EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	IsiXhosa First Additional Language		
QUESTION PAPER			3
DURATION OF QUESTION PAPER		2½ hours	
PROVINCE	EASTERN CAPE		
DATES OF MARKING	08 – 22 December 2023		

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

They obtained good marks in almost all the questions that they have chosen. Few still have problems in thoroughly reading the question in all the sections of the paper. There are still some learners who cannot apply the correct formats in Sections B and C. Their marks ranges from 27/100 to 94/100. In Section B and C, the total marks were hardly earned by the candidates because of incorrect formats and content.

SECTION A
Starting with Section A the most popular questions in this section were question 1.1, 1.3 and 1.4.

QUESTION 1.1 **Batshintsha ubomi bam ngaloo mini.**

Most candidates did understand that this question was about 'an event that brought a change to the candidates' life' and this must happen on a particular day, that is a one-day event/events. Most of them obtained good marks.

QUESTION 1.3 **Ngosuku lwam lokuqala ndibhala iimviwo zematriki…** (My first day of writing matric examinations).

In this question the candidates were expected to write only about the events that happened on that day. Many of them understood the question thus obtained good marks. Few wrote about an event that happened a day before or after, some wrote about the matric life and

missed the content and lost marks.

QUESTION 1.4 **Okuhle nokubi ngesibonelelo sikarhulumente sama- R350.** (The advantages and disadvantages of the R350 government social grants)

Most candidates performed well in this question, they were aware that in their arguments they should argue about the positive and the negative side of this social grant. They provided some examples that are related to what they see in their communities about this social grant. They performed well.

SECTION B

In Section B the most popular questions were question 2.1 and 2.3.

QUESTION 2.1 **(Informal letter- friendly letter)**

In this question they were expected to write to a friend who was involved in an accident (accident not specified) and could not write his/her examinations and sympathise with him/her for this ordeal mainly of missing the examinations. Except for misunderstanding the format for some, many answered the question very well. Most of the candidates did not do well in this question because they did not state the purpose and failed to write in appropriate language to develop the content. Some wrote their own letters not responding to the question. Format was still a challenge to many. There are very few candidates who obtained full marks in this question.

QUESTION 2.3 **Obituary**

They were supposed to write about their favourite player of their favourite team. Majority of them did perform well in this question except for the few who still do not know that 'the line of the cause of death/notice of death' should appear in the first paragraph of their work not on the last.

SECTION C

In Section C all questions have been attempted and favourite ones were question 3.1 **Isibhengezo-ntengiso** and 3.3. I**zalathisi**. As already mentioned that the problem of not knowing the formats is still lingering and that negatively affected some of the candidate's 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?

SECTION A

Question 1 is made up of 8 choice questions. All the questions were chosen and were mostly well answered by most candidates.

Question 1.1. (Batshintsha ubomi bam ngaloo mini)

This was a popular question. As it is stated above that few learners did not exactly understand what the question was about and therefore resulted to some losing some marks as they missed the content. Generally, the question was well answered and most candidates obtained good marks.

Question 1.2. (Iqonga lonxibelelwano endilithandayo)

This was not a well-liked question and those candidates who chose it responded very well and got good marks except those who missed the content and listed Radios, Television broadcasting, newspapers and cell phones as other forms of social media. They did not differentiate between social media and the tools used for social media.

Question 1.3 (Ngosuku lwam lokuqala ndibhala iimviwo zematriki…)

The candidates who answered this question were able to understand it very well they understood that the question was about their first day of examinations not about the preparations as some have made that mistake. Although this was amongst the most chosen and well performed question, there are those who lost the content because they wrote about their high school experience and some about their matric life.

Question1.4 (Okuhle nokubi ngesibonelelo sikarhulumente sama-R350.)

This was one of the other popular questions. It was well answered, the candidates were able to present both the positives and negatives about the social grants and about the long-term implications like increasing unemployment as many people now do not see a need to look for employment. They also stated the relief caused by this grant to the needy homes and the benefits to those who wisely used it, e.g. starting small businesses. All those who selected this topic performed very well.

Question 1.5 (Akakho umntu ophila yedwa ebomini)

Few candidates answered this question. It seems as if they did not fully understand what they were supposed to write about in this question. The evidence was from the responses of those

who answered it. Although most did not understand much of what was asked, there were those who mastered it they wrote good essays supporting their writing with idioms and sayings about 'ubuntu'. They got good marks.

Question1.6. (Umfanekiso 1)

This was not a favourite question. The few who answered this question understood the implications of this picture. They built up diverse contents, some wrote about the economy relating it to the picture, some about the discrimination that was before the New SA where women were not allowed to do the jobs that were believed they were reserved for men. They were adamant that this was pure discrimination and they are against that. They believe that women can do anything that men can do in these days. Some interpreted the picture figuratively and wrote good essays. They performed well.

Question 1.7 (Umfanekiso 2)

This was also not one of the popular questions but the few who chose to answer it, did well. Correct interpretation of the visual text and good application of critical and creative thinking but some forgot to provide the heading as expected. Their argument was well presented and they spoke a lot about load shedding and the positives about the alternative option of solar electricity. They got the good marks.

Question 1.8 (Umfanekiso 3)

This question was selected by few candidates. Some interpreted the picture well and wrote good essays and obtained good marks. There were those who chose this picture and did not know what the picture was about, they wrote about white substance, 'umgubo omhlophe' not relating the content to the snow and snowman. They did not do well.

SECTION B.

This section is composed of four different types of long transactional questions. It was well answered by the candidates although there were some questions where learners did not meet the expectations like, the formats and the content.

Question 2.1(Friendly letter)

It was the most answered question and many learners responded very well and got good marks except those who were not able to apply the correct format and misunderstood the question. It was surprising to see some candidates unable to write a friendly letter instead wrote some features of a formal letter. They were also not able to fully answer the question they tend to leave out valuable points of the content. They missed the purpose of the letter and language appropriate to the purpose. They lacked in language of sympathy as the question required. Some in their introduction wrote the purpose as it is from the question and continue with a totally different content. Some wrote to their mothers not to their friends. They lost marks. Very few got

total marks for this question.

Q 2.2 (CV and the covering letter)

There were very few learners who answered this question and the few who opted to answer this question knew the correct structure and the format of the CV but struggled in writing the covering letter. Instead of writing a covering letter they wrote a full application letter.

Q 2.3 (Obituary)

This was also a popular question. They answered it very well but others seem not to understand the correct format for this question. For example, they applied the old method when answering, like not writing the cause of death/notice of death in the last paragraph.

Q 2.4 (Speech)

This was not a favourite question. Though some learners did understand the question but few knew the correct format, for example, many did not have the inverted commas at the beginning and at the end of their writing.

SECTION C

QUESTION 3

The learners performed very well in this section. All the questions were attempted by the learners.

Question 3.1(Advert)

The question was clear and understandable to some candidates but others used the word "Ngenkonzo" in the question wrongly as if it was referring to church service whilst it was referring to 'service' to be rendered to the community. The other challenge was the format. Some used the wrong advert format and applied the invitation format.

Q 3.2 (WhatsApp message)

Question 3.2 was the third most question chosen in this section, most learners did not do well, most of them missed the format some the content reason being the misinterpretation of the question. They left out the name or number of the sender, the date and time when the message was sent.

Q 3.3 (Directions)

The learners demonstrated knowledge of this type of transactional writing. They seemed to know the format but not exactly as some did not use the imperative verb(Isiyaleli) which is an integral part of this piece of writing but nonetheless their performance was pleasing. They struggled with the language where they do not know the difference between the left and the right direction. They also tend leave out the landmarks and not write in point form as

expected.

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

Referring to only those questions that were poorly answered. Firstly, it was the misinterpretation of the question, lack of creative skills or not applying the right structure and format expected for a certain question.

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

The learners must be taught the skill of breaking down the essay topics, interpretation of visual texts. For the visual texts they must be reminded to give their own topic related to the picture they have chosen. They must also be taught the importance of planning before they write down their work. Sentence construction and the paragraph development also need attention. The learners must also be taught how to approach different kinds of essays, that is they must know the main features of each type of essay.

For the long and short transactional writing, the learners must be taught the formats and be given exercises to practice all the prescribed transactional texts.

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

- The teachers should see to it that the candidates are well aware about the importance of reading the instructions before answering any question in the paper.
- Also the importance of doing planning in all sections, some only plan for section A Ignoring Section B and C.
- Paragraph development is still a problem (structure of the essays is lacking and in most cases, there is not even an introduction).
- They forgot to cancel their planning (they must draw a line across the draft work).
- Spelling mistakes resulted in most of the candidates losing marks as sometimes wrong spelling can lead to a wrong interpretation of the context.