EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FIRST ADDITIONAL LANGUAGE		
QUESTION PAPER	1	2 X	3
DURATION OF QUESTION PAPER	2 ½ HRS		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	08-22 DECEMBER 2023		

SECTION 1: (General overview of Learners Performance in the question paper as a whole)

The standard of the paper was fair. This paper has 7 set books and learners have a choice to choose only two questions from the 4 different genres. Very few learners chose to answer questions 1, 2, 4, and 6 and some performed well ,some poorly. The most popular questions were questions 3 (novel), 5 (drama) and 7 (poetry). Some candidates did not follow instructions instead of answering 3.1 and 3.2, 5.1 and 5.2 they answered only 3.1 and 5.1 in total they wrote an examination out of 36 instead of 70 and have not answered 3.2 and 5.2 and have lost 34 marks in total without the errors committed in the 36 marks that they have answered. The majority of the learners have lost marks due to lack of understanding important concepts such as uzobo ngqo, uzobo mayana,umxholwana, and the sequence of events (iziganeko). They have a limited vocabulary for the questions and the language used for answering literature .Learners that did badly could not understand when the questions used terms such as, ngqina, uvakalelo, phuhlisa, uxanduva, cacisa and umyalezo and lost marks. Some candidates could not comprehend because some of the answers were in the texts provided across the genres but have failed to score marks. Some learners have lost marks due to lack of knowledge, they did not know the story and some have left out questions unattempted or not answered. Answering questions using another language other than the language of assessment has also contributed to the poor perfomance because candidates have used isiZulu and English in their responses and they lost marks, for example 3.1,2 UNobuntu yindodakazi kaMamTolo means she is MamTolo's

sister in law when translated into isiXhosa, yet the correct answer should be her daughter (intombi yakhe).

Most candidates could not score marks in questions that referred them to the text instead they gave random answers and not what is required by the question.

Question 7 which is poetry was poorly answered by mostly all the candidates who chose it. The highest mark attained is 26 out 35 ie 74 percent and the lowest mark is 2 ie 6 percent . Candidates could not analyse poems. They do not know concepts such as isixhobo sesandi, izafobe, imifanekiso-ngqondweni,umfanekiso ntekelelo, umoya otyalwa yimbongi, umongo, iimvano ziphelo, isakhiwo sangaphandle, isimeli nobumba(apostrophe), types of poems, the characteristic of the octave and sestet in a sonnet, types of poets. For an example : Imbongi yomthonyama and imbongi yosiba.

Some candidates copied the texts as they are instead of giving correct answers.

In general learners have shown a great improvement compared to 2022 examination in this paper. It was clear that the learners that have performed exceptionally well, were well prepared for this examination. Wrong choice of questions may have resulted in the poor perfomance. Some swapped characters around instead of saying Thandabantu in question 3 they say Thambolenyoka and they lost marks. Confusing or swapping characters is not excused in literature. In question 5 there is a candidate that scored 63 out of 70, this is an outstanding achievement.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
(a)   General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was poorly answered. Very few candidates opted for this question. The highest mark achieved is 11 out of 35 which is 31 percent. They performed badly because most of the questions were not even tried and some incorrect.   Generally these learners' responses confirm that they were not prepared for this examination or they missed out on proper teaching they do not know this setbook . Most of the candidate left most of the questions unattempted and some incorrect Eg question 1.1.7-1.2.8 were left out unanswered. The questions that required them to support their answers was a challenge.Eg 1.1.4 this question assessed emotions (uvakalelo) and uvakalelo was in the text provided but they gave an incorrect answer.   In 1.1.5 they were asked to choose the type of üzobo" as used in the text instead they choose uzobo mayana and lost marks.   1.1.10 The question wanted the message(umyalezo odluliswa kule noveli) candidates have failed to give a correct answer.   1.2.2 The question wanted the candidates to show that they know the story but failed because they did not remember what Yoliswa said as proof that she has reprimanded

uNomakhwezi many times and failed to score marks.

1.2.4   This question assessed the knowledge of the story but they have failed to give a correct answer and this confirmed that they have not read this novel.

1.2.8   The term "ukuphuhlisa" was a challenge.They could not tell what uMpumelelo has done to

assist his community and the answer was in the story but could not give the correct response and lost marks.

QUESTION 2

This question is on a novel called Umqol'uphandle. Very few candidates chose to answer this question. Candidates who chose this novel did not do very well. The highest mark was 22 out of 35 ie 63 percent.

In 2.1.3 The question wanted to know why was Hlobo angry in the text? The answer was in the text but could not identify it. Their answer was yayisendleleni kaLinda and was incorrect.

In 2.1.4 Instead of giving "uvakalelo" they said uDuma doesn't know why he is there and that was incorrect.

In 2.2.1 The question required where the story occurs. They said eMonti instead of saying enkundleni eMonti to be awarded a mark.

In 2.2.7 The term "ngqina and umyolelo were difficult for them to understand and they gave incorrect Answers. Eg: ULinda wabhala ileta wabhalela uEddie. In this question they did not understand the episode in the story and they gave an incorrect answer.

QUESTION 3

This novel is UMonwabisi and was very popular almost 60 percent of the candidates chose to answer it and they did fairly well except for the few that did not prepare for the examination. The majority of the learners have struggled to answer questions 3.1.4 that is "uvakalelo"they could not give the correct answer

In 3.1.6 They were required to interpret the u 3.2.5 underlined statement in the text instead of giving the correct interpretation they said "abantwana abafani " and that was incorrect.

In 3.2.1 learners lost marks because they answered in another language. Eg instead of "isibhedlele" they said hospital and lost marks because English is not the language of assessment.

In 3.2.5 The candidates were required to interpret the underlined statement but they failed to give the correct response.

In 3.2.6 The question asked about the responsibility that Monwabisi had to fulfill. They could not interpret what uZangone was trying to convey to uMonwabisi by asking him to sign the documents. They just generalise and don't give what the question requires. The term "uxanduva" was difficult for them to interpret.

QUESTION 4

This is one of the old drama set books called Ndiyekeni . Only 1 centre and 1 learner chose this question and the performance was bad because the highest percent achieved was 34 percent that is 12 out of 35. The learner in this question left out most of the questions not answered.

4.1.1 The question required them to identify stage directions in the text but their response was kufumaniseka ukuba utitshala omkhulu uyagula and that was incorrect. Not so many candidates chose to answer this question.

QUESTION 5

This question is on the most popular drama setbook called Inzala YamaRhamba. Learneer performed exceptionally well. The highest percent achieved is 94 percent. Most of them scored between 25,26,27- 33 marks out of 35.

5.1.1 Some candidates lost marks because they gave only one correct response instead of 2 and the answer was in the text and was on stage directions. Candidates do not know the functions of stage directions

5.1.2 They said uThambolenyoka was working with them and that was incorrect.

5.1.3 The question on uhambo was misunderstood they said they are going to eCala, and that was incorrect.

5.1.4 Candidates have failed to explain the emotions Kuku had about uThambolenyoka and the abuse he has done to all of them. They were asked to identify the words that confirm Kuku's feeling about him from the text but failed.

5.1.8 Required Dina's duties at Thambolenyika's hotel. They said she was a cleaner or a waitor in English and they lost marks.

5.2.4 The question required to confirm if Thambolenyoka was the father to both of Dina children. They could not give a correct answer instead they said yes because she was married to uThambolenyoka and they lost marks and they lost marks. Some said the other one was from the pastor and the wrote Pastor in English.

5.2.6 This question was on "umxholwana " they battled to give the correct answer they were more general and could not give what the question actually required.

5.2.7 The question required the role played by lawyers in protecting uThambolenyoka from being arrested and charged guilty but isntstead of giving the correct answer they did not mention amagqwetha in their answer they said " kwakunzima ukufumana ubungqina or amagqwetha were bribed and lost marks.

QUESTION 6

This question is in one of the old short story setbook called Ndakuyicela ivuthiwe. Very few candidates chose this question. The highest percent achieved is 63 percent and the lowest 31 percent.

Most of the questions were left out unanswered.

6.1.2 The question asked the relationship between Fikizolo and Fanabekho. Instead of saying Fikizolo was the father to Fanabekho . Their response was Fikizolo is the brother to Fanabekho

6.1.4 Required emotions(uvakalelo) lukaMakheswa about uFanabekho and his irresponsible attitude. Their response was he came back from Tinarha or was an ingcibi that means they misunderstood in the question. Some got uvakalelo correct but could not link it with and that was not

6.1.7 The ques-tion required the results of Fanabekho leaving school. The answer was very easy maybe they found the question too simple that they say waphela elivila- instead of saying waphela engafundanga.

6.2.2 The question required them to say what was it that uMaDam was punished by God. Their response was "unyana wakhe uyagwetywa" and that was incorrect.

QUESTION 7

This question is on poetry setbook called Ivamna Bafazi bolusu. Candidates did fairly well in this question and 30 percent of the candidates chose to answer it. The highest percent achieved is 91 percent and the lowest is 3 percent.

7.1.1   The question required "isixhobo sesandi". Candidates gave an incorrect concept and ,instead of saying Yimfano-zandi they said imvano-zandi and some did not try to answer this question.

7.1.2   Some do not know" umfanekiso-ngqondweni"that is the five senses. Umfanekiso ngqondweni weliso/wokubona, instead they gave an explanation.

7.1.3   The question required umfanekiso-ntekelelo oziswa ligama.They could not explain the "ubuyakayaka"

7.1.4   (a) The question assessed a figure of speech(isafobe) instead of saying isifaniso they said it is isikweko and that was incorrect.

(b) The question asked them to interpret line 9 of the poem. They failed to interpret as required. The main focus of the question was on isifanekisozwi u"chu" njengelanga. Which meant that being old is a process it takes time like the sun .

7.1.5   The question required them to interpret the word "zonke" in line 10. Instead of giving a correct response they said it is "isimelabizo zoquko" that was very disappointing because it confirmed that they do not know the difference between language and literature.

7.1.6   The question required the meaning of the word "empandleni". Some have failed to give the correct meaning instead they said its in the rural areas that means they did not link the word with the poem because the poem was on "ubudala"(aged)

7.1.9   The question required imvano- siphelo yeOkthevu and Sestethi. Candidates have failed to identify imvano-siphelo instead of giving the last similar syllables in the okthevu and Sestethi. They gave aka and eni and were incorrect.

7.2.2 They were required to give the function of apostrophe in line 1 and 2 . their response wa ibonisa ukuba sikhona isikhamiso esishiyiweyo/ ukudala isingqisho and lost marks.

7.2.5 The question required "isakhiwo sangaphandle" in line 14 and 15. Their response was in line 14 kushiywe iceba and in line 15 kushiywe amaceba amathathu/ instead of saying line 14 has 5 words they said 4 and line 15 has five words and lost marks.

7.2.7 This question required learners to know the characteristics of imbongi yomthonyama and identify them from stanza 4 and link them with Yipikoko and Yintambanane.
They did not link "ipikoko" with the poet"s attire, and "Intambanane" with the poets action(ukutyityimba kwembongi).

7.2.8 The question required the type of poem provided. They said ngumbongo oncomayo and lost marks. They and could not give a reason why they say it is umbongo ochazayo because some of the candidates knew the type of poem but failed to substantiate.

(b) Provide suggestions for improvement in relation to Teaching and Learning

Learners must be clearly informed of how to choose questions and books that they read in class and not attempt to answer all the questions in the question paper. The policy is very clear on this issue that only the first two questions will be marked and the rest will be ignored.
It is very important also to motivate learners to stick to the language of assessment when responding to the questions, for example, instead of writing, yintombi yakhe in 3.1.2 they said indodakazi which is an isiXhosa language but isiZulu so they lost marks.
Learners must be trained on how to choose setbooks correctly not just decide during examinations that they are going to answer a poem because they did not prepare well for the novel or the drama setbook that was properly discussed and tested in class before exams.They must be taught to read the text before answering the questions so that they have an understanding of the question before they answer. When teachers are doing revision using past examination papers they must actually teach the learners how to answer questions and also refer learners to the setbook concerned and not give learners the memorandum because they seem to be over reliant to using past examination marking guidelines and they miss out the correct response required by the question in an examination. Special attention to the instructional verbs such as ngqina, khankanya, phuhlisa, cacisa, injongo/ xhasa/ phawula etc should be given so that the learners are familiar with them in all the activities. Teachers need to take the language of the literature into consideration. They must give the learners excecises that assess the difference between u"zonke" in a language question and u" zonke in literature. Literary terms also need to be revised consistently.
It is of outmost importance that guidance be provided to the private candidates as they seem to be in the dark as to how to tackle particular questions in the paper. The paper carries

seven set books, 3 novels, 2 drama set books,1 short story and 1 poetry set book and its 4 genres in total.

They must be guided because it seems that they do not know that they are to prepare and choose only two set books for the examination. They answer more than two questions as a result that had a negative impact on the standard of their results.There are centres where candidates obtained from 12 out of 70 to 22 which was their highest mark.

Candidates should be taught the sequence of events (iziganeko) figures of speech (izafobe), umxholo and umxholwana, in the story. In poetry teachers must focus on teaching how the literature terms are written and pronounced. Eg Yimfano-zandi not imvano-zandi. It is advised that as the genre is being introduced in class, teachers should give homework to learners that they must find out who does what and when in the story. This way they will work in groups to arrange the events in their sequence. It should also be emphasized that poetry needs to be understood and internalized because most candidates gave simple interpretations instead of going deeper into analyzing the poem. In question 7.2.1 instead of giving a clear response as to whether imbongi iyanconywa okanye iyagxekwa. They provide random responses instead of picking a line or words to prove their stance. This exercise could also lead to a clearer understanding of the difference between isiganeko and isenzo.

The majority of the 2023 candidates did not understand the story line something that could have earned them marks. They tend to swap characters around. The character Thandabantu in the novel was used in the drama answer. Eg Thambolenyoka instead of Thandabantu. Teachers should encourage learners to read for understanding.

| **(d)** | **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |

It is vital that teachers familiarize learners with the terms used in different setbooks. It is also suggested that teachers pay particular attention to literary concepts such as imifanekiso-ngqondweni, imifanekiso-ntelekelelo, imixholo nemixholwana. Abafundi abakwazi ukwahlula umbuzo ofuna umfanekiso-ntelekelelo kofuna umfanekiso-ngqondweni. Babonakala bengakwazi kwa ukuzahlula ezi concepts. Izafobe,: endaweni yokuthi sisifaniso banika isikweko. Abafundi babhala naliphi igama endaweni yesafobe, abaniki safobe kuphela bade abanye banike inkcazelo yoko kufuneka bekuthiye ngesafobe. Stage direction are still a concern: Abafundi kumbuzo 5.1.1 bekufunwa ulwazi ulufumaneka kwizalathisi zeqonga ezibhalwe ngqindilili kwisicatshulwa. Into abayenzileyo kukuthi kusendlwini baphelela apho abatsho ukuba yindawo, kungoLwesine – abatsho ukuba lixesha bayithatha njengoko injalo.