basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

QUALITATIVE ANALYSIS OF LEARNER RESPONSES
AND
EVALUATION OF THE QUESTION PAPERS (PER PAPER)
NATIONAL SENIOR CERTIFICATE 2025
WESTERN CAPE EDUCATION DEPARTMENT

SUBJECT	**AFRIKAANS SECOND ADDITIONAL LANGUAGE**		
QUESTION PAPER	**1**	**2 X**	**3**
DURATION OF PAPER	**1½ HOURS**		
INTERNAL MODERATOR	**NDYAWE, BUKELWA**		
CHIEF MARKER	**KALAZANA, SHEILA THANDEKA**		
DATES OF MARKING	**FROM: 29 NOVEMBER 2025 TO: 10 DECEMBER 2025**		
HEAD OF EXAMINATION	**MS LM BREDENKAMP**		

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

SECTION 1: ***(GENERAL OVERVIEW OF LEARNER PERFORMANCE IN THE QUESTION PAPER AS A WHOLE)***

The candidates in the Western Cape are doing *Perdekrag*. Only Q1 was answered.

SECTION 2: ***COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS***
(It is expected that a comment will be provided for each question)

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners did not perform well. Lack of vocabulary and the way some questions were set, resulted in poor performance.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Lack of vocabulary. They did not understand the questions. They were not able to express themselves. Certain questions were answered poorly. 1.3 1.8 1.9 1.11 1.19 1.21
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Teach the characteristics of the drama. Read and discuss both TONELE in class. Teach learners to answer higher order questions. Numerous exercises should be done in class.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Teach the learners how to answer contextual questions. Focus on the characteristics aspects of a DRAMA. (e.g. Karakterisering, handeling, tema, boodskap,titel, ontwikkeling, klimaks en die slot) Use previous question papers in your revision programme so that learners can get used to the way the questions are set. Combine Oral activities with Literature tasks. E.g. A dialogue between two characters (Lucky and Binki) Make posters for the classroom (list of character traits/ themes, etc. Do quizzes on the literature. This should be a fun way to study the content and consolidate their knowledge. Regular tests. Expose the learners to vocabulary lists to help them to understand the drama.

<u>QUESTION 2</u> (CHOICE QUESTION - NOT DONE BY WESTERN CAPE)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Type here
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Type here
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Type here
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Type here