Province of the
EASTERN CAPE
EDUCATION

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

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SUBJECT	**ISIXHOSA FAL**
QUESTION PAPER	**2**
DURATION OF QUESTION PAPER	**2½ HOURS**
PROVINCE	**EASTERN CAPE**
NAME OF THE INTERNAL MODERATOR	**MRS B. XHALA**
NAME OF THE CHIEF MARKER	**MR TSHEKELA, V**
DATES OF MARKING	**29 NOVEMBER – 12 DECEMBER 2025**
HEAD OF EXAMINATION:	**MR E. M MABONA**

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

The overall performance of candidates in this year's examination question paper in its entirety is deemed and declared as encouraging. This is evidenced by the overall candidate/learner pass rate which stands at an impressive **91.1%** for this year. This is a **5.4%** improvement from last year's results. This is truly remarkable and must be applauded. It must be put on record that some candidates performed excellently achieving exemplary individual results or **64/70** which translates into an impressive **91%**. Just to for the sake of completeness, it is delightful to report that the number of candidates who achieved level 7 stood at **100** candidates which translates into **4.1%**. It is such high-flying performances that illustrate to the rest of us that it is possible to attain high quality results if one puts in the prerequisite time and effort in their studies. This performance can and must inspire other candidates to aspire to such greater heights in their academic endeavours.

Unfortunately, we cannot turn a blind eye to the other end of the spectrum which bears bad news for us. Some candidates faced real challenges in their attempts to respond to this examination question paper. It is of great concern to report that some candidates struggled to cope with the questions and failed to provide satisfactory responses which led to great loss of precious marks. The lowest recorded result was **02/70** which translates into a mere **3%**. It is disquieting that **217** candidates achieved level 1 in this year's examination. This translates into a regrettable **8.9%**. Undesirable as it may be, this represents a decrease in level 1 outcomes by **5.4%** compared to last year.

In summation, we should commend this year's candidates for their valiant effort that brought a pass rate exceeding 90%. In comparison to last year, we can be proud of our candidates who

have delivered an upwards trajectory in their results, not just by quantity but also quality as depicted in the comparative graphs that follow below.
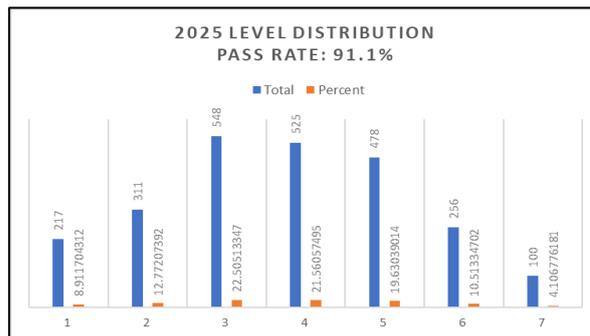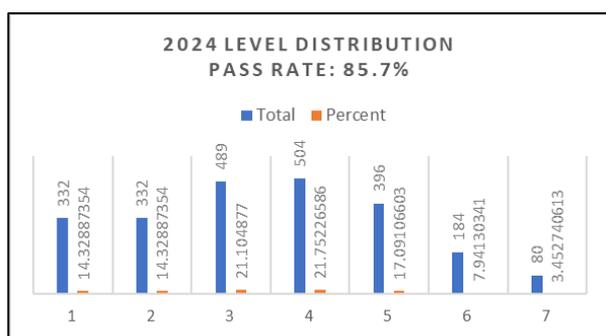
SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1: KUSA KUSIHLWA – KS BONGELA
(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**
This is one of the old setwork books that are not widely taught at schools any longer. It is therefore understandable that only one candidate attempted to answer this book. The said attempt was not successful as this candidate only managed to score a very low mark for this question. The candidate only achieved 14% which is 05/35 for this question. This clearly indicates poor performance in this question as a result of lack of understanding of the book by the candidate.
(b) **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**
The question was poorly answered because the candidate showed no understanding of the storyline of the book and as well as poor grasp of literary concepts and all other literary and analytical capabilities. One wonders why the candidate chose to answer this question because they evidently had no knowledge required to successfully execute the answering of questions posed.
(c) **Provide suggestions for improvement in relation to Teaching and Learning**
It is suggested that candidates must, at all material times, elect to answer the set work books that have been thoroughly taught at their respective centres and refrain from answering a book that they have no knowledge of.
(d)Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Teachers must train their learners to answer books/questions that relate to books that were taught at their respective schools.

QUESTION 2: UMQOL'UPHANDLE – MAP NGANI
(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**
This is one of the old setwork books that are not widely taught at schools any longer. It is therefore understandable that only one candidate attempted to answer this book. The said attempt was

not successful as this candidate only managed to score a very low mark for this question. The candidate only achieved 17% which is 06/35 for this question. This clearly indicates poor performance in this question as a result of lack of understanding of the book by the candidate.

(b) **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**
The question was poorly answered because the candidate showed no understanding of the storyline of the book and as well as poor grasp of literary concepts and all other literary and analytical capabilities. One wonders why the candidate chose to answer this question because they evidently had no knowledge required to successfully execute the answering of questions posed.

(c) **Provide suggestions for improvement in relation to Teaching and Learning**
It is suggested that candidates must, at all material times, elect to answer the set work books that have been thoroughly taught at their respective centres and refrain from answering a book that they have no knowledge of.

(d)Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Teachers must train their learners to answer books/questions that relate to books that were taught at their respective schools.

QUESTION 3: UMONWABISI – ZA JAPHTA
(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**
This was one of the popular options for the 2025 matriculation candidates in this paper. An overwhelming majority, over 90% of the candidates answered this question. Their performance in this question was mostly satisfactory with some candidates achieving exemplary results such as 97% (34/35). Unfortunately, as with any assessment and or exanination, other candidates' performance was not just below par but outright dismal with scores as low as 11% (04/35). This particular candidate showed no understand of isiXhosa as a language, let alone the grasp of literature as a component of the language. However, in the main the overall performance by the majority of the candidates was mostly fairly satisfactory.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any other misconceptions.
Those candidates who performed poorly in this question made some errors of interpretation in some questions. The most poorly answered sub-question was 3.1.5 which required candidates to identify the historic timeframe/timeline of the story as indicated by the existence or presence of the Black/African nurses. The overwhelming majority of candidates, over 80% of candidates answered "lixesha langoku" as opposed to saying 'lixesha lokhanyo'. Astonishingly, some candidates referred to 'ixesha le-apartheid/lengcinezelo' which can only be described as unfortunate. The other problematic sub-question was 3.1.6 (a) which required candidates to identify an act/action taken by Thandabantu towards MaRhadebe and the mistake committed by some candidates was to phrase their answers with reference to Monwabisi. Sub-question 31.7 also posed a challenge to some candidates. This question required candidates to draw some comparison on how MamTolo had different wishes for her own children and Monwabisi and the subsequent ending of the storyline. Most candidates only stated the one side of the question and left out the other side which resulted in them being penalized and losing marks unnecessarily. Sub-question 3.1.8 was also an area of concern because some candidates failed to correctly substantiate why uMaRhadebe is 'uvalithuba' with reference to the storyline. Some learners went as far as saying "uMaRhadebe wavalela uMonwabisi amathuba okufunda" which indicates that these candidates misunderstood or confused the characters in the story. Sub-question 3.2.2 which required candidates to provide reasons or substantial evidence why it is 'uzobo mayana' that is used to describe or characterize uMaRhadebe in a given instance. These are mostly technical pedagogical literary concepts and they cannot be misconstrued by candidates. The candidates who got this question wrong answers to the effect that 'luzobo mayana kuba

asixelelwa ngumbhali' or 'luzobo mayana kuba uMamTolo uziveza ngezenzo zakhe'. Educators at schools must emphasize that 'uzobo mayana' is an indirect or unclear or obscure manner in which a character has been portrayed.

(c) Provide suggestions for improvement in relation to Teaching and Learning
It is advised that teachers at schools must thoroughly teach candidates all literary concepts and identify the indicators of such concepts in the novel. It is also important for teachers to teach candidates how to sufficiently substantiate for the identified or given literary concepts. We cannot overemphasize the significance of getting right the names/labels/titles of literary concepts and/or devices and the reasons or indicators for such references. Furthermore, it is imperative that teachers at schools emphasize to their learners the importance of the ability to take cognisance of the chronological order to events and incidents in the story. It is also vitally important that learners be thoroughly taught the different types of characters in the book and the rationale behind labelling those characters as such. This will assist learner to correctly identify they types of characters and justify or substantiate that characterization.

(d) **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**
There were other silly mistakes committed by some candidates who misinterpreted or misunderstood the questions asked and thus proffered incorrect or unacceptable responses in general questions. It is advised that teachers must equip their learners of the necessary skills of literature analysis and correct interpretation thereof. It is strongly recommended that candidates must refrain from using the words 'into' or 'izinto' when responding to questions. It would be more beneficial to candidates if they called 'a spade a spade instead of saying a garden tool' for obvious reasons. Candidates need to learn to be more specific and direct in their responses and use names or words that are used in their books to describe or characterize incidents or occurrences in the book. Examiners and assessment officials frown upon the use of the words 'into and izinto' when there are given names, labels or titles of those entities in the books.

QUESTION 4: NDIYEKENI – DM JONGILANGA
(b) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**
This was another one of the very unpopular questions amongst this year's candidates. This is no surprise as it has been as such for a number of years now. The reason for this unpopularity is the fact that this is an old book and it is rarely taught as most schools. The number of candidates who chose is this question is very low and stands at 0.5% only. The overall performance of candidates in this question was below par. Five candidates performed poorly on this question, while most managed it fairly well. The highest score was 18 out of 35 (51%), and the lowest was 4 out of 35 (11%). These results clearly indicate that many candidates were not adequately prepared for the examination, as reflected in the overall standard of their responses.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any other misconceptions.
One candidate scored only 1 out of 35, showing a complete lack of understanding of the setbook's storyline. Another candidate failed to follow instructions by answering two questions from the same section (Section B: Literature Setbook). They attempted Question 5 Inzala yamaRhamba (drama) and Question 4 Ndiyekeni (drama). As a result, the second question was not marked, costing them 35 marks. Another candidate left Questions 4.1.5 to 4.1.9 unanswered, losing a total of 11 marks. One candidate fully answered the first-choice questions (3.1 and 3.2) and scored 5 out of 35. For the second question, they answered only 4.1 and left out 4.2, meaning they wrote a total of 53 marks instead of 70. After completing 4.1, they also answered Questions 6 and 7, which were not supposed to be attempted, so those responses were not marked. They scored 4 out of 35, making their total 9 out of 70 (13%), resulting in a negative outcome.
(c) Provide suggestions for improvement in relation to Teaching and Learning
It is recommended that teachers at their respective schools educate their learners about the correct manner of choosing questions in this examination paper that has 7 questions in total. It is further advised that teachers actually teach their learners at schools the books that are most

recent or available at their disposal. The poor performance in this question suggests that learner have very little to no knowledge of the chosen book. Read the book in class at all material times and do a thorough and in-depth analysis of the storyline.

(e) **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.**
Nothing further than the suggestions above.

QUESTION 5: INZALA YAMARHAMBA – M MLOKOTI
(c) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**
This was another popular selected question with an overwhelming majority, over 90% candidates chose this to answer this question. The overall performance in this specific question was fairly satisfactory. It is noteworthy to report that some candidates performed very well in this question achieving scores as high as 30/35 marks which translates into an impressive 85%. Such candidates are our pride and joy and they are clear evidence of good quality teaching and learning taking place at respective schools. However, it is saddening that at the opposite end of the spectrum, other candidates struggled so much as to achieve as low scores as 03/35 which translates into a mere 9%. The worst case was a score of 00/35. This is a disappointing realization that some of our candidates still do not take full advantage of the opportunities afforded to them, presuming that this unfortunate performance was as a result of their own doing. If this is not the case, we sympathize with any circumstances that have led to the candidates performing at such low levels. Summarily, we should not lose sight of the high flyers who have made us proud by obtaining praiseworthy results.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any other misconceptions.
The candidates who have struggled to provide the required or expected responses have committed numerous errors and blunders that led to loss of precious marks. In this section, we briefly address some of these challenges in each problematic sub-question. Sub-question 5.1.1 did pose a challenge to some candidates who misinterpreted this sub-question and therefore gave erroneous responses. The sub-question required candidates to give or identify the 'function of izalathisi zeqonga written in bold'. The ideal answer to this question would be 'ixesha, indawo, intshukumo and/or abalinganiswa abakhoyo'. Those who got penalized make the mistake of just simply quoting directly the text highlighted in bold which was not acceptable. Sub-question 5.1.5 was also an area of great concern as the overwhelming majority of candidates, estimated about 70%, got this question incorrect. This question required candidates to identify the historic timeframe or timelines as depicted in the story as indicated by the presence or existence of cell phones and to substantiate their answer. The overwhelming majority provided incorrect answers such as "Lixesha langoku" as opposed to "Lixesha lokhanyo". Some candidates unfortunately referred to 'cellphones being reserved for certain racial groups and not others. Astonishingly, some candidates referred to 'ixesha le-apartheid/lengcinezelo' which can only be described as unfortunate. It is unfathomable how these candidates arrived at this conclusion. This is a literary concept and its reference cannot be misconstrued as and for anything else other than what it is. The other problematic sub-question was 5.1.6 (a) which required candid'/ates to mention 'a bad deed done by Noyongo when she was preparing Dina's drink'. The expected answer to this question was 'UNoyongo ugalele isiyobisi/umgubo omhlophe'. Some candidates provided an incorrect answer saying 'UNoyongo ugalele ityhefu', whilst others used unacceptable words borrowed from other languages such as 'isidakamizwa' which is an isiZulu word. The assessment instruction and examination guidelines are unambiguous on this point i.e. respond in the language you are being assessed in. The word 'ityhefu' in the extract is used in a figurative or metaphoric manner to refer to 'isiyobisi' or 'umgubo omhlophe'. Then the following question that was a challenge to some candidates was 5.1.8 which required candidates to contextually substantiate why 'uMbotoloshi engumlinganiswa onguvalithuba'. The expected answer was 'uvele nje ithutyana elincinci xa wayebaliselwa ngokubajwa kukaThambolenyoka'. Unfortunately, a substantial number of candidates misunderstood the concept of 'uvalithuba' and thus provided wayward responses such as 'uMbotoloshi uvale ithuba lokubanjwa kukaThambolenyoka' or 'uMbotoloshi wayeqeshwe nguThambolenyoka ukuze amkhusele'.

Another troublesome sub-question was 5.2.2 which required candidates to essentially provide or mention the immediate incident or event that occurred after the extract given in the question paper. The candidates who got this question wrong did not provide the incident that followed immediately. They erroneously gave incidents that transpired much further than the extract. This points to the inability of some candidates to pick out key incidents and to arrange them in chronological order as they occur in the book.

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

It is recommended that teachers at schools must thoroughly teach candidates all literary concepts and identify the indicators of such concepts in the drama book. It is also important for teachers to teach candidates how to sufficiently substantiate for the identified or given literary concepts. We cannot overemphasize the significance of getting right the names/labels/titles of literary concepts and/or devices and the reasons or indicators for such references. Furthermore, it is imperative that teachers at schools emphasize to their learners the importance of the ability to take cognisance of the chronological order to events and incidents in the story. It is also vitally important that learners be thoroughly taught the different types of characters in the book and the rationale behind labelling those characters as such. This will assist learner to correctly identify they types of characters and justify or substantiate that characterization.

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

It is 'ixesha lokhanyo', NOT 'ixesha langoku' or 'ixeshal lokukhanya'. It is 'ixesha lamandulo' NOT 'ixesha lakudala'. It is 'umfanekiso-ngqondweni weliso/wokubona' NOT 'wamehlo/welihlo'. It is strongly recommended that candidates must refrain from using the words 'into' or 'izinto' when responding to questions. It would be more beneficial to candidates if they called 'a spade a spade instead of saying a garden tool' for obvious reasons. Candidates need to learn to be more specific and direct in their responses and use names or words that are used in their books to describe or characterize incidents or occurrences in the book. Examiners and assessment officials frown upon the use of the words 'into and izinto' when there are given names, labels or titles of those entities in the books.

QUESTION 6: NDAKUYICELA IVUTHIWE – LL NGEWU
(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**
This was yet another one of the very unpopular questions amongst this year's candidates. This is no surprise as it has been as such for a number of years now. The reason for this unpopularity it is rarely taught as most schools. The number of candidates who chose is this question is very low and stands at 0.8% only. The overall performance of candidates in this question was below par. The highest score was 19 out of 35 (54%), while the lowest was 02 out of 35 (6%).
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any other misconceptions.
The few candidates who chose this question seemed to confuse the word 'abazili' with 'abazali' and this confusion could result in loss of meaning and therefore marks. The majority of candidates just showed lack of understanding of questions asked and misinterpreted some questions and therefore lost marks. Some candidates did not understand 'isimo sikaManduleli' and gave incorrect responses and lost marks. There were candidates who misunderstood and misinterpreted the concepts of 'ummeli-ntlobo', 'uzobo ngqo' as well as 'umfanekiso-ngqondweni' as assessed in sub-questions 6.1.8, 6.2.2 and 6.2.3 respectively.
(c) Provide suggestions for improvement in relation to Teaching and Learning
It is recommended that teachers at their respective schools expose their learners to al the analytical literary concepts and devices such as indicated above.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Nothing further that the aforementioned suggestions.

QUESTION 7: IVAMNA BAFAZI BOLUSU – S MAPUTI *et al*

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

This question was selected by only a few candidates as a question of choice this year. Approximately less than twenty candidates chose to answer this question. Amongst those who have answered it, only about four candidates actually performed satisfactorily. The top mark recorded was 22/35 which translates into 63%. The rest did not do well at all. The lowest mark recorded was 00/35 which translates into 0%. The evidence from marking suggests that this question was mostly poorly answered.

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

The candidates who performed poorly committed some errors of interpretation and to some extent just silly mistakes and poor understanding. The majority of candidates just showed poor understanding and comprehension of the poems assessed generally. Sub-question 7.1.3 presented a challenge to some candidates who misconstrued the concept of 'imvano-siqalo' as 'imfano-siqalo'. We cannot allow literary concepts to be misrepresented as they are essential foundational analytical devices. Sub-question 7.1.5 was an easy question that required learners to quote 'umqolo oyimpinda' and candidates were expected to just write the whole line but some candidates mistakenly just indicated or gave the number on which the line appeared. This was unfortunately unacceptable. Sub-question 7.2.2 was also a troublesome question for some candidates. This question required candidates to express thoughts that emerge from a given line i.e. 'awe obhetyebhetye ngobuthathaka'. This question requires candidates to express those thoughts without repeating or re-using words in the given line. The greatest challenge faced by many was the re-use of words in their responses which led to marks being lost. Sub-question 7.2.3, similar to sub-question 7.1.3, required candidates to mention the literary device bolded in the poem. Some candidates committed a regrettable error of misrepresenting a literary concept of 'imvano-siphelo' as 'imfano-siphelo'. This was an unfortunate silly mistake and led to a loss of marks. Sub-question 7.2.4 required candidates to provide the contextual meaning of the term 'chu'. Some candidates did not contextualize this term but rather gave a general understanding or meaning of the term which led to loss of marks. Sub-question 7.2.8 was also challenging to some candidates. This question asks of candidates to express or mention 'umyalezo odluliswa yimbongi'. The responses from candidates just showed lack of understanding of how to rephrase answers to this question. The following sub-section will give pointers as to how best to respond to and address these challenges.

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

When the question requires learners to quote a line from the poem, they must do just that and NOT give the number on which the life is found. It is commendable that educators at their respective schools educate learners about the nuance difference between 'tolika' and 'ngcinga ni'. The former requires one to give a correct interpretation in different words without losing meaning, whilst the latter requires one to express an imagination stemming from a given line or word or stanza. Stated simpler, the former (tolika) means 'interpret in your own words, whilst the latter (ngcinga ni) means 'what imagination emerges or what do you imagine' from a provided instance. When the question is asking for 'umyalezo', it is expected that candidates state what the author is 'telling/sending' us to do or not to do (umbhali uthi masithini okanye masingathini?). It must be pointed out that when substantiating for 'umoya wembongi', candidates must quote relevant words or phrases from the poem in order to reinforce their responses.

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

It is 'imvano-zandi' NOT 'imfanozandi'. It is 'imvano-siqalo/siphelo' NOT 'imfano-siqalo/siphelo'.