



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

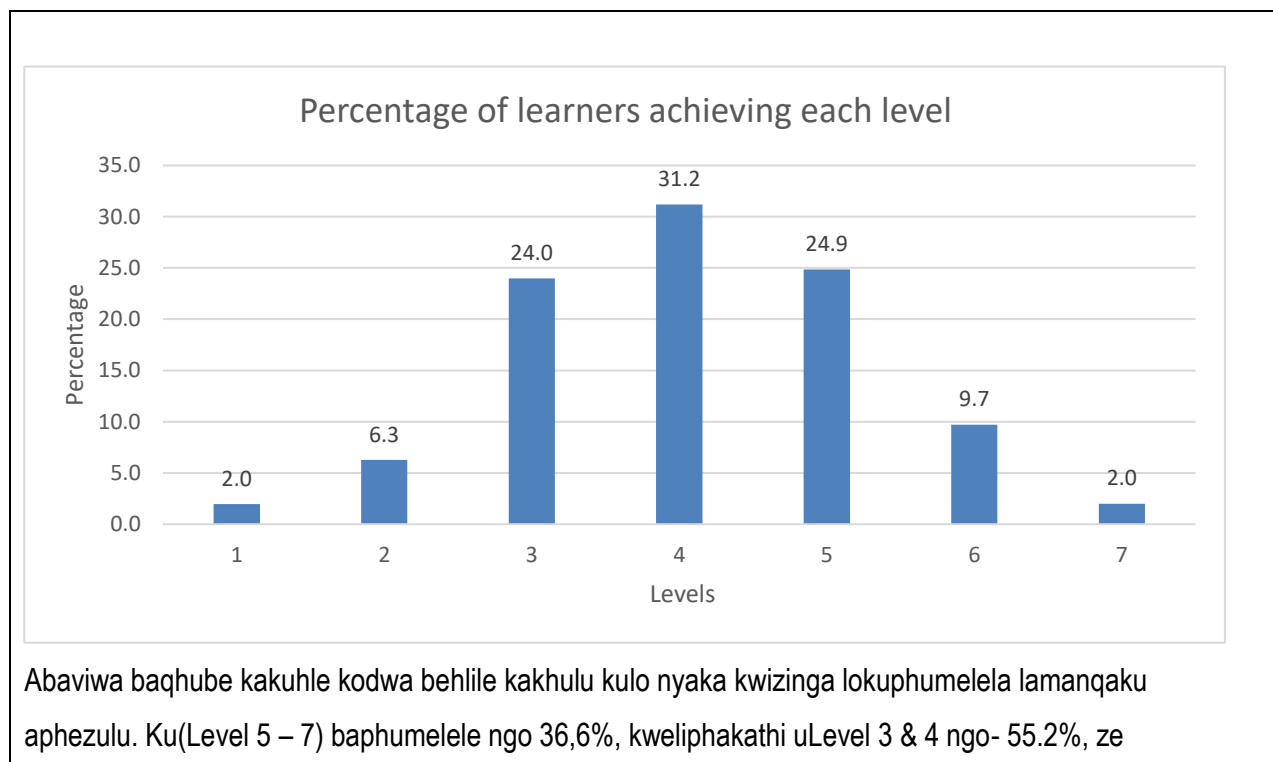
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2024 NSC CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA HL		
QUESTION PAPER	1		
DURATION OF QUESTION PAPER	2 HOURS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	BUNGA	GCOBISA	
NAME OF THE CHIEF MARKER	FUDUMELE	NOMFUNDO	
DATES OF MARKING	2 – 12 DECEMBER 2024		
HEAD OF EXAMINATION:	MR E MABONA		

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



kwelisezantsi Level 1 & 2 babeku- 8,3%.

Ukwehla kwabo kwindlela abaqhube ngayo kwisicatshulwa, umbuzo 1, kulichaphazele kakhulu izinga lokuphumelela eli phepha. Nalapho babethwe kukungawundisisi umbuzo ukuze beve konke okufunwa ngumbuzo. Baqala ngokuphendula bengawuvanga wonke umbuzo ukuba ufuna ntoni.

SECTION 2: Comment on candidates' performance in individual questions

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

QUESTION 1

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

Uninzi lwabafundi luhleli kumanqaku angama-20 ukuya kuma- 25.

1.1 Endaweni yokunika ukufana, bakhuphela esa sivakalisi sinombuzo buciko nophawu lombuzo olo.

Abanye bathi lifana nomntu ngokunyamezela ukutsha, angayi kweziya zikwisivakalisi sokuqala.

Nangona kunjalo bambalwa abangawafumananga amanqaku.

1.2 Iimpendulo bazayamanisa kwikhandlela okanye kumntu (ezi zinto zimhini abazibophi ngempendulo enye), athi ke obize yanye phakathi komntu nekhandlela angawafumani onke amanqaku.

Bawafumene amanqaku abasuka bazixelele zizihambela iimpendulo (ukukhanya nevumba elimnandi)

Bakhona abacaphula esa sivakalisi sithi 'Yibanomfanekiso...'ngobunjalo baso. Uninzi lwabo lufumana inqaku elinye.

1.3 Banika isigaba sentetho (isenzana) / abanye imisebenzi yesixando sokwenzana. Abohluli phakathi kwesigaba sentetho / umzebenzi kunye nentsingiselo.

1.4 Bafumana inqaku elinye kuba benike eyecala elinye ngokwasembuzweni. Bayazifumana ezingomntu, ikhandlela bathetha ngalo kakhulu ngokukhanyisa kwalo hayi ukulayitwa kwalo.

1.5 Abanye bacaphula la mbuzo 'Wick or wax? Abanye esiya sithi ...kutsha amafutha... Abakuva

ukuxakwa ukuba kufuna unobangela, bona banika le mpendulo inesiphumo esibonisa ukuba nolwazi ngokutshayo.

1.6 Abangalifumenanga eli nqaku ngabo bangevanga umbuzo kunye nesicatshulwa, baphendula ngokuqashela.

1.7 Endaweni yokuza neempendulo ezizezabo, basuka bakhuphele esi sivakalisi silandela la mazwi abuzwayo. 'Umntu nekhandlela bayatsha ngenxa yokukhanyisa.'

1.8 Abanye abawuva umbuzo ukuba ufuna le ikulo mhlathi imizekelo, bathetha ngeyabo imizekelo

abayaziyo. Abanye bahlala ekukhanyiseni ebumnyameni bangakuxhasi tu ukuchaneka kwemizekelo

ekulo mhlathi. Abanye bathethe ngemizekelo nje gabalala bengavezi mfuneko yabumnyama ukuze kuqagambe ukukhanya. Abanye uthi sele eyiqale kakuhle impendulo yakhe (Ndiyaxhasa ukuchaneka kwale mizekelo...) awalahle amanqaku aphe kuzixhaseni, umz athi, Ikhandlela nomntu banoxanduva lokukhanyisa okanye azixhase ngento ekude le kwisicatshulwa.

- 1.9 Abaziqondi izenzi zokubuza, kubo u'Chaza noNika' bayafana. Banika igama elinye 'ngezaci'.
- 1.10 Abakwazi ukuphendula umbuzo wengcamango ephambili. Bathatha nasiphi isivakalisi kula mhlathi baphendule ngaso, ingakumbi esi '...amaNgesi.... lo gama amaXhosa...Nabawafumeneyo amanqaku bancedwe kukucaphula kwapha kula mhlathi iindawo eziveza ukukhula kolwimi.
- 1.11 Babhala isivakalisi esipheleleyo bangaphawuli le ndawo inesaci esifunekayo. Abanye bathatha '...engatshayi ngaloo nqawa...' Uninzi luthatha esa sivakalisi sithi 'Kungcono ndilayite...' kwesi sivakalisi batsalwa nazimpawu zocaphulo ezihamba naso.)
- 1.12 Abohluleli phakathi koLuvo neNyani. Uthi sele ethe Luluvo azixhase ngenyani. Uninzi luthi yinyani, luzixhase nangasiphi isivakalisi kula mhlathi. Bakhona abawafumana omabini futhi bezixhase ngoku kufunekayo.
- 1.13 Intsingiselo yingxaki kubo, abaniki mpendulo basuka bacaphule izivakalisi ezinale ngongoma/ igama ekubuzwa ngalo. Koko kucaphula kwakhe, alibale ukuba ucaphule ngekhandlela elinye walishiya elinye. Abanye beza nolwabo ulwazi ngendlela asetyenziswa ngayo amakhandlela bengathethi ngala akulo mhlathi.
- 1.14 Bawalahlile amanqaku abaphendule ngo'Yinyani'. Baphendula ngo YINYANI bakugqiba bazixhase ngale mpendulo ifunekayo. Lukhulu kakhulu utshintsho kulo mbuzo, uninzi lwabo luyawafumana la manqaku. Noko bayawufunda umbuzo phambi kokuthatha icala – baninzi abayazileyo ukuba BUBUXOKI futhi ke bazixhase ngokuchanekileyo.
- 1.15 Babethwe nje kukungaqondi izenzi zokubuza, kubo uChaza abamahluli kuNika. Baphendula ngegama elinye 'ngemisebenzi'.
- 1.16 Ababonakalisi kubanaso isakhono sokuphendula umbuzo kuba bakhuphela izivakalisi ezikula mhlathi, bawafumane ke amanqaku kuba iimpindulo zikhona kweza zivakalisi.
- 1.17 Nalapha ababonakalisi kubanaso isakhono sokuphendula umbuzo kuba bakhuphela izivakalisi ezikula mhlathi, bawafumane ke amanqaku kuba iimpindulo zikhona kweza zivakalisi.
- 1.18 Abakayiqondi indlela yokuphendula umbuzo ofuna umyalezo. Banika iimpindulo zemfundiso uninzi lwabo.

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

Basekhona abaviwa abahlulwa kukuphendula imibuzo yovavanyo lokuqonda. Bayalambatha kwizakhono eziquka ukuqonda itekisi, ukufumana ulwazi kwitekisi, ukufumana intsingiselo yetekisi ukuqaphela

<p>izixhobo zokwenza uluvo, ukufumana imiyalezo yetekisi, ukucaphula/ukuchonga ngokuchanekileyo, nezinye. Baphucukile kakhulu ekuphenduleni imibuzo behleli kumhlathi abathunywe kuwo ukuze baphendule elo qaqobana lemibuzo, bekunqabile ukufumana umviwa othatha mpendulo nokuba kuphi kwisicatshulwa.</p>
<p>Provide suggestions for improvement in relation to Teaching and Learning.</p>
<p>Mabafundiswe ukuqaphela izenzi ezisembuzweni njengoko zichaziwe kwiCAPS. Xa befundiswa lo mbuzo makuqatshelwe iindlela zokuphendula nokulindelekileyo umfundi xa ephendula olo hlobo lombuzo. Ulwazi lwemigaqo yokuphendulwa kwemibuzo yamanye amaphepha, malusetyenziswe. Abafundi babethiwe yindlela yokuphendula umbuzo 1.18.</p>
<p>Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<p>Kusaphawuleka ukuba kufuneka ngamandla ukuncediswa kootitshala ekukorekiseni nasekukwazini ukudibanisa impendulo yomfundi noko kukwisikhokelo sokumakisha. Ootitshala bayacetyiswa bazenzele iindibano zabo ngokweeklasta, apho bonke ootitshala ebebeye kukorekisha kulindeleke ukuba babelane nabanye ngezakhono zokukorekisha la maphepha esiXhosa.</p> <p>Ootitshala mabahlukane nokukorekisha abafundi xa bephendule ngoEwe/Hayi , mabafundiswe ukuthatha icala besebenzisa isenzi ababuzwe ngaso embuzweni.</p>
<p>Abacebisi-besifundo bayacetyiswa ukuba kwezi mvavanyo zeekota zisetwa zizithili makuququzelelwe indibano yokuxoxa ngeempendulo (Memo discussion) kwezo ndibano khe kukorekishwe ukuze kwabelwane ngamava, izakhono neendlela ezilindelekileyo xa kukorekishwa iimpindulo zolo vavanyo. Ngamaxesha eentlanganiso zezithili neSBA Moderation kuyacelwa ukuba uqwalaselwe ngamandla umba wemiyalelo yokumakisha ukuncedisana nootitshala ekukorekiseni.</p>
<p>Teacher development makanxibelelane rhoqo necandelo labacebisi besifundo ukuze xa eququzelela ukwenza iiWorkshops agxile kanye kwezi ndawo ootitshala basilela kuzo.</p>

<p>QUESTION 2</p>
<p>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>Baqhube kakuhle abaviwa kulo mbuzo. Basekho abangasifundiyo isicatshulwa basuke beze nezabo iingongoma abazaziyo ngale nto kuthethwa ngayo. Abakwazi ukuqaphela xa la mhlathi wokuqala uyintshayelelo nje iingongoma ziqala kowesibini. Baseliqela abashwankathela ngokuzidwelisa iingongoma bade bafake neembumbulwana.</p>
<p>Why was the question poorly answered? Also provide specific examples, indicate common errors</p>

committed by learners in this question, and any misconceptions.

Abawufundisanga umbuzo beve injongo yokushwankathela, babhala iingongoma ezinganiki cebo. Abakwazi ukudibanisa isigama esisetyenzisiweyo kunye nomxholo wesicatshulwa, umzekelo, ikhefu ekuthethwa ngalo bathi yivenkile xa bebhala ngamazwi abo.

Provide suggestions for improvement in relation to Teaching and Learning.

Makusoloko kufundiswa okufunwa ngumbuzo, oko kukuthi, injongo yokushwankathela. Makufundiswe ukusetyenziswa kwesigama esitsha xa umfundi ebhala isishwankathelo sakhe. Mabafundiswe ukuchonga iingongoma eziphambili belawulwa yinjongo yokushwankathela hayi isivakalisi sokuqala emhlathini. Uphawu lobhalo olusisingxi emva kwengongoma nganye malusetyenziswe ngabafundi.

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

Kubalulekile ukuba bafundiswe, baqeqeshwe ngokuzingileyo kwesi sakhono sokushwankathela. Makugxilwe kulo mqolo ungumbuzo oya kubafundi malunga neenjongo zokushwankathela. Mabaqhelaniswe nokusoloko benikwa imisebenzi yaseklasini yokushwankathela rhoqo, bangayinikwa nje, bafundiswe ngayo de bakwazi ukudibanisa okufunwa ngumyalelo nokuchonga ezona ngongoma zihambelana noko. Mabanikwe imisebenzi yokushwankathela izicatshulwa ezikumaphepha-ndaba esiXhosa ukuvuselela umdla wabo. Kuyacetyiswa ukuba ootitshala basebenzise isikhokelo sokumakisha isishwankathelo ngokuchanekileyo ukuncedisa nokufundisa abafundi indlela yokushwankathela. Ootitshala mabagxile ekufundiseni abafundi indlela yokwakha izivakalisi.

QUESTION 3

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

Lo mbuzo besihlala sikhala kuwo minyaka le abaviwa bengaqhubi kakuhle, kweli iphepha lubelukhulu kakhulu utshintsho – nguwona mbuzo bagqwesileyo kuwo.

3.1 Bacaphula amabinzana / banike amagama ikhaphukhaphu, ingwanzilili / inobukhaphukhaphu obungaphephukiyo. Uninzi lufumene inqaku elinye.

3.2 Ukukhetha

- 3.3 Uninzi luyifumene impendulo, ngaphandle kwabo bathi kunzima/iyasokola, ibe iyilento ifunwa ngumbuzo ukuba umfanekiso uyibonakalise njani. Uninzi luwafumene amanqaku.
- 3.4 Abanika impendulo yombala kuphela bangawuxeli ubunjani bawo, abawafumenanga amanqaku.
- 3.5 Bacaphula amabinzana endaweni yegama, baphele befumana inqaku elinye.
- 3.6 Iimpindulo zabo azihlali kubaxo oluthundeza abathengi (injongo yobaxo yokubiza/ukuloba abathengi), zisuka zihlale kwisutikheyisi ekhaphukhaphu okanye engawiswayo yinyathi ngenxa yokomelela.

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

Baqhube kakuhle kakhulu abafundi kulo mbuzo, baninzi nabawafumana olishumi amanqaku. Imibuzo ibingajikelezi ibifuna ngqo okukwisibhengezo. Nombuzo gabalala (3.7) lo badla ngokulahla kuwo amanqaku, indlela ububuzwe ngayo ibancedile kakhulu bakwazi ukuza neempendulo ezingqalileyo.

Provide suggestions for improvement in relation to Teaching and Learning.

Abafundi mabafundiswe ukucazulula nokutolika isibhengezo ntengiso. Makufundiswe neendlela zokuphendula imibuzo yesibhengezo. Abafundi mabanganikwa imibuzo yamaphepha eminyaka edlulileyo bengafundiswanga kuqala. Kubaluleke kakhulu ukuba baqale babenolwazi.

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

Kusakhuthazwa kakhulu ukuba kusetyenziswe uxwebhu olubizwa “**SURVIVAL GUIDE**” luneenowuthsi zesiXhosa, lonke ulwazi olufunekayo malunga nokufundiswa kwezibhengezo ntengiso lukhona. Abafundi mabaqale baxhotyiswe ngalo lonke ulwazi olusisiseko lokuhlalutya izibhengezo-ntengiso. Mabangafundiswa ngokunikwa imisebenzi ekumaphepha eemviwo zeminyaka egqithileyo qha. Mabaqale babenolwazi ze kulandele imisebenzi. Ootitshala mabalusebenzise kakhulu ulwazi neenowuthsi ezimana zikhutshwa ngabacebisi besifundo ezithilini zabo.

Mabakhuthazwe abafundi bamamele izifundo ezenziwa kunomathotholo nezishicilelweyo.

Abacebisi besifundo mabancedise ootitshala bakhethiswe izibhengezo-ntengiso ezifanelekileyo, bancediswe nasekuyileni imibuzo esekwe ngokwamazinga nemigangatho yobunzima eyahlukeneyo ngokweemfuno zeCAPS neguideline.

QUESTION 4

General comment on the performance of learners in the specific question. Was the question well

answered or poorly answered?

Abaviwa baqhube kakuhle kulo mbuzo, bawafumene amanqaku bekude kubekho nabawafumana olishumi.

4.1 Abangawafumenanga amanqaku ngabacaphula igama elinye okanye angaphezulu kwesibini.

4.2 Nalapha abangawafumenanga ngababhale amagama amabuni nangaphezulu.

4.3 Bawafumene la manqaku, ngaphandle kwabo bathi izandla zisempokothweni/ namehlo avulwe kakhulu.

4.4 Bakhetha kakhulu uC noD, oko kudiza ukungafundisisi le ndawo ingumbuzo ngoLutho.

4.5 Baninzi abaphendula nje, impendulo ka (a) bayibhale ku (b). Abanye baphendula ngophawu lokhuzo qha lungahambi naYiza.

4.6 Ininzi into abayibhalayo kodwa ke ade abenalo eli gama lokutsala.

4.7 Bayabhala abaviwa ukuxhasa abakukhethileyo, abamakishi bathathe ixesha ukuziqonda iimpindulo zabafundi.

Provide suggestions for improvement in relation to Teaching and Learning.

Mabafundiswe ukucazulula nokuhlalutya ikhathuni. Mabaqeqeshwe ngemibuzo esesikweni njengoko iCAPs neExamination guideline zicacisa. Mabakhuthazwe babukele neenkqubo zoopopayi kumabonakude batolike okwenzekayo. Mayifundiswe ikhathuni yonke kuqwalaselwe nobuchule obusetyenziswe ngumzobi.

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

Kusakhuthazwa kakhulu ukusetyenziswa koxwebhu olubizwa “**SURVIVAL GUIDE**” luneenowuthsi zesiXhosa ezinalo lonke ulwazi olufunekayo malunga nokufundiswa kweekhathuni. Ootitshala mabancediswe ngabacebisi besifundo bakhethiswe iikhathuni ezifanelekileyo, bancediswe nasekuyileni imibuzo esekwe ngokwamazinga nemigangatho yobunzima eyahlukeneyo ngokweemfuno zeCAPS neExamination Guidelines.

QUESTION 5

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

Abaqhubanga kakuhle abafundi kulo mbuzo, isizathu – imibuzo nezivakalisi ehamba nayo bazifunda kuphela kule ndawo inombuzo wesi-5. Abayi kwisicatshulwa ukuze baqiniseke ukuba loo magama/mabinzana/ izivakalisi abeza nazo njengeempendulo, ziyahambelana nomxholo wesicatshulwa salo mbuzo.

5.1 Babhala u- phambili ongahambelaniyo nomxholo wesicatshulwa.

5.2 Babhala kwayimoto ongahambelaniyo nomxholo wesicatshulwa.

5.3 Baphinda bakhuphele esa sivakalisi ngobunjalo baso. Bakhona kodwa abawafumana omathathu la manqaku.

5.4 Abanye babhala -Amadoda kuphela / Amadoda abanjiweyo / esafuthekile. Uninzi luyawafumana amanqaku.

5.5 Abanye abaliva eli gama likaqhuzuqhuzu balisa ekubethekeni okanye ekuqhekekeni kwento, zininzi iinto abeza nazo. Athi ke nokuba uchanekile uGagaga amanqaku emke ngenxa yohlobo lombuzo loMahluko. Abanye bathu uqhuzuqhuzu kukuhleka komntu omnye ze uGagaga kukuhleka kwabantu abaninzi.

5.6 Abawafumananga tu amanqaku kulo umbuzo. Banika isinciphiso okanye imisebenzi yesincipiso – ukudelela nobuncinci ngokomyinge. Abanye bathi isetyenziselwe ukuyikisa igosa./ Into ehlekisayo kukuba ipetrol ayinakuze yonele kulo plastikhana./ Umfanekiso ngqondweni woba incinci kakhulu./ Kuhlekiswa ngobuncinci beplastikhi./ isetyenziswe njengesoyikiso sokoyikisa igosa. Zininzi iimpendulo ikakhulu zayame kwinjongo yokusetyenziswa kweplastikhi libanjwa nakubuncinci bayo

Provide suggestions for improvement in relation to Teaching and Learning.

Mabafundiswe abafundi ukusebenzisa ulwimi ngokusemholweni kulo mbuzo. Abafundi mabaxhotyiswe ngezigaba zentetho, iintsingiselo nemisebenzi yazo. Iimpawu zobhalo mazifundiswe bazazi nokubazisetyenziswa njani.

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

Abacebisi besifundo mabancedise ootitshala ngokwenza ucweyo ngokufundisa ulwimi ngokusemholweni, kusetyenziswa iindidi zeetekisi. Kwakhona mabathi gqolo ukucebisa ootitshala besiXhosa ngendlela yokusebenzisa amaxwebhu okuncedisa ukufundisa abafundi.

Ootitshala mabakhuthazwe basebenzise amaxwebhu esiXhosa ohlaziyo neencwadi zolwimi ezazifudula zisetyenziswa ukuhlola ulwimi lwesiXhosa.

Oo-HOD ezikolweni mabaqinisekise ukuba igrama iyafundiswa, ihlolwa ngokusemholweni.

