

NATIONAL SENIOR CERTIFICATE EXAMINATION

**EXAMINERS' REPORTS
NON-OFFICIAL LANGUAGES**

2025

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ARABIC SECOND ADDITIONAL LANGUAGE

General Comment

We, the examiner, moderator and the marking panel are indeed very pleased and grateful that the NSC examinations and marking processes for the academic year 2025, under the auspices of the IEB, was completed timeously without any setbacks. The panel is satisfied that the examination papers for Arabic (SAL) for October/November 2025 were of an outstanding level. The question papers not only provided ample opportunity for the average learner to pass but also afforded the dedicated learner the opportunity to excel. The typesetting, font and print quality of the question papers including the source material were also of an excellent quality.

It is also important to note that the quality of the Arabic examination papers and related assessments compare favourably in quality to the assessment standards and norms of the IEB and DBE.

We acknowledge the role played by the external moderators in this regard.

We congratulate all the learners, their teachers and their respective schools on their outstanding achievements. We appreciate their untiring efforts, commitment and dedication despite the many challenges.

We take this opportunity to express our gratitude and appreciation to the IEB for its role in facilitating the Arabic NSC assessments and examinations. We also highly appreciate the role of the assessment specialist for doing everything possible to ensure that educators, examiners and moderators of Arabic are empowered to constantly improve the teaching, learning and assessment of Arabic in schools.

We all agree that the annual conferences cum workshops hugely contribute to the personal development of the educators and ultimately to the benefit of the learners. This is corroborated by the fact that the pass rate amongst learners in the lower to middle cohort has shown a significant improvement. It is also significant to note that the quality of work in the learners' portfolios in most schools has vastly improved. The efforts and contributions of all stakeholders towards the annual conferences is recognised and appreciated.

PAPER I

General Remarks

The paper was well received and majority of the learners answered well. However, questions three to seven posed the biggest challenge.

SECTION A

- This section is unseen and a large portion of it assess comprehension, language and grammar. Constant revision using past examination papers is an imperative.
- Vocabulary, together with synonyms, antonyms, duals and plurals must be continuously revised.
- Exercises in translations, both from Arabic to English and vice versa would certainly benefit learners.
- All oral texts must be meticulously and repeatedly revised.
- Many learners answered the part/subsidiary questions which is a significant improvement on previous years. However, learners are still erring in numbering questions/answers.

SECTION B

- Section B comprises of literature, the "seen" component of the question paper.
- There is clear evidence from the results that educators are making a concerted effort to teach and prepare their learners. This is indeed commendable.

PAPER II

General comments

The responses of learners inform us that the paper was well received. The choice of source material provided the necessary stimuli.

However, the following aspects need consideration:

- Many grammar errors were detected. Therefore, proficiency in grammar rules, appropriate vocabulary, register and tone must be developed, practised and applied.
- The skipping of lines, vocalising, word count and correct numbering of essays must become the norm at all levels.
- Learners must be coached in the use of paragraphs and cohesion as applications of structure.
- Learners must be provided with more opportunities to practice both creative and transactional writing. This includes greater interaction between learner and educator.

SECTION A

QUESTION 1

- A large percentage of learners understood the requirements for this question and answered well.
- Majority of essays produced were of a very good quality. There was evidence of creativity and originality.
- It was indeed pleasing to note that correct numbering of essays and word count is slowly becoming common practice.

SECTION B

QUESTION 2

Learners were required to demonstrate their understanding of the respective real-life situations and respond accordingly.

- Most learners did well. Again, it is encouraging to note that educators are taking cognizance of observations and inputs from the examiners and training sessions held during conferences.
- However, a small number of learners misinterpreted some of the contexts and lacked either the skill or appropriate vocabulary to respond.

SECTION C

QUESTION 3

Candidates were required to write a dialogue using the stimulus provided and most of them did well and earned good marks. Learners were instructed to provide an introduction which they did. Educators are reminded that any aspect of the curriculum may be assessed.

- Learners are required to write full and grammatically correct sentences.
- The instruction that one-word questions and answers will not be credited is and will be applied.
- At some centres the correct use of interrogatives requires more practice.
- Some learners did not number their questions and answers despite the instruction to do so.

QUESTION 4

The format and structure of the letter was well adhered to.

- Majority of the candidates were able to use the stimuli questions to formulate appropriate responses. Some learners simply reproduced the question to their disadvantage.
- There was a notable improvement in the use of appropriate verbs and correct tenses. This is indeed very pleasing.

There was no evidence during the marking process to suggest that the allocated time was insufficient, however educators must assist learners to learn to use the allocated time judiciously.

Conclusion

We strongly appeal to educators to regard past examination papers as a very important resource. They must be used to equip learners with the necessary skills to answer examination papers. This practice will ensure that learners are adequately prepared and skilled to read, interpret, and deconstruct examination questions and to respond appropriately. Educators must also use every opportunity and resource to improve their own teaching experience.

We are confident that educators will embrace these observations and comments in a positive light and ensure that learners are the primary beneficiaries.

We once again take this opportunity to express our acknowledgement and appreciation for the remarkable efforts and hard work of the educators and learners. We also acknowledge and appreciate the constructive efforts that many dedicated stakeholders are making to ensure that the aspirations of learners are fulfilled.

FRENCH SECOND ADDITIONAL LANGUAGE PAPER I

A heartfelt thank-you to the French teacher community for the dedication and attention they invested in preparing their candidates for the 2025 Paper 1 examination.

Performance across the examination was consistent with expectations, with candidates responding equally well to Sections A and B. Most centres addressed all questions successfully, indicating strong preparation in both seen and unseen texts. It is reassuring to observe that, where teachers are dedicated, candidates have benefited from clear guidance and thorough preparation.

By taking note of last year's examiner's report, teachers and candidates were able to address recurring issues of past years.

Multiple-choice questions were generally answered correctly. Candidates were able to distinguish between questions requiring "Cochez [...] fois" and those requiring "Cochez UNE fois par ligne". Teachers have also prepared candidates for questions that require one-word answers ("Citez UN mot"). Continued emphasis on these distinctions in the classroom remains important.

Most candidates performed well when asked to quote a maximum total of words. Candidates are reminded that a quotation is the word or words that are taken directly from the text – without omission or addition of words. Candidates are requested to avoid the use of ellipses (...) when quoting.

Candidates must still be taught to recognise the difference between questions that require them to use their own words ("en vos propres mots") and those that require a quotation ("Citez"/"Citation"). No marks are awarded when candidates use their own words in a question requiring a quote, and vice versa. When neither "en vos propres mots" nor "citez"/"citation" is indicated, candidates are encouraged to respond in their own words.

Candidates are encouraged to continue to practise the bulleted format in preparation for future assessments.

It is important for candidates to read the instructions carefully for each question. Some candidates read instructions selectively, thus missing the required elements for their answer. In the classroom, teachers may want to revise opposites, e.g. "plus"/"moins"; "acheter"/"vendre"; "avant"/"après", etc.

Line allocations act as a general guide for the length of a response. Should candidates need to write beyond these lines, they are encouraged to use the Additional Space at the back of the booklet and to note clearly that they have done so.

When teaching literature, teachers should remind candidates that the context of the prescribed work is essential. Generic responses – void of literary context – are not awarded any marks. Encouragingly, improvement in this area continues to be evident.

Teachers are advised to continue preparing their candidates for the "Compréhension Générale" question in Section B. This question is designed to allow candidates to demonstrate their broader knowledge or insight into the selected poem or prose.

As always, candidates with committed teachers displayed their literary knowledge and answered the poem and prose well.

Candidates are encouraged to devote time to developing their understanding of irony, as it is a higher-order skill.

Candidates should be aware that examination themes, the length and type of texts, as well as the assessment tools employed, may vary from year to year. While practising past papers is strongly encouraged, candidates should not expect the assessment tools or texts to mirror the style of previous years.

Teachers and future candidates preparing for the November 2026 to May 2029 examinations should remember that this was the final November Paper 1 assessing the current literature cycle. The new cycle commences in 2026, as communicated by the IEB.

Congratulations to all 2025 teachers and candidates for their hard work and steadfast commitment.

FRENCH SECOND ADDITIONAL LANGUAGE PAPER II

After a successful marking session at Crawford College, I would like to thank all the markers of French Paper 2.

647 candidates wrote French Paper 2. It was noticeable that the majority of the candidates who wrote French Paper 2, completed it and that they attempted all four questions.

It seems that candidates enjoyed the paper because they had a lot to write on the given topics. I would like to think that the paper was fair and that the candidates managed their time well. Marks in the 90's and 80's were common.

Very few candidates did not complete the paper. There could be different reasons for this – either a time issue or they did not understand the instructions to the questions. It is sad to note that there are still a few candidates who were clearly never taught, because they simply copy the whole paper.

Although candidates express themselves well in French, teachers need to pay attention to the grammatical structures. Candidates tend to misspell words; they confuse the use and conjugation of the different tenses; they tend not to use accents, and they do not know basic expressions like "avoir faim/soif" etc. Overall, the candidates do not pay enough attention to detail. Teachers should remind their students to read questions carefully and to be more methodical in applying basic grammar rules.

Candidates should be reminded that they will be penalised if their texts are under the required word count.

QUESTION 1 EXPRESSION DE L'OPINION (150–250 words)

Q 1.1 Advertising and me.

Q 1.2 Studying alone or together.

Question 1 allows the candidates to demonstrate their creative writing skills on a given topic. The quality of the content seen in the essays was impressive and it indicates that candidates found both topics thought provoking and manageable. Many candidates were able to express their opinion drawn from their own personal experiences in clear and well-structured texts, but for others, many grammar and spelling mistakes made their work barely decipherable.

Good candidates often got full marks for everything in question 1 except for the 2 marks for "sophistication" – teachers should not neglect to teach them the grammatical structures that could earn them those two marks.

We do not want to discourage students who have a lot to write about the topics to do so, but they should avoid dedicating more than 40 minutes to Question 1 in order to have enough time to revise their work, and correct grammar and spelling mistakes.

The following rubric applied:

- 1 mark is allocated to *respect de la consigne (longueur)*. Few texts were too short, and we found many texts far longer than the suggested word count of 150–250 words, thereby offering much content but also creating more scope for error.
- 3 marks are allocated to *structure globale*. This includes an introduction, some well-structured paragraphs and a conclusion.
Most candidates have mastered the structure of an essay, but there are still texts without paragraphs or appropriate conclusions. Candidates need to be reminded that new ideas cannot be introduced in the conclusion.
- Candidates should also be reminded that Question 1 should not necessarily end at the bottom of the first page. They should turn the page and continue writing on the next page if required.
- 10 marks are allocated to *contenu*. Generally speaking, candidates scored excellent marks for the content section. In this section, 2 marks cover the coherence (a text that is easy to read and to understand) and the cohesion (conjunctions, the 'glue' that brings sentences together) of the text. Congratulations are extended to the colleagues who have clearly spent time teaching a variety of linking words and interesting adverbs.
- 4 marks are allocated to *lexique*. Most candidates were familiar with the vocabulary for both topics and managed this section well. Nevertheless, for some candidates a lack of knowledge of key vocabulary created a lack of clarity, which interfered with communication.
- 10 marks are allocated to *grammaire*. Candidates have been well prepared to offer a variety of tenses and language structures, but the consistent application thereof tends to be where they struggled most. Candidates need to review their work carefully, paying close attention to the basic rules of the language to avoid costly and basic grammatical errors in their texts.

Markers used these points as guidelines to mark this section:

- 0–1½ point = texte trop court et/ou rien ou presque rien de déchiffrable. Aucune maîtrise de la grammaire de base.
 - 2–3½ points = texte trop court et/ou pas de maîtrise de la grammaire de base mais certaines idées / points sont déchiffrables.
 - 4–5½ points = texte déchiffrable avec de nombreuses fautes mais qui montre néanmoins que le candidat a une certaine maîtrise de la grammaire de base.
 - 6–7½ points = La grammaire est adéquate même s'il y a quelques fautes et même des fautes de base (tu regarde / mon famille / elles veulent aller / les chaussures jaune / etc.)
 - 8–9½ points = Bonne voire excellente maîtrise de la grammaire (niveau A2 – B1) même si quelques erreurs de base ou des fautes d'inattention sont présentes dans le texte.
 - 10 points = Excellente utilisation de la grammaire même si l'une ou l'autre erreur apparaissent.
- 2 marks are allocated to *degré d'élaboration et variété de structures grammaticales et de structures de la phrase (sophistication)*. Teachers are to be commended for teaching this difficult section of the French syllabus successfully. There were many successful attempts at grammatical sophistication; *si* clauses, *après avoir ...*, *avant de...*, the use of direct and indirect object pronouns, infinitive constructions, etc. However, less successful responses were mainly due to inaccurate attempts at complex structures, which unfortunately had a negative impact on the coherence of the essay.

QUESTION 2 MESSAGES (50–60 words)

Candidates need to be reminded that they only select three of the four messages. It is also recommended that, although candidates will not be penalised for exceeding the suggested word count, they should aim to spend approximately 30 minutes on the three short messages. Candidates should ensure that their word count is correct. The markers recount the texts, and they often find that the candidates wrote fewer words than required – marks are therefore deducted on the grammar section for a text that is too short.

- 2.1 Inviting friends to a surprise party of another friend:
- Rituel: WhatsApp message (salutations + prise de congé)
 - Registre: amical (vous)
 - Contenu: invitation à une fête surprise d'un autre ami + détails de cette fête
- 2.2 Use of your sister's car without her permission
- Rituel: message vocal à ta sœur (salutations + prise de congé)
 - Registre: familial (tu)
 - Contenu: utilisation de la voiture de ta sœur sans sa permission : expliquer pourquoi vous avez reçu une amende et comment vous allez le payer.
- 2.3 Votre oncle a été accepté à participer dans une série de télé-réalité et vous exprimer votre embarras
- Rituel: e-mail à votre oncle (à ; de ; objet +salutations + prise de congé)
 - Registre: familial (tu/vous)
 - Contenu: oncle a été accepté de participer : exprimer votre embarras et votre raison pour la non-participation.
- 2.4 Vous êtes inquiet pour un camarade de classe qui souffre de l'anxiété
- Rituel: petite note (salutations + prise de congé)
 - Registre: amical (tu)
 - Contenu: tu es inquiet pour un camarade de classe qui souffre de l'anxiété. Exprimer votre inquiétude et suggérer une sortie spéciale.

These questions proved to be accessible for most candidates. Candidates managed to communicate effectively and produced texts that demonstrated humour and creativity, coupled with a willingness to take risks, which is remarkable for Second Additional Language candidates. All questions proved to be popular choices. There were some "hors sujet" with Topic 2.3.

- 1 mark is allocated to *rituel* – is it a message/email/whatapp etc.
- 1 mark is allocated to *registre de langue*. The wrong register and/or lack of consistency in the register was still evident in many scripts (formal/informal + singular/plural).
- 3 marks are allocated to *contenu*. Most candidates managed this section with great success and produced interesting texts that covered all aspects of the question (2 marks). In addition, candidates who included a *je ne sais quoi* (*sparkle*) in their answers were rewarded (1 mark).
- 5 marks are allocated to *compétence linguistique*. Please, see sections *lexique* and *grammaire* in Question 1.

Markers used these points as guidelines to mark this section:

- 0–1½ = texte trop court – rien ou presque rien de déchiffrable. Aucune maîtrise de la grammaire de base. Lexique inadéquat (vocabulaire + orthographe)
- 2–2½ points = mauvaise maîtrise de la grammaire de base mais certaines idées/points sont néanmoins déchiffrables. Utilisation passable du lexique de base.
- 3–3½ points = Il y a une lueur d'espoir. La grammaire est adéquate même s'il y a plusieurs fautes et même des fautes de base. Utilisation adéquate du lexique de base.
- 4–4½ points = Bonne maîtrise de la grammaire (niveau A2 – B1) même si quelques erreurs de base sont présentes dans le texte. Lexique adéquat et varié.
- 5 points = Excellente utilisation de la grammaire même si l'une ou l'autre erreur apparaissent. Lexique riche, expressions et idiomes appropriés.

QUESTION 3 REFORMULATION D'UN TEXTE (100-120 mots)

Candidates had to reformulate the experience of a blogger (Lizzie) who went to France into a WhatsApp message to a class friend. They had to tell the friend of her experience, so the text had to be written into the past tense (*passé composé* and *imparfait*).

Question 3 is an exercise of *grammaire communicative* and not a creative writing task, meaning that no extra information should be added to the given text. In this question, candidates were required to transform the present tense into the past tense and they also had to change the personal pronouns "je" and "nous" into "elle" and "ils". The difficulty was to conjugate the verbs correctly into *passé composé* and *imparfait*, and there was one present tense verb. It is encouraging to note that hardly any texts were *off topic*. We recommend that candidates dedicate approximately 20 - 25 minutes for this question.

- 1 mark is allocated to *respect de la consigne*.
- 1 mark is allocated to *registre de langue*. Standard / familier
- 3 marks are allocated to *structure et cohérence*. Candidates fared well in this section, but some forgot to give an appropriate introduction and/or a conclusion to their message, as required in the question.
- 5 marks are allocated to *contenu*. Most candidates managed this section easily. Most candidates used all the information – they have to use the whole given text. Originality, sparkle, and authenticity were rewarded with 1 mark. This originality/ comment can be anywhere in the text. We award the "personalisation" mark in the introduction or conclusion, provided it is creative and longer than just one phrase.
- 10 marks are allocated to *compétence linguistique*. This section is the one that candidates found the most challenging. Candidates in general need more practice with the use and formation of the future tenses.

QUESTION 4 FORMULATION D'UN TEXTE A PARTIR DE NOTES

Candidates seemed to approach this question very well in spite of some teachers expressing their fears that the candidates were going to find it difficult.

They had to formulate a presentation to the French class and teacher about the origin of the Bic pen (general info + trivia). The text had to be in the present tense and some verbs in the *passé composé*.

Candidates should aim to dedicate approximately 20–25 minutes for this question.

- 1 mark is allocated to *respect de la consigne*.
- 1 mark is allocated to *registre de langue*. The intended register was standard, but to at least two people had to be addressed. (the teacher and classmates).
- 3 marks are allocated to *structure et cohérence*. Candidates fared well in this section although some forgot to give an appropriate introduction or conclusion, as required in the question.
- 5 marks are allocated to *contenu*. Most candidates managed this section easily and they selected all the information (2 marks) and used it in an effective way (2 marks). Originality, sparkle and authenticity were rewarded with 1 mark in the body / introduction / conclusion of the text.
- 10 marks are allocated to *compétence linguistique*. Generally speaking, candidates found this section more challenging. The most common errors were the incorrect use of the tenses, agreement of adjectives, prepositions and general expressions in French.

I commend our French candidates for the interest, creativity, humour, and determination they have shown in learning this beautiful language.

Congratulations to the teachers for their dedication and enthusiasm in preparing their students and for inspiring them with enthusiasm, instilling a love for the French language and culture.

GERMAN SECOND ADDITIONAL LANGUAGE PAPER I

1. Introduction

This examiner's report provides an overview of candidate performance, highlights systematic trends, and offers actionable feedback to inform teaching and learning for German Second Additional Language Paper 1 (Comprehension and Literature). The report aligns with the Curriculum and Assessment Policy Statement (CAPS) and the DBE Examination Guidelines for Non-official Languages: German Second Additional Language.

2. General Overview

2.1 Overall Performance

In general, candidates demonstrated a stronger performance in general comprehension questions and short factual items. Performance declined where inference, synthesis across paragraphs, or justification using textual evidence was required. As is seen every year, several candidates failed to read with comprehension and to make sense of context. Most candidates managed time effectively and performed consistently.

2.2 Alignment to CAPS and DBE Examination Guidelines

The paper's structure and cognitive demand were aligned with the SAGs requirements for SAL Paper 1. Cognitive levels were distributed across lower-order (recall, identification), middle-order (comprehension, application), and higher-order (analysis, evaluation) tasks. Question formats included selective comprehension, detailed true/false or multiple-choice items, global/gist comprehension, and literature questions based on prescribed texts.

2.3 Level of Difficulty and Fairness

The overall level of difficulty was within the expected range for Grade 12 SAL Paper 1. Texts were accessible with balanced vocabulary and sufficient contextual clues. The marking guidelines enabled consistent awarding of marks; however, items requiring nuanced inference benefitted from detailed training during standardisation to improve consistency.

3. Section A Comprehension

3.1 Question Types and Weighting

- Aufgabe 1 – Selektives Verstehen (selective comprehension): short, targeted factual items to be answered in phrases or sentences (20 marks).
- Aufgabe 2 – Detailverstehen (detail comprehension): true/false or equivalent verification items. The 2025 paper had four texts and statements that had to be matched to these four (20 marks).

- Aufgabe 3 – Globalverstehen (global/gist comprehension): main ideas, organisation, intent, or thematic understanding. In the first part of this question, six texts were provided with suitable headings, to be taken from a selection of 12 headings – six suitable headings and six distractors. In the second part of Question 3, the candidates had to give reasons for wanting to visit the Miniature Wunderland. These reasons must be taken from the Text (18 + 2 marks). This question posed a challenge to the candidate who struggles to make sense of concepts.

3.2 Candidate Performance Patterns

Strong performance was observed in the identification of explicit details (names, dates, places). Errors increased when questions required candidates to link dispersed information or to distinguish fact from opinion. Misinterpretation often stemmed from skimming the text without verifying keywords, and an unfamiliarity with idiomatic expressions.

3.3 Common Errors in Section A

- Providing partial answers lacking the specific detail requested (e.g., place without qualifier).
- Marking true/false based on prior knowledge rather than the text.
- Failing to justify global comprehension choices with textual evidence.
- Overlooking negations and quantifiers (e.g., kaum, nur, seit, wenn, wann, wie, als, wer).

3.4 Recommendations for Teaching and Learning (Section A)

- Teach systematic text annotation: highlight keywords, discourse markers, and negations.
- Practice distinguishing factual statements from opinions and interpretations.
- Develop strategies for inference: using context, collocations, and cohesive devices.
- Build topic-specific vocabulary sets (Themen) to aid rapid comprehension.

4. Section B Literature – Prescribed Texts

4.1 Texts Assessed

Timo darf nicht sterben – Charlotte Habersack
Nachts schlafen die Ratten doch – Wolfgang Borchert

4.2 Performance Trends

Candidates were generally able to find key points in the given texts. Stronger responses analysed character motivations and themes using evidence. Weaker responses relied on paraphrasing without engagement with textual cues or stylistic features. Questions requiring justification (e.g., "Begründen Sie...") differentiated candidates effectively.

4.3 Common Errors in Section B

- Limited use of textual evidence (quotations or close paraphrase).
- Confusing narrator perspective with authorial stance (PRONOMEN).
- Over-generalised thematic statements without reference to scenes or motifs.

4.4 Recommendations for Teaching and Learning (Section B)

- Encourage close reading of texts with evidence logs (page/line references, motifs, and symbols).
- Use past items to model the difference between description and analysis.

5. **Marking Process and Standardisation**

Markers attended a standardisation meeting prior to marking. The session clarified the interpretation of ambiguous items, established examples of acceptable alternative answers, and calibrated partial-credit awarding for multi-part questions. Consistency checks were applied during marking, with spot moderation of scripts and daily reconciliation of mark distributions.

6. **Key Recommendations**

- (i) Intensify the instruction on inference and justification using textual evidence in Section A (Aufgabe 3).
- (ii) Expand thematic vocabulary and idioms; incorporate reading across genres (articles, essays, narratives).
- (iii) Promote timed practice with post-task reflection to strengthen examination techniques.
- (iv) Extra space was used for drawing by a candidate – candidates should refrain from using the answer booklet for anything but answers.
- (v) Handwriting does make a difference – the marker can only evaluate what he/she can read (Questions 3, 5 and 7 especially).
- (vi) Even though candidates do not have to write in full sentences, they should write logically (Example: How do you know he is a teenager? Neun).

7. **Conclusion**

The paper provided a balanced assessment of language-in-context competencies and literary understanding at the SAL level. While many candidates managed factual and literal comprehension effectively, targeted work in inference and evidence-based analysis will raise overall performance. Continued alignment with CAPS and rigorous standardisation will support reliable, fair outcomes.

With sincere and heart-felt thanks to all the dedicated teachers, who prepare their learners well. We appreciate you.

**GERMAN SECOND ADDITIONAL LANGUAGE
PAPER II**

1. **Marks: Point allocation:** In Paper 2, 60 marks were allocated for written work (Sections A and B) and 40 points for formal grammar (Section C). Most learners achieved well in this section.
2. **Concern -Syntax:** There is some concern regarding the syntax tasks (10 points) in the formal Language Part C2. Many learners seem to struggle with word order questions, often using the English word order. About a third of the candidates struggled with the tasks on *conjunctions*, *relative pronouns* and '*Start the sentence with another word in the sentence*'.
3. **Careless reading:** Some candidates did not read all their tasks with care and then did not complete all of their tasks fully. i.e.: **Look at the 6 pictures. A. Which activity do you like most? B. What are the teenagers doing in the picture?** Candidates would often write: *I like swimming* but then they do not describe what the teenagers are doing: *Friends are playing with a ball in the water*, etc.
4. **Some learners did not always use the question paper** (which had more information on the tasks than the answer booklet) and used their own words instead of the given ones in the question paper.

Generally, the learners acquitted themselves well and the results were pleasing.

SECTION A WRITING AN INFORMAL LETTER. (30 marks)

In this section the candidates chose between two 'stimulus texts' for the longer task:

1. Theme 'Studenten – Wohnen' **or** 2. 'Jugendliche – Sport'.

Most learners chose the first task. Both tasks were well-executed.

- A1:** '*Student in einer Wohnung oder einem kleinen Haus*': The guidelines were generally fully answered. Many spelling mistakes were made, even if the words were in the given text. The usual incorrect idiomatic expressions appeared: **sehr** statt **gern**, **du** statt **man** (**du** kannst in Deutschland mehr Geld verdienen, als in Südafrika, lehren und lernen, werden/wurden/würden, Zeit spandieren).
- A2:** The second task was on '*Sport als Zukunftsarbeit*': The incorrect idiomatic expressions appeared: *Ich sehe aus nach Mallorca, das ist Spaß, späßlich, geht Spaß sein*. Despite this, the candidates did very well in this task.

SECTION B SHORT WRITING

The semi-formal e-mail – B1:

All the candidates were required to do the semi-formal task.

Candidates were to communicate in the formal *Sie*-form. Some candidates used the informal 'du, dein, dir, dich' form which is not allowed in this specific task.

Guideline 1: State where you got the **email address** from. Candidates would often write only one sentence: *I got the **email** from my mother.* They should have said the **address** and then would have had to add the second sentence. Most of the time this did not happen. Many candidates did not know the word **Vermutung** and could not complete this guideline.

The second half of Section B

In this section the candidates could choose two shorter tasks out of three. They could choose between a blog on '*Friends are important*', *an invitation to a school band evening during an exchange programme*, and *a picture task on teenagers and their free time activities*.

B.2.1 Theme: Friends are important (for or against).

The second guideline is about the candidate's own experience with friends. We expected learners to use what the two teenagers in the pictures said about their friends: *Like Sabine: I often want to be on my own and do my homework. Like Ludrich: I like doing things with my friends – we often go cycling together.* Many candidates did not know the expression: *Freunde kennenlernen* and used *Freunde machen* instead. Many candidates could not say whether friends are important in their lives (or not) and why (or why not). Generally, the learners did very well in this task.

B.2.2 Theme: School band evening – invitation.

Candidates were requested to thank their partner for the invitation to the music evening and say why they are looking forward to the evening. Many candidates do not know the difference between **sich freuen auf** and **sich freuen über**. Many struggled to say why (or why not) it is important for teenagers to **play in** or **work for** a school band. Despite this, many candidates scored high marks in this task.

B.2.3 Theme: Description: Teenagers in pictures having fun.

Many learners did not complete both parts of the guidelines. Many chose '*Reading*' as their favourite activity but then forgot the description aspect and wrote that the girl in the picture is lying on her bed reading an interesting story.

SECTION C GRAMMAR LANGUAGE IN CONTEXT

In this section all tasks were compulsory.

The text for the grammar was set on the theme *Christmas shoebox love to children who do not have much*.

Some candidates scored lower marks in Teil C than in the rest of the paper.

- 1.1 Some learners did not search for a word in the word field *Christmas* in Lines 1 to 7. Correct words in lines after line 7 were not accepted as correct. Many candidates did not know the adjective "*arm*".

Question 1.7 – Verbs: Some learners did not use the verbs given in the question paper and used their own words. At the Komparation, many candidates forgot the 'e' because 'beliebt' ends with a 't' and should therefore be: **beliebtest** and not **beliebst**.

Task 2.2.2 Conjunctions: When the two sentences are joined by a conjunction, the final answer must still be the **truth** according to the given text. This is incorrect:

Obwohl das Päckchen seinen glücklichen Empfänger erreicht, macht es eine lange Reise.

Teil C2: In 2025, the learners did better in the first part of the language section than in the second part. The marks in Teil C were generally lower than the marks in the written sections of the paper.

The teachers of German SAL again did excellent work to prepare their candidates for the final Matric Examination in 2025. Thank you!

GERMAN SECOND ADDITIONAL LANGUAGE SBA MODERATION

I would like to extend my sincere appreciation to all teachers for the high standard of work submitted for moderation this year. The portfolios clearly reflect dedicated teaching, careful preparation, and genuine commitment to the progress of learners. Many teachers continue to work under challenging circumstances, with limited teaching time, large distances between centres, and online teaching still a common necessity. Your perseverance and professionalism in these conditions are highly commendable.

1. New Requirements for 2026

From 2026 onwards, **all SBA portfolios must be submitted online**. This includes:

- the **teacher portfolio**, and
- **three learner portfolios** (high, middle, and low achievers) for any centre with more than three candidates.

With the shift to electronic submission, the longstanding request to avoid plastic sleeves becomes redundant.

1.1 New Feedback Forms and Required Documentation

Two new documents will be **compulsory** from 2026:

1. Teacher Portfolio:

An **analysis grid for every assessment task**, clearly showing criteria and mark allocation.

2. Learner Portfolio:

A **declaration regarding the use of AI**, signed by each learner.

This year, very few centres submitted these documents. While understandable given that the requirement is new, **full compliance will be mandatory next year**.

1.2 Documents Not Required

Teachers are reminded that **oral examination marks must not appear in the SBA file**, as these do not form part of the moderation process.

The **learner SBA cover sheet must be signed by both the teacher and the learner**.

2. Themes for 2025

- **Theme 1:** *Jugend*
- **Theme 2:** *Wohnen*

3. Requirements for the Teacher Portfolio

The teacher portfolio must clearly display the following information:

- Name of school
- Year
- Centre number
- Province
- Name of teacher (with optional contact details: email or mobile number)
- Names of selected or submitted candidates, their examination numbers, and their SBA marks

4. Section A: Writing Tasks

4.1 Task Requirements

- At least **one task must be based on an authentic text**.
- At least **one task must be based on literature** taken from the selected second theme.
- Essays **1 and 2: 200–300 words**
- **Edited Tasks 3 and 4: 250–350 words**, with one narrative and one discursive

4.2 Requirements for Edited Tasks

- Teachers must **indicate mistakes** (grammar, spelling, structure, etc.) but **not correct them**.
- The **first draft receives only a symbol** (e.g., *A+*, *B*, *C-*).
- After correction by the learner, the **second draft receives the final mark**.
- **Both versions must be included**.
- If the first draft is virtually faultless, a symbol (e.g., *A+*) and a final mark (e.g., 30/30 or 98%) may be awarded immediately.

4.3 Stimulus Material

Stimulus material may include:

- articles linked to the theme
- vocabulary lists
- sample structures
- any supportive material used to prepare the candidate for the writing task

4.4 Required Supporting Documentation

For each task in Section A:

- an **assessment rubric**
- an **analysis grid**

5. Section B: Tests

Two tests are required, simulating sections of the final examinations:

- Paper I, Section A (60 marks), or
- Paper I, Section B (40 marks), or
- Paper II, Sections A and B (60 marks), or
- Paper II, Section C (40 marks)

Sections of the June examination may be used and labelled as **Test 1** and **Test 2**.

For each test:

- **marking guidelines / memos** must be included
- an **analysis grid** must be included
- **evidence of pre-moderation by a colleague** must be visible
 - checking spelling and grammar
 - checking content and layout
 - avoiding tests that only examine grammar in ways that are not aligned with Paper II

6. Section C: Examination Papers

Paper I and Paper II must **resemble the final examinations exactly** in structure and standard.

The following must be included:

- evidence of **pre-moderation**
- **marking guidelines**
- an **analysis grid**

This year's Papers I and II demonstrated an exceptionally high standard and excellent adherence to IEB requirements nationwide. The sharing of papers across provinces reflects strong collaboration and collegiality among teachers, of which the German SAL community can be proud.

7. General Observations

- Learner files submitted electronically must be **named using the learner's name**, not only a number.
- Several tasks contained spelling, grammar, or formatting errors from the **teacher**, indicating insufficient proofreading. In some cases, learners wrote correctly, and the teacher's correction was incorrect.
- In Section A, using **only letter-writing tasks** does not meet the requirements. Tasks should be varied (e.g., reports, discursive essays, blogs, diary entries).
- Online submissions must be marked with **accuracy and thoroughness**. Candidates do not benefit if mistakes are not clearly indicated.
- Some learner portfolios contained many crossed-out or Tipp-exed pages, creating unnecessary clutter. Only the **required work pieces** should be submitted.

8. **Recommendations**

- Attend **cluster meetings** and collaborate with colleagues when designing examinations and tests. Our collective expertise benefits all candidates.
- Attendance at the **User Group Conference** is strongly encouraged to receive feedback on learner performance, understand new requirements, and learn how to submit portfolios electronically.

9. **Final Appreciation**

Thank you once again for submitting such well-prepared portfolios, filled with creative ideas, rich exposure to German language and culture, and relevant engagement with contemporary issues. It is evident how much love, dedication, time, and effort you invest in preparing your candidates for their final examinations. Your work is deeply appreciated, and the standard of German SAL across the country is a credit to your commitment.

GREEK SECOND ADDITIONAL LANGUAGE

We observed that the learners approached the exam positively and with maturity, providing relevant and appropriate answers to the majority of the questions, which demonstrated good insight and understanding. The papers were well-crafted, offering thoughtful and suitable analysis of the more challenging questions.

PAPER I

This paper covered comprehension, language, and literature, assessing a range of cognitive skills such as perception, reasoning, and judgment. It included a variety of question types, including one-word answers, multiple-choice questions, true/false, short paragraphs, and brief responses. Most learners interpreted the texts accurately, demonstrating strong organizational and analytical skills, as well as a solid grasp of grammar and vocabulary. The paper also featured a poster, to which learners responded positively, showing good insight and depth. Notably, this year's learners demonstrated a strong knowledge of the literature, as evidenced by the fact that many questions across the papers were answered very well.

PAPER II

This paper consisted of writing, descriptive essays, transactional text, reformulation of information and translations. The majority of the learners were able to extract concepts from the different sources such as the dialogue and the photographs that were given to them and were able to interpret, reason and express their thoughts clearly and coherently while displaying the ability to adapt knowledge to current affairs. There were however some learners who did not understand the questions or were unable to express themselves.

CONCLUSION

The learners were generally well prepared for the examination and performed well.

GUJARATI SECOND ADDITIONAL LANGUAGE PAPER I

Paper 1 was set at an appropriate standard for Gujarati Second Additional Language and was aligned with the requirements of the curriculum. The structure of the paper allowed for a range of cognitive levels, with questions catering for both average and stronger candidates. The language of the paper, as well as any visual or contextual material used, was suitable for Grade 12 candidates, and the paper length was appropriate for the time allocated, enabling adequately prepared candidates to complete all sections.

Overall candidate performance in Paper 1 suggests that those who had been regularly exposed to the prescribed content and question types were able to respond satisfactorily. In general, candidates who demonstrated familiarity with basic language structures, vocabulary and question formats coped well with the demands of the paper. At the same time, there is an indication that some candidates did not fully capitalise on their knowledge, for example by not reading questions carefully enough, omitting parts of questions, or providing answers that lacked sufficient detail or justification.

From a teaching perspective, it is recommended that continued emphasis be placed on consolidating core language skills and examination technique. Teachers are encouraged to provide candidates with frequent practice opportunities using past and exemplar questions, and to reinforce careful reading of questions, completeness of responses and accurate use of Gujarati in all written work. Regular feedback on class tests and tasks, focused on both content and presentation, will help candidates to apply themselves more consistently and to translate classroom learning into stronger examination performance in Paper 1.

PAPER II

Paper 2 was similarly appropriate in standard and design for Gujarati Second Additional Language at Grade 12 level. The paper provided opportunities for candidates to demonstrate their abilities in reading, language use and writing, and the questions were set within the scope of the prescribed curriculum. The language level, layout and any stimulus material used were suitable for the target group, and the time allocation was sufficient for candidates who managed their time effectively across the different sections of the paper.

In general, candidates who had been systematically prepared in reading with understanding, functional writing and extended writing were able to meet the requirements of Paper 2. Stronger candidates tended to show better comprehension of written texts, clearer organisation of ideas and more accurate language control, while weaker candidates often displayed difficulty in interpreting questions fully, structuring their responses logically, or sustaining accuracy over longer pieces of writing. These patterns suggest that examination performance in Paper 2 is closely linked to the extent and regularity of skills-based practice during the year.

Teachers are encouraged to maintain and strengthen classroom practices that support the development of reading and writing skills in Gujarati. Regular comprehension activities using a variety of texts, explicit teaching and practising of formats for functional writing, and guided extended writing tasks should remain central to preparation for Paper 2. Focused feedback on structure, coherence, register and language accuracy will assist candidates in refining their written work. Continued use of past examination questions under timed conditions will also help candidates to build confidence and to approach Paper 2 with greater assurance.

**HEBREW SECOND ADDITIONAL LANGUAGE
PAPER I**

SECTION A UNSEEN COMPREHENSIONS

Article A

The first unseen comprehension was about the question: 'Is addiction to cellphones similar to addiction to smoking cigarettes?'

The candidates understood the article and the questions. Most of the answers were excellent and showed understanding and an ability to express themselves clearly.

Question 3 asked: 'Is addiction to cellphones similar to addiction to cigarettes, or is it a normal way of life in the world of technology?'

Some candidates answered only partially. They wrote about addiction to cell phones in the modern technological world but did not address all parts of the question, particularly the comparison between addiction to cellphone with addiction to cigarettes. Some candidates lost 2 marks for not answering accurately.

Article B

The second unseen comprehension was about the relationships between teachers and candidates who are new immigrants.

The candidates understood the article and the questions, and the answers were excellent.

SECTION B PRESCRIBED TEXTS

The questions were clear, and the candidates answered according to their level of Hebrew.

Question A

The candidates were required to write an essay about a quotation and to show knowledge of all the ideas in the poem 'Buba Memukenet'. Some candidates wrote an essay about the poem in general and did not focus enough on the quotation. They lost up to 4 marks out of 20 if they did not relate to the quotation.

Questions B1, B2 and C

Some candidates did not focus on the specific requirements of the questions. They showed good knowledge of the prescribed texts but did not address the question adequately.

For example, in Question C – 'Is it worth teaching this poem as part of the matric prescribed texts?' – some candidates wrote about the importance of the poem in general but did not relate their answer specifically to the matric year.

Overall, the candidate performance was pleasing and demonstrated a solid understanding of the language requirements and prescribed texts.

HEBREW SECOND ADDITIONAL LANGUAGE PAPER II

1. Introduction

Following the completion of the marking process for the matric examinations, I am pleased to present a comprehensive report reflecting the overall performance and the quality of preparation.

2. Overall Performance

There is a clear and significant improvement in the standard of work shown in the examination by the candidates this year. The academic level demonstrated was consistently high, with many candidates showing strong conceptual understanding, accurate application of skills, and well-structured responses.

3. Quality of Teaching and Preparation

The results strongly indicate effective preparation by teachers.

- Candidates were familiar with the examination format and expectations.
- Responses demonstrated meaningful engagement with the curriculum.
- Candidates displayed mastery of the required analytical, interpretive, and critical-thinking skills.

The improvement noted this year reflects dedicated teaching, deliberate skills development, and targeted preparation strategies.

4. Candidate Performance

Many candidates:

- Showed a good ability in applying learned skills.
- Demonstrated notable improvement in comparison to previously weaker areas.

5. Centre Compliance with IEB Requirements

While the general standard was high, some centres require additional guidance to ensure full alignment with IEB expectations. Key areas include:

- Adherence to assessment guidelines
- Strengthening internal moderation processes
- Ensuring that preparatory tasks and school-based assessments match IEB standards.

6. Conclusion

The examination reflects meaningful progress, improved academic performance, and a high standard of teaching and learning. The dedication of teachers and the strong engagement of candidates are clearly reflected in this year's results.

HINDI FIRST ADDITIONAL LANGUAGE

The overall purpose of the examination was to assess candidates' ability to comprehend texts, interpret information, apply language structures, and summarise accurately in line with FAL assessment standards. The paper was fully aligned with CAPS and IEB requirements, with tasks reflecting the required cognitive levels, skills and content. There was a balanced representation of lower-, middle- and higher-order questions, with higher-order questions being particularly well handled by candidates. Skills and content were integrated well, especially in the combination of comprehension and language usage. The stimulus materials were relevant, unbiased and accessible. The time allocation was appropriate, allowing candidates to complete all sections comfortably.

Overall learner performance was outstanding, with all FAL candidates achieving A-symbols, indicating strong language proficiency and excellent preparation. Candidates performed particularly well in the summary task, comprehension questions, literature, essays and transactional writing, demonstrating strong analytical and interpretive skills. While there were minor difficulties in identifying subtle changes in tone, these did not significantly affect marks. A small misconception was noted where one candidate showed some confusion in answering a literature question, but still well. Continued focus on evaluating bias and identifying tone in complex texts would be beneficial, even though overall performance in these areas was still high.

The marking process was thorough. The marking guidelines were clear, comprehensive and workable, and the mark allocation was fair and consistent, with no adjustments required. No clarifications or amendments were needed, and all questions were well interpreted by both examiners and candidates. Standardisation discussions were held, but consensus was reached quickly, with no significant discrepancies. Marking across the team was consistent and aligned with the memo expectations.

The candidates demonstrated exceptional FAL skills and that the examination was fair, balanced and reflective of the NSC standard. The excellent results point to strong teaching practices, effective exam preparation and highly motivated candidates.

HINDI SECOND ADDITIONAL LANGUAGE

The overall performance in both papers was satisfactory, showing a consistent engagement with most sections of the papers. Time management appeared to be an issue for weaker students, resulting in certain sections of the papers being omitted.

PAPER I

Students handled literal recall questions well, often scoring full marks where the answer was directly located in the text. While students correctly interpreted the main message of the visual text, certain higher order questions were poorly attempted. In the language structure and literature sections learners proficiently answered simple one word answer questions, however they suffered with questions that required them to deduce meaning and think critically.

Recommendations:

- Teachers must focus on developing higher-order questioning skills.
- Daily or weekly drills on core language rules are necessary.
- Frequent informal testing helps in determining areas of weakness.
- Greater exposure to a varied range of visual texts for interpretation.
- Frequent oral testing whilst explaining literature helps in gauging the candidates understanding of the text being read.

PAPER II

The overall performance was consistent with previous years, with candidates faring better in Paper 1 than in Paper 2. In the essay and transactional writing sections, candidates demonstrated a good understanding of the topic but lacked clarity. The transactional texts and essay question posed a major challenge. The candidates adhered to structure and format. Their introductions were captivating, however, they lacked substance and sometimes deviated from the actual topic. Minor spelling errors and writing in the correct tense were also an issue. The translation questions were answered with ease.

Recommendations:

- Candidates are encouraged to practice their reading and writing skills.
- More attention to structure, grammar and spelling is required.
- Frequent oral and written testing will help.
- Encourage reading and writing in all lessons.

Feedback

The candidates have the potential to excel in this subject, but require a more focused effort and a change in mindset to address their areas of weakness. With dedication and practice, students can improve their performance.

I conclude that the papers were appropriate in relation to the aims and outcomes and clear instructions were provided.

**ITALIAN SECOND ADDITIONAL LANGUAGE
PAPER I****SECTION A**

Most candidates did very well in the first 3 questions (reading for meaning).

SECTION B

The poetry and the prose were accessible to all students, but a few of them did not fully study the required poems.

Overall, good results were seen, apart from 1 candidate who failed to complete the literature section.

PAPER II**QUESTION 1**

Almost all candidates opted for Option A of Question 1, when writing a descriptive narrative text.

QUESTION 2

All candidates fared well in this section.

QUESTION 3

Most candidates approached this exercise in the correct format, some however did not correctly reformulate the text, which ended in them losing a lot of marks.

QUESTION 4

An improvement was noted in Question 4.

In general, the papers were well tackled, students were generally well prepared.

ITALIAN SECOND ADDITIONAL LANGUAGE SBA MODERATION

Most portfolios were well prepared and reflect commendable effort and care. Going forward, a few refinements will help strengthen the overall standard even further. Teachers are encouraged to double-check that marks are calculated correctly on the SBA cover sheet and that all work is placed in the order indicated. Examinable poems and literary texts should be reserved for the test and portfolio sections rather than used in Section A, and tests should be designed to mirror the format and standard of the end-of-year examinations as closely as possible. It is also helpful to ensure that each test question paper is placed before the corresponding answers or memoranda, and to remember that past IEB examinations may not be used as preliminary examinations.

There are also positive opportunities to improve presentation and support moderation. Including a clear memorandum for Section C, Questions 3 and 4 (the reformulation section) of Paper 2 in teacher portfolios will assist greatly with standardisation. When uploading portfolios online, arranging them in a single, coherent sequence will make them easier to navigate and read. Despite the increased pressure brought about by the earlier portfolio submission deadline, teachers and candidates have managed admirably; with a bit more time devoted to careful checking and organisation, many of the issues noted here can be easily addressed in future submissions.

LATIN SECOND ADDITIONAL LANGUAGE PAPER I

General

- Pupils' translations were, for the most part, very satisfactory. The small sample may be responsible for the rise in standard this year. In most cases the Unseen Translations in Paper 2 were on a par with the setwork translations. In certain schools, however, the setwork translation questions were left out, indicating a lack of thorough preparation. It is a pity for an obviously competent candidate to perform poorly because of very poor preparation.
- It is important to encourage pupils to use the correct tense in translations, and to pay heed to the subtleties of the language.
- Teachers are asked to encourage pupils to write translations on alternate lines.

SECTION A PROSE

QUESTIONS 1 AND 2

1.1–1.4: Cicero

- Cicero is not easy to capture precisely, but where it is possible to reflect the subtleties of his meaning, these must be reflected. Accurate translation is very important.

- E.g.
1. Certain words and structures were translated too loosely, e.g. 'cura' rendered as 'case', and certain words were simply omitted, which showed that the candidates had not fully understood the meaning of the original.
 2. Certain contextual questions were not read carefully, leading candidates to give answers which were outside the scope of the actual question. In other questions, it was clear that students had not fully grasped the contextual background to the speech.
 3. Candidates were ill-prepared to answer questions on any but the most basic stylistic and contextual issues.

2.1–2.5: Livy

- The Livy translations were better answered than those from Cicero, although some rather loose translations omitted certain words. Candidates should be asked to translate accurately: 'vis' and 'vir' are not interchangeable.
- The contextual and textual questions were fairly well answered; there were some small hiccups regarding basic historical context. Also, the question on Livy's purpose was misinterpreted as Scipio's purpose, leading to muddled answers.

SECTION B POETRY**QUESTIONS 3 AND 4**

- Scansion was generally good.
- In this section too, questions on context were not read carefully enough.

3.1–3.7: Juvenal

- Translation was moderately good.
- Accuracy and the correct use of English are important. For example, 'quem non capit Africa' does not mean the same as 'quem non potest Africa capere'.
- In Question 3.2 (a), the question asked for what the phrase 'quem non capit Africa' suggested about Hannibal. Most candidates merely gave the meaning, as they did for Question 3.6 (b) in which Juvenal seems to depict Hannibal as a kind of superhero.

4.1–4.5: Vergil

- Tenses should be consistent in English – use past or present, but not a random mixture of the two. Latin uses the historic present; this often sounds clumsy in English.
- Again, the translation needs to be accurate and reflect the Latin as closely as possible. Pupils should not learn by rote without connecting the English clearly in their minds to the Latin.

QUESTION 5

This section was disappointing compared with the results of Section A and Section B.

LATIN SECOND ADDITIONAL LANGUAGE PAPER II

The overall performance in Paper 2 is expected to be better than in previous examinations. In a number of cases, candidates achieved higher marks in Paper 2 than in Paper 1, which is atypical for this subject. This is related both to the particular strengths of the cohort and to the nature of the paper: many candidates were clearly well prepared in the specific vocabulary required for this examination. There is no evidence that candidates were less prepared than in previous years; on the contrary, many candidates performed comparatively better in Paper 2 than in Paper 1.

The passages used in this paper employed quite simple sentence structures throughout, which differs from the more complex structures candidates usually encounter in the prescribed set works. This simplicity enabled weaker candidates to cope more successfully with the translation and comprehension demands and provided greater opportunity for them to achieve. As a result, the distribution of marks in Paper 2 is likely to show a stronger performance profile, with fewer candidates clustered at the lower end of the mark range than might typically be expected.

From an assessment perspective, the examination did not present the level of challenge that would allow for a strong distinction between high and moderate achievement. The simplicity of the sentence structures and accessibility of the vocabulary reduced the discriminating power of some questions between top-performing candidates and those performing at a satisfactory level. While this is beneficial in supporting weaker candidates, it may limit the extent to which finer distinctions at the upper end of performance can be drawn.

For teaching and learning, the implications are twofold. Firstly, the generally strong performance suggests that teachers are effectively preparing candidates in core vocabulary and in handling simpler Latin structures; this practice should be maintained and consolidated. Secondly, it remains important that candidates continue to be exposed in class to a range of syntactic complexity comparable to that found in the set works, so that they are not disadvantaged if future examination papers include passages with more typical, complex constructions. Ensuring that candidates can operate confidently with both straightforward and more demanding sentence structures will support sustained success in future examination sessions.

MANDARIN SECOND ADDITIONAL LANGUAGE PAPER I

Regarding performance on specific texts:

- In **Section A**, the highest scoring rate was achieved in Reading Texts 1, 2 and 4 was within the expected range; however, Reading Text 3, which assessed candidates' information-processing and deductive reasoning skills, similarly showed a high frequency of errors and omissions.
- In **Section B**, the scoring rate for Reading Text 5 (Classical Poetry) was significantly higher than that of Reading Text 6 (Modern Poetry). This discrepancy deviated from the examiner's expectations.

Setting Philosophy and Intent

The Mandarin SAL subject is established for non-native Chinese speakers, as well as native-speaking immigrants who do not have a background in learning local South African languages. The core objective is to cultivate candidates' communication and expression skills, as well as their ability to read texts and process information in Chinese; it is a subject focused on functional language use.

Therefore, in designing the paper, we adhered to the general laws of Chinese language acquisition. We comprehensively assessed the candidates' language abilities across radicals, characters, words, sentences, and full texts, as well as through reading, writing, and translation.

Section A: Text selection was based on language usage scenarios that candidates might encounter in the real world.

Section B: The questions highlighted the assessment of basic logic and methods for article processing.

Analysis of Response to Specific Texts

Reading Text 1

Content: An introduction to South African public holidays.

Skill: Cross-disciplinary knowledge.

Performance: In Questions 1.5 and 1.11–1.15, candidates made errors regarding the founding date of Republic of South Africa and the identification of international holidays versus national ones.

Reading Text 2

Content: An introduction to the South African NSC (National Senior Certificate).

Skill: Extraction of textual information and concise summarisation.

Performance:

Q2.5: Some learners demonstrated confusion regarding the definition of 'SAL' (Second Additional Language). Relying on personal experience (as immigrant learners often view SAL as their 'second language' practically, rather than legally), they made incorrect choices and misinterpreted the text.

Q2.10: This question tested the ability to extract information and briefly summarise. Learners looked for answers only in the subsequent text and failed to make a comprehensive judgement based on the full context of the text.

Reading Text 3

Content: Current affairs (introduction to G20 members).

Skill: Basic Chinese foundations and dialectical reading of textual information.

Performance: Candidate lost a significant number of marks here. This was due to weak foundation in the Chinese on one hand, and imprecise language-use on the other. Regarding Q3.1, due to differences in terminology during the language learning process, marks were awarded for both options A and C.

Reading Text 4

Content: The 'Chinese Bridge' competition, which is widely known among South African Chinese learners.

Skill: Intensive reading.

Performance: Many candidates lost marks in Question 4.2. This objectively indicates that some candidates' text processing is inadequate, as they were unable to precisely locate the specific linguistic information being tested.

Reading Texts 5 & 6 (Prescribed Literature)

Content: Two prescribed texts testing understanding and appreciation.

Reading 5: Included objective questions as well as Chinese-English translation.

Reading 6: Consisted mainly of short questions which could be answered using the original text.

Performance: Considering the nature of the SAL subject, questions were based strictly on the original text information without broad extension.

Observation: Following past setting 'habits', the paper usually assesses only one poem. It is evident that educators at certain centres engaged in 'spotting' questions. This is reflected in the fact that scores for the Classical Poem (Reading 5) were far higher than those for the Modern Poem (Reading 6), despite the latter being relevant to candidates' daily lives. This outcome is something the examiner does not wish to see as it sets a clear direction for future teaching.

MANDARIN SECOND ADDITIONAL LANGUAGE PAPER II

1. General Performance

In general, candidates showed that they had been well prepared for the structure and content of Paper 2, and many demonstrated confident control of basic Mandarin SAL at this level, especially in more familiar, personal-context topics.

A printing error in Section C, Question 3.2 on Western Cape papers (missing Chinese characters for 'New York', 'United States of America', 'London' and 'United Kingdom' in the visual stimulus) disadvantaged those candidates in reproducing the correct place names. In line with guidance from the IEB subject specialist, no penalties were applied for *pinyin*, misspellings, or omissions directly related to these missing characters.

2. Strengths Displayed by Candidates

Many candidates produced coherent descriptive and narrative writing, especially when drawing on personal experience (learning Mandarin, holiday plans, family and school life).

A significant number of candidates showed good awareness of text type, particularly in transactional writing, and could generally distinguish between more formal and informal tone.

Where candidates engaged fully with the prompts, the responses were often well organised, with clear paragraphing and the logical development of ideas.

In Section C, stronger candidates showed that they could reformulate information from texts or visuals accurately and use it in new discourse forms (dialogue, self-introduction).

These strengths suggest that many teachers are giving careful attention to exam structure, the reading of instructions, and the scaffolding of extended writing.

3. Main Areas of Concern

In line with IEB guidelines, only the most common and significant weaknesses are highlighted below.

3.1 Examination Technique and Procedure

Several issues related to basic examination practice were noted:

- A few candidates did not follow instructions on the required number of questions to answer in Sections A, B and C, leading to lost marks.
- Some did not clearly number their answers, which can cause confusion in marking.
- Script choices (Simplified vs Traditional) were not always correctly indicated.
- A small number wrote in pencil, contrary to the printed instructions.

These are easily preventable errors and should be addressed at school level.

3.2 Text-Type Conventions in Writing

Transactional and practical writing revealed recurring problems:

- Not all candidates adhered to format requirements for emails, notifications, cards and leave notes (titles, salutations, layout, closing, date format, and use of recipients' names).
- The distinction between formal and informal style was not always consistently maintained, especially when candidates were required to represent a school or write on behalf of a parent.
- Some candidates did not fully address all content points in the prompts, omitting essential information such as the reason for absence, the purpose of the notice, or key contextual details.

Teachers are encouraged to continue practicing model texts and to reinforce a small set of clear, repeatable templates for each transactional genre.

3.3 Language Control: Grammar, Vocabulary and Characters

Across all sections, the following patterns were visible:

- Sentence order: Many candidates struggled with the placement of time and place phrases, and with using a consistent and natural word order of Mandarin.
- Basic structures such as comparisons, possession, and common complements were sometimes misapplied and needed consolidation.
- A noticeable number of candidates showed weaknesses in character formation, including the use of high-frequency characters.
- Some candidates overused a limited set of verbs and particles, and occasionally chose words that were grammatically correct but not idiomatically correct in the context.
- A few candidates relied on Zhuyin or phonetic approximations when they could not recall characters; this was penalised where it was not related to the printing error already noted.

These indicate a need for ongoing, systematic practice in core grammatical patterns and character writing, rather than relying only on recognition and *pinyin*.

3.4 Reformulation and Use of Source Material

In Section C, weaker candidates often struggled to:

- convert continuous prose into a dialogue with appropriate turn-taking and register;
- reformulate visual information (passport and visa stamps) into a coherent, chronological self-introduction;
- interpret date formats correctly and sequence events accurately;
- in some scripts, candidates wrote about themselves instead of the character in the text, or changed the text type entirely (for example, producing a diary instead of a self-introduction). This suggests that some learners still need explicit practice in following task instructions and transferring information faithfully from the source material.

4. Recommendations for Teaching and Preparation

Based on the above, teachers may wish to prioritise the following:

Exam Skills and Instructions

Regular practice reading exam-style instructions and checking that learners attempt the correct number of questions and label them clearly. Reinforcing the importance of ink (not pencil) to answer the examination and accurate script selection.

Text-Type Awareness

Continued teaching of clear, simple models for each writing genre (narrative, descriptive, email, notice, card, leave note, dialogue, self-introduction). Short classroom activities where learners identify and correct format errors in sample texts.

Core Language Structures

Focused revision of basic sentence patterns (time/place order, comparison, modification with 的 / 地 / 得, common complements) through short, repeated exercises. Continued emphasis on character-writing practice, especially high-frequency characters, and not relying solely on *pinyin*.

Reformulation Skills

Classroom practice where learners transform short reading passages into dialogues, notes, or summaries. Activities using visual prompts (e.g. tickets, diaries, schedules) to build the skill of extracting and reorganising information.

5. Recommendations for Invigilators

Check that all pages and images are clearly printed before the examination, especially those containing key characters in visuals. Remind candidates at the start of the exam to:

- select their script (Simplified or Traditional) on the cover page;
- number questions correctly;
- avoid writing in pencil; and
- use correct the Chinese date formats when required.

**PORTUGUESE SECOND ADDITIONAL LANGUAGE
PAPER I**

SECTION A

QUESTION 1

Candidates generally answered Q1.1 (true/false question) well and were able to correctly justify their responses with the correct sentence from the text. Where candidates lost marks was in the interpretation of the text, i.e. Q1.2 to 1.3.

QUESTION 2

This question posed slightly more challenges in interpretation of a text than Q1. The examiner did not mark this question personally but referred to a few of the marked scripts that colleagues had marked. Candidates were able to extract the correct sentences to justify the marks but showed difficulty in interpretation. Q2.7 asked for candidates to give a synonym for words in the text and this, in general, posed more challenges. This indicates that candidates can transcribe correctly but have difficulty when they must correctly explain a word/phrase in their own words.

QUESTION 3

This question again, which was based on interpretation of a cartoon, posed major challenges for the candidates, especially in interpretation of visual details in the non-verbal language (Q3.2). In Q3.3, candidates found it difficult to correctly identify an adjective to describe the emotion in Image 4.

QUESTION 4

Q4 is based on the poem 'O Depoimento'. Many candidates were unable to provide the meaning of the title of the poem. In general, candidates struggled to correctly interpret the references referred to in the poem. Poem interpretation remains problematic.

QUESTION 5

Based on the short story, 'Jantar do Bispo'. This question was divided into questions that required factual and interpretative answers. The factual questions which were based on knowledge of the short story were, in general, well answered, although there were quite a few candidates who, through their answers, showed that they were unfamiliar with the short story. Interpretation question, which required candidates to give an adjective to describe a character, seemed to pose more of a challenge.

QUESTION 6

This question was based on the interpretation of the short story, 'Vovó Xixi e seu neto Zeca Santos'. Q6.1, which asked candidates to interpret a certain scene from the short story, posed some difficulty for the candidates. Many candidates did not answer Q6.5 correctly which examined the factual reference to the short story.

GENERAL

Department of Basic Education papers were in general of a lower standard than IEB papers. It was concerning that percentages were lower than usual with some failures in Paper 1.

PAPER II

QUESTION 1

This question required the candidates to give their opinion as well as negative and positive aspects and preferences based on the extract given. Most candidates were able to apply these requirements to the question, but a lack of coherence compromised the marks awarded. Many answers lacked originality and creativity, and a lack of grammatical structures posed an issue in many of the papers. There was, however, a minimal percentage of candidates who were able to fulfill the requirements of the question optimally and were given great marks.

QUESTION 2

Candidates were required to choose three out of the five questions, and write short messages, either as an email, a letter, or a Whatsapp message. In general, candidates ignored the structure of writing an email or letter, and omitted the basic 'to', 'from' 'topic' (email) and date (letter). Inappropriate addresses were used in many answers i.e. addressing a director in the incorrect form of address.

QUESTION 3

This question assesses the candidates' ability to locate, select, organise and integrate relevant information from the source text into own text, applying the appropriate style, register and language conventions. While most candidates were able to select the correct information from the source text, they struggled to apply it into their own work. Logical connectors were repeatedly used and many texts reflected a limited variety of sentence structures. Many simply copied the information and failed to expand upon it.

QUESTION 4

This question assesses the candidates' ability to integrate key words/notes presented into grammatically correct sentences and to produce a logical and coherent text. In general, this question was better answered than Q3 and candidates were able to apply the information into their own text, but many failed to produce coherent texts.

NOTE TO TEACHERS

PAPER I

Teachers are encouraged to provide candidates with more interpretative exercises. Their understanding of texts is generally optimal, but the challenge is when candidates have to give their own interpretation of a text. Candidates need to be encouraged to expand their vocabulary and to read more to have a broader knowledge of language in context.

Cartoons

Teachers are encouraged to work with a variety of cartoons in class to expand the capability of the candidate in interpretation, especially non-verbal images. The marks candidates received for this question indicate a substantial gap in candidates' knowledge of the interpretation of images.

Prescribed works

In general, candidates were familiar with the poem and short stories but some schools showed gaps in knowledge, indicating a low level of familiarity with the short stories. Candidates need to be encouraged to read and understand the poems and short stories prescribed in the syllabus. Poetic interpretation remains a challenge and requires attention.

PAPER II

It has been noticed that the level of writing has dropped. Candidates from certain schools have managed to maintain the standard expected but a small percentage of schools have candidates who have failed to produce the required standard of writing. Candidates are writing with no logical connectors, format is inappropriate, and there is a lack of coherence and paragraphing. Candidates are struggling to form simple, grammatically correct sentences.

Candidates also need to be aware of what the question requires and to be cognisant of the mark allocation of the questions.

Candidates need to be encouraged to read more, to write more, and to practice more.

Concluding, well done to all the teachers for all the hard work with the candidates this year. It is important that teachers meet in the new year to address the issues raised and to be aware of the candidates' shortcomings in producing work of the acceptable standard.

SPANISH SECOND ADDITIONAL LANGUAGE

We reiterate our request to school principals and department/academic heads whose candidates are registered to sit for the Spanish IEB examinations:

- Please ensure that the Spanish teachers are appropriately qualified and have been provided with the latest Subject Assessment Guidelines (SAGs) for Spanish.
- Teachers must also receive the current list of Prescribed Works and texts for the Orals, all of which are readily available on the IEB website.
- We strongly urge department/academic heads to confirm that all Spanish teachers (internal or external) have read and understood this Report.
- A crucial reminder: For Spanish, along with all non-official languages, language errors are penalised in Paper II. In Paper I, language errors are not penalised, provided that the answers are expressed in understandable Spanish.

Written Examinations: Performance Analysis

The results showed a wide range of marks across the papers.

PAPER I

COMPREHENSION AND APPLICATION

Text 1, the initial questions were answered correctly, though some later questions proved more difficult. For Question 1.7, while candidates are encouraged to use their imagination, instructions required the inclusion of key terms related to the text, such as future, technology, professions, and types of jobs that help the environment.

Text 2, the overall comprehension was good, and the candidates demonstrated a strong understanding of the instructions. In Question 2.1, nearly all of the candidates correctly included the letter of the possible answer and avoided rewriting the full phrase. For Question 2.2, candidates must recognise the two-part nature of the question: firstly, mark the statement as true or false; then secondly, support the answer with a quote from the text. Candidates must understand that a quote is an exact reproduction of a section of the text, not a paraphrase or a single word. Candidates who only answered true/false, even if correct, received only half the available mark. Quotes must be directly relevant to supporting the initial true/false answer.

Text 3, the overall comprehension was good. Candidates must ensure that their answers reflect the understanding of the text and adhere to its message when an opinion is not requested. In Question 3.2, relevant characteristics of the wife, Angela Vicario, were expected (e.g., virgin, traditional, conservative, prudent with men, beautiful). Candidates should avoid redundantly paraphrasing the same idea.

Text 4, the overall comprehension was good, and the instructions were followed accordingly. Question 4.4.3 required candidates to state the literary device used by the poet to describe his pain. The correct answer is hyperbolic, which involves the exaggeration of suffering. Many candidates incorrectly answered as personification. It is strongly suggested that teachers review the concept of each literary device and their correct application. For example, personification gives non-human things human actions or emotions (e.g., 'the wind whispered'), whereas hyperbole amplifies a point to an absurd degree (e.g., 'I have a million things to do').

PAPER II**PRODUCTION AND COMMUNICATION****SECTION A OPINION AND ARGUMENTATION**

Most candidates expressed their opinion on the source text in a well-structured manner. Candidates should aim to provide their own relevant examples to illustrate their opinion. The appropriate use of linking words (sin embargo, además, por un lado, por otro lado, en primer lugar, etc.) is essential, as these enhance the coherence and consistency of arguments. Candidates must strictly adhere to instructions; it is crucial to state opinions related to the main topics of the text, and to avoid copying, paraphrasing, or summarising the source material. Personal experiences that illustrate the opinion are highly encouraged.

SECTION B TRANSACTIONAL TEXTS

This section was generally well answered. However, greater attention must be paid to the correct format of transactional texts (e.g., WhatsApp message, email, Facebook post, or note), and the appropriate form of address (formal or informal).

It is essential to strictly adhere to all instructions, including the required use of specific grammar structures (e.g., the subjunctive or the simple conditional).

SECTION C CREATIVE/GUIDED WRITING

Question 6: Some candidates failed to follow the instructions to write a comment on an Instagram account or omitted the required recommendation to the cousin.

Question 7: It was vital to use and adapt the provided information according to the conversation between the parents and the student, avoiding direct copying and pasting.

In all three Sections, recurring language errors significantly impacted candidates' marks. These errors fall into two main categories: basic grammatical structures and language interference.

1. Fundamental Grammatical Errors

Errors in agreement (concordancia) between nouns and adjectives, and subject and verb, were very frequent. Verbs 'Ser' and 'Estar': the confused usage of these two fundamental verbs remains a major concern. Candidates must be able to distinguish clearly between their functions.

2. Language Interference

Language interference (direct translation from the home language, often English) continues to lower candidates' marks. Candidates frequently use words or phrases that are grammatically correct in English but inappropriate or non-existent in Spanish for the intended context (known as false cognates or calques).

Avoid Direct Translations: Candidates must move beyond literal, word-for-word translation. For example, incorrect use of 'Aplicar': Many candidates incorrectly used the verb 'aplicar' when they meant to 'apply for a job/position'. The correct word is postularse/presentarse for applying for a position/candidacy.

Misused Nouns: Another common example is the direct translation of the noun 'subject' (meaning an academic course).

SPANISH SECOND ADDITIONAL LANGUAGE SBA MODERATION

Most teachers' and candidates' SBA files this year were very clear and neat. Good job on this achievement. Overall, we liked the work done by most teachers and candidates during the year.

Please visit the IEB website regularly and read the circulars for changes in SBA and oral requirements.

It is vital to state that all items asked for in the SAGs must be in the SBA. This means:

- The cover needs to hold all required details.
- Tasks, tests, and preliminary exams must be set at the correct level.
- The marks given must use assessment criteria that are clear and easy to follow.

Please read the IEB Spanish SAGs and follow them. The SBA is a key part of the final mark; it must meet IEB rules, and the mark must be realistic.

What follows are a few points and suggestions that need attention:

- IEB Cover Sheet: On the IEB cover sheet of each Learner's File, fill in the learner's examination number and the centre number. Both learner and teacher must sign and date this to show the work is authentic.
- IEB Mark Sheet: The IEB mark sheet needs to be complete, signed by the principal, and dated. If the IEB asks for specific files, include the student list with the principal's signature.
- Oral Marks: Do not include mark sheets for the oral component in the SBA file; send them to the oral moderator separately.
- Final Mark: When calculating and converting the final mark, use a whole number. Round up or down as per Umalusi and IEB rules.
- Dating and Progression: All work should have a date and must show progress from the start of the year until the preliminary exams.
- Teacher's File Content: In the Teacher's File, rubrics, criteria, and stimulus materials (but not the prescribed literature) should come before each task. Include the memoranda of tasks in Sections B and C.
- Learner's File Content: In the Learner's File, rubrics and criteria should be in all Sections. Mark using a coloured pen/pencil. There needs to be better feedback and corrections, as many errors are left uncorrected.
- Drafts (Section A2): Drafts often lack a symbol mark (A, B-, etc.). Please include the Code of Correction used.
- Literary Work: Section A should have a task based on one or two literary works (same as for Orals). Section C (preliminary exams) should include questions on the prescribed works for the final Paper I.
- Preliminary Exam Moderation: The two preliminary examinations (Section C) need moderation by another Spanish teacher. This is an Umalusi and IEB rule. Include an analysis grid in Section C, showing the question levels (1 to 6) based on the adapted Bloom's Taxonomy.
- File Type: Sharing the electronic copy of the teacher and learner portfolios makes the review process more accessible, easier, and practical. The proposal is to keep this communication system.
- Submission: The Teacher's File must be sent separately; do not put it inside a Learner's File.

SPANISH SECOND ADDITIONAL LANGUAGE ORAL MODERATION

The results of both the assessment and the moderation are pleasing. The level of Spanish shown by the candidates is impressive. Congratulations are extended to the candidates and their teachers. This year, online platforms were used for all moderation, and they worked well.

Like in previous years, teachers and Academic Heads were asked to ensure that the correct documents are ready for the moderator before or on the day of the moderation. Teachers who do not know which documents to use should check the SAGs on the IEB website.

Do not increase the marks. Significant discrepancies (greater than 10%) between Oral/SBA marks and written exam results will be reviewed for possible adjustment by the IEB, moderators, and Umalusi.

The candidates were well-prepared for all three parts of the moderation. Here are a few comments:

- Part 1 (Presentation): Candidates should give their opinion on the text, not just a summary. They can use cue cards but should not read from notes. One text must be about one of the three countries. Candidates must be ready to discuss the text.
- Part 2 (Role-play): The candidates did their roles with great enthusiasm.
- Part 3 (Conversation/Literature): This section demonstrated strong to excellent engagement in terms of interactive discussion. Note that the literature texts for the oral are different from those for the written exam.

Congratulations once more to all our teachers for their significant effort and love for Spanish.

TAMIL SECOND ADDITIONAL LANGUAGE PAPER I

It is very positive to note that all candidates that wrote the Tamil Sa1 Paper 1 were able to complete the paper in the allocated time of two hours. There were no incidents that were indicated by any schools of candidates not completed in the allocated time.

In Question 1 of the comprehension section, candidates were able to answer all the question based on the passage accordingly. It is evident after reviewing their answers that they had a good understanding of the story. This is very positive to note as an examiner.

In the grammar sections, most candidates seemed to have understood the rules and answered correctly. Alternative answers were also accepted. However, some candidates had difficulty in spelling correctly, but marks were given to answers that were close to the originals. It was suggested that more short grammar questions be included in the 2026 examination.

In Question 2 of the section on literature, most candidates were able to answer the one-word question correctly. Most candidates were able to complete the section on Tamil ethics. However, a few candidates were confused as they mixed up their answers.

Some candidates found it challenging to write the short stories, as they appeared to have forgotten the required skills. The candidates that completed the short stories used a good range of vocabulary, spelling and verb endings according to the required grammar rules. They were able to write a condensed story on both the questions. It was recommended that more options be given in these two sections.

In Question 3, the section on the poem, candidates seemed to have a good understanding of the poem as most candidates were able to answer the question set correctly. There were a few candidates that could not answer correctly.

URDU SECOND ADDITIONAL LANGUAGE

PAPER I (LANGUAGE)

Paper 1 was found to be fair, well set and fully aligned with the Urdu SAL curriculum and assessment guidelines. The standard of questions catered appropriately for both average and stronger candidates, and all items fell within the prescribed content. Minor technical issues identified during internal moderation were corrected before printing, and no errors appeared in the final version seen by candidates. The pictures and other stimulus materials were clear and age-appropriate, and the paper length was suitable for the allocated time, allowing well-prepared candidates to complete the paper without undue pressure.

Learner performance across centres was uneven. In some schools, candidates demonstrated clear evidence of systematic teaching and regular practice and engaged confidently with the demands of the paper. In other centres, a noticeable proportion of candidates struggled with questions that should have been accessible with basic preparation. The moderation reports also indicate that some candidates appear to view Urdu SAL as an 'extra' or low-priority subject, which results in limited effort and superficial engagement with tasks. This is reflected in incomplete scripts and responses that lack care and detail.

The primary area of concern in Paper 1 is the weakness in foundational language control, particularly in mastery of the Urdu script and the construction of simple, correct sentences. It is recommended that teachers continue to prioritise script practice, basic sentence patterns, and short writing tasks from the previous grades through to Grade 12. Regular activities such as dictation, sentence-building exercises, copying from accurate models and brief daily writing tasks should be used to build automaticity and accuracy. Teachers are encouraged to insist on correct script formation and sentence structure in all written work, not only in tests, so that candidates develop consistent writing habits well before the final examination.

PAPER II (WRITING AND COMPREHENSION)

Paper 2 was similarly judged to be fair, balanced and in line with the Urdu SAL assessment guidelines. The level of difficulty was appropriate for Grade 12, with questions designed to accommodate both average and above-average candidates. All texts and visual stimuli were clear and free from cultural, religious or gender bias, and no printing or formulation errors were reported. The time allocation was adequate, and candidates who used their time effectively were able to complete all sections. There is no indication that the structure or content of the paper itself disadvantaged candidates.

Despite this, performance in Paper 2 varied considerably between centres and within the cohort. In some centres, learner responses showed careful reading of questions, meaningful engagement with the texts and reasonably coherent written work, suggesting thorough preparation. In other centres, a number of candidates appeared under-prepared and often misinterpreted questions, left some items partially completed or produced responses that did not meet the expected level of detail. This suggests that, while content coverage may be in place, the specific skills required for Paper 2 – particularly independent reading with understanding and sustained writing – are not being practised consistently in all classrooms.

The main weaknesses identified in Paper 2 are in reading comprehension and written expression, especially in functional and extended writing tasks. Many candidates struggled to interpret texts beyond a literal level and to translate their understanding into well-structured answers. In transactional and functional writing, incorrect or incomplete formats (for example, in letter writing) and the weak organisation of ideas were common. It is recommended that teachers incorporate regular comprehension practice using short Urdu texts, explicitly teaching candidates how to unpack questions, identify key words and locate relevant information in the passage. In addition, correct formats for letters and other functional texts should be modelled and practised frequently, with candidates receiving targeted feedback on structure, coherence, register and task fulfilment, alongside language accuracy, to build the level of control required for improved performance in Paper 2.