



ASSESSMENT AND EXAMINATIONS DIRECTORATE
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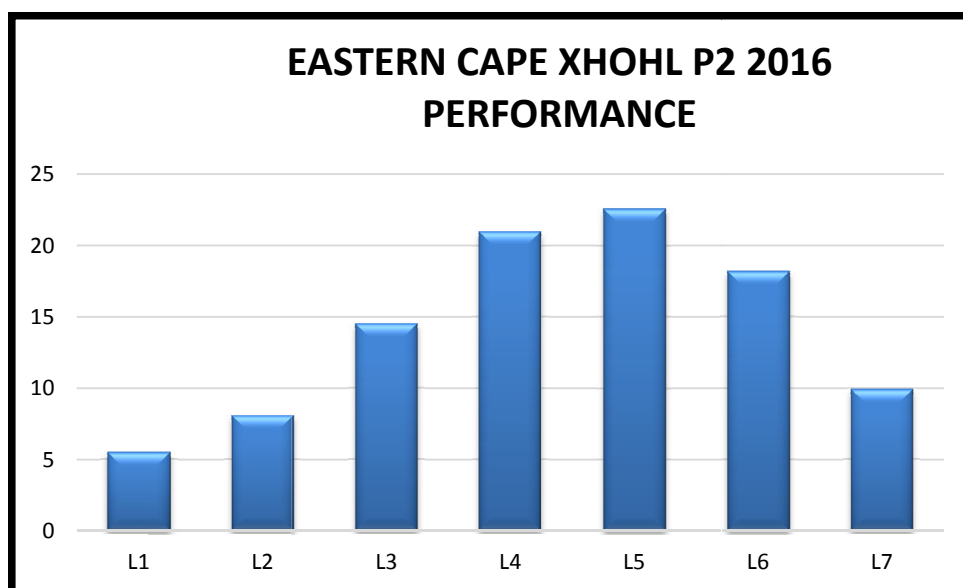
NSC 2016 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA ULWIMI LWASEKHAYA		
PAPER	2		
DATE OF EXAMINATION:	10 NOVEMBA 2016	DURATION:	liyure 2½

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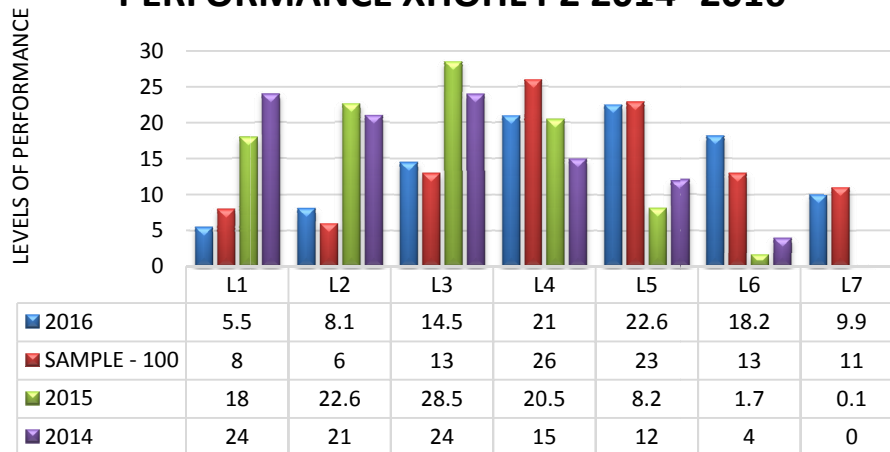
SECTION 1: (General overview of Learner Performance in the question paper as a whole)

Baqhube kakuhle kakhulu abaviwa kweli phepha kulo nyaka. Oku kungqinwa kukuba balishumi elinesine kuphela abafumene kwinqanaba loku-1 nelesi-2 okungaphumeleli. Okunye, balishumi ekhulwini abafumene inqanaba lesi-7 ngokwahlukileyo kwiminyaka emithathu edluleyo apho bekuba ngu-0.1 lepesenti abaphumelele ngeli nqanaba. Le grafu ingezantsi inika umfanekiso wenkqubo yalo nyaka.



Ukanti xa kuthelekiswa neminyaka edluleyo emithathu umfanekiso obonakalisa impucuko umi ngolu hlobo.

COMPARISON OF LEARNER PERFORMANCE XHOHL P2 2014- 2016



Kunjalo ukuba kuhle, kubalulekile ukuqaphelisisa oku;

- Kusekho ukungakhethwa ngokuchanekileyo kwemibuzo kuwo onke amacandelo.
 - Kwicandelo A bashiyelela umbuzo wesi-5
 - Kwakweli candelo baphendula emithathu efundisiweyo kuqala uze lo ungafundiswanga ube ngowesine, ube uphelelwe lixesha ke ngolo hlobo.

KwiCandelo B noC

- Kudlange ukuphendulwa kwemibuzo emifutshane emibini ethathwa kwicandelo elinye.
- Awukhethwa lo usisincoko ube kufaneleke njalo.
- Bambi bakhetha ibe mibini imibuzo, omnye kwicandelo lenoveli kanti nomnye ukhethwe kwakwicandelo loncwadi lwemveli.
- Ukunambarisha ngokungachanekanga kudlangile kulo nyaka de kube kukho nabanganambarishiyo konke konke.
- Onganambarishiyo akaziwa ukuba angamakishwa ngememorandum yawuphi umbuzo.
- Bambi babhala inombolo yombuzo, baphendule umqolo omnye, bawushiye bengawuhlabanga, babuye bawuqale kutsha kwelinye iphepha sele ungasabalwa ke ngoku. Kaloku owokuqala uthathwe njengelingel elipheleleyo xa umniniwo engazixelanga iinjongo zakhe ngawo.

Ukuphendula ngokombuzo kube yingxaki

- Kubonakele ukusilela ekuphenduleni imibuzo gabalala. Babonakalisa ukungasukeli kumbuzo xa bephendula bade baphume emxholweni.

Makuqatshelwe oku kulandelayo: Kwicandelo B

Akuvumelekanga;

- Ukukhetha imibuzo emifutshane kumacandelo omabini
- Ukukhetha imibuzo emide kumacandelo omabini
- Ukukhetha umbuzo omfutshane kwinoveli/ baphinde baphendule omde kwakwinoveli okanye kuncwadi lwemveli.
- ukukhetha umbuzo omfutshane kwidrama/ kuphinde kuphendulwe omde kwakwidrama

Xa utyeshelwe lo myalelo amanqaku alahlwa naloo mbuzo ukhethwe ngendlela engachanekanga kuba uyahlatywa, ungamakishwa. Uphulukana nama-25 amanqaku.

lingcebiso

- Kwicandelo B noC, kufanele ukuba kukhethwe umbuzo omde nomfutshane, omnye kwelinye nomnye kwelinye.
- Khetha ngolu hlobo;
 - Xa kwicandelo B ukhethe omde, Khetha omfutshane kwicandelo C.
 - Xa kwicandelo C ukhethe omde, Khetha omfutshane kwicandelo B
- **UMZEKELO:** MUSA UKUKHETHA UMBUZO 6 NO 12 okanye 7 NO 13!!!
Kwiphepha lakho
 - Khetha u 6 no 13, okanye u7 no 12 okanye u11 no13/ 11 no15.

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).

UMBUZO 1: Osisincoko soncwadi - Umbongo ofundisiweyo: UProfesa A.C.Jordan- Z.S. Qangule

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

Average mark from the sample of 100 :		ama-4 kwali-10
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Ukucazulula indlela esisetyenziswe ngayo isigama kwesi sicutshulwa sombongo	40%

- Bane kuphela ekhulwini abakhetha lo mbuzo kule sampuli. Elona ngaku liphezulu libe ngu-7 laze elona liphantsi langu-1.
- Awuphendulwanga kakuhle konke konke lo mbuzo kuba baninzi abafumene ngaphantsi kwe40%.

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

Kubekho ukusilela okuziindlela ngeendlela ezicazululwe ngezantsi apha.

- Bakho ababonakalisa ukungakuqondi okufunwa ngumbuzo
- Bakho nababonakalisa ukuqhwalala ekubhaleni isincoko soncwadi.
- Bakho ababonakalisa ukungakwazi ukuchonga isigama kwanenjongo yokusetyenziswa kwaso okanye okuphuhliswa siso ngokombongo ochongiweyo.

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

Umzekelo: Umbuzo 1 ofuna **bacazulule iindlela esisetyenziswe ngayo isigama ukuphuhlisa intsingiselo yombongo.**

Ingcebiso Kulindeleke ukuba umviwa aphenhule ngolu hlobo;

- Aluchonge lungumqolo/ ibinzana/ liligama afuna elisetyenziswe kumbongo.
- Usenokuxela ukuba sisixhobo sini /ludidi luni/ sikrweqe sini)
esisetyenzisiweyo umzekelo kusetyenziswe isaci/ isifaniso/ ukwalekwa kwezifanokuthi

(iii) Andule axele intsingiselo evezwe kukusetyenziswa kwaso isigama eso
[Qinisekisa nje ukuba oku kuvela konke kwimpendulo]

Ingcebiso:

Nale ingezantsi ifomathi ingakuncedisa ukuphendula lo mbuzo.

'Bazila kuTsolo ngosana lwabo', [isigama sichongiwe] Oku kuphuhlisa ukuba le lahleko ichaphazele isithili sonke sakuTsolo dolophu leyo wazalelwa kuyo. [uxele esikuphuhlisayo]

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

Basebenzisa iimbumbulu ukubhala esi sincoko soncwadi.

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

Kufuneka abeviwa balumkele ukuqingqeka kakhulu kweempendulo zemibuzo ingakumbi xa imibuzo inamanqaku ama-3. Kufuneka noko umhlathi okanye izivakalisi esiliqedlana ukunika loo ngcaciso ubani afuna ukuyizisa.

UMBUZO 2: umbuzo omfutshane: Idompasi- N.Gcali

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

Average mark from the sample of 100 :		asi-8 kwali-10 – 80 leepesenti
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
2.1	Ingcinga ebethelelwa ngokusetyenziswa kwemvano-siqalo	80%
2.2	Ukuqaphela ukufana kwesakhiwo sangaphandle salo mbongo.	
2.3	Intsingiselo efihlakeleyo- ifuthe ledompasi kwintlalo yabantu.	
2.4	Ukutyhila umyalezo wembongi osekwe kwimiqolo.	

Uphendulwe kakuhle kakhulu lo mbuzo. Owona mbuzwana unike ingxaki ngulo ungu2.2 obufuna umahluko kwisakhiwo sangaphandle sezitanza.

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

Abangawuchananga umbuzo 2.2 babonakalisa ezi ngxaki zingezantsi;

- Ukungabi nalwazi konke konke ngomba ovavanywayo basuke baxele umahluko kumongo wesitanza.
- Bambi babonakalise ukuwunakana umbuzo baphendule bathethe ngenani lamagama endaweni yenani lemiqolo.
- Abanye babo banika impendulo engaphelelanga exela inani elichanekileyo lemiqolo kwisitanza esinye isitanza kungenjalo banike elingachanekanga kwesinye.
- Abanye banika impendulo engaphelelanga ngokuthi baphendulele icala elinye- okt. Isitanza esinye kuphela.bangatsho ukuthi “zozibini zi...”

Kumbuzwana 2.3

- Baqhube kakuhle kakhulu abaviwa. Kuphawuleka ukuba neemfundiso zasemakhaya zibe nefuthe ekuwuqondeni umyalezo wombongo.
- Ibikho imingqandana engayichaniyo impendulo yalo mbuzo.
- Abanye baphendula lo mba wefuthe kuphela bangazixhasi. Kwelinye icala, kukho abangawuphenduliyo kwawona

Kumbuzwana 2.4

Basuka bakhuphele isiqanaqwana sombongo abazikhethele sona bangatsho ukuba uthini umyalezo ofunwayo.

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

- Mabaqheliswe ukuwuphendula chanekileyo lo mbuzo.
- Mabanikwe amaphepha wabo xa benikwe umsebenzi baze banikwe ingxelo ngeempazamo abazenzileyo xa bephendula bade banikwe indlela echanekileyo yokuphendula lo mbuzo.
- Mabaqheliswe ukucinga nzulu ngemvano-siqalo/ mvano-siphelo, injongo yokusetyenziswa kwayo, ingcinga eyizisayo.

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

- Iimpendulo zikhe zibe mfutshane, zinqunqe de ingavakali impendulo yombuzo obuziweyo.

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

- Kubalulekile ukuqaphela ukuba kulo unyaka eliphepha alijoliswanga ekuqapheleni qha koko kufuneka oko ukubonayo ukujonge nzulu. Umzekelo ukuba kuthethwa ngemvano-siqalo akufuneki nje uyixele koko kufuneka wazi umsebenzi wayo okanye oko kuphuhliswa yiyo/ okanye oko ikubethelelayo.
- Mazithi nyi kancinci iimpendulo kungaphendulwa ngegama elinye okanye amabini mathathau abe amanqaku eyile kwisitathu ngombuzo. Makufakwe ingxoxwana kwiimpendulo zale mibuzo.
- Mabalungise umhlathana wokuxoxa rhoqo xa benika impendulo.

UMBUZO 3

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

Average mark from the sample of 100 :		7 kwali-10, 70 leepesenti
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
3.1	Ingcinga ebethelelwa ngokusetyenziswa kochasaniso kwimiqolo 1-2.	70%
3.2	Ukuqaphela ukufana kwesakhiwo sangaphandle salo mbongo.	
3.3	Intsingiselo efihlakeleyo- ifuthe lokufika kwabamhlophe kwintlalo yabantu baseAfrika.	
3.4	Ukutyhila umyalezo odluliswa yimbongi osekwe kwimiqolo wesi-6 nowe-12.	

Lo mbuzo ukhethwe ngabeviwa abangama-69 ekhulwini.

Baqhube kakuhle kakhulu kuwo.

Awuxhalisanga ngamanqaku baqhube kakuhle bade naku3.3 baphendule nje kuphela le ndawo ithi kube nafuthe lini baze bangakwazi ukuzixhasa.

Balinani eliphantsi kakhulu abanalo ngxaki.

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

Umbuzwana onike ingxaki ikwangumbuzo 3.2 obufuna isakhiwo sangaphandle sombongo.

- Ukungabi nalwazi konke konke ngomba ovavanywayo basuke baxele umahluko kumongo wesitanga.
- Bambi babonakalise ukuwunakana umbuzo baphendule bathethe ngenani lamagama endaweni yenani lemiqolo.
- Abanye babo banika impendulo engaphelelanga exela inani elichanekileyo lemiqolo kwisitanga esinye, kungenjalo banike elingachanekanga kwesinye.
- Abanye banika impendulo engaphelelanga ngokuthi baphendulele icala elinye- okt. Isitanga esinye kuphela.bangatsho ukuthi “zozibini zi...”
- Kumbuzwana 3.3, ofuna bahlomle ngefuthe baphendula ngokungathi abakhange bawufunde umbongo kuba iimpindulo zabo zisuka zisuswe ezintliziyweni bnagaqhutywa ngumbongo.

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

Malunga nemibuzo ebifuna ukuqonda isakhiwo sangaphandle sombongo nali icebiso.

- Xa umbuzo ufuna “**inkcaza ngesakhiwo sesitanga**”, BALA INANI LAMAGAMA kumqolo ngamnye unike impendulo.
- Xa umbuzo ufuna “**indlela efana/ eyahluke ngayo imiqolo ngokwesakhiwo**”, BALA INANI LAMAGAMA kumqolo ngamnye unike impendulo.

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

kusekho ukuphendula ngokungaphelelanga.

Kusekho ukungaphenduli le nto ibuzwayo

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

- Mabaziqhelanise namaphepha kwaneememo zeminyaka edlulileyo ukuze babone iindlela-ndlela ebuzwa ngazo imibuzo kwakunye namanqanaba obunzima okhe ubuzwe kuwo.
- Mabaziqhelise ukuthatha ezi ndidi zemibuzo baziphendulele ngokwabo bamane ukusebenzisa iimemo ukuzimakisha
- Xa kucaca nje ukuba kusetyenziswa indlela esetyenziswa lulwimi lwaseKhaya lwesiNgesi, nawo la maphepha mawasetyenziswa kunye neememo zawo ukuze ubani abone umyinge wempendulo olindelekileyo xa amangaku ekunga.

UMBIZO 4

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

<i>Average mark from the sample of 100 :</i>		6 kwali-10, 60 leepesenti.
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
4.1	Ingcinga ebethelelwa yimbongi kumqolo wesi-7.	60%
4.2	Ukuqaphela ukwahluka kwesakhiwo sangaphandle kwisitanza 2 nesesi-3 salo mbongo.	
4.3	Intsingiselo efihlakeleyo- ifuthe lokufika kwabamhlophe kwintlalo yabantu baseAfrika. Nokuxhasa impendulo.	
4.4	Ukutyhila umyalezo wembongi osekwe kwimiqolo.	

Umbuzo 4.2

- Ngokweavareji kuyabonakala ukuba baqhube kakuhle abejiwa.

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

Imibuzo ebithande ukusokolisa ikwangumbuzo obufuna isakhiwo sangaphandle ongu-4.2.

Okuphambili lo mbuzo ubujolise kumahuko. Ingozi ephambili ibe kukuba baviwa baphendula icala elinye ungaveli ke ngoku umahluko.

- Ukungabi nalwazi konke konke ngomba ovavanywayo basuke baxeke umahluko kumongo wesitanza.
- Bambi babonakalise ukuwunakana umbuzo baphendule bathethe ngenani lamagama endaweni yenani lemiqolo.
- Abanye babo banika impendulo engaphelelanga exela inani elichanekileyo lemiqolo kwesinye isitanza baze banike elingachanekanga kwesinye.
- Abanye banika impendulo engaphelelanga ngokuthi baphendulele icala elinye- okt. Isitanza esinye kuphela ungaveli umahluko.

(c) Provide suggestions for improvement in relation to Teaching and Learning
<p>Umbuzo 4.2</p> <ul style="list-style-type: none"> Xa umbuzo ufuna “inkcaza ngesakhiwo sesitanza”, BALA INANI LAMAGAMA kumqolo ngamnye unike impendulo. Xa umbuzo ufuna “indlela efana/ eyahluke ngayo imiqolo ngokwesakhiwo”, BALA INANI LAMAGAMA kumqolo ngamnye unike impendulo.

(d) Describe any other specific observations relating to responses of learners
<p>Kubakho ukuhambela kude kunombuzo apho abeviwa banika impendulo ngezivakalisi ezingaphelelanga.</p> <p>Mabaqheliswe ukuzakuzela loo mpendulo ubani ayinikayo ibe nobunzima obungumhlathana ezixhasa.</p>

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Mabaziqhelanise namaphepha kwaneememo zamaphepha eminyaka edlulileyo ukuze babone iindlela-ndlela obuzwa ngazo lo mbuzo kwakunye namanqanaba obunzima okhe ubuzwe kuwo. Mabaziqhelise ukuthatha ezi ndidi zemibuzo baziphendulele ngokwabo bamane ukusebenzisa iimemo ukuzimakisha Xa kucaca nje ukuba kusetyenziswe indlela esetyenziswa lulwimi lwaseKhaya lwesiNgesi, nawo la maphepha mawasetyenziswe kunye neememo zawo ukuze ubani abone umyinge wempendulo olindelekileyo xa amanqaku ekunga.

UMBUZO 5: UMBONGO ONGAFUNDISWANGA: IKHAYA L.M. Mda

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

Average mark from the sample of 100 :		6 kwali-10, 60 leepesenti.
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
5.1	Isafobe –isikweko nesikuphuhlisayo.	60%
5.2	Ingcinga ebethelelwa ngemvano-siphelo.	
5.3	Isakhiwo sangaphandle sombongo/sezitanza	
5.4	Ukutyhila umyalezo odluliswa yimbongi osekwe kwimiqolo.	

Lo mbuzo uphendulwe ngabaviwa abangama-92 ekhulwini kule sampuli. Iavareji iyangqina ukuba baqhube kakuhle. Abasi-8 babethwe kukungawukhethi konke konke unyanzeleke unjalo.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Abasi-8 abawukhethanga nangona unyanzelekile.</p> <p>5.1 bekunqabile ukuva ngoku kuzidla bahlalele ukuthi ikhaya lohlala lilikhaya bade bapphazamise nabamakishayo.</p> <ul style="list-style-type: none"> Abali-47 abafumananga ngaku kwaphela kulo mbuzo kuba abasazanga isafobe nokuphuhliswa siso. Abali-19 kulama-92 bafumene amanqaku amabini endaweni yamathathu kulo mbuzo ngenxa yokuba bengasazi isafobe esisetyenziswe kumagama aphaya.

- Bambi bebesichonga ngeli xesha kuthiwe mabasinike esi safobe, baze ke baphulukane nenqaku ngokwenza oko.
- Balithoba kuphela abawafumene onke la manqaku.

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

- Mabathundezwe ukuqala ngawo lo mbuzo
- Okwesibini mabathundezwe ukuwunambarisha chanekileyo kuba bathi bakuqala ngawo bawutshintshe inombolo.
- Makufundiswe ukuhlalutya isihobe hayi ukuhlalutya umbongo othile.
- Mazibethelelwe ngakumbi izixhobo zohlalutyo kufundiswe zona ukuze basebenzise olu lwazi ukufikelela kumbongo ngamnye.
- Mabaqheliswe ngemisebenzi yemihla ngemihla ukuphendula imibuzo elolu hlobo bangayizibuli kumaphepha oviwo.
- Makulungiswe iithayim theybhile zesikolo apho kucace gca ukuba kufundiswa ntoni ngephiriyodi nganye.

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

Aba hluleli phakathi kwesinye isafobe nesinye

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

- Xa umbuzo ufuna “**inkcaza ngesakhiwo sesitanza**”, BALA INANI LAMAGAMA kumqolo ngamnye unike impendulo.
- Xa umbuzo ufuna “**indlela efana/ eyahluke ngayo imiqolo ngokwesakhiwo**”, BALA INANI LAMAGAMA kumqolo ngamnye unike impendulo.
- Xa umbuzo ufuna “**inkcaza ngesakhiwo somqolo**”, BALA INANI LAMAGAMA kumqolo ngamnye unike impendulo.
- Amaphulo okumodareyitha mawancedise ekuqapheleni kwangoko iingxaki ezifunyenwe ngabafundi ekuphenduleni imibuzo ethile kuze kulandeliswe ngeendlela zokulungisa ezo ngxaki zingaphindi zintshule.
- La maphulo angancedisa kakhulu ekuphuculeni kuba zitsho ezi ngxaki zixoxwe nguwonke-wonke atsho utitshala naye zibonwe ngokukhawuleza ezakhe iingxaki malunga nolwazi olungafundekanga kubafundi.

ICANDELO B: INOVELI NONCWADI LWEMVELI**UMBUZO 6: UMBUZO OSISINCOKO SONCWADI: NYANA WAM NYANA WAM: WK. TAMSANQA**

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

Average mark from the sample of 100 :		16 kwangama-25 63 leepesenti
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Impumelelo isentabeni. Ngqina ngeziganeko ezikule ncwadi.	63%

Ubuxhaphake kakhulu ukukhethwa kangangokuba ulingwe ngama-64 abeviwa bebonke.

Kube lula ukuba bafumane amanqaku kuba isincoko besivulile ukuba ubani angabalisa ibali oko nje esebenzisa le ncwadi ebonakalisa ukuba impumelelo isentabeni.

Kuyancomeka ukuba abaninzi besebenzisa izidibanisi

Ikho imbinana ebisebenzise isimbo sokuxoxa bayimele ingxoxo yabo kwakuhle ke oko.

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

Basuka babhale uluhlu lweziganeko, okanye babalise ibali.

Iziganeko zisetyenziswa ngathi kufunwa zona kanti zifunelwa ukuxhasa uluvo oluthi impumelelo isentabeni. Iziganeko bayazibonda.

Abaziwa abalinganiswa kude kube kho ooLizo apha kule noveli.

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

Mabaqheliswe ukusebenzisa le fomathi ingezantsi yokuphendula. Ayibopheleli ukuba ilandelelane ncam koko u2. No 3 bangatshintshana.

1. Makabeke uluvo (point) lwakhe.
 2. Asebenzise ubungqina obusencwadini ukuxhasa [Iqela leziganeko ezithile linokusetyenziswa ukutyhila isimo/imeko/umzamo ngenjongo yokungqina uluvo oluthile]
 3. Aze acacise ifuthe lobu bungqina aze nabo malunga nombuzo obuziweyo
- Mabafunde ukuba ingqokelela yeziganeko ezithile iyakwazi ukuxhasa uluvo oluthile.

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

Ulwakhiwo lwezivakalisi nemihlathi luseyingxaki ngoko ke maluthathelwe ingqalelo.

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

- Amaphulo aziikomiti zeklasta mawomelezwe ukuze wonke ubani akwazi ukuqiniswa kulo msebenzi.
- Kwezi mini, isebe maliyithathele ingqalelo imeko yokunqaba kweetitshala zesi sifundo ingakumbi emaphandleni kuba utitshala omnye ufundisa izifundo ezininzi.



ICANDELO B: INOVELI NONCWADI LWEMVELI**UMBUZO 7: UMBUZO OMFUTSHANE: NYANA WAM NYANA WAM: WK. TAMSANQA**

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

Average mark from the sample of 100 :		11 kwangama-25 45 leepesenti
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
7.1	Ifuthe lomlinganiswa/ lesiganeko /lesenzeko kwabanye abalinganiswa.	45%
7.2	Characterisation	
7.3	Characterisation	
7.4	characterisation/ events- remember	
7.5	Plot structure- events fitting	
7.6	Plot sequence/ unobangela wovakalelo	
7.7	Ingcinga evuseleleka ngesenzo (isiikhalo)	
7.8	Injongo yomlinganiswa yokuphinda amazwi	
7.9	iinkcukacha zebali	
7.10	umqondiso- okwiphupha	
7.11	Isigqebelo	

Ukuhla oku kwezinga lokuphumelela ngumboniso owaneleyo wokuba iincwadi ezi azifundwanga ngokwaneleyo. Izizathu ziquka ukunqaba kweencwadi kwiphondo gabalala ukuya kuthi ga kwindlela elisetyenziswa ngayo ixesha lokufundisa uncwadi.

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

7.1 Kube nzima ukufumana impendulo basuka bacaphule ngqo kwisicatshulwa.
 7.5 Inqanaba lesakhiwo elichanekileyo ngokwakwimemo alifumanekanga lula
 7.6 Ubasithelele lo mbuzo kangangokuba iziganekowe ezo bezifunwa bezifumaneka nzima kuba baqala ngesicatshulwa esi kusekwe kuso lo mbuzo nangona umbuzo ufuna ezinye nje.
 7.11 Baveza icala elinye kuphela lesigqebelo bangalivezi elinye Oko kubathathele amanqaku kuba asiphelelanga isigqebelo. Umzekelo, omnye uthi,
 “UFikizolo wathi uThole makazeke kuba emncamile ukuba aqhube nesikolo engazi ukuba izinto ziya kuhamba ngolu hlobo.”

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

7.11 Abaviwa mabahlale bekhumbula ukuba xa kuthethwa ngolu uhlobo lwesigqebelo kufuneka umviwa aveze amacala amabini, elokulindelweyo nelesiphumo esingahambelani noko bekulindelwe. Umzekelo uFikizolo wayesele encamile ukuba uThole angaba safunda sele efuna afune umfazi kuphela kanti ke uza kufunda uThole abe ngumfundisi ode wanePHD.

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

Banika iimpendulo ezimfutshane ezingeloncedo. Mabawuqaphele lo myalelo uthi umthamo wempendulo wokhokelwa ngamanqaku.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Amaphulo aziikomiti zeklasta mawomelezwe ukuze wonke ubani akwazi ukuqiniswa kulo msebenzi. Kwezi mini, isebe maliyithathele ingqalelo imeko yokunqaba kweetitshala zesi sifundo ingakumbi emaphandleni kuba utitshala omnye ufundisa izifundo ezininzi

ICANDELO B: INOVELI NONCWADI LWEMVELI		
UMBUZO 8: UMBUZO OSISINCOKO SONCWADI: UKHOZI OLUMAPHIKO: NCEDILE SAULE.		
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?		
Average mark from the sample of 100 :		17 kwangama-25 66 leepesenti
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Impumelelo isentabeni. Ngqina ngeziganeko ezikule ncwadi.	66%
Bambalwa abakhetha lo mbuzo. Kunjalo baqhube kakuhle abeviwa. Imbinana ebineengxaki ibonakalise ezi ngxaki zibalulwe ku (b) ngezantsi.		

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> Basuka babhale uluhlu lweziganeko, okanye babalise ibali. Iziganeko zisetyenziswa ngathi kufunwa zona kanti zifunelwa ukuxhasa uluvo oluthi impumelelo isentabeni. Iziganeko bayazibonda. Abaziwa abalinganiswa kude kube kho ooLizo apha kule noveli.

(c) Provide suggestions for improvement in relation to Teaching and Learning
<p>Mabaqheliswe ukusebenzisa le fomathi ingezantsi yokuphendula. Ayibopheleli ukuba ilandelelane ncam koko u2. No 3 bangatshintshana.</p> <ol style="list-style-type: none"> 1. Makabeke uluvo (point) lwakhe. 2. Asebenzise ubungqina obusencwadini ukuxhasa [Iqela leziganeko ezithile linokusetyenziswa ukutyhila isimo/imeko/umzamo ngenjongo yokungqina uluvo oluthile] 3. Aze acacise ifuthe lobu bungqina aze nabo malunga nombuzo obuziweyo <p>Mabafunde ukuba ingqokelela yeziganeko ezithile iyakwazi ukuxhasa uluvo oluthile.</p>

(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> Babhala kwixesha eladlulayo elibakhuthaza ukubalisa bade balahle nomxholo, endaweni yokusebenzisa ixesha elimiyo. Abanazimvo bazimelayo basuka babalise.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Mabaqheliswe ukubhala imisetyenzana yoncwadi emininzi phambi kokuba babhaliswe imisebenzi efomali.

ICANDELO B: INOVELI NONCWADI LWEMVELI		
UMBUZO 9: UMBUZO OMFUTSHANE: UKHOZI OLUMAPHIKO: NCEDILE SAULE.		
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?		
<i>Average mark from the sample of 100 :</i>		11 kwangama-25 45 leepesenti
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
		45

Baqhube kakuhle abaviwa kulo mbuzo.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
9.1 Bayagontsha ubukhulu becala bangalivezi eli futhe kuthethwa ngalo nangona bebuya baliveze nje ke kwinkcazo.
9.5 Abalichanileyo inqanaba lesakhiwo abazazi ukuba bazixhase njani.
9.10 Baveza icala elinye kuphela lesigqebelo bangalivezi elinye Oko kubathathele amanqaku kuba asiphelelanga isigqebelo. Basuka bayeke kunjalo bakuba bethe Umfazwe ubonwa eyimpimpi balahle bangaqhubeki.

(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Mabaphuhle xa bephendula bacace ukuba baphndula wuphi na Kanye. Mawafundiswe ngeempawu zawo amanqanaba esakhiwo baze abaviwa baqheliswe ukuzixhasa kwaseklasini. Mabangalixelelwa inqanaba lesakhiwo koko balixele ngokwabo baxoxe nabanye kuphikiswane kude kuvunyelwane phantsi kwesandla sikatitshala.

(d) Describe any other specific observations relating to responses of learners
<p>Awasaziwa amagama abantu ukuba afuna ukubhalwa ngoonobumba abakhulu.</p> <p>Iziganeko ziyabondwa kwanabo balinganiswa abasaziwa amagama abo.</p>

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<p>liseshoni zemodareyishini mazisetyenziswe njengamaphulo okunyusa izinga leziphumo.</p> <p>Mabafundiswe nokunambarisha oku kuba kubalahlela amanqaku.</p> <p>Baphendula neencwadi abangazange bazifunda</p>

ICANDELO B: INOVELI NONCWADI LWEMVELI														
UMBUZO 10: UMBUZO OSISINCOKO: UNCWADI LWEMVELI- MMI Swana Nabanye.														
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><i>Average mark from the sample of 100 :</i></td> <td></td> </tr> <tr> <td style="width: 20%;">SUB-QUESTION</td> <td style="width: 50%;">TOPIC OR ASPECT TESTED</td> <td style="width: 30%;">AVERAGE % FROM SAMPLE</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>			<i>Average mark from the sample of 100 :</i>			SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE						
<i>Average mark from the sample of 100 :</i>														
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE												
<ul style="list-style-type: none"> Ikho imingqandandana elingileyo ukuphendula lo mbuzo ebonakele ngeli xesha kumodareyithwa nangona ibingekho nje kwisampuli. 														

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> Kunzima ukuthi gqolo uxele ukuba nguwuphi ongaziwayo kuba bebesuka bafumane amanqaku aphantsi kube ngathi bangabaphambukeli kweli phepha abo bathe baliphendula.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Kuyimfuneko ukuba kude kube kho isikhokelo sendlela yokufundisa olu ncwadi.

(d) Describe any other specific observations relating to responses of learners
Abaviwa bawuphenudla nokuba bazifundanga ezi ncwadi kuba becinga ukuba bayazazi.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Izithili maziqinisekise ukuba ziyazazi izikolo ezifunda olu ncwadi bancediswe ootitshala ngokufanelekileyo. Kuba abo bebephendulo bekungekuhlanga.

ICANDELO B: INOVELI NONCWADI LWEMVELI														
UMBUZO 11: UMBUZO OMFUTSHANE: UNCWADI LWEMVELI- MMI Swana Nabanye.														
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2"><i>Average mark from the sample of 100 :</i></td> <td></td> </tr> <tr> <td style="width: 20%;">SUB-QUESTION</td> <td style="width: 50%;">TOPIC OR ASPECT TESTED</td> <td style="width: 30%;">AVERAGE % FROM SAMPLE</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>			<i>Average mark from the sample of 100 :</i>			SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE						
<i>Average mark from the sample of 100 :</i>														
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE												
Akubangakho bungqina kwisampuli														

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

Kusekho ukusilela okukhulu ngendlela zokuhlasela iimpindulo kweli candela.

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

Makuthathwe ubungqina obuzeleyo ngezikolo ezenza olu ncwadi zincediswe.

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

Abaninzi abakhetha lo mbuzo sukuba belahlwe yincwadi abebeyithembile bancamele ke apha.

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

Isebe kufuneka lithathele ingqalelo izikolo ezikhetha olu ncwadi kuba abafundi abaqini xa bephendula. Bona baba ngathi bayiqhelile imibongo kanti baphendulela didi lumbi.

ICANDELO C: IDRAMA:

AMAZA: ZS QANGULE

UMBUZO 12: UMBUZO OSISINCOKO SONCWADI

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

Average mark from the sample of 100 :		11 kwangama-25 44 leepesenti
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
		44

Bambalwa abawulingileyo lo mbuzo

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

- Ubukhulu becala ube bubabhida lo mbuzo kuba kufuneka ubani ezamile ukucinga izinto ezenziwe nguNamhla ukuzama ukuba angaphumeleli ukutshata noSidima.
- Xa bephendula lo mbuzo abafikeleli ekunikeni uluvo/ icala labo lengxoxo koko bangqala kwiziganeko ezinjongo yazo ikukuxhasa endaweni yokubeka uluvo bangqine baxhase/ babonise ifuthe leso siganeko koko bekuxoxelwa.
- Xa bephendula lo mbuzo bayavuba babhala ngabanye abalinganiswa abangangeni ndawo ngokombuzo. Bayathabatheka bemke nomrhiba kaLizo ngeli xesha babemelwe kuthetha ngoNamhla.
- Babhidanisa abalinganiswa neziganeko.
- Abazazi iziganeko zokuxhasa uluvo abalumelayo.
- Bakho abebesuka beme bathi akaphumelelanga uNamhla ngeli xa umbuzo ufuna bangqine ukungaphumeleli.
- Bambi benza awabo amatsha amabali- mhlawumbi yile ngxaki yokuba uninzi belungenazo iincwadi zokufunda zoncwadi ezimisweyo.

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

Mabaqheliswe ukusebenzisa le fomathi ingezantsi yokuphendula. Ayibopheleli ukuba ilandelelane ncam koko u2. No 3 bangatshintshana.

4. Makabeke uluvo (point) lwakhe.
5. Asebenzise ubungqina obusencwadini ukuxhasa [Iqela leziganeko ezithile linokusetyenziswa ukutyhila isimo/imeko/umzamo ngenjongo yokungqina uluvo oluthile]
6. Aze acacise ifuthe lobu bungqina aze nabo malunga nombuzo obuziweyo

Umzekelo kwesi sihloko sithi makuxhaswe uluvo oluthi uNamhla uphumelele kwiinjongo zakhe zokungahlukani noLizo.

Angatsho athi

“ngenene uphumelele kuba iyelenge alenzileyo lokuzikhulula kuSidima nokukhulula uLizo kuZodwa liphumelele. Isiganeko sokuthi akubhaqa ileta kaSidima evela kuZodwa, enze uphando ngomntwana onguXelisa simncedile kuba uSidima uye waxabana naye yena Namhla naye wade wanesibindi sokumxelela ukuba mabohlukane. Kanti kwelinye icala uLizo uthlekisekile noZodwa baxabana nabo bade bahlukana ngokuthi uZodwa abalekele eRhawutini apho kukho uSidima. Oko kwenze ukuba bobabini bangabikho semitshatweni yabo yokunyanzeliswa.

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

- Kukho kutsha nje ukusetyenziswa kweembumbulu xa kubhalwa isincoko soncwadi.
- Kukho ukubalisa kude kudedele ingxoxo ebifunwa ngumbuzo.
- Kukho ukungabikho kokuqingqeka kungahlulelwa ukuba nguwuphi umhlathi.
- Koku kusebenzisa le mo yokubalisa kude kubaliswe kwixesha elaidlulileyo neladlulayo oko kusenza ukuba ubani aphume esiporweni sengxoxo ayolelwe kukubalisa de aphume embuzweni.
- Amagama abalinganiswa abhalwa ngonobumba omncinci

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

Amaphulo okufunda kumaqela(book clubs) angabanceda abafundi ukwazi incwadi le bayifundayo.

Amaxesha okumodareyitha mawasetyenziswe njengamaxesha okwakhana kwizithili.

Amaphulo aziikomiti zeklasta mawomelezwe ukuze wonke ubani akwazi ukuqiniswa kulo msebenzi.

Kwezi mini, isebe maliyithathele ingqalelo imeko yokunqaba kweetitshala zesi sifundo ingakumbi emaphandleni kuba utitshala omnye ufundisa izifundo ezininzi.

ICANDELO C: IDRAMA: AMAZA: ZS QANGULE**UMBUZO 13: UMBUZO OSISINCOKO SONCWADI**

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

Average mark from the sample of 100 :		12 kwangama-25 49 leepesenti
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
13.1	Ulwazi lweziganeko zebali	
13.2	Ukuqonda umxholo webali	
13.3	Ulwazi lweziganeko zebali	
13.4	Udidi lwempixano- uxhase	
13.5	inqanaba lesakhiwo sebali	
13.6	view of characters/	
13.7	causal relationship in events	
13.8	okuxatyiswe ngabalinganiswa abaphambili	
13.9	causal relationship of events	
13.10	iingcinga evuselelwa ngamazwi abalinganiswa	

Bawuphendula kakuhle lo mbuzo kunalo mde nangona beswantsuliswa yimibuzwana, 13.1, 13.4, 13.5, 13.6, 13.7, 13.8, 13.9, 13.10.

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

- 13.2
- 13.4 Uninzi luyayichana le mpixano yangaphandle koko basilele ekuxhaseni ubumpixano bangaphandle nanjengoko umbuzo ubufuna inkxaso ethathelwa kwisicatshulwa hayi impixano yangaphandle gabalala.
- 13.5 Abanye bayalazi inqanaba lesakhiwo bangakwazi ukuzixhasa.- aba bafumama inqaku elinye baxela eli nqanaba njengenqanaba lovuthondaba baze baqhwalele ekuzixhaseni.
Abanye abangazazi zombini ezi mpendulo zifunwayo bafumana u-zero.
Abanye basuka baxhase bengekaxeli inqanaba lesakhiwo.
Abanye abazange beve nangenqanaba.
Abanye babevile ngalo koko abakalichani umzekelo bakhe bathi- "Inqanaba lovuthondaba bazixhase ngelithi kuba izinto ziyayondelelana."
- 13.6. Bathande ukungalazi eli siko lokungenwa kuthethwa ngalo bahlalele ukuthi "kuyatshatiswa ngenkani" kungenjalo, Z xa becinga igama lesiko eli bathi lelokubonelwa endaweni yokungenwa.
- 13.7 Abawazi umcimbi eyayingawo intlanganiso kuba bakhe bathi "kudityenwe ngokumitha kukaNamhla" bambi bathi badityaniswa lisiko, bangalixeli eli siko.
- 13.9 Abayazi intsingiselo yokhuko lukawonkewonke
- 13.10 Abanye babonakalise ukusilela kulwazi lwentsingiselo yesiqwengana esithi unolwantsaka lwabantwana. Uninzi lwabangayaziyo baphelela ekuthini uthandana nabantu abaninzi bangafikeleli kumba wesiqhamo.

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

Abafundi mabanikwe rhoqo imisebenzi apho bachwetha iindidi zempixano bazixhase baze balungiswe kwangoko xa beneempazamo ukuze ingendeli le mpendulo ingeyiyo.

Xa befundiswa manqanaba esakhiwo mabaqheliswe ukuxhasa uluvo malunga nebakala elo balikhethileyo.

Xa kukho amagama asasitheleyo, afana nala magama amasiko mawacaciswe ngokuchanekileyo baze banikwe nemisetyenzana ebaqhelisa ukulazi eli siko nanjengoko sele libungunda.

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

Iincwadi ezi zibonakala zinqabile kungoko kukho ukulambatha okubonakala kulwazi malunga nezehlo ezisebalini.

Kuninzi ukugamfa bathethe bezixhasa nangeebhotile ekufikwe zithe saa umzekelo kumbuzo wesi-13.1.

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

Mazixoxwe iincwadi kwiikomiti zesifundo.

Abafundi mababhalise kumaphulo eeklabhu zokufunda baze ke baxoxe kuwo imiba emalunga noncwadi.

ICANDELO C: IDRAMA: A-a-a! Jongumsobomvu!-BB Mkonto

UMBUZO 14: UMBUZO OSISINCOKO SONCWADI

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

Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE

Bambalwa abawukhethileyo lo mbuzo waze awafumaneka kwisampuli.

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

Babhidanisa abalinganiwswa, iziganeko konke nje.

Akaziwa kwauMaqoma lo kuthethwa ngaye

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

Mabaqheliswe ukusebenzisa le fomathi ingezantsi yokuphendula. Ayibopheleli ukuba ilandelelane ncam koko u2. No 3 bangatshintshana.

1. Makabeke uluvo (point) lwakhe.
2. Asebenzise ubungqina obusencwadini ukuxhasa [Iqela leziganeke ezithile linokusetyenziswa ukutyhila isimo/imeko/umzamo ngenjongo yokungqina uluvo oluthile]
3. Aze acacise ifuthe lobu bungqina aze nabo malunga nombuzo obuziweyo.

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

Xa bexoxa babiza abantu abangekhoyo bade nabamakishi baxakwe kuba umviwa uyaqiniseka xa ethetha ngoQika ongekho kwakulo mdlalo.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Amaxesha okumodareyitha mawasetyenziswe njengamaxesha okwakhana kwizithili. Amaphulo aziikomiti zeklasta mawomelezwe ukuze wonke ubani akwazi ukuqiniswa kulo msebenzi.

ICANDELO C: IDRAMA: A-a-a! Jongumsobomvu!-BB Mkonto		
UMBUZO 15: UMBUZO OMFUTSHANE		
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?		
Average mark from the sample of 100 :		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	awubonakalanga kwisampuli	
Bambalwa kakhulu abakhetha lo mbuzo.		
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.		
15.2 Ayikaziwa imisebenzi yezalathiso ngabaninzi 15.8 Banika impendulo ethi, abalinganiswa ngabantu abadala abathanda umqombothi. 15.10 intlalo yayintle- Oku ngumboniso wokuba umfundi akazi nto tu ngesimo sentlalo.		
(c) Provide suggestions for improvement in relation to Teaching and Learning		
<ul style="list-style-type: none"> Makuqatshelwe ukufundidwa kohlalutyo loncwadi gabalala Kuyimfuneko ukuba abafundi banikwe inxaxheba yokuba bayixoxe incwadi kumaphulo abo okuzifundela. 		
(d) Describe any other specific observations relating to responses of learners		
Xa kufunwa inqanaba lesakhiwo bona baphendula ngelobom kuba bakhe bathi wayesele ekwinqanaba lokunceda abantu		
(e) Any other comments useful to teachers, subject advisors, teacher development etc.		
<ul style="list-style-type: none"> Amaxesha okumodareyitha mawasetyenziswe njengamaxesha okwakhana kwizithili. Amaphulo aziikomiti zeklasta mawomelezwe ukuze wonke ubani akwazi ukuqiniswa kulo msebenzi. Kwezi mini, isebe maliyithathele ingqalelo imeko yokunqaba kweetitshala zesi sifundo ingakumbi emaphandleni kuba utitshala omnye ufundisa izifundo ezininzi. Makuqatshelwe ukuba ulwimi lwesiXhosa lulinganiswe nolwesiNgesi Home language kweli phepha abantu bazame ukuzisondeza kuloo mapheoha ukuze bayame kwindlela ekusetwa ngayo ebukuntsha. 		