MINISTRY OF EDUCATION, ARTS AND CULTURE

DIRECTORATE OF NATIONAL EXAMINATIONS AND ASSESSMENT

REPORT ON THE EXAMINATIONS

NSSCH

OCTOBER/NOVEMBER 2016
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General comments

The Paper 1 of 2016 was slightly more difficult than in previous years. We were pleased to see that the learners were able to answer all the questions, which shows that the teachers did cover all the topics. The biggest problem was that learners failed to follow instructions, e.g. show amounts to support their answers (Question 5). The Higher Level paper will always be technically advanced and teachers should utilise old examination papers.

Learners writing Higher Level papers must use the correct dates. Many marks were lost because of wrong or even no dates. Although it was a long paper, students were supposed to finish it in time.

Subscriptions account was answered poorly because learners did not know the correct layout/format and also not that the income and expenditure account represents the actual income for the year.

Comments on individual questions

1 (a) Question was well-answered. Some of the learners still used 1 for balance brought down instead of the 29th. Some learners also wrote Bank (R/D) instead of P Maxulili (R/D). A lot of learners cancelled the discount accounts in the Cash Book.

Answer

<table>
<thead>
<tr>
<th>Cash Book – February 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>N$</td>
</tr>
<tr>
<td>29 Balance b/d</td>
</tr>
<tr>
<td>P Nambahu</td>
</tr>
<tr>
<td>Rent income/ received</td>
</tr>
<tr>
<td>Interest on current account/ Interest received</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Mar 1 Balance b/d</td>
</tr>
</tbody>
</table>

(b) Well-answered, although some learners did not indicate Dr or Cr and also not the Debit and Credit column.

Answer

<table>
<thead>
<tr>
<th>Bank Reconciliation Statement at 29 February 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debit</td>
</tr>
<tr>
<td>N$</td>
</tr>
<tr>
<td>Cr Balance according to Bank statement</td>
</tr>
<tr>
<td>Cr Outstanding deposit</td>
</tr>
<tr>
<td>Dr Cheques not presented for payment</td>
</tr>
<tr>
<td>No. 561</td>
</tr>
<tr>
<td>No. 567</td>
</tr>
<tr>
<td>Dr Balance according to Cash Book</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
OR

Bank Reconciliation Statement at 29 February 2016

<table>
<thead>
<tr>
<th></th>
<th>N$</th>
<th>N$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance according to Bank statement</td>
<td>6 560 (1)</td>
<td></td>
</tr>
<tr>
<td>Add Bank lodgements</td>
<td>6 540 (1)</td>
<td></td>
</tr>
<tr>
<td>Less Unpresented cheques</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 561</td>
<td>2 780 (1)</td>
<td></td>
</tr>
<tr>
<td>No. 567</td>
<td>1 540 (1)</td>
<td></td>
</tr>
<tr>
<td>Dr Balance according to Cash Book</td>
<td>8 780 (1)O/F</td>
<td></td>
</tr>
</tbody>
</table>

(c) (i) Answered well.

**Answer**

Yes, (1) cash should be deposited every day to make it available for payments; it still does not appear on the bank statements 10 days after the money was received (1)

Possibility of fraud [2]

(ii) Most learners described ethics and morals and the question asked for the effect on the business. A lot of learners said her behaviour was acceptable because she put the money back.

**Answer**

The behaviour of the bookkeeper is highly unethical and fraudulent. (1)
- Special discounts on stock purchases
- Payments to creditors delayed (discount received)
- Lesser money for urgent improvements/money stolen
- Interest on current account
- Cash discounts
- Can end up in overdraft
- Can be repeated
- Bank balance unreliable
or any acceptable point

Any two x 2 [5]

2. (a) Most learners answered this question well. The biggest mistakes were the interpretation of adjustments 3 and 5. The format of the question was well-done. A big problem is that learners do not show their calculations in brackets. Learners also did not interpret adjustment 7 very well. Most of them calculated 10% instead of 10 cents.

**Answer**

Trading Profit and Loss (Income Statement) and Appropriation account of Sardinha Ltd for the year ended 31 December 2015

<table>
<thead>
<tr>
<th></th>
<th>N$</th>
<th>N$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales (895 970 – 1 500)</td>
<td></td>
<td>894 470 (2)</td>
</tr>
<tr>
<td>Less Cost of Sales</td>
<td></td>
<td>444 800</td>
</tr>
<tr>
<td>Stock (Inventory) (1.01.2015)</td>
<td>36 700 (1)</td>
<td></td>
</tr>
<tr>
<td>Purchases</td>
<td>438 600 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>475 300</td>
<td></td>
</tr>
<tr>
<td>Less Stock (Inventory) (31.12.2015)</td>
<td>30 500 (1)</td>
<td></td>
</tr>
<tr>
<td>Gross profit</td>
<td></td>
<td>449 670</td>
</tr>
<tr>
<td>Add Other Income</td>
<td></td>
<td>60 650</td>
</tr>
<tr>
<td>Provision for doubtful debts</td>
<td>300 (1)</td>
<td></td>
</tr>
<tr>
<td>Rent received (65 280 – 5 280)</td>
<td>60 000 (2)</td>
<td></td>
</tr>
<tr>
<td>Bad debts recovered</td>
<td>350 (1)</td>
<td></td>
</tr>
<tr>
<td>Gross income</td>
<td></td>
<td>510 320</td>
</tr>
<tr>
<td>Less Expenses</td>
<td></td>
<td>248 000</td>
</tr>
<tr>
<td>Depreciation (55 200 + 18 000)</td>
<td>73 200 (2)</td>
<td></td>
</tr>
</tbody>
</table>
Interest on loan (15 000 + 20 000) | 35 000 (2)
---|---
Bad debts (2 300 + 1 800) | 4 100 (2)
Insurance (12 000 – 3 000) | 9 000 (2)
Stationery | 1 100 (1)
Wages and salaries | 110 000 (1)
Audit fees | 15 600 (1)

<table>
<thead>
<tr>
<th>Net Profit before tax</th>
<th>262 320</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Tax</td>
<td>45 720 (1)</td>
</tr>
<tr>
<td>Net Profit after tax</td>
<td>216 600</td>
</tr>
<tr>
<td>Add Retained profit (01.01.2015)</td>
<td>38 500 (1)</td>
</tr>
<tr>
<td>General reserve</td>
<td>20 000 (1)</td>
</tr>
<tr>
<td>Ordinary shares dividends – interim</td>
<td>60 000 (1)</td>
</tr>
<tr>
<td>– proposed (400 000 x 10c)</td>
<td>40 000 (2)</td>
</tr>
<tr>
<td>Retained profit (31.12.2015)</td>
<td>135 100</td>
</tr>
</tbody>
</table>

(b) Not well-answered. Learners did not know the format of the Capital Employed part of the balance sheet. Instead they gave the fixed assets.

The current assets were also poorly-answered. Learners did not deduct the bad debts from debtors and many learners lost marks because they did not write the words “Less provision for doubtful debts.” You cannot only deduct it in brackets. Many learners did not add the prepaid expenses and most of them left out Receiver of Revenue.

**Answer**

**Extract of Balance Sheet (Statement of Financial Position) of Sardinha Ltd at 31 December 2015**

<table>
<thead>
<tr>
<th>CAPITAL EMPLOYED</th>
<th>Authorised</th>
<th>Issued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share Capital and Reserves</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ordinary share capital @ N$2</td>
<td>1 200 000 (1)</td>
<td>800 000 (1)</td>
</tr>
<tr>
<td>Share Premium</td>
<td></td>
<td>20 000 (1)</td>
</tr>
<tr>
<td>Retained Profit</td>
<td></td>
<td>135 100 (1) O/F</td>
</tr>
<tr>
<td>General Reserve</td>
<td></td>
<td>20 000 (1)</td>
</tr>
<tr>
<td>Shareholders’ Funds</td>
<td></td>
<td>975 100</td>
</tr>
<tr>
<td>Long term liabilities</td>
<td></td>
<td>150 000 (1)</td>
</tr>
<tr>
<td>Loan: Omni Bank (20%)</td>
<td>150 000</td>
<td>1 125 100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Assets</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stock (Inventory)</td>
<td></td>
<td>30 500 (1)</td>
</tr>
<tr>
<td>Debtors (Trade Receivables)</td>
<td></td>
<td>34 000</td>
</tr>
<tr>
<td>Less Provision for Doubtful Debts</td>
<td></td>
<td>1 700</td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td></td>
<td>3 000 (1) O/F</td>
</tr>
<tr>
<td>Receiver of Revenue (60 000 - 45 720)</td>
<td></td>
<td>14 280 (2)</td>
</tr>
<tr>
<td>Bank</td>
<td></td>
<td>20 000 (1)</td>
</tr>
</tbody>
</table>

100 080 | [13]
(c) Very poorly-answered. Share premiums could not be defined or explained correctly. The reason for a premium was not explained. Learners were not clear on what to answer.

**Answer**

- When a company is registered, the shares are registered at a nominal value, (1) in this case N$2. (1)
- If a company issues its shares at a higher price than the nominal value (N$2) that extra amount is called share premium. (1)
- In this case, they issue shares at N$2.10 (1) which is 10c (1) more than the par value of shares and that is your share premium. (1)
- Successful business
- Shares more in demand

**3 (a) Very poorly-answered. A lot of learners lost many marks because of wrong dates.** Balances b/d must be on 1 July 2015 and not 30 June 2015. The contra accounts are Accrued income and Income received in advance and not Subscriptions accrued and Subscriptions in advance. Learners were supposed to calculate the income and expenditure amount, with Accrued income the balancing figure.

**Answer**

<table>
<thead>
<tr>
<th>Subscriptions account</th>
<th>2015</th>
<th></th>
<th>2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July 1</td>
<td>Balance</td>
<td>b/d</td>
<td>July 1</td>
</tr>
<tr>
<td>2016</td>
<td>Income</td>
<td>received</td>
<td>in advance</td>
<td>c/d</td>
</tr>
<tr>
<td>Jun 30</td>
<td>Income</td>
<td>and</td>
<td>expenditure</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>Bank</td>
<td>2016</td>
<td>20 120 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bank</td>
<td>2017</td>
<td>480 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subscriptions written off/</td>
<td>Bad debts (40x12x2)</td>
<td>960 (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accrued income</td>
<td>c/d</td>
<td>960 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26 840</td>
<td></td>
<td>26 840</td>
<td></td>
</tr>
<tr>
<td></td>
<td>July 1</td>
<td>Balance</td>
<td>b/d</td>
<td>July 1</td>
</tr>
<tr>
<td>Old members 42 x 40 x 12 = 20 160</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 September 5 x 40 x 10 = 2 000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 February 5 x 40 x 5 = 1 000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 March 5 x 40 x 4 = 800 23 960</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(b) Poorly-answered. We accepted T-accounts as well as running balance accounts. In the T-account the contra entries of Bank were wrongly entered as Sales and Purchases.

Learners who used the running balance method deducted Donations and Honorarium as expenses instead of using the amounts to deduct from Purchases.

**Refreshments account**

<table>
<thead>
<tr>
<th>Refreshments account</th>
<th>2015</th>
<th></th>
<th>2016</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>July 1</td>
<td>Balance</td>
<td>Stock (Inventory)</td>
<td>b/d</td>
</tr>
<tr>
<td>2016</td>
<td>Jun 30</td>
<td>Bank</td>
<td>3 960 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Income and</td>
<td>expenditure</td>
<td>(1)</td>
<td>2 680 (1)</td>
</tr>
<tr>
<td></td>
<td>Balance/Stock</td>
<td>(Inventory)</td>
<td>c/d</td>
<td>650 (1)</td>
</tr>
<tr>
<td></td>
<td>7 400</td>
<td></td>
<td>7 400</td>
<td></td>
</tr>
<tr>
<td></td>
<td>July 1</td>
<td>Balance/Stock (Inventory)</td>
<td>b/d</td>
<td>650</td>
</tr>
</tbody>
</table>
(c) Very well-answered. Some learners still used Accruals and Prepayments.

Receipts and Payments account for the year ended 30 June 2016

<table>
<thead>
<tr>
<th>Receipts</th>
<th>Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance b/d</td>
<td>Refreshments purchased 3 960 (1)</td>
</tr>
<tr>
<td>Subscriptions 2015</td>
<td>Water and electricity 12 460 (1)</td>
</tr>
<tr>
<td>2016 20 120 (1)</td>
<td>Wages 10 340 (1)</td>
</tr>
<tr>
<td>2017 480</td>
<td>Equipment 3 590 (1)</td>
</tr>
<tr>
<td>Entrance fees 1 200 (1)</td>
<td>Honorarium 1 630 (1)</td>
</tr>
<tr>
<td>Donations 10 000 (1)</td>
<td>Balance c/d 31 360 (1)</td>
</tr>
<tr>
<td>Refreshments sold</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Refreshments sold 6 400 (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>63 340</td>
</tr>
<tr>
<td></td>
<td>63 340</td>
</tr>
<tr>
<td>July 1 Balance b/d</td>
<td>31 360</td>
</tr>
</tbody>
</table>

4 (a) Fairly well-answered.

**Dr Balances**

\[
7 300 + 70 000 + 20 000 + 26 000 + 7 500 + 170 000 + 13 820 + 18 500 + 2 340 + 2 390 + 2 800 = N$340 650 (1)
\]

**Cr Balances**

\[
80 000 + 6 000 + 240 000 + 1 300 + 12 800 + 5 700 = 345 800 (1)
\]

**Balance of Suspense** N$5 150 (dr) (1) (340 650 − 345 800) [3]

(b) Most of the learners could do most of the Journal entries except the two entries that required more than one entry to correct.

**Answer**

**General Journal of Oshiwelo General Dealers**

<table>
<thead>
<tr>
<th></th>
<th>Debit</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td>1. Repairs</td>
<td>15 000 (1)</td>
<td></td>
</tr>
<tr>
<td>Buildings</td>
<td>15 000 (1)</td>
<td></td>
</tr>
<tr>
<td>2. Drawings</td>
<td>2 190 (1)</td>
<td></td>
</tr>
<tr>
<td>Purchases</td>
<td>2 190 (1)</td>
<td>2 190 (1)</td>
</tr>
<tr>
<td>Suspense</td>
<td>1 920 (1)</td>
<td>1 920 (1)</td>
</tr>
<tr>
<td>Purchases</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawings</td>
<td>2 190 (1)</td>
<td></td>
</tr>
<tr>
<td>Suspense</td>
<td>1 920 (1)</td>
<td></td>
</tr>
<tr>
<td>Purchases (2 190 + 1 920)</td>
<td>4 110 (2)</td>
<td></td>
</tr>
<tr>
<td>3. Discount Allowed</td>
<td>2 900 (1)</td>
<td></td>
</tr>
<tr>
<td>Suspense</td>
<td>2 900 (1)</td>
<td></td>
</tr>
<tr>
<td>4. Sales</td>
<td>2 000 (1)</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>2 000 (1)</td>
<td></td>
</tr>
<tr>
<td>5. Insurance</td>
<td>1 470 (1)</td>
<td></td>
</tr>
<tr>
<td>Suspense</td>
<td>1 470 (1)</td>
<td></td>
</tr>
<tr>
<td>6. Equipment</td>
<td>8 540 (1)</td>
<td></td>
</tr>
<tr>
<td>Purchases</td>
<td>5 840 (1)</td>
<td></td>
</tr>
</tbody>
</table>
(c) Learners who did well in the General Journal did well in the suspense account.

**Answer**

<table>
<thead>
<tr>
<th><strong>Suspense account</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Balance</strong></td>
<td><strong>Debit</strong></td>
</tr>
<tr>
<td>b/d</td>
<td>5 150 (1)</td>
</tr>
<tr>
<td><strong>Purchases</strong></td>
<td>1 920 (1)</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td>2 700 (1)</td>
</tr>
<tr>
<td><strong>Discount allowed</strong></td>
<td>2 900 (1)</td>
</tr>
<tr>
<td><strong>Insurance</strong></td>
<td>1 470 (1)</td>
</tr>
<tr>
<td><strong>Suspense</strong></td>
<td>900 (1)</td>
</tr>
<tr>
<td><strong>P Ndjendja</strong></td>
<td>900 (1)</td>
</tr>
</tbody>
</table>

(d) Very poorly-answered. Very few students calculated the correct amounts for the accounts that were corrected in the journal. Most learners only rewrote the trial balance. Repairs which had no previous balance were left out by most learners.

**Answer**

<table>
<thead>
<tr>
<th><strong>Trial Balance of Oshiwelo General Dealers on 30 September 2016</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Debit</strong></td>
<td><strong>Credit</strong></td>
</tr>
<tr>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td><strong>Capital</strong></td>
<td>80 000</td>
</tr>
<tr>
<td><strong>Drawings (7 300 + 2 190)</strong></td>
<td>9 490 (1)</td>
</tr>
<tr>
<td><strong>Buildings (70 000 – 15 000)</strong></td>
<td>55 000 (1)</td>
</tr>
<tr>
<td><strong>Vehicles</strong></td>
<td>20 000</td>
</tr>
<tr>
<td><strong>Equipment (26 000 – 2 000 + 8 540)</strong></td>
<td>32 540 (2)</td>
</tr>
<tr>
<td><strong>Debtors (Trade Receivables) (7 500 – 900)</strong></td>
<td>6 600 (1)</td>
</tr>
<tr>
<td><strong>Creditors (Trade Payables) (6 000 – 900)</strong></td>
<td>5 100 (1)</td>
</tr>
<tr>
<td><strong>Stock (Inventory)</strong></td>
<td>18 500</td>
</tr>
<tr>
<td><strong>Provision for depreciation on: Vehicles</strong></td>
<td>12 800</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td>5 700</td>
</tr>
<tr>
<td><strong>Sales (Revenue) (240 000 – 2 000)</strong></td>
<td>238 000 (1)</td>
</tr>
<tr>
<td><strong>Purchases (170 000 – 4 110 – 5 840)</strong></td>
<td>160 050 (2)</td>
</tr>
<tr>
<td><strong>Repairs</strong></td>
<td>15 000 (1)</td>
</tr>
<tr>
<td><strong>Wages</strong></td>
<td>13 820</td>
</tr>
<tr>
<td><strong>Donations</strong></td>
<td>2 340</td>
</tr>
<tr>
<td><strong>Discount Received</strong></td>
<td>1 300</td>
</tr>
<tr>
<td><strong>Discount Allowed (2 390 + 2 900)</strong></td>
<td>5 290 (1)</td>
</tr>
<tr>
<td><strong>Insurance (2 800 + 1 470)</strong></td>
<td>4 270 (1)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>342 900</strong></td>
</tr>
</tbody>
</table>
Most learners go the definition of the principles correct, but in the second part of the indicating the relevant amounts were left out. Learners did not follow the instructions.

**Answer**

**Going Concern**
Going concern indicates that the business will be continuing to do business in the foreseeable future. (2)

If the business is still going to operate in the foreseeable future, then the Fixed Assets will be shown at their book values: N$100 000. (1)

If the business is going to be shut down at the end of this year, the Fixed Assets will be shown at the current market value. (1) [4]

**Matching**
The income of one financial period will be matched against the expenses of that same period and the date of payment is ignored. (2)

Shimi did apply matching because there are prepaid expenses of N$1 600 (1) and accrued expenses of N$2 000. (1) [4]

**Business Entity**
Transactions of the owner in his private capacity must be kept separate of the business transactions. (2)

This was done because there were drawings of N$15 000. (2) [4]

[12]

**Positive suggestions to teachers**
Learners displayed knowledge of the content of the Higher Level syllabus and the formats were correct in almost all the questions. Teach learners to break up the questions into different parts so that they learn to read the whole question thoroughly. They must read what is asked and not assume what is asked.

The use of tip-ex and abbreviations were almost zero, so that is something that has improved a lot.

DATES are very important, so please put a lot of emphasise on dates when homework is done.
General comments

It was pleasing to note that most learners are serious about their studies, as there were topics that were well-prepared for. It was evident that learners felt that the questions on ‘Dissolution of partnerships’ and the ‘break-even graph’ would not be questioned. Learners should not ‘spot’ questions. The presentation of the work is improving and very few learners scratch out work. It is evident that questions, which were different to past years, posed problems for learners.

Comments on individual questions

1 (a) Poorly-answered.
On the credit side, the assets are realised either to Bank or Capital, e.g. Bank (Land & Buildings) or Capital: Matt (Vehicles). Learners did not write Bank or Capital.
Very few learners entered the N$506 for discount received. The incorrect amount for debtors was given on the credit side of bank. The correct amount is N$12 840 less the discount.
Learners are advised to write out Capital: Table and not Capital: T. Learners lost marks unnecessarily for this.
Entering Creditors of N$15 000 in the Realisation Account was regarded as an Alien.

Answer

| Land and Buildings (Property) | 195 000 | Bank: Land and Buildings (Property) | 253 500 (1) |
| Vehicles | 76 596 | Bank: Vehicles | 19 500 |
| Stock (Inventory) | 25 800 | Bank: Stock (Inventory) | 22 900 |
| Debtors (Trade receivables) | 12 840 (1) | Bank: Debtors | 11 556 (1) |
| Bank (Dissolution cost) | 6 456 (1) | Capital: Matt (Vehicles) | 20 000 |
| | | Table (Vehicles) | 20 000 (1) |
| Capital: Table | 18 762 (1) | Creditors | 506 (1) |
| Matt | 12 508 (1) | (Discount Received) | |
| | 347 962 | | 347 962 |

(b) Fairly-answered.
However, the current accounts should have been closed off to the Capital Accounts.
Wrong amounts were entered in the different columns.
The Capital Account had to be closed off; the Bank with NO Balance c/d.
The contra account for the profit is Realisation and not profit share.

Answer

| Table | Matt |
| Current Account | 5 900 (1) | Balance | 90 000 | 60 000 (1) |
| Realisation: Vehicles | 20 000 | 20 000 (1) | Current Account | 31 100 (1) |
| Bank | 119 862 | 46 608 (2) O/F | Realisation (Profit) | 18 762 | 12 508 (2) O/F |
| | 139 862 | 72 508 | 139 862 | 72 508 |

Also two separate Capital accounts accepted.
(c) Poorly-answered. Learners failed to record Realisation as the contra account in the Bank account.

**Answer**

<table>
<thead>
<tr>
<th>Debtors (Trade receivables)</th>
<th>Capital: Table Matt</th>
<th>O/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 556 (1)</td>
<td>119 862 (2)</td>
<td>313 506</td>
</tr>
<tr>
<td></td>
<td>46 608 (2) O/F</td>
<td></td>
</tr>
<tr>
<td></td>
<td>313 506</td>
<td></td>
</tr>
</tbody>
</table>

(d) Answered well.

**Answer**

Misunderstanding amongst partners/conflict/do not agree
Bankruptcy
Old age of partners
Poor health of partners
Partner dies
Partner retires
Change in profit sharing ratio
Change in ownership
Purchased by another firm, e.g. company

Any acceptable point

Any three x 2

2 Answered fairly well.

(a) (i) Learners needed to use the Ordinary Dividend of N$80 000, not including the preference dividend. Learners did not work to 8 cents or N$0,08.

**Answer**

\[
\text{Dividend per share:} \quad \frac{80,000}{1,000,000} = 8 \text{ cents per share or N$0.088000} \quad (1) \quad [3]
\]

(ii) Learners did not subtract the N$5 000 preference dividends from the NPAT.

**Answer**

\[
\text{Earnings per share:} \\
\text{Net profit after tax and preferences dividends} \\
\text{Number of ordinary dividends issued} \\
\frac{(200,000 - 5,000)}{1,000,000} = \frac{195,000}{1,000,000} \quad (1) \quad [3]
\]

(iii) It was pleasing to see that very few learners did not know the formula. Learners must not give the answer as dollars.

**Answer**

\[
\text{Price/earnings ratio:} \\
\text{Market price per share} \\
\text{Earnings per share} \\
\frac{3.20}{0.195} = 16.41 \quad (1)
\]
(iv) Many learners could not calculate the cost of sales by subtracting 20% from the sales.

**Answer**

Stock (Inventory) Turnover

Cost of Sales:  \(1 \times 200 \times \frac{80}{100} = 960\,000\) (1)

Average stock (inventory): \((72\,000 + 88\,000) / 2 = 80\,000\)

<table>
<thead>
<tr>
<th>Cost of Sales</th>
<th>Average Stock (Inventory)</th>
</tr>
</thead>
<tbody>
<tr>
<td>960 000 (1)</td>
<td>80 000 (1)</td>
</tr>
</tbody>
</table>

= 12 times (1) [4]

(v) Learners could calculate the Current Liabilities of N$256,000 but not the Current Assets of N$282,000. The Opening Stock should not have been included in the calculation. Learners at some centres are recording the ratio incorrectly as 1 : 1.1 instead of 1.1 : 1.

**Answer**

Quick ratio (acid test ratio)

Current Assets \((30\,000 + 240\,000 + 12\,000 + 88\,000) \)- 88\,000

= 370\,000 - 88\,000

= 282\,000

Current Liabilities 200\,000 + 56\,000 = 256\,000

Current Assets – Closing stock (Inventory)

Current Liabilities

\[
\frac{282\,000 (2)}{256\,000 (1)} = 1,10:1 \text{ (1)}
\]

= 1,10:1 (1) [4]

(b) Answered fairly well, however, the final conclusion that Oryx Ltd is the better company to invest in was seldom mentioned. Not all learners compared Kudu and Oryx.

**Answer**

The dividend per share is 2c (1) higher at Kudu, and the earnings per share is 12,5c per share higher. (1)

**PER:** Oryx is 16,41, which is better than Kudu, Oryx more in demand. (1)

**Stock turnover rate:** 12 times p.a. at Oryx is better than Kudu’s 8 times p.a. (1)

**Quick ratio:** Oryx liquidity is in the norm of 1:1, Kudu is worse 0,8:1. (1)

Oryx is a better company to invest in. (1) [6]

Answers of (a)

3 (a) Poorly-answered.

The dates were incorrectly recorded and students lost marks because of incorrect dates.

The contra account for the ‘share of profits’ is the Appropriation Account.

Learners were given the balance of Joyce of N$100,000 and had to calculate the missing amount of Joyce’s drawings.

Learners swopped the salaries of the partners.

The contra account for partners’ salaries is ‘salaries’ and not ‘partners salaries.

Learners struggled to calculate Joyce’s interest on capital of N$58,000 and Joyce’s share of profit of
Learners presented the wrong format of the current accounts. The format of the layout as for the Balance Sheet was not accepted.

Learners had the correct balance c/d but did not bring down the balance on 1 March 2016.

Answer

<table>
<thead>
<tr>
<th></th>
<th>Joyce</th>
<th>Dean</th>
<th></th>
<th>Joyce</th>
<th>Dean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N$</td>
<td>N$</td>
<td></td>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td>2015 Mar 1</td>
<td></td>
<td></td>
<td>2015 Mar 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance b/d</td>
<td>44 000 (1)</td>
<td></td>
<td>Balance b/d</td>
<td>30 000 (1)</td>
<td></td>
</tr>
<tr>
<td>2016 Feb 29</td>
<td></td>
<td></td>
<td>2016 Feb 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawings (bal fig)</td>
<td></td>
<td></td>
<td>Salaries</td>
<td>360 000 (1)</td>
<td>288 000 (1)</td>
</tr>
<tr>
<td>Balance c/d</td>
<td>100 000</td>
<td>240 000</td>
<td>Interest on Capital</td>
<td>*58 500 (2)</td>
<td>72 000 (1)</td>
</tr>
<tr>
<td></td>
<td>1 094 500</td>
<td>870 000</td>
<td>Appropriation</td>
<td>720 000 (2)</td>
<td>480 000 (1)</td>
</tr>
<tr>
<td>2016 Mar 1</td>
<td></td>
<td></td>
<td>Balance b/d</td>
<td>100 000 (1)</td>
<td>240 000 (1)</td>
</tr>
</tbody>
</table>

\[ *54 000 + 4 500 = 58 500 \]  

(b) Answered fairly well.

However, learners did not read the question and repeated the entire Current Accounts in the Balance Sheet and this wasted time. Only the answers to (a) had to be entered.

It was pleasing to see that a number could calculate the closing stock by taking the total of the Current Liabilities of N$520 000 x 1.8 to get the total of the Current Assets of N$936 000 and then find stock.

Answer

Balance Sheet (Statement of Financial Position) of Joyce-Dean Traders at 29 February 2016

<table>
<thead>
<tr>
<th>CAPITAL EMPLOYED</th>
<th>Joyce</th>
<th>Dean</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N$</td>
<td>N$</td>
<td>N$</td>
</tr>
<tr>
<td>Capital</td>
<td>800 000</td>
<td>800 000</td>
<td>1 600 000 (1)</td>
</tr>
<tr>
<td>Current Accounts</td>
<td>100 000</td>
<td>240 000</td>
<td>340 000 (1) O/F</td>
</tr>
<tr>
<td></td>
<td>1 940 000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loan: Desert Bank</td>
<td>640 000 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 580 000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMPLOYMENT OF CAPITAL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed (Non-Current) Assets</td>
<td>2 040 000 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixed Deposit: Nambuild</td>
<td>124 000 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working Capital (Net Current Assets)</td>
<td>416 000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets</td>
<td>936 000 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stock (Inventory)</td>
<td>572 000 (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debtors (Trade receivables)</td>
<td>354 000 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>10 000 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>520 000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creditors (Trade payables)</td>
<td>344 000 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accrued Expenses (Other payables)</td>
<td>84 000 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bank</td>
<td>92 000 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 580 000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(c) Answered well.
Note that a separate entity (applied to all businesses) is not a separate legal entity.

Answer
It would benefit the owners because liability of members are limited to their capital contribution.
It has unlimited existence and exists as a legal entity regardless of changes in its membership.
A close corporation has a separate legal entity with an existence apart from its members, therefore it can:
- own assets in the name of the close corporation
- sue and be sued in its own name
- acquire rights and obligations in its own name
Management and decision-making is simple. Members elect management.  Any two x 2  [4]

4 Answered fairly well.

(a) Answered well. It was pleasing to note that most learners knew the formula.

(i) Answer

\[
\text{Fixed Selling price – variable cost p/u} = \frac{169\ 000}{152 - 48} = \frac{169\ 000}{104} = 1\ 625 \text{ toys (units)}
\]

(ii) Selling price – variable cost p/u

\[
\text{Fixed Selling price – variable cost p/u} = \frac{185\ 000}{152 - 52} = \frac{185\ 000}{104} = 1\ 859 \text{ toys (units)}
\]

(b) Answered satisfactorily. This question tested the true ability of the Higher Level learners. The weaker candidate could not answer this question.

Answer

\[
\begin{align*}
185\ 000 & \div 1\ 625 = 114,40 \\
185\ 000 & \div 1\ 625 = 114,40
\end{align*}
\]

SP 166,40 (1)
-VC 52 (1)
= C 114,40 (1)
x nr of units \[1 625 \text{ (1)}\]

= Total contribution \[185 900 \text{ (1)}\]

- Fixed Cost \[185 900 \text{ (1)}\]

= Profit \[0 \text{ (1)}\]

OR

\[
\frac{185\,900}{x - 52} = 1\,625
\]

\[
1\,625 \times 185\,900 - 1,625
\]

\[
= 114,40 + 52 = 166,40 \text{ \ldots [7]}
\]

(c) Answered well.

Answer

Cheaper suppliers, wages, overhead expenditure (Decrease in Variable costs)

More units produced and sold

Higher SP

Lower Fixed cost

Increase contribution \[\text{Any three} \times 2\] \[6\]

(d) Even though learners calculated the correct break-even of 1625 units in (i), they could not plot it on the graph. Learners lost marks if the lines were not labelled, e.g. Fixed Costs. Most students did not answer the question and thus did not indicate the profit, losing unnecessary marks.

Answer...

Break-even graph of Etosha Ltd 2015

1 625 units \[6\]
Answered well.
However, learners struggled to calculate dividends of N$16 000 paid, taxation paid of N$22 000, sale of machinery of N$12 000 and purchase of machinery of N$100 000.

**Answer**

**Cash Flow Statement (Statement of Cash Flow) of Erongo Ltd**
for the year ended 30 April 2016

<table>
<thead>
<tr>
<th>Operating activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Net profit before tax</td>
<td>64 000 (1)</td>
</tr>
<tr>
<td>Depreciation</td>
<td>52 000 (1)</td>
</tr>
<tr>
<td>Interest on debentures</td>
<td>2 100 (1)</td>
</tr>
<tr>
<td>Loss and asset disposal</td>
<td>6 000 (1)</td>
</tr>
<tr>
<td>Stock (inventory)</td>
<td>(82 000) (1)</td>
</tr>
<tr>
<td>Debtors (Trade receivables)</td>
<td>6 000 (1)</td>
</tr>
<tr>
<td>Creditors (Trade payables)</td>
<td>18 000 (1)</td>
</tr>
<tr>
<td></td>
<td>66 100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Returns on investments and servicing of finance</th>
<th>18 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dividends paid</td>
<td>(16 000) (1)</td>
</tr>
<tr>
<td>Interest on debentures</td>
<td>(2 100) (1)</td>
</tr>
<tr>
<td>Taxation</td>
<td>(22 000) (1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Investing Activities</th>
<th>(88 000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sale of Machinery</td>
<td>12 000 (2)</td>
</tr>
<tr>
<td>Machinery purchased</td>
<td>(100 000) (2)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financing Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Share issue</td>
<td>20 000 (1)</td>
</tr>
<tr>
<td>Debentures</td>
<td>(20 000) (1)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Net outflow</td>
<td>(62 000)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Cash and Bank</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Bank</td>
<td>112 000 (1)</td>
</tr>
<tr>
<td>Net outflow</td>
<td>(62 000)</td>
</tr>
<tr>
<td>Closing Bank</td>
<td>50 000 (1)</td>
</tr>
</tbody>
</table>
6 NB. Teachers are encouraged to emphasise that we round off to the second decimal, unless otherwise stated in the question.

(a) Answered fairly well.
A number of learners used the selling price to calculate the average cost price of the units sold. At times, learners of entire centres were incorrectly using the selling price.

Answer

<table>
<thead>
<tr>
<th>Date</th>
<th>Receipt</th>
<th>Issued</th>
<th>Price per unit</th>
<th>No of units</th>
<th>Stock Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 1</td>
<td></td>
<td>28</td>
<td>28,60</td>
<td>1 000</td>
<td>N$28 000</td>
</tr>
<tr>
<td>Feb 2</td>
<td>4 000 x 30</td>
<td>29,60</td>
<td>5 000</td>
<td>28 000 + 120 000 = N$148 000</td>
<td></td>
</tr>
<tr>
<td>Feb 5</td>
<td>4 600</td>
<td>29,60</td>
<td>400</td>
<td>N$11 840</td>
<td></td>
</tr>
<tr>
<td>Feb 11</td>
<td>3 000 x 36</td>
<td>35,25</td>
<td>3 400</td>
<td>11 840 + 108 000 = N$119 840</td>
<td></td>
</tr>
<tr>
<td>Feb 19</td>
<td>2 600</td>
<td>35,25</td>
<td>800</td>
<td>N$28 200</td>
<td></td>
</tr>
<tr>
<td>Feb 23</td>
<td>4 000 x 40</td>
<td>39,21</td>
<td>4 800</td>
<td>28 200 + 160 000 = N$188 200</td>
<td></td>
</tr>
<tr>
<td>Feb 29</td>
<td>4 200</td>
<td>39,21</td>
<td>600</td>
<td>N$23 526</td>
<td></td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Date</th>
<th>Receipt</th>
<th>Issued</th>
<th>Av Cost</th>
<th>No of units</th>
<th>Stock</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 1</td>
<td></td>
<td>28</td>
<td>28,60</td>
<td>1 000</td>
<td>N$28 000</td>
</tr>
<tr>
<td>Feb 2</td>
<td>4 000 @ 30</td>
<td>29,60</td>
<td>5 000</td>
<td>28 000 + 120 000 = N$148 000</td>
<td></td>
</tr>
<tr>
<td>Feb 5</td>
<td>4 600</td>
<td>29,60</td>
<td>400</td>
<td>N$11 840</td>
<td></td>
</tr>
<tr>
<td>Feb 11</td>
<td>3 000 @ 36</td>
<td>35,25</td>
<td>3 400</td>
<td>11 840 + 108 000 = N$119 840</td>
<td></td>
</tr>
<tr>
<td>Feb 19</td>
<td>2 600</td>
<td>35,25</td>
<td>800</td>
<td>N$28 200</td>
<td></td>
</tr>
<tr>
<td>Feb 23</td>
<td>4 000 @ 40</td>
<td>39,21</td>
<td>4 800</td>
<td>28 200 + 160 000 = N$188 200</td>
<td></td>
</tr>
<tr>
<td>Feb 29</td>
<td>4 200</td>
<td>39,21</td>
<td>600</td>
<td>N$23 526</td>
<td></td>
</tr>
</tbody>
</table>

(b) Well-answered.
Some learners did not know how to calculate the sales of N$728 000, neither the purchases of N$388 000.

Answer

Trading account – February 2016

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales</td>
<td>728 000</td>
</tr>
<tr>
<td>Cost of Sales</td>
<td>392 474</td>
</tr>
<tr>
<td>Opening Stock (Inventory)</td>
<td>28 000</td>
</tr>
<tr>
<td>Add Purchases (4 000 x 30 + 3 000 x 36 + 4 000 x 40)</td>
<td>388 000</td>
</tr>
<tr>
<td>Less Closing Stock (Inventory)</td>
<td>23 526 (1) O/F</td>
</tr>
<tr>
<td>Gross Profit</td>
<td>335 526 (1) O/F</td>
</tr>
</tbody>
</table>

[7]
(c) Poorly-answered as learners did not refer to the stock.

The accounting concept, Prudence, states that assets, (in this case stock) should not be valued too high. Stock must be valued at the lower cost price and not net realisable value.

If stock were valued at the selling price, the closing stock would be over-valued, thus the profit would be overstated.

Answer

Prudence: Stock should rather be understated (1)
Stock should be valued at the lower cost or net realisable value (1)
If stock valued at selling price is lower than cost price, then stock should be valued at selling price (2)
If stock valued at cost is lower than selling price, then stock should be valued at cost price

Positive suggestions to teachers

• Encourage learners to work to the second decimal, unless the question requires a different decimal.
• Learners should not abbreviate, it places such learners who have abbreviated, in an unfair advantage.
• Learners should not spend too much time on one question, especially if the learner is struggling with a question, as the next question might be less challenging and the learner could gain marks more easily in that question.
• Learners should note that, if a question is out of 30 marks, the learner should only spend 30 minutes on the question.
• Teachers are encouraged to continue motivating learners to do well and to put in more effort.
• Teachers are also encouraged to provide sufficient revision time for learners. Exposing learners to past external examination questions is one of the best methods of improving learners’ marks.
General comments

The performance of the candidates was a bit poorer than in 2015. The reason being that some candidates decided to opt for the Higher Level, but should rather have opted for the Ordinary Level. In general, the candidates performed better in Question 16.

Candidates have to be informed about the mark allocation as it is an indicator of how many facts are expected of them.

Many candidates were unsuccessful in giving the answer in their own words. Some candidates wrote long paragraphs offhand from the selected reading, hoping the answer will be in the paragraph. They are not able to select the answer from the text and rewrite it in their own words. Remember, reading is the key to an extensive vocabulary as well as contributing to the success in answering a question paper.

Candidates still have problems with interpretation of different questions, for example, “name, proof, discuss, explain” (noem, bewys, bespreek, verduidelik), and cannot answer it correctly.

It is important that teachers study the report of the examiner and bring the wrong format under the attention of the candidates preventing them to lose unnecessary marks.

Comments on individual questions

SECTION 1

1 Most candidates could answer the question correctly and could provide evidence from the text. Some candidates answered “dorpie” (small town) and incorrectly assumed that the diminutive refers to a small place. Remember “Keetmanshoop” can also be classified as a “dorpie” but it is bigger than Helmeringhausen.

2 The question was mostly answered correctly. Candidates must be made attentive that “Yes” or “No” answers require the correct motivation to earn the two marks.

3 Candidates struggled to give an explanation of the word “monument”. They answered that Schnebel erected the windmill structure to pump enough water in the desert. They were supposed to provide a reason why it was a monument.

4 Only a few candidates mentioned the initial route and then described the highlights of this route. Most could name the road number with the highlights.

5 Most candidates only mentioned why this road is almost like heaven because nature is so beautiful/awesome/peaceful/calm and only a few mentioned the hospitable people of Namibia. Therefore, they were allocated only one mark. Many candidates could not describe the term “heaven” (hemel).

SECTION 2

6 Candidates confused the possibilities because they did not analyse the question, thus they provided incorrect evidence.

7 Well-answered.

8 Average responses were received.

9 Well-answered.
Well-answered.

Average answers were given.

Candidates could identify the answer from the text.

Few candidates were successful in identifying the phases of his career and put it in chronological order. Most rewrote the paragraphs in which the answers appeared, hoping to receive marks in such a way.

Only a few candidates received both marks as only a few mentioned that he was an inspiration to the writer and they did not mention that he was well-known.

Few candidates applied the title of the text to the content. They did not mention his original pioneering work as a ranger where he made a lasting impression. In general, poorly-answered.

SECTION 3

In general, well-answered, especially by the candidates with Higher Level potential. There is definitely a huge improvement in paraphrasing as well as the layout of the writing. Only a few candidates deviated from the layout and wrote a letter, a report, a composition or a dialogue instead of a speech.

Candidates were supposed to write a speech to their parents and not their teachers or fellow candidates. Candidates had to analyse the subject thoroughly to understand what was expected of them. They had to give information about how a bully acts and why they act in such a manner. Then they had to give hints to parents on how to help their children. Too many candidates used the ideas from the text and did not give their own opinion.

The correct form of address focuses attention in the speech, for example, Good Evening Ladies and Gentlemen,

Many candidates did not do any planning, which is a very important aspect of the writing process.

GENERAL PROBLEMS

- The use of the comparative pronoun still seems to be a problem and schools do not give enough attention to it. For example Die ouers van wat se kinders i.p.v. Die ouers wie se kinders. Dankbaar vir hierdie geleentheid om saam met julle oor dit te kan praat, instead of daaroor.
- Sentence construction is still a huge problem:
  For example: Ek aanmoedig julle om met julle kinders te praat, instead of Ek moedig u aan om met u kinders te praat.
- Wrong use of prepositions. For example: Ek word van my ouers gehelp instead of Ek word deur my ouers gehelp.
- Incorrect use of conjunctions in the beginning of sentences.
- Active and passive voice needs a lot of tuition.
- The negative form requires a lot of instruction at many centres.
- The use of English terms are not permitted, for example: Ek is “fond” daarmee; “cool”; “oraait”; “will”; etc.

Spelling: Much attention should be given to spelling rules in order for the candidates to use it correctly, especially punctuation.

Examples of general spelling mistakes:

- Compound words were written as two words and not one:
  ✓ Laer skool instead of laerskool
  ✓ Skool loop baan instead of skoolloopbaan
  ✓ Hoërskool loopbaan
  ✓ Seer maak instead of seermaak
- Spelling mistakes continuously made:
  ✓ Speletjies instead of speletjies
  ✓ Deer instead of deur
Spelling and punctuation needs attention:

- The use of the comma must be taught thoroughly, especially between two predicates. Candidates make many mistakes regarding this.
- After the use of a name, a comma should be placed.
- All the punctuation must be taught thoroughly as well as practised.

Anglicisms are used, for example:

- **Meeste kinders**... instead of **Die meeste kinders**
- The correct use of participles also needs special instruction, for example, **afknouende** instead of **afgeknoude**

Positive suggestions to teachers

Rather teach according to the syllabus and not according to a textbook. Thank you to the teachers who do use the syllabus. Use different types of sources to teach the candidates the skills concerning language aspects that are imperative. In writing, lots of language aspects are tested, for example, if a candidate does not know the spelling rules, they will not be able to apply it. That includes all language aspects.

Teach the different types of written texts and evaluate it until the candidate has mastered the necessary skills.

Use and teach the different types of questions in your tests and assessment, for example, what is the meaning of **verduidelik; noem; beskryf; motiveer; ens.** (explain, name, describe, motivate).

An improvement in paraphrasing has been noticed and this is gladdening.

Thank you to the teachers who have ensured that their candidates were well-prepared and also for your hard, unselfish work.
General comments

In general, this year’s candidates performed slightly better than last year’s. This could be due to the fact that more candidates on First Language Higher Level moved to Second Language Higher Level, which means that they were better equipped to master the topics. It is, however, obvious that there are still candidates that are registered for Higher Level instead of Ordinary Level (extended), while they would have performed much better in the latter.

Comments on individual question


A lot of candidates answered this topic. They could distinguish between good choices and bad choices and the influence it has on a person’s life. However, only a few candidates wrote above average content.

2. Een oggend word jy wakker en besef jou selfoon se wekker het nooit afgegaan nie. Jy probeer kyk hoe laat dit is, maar die foon is morsdood! Gou besef jy dat nie een van die elektriese of eelektroniese toestelle in julle huis werk nie. Skryf ‘n verhalende opstel met die titel:

Die dag toe tegnologie verdwyn het

This topic was very popular, although many candidates only made use of the introduction given in the topic. They stuck to personal experiences rather than the influence on their environment. Some also did not write a narrative essay.


This was not a very popular topic. Candidates answered it satisfactorily. Some candidates, however, did not know what “wanbalans” meant.


This was a very popular topic. Essays were interesting, well-planned and creative.

5. Gee ‘n beskrywing van ‘n sonsondergang wat ‘n indruk op jou gemaak het. Dit kan op enige plek soos by ‘n watergat, in ‘n wildtuin of by die see wees.

Candidates who chose this topic mostly took too long to get to the point and described events leading up to the “sonsondergang”. Their vocabulary also seemed to be lacking when describing the sunset.

6. Romodelle is belangrik, veral vir tiers van vandag. Watter eienskappe moet die ideale rolmodel hê?

This topic was very popular. Candidates could relate to the topic, therefore answered satisfactorily. Some showed a definite above-average insight in the content of this topic.

There are still a lot of candidates who have not mastered the use of the correct form of a word when used in a sentence like: Van die eienskappe wat ‘n rolmodel moet hê is vriendelik (vriendelijkheid), nederig (nederigheid), hulpsaam (hulpvaardigheid).
General mistakes

Many candidates did not write the question number and the title of the topic chosen as was indicated on the question paper. They should also underline the topic.

They should not write their own titles, except when it is indicated to do so in the specific topic.

• Op die eenkant/anderkant
• Eerstens respek is...
• Ek nodig opvoeding.
• Ek respek my ouers.
• ‘n Rolmodel invloed jou om hard te werk.
• …in h manier...
• Daglikse
• Beruik jou droom
• Wanneer ons daar aankom...
• Vorentoe
• Lei, lui, ly
• …‘n goeie uitkyk op die lewe het/…lief het
• Ek dink by myself...
• …om hulp te soek...
• …omgee oor ander...
• …meeste belangrikste...
• Ons kan leer van ons foute.
• Soos byvoorbeeld wanneer jy besluit om dronk te bestuur...
• Om nederig te wees bedoel...
• Moet nooit opgee nie.
• Ek was laat ter wille van my wekker...
• …het ‘n invloed op anders...
• … tot ‘n stilstand gekom...
• …ek begin paniek...
• Alles was net nie reg.
• …in skool doen sekere leerders net sport.
• Waardeer/waardeur
• …ek was klaar gewees.
• Die selle
• Meer en meer
• Maaklik
• Goeie
• Ontmoontlik
• Ontmiddelik
• Van
• Kraag
• Motfeer
• Hardwerk
• Die juffrouens
• Vout
• Gevoelings

- aan die eenkant/anderkant
- Respek is eerstens...
- Ek benodig opvoeding.
- Ek respekteer my ouers.
- … beïnvloed...
- op ‘n manier...
- daaglikse
- bereik jou droom
- Toe ons daar aankom...
- vorentoe
- Hy lei die hond aan sy halsband.
- Die kind is lui/Die klok lui.
- Hy ly aan ‘n ongenezeslike siekte.
- Ons kan leer uit ons foute.
- Wanneer jy byvoorbeeld dronk bestuur...
- om nederig te wees beteken...
- moet nooit moed opgee nie.
- Ek was laat as gevolg van my wekker...
- …het ‘n invloed op ander...
- …tot stilstand gekom...
- …ek raak paniekerig/paniekbevange...
- Niks het gewerk nie. (Ontkenning)
- …op skool doen sekere leerders net sport.
- Ek waardeer my ouers.
- …omstandighede waardeur ek gaan.
- …ek was klaar.
- dieselfde
- vermeerdeer
- maklik
- goeie
- onmoontlik
- onmiddelik
- want
- krag
- motiveer
- hard werk
- die onderwyser
- fout
- gevoelens

General Remarks

Teachers should advise candidates to refrain from writing about negative issues like drugs, alcohol and sex as part of a narrative essay. This leads to superficial content with no originality.

The correct use of grammar must be taught to candidates, since they had problems using the correct “voorsetsels, betreklike voornaamwoorde, ontkening, verlede tyd, lees- en skryftekens”, etc.

Thank you.
General comments

From the answer scripts it was clear that good teaching had been done at most of the centres. In centres where the marks were very low, examiners realised from the scripts and the oral (Paper 4) that, with more thorough teaching and preparation, candidates could improve their marks. At the rest of the centres answers were of a rather high standard.

According to reports from the examiners, they had a lot of difficulty in interpreting the memorandum. The setter of the paper apologises for this inconvenience.

When marking, candidates do not need to answer, using the same language or reasoning as given in the memorandum. The idea of the memorandum is to give a comprehensive answer and to show the parameters between which candidates have to reason/argue. In order to get an A, candidates must be able to reason, using the literary theory (character, time, title, exposition, metaphor...) and the content from the text to substantiate their arguments. That is why the memorandum is given as a comprehensive document. Remember this as a Higher Grade Paper.

Repeating only certain facts does not deserve full marks, even though candidates may achieve relatively high marks. Therefore the memorandum cannot be an enumeration of facts. Reasoning well in ways not appearing on the memorandum, should be credited.

General Errors

Candidates do not read the questions and answer what is not asked.
A few candidates tell the story instead of answering the question.
Some candidates do not know the stories or the content of Siener.
Some candidates still struggle to motivate answers from the text. This can either be done by a quote or by motivating other facets of the text.

Language errors: Using the wrong words – van for want; ken for weet, selfbewus, bewus and selfgesentreerd; klaar, maar; vrouensvrouense; lei en lui; aansku for beskou; swaar, hard and moeilik, set or sé, anders for ander/ amdere.

Candidates struggle with the spelling of the following words: gewoond (gewoont), onmoontlik (ontmoontlik), onmiddellik (ommiddelik), regtig (regig of regig), daardie (dear), gevoelens (gevoelings).

Candidates often use words which do not exist in Afrikaans: hartseerlik, ombring (deurbring), voorbring (onthul or wys of dui daarop) byvoorbeeld “gedigvoorbring”, hoogliks, onmanierlik, hart breekend, gekwarrel (gestry).

IMPORTANT

Please teach your candidates to start every new question on a clean page.

Administration

Thank you to those centres who marked the “Teaching Group/Set”. Please remember to indicate the different teachers responsible for the teaching of the different candidates.

Thank you to the centres where the scripts of the ten candidates who had to be moderated (according to the oral sample) were put on top.

Marking

Overall the marking was done responsibly in most centres. The standard of marking was high. Centres where marking was not done on an accepted level will find an indication in their personal reports. You are welcome to contact DNEA if you experience any difficulties.

Please indicate grammar and spelling errors in your marking.
Important when marking

Though mentioned in the previous report, please note the following important indicators when marking:

- Candidates must focus on the specific questions in their answers.
- Candidates have to analyse the questions and circle or underline parts/components of the questions to be answered.
- All parts of the question have to be answered in order to obtain high marks.
- Concentrate on structuring answers.
- Work with the text and use the text in the answers.
- Motivate statements from the text.
- Use only the core (usually a short phrase) when quoting – as briefly as possible.
- Quotes are not the only way to motivate answers.
- Use words for prose and lines or words for poetry when motivating and referring.

Comments on the different questions

SECTION A: Prose

Approximately the same number of candidates answered Questions 1 and 2.

Question 1: Contextual Die Swart Haan – Henriëtte Grové

Answered relatively well

- Answered well. Candidates needed to read the abstract, underline phrases which related to the rest of the text. The first part of any text usually forms part of the exposition. Candidates ought to know this. The function of the exposition is to introduce important characters, the place and time.
- Reasonably well-answered. Again use the extract and briefly retell the rest of the story.
- Candidates had to compare De Rust and Seran; not Mynhardt.

Question 2: Essay Die werksmanne van Slovoville: Johnny Masilela

Question answered relatively well. Candidates loved this story and related well to it.

- Answered reasonably well. The word “Sosio-ekonomiese” comes from the discussion in the textbook.
- The most important component of this answer was to motivate your perspective on hope or despair from the text. Some candidates did this very well.

B: Drama

Approximately the same number of candidates answered Questions 3 and 4.

Question 3: Contextual on Siener

- Answered well.
- Most candidates understood the term irony and could answer the question satisfactorily.
- It was necessary to show the contrast between Giel and Ma. Candidates were able to do this.

Question 4: Essay on Siener

The question was answered well.

This question consisted of two components. Candidates needed to discuss the relationship between Tjokkie and Tiemie. They also had to show how the relationship stimulated conflict and tension.
C: POETRY

Approximately the same number of candidates answered Questions 5 and 6.

The poetry is the part of the paper with which candidates struggle most. When taught well, candidates were able to write creatively and with insight on the poetry. In most centres candidates answered these two questions very well.

Question 5: Contextual – Onderwyser – Antjie Krog

This question was answered reasonably well.

• Candidates understood the metaphor. Most candidates could explain it well. According to the mark allocation candidates easily earned good marks even when they did not explain every detail.

• Many candidates struggled with this question. Most of the poems are free verse. Candidates need to be able to discuss the composition of the poem. Be sure that this kind of question will be repeated. See the memorandum for the approach. This type of question should be within the ability of most candidates.

• Candidates could answer this question.

Question 2: Essay – Versagtende omstandighede – Peter Snyders

This question was answered well. Candidates enjoyed the poem.

Gratefulness

Teachers should feel satisfied and happy with the results of their hard work. Congratulations with a job well-done!
General remarks

In centres where teaching is on a high level, the speaking and answers were of the same high standard according to individual candidates’ abilities and hard work.

In some centres the level of the questions corresponded with the low level of the answers. It was clear that the candidates have the speaking ability, but not good insight into the texts discussed. This resulted in lowering the marks as the same standard of evaluation needs to be maintained for all centres.

Teachers not acquainted with the literary texts must please seek help in order to improve their teaching and to help candidates to achieve higher marks.

Warming up

Most of the examiners kept to the prescribed two minutes for warming up. The reason for this exercise is to help candidates to relax. Thank you for those examiners who asked different questions to individualise.

Questioning

It is important not to ask all the questions the candidates have already answered on the exam paper, thus please avoid repeating the formulated question on the paper. Do not ask questions the candidate did not answer or choose in the examination.

The idea is to ask the candidate to explain some of his/her answers in more detail. It is an oral. The more the candidate talks and elaborates on the text and shows insight in the text, the better the marks. An A must not be given for knowledge but for insight and the ability to think about the text. Very high marks cannot be awarded for repeating excellently only what has been taught. Candidates have to use the text to reason and to express their personal views on the text.

If questions are asked based on each candidate’s own answer, you should avoid asking the same questions to all the candidates.

Candidates can also not answer more than one question at a time.

Try not to ask questions with only one short answer. Ask questions which will stimulate discussion or elaboration.

Prepare your candidates to talk as much as possible. It is not a quiz, but an oral.

Questions focused mainly on the content are not high level questions.

Examiners who give the candidates questions in advance, do not act in the best interest of the candidates. The same applies to candidates reading answers. These candidates are penalised.

Examiners’ reactions

Examiners are not supposed to give any answers or to correct the candidates. The less the examiners talk the better.

Time

Keep to the prescribed time of only 15 minutes. Thank you for those centres that adhered to this rule. All three genres must be allowed the same amount of time.

Quality of CD

The quality of the recordings was good. Make sure there are no cellphones in the room as they cause sound distortions.
In some centres the required number of recordings could not be found on the CD and we had to ask for the recordings.

Please mark the names of the candidates with an asterisk on the Summary List for Assessment.

Please record the candidates in the order of the examination name list, according to the candidates’ examination numbers.

**Samples**

Most of the samples were representative of all the groups. In some centres this was not the case. Please make sure that you send in an equal number of the higher, middle and lower levels.

**Administration**

Please write in the correct initials for the “Teaching Group/Set”. Remember to mark the candidates you record with an asterisk on the form.

The ten scripts of the candidates you recorded must be taken out and put on top.

**Thank you**

Congratulations to centres with excellent candidates. It is good to experience the passion with which Afrikaans literature is taught in schools!

**Language and grammar errors**

Grammar errors:

- Op die ander hand. Aan die ander kant.

- Armoede lei aan tot... Armoed lei tot.../ Armoede gee aanleiding tot...

- Hy praat seam met ... Hy praat met...

- Ma vra as hy nog met haar gaan bly. Ma vra of hy nog by haar gaan bly.

- Tiemie vrees sy kan seam met Jakes se baba swanger wees. Is swanger met...

- Nie ander respekteer nie...

- Ek hou nie daarvan dat mense mekaar so afbring nie. ... te na kom/ beskinder/ verneder/ beledig

- Gemeente verwys na kerkgroep en gemeenskap die mense van die buurt of omgewing.

- Ek nodig jou help. Ek benodig jou hulp.
ART AND DESIGN

8345
Paper 1

General comments

This year, two reports provide insight into the examination work. All comments are applicable to both Paper 1 and Paper 2.

They are:
1. The general report
2. Centre specific report for Paper 1 and Paper 2 (combined)

Unfortunately, some centres did not read the 2015 centre-specific reports properly and have thus not applied the recommendations made by the examiners. Much time and effort goes into these reports, which are written to support the teachers. It is hoped that teachers will heed the suggestions offered in the current report.

Please note that training workshops are not included in the examiners’ job descriptions and that we will not offer these. In lieu of this, we have written immensely detailed reports over the past three years to assist teachers.

This year eight centres entered candidates for the NSSC Art and Design Higher Level examination. In total, 61 candidates participated in the 2016 examination, a pleasing increase of 14 candidates from last year. Generally, we feel that most centres have produced work of a satisfactory level.

Teachers are to be congratulated on their superb administration, which certainly made the evaluation process so much easier. All the relevant lists and forms were sent in by all centres. However, it was most distressing to discover that, for one centre, all the marks transcribed onto the MS1 forms were wrong. These marks were about 10% higher than the marks entered on the coursework evaluation forms. It is incomprehensible that such an error could have crept in, when the exact duplication of marks was required. We trust that such an error will not recur in future.

All teachers are reminded to attach the final outcomes firmly to the supporting/-preparatory work. All works are to be glued securely to the preparatory pages to prevent them from becoming dislodged and lost during the transportation-and evaluation process. Please ensure that all soft chalk mediums, charcoal- and pencil work is sprayed and covered to avoid smudging and the damaging of work.

It is pleasing to note that most (but not all) candidates have initiated their ideas from first hand observation and their own photographs. It is gratifying that there was less evidence of candidates using the internet as a direct source this year, thus allowing more creative and innovative ideas to flow and culminate in the finals. The results in the AO1 and AO5 categories were thus enhanced. “Journeys” supporting the final outcomes have been more convincing this year, ensuring better overall results in A01 of the assessment criteria.

Referring back to last year’s report, is necessary. We need to reiterate that references to other artists’ work, and the ability to link appropriate styles or techniques used by other artists, proves beneficial to the overall results. Furthermore, (again from the 2015 report) regarding the background of a final, evidence of solving the background in a variety of preparatory pieces is vitally important in ensuring a better mark. This proves to be a problem in many cases as “quick” or unsuitable backgrounds lower the overall impression of final pieces. Although not always indicated, candidates are to find solutions to their placing of objects on a surface, which could be incorporated into a background. This avoids the confusion of objects floating in space. For example, items placed on a table or within a jewellery box, adds value to the overall composition and creates the idea of gravity.

Many centres produced competent responses to the AO2 category (secondary research, development and manipulation of images) which ensured convincing results. It was pleasing to read the brief, clear, written notes which lead the examiners through the candidate’s ideas and processes, however, some candidates were not able to express the “journey” clearly. It is advisable to let someone, who is not involved in the Art process, read through the work to evaluate whether or not the intention has been achieved. It is again necessary to refer back to the 2015 report: “Comments regarding what media were used, are not required as the examiners are fully aware of what media is used. Teachers should encourage candidates to complete preparatory pieces. This gives the candidate a good overall idea of whether this particular layout, technique and medium is successful and the one to use for the final answer. This also enhances the maximum results in this category.” There were some invigorating ideas, layouts and detailed research, which inspired candidates to produce some amazing finals.
Candidates should be warned to omit pieces of inferior quality from their preparatory work as the inclusion thereof will be to their disadvantage. They need to be selective in their compilation of their preparatory work.

Candidates and teachers are reminded that this assignment (Paper 1) counts for 40% of the final mark. Studying the mark scheme (the five assessment objectives) will help candidates to gain a better grasp of how their coursework will be evaluated. Self-evaluations and peer evaluations also enhance this understanding, thus assisting candidates in fulfilling the necessary criteria.

Comments on individual questions

SECTION A

1  An arrangement of reading glasses, goggles or binoculars. Include the cases and a cleaning cloth.  [8 candidates chose this question]

There were 6 digital responses to this question and 2 painting and related media answers. A number of candidates responded in a very clever way to this question, as candidates used mirrors to support the answers, thus replicating the glasses or binoculars and cases as was required in the question. One candidate responded by using vibrant colours in her final which were truly eye-catching. Many candidates did a great deal of experimentation and exploration regarding this topic and included a variety of unique compositions. Even though various media were used, many candidates were unable to make the correct aesthetic choices for the finals. It is unfortunate that at two centres, some candidates did not include the “cases and a cleaning cloth” in their final pieces. Ironically, one candidate had practised the aforementioned items but did not include them.

Teachers and candidates should read the questions they have chosen very carefully at the beginning of the examination process, as a clear understanding of the wording is essential. A second opinion from the English teacher could certainly act to the candidates’ advantage. As the preparation period continues, another check should be done to ensure that all items are included and the wording of the questions should again be checked at the end of the examination.

It was sad to note that many candidates had a problem relating to the correct use of form, thus losing marks in the AO3 category: Organisation and relationships of visual and/or other forms. Please take note of this as it is an important aspect at this level.

2  A study of a withered tree stump and an old shoe.  [2 candidates chose this question]

One candidate responded to this in a photographic medium which included a variety of compositions using an old shoe with wired laces placed on a withered tree stump with the Spitzkoppe as a backdrop. A variety of interesting approaches and of lighting were included in the preparatory work. The candidate had planned in advance where the focus points would be, which resulted in an impeccable final.

In the painting and related media submission, two old shoes were drawn on a withered tree stump. This is unfortunate as the candidate misinterpreted the question. Furthermore, even though the candidate had produced intricate pen and coloured pencil detail, only two pages of preparatory work repeating the same subject matter was handed in. This was to the candidate’s disadvantage as the AO2, AO3 and AO5 categories were not maximised.

3  One or two people reclining on the floor, reading.  [4 candidates responded to this question]

It was pleasing to note that candidates had researched and explored a variety of angles and media to find suitable solutions to this challenging question. A variety of photographs and observational sketches supported the final outcomes.

Two exceptional entries revealed a great deal of photographic manipulation and experimentation. One final provided the observer with an in-depth exploration into scrying using effective lighting techniques. The candidate also explored braille and palmistry which assisted in the powerful outcome. The other very powerful final was that of a young lady reading a book underwater. Various exciting photographic manipulations and techniques were used to reach an amazing outcome.

Two painting and related media submissions were included in this question. One final included a young ballerina reading on the floor with a mirrored image as the background. This was done in white pitt on black sugar paper. Various media and compositions supported the final. The other painting and related media final was done in watercolour of a girl lying on her stomach, reading. It is vitally important that the correctness of form should be emphasised, since poor form can be very distracting in the painting and related media pieces.
4. **A view looking down a flight of stairs.** [7 candidates answered this question]

All but one of the responses to this question were done digitally. One candidate responded with a pencil drawing of stairs. The majority of these answers were well-explored, but unfortunately, some candidates did not apply good aesthetic judgement, resulting in a number of bad photographs being included in the preparatory work. Likewise, in some cases, the choice of the final, did also not showcase the best photograph. Not all settings were included, which left the examiners wondering about the manipulation of photographs.

There were many mundane photographs of staircases, yet candidates managed to observe and capture shadows and patterns found on the stairs. Candidates are commended for finding various staircases in Windhoek. One candidate explored speed and lighting on an escalator, which proved successful. An amazing submission was presented where a candidate had built two staircases, one out of wood and the other out of clay. She then used rape, gender imbalance and gay rights to reveal the degradation in society. This “observational” entry was therefore worked in an interpretative manner. Photo-manipulation processes were indicated throughout.

**SECTION B**

5. **Out of the blue.** [9 candidates responded to this question]

Four candidates answered in a photographic medium, whilst the rest all responded in a variety of painting and related media. Photographically one answer was that of simplistic, yet observational photography of items jumping out of the sea, while the other was of two faces emerging out of water in a pleasing diptych format. Another interesting digital response to this answer was that of jewellery symbolising spaceships, floating in space. A baby popping out of a flower proved to be another satisfactory submission in an experimental photographic answer.

Painting and related media answers included social issues such as abuse reflected in a mixed media format. Other answers included various items relating to the sea such as fish and personal responses to the colour blue. Even though this answer relates more to an interpretative response, candidates still need to focus on perfecting their form, since a convincingly organised relationship between visual forms is necessary for students to do well in the AO3 category of the assessment criteria.

6. **Bitter Sweet.** [8 candidates answered this question]

There were 4 photographic entries for this question and 4 painting and related media answers. The majority of the photographic answers explored sweet versus bitter items such as lemons versus strawberries and chocolate versus wine. A variety of compositions were explored, which included striking, vivid colour contrasts. Many of the candidates used bottles and glasses with mirrors to reflect backgrounds. A great deal of care was taken to ensure the correct settings so as to enhance the response to the question.

The 4 painting and related media responses varied in mixed media. A most successful final was one pertaining to the ethnic hair debate which was recently a news highlight and the struggle for human rights. Various collage, ink and coffee stains were incorporated to form a cohesive final. Another extremely successful final included mixed media which revealed the evils and effects of alcohol on a human being. This included pen, koki, paint and pencil work. One personal response to this question included a map created in mixed media, which represents the future travel plans of a school leaver. While these thoughts conjure feelings of sweetness and happiness it ironically makes the student leave home with great sadness. Another personal response was that of two people enjoying every moment of their lives together in “sweetness” as one of them is terminally ill. Even though this is a theme used in many novels today, this most comprehensive pen and wash final, evoked a very emotional response.

7. **Oyster** [5 candidates responded to this question]

There were 2 photographic responses to this question and three painting and related media submissions.

A beautiful vertical composition of oysters and glassware in a purple hue compromised by simplistic light painting. All candidates doing photography need to guard against allowing an experiment overpowering the subject matter. The other digital submission was of a baby nestled in a pair of hands which symbolise the oyster shell. This black and white photo needed more experimentation in the use of Photoshop techniques to ensure the desired effect.

The three painting and related media entries varied from a personal response of a young and old lady on either side of an oyster shell with pearl hair clasps in their hair portrayed in watercolours to a collaged watercolour face overpowered by the pain caused by the instrusion, that leads to the creation of a pearl. The other entry was that
of a baby in a shell followed by a man trying to escape from an oyster shell and hands holding a face. This art piece was done in wax crayon and paint. Once again one would like to see a better understanding and rendition of form at Higher Level.

8 **Intertwined** [11 candidates answered this question]

4 photographic and 7 painting and related media entries were received.

Even though this was the most popular question, it was generally not as successful as the others. Candidates were a little too clichéd in their responses. The majority intertwined the human being into nature. One candidate used her relationship with dogs to express this theme in a white pitt on black observational final. Other interesting responses were those of intertwining body parts interwoven into mountains and sand dunes. Intertwining family members to show their dependency on one another was evident in an oil pastel composition. The experimental photographic composition of various cultures uniting to form a Namibian citizen in a typical Namibian setting was most pleasing. This submission included a poem and lyrics written by the artist and a CD. Another experimental photographic entry was that of a young lady clasping roses which were Photoshopped around her body. A very well-planned and precise black and white observational final of hands holding a shiny ribbon revealed an intense study of light.

**SECTION C**

9 **Design a logo for an earthmoving company called Big Cats.** Show how the design will appear on a vehicle and a company letterhead. [2 candidates responded to this question]

This is a very precise section and therefore needs neat and exact forms and logos. Unfortunately, one of the candidates misinterpreted the question and forgot to include the latter part of the instruction, thus losing a number of marks. In contrast, the other candidate submitted excellent solutions and answered all the requirements revealing highly accomplished abilities. This submission included pencil, coloured pencil and ink work from direct observation as well as sophisticated photographic manipulation which resulted in excellent organisational results and relationships of visual and/or other forms (AO3), selection and control of materials, media and processes (AO4) and personal vision and presentation (AO5).

10 **With reference to strips found on animals, plants or the man-made environment in your locality, and also with reference to the Op Art Movement of the 1960s, design an outfit for a fashion show titled Swinging 60s. Include a repeat pattern as part of the design. You may place emphasis on the costume, or on the fabric design.** [4 candidates answered this question]

There were very intricate and precise responses to this question. Three candidates had similar yet different approaches. One candidate used baskets and their forms to design her outfits, whilst another candidate used geometric designs and grids to design her striped and chequered outfits. Another candidate used Twiggy as a reference and various circles and ellipses in nature to design an eye-catching cat suit. Circular designs, observational watercolour paintings of fish and exciting experimentation in a variety of media led a candidate into continuing her journey in the preparatory stage to intricate fish and twirl designs in a flaring blue design.

11 **Include the whole or part of the following text with suitable illustrative material, in a double page spread for a book: “The hand has as many expressions as the face and if you don’t see any reactions from the face, watch the hands… covering the face in desperation, reaching out for warmth, caressing your body with love, clawing to push death away, tension in holding something, their motion in creating, their movements in happiness, stillness in idleness or loneliness...”** [1 candidate responded to this question]

One candidate answered this question. She explored and experimented through the medium of photography. The final outcome was intended as a double page spread and depicted a human body with the words “caressing your body with love.”
Positive suggestions to teachers

We would like to congratulate teachers on the sterling work done this year as there is evidence of overall improvement. However, there are still many teachers who do not seem to have read and applied the suggestions we made in the individual reports and the general report of 2015. Please ensure that you have received an individual report for your centre for 2016. It is essential that everyone revisits these important issues to ensure overall improved results.

As mentioned in the 2015 report; “A reminder to teachers: A helpful Google website to peruse is the studentartguide, which is a collection of Cambridge art students’ work. It discusses components of art syllabi and contains useful references to other web pages.”

Without the dedication and hard work of each teacher in this emotional, draining, yet enjoyable subject, the candidates would not be able to achieve accolades. Thank you for the endless hours of preparation, dedication and marking. May 2016 be a blessed one and bring you love, health, happiness and hours of joy with your wonderful students.
BIOLOGY

8321
Paper 1

Explanation of the symbols and abbreviations used in the mark scheme:

- AVP - another/additional/other valid point
- AW - alternative words with equivalent meaning
- Ref. - candidate’s answers makes appropriate reference to
- A - means accept the candidates answer as a correct response
- R - means reject, it is marked with a cross and any following correct statement(s) do not gain any marks
- I - means ignore/irrelevant/inadequate, this response gains no mark, but any following correct answer(s) can gain marks
- (/) means an alternative answer. It separates alternatives for a marking point
- (;) separates marking points, it separates points for the award of a mark
- WTTE - means words to the effect (candidate has put the answer differently but it means/implies what is needed for a specific marking point)
- () - the word/phrase in brackets is not required to gain marks, but sets the context of the response for credit, e.g. (waxy) cuticle. Waxy is not needed, for the mark to be awarded, however, if a response of “cellulose cuticle” was given, no mark can be awarded.
- Small underlined words – the specific word underlined must be spellt correctly.
- ORA - or reverse argument/answer.

General comments

In general, the candidates did not do as well as in the previous year in this paper. Though a well-standardised paper, the candidates experienced difficulty with interpretation of questions and to apply their knowledge to answer the more challenging questions.

Some candidates produced relevant and well-structured answers and used information provided in the stem of the question to augment their answers.

Too many candidates are way too lengthy in their answers without consideration to specific mark allocation and they should realise that any additional information does not gain any credit.

Despite definite improvement in spelling over the past few years, incorrect spelling of the following words popped up quite frequently: anaerobic, protoctista, alveolus and binary fission.

A general problem was the lack of reference to figures from the graph to explain the curve, Question 3(a)(iii) as well as Question 4(e)(i) where candidates had to observe the trend shown in Table 4.2.

Comments on individual questions

1 This question was generally well-answered. Though spelling still seemed to be a problem as a great deal of students could not spell ‘Protoctista’.

   In Question 1(a)(ii), some candidates could not gain maximum marks referring to differences between the two cell types because they only referred to either procaryotes or eukaryotes and not both.

   The correct answers were:

   (a) (i) eukaryotic cell/eukaryote
   Protocista

   [2]
(ii)

<table>
<thead>
<tr>
<th>Prokaryotic</th>
<th>Eukaryotic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack nucleus/no nuclear membrane</td>
<td>Nucleus present/nuclear membrane;</td>
</tr>
<tr>
<td>2. Lack chromosomes</td>
<td>Chromosomes present;</td>
</tr>
<tr>
<td>3. No membrane bound organelles</td>
<td>Membrane bound organelles;</td>
</tr>
<tr>
<td>4. Smaller ribosomes</td>
<td>Larger ribosomes;</td>
</tr>
<tr>
<td>5. Smaller cells</td>
<td>Larger cells;</td>
</tr>
</tbody>
</table>

max 2

(b) (i) A common mistake was the fact that candidates overlooked the question instruction to 'list' the kingdoms, instead wrote down definitions for heterotrophic and autotrophic nutrition.

The correct answers were:
Heterotrophic: fungi, animals, viruses (all mentioned);
Autotrophic: plants;

(ii) Nearly all candidates could state the reasons for viruses – not belonging to any of the five kingdoms into which living organisms are classified.

The correct answers were:
Non cellular;
No cytoplasm/no organelles
Depend on cells/host for metabolism/reproduction/do not show all seven characteristics of life; max 2

2 (a) The question was well-answered by most candidates and most candidates mastered the calculation by just using the data provided in Table 2.1.

The correct answer was:
331:1; \( \text{A} \) 331:08

(b) (i) Quite a lot of students referred to carbohydrates, rather than fats, as being in excess to become obese and obviously they do not know that 55% carbohydrates is a normal amount to have in your diet.

The correct answer was:
Ref. to diet high in fat/contains too much fat/AW;

(ii) The first part of the question was well-answered as most candidates could indicate correctly how the coronary artery would look shortly before a heart attack. As for the labelling of the cause of the heart attack, there was some misinterpretations as some candidates explained in detail how the coronary artery gets blocked, resulting in a lot of unnecessary detail, instead of just mentioning the cause of the heart attack.

The correct answer was:
More than half of coronary artery shaded/sketched/indicated; label: plaque/cholesterol/artheroma/platelets/dead fibrous tissue/blood clot;
\( \text{R} \) Fat

(c) (i) Most candidates indicated Animalia as the kingdom to which the tapeworm belongs to.

The correct answer was:
Animalia; \( \text{A} \) animals
(ii) The question was well-answered and obviously clearly understood by most candidates as they referred to either diffusion or active transport as a method by which a tapeworm absorbs nutrients from the digestive system of its host.

The correct answer was:

Diffusion;  
[Active transport]

(iii) Most candidates correctly named the type of respiration and clearly used the information in the question that referred to 'oxygen free environment'.

The correct answer was:

Anaerobic;  

(iv) There is a pleasing improvement in the answering of questions on the levels of organisation from cnidarians to chordates and this question was generally well-answered as most candidates could clearly indicate the development from tissue level to organ level of organisation and relate it to structure. Though quite a few candidates showed uncertainty regarding the difference between a body cavity/coelom and a gut.

The correct answers were:

**Cnidarians (coelenterates)**

- Have ectoderm and endoderm/two layers to their body walls/diploblastic organization;
- Layers separated by mesoglea (layer of jelly);
- "nerve net" (in jelly layer) connecting cells of two layers of coordination and response;
- Body cavity/gut/enteron sack-like with single opening;

**Chordates**

- Have ectoderm, endoderm and mesoderm/three cell layers/triploblastic organisation;
- Mesoderm (middle layer) origin for body organ systems;
- A coelom/cavity develops within the mesoderm;  

**NB:** maximum marks only when both levels are discussed  

3 (a) (i) Not many candidates managed to score maximum marks as the majority either did not include enough detail in their description or failed to complete the full description.

A good answer was:

- Blood passes twice through heart in every circulation of body;
- Blood is pumped from heart to lungs (via pulmonary circulation) and returned to heart;
- From heart blood is pumped to body tissues (via systemic circulation) and returned to heart;  

(ii) Correctly named by most candidates.

The correct answer was:

Capillary;  

(iii) It was evident that most candidates understand the pressure changes in blood vessels during blood flow as indicated in **Fig. 3.1**. Though a large percentage of candidates failed to score maximum marks as they did not refer to any figures/data from the graph/Fig. 3.1.

The correct answers were:

- Blood enters aorta at high pressure of ± 110 mmHg;
- Blood pressure drops as blood flows through arteries – from 110 mmHg to 80 mmHg;
- Blood pressure drops further as blood flows through arterioles and capillaries;
- Reaches lowest level of 5 mmHg at venous end of capillaries;
- Remains low in veins at 5 mmHg;  

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(iv) In general, candidates did not respond well to this question because of misinterpretation. The question is actually about **why the blood pressure is much higher** in the aorta than in the pulmonary artery (i.e. ...left ventricle thicker muscular wall; thus stronger contraction) where most candidates referred to the muscular wall of the left ventricle being thicker than that of the right ventricle and therefore blood will be pushed to the whole body and to the lungs respectively.

The correct answers were:

- Contraction of left ventricle stronger than contraction of right ventricle;
- Due to thicker muscular wall in left ventricle ORA;

(b) (i) Most candidates had the right idea of why the patient’s pulse rate is the same as the heart rate, but they did not use the right terminology/wording to phrase their answers correctly.

The correct answer was:

(pulse is) wave of pressure caused by contraction of heart;

(ii) The majority of the candidates responded well to this question and nearly all answered it successfully.

The correct answers were:

- Wrist/side of neck/APV;
- Arteries close to the surface;
- Pressure waves felt;

4 (a) Nearly all candidates could identify structure x.

The correct answer was:

Alveolus

(b) Candidates responded well to this question and nearly all answered it successfully.

The correct answer was:

Diffusion;

(c) The majority of candidates achieved maximum marks for showing the percentages of oxygen, carbodioxide and nitrogen in inhaled and exhaled air.

The correct answer was:

- Oxygen: 16;
- Carbon dioxide: 0.03;
- Nitrogen: 79;

(d) (i) This question was rather poorly answered by quite a few candidates and it was obvious that the candidates did not have knowledge on features of globular proteins.

The correct answers were:

- Round/spherical/ball-like/AW;
- Soluble in water;
- Ref. to tertiary structure present/4 polypeptide chains; max

(ii) The majority of candidates answered this question successfully and they could clearly understand which red blood cells (Z1; Z2) contained more oxyhaemoglobin.

The correct answers were:

- Z1;
- Receives oxygen;
- At alveolus/passes alveolus/diffusion occurs at alveolus/AW
The majority of candidates achieved some marks for this question, though very few were able to achieve maximum marks, as, once again, they could describe the trend shown on the occurrence of chronic emphysema in males and females (Table 4.2), but most failed to refer to figures/data from Table 4.2.

The correct answers were:
Males: decrease then increase;
Decrease 1982 to 1986, increase from 1986 to 1988;
Females: increase then decrease;
Increase 1982 to 1986, increase from 1986 to 1988;
**NB: maximum marks only when both males and females are discussed.**

(ii) Well-answered by most candidates and most could draw a conclusion from the data given in Table 4.2.

The correct answers were:
More men are diagnosed with emphysema than women;
Ref. to number of males and females smoking;

(iii) The candidates responded well to this question and the majority could suggest one cause of emphysema.

The correct answers were:
Smoking (passive/active/heavy)/AVP

(f) Fairly well-answered by most candidates, though quite a lot failed to refer to the alveoli being damaged and that was the reason for many of the other problems (which the candidates mentioned).

The correct answers were:
Alveoli damaged/destroyed; OWTTE
Leads to reduced/smaller surface area for gaseous exchange;
Less oxygen available for respiration;
Short oxygen supply to active muscles;
Less energy available for muscle contraction;

5 In general, one of the most poorly-answered questions by nearly all students.

(a) Quite a few candidates incorrectly referred to this form of asexual reproduction as mitosis.

The correct answer was:
Binary fission;

(b) Candidates did not respond well to this question and quite a few scored the minimum or no marks due to the following reasons:
- Candidates did not refer to the importance of a suitable environment and that the parent cell grows;
- No reference to DNA replication;
- They constantly referred to ‘nucleus’ that split into two…;
- Failed to mention two (genetically) identical daughter cells (and not just two daughter cells) formed.

The correct answers were:
Bacteria lands in a suitable environment;
Bacteria parent cell grows;
Goes through DNA replication;
After 20 minutes parent cell splits into;
Two identical daughter cells;
(c) This question was also poorly-answered and candidates did not manage to score maximum marks because of the misinterpretation of the question. Some referred in detail how antibodies react upon antigens, phagocytosis, etc. instead of referring to the overuse of antibiotics and why it is difficult to cure some patients of certain bacterial infections.

The correct answers were:
Ref. to antibiotics;
Incomplete course/misuse/frequent use (of antibiotics);
Population of bacteria may include some individuals that have resistance to the antibiotic; (resistant bacteria) survive and reproduce;
Form population of antibiotic resistant bacteria;
R ref. to antibiotic causing mutation for resistance

6 (a) (i) It is pleasing to note that as the years progress, candidates are handling graphs much better, in general. Most candidates scored some marks for the plotting of a bar graph. However, a general mistake was that candidates from quite a few centres separated all the individual bars of camp 1 and camp 2, instead of allowing spaces only between every pair (camp1 and camp 2) according to the specific year (e.g. 2001).

Marks were allocated for the following:
A: label axes and even scale;
S: size plots to fill half or more on both axes;
P: plots with spaces between bars;
K: key or label (camp1 and camp 2);

(ii) Well-answered by candidates, though some lost the marks because they stated the correct reason but failed to refer to either camp1 or camp 2.

The correct answers were:
More food in camp 2; ORA
No/less predators in camp 2; ORA
No/less diseases in camp 2; ORA
More space for reproduction in camp 2; ORA

(iii) Candidates responded well to this question and they successfully stated the reason for the decrease in rabbit numbers in 2005 in camp 1.

The correct answers were:
Introduction of another predator in camp;
Less food;
Outbreak of disease;

(b) (i) The majority of the candidates could not score maximum marks in this question because of a lack of detail. They correctly referred to ‘mutation’ but failed to mention the change in sequence of bases; in DNA.

The correct answers were:
Mutation;
Change of sequence of bases;
In DNA;
(ii) It is pleasing to see that the majority of candidates handled the genetic cross much better than last year (2015) and most candidates completed this question successfully.

The correct answers were:

<table>
<thead>
<tr>
<th>Parent phenotype:</th>
<th>brown rabbit x white rabbit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent genotype:</td>
<td>Bb x bb</td>
</tr>
</tbody>
</table>

Meiosis:

Gametes: \(Bb\) x \(bb\)

Fertilization:

<table>
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<th>b</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Bb</td>
<td>Bb</td>
</tr>
<tr>
<td>B</td>
<td>bb</td>
<td>bb</td>
</tr>
</tbody>
</table>

Offspring genotype: \(Bb\) \(Bb\) \(bb\) \(bb\)

Offspring phenotype: brown brown white white

Parental genotypes both correct;
Gametes correct;
Offspring genotypes correct;
Phenotypes linked to genotypes;

**NB: candidates needed to show only one b gemete from the white parent**

(c) This question was completed fairly successfully by most candidates, though a few struggled with the concept of selective breeding.

The correct answers were:

- Breed largest rabbits together;
- Do not breed from small rabbits;
- Select largest offspring (and breed them together);
- Repeat for many generations;

**max [3]**
General comments

A number of candidates showed a good understanding of the topics and could apply their knowledge to new situations described in the questions.

Candidates should, however, take more time to read the introduction to the questions and the questions themselves, to gain a better understanding of what is being asked. A number of candidates failed to follow instructions given. Higher Level requires understanding of topics in order to apply the information to a novel situation. Information from textbooks must be adapted to answer the question and cannot be memorised and repeated as is. Candidates should also pay more attention to their use of language. Sentences must start with a capital letter and end with a full stop. Biological terminology should be used correctly.

Comments on individual questions.

1 (a) (i) Candidates referred to animal cells or ciliated cells rather than the type of cell found in the lining of a villus in the human ileum. Many candidates answered by stating that it is a eukaryotic cell.

(ii) Candidates do not seem to know the difference between a carrier protein and a protein carrier. A protein carrier carries proteins. A carrier protein is a protein that carries other substances, like in this case glucose.

(b) (i) Many candidates did not give evidence from the figures, such as the number of molecules present on the inside and outside of the membrane respectively, or the presence of a carrier protein through which the substance has to travel. Just a definition of the process does not answer the question. The terms against and with/down a concentration gradient are not well-understood. Against a concentration gradient means from a low concentration to a high concentration. With or down a concentration gradient means from a high concentration to a low concentration.

(ii) Candidates were asked to describe the process of active transport referring to the structures involved, which are also shown in the figure. Again many only wrote the definition of the process in a little bit more detail. Active transport requires the molecule to be transported, glucose in this case, to attach itself to the carrier protein on the outside of the membrane, where it occurs in a lower concentration. The ATP attaches itself to the carrier protein on the inside of the membrane. The ATP molecule is then broken down into ADP and Pi. The energy released during this reaction is used to change the shape of the carrier protein which moves the glucose through the membrane. The glucose is then released into the cytoplasm of the cell.

(c) Structure B was identified correctly as a mitochondrion by most candidates. Some candidates gave a very good explanation for the high numbers of structure B. Many failed to mention that mitochondria produce ATP (not energy) during aerobic respiration and that it is this ATP that is used for active transport. The mitochondria do not release the energy, they produce ATP. When the ATP is broken down, the energy is released for the process to take place. The process has a scientific name, active transport, which should be used correctly and not be changed into active uptake.

2 (a) (i) Most candidates provided the correct definition for the term ‘enzyme’. Important to mention that the reactions which are catalysed are chemical reactions and not biological reactions.

(ii) The equation for the digestion of lactose was mostly given correctly. Candidates were required to write a word equation and not a chemical equation. The correct form should be adhered to:

\[ \text{lactose} \rightarrow \text{glucose} + \text{galactose} \]. The enzyme is not a reactant, therefore it **cannot** be written as \[ \text{lactose} + \text{lactase} \]. The products are not listed with and between the products but a + should be used.

(iii) Just mentioning that lactose was absent did not qualify for a mark, since lactose-free milk states that it is absent. The lactose was absent, because it was already digested and the products of digestion are in the milk. Marks could be gained by stating:
Lactose is already broken down, therefore no further digestion by bacteria, which could lead to the discomfort of the patient, is required. Or
The soluble products are already present and they can just be absorbed by the ileum.
It is also incorrect to refer to the milk being digested.

(b) (i) Most candidates understood the idea of a control for an experiment and identified the control correctly. The control could be the test tube where all the conditions for enzyme activity were optimal, therefore test-tube A or the test-tube where the enzyme is absent, test-tube B, to prove that it is the enzyme which is responsible for the digestion of lactose and not any other factor. Optimum pH in the yeast for the action of the enzyme lactase would be 6, since it is closest to the pH in the small intestine in humans where this digestion would normally take place.

(ii) Most candidates made correct predictions and gave very appropriate reasons. Both had to be given to gain a mark. Candidates should use the term optimum temperature and pH instead of referring to normal.

3 (a) (i) The name of the plant growth regulator was well-known to most candidates. More attention should be given to the correct spelling of biological terms.

(ii) Most candidates answered this question well, giving an example of an enzyme and then describing its role. A clear distinction should be made between nutrients stored in the cotyledons/endosperm of the seed, which need to be broken down, and the embryo using the soluble nutrients for growth or respiration. A number of candidates gave an example of a seed and not of an enzyme.

(b) (i) Most candidates mentioned the function of the plant growth regulator in terms of affecting the growth of parts of plants correctly, but failed to state that the plant growth regulator is a chemical produced by the plant.

(ii) Candidates clearly stated that the tip angle stayed constant due to the absence of the tip which produces the auxins.

(iii) Candidates found this part of the question very challenging. Few understood that the experiment was about geotropism and not phototropism.

Many candidates just stated the changes in the direction of the shoot tip angle for the whole graph. In their answers candidates did not refer to the times where the changes occurred in the rotation of the clinostat, therefore it was difficult to link their answer to a specific change. The correct answer would be: After 70 minutes, when the clinostat started rotating, gravity did not influence the distribution of the auxins and therefore could not cause differential growth in the shoot tip. The angle of the shoot tip stayed constant. After 170 minutes, when the clinostat was switched off, gravity had an effect on the distribution of the auxins, they were more concentrated on the lower side of the shoot tip. On the lower side they caused cells to elongate faster and therefore the shoot tip angle increased due to negative geotropism.

(iv) Many candidates drew the graph correctly, starting at a root tip angle of 60° and continuing with a straight line. Quite a number of candidates drew a separate graph at the bottom of page 7 and could only obtain a maximum of 1 mark. Others drew the radicle to show the effect of the auxins, mostly incorrectly, concluding that it would show positive geotropism or phototropism.

4 (a) The times when tourists were most active were mostly read correctly from the graph. Many candidates did not understand the scale on the X-axis and stated times like 11:30, etc. Some also read only one time, while the graph clearly shows two peaks in tourist activity.

(b) Many candidates correctly mentioned the environmental factors which would cause the lions to be less active and therefore less visible to tourists. Just stating that lion activity was low, did not gain a mark.

(c) (i) The impact of tourist activity on lion activity was mostly stated without making use of data from the graph as was requested in the question. When data is provided, it should always be given with the units in which it is measured, otherwise no marks are allocated.

Some candidates just repeated the information given in the introduction to the question and failed to obtain marks.

(ii) Candidates responded well by giving good reasons why lions should be conserved. When two reasons are being asked and the space allocated provides clearly marked areas for the two reasons, each reason should be written next to a number and not two reasons next to each other ignoring the numbering provided.
This question provided a challenge to many candidates.

(a) Most candidates read the temperature accurately from the graph and indicated the unit in which temperature was measured. Some, however, left out the unit and this caused them to lose a mark. Others did not read the decimals accurately and a few stated the temperature in arbitrary units, indicating that the incorrect axis was used to retrieve the information.

(b) (i) Candidates experience problems describing a graph. In a description, values from both axes should be clearly stated. The description should be accurate enough for another person, who is just reading the description without seeing the graph, to be able to draw the graph very similar to the one described. A description does not require any explanations.

Many candidates referred to the light intensity having an effect on the rate of photosynthesis, rather than to temperature.

Some candidates referred to the rate of growth of the respective shrubs.

(ii) Candidates did not link their explanations to the three phases shown on the graph. The three phases are:

– the increase in rate of photosynthesis,
– the maximum rate of photosynthesis
– and the decrease in the rate of photosynthesis.

The explanation about the changing rate should be linked to the change in the activity of the enzymes, as these are affected by a change in temperature. When referring to the collisions that take place between the enzyme and its substrate, reference should be made to successful collisions. Many collisions which are not successful, take place between the enzyme and its substrate meaning they do not lead to the formation of an enzyme-substrate-complex.

(c) Few candidates were awarded marks for this question. Most candidates linked the difference between the two shrubs to a difference in transpiration rates. Plants living in hot environments will be adapted to limit their loss of water. The availability of water will not influence the rate of photosynthesis in such a way, that the rate of photosynthesis will be higher at a higher temperature. Possible answer could be:

– The plants are of different species and could therefore have different numbers of chloroplasts, which could result in different rates of photosynthesis, or leaves of different sizes, number of leaves different.
– The enzymes responsible for photosynthesis in the two different plants will have different optimum temperatures. A plant adapted to a cooler climate will have enzymes with their optimum temperature for the enzymes adapted to lower temperatures, otherwise it would never reach its optimum rate of photosynthesis. A plant in warmer climates will have enzymes with a higher optimum temperature, otherwise their enzymes would start denaturing most of the time due to the high temperatures.

(d) Few candidates could describe an experiment using variegated leaves, which have white and green parts on the same leaf. After a leaf has been boiled, whether in water or alcohol, the cells in the leaf are dead and will not be able to photosynthesise, whether chlorophyll is present or not. It is therefore not viable to remove the chlorophyll from a leaf by boiling it, before exposing it to sunlight to allow photosynthesis to take place.

Covering a leaf with foil can only be used as an experiment to test whether light is needed for photosynthesis. The actual steps in the experiment, where the leaf is tested for the presence of starch, were mostly well-described. Many candidates failed to state the reasons for the separate steps.

When recording the results of the experiment, they should be clearly described, e.g. the green part of the leaf, where chlorophyll was present, changed from brown to black due to the presence of starch. If the starch was not mentioned, the mark was not awarded.

(e) Most candidates could not state why temperature influences the light independent reaction but not the light dependent reaction. Many candidates referred to temperature being used by the reactions. No reference should be made to light and dark reactions, they should be known as light dependent and light independent reactions. Reference to light and dark reactions gives the perception that the light independent reaction takes place only at night.

The light dependent phase makes use of the energy from the sunlight to activate its reactions, whereas the light independent phase requires enzymes to catalyse its reactions. The enzymes make this part of the reaction sensitive to temperature changes.
The steps taking place in the light dependent reaction were not described well by most candidates. Chlorophyll is found in the thylakoid membranes which are stacked on top of each other to form the grana. Mention was often made of grana-thylakoids, these do not exist.

Candidates incorrectly refer to light energy being changed into chemical energy and this chemical energy then being used to form ATP and the ATP being used to split the water molecule.

The chlorophyll molecules absorb light energy. When this happens electrons in the chlorophyll molecule are exited, meaning they gain energy and are lifted to a higher energy level and are transported to the electron transport chain. In this electron transport chain, the electrons are transported from one carrier to the next. During the transfer of the electrons, they release energy which is used to produce ATP by adding an inorganic phosphate group to ADP. This is known as photophosphorylation. (Photo refers to light energy being used for this process.) The ATP is then used in the light independent reaction.

Light energy is also used to split water into hydrogen and oxygen. \(4H^+ + 4e^- + O_2\) Photolysis.

The \(H^+\) reacts with NADP to form NADPH, which is used in the light independent reactions. The electron returns to the chlorophyll molecule from where they were removed by the absorption of light energy.

The oxygen diffuses out of the chloroplast and eventually out of the leaf.

A simpler version of the process could be described as follows:

The chlorophyll molecule absorbs light energy. The light energy is used to form ATP from ADP and an inorganic phosphate group. This process is known as photophosphorylation. Light energy is also used to split water into hydrogen and oxygen. This process is known as photolysis. The hydrogen reacts with NADP+ to form NADPH, which is used in the light independent phase and the oxygen diffuses out of the chloroplast and eventually out of the leaf.
Section B

Most candidates gained high marks in this section. Often the introduction to the question was not read and therefore the candidates did not answer the question, although the information provided was correct.

6 (a) Candidates were required to describe the role of the hypothalamus in these regulatory processes and not just give a description of the processes as such.

(i) Osmoregulation:

Most candidates described the process of correcting the water potential in the case of a high water potential, and completely separately, a low water potential. Candidates should have described the correction for one condition, either low or high water potential. The osmoreceptors detect the corrected water potential in the blood and the corrective action will be stopped. This candidates failed to mention.

The osmoreceptors detect the water potential in the blood passing through the hypothalamus and not the water potential of the body.

ADH is only secreted when the water potential of the blood is low. When the water potential of the blood is high, it is not secreted by the posterior pituitary gland.

The collecting ducts are made permeable by ADH to allow more water to be reabsorbed into the blood. It is not the collecting ducts or renal tubules that absorb the water.

(ii) Temperature regulation:

Candidates mentioned the hypothalamus sending impulses to the heat gain or heat loss centres respectively. The thermoreceptors in the hypothalamus are the heat gain or heat loss centres. These detect a change in the temperature of the blood and send impulses to the effectors which take corrective action. Once the corrective action has taken place, the respective centres detect the corrected blood temperatures and stop the action by the effectors.

(b) This question is about the response of the body to low external temperatures. Many candidates just mentioned vasoconstriction. Vasoconstriction can take place anywhere in the body where blood is shunted. To obtain a mark they must refer to the arterioles in the skin, since these allow blood to flow to a region where heat could be lost. Many candidates referred to capillaries constricting, this is impossible, since they have no muscles in their walls. Heat is then lost by three processes: radiation, conduction and/or convection. Many candidates mentioned blood vessels moving away from the skin, this is not possible.

Sweat glands produce less sweat which leads to less evaporation and less heat lost. Heat can only be lost by sweat glands, if the sweat produced by them has a chance to evaporate. When evaporating, the water uses the heat of the body to do so.

Shivering was mostly mentioned correctly as a means of producing heat, since the rate of respiration increases in the muscles which are contracting uncontrollably. The metabolic rate can generally be increased due to an increase in respiration. During respiration, some of the energy is converted into heat energy.

Hair erector muscles contract and do not erect. The hair then traps air for insulation and not heat.

(c) Most candidates could explain some of the roles of water in the human body.

Many candidates mentioned the presence of water in different liquids of the human body without explaining the role of the liquid.

It is not sufficient to write that metabolic reactions require water. The water is the medium in which the chemical reactions take place.

Hydrolysis and condensation reactions were often confused. Water is a reagent in a hydrolysis reaction and a product in a condensation reaction.

Water only cools the body if it evaporates and not when the sweat is produced.
Candidates were asked to compare the **cells** and not prokaryotic and eukaryotic organisms. The examples required had to be pathogens. Not all Protozoa are pathogens and examples could be *Plasmodium* or single celled fungi. Reference to being uni- or multicellular were not correct. When comparing the organelles reference should be made to the structure, i.e. whether they are surrounded by a membrane or not and not the number of organelles.

Candidates answered this question very well by referring to the pathogens which have to be recognised as foreign and then destroyed by phagocytosis by the neutrophils. Phagocytosis is well-understood by most candidates.

When answering a question where a comparison is to be made, it is easiest to do it in tabular form. Marks are only awarded if the factor being compared is mentioned for both, in this case active- and passive immunity. When writing the information in the two columns, candidates should make sure that points, which are being compared, start on the same line.

Vaccination is not an example of passive immunity as was often stated by candidates. The body is injected with weakened or dead pathogens, but the body still has to respond by producing its own antibodies. Candidates often confused natural- and artificial immunity, as well as the terms antibodies and antigens.

Permanent immunity is not the result of antibodies staying in the body permanently, but the presence of memory cells. Antibodies are just protein molecules which are broken down after a time.

The problem the immune system has in eliminating malaria from the body caused great confusion for most candidates.

The fact that the parasite cannot be detected by the lymphocytes because it spends most of its time inside either the liver **cells** or the red blood cells was clear to most candidates.

The parasite goes through different stages in its life cycle whilst it is in the human body. Each of these stages presents different antigens to the lymphocytes. This means that each time it occurs in the blood and could possibly be detected, it might have different antigens which require different antibodies.

The role of the spleen in the detection of the parasite was not well-understood. The *Plasmodium*, not Malaria, produces hooks whilst it is in the red blood cells. These hooks penetrate the walls of the red blood cells and allows the red blood cells to get stuck in the capillaries. This prevents the red blood cells from being filtered out. The *Plasmodium* has 60 different genes to produce these hooks. **When one type of hook has been immobilised by the immune system, the Plasmodium produces another one, using a different gene, thus requiring a different antibody to destroy it.**

Candidates were asked to describe the changes **inside** a plant due to increased wind speed.

High wind speed removes the water vapour outside the leaf faster, creating a **steeper** concentration gradient, which then speeds up the rate of diffusion and thus the rate of transpiration. An increase in transpiration leads to a greater loss of water, which needs to be replaced by the roots absorbing **more** water from the soil. If more water is lost than can be replaced, the **cells** will become flaccid and the **plant** will wilt. When the guard cells of the stomata become flaccid, the stomata close and reduce the rate of transpiration and water loss. Less carbon dioxide will be able to diffuse into the leaves and the rate of photosynthesis will decrease.

The control over blood sugar levels was well-understood and most candidates gained most of the marks. The pancreas does **not** receive an impulse from the hypothalamus to release the hormones. The alpha and beta cells in the Islets of Langerhans in the pancreas detect the deviations from the normal blood sugar levels and this stimulates them to secrete the respective hormones into the blood stream. The hormones then stimulate the liver cells, not instruct, to convert the glucose into glycogen in hyperglycaemia and glycogen into glucose in hypoglycaemia. Many candidates refer to the liver being responsible for the conversions or even the hormone itself.

A few candidates also mentioned the role of adrenaline in the control of blood sugar levels.

A number of candidates described a reflex arc and not the transmission of the impulse at the synapse.

The concepts pre- and postsynaptic were sometimes confused.

The role of the respective ions was also not clearly understood. The Ca$$^{2+}$$-channels open when an impulse arrives in the presynaptic knob of the presynaptic neuron and then Ca$$^{2+}$$-ions enter. Na$$^{-}$$-channels open when the neurotransmitter has attached itself to the receptors on the post-synaptic membrane and Na$$^{-}$$-ions enter the post-synaptic neurone. The neurotransmitters are stored in the vesicles and released via exocytosis into the synaptic gap. From there they diffuse to the post-synaptic membrane. Neurotransmitters do not carry the impulse, the impulse also does not flow along channels.
9  (a) Candidates often only gave examples and did not refer to the situation in which it is used.

(b)  (i) Most candidates answered this question very well. Correct references were made to all the steps in the process with their respective enzymes.

   The modified bacteria do not start producing insulin immediately when they multiply. First the bacterium is allowed to multiply to have a large number of bacteria which have the ability to produce the insulin. Then the bacteria are stimulated to start with the production of the insulin.

(ii) Candidates were required to refer to the advantages of the genetically engineered insulin. Most answered by mentioning the disadvantages of the insulin extracted from animals. Insulin derived from animals is not infected by pathogens and it is only a molecule which could differ from the human insulin and therefore does not fit perfectly into the receptors, but it cannot be rejected.

(c) Many candidates described the process of micropropagation, this was however not required. Few candidates gained marks in this question. Candidates had to state how micropropagation could solve the problem of not having enough food to feed the growing world population.
General comments

Key Messages

The main objectives of this paper was to test the application of practical skills and techniques as well as relate the acquired biological knowledge to the practical side of the subject.

The parts of the syllabus covered came mainly from four different practical objectives:

• use and/or devise a key to identify six locally occurring organisms, e.g. trees/insects, etc.
• investigate the distribution of carbohydrates, fats and proteins in different parts of a seed or fruit
• food tests
• investigating the production of CO₂ by yeast in anaerobic conditions

Requirements for doing well included, in Question 1, a clear understanding that, when investigating the rate of anaerobic respiration under different conditions, sugar is essential for the start of the experiment and the production of CO₂ will have an effect on the growth and multiplication of the yeast cells. Candidates also had to understand that the rising of the dough was due to the production of CO₂ and that this was the reason for the different results. Candidates also needed to be able to record data into an appropriate table and transfer this data onto a graph. Interpretation of the results as well as a clear understanding of the words describe and explain where essential for learners to perform well.

In Question 2, key requirements included an understanding of the construction of keys, the testing with Benedict’s solution as well as the link of Acacia sp. as a legume and the storage of protein in plants. Candidates had to have a good knowledge of the N-cycle and understand the importance of nitrogen in the cycle of life.

GENERAL COMMENTS

The overall presentation and neatness of the candidates’ answers have improved. The presentation of the table is neater and more candidates seem to have presented their tables in a closed format.

The graph was also neater, but candidates need to be aware that plotting with a dot alone is not allowed. Attention also needs to be paid to the fact that plotted points need to be joined with a ruled line. It is noticeable that almost all candidates seem to have been able to get the orientation of the axes correct.

From the answers presented in the table and also from the food tests, it appears that candidates are quite competent to do the practical part of the paper.

Candidates also showed a better understanding of the concepts “describe” and “explain”, although they still struggled to explain why certain processes occur. Candidates need to focus on the way they explain, e.g. using comparative words when explaining differences (Question 1, d – respiration in B is faster, not fast) and putting processes in the correct order and writing them down precisely (Question 2, b, ii – placing test tubes in a warm water bath, not placing test tubes in a water bath over a bunsen burner).

The format of writing down the dichotomous key can still improve. Candidates should remember to write the key in pairs of opposite questions, but not in a table. Furthermore, genus’ and species’ names should always be underlined whenever they are written by candidates.

Candidates also need to focus on being precise in their answers. In Question 2 (c) (ii) the information given in the question limited the answer to nitrogen fixing bacteria in root nodules. Candidates, however, often incorrectly referred to all different ways by which nitrogen is converted into nitrates, e.g. lightning, Harber process, etc.

The calculation of the surface area of an irregular structure (in this case the pod), with the help of a grid, still needs attention. The question often was not attempted due to various possible reasons, e.g. time constraints, question not seen or inability to answer. Those candidates who attempted the question often, however, were unsuccessful in the calculation and with the necessary practise and attention should easily master this skill.

1 (a) Candidates improved on drawing a closed table. They, however, need to remember to place units of measurements with the headings and not in the table. From the results presented in the table it appears that the experiment itself was performed successfully.

Marks were awarded for:

• table mark-lines must be completed;
• all columns with headings and units;
• all rows with headings and units;
• sample A no change (or very slight change);
• sample B increase faster than C;
Two examples are included of a better answer and a weaker answer.

**E.g. 1**

![Diagram and Table](image1)

**E.g. 2**

![Diagram and Table](image2)

(b) The labelling of the axes was done correctly in terms of orientation, but candidates need to remember to fully label the axes by adding units to the labels. Furthermore, choosing the correct scale still proves to be a challenge to many candidates. It is also important to remember to not use only a dot for plotting a line graph and to keep in mind that the points that were plotted should be joined with a ruler.

Marks were awarded for:
• A - orientation of axes;
• M - labels of axes including units;
• S - using suitable scan (50% or more of grid);
• P - correct plotting of all 3 data sets;
• L - clear ruled lines;
• K - using of key;

E.g. 1

[Image of graph with annotations]

E.g. 2

[Image of graph with annotations]

E.g. 3

[Image of graph with annotations]
(c) Candidates described the line rising and remaining constant accurately. They need to remember, though, to refer to values from the graph to obtain full marks.

(d) In this question most candidates could correctly describe the difference, by stating that the dough in B raised higher/faster than in C but struggled with the explanation. Many only gave one explanation and repeated it in many different ways, rather than giving different explanations.

(e) Candidates accurately described the purpose of sample A as a control experiment. They often struggled to relate that information specifically to the experiment, mentioning that it shows that yeast is the one causing dough to rise.
2 (a) Candidates generally knew the format of the key and used opposite questions to compare the trees with each other. They need to keep in mind, however, that only one characteristic/question at a time is allowed for classification and that genus’ and species’ names should be underlined.

Marks were awarded for:

- C - construction of key/dots, lines, go-to all in place;
- P - questions all in pairs;
- O - opposite question;
- 3 - 3 sets of questions;
- L - all genus/species names underlined;
- W - works for at least 2 specimens;

E.g. 1

(b) (i) From the answers to this question it seems as if candidates have correctly performed the food test on the seed and pod. It is important to focus on the difference between “result” and “conclusion”. The question was related to the result of the test, meaning the colours that were observed. Quite a few candidates wrongly wrote down their conclusion, i.e. whether the test was positive or negative.
(ii) Candidates competently described how the food test was performed. It was, however, evident that candidates had memorised food tests and did not apply their knowledge/write down how they performed the test practically. The wording in the description of the food test still requires improvement, e.g. test tubes are heated over a Bunsen burner / test tubes are placed in a water bath over a Bunsen burner, etc. are all incorrect answers.

One example of a poor response is given. The reason as to why this candidate did not score marks were addressed in the discussion.

(c) (i) In this question candidates knew the reagent, but wrongly referred to it as “Biuret” only, instead of the correct “Biuret A and B”. The colour change to purple did not pose any problems.

(ii) Candidates either realised that the answer related to the absorption of nitrogen via nitrogen fixing bacteria in nodules and then obtained good marks, or they generalised their answer by writing down every possible way of nitrogen fixation and could not obtain the required marks. Candidates should pay attention to information given in the stem of the question which guides them to correct answers e.g. candidates were told that the trees in the key were legumes, therefore they should have linked this information to nitrogen absorption via nitrogen fixing bacteria.

(d) It is unclear if candidates did not see the question, did not have time to finish it or did not know how to attempt the question appropriately. Most of the candidates that answered this question only received the marks for drawing the pod and/or the use of correct units. Very few candidates used the grid to count the blocks and from there correctly calculate the area. It might be useful to revise this topic and practise this skill with the candidates. It is a skill on which candidates can still improve and which they should continue practising.

Marks were awarded for:

• outline of pod on grid provided;
• counting the blocks on grid;
• calculation of size;
• units;
(d) Using the grid below, calculate the surface area of the whole pod.

Show all calculations.

\[ A = l \times b \]
\[ = 4 \times 3 \]
\[ = 12 \text{ cm}^2 \]
General comments

Many learners are still on Higher Level but they are supposed to be on Ordinary Level. They cannot evaluate and apply knowledge.

There was generally no improvement in the answer of learners. Basic subject knowledge is lacking and application and evaluation was done poorly. Misinterpretation of questions were much more prevalent than the previous year.

At many centres the term "Entrepreneurs" is not familiar to the learners.

Comments on individual questions

1 (a) (i) Learners didn’t obtain full marks. Most learners didn’t refer to "to take risks" and only referred to the combination of the four factors of production and how to start a new business.

Answer:
An Entrepreneur is a person who
- Combines and manages factors of production and prepares to take risks to produce marketable products
  \[P + D\]
- A person who organises, operates and takes risks for a new business venture
  \[1 + 1\] [2]

(ii) Poorly answered. Most learners’ answers were not in favour of an entrepreneur, but they explained the advantages of a sole trader. Learners’ answers should have referred to the creation of jobs, financial independence, how to put own ideas into practice.

Answer:
Advantages
- Rosa is in a position to create a job opportunity for herself - to improve her living standard
- Provide a service by satisfying the needs of consumers and receive income, financially independent
- Income is being generated to satisfy essential and non-essential needs
- Rosa discovers and improves her skills
- Rosa empowers herself and she is responsible for shaping her own future
  \[P + D + C\]
  \[2 + 2 + 1\] [5]

(b) (i) Most learners could identify two elements that should be included in a Business Plan. Some learners referred to finance or marketing without writing finance plan.

Answer:
- Description of the business
- Market research
- Marketing plan
- Organisational plan
- Production plan
- Financial plan
- Action plan
  \[Any two\] [2]

(ii) Poorly answered. Learners were supposed to explain in the answers in (b) (i) why a bank manager would consider this information important. Most learners’ answers referred to finance in general.

Answer:
Organisational plan
- Experience of owners
- See if they are well-equipped to run the business

Marketing plan
- See if the business has planned which market it is aiming for and how it intends to sell the products
Financial plan
- Cash flow forecast
- See if the owners have thought about the financing needs of the business

Market research
- Location of business
- Consumer needs
- Target market
- Competition
- Rules/regulations

Description of business
- United/unlimited liability
- Long term/short term goals

Any two  P + D
2 + 2 [4]

(c) The importance of a SWOT-analysis. Most learners obtained only 2 marks for the case study by referring to strengths, weaknesses, opportunities and threats. Learners cannot apply knowledge. The answer should have referred to what a business could do with the information from a SWOT-analysis.

Answer:
- Help the business to assess a product
- It’s a way of assessing the strengths, weaknesses, opportunities and threats. Strengths and weaknesses relate to the actual position of the product and opportunities and threats relate to the product’s future potential
- Necessary action/steps can be taken
- Identifies and analyses the main internal and external factors that will influence the future direction and success of a business
- Analyse the current position in the market place
- Analyse the effectiveness of the business
- Capitalise on opportunity
- Take advantage of business strengths to develop business goals

NO marks - defining components of SWOT  P + D + C
3 + 3 + 1 [7]

2 (a) (i) Most learners failed to identify all the tasks of management and to give an indication of how to achieve the objectives.

Answer:
- Management is a process that involves setting objectives, organising resources and motivating staff so that the business aims are met
- Getting people together to achieve goals and objectives by using available resources efficiently and effectively

(ii) Well–answered. Most learners could identify the main functions of a financial manager and explain it.

Answer:
- Recording all financial transactions with other businesses and customers
- Collecting all data and presenting it in the form of regular accounts
- Prepare budgets for the whole business
- Analysing the profitability of new investment projects
- Deciding on the most appropriate methods of finance
- Keeping control of the cash flow of the business

P + D + C
2 + 2 + 1 [5]

(b) Most learners couldn’t identify the two functions of packaging, suitable/protection and promotion, but could explain it without referring to the point. No point, no marks.

Answer:
- It has to be suitable/protection for the product to be put in
  It has to give protection to the product and not allow it to spoil
  It also has to allow the product to be used easily
  Suitable for transport
- Packaging is also used for promoting the product
  It has to appeal to the consumer, therefore the colour and shape of the container is very important
  It is the packaging that catches the customer’s eye
  Carries vital information
(c) (i) Most learners could draw the life cycle, but failed to indicate in which stage the sales of the accessories sold by CF was. Saturation - sales are static and profitability is failing.

Answer:

Profits start to fall/sales stable → saturation!

(ii) Learners could identify two extension strategies that CF might take to prolong the product life cycle, but couldn't discuss it. Some learners gave the definition of the stages of the product's life cycle. They had to refer to new variations of the original product, new advertising, new markets.

Answer:
- Introduce new variations of the original product
- Sell into new markets
- Make small changes to the product's design, colour or packing
- Use a new advertising campaign
- Introduce a new, improved version of the old product
- Sell through additional, different retail outlets

To earn full marks, points had to be developed in case

P + D + C
2 + 2 + 1 [5]

3 (a) (i) Many learners failed to explain the term trade union. Learners' answers didn't mention that it is a group of workers; they referred to a group of people. Some learners could explain it in case.

Answer:
Group of workers who joined together to ensure their interests are protected
Definition well-explained in case.

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

(ii) Most learners misinterpreted the question and couldn't identify and explain two possible benefits to Axel Disc Ltd of its workers joining a trade union. Learners' answers referred to the benefits to the workers, which was wrong.

Answer:
Benefits to employers
- Employers would be able to negotiate with one officer/union representative from the union, rather than with individual workers
- The union system could provide an additional, useful channel of communication with the workers - two-way communication in the sense that workers' problems could be raised with management by the union and the plans of the employers could be discussed via the union organisation
- Unions can impose discipline on members who plan to take hasty industrial action which could disrupt a business – this makes such action less likely to happen
- The growth of responsible, partnership unionism has given employers an invaluable forum for discussing issues of common interest and making new workplace agreements. This will lead to increased productivity – secure jobs and profits

P + D
2 + 2 [4]

(b) Well–answered. Most learners could identify and explain two methods of recruitment that Axel Disc Ltd might use to expand its workforce, but some failed to develop answers by using examples.

Answer:
Internal recruitment
- Posts could be filed by workers inside the business
- Vacancy advertised on company notice board
- Suitable for employee within a business
- Saves time
External recruitment
- Vacancy advertised in local newspapers, national newspapers, specialist magazines, internet
- Vacancy filled with person/worker from outside the business

Any two \[ P + D \]

2 + 4 \[6\]

(c) Poorly–answered. Many learners have no idea how to answer a question about identifying the effects of the divorce between ownership and control on the business. The effects could be positive and negative. No application of knowledge by learners was noticed.

Answer:
Effects
Advantages
- Increased status for manager
- Growth of business to justify higher management salaries
- Possibility of reducing dividends to shareholders to pay for expansion
- Owners receive dividends without taking part in day-to-day running of business
Disadvantages
- Conflict of interest - reduction in dividends
- Wrong decisions taken by directors may affect the owners
- Bad publicity

One side only 4 marks

P + D + C

2 + 4 + 1 \[7\]

4 (a) (i) Learners could explain the term branding, but some referred to branding a name instead of to a unique or special name of a product. Not a special name of a business.

Answer:
- Brand name is the unique name/special name of a product that distinguishes/differentiates it from other brands

P + D

1 + 1 \[2\]

(ii) Well–answered. Learners could explain the importance of branding to Café Cofé. The answers could include brand loyalty, quality, informing customers.

Answer:
- Easy to inform the customer of the product’s qualities and good points; try to persuade them to buy it
- It is an assurance of a standard quality that makes consumers confident in buying branded products
- Encourages consumers to keep buying their products and not those of their competitors
- Reduces price elasticity of demand as consumers are shown to have preferences for well well-known brands
- Reduces business cost/advertising cost decreases
- Serves as an advertisement

P + D + C

2 + 2 + 1 \[5\]

(b) Not well–answered. Learners could identify only one way in which Café Cofe might improve sales, e.g. sales promotion and price reduction. They could also have included improvement in customer service, introducing new brands, adding new variations of products like tea, cookies.

Answer:
Sales promotion
- Price reductions - encourages customer to try out product and become a loyal customer
- Add new variations of products, e.g. selling tea, cookies in order to diversify the market (segmentation)
- Improvement in customer service - increasing status/image of business
- Introducing new coffee brands of high quality
- Identifying a gap in the market
- Selling in a different market

P + D + C

2 + 2 + 1 \[5\]

(c) Some learners could explain the usefulness of primary research to Conrad, e.g. to discover a targeted market, competition, new ways of distribution. Many learners’ answers referred to different types of primary research. They misinterpreted the question.

Answer:
To reduce the risks associated with the new product
- To explain changes in sales patterns
- To discover
  • Market size/targeted market
  • Consumer trends/demands/preferences/likes/dislikes
  • New promotion to be used/effectiveness of old promotion method
  • Competition
  • New ways of distribution
- First-hand information
- Specific purpose

Positive suggestions to teachers

Teachers should concentrate on the syllabus to ensure that all topics are covered so that learners are ready for examinations.

Subject teachers have to make sure that learners are entered on the correct level for Business Studies for them to achieve the highest grading possible.
General comments

There was a slight improvement on the quality of learners' answers compared to last year. However, there are still a few learners who are writing on Higher Level, while they are supposed to be on Ordinary Level. The majority of the learners are able to answer in context; only a few are still struggling to develop their answers.

Comments on individual questions

1 Case: Eznat (Pty) Ltd. Steel tables

(a) (i) Well–answered. Most learners obtained full marks.

Answer:
A manufacturer is a business that adds value to the raw materials into useful products to satisfy the needs of consumers. Manufacturers are normally producers of goods and services.

\[ P + D + C \]

\[ 1 + 2 + 1 \]

(ii) Fairly–answered. Some learners confused productivity to production, so they lost marks.

Answer:
Productivity refers to the output measured against the input used to create it; how efficiently resources can be used to produce goods and services over a period of time.

Formula = output/number of employees

\[ P + D + C \]

\[ 1 + 2 + 1 \]

(iii) Learners couldn't explain the term "market share". Most learners referred to a number of customers in a market, while some learners referred to a number of shares owned by a business in the private sector. Market share proved to be an unknown term.

Answer:
Market shares are the % of total market sales held by one brand or business. Specific percentage of total industry sales of a particular product achieved by a single company in a given period of time.

\[ P + D + C \]

\[ 1 + 2 + 1 \]

(iv) Well–answered. Annual fixed cost is a well-known term, so learners scored full marks.

Answer:
Fixed costs are costs which do not vary with output within a short period of time. Remain constant and must be paid whether a business makes a profit or not. These are the costs which in the short run do not vary in response to the level of production (output), so it must be paid regardless of whether it actually produces anything or not.

\[ P + D + C \]

\[ 1 + 2 + 1 \]

(b) This question was fairly–answered, but some learners were confused and misinterpreted it. Learners explained the difference between public sector- and private sector businesses instead of giving the difference between a public limited company and a private limited company. Some learners gave general answers without indicating or specifying whether their points referred to a private limited company or a public limited company.

Answer:
- Eznat (Pty) Ltd is a private limited company: shares are not freely transferable, and cannot be sold to the general public. Business accounts are less likely secret, while a public limited company sell its shares to the general public and shareholders are free to transfer their shares. Annual accounts of a public limited company are open to public inspection which reduces the confidentiality of the firm.
- A Public Limited Company exists separately from the owners, however in a private limited company directors can be shareholders.
- At least 1 to 50 people can start a private limited company unlike in a public limited company where 7 people are needed with no maximum.
- A Public Limited Company is listed on the Stock Exchange, but a private limited company cannot be listed.

NB candidates should have given the precise features of each company.

\[ P + D \]

\[ 2 + 2 \]
2 (a) Not well-answered. Most learners misinterpreted the question. They explained the reasons why owners set growth as their objective instead of explaining the benefits of internal growth for the business. A few learners were able to identify relevant benefits, but they couldn't develop their answers.

Answer:
- Possibility of a greater level of profit
- Cost savings – firm can benefit from economies of scales
- Diversification – reduces risk of dependence on one branch
- Gains large market share/increases sales

(b) This question was very challenging to most learners. They failed to suggest ways on how a business may reduce its costs of production. A few learners were able to identify relevant points but couldn't develop their answer further to be able to score better marks.

Answer:
- Minimise the number of employees (cut labourers) by replacing them with machinery and save labour costs
- Restructuring its organisational structure (de-layering)
- Ensure quality control to avoid waste of resources
- Proper stock control/management to minimise storage costs
- Training – trained workers will reduce wastages and increase efficiency of the business
- Introduce new methods of productions, e.g. just-in-time method - to increase efficiency in the business

(c) Fairly-answered. Most learners managed to score good marks. Only a few learners explained the effects of HIV/AIDS on the national economy instead of on productivity. Even though this topic is a known topic, teachers should emphasise the effects of HIV/AIDS on productivity more, rather than the effects of HIV/AIDS in general.

Answer:
- Workers may be unable to perform their daily duties effectively
- Production of goods and services are delayed as a result of the high rate of absenteeism
- Business must constantly train new workers and replace workers as a result of death and permanent illnesses due to HIV/AIDS
- Low morale among present workers for covering other’s jobs.

3 (a) Well-answered. A few learners couldn't write their answers in percentage, while some learners lost marks simply because they couldn't just multiply their answers by 100. Most learners couldn't comment on each ratio's results as per the question.

Answer:
Table 1
<table>
<thead>
<tr>
<th>Sales</th>
<th>Less</th>
<th>Profit</th>
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</thead>
<tbody>
<tr>
<td>(5 000 x 200)</td>
<td>(5 000 x 30)</td>
<td>(5 000 x 50)</td>
</tr>
<tr>
<td>1 000 000 (1)</td>
<td>150 000 (1)</td>
<td>250 000 (1)</td>
</tr>
<tr>
<td>Fixed costs</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>300 000 (1)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Net profit margin = \[ \frac{300 000 \times 100}{1 000 000} \] (1) = 30% (1)

Table 2

<table>
<thead>
<tr>
<th>Net profit margin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net profit x 100</td>
</tr>
<tr>
<td>Sales 14 000 x 100</td>
</tr>
<tr>
<td>120 000</td>
</tr>
<tr>
<td>= 11.67%</td>
</tr>
</tbody>
</table>

On every dollar worth of sales Eznat (Pty) Ltd made on average 11.67% Net profit (1)
**Gross profit margin**

\[
\text{Gross profit margin} = \frac{\text{Gross profit}}{\text{Sales}} \times 100
\]

Sales = \$45,000 \times 100 = 37.5\% \quad (1)

\[
\text{On every dollar worth of sales Eznat (Pty) Ltd made on average 37.5\% Gross profit} \quad (1)
\]

**ROCE**

\[
\text{Net profit before tax} = \frac{\text{Net profit before tax}}{\text{Capital employed}} \times 100
\]

Capital employed = \$14,000 \times 100 = 23.3\% \quad (1)

\[
\text{This compares profit with the capital invested, measuring the total investment of 23.3\% come back to Eznat (Pty) Ltd as a return.} \quad (1)
\]

**NO own figures**

Any (two x 3) + (two x 1) \[8\]

(b) (i) Well-answered, however a few learners were referring to the usefulness of final accounts to the potential investors, rather than to shareholders.

**Answer:**

**Shareholders**

Profitability and assessing the value of the business assets and their investment therein. Is there potential growth?
- Compare their business performance with competitors
- Determine if there is a possibility of dividends

(ii) Well-answered. Learners gained full marks.

**Answer:**

**Bank manager**

- Gearing ratio – decide whether to lend money to the business
- Whether to allow an increase in overdraft facility and to continue with it
- Decide on interest rate \[P + D + C \quad \frac{2 + 3 + 1}{6}\]

(c) Most learners scored better marks in this question, but there were a few shortcomings such as:

- the scaling of the graph was not in order
- axis lines were not labelled
- total revenue line, total cost line and fixed cost line were over the total output produced (5,000)
- the BEP output level was not indicated on the graph

**Answer:**

```
\begin{figure}
\centering
\includegraphics[width=\textwidth]{graph.png}
\caption{Graph showing costs and revenue.}
\end{figure}
```
4 (a) (i) Fairly-answered. Most learners referred to the multinational business as a business which sells in more than one country instead of having a factory and/or providing services in more than one country.

Answer:
Multinational businesses are those with factories, production or services operations in more than one country.
Known as transnational businesses

(ii) Fairly-answered. Most learners only gave the positive effects of a multinational business to the host country, while some learners misinterpreted the question and ended up giving the effects of globalisation to consumers. Most of learners’ answers were not in case.

Answer:
Advantages
- Job creation reduces the unemployment rate in the country; increases living standards
- Increases exports - thus increases foreign currency
- Tax revenue to government boosts government income, improves infrastructure
- GDP will rise; local firm may benefit by supplying services or components

Disadvantages
- Exploitation of local workforce – unskilled tasks given to local employees
- Local firms may be forced out of the market due to multinational efficiency and have lower costs than local business; pollutes the environment
- Uses up scares and non-renewable primary resources
- Profit may be sent back to the base (home) country instead of being re-invested in the host country (Namibia)

One-sided answer–maximum 4 marks

(b) This question was also fairly-answered. Most learners couldn't obtain full marks because they could not examine the influence of the business website on both sides (negative and positive). Most learners scored only a maximum of three marks, as their answers were one-sided.

Answer:
Benefits of website
- Demand will increase, as the business places a large amount of information on a website, which can be seen by a vast number of people at any time
- Orders can be made instantly via the website - purchase online.
   This will create a large customer base

Draw backs
- Personal contact with customer is lost
- Security may discourage customers from buying online
- Some parts of the country may not have access to internet – cut down on number of potential customers

One-sided answer; maximum 3 marks

(c) Well-answered. Most learners were able to discuss how the government could protect local businesses from foreign competition.

Answer:
The Government can impose trade barriers such as:
Tariffs
Impose tax on imported goods to raise the price of foreign goods to the home consumers and thus protect the home market

Quota
Set a limit on the quantity of a product allowed to enter the country during a year

Subsidies
Give finance towards the cost of the home-based product to enable it to be sold at a lower price abroad
Most learners scored full marks for the report format and understood the question very well. However, most learners did not know what to write in the introduction and the conclusion. Reports were not applied in case and written in the first person (I, we).

**Answer:**

**Format**

**Introduction**

Findings: Acceptable primary research methods are: questionnaires, interviews, consumer panel/focus group

No mark for observation, experiments and surveys

**Conclusion**

Recommendation in case

Report must be written in 3rd person.

**Positive suggestions to teachers**

Teachers should make use of Examiners' Reports to avoid repetition of the same mistakes every year. They are also advised to use their syllabus instead of depending only on the prescribed textbook. In addition, teachers should play a role in who to enrol for Higher Level, to minimise poor performance and to improve the quality of learners' performances.

They should also teach learners all answering techniques, by revising past question papers, together with all Examiners' Reports. Finally, teachers should seek help from experienced teachers.
COMPUTER STUDIES

8324
Paper 1

General comments

The standard of candidates’ work has improved slightly when compared to last year’s in a considerable number of areas. Candidates struggled in dealing with questions where application of knowledge was needed. The majority of candidates proved strong in questions that needed remembrance of facts. It was also evident that some centres did not cover the whole syllabus’ learning objectives - as a result the bulk of the candidates from such centres could not attempt questions covering these sections.

Comments on individual questions

1 (a) Most candidates managed to achieve full marks for this question. Some candidates ignored the last part of the question and discussed advantages of video-conferencing, in general, therefore failing to score full marks.

Any 2 from:
- See the students at the other school face to face
- Communication is interactive in real time
- Don’t have to wait for a reply
- Can show objects, etc. found during the project
- Less time spent on typing and reading long questions or answers

(b) This question was well-answered by the majority of candidates.

Teachers: any 2 marks
- Manage and track candidate activities and performance
- Online tests/activities, etc.
- Facilitate e-learning with online platform
- Can “teach” when not in class
- Interactive communication between candidates and teachers
- Consolidate all Learning information into one system

Candidates any 2 marks
- Instant access to all materials
- Less notes, etc. to carry and use
- Can work at any time
- Can work when teacher is away
- Can catch up after being absent

2 A sizeable number of candidates struggled to describe the terms paging and segmentation. These memory management techniques need to be explained clearly to the candidates and at Higher Level candidates are required to differentiate the two and, furthermore, apply their understanding to a given scenario.

(a) (i) any two from
- memory management system
- that uses equal sized blocks
- for RAM and programs

(ii) any two from
- memory management system (if not given in (a)(i))
- that uses segments of different sizes
- so that programs can be divided into logical sized segments
- for example, different code modules, code and data
(b) any five from
- the program broken down into pages / segments
- pages/ segments in use are loaded to memory/RAM
- those not in use are kept on a hard disk
- this is called virtual memory
- if a page/segment in virtual memory is required, it is swapped with one in main memory/RAM

3 (a) any three from
- name
- title
- address/postcode/zip code
- occupation
- name of employer
- date of birth
- gender/sex
- marital status
- password
- ID number
- telephone number
- email address, etc.

(b) Any three from
- unfair and unlawful use
- kept/required for wrongful purpose
- kept for longer than needed
- not kept secure
- not relevant to the purpose
- customer does not have the right to view/check/change
- might be transferred to other countries without protection
- identify theft prevention

(c) It was clear that the concept of the hashing algorithm was not taught well at some centres. As a result, candidates from such centres struggled to answer this question.
- use the (part of) account number in a calculation (allow example)
- to give the address where the data is stored (allow example)

(d) Although most candidates could give steps needed to update a customer’s details on the database system, a sizeable number of candidates forgot to give a reason for updating a customer’s details in the given context. Teachers should emphasise to the candidates, the importance of reading the entire question before answering.

Any one reason from:
- change of name,
- title,
- address,
- occupation,
- transactions
- customer leaves bank, therefore delete
(max 1 mark)

Any four from
- search file
- search for the record
- locate record
- write new item to field in record
- update table
(max 4 marks) correct algorithm accepted.
Although some candidates managed to do well in this question, some candidates struggled to describe the fetch-decode-execute cycle. It is a concept where candidates struggle to visualise the processes involved and the need for the various registers. For that reason, various misconceptions by candidates were clear. Teachers are encouraged to use teaching aids, such as multimedia animation, among other methods, to show the candidates what the cycle entails rather than sticking to describe questions only.

Fetch any four from
- The address of next instruction is read from program counter
- Instruction is fetched from RAM and copied to MDR
- Address in PC is copied to MAR and then
- PC is incremented to point to next instruction
- Instruction in MDR is copied to CIR

Decode any one from
- Control unit receives instruction from CIR
- Decodes the instruction

Execute any three from:
- CU executes the instruction
- If there is a calculation / logic operation, control is passed to ALU
- Intermediary results are held in the Accumulator
- Results copied to MDR and back to RAM

Reset any one from:
- Content of all registers are reset
- PC is read for address of next instruction and cycle is repeated.

5 (a) Any two from:
- Maintain/control/monitor the temperature within the greenhouse
- Keep the temperature within limits/boundaries
- Maintain the optimum temperature for the greenhouse
- Make sure the greenhouse is not too hot or too cold
- Check that the temperature in the greenhouse is in order

(b) At Higher Level candidates are expected to be specific when giving answers. Answers like ‘Sensor’ were not specific enough for a candidate to earn any mark for this question.

1 mark for device and 1 mark for function
- temperature sensor
- detects / senses current temperature – send signal forward

(c) Any two from
- One might get broken/be faulty
- Large greenhouse may require several to cover the whole area
- Maybe hot or cold spots in the greenhouse
- Average reading could be taken/be more reliable

(d) Again a sizeable number of candidates lost marks for this question because in their description they did not specify what actuators could be used and how they are to be used.

Initiate A-State (too high temp)
(max 1 mark)
- Open windows
- open vent
- turn on fan
- turn on air conditioning
- cooling system or device
- turn down
- heater off
(max 1 mark)
- Will cool down
- lower temperature
- decrease the temperature

Initiate B-Stage (too cold)
(1 mark)
- Turn on or up heaters
- close windows or vent
- turn off fan/air conditioning

(1 mark)
- To heat
- warm up
- raise/increase the temperature

6 A sizeable number of candidates struggled to differentiate between a procedure and a function. It is difficult to believe that candidates complete two years of Computer Studies and do not manage to know the fundamentals of programming. This was all that was asked. On a positive note, most candidates managed to describe what passing by value is in the context provided.

(a) (i) (1 mark)
- a sub-program that always returns a value to a variable

(ii) (2 marks)
- a sub-program that may or may not return values
- by the use of parameters

(b) (2 marks)
- Where a specific value is passed as a parameter to be used by the function
- r and h would be passed in this way

7 (a) Application of the concept of time-sharing proved to be a challenge for a sizeable number of candidates.

Any 4 from:
- both programs are loaded to the RAM
- each program is given a very small time-slice
- to use the processor
- the processor rotates through the programs
- giving the next program processor time if necessary
- in a round robin sequence
- user is not aware of this

(b) Any 5 from:
- report is sent to spool file
- address of spool file is stored in memory
- first block of data is loaded into memory
- then sent to printer
- when finished it is deleted
- OS references spool file for next block
- it is fetched and sent to printer
- process continues until printing is finished
- interrupt can occur if there is a problem with printer, e.g. out of paper
This question was answered well by most candidates. It is, however, important to note that one cannot classify a network as peer-to-peer because it is a LAN or WAN. The architecture of the network is the important differentiator and not the size.

2 marks for correct definition
1 mark for example (correct)

Peer-to-Peer
- Two or more computers connected to each other – not using a server
- All pcs share resources such as files/documents only
- Mostly for sharing resources
- No server needed

Example: User A’s PC is connected to User B. User B wants a music file from User A. User A must set his/her machine to allow (share) access to the folder/files.

Also BiTorrent and UTorrent can be accepted as examples

2 marks for correct definition
1 mark for example (correct)

Client-Server
- uses Client AND Server each designed for specific purpose
- Client cannot use network and resources when server is down
- One server supports numerous clients
- network – computers who use or request services or resources

Example; Internet – browsers, FTP, LANs

(a) This question was well-answered. However, candidates needed to make it clear that in the parallel changeover, the old system and the new system would not run in parallel forever. Furthermore, a few candidates mixed up pilot study and phased changeover. Candidates are expected to know these techniques well.

1 mark strategy, 1 mark description (max 4)
- Direct changeover; with this technique, the old system is stopped and the new system is used straight away.
- Parallel changeover; with this technique, the old and the new systems are run together for a time. The old system is then stopped and the new system continues working.
- Pilot study; with this technique, the new system is introduced into part of the company (e.g. into the warehouse of a supermarket) and its performance assessed.
- Phased changeover; in this technique only part of the new system is introduced and only when it proves to work satisfactorily is the next part introduced, and so on, until the old system is fully replaced.

(b) Candidates needed to be better prepared for this question. It was clear that some candidates did not know anything about types of maintenance. Teachers are advised to cover this aspect of the syllabus with the candidates adequately.

1 mark strategy, 1 mark description (max 4)
- Corrective maintenance; maintenance to correct design, coding or implementation errors.
- Adoptive maintenance; altering the system so that it can adopt to the changing needs of an organisation, i.e. changes in the processing or data environment and to meet new user requirements, e.g. change in tax (on payroll system).
- Perfective maintenance; these are changes to a system in order to enhance its performance, e.g. improve the interface, speed of processing etc.
- Preventive maintenance; this is periodic inspection of the system to uncover and anticipate potential problems that are corrected before they occur.
Part (a) was well-answered by the majority of the candidates. It was a different outcome for part (b), as a sizeable number of candidates struggled to earn marks for this question. It was evident that candidates still suffer from the ‘fear of algorithms-syndrome’. Teachers are advised to make candidates comfortable with this section of the syllabus through intensive practise.

(a) - going up 1 mark
- lift 7 1 mark
- presently on 15th level 1 mark

(b) (i) Any four from:
- check for lift closest to level 14
- or at level 14
- If above and register 1 = 0
- or below and register 1 = 1
- send that lift
- repeat with next closest lift
- until lift send

(ii) One mark only
D
Lift 3 on
Level 10 going up

Most candidates were penalised for the description of a serial file, as they mentioned that the records are not arranged in any particular order. This is not true, as the records are arranged according to the chronological order of creation.

1 mark for each description
- in a serial file, records are entered in the order of their creation
- a sequential file is ordered in a logical order/sequence based on a key field, normally the primary key.

A significant number of candidates did not do well in this question, as they could not write an algorithm to perform a search on the array provided. It was, however, interesting to see how some candidates used decision-making only to navigate through each and every element in the array as the contents of the array were not that many. This approach was acceptable, and in that case, it was needless to use loop(s). Teachers should give more attention to data structures and arrays specifically.

"Exist" = false
enter num
for i = 1 to 2
    for j = 1 to 4
        if num= A(i,j)
            exist = true
        end if
    next j
next i
if exist = true then
    print 'exist'
else
    print 'No doesn’t exist'
end if

mark allocation (max 7 marks)
- initialise
- enter num
- correct outer loop
- correct inner loop
- correct if statement inside loop
- changing the value for exist
- correct output if number exists
- correct output if number doesn’t exist
(b) (i) Only a few candidates managed to correctly do this question. Students needed to be better prepared for operations that can be done in a 2-dimensional array.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>temp</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
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<td>54</td>
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<td>85</td>
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<td>54</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

1 mark for each correct row

(ii) Sort the numbers in descending order.

1 mark for each correct row
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 documentation 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

This is now the ninth year for this syllabus to be examined. In comparison with the standard of 2015, the average performance of candidates suggests that there was a decrease in marks. This decrease in marks could be as a result that there were 13 more candidates that wrote the Design and Technology Higher Level paper than in 2015. The percentage of candidates achieving outstanding results has decreased in comparison to 2015.

Most of the candidates did not experience any difficulties regarding the interpretation of most of the questions. However, only four candidates did the Technology part of the question paper. At most of the examination centres the candidates answered Question 12 (Resistant Materials). Only two centres answered the Communication part (Question 11). Overall, these candidates achieved less marks than the rest of the candidates.

Comments on individual questions

Part A

1  (a) Most of the candidates answered this question correctly. Disadvantages of crop spraying to the environment had to be discussed. The disadvantages had to include: toxic to animals, birds, harmless insects, e.g. bees, contamination of water and water resources.

   (b) Most of the candidates did not answer this question correctly. Most of the candidates did not know what a consumer is. The candidates had to give three advantages of crop spraying for the consumer. Answer had to refer to: more economical, better quality produce for the consumer, more and cheaper food for the consumer because of better pest control.

2 Most candidates answered this question correctly. The candidates had to explain the following:

   (a) Thermal conductivity.
       (Thermal conductivity relates to how heat travels, or is conducted through a material.)

   (b) Why green grass appears green when you are looking at it.
       It reflects green light into our eyes and absorbs the other spectrum colours.

   (c) Press forming.
       Metalworking process of fashioning metal parts and objects through mechanical deformation.
       The article is reshaped without adding or removing material and its mass remains unchanged.
       Where the physical shape of a material is permanently deformed

3 Most of the candidate answered the questions of the battery operated clock correctly.

   (a) Need for such a product.
       Answer had to refer to: time keeping, radio, alarm and music.

   (b) Most of the candidates assessed the alarm clock correctly according to the following:

       (i) Safety had to refer to: no electrical cables, no sharp corners, and no possibility of shock.

       (ii) Aesthetics had to refer to: smooth finish, modern design and colour display.

       (iii) Ergonomics had to refer to: can be held easily in hand (size and shape), easy operation of control buttons and size of buttons.

       (iv) Suitable materials had to refer to: polythene (high density), polypropylene, acrylic and PVC. Many candidates used the answer “plastic”. Their answer must specify which type of plastic.

       (v) Functionality had to refer to: battery operated, clear, visible screen (displaying time, date, and temperature), alarm, and radio.
Some candidates do not know the different bending processes used:

(a) Bending process for acrylic had to include: heating the acrylic strip till soft, bend and cool down oven/infra-red heaters and heating to less than 180 degrees. (Strip heaters may not be taken as correct)

(b) Bending process for plywood had to include: steam to increase flexibility, apply pressure and laminate.

(c) Bending process for aluminium had to include: press forming in mould and cold or hot bending.

Most of the candidates could assess the negative effects of Design and Technology on the following issues.

(a) Social issues assessment had to include: no more social activities between friends, families (TV, cell phones, and play stations)

(b) Environmental issues assessment had to include: more waste; air and sound pollution.

(c) Economic issues assessment had to include: many products to choose from, variation in cost and quality (cheaper and better as technology improves).

Only a few candidates could differentiate between shape and form.

Shapes answer had to include: length and width, no depth - 2D.
Forms answer had to include: length, width and depth - 3D

Most candidates did not know what the function of a power station is in the developed world. The answers:

Converts stored energy from coat; oil; diesel or atoms into kinetic energy.
Coal, oil or natural gas is used to heat the boiler to convert the water into steam.
To convert the energy available in the coal to electricity.
Coal power plants work by using several steps to convert stored energy in coal to usable electricity that we find in our home; it powers our lights, computers, and sometimes, back into heat for our homes.

Most of the candidates used their pencils and completed the drawing using tri-angulation or gussets to make the square rigid.

(i) Most of the candidates drew the correct diagram to explain linear motion.

(ii) Only some candidates drew the correct diagram to explain reciprocating motion.

Only a few candidates could calculate the correct distance moved by the end of the lever.

\[
\frac{500}{1} = \frac{x}{2}\text{mm}
\]

\[
X = 500 \times 2
\]

\[
= 1000\text{mm}
\]
Part B

11 Design and Communication

Only two centres answered this question.

(a) Front; top and left view

- Most of the candidates who attempted this question drew the views of the shaft support incorrectly.
- Quality of the line work was satisfactory.
- Overall presentation of the drawing was unsatisfactory.
- Overall use of sectional lines was unsatisfactory.

Marks were allocated for the following:

**Front view**

Vertical shaft, correctly drawn, no sectioning, vertical shaft support (bush), sectioned, curved section of vertical shaft support correctly drawn, sectioned, horizontal section of horizontal shaft support correctly drawn, horizontal shaft correctly drawn, sectioned, half round section of horizontal shaft (bush) correctly drawn, sectioned, vertical section of support correctly drawn, sectioned, hole for bolt correctly drawn, no sectioning, hole for rivet correctly drawn, not sectioned and channel section of support drawn correctly, sectioned.

**Left view**

Vertical shaft, correctly drawn, vertical shaft support (bush), curved section of vertical shaft support correctly drawn, horizontal shaft correctly drawn, half round section of horizontal shaft (bush) correctly drawn, vertical rib, vertical section of support correctly drawn and hole for rivet correctly drawn.

**Top view**

Vertical shaft, correctly drawn, vertical shaft support (bush), horizontal section of horizontal shaft support correctly drawn, horizontal shaft correctly drawn, vertical rib shown with short dashed lines, hole for bolt correctly drawn with short dashed lines, hole for rivet correctly drawn with short dashed lines, channel section of support drawn correctly and vertical section of support correctly drawn. (Minus 5 marks for incorrect placing of views)

(b) Most of the candidates did not attempt to include the five dimensions on the drawing. Dimensions were not done according to the SANS code. Marks were allocated for: five dimensions indicated; according to SANS code.

(c) Only some of the candidates attempted to draw the correct projection symbol for third angle projection.

![Projection Symbol](image)

(d) (i) Candidates had to use a scale of 1:1 to draw a front view of the bolt and nut. The bolt had to show three sides and the nut two sides. Most of the candidates could not draw the bolts and nuts correctly.

(ii) Not one of the candidates drew this front view of the rivet correctly and to a scale of 2:1.

(iii) Only two candidates attempted to draw an isometric view of the washer and both were unsuccessful in their attempts. The candidates are not taught to draw bolts and nuts and isometric circles.

12 Resistant materials

Most of the candidates answered this part of the question paper.

(a) (i) Most of the candidates selected a suitable type of plastic for the water can. However, their knowledge of the properties of the different types of plastics are not up to standard. Some candidates still write plastic instead of the correct name for the type of plastic used, e.g. polypropylene or polythene, and so on. Answers for the different types of plastics are: polypropylene, polythene. PVC cannot be used where food and drinks are involved.
(ii) Most of the candidates answered this question very well. Answers had to be: fairly stiff, tough, resistant to chemicals and flexible.

(b) Most of the candidates answered this question very well. Answers had to be: handle hole big enough to fit hand, handle shaped to cater for fingers, another handle for easy carriage and 2nd handle for pouring out fluid into can.

(c) Only a few candidates answered this question satisfactorily to achieve full marks for their answers. Answers had to include:

![Diagram of granules in hopper and mould](image)

granules in hopper, granules pushed towards split mould by means of hydraulics, heaters on barrel melts plastic granules, molten plastic forced through nozzle into split mould, mould has cooling system which cools plastic to solidify and after cooling one part of split mould is removed to take out product.

(d) Not many candidates answered this question correctly because they did not know how to do drilling work on plastics. Answer had to include: clamp the marked plastic to a bench that is safe for drilling to prevent the plastic from spinning. If the drill meets resistance, set the drill to its slowest setting; if it has a variable knob, depress the trigger as lightly as possible and drill a hole very slowly through the plastic. Watch the area around the hole carefully as you drill, stop drilling and allow the plastic to cool if you begin to see the plastic shavings around the hole gumming up. Set the drill to the reverse setting and slowly pull the drill bit out of the completed hole and use water for cooling.

(e) Most of the candidate made good freehand sketches and notes of the ethane molecule. Answer had to include: 4 x hydrogen atom, 2x carbon atom and all bonds.

![Diagram of ethane molecule](image)

(f) (i) Most of the candidates gave the appropriate properties of mild steel, although some candidates did not know the properties of mild steel. Answer had to include: high tensile strength, ductile, tough and fairly malleable.

(ii) Most of the candidates answered this question correctly. Answer had to be: press forming.

(iii) Some candidates could describe the press forming process correctly. Answers had to include: shaping between a punch and a die, cold pressing takes place and hydraulic press used to form the sheet metal.

(iv) Only a few candidates could name the properties of work hardened steel. Answer had to include: grains are smaller, smaller grains improve the strength of a material, metal is harder and stronger and increased hardness, yield strength, and tensile strength.

(v) Most of the candidates could not answer this question correctly. Answer had to be: normalization or annealing.
(vi) Most of the candidates could not give an accurate description of the above mentioned process. Answer had to include the following: steel heated to red hot and left to cool, heating steel above the critical temperature, holding for a period of time long enough for transformation to occur, and air cooling, normalised heat treatment establishes a more uniform carbide size and distribution. Normalising consists of heating the suitable steel to a temperature typically in the range of 830-950°C (at or above the hardening temperature of hardening steels, or above the carbonizing temperature for carbonizing steels) and then cooling in air.

(vii) Most of the candidates answered the question about a suitable finishing method to be used on the door panel satisfactorily. Answer had to include: spray painting, painting, powder coating, dipping and galvanising.

(viii) Most of the candidates could not give an accurate description of the method of maintaining the cutting edges of the presses that are used for the shaping of the door panel. Answer had to include: cutting fluid has to be used, keep the cutting edges sharp, keep the dies clean from dust and sand and do not cut metal of a heavier gauge than the machine is designed for.

(g) (i) Most of the candidates could give three appropriate properties of Rhodesian teak. Answers had to include the following: superb stability, good strength properties, easy workability, outstanding resistance to decay and rot, glues and finishes well and resistant to termites.

(ii) Most of the candidates underlined the correct word. The answer hardwood had to be underlined.

(iii) Most of the candidates gave a correct reason why wood must be seasoned before it can be used. Answer had to refer to: removal of moisture, preventing warping and making wood more workable.

(h) (i) Most of the candidates named two suitable manufactured boards that could be used for the table top. Answer had to include: medium density fibreboard, plywood, and chipboard and block board.

(ii) Most of the candidates made suitable sketches and notes to show the marking out of the table top if it had rounded corners. Sketches and notes to be included: relevant sketches representing a suitable marking out method, clearly showing suitable setup and supporting method and include supporting notes demonstrating an awareness of procedures to be followed.

(iii) Most of the candidates listed three appropriate tools to be used for the marking out process of the round edges. Answers had to be: compass/wing compass/spring dividers, pencil and odd leg callipers.

(iv) Most of the candidates listed three appropriate hand tools to be used to round the edges of the table top. However some candidates listed an electrical hand tool, which was not asked. Answers had to include: coping saw, bow saw, pad saw, figure saw and rasp.

(v) Only a few candidates could give the correct edging material to be used to cover the rounded edge of the table top. Answer to include: Melamine formaldehyde, aluminium strips and stainless steel strips.

(vi) Most of the candidates who answered this question gave a satisfactory description of how the material can be fitted onto the rounded edge of the table. Description had to include: suitable method suggested, clear how material would be fixed onto rounded edges, clear notes, suitable and informative as well as tools, equipment safety procedures referred to.

13 Technology

Only four candidates answered this part of the question paper.

(a) (i) Candidates identified the class lever correctly. Answer must be: Class 3 lever.

(ii) Candidates made the correct labelled line diagram of the class lever.

![Class 3 Lever Diagram](image-url)
(iii) Not one of the candidates could determine the value of the effort. Calculations had to be made as follows:

\[
\begin{align*}
  f \times d & = f \times d \\
  N \times 4 & = 5000 \times 10 \\
  N & = \frac{50000}{4} \\
 & = 12500 \text{N}
\end{align*}
\]

(b) Only one candidate answered this part of the question correctly. Answer had to be: tension, compression, torsion and bending.

(c) Only one candidate could differentiate correctly between stress and strain. Answer had to be:

Stress: - how hard you are pulling, the force on a material, the force per unit area acting on the body, may be longitudinal (vertical) or horizontal (acting along the body, called shear stress).

Strain: - how far the bar has stretched. Strain is what happens to the material under given stress. Extension or deformation produced in the body is called strain.

(d) None of the candidates did the calculation of total current correctly. The answer had to be:

\[
I = \frac{V}{R} = \frac{1.5}{45} = 0.033 \text{A}
\]

(e) (i) None of the candidates could explain the function of the Schmitt trigger. Answer had to include: clean up the signal, change voltage output from transistor switch and inverts signal.

(ii) All of the candidates answered this part of the question incorrectly. Answer had to be: -

(iii) Most of the candidates identified and described the operation of B satisfactory. The answer had to be: -

LDR

Description: - As light falls on the LDR, the resistance increases, then the current will not flow, as the light decreases, the resistance decreases in the LDR, then the circuit is switched on.

(f) None of the candidates described how the 555 timer circuit works correctly. The description had to be: -

**Adding power to the chip:**

The positive is connected to pin 8 and the negative to pin 1, pin 4 is a reset and is not used in this case. However, you will still need to connect it to the positive rail to make the circuit work.

**Connecting the output. Pin 3**

The objective of this circuit is to turn on an output device for a set period, the output is an LED with its 330Ω current limiting resistor, these are connected to pin 3.

**Starting the timing cycle. Pin 2**

When pin 2 is low (less than 1/3 of the supply voltage) the timing cycle will start, the most common way to do this is to connect a push-to-make switch between pin 2 and 0 volts, pin 2 must be tied high through a 10k resistor. This will keep the output low until you press the push-to-make switch.
Achieving the on time. Pin 6

Once the timing cycle has started it should stop after the desired period has passed. To achieve this you will need to connect a resistor and capacitor to pin 6 as shown. The capacitor will fill at a rate determined by the size of the resistor. When the voltage present at pin 6 has reached 2/3 of the supply voltage, the time on period will end.

Discharging the capacitor. Pin 7

To enable the time-cycle to be repeated, it will be necessary to discharge the capacitor through pin 7.

Turning the output off for a time period

It is possible to have the output constantly on and then turn off for the time period. To do this, connect your output to the supply rail then down into pin 3. Once the push-to-make switch is pressed, the LED will turn off.

(ii) None of the candidates could do the correct calculation for the time that the LED would be shining. Calculation had to be done as follows.

\[ T = R_1 \times C_1 \text{ seconds} \]
\[ = 470000 \times 0.0001 \]
\[ = 47 \text{ seconds} \]

(g) None of the candidates completed the whole truth table. Answers had to be:

<table>
<thead>
<tr>
<th>Comment</th>
<th>R</th>
<th>S</th>
<th>Q</th>
<th>( \bar{Q} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up state</td>
<td>Yes</td>
<td>Yes</td>
<td>1/0</td>
<td>0/1</td>
</tr>
<tr>
<td>Set switch pushed</td>
<td>No</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Reset switch pushed</td>
<td>Yes</td>
<td>No</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Disallowed state</td>
<td>Yes</td>
<td>Yes</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

(h) Only one candidate attempted the calculation for the transistor gain in the circuit. Calculation should have been done as follows:

\[ h_{fe} = \frac{I_C}{I_B} \]
\[ = \frac{0.05}{0.00025} \]
\[ = 200 \]

(i) (i) None of the candidates could identify the type of clutch that is shown in Fig. 17. Answer had to be: centrifugal clutch.

(ii) None of the candidates could describe the operation of this type of clutch. Answer had to be: input of the clutch is connected to the engine crankshaft, output may drive a shaft, chain, or belt, engine revolutions per minute increase, weighted arms in the clutch swing outward and force the clutch to engage, friction pads or shoes radially mounted that engage the inside of the rim of a housing. On the centre shaft there are an assorted number of extension springs, which connect to a clutch shoe. When the central shaft spins fast enough, the springs extend causing the clutch shoes to engage the friction face.
General comments

It was evident that the candidates performed better in the upper grades and poorer in the lower grades than 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 number of candidates increased by 10 percent in comparison to the previous year. The syllabus was interpreted fairly well and the candidates scored better marks, which shows that the course work was properly covered. Two centres, however, have shown a reasonable understanding of what was expected of them, but they can improve in most of the areas to achieve better marks.

The markers have been the same people for the past years and they could see improvement, but also that some poorer quality 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 important that candidates use colour (pencils) when answering this paper.

Comments on individual questions

(a) Answered fairly well by most of the candidates. Some only gave a vague statement of the situation, not clear enough to get a picture of what was needed to be solved. Graphical information could also be used to get a better understanding, but only a few of the candidates made use of this opportunity.

(b) Most of candidates could not relate their specifications to their analysis and only a few could give a detailed specification addressing the specific areas required, like:
   - Functionality
   - Ergonomics
   - Aesthetics
   - Construction
   - Appearance
   - Materials

(c) Quite a few candidates answered this question fairly well, but focused on three ideas only, which is not a good range. A good range, and to score extra marks, is four and more ideas. Some candidates showed a lack of knowledge and skill to put their ideas on paper. Most of them only presented the minimum required ideas and lost marks by not going beyond the required three. In most cases the graphics was not up to standard, as candidates did not apply rendering and colour. The ideas were well-labelled, but not evaluated or accompanied by acceptable notes to make their ideas clear. It is very important that the requirements mentioned are applied to score better marks.

(d) This question was answered as expected. Most of the candidates made a good selection, but could not develop it as required. The specifications were not taken into consideration to get a good development with enough detail to realise their idea. In most cases ergonomics and construction were not included. They tended to give one view of the idea and presented it as the development. Only in some cases supporting notes and detailed sketches were presented and some procedures and processes mentioned.

Candidates should realise that this is the most important part of design because “development” is actually a detailed plan to make the product. It is equally important to use every skill and knowledge to get proper development with all the detail included. Rendering and colour can change a graphical presentation into a well-presented plan.

(e) Some candidates scored good marks for this question, but others not good at all. Some candidates did not specify the material for their product, e.g. ‘this part will be constructed with iron’, ‘instead of mild steel or stainless steel, etc. Most of them did not mention any properties of a material, except that it was strong. Quite a few candidates made tables with columns for the material, properties, advantages, disadvantages and uses, which were actually very good.
Only a few candidates answered this question fairly well. The presentation of a final working drawing was very poor. Most candidates gave an incomplete drawing in orthographic- or isometric criteria. Some added some notes, but not according to drawing principles. Others added some dimensions, but did not have a clue of the standard application of dimensioning. Some candidates did rendering. It is very important for candidates to know and apply the basic principles of drawings, otherwise it can disadvantage them severely. This was the case again this year.
General comments

It was a pleasure to moderate the coursework of the candidates for Design and Technology.

The quality of the folders improved slightly, while in the higher band, in comparison with the previous year, there has been an improvement. Two centres delivered excellent work, while another has shown a little improvement. In the middle- and lower band there were also improvements in quality. The number of candidates has increased in comparison with the previous year.

Generally, the assessment criteria were interpreted and applied satisfactorily. Ensure that the instruments are well-understood and applied because it can disadvantage the candidates if they are not understood.

It is important to note that, if the assessment criteria, as described in the syllabus, are not consistently and appropriately interpreted and applied, candidates might be brought under the impression that their work is of a satisfactory standard. This notion has a definite influence on the overall results of the candidates if one considers the standard of candidates’ answers for similar assessment topics in Papers 1 and 2 of this syllabus.

If the assessment criteria, as prescribed in the syllabus, are not consistently appropriately interpreted and applied, candidates would not be suitably prepared and guided to master the assessment domains as envisaged in the syllabus. This emphasises the responsibility of centres and the Design and Technology teachers to acquaint themselves with the assessment objectives and the grade descriptors, so that these can be used as a basis of how the assessment criteria for coursework should be interpreted and applied.

It was evident that a few centres allowed candidates to make the artifact first and then complete their folders. In this case the quality of these folders was poor because nothing was recorded while the structure of the portfolios was not linked to the product manufacturing and the evaluation/testing procedures.

Comments on specific assessment headings

Defining

Improvement in this section was definitely evident. Most of the candidates defined their identified design problem relatively clearly, did an analysis and wrote a brief with specifications according to the assessment criteria. However, there are a few centres that was not very clear in their brief.

Research

Some centres made an effort to do a proper research as promoted in the assessment criteria. Those who did not do a thorough research into the brief lacked a suitable basis to design creatively. Research does not only relate to the review of existing products and “ghost” questionnaires; it should also reflect some testing of certain aspects of possible solutions. The research is of utmost importance because the specifications are derived from there.

Conceptualisation

To be awarded a mark in the top band, a candidate should demonstrate an imaginative and innovative handling of a good range of concepts and ideas. Because of inadequate research, most candidates could not produce a well-defined conceptualisation. Most candidates seemingly thought that three ideas would make up a good range of ideas when the moderator only considered four ideas as a fair range. (A fair range is considered to be three to four ideas and a good range more than four.)

Secondly, the moderator would expect more than just a general presentation of an idea. It is expected that three to four specific concepts within each idea should be further investigated or developed whilst keeping the defined specifications in mind. This could include a general reference to ergonomics, form, construction, a special material suitable for a component, the particular mode of operation of a section/component, possible testing or experimentation to be done or any detail that may become important should the idea be further developed.

This is one area where the well-informed and competent candidate could demonstrate innovation and the abilities to think outside the box.
Development

This section of the design folio is awarded the highest number of marks compared to the other assessment topics (max. 25). As such, it should contain evidence of the selection and thorough development of the final design idea.

All aspects of form, shape, size material selection and construction should be addressed, with reasons given where decisions and choices are made. Evidence should include finer detail of the development of particular components of the design.

This section was dealt with very poorly. A few candidates were awarded very high marks where it was evident that, if the developments and working drawing had been used, details would have been insufficient to realise the product. It is important to remember that the development is a detailed plan to produce a product. If the development is given to any skilled person anywhere in the world, he should be able to produce the product from the information given to him.

Some candidates also confused the processes of making with the development of the product. Photographic evidence is pasted under the topic 'Development' which it is not. Production should only commence after all the details for production have been completed.

This does, however, not include minor reconsideration of particular aspects which need modifications or redesigning.

Presentation

Most of the candidates showed different levels of presentation skills regarding layout, diagrams, labeling notes and the use of color/rendering of their work with some folders showing outstanding qualities. These candidates should be congratulated on the quality of their work. There were, however, some cases where it was not possible to follow the design work produced.

Candidates should be encouraged to use a wide range of appropriate communication - and presentation techniques in support of the different stages of the design process.

Evaluation

This is one spot where candidates so often fail to gain valuable and easily accessible marks. This is usually because they have not produced a clear specification in the first place or failed to refer to it when carrying out the evaluation of the final product.

Meaningful evaluation can only take place where some form of consumer testing has been carried out. These tests and results should be fully analysed and evaluated against the listed specification.

In some cases, candidates claimed in the evaluation section of the portfolios that their products had been tested according to the evaluation and that test results suggested a functional product. Photographic evidence, however, suggested that those products could not be functional, especially when it is incomplete or where it is a poorly constructed mock-up model instead of a prototype, as originally indicated.

THE PRODUCT

Control

The moderator is unable to comment on these aspects of the assessment scheme as they do not form part of design folios.

Technical

Photographic evidence, in most cases, showed a good understanding of processes by the candidates.

Product:

However, the moderator could, where evidence pointed in that way, recommend an adjustment to the marks awarded.
ECONOMICS

General comments

- The response to Question 1, the compulsory question, was disappointing. The standard of the answers to Section B’s questions was satisfactory this year.
- It is important that teachers should spend time on Higher Level work which distinguishes the Higher- from the Ordinary Level. Question 1 was about Higher Level work.
- Candidates should also relate theoretical knowledge to the content of the answers.
- It is important that candidates use diagrams to support their answers. They must also label the diagrams correctly. Candidates lose unnecessary marks for not labelling diagrams.

Comments on individual questions

SECTION A

1 (a) Most candidates successfully identified at least three features of a perfectly competitive market apart from those mentioned in the extract.

Answers
- Price takers
- Perfectly horizontal demand curve/perfectly elastic demand curve
- Low barriers to entry + exit
- Infinite number of firms
- Each firm produces only for a small part of the market - insignificant influence on the market
- Prices established by market forces, i.e. forces of demand and supply
- Identical products

Do not award marks for facts lifted from extract
NOT - Many buyers and sellers
- Perfect information
- Advertising
- Profit maximises

(b) Most candidates struggled to answer this question. Candidates had to explain what allocative efficiency and productive efficiency are.

Answers

Allocative efficiency
- Quantity produced
- MC = AR – demand = supply
- Not in imperfect competition
- Allocating resources efficiently/right proportions to providing different products
- Cost of production matches value consumers place on product (6/4)

Productive efficiency
- All resources are being employed
- MC = AC
- Quantity produced
- Cannot produce one more of a product without producing one less of another product
- Highest quantity at lowest average cost/cheapest production method
- Optimum output (4/6)
The majority of candidates could not draw the correct graphs. A short term perfect competition graph showing supernormal profits in the short run and a second graph showing normal profits in the long run.

Answers

Short run

Supernormal profit here:
MR = MC
AR > AC (1)

Long run

Normal profits where
MR = MC = AR = AC (1)

SECTION B

2. (a) Some candidates misunderstood the question. Candidates had to explain what is meant to change from a labour-intensive production method to a capital-intensive production method. Most candidates could give a definition of capital-intensive and labour-intensive production methods.

Answers

Def. Replacing workers with machinery/computers. (1)

How
- Changing production methods from labour intensive to capital intensive
- Using more advanced machinery
- Using more innovative production methods
- Using more information technology in production process (4)

Explanation of capital-intensive (1) and labour-intensive (1)

(b) Most candidates answered this question well.

Answers

- Increase profitability of firm, through mechanisation
- Accuracy needed
- Output per worker measured against output of machinery
- Cost of labour vs cost of machinery; falling average costs
- Whether economies of scale could be achieved through technology
Factors influencing the reliability of labour (e.g. industrial action) measured against reliability of technology
- Depreciation costs
- Life-span of technology
- Advantages of technology
  - Mass production/higher output
  - Monotonous jobs done by machines
  - More efficient production

(c) Most candidates answered this question well. Candidates had to give comment on the possible benefits of technology to the economy.

Answers

For
- Can increase efficiency and productivity
- New skilled jobs created as persons need to maintain new equipment
- Boring tasks done by machines or technology
- More output will be produced, lowering AC and prices of goods
- Increase economic capacity, GDP and output
- More company profits which could increase taxes for government
- More exports of minerals can increase BOP and strengthen exchange rate
- Higher supply of products leading to lower prices

Against
- Unskilled workers will experience unemployment as they are replaced by technology
- Government expenditure on more advanced training programmes will increase
- Immobility of unskilled workers will worsen unemployment problem
- Structural unemployment caused
- Industrial unrest due to retrenchments

Conclusion (1)
One sided maximum 7

Negative and positive effects on economy
- Employment
- Economic growth/output
- Balance of payments; exports; imports
- Inflation
- Taxation

3 (a) Most candidates identified the business organisation correctly. Many candidates, however, commented on the functions of a commercial bank which was not asked in the question. There was also confusion about Bank Windhoek being a public company and not a public limited company.

Answers

Public limited company (1)

Features
- Can list on Stock Exchange
- Shares can be bought and sold by general public/transferred to anyone
- Shareholders are the owners
- Minimum of 7 to infinite number of shareholders
- Shareholders vote for Board of Directors at AGM
- Limited liability
- Legal entity
- Continuity
- Name must end with Ltd or Plc

Any four
(b) (i) Most candidates scored two marks for this question. Candidates had to work out how many bundles could be bought for N$10 000 if a share cost N$8,53 per share and if shares per bundle were 500 shares. Mathematical calculations seems to be a problem for some of the candidates.

Answers

\[ \text{N$10 000 ÷ N$8,35 = 1 197 (1)} \]
\[ = 1 197 ÷ 500 (1) \]
\[ = 2.39 \]
only 2 bundles (1) OR

\[ 500 \times \text{N$8,35 = N$4 175 (1)} \]
\[ = 10 000 ÷ 4 175 (1) \]
\[ = 2.39 \]
only 2 bundles (1) [3]

(ii) Most candidates managed to list four benefits of the Stock Exchange for the Namibian economy. Candidates should have commented on the functions of the Stock Exchange.

Answers

- Help to companies to borrow on long-term basis (facilitate growth)
- Shares and other securities are traded at any time (long-term borrowing)
- It influences the way in which savings are invested, share prices influence savings as they fluctuate
- Provides means of valuing financial assets, prices of shares published daily
- Allows stock brokers to speculate
- Creates investment opportunities for small investors (a person can buy any amount of shares he/she can afford)
- Government raises capital for development projects e.g. infrastructure through securities and bonds
- Barometer of economic situation in a country (growth/recession) \( \text{three x 2 + 1} \) or \( \text{seven x 1} \) [7]

(c) Candidates managed to score only four marks for this question. Candidates confused Bank Windhoek with the Central Bank of Namibia. Candidates also claimed that Eco Oil and Gas Ltd was a privately-owned company, which is not true. These opinions influenced their answers negatively.

Answers

- Local commercial bank is in the services sector – more security
- Prices of shares will not be highly influenced – less vulnerable than primary industries
- Financial trade record of commercial banks is good
- Commercial banks are regulated by central bank
- More loyalty to reliable local commercial bank
- Lower risk of investment
- Prices of oil and gas fluctuate
- Primary sector goods (natural resources) - might be depleted
- More risks for investment involved in mining
- Unknown company with not much information on profits made and performance
- Investment in Bank Windhoek shares might be more profitable
- Trust in board of directors (Lift out why Bank Windhoek shares and not ECO Oil and Gas Ltd shares)
- Share prices of Bank Windhoek compared to ECO [10]

4 (a) Most candidates scored four marks for this question.

Answers

- The wage rate offered is attractive
- The mine offers extra pay for dangerous work
- The mines provide fringe benefits like: medical aid, pension schemes and free housing
- The person is not skilled to do any other work
- There is chances of promotion, e.g. to be the leader of a shift or team, after experience is gained [5]
(b) Candidates had to analyse the problems mentioned in the extract which led to diseconomies of scale. Candidates, in general, identified the causes mentioned in the extract, but did not analyse them to explain why it caused diseconomies of scale.

**Answers**

**Def of diseconomies of scale (2)**
**Increase strikes decrease output**
- Per unit/average cost increases
- High extraction costs
- Low morale
- Poor communication
- Willingness to cooperate
- Loss of personal contact (poor relations)
- Low efficiency
- Lack of motivation
- **Too many specialist departments** leading to lack of control and coordination poor
- Low price for output – fall in revenue
- Wasting of resources (labour + machinery resources are lying idle)
- Fall in productivity per worker - strikes cause AC to rise; cost of production increases
- Average costs increase

(c) Candidates were unable to draw a diagram showing that the supply curve for mining engineers are more inelastic and that a supply curve for ordinary mine workers is elastic. They struggled to identify the wage differences by using diagrams. Candidates could, however, mention, in general, the causes of wage differentials are.

**Answers**

Wages are determined by the demand for labour and the supply of labour that is in equilibrium

**The demand for labour is determined by various factors**
- Derived demand – not wanted for its own sake, but for what it produces
- If there is a substitute for the labour skill, e.g. machines
- Productivity

**The supply of labour will be influenced by**
- The level of training and qualifications needed for the job
- Natural ability to do the job

In the mining industry wages differ between unskilled mine workers and skilled mining engineers

**Unskilled and semi-skilled mine workers**

Supply of unskilled and semi-skilled mine workers is elastic. Demand falls for this type of labour, due to changing production methods. There is a relatively large fall in numbers employed and a relatively small fall in the average rate.
- Decrease in demand
- Elastic demand, not skilled; plenty in supply
Supply of skilled engineers is inelastic, therefore when demand increases, the increase in average rate will have to be relatively large to attract workers to this occupation. Wages offered to skilled mining engineers will then be larger. (2)

**Conclusion**
- Unskilled workers receive danger pay for harsh working conditions
- Piece rates
- Overtime pay

Not always the case that mining engineers get higher wages. However, engineers are skilled. (2)

5 (a) Most candidates scored three marks. Candidates could not identify the need for investment.

**Answers**

**Human capital**
- Investment is the purchase of producer- or capital goods and assets (1) to increase the production of consumer goods (1) to create wealth in the future for a country (1)
- Investment increases the economic production capacity of a country and moves the production possibilities frontier out creating economic wealth and an increase in GDP (2)

(b) Most candidates scored good marks for this question.

**Answers**
- Increase in economic growth as the investment would increase economic capacity and increase the GDP
- Exports increase, which could improve the Balance of Payments position as exports might exceed imports
- Employment is created, which could lower the unemployment rate
- Tax revenue for the government increased, which could help to redistribute income and wealth amongst citizens in Namibia in the low-income groups
- Inflation could, however, increase, since more people are employed, who also spend, causing demand pull inflation

\[ P + D \times 5 \]

[10]
(c) (i) Candidates could not calculate the multiplier correctly for a four-sector mode. All information given shows that it is a four-sector mode. Many candidates used the formula for the two-sector model.

Answers

Out of every extra N$100 of income, consumption spending on domestic goods accounts for:

\[ = N\$100 - (N\$25 + N\$20 + N\$15) \]

\[ = N\$100 - N\$60 \]

\[ = N\$40 \] (1)

Therefore, \( MPC = 0,4 \) or \( MPS = 0,25 \) \( mrt = 0,2 \) and \( mpm = 0,15 \) (1)

The multiplier \[ \frac{1}{1 - MPC} \text{ or } \frac{1}{MPS + mrt + mpm} \]

\[ = \frac{1}{1 - 0,4} \text{ or } \frac{1}{0,25 + 0,2 + 0,15} \]

\[ = 1,6 \] (1) [6]

(ii) This question was also answered disappointingly. Candidates had to work out the total growth of the economy. Many candidates deducted the multiplier effect, which is wrong.

Answers

Increase in income = increase in investment x multiplier

\[ = N\$20 \text{ billion} \times 1,6 \text{ or } 1,67 \] (1)

\[ = N\$32 \text{ billion} \]

33,3 billion (1)

New level of income = \( N\$ 65 \text{ billion} + N\$32 \text{ billion} \times N\$33,3 \text{ billion} \) (1)

\[ = N\$97 \text{ billion} \text{ or } 98,3 \text{ billion} \] (1)

If multiplier is worked out wrongly, do not penalise in Question (ii) if method is correct, award marks [4]

6 (a) (i) Candidates mostly scored one mark for this question.

Answers

Infrastructure is man-made assets like road-, railway-, telecommunication- and electricity network. [2]

(ii) Most candidates scored 3 marks for this question.

Answers

Economic growth is an increase in the Gross Domestic Product of a country annually. [3]

(b) Candidates had to comment on the good and the bad effects of economic growth. Most candidates only mentioned the positive side and scored a maximum of seven marks for this question.

Answers

Economic growth of 8% is desirable as more goods and services will be produced, more employment opportunities will be created and the living standard and per capita GDP will increase. Tax revenue increases. (5/4/6)

However, economic growth has its costs

- Social costs to society can increase in the form of negative externalities, such as:
  - Pollution and noise through industrial installations
  - Urban sprawling/urbanisation
  - Speeding up of technical change, which influence workers' mobility.
  - Workers have to change jobs, place of work and production methods frequently
  - Distribution of income, still a problem

- Economic growth requires more investment (production of capital goods)

- The opportunity cost of increasing the rate of economic growth is a reduced output of consumer goods, while more capital goods are produced

- Economic growth causes the exhaustion of non-replaceable resources (5/6/4) [10]
Candidates mentioned ways on how the government could help to increase economic growth. Candidates also had to develop their answer and explain how the government uses the methods to achieve economic growth.

**Answers**

- The government can use fiscal policy by raising government spending and/or cutting taxes when private sector demand is too low.
- This will cause an increase in demand for goods and services which have to be produced. More output causes economic growth.
- The government can also promote economic growth by increasing the productive capacity of the economy.
- Privatisation of inefficient state-owned industries.
- Increase in government spending on education and training.
- Investment grants from the government.
- The government can also instruct the central Bank to reduce the repo rate/monetary policy - businesses expand; creates employment.
- This will cause a higher demand for luxury goods purchased as well as an increase in loans to start new businesses.

**Increase**

- Mobility of resources (low performing to high performing).
- Help with establishing of SMEs.
- Increase exports through subsidies and reduce imports.
- Improve infrastructure.
- Reduce labour unrest + promote political + economic stability.
- Improve investor confidence.
- Protectionism
  - Tariffs
  - Quotas
- Import substitution

**Positive suggestions to teachers**

- Teachers must enrol candidates on the correct levels. A candidate scoring 40% in the internal examination is at risk of not passing economics in the external examination.
- Candidates should also be exposed to questions drawn from newspaper articles.
- Candidates should be taught to choose those questions in which they think they will score the most marks. They should spend time on deciding what to answer. Candidates have to present answers in a logic way and not just list facts.
General comments

There were only a few very good scripts. It is still evident that the majority of candidates struggle to apply, evaluate and justify subject knowledge relating to general economic conditions as used in articles and extracts.

The listing of answers reduced noticeably. The language still posed a problem as many candidates struggled to express themselves clearly.

The majority of candidates scored the highest total marks for Question 1 and the lowest total marks for Question 3.

Comments on individual questions

1 (a) (i) Most candidates scored more than half of the marks for this question.

Answer
- High birth rate/high population growth rate
- Young population/high dependency rate
- High infant mortality rate
- High death rate/low life expectancy
- High unemployment rate
- Urbanisation

(ii) The answer was calculated correctly as 903 000 by most candidates.

Answer
2 100 000 x 43% = 903 000

(b) The majority of the candidates were able to calculate the correct answers, but failed to indicate that the population growth rate decreased from 2001 – 2011 compared to 1991 – 2001.

Answers

(i) 1991 – 2001
\[ \frac{400 000}{1 400 000} \times 100 = 28,57\% \text{ or } 28,6\% \text{ or } 29\% \] (1)

2001 – 2011
\[ \frac{300 000}{1 800 000} \times 100 = 16,67\% \] (1)

(ii) - Decrease in population size (11,9%)  

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

Answers
- Access to information, counselling
- Legislation to protect HIV-positive workers from unfair discrimination (dignity + respect)
- Not revealing their status
- No unfair dismissals/keep on working if productivity is maintained
- Insurance policies for HIV/AIDS infected people

Any three [3]
(d) It was expected of candidates to assess the positive and negative effects of urbanisation on the living standards of people in urban areas. The majority of candidates scored half of the marks for this question because they only concentrated on the negative effects of urbanisation.

Answers
Positive
- Increased job opportunities/Increased supply of labour
- Higher income/wages paid in cities (higher material living standard)
- Better education and health facilities/transport/telecommunication
- Better entertainment (3/4)

Negative
- Increased crime
- Increased pollution (noise, air, water, etc.)
- Congestion of roads/accidents/more time spent commuting to and from work
- Overloaded taxis and buses in peak time/labour disputes
- Lack of (poor) housing/sanitation (diseases)/overcrowding/congestion
- High unemployment
- Higher cost of housing/transport/higher living costs
- Higher rates and taxes/municipality needs more money to provide more infrastructure
- Longer working hours/less free time/more stress (4/3)

One sided: maximum 4

(e) Most of the candidates scored only half of the marks here because they failed to explain how the government might encourage (e.g. subsidies, loans, grants, infrastructure development, etc.) people to remain in rural areas. Many candidates elaborated only on different types of infrastructure to be built in rural areas to reduce urbanisation.

Answers
Regional development/secondary town development (1)
- Grants and subsidies or loans at low interest rates to purchase capital goods/new technology to train local labour, to pay wages/open SMEs/improve farming activities
- Award government tenders to firms in rural areas
- Build factories to rent or sell to firms/develop infrastructure (not starting up of government businesses)
- Lower tax rates/tax incentives/encourage firms to move to rural regions
- Decentralisation of government ministries

Any three (3) [4]

2 (a) Most of the candidates where able to explain some of the consumer protection acts, but they did not know the exact names of these acts and thus did not score full marks here.

Answers
Food and Drug Act
- Hygienic food preparation and sales/no unsafe products
- Protection against misleading advertising/information

Weight and Measures Act
- Weight equipment should be right and weight indicated on products should be correct

Consumer Credit Act
- Rights of consumer protected when obtaining credit/may not mislead consumer
- Copy of hire purchase or loan agreement should be given to consumer
- Ensure that consumers understand terms and conditions of agreement

Trade Description Act
- Goods and services should be described correctly

Sale and Supply of Goods Act
- Fit for intended purpose
- Return of faulty products
- Correct descriptions on labels

P + D

2 + 3 [5]
(b) The majority of the candidates scored full marks for the diagram. Candidates wasted time by explaining the diagram, although they were not asked to do so. There are still candidates on Higher Level who do not know how to draw and label a demand and supply diagram correctly.

![Diagram](attachment:diagram.png)

- Original Equilibrium (1)
- Shift S to S₁ (1)
- New Equilibrium (1)
- Labels (1)

(c) The fact that water is a scarce, natural resource and a necessity was mentioned by most candidates. Many of the candidates, though, linked the operations of NPI to being a government corporation and public spending increasing, thus they scored half of the marks only.

Answers
- Namibia is a dry country (water = scares/necessity)
- Water is a natural resource (non-renewable/depletable)
- More use of water by NPI means that less water will be available for other uses = opportunity cost (e.g. agriculture, households, construction, etc.)
- Increase in water prices (higher demand/ lower supply of water)
- Possible pollution of water resources/ground water (slaughtering and cleaning)
- More government expenditure (extraction of new sources, e.g. boreholes, desalination plants, etc.)

(d) It was expected of candidates to analyse the positive and negative impacts of protection methods on NPI as a local- and infant industry. Most candidates were not able to score more than half of the marks here.

Answers

**Advantages of protectionism**
- Decreases imports to prevent balance of payments problems/deficit
- Protects infant industry, such as NPI (high average cost)
- Protects and supports local industry (creates employment)
- Protects "unfair" competition from low wage countries (protects employment)
- Prevents dumping/low quality imports
- Prevents Namibia from becoming dependent on imported chicken (chicken = food)
- Subsidies to lower production costs = more competitive = more exports

**Disadvantages of protectionism**
- Less competition/more monopolies lead to less choices/variety
- Higher price
- Lower quality
- Might lead to retaliation from other countries
- NPI might become less efficient/produce at higher cost (not competitive)
3 (a) Most candidates scored 2 out of 3 mark for failing to mention that the exchange rate is the price/value of one currency measured against another currency.

**Answers**

**Definition**
- Price/value of one currency (1)
- measured against another currency (1)

**Depreciation**
Value/price of Rand lower/weaker against other currencies

**OR**
- N$5: U.S.$ 1
- N$10: U.S.$ 1 (after depreciation) (1) [3]

(b) It was expected of candidates to say that the comparative advantage for South Africa would be the high exports of minerals, (due to efficiency + low opportunity cost) but the imports of many raw materials and semi-finished goods show high opportunity cost and less specialisation. Most candidates scored 3 out of 5 marks here.

**Answers**

(i) Definition of comparative advantage
- A country produces a product with lower **opportunity cost** and more efficiently (specialise) [2]

(ii) South Africa chooses to produce mainly minerals due to high availability
- South Africa imports semi-finished goods
- They **give up** the production of semi-finished goods [3]

(c) This question was answered poorly by most candidates as they did not relate the information from the graph to depreciation and appreciation of the Namibian dollar to the pound and the US$. Many of the candidates copied the info from the graph into a table or rewrote it in paragraph form incorrectly. Candidates confused increase in amount of N$ to US$ and £ with appreciation and vice versa.

**Answers**

- Fluctuation = appreciation and depreciation
- US$ + £ = same trend towards N$
- Comparison of, e.g. 2003 = N$14: £1
- N$9 : U.S.$ 1
- Highest value of N$ to £ and US$ = 2006
- Lowest value of N$ to £ and US$ = 2013 [4]

(d) The majority of candidates did not relate the reasons to a depreciation of the Rand, but mentioned the causes for fluctuation of currencies in general and thus scored very low marks here.

**Answers**

Price of Rand will decrease if there is a lower demand/higher supply of Rand (1)

**Decreased interest rates**
- Less foreign investment in S.A./withdrawal of foreign investments
- Lower demand for Rand/higher supply of Rand

**Balance of Payments deficit**
- Less export = lower demand for Rand
- More imports = higher supply of Rand

**High inflation in S.A.**
- Imports increase and exports decrease (high supply of Rand and low demand for Rand)

**Political instability**
- Less foreign investment in S.A. if country seems to be unstable
- E.g. increased labour unrest, elections, etc. lower demand for Rand

**Low economic growth**
- Fall in platinum- and gold production
- Decreasing demand for Rand
- Low industrial- and entrepreneurial activity

\[ P + D \]
\[ 3 + 2 \] [6]
(e) Most candidates scored no or very low marks for this question as they were not able to link depreciation and the influence thereof on the economic aims of the Namibian government.

**Answers**

<table>
<thead>
<tr>
<th>Economic objective</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance of payments</td>
<td>- Exports increase and more tourists</td>
<td>- Imports more expensive</td>
</tr>
<tr>
<td>Price stability</td>
<td>- More goods produced (exports) = increase in supply</td>
<td>- Imported inflation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Prices of consumer goods increase and cost-push inflation (more N$ for raw materials and semi-finished products)</td>
</tr>
<tr>
<td>Economic growth</td>
<td>- More goods produced for exports and people support local industries (expensive imports)</td>
<td>- Lower imports (more N$) of necessities and manufacturing goods</td>
</tr>
<tr>
<td>Employment</td>
<td>- Jobs in tourism and export industries</td>
<td>- Higher unemployment in gold- and platinum mines and manufacturing industries (expensive imports)</td>
</tr>
<tr>
<td>More equal distribution of income</td>
<td>- More exports and employment = more tax to government to provide more merit and public goods and services</td>
<td>- Imported necessities more expensive (affect poor people more)</td>
</tr>
</tbody>
</table>

(3/4) (4/3) [7]

**Positive suggestions to teachers**

- Use articles from newspapers and magazines to draw up question papers and tests and to apply and clarify subject knowledge.
- Never "copy and paste" question papers from previous years to use in tests and examination papers. All candidates are in possession of the examination booklets of Namcol.
- Teach candidates how to analyse questions.
- Explain to candidates exactly what is meant by key (command) words and what is expected of them, e.g. explain, discuss, justify, evaluate.
- Ensure that candidates are on the correct level by setting tests and question papers which are up to standard. Do not be too lenient when marking Higher Level answer papers.
General comments

- The examination could be considered more difficult than Paper 1, 2015, because there was a greater emphasis upon higher-order thinking skills; this meant that there was less opportunity for candidates to gain marks through lifting.

- A record number of candidates entered Higher Level English this year but a large percentage of these candidates would have experienced difficulty in gaining a respectable mark at Ordinary Level: schools are not helping their candidates by allowing them to waste two years when they have patently not learned the foundation work demanded by the Ordinary Level English syllabus. Too many candidates do not know the rudiments of sentence structure, cannot write a sentence, cannot even complete a simple summary of 20 words, cannot express themselves coherently in continuous prose, and rely upon lifting from the passages, even though it is obvious to examiners that they have a faulty or non-existent understanding of the question. Such candidates cannot possibly cope with the standard of writing and understanding required at any tertiary institution in Namibia.

- The quality of the handwriting was particularly poor this year so that examiners were required to spend more time than usual, sometimes with the aid of a magnifying glass, to decipher extremely small handwriting or to ponder over indecipherable scrawl. Such candidates submitted untidy scripts, often lacking even rudimentary evidence of correct punctuation. In addition, too many candidates used biro pens which emitted very pale ink; these scripts were also extremely difficult to read. Schools should ensure that candidates have decent writing materials and teachers should warn candidates with indecipherable or cramped writing styles that this could influence their final results.

- The examiners will continue to discourage lifting and, hopefully, the form of future examinations will ensure that it is more difficult to lift and score marks. Candidates at this level of English should be excellent writers, in particular, and the examination assumes that all candidates have a good linguistic foundation based upon the Ordinary Level syllabus. Unfortunately, it is obvious from many of the scripts that this is not the case.

Comments on individual questions

Part 1

The first reading passage was quite difficult and treated a topic that was probably unfamiliar to most candidates. Nevertheless, candidates lost marks needlessly by disregarding question instructions and writing long answers which were quite disproportionate to the worth of the marks. Such candidates often penalised themselves from a time-management point of view; long protracted answers left candidates short of time to do justice to Part 2.

Teachers are advised to alert their candidates to the need to formulate answers in their own words. Question 1 specifically requested this, but a very small proportion of candidates obeyed the instruction; no marks were awarded for lifted answers so very few candidates obtained any marks on this question. The meaning of the word ‘principle’ was obviously not familiar to many and the difficulty for candidates was to select the idea which represented the basic truth or belief upon which the writer’s conclusions or recommendations were based. The selection of material therefore tended to be random: indeed, it appeared that candidates chose sentences simply because they could understand them and therefore could transpose the ideas into their own words, irrespective of what the question had requested. Many of those candidates who did locate the principles, buried their answers in reams of irrelevant information from the passage and tended simply to lift the principles from the passage anyway, thus resulting in no marks.

** The Mark scheme for Question 1 is as follows:

1  (a) There cannot be any bargaining about the way that the law is enforced/implemented/executed./The law is immutable/fixed/cannot be changed (and all citizens should respect/obey it.)

   (b) Justice and order are inter-dependent/go hand-in-hand./A stable, peaceful society cannot exist without the imposition of law/a judicial system and the reverse is also true.

   (c) It is unethical and unwise to tinker/interfere with/become involved with people’s lives in the name of politics/for political reasons.

   (No marks for lifting – question specifies the use of candidate’s own words.) [3]
**Question 2:** This simple question proved how deficient the basic skills of many candidates seem to be: some candidates wrote long paragraphs, despite the instruction of 20 words or less. Only about 5% of candidates could construct a proper sentence that included a main clause and a finite verb. Most candidates simply offered a ‘shopping list’ of key aspects. In addition, they proved incapable of selecting the key information and disregarding the irrelevant ideas: candidates tended to copy the ideas from the extract indiscriminately and then stop when the word requirement was exhausted. Teachers are advised to give more practise in this kind of exercise because it will appear on the examination paper again in future. A few candidates answered in note form, which completely disregarded the question instructions for one sentence. Others split their answers across a number of short sentences, only the first of which was considered for an answer.

Very few candidates could qualify the key aspects with suitable adjectives as part of their summary: each aspect required an adjective to suggest efficiency and effectiveness, but only a very small proportion of candidates recognised the need for this.

**The Mark scheme for Question 2 is as follows:**

2  Sentence cannot be more than 20 words./Sentence must have a main clause/finite verb/four aspects must be qualified with appropriate adjectives.

   e.g. Good laws should operate together with a fair, efficient judicial system, an effective police force, and a strict penal system. (20 words) OR

   Competent state crime control depends upon good laws, an able police force, a fair judicial system and effective prisons. (19 words)

(1 mark for correct construction of sentence; ½ mark per key aspect; three key aspects receives only 1 mark.) [3]

**Question 3** tended to encourage overly-long answers in which candidates lifted answers from the extract, offering swathes of information in the hope that a few marks would be gained somewhere to justify the exhausting effort of copying the passage. Very few candidates did obtain full marks on this question. Key words such as ‘commissioner’, ‘community’ ‘monitoring’ ‘safety’, ‘minister’ were commonly misspelled, thus losing potential marks. Poor punctuation of proper nouns also lost marks.

**The mark scheme for Question 3 is as follows:**

3 (a) The Ministers of Safety and Security at national and provincial level do not have control over the police./Neither national nor provisional Ministers of Safety and Security has control over the police.

(b) Control is the task of Commissioners at national and provincial level.

(c) A politician’s role is to lead/play a leadership role which includes monitoring/overseeing/ongoing assessment.

(d) A politician’s role also includes facilitating a sound relationship between the community and policing agencies.

(Mark to be lost for poor spelling of key words – minister, commissioner, monitoring/community. Mark to be lost for poor use of capitals.) [4]

**Part 2**

The multiple choice section was better handled by candidates than the equivalent in 2015 and some students actually scored full marks on this section.

Although life in the Arctic and the plight of the polar bear was beyond the experience of many of the candidates, the passage was written in fairly simple English and the reasoning, with factual substantiation of the writer’s arguments, was considerable. If candidates had read the passage carefully, then the answers were not difficult to find.

In fact, candidates lost marks for sloppy, careless reading of the passage and careless copying of key words and concepts. ‘Pack ice’ is not the same concept as ‘ice pack’ or ‘pack of ice’ and thus such corruption of ideas lost candidates the marks. Similarly, sloppy spelling of key words on the examination paper such as ‘polar’, ‘Arctic’, ‘earlier’ also lost potential marks.

**The Mark scheme for Questions 4 to 9 is as follows:**

4 A
5 D
6 B
7 C
8 D
9 B
Question 10: the candidate had to construct the answer to show the link between ‘home’ and ‘hunting ground’ immediately to gain the marks. There were, in fact, two references in the extract which explicitly answered the question but only a minority of candidates spotted these references. Examiners do not object to statements like: ‘The writer states that ‘Polar bears live and hunt on pack ice.’ This answers the question and acknowledges that the idea is a quotation from the extract.

Candidates and teachers must appreciate that answers do not have to be conveniently clustered in one paragraph. There were two answers in this section which required candidates to select material from different parts of the passage and most candidates found this difficult. Only the stronger candidates could extrapolate ideas from different parts of the extract for one answer. Questions 11 and 12 required this approach.

** The Mark Scheme for Question 10 is as follows:

10 Answer must show understanding of the question by showing a link between home and hunting ground. Mark is lost on misspelling of key words: Arctic, polar, earlier. Mark lost on corruption of idea, e.g. ‘pack ice’ rendered as ‘ice pack’ or ‘pack of ice’.

(a) The writer states that most polar bears ‘live and hunt on pack ice’.

(b) The polar bears live on the ice during winter and wait to catch seals at breathing holes that the seals make in the ice.

(c) The polar bears like to stay/their perfect habitat is on floating slabs of ice close to the water that is filled with fish and seals. This is where the bears will find their main source of food – seals and fish.

(d) The melting of the ice forces bears to land where hunting must continue but under far more difficult circumstances.

Question 11: There were seven possibilities for 3 marks, but only a minority of candidates gained full marks. The examiners’ conclusion is that insufficient time was spent on careful reading of the article to find the answers.

** The Mark scheme for Question 11 is as follows:

11 (a) Rising temperatures are causing pack ice to melt earlier in spring and to freeze later in autumn. Any reference to the melting of the ice because of the rise in temperatures would qualify for a mark under (a).

(b) Scientists worry that bears lack immunity to new pathogens which are moving north.

(c) Bears have greater distances to swim between pack ice and land/slabs of ice and land.

(d) Scientists feel that there is little hope that the polar bear can adapt. The writer claims that the polar bear will not survive unless global warming is reduced.

(e) Warming rate is increasing and complicates existing difficulties such as human-habitat destruction, illegal hunting and pollution. (Must have the idea of the increase in the rate of warming for this point.)

(f) Scientists have found that for each week the ice breaks earlier, polar bears come on land weighing 9 kilograms less than previously/formerly. On account of the additional two weeks ashore, bears have been found to weigh 18 km less than in former years.

(g) Early melting forces bears to venture on land where hunting is extremely difficult, causing over-heating and possibly death.

(Any THREE points for 3 marks)

Question 12: Candidates could not identify relevant ideas from different parts of the passage to accumulate three ideas on how a bear is equipped for hunting, from a possible four ideas, to gain three marks. The tendency of many candidates was to find one idea and then to copy ideas in the vicinity in the hope of additional marks. Candidates need more practise in ‘searching’ for information in a reading passage.

** The Mark Scheme for Question 12 is as follows:

12 (a) a good sense of smell: bears can smell a seal from a distance of 1km/and or under 1 metre of snow.

(b) Bear is a strong swimmer – can cover the distance of 100 km to a hunting ground/it can travel up to 4,800 km in a year.

(c) Bear is a fast swimmer – up to 10km per year.

(d) a layer of blubber to keep them warm during hunting/fur for insulation during hunting.

(Any THREE points for 3 marks)
Question 13: This was a simple, straightforward question to elicit students’ awareness of idiomatic English as opposed to the literal meaning. Ironically, many candidates could explain the idiom ‘skating on thin ice’ but few went the step further to explain the literal meaning. Candidates who were not familiar with the idiom could explain only the literal significance, given the melting ice caused by global warming. A simple word like ‘thinner’ proved problematic for some: one candidate made four attempts to spell ‘thinner’ and finally abandoned attempts in favour of the word ‘thick’. Needless to say, the mark was not awarded.

**The Mark Scheme for Question 13 is as follows:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Idiomatic meaning – in a risky or dangerous situation</td>
</tr>
<tr>
<td></td>
<td>[1]</td>
</tr>
<tr>
<td></td>
<td>Literal meaning – thin ice – the thickness of the pack ice is deteriorating because of global warming.</td>
</tr>
<tr>
<td></td>
<td>[2]</td>
</tr>
</tbody>
</table>

Question 14: The question was undoubtedly awkward and many candidates did not bother to sit and think about the component parts of the question and what was required for the answer. Again, only a minority of candidates gained full marks for this question. Many candidates could not differentiate between human hunting of bears and the threats experienced by the bear while it was attempting to hunt, both on land and in the water. Pollution elicited long lifted answers which gave half-a-page of detail that was not really required for the answer. Candidates have not been taught to be discriminatory in the information they choose to answer a question. Answers are long, rambling, and lifted, in the vague hope that marks may lurk somewhere in the exhausting paragraphs that they waste time laboriously lifting from the extracts. This practice must be discouraged: teachers spend more time on practise exercises to help candidates to focus on relevant material or examiners must become much more ruthless in discounting any marks for lifting from the passage. Please draw candidates’ attention to the basic preliminary instruction that ‘Answers should be in the candidate’s own words as far as possible.’ Obviously, teachers’ assistance in this regard would be helpful to avoid needless failures at this level.

**The Mark Scheme for Question 14 is as follows:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Threats - pollution</td>
</tr>
<tr>
<td></td>
<td>Threats - Hunting</td>
</tr>
<tr>
<td>1</td>
<td>Through the Arctic food chain/eating polluted seals and fish gives bears a higher concentration of pollutants in the body, causing them growth, reproduction problems, inability to fight off diseases.</td>
</tr>
<tr>
<td>2</td>
<td>Oil spills damage the insulation of the fur/forces the bear to use more energy to keep sufficiently warm/energy loss forces bear to need more food/increase calorific intake.</td>
</tr>
<tr>
<td>3</td>
<td>Oil spills could cause starvation.</td>
</tr>
<tr>
<td>4</td>
<td>Pesticides/heat resistant chemicals/industrial by-products are poisonous/can cause low levels of Vitamin A, thyroid hormones, and anti-bodies.</td>
</tr>
<tr>
<td>1</td>
<td>Longer periods spent on land make bears easier targets for hunters.</td>
</tr>
<tr>
<td>2</td>
<td>Judgement of World Conservation is that there is still the potential risk of over-harvesting from hunting.</td>
</tr>
<tr>
<td>3</td>
<td>When the bear is hunting on land, it can easily over-heat and suffer exhaustion, even death.</td>
</tr>
</tbody>
</table>
| 4 | Rougher seas and big distances between ice floes can put bears in danger of not being able to swim back safely to the shore. OR 
| 4 | The melting of the polar ice/pack ice deprives the bear of an adequate food supply – bears are weighing less when they move to land. |

(4 marks for any four relevant references to the threats – see table above. References to both threats should be made in order to gain 4 marks. Provided at least one idea is taken for either side, points may be awarded in the ratio of 3 to 1 for full marks or 2 to 1 for 3 marks).

Part 3

This exercise also required a new approach from candidates: the question required candidates to draw inferences from the passage and relate the three demands of the question to the life of Harold Wall. Well-constructed answers, which drew parallels for his values, lessons, and feelings from his own life experiences, were very few. Candidates expected the examiners to draw inferences from their written responses; some candidates simply wrote fanciful answers, often with a strong religious bend or indulging in ‘pop psychology’, which could not be related to Wall’s life in any way. Ideas such as ‘respect for others’, ‘trust in God’, ‘honesty’, ‘humility’ were all ideas which could not really be inferred from Wall’s life.

The most difficult section was ‘lessons’ and very few candidates were able to formulate valid lessons from Wall’s experiences, except from the fact that he was self-taught in learning to make violins. Weaker candidates simply drifted into lifting or a narrative summary of the text, which largely ignored that part of the question.

Responses which were not balanced because a section was omitted were penalised. If a section was lifted, it penalised
the language mark for the exercise; if a response was completely lifted then virtually no marks were awarded.

A candidate at Higher Level should be expected to spell the word ‘violin’ accurately, but many candidates misspelled the word consistently throughout their responses.

The language component was assessed across four aspects: structure, grammatical accuracy, style, and tone. Many candidates were able to adopt an appropriate style and tone for the task, creating a convincing level of sincerity, together with familial or paternal affection. Stronger candidates were able to write very moving responses.

Less able candidates demonstrated a lack of careful planning and forethought in the following ways: a Windhoek address for the letter and their own names at closure, instead of the appellatives “father” or ‘dad’, or even the formal ‘Harold Wall’. Other fatal misconstructions involved the son writing about the father or the father writing about the son, instead of to the son.

** The Mark Scheme for Question 15 is as follows:

Below is a guideline of material which would be appropriate for this assignment. However, marks were awarded for original relevant material offered by the candidate, provided it could be substantiated from the passage.

**Content**

1  Values the father considered important in his life

   * Belief in self – any achievement is possible
   * Reward for individual effort
   * Dedication to perfection
   * Strong work ethic
   * Perseverance
   * Respect is earned through effort

2  Lessons he learned from the violin experience

   * One is never too old to learn (made his first violin at 43)
   * Work can be pleasurable (Happy to work two jobs for 17 years)
   * One’s hobby may develop into a career (violin experience)
   * One must continue to strive for perfection (efforts to produce the Stradivarius sound)
   * There is a value in research and analysis (he analysed the potential secrets of the sound and he persevered, trying each idea)
   * Fate can be kind or cruel (he found the ancient spruce log to make the reproduction; although he refused to sell it, it was taken from him anyway)

3  Feelings in his declining years

   * Pride in his achievements (photographer; the violins; the reproduction; doing two jobs for 17 years)
   * Strong belief in on-going personal growth: one is never too old to learn (started violins at the age of 43)
   * Dedication to do things properly (started music shop with the violins; strove to make the reproduction of Stradivarius)
   * Regret (physically impossible to work as hard as he used to: the theft of the violin; the decision to stop production of violins)
   * Nostalgia (for the heyday of the shop when the conductor played the Monte Cassino violin)

Full marks for content may be awarded for relevant references for 16-18 points on the Memorandum, if combined for mark allocation.

**Sliding scale for Content**

<table>
<thead>
<tr>
<th>Marks</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>16 – 18 points</td>
</tr>
<tr>
<td>9</td>
<td>14 – 15 points</td>
</tr>
<tr>
<td>8</td>
<td>12 – 13 points</td>
</tr>
<tr>
<td>7</td>
<td>10 – 11 points</td>
</tr>
<tr>
<td>6</td>
<td>8 – 9 points</td>
</tr>
<tr>
<td>5</td>
<td>6 – 7 points</td>
</tr>
<tr>
<td>4</td>
<td>4 – 5 points</td>
</tr>
<tr>
<td>3,2,1</td>
<td>3,2,1 points respectively</td>
</tr>
</tbody>
</table>

** If the content is unbalanced (only two sections treated, for example) then the content mark will be reduced by 1 mark.
Style
1. There should be evidence of appropriate grouping of ideas.
2. Credit should be awarded for evidence of the father’s personality and passion.
3. There should be evidence of a strong introduction and conclusion for marks in the top range, 8 – 10 marks.
4. If all information is lifted from the passage, the maximum language mark should be 2 overall. If there is partial lifting, the maximum language mark should vary from 2 to 5, depending upon the degree of lifting.
5. A creative answer with strong style and tone but grammatically flawed can still earn a maximum of 7 marks.
6. An answer that is reasonably accurate, but stylistically weak, can earn a maximum of 6 marks.
7. A suggested breakdown for marking purposes is as follows:
   * Structure – 2 marks
   * Style – 3 marks
   * Grammar – 3 marks
   * Tone – 2 marks
8. If the wrong narrative form has been used (son writing to father; father talking about son in the third person) then only the language component will be evaluated.

Positive suggestions to teachers

- Teachers of English at Higher Level spend a great deal of time 'training' their candidates to write literature essays and to probe the deeper meaning of the set works, often, I suspect, to the detriment of the other areas of English.
- Paper 1 requires training and practise, sometimes under time pressure, for candidates to become adept at approaching this examination correctly. Part of the training involves conscious efforts to increase a candidate’s vocabulary by making him or her compile a personal dictionary. Even more important, perhaps, is to give the candidates considerable practise in rendering ideas in their own words. This kind of exercise could be incorporated into study of the set works. Start with very simple exercises and then increase the level of difficulty as candidates gain skill and confidence.
- Teachers seem to feel that lifting should be recommended to their candidates but this is really not so. Future examinations will demonstrate less and less tolerance of lifting, which offers no indication of a candidate’s ability to write English. Paraphrase may be considered old-fashioned but requires practise and is the best way to train candidates to be confident in using their own words.
- This examination demonstrated quite clearly that the vast majority of candidates require formal training and practise with punctuation and sentence structure. Abuse of the apostrophe was widespread: the apostrophe was continually hinged upon a plural - or possessive with 'its' - and then omitted from verb contractions. Sloppy neglect of capital letters was common. Some candidates demonstrated total ignorance of the full stop: this made the process of evaluation extremely time-consuming and tedious for the examiners. The hyphen was used incorrectly to split words at the end of a line.
- Formal training of summary writing should be an on-going process: it is not confined to the Extended Ordinary Level syllabus. The art of summary writing is the most sophisticated and relevant indicator of a candidate’s ability in English as a Second language and summary writing is a skill which will be essential for successful study at tertiary level.
- Time should be spent on training candidates in higher-order thinking skills: some questions are automatically incorporated, such as Q14 which requires comparison and contrast. Any question seeking explanation of irony or any kind of inferential thinking is testing these skills. Competence can come only from exposure and practise.
- Perhaps this Higher Level English syllabus implies that requirements are less rigorous than for Ordinary Level but this is an erroneous assumption. It is assumed that a candidate for Higher Level is already competent in all the technical skills specified in the Ordinary Level syllabus; Higher Level focuses more on understanding more sophisticated reading and thinking - and the skill of writing. Teachers who encourage their candidates to enter at Higher Level without proof that the candidates are A or B candidates at Ordinary Level are not doing their candidates any favours: they are, in fact, merely condemning them to long-term failure and leaving these candidates with a shaky foundation and bad habits which will haunt them throughout their professional lives.
- To be an effective teacher at this level requires a detailed awareness of candidates’ needs, combined with the dedication and commitment to help candidates reach an acceptable standard. This was not evident in many of the responses to Paper 1 in 2016.
General comments

The same problems are repeatedly experienced, however it was evident that most centres paid attention to suggestions made such as planning; sentence structures, fewer contractions and shorter essays. There are still centres that disregard the Examiners’ Report.

Candidates must be guided with suggestions of which type of topic to choose. For example, candidates with little general knowledge, should avoid argumentative essays or candidates who cannot write proper descriptive essays should opt for narrative essays. Candidates made the wrong choices and could therefore not produce good essays. Some candidates did not interpret the topics correctly and this is unacceptable on Higher Level. Many candidates lacked imagination when attempting narrative essays and consequently produced poor pieces of writing. Candidates who enter for the Higher Level examination should have extensive knowledge of all aspects of everyday life. A lack of imagination, general knowledge and poor language usage all contributed to poor essays.

Some essays are still too long, which led to a mundane essay and a repetition of ideas, hence a weak plot which resulted in a poor mark. In future candidates will be penalised for overlong essays, as it is clearly in contradiction with the instructions. Emphasis should be put on the legible writing of essays.

It is worrisome that many candidates are still entered on the wrong level. Teachers should ensure that candidates are enrolled according to their abilities, and not just for prestige, please. This contributed to numerous weak essays as many candidates could not cope with the high expectations of Higher Level. It is also a waste of two years if failure is the only consequence. Candidates should remember to indicate their choice of topic to avoid confusion.

It was evident that more candidates planned their essays before writing the final draft. Hence, those candidates could write average to good essays, with a sufficient degree of depth of material. Candidates, who did not plan, submitted essays in a slovenly (untidy) manner. This was quite disturbing to the examiners. Some candidates’ handwriting makes the task of the examiners very difficult.

We must give credit to the decrease in the use of ‘sms’ language. There was also an improvement in the correct use of the apostrophe. More signs of obvious planning.

Some of the following issues are still of particular concern: the use of capital letters other than at the beginning of the sentence or for personal pronouns; starting sentences with conjunctions such as because; incorrect punctuation, the use of contractions, for example, doesn’t. The widespread use of colloquialism is still a fashion in most essays. The obvious examples are guys, kids, a lot, gonna, wanna, stuff and alright. Candidates wrongly use like, instead of such as. Clumsiness was also evident, for example, ‘all he ever wanted’ instead of ‘the only thing’; ‘due to’ instead of ‘because of’. Candidates also lack knowledge of commonly used words such as its/it’s; then/than; were/where/whether/weather; I you/your; principal/principle.

The use of direct speech in formal writing is strongly discouraged. Incomplete sentences were used too often; there was a lack of proper subjects and finite verbs. Candidates on this level still have a poor understanding of Word Formation. Adjectives were used instead of adverbs, for example ‘He treated me bad’ instead of ‘He treated me badly’; ‘He treated me good’ instead of ‘He treated me well.’ Prepositions were used as prefixes, which form the incorrect combination of, inspite, inlove, atlast, atleast, aswell - all given one word. They should be two separate words. I personally think is used instead of I think. Most candidates mixed tenses in the same paragraph or jumped back and forth throughout. Candidates had poor control over the narrator’s point of view. There were sudden switches from first to third person. Some candidates lacked the ability to develop ideas properly in order to write fully developed essays. Many candidates struggled to make a point; they talked about general concepts or ideas, and did not address the topics substantially. Candidates also failed to focus on one specific plot; they wander on many different ideas which result in more than one plot. Many candidates have poor control over paragraph sequencing, logical progression of ideas, paragraph structure and too many ideas are developed in one paragraph. Many candidates struggled to conclude essays convincingly.
Comments on individual questions

TOPIC 1: *It is the year 2035. We are orbiting Mars, our new home from where there is no return journey to Earth… 'Brace yourselves, we are going for the landing.' Continue the story.*

Many candidates attempted to answer this question with varied successes. Competent candidates generally approached this topic with originality and received good marks. Poor marks were given to unimaginative plots and far-fetched ideas. It was clear that weaker candidates lacked general knowledge about Planet Mars and wrote mundane and unrealistic essays, which again resulted in poor marks. Candidates should have written essays proving that they have general knowledge on Mars and should have written imaginative, yet realistic stories about life on Planet Mars.

TOPIC 2: *Our lives are controlled by technology and we are unable to escape from its unprecedented power. Do you agree/disagree?*

This was the most popular topic. Weaker candidates misinterpreted the topic, which resulted in poor essays discussing technology in general or simply listing the advantages and disadvantages of technology. Strong candidates wrote competent and convincing essays which focused on the unprecedented power of technology. They offered solutions to the problem and could point out future risks if the use of technology is not controlled by mankind. The focus should have been on the ‘power’ of technology.

TOPIC 3: *Describe the events that made you realise that you can come last, but still be a winner.*

This topic was also popular, however, very few candidates managed to discuss the topic successfully. Weaker candidates wrote mundane and poor essays; they had limited understanding of the topic. Essays concentrated on athletic events, debates, modeling contests and academic performances which led to unoriginal and unconvincing development. It was evident that they lacked general knowledge, which prevented them from writing convincing plots. A few candidates could relate interesting events that made them winners. This topic proved that learners should not write a narrative if they lack imagination. Candidates should include more real life experiences and sincerity in such essays.

TOPIC 4: *‘A cat has nine lives. If I were a cat, I would have lost at least seven of mine that terrible day.’ Tell your story.*

Many candidates opted to write on this topic. Several candidates misinterpreted the topic and assumed that they literally had to take on the role of a cat, instead of drawing a parallel between a cat and a day of misfortune. Candidates who received poor marks "listed" the ways in which they lost seven of their nine lives. That resulted in interest being lost and consequently a poor mark. Candidates who concentrated on one event and developed the plot in a sustained manner, produced good pieces. Candidates should refrain from unrealistic ideas with such topics, for example, falling from a plane and surviving.

TOPIC 5: *Global political uprisings and economic struggles are indicators that another devastating war looms. What are your views?*

This was not a popular topic. The few candidates who attempted this essay did well and based their essays on facts and experience. It was clear that those candidates followed news events and could discuss such global events successfully in their essays. The reason why some candidates could not produce good pieces, is due to the fact that they lacked general knowledge and could not write convincing arguments, based on facts and appropriate examples to support their arguments. Should candidates opt to answer this type of question, they need to be informed and familiar with the current global affairs and news events.

TOPIC 6: *Describe a place of refuge that is special to you.*

This was also a popular topic with varied levels of success. Some misinterpreted this topic and described a refugee camp which led to marks from the lower bands. Others wrote unimaginative plots, e.g. they described their bedrooms in detail or described a whole town/country as place of refuge. Good marks were given for sustained development and originality. The emphasis should have been on describing a place that provides safety and comfort.

Positive suggestions to teachers

- Teachers should teach grammar and language as an integral component of English such as: concord, punctuation, vocabulary, sentence structures and idiomatic expressions. Learners should be taught to do proper planning. Teachers should learn to be aware of and avoid colloquialism and slang, especially the use of *kid and guys*.

- Contemporary issues should be discussed and debated in class. Learners should do book reviews, and should
be encouraged to read, which will help to expand their general knowledge and vocabulary. Teachers should offer more lessons that involve challenging vocabulary activities as candidates are expected to use mature and effective vocabulary on Higher Level.

• Teach learners correct paragraphing techniques, with one topic sentence which is thoroughly developed and linked to the next paragraph. In addition, candidates need to be taught how to use and develop an effective plot. Essays need to be correctly structured. Good and effective introductions and conclusions should also be encouraged. The topic should not be repeated in the introduction.

• Argumentative essays require facts and should be convincing. It should also contribute to the reader’s thinking and general knowledge. Candidates should be taught that a suitable introduction and conclusion are essential.

• Candidates should be taught and guided to choose the correct type of topic in order to write proper essays.
General comments

It would seem as if there has been a slight, but definite, improvement in several key areas of the examination when compared to 2015. These areas include the quality of the recordings (in general), the evaluation of the written scripts by the teachers and the application of the mark scheme as per instructions. The use of the tick and number system seems to be better understood by teachers.

Candidates are being taught to substantiate their answers through the use of appropriate quotes from the text. Most answers were substantial, with a small tendency to write too much. Candidates also seem to be better able to avoid the trap of falling into storytelling, or a simple rehashing of the plot. Generally there is better use of structure and reference in the candidates’ answers.

In the oral examination, the awarding of marks is generally more accurate than in previous years, with the exception of a few isolated centres that are much too lenient, and who did not rigorously apply the mark scheme to their assessment.

Unfortunately, there is still insufficient focus being placed on the correct use of grammar and many centres do not indicate errors, or allow errors to influence the mark awarded. Many teachers do not even notice the use of colloquialisms and the incorrect use of prepositions as prefixes, such as “inlove”, “infront”, “aswell”. It is distressing to note that these sorts of mistakes seem to have become so ingrained that the teachers do not even notice when they are used incorrectly.

As far as the oral examination was concerned, the use of colloquialism such as “gonna” and “wanna” is rife, with even the teachers using these despicable forms. The general style of the examination was the standard question-and-answer session, with very few candidates or examiners being able to move into a more conversational and discursive style. The fact that examiners award marks in the upper band without checking the requirements is also an area of concern. Several candidates were disadvantaged by the teacher’s lack of or refusal to become engaged in the discussion, where a candidate was allowed to make a general literary speech at considerable length.

Some administrative problems persist, with many schools being repeat offenders of the mistakes they made in previous examinations. It would seem that few teachers and principals take the time or make the effort to study the examination report, so as to eliminate errors and streamline future examinations. Some of the blatant mistakes made, were not submitting summary forms, mistakes on the MS forms, incorrect shading of lozenges, CDs that were not double-checked before submission, and so on. Substantial numbers of teachers have also not made any attempts to adapt their interview technique, despite previous advice to that effect. Furthermore, it is obvious from candidates’ oral replies to questions, while the mark scheme for the examination has been made available at several centres. Teachers are reminded that this practice is totally unethical and easily picked up by moderators.

Comments on individual questions

1. Context based (Things Fall Apart)

This was not the more popular option of the prose section of the examination. Most of the candidates who attempted this question could not satisfactorily explain the metaphorical significance of the District Commissioner. There was usually a general discussion about the arrival of the colonisers and few could link the concept of irony to the role of the District Commissioner. Several candidates erroneously focused their answer upon Okonkwo and not the D.C. Furthermore, few candidates could see the issues of the novel from the point of view of the District Commissioner. Unfortunately, several teachers did not manage to pick up on the lack of analysis and they still awarded high marks for generalised and insubstantial answers.

2. Essay (Things Fall Apart)

Some candidates lacked the subtlety to link the locusts and the coming of the white men, erroneously assuming a colonisation in vast numbers, and did not realise that most of the operations of the missionaries and the District Commissioner were performed by the local tribes. Certain elements, such as trade and industry were not focused on, whereas the influence of the church and the legal system were sufficiently discussed. Unfortunately, there was a significant lack of depth in many of the answers given. Some candidates erroneously compared the settlers to locusts, or did not manage to link the benefits of the settlers’ arrival to the locust theme, choosing instead to focus on the negative aspects of their arrival.
3 Context based (King Lear)

The more skilled candidates made excellent use of this question, correctly identifying suitable characteristics of the sisters. However, the characters were not discussed separately and were mostly presented as a combined entity. Many candidates did not stick to the extracts, but presented the influence of Goneril and Regan throughout the play as a whole. Some weaker candidates could not differentiate between the sisters at all and tended to simply provide a summary of the plot. Or they focused on the character and influence of Cordelia and discussed events that had no bearing on the extract. Stronger candidates successfully managed to highlight the influence of the sisters upon each other.

4 Essay (King Lear)

In general, candidates responded to this question with some degree of success, managing quite well to choose whether Lear should carry responsibility for the breakdown in British rule or not. The general problem with the weaker candidates was to present a general summary of the plot, or they discussed various characters separately, without assigning responsibility to any one character. In many cases, teachers also did not manage to interpret the question correctly, and thus accepted a variety of lackluster arguments.

5 Poetry (Dover Beach)

Only a few candidates chose to discuss this poem. The weaker candidates merely presented a form of paraphrasing, without going into detail about the meaning and literary devices used. Deeper meanings were missed entirely and they did not manage to identify and discuss the shift in mood in the poem. Some candidates could explain the use of imagery, but not figures of speech, or vice versa.

6 Poetry (Sonnet 116)

The general approach to the question was a superficial discussion of the qualities of love identified by the poet. Specific examination of the use of figures of speech and imagery was only sporadically done. The best candidates managed to relate the couplet to the rest of the poem. In some cases, the poem was virtually ignored for a discussion of love as a general concept. Analysis of hidden meanings was also seldom attempted.

Positive suggestions to teachers

Candidates need to be rigorously drilled in the structure and format of an essay-type question. Focus is also required in the application of accuracy and spelling. Discussion techniques and how to analyse in-depth should also be focused on. Candidates need to be made aware that an essay-style question requires a different approach to that of a context-based question.

The use of colloquialisms is becoming a severe problem and is not being corrected by the teachers as stated previously, the teachers either do not notice colloquialisms, i.e. kids, guys, etc. or permit the use of prepositions as prefixes (as well, etc.). In the spoken component, even the teachers were guilty of colloquial expressions.

Candidates should also practise the oral component, so that the actual examination is not an unknown or unexpected situation. Candidates should be drilled on spelling, grammar and vocabulary and to avoid the use of unnecessary idiomatic expressions.

Quotes should be embedded and use of the appropriate literary terms be emphasised. Teachers are firmly advised to indicate grammar and spelling errors when marking the exams. An accurate mark can only be awarded if grammar and spelling are taken into account. Teachers are also encouraged to write a short motivation for each candidate’s mark, to explain why that particular mark was chosen.
FIRST LANGUAGE AFRIKAANS

8301
Paper 1

General comments

Overall, candidates did not perform as well as in the previous years because some of them did not read the questions properly.

Comments on individual questions

SECTION A

Question 1: Similarities

Candidates did not have any trouble in identifying the similarities between the two characters, (Marais and Minnaar). However, some of them compared the two passages, and as a result, were not awarded any marks for the question, e.g.

Marais was verslaaf aan morfien.

Text 1: “voor sy vrou se dood morfien gebruik”
Text 2: “morfienverslawing was deel van sy wêreld”

With the similarities, the candidate can write a statement that is a full sentence in his/her own words. Quotations should support the statement. Avoid sketchy or lengthy quotations. Candidates can also give the answer in a statement as long as it is proven from the texts, e.g.

Marais het gerook en gedrink en morfienverslawing was deel van Marais se lewe.

Where candidates did not give proof of the fact, only one mark was awarded, e.g.

Beide Marais en Minnaar het ’n sin vir humor gehad.

Candidates did not get any marks for the wrong facts in statements, e.g.

Albei leesstukke meld dat Marais en Minnaar termietneste en bobbejane bestudeer het.
Beide leesstukke meld dat Marais en Minnaar dieselfde lyk.
Dawid Minnaar en Eugene Marais het albei op ’n plaas grootgeword.

Candidates should be encouraged to use different words in statements when comparing two texts, e.g.

Dienooreenkomstig, volgens, beide, al twee, albei, soos om ’n paar te noem.

The statement should be in the candidate’s own words. Some candidates used the same wording as in the texts, although it was not always grammatically correct, e.g.

Al twee word na verwys as die jongste.

Question 2: Article for a magazine

Candidates were expected to write an article for a school magazine. Some candidates did not write an article for a magazine but merely an essay. They were asked to write about the film Die Wonderwerker, which they had seen. Some candidates wrote irrelevant information, like the similarities between Marais and Minnaar or about Dawid Minnaar’s childhood on a farm.

Some candidates did not read or analyse the requirements of the question carefully and focussed on only a few of the aspects in the article. The article should contain much more than the mere “story” of Marais.

It was expected of candidates to refer to the author (Chris Barnard) of the script, the producer (Katinka Heyns), what it is all about (the story), acting and actors, their opinion of the film, whether they had learnt something from this film and whether they would recommend it. In other words, more or less the same information that is given in a film review.
Candidates should further pay attention to the format of the article, i.e. the title (heading), subtitles, author, and a suitable introduction, body and conclusion. It is not necessary to write the article in columns.

Vocabulary was often a hindrance, e.g.

*Film gebasseer/gemaak vanaf draaiboek*

*Minnaar vertolk die rol, nie uitvoer nie*

*Die storie dek 'n tydperk van tien jaar, nie bedek nie*

*Die film speel érens af, nie vind plaas nie. Geheime word blootgelê, nie blootgestel nie.*

**SECTION B**

**Question 3: Speech**

Most candidates were able to answer this question fairly well. However, some candidates used the format and style of an article and ignored the fact that a speech was requested.

Candidates should address the audience (talk to them) and not simply tell a story. The topic should be introduced to the audience. Candidates should address the audience at least twice, use rhetorical questions and convince them with sources and examples.

Candidates could use three main points in answering this question:

- name of the project and reasoning behind it;
- what does it entail; and
- advantages and lessons learnt

Candidates were expected to write about a similar project at their school, a vegetable garden (food) project, not collecting second-hand clothes.

Too many candidates lifted directly from the text.

It was also expected of candidates to make use of the information in the text as well as their own input (ideas).

**Common mistakes**

Incorrect use of language or idiomatic language is common.

English words or direct translations from English (Anglisismes) are often used, e.g. *laat gebore (jongste kind)* for the English late born, *vir die beter* (for the better), *opgeëindig* according to the English end up, *waarde toevoeg tot ons lewens* (add value to)

Other examples of incorrect idiomatic Afrikaans:

*Projek gestig/huisves i.p.v. 'n projek begin*

*Groente groei i.p.v. groente kweek*

* Dit behou voordele i.p.v. voordele inhou*

*Projek stig werkgeleenthede i.p.v. bied werkgeleenthede*

*Tuingereedskap word deur die staat verskaf, nie aangeskaf nie*

*Met kos voorsien i.p.v. van kos voorsien*

*Gemeente (congregation) i.p.v. gemeenskap (society)*

*Afekteur (affekeer)*

*Deur om dit te doen i.p.v. deur dit te doen*

*Honneursgraad verower i.p.v. verwerf*

*Rol gedoen i.p.v. rol vertolk/gespeel*

*Onderskei tussen help (ww.) en hulp (snw.)*

*Virseker i.p.v. verseker*

*Bullike i.p.v. billike*

*Geduld gehaad/gehaat i.p.v. geduld gehad*

*Tuine behou i.p.v. tuine instandhou*

*Rolprent maak sy verskyning i.p.v. word vertoon*

*Rolprent vrygelaat i.p.v. rolprent vrygestel*

*Liefde vir natuur i.p.v. liefde vir die natuur*

*Witbroodjiemisdadiger i.p.v. witboordjiemisdadiger*
The construction of sentences seemed to be a problem for some of the candidates. They either wrote one long sentence in a paragraph, or a string of many words without any punctuation marks.

Candidates should also note the correct form of adjectives in Afrikaans, e.g. op i.p.v. waarop, wat in i.p.v. waarin, wat mee i.p.v. waarmee, etc.

Some candidates lack understanding and in-depth reading of the texts.
General comments

The general presentation of various topics was good. It was, again, pleasing to note that all topics were chosen.

In order to create a good impression, the neatness and completeness of the written work should be brought under the attention of the candidates. Quite a number of essays had no heading and in some cases even numbers were missing. In some cases candidates formulated their own topics!

Candidates should be encouraged to write shorter sentences and also compile shorter paragraphs.

Candidates who scored high marks were capable displaying excellent language skills, a sophisticated vocabulary and an extensive general knowledge. Suitable examples were provided to support their personal response.

The acquired length was attained in most of the cases.

Comments on individual questions

1  Stroper en rampokkers is besig om ons natuurlike erfenis spesie vir spesie uit te roei. Bespreek.
   This topic was popular. Some candidates wrote excellent essays and their facts were supported with good examples.
   Marks allocated: Fairly good to excellent

2  Ons hoor al hoe meer bewerings van korrupsie en swak administrasie in die sportwêreld. Is daar te veel geld in sport? Bespreek.
   This topic was also a popular choice. The candidates who selected this topic provided interesting arguments and mature thoughts.
   Marks allocated: Good to excellent

3  Sosiale media is so gerieflik en maklik om te gebruik, maar dit moet met uiterste versigtigheid hanteer word. Bespreek.
   By far the most popular choice. However, candidates often do not have realistic opinions on these topics, therefore their presentations were full of contradictions.
   Candidates struggled to provide proper arguments, which indicated a lack of general knowledge. Whilst writing about their personal experiences they invariably failed to give facts.
   Marks allocated: Very poor to adequate

4  Vandag se jeug is die erfgenaam van enorme uitdagings - van ’n veranderende klimaat en groter beskikbaarheid van kernwapens tot dodelike wêreldpandemies. Bespreek.
   This topic proved to be popular. Candidates wrote excellent argumentative essays. Actual facts supported their written work.
   Marks allocated: Fairly good to excellent

5  Algemene wettoeloosheid, minagting vir gesag en ’n kultuur waar lewens nie meer gerespekteer word nie, moet in die binnekomers van ons huise, in woonbuurte, in skole en in ons gemeenskappe beveg word. Bespreek hoe dit gedoen kan word en die positiewe uitwerking wat dit op ons samelewing kan hê.
   This topic was not popular. Candidates who selected this topic lacked general knowledge and facts on the topic.
   Marks allocated: Poor to adequate
Afrikaanssprekende Namibiërs verloor toenemend die vermoë om goeie en suiwer Afrikaans te praat, want dit is te maklik en gerieflik om Engels te praat. Bespreek.

This was a popular choice. Most candidates wrote excellent, creative and interesting essays.

Marks allocated: Adequate to very good.

Positive suggestions to teachers

Kindly take note of the following suggestions:

- Candidates have to gain experience in reading and writing.
- Vocabulary regarding the Fields of Study is of utmost importance. Simultaneously, they have to know the correct noun and verb combinations. (Tegnologie bevorder is nie die korrekte gebruik van die werkwoord nie. Tegnologie ontwikkel of vorder is die korrekte gebruik van die werkwoord - tegnologie kan nie bevorder nie!)
- Teachers have to pay attention to grammar. (Punctuation and word classes/parts of speech, such as conjunctions, need practising.)
- Candidates should be able to use facts and examples that relate to the topic.

Hieronder volg voorbeeldte wat in die antwoordstelle voorgekom het:

(Sinne wat nie in hoër graad antwoordstelle behoort voor te kom nie.)

"Soo dit is altyd beter om versigtig en verseker oor iets as nie ’n idee oor wat aangaan nie, wie weet jy kan dalk ’n persoon se lewe red daardeur.”

"Engels is ’n taal waarin opvoeding en besigheid uitgevoer word.”

“…die bevordering van taal”

"’n hewige klomp geld opwin in oorsee se marke dus word die tree daaglikstig gestroop.”

"...weerpatrone verander teen asemrowende pas “

"Korrupsie? Dis ’n woord wat baie beroemd geraak het.”

"Ons as land moet saamstaan en veg.”

“…wil ek net weer baie dank verskuldig aan al die mense wat ons lewens kom verander, vergemaklik en bevorder met die tegnologiese ontwikkeling in hul besonderse gebiede.”

“…veroorsaak dat ’n verskeidenheid diere na ander lande verhuis.”

“…wenn ’n aantal geld.”

“…so is die lewe, so is die lot, eendag ’n mielie die ander hand vol snot.”

“Dit word gebruik deur die plaaslike bevolking as medesyne en seks aangedrewe opkikkers.”

“Veediewe word ook met die geld verminder.”

“Hoe meer ons gebruik maak van die taal hoe groter gaan dit versprei en die taal weer sterk maak en op die kaart bring.”

“Verkragters leer ken die moores, rowers leer ken die rykes en die moordenaars leer ken die swakkes.”

Woordeskat:

Informasie x inligting ✓
Soek x verlang/wil hê ✓
Onbeskote films x pornografie ✓
Drolknipper x (woord onbekend) ✓
Sport doen x sport beoefen ✓
Gesigboek x Facebook (naam van iets) ✓
Friende x vriende ✓
Negtelwe x negatiewe ✓
Proefiel x profiel ✓
Gestuig x gestyg ✓
Optespoor x op te spoor ✓
Hy dood x hy sterf ✓
Beeldskone patrone x pels ✓
Gesoek x in aanvraag ✓
Rooi lys/rooilys x rooidatalys ✓
Helfte x helfte ✓
Address x adres ✓
Belaans x balans ✓
Word verslaaf x raak verslaaf ✓
Minsbolletjiebroodjie x hamburger ✓
Ruk die nes onder die haan uit x ruk die eier onder die hoender uit ✓
Al klaar x reeds ✓
Gwen x verower (n medalje) ✓
Geontmoet x ontmoet het ✓
Rerig x rêrig/regtig ✓
Meeste x die meeste ✓
Die mens x die persoon ✓
Oppad x op pad ✓
Optelos x op te los ✓
Mees belangrikste x belangrikste (daar is n reël) ✓
Saam familie x saam met familie ✓
Nationale x nasionale ✓
Verewig x vir ewig ✓
Bevorder x gevorderd of ontwikkel ✓
Versitiel x veelsydig ✓
1 Drafts on literary topics

It seems that most centres did all three prescribed genres. When a centre chooses to do individual poems, make sure that you at least study the required minimum. Some candidates still have not acquired a mature, responsible understanding of the literature, but tend to reproduce the content.

2 Choice of topics

Teachers should guide candidates in the choice of subjects. The topic is not an announcement, but a statement. Example: “Tjokkie as protagonist” and not “Discuss Tjokkie as protagonist”. A topic like: “Discuss Dag op Nuweland” is unacceptable because it is not a topic and candidates tend to rewrite their notes on the poem and hand it in as a literary essay. Candidates can rather choose a topic like: “Menslike vergrype soos uitgebeeld in Dag op Nuweland” as a topic. They can also use two poems (on the same theme, e.g. sport) and compare the content and literary structure.

Refrain from using other sources like the Bible, Psychology- or History books as this should be a literary essay and not a history- or psychological essay. A topic like the political situation in the East-West block countries is not suitable. To compare Raka with depression is also farfetched.

Candidates should bear in mind that a literary text like *Fiela’s child* gives candidates more opportunity to concentrate only on the content.

3 Quotes

Quotes should support the statement/argument. Beware of quotations that are too short or too lengthy. Quotations can also be part of the sentence. It is preferable to write it in Italics and candidates should indicate page and line numbers (poetry) in brackets.

4 Use of literary terminology

Literary technique and presentation are often sporadic. Candidates are rewarded for the use of literary terminologies. It should, however, be an integral part of the essay and not be used for the mere sake of using literary terms. Some candidates will, for example, write an essay about the role of women in two poems and then write one or two paragraphs about literary devices (alliteration, assonance, rhyme, etc.) that have no relevance to the topic.

Some candidates would also write lengthy paragraphs on the differences between the traditional epos and the modern epos as an introduction to their essays.

5 Express an opinion/view

It is expected of Higher Grade candidates to express an opinion. This should be relevant to the topic. Avoid reading information into the text that is not in the original, e.g. the women in the kraal did not do their work because they were depressed (Raka).

6 Assessment

Candidates get awarded in the following categories:

- Understanding of the text /4
- Understanding of the topic /4
- Supportive quotations /4
- Literary terminology /4
- Opinion /4

Total marks: 20

Editing is not always up to standard. All drafts (essays) should be marked by the teacher. Feel free to hand the draft back to the candidate for editing if not neatly presented. Examiners at some of the centres are too lenient.
7 **Cover page**

In general the appearance of the drafts were much better and neater, which makes it easier for the moderator. It would be appreciated if the marks could be indicated on the cover page.

8 **Plagiarism**

Candidates will be penalised for plagiarism. Examiners should indicate to the moderators when a candidate has copied the information from the Internet or notes.

9 **Length of essays**

The length of the literary essay is 800 words. Candidates will be penalised when writing longer pieces.

10 **Typing of essays**

It would be appreciated if candidates can use Arial 11 font. Most candidates submitted neat work. Thank you!
1 Logistics

It is important that the recording should be clear and preferably recorded in a sound room. Examiners should test the CD for sound quality and see to it that the correct number is recorded before they send it in for moderation.

2 Warm-up session

It is important for the candidate to be relaxed before the oral examination is recorded. Use the two minutes so that the candidate can feel at ease. Some of the examiners supply the moderators with interesting introductions.

3 The discussion

The examiner should introduce the topic briefly. This is not an interview with a question and answer session but a discussion of the topic. Candidates should have the opportunity to elaborate and give their views on the topic. Examiners should be careful not to be intimidating or bombastic and to keep within the time frame.

4 Questions

Most of the examiners were well-prepared. There were, unfortunately, still examiners who asked all the candidates the same questions. Moderators received the impression that some teachers gave the candidates questions and answers to study before the examination and these candidates have an unfair advantage. Moderators could also hear when examiners whisper answers to the candidates. A variety of questions should be asked with the draft as point of departure. Refrain from asking the same questions to all candidates at one centre.

5 Assessment

In some instances the marks were unrealistically high. Only really outstanding candidates can be awarded with a mark of 24 and higher.

Please also read the reports of the previous years. Thank you to those centres who did an excellent job.
General comments

Eighteen full-time centres entered candidates for this component, one of which was a newcomer and two small centres which have returned after a break of a few years and replaced two centres which did not participate in this year’s examination. Two part-time centres entered two candidates each, but only one of them had its two candidates write Paper 1. Although there was some excellent answers, the general performance, compared to previous years, appeared to be weaker.

Despite detailed information supplied in all of the previous Examiners’ Reports (which are all made accessible to the centres taking part in the First Language English Higher Level examination) the repetition of errors remains a constant source of concern. It starts with candidates not writing “Part 1” and “Part 2”, which is of importance, if the candidates did not answer questions in the normal order. Instructions on the front cover of the candidate’s examination book call for a new page per question. However, candidates do not even skip enough lines between the end and beginning of their answers to allow space for the examiner’s comments. Increasingly worse handwriting may seem like spelling errors, as deciphering illegible handwriting becomes virtually impossible.

Many centres seem to be unsure of how to tackle Part 1, Question 1 (the selective summary). Reading of and following instructions for Question 2 are a prerequisite for a successful answer. Yet candidates seem to lack in these abilities and simply lift copiously and often write off topic. Part 2, Question 3 demands reading, understanding and regrouping of the points specified in the notes. According to their far too brief answers candidates underestimate the demands Question 3 makes on them and thus lose marks unnecessarily. Adequate time needs to be spent on all three question types throughout Grades 11 and 12 in order to prepare candidates thoroughly for the examination of Paper 1, which, significantly, carries the name of “Reading and Directed Writing”.

Although the teaching of literature does consume much time, teaching of language may not be neglected. Severe language mistakes indicate a lack of knowledge when forming adverbs (“truly”), using the plural demonstrative as in “this meals”, incorrectly using the articles as in “a adventure”, “the Sturmvolgblucht”, “the Air Namibia”. Spelling becomes an increasing problem, cf. “vistitors”, “apon”, “notorius”, “passangers”, “acommodation”, “visable”, “adventitious” and “adventourous”. The incorrect spelling of “wherever” in the form of “where ever” was so frequent that one could wonder whether teachers had given up correcting it. Punctuation has become aberrant and affects sentence structure negatively. The overuse of dashes prevents correct sentence structure, leading candidates to write telegraphically instead of writing properly full sentences. Concord errors abound and need urgent attention. Prepositions are only guesses, cf. “Meals are served through trained cabin attendants.” OR “Cruises take one through Shark Island.” [How is that possible?] Colloquial language was used without restraint in the formal pieces of writing. It seemed candidates were unaware of writing a First Language English Higher Level examination, which requires them to express themselves clearly, concisely and grammatically correct to prove their command of the language. Teachers should be guided by Addendum D: Marking Grid for Directed Writing Tasks (Paper 1) to check the demands of the syllabus and teach their candidates accordingly.

Comments on individual questions

PART 1

1 Summarise how history has left its traces in Lüderitz (Passage A) and Kaapsehoop (Passage B).

Both passages set out by describing the geographical position of Lüderitz (Passage A) and Kaapsehoop (Passage B) and then deal with their history and what is left behind for us to see nowadays, i.o.w. the traces of history. Furthermore, both places offer their specific activities and display other characteristic features. For the selective summary candidates had to select only the relevant information regarding the traces history left behind. This is the very point at which candidates seemed to stumble, as they may not have been sure of the meaning of “traces”. The Oxford English Dictionary explains a “trace” as “a mark, object, or other indication of the existence or passing of something” (“passing” being “the passage of especially time”). Hence, it should have been clear to candidates that they had to find physical evidence of the times before the present of both Lüderitz and Kaapsehoop.
Candidates very often did not focus on “traces of history” but fell into retelling the history instead, even starting their summary in the first-person I-form (copied from Passage A) and rambling off into the accommodation offered by both places, having lost sight of the instruction of Question 1. At times, some correct points could be found among a great deal of irrelevance, resulting in a meagre number of content points out of the possible 15 and only 1 language mark out of the possible 5 for occasional examples.

The memo listed 10 traces each for Lüderitz (Passage A) and Kaapsehoop (Passage B). The Diaz Cross at Diaz Point; the abandoned diamond town of Kolmanskop; names of streets like Diamantberg and Bismarck, as well as the omnipresent name of Diaz; the Felsenkirche built in 1912 and Shark Island used by Germans as a past concentration camp for Namas are only six of the relevant points to be found in Passage A. The wild horses; the deserted mineshafts, as well as the Blue Swallow having been saved from extinction; the former postmaster’s home and the White Train carriage Queen Elizabeth II travelled in when visiting SA are five of the possible points to be selected from Passage B. One mark for any of the correctly selected points was awarded up to a maximum of 15 and no more than 9 for either section. If candidates only lifted from the passages without any indication of rewriting any parts, they could not be awarded any language mark.

Candidates should be fully aware of what a summary expects of them. The selected facts relevant to the topic as specified in the instruction of Question 1 are written in full sentences. All relevant facts from Passage A are grouped in ONE paragraph and, similarly, all relevant facts from Passage B in another. A line is skipped between the two paragraphs. As there was no subsection (a) and (b) indicated in Question 1, the paragraphs neither needed numbering nor a heading. The summary does not require a title. Candidates who do provide a title often shift the focus of selected facts off topic and promptly lose marks. Neither introduction nor conclusion is part of a selective summary. Quoting is not allowed and does not make lifting any more justifiable.

2 You are a student working at Wilderness Safaris during your December vacation. The firm is considering whether to add visits to historic places to its tour programme.

They have asked you to find out whether a holiday there would be worthwhile for any tourist, not only for those interested in history. They have sent you to both Lüderitz and Kaapsehoop.

Write a report of your findings on Lüderitz and Kaapsehoop and conclude with a recommendation to Wilderness Safaris.

Base your judgement on the evidence of both Passage A and Passage B.

Bear in mind that Wilderness Safaris specialises in adventurous but enjoyable tours.

Candidates had to read Question 2 very carefully to make sure they know which points had to be dealt with. They had to put themselves in the shoes of a student working at Wilderness Safaris as a holiday job. They were tasked by the company to find out whether Lüderitz AND Kaapsehoop are suitable destinations to be added to the tour programme of Wilderness Safaris. Since both these places are of great historic interest and obviously will draw the attention of history lovers, the candidates had to investigate whether both Lüderitz and Kaapsehoop could be of interest to tourists not only focused on viewing historic sites. Since Wilderness Safaris specialises in adventurous tours it is important for the company to live up to its expectations. The company is obviously known for its adventurous yet enjoyable tours and will not attract tourists, if they cannot experience just that. Visiting historic places does not seem adventurous to all, but providing different elements to a historic tour may become something tourists would like to try. Wilderness Safaris management sends their student to both these places to find out first-hand what else Lüderitz and Kaapsehoop have to offer, which could be useful for an adventurous yet enjoyable tour.

If candidates had considered all the above, they should have realised that the focus of Question 2 was not historic, which makes sense as Question 2 can NEVER be a repeat of Question 1. Yet candidates lifted copiously from the passages, repeating all the historical facts of Question 1. Thorough reading should have made candidates realise that the passages were, in fact, a great help to them, as both A and B clearly pointed out which other activities, quite apart from visiting the historic sites, could be undertaken.

The expected answer was a report with a recommendation (not an official letter), using full sentences, i.o.w. continuous writing without bulleting/numbering throughout (and definitely not arranged in columns). If candidates opted for a numbered bulleted format with subsections, their writing still had to consist of full sentences and not only phrases or words. Candidates must be taught that one to two half-filled pages cannot possibly fulfil the requirements of the syllabus. Firstly, the specified length requirement has been ignored and titbits of phrases do not come close to matching the standard of writing demanded by the subject. Such minimal pieces of work did not even carry sufficient content to be awarded marks. It would then have been wiser to enter such candidates for First Language English Ordinary Level or Second Language Level instead of allowing them to experience a disappointing Ungraded.
Regardless of the format chosen, the headings had to indicate what the report was about. Headings such as “Holidays in Lüderitz and Kaapsehoop” give no inkling of what the report is to be about. They were so vague that the rest of the candidate’s writing drifted far off the task they were given. A main heading of, e.g. “Expanding the Tour Programme of Wilderness Safaris by Including Historic Sites” and a subheading of “Lüderitz and Kaapsehoop as Possible Destinations: an Investigation” are topic-related and followed by a clear introduction would inform the management of Wilderness Safaris what they have to deal with without delay.

An evaluation of the features of both Lüderitz and Kaapsehoop should follow in well-structured paragraphs. Points speaking for and/or against the inclusion of these places in the Wilderness tour programme should be dealt with, and advice/suggestions on how to handle them could be given. The report should end with an elaboration of the writer’s judgement, thus formulating an unambiguous recommendation to the firm.

Candidates were instructed to base their judgement on the evidence of both passages. Since the question also clearly focuses on activities to be offered to a broad spectrum of tourists, history clearly is not the centre of attention. Hence, references to it can only be made in passing without going into detail. (Question 1 dealt with historical evidence.) Given that Wilderness Safaris specialises in “adventurous but enjoyable” tours, candidates have to select their points accordingly, knowing that tourists with a sense of adventure will be healthy, fit and unfussy in their expectations and thus enjoy action more than, for example, talks on historic sites.

The report has to be factual and objective. Speculation has to be avoided. Narrative style, especially of irrelevant personal experiences, is inappropriate and lifting is out of the question. The points could be re-ordered and reworded to suit the purpose of the report according to the candidate’s individual liking. The recommendation is not simply tagged on in two lines, but has to follow from the points of investigation and facts established. A final concluding sentence about whether Lüderitz and Kaapsehoop will be suitable destinations for Wilderness Safaris rounds off the report with its recommendation.

Areas of content (possible points that serve as an attraction for more adventurous tourists)

**Passage A (Lüderitz)**
- outings to Diaz Point to experience gale-force winds and comforting Diaz Point Coffee Shop
- overnighting in a land-bound boat at windswept Diaz Point/renting lighthouse cottage on Shark Island
- a boat cruise (either a traditional schooner or catamaran) past promontories and islands
- viewing African penguins on Halifax Island
- watching dolphins
- enjoying oysters at the dockyard bar (Shearwater Oysters)
- going for an Ovambo hairstyle or traditional clothing at the waterfront
- strolling through the rocky town on foot to see the old buildings, the church built on rock and read German street names/catch a glimpse of the past
- a trip to abandoned mining towns, e.g. Kolmanskop
- planning tour to attend Snoek Derby over Easter weekend, or annual Crayfish Festival or international windsurfing Speed Challenge

**Passage B (Kaapsehoop)**
- trips into the surrounding area of the Drakensberg escarpment to view boulders and rock formations
- excursion into the gold mining diggers’ Valley of Death
- on-foot excursion to the Blue Swallow reserve with a guide
- nature walks in the Starvation Creek Reserve to view protected cycad species
- trail options for serious hikers
- horse-trail operation nearby
- exploration of the isolated area with fauna (e.g. antelope, wildcat, jackal) and diverse flora
- accommodation can be varied: from backpacker to luxury apartments
- B&B accommodation in White Train carriage Queen Elizabeth II travelled in

For marking the answer use Addendum D: Marking Grid for Directed Writing Tasks (Paper 1) of the NSSCH First Language English Syllabus.
Air Namibia wants to update their information for their In-Flight Magazine *Flamingo*.

The editor has compiled hurried notes and asked you as a contributor to write the article. His notes appear below.

Study the notes carefully and write a well-structured article to be published in the December edition of *Flamingo*. Readers should be convinced of the quality of service provided by Air Namibia.

The expected answer is an article which requires a main heading (to capture the reader’s attention) and a subheading (to effectively summarise the content in a nutshell). A short introduction stating AIR NAMIBIA’s relevance to passengers would then be followed by sound paragraphs dealing with the points (newly arranged) as mentioned in the editor’s notes and rounded off with an effective and convincing conclusion.

Candidates, however, have to carefully plan the order of content points as the material is presented under random headings. For example, “first-aid kits” and “life vests” appear under ‘Special Treatment’, but they should be grouped together with “highly trained cabin attendants, safety cards and seat belts” listed under the heading ‘Safety and comfort’. Even ‘Safety and comfort’ need to be separated and discussed individually. So does ‘Special treatment’, etc. However, candidates generally did not spend time on regrouping points but only used them in simple sentences in the order of the notes. As a result paragraph structure suffered severely: paragraphs were either too brief so as to appear as bits and pieces or everything was written in one long paragraph. Quite a few answers ended abruptly and seemed incomplete, which again hints at including time management training in class.

Lack of vocabulary became apparent in much of the candidates’ writing. The note about “duty-free products at competitive prices” erroneously invited candidates to speak of cheap flights so that one’s whole family with children and animals could come aboard. The meaning of “life vests” seemed unknown as they could be bought as a duty-free product at a cheaper rate. The concept of the “average Namibian fleet age of 6 years” was beyond grasp of numerous candidates and led to odd utterances. For them a fleet age of 6 years referred to an average age of passengers being six years old, e.g. “As the average fleet age is 6 years, the children will definitely not be bored.” AND “The average fleet age is of six-year-old pupils.” Fleet age and audio entertainment were also grouped together, reflecting no understanding of the vocabulary used.

**Question 3** tests candidates’ command of English. They are thus confronted with only limited content points to provide them with an opportunity to reveal their command of the language. They have to use the regrouped content information in sound sentences of not only the simple kind but also of the complex and compound sentence types, which candidates fell alarmingly short of. Appropriate choice of vocabulary and application of sound grammatical structures in well-developed paragraphs with an awareness of the format and corresponding register demands planning and dexterity of language manipulation. Simply putting the given phrases in simple sentences in the order as given in the notes revealed no awareness of the demands **Question 3** made on the majority of candidates. Such rewritten lists, without any ordering or restructuring, are typical of Mark Band 4 and below, a fact candidates need to be conscious of.

To conclude, the arrangement and use of newly ordered points require skilled use of language and need to be assessed as such. Without being a blatant advertisement, the article should make customers want to choose AIR NAMIBIA. Candidates were expected to blend accuracy of facts with a register of subtle persuasion, which only a few candidates could do successfully. Thus, **Question 3** is a mammoth task calling for intensive teaching during lessons.

For marking the answer use Addendum D: Marking Grid for Directed Writing Tasks (Paper 1) of the NSSCH First Language English Syllabus.

Commenting on so many errors leaves a negative impression, although its purpose is to assist teachers in their efforts to improve their candidates’ performance. However, it needs to be acknowledged that much good and fluent work was a pleasure to read. We should never give up the hard work for the good of our candidates’ future. Best of luck for 2017!
General comments

Candidates generally struggle to put across strongly opinionated essays.

CONTENT/STRUCTURE:

Content: This year there was a clear improvement in the focus of the essays for most candidates. The weaker candidates will benefit from proper question analysis.

Structure: Unfortunately, the structural elements of essay-writing were generally ignored by a number of centres. Hence, quite a few candidates, who displayed great potential, lost unnecessary marks for structure as many essays lacked linking-/transition words, causing essays to lose cohesion and focus.

Weaker candidates often fell into the trap of listing important arguments without attempting to support their views with concrete examples. As a matter of fact, some good candidates also used vague analogies which did not really prove anything. Please note that candidates who provide more detailed or precise evidence are often advantaged as their arguments are more sound than those that write mere philosophical essays.

STYLE/ACCURACY:

STYLE: Candidates should be made aware of the fact that these essays are formal writing pieces, thus informal writing will not adhere to the selection of ‘appropriate vocabulary’, which deserves a 3 for language and style. Therefore, I suggest you teach your candidates alternatives/synonyms for the most commonly used words like a lot of, things, kids, etc. Candidates should also be discouraged to use contractions in the continuous writing paper. General style exercises will be beneficial to all candidates.

ACCURACY: Candidates still struggled with the commonly confused words and spelling errors. However, there was a general improvement in the accuracy of vocabulary. The accuracy of idiomatic expression still needs attention. It was refreshing to see that most candidates wrote complete sentences this year. Punctuation still seems to be problematic. Note that, for the candidates to obtain a 3 for language, using “punctuation effectively” is a prerequisite. Unfortunately, most candidates only seem to be aware of full stops and commas and even these were used incorrectly at times. Concord needs more attention. Not only does Subject – Object agreement need serious attention, but the definite article also seems to have lost its importance: Majority of people i.o. the majority of people…

Comments on individual questions

1. Discuss the following quote by a former president of the Phillipines:
   “There are many things we do not want in this world. Let us not just mourn them, let us change them.”

   This was one of the favourite topics. However, many candidates focused only on the changes and never indicated that one should not mourn the things one wants to change.

2. All citizens should be required by law to vote in elections. What are your views on the issue?

   Unfortunately, this was the least favourite topic. This question was simple and the candidates should have merely focused on the effect a law-enforced voting system would have on the citizens. Candidates did not always make it clear that citizens were forced to vote.

3. Does the ever-increasing use of Facebook and other forms of social media represent the end of privacy or the beginning of a new era? Give your opinion.

   Candidates should be made aware of the coordinating conjunctions ‘and’ and ‘or’ and what they require. Due to the lack of question analysis, quite a number of candidates discussed how social media represented not only the end of privacy, but also the beginning of a new era.
4 What is the importance of sport in modern society?

This was a straight-forward question which should not have focused merely on the benefits of sport for an individual, but rather the importance of sport in society. However, if they had linked the individual’s benefit to that of the society, they could have saved their arguments.

5 In your opinion, which invention or technological advancement has caused more damage than benefit to humanity as a whole?

Once again, the candidates should be made aware of the conjunction ‘or’ which means only one invention OR one technological advancement had to be discussed. When you discuss question analysis with the candidates, let them also pay careful attention to the comparative adjectives like ‘more’. The ideal way of tackling this problem would have been to compare the benefits and damages of the chosen object in the essay.

6 Is conservation of our natural environment more important than industrial growth in Namibia? Give your opinion.

This was another favourite topic. Unfortunately, many candidates did not focus much on the comparison between industrial growth and the conservation of the natural environment as suggested by the comparative adjective, ‘more’.

Keep on generating the potential of all your candidates. Your effort as teachers can be clearly detected in the candidates’ work. Thank you for making the candidates’ transition into a tertiary institution possible.
General Comments

Eighteen full-time centres entered candidates for these components, two of which were new centres and one centre returned after a break of a few years. One part-time centre entered one candidate. The standard of work was similar to last year’s, but some centres still seemed unsure and experienced difficulties. As was mentioned last year already, Examiner’s Reports are compiled for teachers to provide clarifying information and need to be consulted like a teacher’s guide. Furthermore, teachers should assist one another in mastering these components. Numerous teachers have been assessing assignments and orals for a number of years and have become knowledgeable about fulfilling the needed requirements for Papers 3 and 4.

A noticeable discrepancy between the quality of assignments and the knowledge revealed by candidates during their oral session shows that too little work is done on poetry. Candidates find it easier to discuss the plays and especially the novels. Responses to questions about “the old lie” and “obscene as cancer” (W. Owen’s Dulce et decorum est) were off topic and revealed no understanding at all. Lists of enumerated figures of speech also do not reveal any knowledge if they are not explained, no appropriate examples given and not placed into context of the literary work concerned.

The administrative tasks to be completed for Papers 3 and 4 leave much to be desired for. Addition mistakes occurred on the Summary Assessment Forms for both assignments and oral moderation. Transfer of these marks to the corresponding MS1s and MS2s was often inaccurate. Shading of lozenges was overlooked and skipped for some candidates at times. The introduction of centre name, number, subject, etc needs to be mentioned only ONCE at the beginning of the CD, not repeated before each recorded oral. The labelling of the candidates on the CD cover did not always agree with the order of the recorded orals. Asterisks need to be provided against the names of recorded candidates in the sample on both the summary and oral assessment forms, however, not on the computer MS1 form. Assignments should be sorted per candidate and not only loosely packed in two different piles.

Once again, Steinbeck’s Of Mice and Men was chosen by the majority of centres (twelve). However, a variation was offered by three centres discussing Lee Harper’s To Kill a Mockingbird and by two further centres that chose Maru by Bessie Head. The short stories Identities featured once only. For the genre of drama Shakespeare’s Macbeth and Fugard’s The Road to Mecca were both selected six times whereas Twelfth Night by Shakespeare was enjoyed by three centres. Unfortunately, Hamlet, chosen by one centre, was not prescribed. Teachers must spare their candidates unnecessary grief by ensuring that only works listed as prescribed will be selected for their assignments. Similarly, candidates cannot choose any poem for their analysis. They have to keep to the prescribed list of poems and teachers should check that.

LITERATURE ASSIGNMENTS

Setting topics for the assignments is not an easy task. Topics must be clearly phrased so that candidates can tackle them well without being sidetracked by ambiguous formulation. The standard of First Language Higher Level should furthermore be maintained. It was encouraging to see that some centres set new and challenging topics for their candidates, who responded with lively answers and provided interesting reading material, e.g. “Discuss the circumstances that underline the issue of woman-battering in the drama The Road to Mecca.” OR “Discuss the symbols used to inflict the theme of loneliness in the novel Of Mice and Men.” OR “Discuss how the struggle between good and evil is illustrated in the imagery of the play Macbeth.” OR “What is the function of music in the play Twelfth Night?” Candidates were challenged to come to grips with the literary work. Caution should be exercised when introducing religion and colonialism in the topics. Candidates hardly knew the historical facts of the times mentioned and thus speculated and incorrectly linked “Old Man Walking” to German colonial times in the 1990s, when German soldiers gave themselves up to South African troops on 9 July 1915 and Namibia became independent in 1990. Candidates even had to attempt differentiating between ‘religion’ and ‘spiritualism’. Topics should ensure that candidates can use correct facts in their assignments and avoid speculation on delicate and controversial issues based on their ignorance.

Assignments handed in were of varying length, when the syllabus specifies a minimum of 800 words (without quotes) and previous Examiners’ Reports suggested an upper word limit of 1000 words. Candidates need to be trained to focus on the topic at hand and also use concise expressions. Too short an assignment indicates insufficient content and engagement with the topic by the candidate. Assignments of e.g. 1802 and 1567 words included irrelevant sections not centred on the topic, often in a rambling style. Candidates should know that they will not gain marks by squeezing in as much content as they can, often by simple retelling. Dealing with the topic in context of the prescribed work will reveal understanding and insight. Candidates must furthermore indicate their word count (with and without quotations) at the end of their assignments.
Another requirement to be fulfilled, is the attachment of the list of consulted references/bibliography at the end of the assignment. If candidates did not indicate which references they had consulted but used the American spelling of words such as “color”, “behavior” and “honor”, they let readers wonder whether they did copy from an unacknowledged source. If then the language used in their oral recordings is simpler, straightforward and much less highfalutin and reveals a noticeable discrepancy between the written and spoken word, the suspicion may be confirmed (quite apart from googling the source). Needless to say, marks will reflect this transgression. Previous reports already dealt with plagiarism, thus a problem which should not have to be reiterated this year.

Quoting is a useful tool when certain parts of a poem or literary work need highlighting or are required to provide evidence for statements uttered. Quotations are words or groups of words from a literary text (or speech) used by someone else than the original writer or speaker and need to be indicated as such. Quotation marks (inverted commas), either single (“’”) or double (" “”) will mark the beginning and end part of words taken from the literary work and will be followed by the page (novel) or line (poem and drama) reference in brackets, e.g.

**Of Mice and Men** [Longman Edition]

“Lennie looked helplessly at George, and then he got up and tried to retreat.” (p 90)

**Macbeth**

“Tonight we hold a solemn supper, sir, And I’ll request your presence.” (Act 3, scene 1, ll. 13-14)

**Leather-jackets, bikes and birds**

“The leather-jacket groups begin to gather, stand, and listen, pretending they are looking for trouble.” (ll. 4-6)

Candidates used quotations with the respective page/line references in any way they wished without a colon or comma preceding them. The arrangement of lines of poems was often ignored and written as a continuous line. Some candidates, however, correctly noted the end of verses by means of a double slash (\//), but also ignored whether the following verse(s) started with a capital letter or not. Candidates should be taught proper quoting to make their writing effective. A quotation only echoing the words of the previous statement, or without any link or explanation to the context will be a wasting of space, which will be reflected in a low mark out of 4 for the category “Supporting evidence from the text”.

Marking assignments is indeed an arduous task, especially in a centre with a large candidate entry. However, as assignments form a component of the total mark they should be marked in a way that guides the moderator to the allocation of the mark. **Addendum B: Marking Grid for Written Component of Paper 3 (Assignments)** of the syllabus for First Language English Higher Grade gives an accurate breakdown of the categories to be used for the allocation of marks. Note the wording of the categories. 3 marks out of 4 cannot be awarded if a candidate has found only two quotations and/or they did not support his/her arguments (see above). Previous Examiners’ Reports also dealt with ‘personal response’. A tagged on 3-5-line paragraph at the end of the assignment does not merit 3 out of 4 marks. The last category “Appreciation of literary devices” does not seem to be given much attention in class when discussing the genre of novels. As a result candidates often dismiss this vital category, but are still awarded 3 out of 4 marks when nothing of note was raised. This leads to unnecessarily high marks, which call for adjustment during moderation. It is obvious that the mark categories have to be indicated (a stamp carrying the different categories will speed up marking) each with the awarded mark. The sum of the marks given for the different categories will be the total mark. It is by no means sufficient for teachers to write down only a final mark per assignment.

When dealing with literary devices, especially figures of speech in poems, candidates cannot earn marks for general comments such as “The poet makes use of hyperbole, similes, metaphors and personification.”, if neither examples nor an explanation as to the effectiveness of a certain figure of speech has been given. Candidates need to make their writing relative and show understanding. Also, authors, playwrights and poets are referred to by their full names, i.e. first and surnames: Wilfred Owen, Thomas Dylan. They are not conversation partners to be called “Wilfred” and “Thomas”. It was disturbing to find names of poets incorrect: Frederick MacNiece, Stephan Splender and Alan Patan instead of Louis MacNeice, Stephen Spender and Alan Paton respectively.

Paragraphing is an essential criterion for writing an assignment. An assignment is a piece of continuous writing, i.o.w. a composition outlining different aspects of a literary work and thus should indicate the different sections by starting new paragraphs. A line-for-line analysis of a poem does not satisfy the format of an assignment. Linking words (paragraph links) should make the transition from one idea to the following smooth. They are followed by a comma, e.g. **However, Furthermore, On the one hand, - On the other hand, In conclusion**. If more than one page or line is referred to, plural forms should be used: pp for pages as in pp 74-75 and ll. as in ll.3-5.
We furthermore speak of a rhyme scheme instead of a “rhyming scheme”. Note that the expression “free rhyme” does not exist, but “free verse” is used for poetry that neither rhymes nor has a regular rhythm, cf. D.H.Lawrence’s The effort of love. W.H. Auden’s The Unknown Citizen does have rhyme and is not a free-verse poem. It also demonstrates perfect examples of enjambment. The difference between a Petrarchan and a Shakespearean sonnet does not seem clear to many candidates, who also struggle to see the difference between a simile and a metaphor.

Titles of books or poems should either be underlined (handwritten assignments) or put in italics (when word-processing), but need to be indicated. Severe concord errors (their children knows), the incorrect use of the comparative degree of adjectives (“more easier”) and pronouns (“both him and I” instead of “both he and I”), as well as omission of commas, question marks and the apostrophe and the incorrect “accidently” are indicative of a poor command of language when candidates should indeed show a sound grammatical command when entering for First Language English Higher Level. Teaching MUST aim at improving the candidates’ command of language and vocabulary despite the pressure exerted by literature.
General Comments

SPEAKING ON LITERATURE

The oral discussion counts 20%, i.e. one-fifth of the final English mark and can thus not be underestimated. This fact puts teacher-examiners under an obligation to take greater care when preparing candidates for this component in order for them to gain higher marks.

The teacher-examiner’s first responsibility, after having marked the assignments, is to prepare sound questions for the oral discussion. Questions should depart from the candidate’s assignment. It does not matter whether the questions are written out on a separate piece of paper or indicated on a copy of the candidate’s assignment as long as posing the questions to the candidate does not involve lengthy paging to and fro to find a question. Teachers have even commented on their lengthy search for a question: an admission of insufficient preparation? But totally unacceptable. Questions should flow naturally and aim at establishing a conversation with the candidate. As has been mentioned ever so often before, should the candidate raise a related though different point, the teacher-examiner needs to leave his/her catalogue of questions and join the conversation, attempting to propel the candidate into a higher mark band.

Addendum C: Marking Grid for Oral Discussion of Literature of the Syllabus for First Language English Higher Level is used for allocating marks. Note that the grid makes use of the words “conversation”, “argue”, “discussion”, all words indicating an interaction between examiner and candidate. It follows that allowing the candidate to deliver a monologue over a stretch of time is undesirable and goes against the principle of establishing a “conversation”. If a candidate falls into the retelling mode, he/she should be interrupted and guided back to the discussion at hand. Interrupting a candidate should be exercised with utmost care so as to avoid stunting a worthwhile utterance or even throwing him/her off balance. Listening to each other is a most significant part of the conversation.

In order to assist a candidate, an answer could be hinted at or prompted to a certain extent. However, it is inappropriate to give away everything and talk too much, let alone start teaching during the oral. The mark to be given needs to be the candidate’s and not the teacher’s. There is a fine balance between assisting a candidate and taking over the discussion by saying too much ourselves. However, some provocation by the teacher-examiner is required to let the candidate “challenge” the teacher so as to be allocated 9-10 marks of the top band of “Literary Discussion”. Unfortunately, this could not be picked up once during this year’s oral moderation period. Also note that it is human to praise a worthwhile effort (“I am very proud of you.”/”Thank you for such a wonderful conversation.”), but since the course work will still be moderated, it is unwise of the teacher to praise and enthusiastically comment his/her candidate’s oral performance as it may still change during moderation, which could dash the false hopes for a high mark awakened in a candidate.

All three categories of the grid need to be taken into consideration. In addition, the teacher-examiner knows his/her candidates, who has been diligent and who less so. Still the mark awarded for the oral discussion also needs to be objective and as fair as possible. No personal bias the teacher-examiner may have towards a candidate may interfere with giving a mark or even result in pressurising an already stressed candidate with continued questioning when no answers are forthcoming.

A very worrying aspect of the oral discussion is the excess duration of the oral recordings. The syllabus prescribes about eight minutes for poetry and six further minutes to be spent on another literary work, i.o.w. 15 minutes in total. Recordings of 19-20 minutes’ duration are simply too long. It is unfair to start asking a question on another poem after 14 minutes of the elapsed time. Neither the candidate nor the examiner will be able to do justice to the raised question as they feel pressurized. It cannot be stressed enough to omit recording warm-up sessions in order to free time for the discussion. Time needs to be monitored carefully.

The marking grid does not provide the category “Language Use” for nothing. Not only do candidates have to prove that they are knowledgeable in the field of prescribed literature, but they also need to show that they are in command of communicating in the English language. A wide vocabulary, knowledge and application of correct grammar, a varied sentence structure and a degree of fluency should be mastered at this stage of the school-leaving career. Vocabulary provided difficulties, e.g. “euphemism – euthanasia”, “yoke – yolk” and “he’s – his”. Colloquial language such as “figures of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely. Articles are incorrectly used as in “a image”. The use of prepositions should be given attention, cf. “in appreciation to of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely. Articles are incorrectly used as in “a image”. The use of prepositions should be given attention, cf. “in appreciation to of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely. Vocabulary provided difficulties, e.g. “euphemism – euthanasia”, “yoke – yolk” and “he’s – his”. Colloquial language such as “figures of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely. Articles are incorrectly used as in “a image”. The use of prepositions should be given attention, cf. “in appreciation to of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely. Articles are incorrectly used as in “a image”. The use of prepositions should be given attention, cf. “in appreciation to of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely. Articles are incorrectly used as in “a image”. The use of prepositions should be given attention, cf. “in appreciation to of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely. Articles are incorrectly used as in “a image”. The use of prepositions should be given attention, cf. “in appreciation to of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely. Articles are incorrectly used as in “a image”. The use of prepositions should be given attention, cf. “in appreciation to of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely. Articles are incorrectly used as in “a image”. The use of prepositions should be given attention, cf. “in appreciation to of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely. Articles are incorrectly used as in “a image”. The use of prepositions should be given attention, cf. “in appreciation to of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely. Articles are incorrectly used as in “a image”. The use of prepositions should be given attention, cf. “in appreciation to of speech and stuff” OR “stuff like that”, as well as the overuse of “actually” and “basically” should be avoided entirely.
A final tip concerning the recording: both the voices of the examiner and candidate should be distinctly audible on the recording. In order to achieve this, the microphone should be placed carefully between the two speakers. A trial recording should test whether a balance in volume between examiner and candidate can be achieved.

Nevertheless, much valuable work has been sent in for moderation, which was pleasing to read and listen to! May the above report assist in aiming at even more satisfactory work next year. Much energy, enthusiasm and best of luck!
Allgemeine Anmerkungen

Die Schüler und Schülerinnen konnten in der Regel alle Aufgaben zumindest befriedigend bearbeiten.

Leider sind im Bereich der sprachlichen Richtigkeit gravierende Mängel zu beobachten, die letztlich zu Punktabzug führen. Dabei handelt es sich in der Regel um Nachlässigkeiten, die sich im Jahre der eingeschlichen und verfestigt haben.

- Groß- und Kleinschreibung
- das/dass
- Grammatik
  1. Endungen, besonders bei deklinierten unbestimmten Artikeln
  2. N-Deklination: einen Elefanten

Aufgefallen ist, dass einige Prüflinge keine Muttersprachler waren. In einem Fall war daher auch kein ausreichendes Textverständnis gegeben. In mehreren Fällen konnten diese Schüler ihre Gedanken nicht richtig formulieren und machten zudem gehäuft Grammatikfehler.

Es ist die Frage, ob diesen Schülern nicht angeraten werden sollte, Ordinary Level zu wählen bzw. den Abschluss in DaF zu machen. Auch sehr schwachen Schülern sollte empfohlen werden, zum Ordinary Level zu wechseln.

- Es gibt mittlerweile sinnvolle online-Übungen für DaF, bei denen der Schüler gleich angezeigt bekommt, ob seine Antworten korrekt sind. Beispiel: Online-Aufgaben Deutsch als Fremdsprache
- Zu empfehlen ist auch die Arbeit mit: http://www.duden.de/rechtschreibpruefung-online
  Hier können eigene Texte durch einfaches copy-paste eingegeben und auf R, Z und Gr überprüft werden.

Spezielle Anmerkungen

1 (a) In diesem Jahr haben die meisten Schüler bei Aufgabe 1 einen Basissatz geschrieben, was nicht ausdrücklich in der Aufgabenstellung genannt wurde, aber bei Textarbeit grundsätzlich dazu gehört.


(b) Die Aufgabenstellung, ein Interview zu schreiben, hat den Schülern zugesagt. In einem Fall überwog allerdings der Nebentext. Oft waren die Fragen des Reporters gut und weiterführend gestaltet.

Erstaunlicherweise waren viele Antworten relativ unkritisch der technologischen Entwicklung gegenüber. An Probleme, die durch Computerviren oder Hacker verursacht werden könnten, hat erstaunlicherweise nur ein Schüler gedacht.

- Es hätten auch der potentielle Missbrauch von Robotern durch Terroristen oder Gefahren durch Spielzeugdrohnen, z. B. Gefährdung des Luftverkehrs, genannt werden können.

Denkbar gewesen wäre auch eine Diskussion der Frage, was Roboter bzw. Systeme kosten und wer sie sich leisten kann. Eine differenzierte Auseinandersetzung mit der Frage künstlicher Intelligenz wurde nicht erwartet.


Alle Gedanken, die die Aussagen der Texte ergänzen und sinnvoll belegt werden, bringen Punkte.
2 Viele Schüler haben bei dieser Aufgabe eine Art Textwiedergabe geschrieben. Bei den meisten Texten war nicht eindeutig ersichtlich, dass es sich um einen Beitrag für eine Schülerzeitung handelt.

Meistens wurden die Informationen aus der Vorlage aufgegriffen und dargestellt. Dabei wurde vor allem der Druck herausgearbeitet, dem junge Stars ausgesetzt sind.


In Arbeiten im oberen Bereich von „gut“ und darüber wurde thematisiert, warum eine Schülerzeitung aufgreift, was ohnehin in Jugendzeitschriften zu lesen ist, und was mit dem Artikel erreicht werden soll.

Aufgrund der Vorgabe „Artikel für eine Schülerzeitung“ wurde die Anrede „Liebe Schüler“ akzeptiert.

Allgemein zur Punktevergabe

Geachtet wird auf:

• Erfassen der Aufgabenstellung und entsprechende Schreibaktivität, z. B. Zeitungsartikel, speziell für Schülerzeitung (2 P.)
• Textaufbau (1 P.)
• textspezifische sprachliche Mittel (1 P.)
• Inhalt (11 P.)
• Rechtschreibung, Grammatik, Zeichensetzung, Satzbau, Ausdruck (5 P.)

Diese Punktangaben sind Anhaltspunkte, keinesfalls ein starres Schema.


Andererseits können beim Inhalt besonders überzeugenden Leistungen auch mit einem Bonuspunkt honoriert werden.
General comments

Candidates could choose one of six topics. All six topics were chosen. Topic 5 was the most popular, followed by topics 2, 1 and 4.

This year 48 candidates wrote Paper 2 (this is two less than the previous year). Two candidates did not write enough words. Those essays were thus too short and two other candidates exceeded the upper limit of words. This year it was noted that less candidates indicated the number of words at the end of their essays. (Are Candidates less able to follow instructions?) When compared to last year, this is a negative development.

It is still expected of candidates to write the number of the topic they chose as well as the exact wording of the given/chosen topic without alterations. Most candidates adhered to this, but it was also noted that the number of pupils not doing this were more than the previous year. The effect of this is that candidates tend to lose focus and start repeating arguments and/or go off the topic.

Since 2015 it is clearly stated that the planning of the essay has to be attached (as untidy as it might be). This helps with the structure of the essay and candidates formulate clearer paragraphs and repetitions are avoided. It was noted that 6 of the 48 candidates did not attach their planning, thus generally resulting in a weaker essay.

All candidates wrote argumentative essays, but as in the previous years, arguments often were not developed satisfactorily. Candidates have good and valid ideas, but struggle to put them into words. Expressions and choice of words seem to be more and more limited (because Candidates do not read anymore? Do they read German printed matter?) It is observed that German was written during the third week of this year’s examination session, and because any language has to do with practice, this could have had a negative influence on the quality of essays written.

Candidates are not supposed to take a stand in the introduction. The personal point of view belongs in the conclusion. Most conclusions were satisfactory. One pupil wrote a thought-provoking essay.

Language skills, once again, still requires improvement. It was observed that the lack of skill in expressing themselves, getting the sentence structure correct, choosing the correct words, using the correct cases, including the other grammar aspects of a language, was criticized last year and it seems as if very little was done to correct this. It is again advisable to let candidates read more. Some of the examples taken note of this year by the examiner were the same as last year, e.g. nouns are written with lower case letters, commas are missing before “Relativsätze”, the incorrect use of “je ... desto”, etc. Candidates are advised to write shorter sentences! They are also advised to construct clear paragraphs: a new thought requires a new paragraph.

This year all the essays were written in a neat, legible handwriting, except one. Another candidate had obtained special permission for a scribe who assisted with the marking.

Comments on individual questions

1 Die vielen technologischen Hilfsmittel heutzutage bringen mit sich, dass ethische und moralische Werte verfallen. Sehen Sie das auch so?


2 „Natur- und Umweltschutz sind unnütz“. Äußern Sie sich zu dieser Aussage.


Ein Hobby auszuüben ist eine altmodische Sache. Sehen Sie das auch so?


Haustierhaltung hat Vor- und Nachteile. Erörtern Sie dieses Thema anhand von Beispielen.


„Die ich-bezogene Gesellschaft floriert. Wie stehen Sie zu dieser Behauptung? Wie wird das Zusammenleben der Menschen in der Zukunft aussehen?

Comments on individual questions

Some centres presented a wide range of texts and tasks which produced some excellent pieces of work.

The tasks set by centres were appropriate, within the capacity of the candidates and according to the syllabus.

The tasks were well-structured and written in an appropriate style. The assignments should only focus on the literary texts. Most candidates showed good insight and understanding of the texts. Arguments and statements were supported by meaningful quotations. Although the personal responses were pleasing, this aspect still could improve.

It is essential that candidates know how to properly use secondary literature sources and that they are not allowed to copy whole paragraphs from these sources. It seemed that candidates used and copied secondary sources; internet information without giving it as a source, although it was obvious that they used sources.

The language skills were weak to good. Careless typing mistakes spoil the otherwise good work and presentations.

Most tasks were properly marked and provided recommendations and annotations. Some centres did not mark the revised drafts properly. The scripts should be marked according to the marking grid for literature.

Thank you for the good work and commitment.
The examination on Speaking on a Literary Topic went well and teachers should be recommended on dealing with the examination professionally. The general performance heard was pleasing. The standard remains comparable to that of last year.

Most candidates were well-prepared and the tasks set by centres were appropriate. Most questions were relevant and candidates responded well.

Candidates had ample time to develop coherent speaking techniques. Spontaneous speaking was encouraged. The personal responses of the candidates were pleasing.

Most examiners created positive and calm conditions, creating a beneficial atmosphere for the candidates.

The language skills were pleasing and have improved compared to the previous years. Only a few candidates had problems in conveying their thoughts clearly.

The recordings of all centres were clear and audible.

All centres adhered to the prescribed time of 15 minutes for the oral examination.

**Comments on individual questions**

All centres sent in the correct range of samples for moderation. There were no ranking faults.

The administration tasks should be done more carefully. Please check that all lists are completed correctly.

Thank you for the good work and commitment.
General comments

This question paper consists of three questions. These questions were poorly-answered, since the majority of the candidates lack the understanding on how the questions should be answered. Some candidates did not cope with the examination as they lacked creativity and the ability to analyse questions.

Idioms and proverbs were used inappropriately as a result the content become meaningless. The answer for paper 1 for the First Language examination of the following components:

Content and structure

The content and structure of the responses were below the required standard and some candidates did not adhere to the required length. Most of the answers were too short or too long. Some candidates copied passages verbatim.

Style and language usage

It was noted that the language used was not at the required level due to spelling- and punctuation as well as sentence structure, e.g. some candidates could not spell the following words correctly:

- Omhumbwe – ompumbwe
- Odoolopa – ondoolopa
- Osho yo – osho yoo
- Oyo – oyoo
- Onda nyika – onda nika
- Omufyuululwakalo – omufululwakalo
- Eeprojeka – eprojeka

Some figurative speeches were wrongly addressed, e.g. “nda dimbwa odibo koshixwa” instead of “nda dimbwa odikwa koshilwa”.

“Nda hafa shambishi a tomwa meumbo instead of nda hafa shambishi meumbo mwa tomwa”.

Comments on individual questions

1  This question was poorly - answered. Candidates were expected to summarise the similarities in the two texts regarding the changes that were brought about by the development in the two tribes, Ovamasayi and nOvayelele.

   Some candidates did not summarise the similarities in the texts, instead they summarised each passage separately. Some gave similarities and differences, while some only wrote notes.

   Some candidates interpreted Ovayelele as being Whites. In most cases candidates were observed to give their personal views or comments in the answers.

2  This question was answered fairly well by the majority of the candidates. Candidates were expected to write a letter to his/her friend expressing their feelings on the new modern house which was donated by the councillor. All candidates wrote a friendly letter, however, most of them did not read and understand the question in depth.

   • Some candidates indicated that the house was still to be built.
   • Some candidates alleged that the donation was made after they staged the demonstration.
   • Some felt that the donation was made after the meeting with the councillor.
3 The question was based on the formal letter to the Ministry Of Education in collaboration with the Millenium Challenge Corporation requesting for a public library in their respective towns. This question was poorly - answered by the majority of the candidates. Not all candidates wrote a formal letter.

These are some of the problem areas which were encountered:

- The candidates don't know the difference between a town and a region.
- Some candidates asked for the library to be built at their respective schools.
- They could not differentiate between a library and a church.
- Addresses used were not correct.
- Some letters were too long or too short.
- Some letters were not addressed to anybody.
- Some letters were without headings.

Positive suggestions to teachers

The whole syllabus should be taught and teachers are requested to do their utmost best to teach all skills outlined in the syllabus. Therefore teachers are requested to distribute a copy of the syllabus to the candidates. The candidates lack writing skills. Teachers must guide candidates in the correct way of answering questions. Teachers should prepare candidates for spelling, paragraphing, sentence structure, punctuation, orthography and how to use idioms and proverbs effectively. Teachers are advised to promote a reading culture amidst candidates. Teachers should advise candidates not to mix codes.
General comments

The 2016 candidates performed at the same standard compared to 2015 candidates. Most candidates seemed to understand questions but failed to give facts/details. A slight improvement was noted for some of the topics selected.

- Some candidates did not cope with the difficulty level of the examination, therefore teachers should encourage candidates to choose the subject level that suit their abilities.
- A few candidates addressed issues on both sides, instead of supporting a topic or argue against it.
- Some candidates wrote an essay as if they were writing a report. They tended to write subheadings, instead of just writing logical paragraphs.

Comments on individual questions

1. **Oikulya yetu yopamufyuululwakalo oi na ongushu noukolele i dule, oyo ya tulwa oinima yopaunongononi. Ove oto ti ngahelipi kwaashi?**

   - Most candidates chose this question but misunderstood it.
   - Instead of giving the quality and value of traditional food, they discussed the way traditional food is prepared.
   - Most candidates included traditional drinks, such as *oshikundu, ombike, omagongo, omalunga*, etc. which does not form part of food.

   Expectations: They were expected to support one argument and include food, like *omahangu* porridge, *omakunde, eefukwa, eenyandi, eembe*, etc.

   They were supposed to mention what nutrient they are getting from traditional food, like vitamins, proteins, carbohydrates and other nutrients. They were also expected to state how traditional foods are used as medicines to cure diseases, e.g. *Odjove* treats eyes, ears and coughing. *(omaa di eenhanga ohaa liwa, ohaa wapaleke oshipa nokuhakula omesho nomatwi.)* Traditional foods can be kept for a long time without being spoiled or expiring, such as *ekaka, oshingali nosho tuu*.

2. **Oveta tai amene oufemba wovashikingalo nai nghonopalekwe. Oto shi popile?**

   - A very few candidates chose this question and they misunderstood it.
   - They described musicians in general and the message carried in their music.
   - Candidates did not discuss piracy law or the protection of copyright.

   Expectations: They were supposed to state why the musicians need to be protected and empowered because music is their source of income and they pay tax to the government. They had to explain that people who were caught pirating have to be punished, for example, copies need to be confiscated or the guilty parties jailed. All regions must establish committees that are protecting people against piracy or the protection of copyright.

   Candidates were supposed to indicate that the culprits must provide a witness and proof of payment to show that they had really bought the copies, once they are caught.

3. **Ointernet otai kwafele unene melihongo lovanafikola. Ove oto ti ngahelipi?**

   Most candidates opted for this question, but they failed to state how the internet really helps candidates to learn, by giving concrete examples, such as subject-related information, watching live educational videos/presentations, application forms for further studies, downloading textbooks and subject matters related to their assignment, etc.

   Expectations: Candidates were supposed to give more details on how the internet assists candidates by containing information on subject-related issues, past question papers, the meaning of words, completing forms, educational videos, pictures, career guidance. They had to give specific examples.
4 Ovakalelipo vomahangano ovanailonga moNamibia otava longo tuu shili mouwa wovanailonga?

- Fewer candidates chose this question and misunderstood it.
- They did not know what a trade union is and the aims for representing workers.
- Some gave incidents that happened recently, like the teachers' strike and Walvisbay fishermen that went on a strike.

Expectations: Candidates were supposed to support one argument focusing on the negotiation of salaries increments, fringe benefits, working conditions and - hours, human rights, such as unfair treatment and dismissal, as well as leave, such as sick-, vacation- and compassionate leave.

5 Omolwashike sha fimana okuamena omho moshilongo shetu.

This question was answered by most candidates and they did it very well.
- Ostrich farming creates wealth for our country, e.g. ostrich meat is edible and exported abroad.
- Tourists contribute to the wealth of our country.
- Eggs are edible.
- Egg shells are used by Bushmen as containers.
- Ostrich egg shells are used for necklaces and “ondjeva”.
- Valuable clothes, shoes, purses and belts are made out of ostrich skin.
- Feathers are used to wipe dust.
- Headmen like ostrich feathers to put in their hats.

6 Ehapupalo leedoolopa otali eta omayakulo popepi noshiwana. Ove oto shi tile ngahelipi?

Most candidates chose this question although they used the wrong tenses, instead of using future tense, they used the present- and past tense. Given facts were correct but were wrongly presented, i.e. Meedolopa omu na eembaanga, eefikola oda tungwa. Ponhele yokutya ehapupalo leedoolopa otali eta eembaanga, eefikola otadi ka tungwa, nosho tuu.

Facts expected are: availability of water, electricity, post offices, banks, shops, service stations, police stations, hospitals, schools, roads, network satellites, etc.

Positive suggestions to teachers

- Teachers should teach candidates to write the correct date and topics before they start with their essay.
- Assistance with the formulation of good topics from the instructions given, especially on the topics where they have to give their views regarding one argument related to the topic. (Ove oto ti ngahelipi?)
- Candidates should be taught how to write a good introduction related to the topic, instead of commencing with the answer in the first paragraph.
- Teachers should teach candidates to write the essays using third person.
- Candidates should be taught to use the correct tense.
- Teachers should teach candidates not to start sentences with linking words, i.e. ngeenge, molwaashi, shaashi, nonande. They should not commence a paragraph using the same word (repetition).
- Candidates should be taught how to use proverbs, idioms and figurative language correctly.
- Candidates should be discouraged from using foreign words, i.e. maara, okushendja, okudipenda nokukondolola. Instead of ashike, okulundulula, okulikwatelela, okutionatele.
- Teachers should teach candidates the correct spelling of words, e.g. eyoloko, enghono, ngeenge, onghumbue. Instead of eyooloko, eenghono, ngeenge, omhumbwe.
- Teachers should be encouraged to teach phonetics (eenghwambalindada, eenghwanhatundada neenghwanhendanda).
- Teachers should teach candidates parts of speech and correct sentence structure.
- Encourage candidates to write clearly and legibly.
General comments

• Most candidates performed poorly in comparison to 2015 examination.
• Short question from poems were answered better that the longer question of the second poem.
• Some essays were written without an introduction, paragraphs and a conclusion.
• Some essays were too short or too long and did not include the required number of words.
• Some candidates simply listed facts without any evidence from the text, e.g.
  - Lusia ta taatawa kuLevi.
  - Kalambi a lombwelwa a lye ombelela ndele ine i lya.

Comments on individual questions

1 (a) Most candidates answered this question very well by supporting the arguments with evidence from the poem that shows there is a link between the title and the content of this poem.

Omuhungwa okwa li a teelwelwa a nyamukule ngaha: Oshipalanyole noshikalimo otashi tu kumwe osheshi oshipalanyole osho Efyo IOmukulili mo nomoshikalimo otamu hokololwa omukulili ta hepekwa osho she mu twala fiyo omefyo.

Candidates should also give supporting evidence from the poem, to support their answer.

(b) A number of candidates answered this question well and supported it with relevant facts from the poem.

Omuhungwa okwa li a teelwelwa a yandje imwe yomoitwa ngaashi:
  - ve mu manga komesho ndele ve mu denga.
  - omaviinyu onyango ve mu mwefu.

(c) A few candidates answered this question, but most of them misunderstood it e.g. Ponhele yokutapa etumbulo olo tali holola enhupeko, ovahongwa ova fatulula ashike omupopyofano wenhupeko, vamwe ava va tofa mo enhupeko ova dopa okufatulula kuty a ola hala okutya ngahelipi.

(d) This question was poorly answered. Most candidates could not identify figurative form of speech in the poem and explain them correctly. Omuhungwa okwa li a teelwelwa a tofe, ta luku nokuyelifa elaka la longifwa komutevi olo tali etifia onghenda ngaashi:

Ongomukwaunyuni omutamanekwa = eyelekanifo - sha hala okutya Omukulili ota pangulwa ngaashi omunyoni/ omukaulinyanga nonande ke na eshi a nyona.

(e) A few candidates answered this question correctly. Omuhungwa okwa li a teelwelwa a tofe omukweyovelishe mokatevo tau holola ovukwamhepo ndele te u yelifa, ngaashi:
  - ovahepeki vaye okwa indiliila, Jesus nande a li ta hepekwa ovahepeki vaye okwe va indiliila ine va valulila omatimba avo.

(f) This question is well-answered by most of the candidates, they have showed how the poet used politics to reveal his theme.

Omuhungwa okwa li a teelwelwa a tofe mokatevo omukweyovelise tadi holola opolotika Ngaashi: omaviinyu onyango ove mu mwefu.
  eembosha da tuula omake aye.

2 A few candidates answered this question, but most of them misunderstood it. They were asked how the poet uses the language to make the reader like or hate the liar.

Omuhungwa okwa li a teelwelwa a hokolole elaka la longifwa komutevi mokatevo olo tali etifia omuleshi a pande ile a tondo Omunaipupulu,
Oshihopaenewa:
  - okunhuka ciptpwilo.
  - okuya omulo kokule.
  - okuya omuthu noshilongo.
  - ka taleni ashike momentso.
Mokuhokolola omuhongwa okwa teelwelwa nee a tofe mo elaka mokatevo, te li luku, te li yelifa nokulita mo mwene.
This question was selected by most candidates but failed to reveal how the author uses the main character (Wanashipolo) to teach the youth that it is not good to be a disobedient.

Omuhungwa okwa li a teelelwa a nyamukule ngaha: Wanashipolo okwa li a lombwelwa keenghambakani eshi de mu pa ombelela e i lye pamwe novaneumbo laye, ashike shaashi Kalambi iha tambulo ko omalombwelo, ombelela ine i lya, osho she mu etela a hangwe komauppyakadi e lili noku lili.

This question was selected by a few candidates but failed to reveal how the author uses the language to reveal Lavinia's character in this novel. Candidates just narrated the content of the whole book.

Omuhungwa okwa li a teelelwa a nyamukule ngaha: Lavinia omunamaitavelela, a itavelifwa kuMukwaudimbe vaha konge omuhongi Jacobina shaashi vati epata lavo oillodi, onawa ngeenge Veino tave mu kongele omupangi Kristine oo a dalwa kumumwaina waMukwaudimbe.

This question was well-answered by some candidates. Most of the candidates identified all the events in the story that influenced the reader to feel pity for Lusia. They also supported their answers by supplying evidence from the text.


This question was answered by a few candidates and it was done poorly because some candidates did not differentiate between what are the characters and occupation. They also failed to link Mushakati's characteristics with the real life situation.

Some candidates summarised the whole book without relating their answers to the question. Ovahongwa okwa li va teelwa va yandje omaukwatya aMushakati noku a kalela po, ngaashi mehokololo Mushakati okwa pewa oukwatya ngaashi omunamatokolo, Malakia okwa tokola okufiya po ohaku woundudu eshi a li a twalwa kondudu Nashipite, ndele ta i koshipangelo oko a ka hakulwa ndele ta veluka. Monghalo yoshili omunhu keshe ota dulu okukala ine lineekela ouhaku weendudu ndele te u fiye po, a ka konge ouhaku wopashinanena.

Mushakati a tokola okushuna mofikola nonande okwa li a pitilila mefimbo lokufikola. Ovanhu ohava dulu okudimbuluka efimano lehongo mepupi leedula dopombada ndele tava shuna menongelo.

Positive suggestion to the teachers

Naku didilikwe eyooloko pokati komaukwatya nomaiifano. Omaiifano kao fi omaukwatya. Amwe omomaifano ongaashi: omunafikola, omunangeshefa, omuhongifikola, omuhomboli nsh.t.

The following elements should be taught at schools:

- the content (meaning) of the poems,
- difficult words in the poems should be explained,
- teachers should teach figurative languages such as: omipopyofano, oipopiwamayele, nomayeletumbulo,
- teachers should teach candidates to avoid sensitive issues when answering questions, for example: ohonda, Lusia okwa fiya po ohombo yaye molwoulai noukumbu waye,
- teachers should teach candidates how to answer essay-type questions according to the marking grid for example: tofa, koleka/kalela po naasho sha dja mehokololo, e lieta mo (omaliudo oye mwene). NB: Elietemo inali kala la pamba oinima yopaumwene, oinima ihe na ouningilo (oipupulu) ile ekondjifafano laasho sha holoka mehokololo,
- the use of proper grammar should be emphasised, especially spelling and phonetics. E.g. omaxwilili - omaxilili, okunwifwa - okinifwa, okunwa - okunya, ondwi - ombwi.

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General comments

The performance of candidates was more or less the same as that of 2015. We thank the examiners who showed a positive and calm attitude when conducting interviews with confidence. Some examiners were too lenient towards the candidates in the higher range and too severe towards the candidates in the lower range of abilities: oshihopaenena
okuyandja oitwa okudja mopokololo 9-10, ngaashi: okuyandja oitwa omulongo mopokololo aveshe, oo omamupokololo haaeshe e li mondjila, pamukalo ou omukonakon oka havalela ile omukonakon o a luvapela oitwa yomuhongwa ngaashi paemhito dimwe omuhongwa a kendabala nokwa eta oitwa i livetikile, ndele ta tulwa mopokololo ka 0-2.
Severe - omukonakon mukukutu ta yandje oitwa inini komuhongwa yo hayo e lilongela.
Lenient – omukonakon omuhavaleki ta yandje oitwa ihapu komukonakonwa ine i lilongela.

Comments on individual questions

Quality of recordings

Most of the recordings were very clear without disturbances. Thank you for a job well-done.

Range of samples

A good range was selected by most centres, while a few centres failed to send all candidates’ abilities.

Examination techniques and assessment.

The warm-up sessions were good at some centres, but some were still not related to educational matters.

Questions that invite personal responses, such as family life, regarding their neighbourhood, etc. should be avoided as they are likely to embarrass the candidates.

Oshihopaenena: Omapulo a pamba oinima tai shikula:
• omukifi wo-HIV
• omadipaafano/omalidipao noiponga yoihauto
• oipambele yeehombo
• oikwangeleka

Most of the centres managed to assess candidates on two texts, while a few still tested only one.

The majority of the examiners conducted the interviews with confidence. The questions put to candidates were well-prepared and stimulating. Keep up the good work.

Omukalo muwa wokupula ongaashi: Omukonakon ta pwiikine nelitulemo komamupokololo omukonakonwa a dja mo-
elemente ya pulwa, opo a dule okutungila ko epulo lo-elemente i lili. Konima yenamupokolo, omukonakonwa ta twikile
nepulo laye. Omukonakon na twikile nomukalo oo fiyo ominate da ufwa. Eshi osho shi na okuningwa nomoutevo.

Positive suggestions to teachers

Examiners should send in a sample that included all abilities, e.g. 3 good, 4 average and 3 weak.

Oral Assessment of candidates on Higher Level should be based on two texts taken from one genre. Ngaashi:
Omukonakonwa na konakonwe momambo avali oludi limwe lounamambo, oshihopaenena epulo le likwatelela
keedrama mbali ile keeprosa mbali ile otevo vavali.

Moutevo namu pulwe epulo ekwakuhokololwa, ndele hau-pulo va xupi nande-nande.
Examiners should try to familiarise themselves with and understand the use of the Oral Assessment grid to allocate marks properly.

Omukonakoni keshe ota tuwa omukumo a leshe omufindahongo moshitukulwa shekonakono lopakanya, manga ina hovela okukonakona ovahongwa, nongeenge povikola ove li po ve dulife pomuhongi umwe nave u kundafane moukumwe.

It is advisable to check if all Oral Assessment materials have been submitted.

Internal moderation should be done at the centres to avoid addition- and transfer mistakes.

Thank you!
General comments

This question paper consists of three questions. These questions were poorly-answered since the majority of the candidates lack the understanding on how questions have to be answered. Some candidates did not cope with the standard of the examination as they lacked creativity and the ability to analyse questions.

Idioms and proverbs were used inappropriately as a result the content becomes meaningless. The answer for Paper 1 First Language examination comprises of the following:

Content and structure

The content and structure of the responses were below the required standard and some candidates did not adhere to the required length. Most of the answers were either too short or too long. Some candidates copied passages verbatim.

Style and language usage

It was noted that the language used was not at the required standard due to spelling- and punctuation as well as sentence structure, e.g. some candidates could not spell the following words correctly:

- Odolopa – ondoolopa
- Naste – natse
- Aasamayi – Aamasayi
- Tithwa - tidhwa
- Oshoo yoo – osho wo
- Oyoo – oyo
- Onda nika – onda nyika
- Omfulwakalo- omuthiguululwakalo
- Eprojeka – ooprojeka

Figurative speech was wrongly applied, for example, “Nda nyanyukwa nda fa megumbo mwa tselwa mbishi or nda nyanyukwa nda fa megumbo lyambishi mwa tselwa instead of a nyanyukwa a fa mbishi megumbo mwa tselwa”.

Comments on individual questions

1. This question was poorly-answered. Candidates were expected to summarise two texts about the changes that were brought by the development of the two tribes, Aamasayi and Aayelele.

   Some candidates did not summarise the texts as one instead they summarise each passage separately. Some gave similarities and differences while some wrote in note form.

   Some candidates interpreted Aayelele as Whites. In most cases candidates were observed to give their personal views or comments on their answers.

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   - Some candidates indicated that the house was still to be built.
   - Some candidates alleged that the donation was made after they staged the demonstration.
   - Some felt that the donation was made after the meeting with the councillor.
The question was based on the formal letter to the Ministry of Education in collaboration with the Millenium Challenge Corporation requesting for a public library in their respective towns. This question was poorly answered by the majority of the candidates. Not all candidates wrote a formal letter.

These are some of the problem areas which were encountered:

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- Some candidates asked for the library to be built at their respective schools.
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- Addresses used were not correct.
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Positive suggestions to teachers

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General comments

The 2016 candidates performed at the same standard compared to 2015 candidates. Most candidates seemed to understand questions but failed to give facts/details. A slight improvement was noted for some of the topics selected.

Some candidates were unable to cope with the level of the questions, therefore teachers should encourage candidates to choose the subject on a level that suits their understanding.

• A few candidates discussed both arguments, instead of supporting only one argument.
• Some candidates wrote an essay, as if they were writing a report. They tended to write subheadings, instead of just writing paragraphs.

Comments on individual questions

1 likulya yetu yopamuthingulukwalo oyi na ongushu nuukolele yi vule, mbyoka ya tulwa iiimia yopauunongononi. Ngoyo oto ti ngiini kushika?

• Most candidates chose the question, but misunderstood it.
• Instead of giving the quality and value of traditional food, they discussed how traditional food is prepared.
• Most candidates included traditional drinks, such as ontanku, ombike, omagongo, omalunga nosho tuu.

Expectations

• They were expected to support one argument and include food like oshithima shomahangu, omakunde, oofukwa, oonyandi, oombe nosho tuu.
• They were supposed to mention what nutrients they get from traditional foods, like vitamins, proteins, carbohydrates and other nutrients.
• They were also expected to state how traditional foods are used as medicines to cure diseases, e.g. omagadhi gongongo treats eyes, ears and coughing.
• Traditional foods can be kept for a long time without getting spoilt easily, e.g. ngaashi ekaka, oshigali nosho nosho.

2 Oveta tayi gamene uuthemba waahikingalo nayi nkondopalekwe. Oto shi popile?

• A very few candidates chose the question.
• They described the musicians in general.
• Candidates did not state how piracy laws can be enforced.

Expectations

• They were supposed to state why musicians need to be protected and empowered because it is their source of income as well as government tax that is being threatened. They had to explain that the people caught pirating have to be punished, for example copies need to be confiscated or the guilty parties jailed.
• All regions must establish committees that are protecting piracy laws.
• Candidates were supposed to indicate that the culprits must provide witnesses/proof of payment to show that they had really purchased those copies, once they are caught.

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Most candidates opted to answer this question, but they failed to state how the internet really helps candidates. They had to give concrete examples, such as subject-related information, watching live educational videos, application forms for further studies, downloading textbooks and subject matters related to their assignments, etc.

Expectations

Candidates were supposed to give more details on how the internet assists candidates by containing information on subject-related issues, past question papers, the meaning of words, completing forms, educational videos, pictures, career guidance. They had to give specific examples.
4 Aakalelipo yomahangano gaanilonga moNamibia otaya longo tuu shili muuwanawa gaanilonga?

- Less candidates chose this question.
- They did not know what trade unions are and how they represent the workers. Aalongwa kaye shi kutya ope na omahangano haga vulu okukalela po gaanilonga yontumba ngaashi NANTU ha kalele po aalongisikola.
- Some discussed incidents that happened recently, like the teacher- and the Walvis Bay fishermen strike.

**Expectations**

Candidates were supposed to support one argument regarding the negotiation of salary increments, fringe benefits, working conditions and -hours as well as human rights, such as unfair treatment and dismissal. They also had to mention different types of leave, e.g. sick-, vacations-, compassionate leave, etc.

5 Omolwashike sha simana okugamena ompo moshilongo shetu?

- This question was answered by most candidates and they did it very well expect for the few who discussed irrelevant information ngaashi ompo ohayi nana uutemba woondongelwa, ompo ohayi kayilwa nosho nosho.
- Ostrich farming creates wealth for our country, e.g. ostrich meat is edible and exported abroad.
- Tourists contribute to the wealth of our country.
- Eggs are edible.
- Egg shells are used by Bushmen as containers.
- Ostrich egg shells are used to produce necklaces.
- Valuable clothes, shoes, purses and belts are made out of ostrich skin.
- Feathers are used as dusters.
- Headmen like to put ostrich feathers in their hats as sign of their superiority in the society.

6 Eindjipalo lyoondoolopa otali eta omayakulo popepi noshigwana. Ngoye oto shi tile ngiini?

Most candidates chose this question, although they have used wrong tense. Instead of using future tense, they wrote in the present- and past tense. Given facts were correct, but presented incorrectly, i.e. Moodolopa omu na oombaanga, oosikola odha tungwa, pehala lyokutya eindjipalo lyoodoolopa otali eta oombaanga, oosikola otadhi ka tungwa.

**Facts expected were:** the availability of water, electricity, post offices, banks, shops, service- and police stations, hospitals, schools, roads, network satellite, etc.

**Positive suggestions**

- Teachers should teach candidates to write the correct date and heading before they start with their essay.
- They should be taught how to formulate proper topics from the instructions given, especially if they have to argue for one issue only. (Ngoye oto ti ngiini?)
- Candidates should be taught how to write a good introduction related to the topic, instead of starting with the first paragraph immediately.
- Teachers should teach candidates to write essays using third person.
- Candidates should be taught to use the correct tenses.
- Teachers should teach candidates not to start sentences with linking words, i.e. ngele, molwaasho, shaashi, nonando osho wo ihe. They should not start all paragraphs with the same word (repetition).
- Candidates should be taught how to use proverbs, idioms and figurative language correctly.
- Candidates should be discouraged from using foreign words, i.e. maara, okushendja, okudipenda nokukondolola. Instead of ashike/ihe, okulundulula, okwiikwatelela, okutonatele.
- Teachers should teach candidates to avoid wrong spelling of words eyoloko, onkondo, nana, upyakadhi. Instead of eyooloko, onkonodo, naanaa, uupyakadhi.
- Teachers should train candidates on the division of words.
General comments

• Most candidates performed poorly in comparison to 2015 examination.

• Short questions from poems were answered better than the longer question of the second poem.

• Some essays were written without an introduction paragraphs and a conclusion.

• Some essays were too short or too long and did not include the required number of words.

• Some candidates simply listed facts without any evidence form the text, e.g. "Pandu omuhoyimo gwomapunda".

Comments on individual questions

1. (a) Most candidates answered this question very well by supporting the arguments with evidence from the poem that shows that there is a links between the title and the content of this poem.

   Omulongwa okwa li a tegelelwa a yamukule ngeyi:  Oshipalanyolo noshikalimo otashi tsu kumwe, oshoka oshipalanyolo osho Nani kwa pupyala mo nomoshikalimo otamu hokololwa oonakuhepekwa ya li moshipyu shomahepeko gaatondi."

   Candidates should also give supporting evidence from the poem, to support their answer.

(b) A number of candidates answered this question well and supported it with relevant facts from the poem.

(c) A few candidates answered this question, but most of them misunderstood it. Aalongwa oya nyengwa okugandja omayiuvo gawo kombinga yoshikalimo shokatewo, e taye ga koleke nomatumbulo gaali ge li moludhi lwentuumpeko. Aalongwa oya li ya tegelelwa ya yamukule ngeyi: Okatewo oka penduthile ndje omayiuvo gohenda, molwomahepeko ngono aantu ya li taa monithwa komutondi ngaashi omuteyi ta ti: "Amusha ote shi popi".

(d) This question was poorly answered. Most candidates could not identify language used in the poem which makes you to feel pity for the oppressed in this poem. Omulongwa okwa li a tegelelwa a tothe mo elaka, te li luku noku li yelitha ngaashi, Amusha ote shi popi - entuumpeko - sha hala okutya etango kalya li tali vulu okuminikila molwonkalo yiita.

(e) A few candidates answered this question correctly. Omulongwa okwa li a tegelelwa a gandje omayiuvo gumuteyi kombinga yiita, e te ga gandjele omatompelo taga zi mokatewo ngaashi: Omuteyi okwa li a kenyanana molwonkalo yiita yakehe esiku sha hololwa mostrofe ontintatu.

(f) The question was well answered by most of the candidates, they have showed how the poet used politics to reveal his theme. Omulongwa okwa li a tegelelwa a tothe mokatewo omikweyovelise tadhi holola opolotika, ngaashi: notadhi kondjele emanguluko, aanita natse ye tu yugana nosho wo tuu.

2 A few candidates answered this question, but most of them misunderstood it. They were asked how the poet uses the language to make you like or hate Nandago yaMukwiyu in this poem. Omulongwa okwa li a tegelelwa a tothe mo elaka mokatewo, te li luku noku li yelitha. Hol:

Kapundja mumwandje tu tondoke,
Kambambi mumwandje tu endelele - eegameko
Sha hala kutya Nandago okwa li ta kumike oyana ya endelele, opo ya ze mo moshilongo shaantu ya ka konge uuholameno kUukwambi nokOngandjela.

3 This question was selected by most candidates but failed to reveal how the author uses the main character (Tashiya) to create a good impression to the youth for them to behave in a proper way.

Omulongwa okwa li a tegelelwa a yamukule ngeyi:
Tashiya okwa li omumwidhidhimiki, oshoka sho a piti ondondo 12 ka li a mona oompito yoku ka tsikila kiipitudihi yopombanda, okwa kala pegumbo omvula aiyhe a tegelela omataambo gomumvo tagu landula. Shika otashi nwetha mo aagundjuka ya kale moshilongo shaantu ya ka konge uuholameno kUukwambi nokOngandjela.

4 This question was selected by a few candidates but failed to reveal how the author uses the language to reveal Fillemon Elifas's character in this novel.

Omulongwa okwa li a tegelelwa a yamukule ngeyi:
Fillemon Elifas okwa li oshikokota, omumati gwoshitima nogwiikukutu.

5 This question was well answered by some candidates. Most of the candidates identified all the events in the story that influenced the reader to feel pity for Kanditengela. They also supported their answer with evidence from the text.

Omulongwa okwa li a tegelelwa a yamukule ngaashi:
Kanditengela okwa li a yaleka omukadhona gwe Shasimana shaKalola ngoka a li nokuli e mu tumina ohango. Esiku limwe manga Kanditengela ta zi kOshikango, okwa li a londeke Nalitoke ngono e mu gwitha koshipundi, nokweetha Shasimana, ashike nani Nalikote oshiluli. Kanditengela oshoka okwa kala ta lalithwa momawendo koshiluli she sigo onkalamwenyo ye ya ku hulila muupwidhi.

6 This question was selected by a few candidates but some of them misunderstood the question. Some of them reveal Pandu as a good character by giving her some fabricated characteristics. The candidates were expected to reveal the consequences of being a bad character. Aalongwa okwa li ya tegelelwa ya yamukule ngeyi:
Pandu okwa li amutsemukukutu, oshoka okwa li a kumagidhwa kaavali ye sho a li ta yi kOsekundoskola yaNakamwandi, opo i ikaleke kokule noondjila dhomilema. Mokukala mosekundoskola, Pandu okwa ekelehi omakumagidho gaavali yee, sho a yi nomusamane Nekwaya kOshomeya pwaan na epitikilo lyakukuluntu ye. Okwa yi momilalo naNekwaya, e ta ningi epunda ndyono e ke li hoya mo noshe mu falitha mondholongo. Shika otashi londodha aagundjuka, opo ya kale haa taamba ko omakumagidho gaavali yaa ki iyadhe momaupyakadhi taga vulu oku ya tulitha moondholongo.

Positive suggestion to teachers

The following elements should be taught at schools:

- the content (meaning) of the poems,
- difficult words in the poems should be explained,
- teachers should teach figurative language such as: omipopyofano, iipopiwamayele, nomayeletumbulo,
- teachers should teach candidates to avoid sensitive issues when answering questions, for example: egoya, ombwanda (iindhilikwatya) nosho wo tuu,
- Teachers should teach candidates how to answer essay-type questions according to the marking grid for example: okutotha/ okukalela po/ okukoleka naasho sha za mehokololo, i ieta mo (omayiuvo ge mwene) nosho wo tuu.
  NB: eyietemo inali kala lya pamba inimia yuumwene, inimia yaa na uuningilo (ifundja) nenge ekondjithathano lyashshoka sha holoka mehokololo,
- the use of proper grammar should be emphasised.
General comments

The performance of candidates was more or less the same as in 2015. We thank the examiners who showed a positive and calm attitude while conducting the examination to the advantage of the candidates. We thank all the examiners who were well-prepared and conducted the interviews with confidence. Some examiners were too lenient towards candidates in the higher range of abilities and too severe towards candidates in the lower range of abilities, e.g. Okugandja itsa omulongo muukololo awuhe go omayamukulo haage ge li mondjila, nenge inaga yelithwa nawa.

Lenient – Omukonakoni omuhawaleki gwitsa komukonakonwa ine yi ilongela.

Nenge
Omulongwa a kambadhala a eta itsa yi ivetikile, ihe okwa tulwa mokololo ka 0-2.

Severe – Omukonakoni omukukutu mokugandja itsa komukonakonwa e yi ilongela.

Comments on individual questions

Quality of recordings

The recordings were very clear without disturbances. Thank you for a job well-done.

Range of samples

A good range was selected by most of the examiners and there were a few examiners who failed to send samples including all the candidates’ abilities. Some schools sent in an empty CD, while some other schools did not send a sample at all.

Examination techniques and assessment

The warm-up sessions were good at some centres, but there were some centres that start with warm-up sessions which are not related to educational matters. Questions that invite personal responses, such as family life, regarding their neighbourhood, etc. should be avoided as they are likely to embarrass the candidates, e.g. omapulo ga pamba HIV/AIDS, omadhipagathano, iiponga yiitukutuku, iipambele yoondjokana noongeleka.

Most of the centres managed to assess candidates on two texts, while a few still tested only one.

The majority of the examiners conducted the interviews with confidence. The questions put forward to the candidates were well-prepared and stimulating. Keep up the good work!

Positive suggestions to teachers:

• Examiners should send in samples that include all abilities, e.g. 3 good, 4 average and 3 weak.
• Oral Assessment of candidates on Higher Level should be based on two texts taken from one genre. Hol: Omukonakonwa na konakonwe momambo gaali, goludhi lumwe lwuunamambo ngaashi epulo lywa kwata oodrama mbali, ooprosa mbali nenge uutewo uyali. Muutewo namu pulwe epulo ekwakuhokolola, ndele hawupulo uufupi nande.
• Examiners should try to familiarise themselves with and understand the use of the Oral Assessment grid to allocate marks properly.
• NB: Omukonakoni kehe ota tsua omukumo, opo a leshe omusindalongo moshitopolwa shekonakono lyopakana, omanga inaa tameka okukonakona aalongwa ye, nongele poskola oye li po ye vule gumwe naakundathane.
• It is advisable to check if all Oral Assessment materials have been submitted.
• Internal moderation should be done at the centres to avoid calculation and transfer mistakes.

THANK YOU!
General comments

The standard of the question paper compared to the previous year remained the same. There was quite an improvement at some centres. The majority of the candidates coped with the question paper, while some struggled arguing information from the two texts. The NSSCH syllabus did not change, including level of questions. Some candidates did not read instructions on the front page, instead started writing, however some candidates adhered and followed instructions as expected. The misinterpretation was a concern to some centres. Some candidates could not compare the two texts and write similarities and differences. Some centres mastered information from the two passages and gave expected answers. Some candidates were lazy to complete reading the texts, but instead rushed to answer questions. Some candidates struggled with language uses syntax spelling of words using of punctuations correctly, good sentence structures usage of correct capital letters, vocabulary, word structures, paragraphing, introduction especially question two and three, wrong tenses, usage of wrong proverbs and idioms. Foreign words were commonly used by both centres. Some candidates could not answer all questions, while some completed writing. Some candidates do not know different between formal and informal letters. Speech writing was also a problem to some candidates.

Comments on individual questions

1. Question one was all about sharing information and the usage of old and modern transport.
   - Candidates were asked/expected to write a brief summary about similarities and differences on different types of transportation and ways of communication in the past and today.
   - Candidates were expected to compare the two different texts.
   - This is not an old question, but an annual question.
   - Some candidates misinterpreted the question. They did not write on both similarities and differences. Instead they only focused on differences or similarities.
   - Some candidates rewrote the two texts as is.
   - The majority of candidates managed to answer the topic positively and gave expected correct answers.
   - Some candidates ignored language usage, instead they just wrote facts, disregarding grammar.
   - Marks given in brackets were not considered.
   - Some candidates did not mention more facts on similarities, however more attention was given to differences.
   - Improvements have been observed at many centres. Some candidates did not acquire information from the texts, instead they discussed their own information.
   - Teachers must not only concentrate on content when teaching differences and similarities, but also on grammar usage and the whole orthography.

2. The question was about writing/compiling a speech regarding how the use of different technologies and skills have affected rural areas concerning information, communication and technology and including ways of transportation.
   - The speech had to be based on the following points:
     (a) Define and explain various ways of communication and transportation (old and modern).
     (b) The negative impacts/consequences.
     (c) Different methodologies and ways to transfer such information to rural areas. How to take modern technology, communication and transport to rural areas.
       - Candidates were expected to use some information from the two different texts.
       - The majority of candidates managed to answer this question positively and wrote a good speech, while other candidates misinterpreted the question and wrote a leaflet and minutes of a meeting.
       - The topic was not new, it is rather well-known to candidates.
       - Language usage was also a big concern.
       - Some candidates did not stick to 250 – 300 words, while others adhered to the word limit.
       - Some candidates did not include an introduction and a conclusion when writing the speech.
       - Some candidates compiled with the rules of speech writing.
3 - The candidates were given an article about urbanisation/migration of people from rural areas to urban areas and the negative impact of life in towns.

- Candidates were expected/asked to write comments and ideas about living and life in town by writing an informal/friendly letter to a friend or his/her parents about living in a town.
- Some candidates found it very difficult to distinguish between formal and informal letters.
- Some wrote both letters.
- Some candidates misinterpreted the question and wrote an article.
- Some candidates skipped the question and didn’t answer it.
- Some candidates didn’t page through the whole question paper.
- Some candidates interpreted the question very well and wrote the correct letter format.
- Some candidates displayed good skills and included all the necessary components like: Address, salutation, introduction, body and conclusion, while others did not comply with.
- Word count was also a concern - some wrote 250 – 300, while some exceeded even two pages.
- Language usage and sentence structure are a serious problem.

Positive suggestions to teachers

- Teachers need to teach candidates to use good grammar, in Question 1.
- Teachers are advised to complete the whole syllabus and teach all shorter pieces.
- Teachers should discourage candidates to write only summaries.
- Teachers need to interpret syllabus for candidates so that they know the content of each question.
- Teachers need to seek assistance on how to teach similarities/differences.
- Throughout the academic year teachers have to give more reading passages to candidates and let them practise how to answer questions.
- Teachers have to teach candidates to first read and understand the instructions before answering.
- Train candidates how to write proper and good speeches.
- Teach candidates on the format of the two different types of letters (formal and informal).
- Teachers have to revise whatever they had taught in Grades 11 and 12.
- Teachers need to engage candidates in groupwork and peer marking throughout the year so that they can identify their own mistakes.
- Teachers have to implement the Examiner’s Report and candidates should be given a copy of the Examiner’s Report.
- Teachers have to use the orthography textbook and Eraka lyetu in Grades 8, 9, 12.
- Mr Kousenge’s modules can be better (Module 1, 2, 3).
- Teachers need to use the correct marking grid and give quality assessments throughout the year.

Most common misspelled words:

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General comments

The paper this year seemed to be more difficult for candidates. Most candidates did not do well on the topics selected. Candidates did not clearly answer what the question expected them to do. Instead of agreeing or disagreeing with one side, some candidates agreed and disagreed in the same argument. Some candidates failed to present facts and opinions on the topics chosen. The use of punctuation marks, paragraphing and, capital letters seemed to be a big challenge to most candidates. However, there were candidates who did well in their work and their handwriting was legible. They did good work by clearly stating relevant points on the topics selected.

Comments on individual question

1. The use of cellphones has made life easier for people.

   Many candidates chose this question. They were able to explain how the usage of cellphones has changed people’s lives in Namibia. They managed to elaborate from all angles how cellphones have changed people’s lives in a positive and negative way. They mentioned cellphone banking, buying electricity and easy communication. Negative ways they mentioned, were killing, stealing, lying, candidate's failures, infidelity and loss of income in households.

2. Is Kavango River protected against littering?

   Few candidates opted for this question and those who chose it did not elaborate more on how the river is being protected against littering. They just explained what activities are being carried out at the river to dirty the water. They were supposed to explain if the river is protected or not before giving examples of activities people do to litter. Candidates could not explain that the river is not protected by giving the following facts: The Ministry of Fisheries and Marine Resources do not have any measures to protect the river, they just concentrate on the catching fish. The Community does not care about the littering of the river or, rubbish-dumping at the riverside. Agricultural activities near the river, getting sand from the river using machines that can rubbish-dumping spill petrol in the river, etc had to be mentioned.

3. The impact of Bible study in schools and the effect it will have on the behaviour of candidates.

   Few candidates chose this topic and those who chose it struggled to explain how Bible study will help change the mindset of the candidates to improve on their behaviour. Few candidates gave good, clear explanations on how the teaching of Bible study will impact the good conduct and behaviour of our candidates in schools. Many candidates only narrated stories that they had heard, therefore they did not pinpoint the fundamental effect of Bible study.

4. Culture and tools used in the past do not exist today.

   The question required candidates to support the statement with concrete examples, pinpointing ideas how culture influenced the past during the pre-school era and the importance of cultural tools in homesteads. Some candidates understood the question very well and expressed their thoughts throughout. They mentioned ways of living, dressing, transportation and other past cultural events, tools used in the past, e.g. axe, hoe and traditional food.

   Some candidates gave comparisons of past and present ways of living which actually was not expected. Some candidates just kept on discussing how people are living today, forgetting to mention how the forefathers lived, etc.
5 Physical education to be a compulsory subject in schools.

Candidates were expected to make a choice, either to support or not to support the idea. The majority of the candidates were supporting the idea and gave good reasons, e.g. having a healthy body which can contribute to a healthy mind. People who are physically healthy have an advantage or performing well in their school subjects during their studies. They have good concentration, good memory, don’t get sick easily and, behave maturely. Candidates also mentioned the benefits of individual sports candidates are rewarded on school-level and when they represent their schools on national level.

Some candidates did not support the statement, they argued that not everybody is academically gifted. Some people have to opt for sports in which they are gifted. Forcing candidates to do sports will injure some and cause sickness to some. Some candidates opted for both sides, which was not acceptable.

The question expected candidates to choose one side either to support and pinpointing how sport will help candidates in schools if it is made a subject like other subjects. How it will help improve candidates’ bad behaviour towards sport, how it will build their bodies and how it will help those who have difficulty regarding academics, but they excel in sports. Candidates instead of mentioning those points above, were discussing famous players like Ronaldo, Messi and how sport have made them famous and rich.

6 All indigenous languages in Kavango should be taught in schools.

Candidates were given options to either support or be against. Only a few candidates opted for this question and those who did, did not understand the question well. The question expected candidates to support or be against indigenous languages in Kavango be made compulsory in schools. How indigenous languages will help candidates to reform well because not only Rukwangali, Rumanyo, Thimbukushu will be taught, but also Runyemba, Rushokwe, etc. Those who chose this question only discussed of one language and only a few points were mentioned. They did not discuss how candidates will benefit overall.

Positive suggestions to teachers

Teachers should carry on with their good work. Paper 2 topics covered only two essay topics, i.e. argumentative and discursive. Teachers have to concentrate more on those two types. Candidates were narrating stories instead of discussing or arguing on a given topic. Teachers should concentrate more on grammar and language usage. Candidates don’t know how to use capital letters and where capital letters should be used. Here is an example of what candidates did: instead of them writing Namibians in capital letter at the beginning they wrote it with small letters, Namibians (va Namibia) and it should be Vanamibia. Paragraphing was not done well. Instead of writing one idea in one paragraph, the same sentence, which the candidate did not end, was continued in the next paragraph. Teachers should discourage the use of English words when they are writing an essay in Rukwangali. Most of the words used by the candidates incorrectly are:

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Teachers should prepare candidates well, should complete the syllabus to cover all the important topics that candidates need to know to prepare themselves well for examinations.
General comments

The administration of answers scripts was well-done by all centres. All centres sent the required supporting documents. The candidates seemingly performed moderately when compared with the previous years. Candidates followed what was stipulated on the question papers. Although there were specific good aspects in candidates’ approaches to questions, there were some problems experienced as some candidates could not finish writing. Some did not answer the three questions as required in the question paper. Some answered only from Section 1 and 2 and left Section 3. Candidates from all centres chose mainly Question 2, Section 1, and Questions 3 and 4 from Section 2. In Section 3, Questions 5 and 6 were answered by an equal number of candidates. The most common problem was that candidates, especially in Essay questions, were narrating the whole text, rather than give specific information as was required in the question. Candidates demonstrated a misunderstanding when writing too long essays, two to four pages. It was then realised that candidates believe that they have to write many pages for more marks. This is not an issue of quantity but rather of quality.

Comments on individual questions

SECTION A

Question 1 was the least answered by candidates. This could be that candidates do not know the specific content of the text because this question was structured in short questions, while contextual or objective answers were required.

(a) This part-question was poorly-answered because candidates misinterpreted the question. Instead of giving the features of the enemy, they explained what the poet said in the poem or they narrated from stanza to stanza. The mark scheme expected candidates to list six features of the enemy from the poem. Each feature counted a mark.

(b) This question was also poorly-answered. Instead of giving the impression of the reader of the poem, they narrated the whole poem. The mark scheme expected candidates to mention an impression and explain it. Each mentioned impression was a mark and an explanation another mark. Candidates had to mention two impressions and give explanations to achieve four marks.

(c) This question was relatively well-answered because the candidates were expected to explain what each verse means. Question (i), (ii) and (iv) were well-answered but Question (iii) was misinterpreted. This problem could be attributed to a lack of vocabulary because it seems candidates did not understand “kumbyongonona” simply means “to say”. Most of the candidates got this one incorrect. Each explanation of a verse counted a mark.

(d) In this question candidates experienced problems as it was as if they did not understand the question well. Instead of giving what they learnt from the poem, they wrote ideas from stanza to stanza. The mark scheme expected candidates to give what they learnt from the poem. Each good answer counted a mark.

(e) This question was answered relatively well, but there were some candidates who misinterpreted it. Instead of saying whether the title and contents of the poem match and also supply motivation, they tried to explain the topic literally and figuratively. This did not give them good marks. The mark scheme expected candidates to match a title and its contents and give reasons for the answers.

SECTION B (ESSAY TYPE QUESTIONS)

The essay type questions must have the following: understanding of text, understanding of a question, evidence from the text to support the answer, own answer and appreciation. The logic and organisation of the answer requires specific information.

2 This question was answered by the most candidates and they scored relatively good marks, however, some misinterpreted the question and scored low marks. The question expected candidates to give evidence outlining the "voice" in the poem and whether he shows love and appreciation for the village. Candidates who scored good marks gave supporting evidence from the poem. There are those who misinterpreted it and lacked evidence. They scored low marks. Each good answer and supporting evidence was worth one mark each.
This question was answered by the most candidates. There were candidates who got good marks for it. There were candidates who misinterpreted the question and scored low marks. The question expected candidates to discuss Kangweru’s attitude. They had to elaborate on the effect that his attitude had on the village as well as supply reasons for their answers. Candidates who scored low marks did not follow the instruction, but rather just wrote a summary of the whole book. The mark scheme expected candidates to give an account of Kangweru’s attitude.

This question was answered by less candidates. It seems that this question was not well-understood by candidates. Instead of focusing on significant leadership styles of the characters, they narrated the whole story. A few answered correctly and scored good marks, while quite a number of candidates misinterpreted it and scored low marks.

Candidates were expected to give evidence to support their answers from the text. Candidates who scored low marks just narrated the whole text without evidence. Good ideas and supporting evidence ensured two marks.

This question was a balanced answer when compared it to Question 6. Some candidates answered relatively correctly and scored good marks, while there were those who misinterpreted it and scored low marks. Those who scored low marks just narrated the whole book on traditional education on how it was carried out, without supplying evidence. The question expected candidates to make a comparison between formal- and informal education or training which were discussed in the text or book. Candidates were expected to make a distinction between the two and motivate their answers from the text.

There were candidates who scored good marks, but there were those who scored low marks because of misinterpreting the question. Candidates who scored low marks just narrated the book and talked about Mungunda without giving the correct information as the question required. Candidates were expected to explain the result of the dishonest attitude that chief Mungunda brought to other characters and the royal family. Candidates were expected to elaborate on the cause of Mungunda’s dishonest attitude and motivate their answers.

Positive suggestions to teachers

Teachers must let candidates exercise on how to interpret questions. Candidates must exercise on how to approach questions. Candidates must have knowledge regarding specific information and not just narrate the whole story. Teachers must coach candidates how to identify a key word in a question so that they can focus on specific information which is asked. Teachers must coach candidates to write to the point rather than supply irrelevant information. Teach candidates only to write what is asked.

Teachers must make use of the marking grid used for longer pieces of writing in Paper 3 and, if possible, it should be given to each candidate. Candidates must know the story in prescribed book and know all the characters in every prescribed book. Too much generalisation when answering questions must be avoided.

Thank you for the time spent with your candidates!
General comments

Quality of recordings

In general, the recordings were very clear with only one centre having some kind of noise throughout the recording and some background noise by people.

Range of samples

The samples were well chosen, though at some centers the poorest candidate scored above 50%. However, some centres recorded only six candidates and some recorded more than were required. Some centres did not record the poorest candidates, although it would have been informative to listen to them.

Comments on the examination techniques

Accurate assessment was carried out by most centres and it was really commendable. Some examiners disregarded the warm-up exercises. This part is important because it puts the candidates at ease. Examiners are urged to prompt candidates continuously to avoid long monologues. Some examiners posed very good questions that enabled candidates to respond well.

Comments on individual question

Section A: Poetry

Question 1 and 2. Candidates had no problems with the two questions in this section. According to the sample chosen, it showed that candidates chose different questions which covered the whole question paper.

Section B and C.

Question 3, 4, 5 and 6. Most candidates had no problems with the essay questions, both in prose and drama.

Positive suggestions to teachers

• Warm-up exercises should be part of the interview to put the candidates at ease.

• The marks of the answer scripts out of 60 should be scaled down to 20.
General comments

- A good number of candidates were able to present their work neatly and legibly, though it was not very good in some cases. **Question 3** required candidates to write a broadcast conversation, using the content given in the passage. Instead candidates could use their own information while others wrote a dialogue in the place of a conversation.

- It is still a challenge to most candidates to present their work in well-constructed paragraphs. Incorrect grammar usage is still encountered as a stumbling block to some candidates. Betrayal and misfortune seem to cause confusion as candidates cannot differentiate between these two.

Comments on individual questions

1 **Similarities**

- This question was well-answered by most candidates, but it was misunderstood by some. They could not specify the two victims in the stories, (Mifilifili) and (Monokayumbwa).

- This question was to be answered using a table format to match the similarities in events outlined in each story. Most candidates did not adhere to that answering style as per the syllabus requirement. They were answering in a story format, which is not a good way of matching things.

- The instruction required ten (10) points from each story, but candidates did not stick to that. Instead they wrote more than 10 points on both issues, which is a disadvantage, because the rule for marking only allows a marker to read the first 10 responses for each issue and then ignore the rest.

- Some candidates did not understand **Question 1** clearly. They were summarizing the two passages instead of extracting similarities from passage 1 and 2.

2 **Report**

- Most candidates could not answer this question well, even though there were able to use the content from the two stories correctly. The problem was that they could not direct their report to the media for the public to hear what happened regarding the poor moral behaviour of the youth in the community. Their answers were too general.

- The proper format of a report was not seen in most candidates’ reports.

- In some cases no paragraphing was shown. In most cases the beginning is like that of a letter: “How are you? How are you doing?” And the ending "I am so happy and glad, "Yours", ending as if they were writing a letter.

- Some candidates did not include what the question asked, e.g. betrayal and misfortune.

- Some candidates did not write a heading, e.g. Promoting/teaching self-respect to/among the youth.

- Some candidates did not write a broadcast but rather an essay.

3 **Conversation**

- Most candidates were able to answer this question well, although not up to standard. Some could not use the context of the passage to support their discussions. Other candidates wrote a dialogue instead of a conversation.
Positive suggestions to teachers

- Teachers should teach candidates the right format on how to write a report. This format must be repeated continuously for candidates to master it well.
- Teachers should do a lot of revision with their candidates using old question papers so that candidates are able to find similarities in two stories easily.
- Teachers are encouraged to concentrate on all shorter pieces, e.g. reports, conversation dialogue, summary and a letter.
- Teachers are encouraged to make sure their candidates read and understand all questions before attempting to answer them.
General comments

It is important for candidates to read the instructions and topics of the essays carefully before they begin to write, this will benefit them to focus on what is asked:

• Choosing one topic from the six given
• Writing the required amount of words and also concentrating on what they should write about. The majority of candidates performed well, particularly those who chose "Muunda ki musinyi wabuiketo mwalikiliiti. They could elaborate why they agree that "Muunda ki musinyi wabuiketo "mwalikiliiti."

Though some candidates scored high marks it is still a challenge in differentiating between an argumentative- and a discursive essay. When candidates choose an argumentative essay, which requires them to either agree or disagree with the statement, some candidates agreed and disagreed in the same essay. They did not express one opinion only. This made some candidates to loose marks. Handwriting, the use of punctuation marks, long paragraphs, limited use of figurative language is still a challenge.

Comments on individual questions

1 The question is about: "Muunda ki musinyi wabuketo mwalikiliiti. Ñola kakulumelelana kataba ye". The majority of the candidates who opted to tackle this question answered it well. They could explain how floods affect residents in areas where floods are experienced. However, a few candidates confused the focus of the question by writing advantages of floods. The focus was supposed to be on the negative effects of floods, i.e. the destruction that floods bring to the areas and residents.

2 The question is about: "Bunyebwe buambekile naha kaufela. Ñola kazamaemo maswe abunjebwe mi ufe ni kakalezo yatatululo". Most candidates answered this question well since the majority showed how poverty is affecting national development and individual livelihood. However, few candidates misinterpreted the question by focusing on personal poverty experienced in homes and families.

3 The question is about: "Zwelopili yazabumapangapa kuzwa tukuluho, yetisize mayemo sakatia anaha". Most candidates who chose this question answered it well because they focused on the development brought by bomapangapanga independence in the country. Candidates could elaborate on development in schools by the use of computers, in hospitals (x-rays), electricity in towns and villages, etc. Only a few candidates went astray by confusing arts and technology. Such candidates scored less marks.

4 The question is about: "Papali yambola yamautu yakulwanela komkiyasilimo sa 2010 itusize hahulu naha Namibia kualauka mwalipapali". Most candidates who opted to answer this question did not answer it well or as expected as it appeared that candidates lacked or did not have enough knowledge about the topic. This question wanted candidates to elaborate on how "Papali yambola yakulwanela komaki yasilimo sa 2010" contributed to the development of soccer in the country. They could have given examples, such as they skills acquired during the World Cup.

5 The question is about: "Kukutisezwa kwamaata akuzamaisa mwalikiliiti zanaha ki mubuso, kutisee bunde kapa buaswe". Candidates who chose this question could not adress it as expected. They had a challenge because they could not understand the concept of decentralisation "kukutise zwa kwamaata mwalikiliiti". Candidates were expected to describe and express their opinions of whether decentralisation is good or bad when compared to the central government.

6 The question is about: "Hauba tuto yaNjimo yalimunau ilutiwa hande mwalilalo zalikiliiti, bayahi baka nolofatelwa bupilo". Candidates who chose this question answered it fairly well since the focus is on general agriculture. The focus of the question was supposed to be: if people are taught well about farming, this can improve their living standards. Candidates were expected to elaborate on how the lessons taught can benefit the farmers or people. They could write about developing themselves, communities, selling products to make a living or how to boost the country’s economy.
Positive suggestion to teachers

- Centres are advised to teach candidates on the correct use of punctuation marks and of capital letters.
- Encourage candidates to use Silozi words during their writing.
- Teach candidates on how to write good topic sentences and paragraphs.
- Teach candidates to follow their plans.
- Teach candidates how to analyse essay questions so that they get the main idea of the question.
- Centres are encouraged to teach expected essay questions as outlined in the syllabus for Higher Level.
- Centres should encourage the general neatness of candidates’ handwriting.
General comments

Most candidates attempted to answer all questions well. Candidates' handwriting in some cases were difficult to read. The performance of learners was good. Some did not do well in some questions but were able to score high marks in other questions. Some candidates lost marks because they did not understand the questions. Candidates lack knowledge to interpret what they read.

Comments o individual questions

Kalulo A: Mikanga

1. (a) Most candidates who attempted this question, answered it very well. The question was Mukanga wo ufitisa maikuto a cwañi? Baituti neba alaba kuli yomuhulu ki wa butokwa mi ulukela kufiwa likuta leliswanela.

(b) The question was, Mabizo amañwi a mukulu ki afi? Candidates answered this question well by giving synonyms for the word 'Mukulu' that is Sikulu, Musupali, kuku, Musalimuhulu, Muuna Muhulu, etc.

(c) The question was, Mukulu kanyungwa, wa nyunganyunga Mukulu utambwa kufa lumingo. Most candidates did not answer this question well because they were repeating the words in the question mukulu kanyungwa, wa nyunganga mukulu. The correct answer was supposed to be yomuhulu hatokwiswi likuta, u kaikungela siku.

(d) Most candidate did not answer this question well. Because they were unable to differentiate between Mukona and Mutata, some candidates referred to the type of trees instead of figurative Language meaning of Mukona as elderly people who have knowledge and skills to educate the youth, Mutata means the youth who depends on the elders for guidance.

- Mukona ki kota kauitateza Mutata.
- Mwanana u swanela kuitin ga kuyomuhulu uka ziba zeñata zabupilo.
- Mwanana ya cwalo uka fumana limbuyoti.

(e) Most candidates answered this question well. The question was, Ufe kakutala tuto yeiputezi mwamukanga wamukulu. Candidates gave the correct answers as follows:

- Yomuhulu kiwa butokwa
- Babahulu ki bona baba lufa ngana
- Hautabela kuina ni babahulu hauna kufumana butata mwabupilo.

Haiba (babanca) mwanana hafi likute babahulu ukona kufumana likuto.

2 Most candidates who opted for this question, Muñoli ususueza cwañi kuamana ni kalulo yebapalilwe ki Ndwatuna kulwanela tukuluho yanaha sina kamoifezwi mwamukanga, answered it partially, they only mentioned the causes of war, how it affected the development of the country and people's lives. Candidates could not outline the advantages of independence. The correct answer was supposed to be.

- Batu babanga mwa ŋalelw mwindwa.
- Habana nako ya buiketo, nako kaufela bamata kusabisa bupilo bwabona.
- Batu baňata batimela
- Lisinyehelo zeñata , zecwale ka miyaho ye shandaulwa.
- Sifumu sa naha sikutela fifasi kakuli batu habana kubani nako yakusebeza.
- Lindiala za ekezeha

Nihakulicwalo muñoli ufita maikuto kakubonisa kuli ndwa ni haitisa kutokwa buiketo ni mafu amañata isali yona ndwa, kiyi konile kutisa tukuluho kabalwani batu sebana ni liswanelo za kutoma milao, kuketa baeteleli lituso zezwa kwamuuso ni cc.
Kalulo B: Makande

3 Most candidates who opted for this question, answered it very well. The question was U balile likande la Ekemefuna. U hole mone kutezi kuli atoba mwa lubasi lwa Okonkwo ni mone kutezi kuli Okonkwo amubulaye ni cincheho ya bupilo bwa Okonkwo Ekemefuna hasa timezi.

- Candidates explained how Ezeudu’s wife was killed by residents of Mbaino. Her people of Umuofia demanded from them to give a replacement for Ezeudu’s wife and wanted a boy to be sacrificed. Ekemefuna was given to be sacrificed on her behalf, therefore, he was under Okonkwo’s care. Which resulted in Nwoye learning more from this boy. Okonkwo accepted him as a hard working son.
- After three years he was sacrificed which affected Okonkwo’s life. This is the correct answer.

4 Most Candidates who opted for this question answered it well. The question was; Maikuto ahao ki afi kutezi la Sitewa dina kusamisa yake ne fauna kuamana ni taba yakusanyala.

The correct answer is:

- Kufanisa mubu, likota, lifolofolo ni limbule zemwi.
- Kulibala bukamuso bwa sicaba sahae.
- Buputelei bwa Sitewa Ndekeneka bwa kuamuha batu babansu mubu wabona kakalembeshwa.
- Kuiketela sibaka kokuna ni limbule zebutikwa kmt. mataka, likota ni nuka ni cc.

Kalulo C: Lipapali

5 Most candidates who opted for this question did not answer it well. The question was U hole kakubonisa butata boo Sinkatana na talimani ni bona kuamana ni taba yakusanyala.

Most candidates wrote about Puluso yasicaba mwamba yasibatana ni puso yahae.

The correct answer was:

- Butata Sinkatana na hupula kuli musali yoo akasana a musitatalisa mwapuso yahae.
- Sinkatana na hupula kuli batu kaufela kibahabo yena, hakuna yana kona kunyala.
- Neli kuli musali yo hana kupilisa hende bomae.
- Sicaba kaufela nesi hupula kuli unyanya batu.
- Kambe na nyezi musali naka mutusa kamilelo ya sicaba seo nesi mufetuhezi.
- Na kaba ni bana bao nebakayola situlo sahae.
- Sinkatana naka sitelezwa ki lubasi lwa musalaha.
- Sicaba nesika kuteka likatulo zahae.
- Kasizo muzamaish ulukela kunyaka ni cc.

6 Most candidates who opted for this question did not answer it well. Some started the story from the beginning while others did not end their answers well.

The question is, Ki butata mañi boo bulubasi lwa Muoli Nakamwi neba talimani ni bona kuamana ni makulano a Kalanga.

Some candidates wrote: Muoli Nakamwi hana kupa sibaka sakuya kwa bashemi ba hae. Babańwi neba ውጪል ከላ እድል እይድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድል እድල

The correct answer was supposed to be:

- Makulano a Nabi Kalanga na kalile Muoli Nakamwi asayo fili feela kwaLiyowanelo.
- Mulena Mulemwa nasika yo lekula mwanahe.
- Mulena Mulemwa na safi lituso kwalubasi lwahae.
- Ne kusina kutwna mwa linyalo le.
- Mwanahae na tokwile sepo kundatahe.
- Nekukaba ni kauhano mwalinyalo le.
- Mabasi a Muoli Nakamwi ni a Mulena Mulemwa ne asasepani.
- Lyamata na shubuzwi ki Mulena Mulemwa
- Mafu nea ŋatafezi ni cc.
Positive suggestions to teachers

- Great emphasise should be placed on the use of punctuation marks. Discourage candidates not to mix languages.
- Candidates should be encouraged to improve their vocabulary through reading a variety of materials.
- Candidates should be encouraged to write neatly, some handwritings were very untidy.
- More emphasis should be done to encourage candidates on paragraphing their answers.
- Teachers are encouraged to cover six prescribed books and revision should be done before the examinations.
- Regular practice in writing essay questions will help candidates to determine how much one should write to reach the required length.
General comments

In general, the recordings were very clear. Only one centre had some background noise. In most centres the samples were well-chosen. Some centres did not record the poorest candidates although it would have been informative to listen to a couple of weaker candidates. Only one centre did not indicate sampled candidates with an asterisk* on the OASF. Some centres did not record the weakest candidates and some centres did not record the candidates according to the SM1. Some examiners did not include the marked transcripts of the sampled candidates. It is recommended that examiners, before submitting the samples, should ensure that conversations are audible.

Examiners are urged to assess candidates on one genre, for example, if it is poetry the examination should only be on the two poems. Some examiners assessed candidates on one or on all three genres.

In general, the administration tasks were excellently done and made the process of moderation so much easier. However, administration checking of the OASF and MS1 by the internal moderators must be done to avoid addition and transfer mistakes from the OASF to the MS1. They were a couple of calculation mistakes which were transferred from OASF to the MS1 by some centres.

Comments on individual questions

SECTION A

1-2 The few candidates who opted for these questions had no problems. However, a few examiners did not give open-ended questions to allow candidates to continue with the literary discussion during the examinations.

SECTION B AND C

3-6 Most candidates who opted for these questions answered very well.

Positive suggestions to teachers

• Recording should be done in a quiet environment.
• Internal moderators must check the OASF and MS1 forms for correct calculations, entries and neatness.
• Examiners should ask questions to avoid long monologues.
• Candidates should be examined only in one genre where two books are prescribed.
• The OASF and MS1 forms need to be sealed in a prepaid envelope.
FOREIGN LANGUAGE GERMAN

8317
Paper 1

General comments

Key messages

Question 1: Comprehension exercises; candidates answer questions on two passages of prose.
Question 2: Directed writing task in response to a short stimulus on which candidates write an article.
Question 3: Candidates write a summary.
Question 4: Candidates write an essay.
Question 5: Candidates complete a multiple-choice cloze test.

General comments

Candidates need to read the instructions carefully, paying attention to words in bold. Particularly in Question 1 and Question 3, where they are requested to answer in their own words! Candidates should refrain from lifting from the texts.

Comments on individual questions

1 The purpose of the exercise is to read the texts carefully and answer the questions in their own words.
Comprehension was generally good and most candidates answered correctly.
(1) Most candidates answered this question correctly.
(2) Candidates did not have a problem with this question
(3) Many candidates did not realise that Armstrong could not land automatically as the designated area was covered with rocks.
(4) Most candidates answered correctly, however, some did not mention that the astronauts had to rest before getting out of the capsule.
(5) Some candidates did not realise that the stones were collected for scientific reasons, not to stabilise the flag.
(6) Most candidates answered correctly.
(7) Most candidates answered correctly.
(8) Some candidates did not understand the word "Wegbegleiter".
(9) Most candidates had no problems.
(10) Many candidates lifted from the text.
(11) Candidates did not understand the difference between "Bräuche" and "Bräute", rituals and brides.
(12) Some candidates did not understand that the "old love" is an important figure, as she is playfully trying to win the groom back.
(13) Many candidates just lifted verbatim from the text and lost marks.
(14) Most candidates answered correctly. However, some lifted from the text.
(15) Most candidates answered correctly.
(16) Most candidates had no problems with this question.

2 The purpose of the exercise was to read the text and write an article for the school magazine. Most candidates answered this correctly. Some, however, wrote a letter to the editor, which was not requested.
However candidates needed to pay attention to the words in bold as they gave a clear indication of what was requested.

3 The purpose of the exercise was to read the test and write a summary in their own words.
Most candidates managed this very well. However, it needs to be pointed out, that in German, summaries are written in the present tense.
Most candidates understood the text and selected the most important aspects.

4 The purpose of the exercise was to write an essay either (a) Live your passion or (b) Youth helps youth.
Ten candidates chose topic (a). These compositions were very creative and well-written. 67 candidates chose (b).

Most candidates wrote good essays. Though the number of spelling mistakes regarding simple words, like “Zukunft”, “order/oder” and “wenn du schlecht sein/bist”, was surprising.

5 The purpose of this exercise was to choose the correct word out of three.

Most candidates answered this correctly. Some candidates, however, had problems with the following:

„Diese rückständige (e) ____ (Ansicht, Aussicht, Aufsicht) vertreten zwar auch heute noch einige Menschen; [they chose Aussicht instead of Ansicht].

die von Mädchen und jungen Frauen aus gehobenen Gesellschaftsschichten (p) ____ (gesucht, besucht, versucht) wurden; [they chose gesucht instead of besucht]

denn (s) ____ (Mann, Mensch, man) dachte, diese Fächer; [they chose Mensch instead of man].”

Quality of language

The quality of language covered a wide range, from very good to basic knowledge. Vocabulary needs to be practised actively.

The examiner is of the opinion that this examination reflects the true potentials of the candidates and wants to congratulate teachers who have prepared their candidates well.
General comments

The most popular question was Question 2 (Alfred Andersch: Sansibar oder der letzte Grund), as 53 candidates answered this question, 15 attempted Question 1 (Bertolt Brecht: Das Leben das Galilei) and only 10 wrote to Question 3 (Gedichte). Fortunately, no candidate answered more than one question.

All candidates presented at least 1 to 1½ pages of written text, some managed up to 3-4 pages, thus indicating that no candidate ran out of time.

In the Literature Paper for the subject Foreign Language German Higher Level, it is expected of candidates to demonstrate their acquired knowledge and understanding of the different genres – prose, drama and poetry, to critique and review texts and to form and develop own ideas and opinions on aspects of the read literature texts. In order to allow candidates to answer the literature questions with confidence, they should have mastered the appropriate technical or specialized vocabulary for literature critique. It is suggested that teachers emphasize the importance of and use the correct terms from the first day when starting to teach literature in Grade 11.

Some candidates excelled in Sections B and C of Questions 1 and 2 and in Sections A and B of Question 3. It was a pleasure reading their answers as they showed that they are capable of discussing literature themes in a coherent structure as well as giving their own opinion. However, candidates had some difficulties in using appropriate literary language in their critical analysis of the texts studied. Most candidates were well-prepared and even the poorer candidates understood the intentions of the writers and could provide an analyses of plots and characters. However, they had problems in expressing themselves in German and made far too many language mistakes.

All candidates structured their essays according to the three/two tasks given under each question and thus avoided writing a general essay on the text. In some scripts, however, there was repetition of points previously made in the answer, which indicated that these candidates had not planned their answers properly. The first task under each question, where a candidate was expected to recall and narrate events in the text related to the short extract showed that all candidates had actually read the text. As has been mentioned in previous reports, candidates should guard against writing a summary of the whole novel/play and concentrate on the most important events just before and after the extract.

The three questions on prose, drama and poetry did not deviate in layout and standard from those posed in previous years. Thus teachers and candidates should be familiar with the examination paper for literature in the subject Foreign Language German on Higher Level.

All teachers must be commended on a job well-done as in the end, it depends on every candidate whether he/she shows the expected commitment to prepare adequately for the examination. The candidates, with a few exceptions, were able to prove that they actually had read and studied the prescribed literature texts.
General comments

Unfortunately, most of the remarks in this year’s report have been mentioned in previous years. Thus, it creates the impression that examiners might not read the reports.

Overall, the moderator was pleased with the general performance by the examiners during the interviews. Furthermore, it was noticed, with appreciation, that for moderation the examiners entered a wide range of abilities, from the candidates who were very fluent down to those who found it more difficult to express themselves in a Foreign Language. Candidates covered a wide range of topics, most interlocutors were well-prepared for the interviews and posed some challenging questions resulting in stimulating conversations which were a pleasure to listen to. Many candidates succeeded in presenting topics of high intellectual quality and of a high language standard.

The quality of the recordings of most of the centres was of a high standard thus making the task of the moderator so much easier. Only on one or two of the recordings disturbing background noises could be heard.

It was noted with concern that the marks allocated to the candidates by the examiners were often too high. Examiners should familiarise themselves with the content of the Marking Grid for Task 1 Reading Text and Conversation as well as Task 2 Topic Conversation before the examination as to be prepared for allocating marks to the candidates with confidence, especially for pronunciation/intonation, accuracy as well as content and presentation.

Comments on individual Tasks

Short Warm-up Session, Reading Text and Conversation:

The warm-up session should really be a very short session as no marks are awarded for it and it serves to calm the nerves of the candidate and to let her/him feel comfortable.

The candidate should be requested to read the text aloud for approximately 1 to 2 minutes and not the whole text. Thereafter, the candidate should be asked to summarise the text, being guided by the four questions below the reading text. Please do not read the questions to the candidate or let the candidates read the questions. After the summary the examiner should pursue the theme of the text so as to develop a conversation, asking the candidate to develop certain issues and apply them to his/her own circumstances. These questions are intended as a stimulus for the candidate to show his/her ability in expressing himself/herself in German.

Presentation of Topic:

The examiner should ask the candidate for the title of his/her topic and then allow the candidate to present his/her prepared topic. Please see to it that the candidate’s presentation does not develop into a monologue as his/her presentation should not be longer than 3 minutes, allowing the examiner to give a confident mark for the content of the presentation. On the other hand, the examiner should not interrupt the candidate while he/she is presenting his/her topic for approximately 2 to 3 minutes. The examiner should then start a conversation in order to probe, explore, ask for explanations, descriptions, etc. in order to stimulate the candidate to give him/her the opportunity to show his/her language abilities. It is highly important that examiners give the candidate the opportunity to use a variety of tenses as candidates who do not show that they are able to convey past and future meaning cannot be awarded a mark of four and above. Some examiners do not take this into consideration and tend to award marks of four and above without giving candidates the opportunity to demonstrate their ability to convey past, present and future meaning.
GEOGRAPHY

8330

Paper 1

General comments

The examination earmarked a range of the candidates' abilities to perform in a variety of questions set to assess a diverseness of responses.

Candidates were able to demonstrate excellent responses on questions set on knowledge with understanding and analysis. However, most candidates' responses to judgement and decision-making questions were unsatisfactory in terms of demonstrating sensitivity and concern for the environment as contained in Question 1(f), 2(f) and 3(f). Furthermore, most candidates were incapable of demonstrating an awareness of contrasting opportunities and constraints of humans living in different physical and socio-economic environments, as contained in questions 4(e), 5(c) and b(c). The poor performance of these candidates can be attributed to poor preparation/exposure to higher domain questions, inability to understand these questions correctly due to linguistic difficulties and the inability to interpret case studies.

Overall the examination paper was structured to test candidates' understanding of question as well as resource-based tasks and progressing tasks requiring brief analysis and progressing to extended writing questions. It is applaudable to note that the majority of the candidates were able to correctly apply most of the command words and tasks set in the question paper.

Comments on individual questions

1  (a) Well-answered by the majority of candidates, although some were not able to compare the waves, rather writing their answers as individual statements.
   (b) Some candidates failed to label the various types of erosion.
   (c) Well-answered, as candidates are knowledgable on the formation of bays.
   (d) Well-answered.
   (e) Almost all candidates were able to score full marks.
   (f) Poorly-answered as most candidates were not able to give a detailed account on how humans have influenced the specific coastal landforms.

2  (a) Average responses, as most candidates described the distribution of tropical grassland areas in specific countries, rather than using directions or regions.
   (b) Poorly-answered, as most candidates only lifted the information from the graph, rather than analysing it.
   (c) Poorly-answered, as most candidates described the general vegetation without explaining its variation from equatorial to desert areas (no reference to climatic changes).
   (d) Well-answered, as most were able to demonstrate their understanding of the question.
   (e) Poorly-answered, as most candidates did not understand the term transitional zone.
   (f) (i)  Well-answered
           (ii) Poorly-answered. Most candidates only made theoretical statements as to how deforestation can be prevented. Other aspects on how to control land degradation were not explained.

3  (a)(i+ii) Poorly-answered, as most candidates were not able to describe the trends between the stages of the graph; rather describing an overall trend as "decrease/increase".
(b) Well-answered. Most candidates were able to score full marks. Some discussed mostly domestic causes and not the holistic causes of deforestation.

(c) Answered fairly well. Some candidates could not accurately link the influence of deforestation to the ecosystem, most referred only to the effects of global warming.

(d) Poorly-answered. Candidates did not specify the consequences on the Namibian people and mostly referred to the global effects on the environment, rather than on the people of Namibia.

(e) Poorly-answered by most candidates as they did not refer to the river and its drainage basin.

(f) Poorly-answered. Candidates did not focus on sustainability, rather describing laws and restrictions.

4 (a)(i+ii) Well-answered

(b) Well-answered. Some candidates concentrated on the economical factors, rather than on the physical sitting factors of the area.

(c) Well-answered, however, some candidates confused the effects of coal- and nuclear power stations, as some of the effects are different on the environment.

(d) Average responses. Some candidates only gave descriptive answers: “it is expensive to install”, rather than giving an account of why Namibia may not have developed wind power as an energy source.

(e) Poorly-answered, as most candidates failed to link the demand of electricity to living standards (income). They mentioned the specific demands for electricity in general.

5 (a) (i) Average responses. Many candidates only lifted their answers from Fig. 9.

(ii) Well-answered, although some candidates described more than two examples, instead of explaining only two ways how a country can implement birth control through education.

(b) Poorly-answered as most candidates focused only on the control of birth rates, as a means of population change. Little reference was made to death rate and migration as factors influencing population change in a country.

(c) Not well-answered by most candidates as many candidates did not have a broad understanding of “population change”; the increase or decrease of population numbers. Vague answers, such as “the economy will decrease as the population/birth rate increases”, limited the candidates’ responses, rather than focussing on how the economy will be effected by an increase or decrease in the population.

(d) (i) Well-answered

(ii) Average responses. Most candidates could not give examples, they were only focussing on the push and pull factors.

6 (a) (i) Moderate performance, as most candidates did not use the photographs, rather giving responses in general.

(ii) Answered fairly well, as lifting was common and limited inferences to the table in Fig. 10.

(iii) Poorly-answered, as most candidates’ answers were based only on the location of informal settlements.

(b) Well-answered, as candidates showed common knowledge to the question.

(c) (i) Poorly-answered, as most candidates were not able to explain the changes in land use in relation to a particular town or city. Candidates mostly focused on the change/development, without referring to previous land use.

(ii) Poor responses due to inadequate comprehension of the change in land use. They focused on the effect on people, with limited reference to how the environment is being influenced.
Positive suggestions to teachers

- Candidates must read questions carefully, paying attention to command words contained in the glossary of the syllabus. This will prevent candidates writing all they know about a topic, without being selective and answering the question as set.

- More exposure and preparation for candidates in terms of answering questions on judgement and decision-making. This can be achieved by doing case studies as class activities and projects as out of class activities.

- Be innovative by using new resources such as maps, photographs, diagrams and graphs when setting assessment tasks, rather than using previous question papers. The practise will enhance candidates' analysing skills on a variety of resource-based questions, rather than just copying from sources provided.

- Candidates must not repeat the same answers in different sections of the question paper, as such answers will not be credited, since the assessment objectives differs.

- Focus more on different answering skills, especially on comparative terms (differences and similarities).
General comments

- Candidates' results have improved in comparison with last year's results.
- The difficulty level was approximately the same as last year's examination - more candidates could cope.
- **Question 1(c)(i)**: interpretation of the pupils was on the season (autumn), whereas the examiner focused on the formation of fog. Pupils used local examples of fog formation which are not limited to autumn.

Comments on individual questions

Section A

1. Only 2 - 3% of candidates answered **Question 1**.

   (a) (i) Poorly-answered: **Candidates did to refer to**: net radiation loss or surplus; balancing of insolation and radiation; latitude differences (equator and poles); land and sea masses influencing heat transfer, indicated on the diagram.

   (ii) Ineffective use of the diagram again. Scored approx. 5 points out of 7 for:
   - Horizontal heat transfer: Equator not overheating - effect of winds; hurricanes and depressions; ocean currents.
   - Vertical heat transfer: through radiation; convection; conduction and latent heat.
   - Heat absorption cools the atmosphere.

   (b) (i) 2 - 3 points out of 4 for: Cold oceans cause cold winds and temperature decrease/density increase; less humidity - cold, dry winds/no rain.
   - Warm oceans cause rising of warm air/density decrease/condensation and cloud formation; winds are warm and moist.

   (ii) 2 points out of 4 for: Air forced to rise and form clouds - rain on the windward side of the mountain. Leeward side not explained.

   (c) (i) Poorly-answered: 1 mark out of 3 for: cold air from the ocean causes warm air from land/interior to cool and condense forming fog. No reference to: advection fog/occurrence of fog usually in spring and summer months; factors influencing coastal fog formation such as wind strength and direction, land temperature and duration of fog were made.

   (ii) Poorly-answered. 1 mark out of 4 for: At night clouds block heat radiated from earth causing warmer temperatures.
   - No reference to: types of clouds/day and night.
   - Marks awarded for: Night: low thick clouds (nimbo stratus) = warmer temperatures; the underside of clouds reflect approximately 90% of radiation. High thin clouds have very little effect.
   - Day: Thin clouds cause less warming of temperatures as less heat is reflected. Cumulonimbus/cumulus clouds are very reflective and absorb the sun's heat - little reaches the earth's surface.
   - Thick clouds cause cooling during the day but have a warming effect during the night. Example: deserts have hot daytime temperatures and cold night-time temperatures due to no cloud cover.
   - Teach the candidates to look at all the possible answers instead of just focusing on single aspects of an answer.

2. (a) (i) Mostly correct.

   Incorrect: Nazca and Pacific Plates.

   (ii) Mostly correct.

   Incorrect: Cocos and North American Plates; Nazca and Pacific Plates; African and South American Plates.
(iii) Poorly-answered: candidates lifted from Figure 2 and did not give general distribution.

**Marks given for:** along continental edges; coastal areas; west coast of South America; Pacific ring of fire.

(b) Well-answered when diagrams were used. Max 3 marks out of 6 for no diagram. No marks for converging plates diagram or information.

(c) Very-poorly answered. Very few candidates achieved more than 1 mark out of 4.

**Incorrect:** a general discussion on subduction and subsequent formation of earthquakes, volcanoes and tsunamis.

**Correct:**
Hazards associated with convergent plate boundaries are:
- more regular and of a larger scale
- diagrams and text as well as examples are needed to explain the type of eruption - such as the occurrence of pyroclastic flow; magnitude of earthquakes and specific examples (Japan 2011; Pakistan 2005; Haiti 2010).
- the existence of large populated centres at convergent boundaries, whereas most divergent boundaries are where the sea floor is spreading and therefore in the oceans.

(d) (i) Most candidates achieved 2 - 3 out of 6. Candidates mostly referred to general adaptation of vegetation and were awarded 1 mark for this. More is required:
- Savannah is seasonally humid
- where there is water abundance, there may be low woodland areas
- trees grow along water courses
- grasslands are extensive; the height and scale varies
- grass seeds lie dormant during dry seasons
- soils are: laterites and ferruginous. They have a thin humus layer in drier areas. More leaching occurs in summer/wetter areas. Capillary action occurs in the dry season creating a hard pan + causing salinisation in the upper layer.

(ii) Most candidates achieved 2-3 out of 5. It is incorrect to simply list facts.

**Candidates scored marks for:**
- fires destroy some types of plants/encourage growth of grass in the rainy season
- woodland is destroyed for building infrastructure
- overgrazing causes soil erosion
- overgrazing leads to bush encroachment
- desertification occurs when soils are infertile and bare

It is incorrect to refer to deforestation in the savannah region. Rather refer to removal of vegetation or woodland.
Answers such as "global warming" are too generalised and do not relate specifically to the savanna region.

SECTION B

3 (a) (i) Poorly-answered (0 - 1 out of 1)

**Candidates scored marks for:** industry is home-based.

**Incorrect:** Using local raw materials/run by the family/not more than 20 people involved.

(ii) Poorly-answered (1-2 out of 5)

**Incorrect:** simply repeating information from figure 3 with no development or examples given and no reasons given to support statements made.

**Candidates scored marks for:**
- employment potential as cottage industry is labour intensive, offers self-employment and reduces unemployment rate
- meets the demands of the local market and reduces imports/products more affordable
- foreign exchange income earned as 30% is exported
- women are gainfully employed as they can stay home, have a job/income and also take care of the children and the home
- rural-urban migration decreases and there is less pressure on the cities to provide jobs, housing and services
- rural depopulation is less and more money generated in the rural areas (jobs)
- less money is needed to start businesses - use only traditional skills and hand tools and not expensive technology.

(iii) Poorly-answered (0 - 1 out of 4).
Candidates did not give explanations for their statements. They must explain why.

Incorrect answers: products are of low quality; raw materials run out; small scale with few products; no skills; theft; seasonal jobs as tourists visit only in the holidays.

Marks scored for:
- limited use of technology as traditional skills or simple technology is used
- cannot compete with large markets and large productions
- low profits as money is used for transport, food and/or clothes
- insecure monthly income: depends on the amount sold
- shortage of electricity or failure of electricity: affects production costs as electricity is expensive.

(b) (i) Answered fairly well (1 out of 2)
Marks scored for: Head office in MEDC and operates in many developing countries.
Candidates did not refer to: investment in local firms or the focus of MNCs on adapting products to needs of individual local markets.

(ii) Poorly-answered (0 - 1 out of 4)
Candidates did not refer to the required facts but rather made general statements about large markets in many countries; provision of jobs and use of high technology. Many gave advantages of MNCs and examples (like Coca-Cola and KFC) and did not describe characteristics.

(c) (i) Poorly-answered (1-2 out of 5)
Most did not name an area, therefore scored a maximum of 2 marks. Answers must be based on a specific industrial area.

Marks scored for:
- more employment in secondary- or tertiary sector increases income and improve living standards
- more people (workforce) demand more services like housing, municipal services, schools and hospitals
- more immigration cause urban growth and larger market to buy products and contribute taxes to government
- higher taxes increase the GDP per person and reduces poverty
- industries have a multiplier effect and stimulate growth of other related industries - businesses need power supply/water supply/packaging material/transport options, etc.

Incorrect: Rewriting of key words from figure 4 with no examples or description of facts.

(ii) Answered fairly well (1-2 out of 4)
Incorrect: - generalisation of facts; inclusion of non-environmental concerns; general reference to air, noise, water pollution without explanation of causes and effects. Deforestation and overcrowding are incorrect answers.

Scored marks for: Building roads and industries destroys the natural environment.
Habitats are destroyed and plants and animals and animal species become extinct. More traffic congestion/cars.
(a) (i) Answered moderately well (2 - 3 out of 4)
Candidates were required to use comparative terms. General patterns should be described.

Scored marks for:
- Mining and quarrying = the greatest contributor in 2007 - 2011
- Agriculture and forestry = 2nd highest/lowest in 2007 - 2011
- All three sectors show a decline between 2007 and 2011
- Fishing declined steadily between 2007 and 2011
- Mining and agriculture showed fluctuations

Incorrect: lifting data (%) from Table 1/using data of each year separately/subtracting yearly data to show differences.

(ii) Very poorly-answered (most scored max 1 mark out of 4)
Candidates must discuss causes of environmental (mining) effects. Should give specific examples.

Incorrect:
- depletion of natural resources
- water pollution caused by waste dumped in rivers
- air pollution causing global warming
- destruction of soil profile causing soil erosion
- animal habitats destroyed

Scored marks for:
- gases emitted from machinery, dust and basting cause air pollution
- water pollution occurs when chemicals and ores are washed into rivers and affect ground water supply
- soil erosion occurs as dust and salt modify the soil
- noise caused by vibration of machinery disturbs animal habitats
- visual/scenic/aesthetic pollution caused by waste heaps/equipment and mine infrastructure.

(iii) Very poorly-answered: no valid facts provided, just general ideas.
Incorrect: Heavy fines for polluting environment/ send out control teams to monitor/use alternative energy sources/restrict mining to small area and have times of the year when it is closed/educate people on where mining must be located.

Scored marks for:
- companies must fill up holes after mining is done and replant/restore/rehabilitate the area

No other correct answers.

(b) (i) Answered fairly well: candidates did not always use/refer to the photographs.

Scored marks for:
- cultivating on steep slope
- high rainfall amounts causes soil erosion
- building on a slope
- deforestation as no vegetation to anchor/bind the soil
- steep slopes cause more/faster run-off

(ii) Well-answered (3-4 out of 4)

Scored marks for:
- crop rotation - reduces risk of infertile soil as minerals are put back into the soil
- contour ploughing - around mountains and not down the slope - reduces run-off and erosion/more infiltration and stable soil
- terracing to level soil and reduce run-off
- agro-forestry - plant rows of trees with crops to give shade and block wind and reduce soil erosion.
(c) Poorly-answered (1-2 out of 5)
Most candidates gave only vague, general answers.

Incorrect:
- educate people how to farm
- government must give people better seeds
- farm with food crops rather than cash crops
- use irrigation to increase production
- government must divide food better
- give people land to provide their own food - subsistence farmers
- give people fertilisers.

Scored marks for:
- land reform - to enable more crops to be planted
- use of GM seeds or HYV that are drought-resistant and give higher yields
- government loans to buy better machinery like tractors and ploughs
- plant suitable crops for the local climate and environment.

SECTION C

5 (a) (i) Very well-answered (most scored 1 out of 1)
(ii) Well-answered (most scored 3 out of 3)
(iii) Well-answered (most scored 3-4 out of 5)

Scored marks for:
- use of contraceptives/sterilisation-abortion legalised
- women more career orientated/women work
- women's rights/emancipation/allowing women to choose number of children
- desire for luxuries/better living standards
- later marriages reduce birth rates
- ageing populations have lower fertility levels
- one child/government policies.

(b) (i) Very well-answered (most scored 2 out of 2)
(ii) Fairly well-answered (2 out of 4)

Scored marks for:
- people are retired and settled down
- not working any more - no need to migrate
- health problems/medical care restricts the elderly from migration
- cannot afford (finances) to migrate
- stay or move to family in old age
- prefer their homes and friends that they are used to, to new places.

Incorrect:
- Too old and weak to travel
- travel to enjoy pension funds and to relax
- move to old age homes and wait to die
- many have died or live close to those who have died.

(c) (i) Well-answered (4 - 5 out of 6)
Both sparsely and densely populated areas had to be described.

Scored marks for:
- mountainous areas are sparsely populated as soil is poor for agriculture and difficult to build homes/settlements
- desert areas are sparsely populated as temperatures are too hot and climate too dry. There are water shortages making farming very difficult
- low-lying areas are densely populated as land is good for building homes and growing crops
- fertile soils are densely populated as people can farm/vegetation attracts people
- water sources like rivers, dams are densely populated as people can settle/grow crops/farm.

**Incorrect:**
- Economic problems/advantages like mineral resources, job opportunities and service provision
- good climate, not too harsh/good rainfall

It is incorrect to merely list physical factors and not describe them.

6 (a) (i) Moderately well-answered (1 out of 2)

**Scored marks for:**
- small huts
- grouped or clustered together
- not planned
- using straw/grass and clay
- no streets

(ii) Poorly-answered (0 - 1 out of 2)

Candidates did not specify photograph B or C
Only general comments were given

**Scored marks for:**

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>aa</td>
<td>Primary activities</td>
<td>More services in the area</td>
</tr>
<tr>
<td></td>
<td>Farming</td>
<td></td>
</tr>
<tr>
<td>bb</td>
<td>Vegetation is visible in B and C</td>
<td></td>
</tr>
</tbody>
</table>

Incorrect:
bb  The area is polluted.

(b) (i) Poorly-answered (2 out of 5)

**Candidates did not refer to:**
- In LEDCs urban grown is unplanned/not strictly controlled as in MEDCs
- In LEDCs primate cities develop as most investment and growth occur in the capital cities.

**Scored marks for:**

In LEDCs:
- movement of people into cities
- 1 pull factor (more jobs available/better salaries/more services, schools, hospitals etc.)
- high birth rate/rate of natural increase/or a reason for these.

In MEDCs:
- counter-urbanisation occurs

(ii) Poorly-answered (1 out of 4)

Candidates did not make reference to the changes in the rural population structure. Only general problems were given such as: more pollution/more jobs available/ less rural-urban migration/ more services provided/women and children left behind.

**Scored marks for:**
- village population will increase
- more old/retired people
- fewer workers (adults)
- more young children
- more families living together
(iii) Poorly-answered (1 - 2 out of 5)

Candidates did not make reference to the following:

- traditional rural services close down as new businesses open
- houses often unoccupied as people only come for holidays
- fewer jobs available and an increase in unemployment
- more modern buildings and industrial estates
- more entertainment and young people are exposed to bad influences.

**Scored marks for:**

- more services and development occurs
- housing is more expensive and old people cannot afford it
- more crime in the villages
- more traffic congestion as people own cars
- the traditional character of the villages changes

(c) (i) Very poorly-answered (0 – 1 out of 5)

Candidates did not make reference to:

- brownfield sites must first be cleaned up and this is very expensive
- very few services like shops, clinics are available
- infrastructure like water supply/electricity/sewerage are already available
- permission to land and build not easily given
- larger urban areas increase run-off as surfaces are tar and cement which are impermeable and increases flood risk

**Incorrect:**

- greenfield sites are to prevent growth and development
- may not build on land according to government laws
- no space for recreation
- very cheap land

**Scored marks for:**

- pleasant, clean area for larger homes
- environment is green; away from noise and pollution
- more congestion next to greenfield area
- destruction of natural environment to build homes

**SECTION D**

7 (a) Fairly well-answered (1 - 4 out of 4)

**Scored marks for:**

254.4m

4km = 4000m

254.4 = 1:15.72

4000

**Incorrect:**

\[
\frac{1393.4 - 1139.0}{4} = 63.6 \quad \text{OR} \quad \frac{254.4 \times 50000}{100000} = 31.8
\]

**OR**

\[
\frac{254.4}{2000} = 1:63.6
\]
(b) Well-answered (3 – 4 out of 4)

**Scored marks for:**
- crop farming or cultivation/arable farming + map key for cultivated land/silos/reservoirs
- mining + map key for open cast mines/excavation/diggings/name of a mine

**Incorrect:**
- fishing from the Krokodil river
- not giving the type of farming
- slimes dam for fishing
- rows of trees = forestry
- woodland = forestry

(c) Drainage: Poorly-answered (1 out of 3)

Candidates must refer to:
- medium drainage density in N/NE
- lower drainage density in W/NW

**Scored marks for:**
- mostly non-perennial rivers
- few perennial rivers/Krokodil river
- watershed area on the mountains

Relief: well-answered (2 out of 3)

Candidates should have referred to:
- smaller hills in the central areas
- highest point 1508m (it is compulsory to give the unit)
- watershed areas

**Scored marks for:**
- mountainous area
- steep slopes/cliffs
- valleys and spurs

(d) Not well-answered

Candidates described the features and area in a general way only. Specific reference to distribution of cultivated lands is compulsory.

**Scored marks for:**
- cultivated lands are **on** gentle slopes or lower-lying land
- **away** from steep slopes/mountainous or higher-lying land
- **near** Krokodil river or perennial river
- **near** "merch and vlei"
- **on** land with lower drainage density

**Incorrect:**
- presence of flat land/low-lying land is good for cultivation
- rivers are a great source of water
- mountains are hard to cultivate
- fertile soil is good for cultivation
- soil erosion washes away the fertile soil
- main river feeds cultivated land and is a great source of water
- on flat land, water infiltrates easily
- rows of trees protect the soil
- non-perennial rivers cannot be used for cultivation
(e) Not well-answered (2-3 out of 6)

Candidates did not use map evidence (keys) to state limited economic development. Only general comments were given.

No reference was given to:
- communication mostly for mining areas
- little means of communication like railway lines; main road; secondary road
- limited opportunities for and to develop the area

Scored marks for:
- mostly primary activities
- mining or farming
- few services (school; golf course)
- no or few power lines
- few buildings

Positive suggestions to teachers

- Focus on syllabi - Paper 2 topics/questions are only based on the B-syllabus. Pupils do not show distinct knowledge and understanding of this part of the syllabus.
- Update your knowledge by getting information from the internet to be able to answer questions with more development. Describe and explain how; why and suggest specific effects, etc.
- Diagram information/texts should not be lifted, but always used with specific examples to score marks.
- Do not give one-word answers: always develop facts.
- Use examples of areas/places that are well-known if asked, as the rest of the answers are based on the example given.
- Pupils should clearly know the difference between the following terms: physical, social, human, environmental and economic. Answers cannot be generalised for specific questions which refer to these terms.
- Usage of data: look for patterns and trends and do not change the data given.
- Improve answers - do not repeat the previous year's memo.
- Mapwork - all the answers come from the map. Teach candidates to use the map effectively.
General comments

- Overall candidates performed poorly when compared to last year.
- Teachers must focus on skills, and where possible, assist candidates in practical activities such as mini research in their local areas.
- There is a need for candidates to read the questions carefully and to follow the command words, for example, questions that needed explanation were answered by candidates giving illustrations.
- Teachers are encouraged to complete the syllabus as some of the answers that candidates gave, showed that they did not have any idea about that particular topic.
- Teachers are encouraged to emphasise the use of comparative terms, e.g. small, smaller and largest.

Comments on individual questions

1  (a) Answered fairly well. Most of the candidates managed to score 1 out of 2. Candidates referred to fertility rate as the number of babies instead of the average number of babies per women.

(b) Answered fairly well. Most of the candidates managed to state the methods but failed to explain, (Marks scored the 2 out of 4).

(c) (i) Poorly-answered. Candidates could not analyse the changes but made comparisons of regions per year. (Marks 1/4).

(ii) Poorly-answered. Candidates could not suggest reasons based on changes. They gave reasons only, without referring to the increase or decrease in population. (Marks 2/4)

(d) Poorly-answered. Candidates could not analyse the figures given but only gave suggested solutions for each town. Most candidates scored marks for high demand and low supply in housing, but they could not name the building programmes. (Marks 2 out of 5).

(e) (i) Poorly-answered. The majority of the candidates scored 2 out of 5 for the sampling method and a mark for data presentation.

(ii) Answered moderately well. (Marks 1 out of 2).

(iii) Answered moderately well. Candidates managed to score 2 out of 4 for finance and resistance to squatter increase.

2  (a) (i) Answered fairly well. Many scored 4 out of 6.

(ii) Poorly-answered. Candidates could not state reasons on why measurements should be taken at low tide. The majority only referred to the disadvantages of high tide.

(iii) (aa) Very well-answered.

(bb) Poorly-answered. Most candidates only managed to score 1 mark out of 4.

(b) (i) Very well-answered. Most of the candidates could calculate the average/mean.

(ii) Not well-answered. Candidates managed to score 3 out of 6. Most of them referred to ‘graphs’ instead of ‘3 graphs’ for each location.

(c) Answered fairly well. Most of the candidates managed to formulate the hypothesis, but referred to table 2 as table 4 and to table 5 instead of location X, Y and Z.
Positive suggestions to teachers

- Teachers are encouraged to screen and only allow candidates who are capable of doing higher level to sit for Higher Level Examination.
- There should be proper assistance and training must be offered to candidates to help them prepare for exams.
General comments

Teachers should identify who can enroll for History Higher Level. Teachers should be in possession of Higher Level syllabi and ensure that the topics and basic competencies are covered. Teachers are advised to teach candidates the difference between commanding words: describe, explain, list and identify. Teach candidates to draw up a valid conclusion in the C-question. Teach the candidates to explain facts and to elaborate on them as much as possible.

1 Candidates must use better time-management - there were many incomplete scripts.
2 Bullet-points should not be used.
3 Sub-headings are not recommended.
4 Each question should be started on a new page; this does not apply to sub-sections.
5 The numbering system must be clear and concise.
6 Candidates must NOT write in margins.
7 A conclusion (especially in C questions, should not simply repeat information already stated).
8 Handwriting must be neat and legible.
9 Candidates should be encouraged to pay attention to spelling, for example, confistication (confiscation); to what extent (not extend).
10 Candidates must constantly refer back to the question to ensure that they stay on topic.
11 Some centres appear to have coached their candidates with prepared answers that they have studied by-heart. They then rewrite these answers when any question resembling their model answer appears. This is an unacceptable method to study as candidates often write answers that are perfect, but are not related to the actual question in the examination paper.

Comments on individual questions

1 (a) Most candidates answered this question well: Some candidates were confused by the term “get out of the peace negotiations at Versailles”. This meant “what were his aims” or “what outcomes did he desire” and not why he wanted to leave the peace negotiations. A number of candidates confused Lloyd-George with George Clemenceau. This is pure recall and can be studied. Candidates should also emphasize that Lloyd George wanted Germany punished but not too harshly.

Level 1: General answer
They had different views/aims [1-2]

Level 2: Lloyd wanted Germany to be justly punished but not too harshly. He wanted Germany to lose its colonies and navy since these were seen as a threat to the British Empire. He was also keen for Britain and Germany to begin trading with each other again. However, the British people wanted Germany to be harshly punished and permanently weakened. He permanently wanted a lasting peace. He wanted to prevent Germany from becoming so poor that they would turn to communism. [2-6]

(b) Most candidates were able to correctly identify terms of the Treaty, but very few actually explained how these terms weakened Germany. The average marks therefore did not exceed level 2. Teachers should pay far more attention to the impact of the terms, rather than just demanding memorizing of terms.

Level 1: General answer
They punished Germany. [1]

Level 2: Identifies examples of facts [2-4]
The terms weakened Germany by disarming Germany completely, reducing its land, size and armed forces. Germany had to pay all the First World War damages. Germany lost all her colonies.
The size and power of the German army was a major concern to all the Allied Powers, especially France and Britain, because of that the Allied Powers, in the Treaty, restricted German armed forces to a level well below what they had been before the war. As a result the German army was limited to 100,000 men and was not allowed to have armored vehicles, submarines or aircrafts. This weakened German military forces, since she could not defend herself from any attack.

**NB:** Accept reparations and territorial loss and effects of each on the economy and people.

Many candidates were able to list plenty of relevant points but then did not develop these into clear explanations to score top marks. As with all (c) questions, there must be a clear distinction between points of agreement and disagreement. Do not use terms like “to a large extent” or “to some extent”, rather agree and disagree but support each side with valid explanations. Many candidates explained the effects of hyperinflation but did not link this to the terms of the Treaty.

### Level 1: General answer

It was/not fair.

### Level 2: Identifies relevant facts for one side

- It was unfair on the German people. It was dictated and aimed to destroy German’s economy. Germany was forbidden to join its former ally Australia. Germany was solely blamed for the war. It was unfair because none of the allies were disarmed. It was unfair because the reparation costs were too high.

### Level 3: Identifies relevant facts for both sides

Level 2 + it was not fair, because Germany was aggressive; caused a lot of damages during the war. Germany had no mercy when she signed the Brest Litovsk Treaty in 1918. It was fair, because if Germany won, it could demand compensation from defeated countries. It was fair because Germany was allowed to trade with other countries.

### Level 4: Explains one side

The German view was that the Treaty of Versailles was not fair, as they viewed that it was harsh and they had not been in the talks. That is why they considered it a “diktat” and the harshness of the reparations made it extremely difficult for Germany to recover economically. The reparation payments crippled them, as their economy was already in tatters. It punished the ordinary people of Germany rather than the rulers. The Treaty of Versailles left many Germans living in different countries such as Poland. They were not allowed to join with a former ally, Australia.

### Level 5: Explains both sides

Level 4 + the peacemakers did a reasonable job. It was a complex matter and given the demand for revenge it could have been harsher, as was the German peace treaty (Brest-Litovsky) with Russia in 1918. Germany seemed to many countries as powerful and threatening as ever. To avoid this Germany had to be crippled and broken up into a collection of smaller states so that it could not attack other countries.

### Level 6: Level 5 + a valid conclusion

Many candidates wrote about the League in general and not about the council specifically. A number of candidates wrote about the Security Council of the UN. The majority of candidates did not have sufficient information about the responsibilities of the council. Incorrect answers also included responsibilities of various agencies and even successes and failures of the League.

### Level 1: General answer

It was very important.
It’s consisted of 4 permanent members like Britain, France, etc.

### Level 2: The council listened to facts and information about any conflict between member countries. It made suggestions to the Assembly about what should be done to solve a problem. The council could use a range of powers when dealing with disputes, e.g. it could decide which country was the aggressor and condemn its actions. It could impose economic sanctions upon such a country. Lastly, the council could resort to military force should the first two measures fail. It dealt with problems when the assembly was not in session.
(b) A number of candidates were unable to distinguish between political successes and socio-economic successes. This question was about ways the League had improved conditions for people. Answers should have focused on the socio-economic matters as well as reparations, refugees and prisoners of war. Economic assistance to countries like Australia was also important. It further called for explanations of those points and not more listing.

**Level 1: General answer**

- It gave people hope.
- It improved conditions of poor countries.

**Level 2: Identifies relevant facts**

- Improved health conditions worldwide, worked to stop slave trade and all forms of slavery.
- Repatriated war refugees. Gave economic assistance to countries in need. Campaigned for improved working conditions. It sent doctors and nurses to different countries. Educated people about the danger of drugs.

**Level 3: Explain relevant facts**

Through its health committee, the League of Nations was able to improve health conditions globally by sending doctors and nurses and distributing medicines to affected areas, e.g. to Russia and Poland that were threatened by the outbreak of typhus, malaria, cholera and smallpox. The League also helped to educate people about the danger of addictive drugs and other substances. It blacklisted four German, Dutch, French and Switz companies which were involved in the illegal drug trade. The League provided help to thousands of people left homeless by WWI. The commission for refugee worked under the leadership of Dr Nanser and provided many refugees with passports so that they could find homes in new countries. About 400,000 different refugees were safely returned to their homelands.

**NB:** Story telling Max

(c) Once again, candidates could list many factors that weakened the League but did not always explain them clearly. The concept of self-interest regarding Britain and France largely covered one side of the arguments but had to be explained in detail. This included the instability of the French government with internal disputes, as well as British economic problems. The secret treaties signed by these countries affected the League. All factors that were discussed had to be brought back to the question of their influence in weakening the League.

**Level 1: General answer**

- The Treaties were responsible / not responsible.

**Level 2: Identifies relevant facts on one side**

- The Treaties were signed outside the League; peace settlement was not taken seriously. Some treaties allowed nations to fight defensive wars. They protected their own interests and Britain and France didn’t act when the League was at stake.

**Level 3: Identifies relevant facts both sides**

- Level 2 + the League which consisted of Britain and France lacked an armed force. Lack of interest from Britain and France (another weakness of the League). Great depression made the work of the League difficult. Britain and France were already weakened.

  **NB:** Absence of superpower countries like USA, Russia and Germany; lack of armed forces in the League of Nations. They only had support from poor countries / some countries.

**Level 4: Explains one side**

- The 1920s agreements were signed outside The League of Nations. Signatories were countries with common interests; some countries such as Britain, Japan and France were members of the League. They felt that they could make a better job of solving their problems without the League and in doing so, they undermined its authority, and left it powerless to address world conflicts.

**Level 5: Explains both sides**

- Level 4 + however many factors caused the League's failure. It had no armed force of its own and members were reluctant to provide it with soldiers. The League (Britain and France) could therefore not take military action against nations which refused to obey orders. It had no power over aggressors from making war. None members could not comply, as they were not part of the League of Nations.

**Level 6: Level 5 plus valid conclusion.**
3 (a) Candidates and teachers should remember that appeasement was a policy followed by Britain and France to accede to the demands of aggressive countries in the name of peace. It was not a treaty or agreement between the countries concerned. In a (c) question candidates must refrain from telling a story without actually answering the question. Candidates should have referred to specific achievements by Hitler in his foreign policy and showed how these were successful and in some cases unsuccessful. Specific examples, such as gaining control of Australia, would be more valuable than simply “gained land” or “obtained lebensraum”.

Level 1: General answer  
Germany was happy / it made Germany happy.  

[1-2]

Level 2: The majority of the Saar inhabitants voted to return to German control. The vote restored Germany's greatness by increasing the size of its land and by reuniting some German speaking people. The Plebiscite reversed the decision of the Treaty of Versailles. Germany gained back control of the rich coal mining area. This boosted Hitler's power because he would need coal and iron-ore to build ships, cannon guns and other armaments. It was a huge propaganda victory for Germany. It boosted German morale in their determination to reverse the Treaty of Versailles.

(b) While some candidates answered this question well, the majority listed reasons and did not go into detailed explanations. The question focused on the importance of the Anschluss for Hitler as an element of his foreign policy. The idea that there were many Germans in Australia. This could have been developed into an answer about unifying all Germans to build and expand a mighty German Empire. Telling the story of Hitler and Schuschnigg would only have scored level 2, 2 marks.

Level 1: General answer  
He wanted power / He was ambitious.  

[1]

Level 2: Identifies relevant reasons  
He wanted more living space. Australia was his birth place. He wanted to unite German speaking people. He wanted to have back a German speaking area. He wanted to make Germany a great Nation. He wanted to abolish the terms of T.O.V.  

[2-3]

Level 3: Explains relevant reasons  
Hitler believed that the Aryan race was growing at a fast rate. Germany's size was reduced by the Treaty of Versailles. He needed extra land in the east for the Germans and extra soil on which German peasants would be able to give birth to powerful Aryan sons and daughters. Australia was predominantly German-speaking and the Anschluss would allow Hitler to unite all German-speaking people into a powerful empire. Germany would gain people who could be employed in the armed forces and use their skills in the economic development of the country.  

NB: Storytelling Max L2/2  
5-9

(c) Candidates and teachers should remember that appeasement was a policy followed by Britain and France to accede to the demands of aggressive countries in the name of peace. It was not a treaty or agreement between the countries concerned. In a (c) question candidates must refrain from telling a story without actually answering the question. Candidates should have referred to specific achievements by Hitler in his foreign policy and showed how these were successful and in some cases unsuccessful. Specific examples, such as gaining control of Australia, would be more valuable than simply “gained land” or obtained “lebensraum”.

Level 1: General answer  
He was / not successful.  

[1]

Level 2: Identifies relevant reasons  
Hitler got back lost land. Hitler got extra land for his people. Hitler restored Germany's honour. He managed to re-arm Germany (He remilitarised the Rhineland).  

[2-3]

Level 3: Identifies relevant facts for both sides  
Level 2 + Hitler failed to conquer the whole of Eastern Europe. Hitler failed to create the third empire he envisaged. He failed to unite all German speaking people. He failed to stop the spread of communism.  

[4]

Level 4: Explains one side  
Hitler's intentions were to get back land that Germany lost due to the Treaty of Versailles. He achieved his aim by annexing countries to which this land was given, e.g. he got back
Sudetenland from Czechoslovakia when Britain and France, Italy got to the annexation. Hitler also remilitarised the Rhineland, an act that gave Germany complete control of the area again.

**Level 5: Explain both sides**

Level 4 + although Hitler succeeded to conquer most of Eastern Europe, his uncontrollable ambitions convinced Britain and France the he should be stopped. The two countries declared war on him in 1939, meaning his idea of extending power over Poland, etc. could not materialise as he intended. Hitler’s invasion of Russia in 1941 in his plan to seize more land, ended in the defeat of his forces.

**Level 6: Level 5 + a valid conclusion**

4  (a) Very few candidates attempted this question and their answers contained limited information. Answers were full of generalisations about Berlin and did not specifically address the issue of how building the wall affected the people of Berlin. Answers should have included details about both East and West Berlin.

**Level 1: General answer**

It caused pain. It split Berlin.

**Level 2: Describe effects**

Many lives were lost because people who tried to cross the wall were shot. The movement of refugees was stopped; family- and friendship ties were broken. People from the East could not move to the more prosperous West. They had to accept living in impoverished East Berlin. People in the East had to remain in a communist area against their wishes. It diminished people’s hope for a united Germany. People in West Berlin benefited most as they had prosperity in their zone.

(b) Very few candidates chose this question and it was poorly answered. Candidates could not explain how a fear of a massive soviet invasion of Western Europe led to the formation of an organisation to unite the armed forces of a number of countries to build a powerful military that exposed Russia. It also gave the USA an excuse to station a large force in Europe and equip many armies with US equipment.

**Level 1: General answer**

To threaten USSR / to rule the world.

**Level 2: Identifies reasons**

To prevent the spread of communism in West Europe. To provide military assistance to member states. To ensure the security of the whole area of the North. To promote Western influence.

**Level 3: Explain reasons**

America was afraid that Russia would try to spread communism in Western Europe if no strong measure was taken to curb Russia’s expansionism. Truman, therefore, persuaded the USA's congress to agree on the formation of a new regional security system. This system would permanently immunise Europe felt threatened by the presence of the Soviet armies stationed behind the barber wire and minefields of the Iron Curtain. They feared that Stalin might order his soldiers to attack and overrun them, hence an organization was needed to defend members in case of such attacks.

**NB: Story telling Max**

(c) Candidates who attempted this question confused the Berlin Wall with the blockade and the airlift. These events occurred many years apart and should not have been linked here. This was based on preventing the fair movement of people between East and West Berlin and the mass migration of the East Germans to the West. By constructing the wall and restricting movement, the Soviets stopped the movement of people. They also challenged the US and appeared to win the face-off.

**Level 1: General answer**

Agree/disagree

**Level 2: Identifies relevant facts for one side**

The West did not attack the Soviet Union. It stopped the loss of East-German workers. The living standards in East Germany slowly improved. The West could not influence the East Germans.
Level 3: Identifies relevant facts for both sides

Level 2 + the Soviet Union failed to force the West to invade the rest of Berlin. Kruschchev had to drop the demand he made in Australia (1961). It was not a victory because many people were killed and many families were split.

Level 4: Explain relevant facts for one side

The Soviet Union successfully constructed the wall without Western intervention. Many West Berliners wanted the Americans and British to send tanks to destroy the wall, but neither Kennedy nor other Western leaders were prepared to risk war with the USSR. Western passiveness was seen as a sign of cowardice by Russia.

Level 5: Explain relevant facts for both sides

The Berlin Wall was not a complete victory. The Western Allies remained put in West Berlin. They were not threatened by the construction of the wall. Kennedy of the USA made it clear that whatever happened at the border (West+East Berlin), the USA and its Western Allies would not let the communists to take over West Berlin.

Level 6: Level 5 + a valid conclusion

NAMIBIAN HISTORY

5 (a) Most candidates only wrote about various armed struggles conducted in different parts of the country by different communities. They did not pay attention to different forms of resistance, such as strikes, running away from farms, refusing protection treaties. Many candidates confused resistance against Germany with the struggle against South Africa, OPO, SWAPO and the UN were relevant here.

Level 1: General answer

They resisted / they were unhappy.

Level 2: Identifies reason

Control of the movement of various groups, prevent groups from fighting one another, make indigenous people completely dependent on the new colonial government. Prevent indigenous people from becoming completely landless. To separate blacks from whites (divide and rule). To take the land to give to German citizens who did not have land.

Level 3: Explain one or more reasons

Germans wanted to control the movement of indigenous people by confining them to reserves. They could not leave these places without identity passes. The Germans would have complete power over mining and other commercial activities that were carried out in white areas only. Reserves could be simply used as a German reservoir for cheap labour. While settlers, traders and missionaries found it extremely hard to carry out their duties because of the constant fighting between various native groups. Confining them in reserves meant that peace could be established and the economy would grow. Colonialists would exploit resources without any hindrance.

NB: Story telling Max
(c) Many candidates went off the topic and explained about German development in general and ignored the emphasis on trade. They also discussed the role of missionaries and even mentioned details of the contract labour system. Candidates must stick to the topic and constantly check that they are answering the question.

**Level 1: General answer**

Agree/disagree

**Level 2: Identifies relevant points for one side**

Wage labour. Improved communication links. New products for household use. Defence and security. They received guns that were used for hunting.

**Level 3: Identifies relevant points for both sides**

Level 2 + dependence on European goods. Loss of cattle due to the credit system. Commercialisation of hunting. Most products were expensive and they could not afford them.

**Level 4: Explains one side**

Trade with Germans led to an increased demand for wage labourers. This opened up opportunities for natives to make income from this new source. A money economy was introduced and with this money could pay colonial taxes and also buy more necessities for their households.

**Level 5: Explain both sides**

Level 4 + even though trade brought a few gains for the natives; it was to a large extent detrimental to their survival. Trader’s, e.g. forced and tricked people to buy goods on credit, a system they did not understand. Failing to pay back, cost them a lot of cattle. People lost their traditional skills of making household goods. Increasing dependence on trade had a very bad effect on the living conditions of Herero households, especially after the great rinderpest. Headmen were driven into debt in order to take grazing land as payment for inoculation.

**Level 6: Level 5 + a valid conclusion**

6 (a) Candidates who attempted this question generally achieved good marks. There were sufficient facts and candidates appreciated the important role played by Kutako moving beyond tribal politics to build Namibian Nationalism. Facts, such as being the father of Namibian Nationalism, calling for Namibia’s independence, working closely with OPO+SWAPO, leading the Herero Chief’s Council and sending petitions to the UN, scored high marks. Teachers should prepare candidates by looking at similar questions about other important role players, such as Sam Nujoma and Toivo ya Toivo.

**Level 1: General answer**

He was a Chief of the Herero tribe.

**Level 2:** Hosea Kutako is hailed as the father of Namibian Nationalism. He founded the Herero Chief’s Council in 1945. He was the first person to express the vision of an independent Namibian nation. He realised that all the indigenous people in Namibia would have to stand together to fight the South African colonial rule. He contacted the UN in New York with the help of an Anglican priest, Michael Scott. He founded NUDO and SWANU. He also sent a petition to the UN with the help of Michael Scott. Kutako an established independent church (Oryano). He helped many Namibians to leave the country to seek support to fight against white minority rule.

2-6 (b) Candidates were able to identify factors but failed to develop these into good explanations. Many were able to identify refugee camps, like Cassinga but did not explain how setting up these camps was important for the independence struggle. Many were side-tracked by the role of Cuba and the USSR and did not link these countries to Angola and its role.

**Level 1: General answer**

MPLA gained control over the most of Angola.

**Level 2: Identifies reasons**

Opened its borders to its Namibian neighbours. MPLA / Angola helped SWAPO freedom fighters. They allowed SWAPO to set up camps in Angola. SWAPO got assistance from MPLA allies, such as USSR and Cuba.
Level 3: Explain one or more reasons

The newly independent state opened its borders to its Namibian freedom fighters. It allowed PLAN to set up camps for both refugees and fighters in Southern Angola, such as at Cassinga, Ndjamba, and Kwazulu Sul. This made it possible for PLAN to launch attacks on northern Namibia more easily. It also became easy for black Namibians to leave the country by simply walking across the northern border into Angola and finding a SWAPO camp where they could be welcomed and fed, before being sent for training of some kind.

Storytelling Max

(c) Candidates could identify valid points but must give better explanations to score good marks. It is important to explain points on both sides of the argument. Social and economic benefits could have included roads, schools and hospitals but these points (with valid example) have to be related to how they benefitted communities and people.

Level 1: General answer

Agree/Disagree

Level 2: Identifies relevant facts for both sides

Building of the hydroelectric scheme at Kunene. Gravel roads were updated. Industrial developments took place. Agriculture department expanded. Health and education improved. Provision of schools and hospitals. They also gave financial assistance.

Level 3: Identifies relevant facts for both sides

Level 2 + economic heartland where mines and industries are owned by whites. The best farming land was owned by whites.

Level 4: Explains one side

Hydroelectric scheme at Kunene was built to supply electricity. A canal to provide water to other parts of Ovambo was also built. In the South, Hardap Dam, was built to provide water in the Central and Southern parts of the country. Main roads were tarred, especially in towns and white areas. Bantu Investment Corporation was established; it paid attention to the marketing of livestock from the communal land areas. The training of small businessmen and farmers was also encouraged.

Level 5: Explains both sides

Level 4 + however, blacks were not allowed to own properties neither land in their country. Only whites were allowed to own properties in the economic heartland which contained the greater part of the country's mineral wealth and farming. Although the homelands gained more land, much of this land was dry and barren. The best farming land, towns were in the white areas and remained under South African control. Only whites benefitted from the mineral mined.

Level 6: Level 5 + a valid conclusion

7 (a) A small number of candidates attempted this question. Most had no real idea who the Uitlanders actually were and gave very little factual information. They should have emphasised that these were mainly British people in the Transvaal Republic (ZAR) who operated the gold mines. They were out to get rich, owned about the third of the country and made up a third of the population. Kruger refused to allow them to vote. They were not black or Chinese or even Indian people, as suggested by many candidates.

Level 1: General answer

They were outsiders / foreigners.

Level 2: They were a group of migrants, mostly from Britain who came to Transvaal after the discovery of gold. The group included mining capitalists and businessmen. They were attracted by the prospects of making huge profits from gold mining and became rich. Capitalist businessmen acted as the spokes person for the Uitlanders community. They owned about one third of Transvaal's and land by 1890 they formed about one third of the total population of Transvaal.

(b) Most candidates really had no clue about the Uitlanders and why they were even in SA. This made it impossible for them to score any good marks. It is clear that most schools ignore this section of the work. The Uitlanders were not Indian, Chinese or Black African migrants. They were also not Boers! They were mainly British people who rushed to the ZAR in search of gold. They were seen as a threat by Kruger because they were mostly men and could take control of the government if they were allowed to vote.
Level 1: General answer
To control them / they hated foreigners.

Level 2: Identifies relevant reasons/facts
He wanted to prevent British supremacy in Transvaal as Boers could lose their land to the Uitlanders. They wanted to maintain power supremacy to protect Boers. Kruger was afraid they might take over his government.

Level 3: Explains relevant reasons/facts
Kruger was afraid that the increasing number of Uitlanders in Transvaal could endanger the independence of his territory. He was particularly worried by the way Rhodes was extending British power. Rhodes could use the disgruntled Uitlanders to overthrow Kruger’s government with armed violence and hereby destroy Boer authority. The Boers could lose their land to the Uitlanders. One third of Transvaal’s land was already in the hands of the Uitlanders. If they were to be given voting and citizenship rights, they could use their economic power to buy more land and the Boers would end up with less or no land.

(c) This was a very broad question which did not limit candidates to Namibia or South Africa. Some candidates were able to identify education and Christianity as valid points but could not explain the negative side of missionaries, e.g. preparing people for colonialism by preaching obedience, as well as interfering in cultural practices and calling on a foreign government for protection.

Level 1: General answer
Africans benefitted/did not benefit.

Level 2: Identifies relevant facts for one side
Missionaries brought a new religion to Africa. They taught people how to read and write. Translation of Bible; vernacular languages converted many Africans into Christianity.

Level 3: Identifies relevant facts for both sides
Level 2 + Missionaries helped colonial authorities in their plan to subdue natives. They encouraged Africans to adopt the Western culture and disregard their own culture.

Level 4: Explain one side
The main reasons for the coming of European missionaries was to spread the Christian religion. The new religion promised salvation and God’s love and individual worth. The ideas brought hope and consolation to many African converts in South Africa, since the security of their traditional societies had been destroyed by the wars of Mefcane.

Level 5: Explains both sides
Level 4 + Missionaries, however, helped colonial authorities to subdue Africans. Some believed that Africans should be colonised in order for them to carry on their mission work among the natives. Missionaries, such as John Philip, supported the treaty state system. They persuaded independent African leaders to sign the so called “treaties of friendship” with Britain and in doing so they indirectly destroyed political autonomy of the natives. Most Africans lost land through missionaries to European countries.

Level 6: Level 5 + a valid conclusion
8 (a) Most candidates attempted this question but achieved very poor marks. General answers just described various apartheid laws and not how Botha wanted to reform or even discard these during the 1980’s. Candidates also tried to answer based solely on the picture - Botha was even described as an anti-apartheid Indian leader. Candidates should have focused on his introduction of a Tri-cameral parliament for Whites, Coloureds and Indians. His determination to give homelands their independence, and relaxing laws about petty apartheid and trade unions, were most relevant. The state of emergency and offers to release Mandela and others if they renounced violence, also scored marks.

Level 1: General answer
E.g. Botha had taken over from John Voster as Prime Minister in 1978.
Some whites thought that Botha was going too far. They lost security. Most blacks believed that he was not going far enough. They saw little changes in their lives. Some whites were horrified to hear the abandonment of apartheid. Indian and Coloureds were still unhappy as they were separated. Blacks were unhappy because they were still inferior.

Some whites were horrified at what they saw as the abandonment of apartheid. White workers had lost the security offered to them by the policy of job reservation, as small farms were losing black labourers to the cities. Blacks were not completely satisfied; they felt that the slight increase in education spending in Botha’s reforms did not even cover the rising number of candidates wanting to go to school. Students were fed up with huge classes, poorly qualified teachers, no books and no future in a white system.

NB: Storytelling Max

Many candidates misinterpreted this question and described how Namibia gained independence from South Africa. They should have explained how independence motivated South Africans and encouraged them to fight harder to end apartheid. The attention of the world was also more focused on South Africa after Namibian independence. The other side of the argument included factors like the role of De Klerk, Mandela, the UN sanctions and the Soweto uprising as well as internal resistance by the UDF, ANC and PAC. The defiance campaign had little affect on ending apartheid because it occurred long ago.
General comments

DEPTH STUDY A: AFRICA AND WESTERN IMPERIALISM

1 Study Source A

This question was well-answered, because most candidates identified Valid Inferences very well. However, there were still a few candidates who scored low marks because they failed to find support from the source or use words that is in the source. Therefore, they failed to come up with a valid inference. Paraphrasing is an evil that teachers must eradicate root and branch. Many candidates lack Contextual knowledge and use the introduction as support for their inferences or part of their Contextual knowledge. Some candidates refer to the general history of Germany instead of focusing on the Contextual knowledge that is needed for a specific topic. There was an improvement in the use of Cross-Reference with other sources, however, a few candidates could not link valid support to the answer. Some candidates just copied parts of sentences and made no valid inference. Candidates should refrain from using parts of the source to make a valid inference.

What can you learn from Source A about the FLN? 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) [2-3]

- \( I^{V1} = \frac{L2}{2} \),
- \( 2 \) or more \( VI = \frac{L2}{3} \)

OR

- Valid Inference+ Valid Contextual Knowledge =\( \frac{L2}{3} \)

Level 3: Valid Inference(s) with support from the source [4-5]

- \( 1 \) \( V1 :+Sup = \frac{L3}{4} \),
- \( 2 \) or more \( VI+ Support = \frac{L3}{5} \)

Level 4: Level 3, plus Contextual Knowledge OR Cross-Reference [6]

- \( 1 \) \( VI+Sup+CK OR CR = \frac{L4}{6} \)

Valid Inference(s)

- The FLN grew in stature
- They used hit- and -run tactics which were effective against mighty France
- De Gaulle was hesitant to rush into a decision
- De Gaulle had a lot of pressure on him
- Not easy for de Gaulle to come to a decision
- The FLN was adamant to gain independence for Algiers

Contextual knowledge:

One of the most influential political films in history, The Battle of Algiers, by Gillo Pontecorvo, vividly re-creates a key year in the tumultuous Algerian struggle for independence by the occupying French in the 1950s. As violence escalates on both sides, children shoot soldiers at point-blank range, women plant bombs in cafes, and French soldiers resort to torture to break the will of the insurgents. Shot on the streets of Algiers in documentary style, the film is a case study in modern warfare, with its terrorist attacks and the brutal techniques used to combat them. Pontecorvo's tour de force has astonishing relevance today.
Cross-Reference with other sources:
Sources B, C, D, E and G

Marking grid

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ml:</td>
<td>Misinterpretation</td>
</tr>
<tr>
<td>VI:</td>
<td>Valid Inference(s)</td>
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<tr>
<td>Sup:</td>
<td>Support from source</td>
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<td>Contextual Knowledge</td>
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<tr>
<td>CR:</td>
<td>Cross-Reference</td>
</tr>
<tr>
<td>PARA:</td>
<td>Paraphrasing</td>
</tr>
</tbody>
</table>

2 Study Source 8 and C.

Many candidates were able to make a choice but they were not able to make valid inferences. Many candidates failed to make a choice. Candidates should learn to stop summarising the sources in their own words. What the examiners want to see is whether candidates can think critically (outside the box) and link the source with their contextual knowledge. Many candidates confused their choices, e.g. by addressing the agreements instead of the disagreements, while the choice was on disagreements, or vice versa. Many candidates answered sources in isolation, instead of comparing the sources for either agreements or disagreements. Many candidates ended up receiving half of the marks of the mark allocation. Candidates should refrain from just comparing sources by selecting relevant parts without making a valid inference, it's regarded as copying. Cross-Reference and Testing of Reliability needs to be worked on.

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 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 published in 1985 and Source C published recently

OR

Valid Inference of provenance = L2/3 E.g. both sources come 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
Agree | Disagree
--- | ---
• Both sources are secondary sources  
• Both sources agree that de Gaulle allowed the Algerians to decide on their future  
• In both sources de Gaulle was criticised by both the French and the rebels  
| Source B show that de Gaulle was too strong for the rebels but Source C shows that it was not easy for France (support: ‘It's an honourable exit. It will be necessary for France to interest herself in something else’.)  
| In Source B The Algerians get two options: independence or integration with France in Source C only independence was achieved  
| Source B the French army's superiority is being acknowledged while Source C hails only the FLN for achieving its aims  
| Source B states that Algerian independence was an accomplishment for de Gaulle, while in Source C the FLN achieve independence on its own and not with de Gaulle's help

**Contextual Knowledge:**

Algerian War, also called Algerian War of Independence, (1954-62) war for Algerian independence from France. The movement for independence began during World War I (1914-18) and gained momentum after French promises of greater self-rule in Algeria went unfulfilled after World War II (1939-45). In 1954 the National Liberation Front (FLN) began a guerrilla war against France and sought diplomatic recognition at the UN to establish a sovereign Algerian state. Although Algerian fighters operated in the countryside - particularly along the country's borders - the most serious fighting took place in and around Algiers, where FLN fighters launched a series of violent urban attacks that came to be known as the Battle of Algiers (1956-57). French forces (which increased to 500,000 troops) managed to regain control but only through brutal measures, and the ferocity of the fighting sapped the political will of the French to continue the conflict. In 1959 Charles de Gaulle declared that the Algerians had the right to determine their own future. Despite terrorist acts by French Algerians opposed to independence and an attempted coup in France by elements of the French army, an agreement was signed in 1962, and Algeria became independent.

**Cross-Reference:**

Sources A, D, E, F and G

**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>
</tr>
</thead>
<tbody>
<tr>
<td>MI:</td>
<td>Misinterpretation</td>
</tr>
<tr>
<td>C:</td>
<td>Choice</td>
</tr>
<tr>
<td>Sim:</td>
<td>Similarities/Agreements</td>
</tr>
<tr>
<td>Dis:</td>
<td>Disagreements</td>
</tr>
<tr>
<td>Sup:</td>
<td>Support from source</td>
</tr>
<tr>
<td>CK:</td>
<td>Contextual Knowledge</td>
</tr>
<tr>
<td>CR:</td>
<td>Cross-Reference</td>
</tr>
<tr>
<td>PARA:</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>TR:</td>
<td>Testing of Reliability</td>
</tr>
</tbody>
</table>
Study Source D.

Many candidates failed to get valid assertions. Many candidates failed to copy the complete sentence for support. They simply pick 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 copy directly from the source or introduction. Some provide Contextual knowledge not valid. **Cross-reference** with other sources was minimal. Candidates failed to provide a **purpose**. Candidates should be discouraged to use the following way of making a choice, e.g. to a far extent, lesser extent, smaller or greater extent.

Why did de Gaulle give his speech in 1960? Use the source and your knowledge to explain your answer. [8]

**Level 1:** Misinterpretation/Copying/General/Surface detail [1]

**Level 2:** Valid Inference(s) unsupported [2-3]

**Level 3:** Valid Inference(s) supported [4-5]

1 VI+ Sup = L3/4
2 VI+ Sup = L3/5

OR

Testing of Reliability only = L3/4

**Level 4:** Purpose unsupported [5-6]

**Level 5:** Purpose + Support [6-7]

**Level 6:** L5 + Cross-Reference **OR** Cross-Reference **OR** Testing of Reliability [8-9]

Answer:

<table>
<thead>
<tr>
<th>Valid Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• He wanted to finalise the Algerian issue</td>
</tr>
<tr>
<td>• He defended his actions</td>
</tr>
<tr>
<td>• He assured the French in Algeria he will not desert them</td>
</tr>
<tr>
<td>• He wanted his army to eliminate the rebels who wanted to commit atrocities against French in Algeria</td>
</tr>
<tr>
<td>• He pleaded his people to support him</td>
</tr>
</tbody>
</table>

**Contextual Knowledge:**

De Gaulle’s role in subsequent events was very controversial and many people felt misled. De Gaulle’s prestige as both a WWII hero and the leader of the first post-war government meant that no one questioned him too closely before he took over. Most French citizens were simply relieved that the country did not split apart. Conservatives, including the settlers in Algeria, felt sure that an old soldier like De Gaulle would never yield control over Algerian territory.

The new constitution had to be ratified by a vote in each of the colonies, but since Algeria was considered a part of France, its votes were counted as part of those cast in France. The French supported the new constitution by a large margin, so dissenting votes cast by Algerians had no effect. One French colony did say no to French Guinea - and it became independent in 1958, setting the stage for the rest of France's African colonies to become independent in 1960.

The new offensive failed to defeat the rebellion, so in September 1959, De Gaulle gave in. He announced that France would accept a political solution to the war based on Algerian self-determination; i.e. Algerians could choose in a referendum whether or not to become independent. Since there were no longer any moderate Muslims in a position to negotiate, independence was certain, and French settlers became outraged at what they considered to be a betrayal. Significant elements within the French military were also outraged, including General Massu, the highest military official in Algeria. When he criticised De Gaulle publicly, he was relieved of his command and called back to France.

The French settlers started their own revolt in January 1960, before the peace plan went into effect. De Gaulle rallied French public opinion with a televised speech that accused the French settler-rebels of prolonging a "100 Year War" that hurt France's international reputation by continuing the stories of military atrocities. In response to De Gaulle's speech, 121 French celebrities signed a public statement that urged French soldiers to disobey their officers in Algeria and support independence. Meanwhile, during the next nine months more than a dozen French African colonies declared their independence.
Back in Algeria, the situation remained tense. Two of the generals who opposed De Gaulle's settlement, Salan and Jouhard, retired and returned to Algeria as private citizens, where they established contact with anti-Gaullist French settlers. The French rebels organised demonstrations which led to riots during De Gaulle's visit to Algeria on December 9, 1960. Algerian Muslims displayed FLN flags at their own demonstration on 11 December, until French settlers fired into the crowds.

Cross-Reference:

Sources A, 8, C, and E.

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.

4 Study Source E.

Most candidates could not give purposes of usefulness, they just gave valid assertions. Candidates must not refer to the sources as useless.

How useful is this source as evidence of the Algerian War of independence?  Use the source and your knowledge to explain your answer.

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 = L 5/6
•  2 Purpose + sup = L 5/7

OR

Testing of Reliability, one-sided = L5/6-7

Level 6:  Level 5 plus CKJCR = L6/8 [8]

OR

Testing of Reliability, both sides = L6/8

Limitations

•  No name of photographer attached to the source
•  No specific date (when in the 1960s)
•  No specific details known, e.g. when, where and who specifically was involved
**Valid Assertions**

- To know the status quo in Algeria during the war
- To know that the people were acting to achieve independence
- France was not welcome in Algeria
- Violence versus violence

**Less Useful**

- Subjective view/one-sided
- No specific places or people named
- Generalisation
- Not sure of casualties
- Weapons, apart from the tank are not clearly visible

**Purpose(s)**

**More Useful**

- Useful to understand that the Algerians fought reckless for their independence. Even to face a more superior tank did not stop them to achieve their aim
- Even civilians hated the French regime, not only the rebels and they are determined to make a statement, even in the midst of fire/war.
- The French rule in Algeria was oppressive because they used force to intimidate the people

**Less Useful**

- The photographer never reported these incidents; he/she generalised; and no names of people and places involved were given—maybe to save his/her own skin.

**Contextual Knowledge:**

Many ordinary people lost their lives because they resisted French rule in Algeria. General Massu's 10th Paratroop Division made widespread use of methods used during the Indochina War (1947-54): they included a systematic use of torture, also against civilians, a block warden system, illegal executions and forced disappearances, in particular through what would later become known as "death flights". It was common for civilians to demonstrate against French rule in Algeria.

**Cross-Reference:**

Sources A, B, C, 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.

5 **Study Source F.**

This question was poorly-answered. Some candidates failed to make a choice as to which source is more useful. **Valid Assertions** were provided without support, but a handful managed to reach the **purpose.** Again paraphrasing and copying was very dominant. More work needs to be done by teachers in addressing the Testing of Reliability of sources. Candidates should learn to use the right support which correspond with their Valid Assertions. Candidates failed to use **Contextual knowledge** to evaluate the sources.

**What is the message of this source? Use the source and your knowledge to explain your answer.**

**Level 1:** General answer/misinterpretation/surface detail/copying of source
Level 2: Valid Inference(s) without support from the source
1 Valid Inference = L2/2
2 or more Valid Inferences = L2/3

Level 3: Valid Inference(s) with support from the source
1 Valid Inference + support = L3/4
2 or more Valid Inference(s) + support = L3/5

Level 4: Identify Purpose without support from the source
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
1 Purpose + Support = L5/7
2 Purpose + Support = L5/7 OR 1 Purpose + Supp+C/K or C/R = L5/8

Small messages(s)/Valid Inference(s) | Big Message(s)/Purpose(s)
--- | ---
• Algerian press was not free to report uncensored
• They were under control of the French rule
• They were frustrated because they were contained in executing their work rightfully
• The Algerian press was not free to write articles or publications the way they wanted to because the French government censored their publications
• It was frustrating for the Algerian press to be controlled by the French government because they couldn’t report on true events the way it was supposed to be

Contextual Knowledge:
There was strong governmental control over radio and television in the 1950-70s. Censorship laws were revoked with the founding of the Fifth Republic in 1958, although cases of censorship still occurred (in particular concerning films or satirical newspapers). The proclamation of the state of emergency, used during the Algerian War (1954-62) allowed the state to legally censor news articles and other media productions used during the Algerian War.

Cross-Reference:
Source B: He let it be known that he had allowed the offensive by the French army against the FLN because he had hoped it would make the FLN more willing to negotiate. Yet in the long run the rebels were no match for the powerful personality of de Gaulle.

Source E: The tank demonstrates de Gaulle’s control over Algeria.

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.

6 Study Source G.
Most candidates answered the question poorly. The Contextual knowledge was not good. Few candidates addressed the purpose successfully. Most candidates failed to use support, only surface detail was given. Paraphrasing cost candidates dearly.

What is the opinion of the author of this source regarding the FLN and Algerian independence? 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)  
- \( I/V_1 = L2/2 \),  
- 2 or more \( V_1 = L2/3 \)  
\[ \text{OR} \]  
- Valid Inference + Valid Contextual Knowledge = L2/3

Level 3: Valid Inference(s) with support from the source  
- \( 1 \ V_1:+Sup = L3/4 \),  
- 2 or more \( V_1+ \ Support = L3/5 \)

Level 4: Level 3, plus Contextual Knowledge OR Cross-Reference  
- \( 1V_1+Sup+CK \ OR \ CR = L4/6 \)

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Algerians ruled by Algerians</td>
<td>• They were unorganised</td>
</tr>
<tr>
<td>• Independence was achieved</td>
<td>• They were not able to unite their own people</td>
</tr>
<tr>
<td></td>
<td>• Unrest was looming</td>
</tr>
<tr>
<td></td>
<td>• The country was at a standstill</td>
</tr>
<tr>
<td></td>
<td>• People fled to France</td>
</tr>
<tr>
<td></td>
<td>• Dislike of Communism</td>
</tr>
</tbody>
</table>

**Contextual Knowledge:**

Eight years of war had shattered Algeria. There had been more than one million Algerian casualties and nearly two million Algerians had lost their homes. For over a century the French had deprived the Algerians of the most minimal opportunity to become involved in its infrastructure and institutions. Algerians had been made a subclass of servants, unskilled labourers and peasants. The departure of the French left the country without the skilled labour to keep the country running.

At the same time, internal conflicts within the FLN that had been set aside during the war emerged and a power struggle between various factions of the FLN flared up. Ahmed Ben Bella, with the support of Colonel Houari Boumedienne, the National Liberation Army chief-of-staff, emerged as the winner and was elected the first president of Algeria in 1962. The country he presided over had been established as an Arab-Islamic socialist state with a single party political system, the FLN being the only legal party. The FLN was to exercise collective leadership and rule the country from a central political bureau. All the fashionable accoutrements of a post-colonial socialist government were activated, including centralisation, nationalisation of private industry and land reform. A constitution was passed by popular referendum in 1963, which gave the president wide-ranging powers and few restraints.

During his three years as president of Algeria, Ben Bella made some attempts to revive Algeria, but eventually succumbed to the vanity of international politics and domestic autocracy. He never really grappled with the country’s hard-core problems of unemployment and the deficit of technical and administrative skills that prevented the country from becoming a modern nation.

**Cross-Reference:**

**Source B:**

**Source C:**

**Source D:** You French of Algeria, how can you listen to the liars and the conspirators who tell you that, if you grant free choices to the Algerians, France and de Gaulle want to abandon you, retreat from Algeria, deliver you from the rebellion.

**Source E:**

**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.
Study all the sources.

The question was answered very well. There was still a small number of candidates who failed to make a choice and they provided only general answers or paraphrased, which affected their marks negatively. A very small number did not make a choice. Grouping of sources was still in minor form. It was noted with a concern that some candidates only wrote Y and N which is not a choice, instead of agreeing or disagreeing with the statement. This must be eradicated. Many candidates still made one-sided choices. Rejecting or supporting the statement by using the cartoon was not known by most candidates. The last two options for bonus marks were addressed unsatisfactorily. Teachers must teach their students not to use Contextual knowledge and paraphrasing to answer questions.

‘The actions of the FLN were the main reason why Algeria became independent’. 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: More than 30 000 were organised in external units that were stationed in Moroccan sanctuaries near the Algerian border, where they diverted French manpower from the main areas of guerrilla activity.
Yes: During 1956 and 1957, the FLN successfully applied hit-and-run tactics.
Yes: Specialising in ambushes and night raids and avoiding direct contact with the superior French fire-power, it targeted army patrols, military encampments and factories as well as transportation facilities.
No: Specialising in ambushes and night raids and avoiding direct contact with the superior French fire-power, it targeted army patrols, military encampments and factories as well as transportation facilities.
Yes: Although successful in creating an atmosphere of fear within Algeria.
No: The revolutionaries' coercive tactics suggested that they had not inspired the bulk of the Muslim people to revolt against French rule so the FLN decided to bring the conflict to the cities and call to a nationwide general strike.
Yes: The most notable example of the new campaign was the Battle of Algiers.
Yes: The FLN just had to keep on being stubborn.
No: The FLN just had to keep on being stubborn.
Yes: One after another de Gaulle saw his principles for peace destroyed in the face of the FLN's refusal to compromise.
Yes: In the end this led to his desire to end the war with all speed.
Source B
Yes: He let it be known that he had allowed the offensive by the French army against the FLN because he had hoped it would make the FLN more willing to negotiate.
No: He let it be known that he had allowed the offensive by the French army against the FLN because he had hoped it would make the FLN more willing to negotiate.
No: And he announced that he would give the people of Algeria the right to decide their own future by free vote.
Yes: The rebels staged terrorist attacks and the struggle between them and de Gaulle dragged on for nearly two years.
No: The rebels staged terrorist attacks and the struggle between them and de Gaulle dragged on for nearly two years.
No: Yet in the long run the rebels were no match for the powerful personality of de Gaulle.
Yes: After 132 years of French rule, Algerians had freedom.
No: After 132 years of French rule, Algerians had freedom. This was one of de Gaulle's greatest achievements.

Source C
Yes: On the night of 18 March 1962 the provisional President of Algeria proclaimed triumphantly 'a great victory of the Algerian people'.
Yes: It could indeed be said that the FLN had fulfilled virtually all of its original war objectives.
Yes: De Gaulle told his government the following day 'It's an honourable exit.
No: It was necessary for France to interest herself in something else'.
Yes: It was necessary for France to interest herself in something else'.
No: but too fast in bringing about independence in the final weeks and days.
Yes: For some Frenchmen, de Gaulle had been defeated by the FLN, for others he had saved France from years of more bloodshed.

Source D.
Yes: 'I took, in the name of France, the following decision - the Algerians will have the free choice of their destiny.'
No: 'I took, in the name of France, the following decision - the Algerians will have the free choice of their destiny.'
Yes: When, in one way or another - by ceasefire or by complete crushing of the rebels - we will have put an end to the fighting.
No: When, in one way or another - by ceasefire or by complete crushing of the rebels - we will have put an end to the fighting.
No: 'I say to all of our soldiers: you have to liquidate the rebellious forces, which want to oust France from Algeria and impose on this country its dictatorship of misery and sterility.'

Source E.
Yes: Nationalists attacking a French tank in the early 1960s.
No: Nationalists attacking a French tank in the early 1960s might not be members of the FLN.

Source F.
No: The Algerian press was controlled by the French and not by the FLN.
Yes: The press was not allowed to expose French atrocities and military failure.

Source G.
Yes: Algerian independence came after years of terror, destruction, and indiscriminate killing in savage and inconclusive fighting which the French called 'the dirty war.'
No: Algerian independence came after years of terror, destruction, and indiscriminate killing in savage and inconclusive fighting which the French called 'the dirty war.'

NB: Now do the testing of reliability of any two sources of your choice. 1 mark per source.


DEPTH STUDY B: GERMANY BETWEEN THE WARS 1918-1945

1 Study Source A

This question was better - answered because most candidates identified Valid Inferences very well. However, there were still a few candidates who scored low marks because they failed to find support in the source or use words that are in the source, therefore they failed to come up with a valid inference. Paraphrasing is an evil that teachers must eradicate root and branch. Many candidates lack Contextual knowledge and use the introduction as support for their inferences or part of their Contextual knowledge. Some candidates refer to the general history of Germany instead of focusing on the Contextual knowledge that is needed for a specific topic. There was an
improvement in the use of Cross-Reference with other sources, however, a few candidates could not supply valid support to the answer. Some candidates just copied parts of sentences and made no valid inference. Candidates should refrain from using parts of the source to make a valid inference.

What can you learn from Source A about the Weimar Republic? Use the source and your knowledge to explain your answer. [7]

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]
- $1\ VI + Sup + CK OR CR = L4/6$

Valid Inference(s):

The Weimar Republic experienced successes between 1924-1929
Improved relations with fellow European countries were experienced
They experienced opposition.
Government was never stable.
People still cried for a dictatorship
The judges and army were anti-democratic

Contextual Knowledge:

Role of Gustav Stresemann

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. 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, C, D, E, and G

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.
Study Sources B and C.

Many candidates were able to make a choice, but they were not able to make valid inferences. Many candidates failed to make a choice. Candidates should learn to stop summarising the sources in their own words. What the examiners want to see is whether candidates can think critically (outside the box) and link the source with their contextual knowledge. Many candidates confused their choices, e.g. by addressing the agreements instead of the disagreements, while the choice was on disagreements or vice versa. Many candidates quote sources in isolation, instead of comparing the sources with either agreements or disagreements. Many candidates ended up receiving half of the marks of the mark allocation. Candidates should refrain from just comparing sources by selecting relevant parts without making a valid inference, it’s regarded as copying. Cross-Reference and Testing of Reliability needs to be worked on.

How far do these two sources agree? Use the source and your knowledge to explain your answer. [8]

**Level 1:** No choice/Choice only/No Valid Inference(s)/General answer/Misinterpretation /Copying [1]

**Level 2:** Choice made but using the sources in isolation = L2/2

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 come from secondary sources of the 1990s [2-3]

**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]

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 [8]
Possible examples of Valid Inferences

<table>
<thead>
<tr>
<th>Agreements</th>
<th>Disagreements</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both sources mentioned that there was some successes during the Stresemann era.</td>
<td>• Source B describes the Weimar Republic as unstable while source C describes the Weimar Republic as more stable.</td>
</tr>
<tr>
<td>• Both sources agree that there was still problems despite the successes.</td>
<td>• In source B people are against democracy while source C shows that the Weimar achieved stability because of the return of prosperity.</td>
</tr>
<tr>
<td></td>
<td>• Source B refers to the Weimar Republic losing support, while Source C refers to the Weimar Republic gaining support.</td>
</tr>
<tr>
<td></td>
<td>• Source C alone refers to the improvement of the German industry and the Dawes Plan, while Source B refers to the &quot;hidden&quot; cracks in the Weimar Republic's programmes/fortunes</td>
</tr>
<tr>
<td></td>
<td>• Source B suggests that the German economy was still having problems, while in Source C the economy has improved.</td>
</tr>
</tbody>
</table>

Contextual knowledge:

Stresemann's successes:
The German Mark became a stable currency. Unemployment dropped. Living standards improved. Extremist parties became less popular.

Underlying weaknesses:
Germany's prosperity relied on American loans, it would not last if they were recalled. Many who opposed the Weimar Republic before Stresemann's time remained hostile. The extreme Nationalists attacked Stresemann for agreeing to the Young Plan. In 1929 the Great Depression showed how fragile Germany's new stability really was.

Cross-Reference with other sources:

Source B can be linked with sources A, F, G and H.

Source C can be linked with sources A, 0, E and G.

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.

Both sources were published in the 1990's (secondary sources) and have the same purpose - which would be for schools and universities to study what happened during the Stresemann era/years. The information could have being over time, thus not so reliable, but the secondary sources could give a more unbiased view because they report without been emotionally involved. The writers are not mentioned, so we can only guess whether they were alive, or involved or not, during the Nazi era.
3 Study Source D.

Many candidates failed to find valid assertions. Many candidates failed to copy the complete sentence for support. They simply selected some words and phrases (even not relevant in many instances) which cost them many marks. **Testing of Reliability** was not attempted by the majority of candidates. Many candidates copy directly from the source or introduction. Some provided **Contextual Knowledge** - not valid. **Cross-Reference** with other sources was minimal. Candidates failed to provide a **purpose**. Candidates should be discouraged to use the following way of making a choice, e.g. to a far extent, lesser extent, smaller or greater extent.

How far do you believe what this source is saying? Use the source and your knowledge to explain your answer.

**Level 1**: Copying of source/no choice/misinterpretation/general answer/choice ONLY

**Level 2**: Evaluate source based on simple provenance or unsupported valid assertion(s)

<table>
<thead>
<tr>
<th>SE based on provenance</th>
<th>Believe/Not Believe + 1 VA</th>
<th>Believe/Not Believe + 2 VA</th>
</tr>
</thead>
<tbody>
<tr>
<td>L2/2</td>
<td>L2/2</td>
<td>L2/3</td>
</tr>
</tbody>
</table>

**Level 3**: Evaluation based on valid assertion(s), supported from the source (one-sided)

<table>
<thead>
<tr>
<th>Believe/Not Believe + 1 VA + support</th>
<th>Believe/Not Believe + 2 VA + support</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3/4</td>
<td>L3/5</td>
</tr>
</tbody>
</table>

**Valid Assertions**

- Positive about Germany
- Extremism was at a low point
- Weimar had little opposition

- A wonderful ferment was working in Germany.
- Most Germans struck one as being democratic, liberal, even pacifists. One scarcely heard of Hitler or the Nazis, except in jokes.

**Level 4**: Evaluation based on purpose(s), unsupported

1 Purpose = L4/5
2 Purpose = L4/6

**Level 5**: Evaluation based on purpose supported from the source or ONLY testing of reliability

1 Purpose + support = L5/6
2 Purpose(s) + support = L5/7

**Level 6**: Evaluation based on Purpose + Testing Reliability + C/K or C/R

1 Purpose + Testing Reliability + C/K or C/R = L6/9
Purpose(s):

Believe | Not Believe
--- | ---
- American journalist was a journalist whose ideal was to write about the truth/He/she was supposed to write objective, not subjective. | - American journalist worked in Germany during the Stresemann years. It would have made sense to write good about the Germans so that he/she could stay more comfortably in Germany.
- He/she could not really gain by writing good or bad about the Germans because America was neutral at that stage. | - The journalist is writing to boost (indirectly) the effect of the American loans on Germany.
- The Weimar Republic blossomed under Stresemann. | - The source focuses the good things in Germany only, therefore a very subjective view was given, while the other side of problems were not touched.
- The journalist's views are based on what he/she observed. | - The source had a general view about the Germans (on face value) and it did not portray their true feelings.

Marking Grid

<table>
<thead>
<tr>
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<tr>
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</tr>
<tr>
<td>NB:</td>
<td>Not Believe</td>
</tr>
<tr>
<td>Sup:</td>
<td>Support from source</td>
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<tr>
<td>CK:</td>
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<td>CR:</td>
<td>Cross-Reference</td>
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<tr>
<td>PARA:</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>TR:</td>
<td>Testing of Reliability</td>
</tr>
<tr>
<td>SD:</td>
<td>Surface Detail</td>
</tr>
</tbody>
</table>

Contextual knowledge:

Stresemann’s successes:

The German Mark became a stable currency. Unemployment dropped. Living standards improved. Extremist parties became less popular.

Cross-Reference with other sources:

Sources A, B, C, E, G

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.

4 Study Sources E and F.

Most candidates answered the question poorly. The Contextual knowledge was not good. Few candidates addressed the purpose successful. Most candidates failed to use support; using only surface detail. Paraphrasing cost candidates many mark.

How far do these two sources prove that Stresemann’s changing of the currency had solved Germany’s problems? Use the sources and your knowledge to explain your answer.

Level 1: Only copying of sources/No choice made/Choice only/Misinterpretation/General answer

Level 2: Evaluate sources based on simple provenance/Valid unsupported assertions
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
1 VA + SUP = L3/4
2 OR more VA’s + Sup = L3/5

Level 4: Testing of Reliability on one source

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 E</th>
<th>Limitations F</th>
</tr>
</thead>
<tbody>
<tr>
<td>- We don’t know who the British Ambassador was</td>
<td>- The name of the German journalist was not known</td>
</tr>
<tr>
<td>- The specific date in 1923 was not known</td>
<td>- The name of the newspaper was not known</td>
</tr>
<tr>
<td>- The specific date in 1923 was not known</td>
<td>- No guarantee that the new currency will work</td>
</tr>
</tbody>
</table>

Valid Assertions

<table>
<thead>
<tr>
<th>Source E</th>
<th>Source F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proof:</strong></td>
<td><strong>Proof:</strong></td>
</tr>
<tr>
<td>- Proof that the British needed a strong German currency to boost the European economy and a trading partner, they knew Germany won’t be able to pay the reparations if they didn’t get financial help from the Allies</td>
<td>- The Germans supported the new currency</td>
</tr>
<tr>
<td>- Proof that the American loans boosted the German economy</td>
<td>- Stresemann was applauded for his statesmanship</td>
</tr>
<tr>
<td><strong>No Proof:</strong></td>
<td><strong>No Proof:</strong></td>
</tr>
<tr>
<td>- That the British Ambassador fought for a stronger German currency</td>
<td>- That the currency will work</td>
</tr>
<tr>
<td>- Contradiction: Why did queues disappear outside grocers and butchers if there is money/prosperity</td>
<td>- The date of issue was fixed secretly</td>
</tr>
</tbody>
</table>

Purpose(s)

<table>
<thead>
<tr>
<th>Source E</th>
<th>Source F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proof:</strong></td>
<td><strong>Proof:</strong></td>
</tr>
<tr>
<td>- The British needed a strong German currency to boost the European economy and a trading partner, they knew Germany won’t be able to pay the reparations</td>
<td>- The Germans supported the new currency to give them a better living standard</td>
</tr>
<tr>
<td>- The American loans boosted the German economy so that they could pay the reparations</td>
<td>- The initiative of Stresemann to introduce a new currency was applauded because it helped Germany out of an economic depression</td>
</tr>
<tr>
<td><strong>No Proof:</strong></td>
<td><strong>No Proof:</strong></td>
</tr>
<tr>
<td>- It might be the British Ambassador’s thoughts, but it does not prove that he fought for a stronger economic Germany</td>
<td>- There was no guarantee that the currency will help Germany out of economic depression</td>
</tr>
<tr>
<td>- Contradiction the economy was boosted, in the same vein it is mentioned that consumers didn’t visit butchers and shops - seemed &quot;unbelievable&quot;</td>
<td>- There was no proof that the date was secretly fixed to introduce the new currency</td>
</tr>
</tbody>
</table>
**Contextual knowledge:**
Stresemann started in 1923 to restore Allied confidence by agreeing to resume payments for reparations. He replaced the old worthless Mark with the Rentenmark and created a central bank, the Reichsbank, to control the new currency. In 1924 he signed the Dawes Plan for American loans to help Germany economically. He signed the Locarno Treaty in 1925 and the Kellog-Braind Pact (1928) to restore relationships with the Allies. Germany was admitted into the League in 1926 due to Stresemann's willingness to work with the Allies. In 1929 he put pressure on the Allies to reduce the total amount for reparations and extend the payment period to 60 years - the rough Young Plan.

**Cross-Reference with other sources:**

Source E: Sources A, 8, C, D.

Source F: Source C.

**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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<td>TR:</td>
<td>Testing of Reliability</td>
</tr>
<tr>
<td>SD:</td>
<td>Surface Detail</td>
</tr>
</tbody>
</table>

5 Study Source G.

This question was poorly-answered. Some candidates failed to make a choice as to which source was more useful. **Valid Assertions** were provided without support, but a handful managed to state the **purpose**. Again paraphrasing and copying was very dominant. More work needs to be done by teachers in addressing the **Testing of Reliability** of sources. Candidates should learn to use the right support which corresponds with their **Valid Assertions**. Candidates failed to use **Contextual knowledge** to evaluate the sources.

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 [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+Supp+C/K or C/R = L5/8

<table>
<thead>
<tr>
<th>Small message/valid inference</th>
<th>Big message/purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Improvement</td>
<td>• Germans moved out of the economic depression era because of Stresemann’s great statemanship and with the help of the Dawes Plan.</td>
</tr>
<tr>
<td>• Moving out of dark period</td>
<td></td>
</tr>
<tr>
<td>• Moving with help</td>
<td></td>
</tr>
<tr>
<td>• Prosperity</td>
<td></td>
</tr>
</tbody>
</table>

Contextual knowledge:
In 1923 Germany experienced the Hyperinflation that caused starvation. In 1924 Stresemann signed the Dawes Plan with the USA. This improved the economic situation greatly but the German economy was vulnerable without foreign loans.

Cross-Reference with other sources:
Sources A, B, C, D, E, F

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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<tr>
<td>SM:</td>
<td>Small Message</td>
</tr>
<tr>
<td>BM:</td>
<td>Big Message</td>
</tr>
<tr>
<td>Sup:</td>
<td>Support from source</td>
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<td>PARA:</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>TR:</td>
<td>Testing of Reliability</td>
</tr>
</tbody>
</table>

6 Study Source H.
Most candidates could not give purposes of usefulness, they just gave valid assertions. Candidates must not refer to the sources as useless.

How useful is this source as evidence about the recovery of the Weimar Republic? Use the source 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?  
• 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

Answer:

Limitations

• No name attached to Germany
• No specific date (when in the 1920s)
• No specific details known, e.g. when, where and who specifically was involved

(Useful) Valid Assertions

• To know the status quo in Germany during the Weimar period
• To know that the people were acting without morals
• People lost their values
• Not all was honky-dory during the Weimar period
• People were unhappy with loss of their normal high values

(Less Useful)

• Subjective view/one-sided
• No specific places or people named
• Generalisation

Purpose(s)

More useful
• Useful to understand that the Germans struggled to accept democracy
• Germans hated the loss of values and norms because they were used to a dictatorship

Less Useful
• The writer never reported these incidents, he/she generalised, no names of people and places involved-maybe to save his/her own skin.

Contextual Knowledge:

In Weimar Germany, class distinctions, while somewhat modified, were still important. In particular, the middle class battled to preserve their higher social status and monetary advantages over the working class. Gender issues were also controversial as some women’s groups and the left-wing political parties attempted to create more equality between the sexes. The constitution mandated considerable gender equality, but tradition and civil - and criminal codes were still strongly patriarchal and contributed to perpetuating inequality. Marriage - and divorce laws and questions of morality and sexuality were all areas of ferment and debate. Weimar Germany was a centre of artistic innovation, great creativity, and considerable experimentation. In film, the visual arts, architecture, craft, theater, and music, the Germans were at the forefront of the most exciting developments. The unprecedented freedom and widespread latitude for varieties of cultural activities expressioned to an explosion of artistic production. While many applauded these efforts, conservative and radical right-wing critics decried the new cultural products as decadent and immoral. They condemned Weimar Germany as a new Sodom and Gomorrah and attacked American influences, such as jazz music, as contributors to the decay.
Cross-Reference with other sources:
Sources A, B.

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>NU</td>
<td>Not Useful</td>
</tr>
<tr>
<td>Sup</td>
<td>Support from source</td>
</tr>
<tr>
<td>CK</td>
<td>Contextual Knowledge</td>
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<td>TR</td>
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<tr>
<td>P</td>
<td>Purpose</td>
</tr>
<tr>
<td>LU</td>
<td>Less Useful</td>
</tr>
<tr>
<td>MU</td>
<td>More Useful</td>
</tr>
</tbody>
</table>

7 Study all the sources.
The question was answered very well. There is still a small number of candidates who failed to make a choice and provided only general answers or paraphrasing, which affected their marks negatively. A very small number did not make a choice. Grouping of sources was still in a minor form. It was noted, with concern that some candidates only wrote Y and N which is not a choice, instead of agreeing or disagreeing with the statement. This must be eradicated. Many candidates still made one-sided choices. Rejecting or supporting the statement by using the cartoon was not known by most candidates. The last two options for bonus marks were addressed unsatisfactorily. Teachers must teach their students not to use Contextual knowledge and paraphrasing to answer the question.

'Between 1923 and 1929 Germany was making a real recovery'. How far do these sources support this statement? Use the sources to explain your answer.

Level 1: No choice made/choice made, but no source reference/copying source(s)/only contextual knowledge/ misinterpretation/grouping of source(s)/paraphrasing

Level 2: Support OR reject statement with valid support from the source(s) (one-sided)

- 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)

- 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: The middle years of the Weimar Republic saw a temporary return to prosperity and an improvement in international relations.
Yes: Many loans were made to Germany, creating an impressive boom that persuaded many that the crisis of 1923 was over.
No: Many loans were made to Germany, creating an impressive boom that persuaded many that the crisis of 1923 was over.
Yes: By 1929 Germany's industrial output was 4% higher than in 1923.
No: The political life of the Republic still had not stabilised.
No: Governments were made up of temporary coalitions and most Germans understood or supported the democratic constitution.
No: The political foundation of the Republic was under attack from elite institutions and groups.
No: "most judges were unsympathetic to the Republic".
No: The army opposed democracy and the leaders of industry wanted to dismantle the Weimar system because it supported a costly welfare state.

Source B:

Yes: In some ways much was achieved during the Stresemann years.
No: Under the surface there were many cracks, both political and economic.
No: Underlying economic problems remained.
Yes: The relative political stability of Weimar’s 'golden years' rested on shaky foundations.
No: The relative political stability of Weimar's 'golden years' rested on shaky foundations.
No: Many voters turned to extreme parties - betraying a lack of faith in democratic politics.

Source C:

Yes: The era of Stresemann was the highpoint of the Weimar Republic.
Yes: Political stability was achieved
Yes: "The relative political extremism dropped because of the return of prosperity".
No: "The relative political stability of Weimar's 'golden years' rested on shaky foundations".
Yes: Between 1924 and 1928 wages doubled and the value of the currency was maintained.
Yes: The standard of living went up and unemployment went down.
Yes: German industry regained its technical lead and the Dawes loan encouraged modernisation.

Source D:

Yes: A wonderful ferment was working in Germany.
Yes: Most Germans one met struck one as being democratic, liberal, even pacifists.
No: Most Germans one met struck one as being democratic, liberal, even pacifists.
Yes: One scarcely heard of Hitler or the Nazis, except in jokes.
No: One scarcely heard of Hitler or the Nazis, except in jokes.

Source E:

Yes: "Yet, even I did not expect such a remarkable improvement after the introduction of the new bank notes."
Yes: Food had become plentiful in the great towns; potatoes and cereals were bought to market in large quantities.
Yes: The slaughterhouses were crowded with animals and queues had disappeared from outside grocers and butchers.

Source F:

Yes: "The inflation was stopped by the means of a gigantic trick in which we all joined and which we accepted eagerly."
Yes: In his role as the magician who had to make one currency disappear and another one appear in its place, Stresemann did the trick extremely well.
Yes: However, whether it would work was doubtful.
No: However, whether it would work was doubtful.
No: One still saw half-dead women in the centre of Berlin in the last stages of starvation.

Source G:

Yes: The horses are busy pulling Germany out of the Depression.
No: The Germans are seeing a little daylight, but they are not out of total danger yet because darkness (suffering/ depression) and daylight (relief) are still very close because the wagon had not cross the steep hill yet.

Source H:
**NSSCH Examiners Report 2016**

**NSSCH History Paper 2 DEPTH STUDY C 2016**

**DEPTH STUDY C: THE UNITED STATES, 1919-1974**

1. Study Source A.

What can you learn from Source A about American involvement in Vietnam? Use the source and your knowledge to explain your answer. [7]

This question was better-answered because most candidates identified **Valid Inferences** very well. However, there were still few candidates who scored low marks because they failed to find support in the source or use words that are in the source. Therefore, they failed to come up with a valid inference. **Paraphrasing** is an evil that teachers must eradicate root and branch. Many candidates lack Contextual knowledge and use the introduction as support for their inferences or part of their **Contextual Knowledge**. Some candidates referred to the general history of Germany instead of focusing on the **Contextual Knowledge** that was needed for a specific topic. There was an improvement in the use of **Cross-Reference** with other sources, however, a few candidates could not link valid support to the answer. Some candidates just copied parts of sentences and made no valid inference. Candidates should refrain from using parts of the source to make a valid inference.

**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 VI = 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 VI+: 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 Inference(s):

- America wanted world dominance
- Communism was a big threat in their conquest to world dominance
- America did not fare well in the Vietnam War, but their intentions were well-meant
- Their involvement in the war spun out of control

Contextual knowledge:
The causes of the Vietnam War revolved around the simple belief held by America that communism was threatening to expand all over Southeast Asia. The domino theory, which governed much of U.S. foreign policy beginning in the early 1950s, held that a communist victory in one nation would quickly lead to a chain reaction of communist takeovers in neighbouring states. In Southeast Asia, the United States government used the domino theory to justify its support of a non-communist regime in South Vietnam against the communist government of North Vietnam. Ultimately increasing its involvement in the long-running Vietnam War (1954-75). USA withdraw from the war in 1975. Communist regimes arose in Laos and Cambodia after 1975, but communism failed to spread throughout the rest of Southeast Asia.

Cross-Reference with other sources: Sources C, D, G, I, J

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>
</tr>
</thead>
<tbody>
<tr>
<td>MI:</td>
<td>Misinterpretation</td>
</tr>
<tr>
<td>VI:</td>
<td>Valid Inference(s)</td>
</tr>
<tr>
<td>Sup:</td>
<td>Support from source</td>
</tr>
<tr>
<td>CK:</td>
<td>Contextual Knowledge</td>
</tr>
<tr>
<td>CR:</td>
<td>Cross-Reference</td>
</tr>
<tr>
<td>PARA:</td>
<td>Paraphrasing</td>
</tr>
</tbody>
</table>

2 Study Source B.

Many candidates failed to state valid assertions. 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 dearly. 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 minimal. Candidates failed to provide a purpose. Candidates should be discouraged to use the following way of making a choice, e.g. to a far extent, lesser extent, smaller or greater extent.

Why did the American government publish this report in 1965? Use the source and your knowledge to explain your answer. [8]

Level 1: Misinterpretation/Copying/General/Surface detail [1]

Level 2: Valid Inference(s) unsupported [2-3]

Level 3: Valid Inference(s) supported

1 VI+ Sup = L3/4
2 VI+ Sup = L3/5

OR

Testing of Reliability only=L3/4

Level 4: Purpose unsupported [5-6]
Valid Inference(s):

| • USA wanted to justify their involvement in Vietnam |
| • Capitalist South Vietnam was under threat from Communist North Vietnam |
| • They wanted to intensify their help to the South Vietnamese |

Validity:

| • The USA wanted to justify their involvement in Vietnam because they might have to explain to the international world why they invaded Vietnam |
| • Capitalist South Vietnam, was under threat from Communist North Vietnam, therefore the USA wanted to stop it because it would be a victory for the communists if they had put the whole Vietnam under their control. This would have damaged the credibility of the USA immensely |
| • They wanted to intensify their help to the South Vietnamese to protect their interest in South Vietnam |

Contextual knowledge:

At the Geneva Conference of 1954, Vietnam was divided into North- and South Vietnam. Many people were unhappy with Diem's rule in the South. The communist Vietnamese formed the Vietcong in South Vietnam in support of the Vietminh of North Vietnam, to create a unified Vietnam under Ho Chi Minh's rule. North Vietnam insurged South Vietnam in 1957. The Americans became more involved in 1963 and this involvement got more intense until the end of US involvement in 1975.

The USA believed in the Domino Theory during the time because they wanted to protect their interest in Japan, as China also embraced communism in 1949.

Cross-Reference with other sources: Sources I and J

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.

3 Study Sources C and D.

Many candidates were able to make a choice, but they were not able to make valid inferences. Many candidates failed to make a choice. Candidates should learn to stop summarising sources in their own words. What the examiners want to see is whether candidates can think critically (outside the box) and link the source to their contextual knowledge. Many candidates confused their choices, e.g. by addressing the agreements instead of the disagreements, while the choice was on disagreements or vice versa. Many candidates answered sources in isolation, instead of comparing the sources for either agreements or disagreements. Many candidates ended up receiving half of the marks of the mark allocation. Candidates should refrain from just comparing sources by selecting relevant parts without making a valid inference as, it's regarded as copying. Cross-Reference and Testing of Reliability needs to be worked on.

How far do these two sources agree? Use the sources and your knowledge to explain your answer. [8]

Level 1: No choice/Choice only/No Valid Inference(s)/General answer/Misinterpretation /Copying [1]

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).
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.

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

Possible examples of Valid Inferences

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both sources are about the USA’s involvement in the Vietnam War</td>
<td>• Source C claims that the USA admitted that they were wrong to get involved in the Vietnam War, while Source D justifies their involvement in the Vietnam War</td>
</tr>
<tr>
<td>• Both sources agree that the USA needed to be involved in the Vietnam War</td>
<td>• Source C admits that the USA made mistakes by being involved in Vietnam, while Source D underlines that it was right that USA got involved</td>
</tr>
<tr>
<td>• Both sources agree that the USA became involved in Vietnam based on ethnic decisions</td>
<td>• Source D USA wanted to strengthen world dominance but in Source C they admitted that it was not needed</td>
</tr>
<tr>
<td>• Both sources underline that Communism was a threat</td>
<td>• Source C states that the USA should not have overextended their stay in Vietnam, while Source D speaks in favour of a long stay</td>
</tr>
</tbody>
</table>

Contextual knowledge:
The USA had a humiliating defeat in Vietnam and withdrew in 1975. They became involved in the war because they signed the Geneva Conference of 1954 when Vietnam was divided into North (communist) and South (capitalist) Vietnam. The USA pumped a lot of money in South Vietnam, but they became intensely involved when North Vietnam invaded South Vietnam. On the other hand, the North was supported by the USSR and China. The USA saw this invasion as an attempt to spread communism.

Cross-Reference with other sources:
Source C can be link with sources A, E, F, H
Source D can be link with sources A, B: G, I and J

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.
4 Study Sources E and F.

Most candidates could not give purposes of usefulness, they just gave valid assertions. Candidates must not refer to sources as useless.

Which of these two sources is more useful as evidence about the Vietnam War? Use the sources and your knowledge to explain your answer. [9]

**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

OR

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

**Valid Assertion(s):**

<table>
<thead>
<tr>
<th>Source E (Limitations)</th>
<th>Source F (Limitations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No indication of where in the USA the demonstration took place</td>
<td>• Timeframe - no indication when in 1967</td>
</tr>
<tr>
<td>• Date: <strong>only states 1960s</strong>, not specific timeframe: when in the 1960s?</td>
<td>• Don't know if the statement was made publicly or in written format and through which media</td>
</tr>
<tr>
<td>• No indication who was the photographer or who was the publisher of the photo</td>
<td></td>
</tr>
<tr>
<td>• No indication where the photograph was published</td>
<td></td>
</tr>
</tbody>
</table>
### Source E (useful) Valid Assertions
- Members of Youth's view
- The demonstration was peaceful
- Mask demonstrates the death/killing during war
- Decision not to go is final (won't go)
- Youth are against war
- Females also supported the anti-war campaign
- Youth is adamant/their minds are made up

### Source F (useful) Valid Assertions
- People against youths being sent to war
- Against fighting against Vietnamese
- They were against conscription of youths
- They were against offensive foreign policies

### Source F (Less Useful)
- You don't say on the poster where is it that they don't want to go
- The youth predetermines that they will die
- They might not know the whole truth about the USA's involvement in Vietnam or what the USA's foreign policy is all about
- Youths justify their actions by not getting involved in the war
- Exaggerates the extent of the USA's involvement in the Vietnam War

### Source G (Less Useful)
- The Fifth Avenue Peace Parade Committee want the youth out of the war, but make a comparison to the Nazis (contradicting)
- They are comparing democratic USA with autocratic Germany and the Nazis.
- 2 years, long period after the start of the Vietnam War; too late to react, while a lot of damage was done already

### Purpose(s)

#### More useful:
- The youth is adamant not to become involved in a war to be killed (support: mask) for reasons not clear to them
- The protest is peaceful to obtain a peaceful outcome not to go to the war
- Females also supported the anti-war campaign because they don't want to end up with disjointed families

#### Less useful:
- You don't say on the poster where is it that they don't want to go because they don't want to discuss it further; their minds are made up
- The youth predetermines that they will die, while they just play an advising role in Vietnam
- They might not know the whole truth about the USA's involvement in Vietnam or as a whole what the USA's foreign policy is all about, the fact that they didn't know caused stress (fear of the unknown)
- The youth justify themselves by not to get involved in a war that doesn't benefit them at all
- Exaggerate the extent of the USA's involvement in the Vietnam War by assuming that they will be killed because they assume that Vietnam's military strength is superior

### Purpose(s)

#### More useful:
- It shows clearly that the Fifth Avenue Peace Parade Committee felt that their government has no right to be in Vietnam because the Vietnamese could decide for themselves.
- The writer wants to show the innocence of the ordinary American youth towards the cruelty/harshness/inhumane treatment of the Vietnamese by the American government
- The Fifth Avenue Peace Parade Committee wanted to encourage peace and compared Nazi Germany's war policies with their own government's war policies to discourage war

#### Less useful:
- The Fifth Avenue Peace Parade Committee wanted the youth out of the war, but made a comparison with the Nazis (contradicting as it was at a different time and had a different leadership style)
- They compared democratic USA with autocratic Nazi Germany, while these countries had totally different motives for war.
- 2 years, is a long period after the start of the Vietnam War; too late to react, while a lot of damage was done already. They could have protested earlier to stop American involvement earlier

### Contextual Knowledge:

Many protests were held by the US public to demand for US withdrawal from Vietnam because they felt that the Vietnamese should decide their own future. They didn't want the youth to be killed in a war they knew nothing about. The escalating cost of the war also rang alarm bells.
Cross-Reference with other sources:

Sources A, C, G, H, I

Testing of Reliability:

Consider the following for Testing the Reliability of a source:

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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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<td>Choice</td>
</tr>
<tr>
<td>U</td>
<td>Useful</td>
</tr>
<tr>
<td>NU</td>
<td>Not Useful</td>
</tr>
<tr>
<td>Sup</td>
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</tr>
<tr>
<td>PARA</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>TR</td>
<td>Testing of Reliability</td>
</tr>
<tr>
<td>P</td>
<td>Purpose</td>
</tr>
<tr>
<td>LU</td>
<td>Less Useful</td>
</tr>
<tr>
<td>MU</td>
<td>More Useful</td>
</tr>
</tbody>
</table>

Answer:

5 Study Sources G and H.

Most candidates answered the question poorly. The Contextual Knowledge was not good. Few candidates addressed the purpose successfully. Most candidates failed to use supporting evidence, they only supplied surface detail. Paraphrasing was penalised severely.

Does Source H make Source G surprising? Use the sources 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: Surprised/Not Surprised) [3-4]

1 VA = L3/3
2 VA = L3/4

Level 4: Valid Assertion(s) both sided, unsupported (Surprised AND Not Surprised) [4-5]

1 VA Surprise+ 1 VA Not Surprised = L4/4
2 VA Surprise+ 2 VA Not Surprised = L4/5

Level 5: Valid Assertion(s) both sided, supported (Surprised AND Not Surprised) [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
Valid Assertion(s):

<table>
<thead>
<tr>
<th>Surprising</th>
<th>Not Surprising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source G:</td>
<td></td>
</tr>
<tr>
<td>• It was surprising that Johnson was of two minds</td>
<td>• It was not surprising that America got involved in the Vietnam War because they made a promised at the Geneva Conference/Accords.</td>
</tr>
<tr>
<td>• It was surprising that Johnson was considering to join the Vietnam War, while he had pending domestic problems</td>
<td>• Not surprising that Johnson was of two minds because both decisions were important</td>
</tr>
<tr>
<td>• It was surprising that he would be seen as a coward for putting his people’s needs first</td>
<td>• Not surprising because many countries around the world believed in US protection.</td>
</tr>
<tr>
<td>Source H</td>
<td></td>
</tr>
<tr>
<td>• It is surprising that the Vietnamese couldn’t distinguish between different political systems</td>
<td>• It is not surprising that the Vietnamese couldn’t distinguish between different economic systems because they were under the dictatorship of Diem.</td>
</tr>
<tr>
<td>• It is surprising that the Vietnamese were willing to work without focusing on other important things in life</td>
<td>• It is not surprising because the Vietnamese were was a peace-loving nation that wanted to work, instead of fighting a war.</td>
</tr>
<tr>
<td>• It is surprising that the soldiers did not oppose the American government for unethical behaviour in Vietnam</td>
<td>• It is not surprising because Diem’s government in Southern Vietnam was corrupt, while the Americans sponsored it.</td>
</tr>
<tr>
<td></td>
<td>• It is not surprising because the USA committed crimes against humanity at the My Lai village</td>
</tr>
</tbody>
</table>

Contextual knowledge:
My Lai massacre:
Dominoe Theory.

Cross-Reference with other sources:
Source G link with Sources A, B, D, E, F, I, J
Source H link with Sources C, E, F, I

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.

6 Study Source I.

This question was poorly-answered. Some candidates failed to make a choice as to which source was more useful. Valid Assertions were provided without support, but a handful managed to state the purpose. Again paraphrasing and copying were very dominant. More work needs to be done by teachers in addressing the Testing of Reliability of sources. Candidates should learn to use the right support which corresponds with their Valid Assertions. Candidates failed to use Contextual knowledge to evaluate the sources.

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 [1]
Level 2: Valid Inference(s) without support from the source
1 Valid Inference = L2/2
2 or more Valid Inferences = L2/3

Level 3: Valid Inference(s) with support from the source
1 Valid Inference + support = L3/4
2 or more Valid Inference(s) + support = L3/5

Level 4: Identify Purpose without support from the source
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
1 Purpose+ Support=L5/7
2 Purpose+ Support=L5/7 OR 1 Purpose+Supp+C/K or C/R=L5/8

Valid Inference/Small Message | Purpose/Big Message
--- | ---
• The British criticised the Americans | • The British criticised Nixon for continuing with a war that the USA had already lost
• The Americans failed in Vietnam | • USA lost the war in Vietnam, but didn't want to admit it; Nixon was still bombing (see smoke) neighbouring Cambodia, while he advocated peace
• Nixon continued with violence in Vietnam; | •
• Americans helpless |
• USA failed but still wanted to fight |
• USA was training the failing South Vietnamese soldiers |

Contextual knowledge:
Vietnamisation was a policy of the Richard Nixon administration to end the USA involvement in the Vietnam War through a program to "expand, equip, and train South Vietnam's forces and assign to them an ever-increasing combat role, at the same time steadily reducing the number of U.S. combat troops."

The Americans didn't leave Vietnam until 1973 - by which time 58,000 US soldiers had lost their lives.
In 1968, the USA president, Lyndon B. Johnson, ordered an end to American bombing of North Vietnam.

There were increasing problems in the American army in Vietnam.
There was increasing opposition to the war in America.

Richard Nixon, who became US president in 1969, began Vietnamisation by pulling the US troops, out but giving financial support to the South Vietnamese army (the ARVN).

On occasions, the US escalated the war, launching attacks into Cambodia (1970) and Laos (1971) to pursue the Vietcong who were hiding there.

In October 1972 Henry Kissinger worked out a peace agreement with the North Vietnamese.

Nguyen Van Thieu, the president of South Vietnam, refused to sign the agreement (he thought the Americans were going to abandon him), so the North Vietnamese pulled out of the talks.

Richard Nixon mounted huge bombing raids on North Vietnam until the North Vietnamese were forced to sign.

Nixon told Thieu he had to make peace whether he agreed to it or not, so Thieu was forced to sign too.

January 1973: the Paris Peace Agreement was signed and the Americans left Vietnam.

Cross-Reference with other sources:
Sources A, B, D, G, J

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?
7 Study all the sources.

The question was answered very well paraphrased. There are still a small number of candidates who failed to make a choice and provided only general answers or paraphrased, which affected their marks negatively. A very small number did not make a choice. Grouping of sources was still in a minor form. It was noted, with concern, that some candidates only wrote Y and N, which is not a choice, instead of agreeing or disagreeing with the statement. This must be eradicated. Many candidates still made one-sided choices. Rejecting or supporting the statement by using the cartoon was not familiar to most candidates. The last two options for bonus marks was poorly addressed. Teachers must teach their students not to use Contextual knowledge and paraphrasing to answer questions.

‘American involvement in Vietnam was justified’. How far do these sources support this statement? Use the sources to explain your answer. [12]

Level 1: No choice made/choice made with 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: It was fought by America with the best motives - to stop the spread of communism.
Yes: If they were not stopped, they would have achieved their aims and freedom would have been lost around the world.
No: Having involved themselves, they failed to go the whole way.

Source B:
Yes: South Vietnam is fighting for its life against a brutal campaign of terror, inspired, supplied and controlled by the Communist regime of North Vietnam.
Yes: The evidence shows that the Communist forces attacking South Vietnam were trained in the North.

Source C:
Yes: "We, of the Kennedy and Johnson governments, who participated in the decisions regarding Vietnam acted according to what we thought were the principles and traditions of this nation."
No: "We, of the Kennedy and Johnson governments, who participated in the decisions regarding Vietnam acted according to what we thought were the principles and traditions of this nation."
No: "Yet we were wrong, terribly wrong."
No: "WE lost 58,000 men and women and our economy was damaged by heavy war spending."
Yes: Many people concluded that, without US intervention in Vietnam, Communism would have spread through South and East Asia.
Yes: "I seriously question such judgements."
No: "I seriously question such judgements."
Yes: "Today I question whether either Soviet or Chinese influence would have been different had the United States not entered the war."
No: "Today I question whether either Soviet or Chinese influence would have been different had the United States not entered the war."
No: "We should have withdrawn in 1963."

Source D:

No: "Why must we fight for a people so far away?"
Yes: "We fight because we wish to live in a free world."
Yes: "We have a promise to keep."
Yes: "Since 1954 every American president has offered support to the people of Vietnam."
Yes: "We have helped to build and defend its independence."
Yes: "To dishonour that promise and abandon this small, brave nation to Communists, would be an unforgivable wrong."
Yes: "We are also there to strengthen world order."
No: "We are also there to strengthen world order."
Yes: "Around the world there are people whose well-being rests on believing they can count on us if attacked."
Yes: "To leave Vietnam to its fate would shake these people’s confidence in the value of America’s word and would result in more unrest, and even wider war."

Source E:

No: "We won’t go."

Source F:

No: "We demand that no more American youth be sent to fight in a war that is helping neither them nor the Vietnamese people."
No: "We have learned lessons from what Nazi Germany did and will not go along with the aggressive war-making policies of any government, even if it happens to be our own."

Source G:

No: "If I abandoned my key policy - the Great Society - in order to get involved with that bitch of a war on the other side of the world, then I would lose everything at home-all my hopes to feed the hungry and shelter the homeless."
Yes: "But if I left the war and let communists take over South Vietnam, then I would be seen as a coward and America would be seen as an appeaser and we would find it impossible to achieve anything for anybody anywhere around the world."

Source H:

No: "They only wanted to work in rice paddies without helicopters attacking them and bombs with napalm burning their villages."
No: "They wanted America to leave them alone in peace."
No: "We saw first-hand how American taxes supported a corrupt dictatorship."
No: "We saw America lose its sense of mortality as it accepted My Lai."

Source I:

No: They lost the war.
Yes: They needed to assist the helpless South Vietnamese army.

Source J:

Yes: President Kennedy saw Vietnam as President Eisenhower had - part of the fight against communism.
Yes: Kennedy wanted to help the South Vietnamese army with US technology.
No: Kennedy wanted to help the South Vietnamese army with US technology.
Yes: He also wanted to give economic aid to South Vietnam.
No: He also wanted to give economic aid to South Vietnam.

Marking grid

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>C:</td>
<td>Choice</td>
</tr>
<tr>
<td>MI:</td>
<td>Misinterpretation</td>
</tr>
<tr>
<td>Gen:</td>
<td>General</td>
</tr>
<tr>
<td>Y:</td>
<td>Support the statement</td>
</tr>
<tr>
<td>N:</td>
<td>Reject the statement</td>
</tr>
<tr>
<td>OCK:</td>
<td>Only Contextual Knowledge</td>
</tr>
<tr>
<td>CR:</td>
<td>Cross-Reference</td>
</tr>
<tr>
<td>PARA:</td>
<td>Paraphrasing</td>
</tr>
<tr>
<td>TR:</td>
<td>Testing of Reliability</td>
</tr>
<tr>
<td>+1</td>
<td>One Bonus Mark</td>
</tr>
<tr>
<td>+2</td>
<td>Two Bonus Marks</td>
</tr>
</tbody>
</table>
General comments

Key Messages

Candidates who displayed good algebraic skills coped well in this paper. Continuous revision of part 1 of the syllabus must be done throughout their grade 12 year. An alarming number of candidates are not up to standard for Paper 1’s work. Emphasis should be done on the work related to probability because year after year candidates do not perform well in this question. Candidates must be informed if the question requires to show something, that the conclusion must be stated again.

General comments

The standard of work in this examination was once again only average. In general, the work was done neatly and clearly. It seems that writing on the question paper is to the advantage of the candidates. The marks ranged from 4 to 79.

The majority of candidates showed their working. Working can score marks, even if a final answer was wrong. Some candidates tend to write the same solution in different forms. This should not be encouraged, as wrong working here could spoil correct methods and answers.

The algebraic work was very poor for candidates at this level. It was also worrying that some candidates did not know the basic formulae, specially for trigonometry and mensuration. Marks are only awarded for substitution into correct formulae, not for writing down the formulae.

Many candidates did not adhere to the correct rounding as specified in the questions.

Comments on individual questions

1  The concept of reverse % in part (c) was not recognised, which lead to the wrong answer. In (d) the correct formula was used, but the rounding seemed to be a problem in some cases.

<table>
<thead>
<tr>
<th></th>
<th>M1</th>
<th>A1</th>
</tr>
</thead>
</table>
| 1 (a) | 500 students  
50 teachers |   |   |
| (b) | 12 |   |
| (c) | 2640 x \(\frac{100}{110}\)  
2400 | M1 | A1 |
| (d) | 15000(1.065)^3  
18100 | M1 | A1 |

2  The majority of candidates did not see that the two straight sides of the figure are part of the figure and forfeited the final mark for not using them. Candidates had a problem to define the boundaries correctly.

<table>
<thead>
<tr>
<th></th>
<th>M2</th>
<th>A1</th>
<th>SC1 for formula correctly used</th>
</tr>
</thead>
</table>
| 2 | 20.5 x 2 + \(\frac{52.5}{360}\) \(\times\) 2\(\pi\)20.5  
59.8 |   |   | 3 |

3  Candidates who understand the concept of symmetry did well in this question.

<table>
<thead>
<tr>
<th></th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 (a)</td>
<td>I, O</td>
</tr>
<tr>
<td>(b)</td>
<td>(N), I, O</td>
</tr>
</tbody>
</table>

NSSCH Examiners Report 2016
An attempt to solve simultaneously was done with all candidates. The quadratic equation that resulted was factorized wrongly and those who used the formula rounded to 2sf which lead to candidates losing the accuracy mark.

Substitute
Find $a = 4.41$ and $b = 1.59$

Well-answered.

In (b) the candidates did not interchange the $x$ and $y$ value.

Only part (a) was answered well, but in part (b) candidates had no understanding of the "at least" concept. candidates who understood that while one stopped at two lights, the third one means "go", did well in this part.

Candidates who know that the height of a histogram bar is related to the frequency density, performed well. A few candidates recognised that the $40 < m \leq 50$ interval has the highest bar.

Only those with sound algebraic skills did well in both these parts.
10 Parts (a) and (b) were answered well, but in part (c) candidates did not know that $\overrightarrow{OP}$ needed to be found. In (b) the conclusion: “therefore the line are perpendicular” must be written down to gain the “E” mark.

<table>
<thead>
<tr>
<th>10 (a) $3\choose 6$</th>
<th>B1B1</th>
<th>Or scalar product = 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b) $ \frac{3}{6} \times \frac{-6}{3} = -1 $</td>
<td>M1</td>
<td>M1</td>
</tr>
<tr>
<td>$\therefore$ lines perpendicular</td>
<td>E1</td>
<td></td>
</tr>
<tr>
<td>(c) $\overrightarrow{PA} = \begin{pmatrix} -4 \ -2 \end{pmatrix}$</td>
<td>B1</td>
<td>M1 $\overrightarrow{OP} = \overrightarrow{OA} - \overrightarrow{PA}$ used</td>
</tr>
<tr>
<td>$\overrightarrow{OP} = \begin{pmatrix} 10 \ 5 \end{pmatrix}$</td>
<td>M1</td>
<td></td>
</tr>
<tr>
<td>$P(10,5)$</td>
<td>A1</td>
<td></td>
</tr>
</tbody>
</table>

11 Those candidates who understood that distance is the area under the velocity-time graph excelled in this question. Many calculated the distance in the upper graph correctly, but did not use the area concept in the lower graph.

<table>
<thead>
<tr>
<th>11 Distance (Alfred) = $0.5(16 + 10) \times 10$</th>
<th>M1</th>
<th>A1</th>
</tr>
</thead>
<tbody>
<tr>
<td>$130$</td>
<td>M1</td>
<td>A1</td>
</tr>
<tr>
<td>$0.5(16)v = 130$</td>
<td>M1</td>
<td>A1</td>
</tr>
<tr>
<td>$v = 16.25$</td>
<td>M1</td>
<td>A1</td>
</tr>
</tbody>
</table>

12 Very well-answered.

<table>
<thead>
<tr>
<th>12 Correctly indicated R.</th>
<th>M1 for each correct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13 Candidates did not see the relation between angle $B$ and $ADC$ for part (a)(ii) which was poorly-answered. In (b) the candidates used the similar triangle concept and squared the ratios instead of recognising that the two triangles have the same height.

<table>
<thead>
<tr>
<th>13 (a) $52$</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>$128$</td>
<td>B1</td>
</tr>
<tr>
<td>$14$</td>
<td>B1</td>
</tr>
<tr>
<td>(b) $\frac{3}{4} \times 96$</td>
<td>M1</td>
</tr>
<tr>
<td>$72$</td>
<td>A1</td>
</tr>
</tbody>
</table>

14 Quite a few candidates took angle $Q$ as $90^\circ$ and used trigonometry instead of similarity to find $PQ$. In part (b) candidates did not square the ratios and some who did square, used the wrong sides that where similar.

<table>
<thead>
<tr>
<th>14 (a) $\frac{3}{4} \times 3.6$</th>
<th>M1</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2.7$</td>
<td>A1</td>
</tr>
<tr>
<td>(b) $\left(\frac{3}{4}\right)^2 \times 5.6$ o.e.</td>
<td>M1</td>
</tr>
<tr>
<td>$3.15$</td>
<td>A1</td>
</tr>
</tbody>
</table>

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Nowhere in the question was there an indication that \( C \) is due north of \( B \) and that is what the majority of candidates reflected in answer \( (a) \). In part \( (d) \) a common wrong answer was 100 (60 and 40 added) or 40 cos 10.

<table>
<thead>
<tr>
<th>15 (a)</th>
<th>260</th>
<th>B1</th>
</tr>
</thead>
<tbody>
<tr>
<td>( (b) )</td>
<td>Use of cos rule 85</td>
<td>M2 A1</td>
</tr>
<tr>
<td>( (c) )</td>
<td>Use of sin rule 39.8</td>
<td>M2 A1</td>
</tr>
<tr>
<td>( (d) )</td>
<td>85 ( \times ) sin 40.2 54.9 km</td>
<td>M1B1 B1 40.2</td>
</tr>
</tbody>
</table>

Those candidates who understood what \( ax + by + c = 0 \) meant, did well in this question. It is alarming that a large number of candidates were not able to apply the distance formula correctly.

| 16 (a)(i) | \( m = \frac{-3}{4} \) finding equation \( 3x + 4y - 19 = 0 \) | B1 M1 A1 |
| \( (ii) \) | \( m = \frac{4}{3} \) mdpt (5, 1) finding equation \( 4x - 3y - 17 = 0 \) | B1B1 M1 A1 |
| \( (b) \) | \( \sqrt{64 + 36} \) 10 | M1 A1 |
General comments

The paper was of a similar standard than that of last year. The marks ranged between 1 and 120. It was still noticed that candidates entered on Higher Level but should have entered on Ordinary Level.

Overall the presentation of the papers was of a very high standard this year. All working should be with the question. No working should be done on separate sheets of paper.

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 caused by premature rounding. It is advisable that all answers should be given as fractions, not decimals.

Most candidates take care to show their working, which allows them to gain marks for correct methods even when their answers are wrong. However, candidates should be encouraged to show complete methods, especially when they are asked to prove a quoted 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. In cases where they did not finish, it was probably due to poor time management throughout the paper. Candidates should be encouraged to abandon questions that they cannot complete with ease.

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.

Some candidates tend to write the same solution in different forms. This should not be encouraged, as wrong working could spoil perfectly correct methods and answers. If an answer of $2 + \frac{5}{x^2}$ is changed to $\frac{7}{x^2}$, it spoils the accuracy of the answer and will be penalised.

Marks are only awarded for substitution into a correct formula, not for writing down a formula.

Comments on individual questions

1 (a) The majority of the candidates succeeded in finding the two factors or the roots. Many candidates had difficulty with the inequality. Candidates should be encouraged to use sketches for inequality questions.

(b) (i) Most candidates attempted completing the square, but many basic algebra mistakes were seen. Some had difficulty with taking – 2 out as a common factor, causing them to lose marks in the final answer. Candidates also did not manage to expand the – 2 to the quadratic part as well as the constant term.

Many wrongly ended up with $q = \frac{5}{2}$. When it is easier for candidates to work with an equation than an expression, it may not be made equal to zero, but rather equal to $y$ or any other unknown.

(ii) Many candidates did not realise that part (b)(i) was an attempt to help them answer this question. They did not realise that the turning point is given by $(-p, q)$. They worked out the turning point with various other methods.

<table>
<thead>
<tr>
<th>Question</th>
<th>(a)</th>
<th>(b)(i)</th>
<th>(b)(ii)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$\frac{1}{2} &lt; x &lt; 5$</td>
<td>$-2(x - 3)^2 + 5$</td>
<td>(3, 5)</td>
</tr>
<tr>
<td>B 3</td>
<td>B 3</td>
<td>B 1 F.T.</td>
<td>7</td>
</tr>
<tr>
<td>M 1: $ab = 15$ or $a + 2b = -13$</td>
<td>M 1: $-2(x - B)^2 + 5$</td>
<td>M 1: Good attempt at completing of the square o.e method</td>
<td></td>
</tr>
</tbody>
</table>
2 (a) Most candidates had very little difficulty with this question. It must be noted that the candidates may not use the \(-6\) in their calculation. They must start with \(f(2) = -12\) and then conclude that \(c = -6\).

(b) Many candidates had difficulty in this question. They wrongly used \((x - 2)\) as the first factor, resulting in three wrong factors. Some candidates had difficulty with the factorisation of the simple trinomial. The candidates were not expected to solve for \(x\). Those who concluded with 3 answers were penalised.

(c) (i) Many of the candidates wrongly used the roots of part (b). They did not realise that they had to differentiate.

(ii) Few candidates had difficulty with this question. Candidates should be encouraged to show full methods. It was often seen that they just concluded that it is a minimum or maximum, without any working. Some candidates could not distinguish between the nature of the roots and the nature of the turning points resulting in the wrong use of delta.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (a)</td>
<td>(f(2) = -12) (c = -6)</td>
<td>M 1 E 1</td>
</tr>
<tr>
<td>(b)</td>
<td>((x + 1)(x - 3)(x + 2))</td>
<td>B 4 B 3: (x = -1, 3) and (-2) as final answer B 2: 2 correct brackets. B 1: 1 correct bracket.</td>
</tr>
<tr>
<td>(c)(i)</td>
<td>(x = \pm \frac{\sqrt{7}}{3} \text{ or } \pm \frac{\sqrt{21}}{3} (\pm 1.53))</td>
<td>B 2 B 1: 3(x^2 - 7) (= 0) 1 term correctly differentiated</td>
</tr>
<tr>
<td>(c)(ii)</td>
<td>Maximum at (-\frac{\sqrt{7}}{3}) Minimum at (\frac{\sqrt{7}}{3})</td>
<td>B 3 B 2: Any correct method used. M 1: Good attempt at a correct method.</td>
</tr>
</tbody>
</table>

3 (a) The majority of the candidates managed to gain at least one mark. Common wrong answers were \(e^{2x}\) instead of \(e^{x^2}\) or a wrong coefficient of 2 and not 2\(x\).

(b) (i) Most candidates could score at least one mark in this question. It was still distressing how many candidates forgot the constant. Many candidates also forgot the \(\frac{1}{2}\) in front of the \(\ln\).

(ii) Many candidates scored full marks in this question. It was distressing to see how many candidates could still not see the difference between differentiation and integration. \(3e^{3x-2}\) was very often wrongly presented.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 (a)</td>
<td>(2x \ e^{x^2})</td>
<td>B 1 B 1 B 1: 2(x) B 1: (e^{x^2})</td>
</tr>
<tr>
<td>(b)(i)</td>
<td>(\ln(2x + 3) + C)</td>
<td>B 1 B 1 B 1: (\ln(2x + 3)) B 1: (C)</td>
</tr>
<tr>
<td>(b)(ii)</td>
<td>18.2</td>
<td>B 3 B 2: (\frac{e^{3(2)-2}}{3} - \frac{e^{3(0)-2}}{3}) s.o.i. B 1: (\frac{e^{3x-2}}{3})</td>
</tr>
</tbody>
</table>
4 (a) Many of the candidates did not realise that a change of rate means that they need to differentiate. It was also often seen that the candidates integrated and did not differentiate. Some candidates also did not see the third term in the expression.

(b) The majority of the candidates scored full marks in this question, except for the few who missed the last term of the expression.

<table>
<thead>
<tr>
<th>Question</th>
<th>Mark</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 (a)</td>
<td>B 3</td>
<td>B 2: (-0.024(5)^2 - 0.16) M 1: Good attempt at diff.</td>
</tr>
<tr>
<td>4 (b)</td>
<td>B 2</td>
<td>B 1: (30 - 0.008(10)^3 - 0.16(10))</td>
</tr>
</tbody>
</table>

5 (a) Most candidates succeeded in this question. A rare few did not know the formula for volume.

(b) Many candidates completed this question successfully. It was noted that there were candidates on this level that did not know the formula for the total surface area of a cylinder. As the answer is quoted, candidates must take great care to show all the steps of their working.

(c) Many candidates displayed a good understanding of the question. It was, however, seen that the first derivative was falsely \(= 350\) and not \(= 0\). It was also too often seen that the second derivative \(= 0\) was used.

<table>
<thead>
<tr>
<th>Question</th>
<th>Mark</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (a)</td>
<td>B 1</td>
<td></td>
</tr>
<tr>
<td>5 (b)</td>
<td>B 4</td>
<td>B 3: (r^3 = \frac{700}{4\pi}) B 2: (4\pi r^3 - 700 = 0) M 1: (\frac{dA}{dr} = 0) s.o.i</td>
</tr>
<tr>
<td>5 (c)</td>
<td>B 4</td>
<td></td>
</tr>
</tbody>
</table>

6 (a) A minority of the candidates knew how to approach this question. Many serious mathematical mistakes were seen. The majority of the candidates showed a lack of knowledge of the index laws or otherwise they failed to apply them correctly. Others succeeded in finding the correct values of \(k\), but did not continue to find \(x\).

(b) The majority of the candidates had difficulty with the changing of the base. In general, the application of the log laws were done poorly. Some candidates wrongly tried to expand the \(\log_3\) into the brackets.

<table>
<thead>
<tr>
<th>Question</th>
<th>Mark</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 (a)</td>
<td>B 5</td>
<td>B 4: one correct solution B 3: (3^{-x} = 3) and (3^{-x} = 6) B 2: ((k - 3)(k - 6) = 0) M 1: Good attempt at substituting (k = 3^{-x})</td>
</tr>
<tr>
<td>6 (b)</td>
<td>B 4</td>
<td>B 3: (\frac{x+1}{2x-1} = 3) M 2: Using correct log laws and change of base. M 1: Using correct change of base</td>
</tr>
</tbody>
</table>
Very few candidates understood the whole principle behind this question. This resulted in poor answering of this question.

(a)  (i) Many of the candidates did not realise that the + 3 indicated that the graph is shifted up by 3 units. It was often seen that candidates did not have an idea of the basic exponential graphs. A common wrong answer seen was \( y \not\in \mathbb{R} \).

(ii) The majority of the candidates knew that they had to interchange the \( x \)- and the \( y \)-value. The major challenge for them was to make \( y \) the subject of the formula. It was often seen that \( f^{-1} = \ln x - 3 \) and not \( \ln(x - 3) \). It was also frequently seen that candidates wrongly think that \( e^y = \ln y \).

(iii) More candidates were successful in this question than in part (a)(i). They clearly did not comprehend that the range of \( f \) is the domain of \( f^{-1} \).

(iv) This question was not answered well, in general. Candidates must be encouraged to study the basic shapes of the graphs. It is not recommended that they use tables to work out the basic shapes. The drawing up of tables is extremely time consuming and it wastes time that could be used better elsewhere in the paper. Many of the candidates realised that the two graphs needed to be a reflection in the line \( y = x \). It was rarely seen that candidates drew in the asymptotes. It is not advisable that candidates try to use a scale in a sketch. The graphs must be curves and not straight lines. Candidates should be encouraged to label their intercepts with the axes as well as the asymptotes clearly.

(b)  (i) The majority of the candidates succeeded in answering this question very well. Some, however, missed the rounding instruction and lost their final mark.

(ii) The majority of the candidates answered this question successfully. Those who had difficulty in part (a)(ii) had problems with the conclusion. Although it was rarely seen this year, some candidates still concluded that it is a mathematical error instead of referring to the domain of the inverse or that \( \ln \) of a negative number does not exist. Candidates must also be made aware of their wording. Some wrongly concluded that a negative \( \ln \) does not exists and not that \( \ln \) of a negative number does not exist.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7 (a)(i)</td>
<td>( y &gt; 3 ) &amp; B 1</td>
<td></td>
</tr>
<tr>
<td>(ii)</td>
<td>( f^{-1}(x) = \ln(x - 3) ) &amp; B 2 &amp; M 1: ( x - 3 = e^y )</td>
<td></td>
</tr>
<tr>
<td>(iii)</td>
<td>( x &gt; 3 ) &amp; B 1 F.T.</td>
<td>From (a)(i)</td>
</tr>
<tr>
<td>(iv)</td>
<td></td>
<td>B 4</td>
</tr>
<tr>
<td>(b) (i)</td>
<td>170.8 &amp; B 2 &amp; M 1: ( g(e^4 + 3) )</td>
<td></td>
</tr>
<tr>
<td>(ii)</td>
<td>( f^{-1}(\ln(-5)) ) &amp; B 1</td>
<td></td>
</tr>
<tr>
<td>Which is non-real</td>
<td>B 1</td>
<td></td>
</tr>
</tbody>
</table>

8 In general, it seemed as if not enough time is spent on 3 dimensional vectors. Very few candidates succeeded in scoring full marks in this question.

(a) Candidates did not realise what the different values mean. Some separated the vectors with commas and not with signs. There was also a lack of understanding that, if you go against the given direction, the vector must be negative.

(b) Very few candidates achieved more than 2 marks in this question. They did not realise that they need to work with \( \underline{OX} \cdot \underline{XB} \) or with \( \underline{OX} \cdot \underline{BX} \), resulting in the calculation of the wrong angle. Candidates must be encouraged to only round off their final answer. It was seen that candidates wrongly used the cosine rule and not the stated vector method. As accuracy was required in this question, the final answer had to be 0.80°. Many candidates failed to convert their answer in degrees to radians.
### 8 (a)(i)

\[ OX = 5j + 3k \]

**B 1**

### (a)(ii)

\[ XB = 6i - 5j - 3k \]

**B 2**

**B 1: 2 terms correct**

### (a)(iii)

\[ AC = 6i + 5j - 12k \]

**B 2**

**B 1: 2 terms correct**

### (b)

**0.8° (2 d.p.)**

**B 5**

**B 4: 0.85537….or 45.82°**

**SC 4: 2.34c**

**M 3: \[ \cos OXB = \sqrt{34/70} \]**

**SC**

**M 3: 134.18°**

**M 1: Both magnitudes**

**M 1: Scalar product**

### 9 (a)

The majority of the candidates only got one of the 3 marks. It was not pleasing to see how many candidates did not know the basic trigonometric identities. The algebraic execution was also very poor in this question.

The minority of the candidates realised that they had to multiply by 1, i.e. by \( \cos x \) or something equivalent to that.

(b) Most candidates only scored one or two marks in this question. They did not know how to choose the correct quadrants. Some candidates worked in all 4 quadrants. It was too often seen that quadrants such as 90° + or 270° – were used and not 180° – and 180° +. Some candidates also wrongly used 150° as an angle, which resulted in them actually using the wrong quadrant. It still occurred that candidates wrongly divided the ratio by 2 first, before even finding an angle. Those who succeeded in finding the positive values, often did not find the negative values as well. Candidates who are taught to find the angles in degrees first and then convert to radians, often lost marks due to premature rounding.

### 9 (a)

\[
\begin{align*}
\text{LHS} &= 1 + \left( \frac{1}{c} - \frac{s}{c} \right) = \frac{c}{1-s} \\
\text{RHS} &= 1 + \frac{s}{c} \times \frac{1-s}{1-s} \\
&= \frac{1-s^2}{c(1-s)} \\
&= \frac{c}{1-s}
\end{align*}
\]

**M 1**

**Good attempt to rewrite both sec and to sin and cos.**

**Good attempt to equate LHS and RHS**

**M 1**

**E 1**

### (b)

\[ \pm \frac{7}{12} \pi (\pm 1.83^\circ) \pm \frac{5}{12} \pi (\pm 1.31) \]

**B 4**

**B 3: 3 answers correct in radians or ± 75°, ± 105°**

**B 2: 2 correct solutions in radians or degrees**

**B 1: 2 correct quadrants used**
10 (a) This was one of the best-answered questions in the question paper.
(b) Most of the candidates did not realise that they had to get \( \tan \) before they could find the angles. An interesting approach by a few candidates was to square both sides and then use identities. This is a lot of work for 3 marks.
(c) Many of the candidates did not understand the meaning of the question, neither did they understand that they needed to use the graph to answer this question. Most candidates also did not realise that they had to use their answers to part (b) to answer this question.
(d) The minority of the candidates understood that they needed to draw a new \( y \)-axis and then write down the equation of the new graph. Some candidates attempted to use the transformation of graphs, but executed it wrongly.

<table>
<thead>
<tr>
<th>10 (a)</th>
<th>( a = 3 )</th>
<th>B 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>( b = 2 )</td>
<td></td>
<td>B 1</td>
</tr>
<tr>
<td>(b) 33.7° or 213.7°</td>
<td>B 3</td>
<td></td>
</tr>
<tr>
<td>B 2: one correct solution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B 2: 0.588° and 3.73°</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B 1: ( \tan x = \frac{2}{3} )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) ( 0° \leq x &lt; 33.7° )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>( 213.7° &lt; x \leq 360° )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B 1: F.T.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B 1: F.T.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SC 1: ( x &lt; 33.7° ) or ( x &gt; 213.7° )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) ( y = -2\cos x )</td>
<td>B 1</td>
<td></td>
</tr>
<tr>
<td>2 \cos (x - 180°)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11 (a) The majority of the candidates treated this as an arithmetic progression and not as a geometric progression. Many wrongly tried to work out a new first term and did not realise that the pipes get shorter and not longer. The use of wrong formulas were also frequently seen.
(b) The minority of the candidates misunderstood the concept of the sigma notation. This resulted in very poor answers in this question. They did not realise that they needed to work out the general term of the arithmetic progression. It was strange to see that some of the very weak candidates got this question correct.
(c) It was surprising how many candidates suffered in the first two subsections of the question, but answered this question well. The algebraic execution of the question was again a problem. Some candidates decided that one of the two solutions is not a solution, resulting in the loss of a mark. It was also sadly seen that some candidates did not know the formula for the sum to infinity. It was also seen that \( r = \frac{6}{m} \) was used and not
\[
r = \frac{6}{m}.
\]

12 (a) The minority of the candidates had difficulty with this question.
(b) Many candidates were successful in this question. It was also seen that candidates wanted to use \((2, 0)\) and \((1,3)\) to wrongly calculate the equation of a line. Other candidates realised that they had to differentiate, but failed to substitute 2 into \(-2x\) to find the gradient of \(-4\).
(c) Many candidates attempted this question well. It was seen that they often did not subtract the area of the line if they used the \( x \)-axis. In finding both the area to the \( x \)- and the \( y \)-axis respectively, it was seen that wrong boundaries were used.
(d) Many candidates succeeded in answering this question with ease. Some used the wrong formula. Algebraic execution to make \( x^2 \) the subject of the formula was once again a problem. Some candidates omitted the \( \pi \), which is seen as the substitution in the wrong formula. Many students also wrongly rotated around the \( x \)-axis.
In general, the minority of the candidates understood the basic principles of modulus or absolute values.

(a) Many candidates approached this question correctly. A general mistake was not to isolate the modulus first, i.e. and not . Many candidates also decided that one of the solutions, mostly −7, is not a solution and lost a mark due to that.

(b) The minority of candidates scored full marks in this question. Once again the understanding of the modulus principles were not there. It was often wrongly seen that instead of . Candidates who did not use double inequalities had difficulty to come to the final solution. Many of the candidates also did not realise that, if they divide by −3, the inequality sign must change around. The link between quadratic inequalities and modulus inequalities was mostly not seen.

(c) The majority of the candidates got the shape correct. The x-value of the salient point (vertex) was often wrongly seen as −3 and not . Once again it is a sketch and it is not recommended to use a scale. The intercepts with the axis and the salient point must clearly be indicated. Although it is a sketch, a ruler should be used and the diagram should be symmetrical. It is best to do a symmetrical sketch first and then indicate the values.

<table>
<thead>
<tr>
<th>12 (a)</th>
<th>A(0,4) B(1,3)</th>
<th>B 1 B 2</th>
<th>M 1: $3 - 4 - x^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>(b)</td>
<td>$y = -4x + 8$</td>
<td>B 3</td>
<td>B 2: $m = -4$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>M 1: differentiate and substitute $x = 2$</td>
</tr>
<tr>
<td>(c)</td>
<td>$\frac{2}{3}$</td>
<td>B 3</td>
<td>M 2: $\left[4x - \frac{x^3}{3}\right]_0^3$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$\omega$: Integrate the curve</td>
</tr>
<tr>
<td>(d)</td>
<td>$\frac{1}{2} \pi$ (1.57)</td>
<td>B 4</td>
<td>M 3: $\pi \left[4(4) - \frac{4^2}{2} - \left(4(3) - \frac{3^2}{2}\right)\right]$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$\pi \left[4y - \frac{y^3}{2}\right]_0^3$, M 1: Good attempt to use the correct formula</td>
</tr>
</tbody>
</table>

13 (a) $x = -7$ or 4 |

(b) $1/3 < x < 1$  

(c)  

[Diagram of a graph showing a line and points]
General comments

The standard of the 2016 paper was easier than that of previous years. It assessed mainly basic skills and candidates showed improvement regarding this.

Answers to questions that assessed a deeper understanding and application were of similar standard when compared to previous years. This shows that there is an improvement in only the basic skills of candidates.

Candidates are generally very careless and pay little attention to accuracy when drawing or completing diagrams.

English language proficiency is still a barrier in answering questions satisfactorily. Candidates misinterpret questions and express themselves incorrectly in the answers that require an explanation or a description due to poor English language skills.

Comments on individual questions

1 (a) (i) Candidates could correctly match the given substances to the structures displayed in the diagrams.

A - sodium chloride  
B - chlorine  
C - sodium  

(ii) It is worrying that only a handful of candidates correctly knew the bonding present between the molecules of structure B.

A - ionic bonding  
B - (weak) van der Waals forces  
C - metallic bonding/positive ions in sea of delocalised electrons.

(b) Explaining the difference in conductivity between the metal and its chloride proved to be the most challenging question in the paper.

Very few candidates knew, and could state, that the conductivity of the ionic compound is dependent on the existence of charged ions that are free to move in the melted form. The most common misconception among candidates was that, in melted sodium chloride, there are free electrons as charge carriers.

Sodium has free (moving)/delocalised electrons  
in its solid as well as melted state/in both states  
Sodium chloride has no free (moving) charged particles/ions in its solid state  
but in the melted state (+ve and -ve) ions become free (to move.)

(c) The drawing was correctly done by most candidates, with only a few drawing an ionic structure or a single chlorine atom.

\[
\begin{align*}
\text{Cl} & \quad \text{Cl} \\
\text{Cl} & \quad \text{Cl}
\end{align*}
\]

or

\[
\begin{align*}
\text{Cl} & \quad \text{Cl} \\
\times & \quad \times
\end{align*}
\]

one shared electron pair, correct outer electrons
2 (a) examples of suitable metals stated, e.g. copper and iron / brass and steel  2
one mark awarded for: (two strips of) two different metals OR alloys of different metals  (1)

(b) Candidates did not answer in terms of what had to happen in the circuit given in the diagram. Rather they just
gave a general explanation, which did not necessarily lead to why the bell circuit closed.
(When strip heats up,) the bottom metal expands more than top one  1
this causes the strip to bend upwards  1
and make contact at contact points / closes circuit / completes circuit  1

(c) While most candidates could state the correct method, most failed to explain it and rather just gave a general
description. A statement of what conduction is, but not explaining how energy is transferred.
Method:
Conduction  1

Explanation:
Particles near heater gain energy / vibrate faster.
Vibrations cause particles to collide with neighboring particles causing them to vibrate faster
OR
faster vibrations are transmitted from particle to particle
OR
delocalised electrons near heat source gain energy / move faster and
migrate, colliding with lattice ions  1

3 (a) A simple definition was required, but candidates struggled to word it correctly.
Strong acid ionises / dissociate completely in solution  1
Weak acid only partly ionises / dissociates in water  1

(b) (i) A common mistake in this question was that candidates mentioned conclusions, instead of observations.
Teachers must highlight the difference between the two in the classroom.
similarity: effervescence / CaCO₃ dissolves  1
difference: reaction with HCl is more vigorous  1

(ii) Candidates are still very careless when writing the symbols of the elements. The C in Cl and the O for
oxygen are often written too small to be accepted as capital letters.  1

\[ 2\text{HCl} + \text{CaCO}_3 \rightarrow \text{CaCl}_2 + \text{CO}_2 + \text{H}_2\text{O} \]  +1

(c) (i) Most candidates were able to recall the correct formula and calculate the answer correctly.
The number of moles should not be rounded off!!!
\[ N = \frac{\text{mass}}{M_m} \]
\[ = \frac{1.5}{(40 + 12 + 16 \times 30)} \]
\[ = 0.015 \text{ (mol CaCO}_3) \]  1

(ii) Most candidates recalled the correct formula, but did not take the mole ratio in the equation into
consideration.
\[ \text{ratio 2:1} \]
\[ \text{mol HCl} = 0.015 \times 2 = 0.03 \text{ mol HCl} \]
\[ \text{vol} = \frac{n}{[\text{]}}/0.5 \]
\[ = 0.06 \text{ dm}^3 \]  1

(d) Well-answered.
increase concentration of HCl
use powdered CaCO₃ / increase surface area  1
heat the solution  1
Any two
4 (a) (i) Candidates are very careless when it come to making drawings as accurately as possible. While most candidates can correctly draw the required ray diagram, they do so with little care, resulting in them not scoring all the available marks despite the examiner’s high degree of leniency.

![Ray Diagram](image)

1 solid line parallel, then trough F’ / 1 solid line through origin / 1 solid line through F, then parallel  
position of image between F’ and 2F’  
image drawn correctly (upside down arrow from optical axis to point of intersection of rays)  

(ii) 1 ± 0.1 (or their height for their correctly drawn image)

(b) With a few exceptions, candidates were able to state at least two of the three image properties.

smaller than object/diminished  
inverted  
real

(c) Candidates should differentiate between real and virtual rays by drawing solid (real) and broken (virtual) lines.

The most common mistake was that candidates labelled the virtual or real focal point, instead of indicating the focal distance.

Many candidates failed to score marks because they are careless and inaccurate when completing the diagrams.

![Virtual and Real Rays](image)

5 (a) (i) Well-answered.

B = butane C = (1, 2-) dibromobutane

(ii) The definition given in the syllabus was required. Many candidates only stated one of the points below.

A family/group of compounds having the  
• same functional group  
• same / similar chemical properties  
• differ by –CH3  
• graduation / trend of physical properties

(iii) haloalkanes / halogenoalkanes
(b) Correctly answered by most candidates. The most common mistake was the identification as ethanol and structural drawings of ethanol or propanol, although the structure of butane was given and candidates correctly identified it as that in (a)(i). The syllabus states that the chemical reactions of the first for members of all specified homologous series as outcomes.

(i) butanol/ butan-1-ol / butan-2-ol

(ii) \[
\begin{align*}
\text{H} & \quad \text{H} & \quad \text{H} & \quad \text{H} & \quad \text{H} \\
\text{H} & \quad \text{H} & \quad \text{H} & \quad \text{H} & \quad \text{H} \\
\text{H} & \quad \text{C} & \quad \text{C} & \quad \text{C} & \quad \text{H} \\
\text{H} & \quad \text{H} & \quad \text{OH} & \quad \text{H} & \quad \text{OH} \\
\text{H} & \quad \text{C} & \quad \text{C} & \quad \text{C} & \quad \text{H} \\
\end{align*}
\]

(c) Candidates failed to generalise here, but answered this question with regards to alkanes/alkenes or single/double bonds, specifically failing to recognise that many other compounds can be unsaturated, having multiple bonds between carbon atoms, not limited to double bonds or those homologous series.

If a chemical test that involves a colour change. The colour before and after the test is performed should be stated.

To test for saturation / unsaturation / to test for multiple bonds
when multiple bonds are present colour changes from yellow / orange / red / brown to colourless
(but no colour change with single bonds)

6 (a) A significant number of candidates did not follow instructions and indicate the direction of the current anywhere on the diagram and not on the part labelled wire. Some interpreted the task incorrectly and attempted to indicate the direction of the magnetic field of the current around the wire.

\text{arrows point down on wire}

(b) (i) As already highlighted in a previous comment, candidates, who show that they do understand the physics, are very careless when drawing diagrams. Teachers are encouraged to produce drawings of high accuracy in their classroom that display the correct and complete physics of a magnetic field.

Candidates lost marks because they drew broken field lines, did not follow the instruction of indicating the direction of the field or indicate the direction of the current through the solenoid (a misinterpretation of the instructions).

A significant number of drawings did not show that the magnetic field lines should not cross / touch / intersect.

\text{field lines (solid) drawn correctly and direction consistent}

(ii) The orientation in which the solenoid was wound was ambiguous, so either labelling was accepted, provided it agreed with the direction in the drawings.

\text{north to right, south to left (direction in (i) right to left) OR}
\text{north left, south right (direction in (i) left to right)} +1
(iii) The stated answers showed that a significant number of candidates confused the given scenario, an electromagnet, with that of an induction coil.

- Stronger current / more cells
- More turns on the coil
- Soft iron core
- Any two

This question proved to be very easy for the majority of the candidates. The most common mistakes were that only the inverse of the resistance in (b) was calculated, which is clearly a result of not being comfortable with the formula of calculating the total effective resistance of resistors in parallel. Candidates also do not understand it.

(a) (i) Parallel

(b) \( R = 5 + 3 = 8 \) (ohms)
\( I = \frac{V}{R} = \frac{9}{8} = 1.125 \) (A)

(c) \( \frac{1}{R} = \frac{1}{3} + \frac{1}{5} = \frac{8}{15} \)
\( R = \frac{15}{8} \)
\( = 1.875 \)

(d) (i) Candidates struggled to identify the correct values from the information given.
\( P = I^2R \text{ or } VI \)
\( = 9 \times 3 \)
\( = 27 \)

(ii) (d)(i) \times 300 \text{ (ecf)}
\( \frac{8}{100} \)

Positive suggestions to teachers

- Teachers should make an effort to use correct scientific terminology in both spoken- and written language. Oversimplification of concepts should be avoided.
- Teachers should link parts of the syllabus that are related, e.g. experimental techniques and preparation of salts.
- The writing of chemical formulas, equations and balancing must be practised and the use of symbols of state encouraged.
- Teachers should ensure that candidates can state definitions required by the syllabus correctly and that candidates have a good understanding of the content of these definitions.
- Numerical answers must be given with the correct unit and prefix, if applicable. Teachers should make sure that students know and use the defined units for calculated physical quantities.
- Teachers should practise the terms EXPLAIN and DESCRIBE IN TERMS OF questions with candidates regularly in all parts of the syllabus.
- Candidates should be encouraged to draw graphs and diagrams with maximum care and as accurately as possible.
General comments

Poor preparation by some candidates continues to be evident. A wide range of the level of preparedness of the candidates was evident. Some candidates were well-placed to tackle an examination at this level having received comprehensive and relevant experience. However, there are many candidates who have evidently not had the advantages of such preparation. This was particularly noticeable in Question 4, where many candidates were unable to recall straightforward details concerning the Boltzmann distribution of kinetic energy. These candidates could perhaps have benefited by being entered for the Ordinary Level.

A minority of candidates showed a good knowledge of facts and key concepts. However, a significant number showed little awareness of even the basic facts, which prevented many from being able to use simple techniques to solve problems.

It should be emphasised to candidates how vital it is that they communicate clearly. A jumble of numbers with no explanation or shown working will not gain full marks in questions requiring mathematical solutions. Correct rounding also seemed to be a problem in this paper.

Simple errors, such as failing to convert units to base units before using them to calculate quantities in derived units and wrong symbols for physical quantities, were common.

Candidates should be advised to use the number of marks in a question as a guideline when answering. Where comparisons have to be made, candidates are reminded that they should refer to both quantities in the question, which was clearly not done in Question 8(c). Correct use of symbols for formulae used, is another matter of concern. Many candidates are negligent, especially by not using uppercase and lowercase clearly.

Again many candidates answered in pencil first and had to rewrite everything. This is very wasteful of valuable time.

Candidates need to be encouraged to improve their recall of standard definitions, laws and equations. With this knowledge, candidates can go on to develop the understanding necessary to apply it. At this level candidates need to demonstrate that their comprehension of the subject is sufficient to enable them to make further progress in the subject at a higher education institution.

In Section B many answers contained repetition or contradictions, indicating that candidates should be well-advised to think carefully about their intended answers before writing them down.

Candidates need to be encouraged to plan what they are going to say in order to facilitate the production of clear concise answers. Candidates must, when solving problems, remember to work logically and show the working clearly so that Examiners can see what is being attempted.

Comments on individual questions

SECTION A

1 This question required an understanding of momentum and impulse.

(a) A minority of candidates wrongly used elastic and inelastic collisions or energy conservation.

Mark scheme / expected answers

When two or more objects interact, their total momentum remains constant, (provided that no external resultant force is acting on them.)

OR

Total momentum before collision = Total momentum after collision

[1]
(b) Some candidates wrongly used car 1 before and car 2 after collision.

**Mark scheme/expected answers**

\[ m_1 \times v_1 + m_2 \times v_2 = (m_1 + m_2) v \]

\[ 710 \times 46 + 700 \times 40 = (1410) v \]

\[ v = \frac{60660}{1410} \]

\[ = 43.02 \text{ (m.s}^{-1}\text{)} \] [3]

(c) Only a very few candidates scored full marks. Generally, only one car’s mass was used in the impulse formula or the speed from (a) was substituted as acceleration in \( F = ma \).

**Mark scheme/expected answers**

Force \[ = \frac{mv - mu}{t} \]

\[ = \frac{1410(0) - 1410(43.02)}{3} \]

\[ = 20219.4 \text{ (N)} \]

OR

\[ a = \frac{v - u}{t} \]

\[ F_r = ma \]

\[ = 0 - 43.02 \]

\[ = (1410)(-14.34) \]

\[ = -14.34 \]

\[ = -20219.4 \text{ N} \] [3]

(d) **Mark scheme/expected answers**

resultant force [1]

2 This question mainly investigated candidates’ knowledge and understanding of redox reactions. It is very worrying that very few candidates could score more than 2 marks.

(a) Candidates failed to answer this question in terms of electrons

**Mark scheme/expected answers**

a substance that tends to bring about reduction by being oxidized and **losing electrons**

OR

brings about reduction by **transferring electrons to another species** [1]

(b) (i) Equations were generally not balanced and candidates could not give the correct oxidation states or failed to give any oxidation states.

**Mark scheme/expected answers**

\[ \text{Zn} + 2\text{HNO}_3 \rightarrow \text{Zn(NO}_3)_2 + \text{H}_2 \]

\[ 0 \hspace{1cm} +1 \hspace{1cm} +2 \hspace{1cm} 0 \] [3]

(ii) This question was poorly-answered. Many candidates wrongly gave hydrogen as an answer.

**Mark scheme/expected answers**

Nitric acid or H’ [1]
Calculations in this question were answered satisfactorily, while the explanation of gas pressure was poorly-answered.

(a) Most candidates failed to relate pressure to the force per unit area of the container.

**Mark scheme/expected answers**

Molecules/particles of gas collide with the walls of the cylinder.
AND
This leads to change in momentum (of particle) rate of change of momentum = force
OR Many collisions lead to force over the whole wall.
OR the collisions cause a force (hence pressure) on the walls.

(b) The majority of candidates were very negligent with symbols. Both volume and pressure were wrongly presented with capital letters. Many candidates also did not know that 1 dm³ = 1 liter.

**Mark scheme/expected answers**

\[ p_1V_1 = p_2V_2 \]

\[ V_2 = \frac{p_1V_1}{p_2} \]

\[ = \frac{1.56(1.25)}{3} \]

\[ = 0.65 \text{ (dm}^3\text{)} \]

4 It is evident that Boltzmann distribution of kinetic energy is not covered well enough. This question was only accessible to the better candidates.

(a) (i) The majority of candidates scored 1 mark. The fact that energy is needed to break the bonds was omitted.

**Mark scheme/expected answers**

The (minimum) energy for colliding molecules to interact/react and bonds to break; to start a reaction

(ii) Very poorly-answered. Clearly this graph is not understood by most candidates.

**Mark scheme/expected answers**

![Graph showing number of molecules vs energy]

(iii) The majority of candidates did not use the above graph to answer this question, but generally answered it in terms of kinetic energy increasing the collisions wrongly.

**Mark scheme/expected answers**

More particles have minimum energy to react

(b) (i) Well-answered. Some candidates, however, gave the wrong units or omitted the unit for pressure.

**Mark scheme/expected answers**

catalyst: iron
pressure: 200 atm
(ii) Most candidates scored 1 mark only as candidates did not use the graph for the second mark.

Mark scheme/expected answers
Catalyst lowers the activation energy making more species have energy greater than the (new) activation energy. [2]

5 Arithmetically this question proved to be demanding. It was disappointing that many candidates did not study the graph with sufficient care.

(a) (i) Poorly-answered. The majority of candidates used the height of the wave drawn and not the readings on the graph.

Mark scheme/expected answers
15 [1]

(ii) Fairly well-answered.

Mark scheme/expected answers
5 [1]

(b) Poorly-answered. Many candidates could not take the correct reading of one wavelength on the graph.

Mark scheme/expected answers
\[ f = \frac{1}{T} \]
\[ = \frac{1}{12.4} \]
\[ = 0.08(064516129) \] [3]

6 This question tested candidates’ knowledge of stoichiometry. Calculations proved to be challenging.

(a) (i) Fairly well-answered. Definitions must be accurate and carefully learnt.

Mark scheme/expected answers
The empirical formula of a chemical compound is the simplest positive integer ratio of atoms present in a compound. [1]

(ii) Poorly-answered. Only a few candidates could calculate the number of moles from the %. Even less could go on to find the correct whole number ratio.

Mark scheme/expected answers
\[ 48.38 \text{ g} \div 12.10 \text{ g} = 4.03 \text{ mol C} \]
\[ 8.12 \text{ g} \div 1.00 \text{ g} = 8.12 \text{ mol H} \]
\[ 43.50 \text{ g} \div 16.00 \text{ g} = 2.72 \text{ mol O} \]
\[ (4.03 \text{ mol O} / 2.72) = 1.48 \]
\[ (8.12 \text{ mol C} / 2.72) = 2.98 \]
\[ (2.72 \text{ mol H} / 2.72) = 1 \]
\[ 1.48 \times 2 = 2.96 \approx 3 \text{ mol O} \]
\[ 2.98 \times 2 = 5.96 \approx 6 \text{ mol C} \]
\[ 1 \times 2 = 2 \text{ mol H} \]
\[ \rightarrow \text{C}_3\text{H}_6\text{O}_2 \] [4]
(b) (i) This was a very straightforward question that caused more difficulties than anticipated. Many candidates used the \( M_r \) formula instead of the concentration formula to calculate mole. Others used the values for magnesium, although not known, in their calculation.

**Mark scheme/expected answers**

HCl concentration = \( nV = 0.025 \times 1.2 = 0.03 \) moles ratio: \( \text{MCO}_3 : \text{HCl} \)
\[
\begin{align*}
1 & : 2 \\
0.015 & : 0.03
\end{align*}
\]

\[ M_r \text{ of MCO}_3 = \frac{1.26}{0.015} = 84 \text{ g mol}^{-1} \] \[ \text{[3]} \]

(ii) Fairly well-answered. It was evident though that many candidates guessed that \( M \) was magnesium.

**Mark scheme/expected answers**

\( (M_r \text{ of } M = 24 \) \( \rightarrow \) \( -60 \) \( M \) is magnesium \) \[ \text{[1]} \]

7 This question required candidates to use their understanding of electricity circuits.

(a) The majority of candidates could identify component \( X \), but were not able to give its correct purpose.

**Mark scheme/expected answers**

rheostat/variable resistor AND control/vary/change/limit current/resistance/power/voltage across heater \[ \text{[2]} \]

(b) (i) Well-answered.

**Mark scheme/expected answers**

\[ P = VI \]
\[
I = \frac{P}{V} = \frac{4.5}{3.6} = 1.25 \text{ (A)} \] \[ \text{[2]} \]

(ii) Poorly-answered. Many candidates calculated the resistance of the heater and not of component \( X \).

**Mark scheme/expected answers**

\[ R = \frac{V}{I} = \frac{2.4}{1.25} = 1.92 \Omega \] \[ \text{[3]} \]

(c) Poorly-answered. Many candidates suggested wrongly that a lower current is due to a lower resistance.

**Mark scheme/expected answers**

battery running down/going flat/energy of battery used up OR \( V \) or e.m.f. less OR more/increasing resistance (of heater) \[ \text{[1]} \]

8 Very disappointing, as this question was answered poorly, although teachers know that 10 marks of this section must be asked. Candidates, in general, are not specific enough.

(a) Well-answered.

**Mark scheme/expected answers**

fossil fuel/car exhaust/trees/decomposition/respiration/cement production/mining of iron \[ \text{[2]} \]
(b) Poorly-answered. Candidates wrongly gave the greenhouse effect and global warming as two different examples and omitted acid rain.

**Mark scheme/expected answers**
- Global warming: it increases the greenhouse effect resulting in the global climatic changes.
- Acid rain: it forms carbonic acid when dissolved in water which damages plants and buildings. [4]

(c) Fairly well-answered. The majority of candidates did not refer to carbon dioxide in their answer.

**Mark scheme/expected answers**
CO reacts with the hemoglobin in our blood streams and produces a stable compound that actually prevents oxygen from entering the body.
However, CO$_2$ is more tolerable in a human body because we are able to exhale it. [3]

(d) Fairly well-answered. Only absorbing can be marked correctly.

**Mark scheme/expected answers**
(The ozone layer is a dynamic concentration of O$_2$ and O$_3$ in the upper atmosphere) which both absorbs ultraviolet light/harmful radiations. [1]

**SECTION B**
The majority of the candidates answered **Question 2** and **Question 4**.

**PHYSICS SECTION**
Physics is a precise science. Candidates at this level should choose key words with care when writing any explanation. Definitions and principles should be learnt in the detail stated in the learning outcomes in the syllabus.

1 (a) Well-answered. Candidates often omitted the vacuum and how the dot is formed on the fluorescent screen.

**Mark scheme/expected answers**
- electrons emitted from a heated cathode
- electrons accelerated through a hollow anode towards a (phosphor coated) screen
- phosphor on screen emits light when (its atoms, excited by incident electrons, return to ground state) hit by high energy electrons
- vacuum inside cathode ray tube
- electron beam passes through a pair of X-plates which deflect horizontal
- electron beam passes through a pair of Y-plates which deflect vertical

(b) Poorly-answered. It is clear that candidates do not understand the difference between an electrical and magnetic field.

**Mark scheme/expected answers**

(c) (i) Only the better candidates understood X-rays.

**Mark scheme/expected answers**
- Electrons produced by thermionic emission/from a hot wire filament
- electrons are accelerated to high speeds toward a heavy metal anode OR high-voltage sets anode at large positive potential with ref. to filament
- tube is evacuated to pull electrons/accelerate to anode at very high speeds
- rapid deceleration on impact – some of k.e. of electrons is converted into electromagnetic energy, as X-rays.
(ii) Accessible to the better candidate only.

Mark scheme/expected answers
most of the kinetic energy of electrons is converted into heat [1]

(d) (i) Well-answered

Mark scheme/expected answers
photoelectric effect [1]

(ii) Poorly-answered. Some candidates were able to link frequency to the kinetic energy of the emitted electrons. However, only the minority could link the intensity to the RATE of emission of electrons.

Mark scheme/expected answers
- Emission of electrons has threshold/minimum frequency
- Higher frequency leads to higher KE electrons (or vice versa)
- Higher intensity leads to higher rate of ejection (or vice versa) [5]

(e)(i)&(ii) Poorly-answered. Most candidates referred to light and not electrons.

Mark scheme/expected answers
(i) ionization; knocking other electrons out of atoms (or vice versa) / electrons have mass and charge [1]
(ii) diffraction by a crystal or metal foil / orbiting around nucleus [1]

2 Poorly-answered. Many candidates referred to non-metals as liquids and used convection as the heat transfer.

Mark scheme/expected answers
In non-metallic solids, atom/molecules on the hot side vibrate more vigorously than the atom/molecules on the cold side.
Heat, in the form of vibration, is transferred to the cold side through the spring-like motion of those bonds (lattice vibration). [2]

metals, metal atoms are bound to each other (lattice vibration can take place) - at the same time there are many free electrons which move from one place to the other passing on energy through collision. [2]

(b) Fairly well-answered. Most candidates could not link the correct explanation and feature to the correct heat transfer.

Mark scheme/expected answers
Convection:
Flask stopper prevents convection current from leaving the flask
Conduction:
Vacuum space prevents conduction, heat requires particles to be transferred
Radiation:
Silvery painted surface: prevents radiation by reflecting heat through radiation back. [6]

(c) Very poorly-answered. Only the better candidate did link the boiling point to the atmospheric pressure.

Mark scheme/expected answers
At lower altitudes the atmospheric pressure is higher, therefore water needs more energy to break free and escape as water vapor (OR vice versa). [3]
(d) (i) The majority of candidates wrongly gave the definition of latent heat, where the molecular interpretation was asked.

**Mark scheme/expected answers**

energy released or absorbed, by a body or a thermodynamic system, during a phase change to **strengthen / weaken attractive forces**, 

heat is used to **increase the potential energy** of the molecules/ energy released to decrease potential energy of molecules

(ii) Well-answered. Some candidates, though, used the formula \( Q = cm\Delta T \). A significant number of candidates also gave the incorrect unit.

**Mark scheme/expected answers**

\[
Q = mL_v \\
= 2 \text{ kg} \times 2.3 \times 10^6 \text{ J/kg} \\
= 4.6 \times 10^6 / 4 600 000 \text{ J}
\]

(iii) Poorly-answered. Candidates generally struggled to apply knowledge to practical examples. Here candidates referred to boiling, while there is a temperature change when referred to specific heat capacity.

**Mark scheme/expected answers**

A lot of energy is needed to change the temperature of the water and it will, therefore, take longer to heat the water.

CHEMISTRY SECTION

3 Only a VERY few candidates answered this question.

(a) Very poorly-answered. Most candidates did not know that both ammonia and water have hydrogen bonds between their molecules.

**Mark scheme/expected answers**

- H₂O and NH₃ are both simple covalent molecules with lone pairs on O and N
- Intermolecular forces are hydrogen bonds
- H₂O has 2 lone pairs on O whereas NH₃ has 1 lone pair on N
- O is more electronegative that N.
- Room temperature is not enough energy to break stronger hydrogen bonds in the water.

(b) Very worrying that many candidates cannot explain titration. Many omitted the use of a burette for the acid.

**Mark scheme/expected answers**

- Using a pipette or burette place a fixed volume of alkali into a flask
- Add a suitable indicator
- Add acid from the burette until the indicator just changes color
- Note the volume of acid used

(c) (i) Disappointing. Only the better candidate could explain the trend correctly.

**Mark scheme/expected answers**

- Trend decreases down the group
- Because the amount of shells increases/the atomic radius increase
- The outer electrons are further from the nucleus
- And attracted less strongly
(ii) Fairly well-answered. Only the use of chloride FOR HEALTH was misunderstood.

**Mark scheme/expected answers**
- Fluoride (in water and toothpaste) to reduce tooth decay
- Chloride in intravenous drips in hospitals / metabolism
- Iodide to protect thyroid during nuclear emergencies/ to treat over reactive thyroid

(iii) Poorly-answered. Only the minority of candidates referred to the light sensitivity and could give the correct preparation.

**Mark scheme/expected answers**
- Silver bromide is light sensitive
- Ag⁺ forms Ag (and darkens)
- Add silver nitrate solution to sodium bromide solution.

(d) Well-answered.

**Mark scheme/expected answers**
- Add drops to anhydrous (white) copper sulfate or to anhydrous (blue) cobalt chloride
- If to anhydrous (white) copper sulfate turns blue
  Or anhydrous (blue) cobalt chloride turns pink the liquid is water.

4 The majority of candidates answered this question.

(a) (i) Moderately well-answered. Many candidates did not link the hardness and electrical conductivity to the correct feature in the structure.

**Mark scheme/expected answers**

Conductivity:
diamond cannot conduct electricity as there are no electrons through a 3D structure/ all electrons are localised
graphite can conduct electricity because in graphite, each carbon atom is covalently bonded to 3 others and this leaves delocalized electron free to move and thus graphite can conduct.

Hardness:
diamond is very hard whereas graphite is soft and slippery.
Because graphite has a 2D arrangement in a trigonal planar shape, forming layers with weak intermolecular forces and the weak forces are easily broken.
Diamond is hard because the covalent bonds / intramolecular forces between the carbon atoms are very strong and hold the atom firmly in its 3D shape.

(ii) Well-answered.

**Mark scheme/expected answers**
Jewelry, cutting

(b) (i) Again candidates should be accurate and carefully learn the definitions. The main constituents of food, however, was answered well.

**Mark scheme/expected answers**
Very large molecules made from smaller units (monomers) through polymerisation.
Proteins; Fats; Carbohydrates
(ii) Well-answered, although a number of candidates contradicted themselves by giving the wrong molecular structure or name of the monomers used.

**Mark scheme/expected answers**

A diamine and a dicarboxylic acid combine to form amide/peptide links (correct order of link) and water. Could also be in the form of structures

```
HO--O--C--OH + H₂N--NH₂
  │            │
 a dicarboxylic acid      a diamine
  ▼                        ▼
  O--N--N--H--H--N--H--N--H--N--H--H...
  │                          │
  a polypeptide
```

(c) Answered satisfactorily. Many candidates gave a general definition of hydrolysis and did not link it to the production of soap from fat.

**Mark scheme/expected answers**

The esters in the fat are broken down through base hydrolysis by adding sodium hydroxide (to give soap and glycerol).

(d) Very well-answered.

**Mark scheme/expected answers**

- No air/oxygen/anaerobic
- Microorganism,
- That feeds on the sugar and (produce ethanol) and carbon dioxide \( C₆H₁₂O₆ \rightarrow 2C₂H₅OH + 2CO₂ \)
General comments

Most candidates completed all questions at a similar level than in previous years. For the question on Physics they knew the units and could gather data they presented in tables. They were able to use the data to plot the required graph. The initial instruction was that first values needed to be recorded. A further instruction was that the first values had to be transferred as part of the results. Some candidates forgot to transfer the said values. Transfer of results into a table is a straightforward skill and will always be examined. When obtained data needed to be utilised for a graph, some candidates still chose a scale which made the identification of the points difficult. Hence, they easily end up with incorrect plotted points. It is very important to keep a simple linear scale to avoid this error, as every plotted point is checked for its correctness in order for marks to be awarded. In order to answer the last sub-question it was essential to understand the context as set out in the beginning, namely as an investigation of the relationship between contact friction and the total mass sliding.

In the Chemistry question many candidates struggled to find the suitable adjectives to describe the appearance of the metals, but still most could correctly identify the samples provided. As emphasised before, the reactions observed for identification of ions as per the attached practical notes, candidates had to adhere to the language used as stated on the fact-sheet.

Comments on individual questions

1 (a)-(c) Recordings of the measured mass from the balance within the limitations as specified on the Teachers’ Notes were awarded marks, as long as the conversion into kilogram and netwon were done correctly.

(d) The tables drawn had to be as the instruction stated. Some candidates did not give correct headings and this would result in no marks as the listed data would not make sense. Often the units were repeated from the heading to the listed values; this is wrong. Marks were awarded as follows: Table with two columns for 1 mark, with the correct headings, i.e. m for mass and F for force for 1 mark, correct corresponding units listed only once for 1 mark, correct transfer of value for $F_0$ into the table for 1 mark and maintaining consistent significant figures across the table for 1 mark.

(e) Check correctly transferred value for $F_1$ to the table resulted in the awarding of 1 mark.

(f) The values obtained in the table are further checked in relation to the first ones, such as the following five values for F: realistic, systematic increase were awarded 1 mark for each of the five, provided that all were correctly converted into kilogram. They also had to show an incremental pattern and the values for force were not to be the multiples of the mass values by 10, but measurements obtained from the Newton metre or spring balance.

(g) For the graph the awarding of marks was done as follows: correctly labelled axis’ for one mark with the correct inclusion of units as the values listed in the table. A linear scale with labelled origin would be 1 mark and every plotted point checked to be correct for 1 mark.

(h) At the point of conclusion regarding the aim of the experiment, many candidates missed the initial point of the investigation as examining the relationship between the contact friction and the total mass sliding. Hence, it meant that the ratio of $F/m$ represents acceleration (by applied force, F on a body with mass, m) from rest to reaching constant velocity for 1 mark. In the event that sand would be between the slider and the surface, the contact area is reduced, hence the sand reduces contact friction and will decrease the value of $F/m$ in this experiment for 1 mark.

Some sample results could have been as follows:

Sample A

$m_0 = 0.1937 \text{ kg with } F_0 = 0.2 \text{ N}$

and $m_1 = 0.2893 \text{ kg with } F_1 = 0.3 \text{ N}$
Table of results:

<table>
<thead>
<tr>
<th>Mass/kg</th>
<th>Force/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1937</td>
<td>0.2</td>
</tr>
<tr>
<td>0.2893</td>
<td>0.3</td>
</tr>
<tr>
<td>0.3862</td>
<td>0.4</td>
</tr>
<tr>
<td>0.4834</td>
<td>1.2</td>
</tr>
<tr>
<td>0.5821</td>
<td>1.4</td>
</tr>
<tr>
<td>0.6811</td>
<td>2.1</td>
</tr>
<tr>
<td>0.7791</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Sample B

\[ m_0 = 0.235 \text{ kg with } F_0 = 0.6 \text{ N} \]
and \[ m_1 = 0.335 \text{ kg with } F_1 = 0.9 \text{ N} \]

Table of results:

<table>
<thead>
<tr>
<th>Mass/kg</th>
<th>Force/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.235</td>
<td>0.6</td>
</tr>
<tr>
<td>0.335</td>
<td>0.9</td>
</tr>
<tr>
<td>0.435</td>
<td>1.2</td>
</tr>
<tr>
<td>0.535</td>
<td>1.4</td>
</tr>
<tr>
<td>0.635</td>
<td>1.6</td>
</tr>
<tr>
<td>0.735</td>
<td>1.7</td>
</tr>
<tr>
<td>0.835</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Sample C

\[ m_0 = 0.24 \text{ kg with } F_0 = 1.0 \text{ N} \]
and \[ m_1 = 0.82 \text{ kg with } F_1 = 3.1 \text{ N} \]

Table of results:

<table>
<thead>
<tr>
<th>Mass/kg</th>
<th>Force/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.24</td>
<td>1.0</td>
</tr>
<tr>
<td>0.82</td>
<td>3.1</td>
</tr>
<tr>
<td>0.72</td>
<td>2.7</td>
</tr>
<tr>
<td>0.64</td>
<td>2.4</td>
</tr>
<tr>
<td>0.54</td>
<td>2.0</td>
</tr>
<tr>
<td>0.44</td>
<td>1.6</td>
</tr>
<tr>
<td>0.34</td>
<td>1.2</td>
</tr>
</tbody>
</table>

In this last sample of results the second reading was obtained from all mass pieces added on. Then each piece following a 100 gram piece was removed.

It is important that candidates practice how to write down the observations made during experiments. Textbooks can assist in what words are to be used to describe an observation correctly. They also need to recognise the difference between heating gently compared to heating up to boiling point, which was not required in these tests.

For the appearance of the metals the following descriptions were accepted:

- **M**: pink/reddish/red-brown/orange/with metallic lustre
- **L**: silver(-rish) shiny
- **N**: dull grey to black, not shiny
- **Q**: light grey/silver (-rish) shiny
For the reactions with water many struggled to see the difference between a “reaction with water” compared to the “water heated to boiling”. The heating up to boiling point was a mistake. In order to be awarded marks, it was essential to obtain correct observations for both the cold water and the hot water, as follows:

<table>
<thead>
<tr>
<th></th>
<th>Cold water</th>
<th>hot water</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M:</strong></td>
<td>no reaction</td>
<td>no reaction</td>
</tr>
<tr>
<td><strong>N:</strong></td>
<td>no reaction</td>
<td>slow reaction</td>
</tr>
<tr>
<td><strong>L:</strong></td>
<td>reacts/forms bubbles/release of gas</td>
<td>slightly faster release of gas</td>
</tr>
<tr>
<td><strong>Q:</strong></td>
<td>no reaction/one small bubble formed</td>
<td>reaction/bubbles forming</td>
</tr>
</tbody>
</table>

In sub-question (f) for the reactions with hydrochloric acid the samples behaved as follows, each for 1 mark:

- **M:** no reaction
- **N:** slow release of bubbles/reaction
- **L:** faster release of bubbles/reaction
- **Q:** slower reaction compared to **L**

Sub-question (g), most candidates could identify the most reactive metal as **L** and the least reactive as **M**.

In question (h)(i) it must be noted that the candidates have to practise how to use the attached notes on the tests for anions and cations, correctly. It is absolutely mandatory that the same language is used as on said sheet; namely:

- **Test tube 1:** Light blue ppt. → insoluble for 1 mark and
- **Test tube 2:** light blue ppt. → dissolves to give a dark blue solution for 1 mark.

In part (j) Copper was given correctly for **M** as 1 mark and in (k) **N:** iron/Fe and **L:** magnesium/Mg. Both had to be correctly identified for 1 mark.

- **Q:** zinc/Zn for 1 mark

**Positive suggestions to teachers**

Teachers and candidates are encouraged to do all the investigations and experiments listed in the syllabus throughout Grades 11 and 12. The syllabus also specifies all the practical skills which candidates need to be acquainted with. These skills include handling apparatus with a due understanding of one’s own safely as well as care for the apparatus itself. For example, balances need to stand stable on a flat horizontal surface with minimal or no disturbances. In events where substances are heated, the ventilation should be given without there being a draft. The candidate who heats needs to wear safety goggles and a laboratory coat at all times.

During practise sessions, similar conditions as those in examinations, should be set for the candidates in order to avoid stress during the examination of practical work. When data is collected it should be analysed to identify possible errors. It should be clear that in the event of an experimental error, this “odd-one-out” is ignored in the drawing of the best straight line with a ruler.

Past practical tests, along with the examiners’ reports, can serve as a good base to prepare candidates on what to expect, especially to know exactly how the marking is applied during this test of practical skills.