Inside Education

2023 Matric Examination Guidelines



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FOCUS ON THE CLASS OF 2023

Examination Readiness

"Towards Examination Fitness"

(This booklet is not for sale)

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1. Introduction

The booklet **starts with the 2023 examination time table which is the most important planning tool.** All the 2023 matric students **must read the composite time table and identify their subjects, papers, dates of the examination, times of examination and duration of each paper.** This is the first step towards success because it prepares the learner psychologically for the examination.

In the discussion of the profile of the "Class of 2023" one of the challenges mentioned is that **they were not exposed to full scale examinations experience as a result of "COVID-19 restrictions". There were temporal measures to re-align formative assessment and summative assessments so that the time available for teaching is maximized.**

The **aim of this booklet is to provide information that will help the matric learner of 2023 with skills which are necessary for the preparation of the National Senior Certificate examination.** The examination related aspects discussed are **those which relate to the examination (action verbs, types of questions etc.). It is important for each learner to have a** study programme/ time table is **very important so that learners start preparing according to the final National Examinations Time Table.**

Although it is important to prepare for the whole examination (larger scale preparation), **it is equally important to prepare for each paper (small scale preparation).** The information contained in this booklet will help the "Class of 2023" to **understand the task of writing the National Senior Certificate examination and to get prepared and organized for the whole examination and for each paper.** The booklet also contains the pass requirements of the National Senior Certificate Examinations. This is very important because learners must have success targets. **If learners know the pass requirements, they study with a specific purpose in mind instead of studying without knowing what they want to achieve.**

The booklet provides the 2023 matric learners with skills for practicing various types of questions taking into consideration the Examiners comment that **learners were poor in responding to source-based questions.** The understanding of action verbs is the other critical aspect of preparation. The booklet also gives the 2023 matric learners an explanation of common action verbs used by examiners when asking questions. **This is important because the collection of marks by each learner depends on their ability to follow the instructions of Examiner.** Therefore, the **understanding of the action verbs is very important.** Each learner must be able to complete the question paper to avoid the risk of failure. Therefore, **time budget is the other important skills required for writing examination.**

The 2023 examination questions in all papers will come with different types of questions and **each learner must have skills of answering those questions. The booklet provides the 2023 matric learners with skills for answering various types of questions.** Finally, the booklet provides the "Class of 2023" with some of the tips for preparing for the examinations and for managing the examination day. This is important **because each matric learner in 2023 must know what is required of them in the examination room.** The "Class of 2023" must use this booklet to prepare themselves for the coming 2023 National Senior Certificate examination.

2. The 2023 National Senior Certificate Examination Timetable

Each matric learner must know the 2023 National Senior Certificate examination. This includes the **subject, the paper (1 or 2 or 3 depending on whether it is content or language), the examination date, the session (morning or afternoon) the start time and the completion time. It is also important for the candidates to know the dates on which they are not writing examinations. These are not "free days" but they must be used for studying, consultations with subject teachers, attending revision sessions and for attempting previous examination questions.** The following is the 2023 National Senior Certificate Examination Time Table. Learners must use this to **draw their personal time tables and personal study time tables**. The most important thing is that the **time table must be used as a planning tool for learners to improve their state of readiness for the 2023 National Senior Certificate Examination.**

NATIONAL SENIOR CERTIFICATE (NSC)
OCTOBER/NOVEMBER EXAMINATIONS TIMETABLE 2023

WEEK 1	09:00	14:00
Monday 30/10	**English HL P1 (2hrs)** **English FAL P1 (2hrs)** **English SAL P1 (2hrs)**	**Hindi, Gujarati, Tamil, Telegu, Urdu HL P1 (2hrs)** **Hindi, Gujarati, Tamil, Telegu, Urdu FAL P1 (2hrs)** **Hindi, Gujarati, Tamil, Telegu, Urdu SAL P1 (2hrs)** **Hebrew SAL P1 (2hrs)** **German HL, SAL P1 (2hrs)**
Tuesday 31/10	**Economics P1 (2hrs)**	**Arabic, French, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P1 (2hrs)** **Latin SAL P1 (3hrs)** **Portuguese HL, FAL, SAL P1 (2hrs)**
Wednesday 01/11	**Afrikaans HL P1 (2hrs)** **Afrikaans FAL P1 (2hrs)** **Afrikaans SAL P1 (2hrs)**	**Hindi, Gujarati, Tamil, Telegu, Urdu HL P2 (2½hrs)** **Hindi, Gujarati, Tamil, Telegu, Urdu FAL P2 (2hrs)** **Hindi, Gujarati, Tamil, Telegu, Urdu SAL P2 (2hrs)** **Hebrew SAL P2 (2hrs)** **German HL P2 (2½hrs), SAL P2 (2hrs)**

Thursday 02/11	**History P1 (3hrs)**	**Engineering Graphics and Design P1 (3hrs)**
Friday 03/11	**Mathematics P1 (3hrs)** **Mathematical Literacy P1 (3hrs)** **Technical Mathematics P1 (3hrs)**	**Arabic, French, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P2 (2hrs)** **Latin SAL P2 (1½hrs)** **Portuguese HL P2 (2½hrs), FAL, SAL P2 (2hrs)** **Equine Studies (3hrs)**
WEEK 2	**09:00**	**14:00**
Monday 06/11	**Mathematics P2 (3hrs)** **Mathematical Literacy P2 (3hrs)** **Technical Mathematics P2 (3hrs)**	**Hindi, Gujarati, Tamil, Telegu, Urdu HL P3 (2½hrs)** **FAL P3 (2½hrs)** **Portuguese, German HL P3 (2½hrs)** **Portuguese FAL P3 (2½hrs)**
Tuesday 07/11	**isiZulu, isiXhosa, Siswati, isiNdebele HL P1 (2hrs) FAL P1 (2hrs) SAL P1 (2hrs)** **South African Sign Language HL P1 (2hrs)**	**Economics P2 (2hrs)**
Wednesday 08/11	**History P2 (3hrs)**	**Information Technology P2 (Theory) (3hrs)**
Thursday 09/11	**Sepedi, Sesotho, Setswana, Xitsonga,** **Tshivenda HL P1 (2hrs) FAL P1 (2hrs) SAL P1 (2hrs)**	**Computer Applications Tech P2 (Theory) (3hrs)**
Friday 10/11	**Physical Sciences (Physics) P1 (3hrs)** **Technical Sciences P1 (3hrs)**	**Business Studies P1 (2hrs)**
WEEK 3	**09:00**	**14:00**
Monday 13/11	**Physical Sciences (Chemistry) P2 (3hrs) Technical Sciences P2 (1½hrs)**	**Business Studies P2 (2hrs)**
Tuesday 14/11	**Geography (Climate and Weather, Geomorphology and Map work) P1 (3hrs)**	**Dramatic Arts (3hrs)**
Wednesday 15/11	**English HL P2 (2½hrs) English FAL P2 (2½hrs) English SAL P2 (1½hrs)**	**Engineering Graphics and Design P2 (3hrs)**
Thursday 16/11	**Accounting P1 (2hrs)**	**Civil Technology (3hrs)** **Maritime Economics (3hrs)**
Friday 17/11	**Life Sciences P1 (2½hrs)**	**Visual Arts (3hrs)**
WEEK 4	**09:00**	**14:00**
Monday 20/11	**Life Sciences P2 (2½hrs)**	***Electrical Technology (3hrs)***
Tuesday 21/11	**Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P2 (2½hrs), FAL P2 (2½hrs), SAL P2 (1½hrs)**	**Geography (Rural and Urban Settlement, Economic Geography of SA and Map work) P2 (3hrs)**
Wednesday 22/11	**isiZulu, isiXhosa, Siswati, isiNdebele HL P2 (2½hrs) FAL P2 (2½hrs) SAL P2 (1½hrs)** **South African Sign Language HL P2 (2½hrs)**	**Religion Studies P1 (2hrs)** **Marine Science P1 (2½hrs)**
Thursday 23/11	**Afrikaans HL P2 (2½hrs)** **Afrikaans FAL P2 (2½hrs)** **Afrikaans SAL P2 (1½hrs)**	**Tourism (3hrs)** **Nautical Science P1 (3hrs)**
Friday 24/11	**Accounting P2 (2hrs)**	**Agricultural Sciences P1 (2½hrs)**
WEEK 5	**09:00**	**14:00**
Monday 27/11	**isiZulu, isiXhosa, Siswati, isiNdebele HL P3 (3hrs) FAL P3 (2½hrs) SAL P3 (2½hrs)**	**Agricultural Sciences P2 (2½hrs)** **Nautical Science P2 (3hrs)**
Tuesday 28/11	**Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P3 (3hrs) FAL P3 (2½hrs) SAL P3 (2½hrs)** **South African Sign Language HL P3 (3hrs)**	**Mechanical Technology (3hrs)** **Sport and Exercise Science (3hrs)**
Wednesday 29/11	**English HL P3 (3hrs) English FAL P3 (2½hrs) English SAL P3 (2½hrs)**	**Religion Studies P2 (2hrs)** **Marine Science P2 (2½hrs)**
Thursday 30/11	**Consumer Studies (3hrs) Hospitality Studies (3hrs)**	**Design (3hrs)**
Friday 01/12	**Afrikaans HL P3 (3hrs) Afrikaans FAL P3 (2½hrs) Afrikaans SAL P3 (2½hrs)**	**Agricultural Management Practices (3hrs)**
WEEK 6	**09:00**	**14:00**
Monday 04/12	**Music P1 Theory (3hrs)**	**Music P2 Comprehension (1½hrs)**
Tuesday 05/12	**Dance Studies (3hrs)**	**Agricultural Technology (3hrs)**
Wednesday 06/12	**CAT rewrite (3hrs) Practical IT rewrite (3hrs) Practical**	
Thursday 07/12		
Friday 08/12		

	09:00
Monday, 4 September	**Life Orientation (LO CAT) (2½hrs)**
Tuesday 24 October	**Computer Applications Tech P1 (3hrs) Practical**
Wednesday 25 October	**Information Technology P1 (3hrs) Practical**
14 August to 13 October	**Performing Arts Practical**
10 October to 23 October	**Visual Arts and Design Practical**

3. Achievement aspects in the National Senior Certificate Examinations
3.1. Performance levels in the National Senior Certificate Examinations

PERFORMANCE LEVELS	PERCENTAGE	DESCRIPTION
Level 7	80%-100%	Outstanding achievement
Level 6	70%-79%	Meritorious achievement
Level 5	60%-69%	Substantial achievement
Level 4	50%-59%	Moderate achievement
Level 3	40%-49%	Adequate achievement
Level 2	30%-39%	Elementary achievement
Level 1	0%-29%	Not achieved: Fail

3. 2 Compulsory subjects
- Home Language
- First Additional Language (A candidate may offer a second Home Language instead of a First Additional Language)
- Mathematics or Mathematical Literacy
- Life Orientation
- Either English or Afrikaans as one of the languages

3.3 Pass requirements
3.3.1 Bachelor pass requirements
With a Bachelor pass you can apply to study towards a degree or a Diploma or a Higher Certificate. The following are requirements for a Bachelor pass in the National Senior Certificate examination.
- Must obtain at least 40% for your Home Language (compulsory),
- Must obtain at least 50% for **four other subjects** excluding Life Orientation,
- Must obtain at least 30% in Language of Learning and Teaching (LOLT) of the tertiary (Higher Education) institution,
- Must obtain at least 30% for one other subject,
- Must pass at least 6 out of 7 subjects.

3.3.2 Diploma pass requirements
A matric learner who obtains a Diploma pass stands a chance to study towards a Diploma or a Higher Certificate at a University, a University of Technology, a TVET College or any other accredited institution of higher learning. The following are pass requirements for obtaining a Diploma pass.
- Must obtain at least 40% for the Home Language (compulsory)
- Must obtain at least 40% in three other subjects excluding Life Orientation.
- Must obtain at least 30% in the Language of Teaching and Learning (LoLT)
- of the tertiary institution/institution of higher learning.
- Must pass at least 6 out of the 7 subjects.

3.3.3 Higher Certificate Pass requirements
A matric learner who obtains a Higher Certificate pass stands a chance to study towards a Higher Certificate at a University, a University of Technology, a TVET College or any other accredited institution of higher learning. The following are requirements for obtaining a Higher Certificate pass.
- Must obtain at least 40% for the Home Language (compulsory)
- Must obtain at least 40% in two other subjects excluding Life Orientation.
- Must obtain at least 30% in other four subjects.
- Must pass at least 6 out of the 7 subjects.

4. The Personal Examination Time Table
You must know the date of the examination and the time at which the examination will be written (Detail of the Examination). You must know the duration of the paper. All this information is available in the in the examination time table. However, the time table (composite time table) speaks to what all learners in the Republic of South Africa will be writing. You need your **PERSONAL TIME TABLE.** Your personal Time Table is similar to the composite Time Table except that it ONLY shows subjects which you will write and **NOT THOSE WHICH YOU WILL NOT BE WRITING.** Let us emphasise this, "it is good to know the **DATES OF THE EXAMINATION,** the **TIMES OF THE EXAMINATION, the PAPERS** and the **DURATION** of papers.

Look at an example of Tsepo Dlamini, a matric learner in the "Class of 2023". Tsepo will write the National Senior Certificate examination in certain subjects (not in all subjects). Tsepo has analysed the 2023 examination time table and isolated subjects that he will be writing details.

This has a positive psychological effect as Tsepo knows how he will manage the time until the end of the exam. His personal time table will influence his study time table. **Tsepo will write 14 papers in the 2023 NSC examinations.** He knows the **DATES OF THE EXAMINATION,** the **TIMES OF THE EXAMINATION,** the **PAPERS** and their **DURATION.**

Date	Subject	Paper	Duration	Start	Minutes	Finish
30/10/2023	English FAL	1	2.5 hours	14h:00	150	16h:30
03/11/2023	Mathematics	1	3 hours	09h:00	180	12h:00
06/11/2023	Mathematics	2	3 hours	09h:00	180	12h:00
09/11/2023	Sesotho HL	1	2.5 hours	09h:00	150	11h:30
10/11/2023	Physical Sciences	1	3 hours	09h:00	180	12h:00
13/11/2023	Physical Sciences	2	3 hours	09h:00	180	12h:00
14/11/2023	Geography	1	3 hours	09h:00	180	12h:00
15/11/2023	English FAL	2	2.5 hours	14h:00	150	16h:30
17/11/2023	Life Sciences	1	2.5 hours	09h:00	150	11h:30
20/11/2023	Life Sciences	2	2.5 hours	09h:00	150	11h:30
21/11/2023	Geography	2	1.5 hours	14h:00	90	15h:30
21/11/2023	Sesotho HL	2	2 hours	09h:00	120	11h:00
28/11/2023	Sesotho HL	3	2.5 hours	09h:00	150	11h:30
29/11/2023	English FAL	3	2.5 hours	14h:00	150	16h:30

As a candidate in the "Class of 2023", you can do like Tsepo Dlamini. The template below is included for you so that you can make your own analysis of your examination and know what you will be faced with in those few weeks.

Date	Subject	Paper	Duration	Start	Minutes	Finish

5. Know the expected format of the papers

The National Senior Certificate Examination (CAPS) started in 2014 and therefore **there are many previous question papers.** The **2018, 2019, 2020, 2021** and **2022** question papers can give a better understanding of the general format to expect. This is very important because **you must know what to expect and plan accordingly.** Normally **Examiners don't totally change the paper format. They may change very few areas** but your Teacher can also help you with **information about the format of the paper.** It is always important to **have an idea of how the question paper may look like.** Therefore, your **revision programme must include the use of previous question papers.**

6. The Personal Revision/Study Time Table

The National Senior Certificate Examination **is presented in weeks, days and hours.** This is done to get the whole **administration of the examination an organised project. It has the start date and the end date.** In the same way, **your writing of the National Senior Certificate Examination is your personal project which has a start date and an end date.** You need a **study time table for NSC Examination.** Your study time table **must give an idea of how much time is needed for each subject per day.** Your **time table will help to control your study time and your rest times.**

In your personal time table must have subjects **arranged as they appear in your personal examination time table.** Your personal time table must **help you to prevent procrastination and wastage of time.** You must show exactly **what you want to do at a particular time of the day**. There are many formats of a revision/study time table and **Tsepo's personal examination time table is just an example.** The following is an example of **how Tsepo will use the month of October to revise/ study for the 2023 NSC examination.** During revision/study for examinations, **Tsepo will focus on subjects as they are arranged in his personal examination time table.**

REVISION/SUDY TIME TABLE – WEEK 1 OF OCTOBER

WEEK ONE: 1 OCTOBER 2023 TO 8 OCTOBER 2023		
DATE	**SUBJECT**	**DURATION WITH BREAKS**
1/10/2023	English First Additional Language	1 hr.
1/10/2023	Mathematics	2 hr.
1/10/2023	Sesotho Home Language	1 hr.
2/10/2023	English First Additional Language	1 hr.
2/10/2023	Physical Sciences	2 hr.
2/10/2023	Sesotho Home Language	1 hr.
3/10/2023	English First Additional Language	1 hr.
3/10/2023	Life Sciences	2 hr.
3/10/2023	Sesotho Home Language	1 hr.
4/10/2023	English First Additional Language	1 hr.
4/10/2023	Geography	2 hr.
4/10/2023	Sesotho Home Language	1 hr.
5/10/2023	English First Additional Language	1 hr.
5/10/2023	Mathematics	2 hr.
5/10/2023	Sesotho Home Language	1 hr.
6/10/2023	English First Additional Language	1 hr.
6/10/2023	Physical Sciences	2 hr.
6/10/2023	Sesotho Home Language	1 hr.
7/10/2023	English First Additional Language	1 hr.
7/10/2023	Life Sciences	2 hr.
7/10/2023	Sesotho Home Language	1 hr.
8/10/2023	Mathematics	3hr.

REVISION/SUDY TIME TABLE – WEEK 1 OF OCTOBER

WEEK ONE: 1 OCTOBER 2023 TO 8 OCTOBER 2023		
DATE	**SUBJECT**	**DURATION WITH BREAKS**
1/10/2023		
1/10/2023		
1/10/2023		
2/10/2023		
2/10/2023		
2/10/2023		
3/10/2023		
3/10/2023		
3/10/2023		
4/10/2023		
4/10/2023		
4/10/2023		
5/10/2023		
5/10/2023		
5/10/2023		
6/10/2023		
6/10/2023		
6/10/2023		
7/10/2023		
7/10/2023		
7/10/2023		
8/10/2023		

REVISION/SUDY TIME TABLE – WEEK 2 OF OCTOBER

WEEK TWO: 9 OCTOBER 2023 TO 15 OCTOBER 2023		
DATE	**SUBJECT**	**DURATION WITH BREAKS**
09/10/2023	English First Additional Language	1 hr.
09/10/2023	Physical Sciences	2 hr.
09/10/2023	Sesotho Home Language	1 hr.
10/10/2023	English First Additional Language	1 hr.
10/10/2023	Life Sciences	2 hr.
10/10/2023	Sesotho Home Language	1 hr.
11/10/2023	English First Additional Language	1 hr.
11/10/2023	Geography	2 hr.
11/10/2023	Sesotho Home Language	1 hr.
12/10/2023	English First Additional Language	1 hr.
12/10/2023	Mathematics	2 hr.
12/10/2023	Sesotho Home Language	1 hr.
13/10/2023	English First Additional Language	1 hr.
13/10/2023	Physical Sciences	2 hr.
13/10/2023	Sesotho Home Language	1 hr.
14/10/2023	English First Additional Language	1 hr.
14/10/2023	Life Sciences	2 hr.
14/10/2023	Sesotho Home Language	1 hr.
15/10/2023	Mathematics	3hr.

CREATE YOUR OCTOBER WEEK 2 STUDY/REVISION TIME TABLE

WEEK TWO: 9 OCTOBER 2023 TO 15 OCTOBER 2023		
DATE	**SUBJECT**	**DURATION WITH BREAKS**
09/10/2023		
09/10/2023		
09/10/2023		
10/10/2023		
10/10/2023		
10/10/2023		
11/10/2023		
11/10/2023		
11/10/2023		
12/10/2023		
12/10/2023		
12/10/2023		
13/10/2023		
13/10/2023		
13/10/2023		
14/10/2023		
14/10/2023		
14/10/2023		
15/10/2023		

REVISION/STUDY TIME TABLE – WEEK 3 OF OCTOBER

WEEK THREE - 16 OCTOBER 2023 TO 22 OCTOBER 2023		
DATE	**SUBJECT**	**DURATION WITH BREAKS**
16/10/2023	English First Additional Language	1 hr.
16/10/2023	Mathematics	2 hr.
16/10/2023	Sesotho Home Language	1 hr.
17/10/2023	English First Additional Language	1 hr.
17/10/2023	Mathematics	2 hr.
17/10/2023	Sesotho Home Language	1 hr.
18/10/2023	English First Additional Language	1 hr.
18/10/2023	Physical Sciences	2 hr..
18/10/2023	Sesotho Home Language	1 hr.
19/10/2023	English First Additional Language	1 hr.
19/10/2023	Physical Sciences	2 hr.
19/10/2023	Sesotho Home Language	1 hr.
20/10/2023	English First Additional Language	1 hr.
20/10/2023	Mathematics	2 hr.
20/10/2023	Sesotho Home Language	1 hr.
21/10/2023	English First Additional Language	1 hr.
21/10/2023	Mathematics	2 hr.
21/10/2023	Sesotho Home Language	1 hr.
22/10/2023	Mathematics	3hr.

CREATE YOUR OCTOBER WEEK 3 STUDY/REVISION TIME TABLE

WEEK THREE - 16 OCTOBER 2023 TO 22 OCTOBER 2023		
DATE	**SUBJECT**	**DURATION WITH BREAKS**
16/10/2023		
16/10/2023		
16/10/2023		
17/10/2023		
17/10/2023		
17/10/2023		
18/10/2023		
18/10/2023		
18/10/2023		
19/10/2023		
19/10/2023		
19/10/2023		

20/10/2023		
20/10/2023		
20/10/2023		
21/10/2023		
21/10/2023		
21/10/2023		
22/10/2023		

REVISION/STUDY TIME TABLE – WEEK 4 OF OCTOBER

WEEK 4 - 23 OCTOBER 2023 TO 30 OCTOBER 2023		
DATE	**SUBJECT**	**DURATION WITH BREAKS**
23/10/2023	English First Additional Language	1 hr.
23/10/2023	Mathematics	2 hr.
23/10/2023	Sesotho Home Language	1 hr.
24/10/2023	English First Additional Language	1 hr.
24/10/2023	Mathematics	2 hr.
24/10/2023	Sesotho Home Language	1 hr.
25/10/2023	English First Additional Language	1 hr.
25/10/2023	Physical Sciences	2 hr.
25/10/2023	Sesotho Home Language	1 hr.
26/10/2023	English First Additional Language	1 hr.
26/10/2023	Physical Sciences	2 hr.
26/10/2023	Sesotho Home Language	1 hr.
27/10/2023	English First Additional Language	1 hr.
27/10/2023	Geography	2 hr.
27/10/2023	Sesotho Home Language	1 hr.
28/10/2023	Mathematics	3 hr.
28/10/2023	Physical Sciences	2 hr.
28/10/2023	English First Additional Language	2 hr.
29/10/2023	Mathematics	3 hr.
29/10/2023	English First Additional Language	3 hr.
30/10/2023	English First Additional Language	3 hr.

CREATE YOUR OCTOBER WEEK 4 STUDY/REVISION TIME TABLE

WEEK 4 - 23 OCTOBER 2023 TO 30 OCTOBER 2023		
DATE	**SUBJECT**	**DURATION WITH BREAKS**
23/10/2023		
23/10/2023		
23/10/2023		
24/10/2023		
24/10/2023		
24/10/2023		
25/10/2023		
25/10/2023		
25/10/2023		
26/10/2023		
26/10/2023		
26/10/2023		
27/10/2023		
27/10/2023		
27/10/2023		
28/10/2023		
28/10/2023		
28/10/2023		
29/10/2023		
29/10/2023		
30/10/2023		

7. Understanding of cognitive levels

The National Curriculum Statement is the ***education of the head (knowledge), education of the hand (skills), education of the heart (values) and education of the soul (attitudes).*** Therefore, the questions are pitched at various levels of difficulty. Depending on the subject, there will be **knowledge testing questions, comprehension testing questions, application testing questions and critical thinking testing questions.** These questions will come in the form of **LOW ORDER, MEDIUM ORDER** and **HIGH ORDER** items. This means that questions are **pitched at different levels of difficulty.** These levels of difficulty are sometimes called ***"cognitive demands or cognitive levels".***

Knowledge questions demand that you demonstrate knowledge and they can be pitched as **low order** or at **medium order** or at a **high order level.** There are **application questions** which require the use (application) of knowledge can also be asked **as low, medium or high order.** There are **comprehension questions** which require you to demonstrate understanding of content taught. There are **analytical or analysis questions** which require you to apply critical thinking skills. From this variety of cognitive levels, Examiners are able to set **low order questions, middle order question and high order questions.**

8. "Question-verbs" or "Action-verbs" used by Examiners

In tests, assignments, projects and other forms of assessment **there are action verbs used to set questions.** The action verb **indicates the kind and depth of answer that is needed in a particular test or examination question.** Action verbs are important because **they determine the type of answer that the examiner wants so as to give marks. This is a reason why you must use previous matric papers (especially from 2014 to 2019) to study for your tests and examinations.** If you use previous question papers and memoranda to study, you will be more familiar with common action verbs in subjects. **The action verbs carry marks.** Where the **Examiner wants you to discuss,** you **must not list,** you **must discuss.**

You must know that the **examiner is only prepared to give marks only if you do what the action verb tells you do.** If the examiner **asks you to discuss and you decide to list, you will not get the full marks because the examiner will only give you full marks if you discuss.** When you study you must ensure that you understand the expectation of the Examiners in each question. The following discussion **will focus on the common action verbs and expectations of the Examiner in examinations.**

a) KNOWLEDGE
b) COMPREHENSION
c) APPLICATION
d) ANALYSIS (CRITICAL THINKING)

8.1 Common Action verbs for testing KNOWLEDGE

QUESTION VERB	EXPECTATION FROM THE LEARNER
List	**THE EXAMINER WANTS YOU TO LIST** what is requested without explaining (list of characteristics, factors, causes, consequences, measures, events, solutions etc.). **DO NOT DISCUSS REQUESTED ITEMS BECAUSE THERE ARE NO MARKS FOR DISCUSSION.** Instead, discussion will consume your time for completing the examination.
Label	In **LABEL** question you are given something from your subject e.g. a diagram of the animal cell and **ASKED TO LABEL IT.** Each of the parts are given numbers (e.g. 1) or letters (e.g. (a). The examiner can say "Label and discuss the importance of each part.
Name	**NAME** can be a lower order question or a middle order question and even a higher order question. It depends on how the examiner phrases the question. A question which says **NAME THE FEATURES OF A BALANCED ATMOSPHERIC SYSTEM.** This is different from the question which says **NAME AND DISCUSS THE SOCIAL CONSEQUENCES OF THE COVID-19 PANDEMIC.** In the first question you have a low order question but in the second question you must apply your mind in first separating between the financial, social and political consequences of COVID-19. **If you name the financial consequences** you will lose marks
Relate	**IN THIS QUESTION YOU ARE EXPECTED TO SHOW THE KEY LINKS OR CONNECTIONS between ideas or events or processes. you may give examples as you show similarities and connections e.g. RELATE THE FACTORS LEADING TO THE END OF HOMELAND SYSTEM IN SOUTH AFRICA.**
State	**IN THIS QUESTION YOU MUST MENTION INFORMATION WITHOUT DISCUSSING IT.** This question is different from the "List Question" because you must give relevant points briefly without making lengthy discussions e.g. **STATE THE FACTORS THAT LED TO THE INTENSIFICATION OF BLACK RESISTANCE IN SOUTH BETWEEN 1970'S AND 1990'S.**
Define	**THE EXAMINER WANTS YOU TO GIVE THE DEFINITION/MEANING OF SOMETHING.** It can be an object (e.g. a plant cell), a process (e.g. osmosis), an event (e.g. the African Renaissance) etc. You answer depends on what you must define. It is different from discussion because you are only expected to define the object or the event or the process etc. .

8.2 Action verbs testing COMPREHENSION

ACTION VERB	EXPECTATION FROM THE CANDIDATE
Describe	In this question the **EXAMINER WANTS YOU TO GIVE CHARACTERISTICS OR DETAILS OF SOMETHING OR AN EVENT OR A PROCESS OR A CHALLENGE/A PROBLEM ETC.** Never list in this question. You must write so that the person who has never seen or has never heard of what you are describing can develop a mental picture of it.
Discuss	In this question you must talk about a something or an event or a process or a challenge/a problem etc. in your own words. You must demonstrate your understanding/comprehension of what you are discussing. **EVEN IF YOU HAVE INFORMATION, YOU MUST PRESENT IT IN THE FORM OF A DISCUSSION.** You must have an opening sentence, a discussion and a closing sentence depending on what you are discussing.
Summarise	When the Examiner wants you to summarise, **YOU MUST PROVIDE THE MAIN POINTS OR FACTS ABOUT A PARTICULAR EVENT OR PROCESS OR PROGRAMME.** You must condense the information as expected. There is a thin line of difference between **"SUMMARISE" and "OUTLINE"**
Explain	**In this question you are free to give a mixed response. Depending on the question, you can start by defining. From there you can give details about what you have defined. You can even compare what you are talking about with other similar things or processes. You may even give advantages and disadvantages of something. BE CAREFUL, the Examiner may guide you in a question by saying (EXPLAIN WHY?). In such cases you must explain reasons. The Examiner may guide you in a question by saying (EXPLAIN THE DIFFERENCES). In such cases you must explain those differences. The Examiner may guide you in a question by saying (EXPLAIN THE CHALLENGES).**
Identify	This question is always accompanied by a source material e.g. an object in the picture, a feature on a map, a process shown in the diagram etc. **THE EXAMINER EXPECTS YOU TO NAME SOMETHING REPRESENTED BY A SYMBOL OR A NUMBER.** This question looks easy but it is not easy because you must understand your content in order to identify. It is usually asked as a comprehension question. However, it can be asked as a knowledge question. It can be in a double action verb question e.g. **IDENTIFY FEATURE A IN THE PICTURE AND DISCUSS ITS ROLE IN THE HUMAN BODY.**
Compare	**In this question YOU MUST SHOW BOTH DIFFERENCES AND SIMILARITIES IN A BALANCED WAY. In most cases you must show that you understand these similarities and differences by explaining them with an intention to show how they differ and how they are similar. The marks given to the question will direct you on how much you must write.**
Contrast	**Here you must SHOW THE DIFFERENCES BETWEEN THE GIVEN THINGS OR FEATURES. The main thing in this question is about differences.**
Outline	**THIS IS NEARLY CLOSER TO "SUMMARISE" EXCEPT THAT IN THIS QUESTION YOU MUST ORGANISE YOUR RESPONSE STARTING FROM THE FIRST ASPECTS AND END UP WITH THE LAST ASPECTS.** You must **not give details but you must give essential points in a manner that leads to a logical sequence.** In this question **you are more systematic than in the SUMMARISE question.** Here you can add illustrations and examples.

8.3 Action verbs testing APPLICATION

ACTION VERB	EXPECTATION FROM THE CANDIDATE
Apply	This is an application question where the **EXAMINER WANTS YOU TO USE YOUR KNOWLEDGE TO ANSWER THE QUESTION.** You must show **how a certain principle or an idea or a method or a model can work in a real situation.**
Classify or Organise	In this question you must **GROUP** whatever is given in the question. **You must organise the items given to you or events or characteristics or features etc. in a logical way. You need to group similar this but it depends on the question.**

Match	In this question you are given a mixture of items and expected to match them with the corresponding ones. You need to **APPLY YOUR KNOWLEDGE IN ORDER TO MATCH THE ITEMS.** The starting point is **that you must have studied the concepts so that you can match it with a given situation. AN EXAMINER CAN GIVE YOU DIFFERENT PICTURES AND REQUEST YOU TO MATCH THEM TO GIVEN PROCESS.** The examiner **can give definitions and statements and request you to match them.**
Illustrate	In this question you are expected to **SHOW CLEARLY HOW SOMETHING HAPPENS OR HOW SOMETHING AFFECTS OTHER THINGS OR HOW PEOPLE DEAL WITH SOMETHING. You must use diagrams or figures or examples where it is necessary. This will strengthen your response.**
Use	**This is an application question in which you must use your own words or given information to respond. The Examiner usually use this question with source material. The Examiner can say USE the information in the picture to show HOW poverty in rural areas lead to "rural depopulation".**

8.4 Action verbs requiring CRITICAL THINKING

ACTION VERB	EXPECTATION FROM THE CANDIDATE
Analyse	**This is high order question but it is not difficult because IT CAN BE ANSWERED IN DIFFERENT WAYS. It needs you to have knowledge and use it to analyse. When you analyse you BREAK SOMETHING (E.G. THE PROCESS OR INFORMATION OR EVENT) INTO PARTS AND DISCUSS EACH PART. You can DESCRIBE EACH PART, DEFINE EACH PART and EXPLAIN HOW EACH PART RELATES TO THE OTHER.**
Categorise	This **LOOKS LIKE ARRANGEMENT OR CLASSIFYING QUESTION.** It differs because **YOU MUST CREATE YOUR OWN CATEGORIES OF INFORMATION GIVEN.** You need to apply your mind to separate given information into similar or related items. Your knowledge of the subject matter is very important here. The Examiner can say **STUDY THE DIAGRAM BELOW AND CATERGORISE FACTORS THAT ARE SHOWN INTO "CENTRIPETAL and CENTRIFUGAL" OF SUB-URBANISATION.**
Differentiate	In this question the Examiner wants you to show the difference between certain factors or processes. The only difference is that you must discuss the processes to show their difference. It is unlike a question which says **WHAT IS THE DIFEFRENCE?** In such a question you mention the difference. In the question which says **DIFFEENTIATE BETWEEN TWO PROCESSES,** you must show the differences based on your understanding.
Examine	**In this question the Examiner wants you to look at what has been given and evaluate it. This is an open-ended question because you can define the item given or look at its advantages and disadvantages etc. An Examiner can say EXAMINE THE POLITICAL CONSEQUENCES OF THE 1976 UPRISINGS IN SOWETO. Here you must understand these uprisings from the start to end and evaluate them from a historical point of view. The Examiner can also say IN YOUR OPINION, WOULD YOU REGARD THE RDP HOUSING SCHEME AS A SOLUTION TO URBAN POVERTY. In this question you must provide your own evaluation of the scheme.**
Propose	**This is not an easy question because you must THINK OUT OF THE BOX. It only means that you suggest or propose a solution. The Examiner can give you a scenario and request that you propose a solution for it. An Examiner can GIVE YOU A PICTURE SHOWING THE BUSINESSES WHICH HAVE CLOSED IN THE CITY AND ASK YOU TO PROPOSE A SOLUTION TO THE PROBLEM.**

8.5 Common QUESTION PROMPTS

PROMPT	EXPECTATION FROM THE CANDIDATE
How?	This may look easy but it is not simple. **THE EXAMINER WANTS YOU TO EXPLAIN HOW A PROCESS OR EVENT OR A PROBLEM CAME ABOUT.** It is a question in which you explain HOW something happens e.g. **HOW DOES INVESTOR CONFIDENCE PROMOTE ECONOMIC GROWTH?** Here you must focus on the way economic growth and investor confidence are positively and negatively related.
When?	This is a simple question which **WANTS YOU TO STATE THE TIME OR THE STAGE IN A PROCESS.** The question can be **WHEN DID SOUTH AFRICA DECLARE THE COVID-19 STATE OF DISASTER? Or WHEN DOES THE TROPICAL STORM DISCCIPATE?** In other words, this question can be asked as a lower order question or a higher order question.
What?	This question looks easy and it can be so. However, the question can come with difficult expectations. A question can be **IN YOUR OPINION WHAT WERE THE WEAKNESSES AND STRENGTHS IN THE IMPLEMENTATION OF THE ECONOMIC DEVELOPMENT STRATEGY OF THE COUNTRY?**
Why?	**THIS IS ANOTHER KNOWLEDGE QUESTION.** The Examiner may decide to use the word **"WHY"** instead of using **"GIVE REASONS".** Therefore, the why question is always about reasons. It can require a one sentence answer or a discussion.
Which?	**This is not as easy as it sounds. THE QUESTION CAN BE MIXED WITH ANOTHER DETAIL. The question can be WHICH OF THE FOLLOWING STATEMENTS ARE NOT TRUE? OR WHICH OF THE FOLLOWING STATEMENTS ARE TRUE? These are simplest questions. However, the question can be WHICH WERE THE MAJOR CHALLENGES OF THE BLACK ECONOMIC EMPOWERMENT INTERVENTIONS IN SOUTH AFRICA INTRODUCED AFTER 1994? Here you are expected to discuss the challenges but the action verb is not "DISCUSS". As a candidate you must be careful about the "WHICH" in a question.**
Who?	This question action verb can be in the middle of the question. A question can be: **DESCRIBE THE SUCCESS ELEMENTS OF THE SOUTH AFRICAN STRUGGLE FOR LIBERATION AND INCLUDE THE NAMES OF THE LEADERS WHO CONTRIBUTED TO ITS SUCCESS AND THEIR POLITICAL ORGANISATIONS.**

9. Answering common types of questions

Each paper has short questions and long questions. **Short questions** will need less time to answer than long questions. Short questions may come in the form of **one-word response questions** and **paragraph questions.** Short questions can come in the form of **true or false, matching items, multiple choice, sentence completion etc.** You must know **how to answer the following types of questions:**

a) **MUTLIPLE CHOICE QUESTIONS**
b) **TRUE or FALSE QUESTIONS**
c) **MATCHING QUESTIONS**
d) **COMPLETION QUESTIONS**
e) **SHORT QUESTIONS**
f) **PARAGRAPH QUESTIONS**
g) **SOURCE BASED QUESTIONS**
h) **ESSAT TYPE QUESTIONS**
i) **CALCULATION QUESTIONS**

9.1 Multiple Choice Questions

These are questions with more than one answers to choose from **(usually five or less).** Some of the multiple-choice questions have one correct answer to select (single select questions) and some have more than one answers to select **(multi select questions). The anatomy of a multiple-choice question is very important for you in the National Senior Certificate Examinations.** The STEM is a question itself. It can be about a definition, a process, a product or a label of a sketch. The choices are divided into two:

- The **correct answer** must be relevant to the stem. Sometimes it has qualifiers using "some", "sometimes", "always" etc.
- The **distracters are incorrect answers** which are there to distract the you and test the extent of knowledge or understanding.

The anatomy of a multiple-choice question is as follows:
Question: A product of 3+4+2+19 is _____ **(STEM)**
a) 22 (DISTRACTER)
b) 35 (DISTRACTER)
c) 29 (DISTRACTER)
d) 28 (CORECT ANSWER)
e) 33 (DISTRACTER)

The anatomy of a multiple-choice question shows that the majority of answers are distracters and **there is only one answer.** It is important that you know the subject content.

9.1.1 Single Select Multiple Choice Questions

In these multiple-choice questions, you are asked to pick only one correct answer. These are the most common types of questions in the National Senior Certificate examination question papers. An example of a single-select multiple-choice questions is:

Question: A leap year has _____ days
(a) 365
(b) 366
(c) 367
(d) 358
(e) 364

9.1.2 Multiple-Select Multiple-Choice Questions

These multiple-choice questions have more than one correct answer. The Examiner gives more than one answers. These are not very common in the National Senior Certificate examination questions. They can be used for high order multiple-choice questions. The trick is that the learner gets all the marks for all correct answers, half marks for one answer and zero marks for all wrong answers. An example of a single-select multiple-choice questions is:

Question: Foreign exchange means ----------
(a) Exchanging goods from one country to another.
(b) Changing money when tourists come to our country.
(c) Exchange of the currency of one country for another at current rates.
(d) A market in which one currency in exchange for another.
(e) Both (c) and (d)

9.1.3 Method of answering multiple choice questions

The following is a suggested method of answering the multiple-choice questions (single-select and multiple-select).

STEP 1: Spend some seconds on the question (THE STEM) before reading the alternatives answers. You are likely to choose the correct answer if you read the question without being influenced by the alternative answers (choices). **Underline the key words in the question (THE STEM).**

STEP 2: Predict the correct answer before you look at the choices. As a Learner you are not an empty vessel. You have studied before getting to the examination room. By predicting the correct answers before looking at alternatives, you **reduce chances of being distracted by wrong answers.**

STEP 3: Check the format of the multiple choices. Check whether the choices require **one correct answer (single-select)** or **two correct answers (multiple-select).**

STEP 4: Narrow the Field/Eliminate/Remove distracters one by one. You must **use subject knowledge to eliminate** the wrong answers. **Elimination needs knowledge and comprehension.**

STEP 5: You must have a reason to accept the remaining answer. After elimination, you must have reasons to eliminate the **wrong answers (distracters).** There are **weak distracters** and **strong distracters. A strong distracter is the one which is very close to the correct answer. A weak distracter is the one which is obviously not related to the correct answer.** It is less confusing.

STEP 6: Review your answers.

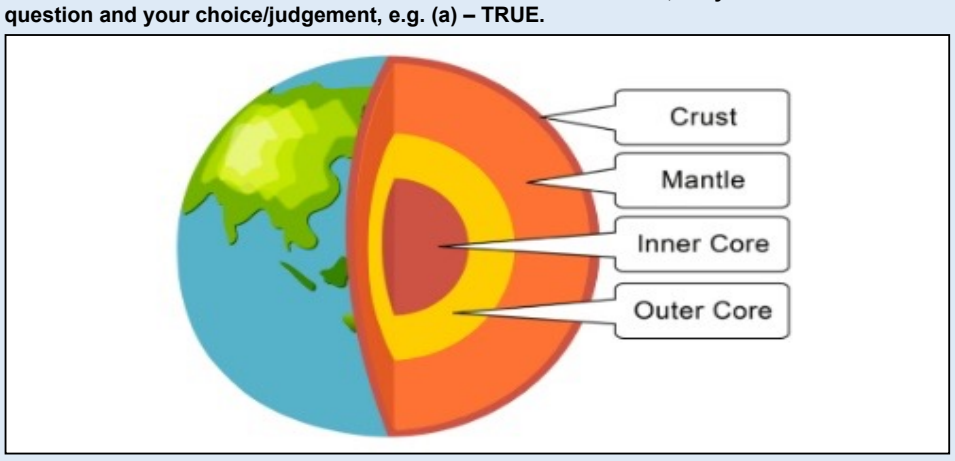
9.2 TRUE or FALSE questions

Unlike multiple choice questions, **"TRUE or FALSE" questions only comprise of a statement and two choices (TRUE or FALSE).** They are single select because you **must choose one of the two (TRUE or FALSE).** In these questions' the Learner is asked to **"JUDGE"** whether a factual statement is **TRUE or FALSE.** In these questions something must be considered correct **(TRUE)** or incorrect **(FALSE).** They are best suited to assessing **low order questions but they can be used to ask medium and higher order thinking questions.** However, **it is very rare that these questions are used are used for higher order thinking questions.** These questions must not be confused with **"YES or NO"** items.

The **TRUE or FALSE** questions **can be simple or complex depending on the cognitive level/s being assessed.** The National Senior Certificate examination **uses simple "TRUE or FALSE" questions.** There are arguments that the **"TRUE or FALSE"** questions are very easy but they can be pitched to a higher level depending on the intentions of the Examiner. Although they are easy to set and mark, do not be surprised if they are used to create low order, medium order and high order question items. In some cases, **TRUE or FALSE** questions go alone and at times Examiners use them together with sources **making them "source based".**

9.2.1 Example of a TRUE or FALSE question

Question: Study the diagram **showing the structure of the earth** and state whether the following statements are **"TRUE or FALSE". Do not re-write the statement, only write the letter of the question and your choice/judgement, e.g. (a) – TRUE.**



Source: Taylorcmoney28

a) The layer of human existence with all the natural resources and able to react with water and oxygen of the surface is the outer core.
b) The mantle is mostly solid bulk of the Earth's interior.
c) The magma is a mixture of molten and semi molten rock found beneath the surface of the earth.
d) The atmosphere is the solid, outer part of the earth, including the brittle upper portion of the mantle and the crust.
e) The earth's core is the very cold, very light centre of our planet.
f) Earthquakes and volcanic activity can be caused by movement in the mantle.

9.2.2 Answering a "TRUE OR FALSE" question"?

STEP 1: Read the whole question carefully. You must remember that **if any part of the statement is false, the entire statement is false.** It makes the entire statement to be **"FALSE".**

STEP 2: Check the qualifiers. Examiners sometimes use qualifiers in the **TRUE or FALSE** questions to distract you. Qualifiers are words like ***NEVER, NOT, ALL, NONE, ONLY, ALWAYS et cetera.***

STEP 3: Do not waste time in questions that you doubt. Answer the questions that you know first. You may find that answers to question that you do not remember in other questions. Come back to doubtful questions later. In a **TRUE/FALSE** question, **most of the statements are true because teachers have taught what is true and learners are familiar with true and correct knowledge. THIS IS NOT ALWAYS THE CASE.**

The only trick is that learners must be able to differentiate between the true and false information. This needs them to be well prepared. Be careful, some statements start with the 'true part' (correct part) and end with the 'false part' (incorrect part) and therefore become false. It is important to read the whole statement.

9.3 The "matching-column" questions
These are questions which require you **to match a series of stems or premises or processes or principle to a response. You are provided with information to connect a word, sentence or phrase in one column to a corresponding word, sentence or phrase in the second column.** The items in the first column are called **PREMISES** and the answers in the second column are called **RESPONSES.** This arrangement is not a hard and fast rule. **Sometimes the first column has statements and the second one has concepts. Sometimes the first column has concepts and the second one has statements.**

9.3.1 Example of a matching question
Question: Match the statements in Column A with the concepts in Column B. **Do not rewrite the statements in Column A and the matching responses in Column B.** Write only the **number of the item in Column A and next to it, the letter of the matching answer in Column B e.g. 1-(a).**

COLUMN A		COLUMN B	
1.	Energy that cannot be converted to other forms of energy.	(a)	Friction
2.	The entropy of a closed system can never decrease	(b)	Isostacy
3.	The change in energy from one form to another	(c)	Coriolis effect
4.	A force resisting the relative motion of solid surfaces, fluid layers and material elements sliding against each other	(d)	Thermal energy
5.	The inertial force that acts on objects that are in motion within a frame of reference that rotates with respect to an internal frame	(e)	Gravitational force
		(f)	Second law of thermodynamics
		(g)	Energy transformation

9.3.2 Answering matching question

STEP 1: Read the instruction carefully. In the example above, the Examiner wants you to write only the number of the item in Column A and next to it, write the letter of the matching answer in Column B. Writing the whole sentences will cost you time.

STEP 2: Read Column A carefully before reading Column B and quickly analyse each of the items. In our example, Column A contains the statements and Column B contains the possible matching answers. You must read each question (and answer it) before reading the possible answers.

STEP 3: Choose the correct answer through elimination. Remember that in "matching questions" there are also strong and weak distracters. In our example above, the question has 5 correct answers and 2 distracters. You must first read the first question; eliminate the wrong answers until you remain with one most possible answer.

STEP 4: Review your answer. If you have enough time to review, they can change answers where they have a good justification to change.

9.4 The "completion" or "Fill-in" questions
In these questions **Examiners expects you to insert short answers such as a word or a sentence or a definition in a paragraph or a sentence.** They test the depth of knowledge of the subject content and the understanding of it. The given blank space represents a word, a number, a symbol, or a phase **which the Examiner/Assessor left out on purpose. You are required to fill in the missing item.** The purpose of these questions is **to measure specific knowledge in a manner that reduce guessing.** These questions have **less scope for guessing and therefore need a well-prepared Learner.**

9.4.1 Answering "completion or Fill-in"

STEP 1: Carefully and quickly read the title and the text. Link it with what you have studies.

STEP 2: Check the instruction for answering the question.

STEP 3: Use your knowledge to find missing words which the Examiner expect you to fill in.

STEP 4: Use your pencil to add the missing words in the spaces in the text and read each sentence.

STEP 5: Read the sentences re-check if they make correct sense.

STEP 6: Transfer the missing words into your answer book as pe the instruction of the Examiners.

9.4.2 Example of a "Completion question"
Question: Read the following paragraph about the first democratic elections in South Africa and fill in the missing words. Do not write the whole paragraph. Just write the letter of the missing word and the missing word e.g. (i) 27 March.

THE FIRST DEMOCRATIC ELECTIONS IN SOUTH AFRICA

The first democratic general elections were held in South Africa between on ¬(i) ----------1994. The elections were the first in which citizens of all races were allowed to take part, and were therefore also the first held with universal suffrage. The election was conducted under the direction of the (ii)----------, and marked the culmination of the process that ended apartheid. Millions queued in lines over a four-day voting period. Altogether, 19,726,579 votes were counted, and 193,081 were rejected as invalid. As widely expected, the (iii) ----------,whose slate incorporated the labour confederation COSATU and the South African Communist Party, won a sweeping victory, taking (iv)----------percent of the vote, just short of the two-thirds majority required to unilaterally amend the Interim Constitution. This led to the election of (v)---------- as the first president of a democratic South Africa.

9.5 Short answer questions
These are questions which require learners to construct a response. Here learners are required to be concise, to-the-point and focused. The National Senior Certificate Examiners use short answer questions to check the understanding of concepts. As the name suggests (SHORT ANSWER QUESTIONS), they require a concise and focused response from learners. The answer can be a definition or a judgement or a fact or a reason, or an opinion etc. A short question can be source based (graph or table, or picture or an extract etc).

9.5.1 Example of a short answer question
This example question is adapted from a November 2022 Agricultural Management Practices paper. The Examiner starts by giving background to the issue and ask a short question from the learner.
"A farmer wants to expand his/her existing production enterprise by adding a processing plant. The farmer will start this as a small business and if it is successful, she would like to grow this project into a large business".
Question: Suggest one thing that the farmer can do to acquire practical experience that would give the project a better chance of succeeding (2).
NOTE: This question requires a short suggestion. There is no discussion and marks indicate that the answer must be short.

9.5.2 The challenge with short questions
The main challenge in these questions is that learners tend to **write too much and some of them end up giving answers which are not required.** Another important thing about the short answer question is that **they want learners to apply their knowledge to answer the question.** In our example the **examiner assumes that you have been taught about ways in which a new farming project can be started.** They need to **apply that knowledge** in the context of plan processing. You must **avoid the temptation of writing more than required** in these questions and must be guided by marks.

9.6 Paragraph questions
In paragraph questions the Examiner expects the you to respond in a paragraph. The main difference between a paragraph and an essay is that the paragraph answer consists of few sentences (5-10) and it does not need an introduction and a conclusion. In a paragraph answer you must go straight to the answer. It is recommended that a paragraph must be 5 sentences (minimum) to 10 sentences (maximum). Sometimes learners wrongfully write paragraphs which are too long and waste time which must be used for other questions. Sometimes Examiners assist by giving the number of words that the required paragraph must have e.g. 100 – 200 words. This means that a response to a paragraph question must be "straight to the point". There is no time for information which does not answer the question.

9.6.1 Example: "paragraph" question
This question was adapted from a November 2021 History Paper 2. The Examiner **based a question on a given source.**
Question: using the information in the relevant sources and your own knowledge, write a paragraph of 8 lines-10 lines (about 80-100 words) explaining **how the united democratic front (UDF) responded to the apartheid reforms introduced by P.W. Botha in 1983 (10).**

The most important skills required in a paragraph question is that of **"Summarising".** If you look at this question, it is clear that the information about the response of the United Democratic Front to the Apartheid Reforms introduced **is more than a paragraph but the candidate must summarise it in 8lines -10 lines. It is not good to write the whole page** when the Examiner **wants a paragraph.** If the learner writes the whole page, then **time for answering other questions will be wasted.**

9.7 Source based questions
Source based are questions on a source of information. The answers to these questions are found from the given source or material. Source based questions usually require learners to define, quote, suggest, list etc. In the NSC Examinations common sources are tables or charts, graphs (bar graphs and line graphs) pie charts, extracts and pictures. The following discussion unpacks the various types of questions. It is very important that Learners understand these sources before the start of the 2023 NSC examinations. There are four common steps for answering all source-based questions. However, they differ in terms of the sources and what the Examiners want you to do.

9.7.1 Method of answering source-based questions

STEP 1: Read the given source carefully and identify its main points or contents or message of aspect of life or aspect of the subject.

STEP 2: Create your own interpretation of the source and link it to a particular part of what you have studies.

STEP 3: Read the questions based on the given source carefully linking them to what you noted when you were reading the source.

STEP 4: Start answering the questions using evidence from the given source. Where possible cite the words from the source.

STEP 5: Check and confirm your answers against the given source. You do this by reading your answer again.

Please note: In most cases the **source-based questions range from lower to higher cognitive demand.** The following discussion will focus on questions asked from various sources such as **tables, graphs, charts, pictures, extracts etc.**

9.7.2 Questions based on a "table or chart"
Some of the questions in the National Senior Certificate examination **are based on tables.** Tables are a common for presenting large amounts of information in a short form **so that it can be easily understood.** You must be trained so that they can interpret any table. When examiners ask questions based on tables, they want you to apply knowledge. A table has a **TITTLE, HEADERS, ROWS** and **COLUMNS** as will be shown. The skill of answering source-based questions **is necessary because Examiners have mentioned that many learners fail to respond to questions based on tables.**

The **TITLE** helps the learner to **know what information is contained in the table.** In the National Senior Certificate Examination, the **title is related to the work that has been studied.** The tittle **is part of the curriculum and it directly or indirectly tests what is in the subject.** In our example the

tittle is POPULATION OF SOUTH AFRICA. The COLUMNS are used to **arrange information that is being shown vertically. They run from top to bottom.** In our example above, the columns show **the province, its population and its percentage of the population.** A table can **have two or three columns depending on the information which the Examiner wants to show.**

POPULATION OF SOUTH AFRICA 2022		
PROVINCE	**POPULATION**	**% POPULATION**
EASTERN CAPE	6 676 691	11,4
FREE STATE	1 308 734	2,2
GAUTENG	16 098 571	27,5
KWAZULU NATAL	11 538 325	19,7
LIMPOPO	5 941 439	10,2
MPUMALANGA	4 220 497	7,2
NORTH WEST	4 186 984	7,2
NORTHERN CAPE	1 306 227	2,2
WESTERN CAPE	7 211 142	12,3
TOTAL	51 277 468	100

TITLE
HEADERSSS
ROWS
VALUES
COLUMNS

The HEADER/HEADING appear in columns and they specify what each column contains. Headings show the information which the Examiners wants to use to ask questions. In our example the headings are **PROVINCE, POPULATION and % POPULATION.** The ROWS of a table are used to arrange information that is being shown horizontally. Rows arrange information from left to right in most cases. They are used to bifurcate (divide into cells) information. In our example there are 9 rows under each header. Each row shows the province, its population and percentage of its population in South Africa.

9.7.2.1 Method of answering a "table-based question"

STEP 1: Quickly read the table **(title, columns, headers and values).** The **tittle** is very important **because it gives an idea of what the table is about.**

STEP 2: Check the values of the headers before starting to answer the questions.

STEP 3: Read each question and then **identify the information from the table** which will help you to answer the questions.

STEP 4: Go to the next question and **do the same as you have done in step 3 until you finish answer.**

Always check your answer to make sure that it is accurate and complete. This is very important because the question involves the use of numbers. In most cases learners write wrong numbers and base their answer in them. Once wrong numbers are used, the candidates lose marks.

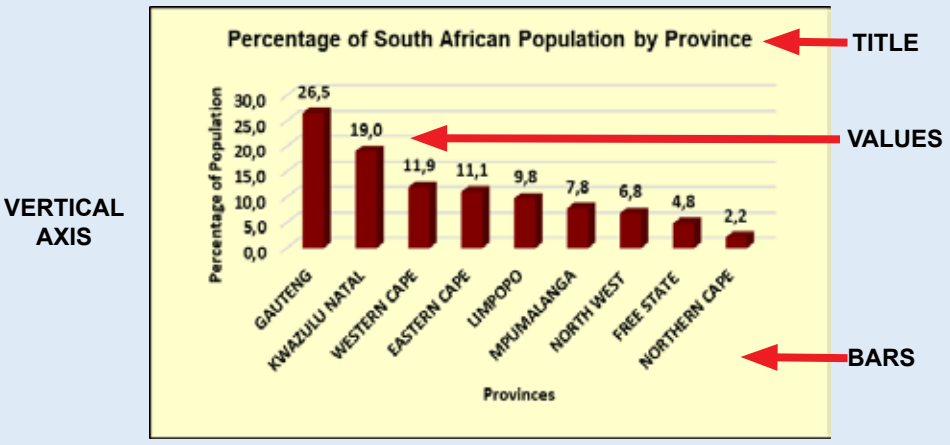
9.7.2.2 Example of a Table based question
Carefully study the table below showing the **POPULATION AND LAND AREA OF SOUTH AFRICA IN 2022** and answer the questions that follow.

POPULATION AND LAND SIZE OF SOUTH AFRICA				
PROVINCES	**POPULATION SIZE**	**% POPULATION**	**LAND SIZE (KM squares)**	**% LAND AREA**
EASTERN CAPE	6 702 346	11,10%	168 966	13,80%
FREE STATE	2 939 579	4,80%	129 825	10,60%
GAUTENG	16 092 474	26,50%	18 178	1,50%
KWAZULU NATAL	11 541 670	19,00%	94 361	7,70%
LIMPOPO	5 911 362	9,80%	125 755	10,30%
MPUMALANGA	4 755 159	7,80%	79 495	6,50%
NORTH WEST	4 132 915	6,80%	104 882	8,60%
NORTHERN CAPE	1 306 227	2,20%	372 889	30,50%
WESTERN CAPE	7 243 208	11,90%	129 825	10,60%
SOUTH AFRICA	60 624 940	100%	1 224 176	100%

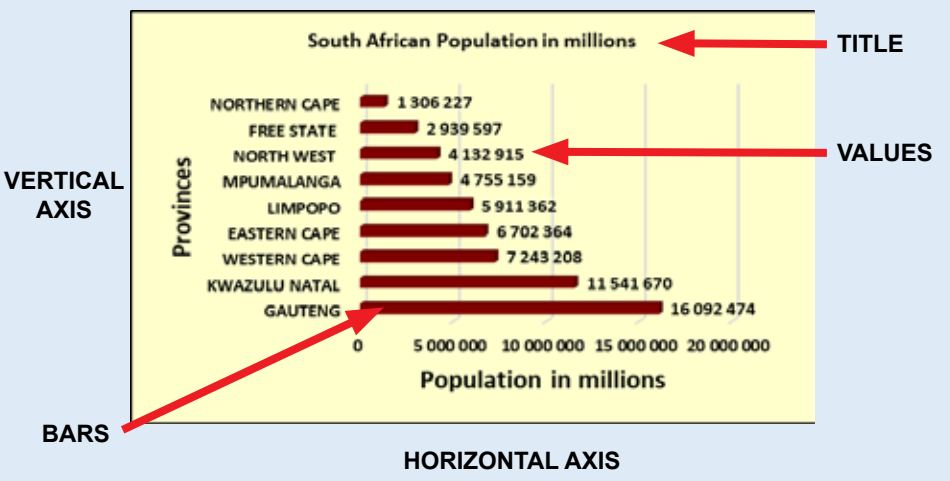
(i) What was the population of South Africa in 2022? (1)
(ii) Which province had the lowest population percentage? (1)
(iii) List five factors responsible for the low population numbers in the province mentioned in (ii) above. (5)
(iv) KwaZulu Natal and Gauteng have lower land areas and highest population sizes. In a paragraph (10-15 lines) **explain** for this. (10)
(v) Gauteng will soon reach a stage of overpopulation. **List** three solutions that South Africa can use to avoid this possible problem. (6)

9.7.3. Questions based on bar graphs
Sometimes National Senior Certificate Examiners **ask questions based on a bar graph.** A bar graph is **used to present data by categories of BARS** hence the name **"BAR GRAPH".** Bar graphs are also **used to show comparison between certain things and there** are two types. The **first one is called a vertical l bar graph.** This is a bar graph in which the **"bars" are plotted** vertically along the vertical axis (Y-axis). The second type is a called a horizontal bar graph. This is a bar graph in which the **"bars" are plotted horizontally** along the vertical axis (X-axis). The **characteristics of the horizontal bar graph are the same as those of a vertical bar graph.** The main difference is that the **"bars" are presented in horizontally.**

9.7.3.1 Anatomy of a Bar Graph
A bar graph has a **TITLE** which shows what the bar graph is about. The title is very important because it tells the learner the part of work that the Examiner is testing. The bar graph has **BARS** which represent information. Each bar has a value written in numbers or percentages or any other unit of measurement. The bar graph has **VALUES** which are shown by numbers and bars. The higher the value, the higher the bar. The lower the value, the lower the bar. The bar graph has a **HORIZOTAL AXIS** which represent in formation in a horizontal line. The bar graph has a **VERTICAL AXIS** which represent in formation in a vertical line. Bar graphs can be used in all the content subjects of the National Curriculum Statement.



A HORIZONTAL BAR GRAPH



A bar graph has a **TITLE** which shows what the bar graph is about. The title is very important because it tells the learner the part of work that the Examiner is testing. The bar graph has **BARS** which represent information. Each bar has a value written in numbers or percentages or any other unit of measurement. The bar graph has **VALUES** which are shown by numbers and bars. The higher the value, the higher the bar. The lower the value, the lower the bar. The bar graph has a **HORIZOTAL AXIS** which represent in formation in a horizontal line. The bar graph has a **VERTICAL AXIS** which represent in formation in a vertical line. Bar graphs can be used in all the content subjects of the National Curriculum Statement.

9.7.3.2 Method of answering questions-based a bar graph

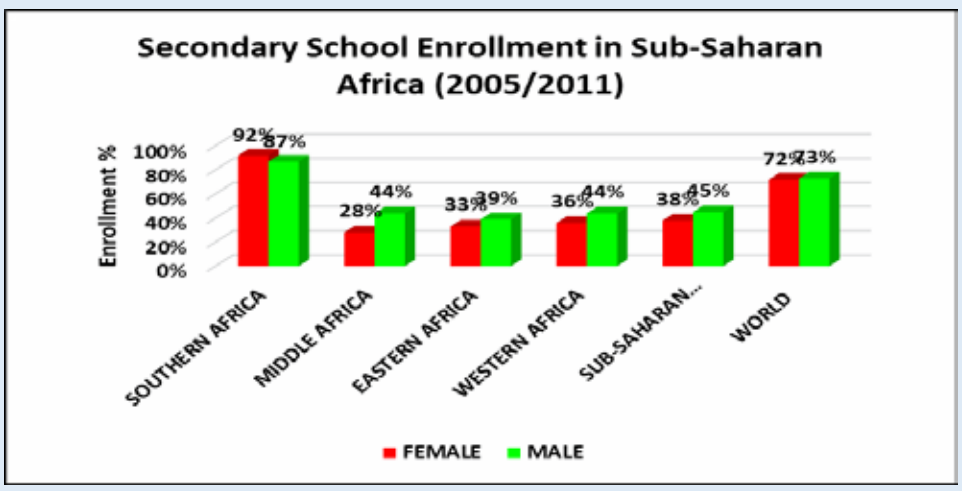
STEP 1: Identify the tittle of the bar graph to know the part of the content which is being tested. In other words, the tittle will tell what the graph is about.

STEP 2: Read the vertical and horizontal axis to know what each represent. This is important so that you can use information from the vertical axis and the horizontal axis to answer the questions.

STEP 3: Quickly read the values. Look at the height of each bar because it represents the value of data point that it represents. In other words, you must understand the relationship between the vertical and horizontal scales.

STEP 4: Now that you understand the graph on which the questions are based, you can answer the questions.

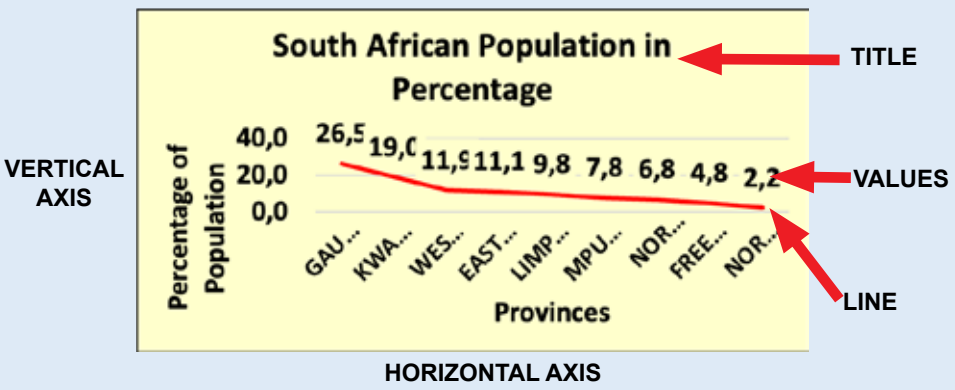
9.7.3.3 Example of a "bar graph-based question"
Study the bar graph below showing the **Secondary School Enrolment in Sub-Saharan Africa (2005/2011) and answer the questions which follow.**



(i) **Which** region had the highest enrolment in secondary schools? (1)
(ii) **List** three possible reasons for the highest secondary school enrolment in the region that you mentioned in your answer in (i) above. (6)
(iii) **Which** region had the lowest enrolment in secondary schools? (1)
(iv) **List** three possible reasons for the lowest secondary school enrolment in the region that you mentioned in your answer in (iii) above (6)
(v) **Which** region is likely to export skills to other regions? (1)
(vii) **Give** two reasons for your answer in (v) above. (4).
(viii) **How** can the South African government do to improve women participation in the main stream economy (5)

9.7.4 Questions based on a line graph
The line graph has a **TITTLE which tells you what the graph is about.** This is important because you **quickly know which part of your work is being tested.** The line graph has **VERTICAL AXIS** which gives information about one of the variables. In this example it shows percentage of population. It also has the **HORIZONTAL AXIS** which shows the **dependent variable.** In this example it shows the provinces. As the name suggests **the graph shows values in the form of a line (in this example it's a red line).** The **VALUES are numbers on the line of the graph.** Although there are many forms

of line graphs, the Examiners of the NSC usually (not always) use a simple graph like the one shown in the example.



9.7.4.1 Method of answering a line graph-based question

STEP 1: Identify the tittle of the line graph so that you know the part of the content that is being tested. In other words, the tittle will tell you what the line graph is about.

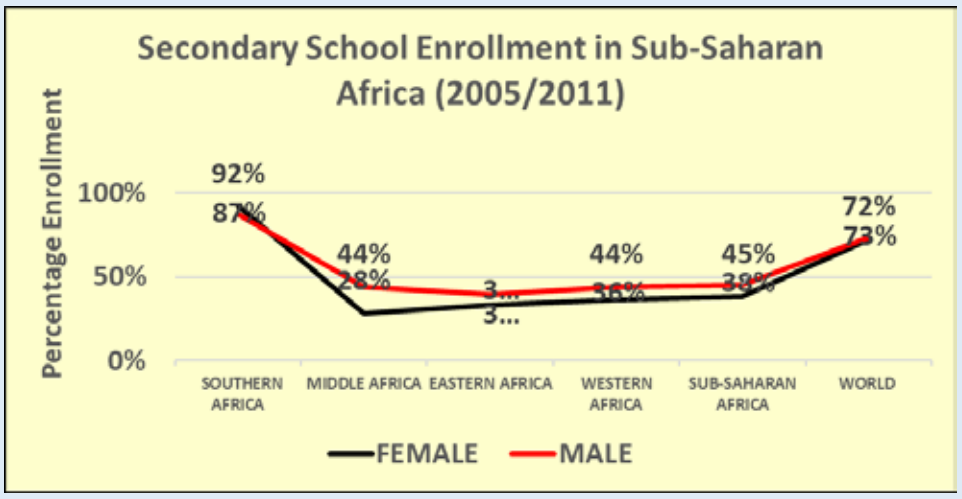
STEP 2: Read the vertical and horizontal axis so that you know what each represent. This is important because you must be able to use information from the vertical axis and the horizontal axis to answer the questions. In fact, your answers come from the vertical and horizontal axis.

STEP 3: Quickly read the values. Look at the position of the line above the horizontal axis. THE HIGHER THE POSITION OF THE LINE, THE HIGHER THE VALUES. This assists you to answer the questions quicker and accurately. In other words, understand the relationship between the vertical and horizontal scales.

STEP 4: Now that you understand the graph on which the questions are based, you can answer the questions.

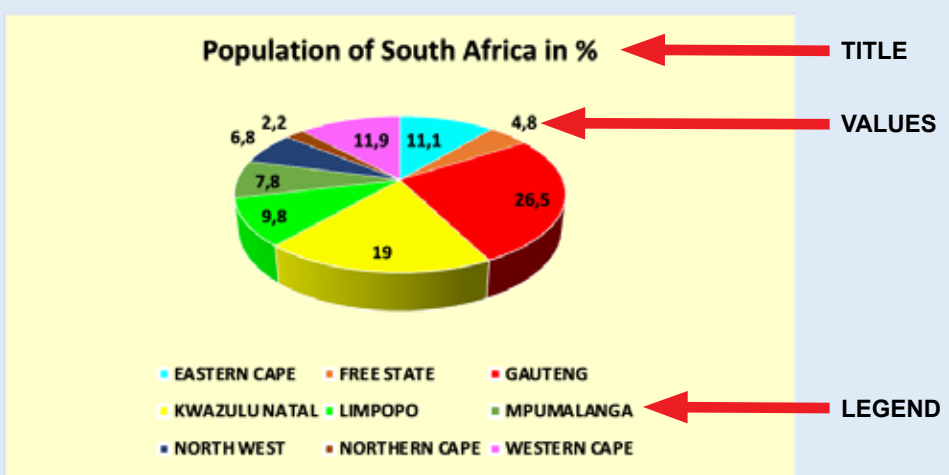
Please note: In questions where you are expected to use numbers (values) from the line graph in your answer, you must be accurate in taking numbers from the graph to your answer book. If you make a mistake in writing numbers from the graph, your answer will be incorrect.

9.7.4.2 Example of a line-graph based question
Study the line graph below showing the Secondary School Enrolment in Sub-Saharan Africa (2005/2011) and answer the questions which follow.



(i) Which gender had the highest percentage enrolment in secondary schools in the world? (1)
(ii) Which region had the highest percentage enrolment males and females in the world? (1)
(iii) Which of the regions has less obstacles against the education of girls? (1)
(iv) Give a reason (from the line graph), to support your answer in (iii) above. (3)
(v) Name three other strategies which the world can use to increase the percentage of secondary school enrolment for girl children? (6)

9.7.5 Questions based on a pie chart
Sometimes the Examiners in the National Senior Certificate Examination use **"Pie Chart" or "Pie Graph" as a source of questions.** The pie chart consists of a **CIRCLE** or **PIE"** which represent information. Normally pie charts are used to present proportions of various things. Pie charts can show information in **percentage, numbers, rands etc. depending on what the compiler wants to show.** A pie chart contains three parts. The first one is a **HEADING** which shows the subject or topic being represented in the chart. The second one is the **LEGEND/KEY** which shows the distribution of colors i.e. what each color represents. The **VALUES are the** last one. **It shows what colors represent.**



9.7.5.1 Method of answering questions based on a pie chart

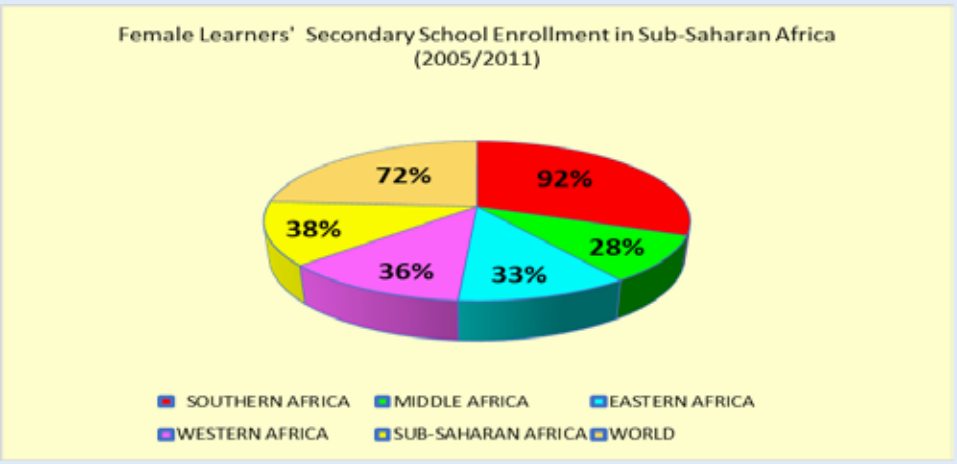
STEP 1: The first step is to **Identify and read the title** of the pie chart **because it tells you what the chart is about. It tells you which aspect of your work the question is testing.**

STEP 2: Identify the **values of the pie chart because they tell you what each slice of the pie represents.** In our example the values are shown in percentage. However, **there is no symbol of percentage.** The reason for this is that **the title of the pie chart has already stated that the population is given in percentages. This is one of the reasons for you to understand the tittle of the pie chart so that you answer the questions using the correct unit of expression.**

STEP 3: Now that you have an understanding of the pie chart, **you can read the questions and start answering.**

PLEASE NOTE: *You must Always check the numbers which you used to answer the questions. If the information is shown in percentage, then you must answer in percentage. If the information is shown in rands you must answer in rands etc. This is very important because the question involves the use of numbers. In most cases learners write wrong numbers when they answer questions.*

9.7.5.2 Example of a Pie Chart based question
Study the pie chart below showing the **Female Learners' Secondary School Enrolment in Sub-Saharan Africa (2005/2011) and answer the questions which follow.**



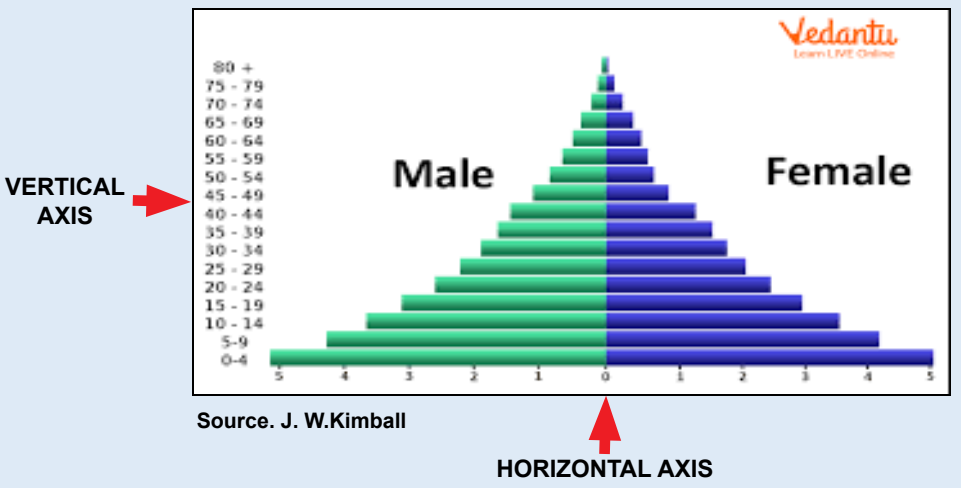
a) Why is education important for females in Africa?
b) Which region was leading in the secondary school enrolment for female learners? (1)
c) Which region has the lowest percentage of secondary school female learners? (1)
d) List three possible reasons which are likely to contribute to the low enrolment of female learners in secondary schools at the region you mentioned in (c) above? (6)
e) List three measures that can be taken to improve the enrolment of female learners in secondary schools at the region you mentioned in (c) above.? (6)

9.7.6 Questions based on the age-sex pyramid
Sometimes Examiners in the NSC examination use an **AGE-SEX PYRAMID or a POPULATION PYRAMID** or an **AGE STRUCTURE** or a **POPULATION AGE-SEX DISTRIBUTION** when asking questions. An age-sex pyramid is a graph which shows the numbers or percentages of males and females in each age group of the population.

The pyramid is divided into two halves i.e. the **MALE HALF** and the **FEMALE HALF.** It also consists of BARS which represent each age group. The youngest age is at the bottom and the oldest age is at the top. The width of each bar represents the number or the percentage of people in a particular age group.

If the base of the pyramid is very wide, it means that the "Birth Rate" of the population is high. If the top of the population is wide, it means that the "Life Expectancy" of the population is high. In some cases, the Examiners will ask questions based on two age-sex pyramids.

An age sex pyramid has a vertical axis and a horizontal axis. The vertical axis shows the **AGE GROUPS.** The horizontal axis shows the **POPULATION NUMBERS** or **POPULATION PERCENTAGES.** An age sex pyramid of a developed country is different from that of a developing country.



Source. J. W.Kimball

9.7.6.1 Answering age-sex pyramid-based questions

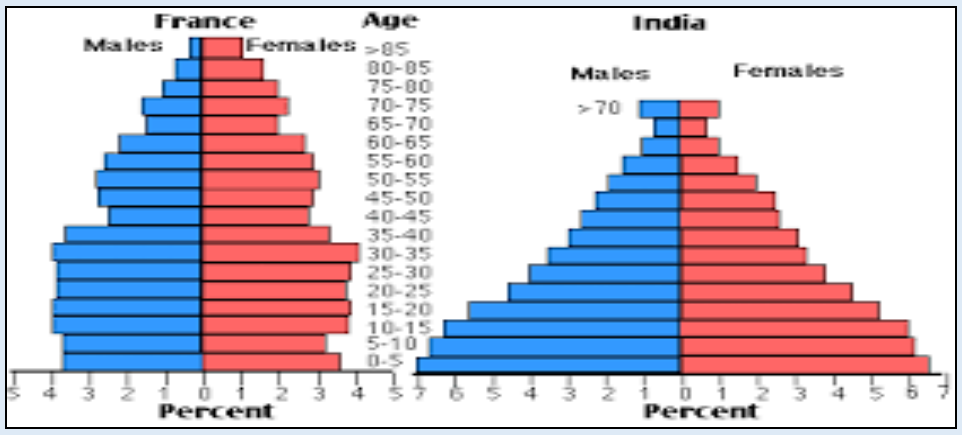
STEP 1: Identify the tittle of the pyramid so that you know the part of the content that is being tested. In other words, **the tittle will tell you what the graph is about.**

STEP 2: Read the vertical and horizontal axis so that you know what each represent. This is important because **you must be able to use information from the vertical axis and the horizontal axis to answer the questions.**

STEP 3: Quickly read the values. **Look at the width of each bar because it represents the number or percentage** that it represents. Therefore, the values assist you to answer the questions. **In other words, understand the relationship between the vertical and horizontal scales.**

PLEASE NOTE: in questions where you are expected to use numbers from the pyramid in your answer, be accurate in taking them (numbers) from the graph. If you make a mistake in writing numbers from the graph, your answer will be incorrect.

9.7.6.2 An example of a question based on a pyramid
Study the two age-sex pyramids below showing the population structures of France and India and answer the questions that follow.:



Source: J.W. Kimball

(i) **Which** of the two countries has a higher birth rate? (1)
(ii) **Give a reason** for your answer in (i) above. (2)
(iii) **Which** of the two countries has a lower life expectancy? (1)
(iv) **Give a reason** for your answer in (ii) above. (2)
(v) **Suggest** three measures that can be taken to improve the life expectancy of the country you mentioned in (ii) above. (6)
(vi) **Suggest** three measures that can be taken to control the birth rate of a country that you mentioned in (ii) above. (6)
(vii) **Which** of the two countries has a largest percentage of Octogenarians? (1)
(viii) How can education change the situation in India?

9.7.7 Questions based on a cartoon

Sometimes Examiners in the National Senior Certificate Examiners **use cartoons when asking questions.** A cartoon is a type of **animation that typically uses non-realistic or simplified drawings to create a humorous or exaggeration effect.** Although cartoons are created for a variety of purposes (entertainment, Education, Advertising etc.), **Examiners in the National Senior Certificate Examination use cartoons to ask questions in Economic Management Sciences, Social Sciences and Natural Sciences. Cartoons usually include characters (in our example below the cartoon includes the Minister of Finance Hon. Enock Godongwane).** Cartoons may include animals and other objects. **Sometimes the cartoon used by the Examiner has a TITLE but sometimes the cartoon has no title. Examiners mostly use cartoons which have relevant information to the subject.**



9.7.7.1 Answering a cartoon-based question

STEP 1: Study cartoon carefully (its contents and its writings). This will **help you to understand what the cartoon is about.** In this example, **the cartoon is about inflation in South Africa.**

STEP 2: Read the mood of the cartoon. In our example the cartoon. shows a "Problem".

STEP 3: Read all the questions that the Examiner has asked based on the cartoon. This will help you to **know what to look for in the cartoon.**

STEP 4: You can now start answering the questions. You must also remember that **questions are based on the subject content.** You must **answer the questions using what you have learnt.**

STEP 5: Check your answers to **confirm that they are related to the contents of the cartoon.**

9.7.7.2 Example of a cartoon-based question

Study the cartoon below showing the movement of people from Zimbabwe to South Africa and answer the questions that follow.



(i) **What** is this movement called in Zimbabwe? (2)
(ii) **What** is this movement called in South Africa? (2)
(iii) **List** five possible push factors which are responsible for the movement of people from Zimbabwe. (10)
(iv) **List** five possible pull factors which are responsible for the movement of Zimbabweans into South Africa Zimbabwe. (10)
(v) If young people of "working age" leave Zimbabwe, what economic challenges can be created? (2)
(vi) **List** two social problems associated with the massive movement of Zimbabweans into South. (4).

9.7.8 Questions based on an extract

Extract based questions are those which are **based on a paragraph (extract) taken from the story or a poem or a newspaper article etc.** Sometimes the National Senior Certificate Examiners **use extracts to ask multiple choice questions or paragraph questions and even short essay type questions.** When examiners use extracts to ask questions, **they use information from the subject content and the extract.** Examiners choose extracts for **asking application questions and critical thinking questions.**

9.7.8.1 Method of answering extract-based questions

STEP 1: Read the caption/title of the extract with meaning and link it with your subject matter. The caption or tittle is very important because it summarizes the main contents of the extract.

STEP 2: Read the content of the extract with understanding (with meaning). **If you fail to understand the content of the extract, you will fail to answer the questions.** Therefore, **your success in such questions depends on your understanding of the extract.**

STEP 3: Read the questions which are based on the extract carefully. **You must understand the questions. Failure to understand the questions will lead to failure to answer them.** The most important thing is that **you must read with meaning.**

STEP 4: Respond the questions asked by the Examiners **guided by the marks.**

9.8.2 Example of a question based on an extract

Read the following extract on the effects of crime in South Africa and answer the questions that follow.

THE ECONOMIC IMPACTS OF CRIME IN SOUTH AFRICA

The prevalence of a high crime rate ensures the wastage of money from an economic point of view. Some of the most obvious costs of crime have been listed down in this article. The Cost of Running Prisons is a problem. Since South Africa has a lot of violent crime, it also has a lot of people who are incarcerated. This is a double whammy for the government.

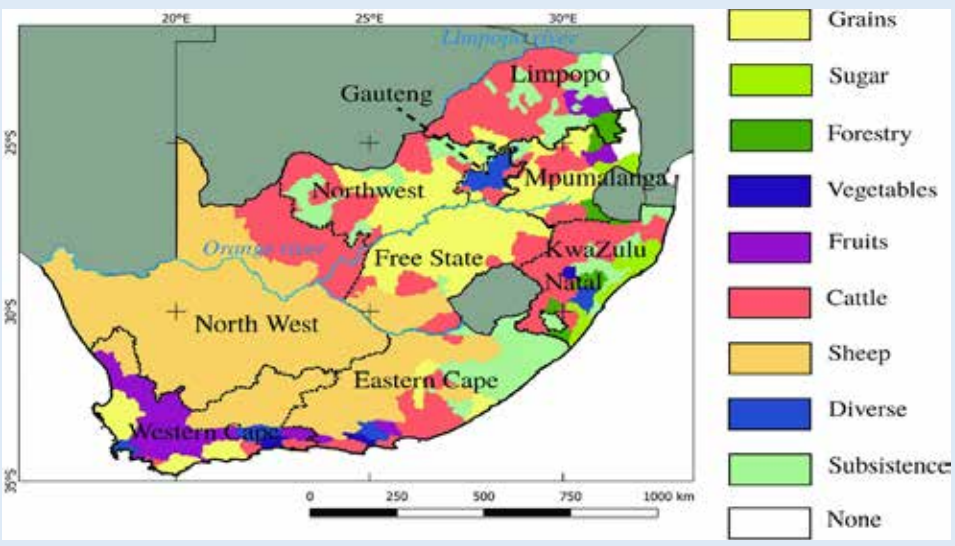
An incarcerated person is not productive. As such he/she does not earn for the nation and for the economy. On the other hand, the government has to pay for an incarcerated person. Hence, there is lost revenue, and then there are out of pocket expenses as well. The South African government spends close to $9 billion on incarceration every year. However, even after spending this huge sum of money it creates more problems than it solves.

It is a known fact that the South African system is handling at least 20% to 30% more prisoners than it is supposed to. This leads to overcrowding which causes problems such as violence and the spread of infectious diseases amongst criminals. The healthcare cost further adds to the expenses making prisons unviable.
The article was written by Prachi Juneja

a) **Name** three possible causes of the high crime rate in South Africa. (6)
b) If you were given the opportunity to be the President of South Africa, **what** FOUR measures will you introduce to control the high rate of crime in the country? (8)
c) **Suggest** and list three things that can be done to ensure that sentenced offenders are productive whilst they are incarcerated. (6)
d) **How** does the cost of running prisons affect the ordinary citizens in South Africa (4).
e) **How** does overcrowding in prisons affect the health of inmates and the employees of the Department of Correctional Services (4).

9.7.9. Questions based on a map

Sometimes Examiners in the National Senior Certificate examination use **MAPS** when asking questions. A map is a symbolic representation of an area. Maps are used for different purposes such as **finding location, plans, land use etc. Maps are also used to understand the spatial relationships.** Maps are created for various purposes (navigation, land use, environmental management, land use, human activities, spatial distribution of phenomena such as deceases, climatic conditions etc.).
Maps are a complicated representation of information because they mostly have scales. Higher order questions based on maps expect the readers to calculate on basis of the scale. Maps normally have **KEY** or **LEGEND**. A map key or a legend **is a component of a map which explains the symbols and colors used in a map. You must understand the meaning of symbols or colors used in a map.**



9.7.9.1 Answering map-based questions

STEP 1: Identify the tittle of the map (if it has a tittle) so that you immediately know what the map is about and how it relates to the content that is being tested. In this way you will immediately know **how the map is related to the work that you have studied.**

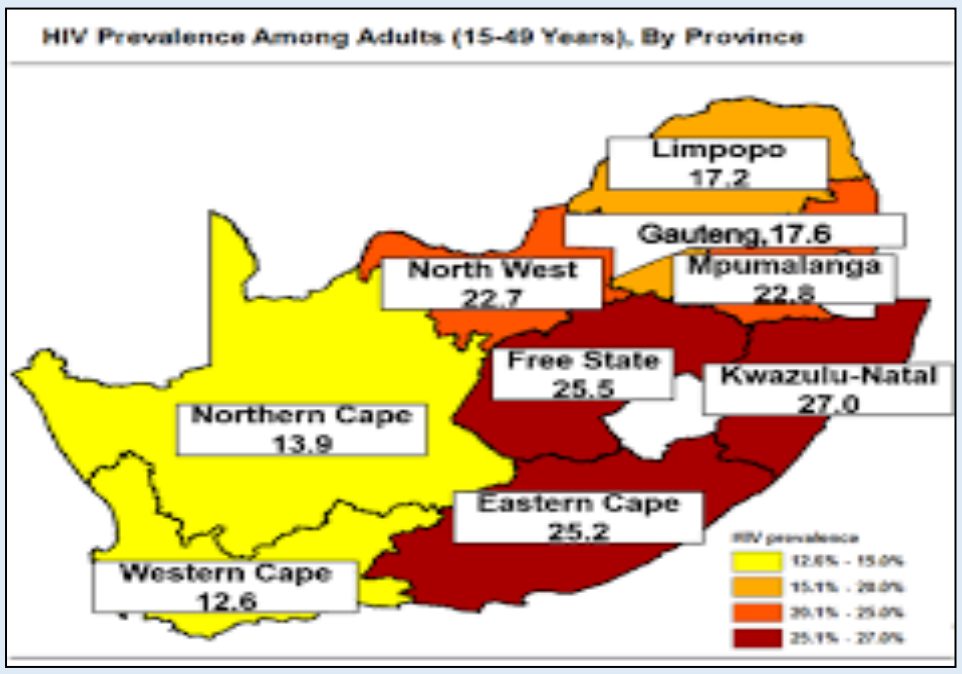
STEP 2: Read and understand the **legend** or the **key** of a map. This is very important because **the key tells you about location of features in the map.**

STEP 3: Quickly read all the questions which are based on the map with understanding.

STEP 4: Go back to the questions, **now reading them one by one for better understanding.**

STEP 5: Answer questions using **a combination of the map tittle, map key or legend, map scale (if any) and the map tittle.**

9.7.9.2 Example of a question based on a map
Study the following map showing the prevalence of HIV/AIDS in South Africa (in percentage) and answer the questions that follow.



(i) **Which** two provinces have the highest prevalence of HIV/AIDS in South Africa? (2)
(ii) **List** five reasons why the prevalence of HIV/AIDS is high in the two provinces mentioned in (i) above (5)
(iii) **Which** two provinces have the lowest percentage prevalence of HIV/AIDS? (2)
(iv) **Discuss** five measures which can be taken to control the spreading of HIV/AIDS in countries mentioned in (i) above. (10)
(v) In a paragraph (80 words) **explain** how the high prevalence of HIV/AIDS can put pressure on:
a) Economy of a country
b) Health system of a country

9.7.10 Questions based on a picture
Sometimes Examiners in the National Senior Certificate examination use **pictures when asking questions.** A picture is a **representation which is made by various means. It can be a photo, a drawing, a sketch etc.** Pictures are usually **taken from newspapers, magazines, articles, manuals etc.** Examiners select pictures showing something related to what has been taught. Sometimes the picture used by the Examiner **has a TITLE** but sometimes the picture has no title. Examiners mostly use pictures which have relevant information to test content knowledge.



9.7.10.1 Answering questions based on a picture

STEP 1: Study the picture carefully (its contents and its writings). This will **help you to understand what the picture is about.** In this example, the picture is about freedom and democracy.

STEP 2: Read the mood of the picture. In our example the picture shows "Demand" which means that the people in **the picture are not requesting or asking but they are demanding.**

STEP 3: Read all the questions that the Examiner has asked. This will help you to know what to look for in the picture. **Your eyes must always move between the questions and the picture.**

STEP 4: During your reading of the picture **link its contents to what you have learnt before answering the questions.**

STEP 5: Start answering questions **using the content of the picture.**

9.7.10. 2 An example of a picture-based question
Study the picture below showing a residential settlement in one of the cities of South Africa and answer the questions which follow.



Source: Bill Corcoran

a) **What** do we call such settlements? (1)
b) List five reasons for the fast spreading of such settlements in South Africa. (5)
c) If you were a Minister of Housing in South Africa, **what** three reforms would you introduce to control the spreading of such settlements.
d) You are tasked to lead a team that will address the people of this settlement about pollution and its effects on their lives, **which** three types of pollution would you focus on? (6).
e) **Give a reason** for focusing on the types of pollution mentioned in (d)

10. The "essay type" question
In essay type questions the Examiner requires the Learner to write an **explanation** or **discussion** or **analysis** or **critique** or **personal understanding** of a particular issue or topic or occurrence. The difference between a paragraph question and an essay type question is that the **paragraph question has one paragraph but the essay has a number of paragraphs depending on the demands of a question. Essay questions demand good content knowledge and comprehension (understanding).** In an essay type question the Learner is allowed to demonstrate knowledge and understanding and is **free to express his or her thinking about that knowledge to show understanding.** sometimes Examiners of the National Senior Certificate Examination prescribe the length of an essay e.g. 250-350 words or 1 page etc.

10.1 Answering "essay type" question

STEP 1: Read the whole question with understanding or with meaning. This is very important because it will determine the correctness of your answer. If you don't read the question very well, you will not collect all the marks given by the Examiner. Another important thing about understanding the question is that it will help you to know the scope and the limits of your essay.

STEP 2: Look at the action verb/s words. Sometimes the essay type question comes with one action verb/word (discuss, explain, analyse etc.) and sometimes it comes with two action verbs (compare and differentiate, Discuss critically). The marks in essays are given if you do what the Examiner wants.

STEP 3: Quickly draft/plan your essay in few points that will guide you. You must know how your essay will flow before you start wiring.

Example of a draft/plan to write an essay: Let is say that the question "In an essay of about 400-450 words critically discuss the negative impact the COVID-19 related lockdown in South Africa.
Introduction – Explanation of COVID-19 lockdown
Body Paragraphs
- business
- education
- livelihoods

Conclusion – summary of the main points

STEP 4: Start writing your essay and follow your plan.

PLEASE NOTE: Planning an essay before you write is very important. You write faster because you know what each paragraph must contain. **"Don't think on the essay, implement the plan of your essay".**

10.2 Important things about your answer/response
INTRODUCTION: The introduction of your essay: You must not answer the question in the introduction BUT introduce your argument. Your introductory paragraph must be a "kick paragraph". It must capture the attention of the Marker. It must start with a "kick sentence" which will impress wet the appetite of a Marker.

BODY PARAGRAPHS: The main text/body of your essay: This must focus on the action verb/words. If the Examiner wants you to EXPLAIN, the whole body of the essay must be used to EXPLAIN.
In the body you must write as if the Marker has never heard about what you are writing. The body of your essay carries the largest percentage of marks. In some of content subjects you may include illustrations in the body of your essay.

THE CONCLUSION: The conclusion of your essay: Do not answer the question in the conclusion but tell the Examiner what you have done and argue that you have correctly answered the question. In the conclusion you must summarise what you have done in the body of the essay. In the conclusion you indirectly defend your response.

10.3 Common errors when answering an essay type question
1. **Failure to write a powerful "kick paragraph"** (The first paragraph that captures the interest of the reader).
2. **Failure to understand the question** leading to a wrong presentation of information.
3. **Ignoring the action verbs causing you to write something that is not expected** by the Examiner.
4. **Writing in point form instead of a narrative form** (Listing factors/points etc.) instead of discussing.
5. **Failure to stick to the question** causing the answer to be partly correct and partly incorrect.

Write **in paragraphs.** Your paragraphs must **have complete sentences.** The **first paragraph must be the introduction** of your discussion. The **main text must consist of several paragraphs** (depending on instruction, marks and content). **Do not answer the question in the conclusion,** you must close your essay. Your **conclusion must be at least one paragraph** that summarise what you have covered in your essay.

10.4 The accuracy of information in an essay
In an essay you must not use inaccurate information. There are ways of avoiding the use of inaccurate information. You must always **avoid committing yourself** to specifics which you are not sure about. **If you are in doubt,** use data wisely because **using inaccurate information may lead to a loss of marks.**

It is better to say that the **population of South Africa is MORE THAN 50 MILLION than to wrongfully say that it is 54.78million when in actual fact it is 57.78 million (2023).**
It is better to say 'AFTER 1994' the Government of South Africa introduced the 'South African Credit Act' than to wrongfully say 'In the year 2000 the Government introduced the 'South African Credit Act'.

If you use statistics or data in your essay, **you must be accurate or you can estimate.**

11. Calculation questions
These are questions which require that a candidate answer the question **by performing a mathematical operation to arrive at the correct answer.** Calculation questions are designed **to test the ability to add, subtract, divide and multiply accurately (this includes the calculation of percentages).** All learners who are studying the Curriculum and Assessment Policy Statements (CAPS), **must offer one form of Mathematics (Mathematics or Mathematical Literacy or Technical Mathematics).**

In **Mathematics, Technical Mathematics and Mathematical Literacy, calculations are not basic but they require the learners to solve Mathematical problems.** Therefore, **Mathematics, Technical Sciences and Mathematical Literacy papers have 100%** of calculation questions. Calculation questions are also asked in other subjects such **as Accounting, Geography, Economics, Physical Sciences, Life Sciences, Engineering Graphics and Design, Tourism, Business Studies etc.**

11.1 Example of a calculation question
"You are a South African tourist visiting the United States of America. If, on the day of your visit, the exchange rate is 1 US$ = ZAR 19.50, how much will you pay (in South African Rands) for a pair of sunglasses that cost $109? Show all your calculations.

THE FOLLOWING THINGS ARE IMPORTANT TIPS ABOUT CALCULATION QUESTIONS:
a) You must **read the question carefully and understand** what the Examiner wants you to do.
b) Sometimes the Examiner **instructs you to show all your** calculations meaning that there are marks for the steps of calculation.
c) The examiner may **instruct you to write only the correct answer** which means that **there are no marks for steps of calculation.**
d) You must have a **WORKING CALCULATOR.**

12. The importance of a answering strategy
A strategy for answering questions means that a Learner **STARTS WITH QUESTIONS WHICH YOU CAN ANSWER THE BEST.** After that you must go to the **SECOND-BEST QUESTIONS and answer them without changing the sequence. THE REASONS FOR STARTING WITH QUESTIONS WHICH YOU CAN ANSWER BETTER THAN OTHERS ARE:**

- ***It boosts your confidence as you are beginning to collect marks at the start.***
- ***It saves time because you will not spend a lot of time trying to remember the facts. It may increase time for questions which are more challenging.***
- ***It minimizes errors because you have sufficient facts or information.***
- ***If your first question is excellent, it may impress the Marker and perhaps rate you with anticipation of a good standard.***
- ***It may save time for reading your script after completion of the paper.***

From the best questions, move to **questions which are challenging.** Therefore, If it is possible, your last questions to answer **MUST BE THOSE WHICH ARE MOST CHALLENGING/DIFFICULT.** In these questions you may need more time. This is why it was important to **COMPLETE YOUR EASIER QUESTIONS, COLLECT MARKS AND SAVE TIME.**

Please note: You are not allowed to start with some parts of the question and them complete the other parts somewhere else. Once you start a question, you must complete it. Do not confuse answering strategy with the breaking of questions. For example, you may not start with question 1 (a), (b) and (c) and then later in your paper you start answering question 1 (d), 1 (e) and 1 (f).

13. The importance of "Time budget"
There is **no matric examination paper with duration of less than 1 hour and there is no paper with a duration of more than 3 hours.** Papers **range between 1.5 hours (90 minutes) and 3 hours (180 minutes).** This means that each paper needs "time budgeting". Budgeting time helps you to complete the question paper and to get reading time.

EXAMPLE 1: A paper has a **duration of three (3) hours (180 minutes) with six questions with equal marks.** You are asked to **choose 4 questions out of six questions.** This means that you must **calculate the average amount of time to take in each question.**
Time budget = No of minutes ÷ number of questions = estimated time per question.
= 180 ÷ 4
= 45 minutes per question

This means that 45 minutes is the maximum time for each question. This formula works **if all the questions are allocated equal marks. It is i**mportant for you to **budget time for each question paper so that in order to cover all sections.** You **must practice answering questions when studying.** This will **help you to determine your writing pace and to improve it if there is a need.**

EXAMPLE 2: The 2022 Mathematical Literacy paper had 5 questions. The instruction is the leaner must ANSWER ALL QUESTIONS.
TOTAL MARKS IS 150 & DURATION IS 3 hours (180 minutes)

QUESTION 1 has 30 marks – 30 ÷ 150 × 100 = 20% of 180 min = 36 min
QUESTION 2 has 34 marks – 34 ÷ 150 × 100 = 23% of 180 min = 40 min
QUESTION 3 has 24 marks – 24 ÷ 150 × 100 = 16% of 180 min = 30 min
QUESTION 4 has 33 marks – 33 ÷ 150 × 100 = 22% of 180 min = 40 min
QUESTION 5 has 29 marks – 29 ÷ 150 × 100 = 19% of 180 min = 34 min
36 MIN+40MIN+30MIN+40MIN+34MIN = 180 MINUTES

In this Mathematical Literacy paper, **the marks are not the same for each question.** The **time budget for each question must not be the same** because the weighting of questions is different.

14. Avoid a TEMPTATION of copying
THERE IS NO SHORTCUT TO PASSING EXAMINATIONS. The only way is to STUDY HARD AND TO KNOW YOUR WORK BETTER. All other means are unfair means called:
- **Examination malpractices**
- **Examination misconduct**
- **Academic dishonesty**
- **Serious (not technical) examination irregularities**

All these names mean one thing i.e. **dishonesty when writing the National Senior Certificate Examination.** It means that AN **INVESTIGATION** must be conducted and **YOUR RESULTS MUST NOT BE RELEASED** with the results of other learners. **YOU MUST WAIT UNTIL THE INVESTIGATION IS COMPLETED.**

14.1 Serious examination irregularities
- **Use of "hard copy" crib notes or "electronic" crib notes.**
- **Copying from another candidate.**
- **Allowing another candidate** to copy from you.
- **Asking the Invigilator to help you** with answers.
- Taking **answers given to you by the Invigilator or a Teacher.**
- Use of the **textbook or the subject notebook to find answers.**
- Pretending to go toilet in **order to find answers from the textbook, notebook or any other source of information.**
- **Giving another candidate notes or textbook** or any other **unauthorized material to copy.**
- Copying **from a cell phone or any electronic device.**

14.2 Unauthorised material & Persons in exam room

UNAUTHORISED MATERIAL	UNAUTHORISED PERSONS
o Cell phones o Smart watches o Any electronic material that can take photos o Subject material on walls o Notes storing gadgets o Textbooks, crib notes, study guides, previous question papers, previous test papers o Any other material that can give an opportunity to COPY.	o A person who is not an Invigilator or A Chief Invigilator or a Monitor. o A Teacher who is teaching the subject (e.g. Mathematics) in grade 8, 9, 10, 11 and 12. o A Teacher who is teaching a related subject (e.g. Physical Science, Technical Maths, Maths Lit, Life Science) in grade 8, 9, 10, 11 and 12 o A person who comes to explain the question or instruction which is not clear

PLEASE NOTE: If you are found guilty of copying, your results are declared 'null and void' or cancelled. You (not your school) may be sentenced to a minimum of one year or a maximum of three years' suspension from writing the examination in the Republic of South Africa.

14. Important success factors

- ***Come to the examination venue early** for each writing session.*
- *Set the **alarm in your cellphone to wake you up** if you doubt.*
- *Be there at least **20 minutes before time** every day.*
- ***Eat and drink water** before you leave home or hostel.*
- *You **must not panic** because you have studied, keep cool.*
- ***Be confident** because you have attended classes and studied.*
- ***Believe in yourself** because no one will do this for you.*
- ***Don't let anyone frighten you** about the examination or the subject.*
- ***Have your personal time table** (Admission Letter) all the time.*
- *Declare **honesty as one of your principles** and **pray as per your religion.***

15. The question paper is in front of you-What next?
You have ten minutes to read the paper and it is your right. Remind the Invigilator if he/she forgets to give you the reading time. If you come late you will not enjoy this right. Come on time.

Read the cover page of the question paper, **it has important information:**
The subject being written e.g. **MATHEMATICS**. It is important to check this because **you must confirm that the Invigilator gave you the correct paper.** The number of the paper: e.g. **PAPER 1.** The level of the paper: e.g. English **HOME** Language **PAPER 1** or English **FIRST ADDITIONAL** Language **PAPER 1.** The total marks e.g. **150 MARKS.** It is important for you to know the total marks of the paper. The duration of the paper e.g. **3 HOURS.** The number of pages e.g. **This paper consists of 25 pages.**

15.1 Open the paper and see what is inside

AFTER THE INVIGILATOR INSTRUCTS YOU TO OPEN THE PAPER:
1. Quickly **check the sequence and number of pages** (they must not be mixed)
2. Quickly **read through the questions and tick those which you are sure about.**
3. Roughly **write down the formulas/ key words/ reminders.**

BEFORE YOU START WRITING YOU MUST DECIDE ON THE FOLLOWING
1. The amount of **time you want to spend in each question (based on the number of question and the amount of time).**
2. The **questions which you will begin with** (questions you can answer the best) so that **you will be faster and save time than in your difficult questions.**
3. Number the answers to questions as they are numbered in the question paper.
4. Underline the action verb in a question (e.g. DISCUSS) to know what the Examiner expects you to do.

15.2 Before you leave the examination room
- **Check the spelling** in your topics.
- **Check your examination number** (count the digits in it).
- **Check your center number** (count the digits in it).
- Check **whether you have answered the right questions.**
- **Read your answers** (if there is still time) and correct the spelling.
- **Check your answer book** (Don't leave anything inside e.g. your admission letter, a ruler, bank notes etc.)
- Do not be intimidated by those who are moving out before time is finished. You don't know why they are leaving earlier.
  - o They may be unable to answer all questions.
  - o They may be stressed by their performance.
  - o They may have given up.
  - o They may have checked everything that you have not checked.

BE CAREFUL!!!!!!
You must ensure that you do not leave the examination room with your answer book. This will create a serious problem because your answer book will not be accepted when you want to submit after moving out with it.

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