NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	SESOTHO HOME LANGUAGE

PAPER	2

DATE OF EXAMINATION:	NOVEMBER 2015	**DURATION:**	2½ HRS

This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary)

   (a)   General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
   (b)   Why the question was poorly answered?
   (c)   Provide suggestion for improvement in relation to teaching and learning
   (d)   Describe any other specific observations relating to responses of learners
   (e)   Any other comments useful to teachers, subject advisors, teacher development

building blocks for growth

Ikamva eliqaqambileyo!

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

- Candidates are unable to answer essay type questions as a result they lose many marks:
  - ✓ They write incoherent essays. They write essays without introduction and conclusion and they are unable to form correct and comprehensive paragraphs. Some of tem write their responses in point form.
- Candidates cannot answer open ended questions where they have to write their views and support them.
- Wrong choice of questions is common:
  - ✓ **In Section A** where candidates have to answer only two seen poems and one unseen, they answer questions on three seen poems and do not answer questions on the unseen one which results in them losing all 10 marks for the third poem because of the wrong choice.
  - ✓ **In Sections B & C** some candidates answer one type of question (both essay type) or one essay type and contextual questions but from the same title. This causes them to lose 25 marks as only the question that comes first in the script is marked.
  - ✓ In the contextual questions where two extracts are set candidates answer questions on the first extract and ignore the second one and about 10 – 15 marks are lost.
- Candidtaes confuse the names of characters:
  - ✓ Ha ba tsebe phapano dipakeng tsa **Diseko** ya hlahellang ho **'Mme'** le **Disebo** ya hlahellang ho **'Haeso Mafotholeng'**.
  - ✓ Setswalle sa nnete sa **Mofammere le Takadimane** ho Molefi ba se lobokanya le se nyatsehang sa **Ngatane le Ramafothole.**
  - ✓ Ho Seyalemoya teng ke mofutswela feela oo ba o etsang ka lebaka la ho bala ditshwantshiso tse ngata tse fapaneng.
- Candidates do not care how many marks a contextual question carries so that the length of the responds corresponds with the marks. Mentioning and explaining are different hence the difference in marks should correspond with the difference in the depth of the response.
- Candidates do not indicate the questions they have answered on the cover of the answer sheet. Sometimes the questions indicated on the mark sheet are different from those inside the script.
- The level of Sesotho language is seriously below the expected standard:
  - ✓ Poor vocabulary
  - ✓ No coherence

✓ Poor spelling.

The following statistics show the performance in the paper as per 100 scripts that were analysed out of the 2055 that were marked.

Question	No. of candidates	Candidates achieving total marks	Candidates achieving above 20 marks in Setions B & C
1	22	1	
2	73	1	
3	72	1	
4	26	1	
5	100	3	
6	4	0	1
7	10	0	0
14	20	0	0
15	25	0	0
16	38	0	1
17	17	0	1

Out of 100 candidates only 44 achieved 40 out of 80 marks.

The pass rate for thids paper is 60.2% and 20.% of the remaining percentage is level 1 performance.

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?**
• Very few candidates answered this question **(22 out of 100)**.   • Those who answered the question did not perform well: ✓ Bahlahlobuwa ba phetapheta makgabane a le mang thothokisong kaofela.   ✓ Ha ba lokela ho fana ka sehalo ba bolela mookotaba kapa molaetsa.   ✓ Ba bang ba iqapela tse ntjha.
(a) Why was the question poorly answered? Also provide specific examples, indicate common

errors committed by learners in this question, and any misconceptions.
The following statements explain why candidates performance was poor in Question 1:

✓ Ho ntse ho bonahala hore bahlahlobuwa ha ba tsebe makgabane kapa makgetha a sebdiswang ke dithothokisi. Ba hlolwa ho a qolla, mme e be ba pallwa le ho feta ha ba lokela ho fana ka molemo wa makgabane ao thothokisong.

✓ Potso e ne e na le dikarolo tse pedi; e hlokang makgabane le melemo ya ona ha mmoho le e hlokang sehalo sa thothokiso – ha e le sehalo sona bahlahlobuwa ha ba se tsebe hobane ba bangata ho bona ba araba tse sa amaneng le sehalo hohang. Ha ba lokela ho fana ka sehalo ba nehana ka mookotaba kapa molaetsa.

✓ Ba bang ba bahlahlobuwa ha ba tsebe ditaba tsa thothokiso, mme ba hlolwa ho e manolla le ha e le ka pela bona ba e bona, seo ba se etsang feela ke ho qapa ditaba tse ntjha tse sa amaneng le thothokiso.

✓ Bahlahlobuwa ba nehelana ka dikarabo ho ya ka moo ho ratang bona ba sa tsotelle dikahare tsa thothokiso le ho latela ditlhoko tsa potso.
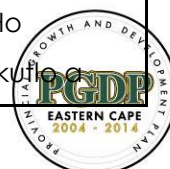

(b)   Provide suggestions for improvement in relation to Teaching and Learning

• Learners should be taught the following to prepare them for exams:

✓ Ha utlwisisa mookotaba wa thothokiso.

✓ Makgetha a fapaneng a bothothokisi le melemo/bohlokwa ba ona.

✓ Ho hlwaya makgetha/makgabane thothokisong le ho hlalosa tshusumetso ya ona moelelong wa thothokiso e manollwang.

✓ Sehalo sa thothokiso.

✓ Maikutlo a qholotswang ke thothokiso kapa temanathothokiso kapa molathothokiso.

✓ Molaetsa wa thothokiso.

✓ Manolllo ya thothokiso ho sebediswa mawa a boletsweng ka hodimo.

✓ Ho hlokomela hore makgetha a fapaneng a na le melemo e fapaneng, mme makgetha a mang a itseng a ka ba le molemo o fetang o le mong moelelong wa thothokiso ka hoo baithuti ba rutwe ho sheba bohlokwa ba makgetha ho ya ka moelelo wa thothokiso e manollwang.

(d)	Describe any other specific observations relating to responses of learners
	• Based on the performance of candidates an observation is made that some were not taught the poems and it may happen that they got into the exam room without having seen those poems

(e)	**Any other comments useful to teachers, subject advisors, teacher development etc.**
Teachers should also be trained on how to help learners write literary essays to prepare them for exams.	

QUESTION 2

(a)	**General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**
Many candidates worked well in this question though few of them achived 8 marks and above. In the 100 scripts analysis 73 learners chose to answer this question and only one of them got all the 10 marks.	

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

These are the reasons why candidates did not do well in this question:
- ✓ **2.1.** Bahlahlobuwa ha ba tloha feela ba se ntse ba hlalosa molemo wa tlohelo, athe potso e re ba qale ka ho qolla. Ka tsela ena ba lahlehelwa ke letshwao le leng ho a mabedi. Ba bang bona ba qolla mola e be ha ba hlalose molemo mme le bona ba lahla letshwao.
- ✓ **2.2.** Bahlahlobuwa ha ba tsebe bohlokwa ba lebotsi molathothokisong o boletsweng wa 9. Bona ba hlalosa hore lebotsi ke eng: **'ke potso e sa hlokeng karabo'.** Ena ha se karabo e nepahetseng hobane yona ha se molemo wa lebotsi empa ke tlhaloso ya hore lebotsi ke eng.
- ✓ **2.3.** Boholo ba dikarabo tse fumanehileng mona ke feela tse qollang lentswe 'sedulamajwe' athe potso e hloka hore ba bolele sekapuo/mokgabisopuo molathothkisong o reng 'Enwa mohlankana ke sedulamajwana'.
- ✓ **2.4.** Bahlahlobuwa ha ba tsebe ho bolela maikutlo a qholotswang ke lekgotsi. Ho bonahala ba sa utlwisise hore maikutlo ke eng. Ha ba tshwanela ho bolela maikutlo a

qenehelo/kgauho/kutlwelobohloko/tsharelo ba hlalosa moelelo wa molathothokiso.

- ✓ **2.5.** Bahlahlobuwa ba bangata ba boletse sebetsa 'Anastrofi' empa ha ba lokela ho hlalosa bohlokwa ba sona ba re 'le bontsha lentswe le tlang pele ...' (ho mme le hona moo ha ba bolele hore le tla pele ho eng, kae, ha ho etsahetse jwang). Karabo ena e fosahetse hobane potso ha e botse hore anstrofi ke eng empa e re ba bolele bohlokwa ba sebetsa sena moleng o boletsweng. Ba bang ba bahlahlobuwa ehlile ha ba e tsebe anastrofi.
- ✓ **2.6.** Bahlahlobuwa ba hlolwa ho akaretsa molaetsa o fumanwang thothokisong.

(c) Provide suggestions for improvement in relation to Teaching and Learning
✓ **2.1**. Learners should be trained to check how many parts a question has so that they can answer accordingly: **Mohlala: Karolo ya pele   - Qolla mola molathothokisong …** **   Karolo ya bobedi   - … mme o be o hlalose molemo/bohlokwa …** **Karabo e nepahetseng: 'Ha utlwahala se bohloko' kapa 'mola wa 4'** (lentswe seboko le tlohetswe) **Molemo ke ho potlakisa morethetho wa thothokiso**   Learners should be taught the following: ✓ **2.2.** phapano pakeng tsa tlhaloso ya sebetsa sa bothothokisi le molemo wa sona. ✓ **2.3.** ho badisisa potso hore e batla hore ba etseng; ba qolle lentswe, kapa ba fane ka sekapuo, kapa ba hlalose tshusumetso ya mokgabisopuo oo ba o neuweng. **Ba rutwe phapano pakeng tsa tshwantshiso le thehello.** ✓ **2.4.** maikutlo le sehalo manollong ya thothokiso. ✓ **2.5.** anastrofi, tlhaloso ya yona le bohlokwa ba yona. ✓ **2.6.** ho fumana le ho hlalosa molaetsa wa thothokiso.

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

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

QUESTION 3

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

Many candidates worked well in this question though few of them achived 8 marks and above. In the 100 scripts analysis 72 learners chose to answer this question and only one of them got all the 10 marks.

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

These are the reasons why candidates did not achieved 10 marks in this question:
   ✓ **3.1.** Potso ena e batla e tshwana le **2.2.** Bahlahlobuwa ba lebelletswe hore ba bolele bohlokwa ba lebotsi mela thothokisong e boletsweng, e se ho hlalosa hore lebotsi ke eng. Hape ha ba a tshwanela ho araba feela ba sa ye ka moelelo wa melathothokiso.
   ✓ **3.2., 3.3., 3.4.** Bahlahlobuwa ha ba tsebe bohlokwa ba kgonyetso, anastrofi, phetapheto ya mantswe e qalang.
   ✓ **3.5. le 3.6.** di tshwana le **2.4. le 2.6.   – sheba (b) le (c) ka hodimo tlasa Potso ya 2.**

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

   ✓   (b) & (c) under question 2 above.

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

   Sheba (b) le (c) tlasa Potso ya 2 ka hodimo.

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

Sheba (b) le (c) tlasa Potso ya 2 ka hodimo.

QUESTION 4

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

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Few candidates answered this question as compared to questions 2 & 3. A few who answered it did well as some of them achieved above 5 marks. In the 100 scripts analysis 24 learners chose it

answer this question and only one of them got all the 10 marks.

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

These are the reasons why candidates did not achieve all the 10 marks in this questions:

Candidates were unable to:

- ✓ **4.1.** bolela lehlaso le molemo wa lona.
- ✓ **4.2.** bolela maikutlo a senolwang ke lekgotsi.
- ✓ **4.6.** akaretsa molaetsa.

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

- ✓ See (b) and (c) under Question 2 above.

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

See (b) and (c) under Question 2 above.

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

See (b) and (c) under Question 2 above.

QUESTION 5

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

- ✓ This was a compulsory question so every candidate had to answer it.
- ✓ Candidates worked much better in an unseen poem that they did in the seen poems though few of them achieved all the 10 marks.
- ✓ In the 100 scripts analysis only three candidates achieved all the 10 marks in this question.

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

These are the reasons why candidates did not achieve all the marks:

- ✓ **5.1.** e a tshwana le **2.2. le 3.1.** tse ka hodimo.
- ✓ **5.3.** Potso ena e hloka hore e be bahlahlobuwa ba utlwisisa hantle hore karaburetso ke eng. Ba bangata ba hlotswe ho hlalosa karaburetso e hlahellang temanathothokisong ya 4 thothokisong e botsitsweng. Ba bolela mookotaba ha ba tshwanela ho bontsha ka moo karaburetso e sebedisitsweng ka teng.
- ✓ **5.4.** Potso ena ya papiso e hlotse bahlahlobuwa ba bangata. Ho a bonahala hore baithuti ha ba tsebe joko. Ba bang ba bua ka tee ya joko; khr **'JOKO TEA'**, ba re 'ho bapiswa le tee ya joko e reng ha o qeta ho e sebedisa o e lahle – ka mantswe a mang ba bolela mokotla wa tee(tea bag).
- ✓ **5.4.** sheba dipotso tsa molaetsa ho 2, 3 le 4 ka hodimo

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

- ✓ See (b) and (c) under Question 2 above.

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

See (b) and (c) under Question 2 above.

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

See (b) and (c) under Question 2 above.

QUESTIONS 6 & 10,

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

- ✓ Few candidates answered question 6 and the performance was not good. **(only 4 candidates out of 100 whose scripts were analysed answered Question 4)**
- ✓ The title 'Mme' seems to be read in many schools because candidates from many centres had qnswered Question 10. The performance in Question 10 is similar to the one in Question 6
- ✓ Candidtes missed a point in these questions hence they presented a story line instead of writing about conflict that comes from the story

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

- An observation has been made that Grade 12 Sesotho HL learners are still at the level of narrating a story when they have to analyse a text. Candidates have failed in the following aspects in questions 6 & 10:
  - ✓ Ha ba tsebe kgohlano ke eng athe le mefuta ha ba e tsebe.
  - ✓ Ha e le ha ba kgonne ho e hlahela taba ya kgohlano ba bua feela ka mophetwa a le mong ho kgohlano ya ka hare kapa ba babedi ho ya ka ntle, mabitso a ba bang baphetwa ona ha ba a thetse le ho a thetsa.
  - ✓ Bahlahlobuwa ba bang ekare buka ha ba so e phetle hohang empa ba phetetswe pale ke motho e mong.

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

- ✓ Learners should be taught an indepth analysis of a text.
- ✓ Teachers should give learners frequent opportunities to practice answering literary essay type questions as one way of preparing them for end of the year examinations.

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

See (b) and (c) above.

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

See (b) and (c) above.

QUESTIONS 14 & 16,

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

- ✓ Few candidates answered Question 14 **(only 20 in the 100 scripts that were analysed)** and the performance was not good.
- ✓ The title 'Haeso Mafotholeng' seems to be read in many schools because candidates from many centres had qnswered Question 16. The performance in Question 16 is similar to the one in Question 14.
- ✓ Candidates narrate a story instead of portraying the characters.

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

- An observation has been made that Grade 12 Sesotho HL learners are still at the level of narrating a story when they have to characters. Candidates have failed in the following aspects in questions 14 & 16:
    - ✓ Ha ba tsebe ho bontsha semelo sa baphetwa.
    - ✓ Ha e le ha ba kgonne ho bontsha sa mophetwa a itseng ba lebala hohang ka ba bang bao ho botsitsweng ka bona.
    - ✓ Le ho tsona tsena tse pedi dibuka ba bang ba baithuti ha ba tsebe dikateng tsa tsona, jwalo feela ka batho ba so bale le hona ho hlalosetswa pale ke mosuwe/mosuwetsana ka phaposing.

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

- ✓ Learners should be taught an indepth analysis of a text.
- ✓ Teachers should give learners frequent opportunities to practice answering literary essay type questions as one way of preparing them for end of the year examinations.

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

See (b) and (c) above.

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

See (b) and (c) above.

QUESTIONS 8, 9, 12 and 13

(a)   The texts asked in these questions are not studied in any school in the Eastern so there is no report on them.

QUESTIONS 7, 11, 15 & 17

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

Many candidates performed well in these questions though few of them achieved above 20 Marks. See the Table that appears in Section 1.

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

- Candidates who did not know the contents of the books were exposed hence the contextual questions are specific. These candidates missed a number of questions.
- These are the questions that were commonly missed:
- ✓ Seabo sa baphetwa ba itseng ho ya ka dipotso dibukeng ka ho fapana.
- ✓ Semelo sa baphetwa: ba re **'se sebe'** kapa **'se setle'** ha ba lokela ho bontsha hore 'o pelo e mpe/o mona/o leqhoko/o meharo/o pelokeletsi/o lerato; jj.
- ✓ Ha ba hlokomele ha potso e le dikarolo di pedi;
  'Kamano ya Kgasiane le Lesodi e bile le ditlamorao dife tshwanshisong ee? Hobaneng o realo?'
  Bona ba re **'tse mpe'** e be ke phetho. Ha ba sebedise le mantswe a kang:
  bosula/bohloko/masisapelo/bodila; jj e be ba se ba fana ka tshehetso.
- ✓ Bahlahlobuwa ha tsebe ho bontsha hore diketso tsa baphetwa ba itseng di ntshetsa pele pale kapa kgohlano jwang; **11.3, 15.1., 17.3.,**
- ✓ Ha ba tsebe sekapoloto. Ba nepileng dikateng tsa sona ha ba tsebe ho lokodisa ka mokgwa o bontshang **tlhekelo, tharahano le phethelo** – ba ngola ba tswakantse hore motshwayi a ikgethele. Tsena di hlahella ho potso **11.3 le 17.14.**
- ✓ Ha ba tsebe mefuta ya baphetwa – **'potso ya mofuta ofe'** (11.4.) le ya **'mofuta o jwang' (15.5.)** di a ba phelekanyetsa. Ha ba tsebe e batlang **'tjhitja, sephara'** le e batlang **'mothusi, molwantshi'** jj.
- ✓ Taba ya **matshwao** e leng **'symbolism'** ka sekhowa ha ba e tsebe: **11.5. le 11.6.** 'ho ya ka tumelo ya Basotho ho na ha pula ka lenyalo kapa ka phupu...'. 'taba ya lebitla yona?
- ✓ Potso tsa 'tjhe/e' e leng ho dumellana kapa ho hanyetsana le se itseng di arabehile ha mpe. Ha ngata tshehetso ha e dumellanme le 'e/tjhe'. **11.9., 11.10., 11.13.**
  Mohlala wa karabo ya moithuti e qotsuweng:
  'Ee, ha a ka a nyalwa ke ledimo leo a neng a le bona. Athe tsa bohlophehi e ne e se tsona le ha a ne a hlopheha empa ha jwalo ka malapa a mang e seng ho ya ka moo a neng a bona ka teng'.
- ✓ Bahlahlobuwa ha ba tsebe ho sebedisa **'tjhe'** le **'e'.** Ha ba hanyetsa ba sebedisa **'aa'/'ee'/'haa',** athe ha ba dumela teng ba sebedisa **'ee'/'eya'.** A mang a mantswe do

ba a sebedisang ha a na moelelo o le mong mme sena se ka etsa hore motshwayi a tsielelhe ke se bolelwang ke mohlahlobuwa. Puong ya mehla ba bang batho ba sebedisa 'ee' e le ho dumela ha ba bang ba mo sebedisa e le ho latola; jwale ha e ngotswe moelelo o a phelekanyetsa.

✓ Ha ba lokela ho bontsha phutholoho ya ditaba tsa pale ha ba arabe potso; **ho 11.9.** bongata ba bona ha ba ya utlwisisa hore ho batleha ba bolele hore na dipono **tse bosula** tseo Dikeledi a neng a di bona ditorong di ile tsa phutholoha ho ya ka moo di neng di bidietsa ka teng. Bona ha ba ngole ka dipono tse bosula, empa ba araba ba itshetlehile ka dipono tse ntle tseo Dikeledi a neng a di bona (ho ba le diporopotlwana tsa bana ke o mong mohlala). Athe ha ba utlwisise hore ho bolelwang ka ho phutholoha. **Mohlala wa karabo ya mohlahlobuwa:**

> 'E bophelo ba hae bo ile ba phutholoha, bana ba hae e ne e le diporopotlwana feela e seng jwalo ka tseo a neng a di bona ihlong la moya le wona motse wa hae e ne e le itekaneng ka hoo ho ne ho sa Tshwane le ka tsela eo a neng a bona dintho ka teng'.

(c) Provide suggestions for improvement in relation to Teaching and Learning
✓ The texts should be read with candidates in the classroom. ✓ Learners should be taught indepth analysis of literary texts. ✓ They should also be encouraged to read the text on their own outside the classroom.

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

• The following questions are some of those in which candidates did not perform well in addition to the ones stated in other sections above:
  ✓ **11.3.** ha ba kgone ho hlalosa hore setswalle sa Mpuse le Dikeleldi se thusitse ho ntshetsa pele pale jwang.
  ✓ **15.9.** – bahlahlobuwa ha ba utlwisise moelelo wa lentswe **'sibolla'.**
  ✓ **15.10. le 17.3.** – bahlahlobuwa ba lahlehetswe ke matswhao ka lebaka la ho se utlwisise hore **'ho tjebela pele'** ho boleleang.
  ✓ **17.**9. – Bahlobuwa ba bua ka hore Molefi o ne a una molemo wa ho ba le banana ba ditoropong, ba bang ha ba utlwisise hore ho bolelwang ka **'ho hahlamelwa'**, ba inahanela ho hahlamelwa ke moya o mobe mme ba re **'Molefi o ne hahlametswe ke moya o mobe wa Mapetla'. Potso ha e ka Molefi e ka Malomae Kgolwane.**
  ✓ **17.4.** Ha ba hlalose hore tomatso e hlahella jwang tshwantshisong, ba hlalosa

hore tomatso ke eng.

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

- Baithuti ba rutwe manollo ya buka ka botebo.
- Learners should be taught an indepth analysis of literary texts.
- Learners should be taught to use **'tjhe'** for disagreeing and **'e'** for agreeing.

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

- Bahlahlobuwa ba haellwa hahoholo ke ho araba dipotso tsa mofuta wa moqoqo mme ba lahlehelwa ke matshwao a mangata:
  - ✓ Ha ba ngola meqoqo ha ba ngole ka momahano. Ha ba ngole selelekela le phetho mme le mmele wa moqoqo ha o bontshe hore ba utlwisisa popeho ya diratswana. Ha ba lokela ho ngola diratswana ba etsa lethathama feela la dintlha.
- Hape, bahlahlobuwa ba haellwa ke ho araba dipotso tse bulehileng, tse hlokang hore ba bontshe maikutlo a bona ba be ba a tshehetse.
- Kgetho e fosahetseng ya dipotso e sa ntse e atile:
  - ✓ **Karolong ya A** baithuti ha ba lokela ho araba dithothokiso tse pedi feela tseo ba ithutileng tsona le e le nngwe eo ba sa ithutang, bona ba araba tse tharo tseo ba ithutileng tsona mme ebe ba se ba lahlehelwa ke matshwao a 10 a thothokiso ya boraro ka ha e ba kgetho e fosahetseng.
  - ✓ **Karolong ya B le C** ba bang ba bahlahlobuwa ba araba dipotso tsa mofuta o le mong (tsa moqoqo ka bobedi) kapa ba arabe potso ya mofuta wa moqoqo le dipotso tse kgutshwane empa ho tswa bukeng e le nngwe. Sena se etsa hore ba lahlehelwe ke matshwao a 25 ka ha e nngwe ya tseo ba di arabileng, e leng e tlang morao pampiring ya mohlahlubuwa ya dikarabo e hle e be kgetho e fosahetseng.
- Baithuti ha ba arabe dipotso kaofela:
  - ✓ Dipotsong tse kgutshwane tsa padi le tshwantshiso moo ho hlahiswang ditema/doqotso tse pedi potsong ka nngwe bahlahlobuwa ba bang ba araba dipotso tsa tema e le nngwe feela e be ha ba sa sheba hore ho teng ya bobedi mme matshwao a 10 ho isa ho a 15 a ya le metsi.
- Bahlahlobuwa ba lobokanya mabitso a baphetwa/dibapadi:
  - ✓ Ha ba tsebe phapano dipakeng tsa **Diseko** ya hlahellang ho **'Mme'** le **Disebo** ya hlahellang ho **'Haeso Mafotholeng'**.
  - ✓ Setswalle sa nnete sa **Mofammere le Takadimane** ho Molefi ba se lobokanya.

le se nyatsehang sa **Ngatane le Ramafothole.**

- ✓ Ho Seyalemoya teng ke mofutswela feela oo ba o etsang ka lebaka la ho bala ditshwantshiso tse ngata tse fapaneng.

- Bahlahlobuwa ha ba tsotelle ho sheba hore potso e matshwao a ma kae e le hore ba tsebe ho ngola bolele bo lekaneng. Potso ya ho qolla le ya ho hlalosa di fapane ka botebo le matshwao a tsona ka ho jwalo.

- Bahlahlobuwa ha ba bontshe ka mokgwa wa ho tshwaya kantle pamirirng ya bona ya dikarabo dipotso tseo ba di arabileng, athe ka nako e nngwe ba tshwaya di sele tseo e seng tse ba di arabileng.

- Boemo ba puo ya Sesotho bo fatshe haholo ho baithuti:
  - ✓ Bahlahlobuwa ba na le tlotlontswe **e fokolang haholo**.
  - ✓ Puo e **fosahetse**.
  - ✓ Mopeleto o **fosahetse ka ho fetisa**.

Ditlamorao tsa tse ka hodimo ke tshebetso ya baithuti e sa kgahliseng. Dipalopalo tse latelang ke tsa dipampiri tse 100 ho tse 2055 tse tshwauweng mme di nehelana ka setshwantsho sa se bolelwang. Tsena ke dipalopalo tsa tshebetso ya baithuti ba 100 ho ba 2055 ba boletsweng potsong ka nngwe e hlahellang mona

Potso	Lenane la ba arabileng	Lenane la ba fumaneng matshwao kaofela	Lenane la ba fumaneng ka hodimo ho 20 Karolong Ya B le ya C
1	22	1	
2	73	1	
3	72	1	
4	26	1	
5	100	3	
6	4	0	1
7	10	0	0
14	20	0	0
15	25	0	0
16	38	0	1
17	17	0	1

Ho baithuti ba 100 ke ba 44 feela ba fumaneng matshwao a 40 ho a 80.

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?**

- Ba mmalwa haholo bahlahlobuwa ba arabileng potso ya pele **(ba 22 ho ba 100)**.
- Ba arabileng potso ena ha ba a sebetsa hantle hohang.
- Bahlahlobuwa ba phetapheta makgabane a le mang thothokisong kaofela.
- Ha ba lokela ho fana ka sehalo ba bolela mookotaba kapa molaetsa.
- Ba bang ba iqapela tse ntjha.

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

Dintlha tse latelang di hlalosa bofokodi ba bahlahlobuwa ho arabeng Potso ya 1:

- ✓ Ho ntse ho ho bonahala hore bahlahlobuwa ha ba tsebe makgabane kapa makgetha a sebdiswang ke dithothokisi. Ba hlolwa ho a qolla, mme e be ba pallwa le ho feta ha ba lokela ho fana ka molemo wa makgabane ao thothokisong.
- ✓ Potso e ne e na le dikarolo tse pedi; e hlokang makgabane le melemo ya ona ha mmoho le e hlokang sehalo sa thothokiso – ha e le sehalo sona bahlahlobuwa ha ba se tsebe hobane ba bangata ho bona ba araba tse sa amaneng le sehalo hohang. Ha ba lokela ho fana ka sehalo ba nehana ka mookotaba kapa molaetsa.
- ✓ Ba bang ba bahlahlobuwa ha ba tsebe ditaba tsa thothokiso, mme ba hlolwa ho e manolla le ha e le ka pela bona ba e bona, seo ba se etsang feela ke ho qapa ditaba tse ntjha tse sa amaneng le thothokiso.
- ✓ Bahlahlobuwa ba nehelana ka dikarabo ho ya ka moo ho ratang bona ba sa tsotelle dikahare tsa thothokiso le ho latela ditlhoko tsa potso.

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

- Baithuti ba rutwe tse latelang:
  - ✓ Ha utlwisisa mookotaba wa thothokiso.
  - ✓ Makgetha a fapaneng a bothothokisi le melemo/bohlokwa ba ona.
  - ✓ Ho hlwaya makgetha/makgabane thothokisong le ho hlalosa tshusumetso ya

ona moelelong wa thothokiso e manollwang.

✓ Sehalo sa thothokiso.
✓ Maikutlo a qholotswang ke thothokiso kapa temanathothokiso kapa
molathothokiso.
✓ Molaetsa wa thothokiso.
✓ Manolllo ya thothokiso ho sebediswa mawa a boletsweng ka hodimo.
✓ Ho hlokomela hore makgetha a fapaneng a na le melemo e fapaneng, mme
makgetha a mang a itseng a ka ba le molemo o fetang o le mong moelelong
wa thothokiso ka hoo baithuti ba rutwe ho sheba bohlokwa ba makgetha ho ya
ka moelelo wa thothokiso e manollwang.

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

- Ho ya ka tshebetso ya bahlahlobuwa bopaki bo teng ba hore ba bang ba baithuti ha
ba a rutwa dithothokiso, hape ho ka etsahala hore ba kena ditlhahlobong ba so di bone
ka mahlo.

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

- Matitjhere le ona a kwetliswe tseleng ya ho araba potso ena ya 1 ya thothokiso e le
hore ba tle ba kgone ho thusa bathuti.

Sheba dikarolwana tsa (b), (c) le (d) ka hodimo.

QUESTION 2

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

Bahlahlobuwa ba bangata ba sebeditse hantle thothokisong ena le hoja e bile sewelo hore ho
be teng ba fumaneng matshwao a fihlellang ho a 8. Ho ya ka dipalopalo tsa dipampiri tse 100
tse boletsweng ka hodimo o mong feela ho ba 73 ba arabileng potso ena ya fumaneng
matshwao a 10 kaofela.

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

Mabaka a hore bahlahlobuwa ba se ke ba fumana matshwao ke a latelang:

✓ **2.1.** Bahlahlobuwa ha ba tloha feela ba se ntse ba hlalosa molemo wa tlohelo, athe

potso e re ba qale ka ho qolla. Ka tsela ena ba lahlehelwa ke letshwao le leng ho a mabedi. Ba bang bona ba qolla mola e be ha ba hlalose molemo mme le bona ba lahla letshwao.

- ✓ **2.2.** Bahlahlobuwa ha ba tsebe bohlokwa ba lebotsi molathothokisong o boletsweng wa 9. Bona ba hlalosa hore lebotsi ke eng: **'ke potso e sa hlokeng karabo'.** Ena ha se karabo e nepahetseng hobane yona ha se molemo wa lebotsi empa ke tlhaloso ya hore lebotsi ke eng.

- ✓ **2.3.** Boholo ba dikarabo tse fumanehileng mona ke feela tse qollang lentswe 'sedulamajwe' athe potso e hloka hore ba bolele sekapuo/mokgabisopuo molathothkisong o reng 'Enwa mohlankana ke sedulamajwana'.

- ✓ **2.4.** Bahlahlobuwa ha ba tsebe ho bolela maikutlo a qholotswang ke lekgotsi. Ho bonahala ba sa utlwisise hore maikutlo ke eng. Ha ba tshwanela ho bolela maikutlo a qenehelo/kgauho/kutlwelobohloko/tsharelo ba hlalosa moelelo wa molathothokiso.

- ✓ **2.5.** Bahlahlobuwa ba bangata ba boletse sebetsa 'Anastrofi' empa ha ba lokela ho hlalosa bohlokwa ba sona ba re 'le bontsha lentswe le tlang pele ...' (ho mme le hona moo ha ba bolele hore le tla pele ho eng, kae, ha ho etsahetse jwang). Karabo ena e fosahetse hobane potso ha e botse hore anstrofi ke eng empa e re ba bolele bohlokwa ba sebetsa sena moleng o boletsweng. Ba bang ba bahlahlobuwa ehlile ha ba e tsebe anastrofi.

- ✓ **2.6.** Bahlahlobuwa ba hlolwa ho akaretsa molaetsa o fumanwang thothokisong.

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

- ✓ **2.1.** Baithuti ba rutwe ho hlokomela hore potso e dikarolo di kae mme ba arabe ka mokgwa oo;

Mohlala: Karolo ya pele   - Qolla mola molathothokisong …

Karolo ya bobedi   - … mme o be o hlalose molemo/bohlokwa …

Karabo e nepahetseng: 'Ha utlwahala se bohloko' kapa 'mola wa 4'

(lentswe seboko le tlohetswe)

Molemo ke ho potlakisa morethetho wa thothokiso

Bahlahlobuwa ba rutwe:

- ✓ **2.2.** phapano pakeng tsa tlhaloso ya sebetsa sa bothothokisi le molemo wa sona.

- ✓ **2.3.** ho badisisa potso hore e batla hore ba etseng; ba qolle lentswe, kapa ba fane ka sekapuo, kapa ba hlalose tshusumetso ya mokgabisopuo oo ba o neuweng. **Ba rutwe phapano pakeng tsa tshwantshiso le thehello.**

- ✓ **2.4.** maikutlo le sehalo manollong ya thothokiso.

- ✓ **2.5.** anastrofi, tlhaloso ya yona le bohlokwa ba yona.

- ✓ **2.6.** ho fumana le ho hlalosa molaetsa wa thothokiso.

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Ikamva eliqaqambileyo!

(d)	Describe any other specific observations relating to responses of learners
Sheba (b) ka hodimo.	
(e)	Any other comments useful to teachers, subject advisors, teacher development etc.
Sheba (d) ka hodimo.	

QUESTION 3

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

Bahlahlobuwa ba bangata ba sebeditse hantle thothokisong ena le hoja e bile sewelo hore ho be teng ba fumaneng matshwao a fihlellang ho a 8. Ho ya ka dipalopalo tsa dipampiri tse 100 tse boletsweng ka hodimo o mong feela ho ba 72 ba arabileng potso ena ya fumaneng matshwao a 10 kaofela.

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

Mabaka a hore bahlahlobuwa ba se ke ba fumana matshwao ke a latelang:
- ✓ **3.1.** Potso ena e batla e tshwana le **2.2.** Bahlahlobuwa ba lebelletswe hore ba bolele bohlokwa ba lebotsi mela thothokisong e boletsweng, e se ho hlalosa hore lebotsi ke eng. Hape ha ba a tshwanela ho araba feela ba sa ye ka moelelo wa melathothokiso.
- ✓ **3.2., 3.3., 3.4.** Bahlahlobuwa ha ba tsebe bohlokwa ba kgonyetso, anastrofi, phetapheto ya mantswe e qalang.
- ✓ **3.5. le 3.6.** di tshwana le **2.4. le 2.6.** – sheba (b) le (c) ka hodimo tlasa Potso ya 2.

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

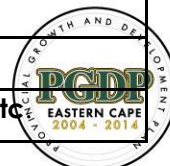- ✓ Sheba (b) le (c) tlasa Potso ya 2 ka hodimo.

(d)	Describe any other specific observations relating to responses of learners
	Sheba (b) le (c) tlasa Potso ya 2 ka hodimo.

(e)	Any other comments useful to teachers, subject advisors, teacher development etc.
Sheba (b) le (c) tlasa Potso ya 2 ka hodimo.	

QUESTION 4

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

Ba mmalwa bahlahlobuwa ba arabileng potso ena papisong le Potso ya 2 le ya 3. Bao ba e arabileng ba arabile hantle mme ho ile ha rothela ba fumaneng matshwa a ka hodimo ho a 5.

Ho ya ka dipalopalo tsa dipampiri tse 100 tse boletsweng ka hodimo **o mong feela ho ba 26** ba arabileng potso ena ya fumaneng matshwao a 10 kaofela.

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

Mabaka a hore bahlahlobuwa ba se ke ba fumana matshwao ke a latelang:

Bahlahlobuwa ba bangata ba hlotswe ho:

- ✓ **4.1.** bolela lehlaso le molemo wa lona.
- ✓ **4.2.** bolela maikutlo a senolwang ke lekgotsi.
- ✓ **4.6.** akaretsa molaetsa.

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

- ✓ Sheba (b) le (c) tlasa Potso ya 2 ka hodimo.

(d)	Describe any other specific observations relating to responses of learners
	Sheba (b) le (c) tlasa Potso ya 2 ka hodimo.

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

Sheba (b) le (c) tlasa Potso ya 2 ka hodimo.

QUESTION 5

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

✓ Potso ena e ngotswe ke bahlahlobuwa bohle hobane e a tlama.

✓ Bahlahlobuwa ba sebeditse hantle le ha ba le mmalwa haholoholo ba fumaneng matshwao a leshome kaofela. Ho ya ka dipalopalo tsa dipampiri tse 100 tse boletsweng ka hodimo **ba bararo feela ho ba 100** ba arabileng potso ena ba fumaneng matshwao a 10 kaofela.

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

Mabaka a hore bahlahlobuwa ba se ke ba fumana matshwao ke a latelang:

✓ **5.1.** e a tshwana le **2.2. le 3.1.** tse ka hodimo.

✓ **5.3.** Potso ena e hloka hore e be bahlahlobuwa ba utlwisisa hantle hore karaburetso ke eng. Ba bangata ba hlotswe ho hlalosa karaburetso e hlahellang temanathothokisong ya 4 thothokisong e botsitsweng. Ba bolela mookotaba ha ba tshwanela ho bontsha ka moo karaburetso e sebedisitsweng ka teng.

✓ **5.4.** Potso ena ya papiso e hlotse bahlahlobuwa ba bangata. Ho a bonahala hore baithuti ha ba tsebe joko. Ba bang ba bua ka tee ya joko; khr **'JOKO TEA'**, ba re 'ho bapiswa le tee ya joko e reng ha o qeta ho e sebedisa o e lahle – ka mantswe a mang ba bolela mokotla wa tee (tea bag).

✓ **5.4.** sheba dipotso tsa molaetsa ho 2, 3 le 4 ka hodimo

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

✓ Sheba (b) le (c) tlasa Potso ya 2 ka hodimo.

(d)	Describe any other specific observations relating to responses of learners
	Sheba (b) le (c) tlasa Potso ya 2 ka hodimo.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Sheba (b) le (c) tlasa Potso ya 2 ka hodimo.

QUESTIONS 6 & 10,
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
✓ Ba mmalwa ba arabileng potso ya 6 **(ba ba 4 feela ho ba 100 ba boletsweng)** mme ha ba a sebetsa hantle ha kaalo. ✓ Buka ya Mme ho bonahala e balwa dikolong tse ngata hobane bahlahlobuwa ba bangata ba arabile Potso ya 10. Le teng ba sebeditse ka tsela e tshwanang le ya Potso ya 6. ✓ Bahlahlobuwa ba qoqa pale ha ba lokela ho bontsha kgohlano.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
• Ho a makatsa hore baithuti ba sa le boemong ba ho qoqa pale ha ba lokela ho manolla sengolwa. • Ha ba tsebe kgohlano ke eng athe le mefuta ha ba e tsebe. • Ha e le ha ba kgonne ho e hlahela taba ya kgohlano ba bua feela ka mophetwa a le mong ho kgohlano ya ka hare kapa ba babedi ho ya ka ntle, mabitso a ba bang baphetwa ona ha ba a thetse le ho a thetsa. • Bahlahlobuwa ba bang ekare buka ha ba so e phetle hohang empa ba phetetswe pale ke motho e mong.

(c) Provide suggestions for improvement in relation to Teaching and Learning
✓ Baithuti ha ba rutwe manollo ya buka ka botebo. ✓ Matitjhere a fe baithuti boikwetliso kgafetsa-kgafetsa mabapi le ho araba dipotso tsa moqoqo e le aha kutlwisiso ya mofuta ona wa potso.

(d)	Describe any other specific observations relating to responses of learners
	Sheba (b) le (c) ka hodimo.
(e)	**Any other comments useful to teachers, subject advisors, teacher development etc.**
Sheba (b) le (c) ka hodimo.	

QUESTIONS 14 & 16,

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

- ✓ Ba mmalwa ba arabileng potso ya 14 **(ba 20 ho ba 100)** mme ha ba a sebetsa hantle ha kaalo.
- ✓ Buka ya Haeso Mafotholeng ho bonahala e balwa dikolong tse ngata hobane bahlahlobuwa ba bangata ba arabile Potso ya 16. Le teng ba sebditse ka tsela e tshwanang le ya Potso ya 14.
- ✓ Bahlahlobuwa ba qoqa pale ha ba lokela ho bontsha semelo.

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

- Ho ntse ho makatsa hore baithuti ba sa le boemong ba ho qoqa pale ha ba lokela ho manolla sengolwa.
- Ha ba tsebe ho bontsha semelo sa baphetwa.
- Ha e le ha ba kgonne ho bontsha sa mophetwa a itseng ba lebala hohang ka ba bang bao ho botsitsweng ka bona.
- Le ho tsona tsena tse pedi dibuka ba bang ba baithuti ha ba tsebe dikateng tsa tsona, jwalo feela ka batho ba so bale le hona ho hlalosetswa pale ke mosuwe/mosuwetsana ka phaposing.

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

✓ Baithuti ha ba rutwe manollo ya buka ka botebo

(d)	**Describe any other specific observations relating to responses of learners**
	Sheba (b) le (c) ka hodimo.

(e)	**Any other comments useful to teachers, subject advisors, teacher development etc.**
Sheba (b) le (c) ka hodimo.	

QUESTIONS 8, 9, 12 and 13
(a) **Tsena ke dibuka tse sa etsweng sekolong sefe kapa sefe Lebatoweng la Eastern Cape, ka hoo ha ho tlaleho ka tsona.**

QUESTIONS 7, 11, 15 & 17
(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**
Bahlahlobuwa ba bangata ba sebeditse hantle dipotsong tsena le hoja e bile sewelo hore ho be teng ba fumaneng matshwao a 20 ho yo hodimo. Sheba tafole e hlahellang karolong ya 1 ya tlaleho ena.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
• Bahlahlobuwa ba sa tsebeng dikateng tsa buka ba ile ba hlahella hantle dipotsong tsena hobane dipotso tse kgutshwane di toba taba, mme ha moithuti a sa ka a bala buka yohle, le teng a sa e bale ha nngwe, o pallwa ke ho araba dipotso.
• Dipotso tse ba tshiretseng ke tse shebaneng le:
✓ Seabo sa baphetwa ba itseng ho ya ka dipotso dibukeng ka ho fapana.
✓ Semelo sa baphetwa: ba re **'se sebe'** kapa **'se setle'** ha ba lokela ho bontsha hore 'o pelo e mpe/o mona/o leqhoko/o meharo/o pelokeletsi/o lerato; jj.
✓ Ha ba hlokomele ha potso e le dikarolo di pedi;
'Kamano ya Kgasiane le Lesodi e bile le ditlamorao dife tshwanshisong ee? Hobaneng o realo?'

- Bona ba re **'tse mpe'** e be ke phetho. Ha ba sebedise le mantswe a kang: **bosula/bohloko/masisapelo/bodila**; jj e be ba se ba fana ka tshehetso.

✓ Bahlahlobuwa ha tsebe ho bontsha hore diketso tsa baphetwa ba itseng di ntshetsa pele pale kapa kgohlano jwang; **11.3, 15.1., 17.3.,**

✓ Ha ba tsebe sekapoloto. Ba nepileng dikateng tsa sona ha ba tsebe ho lokodisa ka mokgwa o bontshang **tlhekelo, tharahano le phethelo** – ba ngola ba tswakantse hore motshwayi a ikgethele. Tsena di hlahella ho potso **11.3 le 17.14.**

✓ Ha ba tsebe mefuta ya baphetwa – **'potso ya mofuta ofe'** (11.4.) le ya **'mofuta o jwang'** (15.5.) di a ba phelekanyetsa. Ha ba tsebe e batlang **'tjhitja, sephara'** le e batlang **'mothusi, molwantshi'** jj.

✓ Taba ya **matshwao** e leng **'symbolism'** ka sekhowa ha ba e tsebe: **11.5. le 11.6.** 'ho ya ka tumelo ya Basotho ho na ha pula ka lenyalo kapa ka phupu...'. 'taba ya lebitla yona?

✓ Potso tsa 'tjhe/e' e leng ho dumellana kapa ho hanyetsana le se itseng di arabehile ha mpe. Ha ngata tshehetso ha e dumellanme le 'e/tjhe'. **11.9., 11.10., 11.13.**

   Mohlala wa karabo ya moithuti e qotsuweng:

   'Ee, ha a ka a nyalwa ke ledimo leo a neng a le bona. Athe tsa bohlophehi e ne e se tsona le ha a ne a hlopheha empa ha jwalo ka malapa a mang e seng ho ya ka moo a neng a bona ka teng'.

✓ Bahlahlobuwa ha ba tsebe ho sebedisa **'tjhe'** le **'e'.** Ha ba hanyetsa ba sebedisa **'aa'/'ee'/'haa',** athe ha ba dumela teng ba sebedisa **'ee'/'eya'.** A mang a mantswe ao ba a sebedisang ha a na moelelo o le mong mme sena se ka etsa hore motshwayi a tsielelhe ke se bolelwang ke mohlahlobuwa. Puong ya mehla ba bang batho ba sebedisa 'ee' e le ho dumela ha ba bang ba mo sebedisa e le ho latola; jwale ha e ngotswe moelelo o a phelekanyetsa.

✓ Ha ba lokela ho bontsha phutholoho ya ditaba tsa pale ha ba arabe potso**; ho 11.9.** bongata ba bona ha ba ya utlwisisa hore ho batleha ba bolele hore na dipono **tse bosula** tseo Dikeledi a neng a di bona ditorong di ile tsa phutholoha ho ya ka moo di neng di bidietsa ka teng. Bona ha ba ngole ka dipono tse bosula, empa ba araba ba itshetlehile ka dipono tse ntle tseo Dikeledi a neng a di bona (ho ba le diporopotlwana tsa bana ke o mong mohlala). Athe ha ba utlwisise hore ho bolelwang ka ho phutholoha. **Mohlala wa karabo ya mohlahlobuwa:**

✓   *'E bophelo ba hae bo ile ba phutholoha, bana ba hae e ne e le diporopotlwana feela e seng jwalo ka tseo a neng a di bona ihlong la moya le wona motse wa hae e ne e le itekaneng ka hoo ho ne ho sa Tshwane le ka tsela eo a neng a bona dintho ka teng'.*

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

✓ Buka e balwe le baithuti ka phaposing mme titjhere e ba hlalosetse dikateng tsohle

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✔ Baithuti ha ba rutwe manollo ya buka ka botebo.	
✔ Ba kgothaletswe ho ipalla ka morao ho tse entsweng ka phaposing.	

(d)	**Describe any other specific observations relating to responses of learners**
• Dipotso tse latelang ke tse ding tsa tseo ba sebeditseng hampe haholo ho tsona ho ekeletsa ho tse boletsweng ho (b) ka hodimo:	

- ✔ **11.3.** ha ba kgone ho hlalosa hore setswalle sa Mpuse le Dikeleldi se thusitse ho ntshetsa pele pale jwang.
- ✔ **15.9.** – bahlahlobuwa ha ba utlwisise moelelo wa lentswe **'sibolla'.**
- ✔ **15.10. le 17.3.** – bahlahlobuwa ba lahlehetswe ke matswhao ka lebaka la ho se utlwisise hore **'ho tjebela pele'** ho boleleang.
- ✔ **17.**9. – Bahlobuwa ba bua ka hore Molefi o ne a una molemo wa ho ba le banana ba ditoropong, ba bang ha ba utlwisise hore ho bolelwang ka **'ho hahlamelwa'**, ba inahanela ho hahlamelwa ke moya o mobe mme ba re **'Molefi o ne hahlametswe ke moya o mobe wa Mapetla'. Potso ha e ka Molefi e ka Malomae Kgolwane.**
- ✔ **17.4.** Ha ba hlalose hore tomatso e hlahella jwang tshwantshisong, ba hlalosa hore tomatso ke eng.

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

- • Baithuti ba rutwe manollo ya buka ka botebo.
- • Baithuti ba rutwe ho sebedisa **'tjhe'** bakeng sa ho hanyetsa le **'e'** bakeng sa ho dumela.

_____ _____ _____

NAME OF THE CHIEF MARKER: **SIGNATURE**   **DATE**