



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2018 NSC CHIEF MARKER'S REPORT

SUBJECT:	ISIXHOSA HL
PAPER:	1
DURATION OF PAPER:	2 HOURS
DATES OF MARKING:	30/11/2018 – 13/12/ 2018

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

- Baqhube kakuhle abafundi bebanga le-12 bonyaka wama-2018 kodwa babethakele xa bethelekiswa nabonyaka ophelileyo (2017).
- Amanqanaba abaphumelele ngawo akumgangatho ophezulu.
- Oku kuvezwa gca koku kulandelayo:

Amanqanaba	Inani labafundi kwinqanaba
7	2 065
6	12 987
5	24 233
4	17 799
3	6 870
2	1 655
1	522

Akukabi kuhle ngokupheleleyo, kaloku olu luLwimi lwaseKhaya, ngoko ke bekungafanelekanga ukuba sibe nabafundi abakumanqanaba loku-1 nele-2, kodwa ke akulahlwa mbeleko ngakufelwa.

Masibhinqele phezulu sizimisele ukuyifunqula zisuka nje kunyaka wama-2019 khon' ukuze abantwana bethu baphumelele emagqabini.

**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?

(Lo mbuzo unamanqaku angama-30)

- Uninzi lwabafundi luwuphendule kakuhle lo mbuzo kunakunyaka ophelileyo.
- Likhona iqaqobana eliwafumene onke la amanqaku angama-30.
- Baliqela abafumene amanqaku angama-20 nangaphezulu.
- Malunga ne-07% bafumene ngaphantsi kwama-50%.
- I-15% abafundi afumene amanqaku angaphantsi kwamanqaku angama-20
(ayincomeki loo nto kuba lo nguwona mbuzo silindele ukuba ubancedise ekuqokeleleni amanqaku kweli phepha abafundi).

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

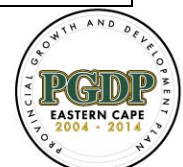
- Kulo mbuzo abafundi baqhokreke kule mibuzwana ilandelayo:
 - 1.3 abanye babafundi bethu boyiswa kukucaphula – umbuzo ubayalela ukuba bacaphule isivakalisi (kwisicatshulwa A) esiqulethe intsingiselo yokuba ... [endaweni yokucaphula isivakalisi esiqulethe intsingiselo, babhale indawo ethile kwisivakalisi bayishiye inxalenye yaso]
 - 1.4 bekubuzwa injongo yokusetyenziswa komntu wokuqala kwintetho ethi: 'Ndinakho', 'Ndinganakho', kunye no'Ndikhetha'. Injongo ibikukuba umntu ofunda isicatshulwa azifake ezihlangwini zombhali.
 - 1.5 - abafundi bekulindeleke ukuba bathelekise iintlobo ezimbini zabantu (abaphumelelayo nabangaphumeleliyo) ngokwendlela yokuchitha ixesha labo. Abanye boyisiwe kukuyenza loo nto nangona bebhokelwe, baxelelwa ukuba lo mahluko umalunga nendlela yokuchitha ixesha. Konke oku kucace gca kwisicatshulwa A.



- 1.7 - bekubuzwa ukuba sinika ntsingiselo ni isakhi u-'zi' kwigama 'ekuzilawuleni', kodwa uninzi lwabafundi lusuke lwabhala isigaba sentetho.
- 1.9 - bekulindeleke ukuba baxele injongo yokusetyenziswa kombuzo buciko kwisivakalisi esibhalwe ngqindilili – (**Ingaba lukho ulolongo olwenziwayo ukuqinisekisa ukuba ubani uyabaqonda nzulu abanye abantu?**) – impendulo ebilindelekile yile:- *ukurhweba abantu/ukurhwebela abafunda isicatshulwa kuluvo lombhali/kukulobela iingqondo zabantu kule nto ithethwayo/kukuqweqwedis abantu/kukunika abantu ithuba lokuzikisa ukucinga ngoko kuthethwayo* (nezinye ezingqamene nemisebenzi yemibuzo buciko).
- 1.12 - abafundi abaninzi bayohlulwa kukwahlula ukuba isivakalisi abebalathiswe kuso, sikrwelelwe umgca, ukuba LULUVO na okanye YINYANI. (bazixhasile iimpendulo abebezinikile *ezingezizo phofu*. Baphoswa ngamanqaku ama-2)
- 1.16 - bakhona abafundi aboyiswayo kukufunda batolike itekisi ebonwayo (ibingumfanekiso onezakhelo ezibini). Boyisiwe kukuqaphela umahluko ophawulekayo kwizenzo zabantu abakwizakhelo ezo zibini nangona ubucace gca.
- 1.18 - ngenxa yokungafundisisi izicatshulwa abanye abafundi boyisiwe kukunxulumanisa izicatshulwa A no B. umbuzo ubusithi - Ingaba isicatshulwa B siyaluxhasa uluvo lombhali olukumhlathi wesi-5 kwisicatshulwa A? Umfundi akanako tu ukuwuphendula lo mbuzo engazifundisisanga ezi zicatshulwa zozibini.

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

- Abafundi mabaqhelaniswe neetekisi ezifundelwa intsingiselo nokuqonda ezilandelwa yimibuzo equlathe **uchongo** lwesivakalisi/ibinzana/**igama** elicacisa, elityhila, elithetha, njl njl.
- Mabayalelwe ukuba banike intsingiselo yebinzana/yegama, batyhile intsingiselo evezwa libinzana/igama njengoko lisetyenzisiwe kwitekisi leyo.
- Makuqiniswe nokufundiswa kwezigaba zentetho (kuqukwa nezafobe), imisebenzi yezigaba zentetho, izaci, amaqhalo neentsingiselo zazo.



- Imibuzo mayiquke nezinye iingxaki abanazo abafundi ukubaxhobisa.
- Makuthwe gqolo ukufundiswa nokuhlola isakhono sokufunda nokuqonda iitekisi ezibhaliweyo, kufundwe ngokuqonda, kutolikwe iitekisi ezibonwayo. Iitekisi ezo mazikhatshwe yimibuzo ekumazinga awohlukeneyo etakzonomi kaBarret.
- Kwimibuzo ebuzwayo makuqukwe nebenza abafundi bakwazi ukohlula ULUVO neNYANI, bakwazi kananjalo ukuzixhasa ngokufanelekileyo.
- Imibuzo evulelekileyo, efuna umfundi aveze olwakhe uluvo mayibuzwe khon' ukuze baqhelane nayo abafundi kuba iyabasokolisa kakhulu.

(d) Describe any other specific observations relating to responses of learners.

- Ootitshala mabasebenzise amaphepha eemviwo eminyaka edlulileyo, ingqokelela yeencwadi zokuzihlaziya nokuzilungiselela iimviwo, ooMasibambisane nezinye iincwadi ezilungiselelwe ukuxhobisa abafundi.
- Ootitshala mabancedise abafundi ngokubaqhelanisa neentlobo zemibuzo, ukufunda nokulandela imiyalelo kumbuzo ngamnye.
- Loo nto ingabanceda ibaqhelanisa nendlela yokufunda baze baphendule ngendlela elindelekileyo.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Amaziko okuphuhlisa abafundisi-ntsapho mawaqiniseke ngokuqeqesha, axhobise ootitshala besiXhosa ngeendlela zokufundisa abafundi, babahlole kwizakhi nemigaqo yokusetyenziswa kolwimi ngokusemholweni.
- Abacebisi besifundo sesiXhosa mabaqhubeke nokwenza ucweyo baqeqeshe ootitshala, babakhuthaze kananjalo ekufundiseni izakhi nemigaqo yokusetyenziswa kolwimi, neendlela zokuyila imisebenzi engekho sikweni nesesikweni, yokuhlola izakhi nemigaqo yokusetyenziswa kolwimi ngokusemholweni, nokuqeqesha abafundi khon' ukuze bakwazi ukumelana neemvavanyo neemviwo.



Ikamva eliqaqambileyo!

- Abacebisi besifundo sesiXhosa kubalulekile ukuba babaxhobise ootitshala besiXhosa ekuchongeni iitekisi ezifanelekileyo nezinokusetyenziswa ukufundisa, bakuphuhlisa izakhono zolwimi, nokuhlola ulwimi lwesiXhosa.



QUESTION 2

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

(Lo mbuzo unamanqaku ali-10)

- Abafundi abamalunga nama-78% baqhube kakuhle kulo mbuzo kuba bafumene ama-40% nangaphezulu.
- Abamalunga nama-22% babethekile kuba amanqaku abo aqala kuma-30% ehle ayokutsho eqandeni (0).
- Likhulu kakhulu ke elo nani lingaqhubanga kakuhle kubantwana abantetho yabo isisiXhosa uLwimi lwaseKhaya.

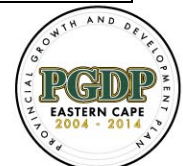
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors by learners in this question, and any misconceptions

(Isishwankathelo)

- Abafundi bayoyiswa kukushwankathela.
- Uninzi lwabo lusuka lukhuphele izivakalisi ezingundoqo (topic sentence) kumhlathi ngamnye, kunjalo nje lungazihluphi ngokuzishwankathela kodwa bayazazi izithetha-ntonye zamagama (izibizo nezenzi) asetyenziswe kwisicatshulwa.
- Bathande ukuchaneka kweli tyeli kuba izivakalisi ezingundoqo bezingasoloko zizizivakalisi zokuqala emhlathini.
- Abafundi abayifundisisi ngononophelo itekisi.
- Kwabanye ibangelwa kukusilela kwesakhono sokushwankathela.
- Bakhona nabasuka bachonge isivakalisi esixhasayo endaweni yezivakalisi ezingundoqo.
- Bakhona nabo bazibhalela ezabo izicatshulwa, bazenzele iingongoma ezingekhoyo kwisicatshulwa abasalathelweyo. Loo nto ibenza baphume emxholweni, bagqibele belahlekelwa ngamanqaku ali-10.

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

- Kubalulekile ukuba bafundiswe, baqeqeshwe ngokuzingileyo kwesi sakhono sokushwankathela.
- Mabavundliswe ukuba enye yeenjongo yokufundiswa kwezithetha-ntonye kukubaxhobisela lo mbuzo.
- Mabaqhelaniswe nokusoloko benikwa imisebenzi yaseklasini yokushwankathela rhoqo.
- Abafundi mabanikwe imisebenzi yokushwankathela inoveli ngokwezahluco nedrama ngokwemiboniso.



(d) Describe any other specific observations relating to responses of learners.

- Kukho abafundi ekubonakalayo ukuba badibana nesishwankathelo xa bebhala iimviwo. Kubalulekile ukuba ootitshala besiXhosa babafundise abafundi isakhono sokushwankathela besafunda iBanga le-10, khon' ukuze bathi befika kwiBanga le-12 babe beqhelene nokushwankathela. Undoqo kukuba bakwazi ukubona/ukuchonga iingongoma ezingundoqo, bakwazi ukuzahlula kwezixhasayo. Kubalulekile kananjalo ukuba bangabhali imintyangampo yezivakalisi ezide xa beshwankathela.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Abacebisi besifundo sesiXhosa mababancede bangenelele ngokwenza ucweyo lootitshala besiXhosa xa bebonke, begxile kumaphepha esiXhosa omane.
- Ootitshala mabakhuthazwe bangayekeleli ekufundiseni abafundi ukubhala isishwankathelo ngokuzingileyo bade abafundi baqhelane nesakhono sokushwankathela belandela imiyalelo ngokukuko.

QUESTION 3

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

(Lo mbuzo unamanqaku ali-10).

- Malunga nama-92% abafundi bafumene ukuqala ku-40% nangaphezulu.

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

- Indlela abaphendula ngayo abafundi iveza ukuba abafundi abasifundisisi isibhezo ntengiso, bayasijonga njee bangqale emibuzweni.
- Eyona mibuzo ibaqhokrileyo yile:
 - 3.1 - bayoyiswa kukuchonga amagama abalulekileyo, anentsingiselo ethile kwisibhengezo. Boyiswe kukuchonga igama, babhala isivakalisi sonke. Loo nto ibonisa ukuba abawufundisisi umbuzo. Umfundi uthi ukuze aphumelele afundisise itekisi ayalathelweyo ngenyameko nombuzwana ngamnye, khon' ukuze aphenndule ngokuchanekileyo.
 - 3.4 – kulo mbuzo banike impendulo efana neyombuzo 3.2, kanti ayifani tu le mibuzo. Abawazanga umsebenzi welogo kwintengiso ebisicatshulwa D.
 - 3.5 – abanye abafundi boyisiwe **kukucaphula ibinzana** njengoko bebeyalelwe kulo mbuzo. Abanye basuke bacaphula isivakalisi sonke, abanye babhale islogani.
 - 3.6 – kukho abafundi aboyiswe kukubhala islogani sentengiso, kodwa sibhaliwe kwitekisi abayalathelweyo, kunjalo nje sibhalwe ngendlela eyodwa ecacileyo. Loo nto ithi abasifundiswanga isibhengezo ntengiso okanye *abanankathalo*.

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

- Kubalulekile ukuba ootitshala boLwimi lwesiXhosa xa befundisa abafundi isibhengezo ntengiso babaxhobise ngandlela zonke, khon'ukuze bakwazi ukumelana nayo yonke imibuzo nokuba ivele ngaluphi na uhlobo kuvavanyo naseluviweni.

(d) Describe any other specific observations relating to responses of learners.

- Isibhengezo-ntengiso masiqwalaselisiswe, sifundwe ngononophelo.
- Makuqatshelwe unxulumano phakathi kwamagama nemifanekiso ekwisibhengezo ntengiso.
- Makuqatshelwe ngenyameko indlela amagama abhalwe ngayo neefonti ezahlukeneyo ezisetyenzisiweyo. Uphawu ngalunye lusetyenziswa ngenjongo ethile ephepheni. Abafundi mabavule amehlo basiqwalasele, basifundisise ngenyameko khon' ukuze basiqonde, basitolike isibhengezi ntengiso sele sisonke.
- Abafundi mabancede bafundisise umbuzo ngomnye bakugqiba bawuphendule ngenyameko. Loo nto iya kubanceda baphumelele iimvavanyo neemviwo zabo kakuhle.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Abacebisi besifundo sesiXhosa mabenze ucweyo bancedise ootitshala ekufundiseni nasekutolikeni isibhengezo-ntengiso unyaka nonyaka kuba bayatshintsha-tshintsha ootitshala ezikolweni.

QUESTION 4

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

(Lo mbuzo unamanqaku ali-10)

- Uninzi lwabafundi luqhube kakuhle kulo mbuzo.
- Malunga nama-93% abafundi baqhube kakuhle kulo mbuzo, kuba bafumene amanqaku aqala kuma-40% ukuya kwi-100%.
- Malunga nama-20% abafundi bawafumene onke amanqaku alo mbuzo.

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

- Abanye abafundi babethakele kulo mbuzo ngenxa yale mibuzwana:
 - 4.1 – abafundi babethekile kulo mbuzo. Bekufunwa ukuba banike ingcinga eziswe sisakhi u'si' okwisakhelo sokuqala kwikhathuni. Bekulindeleke ukuba baveze ukuba umntu ngomnye kwesi sibini sikula bhokisi uza kuthabatha inxaxheba ekuthetheni okanye encokweni. Bona bambone u'si' emele isininzi.
 - 4.4 – Abakwazanga ukuphendula lo mbuzo ngokuchanekileyo kuba abayiqwalaseli ngenyameko, bayifundisise ikhathuni khon' ukuze baphendule imibuzo ngokuchanekileyo. Bekufuneka bangqine ngabakubona kwisakhelo sesi-3 ukuba ifoni ikhalela phezulu. Ndaweni yokuba babalule amaqamza esandi okanye iimpawu zomculo zinyukile ukusuka kwifoni, abafundi basuke baphinda babhala ifoni ikhalela phezulu.
 - 4.6 – abafundi abakwazanga ukuchaza imbonakalo okanye iimpawu ezibonakalisa ukuba umntu (ongumama kaVuyo) umangalisiwe. Loo nto ibonakalisa ukuba abayiqwalaseli imbonakalo yabalinganiswa.

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

- Abantwana mabafundiswe ukufunda ikhathuni, bayitolike bengekayijongi imibuzo.
- Mabafundiswe ukuqwalasela inkangeleko neemeko zabalinganiswa abakwikhathuni.

(d) Describe any other specific observations relating to responses of learners.

- Kubalulekile ukuba abafundi bayiqwalasele ngokupheleleyo ikhathuni, beqwalasele inkangeleko yabalinganiswa nako konke okuqhubeka kwisakhelo zekhathuni khon'ukuze bakwazi ukuyitolika, babe nako ukuphendula imibuzo esekwe kuyo.
- Abafundi mabafundiswe ngenyameko umbuzo ngomnye khon' ukuze baphendule ngokufanelekileyo nangokulindelekileyo.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Abacebisi besifundo sesiXhosa mabathi gqolo ukwenza ucweyo ukunceda ootitshala ekutolikeneni nasekufundiseni iikhathuni unyaka nonyaka kuba bayatshintsha-tshintsha ootitshala ezikolweni.
- Ootitshala kulindeleke ukuba babafundise ngenyameko abafundi ukufunda nokutolika iikhathuni.
- Imisebenzi egxile ekuphuhliseni abafundi kwisakhono sokufunda, batolike ikhathuni mayiquke imibuzo eyilelwe ukuba ibanceda ibathume ekufundeni nasekutolikeneni iinkangeleko zabalinganiswa nayo yonke into eqhubeka kwikhathuni.
- Makuqwalaselwe nemiqondiso evela kwikhathuni iyonke.

QUESTION 5

(a) General comment on the performance of learners in the specific question.

Was the question well answered or poorly answered?

(Lo mbuzo unamanqaku ali-10).

- Abaqhubanga kakuhle ncam abafundi kulo mbuzo, kodwa kungcono kakhulu kunoyaka ophelileyo ka-2017.
- Bamalunga nama- 36% abafundi abafumene ngaphantsi kwama-40%

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

- Abafundi babethekile kulo mbuzo ngenxa yokoyikiswa kukuphendula le mibuzwana:
 - 5.1- abafundi boyisiwe kukunika isichasi segama elikrwelelweyo (limnqanda). Endaweni yokubhala isichasi babhale isilanduli.
 - 5.4 – abafundi abaninzi abakwazanga ukuchaza umsebenzi wesibizo esikrwelelweyo esisebenze njengenjongosenzi.
 - 5.5 – uninzi lwabafundi alukwazanga ukuguqula intetho ngqo luyise kwingxelo ntetho. Bawalahle oma-2 loo manqaku.
 - 5.7 – abafundi abayazanga intsingiselo yegama 'lakuhlom' izulu' ngokwakwiscatshulwa. Basuke babhala- xa kuza kunetha, xa kududuma, xa kunetha.
 - 5.8 – abafundi abaninzi abawuphendulanga lo mbuzo, apho bekulindeleke ukuba baxele okuphuhliswa sisimamva sesixando esikrwelelwe umgca ngaphantsi.

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

- Ootitshala mabagxininise ekufundiseni ulwimi, ngakumbi umahluko phakathi kokutyhilwa yintsingiselo nesigaba sentetho. Mabafundiswe, baxhotyiswe ukuqaphela ukuba ingaba umbuzo ufuna isigaba sentetho na okanye umsebenzi waso phambi kokuba aphenule.
- Abafundi mabaqhelanise nokufumana iintsingiselo zamagama beqaphele umxholo wesicatshulwa.
- Abafundi mabahlalelwe ngokuqhelaniswa nemisebenzi eza kubenza bakwazi ukwahlula izigaba zentetho kwakunye nokusetyenziswa kwazo.

(d) Describe any other specific observations relating to responses of learners.

- Kubalulekile ukuba abafundi wufundise umbuzo khon'ukuze bakuqonde ngokucacileyo okulindeleke kubo.
- Amaphepha eminyaka edlulileyo abethunyelwe ezithilini/ezikolweni liPhondo angasetyenziswa kunye neminye imisebenzi eyilwe ngutitshala ukwenza uhlaziyo lokulungiselela iimvavanyo neemviwo kubafundi.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Abacebisi besifundo sesiXhosa mabancedise ootitshala ngokwenza ucweyo ngokufundisa ulwimi ngokusemxeholweni, kusetyenziswa iindidi zeetekisi.
- Ootitshala mabakhuthazwe basebenzise amaxwebhu esiXhosa ohlaziyo neencwadi zolwimi ezazifudula zisetyenziswa ukuhlola ulwimi lwesiXhosa.
- Abacebisi besifundo sesiXhosa mabathi gqolo ukucebisa ootitshala besiXhosa ngendlela yokusebenzisa amaxwebhu okuncedisa ukufundisa abafundi.
- Oo-HOD ezikolweni mabaqinisekise ukuba igrama iyafundiswa, ihlolwa ngokusemxeholweni.