

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

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2024 NSC CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FIRST ADDITIOANAL LANGUAGE		
QUESTION PAPER	1		
DURATION OF QUESTION PAPER	2 HOURS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	NM. MINI		
NAME OF THE CHIEF MARKER	MN. SONTSHI		
DATES OF MARKING	24TH NOVEMBER – 14TH DECEMBER 2024		
HEAD OF EXAMINATION:	MR E MABONA		

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

The question paper for IsiXhosa First Additional Language was generally set within the capabilities of grade 12 learners. It is evident that learners' performance has been improved judging from the volume of good marks obtained by 2024 candidates as compared to 2023. The 2315 marked scripts and 7-point scale shows that most candidates were ready for this examination and have managed to cope well with assessment forms. The highest mark obtained was 77 with other volume of good marks ranging from 74,73,72,71 with good mixed marks like 68,65, 64 ,58 44, and the lowest mark obtained for this paper was 12 marks out of 80 marks. These mixed marks obtained by 2024 candidates shows a better improvement than last year. Most questions were well answered except for some even higher order question were well attended but some could not afford to justify their responses. At the same time some candidates were merely challenged to attend both lower, middle and higher order questions. Others will have a good starting point but fail to qualify their response, as the question require the critical analysis. Strong and capable candidates managed to obtain good marks, whereas weak candidates couldn't benefit marks even to the low order questions.

It was noted that candidates enjoyed answering the question paper as they could easily engage with the appropriate texts. Text A is a text for reading for meaning and understanding –low ,medium and higher order

questions were assessed. The 1st entry questions level were a fair way to earn marks and generally were well answered but very few candidates did not earn marks. Some of the middle order questions 1.1.3, 1.1.5 and higher order questions 1.1.13, 1.1.14, and 1.2.3 were poorly answered because of the lack of understanding.

Summary was an absolute gift question as strong and weak candidates fare well in this question. Candidates managed to pass this question and earned excellent full marks, others obtained 7 out of 10 marks. Even weak candidates managed to obtain 7 marks and taking points straight from the text as they were allowed to do so. However, there were candidates who obtained zero because they were unable not select the correct main points from the text, they changed the subject matter and they obtained zero. Great improvement has been noted in the question to some candidates who managed to attend this question. Highest mark recorded mark is 10 full marks and the lowest is 1 mark.

The language structures and conventions were fairly well answered, but some candidates left out spaces because of content gap. Question 3 and 4 we noted that higher order questions proved to be challenging e.g. 3.7 and 4.4, 4.5 and 4.6.

3.7 Explanation of the persuasive appeal- facial expression. 4.4. Comment based on the thought. 4.6 Justifying a point of view. All these questions posed a challenge as these questions require Question 5 top achievers managed to get good marks for this question, The highest mark obtained was 20 marks out of 20 and some good marks were obtained marks ranging between 19, 18, 16, 13 and some 10, 9 7 but weak candidates scored 5 and the lowest mark obtained in this question was 2 marks out of 20 marks. Some candidate's responses were totally incorrect because candidates were not able to apply their grammar principle. understanding.

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

Out of marked 2315 marked scripts we recorded 30 out 30 and some good marks for this questions were 29, 28, 26, 25 marks and some volume of mixed marks e.g. 19, 17 and 15 and the lowest mark obtained was 3 marks out of 30 marks. The greatest improvement has been noted as compared to 2023.

Errors committed in this question.

1.1. 3 Several candidates were unable to give the full response for this question, they indicated as ubuninzi babantu, and not give the full answer relating to the text.

1.1.4 Careless mistake as this was a give-away question but some wrote full sentence and others chose wrong words.

1.1.8 Most candidates were unable to explain 'watyhala ngesifuba' and they lost the full 2 marks.

1.1.11 Candidates were unable to explain (njani) and gave an incorrect answer.

1.1.13 Candidates were unable to locate (isakhi u-si) and fail this question.

1.1.13 Most candidates responded vaguely and there were very few of them who managed to give the correct answer, some of them have limited supporting points.

1.1.14. This question was poorly answered as some answers were lacking justification and most candidates gave a far-fetched response that did not relate to the passage. ... why they say iphumelele/ayiphumelelanga.

1.2.1 Candidates managed to have a good starting point but lacking finishing supporting facts.

1.2.3 Performance in this question was fair. Some candidates could not score 2 marks because they were not able to express themselves fully.

1.2.3 Poor performance in this question as some candidate responses were minimum with no supporting facts... some of them responded by saying 'kuboniswa uthando lomntwana' and lost the 2 full marks.

Question2

Summary was an absolute gift question as strong and weak candidates fare well in this question, but some candidates lost the track of identifying the main point. Some of them they change the content and add new information to the text and they lose marks. Lack of using synonyms made it difficult for them to score good marks. Few candidates left blank space question was not attended and they obtained zero in this question.

Question 3

The text was clear, language surrounds the advert made it very simple for them to understand and candidates were given an opportunity to invest more marks in this question. Most questions were within candidates capabilities as they managed to pass. There were good mixed set of marks obtained to this question. Highest recorded mark was 8, and marks ranging from 7-6 and the lowest mark obtained was 3 out of ten marks.

Errors committed in this question

3.2 This was a clear question but the majority could not benefit but some of them chose to give 'ifonti' and they lost the 2 marks.

3.6 Candidates gave an incorrect answer. 3.7 Candidates managed to have a good starting point but lacking supporting facts. Some indicated as ...lungamenza ayithembe kuba uncumile and lost the 2 marks.

Question4

A range of good marks obtained, well-rounded response with high score obtained of 9 out of 10 marks. Unfortunately, there were those who seem to have very little exposure to analyse the cartoon and got 2 as a low marks.

Errors committed in this question

Question 4.2 Candidates starting point was correct as bayathetha but fail to give a supporting point. Some of them use English and responded by saying 'speech bubbles' and they got it wrong. 4.4 Some of them were unable to answer ... 'ingcinga' and lost the 2 marks. Few candidates were unable to attend question 4.5, they were very few candidates who managed to answer the irony presented in the question, some responded vaguely as ... 'uGary ufuna umvuzo ophezulu' with no further supporting point as a result they lost the 2 full

marks. Question 4.6 Most candidates responded vaguely and some of them managed to give the correct answer, the rest were lacking supporting points.

Question 5

The top achievers managed to get good marks for this question, The highest mark obtained is 20 marks out of 20 and some obtained mixed marks vary between good marks were obtained e.g. marks were between 19,18 15, 14, 13 and some 11, 9 7 but weak candidates scored 5 and the lowest mark obtained in this question was 1 marks out of 20 marks. Some candidate's responses were incorrect – limited grammar principle.

Errors committed in this question

5.1.2 Candidates were unable to correct the word “kokulithatha, no-eli” to sound grammatically correct.

5.1.4 Some candidates were unable to give the isixando sesenzi and lost 2 full marks. 5.1.5 Candidates were unable to supply synonymy for the word “iguquka” some gave incorrect word and change the form of the word as ‘etshintshatshintsha, ejikajika’.

5.1.7 Very few candidates managed to get the correct answer for this question as most of them gave the part of speech instead of the function.

5.2.1 Candidate managed to change the word correctly as ‘Sebenza’ but they did not supply the full sentence as required as question requires.

5.2.2 Most of them were unable to give the past tense and very few got the full 2 marks for this question.

5.2.3. Some candidates completely lost the 2 marks changed the sentences into reported speech and others leaving out others words.

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

Candidates must pay attention to the form of instruction e.g. Give one word, quote a sentence , quote a phrase, and they must not write the full sentence unless instructed to do so.

Comprehension questions must have their responses derived from the text unless assessed their point of view, even then, it must be closely related to the context.

Educators must constantly remind candidates about the importance of reading instruction before answering.

Candidates are credited for quoting in some questions and must ensure that the quotation answers the question.

Mark allocation per question must be noted.

The open-ended questions should be clearly stated and not have contradictory substantiation.

Weekly remedial prepared tasks especially for the comprehension exercises and summary must be done.

Concept of diction must 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.

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QUESTION 2 (Summary)

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

Summary was an absolute gift question as strong and weak candidates fare well in this question, but some candidates lost the track of identifying the main point. Some of them they change the content and add new information to the text and they lose marks. Lack of using synonyms made it difficult for them to score good marks. Few candidates left blank space question was not attended and they obtained zero in this question. Highest mark obtained was 10/10 whereas the lowest mark was 1/10 except those who did not attend this question.

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

Some candidate were unable to identify the main points from the text. Some wrote words which are in contrary with the context of the comprehension. Very few of them obtained 0 out of ten and some did not even attempt in answering the question.

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

For the summary exercise - candidates must be encouraged to number their points and must be able to identify the main points from the text provided. It must not be written in a two-column format.

Educators must remind candidates that taking points from the text is permitted but must be mindful of zero marks for language in this case.

Previous question papers must be utilised to ensure format and the standard so that candidates are aware of what is required from them when responding.

Regular workshops and cluster meeting are necessary and must be in the programme of action 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.

Candidates must pay attention to the form of instruction given e.g. Give one word, quote a sentence, quote a phrase, and they must not write the full sentence unless instructed to do so.

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QUESTION 3

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The text was clear, language surrounds the advert made it very simple for them to understand and candidates were given an opportunity to invest more marks in this question. Most questions were within candidates capabilities as they managed to pass. There were good mixed set of marks obtained to this question. Highest recorded mark was 8, and marks ranging from 7-6 and the lowest mark obtained was 3 out of ten marks.

Errors committed in this question

3.2 This was a clear question but the majority could not benefit but some of them chose to give 'ifonti' and they lost the 2 marks.

3.6 Candidates gave an incorrect answer. 3.7 Candidates managed to have a good starting point but lacking supporting facts. Some indicated as ...lungamenza ayithembe kuba uncumile and lost the 2 marks.

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

In question 3.2 most candidates could not obtain marks because they did not give the correct answer but chose to give 'ifonti' and they lost 2 marks. In 3.6 candidates gave incorrect responses and lost marks In 3.7 candidates managed to have a good starting point but their finishing line was lacking supporting facts

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

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

Some candidates were not able to interpret the advert as a result they did not obtain marks in 3.2; 3.6 and 3.7 We recommend that teachers must use previous question papers to equip the learners to be able to answer this question.

QUESTION 4
(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?
<p>A range of good marks obtained, well-rounded response with high score obtained of 9 out of 10 marks. Unfortunately, there were those who seem to have very little exposure to analyse the cartoon and got 2 as a low marks.</p> <p>Errors committed in this question</p> <p>Question 4.2 Candidates starting point was correct as bayathetha but fail to give a supporting point. Some of them use English and responded by saying 'speech bubbles' and they got it wrong. 4.4 Some of them were unable to answer ... 'ingcinga' and lost the 2 marks. Few candidates were unable to attend question 4.5, they were very few candidates who managed to answer the irony presented in the question, some responded vaguely as ... 'uGary ufuna umvuzo ophezulu' with no further supporting point as a result they lost the 2 full marks. Question 4.6 Most candidates responded vaguely and some of them managed to give the correct answer, the rest were lacking supporting points.</p>
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(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<p>Some candidates were not able to interpret cartoon as a result they obtained full marks and others obtained between 7/10 and 8/10. Most candidates responded vaguely, and they could not give correct supporting points.</p>
QUESTION 5
(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?

Question5

The top achievers managed to get good marks for this question, The highest mark obtained is 20 marks out of 20 and some obtained mixed marks vary between good marks were obtained e.g. marks were between 19,18 15, 14, 13 and some 11, 9 7 but weak candidates scored 5 and the lowest mark obtained in this question was 1 marks out of 20 marks. Some candidate's responses were incorrect – limited grammar principle.

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

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

Encourage learners to read with understanding the texts especially the prose.Learners must be encouraged to use time allocated for each question.

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