



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600  
REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

**2023 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>SESOTHO HL</b>	
<b>PAPER</b>	<b>3</b>	
<b>DURATION OF PAPER :</b>	<b>3 HOURS</b>	
<b>PROVINCE</b>	<b>EASTERN CAPE</b>	
<b>DATES OF MARKING</b>	<b>DECEMBER 2023</b>	

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

**ESSAYS:**

**1.1 Nako ya phomolo le boikgutso ya fetoha masisapelo!**

About 25% of our candidates wrote on this topic, most of them do understand the topic very well, but few of them tend to generalise. Their levels are between 5- 7.

**1.2 Batswadi ba lokela ho tseba bahlankana/ dikgarebe tsa bana ba bona.**

25% of our candidates wrote on this topic. Most of them scored fair marks even though there are few who did not understand the word dikgarebe (which means girlfriends). They managed to achieve level 4- 7.

**1.3 Lekgetlo la ka la pele la ho iswa sepetlele ka lebaka la ho kula.**

15% of our candidates wrote on this topic. They managed to write this topic. They achieved between level 5-7.

**1.4 Ho lokile hape ha ho a loka hore baithuti ba etse dithuto tsa bona ka marangrang a inthanete.**

10% of our candidates took this topic, this is a discursive essay. They managed the skill of writing a discursive essay, whereby they must unpack two both sides of the topic. They achieved between 6-7.

**1.5 Ebe kolobetso ya nokeng e lokile kapa tjhe?**

2% of our candidates wrote on this topic. They managed the skill of argumentative essay. They chose the side and argued well. They achieved level 5-7.

### **1.6 Ditshwantsho.**

23% of our candidates chose picture essays. They wrote well about their own topics with no expected guide. Candidates who chose pictures managed to achieve level 6- 7.

## **TRANSACTIONAL TEXTS**

### **2.1 Lengolo le tshedisang (a friendly letter)**

About 80% of our candidates wrote this letter, they were clear with the instruction to sympathise with their sibling who lost his or her bag full of clothes and money. They managed to score level 4-7.

### **2.2 Lengolo le yang koranteng (official letter)**

This text was taken by 50% of our candidates. They managed to achieve level 4-7.

### **2.3 Article e yang makasining (magazine article)**

About 10% of our candidates took this text. Besides the challenge of structure, candidates managed to score between level 4 to 5.

### **2.4 Nalane ya bophelo ba mofu (obituary)**

About 75% of our candidates answered this text and they performed well, they achieved between level 5- 7.

### **2.5 Raporoto ya semmuso (report)**

About 5% of candidates opted for this text. Besides the challenge of the structure, candidates managed to score level 3- 5.

### **2.6 Inthaviu e ngolwang (written interview)**

About 2% of our candidates wrote the interview and they managed to write the correct structure. Candidates managed to score between level 5 - 6.

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## **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?**

**Question 1 which are essays, show a fair performance of presentation, even though there are hiccups of not understanding some of the key words (terminology), but candidates have tried and managed to score level 7.**

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

### **SECTION A: ESSAYS**

### **1.1 Nako ya phomolo le boikgutso ya fetoha masisapelo!**

This topic is the popular choice, may be its because they narrate their own stories, which deals with their own experiences. They performed well in this topic and managed to narrate their own stories.

### **1.2 Batswadi ba lokela ho tseba bahlankana / dikgarebe tsa bana ba bona.**

This topic is the second most chosen. Candidates did perform very well although there are those who misinterpreted the word **dikgarebe** meaning girlfriends, candidates thought the word means grandchildren.

### **1.3 Lekgetlo la ka la pele la ho iswa sepetlele ka lebaka la ho kula.**

Candidates who chose this topic they understood the requirements of it that, they must explain what courses them to be hospitalised and their experiences in hospital. They scored high marks in this topic.

### **1.4 Ho lokile hape ha ho a loka hore baithuti ba etse dithuto tsa bona ka marangrang a inthanete.**

Candidates managed to score high marks. They were able to support both sides of the topic.

### **1.5 Ebe kolobetso ya nokeng e lokile kapa tjhe?**

This is an argumentative essay. Very few candidates who chose this topic, even though they managed to score fair marks.

### **1.6 Ditshwantsho**

Many candidates who chose pictures, wrote fairly well and managed to achieve better marks.

## **SECTION B: TRANSACTIONAL TEXTS.**

Generally, the texts were well answered, especially because most candidates answered the letters and obituary, and they scored up to level 7 in both texts. In general candidates who managed to attain level 7 in the whole paper are the ones who mastered the texts.

### **2.1 Lengolo le tshedisang (Friendly letter)**

Most of our candidates wrote this letter, the instruction was clear to sympathise with his /her sibling about the loss of his/her bag and money. They managed to score high marks.

### **2.2 Lengolo le yang koranteng (Official letter)**

This text was taken by many candidates who performed very well even though the second addresses still very much challenging. They leave out the receiver of the correspondence, they write the subject head before the salutation and the ending. Some of the incorrect addresses follow:

Mokhotlong	Thabong Street	Johannesberg
PO BOX	Welkom	Bloemfontain
Qacha sneck	500	2000

### **2.3 Atikele e yang makasineng (Magazine article)**

The structure is still challenging. Candidates do not write attractive headings, no authors, no place where the writer is, no division in columns and no pyramid structure of the presentation.

### **2.4 Nalane ya bophelo ba mofu (obituary)**

Many of our candidates chose this text. They performed fairly well.

### **2.5 Raporoto ya semmuso (Report)**

Few candidates opted for this text. Besides the challenge of the structure, candidates managed to score fair marks.

### **2.6 Inthaviu e ngolwang**

Candidates who chose this text score fair marks because they know the structure of a written interview. The only problem is how to formulate formal questions as per instruction from the question paper.

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

**ESSAYS:**

Learners should be exposed to the different types of essays.  
Orthography and correct spell spelling should be drilled.  
The difference between argumentative and discursive essays should be emphasized.  
Learners should be taught how to unpack the topics, analyse the key words.  
Learners should be encouraged to read books, magazines, listen and watch new.  
Oral activities should also be continuously done to enhance the self- esteem of home language speakers.

**TRANSACTIONAL TEXTS:**

Different types of transactional texts should be taught.  
Attention should be paid to the structures of the texts.  
Articles and reports should be taught and practised.  
Language structures should be taught and practised as class activities.  
Learners should be encouraged to use the correct register, and avoid the use of vulgar language.

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

Creative writing should not be taken for granted, out of three language papers it carries more marks (100 marks). Even though grammar is not tested, it should be taught for the sake of correct orthography and spelling. Our learners stay in environments that have other languages and cultures, more debates and speeches are encouraged. Subject Advisors are requested to conduct more workshops and training on all three papers, there are signs of content gaps. The celebrations of cultural days like Moshoeshoe Day could motivate and renew the love of Sesotho and Basotho. Subject Advisors can also assist to organise cultural days in our Districts for motivation.