

## **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)

### **2024 NSC CHIEF MARKER'S REPORT**

|                                       |   |  |  |
|---------------------------------------|---|--|--|
| <b>SUBJECT</b>                        | <b>ISIXHOSA FIRST ADDITIONAL LANGUAGE</b> |  |  |
| <b>QUESTION PAPER</b>                 | <b>3</b>                                  |  |  |
| <b>DURATION OF QUESTION PAPER</b>     | <b>2½ HOURS</b>                           |  |  |
| <b>PROVINCE</b>                       | <b>EASTERN CAPE</b>                       |  |  |
| <b>NAME OF THE INTERNAL MODERATOR</b> | <b>THEMBILE C. NGCELWANE</b>              |  |  |
| <b>NAME OF THE CHIEF MARKER</b>       | <b>NOBUHLE P. JAMES</b>                   |  |  |
| <b>DATES OF MARKING</b>               | <b>29 NOVEMBER -13 DECEMBER 2024</b>      |  |  |
| <b>HEAD OF EXAMINATION:</b>           | <b>MR E MABONA</b>                        |  |  |

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

Generally, the learners performed well, there is a few of those who did not perform well. They failed because they wrote in English and out of context. The results range from level 1 to 7. Out of 2316 learners only 10 learners failed. Paper 3 pass rate is 99.6%. There is a great improvement this year compared to 2023. The percentage of level 7s has gone up from 6.2% in 2023 to 14.9%.

#### **SECTION 2: Comment on candidates' performance in individual questions**

##### **QUESTION 1 (Essays)**

##### **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

In Section A, Question 1 the learners were given a choice of 1 out of 8 questions, those who made a wise choice passed very well. Those who chose topics that they did not understand did not do well. Some obtained low marks some average marks.

##### **1.1 Loo nyaka awusoze ulibaleke kum!**

Most candidates chose the above topic and did not perform well. The topic, 'Loo nyaka awusoze ulibaleke kum!' was referring to any one of the past years but they did not know that 'loo' refer the past event and 'lo'

the current event. Some wrote about 2024 and the other year in the same essay. They missed the content.

### **1.2 Ukubaluleka kokufunda ezinye iilwimi**

This was not chosen by most candidates and those who chose it performed well.

### **1.3 Ndandisithi ndiyamazi kanti ...**

The above topic was also a popular one, most candidates performed well. The few wrote stories about some characters and missed the content. Some wrote stories which did not indicate the person they thought they knew and did not reveal the other side that surprised them about the person.

### **1.4 Isekho imfuneko yokunxitywa kweyunifom ezikolweni!**

This question was also chosen by few and they performed very well and they gave interesting reasons that were in support of the need for the school uniform.

### **1.5 Indalo iluncedo ebantwini kanti ikwayingozi**

Very few candidates selected the above topic, they performed very well.

### **1.6 A picture of the headphones**

It was not a popular question, some performed very well as they wrote about the headphones citing the good and the bad about them, some even referred to the studies about the bad effects of the use of headphones. Some wrote about music and did not say anything about headphones that lowered their marks.

### **1.7 A picture of polluted beach**

There were very few candidates who answered the question and performed very well. Some referred to the studies about ocean pollution, and the solutions to the challenges.

### **1.8 A picture of youth busy with their cellphones**

Very few candidates selected the picture, they did not perform as expected since it relates to their daily lives. Some did not even say anything about the action that is taking place in the picture, they wrote about technology that makes lives easier and they further refer to other thing like robots that take the jobs of human beings.

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

The learners must be taught to understand the topics by breaking them down using key words. They must also be taught to choose at least 3 topics per section and brainstorm about all of them, compare them by checking the one that has the most points and choose it. The creative writing study guide and CAPS document should be used to improve creative writing skills. Types of essays should be taught. Paragraph development should also be taught.

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

Learners did not know the difference between the present and the past tense. Question 1.1 was the most

chosen question but the majority did not do well because the topic, 'Loo nyaka awusoze ulibaleke kum!' was referring to any one of the past years but they did not know that 'loo' refer the past event and 'lo' the current event. They missed the content.

The learners should be taught tenses. Reading with understanding is encouraged so they may increase their vocabulary.

## **QUESTION 2 (Long transactional texts)**

### **(a) General comment on the performance of Candidates in the specific question. Was the question well answered or poorly answered?**

In Section B, Question 2 the learners were given a choice of 1 out of 4 questions (a friendly letter, formal letter, magazine article and informal speech), those who made a good choice passed very well.

#### **QUESTION 2.1 ILETA YOBUHLOBO**

Most candidates did not perform well in this question.

#### **QUESTION 2.2 ILETA ESESIKWENI**

They worked very well on this question.

#### **QUESTION 2.3 INQAKU LEMAGAZINI**

There were very few candidates who selected this question and they performed very well.

#### **QUESTION 2.4 INTETHO ESESIKWENI**

There were very few candidates who selected this question and they performed very well.

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

#### **QUESTION 2.1 ILETA YOBUHLOBO**

The question was easy, the candidates were requested to write to the best friend and complain about not attending his/her birthday party. Most of the candidates selected it and some did not perform well because they misunderstood the question. Some wrote about the day that went wrong, some they apologise for not attending the friend's birthday party, some they understand the reason why the friend did not attend the party, some were pleading the friend to attend the party as they heard that the friend would not attend it, some wrote about what was happening in their birthday party. There are also those who completely wrote their own content that was not from the set question. The formats should be taught especially the difference between the formal and the informal letter formats because there are still those who write 2 addresses and their surnames when ending the informal letter. They should also be reminded to write the name of the person they are writing to in their salutation and refrain from writing 'Mhlobo wam endimthandayo'/'Thembsie **wam** endimthandayo'. Surprisingly, there are a few who still write 'othandekayo'.

#### **QUESTION 2.2 ILETA ESESIKWENI**

Most candidates selected this question and performed very well. The format has improved compared to

2023. Formats were also a bit of a challenge, though a lot of improvement was noticed compared to the previous years. Although they were not 100% in formats they all did not miss the content.

#### QUESTION 2.3 INQAKU LEMAGAZINI

There were very few candidates selected this question, some performed well, some failed because of the formats and the content. They wrote about missing people in general and missed the content.

#### QUESTION 2. INTETHO ENGEKHO SIKWENI

This was not a popular question. Some did well. Some failed because they missed the content and format. They wrote about the things the choir is supposed to do and forget about encouraging the choir. They did not do the introduction and the ending.

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

The learners must be taught to understand the question by breaking it down using key words and considering the words that lead to the purpose of the question. For example, ukukhalaza /ukuncoma'. The friendly letter was ileta yesikhalazo and the formal letter was ileta yokuncoma'. Better understanding of the key words and those for the purpose of the genre will help the learners to be in context. They should be taught 'isigama' that is appropriate for the genre purpose. What was noticed in question 2.2 is some mixed isigama sokuncoma nesokubulela, that lowered their marks.

Formats were also a bit of a challenge, though a lot of improvement was noticed compared to the previous years. The formats should be taught especially the difference between the formal and the informal letter formats because there are still those who write 2 addresses and their surnames when ending the informal letter. For the formal letter they should also be reminded to write the position of the person they are writing to in their salutation and refrain from writing 'Mnumzana'. They also write the introduction of an informal letter.

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

The learners should be given a list of words that they can use for the purpose of the genre as per Examination Guidelines (page 17) [words for request / complaints / sympathy / congratulating/ sympathy].

The importance of audience should be emphasised when teaching creative writing as it had been noticed that some candidates, did not take it seriously.

The GAPSS – (Genre, Audience, Purpose, Structure, Style) method should be applied when teaching the creative writing.

#### **QUESTION 3 (Short transactional writing)**

##### **(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?**

Generally, question 3 was almost performed poorly compared to previous years. It has a choice of one question out of three. All the 3 questions were chosen by the candidates. Although the performance was

not good there were those who performed very well and managed to obtain 20/20 marks.

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

### 3.1 IPOWUSTA

The format of the poster was still a challenge to some but the common errors committed by the candidates were:

- Misunderstanding of the question
- They forgot to indicate the capacity they were writing in
- Some invited adults, children, the whole community instead of youth as the question requirement
- Some changed the event to be the sport event instead of music event
- Some listed several of DJ's who will be gracing the event
- They changed the venue to be the stadium instead of the community hall

### 3.2 UNGENISO KWIDAYARI

The format of the dairy entry was still a challenge to some but the common errors committed by the candidates were:

- Missing the content – most of those who failed diarised their study plan for the exams
- Some wrote about the preparations of another dance - umjayivo
- Wrote a paragraph about something else other than the question or mixed the content with what was expected and their own content

### 3.3 IMIYALELO

The format of the instructions was still a challenge to some but the common errors committed by the candidates were:

- Most of the candidates gave advice on what it means to be a leader other than giving instruction to a cousin who is about to attend the leadership camp
- Some wrote out of context as they gave their own instructions
- They wrote to their parents giving them leadership advice/also about what they should do to be selected as a leader
- Some did not understand the meaning of 'ukhenketho' they wrote about 'ikhankatha'and about his needs whe he goes to the mountain
- Some wrote in and out of context

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

The learners must be taught to understand the question by breaking it down using key words and considering the words that lead to the purpose of the question. Reading with understanding IsiXhosa texts can also extend their vocabulary so that they may be able to understand the meaning of words. It was

surprising that some are still unable to differentiate between 'umzala' and 'umzali'.

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

The formats of all the prescribed short transactional writing should be taught. All the formats of the set questions were a big challenge to most learners.

The importance of audience should be emphasised when teaching creative writing as it had been noticed that some candidates, did not take it seriously.

The GAPSS – (Genre, Audience, Purpose, Structure, Style) method should be applied when teaching the creative writing.