Province of the
EASTERN CAPE
EDUCATION

## EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

# 2023 NSC CHIEF MARKER'S REPORT

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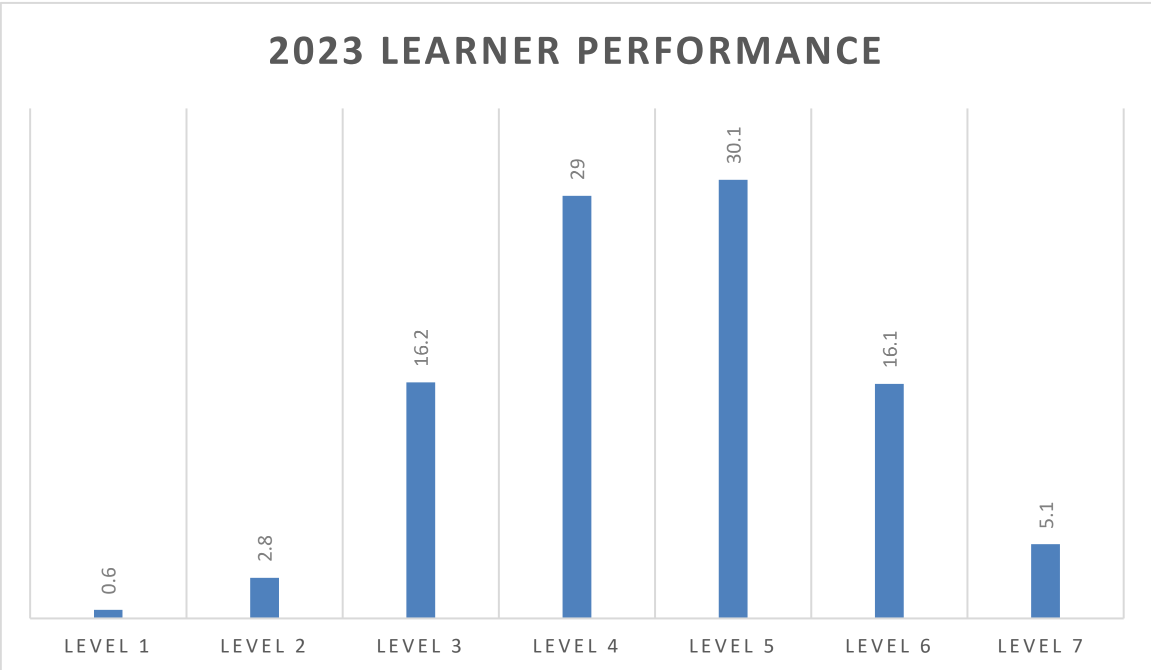
|---|---|---|---|
| **SUBJECT** | **ISIXHOSA HL P1** | | |
| **QUESTION PAPER** | 1X | **2** | 3 |
| **DURATION OF QUESTION PAPER** | | | |
| **PROVINCE** | **EASTERN CAPE** | | |
| **DATES OF MARKING** | **4th DECEMBER 2023** | | |

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

Abaviwa baqhube kakuhle kakhulu kweli phepha. Ama-51.4 eepesenti wabaviwa aphumelele kumanqaku aphezulu (Level 5-7), 45.1 eepesenti kwinqanaba eliphakathi (Level 3 & 4). Lehle kakhulu inani leepesenti labaphumelele kwinqanaba elisezantsi (Level 1 & 2) xa lithelekiswa neminyaka edlulileyo, ngu-3.5.

Abo babethakeleyo, babonakalisa kakhulu ukungazifundisisi iitekisi ababuzwa kuzo. Abayifundisisi imibuzo phambi kokuphendula. Abazifundi neempendulo zabo ukuqinesekisa ukuba okufunwa ngumbuzo bakuphendule kakuhle. Bami ngolu hlobo:



**SECTION 2: Comment on candidates' performance in individual questions**

| **UMBUZO 1** |
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| **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?<br>Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Basekho ngamandla abaviwa abahlulwa kukuphendula imibuzo yovavanyo lokuqonda. Izakhono abalambatha kuzo ziquka ukuqonda itekisi, ukufumana ulwazi kwitekisi, ukufumana intsingiselo yetekisi ukuqaphela izixhobo zokwenza uluvo, ukufumana imiyalezo yetekisi, ukucaphula/ukuchonga ngokuchanekileyo, nezinye. Abayazi bonke injongo yokuthunywa kwabo emhlathini ukuze baphendule elo qaqobana lemibuzo ukuba kukumenzela lula aphinde azikhumbuze ngalo mhlathi okanye ngalo mqolo athunywe kuwo, awufunde. Eminye imibuzo iimpendulo zayo zikwakwesi sivakalisi sinamagama asembuzweni okanye kwisivakalisi esilandelayo, kodwa basekhona abafundi abangakwazi ukuzifumana ezo mpendulo, umzekelo, 1.5, 1.6, 1.8, 1.9, 1.11, 1.13. Uninzi lwabafundi lufumene amanqaku aphakathi ko-20 ukuya ku-26 ngenxa ka Ewe/hayi ku-1.18 nokubhala inkcaza yomthantatho ku 1.16 bangacebisi. Baliqela nabafumene u-27 ukuya ku-30.<br><br>1.1 Baqhube kakuhle abaviwa kulo mbuzo. Imbinana engawafumanga amanqaku ibonakalisa ukungafundisisi umbuzo nesicatshulwa kuba kwiimpendulo zabo babhala la magama aziimpendulo zombuzo wesi-2. Abanye babethwe kukungahluleli phakathi kwegama nebinzana. Bacinga ngamagama amabini ukunika impendulo ethi **'aqubisane neenzima'** kanye ngoku umbuzo usebenzise eli gama lokuqubisana.<br><br>1.2. Basasilela kakhulu ekwahluleni phakathi kwegama nebinzana. Kusenzima kubo ukuphendula imibuzo efuna bacaphule. Imbinana engawufumenanga lo mbuzo inempazamo yokunika impendulo 'umntu usedabini/ ubomi yimfazwe' aphele ecinga ukuba unike amagama amabini afunwa ngumbuzo. Abanye abayiqondi ukuba le mpendulo ingesixhobo ayiphelelanga xa unika igama 'isixhobo' kuphela kuba eli gama lisetyenziswa kwiimeko ezininzi mihla le, ngoko ke apha kulo mbuzo ukuze libe yimpendulo epheleleyo kufuneka libe libinzana 'isixhobo sokuvika'.<br><br>1.3 Nakulo umbuzo abohluli ibinzana kwisivakalisi, okunye abakwazi kuva ncakasana ukuba umbuzo ufuna ibinzana elithetha ukuthini, oko kuthi okufunwa ngumbuzo kwesa sivakalisi kuhamba kuphele ndawoni. Kulo mbuzo bakhona abathatha sonke isivakalisi. Abanye ngoku sele beqale kule ndawo inebinzana elifunekayo abayazi ukuba mabaphele ndawoni kwisivakalisi ukuze banike le ndawo ifunwa ngumbuzo, babhala konke okanye bacaphule igama 'wonke' bangawafumani ke xa kunjalo amanqaku kuba umbuzo uthi mabacaphule ibinzana elithetha...<br><br>1.4 Kuyancomeka kakhulu ukuphucuka kwabaviwa ukuphendula lo mbuzo (ukukwazi ukukhetha 'bubuxoki'ngokuchanekileyo. Imbinana ewuphosileyo ibhala u'Yinyani' ibonakala ilambatha ekubeni yinyani okanye bubuxoki xa kutheni kuba bazixhasa ngempendulo echanekileyo yobuxoki. Oko kuthi uwuvile umbuzo qha akazi kuthathwa icala ngeyiphi xa kutheni. Abanye ke bathi izityebi azifanelanga kuphila nethemba kuba |

akukhonto ziyidingayo. Bakhona nababhala uYinyani/ Bubuxoki bayeke bengaxhasanga. Okanye bathi 'Ewe/Hayi'

1.5 Abafundi abakwazi ncam ukunika impendulo epheleleyo efunwa sisenzi esibuzayo u'Chaza'. Kule mpendulo kufuneka umfundi aye kufunda kwisicatshulwa inkcazelo kaDesmond Tutu, angeza nayo ngobunjalo bayo okanye ayifunde ayive ze ayichaze esebenzisa nawakhe amazwi kodwa angawulahli umxholo wayo. Basishunqula phakathi esi sivakalisi sinale mpendulo okanye bathathe nasiphi ingakumbi esiya sesibini kula mhlathi, sibe singenanto iphendula mbuzo. Oko kubonakalisa ukungazi ngokwaneleyo ukuba impendulo efunekayo sisivakalisi esipheleleyo esinayo yonke inkcazelo.

1.6 Basenengxaki ukuphendula umbuzo ofuna bangqine, basuka bachase okanye bakhangele le ichasayo impendulo. Impendulo yalo mbuzo ihleli kanye kulo mqolo unala magama asembuzweni, kodwa abafundi bayayishiya la mpendulo beze nezinye ezikude lee kuyo. Oko kubonakalisa ukungakuthatheli ngqalelo ukufundisisa isicatshulwa kanti nomhlathi lo athunywe

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1.7 Eli gama abalifundi ngokokuba lisetyenziswe kumhlathi balifunda lilodwa okanye umbuzo bawufunde baphela pha kulo bakugqiba beza neempendulo ezithi, 'ithemba libakho ebantwini bodwa hayi nakwizilwanyana./alibikho kwizilwanyana/ Libakho ebantwini qha/ Libakho xa umntu enengxaki/esengxakini.'Baphendula ingathi babuzwe intsingiselo ka'kuphela' lo uthetha 'qwaba', kanti kufunwa le ka *'only if'*.

1.8 Ikhona imbinana ekhethe ngokuqashela- abawafumana ke amanqaku.

1.9 Nakulo umbuzo la ngxaki ivela ku-1.6 malunga nokuphendula umbuzo othi 'chaza' isekwanjalo. Bayasishunqula esa sivakalisi sinale nkcaza baphele, '...lokuweza umntu.' bangawafumani ke amanqaku.

1.10 Babonakalisa ukungakwazi ukuphendula umbuzo ofuna ingcamango ephambili. Abayi kula magama angoondoqo asetyenziswe kula mhlathi, la kanye aza kubancedisa beze nempendulo yokuqulathwe ngula mhlathi, basuke banike impendulo ethi 'lo mhlathi uchaza ukuba ithemba lisebenza njani kwaye ubanjani umntu onethemba.' Abanye banika impendulo ka 1.9 neka 1.11.

1.11 Abaviwa basenobunzima ekufumaneni intsingiselo eziswa ligama kuloo ndawo lisetyenziswe kuyo. Lo mbuzo ufuna abafundi beze nokufikayo ezingqondweni zabo xa kusithiwa ithemba 'liliyeza' ikhona kwapha emhlathini impendulo. Bona basuke bathathe esa sivakalisi "Omnye usesibhedlele umntu wakhe uyagula./ Lichazwa kujongwe indlela elisebenza ngayo.

1.12 Bayalambatha kakhulu kwisakhono sokuphendula imibuzo yokucaphula, abasibhali sonke isivakalisi baphela kwiindawo abazithandayo. Ukuze sibekho sonke esi silumkiso ngokupheleleyo kufuneka umviwa afike ekugqibeleni kwesi sivakalisi. Abanye babhala igama elinye "Lumka".

1.13 Impendulo ifuna achase oku kusembuzweni ngoko ke kufuneka impendulo yomviwa iveze ukuba umntu akafi. Bona basuke baxhase/bangqine ukuba umntu uyafa ngokuthatha ezi zivakalisi ziphikisana nale mpendulo ifunekayo. "Akulilahla umntu uqobeka..../ ...akukho kuphila xa ithemba...

1.14 Babonakala bengenalwazi lokuphendula umbuzo ofuna ifuthe. Lo mbuzo ufuna abaviwa bachaze ukuba ukusetyenziswa kweli balana likaVictor kufika kwenzeni emntwini olifundileyo. Abawuva umbuzo basuka bathethe ngoVictor endaweni yokuchaza ifuthe. Bona bathatha nasiphi isivakalisi babhale sona ingakumbi esiya sithi "uVictor waziwa ngobuqhawe bokusinda...."

1.15 Basekhona abaviwa abalambathayo kwesi sakhono sokulolonga umfanekiso. Ikhona imbinana elahle amanqaku ngokuphendula ngokunika izinto ezinokuthi zehle ngenxa yokulahla ithemba "uzakoyika iingxaki zobomi ngenxa yokulahla ithemba. / uya kuzibulala/ uya kumka namanzi". Umbuzo abawufundanga wonke futhi abawudibanisa nomfanekiso. Baphendula becinga ngolwazi lwabo lwemihla ngemihla. Abanye banika ibenye le yamanzi ajikajikane nayo kwizivakalisi zakhe zozibini.

1.16 Abakwazi ukunika icebiso, xa ucebisa kufuneka amazwi aphume kuwe kodwa uwayamanise nala uthunywe kuwo ngumbuzo, uninzi lwabo lusuka lukhuphele la nkcazelo yomthantatho ikumhlathi wesi-6. Impendulo mayenze ukuba lo unikwa icebo ashiyeke kukho into ayibambileyo ukuba ayenze kanjani ukuze kuthi. Abanye abawufundi wonke umbuzo bawuve kuba banika icebiso gabalala bathi 'Makongeze elinye iplanga ahambe nakulo.' Baxela ithemba ukuba yintoni/ yaye lisebenza njani/kukuthini ukubanethemba.

1.17 Bayaya kumhlathi wesi-8 lo bathunywe kuwo, bangawufundi kwakhona ukuze bafumane isivakalisi esichanekileyo ngoku kanye zide zazibini izivakalisi ezikulo mhlathi eziphendula lo mbuzo, baphele bethatha esi sivakalisi sinesilumkiso siyimpendulo yombuzo 1.12. Baphendula ngokungathi bafunde nje le ndawo yokuqala embuzweni 'Caphula kumhlathi wesi-8...' loo nto ibenze bacaphule nokuba sesiphi isivakalisi.

1.18 Lo ngumbuzo ufuna umviwa aqale ngokuthatha icala (Zingabancedisa/ Azinakubancedisa) aze azixhase ngokuthelekisa okwenzeka kwezi zicatshulwa zibini. Uninzi lwabaviwa luyakwazi ukuzixhasa ngokuchanekileyo kulo mbuzo, nangona kunjalo, abawafumananga amanqaku ngenxa yokuba abakwazi kuthatha icala besebenzisa isenzi ababuzwe ngaso baphendula ngokuthi "Ewe/Hayi". U"Ewe noHayi" abacacisi ukuba umviwa uthathe eliphi icala yenze loo nto nokuzixhasa kwakhe singakwazi thina bamakishi ukuba kuya keliphi icala. Abanye bathi ngoku sele belithathile icala kakuhle, basuke bangathethi ngezicatshulwa bathethe ngabo/ngomnye umntu/ngethemba/ ngesicatshulwa esinye.

**Provide suggestions for improvement in relation to Teaching and Learning**

Abafundi mabafundiswe kuqala zonke izakhono zokufundela ukuqonda nanjengoko imibuzo ifuna ukuba bayiqondile na itekisi le bebeyifunda.

Bafundiswe izakhono zokuphendula iintlobo ngeentlobo zemibuzo yesicatshulwa kungagxilwa kule ibibuzwe ngo-2023 qha, bafundiswe zonke kuba kuza kubuzwa ngezinye kunyaka ozayo. Mawasetyenziswe la maxwebhu ancedisana nokufunda nokufundiswa kwesiXhosa kuba anazo ezi zenzi zokubuza neendlela ekulindeleke ukuba kuphendulwe ngazo. Imizekelo yamaxwebhu:

**Umncumzela 2016 – iphepha 16-17**

**Mind the Gap (Inkawu idliw'ilila) iphepha 12**

**Literature Study guide – iphepha 4-5**. Nokuba usebenzise oluphi kula maxwebhu ulwazi luyafana.

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| Mabafundiswe iindlela zokuphendula imibuzo ngokuchanekileyo; oko kuthi, bazi xa umbuzo ubuzwe kanje kufuneka benike impendulo ethini ukuze babe bawuphendula kakuhle. Ootitshala xa besenzisa imisebenzi engekho sesikweni mabazithathele ingqalelo ezi zenzi baqinisekise ukuba abafundi bayakuqonda okufunwa ngumbuzo phambi kokuphendula. |
| Mabafundiswe ukuphawula awona magama angundoqo embuzweni ukuze bakwazi ukunika impendulo epheleleyo evelela zonke iinkalo ezifunwa ngumbuzo batsho bawafumane onke. Ngaloo ndlela kwakutsho kuphele nalo mkhwa wokungawufundi wonke umbuzo. |
| Bandule ke ukuqheliswa rhoqo ngemisebenzi yokufundela ukuqonda ekumaphepha eminyaka edlulileyo. Ukusuka banikwe imisebenzi yezicatshulwa bengafundisisekanga ukuba imibuzo iphendulwa njani, 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 imingeni kubafundi ukuze xa benika imisebenzi bagxile kakhulu ekubaqeqesheni kuzo. Makuqiniswe nokufundiswa kwezigaba zentetho (kuquka 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. |

| **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
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| Kusaphawuleka ukuba kufuneka ngamandla ukuncediswa kootitshala ekukorekisheni 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.<br>Ootitshala **mabahlukane nokukorekisha abafundi xa bephendule ngoEwe/Hayi** , mabafundiswe ukuthatha icala besebenzisa isenzi ababuzwe ngaso embuzweni. |
| Abacebisi-besifundo bayacetyiswa ukuba kwezi mvavanyo zeekota zisetwa zizithili makuququzelelwe indibano yokuxoxa ngeempendulo (Memo discussion) kwezo ndibano khe kukorekishwe ukuze kwabelwane ngezakhono neendlela ezilindelekileyo xa kukorekishwa iimpendulo zolo vavanyo.<br>Ngamaxesha eentlanganiso zezithili neSBA Moderation kuyacelwa ukuba uqwalaselwe ngamandla umba wootitshala abakorekisha uEwe/Hayi. Lo Ewe/Hayi umka namanqaku wabafundi. |
| Teacher development makanxibelelane rhoqo necandelo labacebisi besifundo ukuze xa eququzelela ukwenza iiWorkshops agxile kanye kwezi ndawo ootitshala basilela kuzo. |

| **UMBUZO 2:** |
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| **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Abaviwa abaqhubanga kakuhle ngohlobo ebebelindeleke ngalo. Isicatshulwa sithetha ngoWhatApp abamthandayo nabamsebenzisa mihla yonke. Bekulindeleke ukuba baza kuzichonga lula iingongoma eziphambili (izithako) kuba zibizwe kanye ngohlobo ezivela ngalo kwiiselula zabo. Isicatshulwa sichaphazela uncedo olufunekayo kuWhatsApp, sixele igama lesithako esinokunceda, sicacise indlela yokusisebenzisa isithako eso ukuze kufezekiseke uncedo lwaso. Nangona kunjalo, bakhona abafumene amanqaku ali-9 ukuya ku-10.<br><br>Abafundi abangawafumenanga amanqaku kulo mbuzo babhala iingongoma ezixhasayo (ezi zingoncedo olufunekayo okanye ngendlela esisebenza ngayo eso sithako, bangatsho ukusixela isithako) bayeka ezi zingundoqo zingezithako ezifunwa ngumbuzo. Abanye babhala ezabo abazaziyo ezingekhoyo kwesi sicatshulwa basinikiweyo.<br>Basekhona abaviwa abakhuphela iingongoma ngobunjalo bazo, ababhala isishwankathelo ngokwemo yeengongoma nabasuka bakhuphele imihlathi ethile ngobunjalo bayo. |

| **Provide suggestions for improvement in relation to Teaching and Learning** |
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| Abafundi mabaqheliswe ukuqale bafunde imiyalelo yoshwankathelo kuqala phambi kokuba bafunde isicatshulwa. Mabayifundisise la miqolo ixela ukuba isicatshulwa singantoni kunye nalo wenjongo yokushwankathela. Mabafundiswe ukuchonga iingongoma ezingundoqo belandela injongo yokushwankathela. Mabaqheliswe ukuba qho umfundi echonga ingongoma ephambili makayifunde aphawule ukuba ihambelana ngawaphi amagama nokuthethwa ngumyalelo wombuzo. Mabafundiswe indlela eyiyo yokushwankathela. Mabafundiswe izithethantonye, ukusebenzisa igama elinye endaweni yebinzana/isivakalisi, ukusetyenziswa kwezihlanganisi ngokuchanekileyo nokubhala ngezivakalisi ezipheleleyo. |

| **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
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| • Kubalulekile ukuba bafundiswe, baqeqeshwe ngokuzingileyo kwesi sakhono sokushwankathela. Makugxilwe kulo mqolo ungumbuzo oya kubafundi malunga neenjongo zokushwankathela.<br>• Mabaqhelaniswe nokusoloko benikwa imisebenzi yaseklasini yokushwankathela rhoqo, bangayinikwa nje, bafundiswe ngayo de bakwazi ukudibanisa okufunwa ngumyalelo nokuchonga ezona ngongoma zihambelana noko.<br>• 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.

| **UMBUZO 3** |
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| **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Abafundi abaqhubanga kakuhle mpela kulo mbuzo. Impumelelo yabo yehle ngeepesenti ezingaphaya kweshumi (+10%) xa ithelekiswa neka 2021 no 2022. Babonakalisa ukulambatha kakhulu kwizakhono zokuhlalutya isibhengezo ntengiso. Imibuzo ebuzwe ngokweemfuno zalo mbuzo engezafobe nezigaba zentetho abakwazanga ukuyiphendula ngokungathi bathi siyiqhele ibuzwa ngolu hlobo. Abaviwa abaninzi bawalahlile amanqaku ku 3.1, 3.3, 3.5 naku 3.7 (7 marks). Ikhona imbinana ekwazileyo ukufumana amanqaku angu-9 ukuya ku-10. |
| 3.1 Abaviwa abaninzi abawafumenanga amanqaku kuba abawufundisisanga umbuzo babambe nje le ndawo yesimelabizo. Banika udidi lwesimelabizo (isigaba sentetho) esoqobo okanye Yona/eyona/ yam endaweni ka'Yonke/Zonke'. Abayilandelanga la ndawo ithi ngokomxholo wale ntengiso – abaphindanga bayokufunda kula ndawo lisetyenziswe kuyo igama 'nayiphi' ukwenzela banike isimelabizo esichanekileyo.<br><br>3.2 Kusafuneka kakhulu ukufundiswa kwabafundi ngolwazi lokufumana iSlogan kwisibhengezo ntengiso. Bawafumane amanqaku alo mbuzo kuba isikhokelo sokumakisha sizifake zonke iimpendulo ezingasiSlogan.<br><br>3.3. Abaviwa abangawafumenanga amanqaku walo mbuzo, abakwazanga ukuqaphela isimntwiso esiqulethwe yile ntengiso. Bekufuneka baqwalasele umfanekiso beze nokumntwisiweyo. Abanye basuka baphikise umbuzo bathi lubaxo/ bathi ngugqirha baphele. Abanye bathatha la ndawo ithi 'Sifaka ne oksijini.' Abanye bathi ukusetyenziswa kwesakhi u'Si' kula ntengiso sisimntwiso. Bakhona abawufumeneyo futhi banike impendulo epheleleyo.<br><br>3.4 Abafundi maninzi amagama abawasebenzisayo achanekileyo ngenxa yokudibanisa igama nomsebenzi walo kwagqirha.<br><br>3.5 Lo mbuzo ufuna abaviwa baxele isini esinokutyhafa baze bazixhase ukuba singatyhafa kanjani. Abasixeli isini/ bangazixhasi ngokupheleleyo ngeso sini asikhethileyo/ basuke bathethe ngabantu gabalala, 'abantu bangacinga kuyanyangwa kuba bebona isixhobo sikagqirha.' Okanye basixele isini bangazixhasi/ baye ngqo ekuzixhaseni ngelithi yindawo ethengisela ootata bangathethi ngesini/ bangatyhafa abathengi kuba kukho ibhatyi yootata. Abanye bakhangeleka bengazi kwaigama eli isini. Bakhona kodwa abakwazi ukunika yonke impendulo ngohlobo efuneka ngalo.<br><br>3.6 Abaviwa baphendula ngokuqashela abawufundisisi umbuzo, oko kubonakala nangokukhetha nezona mpendulo zakha zakude kule ifunekayo.<br><br>3.7 u'Ewe/Hayi' ubabethile abafundi. Ithi impendulo ikho futhi ichanekile imoshwe kukusebenzisa uEwe/Hayi, endaweni ka Inyanisile/Ayinyanisanga. Bakhona |

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| abawulahlayo umxholo wesibhengezo ntengiso ongokulungiswa kwamavili bazixhase ngeempendulo ezinokugula kwabantu. |

| **(a) Provide suggestions for improvement in relation to Teaching and Learning** |
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| Mabafundiswe izakhono zokufunda nokulolonga iitekisi ezibonwayo nazo zonke iimpawu zezibhengezo-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. |
| Abafundisi-ntsapho mababaqhelise abafundi imisebenzi esekwe kwizibhengezo-ntengiso, banganikwa nje bazenzele masicazululwe kuqala konke okulapha kuso wonke umntu akuqonde, kuqondisiswane nangemibuzo, Wonke umntu awuqonde umbuzo ukuba ufuna ntoni kwesi sibhengezo, bandule ke ukuya kwenza umsebenzi. |

| **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
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| Kuyakhuthazwa kakhulu ukusetyenziswa koxwebhu olubizwa "**SURVIVAL GUIDE"** luneenowuthsi zesiXhosa ezazilungiselwe abafundi bango -2020, lonke ulwazi olufunekayo malunga nokufundiswa kwezibhengezo ntengiso lukhona.<br>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. |

| **UMBUZO 4** | |
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| **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?<br>Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** | |
| Abaviwa baqhube kakuhle kakhulu kulo mbuzo. Babonakla benazo izakhono zokufunda iikhathuni. Abo bangawafumananga amanqaku bawalahle kule mibuzo; 4.1, 4.3, 4.6 & 4.7. Baliqela abafumene u-9 ukuya ku-10 amanqaku. | |
| 4.1 | Bawalahlile kakhulu amanqaku kuba abachongi igama elifunekayo, babhala sonke isivakalisi bangakrweleli. |

4.2 Basenengxaki ekuqondeni ukusetyenziswa kweefonti ezahlukeneyo/ ukugqanyiswa kwamagama athile, abayazi imisebenzi yezo zinto.

4.3 Baphelela ekubeni uyamvusa indlela amvusa ngayo (intshukumo) abayi kuyo, ukumtyhala. Babonakalise ukusilela kakhulu ekukwazini ukuqwalasela ulwimi lomzimba kuSara. Akanelanga nje ukumphakamisa njengoko bona benika loo mpendulo, uyamtyhala ngamandla nengalo yakhe ide yoluleka tswi watshonisa nentloko ukutsala amandla. Abakwazanga ukuyiqaphela loo nto

4.4 Kubancedile ukukhulula kombuzo ngegama imizamo kungagxilwanga kwisakhelo esithiile, bawafumene kakhulu la manqaku kuba umviwa ebebhala nakuphi ukuncediswa kukaZama akubona kwikhathuni.

4.5 Bawafumene nala amanqaku phantse bonke kuba kwesa sakhelo kucacile ukunxityswa kuZama izihlangu ezikhulu. Nangona bebengafiki bonke apha ebukhulwini bezihlangu.

4.6 Ibabhidile kakhulu le ndawo yobudala bakhe, bona bahleli kakhulu kule mpendulo yokuba akanambeko/ akakwazi kuthetha nabantu abadala akugqiba ukubamdala.

4.7 Abafundi abakwazi kukhetha icala, bavele banike impendulo kwakhona impoxo bayibhekisa ebazalini hayi kuZama. Okanye bathethe ngabo ukuba abafuni bazali baya esikolweni. uNdiyangqina uxhaswa ngempendulo echasayo/ uNdiyachasa uxhaswa ngempendulo exhasayo. Iimpendulo zikaEwe/Hayi ziwaxuthile kakhulu amanqaku wabo.

| **Provide suggestions for improvement in relation to Teaching and Learning** |
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| Abafundi mabaqale baxhotyiswe ngalo lonke ulwazi olusisiseko lokuhlalutya iikhathuni. Mabangafundiswa ngokunikwa imisebenzi ekumaphepha eemviwo zeminyaka egqithileyo qha. Mabaqale babenolwazi ze kulandele imisebenzi. Ootitshala mabalusebenzise kakhulu ulwazi neenowuthsi ezimana zikhutshwa ngabacebisi besifundo ezithilini zabo. Mabafundiswe lonke ulwazi ngokwemigaqo yeCAPS. Ootitshala mabagxile ngamandla ekufundiseni ikhathuni kuyacaca kusekuninzi okufuna ukwenziwa.<br>Abafundi mabaqhelaniswe nokutolikwa kwekhathuni banikwe rhoqo imisebenzi yokuziqhelanisa nalo mbuzo.<br>Makugxininiswe ekunxulumaniseni okwenzeka emifanekisweni nokuthethwayo neentshukumo zabalinganiswa. |

| **Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.** |
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| Kuyakhuthazwa kakhulu ukusetyenziswa koxwebhu olubizwa "**SURVIVAL GUIDE**" luneenowuthsi zesiXhosa ezazilungiselwe abafundi bango -2020, lonke ulwazi olufunekayo malunga nokufundiswa kweekhathuni lukhona.<br>Ootitshala mabancediswe ngabacebisi besifundo bakhethiswe iikhathuni ezifanelekileyo, bancediswe nasekuyileni imibuzo esekwe ngokwamazinga nemigangatho yobunzima eyahlukeneyo ngokweemfuno zeCAPS neExamination Guidelines. |

| UMBUZO 5 |
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| **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?<br>Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| Bazamile kakhulu abaviwa kulo mbuzo xa sithelekisa neminyaka edlulileyo, noko eleke nyaka kuyaqapheleka ukuphucuka kwendlela abafumana ngayo amanqaku. Kukho nembinana ibiwafumana olishumi amanqaku alo mbuzo. Bawalahlile amanqaku ku 5.1, 5.3, 5.6 no 5.8. |
| 5.1 Umqathango wokuchonga abakawulandeli kakuhle. Bathatha isivakalisi sonke. Abanye bambhala yedwa uMinazana/ abanye basuke bakhethe kumgca wesibini 'wawundibizela'.<br><br>5.2 Abayazi ukuba lufakwa xa kutheni uphawu lweApostrofi kweli gama, babhala 'dade'wethu/ uSisi wam/ usista<br><br>5.3 Kunzima kakhulu kulo mbuzo bancedwe kuba kujongwa naluphi utshintsho alwenzileyo.<br><br>5.4 Babhala isivakalisi okanye amagama bakugqiba bangakrweleli / basuke bafakele u'i...ingathi'<br><br>5.5 Abangawufumenanga lo mbuzo ngabo babhala isigaba sentetho – isinciphiso. Isikhokelo sokumakisha sibancedile sizifakile kangangoko iimpendulo.<br><br>5.6 Babhala kwaesiya kuthiwa mabasibhale ngokuchanekileyo sinjalo. Babethwe kukungakwazi ukufunda ngokukuko nokungazazi izikhombisi. Ababoni/ abeva nto ingachanekanga.<br><br>5.7 Bawufumene lo umbuzo. Abangawufumenanga ngabo babethwa kukuphendula umbuzo wokucaphula.<br><br>5.8 Bakhona abangawuvanga tu lo mbuzo bayabonakala ukuba abasifundi isicatshulwa F bangqala emibuzweni. Abasifundileyo isicatshulwa bayakwazi ukuphendula lo mbuzo becacisa ngokwendlela elisetyenziswe ngayo kwisicatshulwa. Imbinana ke ibethwe kukukhetha u"Yinyani'. |
| **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. |

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