

CHAPTER 14

SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE

The following report should be read in conjunction with the South African Sign Language Home Language question paper of the November 2021 NSC examination.

14.1 PERFORMANCE TRENDS (2018–2021)

The number of candidates who sat for the South African Sign Language Home Language examination in 2021 increased by 27 compared to that of 2020.

There was an increase in the number of candidates who passed at the 40% level from 97 in 2020 to 116 in 2021.

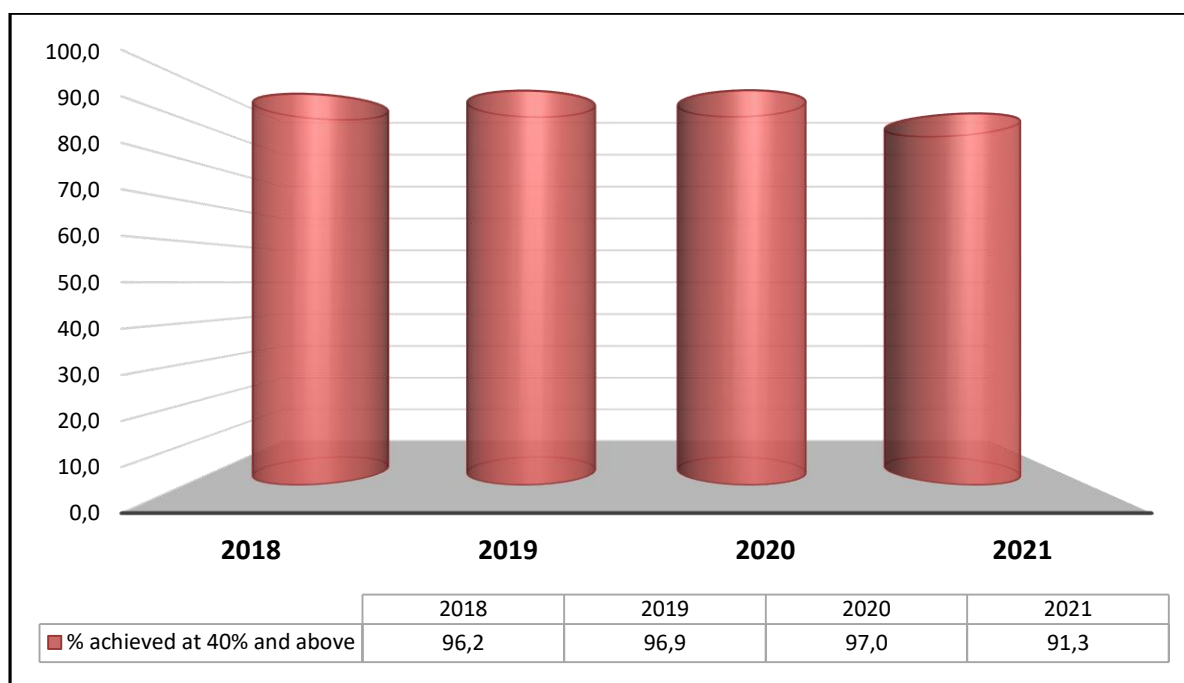
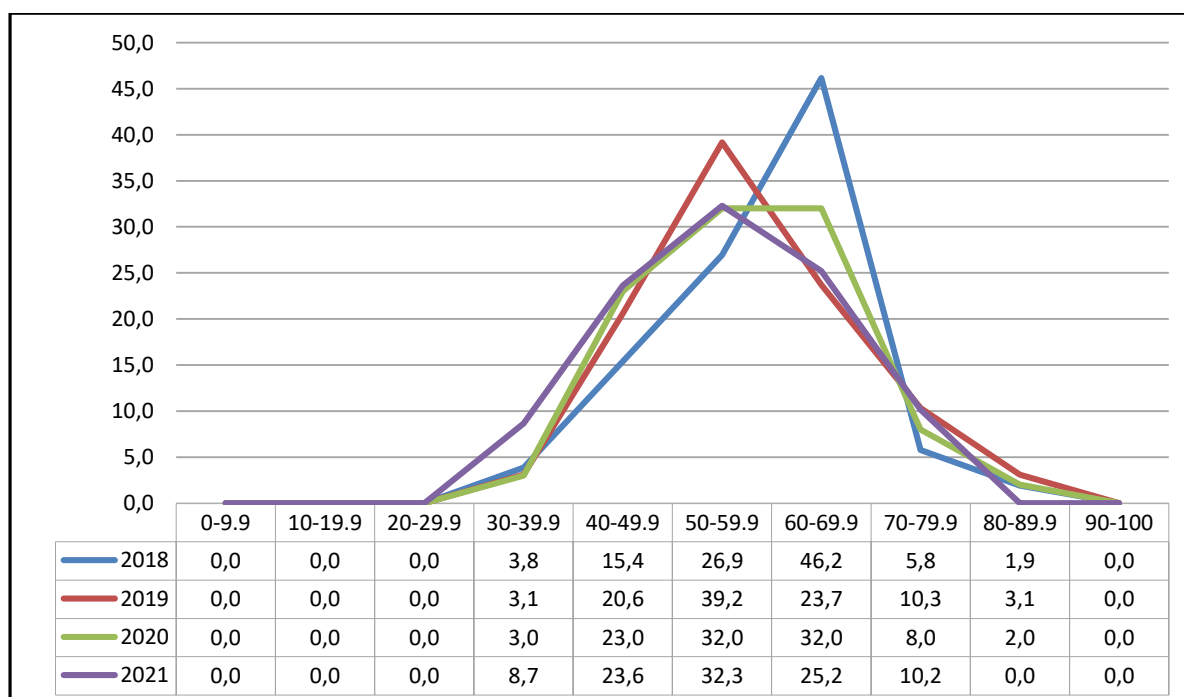
Over the past four years, the pass rates were improving steadily from 96,2% in 2018 to 97,0% in 2020. However, there was a significant decline in the pass rate at the 40% level from 97,0% in 2020 to 91,3% in 2021.

The percentage of distinctions (over 80%) declined to 0% in 2021, compared to the two candidates who achieved distinctions in 2020.

The results reflected above were despite the challenging circumstances brought about by the Covid-19 pandemic over the past two years which affected teaching and learning activities of the 2021 cohort.

Table 14.1.1 Overall achievement rates in South African Sign Language Home Language

Year	No. wrote	No. achieved at 40% and above	% achieved at 40% and above
2018	52	50	96,2
2019	97	94	96,9
2020	100	97	97,0
2021	127	116	91,3

Graph 14.1.1 Overall achievement rates in South African Sign Language Home Language (percentage)**Graph 14.1.2 Performance distribution curves in South African Sign Language Home Language (percentage)**

14.2 OVERVIEW OF CANDIDATES' PERFORMANCE IN PAPER 1

General comments

- (a) There was a notable improvement in technical integrity:
 - Responses were recorded, saved and labelled in separate clips as indicated in the exam instructions.
 - The signing was within the signing frame and effectively captured by the webcam.
 - Video quality was clear and responses were legible.
- (b) To mitigate the challenge of dialectical variations in signs and in signing amongst provinces and amongst schools within a province, the English transcript of the signed question paper was provided to the invigilator in the exam venue. However, not all candidates requested clarity on signs. Instead, they continued to assign meaning without considering the context.
- (c) As in previous examinations, candidates encountered difficulty answering questions that presented higher-order cognitive demand. The ability to *interpret, deduce, infer meaning, critically explain and substantiate* continues to be challenging. This is indicative of limited interpretation skills.
- (d) It is evident that candidates are not 'reading' the question accurately, with attention to detail, and the specific requirements of the question. Responses were either incomplete or lacked the detail that is specified in the marking guideline.
- (e) **Language Structure and Use** has teachable content but candidates demonstrated poor performance. There is little evidence to support that the formal linguistic structure of SASL grammar is being taught to learners.
- (f) Candidates were able to complete the question paper within the extended time specified in the SASL Examination Guidelines document. However, those who were not offered the extended time were unable to complete the paper. Several questions were unanswered.

14.3 DIAGNOSTIC QUESTION ANALYSIS OF PAPER 1

QUESTION 1: Comprehension

- (a) Most of the candidates were challenged with questions that required higher-order cognitive demand.
- (b) The majority of responses revealed that candidates answered the question(s) partially. Responses lacked the details as required by the marking guidelines.
- (c) In most instances candidates provided fewer than the specified number of reasons or facts in questions where they were required to give a specified number of reasons or facts.

Common errors and misconceptions

- (a) Q1.4: This general knowledge question was answered incorrectly by the majority of candidates, who responded that the Comrades Marathon is run in Gauteng. (Correct response was KZN.)

- (b) Q1.5: Most candidates did not respond correctly to the *significance* of Richard falling. They offered the superficial response that Richard was blind/disabled.
- (c) Q1.6: The majority of responses were incorrect as candidates did not understand the concept of 'identity'. Their responses alluded to the physical description of being blind/disabled.
- (d) Q1.7.1: Candidates responded SCHOOL FOR BLIND/BLIND SCHOOL. This was marked correct as the question did not ask for the name of the school.
- (e) Q1.10: Candidates knew without a doubt that Richard was determined to succeed but were unable to substantiate with the correct facts. They repeated the primary content of the question which was that Richard was determined to succeed.
- (f) Q1.11: This question was answered incorrectly by the majority of candidates. Firstly, they failed to identify the irony, and consequently were unable to explain the irony. Evidently they did not understand the concept 'irony'.
- (g) Q1.13: This question required candidates to compare a chunk of signed text with an image. Candidates were able to indicate the similarity but were unable to identify the difference between the two texts.
- (h) Q1.15: Candidates responded affirmatively that people with physical disability can participate in the Comrades Marathon. However, they were not able to offer substantial content to support their view.

Suggestions for improvement

- (a) Teachers should emphasise the following to the learners:
 - View the question at least twice.
 - Deconstruct the question and identify the component parts.
 - Respond accordingly to prevent irrelevant and incomplete responses and repetitions in responses.
- (b) Teachers must apply the 40 : 40 : 20 distribution of cognitive levels when setting school-based assessments. This will ensure that learners are exposed to the varying levels of cognitive requirements and become familiar with responding appropriately.
- (c) Higher-order thinking skills are developmentally acquired. Teachers should create opportunities for learners to engage in higher-order or critical thinking. This will enhance performance when confronted with such questions in examination situations.
- (d) Learners must become familiar with the signs and meanings of instructional verbs, such as 'critically discuss', 'compare', 'evaluate', 'motivate' and 'account for'.
- (e) To introduce learners to varied dialects, teachers should use texts signed in other provinces for recreational visual reading and comprehension exercises. This would help to alleviate the challenges with variations in signed dialects.
- (f) Teachers should also alert candidates to request clarity on unfamiliar signs during the examination to avoid the overall negative impact on performance. The English transcript of the signed question paper, given to the invigilator, is intended to mitigate this challenge.

- (g) Responding to a question in its entirety must be emphasised. Partial responses are common and contribute to underachievement.
- (h) Candidates must learn to formulate responses based on a given text to improve their performance in open-ended and opinion-based questions.

QUESTION 2: Summary

Common errors and misconceptions

- (a) Candidates did not provide any evidence of planning so as to ascertain the main point in each 'chunk'.
- (b) Since candidates did not note points during planning, they were unable to recall the 7 points required. They tended to repeat points and digressed while trying to recall points to sign.
- (c) Points were not awarded for responses that were vague or lacked sufficient detail.
- (d) Where candidates scored poorly, there was general incoherence.
- (e) Many candidates offered a general summary of the passage, while others lifted key words comprising incomplete sentences.

Suggestions for improvement

- (a) Learners must be encouraged to plan by noting the main points before commencing with signing of the final summary. This will facilitate a fluent and coherent presentation.
- (b) Furthermore, planning would obviate inordinately long pauses between points.
- (c) Learners must be taught that a summary requires only the main point to be extracted from each chunk. They should practise summarising skills using shorter texts and extend progressively to longer texts.
- (d) Teachers should encourage learners to express each main point using their own signs rather than signing verbatim from the text.
- (e) Teachers should develop their own resource packs (DVDs and workbooks) to improve summarising skills of learners.

QUESTION 3: Analysing an Advertisement

Common errors and misconceptions

- (a) Q3.2: Most candidates indicated one use of salt shown by the advertiser, despite the indication of the 2-mark allocation.
- (b) Q3.3: Candidates demonstrated the placement of the salt correctly but were unable to proffer sound reasons for the strategic positioning of the salt in the advertisement.
- (c) Q3.4: This question required candidates to compare the girl's imagination with her environment. Candidates tended to describe images in the advertisement but failed to express the response as contrasting images.

- (d) Q3.5: This question focussed on the *intention of the advertisement and the success with which this intention is accomplished*. The majority of candidates signed a description of images they were attracted to but did not explain the advertisement's intention in using these images or whether the intention was accomplished.

Suggestions for improvement

- (a) Learners should be offered frequent opportunities to apply higher-order critical thinking potential to analyse advertisements using popular products of interest to the youth.
- (b) Teachers must teach aspects of advertising such as brand names, target-group appeal, the advertising medium, duration of the advertisement, setting, lighting, camera techniques and the overall impact of such features.
- (c) Learners must be taught questioning concepts associated with advertising such as the *intention* and *effectiveness* of certain special effects and how these effects enhance the overall intention of the advertisement.
- (d) As with all comprehension exercises, learners must be careful not to disadvantage their performance by disregarding the specific detailed requirements of the question.
- (e) Teachers could develop their own resource packs for analysing advertisements (DVDs and workbooks) and these should be accessible to learners to facilitate exposure.

QUESTION 4: Analysing a Cartoon

Common errors and misconceptions

- (a) Q4.1: Most of candidates described the image of the parents in the frame but did not explain the specific *technique* used by the cartoonist to highlight the image of the parents in the setting.
- (b) Q4.3: Candidates did not observe the question carefully. They were required to identify THREE instances where sketch lines are deployed for varying meanings. Most candidates responded with either one or two instances and lost marks that could have been scored with minimal effort.
- (c) Q4.4: This was a 3-pronged question, which focussed on a *context*, *the dilemma (problem)* and *a solution*. Candidates focussed mostly on the **Deaf Culture** context and failed to respond to the dilemma and the solution.

Suggestions for improvement

- (a) Teachers must create opportunities for recreational exposure to cartoons and thereafter progress to the literary study of cartoons that highlight social issues/contexts embedded in satire, humour and irony and other such features.
- (b) The need for candidates to deconstruct questions and identify the specific requirements must be emphasised. Most candidates are disadvantaged through not responding to **all** the specific requirements and hence responses are incomplete.
- (c) Cartoon interpretation/analysis skills should be taught according to the CAPS, such as:
 - Visual techniques and effectiveness
 - Dialogue/Conversation techniques and how these are deployed in cartoons to maximise effect and meaning
 - Sketch lines and symbols and the variety of suggested context-based meanings.

- (d) Learners may be encouraged to remove, add or alter sketch lines and other visual features to cartoons and observe how minor changes can alter *impact*, *effectiveness* and *meaning*.

QUESTION 5: Language Structure and Use

The continued poor performance of candidates in **Language Structure and Use** remains a concern and must be highlighted. In all provinces, the teaching of basic syntax features and linguistics and their use in the context of various texts has not been given sufficient attention.

Common errors and misconceptions

- (a) Candidates responded poorly in all questions on linguistic structure and their use in the context of this text. They were unable to identify, interpret and explain grammatical features in the text. The following features were assessed:
- Question type
 - Verbs and temporal aspect
 - Neologism
 - Repetition and its function
 - Editing incorrect sentence structure
- (b) Q5.1: Candidates were unable to identify this as a *rhetorical question*. The responses were a repetition of exactly what was signed in the text and the question.
- (c) Q5.2: Candidates repeated the verb LOOK from the question and did not respond with other temporal aspect examples as was required in the question.
- (d) Q5.3: Candidates signed the neologism DRIVE-TEXT accurately but were unable to demonstrate how the two component signs were assimilated to create the new sign.
- (e) Q5.4: *Repetition*, as a stylistic device, is frequently mentioned in the CAPS as it is common in the study of signed drama, stories and poetry. Despite regular exposure, candidates were unable to explain the function of *repetition* in the context of the text.
- (f) Q5.5: All candidates responded incorrectly to this question as they failed to identify the incorrect language structure in the clip and therefore, could not correct the error.

Suggestions for improvement

- (a) Refresher training in grammar/syntax by SASL linguistics experts is recommended. In the interim, teachers should refer to the *Sign Language Workshop Training Manual* (2015–2018) as a guide to teach linguistic concepts to the learners.
- (b) Learners should be exposed to texts with errors and be encouraged to identify errors and edit the texts, which can be done with both live and recorded texts. This is a regular question in examinations and should be mastered.
- (c) The CAPS document lists the range of language structures and conventions that must be taught. Learners should be familiar with the various aspects of syntax and its use in different contexts.

- (d) In addition to language conventions, learners should also be taught the relevance of semantic features in SASL such as *neologisms*, *repetition*, *verb variations and others*, and how these are used to achieve effect.

14.4 OVERVIEW OF CANDIDATES' PERFORMANCE IN PAPER 2

General comments

- (a) The questions testing literary/poetic devices were challenging to many candidates. Responses revealed a lack of understanding of the questions, literary/poetic devices and how these function in the interpretation of literature/poetry.
- (b) Critical thinking skills must be developed in order for candidates to respond to questions that require higher-order interpretations. These skills can be developed by guiding learners to argue a point or defend an opinion. This approach should form part of the daily lesson plan so that learners can acquire this skill.
- (c) Most candidates did not perform well in the literary essay questions as they did not comply with the requirements set out in the CAPS. The content in the responses lacked correct interpretation of the topic, depth of argument, justification and overall grasp of the text.
- (d) Candidates must be discouraged from 're-telling' the poem and the longer stories.
- (e) Learners must be taught to use quotes or specific references to support an argument. The essay requires a focused and critical discussion. Specific references and relevant quotes must be used to support the argument in the literary essay. Structure, sequencing, logical flow of presentation and presentation style were challenging to candidates.

14.5 DIAGNOSTIC QUESTION ANALYSIS OF PAPER 2

SECTION A: POETRY

Common errors and misconceptions

- (a) Q1: Most responses were inadequate. Candidates were unable to interpret the concept of 'pace' and 'repetition'. This is an important feature in the interpretation of literature. Candidates were able to identify 'pace' and 'repetition' in the poem but were unable to discuss how these are used to create effect and meaning.
- (b) Q2.2: Most candidates were unable to answer the question as they did not comprehend the concept 'sense of beauty created'. Failure to analyse the poem led to poor responses.
- (c) Q3.1: Most candidates had difficulty explaining how the title of the poem 'ALONE' set the initial mood of the poem.
- (d) Q3.3: Candidates did not respond to the question appropriately as they did not understand 'hyperbole' as a poetic device.
- (e) Q3.4: The poetic device 'symbolism' was understood by the candidates but they did not explain this as a crucial feature in the poem.

- (f) Q4.3: Learners did not understand the significance of the 'contrasting' handshapes as a poetic device and were therefore unable to answer the question thoroughly.
- (g) Q4.4: Candidates were unable to analyse the modified handshape as a better title as their figurative understanding was limited.
- (h) Q5.3: Most candidates did not understand 'symmetry' as a poetic device and therefore were unable to explain its effectiveness.

Suggestions for improvement

- (a) Teachers need to ensure that learners offer opinions with maturity and reason. Teachers must gather information from a variety of sources to support their teaching and ensure that interpretation of poems is appropriate, meaningful and contextualised.
- (b) Critical and analytical thinking skills need to be developed through engaging learners in exercises to argue a point or defend an opinion. This approach should form part of daily lessons so that learners gain confidence in developing the skill in an informal and teacher-supported context.
- (c) The teaching of poetic devices and the signs for these devices are critical. These include *symmetry*, *beauty*, *mood*, *symbolism*, *contrast* and other features. Teachers should demonstrate poetic devices using examples and explanations. Previous NSC examination papers can be used for revision and to familiarise the learners with the signs. Learners must be able to analyse the poem to understand the poet's intention of creating the poem.
- (d) Educators should model their levels of questions on national examinations to expose learners to questions and to assess their responses. Accurate feedback to learners is essential for improved performances in daily lessons.
- (e) Learners must be taught to answer questions specifically without retelling the text. Educators should assess learners' essays against the rubrics for literary essays and use this as a tool for emphasising criteria that promote improved performance.

SECTION B AND SECTION C: LONGER STORIES

Common errors and misconceptions

- (a) Q6: Candidates were required to discuss the internal conflict in the longer story *Asa stands up for herself*. Essays were not presented in the recommended format in terms of introduction, body and conclusion. Candidates did not structure essays with a logical flow of ideas by explaining the internal conflicts, arguing Asa's weaknesses and her inability to stand up for herself. Candidates concluded the essay, abruptly.
- (b) Most candidates were re-telling the story with the complete storyline instead of identifying Asa's internal conflicts. Many candidates did not adhere to the prescribed length of the response which was 8–10 minutes.
- (c) Q7.1–Q7.9: The majority of candidates had difficulty giving critical comments in responses that required higher-order interpretations. Candidates were challenged in their ability to predict, substantiate, analyse and to offer critical comments on literature to qualify for marks.
- (d) Q8: Most candidates did not present the essay in the correct format in terms of introduction, body and conclusion. Candidates were unable to structure essays with a

logical flow of ideas. They did not explain how the political situation in South Africa at the time of Albertina Sisulu created conflict in her experiences as a political veteran. They were re-telling the story with the complete storyline instead of analysing the context.

- (e) Q9.1–Q9.9: The majority of candidates had difficulty giving critical comments in responses that required higher-order interpretations. Candidates were challenged in their ability to predict, substantiate, analyse and to offer critical comments on literature to qualify for marks.
- (f) Q10: Essays were not presented in the correct format in terms of introduction, body and conclusion. Candidates were unable to structure essays with a logical flow of ideas. All candidates' essays were inadequate when they discussed how Kim as a victim of poverty and social inequality was also victimised by her ignorant peers. They were re-telling the drama instead of analysing the context.
- (g) Q11.1–Q11.9: The majority of candidates had difficulty in predicting, substantiating, offering critical comment and analysing literature. They were unable to respond at an appropriate level.

Suggestions for improvement

- (a) Teach learners how to respond appropriately to questions. The teacher is advised to make use of previous question papers and the *Spring School Manual* and DVD, *MTG Study Guides on the new literature* texts as well as the *SASL HL subject terminology DVD* to be familiar with questions and associated signs.
- (b) Teachers must ensure that learners refrain from re-telling the story/drama. This can be achieved if they have a good understanding and knowledge of the texts and literary devices.
- (c) Learners must be taught to adhere to the length of time for signing the essay which is 8–10 minutes.
- (d) Teachers need to ensure that learners develop the skills of presenting essays with clear structure. Teachers must be well prepared when researching stories and be familiar with the variety of important components when referring to longer stories/drama.
- (e) Critical thinking and analytical skills should be developed in order for learners to respond to questions that require higher-order application. The skills must include interpretation of the topic or question and a range of supporting arguments from the text.
- (f) Teachers should use the literary essay rubrics to give feedback to candidates in order to develop their skills. The structure of the essay (introduction, body and conclusion), the appropriate register (formal) and language should be emphasised. Teachers must assess learners' essays with close references to the rubric. Learners should be familiar with the criteria specified in the assessment rubrics.
- (g) Learners must be taught to refer to quotes or specific references to support their arguments. The essay requires a focused and critical discussion. Candidates must choose one essay or contextual question from the story and one essay or contextual question from the drama. They must make well-considered choices between the essay and contextual questions.

14.6 OVERVIEW OF CANDIDATES' PERFORMANCE IN PAPER 3

General comments

- (a) Most candidates performed well in the essays. They achieved the skills required in the CAPS. The content, structure, planning and language use were well presented.
- (b) Deviation from the topic was noted in the picture essays where the link between the essay and the picture was not consistently maintained.
- (c) Evidence of compliance with the prescribed duration of the Essay and Transactional Texts was noted.
- (d) Candidates who responded to the picture essay did not give the presentation a title/heading which challenged the marker to discern the link. Most candidates opted for a narrative in approaching the picture essay.
- (e) Performance compared to 2020 has significantly improved. Candidates performed above average.
- (f) According to the Item Analysis, the selection of topics was random. No particular trend was identified.

14.7 DIAGNOSTIC QUESTION ANALYSIS OF PAPER 3

SECTION A: Essays

Common errors and misconceptions

- (a) Q1.1: Candidates who responded to this topic gave a figurative account of how they 'met a fairy'. The content and structure category was moderate to skilful. The fiction and imaginative skill required of this essay was achieved.
- (b) Q1.2: Candidates who responded to this topic ('True beauty is around us') had good content and structure, which demonstrated evidence of planning. Candidates were able to link the topic to a South African context which was creative. Some candidates still have challenges with concluding essays appropriately.
- (c) Q1.3: Candidates gave a satisfactory response to this topic. Sequencing in the essay was problematic. Despite little evidence of planning, the content was reasonably commendable.
- (d) Q1.4: Very few candidates responded to this essay. They were not able to present either a discursive or an argumentative response on whether male or female clothing are equally advertised.
- (e) Q1.5: Very few candidates responded to this topic on 'Should silence be broken when serious things happen?'. They presented a narrative response instead of an argumentative or discursive approach. They tended to tell a story whereas the question required that they argue and substantiate the statement.
- (f) Q1.6: There was a tendency for candidates to offer literal interpretations to the picture essays. Candidates were unable to offer figurative responses or relate pictures to personal experiences, as was expected. A general tendency across all three visuals

was that candidates presented a description of the visual as opposed to using the visual as a stimulus for a creative presentation.

- (g) Q1.6.1: Hand and the dog: Candidates who responded to this picture essay offered a narrative response, while others used personification to enhance the essence of the essay.
- (h) Q1.6.2: Nature conservation: Candidates who responded to this image did not give a topic. They gave a literal response and while the content and structure were satisfactory, the essay was not neatly concluded.
- (i) Q1.6.3: The mask: Candidates who responded to this topic responded moderately to skilfully. Most responses demonstrated a narrative and reflective bias. There was evidence of planning as content and structure were set out well.

Suggestions for improvement

- (a) There should be compliance with the recording/signing processes as set out on p. 27 of the CAPS, i.e. recording process, planning/pre-recording, drafting and final recording.
- (b) The planning and editing stage of the essay is crucial and should be emphasised as being integral to drafting the essay. Planning will obviate deviating from the topic and will develop depth in the essay.
- (c) Candidates must engage in reading and re-reading their essays to eliminate incoherence and similar errors in structure before the final recording.
- (d) Teachers should coach learners on different types of essays and on how content should be organised and presented.
- (e) Teachers should teach learners to develop essay-presenting skills based on the criteria in the rubrics and give feedback to learners by following the criteria specified therein.
- (f) Identifying the essence of the topic is essential. Learners should be encouraged to explore all possibilities of content that can emanate from a topic so that their signing is original, authentic and yet creative.
- (g) There has to be a direct link between the essay and the visual stimuli. Learners should address all the elements presented in the picture. Teachers should provide enough practice opportunities so that learners become familiar with responses to visual stimuli.

SECTION B: Transactional Texts

General comments

- (a) The time specified for the length of the transactional text has been amended in the marking guidelines to 2–3 minutes for each transactional presentation.
- (b) Based on candidates' responses in transactional texts, it is clear that there has been minimal focus on teaching this section.
- (c) The importance of analysing the details in the section should be emphasised. Candidates were penalised if they responded only partially to the topic as a result of lack of attention to the detail in the topic.

Common errors and misconceptions

- (a) Q2.1: Informal Presentation: Only a few candidates responded to this question. Candidates moderately understood what was required when responding to this text. It is evident that the skills required in the CAPS were moderately achieved.
- (b) Q2.2: Vote of Thanks: Responses to this transactional text were satisfactory. However, candidates did not respond using the correct format, nor did they meet the necessary criteria.
- (c) Q2.3: Formal Report: There were a fair number of responses to this topic. Performance was mostly at a moderate to skilful level. However, the format and structure of the formal report needs to be strengthened.
- (d) Q2.4: Request: A fair number of candidates responded to this topic. Candidates moderately understood the response required. The skills required in the CAPS were moderately achieved.
- (e) Q2.5: Congratulatory Message: Most candidates who responded to this transactional text did not perform well. Responses were characterised by little or no planning, deviation from the topic and irrelevant content.
- (f) Q2.6: News Item: Most candidates responded to this question. Candidates understood what was required, which was evident in the content, planning and structure.

Suggestions for improvement

- (a) Transactional text formats must be taught with intent. Learners can do reasonably well in this section if they are familiar with the various categories of texts and their specific formats.
- (b) The register, discourse, purpose/effect, audience and context should be taught as part of the format for each type of text.
- (c) The register of transactional texts should match the intention and audience of the piece. Formats must be taught consistently and correctly and learners must be given opportunities to practise these genres.
- (d) Learners should be familiar with the criteria specified in the assessment rubrics. Teachers should teach learners to develop presenting skills based on the rubrics, with emphasis on the format.
- (e) Teachers should refer to the study guide on the *Recording of Essays and Transactional Texts* when teaching essays and transactional texts.

14.8 GENERAL COMMENTS FOR PAPERS 1, 2 AND 3

- (a) Schools should adhere to the *Guidelines for the Implementation and Conduct of Examinations in South African Sign Language Home Language* to ensure that candidates' responses are saved and correctly labelled, according to the question paper numbering.

- (b) Technical equipment must be efficient and in good working condition, and signing should be evenly balanced within the signing space and appropriately distanced from the recording device.
- (c) Learners must be given constructive feedback after school-based assessments so that there can be progressive improvement in performance.
- (d) Teachers should be trained on IT aspects to support learners with the use of computers, editing software, saving responses, uploading and downloading texts, labelling responses. Live-recording techniques, such as camera positioning, effective lighting and maximising signing space, are also essential.
- (e) Clustering of teachers will facilitate:
 - Sharing knowledge and individually developed resources
 - Addressing challenges
 - Mediating the rubrics and reinforcing the teaching of recording skills
 - Engaging in discussions on the study of literature
 - Collaboration in the setting of quality question papers
 - Peer moderation of school-based assessments
- (f) Preparation of learners for final examinations should be consistently implemented throughout the year with frequent informal assessments to monitor the candidates' progress and identify areas of challenge for remediation.
- (g) Teachers should use creative opportunities to expose learners to various live signing and recorded texts to sharpen their comprehension and critical thinking skills.
- (h) Learners must be taught to deconstruct questions and establish precisely what is required. The urgency to respond without thoroughly understanding the question must be discouraged. Responding to a question in its entirety should be encouraged.
- (i) The standard of school-based assessments must be elevated to present learners with an opportunity to answer questions of the same complexity and level of difficulty as those in the final examination. They should be familiar with analysing skills and responding to questions requiring more Level 4/5 responses.
- (j) Interschool and interprovincial interaction must be encouraged to introduce and expose learners to varied dialects. This would alleviate the challenges presented by variations in signed dialects.

HOOFSTUK 15

AFRIKAANS EERSTE ADDISIONELE TAAL

Lees hierdie verslag in samehang met die vraestelle vir Afrikaans Eerste Addisionele Taal van November 2021.

15.1 PRESTASITENDENSE (2017–2021)

Die aantal kandidate wat Afrikaans Eerste Addisionele Taal in die 2021-eksamen afgelê het, het sedert 2020 met 7 893 kandidate toegeneem.

Daar was 'n vermeerdering in die aantal kandidate wat op die 30%-vlak geslaag het. Dit het verbeter van 80 551 in 2020 tot 87 986 in 2021 en op die 40%-vlak het die aantal kandidate verhoog met 6 842 in 2021.

In die afgelope vyf jaar is die slaagsyfers deurlopend tussen 92% en 96% gehandhaaf. Die slaagsyfer op die 30%-vlak het konstant gebly op 93,8% tussen 2020 en 2021.

Die persentasie onderskeidings (bo 80%) het 'n geringe verbetering getoon van 7,5% in 2020 tot 7,8% in 2021. Gegewe die verhoogde aantal kandidate wat vir die 2021-eksamen ingeskryf het en meer kandidate wat onderskeidings verwerf het, het die onderskeidings van 6 444 in 2020 na 7 317 in 2021 verhoog.

Die uitslae soos hierbo uiteengesit was ten spyte van die uitdagende omstandighede wat oor die afgelope twee jaar deur die Covid-19-pandemie meegebring is en wat leer en onderrig in 2021 beïnvloed het. Bogenoemde is aan die kreatiewe intervensiestrategieë deur onderwysers en vakfasiliteerders sowel as skole en provinsiale onderwysdepartemente te danke. Die inisiatiewe en toegewyding van die bogemiddelde kandidate het ook tot die algehele prestasie in die vak bygedra.

Tabel 15.1.1 Oorsig van prestasie in Afrikaans Eerste Addisionele Taal

Jaar	Getal kandidate wat geskryf het	Getal kandidate wat 30% en meer behaal het	% kandidate wat 30% en meer behaal het	Getal kandidate wat 40% en meer behaal het	% kandidate wat 40% en meer behaal het
2017	82 017	76 222	92,9	63 423	77,3
2018	82 525	77 500	93,9	65 228	79,0
2019	83 889	80 502	96,0	69 393	82,7
2020	85 920	80 551	93,8	67 502	78,6
2021	93 813	87 986	93,8	74 344	79,2