



# 2024 Matric Examination Guidelines



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## FOCUS ON THE CLASS OF 2024 Examination Readiness

**“Towards Examination Fitness”**

**(This booklet is not for sale)**

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#### 1. Introduction

The booklet starts with the 2024 examination time table which is the most important planning tool. All the 2024 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 2024” 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 2024 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 2024” 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 2024 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 2024 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 2024 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 2024 matric learners with skills for answering various types of questions. Finally, the booklet provides the “Class of 2024” with some of the tips for preparing for the examinations and for managing the examination day. This is important because each matric learner in 2024 must know what is required of them in the examination room. The “Class of 2024” must use this booklet to prepare themselves for the coming 2024 National Senior Certificate examination.

#### 2. The 2024 National Senior Certificate Examination Timetable

Each matric learner must know the 2024 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 2024 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 2024 National Senior Certificate Examination.

#### NATIONAL SENIOR CERTIFICATE (NSC) OCTOBER/NOVEMBER EXAMINATIONS TIMETABLE 2024



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#### NATIONAL SENIOR CERTIFICATE (NSC) OCTOBER/NOVEMBER EXAMINATIONS TIMETABLE – 2024 (Amended as at 14 June 2024)

WEEK 1	09:00	14:00
Monday 21/10	English HL P3 (3hrs) English FAL P3 (2½hrs) English SAL P3 (2½hrs)	Afrikaans HL P3 (3hrs) Afrikaans FAL P3 (2½hrs) Afrikaans SAL P3 (2½hrs)
Tuesday 22/10	Computer Applications Tech P1 (3hrs) Practical	Arabic, French, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P1 (2hrs) Latin SAL P1 (3hrs) Portuguese HL, FAL, SAL P1 (2hrs) Hebrew SAL P1 (2hrs), German HL, SAL P1 (2hrs)
Wednesday 23/10	Business Studies P1 (2hrs)	Information Technology P1 (3hrs) Practical
Thursday 24/10	isiZulu, isiXhosa, siSwati, isiNdebele HL P3 (3hrs), FAL P3 (2½hrs), SAL P3 (2½hrs)	Hindi, Gujarati, Tamil, Telegu, Urdu HL P1 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu FAL P1 (2hrs) Hindi, Gujarati, Tamil, Telegu, Urdu SAL P1 (2hrs)
Friday 25/10	Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P3 (3hrs), FAL P3 (2½hrs), SAL P3 (2½hrs) South African Sign Language HL P3 (3hrs)	Arabic, Italian, Mandarin, Modern Greek, Serbian, Spanish SAL P2 (2hrs) Latin SAL P2 (2hrs) Portuguese HL P2 (2½hrs), FAL, SAL P2 (2hrs) Equine Studies (3hrs)
WEEK 2	09:00	14:00
Monday 28/10	English HL P1 (2hrs) English FAL P1 (2hrs) English 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) Marine Sciences P1 (2½hrs)
Tuesday 29/10	History P1 (3hrs)	Engineering Graphics and Design P1 (3hrs) French SAL P2 (2hrs)
Wednesday 30/10	isiZulu, isiXhosa, siSwati, isiNdebele HL P1 (2hrs), FAL P1 (2hrs), SAL P1 (2hrs)	Business Studies P2 (2hrs)
Thursday 31/10	<b>NON-EXAMINATION DAY</b>	
Friday 01/11	Mathematics P1 (3hrs) Mathematical Literacy P1 (3hrs) Technical Mathematics P1 (3hrs)	Religion Studies P1 (2hrs) Sport and Exercise Science (3hrs)
WEEK 3	09:00	14:00
Monday 04/11	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 05/11	Geography (Climate and Weather, Geomorphology and Map Work) P1 (3hrs)	Computer Applications Tech P2 (Theory) (3hrs) Nautical Science P1 (3hrs)
Wednesday 06/11	Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P1 (2hrs), FAL P1 (2hrs), SAL P1 (2hrs) South African Sign Language HL P1 (2hrs)	Information Technology P2 (Theory) (3hrs)
Thursday 07/11	History P2 (3hrs)	Consumer Studies (3hrs) Hospitality Studies (3hrs)
Friday 08/11	Physical Sciences (Physics) P1 (3hrs) Technical Sciences P1 (3hrs)	Dramatic Arts (3hrs)

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 Second Chance  
 Matric Support Programme

WEEK 4		09:00	14:00
Monday 11/11	Physical Sciences (Chemistry) P2 (3hrs) Technical Sciences P2 (1½hrs)		Dance Studies (3hrs)
Tuesday 12/11	isiZulu, isiXhosa, siSwati, isiNdebele HL P2 (2½hrs), FAL P2 (2½hrs), SAL P2 (1½hrs)		Economics P1 (2hrs)
Wednesday 13/11	English HL P2 (2½hrs) English FAL P2 (2½hrs) English SAL P2 (1½hrs)		Engineering Graphics and Design P2 (3hrs)
Thursday 14/11	Accounting P1 (2hrs)		Tourism (3hrs)
Friday 15/11	Life Sciences P1 (2½hrs)		Civil Technology (3hrs)
WEEK 5		09:00	14:00
Monday 18/11	Life Sciences P2 (2½hrs)		Visual Arts P1 (3hrs) Electrical Technology (3hrs)
Tuesday 19/11	Afrikaans HL P1 (2hrs) Afrikaans FAL P1 (2hrs) Afrikaans SAL P1 (2hrs)		Economics P2 (2hrs)
Wednesday 20/11	Sepedi, Sesotho, Setswana, Xitsonga, Tshivenda HL P2 (2½hrs), FAL P2 (2½hrs), SAL P2 (1½hrs) South African Sign Language HL P2 (2½hrs)		Mechanical Technology (3hrs)
Thursday 21/11	Geography (Rural and Urban Settlements, Economic Geography of SA and Map Work) P2 (3hrs)		Religion Studies P2 (2hrs) Maritime Economics (3hrs)
Friday 22/11	Accounting P2 (2hrs)		Agricultural Sciences P1 (2½hrs)
WEEK 6		09:00	14:00
Monday 25/11	Afrikaans HL P2 (2½hrs) Afrikaans FAL P2 (2½hrs) Afrikaans SAL P2 (1½hrs)		Agricultural Sciences P2 (2½hrs) Nautical Science P2 (3hrs)
Tuesday 26/11	Music P1 Theory (3hrs) Agricultural Technology (3hrs)		Music P2 Comprehension (1½hrs)
Wednesday 27/11	Agricultural Management Practices (3hrs) Marine Sciences P2 (2½hrs)		Design P1 (3hrs)
Thursday 28/11	<b>CAT P1 rewrite</b> (3hrs) Practical <b>IT P1 rewrite</b> (3hrs) Practical		

09:00	
Monday 2 September	Life Orientation (LO CAT) (2½hrs)
12 August to 14 October	Performing Arts Practical
1 October to 14 October	Visual Arts and Design Practical

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14<sup>th</sup> June 2024

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 40% 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 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 2024". Tsepo will write the National Senior Certificate examination in certain subjects (not in all subjects). Tsepo has analysed the 2024 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 2024 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
30/10/2024	English FAL	1	2.5 hours	14h:00	150	16h:30
03/11/2024	Mathematics	1	3 hours	09h:00	180	12h:00
06/11/2024	Mathematics	2	3 hours	09h:00	180	12h:00
09/11/2024	Sesotho HL	1	2.5 hours	09h:00	150	11h:30
10/11/2024	Physical Sciences	1	3 hours	09h:00	180	12h:00
13/11/2024	Physical Sciences	2	3 hours	09h:00	180	12h:00
14/11/2024	Geography	1	3 hours	09h:00	180	12h:00
15/11/2024	English FAL	2	2.5 hours	14h:00	150	16h:30
17/11/2024	Life Sciences	1	2.5 hours	09h:00	150	11h:30
20/11/2024	Life Sciences	2	2.5 hours	09h:00	150	11h:30
21/11/2024	Geography	2	1.5 hours	14h:00	90	15h:30
21/11/2024	Sesotho HL	2	2 hours	09h:00	120	11h:00
28/11/2024	Sesotho HL	3	2.5 hours	09h:00	150	11h:30
29/11/2024	English FAL	3	2.5 hours	14h:00	150	16h:30



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20/10/2024		
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21/10/2024		
21/10/2024		
21/10/2024		
22/10/2024		

REVISION/STUDY TIME TABLE – WEEK 4 OF OCTOBER

WEEK 4 - 23 OCTOBER 2024 TO 30 OCTOBER 2024		
DATE	SUBJECT	DURATION WITH BREAKS
23/10/2024	English First Additional Language	1 hr.
23/10/2024	Mathematics	2 hr.
23/10/2024	Sesotho Home Language	1 hr.
24/10/2024	English First Additional Language	1 hr.
24/10/2024	Mathematics	2 hr.
24/10/2024	Sesotho Home Language	1 hr.
25/10/2024	English First Additional Language	1 hr.
25/10/2024	Physical Sciences	2 hr.
25/10/2024	Sesotho Home Language	1 hr.
26/10/2024	English First Additional Language	1 hr.
26/10/2024	Physical Sciences	2 hr.
26/10/2024	Sesotho Home Language	1 hr.
27/10/2024	English First Additional Language	1 hr.
27/10/2024	Geography	2 hr.
27/10/2024	Sesotho Home Language	1 hr.
28/10/2024	Mathematics	3 hr.
28/10/2024	Physical Sciences	2 hr.
28/10/2024	English First Additional Language	2 hr.
29/10/2024	Mathematics	3 hr.
29/10/2024	English First Additional Language	3 hr.
30/10/2024	English First Additional Language	3 hr.

CREATE YOUR OCTOBER WEEK 4 STUDY/REVISION TIME TABLE

WEEK 4 - 23 OCTOBER 2024 TO 30 OCTOBER 2024		
DATE	SUBJECT	DURATION WITH BREAKS
23/10/2024		
23/10/2024		
23/10/2024		
24/10/2024		
24/10/2024		
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25/10/2024		
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29/10/2024		
29/10/2024		
30/10/2024		

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	<b>THE EXAMINER WANTS YOU TO LIST</b> what is requested without explaining (list of characteristics, factors, causes, consequences, measures, events, solutions etc.). <b>DO NOT DISCUSS REQUESTED ITEMS BECAUSE THERE ARE NO MARKS FOR DISCUSSION</b> . Instead, discussion will consume your time for completing the examination.
Label	In <b>LABEL</b> question you are given something from your subject e.g. a diagram of the animal cell and <b>ASKED TO LABEL IT</b> . 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	<b>NAME</b> 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 <b>NAME THE FEATURES OF A BALANCED ATMOSPHERIC SYSTEM</b> . This is different from the question which says <b>NAME AND DISCUSS THE SOCIAL CONSEQUENCES OF THE COVID-19 PANDEMIC</b> . 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. <b>If you name the financial consequences you will lose marks</b>
Relate	<b>IN THIS QUESTION YOU ARE EXPECTED TO SHOW THE KEY LINKS OR CONNECTIONS</b> between ideas or events or processes. <b>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.</b>
State	<b>IN THIS QUESTION YOU MUST MENTION INFORMATION WITHOUT DISCUSSING IT</b> . This question is different from the “List Question” because you must give relevant points briefly without making lengthy discussions e.g. <b>STATE THE FACTORS THAT LED TO THE INTENSIFICATION OF BLACK RESISTANCE IN SOUTH BETWEEN 1970’S AND 1990’S.</b>
Define	<b>THE EXAMINER WANTS YOU TO GIVE THE DEFINITION/MEANING OF SOMETHING</b> . 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 <b>EXAMINER WANTS YOU TO GIVE CHARACTERISTICS OR DETAILS OF SOMETHING OR AN EVENT OR A PROCESS OR A CHALLENGE/A PROBLEM ETC.</b> 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. <b>EVEN IF YOU HAVE INFORMATION, YOU MUST PRESENT IT IN THE FORM OF A DISCUSSION</b> . 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, <b>YOU MUST PROVIDE THE MAIN POINTS OR FACTS ABOUT A PARTICULAR EVENT OR PROCESS OR PROGRAMME</b> . You must condense the information as expected. There is a thin line of difference between <b>“SUMMARISE” and “OUTLINE”</b>
Explain	<b>In this question you are free to give a mixed response</b> . 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. <b>BE CAREFUL</b> , 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. <b>THE EXAMINER EXPECTS YOU TO NAME SOMETHING REPRESENTED BY A SYMBOL OR A NUMBER</b> . 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. <b>IDENTIFY FEATURE A IN THE PICTURE AND DISCUSS ITS ROLE IN THE HUMAN BODY</b> .
Compare	<b>In this question YOU MUST SHOW BOTH DIFFERENCES AND SIMILARITIES IN A BALANCED WAY</b> . 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	<b>Here you must SHOW THE DIFFERENCES BETWEEN THE GIVEN THINGS OR FEATURES</b> . The main thing in this question is about differences.
Outline	<b>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</b> . 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 <b>SUMMARISE question</b> . 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 <b>EXAMINER WANTS YOU TO USE YOUR KNOWLEDGE TO ANSWER THE QUESTION</b> . 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 <b>GROUP</b> whatever is given in the question. <b>You must organise the items given to you or events or characteristics or features etc. in a logical way</b> . You need to group similar this but it depends on the question.

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

#### 8.4 Action verbs requiring CRITICAL THINKING

ACTION VERB	EXPECTATION FROM THE CANDIDATE
<b>Analyse</b>	This is high order question but it is not difficult because <b>IT CAN BE ANSWERED IN DIFFERENT WAYS</b> . It needs you to have knowledge and use it to analyse. When you analyse you <b>BREAK SOMETHING (E.G. THE PROCESS OR INFORMATION OR EVENT) INTO PARTS AND DISCUSS EACH PART</b> . You can <b>DESCRIBE EACH PART, DEFINE EACH PART and EXPLAIN HOW EACH PART RELATES TO THE OTHER</b> .
<b>Categorise</b>	This <b>LOOKS LIKE ARRANGEMENT OR CLASSIFYING QUESTION</b> . It differs because <b>YOU MUST CREATE YOUR OWN CATEGORIES OF INFORMATION GIVEN</b> . 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 <b>STUDY THE DIAGRAM BELOW AND CATERGORISE FACTORS THAT ARE SHOWN INTO "CENTRIPETAL and CENTRIFUGAL" OF SUB-URBANISATION</b> .
<b>Differentiate</b>	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 <b>WHAT IS THE DIFEFRNCE?</b> In such a question you mention the difference. In the question which says <b>DIFFEENTATE BETWEEN TWO PROCESSES</b> , you must show the differences based on your understanding.
<b>Examine</b>	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 <b>EXAMINE THE POLITICAL CONSEQUENCES OF THE 1976 UPRISINGS IN SOWETO</b> . 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 <b>IN YOUR OPINION, WOULD YOU REGARD THE RDP HOUSING SCHEME AS A SOLUTION TO URBAN POVERTY</b> . In this question you must provide your own evaluation of the scheme.
<b>Propose</b>	This is not an easy question because you must <b>THINK OUT OF THE BOX</b> . 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 <b>GIVE YOU A PICTURE SHOWING THE BUSINESSES WHICH HAVE CLOSED IN THE CITY AND ASK YOU TO PROPOSE A SOLUTION TO THE PROBLEM</b> .

#### 8.5 Common QUESTION PROMPTS

PROMPT	EXPECTATION FROM THE CANDIDATE
<b>How?</b>	This may look easy but it is not simple. <b>THE EXAMINER WANTS YOU TO EXPLAIN HOW A PROCESS OR EVENT OR A PROBLEM CAME ABOUT</b> . It is a question in which you explain HOW something happens e.g. <b>HOW DOES INVESTOR CONFIDENCE PROMOTE ECONOMIC GROWTH?</b> Here you must focus on the way economic growth and investor confidence are positively and negatively related.
<b>When?</b>	This is a simple question which <b>WANTS YOU TO STATE THE TIME OR THE STAGE IN A PROCESS</b> . The question can be <b>WHEN DID SOUTH AFRICA DECLARE THE COVID-19 STATE OF DISASTER? Or WHEN DOES THE TROPICAL STORM DISCCIPATE?</b> In other words, this question can be asked as a lower order question or a higher order question.
<b>What?</b>	This question looks easy and it can be so. However, the question can come with difficult expectations. A question can be <b>IN YOUR OPINION WHAT WERE THE WEAKNESSES AND STRENGTHS IN THE IMPLEMENTATION OF THE ECONOMIC DEVELOPMENT STRATEGY OF THE COUNTRY?</b>
<b>Why?</b>	<b>THIS IS ANOTHER KNOWLEDGE QUESTION</b> . 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.
<b>Which?</b>	This is not as easy as it sounds. <b>THE QUESTION CAN BE MIXED WITH ANOTHER DETAIL</b> . The question can be <b>WHICH OF THE FOLLOWING STATEMENTS ARE NOT TRUE? OR WHICH OF THE FOLLOWING STATEMENTS ARE TRUE?</b> These are simplest questions. However, the question can be <b>WHICH WERE THE MAJOR CHALLENGES OF THE BLACK ECONOMIC EMPOWERMENT INTERVENTIONS IN SOUTH AFRICA INTRODUCED AFTER 1994?</b> 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.
<b>Who?</b>	This question action verb can be in the middle of the question. A question can be: <b>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</b> .

#### 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:

- MUTLIPLE CHOICE QUESTIONS
- TRUE or FALSE QUESTIONS
- MATCHING QUESTIONS
- COMPLETION QUESTIONS
- SHORT QUESTIONS
- PARAGRAPH QUESTIONS
- SOURCE BASED QUESTIONS
- ESSAT TYPE QUESTIONS
- 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)

- 22 (DISTRACTER)
- 35 (DISTRACTER)
- 29 (DISTRACTER)
- 28 (CORECT ANSWER)
- 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

- 365
- 366
- 367
- 358
- 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 -----

- Exchanging goods from one country to another.
- Changing money when tourists come to our country.
- Exchange of the currency of one country for another at current rates.
- A market in which one currency in exchange for another.
- 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.**

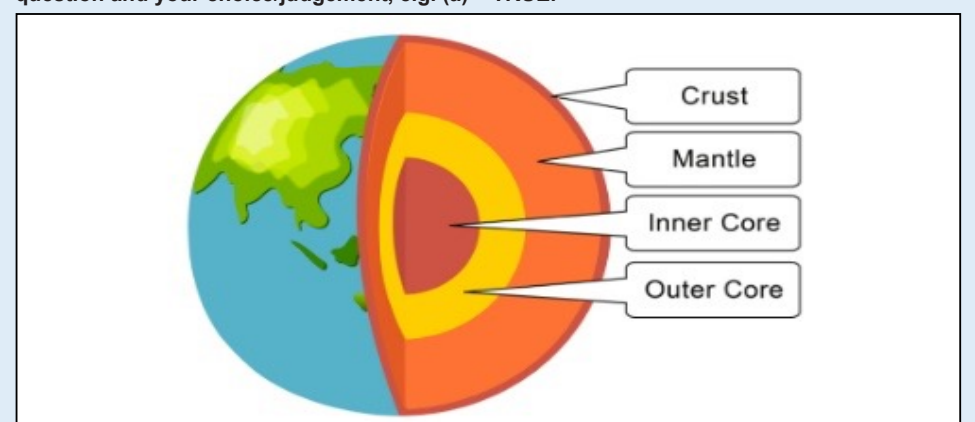
#### 9.2 TRUE or FALSE questions

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: Taylorormoney28

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- 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.
- The mantle is mostly solid bulk of the Earth's interior.
- The magma is a mixture of molten and semi molten rock found beneath the surface of the earth.
- The atmosphere is the solid, outer part of the earth, including the brittle upper portion of the mantle and the crust.
- The earth's core is the very cold, very light centre of our planet.
- 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) Isostasy
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 studied.

**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 per 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) ----- and -----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 2024 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 studied.

**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 TITLE, 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 title is part of the curriculum and it directly or indirectly tests what is in the subject. In our example the

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title 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

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 title 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%

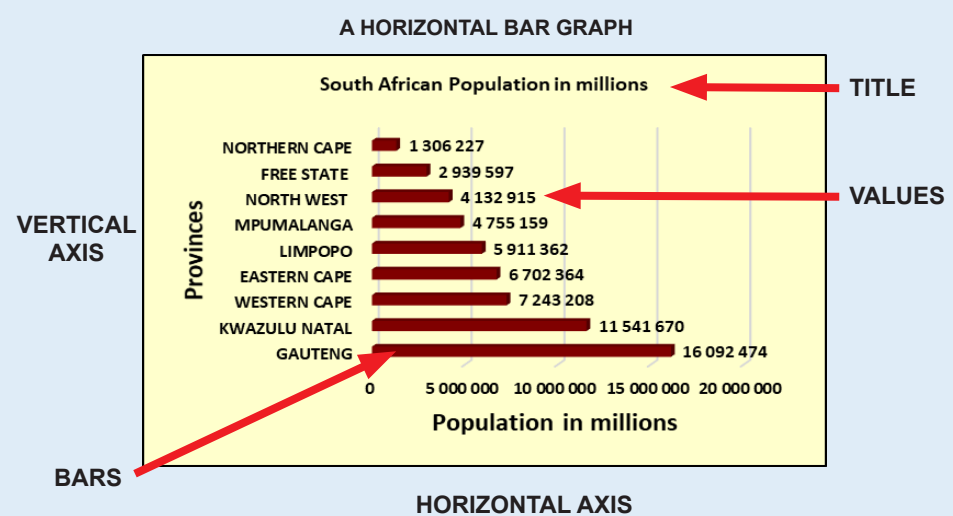
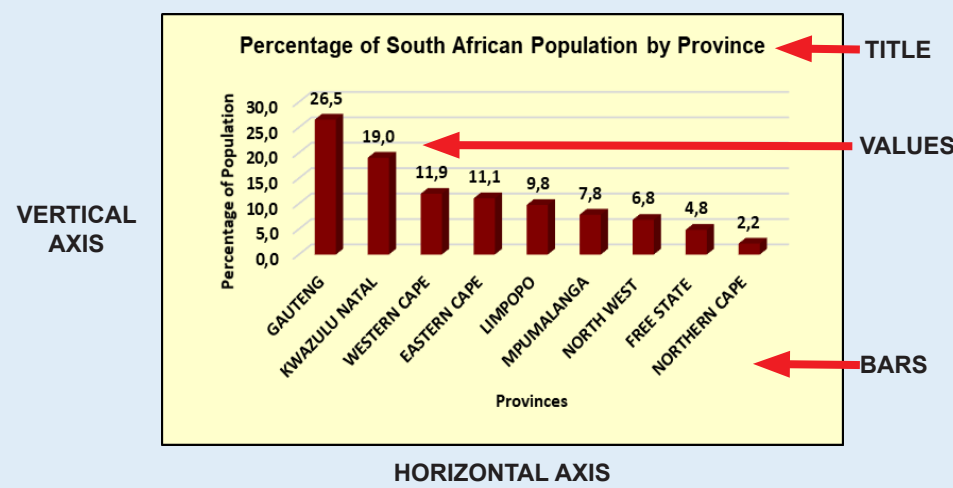
- (i) What was the population of South Africa in 2022? (1)
- (ii) Which province had the lowest population percentage? (1)
- (iii) List five factors responsible for the low population numbers in the province mentioned in (ii) above. (5)
- (iv) KwaZulu Natal and Gauteng have lower land areas and highest 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 bar graph. This is a bar graph in which the “bars” are plotted vertically along the vertical axis (Y-axis). The second type is 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 **HORIZONTAL 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.



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**9.7.3.2 Method of answering questions-based a bar graph**

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

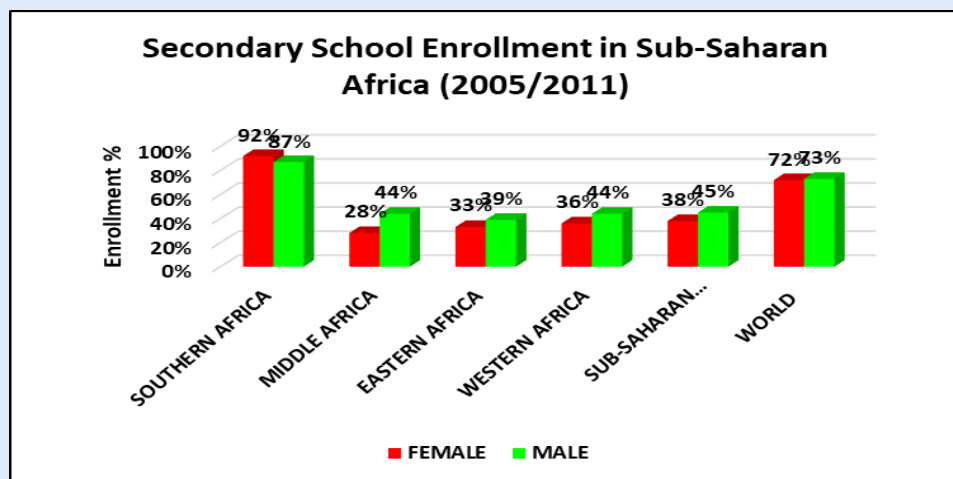
**STEP 2:** Read the vertical and horizontal axis to know what each represent. This is important so that you can use information from the vertical axis and the horizontal axis to answer the questions.

**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)
- (vi) Give two reasons for your answer in (v) above. (4)
- (vii) 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**

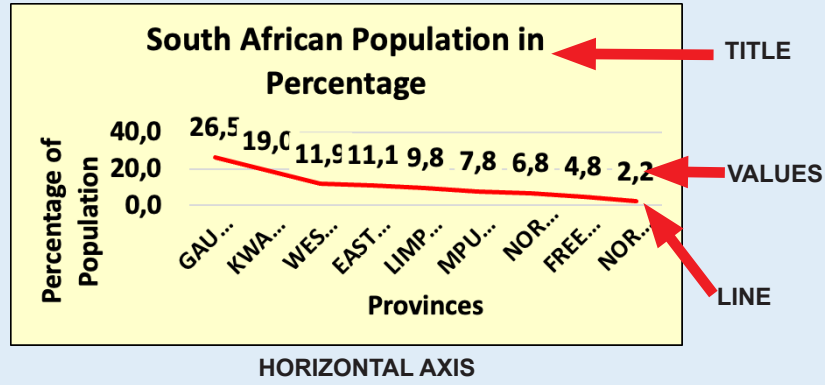
The line graph has a **TITTLE** which tells you what the graph is about. This is important because you quickly know which part of your work is being tested. The line graph has **VERTICAL AXIS** which gives information about one of the variables. In this example it shows percentage of population. It also 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



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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 title of the line graph so that you know the part of the content that is being tested. In other words, the title 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.

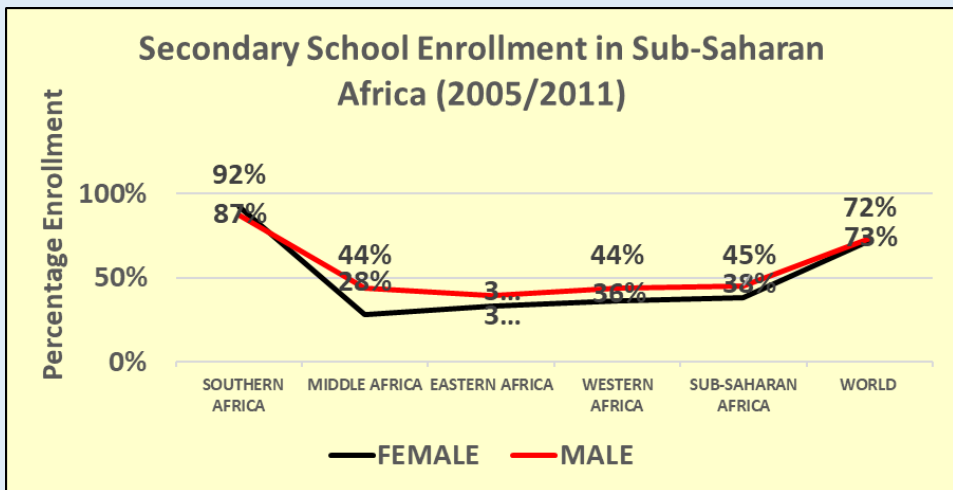
**STEP 3:** Quickly read the values. Look at the position of the line above the horizontal axis. THE HIGHER THE POSITION OF THE LINE, THE HIGHER THE VALUES. This assists you to answer the questions quicker and accurately. In other words, understand the relationship between the vertical and horizontal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

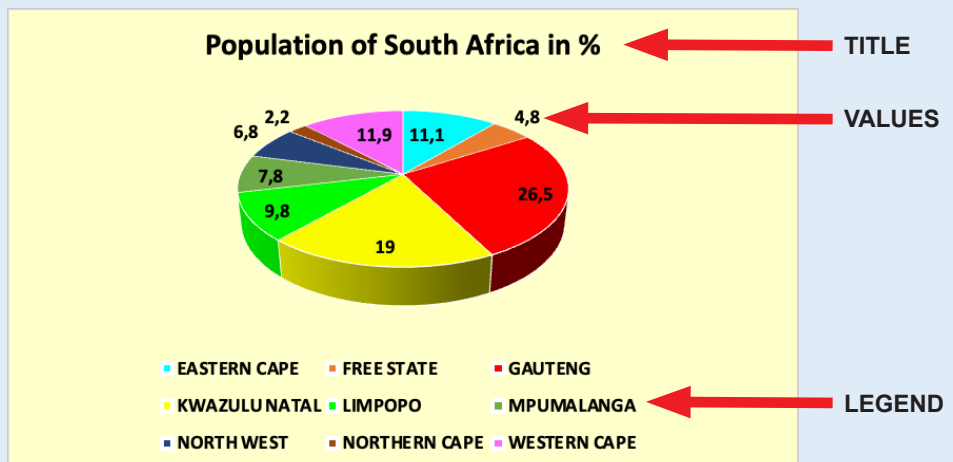
Study the line graph below showing the Secondary School Enrolment in Sub-Saharan Africa (2005/2011) and answer the questions which follow.



- (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

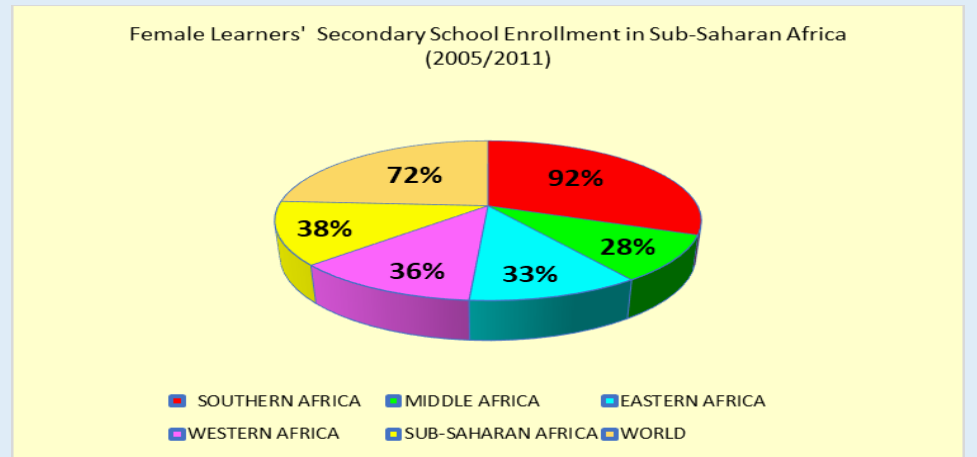
represents. In our example the values are shown in percentage. However, there is no symbol of percentage. The reason for this is that the title of the pie chart has already stated that the population is given in percentages. This is one of the reasons for you to understand the title of the pie chart 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)

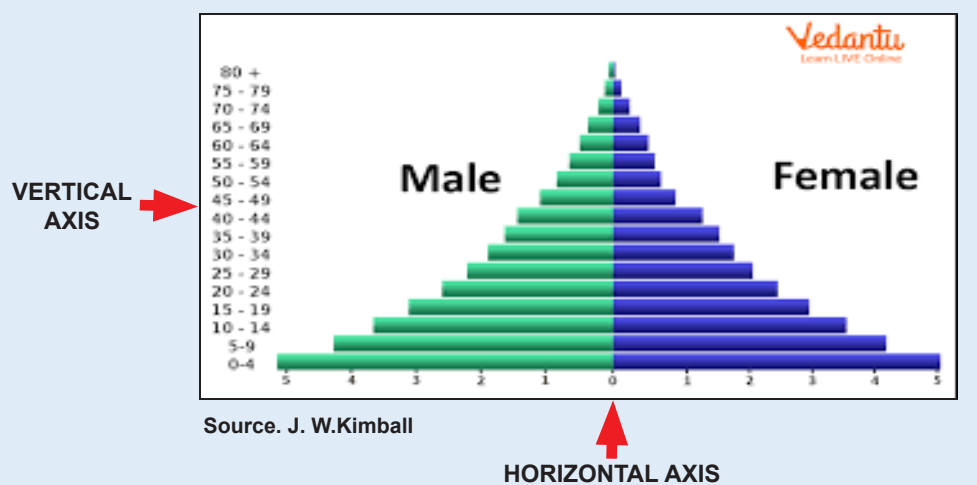
9.7.6 Questions based on the age-sex pyramid

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.



9.7.6.1 Answering age-sex pyramid-based questions

**STEP 1:** Identify the title of the pyramid so that you know the part of the content that is being tested. In other words, the title 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.:

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