

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2025 NSC CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FIRST ADDITIONAL 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	27TH NOVEMBER – 10TH DECEMBER 2025		
HEAD OF EXAMINATION:	Mr EM MABONA		

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

The 2462 marked scripts shows that candidates managed to cope well with the examination, although some candidates could not pass. The question paper was accessible, relevant and a fair guide of the First Additional level. The highest mark recorded was 72 marks and the lowest mark obtained was 11 marks out of 80 marks. It is evident that learner's performance has slightly declined judging from the set of marks obtained by 2024 candidates as compared to 2025. The 7-point scale shows a decline especially in level 7 marks obtained but most candidates were ready for this examination and have managed to cope well with assessment forms, but some of them missed the opportunity to pass. The highest mark obtained was 72 with other volume of good marks ranging from 71, 70 with good mixed marks like 69, 65, 64, 58 44 and the lowest mark obtained for this paper was 11 marks out of 80 marks. Most questions were well answered except for the higher and medium order questions were well attended but some were not able 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 required the critical analysis. Strong and capable candidates managed to obtain good marks, whereas weak candidates could not 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 that require reading for meaning and understanding –low, medium and higher order questions were assessed. The 1st entry questions were a fair way to earn marks and generally were well answered but very few candidates did not earn marks. Question 1.1.2 lower order question candidates did not answer fully, some left out the 'obugqithisileyo' and got it wrong. For the higher order questions, responses were given without clear indication of understanding especially as the cognitive demands of the question are higher. Candidates were unable to cope with viewing text assessment in question 1.2.2 Some of the medium order question 1.1.6, 1.1.8, were a fair way to get marks and generally were well answered but very few candidates did not obtain marks. Higher order questions 1.1.13, 1.1.15, and 1.2.2 were poorly answered because of the lack of understanding.

Text B- great improvement has been noted in this question. It was evident that summary skills have been taught candidates were well trained because some of them managed to score full marks and some obtained 7 marks, but there were those who did not even attend this question, and they obtained zero.

The summary text was an absolute giff question as strong and weak candidates fare well in this question. 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 added new information. The highest mark recorded mark was 10 full marks and the lowest was 1 mark.

Question 3 and 4 candidates managed to pass but some of them did not perform well in medium and higher order questions. Some candidates left a blank space in question 3.2, 3.5, 3.7, 4.2, 4.5.and 4.7 and these questions proved to be a challenge.

Question 5, the language structures and conventions were fairly well answered, but some candidates left out spaces because of the content gap.

Question 5 top achievers managed to get good set of marks for this question, The highest mark obtained was 18 marks out of 20 and some good marks were obtained marks ranging between 16, 11 and some 10, 9 7 but weak candidates scored 3 and the lowest mark obtained in this question was 2 marks out of 20 marks. Some candidate's responses were incorrect because candidates were not able to apply their grammar principle. Poor time management leads to a rush attempt of question 5 and marks are unnecessary lost. Few candidates did not attend question 5.2 and lost the 6 marks.

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?
Section A Question 1 <p>Candidates performed relatively well but some did not do justice to themselves. Full marks for this question was obtained by some candidates and others scored marks within the bracket of (28-20, 19-9 and the lowest mark obtained for this question was 2 marks out of 30 marks.</p> <p>1.1.1 A straightforward, good introductory low-order question. Most candidates performed very well in this question; very few supplied incorrect response and lost a mark.</p> <p>1.1.2 Generally, candidates answered this question adequately except for those who miss to qualify the answer by the word 'obugqithisileyo'. Careless mistake made by some candidates.</p> <p>1.1.3 Most candidates performed very well in this question.</p> <p>1.1.4 Most candidates performed very well in this question but some candidates left blank spaces.</p> <p>1.1.5 Most candidates performed very well in this question.</p> <p>1.1.6 Most candidates were unable to give the meaning of the highlighted word 'Ngaphandle'.</p> <p>1.1.7 Most candidates performed very well in this question but some of the gave their own responses not relating to the text and they got it wrong.</p> <p>1.1.8 Most candidates were merely challenged, they struggled to use their own language / unable to use the synonymy and interpret the sentence. They changed the meaning of the sentence by adding their own information. Others they responded in English and wrote 'all aspects of life' and they lost the 2 marks.</p> <p>1.1.9 Most candidates performed very well in this question and chose B as a correct answer.</p> <p>1.1.10 The word Ngqina appeared as new assessment form to some candidates and they gave an incorrect answer, and their starting point was andingqini and some did not qualify the sentence with 'ezizi-endofini ezibulala iintlungu' but the achievers got it right.</p> <p>1.1.11 Most candidates performed very well in this question but they gave 1 response</p>

instead of two.

- 1.1.12 It was a give-away form of assessment as a result most candidates performed very well in this question.
- 1.1.13 Most candidates performed very badly in this question. This question stretched most candidates as a result they were unable to master 'iingcinga' and this question was poorly answered.
- 1.1.14 Most candidates performed very well in this question.
- 1.1.15 Most candidates performed very well in this question but some could not justify '**lphumelele / Ayiphumelelanga**' and the outcome of the text. They were able to supply the theme but unable to supply the outcome.
- 1.2.1 Most candidates performed very well in this question but some use English as 'squats' and they got 1 wrong
- 1.2.2 Candidates were challenged, as they did not give the correct answer. Some were unable to give the aim of the picture.
- 1.2.3 Most candidates performed very well in this question but some gave 'Bonwabile' but did not qualify the facial expression.

Section: B Question 2

2025 Summary text was again an absolute gift question. The text was clear with straightforward main points that was very easy to pin point. Most candidates performed very well but there were few candidates who managed to obtain the full marks. Strong and weak candidates fare well in this question. Even weak candidates managed to obtain 7 marks by taking points straight from the text as they are allowed to do so. However, there were candidates who obtained zero because they were unable to identify the main points from the text, they changed the subject matter by adding new information and they obtained zero. Some of them left spaces did not attend at all this question. Marks obtained ranges from 10-7, 6-2, Highest mark recorded mark is 10 full marks and the lowest was 1 mark,

Section: C Question 3

We noted that higher order questions proved to be challenging questions.

- 3.1. Most candidates performed very well in this question, even weak candidates were able to choose the correct answer.
- 3.2. Top achievers gave a correct answer in this question while some level 1-2 candidates struggled to give 'isizathu sokusetyenziswa kweefonti ezahlukeyo'.
- 3.3. Most candidates performed very well in this question whereas some could not benefit to choose from the choice question.
- 3.4. Most candidates performed very well in this question. They were able to quote the phrase 'uzuze okuninzi'.
- 3.5. Some candidates performed very well and were able to justify 'ukusetyenziswa komfanekiso'.
- 3.6. Most candidates performed very well in this question, and some wrote in English as 'price' instead of writing ixabiso and they lost 2 marks.

- 3.7. The open ended question stretched some candidates and very few candidates managed to answer
- 3.8. Most candidates performed very well in this question and were able to justify 'Kuluncedo/ Akuloncedo with facts about the advert'. Some were out of depth in terms of explaining why Kuluncedo/ Akuloncedo.

Question 4

Strong and capable candidates managed to obtain good marks, whereas weak candidates could not benefit marks even those in low order questions.

- 4.1. Most candidates performed very well in this question. Mathematical literature made it easy for most candidates to be able to count correctly and they got a mark for this question.
- 4.2. Top achievers gave a correct answer in this question while some level 1-2 candidates struggled to give the correct answer.
- 4.3. Most candidates were able to give 'ndicuthe' and scored a mark while some were challenged and got zero for this question.
- 4.5. Most candidates were merely challenge to compare 'inkangeleko yomlomo kaSkip **kwiSakheli 1- nakwiSakhelo3**. Some gave the correct answer for Sakhelo 1 and stopped there, and got it wrong.
- 4.6. Top achievers were also challenge to this choice question. Most candidates got it wrong as A, instead of D.
- 4.7. The open-ended question was a challenge to most candidates. Very few candidates got it right some paid attention only to ukuzilongo leaving behind ukuguga whilst some the responded by saying 'ukuzilonga nokuguga' and they got zero for this question.

Question 5

It is evident that learners performance improved judging from the volume of good set of marks obtained by 2025 candidates as compared to 2024 in this question. Top achiever managed to obtain 18 marks out 20 marks. Marks ranges from the following bracket: 17-10, 9- and 3 was the lowest mark

- 5.1.1 Most candidates performed very well in this question.
- 5.1.2 Top achievers gave a correct answer in this question while some level 1-2 candidates struggled to give the correct 'kule mihla'.
- 5.1.3 Most candidates performed very well in this question.
- 5.1.4 Most candidates were challenged to correct 'ukulumkela' they wrote 'ukulumnkela'.
- 5.1.5 Most candidates performed very well in this question.
- 5.1.6 Most candidates performed very well in this question.
- 5.1.7 Most candidates were challenged to give the indirect speech and lost 2 marks.

- 5.1.8 Some candidates were challenged to supply the diminutive noun for 'imisebenzi'
- 5.1.9 Most candidates were challenged to explain 'njani'.
- 5.1.10 Most candidates performed very well in this question.
- 5.2.1 Most candidates were challenged to change the sentence to 'imo eveumayo'
- 5.2.2 Some candidates were challenged to supply 'ziyahlabana/ ziyosulana.'
- 5.2.3 Most candidates were challenged to change the verb to 'imo ende'

QUESTION 2

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

Some candidates performed poorly because they do not follow the instruction clearly under the following questions:

1. 1.1.2 Careless mistake, candidates left out 'obugqithisileyo' and lost a mark.
2. 1.1.6 Candidates unable to give a meaning of the word 'Phandle'.
3. 1.1.8 Most candidates were unable to summarise/ inteprete the sentence.
4. 1.1.9 Some candidates were unable to choose the correct answer.
5. 1.1.11 Careless mistake, candidates gave one point instead of two.
6. 1.1.13 Most candidates were unable to answer 'iingcinga'
7. 1.1.15 Some candidates were merely challenged to attend higher order questions and were unable to give the correct answer.
8. 1.2.2 Most candidates were challenged to give the aim of the viewing text.
9. Section B – Most candidates did not respond correctly to this question- some add more information to the text and others were unable to supply synonyms candidates. Few candidates left spaces-gab ...unattended question.
10. 3.2 Candidates were clueless about ukusetyenziswa kweefonti ezahlukileyo.
11. 3.3 Candidates were in a guesswork – unable to select the correct answer.
12. 3.4 Some of them were challenged to select a phrase.
13. 3.6 Some candidates wrote in English 'price' they lost 2 marks.
14. 3.5 Most candidates responses were minimum with no supporting facts.
15. 4.5 Limited understanding based on comparison, candidates gave an explanation of one phrase.
16. 4.7 Open ended question pose a challenge to many candidates.
17. 5.1.2 Most candidates were challenged to give 'kule mihla' they only gave 'mihla'
18. 5.1.4 Most candidates were challenged to correct 'ukulumkela' they wrote 'ukulumnkela'.
19. 5.1.7 Most candidates were challenged to give the indirect speech.
20. 5.1.8 Some candidates were challenged to supply the diminutive noun for 'imisebenzi'
21. 5.1.9 Most candidates were challenged to explain 'sisetyenziswe njani isimelabizo'.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

Encourage learners to read over their work so that they can be able to rectify their own spelling errors. IsiXhosa teachers should not compromise the use of IsiXhosa

when teaching the language. Some candidates responded in English and they lose marks for that. Educators should avoid Translanguaging.

The element of teaching the summary text must be taught at school so that candidates may benefit when assessed. The element of mixing the two languages when teaching may disadvantage the candidates understanding.

The principle of teaching the summary text must be taught at school so that candidates may benefit when assessed. They should be encouraged to identify the main points from the text not adding their information that is outside the text, but to use synonyms within the prescribed text. Educators must remind candidates that taking points from the text is allowed but must be mindful of the zero mark for language in this case. The rules of language structures should be revised before examination. Encourage candidates to read carefully the texts so that they can understand and be able to respond correctly. The use of previous question paper is key to ensure the format, the standard so that candidates are aware of what is required from them when responding and should be discussed in class so that they can be familiarised and understand the key expectation for each section. Regular workshops and cluster meeting are necessary and must be in the programme of action as part of coaching programmes.

Learners should be exposed to aspects Critical Language Awareness from grade 10 and revision must take place prior examinations.

QUESTION 4

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

District remedial programmes- develop all educators sensitise them about the core business of subject matter relating to exam processes.

Sufficient educational programmes for all papers must be utilized in the classroom set up to develop learners.

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.

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. Teach concept of diction.