

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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

REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2019 NSC CHIEF MARKER'S REPORT

SUBJECT:	ISIXHOSA HL
PAPER:	1
DURATION OF PAPER:	2 HOURS
DATES OF MARKING:	01 – 14 DECEMBER 2019

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

IsiXhosa uLwimi lwaseKhaya sihlala sinethemba lokuba abafundi baya kuhlala beluphumelela amagqabini ngobuninzi babo, kodwa akubi njalo. Sihlala siphoxeka unya nonyaka kuba iziphumo ziye zisihla ngokuhla. Ingaba ulele phi undonakele?

Abafundi abaqhubanga kakuhle njengoko bekulindelekile kweli phepha. Eyona nto ibuhlungu kukubona amawaka abafundi esoyisakala, etshona isiXhosa ulwimi lweenkobe.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none">▪ Ikhona imbinana ewaqokelele onke amanqaku kulo mbuzo (100%).▪ Uninzi lwabafundi luwuphendule ngcono lo mbuzo kuba luqabele kuma-50 epesenti. Bakhona abafumene ngaphantsi kwamanqaku ali-12 (40%).

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Abanye abafundi babethakele kule mibuzo ilandelayo:</p> <p>1.1 Abafundi banengxaki yokungalandeli imiyalelo, bagqibele bephulukana namanqaku. Boyiswe kukubhala isivakalisi abasalathelweyo nesibhalwe ngqindilili (Akukho kungabaza xa kuchazwa imbeko.) ngawabo amazwi, basuke bacacisa nje ukungabaza.</p> <p>1.4 Kukho abafundi abangazi kwa 'izinyanya' ezo, loo nto yabenza ukuba boyiswe ukuphendula umbuzo ngokuchanekileyo. Izinyanya bacingele ukuba ngabantuasele bekhulile.</p> <p>1.5 Likhona iqaqobqna eloyisiweyo kukunika igama elinye endaweni yebinzana, 'uyihlo nonyoko'. Lihlazo ke eli kuba igama 'abazali' lisetyenziswa rhoqo. Bakhona abangazi kwa la mabini 'uyihlo nonyoko' kuba beqhele (umama wakho notata wakho).</p> <p>1.6 Babonakele besohlulakala kukuyichana impendulo efuna babethelele ukuba intlonipho kulindeleke ukuba isuke kumntu omdala iye komncinci, iphinde isuke komncinci iye komdala – bavelele babalula ukuba intlonipho kulindeleke ukuba isuke emntwaneni isiya kumntu omdala.</p> <p>1.7 Bagqwidizile kulo mbuzo – ubufuna impendulo ebufana nekumbuzo 1.6</p> <p>1.9 Uninzi lwabafundi alufwafumananga amanqaku alo mbuzo kuba aluwazanga umsebenzi wesimamva u ana kwisivakalisi: ... abazali bakhululwe kukoyikana endaweni yokuhloniphana.</p> <p>1.10 Abanye abafundi abawuphendulanga ngokuchanekileyo lo mbuzo kuba babhidwe yintsingiselo yegama u 'lingundile'. Loo nto iveza ukuba abayazi into engundileyo ukuba yinto etheni/ekwenzeke ntoni kuyo ukuze ibalwe kwizinto ezingundileyo. (<i>baphoswa nokuva ukuba xa kuculwa ingoma endala nebisele yayekwa ukuculwa kuba igqithelwe lixesha ukuba ibizwa ngokuba lingunda</i>).</p> <p>1.11 Uninzi lwabafundi babethekile kulo mbuzo kuba abakwazanga ukucacisa ngokusetyenziswa kombuzo buciko kumhlathi abawalathelweyo. Bohlulwe</p>

kukucacisa okuchukumise umbhali baphela bekhuphela umbuzo buciko njengoko unjalo.

1.12 Abafundi bagxile kweli cala lokuhlupheka abayivelela eyokuba nokuba umntu UNJANI kufuneka ayifumane intlonipho.

1.15 Abafundi banengxaki yokungakwazi ukucaphula – umbuzo ubufuna bacaphule amagama amabini alandelelanayo axela izezo zabantu abangenambeko. Endaweni yokucaphula la magama mabini abanye basuke babhala isivakalisi, bawalahla amanqaku (kuba abakwenzanga abebekuyalelwe). Abayilandeli imiyalelo abafundi, bayithi ntle nje babhale bengayivanga ngokupheleleyo into ekulindeleke ukuba bayenze.

1.18 Abafundi baqala babe nengxaki yokuphendula ngoEWE/HAYI endaweni kaSIYAWUXHASA okanye ASIWUXHASI/SIYAWUCHASA, baze emva koko bazixhase ngokuphikisanayo noko bakubhalileyo ekuqaleni. Abanye bavelela icala elinye elixa kulindeleke ukuba bawavelele omabini amacala kuba ingumbuzo othelekisayo.

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

- Kubalulekile ukuba abafundi bafundiswe, baqeqeshwe kananjalo ukufunda iintlobo zeetekisi (iiprozi nezibonwayo) bezifundela ukuqonda.
- Ezitekisi mazikhatshwe yimibuzo ekumazinga omahlanu nekumanqanaba obunzima awohlukeneyo njengoko kuchaziwe kuxwebhu lweCAPS nakolo lwemiqathango emayilandelwe ukuvavanya nokuva lwama-2017.
- Oku makwenziwe kuyimisebenzi yokulungisa nokulolonga abafundi belungiselelwa imisebenzi esesikweni, iimvavanyo neemviwo.
- Kungakuhle ukuba imisebenzi elolu hlobo bangayenziswa ubuncinane kabini ngenyanga.

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

- Abafundi bebeqhele ukufumana amanqaku amahle kakhulu kulo mbuzo, kodwa ngoku bayasilela.
- Loo nto iveza ukuba abafundi abasayinikwa imisebenzi yovavanyo lokuqonda rhoqo. Makugxilwe ekuphuculeni umgangatho wokuphumelela kwabafundi bethu kuvavanyo lokuqonda ngokusebenzisa iitekisi ezisemgangathweni, ezinokwenza kube lula ukuyila imibuzo kuqwalaselwe amazinga awohlukileyo nemigangatho yobunzima ngokushiya kwayo (ngokweemfuno zeCAPS ne-Exam Guidelines ka-2017).
- Teacher Development nabacebisi besifundo sesiXhosa mabancedise ootitshala ekubaqeqesheni nasekubancediseni ekuchongeni iitekisi nasekuyileni imibuzo efanelekileyo khon' ukuze abafundi bakwazi ukumelana neentlobo zemibuzo abanokuhlangana nayo kwimisebenzi esesikweni, kwiimvavanyo nakwiimviwo zokuphela konyaka.
- Imibuzo efana nalo ukumbuzo 1.1 ungabakhulisa khon' ukuze bakwazi ukuqhuba kakuhle kumbuzo 2.
- Kubalulekile ukuba uHOD wesiXhosa esikolweni uyayiqwalasela le misebenzi yokulolonga abafundi, angapheleli ukuqwalasela imisebenzi esesikweni kuphela.
- Umcebisi wesifundo sesiXhosa makaqinisekise ukuba oku kuyenzeka kwizikolo zonke, xa engakwazi ukuya makabe nendlela aqinisekisa ngayo ukuba oku kuyaqhubeka.

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> ▪ Ubukhulu becala abafundi bawuphendule kakuhle lo mbuzo. Kuyancumisa kakhulu oko. ▪ Ikhona loo mbinana ifumene ngaphantsi kwama-40 epesenti. ▪ Iingongoma ezingundoqo bezingafihlakalanga kwaphela kumfundi oyifunde ngenyameko itekisi eyabelwe ukushwankathela.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> ○ Basekhona abafundi abakhuphela iingongoma zinjengoko zinjalo kwisicatshulwa. ○ Abanye abafundi bayoyiswa kukubhala iingongoma ngamazwi abo. ○ Basekhona abafundi abangazimisela ukulandela umyalelo wokubhala isishwankathelo ngokoMHLATHI.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> - Kubalulekile ukuba abafundi baqhelanise noshwankathelo ngokunikwa iitekisi ezahlukeneyo, ubuncinane kabini enyangeeni. - Mabaqhelanise nokufunda iitekisi, bafundele ukuqonda ukuze emva koko bachonge iingongoma ezingundoqobazidwelise bebhala idrafti, ukuze emva koko bashwankathele ngokoMHLATHI bekhokelwa zidrafti zabo.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • Abacebisi besifundo sesiXhosa mabancedise ootitshala ekuchongeni iitekisi eziqulathe iingongoma ezisixhenxe nangaphezulu ezinokusetyenziswa ukukhulisa nokulolonga isakhono sokushwankathela kubafundi bamabanga 10-12. • Mabanikwe amaphephandaba bayalelwe ukuba bafunde amanqaku awohlukeneyo, ukuze emva kokuwafunda bashwankathele. Ngokwenza oku ndinethemba lokuba singaphucuka isakhono sabafundi sokushwankathela. Abacebisi besifundo sesiXhosa mabaqinisekise ukuba oku kuyenzeka ezikolweni, kwaziwe nanguHOD weSiXhosa/wolwimi oko. • Kubalulekile ukuba baqinisekise ukuba bukhona ubungqina boku.

QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> ▪ Uninzi lwabafundi luqhube ngokuncomekayo kulo mbuzo. ▪ Inkoliso yabo iqala kumanqaku ama-4 ukuya kwali-10.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Imibuzo ebabhidileyo yile:</p> <p>3.3 Babhidwe lulwimi lwentengiso oluthe lwagqamisa isiphawuli u ENTSHA kule ntengiso. Loo nto ibenze babhideka abafundi bacinga ukuba le imveliso iyaqala ukubakho kanti kudala ikhona, isetyenziswa. U 'entsha' uyabajja de bacinge ukuba ayizange ibekho le mveliso. (Masithathe umzekelo weOMO eyisepha ekudala ikhona, isebetyenziswa, emva kwethuba kuveliswa iOMO kwakhona ibhalwe OMO ENTSHA. Abantu baye bagilane ukuya kuyithenga kuba abanye becinga ukua iyaqala ngqa ukubakho kuba bebone esaa siphawuli).</p> <p>3.4 Kubabhidile ubukho bemoto entle emhlophe negqiyazana elihle kwintengiso, kuba ukucinga kwabo baye bakujolisa emotweni nakwinenekazi HAYI kwimveliso. Boyiswe kukunxulumanisa imveliso le ithengiswayo nentombazana kunye nemoto.</p> <p>3.5 Babhidwe nguHLALA – obethelela ukuba xa uthe waqala ukuyisebenzisa le mveliso ikwenza ubone ukuba awunako ukuyitshintsha nje tu, ngenxa yemisebenzi yayo. Bona basuka bathethe ngentombazana bayeke imveliso.</p> <p>3.7 Abafundi banengxaki yokubaleka u NDIYANGQINELANA/ANDINGQINELANI njengempendulo basuke baphendule ngo EWE/HAYI, bakugqiba bagqwetheke, boyiswe kukuzixhasa ngoEWE/HAYI abambhalileyo, suka zingangqinelani iimpendulo zabo. Kulo mbuzo bekulindeleke ukuba baphendule ngokuzixhasa mayela no98% wokhuseleko olungqingqwa. Abanye balahlekwe nayintsingiselo yegama 'lungqingqwa'.</p>

(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> - Abafundi mabafundiswe ulwimi lwesibhengezo-ntengiso, olujija ingqondo de baqhelane nalo. - Mabanikwe imisebenzi yokubakhulisa khon' ukuze bakwazi ukuphendula nayiphi na imibuzo esekwe kwisibhengezo-ntengiso. - Kubalulekile ukuba bathiwe nqo ngemisebenzi ezakuthi ikhulise isakhono sabo sokuhlalutya, baphendule imibuzo esekwe kwisibhengezo-ntengiso.

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

- Ootitshala mabancediswe ukukhetha izibhengezo-ntengiso ezineempawu ezifanelekileyo, bancediswe kananjalo ukuyila imibuzo efanelekileyo equka amazinga nemigangatho yobunzima eyahlukeneyo ngokweemfuno zeCAPS.
- Teacher Development makancede ootitshala bolwimi lwesiXhosa ngokubenzela ucweyo oluza kubenza bawufumane ukhaphukhaphu umsebenzi wokuphuhlisa isakhono sokuhlalutya isibhengezo nokuphendula imibuzo esekwe kuso ngaphandle kwamagingxigxi.

QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> ▪ Inxalenye yabafundi iwaqokelele amanqaku kulo mbuzo kuba amanqaku abo aqala ku-40 ukuya kwi-100 lepesenti. ▪ Abanye abafundi babethekile ekuphenduleni lo mbuzo.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Abo bathe abaqhuba kakuhle kulo mbuzo babethakele kule mibuzo:</p> <p>4.3 baye baqhinwa ligama 'isithomo' kulo mbuzo kuba abayazanga intsingiselo yalo. Oko kukhokelele ekuphenduleni umbuzo ngendlela engachanekanga.</p> <p>4.4 kulo mbuzo abanye abafundi boyiswe kukuqwalasela ukuba uphawu lokhuzo luye lusanda ngokwanda, kwaza oko kwakhokelela ekuphenduleni umbuzo ngokungachanekanga.</p> <p>4.6 Inxalenye yabafundi iphendule ecaleni kulo mbuzo kuba bavele baveza ezabo iingcinga okanye iimvakalelo ngokuqhubeka kwikhathuni.</p>

(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> - Kubalulekile ukuba abafundi baqononondiswe ngokubaluleka kokuwufunda ngomonde umbuzo ngomnye phambi kokuba bawuphendule. - Kubalulekile kananjalo ukuba abafundi bafundiswe/baqeqeshwe ekufumaneni iintsingiselo zamagama kuba oku kungumceli mngeni kwimibuzo yonke. - Abafundi mabanikwe imisebenzi efuna impendulo enguNDIYAVUMELANA/ANDIVUMELANI, YINYANI/LULUVO, okanye uEWE/HAYI njengempendulo ekhatshwa kukuyixhasa kwakhe. - Abafundi mabaqeqeshwe khon' ukuze bohlukane nokusebenzisa uEWE/HAYI apho angafuneki khona, kuba bajika baxakane nento xa kufuneka bezixhasile. - Baphela bewalahla amanqaku kuba lo EWE/HAYI bamsebenzisa apho angafuneki khona bajika babhideke. - Le mpazamo ingalungiseka xa abafundi belolongwa rhoqo ngemisebenzi elungisa oku.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • Makuqinisekiswa ukuba ootitshala bayancediswa ngokwenzelwa uqeqesho ekufundiseni uhlatutyo nolwimi lwekhathuni.

QUESTION 5	
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?	
<ul style="list-style-type: none"> Lo mbuzo uphendulwe kakubi kakhulu luninzi lwabafundi. Elona nqaku liphezulu lifunyenwe liqaqobqngq labafundi ngamanqaku ali-9. Uninzi lwabafundi lufumene ngaphantsi kwamanqaku ama-4. Baliqela abangafumananga kwa nqaku kulo mbuzo. 	
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.	
<p>Yonke imibuzo ibikumgangatho wabafundi bebanga le-12, kodwa uninzi lwabafundi lubethakele kule mibuzo ilandelayo:</p> <p>5.1 Abanye abafundi bohlulwe kukunxulumanisa ukubaluleka kwembeko kwaXhosa nokubaluleka kwegolide elizweni.</p> <p>5.2 Uninzi lwabafundi alukwazanga ukwakha isivakalisi esineenjongosenzi ezimbini besebenzisa isenzi u-zifuna.</p> <p>5.3 Uninzi lwabafundi loyisiwe kukuxela umsebenzi wesakhi esibhalwe ngqindilili ... ukususels ebantwaneni ukuya kutsho ezinkondeni. U-e osebenze njengesakhi salathandawo/njengesakhi sihlomelo sendawo bona bamchaze njengesalathandawo.</p> <p>5.4 Libekhona igcuntswana elingakwazanga ukwakha isivakalisi esinegama elibhalwe bukekela u-'yendele' sibe nentsingiselo eyahlukileyo kwekwisicatshulwa.</p> <p>5.5 Uninzi lwabafundi abalifumananga inqaku lalo mbuzo kuba abazazi izibanjalo.</p> <p>5.7 Baninzi kakhulu abafundi abangawaziyo amagatya.</p>	
(c) Provide suggestions for improvement in relation to Teaching and Learning	
<ul style="list-style-type: none"> Ootitshala mabange bayaqina ekufundiseni izakhi nemigaqo yokusetyenziswa kolwimi (igrama), ukuze emva kwesifundo ngasinye kulandele uhlolo ngokusemholweni kusetyenziswa iitekisi. Loo nto iya kubanceda batsho bakwazi ukumelana nayo nayiphi na imibuzo yezakhi nokusetyenziswa kolwimi ngokusemholweni. Kubalulekile ukuba bahlale benikwa imisebenzi yokuzilolonga kwizigaba zentetho zonke kuquka nemisebenzi yazo, izakhi zazo nemisebenzi yazo khon' ukuze bahlale bekulungele ukuphendula nayiphi na imibuzo esekwe kwizakhi nemigaqo yokusetyenziswa kolwimi abanokuhlangana nayo kwiimvavanyo neemviwo. 	

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

Kulindeleke ukuba uTeacher Development enzele ootitshala ucweyo lokuyila imibuzo kwizakhi nemigaqo yokusetyenziswa kolwimi ngokusemholweni kusetyenziswa iintlobo zeetekisi ezahlukeneyo. Abacebisi Besifundo sesiXhosa mabakhokele ootitshala ekuseteni imisebenzi yovavanyo kwinyanga nganye ngenjongo zokuphuhlisa izakhono zabafundi khon' ukuze bakwazi ukuqubisana neemviwo bekulungele oko.