand for, e.g. quality, transparency, accountability and safety.

- The standards make industries more competitive and promote global trade. The level the playing field for developing countries and facilitate free and fair global trade. They facilitate trade, spread knowledge and share technological advances and good management practices.

- Among the eight thematic areas laid down in Vision 2030, are a few in which the NSI plays a critical role in contributing towards the achievement of Vision 2030. The NSI, through its services can contribute towards social-economic transformation by ensuring that the majority of the Namibian businesses, including small and medium-size enterprises (SMEs) meet at least the minimum required standards for their products to be certified, not only for the local market, but also for the international markets. [4]

Aims + 2 Explanations [4]

(i) - Trade mark – exclusive right officially granted to an inventor to make or sell the invention.
- Patents – a name or a symbol used to show that a product is made by a specific company and legally registered so that no other manufacturer can use. [2]

(j) (i) Employees less likely to take time off Increase productivity [2]

(ii) - An enterprise should treat all applicants as equal, irrespective of whether they have HIV and AIDS or not
  - Both employers and employees have a mutual responsibility to prevent discrimination on the basis of HIV status in the workplace.
  - There should be no compulsory testing for HIV in the workplace. Voluntary testing for HIV on the request of the employee should be done by a suitably qualified person in a health facility with the informed consent of the employee in accordance with normal medical and ethical rules and with pre-and post-test counselling.
  - Persons living with HIV/AIDS have the legal right to confidentiality regarding their HIV status in any aspect of their employment. An employee is under no obligation to inform his/her employer of his/ her status. Employers, in consultation with employees, should develop and implement appropriate workplace policies on HIV/AIDS.
  - Employers should provide a safe and healthy working environment for employees, including the provision of the necessary equipment and information as well as the implementation of universal precautions to prevent transmission of HIV in the workplace.
Where an employee accidentally contracts HIV in the course and scope of his/her employment, he/she shall be entitled to employee’s compensation.

- An enterprise should treat people applying for promotion all equal, whether they have HIV and AIDS or not.

- Enterprises should not discriminate against the employees on the basis of employees’ HIV and AIDS status.

- The enterprise should not give low salaries due to low productivity as a result of illness or absenteeism.

- Employees should not be denied sick leave.

- Enterprises should not dismiss the employees because they are HIV positive.

Any two

(k) Communication with people/firm outside an enterprise (1) e.g. customers/ suppliers/ government/ business. (1) [2]

SECTION B

2 (a) Place
Promotion
Product Any two

(b) To protect the name of the business, so that other businesses might not use it
To be in favour of being awarded government tenders suitable for the business
To obtain a trading licence, so that the government may be aware of your business’ existence [2]

(c) Advantages
- Customers/clients have a variety of choices on the market
- Price might be cheaper for Celebration Décor Hire
- The quality of the imported roses might be better than the roses grown in Namibia

Disadvantages
- Importing roses increases the selling price of the roses
- Roses might wither whilst being transported to Namibia due to long distances and heat
- Local nurseries will now be in competition with the South African nursery from where Celebration Décor Hire is importing the roses 4 x 1 [4]

(d) Needs for Customers? - research
Which customers are the most profitable? - research
What is the best way of communication for the enterprise? - advertisement
What are the best ways of distributing and selling my product?
How can I best promote my products? - distribution
Do research on the effectiveness of my marketing and product? - research
Internet website - advertising
Demonstration tables - advertising
Organising fundraising for charity - advertising

Explanations [4]

(e) (i) The fun day is part of Celebrations Décor Hire’s social responsibility and an example of social entrepreneurship.
While Celebration Décor Hire’s aim is to make a profit

(ii) SPCA
Awareness
People will be aware of the SPCA
Sponsorship/ Raising funds
The SPCA will receive the donations which they will use to run the day-to-day activities of the association [4]

(f) Celebration Décor Hire is an enterprise that adheres to or practises environmental sustainability through
- Using long-life fresh roses that have a life-span of 6 months and more
- They do not always make new candles, but refill the candles to re-use them
- They re-use lots of the décor items
- Sells induction stove that saves 50% electricity. (Any two) [2]
(g) (i) It was very effective (1) because they got sponsorships of N$55 000. (1)

(ii) Preparation
Targeted amount clear
Establishing the negotiating environment
Choose a location where both parties (the committee and the sponsors) are at ease
Exploring needs
The committee must be certain for what they want to use the sponsored money
Testing understanding and summarising
Make sure that both parties understand what the sponsorship is for
Negotiating your position
Improve on negotiation skills
Reaching agreement
Improve your flexibility on what you will accept or not

3 (a) Tendering is the process of making an offer/bid/proposal (1) or expressing interest in response to an invitation/request. (1)

(b) - Tender procedures must be clearly set out and recorded to ensure evidence of full compliance with the code
- Care should be taken regarding the receipt, recording, assessment, confidentiality and other relevant factors in all communication, including verbal, written and electronic method
- Audits may be undertaken at any stage of the tender process by internal or external auditors such as the Ombudsman
- Tenders are advertised
- Tender documents are sold
- Tender documents with the necessary supporting documents handed in by due date
- Tender Board evaluates tenders during a meeting
- Successful tenders are notified
- Contracts are drawn up
- Payments after completion of work

(c) - It formulates requirements for the intended purchase of goods and services
- Examines and where appropriate, approves and awards contracts for goods, works or services within limits; authorised in the company’s limits of authority
- Reviews selection for the appointment of successful tenders for both closed and open tender application
- Examines and where appropriate, authorises the variation of tender procedures for the tender committee
- Writes requirements
- Advertises tender
- Sells documents
- Evaluates tenders
- Awards tenders
- Notifications

(d) - Belief in the importance of innovation and innovative thinking/innovative/creative ideas
- Belief in the entrepreneurial spirit
- Ability to put forward enterprise ideas
- The need to take advantage of mentorship/counselling
- Awareness of the importance of sustainability
- Awareness of the importance of effective management of finances
- Belief in the opportunity of enterprises to reduce the level of unemployment in the country
- Support for “outside-the-box” thinking
- Confidence in overcoming obstacles
- Belief in effective networking/support
- Positive attitude about future possibilities
- Confidence in trading opportunities
- Adequate access to financial support
- Doing business on Sunday is bad luck
- Men are leaders and should run the enterprise or handle the finances of the enterprise
- The government will provide

Any four [4]
Mixed economy aspect - belief in supporting community/social enterprises, not-for-profit enterprises

**Pros - Private sector aspect**
- Belief in importance of making a profit
- Keen to keep costs and prices down
- Belief in hard work and long hours
- Commitment to making a success or enterprise initiatives
- Belief in enthusiasm and commitment - very energetic approach to enter
- Always see the potential of a product
- Chinese people believe that there should be good relationships between different partners to do business
- Goodwill reputation and good name to do business
- Formal can avoid any form of physical contact, such as embracing or slapping
- Make use of the middleman; it is more desirable if he is from China.
- Always be on time when meeting with a Chinese entrepreneur
- Chinese are tough negotiators.

**Anti - On the other hand**
- Don't always put stress on quality control/ is at low cost and low price
- Less bothered about pollution/environmental degradation/suitability
- Focuses on today rather than tomorrow
- Search for profit can sometimes make them lose sight of other objectives
- Don't always support union rights

**Innovation/innovative ideas good for economic growth/development**
- Enterprises can - play a key role in economic development
- Leaves people with confidence and a positive outlook on economic future
- Job creations/employment creations - can contribute to a decline in unemployment and therefore a rise in standard of living of inhabitants
- Generates income and can lead to a rise in GDP - a way out of poverty
- People have better self-concept (2 benefits and 2 developments) [4]

**Advantages**
- Have evidence which can be used in the future
- Can be copied and sent to many people
- It is a legal defense and it depends on written communication as it provides valid records
- It assists in proper delegation of responsibilities
- It is more precise and explicit
- It's permanent and useful when keeping records reserve P+D

**Challenges**
- The cost is high in terms of stationary and manpower; employed in writing/typing and developing letters
- Direct feedback is not always possible, time-consuming unless electronic communication is used
- Language used can be difficult for some receivers to understand (Reserve 2 + 2)
- Evaluation should be done for each type of written communication identified 1 x 1

(2 marks allocated for each element required) 2P+2D [6]
General comments

The level of work was much better than the previous year.

Most candidates used proper headings and sub-headings, which was not the case the previous year.

A great concern is candidates who did not submit all tasks. It was proven that all candidates scoring poor marks did not hand in all the tasks, while candidates who handed in all tasks could at least accumulate a pass mark for the portfolio. One candidate only handed in one task. This is totally unacceptable.

Some candidates did not use the same enterprise idea for tasks 2, 3 and 4. From the point where they changed the idea onwards, it was marked as if the task was written on the first choice and candidates lost all marks that referred to another idea. The only change of idea that was allowed, was when a candidate clearly, at the end of task 3 (feasibility study), stated that the idea was not viable and chose another idea to continue with in task 4.

Candidates who copied tasks or parts of tasks, scored 0 for copied parts/tasks. Teachers should already give the 0 or advise candidates to redo the task before it is sent in for moderation, to avoid that the whole centre’s marks are scaled down.

In task 5, if candidates worked in a group for the task, they still had to write individual reports too.

If candidates chose an enterprise that is NOT a social enterprise in task 5, they scored 0.

Throughout the tasks, business ideas should be legal and ethical.

Comments on individual questions

Task 1 (Problem reversal):

The task was completed much better than in the previous year.

A The creativity test-tool was, in most cases, properly completed, signed, scored and dated and handed in. The format supplied in the syllabus should be used.

B 1. Some candidates had excellent answers, while others were vague in answering this part. Take note that it is not about solutions, but the best solution.

2. Most candidates failed to answer no. 2 of the task. It is not enough to use the outline in no. 3.

3. Step 1: Most candidates stated the challenge correct, however some stated the problem instead of the challenge (as stated in the task).

Step 2: Many candidates stated the problem as a reversal of the challenge - it should in fact be the condition that led to that challenge. E.g. The challenge is: “How can your tuck shop make more money?” The problem will NOT be: “How can your tuck shop make less money?”, but it should be “The tuck shop is not making enough money.”

Step 3: Most candidates had the assumptions correct. These are five short statements of what the candidate thought has caused the problem.

Step 4: The reversals do not state what “should be”. These will be 5 short statements that are the opposite (positive) of the five assumptions in step 3. Many candidates incorrectly wrote: “…should be done” for each assumption.

Step 5: In this step the candidates should state what can be done to achieve the reversal statements in step 4. Most candidates performed well in this step.

Step 6: Take note that one of the reversals, and not a negative assumption, should be chosen to be explained in more detail on how it can be achieved.

Step 7: The last step should be a paragraph that states: “new scenario” of how it should be after the solution of the problem. Many candidates merely repeated step 5. This should not be about what “could” or “should” happen anymore, but what IS happening after implementation of the solution(s).
Task 2 (Choosing an idea):

Most candidates wrote the aim of their entrepreneurial idea instead of the aim of the report as was required.

Many candidates started off in the introduction with one idea and only later postulated other possibilities, or commenced with 4 ideas and only later went through the process of identifying them. The linking to the model of entrepreneurship should be general, since a candidate has not made a choice yet.

The steps are to identify two problems in the community, apply two creativity techniques to each problem and come up with possible ideas. Only after this the ranking and justification of choice is made by looking at advantages and disadvantages.

Task 3 (feasibility study):

The purpose of the feasibility study and the various research methods were answered well.

About half of the candidates did not know the steps to follow in a feasibility study or how to draw up a timeline. Those who knew, did not have a realistic idea of how long some steps take.

Some candidates chose more than one research method and most could not motivate their choice. Only a few explained why they did not choose the other methods.

Most candidates did not clearly define their target market. There is a huge difference between “all candidates” and “all candidates living in a specific town”. Hardly any candidates indicated how their sample would be compiled and of how many people it would consist. It was thus difficult to know which percentage of the sample actually completed the questionnaires/interviews, etc.

Most candidates designed tools, but:

• some did it for research methods they did not choose

• when candidates create the tools, they should really concentrate on questions that have to do with the feasibility of the idea. You will for example only ask the age of people if it matters for the product that you want to sell. The questions should also be based on an idea and not on a business as if it exists already. E.g. The candidate wants to set up a restaurant: “Do you like my business?” is irrelevant, as the business is not existing yet. “Which of the following dishes would you prefer?” -A few dishes and a place to tick would be relevant. Only a very few of the candidates asked how much a potential customer is prepared to spend on the product. They might find that people like the business idea/product, but that they do not have the money/are not prepared to pay the price that the candidate wanted to ask.

Candidates at one of the two centres did well on data analysis and knew that their findings should be a summary of the outcomes of each research question. At the second centre some candidates did not even know that findings should be based on those questions. They drew graphs of any information they could think of, mostly irrelevant information. The same information should also be displayed in three different kinds of graphs, instead of using a variety to summarise each question in a different way. Marks were not awarded for three kinds of graphs if they displayed exactly the same information. Marks are also not 10 marks per graph; only one mark for the development of each piece of information that was displayed.

No candidates wrote a market feasibility report after following all the steps. They merely added recommendations and conclusions to the work done. They were expected to write a short summary of each section under the provided headings in the report. The steps in this task are:

- Plan the research
- Carry out the research
- Analyse the data (findings)
- Write a market feasibility report

Only a very few candidates attempted to site their sources.
Task 4 (Business Plan):

This task should still be on the same idea as task 2 and 3, unless a candidate found with the feasibility study that the business idea would not work and thus recommended another idea. In general, candidates performed better in most parts of this task.

Cover page – Overall candidates scored good marks.

Table of contents – Very few candidates made provision for a separate list of figures.

Description of the business – Candidates confused vision, goals and aims/objectives of a business. Logos were in many cases very creative and have improved a lot from the previous year. Candidates need some guidance on what is meant by “unique features” and “creative value”.

Summary of the market research – This should just be one or two paragraphs and not a repetition of the whole analysis done in task 3.

Marketing plan – Candidates described the enterprise rather than the industry/market. Market value and market size seemed to be a general challenge. The marketing mix was described well in most cases.

Production plan – The description of capability posed a problem to candidates.

Financial plan – Pricing should describe how prices will be calculated and the real price should be stated. Break-even analysis will be much easier if the candidates would concentrate on one type of product. If a graph is used, the axes and lines should be labelled and a real price and quantity of the break-even point displayed. Projected Income Statement and projected Balance Sheet should be for at least 3 years and should have proper headings. The cash flow forecast should be at least for the first six months. It should contain real expenses for the kind of enterprise.

Action plan – This refers to actions that will be needed to get the enterprise ready to open its doors and NOT day-to-day actions once the business has opened its doors.

Advertisement – In most cases the advertisement was a real disappointment as candidates displayed very little creativity.

Summary of Rules and Regulations – This refers to legal aspects including those for registration and not many in-house codes of conduct. Operational rules and regulations should be limited to Labour practices and policies about HIV and AIDS. Trademarks, copyrights, patents and business right clauses should only be mentioned if it is applicable to the enterprise.

Task 5 (Social enterprise):

The majority of candidates wrote about a real experience this year, unlike the previous year when information was taken from the internet. In general, candidates handed in good tasks and some ideas were very creative. Please note that, if candidates worked in a group for this task, they still had to write individual reports.

Please note that it is NOT a social enterprise if a business offers you a holiday job or creates jobs in general. Working at a butchery, cash loan- or clothes shop does NOT constitute a social enterprise.

The part on challenges faced can improve. Candidates often referred to their challenges in executing their duties, rather than challenges faced by the enterprise.

Recommendations on the viability and sustainability of the enterprise as well as the tool to be developed need more guidance. An attendance list was treated as proof and not as the tool, as the tool should go much wider (see marking guidelines).

Positive suggestions to teachers

• Teachers should give clear guidance on what is expected in each task. The teacher has a huge role to play in guiding candidates, without giving answers.
• Candidates should use the sequence of the task given to them and write clear headings and sub-headings.
• Teachers must please be aware of plagiarism – either from other sources like the internet or when candidates copy each other’s work. Steps should be taken at school level already and candidates must either receive 0 or redo the task. It is unfair to wait for moderators to penalise these candidates; as a result all candidates at the centre are punished because the marks will be scaled down.
• In task 5, candidates who join forces in one social enterprise, should each write an original report and not submit the same report.
• Candidates should be encouraged to submit all five tasks, as the coursework contributes 50% to the final mark.
General comments

There was an error in packaging of examination, insert for answering question 1 Section A was not available. Candidates could not answer question 1 (a-g). Candidates had difficulties in answering question 1 (h) which needed answers from the labelled diagram.

Comments on individual questions

Section A

This section was not answered at all due to the unavailability of the insert. Candidates were taught to interpret pattern study and provide the correct answers.

1  (a)  The correct answers were:

(i) narrow
(ii) self lined
(iii) below mid-knee
(iv) elastic
(v) flaps
(vi) drawstring

(b) size 16

(c) (i) 1.10 m
(ii) 1.20 m
(iii) 1.80 m

(d) Top A: Single fold bras tape
   Dress C: 40 cm zipper/or hooks and eyes

(e) Origin: Flax plant
   Structure: Fibres/seems flat, and untwisted, but at intervals there are swellings that resemble the nodes of bamboo stock. Has structure of bundles of filament that are cemented together.
   Appearance: It has a natural luster
   Weight: Light, medium or heavy

(f) Lightweight Denim Lightweight poplin
    Lightweight broadcloth

(g) (i) Cap sleeve
    (ii) Darts

Candidates could not give the correct answers on how the pocket is attached. Teachers should expose the candidates to describing the sequence on pocket how it is attached correct.
Section B

The most popular questions were 2, 4 and 6.

Question 5 was poorly answered by the candidates and question 3 was not selected by any of their candidates.

2 (a) Candidates could not identify the type of collar, control of fullness and the type of sleeves. The correct answers were:

(i) Reverse collar
(ii) Gathers, Darts
(iii) Puff sleeve

(b) This question candidates had to describe using notes or labelled diagrams on how to attach the button to the garment. Most candidates could not answer this question, some candidates described how to make a button hole instead, and some candidates drew how to make a button hole. The answers were:

- Button must always be sewn through double fabric
- Use a single thread
- Insert the needle between the two layers of fabrics
- Bring the needle through a hole in the button and let button ship into position
- Place the match stick across the button between the holes (work over the match)
- Insert needle each time at the same place
- Remove the match and pull away from fabric
- Wind thread tightly around the strings of thread
- Work blanket stitches over the two bars
- End off by running the thread between the two layers of fabric

(Any 5)

(c) Most candidates could give the correct symbols, but could not indicate the name or meaning that match the diagrams.

60° hot water; it burns the hands. The hot water temperature of most household taps
<table>
<thead>
<tr>
<th><strong>A</strong></th>
<th>Household chloride may be used (white garments only)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B</strong></td>
<td>210°C hot iron</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>May be dry-cleaned</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>Drip dry, hang while dripping wet</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>May be hang while dripping wet</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>May be dried in a tumble drier</td>
</tr>
</tbody>
</table>

(d) Candidates could not give the explanation on how remove a fruit juice stain from a while linen dress. The answers were:

**White linen fabrics**
Cover the stain with salt and lemon and put it in the sun to bleach. If, a blue grew stain remain, apply a bleaching agent e.g. Jik. Use bowl.

**Use a bowl method**
Stretch the stained part of the article over a bowl of water and hold it in position with an elastic band or tie it over the bowl with a piece of tape.

- Moisten the stain with clean water, using a medicine dropper for this purpose.
- Apply the regent with a second dropper and leave it for one minute.
- Apply water to the spot with the first dropper
- Apply water to the spot with the dropper
- Rinse thoroughly in clean cold water. (any 4)

3 Candidates could not choose this question to answer: The answers were:

(a) Slash the back and front of the skirt pattern from the waist down to just above the hemline, about 5 mm to the inside seam line

- Spread the slashed edge apart at each slash for a quarter of what has to be added to give additional width of the waist hipline
- Pin the slashed edge to a piece of paper underneath them
- Correct the waist of the pattern where it has been broken.

(b) Tack the side seams, leaving an opening for a placket in the top of the left side of the seam or centre back seam.
• Stitch off and press seams neat them off, all darts that form part of the front and back of the skirt
• Stitch and finish off darts, and complete the placket and press it [5]

(c) Transferring pattern marking using Tailor’s tacking
• Push the pins through the paper and both layers of fame on the pattern markings of your pattern
• Remove all other pins which are holding the pieces together
• Lift the pattern and one layer of fabric together and fold it away from the bottom layer until the pins are visible
• Rub the chalk against the pins to mark the fabric pieces on the WS.
• Remove the pins and roll away the top layers as you go along
• Make a small stitch through both layers of fabric, pull the thread until there is a thread tail left.
• Make a second stitch forming a loop
• Remove the tissue paper
• Peel the two layers of fabric apart
• Snip through the middle of each tailor’s tacks (Any 5) [5]

(d) When the shoulder and the underarm seams of the bodice of the skirt are tacked
• When the waist is joined to the waistband and tacked
• When the collar is tacked to the neckline, or the neckline finish is tacked, and sleeves are tacked into armhole
• Fit finally for the hem of the garment [3] [18]

4 Question 4 was poorly answered. Candidates could not describe the properties of silk and viscose under each heading, some candidates could not understand the term (heading meanings before the answer. This question has been dealt with in many previous questions papers. The correct questions were:

(a)

<table>
<thead>
<tr>
<th></th>
<th>Silk</th>
<th>Viscose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength</td>
<td>Very strong, weaker when wet</td>
<td>Reasonable strong but loses strength</td>
</tr>
<tr>
<td></td>
<td>Can be damaged by washing</td>
<td>when wet</td>
</tr>
<tr>
<td>Absorbency</td>
<td>Very absorbent and can hold a large</td>
<td>Absorb moisture and is more absorbent</td>
</tr>
<tr>
<td></td>
<td>amount of moisture before feeling wet</td>
<td>than cotton</td>
</tr>
<tr>
<td>Resiliency</td>
<td>Good resilience and retains shapes well,</td>
<td>It has little resiliency and the fabric</td>
</tr>
<tr>
<td></td>
<td>wrinkles tend to hang out</td>
<td>crease easily unless specially treated</td>
</tr>
<tr>
<td>Flammability</td>
<td>Does not catch fire easily – smoulders</td>
<td>Burns easily/large bright yellow flame/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>smells like burnt paper</td>
</tr>
</tbody>
</table>

(b) Candidates answered this question much better, the question asked to describe the fabric finishers. The correct answers were

Sanforising: method of stretching, shrinking and fixing the woven cloth in length and width
• fibres immersed in an alkali solution. Reduce shrinking after washing
• Anti-shrinks process [2]

Flame-proofing
Treated with a special chemical treatment (proban, bonfire, fire guard, flame guardian) [2]

Antistatic (Chemical treatment) are used to make synthetic fabric more conductive by increasing the moisture content of the fibre for handwashing. A commercial softner (Stay-soft) could be used to reduce static electricity on clothes. [2]

(c) Candidates could not answer this question correctly, instead of giving benefits of using wool fibres for clothing candidates listed disadvantages of using wool fibres for clothing. The correct answers were:

Properties of wool
• Wool is warm to wear as air is trapped in fibres and air in fibres prevents the loss of heat from the body.
• Wool absorbs moisture so it keeps the skin dry and does not become damp itself.
• Wool is elastic and resilient and they retain their shape if allowed to hang for a time.
• Wool is colour fast. It can be dyed and retain the colour.
• Wool is not inflammable. It does not burn easily. It will smoulder.
• Wool is durable. It wears well.
• Wool is light. It is soft and light and suitable for upper garments
• Wool is water repellent. Wool fibre has a thin waxy layer. Drops of water roll off.
• Wool is one of the versatile fibres. The end products can be used for many uses. (any 4) [4]

5 Question 5 was poorly answered, candidates could not identify the blouses using the table given to answer
the questions, wrong blouses were listed. The correct answers were:

(a) cotton [1]
(b) poly cotton [1]
(c) poly cotton [1]
(d) polyester [1]
(e) Most candidates could not explain why polyester blouses are easier to care for than cotton blouses. The
correct answers were:
• Crease resistant
• Can be washed by hand or in washing machine
• Polyester can dry quickly at a normal room temperature
• Polyester drapes well
• It is easy to launder because it does not shrink or stretch, dries quickly and needs very little ironing
• Colour fast [6]

(f) Most candidates could answer this question but they listed insufficient facts. The answers were:
• Acids and alkalis has no effect on them
• They do not soil easily
• They have a fresh, crisp appearance and do not need starching
• They are very resilient and does not tear easily
• They are resistant to moths and mildew
• Crease resistant
• Extremely strong and durable
• They are colour fast

6 (a) Most candidates answered it correctly. The answers were:
• folding type
• adjustable
• covered with a thick felt
• have several detachable covers
• should have an iron stand made of steel (any 4) [4]

(b) Most candidates could answer this correctly. It was expected to describe how to care for a steam iron. The
answer are:
• Use boiled or distilled water in the tank of the iron
• Disconnect the iron when not in use
• Do not wind the flex round the iron
• Pour water still left in the iron out
• Wipe the base of the iron with a damp cloth while it is hot
• Stand the iron on its wide heel rest when you store it. (any 5) [5]

(c) This question was poorly answered. Candidates could not give reasons for using a pressing cloth on a wool
flannel fabric. The correct answers were:
• To prevent shining on the surface of the garment during ironing
To prevent easy burning on naps
To avoid direct ironing on fasteners and prevent marks

(d) Candidates cold not give instructions for safe use of a dressmaking scissor. Some candidates even listed the cutting out of fabric rules instead. Candidates did not read the question correctly. The answer were:

- The pointed blades rest on the cutting table, while the rounded blade is held uppermost when any cutting is being done
- Do not drop the scissors
- Avoid moisture
- Avoid cutting over pins
- They should be kept from dust, dirt and rust. Occasionally apply a drop of lubricating oil to the joint and ensure free, smooth movement
- Use the scissors for the purpose of cutting fabric, not paper

(e) Many candidates could not read this question properly, instead of choosing 2 processes of equipment they chose all 3. The answers were:

- Tack the side seams, leaving an opening for a placket in the top of the left side seam or centre back seam.
- Stitch off and press seams neaten them off, all darts that form part of the front and back of the skirt.
- Stitch and finish off darts, and complete the placket and press it.
General comments

The questions were based on two reading texts dealing with rhino poaching, mainly in Namibia, and for the first time in many years candidates had to write a summary of certain aspects touched on in both texts, instead of doing a comparison. On the average it seemed if more candidates found the summary easier to deal with than a comparison.

The biggest constraint was, once again, a very limited vocabulary. It is symptomatic of the fact that candidates are not reading enough in Afrikaans. They could not use different forms of a word with different functions - they could use it only as it appears in the reading texts and this often led to wrong sentence construction. This could be attributed to the fact that candidates do not get enough opportunity to get to know the different forms of words and use their different functions in sentences.

The above-mentioned constraints are probably the reason why many candidates relied too heavily on the reading texts, especially when writing the report and the interview. They selected complete sentences and even paragraphs and copied those, instead of saying the same thing in their own words.

Luckily there were also the real fluent candidates who clearly mastered the language on First Language level and could do wonders with the information available to them in the reading texts. They were the ones who scored good marks and it was pure joy to mark their work. Thank you and congratulations to the teachers of those candidates.

GENERAL MISTAKES

• u-hulle in plaas van u
• 'n onderhoud uitgevoer in plaas van gevoer
• strenger strawwe moet toegepas word - in plaas van opgelê word
• bekamping van die wildtuin
• die vloeistof word gevul
• daar was baie stellings voorgestel
• Ja, ek is heelwat bewus van…
• 'selle' en 'selfde' in plaas van dieselfde
• bywoners (!) van die vergadering, in plaas van teenwoordiges
• onsienbaar in plaas van onsigbaar
• Baie dankie vir die waardige inligting, in plaas van waardevolle inligting

RECOMMENDATIONS

1 The recommendations made in the report on Paper 2 are applicable to this paper as well.

2 It is of the utmost importance that candidates should read Afrikaans; they should read in Afrikaans about contemporary issues and they should read in Afrikaans about what is happening in Namibia.

Comments on individual questions

1-3 The three multiple choice questions were well-answered, as usual.

4 Question 4 asked for reasons why a local tour operator is of the pinion that Namibia is losing its reputation as an attractive tourist destination. Too many candidates tended to repeat the question as a statement instead of giving reasons from the reading text why the tour operator was of this opinion.

5-6 In question 5 candidates had to give reasons why HornNam regards the legalising of trade in rhino horn as the only solution to the poaching problem. The question was fairly well-answered. The same applies to question 6, which elaborated further on the same issue.
Candidates were asked to write a report for a newspaper on the annual general meeting of the HornNam society. Many candidates had no idea how to approach a report of a meeting. One cannot help but wonder what the candidates would have done had this question required them to write the minutes of the meeting, and both these writing exercises are included in the syllabus and candidates are supposed to be able to write it.

The summary. The mark scheme used to mark this summary is copied here for teachers to see the way of marking and the criteria used to assess the skill of summary writing. The majority of the candidates scored only 5 out of 10 for the structure, mainly because they were included too many unnecessary facts in the summary. Many candidates were also guilty of giving the wrong number of words they used in their summary - this practice brings them nowhere, it only serves to annoy the examiner and wastes everybody's time.

Question 9 asked for an interview (dialoog) to be written. Teachers should please consult the manual published by NIED in which guidance is given on the format of the text of an interview.
General comments

The general presentations of the topics were mediocre, but a few outstanding essays were presented. All the topics were chosen. The above-average essays came mostly from Topic 8 "Wat sport vir my beteken," however some good essays were written in topics 1 and 7. "Dis waar ek wil wees oor tien jaar" and "Na daardie aand weet ek dat spook werklik bestaan."

Only a few candidates chose topics 2 and 6 and they struggled to write interesting essays. They lacked knowledge and facts, therefore the marks were quite low for these essays. It seemed as if candidates did not read all the topics carefully and therefore did not analyse some of the topics correctly. A lack of planning also led to poor essays. This was especially the case with the factual topics. It must be stressed that choosing the right topic (enabling the candidate to write between 350 – 500 words) is of the utmost importance.

The average scores were more or less the same this year as those of the previous year.

The following matters should get attention:

1. Language skills are still poor, although a slight improvement was noticed in spelling/vocabulary. SMS-language and common mistakes made in the past – for example "gevoelings," "onderjarig," seemed to be less this year.
2. The use (and learning) of the correct prepositions needs urgent attention.
3. Unfortunately, some candidates’ language proficiency is very poor and they should rather be in the Second Language group.
4. Candidates ignored the prescribed length of the essays and were severely penalised.
5. Candidates did not read the topics carefully, therefore they misinterpreted the topic and received very poor marks.

RECOMMENDATIONS:

1. It is important that candidates should be taught to write creatively, especially if it is a familiar topic, such as "Dis waar ek wil wees oor tien jaar."
2. The analysing of topics should also be part of the candidates’ course to enable them to answer essays with ease.
3. Candidates should pay attention to the correct language usage and should be encouraged to use a more sophisticated level of Afrikaans.
4. Sentence construction, paragraphing, spelling and the use of the comma need urgent attention. Long, non-stop sentences and incorrect word order were a big problem. The writing of paragraphs should be practised.
5. The use of direct speech was a serious problem and should rather be discouraged.
6. Candidates should pay attention to the following aspects when writing an essay:

   General:
   * The number and the title should be indicated.
   * The topic should not be changed.
   * No subtitle is allowed.
   * The length of the essays must be kept within the prescribed words.
   * The correct number of words should be indicated at the end of the essay.

   Language:
   * Length and structure of sentences and paragraphs.
   * The use of slang, and especially English terms and anglicisms, are unacceptable.
   * The use of the comma, especially with the words maar and want.
   * The correct use of tenses should be emphasised.

Many of the following general grammar mistakes were mentioned in last year’s report and are still a problem:

- *mees belangrikste* instead of *belangrikste*
- the wrong use of, for example, *op ...wat*, instead of *waarop (betreklike voornaamwoorde)*
- *van i.p.v. want*
- *familie i.p.v. gesin*
- *informasie i.p.v inligting*
- *van i.p.v. deur (iemand gedoen)*
- *ek’t, iet’s, kinder’s, i.p.v. ek het, iets, kinders*
- *als i.p.v. alles*
- *daai i.p.v. daardie*
- *nodig (liefde) i.p.v. het (liefde) nodig/benodig.*
• se i.p.v. sê
• kan/mag/sal/moet/gaan/wil/te het i.p.v. kan/mag/sal/moet/gaan/wil/te hê.
• the use of English words: worry/worrie, okay/oraait
• tegroot i.p.v. te groot
• nie ...nie (dubbele "nie" is noodsaaklik in Afrikaans)
• difficulty understanding the meaning of words like:
  beskou/aanskou
  anders/ander
  as gevolg van/ ter wille van is/wees/was
• The use of meaningless phrases like “vandag se lewe” and “ons as mens” needs attention.

Comments on specific topics

1  Dis waar ek wil wees oor tien jaar.  (This is where I want to be in ten year’s time).  This was the most popular topic and some good essays were presented.  In general, however, very little creativity was found in most essays.  Candidates wrote primarily about their high school performance and studies after school.  Marks were mediocre – in general.

2  Ons land word gereeld deur droogtes geteister.  Watter maatreëls kan getref word om die inwoners in staat te stel om tye van droogte te oorleef?  (Our country is regularly experiencing severe droughts.  What can be done to ensure that Namibians will be able to survive these times of drought?)

Very few candidates chose this topic.  Candidates lacked facts and knowledge.  They, furthermore, concentrated on the causes and consequences of droughts, instead of the actual question.  Marks were very poor.

3  Ek kon net my kop in skaamte laat sak.  (I was so ashamed, I felt I could rather die).
This was not a popular choice, but no problems were experienced.  Marks were mediocre.

4  Die internet het ons lewens onherroeplik verander.  (The internet has changed our lives forever).

This was a popular topic.  Some problems were experienced as far as interpretation was concerned.  Candidates ignored the phrase “...lewens onherroeplik verander” and wrote about the positive and negative aspects of the internet in general.  Some even wrote a paragraph or two about technology in general.  Some good essays were presented.

5  Na daardie aand weet ek dat spoke werklik bestaan.  (Since that evening I was convinced that ghosts really exist.)

This was not a popular choice, but most essays presented were above-average and entertaining.  Candidates should, however, be warned to give attention to the introduction.  In some cases the introductory phase, before the events were discussed, was too lengthy.

6  As diere kon praat, sou hulle veel te sê gehad het.  (If animals could talk, they would have had a lot to say).

Only three candidates chose this topic.  This was not supposed to be an imaginative topic and discussions were very shallow.  Marks were poor.

7  Hy was die mees besondere mens wat ek nog ontmoot het.  (He was the most extraordinary person I have ever met).

This was not a very popular choice and a very few good essays were presented.  Essays were quite mediocre and most of them focused on boyfriend/girlfriend affairs.

8  Wat sport vir my beteken.  (What sport means to me).

This was a popular choice and some very good essays were presented.  Candidates wrote from the heart and interpreted the topic well.  There were some candidates who wrote (wrongly) about the negative aspects of sport in general.  Low marks were given in these cases, as that was not the question.
Om tou op te gooí, was nie 'n opsie nie. Ons móés eenvoudig deurdruk. Vertel. (To give up, was not an option. We just hâd to push through. Tell the story.)

This was a popular choice. Very few good essays were presented. Candidates ignored the fact that it was supposed to be a story/specific event that led to this conclusion.

They wrote about perseverance in general or started “preaching” about life’s problems, and postulated perseverance as a solution to problems.
General administration

A front cover consisting of a candidate number, name and information about the genres discussed as well as the assessment for each category is important. The assessment should be done according to the criteria on the markscheme. Some of the centres never completed all the applicable forms.

The two essays should be stapled together, accompanied by a cover page. The cover page should also show the totals according to the marking grid. Please take note that the essays should not be decorative assignments in files and plastic pockets. It complicates admin for markers and is time consuming.

Essays should be typed in an acceptable size with double spacing and not handwritten. Quotes should be in bold or italic format to place the emphasis on the subject.

The 10 selected essays must be separated from the rest and indicated with an asterisk on the summary assessment form. Some centres sent all written assignments in one file. A few centres did not apply to this prescription and caused difficulty in the marking process. The names and numbers of the candidates should be written on the summary assessment form according to the MS1 and MS2 forms and NOT according to the checklist. Surprisingly, there are still centres who do not understand what the administrative responsibility entitles.

Written assignment

Candidates should be familiar with the markscheme and the fact that the essays should be literary discussions. Numerous essays consist only of content and no literary terms – which are then also assessed unrealistically by examiners. The literary terms should be used in context with the subject discussed. Terms should not be used randomly to justify it.

The exact amount of words must be indicated in accordance to syllabi instructions. Plenty of candidates wrongly indicated the amount of words they used or not at all. Amendment of incorrect language usage and sentence structure remains the examiner's responsibility. The examiner is in control of what happens in the teaching environment.

The candidates’ personal review is very important and must be summarised in the conclusion. Candidates can refer to the actuality of the subject as well as give their personal opinion. The personal opinion should be realistic and include the subject. Recognition must be given to the author of the work within context.

A variety of subjects per genre should be discussed and summarised in a short statement (NOT a question).

The titles of literary works should be underlined and titles of poems and short stories should be written with quotation marks.
1 **Quality of recordings:**

Quality of the majority of recordings was up to standard.

2 **Representation of samples taken at random:**

A bigger variety of subjects per genre can be presented. With Raka, for instance, some centres only focused on the contrast between Raka and Koki.

3 **Commentary on questioning technique:**

   (i) **Warming up:**

   A variety of subjects can be discussed during the warming up phase, but should not be too long.

   (ii) **Discussion:**

   Examiners should know that it is a literary discussion. The discussion mostly still develops into a question and answer session where a lot of questions are put to the candidate. Candidates should not be guided towards the correct answer. Raka should be discussed as a literary work. Too many candidates focus on content and ignore literary devices. Candidates should not be asked the same questions (of which they have been given the answers beforehand). Use each candidates’ essay and set questions on each individual’s work. Examiners should know that they actually cause candidates to be downmarked if they are not prepared. Some of the assessments are not done according to the marking grid. There is a lot of gratitude towards centres who take these reports to heart to better their candidates’ marks every year.
General comments

In general, the first impression made was that the standard of candidate has increased slightly. There were still several weak and several excellent candidates, but the average candidate seems to have improved. This speaks of better preparation and better coaching by the teachers, which is commendable. However, there remain areas of concern that need to be addressed by centres and teachers.

The continued use of colloquialism in a formal examination setting is bothersome. Use of words such as “kids” and “guys” and other Americanisms is common, and the examiner feels that the teachers do not even notice when they are used. Another vastly annoying practice is the inability of the teachers to eradicate the use of a preposition as a prefix, such as in the dubious “inlove”, “infront”, “aswell”, and others. This despicable error needs to be eradicated forthwith. Furthermore, “Gonna”, “Wanna” and “Gotta” are alive and well, and should be taken out and shot. The examiner feels strongly that teachers are also guilty of using these forms of expression. A further problem is the incorrect use of adjectives as adverbs, such as “I did good” instead of “I did well”, or, He ran quick instead of “quickly”. Or it cut deep, instead of “deeply. Once again, the American usage is to blame.

Several candidates had a singularly disturbing lack of general knowledge, which negatively impacted their expression. Candidates were unable to distinguish between a military prisoner of war camp and a prison; and had the narrator of the extracts guilty of a range of social crimes, such as theft, murder and worse. A few candidates did not understand the concept of war and had the German Commandant still in charge of the prison camp 50 years after the war had ended.

Candidates struggled to infer tone and expression and could not understand how two enemies could bury the hatchet 50 years later. Candidates also struggled to determine or deduce the tone and emotion used by the narrator of the first extract.

Basic vocabulary was also not on a level for 1st Language candidates and the types of spelling- and grammar errors demonstrate that candidates need more drilling in basic grammar and spelling. The directed writing forms, as indicated in the syllabus, are also lacking, as many candidates had no idea how to construct a diary entry, or a dialogue.

Comments on individual questions

Part 1

1  (a)-(c)  (Multiple choice)

Very few candidates managed to get all three multiple choice questions correct. Teachers and future candidates are reminded that, while the scoring value of the multiple choice questions is low, the difficulty is quite high. Candidates need to read very carefully before assigning answers and not rush through Part 1, as this section is capable of being the thorn in many a candidate’s foot.

2-4  (Short answer questions)

The three short answer questions were met with mixed ability and only partial success. Candidates struggled to infer meaning from a given situation, as required by Q3. Also, as stated before, many candidates have no idea about the concept of tone, as to what it is and how it can be determined by the use of specific vocabulary. Candidates also lacked the vocabulary to convey their impressions. The more successful candidates gave some excellent answers thus the candidates seem to have been polarised into two groups, one with language skills, and a slightly vocabulary-disadvantaged group.
(Diary entries)

The diary entries were met with a vast range of mixed abilities. Some candidates did not read the question correctly and wrote diary entries with only passing reference to the text and the instruction.

Teachers and candidates are reminded that the examination is DIRECTED WRITING, which means writing in a dictated style, format and genre. This proved to be a real problem, as many candidates could not infer the emotional content of the question. They also struggled with the ability to predict future events, as required by the situation. The structure of a diary entry is firmly dictated by the syllabus and only the stronger candidates knew how to write them.

The question called for a dual focus in the diary entries: on the events and on the emotional content. Some candidates did not realise that the events required were described in the passage and wrote extremely fanciful diary entries.

As this is the Centenary period of World War 1 and with some war poems from both World Wars being in the syllabus, the examiner feels that the teachers need to teach the candidates to be able to infer the context of possible questions based on these time periods.

Part 2

(Summary)

The summary was definitely the highlight of this year’s question paper. Most candidates have obviously been thoroughly prepared in the structure, skills and format of the 1st Language summary.

Weaker candidates only managed to focus primarily on one of the two extracts, struggling to identify content points from two passages. Another continuing problem was the practice of lifting material from the passages, which also had to be penalised.

Stronger candidates managed to group content points according to concepts (such as the prisoner’s ingenuity) rather than according to passage order.

(Dialogue)

The over-riding concern about the dialogue form of this question is the candidates’ lack of knowledge of the structure and procedure in dialogue writing. Teachers should have prepared candidates in the skills required, as the form is clearly stipulated as a possible question in the syllabus.

Most candidates tended to write short interchanges between the speakers and thus could only fleetingly touch on the required emotional interchanges, or the incorporation of the necessary content based on the extracts. Candidates (and teachers) are advised to lengthen the interchanges between speakers, so as to correctly convey the depth of tone, sufficient content and the relationship between the speakers.

A lack of general knowledge was also frightening, as several candidates had the German Commandant STILL in charge of the prison camp, 50 years after the war had ended. This shows that candidates are rushing their answers and not taking time to reflect on the content, style and knowledge required to answer the question. Or they have not heard of the genre, which is impossible, as the poetry on war in the syllabus requires some background knowledge.

Positive suggestions to teachers

Teachers should consult the syllabus to be able to prepare candidates for the type of question forms that can possibly be asked in a Directed Writing examination.

Teachers need to focus on eradicating colloquialism and the Americanisms mentioned at the beginning of this report. Spelling and grammar remain an ongoing concern, with many candidates not being up to 1st Language standard.

Further emphasis should be placed on vocabulary and structure. Many past papers are available online and at Teachers’ Resource Centres, to enable teachers to prepare candidates thoroughly.
General comments

This year nine centres entered candidates for the First Language English Ordinary Level examination. A total number of 84 candidates participated in the 2016 examination. Therefore, seven more candidates entered for this year’s examination. Centres should ensure that they clearly understand what First Language English entails, as sixteen Part-Time centres entered candidates initially, yet only one candidate answered this paper. This created a major administrative dilemma and should be avoided at all costs.

As was mentioned in the last two reports, the following should be reiterated; candidates should be encouraged to take time to reconsider their choice of topic and to do some planning before embarking on writing the composition. Personal experience always initiates a more logical and well-planned essay. Candidates should also be encouraged to number their choices clearly and write out the topic correctly, as a heading, to avoid any ambiguity. Unfortunately, there were some candidates who did not do so, which created a problem and therefore they lost valuable marks.

Candidates should pay more attention to planning the essay before writing it. They should use one idea, develop it properly and not use many ideas in one paragraph. Linking words between paragraphs also adds to better cohesion within the essay. Candidates should also be reminded to leave a line open between paragraphs, not just leaving the rest of a written line open before beginning the next paragraph on the next line. Another common problem was the fact that candidates left two to four lines open at the end of the page and then proceeded to continue writing the essays on the next page. This created confusion, as the examiner thought that the candidates had completed the essays on the previous page.

Even though there were candidates who wrote concise sentences, there were a number of candidates who wrote confusing complex sentences. Therefore, a variation of simple and compound sentences are encouraged.

Once again, it was found that too many contractions, inappropriate idiomatic expressions, tautology and verbose language were evident in this year’s examination. The use of parenthesis should also be explained and encouraged. The same tense which has been used in the topic they have chosen, should thus guide them in their writing process. Numbers one to twenty one are to be written out; not used as 10, for example, but rather ten.

Teachers are encouraged to advise candidates not to take English First Language if they are not proficient in the language. Yet in the same vein, it was felt that in some centres, there were candidates who could have been entered for English First Language on the Higher Level and who would have gained a 3. Teachers are to be careful when advising candidates about the level of English they should enter for, so as not to disadvantage the candidates in any way.

Once again, the following is of importance: Words which were frequently used: (please discourage candidates from using these words and colloquial expressions)

<table>
<thead>
<tr>
<th>get/got/getting</th>
<th>there/here</th>
<th>basically/literally</th>
</tr>
</thead>
<tbody>
<tr>
<td>really</td>
<td>things</td>
<td>nice</td>
</tr>
<tr>
<td>this and these</td>
<td>just</td>
<td>stuff</td>
</tr>
<tr>
<td>rocked up</td>
<td>come up with</td>
<td>back in the day</td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Commonly confused words:

<table>
<thead>
<tr>
<th>cause – because</th>
<th>extend – extent</th>
<th>made – maid</th>
</tr>
</thead>
<tbody>
<tr>
<td>chick – cheek</td>
<td>except- accept</td>
<td>laying – lying</td>
</tr>
<tr>
<td>every day – everyday</td>
<td>principal – principle</td>
<td>stationary-stationery</td>
</tr>
<tr>
<td>one another – each other</td>
<td>between – among</td>
<td>loose – lose</td>
</tr>
<tr>
<td>quiet- quite</td>
<td>were – where</td>
<td>their/there/they’re</td>
</tr>
<tr>
<td>weather - whether</td>
<td>practise – practice</td>
<td>this – that</td>
</tr>
<tr>
<td>now – then</td>
<td>role-roll</td>
<td>women – woman</td>
</tr>
<tr>
<td>peace- piece</td>
<td>of – off</td>
<td>throw- through</td>
</tr>
<tr>
<td>belief – believe</td>
<td>effect – affect</td>
<td>send – sent</td>
</tr>
<tr>
<td>fare – fair</td>
<td>advise – advice</td>
<td>past - passed</td>
</tr>
</tbody>
</table>
Frequently misspelt words:

- suprise
- happend
- definately
- loosing
- witch
- opportunity
- Saterday
- knowtised
- doughted
- bascly
- immediatly
- atleast
- aisel/eil/ail/eil (aisle)
- i (pronoun "I")
- till(untill)
- greatful
- dissappoinnt
- nowthing
- occassions
- wierded
- briberry

Americanisms (to please be avoided as the candidates write a Cambridge affiliated examination)

- program
  - meter
  - liter
- color
  - neighbor
  - honor
- center
  - flavor

Other colloquial words which were used:

- exams
  - stuff
  - kids
- dad/ mom
  - wanna
  - okay
- gonna
  - ain’t
  - u (you)
- cool
  - guy
  - handle
- hanging with
  - passed out

Tautology, for example "personally, I …" was used on various occasions, which created confusion in their sentences.

Comments on individual questions

   Most candidates who chose this topic were able to use the applicable jargon and argue both sides of this statement competently. Typical statements were made and discussed using appropriate examples to substantiate them.

2. "I always followed his footsteps until …" Write a realistic narrative in which you use these words. (34 candidates – narrative composition)
   This was by far the most popular choice and the majority of candidates wrote a realistic story. There were a few candidates who had a positive and different approach to this topic, however, there were a few very surrealistic compositions. Some gory narrations reminded one of a combination of CSI series.

3. “Censorship is necessary to maintain a society which has good morals.” What is your opinion? (0 candidates – argumentative composition)
   It is obvious that candidates did not feel they had enough information to answer this question adequately.

4. Does the taking of steroids and body building, reflect the individual’s true capabilities? Discuss. (3 candidates – discursive composition)
   The candidates who answered this question were well-informed about this topic. They seemed to be writing from personal experience, which made it easier to discuss this issue and they were able to use the appropriate jargon in their substantiations.

5. Explain how one derives greater pleasure from “giving” rather than “taking” from society. (3 candidates – argumentative composition)
   Although only three candidates answered this question, they all made valid statements in their well-developed arguments.

6. Give an account of an important art which has led to your growth as a young person. (10 candidates – narrative composition)
   This question evoked a fresh range of responses from the candidates, which proved to be most successful. Many candidates incorporated moral values into their answers while others approached this topic from a sport or artistic, meditation or yoga, point of view.
Discuss what steps can be taken to save our water source from depletion. (5 candidates – discursive composition)

This was an easy topic to answer in lieu of the imminent disaster we face regarding the present drought. However, four of the five candidates elaborated on the situation we are in at the moment rather than emphasising the steps to be taken to avoid the depletion of our water source. Candidates should be encouraged to highlight certain words within a question which emphasise exactly what is needed in the answer.

Advertisements are a destructive force in society. What is your opinion? (0 candidates – argumentative composition)

Look closely at the photograph and write about it in any way you like. (19 candidates – any type of format may be used)

Candidates related this photograph to technology and a robotic take over of our planet. Many candidate's essays revealed a positive attitude towards robots and felt that humans and robots should work "hand in hand" with one another. In contrast, there were a few essays which included cliched descriptions of robots killing their creators.

Positive suggestions to teachers

Once again, most teachers are to be congratulated on an improvement in the use of good syntax and diction. The candidates' writing styles have also improved and they are thus able to express themselves more effectively and efficiently.

Teachers are encouraged to take note of the points in this report and identify areas they have to concentrate on, so as to enhance their candidates' abilities.

Continued practice allows candidates to develop the above writing skills. As mentioned before, it is also essential to remind candidates that constant revision makes them competent in responding to any written piece.

Teachers are thanked for all the hours of preparation and marking. Their dedication is evident in the good work which their candidates have produced. God Bless and may 2017 bring everyone renewed energy to cope with the challenges and hard work ahead.

"Let no one come to you without coming away better and happier" - Mother Theresa
General comments

This year ten centres entered candidates as Full-time candidates for the First Language English Ordinary Level course. However, two centres’ candidates were absent. A further eighteen centres entered Part-time candidates however, no one participated in the oral evaluation process due to absenteeism. A total number of 40 candidates participated in this year’s examination.

It is pleasing to note that teachers/examiners have devoted a great deal of time to preparing their candidates for this examination. The majority taught and guided their candidates well so that they were able to give logical and well-developed critiques expressed in structured essays which were suitably substantiated.

Examiners are requested to assist the moderators by checking for plagiarism within the essays. The app to use is “Turn it in” and the phrase or a clause which a candidate has used, is to be typed in, and in so doing, if the candidate has plagiarised, the text will be highlighted and the source will be revealed. Examiners are encouraged to make the candidates sign an affidavit which states that he/she has not plagiarised in the relevant written assignment. This is to be attached to the front of the essay when it is handed in. This is what is expected of all university students when they hand in their assignments, so it is the norm in today’s society to curb this problem. One centre has resorted to making candidates write their literature essays in class to avoid this scenario.

Comments on individual questions

After having read last year’s report, it is sad to note that there are still so many of the points which are in need of attention, therefore they have been mentioned again.

As was the case last year, most centres studied three genres; a novel, a play and poetry as stipulated by the syllabus. However, it was not always evident in the moderation samples. Centres are to be aware of this and try to send in a variety of genres within the sample which is sent in for moderation. Furthermore, candidates should continuously be reminded not to use the term “book” when referring to a novel or a play.

Some teachers used a few new, innovative topics this year. However, there are a number of topics which are repeated year after year, which invites a situation for candidates to copy from prior essays written by candidates from previous years. The majority of the candidates were able to write sensible answers as there was no essay which was moderated, which went off the topic.

Candidates are to be reminded that they should indicate the topic they have chosen clearly on the top of the first page of their essays. They are also to take note of the correct spelling of the titles and the author’s/poet’s names.

Once again, examiners are reminded that the essays should be well-constructed and in a logical order, with an introduction, a body of three to four paragraphs and a conclusion. The present tense should be used throughout the essay.

The introduction should include the title of the novel, play or poems written between inverted commas or underlined or in bold, but not two or three of these formats. This should be followed by the poet/author or playwright’s full name. Furthermore, a good reference to the topic should be given to establish exactly what the topic is and what is to be discussed.

The body of the essay should include three or four logically formulated paragraphs, which analyse the chosen topic. Linking words should be used to create continuity within the essay. Each paragraph should contain a premise, followed by an elaboration of the point and then substantiated by a quote. Quotations are required to be concise and used aptly within inverted commas. When more than one line is quoted, a double back slash // is needed to indicate that the quotation includes the next line as well. These are to be followed by the reference in brackets i.e. (p 5) or (pp 5-6) or (line 4). The identification and the effectiveness of literary device/s are necessary to enhance the premise. It is also important to remember that it is not a good idea to use the same quotation twice within the same essay. An evaluation of the premise ensures that a personal response is included for a better overall mark.
The conclusive paragraph should begin with a linking word: either "In conclusion" or "Conclusively" and should not only consist of personal responses, these should rather be incorporated throughout the essay.

A word count including quotations as well as a word count excluding quotations should be given, followed by a bibliography.

Examiners should also encourage candidates to choose three poems when answering a literary essay rather than two or one, as this gives them more scope to choose from. They should also take cognisance of the fact that they should create a balanced essay and not only place emphasis on one poem, neglecting the others, but rather address an idea which is evident in all three poems.

As is always the case, colloquial language should be avoided at all times as this is a formal examination. Candidates should also be reminded that the “z” used in American spelling should be replaced by the “s” in British spelling and that other American spelling is not allowed as this is a British examination.

Candidates should remember to use correct grammar. The use of articles is imperative. The incorrect use of the subject/verb agreement remains a bone of contention. Another important issue is the use of a noun before a pronoun to avoid any ambiguity within a paragraph. Dangling participles are also to be avoided.

Furthermore, punctuation is essential. The correct use of the apostrophe, commas, parenthesis and capital letters are vital in these essays, after all, this is a First Language English examination.

Positive suggestions to teachers

Unique and heartfelt essays, which candidates have spent hours editing, are worth so much more than those which have been written within an hour or two. As candidates and examiners know the content of this Paper, it is imperative that they take advantage of this, and in so doing, spend a great deal of time on its preparation and presentation. Candidates should be encouraged to work on their literature essays as early as possible so that they have enough time to edit and reassess their statements before handing them in for final marking. Examiners are encouraged to use a past question and work through it with the candidates, thus creating effective and logical paragraphs to evaluate the related question clearly. In so doing, the candidates will be able to identify a specific structure which they can then modify and adapt to suit their essays.

Examiners are encouraged to persevere and continue improving on their teaching techniques. A new selection of topics for the various genres can stimulate the teachers and candidates alike, of course this means more work but it is inspiring.

Examiners are to be thanked for the dedication to this intense subject. May 2017 be a blessed and prosperous one, characterised by renewed vigour. Remember that “the art of teaching is the art of assisting discovery” Mark van Doren.
General comments

This year there were ten centres which entered for the Full-time examination. Two centres did not participate in the examination. Additionally there were eighteen centres which entered Part-time candidates for the Ordinary Level examination. This caused a tedious administrative battle, for all concerned, as not all the forms were sent in to indicate that candidates were absent for the examination. Therefore a total of 40 candidates participated in this year’s examination.

The Higher Level examiners and moderators are always complaining that these candidates struggle so the examiners, candidates and their parents should seriously reconsider the Ordinary Level option as a viable alternative. However, there are some candidates who were entered for this level, but they should actually have been entered for the Second Language Higher Level to ensure a better overall result.

Most of the compact discs were clearly labelled. It is understandable that examiners are under a great deal of pressure during the oral assessment period, but they are to please listen to all of their recordings to ensure that they all are audible, even the last ones. One centre only recorded nine candidates when there was a total of ten candidates in the centre. Please take note of the requirements in the syllabus. Each centre’s MS1 and MS2 forms were filled in and signed. It is very important that the orals, which are sent in for moderation, be recorded chronologically and clearly, ensuring an easy moderation process. Unfortunately this was not always the case at some centres.

Comments on individual questions

Even though the syllabus states that a warm-up is necessary, the examiner is advised that, if this is deemed necessary, it be short and to the point.

Examiners are encouraged to ask the candidate which assignment he/she would prefer to begin with, as some candidates are more prepared for one assignment than the other and feel that they need to gain confidence in the first part of the oral evaluation process.

Once again, some of the orals were far too long and examiners are reminded to keep to the time limit as this is what is prescribed in the syllabus.

All the examiners are to be congratulated on their positive attitudes and the supportive manner in which they conducted their orals. The majority of the candidates were able to answer the questions posed to them, to the best of their ability. Examiners were able to coax their candidates into answering the questions correctly if they showed any deviation from the topic or a question which they were asked.

If a candidate was not sure of a question, the examiner would pose the same question in a simpler way, thus supporting the candidates to give their best. Examiners are reminded not to pose two or more questions to a candidate at a time. Even though “literary aspects are assessed to a lesser extent in the NSSCO examination” as quoted from Addendum C: MARKING GRID FOR ORAL DISCUSSION OF LITERATURE – (PAPER 4) pg. 30 of the syllabus, the candidate is expected to identify the literary devices. Many examiners ask their candidates to also discuss the effectiveness of the devices.

Positive suggestions to teachers

As mentioned in previous reports; examiners are to encourage candidates not to repeat a question immediately after it has been posed to them. This indicates that the candidate is not sure of his/her facts and that he/she is biding time. Candidates should not read their answers from their assignments but rather have a discussion with the examiner.

Furthermore, candidates should be reminded not to use the following words repetitively throughout the oral evaluation: “basically”, “kinda”, “stuff”, “ok”, “something like that”, “what what”, “ne”, “so like ja” and “ja”. Candidates and examiners are to remember that this is an English First Language examination and that they should refrain from using colloquial language and Afrikaans expressions. Another point noted, is that when referring to a genre, the correct terms should be used and not “book”. When referring to “Of Mice and Men” the correct term to use is “novella”.

176 NSSCO Examiners Report 2016
Before recording, examiners should ensure that all items are placed securely on the table, so as to avoid any unnecessary disturbances whilst the oral is in progress. This year there was a great deal of paging throughout the orals, thus creating a great deal of disturbance for the moderator, as not all comments could be clearly heard. To avoid this, poems could be photocopied and all papers could be taped to one another, creating a “scroll effect”, which could then be placed on the table in front of the examiner and the candidate. One scrolled essay is then placed below the other, to avoid disturbances. Everyone is to be reminded that no extra notes are to be taken into the oral examination venue – only the clear assignments and copies of the poems are allowed.

It is suggested that examiners conduct a mock oral examination with the candidates before the final one, so that they have an idea of what to expect. This need not necessarily be on the same literary topic, it could be from previous poetry or from another genre.

Examiners are thanked for their dedication and hours of hard work which only a language teacher, who has this experience, will truly appreciate. May 2017 be a blessed and prosperous one.
General comments

Spelling has resurfaced as a serious problem in writing, which results in candidates scoring lower marks, as the way the words are spelt, changes the meaning. A long list of spelling mistakes has been compiled and will be sent to examination centres, to be addressed in classrooms.

There are still candidates exceeding the required length in their written work. Each question in this paper indicates the number of words to be written.

It is recommended that teachers, during normal classroom teaching, address the issue of legible handwriting. It is sometimes hard to read and to make sense of what was written because some candidates use fancy handwriting styles that are not legible. It may result in a candidate losing marks unnecessarily. Some candidates write in fancy ways and their letters are not properly formed, e.g. in many cases the marker could not distinguish between a “d” and “g”, “t” and “f” and “a” and “u”.

Most candidates also use many words conjunctively or disjunctively wrongly, e.g. tama-i instead of tama i, ka-i-o instead of kai o, kaite instead of kai te, lnaete instead of lnae te, úte instead of ú te, otage instead of o ta ge, titage instead of tita ge, tsîta instead of tsî ta.

Comments on individual questions

1  Almost all centres did well in this question. Most candidates scored 50% to 80%.

2  Most candidates misunderstood this question in which they were required to write a diary entry for the period they had to manage without electricity and tap water. Most candidates, instead, wrote a narrative essay instead of a diary entry, although they kept to the topic.

As alluded to in the general comments, spelling remains a major problem. It seems as if candidates do not have a grasp of the sound system of Khoekhoegowab, two totally different sounds are confused, e.g. lhai for lkhai. Some spelling mistakes are a repetition of previous years’, e.g. hoagu instead of haogu, lnae instead of lnae. For Paper 1, virtually all words to be used in the responses are in the text of the examination paper. Yet, candidates spell words used in the question paper wrongly in their written work. This can either be attributed to lack of good reading skills or lack of accuracy. There are still candidates confusing the circumflex (lnunuǃnâbes) and the length mark (gaxugaxusaob).

In their way of writing some candidates do not distinguish between capital - and small letters, to the extent that a capital letter is used in the middle of word. The letter directly after a click becomes a capital letter if such a word is at the beginning of a sentence.

3  Many candidates did not respond favourably to this question. The question required a comparison between two reading passages, and it was expected of candidates to capture the key issues and sentences that show differences as well as similarities from both texts. The responses should have focused on how living without money and the use of technology affects and influences people, animals and the environment negatively. The responses should have been compact. There was not much room for discussion as it would become too lengthy. They only had to point out the differences and similarities. At the end of the written piece the number of words must be indicated. It seems as if candidates were at a loss when writing the essay because most wrote about their perspective of what should have been done. Some managed to capture only the differences.

4  The question was a friendly letter. The rule is that each letter must always begin on a new page. There are enough pages in the answer book. It was found that candidates started the letters in the middle of the page after the previous question. In some cases they wrote only the address in the small space left on the page to continue on the next page. This practice should be discouraged.

Many candidates failed to write in paragraphs. Most candidates concluded the letters with full names and signatures. The required length for all written pieces are indicated on the paper, but there are still candidates exceeding this by far or writing way less than the required length.
Positive suggestions to teachers

Candidates must be encouraged to prepare themselves for Paper 1 properly. There is the assumption that one cannot prepare for written work. The contrary is true, that different types of letters have different forms, diary entries have their own structure, etc.

Regular spelling tests or quizzes would be beneficial for the candidates. Always display or reflect on common spelling mistakes. Equally important is that teachers speak correctly in the classroom, as certain speech forms are influencing the speaking-, reading- and spelling skills of candidates negatively.

Handwriting is one of the first impressions one can get about a person. A neat and legible handwriting must always be encouraged. Discourage candidates to use fancy handwriting which cannot be read properly.

Candidates should practice by doing regular classroom exercises of the various types of writing pieces within the syllabus.
General comments

Spelling remains a serious problem in the essays of the candidates and these resulted in candidates scoring lower marks. Some candidates did not use capital letters at the beginning of sentences. If the first word of the sentence starts with a click the letter following the click is supposed to be a capital letter. e.g. ÎlGam. This practice should be discouraged in class. A long list of spelling mistakes that were made by the candidates was compiled and will be sent to examination centres to address the issue of spelling. This is a common issue mentioned in each Examination Report.

While there were still candidates exceeding the required length in their essays, it was noticed that some part-time candidates did not reach the required word length.

There were still basic language errors, which are addressed at training workshops hampering correct language usage, e.g. Ikha instead of liga. By way of illustration the following: Sats ge !Autsawises lîga (to) ra lôgû, and not Sats ge !Autsawises Ikha (with) ra Iogû. Most candidates use the word mamasara (mothers) instead of lôgûra (parents), ñēsis lleaqâs instead of nē lleaqâs. The many spelling mistakes are the result of wrong speech patterns and pronunciations (approximately 100 common spelling mistakes had been noted). To illustrate: lhoa (talk) is spelt wrongly as lkhoa (ice), which is indicative of wrong speech and pronunciation practices.

It was disheartening to note that most candidates who chose Topic 1 did not focus on the topic but rather changed it and only wrote about relationships between parents and children and not about common courtesy in general.

Comments on individual questions

1. It was the most popular choice, chosen by 175 candidates (53.5%) out of 327 candidates. The topic was about common courtesy that does not exist at present. Although it was the most chosen topic, most candidates could not write about common courtesy in general, but rather focused on failed relationships between parents and children. "Sats ge !Autsawises lîga (to) ra lôgû, and not Sats ge !Autsawises Ikha (with) ra Iogû. Most candidates use the word mamasara (mothers) instead of lôgûra (parents), ñēsis lleaqâs instead of nē lleaqâs. The many spelling mistakes are the result of wrong speech patterns and pronunciations (approximately 100 common spelling mistakes had been noted). To illustrate: lhoa (talk) is spelt wrongly as lkhoa (ice), which is indicative of wrong speech and pronunciation practices."

2. This topic was about the day you were very disappointed and it was the third popular choice (32 candidates – 9.78%). Some very good imaginative essays were received.

3. This topic on saving the Rhino was one of the least popular topics and was misinterpreted as the use of corporal punishment. Candidates were expected to write about the responsibility that lies within each Namibian citizen to ensure our rhinos are protected and saved from illegal poaching. The confusion appeared in the word ‘ænaban’ meaning ‘rhino’, which in a different context means ‘whip’. Some candidates did not read the prompt with comprehension or completely and wrote about corporal punishment instead. Very few candidates were successful in giving some interesting views on how we can all join in to save rhinos. This boils down, once again, to proper preparation of candidates on various topical issues in the cross curricular themes.

4. Only two candidates attempted this topic on tamed wild animals raised at home as pets. This is a topical, environmental issue and candidates should have opportunities in the classroom to deal with a wide variety of such issues to broaden their knowledge and scope throughout the year. Candidates should be encouraged to read more and watch documentaries on wildlife on television.

5. This topic was about planets. Only two candidates attempted to write about it with limited knowledge. Candidates must be provided with a good range of reading materials from which they can gain knowledge about any subject.

6. The topic on how students can make use of computers to advance their studies was chosen by only 22 candidates (6.7%). No in-depth discussion of the topic was found in the essays.

7. This topic about traditional leaders in society was one of the least popular topics. It could be that candidates are either not interested in writing about traditional issues or they have limited knowledge about such issues. Again, candidates must be exposed to a variety of topical issues within society. The essays were rather shallow.
This was the second most popular topic on whether money can buy happiness. Candidates could express themselves very well regarding this topic. Great essays were received.

Only 10 candidates chose the "picture topic". The candidates that chose this topic had good knowledge about the sport displayed in the picture and wrote very interesting commentaries about the game using their imagination and predicting end scores and fouls.

**Positive suggestions to teachers**

Classroom debates and open discussions on topical issues would enhance the general knowledge of candidates. It may also stimulate a reading habit, which would help to broaden their knowledge. Equally important is to create your own "word bank" for words translated from English to Khoekhoegowab. This can be shared amongst schools. Collect newspaper and magazine articles on issues. The internet is another valuable resource. Where a teacher might be at a centre lacking modern infrastructure and resources, they can link up with colleagues at other locations to gather and share information.

Regular spelling tests or quizzes would be beneficial for the candidates. Always display or reflect on common spelling mistakes. Equally important for teachers is to speak correctly in the classroom, as incorrect speech forms are negatively influencing the speaking-, reading- and spelling skills of the candidates.

Handwriting is one of the first impressions one can get about a person. A neat and legible handwriting must always be encouraged. Discourage candidates to use fancy handwritings, which cannot be read properly.

Regular classroom practice in essay writing will also help to determine how long one would write to have the required length.
General comments

- Most of the candidates obtained average to above average marks with only a very few candidates scoring below average.
- It is commendable that most of the centres submitted neat and legible work.
- The question paper was well-balanced and met the requirements of the syllabus.
- Almost all the candidates adhered to the instructions on the question paper with regards to the choice of questions.

Comments on individual questions

Section A

1. Most of the candidates chose this question.
   
   (a) The question was well-answered by all the candidates. The question required the candidates to say how the title of the poem is related to the content. Almost all candidates could do that.
   
   (b) This question was about how the poet used symbolism to highlight the feelings of disempowerment that death has on human beings. Almost all candidates answered this question correctly.
   
   (c) Almost all candidates could explain in their own words what was expected of them. The candidates were asked to explain the feelings that the poem evoked in them.
   
   (d) The question dealt with the emotions that the poet wants to build up in the poem. Most of the candidates were able to answer this, although some could not express themselves very well.
   
   (e) The type of rhyme and its effects in the last stanza was asked in this question. Many candidates could respond to this question, although some only gave vague answers.
   
   (f) It was expected from the candidates to tell - in their own words - how the poet highlighted the issue of contrasts in life. Most of the candidates struggled to answer this question. They rewrote some phrases from the poem, instead.

2. Only a few candidates opted for this question.
   
   (a) The candidates answered this question well and scored good marks. They could tell how the poet sees marriage and how he presents marriage to us.
   
   (b) This question expected that candidates explain how the poet uses explanations, phrases and symbolism in the poem to put his message across. Most of the candidates could not do this. In fact, they explained the phrases and symbolic meaning in their own words.

Section B

3. Only a few candidates opted for this question.
   
   (a) The question was attempted correctly by most of the candidates. It was expected of them to say how the author used Xoxob to highlight the main message of the story. The candidates mostly wrote about the life of Xoxob.
   
   (b) This question was well-answered. The candidates were able to tell that the conflict between Xoxob and Emros was not resolved.
   
   (c) Almost all of the candidates did well in this question. They could tell what the terms “ǃgaxa nams” and “ǁkhūxa daob” mean.
This question was well-answered. The candidates were able to say how the author describes the physical deterioration of Xoxob’s body.

The candidates could tell whether the anger of Emros was based on the truth. Hence, they answered the question correctly.

This question required that candidates discuss the characteristics of Xoxob, which surfaced during the conversation between Xoxob and Emros. However, most candidates referred to Xoxob’s life time as a beggar.

The majority of the candidates answered this question. Although most of the candidates answered the question correctly and scored some good marks, some of the candidates experienced problems with telling how Xamǃgauseb and Ėarises denied Ėes her basic human rights. Some did not know who Xamǃgauseb was and thus struggled to answer the question.

This question was chosen by most of the candidates.

The candidates did not mention how the playwright wanted the reader to sympathise with Ôasen. Most of them only mentioned how he abandoned school and came to Windhoek.

The candidates were asked to describe how the behavior of Kailgorob and Ôasen led to the climax of the play. Most of the candidates could do this.

The candidates were expected to say why other characters in the play could not intervene in the fight between the main characters. This information was given in the extract. Although most of the candidates did use this information and answer the question correctly, some could not.

Only a few candidates chose this question. Candidates had to highlight the examples used by the playwright to indicate aspects of human rights in education. Although most of the candidates could do this, some just focused on the lives of the characters in the play.

Positive suggestions to teachers

- The candidates know the prescribed literature texts. This could clearly be seen from their answers. However, they cannot link it to their daily lives. It is, therefore, advised that the texts should be brought in context with the candidates’ daily life experiences.
- Most of the centres presented neat and legible work. However, some centres still need to work on this.
- When answering essay type questions, candidates wrote unnecessarily long answers with a lot of detail. Candidates should be taught to write concisely and to stick to the required length.
- Some candidates are still making unnecessary spelling errors in their answers. This should be dealt with in class by emphasising correct spelling of words.
- The use of correct names of characters and places in the literature texts should be inculcated during teaching.
- The teachers are thanked for all their hard work and wished all the best for next year.
Quality of recording:

Most examination centres submitted very clear recordings. There were almost no disturbances at most of the centres. However, some candidates were indistinct. Hence, it is recommended that the voice recorders should be placed closer to the candidates.

Range of sample:

Almost all centres submitted a good range of samples. It is recommended that the centres should submit a sample of 4 good, 3 average and 3 weak performances. Centres which have less than 10 candidates must record ALL the candidates for moderation.

Comments on examining techniques and assessment:

Although most of the examiners kept the candidates busy for a reasonable amount of time, some interviews were far too short, e.g. 6 minutes. The recommended time for this examination is 15 minutes.

The Khoekhoegowab First Language P4 (Speaking Test) is a formal component of the NSSCO Examination. Using English to introduce this examination might confuse the candidates as to which examination they are about to take. It is therefore advised that the right tone should be set by using Khoekhoegowab First Language.

Warm-ups are meant to put the candidates at ease and should thus be catered for. Warm-ups should link the candidates to the examination and can thus not be about any topic under the sun.

Most of the examiners tried to ask thought-provoking and relevant questions. This enabled candidates to give reasonably extended responses. However, some examiners only stuck to information that could be found in the literature text. It is advised that the literature text should be made applicable to real life situations of candidates. Hence, the questions should test the candidates' understanding of the content of the text.

At some centres the examiners were asking the same questions to all the candidates to which all of them gave the exact same answers without elaborating or using their own thinking. In some cases examiners asked the candidates questions that required only one short answer. This is meant to be a conversation and examiners are therefore advised to ask open-ended questions.

It should be an interview and not an interrogation. However, these open-ended questions should be contextual or be linked to the text.

Some examiners were very generous with marks. Only candidates who give reasonably extended responses, show detailed knowledge, can challenge the examiner on the content and have an impeccable command of the language, should be placed in the mark band of 8-10 marks. Equally at some centres the examiners disadvantaged deserving candidates. In both these cases the examiners are advised to use the marking grid as this grid is very clear.

Other comments:

Almost all examiners did a very good job with regards to the administrative work of the examination. However, at some centres marks were not transferred correctly from the OASF onto the MS 1 Form. It is advised that internal moderators at the centres see to it that this is done correctly.

At some centres the examiners were conducting the interviews with chewing gum in their mouths. Equally, some examiners were reading the questions to the candidates and they could be heard paging. This is highly unprofessional and is therefore discouraged.

Factual information in the literature text should be taught correctly. Some candidates used names like “Saub” instead of “Sob”. Although the literature texts are based on fiction, this information should remain as it is in the written text. During formal teaching issues like the title, characters (names), setting, etc. should be given the necessary attention and correct pronunciation of these literature sections should be stressed.

All the examiners are thanked for their calm and friendly approach during the conduct of the examination.
General comments

The general performance of the candidates was average as most of the candidates attempted to answer all the questions. However, it was not better than the 2015 performance. Most candidates answered all the questions based on the text given, however, the overall language usage of candidates, such as idioms, proverbs, punctuation, and sentence construction were poorly applied throughout.

Moreover, the level of the question paper was good as most of the candidates attempted to answer all questions and this is testimony that the instructions to the questions were clear.

Comments on individual questions

1. The multiple choice questions were well-answered; most of the candidates chose the correct answers as: (a) C, (b) C and (e) B.
   (d) (i) Most of the candidates answered this question correctly. The expected answer was: *Okuyambula po eendjila, okweeta po eemboola dipe nokuyambula po eenhele dokufuwila.*
   (e) Most candidates answered this question correctly too and expected answers were: *Ouali amene omaludi oifitukuti o opo i shivike komapupi tae ya. Ouali shili ovatalelipo ve uye okutala oinamwenyo ei ya pumba noya nyika oshiponga.*
   (f) Most candidates also answered this question well as they gave their own opinions as required. The expected answers were: *Omolwaashi onhele oya kula, opo shi pupalelele ovatalelipo okuya monhele, opo ovatalelipo vaha longife oinano ile nokudingonoka, opo yo va xupife efimbo pakuya/pitila poshivelo keshe osho shi li popepi nomutalelipo keshe.*

2. Most candidates did not answer this question correctly as they have answered it in the form of an essay or complicated report format. The expected answer was a report (*ehokololoningomwa*) with its correct format as it is taught in Grade 8 – 10.
   Expected format:
   • Oshipalanyole sha nyolwa pokati kepandja
   • Eyelifo
   • Omukalo
   • Osho sha monika (oupalanyole)
   • Engongo
   • Omfaneko
   • Nexulifo (eshaino, edina liyadi, eifano nefiku)

3. Most of the candidates answered this question correctly and they gave similarities and differences between the two given places in the texts. The differences are expected to be given in a table form in relation to the writers’ preferences, whereas the differences were to be given in a text format as required by the standard of answering this question. Note: Teachers should teach candidates the differences answering this question at Ordinary Level and the Higher Level-format. This is an Ordinary Level-format.

4. The question was answered poorly. Most of the candidates misinterpreted the instruction to this question and wrote informal letters instead of a formal letter:
   • Two addresses
   • Salutation
   • Topic
   • Body
   • The conclusion with an appropriate formal letter ending with the signature, full name and occupation.
Positive suggestions to the teachers

Teachers are expected to teach candidates how to answer this paper by giving them many challenging activities that are related to Paper 1. Teachers are again encouraged to be stricter when teaching and evaluating candidates on language usage, such as the spelling, punctuation and sentence structure. They should also teach candidates the usage of the marking grid in order for them to know what is expected of them.
General comments

The overall performance was satisfactory in comparison with the previous year, 2015, which was good, because most of the candidates performed above-average. However, a few candidates did not understand the topics they chose. Some candidates presented their personal problems, instead of interpreting the questions/topics correctly, e.g. On the topic, “Efiku nda shakeneka omunhu oo a lundulula onghalamwenyo”. Instead of explaining any positive change in their lives, they wrote about their personal lives, e.g. relationships and sex-related activities they have experienced. Some candidates answered questions which they do not have sufficient or no information and knowledge about and they only presented vague information. Examples are: Finish Missionaries brought cell phones and computers. They confused the work of missionaries and other groups of foreigners who came to Namibia.

Some candidates did not adhere to the number of words noted on the question paper. They had problems with sentence- and paragraph structures. Most of the candidates did not use punctuation correctly (the use of inverted commas, commas, full stops, etc). Most of the candidates did not number the topics they opted for. It was observed that most of the candidates did not write an introduction or a conclusion.

Misspelling of words has been observed, hop:

| andi | handi ile ohandi |
| ike  | ashike          |
| omusaane | omushamanane |
| hambeka | yambeka     |
| nhwa | nwa            |
| ta nghika | ta nyika     |
| hambidida | yambidida   |
| oshinghenu | oshinyenu    |
| enghungikomesho | exumokomesho |
| meme wange | meme        |
| omumwamemekadona wange | omumwamemekadona |

Language usage: Most of the candidates confused the spelling of words. In most cases they struggled with nasal sounds, i.e. omhepo- they wrote omepe. Parts of speech: oikwatanifiningi oya kwatelwa kumwe noityalonga hop; okwa kumaidange, oteilandepo. It was observed that some candidates did not match the verbs with the nouns, for example; “omaongo oshi holike kovanhu. Thus, they struggle with concord.

Nevertheless, this report testifies that most candidates are aware of the essay format.

Comments on individual questions

1 Omakaya otaa etele omunhu ouppyakadi, oto shi popile?

This question attracted the attention of the majority of the candidates and they showed a definite understanding by describing the wide range of tobaccos and the problems people encounter when smoking. We are convinced candidates have applied their knowledge across the curriculum in this topic: Examples:

- Okutya omakaya ohaa ningi ovahu eembuvi, nohaa etele omunhu oshinyenu.
- Omaludi omikifi mahapu oo ha etifwa komakaya ngaashi; o-TB, okangela, oudu womutima nosho tuu.
- Omaukwatyayi amwe ngaashi okulaulika omilungu neenyala.

However, a few candidates were unable to use related vocabulary correctly. Instead of saying, ohonde ya londa (high blood pressure) they wrote oyonde ya londa.
2 Oufemba wounona moNamibia owa fimanekwa, inau fimanekwa

Some candidates argued for both sides (against and for the topic) Instead of choosing only one side as was required by the question. Some candidates confused children’s rights and responsibilities, for example:

- Ounona ove na oufemba wokuyakula ovakulunhu vavo momaumbo, noku va udfia ombili
- Ounona ove na oufemba wokulihonga ndele tava piti

However, some candidates indicated openly that Namibian childrens' rights are highly respected when compared to that of anyone else.

3 Eendima otadi yambula po ngaho omaxupilo oshilongo?

Most of the candidates did not understand the topic. Those who chose the topic did not link it to the country’s economic development. However, a few individuals managed to answer the question correctly, such as: “nhumbi ovanhu hava dulu okulikola ndele imwe tava landifa, nhumbi eendima handi yandje oilionga koungudu vokuhelela, nokovanhu oohandimwe.

4 Efiku nda shakena nomunhu ou a lundulula onghalamwenyo yange

Many candidates opted for this question. Some answered it well as they have mentioned the name of the person, when and where they met, how she/he has been suffering and how her/his life was transformed by someone else. Most of the people mentioned were exemplary in the country, such as teachers, pastors, neighbours, business people, school mates, etc. However, some candidates explained how they were transformed by boy-/girlfriends through intimacy. This is not considered as appropriate language, thus the answers were not considered correct.

5 Oshivilo shomaongo

A very few candidates answered this question. The correct essay included preparation for the festival, attendees and how they were invited, how they had to dress, where it was held and why as well as copies of speeches. Candidates wrote some songs for the celebration and they tended to write poems/songs and dialogues within an essay-structure. Some individuals opted for this topic, but they did not understand it. They wrote about “ekolo”, how to produce marula juice, instead of telling how the marula festival is being celebrated.

6 Etumo IOvashoomi ole tu etela eputuko, oto ti ngahelipi kwaashi?

Only a few candidates responded to this question and most of them did not fare well, because they did not know who the Finnish people are. They described the development of Namibia after independence, e.g. computers, cell phones, tarred roads and modern shops.

7 Namibia oku na ngaho omhito a ka dane kekopi lokatanga kokeemhadi IOiwana ya-Afrika?

Some candidates chose this question, but very few had knowledge of the status of sport in Namibia.

For:

The correct answer includes: the status of Namibia in National- and International sport codes, role of the Ministry of Sport; such as budgeting, players and coaches, the role of sponsors, training, the way players are being awarded, etc.

Anti:

A candidate could use the facts presented, but in a negative way. They had to argue against it.

8 Efimano lomutumba wopashiwana moshilongo shetu

A few candidates opted for this topic, but they tended to confuse the National Assembly (Cabinet) and the National Council. Some of them believe that every officer in any office can be a member of the National Assembly. The candidates were expected to mention the following in their essays: definition of National Assembly, its functions, membership and how accessible it is to the public.
9  \textit{(Efano lobula i i mokapale)}

The candidates were expected to observe and analyse the picture and create the topic. The more appropriate topics were: The aeroplane; Advantages and disadvantages of airways. My first journey on a plane, My journey to South Africa and Namibia Airways. The following features could be included:

- documents needed for flights;
- what happens at airports before departures;
- the role of the crew members and the pilot during the journey;
- characteristics of flights.

A few candidates demonstrated lack of imagination and they wrote about Independence Day, all types of transport, Heroes’ Day, My holiday, etc.

Positive suggestions to teachers

- Teachers are advised to discuss the syllabus with their candidates so that candidates know what is expected of them, specifically regarding the examination.
- Supporting documents should be used, such as Teachers’ Guide and Orthography and Prescribed text books as well as previous question papers to give candidates a good basis.
- Candidates should be taught how to use punctuation and also to spell correctly. They should also be taught paragraphing and parts of speeches.
- Teachers are requested to discourage candidates from using idioms and proverbs which are not related to the content. Teachers should teach candidates the examination format and practise types of essays throughout the year. This should include the length of the essay. Teachers should share Examiners’ Reports with other teachers at school, in the Circuit and in the Region.
- Candidates should be taught to write correctly and neatly.
General comments

- This year there was a slight decrease in the candidates' performance when compared to 2015. The slight decrease in the candidates' performance is due to the incorrect choice of questions per section. Some candidates did not adhere to the instructions given, for example, one of the questions must be an essay.
- Some candidates did not pay attention to language usage such as punctuation, spelling and they started sentences with small letters. Proper nouns were also written with small letters.
- It is advisable that candidates start each section on a new page.
- Some candidates wrote good ideas, however, they failed to put those ideas in chronological order and paragraphs were not well-structured.
- Some candidates failed to identify and understand key words in questions.
- There were also some candidates who did not support their answers with evidence from the poem or text.
- The contextual question in the literature paper is only based on the text given in the question paper. All the answers should therefore be based on the text given, but not from the whole prescribed literature book.

Comments on individual questions

SECTION A: POETRY

1 (a) This question was poorly-answered as most candidates did not point out the verse that reveals the author's attitude towards Today's World, therefore they lost marks.

(b) Most candidates did not understand this question correctly. They only wrote punctuation marks instead of figurative language and they failed to elaborate on the meaning of such figurative language. (Omufefifo - Ounyuni omuti womutulilwa ile Oshipopiwamayele - Ounyuni kau fi wetu.)

(c) This question was also poorly-answered. Instead of saying that the poem suits all people, they specifically said the youth or the elderly, and gave poor reasoning.

(d) Most candidates got this question correct as they mentioned the attitude of the author and gave correct reasons to substantiate their answer.

(e) This question was poorly-answered because candidates did not comprehend the proverb that was used (Ounyuni wa tya kombala yefuma), therefore they lost marks.

(f) Most of the candidates did not express how they felt after reading the poem; the lessons they had learnt from the poem. Omaliudo oo okatevo aka ke ku etela eshi we ka lesha.

2 (a) Most of the candidates who attempted this question did it poorly because they failed to write the heading of an essay, discuss their own opinion, as well as write a conclusion. Some candidates failed to explain the theme of the poem simply because they did not understand the poem; instead they rewrote the poem.

(b) This question was poorly-answered as candidates wrote punctuation marks instead of using figurative language and they failed to elaborate on the meaning of such figurative language. (Enhupeko - she tu manga omalodu). Ovahongwa okwa li va teelwelva va yandje nghee omutevi a yelifa mokatevo kaye kutya omalodu kae fi oshinima shiwa ndele tave shi koleke nomatomheno a dja mokatevo aka.

3 (a) This question was poorly-answered. Instead of discussing the consequence of Lavinia's behaviour in this text, they described Lavinia's character as a person. Ovahongwa ova yandja omaukwaya aLavinia ngaashi taa holoka mokambo. Okwa li va teelwelva va yandje omalihumbato aLavinia ngaashi a holoka mokambo nomauyakadi oo a holoka po molwomalihumbato mai aye, ngaashi eshi Lavinia a hekelwa a nwe kanape kombike ndele te ka mane akeshe oye akeke.
(b) This question was answered fairly well. Most of the candidates agreed that there is a link between the heading of the text and the content, however, some failed to give the correct reason for their answer.

(c) This question was well-answered by most of the candidates. They stated the lessons they had learnt from the text, while a few candidates answered it in general instead of basing their reasons on the text.

(d) Most candidates did not base their answers on the actual literary topic, which is problem-solving. Instead they explained the term problem-solving and named the character who is regarded as a problem-solver. They failed to give the characteristics of the character as asked.

(e) Most of the candidates failed to realise that this was an essay-type question. They did not write an essay with characters’ a heading, an introduction, a body divided into paragraphs and a conclusion. Some of the candidates discussed the characters’ occupations instead of Veino’s character, e.g. omunambili, omuhandunhu, omudiini, many wrote omunahambo, omuunguli, omuhomboli, etc.

4 This question was poorly-answered as most of the candidates narrated the whole story from beginning to end. They failed to pick out the figurative form of speech and how it contributed to the meaning of the proverb. Omuhalombwelwa oha i noisho povanhu.

Those who at least tried, did not give in their own opinions on the events, therefore, they lost all the marks in column D. Some of the candidates used their own figurative language.

5 (a) This question was poorly-answered. Instead of saying Malakia eshi a li ta vele okiimili, okwa li nde likwata kutya pamwe ita veluka ile ota fi, they said “Malakia eshi kwa li ta vele okiimili ngeno okwa file nee?”

(b) This question was poorly-answered. Instead of focusing on the characters like omuduliki, omudiini, omulineekelwa etc, they stated things like omunangeshefa, omuhongi, omuhomboli, etc.

(c) This question was well-answered. Most of the candidates pointed out oshidukuduku from the text and gave their reasons.

(d) This question was fairly-answered, however, some candidates, instead of discussing the relationship between men and women in the text, they discussed the relationship between people of the same gender.

(e) This question was poorly-answered because most candidates discussed the feelings of the author on the characters in general. They did not base their answers on the text.

6 This question was also poorly-answered. Candidates failed to identify from the text the events that explained the meaning of the title of the text. Many only narrated the whole story from the beginning to the end.

Positive suggestions to the teachers

• Teachers and candidates should know that the contextual questions’ answers should only be based on the text given in the question paper, and not to base it on the textbook as a whole.

• Teachers should teach the structure of a literary essay. Candidates should know that they need to write the topics and underline it and then they should divide the essay into an introduction, a body and a conclusion.

• Emphasis should be placed on column D of the grid which specifies that candidates are expected to present their own views of literary texts.

• Teachers are requested to discourage candidates from using intimidating words like oipala, oshikumbu nosho tuu.

• Teachers are requested to teach candidates to adhere to the prescribed number of words as indicated in the question paper.

• Candidates should be encouraged to write well-structured paragraphs which contain one central idea. This idea should be supported by the evidence as well as by their own views.

• Candidates should be encouraged to write legibly and neatly.
General comments

The performance of candidates has shown a slight improvement compared to 2015. We thank all the examiners who showed a positive and calm attitude while conducting the examination as it was to the advantage of the candidates. We thank all the examiners who were well-prepared and conducted the interviews with confidence.

A few examiners were too lenient towards candidates in the higher range of abilities. For example, Ovahongwa ava va ninga nawa efimbo limwe ohava pewa unene oitwa ihapu sha pitilila eshiivo lavo ngaashi oitwa 28, 27, 26 ponhele va pewe oitwa 25, 24, 23. The examiner who is conducting the interviews should make use of addendum D of the NSSCO syllabus, NIED 2010 when awarding marks to candidates.

Quality of recordings

Very good recordings were submitted as examiners and candidates can be heard well.

Range of samples

It was still evident that some examiners did not follow the examination guidelines regarding the range of samples. Thank you to the centres that sent in a good range of samples that consisted of three good, four average and three poor recordings. Keep it up. Some centres indicated candidates on the OASF or on the CD card who were not recorded at all.

Examination techniques

Some warm-up sessions were very good. Thank you very much. However, some examiners spent more time on warm-ups than the recommended time, which is one to two minutes.

Administrative tasks

At many centres administrative tasks were done excellently. Thank you to those examiners who did the administration at their respective centres correctly. It made the process of moderation so much easier.

Some problems were again experienced during the moderation process:

Problems such as:
- The names of the candidates were not listed on the CD cover in the same order as they were recorded.
- Some examiners skipped the warm-up session.
- The selected candidates on the CD were not indicated with an asterisk (*) on the OASF.
- Marks were transferred incorrectly from the OASF into the MS1.
- Lozenges were skipped unshaded on the MS1.
- The order of the names of the candidates on the OASF, at some centres, was not listed as it appears on the MS1.
- In some cases absenteeism was not indicated on the OASF, while on the MS1, an A for absenteeism was not written in a mark column, but only shaded on the lozenges.

Positive suggestions to teachers:

It is advisable that examiners should read the previous year's Examiners Reports in order for them not to repeat the previous mistakes. On the Ordinary Level, candidates should only be assessed on one prescribed text book. We thank all examiners for their hard work, patience and efforts while conducting the interviews.

May God bless you in the 2017 academic year.
General comments

The general performance of the candidates was average as most of the candidates attempted to answer all the questions. However, it was not better than the 2015 performance. Most candidates answered all the questions based on the text given, however, the overall language usage of candidates, such as idioms, proverbs, punctuation and sentence structures were poorly applied throughout.

Moreover, the level of the question paper was good as most of the candidates attempted to answer all questions and this is testimony that the instructions to the questions were clear.

Comments on individual questions

1 The multiple choice questions were well-answered; most of the candidates chose the correct answers (a) C, (b) C and (c) B.

   (d) (i) Most of the candidates answered this question correctly. The expected answer was: Okuyambula po oondjila, okweeta po oomboola oompe nokuyambula po omahala gokuvulukilwa.

   (e) Most candidates answered this question correctly too and expected answers were: Ohali gamene omaludhi giithitukuti opo yi tseyike komapipi tage ya. Ohali hili aatalelipo ye ye okutala inamwenyo mboka ya pumba noya nika oshiponga.

   (f) Most candidates also answered this question well as they gave their own opinions as required. The expected answers were: Omolwaashi ehala enene, opo shi pupalekele aatalelipo okuya mehala, opo aatalelipo kayaa ende inano iile nokudhingoloka, opo wo ya hupithe ethimbo mokupitila posheelo kehe shoka shi li popepi.

2 Most candidates attempted to answer this question, but many did not answer it correctly as they answered it in the form of an essay or complicated report format, but the expected answer was a report (ehokololoningomwa) with its correct format as it is taught in Grade 8 – 10 phase.

   Expected format:
   • Oshipalanyole sha nyolwa pokati kepandja
   • Eyelitho
   • Omukalo
   • Shoka sha monika (uupalanyole)
   • Engongo
   • Omathaneko
   • Ehulitho (eshaino, edhina lyuudha, eithano nesiku)

3 Most candidates answered this question correctly and they gave similarities and differences between the two given places in the texts. The similarities are expected to be given in a table form in relation to the writer’s preferences, whereas the differences were to be given in a text format as required by the standard of answering this question.

   Note: Teachers should teach candidates the format of answering this question. They should differentiate between Higher- and Ordinary Level - format.

4 The question was answered satisfactorily. Most of the candidates misinterpreted the instruction to this question and wrote informal letters instead of a formal letter:

   • Two addresses
   • Salutation
   • Topic
   • Body
   • A conclusion with an appropriate formal letter ending with the signature, full name and occupation.
Positive suggestions to the teachers

Teachers are expected to teach candidates how to answer this paper by giving them many challenging activities that are related to Paper 1. Teachers are again encouraged to be stricter when teaching and evaluating candidates on language usage, such as the spelling, punctuation and sentence structure. They should also teach candidates the usage of the marking grid in order for them to know what is expected of them.
General comments

The overall performance was satisfactory in comparison with 2015. Most of the candidates performed above-average. However a few candidates were unable to understand the topics they chose and some candidates presented their personal problems, instead of interpreting the questions/topics correctly. An example is: “Esiku nda tsakanena nomuntu ngoka a lundulula onkalamwenyo yandje”. Instead of discussing any positive changes in their lives, they wrote about their personal lives, e.g. relationships and sex-related activities they have experienced. Some candidates answered questions which they do not have sufficient or no information and knowledge about and they only presented vague information. Examples are: Finish Missionaries brought cellphones and computers. They confused the work of missionaries and other groups who came to Namibia.

Some candidates did not adhere to the number of words mentioned on the question paper. They had problems with sentence- and paragraph structure. Most of the candidates did not use punctuation correctly (the use of inverted commas, commas, full stops, etc). Most of the candidates did not number the topics they opted for. It was observed that most of the candidates did not write an introduction or a conclusion.

Misspelling of words has been observed, hop:

<table>
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<th>Word</th>
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<td>omumwamemekadhona gwandje</td>
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</tr>
</tbody>
</table>

Language usage: Most of the candidates confused the spelling of words. In most cases they struggled with nasal sounds, i.e. ombe- they wrote obebo. Parts of speech: iikwakanithiningi oya kwatelwa kumwe niityalonga hol. Okwakumagidha ndje, oteyilandapo. It was observed that some candidates did not match the verb with the nouns, for example, “omagongo oshi holike kaantu.”

Nevertheless, this report testifies that most candidates are aware of the essay format.

Comments on individual questions

1 Omakaya otaga etele omuntu uuppyakadhi. Oto shi popile?

This question attracted the attention of the majority of the candidates and they showed a definite understanding by describing the wide range of tabaccos and the problems people encounter when smoking. We are convinced candidates have applied their knowledge across the curriculum in this topic: Examples:

- Okutya omakaya ohaga ningi aantu oombwi nocahage etele aantu oshinyenu.
- Omaludhi gomikithi ngoka haga etithwa komakaya ongaashi o-TB, okaankela nuuvu womutima.
- Omakwaryi gamwe ongaashi okuluuhdhika omilungu noonyala.

However a few candidates were unable to utilise vocabulary correctly, Instead of saying, ombinzi ya londa (high blood pressure) they wrote ombizi ha londa.
2 Uuthemba waanona moNamibia owa/inau simanekwa.

Some candidates argued for both sides (against and for the topic). Instead of choosing only one side as was required by the question. Some candidates confused children’s rights and responsibilities, for example:

- *Uunona owu na uuthemba wokuyakula aakuluntu yawo momagumbo noku ya uvitha ombili.*
- *Uunona owu na uuthemba wokwilonga mosikola e taya piti.*

However, some candidates indicated openly that Namibian childrens' rights are highly respected when compared to that of anyone else.

3 Oondima otadhi yambula po ngaa omahupilo goshilongo?

Most of the candidates did not understand the topic. Those who wrote about the topic did not link it to the country’s economic development. However, a few individuals managed to answer the question correctly, such as: “*nkene aantu haa vulu okulikola illikolomwa yomomapya yimwe taa li yo yimwe taa landitha. Nkene oondima hadhi gandja ilonga yokuhelela kaantu oohandimwe.*

4 Esiku nda tsakanena nomuntu ngoka a lundulula onkalamwenyo yandje.

Most candidates opted for this question. Some answered it satisfactorily as they mentioned the name of the person, when and where they met, how she/he has been suffering and how her/his life was transformed by another person. Most of the people mentioned were exemplary in the country, such as teachers, pastors, neighbours, business people, school mates, etc. However, some candidates discussed how they were transformed by boy-/girlfriends through intimacy. This is not considered appropriate language, thus the answers were not considered correct.

5 Oshituthi shomagongo.

A very few candidates answered this question. The correct essay included preparation for the festival, attendees and how they were invited, how they had to dress, where it was held and why as well as respective speeches. Candidates wrote some songs for the celebration and they tended to write poems/songs and dialogues within an essay-structure. Some individuals opted for this topic, but they did not understand it. They spoke about “*ekola*”, how to produce marula juice, instead of telling how the marula festival is celebrated.

6 Etumo lyAasoomi olye tu etela eputuko. Oto ti ngiini kushika?

Only a few candidates responded to this question and most of them did not do well because they did not know who the Finish people are. They described the development of Namibia after independence, e.g. computers, cell phones, tarred roads and modern shops.

7 Namibia oku na ngaa ompito a ka dhane kekopiri lyokatanga kokoompadhi lyiligwana yAfrika mo – 2017?

Some candidates opted for this question, but very few had knowledge regarding sport.

**For:**

The correct answer includes: the status of Namibia in National- and International sport codes, the role of the Ministry of Sport, such as budgetry, players and coaches, the role of sponsors, training, the way players are being awarded, etc.

**Anti:**

A candidate could use the facts presented, but in a negative way. Thus, they had to argue against the topic.

8 Esiman olyomutumba gwopashigwana moshilongo shetu.

A few candidates chose this topic, but they tended to confuse the National Assembly (Cabinet) and the National Council. Some of them believe that every officer in any office can be a member of the National Assembly. The candidates were expected to discuss the following in their essays: definition of National Assembly, its functions, membership and how accessible it is to the public.
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The candidates were expected to observe and analyse the picture and create the topic. The more appropriate topics were: The aeroplane; Advantages and disadvantages of airways. My first journey on a plane, my journey to South Africa and Namibian Airways. The following features could be included:

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A few candidates demonstrated lack of imagination and they wrote about Independence Day, all types of transport, Heroes’ Day, My holiday, etc.

Positive suggestions to teachers

- Teachers are advised to discuss the syllabus with their candidates so that candidates know what is expected of them, specifically regarding the examination.

- Supporting documents should be used, such as Teachers Guide and Orthography and Prescribed text books as well as previous question papers to give candidates a good academic basis.

- Candidates should be taught how to use punctuation and to spell correctly. They should also be taught paragraphing and parts of speeches.

- Teachers are requested to discourage candidates from using idioms and proverbs which are not related to the content. Teachers should teach candidates the examination format and practise types of essays throughout the year. This should include the length of the essay. Teachers should also share Examiners’ Reports with other teachers at school, in the Circuit or in the entire Region.

- Candidates should be taught to write correctly and neatly
General comments

• This year there was a slight decrease in the candidates' performance when compared to 2015. The slight decrease in the candidates' performance is due to the incorrect choice of questions per section. Some candidates did not adhere to the instructions given, for example, one of the questions must be an essay.

• Some candidates did not pay attention to language usage such as punctuation, spelling and they started sentences with small letters. Proper nouns were also written with small letters.

• It is advisable that candidates start each section on a new page.

• Some candidates wrote good ideas, however, they failed to put those ideas in chronological order and paragraphs were not well-structured.

• Some candidates failed to identify and understand key words in questions.

• There were also some candidates who did not support their answers with evidence from the poem or text.

• The contextual question in the literature paper is only based on the text given in the question paper. All the answers should therefore be based on the text given, but not from the whole prescribed literature book.

Comments on individual questions

SECTION A: Poetry

1 (a) This question was poorly-answered as most candidates did not give their points of view. They have just picked lines from some of the verses. What was expected of them was to give their points of view and substantiate it with quotes from any verse.

(b) Candidates did not understand this question. They only wrote punctuation marks, instead of figurative language and they failed to elaborate more on the meaning of the figurative language (omupopyofano gwayelekanitho – Nghostlo so nali tu akula; Ngolwaadhi kegulu tatu thiki. Sha hala okutya eso ihali nongelwa.) Epungathano – We shi hala nenge we shi kenyanana.

(c) This question was also poorly-answered. Instead of saying that the poem suits all people, they specifically said the youth or the elderly, and gave poor reasoning.

(d) Most candidates got this question correct as they mentioned the attitude of the author and gave correct reasons to substantiate the answer.

(e) This question was poorly-answered because candidates did not comprehend the proverb that was used (eso omumangululi muupika), therefore they lost marks.

(f) Most of the candidates did not express how they felt after reading the poem; the lessons they had learnt from the poem. Omaiyuvo ngoka okatewo haka ke ku etela sho we ka lesha.

2 (a) Most of the candidates who attempted this question did it poorly because they failed to write a heading, an introduction, their own opinion as well as a conclusion. Some candidates failed to name the theme of the poem simply because they did not understand the poem. Instead they rewrote the poem.

(b) This question was poorly-answered. Candidates wrote only punctuation marks, instead of figurative language and they failed to elaborate on the meaning of the figurative language. Aalongwa oya li ya tegelelwa ya yelitho kuty a omuteyi okwa hala oku tu yelithila shike kombainga yuukwamwepo mokatelo haka. Okwa li ye na okutala kombainga yelaka lya londithwa komuteyi, nokuuka ko okatewo haka, oyo ya vule oku ka amukula nawa.
3  
(a) This question was poorly-answered. Instead of discussing the consequences of the behaviour of Monika, they have just described Monika’s character. Aalongwa oya gandja uukwatya waMonika ngaashi wa holoka mokambo, yo yamwe oya gandja omaukwatya gaanyandi yamwe yi ili yaashi Monika. Oya li ya tegelelewa ya gandje omaihumbato gaMonika ngaashi ga holoka mokambo nomauyakadhi ngoka ga holoka po molwomaihumbato omawinayi ge.

(b) This question was answered fairly well. Most of the candidates agreed that there is a link between the heading of the text and the content, however, some failed to give the correct reason for their answers.

(c) This question was well-answered by most of the candidates. They stated the lessons they had learnt from the text, while a few candidates answered in general, instead of basing their reasons on the text.

(d) Most candidates did not base their answers on the actual literary topic, which is problem-solving. Instead they explained the term problem-solving and named the character who is regarded as a problem-solver. They failed to discuss the characteristics of the character as asked.

(e) Most of the candidates failed to realise that this was an essay-type question. They did it in a point form. They did not write an essay with a heading, an introduction, a body divided into paragraphs and a conclusion. Some of the candidates elaborated on the characters’ occupations instead of Tashiya’s character, e.g. omunambili, omugeyintu, omudhiginini, many wrote: omunaskola, omunandjokana, etc.

4 This question was poorly-answered as most candidates only narrated the whole story from beginning to end. They failed to discuss the language used by the author to show that Fillemone Elifas was not leading his faction with ease. Shika tashi vulu wo okuhololwa kiningwanima ya holoka mokambo kaFillemone Elifas tayi ulike onkalo odhigu moka mwa li Fillemone Elifas sho a ngingi omupangeli. Those who at least tried, did not explain the events in their own words, therefore they lost all the marks in column D. Some of the candidates used their own figurative language.

5  
(a) This question was poorly-answered. Instead of saying: Pombili sho a yi miihulo naNdeshimona, ndele meme Nyanyukweni te shi mono oshike tashi ka holoka po, they said “Pombili sho a yi miihulo naNdeshimona, ondjokana yawo nameme Nyanyukweni ngeno oya tekele nee?"

(b) This question was poorly-answered. Instead of focusing on the characters like: omunyanyukwi, nosho wo tuu they discussed his careers such as omunangeshefa, omuhokani/omunandjokana.

(c) This question was well-answered. Most of the candidates pointed out oshidhukudhuku from the text and gave their reasons.

(d) This question was poorly-answered. Instead of discussing the relationships between men and women in the text, candidates discussed the relationship between people of the same gender.

(e) Most candidates answered this question in general, instead of basing it on the text.

6 This question was poorly-answered. Most candidates narrated the whole story from beginning to end, instead of identifying the message from the text to answer the question. Some of them used their own proverbs.

Positive suggestions to the teachers

• Teachers and candidates should know that the contextual questions’ answers should only be based on the text given in the question and not on the textbook as a whole.

• Teachers should teach the structure of a literary essay. Candidates should know that they need to write the topics and underline it and then they should divide the essay into an introduction, a body and a conclusion.

• Emphasis should be placed on column D of the grid which specifies that candidates are expected to present their own views of literary texts.

• Teachers are requested to discourage candidates from using intimidating words like iipala, oshikumbu nosho tuu.

• Teachers are requested to teach candidates to adhere to the prescribed number of words as indicated in the question paper.

• Candidates should be encouraged to write well-structured paragraphs which contain one central idea. This idea should be supported by the evidence as well as by their own views.

• Candidates should be encouraged to write legibly and neatly.
General comments

The performance of candidates has shown a slight improvement compared to last year. We thank all the examiners who showed a positive and calm attitude while conducting the examination as it was to the advantage of the candidates. We thank all the examiners who were well-prepared and conducted the interviews with confidence.

A few examiners were too lenient towards candidates in the higher range of abilities. For example, Aalongwa mboka ya ninga nawa ethimbo limwe ohaa pewa itsa pitilila ontseyo yowo ngaashi 28, 27, 26 pehala ya pewe 25, 24, 23. The examiner who is conducting the interviews should make use of addendum D of the NSSCO syllabus, NIED 2010 when awarding marks to candidates.

Quality of recordings

Very good recordings were submitted as examiners and candidates can be heard.

Range of samples

It was still evident that some examiners did not follow the examination guidelines regarding the range of samples. Thank you to the centre that sent in a good range of samples that consisted of three good, four average and three poor recordings. Keep it up. Some centres indicated candidates on the OASF or on the CD card who were not recorded at all.

Examination techniques

Some warm-up sessions were very good. Thank you very much. However, some examiners spent more time on warm-ups than the recommended time, which is one to two minutes.

Administrative tasks

At many centres administrative tasks were done excellently. Thank you to those examiners who did the administration at their respective centres correctly. It made the process of moderation so much easier.

Some problems were again experienced during the moderation process:

Problems such as:

- The names of the candidates were not listed on the CD cover in the same order as they were recorded.
- Some examiners skipped the warm-up session.
- The selected candidates on the CD were not indicated with an asterisk (*) on the OASF.
- Marks were transferred incorrectly from the OASF into the MS1.
- Lozenges were skipped unshaded on the MS1.
- The order of the names of the candidates on the OASF, at some centres, was not listed as it appears on the MS1.
- In some cases absenteeism was not indicated on the OASF, while on the MS1, an A for absenteeism was not written in a mark column, but only shaded on the lozenges.

Positive suggestions to teachers

It is advisable that examiners should read the previous year's Examiners' Report in order for them not to repeat the previous mistakes. On the Ordinary Level, candidates should only be assessed on one prescribed text book. We thank all examiners for their hard work, patience and efforts while conducting the interviews.

May God bless you for 2017 academic year.
General comments

There was no improvement in the performance of candidates. In fact, the performance of this year's candidates was even worse when compared to the past two years. The reading skills of candidates are at a superficial level. Candidates are unable to make valid inferences and draw conclusions. In answering the open-ended comprehension questions as well as the directed writing tasks, it was observed that a significant number of candidates copied the passages verbatim. This is unacceptable for candidates doing Otjiherero as a First Language at NSSCO Ordinary Level. It was evident from candidates' responses at a number of centres, that they were poorly prepared. However, a number of centres showed notable improvement when compared to 2015. These centres deserve applause.

Please take note: "Principals, Heads of Departments, Advisory teachers, Subject teachers, Tutors, and Heads of Part-time centres must take note that the performance of candidates in NSSCO Ordinary Level Otjiherero 1st Language Paper 1 is deteriorating. What makes matters worse is the fact that Chief Examiners' Reports are not read!" (Chief Examiner's Report, October 2015)

Comments on specific questions

Orupa A

1 (a-c) These questions were well-answered with a significant number of candidates scoring two out of the three possible marks. A good number of candidates also scored all three marks.

(d) This question was well-answered by a good number of candidates. It was expected of candidates to determine the meaning of the word "mbandjeo" in the context it was used. Some candidates, who only looked at the word in isolation, gave wrong answers, like ovineya because they only saw the word "mbandje". A few candidates copied the whole sentence, which was wrong. The correct response was "ndji pao". Alternative answers such as "eta, okuningira, tumbura", etc. were also rewarded with the one mark that was allocated to this question.

(e) This question was well-answered by most candidates. Many said "okutjevererapo ovandu kutja tji ve he ri po mu yekuteya ozondjwo poo ovukava oviina" Candidates who answered like this were awarded with two marks, which was the maximum for this question. Some answers like: "Eye ma seturura kokutja imbi oviharaova noviharaka eye opu ma panđere orondo mavi mu tungu, okuyenda komurungu. "were very wrong and not rewarded.

(f) This proved to be a difficult question. As with last year's candidates, many candidates could not detect the sarcastic remarks made by the "okamutanda": "...inda ozondwezu ndu wa karandere maze karonda oukengerera mbu ri pokurira ombumbi poo?" A significant number of candidates copied everything the "okamutanda" said and lost marks. A number of candidates who answered, "...koyooNdukireepo kaku na ozongombe nu ovikengerera vya rira ombumbi okutja va syonapara poo ozongombe ma mana, oljunda va pata", scored both marks.

(g) A number of candidates did not score both marks here. Many copied verbatim from the passage without facing the question and lost marks. An example of an answer that was not rewarded: "Aa munu kutja wa parakanwa mena rokutja ovandu avehe aave tara ku ye ava temwa kutja oumbu u ri pu tijke ti hi na okuhinga, nu eye ka ri neziriro okuriyera na ro." The expected answer was: "Kaa ri nomuano warwe okutjita, kamaa patasanisa ku nokamutanda kutja etemba kari va mana omaze nu kamaa tja etemba ra teka orondo ozoameninga opu ze ri ngaaze yekumuna ouatji na yamburuka ku imba vomatare." Some candidates only considered the word "parakanwa" in isolation and did not look at the broader picture or context.

2 This proved to be a difficult question. A significant number of candidates did not score good marks here. It was expected of candidates that they were Ndukireepo. They had to make a diary/journal entry for that particular day "ohunga na nbvoyo munu meyuva ndo porwarow ouye tji mau vanduruka komeho woys". Imba aape undjirwa kokutja Ndukireepo u sokumuna ozondataiziro ze nda tjita - nu tijene meyuva ndo.
A significant number of candidates did not know how to make a diary entry! Some wrote a story - retelling the content of the passage.

Many failed to understand "ouye tji mau vanduruka komeho woye" and to relate it to what Ndukireepo thought in the end: 'Me rire ami omuini.' Thus, he realised his mistakes and turned over a new leaf.

Candidates could not read the passage critically - otjivarero otjingi tjovarorwa tje pe yakura kutja Ndukireepo wa ri omundu omutumbe nokuhina okutara imbi:

Contextual clues

- Kazembi we mu raera kutja "nu aruhe mundu watate rira ove omuini" - ongwaye tje mu raera nao?
- "Ndukireepo wa tji tji aayo ka zuzire omambo wa Kazembi inga omasenina" - orondo eye kaa vanga okuhungirirako kutja u rithwa pe he ri (u ritongamisa uriri kamutumbe).
- Kombunda yokaruveze oLandcruiser ai vaza pomora yOvaherero ... nao tjandje orondo tji ya i ruje 'munda wa Tjomevamomutumba' ... okutja kai ire ngo kaparukaze.
- Ozondwezu ndja karandere ozapi, na kombanda yanao ma randa na tjike - kapu za ri za ri motjinyo tje uriri.
- Eye me rihivire imba mbe he mu i ... oongaro ye ndjo wa sana ngo.

Like with last year, it was evident that most candidates do not read texts critically: they seem to believe that everything that is on paper is true, as it appears, tj. "Ndukireepo wa karanda ozondwezu mbari ..." Candidates lost a lot of marks for lacking critical and inferential reading skills that were needed to fulfil all the demands of this question. Tjiri otjihimise nu ouhumandu kutja otjingi tjovahongwa nu pondodno ndji kaave yenene omumana kutja Ndukireepo wa ri omundu omusyona uriri ngu ripa mbye hi na vyo - ngu randa ozondwezu notjinyo pomora!

Orupa B

This proved to be an easy question. A significant number of candidates scored good marks.

It was stated in previous reports that "it is advised that candidates be short and to the point. They must avoid a lot of irrelevant details that will not gain them marks while taking a lot of their time". This trend was, unfortunately, observed again this year where candidates wrote up to 2½ pages and ended up scoring only four marks out of the possible twenty. In many cases candidates only copied verbatim from the passages and lost marks.

Centres should take note of the following:

Wasting time for no marks: Okahungi nga okatenga na inga oketjavari mai hitasana poo mau i kumwe indu ongaro ya Ndukireepo na indji yovandu overitwe pu ve he ri mokahungi inga oketjavari ... Ami me munu kutja ena rokahungi nga okatenga na inga oketjavari mau hungire ohunga notjina tji akwvwe. (TJI NE?) Muhungu etenga mokarukondwa ... muhungi ojitjavari mokarukondwa oketja ... oruteto orutja ...

Wrest your opinion/judgement, you were not asked for it: "...ombi tji tja kutja ovandu vetu ve toore ozondjira ozosupi. Okuritja kwa Ndukireepo kaku nokoja ku makw mu twara. Ami Ndukireepo ee ndji pe omazenge."

A GOOD, CONCISE ANSWER: Ndukireepo aa kaara pu novanazosarama tji a mumano otingewo imba overitongamisa otji ve kondja okukara pu novandu omana omanene.

4 This proved to be an easy question, as aside from having to use the passage candidates were asked to include their own interpretations. However, candidates did not answer this question very well. A number of candidates relied on what was in the passage and did not show "kutja ongwaye ovandu tji ve rithwa pu ve he ri". Ovengi aave serekarere omapanga wavo nga ri momuano wokuritongamisa momuano omureze nu mbu hi nokuzuvisa. Candidates were asked to write an article (okahungi) to a school newspaper, not a letter to the press, (orutuu/ombapira yomutjemo kongoramambo) or a speech (eyandjwahungi poo ehungi ndi mari kahungirwa porive). It appeared as if candidates think about a letter of complaint to the press they see the word "ongoramambo".

204 NSSCO Examiners Report 2016
Positive suggestions

The following positive suggestions as included in last year’s report are attached again:

Question 1

The open-ended questions are not about “lifting information” from the passage. It is about making inferences, drawing conclusions, determining the meaning of words/expressions using contextual cues, determining the author’s attitude, motives, and perceptions. Pondondo ndji ovahongwa ngunda ti mave tjangurura nokuriutira oviña moviu ru mbi hi nokuzeuparisiwa i yehungi otjiraisiro otiwa tjokutja ovo kave hongwa okuresa. Kave pewa oru veze rwokurirora metuwo romahongero, okuritjuna noku̍ tjunwa.

Mi̊iri nga ti̊je vi?

Mi̊iri nga honge okuresa a ṭåjere kokura:

Question 2

This is a directed writing task based on the first passage. Candidates should be led by following the steps below:

• Read the question carefully and understand all the demands of the question.
• Select relevant details from the passage.
• Amend the details from the passage slightly to fit the purpose.
• Write in the required format dividing the task into paragraphs.
• Be very careful not to use your own knowledge, opinion and experience - use these to make valid and relevant inferences and conclusions.

Question 3

Here candidates are expected to compare an aspect or aspects from both passages. That is, it is not a general comparison of the two passages, e.g. both have eight paragraphs. Centres need to practice comparing two passages regularly, always changing the aspect or aspects which are compared. For NSSCO Ordinary Level, it is advised to present the passages apart. Be concise and to the point and please do not copy verbatim from the passage.

Question 4

Check question 2 above.

Final word

Mba tje re nai:

Vandu voyetu omaunguriro wovahongwa mOtjiherero nu mombapira ndji maye i kouvi orondu kako ya omarundurukiro, ombura aihe twa tu okuyaruka kongotwe. Ombura ndji ovahongwa va ungura oungundi tjinene mombapira ndji okukapita ozombura azhe. Nu namaunguriro nga ngatu zembe Otjiherero okuryama kozondondo zokombanda. Momatarero womarorero ongahukiro kutja OVAHONGWA KAVE RONGERISIWA NAWA. Vasuverwa ngatu pendukire otjiungura tjetu.

Tjerero tja yarukire rukwao. Ovarowa mbe hongwa nokurongeriswiwa nawa ve panguka ku imba mba isiwa nao. Omareaero wovahongwa vetu kaye ri pondondo oitja-12! Pondondondji ovahongwa kave resere okukotoria ombiu ve sokuzikurura. Ve sokutjiwa okuresa pokati komikoka. Kutja ovahongwa vetu, mba kuramene okuyenda koyunivesiti, ngamba ve muná kutja atjihe ti tji tji ri momatjangwa okutja ouatjiri ouparandu tjiiri!
General comments

The overall performance was better when compared to the 2015 examinations. A big number of candidates scored good marks, ranging between average to above average. It was pleasing to see an improvement in grammar usage, but there are still situations where candidates are writing essays without paragraphs or punctuations marks.

The topics in the paper were clear and this helped the candidates to score good marks.

Comments on individual questions

1. This topic was attempted by a big number of candidates. Some of them produced good essays, those who did not write good essays did not understand the topic. They were supposed to write a story relating to the words "Blood is thicker than water,". Something should have happened to them to let them utter these words. Candidates who did not do this lost lose marks. (Ovahongwa iyave sokutjanga ohunga notjitjitwa tjaorive tji tja tjitwa kutja ve hungire omambo nga ombindu ongandu pomeva.

2. This topic was attempted by a few candidates. The candidates produced poor to average essays. They did not name facts to support their choices. The topic was about gender equality in general and at work places in Namibia. Ovahongwa iyave sokutara kondekananeno pokati kovakazendu novarumendu tji mo isire kotjivarero tjavakazendu mbe novihavero vyokombanda.

3. This topic was attempted by a few candidates. Most of them produced good essays. In this topic the candidates were supposed to give advice to the athletes on what they should do in order for them to live a good life when they retire. Ovahongwa iyave sokuyandja ondunge kovanyande vomanyando kutja ve sokutjita vi kutja ve kare nehupo ewa tji va zu ko komanyando.

4. This topic was attempted by a big number of candidates. Those who attempted it produced average to above average essays. The topic was about the job (occupation) they want to pursue in future. Ovahongwa iyave sokuraisa oviungura mbi ve vanga okuungura nokutja ongwaye tji ve vanga okuungura oviungura mbyo.

5. This topic was attempted by a big number of candidates. Most of the candidates who attempted the question scored very good marks. The topic was about drought that they had experienced in their lifetime. Ovahongwa iyave sokutjanga ohunga nombura yourumba ounene mbu va roroakumuna.

6. This topic was attempted by a few candidates. Most of the candidates did not produce good essays as they did not understand the topic well. The topic was about traditional equipment, and whether they still have a place in the modern world or not. Ovahongwa iyave sokutara koviungurisiwa vetu vyombatu otjomahoro kutja vi noruveze mouye wanambamo.

7. This topic was attempted by a very few candidates. Most of them produced poor essays as they did not understand the topic well. They were supposed to give challenges that will cause Science and Technology not to succeed in our schools. Instead they wrote about cellphones and WhatsApp, which candidates are using after school. Ovahongwa iyave sokutjanga ohunga neyura rorive ndi va penga oniro.

8. This topic was attempted by a big number of candidates and they produced good essays. They understood the topic well. They were supposed to write an essay about a day when someone was at a point of losing his/her life but who survived in the end. Ovahongwa iyave sokutjanga ohunga neyura rorive ndi va penga oniro.

9. A big number of candidates attempted this topic and most of them scored good marks, ranging from average to above average. Mepu ndi ovahongwa iyave sokutara kotjiperendero nu ave memene ko ombanekero. Kave sokuhandjaura mbi mave munu motjiperendero.

Positive suggestions

- Candidates should be taught not to write too long essays.
- The correct orthography should be emphasised on a daily basis.
- Candidates should be taught to differentiate between various types of essays, e.g. Oyandjampus, oserekarere, ombatasanise na zware.
- Arikana ngatu kondjise nomasa okupwisa eraka retu. Eraka mari pwiwa iete otjozomiti ri nde honga eraka ndi.
- Atu teka ombangu otihuro tijOvarama katji tungiwe meyuva rimwe.
General comments

The performance this year shows a slight improvement when compared to the 2015 performance. However, credit will go to the teachers and their candidates for having done well in some of the questions. If this paper (Paper 3) is not taken good care of at school level and candidates to practice how to tackle questions, it will continuously contribute to the poor performance of the candidates. It should be noted that the candidates do not read and understand the questions before they attempt them and this contributes to poor responses, which lead to poor results. This paper is the only tool we can use to sharpen the candidates to become good interpreters, critical thinkers and creative writers if we give them enough practice through literary speaking- and writing activities. The moment we do these, the candidates will do much better in the other two papers (Paper 1 & 2) because they also require sharp, critical thinking skills.

Comments on individual questions

SECTION A

1 This question was answered by a very limited number of candidates. The candidates’ performance was not satisfactory.

(a) The candidates were expected to give similarities of “ozohotjo and otjiheho” from stanzas three and four, but most candidates couldn’t give the respective answers. To answer this question, candidates were expected to read and get the meaning of words in context.

(b) Many candidates hardly answered this question satisfactorily. Most copied directly from the poem, “Omutjange ma tja: “Muhuka ourumbu au randa, onďura pevau ai zupo, etemba amu kwatere ozonďera zambende, obaze norukaku avi pingasana, omaso woźombapira movihwa aye pupuka”. This is a verbatim stanza without answering in their own words. Our candidates need to be guided on how to decode information in their own words and make the marker see that they understood what they have read or studied instead of copying information as it is presented in the literary text.

(c) In this question candidates were required to discuss how the diction used in the last stanza by the poet influenced them. Very few candidates answered this question with success. The majority failed to give the implied meaning of the poetic language and how they were influenced instead they rewrote the stanza and lost marks.

(d) The candidates were expected to demonstrate how the poet expressed himself in the poem regarding wealth. Many candidates answered this question satisfactorily.
2 The majority of the candidates attempted this question.

(a) This question prompted candidates to explain, with reference, to the content/context of the poem "MBA RI AMI" how the use of literary elements, e.g. diction, rhyme and rhythm, comparisons (simile, metaphors and use of metaphorical language) affected them as readers emotionally or mentally about the character in the poem. Most candidates did not answer this question as expected. Most candidates showed very shallow understanding of the poem’s content/contexts when they copied the stanzas verbatim as their answers, without interpretation of the above to show understanding.

(b) This question required candidates to demonstrate/prove the given proverb “omasa kaye twara ondjira ndji ya eta”, which simply means: when you are growing old, you don’t carry the same appearance and energy you had at a young age. Or when you are growing old, you don’t follow the same route as before.

Most candidates answered this question much better when comparison to (a), but it must be noted that candidates have the tendency of copying the stanzas as their answer, therefore they fail to successfully answer the questions.

Areas that need improvement:
• Candidates should be taught how to craft their essay type answers.
• Candidates need to craft their answers by using their own words.
• They need to be taught to be creative in their responses.

SECTION B

3 A reasonable number of candidates attempted this question. This was a contextual question that needed to be answered within the context of the text (extract) studied.

(a) Very few candidates answered this question satisfactorily. The question prompted candidates to respond with direct answers, e.g. the place where the incident took place and what brought the candidates there. (oporuwarwi va yetwa osikore okuye ku tara okuti nokuvirikasana tjinga a ya ri ombura yavo osenina) Those who have read the book gave desired responses, while some didn’t even know the reason of how candidates arrived there. They lost two marks.

(b) This question expected candidates to explain how the character, Miṱiri Katuvei, used sarcastic/ironic language which affected Mbeimuna’s emotions, with reference to the given extract. A limited number of candidates answered this question successfully. Ovengi va kauta okutara kongaro ya Miṱiri Katuvei omuano mbwe tjinda Mbeimuna potuzeze twarwe nu ave ha hungire kongaro ya Miṱiri Katuvei na Mbeimuna poruzeze ndwi.

(c) This question required candidates to mention and substantiate three emotional burdens Mbeimuna had to endure, with reference to the extract. Most candidates responded successfully and scored all four marks.

(d) In this question candidates were required to demonstrate or discuss how the author skilfully used diction to show how Mbeimuna felt at the time he met Miṱiri Katuvei, after what had happened (the death of Katjee). On average candidates answered this question satisfactorily.

4 This question was attempted by a limited number of candidates. The candidates had to discuss how Maveipi’s scepticism and hesitant nature contributed to the unrest, conflict and chaos within the novel as a whole.

Very few candidates answered the question successfully; most of them retold the novel verbatim. Candidates had to point out all areas where Maveipi’s scepticism and hesitant nature contributed to the unrest, conflict and chaos, e.g. ondjakaha ndja ri pokatle ke nomurumendu we Kavirindi, ombameno ndja ka kuna mu Kaipita motjimbe tjongambuiero ye ongundi ndja ri nayo morukupo rwe nga ti ma kavanga okuyenda komurumendu warwe eye ngu ha wana nawa novandu mbo, ombango ndja a paha ku Kapanda nga ti ma ka kuna ombameno metjundu ra Tjikotoke anhle. Novikwao... Candidates need to be taught on how to interpret and understand the task at hand and respond to it appropriately.
SECTION C

5 This question was attempted by quite a few candidates. However, teachers should take note that candidates should be made aware that they should focus on specific scenes only and not the full text.

(a) This question required candidates to tell who Hiaupenda is and the reason why he featured in the scene. Most candidates had knowledge of the drama and answered with success and scored two marks.

(b) In this question candidates had to distinguish between the feminists, i.e. Puumue and Amuzembi as they’re depicted in the given extract. Many candidates could not answer this question successfully as they did not consider the feminists in their answers. “Amuzembi wa ri novikaro ovivi nu Puumue wa ri novikaro oviwa”, instead “Puumue wa ri nohoṇi otjomukazona indu tje ha yarisire esupa re ku Nḓuviro. Wa ya a kahaama kuye omuini nomutima mbu mau toto ombinḓu nungwari Amuzembi wa ri omuhori nomuhinahoṇi nga tji mee kuhakana omuzandu momaoko womukwao nokumuhupitira mokati kovandu”.

(c) This question required candidates to support the motion that Puumue was not ready for the event by looking at her appearance and subsequent behaviour. Most candidates failed to give the desired response. They started explaining how Puumue was raised. Very few candidates could motivate their choice as most of them did not refer to the given text.

(d) This question prompted candidates to discuss how the author expresses the turbulence among the characters in the extract. Most candidates interpreted the task well and gave successful responses and scored high marks. “Omutjange wa kunu ombameno mu Puumue indi tja katwa Nḓuviro momaoko wa Amuzembi, ave hupitasana tjavumbva e ve pitisa pendje mbve kurisa ombameno ya Puumue nga tji mavi kaetisa omipupo vyomahoze”. This is every superior response.

6 A reasonable number of candidates attempted this question. The question required candidates to discuss how the turning point of events (the last reunion of Eraka and Ndjai) in the novel helps the reader to better understand the whole novel in general. A large number of candidates confused the last reunion of Ndjai and Eraka with the one where Ndjai told Eraka that “wherever I and you meet again, one of us will perish” and just started retelling the story from there. The candidates who interpreted well, answered successfully. The readers could figure out why Ndjai refused to kill Kovihenḓe. They realised that all the occurrences in Hiakondjombo’s village/homestead forced him to go to the village uninvited, but that his presence there was needed to clarify all uncertainty.

Suggestion for improvements:

• Teachers should teach their candidates to express their answers in their own words as far as possible.
• Candidates must study and read the questions thoroughly before they attempt to answer them.
• It is very important that teachers encourage their candidates to read literary texts and study the literary elements.
• Candidates must be taught how to formulate their answers straight to the point.
• They should keep their answers’ length to the number of marks allocated for each question or sub-question
• Candidates should be encouraged to write well-structured paragraphs which contain one idea that is supported by EVIDENCE AND THEIR OWN VIEWS.
• A humble request to the Heads of Departments! THE EXAMINERS’ REPORTS SHOULD BE STUDIED AND DISCUSSED AT SUBJECT-, DEPARTMENT-, CLUSTER- OR REGIONAL SUBJECT MEETINGS DURING THE FIRST TRIMESTER.
• Subject teachers are encouraged to give candidates mastery tests during the course of the year and mark according to the marking grid in order to keep the same standard as that of the External Examination. They should also familiarise their candidates with marking grids in order for them to know what is expected in the answers. Discuss the strengths and the weaknesses which you picked up during the mastery tests and mock examination with your candidates and work on them. Heads of Departments should ensure that this is taking place.
General comments

There was a notable improvement in the quality of the discussions this year when compared to last year and centres are applauded for this. Some problems were observed in the administration of the test ranging from blank CDs to candidates who were not recorded.

1 QUALITY OF RECORDINGS

The quality of the recordings, as with previous years, was good. Candidates and examiners could be heard very well. Centres are applauded for this.

2 SAMPLING

As with last year, a significant number of centres did not indicate the candidates who were in the sample with an asterisk (*) as required. At a number of centres the sample did not represent the range of marks that were awarded. Some centres did not include the highest or the lowest scores that were awarded. This makes the moderation process extremely difficult. Again, the samples that were sent did not represent a variety of literary genres that were studied, with poetry being the most underrepresented.

3 EXAMINING TECHNIQUES

Warm-up

A number of centres had good warm-ups that created a relaxed and conducive atmosphere for the test while providing a link to the discussion. However, a significant number of centres resorted to their usual warm-ups: “omukandi womavirikiziro wa ri vi; wa zarere tjike; omuinyo weyuru u ri vi pendje; wa suvera ekweze riṈe rombura; onganda yeṈu i yanwa vi; u vanga okukanira tjike; tj i wa tuurunga mo kenhonga tjike; mo tjanga ongapi momarorero; wa tjita pi omaningiriro” for all the candidates. It is recommended that warm-ups be individualised and not repeated with each candidate. It was good to note that there was a significant reduction in questions that invite personal responses such as family life, neighbourhood, ethnicity, etc.

Mock Examinations and Assignments

Unfortunately there was no evidence from a huge number of centres that candidates indeed expanded on their answers in the August Mock Examinations or that they drafted, revised and improved on topics given as assignments for the oral examinations. Although some centres included the August Mock Examinations, the discussions at most of these centres did not revolve around it. There was no evidence of thorough preparation from both candidates and examiners. Again, “centres should take note that the NSSC Ordinary Level is a two year course and preparation in all earnest should start in the first year. Candidates should have ample time to read the books thoroughly and work on assignments with comments from the teacher. Candidates can also review each other’s work during the year. Clearly all these are not happening at most centres.” (Chief Moderator’s Report, October 2015)

Questioning Techniques

At a number of centres there was an improvement in questioning techniques. However, a significant number of centres still ask questions and prompts that invite long narrative responses as well as general responses that cannot be supported by the texts.

Examples of questions and prompts that should rather be avoided

<table>
<thead>
<tr>
<th>Long narrative responses</th>
<th>Responses not supported by texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Koi tji serekarere mbya kaenda po mehungi ndi …</td>
<td>• U muna kutja ovimbanda nozondjai oviṈa oviṈa?</td>
</tr>
<tr>
<td>• Tu pa omboronganisiro yehungi ndi …</td>
<td>• Andakuzu ove wa ri .. otjo tjita vi?</td>
</tr>
<tr>
<td>• Serekarera nyosa okuti.</td>
<td>• Mouye wetu oviṈa mbi vi tjiṈa? Zeuparisa oumune woye.</td>
</tr>
<tr>
<td>• Raisa kutja pa kaenda tjike, ape kaenda tjike …</td>
<td></td>
</tr>
</tbody>
</table>
Content driven questions dominated most of the discussions. “Examiners should examine how authors achieve effect: what language do they use to “give character to the characters”; create mood; what messages come out; why did authors decided on the particular setting.”

**Examples of questions that examine how authors achieve effect**

- Ovi eraka omutjange/oumimbe ndi ma ungurisa poruze ndwi tji maru tji mari kutja ove otjomurese u tjatenwe … u tonde … u tere … himwe …?
- Tji wa tara kongundasaneno pokati kovanyande poruze ndwi: mai kunu ojivepo tji tja sana pi … mai tu hongo vi ongaro yovanyande … mai pendura vi onyungunyungu/ombameno [ngatu yende amatu tikonaparisa epuriro ohamure ndi – ombameno mehungi ndi ya ri pi]
- Ongwey omutjange tja toorora oruze rworive ndwo poo oiri yorive ndjo kutja arire pu pa tjiitwa oviitjita poo arire mu mwa tjiitwa oviitjita? Mo munu kutja eye wa sora – pa eta vi ondočeno poo ombutarere?
- Puratena kokarukondwa nga … ozombuze zene zomutjange ndu mazi piti mu ko? [komeho okupura kutja – hapo omutjange aa vanga okutuhonga tjike onduno epuriro ndi nambano ra rira epaturuka tjinene nga tji ri kayanda mokuserekera unir]
- Mo kutu vi ombuze ndji kena rembo (re reparahungi, ronđarama, romuimbo)?

Examining techniques can only improve if discussions on literary work become regular classroom practices.

4 **ASSESSMENT**

There was a significant improvement in the interpretation and application of the assessment criteria. Centres are applauded for this. However, a number of centres were too lenient in all categories and at times the assessment criteria were inconsistently applied.

**Positive suggestions**

Ngatu tje rumwe mitjiri ma vanga okuhonga oruze rwovitjita notjivepo tji matji hingi. Okutja mitjiri rumwe ma pe ovahongwa ve okarukondwa tijuna nga:

*Ouṱuku mOmbandi moya Hiakondjombo. Kwa zorere nu okaṱoroha make para komanene woutjiro, ingwi komumborombong’ ozombanḓe mbu ri onḓera ya Katjitjaoro omainya komband’ erindi. Ovandu va rara. Nungwari maku pose epingo kongurova imba pomungondo oljovineya mbu ri ozongombe za Tjomeva tja Mujarure wa Kanjandi. Eraka (wa se ondovi meyendo ra Hiakondjombo …)*

*Imba nambano mitjiri opu ma hongere ovahongwa ve kutja ve mune kutja ongwey omutjange tja toorora “ouṱuku … kwa zorere … okatjoro make para “… “ okuraisa oviitjita mbi ri pomumbonde oljovineya.*

*Aruhe mitjiri tji me ya nokarukondwa nao okuhongera oviune kaani, ovahongwa opu mave yende amave nongapara mokuhungirira komamemwatjangwa nave ha pandere pokuserekera ndi ehungi uriri opuwo.

*Okuhepa*
General comments

The vast majority of candidates offered neat scripts. Most candidates attempted every task and demonstrated that they were familiar with the types of questions likely to be asked. A range of questions were to be answered on two passages. The first passage, entitled “Nomburu daUtjo”, explored the candidates’ ability to read for facts 3 marks were available for multiple choice and 7 marks were available for additional questions. Candidates were also tested on their ability to express their opinions and present facts.

The second passage, entitled “Kampegere kora nyara” explored the candidates ability to read the passage with understanding, 10 marks were available for the similarities and differences and 10 marks for the summary. 20 marks were available for the formal letter. The candidates demonstrated that they were familiar to formal letter, even though a few were not familiar with a formal letter.

Comments on individual questions

Section 1 Reading Passage 1 “Nomburu daUtjo”

1 (a)-(c) Multiple choice: Candidates were asked to choose the correct letter to match with the sentence. More candidates got it correct. 1 (a) D, (b) B, (c) C, (d) G. Candidates were asked to explain what they had read in the passage.

Candidates attempted the tasks and demonstrated that they were familiar with types of questions likely asked “Gava efwatururo lyosisewe kampegere kora nyara” Their responses: “Muntu kulikorerera pwanyamoge.”

2 Candidates were asked to write a speech. If you were a headman at Marema how will you address and encourage the youth at the village to take education seriously. Candidates did well with, a high number of responses achieving the maximum 12 marks for Question 2. A few candidates scored only half of the marks because the question required candidates to use conjunctions, nouns, capital letters, correct spelling and punctuation.

Section 2 Reading Passage 2 “Kampegere kora nyara”

3 (a) The question required candidates to compare similarities and differences from the two reading passages.

(b) The question required candidates to summarise the attitude or behaviour of Namakasa when he was at the village when compared to his life among friends on the farm. Most candidates scored half of the 5 marks.

4 The question required candidates to write a formal letter. They had to discuss Namakasa’s relationship with his friends on the farm as well as his promises to his family. Candidates managed to answer well.

Positive suggestions to teachers

I really appreciate what teachers are doing at schools so, they teach candidates very well. Keep up the good work. Pay attention to some language mistakes:

- owu - ou
- nampidi - nampili
- kuhuyunga - kuuyunga
- mukwagali - mukwangali
- magondo - mangondo
- yimaliwa - yimaliva
- nondja - nondiya
General comments

31 candidates wrote the examination of Rukwangali First Language Ordinary Level.

Most of the candidates followed the instructions on the question paper. Topics were very clear to them and they opted for what they understood. Candidates have to read all the essay topics before they make a choice.

- They must write the required amount of words and also concentrate on the instructions.

- Some candidates scored high marks, but there is still a big challenge in differentiating between argumentative and discursive essays. When candidates choose an argumentative essay it requires that they either agree or disagree with the statement. Some candidates agree and disagree in the same essay. Candidates did not choose one opinion and support it. This made candidates lose many marks.

Comments on individual questions

1 Out of the 31 candidates who wrote this paper, 10 opted for this question. Most of them agreed with the statement for man to be given heavy punishment for abusing women. Encourage candidates to go for agree or disagree, for example if they agree they should not disagree on any issues. Candidates should not use abusive words, e.g. ‘beat man naked’.

2 Instead of candidates concentrating on the youth only, one included the parents too. Candidates must read the question to see what is expected of them.

3 The question was about Tjanga esansekototo lina kuhaga nosisewe oso rera siutu ngasi kurere. Candidates wrote interesting stories related to the topic. Candidates must write between 350–500 words, but some exceeded the limit.

4 No one opted for this topic.

5 They answered it very well because it allowed them to tell their own stories about what made them happy in their lives. Some of the candidates started telling irrelevant things about their friends. Candidates must read the instructions first to see what they must write about.

6 Out of 31 candidates only one wrote about ‘Mauwa musinke ga kara mokulironga eraka Lyoge lyomvharerwa kumburura ko. This candidate did not fare well as knowledge regarding the topic was limited.

7 Two candidates answered this essay. Both of them were against the statement of stopping people in Kavango to breed with domestic animals. Candidates answered it very well, but words such as nsene, mpili, yeeyi, ndi, nampili, were used incorrectly as they are conjunctions. Candidates should be taught when to utilise these words.

The following words need to be spelt properly:

1 Makula - Makura
2 Muwendi - Munwendi
3 Nzo di - Nzodi

8 Rukukutu ngapi runa gumu sirongo saNamibia unene po yimuna. Two candidates answered this question how candidates answered it very well but the other one was a bit confused about the topic. They showed how poverty is affecting the nation, especially where animals are concerned. However, one candidate focused on his personal property and the families in his village.

Encourage candidates to revise their work upon completion of the syllabus.
Positive suggestions to teachers

- Teachers should teach candidates how to write paragraphs and instruct the candidates to plan their essays before they start writing. They must plan the essay according to the following examples.
  1. Etwaromo
  2. Ntjima-ntjima
  3. Matukwiro
  4. Ehageso

- Teach candidates the use of punctuation marks and capital letters. Train them again on how to write a/an:
  1. Descriptive essay
  2. Argumentative essay
  3. Narrative essay

- Overall language usage is very poor. Teachers should focus on improving this during class activities.

- Encourage candidates to be neat and to write legibly.
General comments

• All candidates taking part in the examination selected questions from the three different sections.

• Candidates were aware on the format of the question paper and no candidates failed to interpret the instructions on the question paper that reads: “Limburura mapururo gatatu limwe Moruha A, Limwe Moruha B ano Limwe Moruha C. Mogo Malimbururo gatatu limwe po lya hepa kukara lyesansekototo.

• Teachers are encouraged to train candidates on all prescribe textbooks throughout the year for the candidates to be acquainted with the events, names of characters and places.

Comments on individual questions

The question paper was based on three genres which is poem, prose and drama.

Section A: Poem

1 (a) Candidates answered it correctly as, they were able to identify the rhyme and illustrated it by using the rhyme scheme (aabb) and name it (Epambamba/kurambakana)

(b) Candidates were able to discuss the ideas that the poet tried to put across by highlighting the following points from the poem:
   • Erongo kuhamena mulyo gosure.
   • Erongo kuhamena omu va hara vakurona vana vawo.
   • Erongo kuhamena omu vakurona ava tu pakere sinka.
   • Erongo kuhamena omu natu vhura kupurakena komapukururo.

(c) Most of the candidates quoted stanza 3 as support evidence to their answers and this was satisfactory.

(d) (i) Correct answers were given by candidates by saying (sitetu - kukomona vantu, Vantu wovanzi kapi va karo nositambo nampili a ze kosure ngwendi googu ana sindikire ko vakwawo. Kwato etokomeno lyelirongo).
   (ii) (Ugova - Kuncenuna, Awo kumona vakurona asi kwato eyi va diva kuzogerera, ano hena nsene vana mu pukurura ta guu, ngwendi kuna mu nyenge).

(e) It was difficult for most of the candidates as, they misinterpreted the question. Instead of explaining the gramatical meaning of (kapi ga lironga kapi ga diva yuma), candidates responded: (Muntu ga lironga, ngawo zonene, gazera nainye koyili).

2 (a) Questions (a) & (b) are part questions, though candidates were asked on different aspects. In (a) candidates were asked how sympathetic the poet was to the victims of the flood. Some candidates expressed themselves very well by describing what they were feeling: (Nkenda noroguwo). They further said: (None nowato woge komukara muvavali muna ya lindindira, eyi ono rekere mukweni asi nani ya ku gwama, ono ya siki age pwato, eyi ono ka simba kapi na diva omu no yi rugana). (Tomu fire nkenda, morwa kwato omu na tengura gelika).

(b) Candidates were able to identify how the poet described the person who suffered because of the flood. They quoted stanzas 2, 3 and 4 to support their answers: (Stanza 2: kuhamena nkugo omu ava papara mbatero, morwa naimwesi naga va dipaga mema. Vantu va ka vazaure oko vana hanzere). (Stanza 3: Mambo vana sambanesa kwato uturo nainye yoyipe) (Stanza 4: Yiyiwa ntudi kuhupura tupu va tambure tupu sihorokwa va ha limbilirwa). This was well-anwered.
Section B: Prose

3 (a) Candidates answered this question well. Candidates identified Kutetuka’s reasons that lead him to mistreat Kulinyenga. Candidates responded: (Kutetuka kapi ga kere nomalizuvho gekoro, morwa ngano kapi ga ya hepekere munwazina).

- Untu wendi yiwo wamu pitakanene a pire cumana mulyo govakwawo - kupira kumupa nondya mugenda goge.
- Kurangeka mukuroge ponze pokufu.

(b) Most of the candidates did not write much on how the writer introduced the relationship between neighbours as it was outlined in Kutetuka. Their comments were based on general knowledge like: (Kukava novasinda nawa tomu livatere). Instead Usinda uwa tomu livatere mokulilehehera ngwendi Matumbo nga hundire kaiga kovasinda aya terekemo).

(c) Most of the candidates answered it well because this is the attitude that they observe in the community. The attitude of Kulinyenga is very common: Nkorwe ga hana mulimba kutjava yitare a randese a ya nwe marovhu. Mukadendi ga mu zumba morwa unkorwe. Age kapi ga paka nkoko.

(d) This question was answered well. Candidates gave clear evidence that this man was cursed. All the bad luck that followed him was deserved. They identified all the suffering and struggles that Kutetuka went through, such as:

- Kwa mu tjidire moyirugana.
- Kwa mu tjidire mo nemembo.
- Ta tengura ko kembo lyawo koruhepVana vendi tava ka kare vawidi.
- Wmbo lyendi taca ta li ruka kansara.

4 The question was answered well as by candidates. They also single out the character, Kangweru by saying: (Usilili wokuliharera ntani ou lya, eyi wa hari yiwo ngayi kulya, kangweru muhezuvhu ga kere. Kapi gazzereasi nage munzoni, kwa ya tukukire konyima apa ga ya nongwenene asi yige ntundiliro zedipago IyaSihetekera).

Section C: Drama

5 (a) Candidates answered it well, it seems that they have good back-up information of the Namibian history to support their answers. They presented the rules that were set up by the colonial government and how it negatively affected the residents. (Nokugendasi hamboumwe nsene zina toona. Vantu ngava dogorokere momambo ava nga ga gwana mauvera masiku vakadi womarutu gavali nawa kapi ngava gwana ekwafo lyoku hampurukira mekeverero lyosipanero nsene ezimo lyendi litwa masiku.)

(b) ‘Kasoro’ The term is common to candidates and most of them were able to explain the meaning of the term (Muntu a pupida nombudi momukunda mosiruwo soyita. Muntu ogu a va futu yimaliwa a papare nombudi movantu. Morwa mfuto muntu ogu kuhara kugava nombudi parumwe kwato, makura ta tanta yimpempa kwava vamukuta.)

(c) Most of the candidates did not do well. Candidates generalised: (Edina lyomutjangi, taka eli va tjangesambapire) instead of (Nomukunda edi va tumbura mombapira dokoutokero. Erondoro lyangoronera kwa tumbwire epwageso lonyomongwe domombunza naukwangali. Rugendo rokusindikira vantu dogoro komururani. Mwene ko mombapira va uyunga mo asi sihorokwa kwa horokerere koutokero wakavango mo 1982.)

(d) Candidates responded very well. They could trace the anger of the writer and that he was dissatisfied with the behaviour of the former government. (mutjangi kapi ga haferere epangero di lya kere ko, morwa ehandu yiyo ga tjenge mbapira ezi zi likide umbondo woypira yayo. Age kuvhura a kare nekumangendo asi epangero Lyonwo lyawo limwe o pulisire munayirongo a ku pangere mosirogno ndi pevege lyoje.)

Erongo hena asi nezuvasi limwe o pulisire munayirongo a ku pangere mosirogno ndi pevege lyoje.

6 Candidates responded very well. Candidates are aware on the importance of schooling and the advantages and disadvantages. Candidates outlined the importance of school where they said: (To diva kutjanga nokuresa moomu ga ka divire kotokeni. To diva yivarero ngwendi moomu ga ka yidivire kotokeni. To kara munona gokukotokota ngwendi moomu ga koto kere Kotokeni. To ka fumbura udivi woje womalirongo asi kosinke wa hamena. Moomu ga ka yi likidire kotokeni.)
Advantages: (To kara murugani mepangero, nsene vana kukutu to tambura yimaliwa. To kava ono lisikamene pwanyamoge mokulirera nokurera vakurona woge.)

Disadvantages: (Yirugana yimwe kugaununa vantu kovakurona woge yi kutware nakopeke kapi to ka hafa, ano vakurona woge nawo kai tave hafa.)

Some candidates concluded by thanking Kotokeni that he was a hero!

Positive suggestions to teachers

• Thanks to all teachers for your efforts.
• Teachers still go the extra mile to teach candidates how to answer essay-type questions by using (Sigwedoko C).
• More input from teachers will help candidates to understand their literature books even better.
General comments

It was observed that most centres have improved regarding the conducting of the oral assessments. The assessment was accurate at most centers and only very few centres were too severe towards candidates in all range of abilities and slightly too lenient towards candidates in the higher range of abilities. For a proper examination as well as moderation to be conducted, the oral has to be 15 minutes including a warm-up session of 2 minutes. The correct awarding of marks according to the marking criteria was not followed at some centres. The examiners are advised to read the moderator’s report of the previous year to avoid the same mistakes. Thanks to all examiners who were well-prepared and conducted the interviews with confidence.

Quality of recordings

All centers submitted very clear recordings where both examiners and candidates could be heard well. There was no disturbance noted in all recordings and this is good.

Range of sample

The range of samples sent in by all centres included all levels. At some centres, where there were only a few candidates, the examiners recorded them all. Thank you.

Comments on examining techniques

The warm-up session was very good. Thank you very much. The oral examination was conducted well at most of the centres. The questions posed were relevant and stimulating. The allocation of deserving high marks is not discouraged, but marks should be in relation to the abilities demonstrated by the candidates.

Positive suggestions to teachers

All the centres’ administration tasks were done excellently and it made the process of moderation so much easier. Ask a question and give candidates time to answer before asking the next one. The name of candidates listed on the CD were in the same order as they were recorded. Thank you. Thanks to all the examiners for your hard work, patience and effort while conducting the interviews.
General comments

The performance of the candidates has slightly improved compared to last year, although some candidates struggled to cope with some questions. Candidates did not follow the right way of answering some questions; instead of writing summaries, they wrote speeches. Candidates had problems with orthography as they do not know which words to put together and which to separate. The use of idioms in the wrong context is another problem observed in some candidates. They do not know in which context to use idioms. Some candidates do not know how to write a summary and a dialogue.

Comments on individual questions

1 Most of the candidates managed to answer the question very well though some candidates struggled to answer it. Teachers are still urged to teach candidates how to tackle short questions and to give specific answers.

2 Most of the candidates managed to answer this question very well, although some wrote a letter without including an address. Some candidates are still separating the date from the address. Candidates should read instructions before attempting a specific question. Teachers should teach candidates how to write a friendly letter, format of an address, [place, P.O. Box, town, country and date], then to continue with the salutation, introduction, body paragraph and a conclusion. The introduction, body and conclusion and should be well structured in paragraphs. The correct use of grammar, tenses and, sentence construction should be emphasized as some candidates used idioms in the wrong context.

3 Most of the candidates did not do well in this question as some did a comparison of the articles without concentrating answering the main question. Instead of writing a summary, some opted to give advice on what should be done to tackle the cause of pollution and some discussed the advantages of nature. Candidates had all the information that they could use at their disposal, but they couldn’t answer the question. However, some candidates managed to use prior knowledge to tackle the question. Teachers should teach candidates on how to summarise two articles in a narrative form instead of note form and they are also encouraged to teach all shorter pieces.

4Basically most of the candidates answered the question but not very well. Candidates could not start with the introduction, followed by the main play or dialogue using the colon [ e.g Masinga: How are you?] and then write a conclusion to the play. Some only started with the play, wasting time on greetings, without answering the question. Some candidates did not name the characters; they referred to themselves as “Ame” instead of writing their real names. Teachers should teach candidates how to write a dialogue starting with the introduction (listing the characters in the play), followed by main aim of the play, (place and time), body (main play), where characters are named and what they are saying and then conclude on how the play ended or the way forward (what happened after wards). The use of the colon after the name of a character should be emphasised.

Positive suggestions to teachers

• It seems that teachers are working hard in teaching candidates to acquire the necessary skills and to obtain the required competencies.

• Teachers are doing a good job by teaching candidates how to tackle short-and longer pieces.

• However, more focus should be put on writing letters. Some candidates are still separating the dates from the sender’s address and they do not know where to place the subject of the letter. There is a need for candidates to be taught what and how to summarise two articles and write dialogues. Teachers are encouraged to use the syllabus and engage candidates in reading activities to improve their writing skills and to acquire an extended guideline as a vocabulary to help them improve their grammar. Teachers a re encouraged to teach short pieces that are outlined in the syllabus.
These are the common mistakes detected regarding most candidates and thus needs to improve:

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General comments

- In general, most candidates wrote neatly and the essays were well-structured in paragraphs compared to previous examinations. Teachers are encouraged to keep up the good preparation of candidates.
- Candidates showed improvement regarding the language use, orthography, vocabulary, idioms, proverbs and punctuation in their essays.
- Candidates showed improvement in developing new ideas for each paragraph in their essays and most candidates met the required number of words for this paper compared to the previous examinations.

Comments on individual questions

**Question 1:** Shingonona livango lyangandi ntani namaukaro ghavarwana omo ghakaranga ntjene mpire kapi nka vana kuyi vhura kuyi kandana po. In this question candidates were expected to describe a certain place/area and the way people act and behave when they are unable to control wildfires. The very few candidates who opted for this question tried to answer it accordingly, e.g. -Livango kuperuruka yira mburundu, Vantu kudirukapo pamukunda, vikorama kuyenda ure, nyango naushuka kudongonoka pamukunda, virughanita ndi vidikita vyamandi kupumbwa ovyo ngavi renkito vantu va tunde po mushandja navimwenka tupu ngoli yayitilangapo mpire.

**Question 2:** Vare va wanenango mo mauwa ngudu mulidiko lyandjira yapakatji kaRundu naKatwitwi. While candidates were expected to write about the most advantaged people in the construction of the road between Rundu and Katwitwi, candidates misinterpreted the question and they wrote about the advantages of tarred roads in general, e.g. –Kukoka vadinguli, mahauto nakuvipavipa shi, vangeshefa damauyendero kukwangura kuyenda, kusheshupita mahudi ghamuvitaura morwa kwato mbundu. Mulivango lyakurenkashi vatjange mauwa gha likidikyandjira yira: va dimukunda dapepi kuna kwahaneno virughana.

**Question 9:** Tjanga moomu una vi shanene vyakuhamena kulifano olyo kuntji. Candidates were expected to construct their own ideas about the picture given, for example: Importance of physical education in schools, importance of different sport codes, importance of team work, educational tours, etc.

Very few candidates opted for this question. They found it too challenging to construct enough ideas and they were not sure of what to write. Thus, teachers are encouraged to train candidates throughout the year on how to answer this type of question. It is also important for teachers to train candidates to be critical thinkers, creative and able to think outside the box to be able to tackle each question they come across in examinations.

**Questions 8:** Maraka ghamvharerwa kuna kuvyuka kunyima. Tjanga u fwaturure ashi weni ghana kuvyuka kunyima ntani weni omo tu gha yerura gha yende kuuto. Candidates were expected to explain why local languages are under-developed and how we can develop them. Few candidates opted for this question. Those who opted for it answered it accordingly, e.g. Ovyo vina kuvyuto liraka lyamvharerwa yira; virongwa navintje pashure kuvirughana mu ruhingirisha, pakushana virughana kukupuraghera muruhingirisha, pashure wakugumbwa liraka lyendi kumutengeka, vakurona kuna karwamenza vana vavo vaghambe ruhingirisha, sakukwamwa gha pa tivi na radio yapantambo yashirongo kugha pititira muruhingirisha, navimwe tupu ngoli. Omo tulieryera liraka nkandi; Vishongwa pashure vi kumaraka nga mvharerwa, makukwamwa pa tivi gakhare mumaraka nga mvharerwa, vakurona mumandidi vatjokede vana vavo vaghambe maraca ghavo, navimwenka.

**Question 4:** Mashongo ghavi vyapampepo kuvhura kuyita mo mushure ndi? Kwatite ko ndi kananita ko. It was an argumentative essay. Where candidates were expected to argue for or against the motion. Some candidates answered it correctly while some argued for both, e.g. Mashongo gha vyapampepo kuyita ukaro wauwa muvashongwa kutijira vashongi vavo, kukufumadeka naumwabo, ngoli virughu vimwe kuyita udonda morwa vashongi vamwe kapi vakara nauyivi wavvapampepo, kuvhura ngava pukite vanuke. Nani ngoli mushongwa ndi a hamene tupu kuruha rumwe, a kwatiteko ndi a kananite shiturwapo. Some candidates misinterpreted (vyapampepo) in this question as the use of technology, while the question meant (vyapampepo) religious and moral education.

**Question 6:** Timwitira shitimwitira shina kukugho nangambito yino ashi “Kupya mukanwa kulya vyavingi”. It was a narrative essay, where candidates were expected to conclude their essays with the statement. The few candidates who opted for this question were able to answer it accordingly, e.g. kulya vyavingi ne kapishi ndya tupu, kuwana wangu mapukururo, kukuhora vavangi, kukukuta muvurugana wangu, kuwana mbatero dakukushuva shuva kuvantu. As it was mentioned before, candidates need a lot of practice to be able to perform better in this paper.
**Question 3, 5, and 7:** Most of the candidates opted for these questions and, in generally, they performed better. Most of them showed a good understanding of what they were expected to write in their essays.

**Question 3.** *Liyuva limwe mwaka rambukire doropa ndi mukunda wenu mema ghana pata ndi ghana pwiliri.* Tjanga u shingonone asti vinke vyashorokiliro vantu naviuna vyavo. Candidates were expected to describe what happened to people and their livestock when they experienced a shortage of water or draught in the community. Candidates answered this question accordingly, e.g. Vantu vafire kulinota nandjara, vanuke vawanine mauvera ghandjara nagha kumema ghamadona, vanwe vadrukire mumukunda, kudukura va foromani navakalikuliko mukunda kuradio, varwanine vanwe, vimuna kutjwayuka, kufa kulinota, varughani kudumwa kuvirughana, shure kupata, navimwe nka.

**Question 5.** *Shingonona shitangalimba osho da yititangapo funguna mumaparu gha varwana.* Candidates were expected to describe the negative impacts of cell phones on people’s lives. Candidates were able to answer the question accordingly, e.g. kuvari- kughurumwita vitundwamo, kukutjida pashure, kutumbapara navimwe nka, kuvakurona- kutjora mapata, kuyita vipempa, widi, makudipagho navimwe nka.

**Question 7.** *Nkandaurama nayo kutanga.* Timwitira mwamunene. Candidates were expected to create their own ideas to discuss the meaning of the proverb “Nkandaurama nayo kutanga” in an essay. Most candidates answered it accordingly, e.g. Kutimwitira vishorokwa vyakuhamena kumuntu wamunongo ngudu ogho vahepekerangamo mukunda yaunongo wendi, ngoli muruku naye ngaka oroka ngaka kukandura nakutura vantu vavangi mu udito. Although some opted to rewrite exactly what they read in the drama (literature) book for Rumanyo called ‘Nkandaurama’, that is not allowed.

**Positive suggestions to teachers**

- Candidates are expected to go through all the questions thoroughly to make sure they understand what they are expected to write before they select one.
- It was noticed that most candidates could not use capital letters correctly in their writing as it is required, for example, proper nouns used at the beginning of sentences, for days of the week, and months of the year, etc. Therefore, thorough practice is needed in every activity throughout the year to help the candidates to get used to and to remember the necessity of their use.
- Teachers are encouraged to pay more attention to some candidates’ handwriting from the beginning of the year. Illegible handwriting can result in candidates losing marks in cases where markers are unable to read what is written.

Some candidates were unable to interpret questions correctly. This resulted in candidates scoring low marks on content. Thus, teachers are encouraged to spend more time on teaching different types of essays and a lot of practice with candidates compiling previous examination question papers. This can assist candidates to understand the work better and improve their overall performance.

Lastly, some candidates are still confusing the following words, therefore teachers are advised to make use of the orthography to train candidates on the right spelling of words in Rumanyo.

Hampara – hambara
Kudipaya – kudipagha
Kutumayera – kutumaghera
Mumiya – Mumigha
Kunyeyenya – kunyeghenya
Runyenyo – runyeghenyo
Vamuhudju – vanumughundju
Dimbulire – dimburulire
Kuyowana – kuyoghana
Nambo – nampiri
Mphindi – mpirindi
Ngango – nkango
Varongwa – vashongwa
Varongi – Vashongi
Mphohali – mpoghali
Ruvira – ruvigha
Kuvana – kuketa
Kubela – kufunguna
Mara – ngoli
Wiye – ghuye
Woye – ghoye
The meaning of the following words should also be explained clearly to candidates:

Vitapa vyamaghokoghoko (vyashali) – donations
Ndjapo – (awards)
Ndjambo – shitapa nkenda, (offerings)
Ndjambi – Payments (mfuto) for a specific job done
Kuyuvha – kughere namatwi
Kuyuva – kutundita shipapa kushimuna
Kuveta (ngoma)
Kuvheta (mema)
Mashure – shure
Mankirishe – nkirishe
Vipango – dimuragho
Musinda – maparambo
Kantjande – pantjande
Dimundi – mandi
Key message

- Close reading of the given poems is essential before candidates begin to answer any questions. In section A there will always be a considerable amount of information to be absorbed from the poems in order to answer the contextual and essay questions. The same applies to section B, prose, and C, drama, where extracted passages from the books are given to help the candidates to remember what they read in the book.
- Question 1, poetry, Question 3, prose, and Question 5, dramas. These are contextual questions; it is good practice to present selected information under bullet points as this allows for clear, structured expression.
- Proper nouns, which always require a capital letter, frequently appear in the examination paper, e.g. Mate, Champapi Shiremo, Shinunga, Shiyan, Vishoni, Karungu, Linus Shashipapo, Maria Mwengere, Rucara, Katere, Magadi, Lake Victoria, Viye, Coetzee, Muronga, etc. The use of capital letters for names should be practised thoroughly and candidates are also advised to remember the necessity for their use at the beginning of a new sentence.

General comments

- Candidates’ performance in this component has drastically increased when compared to the results of the previous year (2015). There were some difficulties in answering some of the questions in all genres, especially in answering all essay type questions.
- One percent out of 375 candidates who sat for the 2016 examination failed to adhere to the instructions given where candidates are expected to answer two contextual questions and one essay. Three percent of 375 candidates analysed a different prescribed book in a different section.
- Some candidates did not pay attention to the length of their writing, paragraphing and grammar when answering essay type questions.

Comments on individual questions

POETRY

1 Mbeli (Lighano mbyute)

249 out of 375 candidates opted for this question.

(a) Candidates were asked to explain if the title, supports the theme of the poem and to motivate their answers. Most answered it correctly and according to marks allocated.

Possible answers:

- Nhii kuna kukuwa
- Mukondashi ovyo watanta mutango kuna kufwatutura nawa shiparatjangwa omo shina katanta lirughanito ndunge muntu a vhuruke mulyo wavininke ovyo vyamupito
- Kuna kuvuruka liparu /mparukito yakukakuru

(b) (i) & (ii) Candidates were asked to explain the meaning of the following words extracted from the poem. These words “lishashankova and shira” were answered poorly by most of the candidates. They failed to get evidence from the poem to help them to prove the right answers.

Possible answer:

(i) Shimenwa osho shakarango muwiya ndi mumavundu omo va shi rughanitanga mukushantjitalako nkogha yamukeke yi we wangu.

(ii) Livango lyakudanena vanuke/vakurona olyo vawapayika pandje yamundi/livango lyakudanena maudano ghakukushuva-shuava.
The question was ‘Who is the speaker in the poem? Motivate your answer. This question focused on literary aspects. Candidates were expected to recognise the speaker based on the poem.

Possible answers:
- Liywi lyamukurona/ liywi lya mutangi/Diaz
- Ana kara namashongo kuvantu kuhameni liparu lyakare
- Ana kara nailura kumparukito yendi oyo ya pito

The question was ‘How does the poet present his feelings towards the past’? Candidates were expected to describe the feelings and motivate their answers.

Possible answers:
- Murupe rwaruguvo/ kukuvera
- Mukondashi ntjene a vhuruka kuruku kapi ana kumona ovo kavi mu haftango
- Mukondashi kuna kuvhurura oko ghatundilira madeuro ghendi dogoro a ya kare muruhafo

The question was ‘What do you find most memorable about the poet’s portrayal of his childhood’? Candidates were expected to justify their ideas by detailed referencing from the poem.

Possible answers:
- Mumutango, mutjangi a negheda mo omo kadananga pawanuke udano wapambandje
- Mumutango, mutjangi kuna kunegheda omo ka kunganga vimuna pawanuke
- Mumutango, mutjangi kuna kunegheda omo a tamikire makushongo ghendi pawanuke
- Mumutango, mutjangi kuna kuvhuruka mukunda ogho a kulilire pawanuke

The question was ‘What do you think the poet is attempting to convey to the reader’? Candidates were expected to discuss and convey an informed, personal response based on the poem.

Possible answers:
- Kuna kuva kunegheda ntundiliro yaliparu lyendi
- Kuna kushonga vavaruli mulyo wakuyiva ndi kuvhuruka vyakuruku omo vi va vatera mukutwikira liparu lyakughuto.
- Kuna kuva negheda omo va vhura kurambwita maghano ghavo kudira kuvhurama mfumwa yavininke ovo ya rughananga vantu/ muntu

2 Shiyo (Mapara)

- 126 candidates out of 375 opted to answer this question. Few candidates answered these essay questions correctly. Most of them failed to discuss and analyse how the poet revealed the attitudes towards the two lifestyles mentioned in the poem (polygamous). That was sub-question (a). They also had to discuss how the poet revealed the implications of polygamous lifestyles in the poem. That was sub-question (b). In addition to that, many of the candidates could not get relevant information from the poem to support their answers convincingly.

Incorrect sentence structure, unfounded personal opinions, inappropriate grammar usage as well as poor language usage was evident. They also failed to adhere to the required length of the essay. Candidates were expected to compare how polygamous lifestyles were described in the past and also today as reflected in the poem.
3 Sha Rondo Mpadi

A number of 248 chose/opted to answer this question; however most of the candidates could not answer it well.

(a) The question was to explain the proverbs extracted from the novel. The majority of the candidates managed to answer the first proverb correctly, but only few candidates the second proverb ‘ukwavo warugedi’ only few candidates managed to answer it correctly.

Possible answers:

(i) Mpaku yayiwa kapi a yi tiki kumbara
   - Muntu wamunongo, rusheshu kehe pano ashi nga paruke mwaka dadingi ndi ntaka palivhu, kufa wangu
(ii) Ukwavo warugedi
   - Muntu wakuhora unyendi mu ku mu fika-fika tupu pamantjo muruku opo nga dimburura nawa-nawa ashi ana kawa nalyo ntani ngoli ngamu negheda udona

(b) The question was ‘Does the title of the book endorse the theme of the novel’? Candidates were expected to motivate their answers by giving details based on the novel. The majority of candidates scored 0-2 marks, simply because candidates lack the understanding of the meaning of the title of the book.

Possible answers:

• Nhii kuna kukuwa, mkondashi i vakurona vaKikuyu va yivhire ukaro wendi ene ngoli kap a u kandanine po dogoro wakulire
• Mwene Likoromoroka a kengililire umbondo u kure a hana kushana makoshonono dogoro avi ya yendi kwakudona
• vampititi yira Kimoto a u yivhire uumbondo karughananga Kikuyu ene ngoli kapi kava vi mu shwenenanga dogoro avi ya yendi kwakudona
• Valikoro navo va monine ukarodona waKikuyu ene ngoli kwaghu kengililige umbondo unya dogoro aghuya kuru

(c) The question was ‘To what extent do you sympathise with what Likoromoka went through in this novel’? This question was almost the same to question (b). Candidates answered this question poorly because they were unable to find supportive evidence regarding the treatment Likoromoka went through as the candidates were unable to sympathise.

Possible answers:

• Kuna kumufera nkenda mkondashi va kamu mangire kushitondato nakutaterara shimpana ashi ndi shi ya mu dipaghe
• Kuna kumufera nkenda mkondashi va mu rundilire ashi ndje ana dipagho hompa Kiyundu
• Kuna kumufera nkenda mkondashi va mu toghonine vapolisa na ka mu tura mudorongo
• Kuna kumufera nkenda mkondashi a fire mfa damutinioko

(d) The question was ‘How, in your opinion, does the setting of the conservation area in this novel contribute to the sense of atmosphere as the story unfolds’. Candidates were expected to draw evidence from the novels which helped them to remember what happened in the conservation area.

Possible answers:

• Mulivango damano linya mo a ka monikitire Likoromoka upenda wendi ogho waya renkitirodogorovamu nyenga vakuru vendi
• Mulivango damano munya mo va ka mu pandayikilireLikoromoka vashe Kisimi oyo vyiyitiro shinyenganyi mukatji kava kuru vendi
• Mulivango damano linya mo lyaka monekilire lighonga oyo kasha va mu dipaluye Likoromoka
• Mulivango linya mo va popilire ndema yaliporo mushipara oyo ya yitiro mfa dashavo Kisimi
The question was ‘How true real life does think the betrayal of what happened to Dr. Likoromoka in the novel’? Candidates were expected to outline what happened to Dr. Likoromoka in the novel and state if such happenings can still happen in societies today.

Possible answers:
- Kukututura kwamuliro/ likoro oko kamonga Likoromoka shimpe kuna kuroka pantani
- Vantu namuunyendi kava kunwerano lifupa mumbapira yino shimpe kuna Kushorauka pantani
- Ndodzi odo ka rotdaga Likoromoka dakuuyita utjirwe ghamangi utjirwe namapuro ghamangi kumuntu, shimpe kuna Kushoroka pantani
- Vandokotora pantani shimpe kuna kuwanaga mapuro kuvantu ashi shirughana shashidito va Rughananga

4 Mfudu Urodi

A number of 126 candidates out of 375 chose/opted to answer this question. It was observed that many candidates answered this question well, as candidates had read the novel very well. The question was to discuss how the author impresses the readers about the importance of education in this novel, however only a few candidates could not get information from the novel to support their answers convincingly. It was noticed that a few candidates did not adhere to the required length of the essay and some grammatical errors, were evident.

Drama

5 Nkandaurama

A number of 256 chose/opted to answer this question, however most of the candidates could not answer it well.

(a) The question was ‘How does the author portray Coetzee in this novel’? Candidates were expected to disclose how the author portrays the personality of the character.

Possible answers:
- Coetzee murwana a diro shihoro kuvatipu mumutjima wendi
- Uye nka muntu wakudira kughamba ushiri
- Mulingilingi
- Uye murwana ogho a kaliro nanyanya mumaghano ghendi
- Kundereko shinka naliparu lyavashongwa

(b) The question was ‘How do these settings, church and the school hall influence the book’s thematic development’? Candidates could hardly answer this question. They were expected to discuss how the gathering in the two places were essential in the play.

Possible answers:
- Mo kava ponganga varwana mukukupa maghano
- Mo kava kakuyongeranag a matokoro ogho ghaka koshonono mautho ghavo
- Mo va katokolire litjido lyava makuwa

(c) The question was ‘Was it only the attitude of Coetzee which contributed to the brutal assault of the students’? Candidates were to recognise how the author demonstrates and outlines plots in the play, rather than basing their answers on the brutal assault.

Possible answers:
- Hawe, nkalito yendi kapishi pentjayo tupu ya yitiro po litoghono linya
- Ruvede runya vyashorokire, shirongo shasho muvita shina kara
- Ruvede runya vatipu nava makuwa kapi kava kuyuvanga/ vantu kuna kukondjera limanguruko
- Vamakuwa kapi kava kuyuvanga navatipu
- Vaamkuwa kapi va shanine ashi shirongo shi tunde muupika
(d) The question was ‘Does the title of the book “Nkandaurama” reflect its content’? Candidates answered this question correctly and they were able to extract supportive evidence from the play.

Possible answers:
- Nhii shiparatjangwa kuna kukuwa
- Vishokwa vyatuntura nawa mbudi ashi muntu narumweshi ngau mu rughana vyavidona ashi morwa munongo. liyuva limwe naye kuvhura nga kuvyute ruvoko
- Muntu wa sha ghayarera nga unyoye ashi munongo kapi a kutjindjanga, nani ngoli kehe pano naye kuvhura a kutjindje

(e) The question was ‘What impression do you get of the author’s view towards the chairpersons’ of the Regional Councils’ attitudes in the play’? This question was answered poorly by most of the candidates. Candidates were expected to describe the feeling of the author towards the chairpersons’ capability and attitudes based on the play.

Possible answers:
- Mutjangi ana kara nalikuyuvo lyamashinganyeko
- Munashipunaghuto kwanegheda vantu ashi uye kunderko unankondo pa virughana vyendi
- Munashipunaghuto kwanegheda vantu ashi mpovali ovo va mu rughanena ngo po shirughana shendi
- Munashipunaghuto kwa negheda ashi mpovali va mumu upirango matokoro shirugho osho uye mpwali

(f) The question was ‘How important is Mr. Muronga in the play as a whole’? This question was answered very well by describing Mr. Muronga’s personality and his roles in play.

Possible answers:
- Mujalikuto Muronga, lipenda
- Muhuguvali
- Muntu wakuyuva maudito ghavantu
- Muntu wankenda
- mpititi

6 Shatoka

A number of 218 candidates out of 375 chose/opted to answer this question. It was observed that many candidates answered this question well. Candidates demonstrated that they understood the question correctly. The question was ‘What do you think is the author’s view of inequitable treatment and lack of trust among family members’? Candidates were expected to explain in detail basing their answers on the play. Some candidates could not get relevant information from the play to support their answers persuasively. It was noticed that a small number of candidates did not stick to the required length of the essay and some grammatical errors were evident too.

Positive suggestions to teachers

- There are many general language skills which can be enhanced by the study of literature and teachers should apply imaginative ways of inculcating and practising these skills in the classroom.
- Literature should be seen in isolation as a component of Rumanyo Ordinary Level examination: it is a vehicle for improving general writing skills, developing high-order thinking and reasoning skills, building of vocabulary and improving understanding of the nuances of style, intention and tone in language.
- The notion that a candidate needs to learn everything to reproduce in the examination should be discouraged.
- Teachers should familiarise the candidates on how to answer contextual questions.
- Candidates should answer questions according to the marks allocated.
- Understand the instruction given before attempting to answer any question.
- Questions where choices have to be made: candidates should select one and provide supporting evidence.
- Teachers should always explain the difficult words in the poems.
Essay type questions

- Teachers should teach the candidates to never reproduce the content of the prescribed book in any essay questions.
- Teachers should teach candidates the structure of essay questions, e.g. introduction, body in paragraphs and a conclusion.
- Teachers should always teach candidates how to get evidence from the book to support their answers and give their personal responses to the topics asked.

All the effort, time and energy put in by the teachers is appreciated and the reward will be the candidates’ pleasing performance.

All this makes it worth continuing the hard work in 2017.

Best of luck!
General comments

• The candidates' performance on the whole paper 4 was generally satisfactory when compared to October/November 2015.
• In most cases, both candidates and examiners could be heard clearly. Disruptions are caused by mobile phones that are not switched off during examinations.
• Examiners are humbly requested to adhere to the examination rules when conducting National Examinations.
• Please indicate on the Oral Assessment Summary Form with an asterisk* those candidates who are on the sample.
• Administrative checking of Oral Assessment Summary Form and MS1 must be done at centres to avoid addition and transfer mistakes. When examiners fill in the Oral Assessment Summary Form [OASF], please enter the names numerically as on the MS1. Tidiness is very important when working on administration tasks.
• The examiners conducted the interviews with confidence that lead to the development of spontaneous conversation, enabling the candidates to respond at length.
• Thank you to all the examiners who managed to send the marked scripts for their candidates. Those who forgot to send them, should do so next year.

Warm-up

Thanks for enabling candidates to relax by sticking to the required warm-up sessions of two to three minutes. As a courtesy to the moderator, examiners should vary the content of warm-up phase.

Assessment

Accurate assessments were carried out by most of the centres and it is really commendable, although some discrepancies involving a difference of more than 8 marks, which would impact negatively on a candidate's final result, was noticed.

The moderation team, fortunately, checked these forms, although the team's focus should be a critical evaluation of the examiner's assessments of the candidates' skills of literary analysis and the accuracy of Rumanayo expressions.

Comments on individual questions

Section A: Poetry

There were some fanciful interpretations of the poem “Na kura”. Very few of the more fanciful ideas were challenged by the examiners. The starting point for examiners is to understand what form means and to ask candidates about this. Once one knows that the poem is a sonnet, ballad or another form, it makes it easy to perceive how the poetic devices used, bring out meaning. Aspects of a poem that one should discuss include form, structure, tone and imagery. These have to be explored, whether explicitly asked for or not, because they are integral aspects which enable poets to communicate meaning in and through poems.

Section B: Prose

Candidates who chose prose had no problem in answering the questions. They expressed their ideas confidently and linked the literary events to real life situations.

Section C: Drama

Candidates who chose drama were able to analyse how most of the events happened well.

Positive suggestions to teachers

• Strictly adhere to the time limit of 15 minutes for each candidate.
• Ensure that all genres (poetry, prose and drama) receieve equal attention. Poetry is often neglected at some of the centres during the oral examinations.
• We are grateful to all the centres that performed exceptionally well. I appreciate your enthusiasm for the language. It is blissful to moderate the effort of examiners and candidates who enjoy literature and speak about it passionately.
• Appreciation is given to you for your friendly approach during the interviews as well as the guidance in the development of candidates.
• All the effort, time and energy put in by the examiners is appreciated and the reward will be the candidates’ pleasing performance.
• Good luck with next year’s candidates and the new experience!
General comments

Examiners should encourage the candidates to know their idioms and the meanings thereof as some of the candidates use idioms wrongly in their shorter pieces. Even to change some words of the idiom in the sentence can change the whole meaning of the idiom, e.g. Nko ya Kgomo mogala tshwara ka thata e se re go utlwa sebodu wa kgaola. NOT Nko ya kgomo mogala tshwara sentle e se re go utlwala sebodu wa kgaola.

Examiners should encourage the candidate to take time to read the instructions with understanding. Some candidates have misinterpreted the questions. Try by all means to read the comments from previous years to avoid the same mistakes in the following year.

Some candidates write the words the way they pronounce it and then spell or write it wrongly:

<table>
<thead>
<tr>
<th>correct</th>
<th>wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mmaagwe</td>
<td>maagwe</td>
</tr>
<tr>
<td>Rraagwe</td>
<td>raagwe</td>
</tr>
<tr>
<td>mmereko</td>
<td>mereko</td>
</tr>
<tr>
<td>Jaaka</td>
<td>Jaka</td>
</tr>
<tr>
<td>Mmotlana</td>
<td>motlana</td>
</tr>
<tr>
<td>Gonne</td>
<td>Gone</td>
</tr>
<tr>
<td>Mmuso</td>
<td>muso</td>
</tr>
</tbody>
</table>

Some candidates use English words instead of Setswana, which is not acceptable:

<table>
<thead>
<tr>
<th>correct</th>
<th>wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aferika Borwa</td>
<td>South Africa</td>
</tr>
<tr>
<td>Mosupologo</td>
<td>Maandag</td>
</tr>
<tr>
<td>Lwetse</td>
<td>September</td>
</tr>
<tr>
<td>masabi</td>
<td>matswabi</td>
</tr>
<tr>
<td>tetla</td>
<td>thela/tetha</td>
</tr>
<tr>
<td>itumedise</td>
<td>itumedisi</td>
</tr>
<tr>
<td>tswetswe</td>
<td>tshwetshe</td>
</tr>
<tr>
<td>batla</td>
<td>balo</td>
</tr>
<tr>
<td>tswelela</td>
<td>tshwalele</td>
</tr>
<tr>
<td>siameng</td>
<td>seameng</td>
</tr>
<tr>
<td>ebile</td>
<td>ebele</td>
</tr>
<tr>
<td>nelle</td>
<td>nile</td>
</tr>
<tr>
<td>itirele</td>
<td>etirele</td>
</tr>
<tr>
<td>motho</td>
<td>mothu</td>
</tr>
<tr>
<td>botshelong</td>
<td>botselong</td>
</tr>
<tr>
<td>ikemela</td>
<td>ikimela</td>
</tr>
<tr>
<td>thata</td>
<td>thate</td>
</tr>
<tr>
<td>thwathwa</td>
<td>thwotlhwo</td>
</tr>
<tr>
<td>tshameka</td>
<td>tsameka</td>
</tr>
<tr>
<td>lapile</td>
<td>lepile</td>
</tr>
</tbody>
</table>

Incomplete words change sentence construction, e.g.

<table>
<thead>
<tr>
<th>correct</th>
<th>wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>amogela</td>
<td>amoge</td>
</tr>
<tr>
<td>nkitla</td>
<td>kitla</td>
</tr>
<tr>
<td>rute Giles</td>
<td>rutegi</td>
</tr>
<tr>
<td>morago</td>
<td>mora</td>
</tr>
<tr>
<td>thutetse</td>
<td>thutse</td>
</tr>
<tr>
<td>jaanong</td>
<td>jaano</td>
</tr>
<tr>
<td>ngwanaka</td>
<td>ngwaka</td>
</tr>
</tbody>
</table>
Comments on individual questions

1  (a) – (c) 90% of the candidates answered it well. They read the passage with understanding (they read between the lines).

(d) 80% of the candidates answered it well. Other candidates used their own words which is unacceptable.

Nko ya kgomo mogala tshwana ka thata e se re go utlwa sebodu wa kgaola.

Some candidates change the meaning of the idiom by writing using their own words and left important words in the middle of the idiom.

Wrong
Nko ya kgomo tshwana sentle e se re go utlwa sebodu wa tlogela.

(e) 70% of the candidates answered it well. Others didn’t give the meanings of Kgomotso, instead they outlined the characteristics.

(f) 70% of the candidates answered it well, but still candidates mix the manners and characteristics of the characters.

Candidates mix answers for Question (e) and (f) by not differentiating between manners and characteristics. Question (f) was what makes Kgomotso’s parent proud about her.

Go fetsa dithuto tsa gagwe a sa ba opise tlhogo; a nyetswe a sa tswa mo sekolong ka ntlha ya go nobega leoto. Se e leng selo se motsadi mongwe le mongwe a se batlang go bona ngwana wa bone a mo tlotlomaditse.

2 60% of the candidates answered it well by giving strong points. 20% didn’t understand the question. They misinterpreted it by focusing on the dialogue been between the parents, excluding him/her.

Candidates were supposed to go straight to the point, e.g. writing about the importance of furthering their studies up to University level, to improve the standard of living after completion of studies. The use of incorrect words changed the sentence construction detrimentally. These errors occur when candidates do not read their dialogs again after completion.

Instead candidate used both Mma and Rra to write their dialog leaving him/herself out of the dialog.

3 60% of the candidates answered it well, 40% of the candidates tabulated the differences but they did not correspond. Some candidates repeated some points and differences were wrongly written.

e.g. - O atlegile - Ga a atlega
- O tswa sekolong - ga a tswe Sekolong
- O nna lesego - ga a nne lesego.

| Batsadi ba ga Kgomotso ba itumelela go atlega ga ngwana wa bone mo botshelong. | Batsadi le barutabana ba ga Masego ba utlwa bothoko. |
| Kgomotso o kopana le molekane wa gagwe Kagiso ba a nyalana. | Masego o kopana le molekane ga ba nyalana. |
| O mo belegise bana ba bobedi mosimane le mosetsana | O mo belegisa ngwana a le mongwe wa mosimane. |

This is how they were supposed to be written to achieve full marks.

If candidates read the two passages with understanding they wouldn’t have had difficulty in detecting the differences. Differences were suppose to be tabulated to match each other.
4 Not wellanswered as candidates didn’t know the format of how to write diary entries. Other candidates wrote the format of a formal letter, others just a passage.

Diary entry is supposed to have the following format. It can be written in any tense depending on the occurrence of the events.

**Date** - Letha
**Day** - Letsatsi
**Time** - Nako

*ex. Sekai*
30 Phatwe 2016
Ke dira di kopo tsa go ya Yunibesiting ka maduo a dithaththobo tsa Phatwe fa ke dirile sentle.

27 Lwetse 2016
Ke kwadile dithaththobo tsa me tsa bofelo jwa ngwaga sentle.

20 Ferikgong 2017
Dipholo di a tswe ke dirile bokoa thata mo go nkutlwisiseng botlhoko thata.

10 Tlhakole 2017
Lefapha la thuto ga le a ntsha basari go ntuelela kwa Yunibesiting ka mabaka a gore dipholo ga di a siama.

30 Tlhakole 2017
Ke ikwadisa mo sekolong sa bagolo (Namcol) go tokafatsa maduo ame mo dirutweng tse ke diri leng bokoa mo go tsone, gore ke kgone go tsenelela dirutwa tsa booki kwa Yunibesiting ya Afrika Borwa.

Candidates should base their diary entries on what the question requires.

**Positive suggestions to teachers**

• Teachers should teach candidates to write words in Setswana, not only how to pronounce them, *e.g.*
  
<table>
<thead>
<tr>
<th>Correct</th>
<th>Wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>bodutu</td>
<td>boduto</td>
</tr>
<tr>
<td>ntseng</td>
<td>ntsing</td>
</tr>
<tr>
<td>sena</td>
<td>sina</td>
</tr>
<tr>
<td>mmaagwe</td>
<td>maagwe</td>
</tr>
</tbody>
</table>

• Teachers should encourage candidates to be careful with their sentence construction as it influences the meaning of the sentence:
  
<table>
<thead>
<tr>
<th>Correct</th>
<th>Wrong</th>
</tr>
</thead>
<tbody>
<tr>
<td>o sa le a dira</td>
<td>a sala dire</td>
</tr>
<tr>
<td>se ntsa o bua jalo</td>
<td>ga se o bua jalo</td>
</tr>
<tr>
<td>se ntsa o lebaganya</td>
<td>ga se o lebaganya</td>
</tr>
<tr>
<td>Go le e ke nang le yone</td>
<td>Go le e ke ena leng</td>
</tr>
</tbody>
</table>
General comments

• Candidates should be encouraged to correctly punctuate their essays and use capital letters where appropriate, example: Modimo, Morena, Teso.
• Candidates should be encouraged to use legible handwriting and desist from using different handwriting in their essays.
• Candidates should read to instructions, carefully as most essays exceeded the limit.
• No essay should have no title/topic.
• Candidates should desist from using the same word/phrase when starting a paragraph or a sentence.
• Candidates should write the number of the question they are responding to.
• Most candidates correctly used idioms and proverbs in their essays. Some over-used them, hence spoiling the quality of the essay. The proverbs/idioms should not be explained.
• Candidates should use conjunctions to combine sentences.
• Standard orthography should be used, example: Baherero instead of Maherero.
• Candidates should use Setswana in their essays. Some candidates used foreign words like birthdays, drosa, dreepa.

Comments on individual questions

1 11% of the candidates answered the question ‘Namibia has been a country for long’. Discuss life before and after independence focusing on the wars, negotiations and achievements.
   • It was well-answered by candidates.
   • Candidates wrote most of the important points which showed that they had prior knowledge about their country and they are applauded for that. Baithuti ba bontshitse fa ba na le kgatlego mo historing ya naga ya bone.

2 Never trust a living creature.
   • 11% of the candidates chose this question.
   • It was answered fairly well.
   • Candidates used their experiences to address the question.
   • Baithuti ba bontshitse go thalaganya leele ka go bua ka fa motho a sa tshepengan ka gone, o ka se ikaney motho ka nako tsothe mo botshelelo; a kgona go go fetogela jaaka lelobu a go naya mebala e sele.

3 ‘The day I will never forget’
   • 39% of the candidates attempted the question.
   • Candidates performed well on this question as they used their life experiences to address the question. We applaud them for that.
   • Some candidates created their own topics from the questions. It was eye-catching and good attracting the marker.
   • The stories were narrated very well.

4 Education is the key to success.
   • 28% of the candidates opted for this question.
   • The question was answered very well.
   • Candidates have prior knowledge of what the question requires as it is a common topic.
   • Baithuti ba amile dintlha ditshwana le go sa rutega ga go a siama ma ma tshelelo a segompieno, ka gonne fa o sa rutega o felela o tshela mo dikgolelegong, o dirisa diritibatsi le nnotagi e e feteletseng e le go lhoka maikarabelo mo botshelelo.
   • Mme fa o ruteqile o kgona go tswele balosika lwa gago mosola, le morafe wa gago bogolo jang baswa ba motse wa gago.

5 Agree or disagree. Technology destroys our culture or helps with development.
   • 11% of the candidates attempted the question.
   • It was not answered satisfactorily.
   • Candidates omitted some important points. They did not address the whole question.
   • Baithuti ba ne ba kwala ka thekonoloji ka bophara ba sa lebaganye dintlha tsa bone le se potso e se batlang.
Baithuti ba ne ba tshwanetese go kwala ka fa baswa ba ngaparetseng dinterenete le megalá ya lotheka ka gone ba kópa mekgwa ya mafatshe a kwa ntle, a lebetse le gore o tswa mo lefatsheng lefeng ke mokae, setso sa gagwe se batlang ga se batleng. O bona gantsi batho ba ba iphetolang go nna monna kgotsa mosadi di diragala thata kwa mafatshing a kwa ntle mme ka kgolo e e feteletseng ya thekenoloji baswa ba bona dilo tse di kgakala le setso se e seng sa bone; mo kwa bofelong se tlisang mathata mo morafeng.

6  An emergency visitor at our school.
   • No candidate selected the question.
   • Candidates should have written about a person who visited their school, what the agenda for the visit was, how the visitor was welcomed and the message that the visitor conveyed.

7  The world at large is experiencing global warming, which brings different problems. Explain the causes of global warming.
   • No candidate chose the question.
   • Candidates should have written the causes of global warming as follows:
     - burning prohibited litter
     - earthquakes
     - destruction of the ozone layer

8  What can be done to conserve our environment?
   • No candidate opted for the question.
   • Candidates should have written the following points: collecting and disposing litter, destroying litter at the sanitation dumping site not everywhere, deforestation, having committees which will regulate the environmental conservation.

9  Observe and discuss the picture below.
   • No candidate chose this question.
   • Candidates should have observed/analysed the picture and then write an essay about it.

Positive suggestions to teachers
   • The overall performance is satisfactory, therefore we thank teachers for their hard work.
   • The use of proverbs and idioms was very good.
   • Candidates should be encouraged to read more Setswana books to improve their vocabulary.
   • Candidates should be encouraged to follow the instruction and write the required length.
General comments

• Thank you to all teachers who have prepared the candidates well to sit for their final examination.
• There is an improvement in Setswana First language, Pager 3 Literature.
• Candidates understood the instructions, especially the drama and novel questions.
• Candidates should also be taught different literacy elements correctly.

SECTION A: POEM LEUBA: Molodi wa Setswana

All candidates chose the poem “Leuba”. It shows that they did it in class, as it was clear from their responses that they understood it.

Comments on individual questions

1 (a) This question was answered well.

Some of the candidates write only “Pula”, were they supposed to write. “Leuba le bakwa ke go sa neng ga pula.”

(b) 50% of the candidates answered it well, were others explain only part of the sentence and they were expected to answer like this:

(i) Ngwaga o o fetileng re ile ra leba kwa go Rramasedi ka tlhwaafalo.
   • The others wrote like this
   • “Ngwaga o o fetileng re kopile pula”

(ii) This is how this question was suppose to be answered.
   • Ngogola re ne ra leba kwa godimo kgapetsa-kgapetsa go leka go bona fa pula e sa tle.

(c) This question was answered well. The candidates did not give attention to the marks allocated to the question. They were asked to give two reasons but they wrote only one.

• Pula ke motshegetsi wa botshelo jwa batho le ditshedhi
• Ke thebe ya botshelo e lwantsha mathata

(d) The question was well answered. The candidates wrote few answers which did not correlate with the given marks.

• Ke tema ya bobedi
• Fa mmoki a ne a re ‘Morena bula dinkgo tsa magodimo, di thulegele mono lefatsheng
• O ne a kopa ka moya le pelo

(e) 50% of the candidates answered it well. The problem was the understanding of the literacy terms. They were supposed to write.

• Mmoki o mothofatsa leuba ka gore
• Leuba mmaba o tsentse letsogo
• Bontle jwa leboipo bo a nyelela jaaka mmoki a re matlhare a fetogile mebitlwa ditlhabi
• Batho ga ba thole ba thaloganya dipaka tsa ngwaga

(f) The question was answered well. Candidates know the effects of the drought because it is a current problem in Namibia.

• Naga e latlhegelwa ke bontle
• Diphologolo di swa ka bontsi
• Tlala e tseny a letsogo

2 POEM: NGWETSI MALOBA: C. D. Mogotsi Selelo sa Mmoki

Only one candidate chose this question. It was answered satisfactorily because it is a well known term in the Botswana society. Question 2 in the literature should have been written in an essay type format, based on the content of the poem.
(a) Ngwetsi maloba e ne e ithompha, e na le botho e na le maitseo mo go bo matsalagwe.
  • O amogela dingwao a be a i tlofa
  • O tshwanetse wa utlwana le mmamosimane

(b) Motsei o botho, o boitshoko, ga se kgagapa.
  • Maitsholo a gagwe a lekwa ka go newa ngwana go mo didimatsa a ikae bosadi le bopelono
  • O newa lefeelo go feela lelapa a se na dingongorego dipe
  • Ka ngwao o amogela tsothle ka lorato a se na boikgokgomo bope kgotsa moyo ope o o maswe

3 Bogosi Kupe: D.P. Semakaleng Monyaise

Only 11 candidates chose this question.

(a) Most of the candidates failed to answer this question correctly. The language in this book is a bit difficult. They thought Oshupile was talking about someone’s eyes, while he was talking about his own eyes.
  “Ke gone Oshupile a bonang fa mogatse Matlhodi a ima mme a sena bosupi.”

(b) Most candidates answered this question correctly, even though there are those who could not distinguish between the answer to question a and question b’s answer.
  “Boimana bo ne bo sa lemogiwe go fitlhela a wela mo metsing.”

(c) Most candidates answered this question correctly.
  • Oshupile o lema le Obakeng
  • O ruta Obakeng ditiro tsa senna jaaka go tsoma

(d) This question was answered well. It was about the two lovers who were reunited and talking together as adults.
  • Go aga matlwana a thaka e tshesane e ka -
  • Tlholang e khutsitse mo go one motshegare
  • Ka meletlo ya dithhomamiso ba phuthegele keng

(e) This question was answered well. It shows that candidates know the content of the book, although the language is a bit difficult to understand.
  Oshupile o ne a itumela go bona Matlhodi mosadi wa gagwe a imile, mme a sa itse fa e se ene yo o mo imisitseng. Ke sone se Matlhodi a rileng Oshupile o ka ikotlhaela boitumelo le boipelo.

(f) Most candidates answered this question correctly. It shows that they know the content of the book.
  Baithuti ba ne ba tshwanetse go araba ba re -
  • Maikutlo a mokwadi ke gore basadi ba thomphe banna ba bone, ba ba eme nokeng, a mo lebatse ka matshwanyego a lefatse, a mo lorise ditoro tse di monate e seng jalo o fetela kwa pele a dira tse di sa siamang.

4 BASWAILE: Rremogolo Motlhaping

70% of candidates chose this question and answered it well. The analysis of this book was also dealt with in class.
Baithuti ba ile ba kwala mefuta yothie ya dikgotlheng mo go ne go sa tshwanela.

Kgotlheng ya lokwalo lwa Baswabile ke ya motho le dikakanyo.
Mahokojwe o ne a akanya a ba dira se o ne a se akantse.

Maithuti o ne a tshwanetse go kwala dikakanyo tsothle le maano a ga Mahokojwe otlhe.
  • Mahokojwe o fufegela Bareki.
  • O simolola ka maano a go mo bolaya le lelapa la gagwe.
  • Oya kwa gara Bareki go bona gore o ka dira leano lefe.
  • O dirisa setofo ka go tsiba letshoba le le ntshetsang mosi kwa ntle gore mosi o boele mo ntlong o ba hupetse.
  • Bareki le Monwesi ba a thokafala.
  • Mahokojwe o setse Baswabile morago.
  • O leka go ba bolaya ka mosi.
  • Dikakanyo tsa maaka fa go buiwa ka gore a ne a ka a tswe bosigo.
5 SECTION C: DRAMA: Nko ya Kgomo: T.L. Tsambo

Only eight candidates chose this question.

(a) Most candidates answered this question correctly. It seems they were familiar with the idiom and knew the content of the book.

Baithuti ba kwadile gore go lwelwa bogokgo mme ga se karabo e e kgotswafatsang.

Morero wa lokwalo ke gore fa o lwela sengwe se lwele go fitlhela o se bona jaaka Senkepeng a lwetse bogokgo go tsamaya a bo bona.

(b) Candidates know and understand the terminologies used, this question was answered well is only some candidates answered only one part of the question.

Moithuti o ne a tshwanetse go araba a re.
• Kgolthang ke selwelwa, thkoka kutlwano kgotsa dikgogagogano magareng ga badiragatsi ba lwela lebaka lengwe la botshelo.
• Kgolthang e ka rabarolowa ka go epa pitso kgotsa ntw.

(c) This question was not answered well because the candidates misinterpreted it and they lost marks.

Karabo ya potso e e tshwanetse e be e le gore
• Selepe o tshwantsha Ntshapedi le bommamathwane
• Ntshi e tala

(d) This question was answered well, and it was clear that an analysis of the drama was done in class. It shows also that the candidates knew the characters in this book and the role they play.

Bangwe ba thakathakantse ditiragalo tsa batshameki.
• Ba re Marumo o ile a nna mogokgo, mme Senkepeng ke ene yo o ileng a nna mogokgo fa Marumo a bona maemo a go thathloba dibuka.

(e) This question was answered well. It shows that an analysis was dealt with in class.

Baithuti bangwe ba kwadile gore Marumo le Senkepeng e ne e se ditsala, mme ba se ka ba ntsha mabaka gore ke ka ntsha ya eng ba se ditsala.
• Karabo e ne e tshwanetse go nna gore. Marumo le Senkepeng e ne e se ditsala ka gonne ba ne ba lwela bogokgo.

(f) It was answered well because the question was straightforward.

Baithuti ba ne ba tshwanetse go kwala ka moefeledipele yo o siameng gape a itse tiro ya gagwe.
• O rata batho
• O a ikanye va
• O reetsa mathata a ba a a rabololo
• O tiswa dithabololo

6 DINTSHONTSHO TSA LORATO: L.D. Raditladi

70% of the candidates chose this question.

Most candidates answered this question well, while others lost marks because they omitted the important facts needed to answer the question.

Baithuti ba ile ba tlogela dinttha tse di amanang le Sakoma.

Ba ne ba tshwanetse go kwala ka badiragatsi ba ga Sakoma le Mmamotia, mme ba se lebale Kalafi.
• Ba ne ba tshwanetse go kwala ka lorato lwa go Sakoma le Ponalo pele ba kwala ka Sakoma le Mmamotia.
• Kgolthang fa shore fa Ponalo le Mmamotia e tisitswen ke Sakoma.
• Polao ya ga Ponalo
• Mmamotia le Ponalo ba omana, Mmamotia o siela kwa ntiang ya ga Kalafi.
• Kalafi le Mmamotia ba siela Mokwena.
• Sakoma o ya ngakengo go bolaya Kalafi.
• Sakoma o ba sala morago kwa Mokwena.
• Sakoma le Kalafi ba a thabana.
• Mmamotia o itigela mo lerumong le le thabileng Kalafi.
Positive suggestions to teachers

Poems

- All the poems should be studied in Grade 11 so that they can be revised in Grade 12.
- Explain vocabulary and literary terms regarding all poems.
- Let candidates analyse the poems by themselves so that they can understand them better.

Novel and Drama

- Teachers should adhere to the requirements regarding the analysis of the textbooks.
- Candidates should discuss novels and dramas during group work sessions.
- Encourage them to read and finish the book individually.
- Enough exercises should be practised in class.
- Easy-type questions should be dealt with in class.
General comments

• Warm up was well done by one centre but other centre didn’t warm up the candidates to put them at ease.
• Always send the Question Paper and Mark Scheme for August examination and read the moderator’s comments of the previous year.

Positive suggestions to teachers

• Try by all means to let candidates chose variety of literature book, not to look like they just concentrate on one of the literature book they like most.
• Examiners who needs assistance should always contact other examiners in future.
General comments

With this year’s question paper, candidates also offered neatly presented scripts. This year’s question paper was of the same difficulty when compared to the question paper of 2015 and previous years.

Candidates were able to score reasonable marks. Fewer candidates struggled to find answers, but their work is still acceptable.

Those candidates who failed to do well in some questions could cope with other questions. Candidates do not follow instructions, thus putting them in an awkward situation of not scoring high marks.

Candidates should do intensive reading of the given passages before they begin to answer any questions. More practice with the use of connectives such as nihokulicwalo, kamukwaocwalo, kuzwelapili, is necessary so that these connectives are used appropriately.

Candidates should also improve regarding the separation of sentences, recognising where a full stop is necessary between distinct pieces.

The use of capital letters for proper nouns should be practised thoroughly and candidates are also advised to remember the necessity for their use at the beginning of a sentence.

Candidates did well with some of the vocabulary questions, but the questions which required candidates to answer in their own words were not answered very well.

It is advised that candidates should do a lot of practical exercises for recognising the meaning of words within a specific context, and this can only be successful if candidates find time to read both fiction and non-fiction texts regularly.

1 (a) This was the first question which tested the candidates’ vocabulary. Candidates were asked to find another word for lutayakai. They had to find or give the word that has the same meaning as Lutayakai. This was the name of one village and candidates could easily identify and write the answer. The correct answer was (c) Lutalibakai.

(b) Question 1(b) was about why the people or the residents of that particular village were not on good terms, why they did not have good relationship with each other. Most candidates got the answer correct. It states in the passage that people who resided in that village were too jealous. One could be jealous for one’s possessions, be it cattle, goats, etc. Candidates were able to choose the right answer from the four options.

(c) In question 1(c) candidates were asked to select from the four given possible answers the correct one for “Why the chief needed the man by the name of Rankwe. Candidates also easily answered by deleting D, which is the correct answer.

In question 1(a), (b) and (c) more candidates did well. Those who were not so successful in this first questions, especially the multiple choice questions, did not identify what the examiners needed them to.

(d) Some candidates failed to give the correct answer for question 1(d). Candidates were to explain ‘Kubulela kamashendekela’. This is when people talk badly about someone, but that person does not even realise that they are talking about him or her. ‘Kubulela kakupata seo usitlusa kapakusapanyeza feela mutu kono u bulela inge haubuleli yena.

Some candidates failed to answer this question simply because they did not understand the requirement or the instructions of the question. Candidates had to explain in some questions, but they were only mentioning and describing.

(e) Question 1(e), required that candidates to elaborate on ‘kutabela kuwa kutoma kwaliyehisa. This is where the candidates could write; ‘Kusabilaela kapa mutu hakalwana u kateulwa kapa kubitelwa fafasi. Language usage is a problem for candidates, especially in the First Language.
(f) Question 1(f) candidates had to explain the role played by Ikondulwa and why this man is nicknamed Ikamdulwa and singangalume. What was the author's aim when he came up with these nicknames? Rankwe enjoyed fighting with other people. He was very strong and not easily beaten by anyone. That's why he was nicknamed Ikamdulwa, which means one who cannot be beaten by any person, and singangalume, which means big, huge, giant.

The author's aim was to show clearly the type of a person discussed. Why he was feared by many was because of his build and height. The correct answer was; ‘Mutu youmbukili, yatille ili yoo asakorwi kuwisezwa fafasi haulwana ni yena’.

(g) The majority of candidates answered to this question correctly. With the question: ki mukwa mañi wo naitusisa rankwe hafelize kubulela? The correct answer was: - na kwa mati ni kwanganisa sifuba sahae.

2 Question 2 candidates were expected to write a dialogue between two people. More candidates than usual did well. A high number of responses achieving maximum 16 marks and less candidates scoring less than half of the marks.

A high number of candidates achieved above-average marks for style. In this question, candidates were to follow the right format of writing a dialogue, keeping in mind the use of correct language and autography.

Some candidates did not follow the instructions. Instead, most of them wrote a report, not a dialogue. Some of the problems encountered was that of their writing style.

Candidates start a sentence with lower case letters, the autography is not well-followed. The language usage is not appropriate. Therefore it is advised that, when teachers offer lessons, they should tackle the following:

- spelling
- autography
- capital - and lower case letters
- paragraphing

This question instructed candidates to use the name of traditional Induna Situmba, but some of the candidates were using their own names.

Candidates had to write one full page or between 200 - 250 words but most of them wrote half a page without reaching the expected total of words.

You are advised to teach and insist that candidates read with understanding so that they learn to follow instructions for them to be able to write the required total of words.

3 Candidates had to summarise the two passages given to them. In this question, candidates were able to score high marks. They could summarise the specific contents of the two passages well. Those who were not so successful in this question had omitted the necessary details to express the main points fully.

There were some commendable results among those who made a sustained attempt to use their own words and original structures, with a high number of full or almost full marks being awarded. Weaker responses only used the words of the passage, copied inaccurately or rearranged ideas. The question focused on their understanding of vocabulary, their use of own words and their appreciation of the writer's craft.

When marks were deducted, it was because key words or phrases were missing.

4 Question 4 was not answered well by some candidates as they did not follow the instructions of the question. Instead of writing a letter to the editor, candidates wrote a summary.

Candidates were also instructed to write on one full page but they wrote only a half page.

Most candidates did not know how to write a letter to the press or to the editor.

Positive suggestions to teachers

- It is suggested that candidates be seriously advised to write paragraphs where necessary.
- Proper-nouns must be written with capital letters e.g. Situmba, Lutayakai.
- They should always start a sentence with a capital letter.
- Candidates must learn to follow instructions.
- Candidates must also be taught to use punctuation marks and also the use of conjunctions and adverbs.
General comments

The majority of candidates offered neatly presented scripts. Most candidates attempted few heading or questions, that they were familiar with the types of essays likely to be asked. When crossing out, is necessary at any point and particularly in all this should be done carefully to avoid illegibility. Teachers are encouraged to show candidates how to write paragraphs and plan. This year's question paper was same difficult.

Some candidates scored high marks but there is still a challenge in differentiating between an argumentative and discursive essays. When candidates choose an argumentative which need them to agree or disagree with the statement.

Comments on individual questions

1. The question asked about, "Makilasi ana ni baiititi babañata mualikolo za Namibia akafukuxwa cwañi?" Talusa taba ye ni kufa mabaka? It is a descriptive essay type question. Candidates need to describe how candidates must be minimised in schools in Namibia. They described that when the number of candidates in class is less, learning will be conducive.

2. The question asked about, "uñole likande mi lifele kamanzwi a" Wena ñìaka usike waniswala buloi ni kakufa komu." Is a narrative essay type question. Candidates need to write how the witch pleaded to the witchdoctor not to expose that he is a witch and he will be awarded with a cow. They wrote how a witch and witchdoctor come to an agreement of awarding someone.

3. The question asked about, "Neulí yomu ŋwi wabene baliteni kwakupuzo yaliza zi labutokwa lanaha, talusa mone ku bonahalela ni senesitisa kuli lie labuto kwa." Is a descriptive essay type question. Candidates need to describe how the cerebration of the important day of the country. Other candidates misinterpreted the question by writing about their birthdays.

4. The question asked about, "Talusa kaku tala zanuka ya zambezi moika babalele lwa kwakusilafazwa." Is a narrative essay type question. Candidates need to write how people should take care of Zambezi river. Candidates scored more marks because the topic was familiar to them.

5. The question asked about, "Kana malo bolo answanela kulisiwa kwabashemi mwa Africa sina haili sizo. Ulumelelana cwañi ni taba ye?" Is an argumentative essay type question. Candidates need to write if they agree or disagree that lobola must be paid to the parents in Africa as it is our tradition. They could elaborate why lobola must be paid to the parents. Candidates scored more marks.

6. The question asked about, "Kana bai tuti kaufela baswanela kufa nako ya bone yakupumula kwakutusa batu mwa silalanda saona. Uñole kufa maba ka ni mitala kuyernela maikuto ahao." Is an argumentative essay type of question. Candidates need to write if they agree or disagree that candidates should devote their time to help people in their environment. Candidates were expected to give reasons and examples to support their stand. Candidates could not do well. This made some candidates to loose marks.

7. The question asked about, "Kusaituta kupaleliswa zwelopili mwanaha. Ulumelelana cwañi ni taba ye?" Is a descriptive essay type question. Candidates need to describe that lack of education drag back the development of the country. Here candidates scored more marks, they were able to describe how illiterate people understand other things.

8. They question asked about, "Tabubo nei seli fakaufi ni kuñolwa hau latehelwa ki kadi yekulumelela kuñola tatubo. No la likande kakusebelisa taba yeo." Is a narrative essay type question. Candidates need to write how a candidate lost his card which allow him to write the examination and it was about to start. The candidates wrote the situation in which the candidate was and they scored more marks.
The question asked about, "Talima siswaniso sesimwatsi mi kasamu laho uñole molatela. Bup toho yalika nde." Is a descriptive essay type question. Candidates were expected to describe the picture. Candidates. Some candidates who opted this question scored more marks because they are familiar to the situation. Some describe about the dirtiness of the town so they got less marks.

Positive suggestion to teachers

Teachers should encourage candidates to use orthography number three, the author is RM Mbala when writing essays. They should be trained how to use paragraphs, write the heading of the essay and plan for it before they write. Each essay must have an introduction, body and conclusion.

They should use punctuation marks, figures of speech as well as proverbs. Teachers should encourage the general neatness of their writing and legible hand writing.
General comments

Generally candidates performed well. The responses of the candidates to various questions demonstrated a sound knowledge of literary aspects. However, some candidates struggled to write the essay-type answers. They presented their essays in point form. Therefore, there is a great need that teachers teach candidates how to answer the essay-type questions.

Comments on individual questions

1 (a) Question: Kakuya kakutwisiso yahao yamukanga kikuli zemwamukanga litoloka toho yamukanga. Fa libaka kuyemela kalabo yahao.

Candidates were able to answer this question and give reasons to support their answers. Those who got low marks were not able to give good reasons to support their answer. The expected answer is: Kunti zemwamukanga zitoloka toho yamukanga kakuli batalusa zalisoto lelibuheha ni kulatwa ahulu.

(b) Question: Muñoli nabilaezwa ki sika mañi hasebelisize lipulelo zelatelela: wapilu yesisani ukala kutina tina kuutwa kapa sekutahisa.

Most candidates were able to answer this question and explain why the poet used the above lines in the poem. Some candidates lost marks because they did not understand the deeper meaning of the lines. The expected answer is: Muñoli nabilaela nabilaezwa ki baana balipilu zesai keti bao bana ni mukwa wakatalima basizani babasafokola inge basali babahulu. Mi ki zeo itisa butata kwabasizani babanyinyani bwakubulaiwa ni kubitelelwa cwalo.

(c) Question: Lipulelo zelatelela litisa maikuto acwañi kumu bali?

Yana kubinelela maloba ukufita mwañi?

Some candidates failed to explain how the lines in the above stanza made them feel as readers. Most of them lost marks because they copied the lines as answers, while answers had to be in their own words.

The expected answer is:

Muuna yanakulata ahulu, hone usabonahala hande/hane usali yomunca. Hakusupalisa ka nzila yakufa mulwalo, ukakusiya ni kuyobata basali babasabonahala hande.

(b) Question: Muñoli wamukanga kuli uikutwe cwañi kamikwa yabaana kwabasali yeo asupelize muñoli mwamukanga?

Most of the candidates were able to mention some of the behaviours of men that were portrayed by the poet. They also related them to the current situations in society. Some got low marks as they were unable to express how the behaviour of have affected them. The expected answer is: Mikwa yabaana yeo muñoli a supelize mwamukanga haiutwisi hande, kamutala, mukwa wakufa musali mulwalo ni kumusiya kuyobata basili ki zetisa kuli basali banyande ahulu ni bana. Mi itisa kuli bana bafite famamo akupalwelwa kubupa bupilo bwabona bwakwapi ni kufetuha libangoki zeuzweza ni kuba laya batu.

(c) Question: Muñoli wamukanga size cwañi mikya yababanca kufitisa sensiñwi mwabupilo?

Some candidates failed to understand the question.

They copied the lines from the poem as their answers. This was the main pitfall in answering this question, since it caused them to lost marks.

The expected answer is: Muñoli nalika kufitisa likelezo kwabatu kuli banoipabalela mwabupilo kuli basike bakena mwabutata. Haki kuli baana babakubata kaufela bakulata babafiwi babata feela kukubapalisa.cc.
2 (a) Question: Talusa kamomuñoli abeezi bupilo bwa Nyambangula.

Candidates did not find it difficult to answer this question. It was easier for them to understand what the poet meant. They were able to write their answers according to what was expected. Some lost marks because of writing the essay in a point form. They were expected to write their answer in paragraphs and mentioned a few facts.

The expected answer is:

Muña bupilo ki yalufa lika kaufela. Lilato lahae ki lelituna ni halufosa walu swalela cc.

(b) Question: Kiñi muñoli hasebelisize lipulelo zelatelela mwamukanga. Hani kubabaza bamacaba bani seha cc.

Candidates were expected to give their opinion why the poet used the above lines in the poem. Candidates answered the question as was expected. Some lost marks because of writing their answers in point form. The expected answer is: Halapela ni kulumba uyoloba lisili.

Mulimu wahae, babañwi baliulapela zabuhata

3 (a) Question: Kakuya kakutwisiso yahao yalikande, fa seo nalika kutalusa muñoli mwalipulelo zelatelela:

(i) Mwana hakoni kunyaziwa bakeñisa sikuswani sesi cisa seo sibeele mwasingandi salizoho ki bashemi bahae.

(ii) Hakuna simbotwe seo sikona kutulaka musihali kusina liba ka.

Candidates were able to explain the idioms according to how what was expected. Some misinterpreted the idioms so this caused them to lose marks.

The expected answers were

(i) Mwana hakoni kunyaziwa bakeñisa sa likezo zeo alutilwe ki bashemi bahae.

(ii) Sika kaufela seo siezahala sina ni libaka.

(b) Question: Lika neli wile nyambwanaleka cwañi mwabup ilo bwa Okonkwo.

Candidates were expected to explain how things fall apart in Okonkwo’s life. Most of them were not able to give the expected answers. Some candidates lost marks by misinterpreting the story. The expected answer is: Bupilo bwa Okonkwo nebu kalile kusaba hande hakunupa mushimani falifu landatahe. A lelekelwa kwande a naha, lika /ilulwo lahae nelini shinizwe cc.

(c) Question: Ki lifi kwalikezo za Okonkwo zasupelize muñoli mwali kufumana kuli ki mafosisa?

Most candidates were able to answer this question well. It was easier for them to discuss Okonkwo’s unacceptable behaviour as discussed in the word. Some candidates lost marks because of the misinterpretation of the story.

(d) Question: Muñoli walikande ufitisa maikuto acwañi fahalimu akezo yakutubulwa kwaegwugwu mwalusika.

Most candidates were able to explain the feelings of the author (tone) on the issue of the undressing of the “engwungwu”. The misinterpretation of the incident caused others to lost marks.

4 Bupilo kaswalala: B. N. Kasale

Question: Ufe kamomuñoli asupelelize kuli Africa nesi lifasi la lififi sina monelibizezwia ki mazwahule.

Most candidates who opted for this question did not go into detail as was expected of them. Most of them lost marks because they only explained how foreigners came to Africa and changed the lifestyle of Africans. They were expected to explain that the author did not portary Africa as a “dark continent” as the foreigners called it. The Africans had their own way of living and it differed from the foreigners, etc. This was an essay-type question and most candidates lost marks because of answering it in point form.
5 Sinkatana Mofokeng

(a) Question: Kiñi Sinkatana hanasanyali?

Most candidates were able to answer this question well as they gave reasons why Sinkatana did not get married. Some lost marks because of giving the wrong reasons, e.g. because he loved his mother so much.

(b) Question: Ki mañi yo ana ni buikalabelo falifu la Sinkatana?

Candidates were expected to mention the one who was responsible for the death of Sinkatana and give reasons to support their answer. Some candidates lost marks because of not giving reasons to support their answers.

(c) Question: Talusa kamomuñoli abeezi bupilo bwa maswabi.

Candidates were expected to mention how the author portrayed Maswabi's life in the novel. Some candidates lost marks because of the misinterpretation of the play.

(d) Question: Nola zeo neli Sankatana mwapuso ya Sinkatana. Fa mabaka kuyemela kalabo yahao.

Candidates were expected to mention what not impress them regarding Sinkatana's ruling and give reasons to support their answers. Some candidates did not score high marks because they did not give good reasons to support their answers.

(e) Question: Kana maliepezani ki walikezo zemaswe kufita muuna hae Bulani? Fa mabaka kuyemela kalabo yahao.

Candidates were expected to choose between maliepenzani and her husband, Bulani. They had to indicate who was the more evil of the two. Good reasons were supposed to be given to support their choices. Those who scored low marks were unable to give good reasons to support their answers. Candidates who were able to support their opinion scored high marks.

6 Situhu siipa mata: V. N. Sazita

Question: Kakuya kamaikuto ahao, kiñi mwana mulena hanasika cinca milao yeo yetata kwabatu yanatomile ndahe?

Most candidates scored high marks because they were able to give reasons why the king's successor (son) was unable to abolish the harsh laws made by his father. Some candidates lost marks because they answered the essay-type question in point form and they misinterpreted the play.

Positive suggestions to teachers

- Candidates should write essay-type questions in paragraphs.
- Candidates should be encouraged to start writing proper nouns with capital letters, e.g. Nyambangula Bulani, etc.
- Candidates should also be encouraged to read instructions before attempting to answer their question papers.
General comments

• The performance of candidates has again improved greatly. Many candidates were able to express their opinions on issues raised in the text. Examiners are congratulated on this achievement.
• In most cases both candidates and examiners could be heard clearly.
• Thank you to all the examiners for sending the marked scripts of the candidates.
• The examiners conducted the interviews with confidence that lead to the development of spontaneous conversation, thus enabling the candidates to respond at length.

Warm-up session

Thanks for enabling candidates to relax by sticking to the required warm-up session for some minutes. All examiners conducted the warm-ups very well and put candidates at ease for the oral assessment.

Assessment

Accurate assessment was carried out by most of the centres and it is really commendable.

Comments on individual questions

Section A: Poetry

Candidates who chose poetry, Libalala mulatiwa and sibabule simwalikubo, were able to discuss and answer questions very well. This shows that examiners have mastered the work with the candidates.

Section B: Prose

Candidates who chose prose, Lika liwa nyambwanaleka and Bupilo kaswalala, had good conversations with their examiners. They were able to relate actions in the story to real life situations.

Section C: Drama

Most of candidates at most centres did well in this section. They were able to analyse well how most events happened.

Positive suggestions to teachers

• Ensure that all three genres (poetry, prose and drama) are included in the samples.
• Please indicate on the Oral Assessment Summary Form with an asterisk* those candidates who are on the sample.
• We are grateful for all the centres that performed exceptionally well.
• Your enthusiasm for the language is appreciated. It is blissful to moderate the effort of examiners and candidates who enjoy literature and speak about it passionately.
• Appreciation is given to you for your friendly approach during the interview, the influence and guidance in the development of candidates.
• Good luck with next year’s candidates and the new experience!
General comments

The paper was of a high quality as the two passages centred around a newest topical issue, Ebola, which is not commonly known in Namibia. Ebola is a very infectious virus, fact-killing even, that has ravaged West Africa in the recent past. This paper introduced the Ebola disease in the two passages in terms of how it affected the West African countries economically and socially. Even though most of the candidates understood the two passages, some had difficulties in answering certain questions.

Despite the fact that most of the candidates’ handwriting was legible, there were again certain instances (as in the previous paper) where the handwriting was really poor. The marker had to decipher some statements/sentences in context to understand words and phrases due to the illegibility of the hand-written responses. Even though most candidates answered all questions, a few didn’t answer or didn’t complete answering the all questions.

Comments on individual questions

SECTION A

1 This question was answered by all candidates. Most candidates got correct answers in the multiple-choice questions, Question 1(a)-(c). However, Question 1(a) proved difficult or confusing for some due to the similarity in choices offered. It needed a clear understanding of the text to get to the answer. Most candidates got all the answers in the contextual questions, Question 1(d)-(f) proved to be difficult and did not score all marks. This means that these candidates did not understand the passage well or they misunderstood the questions asked. It is advisable that in the Reading and Directed Writing component of the syllabus, candidates should be taught from the beginning of the two-year course how to read passages with understanding so that they can master answering questions asked.

2 This question was also answered by all candidates. This question required candidates to write a report based on the media briefing as opined in Passage 1. Most candidates answered it correctly. However, the reports of some candidates were either too short or too shallow in the sense that it did not accommodate many important aspects that are contained in Passage 1. Teachers should again teach candidates how to correctly write a report to the required length (i.e.; 200-250 words), the issues to include in the report and what criteria makes it a report. Other candidates used the format of a speech when starting the report in the introductory paragraphs.

SECTION B

3 Question 3 required of candidates to have read with understanding both passages before answering it. This question proved to be difficult for most candidates. Question 3(a) required candidates to provide and summarise the similarities and differences of the two passages. Many candidates were unable to concretely provide such similarities and differences. They mentioned factors in the first passage, but failed to indicate which similar or opposing factors existed in the second passage, leaving the statement hanging. Question 3(b) asked the advantages and disadvantages of volunteering to assist communities in mitigating the spread of Ebola and its effects in West Africa. Answers were not to be directly copied from the text(s), but to be provided in the context of what can happen or happened in this case. Again, many candidates were unable to provide the advantages and disadvantages in this context. As a result, many scored low marks in Question 3(a) and (b) as they couldn’t extract important information and use it in answering the two questions.

4 This question required of candidates to write an official letter to the Namibian Ministry of Health and Social Services to request a chance to do volunteer work in West Africa with the aim of assisting other African nations in mitigating the effects and further spread of Ebola. In this letter, they had to accept or reject the offer to go and do such volunteer work by providing sound reasons as to why they would want/wouldn’t want to partake. The language etiquette here is purely official. Many candidates answered the question correctly. Some didn’t understand the task, though they attempted to write an official letter to that effect. Others couldn’t complete the letter, or rather left it out due to time constraints. For those who completed the letter, some wrote a very short letter not adhering to the required length of 200-250 words. Others wrote the letter in full, but due to scratching out or deleting parts of...
sentences, opted to rewrite it but ended up not completing it, whilst the earlier version was already struck/deleted with a pen as wrong. It is advisable that teachers should teach candidates to stick to the required length (200-250 words), using the correct address format and salutation of a formal letter. They should always start a letter on a new page, and continue to the next page when necessary. Once more, teachers need to emphasise all important aspects of a formal letter, i.e. an introduction, main body/content, and a clear conclusion/salutation.

Positive suggestions to teachers

Teachers are encouraged to pay more attention to the following issues during teaching time in order to prepare candidates well for the end of the year examinations.

Candidates should:
• manage time better by reading the two passages faster with understanding and answering questions accordingly;
• provide answers based on the texts since the questions are both contextual and directed;
• know how to clearly extract the most important information from the two passages;
• use correct spelling of words, language usage (grammar), punctuation marks and correct sentence structures/tenses;
• use correct plural forms not: “…dhimudo dhakara m…”, “…nga thi kara ko yighamba…”;
• avoid using words from other languages other than Thimbukushu;
• use the correct Thimbukushu Orthography (correct use of conjunctive and disjunctive writing of words);
• avoid beginning sentences with words like: “Ene ngambi…; Ene ngeshi… Yoyishi ame ne na maka kurughana…, Podigho…, Nomukareripo me wa…; Ko nga tu yendi tu ka yuwe yitundamo yomuthigoni”, etc.

CONCLUSION

This year candidates also, did well, although not as good as last year. Candidates should always be encouraged to do more in order to pass with higher marks. This report, together with previous examiners’ reports, should be used by centres as guidelines when preparing candidates for Paper 1: Reading and Directed Writing.
General comments

- Thimbukushu Paper 2 was written by all candidates doing the language with the exception of two candidates who left school in the middle of 2016 academic year. The quality of the candidates’ work compared to last year was different. Candidates faced challenges in attempting the paper’s questions. Most of the questions were not attempted satisfactorily by candidates. Candidates were finding it difficult to interpret questions and of course the language barrier played also a major role. In general, the question paper was of a high standard.

Regarding language usage candidates lack the following:
- punctuation such as full stop and, capital letters
  Candidates (some) used them but not appropriately or not as required. Orthography was also one of the obstacles. Candidates (some) could not apply orthography as required. A few candidates used a full stop only at the end of a paragraph.

Comments on individual questions

1. Only ten candidates chose the question. Candidates were asked to narrate a story based on the concept given (a story about a person who likes interacting or engaging in discussions) and most of the candidates wrote about loneliness or, a person who had been bringing news to others, etc. which was not expected.

2. The question or topic was about the development and, progress brought through education in Namibia. (i.e. just about the importance of education). Instead candidates wrote about the importance of inauguration of the schools in Namibia. So they misinterpreted the question.

3. Attempted by 24 candidates only. The topic was about employing a person while he/she is still young. Most of the candidates used common interpretations and not in-depth reasoning.

4. Only 7 candidates attempted this question. The topic was: “Politics is just the same as a rolling wheel:” Instead of writing the consequences of being involved in politics, some candidates wrote about the role of politicians in the country.

5. At least 67 candidates attempted this question. Most candidates answered the question as expected. The topic was about people living comfortably without electricity. Candidates gave facts and justified their arguments to prove.

6. Advantages and disadvantages of boundaries. Only two candidates attempted the question (topic) and from the look of things, candidates did not understand the question well. Maybe that is why the rest did not attempt.

7. Only 4 candidates attempted the question. It was too challenging, since that it was a proverb. These four candidates answered it poorly, simply because they lacked understanding. The topic was about a long journey, even a chicken feather become heavy during the tiresome journey.

8. Only 2 candidates attempted the question, candidates did not understand and interpret the proverb correctly.

9. 59 candidates attempted the question, candidates managed to narrate the illustration on the question paper by writing a convincing narrative essay. Most answered it.
Common mistakes discovered

- Yi ha shwaghe instead of yi wa shwaghe
- Kutwara mwange instead of kutwara mumwange
- Dyo ha kuyiwana instead of dyo hana kuyiwana
- Ghungwa instead of myaka/thiku
- Mbadi kukona instead of mbadi wa kukona
- Shi instead of eshi
- Dyaro instead of dyarero
- Meho instead of ghutho
- Ko nga ha kuthanga instead of nga ha kuthanga
- Yakuru instead of yawakuru
- Mbadi kumutawedhera instead of mbadi wa kumutawedhera
- Nga ghu ka wane instead of ŋanyi ghu ka wane
- Thinedhitho instead of thineghedhitho

Positive suggestions to teachers

- Teachers covered the syllabus because the majority of candidates responded to the questions.
- Orthography is utilised correctly by only some candidates.
- Punctuation needs to be taught in all schools.

The following are areas of concern:

- orthography
- proverbs and expressions
- interpretation of things
- paragraphing
- discouraging long sentences
- proper usage of vocabularies
- use of punctuation marks
General comments

- At six (6) centres, 182 candidates wrote the Thimbukushu paper 3 NSSCO examination. Only two (2) candidates left school in midyear for unknown reasons.
- Majority of the candidates managed to answer the three (3) questions in this paper. However, there were four (4) candidates who did not follow the instructions of the exam paper. It reads: “Answer three (3) questions, one from Section A (Poetry), one from Section B (Prose) and one from Section C (Drama). One of the three (3) must be an essay.”
- The four (4) candidates who chose two essay questions and one short question, all lost 20 marks.
- Therefore teachers are reminded to teach candidates to read all the instructions in an exam paper before attempting to answer the questions.

Comments on individual questions

Section A (Poetry)

1 (a) About 13% of the candidates attempted this question, but they did not score enough marks because of question 1 (b) where candidates wrote one phrase instead of two. This question was supposed to be answered this way:

(b) - Midhimu ne mbadimo, kuna kutongora eshi hanu ha fa muditunga di.
- Ditunga dyodiheya diti twi,

(c) Some candidates lost marks on question 1 (c) where they were asked to summarise the main points of the first stanza. Many answered in bullet format only and some gave the message of stanza 4 instead of 5. It was suppose to be answered like this.

“Nyambi yo gha dimuka mondo gshawo hanu pakufa. Oghu ne ghoghu dhindo ghushokuru oghu ha pira kudimuka hanu. Yifa yo kuyenda kudiwiru ne, dyodighano dyomahengawero ghanuwu awa hana keya ko. Ndhira dhoyifa ne mbadi ha dhi shwenanga, kehe you dho mbo gha yenda.”

2 85% of the candidates who attempted to answer this question, but the majority did not achieve enough marks for questions (a) and (b).

(a) The examiner wanted to know how people lived in previous years when Fumus governed their areas. The candidates were confused as, they had to write about how Fumus ruled their people. In answering this question the candidates were expected to give about 10 points to qualify for 10 marks. It was supposed to be answered as follows...

- Hanu ha nyandire thukuma kuyirughana.
- Nga ha wa paghanga.
- Nga ha wa yekanga yowina mbadi wa kushwena.
- Mbadi ha karire noghughambero.
- Mbadi ha karire noghnunu wamununu.
- Mbadi nga ha kumbururanga ko kuyitokora kehe yino.
- Wingi ghoru vedhe ne nga ha diranga.
- Mupindu ne wa kukudhekera.
- Yidya ne ya kutambukitha.
- Nga ha rughanenanga hafumu hopakare.

(b) This question was poorly-answered. The examiner wanted the candidates to compare laws/rules Fumus used in the old era and the rules/laws that they are using in the new era. The points candidates gave were not enough to qualify for 10 marks. The answer was supposed to be:

“Hafumu pakare nga ha tapangana mahumbithero gho kupagha hanu, ene pananyi ne manumbithero gho kupira kupagha endi gho kupira kuyuvitha tijitu.”
Section B (Prose)

3 85% of the candidates attempted to answer this question and the majority of them did well in 3 (a), (b), (c), (d) and (e). Here are the answer to these questions:

(a) Kuna kukuwa thiwana, yoyishi mutjangi ghombapira ne mushere wa Muyota.

(b) - Shime ko ha di hanu hana kukuruperanga mugenda mudighumbo dyendi.
- Shume hanu ha kuthighereranga.
- Shime hanu ha tunfu pithawo.

(c) The candidates scored marks for mentioning their own character and giving supporting facts for their answers.

(d) Mbadi tha hura noyishamberera, yoyishi.
Muyota gha yongaruthire ghushwi wawakadiko dyendi. Muyota ghe dhire mapuru nodyarero dino Muyota shime gha tjwayukera.

(e) - Ha kuhongere mo shi widhi ne ghumango.
- Kukona ka kuremeka endi ka kutura mukashitiko.
- Mbadi wa kukuruperanga hakadiko dyoye.
- Mbadi wa kutamenena hashere woye.
- Mbadi wa kurumberanga yinu yawamwe.
- Fumwa ne mudyo kwakeheno mune.

4 This question was not very clear on which topic the candidates were supposed to write, since the examiner did not specify. However, 13% of candidates attempted to answer this question. Some were confused between the character Muyota and the prose textbook, Muyota Panaghenyi. Candidates scored a variety of marks based on their answers.

Section C (Drama)

5 The majority of candidates performed well. 87% candidates chose question 5 (a), (b), (c) (d) and (e). Here are the correct answers.

(a) Mane, yoyishi mikunda dhodhihe dhine dha kona kwawana nyama ghomvu.

(b) - Kuyuvitha mbudhi dhoyigongi.
- Kushanena fumu mbuyama.
- Kuyuvitha mbudhi endi miragho.
- Kukunga fumu.
- Kumutata muruyendo.
- Kughamwena ruvedhe royita.
- Kutapa maghano kwafumu.

(c) - Gha yi nyanyukere ye yo kukuwata fumu.
- Gha shanine kuwana dipuna dyoghufumu.
- Ghepaghurire mepwero ghomengi gho kuhatara kughufumu.
- Mbadi gha yi tawire pakuyuva eshi fumu ghanu kwitwa wato.

(d) - Mbadi wa kurumbera yiwanu yamuyendhoye.
- Kehe pano kuteghererange maghano ghawamwe.
- Mbadi wa kushamuna hanu hamwe, kukutera.
- Kuthoteranga eshi ngepi dyeya diko dyenu.

(e) Yishamberera, yoyishi fumu Diyeve gha tumure katapa kendi. Hanu ha wa tendere mukandi. Gha tamburire mathigherero ghaThikuma.

OR

Tokotoko, yoyishi mbadi gha kutekerire hapika yira Shathighambero. Mbadi gha thotere ghunhu wamunu. Fumu Diyeve mbadi gha pakere thinga hatutapa wendi awa ha ka thinghare muKangundja.
Only 10% of candidates attempted to answer this question, since it was an essay-type question. The examiner focused on the following to award marks:

- Context
- Structure (paragraphing)
- Punctuation
- Sentence structure
- Orthography
- Language usage

The marking grid used, demands good writing on the following:

A - Matjwathaneno ghoyihokoka
B - Matwathaneno ghothurughana
C - Ghushupi gho kutunda muthitoya
D - Yihutha payikuyuva yendi thindi
E - Matambwero ghathithwetwedha

Positive suggestions to teachers

- Candidates must be taught the use of punctuation marks.
- Teach candidates on how to interpret the question for better understanding.
- Drill the instructions of the literature component.
- Teach all prescribed poems, prose- and and drama prescribed work.
- Give many exercise on short questions and essay-type questions.
- Give them enough time to read, analyse and discuss all literature books.
General comments

It was observed that examiners at most centres have improved regarding conducting the oral examinations. All items required for moderation were submitted by all centres. The interviews have to be 15 minutes including a warm-up session of 2 minutes.

Quality of recordings

The recordings where clear at most centres, even though noises of people from the outside could be heard here and there at some centres.

Range of sample

Centres with a total of more than ten candidates, submitted a wide range of abilities. It was also good to hear that most of the examiners included all three genres [drama, prose and poetry] in the samples.

Comments on examining techniques

• Most of the examiners were well-prepared and conducted the interviews with confidence.
• The warm-up session were done well by most examiners.
• Most candidates responded well because the examiners posed very good questions.
• The assessment was accurate in all range of abilities.
• Administration tasks were done satisfactorily by most examiners. It made the process of moderation so much easier. Thank you to all.
• The examiners should carry on conversations with candidates to avoid monologues.

Positive suggestion to teachers

• Examiners should always read the moderator's comments of the previous year before conducting the oral examinations, please.
• A friendly environment is required at all centres to establish a place without noise for the interviews.
• Examiners should try to keep the warm-ups short and simple just to put the candidates at ease.
• Please indicate on the OASF with an asterisk those candidates who are on the sample.
• Administrative checking must take place at the centres to avoid mistakes of incomplete OASF's and submitting CDS on which some candidates could not be heard at all.
• Encourage candidates to use appropriate Thimbukushu words throughout the interviews.
• Thanks to all examiners for the friendly approach during the interviews.
General comments

The performance in this examination covered the full range but and majority of candidates demonstrated a sound comprehension of spoken German. The first 2 sections of the examination proved accessible to almost all the candidates, whilst the final section provided a sufficient challenge for the most capable candidates.

The format of the examination is generally familiar to candidates, but there are still a few who do not make sure that every answer has been written in ink.

For the written responses it is only necessary for candidates to provide information they have been asked for in a recognisable way, as the written German does not have to be grammatically accurate. They don’t need to reproduce the question in order to create full sentences.

Comments on specific questions:

SECTION 1

Task 1, Questions 1 - 8

All material in this section is drawn from the Defined Content vocabulary which is readily available to Centres and candidates.

The majority of the candidates proved to be very competent at giving the correct responses in this introductory series of questions with multiple choice pictorial answers. There was no pattern to the occasionally incorrect answer.

Acceptable answers were:

1 A
2 B
3 A
4 B
5 D
6 B
7 B
8 B

Task 2, Questions 9 – 16

This task was based on announcements in a shop. Most candidates managed to produce an acceptable rendering of Geschäft in Question 9 and Zelt in Question 11, but in Question 14 the answers included a variety of spelling mistakes, which were not accepted. In Question 16 the verb helfen was only accepted if it was conjugated correctly; a few candidates had difficulty with the conjugation.
Acceptable answers were:

9  Geschäft/ geschäft/ gescheft/ Sportladen/Laden reject: Geschäft

10 Dezemberferien / Ferien

11 Zelt/ zeit/Zehlt/Zält/ reject: zählt

12 3500

13 Farben/farben

14 lustiges /lustigen/lustig/lustich reject: luschtig

15 Seite/seite/n/Saite/saite/n

16 helfen/ hälfen/ hilfen - has to be conjugated correctly

SECTION 2

All material in this section is also drawn from the Defined Content vocabulary.

Task 1, Questions 17 – 24

Candidates were required to make a cross in the corresponding true or false box for these answers. This question didn’t prove to be of any difficulty to most candidates; only weaker candidates struggled with Question 20.

Acceptable answers were:

17 Richtig

18 Falsch

19 Falsch

20 Richtig

21 Falsch

22 Richtig

23 Falsch

24 Richtig

Task 2, Questions 25 – 34

This was the first task where the candidates were unsupported in their answers. It is very important that the candidates are familiar with the question words and read the question carefully, as inappropriate information will not be credited.

For Question 25 most candidates made a recognisable attempt to spell Mutter as the correct answer. It was necessary for candidates to produce both words eigne Firma in Question 26.

The majority of candidates had difficulty understanding Question 27 as they could not present a response as to why the company would be asked for their service again.
In **Question 28** candidates had to produce the past tense to score a mark: 6 *Jahre alt war.*

In **Question 29** the majority of candidates struggled to understand the question and the word *reagieren* seemed to be difficult to respond to. Most candidates identified *Freunde / Leute die Probleme mit ihrem Computer haben* for the answer in **Question 30**. For the answer to **Question 31** candidates had to produce the *schlechter* for the sentence to make sense. Where the possessive pronoun had to be part of the answer of **Question 32**, the majority of candidates managed to recognise the correct answer. In **Question 33** it was necessary to produce the comparative *älter* to gain the mark.

In **Question 34** most candidates understood that he still wants to complete his Grade 12 certificate, but they invalidated their answer by answering *Klasse 12 machen* instead of *Klasse 12 Abschluss machen*.

**Acceptable answers were:**

25  **(der) Mutter / Mutta./ mutter reject:** mother / moeder / mudder

26  seine eigene Firma / eine Firma **reject:** Firm

27  sie sind gut / sie verstehen ihr Handwerk/ sie verstählen ihr handwärk **reject:** good

28  als er sechs / 6 Jahre alt war / mit sechs Jahren **reject:** Jaare / jaar

29  Er/ war böse. **reject:** only the verb böse

30  Freunde/freunde und Bekannte / bekante / Leute, die mit ihrem Computer Probleme haben

31  seine/Noten (in der Schule) wurden schlechter **reject:** if the incorrect possessive pronoun was used

32  sein Onkel **reject:** incorrect possessive pronoun / uncle

33  Sie sind älter/elda(r) / Sie haben alle (eine) IT-Ausbildung/ausbildung **reject:** older

34  Er möchte seinen Klasse 12 Schulabschluss machen **reject:** incorrect possessive pronoun / only Klasse 12 machen / Abschluss

**SECTION 3**

**Task 1, Questions 35 – 42**

Although this is a multiple choice task, the complexity of the text makes it challenging. The candidate is required to listen for details which are often quite subtle. The interview was with the teacher of the year. The majority of the candidates managed to choose the correct options for **Questions 35, 36, 37,38, 39 and 42**. **Questions 40 and 41**, however, posed some problems to candidates.

**Question 35** required the occupation of the teacher and was answered correctly by the majority of the candidates.

In **Question 36** most candidates understood that *eine Jury* was voting for the best teacher of the year.

**Question 38** seemed to be clearly understood. The vast majority of candidates opted for A.

Similarly, **Question 39** seemed to be clearly understood as D was opted for by the candidates. In **Question 40** some candidates clearly did not read carefully and missed the negation in the statement and mostly answered A instead of B. In **Question 41** candidates were clearly unfamiliar with *wichtig*; many however responded with D, as the correct answer.

**Acceptable answers were:**

35  B

36  C
Task 2, Questions 43 – 48

In the final task, an interview was conducted between a student and an ice hockey champion. It required detailed understanding to answer the questions satisfactorily. Nevertheless, it is worth reminding those candidates who feel that Section 3 is beyond their competence and who do not even attempt to provide answers, that it is advisable to attempt the questions, rather than leaving blank lines. It is always possible to pick up one or two marks in this section in the factual questions. Candidates should ensure that they read the question carefully and provide the information they are asked for.

In Question 43 there were three possible adjectives candidates could use in order to gain a mark, i.e. fairer / harter / aufregender. The majority of candidates managed to choose at least one of the adjectives. In Question 44 some candidates were clearly unfamiliar with Gelegenheit. To gain the mark, candidates had to mention the birth of his daughter and not the birthday. Question 45 has three possible answers, trainieren als kleine Kinder in der Schule / am Nachmittag trainieren sie / Das Eis ist ihr Leben. A few candidates managed to respond correctly. Although Question 46 was understood by the majority of the candidates, the response was spelt incorrectly America (English) instead of Amerika (German). No marks were allocated for the incorrect spelling. Question 47 was rarely answered fully. There were three possible answers to the question: How to get strong muscles? eine Menge Nudeln essen / Literweise Milch trinken / 3 Stunden täglich im Fitness-studio arbeiten. All the answers had to include a quantity to obtain a mark. Question 48 was rarely answered fully, but es war sein Traum auf dem Eis zu arbeiten / Er ist weltklasse Spieler geworden, were deemed acceptable responses.

Acceptable answers were:

43 (i) Es ist ein harter Sport/ fairer/ aufregender/  
(ii) Es gibt schwere Verletzungen / Es ist gefährlich reject: ferrer Sport

44 (bei der) Geburt / geburt seiner Tochter reject: Gebort

45 Schon als kleine Kinder trainieren sie in der Schule / auf dem Eis  
Am Nachmittag spielen sie auf dem Eis / Das Eis ist ihr Leben.

46 USA / Amerika/ amerika reject: amerikanisch Club/Klub

47 (i) Man muss eine Menge Nudeln/nudeln essen. reject: noodles  
(ii) Literweise Milch trinken / viele Liter Wasser trinken  
     jeden Tag / täglich/ 3 Stunden im Fitness-Studio arbeiten, sein

48 Es war (schon immer) sein Traum auf dem Eis zu arbeiten /  
Er ist ein Weltklasse Spieler geworden

The general standard of comprehension of spoken German in this NSSC examination was pleasing, as was the ability of candidates to respond appropriately.
Key message

Section 1:

- **Question 1**: match the picture with the statement
- **Question 2**: match the statements with the short texts A – G
- **Question 3**: 17 – 18 choose Yes/No. 19 – 25: candidates should give a short answer, full sentences are not needed here, but candidates have to be careful with the grammatical changes in the answer. 26 – 28 ONE word only from the text, the word has to be copied correctly.
- **Question 4**: the instructions need to be executed correctly and only the pictures and cues given may be used. The text should not be more than 40 words. Concise information needs to be given.

Section 2:

- **Question 1**: candidates should formulate answers in their own words in a full sentence and refrain from copying any part of the text. Candidates need to read the questions carefully to give the correct answers. Grammar needs to change (usually pronouns) to fit the answer.
- **Question 2**: two answers per bullet point must be given; the word limit of 80 – 100 words must be respected. Candidates must read carefully to answer in the correct tense (past tense in this case).

Section 3:

- **Question 1**: This is a formal letter and therefore the salutation must also be formal (in the plural – you and your friends). Candidates should express their own ideas (plans and reason) and formally asked for financial help from the mayor. Copying of ideas from the text is not permissible. The word limit is 80 – 100 words.
- **Question 2**: candidates should write the heading of the essay. The word limit is 120 – 140 words; writing in paragraphs is strongly recommended.

General comments

The NSSC German Foreign Language Ordinary Level Paper 2 was written for the tenth time in 2016. The Foreign Language paper was again written late in the examination. This was unfortunate because candidates had not been in contact with the German language for 4 to 5 weeks, which impacted on the quality of the written language.

We thank the teachers who have taken previous suggestions to heart and practised many aspects of this paper with their candidates. However, it was disappointing to see that at some centres the candidates did not even master the Grade 8 & 9 vocabulary in the answering of the questions in Section 1. The essay (Question 40) was well-executed overall, although some candidates did not adhere to the word limit nor did they answer in the past tense. We, again, like to point out that candidates need to do a word count at the end of every essay (Q 29, 40, 41, 42). Valuable content marks are lost if they exceed the word count and language marks are lost if the word count is too little.

Generally, it was noticed that the language was rather poor and we urge all centres to practise the writing of essays with more complex sentences and varied vocabulary because simple sentence structure was repeated and simple vocabulary do not score high language marks. (Please study the marking grid in this regard). This is very important as 32% of the paper tests language usage. It was also noticed, and it is still a grave concern that, in general, the candidates DO NOT re-read and re-check their essays to ensure that words are copied correctly and person and verb concord are correct. Teachers are urged to teach their candidates this habit. Very few centres seem to instill planning for the essays, i.e. writing in paragraphs and giving a word count. (They should use the blank pages). Teachers are also asked to practise a broad range of vocabulary (see the defined content list) needed for both comprehension and in the essays. English or Afrikaans words/expressions are not considered and DO NOT gain a mark.

It is pleasing to see that most candidates understand that they themselves are addressed in the polite form “Sie” and responded accordingly. However, they do need to understand that in a letter/e-mail you address somebody and give your name at the end as a matter of courtesy (Lieber Hans, Liebe Hanna, - dein Peter, deinE Anna/Liebe Eltern – euer Franz/eure Anna formal letter (Q41) the polite form must be used: Ihr Peter Smith/IhrE Anna Smith.)
Candidates are urged to read instructions and not assume that questions will be the same as in past examination papers, e.g. in past tense.

The comprehension questions (Section 1, Q 29 and Section 2, Q 30 – 39) were very poorly-answered and it is evident that, generally, this does not get much attention in class.

Please note:

- ALL numbers up to 12 are written in words, currency and time is NOT written in words, write numbers. The currency must be written e.g. 100N$ and NOT: I earn 100.

- 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 very few candidates did not attempt Q 41 and 42 in this examination.

Comments on individual questions

**ERSTER TEIL Erste Aufgabe Fragen 1-10**

1 D
2 A
3 A
4 B
5 A
6 D
7 C
8 C
9 B
10 D

Many candidates could not distinguish between

1 DORF  A Haus  B Reihenhaus (townhouse)  C Großstadt and D Dorf
7 MOBEL  A Hunde-öffentliche  B Waschmaschine  C Sofa  D Ofen/Herd and usually chose B Waschmaschine. B and D are grouped under household items NOT furniture (Haushaltsgeräte nicht Möbel).

Otherwise this question was answered well by all as expected (being a Level 1 question, e.g. grade 8, 9 vocabulary).

**Zweite Aufgabe Fragen 11 - 16**

11 D (ruhig = leise)
12 E (wenig reden = nicht viel sprechen)
13 G
14 F
15 C
16 B

Many candidates mixed up 11 and 12.

This question was poorly-answered considering that it is a level 1 question. Candidates need to practise synonyms and extended vocabulary to make the connections.

**Dritte Aufgabe Fragen 17 – 28**

17 Nein
18 Ja
19 Nein
20 Nein
21 Ja
22 Hatte den Termin vergessen/er hatte kein Handy/Smartphone/weil er nicht sein Handy bei sich hatte/sein Handy hat ihn nicht erinnert/Er hatte nicht seinen Kalender bei sich

   NOT: ICH habe vergessen. (important to change the pronoun to 3rd person) or
   NOT: Er hat nicht seinen Kalender bei er/Er hat nicht DEIN/IHR Kalender bei sie/ihr [1]

23 sie haben es (ihm) nicht gesagt/nichts gesagt

   NOT: sie haben MIR nicht gesagt./er hat gewartet [1]

24 weil er kein Handy/Smartphone hatte/weil alle seine Freunde mit ihrem Smartphone gespielt haben

   NOT: keines/ihr hat nichts gesagt [1]

25 Jeder zweite Teenager hat ein Smartphone/ Facebook/WhatsApp.

   Sie können nicht ohne Smartphone leben

   (Interpretations of the text are not accepted, e.g. Es sind viele auf ihrem Handy)

   NOT: IHR könnt nicht ohne Smartphone leben. [1]

26 Frühstück NOT: Frühstuck (copying correctly from the text is important)

27 Wecker NOT: Stunde

28 schwierig NOT: schwierig, doof

Many candidates named a day in 26/27. [12]

Vierte Aufgabe Frage 29

Die Botschaft muss im Präsens sein.

Was gibt es zum Frühstück? KUCHEN/Kuche

NOT: Küche (kitchen), Kuch, Kirsche (cherry), Kirche (church), cook, cake, koek

This was extremely poorly-answered.

Was bringen die Freunde?

Zwei/Geschenke (plural form)/Pakete/Dinge/Jeder soll ein Geschenk mitbringen

Geschänke was tolerated

NOT: twe, gifts, geskenke, presents, [das Gift = poison]

Was haben Ihre Eltern für Sie?

Ein neues Auto/Motorrad bekommen... eigene Wohnung/Haus.

Schlüssel Schlusssel/Schlössel were tolerated

NOT: Schussel (scatter brain)/Schüssel (bowl), NOR English: key (Afrikaans/sleutel)

Was machen Sie am Nachmittag?

Einkaufen/zu Edgars gehen... und Kleidung, Klamotten, Schuhe... kaufen. Der Name des genannten Ladens muss in Verbindung mit dem passenden Artikel stehen./ins Einkaufszentrum gehen (mit einem Freund/Freunden)

NOT: ins Restaurant gehen

Was machen Sie am Abend?

Disko... Party... tanzen... bei einer Show... im Klub... Konzert, feiern...

[5 marks for Communication, 2 marks for language usage = 7]

N.B.

Some candidates still write their “own” story. This question demands that the candidate responds ONLY briefly and precisely to the picture/text given.

This is a letter to a friend and therefore should have the salutations: Liebe/r P... and end with a name. However, it is NOT an invitation to a birthday party NOR a report of a party that has happened (so NO past tense).

Candidates HAVE TO STAY IN THE 40 WORDS LIMIT or they lose the content marks.

This question was managed much better than in the years before, as most leaners stayed within the word limit. In some centres, however, most candidates lost one mark, because they wrote more than 40 – 45 words.
Criteria for marking:

**Section 1 Question 4** Written work (picture/text stimulus)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria for marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Verbs must be in appropriate tenses. Minor errors (adjective, use of prepositions, wrong gender, etc. are tolerated)</td>
</tr>
<tr>
<td>1</td>
<td>Some appropriate usage to reward. Where verbs are not in appropriate tense, award max 1 mark</td>
</tr>
<tr>
<td>0</td>
<td>No examples for appropriate usage to reward.</td>
</tr>
</tbody>
</table>

NB 0 marks for communication means none for Language.

ZWEITER TEIL  Erste Aufgabe Fragen 30 - 38

30  *Er brauchte 25 Minuten.* (NOT *Ihr*)

*Wie lange* = How much time NOT: *Wie lang* = how long/length

31  *Das Seil/Es ist aus Draht/Stahl.* NOT: Drahtseil

32  *Er balancierte mit einem Balancestab.*

33  *Große Lampen warfen Licht auf das Seil.*

*NOT:* Er hatte große Lampen; Er hat eine große Lampe.

34  *Er kommunizierte mit Kopfhörern/er hatte durch Kopfhörern Verbindung.*

Most candidates copied the sentence with the information directly from the text. (loss of language marks).

35  *Der Sicherheitsgürtel störte/hat gestört*  

*NOT:* vor laufen den Kameras... (only copied)

36  120 000 Zuschauer schauten zu/die ganze Welt im Fernsehen  

*NOT:* 100 Fernsehkameras

37  *Es war kalt/windig/neblig/Es gab dicken Nebel/Wind.*  

*NOT:* Der Wind war am schlimmsten.

38  *Er reiste in ein anderes Land/weil er nach Kanada gelaufen war.*  

*NOT:* Er hatte den Pass in einem Plastikbeutel.

39  *Er will Menschen auf der ganzen Welt inspirieren/Sie sollen ihren Träumen folgen/sie sollen niemals aufgeben. Er sagt „Folgt euren Träumen“.*  

*NOT:* Er will Menschen sagen, sie sollen euren Träumen folgen.  This means: He wants to tell people to follow YOUR dreams.

Overall this question was answered very poorly and it is evident that comprehension texts are not practised enough at the centres.

This question HAS to be answered in full sentences to gain language marks. A content mark is awarded but language mark is deducted if answers are lifted.

**N.B.** The pronoun to fit the answer – do not just copy from the text.

(see the grid)

It was disappointing to see that many candidates still do not understand the question words and answered chronologically according to the text, without answering the actual questions. This needs to be practised at centres.

Candidates do NOT gain marks by copying the whole sentence or even paragraph in the hope that the examiner will "find" the answer. Candidates often just copy the first part of the sentence and not the verb, so the sentence does not make any sense.

[10 + 5 = 15]

Communication 10 marks

Language: 5 marks for the quality of the written language and register/sense of audience. See marking grid attached.
**Section 2, Question 1 Comprehension**

Language marks are awarded as follows:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>verbs, when required by the question, are mostly correctly formed and used in the appropriate tense; use of prepositions and case-endings is substantially correct; vocabulary is used appropriately and is correctly spelt.</td>
</tr>
<tr>
<td>4</td>
<td>some incidence of error in the use of verbs. But candidates clearly have a good understanding of usage; some incidence of error in the usage of prepositions and case-endings but candidates clearly have a good understanding of usage; mainly appropriate use of vocabulary including accurate spelling.</td>
</tr>
<tr>
<td>3</td>
<td>more than half of verbs used show errors, but there is some correct usage; more than half of prepositions and case-endings used show errors but there is some correct usage; vocabulary shows some error in choice of words and spelling.</td>
</tr>
<tr>
<td>2</td>
<td>considerable amount of errors in use of verbs and tenses; considerable amount of errors in use of prepositions and case-endings; poor choice of vocabulary and faulty spelling.</td>
</tr>
<tr>
<td>1</td>
<td>all aspects of the criteria show considerable errors.</td>
</tr>
<tr>
<td>0</td>
<td>no feeling for the German language at all.</td>
</tr>
</tbody>
</table>

Marks are allocated PRO RATA if only a few communication marks were gained.

**PRO RATA**

Content marks 10 - 8 language 5,
Content mark 6 - 7/10 – language only out of 4
Content mark of 4 - 5/10 – language out of 3
Content mark of 2 - 3/10 – language out of 2
Content mark 1 – language 1 or less

**Zweite Aufgabe Frage 40**

Word count 80 – 100.
This is an article to the newspaper in the PAST TENSE, not a letter.

The job is that of a chauffeur/driver for a politician – not any driving job, e.g. taxidriver.
In this question candidates should respond to the questions (ten questions/2 answers per bullet point – ten content marks).

*Warum und wie lange haben Sie diesen Job gemacht?*

Ich liebe schicke Autos/sonst kein fähiger Fahrer zu finden/ich bin gerne mit berühmten Person zusammen/ich brauchte Geld.
NICHT: Ich liebe politics.

*Wie lange*

von 2010 bis 2014/in den Ferien/an Wochenenden/von Juni bis Dezember/in meinem Sommerferien, für einen Monat
NOT: vor zwei Jahren (two years ago)

*Beschreiben Sie das Auto*

Nur ein Auto beschreiben/Mercedes (Modell) Farbe: schwarz (NOT: schwartz, swart), groß, modern usw/mit schwarzen Fenstern

*Wie waren die Arbeitszeiten?*

Jeden Tag von 8 – 18 Uhr/Von Januar bis Dezember/viele Stunden/mal viel, mal wenig.../interessant/langweilig.

und wieviel Geld haben sie VERDIENT (NICHT: gemacht/gegeben!) 
NICHT DM, sonst auch andere Währung/viel, genug
Currency must be written not just: 100

*Berichten Sie kurz von einem sehr tollen Erlebnis/Etwas Positives (TWO aspects)*

Nicht die täglichen Fahrten beschreiben Angela Merkel/Nelson Mandela/Nehmer, Ronaldo…spazieren gefahren...
AUCH: positives Erlebnis/viele Leute kennengelernt/mit dem Minister gefrühstückt.
Berichten Sie von einem negativen Erlebnis/Etwas Negatives (TWO aspects)

Musste ihn zur Beerdigung fahren/Kind, Hund vors Auto gelaufen/Maschineschaden/Schüsse/Attentat/Kein Benzin im Tank mehr.../verschlafen/langweilig/sieht die Familie nicht oft/lang im Auto warten.

[10 marks Communication; 5 marks language = 15]

The quality of language was average to below average, resulting on very poor marks for language. Candidates are advised to write in two/three paragraphs. This makes it easier to check if all content points have been covered.

DRITTER TEIL  Erste Aufgabe Frage 41

Muss im Präsens geschrieben sein. Mehrere Schüler müssen sich an dem Projekt beteiligen. ICH werde …kein Punkt.

Finanzielle Hilfe ist gefragt.

Das Umweltprojekt für die Wohngegend muss kurz beschrieben werden.

NOT: Schule/Haus


- 2 Punkte: Pläne/Ideen für ein/zwei Projekte

- Recyclingtonne aufstellen./Bäume usw. pflanzen/Poster mit: Wassersparen/Licht ausschalten/Müll getrennt sammeln

- 2 Punkte: Begründen warum das Projekt wichtig ist. Vorteile nennen. Schöner/gesünder/sauberer

Although not specifically mentioned, the stimulus should not be copied as “essay”. Candidates have to bring their OWN ideas for the projects.

“Umwelt” (environment) was misunderstood by many as “surroundings/school.

Please note:

- This is a formal letter to the mayor so it should have been ended with: Ihr Thomas K. UND Pandu H. In the polite form.

- The vocabulary for this question was indeed very poor. The vocabulary of ALL topics in the prescribed CONTENT LIST should be learnt.

[5 marks Communication; 10 marks Language = 15]

See marking grid (Addendum D).

Zweite Aufgabe Frage 42

(a) Mein größter Wunsch ist…

Kann im Konjunktiv/Zukunft/Präsens sein.

NOT: Ich wünsche mir …ein Telefon zum Geburtstag. Reichtum, Familie, Weltfrieden, Besitz, Kein Hunger…keine Krankheiten Gesundheit… (Sollte nicht nur ein Auflisten sein, auch Gründe)

Many candidates still mention only ONE aspect and repeat examples for this one aspect. FIVE DIFFERENT aspects should be given.

ODER

(b) Sie sind in eine andere Stadt gezogen. Beschreiben Sie Ihr neues Leben.

NOT: Lieben Haus, (NOT a detailed decription of the house) Garten, Nachbarn, Schule, Arbeit, Transport, Wetter, neue Hobbys, …

This should not be a listing of the daily routine. Other aspects of your new life should be given, explaining how they are different to your previous life.
It was sad to see that some candidates had no understanding of city, country or even suburb. NOT *Ich bin nach einer neuen Stadt Italien gezogen* (this is a country!) *Ich bin von Khomasdal nach Kleine Kuppe gezogen* (these are suburbs = VORstadt)

ODER

(c) *Ein Studium muss sein...?!* (studies at an university/college)

*Solgte als Erörterung betrachtet werden.* (discussion of pros and cons)

*Aufsatz in zwei Teile schreiben...* Hälte positive/vorteilhafte und andere Hälfe negative/nachteilige Aspekte eines Studiums.

*Keine Ereignisse/Erlebnisse aus dem Schulleben des Schülers.*

Only 4 candidates chose this topic and then used it incorrectly by misunderstanding sport stadium (*Das STADION*).

The quality of language was generally average to very poor and only the strongest candidates managed to score 10/15 for language. As mentioned before, writing of essays should be practised regularly.

**Please note:**

- Plan your essay to ensure that all content marks are covered.
- Make sure of the tense to be used.
- Do not start every sentence with the same word. This is considered to be "simple and pedestrian" sentences and will not be awarded more than 4-5/15 marks for language.
- Attempt a range of sentence patterns to score in the range 10+.
- Try to use varied vocabulary (NOT only machen/gehen/haben, etc.)
- Check the language for spelling (capital letters, verb concord)
- Write in paragraphs
- Adhere to the word limit

**GRAMMAR**

Centres are advised to look at the list of words/expressions used incorrectly as also mentioned in previous years.

**Pay special attention to:**

*Gehen/geben/gegen*

*bauen/brauchen*

*Dinge NOT Denke*

*so viel/zu viel* (often used in: *I verdiene/esse zu viel* – TOO much)

*auf/aus/auch/also*

*vor/für*

*sitzen/setzen/stellen/putzen* (to clean NOT to put)/legen/liegen

spelling of words that are similar in English: *helfen* (NOT *helpfen*)/hoffen (NOT *hopfen*)

Words that do exist in German but have a different meaning:

English “gift” = present – German: *das Gift* = poison
### 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.

<table>
<thead>
<tr>
<th>Use of Language</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 10 15</td>
<td>Detailed information given</td>
</tr>
<tr>
<td>Confident use of range of sentence patterns</td>
<td>CLEARLY RELEVANT; GOOD STRUCTURE</td>
</tr>
<tr>
<td>Consistently accurate</td>
<td>OR</td>
</tr>
<tr>
<td>Good sense of style and idiom</td>
<td>Creative, very imaginative development of theme</td>
</tr>
<tr>
<td>Wide range of vocabulary</td>
<td></td>
</tr>
<tr>
<td>4 7-8 10-12</td>
<td>Sound knowledge and generally relevant</td>
</tr>
<tr>
<td>Attempts a range of sentence patterns, but not always with success</td>
<td>SOME ABILITY TO DRAW CONCLUSIONS</td>
</tr>
<tr>
<td>Generally accurate but some lapses</td>
<td>OR</td>
</tr>
<tr>
<td>Some attempt at varied vocabulary</td>
<td>NOT THE CREATIVE SKILLS OF THE BEST LEARNERS BUT STILL SHOWS AN IMPRESSIVE ABILITY TO USE POWERS OF IMAGINATION</td>
</tr>
<tr>
<td>3 5-6 6-9</td>
<td>Some knowledge of chosen subject but not always relevant</td>
</tr>
<tr>
<td>Sentence patterns are laboured or clumsy</td>
<td>A MORE LIMITED CAPACITY TO DRAW CONCLUSIONS</td>
</tr>
<tr>
<td>Some degree of accuracy but many more errors than in the higher bracket</td>
<td>OR</td>
</tr>
<tr>
<td>Some problems in using appropriate vocabulary</td>
<td>MAKES REASONABLE ATTEMPT AT CHOSEN SUBJECT BUT SHOWS LIMITED FLAIR IN DEVELOPING AN IMAGINATIVE SUBJECT</td>
</tr>
<tr>
<td>2 3-4 3-5</td>
<td>Knowledge tends to be sketchy and unspecific</td>
</tr>
<tr>
<td>Consistently simple or pedestrian sentence patterns</td>
<td>NO ATTEMPT TO DRAW CONCLUSIONS</td>
</tr>
<tr>
<td>Persistent errors</td>
<td>POSSIBLY MAJOR MISUNDERSTANDING OF TITLE</td>
</tr>
<tr>
<td>Limited vocabulary</td>
<td>OR</td>
</tr>
<tr>
<td>1 1-2 1-2</td>
<td>LIMITED CAPACITY TO DEVELOP AN IMAGINATIVE SUBJECT IN A WAY THAT ENGAGES THE READER</td>
</tr>
<tr>
<td>Only the simplest sentence patterns</td>
<td></td>
</tr>
<tr>
<td>Very limited grammatical awareness</td>
<td>No ideas which allow the learner to develop an imaginative subject</td>
</tr>
<tr>
<td>Very limited vocabulary</td>
<td></td>
</tr>
<tr>
<td>0 0 0</td>
<td>Totally irrelevant *</td>
</tr>
<tr>
<td>Not applicable</td>
<td></td>
</tr>
</tbody>
</table>

* If the content is totally irrelevant, no marks should be awarded for language use.
General comments

These comments are to be read in conjunction with the Examiner’s Notes for 2016.

Centres generally conducted the Speaking Test well and most examiners had prepared themselves thoroughly before the examination. Some examiners, however, do not follow correct procedures with the unprepared orals. It is essential that the instructions are not read aloud, as the candidates should read them while preparing. Examiners should also avoid interrupting the candidates during a conversation.

In the prepared orals of the candidates there are still examiners who do not ask appropriate questions to bring out the best in their candidates. It should be noted that only candidates who give extended responses to the teacher’s questions should be placed in the mark band 8 – 10. Examiners should focus on asking open-ended questions that will allow the students to answer in full sentences. Questions such as “Did you go to town?” should be replaced with “Where did you go . . .?” It is essential that examiners carefully consult the instructions on page 4 and 5 of the examiner’s notes.

Most centres kept to the stipulated timings, but some examiners did not stop candidates from continuing beyond 2 minutes in the Topic Presentation and did not observe the correct timing.

Most centres forwarded the appropriate sample size for the centre on labelled CDs with each candidate’s digital file saved individually. Before CDs are dispatched, spot checks must be made to ensure that every candidate’s recording is clear.

Administration in centres was generally good this year, but far too many centres made errors in the transferring of the candidates’ marks from the OASF to the MS1 forms. Some centres also did not fill in the lozenges correctly for the candidates’ mark on the MS1 form.

Assessment was generally consistent and the order of merit was correct. Scaling of some centres’ marks, was however, necessary. It was more common for marking to be too generous rather than too severe.

Comments on individual questions

Picture stimulus

The range of samples was well-covered by most examiners. Most examiners created a conductive atmosphere and put the candidates at ease in the warm-up session. The examiners must give the candidates the opportunity to elaborate on the questions without being interrupted, until all the questions have been answered. Then a conversation should develop from the picture by pursuing the theme of the picture and related themes, with the candidate developing certain issues and applying them to his/her own circumstances. This is necessary in order to evaluate the candidate on his/her impression and responsive mark.

Card A: Ein Unglückstag

Most candidates performed well. A few candidates could not describe the picture effectively. Candidates struggled with the declination of the article. Although the question was easy, candidates named the activities and failed to respond to different sentences, which shortened the time spent on the question considerably.

Card B: Ein Nachmittag mit Freunden

Well-answered. Most candidates were spot on with their answers. At question 3, the examiners often had to repeat the question because candidates misinterpreted the word “fehlen”.

Card C: Das Tier, dein Freund und Helfer.

This topic was only answered efficiently by candidates with an extensive vocabulary and who had knowledge of animals in different situations.

Card D: Die neuen Nachbarn, oder . . .

First two questions were well-answered. The last question was only answered efficiently by candidates with an extensive vocabulary. Candidates could not differentiate between ‘Freude und Ärger’.
Card E: Stress bei der Arbeit

The first two questions were answered well. The last question, though, created a problem because candidates did not know the meaning of the word ‘Arbeitslosigkeit’.

Topic Conversation

Quality of recording:
Most recordings were clear, the candidates and examiners could be heard well.

Range of samples:
A good range within the samples was submitted.

Examination techniques:

The purpose of this session is to test the oral skills of the candidate. Many candidates read their prepared oral or learnt it by heart. When the questions were asked the candidates were not able to express themselves on the same level as during the prepared oral.

The candidate should speak uninterruptedly for approximately 2 minutes in order to test the quality of the preparation; thereafter the examiner should ask prepared questions about the topic.

Neither a monologue nor a series of prepared questions and answers is allowed.

Topics such as: “My school”, “My family”, “My daily routine”, etc. should be avoided. The candidates should be able to talk about topics such as: “The influence of technology in our lives”, etc. Candidates can be tested sufficiently with a theme in which they have to give their own opinion and state facts.

Administration:

It would be appreciated if the recordings of the CDs could be done with the Windows media player programme and not with the ITunes programme.

Quite a number of centres submitted empty CDs and back-ups had to be asked for.

Candidates’ names and numbers were not written on a number of the blue papers in the CD.

Candidates’ conversations should be copied in the candidate order on the MS1 forms.

Individual Record Cards have to be in numerical order.

Corrections had to be made for wrong additions and transfer of marks from the Oral Assessment Summary Forms to the MS1 forms.

It is highly appreciated if the examiner’s work is tidy and correct.

The marks on the MS1 forms should be filled in with pencil and not in pen as was the case at some centres.

Internal moderation

Administrative checking must take place at the centres. Too many mistakes were made when transferring marks from the OASF to the MS1.
GENERAL COMMENTS

The question paper was up to standard and set according to the candidates' "expected" level. The CD that accompanied the paper was also very clear and recorded at a normal pace – not too slow, nor too fast.

In comparison to past or previous years' work or performance, the candidates achieved very low marks. Overall the difficulty of the paper was moderate and in line with what was expected of candidates in terms of comprehension and responses. However, candidates at all centres did not cope well. The majority of candidates also did not follow instructions carefully, e.g. putting a (x) cross in a box where they were required to (✓) tick as well as choosing more options than required.

No specific areas of problems could be identified since different candidates struggled with different questions throughout the paper.

COMMENTS ON INDIVIDUAL QUESTIONS

Section 1

Exercise 1, Questions 1 – 8

In this question, candidates had to tick only one box from the suggested four. The majority of the candidates scored well but some did not do well.

1 C The majority of the candidates did well, while others could not score a point due to the misinterpretation of numbers or not knowing hours in French.

2 A Many candidates did well, while others were easily confused by the look-alike pictures and the word "salle d'attente", which could be new to them.

3 A Most of them scored a mark since "fromage" is a word well-known to them.

4 C Candidates did well because they are familiar with the names of different types of fruit.

5 B Candidates are familiar with physical descriptions and coped well.

6 D Almost half of the candidates did not score here, maybe because of limited vocabulary on clothing.

7 B Few candidates were able to identify the correct answer, others might not have known "couverture" blanket in French.

8 D Well-answered because candidates are familiar with "barbecue", the same word as in English.

Exercise 2 Questions 9 – 15

9 Octobre The majority of candidates scored well, while others lost marks for spelling in Afrikaans, starting with Okt instead of Oct.

10 A Only a few candidates could point out the lake, perhaps because the rest are not familiar with geographical sites in French.

11 B Most candidates scored for "caravan" as it is the same word in English.
C Few candidates managed this question well, while others might have struggled with the new word "block sanitaire".

B Well-answered by many candidates.

A Well-answered by many candidates.

C Well-answered because candidates are familiar with the word "cinéma".

Section 2

Exercise 1, Question 16

B, C, E, F, I, L (six ticks required).

Many candidates answered well. Only a few candidates ticked more than six.

Exercise 2, Questions 17–25

Automne

Fairly-answered. Candidates were expecting another month to replace "Juin", which is June and not a season.

Beau

Not well-answered. Some candidates heard beau others heard bon because the sound comes out the same, but the meaning differs.

Douane

Unknown word, therefore only a few (perhaps francophony) candidates scored.

L’accent

Fairly-answered by most of the candidates.

Propriétaire

Many candidates scored, while others were disadvantaged by their spelling.

Saucisson

The majority of candidates scored because of using the correct beginning and ending of the word.

Bruit

Most candidates are familiar with this word, therefore many scored.

Dur

Candidates are familiar with this word, therefore they scored in numbers.

Sévère

Most candidates did well, while others misspelt it or changed the meaning.

Section 3

Exercise 1, Questions 26–31

C Ses cours lui semblaient inutiles

D Il restait dans son quartier

A Servir de lar nourriture
The above questions required deeper listening and understanding skills from candidates. Wording in the interview is not the same for suggested answers. Candidates had to really understand the audio text to find the answers, therefore the majority did not do well.

**Exercise 2, Questions 32 – 40**

32  Recommander aux risiteurs

33  Incendies

34  Raconter ses activités

35  (à la) plage

36  Bouteilles (vides)

37  Tourisme + écologique

38  Langues (vivantes)

39  Meilleure (de sa vie)

40  Écrire (un) livre

This part of the question paper usually requires a much deeper listening and understanding skill as well as richness in vocabulary and proper spelling (as misspellings can change meanings resulting in loss of marks). Candidates need to or are required to listen attentively, retrieve information and write it down correctly.

Most of the candidates did not do well on this question and some even wrote the correct answer at a wrong question, e.g. “à la plage” was the answer for 35 but some wrote the answer for 36.

**POSITIVE SUGGESTIONS TO TEACHERS**

Teachers must ensure to improve candidates' vocabulary on specific topics which always appear in examinations; (vocabulary such as clothing, food, sports, places, activities, physical descriptions, etc. - see syllabus).

It is also highly advisable to revisit past papers with candidates so that they are familiar with question types and how to answer specific questions.

In addition, or as part of class activities, teachers could work on dictation to improve candidates' hearing/listening abilities and spelling words correctly.

Teachers should strive to complete the syllabus and to make room for revision as well as working on practical activities such as role-plays, dialogues regarding real life situations in order to enrich their understanding of the subject, French.
GENERAL COMMENTS

Almost all candidates completed paper 2, which means that the time allocated was sufficient. The candidates’ performance was similar to 2015.

COMMENTS ON SPECIFIC QUESTIONS

Section 1

Exercise 1 Questions 1 - 5

Candidates had no problem with questions 1, 2 and 3. Candidates had more difficulties with questions 4 and 5. The word ‘patinoire’ and ‘sparadrap’ seemed unknown to candidates.

Exercise 2 Questions 6 - 10

Candidates succeeded in questions 6 and 7 but a majority of candidates selected incorrect answers for 8, 9 and 10.

Exercise 3 Questions 11-15

The majority of candidates ticked the correct answers for this exercise.

Section 2

Exercise 1 Questions 16-20

Even though the exercise proposed a list of written words in French to complete the statements, only a few candidates found the right answers for questions 17, 18, 19 and 20.

Exercise 2 Questions 21-29

For this exercise candidates were required to read a one-page text in the form of an email between two friends, Michel and Luc. Luc explains that a new cinema was launched in his town and that he went with his brother to the special first opening.

Most candidates were able to cope with the questions, and they mainly copied extracts from the text as their answers. As in this exercise, extraneous material was allowed; candidates performed quite well.

Section 3

Exercise 1 Questions 30-34

A majority of candidates correctly selected True or False, while quite a few failed to gain marks for their justifications. This was generally due to the fact that they just tried to copy from the text the opposite statement instead of readapting their answers. Some candidates justified by ticking True, which was not what the instruction demanded.

Exercise 2 Questions 35-41

This last exercise was the most challenging in Paper 2 as candidates needed to adapt and reformulate the text to get the right answers. For instance, in question 41, direct speech was not accepted.

The language needs to be free of mistakes for tenses, articles... Any extra material can compromise the acquisition of marks if not relevant.

Some candidates left answers blank and a few did not answer at all. Very few candidates obtained above 4 on the total of 7 marks.
General comments

Overall, centres submitted scripts correctly and within the correct time frame.

On the whole, candidates across the ability range coped very well in this examination, displaying excellent competence in understanding spoken Portuguese.

As this is the first year this examination has been offered, it was pleasing to see that the vast majority of candidates understood precisely what was expected of them and there were very few, if any, rubric infringements.

SECTION 1

Exercise 1

Very few candidates experienced difficulties with this exercise. Those who did were among the weakest in the cohort.

Exercise 2

A small number of candidates had some difficulty in transcribing what they heard. In some cases, it appeared that they were not confident regarding the meaning of what they wrote. The attempts at writing what they thought were the answers were too divergent from the targeted word(s). However, spelling mistakes were tolerated as long as, when spoken, they approximated the words contained in the answer. However, misspellings which changed the meaning or which were foreign, were not accepted. Common errors which were rejected included pelo for pele, and park for parque.

SECTION 2

Exercise 1

This exercise proved quite accessible to the majority of candidates, although Questions 20 and 22 seemed to cause problems for a few. One or two candidates wrote an X in both options, which invalidated their answers. Candidates must make sure that they clearly cross out the answer which they do not want to be marked.

Exercise 2

As with Exercise 2 in Section 1, the misspelling of some answers rendered them invalid, although minor errors were tolerated as long as the meaning was not altered. Questions 25, 26 and 29 were perhaps the least well-answered in this exercise. Some candidates wrote uma viagem for Question 29 but did not indicate the nature of the journey (that it was to be by plane) which was required for the mark. A lot of candidates also seemed to be confused by the information given for Question 26 (uma vez por semana) giving answers like toda a semana and sete vezes por semana.

SECTION 3

Exercise 1

Although generally tackled well, at times some candidates made occasional lapses.

Exercise 2

This was a challenging exercise for many candidates, although there were a large number who gave good answers throughout.

Most candidates experienced few problems with Question 42. Question 43, however, caused some difficulty to a number of candidates who didn’t quite understand the concept of walking on water. A lot of candidates guessed Question 44 but failed to get the mark by misspelling veterinário in such a way that could not be understood. Question 45 didn’t appear too difficult for most, although some did miss the answer giving tomar um café instead.

The majority of candidates managed at least one point required for Question 46. Likewise, Question 47 caused only few problems, but in Question 48 many candidates failed to score the mark because they did not include a verb such as apanhar in their answer. This was necessary, in order to communicate the correct response to the question.
General comments

Overall, centres submitted scripts correctly and within the correct time frame.

On the whole, candidates appeared to have been entered appropriately for this examination. There were leaners of all abilities, but the vast majority showed a very high level of competency in the language.

As this is the first year this examination has been offered, it was pleasing to see that many candidates coped well with the format and timing of the exam, with the vast majority completing all sections in the time allowed. Others, however, seemed to be unfamiliar with some of the rubrics and lost marks by not properly answering the question set. In some cases, this resulted in candidates losing both content and language marks. The importance of following the rubric for each question cannot be overstressed.

SECTION 1

Exercise 1

Very few candidates experienced difficulties with this exercise. Those who did were among the weakest in the cohort.

Exercise 2

This was generally well-answered, but there were quite a few candidates who, although they chose the correct answer, failed to copy the word correctly. If the misspelling of the word affected its meaning (e.g. ficar instead of fica) the mark could not be given.

Exercise 3

Questions 17 – 21 were almost always answered correctly. Questions 22 – 24 also appeared to cause few or no problems, but occasionally, candidates gave answers which were too vague for Question 25. Although the question appeared personal in asking what activity the candidate would choose, the answer needed to refer to the content of the text which listed three different options, any one of which would have been accepted for the mark. Question 26 sometimes led candidates to lift words from the text which didn’t really reflect the required response such as expressão portuguesa. Question 27 caused some problems for a good number of candidates, possibly due to the description in the question rather than the answer bambu. Question 27 also proved a little difficult for many candidates.

Exercise 4

Only the weakest struggled with this exercise as most candidates had something interesting to write. It was pleasing to see that most kept within the word limit.

SECTION 2

Exercise 1

This was another exercise in which, it seems, a number of candidates failed to read the instructions properly. Answers in this exercise need to be written in full sentences and many gave answers in note form. Such answers would be given marks for content, but as a result of an absence of structured language, could not score highly for use of language. Similarly, answers which only consisted of sentences lifted directly from the text scored low marks for language as they revealed little about the candidate’s own ability to write in Portuguese.

Exercise 2

In this exercise, candidates were required to write a short article about a school picnic. By including information required by the question in their answers, they would achieve a minimum of five marks for communication. However, candidates who elaborated on these points or included new information were awarded more. Only the best managed to do this. Some didn’t achieve as many content marks as perhaps they could have done because they either didn’t include all the information required or they failed to elaborate on it.
SECTION 3

Exercise 1

In this exercise candidates were asked to write an application for themselves to the Diogo Cão football academy, explaining what qualities and experiences they had and why they wanted to take part in the programme being offered. Some answers were very imaginative and drew on information from the stimulus text given at the beginning of the exercise. Others wrote effective letters but perhaps lacked some of the information required. However, there were a few candidates who were not awarded any marks for this exercise because they failed to respond to the rubric properly. One wrote a letter from a father for his son. Another wrote on behalf of a friend. Sadly, they had failed to understand that the letter needed to be written in the first person singular. That is, it needed to be from the candidate him- or herself. According to the mark scheme, candidates who score no marks for content cannot be awarded marks for language. There was a small number of candidates who, unfortunately, fell into this category.

Exercise 2

This final exercise presented a real opportunity for candidates to showcase their ability to write Portuguese fluently, imaginatively and accurately. Many candidates displayed a very good standard of Portuguese using authentic idiom, accurate spelling and some complex grammar. It was a pleasure for examiners to read some of these very good responses.

On the other hand, those candidates who struggled more to write accurately, did not manage to achieve high marks in this part of the exam. Some candidates were unable to write much at all and one or two scripts were left blank regarding this question.

All options were chosen but perhaps the most popular was the invitation to a birthday party. As in Exercise 1, the best candidates gave elaborate and imaginative information and included all and more of the points given in the question. Overall, candidates wrote good, interesting answers using a good level of Portuguese.
General comments

Only a few centres conducted the examinations and submitted them exactly as required by the Ministry. In centres where there were more than 10 candidates entered, samples submitted were not always sufficient or appropriate. It is vital that these centres understand the importance of sending a full sample of at least 10 candidates across a representative range of marks. This is so that moderators have an opportunity to sample the performance and marking of candidates at the top-, middle- and bottom end of the range from a particular centre.

More importantly, examiners must familiarise themselves fully with the instructions for the conduct of the examination. In this year’s samples, there was evidence of excellent practise in some cases, but there were also instances of examinations which were not conducted appropriately. In these cases, the outcome for the candidates was often negatively affected.

Moderators can only mark what they hear. If, as was the case in once instance, candidates are not given an opportunity to carry out the second part of the examination, clearly they are not going to be able to achieve marks for that section.

Similarly, if the examiner does not give the candidates enough opportunities to give their own answers, they cannot access the higher bands of the mark scheme. Candidates should not read from scripts, nor should they be given the answers or asked questions like, Como se diz correios em inglês? for example, which is irrelevant to the exam. It is the candidate who should be heard speaking the most during a test, not the examiner.

There were many very good candidates who clearly commanded a good level of spoken Portuguese and they were rewarded for their efforts. However, there were also many other candidates who showed some evidence of an excellent command of Portuguese, but who were denied the possibility of achieving their potential in the exam because of the way in which it was conducted.

Also, there were many candidates who did not seem fully prepared for the second part of the exam in which they are expected to discuss a topic of their choice. Teachers are reminded that students can begin preparing for this part of the exam well before it is scheduled to take place.
GENERAL COMMENTS

- Candidates have improved in general. Questions were answered with more explanations and comparative terms.
- Rubric errors still occurred, although to a lesser extent – mostly at part-time centres.
- The difficulty level was the same as in previous years – more candidates could cope.
- The importance of carefully studying and applying the advice in the Examiners Reports have been paying off.
- Questions were clear and diagrams, photographs, etc. could be used to assist with answering.
- Both questions in each section were balanced allowing candidates to score the same in the questions of their choice.
- Judgement and Decision-Making questions were still poorly-answered as candidates lacked knowledge and the application thereof.

SECTION A

1 (a) Answered fairly well (3 – 4 out of 4)

Scored marks for:
- Stronger swash vs stronger backwash
- Weaker backwash weaker swash
- Low energy high energy
- Deposition occurs erosion occurs
- 6 – 9 per minute 10 – 15 per minute

Incorrect:
Constructive and destructive plate boundary movements
Not identifying the specific type of wave
Statements not corresponding e.g. Wavelength and frequency of waves

(b) Well-answered (3 – 4 out of 4)

Scored marks for:
- Hydraulic pressure – air is trapped/compressed in cracks, weakening rocks
- Abrasion – wearing away of cliffs by sand thrown against rocks/headland
- Attrition – wearing away of load by the particles bumping against each other

Incorrect:
Solution described as rocks broken by acids in water
Erosion process and explanation not matching

(c) (i) Well answered (1 – 2 out of 2)

Scored marks for:
- A Cliff / Headland
- B Bay / Beach

Incorrect:
River cliff / Meanders / Delta

(ii) Fairly well-answered (2 – 3 out of 5)

Scored marks for:
- Alternating layers of hard and soft rock
- Softer rock eroded faster
- Forming a bay
- Resistant rock erodes slower
- Forming rocky outpoints called cliffs / headland
- Deposition of material forms beach

Incorrect:
Describing formation of a spit and tombolo (depositional features not part of syllabus)
Referring to river / wind erosion processes
Describing the formation of an arch
Describing the formation of a waterfall and plunge pool

(d) Fairly well-answered (3 - 4 out of 5)

Scored marks for:
- Cracks or areas of weakness in rocks erode to form a notch
- Notch eroded to form a cave
- Cave widens and breaks through headland to form an arch
- Abrasion / hydraulic action / attrition / solution (corrosion)
- Roof of arch too heavy, unsupported and breaks off leaving a stack

(e) Very poorly-answered (0 – 1 out of 5)

Scored marks for:
- Cliff retreat
- Flooding
- Tsunami’s
- Oil spills

No marks attained because of unsuccessful application of knowledge / understanding

2

(a) Fairly well-answered (1-2 out of 2)

Scored marks for:
- Eastern side of Africa
- Centre / middle of continent
- South east Africa

Incorrect:
- Near or along equator
- Well-distributed over continent

(b) Fairly well answered (2 out of 4)

Scored marks for:
- Summer or seasonal rainfall
- Highest rainfall in September (67 mm)
- Highest temperature 18/19 Degrees Celsius / July and August
- Rainfall occurs when temperature is higher or increases
- No rainfall when temperature is lower

Incorrect:
- Lifting or repeating data from graph
- Referring to N.H. saying it receives winter rainfall
- Describing changes in temperature and rainfall from January to December

(c) Very poorly-answered (0 out of 3)

Could not describe changes in vegetation such as
- Closer to Equator, more dense vegetation, taller trees, tall green grass
- Larger variety of trees and other vegetation
- Away from equator, less dense and scattered grass
- Shorter grass and stunted trees
- More xerophytes closer to Deserts

(d) Well-answered (3 – 5 out of 5)

Scored marks for:
- Drought resistant plants
- Long tap roots to absorb underground water
- Small leaves to reduce transpiration
- Stores water in stems, trunk
- Grass die in winter season / seeds lie dormant
- Germinates after first rainfall

(e) Very poorly-answered (0 out of 3)
No understanding of term “transition zone”
Should mention climatic and vegetation change taking place

**Scored marks for:**
- Closer to equator dense vegetation of trees and grass
- Further away, becoming shorter and fewer trees and clumps of grass
- Near Equator, high rainfall / 800 mm
- Constantly warm temperatures / small temperature range
- Near deserts, low rainfall / 125 mm
- More humid near equator and drier towards deserts

(f) (i) Well-answered (2 to 3 out of 3)

**Scored marks for:**
- Cleared for farming / agriculture
- Building of infrastructure
- Industrial development / mining increase
- Timber industry

**Incorrect:**
Caused by soil erosion
Used of wood for making fire and building homes / kraals

(ii) Not well-answered (2 out of 5)
Could not discuss the consequences and only listed vague answers
Needed to give problem and discuss consequence thereof

**Scored marks for:**
- Loss of animal habitats / destroying natural vegetation / killing animals
- More CO$_2$ and less oxygen causes global warming to increase
- Desertification occurs
- Soil erosion increases with less vegetation to bind the soil

3 (a) (i) Well-answered (1-2 out of 2)
- Decreasing trend
- Then increases again

(ii) Poorly-answered
Did not refer to the change from stage to stage

**Scored marks for:**
- Slight decrease from pre to early stage
- Rapid / steep decrease from early to late
- Increase from post to late

(b) Well-answered (3 to 4 out of 4)

**Scored marks for:**
- Wood used for making fire / building material
- To make space for farming
- Building of infrastructure, roads, settlements
- Mining of minerals
- Making crafts to sell / for income

(c) Not well-answered (1 to 2 out of 4)

**Scored marks for:**
- Fewer trees
- Less evapotranspiration or lower rainfall
- Soil erosion increases

**Incorrect:**
Not using comparative terms like increases and decreases
More and less / fewer
Describing causes of deforestation

(d) Answered fairly well (2 to 3 out of 4)

Scored marks for:
- Uneducated about forest management strategies
- Needed for making fire, cannot afford electricity
- Tradition of building houses with wood
- Cleared for farming
- Poverty and selling wood for income

(e) (i) Very poorly-answered (0 out of 1)

Correct is:
Land degradation in arid, semi-arid areas caused by climate changes and human factors
Loss of valuable minerals in soil resulting in cleared, desert areas

(ii) Well-answered (2 to 3 out of 3)

Scored marks for:
- Soil erosion
- Less vegetation / trees
- Water cycle interrupted
- Extinction of plant and animal species
- Loss of natural habitats as animals move when plants die
- Infertile soil

Incorrect:
Low rainfall, / not enough rainfall
No trees / no rainfall
Global warming

(iii) Not well-answered (2 out of 5)

Scored marks for:
- Planting new trees when cut down / reforestation / Afforestation
- Implement laws and strict fines
- Use rotational grazing / crop rotation
- Practise contour ploughing

Incorrect:
Use other sources of energy
Must have a permit to cut trees
Educate community to combat desertification
Do not overgraze, overstock – How?

4 (a) (i) Moderately-answered (2 out of 4)

Scored marks for:
- Swaziland higher than Namibia / Namibia lower
- 2010 Namibia 49/50% and Swaziland 98/99% - 48% difference
- 2030 Namibia 48% and Swaziland 88% - 40% difference
- Namibia higher than Regional Average / Regional Average lower than Namibia
- 2010 Namibia 49/50% and Reg Average 13/14% - 37% difference
- 2030 Namibia 48% and Reg Average 46/47% - 1% difference

Incorrect:
Not using higher and lower when comparing
Not using data at all or correctly
Must refer to both areas to score marks

(ii) Not well-answered

Scored marks for:
- Shortage of electricity / Price increase / load shedding

Incorrect:
Decrease in electricity
Water shortages / will run out of non-renewable sources

(b) (i) Well-answered (2 to 3 out of 3)

**Scored marks for:**
- Steep slope / waterfall
- High and reliable rainfall
- Constant supply of fast flowing water
- Solid rocks
- No seismic activity
- Narrow, deep valley
- Large catchment area / many streams feeding drainage basin

(ii) Very well-answered (3-4 out of 4)

**Scored marks for:**
- Water kept in a dam/reservoir
- Water controlled by water intake / gate
- Water falls into penstock / channel
- Water turns turbines
- Generator connected to turbine generates power
- Connected to transformer to raise voltage
- Distributed to consumers by power lines
- Water joins river downstream

(c) Poorly-answered (1 out of 3)

**Scored marks for:**
- More efficient – little uranium produces large amounts of energy
- Causes less pollution
- More environmentally friendly
- Lower running costs

**Incorrect:**
- It is cheap
- Does not produce pollution
- Produces more energy

(d) Poorly-answered (1 to 2 out of 4)

**Scored marks for:**
- Chernobyl
- Accidents or explosions
- Radio-active material poisoning water sources / land /sea
- People died / diseases like cancer
- Destroying animal habitats

(e) Very poorly-answered (1 to 2 out of 6)

**Scored marks for:**
- Namibia / North / South or name of a town
- Solar power – abundant sunshine (6-8 hours per day)
- Ruacana – HEP
- Coastal areas, wind power
- No reference made to how renewable energy types are developed
- E.g. Tidal power in bays or estuaries – large tidal range
- HEP continuous supply of fast flowing water / high reliable rainfall
- Wind power, strong prevailing winds in large open unused areas

**Incorrect:**
- Only listing all types of energy sources
- Describing development of non-renewable energy sources
- Not referring to an area/country

5 (a) (i) Well-answered

(ii) Moderately-answered (1 out of 2)

**Scored marks for:**
- X – CBD / city centre / business or commercial area
- Y – Informal settlement

Incorrect:
Y – Industrial land / unused land / open space

(iii) Similarity – Both have CBD in centre
Difference – not well-answered
Did not refer to both areas

Scored marks for:
- A has industrial land and B has no industrial land
- B has light manufacturing, while A does not
- A – CBD surrounded by medium quality housing and B by low quality housing

(b) (i) Well-answered (3 to 4 out of 4)
Scored marks for:
- Nucleated / built close together
- Unplanned
- Buildings made of scrap material (dilapidated)
- No streets / unmade roads
- Used zink, corrugated iron, card boxes, etc.
- Small windows
- Litter, garbage dumped, land pollution
- Few power lines

Incorrect:
Small houses
No space
No services
Place is dirty
Poor sewerage

(ii) Poorly-answered (0 to 1 out of 2)
Scored marks for:
- Using bricks / cement which is more permanent
- Small garden / vegetation visible
- Presence of small shop – local business
- Electricity poles

Incorrect:
It is cheap / pays no water and electricity bills
Near their jobs
Does not want to pay the government
For job opportunities

(c) (i) Moderately-answered (2 to 3 out of 4)
Scored marks for:
- Rural-urban migration
- To look for jobs / unemployed
- Cannot afford housing/rent in formal settlements
- Works in informal sector – runs own business

Incorrect:
 Doesn't have to pay water and electricity
It is free – does not pay rent
To be close to work place
Doesn't have family members in city

(ii) Not well-answered as problems were listed only (1 to 2 out of 4)
Scored marks for:
- Unemployment
- Poverty occurs
- Increase in crime, social problems (prostitution)
- Overcrowding causes spread of diseases
- Overcrowded schools and hospitals
- Deforestation
- Pollution was only credited if an increase was mentioned and an explanation was given.

**Incorrect:**

Crime occurs
Pollution of water, land and air – not explained
Diseases
Traffic congestion
Marks not awarded if comparative term e.g. “increased” was not used

(iii) Very poorly-answered (2 out of 6)

**Scored marks for:**

- Build affordable / cheaper houses
- Provide basic services – piped water, proper sanitation, electricity, refuse removal
- Self-help schemes – provide cheaper building materials
- Give loans to improve housing and services
- Training of skills (brick laying and tiling)
- No specific examples were used, limiting candidates to score more marks
- E.g. Low cost housing in Kibera, Kenya
- New satellite towns in Singapore
- Shack Dwellers Federation of Namibia, etc.

**Incorrect:**

Vague answers only naming facts like –
Provide more government services, schools and hospitals
Provide more employment
Give loans to start up a small business
Build better homes
Provide free water and electricity

6 **(a)** Poorly-answered (1 to 2 out of 5)

**Scored marks for:**

- Germany becoming an ageing population / life expectancy increases
- More elderly people
- Need more care and assistance
- Young people decrease – fewer teachers
- Low birth rate in 2025

**Incorrect:**

Comparing importance of nurses to teachers
Not analysing data to be used in answers (changes in 3 pyramids)
Elderly people are more sick and need nurses and doctors

(b) Very poorly-answered (0 out of 3)

**Scored marks for:**

- Household workers / domestic workers
- To take care of elderly, do home chores
- Highly qualified staff (technicians, computer specialists and researchers)

**Incorrect:**

Doctors to take care of sick people
Pastors, youth to increase work force
Engineers

(c) Poorly-answered (1 out of 4)

**Scored marks for:**

- More government spending for old age homes / pension
- Higher dependency ratio – less work force
- Less taxes to government
- More spending on importing of migrants
Incorrect:
Build more schools, more hospitals
Vague answers not linked to economic gain or loss

(d) Moderately-answered (2 to 3 out of 4)

Scored marks for:
- Droughts or natural disasters
- Unemployment, limited jobs available
- Secondary and tertiary education limited
- Better paying jobs / more jobs
- More and better medical and educational services
- Better entertainment
- Better municipal services

Incorrect:
Repeating the same push and pull factor
Using “lack of schools, jobs, services”
Poor housing / better housing
Poor sanitation

(e) Poorly-answered (1 out of 4)

Scored marks for:
- Fewer people in rural areas / depopulation
- Farming neglected, causing food shortages
- Services close down

Incorrect:
Young and old people left alone with no one to take care of them
No farming takes place
Children drop out of school to care for old people
Crime increases
Unemployment

(f) Very poorly-answered (1 out of 5)

Scored marks for:
- Build more schools and hospitals in rural areas
- Build more affordable housing
- Give families plots to farm on
- Encourage urban-rural migration by giving people low cost housing
- Make plots larger to increase farming possibilities
- Assist with fertilisers and pesticides

Incorrect:
Provide better sanitation
Provide water and electricity to rural areas
Provide better jobs
Bring malls and services to people in rural areas
Give people loans to start own businesses

POSITIVE SUGGESTIONS TO TEACHERS

• More focus on and explaining of demand words like: "Describe, explain, discuss ..."
• Analysing skills must be practised more – use graphs, trends, changes, comparison, etc.
• Enforce the use of the comparative terms – more and less, increase and decrease, higher and lower,
• Correct use of wording to describe map work.
• Candidates must have a good knowledge of all topics in the A syllabus.
• Study and share the Examiners Reports with candidate to reduce problems and the losing of marks.
• Candidates still answer questions using the previous years’ Mark Scheme. Please use the Mark Schemes with the Question Paper. Make sure candidates understand that Question Papers differ from year to year. Therefore, avoid teaching selective sections of the syllabus.
General comments

Most candidates answered the questions in the spaces provided for answers. It also was clear that all candidates were able to complete the examination in the time allowed. Candidates were entered from a large range of centres around the country. As expected candidates' answers varied greatly. There was also a big increase in the number of candidates who sat for the Geography examination. This is the result of an increase in high schools across the country. The question paper was also of a very good standard. The Geography syllabus was well-covered. There was also a general improvement in the following of instructions. The interpretation of source material seemed to be a big problem. This led to candidates not scoring good marks.

Comments on individual questions

1 (a) Poorly-answered. Most candidates failed to express the scale correctly as a word scale. They generally failed to express the figures as words. Note must be taken that candidates should write it in the following manner.

One centimeter on the map is equal to fifty thousand centimeters in reality (on the ground). The following answers were accepted.

(i) 1 cm on the map represents 50 000 cm in reality
    10 mm on the map represents 500 000 mm in reality

(ii) Poorly-answered. Candidates could not convert to a fraction.

\[
\frac{1}{50\,000} \times \frac{1}{2} = \frac{1}{50\,000 \times 2} = \frac{1}{100\,000}
\]

(iii) Fairly-answered. The correct measurement was 8.4 cm but a range was allowed.

8.2 - 8.6

(b) (i) Well-answered. In many cases map evidence was provided without the primary activity.

• Mining: open cast mines/ excavation/digging/mine dumps/mine names/lime dams
• Farming: cultivation/furrows/silo's/reservoir's/perennial water

(ii) Well-answered.

• Communication > railway lines/railway station & railway siding
• Recreation > golf course/nature reserve
• Education > School
• Services > Store
• Medical > Hospital

(c) Poorly-answered. It was clear that most candidates' knowledge on relief of an area was quite poor. It seems like it is not well taught in schools. Candidates scored marks for the following answers.

(i) North: mountainous/steep slopes/hills /higher lying land
    South: lower lying land /flat ground/very small hills

(ii) Perennial river/meandering/ox-bow lakemarsh and vlei
    Flowing south /few non-perennial rivers/narrow valley

(d) Poorly-answered.

Poor knowledge on the siting factors of a settlement.

• On lower lying land/on gentle slopes
• Ground/other roads/roads
• Away from river
• Away from protected land
• Close to reservoir/water supply
2 (a)(i)&(ii) Not well-answered.

Many candidates drew their arrows across different plates. Many of the candidates also drew more than the two that were requested.

(b) Fairly-answered. Correct ticks should have been for the following statements:
   • They are mostly found at plate margins.
   • They are found far from the edges of plates, along faults.

(c) (i) Poorly-answered as candidates could not use the scale provided correctly and they also made poor use of the source material.
   • Sideways blast
   • Pyroclastic flow
   • Debris avalanche

(ii) Poorly-answered.

The correct answer was:
   • It follows valleys/rivers

3 (a) (i) Well-answered. Most candidates could plot the rainfall figures correctly onto the graph. The correct plot was at: **255 mm** for March and **175 mm** for October.

(ii) Fairly-answered.

   • 27 – 25= 2 degrees Celsius/°C

(iii) Poorly-answered as candidates seemed to struggle with the concept distribution. The following were accepted as correct answers.

   • Rain all year
   • Double the maximum/increase and decrease twice/mostly in May and December
   • Lowest in February and September
   • High in beginning of year
   • Sudden decrease in February
   • Increase from March to highest in May
   • Decrease towards the lowest in September

(b) (i) Well-answered.

   • 33°C

(ii) Fairly-answered.

   • 12 Hours

(iii) Fairly-answered. However many candidates still struggle to describe relationships correctly. It seemed as if teachers still do not teach comparative questions appropriately.

   • There is a positive relationship/ direct proportional
   • As temperature increases so does the cloud cover
   • Most clouds occur when temperature is hottest
   • Tallest clouds when hottest
   • Least clouds cooler/coolest

4 (a) (i) Fairly-answered.

Correct answer was: Rising / increasing

(ii) Fairly-answered.

   • 27000

(ii) Well-answered.

   • 2004

(iv) Well-answered.

   • About half / + 50% (48-49%0 just less than half 27000 of 50000)
5 (a) (i) Fairly-answered.

The correct direction was: SE/SSE

(ii) Fairly-answered.

Many candidates also gave answers such as cruise ship and coastline for which no marks were awarded. The correct answers were the following:

• by sea
• boat
• air

(iii) Not well-answered.

Correct answer: isolated/at the end of a peninsula/inaccessible/remote

(b) Not well-answered as most candidates scored on average 2 marks for this particular question. Many candidates did not score marks for the explanation part, only for the description.

Correct answers:

Description:

• very large/very rapid increase overall
• No increase in the beginning
• At first /early sight/slow increase
• Later on a rapid increase

Explanation:

• Because of the road / highway to USA
• Because of the expansion of the airport/international flights

6 (a) (i) Well-answered.

• Europe

(ii) Well-answered.

• Australia/Australasia

More than one response scored no marks

(iii) Not well-answered as candidates do not have a good knowledge regarding major islands in the world.

• Philippines /West-Indies /Japan/Eastern Asia

(b) Fairly-well answered.

• Cold/low temperatures
• Snow / ice / permafrost
• Difficult / unsuitable for farming

(c) Not well-answered as candidates struggled with the term distribution.

Correct answers:

• Scattered /in patches/in separate areas
• Coastal areas/at the edges/at boundaries/non-inland/non-in North of Tropic

(a) (i) Fairly-answered. However, candidates struggled to make good use of the source material.

• 400 - 500 and 2000

(ii) Not well-answered as candidates find comparative questions difficult to handle.

• Coffee on higher slope/sugar cane lower
• Coffee steeper slope/sugar cane on gentler slope than coffee
• Coffee on more irregular slope/sugar cane on smoother slope
• Coffee wider range of heights/sugar cane smaller range of heights

(b) Well-answered.

• Ash/volcano makes soil fertile/gives soil minerals

(c) Fairly-answered. Many candidates also referred to both crops. In such cases the first answer was marked.

• Coffee
(d) This sub-question as a whole was not well-answered. This was a result of poor interpretation of the diagram. Correct answers were the following.

(i) Near port

(ii) Rainfall on mountains
• Water/rivers flow down to the area /gravity feed
• Flat gentle slope for ease to supply water

(iii) Rain shadow
• Wind from NE is a dry wind/wind comes from the land/offshore
• Wind/air descends, so no condensation/so water evaporates

Positive suggestions to teachers
• Please make sure candidates work from maps throughout the year.
• Use many diagrams in your teaching in order for candidates to learn to read each and every diagram they see. It will, therefore, not be strange to them to analyse diagrams they have never encountered before.
• Give candidates diagrams and let them to set questions on the information on the diagram. It will help them to look at information on diagrams from a different perspective. This tool is also very useful when they answer questions for papers 1 and 3.
• Make sure you set new questions on existing diagrams when you set questions for tests and examinations.
• Remember even a cross-word puzzle will be able to bring across the importance of this examination paper to your candidates.
• Remember, 90% of the questions in this examination paper are on maps and diagrams.
• This paper consist of more skills and analysis than the other papers.
General comments

- The general impression gained during the marking session was that the performance of candidates has improved since 2015.
- Candidates seemed to perform almost the same in Question 1, Population Geography, as in Question 2, Physical Geography.
- In Question 1 six marks were allocated to the handling of data in graphic form and in Question 2 five marks. Most of the candidates were able to score some marks in the handling of data.
- Candidates had difficulty to explain their answer in Q1(c). Most candidates were able to give differences in Question 1c (iii). Many only lifted information.
- Candidates used poor language and vague terms and phrases.
- Too much unnecessary information was given on one topic instead of answering the question.
- Judgement and Decision-Making questions proved to be too difficult for the majority of students.

Comments on individual questions

1. (a) (i) Moderately-answered (1 out of 2)
   Scored marks for:
   - Cheap / expensive
   - Examples (bread / furniture)

   (ii) Poorly-answered (0-1 out of 2)
   Scored marks for:
   - Student biased
   - Different times of the day
   - Student observation/opinion
   - Results not quantitative / figures only / subjective words

   (b) Well-answered (3-4 out of 4)
   Correct completion of bar graph

   (c) Moderately-answered (4 out of 8)
   Scored marks for:
   One difference, but they could not explain it.

   How far do you live?
   Centre B furthest – most from 10km away / more affluent people/ own cars

   How often?
   - Area A shops more often, especially daily:
   - They buy smaller items that you need on a regular basis

   How did you travel here?
   - Area A more walking / less driving
   - Shorter distance in residential area / people with transport may go less as they buy more than basic necessities

   What type of products?
   - Area A – buys more food and newspapers:
   - As these are items that you need on a daily basis.

   Students misinterpreted the table. Figures in Q1 interpreted as km
   Q2 interpreted as times
   Q3 interpreted as times
   Q4 interpreted as goods

   Many candidates make use of lifting and were not able to compare the highest and the lowest with one another.
(d) (i) Well-answered (1 out of 1)
How long have you spent shopping in Area – B?
Instead of using the word spent they used the word “stay”.

(ii) Moderately answered (1 out of 2)
Instead of duration they gave time. They completed the boxes which were supposed to be empty. A lot of candidates used a tally sheet.

(iii) Moderately answers (1 out of 3)
Most of the candidates gave a reason without the result. Many candidates included the result on the space provided for the reasons. A lot of candidates wrote hours, instead of saying more / longer time.

Most common answers:
- People will spend longer in area B;
- Further from where people live / longer to travel to area;
- Comparison goods take longer to shop, etc.

(e) (i) Well-answered (1 out of 1)
Rude / get people upset / annoyed / too personal

A lot of candidates gave wrong answers such as: To save time
People will lie

(ii) Well-answered (1 out of 1)
A lot of candidates could not link the answer to the investigation.
Answers given were comparative statements.

(iii) Moderately-answered (3 out of 4)
Candidates compared Area A with Area B instead of comparing each area with itself. Candidates made use of a lot of lifting.

Common answers:
- Area A most popular age 31-60 with more males than females
- Area B has more even spread of ages and more females than males (30+)
- Area B most popular age 31-60 with more females than males

(iv) Moderately-answered (1 out of 2)
Common answers
- Students only asked certain people / biased sample
- Time of day
- Day of the week
- Student's own observations
- Weather

2 (a) (i) Well-answered (2 out of 3)
Scored marks for:
- Measuring stick/ruler
- Measuring tape
- Ranging poles
- Rope
- Recording sheet
Some candidates referred to stick and chain as an answer

(ii) Moderately-answered (1-2 out of 3)
Marks scored:
- Poles at banks
- Rope across the river

Required description:
- Six sites selected on the right bank - location A to F
- At each site/location a pole inserted
- A rope is stretched from the right bank towards the left bank.
• At a site 2 m intervals measured and a pole inserted at each site
• This is done in a straight line across towards the left bank
• At each of these 2 m intervals a measuring stick is used to measure the depth in cm
• Rest rules upright/measure to where ruler is wet
• Ruler touch river bed
• All these depths recorded on the recording sheet.

(iii) Fairly well-answered (0 to 1 out of 1)
Scored marks:
• To ensure consistency/fairness of results
• Velocity/depth/width/river conditions may change
• Weather/rainfall might change/on same day should stay the same

(b) (i) Moderately-answered (1 out of 2)
Scored marks:
• Closer to the right bank
• Towards the middle of the stream
• Away from the banks/ away from the right bank/ away from the left bank

(c) (i) Correct plotting of the data

(ii) Fairly-answered (1 out of 2)
The majority could give the conclusion but failed to provide reasons
Conclusion: hypothesis true
Reasons:
• Towards the inside bank (left bank) the river is shallower / between 10 to 19 cm
• Towards the outside bank (right bank) the river is deeper/between 50 to 58 cm

(d) (i) Fairly-answered (1 out of 2)
Scored marks:
• Agree on methodology on what measurements to take
• Find out what does not work/change it/reduce errors
• Practise fieldwork techniques/get experience/get idea what to do
• Test/learn how to use equipment
• Experience of working as a team
• Find out how long it would take

(ii) Well-answered (2-3 out of 3)
Most candidates were able to work out the calculations

(e) (i) Poorly-answered (0-1 out of 2)
Candidates failed to connect dots as required.

(ii) Well-answered (2 out of 3)
Scored marks for:
• Slowest speed of flow closest to the banks and the bed of the river
• Left bank / inside bank slower
• Towards right / outside bank, river faster
• Closer to the surface slightly slower
• In the centre of the stream fastest

Very few managed to identify center or middle.

(iii) Poorly-answered (0-1 out of 3)
Scored marks for:
• Left / inside bank shallower / more friction between water and surface
• Right bank/outside bank / deeper/ less friction/ more erosion
• Contact between surface and water slows it down
• In the middle deeper and no contact – therefore faster

(iv) Poorly-answered (0-1 out of 3)
Candidates referred to shape such as V-shaped, U-shaped instead of deeper or shallower.
Scored marks for:

- Where the water is shallower, the speed is lower
- Because of more friction between the surface and the water
- Where the channel is deeper, the speed is faster
- Therefore the water has more erosive power
- In a straight stream the river will be generally faster in middle and lower towards the banks and the bed
- This stream however is a meander and therefore the difference.

Positive suggestions to teachers

- Encourage candidates to read and carry out the instructions carefully.
- Teach skills like how to describe, to give relationships, explain and compare differences and similarities and patterns more adequately.
- While working out past examination questions is recommended as revision for an examination, teachers should not rely on this practice alone. Teachers should re-design their teaching strategies to become more investigation-oriented.
- Fieldwork theory should be taught from the beginning of the Grade 11 year. It should be integrated into the other themes of the syllabus, like Geomorphology.
- The use of sms language should be avoided at all times.
- Teachers must teach the candidates to follow the trend of the examiner when doing graphs.
- Teachers should find time to share the content of Examiner’s Reports with Grades 11 and 12 candidates. Discussions of common mistakes and examples of good answers must be made known to candidates.
Comments on specific questions

SECTION A

1 (a) Fairly well-answered. However, several candidates discussed all terms of the Treaty of Versailles and did not focus on 'territorial terms'. Some candidates named the territories, but did not explain to whom it was given.

Briefly describe the territorial terms of the Treaty of Versailles. \[5\]

e.g. Alsace – Lorraine was returned to France. Posen was given to Poland. Germany lost all overseas colonies. The Saar was given to France for 15 years. The Rhineland was demilitarised. Austria and Hungary became two separate countries. North-Schleswig was given to Denmark. Memel was given to Lithuania. Danzig became a free city. Independence of Poland, Czechoslovakia, Lithuania, Latvia and Estonia \[1-5\]

- One mark per relevant point
- Note: Listing [2 marks only]

(b) Poorly-answered. Most candidates described the event of the Ruhr Occupation and did not focus on the impact it had on Germany. Some also referred to the land losses of the Treaty of Versailles, which was totally outside the question.

Explain the impact on Germany of the occupation of the Ruhr in 1923. \[7\]

Level 1: General answers

e.g. made them poor
It was bad/negative
Weakened Germany \[1\]

Level 2: Identify how it impacted Germany's economy

e.g. Germany's economy became weak
Unemployment rate increased
Brought unrest in Germany
Caused hyperinflation
Caused poor living condition \[2-4\]

Level 3: Explain how it impacted Germany's economy

E.g. Unemployment rate increased in Germany when 100 000 German workers were expelled from work because they refused to work and went on strike. This led to poverty, since there was no money to buy food and other materials and many of them lost their savings in the bank \[4-7\]

Note: e.g. 4-5 marks for one reason explained. \[4-5\]

e.g. 6-7 marks for two reasons explained. \[6-7\]

(c) Most candidates could identify why the terms were harsh for the Germans, but they failed to explain why the Germans found it to be harsh. Some gave a detailed explanation of the terms of the treaty, but did not discuss 'why it was too harsh'.

'The Treaty of Versailles imposed harsh terms on Germany'. How far do you agree with this statement? Explain your answer.

Level 1: General answer

E.g. Agree / disagree
Punished Germany
Weakened Germany \[1\]
Level 2: Identify reasons for **harshness** OR not harsh

E.g. Germany was forced to pay for the damage caused during the war.
Germany was also forced to accept the guilt clause
Germany's army was reduced
Germany lost a lot of territory

NB: Accept ALL terms of the Treaty of Versailles [2-3]

Level 3: Identify reasons for **harshness** OR **not harsh**

E.g. Germany was still left with a number of soldiers
Germany caused World War I
Germany could have done the same thing
Treaty of Brest-Litovsk was harsher than the Treaty of Versailles [4]

Level 4: **Explain harshness** OR **not harsh**

E.g. Germany lost 10 % of Industrial and agricultural land, this was a major blow to Germany pride's and to its economy, both Saar and Upper Silesia were important industrial areas, meanwhile as Germany lost land, her economy become weak, which led to poverty and starvation in Germany. [5-6]

Level 5: **Explain harshness AND not harsh**

E.g. Level 4 + Although the Germans were upset with the disarmament terms where Germany was disarmed. 100 000 men were enough to keep law and order in the country and the treaty was not too strict on Germany since it saved Germany from Clemenceau. [7-8]

2 (a) Well-answered. A few candidates discussed the successes of the League of Nations. Some candidates still made use of listing, which should be condemned by subject teachers.

Briefly describe the aims of the League of Nations. [5]

E.g. Discourage aggression from any nation / To promote peace / To end war / To prevent war / To solve disputes between member states. Encourage countries to cooperate, especially in business and trade. Improve the living and working conditions of people all over the world. To protect the country’s independence and safe guard its borders. To uphold the terms of the Treaty of Versailles. Encourage countries to disarm.

One mark per relevant point

Note: Listing [2 marks only]

(b) Poorly-answered. Most candidates described the event of the Abyssinia crisis and did not explain why sanctions were ineffective. By this time most teachers should know that most (b) questions are ‘why’ questions and therefore candidates will not receive marks if they only describe an event! Some candidates also confused the Abyssinia crises with the Manchuria incident.

Explain why sanctions against Italy during the Abyssinia crisis were ineffective? [7]

Level 1: **General answer**

E.g. The League was weak [1]

Level 2: **Identify why sanctions were ineffective**

E.g. sanctions did not include oil
The League of Nations was also hit by the Great Depression
Fear of communism among member countries
Prevent Mussolini to join Hitler
Mussolini ignored sanctions of the League
Absence of super powers
The League had no army
Britain and France acted in their own interest [2-4]

Level 3: **Explain why sanctions were ineffective**

E.g. French and British foreign ministers were anxious not to upset Mussolini because of their fears of the new dictator of Germany, Adolf Hitler. They saw and believed that by having Mussolini on
their side it would be easier to control Hitler. [4-7]

Note: e.g. 4-5 marks for one reason explained. [4-5]
e.g. 6-7 marks for two reasons explained. [6-7]

(c) Fairly well-answered. Most candidates could identify the one side (the weaknesses of the League, but they failed to explain why these weaknesses made it difficult for the League to be effective. Most of them rather described why the super powers did not join the League. Unfortunately, this does not answer the question. Most candidates struggled to come up with reasons why Britain and France were to be blamed. Some candidates even mentioned that Britain and France were not part of the League. Some candidates focussed on the Appeasement policy.

‘The behaviour of Britain and France was the most important reason why the League of Nations found it difficult to be effective’. How far do you agree with this statement? Explain your answer [8]

Level 1: General answer
E.g. Agree / disagree
The League failed
Yes, Japan was strong [1]

Level 2: Identify behaviour of Britain and France OR other factors
E.g. They followed the appeasement policy which encouraged aggressors like Hitler. Britain and France also concentrated more on the matters that affected them and ignored others. Britain and France were not willing to commit their soldiers. Britain and France did not have faith in the League. Britain and France signed a secret agreement outside the League. [2-3]

Level 3: Identify behaviour of Britain and France AND other factors
E.g. Level 2 + USA Germany and Russia (super powers) were not members of the League of Nations. The Great Depression weakened member states economically. Lack of armed forces / the League had no army. Sanctions were not effective. [4]

NB: ACCEPT ALL weaknesses of the League of Nations

Level 4: Explain behaviour of Britain and France OR other factors
E.g. Both Britain and France remembered the horrific experiences of the First World War where most of their people lost their lives and they did not want those horrific experiences to be repeated, therefore they wanted to avoid another war at all cost by appeasing Hitler and this Appeasement policy just encouraged Hitler to attack other countries. [5-6]

Level 5: Explain Britain and France AND other factors
E.g. Level 4 + The absence of the United States, Russia and Germany from the League of Nations meant that Britain and France, as its two strongest members, had the main responsibility for seeing that it worked effectively. But both countries had been greatly weakened WWI and no one wanted to back the League with military force without help from a super power like USA. [7-8]

NB: Reasons why super powers did not join the League NOT ACCEPTED

3 (a) Answered Moderately. Several candidates described Hitler’s foreign policy. The candidates who focussed on the event of the Anschluss received good marks.

Briefly describe the Austrian Anschluss in 1938. [5]
E.g. An Anschluss referred to a union between Austria and Germany in 1938. Hitler encouraged Nazis to stir up trouble for the government and demand union with Germany. Riots broke out and the government lost control. Hitler invited Austrian Chancellor Schuschnigg to Berchtesgaden. Hitler gave him the option to allow the union peacefully or face a full German invasion of Austria. Schuschnigg opted for peaceful unification but changed his mind when he returned to Vienna and decided to hold a plebiscite (referendum) to ask the Austrians whether they wished to join with Germany. A day before the plebiscite, Hitler sent troops into Austria, supposedly to guarantee that the plebiscite happened trouble-free. The plebiscite showed that 99.75% of the Austrians who voted were in favour of the union with Austria. [1-5]

NB: 1934 attempt NOT ACCEPTED

One mark per relevant point
(b) Poorly-answered. Several candidates only focussed on the terms of the Treaty of Versailles. Those who focused on Hitler’s foreign policy, only identified the reasons and did not explain why it made him aggressive. Several candidates described the Appeasement policy.

Explain why Hitler followed a policy of aggression during the 1930s? [7]

Level 1: General answer
E.g. He was an aggressor
He wanted power [1]

Level 2: Identify why Hitler followed a policy of aggression
E.g. Hitler wanted to win back the land taken away by the Treaty of Versailles. Hitler wanted to unite all European German speaking people under his rule in a powerful new German state. He also wanted to rearm Germany after Germany was disarmed by the Treaty of Versailles. He wanted to reverse / abolish the Treaty of Versailles. He wanted to take extra land (Lebensraum) for increasing the German population. [2-4]

Level 3: Explain why Hitler followed a policy of aggression.
E.g. 10% of German land was taken from Germany by the Treaty of Versailles, Most of the land taken was very important to the Germans since it was either industrial land or agricultural land. Germans suffered a lot and Germany’s economy weakened. Hitler knew that, without this land back, Germany will remain poor and weak, and he also knew that there was only one way to get back the land. Therefore, Hitler decided to use and follow a policy of aggression to get back the land. [4-7]
Note: e.g. 4-5 marks for one reason explained.
e.g. 6-7 marks for two reasons explained. [4-5]

(c) Most candidates where able to give the reasons for the Appeasement policy, but they could not distinguish why it was justifiable or not, let alone to explain this. However, a few candidates did realised that appeasement made Hitler stronger, yet they could not explain this.

‘The policy of Appeasement could be justified at the time’. How far do you agree with this statement? Explain your answer. [8]

Level 1: General answer
E.g. Agree / disagree
Justified / not justified
No, it failed
Yes, it was supported [1]

Level 2: Identify the justification OR unjustifiable
E.g. It was the only way to prevent war peacefully. Many people in Britain and even in France realised that the Treaty of Versailles was too harsh. Appeasement policy could also be justified, since it justified countries like Britain to rearm / to buy time to rearm. It postponed the war. Fear of communism. [2-3]

NB: ACCEPT reasons for Appeasement policy

Level 3: Identify the justification AND unjustifiable
E.g. Level 2 + Appeasement policy was unjustifiable, since it encouraged the aggressors to continue with their aggression policies. It also contributed to the failure of the League of Nations, since the strong countries in the league were the same countries that followed the Appeasement policy. Germany grew stronger than Britain and France. The Appeasement policy caused WWII. [4]

NB: ACCEPT reasons why the Appeasement policy was wrong.

Level 4: Explain justification OR unjustifiable
E.g. In both Britain and France memories of the huge loss of life on the battlefield of the WWI were still strong. In every town, every village, memorials listing the names of dead soldiers reminded people of the human costs of war. Never again to war, people vowed, better appeasement better than war. [5-6]
Level 5: Explain justification AND unjustifiable

E.g. Level 4 + Appeasement policy was unjustifiable because it never prevented war but just encouraged Hitler or aggressors to continue with the aggression policies. Appeasement policy also regarded as one of the causes of the WWII. If Hitler was stopped from the beginning, WWII would have been prevented. [7-8]

4 (a) A few candidates chose this question. It was poorly-answered. Candidates did not have a sound knowledge of the Marshall plan. They confused it with the Truman Doctrine or described the different conferences, like Potsdam and Yalta.

Briefly describe the Marshall Plan

It was a plan of General George Marshall, the USA secretary of state where he offered to provide the countries with the goods/things they needed. Marshall's offer of help was open to all the countries of Europe, including the Communist ones. But the Soviet Union rejected the offer and made sure that none of the other countries on their side of the Iron Curtain took advantage of it. The basic aim of George Marshall/USA was to contain Communism, therefore it contributed to the hostile relationship between USA and USSR.

One mark per relevant point

Note: Listing [2 marks only]

(b) Poorly-answered. The candidates did not know what was discussed at Yalta. They mixed it up with Potsdam and even the punishment of Germany by the Treaty of Versailles. Very few candidates identified why it was difficult to reach agreements, leave alone to explain it.

Explain why it was difficult to reach an agreement at the Yalta Conference of 1945.

Level 1: General answer

E.g. They were angry
They did not like one another [1]

Level 2: Identify why it was difficult to reach agreement.

E.g. Stalin rejected free elections in Poland. The two super powers also started to mistrust each other over the atomic bomb. USA was not happy with the occupation of Eastern Europe by Russia. USSR was not happy with USA's policies to contain Communism. They had different aims for Germany. They used different political ideologies, USSR communism and USA capitalism. [2-4]

Level 3: Explain why it was difficult to reach agreement

E.g. Russian government took control; almost every country in Eastern Europe was occupied by Soviet Union troops. At first both communists and non-communists held positions in the new government, but Stalin soon decided that the only safely pro-Russian government was a totally Communist government. East European leaders who would not obey him were imprisoned, forced into exile or even killed. Developments like these made USA very angry with the Soviet union. [4-7]

Note: e.g. 4-5 marks for one reason explained. [4-5]

   e.g. 6-7 marks for two reasons explained. [6-7]

(c) Very poorly-answered. As was mentioned in (b), candidates did not have the relevant knowledge to answer this question. Candidates could not distinguish between 'the two sides' of this question. Some candidates managed to refer to the division of Germany, but they were not even sure on which 'side' (satisfactory or not) it belonged. Some candidates discussed the views of the Big Three at the Paris Peace Conference.

'It was so difficult to reach a satisfactory agreement at the Yalta Conference’. How far do you agree with this statement? Explain your answer [8]

Level 1: General answer

E.g. Agree / disagree
Yes, they were happy
No, they were not happy [1]

Level 2: Identify satisfactory agreement OR unsatisfactory agreement
E.g. Both countries agreed that Germany should disarm, also for the German war criminals to be punished. They also agreed that countries in Eastern Europe had to be seen as USSR sphere of influence. Germany should also be divided into four zones. Berlin should also be divided into four occupation zones. [2-3]

Level 3: **Identify satisfactory agreements AND unsatisfactory agreements**

E.g. Level 2+ they did not agree over Stalin’s demand for Polish land. They disagreed over the size of reparation payments. [4]

Level 4: **Explain satisfactory agreements OR unsatisfactory agreements**

E.g. Both countries agreed that Germany had to be divided into four zones, which were to be occupied by USA, USSR, Britain and France. The idea was that this division of Germany would be only temporary and once the Allies could agree on the details, they intended the whole country to be ruled again by one government / German government. [5-6]

Level 5: **Explain satisfactory agreements AND unsatisfactory agreements**

E.g. Level 4 + They did not agree over Stalin’s demands for Polish land. Stalin complained that Germany made their invasion of the USSR through Poland and since Germany could still not be trusted, Stalin demand Poland to use her as a buffer zone. The USA disagreed, since they did not know what Russia intended to do in future and they suspected Russia to extend her control over the whole Eastern Europe. [7-8]

**SECTION B**

5 (a) Well-answered. Candidates were able to describe the impact of colonial rule. Some were able to describe positive and negative effects.

Briefly describe the impact of colonial rule on the Namibian people. [5]

E.g. The Namibian people were left without land for grazing their animals. They ended up without rights and freedoms in their own country. They were divided into ethnic groups, and because of colonialism, Namibian people became cheap labourers and many marriages broke up because of the contract labour system.

NB: Killed / wounded / injured / beaten / raped / arrested = 1 mark

ACCEPT positive and negative impacts.

One mark per relevant point [1-5]

Note: Listing [2 marks only]

(b) Fairly-well answered. Most candidates were able to identify reasons and several could explain it. A few candidates explained the ‘impact’ and not reasons for confiscation.

Explain why the German colonial rulers **confiscated** Namibian land and **forced** Namibians into reserves. [7]

Level 1: **General answer**

E.g. They wanted land
They were strong [1]

Level 2: **Identify confiscation of land**

E.g. They wanted land for settlement. The Germans also needed land for agricultural production. Land was also important to them to get natural resources and also for power to rule and control the Namibian people. Germans did not want to live together with Namibians. They wanted labourers. [2-4]

Level 3: **Explain confiscation of land**

E.g. Because of the population increase in Europe and Germany in particular, the Germans were in need of land to settle. Therefore, in Namibia, the Germans occupied the land in many ways and forced the Namibians into reserves for them to settle there, mostly those involved in Germany Prussia war. [4-7]

Note: e.g. 4-5 marks for one reason explained. [4-5]

e.g. 6-7 marks for two reasons explained. [6-7]
Poorly-answered. Most candidates confused the German period with the South African administration and referred to nationalist movements and the development of different political parties. Candidates who stuck to German colonial rule were unable to identify the “success-side”.

‘The Namibian resistance to German rule in the period 1890 to 1907 was a complete failure’. How far do you agree with this statement? Explain your answer. [8]

**Level 1: General answer**

E.g. Agree / disagree  
Failure / not a failure  
Yes, they were angry  
No, they fought back  
[1]

**Level 2: Identify successes OR failures**

E.g. The resistance to German colonisation encouraged the black people to work together, the indigenous Namibians realised that they had one common enemy. The resistance inspired the young generation. It encouraged Nationalism. Germans were killed. Germany had to send more troops to deal with the resistance.  
[2-3]

**Level 3: Identify successes AND failures**

E.g. Level 3 + The Namibians lost the war against the Germans. Many Namibians lost their lives during the war. The Namibians lost their freedom and rights. Black people lost their belongings e.g. cattle, land and became cheap labourers. Hereros were exiled to Botswana.  
[4]

**Level 4: Explain successes OR failures**

E.g. When the Germans came to Namibia, there was a conflict between the Herero community and the Namas, these two groups fought for land. Chief Maharero even signed a protection treaty with the Germans and he received more guns from the Germans to defeat the Namas. But later the two communities signed an agreement to fight the colonial threats, when they realised that they had one common enemy.  
[5-6]

**Level 5: Explain successes AND failures**

E.g. Level 4 + The Namibian people took up guns to resist against the Germans, to get back their land, cattle and also their freedom, they did not succeed against the powerful and modern German army. Therefore, many Namibians lost their lives when they were defeated by the Germans, they also lost their land and cattle.  
[7-8]

6 (a) Fairly well-answered. Most candidates managed to give the terms of Resolution 435. A few candidates focussed on the aims of the United Nations and others focussed on the League which gave Namibia as a mandate to South Africa.

Briefly describe the role of the UN in Namibia in achieving independence. 
[5]

E.g. UN took South Africa to the International Court of Justice. UNO imposed economic sanctions against South Africa. The Namibian people in exile were helped by UNO. It was also the UNO who supplied education, food, etc. UNO introduced Resolution 435 and they supervised the election process of 1989 which led Namibia to Independence.  
[1-5]

One mark per relevant point  
Note: Listing [2 marks only]

(b) Fairly-answered. Most candidates were able to identify how SWAPO gained support. Some candidates discussed the OPO and the aims of political parties, which was not acceptable.

Explain how SWAPO gained support in its struggle for Namibian independence?  
[7]

**Level 1: General answer**

E.g. It was popular  
[1]

**Level 2: Identify how SWAPO gained support**

E.g. SWAPO informed people about its role in the struggle for the independence of Namibia. SWAPO leaders also travelled to UN and OAU to look for help. SWAPO leaders also tried to
make sure that SWAPO was recognised in Africa and internationally. SWAPO mobilised men and women to join them. SWAPO sought help from neighbouring countries. SWAPO represented all Namibians. SWAPO took up arms against South Africa. [2-4]

ACCEPT EVENTS such as Windhoek and Cassinga Massacre.

Level 3: Explain how SWAPO gained support
E.g. Sam Nujoma left South West Africa in 1960 to avoid arrest after the Windhoek Massacre. Once out of the country he did what he could to focus the attention of the international community on South West Africa. For South West Africa to achieve independence it would need the help of organisations such as the UN and the Organisation of African Unity, and of this he was well aware. Therefore, he travelled tirelessly to raise funds for SWAPO and to inform people about its role in the struggle for the independence of Namibia and he succeeded in getting SWAPO recognised, in Africa and Internationally, as the representative of the people of South West Africa. [4-7]

Note: e.g. 4-5 marks for one reason explained. [4-5]
e.g. 6-7 marks for two reasons explained. [6-7]

(c) Most candidates could identify the successes of UNTAG and a few managed to explain some identifications. However, very few candidates were able to mention any failures of UNTAG.

The United Nations Transition Assistance Group (UNTAG) successfully dealt with problems in Namibia during the peace process and elections in the years 1989-1990. How far do you agree with this statement? Explain your answer. [8]

Level 1: General answer
E.g. Agree / disagree
People were happy [1]

Level 2: Identify the successes OR failures to Namibians
E.g. The election was supervised by UNTAG. The number of South African troops reduced in Namibia. Political parties were free to campaign. The number of UNTAG personnel was enough to see and ensure law and order. [2-3]

ACCEPT: Terms of Resolution 435 and Duties of UNTAG

Level 3: Identify the successes AND failures to Namibians
Level 2: + The first of April was of great concern to Namibian people due to the clash between political parties in Namibia. Some Namibians were also concerned about the number of personnel and vehicles that they thought were not enough. [4]

Level 4: Explain the successes OR failures to Namibians
E.g. Many Namibians were happy for the presence of UNTAG personnel during 1989. They felt secured and protected against any threat from whatever side, compared to the 1978 elections where S.A supervised the elections. It was nullified after the international communities refused to recognise it. With the presence of UNTAG most of Namibians were free to participate in the elections and they had hope that the elections the will be free and fair. [5-6]

Level 5: Explain the successes AND failures to Namibians
E.g. Level 4 + There was a concern among many Namibians, mostly when the PLAN and SADF clashed from the first of April 1989. Many Namibians blamed UNTAG for failing to control the SWATF in Namibia as it was agreed and many of them lost hope for independence. [7-8]

Part 2

7 (a) Poorly-answered. Candidates had a limited amount of knowledge of Mandela’s role before he went to jail. Most candidates focused on Robben Island and thereafter, including the period of F.W. de Klerk. Unfortunately, this was not acceptable, since the question limited the answer till 1964.

Briefly describe the role played by Nelson Mandela up to 1964.

E.g. Nelson Mandela was a leader and organiser of Umkhonto we Sizwe. He approached Tanzania for military training and other assistance. He was arrested and accused of inciting workers to strike and of leaving the country illegally. He was also sentenced to prison with hard labour. He played a very important role in the opposition against Apartheid Pass Law during the Sharpeville crisis. He spoke out against the
Apartheid laws and oppression of blacks in South Africa. [5]

One mark per relevant point

Note: Listing [2 marks only]

(b) Fairly well-answered, however, several candidates only discussed the different Apartheid laws and did not explain why it was introduced. Some candidates identified reasons, but where not able to explain them.

Explain why the South African government introduced various Apartheid laws.

Level 1: General answer
E.g. They were in control / power
They liked it [1]

Level 2: Identify the reasons why Apartheid was introduced
E.g. The white minority government wanted to make sure that they control the black people. They also wanted to prevent competition from blacks. They wanted to rule the black South African people easily and also to control the economy. Divide and rule tactic. To preserve white supremacy. Whites to remain racially pure. To enrich themselves. To prevent blacks from uniting. [2-4]

Level 3: Explain the reasons for introduction of Apartheid
E.g. The white minority government had introduced Apartheid laws so that it was easy for them to control the black people e.g. they introduced the Bantu Education Act to make sure the blacks received poor education and for them to remain cheap labourers and for the whites to receive quality education to control blacks and also to avoid competition. [4-7]

NB: Description of apartheid laws NOT ACCEPTED

Note: e.g. 4-5 marks for one reason explained. [4-5]
e.g. 6-7 marks for two reasons explained. [6-7]

(c) Poorly-answered. Candidates experienced problems with the term ‘popular’. Most candidates rather discussed the unfairness of Apartheid laws. Most candidates could not identify reasons why it was popular (the other side).

‘Apartheid was unpopular in South Africa’. How far do you agree with this statement? Explain your answer.

Level 1: General answer
E.g. Agree / disagree
Yes, it was unpopular
No, it was popular [1]

Level 2: Identify the unpopularity OR popularity
E.g. Apartheid caused division among the black people. Apartheid also took away black people’s rights and freedom. Black people lost their land because of Apartheid and they also suffered colonial oppression. [2-3]

ACCEPT apartheid laws

Level 3: Identify the unpopularity AND popularity
E.g. Level 2 + Black people were given self-government through Bantustan/Homelands. Through cheap labour, black people benefited skills and also received money to solve problems. It brought infrastructural development, i.e. roads, railways etc. Whites benefited, i.e. they received better education, well-paid jobs, controlled the economy, etc. [4]

Level 4: Explain the unpopularity OR popularity
E.g. Apartheid caused bitterness in large parts of South Africa, mostly among black people, like when the Group Area Act was introduced, blacks were forced to move to reserves where land is very small and infertile for food production. Reserves became overcrowded, people were poor and starved. [5-6]

Level 5: Explain the unpopularity AND popularity
E.g. Level 4 + The policy of enforced segregation led to the creation of Bantustans/Homelands within the borders of South Africa. Black people were citizens of the homeland and not of South Africa. In these homelands black people were given political rights where they could legitimately vote and exercise their rights of citizenship. [7-8]

NB: UNPOPULAR – Negative impact of Apartheid.
POPULAR – Positive impact of Apartheid

8 (a) Poorly-answered. Most candidates only focussed on the contract labour system and referred to problems for contract workers in general. Some candidates mentioned other Apartheids laws, but failed to connect it to the break-up of families.

Briefly describe how apartheid could lead to the break-up of families [5]
E.g. Apartheid could lead to the break-up of families when the pass laws were introduced and women were not allowed to move to towns. The issue of contract labour also contributed to families breaking up since black men were not allowed to bring their wives with them. Creation of Bantustans/Homelands. Group Areas Act. [1-5]

One mark per relevant point
Note: Listing [2 marks only]

(b) Very poorly-answered. Candidates did not answer the question, instead they described the Sharpeville and Soweto uprisings. Very few candidates attempted to discuss why there was opposition towards apartheid and if they did, they focussed on internal opposition and not ‘world-wide opposition’.

Explain why there was world-wide opposition to Apartheid in South Africa.

Level 1: General answer
E.g. It was not good / unfair
It was only for whites [1]

Level 2: Identify world-wide opposition
E.g. It is a violation of human rights, Apartheid encouraged division, Apartheid promoted racism and also encouraged riots. Blacks were oppressed. Only whites benefited. [2-4]

Level 3: Explain world-wide opposition
E.g. Apartheid was unacceptable in many parts of the world because it was a violation of human rights. Apartheid abolished freedom and rights of the black people, e.g. the right to vote. Only whites were given this fundamental human right and not the blacks and this goes against the fundamental human rights and freedom. [4-7]
Note: e.g. 4-5 marks for one reason explained. [4-5]
e.g. 6-7 marks for two reasons explained. [6-7]

(c) Very poorly-answered. Most candidates did not make a connection to ‘unrest’ in their answers. Most candidates, once again described Sharpeville, Soweto and the unfairness of Apartheid laws. Few candidates were able to realise that the South African government was to be blamed for the unrest, and to identify the ‘other side’ seemed almost impossible. Luckily very few candidates chose question 8.

‘The South African government was to blame for the unrest in the country in the period 1950 to 1976’. How far do you agree with this statement? Explain your answer. [8]

Level 1: General answer
Agree / disagree

Level 2: Identify South African government OR black majority
E.g. The South African government crushed protests by blacks. The South African government also forced black people to carry pass books which blacks mostly hated. It was also the South African government which took land from the blacks and gave it to the whites, not to allow competition. [2-3]

Level 3: Identify South African government AND black majority
E.g. Level 2 + Blacks were also to be blamed for the unrest situation in the country because blacks opposed the apartheid laws. They also disobey the Apartheid laws, Black majority sabotaged railway lines, electrical power stations, etc., They also demonstrated at police stations and demanded to be arrested like at Sharpeville.

ACCEPT EVENTS (1950 – 1976) such as defiance campaigns, the Freedom Charter, the Shapeville / Langa massacre, activities of Umkhoto we Sizwe, Soweto uprising.

Level 4: **Explain South African government OR black majority**

E.g. The Bantu Education Act of 1953 introduced Bantu Education where pupils at black schools no longer studied the same syllabus as their peer whites, but followed special new Bantu Education syllabuses. This was inequality and a violation of human rights. For blacks there were no other options but fighting for their rights, using violence. If it was not for the violation of human rights by the minority government blacks would not use violence against the government. The Soweto Uprising was to be blamed on the South African government who used force against school children who opposed Afrikaans as a medium of instruction in schools.  

Level 5: **Explain South African government AND black majority**

E.g. Level 4 + On the other hand blacks were also to be blamed for unrest situations as blacks were sabotaging the government economy, damaged railways, electricity power stations and the government was left with no other option but to maintain law and order in the country. If blacks obeyed the government law, the white minority government did not take stiff actions against blacks.
General comments

There was an overall improvement in the answering of the questions. Students still struggled with the evaluation of sources, e.g., to prove whether a source is wrong or correct, etc. Students also struggled with answering questions which required a comparison. Most of them could not identify the agreements and disagreements when comparing sources. A number of students copied sources without inferring to the source(s) or they only paraphrased the sources. Candidates lost marks for not making a choice when answering questions, e.g. by saying the source(s) is wrong or right, the sources agree or disagree, etc. English literacy skills and vocabulary are still lacking and therefore most candidates could not understand words or understand the requirements of the questions.

Please address the following for improving results substantially:

1. Interpretations of cartoons and how to deduct what support it gives.
2. Valid Inferences and Valid Assertions
3. Comparisons between sources
4. Contextual knowledge
5. Cross-Reference. This stood out during this year’s marking, but candidates still need to link it to the answer and do away with just mentioning the sources and not providing the valid support that can be linked to the answer.
6. Testing of Reliability needs to be worked on by addressing the following:

Consider the following for Testing the Reliability of a source:

Date: When it was published and why?
Audience: For whom it was meant and why?
Author: The origin of the source/ reasons why the author published the source.

Try to eradicate the following root and branch in class:

1. No choices made
2. Paraphrasing
3. Copying without interpretation
4. Using Contextual knowledge only
5. Generalising and describing sources
6. Misinterpretation

Despite the fact that there are still a declining number of candidates who attempted Depth Study B (USA) and Depth Study C: Africa and Western Imperialism, Depth Study A (Germany) remains the most popular one. The candidates who chose one of the two options, apart from Germany, were ill-prepared and relied mostly on copying of sources or general answers. Only a very few candidates could infer or evaluate the sources. Teachers/Tutors, who opt for either of the two depth studies, apart from Germany, are encouraged to provide the candidates with relevant information and resources or rather opt for Germany as a depth study, since it has a wide range of information, resources which are readily available. Teachers should drill students with source-based questions because this paper requires candidates to make use of source-based skills in interpreting and evaluating resources. Contextual knowledge is important in order for the candidates to understand and infer the sources.
Comments on individual questions

Depth Study A: Germany, 1918 -1945

1 Comments: Most candidates failed to identify Valid Inferences. However, there were still a few candidates who scored low marks because they failed to find support from the source or they only used a word instead of a phrase to support their answer. Paraphrasing is an evil that teachers must eradicate root and branch. A few candidates concentrated only on Contextual knowledge and used the introduction as support for their inferences or part of their Contextual knowledge. In some cases the Contextual knowledge was too narrow to substantiate the valid inference(s) in order to score full marks. Some candidates referred to the general history of Germany instead to focusing on the Contextual knowledge that is needed for a specific topic. Many candidates address Cross-Reference with other sources correctly, a very small total provided the correct support but failed to explain in short how these sources link with one another. Many candidates used the words directly while the skill level required that they must use synonyms of the words in the source so that it could be regarded as Valid Inferences, otherwise it will be regarded as copying.

Answer:
Study Source A.

What can you learn from this source about Stresemann? Use the source and your knowledge to explain your answer. [6]

Level 1: Just Contextual Knowledge/No Valid Inference/General answer/copying of source/misinterpretation of source [1]

Level 2: Unsupported inference(s) [2-3]

1 V1=L2/2,
2 or more VI=L2/3

OR

Valid Inference + Valid Contextual Knowledge = L2/3

Level 3: Valid Inference(s) with support from the source [4-5]

1 V1:+Sup=L3/4,
2 or more VI+ Support=L3/5

Level 4: Level 3, plus Contextual Knowledge OR Cross-Reference [6]

1VI+Sup+CK OR CR=L4/6

Valid Inferences:
He was competent. There was progress/prosperity during his regime.
He performed miracles under very difficult circumstances. He restored Germany’s credibility.

Contextual knowledge:
Stresemann took Weimar Germany out of its darkest hour – hyperinflation – to the so-called ‘Golden Years of Weimar’. He died just before the event that was to have a terminal impact on the Weimar Republic – the Wall Street Crash of 1929.

During World War One, Stresemann, like the vast majority of Germans, had been a strong Nationalist. However, after the end of the war he moderated his views. Though it may have been his own political instinct, he felt that the only way Germany could make progress in Europe was to accept the terms of the Versailles Treaty. By doing this, Stresemann believed that Weimar Germany had a better chance of being accepted back into the European community, which would give her access to desperately needed economic markets.

As Foreign Minister, Stresemann achieved a great deal. His greatest achievement was to get Germany accepted back into the European community. His philosophy of abiding by the Versailles Treaty won him allies in Western Europe and it was France that sponsored Germany’s entry into the League of Nations in 1926. He was also responsible for the Locarno Treaties.

In 1926, Stresemann and Aristide Briand were jointly awarded the Nobel Peace Prize for the work done by both in re-building relations between both countries just 8 years after the end of World War One. Such a situation would have been unthinkable four years earlier in the aftermath of hyperinflation caused by the French/Belgium invasion of the Ruhr.
Cross-Reference with other sources:
Sources B, D and E

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2 Comments: A few candidates were able to identify the big message. Many candidates missed the small message. Candidates struggled to come up with support from the cartoon. There were still a big number who failed to make a choice. Candidates should learn to stop summarising the sources in their own words. What the examiners want to see is if the students can think critically (outside the box) and link it with the source and their contextual knowledge. There were many attempts on the Valid Inferences/Small messages but most failed to develop the small messages/inferences into big messages/purpose(s).

Answer:

Study Source B

What is the message of this source? Use the source and your knowledge to explain your answer. [8]

Level 1: General answer (misinterpretation/surface detail/copying of source) e.g. the cartoon was published in 1924) [1]
  E.g. wagon - Germany, darkness, light, horses, man with whip- Stresemann eagle, dates, e.g. Germany between 1918-1924/Germany after 1918 swamp e.g. Germany before and after the war is not the same Germany leaving the darkness/entering the light Shows the difference between 1918-1924 Shows drastic change from 1918-1923

Level 2: Valid Inference(s) without support from the source [2-3]
  1 Valid Inference/SM=L2/2 OR SE based on provenance, e.g. primary source./ published in 1924 at the time of the events when Stresemann was ruling/election poster=L2/2
  2 or more Valid Inferences/SM=L2/3

Level 3: Valid Inference(s)/ with support from the source [4-5]
  1 Valid Inference/SM+ support=L3/4
  2 or more Valid Inference(s) /SM +support=L3/5

Level 4: Identify Purpose without support from the source [5-6]
  1 Purpose/BM, unsupported=L4/5
  2 or more Purposes/BM, unsupported =L4/6

Level 5: Identify the Purpose(s)+ Support from the source AND Contextual Knowledge OR Cross-Reference [6-7]
  1 Purpose/BM+ Support=L5/6
  2 Purpose/BM+ Support=L5/7 OR 1Purpose+Supp+C/K or C/R=L5/7

Level 6: L5+ Contextual Knowledge/Cross-Reference [8]
  (Purpose+)TR+CK OR CR=L6/8
<table>
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<th>Small message/valid inference</th>
<th>Big message/purpose</th>
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<tr>
<td><strong>Positive</strong>: Prosperity /Restored Germany to the days it was great before /Improvement/ /flourished/better off/ Germany overcomes/Germany’s future brighter/ you cannot break Germans <strong>support</strong>: light/ strong horses/overcome steep hill</td>
<td>Germans moved out of the economic depression era because of Stresemann’s great statesmanship/diplomacy to vote for Stresemann so Germans should support him(convince the public to reject other parties or Nazi’s) <strong>support</strong>: Germany leaving the darkness/entering the light wants Germans to reject extremism</td>
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<td><strong>Negative</strong>: Suffering/hardship/ experiences difficulties/Weimar Republic troubled/Germany in ruins/ German economy bleak/hopeless/ poverty/starvation/Germans bitter or resentful/ in 1918 Germany in bad state or crises <strong>support</strong>: dark period/whip/ dead horses/uphill/struggling or moving wagon /needed with help/carcasses and dead animals</td>
<td>Stresemann is a hero/good leader because he improved the German economy and he is supported by Germans. <strong>support</strong>: Germany leaving the darkness/entering the light wants Germans to reject extremism</td>
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<td><strong>support</strong>: Germany under control/ confident <strong>support</strong>: smiling driver/light/ upright posture</td>
<td>To influence people to vote/support/accept the Weimar Republic because they pulled Germany out of the difficulties and not support Hitler or others <strong>support</strong>: Germany leaving the darkness/entering the light wants Germans to reject extremism</td>
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<tr>
<td>Germans are hardworking/ Germans are determined to improve <strong>support</strong>: driving horses hard Improvements made but not all problems solved</td>
<td>Criticise the Allies for the suffering of Germany after World War I, but wants to show that Germany is strong and can thus recover <strong>support</strong>: Germany leaving the darkness/entering the light wants Germans to reject extremism</td>
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Contextual knowledge:

1918 revolutions

The Treaty of Versailles/invasion of Ruhr/hyperinflation/Munich Putsch/Introduction of the Rent mark/role of Stresemann

1923 election posters

From the contents of the posters, what needs to be fixed by the Chancellor in 1923?

Gustav Stresemann was a German politician who led the German People’s Party during the Weimar period. Stresemann combined academic strengths with business smarts, writing a scholarly dissertation on the beer industry. He began his political life as a monarchist and during World War I, Stresemann was a strong supporter of aggressive German expansion. However, by the end of the war, Stresemann had become a convinced Republican. He believed that disputes between nations should be settled via negotiation and diplomacy. During the Weimar years, Stresemann became the leader of the German People’s Party. As the leader of the DNVP, Stresemann struggled to maintain party support for the Republic despite the anti-democratic forces within the DNVP.

Between 1923 and 1929, Stresemann served as Weimar Foreign Minister. He worked to create good relations between Germany and her neighbours, particularly France. Stresemann frequently spoke at the League of Nations. He also negotiated treaties to renounce war in favour of peaceful resolutions of disputes. The Nazis considered Stresemann one of their principle enemies. Stresemann’s death in 1929 robbed the Weimar Republic of one of its greatest defenders.

Cross-Reference with other source:

Sources A, D, E and F

Testing of Reliability
Consider the following for testing the reliability of the source:

**Date:** When it was published and why?

**Audience:** For whom it was meant and why?

**Author:** The origin of the source/ reasons why the author published the source.

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3 **Comments:** It was answered reasonably well. Many candidates confused their valid assertions for trust with not trust. Many candidates still failed to make a choice. Many candidates failed to copy the complete sentence for support. They simply picked some words and phrases (even not relevant in many instances) which cost them a lot of marks. Testing of Reliability was not attempted by the majority of candidates. Many candidates copied directly from the source or introduction. Some provided Contextual knowledge not valid. Cross-reference with other sources was relatively good.

**Answer:**

Study Source C.

Do you trust this source as evidence about the Weimar Republic? Use the source and your knowledge to explain your answer. [8]

**Level 1:** No choice made/General/ Paraphrasing/ Misinterpretation/ Choice only [1]

**Level 2:** Valid Assertion(s) unsupported/simple evaluation based on provenance [2-3]

1 VA = L2/2 OR Provenance only = L2/2
2 VA = L2/3 OR 1 VA+ Provenance = L2/3

**Level 3:** Valid Assertion(s) plus support (one-sided: Trust/Not Trust) [3-4]

1 VA = L3/3
2 VA = L3/4

**Level 4:** Valid Assertion(s) both sided unsupported (Trust AND Not Trust) [4-5]

1 VA Surprised + 1 VA Not Surprised = L4/4
2 VA Surprised + 2 VA Not Surprised = L4/5

**Level 5:** Valid Assertion(s) both sided supported (Trust AND Not Trust) [5-6]

1 VA Surprised+ support AND 1 VA Not Surprised+ support = L5/5
2 VA Surprised+ support AND 2 VA Not Surprised+ support = L5/5

**Level 6:** Evaluation based on Testing of Reliability [6-7]

TR one-sided (Reliable OR Less Reliable) = L6/6
TR both sides (Reliable AND Less Reliable) = L6/7
OR
Testing of Reliability (one-sided: Reliable OR Less Reliable) + Contextual knowledge OR Cross-Reference = L6/7

**Valid Assertion(s):**
Trust

- People starved/malnourished/suffered in 1923
- Germans were used to a dictatorship
- In 1923 people suffered under a hyperinflation and therefore it was an able reminder not to support the Weimar Republic
- Hitler reminded the Germans that life was better during the dictatorship era and he was able to restore it. He therefore played on people’s feelings (patriotic) so that they would support him

Not Trust

- Because it is from Hitler/immediate political opposition
- It’s just a smear campaign
- To scare people
- Tarnish image of Weimar Republic
- Hidden agenda
- It’s from Hitler to tarnish the image of the Weimar Republic so that people would vote for him or support him
- He wanted to restore a dictatorship as the people were used to in the past and play on people’s feelings to support him

Contextual knowledge:

Hyperinflation

1924 election year
Dictatorship during Kaiser Wilhelm II
Hitler not popular

Cross-Reference:
Sources B and F

Testing of Reliability:

Consider the following for testing the reliability of the source:

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4 **Comments:** Most candidates answered the question poorly. Most candidates failed to make a choice. Many candidates got valid assertions but failed to develop it into a purpose. The Contextual knowledge was not good. A handful of candidates addressed the Testing of Reliability successfully. Paraphrasing cost the candidates heavily.

**Answer:**

Study Source D.

How useful is this source as evidence about the Weimar Republic? Use the sources and your knowledge to explain your answer. [8]

**Level 1:** No choice/Misinterpretation/Copying/General answer/Paraphrasing [1]

**Level 2:** Usefulness based on provenance OR Describe Limitation of information in sources OR Valid Assertion(s) of usefulness unsupported [2-3]

Provenance OR 1 Limitation OR 1 VA = L2/2
2 Limitation (Lim) OR 2 VA = L2/3

Provenance + Limitation = L2/3

**Level 3:** Valid Assertion(s) of usefulness supported [4-5]

1 VA + sup = L3/4
2 VA + sup = L3/5

**Level 4:** Evaluate usefulness based on purpose, unsupported. Useful for what? [5-6]

1 Purpose = L4/5
2 Purpose = L4/6

**Level 5:** L4 plus support from the sources [6-7]

1 Purpose + sup = L5/6
2 Purpose + sup = L5/7

Testing of Reliability, one-sided = L5/6-7

**Level 6:** Level 5 plus CK/CR = L6/8 [8]

Testing of Reliability, both sides = L6/8

**Answer:**

**Limitations**

- No name attached to British member of parliament
- No specific date (when in 1928)
- No specific details known, e.g. when, where and who specifically was involved
- Information detail very brief not in detail

**Valid Assertions**

- Useful to understand that the enemy Britain gave a good report
- Applaud for the effectiveness of democracy
- Friendly relations between the two former enemies
- Circumstances still better in Britain but they were happy with improvement
- American loans help Germany to recover
- Small numbers of unemployment and poverty
- Germany situation under control
Subjective view/one-sided
• No specific places or people named
• Generalisation

More Useful
• Useful to understand that the German economy were showed great signs of recovery due to the loans from Germany
• Germans started to accept the democratic form of government mainly because of the period of stability brought by the Weimar Republic

Less Useful
• The writer never reports these incidents, he/she generalised, no names of people and places involved maybe to promote trade and good relations between the two countries

Contextual knowledge:
Dawes Plan
Locarno Pact
Young Plan
Kellogg-Briand Pact

Cross-Reference:
Sources A, B and E

Testing of Reliability
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5 Comments: (e) This question was poorly-answered. Some candidates failed to make a choice. Many made wrong choices. Candidates treated the sources in isolation, meaning there were no comparisons made. Paraphrasing was very disturbing. More work needs to be done by teachers on addressing the Testing of Reliability of sources. Candidates should learn to use the right support. Contextual knowledge still needs attention. Cross-Reference was done very poorly.

Answer:
Study Sources E and F.

How different are these two accounts? Use the sources and your knowledge to explain your answer.
Level 1: No choice/Choice only/No Valid Inference(s)/General answer/Misinterpretation /Copying

Level 2: Choice made plus Valid Inference(s) based on simple provenance=L2/2

OR

Choice made but using the sources in isolation=L2/2

OR

Valid inference of 1 source only (no comparison made).

OR Valid Inference of provenance = L2/3

VI based on Simple Provenance OR VI (one source only) =L2/2

OR

VI based on Simple Provenance + VI of 1 source only=L2/3

Level 3: Valid Inference based on Similarities OR Differences, unsupported OR Testing of Reliability of one source only.[3-4]

1 VI=L3/3

2 VI= L3/4 OR Testing Reliability of 1 Source only=L3/4

Level 4: Valid Inference based on Similarities OR Differences supported OR only Testing of Reliability of both sources [4-5]

1 VI+ Support=L4/4

2 VI + Support OR Only Testing Reliability of both (2) sources=L4/5

Level 5: Valid Inference based on Similarities AND Differences unsupported [5-6]

1 VI of Sim + Diff=L5/5

2 VI of Sim + Diff= L5/6

Level 6: Level 5+ Support from the sources [6-7]

Level 7: Level 6 + Valid Contextual Knowledge OR Cross-Reference [8]

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both sources are secondary sources from text books</td>
<td>• Source E is more optimistic about economic growth in Germany but Source F gives a more dismal/dark picture of German economy</td>
</tr>
<tr>
<td>• Both sources confirmed that there was economic growth</td>
<td>• Source E only mentions the great statesmanship of Gustav Stresemann, while Source F criticises the government for making mistakes</td>
</tr>
<tr>
<td>• Both sources confirmed that Germany's economy was boosted by money from abroad</td>
<td>• Source E paints stability, while Source F paints disaster/downfall</td>
</tr>
</tbody>
</table>

Contextual knowledge:

Hyperinflation
Dawes plan
Locarno Treaties
Young Plan
Kellogg-Briand Pact
Great Depression

Cross-Reference:

For Source E:
Sources A, B, D
For Sources F:
Sources B, C
Testing of Reliability
Consider the following for testing the reliability of the source:

Date: When it was published and why?
Audience: For whom it was meant and why?
Author: The origin of the source/ reasons why author published the source.
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<td>CR:</td>
<td>Cross-Reference</td>
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<td>TR:</td>
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<tr>
<td>Iso:</td>
<td>Isolation</td>
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<td>Simm:</td>
<td>Similarity</td>
</tr>
<tr>
<td>Diff:</td>
<td>Difference</td>
</tr>
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</table>

6 Comments: The question was answered very well. The majority of candidates ended in levels 2 and 3. There is still a small number of candidates who failed to make a choice and provide general answers; paraphrasing is an evil. A very small number did not make a choice. Grouping of sources was still in a minor form. Many students still make one-sided choices. To answer the cartoon/illustration was a daunting task for most candidates. The last two bonus marks of 99% was not obtained.

Answer:

Study all the sources.

‘After 1923 the Weimar Republic never recovered from its problems.’ How far do these sources agree with this statement? Use the sources to explain your answer. [12]

Level 1: No choice made/choice made but no source reference/copying source(s)/only contextual knowledge/misinterpretation/grouping of source(s)/paraphrasing [1-3]

Level 2: Support OR reject statement with valid support from the source(s) (one-sided) [4-6]

• 1 Yes or 1 No = L2/4
• 2 Yes or 2 No = L2/5
• 3 Yes or 3 No = L2/6

Level 3: Support AND reject the statement with valid support from the source(s) (both sides) [7-10]

• 1 Yes and 1 No = L3/7
• 2 Yes and 1 No = L3/8
• 2 Yes and 2 No = L3/9

NOTE: One explanation/quotation per source

• 2 Extra bonus marks will be awarded for the testing of reliability of any two sources. 1 mark per source

TR-Example:

• One source = [1]
• Two sources = [2] maximum mark for TR awarded = 2 marks

Source A:

No: Then he took over and under his leadership Germany was now orderly and prospering at home; in the affairs of Europe she had an important place.

Source B:

Yes: There was light at the end of the tunnel.
No: There was improvement but still challenges.

Source C:

Yes: Believe me, our misery will increase.
Yes: The state itself has become the biggest swindler.
Yes: Horrified people notice that they can starve in millions.
Yes: We will no longer submit.

Source D:
No: We were greatly impressed by the fact that industrialists were showing great confidence in the future and were investing money in new factories.
Yes: The wages paid are lower than paid in Britain due to a lower standard of living.
No: Although economic depression and unemployment were spoken about, we were impressed by the fact that there was little sign of this.
Yes: Although economic depression and unemployment were spoken about, we were impressed by the fact that there was little sign of this.
No: There seemed to be a general air, if not of prosperity, of stability.
No: The iron and steel works were busy.
No: It is also interesting that there is a general acceptance of the Republican form of government as a necessity for the development of the country.

Source E:
No: Gustav Stresemann contributed greatly to the stabilisation of the Weimar Republic.
No: He was working for the speedy withdrawal of all foreign troops from German soil, for the removal of the moral shame of the war-guilt clause and for Germany’s entry into the League of Nations.
No: By 1930, Germany was once again one of the world’s great industrial nations.
No: Her spectacular recovery was made possible by a huge amount of American investment; between 1924 and 1929 iron and steel, coal, chemicals and electrical products had all matched or beaten the 1913 production figures.
No: Up-to date management techniques and more efficient methods of production brought about a tremendous increase in productivity; blast-furnaces, for example, trebled their output.

Source F:
Yes: However, the rapidly of the German recovery after 1923 was deceptive.
Yes: There was economic growth but the balance of trade was consistently in the red.
Yes: Unemployment never fell below 1.3 million in this period and it was averaging 1.9 million during 1929.
Yes: The population increased during the 1920s pushing up the jobless total.
Yes: The German economy depended on foreign money.
No: The German economy depended on foreign money.
No: The Government balanced the budget in 1929 but from then on had a deficit.
Yes: The Government balanced the budget in 1929 but from then on had a deficit.
Yes: Rather than cut back they spent more and borrowed from abroad to pay for it.
Yes: All this suggests the German economy was in a precarious state long before the depression.

Marking grid

<table>
<thead>
<tr>
<th></th>
<th>Yes/Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>No/Not Support</td>
</tr>
<tr>
<td>TR+1</td>
<td>1 bonus mark for testing of reliability (correct)</td>
</tr>
<tr>
<td>TR+2</td>
<td>2 bonus marks for two testing of reliabilities (correct)</td>
</tr>
<tr>
<td>C</td>
<td>Choice</td>
</tr>
</tbody>
</table>

Depth Study B: USA: 1919-1941
This was the second most popular question but the students were poorly prepared.

1 Comments: Some candidates were able to get a valid inference and support but the use of Contextual knowledge was putrid as well as Cross-reference.

Answer:
Study Source A.

What can you learn from this source about life in America in the 1920s? Use the source and your knowledge to explain your answer.

Level 1: Just Contextual Knowledge/No Valid Inference/General answer/copying of source/misinterpretation of
Level 2: Unsupported inference(s)

\[ V1 = \frac{L2}{2}, \]
\[ 2 \text{ or more } V1 = \frac{L2}{3} \]

OR

Valid Inference + Valid Contextual Knowledge = $L2/3$

Level 3: Valid Inference(s) with support from the source

\[ 1 \text{ } V1 + \text{Support} = \frac{L3}{4}, \]
\[ 2 \text{ or more } V1 + \text{Support} = \frac{L3}{5} \]

Level 4: Level 3, plus Contextual Knowledge OR Cross-Reference

\[ 1V1 + \text{Sup} + \text{CK OR CR} = \frac{L4}{6} \]

Valid Inference(s)

- Women without moral values
- Do things that men do
- Aimless
- Materialistic
- No good companion for a good man

Contextual knowledge:

1. The changing role of women was a result of the work they did during the war.
2. The number of working women increased by 25 per cent.
3. In 1920, all women were given the right to vote.
4. 'Flappers' smoked in public, danced the new dances, and were sexually liberated.
5. Women wore clothing more convenient for activity and stopped wearing long skirts and corsets.
6. Divorce was made easier and the number of divorces doubled - women were not content just to stay at home and put up with bad husbands.
7. But most women were still housewives and were not as free as the men/their husbands.

Cross-Reference with other sources:

Sources F and G

Marking grid

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<td>Valid Inference(s)</td>
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<td>Sup:</td>
<td>Support from source</td>
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<td>CK:</td>
<td>Contextual Knowledge</td>
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<td>CR:</td>
<td>Cross-Reference</td>
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<tr>
<td>PARA:</td>
<td>Paraphasing</td>
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</table>

2. Comments: The cartoon was misinterpreted, general answers were given/description of the picture instead of interpreting it.

Answer:

Study Source B.

What is the message of Source B? Use the source and your knowledge to explain your answer.

Level 1: General answer (misinterpretation/surface detail/copying of source (E.g. the cartoon was published in 1920)

Level 2: Valid Inference(s) without support from the source

\[ 1 \text{ Valid Inference/SM} = \frac{L2}{2} \text{ OR SE based on provenance, e.g. primary source/ published in 1920 } = \frac{L2}{2} \]
\[ 2 \text{ or more Valid Inferences/SM} = \frac{L2}{3} \]
Level 3: Valid Inference(s)/ with support from the source [4-5]
   1 Valid Inference/SM+ support=L3/4
   2 or more Valid Inference(s) /SM +support=L3/5

Level 4: Identify Purpose without support from the source [5-6]
   1 Purpose/BM, unsupported=L4/5
   2 or more Purposes/BM, unsupported =L4/6

Level 5: Identify the Purpose(s)+ Support from the source AND Contextual Knowledge OR Cross-Reference [6-7]
   1 Purpose/BM+ Support=L5/6
   2 Purpose/BM+ Support=L5/7 OR 1Purpose+Supp+C/K or C/R=L5/7

Level 6: L5+ Contextual Knowledge/Cross-Reference [8]
   (Purpose+)TR+CK OR CR=L6/8

| Small message(s)/Valid Inference(s) | Women have the right to vote
|                                  | Voting is unfamiliar to women
|                                  | Women need guidance to vote
|                                  | Small girls must learn from their mothers

| Big message(s)/Purpose(s) | Poster is encouraging voting for women to exercise equal rights with men
|                          | Voting is not known to women, therefore they need assistance from the League of Women Voters so that they pass on the knowledge to their children.

Contextual knowledge:

In 1920, all women were given the right to vote. The League of Women Voters was founded by Carrie Chapman Catt in 1920 during the convention of the National American Woman Suffrage Association. The convention was held just six months before the 19th amendment to the U.S. Constitution was ratified, giving women the right to vote after a 72-year struggle.

The League began as a "mighty political experiment" designed to help 20 million women carry out their new responsibilities as voters. It encouraged them to use their new power to participate in shaping public policy. From the beginning, the League had been an activist, grassroots organisation whose leaders believed that citizens should play a critical role in advocacy. It was then, and is now, a nonpartisan organisation. League founders believed that maintaining a nonpartisan stance would protect the fledgling organisation from becoming mired in the party politics of the day. However, League members were encouraged to be political themselves, by educating citizens about, and lobbying for, government and social reform legislation.

Cross-Reference with other source:

Sources A, D, F and G

Testing of Reliability

Consider the following for testing the reliability of the source:

Date: When it was published and why?

Audience: For whom it was meant and why?

Author: The origin of the source/ reasons why author published the source.

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<tr>
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</table>

3 **Comments:** The candidates could not compare sources to point out similarities, differences, Contextual knowledge, etc. In many cases no choice was made.

**Answer:**

Study Sources **C** and **D**.

How far do these two sources agree? Use the sources and your knowledge to explain your answer.  

**Level 1:** No choice/Choice only/No Valid Inference(s)/General answer/Misinterpretation /Copying

**Level 2:** Choice made plus Valid Inference(s) based on simple provenance=L2/2

- Choice made but using the sources in isolation=L2/2
- Valid inference of 1 source only (no comparison made).
  - OR Valid Inference of provenance = L2/3  
  - VI based on Simple Provenance OR VI (one source only) =L2/2

- OR
  - VI based on Simple Provenance + VI of 1 source only=L2/3

**Level 3:** Valid Inference based on Similarities OR Differences, unsupported OR Testing of Reliability of one source only [3-4]

- 1 VI=L3/3
- 2 VI= L3/4 OR Testing Reliability of 1 Source only=L3/4

**Level 4:** Valid Inference based on Similarities OR Differences supported OR only Testing of Reliability of both sources

- 1 VI+ Support=L4/4
- 2 VI + Support OR Only Testing Reliability of both (2) sources=L4/5

**Level 5:** Valid Inference based on Similarities AND Differences unsupported

- 1 VI of Sim + Diff=L5/5
- 2 VI of Sim + Diff= L5/6

**Level 6:** Level 5+ Support from the sources

**Level 7:** Level 6 + Valid Contextual Knowledge OR Cross-Reference

---

**Agreements**

- Both sources point out that a woman’s appearance must be attractive.
- Both sources are about women

**Disagreements**

- Source **C** is from a history book, while Source **D** is from a newspaper article.
- In Source **C** the woman saves money for herself, while in Source **D** she saves money for the household.
- In Source **C** women are more traditional and accept a man’s authority, while in Source **D** a woman is more independent.
- Women in Source **C** are more concerned with the house chores to impress, but the women in Source **D** are more focused on good looks and entertainment.
Contextual knowledge:

So in the 1920’s there were some major changes in our society, socially and economically. Some people could blame World War I, women’s suffrage, or even prohibition. Either way there is a new group of women emerging. This group of women are full of risk and willing to change everyone’s view on them. Flappers are the name of this group, as shown in the picture below. They wear very risky attire like shorter dresses that show their chest and legs more, and wear heavier makeup. Flappers would dance the night away recklessly. But behind all of this their was a motive.

“A vivid image of the Flapper is firmly fixed in our collective cultural memory - the shocking and wild, bootleg-gin-drinking, cigarette-in-holder-smoking, necking and swearing, Charleston-dancing jazz baby; the short-haired or bobbed-haired young girl with a defiantly boyish figure, a fringed skirt, and stockings rolled and bunched below the knee was brazen witness to the fact that-gasp-she wore no corset”. One of the things that I learned from this was the image of a Flapper girl. During that time period older generations frowned upon that image but in this century its ok to dress like that and show some skin.

Women were suppressed to such a strict and formal lifestyle, they never really had any freedom or time to express themselves. The political changes and world events may have taken a toll on a woman’s role in society. With such a depressed country because of war we lived by the attitude that we could all die tomorrow and turned to risky activities. Flappers emerged and gave women a new sense of freedom. It changed the traditional role women played because it allowed women to dress and be risky. That risky behavior involved drinking, smoking, dancing, and not even going by the old saying “if your grandma is watching it’s not ok”. They did not always want to stay home and do household duties but live their life like a man’s life almost. Being able to create a new generation of young, wild, and free women of the 1920’s changed the traditional role of women forever.

Cross-Reference:
Sources A, B, E, F and G.

Testing of Reliability
Consider the following for testing the reliability of the source:

Date: When it was published and why?

Audience: For whom it was meant and why?

Author: The origin of the source/ reasons why author published the source

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</tr>
<tr>
<td>Diff:</td>
<td>Difference</td>
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</table>

1 Comments: This question was answered very poorly. Some candidates even stated that the sources were useless, which should not have been the case. Valid Assertions, Cross-Reference, Contextual knowledge and Testing of Reliability remain a challenge.

Answer:
Study Source E.

How useful is the source as evidence about women in America in the 1920s? Use the source and your knowledge to explain your answer.

Level 1: No choice/Misinterpretation/Copying/General answer/Paraphrasing
Level 2: Usefulness based on provenance OR Describe Limitation of information in sources OR Valid Assertion(s) of usefulness unsupported

Provenance OR 1 Limitation OR 1 VA =L2/2
2 Limitation (Lim) OR 2 VA = L2/3
Provenance + Limitation=L2/3

Level 3: Valid Assertion(s) of usefulness supported

1 VA + sup = L3/4
2 VA + sup = L3/5

Level 4: Evaluate usefulness based on purpose, unsupported. Useful for what?

1 Purpose = L4/5
2 Purpose = L4/6

Level 5: L4 plus support from the sources

1 Purpose + sup = L 5/6
2 Purpose + sup = L 5/7

OR

Testing of Reliability, one-sided = L5/6-7

Level 6: Level 5 plus CK/CR = L6/8

OR

Testing of Reliability, both sides = L6/8

Answer:

Limitations
• No name of author attached to the source
• No specific date of publication (when in the 1932)
• No specific details known, e.g. when, where and who specifically was involved

(Useful) Valid Assertions
• Women are hardworking
• Women are working at home and outside
• Men do single duty while women do double duty
• Women help their husbands
• Women do their house chores still in the traditional way despite the advances in technology

(Less Useful)
• Subjective view/one-sided
• No specific places or people named
• Generalisation
• There is no comparison with the roaring 1920s and the depression time of 1932.

Purpose(s)

More Useful
• Useful to understand that the women made big sacrifices in order to support their families: support:
• Women did a lot of work for which they didn’t get recognition: support:
• Useful to understand that women still prefer to use the old methods of cleaning, while there is advanced technology: support:

Less Useful
• The author generalised, and no names of people, specific dates and places involved maybe to save his/her own skin by not mentioning sensitive issues about people not to get in trouble: support:
Contextual knowledge:

Advertising as it is known today finds its roots in the industrial expansion of the 1880s. The mass production and the lowering of prices on consumer goods meant that more items were available to more people than ever before. The construction of the transcontinental railroads provided a national market for a company’s goods.

Advertising a product changed from simply announcing the existence of a product in a dull, dry fashion to persuading the public they needed and deserved to own the product. By developing repeat customers, advertising also helped build brand loyalty for the company. Brand loyalty helps sell other existing and new products to these same customers.

Cross-Reference:

Sources C and D.

Testing of Reliability

Consider the following for testing the reliability of the source:

Date: When it was published and why?
Audience: For whom it was meant and why?
Author: The origin of the source/ reasons why author published the source.

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<tr>
<td>P:</td>
<td>Purpose</td>
</tr>
</tbody>
</table>

5 Comments: The students who attempted did not have it Contextual knowledge. Valid Assertions was scares. Testing of Reliability remained a challenge.

Answer:

Study Sources F and G.

Do these two sources prove that young American women were having a great time in the 1920s? Use the sources and your knowledge to explain your answer. [8]

Level 1: Only copying of sources/No choice made/Choice only/Misinterpretation/General answer [1]

Level 2: Evaluate sources based on simple provenance/Valid unsupported assertions [2-3]

  Provenance only (with a choice) = L2/2
  1 VA=L2/2
  2 OR more VA’s=L2/3
  Limitations:
  1 Limitation= L2/2
  2 Limitations= L2/3

Level 3: Evaluate sources based on purpose [4-5]

  1 VA+ SUP=L3/4
  2 OR more VA’s+ Sup=L3/5

Level 4: Testing of Reliability on one source [6-7]
**Level 5:** Evaluate sources to Test the Reliability (both sides) 

1 Purpose + Support=L5/7
2 OR more Purposes+ Support=L5/8

**Level 6:** Purpose + Testing of Reliability + Support of both sources + Cross-References

<table>
<thead>
<tr>
<th>Limitations: Source F</th>
<th>Limitations: Source G</th>
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<tbody>
<tr>
<td>• Name of article is not mentioned</td>
<td></td>
</tr>
<tr>
<td>• Name of newspaper not mentioned</td>
<td></td>
</tr>
<tr>
<td>• No specific detail, when in 1929</td>
<td></td>
</tr>
<tr>
<td>• No names, just in general</td>
<td></td>
</tr>
<tr>
<td>• Name of the novel not mentioned</td>
<td></td>
</tr>
<tr>
<td>• Name of the writer not mentioned</td>
<td></td>
</tr>
<tr>
<td>• No indication when in 1920</td>
<td></td>
</tr>
<tr>
<td>• No indication where in the USA the book was published</td>
<td></td>
</tr>
<tr>
<td>• No names, just generalisation.</td>
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</tbody>
</table>

**Proof: Source F: Assertions**

• They were equal with men in traditional habits classified to men  
  • Women competing with men

**Proof: Source G**

• Kissing in public was allowed  
  • They could talk about previous forbidden topics

**Purpose(s)**

**Proof: Source F:**

• Women competing with men in all aspects of life because the role of women had changed

**Proof: Source G**

• The daughter’s get use to kissing and keep it away from their mothers due to respect

**Not Proof: Source F:**

• Women’s forcefulness was not proven because there are no examples of their aggressive tactics mentioned in the source

**Not Proof: Source G**

• The daughter’s casual kissing can’t be proven because it is mentioned in a novel which can be based on pure fiction.

**Contextual knowledge:**

The most familiar symbol of the “Roaring Twenties” is probably the flapper: a young woman with bobbed hair and short skirts who drank, smoked and said what might be termed “unladylike” things, in addition to being more sexually “free” than previous generations. In reality, most young women in the 1920s did none of these things (though many did adopt a fashionable flapper wardrobe), but even those women who were not flappers gained some unprecedented freedoms. They could vote at last: The 19th Amendment to the Constitution had guaranteed that right in 1920. Millions of women worked in white-collar jobs (as stenographers, for example) and could afford to participate in the burgeoning consumer economy. The increased availability of birth-control devices such as the diaphragm made it possible for women to have fewer children. And new machines and technologies like the washing machine and the vacuum cleaner eliminated some of the drudgery of household work.

Because the 18th Amendment and the Volstead Act did not make it illegal to drink alcohol, only to manufacture and sell it, many people stockpiled liquor before the ban went into effect. Rumor had it that the Yale Club in New York City had a 14-year supply of booze in its basement.

**THE BIRTH OF MASS CULTURE**

During the 1920s, many Americans had extra money to spend, and they spent it on consumer goods such as ready-to-wear clothes and home appliances like electric refrigerators. In particular, they bought radios. The first commercial radio station in the U.S., Pittsburgh’s KDKA, hit the airwaves in 1920; three years later there were more than 500 stations in the nation. By the end of the 1920s, there were radios in more than 12 million households. People also went to the movies: Historians estimate that, by the end of the decades, three-quarters of the American population visited a movie theater every week.

But the most important consumer product of the 1920s was the automobile. Low prices (the Ford Model T cost just $260 in 1924) and generous credit made cars affordable luxuries at the beginning of the decade; by the end, they were practically necessities. In 1929 there was one car on the road for every five Americans. Meanwhile, an
economy of automobiles was born: Businesses like service stations and motels sprang up to meet drivers’ needs.

THE JAZZ AGE
Cars also gave young people the freedom to go where they pleased and do what they wanted. (Some pundits called them “bedrooms on wheels.”) What many young people wanted to do was dance: the Charleston, the cake walk, the black bottom, the flea hop. Jazz bands played at dance halls like the Savoy in New York City and the Aragon in Chicago; radio stations and phonograph records (100 million of which were sold in 1927 alone) carried their tunes to listeners across the nation. Some older people objected to jazz music’s “vulgarity” and “depravity” (and the “moral disasters” it supposedly inspired), but many in the younger generation loved the freedom they felt on the dance floor.

Cross-Reference with other sources:
Sources A, C and D.

Testing of Reliability:
Consider the following for Testing the Reliability of a source:

Date: When it was published and why?
Audience: For whom it was meant and why?
Author: The origin of the source/ reasons why the author published the source.

Marking grid

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<td>C:</td>
<td>Choice</td>
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<td>TR:</td>
<td>Testing of Reliability</td>
</tr>
<tr>
<td>SD:</td>
<td>Surface Detail</td>
</tr>
</tbody>
</table>

1 Comments: There were a few reasonable attempts but in most cases the sources was just paraphrased.

Answer:
Study all the sources.

‘The lives of American women did not change in the 1920s? How far do these sources support this statement? Use the sources to explain your answer. [12]

Level 1: No choice made/choice made but no source reference/copying source(s)/only contextual knowledge/ misinterpretation/grouping of source(s)/paraphrasing [1-3]

Level 2: Support OR reject statement with valid support from the source(s) (one-sided) [4-6]

- 1 Yes or 1 No = L2/4
- 2 Yes or 2 No = L2/5
- 3 Yes or 3 No = L2/6

Level 3: Support AND reject the statement with valid support from the source(s) (both sides) [7-10]

- 1 Yes and 1 No = L3/7
- 2 Yes and 1 No = L3/8
- 2 Yes and 2 No = L3/9
- 2 Yes and 3 No OR 3 Yes and 3 No = L3/10

NOTE: One explanation /quotation per source

2 Extra bonus marks will be awarded for the testing of reliability of any two sources. 1 mark per source
**TR-Example:**

One source = [1]
Two sources = [2] maximum mark for TR awarded = 2 marks

**Source A:**

Yes: Their aim appears to be to attract men and to secure money.
Yes: What can a man with a mind find to hold him to one of these lovely, brainless, cigarette-smoking creatures of undisciplined sex whom he meets continually?

**Source B:**

Yes: Women can vote now.
No: Even if women can vote they still need to learn how to do it.

**Source C:**

Yes: Though a few young upper middle-class women in cities talked about throwing off the older conventions they were the flappers.
No: Most women stuck to more traditional attitudes concerning ‘their place’
No: Most middle-class women concentrated on managing the home.
No: Their daughters, far from taking to the streets against sexual discrimination, were more likely to prepare for careers as mothers and housewives.
No: Millions of immigrant women and their daughters also clung to traditions that placed men firmly in control of the family.
Yes: Most American women concentrated on making ends meet or setting aside money to purchase the new gadgets that offered some release from household drudgery.

**Source D:**

No: The old idea used to be that a woman helped her husband by being careful with money by peeling the potatoes a little thinner and mending her old hats and frocks.
Yes: But the woman who is a domestic drudge is not a help to her husband.
No: But the woman who is a domestic drudge is not a help to her husband.
No: She is a hindrance and a man’s wife is the shop window where he exhibits his achievements.
Yes: She is a hindrance and a man’s wife is the shop window where he exhibits his achievements.
Yes: Good looks are a girl’s best quality.
No: Good looks are a girl’s best quality.
Yes: **Dress well and appear 50% better looking than you are, making yourself charming.**
No: Dress well and appear 50% better looking than you are, making yourself charming.
Yes: Develop the ability to play cards and to dance, play jazz and a few outdoor sports.
No: Develop the ability to play cards and to dance, play jazz and a few outdoor sports.
No: In general brains are of small importance in a wife.

**Source E:**

No: It is wholly confusing to read the advertisements in the magazines that feature the enticing qualities of vacuum cleaners, mechanical refrigerators and hundreds of other devices which should lighten the chores of women in the home.
No: On the whole middle class women do their own housework with few of the mechanical aids.
Yes: On the whole middle class women do their own housework with few of the mechanical aids.
No: Women who live on farms and they form the largest group in the United States do a great deal of work besides the labour of caring for their children, washing the clothes, caring for the home and cooking, thousands still labour in the fields and help milk the cows.
Yes: The largest group of American women comprise the families of the labourers, of the miners, the steel workers and the vast army of unskilled, semi-skilled and skilled workers.
No: The largest group of American women comprise the families of the labourers, of the miners, the steel workers and the vast army of unskilled, semi-skilled and skilled workers.
No: The wages of these men are on the whole so small that wives must do double duty- that is, caring for the children and the home and toil on the outside as wage earners.

**Source F:**

Yes: By sheer force of violence, the flapper has established the feminine right to equal representation in such male dominated activities as smoking and drinking, swearing, petting and upsetting the community peace.

**Source G:**

No: None of the mothers had any idea how casually their daughters were accustomed to kissing.
No: Girls could be seen doing things that would have been impossible a few years before: eating at three
Depth Study C:

A very small amount of candidates opted for this Depth Study. Zimbabwe was the option some schools in the Zambezi region opted for the Depth Study but candidates always perform very poorly, regardless the topic.

1 Comments: Less than one percent could get an inference that was valid but in most cases paraphrasing or copying stood out.

Answer:

Study Source A.

What can you learn from this source about events in Rhodesia in the 1970s? Use the source and your knowledge to explain your answer.

Level 1: Just Contextual Knowledge/No Valid Inference/General answer/copying of source/misinterpretation of source

Level 2: Unsupported inference(s)

- 1 V1=L2/2,
- 2 or more VI=L2/3
- OR

- Valid Inference + Valid Contextual Knowledge = L2/3

Level 3: Valid Inference(s) with support from the source

- 1 V1:+Sup=L3/4,
- 2 or more VI+ Support=L3/5

Level 4: Level 3, plus Contextual Knowledge OR Cross-Reference

- 1V1+Sup+CK OR CR=L4/6

Valid Inference

- The army tried hard to gain locals support
- They were organised
- They attacked locals who worked with the government
- They used intimidation tactics to force the people to join them
- They strived for independence

Contextual knowledge:

Zimbabwe African National Liberation Army (ZANLA) was the military wing of the Zimbabwe African National Union (ZANU), a militant African nationalist organisation that participated in the Rhodesian Bush War against white minority rule.

ZANLA was formed in 1965 in Tanzania, although until the early 1970s ZANLA was based in camps around Lusaka, Zambia. Until 1972 ZANLA was led by the nationalist leader Herbert Chitepo. He was followed by Josiah Tongogara from 1973 until his death in 1979. With the war drawing to a close, command fell to Robert Mugabe, previously ZANU's number two leader after Tongogara and head of the movement's political wing.

Until about 1971, ZANLA's strategy was based on direct confrontation with Rhodesian armed forces. From 1972 onwards, ZANLA adopted the Maoist guerrilla tactics that had been used with success by the Mozambique Liberation Front (FRELIMO): infiltrating combatants into the country, politicising the peasantry and participating in 'hit-and-run' ambush operations.

ZANLA's close association with the FRELIMO helped it after Mozambican independence in 1975. From about 1972, ZANLA had operated from Tete Province in northern Mozambique, which was FRELIMO-controlled, and, after Mozambican independence, ZANLA was permitted to open additional training and supply camps along the Rhodesian-Mozambican border. This greatly assisted the recruitment and training of cadres.

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Beside their overall political ideologies, the main differences between the Zimbabwe People's Revolutionary Army (ZIPRA), the armed wing of the pro-Soviet Zimbabwe African People's Union (ZAPU), and ZANLA were that:

- ZANLA drew its recruits mostly from Shona-speaking ethnic groups.
- ZANLA followed a strategy of politicisation of the peasant population (inspired by the Maoist
teachings of "protracted people's war").

- After about 1972, ZANLA introduced combatants into the country for long-term campaigns of guerrilla fighting, while ZIPRA was designed to be used as a conventional armed force: entering the country, striking and pulling back to its bases in Zambia and Angola.

During the late 1970s, the predominantly Shona tribe ZANLA fighters were deployed in the Matabeleland and midlands provinces, areas where the predominantly Ndebele ZIPRA mostly operated. There were a lot of clashes between the two forces. ZANLA fighters were well known for their savagery when it came to dealing with Ndebele civilians who were usually taken into what were called overnight bases and forced to sing songs in Shona denouncing ZAPU and its leader Joshua Nkomo. These ZANLA cadres had a love for chicken and a local staple food known as Sadza. Each time they came to a Ndebele homestead, given their lack of the Ndebele language, they would simply demand in Shona: "ndipe sadza nehuku" (Give me sadza with chicken) hence the local Ndebele derogatory nickname for them "oSadza nehuku". They were known as well for saying "Down with Nkomo" most of the time, hence another Matebele name for them became "opasi" [clarification needed]

Aside from these tribal issues, in Mashonaland their home ground, the ZANLA fighter gave a different account of himself. Like their more polished and better organised fellow fighters in ZIPRA, in Mashonaland they helped inflict many casualties on the Rhodesian Security Forces. In fact, until today, the then ZANLA command still maintains that it was their forces, not ZIPRA, that attacked the Salisbury fuel depot in December 1978, resulting in a massive shortage of fuel in Rhodesia.

Whilst there was undoubtedly intense rivalry between the two fellow movements, the Rhodesian government treated both the same. As much as the Rhodesian security forces attacked and killed hundreds of ZAPU recruits across the borders in Zambia and Angola at Mkushi and Freedom Camps, ZANU also recorded many losses in Chimoio and Nyadzonia in Mozambique.

Cross-Reference with other sources:

Sources E and F.

NB: KEEP IN MIND WITH CROSS-REFERENCE YOU CANNOT ONLY COPY THE RELEVANT PARTS TO LINK SOURCES YOU NEED TO GIVE A BRIEF STATEMENT HOW THEY LINK.

Testing of Reliability:

Consider the following for Testing the Reliability of a source:

Date: When it was published and why?

Audience: For whom it was meant and why?

Author: The origin of the source/ reasons why the author published the source.

Marking grid

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<td>CR:</td>
<td>Cross-Reference</td>
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<tr>
<td>PARA:</td>
<td>Paraphrasing</td>
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</tbody>
</table>

2 Comments: All candidates scored level 1, an indication that these candidates have no idea of this depth study. The source was copied or paraphrased.

Answer:

Study Source B.

Explain why this poster was published in 1979? Use the source and your knowledge to explain your answer. [8]

Level 1: General answer/misinterpretation/surface detail/copying of source [1]

Level 2: Valid Inference(s) without support from the source [2-3]

• 1 Valid Inference=L2/2
• 2 or more Valid Inferences=L2/3
Level 3: Valid Inference(s) with support from the source [4-5]

- 1 Valid Inference + support = L3/4
- 2 or more Valid Inference(s) + support = L3/5

Level 4: Identify Purpose without support from the source [5-6]

- 1 Purpose = L4/5
- 2 or more Purposes = L4/6

Level 5: Identify the Purpose + Support from the source AND OR Contextual Knowledge/Cross-Reference [7-8]

- 1 Purpose + Support = L5/7
- 2 Purpose + Support = L5/7 OR 1 Purpose + Support + C/K or C/R = L5/8

Valid Inference(s):

Criticised by the opposition

Smith remained on as Prime Minister till 1979

His reign is numbered

Blacks will control him

Purposes:

- The opposition criticised him for hanging on to power because they believed that he would be under their control soon.
- His days were numbered because he was under a black government of Bishop Muzorewa but soon he would be under their control because they believed Muzorewa’s government was just a puppet government.

Contextual knowledge:

Smith was elected to the Southern Rhodesian Assembly in 1948. He joined the governing Federal Party when the Federation of Rhodesia and Nyasaland was formed in 1953. By 1958 Smith had become chief government whip in Parliament, but when the Federalists supported a new constitution allowing greater representation for black Africans in Parliament, Smith founded the Rhodesian Front (1961) and attracted white-supremacist support. Promising independence from Britain with a government based upon the white minority, his party won a surprise victory in the election of 1962.

Smith was compelled finally in 1977 to negotiate with the moderate black leader Bishop Muzorewa. A transfer of power in the government to the blacks was initiated in 1978, and Smith was a member of the Transitional Executive Council that oversaw the process. He remained Prime Minister until May 1979 and then served as minister without portfolio in the black majority government of Zimbabwe-Rhodesia from May to December 1979.

Cross-Reference with other sources:

Sources A, E and F.

NB: Keep in mind with cross-reference you cannot only copy the relevant parts to link sources, you need to give a brief statement how they link.

Testing of Reliability:

Consider the following for Testing the Reliability of a source:

Date: When it was published and why?

Audience: For whom it was meant and why?

Author: The origin of the source/ reasons why the author published the source.

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</table>
3 Comments: Surface detail was described but no valid attempt to interpret this source was made. The use of **Contextual knowledge** was non-existent.

**Answer:**

Study Source C.

What is the message of source C? Use the source and your knowledge to explain your answer. [9]

**Level 1:** General answer/misinterpretation/surface detail/copying of source [1]

**Level 2:** Valid Inference(s) without support from the source [2-3]

- 1 Valid Inference=L2/2
- 2 or more Valid Inferences=L2/3

**Level 3:** Valid Inference(s) with support from the source [4-5]

- 1 Valid Inference+ support=L3/4
- 2 or more Valid Inference(s) +support=L3/5

**Level 4:** Identify Purpose without support from the source [6-7]

- 1 Purpose=L4/5
- 2 or more Purposes =L4/6

**Level 5:** Identify the Purpose + Support from the source AND OR Contextual Knowledge/Cross-Reference [8-9]

- 1 Purpose + Support=L5/7
- 2 Purpose + Support=L5/7 OR 1Purpose+Supp+C/K or C/R=L5/9

<table>
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<tr>
<th>Small message(s)/ Valid Inference(s):</th>
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<tr>
<td></td>
<td>Harassing</td>
</tr>
<tr>
<td></td>
<td>Publicly condemn</td>
</tr>
<tr>
<td></td>
<td>Not a good relationship</td>
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</table>

<table>
<thead>
<tr>
<th>Big message(s)/ Purpose(s):</th>
<th>Vorster was not supporting(pretending) Smith publicly but in silence he supported him</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vorster is scolding Smith publicly</td>
</tr>
</tbody>
</table>

**Contextual knowledge:**

Most notably, Vorster was more pragmatic than his predecessors when it came to foreign policy. He improved relations with other African nations, such as by the adoption of his policy of letting Black African diplomats live in white areas in South Africa. He unofficially supported, but refused officially to recognise, the neighbouring state of Rhodesia, whose predominantly white minority government had unilaterally declared independence from Britain in 1965. Vorster followed white public opinion in South Africa by supporting Rhodesia publicly, but was unwilling to alienate important political allies in the United States by extending diplomatic recognition to Rhodesia.

**Cross-Reference with other sources:**

Sources D and F.

**NB:** _KEEP IN MIND WITH CROSS-REFERENCE YOU CANNOT ONLY COPY THE RELEVANT PARTS TO LINK SOURCES, YOU NEED TO GIVE A BRIEF STATEMENT HOW THEY LINK._

**Testing of Reliability:**
Consider the following for Testing the Reliability of a source:

**Date:** When it was published and why?

**Audience:** For whom it was meant and why?

**Author:** The origin of the source/ reasons why the author published the source.

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<tr>
<td>TR:</td>
<td>Testing of Reliability</td>
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</table>

### 4 Comments: No candidate could point out what the purpose of the source was.

**Answer:**

Study Source D.

How useful is this source as evidence about events in Rhodesia in the 1970s? Use the source and your knowledge to explain your answer.  

**Level 1:** No choice/Misinterpretation/Copying/General answer/Paraphrasing  

**Level 2:** Usefulness based on provenance OR Describe Limitation of information in sources OR Valid Assertion(s) of usefulness unsupported  

- Provenance OR 1 Limitation OR 1 VA = L2/2  
- 2 Limitation (Lim) OR 2 VA = L2/3  
- **Provenance + Limitation = L2/3**

**Level 3:** Valid Assertion(s) of usefulness supported  

- 1 VA + sup = L3/4  
- 2 VA + sup = L3/5

**Level 4:** Evaluate usefulness based on purpose, unsupported. Useful for what?[5-6]

- 1 Purpose = L4/5  
- 2 Purpose = L4/6

**Level 5:** L4 plus support from the sources  

- 1 Purpose + sup = L5/6  
- 2 Purpose + sup = L5/7  

**OR**  

Testing of Reliability, one-sided = L5/6-7

**Level 6:** Level 5 plus CK/CR = L6/8  

**OR**  

Testing of Reliability, both sides = L6/8
Limitations

- No name for the speech
- No specific date of publication (when in 1960?)
- No specific details known, e.g. when, where and who specifically was involved?

(useful) Valid Assertions

- The world is changing.
- The old order is to replace by a new order
- A plea to accept the new developments
- Nationalism is growing stronger in Africa it's a reality
- It's spreading
- Count ries cry for independence

(Less Useful)

- Subjective view/one-sided
- No specific places or people named
- Generalisation

Purpose(s)

More Useful

- Useful to understand that the world is changing and the colonial masters must give up their colonies so the people can rule themselves: support:
- Nationalism is growing strongly and spreading very fast to other nations for the colonial master to take notice that it was time to give up their colonies: support:

Less Useful

- Harold Macmillan generalised, and no names of people, specific dates and places involved maybe to save his/her own skin by not mentioning sensitive issues about people/countries not to get in trouble: support:

Contextual knowledge:

The "Wind of Change" speech was a historically significant address made by British Prime Minister Harold Macmillan to the Parliament of South Africa, on 3 February 1960 in Cape Town. He had spent a month in Africa visiting a number of what were then British colonies. The speech signalled clearly that the Conservative-led British Government intended to grant independence to many of these territories, which indeed happened subsequently, with most of the British possessions in Africa becoming independent nations in the 1960s. The Labour governments of 1945–51 had started a process of decolonisation but this policy had been halted by the Conservative governments from 1951 onwards.

The speech acquired its name from a now-famous quotation embedded in it. Macmillan said:

The wind of change is blowing through this continent. Whether we like it or not, this growth of national consciousness is a political fact.

Cross-Reference with other sources:

Source B.

NB: KEEP IN MIND WITH CROSS-REFERENCE YOU CANNOT ONLY COPY THE RELEVANT PARTS TO LINK SOURCES, YOU NEED TO GIVE A BRIEF STATEMENT HOW THEY LINK.

Testing of Reliability:

Consider the following for Testing the Reliability of a source:

Date: When it was published and why?

Audience: For whom it was meant and why?

Author: The origin of the source/ reasons why the author published the source.
5 Comments: The comparison of sources was treated in isolation. This question was answered very poorly.

Answer:
Study Sources E and F.

How far do these sources disagree? Use the sources and your knowledge to explain your answer.  

Level 1: No choice/Choice only/No Valid Inference(s)/General answer/Misinterpretation/Copying

Level 2: Choice made but using the sources in isolation=L2/2

OR
Choice made VI based on Simple Provenance OR VI (one source only/no comparison made) =L2/2
E.g. both are history sources/textbooks, Source B is 1991 and Source C 1997

OR
Valid Inference of provenance = L2/3
E.g. both sources comes from secondary sources of the 1990s

Level 3: Valid Inference based on Similarities OR Differences, unsupported OR Testing of Reliability of one source only.

1 VI=L3/3
2 VI= L3/4  OR  Testing Reliability of 1 Source only=L3/4

Level 4: Valid Inference based on Similarities OR Differences supported OR only Testing of Reliability of both sources

1 VI+ Support=L4/4
2 VI + Support  OR  Only Testing Reliability of both (2) sources=L4/5

Level 5: Valid Inference based on Similarities AND Differences unsupported.

1 VI of Sim + Diff=L5/5
2 VI of Sim + Diff= L5/6

Level 6: Level 5+ Support from the sources

1 VI of Sim + Diff, support=L5/6
2 VI of Sim + Diff, support = L5/7

Level 7: Level 6 + Valid Contextual Knowledge OR Cross-Reference
Liberation Front (FRELIMO) 1972 onwards, ZANLA adopted the Maoist guerrilla tactics that had been used with success by the Mozambique
Until about 1971, ZANLA's strategy was based on direct confrontation with Rhodesian armed forces. From
Mugabe, previously ZANU's number two leader after Tongogara and head of the movement's political wing.
During the late 1970s, the predominantly Shona midlands provinces, areas where the predominantly Ndebele ZIPRA mostly operated. There were a lot of clashes between the two forces. ZANLA fighters were well known for their savagery when it came to dealing with Ndebele civilians who were usually taken into what were called overnight bases and forced to sing songs in Shona denouncing ZAPU and its leader Joshua Nkomo. These ZANLA cadres had a love for chicken and a local staple food known as Sadza. Each time they came to a Ndebele homestead, given their lack of the Ndebele language, they would simply demand in Shona: "ndipe sadza nehuku" (Give me sadza with chicken) hence the local Ndebele derogatory nickname for them "osadza nehuku". They were known as well for saying "Down with Nkomo" most of the time, hence another Matebele name for them became "opasi". 

Aside from these tribal issues, in Mashonaland their home ground, the ZANLA fighter gave a different account of himself. Like their more polished and better organised fellow fighters in ZIPRA, in Mashonaland they helped inflict many casualties on the Rhodesian Security Forces. In fact, until today, the then ZANLA command still maintains that it was their forces, not ZIPRA, that attacked the Salisbury fuel depot in December 1978, resulting in a massive shortage of fuel in Rhodesia.

Whilst there was undoubtedly intense rivalry between the two fellow movements, the Rhodesian government treated both the same. As much as the Rhodesian security forces attacked and killed hundreds of ZAPU recruits across the borders in Zambia and Angola at Mkushi and Freedom Camps, ZANU also recorded many losses in Chimoio and Nyadzonia in Mozambique.

Cross-Reference with other sources:

<table>
<thead>
<tr>
<th>Agreements</th>
<th>Disagreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both sources point out the national resistance successes in battle</td>
<td>• Source E is from a history book while Source F is from an extract.</td>
</tr>
<tr>
<td>• Both sources underline the support that the Rhodesian neighbouring countries give to the rebels.</td>
<td>• In Source E Zambia and Mozambique are directly mentioned as African countries that helped the rebels but in Source F no specific country was named</td>
</tr>
<tr>
<td>• Both sources mention that the rebels made use of guerrilla war-tactics against the minority government</td>
<td>• Only Source F mentioned that the guerrillas targeted products to South Africa, the disrupting of communication links around the country and to mess up the agriculture while Source E doesn't give such detail. It mentions the effect of the end of colonial rule in Mozambique on the Rhodesian government, while it's not mentioned in Source F.</td>
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Contextual knowledge:

Zimbabwe African National Liberation Army (ZANLA) was the military wing of the Zimbabwe African National Union (ZANU), a militant African nationalist organisation that participated in the Rhodesian Bush War against white minority rule.

ZANLA was formed in 1965 in Tanzania, although until the early 1970s ZANLA was based in camps around Lusaka, Zambia. Until 1972 ZANLA was led by the nationalist leader Herbert Chitepo. He was followed by Josiah Tongogara from 1973 until his death in 1979. With the war drawing to a close, command fell to Robert Mugabe, previously ZANU's number two leader after Tongogara and head of the movement's political wing.

Until about 1971, ZANLA's strategy was based on direct confrontation with Rhodesian armed forces. From 1972 onwards, ZANLA adopted the Maoist guerrilla tactics that had been used with success by the Mozambique Liberation Front (FRELIMO): infiltrating combatants into the country, politicising the peasantry and participating in 'hit-and-run' ambush operations.

ZANLA's close association with the FRELIMO helped it after Mozambican independence in 1975. From about 1972, ZANLA had operated from Tete Province in northern Mozambique, which was FRELIMO-controlled, and, after Mozambican independence, ZANLA was permitted to open additional training and supply camps along the Rhodesian-Mozambican border. This greatly assisted the recruitment and training of cadres.

Beside their overall political ideologies, the main differences between the Zimbabwe People's Revolutionary Army (ZIPRA), the armed wing of the pro-Soviet Zimbabwe African People's Union (ZAPU), and ZANLA were that:

• ZANLA drew its recruits mostly from Shona-speaking ethnic groups.
• ZANLA followed a strategy of politicisation of the peasant population (inspired by the Maoist teachings of "protracted people's war").
• After about 1972, ZANLA introduced combatants into the country for long-term campaigns of guerrilla fighting, while ZIPRA was designed to be used as a conventional armed force: entering the country, striking and pulling back to its bases in Zambia and Angola.

During the late 1970s, the predominantly Shona tribe ZANLA fighters were deployed in the Matabeleland and midlands provinces, areas where the predominantly Ndebele ZIPRA mostly operated. There were a lot of clashes between the two forces. ZANLA fighters were well known for their savagery when it came to dealing with Ndebele civilians who were usually taken into what were called overnight bases and forced to sing songs in Shona denouncing ZAPU and its leader Joshua Nkomo. These ZANLA cadres had a love for chicken and a local staple food known as Sadza. Each time they came to a Ndebele homestead, given their lack of the Ndebele language, they would simply demand in Shona: "ndipe sadza nehuku" (Give me sadza with chicken) hence the local Ndebele derogatory nickname for them "osadza nehuku". They were known as well for saying "Down with Nkomo" most of the time, hence another Matebele name for them became "opasi".  

Aside from these tribal issues, in Mashonaland their home ground, the ZANLA fighter gave a different account of himself. Like their more polished and better organised fellow fighters in ZIPRA, in Mashonaland they helped inflict many casualties on the Rhodesian Security Forces. In fact, until today, the then ZANLA command still maintains that it was their forces, not ZIPRA, that attacked the Salisbury fuel depot in December 1978, resulting in a massive shortage of fuel in Rhodesia.

Whilst there was undoubtedly intense rivalry between the two fellow movements, the Rhodesian government treated both the same. As much as the Rhodesian security forces attacked and killed hundreds of ZAPU recruits across the borders in Zambia and Angola at Mkushi and Freedom Camps, ZANU also recorded many losses in Chimoio and Nyadzonia in Mozambique.
Sources A.

NB: KEEP IN MIND WITH CROSS-REFERENCE YOU CANNOT ONLY COPY THE RELEVANT PARTS TO LINK SOURCES, YOU NEED TO GIVE A BRIEF STATEMENT HOW THEY LINK.

Testing of Reliability:

Consider the following for Testing the Reliability of a source:

Date: When it was published and why?

Audience: For whom it was meant and why?

Author: The origin of the source/ reasons why the author published the source

Marking grid

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>MI:</td>
<td>Misinterpretation</td>
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<td>C:</td>
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<td>Dis:</td>
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<td>Testing of Reliability</td>
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6 Even this question was poorly answered. The highest was a Level mark. Paraphrasing, copying, wrong choices were the usual causes.

Answer

Study all the sources.

‘Zimbabwe achieved its independence because of the guerrilla war conducted by the nationalists’. How far do these sources agree with the statement? Use the sources to explain your answer. [12]

Level 1: No choice made/choice made but no source reference/copying source(s)/only contextual knowledge/ misinterpretation/grouping of source(s)/paraphrasing [1-3]

Level 2: Support OR reject statement with valid support from the source(s) (one-sided) [4-6]

- 1 Yes or 1 No = L2/4
- 2 Yes or 2 No = L2/5
- 3 Yes or 3 No = L2/6

Level 3: Support AND reject the statement with valid support from the source(s) (both sides) [7-10]

- 1 Yes and 1 No = L3/7
- 2 Yes and 1 No = L3/8
- 2 Yes and 2 No = L3/9

2 Yes and 3 No OR 3 Yes and 3 No = L3/10

NOTE: One explanation/quotation per source
- 2 Extra bonus marks will be awarded for the testing of reliability of any two sources. 1 mark per source

TR-Example:

- One source = [1]
- Two sources = [2] maximum mark for TR awarded = 2 marks

Source A:

No: The Zimbabwe African National Liberation Army (ZANLA) concentrated a great deal of energy on winning over the masses in the rural areas.

Yes: Attacks were planned and carried out on African collaborators

Yes: And just like the government, ZANLA used coercive methods to ensure compliance with the nationalist
movement.

Source B:
Yes: They will kill him.
No: It is a propaganda poster by the opposition who made fun of him because they believe his days are numbered.

Source C:
No: SA/Vorster publicly condemns Smith’s government but in private supports it.

Source D:
No: The wind of change is blowing through this continent, and whether we like it or not, this growth of national consciousness is a political fact.
No: We must all accept it as a fact, and our national policies must take account of it.

Source E:
Yes: The nationalists operated from bases in neighbouring Zambia and from parts of Mozambique.
Yes: Prior to the collapse of Portuguese rule in Mozambique in 1974-75 the Rhodesians were able to set up a strong defensive line and defend their frontier against Zambia with ease.
Yes: The ending of colonial rule in Mozambique was disastrous to the Rhodesians now facing 800 miles of hostile border.
Yes: By 1979 the nationalists inside Rhodesia had 12 500 guerrillas and it was evident that they were entering the country at a faster rate than the Rhodesian forces could kill them.

Source F:
Yes: The guerrilla war in Rhodesia was ‘geared to achieving nationalist goals through the barrel of a gun’.
Yes: The major strategy of the war was to target the transport system of Rhodesia. As African neighbours were slowly closing off Rhodesia, most of their links became southward looking.
Yes: These lifelines to South Africa became a primary target for the guerrillas.
Yes: This included disrupting the land communication links around the country through roadside ambushes and mining the roads.
Yes: This tactic was especially employed in those areas deemed operational zones.
Yes: Finally, the last goal of the war was to disrupt the agriculture, the country’s primary foreign income earner.
Yes: This also would achieve the aim of scaring white farmers off their farms.
Yes: This was seen to be a crucial step in breaking the morale of the whites.

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</table>
General comments

Key messages

• Candidates must take the time to read through the question paper thoroughly

• The majority of the candidates performed averagely performed averaged.

• The term describe still remains a huge problem as candidates do not understand the meaning.

• Candidates find it very difficult to apply or "link" practical knowledge to a theoretical question. (Question 22.)

• Some questions were not read properly and led to misinterpretations. (Question 10; Question 23 (c) Question 27 (b). Question 29.)

• Some parts of the syllabus were poorly covered by most centres. Give more attention to eggs and mixing techniques' advertisements.

• During a practical lesson link the theory to the dish the candidates are preparing, for example, mixing techniques.

Comments on individual questions.

SECTION A

1 Most parts of question 1 and 2 where answered well.
   (a) balanced diet [1]
   (b) metabolism [1]
   (c) breakfast [1]
   (d) panada [1]
   (e) rechauffé [1]

2 (a) vitamin A [1]
   (b) oats porridge [1]
   (c) kg/m² [1]
   (d) milk and fruit [1]
   (e) 30 ºC - 50 ºC [1]
   (f) Vitamin D

3 Most candidates did not replace the wrong statement with the correct statement. The correct answers were.
   * false  iodine [2]
   * true  [½]
   * true  [½]
   * false  starch [2]

4 Many candidates did not do well in this question. The correct answers were.
   (a) gluten [1]
   (b) enzymes reaction with O₂ or air [1]
   (c) harmful/poisonous [1]
   (d) meat analogues [1]
   (e) mutual supplements [1]
Generally good responses were given. The correct answers were.

- include unrefined cereals
- limit the addition of salt when cooking food
- take additional calcium and vitamin C

Eat small meals more frequently
- eat more fruit and vegetables
- don't consume alcohol
- increase protein intake slightly

(a) they are growing rapidly

(b) iron is a component of haemoglobin (in the blood/to lose blood means to lose iron/build up blood healthily)
(c) they tend to be very active most of the time/need more energy for growth and development [1]
(d) too much sugar leads to overweight/tooth decay

(a) ingredients

(b) (i) scraper/rubber spatula
(ii) wooden spoon/whisk
(iii) scraper, spatula, metal spoon

(c) (i) steaming/poaching
(ii) shallow frying

(a) (i) soya beans
(ii) air
(iii) CCC (in red)

(b) (i) tea or coffee creamer/Cremora
(ii) pancake, Yorkshire pudding

Poorly-answered by the majority. Candidates don't know the correct terminologies

(a) binding agent  
(b) raising  
(c) emulsifying  
(d) thickening  
(e) glazing agent

FAMILY LIFE EDUCATION [8]

These questions (11-12) were generally well-answered; many candidates making at least six valid points.

(a) blended
(b) single  
(c) extended

(a) child bearing/expanding
(b) launching/contracting  
(c) newly married/beginning/establisment  
(d) empty nest
13 reach one’s full potential

Management and Housing [16]

14 In most responses there was no reference to the phases in the management process or to the elements involved in the input phase. The correct answers were:

(a) Through put/Through out Output Evaluation/feedback

(b) What you bring into the management process
needs, goals, resources, knowledge, skills, values, standards

This part (15-18) was generally well answered; with many candidates making at least 7 valid points

15 (a) physical demands of work [1]
(b) mental/intellectual [1]
(c) emotional [1]

16 (a) high [1]
(b) low [1]

17 pension annuities [2]

18 (a) budget [1]
(b) fringe benefits [1]
(c) impulsive [1]
(d) human [1]

Clothing and consumer education [8]

This part (19-20) was generally well-answered; with many candidates making at least 7 to 8 valid points.

19 (a) Apple
(b) Pear
(c) Hourglass
(d) Rectangle/straight [4]

20 (a) (i) by the date of expiry food begins to deteriorate/not safe to use after the date; can cause food poisoning any one [1]
(ii) give information about the ingredients for people to read, especially people with allergies/intolerance/or on a special diet. any one [1]
(b) make a product attractive/attract attention protect the contents to inform/convey a message any one [2]

SECTION B

Question 21 (a-d). There were generally good responses given. The correct answers were:

21 (a) Health is the state of complete physical, mental and social well-being [1]
(b) Liver; kidney; heart; eggs; raisins; egg yolk also lean meat, fish, poultry, legumes, whole grains, dark green vegetables (spinach; broccoli) nuts any two [2]
(c) (i) Proteins
- build and repair body cells
- form part of antibodies/enzymes/hormones
- maintain the water balance and pH balance in the body
- supply energy in the case of a shortage

(ii) Carbohydrates
- provide mainly energy
- are necessary for the normal oxidation of fat
- are converted to glycogen which is stored in the liver
- act as protein saver
- fibre cellulose promotes peristalsis

(d) (i) Saturated fat
- excess fat is stored and leads to obesity/overweight
- saturated fat increases, e.g. cholesterol level in blood as well as other lipids
- high intake of saturated fats is associated with CHD

(ii) Ways to reduce fat
• less red meat - e.g. beef/pork/lamb
• trim fat from meat/avoid food with visible fat
• do not fry foods
• grilling allows excess fat to drip off
• reduce chocolate/sweets, etc/avoid junk food
• fewer cakes/biscuits/pastries
• reduce fat in recipes
• choose low fat products, e.g. yoghurt/cheese
• spread butter thinly
• use low fat spreads
• fewer crisps/nuts
• cut chips thicker so there is less surface area in contact with fat
• do not add butter to vegetables
• skimmed milk, etc.

22 (a-d) In most responses there was no reference to the mixing processes. Most candidates can't apply practical knowledge in a theoretical question. Candidates don't know the correct terminologies for mixing techniques. The correct answers were as follows.

(a) Creaming
- cream
- solid shortening (margarine) and sugar
- with wooden spoon/electric mixer
- until light and fluffy
- examples: butter cake/Madeira cake/muffins

(b) Rub or cut in
- until resembles bread crumbs
- to rub the shortening (margarine/butter) into a flour mixture
- with the fingertips or cut in with cutter for dough/pastry cutter/two knives
- e.g. scones, cakes with low proportion of shortening (biscuits; small cakes/cookies/pastry)

(c) Sautéing
- toss - small/thin pieces of food - or cooked food
- in small amount - of hot fat/oil/lightly frying in a little oil or fat
- over low heat - till brown - transparent
- e.g. mushrooms, potatoes, onions

(d) Meringue
- beat egg white and add sugar slowly until stiff
- bake at low temperature until dry/golden brown
- e.g. use as decoration/as macaroons or to enjoy with tea/coffee
23 (a-b) These parts were generally well-answered. Many candidates referred to suitable coatings as only flour or bread crumbs or egg. This response was too vague and thus not created. The correct answers were as follows.

(a) Reasons for coating

- to protect food from intense heat of fat/to prevent over-cooking
- to prevent loss of moisture/juices from food/improve texture
- to prevent food breaking up
- to avoid absorption of fat by the food itself
- improve appearance
- add flavour - add extra nutrients

(b) Coatings

- batter
- egg and seasoned flour
- egg and bread crumbs
- beaten egg and oatmeal

(c) In most responses there was no reference to safety points when deep frying. Candidates confuse it with rules for deep frying. The correct answers were as follows:

Safe points when deep frying
- pan for deep frying not more than half full of oil
- so fat does not overflow when food is added
- lower food gently into fat - to avoid splashing fat
- do not overfill pan with food - danger of overflowing
- do not overheat fat - may ignite
- make sure food is dry - water turns to steam and splutters
- make sure equipment is dry - danger from splashing
- pan handle turned in - in case it is knocked over
- back burner if possible - less chance of being knocked over
- flat base on frying pan - so it sits securely on hotplate
- do not leave unattended - may ignite/overflow
- turn heat off if fat begins to smoke - fat is near flash point

Any four

24 (a-c) There were generally good responses given as most candidates know how to prepare a "Roux".

- melt fat - add flour - stir - with wooden spoon -
- over gentle heat/moderate heat
- do not allow to brown/prevent burning of fat-flour
- remove from heat
- add milk little by little and stir to prevent lumps
- return to heat - bring to boil - stir all the time until thickened
- add cheese off heat - stir until melted

Candidates need to be more specific on the dish mentioned

(b) Dishes which include cheese sauce:

macaroni cheese/lasagna/pasta bake/eggs/fish au gratin/
vegetable au gratin/cheese souffle/rouladen, etc.

Any two

(c) Reasons for lumps in sauce:

- milk added too quickly
- milk added on heat
- too much milk added at a time
- not stirring when adding milk
- incorrect proportion of ingredients
- heat too high
- do not follow the correct method

Any 3; 2 marks each

Family Life Education [8]

25 (a-c) This part was generally well-answered with many making at least 5-6 valid points.

- Socialisation is the result of a continuous life long process of
interaction ✓ between a person and his or her environment ✓. [2]

(b) - Socialisation agents:
- family/peer group/adult other than family member/friends/other cultural groups/community/media
- TV - books/schools
- status group

(c) - A mature person is aware of things that influence and shape behaviour and thinking
- is able to develop own opinions based on what he/she believes is right
- is to see him/her and know him/herself in a realistic and positive manner
- accepts him/herself and do not wish to be someone else
- uses his/her abilities and skills
- takes into account other people's feelings
- deals with problems according to values
- accepts others with tolerance
- is responsible

Management and Housing [16]

26 (a-c) Many candidates gave responses which did not gain credit, for example "the houses is yours" or "the house is not yours" and "pay for renting" or "do not pay". Responses must be more specific. The correct answers where as follows:

(a) - building up a considerable capital asset in the long term
- is regarded as an investment
- gives a feeling of independence and security
- house can be adapted to suit owner's needs
- owners feel proud and care for house and garden
- there can be tax advantages attached to home ownership

(b) - there may not be suitable housing available in the preferred neighbourhood
- tenants are subject to provisions set by owner, e.g. do not keep pets
- not possible to make structural changes and have to adapt to the property and not the other way round
- no tax advantage in renting
- does not matter what happens with the value of the house, you will never gain equity/pay but never own the house
- not secure about future housing
- sometimes not enough space/private

(c) (i) cost that you are not aware of/cost that is not part of the purchasing amount

(ii) examples: transfer fees and conveyancing fees
- bond registration
- building society's fees
- interim rates
- property rates
- occupational interest
- home owner's insurance policy
- miscellaneous expenses (examples 2)

(d) (i) pay immediately for the item

(ii) - stay within limits of income
- investigate prices
- in a position to bargain
- needn't check accounts for paying at end of month/no outstanding debt
- may ask for discount
- no hidden cost

(e) (i) obtaining goods and services immediately and pay in future

(ii) - can buy to heart's desire/end up in dept

Responses that did not gain credit - "pay with money" or "exchange with money"
- credit cost may be high
- injudicious buyers may land themselves in a financial crisis
- no discount

Clothing and Consumer Education [8]

27 There were generally good responses given. Most responses refer to shop layout. Many candidates give at least three answers. The correct answers were as follows:

(a) - necessities, like bread, are placed at the back - consumers move to pass numerous items
- more expensive and less essential items are placed at eye level in a prominent position
- cheaper and essential items are placed on the top and bottom shelves
- shelves are often rearranged - force shopper to search and in this way notice many others items
- small items like sweets, magazines, etc. are placed at the checkout tills
- special offers are placed in prominent positions - ends of shelves
- create an atmosphere for spending by pleasant music, attractive colour

(b) Not many candidates where able to give at least one correct advertisement. The correct answers where as follows:
- agony appeal
- for products which relieve physical discomfort the advertiser has sympathy and offers a solution
- abrasive advertising
  the irritation caused by the advertisement creates a lasting image, e.g. soap powder advertisements
- humorous approach
  make you smile
- identification with persons or situations
  or
  testimonial approach
  the target group identifies with the person used to portray a typical problem situation, which was solved by using the advertised product
- self-actualising appeal
  these advertisements rely on most people's desire to achieve something and to be someone, e.g. correspondence courses

(c) This question was very well-answered overall.

Any substance intentionally added to food for a specific purpose
Key messages

The inclusion of photographs as supporting evidence is compulsory. One good quality, clear picture of the candidates’ finished dishes and table settings is required.

All centres must ensure that they are familiar with the instructions which is sent to all centres. Examination numbers, Centre number, Centre name and Candidate name are to be written on the Preparation Sheets and Practical Exercise Mark Sheets.

Centres should ensure that they are using the up-to-date documents for administration of the practical exercise. The Practical Exercise Summary Mark Sheet, attendance register and MS1 should all be included with the work. Examiners should refer to the Practical Test Training Handbook and ensure that the mark scheme is accurately, rigorously and consistently applied. All examiners should refresh their knowledge of the instructions and mark scheme annually.

General comments

There was an improvement compared to 2015 in the quality of the dishes that were prepared, but the written preparation was poorer.

Many centres presented work of a good standard which met the assessment criteria. Many candidates need more guidance and practice so that they can accurately respond to the demands of the test allocated to them. They need to demonstrate sufficient skills in using a wide range of ingredients; the manipulation of various mixtures and the use of different cooking methods that make full and sensible use of the oven, grill and the top of the cooker.

Candidates’ Time Plans should include brief but accurate details of preparation and cooking methods, cooking times and oven temperatures. Candidates should also be encouraged to develop the skill of dovetailing when writing their Time Plans. For example, while one dish is cooking, another can be prepared or decorated. In general, the timing of dishes should be more carefully considered, with dishes requiring cooling being made first while hot dishes are planned for later in the test.

Centres are reminded that only one set of Preparation Sheets should be issued to each candidate. Only one copy is to be forwarded to the Moderator. Preparation sheets should be fastened together with staples in the correct order. Marks should be carefully totalled, scaled and transferred to the Practical Exercise Summary Mark Sheet and MS1. These marks must be checked by a Head of Department for accuracy.

All candidates’ work must show evidence of having been marked, with annotation clearly written on the work to show evidence of how and where credit has been awarded. Examiners need to annotate in sufficient detail to make the moderation process straightforward. Candidates should indicate in the question number section of the Preparation Sheet for which assignment dishes are being made. Examiners are reminded to indicate on the Preparation Sheet how much credit has been awarded for each individual dish with justification given on the Practical Exercise Summary Mark Sheet. All of the Preparation Sheets should be clearly and concisely annotated.

Candidates’ performance

Overall, the standard of work provided by candidates was better than the products of last year. Most centres made use of old practical question papers to ensure that recipes and assignments were completed on Grade 12 level.

General problems

1. Ensure that candidates’ numbers, registered names and chosen assignments appear at the top of each preparation page.

2. If a certain ingredient is not available in a region or town, replace it with something similar. Just indicate the name of the replaced ingredient on the marking sheet.
Candidates are required to carry out two (2) practical exercises for the duration of the coursework. It is compulsory. One should be completed by the end of Grade 11 and the second one by the end of the 2nd term of Grade 12. Some centres still complete both in the Grade 12 year.

For the coursework, teachers must provide candidates with two assignments from which they must choose one. If you provide the recipes, provide at least nine (9) recipes from which they can choose. These practical exercises must be the unaided work of the candidates and must be carried out under examination conditions. During the completion of a practical exercise there should be proper supervision. Candidates should not repeat the same mistakes during the examination that were already made during the preparation.

For each practical exercise teachers must provide the two assignments, recipe booklet as well as the memo. This must be sent through for moderation at the end of Grade 12.

Two assignments are given - choose one. To help you keep track of all the aspects, a table should be drawn on a piece of paper for each of the dishes the candidates might choose, e.g.

<table>
<thead>
<tr>
<th>Name of dish</th>
<th>Properties of eggs in dish</th>
<th>Cooking method</th>
<th>Preparation method/skills</th>
<th>Cooking time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*Column related to assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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</table>

This method will assist candidates to make the correct choices.

Ingredients where preparation is required, e.g. grated cheese, should be included in the time plan. (Add grated cheese.)

30 minutes before commencement of the practical all ingredients and equipment for baking and serving should be collected. Tins and dishes should be greased.

Candidates should: measure correctly, sift dry ingredients together, use equipment for the task correctly, use beaten eggs immediately, know mixing- and preparation methods, e.g. cutting in method, folding in, roux, etc.

Some centres still send in coursework without the given assignment, recipe booklet and memorandum. Please send in all three (3) pieces with the coursework - it is compulsory.

Most centres have improved on the time plans. Take baking/cooking time of last dish into consideration for proper planning. All dishes must be done (completed) within 2 hours but not longer than that. Marks cannot be allocated for this specific dish. If examiners did not penalise a candidate on dishes that were not ready on time, the moderators cancelled the marks that were allocated for the third dish.

Some examiners still allocate high marks for a low standard of work. Words like “food is nice, good, attractive, tasty” cannot receive a mark. Descriptive words must be used, e.g. “the crust is golden brown, or burnt, well-raised with a soft, moist, coarse texture, enough salt and you can taste the ginger.” Please encourage your candidates to evaluate each dish separately according to appearance, taste and texture.

Marks allocated for reason of choice: the reason must refer back to the assignment. “I chose the recipes because all three demonstrate the different properties of eggs, i.e. coagulation, foaming and emulsifying.”

All centres sent in two photos. Please send in one (1) close-up photo of the food. If possible, cut out a slice and display it in such a way that the texture is visible on the photo. Add a second photo where the candidate sits behind his/her laid table - include table decorations and ensure that the flower arrangement is visible on the photo. The third photo must be a group photo. Let the candidates sit at their tables and take a photo. There is no need for candidates to hold dishes in their hands. The whole group of candidates is supposed to be finished at the same time.
If teachers use their own recipes they must ensure that recipes are up to standard and written in metric measurements. Cups and teaspoons are not allowed.

Improvement was noticed regarding the following:

- Time plans were better. Remember that only temperature and cooking times are allowed in the column for special points. Include time for washing up.
- All photos were visible and close-up.
- Standard of dishes was on Grade 12 level.
- Standard of marking scripts was better. Be careful of unrealistically high marks for efforts/dishes.
- Display of dishes was better.
- Encourage candidates to garnish/decorate dishes.

Thank you for work well-done and neat administrative work.
General comments

Key messages

The inclusion of photographs as supporting evidence is compulsory. One good quality, clear picture of the candidates' finished dishes and table settings is required, as well as a group photo.

All centres must ensure they are familiar with the instructions which are available at all centres. These instructions clearly state that the Examination numbers, Centre number, Centre name and Candidate name are to be written on the Preparation Sheets and Practical Test Mark Sheets.

Centres should ensure that they are using the up-to-date documents for administration of the practical exercise. The Practical Exercise Summary Mark Sheet, attendance register and MS1 should all be included with the work. Make sure that the names of the candidates are in the same order on all documents.

Examiners should refer to the Practical Test Training Handbook and ensure that the mark scheme is accurately, rigorously and consistently applied. All examiners should refresh their knowledge of the instructions and mark scheme annually.

General comments

Many centres presented work of a good standard and submitted work which met the assessment criteria. However, in a number of centres candidates chose dishes which did not meet the requirements of the test. Many candidates need more guidance and practice so that they can accurately respond to the demands of the test allocated to them. They need to demonstrate sufficient skills in using a wide range of ingredients: in the manipulation of various mixtures as well as the use of different cooking methods that make full and sensible use of the oven, grill and the top of the cooker.

Candidates’ Time Plans should include brief but accurate details of preparation and cooking methods, cooking times and oven temperatures. Candidates should also be encouraged to develop the skill of dovetailing when writing their Time Plans. For example, while one dish is cooking, another can be prepared or decorated. In general, the timing of dishes should be more carefully considered, with dishes requiring cooling being made first while hot dishes are planned for later in the test.

Centres are reminded that only one set of Preparation Sheets should be issued to each candidate. Only one copy is to be forwarded to the Moderator. Preparation sheets should be fastened together with staples in the correct order. Marks should be carefully totalled, scaled and transferred to the Practical Exercise Summary Mark Sheet and MS1. These marks must be checked by a Head of Department for accuracy.

All candidates’ work must show evidence of having been marked, with annotation clearly written on the work to give evidence on how and where credit has been awarded. Examiners need to annotate in sufficient detail to make the moderation process straightforward. Candidates should indicate in the question number section of the Preparation Sheet for which assignment dishes are being made. Examiners are reminded to indicate on the Preparation Sheet how much credit has been awarded for each individual dish with justification given on the Practical Exercise Summary Mark Sheet.

General problems experienced with the practical test.

1 In some centres the order of the summary forms still differs from the order of the MS1. This issue needs more attention.

2 Please staple the candidates’ preparation, mark schemes of preparation sheet, mark sheets of teachers and photos together, with the mark sheet and photos on top. Ensure that the assignment number appears on the mark sheets as well as the preparation sheets of candidates.

3 Replacement of an ingredient is allowed if they fulfil the same function. Inform the moderators accordingly in a letter attached to the question paper.
4 Consult DNEA in case of serious problems, for example, misprint of photos.

5 Do not remove a dish like Banana pudding, French pear flan, Mixed vegetable Mornay, Spinach with bacon, etc. from the oven-dish, as it spoils the appearance.

6 All candidates need to use their own individual table decorations and not borrow something from his/her friend. The same decor can’t be on all the tables.

Problems experienced with Work Plan

1 Include all documentation (marking grid, mark scheme of preparation sheet, marking sheet and preparation of candidates).

2 Ensure correct choices from the received memo and use memo as a reference when marking.

3 List of ingredients - Encourage candidates to order garnish.
   - Do not subtract marks for including techniques.
   - Make sure there is clear indication between recipes.

4 Shopping list - Do not order water.
   - Vanilla is a condiment and spice.
   - Sugar is another ingredient.

5 Time plan - It should include washing up in between dishes.
   - Follow through up to the end of practical.
   - Ensure that the last recipe has enough cooking time. The recipes with the longest cooking time must be prepared first.
   - Indicate the recipes with which candidates are busy.
   - Ensure that the dishes are served.

6 Evaluation - Reason for choice - refer back to assignment, for example assignment 1.
   All three dishes include vegetables or fruit, fresh, frozen and dry with different techniques and different cooking methods.
   - Please encourage candidates to do a complete evaluation of one dish according to appearance, taste and texture as a whole, before they move to dishes two and three - use descriptive words.
   - Reason for success and failure must be motivated.

Improvements on practical examination

1 Standard of photos
2 Standard of preparation sheets of candidates - most were neat and well-planned
3 Standard of quality of dishes

Comments on specific assignments

Assignment 1

Prepare three dishes to demonstrate the use of vegetables and fruit. The dishes must represent different marketing forms of vegetables and fruit, different cooking methods and different mixing techniques.

Ensure that candidates’ choices include:

- vegetables AND fruit
- fresh, frozen, canned or dried vegetables and fruit
- different cooking methods - baking, boiling, frying, simmering or steaming
- different mixing techniques - emulsion, baking, kneading, rubbing in, creaming, mash or roux
<table>
<thead>
<tr>
<th>Suitable Recipe</th>
<th>Type/Vegetable/Fruit</th>
<th>Cooking Method</th>
<th>Mixing Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beetroot and carrot cake</td>
<td>fresh vegetables</td>
<td>baking</td>
<td></td>
</tr>
<tr>
<td>Banana pudding</td>
<td>fresh fruit</td>
<td>boiling</td>
<td>beating</td>
</tr>
<tr>
<td>Chicken wraps</td>
<td>fresh vegetables</td>
<td>stir/shallow frying</td>
<td>kneading</td>
</tr>
<tr>
<td>Curry vetkoek</td>
<td>fresh vegetables</td>
<td>shallow/deep</td>
<td>rubbing in</td>
</tr>
<tr>
<td>French pear flan</td>
<td>canned fruit</td>
<td>baking</td>
<td></td>
</tr>
<tr>
<td>Ouma Tilla’s date</td>
<td>dried fruit</td>
<td>simmering</td>
<td>rubbing in</td>
</tr>
<tr>
<td>Spinach with bacon</td>
<td>fresh vegetables</td>
<td>blanch/baking</td>
<td>roux</td>
</tr>
<tr>
<td>Steamed fruit pudding</td>
<td>dried fruit</td>
<td>steaming</td>
<td></td>
</tr>
<tr>
<td>Sweet potato fritters</td>
<td>fresh vegetables</td>
<td>boiling/deep</td>
<td>mash</td>
</tr>
<tr>
<td>Mixed vegetable Mornay</td>
<td>frozen vegetables</td>
<td>boiling/baking</td>
<td>roux</td>
</tr>
</tbody>
</table>

Consult Mark Scheme for Practical test and exercises together with the above information to allocate marks.

**Assignment 2**

Prepare three dishes to include a dish suitable for a main dish, a side dish and a dessert. The three dishes should demonstrate different cooking methods and different mixing techniques.

Ensure that candidates’ choices include:
- 1 main dish
- 1 side dish
- 1 dessert (Beetroot and carrot cake, and French pear flan are examples of a tart and a cake, not desserts)
- different cooking methods - frying, baking, boiling, simmering or steaming
- different mixing techniques - rubbing in, kneading, roux, mash, beating or creaming

<table>
<thead>
<tr>
<th>Suitable Recipe</th>
<th>Cooking Method</th>
<th>Mixing Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main dish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curry vetkoek</td>
<td>shallow/deep frying</td>
<td>rubbing in</td>
</tr>
<tr>
<td>Chicken wraps</td>
<td>stir/shallow frying</td>
<td>kneading</td>
</tr>
<tr>
<td>Side dish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spinach with bacon</td>
<td>blanch/baking</td>
<td>roux</td>
</tr>
<tr>
<td>Sweet potato fritters</td>
<td>boiling/deep</td>
<td>mash</td>
</tr>
<tr>
<td>Mixed vegetable Mornay</td>
<td>boiling/baking</td>
<td>roux</td>
</tr>
<tr>
<td>Dessert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Banana pudding</td>
<td>boiling</td>
<td></td>
</tr>
<tr>
<td>Ouma Tilla’s date dumplings</td>
<td>simmering</td>
<td>rubbing in</td>
</tr>
<tr>
<td>Steamed fruit pudding</td>
<td>steaming</td>
<td>creaming</td>
</tr>
</tbody>
</table>

Consult Mark Scheme for Practical test and exercises together with the above information to allocate marks.
MATHEMATICS

General comments

Key message

Read questions carefully in order to answer what is asked in the respective questions. Observe accuracy guidelines and avoid rounding during working and in answers.

General comments

There was a very positive response to this paper by the majority of candidates in showing their workings. There was a very good improvement in the use of the decimal point, as most candidates used a point for a decimal number instead of a comma. Candidates should be encouraged to read the questions carefully before attempting to answer them as this will avoid misreading which was made in Question 20. Candidates should be discouraged not to erase their workings even though they are written in pencil. A method mark can be awarded, even if the answer is wrong. Some candidates provided more than one answer on the answer space, but only the first written one was considered. Spelling of mathematical terms seem to be challenging for many candidates. Teachers should concentrate on the topics that proved to be difficult for the candidates. In this case it was observed that the following topics proved to be difficult as many candidates struggled to answer them correctly: Bearings, Rate, Vectors, and Transformations.

Comments on specific questions

1. The majority of candidates gained this mark although, there were some who could not re-arrange the number to produce the largest number. The candidates who rearranged correctly, spoilt their answer by inserting the commas in between.

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<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>9321</td>
<td>B1</td>
<td>c.a.o</td>
<td>1</td>
</tr>
</tbody>
</table>

2. This question was fairly-answered overall because quite a number of candidates just multiplied by 100 instead of 1000. The common wrong answer was 370.

<p>| | | | | |</p>
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<tr>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>3700</td>
<td>B1</td>
<td>c.a.o</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Listing all the factors of a given number was not fully understood by many candidates. Many candidates failed to list 1 and 38 as part of the factors of 38. Most candidates only mentioned 3 correct factors instead of 4.

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</thead>
<tbody>
<tr>
<td>3</td>
<td>1,2,19,38</td>
<td>B2</td>
<td>B1 for 2 correct</td>
<td>2</td>
</tr>
</tbody>
</table>

4. This question was well-understood by the vast majority of candidates, but a few candidates are still using a comma instead of a point to write a decimal number. Few candidates still rounded the exact number 6.7 to the whole number 7. Only if the number is not exact it must be rounded to 3 significant figures. The common wrong answer 0.75 occurred quite a few times.

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>(a)</td>
<td>0.72</td>
<td>B1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>6.7%</td>
<td>B1</td>
<td>2</td>
</tr>
</tbody>
</table>

5. This question was fairly-answered as many candidates couldn’t find the second term correctly. The common wrong answer for the second term was 4b instead of-4b. A few candidates who got the answer went on to spoil it by adding/ subtracting the unlike terms.

<p>| | | | | |</p>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>7a - 4b</td>
<td>B1B1</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Many candidates found this question on time challenging since they only managed to obtain the minutes correctly but not the hours’ part. The duration is the difference of the given times, but the starting time must be subtracted from ending time. Time notation on the calculator must be shown to the candidates during teaching so that it will help them to calculate time with ease.

| 6 | 3 h 45 min | B1B1 | 2 |

This question was fairly-answered, although there were some candidates who drew lines without a ruler. Some drew line of symmetry of the shaded shape only. Other candidates couldn’t understand the concept of line(s) of symmetry of a given shape as they didn’t consider the shaded part inside the given shape. A common mistake was made on shape A as candidates took it to be a square without considering the shape of the triangle inside it.

| 7 | Shape A: 1 correct line | B1 |
|   | Shape B: 1 correct line | B1 |

Many candidates managed to answer part (a) correctly but failed to find the correct answer of part (b). This question was assessing the not, which many candidate didn’t read. Some candidates took the answer of part (a) over the total. If the question has a highlighted word, it means a candidate need to pay attention to that word as it carries the main message (instruction).

| 8 | (a) | 32 | B1 |
|   | (b) | $\frac{3}{5}$ | B1 | Accepts 0.6 or $\frac{48}{80}$ or $\frac{24}{40}$ or $\frac{12}{20}$ or $\frac{6}{10}$ | 2 |

This question was generally very well-answered, but quite a number of candidates could not differentiate between the greater than or less than signs.

| 9 | (a) | > | B1 |
|   | (b) | = | B1 |
|   | (c) | < | B1 | 3 |

Although this question on probability was quite straightforward, a significant number of candidates gave a decimal answer written to less than 3 significant figures. Therefore, answers of 0.16, 0.166, 0.2 for part (a) and 0.3, 0.33 for part (b) did not gain the mark. Answers for probability can be written as fractions (exact answers) or decimal written to 3 significant figures or more and as percentages. It should also be noted that answers for probability cannot be written as ratios. Some candidates wrote the letter on the answer space.

| 10 | (a) | $\frac{1}{6}$ or 0.167 or 16.7% | B1 |
|    | (b) | $\frac{2}{6}$ or $\frac{1}{3}$ or 0.333 or 33.3% | B1 |
|    | (c) | 0 or $\frac{1}{6}$ | B1 | 3 |

This question was well-answered, although a quite number of candidates calculated the range instead of the mean. Few candidates calculate the total (numerator) but failed to divide it by 7.

| 11 | 14 | M1 A1 | $\frac{98}{7}$ or expanded sum/7 or 98 seen | 2 |

This question was poorly-answered as the majority of candidates did understand the terms: row, column and diagonal. The majority of candidates seemed to have a problem with directed numbers. Some candidates couldn’t understand the concept of product. Terminology of sum, product, difference and quotient must be practised more often.

| 12 | (a) | -1 1 B2 | B1 for 2 correct |
|    | -5 2 |
|    | (b) | 30 B1 | 3 |
The majority of candidates did not handle rate very well. N$12 per kilometer means that the cost of 1 kilometer is N$12. Most candidates added the basic fee to the rate before multiplying with the kilometers. The common wrong answer was N$72.

Few candidates managed to write the answer in its simplest form, while the majority managed to write the ratio but not in its simplest form. Part (b) was well-answered, although there are some candidates who calculated the number of sweets for both.

The question on ordering was quite well-answered, although a few candidate tooks 2.5 as smaller than 2.46. A few candidates had a misconception that the longer the number, the bigger it is.

The vast majority gained the 2 marks in this question and only a few spoiled an otherwise good response by attempting to add/subtract the unlike terms.

This was poorly-answered by many candidates. Most candidates had a common wrong method of. The majority of candidates calculated the anticlockwise angle of B from A.

The incorrect signs for y term was often seen. The vast majority of candidates realised a division by 2 was needed, which gained one mark.

The majority of candidates gained these marks, but some used the wrong method by subtracting 100° from 360°. The sum of interior angles in a triangle is 180°.

Although the question was well-answered, there were a significant number of candidates who calculated the total amount instead of the total interest. Some candidates assumed that the word total is only used to the amount, which means they did not read the question fully. A few candidates calculated compound interest. There was a noticeable number of misreads on this question, instead of using N$5 200, they used N$200, omitting the 5 in front.

This question was fairly-answered by the candidates who recalled the formula correctly. The common wrong formula used was $2\pi r^2$. A few of the candidates who recalled the formula spoiled their answer by using 2.5cm as a radius instead of 5cm. A few candidates lost marks by rounding the answer to less than 3 significant figures. It must be noted that stating the formula alone cannot be awarded a mark, but the application of the formula was awarded a mark. Candidates squared the unit instead of 5 ($\pi 5\text{cm}^2$).
23 Naming these lines seemed a big challenge to the majority of candidates, especially part (b). Spelling was also a challenge to the majority of candidates. Some of the reasons of properties of angles in a circle were given as naming the line of part (b).

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</thead>
<tbody>
<tr>
<td>23</td>
<td>(a)</td>
<td>Diameter</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>tangent</td>
</tr>
</tbody>
</table>

24 The majority of the candidates managed to gain one mark for enlarging the given shape with the correct scale factor but the wrong centre. More questions of enlargement with the vertex of the shape as a centre of enlargement need to be practised in class.

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Triangle (1,2) (5,6) (5,2)</td>
<td>B1</td>
</tr>
<tr>
<td></td>
<td>SC1 when the scale factor used correct with wrong centre</td>
<td></td>
</tr>
</tbody>
</table>

25 This question was fairly-answered as the majority of candidates gained one mark for part (a), although there were a few candidates who wrote the column vector as a fraction. Part (b) and (c) were poorly-answered as quite a number of candidates indicated Q and R as a line instead of a point.

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>(a)</td>
<td>(\frac{3}{2})</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>correct Q</td>
</tr>
<tr>
<td></td>
<td>(c)</td>
<td>correct R</td>
</tr>
</tbody>
</table>

26 Apart from few cases where candidates wrote expression as an equation in part (a), the majority of candidates gained subsequent marks for part (b) as they solved their equations correctly.

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>26</td>
<td>(a)</td>
<td>2x - 5</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M1 for 2x - 5 = 10 or M1 for 2x = 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F.T their (a) =10</td>
</tr>
</tbody>
</table>

27 Most candidates understood this question. A few candidates lost one mark in part (b), since they did not consider the spacing between the bars and the width of the bars. Otherwise this question was well-answered.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>(a)</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>Milkshake 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drinking yogurt 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Milk 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fruit smoothie 5</td>
</tr>
</tbody>
</table>
General comments

The overall performance of the candidates was good. The marks obtained by the candidates covered the whole mark range. There was no evidence that candidates were short of time. Candidates were good at showing their working and there were definitely less occasions where candidates wrote just the answers.

Candidates found the following questions difficult in the question paper: Questions 5, 14(a), 15(c) and 16.

Many unnecessary marks were lost due to premature rounding. Candidates are advised to learn how to use a calculator efficiently to avoid having to re-enter a rounded answer. (This is done by using the ANS function.)

Topics that need more attention are: logarithmic laws, sequences and series as well as the correct wording when asked for reasons in circle geometry.

Comments on specific questions:

1. Most candidates had the correct answer, although a few still lacked calculator skills. The most common wrong answers were 93.6 and 46.5, where rounding was not done correctly.

Mark Scheme

1  46.4  B2  B 1: 46.43….

2. This question was very well-answered.

Mark Scheme

2 (a)  167  B1
(b)  169  B1
(c)  168  B1
(d)  165  B1

3. (a) Well-answered, although some candidates did not simplify their answers and left it in the form $\frac{3^2}{2^2}$. A common wrong answer given was $\frac{1}{36}$.

(b) Rounding correctly to 1 significant figure still seemed to be a problem and unnecessary zeros were added.

Mark Scheme

3 (a)  $\frac{4}{9}$  B2  M1: \(\frac{3^2}{2^2}\) or \(\frac{2^2}{3^2}\)
(b)  0.4  B1 F.T

4. The majority of the candidates demonstrated a good understanding of ordering numbers, although emphasis can still be put on the fact that showing the conversions allows for method marks to be obtained where ordering is wrong.

Mark Scheme

4  Sin122° > cos80° > sin195° > tan275°  B2  B1: at least 2 decimals correctly converted: 0.1736… -11.430
0.8480…-0.2588…
SC1 for reversed order
5 This question was a good discriminator. Correct answers were seen but there were also many incorrect answers or answers scoring only 1 mark for the division by $P$. Candidates knew that they should use logarithms, but did not know how to apply the correct method of working with logarithms.

Mark Scheme

\[
5 \quad n = \frac{\log A - \log P}{\log (1 + \frac{r}{100})} \quad \text{or} \quad n = \frac{\log \frac{A}{P}}{\log (1 + \frac{r}{100})}
\]

M1: Division by $P$

M1: Introducing logs on both sides

6 Part (a) and part (b) were overall correct, but in part (c) the candidates often lost marks due to incorrect rounding. A common wrong answer seen was 27.7

Mark Scheme

<table>
<thead>
<tr>
<th>6 (a)</th>
<th>170°</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>N$5.00</td>
<td>B2</td>
</tr>
<tr>
<td></td>
<td>$10^\circ \times \frac{180}{360} \quad 100% \times 1$</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>$27 \frac{7}{9} \times (27.77777…)$</td>
<td>B2</td>
</tr>
<tr>
<td></td>
<td>$100 \times 100% \quad \text{o.e.}$</td>
<td></td>
</tr>
</tbody>
</table>

7 It was rare to see an incorrect answer at part (a). In part (b) a significant number of candidates used $3^2$ as the Scale Factor instead of 33 and a common wrong answer seen was 1 : 9. A few candidates tried to work out the volumes of the smaller and larger pots, but they lost the final accuracy mark when writing a final ratio, due to premature rounding.

Mark Scheme

<table>
<thead>
<tr>
<th>7 (a)</th>
<th>3</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>1 : 27</td>
<td>B2</td>
</tr>
<tr>
<td></td>
<td>$M1: 1^3 : 3^3$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>42.4115 : 1145.110522</td>
<td></td>
</tr>
</tbody>
</table>

8 In part (a) most candidates gave the correct cumulative frequency answers, although there was evidence that some of them did not know what cumulative frequency is and they just copied the numbers from the table above.

The drawing of a curve in part (b) was still a problem. Candidates plotted the points correctly from their table but failed to draw the curve. Some candidates did not start their graphs at the origin. Ruled lines were used, the graphs had double lines and were very untidy. Some candidates even changed the given scales to make their incorrect cumulative frequency fit. Part (c) was well-answered by those candidates who managed to draw a correct curve. To find the inter-quartile range, there were still candidates who deducted 50 from 150 to find the answer instead of making use of the curve to find the correct values.

Mark Scheme

<table>
<thead>
<tr>
<th>8 (a)</th>
<th>8, 20, 54, 100, 142, 180, 200</th>
<th>B2</th>
<th>B1: at least 4 correct values</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>P2: for 8 points correctly plotted.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>P1: for 5 points correctly plotted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>P2 FT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C1 FT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)(i)</td>
<td>40</td>
<td>B1</td>
<td></td>
</tr>
<tr>
<td>(c)(ii)</td>
<td>29 ($\pm 2$)</td>
<td>B1</td>
<td></td>
</tr>
<tr>
<td>(c)(iii)</td>
<td>$Q_1 = 52 ($$\pm 2$)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>23 ($\text{Range} \ 21 - 26$)</td>
<td>B1</td>
<td></td>
</tr>
<tr>
<td>(c)(iv)</td>
<td>120 seen ($\pm 1$)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>80 ($\pm 2$)</td>
<td>B1</td>
<td></td>
</tr>
</tbody>
</table>
In part (a) a common wrong answer seen was 509.0 as a result of some of the candidates who changed the fraction 4/3 to 3/4. Another common wrong answer seen was that the radius was used as 12 instead of 6. Some candidates misread the formula and used $r^2$ instead of $r^3$.

In part (b) the volume was often misread as 255 instead of 225. Most of the candidates scored 1 mark for equating the formula to 225, but they failed to make the radius the subject of the formula. A common wrong answer seen was a radius of 14.6 as a result of subtracting $4\pi$ instead of dividing by $4\pi$.

Mark Scheme

<table>
<thead>
<tr>
<th>9 (a)</th>
<th>904.778 cm$^3$ or 904.896 cm$^3$</th>
<th>B2</th>
<th>M1 : $\frac{4}{3} \times 3.142 \times 6^3$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>905 art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>$r = 4.23$ cm</td>
<td>www3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M2 : $\sqrt{\frac{225}{12.565}} = \sqrt{\frac{225}{4\pi}} = \sqrt{17.9...} = r^2$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M1 : $225 = 4\pi r^2$</td>
</tr>
</tbody>
</table>

10 A significant number of candidates struggled with this question. Completing the square definitely needs to be addressed by the teachers as most of the candidates could only find the value of $a$, but failed to find the values of $p$ and $q$. A common wrong answer seen for $q$ was $-\frac{25}{16}$.

Mark Scheme

| 10       | $a = 2$                        | B1 | If no marks scored SC2: |
|          | $p = \frac{3}{4}$             | B1 | $2\left[(x \frac{3}{4})^2 - \frac{25}{16}\right]$ |
|          | $q = -\frac{25}{8}$           | B1 |                             |

11 Most candidates scored only 2 marks for part (a). The candidates removed the brackets, and solved the inequalities separately, but failed to put the two inequalities together again. The most common errors were to use the incorrect inequality signs or equal signs. A common answer seen was $x \leq -8$ or $x < 2$.

When drawing the number line in part (b) the candidates did not draw in a clear line on the number line, broken lines were used and some of them got confused with the positive and negative sides of a number line.

Mark Scheme

<table>
<thead>
<tr>
<th>11 (a)</th>
<th>$-8 \leq x &lt; 2$</th>
<th>www 3</th>
<th>M1: $2x - 2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>$-8$</td>
<td>2</td>
<td>B1 F.T.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B1 F.T.</td>
</tr>
</tbody>
</table>

12 There were many correct answers and candidates used efficient methods to solve the equations.

Mark Scheme

| 12 | $a = 4$ | www 3 | M1: for correctly eliminating one variable |
|    | $b = 3$ |        | A1 for correct answer                     |
13 Part (a)(i) and (ii) were overall correct. In part (a)(iii), most of the candidates did not realise that trigonometry should be used to find the length of OC. In part (b) the candidates had to use the correct wording when explaining why the angles are equal to 90 degrees. Candidates failed to express themselves accurately. Part (c) was well-answered, while in part (d) a common wrong answer given was 0. A figure has no rotational symmetry, but the order is always 1.

Mark Scheme

<table>
<thead>
<tr>
<th>13 (a)(i)</th>
<th>110°</th>
<th>B2</th>
<th>M1 for 180° - 70° or 360° - (90° + 90° + 70°)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)(ii)</td>
<td>55°</td>
<td>B2 F.T</td>
<td>M1: (a)(i) + 2 seen or implied</td>
</tr>
<tr>
<td>(a)(iii)</td>
<td>OC = 2.9 cm</td>
<td>B2 c.a.o.</td>
<td>M1: ( \frac{OC}{5} = \cos 55° ) or 2.87….. o.e. methods</td>
</tr>
<tr>
<td>(b)</td>
<td>Angle between a tangent and a radius.</td>
<td>B1</td>
<td></td>
</tr>
<tr>
<td>(c)(i)</td>
<td>1</td>
<td>B1</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>1</td>
<td>B1</td>
<td></td>
</tr>
</tbody>
</table>

14 Part (a) was challenging for many candidates. The majority of the candidates could not construct the equation from the information given and scored only 1 mark for ‘the area of the square reduced by 3’.

In part (b)(i) most of the candidates were able to write the equation, but they failed to score 2 marks as they omitted some steps and changed the equation to an expression.

In part (b)(ii) most of the candidates were able to use the formula correctly to obtain the correct roots of the equation. The accuracy requirement in the question, which asked for answers to be given to 2 decimal places, was often missed or ignored with answers regularly given to 3 significant figures or occasionally to 1 decimal place instead. The division was often treated incorrectly and only the discriminant was divided by 2. If answers were correct, part (b)(iii) was well-answered.

Mark Scheme

<table>
<thead>
<tr>
<th>14 (a)</th>
<th>8</th>
<th>M2 : ( x^2 - (x - 3)^2 = 39 ) o.e ( x^2 - (x^2 - 6x + 9) = 39 ) or better M1: ( (x - 3)^2 ) ( \sqrt{4^2 - 4(1)(-16)} ) ( \frac{-4 \pm \sqrt{80}}{2} ) ( x = -6.47 ) ( x = 2.47 ) o.e. method</th>
<th>www3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)(i)</td>
<td>( (x + 2)^2 = 20 ) ( x^2 + 4x + 4 = 20 ) ( x^2 + 4x - 16 = 0 )</td>
<td>M1</td>
<td>E1</td>
</tr>
<tr>
<td>(b)(ii)</td>
<td>( \sqrt{4^2 - 4(1)(-16)} ) ( \frac{-4 \pm \sqrt{80}}{2} ) ( x = -6.47 ) ( x = 2.47 ) o.e. method</td>
<td>B1</td>
<td>B1</td>
</tr>
<tr>
<td>(b)(iii)</td>
<td>4.47</td>
<td>B1 c.a.o.</td>
<td></td>
</tr>
</tbody>
</table>
In part (a) most candidates could find the midpoints correctly, although some of them swopped the x- and y-coordinates. In part (b) the candidates failed to use the square root sign or they did not square the distances. A common wrong answer seen was \((-4-2) + (-5 - -3)^2 = \sqrt{8} = 2.83\). Part (c) was the most challenging part of this question. Many candidates were able to calculate the gradient of but failed to give the gradient of the line perpendicular to \(AB\). Another mistake was that they failed to substitute the midpoint values. The most common wrong point substituted to find the y-intercept was the point \((2, -3)\).

**Mark Scheme**

<table>
<thead>
<tr>
<th>Question</th>
<th>Expression</th>
<th>Mark Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 (a)</td>
<td>M(−1, −4)</td>
<td>B 2 M1: ((\frac{-4-4}{2}, \frac{-3-5}{2}))</td>
</tr>
<tr>
<td></td>
<td>√40 or 2√10 or 6.32</td>
<td>B 2 M1: (\sqrt{(2+4)^2 + (-3+5)^2}) o.e.</td>
</tr>
<tr>
<td>15 (c)</td>
<td>(y = -3x - 7)</td>
<td>www 4</td>
</tr>
</tbody>
</table>

The most successful candidates were those who used the formula for a geometrical progression in order to get the common ratio. Those who used substitution and elimination methods failed to get the final answers for \(P\) and \(Q\).

**Mark Scheme**

<table>
<thead>
<tr>
<th>Question</th>
<th>Solution</th>
<th>Mark Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>(P = 4.8) (Q = 7.68) or (7\frac{17}{25})</td>
<td>www 4</td>
</tr>
</tbody>
</table>
Key Message

Particular attention to mathematical terms and definitions would help a candidate to answer questions from the required perspective. For reasons, definitions or descriptions appropriate mathematical language should be emphasised.

General comments

This paper gave all candidates an opportunity to demonstrate their knowledge and application of Mathematics. Most candidates completed the paper, making an attempt at most questions. The standard of presentation and amount of working shown was generally good. Schools should continue to encourage candidates to show formulae used, substitutions made and calculations performed. Attention should be given to the degree of accuracy required and candidates should avoid premature rounding in their workings. The use of a comma as thousand separators has drastically decreased. The performance of candidates has improved overall.

Comments on individual questions

1  All candidates were able to attempt all parts of this question. The question offered a range of questions on various areas of mathematics and numeracy, the basic operations (+, -, *, /), limits of accuracy, types of numbers and comparing numbers.
   (a)  This part was generally answered well, although not all candidates had applied the BODMAS-rule. Common errors were -8 and 8.
   (b)  (i)  This part question was well-answered.
   (ii)  This part question was moderately-answered. The majority of candidates struggled to write the given number correctly to 2 significant figures.
   (c)  The majority of candidates listed all the factors of 24, instead of the prime factors. Common errors were $2^3 \times 3$ and 1, 2, 3, 4, 6, 8, 24.
   (d)  This part of the question was generally well-answered. Only a small number of candidates wrote the answer in reverse order. Common errors were $355 \leq d < 345$ and $340 \leq d < 360$.
   (e)  (i)  This part was answered well by most candidates.
   (ii)  The majority of the candidates answered this part well, with a few candidates who wrote 0.18 as an answer.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>(a)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>i</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii)</td>
</tr>
<tr>
<td></td>
<td>(c)</td>
<td>2, 3</td>
</tr>
<tr>
<td></td>
<td>(d)</td>
<td>345 and 355</td>
</tr>
<tr>
<td></td>
<td>(e)</td>
<td>i</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ii)</td>
</tr>
</tbody>
</table>

2  This question on money and finance was generally answered well. However, the application of percentages was a challenge.
   (a)  Mostly well-answered. Common errors were $\frac{2500}{5} - 21$, 4.15, $\frac{2500}{5} + 21$ and 12 500.
   (b)  Question was well-answered. Some candidates multiplied by 7 days instead of the given 5 days.
   (c)  Well-answered. However some candidates were able to find only 15% of 2500, but could not add it to the original amount of N$ 2500.
This question was an application of fractions and percentages. Some candidates did not use the given 72, they used 51 instead, which was the total for the given grades.

(a) Well-answered, although some candidates did not simplify their answers as was required. Common errors \( \frac{18}{51} \) and 0.25

(b) Well-answered. Mostly the wrong addition of the number of candidates occurred. Common errors 24, 17 (72 – 24) or 51 – 24

(c) Well-answered. Common errors were \( \frac{1}{9} \times 51 = 5.67 \) and \( \frac{1}{9} \times 21 \)

(d) Well-answered. Some candidates did not realise that percentage is a fraction out of 100. Common errors were 72 – 37.5% and 52.1 and 37.5/72 × 100

The concepts of rates and time were tested. Some candidates misread 630 with 360 and some divided with 7 instead of 70. Misreading was generally observed in this question.

(a) Moderately-answered. Common errors were \( \frac{630}{7} \) and 5.14.

(b) Well-answered. Candidates wrote the answer on money as a 3 significant value, instead of writing it correctly to 2 decimal places. Common errors were: 11.56 × 9,809 and 80.92.

(c) Well-answered. Some candidates converted 6 h to minutes and then divided, 630 ÷ 360. Common errors were 60 and 1.75.

(d) Poorly-answered. Candidates did not distinguish between time and duration. Common errors were: 9.15, 4:15, 9h15min and 08:75

Candidates struggled to identify the different kinds of numbers. Question (a) was moderately-answered while (b) to (e) were well-answered.
6  This question on transformation was moderately-answered. Candidates found describing a single transformation challenging with a significant number omitting part of the description or giving a double transformation as their answer.

(a) Poorly-answered because candidates were expected to draw flags. They did not realise they were dealing with translation, as a result they drew the flags randomly without considering the pattern.

(b) They recognised the transformation correctly in most cases, but the mirror line was sometimes omitted or the description was incorrect. Common error: reflection about a point.

(c) The recognition of transformation was correct, but the description was very challenging. They did not know how to indicate the centre of rotation on the diagram.

<table>
<thead>
<tr>
<th>6 (a)</th>
<th>Two correct flags</th>
<th>B1</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>Reflection</td>
<td>B1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In shown line</td>
<td>B1</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>Rotation</td>
<td>B1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Point shown on diagram or 180°</td>
<td>B1</td>
<td>6</td>
</tr>
</tbody>
</table>

7  This question on calculating volume and recognising the cube shape proved challenging for a significant number of candidates and was a good discriminator with the full range of marks seen. Less able candidates often omitted parts of this question. A full variety of incorrect formulae were used.

(a) Candidates did not realise that the shape was a cube, although mentioned in the stem. Common wrong answers were finding the area 15 × 15, or getting 45 by adding the three sides.

(b) (i) Poorly-answered. Candidates were not able to distinguish between diameter and radius because 30 and 7.5 were often seen.

    (ii) Very well answered.

    (iii) Very poorly-answered, because candidates tried to calculate the surface area. Candidates struggled to convert into the correct formula.

(c) Well-answered. Some candidates realised they must subtract their (b)(iii) from (a), however some of the candidates wrongly subtracted the volume of the box from the volume of their tin.

<table>
<thead>
<tr>
<th>7 (a)</th>
<th>3375</th>
<th>M1</th>
<th>A1</th>
<th>M1 for 15×15×15 o.e.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>15 cm</td>
<td>B1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 cm</td>
<td>B1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii)</td>
<td>2650 a.r.t.</td>
<td>M1</td>
<td>A1</td>
<td>M1 for (\pi(7.5)^2\times15)</td>
</tr>
<tr>
<td>(c)</td>
<td>723.9 to 725 (3sf)</td>
<td>B1</td>
<td>f.t</td>
<td>(their (a) – their (b)(iii))</td>
</tr>
</tbody>
</table>

8  The question on algebra equation seemed to be very challenging to a significant number of candidates.

(a) Candidates struggled to get rid of the denominator of 6 and thus 6 – 4 and 6 ÷4 were commonly seen.

(b) The majority of candidates expanded the brackets well, however some of them struggled to collect the like terms. The more able candidates answered this question very well.

<table>
<thead>
<tr>
<th>8 (a)</th>
<th>24</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>17</td>
<td>M2</td>
</tr>
</tbody>
</table>
This question on sequences was answered surprisingly well. Some candidates used the formula of an arithmetic sequence $T_n = a + (n - 1)d$, and managed to get full marks.

(a) Extremely well-answered.

(b) Candidates used the formula incorrectly or they did not simplify their answer. Those who did not know the formula, but knew there is a difference of 3, gave $n + 3$ as their answer.

(c) Candidates substituted 100 into $n + 3$ to get 103, which was wrong

(d) Candidates did not realise to use the answer in (b) to find the number of terms. The majority of candidates got the correct answer of this part question without using the formula.

This question on geometry and trigonometry was a good discriminator with the full range of marks seen. Candidates found it difficult to express themselves mathematically.

(a) Answered very well.

(b) Candidates tried to solve $a$ and $b$. They were unable to construct an equation in terms of $a$ and $b$, as they did not realise that the sum of interior angles of a quadrilateral is 360°.

(c) Candidates found it difficult to express themselves mathematically.

(d) Candidates started well, but then failed to make $AC$ the subject of the formula, resulting in a common wrong method of $10\cos32°$. A significant number of candidates used the tan ratio but did not realise that they were finding $AB$ and not $AC$, so 6.25 was a common wrong answer.

This question tested the candidates’ ability to interpret and use graphs of functions.

(a) It was poorly-answered because candidates did not realise that the equation was not in standard form in order to write down the gradient, as a result and \( \frac{1}{2} \) or 2 were the common errors.

(b) The substitution was done extremely well.

(c) Candidates were able to draw the straight line, however, some candidates did not use a ruler to draw the line and thus forfeited a mark.

(d) This question was poorly-answered. Although candidates drew the correct line, they did not use their graphs to solve the equation. Instead they tried to solve it simultaneously and failed to find the correct answers.
12 This question on statistics and probability proved to be a good discriminator and the full range of marks were seen. It is a concern that candidates did not realise that shoe sizes (the answers) should range between 4 and 9.

(a) Well-answered.

(b) (i) Very well-answered.

(ii) Candidates managed to order the numbers but failed to find the median.

Common errors were \( \frac{6+6}{2} = 9 \), \( \frac{6+7}{2} \) and 6 and 6

(iii) A remarkable number of candidates were able to find the mean but gave the answer to 1 decimal place instead of 3 significant figures. Common errors were \( 36 \div 6 = 6 \) and \( 39 \div 6 \).

(c) (i) Well-answered. Common errors 108° and 108°.

(ii) Moderately-answered.

(iii) Poorly-answered. Candidates most probably did not read NOT size 9.

(iv) Well-answered.
General comments

The paper was of a similar standard as that of last year. The marks ranged between 6 and 117, with many of the candidates scoring between 45 and 87. It was still noticed that candidates entered on Extended Level, while they should have entered on Core Level. This was seen when the majority of candidates at a centre failed to score more than 20 out of 120.

Most candidates could deal correctly with the rounding instructions. Candidates should be encouraged only to round their final answer. This prevents the loss of accuracy marks caused by premature rounding. It is advisable that all answers should be given as fractions. If answers are given as decimals, care should be taken that the answers are rounded correct to 3 significant figures. Candidates should also be encouraged to write an answer of at least 5 s.f. (where necessary) before they do the rounding.

Most candidates took care to show their working, which allowed them to gain marks for correct methods even when their answers were wrong. However, candidates should be encouraged to show complete methods, especially when they are asked to prove a quoted (shown) answer.

Candidates should realise that questions are structured in an attempt to help them. The earlier parts of a question are often used in subsequent parts.

Most candidates finished the paper. Candidates should be encouraged to skip questions that they cannot complete with ease. They can come back to them after they have attempted to answer the whole paper.

Candidates should be taught to answer their questions completely, but must be discouraged from doing unnecessary calculations, i.e. do not attempt to answer the same question in two different ways. Candidates should also take care not to go beyond the correct solution and in the process spoil the correct answer.

Some candidates tend to write the same solution in different forms. This should be discouraged, as wrong working could spoil perfectly correct methods and answers. If an answer, which is requesting correct to 1 d.p. of 15.2% is changed to 15.0%, it spoils the accuracy of the answer and this will be penalised.

Marks are only awarded for substitution into a correct formula, not for writing down a formula.

Centres must please make sure that no extra paper is given to candidates. Marks can only be awarded for working in the answer spaces or on the empty spaces in the paper. Teachers are encouraged to supply their candidates with tracing paper for questions on transformations. Candidates must not tear the question paper to assist them with transformations.

Comments on specific questions:

1 (a) The majority of the candidates did very well in this question. It was occasionally seen that candidates wrote 2 answers in the answer space, although the instruction stated that only one must be selected from the given list. Common wrong solutions seen were $\frac{-1}{2}$ instead of $-4$ for part b(ii) and 9 instead of 8 for part b(iii).

   (b) (i) The majority of the candidates succeeded in finding the correct answers to sequence A and sequence D. Many of the candidates were challenged in sequence B and sequence C and failed to find the $n^{th}$ term.

   (ii) Most of the candidates succeeded in concluding that the solution is 20 by using the trial and error method. Very few candidates used Algebra to solve this question. Some of those who used Algebra, failed to select only the 20, and not the – 25, as the final answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1(a)(i)</td>
<td>$\sqrt{5}$</td>
</tr>
<tr>
<td>(ii)</td>
<td>- 4</td>
</tr>
<tr>
<td>(iii)</td>
<td>8</td>
</tr>
<tr>
<td>(iv)</td>
<td>2</td>
</tr>
<tr>
<td>(v)</td>
<td>0.3, 2, 8, 9 (any)</td>
</tr>
<tr>
<td>(b)(i)</td>
<td>11</td>
</tr>
</tbody>
</table>
In general, this question was well-answered by the candidates. A common wrong answer was 40 500, where candidates failed to realise that the amount must be subtracted from 210 000.

This question was only answered moderately, as many of the candidates failed to subtract 100 000 from their answer to part (a).

This question was well-answered. Some candidates lost marks by writing only an answer of 15.

It was surprising how many candidates could deal with reverse percentages better this year than in previous years, although many still worked with 95% or 5% and not with 105%.

Many of the candidates wrongly used simple interest and not compound interest. Others again wrongly multiplied 15 by 3 and worked out 45% of 150 000. It was also often seen that \((1 + \frac{15}{100})^3\) and not the correct \((1 - \frac{15}{100})^3\) was given.

The minority of the candidates had difficulty in answering this question. The few that struggled had difficulty in part (b)(iii). They failed to identify the correct two branches from the probability tree.

The question in part (c) should have read: “Calculate the probability that Johannes does not wear all 3 items.” All the candidates were awarded these 3 marks, irrespective of what they wrote as an answer.

(a) \(\frac{n^2}{5n - 10} \text{ o.e.} \)

\[(ii) \quad n = 20 \quad \text{www2} \quad M1: \quad n^2 + 5n = 500 \]

\[11\]

2

(a) (N$) 26 375

www3 M2: 9 000 + \(\frac{25}{100} \times (69 500)\)

M1: their (a) – 100 000

(b) 15.2 (1d.p.) 15 \(\frac{5}{21}\)

www3 M2: 15.23 809 ...

M1: 32 000

100 000 \(\times 100\)

(c) 200 000

www3 M2: \(\frac{100}{105} \times 210 000\)

M1: 105% seen.

(d) 92 118.75

www3 M2: 150 000 \(\times (0.85)^3\)

M1: 0.85\(^{\text{wrong exponent seen}}\)

3

3 (a)

Only award marks for fractions

(1/12 or 4/48)

(b)(i) \(\frac{1}{8} \times \frac{4}{6}\)

B2

M1: \(\frac{1}{8} \times \frac{4}{6}\)
4 (a) The majority of the candidates had a sound understanding of the calculation of the mean of grouped data. It was occasionally seen that the midpoint values were rounded to 3 s.f. This cost them the final mark. The answer 159.375 is an exact number and according to the general instructions this should be their final answer. Most candidates concluded with 159 for which they were not penalised, but strictly spoken, it contradicts the instructions.

(b) Very few candidates succeeded in scoring any marks in this question. They failed to realise that they did not have the exact heights of the 60 girls and that they used midpoints for their calculation.

<table>
<thead>
<tr>
<th>4(a)</th>
<th>159 $\frac{3}{8}$ or 159.375</th>
<th>www4</th>
</tr>
</thead>
<tbody>
<tr>
<td>M3:</td>
<td>$\frac{140 \times 3 + 152.5 \times 7 + 157.5 \times 20 + 162.5 \times 25 + 172.5 \times 5}{60}$</td>
<td>M2: Mdpt x Freq: Any 4 seen.</td>
</tr>
<tr>
<td>M1:</td>
<td>$140, 152.5, 157.5, 162.5, 172.5$ Any 4 seen</td>
<td></td>
</tr>
</tbody>
</table>

(b) Used midpoints

<table>
<thead>
<tr>
<th>5(a)(i)</th>
<th>58.5°</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>M2: $x^\circ + 3x^\circ + 2x^\circ + 104^\circ + 85^\circ = 540^\circ$</td>
<td>B1: 540°</td>
<td></td>
</tr>
</tbody>
</table>

5 (a) Many of the candidates wrongly worked with the sum of the interior angles as 360° and not 540°, which resulted in a common wrong answer of 28.5°. Many of the candidates who succeeded in finding the correct solution to part (a)(i) very often failed to realise that the sum of the interior- and exterior angle is 180°. This resulted in the loss of the marks in part (a)(ii).

(b) Part (b)(i) was answered extremely poorly, as the candidates only referred to a hexagon and not a regular hexagon.

Part (b)(ii) was also poorly-answered. The majority of the candidates only realised that they need to calculate the area of a circle. Those who attempted to use 6 triangles or trapeziums, wrongly used the perpendicular height as 8. Many of those who realised that they need to calculate the area of 6 triangles did not use the area rule, but calculated the perpendicular height as $\sqrt{48}$ which they incorrectly rounded prematurely to 6.9. This mistake again cost them their final mark.

<table>
<thead>
<tr>
<th>5(a)(i)</th>
<th>58.5°</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>M2: $x^\circ + 3x^\circ + 2x^\circ + 104^\circ + 85^\circ = 540^\circ$</td>
<td>B1: 540°</td>
<td></td>
</tr>
<tr>
<td>(b)(i)</td>
<td>Regular hexagon</td>
<td>B1</td>
</tr>
<tr>
<td>c.a.o.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6 In general, the algebraic execution throughout this paper was very poorly-executed.

(a) It seemed as if the many of candidates had difficulty to use grouping as a method of factorisation. Furthermore, many had difficulty dealing with \( x^2 \) in part (a)(ii) correctly.

\[(x - 3 - 5)(x^2 - 9)\]

(b) Most of the candidates scored only 2 marks with \( \frac{(x^2 - 9)(x - 3)}{(x - 3)(x + 3)} \). They failed to realise that they first had to factorise \( x^2 - 9 \) and that the correct denominator was \( (x - 3)(x + 3) \). The expansion of the \(- 5\) also proved to be a big problem.

(c) (i) The majority of the candidates wrongly multiplied 3 and 2 resulting in \( 6x + 5 \). The application of logarithmic laws were also done very poorly. It seemed that logarithms still do not receive the teaching time that they should in the classroom. Once again, premature rounding costed some of the few candidates with the correct working their final mark.

(ii) Some candidates failed to realise that both sides must be multiplied by \( 4(x - 2) \). Many of the candidates who succeeded up to \( x^2 - 13x + 30 = 0 \), wrongly factorised as \( (x - 15)(x + 2) \) and not \( (x - 10)(x - 3) \) resulting in common wrong answers of 15 and \(-2\). Some candidates attempted to solve the equations by completing the square, which they generally could not execute properly. This also resulted in the loss of the final marks.

(d) The minority of the candidates attempted to write 12 as the product of prime factors and then use logarithmic rules.

<table>
<thead>
<tr>
<th>6(a)(i)</th>
<th>( (2a - 3b)(1 - 2x) ) final answer</th>
<th>B1 B1</th>
<th>B1: 1 - 2x or ( 2a - 3b ) from correct working</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ii)</td>
<td>( (x^2 + 1)(x^2 + 1) )</td>
<td>B1 B1</td>
<td>B1: ( (x^2 + 1) ) or ( (x^2 + 1) ) from correct working</td>
</tr>
<tr>
<td>(b)</td>
<td>( -5x - 13 )</td>
<td>www4</td>
<td>M3: ( \frac{-5x - 13}{(x - 3)(x + 3)} )</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M2: ( \frac{-5(x + 3)}{(x - 3)(x + 3)} )</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M1: ( (x - 3)(x + 3) )</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SC2: ( \frac{-5x^2 + 2x + 39}{(x^2 - 9)(x - 3)} )</td>
</tr>
<tr>
<td>(c)(i)</td>
<td>( x = -2.19 )</td>
<td>www3</td>
<td>M2 ( (x + 5) ) log 3 = log 21.87 M1 + 2 seen</td>
</tr>
<tr>
<td>(ii)</td>
<td>( x = 3 ) or ( x = 10 )</td>
<td>www5</td>
<td>M4 for ( (x - 3)(x - 10) )</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M3 for ( x^2 - 13x + 30 (= 0) ) seen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M2: ( 8 + x^2 - 2x - x = 12x - 24 )</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M1: multiply 4 ( (x - 2) ) on both sides</td>
</tr>
<tr>
<td>(d)</td>
<td>( 2a + b )</td>
<td>www3</td>
<td>M2: log ( 2^a + \log 3 )</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M1: ( \log (2 \times 2 \times 3) )</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This question was generally very well-answered. It should be noted that the names of the transformations should be nouns and not verbs. It should be an enlargement (not enlarged or a reduction) and a translation (not translated). Many of the candidates wrongly used the word translocation and not translation. Very few realised that the scale on the $x$-axis differs from the scale on the $y$-axis and wrongly ended up with a translation vector of $\begin{pmatrix} 8 \\ 10 \end{pmatrix}$ and not the correct $\begin{pmatrix} 8 \\ 5 \end{pmatrix}$. In the enlargement, a common wrong scale factor seen was $-3$ and not the required $\frac{1}{3}$. Many of the candidates also failed to find the centre of enlargement as $(-6,0)$, but wrongly stated the centre as $-6$ or $(0,-6)$.

### 7

(a) $\Delta B$ vertices $(-4, 7); (-4, 6)$ and $(-2, 7)$

(b)(i) $\Delta C$ vertices $(2, -1); (4, -1)$ and $(4, -2)$

Translation: $\begin{pmatrix} 8 \\ 5 \end{pmatrix}$

(ii) Enlargement: $(-6, 0); \frac{1}{3}$

### 8

(a) A very few candidates did not score full marks for this question. It was occasionally seen that candidates had difficulty when dealing with $x^2$ of negative numbers, concluding in negative values and not positive values. This is a basic calculator skill that must be taught in the classroom. The question stated that all answers must be given correct to 1 d.p. Although candidates were not penalised for it this year, it must be stated that the correct to 1 d.p. is 12.0. Although the 0 is not significant, it must be given.

(b) Most of the candidates scored well in this subsection. Candidates should be discouraged to work in pen. This resulted in very untidy graph work after they realised that there are no negative values in the table. The $x$-axis could start at the bottom of the graph paper. Many of the candidates who started their axes too high on the graph paper, ended up using an inconsistent scale on the $y$-axis, resulting in the loss of their scale mark. Very few candidates bothered to label the axes. Another common mistake was to draw the $y$-axis to the left of the graph paper and not from the origin. This resulted in an inconsistent scale on the $x$-axis (only 2 cm between $-0.5$ and 0.5). Although it was not seen much, it was still seen that some candidates used rulers to draw their graphs, thus failed to draw a smooth curve. Many candidates wrongly joined the two curves, failing to realise that the $y$-axis is an asymptote.

(c) In part (c)(i) many of the candidates ignored the instruction to use the graph for their solutions and wrongly used algebra to find their answers. Many of those who used the graph, failed to read the scale correctly.

The minority of the candidates realised that part (c)(ii) required them to draw the straight line $y = 2x + 6$ and then read off the points of intersection of the straight line and the curve.

(d) The minority of the candidates succeeded in drawing a tangent at $x = 1.5$. It was often seen that tangents were drawn at wrong points or that the lines $x = 1.5$ or $y = 1.5$ were drawn. Another common mistake was to draw the line too far away from the graph or the line was on the curve for too long. Mostly this because of a blunt pencil. It should be noted that the question stated that the candidates must draw a tangent. Those who failed to use the required method gained no marks in this section.

### 8(a)

$\begin{array}{c|ccc}
8(a) & x = 1.3 & t = 12.0 & u = 3.0 \\
\hline
(b) & S1 for scale \\
& P3 plotting points \\
& C1 for correct graph/curves \\
& S1 \\
P3 & C1 & P2: 6 points plotted correctly \\
P1: 4 points plotted correctly \\
\hline
(c)(i) & x = 0.65 \text{ or } -0.65 \\
& \pm 0.2 \text{ read from their graph } \\
& 2 \\
(c)(ii) & x = -0.85 \pm 0.2 \\
& x = 0.65 \pm 0.2 \\
& 3 \\
& B1: y-intercept or \\
& B1: gradient ($m = 2$) seen \\
\end{array}$

NSSCO Examiners Report 2016
9 (a) Most of the candidates succeeded in scoring 3 marks in this question. It was noted that some candidates failed to use a set of compasses to answer this question. Many of the candidates erased their construction lines, which must never be done. Marks were allocated if the construction lines could still be seen faintly. No marks were rewarded for measurements. Some of the candidates had difficulty to construct the correct perpendicular bisector.

(b) In part (b)(i) the answer was stated. Candidates should take extreme care when answering questions of this nature. They may not use 118.8° in their working. They must start with a statement and the final conclusion must be 118.8°. It is not a sufficient answer to write \( \frac{120^2 + 180^2 - 260^2}{2 \times 120 \times 180} = 118.8° \). It is essential that the simplified fraction (decimal) must be seen. It is ideal to first write down the answer as 118.7822... and then to conclude that the angle is 118.8°.

Part (b)(ii) was well-answered by the majority of the candidates. Unfortunately many candidates wrongly used cos and not sin in the formula. It was also often seen that 260 m was used incorrectly and not 120 m and 180 m.

The majority of candidates answered part (b)(iii) well. It was occasionally seen that sin was left out when substitution in the formula was done. Premature rounding was also occasionally done.

<table>
<thead>
<tr>
<th>9(a)(i)</th>
<th>( AB = 13 \text{ cm (} + 2\text{mm)} )</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ii)</td>
<td>Bisector of angle ( C )</td>
<td>B2</td>
</tr>
<tr>
<td>(iii)</td>
<td>Perpendicular bisector of ( BC )</td>
<td>B2</td>
</tr>
<tr>
<td>(iv)</td>
<td>Shading</td>
<td>B1</td>
</tr>
<tr>
<td>(b)(i)</td>
<td>( 260^2 = 120^2 + 180^2 - 2(120)(180) \cos \hat{ACB} )</td>
<td>M1</td>
</tr>
<tr>
<td></td>
<td>( \frac{120^2 + 180^2 - 260^2}{2(120)(180)} = \cos \hat{BC} )</td>
<td>M1</td>
</tr>
<tr>
<td></td>
<td>( \hat{ACB} ) = \cos^{-1}\left(\frac{20800}{-43200}\right) ) or</td>
<td>M1</td>
</tr>
<tr>
<td></td>
<td>( \hat{ACB} = 118.8° )</td>
<td>E1</td>
</tr>
<tr>
<td>(ii)</td>
<td>9</td>
<td>B2</td>
</tr>
<tr>
<td></td>
<td>( 440 - 9 \times 480 )</td>
<td></td>
</tr>
</tbody>
</table>
10  (a) Even the majority of the weakest of candidates scored both marks in this question.

(b) It was surprising how many of the candidates showed sound algebraic work in this question. One of the common mistakes seen was when candidates used the quadratic equation (and not factorisation) to solve \(2y^2 - 3y - 30 = 0\), that they concluded that \(x = 4\) or \(-2.5\) resulting in interchanging the solutions. Another mistake that was occasionally made was that the substitution was done in the same equation they manipulated and not the other equation.
More candidates reached the minimum speed of 30 w.p.m. than in 2015. Accuracy as well as speed has improved. Candidates must TYPE ACCURATELY and FAST to be able to reach the REQUIRED SPEED of 30 W.P.M. There were a few candidates who omitted words and therefore forfeited marks. There were candidates who achieved a ZERO mark for Paper 1. Accuracy tests should be practised AT LEAST ONCE A WEEK.

Display of line spacing has improved. Line spacing for the accuracy test should be 1.5 LINE SPACES with THREE LINE SPACES between two different paragraphs. ACCURACY will improve if candidates know TOUCH TYPING, i.e. read one letter at a time in your mind and type that letter. Please see that candidates do copy typing, e.g. type ‘program’ and not “programme”. The ‘inverted’ comma punctuation needs attention. Candidates used the “apostrophe”, e.g. ‘talk’ and ‘chatting’. Letter spaces after punctuation marks need attention.

Setting of margins was satisfactorily done. Remember that the left as well as right margins should be one inch (1”). If a candidate cannot type 30 w.p.m. they will not be able to complete Paper 2.

Centres must make sure that they use cover sheets provided by DNEA for this question. Place Paper 1 answers in a separate plastic envelope provided by DNEA. DO NOT INCLUDE PAPER 1 in the same envelope as PAPER 4.

WELL DONE TEACHERS - KEEP UP THE GOOD WORK AND TRY TO IMPROVE CONTINUOUSLY!
MARK SCHEME

4348/1

OCT/NOV 2016
What is the Internet? All over the place people are talking about it and using unfamiliar words and phrases like surfing the Net, cyberspace, World Wide Web, and so on.

It is quite a simple concept, really. The Internet is a vast worldwide network of personal computers connected to each other so that they can communicate.

To become connected, you need a piece of equipment called a modem that links your telephone to your personal computer. A service provider in your area will connect you to the Internet, and a subscription fee is paid for the availability. The service provider in turn pays Telkom for the right to use part of the overseas cable which links South Africa to service providers in other parts of the world.

Anyone interested in getting connected will be able to obtain the necessary software (programme) from a service provider who will install it and connect one to his/her exchange. Most providers are quite willing to explain how to use the Internet.

The modem therefore enables your computer to 'talk' to other computers through a telephone line. And of course, the faster your modem can transmit information, the better. One must not forget that the computer is connected to the telephone, and that you are charged for the time spent on the Internet. Fortunately, you only pay for local calls to your service provider, even if you are 'chatting' to someone overseas. But, the same rules apply as for an ordinary telephone call - the longer the time, the higher the cost. //30 w.p.m.
The cost of a subscription with one’s local service provider varies and it depends on whether or not you want unlimited access, i.e. you are able to spend as much time as you like surfing the Net. For this there is a set //35 w.p.m. monthly fee, whereas with limited access the monthly cost will depend on how much time you spend on the Internet.

The history of the Internet starts in the 1960s in the United States of America. The military had several computers linked together so that they could swap //40 w.p.m. information easily and therefore make this information accessible to their users.

The military experiment was so successful that the network of computers grew and was added to over longer and longer //45 w.p.m. distances. Soon colleges and universities were also connected to the system. However, the general public only joined the information highway, the network of information, when personal computers started appearing in offices and homes in the late 1980s. The network grew in leaps and bounds when the person-in-the-street //50 w.p.m. became involved.

Through the Internet today, information on almost anything can be found – from rockets and recipes, to rabbits and recycling. Technology has advanced with such rapidity that you can share your interest by //55 w.p.m. chatting with other people through your computer.
General comments

TEXT LAYOUT (COMPUTER) GENERAL COMMENTS

Marks for DISPLAY have definitely improved. Candidates obtained more marks for display.

OVERALL THE Candidates PERFORMED SLIGHTLY BETTER IN PAPER 2. Candidates should remember that ACCURACY carries more weight than DISPLAY and serious attention should be paid to the mastering of the keyboard to enable candidates to obtain a better mark.

THE GENERAL TYPING RULES IN THE NEW KEYBOARD DIRECTIVES SHOULD BE STUDIED.

There was an improvement in the interpretation and application of manuscript signs. We still have a problem with the interpretation of the following manuscript signs:

# = It means: LEAVE A LETTER SPACE BETWEEN TWO DIFFERENT WORDS.

trs = Especially with words that are capitalized, e.g. Stolen or lost

= Lost or stolen

Stet = The following is correct:

rand dollars = TYPE = dollars

valuables valuable possessions = TYPE = valuables

Do touch typing, i.e. say one letter and type that letter.

Look at the display of amounts with a currency – no space between the currency and the amount, e.g. N$1 300,00.

SPELL CHECK and PRINT PREVIEW must form part of every completed question so that candidates can pick up spelling errors and the way the document will be printed.

Teachers must take note that Keyboard is a build-up from Grade 8. Keyboard forms a unit from Grades 8 to 12 and just becomes more advanced every year.

Candidates must not apply the ‘justify’ function to their documents. ‘Left align’ is correct.

Spaces after a full stop at the end of a sentence: two.
Spaces after a semi-colon and colon: two.
Spaces after a comma: one.

THANK YOU THAT MOST CENTRES REMEMBERED to staple pages of each question together, i.e. candidates should staple the answers QUESTION BY QUESTION and place it in the cover.

Sort questions according to number and place them inside the cover sheet.
Comments on individual questions

1  CORRESPONDENCE (BUSINESS LETTER)

1.1 DATABASE

1.1.1 Look at the display of the fields – **copy type the fields** – fields are typed in lower case only – candidates tend to change the fields to upper case and bold.

1.1.2 The columns of the database should be adjusted to fit the contents.

1.1.3 The database should fit onto one page and in landscape orientation.

1.2 FORM LETTER

1.2.1 Candidates should be taught how to apply given information. Display rules in the “Directives” should be studied.

1.2.2 The date and reference number (even if it is a field that you inserted) must be typed in Courier New, font size 12. Leave TWO letter spaces after a colon when inserting a reference number. Make sure that the two spaces are in Courier New, font size 12. Leave TWO line spaces before typing the date (it was a retrieved letterhead).

1.2.3 **Do not change the font style and line spacing of the retrieved letterhead.**

1.2.4 Insertion of fields should be done in Courier New, font size 12. Poorly done.

1.2.5 Candidates still experience problems regarding the order of the business letter. First the **Receiver’s address**, followed by the **Salutation**, followed by the **Subject Heading**. **THE SUBJECT HEADING SHOULD BE TYPED AFTER THE SALUTATION.**

1.2.6 Do not type the words: SUBJECT HEADING before you type the subject heading.

1.2.7 Many candidates tended to omit the complete subject heading.

1.2.8 Display rules for different paragraphs need attention. If the paragraph heading must be in bold, the number should also be in bold.

1.2.9 Pay more attention to the conclusion of correspondence, especially line spacing and case, e.g. This letter was dictated by a female person – remember the Ms. Do not repeat the name of the business in the dictators title.

Yours faithfully

Ms Elmarie Schulte
MANAGING DIRECTOR

Enclosure 2

ES/evdm

1.2.10 Sometimes the complete conclusion was left out.

1.3 MERGE LETTERS

1.3.1 Improvement in printing both merged letters. Thank you.

1.3.2 Do not change the font size or font style of fields printed in the merged letters.

1.3.3 Adjust the display of the merged letters if necessary. Amounts and currencies may not be divided at the end of a line. NS1 300,00 is a unit.

1.3.4 The format of the dates should be the same as on the database.
2. **TABULATION**

2.1 The correct method of typing tabular statements should be studied. This was an open table, but candidates typed it as an encased table.

2.2 Rules for tabular statements should be applied, single line spacing before all horizontal lines, double line spacing after horizontal lines.

2.3 Candidates did not set the two spaces before and after the longest word(s) or number(s). Take note of the table property settings.

2.4 The vertical headings must be blocked in line with the numbers in the columns below. That indicates that the numbers are two letter spaces from the vertical lines and the vertical headings are double lines spacing from the line.

2.5 Apply the rules in the Directives for typing amounts. The units should be kept in the line with units.

2.6 The complete table should be printed on one page in landscape orientation. Only footnotes may appear on a second page, if a catchword is used.

2.7 Footnotes should be superscripted (†), except for the asterisk (*). The asterisk is already given in a superscripted form.

2.8 Look at the alignment of the footnotes. Footnotes should not exceed the margins of the table. No letter space between the footnote and the first word of the footnote.

2.9 Candidates must remember to centre the table and that even margins apply regarding the table. For a table on a single A4 page the minimum margin is 0.5" left and 0.5" right. There was an instruction to also change the top and bottom margin to 0.5".

This question was poorly-answered.

3. **TESTIMONIAL**

3.1 Display rules for testimonials need attention.

3.2 Identity number should be typed next to the name and not below the name.

3.3 The “w” of “was” should be typed in lower case, because it is a continuation of the same sentence and not the beginning of a new sentence.

3.4 Encourage candidates to type with a ruler – many candidates left out a whole paragraph – which resulted in -29 for accuracy.

3.5 The subjects were to be typed in number order but without the numbers.

3.6 Candidates applied some of the display rules for Last Will and Testament. The name Johanna was typed in upper case throughout the document as well as the first three words of a new paragraph – this is only applicable to Last Will and Testament.

3.7 Attention should be given to the conclusion and address at the end of the document.

The question was answered satisfactorily.

4. **NOTICE OF A MEETING AND AGENDA**

4.1 Left margin must be set at 1.5”.

4.2 Candidates should make sure if an Action/Notes column is required or not.

4.3 Candidates misinterpreted the Notice to the meeting paragraph and inserted it wrongly. The address was also moved wrongly to the top of the document and a letterhead was created.
4.5 Take Note = Sp. Caps means spaced capital letter and underlined.
4.6 The paragraph headings had to be typed in upper case only, but candidates typed it in upper case and bold.
4.7 Look at the number order of the paragraphs and type the paragraphs in the correct number order.
4.8 The display of the conclusion should get more attention. This was a signed conclusion.

By order of the Council

(Sgd) P. GAINGOB

SECRETARY GENERAL

4.9 The conclusion may not be typed alone on the second page. Minimum of two typed lines before the conclusion can be on page 2.

Although this question was only 20 marks, it was very poorlyanswered.

5. PROOFREADING

5.1 Remember to underline and correct the errors.

5.2 Underline the correction only, e.g.: "31 March 2016

5.3 GROUP UBUNTU LTD should have been in upper case, therefore the underlining should be as a unit, and not individually, e.g. GROUP UBUNTU LTD.

5.4 If the punctuation mark is the mistake, only underline the punctuation mark, e.g. effective,

The question was answered very well.

6. SPREADSHEET

6.1 All editing functions must be applied. Marks are allocated for each editing instruction as indicated in question 6.1. (See edited 6.1 for mark allocation.)

6.2 There was a clear instruction that the spreadsheet should be typed in Arial and font size 12.

6.3 Note that the instruction was to enter your name and surname in Cell A1 and not as a header. (Instructions on cover sheet of question paper.)

6.4 Candidates did not follow the line spacing that was very clearly displayed on the question paper.

6.5 Adhere to the display format of the date – 5 October 2012

6.6 The "-" and "+" signs were omitted. No space between the number and the % signed.

6.7 Candidates should familiarise themselves with the sort function. The whole spreadsheet had to be sorted, not only the ITEM column.

6.8 Formulas need more attention as well as setting decimals and currency.

6.9 Vertical and horizontal centring of spreadsheet was not done.

6.10 Borders must be inserted correctly – take note of the double line after AMOUNT DUE.

6.11 More attention should be paid to the printing of the page with the formulae. Candidates must adjust the width of each column so that information will be visible.

The question was answered satisfactorily.
<table>
<thead>
<tr>
<th>Reference No</th>
<th>Date</th>
<th>Title</th>
<th>First Name</th>
<th>Last Name</th>
<th>Address</th>
<th>City</th>
<th>Salutation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD/2014</td>
<td>1 October 2014</td>
<td>Ms</td>
<td>Cecilia</td>
<td>Dearlove</td>
<td>160 Jan Jonker Afrikaner Avenue</td>
<td>WINDHOEK</td>
<td>Madam</td>
<td>N$1 300,00</td>
</tr>
<tr>
<td>AG/2014</td>
<td>4 October 2014</td>
<td>Mr</td>
<td>Andre</td>
<td>Cloete</td>
<td>P.O. Box 2952</td>
<td>SWAKOPMUND</td>
<td>Sir</td>
<td>N$1 450,00</td>
</tr>
</tbody>
</table>

**A = 8 accuracy only**

**ACCURACY MISTAKES**
- -2 if fields are bold
- -2 if fields are u/c
- Columns not big enough - use merged letter to mark from
- Look at accuracy on merged letters

**DISPLAY MISTAKES**
- If columns are not big enough = display mark nr 12
- Fit to one page, landscape = display mark nr 12.
SHINGAGA GUARD SCHEME

For lost or stolen credit cards

Ref No.: «Reference_No»

Telephone No.: +264 61 256790
Fax +264 61 256791

Shingaga House
21 Adam Street
WINDHOEK

«Title» «First_Name» «Last_Name»
«Address»
«City»

Dear «Salutation»

LOST OR STOLEN CREDIT CARDS

Lost or stolen credit cards cost millions of dollars each year. To prevent fraudulent use of missing cards, details should be given quickly to each card issuer, with confirmation in writing. This difficult situation is made worse if the cardholder is abroad at the time.

We believe that we have the solution to this problem. For a small annual sum you can join our Shingaga Guard Scheme whereby in the event of loss or theft, we undertake to inform your card issuers immediately by telephone or fax, drawing your personal details from our confidential computer files. We guarantee up to «Amount» in claims for fraudulent use of your cards if you advise us immediately of their loss. The scheme provided further substantial benefits for you.

1. EMERGENCY FUNDS

Lost cards can lead to your becoming stranded without sufficient finance. If necessary, we will advance you an interest-free loan of N$1 000,00, and arrange travel tickets from anywhere in the world.

2/...
2. MEDICAL HELP

Accidents or illnesses abroad can mean extra difficulties. The Shingaga Guard Scheme allows for expert medical attention abroad and for your swift and safe return by air ambulance to Namibia.

3. ANTI-THEFT LABELS

Attached to the reverse of your cards, these act as a warning to would-be thieves that you belong to a card protection scheme.

4. PROPERTY PROTECTION

We record the serial numbers of your valuables and important documents so that if these become lost or stolen, identification document and proof of ownership would rapidly be provided for insurance companies and police.

An application form and details of further Shingaga Guard Scheme benefits are attached.

Yours faithfully

Ms Elmarie Schulte
MANAGING DIRECTOR

Enclosure 2

ES/evdm
SHINGAGA GUARD SCHEME

For lost or stolen credit cards

Ref No.: CD/2014

Telephone No.: +264 61 256790
Fax  +264 61 256791

Shingaga House
21 Adam Street
WINDHOEK

1 October 2014

Ms Cecilia Dearlove
160 Jan Jonker Afrikaner Avenue
WINDHOEK

Dear Madam

LOST OR STOLEN CREDIT CARDS

Lost or stolen credit cards cost millions of dollars each year. To prevent fraudulent use of missing cards, details should be given quickly to each card issuer, with confirmation in writing. This difficult situation is made worse if the cardholder is abroad at the time.

We believe that we have the solution to this problem. For a small annual sum you can join our Shingaga Guard Scheme whereby in the event of loss or theft, we undertake to inform your card issuers immediately by telephone or fax, drawing your personal details from our confidential computer files. We guarantee up to N$1 300,00 in claims for fraudulent use of your cards if you advise us immediately of their loss. The scheme provided further substantial benefits for you.

1. EMERGENCY FUNDS

Lost cards can lead to your becoming stranded without sufficient finance. If necessary, we will advance you an interest-free loan of N$1 000,00, and arrange travel tickets from anywhere in the world.

2/....
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Yours faithfully

Ms Elmarie Schulte
MANAGING DIRECTOR

Enclosure 2

ES/evdm
Mr Andre Cloete
P.O. Box 2952
SWAKOPMUND

Dear Sir

LOST OR STOLEN CREDIT CARDS

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We believe that we have the solution to this problem. For a small annual sum you can join our Shingaga Guard Scheme whereby in the event of loss or theft, we undertake to inform your card issuers immediately by telephone or fax, drawing your personal details from our confidential computer files. We guarantee up to N$1 450,00 in claims for fraudulent use of your cards if you advise us immediately of their loss. The scheme provided further substantial benefits for you.

1. EMERGENCY FUNDS

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2/....
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Yours faithfully

Ms Elmarie Schulte
MANAGING DIRECTOR

Enclosure 2

ES/evdm
## Median Income (N$ Per Annum) and Age of Female Graduates

<table>
<thead>
<tr>
<th>GROUP*</th>
<th>EMPLOYER</th>
<th>SELF-EMPLOYED</th>
<th>ANNUAL INCREASE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Public Sector</td>
<td>Private Sector</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Median Age</td>
<td>Median Age</td>
<td>Median Age</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hours† Year</td>
</tr>
<tr>
<td><strong>Personal Assistant</strong></td>
<td>25</td>
<td>75 000</td>
<td>28</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>40</td>
<td>72 000</td>
<td>35</td>
</tr>
<tr>
<td><strong>Engineers</strong></td>
<td>35</td>
<td>160 000</td>
<td>42</td>
</tr>
<tr>
<td><strong>Programmers</strong></td>
<td>27</td>
<td>200 000</td>
<td>29</td>
</tr>
</tbody>
</table>

*The median number of working hours in the private sector differs slightly in the self-employed sector.

†Throughout Namibia.

1. = u/c, bold
2. = + 3. = vertical
4. = move
7. = Display nr 9

-4 horizontal lines omitted
-4 closed table and nr 10 & 11

A = 15
D = 15

= 30

15
TESITIMONIAL

TO WHO IT MAY CONCERN

JOHANNA NAILONGO 721221 01 299

was a pupil at Welwitchia Educate High School from January 2006 to November 2010.

During that time she made an excellent impression on her friends as well as her teachers.

She is a very friendly, polite and cheerful person and she has been a pleasure to teach. Johanna is a moral person with a sense of responsibility and values.

She holds strong views on issues that are of importance to her. This strong will stood her in good stead when elected as a member of the Representative Council of Learners where she was not afraid to discipline and guide her peers.

As a pupil, Johanna worked diligently in all her subjects. She showed a flair for languages which makes her very well suited to her chosen career, namely that of Copy Writer.

Johanna has displayed a willing and co-operative attitude in class and towards her work. She is a mature, organised person who is able to manage her time well, balancing schoolwork, sport and a social life.

Johanna played First Team Hockey and was Captain of the Second Girls’ Road Running Team. She was also a member of the Drama Club and part took in the school’s annual musical productions. She twice won the prize for Best Speaker in the Inter-Schools’ Debating Competition.

Her subjects are:

- English (First Language Higher Level)
- Afrikaans (Second Language Higher Level)
- Mathematics (Higher Level)
- Accounting (Higher Level)
- Business Studies (Higher Level)
- Computer Studies (Ordinary Level)
We are confident that, with her diligent approach to her work and interests, and her **pleasant** and **outgoing** manner, Johanna has the potential to be a very good student and employee.

Our best wishes accompany her for the future.

Dr Victor Coetzee
PRINCIPAL

Welwitchia Educate High School
Private Bag 10231
WINDHOEK
9000

4 October 2016

\[
\begin{align*}
A &= 21 \\
D &= 9 \\
\text{Total} &= 30
\end{align*}
\]
The Annual General Meeting of the Institute of Bankers will be held in the Institute’s Auditorium on 1 October 2015 at 17:30. Mr W.O. Hanekom, Chief General Manager of Agri Bank Namibia, will deliver his Presidential Address.

AGENDA

1. Opening and Welcome by the Chairman.
2. Signing of the Attendance Register.
4. Address by the President.
5. Presentation of the Annual Report and Accounts.
6. ELECTION OF PRESIDENT AND VICE-PRESIDENTS

The Council have nominated the following:

6.1 PRESIDENT
Mr A.P.B. du Toit, Managing Director, NedBank Namibia Limited.

6.2 VICE-PRESIDENTS
Dr R. Maloney, President, Namibian Reserve Bank;
Mr C.T. Kido, General Manager, First National Bank Namibia.

7. MEMBERSHIP SUBSCRIPTION
To consider and decide upon a recommendation by the Council that the annual subscription for Members and Associates be raised from N$300.00 to N$500.00 as from 1 January 2016.

2/....
8. Any other business that may be transacted at an Annual General Meeting.

By order of the Council

(Sgd) P. GAINGOB
SECRETARY GENERAL

Bank of Namibia House
4 Independence Avenue
WINDHOEK
NAMIBIA

25 September 2016

A = 14
D = 6

= 20
Dear Shareholders

PERFORMANCE

I am pleased to announce a very strong performance for the first half year. The benefits of a significantly expanded group structure, following the acquisition of Windhoek UBUNTU and Otjiwarongo UBUNTU in the second half of the previous financial year, have exceeded expectation.

Turnover increased by 46% to N$33 million.

The results for the first six months of the financial year reflect a renewed and revitalised GROUP UBUNTU LTD. Our Renew programme, implement over the past two years, has made GROUP UBUNTU LTD one of a handful of companies utilising global business best practices, with the resultant efficiencies and cost-savings.

We have the latest technology in our business to achieve this position, having benchmarked ourselves against global companies and competitors. We have highly effective, efficient and focussed service centres that are now fully operational.

The improved returns and profitability were a direct result of the enlarged healthcare group and as a consequence of the productivity initiatives undertaken within the industrial businesses.

2/....
FUTURE PROSPECTS

We anticipate continued growth in our business in the second six months. This growth should result in continued earnings improvement.

Roy H Sibiya
CHAIRMAN AND MANAGING DIRECTOR

Integration House
88 Hendrik Witbooi Avenue
WINDHOEK
NAMIBIA

30 May 2016
## ORDER FORM

TO: INCREDIBLE HARDWARE  
FROM: BUSINESS COMPUTERS

ORDER 3354  
5 October 201

<table>
<thead>
<tr>
<th>ITEM</th>
<th>CODE</th>
<th>PRICE</th>
<th>QUANTITY</th>
<th>FINAL PRICE</th>
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<tbody>
<tr>
<td>3D Hip Hops</td>
<td>PK4877</td>
<td>434.00</td>
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<td>$3 906.00</td>
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<tr>
<td>400 Screen Savers</td>
<td>CE 1458</td>
<td>566.90</td>
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<td>$2 834.50</td>
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<td>Author ware</td>
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<td>1402.50</td>
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<td>$8 415.00</td>
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<tr>
<td>Typing Tutor</td>
<td>KL3587</td>
<td>169.52</td>
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<td>Windows Outright</td>
<td>OC4879</td>
<td>225.00</td>
<td>5</td>
<td>$1 125.00</td>
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</table>

**TOTAL** $38 196.58  
-15 % DISCOUNT $5 729.49  
**FINAL** $32 467.09  
+14 % VAT $4 545.39  
**AMOUNT DUE** $37 012.49

The Highest Buying Price: $2 500.00  
The Average Finale Price: $5 456.65
### ORDER FORM

**TO:** INCREDIBLE HARDWARE  
**FROM:** BUSINESS COMPUTERS  
**ORDER 3354**  
**5 October 2012**

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<tr>
<th>ITEM</th>
<th>CODE</th>
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<th>FINAL PRICE</th>
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<td>3D Hip Hops</td>
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<td>=C14*D14</td>
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<td>=C15*D15</td>
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<td>Windowns Outright</td>
<td>OC4879</td>
<td>225</td>
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<td>=C16*D16</td>
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</tbody>
</table>

**TOTAL** =SUM(E10:E16)  
**-15 % DISCOUNT** =E17*15/100  
**FINAL** =E17-E18  
**+14 % VAT** =E19*14/100  
**AMOUNT DUE** =E19+E20  

The Highest Buying Price: =MAX(C10:C16)  
The Average Finale Price: =AVERAGE(E10:E16)
<p>| | | | | | | | | | | | | | | |</p>
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<thead>
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<td>7.6</td>
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<td>Highest = $2,500.00</td>
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<tr>
<td>3</td>
<td>Insert Author ware</td>
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</tr>
<tr>
<td>4</td>
<td>Centre Quantity Data</td>
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<td>Final Price = 2 decimals</td>
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<tr>
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<td>Final Price = $</td>
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<td>7.3</td>
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<td>7.4</td>
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</tbody>
</table>
General comments

1. Most of the candidates DID NOT STUDY and questions were NOT ANSWERED SATISFACTORILY.
2. There is still room for improvement. Certain centres must definitely still see to it that candidates study more.
3. Candidates should READ THE QUESTIONS PROPERLY. Candidates do not read the questions. They see a keyword and answer anything that comes to mind.
4. Teachers should adhere to the syllabus and not only rely on available notes and previous question papers.
5. RECOMMENDATION:

   CANDIDATES MUST WRITE AS MANY TESTS AS POSSIBLE. IT APPEARS AS IF THIS IS NOT DONE ON A REGULAR BASIS.

Comments on individual questions

Question 1

1 (a) Very poorly answered.
   (b) Candidates answered this question satisfactorily. Candidates must indicate “Specialist Magazines/Journal”, not only “Magazines”.
   (c) (i) Poorly-answered
       (ii) Poorly-answered
   (d) Satisfactorily answered, although some candidates confused it with different training.

Question 2

2 (a) Well–answered
   (b) Well–answered
   (c) Well–answered
   (d) Poorly–answered – candidates must study the reasons for effective communication.
   (e) Satisfactorily answered – candidates should refrain from writing unnecessary information. Keep to the facts of the notes.

Question 3

3 (a) Well–answered.
   (b) Very poorly–answered – very few candidates knew the different types of software.
   (c) Satisfactorily answered – candidates performed well in the short questions
   (d) Satisfactorily answered, although candidates got confused with their facts.
Question 4

4 (a) Discuss the services which NamPost can provide – not the services of Telecom. Answered satisfactorily.

(b) Very poorly–answered.

(c) Very poorly–answered. Do not attempt to give your own explanation of a Petty Cash and Current Account – keep to the facts. Very few candidates obtained marks for this question.

(d) Poorly–answered. This was a very straightforward question, but it was clear that candidates did not study Module 8.

Question 5

5 (a) Satisfactorily answered. Candidates knew their meeting terminology.

(b) Satisfactorily answered. Candidates added other relevant information that was very satisfying to see.

(c) Poorly–answered. Candidates mentioned filing methods instead of classification systems.

(d) Satisfactorily answered. Some did confuse it with outgoing mail or sorting mail.
1 (a) 1 When an employee leaves a job.
2 When a new business is starting up.
3 When a business is successful and want to expand.
4 The secretaries’ ability to do the job.
5 Overtime, career interest, job satisfaction, career opportunities, salary, fringe benefits, hours of work, location of employment, image of the business, training offered. **Any three**

(b) 1 Local Newspapers
2 National Newspapers
3 Specialist Magazines and Journals
4 Recruitment Agencies
5 Centres run by the Government (Job Centres)
6 Internet/Electronic media
7 Personal contact
8 Career fairs
9 Flyers
10 Radio
11 Notice Boards **Any five**

(c) (i) Reference give their opinion on the applicant’s:
1 Character
2 Honesty
3 Reliability
4 Suitability for the job / Skills required
5 To check reliability so that the business can find out whether the worker can be trusted to work in an acceptable way.
6 Truth of previous job
7 Work history
8 Reference of previous job
9 Type of person **Any four**

(ii) When a reduced list of candidates for interview has been cut down from a large list of applicants. **[2]**
1 SKILLS TESTS

Aim to show the ability of the candidate to carry out certain tasks.
See the person's ability to do the job.

2 APTITUDE TESTS

Aim to show the candidate's potential to gain additional skills.
Either general intelligence tests or more specific tests are used to assess the candidate's ability to train for a particular job.

3 PERSONALITY TESTS

Are used if a particular type of person is required for the job,
if the job requires the ability to work under stress or if the person will need to fit in as part of a team of people.

4 GROUP SITUATION TESTS

Give tasks to applicants to complete in group situations and the group is observed.
To see if you can work with other people in a group.

[6]
[20]
2 (a) 1 Verbal / Oral Communication

One-to-one talks between the sender and the receiver
Telephone conversations
Video conferencing
Meetings

2 Written Communication

Letters
Memoranda
Reports
E-mail

3 Visual Communication

Films and videos
Posters
Charts and diagrams
Pictures
Video Conferencing

4 Non-Verbal Communication

Body language

5 Electronic Communication

Video conferencing
E-mail, SMS, Whatsapp, Facebook

(b) 1 Internal communication is when messages are sent between people working in the same organization.

2 External communication is when messages are sent between one organization and another or between the organization and individuals other than employees, for example, customers.

(c) 1 Invite them to sit in an easy chair while waiting.

2 Supply them with an appropriate newspaper/journal to read.

3 If there is a delay, apologise and offer a cup of coffee or tea and keep them fully informed of the position.
(d) 1 Effective communication means that the information or message being sent is received. Understood and acted upon in the way intended.

(e) 1 It sometimes happens that your employer is ill or unexpectedly has to attend to urgent business at short notice. This means that he is unable to meet his appointments.

2 The secretary should make the necessary apologies and other arrangements arising from his inability to meet his regular schedule. She must inform all parties concerned.

3 If the employer has a superior who is able to act as a temporary replacement she should determine in conjunction with him what appointments he is able to take over. He must then be provided with all necessary information and documents.

4 Appointments which cannot be taken over by someone else will simply have to be cancelled or deferred.

5 If she knows when her employer will return, she can make a new appointment.

6 It is important to inform the persons with whom the appointments cannot be kept.

7 If the employer is scheduled to attend a meeting during his absence his secretary must inform the secretary of the organisation and make apology for her employer's absence. Follow up the call with a written confirmation.

8 When appointments with a superior or director have to be cancelled this should be noted down and the person informed immediately.

9 Other appointments can possibly be scheduled for a different time, or the director may wish to utilise the opportunity to attend to some urgent official or private matter.

Any five

[5]
3  (a)  1  Speak to someone else
2  Be rung back when the person returns
3  Ring again later
4  Leave a message

(b)  1  Operating system software

This software makes the computer usable – it provides a link between the hardware and the person using the computer. When the computer is turned on, the operating system makes sure it starts up correctly.

2  Application software

There are many programs that are used for doing different types of tasks.

(c)  (i)  Dictating machine / Dictaphone is used to communicate to the typist.

(ii)  Reprographic machine / Copy machine is used for the production of copies from stencils and masters.

(iii)  A franking machine prints in red the value of a stamp on an envelope.

(iv)  Fax is used to transmit and receive a picture of a document via a telephone line.

(v)  The Internet is a worldwide collection of networks that links millions of businesses, institutions and individuals.

(vi)  E-mail is the electronic exchange of messages between two on-line computers.

(vii)  Videophone enables people to meet by telephone, face to face for meetings without the expense of travelling.
(d)  1. Taking back-up copies daily on a disk or tape streamer
2. Keeping back-up duplicate copies of disks in a secure place, USB or memory stick.
3. Arranging for personal passwords to be used by the staff authorised to have access to the computer, the passwords being changed at regular intervals
4. Using codes, known only to the users, for document files
5. Using write-protect tags on program disks to prevent master disks from being corrupted
6. Controlling entry to the office, e.g. pass cards, TV cameras, etc.

Any five

[5]

[20]
4  (a)  1  Postal Orders
      2  Telegrams
      3  Telegraphic money orders
      4  Savings Bank
      5  Overnight couriers
      6  Ordinary mail
      7  Fast mail
      8  Business reply
      9  Smart Card
     10  Posting and receiving mail  \[5\]

(b)  (i)  Private Automatic Branch Exchange
     (ii)  Unattended Private Automatic Branch Exchange
     (iii)  Pager
     (iv)  Mobile
     (v)  Portable  \[5\]
(c) (i) Petty Cash

Petty Cash is a small amount of money kept in a money box by the secretary to pay incidental expenses which have to be met from time to time, e.g. Postage stamps, flowers, bus fares, tea and coffee, cleaning materials, etc.

(ii) Current Account

A current account is the usual account which a person has with a bank into which payments or deposits are made and money drawn by means of cheques.

(e) 1 Drawer - the person who instructs the bank to pay / owner of the cheque

2 Drawee - the bank

3 Payee - the person who receives the payment
5 (a) (i) Amendment

(ii) Co-option

(iii) Motion

(iv) Quorum

(b) 1 Notice of a Meeting
2 Minutes
3 Agenda
4 Reports
5 Attendance list
6 Financial Reports

Any four

(c) 1 Alphabetical filing
2 Numerical filing
3 Alpha-numerical filing
4 Chronological filing
5 Geographical filing
6 Subject filing

(d) 1 Collect the mail from the post room, postman or messenger. The mail clerk, under the supervision of a senior person, is responsible for the opening of incoming mail.

2 Set aside all envelopes marked “Personal”, “Confidential” or “Private”, as these must be passed unopened to the addressees.

3 Open the remaining envelopes carefully by using a letter opener.

4 Remove the contents. If these are enclosures, fasten them together, making sure that nothing is left in the envelope.

5 If your firm keeps an incoming mail register, enter details of every letter or document received.

6 Remove the amount and method of payment for incoming remittances – some organisations use a remittance book for recording these payment and for registered mail.

7 Stamp each paper with a date stamp, taking care not to stamp over anything important.
8 Sort the correspondence, separating out the mail for each person, department or section. If more than one person needs to see an item, either take extra copies or prepare a circulation slip.
General comments

It was still observed that many candidates lose marks unnecessarily as they tend to guess the answers instead of working them out. The multiple choice distractors (options that are not the correct answers) are usually worked out in such a way that they give the possible misconceptions or possible errors that candidates can make during their calculations. Teachers are therefore advised to practise with the candidates on how to solve multiple choice questions. They should learn to first eliminate the ones that stand out as incorrect and solve the calculation questions to get the only correct answer.

Comments on individual questions

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<tr>
<td>1</td>
<td>A</td>
<td>11</td>
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<td>9</td>
<td>C</td>
<td>19</td>
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<td>10</td>
<td>A</td>
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Physics Section

1 This question was about the reading of analogue scales on a thermometer with sub-zero temperature. Although 87% of candidates chose the correct answer, the candidates who chose the wrong answer seemed to have read the negative scale from the bottom to the top, instead of using zero as their starting and reference point.

2 The question expected candidates to calculate speed. Only about 50% of the candidates chose the correct answer. The challenge here seemed to have been conversion of minutes into a fraction of an hour before including the time in the calculation. The 2 hours 15 minutes is equal to 2.25 hours and not 2.15 hours as about 50% of the candidates thought, who chose C (11.6 km/h) as their answer.

3 The question was also poorly answered. Again, this could be because the concept of acceleration was poorly taught. Candidates should be made aware that any object moving at constant speed has an acceleration equal to zero. The moment the speed is constant, then the change in speed is zero.

4 The question was well answered by more than 70% of the candidates.

5 This question was well answered with more than 80% of the candidates choosing the correct answer. Candidates who chose the wrong answer seemed to have worked out density as volume/mass. This is a sign of not being aware of what is going on. Teachers need to advise the candidates to use the information on the question paper to their advantage. The unit to the answer is given as g/cm$^3$. Knowing that grams (g) is the unit for mass and cm$^3$ for volume, this should have given those that couldn’t remember a hint that, to work out density, could only be mass/volume.

6 Well answered. The limit of proportionality is the point where the graph starts turning off.

7 Fairly well answered. The lower the centre of mass, the more stable the object.
Well-answered with more than 60% of the candidates giving the correct answer. The rest of the candidates seemed to guess and did not have an understanding of the concept of renewable energy sources.

Very poorly-answered. The formula to be used in this calculation of energy was E=MC². However, many candidates used E=MC to get their answer.

More than 70% of the candidates chose the correct answer. The majority of the remaining candidates chose C (fish), which was at the top of the tank, clearly not understanding the concept of pressure.

Surprisingly very poorly-answered for a concept taught since Grade 8 and applied in everyday life. Many candidates seemed to have guessed the answer.

Very well-answered, with more than 70% of candidates choosing the correct answer.

A knowledge question which was very well-answered, with more than 70% of candidates choosing the correct answer.

More than 50% of candidates chose the correct answer. Candidates need to understand that the frequency of the waves depends only on the vibrating source and not on the depth of the water.

About 60% of the candidates got the correct answer. The rest of the candidates seemed to have had no practice on a simple calculation such as this one.

Fairly well-answered by 63% of the candidates.

A question on an electromagnet, which was poorly answered. Here the candidates had to use the Fleming’s right-hand grip, where the fingers follow the flow of current and the thumb shows the north pole and the magnetic field lines are worked out from there, which gives B as the only solution.

Expectedly very well-answered.

Again a calculation question which was very poorly-answered. It appeared as if candidates did not work out their answer, they guessed instead.

Also very poorly-answered. Candidates were expected to select the isotope with the lowest rate of change in counts.

Only a little more than 50% of the candidates selected the correct answer. When atoms are touching each other they make a substance. Therefore, it was only A that had three different substances. There was the one with three atoms, one with two atoms and one with a single atom.

A suspension of silver chloride solution has the solid particles of silver chloride and water, hence the suitable method of separating it would be through filtration. This question was surprisingly poorly-answered.

Well-answered as 69% of the candidates chose the correct answer. Candidates who selected the wrong answer lacked the understanding of how to calculate the number of neutrons from the mass number.

Most candidates showed knowledge of ionic bonding as they chose the correct answer, (B).

Well-answered, as most candidates chose the correct answer. The concept of non-metal atom combined chemically with metal atoms was well-taught.

Well-answered, as most candidates chose the correct answer.

Poorly-answered as only 26% of candidates chose the correct answer. The candidates who chose the wrong answer seemed to have little knowledge of writing the chemical formula for ionic compounds.

Poorly-answered as only 22% of candidates chose the correct answer. Candidates should be made aware that the rate of reaction is measured either by the volume of a gas or loss of mass of the reactants.

Very poorly-answered as only 18% of the candidates selected the correct answer. The substance that is oxidised, the metallic substance, is the reducing agent because it gives out electrons.

Surprisingly less than 50% of the candidates chose the correct answer. Metallic oxides are basic, non-metallic oxides and are acidic while oxides of metalloids substances are amphoteric. The candidates also needed to know that all solutions with a pH greater than 7 are basic oxides.

Well-answered. The presence of carbon dioxide is only tested with limewater.
More than 50% of the candidates selected the correct answer. Many candidates who chose the correct answer were aware that the material to be used is stainless steel and only chose the first answer that showed stainless steel as a material, without considering the properties.

Poorly-answered. Candidates seemed to guess. The challenge seemed to lie on the interpretation of the table. The ✓ represented the presence of that property and ✗ the absence of that property for that particular substance.

Well-answered.

Well-answered as about 70% of candidates chose the correct answer.

Well-answered. Chlorine at water works is only added at a later stage, before the water is used from the

Well-answered as about 70% of candidates chose the correct answer.

Very poorly-answered. Bromine water is decolourised by unsaturated hydrocarbons. The only unsaturated hydrocarbon in the list is propene, an alkene.

Well-answered as about 80% of candidates chose the correct answer. The use of different fractions of the petroleum seemed to be well-understood.

Well-answered as about 80% of candidates chose the correct answer. The products of fermentation of glucose seem to be well-known.
Key messages

Most candidates showed knowledge on concepts in most questions. Most candidates lost marks because they failed to understand what the question required.

It is important to encourage candidates to show their correct working to 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 answering numerical problems. This is because candidates are not awarded marks for wrong symbols when the final answer is wrong.

General comments

The standard of work indicated that not all concepts that were highlighted in previous Examiners’ Reports were tackled properly. This is proved by the repetition of the same errors or misconceptions.

Generally, Questions 4, 12 and 13 were answered well, Question 4 particularly well, with most candidates showing good knowledge and understanding.

Question 1, 2, 6, 9 and 11 were not answered well, especially Question 6. Most candidates struggled to give correct answers on concepts asked.

The spelling of scientific terminologies is still not emphasised enough by teachers. Candidates are still losing marks because of incorrect spelling of terminologies.

Rounding off answers of moles and current should not be ignored, as that will not reinforce the correct information, which may pose a hazard in real life.

Comments on individual questions

1  (a) Most candidates recognised that it was the nucleus, but failed to spell it correctly.

   (b) (i) The majority of candidates understood that electrons are lost, but wrote that electrons are ‘loose’, thereby losing the mark.

   (ii) Almost all candidates knew that, when electrons are lost, positive (+) charge is formed, however most equally failed to give the correct value of the charge, 3+.

   (c) (i) Well-answered.

   Most candidates recognised the fact that elements above a particular element are more reactive and can, therefore, displace it from its compound.

   (ii) Answered fairly well.

   However, many candidates could not compare the reactivity of aluminium to the two metals above it in the given reactivity series correctly.

   (d) Most candidates were aware of the oxide layer that forms on aluminium, but could not explain that it is a protective layer that prevents further reaction of the metal.

   Very few of them could express the continuous corrosion of iron due to the unstable iron oxide which forms.

   (e) Well-answered.

   The majority of candidates could recall the correct uses of aluminium.
Aluminium forms a protective/stable layer which prevents further reaction. Iron forms unstable compound/forms flakes that allows further reaction.

Aeroplane parts/cooking utensils/(overhead) electric cables/alloys/food containers/car bodies/window (frame)/door (frame)/glass (any other relevant answer)

The majority of candidates answered this question, but did not score full marks as most of them struggled to draw constant deceleration correctly.

Well-answered as most candidates could interpret the graph.

Candidates understood that acceleration could be calculated from the gradient of a line, but full marks could not be awarded because of the following:

- Most candidates failed to get correct values from the graph to substitute in the equation.
- The majority of candidates could not use the correct formula to get the correct answer.

The quality of answers that were given by candidates showed that most candidates had little knowledge of how to calculate the distance travelled from the speed time graph. Most candidates answered the question by using a wrong formula: distance = speed x time instead of using area under the graph. This concept needs to be taught properly in a way that candidates are able to differentiate when to use distance = speed x time and area under the graph.

Horizontal line from 80s to 140s with a constant speed of 100m/s
Straight line from 100m/s to (0m/s) rest for 20s

Well-answered. Most candidates could interpret the chromatogram correctly and were able to score these marks with ease.

Some candidates recognised the most soluble component of mixture P. However, they could not clearly give the reason because of not using comparative language.

A very few candidates could identify the solvent front.

Most candidates knew mass is calculated from the formula of weight, but did not score marks because they failed to extract mass from the formula of weight.

The term gravity or gravitational force is still not addressed properly as most candidates are using it instead of acceleration of free fall or g. Candidates must be encouraged to read the cover page of the question paper as g is provided.
(b) (i) Not well-answered as most candidates converted the distance wrongly. Teachers are urged to emphasise conversion.

(ii) The majority of candidates recognised that work done is calculated by force x distance.

(c) Most candidates scored full marks. A few candidates failed to calculate area in terms of pressure and force. Candidates must be encouraged to use the triangle way as it helps a lot.

| 4 (a) | mass $= \frac{F}{g} = \frac{2500}{10}$ (√)  

$= 250$  (√) |
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<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>(b) (i)</td>
<td>3.2  (√)</td>
</tr>
<tr>
<td></td>
<td>Ecf from (b)(i)</td>
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<td>1</td>
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</table>
| (ii) | Force x distance $= 2500 \times 3.2$ (√)  

$= 8000$  (√) |
| | 2 |
| (c) | $A = \frac{F}{P}$ (√) $= \frac{2500}{625}$ (√)  

$= 4$  (√) |
| | 3 |

5 (a) A good number of candidates were able to state the correct colour of litmus used.

(b) A reasonable number of candidates seem to know that ammonia is a base, that is why it changes damp litmus from red to blue. A good number of candidates, had no idea what was being tested, as several of them referred to a solution or mixture being a base.

(c) (i) Fairly-answered.

Many candidates were able to calculate the number of moles from the given information.

(ii) A significant number of candidates lost the mark because they just added the given relative atomic masses without using the formula of NH₄Cl to add up the correct number of atoms.

(iii) Fairly-answered.

Candidates are encouraged to write formulas in words to avoid losing marks unnecessarily.

<table>
<thead>
<tr>
<th>5 (a)</th>
<th>Red  (√)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
</tr>
</tbody>
</table>
| (b) | blue  (√)  

the gas (ammonia) is basic  (√)  

Accept; ammonia is a base/alkaline |
| | 1 |
| | 1 |
| (c) (i) | $mol = \frac{14.4}{24}$ (√) |
| | 2 |
| (ii) | 53.5  (√) |
| | 1 |
| (iii) | $0.6 \times 53.5$ (√)  

$= 32.1$  (√) |
| Ecf from (c)(i) and (c)(ii) |
| | 1 |

6 (a) This question tested the candidates' understanding of the heating curve of a pure substance. Many candidates failed to use the melting point of water to identify the stage LM, thus teachers need to focus on this.

(b) (i) This question was poorly-answered as most candidates failed to identify the state of matter of pure water at stage MN as liquid. Most candidates drew the arrangement of a solid.

(ii) Most candidates showed little understanding on what happened when a phase of pure substance changes. The question tested the candidates on the two states of water while it is boiling. These are liquid and gas.

(c) The majority of answers to this question showed that candidates do not differentiate between what happens when a substance is heated and when a substance is boiling (changing the phase). Most candidates did not score marks as they failed to mention particles gaining potential energy and forces that are weakened since the phase is changing.
6 (a) \[ \text{LM/ ML } \checkmark \]

(b) (i) Correct drawing \(\checkmark\) At least four circles or more with one or more circles touching \(\checkmark\) 1

(ii) Liquid \(\checkmark\) Gas \(\checkmark\) 2

(c) Particles gain (potential) energy \(\checkmark\) and the forces/bonds between particles are weakened \(\checkmark\) Not: break or overcome the forces \(\checkmark\) 1

7 (a) The majority of the candidates still do not seem to understand that group VII elements exist as diatomic molecules; \(\text{Br}_2\), in this case.

(b) Fairly-answered, although still a good number could not give ‘liquid’ as the state of matter.

(c) (i) Fairly-answered. Most candidates correctly wrote ‘no change’.

(ii) & (iii) Poorly-answered. Only a minority of candidates could explain displacement reactions of group VII elements and work out their products.

7 (a) \(\text{Br}_2\) \(\checkmark\) 1

(b) liquid \(\checkmark\) 1

(c) (i) No change \(\checkmark\) Accept; remain the same 1

(ii) Sodium bromide/ \(\text{NaBr}\) \(\checkmark\) Iodine /\(\text{I}_2\) \(\checkmark\) 1

(iii) Chlorine is more reactive (than bromine)/ Bromine is less reactive \(\checkmark\) Bromine will not displace/replace Chlorine in magnesium chloride OR chlorine cannot be displaced by bromine in magnesium chloride \(\checkmark\) 1

8 (a) Most candidates knew the types of eye defects, but the majority did not score full marks as they struggled to identify them correctly.

(b) Well-answered by most candidates, however, fewer candidates could not be awarded a mark because they misspelt the word to mean something else.

(c) (i) This question tested the candidates on drawing rays to locate the image formed. Only a few candidates could draw a correct ray and image similar to the object. Candidates who located the image, which is not similar to the object, were not awarded a mark.

(ii) Most candidates scored two marks as they managed to give the correct properties of the image formed.

(d) Well-answered, as most candidates could relate to light travelling in straight lines causing shadows.

8 (a) A – long/far sighted \(\checkmark\) 1

B – short/near sighted \(\checkmark\) 1

(b) Convex/converging (lens) \(\checkmark\) 1

(c) (i) Ray passing through \(\text{F}^\circ\) crossing the existing ray. \(\checkmark\) Upside down image, with a top end where the lines meet \(\checkmark\) 2

(ii) Real, upside down (inverted), larger, behind \(2 \text{F}^\circ\) \(\checkmark\) Any two 2

(d) Light travels in a straight line 1
9  (a)  The majority of candidates lost this mark because they could not spell ‘ethyl ethanoate’, which is a scientific name, correctly.

(b)  Well-answered.

   Most candidates managed to give the correct homologous series.

(c)  Poorly-answered.

   A few candidates were able to write the correct balanced equation.

(d)  Well-answered.

   A few candidates referred to ‘making alcohol’ as a use of ethanol. Ethanol is an alcohol itself.

(e)  A good number of candidates recognised the two (2) carbons in ethanoic acid, and hence indicated them as such. The whole structural formula of ethanoic acid was a challenge for most candidates.

<table>
<thead>
<tr>
<th>9</th>
<th>Ethyl ethanoate ✓</th>
<th>Correct spelling</th>
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<tbody>
<tr>
<td>(b)</td>
<td>alcohol ✓</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>$C_2H_5CO_2 \rightarrow 2C_2H_5OH + 2CO_2$ ✓ reactant ✓ both correct products +1 ✓ correct balancing</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>Solvent, fuel, In (alcoholic) drinks, preservative, disinfectant, thermometers, esters, testing fat ✓ ✓</td>
<td>Any two</td>
</tr>
<tr>
<td>(e)</td>
<td>![Ethanoic Acid Structure] ✓ Two carbon atoms ✓ Correct functional group ✓ All other hydrogen atoms correct +1 ✓</td>
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10  (a)  The majority of candidates did receive this mark as they added the power of all appliances to get the power of the circuit.

(b)  (i)  This question tested candidates on calculating current in terms of power and voltage. Most candidates did not score marks as they used a wrong formula, instead of current = power/voltage.

   (ii)  Most candidates knew energy is power x time, but did not score marks as they failed to substitute the correct values in the equation. Fewer candidates recognised that power has to be converted from 2000 W to 2 kW, since energy is measured in kWh.

(c)  This question was poorly-answered, as most candidates failed to use the correct formula of calculating the cost of electricity, which is: energy x cost per unit.

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<thead>
<tr>
<th>10</th>
<th>2520 ✓</th>
<th>1</th>
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<tbody>
<tr>
<td>(b)</td>
<td>$I = \frac{P}{V} = \frac{2520}{250} = 10.08$</td>
<td>Accept 10.1 / 10 Ecf from 10(a) 2</td>
</tr>
<tr>
<td>(ii)</td>
<td>Energy = Power x time (✓) = 2 x 2.5 (✓) = 5 ✓</td>
<td>2 seen (✓) 2000 W x 2.5 = 5000 (✓) 2</td>
</tr>
<tr>
<td>(c)</td>
<td>Cost of electricity = Energy x cost per unit (✓) = 5 x 1.86 (✓) = NS$ 9.30 ✓</td>
<td>Ecf from (b)(ii) 2</td>
</tr>
<tr>
<td>(d)</td>
<td>$R = \frac{V}{I} = \frac{250}{1.6} = 156.25$ ✓</td>
<td>2</td>
</tr>
<tr>
<td>(e)</td>
<td>To break/open the circuit ✓</td>
<td>Accept; (fuse) to protect the circuit 1</td>
</tr>
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</table>
11  (a) The majority of the candidates could not identify the type of hardness asked regarding the dissolved compounds shown in the diagrams.

(b) Most candidates seem to be aware of only boiling as a method of softening hard water. This is a method for temporary hard water and not permanent hard water, as is the case in this question.

(c) A good number of candidates gave the correct physical test for water. However, a large majority of candidates seemed to be unaware of the condition (sea level/1 atmosphere) at which this test should be carried out to give the 100°C result.

Several candidates also gave the chemical test instead of the physical test, showing that many are not aware of the difference between the two tests for water.

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<tbody>
<tr>
<td>(a)</td>
<td>Temporary hardness ✓</td>
<td>1</td>
</tr>
<tr>
<td>(b)</td>
<td>Distillation ✓ and ion exchange/washing soda ✓</td>
<td>2</td>
</tr>
<tr>
<td>(c)</td>
<td>Test: boil or freeze or melt/determine the density (pure water) ✓ at 1 atmosphere/101 325 Pa/760 mm Hg/sea level ✓ Result: It boils at 100°C or freezes at 0°C or melts at 0°C or density of 1 g/cm³ or 1000 kg/m³ +1 ✓</td>
<td>3</td>
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12  (a) Well-answered.

A few candidates could not spell ‘beta’ and therefore lost the mark. The nature of alpha was not answered very well.

(b) Answered fairly well.

A good number of candidates lost a mark because they could not correctly use half-life to determine the original activity counts.

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<tbody>
<tr>
<td>(a)</td>
<td>Beta ✓ no ✓ helium nucleus/2 protons and 2 neutrons/²He ✓</td>
<td>3</td>
</tr>
<tr>
<td>(b)</td>
<td>Smooth curve from t = 0 ✓ from 2000 activities ✓ to join the existing curve ✓ Accept; straight line ✓</td>
<td>2</td>
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13  (a) Most candidates knew the source of pollutants found in the air. The majority failed to recognise the fact that the car exhaust is a source of nitrogen dioxide, due to the reaction of nitrogen and oxygen in the air at a high temperature in the car engine.

(b) Most candidates scored full marks, as they could describe the effects of nitrogen dioxide as acid rain, which damages plants and buildings, etc.

(c) (i) Well-answered.

Most candidates identified the correct elements as Potassium and Phosphorus. A few candidates lost marks because they could not spell the names of the elements correctly.

(ii) Most candidates knew the benefits of nitrogen to plants.

(d) The majority of the candidates gave sensible answers to this question displaying knowledge on environmental issues. Most were able to score marks as they discussed eutrophication and its effects on the environment.

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<tbody>
<tr>
<td>(a)</td>
<td>car exhaust/volcanic eruption ✓</td>
<td>1</td>
</tr>
<tr>
<td>(b)</td>
<td>causes acid rain ✓ which damages plants/corrode building/kills animals ✓</td>
<td>1</td>
</tr>
<tr>
<td>(c) (i)</td>
<td>Phosphorus ✓ Potassium ✓ Correct sp. Avoid penalising twice</td>
<td>1</td>
</tr>
<tr>
<td>(ii)</td>
<td>For plant growth/making proteins/growth of healthy leaves or stems/making chlorophyll ✓ Any one</td>
<td>1</td>
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</tbody>
</table>
The fertilisers are washed into the rivers
Algae grows on the river/Promotes the overgrowth of river plants and algae
Plants/algae blocks sunlight
Plants in water die
Bacteria feed on dead plants as they get rotten
Using up the dissolved oxygen in the water
Aquatic animals will have less oxygen
Leading to the death of aquatic animals
The process is called eutrophication

<table>
<thead>
<tr>
<th>(d)</th>
<th>Any four points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
Key messages

Candidates should be drilled on following instructions and how to read and understand questions. It is imperative that candidates are reminded throughout the academic process of the degree of accuracy when recording data from scientific instruments or recording data in tables with entries already made.

Candidates should also be coached on how to correctly round off calculated values and on the importance of showing their working.

Throughout our teaching, we must place emphasis on action terms such as explain, describe, state, compare, etc. While drilling candidates, the reading of questions with understanding, must be stressed.

The reading and recording of measurements from instruments must become a habit, as this would assist candidates in familiarising themselves with unit scale per division.

Lastly, the examiner’s report must not be viewed as a tool that criticises our teaching practices, but as a tool to improve our teaching, eliminate errors and misconceptions that candidates have experienced over the years.

General comments

Candidates performed well when asked to record data from scientific instruments irrespective of the subject component. Chemistry Practical Notes, to complete part questions, is put to good use.

There are cases where candidates failed to read and record measurements from the apparatus and misspelt terms which appear in the paper.

All in all, candidates must be exposed to enough practical activities to broaden their knowledge of this component and more emphasis must be placed on reading the questions/instructions with understanding.

Comments on individual questions

1  This question required that candidates consider the motion of a toy car on an inclined surface using a ticker timer.

Many candidates scored full marks for (a) by correctly identifying the height of the strip to be 8 cm and the distribution of 10 dots through the strip. Some had more or less 10 dots, while others had a height of more than 8 cm or placed the strip at strip instead of on position 3.

In part (b) many candidates could not determine the time taken when using a frequency of 60 dots per second (10/60 × 1s), while some could not correctly round up 0.166666666 to 0.167/0.17/0.2.

While answering part (c) most candidates described the motion itself as increasing, rather than describing the property of motion, which indicates change in speed/acceleration.

Ideal answers are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (a)</td>
<td>Correct height and position ✓</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Correct number of dots ✓ one dot on top and one at the bottom others spread out</td>
<td>1</td>
</tr>
<tr>
<td>(b)</td>
<td>10 ✓ 60 0.17 ✓ allow 0.2</td>
<td>1</td>
</tr>
<tr>
<td>(c)</td>
<td>The toy car is moving with changing speed or is accelerating ✓ (not motion increasing or accelerating/move faster)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
2 This question required candidates to investigate the density of two objects and thereafter draw a conclusion.

Most candidates scored the marks by identifying apparatus S as a balance/scale and recording the initial volume, final volume and volume of object A correctly.

In part (b)(iii) only a handful of candidates recorded the correct reading from the vernier caliper. A few recorded the main scale correctly. The calculation in (b)(iv), (v) and (c) was usually correct following the error carried forward, i.e. (e.c.f).

A number of candidates realised the difference in densities of object A and B in part (d), but fewer related this to different materials used to make the objects.

More than 95% of the candidates understood the correlation between density and floating/sinking in part (e).

**Ideal answers are as follows:**

<table>
<thead>
<tr>
<th></th>
<th>(a)</th>
<th>(b)</th>
<th>(c)</th>
<th>(d)</th>
<th>(e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>(electronic) balance / scale ✓ accept kitchen scale/top pan scale</td>
<td>initial volume = 14 ✓ final volume = 26 ✓</td>
<td>density = mass/volume = 13.0/5.61 = 2.32 ✓</td>
<td>A and B are not from the same material ✓ because they do not have the same density ✓</td>
<td>It will sink ✓</td>
</tr>
<tr>
<td></td>
<td>(i)</td>
<td>(ii)</td>
<td>(iii)</td>
<td>(iv)</td>
<td>(v)</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>e.c.f from (b)(i)</td>
<td>= 2.205 ✓ ✓ ✓</td>
<td>1.1025 or candidates (iii)/2 e.c.f from (b)(iii)</td>
<td>V = 4π(1.1025)³/3 ✓ e.c.f from (b)(iv)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

3 This question required candidates to identify solids X and Y through a series of chemical tests, observations and conclusions.

Most of the marks in part (a)(i) and (ii) were gained through the correct usage of the Chemistry Practical Notes by correctly giving the observation and test.

In part (b)(i) most candidates referred to cloudiness or milkiness; the few looked for effervescence. The identification of cations in part (b)(ii) and (iii) was generally correct, but words were often misspelt.

In part (c) only a minority of candidates identified solid X. Several candidates identified the cation in part (c)(ii) – the anion was a commonly-used wrong answer.

Answers to (d) were often good. Common errors included the position of a filter paper and the labelling of apparatus. Candidates need to draw apparatus arrangements carefully, including detail that will allow the apparatus to work effectively for the practical function that is proposed.

**Ideal answers are as follows:**

<table>
<thead>
<tr>
<th></th>
<th>(a)</th>
<th>(b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>(i)</td>
<td>(ii)</td>
</tr>
<tr>
<td>(i)</td>
<td>White ppt ✓ soluble in excess giving a colourless solution ✓</td>
<td>(dilute) nitric acid ✓ Aqueous silver nitrate / aqueous lead nitrate ✓</td>
</tr>
<tr>
<td>(ii)</td>
<td>Turns lime water milky ✓ OWTTE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
This question required candidates to investigate the effect of surface area on the rate of chemical reaction, and eventually the effect of the limiting reactant on the amount of product.

Answers to part (a) were good. A common error included only consistency.

The calculation of part (b) was generally correct, but at times only expressed to one decimal place (inconsistency).

Many candidates gained all the marks for plotting the graph correctly. In part (c)(ii) almost all candidates identified the experiment with the faster rate of reaction, but fewer used the correct reason to support the identity.

In part (d) only a handful of candidates realised the need for constant volume and concentration - most candidates rather referred to the same mass of limestone.

The majority of the candidates related the purposes of the cotton wool to preventing evaporation/diffusion of hydrochloric acid or the escaping of carbon dioxide in part (e).

Ideal answers are as follows:

<table>
<thead>
<tr>
<th></th>
<th>(a)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19.1</td>
<td>18.0</td>
<td>17.3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>18.2</td>
<td>16.5</td>
<td>16.5</td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>1.80</td>
<td>3.50</td>
<td>3.50</td>
<td>3</td>
</tr>
<tr>
<td>(c) (i)</td>
<td>✓ for every 3 points correctly plotted ✓ steeper than the one drawn ✓ ending at the same loss of mass ✓</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii)</td>
<td>Smaller pieces The graph is steeper than the one for larger pieces</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>The same volume ✓ of the same concentration ✓ of aqueous hydrochloric acid was used, not mass</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>For the reaction contents not to splash out ✓ and to allow the gas produced to escape ✓</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 This question required candidates to understand the effect of a changing magnetic field on an ammeter/cathode ray oscilloscope and eventually the effect of the number of turns on the coil and speed of moving the magnets in and out as the output voltage.

A large majority of candidates gave the correct answer when required to name the process demonstrated. Some then correctly drew the correct position of the ammeter pointer in Fig. 5.2 of part (b). The majority of candidates were able to determine peak voltage and period from the diagram in part (c).
A number of candidates realised the peak voltage (amplitude) would increase in part (d), but fewer realised the decrease in time (increase in frequency) too. A mark for the stronger magnet in part (e) was gained by more than 85% of the candidates.

**Ideal answers are as follows:**

<table>
<thead>
<tr>
<th></th>
<th>(a)</th>
<th>Electromagnetic induction ✓</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>Stationary inside = arrow points to zero ✓</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moving out = arrow point to the left ✓</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>(i) 0.03 or 0.031 ✓</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ii) 0.8 ✓</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>Graph with higher amplitude and higher frequency ✓</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>Use a stronger magnet or strong magnet ✓</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

8