

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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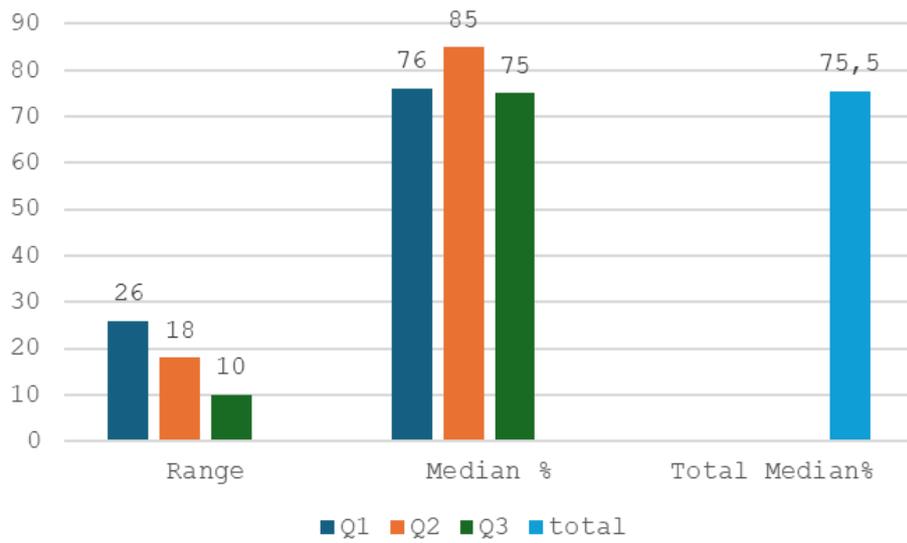
2025 NSC CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FIRST ADDITIONAL LANGUAGE		
QUESTION PAPER	3		
DURATION OF QUESTION PAPER	2½ Hours		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	Mr T.C. Ngcelwane		
NAME OF THE CHIEF MARKER	Miss N.P. James		
DATES OF MARKING	27 November - 12 December 2025		
HEAD OF EXAMINATION:	Mr Mabona		

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

The question paper was of a very fair standard, most candidates were able to score quite easily and there were also some few candidates who misinterpreted the topics, did not grasp what was required of them, could not relate to the specifics of the questions, and had problems with the format of the transactional texts. It was noted that there are still few learners, who were unable to perform well in some questions because they could not relate to the specifics within a question, or they are still struggling with the formats of some transactional texts. Generally, candidates performed very well in all sections. Nevertheless, Question/ topics were relevant as it was evident from the response evoked that some candidates were able to relate to the topics in a meaningful way and creative manner.

100 scripts analysis



COLUMN 1	Q1	Q2	Q3	TOTAL
Range	26	18	10	
Median %	76	85	75	
Total median %				75,5

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1

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

QUESTION 1

Question 1 consisted of eight choice questions, two of which included pictures. All eight questions were attempted by the candidates. Overall, learners performed very well in this section. The questions were based on familiar, real-life contexts, which made it easier for learners to understand what was expected of them. An analysis of 100 sampled scripts showed scores ranging from 22 to 48 out of 50 (44%–96%). Only a very small number of learners responded out of context to the topics they had selected.

Question 1.1 (Ndancedwa ngumhlobo wam loo mini)

(I was helped/bailed out by my friend on that day)

This was one of the popular questions. This question was about being helped by a friend in a time of need. Most candidates exhibited an excellent understanding of a narrative essay writing skills. They all mostly understood the specifics of this question that this must be something done by this friend on a specific certain day. Few learners wrongly interpreted the question by thinking that the question was about friends who had helped him or her.

Question 1.2 (Iinjongo zam emva kokufunda ibanga lematriki)

(Future plans after Matric)

This was also one of the popular questions. The candidates who attempted this question obtained good marks. This question was directly talking to them as they were now sitting for their matric Examinations. Different explanations came up, some planning to further their studies and some planning to take a gap year very few opting to look for employment depending on their financial situation at home. Overall, there was evidence of good creative writing skills, as most were able to express their writing skills constructively.

Question 1.3 (Ukuba bendinokubuyisela umva ixesha ...)

(If I could bring back the time...)

The candidate's impressive performance in this question was a clear indication that they did understand what was expected from this question. Different narrative scenarios were applied. Some were regretting the mistakes that they have done in their lives and now it was time to repent and some were missing the good times that they have had before and now wishing those good old days to come back again.

Question 1.4 (Utshintsho olubalulekileyo endilwenzileyo)

(An important change that I have made)

The topic was about a change that one has done on her/him or other people's lives. Their

arguments were intensely based on the implications of the change that they have done, be it on themselves or other people. Good skills of writing a descriptive type of an essay were applied hence many of them obtained good marks.

Question 1.5 (Iindumasi kwezomculo zinefuthe elibi nelihle kulutsha)

(Music celebrities have good or bad influences to the youth)

Surprisingly, not a popular question even though the question was about what they really like, that is music. Those who opted to answer this question tended not to specifically respond to this question, tended to leave out the first part, "Iindumasi kwezomculo" (music celebrities) and only focused on music genres that are having good or bad influences to the youth not the person(celebrity) as stated in the question.

Question 1.6 (Abantwana abenza imidlalo ngabona baphumelelayo ezifundweni.

(Learners who are involved in sport are the most excelling in academics)

The learners responded well to this question in so much that most of them did realize that their arguments had to support this statement or not to. They were aware that at the end they were expected to support one side of the question, that is they do excel or not. Some learners misinterpreted the topic like generally arguing about the importance of being involved in sport for health benefits or only focusing on the first part of the question:

Abantwana abenza imidlalo Ignoring the second part **ngabona abaphumelelayo**

Question 1.7

(Umbuzo ongumfanekiso wengonyama nentshontsho layo)

(Picture of an adult male lion and a cub)

Not a popular question. The learners tend not to provide the heading for these types of questions which is one of the requirements. Secondly the learners are allowed to interpret the picture according to their own perception and can also respond figuratively. Some responded positively and applied all what is stated above and consequently obtained good marks.

Question 1.8

(Umbuzo ongumfanekiso werobhothi engugqirha wamazinyo)

(Picture of a Robot doing a dentist job)

As indicated that the learners tended to avoid answering these types of questions(pictures). Very few learners chose to answer this one. Their arguments showed that they understood the implications of the robots taking over the job opportunities in the near future. They do imply that there will be advantages and disadvantages when these robots do take over and human beings are no longer in control.

QUESTION 2

Question 2 consisted of four sub-questions, from which candidates were required to answer only one. Overall performance on this question was very good. In a random sample of 100 scripts, scores ranged from 12 to 30 marks, corresponding to a performance range of 40% to 100%. Performance on Question 2 was strong overall. Candidates were able to choose from four sub-questions, and the high scores suggest that most students successfully selected a question aligned with their strengths. This flexibility appears to have allowed candidates to demonstrate their knowledge effectively, without placing those with weaker skills at a disadvantage.

Question 2.1 (ILETA YOBUHLOBO)

Bhalela umhlobo wakho ileta umchazele ngohlobo lweshishini ofuna ukuliqala kulo nyaka uzayo.

The candidate was asked to write a letter to a friend describing the type of business they plan to start next year.

Most candidates responded to this question and performed very well. The format of the friendly letter has improved significantly compared to previous years, particularly in terms of stating the purpose in the first paragraph. However, a few candidates still make mistakes such as including two addresses, writing a subject line, using the salutation "Mhlobo wam endimthandayo," and placing both their first name and surname at the ending of the letter. Some candidates also requested to partner with their friend in a planned business. The students' marks were impacted by incomplete content and improper formatting, which contributed to achievement levels ranging from moderate to elementary.

Question 2.2 (ILETA ESESIKWENI)

Bhala ileta eya kwinqununu yesikolo sakho uyichazele ngomfundi oxutha ukutya kwabanye abafundi ngexesha lekhefu.

The formal letter asked the candidate to write to the school principal, explaining that a learner has been forcefully taking other students' lunch during break time. This question was the second option under Question 2 genres, and most candidates performed very well. Despite the strong performance of many candidates, some did not achieve good marks. Their marks were affected by an incorrect format, unclear purpose of the letter, and inappropriate tone. Some candidates forgot to address the letter to the principal, used 'Mnumzana' as the salutation, omitted the subject line, and ended the letter like a friendly note. Others gave advice to the principal on how to punish the misbehaving learner, using language that sounded harsh and inappropriate.

Question 2.3 (INQAKU LEPHEPHANDABA)

Bhala inqaku lephephandaba 'Isolezwe', malunga nootsotsi abanyanzelisa ukunikwa imali yokhuseleko (*protection fee*) ukuze isikolo singaqhekezwa.

The newspaper article tasked the candidate with writing an article for 'Isolezwe' about thugs who are demanding protection fees to prevent the school from being broken into. Only a few candidates chose this genre, but their performance was outstanding.

Question 2.4 (INGXOXO YABABINI)

Bhala ingxoxo ephakathi komfundi notitshala malunga nokuthathwa kweeselfowuni zabafundi xa bezisebenzisa ngaphandle kwemvume eklasini.

The candidates were asked to write a dialogue between a teacher and a student about the confiscation of a cell phone when it is used in the classroom without permission.

This question was the third option chosen by the candidates, most of them did not do well. Most candidates chose to create interviews, conversations or dramatic scenarios that highlighted conflict, rather than debating the issue of confiscating cell phones. The register they used gave their writing a rude tone. Consequently, many candidates performed poorly on this question.

QUESTION 3

Question 3 comprised three sub-questions from which candidates were required to select one. Overall performance on this question was very good. However, two candidates did not attempt Question 3 at all. There was no evidence to suggest that this was due to time constraints or lack of understanding, as both candidates performed well in Questions 1 and 2. This omission raised concerns among the marking team. Based on the 100 randomly sampled scripts, students scored between 10 and 20 marks, representing a performance range of 50% to 100%.

Question 3.1 (IFLAYA)

Ungumsunguli (developer) we-ephu entsha yeziBalo. Bhala iflaya yokwazisa i-ephu yakho.

The question required candidates to produce a flyer introducing a new mathematics application they had developed. It was one of the most selected questions. While the flyer format continues to pose difficulties for many candidates, a considerable number showed good comprehension of the question and achieved better results.

Question 3.2 (UMYALEZO OMFUTSHANE KA-WHATSAPP)

Bhalela umhlobo wakho umyalezo omfutshane kaWhatsApp umkhumbuze ngezifundo zesiXhosa eziya kuba ngeMigqibelo esikolweni senu, umbonise ukubaluleka kwazo.

In the question, candidates were required to write a short WhatsApp message to a friend, reminding him or her about the IsiXhosa lessons taking place on Saturdays at their school

and highlighting the importance of attending them. It was a popular question, and many learners attempted it. Although most candidates struggled with the correct WhatsApp message format, they generally performed well because they understood the content required by the question. Only a few candidates managed to achieve outstanding results due to correctly applying both the format and the content.

Question 3.3 (IZALATHISI)

Bhala izalathisi zokubonisa umhlobo wakho ohamba ngeenyawo indlela esuka kwiphuli eya eYunivesithi. Landela iintolo ezisemephini.

Candidates were instructed to write a set of directions for a friend travelling by feet from the swimming pool to the university. While the map included arrows suggesting one possible route, any logical and accurate route was accepted. No penalties were given for not following the arrows, as long as the directions provided a correct alternative route to the university.

A greater number of candidates responded to this question, and their performance has improved significantly compared to previous years. The format, noting the landmarks, language use, and word choice have all shown improvement. The use of English words (e.g. *left, right*) has also decreased in this transactional writing. Although this improvement is commendable, a few candidates still struggled with the correct use of format and did not use imperative verbs at all, though they did manage to include the required content.

QUESTION 2

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

Question 1

Some learners experienced problems dealing with questions that have restrictions or specifics. Mostly learners would write about the first part of the question and not attempt the second part. For example, in this Section, question 1.6, "*Abantwana abenza imidlalo ngabona baphumelelayo*", some focused on the first part, **Abantwana abenza imidlalo** ignoring the second part of the question only this could be either they did not understand the question or chose to ignore it completely.

Language structures and conventions must be taught as the demands of this paper assess candidates' linguistic ability in each of the sections. Learners must be taught how to interpret instructions correctly. Word division, paragraphs, spelling, editing and punctuation. Inappropriate use of conjunctives and metaphoric language, inappropriate use of isiZulu and English.

Question 2

- **Question 2.1:** Only a very small number of candidates performed poorly on the friendly letter. Those who did struggled mainly because they wrote letters that were entirely unrelated to the given question.
- **Question 2.2:** Candidates who performed poorly on this question were affected by incorrect formatting, inappropriate content, and the use of unsuitable language.
- **Question 2.3:** Although few candidates attempted this question, those who did generally performed well.
- **Question 2.4:** Most candidates performed poorly on this question. The main challenges were limited understanding of what a dialogue entails and misinterpretation of the question.

Question 3

The few learners who performed poorly on Question 3 generally struggled with both format and content.

- **In Question 3.1,** some learners introduced information that was unrelated to the required App, instead of describing the correct one.
- **In Question 3.2,** several learners wrote a full conversation instead of the expected short message. Some also failed to remind the friend about the IsiXhosa lessons, while others omitted the final part of the question, which required them to highlight the importance of attending the lessons.
- **In Question 3.3,** many did not follow the correct format or use appropriate language for transactional writing, which affected the clarity and completeness of their content.

QUESTION 3

Provide suggestions for improvement in relation to Teaching and Learning.

Question 1

The teaching of Paper 3 at schools must be encouraged.

Practice writing skills on a continuous basis – not merely for formal assessment to determine the strengths or challenges candidates in writing. Focus on the strength of the candidate viz. narrative /descriptive/argumentative writing. Encourage process writing – this is not a once-off piece of writing, the skills entrenched in writing must start with a stimulus for writing, an incentive for candidates to present their best possible response to a topic. Learners must

be encouraged to enhance the quality of their writing by using appropriate vocabulary relating to a variety of topics (this can only happen if learners read more).

The Rubric must be taught to help learners understand what is expected when they write creative writing and transactional texts. Rubrics are used to assess learner performance. Learners must have these rubrics in their notebooks.

Learners must be told/taught to read questions with understanding and analyze them properly. Idioms and phrases must be taught so that learners can understand and use them when they write. Feedback must be given to learners to help them understand areas where improvement is needed.

Question 2

The teaching of all longer transactional writing should be strengthened. Learners need clear guidance on the differences between friendly and formal letters, including the correct use of addresses, salutations, and endings. In addition, teachers should emphasise the appropriate register, tone, style, and awareness of the intended audience. The features of a dialogue should be explicitly taught, with clear comparisons between an interview and a conversation. Learners should also be guided to recognise that when a question relates to everyday activities - such as the use of cell phones - they must take time to understand what the question requires. They should be encouraged to identify the purpose of the task and the intended audience before responding.

Question 3

Teachers are urged to teach the formats of all the prescribed short transactional texts. Some of the candidates who scored low marks did so because they confused a flyer with an advertisement

Learners should be taught the differences between a flyer and an advertisement. They must be provided with examples of possible content for each text type, as well as guidance on the appropriate language features used in both genres.

They can extend the following summary into notes to clarify the difference.

Feature	Flyer	Advert
Purpose	Inform	Persuade / sell
Tone	Neutral, factual	Emotional, persuasive
Length	Short	Varies but can be more detailed
Content	Event details, contact info	Benefits, slogans, offers
Language	Simple, direct	Creative, emotive, persuasive
Visuals	Simple images	Bold, eye-catching visuals

In the November 2025 examination, many candidates showed interest in the WhatsApp message task; however, most were unable to achieve outstanding results because they did

not use the correct format. Although WhatsApp is part of their daily communication, they did not pay sufficient attention to the proper structure required for examination purposes.

There was a noticeable improvement in candidates' handling of the directions compared with previous years. However, although most candidates selected Question 3.3, many were unable to attain outstanding marks. This was largely due to incorrect application of the required format and inappropriate language for the genre.

Emphasis should be placed on teaching learners the proper format for giving directions, using language that is appropriate to the genre, and identifying landmarks. Learners should be regularly provided with maps and engaged in practical, hands-on activities in class to reinforce these skills.

QUESTION 4

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

Learners require further guidance on constructing strong introductory paragraphs, particularly in essay writing. A significant number are unable to clearly present the main idea or focus of their writing at the beginning, which has resulted in moderate performance levels. Additionally, when producing longer transactional texts, learners should be taught that the purpose of the text must be clearly stated in the opening paragraph. This will help establish context, improve coherence, and ensure that their writing aligns with the requirements of the text.

It is encouraged that teachers explicitly teach the concept of **GAPSS**—an acronym for **Genre, Audience, Purpose, Structure** and **Style** - when developing learners' creative writing skills. Subject Advisors should consistently motivate and support teachers to integrate GAPSS into their writing lessons. By applying GAPSS, learners are guided to understand what they are writing (Genre), who they are writing for (Audience), why they are writing (Purpose), how to organise their ideas (Structure), and the appropriate language and tone to use (Style). This approach strengthens learners' planning, improves the quality of their written work, and ensures that they respond accurately to writing tasks.

E.g, if a learner is given a question requires him/her to write a friendly letter, the GAPSS is applied like:

Genre:- a friendly letter (type of genre)

Audience:- public/teacher/marker

Purpose:- the content of the question/ what is it that you should write about/ what are supposed to tell the friend.

Structure:- Features of text; Paragraph development and sentence construction

Style: Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling

It has been noted that the centres used the concept performed very well.

PEEL for paragraph development is also advised to be taught and used by the learners. The **PEEL** paragraph structure is a method for organizing writing that stands for **Point, Evidence, Explain, and Link**. It helps create clear, logical, and persuasive paragraphs by starting with a topic sentence (Point), supporting it with evidence (Evidence), explaining how that evidence supports the point (Explain), and concluding with a sentence that ties the paragraph back to the essay's overall thesis or leads into the next point (Link).

To strengthen students' writing skills, it is important to give them exercises focused on composing effective introductory paragraphs. In another lesson, they should also learn paragraph development to understand how ideas grow logically within a paragraph. Additionally, different types of paragraphs should be taught—such as narrative, descriptive, persuasive etc. A **narrative paragraph** tells a story or recounts events, while a **descriptive paragraph** paints a vivid picture using sensory details. A **persuasive paragraph**, on the other hand, aims to convince the reader to accept a particular point of view.

It has been observed that the influence of a corrupt society significantly affects learners' creative writing. As a result, many do not consider their audience or appropriate language use. Some write about illegal activities such as car theft, drunkenness, bribery, and drug dealing. Teachers are therefore encouraged to caution learners about including such content and using careless language. Learners must be reminded to consider audience, register, and tone in all their writing.

Social media language – candidates are increasingly using **social-media slang** in formal writing, such as in exams. Words like “ba,” “klk,” “klomhlobo,” “cela,” and others are typical of informal digital communication, but they become a problem in academic contexts and affects their marks.

The use of Zulu words is also increasing (e.g., *iphupho, ikusasa, ukuhlukunyezwa, siphephile, imiphumela, udlame, umthelela, iqembu, oqotho, isifiso*, and others). These words often become key terms needed to build the expected points in learners' work; therefore, their use can make the points invalid in a Xhosa-language context.

Teachers are encouraged to create posters displaying the correct Xhosa equivalents of the Zulu words commonly used by learners. This will help learners recognise the differences and understand when they are using Zulu words while speaking or writing.

The editing of their work still needs significant improvement.