



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FIRST ADDITIONAL LANGUAGE		
QUESTION PAPER	1		
DURATION OF QUESTION PAPER	2 Hours		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	8th -22 nd December 2023		

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

The 2300 scripts marked shows that some candidates managed to cope well with the examination although some of them could not get the pass mark. The highest mark obtained was 71 and the lowest mark is 5 out of 80 marks. We noted that few candidates did not respond to the sub question 5.2 as they ended in Question 5.1.10 and missing out to attend questions weighing 6 marks. The format of the question paper was not taken seriously by those few candidates who missed to turn the page and respond to the sub-section and they lost 6 marks. There were certain questions that were left unattended even though questions were straightforward.

Question 1

Candidates performed relatively well but some did not do justice to themselves. Top achiever for question 1 managed to score 28 out of 30 marks and the under achiever scored 5 marks.

Challenging questions for question 1 are as follows: 1 5. Candidates gave an incorrect answer and did not give the explanation of the word "Aziyishiyi" and they lost 2 marks. Question 1.1.8 Candidates were unable to give thoughts associated with the word 'amandlakazi' others decided to give the meaning and they lost two marks.

Question.1.1.9 Very few candidates did not manage to lift from the text the two locative nouns as they were clearly stated in the text, and they lost 2 marks.

Question 1.1.11 Candidates were unable to give the reason why "umbhoxo ungowona mdlalo ugadalala". Incorrect responses were penalised and 2 marks was not granted.

Question 1.1.13 Candidates failed this question, as they were unable to interpret the sentence by using their own language.

Question 1.2.1 Candidates responded vaguely by saying there is one group instead of saying two groups and they were unable to support their answer.

Question 1.2.3. Candidates failed to qualify the answer about the value of recycling.

SECTION B: SUMMARY

Candidates performed very badly in this question, very few candidates obtained 7 marks not even one candidate obtained full marks. The lowest mark obtained was 01 out of 10

marks. The content was so exciting and the main points were clearly stated, but some candidates did not attend this question. This question used to be a give-away marks assessment but this time around candidates were challenged to highlight the main points from the passage and they lost marks.

QUESTION C: QUESTION 3

Candidates were unable to give the slogan and they lost a mark. Careless mistake to some candidates they stated with the name of the product. Candidates did not have in mind the advertising skills as the results they were unable to cope with the assessment. 3.6. In this question they could not manage to give the meaning brought by the word "ezimka"
3.7 Some candidates did not attend this question and to those responded some of them did not give the correct answer.

QUESTION 4

4.1 The cartoon was fairly well answered but very few candidates who got it wrong. 4.1, 4.2 and 4.3 were fairly well answered.

4.4 Most candidates were able to choose the correct choice form response but struggled to support.

4.5 Was a challenging question and there were very few candidates who managed to get it right.

4.6 Manipulative language was not neglected as most candidates got it right.

QUESTION 5

The highest mark recorded in this question was 17 and lowest was 1 mark out of 20 marks. Some candidates performed very well in this question and this shows a great change as compared to 2022. 2023 candidates managed to surprise us in their ability to answer this question - the top achiever managed to score 17 out 20 marks and the lowest mark was 1 mark. Linguistic barrier is still a concern to some candidates but others are managing to respond correctly. It is always the case of failing trend when it comes to Question 5.

Candidates seem not to prepare enough for this section. We celebrate those few candidates who managed to pass this question. Challenging questions were as follows:

Question 5.1. isakhi uli 'li'.

Question 5.1.3 iziphene. 9(iziseko, nabanye)

Question 5.1.7 umsebenzi wesimelabizo. Was the worst answered question in this paper.

Question 5.2.1 ukusetyenziswa kwesihlanganisi. Background knowledge of grammatical principle was neglected hence the poor performance.

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?**

Generally, candidates improved and could answer higher order questions well however the middle to lower order questions some of them posted problems to some candidates others managed very well to pass. The following questions stretched candidate's minds. It was disappointing because the questions were not difficult at all.

Question 1

The following questions were well answered 1.1.1, 1.1.2, 1.1.3, 1.1.4 6, 1.1.9, 1.1.10, 1.1.12, 1.1.14 and 1.2.2 but some candidates did not attend and they left blank spaces. Candidates struggled to interpret visual, question 1.2.2, They should be taught the visual text very well and must relate well with the picture and also with the caption provided. Reading, visual text and language should not be regarded as separate sets but must be taught altogether as prescribed in the Caps document.

Question 2

Very few candidates who managed to master the summary skill and the marks obtained vary from 1-7 marks, the rest got zero. Some of them left blank spaces; this is due language gap- not knowing how to summarize.

Question 3

Top achievers responded very well full marks were recorded but some were challenged. Obtained marks in this question vary from 10 -4 marks. Some of them could not be able to finish / evidence of blank spaces.

Question 4

Multiple-choice question with pre-determined options – most candidates used guess work when responding they didn't apply their minds as a results they fail the question. Easy and simple question such as Question 4.1, 4.2, 4.6 were well attended and candidates managed to get marks. Some of them did not understand the following questions – 4.3, 4.4. & 4.5 not answered properly.

Question 5

This question was a straightforward form of assessment which require reading language principles and conventions that was assessed in context but candidates were unable to give the correct answers and they fail.

(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**Section A: Question**

The following questions were poorly answered e.g. 1.1.5 'Aziyishiyi'

The effect of the underlined word 'Aziyishiyi' candidates responded by vaguely and did not understand and they supply incorrect answer.

1.1.6 Chaza umdlalo wekhrikethi uwufundisa njani umonde ... candidates wrote only one reason instead of two points.

1.1.7 Candidates were unable to give the function of the rhetorical question they lost two marks.

1.1.8 Candidates were unable to give the thought presented with the word 'amandlakazi'

1.1.9 Unable to justify why the rugby game is known as a rough game. Answers were presented in the paragraph / comprehension but candidates were unable to provide the correct answer.

1.1.13 Candidates were unable to interpret the sentence using their own words.

1.2.1 Candidate's skill of counting was very low – unable to see and to count the groups presented in the picture.

1.2.3 Candidate's tend to generalized their response whereas the answer is specific to recycling and it was presented in the visual text.

Section B: Summary

Candidate's performed the worst in this question. Others did not even attend this question and leave blank spaces. Background knowledge of summarizing using your own words were left behind. Above all, it was noted that candidates were clueless about quoting verbatim from the text.

Section C:

The following questions were poorly answered e.g.

3.1. Target audience/group was neglected.

3.3 Candidates were unable to quote the slogan. They wrote the name of the product with the slogan.

3.5 Candidates missed out to write the aim of the picture presented in the advert.

3.6 The question examined the meaning of the word 'ezimka' paying attention to the context of the advert. Candidates were unable to give the meaning.

4.4 Candidates were unable to justify their choice.

4.5 Emotive language posted problems. Candidates were unable to respond.

5.1.2. Subject concord was a challenge.

5.1.3. Candidates were unable to correct the grammatical errors in the sentence.

5.1.7 Candidates were unable to explain the highlighted pronoun used in the sentence.

5.1.8 Unable to give the type of particles of verb.

5.2.1. Candidates missed out the grammatical principle of using conjunction in a sentence.

5.2.2 Candidates were challenged to rearrange the order of words in a sentence to create a meaning.

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

- Encourage learners to read over their work so that they can be able to rectify their errors themselves.
- Expose learners to the instructive word and read instructions carefully.
- Reading skills should be trained from junior grade and be practiced from the GET to FET

band so that learners can cope well with Section A: Question 1.

- National workbook, previous question paper, study guide and examination guideline must be issued to school to support learning and teaching programmes.
- Candidates must be discouraged to respond on personal information especially when responding to the summary text.
- They must be trained to stick to the instruction and use their own language in order for them to obtain language marks.
- Instruct candidates to take note of the mark allocation when responding to the question, and must be guided properly by taking an account of the length of their answers.
- Regular workshops and cluster meetings are necessary.
- Past examination papers to be utilized as part of coaching programmes.

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

There is a definite gap between teaching methodology and assessment tasks. This is clearly indicated in question 2 by the candidate's response. Most of them did not cope well with the summary skill and as a result they obtained low marks.

Weekly summary revision must be implemented by educators. Educators can do remedial spelling exercises based on the learners written work.

Sufficient educational programmes for all the papers must be utilized in the classroom set up and that will develop learners language skills. Educators should have magazines, newspaper and articles in the classroom to stimulate learners interest in reading.

Concept of diction must be taught

The use of previous question paper as part of revision is imperative.