

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

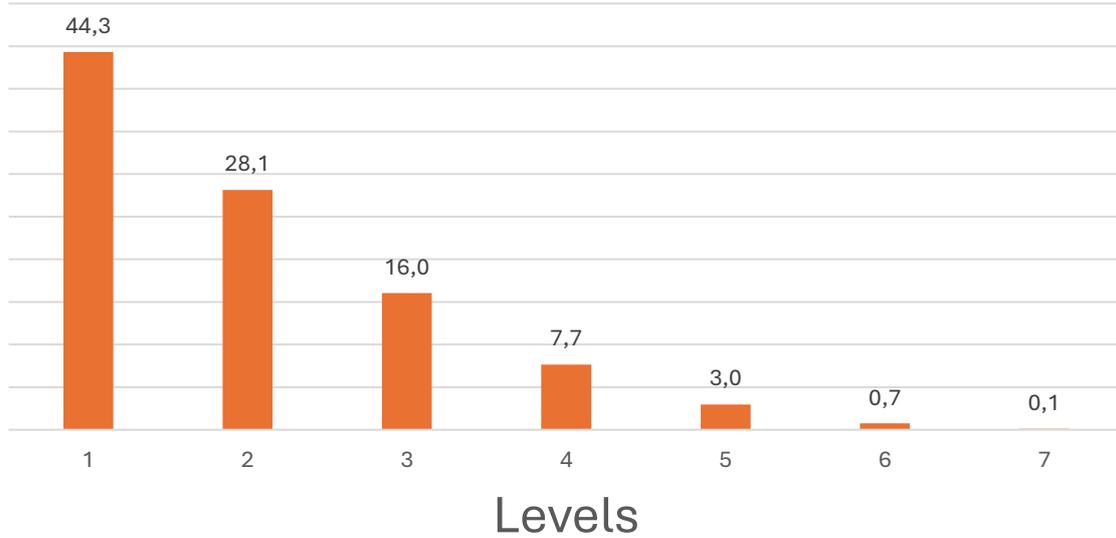
2025 NSC CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FIRST ADDITIONAL LANGUAGE		
QUESTION PAPER		1	
DURATION OF QUESTION PAPER	2 hours		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	Gabisile Mncono		
NAME OF THE CHIEF MARKER	Sizwe Jabe		
DATES OF MARKING	02 – 13 December 2025		
HEAD OF EXAMINATION:	Mr. E. Mabona		

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

The 2025 candidates have performed slightly better than the 2024 cohort. There is a slight improvement of 1% average performance in 2025 when compared to 2024. Last year the average performance percentage was 50%. In 2025, it is 51%. 7-point scale revealed that most candidates performed at level 1 and 2, with only few achieving levels 7. The level distribution graph below illustrates this trend, showing a skewed distribution with high concentration of candidates at the lower level of the scale.

LEVELS DISTRIBUTION OF ENGLISH FAL PAPER 1



The Rasch analysis indicates the following scores:

Average: 51%

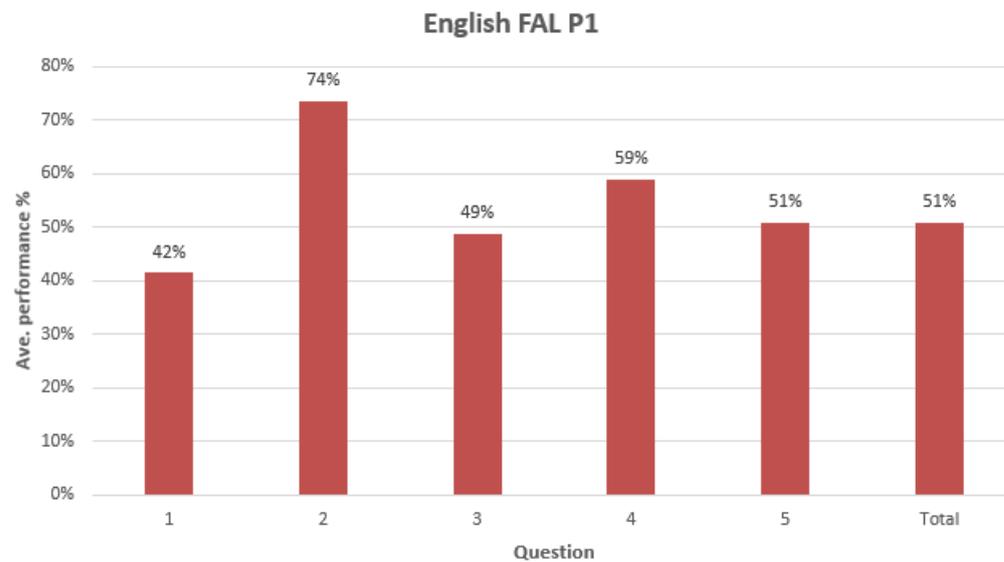
Question 1 (Comprehension): 42%

Question 2: (Summary skills): 74%

Question 3: (Analysing an advertisement): 49%

Question 4: (Analysing a cartoon): 59%

Question 5: (Language and editing skills): 51%



SECTION 2: Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1																																				
General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?																																				
<p>Although the comprehension passage was accessible, some candidates struggled to provide precise and relevant responses. The responses revealed challenges with precision, as candidates often failed to cover all aspects required by the questions. Candidates struggled to score marks in certain questions, particularly inference and open-ended questions, where quotations were not accommodated as a response by the marking guidelines. The Rasch average for this question was 42%. This indicates a decline of 8% in the comprehension question when compared to 50% in 2024.</p>																																				
<div style="text-align: center;"> <h3>QUESTION 1</h3> <table border="1"> <caption>QUESTION 1 Performance Data</caption> <thead> <tr> <th>Question</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>1.1.1</td><td>98%</td></tr> <tr><td>1.1.2</td><td>44%</td></tr> <tr><td>1.2.1</td><td>19%</td></tr> <tr><td>1.2.2</td><td>22%</td></tr> <tr><td>1.3.1</td><td>60%</td></tr> <tr><td>1.3.2</td><td>15%</td></tr> <tr><td>1.4.1</td><td>57%</td></tr> <tr><td>1.4.2</td><td>37%</td></tr> <tr><td>1.5.1</td><td>63%</td></tr> <tr><td>1.5.2</td><td>55%</td></tr> <tr><td>1.6</td><td>18%</td></tr> <tr><td>1.7</td><td>68%</td></tr> <tr><td>1.8</td><td>52%</td></tr> <tr><td>1.9</td><td>49%</td></tr> <tr><td>1.10</td><td>73%</td></tr> <tr><td>1.11</td><td>13%</td></tr> <tr><td>1.12</td><td>18%</td></tr> </tbody> </table> </div>	Question	Percentage	1.1.1	98%	1.1.2	44%	1.2.1	19%	1.2.2	22%	1.3.1	60%	1.3.2	15%	1.4.1	57%	1.4.2	37%	1.5.1	63%	1.5.2	55%	1.6	18%	1.7	68%	1.8	52%	1.9	49%	1.10	73%	1.11	13%	1.12	18%
Question	Percentage																																			
1.1.1	98%																																			
1.1.2	44%																																			
1.2.1	19%																																			
1.2.2	22%																																			
1.3.1	60%																																			
1.3.2	15%																																			
1.4.1	57%																																			
1.4.2	37%																																			
1.5.1	63%																																			
1.5.2	55%																																			
1.6	18%																																			
1.7	68%																																			
1.8	52%																																			
1.9	49%																																			
1.10	73%																																			
1.11	13%																																			
1.12	18%																																			
Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.																																				
1.1.1 This question was well answered.																																				
1.1.2 This question was well answered.																																				
1.2.1 Performance in this question was poor. Most candidates lost marks and some did not score full marks as they did not adhere to the instruction of 'using their own words'. Some candidates' attempts at paraphrasing resulted in jumbled sentences that obscured the original meaning.																																				

1.2.2 This question was not well answered. Even though this type of question is not new, most candidates could not work out why IFPI , an international organisation was mentioned in the text. Very few were able to indicate the fact that it is meant to give credibility to the information provided.
1.3.1 This question was satisfactorily answered. Some candidates did not separate 'Water' and 'Amapiano' in their responses. They simply stated, 'title of the song and and genre'. Not many candidates mentioned 'non-English word' as a reason for the word 'Amapiano' to be italicised.
1.3.2 Most candidates did not perform well in this question. Some misunderstood the message conveyed in this paragraph. They either repeated the word 'noteworthy' in their responses or indicated that it was the first time that the award was presented to a South African, which is not true or correct response.
1.4.1 Performance in this question was satisfactory. Most candidates scored one mark only for the impact that Tyla's music had.
1.4.2 Performance in this question was fair as most candidates could score one mark at least for either the popularity of Tyla's music or for mentioning that it is enjoyed internationally. There were also those who just quoted blindly from the text (line 26) 'The international cities that have become most active in streaming her music.' Marks were not awarded to candidates who failed to 'Explain' as instructed by the question.
1.5.1 This question saw average performance, with some candidates seemingly selecting incorrect responses.
1.5.2 The majority of candidates performed well in this question, largely because marking guidelines accommodated some quotations from the text.
1.6 Performance in this question was poor as candidates failed to adhere to the instruction of using their own words.
1.7 Well answered. Several quotations from paragraph 7 (lines 45-50) were accommodated enabling most candidates to score the one mark.
1.8 Performance in this question was unexpectedly fair. Most candidates provided general motivational responses that were out of context.
1.9 Performance in this question was not good. Some candidates could not explain the relevance of the title in the correct context. They could not relate the 'explosion' with what was stated about the success of the music industry in South Africa. Some extracted quotations from the text to substantiate their responses. Many candidates simply stated that the title was suitable because it talked about music.
1.10 Well answered. However, most candidates could only score one mark instead of two, as they could not to provide well-substantiated responses for the second mark.
1.11 Candidates performed poorly in this question. They could not differentiate between

'seek' and 'find', consequently, their responses focused on Grade 12 learners opting to look for jobs rather than the fact that it is only 12% that manage to get the jobs. Those who were able to indicate the lack of job opportunities could score one mark at least. Very few were credited for the first option as there were hardly any responses related to it.

1.12 Performance in this question was very poor. Most candidates wrote long answers about reasons why Grade 12 learners take a gap year and made no reference to the visuals stated in the question. Some could score one mark for referring to at least one item in the visual, either the cell phone or the book. The visual of a book was identified as a bible by some candidates.

Candidates who opted for the irrelevance of the visual provided valid reasons enabling them to score a mark or two.

Provide suggestions for improvement in relation to Teaching and Learning.

- Pages 28-30 in the CAPS Document explicitly defines the skills required for comprehension through reading and viewing.
- Comprehension tests understanding, so it is important that candidates read the texts more than once before attempting to answer the questions.
- Candidates answer questions without understanding what is being asked. Their answers must be grounded in the comprehension text.
- Candidates must be trained to be guided by the mark allocation when responding to questions. They tend to give one fact for two marks. They forfeit marks because they fail to adhere to the number of facts or points required, as guided by the mark allocation.
- Candidates should have dictionaries at their disposal in the classroom.
- Candidates lack reading skills, which becomes evident when they answer comprehension questions. Candidates should have more reading material like magazines and newspapers available to them in the classroom.
- When marking open-ended questions, teachers should read learners' entire responses and place ticks at the end of the answer. They should refrain from searching for keywords or suggested responses in the marking guidelines- those are just mere examples. Candidates should be credited for relevant responses. Substantiation for open-ended questions cannot be quoted from the passage. Learners should be exposed to how the open-ended questions are marked as early as Grade 10 so that they can structure their responses correctly.
- Candidates should be reminded that they can express their views when answering open-ended questions. Those who mark these responses should award marks whether they agree with the candidate's response or not.

Credit the candidate for his/her ability to express personal opinions.

- Learners in the FET phase should be taught how to form responses to specific instruction words. The instructions in the 2025 Question Paper were straightforward. However, it was evident that candidates could not understand the passage. Although direct quotations were mostly given as responses. Unfortunately, they were not allowed or credited in certain questions, such as 1.2.1 and 1.6.
- It is advisable that learners be encouraged to paraphrase and provide their own explanations in response to comprehension questions, rather than relying solely on direct quotations from the text.
- Candidates should be made aware that open-ended questions such as the one in 1.9 require them to provide their opinions that are supported by the text. They cannot substantiate with direct quotes from the passage.
- Learners should be exposed to more visual texts in the classroom to enable them to respond to the questions in TEXT B. These should be accessed from various forms of media, such as magazines, newspapers or the internet. Teachers should refrain from relying on past papers only for visual texts.
- Teachers are also advised to make use of Bloom's and Barrett's Taxonomies when setting their tests and examination question papers to ensure that they cover questions across all cognitive levels, that is the 40/40/20 provisioning.
- Past PROVINCIAL and/or NATIONAL papers are valuable resources for teaching candidates. They enable teachers to pay attention to all language skills. However, question papers should not be the only tool used for teaching and informal assessment. Teachers should strive to set a variety of their own questions.

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

- Comprehension questions must have their responses derived from the text provided. Candidates must refrain from quoting, unless they are instructed to do so.
- Even though candidates are credited for quoting in some questions, they should ensure that the quotation answers the question. Candidates should refrain from quoting multiple sentences for the same answer.
- Candidates should be mindful of mark allocation per question before answering.
- Open-ended questions should not have contradictory substantiations to their stance.
- It is expected that a combination response would include both the positive and negative sides.

Candidates should not separate the Yes and No stances and expect to get marks. When they write one below the other, only the first one will be considered.

QUESTION 2

General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The summary question saw fair performance, but some candidates incorrectly added external information, distorting the original text. Some exceeded 70 words and that affected their performance in this question. The Rasch average for this question was 74%, as indicated in the graph in Section 1. The percentage achieved for this year (2025), shows an improvement of 2% compared to 72% in 2024. Compared to other questions, the summary was the best performed.

This summary was interesting and accessible to all candidates, including average ones.

Some candidates failed to read the passage with understanding.

There were 9 distinguishable facts, and these were very easy to identify.

Many fared well in this question, but more candidates could have scored full marks if they did not repeat facts, wrote multiple facts, included irrelevant quotations or even added their own information at times.

Learners must be commended for improving on using the correct format.

Based on the candidates' responses, it was evident that teachers emphasized the fact that they should not have a quotation and a facts' column. This was a common problem in the past which caused learners to lose marks.

It was encouraging to note that fewer learners exceeded the number of required words. However, there is still a challenge with numbering. Some candidates ignore Instruction Number 3 which clearly states that their sentences should be numbered. They write arrows or bullets instead of numbers.

Candidates must be reminded to cancel their rough drafts. If drafts are not cancelled, they are marked and candidates run the risk of losing marks as the drafts are usually not edited.

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

Some candidates performed poorly due to:

- Not following the six clear instructions stipulated in the question paper.
- Failing to adhere to the number of words required.
- Failing to cancel drafts of their summaries, resulting in the draft being marked

whereas candidates could score more marks for their final summary.

- Quoting points verbatim instead of using their own words.
- Choosing irrelevant facts or examples.
- Inability to create structured sentences.
- Writing multiple facts per line instead of one.
- Drawing responses from external sources or general knowledge instead of the provided text. For instance, quote number 2 where some candidates indicated that 'one should apply for NSFAS'.
- Unclear responses not relating to the provided text.

Provide suggestions for improvement in relation to Teaching and Learning.

- Candidates should be exposed with caution and guidance to official marking guidelines for Question 2, as many of them attempt to answer the summary in the format as it appears in the marking guidelines.
- Educators are encouraged not to coach candidates to write a summary in the two-column form.
- Candidates must number their points instead of using dashes or bullets or arrows.
- All facts must be taken from the text provided. Facts based on general knowledge should not be included.
- Learners should be exposed to how the summary question is marked. If this exercise is done regularly in the classroom, learners will be careful not to quote or repeat the same facts.
- Candidates should be reminded that quoting all seven facts results in zero marks for language.

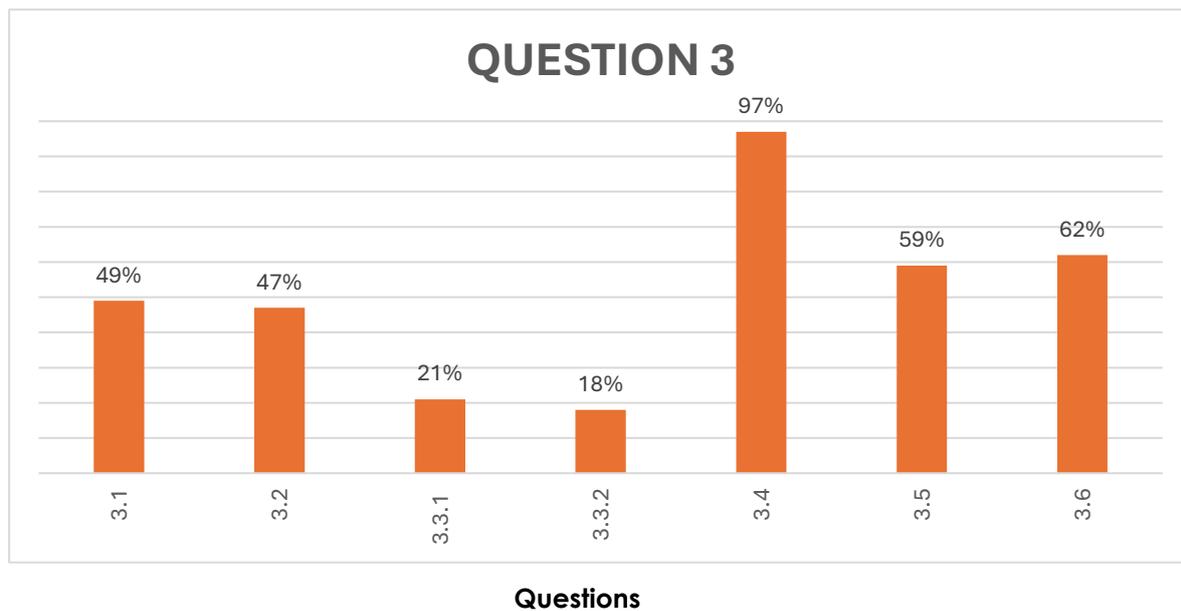
Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

- Candidates should be encouraged to count and indicate the number of words used at the end of their summary. They should not exceed the number of words required.
- The importance of following instructions should be stressed to candidates.
- The summary is assessed as follows:
 - 7 marks for 7 correct facts
 - 3 marks for language – awarded according to the number of correct facts.
- Language and spelling errors can be indicated, but candidates are not penalised for these language errors. See Marking Guidelines on how to mark the summary.
- It is commendable that fewer candidates used a column for a quotation and one for facts. This shows an improvement in teaching summary skills.

QUESTION 3 (ANALYSING AN ADVERTISEMENT)

General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The Rasch average for this question was 49%. The percentage achieved for this year (2025), shows an improvement of 11% compared to the 38% achieved last year. The graph below clearly shows performance in the various sub-questions.



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

3.1 Candidates struggled with this question, which asked about 'need being appealed to' in the advertisement, with many instead identifying the target audience.

3.2. Performance in this question was not good as candidates were not able to explain the significance of the word 'improved' in their responses. Their inability to explain what was different about the product led to loss of marks. Some candidates just indicated that the product is new but failed to imply that it has been made better.

3.3.1 Performance in this question was poor. Most candidates could not identify the function of the apostrophe. Some did not understand that this was a language question as they gave long explanations about ownership of the soap.

3.3.2 This question was well answered.

3.4 Performance in this question was fair with some candidates choosing incorrect

options which showed they were just guessing.

3.5 Most candidates were able to score one mark in this question as they were able to mention the 100% protection symbolised by the shield. There were also those who wrote the quotation, '100% stronger germ protection' which did not answer the question.

3.6 Candidates could score one mark for responses that were not well-substantiated. Some candidates gave a list of benefits and no substantiation. Some would write just one and not be able to substantiate. There were also those who just quoted words from the advertisement.

Provide suggestions for improvement in relation to Teaching and Learning.

- Refer to the CAPS Document, page 31 – "Intensive reading of MULTIMODAL AND VISUAL TEXTS", which states, "Identify, analyse and evaluate the message and effectiveness of visual elements of advertisements".
- Learners should be exposed to aspects of Critical Language Awareness from Grade 10.
- While teachers are encouraged to use past papers for reference when teaching, overreliance on these question papers may confuse learners as they then expect the same style of questioning every year.
- Learners in the FET phase should be exposed to a variety of texts from various sources, such as newspapers, magazines and the internet. This will enable learners to analyse new texts and apply their own insight using the advertising techniques taught in the classroom, rather than relying on responses from a marking guideline of a previous paper.

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

- Candidates should be taught how to derive valid reasons for their answers from the advertisement itself.
- Candidates must practise analysis skills from Grade 10 using more basic examples, gradually moving towards more in-depth advertisements.
- Educators should expose learners to all types of advertisements, such as those that advertise products, brands, a service, raise awareness or campaign.
- Overreliance on past papers may have led to certain expectations. Questions on target audience for example, was not included in the 2025 question paper but candidates responded to it anyway, instead of the 'need' which is what was assessed.
- Learners should be exposed to all types of advertisements from other media.

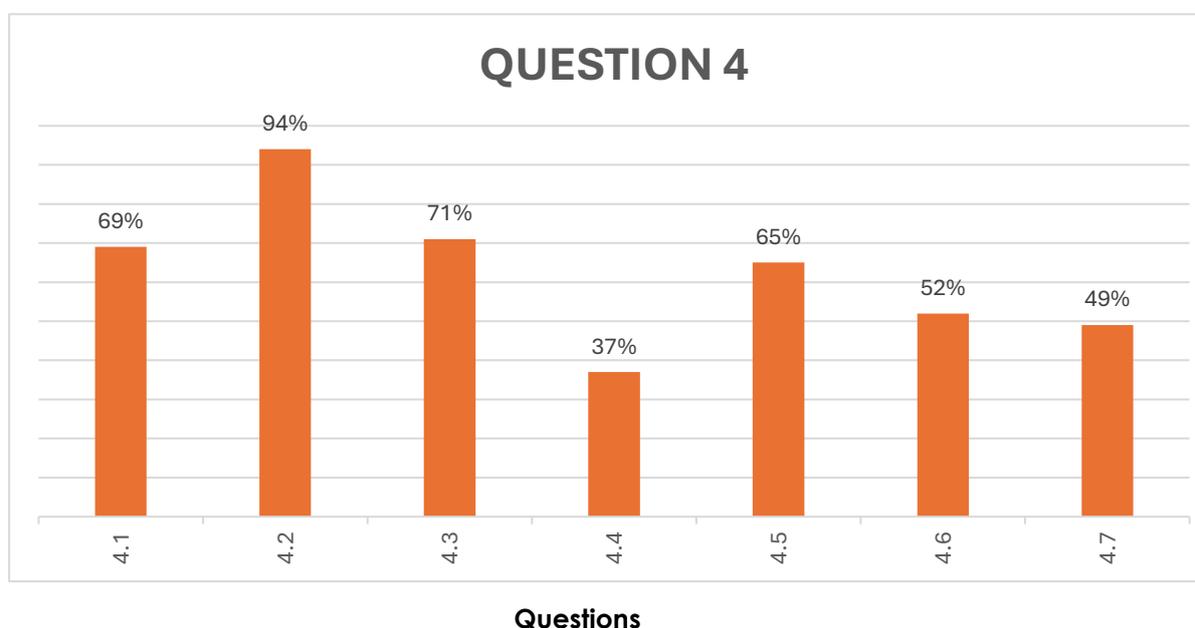
This way they can acquire skills for the analysis of advertisements independently.

- Candidates should consider visuals and the written text when analysing advertisements.
- All answers must be linked to the advertisement and not based on general knowledge.
- For open-ended questions, it is important that the stance matches the substantiation to score marks.
- Candidates should be reminded that a stance (Yes/No), with no substantiation (reasons for Yes/No) will result in no marks. Candidates should also be made aware that they do not have to choose the 'Yes' stance all the time. They are allowed to disagree with a statement. If their responses are well substantiated, they will get full marks. However, substantiation for the 'No' stance should be grounded on the text.

QUESTION 4 (ANALYSING A CARTOON)

General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The Rasch average for this question was 59%. The percentage achieved for this year (2025), shows an increase of 24% compared to the 35% achieved in 2025.



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

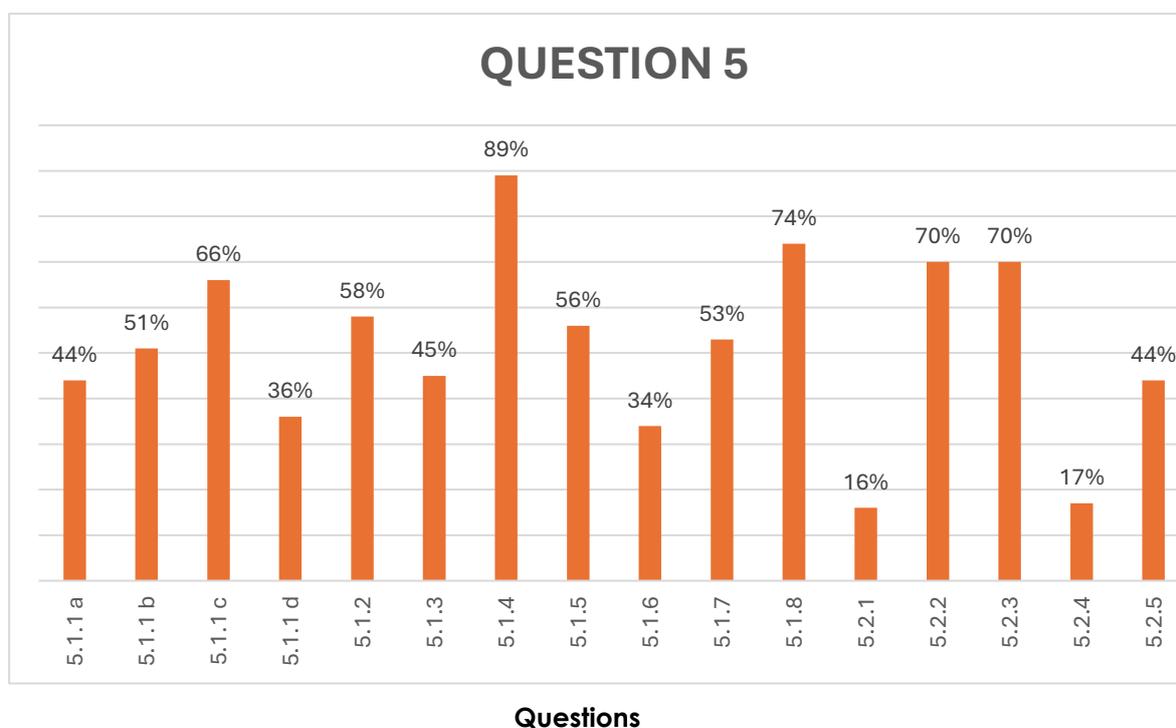
4.1 This question was well answered.
4.2 This question was well answered.
4.3 This question was fairly answered. Candidates could not provide reasons for the use of the two bubbles. They just identified them as speech and thought bubbles.
4.4 Performance in this question was poor. Although some candidates were able to identify and explain the contrast. Some candidates could not score the two marks because they failed to refer to 'body language' but rather wrote about how Jon and Garfield feel. There were also those who could not explain the contrast clearly. Surprisingly, there were candidates who confused frames and ended up referring to frames 6 and 7 when identifying the contrast.
4.5 Performance in this question was fair as candidates could score marks for mentioning Jon's excitement or 'for emphasis'.
4.6 This question was not well answered. Most candidates failed to use the correct structure (object-verb-subject) and tense of a sentence in the passive voice. They also couldn't write the correct concord.
4.7 Performance in this question was fair. Some candidates understood the humour as some came up with their own views other than the one mentioned in the marking guideline. Garfield's indifference right through the conversation was also mentioned by some candidates. There were also several 'No' responses where candidates referred to the fact that Jon may have been injured and that is not funny.
Provide suggestions for improvement in relation to Teaching and Learning.
<ul style="list-style-type: none"> ➤ Refer to the CAPS Document, page 31 – "Intensive reading of the MULTIMODAL AND VISUAL TEXTS" which states, "Identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment". ➤ Learners should be exposed to a variety of cartoons from various sources other than past papers. This will enable them to use their own insight when analysing and answering questions on cartoon analysis. Overreliance on past papers leads to certain expectations in terms of the questions. ➤ Teachers must ensure that learners understand that different cartoons are used every year in the final examinations, and that the type of questions will depend on the cartoon chosen.
Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ➤ When referred to a specific frame in a cartoon, the answer cannot be derived from a different one – Candidates who do this cannot be awarded mark.

- Candidates should pay attention to verbal and visual clues in a cartoon.
- Candidates must be taught the difference between visual and verbal aspects, as well as all the jargon that is associated with cartoons, such as 'body language' which some candidates did not seem familiar with.
- Candidates should read the entire cartoon before answering questions to understand fully.

QUESTION 5 (LANGUAGE AND EDITING)

General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The Rasch average for this question was 51%. The percentage achieved for this year (2025), shows a slight decline of 1% compared to the 52% achieved in 2024.



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

5.1.1

- (a) Well answered
- (b) Not well answered. Most candidates failed to substitute with the correct preposition.
- (c) Well answered.
- (d) Not well answered. Some candidates could not write the correct spelling for 'environment'. Some repeated the incorrect one in the question and just added 's'

('enviroments)
5.1.2 Performance in this question was fair as some candidates put the apostrophe for the contraction in the wrong place.
5.1.3 This question was answered well by most candidates.
5.1.5 Well answered.
5.1.6 Performance in this question was fair. Most candidates could score one mark for the preposition only. Most candidates identified 'national' as a noun instead of an adjective.
5.1.7 Well answered.
5.1.8 Performance in this question was good. Most candidates could score two or three marks because the marking guideline allowed candidates to change the introductory verb from 'says' to 'said'. As long as they made tense changes that were aligned with the correct introductory verb, they were credited.
5.2.1 Performance in this question was very poor. Most candidates were not familiar with the linking word 'apart from'. They put it anywhere in the sentence thereby writing sentences that did not make sense. Most candidates lost the two marks as there were no marks to be awarded when a candidate had given the wrong answer.
5.2.2 Well answered.
5.2.3 Well answered.
5.2.4 This question was not well answered, as candidates failed to provide the one-word term for 'a period of two weeks. Some wrote, 'weekly', while some changed the form of the word to an adverb as they wrote, 'fortnightly'. It is possible that candidates were not familiar with this term as it is not commonly used term in their social circles.
5.2.5 Performance in this question was fair. There were candidates who couldn't spell the word correctly. There were also those who wrote 'benefits' instead of beneficial as expected.
Provide suggestions for improvement in relation to Teaching and Learning.
<ul style="list-style-type: none"> ➤ Encourage learners to read over their work to rectify their own spelling errors and ensure that they have not left out important words in sentences. ➤ Educators should not just give candidates language exercises and the correct answers. Explain why answers are incorrect and teach the correct language structures. ➤ Our candidates must be assisted to improve on Reported Speech, Active and Passive Voice, Tag Questions, Tenses and Parts of Speech. ➤ Teach correct punctuation for Reported Speech, as well as the changes in tenses, pronouns and adverbs of time when sentences are changed from Direct

Speech.

- Emphasise to candidates that the tense of the introductory verb determines the tense changes in Reported Speech. And these should be done correctly. Most candidates could not score full marks for 5.1.8 because they could not make changes that were aligned with the introductory verb.
- Teach candidates the correct spelling of the different parts of speech.
- Teach candidates the correct use of the apostrophe, especially in all types of contraction.
- Candidates should learn to follow instructions and only write what is required of them by the question. When a one-word answer is required, candidates who write the whole sentence must underline the relevant word to obtain marks.
- Candidates should be taught the difference between homonyms, homophones, synonyms, and antonyms and how to use them in sentences.
- Short spelling and punctuation exercises should be done in class as incorrect spelling in certain sections of the question paper could disadvantage the candidate.
- English teachers should not compromise on the use of English as a teaching language at school; candidates should hear the language from their teachers as candidates may rarely hear it outside the classroom.

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

- Refer to the CAPS Document, pages 46 to 48, for a list of Language Structures and Conventions.
- Candidates cannot improve their language skills without proper teaching in the classroom.
- Teachers must teach language skills to candidates to improve learners' performance in this question.
- Challenges experienced by candidates cannot be addressed in Grade 12. Language skills should be emphasised from Grade 8.
- Teachers can formulate remedial spelling exercises based on the learners' written work.
- Teachers should have magazines in the classroom to stimulate learners' interest in reading.