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**QUALITATIVE ANALYSIS OF LEARNER RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2021**

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| **REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

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| **SUBJECT** | **ISIXHOSA HOME LANGUAGE** |
| **PAPER** | **1** |
| **DURATION OF PAPER:** | **2 HOURS** |

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

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| Abafundi bazamile kodwa abaqhubanga kakuhle ngohlobo ebebelindeleke ukuba bangaqhuba ngalo. Indlela ababezithembe ngayo kwiiEvaluation forms mhla babegqiba kubhala eli phepha ayingqinelani kangako neziphumo zabo. |
| Uninzi luphumelele ngamanqaku aphakathi (level 3 and 4). |
| Babonakalisa kakhulu ukungazifundisisi iitekisi ababuzwa kuzo. Abayifundisisi imibuzo phambi kokuphendula. Abazifundi neempendulo zabo ukuqinesekisa ukuba okufunwa ngumbuzo bakuphendule kakuhle. Bami ngolu hlobo ke kweli phepha: |
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**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).**

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| **QUESTION 1** |
| (a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| Kulo mbuzo baninzi abaviwa abaphumelele kwinqanaba lika-60% ukuya ku-90%. |
| Ebenqabe kakhulu ofumana amanqaku angama-30. |
| Minyaka le abaviwa bahlala bebethakala kwimibuzo efuna banike intsingiselo, bacaphule, bathelekise, kwimibuzo evulelekileyo (open-ended), oko kuthi imibuzo ekumazinga okuqonda aphezulu bayasilela kakhulu kuyo. |
| Iimpendulo zabo zibonakalisa ukuba abaphindi bawufunde umhlathi lo bakhonjwe kuwo baphendula gabalala ngolwa lwazi bebelufumene ngethuba befunda isicatshulwa sonke kuba ezinye iimpendulo zibe zicace gca kufuneka nje umfundi ayithathe ngobunjalo bayo kuloo mhlathi kodwa nkqi ukuyichana. |
| 1. **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| 1.4. Abakwazi ukunika intsingiselo yegama u’esinye’. Basuka bakhuphele kwa esa sivakalisi sino’esinye’ okanye beze neentsingiselo ezingezizo ezifana no’zininzi izizathu’. Khumbula ke nakunyaka wama-2020 wawuyingxaki kakhulu lo mbuzo ku’kwakhona’. |
| 1.5. Uninzi lwabafundi lufumene inqaku elinye kulo mbuzo kuba endaweni yokunika izizathu ezibini ezikumhlathi abakhonjwe kuwo basuka baphindaphinde isizathu esinye somoya wethemba. |
| 1.6. Bawafumene amanqaku kodwa uninzi luqala iimpendulo zalo ngokuthi ‘ubhubhane yinto eqwenga/egqugqisa/eyenza iziqwenga kwihlabathi’ okanye ubhubhane ‘yintsholongwane’. Basabethakala kakhulu kukuveza intsingiselo yegama njengoko lisetyenzisiwe. |
| 1.9. Bazamile kulo mbuzo kodwa kuyingxaki kubo ukunika intsingiselo engqalileyo, iimpendulo zabo ziyagwegweleza kufuneke mayifundisisiswe kukhangelwa ukuba idibana njani nale ichanekileyo. |
| 1.12. Ubabethile abafundi lo mbuzo. Abasazi isifanekisozwi, uninzi luthatha igama u’Nkqu’. Abanye basithatha sonke esa sivakalisi bangasikrweleli isifanekisozwi. Ikhona imingqandandana engalifumananga eli nqaku kuba endaweni yokucaphula igama u’ndi-i-i’ basuke bacaphule ‘ngokuthi ndi-i-i’. |
| 1.13. Endaweni yokunika la mqolo wokugqibela njengempendulo echanekilyo basuke bathathe le ingentla ingakumbi umqolo 5 no-6 kula mhlathi. |
| 1.14. Abakwazanga tu ukuzixhasa kulo mbuzo. Oku kuhamba nokungafundisisi itekisi kuba kwisicatshulwa impendulo echanekileyo ikumqolo olandela kanye emva kwegama u’mavulakuvaliwe’. Abakwazanga tu ukudibanisa eli gama noku kukwisivakalisi esilandelayo. Iimpendulo zabo zithetha ngabantu ebebedibana bedanisela uJerusalema endaweni yeevidiyo ebezityhuluba. |
| 1.16. Abawafumananga amanqaku kulo mbuzo kuba iimpendulo zabo azithelekisi njengoko umbuzo uyalele ikakhulu zithetha ngoJerusalema. Minyaka le ihlala iyingxaki enkulu ukuphendula imibuzo ethelekisayo ngokuchanekileyo. |
| 1.18. Uninzi lufumene inqaku elinye lokuxela udidi lwabantu. Abazixhasi begxile kwisicatshulwa bazixhasa ngolwazi lwabo gabalala. Abanye banika impendulo ethi ngamaZulu okanye abantu abamnyama. Abanye beze nodidi lwabantu olukude kakhulu kulo mxholo wesicatshulwa, umzekelo, abantu abasebenzayo/abasebenzi. Abanye endaweni yokuthi ‘lulutsha’ bathi ‘abantwana abancinci’. |
| 1.19. Abaziboni izifonyo nokuqelelana kanye ngoku zicace gca kumfanekiso, ngaphandle koko ubungenakulindela umfundi ongayaziyo ukuba ngexesha leCovid zizona nto zisetyenziswayo ezi. |
| 1.20. Abakwazi kudibanisa okukumfanekiso nokukumhlathi wesibini malunga nomqobo wobudala. Uninzi luthetha ngabantu abadala abawuvanga kakuhle umbuzo. Abanye bathi sele bewuvile kakuhle umbuzo xa bephendula bangakuvezi tu ukuthelekisa. |
| 1.21. Abangawafumenanga amanqaku kukuba abawufundanga wonke umbuzo. Banika imfundiso gabalala hayi ngengoma njengoko umbuzo usitsho. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Abafundi mabafundiswe kuqala zonke iimfuno zokufundela ukuqonda nanjengoko imibuzo ifuna ukuba bayiqondile na itekisi le bebeyifunda. |
| Bafundiswe iindlela zokuphendula imibuzo ngokuchanekileyo; oko kuthi, bazi xa umbuzo ubuzwe kanje kufuneka benike impendulo enjani ukuze babe bawuphendula kakuhle. |
| Bafundiswe ukunika impendulo epheleleyo ukuze amanqaku ombuzo bawafumane onke. |
| Bandule ke ukuqheliswa rhoqo ngemisebenzi yokufundela ukuqonda ekumaphepha eminyaka edlulileyo. Ukusuka banikwe imisebenzi yezicatshulwa bengafundisisekanga ukuba kulindeleke ukuba iphendulwa njani le mibuzo, akubancedisi konke konke. |
| Ootitshala mabaye qho kuxwebhu lweCAPS phantsi ko-3.2 UKUFUNDA NOKUBUKELA iphepha 24 ukuya ku-27 xa bexhonkxa abafundi kulo mbuzo. |
| Ootitshala mabaziqaphele ezi ndawo zibonakalisa imiceli-mngeni kubafundi ukuze xa benika imisebenzi bagxile kakhulu ekubaqeqesheni kuzo. Makuqiniswe nokufundiswa kwezigaba zentetho (kuqukwa nezafobe), imisebenzi yezigaba zentetho, izaci, amaqhalo neentsingiselo zazo. Imibuzo mayiquke nezinye iingxaki abanazo abafundi ukubaxhobisa. Makuthiwe gqolo ukufundiswa nokuhlola isakhono sokufunda nokuqonda iitekisi ezibhaliweyo, kufundwe ngokuqonda, kutolikwe iitekisi ezibonwayo. Iitekisi ezo mazikhatshwe yimibuzo ekumazinga awohlukeneyo ngokweemfuno zeExamination guideline 2021 neCAPS. |
| (d) **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
| Abacebisi besifundo mababancedise ootitshala bababonise iindidi zemibuzo yezicatshulwa ngokwamazinga alindelekileyo xa kuvavanywa. Babonise ukuba kulindeleke imibuzo enjani ngokweCAPS xa kuvavanywa izicatshulwa. |
| UTeacher Development makazame ukwenzela ootitshala ucweyo olujongene ncakasana nokufundiswa,ukuhlolwa kunye neemfuno zephepha loku-1. |
| ISIXHOSA naso kuyanqweneleka ukuba sifakwe kwiiInterventions zezithili kuba uya ukhula ngokukhula umceli-mngeni kubafundi. |

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| **QUESTION 2** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| Abafundi noko bazamile kulo mbuzo, ibancedile kakhulu le ndawo yokuba xa enamagama awashiyeleleyo okanye omnye awatshintshatshintshe ukulandelelana kwawo kwitekisi, oko sikuthathe njengengongoma yakhe. |
| Isekhona imbinana ezikhuphela ngobunjalo bazo iingongoma, abakakwazi ncam ukusebenzisa amazwi abo. |
| Ukubhala ngomhlathi isishwankathelo nako kuseyingxaki, likhona iqela elisazidwelisayo iingongoma. |
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| 1. **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Isicatshulwa salo mbuzo sithetha ngoDJ noyinto yabo abayithanda kakhulu. abo bangawafumananga amanqaku basuke bathethe gabalala ngolwabo ulwazi ngoDJ bangathethi ngoku kukwisicatshulwa. Abanye bayamyala bemxelela izinto amakangazenzi, abanye bamxelele ezinye ezingekho kwisicatshulwa, umzekelo bathethe ngokubaluleka kokusebenzisa amakhasi onxibelelwano ukuze adume kuyo yonke indawo. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Mabafundiswe indlela eyiyo yokushwankathela. Bafundiswe ukuchonga iingongoma ezingundoqo bezidibanisa nomyalelo othe mababhale isishwankathelo esithetha ngantoni.  Mabafundiswe izithethantonye, ukusebenzisa igama elinye endaweni yebinzana/isivakalisi, ukusetyenziswa kwezihlanganisi ngokuchanekileyo nokubhala ngezivakalisi ezipheleleyo. |
| Umzekelo xa kuthiwe’Hlaba ukhangele ...’ bathi ‘Hlaba ujonge ...’ ezinye izithethantonye abazidibanisi nomxholo wengongoma. |
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| 1. **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. |
| Mabaqhelaniswe nokusoloko benikwa imisebenzi yaseklasini yokushwankathela rhoqo.. |
| Mabanikwe imisebenzi yokushwankathela izicatshulwa ezikumaphepha-ndaba esiXhosa ukuvuselela umdla wabo. |

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| **QUESTION 3** |
| **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| Abaviwa abakwazanga ukusitolika sonke isibhengezo, bakhangeleka beye bathabatheka ligama leAPP nomculo kuba izizinto abazithanda kakhulu. Abakwazanga ukudibanisa konke okubhaliweyo nemifanekiso. Bathatheke kakhulu ligama lengoma/lemvumi/namazwi engoma/mculo vula thatha; kube ke kungekho mbuzo ubufuna ezi ndawo bazithathele phezulu. |

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| 1. **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| 3.3. Uninzi lwabo lubethekile kulo mbuzo kuba abacaphuli la mabinzana aziingongoma zokungqina okufunwa ngumbuzo. Uninzi luthathe ‘igama lengoma/igama lemvumi/namazwi engoma. |
| 3.5. Elona gama lifunekayo ngu’Thenga’ Abaviwa bacaphula uPlaystore/AppleStore bodwa bangabahambisi neli gama lifunekayo. Kanti abanye bathatha u’ngoku’ egoqoza. |
| 3.6. Uninzi lwabafundi lufumene inqaku elinye kulo mbuzo. Banika impendulo yodidi lwabantu ekujoliswe kubo bangafiki kule ndawo yokuba kufuneka babenayo neselula enoPlaystore or AppleStore, kanti kaloku lo mculo ufumaneka kuba umntu enale APP. Awukwazi ke ukubaneApp ungenaso iSmartphone. |
| 3.7. Uninzi lwabafundi luyakwazi ukuyibona ingcinga ebethelelekileyo yesini (ubuso bendoda), basuke baphele kuloo ndawo bangayi ekuthini oko kwenzani/kuzisani kwesi sibhengezo. Abawafumananga ke omabini la manqaku kuba iimpendulo zabo aziphelelanga, ngelishwa ke awahlulwa. |
| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Mabafundiswe izakhono zokufunda nokulolonga iitekisi ezibonwayo nako konke okuqwalaselwayo xa kufundwa isibhengezo. Abafundisi-ntsapho mababaqhelise abafundi imisebenzi esekwe kwizibhengezo-ntengiso. |
| Bafundiswe ulwimi olusetyenziswa kwizibhengezo nomsebenzi walo njengoko iExamination guideline ka-2021 ikubethelela ngamandla oko. |
| Mabafundiswe ukuqwalasela umfanekiso okwisibhengezo nesigama esisetyenzisiweyo bazinxulumanise, bafunde indlela yokutolika abakubonayo nokubhaliweyo. |

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| 1. **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc** |
| Ootitshala mabalusebenzise kakhulu ulwazi neenowuthsi ezimana zikhutshwa ngabacebisi besifundo ezithilini zabo. |
| Mabakhuthazwe abafundi bamamele izifundo ezenziwa kunomathotholo qho. |
| Abacebisi besifundo mabancedise ootitshala bakhethiswe izibhengezo-ntengiso ezifanelekileyo, bancediswe nasekuyileni imibuzo esekwe ngokwamazinga nemigangatho yobunzima eyahlukeneyo ngokweemfuno zeCAPS.neguideline. |

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| **QUESTION 4** |
| (a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| Banqabile abaviwa abawafumene onke amanqaku alo mbuzo, ikhona nje imbinana. Abaviwa ubukhulu becala kule khatuni bathabatheke nguSive neselula. Abakwazanga konke konke ukutolika ubukho bukaLiyon. Ibabethile ke imibuzo efuna nobukho bukaLiyon kulo mbuzo. |
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| 1. **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| 4.3. Abaviwa basuke ingcinga eziswa ngu’kodwa’ bayise kuvakalelo lukaSive bangayisi kwiselula. |
| 4.6. Uninzi lwabaviwa baphela ekubeni ulele/uthule oko bangakudibanisi nengcinga ekwisakhelo sesi-3. |
| 4.7. Abanye abawafumenanga la manqaku kuba basuke baphendule gabalala ngokwazi kwabo abantu abanqula iiselula behleli nabanye abantu. Uninzi iimpendulo zabo aziphelelanga ziveza uSive ekhathalele iselula engamhoyanga uLiyon bangafiki ekubeni wafumana isohlwayo sokuphoxwa kwayile selula ayikhatheleleyo akafowunelwa nangabo bantu ebebajongile. Ngelishwa ke la manqaku ahamba omabini okanye angafumaneki omabini. |

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| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Ootitshala mabagxile ngamandla ekufundiseni ikhathuni kuyacaca kusekuninzi okufuna ukwenziwa. |
| Abafundi mabaqhelaniswe nokutolikwa kwekhathuni banikwe rhoqo imisebenzi yokuziqhelanisa nalo mbuzo. |
| Makugxininiswe ekunxulumaniseni okwenzeka emifanekisweni nokuthethwayo neentshukumo zabalinganiswa kwikhathuni. |
| Makufundiswe ngamandla iindidi zamaqam neempawu zobhalo nemisebenzi yazo kwiikhathuni. |
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| 1. **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc** |
| Ootitshala mabancediswe ngabacebisi besifundo bakhethiswe iikhathuni ezifanelekileyo, bancediswe nasekuyileni imibuzo esekwe ngokwamazinga nemigangatho yobunzima eyahlukeneyo ngokweemfuno zeCAPS neExamination Guidelines. |

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| **QUESTION 5** |
| (a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| Uninzi lwabaviwa luwafumene amanqaku kulo mbuzo bakhona nabawafumene oli-10. Ikhona imbinana eyothusileyo ngokufumana amanqaku angu-0 ukuya ku-3 kuphela. Abo ngabafumana u 5.3 no 5.7 okanye bafumane u5.7 kuphela. |
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| 1. **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| 5.1. Isakhi sovumelwano basuke bakhuphele kwaesi kuthiwe mabasilungise. |
| 5.2. Bawafumene la manqaku nangona uninzi lwabo lufumene inqaku elinye kuba basuke baphele kule ndawo yesiqwengana bangasigqibi sonke isivakalisi. |
| 5.3. Usemninzi umceli-mngeni kulwahlulo lwesikhombisi u’le’ no’...nto’. Abayiboni ukuba libhalwe ngokungachanekanga xa lidityanisiwe. Abanye baphendula ngokuthi ‘Le into/Leyo’ |
| 5.6. Iintlobo zezenzi zisengumceli-mngeni, uninzi lusuke lubhale kwala nto isembuzweni okanye bashiye isithuba bengabhalanga. |
| 5.8. Abayivanga kakuhle intsingiselo kamabizwafane baphendula ngokuqashela. Abanye basuke bangakhethi bakubhale konke okuya kuthiwe mabakhethe kuko. |
| 1. **Provide suggestions for improvement in relation to Teaching and Learning** |
| Ootitshala mabagxile ngamandla ekufundiseni izakhi nemigaqo yokusetyenziswa kolwimi (igrama) njengoko zidwelisiwe kwiCAPS iphepha 104 ukuya ku-106. |
| Abafundi mabaqheliswe ukuphendula imibuzo yegrama ngokuthi banikwe rhoqo imisebenzi kusetyenziswa iitekisi ngeetekisi. Mayingabuzwa le mibuzo igoqoza, mayisekwe kumxholo wetekisi leyo Loo nto iya kubanceda batsho bakwazi ukumelana nayo nayiphi na imibuzo yezakhi nokusetyenziswa kolwimi ngokusemxholweni |
| 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. |
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| 1. **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 ngokusemxholweni, 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 ukuhlohla ulwimi lwesiXhosa. |
| Oo-HOD ezikolweni mabaqinisekise ukuba igrama iyafundiswa, ihlolwa ngokusemxholweni. |