



**ASSESSMENT & EXAMINATIONS**

Bundy Park, Schornville, KWT \* Private Bag X 4571, KWT, 5600  
REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

E-mail: Varkeychan.Joseph@edu.ecprov.gov.za  
Ref No: 13/P Tel: 043 604 7803/10/083 262 5466  
Enquiries: MR V A JOSEPH Fax: 043 604 7789/0865664627

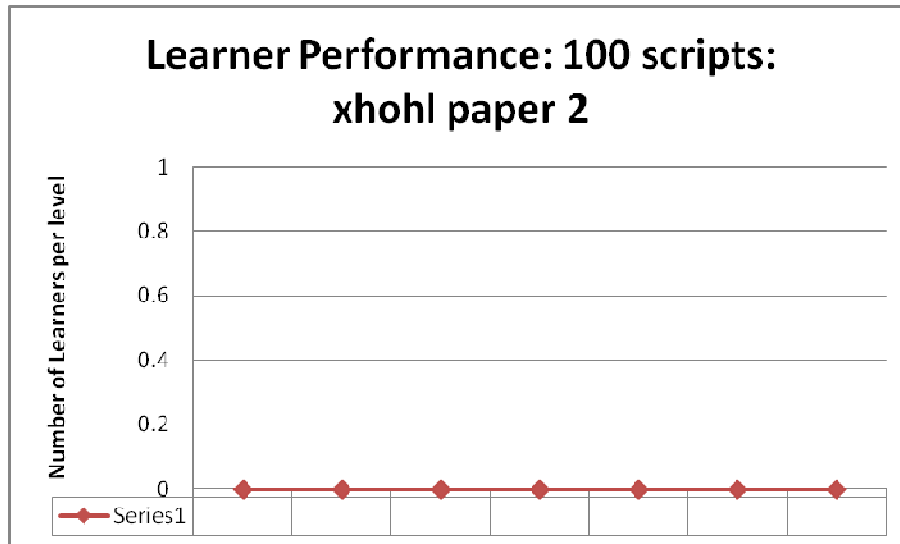
## NSC 2011 CHIEF MARKER'S REPORT

<b>SUBJECT</b>	<b>ISIXHOSA HOME LANGUAGE</b>		
<b>PAPER</b>	<b>2</b>		
<b>DATE OF EXAMINATION:</b>	<b>24 NOVEMBER 2011</b>	<b>DURATION:</b>	<b>2½ HOURS</b>

### SECTION 1:

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

Imifanekiso negrafu ezisetyenziswe apha ithathelwe kwisampuli yabafundi abali-100 enjongo yayo ikukuncedisa ukuqiqa imeko yeli phepha. Kukwasetyenziswe iingxelo ezinikwa ngabo bebetyunjelwe ukumakisha ngokwemibuzo abebeyimakisha.



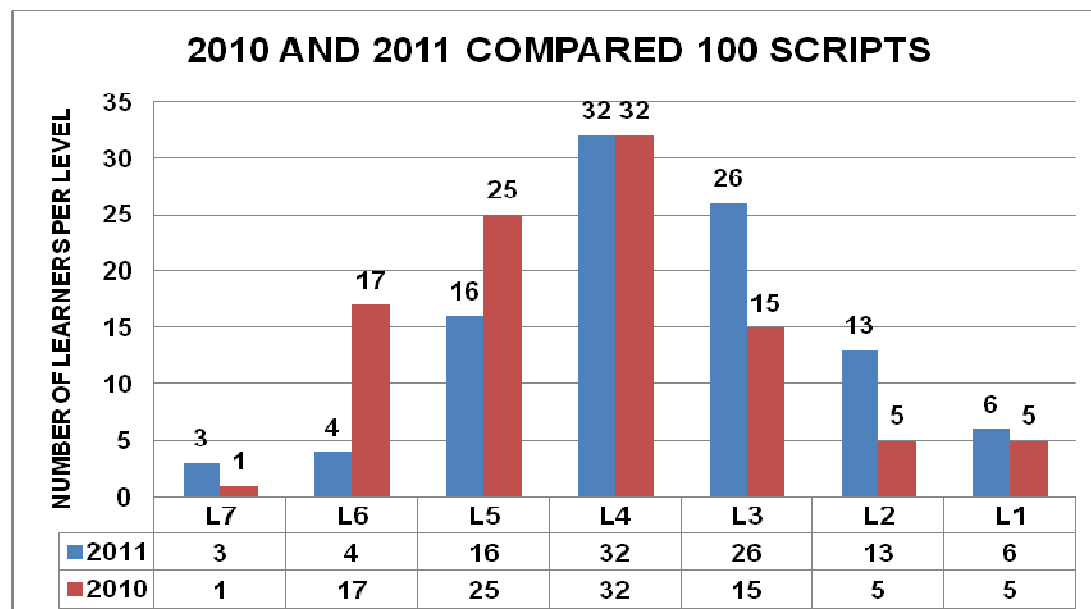
Ngokwale grafu ingentla kuyabonakala ukuba akwenziwanga kakuhle kweli phepha. Lisephantsi kakhulu inani labafundi abafikelele kwinqanaba lesixhenxe. Lize liba phezulu ngokungaqhelakanga inani labafundi abangaphumelelanga tu kweli phepha. Khumbula umfundi kwisiXhosa uphumelela kuphela xa efikelele kwinqanaba lesithathu.



**Kwiingxaki ezikhokelele kule meko singabalula ezi ndlela kufundwa nekufundiswa ngazo oku kulandelayo;**

- ✓ ukuphendula ngempumelelo imibuzo emide. Oku kubonakele kuba abafundi babalisa ibali, luyalambatha ulwazi ngejenri leyo, awuviwa kakuhle umbuzo eyona nto uyifunayo.
- ✓ Ukuqaphela imiyalelo yokhetho enikiweyo kwiphepha liphela kwicandelo A nakumacandelo B noC.
- ✓ Izafobe noko zikuphuhliso.
- ✓ Ukhetho magama noko zikuphuhliso
- ✓ Ukufumana umxholo kwiitekisi.
- ✓ Ukungafundwa koncwadi kude kubhidaniswe iziganeko, abalinganiswa, ukubonda abalinganiswa benye incwadi kwenye.
- ✓ Ukuzixhasa ngokukuko kwimibuzo efuna oko umz xa umfundi esithi “ Hayi” naxa esithi “yinyani”.
- ✓ Ukubhala impendulo epheleleyo ngesivakalisi hayi ngegama.
- ✓ Ukumakisha okusemgangathweni ingakumbi imibuzo ezizincoko- iirubriki nematriksi ziseyingxaki ukuzitolika- oku kubonakalisa ukuba xa sisezikolweni asizisebenzisi , sizisebenzisa apha kuphela.

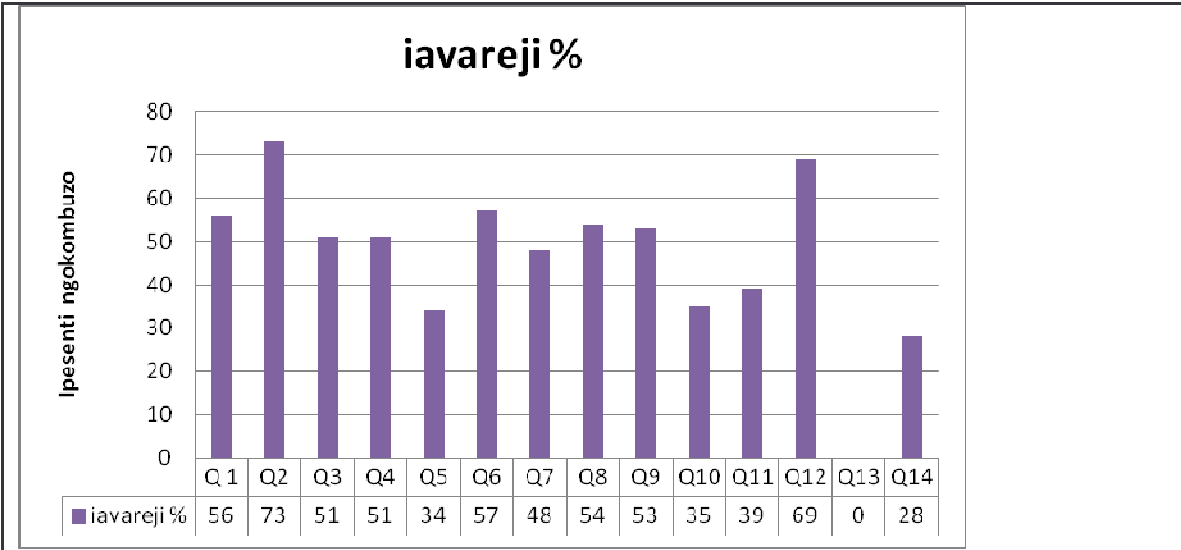
The following graph compares 2010 and 2011



Lo ngumfanekiso obonisa umahluko phakathi kwendlela abafundi abaqhube ngayo kunyaka ophelileyo nalo umiyo. Kuyaphawuleka kabuhlungu ukuba izinga lokufundwa nokufundiswa kwesiXhosa liya lisihla minyaka le.

- ✓ Kulo nyaka kunyuke inani labafundi abangaphumelelanga. Kunyaka odluleyo bebelishumi kuphela kulo unyaka balishumi elinethoba. Phantse babe banyuke ngekhulu leepesenti. Kungani na ukuba kube nje?
- ✓ Kunyuke inani lenqanaba lesithathu
- ✓ Lehle ngamandla inani labo bakwinqanaba lesithandathu nelesihlanu. Kube kubi ke xa kunjalo. Awumhle tu lo mfanekiso.

Malunga nendlela abaqhube ngayo kwimibuzo makhe sijonge lo mfanekiso ungezantsi.



Ngokwale grafu buyabonakala ubungqina bokuba yiyiphi imibuzo ebinefuthe ekungaphumelelini kwabafundi. Ifuthe lombuzo we-10 alidanga lakho kuyaphi ngenxa yenani labafundi abawukhethileyo lo mbuzo kule sampuli.

UUmbuzo -11 utshila phambili ngokuthatha amanqaku abafundi. Ngaphezulu, kuyabonakala ukuba abafundi bayoyiswa ngumbuzo ompendulo yawo isisincoko, ingakumbi xa uphawula ifuthe lombuzo 1, 5, 7, no 11 lo.

Ngokwalo mfanekiso- lo mbuzo wesibini ubancede kakhulu ekufumaneni amanqaku noko ke ngokwanelisayo.

Kodwa , xa uyijonga yonke le mibuzo uyibopha ngebande elinye, abafundi abafikelele kwinqanaba lesi-6 nelesi-7 abakho baninzi ingakumbi kweli lesi-7. Umntu angabuza ade aphinde ukuba kwehleni na.

Zininzi ke izibakala eziza kudandalaziswa lucazululo lombuzo ngamnye ekufuneka ke ukuba wonke ubani athathele kulo.

**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).**

<b>QUESTION 1; IDOMPASI</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Awuphendulekanga kakuhle kwaphela lo mbuzo ngokwalo mfanekiso ungentle. Kodwa ke uninzi lwabo lukwinqanaba lezine. Kuyabonakala kodwa ukuba abafundi abaninzi bafumana amanqaku amathathu ukubheka ezantsi . Banqabe kakhulu abawuphendula ngokuncamisayo.

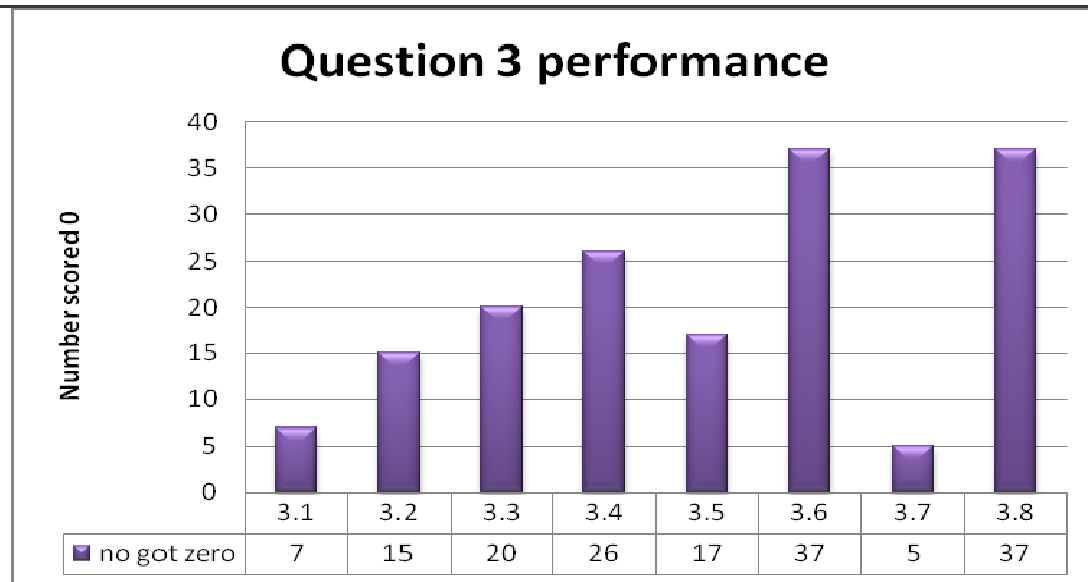


<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Izizathu zokuba uphendulwe kakubi kwalo mbuzo zezi;
✓ Lo mbuzo ukhethwe ngabambalwa kakhulu
✓ Abafundi basuka bashwankathele endaweni yokuchonga loo magama asetyenziswe ngenjongo ezithile ngumbhali njengoko umbuzo ubufuna.
✓ Ngaphezulu abakwazi kwaphela ukuchonga izafobe, bazithiye magama baxele nendlela ezisetyenziswe ngayo.
✓ Okwesibini basuka bathethe ngamaBhulu endaweni yedompasi le bathunywe yona.
✓ Abanye babonakalise ukungakwazi ukufunda bafumane umxholo wombongo. Basuka baphendule ngelithi, "yidompasi unobangela wedompasi"
✓ Abanalwazi ngokuba xa kuthiwe "isigama, ukhetho magama kufuneka bawachonge la magama baze bathethe ngenjongo yokukhethwa kwawo ngulowo uwasebenzisileyo.
✓ Bambi baphendula ngelithi, "umbhali usisebenzisile isigama kangangoko ukuphuhlisa umxholo... izafobe zikhona kwimihlathi ngemihlathi. Oku kubonakalisa ukungazi nto ngombongo lo.
✓ Abafundi bathe nje ukuba beve ukuba umbongo unento yokwenza nezopolitiko bafumana ithuba lokuvakalisa iingcinga zabo bephuma emxholweni bengasawunanze nganto umbongo.
✓ Abakwazi kukhetha amagama la kufuneka bawaphuhlise. Bwukhuphela unjengoko unjalo umbongo.
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Kuyimfuneko ukuba baxovulwe bafundiswe ngamandla ukuphendula imibuzo enje. Mabanikwe le misebenzi apha phakathi enyakeni.</li> <li>• Njengoko kubonakala ukuba ootitshala abakwaziyo ukufundisa ukuphendulwa kwalo mbuzo kuyimfuneko ukuba banikwe ithuba ukuba bakhe barhabulise abanye ngendlela abenza ngazo ukuphumeza le njongo.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
✓ Bakho abafundi ekubonakala ukuba abazange bawubone nokuwubona lo mbongo kungoko ke bona bebhanela ekuwukhupheleni unjengoko unjalo.
<ul style="list-style-type: none"> <li>• Baba ngathi bayaqala ukuhlangana nolu hlobo lovavanyo</li> <li>• Ababonakalisi kulwazi ulwimi lokuhlalutya oluquka ulwazi lwesakhiwo</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Bahleli kakhulu ekufuneni ukutolika la magama esibhulu</li> <li>• Iincwadi zesiXhosa zisenalo olu lwazi lwendlela esisetyenziswa ngayo isigama. Umzekelo Uphengululo lwesiXhosa, ubuqholo besihobe nezinye iincwadi zisengaba luncedo kakhulu kulo msebenzi.</li> <li>• Iphondo maliwuthathele kulo umgomo wokuseka iqela leetitshala kawakunye nabacebisi lokubhala isikhokelo sokuhlautya le mibongo apha ekuqaleni konyaka ze kwenziwe ucweyo kwizithili zonke.</li> <li>• Izithili mazenziwe zibhalise amagama ezikolo ezibonisa intsokolo ze kwenziwe ilinge lokuhlanguka ezi zikolo ngemigqibelo unyaka usaqala kulo lonke eli phondo kukhangelwe iindlela ezingatyi mali kakhulu.</li> <li>• Mabafundiswe ulwimi olu lokuhlautya abafundi</li> </ul>

<b>QUESTION 2</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Lo mbuzo ubusekwe kumxholo wombongo: <b>AMAZWI OBULUMKO: V.L. Mabinza</b>
Baqhube kakuhle kakhulu abafundi kulo mbuzo. Kwkhulu labafundi , lo mbuzo ukhethwe ngabangama-83 kwaye iavereji yamanqaku abawafumeneyo sisixhenxe eshumini.. Inqaku elifunyanwa rhoqo ngabafundi libe ngu-9. Oko kuthetha ukuba kube kuhle kakhulu.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>• Uphendulwe kakuhle akukho ziphene ziphambili ziphawulekayo. Kubafundi.</li> <li>• Umbuzo 2.5 nguwo obubonakalise ubungxaki kuba abafundi njengoko befumana ubunzima ekuboneni izafobe zisemsebenzini. Bathande ukunika iimpendulo ezizezi, ” <b>sisimntwiso, sisifanokuthi, isiyaleli, sisinciphiso, isikweko, isifaniso, imvano zandi</b>”</li> <li>• Umbuzo 2.8 ofuna abafundi baxele umoya wembongi uthande ukubaphamba yiyo le nto i-avereji yalo mbuzo ibe sisixhenxe eshumini.</li> <li>• Umbuzo 2.9 nawo uthande ukubaphamba abafundi kuba babonakalise ukungabi nampendulo kumbuzo ofuna imfundiso egqithiswa ngumbongo</li> <li>• Xa kufunwa uphawu lwesonethi bakhala ngezitanza ezilishumi elinesine.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Abafundi mabanikwe imisebenzi yokuchonga isafobe kwakunye nesikuphuhliso beselapha.</li> <li>• Abafundi mabayinikwe imibongo bayihlalutye ngokwabo balungiswe</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Abanye basuka banike impendulo ethi ngukhache kumbuzo 3.4 . Kucingeleka ukuuba le mpendulo inengxaki yopelo.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Kuyafuneka ukuba ootitshala banikwe ithuba lokuhlalanga baxoxe ngezi meko
Ukumakisha kunye kumaphepha afanayo kunganceda ukuze ixukushwe le miba.

**QUESTION 3 : UVUKANI MADODA KUSILE:**

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



- Le grafu ibonisa abafundi abangakwazanga kuphendula umbuzo -3 ngokuyimpumelelo. Umbuzo obuneengxaki uwubona ngokuphakama kwenani lempendulo ezingamkelekanga.
- Lo mbuzo utsale abafundi abangama-83 ekhulwini. Loo nto ithetha ukuba bali-17 kuphela ekhulwini abangawukhethanga. I-avareji yalo mbuzo sisi-5 samanqaku ngeli xa inqaku abafundi abaninzi befumene amanqaku amathandathu.

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

- Imibuzwana ebonakalise intsokolo yile; **3.8; 3.6; 3.4;3.3; 3.5;3.2.**
- Bakho abangwazi kwaphela “amajingxeba” **abathi buboya obukhula emilenzeni yenkuku,amaqhakuva aphuma emilenzeni yenkuku**”
- Ngokwale grafu ingentla umbuzo 3.1 nguwona abafundi bebewuchana bengenangxaki ngeempendulo zawo. Ewe, ikho imbinana ebikhala “**ngomqhagi wesikhuku,inkunzi yomqhagi, inkabi yomqhagi, umqhude njalo njalo**” Oku kubonisa mhlophe ukuba ukuthethwa oku kolwimi lwesiXhosa kuyaphelelwa nasezilalini.

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

- Mazifundiswe ukuba ziphuhlisa ntoni izafobe zentetho
- Mabanqandwe banobukrwada ababufaka nalapho bungangeni khona. Umzekelo amajingxeba abizwa ngezinto ezingathethwayo zabantu abangamadoda.

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

- Ngaphezulu abebephendula lo mbuzo uthetha **ngendun”nkulu** neentokaz bebhala ngomqhagikazi.
- Umbuzo

<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Masifakwe kwizifundo ezongeziweyo zasebusika kwakunye namanye amaphulo okuphucula iziphumo.</li> </ul>
<ul style="list-style-type: none"> <li>Ulwimi malube phakathi kwezifundo, kukhuthazwe abafundi , benziwe babe nencwadana eyiglosari yamagama.</li> </ul>
<ul style="list-style-type: none"> <li>Iphondo maliwuthathele kulo umgomo wokuseka iqela leetitshala kawakunye nabacebisi lokubhala isikhokelo sokuhlautya le mibongo apha ekuqaleni konyaka ze kwenziwe ucweyo kwizithili zonke.</li> </ul>
<ul style="list-style-type: none"> <li>Izithili mazenziwe zibhalise amagama ezikolo ezibonisa intsokolo ze kwenziwe ilinge lokuhlangula ezi zikolo ngemigqibelo unyaka usaqala kulo lonke eli phondo kukhangelwe iindlela ezingatyi mali kakhulu.</li> </ul>
<ul style="list-style-type: none"> <li>Mabafundiswe ulwimi olu lokuhlautya abafundi</li> </ul>
<b>QUESTION 4: BUBOMI OBO- S.S.M. MEMA</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Lo mbuzo utsale abafundi abangama-20 ekhulwini. Abafumene inqanaba lesi-7 babini kuphela. Baze baba bane abafumene inqanaba lesibini nelokuqala. Oko kukodwa kuthi umfanekiso awumhle kwaphela kulo mbuzo.</li> <li>Uninzi luwela apha kwinqanaba lesi-4 nelesi-5</li> </ul>
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Imibuzo ebonise ukunika ingxaki :
Umbuzo 4.7:Abakwazanga ukuxela umyalezo odluliswa yimbongi kulo mbongo
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Imibongo mayifundisisiswe mawungenziwa imini enye ube nguqhwaya ugqitywe.</li> <li>Makuqinisekiswa ukuba bathatha inxaxheba bangaxelelwa ukuba umbongo uthi , koko banikwe ikhrayitheriya yokubona uphawu oluthile banikwe ithuba lokukhangelanga ngolo phawu, baxoxe bencediswa bade bafikelele esigqibeni.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Abafundi abawuqapheli imahluko phakathi ko"chonga ibinzana no caphula ibinzana"</li> <li>Ngaphezulu abahluleli phakathi kokucaphula igama nokucaphula ibinzana. Xa kufunwa ibinzana bacaphula igama baze beze nebinzana mhla kufunwa igama.</li> <li>Abanye abafundi baphendula ngathi zange bawuve nokuwuva umbongo.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Iphondo maliwuthathele kulo umgomo wokuseka iqela leetitshala kawakunye nabacebisi lokubhala isikhokelo sokuhlautya le mibongo apha ekuqaleni konyaka ze kwenziwe ucweyo kwizithili zonke.</li> </ul>
<ul style="list-style-type: none"> <li>Izithili mazenziwe zibhalise amagama ezikolo ezibonisa intsokolo ze kwenziwe ilinge lokuhlangula ezi zikolo ngemigqibelo unyaka usaqala kulo lonke eli phondo kukhangelwe iindlela ezingatyi mali kakhulu.</li> </ul>
<ul style="list-style-type: none"> <li>Mabafundiswe ulwimi olu lokuhlautya abafundi</li> </ul>
<ul style="list-style-type: none"> <li>Abantu abamakishayo mabasetyenziswe kwizithili</li> </ul>

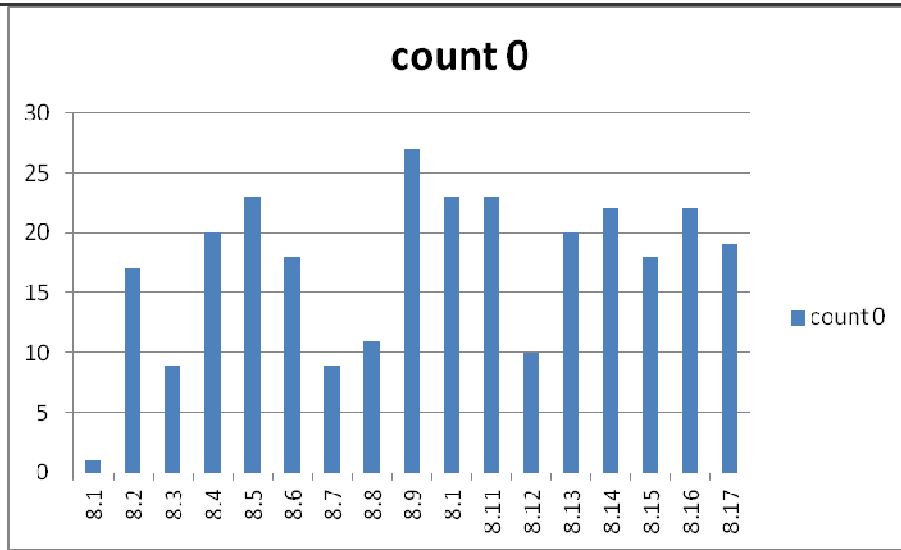
<b>QUESTION 5: INGOMA</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
I-avareji yalo mbuzo engama-34 eepesenti, yalatha ukungabi kuhle kwendlela esingethwe ngayo impendulo yalo mbuzo.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>Abakwazi kucazulula nakuchonga sigama sifuna ukuphuhliswa intsingiselo yaso</li> <li>Abafundi bathuma lo mntu umakishayo ukuba aye kukhangela kwimiqolo ayinika ngenani lomqolo ukuba luthini umqolo lowo</li> </ul>
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Imibongo engafundiswanga mabayiqheliswe ezikolweni.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Izafobe azinanzwanga kwaphela</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Impazamo ezifika rhoqo ze zixakise abantu abamakishayo zezi;
Ulwakhiwo lwemihlathi: Abafundi baneendlela ngeendlela zokwakha imihlathi abazisebenzisayo ezingamkelekanga.
1. Ifomathi yomhlathi: Eminye ibekwa ngeembumbulu. Eminye isetyenziselwa iqhagamshela, Abanye abawenzi kwa loo mhlathi
<ul style="list-style-type: none"> <li>Abanye benza imihlathi engaqhelekangan konke konke , bayiqhawula nandawoni. Umzekelo , nanku umhlathi obahalwe ngumfundi</li> </ul>
<b>QUESTION 6</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Uphendulwe kakuhle gqitha lo mbuzo. Ubusekwe kumxholo abawuthandayo "ingoma"</li> </ul>
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>Abanye bebephuma kwakulo mxholo wombongo uve nagbo sele bephendula ngaphandle.</li> <li>6.4 bayishiya ijinga la mpendulo abamfaki u"nya"</li> <li>6.7 ubabethile abaninzi kuba banika isibaxo, isikweko</li> <li>6.5 Kube kininzi ukukhala ngabantu abadanisayo bade abanye bathethe ngokujayiva okungakhange kubekho kumbongo.</li> <li>6.8 umbuzo ubufuna uhlobo lombongoimpindulo ezinikwe ngabafundi zibonisa ukungalwazi uhlobo lombongo.Bambi bathi yi-aleji, sisibongo, yintyilazwi. Abanye yieleji.</li> <li>Impendulo ka6.8 no6.9 ithande ukufana</li> </ul>



<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Izafobe mazifundiswe rhoqo kwaye mabanikwe imisetyenzana ejonge kwindlela ezisebenza ngazo.</li> <li>Mabangaxelelwa ukuba umbongo ngumhlobo mni koko banikwe iimpawu ezi baze ke banikwe ithuba lokuchonga uphawu ngalunye lombongo bathathe izigqibo ke.</li> <li>Abafundi mabanganiki intsingiselo ngendlela entsonkothileyo</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Abafundi bagxila kakhulu kwigama lokuqala abalibambe embuzweni ze bangawananzi amanye abalulekileyo awenza umbuzo</li> <li>Izafobe azaziwa tu. Bakhala ngesafobe sokuthembisa, lithemba, banika intsingiselo, isafobe sethemba</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Maziqhutywe izifundo zokufundisa ukuphendula imibuzo abafundi mabangalindi imini yoviwo kuphela. Mabafundiswe ukukrwelela imigca phantsi kwal magama enza umbuzo bade bakhokelwe ngemibuzo ukuze bakrwele. Umzekelo.,</li> <li>✓ Kuthiwa yenza ntoni? Krwelela elo gama</li> <li>✓ Kuthiwa yenze ngantoni? Krwelela elo gama</li> <li>✓ Kuthiwa yenze njani? Krwelela elo gama</li> <li><b>Cinga ke ngoku:</b></li> <li>✓ Zinto zini ekufuneka ndibe ndiyazazi ukuze ndiphendule lo mbuzo?</li> <li>✓ Luluphi ulwazi olufunekayo</li> <li>✓ Bhala isivakalisi esinye esixela ukuba uza kwenza ntoni kulo mbuzo.</li> </ul>
<b>QUESTION 7</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Uphendulwe kakubi gqitha lo mbuzo. Abafundi abawuhoyanga kakubi umbuzo omde.</li> <li>lingxaki zininzi eziphawulekayo kuphawulwe nagzo ngezantsi apha.</li> </ul>
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<b>Izinto ezibonakalise ukusilela zezi;</b>
<ul style="list-style-type: none"> <li>Isakhono sokubhala isincoko- Abafundi babalisa ibali endaweni yokuxoxa kukona kusisihlava kulo mbuzo</li> <li>Basukela kwibali lencwadi engaphambili ethi ithemba liyaphilisa abambalwa batsho babalise izinto ezingekhoyo ebalini</li> <li>Abakwazi kubonakalisa ingqiqo esisiseko sempendulo yalo mbuzo- bekumelwe ukuba baqiqe ifuthe lethemba kubomi bukathole bezixhasa ngeziganeko zempumelelo ngokubonisa izinto azenzileyo ukubonakalisa ukuba uzenziswa kukuba nethemba.</li> <li>Nangona beyifundile incwadi,abawazi amagama eendawo nawabantu abachaphazelekayo. Bafaka ooSomerset nooNamhla uThole wenziwa athandane noNamhla.</li> <li>Izimvo azilandeleaniswa ngendlela eyakhelanayo</li> <li>Isakhiwo semihlathi senza ukuba singabikho isincoko kwaphela.</li> </ul>

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>																
<ul style="list-style-type: none"> <li>Mabaqheliswe ukwenza imisebenzi enezafobe.</li> </ul>																
<b>(d) Describe any other specific observations relating to responses of learners</b>																
<ul style="list-style-type: none"> <li>Isakhiwo semihlathi : nanku umzekelo womhlathi obhalwe ngumfundi Umhlathi 1: Uthe ngelinye ilanga uNomsa lowo wafikelwa zizikrelemnqa., Umhlathi 2: zambetha, zamkhuleka</li> <li>Isakhiwo sezivakalisi: Kunzima kakhulu ukubhala izivakalisi ngokokude kunikwe iimpendulo eziqhawuqhawukayo</li> </ul>																
<b>Upelo</b>																
<ul style="list-style-type: none"> <li>Babhala <b>enxg</b>akini endaweni ka <b>engx</b>akini</li> <li>Isiqhobo endaweni ka isigqibo</li> <li>Ingonyama zabaqwenga—uvumelwano alungqamani.</li> <li>Amagama eendawo nawabantu awasaqalwa ngonobumba omkhulu kwaphela.uthemba</li> <li>Ukufakela egameni: imonto endaweni ka imoto</li> <li><b>Aphoke</b> endaweni ka <b>apho ke</b>.</li> </ul>																
<b>Uqhawulo magama</b>																
<ul style="list-style-type: none"> <li><b>Eza kuthi</b> endaweni ka <b>ezakuthi</b></li> <li><b>Liso ka</b> endaweni ka “<b>isoka</b>”</li> </ul>																
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>																
Makuqalwe kwakwibanga leshumi ukufundisa ukubhalwa kwesincoko soncwadi																
Makuqatshelwe ukuba iititshala mazifundiswe ukumakisha isincoko soncwadi kuba abanye basuka bagixe okanye bavimbe amanqaku kuba bengacacelwa kakuhle yindlela iirubriki.																
<b>QUESTION 8</b>																
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>																
<div style="text-align: center;"> <h3>Umbuzo 8</h3> <table border="1"> <caption>Data for Umbuzo 8</caption> <thead> <tr> <th>Group</th> <th>Number of Correct Answers</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> </tr> <tr> <td>2</td> <td>6</td> </tr> <tr> <td>3</td> <td>11</td> </tr> <tr> <td>4</td> <td>7</td> </tr> <tr> <td>5</td> <td>6</td> </tr> <tr> <td>6</td> <td>11</td> </tr> <tr> <td>7</td> <td>0</td> </tr> </tbody> </table> </div>	Group	Number of Correct Answers	1	4	2	6	3	11	4	7	5	6	6	11	7	0
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1	4															
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6	11															
7	0															
Le grafu ibonakalisa izinga lokuphunyelelwa kwalo mbuzo ngabangama-45 kwabali-100 abawukhethileyo. Lo mbuzo usishiya singenaye namnye umfundi ofumene amanqaku																

kwibakala lesixhenxe, bebaninzi abakwibakala lesithathu nelesithandathu kwabawukhethileyo. linkcukacha malunga nokuba umbuzwana ngamnye uqhube njani na zikule grafu ingezants'apha.



Kuyabonakala kule grafu ukuba imibuzo ezibonakalise ukuba yingxaki mininzi kodwa etshatsheleyo ngu8.9; 8.5, 8.10, 8.11,8.14,8.16, 8.17 ngezizathu ezahlukene.yo eziza kuczululwa ngentla apha.

Imibuzwana yalo mbuzo ibifuna ukuba kukhunjulwe iinkcukacha zebali. Abafundi babonakalisa ukungazikhathaleli iinkcukacha zebali.

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

- Ukungawuphenduli ngokupheleleyo umbuzo
- Basebenzisa izaci namaqhalo ngendlela engeyiyo- ku8.12 banika iimpendulo ezithi “**abanye balala umbethe.**”endaweni ka”**itshoba lalala umbethe**”
- Isicatshulwa senzela ukuba iimpendulo bazikhuphe kwalapha kuso.
- Kwimibuzo efuna ukuzixhasa abazixhasi ngokupheleleyo
- Abafundi abakwazi ukubeka isizathu ngokucacileyo – umbuzo 8.17

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

- Mabacaciselwe ingxaki evela ngenxa yokhetho olungelulo. Amanqaku abo ayemka kuba sukuba benombuzo abathathwa ngokubakhange bawuphandule konke konke.
- Mabakuqheliswe ukunikwa imibuzo esekwe kwiinkcukacha ngesahluko ngasinye.
- Mabafundiswe indlela yokuphendula umbuzo ofuna azixhase kwanelahleko eza nokuzixhasa ngendlela ephikisa oko azixhasa ngako
- Mabangafundiswa “ithemba liyaphilisa abantwana alibancedi ntweni koko liyababhidisa.

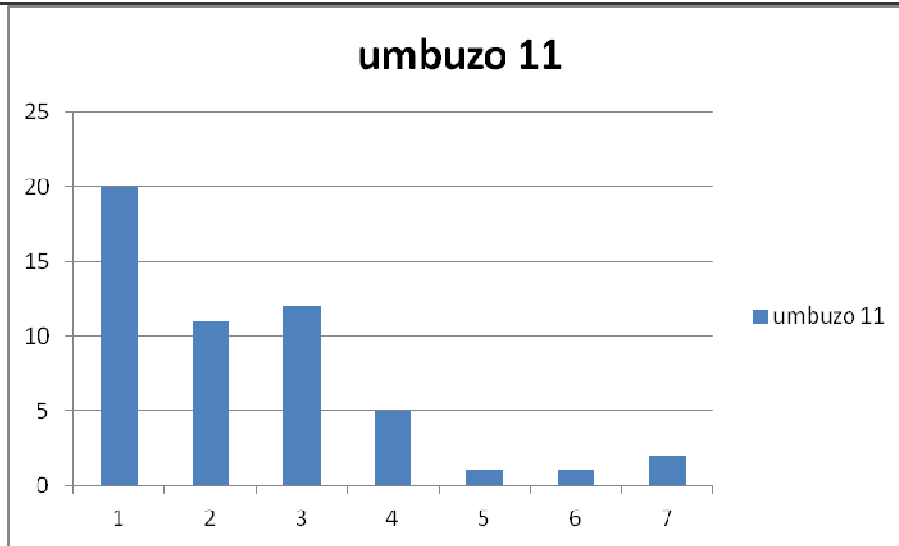
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Ukunambarisha imibuzo kusabonakalisa ingxaki.</li> <li>• Bakhala ngoo”gazolo”, nee”petrol”xa befuna ukuthi imoto yayiphelelwe ngamafutha. Xa umbuzo ufuna iinkcukacha ezisencwadini kunga zingabekwa njengoko zinjalo.</li> <li>• Banika iimpendulo ezinamajiko-jiko nokuba umbuzo ufuna igama elinye. Baphinda babalise ukuze bayokufika kweyona mpendulo.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Ukukhetha imibuzo kuseyingxaki. Abakwazi kukhetha ukuba nguwuphi umbuzo abaza kuwuphendula phakathi kwemifutshane kweli candelo neli lilandelayo. Amanqaku abo ayalahleka lukhetho olungelulo ingakumbi ke kuba umfundi sukuba enombuzo angakhange awuqale nokuwuqala</li> <li>• Makuqatshelwe ukufundiswa kwezaci namaqhalo ingakumbi xa sele zifumaneka kwincwadi le ifundwayo</li> </ul>
<b>QUESTION 9</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>• Abenzanga kakuhle abafundi kulo mbuzo. Basuka badwelise iingongoma zityetiswanga zaxoxwa.</li> <li>• Bakho abebekhala bophele benezimvo neengcinga ezilandelekayo. Kuyancomeka oku,</li> </ul>
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>• Babonakalise ukungazi ubuthandazwe kuqala ukuba bubonakala ngantoni , kwaze kwanzima ukububona kuMfazwe njengomlinganiswa. Bebesuka babhenele ekubaliseni ngeli xa bamele kuxoxa.</li> <li>• Baninzi ababonakalise ukuzazi iziganeko apho abonakalise obu buthandazwe kodwa bezingaxoxelwa kwisincoko koko bezisuka zibekwe zifoliswe zibe kuluhlu lwazo okanye zibekwe ngokweembumbulu.</li> <li>• Abafundi abasayazi into yokuba xa sijonga umlinganiswa ngamnye sizixhasa ngezinto azenza nazithetha kwabanye nangabanye abantu bekho bengekho, izinto azixabisileyo nezimkhathazayo ukuze sikwazi ukuxoxela elo cal silikhethayo.</li> <li>• Bakho abangakwazanga kubona nezo zenzo zobuthandazwe sele bezazi bezichaza.</li> <li>• Bathatha abalinganiswa benye incwadi babafake kwenye</li> <li>• Baphendula zonke iinoveli ekubeni befunde yanye esikolweni.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Mininzi imisetyenzana enokusekwa kwimiba enomlinganiswa baze abafundi bayiqhele imibuzo efana nale.</li> <li>• Mabenziwe neebhayografi zomlinganiswa, ingakumbi abaphambili</li> <li>• Mabaenziwe neetshathi ezibonisa indlela abazalana ngayo abalinganiswa ebalini.</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Ukwakhiwa kweendidi zemihlathi makuqatshelwe kufundiswe abafundi baqheliswe ngokufanelekileyo.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Ubuthandazwe bubonakala ngezenzo, izinto azithethayo umlinganiswa, izinto azicingayo nazixabisileyo, izinto ezithethwa ngabanye abalinganiswa ngalo mlinganiswa kwanezinto ezimxabanisa nabanye.
Intshayelelo yesi sincoko ibimele kuchaphazela injongo yokubhala isincoko.
Bamele kukhunjuzwa ukuba ubuthandazwe bubonakal ngokuba ubani;
Azenze idini, afunge angajiki, ancame ubomi bakhe umntu, azenze idini, ukulwela amalungelo oluntu gabalala hayi awakho kuphela, ukulwa ucalucalulo, ukungampimpi ukuncama nezinto zolonwabo. Bamele kuba bachankathe kwezi zinto abafundi
<b>QUESTION 10</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Uphendulwe kakuhle lo mbuzo. Imibuzo emininzi ibifuna impendulo enye.</li> <li>Kungenjalo ubusetwe okwecatshulwa(comprehension lo mbuzo) bezimbalwa iimpindulo ezingekho kwisicatshulwa. Kungoko abafundi bale ncwadi singathi bebenethamsanqa.</li> </ul>
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>10.3 abanampendulo ichanekileyo bayinikayo ngalo mbuzo. Abanye baphendula beme kude kunencwadi okanye oku kwabantu abangayifundanga incwadi</li> <li>Kweminye imibuzo baphendula bashiye phakathi. Kuba nzima kumanqaku angahlulwayo ukuthatha impendulo engaphelelanga.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Mabaqheliswe ukuphendula le mibuzwana ifuna bacaphule, bachonge</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Baneziphene zobhalo eziphazamisa ukutolikeka kweempendulo zabo.</li> <li>Xa bengayazi impendulo babhenela kulwimi olukrwada olungamkelekanga.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Makwenziswe iibhankana zemibuzo yokuzihlaziya abafundi bayisebenzise kudityaniswa neyeminyaka ophelileyo.</li> </ul>

**QUESTION 11**

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

Kule mibuzo ikhethwe rhoqo, lo mbuzo nguwona abafundi banamanqaku asezantsi kuwo. Ipesenti eyiavareji yamanqaku afunyenwe ngabafundi kulo mbuzo ngu-39. Kulula ke ukuba ubani atsho ukuba eliya nani labafundi abakwinqanaba lesibini nelokuqala livela kulo mbuzo. Elona nqaku belixhaphakile ngu-7.



Ngokwalo mfanekiso kuqhutywe kakubi kakhulu kulo mbuzo. Abaninzi bahleli kwinqanaba lokuqala. Akubonakali ukuba kufikelelwa lula kwinqanaba 5 nele 6.

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

**Izinto ezibe negalelo elingelihle zezi zilandelayo;**

- Abafundi abaninzi baphuma emxholweni ngokusuka babalise endaweni yokuxoxa.
- Oku kwenze ukuba izincoko zabo zibe zide nje zingenabo ubunzulu bempendulo.
- Abalwazi uhlobo lwesincoko esifunekayo ukuba sesixoxayo
- Abafundi ababeki luvo, bazixhase, babonise ngemizekelo
- Ababhali kwixesha langoku, babhala kwixesha eladlulayo okanye elidlilileyo.
- Kukho imbinana ekhokelise ubukrwada bathethe ngezothando ezinzulu ngexesha elingelolazo.
- Babathuka ngokulinganayo uNamhla noZodwa. Ubuhlangu nesincoko esinokoza amanyala kaZodwa noNamhla njengolona phawu
- Izincoko zizizingqindi kunzima ukwenza inani lamagama elixeliweyo
- Abaninzi abagqibanga bathi ntlo nje kanti sikho isikhokelo sexesha emalisetenziswe kumbuzo ngamnye kwiphepha lemibuzo.
- Basuka bathelekise uZodwa noNamhla endaweni yokuphendula umbuzo.
- Abafundi bawabeka njengezityholo onke amabango abo. Baxhomekeka kakhulu kwiziganeko baze bayityeshele ingqiqo..
- Bayakwazi ukubeka izibakala ezininzi zomlinganiswa kumqolo omnye bangazixhasi

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

Abafundi mabaqheliswe ukubhala ngabakubonayo kwincwadi hayi okwenzekayo, okwenzekileyo  
Baze bazixhase ngokwenzekileyo babonise ngamazwi abanye abalinganiswa ababone oku, okanye amazwi omlinganiswa abonisa ubunyani boku ukubekayo.  
Umzekelo

**UNamhla ubonakalisa ukungabi nambeko okanye ukungabi nantlonipho- uluvo okanye okubonayo**

**Kuba akathethi ngesimilo nabantu abadala- ukuzixhasa ngobungqina obusencwadini**

**Xa ethetha noyisemncinci uSabatha umxelela ukuba akanaye nomfazi,” ...uhamba esaneka izabatha nje” akugqiba ukuba engumntu omdala**

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

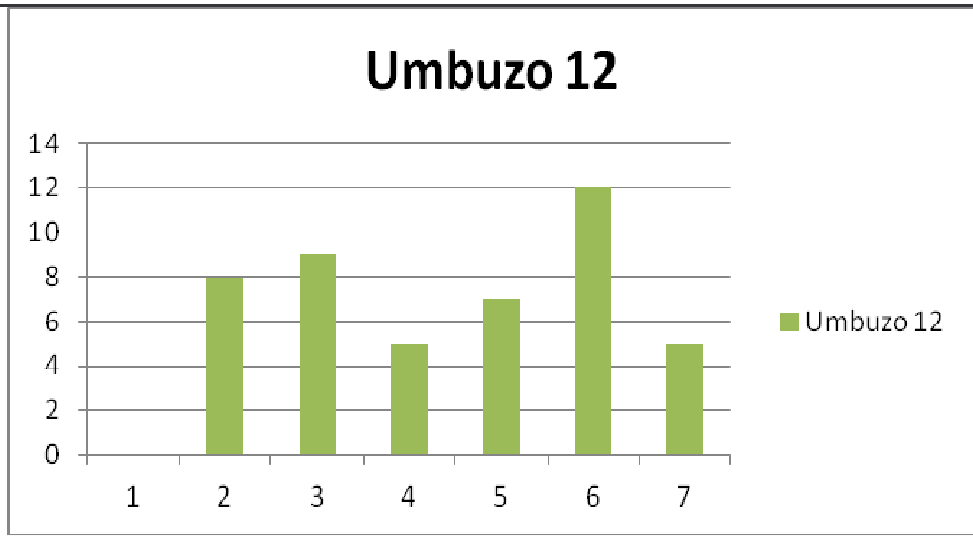
- Ulwakiwo lwemihlathi lubaluleke kakhulu nohlobo lomhlathi lubaluleke kakhulu.
- Endaweni yokuthi “emngcwabeni “ bathe “emangcwabeni”
- Isakhiwo sesincoko asinanzwanga kanobom.
- Abafundi abahlei ziphene zabo abanye phofu baphinda babhale igama elinye ngepensile bengatshintshanga nto kulo.[ bathi umzekelo uFriday wayeyipipi endaweni yokuba wayeyimpimpi]

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

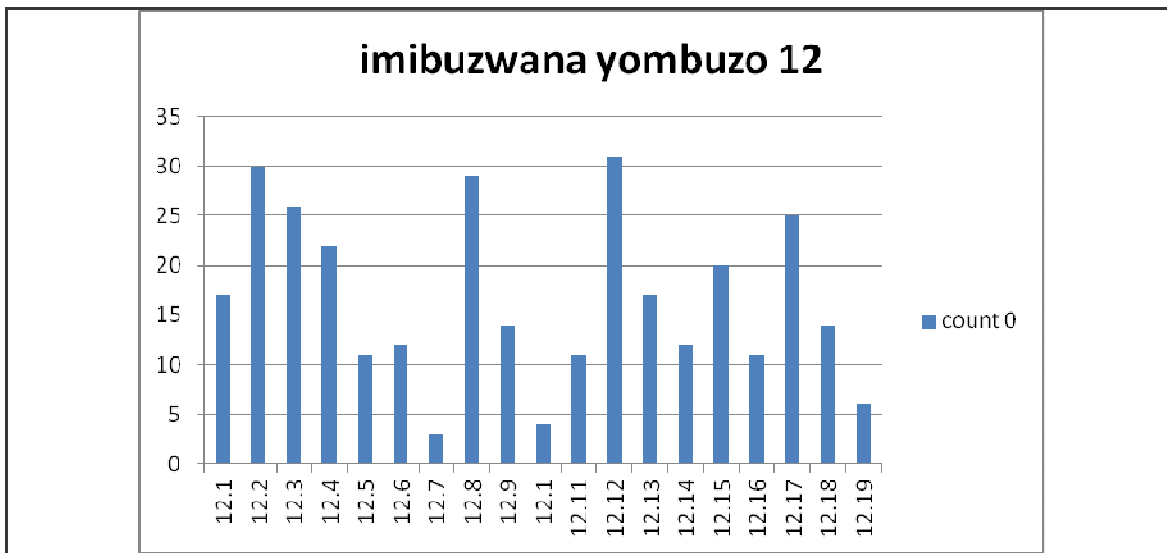
- Makumakishwe ngerubriki rhoqo xa kumakishwa ezi zincoko zoncwadi.
- Abafundi nabo mabanikwe ithuba lokuzimakisha.

**QUESTION 12 Amaza : Z. S. Qangule**

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



**Le grafu ingentla ibonakalise izinga lokuphumelela lo mbuzo ngokwamanqanaba asixhenxe asetyenziswa lisebe.**



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

- Kwimibuzo 12.14 no 12.15 baphendula ngolwazi lwabo lwesiqhelo bakhankanya ,ingubo, inqawa, njalo njalo, “ ingozi ayibonwa, ayingeni endlini.
- Bazibhalela eyabo incwadi umzekelo: “umzimba waunuka”
- Bayasilela ukunika impendulo echanekileyo kumbuzo ofuna igama lendawo(12.1), ixesha(12.12), njani(12.13).
- Amagama engingqi nolwazi lwabo lwengingqi .
- 12.9 Bekulindeleke ukuba umfundi aweveze onke amacala xa ezixhasa kodwa ke abakwazanga ukuyenza loo nto bavelisa uWelisile kuphela.
- Kwakhona impendulo ebixhaphakile ngu”Ewe” kulo mbuzo ngeli xa

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

- Mabaqheliswe ezi ntlobo zemibuzo zikwiphepha elinye banga bazokuwazi umahluko bejikwajikwa.

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

Uyabaguba kakhulu umahluko phakathi kwamagama angundoqo ombuzo angala, “**chonga, caphula, caphula igama, caphula ibinzana**”

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

- Abafundi mabafundiswe ukuba u”kwakutheni ufuna isizathu.
- Xa kuthiwa ngubani , mabanike igama lomntu
- Kunganceda ukuba kwizithili kusetwe amaphepha afanyo kuncwadi
- Ilkomiti zesabjekthi mazingahalalei kuphela ukuseta koko mazidlulele ekwakheni iititshal ezizio



<b>QUESTION 13: Aa! Jongumsobomvu</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Bambalwa abafundi abasebenzisa le ncwadi</li> <li>Uninzi luqhube kakuhle</li> <li>Banolwazi ngenchwadi</li> </ul>
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>lingongoma zifoliswa nje zingaxhaswa.</li> <li>Izincoko zifutshane</li> <li>Noko benalo ulwazi kokdwa ukulucwangcisa kuseyingxaki.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Mabafundiswe ukuplana</li> <li>Ukuhlela mabakufundiswe ngokunikwa imisebenzi yoko mhlawumbi kuthathelwa kwimisebenzi yabafundi yangaphambili okanye yeminyaka edluleyo.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
Upelo , imihlathi izivakalisi zigqugqisile
Abafundi abaziplani kwaphela ezi zincoko basuka babhale.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Abafundi mabaqheliswe ukukhetha imibuzo kusetyenziswa itshekhlisti namaphepha eminyaka edluleyo.
Mabakhe banikwe neempendulo zemibuzo engeyoyabo bazokuwuva umahluko xa kusithiwa bayagwengula xa bephendula
<b>QUESTION 14 Aa! Jongumsobomvu</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Baqhube kakuhle abafundi kulo mbuzo</li> </ul>
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Baqhube kakuhle kwaye ababaninzanga
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
14.3 Abakwazi ukwahlula ibinzana kwigama
14.11 Abakwazi ukunika impendulo ezeleyo efuna ukuxhaswa ngesizathu. Umzekelo “ hayi kuba kukho isizathu kodwa wena awunosibona ngamanye amaxesha kodwa ekugqibeleni ikhona impendulo”Ayamkelekanga kwaphela impendulo elolu hlobo.

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Xa bebhala isincoko sedrama basebenzisa ifomathi yedrama oku kwabantwana abangazange bakhe bawunikwe lo msebenzi.</li> <li>• Ukwakhiwa kwemihlathi, upelo ukwakhiwa kwezivakalisi kusabonakala kuyingxaki</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Abafundi mabaqhele ukubhala amaphepha apheleleyo naphakathi enyakeni banganikwa</li> </ul>

**SIGNATURE OF CHIEF MARKER:** \_\_\_\_\_



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