

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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

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2024 NSC CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA HOME LANGUAGE (HL)		
QUESTION PAPER			3
DURATION OF QUESTION PAPER	3 HOURS		
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	MASIBA NC		
NAME OF THE CHIEF MARKER	DANTILE NN		
DATES OF MARKING	30/11/2024 – 13/12/2024		
HEAD OF EXAMINATION:	MR E MABONA		

(General overview of Learners Performance in the question paper as a whole)

Baqhube kakuhle kakhulu abaviwa xa sibathelekisa neminyaka edlulileyo. Babhale kakuhle kakhulu bephuhlisa izakhono zabo zokubhala, Ivuthiwe imisebenzi yabo kumacandelo omabini nto leyo ibinokude ikuthandabuzise ukuba ngabafundi bebanga le -12 abebekhala. Umyinge ongama 60 % ufumene kwinqanaba lokugqwesa, 30 % wafumana emagqabini, u 7 % wafumana kweyanelisayoze, kwinxalenye nongaphumelelanga yangu 3%.

Izincoko eziye zathandwa ngabafundi kwicandelo A ngumbuzo 1.1,1.2,1.3, 1.5 ,1.7 no1.8. Baphendule kakuhle kakhulu behleli emxholweni bafumana amanqaku okuqwesa namagqabi.

Umbuzo 1.4 no1.6 ayikhetangwa kakhulu ngabafundi.

Kwicandelo B isekhona ingxaki apho abafundi baphuma ecaleni kwimixholo abayinikiweyo nangona imibuzo ibakhokhela , nto leyo ebonisa ukuba abayifundisisi kakuhle bayiqonde imbuzo. Abo bangaphendulanga ngokomxholo obubuziwe baye baphulukana namanqaku. amaninzi bafumana amanqaku awanelisayo nakwinxalenye. Nazi izinto eziye zaxhaphaka kweli candelo lemihlathi:-

- ❖ Ukungazi iimpawu ezingundoqo neziyimfuneko zemihlathi kube ngunobangela wokuba bagqwidize ekuphenduleni imihlathi, Umzekelo, 2.2 kunye no2.6. kwaye abanye bagqwidize kumxholo umzekelo

2.1 abayazanga intsingiselo yegama 'Isizalwane', ku 2.4 abayazanga intsingiselo yegama 'Oosingasiselo'.

Section A: General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?

1.1 Lalisenza izinto zamehlo elethu iqela

- ❖ Baninzi abafundi abawukhethileyo lo mbuzo kwaye uninzi bawuphendule kakuhle noxa beye bagqwidiza ngokuthi basilele ukuphuhlisa ezona zinto elibalasele ngazo eli qela, zinto ezo ezifana nokulijongisayo, ukubambisa umphefumlo, okubukekayo, okuqaphelekayo ebezinokubonisa le ndlela ibitsala umdla kubabukeli. Abo bafundi baye bafumana amanqaku aphakathi kwamamqaku angama-25 ukuya kuma- 45. Esi sihloko besifuna umfundi onobuchule nesakhono sokuzoba imifanekiso ngqondweni yokwakusenzeka ebaleni/ eqongeni njalo njalo. Ikhona ke imbinana ethe ayaqhuba kakuhle, yaphuma emxholweni iveza okanye ithetha ngeqela loonqevu.

1.2 Indalo nezinto zayo

- ❖ Baninzi kakhulu abafundi abawukhethileyo lo mbuzo kwaye uninzi lwenze kakuhle kuba bakwazile ukunika iindidi zezinto ezidalweyo nendlela eziluncedo ngayo kunye nobungozi bazo. Abo basikhethileyo bebefumana amanqaku aphakathi kwe- 19 ukuya kuma-45. Bakhona nabo bangaqhubanga kakuhle kulo mbuzo kuba bebesuka bathethe ngezinto ezenziwe ngabantu ngezandla. Abanye abafundi baye babonisa izinto eziziziphumo zendalo bengakhange babonise ukuba lisukaphi, umzekelo athethe ngephepha elenziwa ngumntu engakhange alibonise ukuba lisukela emthini odaliweyo kwaye baye bafumana amanqaku asezantsi.

1.3 Ulilandele ke wethu igama lakhe

- ❖ Sesinye sezincoko esithandiweyo ngabafundi kwaye basiphendule kakuhle kakhulu. Bakwazile ukuphuhlisa intsingiselo yegama lomntu kwaye bayayamanise nezenzo zakhe, bafumana amanqaku aphakathi kokugqwesa namagqabi. Bakhona abo babonakalise ukungawuva kakuhle umbuzo, ngokuthi bawuphendule ngokuzekelisa ngamagama endaweni yegama. Bakhona nabo bebebhala ngamagama esiNgesi bangayichazi intsingiselo yawo, koko bebechaza ukuba ulilandele igama lakhe, Umz Alfred, Bashir etc. Abanye basuke babonise umntu engalilandeli igama lakhe kube oko kuchacesene nenjongo zesihloko sesincoko.

1.4 Kuswiti nencindi yekhala apho

- ❖ Bambalwa kakhulu abafundi abaphendule lo mbuzo kwaye basilele ukuphuhlisa intsingiselo ebindelekile. Uninzi lwabo alukwazanga ukubonisa ukuba ubukrakra buyagqunyelelwa bubuswiti. Oko kubangele ukuba bafumane amanqaku angama-34 ukuya kwangama- 39, bekulindeleke ukuba uyakwazi ukuthi usebubini kodwa ingabonakali loo nto ngenxa yobumnandi obuthethwayo okanye obenzekayo utsho ulibale nalo ntlungu ubunayo.

1.5 Uthando luyonwabisa lulilisa kananjalo

- ❖ Baninzi abafundi abasikhethileyo esi sincoko kwaye basiphendule kakuhle kakhulu bebonakalisa omabini amacala, beyiveza imizekelo yothando lusonwabisa naxa lulilisa. Aba bafundi baye bafumana amanqaku aphakathi kokugqwesa namagqabi. Basekhona abafundi abangawugqibiyi ukuwufunda umbuzo kwaye abo ngabo bagxile kwicala elinye lothando, umzekelo athethe ngolonwabo kuphela okanye ngokulilisa kuphela kothando. Abo bafundi bafumene amanqaku asezantsi.

1.6 So-o-onke sikhe sixakwe

- ❖ Bambalwa kakhulu abafundi abakhethileyo esi sincoko kwaye abo basikhethileyo baphendule kakuhle kakhulu bewuphuhlise ngokugqwesileyo umxholo waso batsho bafumana amanqaku ukusuka kwangangama -40 ukuya kwangama-49. Ikhona kodwa imbinana ethe ayasiphendula kakuhle kuba ayichazi ncam le nto abantu baxakwa yiyo, bavelisa nje ukuba ngoobani aba baxakwayo okanye babonise ingumntu omnye oxakwayo bangayivelisi intsingiselo yesi simelabiso soquko singusonke. Abo baphendule njalo baye abafumana manqaku asezantsi.

1.7 Isincoko esimgumfanekiso

- ❖ Bekufuneka ukuba umfundi aqale anike isihloko esifanelekileyo betolika okusemfanekisweni andule ukungena kulo mxholo awuvelisileyo. Bakwazile ukuwutolika umfanekiso ngeendlela ngeendlela ezihambelana nomfanekiso. Abanye basibhale ngeemvakalelo neenkumbulo abanazo ngokomfanekiso. Bebebhala ngemitshato, ukuzalwa komntu, amatheko ekusetyenziswa kuwo ikeyiki, amashishini nezinye. Abaviwa bazifumanele amanqaku aphakathi kwama 36 ukuya kuma-48.

1.8

- ❖ Bekufuneka ukuba umfundi aqale anike isihloko andule ukungena kulo mxholo awuvelisileyo. Bakwazile ukuwutolika lo mfanekiso bethetha ngentlupheko, ngendlela eya ebutyebini, umntu waqala elihlwempu waze waphela sele esisityebi, ukumelana nemingeni kuyaphumelelisa, intlungu nentlupheko ziyamakha umntu. Abafundi abenze kakuhle bazifumanele amanqaku aphakathi kwama 40-48.

Provide suggestions for improvement in relation to Teaching and Learning (Essays)
<ul style="list-style-type: none"> ❖ Makufundiswe zonke iimpawu zeendidi zezincoko. ❖ Makulandelwe iATP kunye ne Examination guideline. ❖ Mabafundiswe ukukhetha amagama athwele umxholo naphuhlisa injongo yokubhala. ❖ Mabanikwe umsebenzi okanye izihloko zezincoko ezahlukeneyo rhoqo ukuze baqhele ukubhala nokukuphuhlisa isakhona sabo sokubhala. ❖ Abafundisi ntsapho mabangqiyame kakhulu kwisikhokelo sokumakisha iphepha lesithathu xa bevavanya umsebenzi wabafundi. ❖ Ukunikwa kootishala ixesha kwiiveki zokuqala kuvulwe izikolo bangene nzulu besabelana bebonisana ngezinto ezibe ngumceli mngeni kwiimviwo ezidlulileyo nabakufundileyo ngethuba ebebekorekisha iimvizo zeshumi elinesibini. ❖ Amava bawafumenyo mababelane nabo bebengayanga kukorekisha. ❖ Mabangakuhlizeli ukwenza isicwangciso sokuphucula isifundo rhoqo emva kwekota kwaye basisebenzise. ❖ Ukubuyiselwa kweemviwo zephepha lesi-3 kwiimviwo zaphakathi enyakeni, khonukuze abafundi baqhelane nobume bephepha.
ICANDELO B (Transactional writing/imihlathi): General comments on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>2.1 Ileta yobuhlobo</p> <ul style="list-style-type: none"> ❖ Lo mbuzo bawukhethe kakhulu abaviwa, kwaye bayazile ifomathi yeleta yobuhlobo bebonisa ukwazi imigaqo engundoqo, nemfuneko, behleli emxholweni, nto leyo ebabangele ukuba bafumane amanqaku aphezulu. Abo benze kanjalo bafumene amanqaku aphakathi kwe-20 ukuya kwangama-25. Ikhona neminana ethe ayenza kakuhle ibangelwa kukungazi umahluko phakathi kwesizalwane kunye nomhlobo, abanye bade bangawazi umahluko phakathi kwesizalwane kunye nomzalwane. Abo baye bafumana amanqaku asezantsit ngenxa yokubhuda umxholo. <p>2.2 Udliwanondlebe</p> <ul style="list-style-type: none"> ❖ Ababaninzanga abafundi abakhetha lo mhlathi kwaye abenzanga kakuhle tu, kuba abayazanga intsingiselo yegama iPARALIMPIKI basuke banqwenele ukubane paralimpiki. Kunjalo bakhona abawuphendule kakuhle kakhulu kulo mbinana befuna amacebo okuphumelela, enkuthazo ukungazoyikiseli nokungatyhafi. <p>2.3 Intetho</p>

- ❖ Abafundi bawuphendule kakuhle kakhulu lo mbuzo kwaye baninzi abafundi abayikhethileyo intetho babonakalise ukuyazi imigaqo engundoqo neyimfunelo yentetho. Baqala banike isihloko, intshayelelo, isiqu nesiphelo (sakhiwo sentetho). Bayayazi intsingiselo yocalucalulo ukuba yintoni kwaye loo nto iye yabangela ukuba bakwazi ukuphendula umbuzo obusithi babanike iingcebiso zokuphelisa ucalucalulo ezikolweni ngokufuthsane bayazile injongo yombuzo. Aba bafundi bafumene amanqaku aphakathi kwama-20 ukuya kuma-24.

2.4 I-Imeyile

- ❖ Baliqela abafundi abafundi abawukhethileyo lo mhlathi kwaye bazichanile iimpawu ezingundoqo neziyimfuneko zalo mhlathi. Bakhona abo bawubhale kakuhle kakhulu umxholo besenza umbulelo kunogada othe wabambisa abantu abenza oosingasiselo abanobungozi. Abo baphumeleleyo bafumene amanqaku aphakathi kwe-19 ukuya kwanga- 24 Abangenzanga kakuhle ngabo bangazayanga intsingiselo yegama 'oosingasiselo' abanobungozi. Aba bagenzanga kakuhle bafumene amanqaku asezantsi.

2.5 Ingxoxo yababini

- ❖ Baninzi kakhulu abafundi awukhethileyo lo mbuzo kwaye uninzi lwabo luqhube kakuhle kakhulu. Umxholo bawubambile kuba isithethi ngasinye sikwazile ukumela iimbono malunga nokunyanzelwa okanye ukunganyanzelwa kokuthethetha isiNgesi ezikolweni. Aba bafundi bafumene amanqaku aphakathi kwe-19 ukuya kuma-24. Abangenzanga kakuhle ngabo bebengavezi izimvo zabo basuke bavumelane bangaxoxi, abanye bebesuka babuzane imibuzo omnye awuphendule ngokungathi benza udliwanondlebe okanye incoko. Abo ke bafumene amanqaku aphakathi kwe-10 ukuya kwi-14.

2.6 Ingxelo

- ❖ Bambilwa kakhulu abafundi abakhethe lo mbuzo kwaye abenzanga kakuhle kuba bebengayazi ifomathi yokubhalwa kwengxelo konke konke. Bekulindleleke ukuba banike ingxelo yomququzeleli kusapho lwakhe malunga nohambo lokuya kuchitha iiholide zalo zokuphela konyaka. Basuke babalisa ngohambo. Umxholo bebengawubambanga, bewutyeshela, Aba bafundi bafumene amanqaku asezantsi .

Provide suggestions for improvement in relation to Teaching and Learning (transactional writing /imihlathi)

- ❖ Mabafundiswe zonke iindidi zemihlathi bagxile kwifomathi yayo, mabangakhethi imihlathi abayithandayo okanye leyo bacinga ukuba iza kuphuma ephepheni (spotting) .
- ❖ Bayacetyiswa ootitshala bangakuhlizeli ukusebenzisa iExamination guideline ka- 2021
- ❖ Mabafundise amagama athwele umxholo baphuhlise iinjongo yobhalo.
- ❖ Mabazazi iimpawu ezingundoqo neziyimfuneko zomhlathi ngamnye.
- ❖ Kuyakhuthazwa ootitshala banike imisebenzi ukuze abafundi baqhele ukubhala.
- ❖ Xa bevavanya imihlathi basebenzise isikhokelo sokumakisha imihlathi.

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

- ❖ Ukuvuselela kwekomiti zolwimi lwesiXhosa ukusuka esikolweni ukya ezithilini.
- ❖ Makucelwe uncedo kwicandelo elijongene nabafundi abaneengxaki zokufunda nokubhala.
- ❖ Ootitshala abanamava okukorekisha mabakhuthazwe ukuba basoloko besithi gqolo-o-o ukunika uncedo kwaba bangakorekishiyo.
- ❖ Makukhuthazwe ukuba abafundi mabahlale belololwa kwisakhono sokubhala nokunikezela.
- ❖ Ucweyo lootitshala malwenziwe ezithilini ukunceda nokuxhobisa ootitshala ngeendlela zokufundisa izincoko nemehlathi.
- ❖ Makusoloko kukhuthazwa ootishala babuyise ukhuphiswano lweengxoxo mpikiswano, ukulinganisa eqongeni, Amaqhawe, njl njl, ukuncedisa abafundi ekuphuculeni ulwimi lwabo.
- ❖ Kukhuthazwe abafundi bakhe baqhele ukusebenzisa ulwimi lwesiXhosa olusulungekileyo bangaxubi nezinye iilwimi xa bethetha. Loo not ingasinceda basazi isizalwane not relatives, umzala not cousin.