



EXAMINATIONS COUNCIL OF ESWATINI

Junior Certificate Examination

**Siswati (207)
Examination Report for 2024**

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Paper 207/01

Key messages

- Paper 1 is a continuous writing paper that assesses candidates' creative ability to come up with something new or novel. It develops learners' skills of writing; expressing ideas, thoughts, feelings, view-points, observations, and experiences in an organized and systematic way, using precise and appropriate vocabulary in writing various forms of compositions (develop their communicative competence in the siSwati language).
- Beyond expressing the ideas, candidates should further develop them into a meaningful and comprehensive writing; present the idea/advance a claim, support and give evidence, critically analyse, synthesize and evaluate.
- The choice of creative writing essays must be diverse and interdisciplinary (cover a wide range of topics from different settings).
- The creative writing essays come in a variety of form/style/ structure. Section A covers topics under the free writing style ranging from; narrative/descriptive, discursive/argumentative and imaginative/informative. Section B covers topics under situational writing; formal and informal letter, minutes and a dialogue.

General comments

The total number of candidates who sat for this component in 2024 was 16561 which showed a slight drop from the 2023 candidature which was 18588. A majority of the candidates scored between 10 and 20 out of 35 marks. The lowest score was 0 and the highest 32.

The observation was that most candidates were unable to make their claims let alone supporting them with evidence. Candidates were unable to critically analyse, synthesize and evaluate their points. It is recommended that candidates should be exposed to higher order thinking skills of analysis, synthesis and evaluation of their viewpoints or ideas.

Planning is very important in continuous writing. Candidates are to organize their essays in terms of question analysis, brainstorming, organization of viewpoints, paragraph development, and observation of punctuation and correct spelling as well as adherence to the required length. Most essays displayed deficiency in terms of planning. Though candidates' responses proved that they were able to analyse and understand the questions, they failed to develop their ideas to the required standard. The required length for Sections A and B is 150 – 200 words. Many candidates produced essays at reasonable length and very few candidates produced too short and lengthy essays. The observation was that most candidates' paragraphs were not fully developed. Additionally, most candidates could not come up with valid and reasonable thoughts for all the questions thus impacting negatively into their performance or achievement.

Candidates' failure to observe conventions with regard to paragraphing resulted in the production of shoddy work. This problem emanated from language mechanics that proved to be a barrier. These include; sentence variations, inappropriate tenses, lack of precise vocabulary, failure to contextualize siSwati proverbs and idioms, borrowing indigenous siSwati words from English language and grammatical rules such as improper use of subject-verb agreement.

Above average candidates displayed creative abilities: were able to present facts and ideas while embracing higher order thinking skills of analysis, synthesis and evaluation. They further observed language mechanics; proper sentence construction, paragraphing inter alia.

Comments on Specific Questions

Sicephu A: Indzaba

Umbuto 1

Nginjena nje, ngasitwa ngilo likhono lami!

This was a narrative/descriptive question. It was the most popular question among the candidates and it was fairly done. Candidates were expected to narrate and describe a believable success story. Key points include: What is the talent/skill? What or who helped them discover the talent/skill? Did they formally undergo any training or the talent/skill was gained through exposure? How has the talent/skill helped them change their lives? Such required the candidates to take into consideration the word "ngasitwa" in the question. Candidates were also expected to vividly describe how life has been before discovery of the talent? (Like depict the poverty and misery they went through before the success). The question further required the candidates to describe the development, positive changes or success brought by the talent/skill such as having a house or home, a car, a business, gaining fame, popularity, respect and many more. Candidates were to conclude by giving advice or motivation to others who have not yet realized their talents/skills and what they have learnt about the importance of such.

High scoring candidates were those who were able to capture the essence of appreciation and respect by using precise language and rhetoric statements, for example, "Ngubani bekati kutsi ngekuhlabela nje ngalelinye lilanga ngiyohlonishwa nami?" They were creative enough to persuasively use precise vocabulary to narrate and describe how their talent/skill improved their well-being. These candidates explained the challenges and financial struggles they faced before and were able to outline how the talent/skill generated money that changed their lives for the better. This was done through well-developed paragraphs displaying first language competence throughout. Their conclusions drew attention to the importance of talents/skills; they advised and encouraged the youth to discover and nurture their talents/skills and create job opportunities for others. It is worth noting that candidates of this calibre were only a handful.

Average scoring candidates failed to specify their talents/skills, but rather generalized on the benefits of skills-based education, and only mentioned their talent/skill in the last two paragraphs. Such candidates

squeezed their success stories in their conclusions. The observation was that these candidates lacked creativity as the art of storytelling, organization and development of points to make one coherent story.

Below average candidates were unable to understand what a talent is and they wrote about professions such as being a doctor. The anticipated talents/skills include all forms of art, sports, vocational abilities inter alia. Others told their stories in the third person perspective, ignoring the first-person directive /Ngi-/ and /Nga-/ in the topic. This made their compositions general, instead of personal, resulting to below average scores. There was also a tendency by such candidates to misuse idioms and proverbs which resulted to distortion of the intended meaning completely thus, compromising their marks for content and language.

Some candidates plagiarised the drama text, "*Emaphupho Emadvwala*", and their essays were developed alongside Simo's talent of being a carpenter. It is no doubt that such negatively impacted the candidates' performance.

Umbuto 2

Umsakato wemoya udlala indzima lenkhulu kutfutukisa imfundvo. Utsini umbono wakho?

This was an argumentative type of composition and it was unpopular. Candidates were expected to argue if broadcasting through the radio helps improve education. Candidates were expected to take a stand in the introduction and support it convincingly using organized and well-developed paragraphs in the body while acknowledging opponents' viewpoints. Candidates who attempted this question performed fairly. A majority of candidates understood that the question was about broadcasting through the radio not all forms of media.

The observation was that above average candidates were those who were able to argue by giving points that prove that radio lessons help improve education. These candidates produced controversial writings based on the school lessons that are taught on radio. They gave examples of the lessons that are provided or taught through the radio in collaboration with MTN EDUCARE. They also demonstrated awareness of other educational programs broadcasted on radio which enhance learners' knowledge and understanding of agriculture, business, and culture amongst others. The candidates were able to justify the importance of these programs alongside the school syllabi and their significance to the general public that is no longer at school. Exceptional candidates were those who were able to present their view points and fully develop them using excellent argumentative writing techniques such as the use of cohesive devices like 'kwekucala', 'ngetulu kwaloko', 'ngakulolunye luhlangotsi', 'labangahambisani nalombono' appropriate rhetoric questions and others.

Below average candidates failed to take a stand in the introduction. Some misinterpreted the question and turned it into an informative type of composition, their writings therefore focused on the advantages and disadvantages of learning through the radio. Others addressed the question as one that promoted radio lessons replacing classroom lessons during the COVID-19 era.

Umbuto 3

Uma ngingaba ngumphatsi wenhlangano lebuke emalungelo ebantwana eveni.

This was an imaginative type of composition and it was the second most popular. The question required candidates to write on what they could do if they were to assume a managerial position for an organization that oversees children's rights. It required candidates to have full knowledge of children's rights such as the right to education, food, health care, stable home, freedom of expression and many other rights. The composition also required the candidates to have an understanding of the role of someone in a managerial position as opposed to policy makers and legislators such as members of parliament.

Candidates who did well were those who understood children's rights and managerial responsibilities. They were able to identify and differentiate between responsibilities within their powers and those that require collaboration with different organizations and government structures. They were able to mention participating in various events, workshops, community outreach programs and many more. These candidates did not exaggerate, they were realistic on what they could do given the opportunity. Further than that, their thinking capabilities were not confined to the community level but the whole country at large.

Below average candidates failed to address the question. They misinterpreted the managerial role to that of a policy maker and discussed how they would enact and remove certain laws on children's rights which they deemed unnecessary. They also considered children's rights the same as children's wants. This gave their compositions a flat tone, demonstrating little awareness of what they were supposed to write about. For example, some of their ideas were; allowing children to have phones, wear certain types of clothing, do what they want and others. Some candidates' ideas were on lobbying against children's rights as they felt that children were abusing them. They suggested that children should be deprived some of these rights. There were few candidates who did not understand the question and ended up writing narrative compositions on deprivation of children's rights.

Sicephu B: Simondzaba

Umbuto 4

Bhalela thishela wesifundvo sekweluleka (*Career Guidance and Counselling*) esikolweni sakho umatise ngetinkinga lenibhekene nato njengebafundzi, nekutsi tingasombululeka kanjani.

This was a business/formal letter and it was compulsory. Candidates were required to write a letter to the Career Guidance and Counselling teacher informing him/her about the challenges faced by the learners at school and suggest solutions to the problems. The expectation was that the candidates would articulate problems they faced at school and the solutions to the problems. Some of the common challenges candidates could have mentioned include bullying, corporal punishment, drug abuse, teacher-learner love affairs, lack of food, poverty and others.

High scoring candidates were able to present their formal letters in the required style and language. Their work had all the important components of a business letter; two addresses, the date, salutation, topic, introduction, body, conclusion and a closing statement. They were able to stick to the question by tabulating problems faced by learners within and outside the school environment and further outlined the effects of such problems to teaching and learning. They were also able to suggest solutions for each problem.

Average scoring candidates were those who presented their work in the required style of formal letter writing, outlined the problems but came up with one solution to all the problems. Such was done at the expense of the demands of the instruction, giving a solution to each and every problem. Some candidates were too general in addressing the question. They provided incomplete problems and solutions that needed further processing. For example, *“The learners causing the problems need to be addressed.”* These candidates did not specify the problem, also their solution did not make sense as it lacked details on who should engage the learners.

Below average candidates could not mention the problems faced by learners at school, let alone the anticipated solutions. Some just gave one problem and one solution whereas the question was clear that it requires more than one problem. Some candidates wrote about problems they faced in the Career Guidance and Counselling lessons. They blamed the responsible teacher instead of informing him/her about their problems at school.

Anomalies observed were candidates who were misled by the use of the verb “umatise” as part of the instruction, they therefore regarded it as a memorandum (satiso). Some misinterpreted it as a dialogue and such consequently resulted to them scoring very low marks.

Recommendations

- More continuous writing exercises should be given to learners.
- Candidates should analyse questions in order to get the gist/purpose.
- Sentence construction, paragraphing and paragraph development have to be addressed.

- Spelling and punctuation exercises are encouraged.
- Language and vocabulary development practices are encouraged.
- Profane language should be discouraged.

Paper 207/02

Key messages

- Comprehension questions require candidates to demonstrate their understanding of the passage not their general knowledge.
- Good summary writing skills entails writing in own words without distorting the ideas in the passage.
- Candidates should adhere to the word limit in summary writing.

General comments

The work seen by examiners in this series was of variable quality, with a majority of candidates achieving at higher levels whilst a minority achieved at lower levels. This paper comprised of two major sections. Section A consisted of two passages that assessed comprehension, summary, and directed writing tasks. Section B was a grammar section. The performance of candidates in this paper was above average although some candidates performed below average.

Question 1(a)-(f) tested the candidates' reading and comprehension skills. The performance of candidates was above average. Question 2(a) which was a summary question, was also fairly done. Many candidates adhered to the summary writing requirements which include punctuations and word length. A majority of candidates utilized the permissible word length, (60-80 words). Candidates' summary skills and responses showed evidence of reading and understanding the passage although some candidates just summarized the whole story. A majority of candidates also failed to use their own words. In question 2(b), the performance was also above average. Candidates were able to produce the expected directed writing task. They were able to write the dialogue in its correct format. Questions 3 and 4 were grammar questions. The performance of candidates was above average although some candidates performed below average.

Comments on specific questions

Sicephu A: Tivisiso

Umbuto 1

(a) Bhala ligama lelikhomba kutsi Busani ukhuluma emanga.

[1]

Expected response:

- nginalaluhlata

Common incorrect responses:

- uhlata, laluhlata, uyabholova, emakhehla

Comment

A majority of candidates were not able to give correct responses for this question. They were not able to lift the exact response /nginalaluhlata/ from the passage instead they wrote the whole sentence, "Ingani noma ngingasho utawutsi nginalaluhlata."

(b) Bahlobene kanjani boBusani naNosisa?

[1]

Expected response

- Bayelamana/Telamani

Common incorrect responses:

- Bosisi, Busani ngudzadze waNosisa, Bandzawonye

Comment

Most candidates were able to give correct responses for this question.

(c) Bhala lokukhomba kutsi Busani akajabuli ngendlela laphatfwa ngayo Nosisa?

[2]

Expected response

- Utsi uyamtototisa LaKhumalo ngisho agila tiga.
- LaKhumalo uyamvuna angakeva kutsi wenteni.
- LaKhumalo umphatsisa kwelicandza lokungahle konakale imphilo yakhe noma nini

Common incorrect responses

- “Nosisa setsenjwa sakho silitjelwe bafana lapha emgacweni”

Comment:

Most candidates gave incomplete responses which only scored half the mark.

e.g. “Uyamtototisa”, “Uyamvuna”, “Umphatsisa kwelicandza”

(d) Chaza lamagama lalandzelako njengoba asetjentiswa endzabeni:

(i) tfunjana

[2]

Expected response

- Umntfwana wekugcina

Common incorrect responses

- Umntfwana wekucala
- Umntfwana lotsandvwa kakhulu
- Umntfu wekugcina nguNosisa

Comment

Some candidates did not understand the word so they gave incorrect responses.

(ii) lokuya etfunjini

[2]

Expected response

- kudla/lokudliwako

Common incorrect response

- lokuya esiswini
- uphi yena Nosisa abuye ngitomentela lokuya etfunjini

Comment

This question was performed well as a majority of candidates relevantly defined the phrase.

(iii) lomphatsisa kwelicandza

[2]

Expected response

- Lomtototisako/ Lombusisako

Common incorrect responses

- Lomtsandza kakhulu
- Lomentela konkhe

Comment

This question was not performed well. A majority of candidates did not understand the meaning of the phrase thus they gave incorrect responses. Learners are encouraged to define given vocabulary according to textual usage not general knowledge.

(e) Ngeliphuzu linye, chaza budlelwane emkhatsini waBusani nenina. Sekela ngalokusendzabeni.

[3]

- Bayahloniphana, Busani uyamnanatela LaKhumalo utsi “Ntungwa” naLaKhumalo utsi “Nhlane” kuBusani.
- Abevani/Ababoni ngasolinye/Abahloniphani, Busani usola LaKhumalo ngekuvuna Nosisa ngisho agila tiga. LaKhumalo naye ubona Busani angamhloniphi ngendlela lamkhulumisa ngayo uze utsi utamcosha ekhaya lakhe.

Common incorrect responses

- Busani naLaKhumalo bomake nemntfwana.
- Budlelwane lobuhle/ lobukahle/lobubi/ lobukabi
- Babe waBusani washada na LaKhumalo.

Comment

Most candidates could not score full marks in this question because even though they could establish the relationship between the two characters, they failed to support their claims using both parties, they only used one character. Candidates also had a challenge in giving textual evidence to support their responses. Some were giving a biological relationship.

(f) UnguLaKhumalo, utfole kutsi Nosisa utsandzana nendvodza lendzala. Mlayeto muni longawunika bantfwana bemantfombatane?

[2]

Expected response

Claim: Abangagani emadvodza lamadzala ngoba:

Outcome:

- Atawulala nabo abatselele tifo telicansi/ ligciwane lembulalave.
- Batobamitsisa babashiye.
- Kutobaphazamisa esikolweni, bafeyile.

Common incorrect response

- Emantfombatane akayekele kugana bafana/ Abatiphatse kahle/ Abanetiswe lutsandvo lwebatali babo bangafuni imali yemadvodza.

Comment

Some candidates directed their responses to Nosisa instead of addressing girls in general. Others would only give consequences without stating the advice. A majority advised against relationships with boys not older men specifically.

General Comments

- Teach learners to avoid offensive/vulgar language.
- Learners should respond positively at a child's level, say what is expected from a person at their level especially in sex related topics or issues.
- Teachers are encouraged to teach reading comprehensions and analyse the questions with learners, so that the candidates are able to read passages with understanding.
- Learners display a challenge in comprehending questions, teachers are therefore encouraged to teach them the skill of analysing questions before responding.

Umbuto 2

(a) Bhala sifinyeto lesingaba ngemagama labalelwa ku 60 – 80 ngalokwentiwa nguLusito nebangani bakhe kubamba tigebengu lebetiganga esitolo sababe Mbuyane. [10]

Most candidates performed very well in this question as they were able to identify the maximum five points required by the summary question. Most candidates demonstrated good summary writing skills by presenting the correct format, adhering to the word limit and punctuations, with a few who did not present the points in their chronological order and some still made paragraphs in their summaries. Some candidates who did not score marks in this question did not follow the instructions of the question. They summarized the whole comprehension. A few candidates who attempted using their own words ended up distorting the whole meaning of the passage. Candidates are encouraged to write their summaries in continuous writing and not list the points using “kwekucala..., kwesibili...”

Expected summary points

- kuhlangana baphume nelisu lekulala kwamunye wabo kaMbuyane.
- kugawula lugodvo lolukhulu labatoluvundlisa emgwacweni wakaMbuyane.
- Lusito wathandazela kuvikeleka kwesitolo nekubanjwa kwetigebengu.
- Lusito wakhala ngekudzinwa, watilalisa hhu waze wahona.
- Lusito walalelisisa inkhulumo ya Jona elucingweni alayela sigebengu kutsi siyipake kuphi imoto.
- Watsi nakaphuma Jona, Lusito wanyonyoba wayohlola ngelifasitelo.
- Washayela labangani bakhe kutsi bavundlise lolugodvo bese bayagadza.
- Wahlaba inyandzaleyo leyavusa Mbuyane.

Kwabiwa kwemamaki

5 emamaki – emaphuzu

5 emamaki elikhono lekufinyeta

- indzima yinye lebumbene
- linani lelifanele lemagama
- kusebentisa kahle timphawu tekubhala
- kubhala siSwati lesingiso
- kusebentisa emagama akhe kodvwa ungashintji umcondvo wesivisiso

General comment:

Candidates are encouraged to read the question with understanding before attempting to write. They are also encouraged to present their points in their chronological order, not to jumble them.

(b) Ngemagama labalelwa ku 120-180, bhala inkhulumiswano emkhatsini waMbuyane naLusito ngemuva kwesigameko sekwebiwa kwetintfo esitolo sakhe. [15]

This question was fairly done. A majority of candidates were able to score a lot of points in this question. Candidates were able to present the appropriate structure for a dialogue and were also able to give relevant points for the content. Those who scored less marks are those who did not write the title of the dialogue, skipped lines, and their dialogues were too short.

Expected responses

Structure

- Title (taken from the question)
- Speakers given names
- Colon after the speaker's name (be straight)
- No writing underneath speakers' names
- Do not skip line
- Length
- Punctuations and spellings.

Content

- Introduction
- Body

Emaphuzu (lokungenani lamatsatfu)

- Mbuyane akhombwe kwetfuka ngesento saJona ametsembe kangaka
- abonge kuLusito (ngemlomo nobe abaphe lokutsite)
- sizatfu lesente baze bacabange lelisu labafana
- lusito acocele Mbuyane ngalelicebo labo

- Conclusion

7 marks for structure

8marks for content

General comment

Candidates are advised to write the titles in full as they appear on the question. They should also remember that a dialogue only consists of two people, not three. Their introductions should show that the conversation is starting and the conclusions should show that the conversation is ending. The body of the dialogue should show continuity.

Sicephu B: Luhlelo

Umbuto 3

(a) Khipha loku lokulandzelako:

(i) Libito sigaba 1(a)

[1]

Expected responses

- Babe/Jona/Sibali/Mbuyane/Tomase

Incorrect Response

- Bantfu/ umoya
- **Comment:** Most candidates did not get this question correctly. They confused class 1a with class 1, so they looked for a word with a prefix for class 1 /umu/

(ii) Siphawulo sigaba 4 bunye

[1]

Expected response

- Lesikhulu

Incorrect responses

- Sibali/lesincane/khulu/sitolo

Comment: A majority of candidates were able to give correct responses for this question.

(iii) Buniyo sigaba 4 bunye

[1]

Correct response: Sakhe/SaMbuyane

Incorrect responses

- Bakhe/ Wakhe/ Lakhe/ Waseshayamoya

Comment

A majority of candidates were able to give correct responses for this question.

(iv) Sabito selucobo

[2]

Expected response

- Yena

Incorrect response:

- Iona/sona/ loku

Comment: Most candidates gave correct responses for this question.

(b) Sebentisa sentakutsi /khwasha/ wakhe imisho lenaloku landzelako

(i) Libito

[2]

Expected response

- Bukhwashakhwasha/Kukhwashata

Incorrect response

- Khwasha/ Lokhwasha/ Bukhwasha

Comment

This question was poorly performed. Most candidates failed to form a noun from /khwasha/.

(ii) Sento

[2]

Expected response

- Khwashata/ Kukhwashata

Incorrect response

Bokhwashakhwasha/ Khwasha/ Khwashakhwasha

Comment: this question was poorly performed. Most candidates failed to form a verb from /khwasha/.

(c) Chaza letakhi letibhalwe ngalokucindzetelwe:

(i) Sigujana

[2]

Expected response

- Sijobelelo sesinciphiso

Incorrect response

- Sakhi sesinciphiso/Sicu sesinciphiso/ yimphambosi yekwentana/ sinciphiso

Comment

Most candidates did not perform well in this question. They described the whole word /sigujana/ instead of /-ana/.

(ii) Muni

[2]

Expected response

- Sicu sesihlungo

Incorrect response

- Sicu sebuniyo/ Sakhi sekubuta/ Sijobelelo sekubuta/ Sihlungo

Comment: Some candidates described the whole word muni

(d) Chaza kwakhiwa kwaleligama lelilandzelako:

Imphushana

[3]

Correct response

- Ndzebembili /-ph-/ ugucuke waba ngu lwangeni /-sh-/ sase sijobelela sijobelelo sesinciphiso /-ana/

Incorrect response

- Bafundzi bebahlalela, bakhiphe takhi batichaze:
/im-/ sicalo selibito
/phush-/ sicu selibito
/-ana/ sijobelelo sesinciphiso

Comment

A majority of candidates failed to score full marks in this question because they failed to answer it in full.

Umbuto 4

(a) Bhala tibonelo taloku lokulandzelako:

(i) Buniyo lobunesicu semvelo [1]

Expected response

- /-akho/ /-akhe/ /-etfu/ /-enu/

Incorrect response

- yami/ loluhlata/ kwetjani

Comment

This question was poorly performed. Most candidates failed to give buniyo lobunesicu semvelo, they gave all kinds of buniyo derived from other parts of speech.

(ii) Sibabato lesikhomba kumangala [1]

Expected response

- Hawu! Ha! Habe! Maye!

Comment

This question was well done since a majority of candidates gave correct responses to the question.

(iii) Libito leliphindza sicu lesilunga linye [1]

Expected response

- Imitiyiti/ tifoyifo/ imitsiyitsi

Incorrect response

- umutimuti/dlayidla lamafohlofohlo

Comment

This question was poorly done. Candidates misread the question.

(iv) Sentakutsi lesigcamisa umbala [1]

Expected response

- khwishi/tju/klaba/hlaba/wu/nke/

Incorrect response

- lebovu/leluhlata

Comment

This question was not well performed because most of the candidates failed to give correct answers for this question. Instead, they gave the actual colours.

(b) Bhala tibonelo taloku lokulandzelako:

(i) Sento lesisemphambosini yekwentisisa

[2]

Expected response

- uyawashisisa/hambisisa

Common incorrect responses

- hambisa/washisa

Comment

Most candidates did not perform well in this question because they confused the intensive verbal extension with the causative verbal extension. They wrote verbs with /-is-/ instead of /-isis-/

(ii) Sandziso sesikhatsi

[2]

Expected responses

- emini/ehlobo/itolo

Common incorrect responses

- imini/ekhaya/emnyakeni lotako

Comment

This question was fairly done as most candidates were able to give correct responses.

(iii) Sabito sekukhomba bucalu sigaba 3 bunye

[2]

Expected response

- lelo

Common incorrect responses

- lolo/loku/loyo

Comment

A majority of candidates did not get this question correct mainly because they did not adhere to the class given. They just gave *sabito sekukhomba bucalu* from any noun class.

(c) Chaza letakhi taleligama:

Bayahlabelisa

[5]

Expected responses

/ba-/ sivumelwano senhloko sigaba 1 bunyenti

/-ya-/ sakhi sekwelula sento

/-hlabel-/ umsuka wesento lonemalunga lamatsatfu

/-is-/ sijobelelo semphambosi yekwentisa

/-a/ sijobelelo sesento/ nkhamisa wekugcina wesento

Common incorrect responses

/ba-/ yimvumelwano yenhloko/ sicalo selibito

/-ya-/ sakhi sesikhatsi/ yinsitasento

/-hlabel-/ sicu selibito

/-is-/ yimphambosi yekwentisisa

/-a/ sijobelelo

Comment

This question was fairly done as most candidates were able to name the morphemes of the word.

Recommendations

- More emphasis be put on comprehension questions, especially the higher order questions that require candidates to explain and empathize.
- Emphasis should also be put on the grammar questions.
- Candidates should be given more practice on naming morphemes.

Paper 207/03

Key messages

The performance of a majority of the candidates was below average, with most candidates scoring between 10-20 out of 80. A total of 10 candidates scored between 40-45 out of 80. The paper consisted of two sections: Section A and Section B. In Section A pupils were required to answer 3 compulsory questions. Section B, on the other hand, consisted of two questions and candidates were to choose one (1).

Sicephu A: Temibhalo Yesimanje

In Section A candidates were expected to answer a total of three (3) questions from the 4 questions. The performance of most candidates in this section was below average. Leaving blank spaces in some parts of some questions was a norm for most centres.

Umbuto 1: Umvemve ngu Thembu Vilakati (Umhleli)

Inkondlo – ngu Fikile G. Mnisi

NGINGUMUNTFU NAMI

This was a compulsory question worth (20) marks. The general performance in this question was below average with most candidates scoring between 0-5. Some were picking the lines as they were from the poem without analysing the question.

(a)

(i) **Endzimeni yesibili khipha imvumelwano sigcino**

[1]

Expected response

- Nematsambo kugcwele etihosheni
Inyama yami ingumkhunsu etindumbeni.

Common wrong responses

- Nematsambo kugcwele etihosheni
Inyama yami ingumkhunsu etindumbeni.
- Ebusuku ngilala benyoni,
Ngikhishwa nasetindlini

(ii) **Hlobo luni lwesakhiwo sangephandle lolu lolubhalwe ngekucindzetela? Lusebenteni?**

Tititike tinja tesiganga

[2]

Expected response

- Imphindzangwaca ¹ iyanandzisa/ yakha sigci/ iletsa bungoma/iyahlobisa¹
- Imphindzalunga¹ iyanandzisa/yakha sigci/iletsa bungoma/iyahlobisa ¹

Common wrong responses

- Luchumano sicalo luyagcizelela

- Sifananiso
- Imphindzamsindvo iyagcamisa

(b) Chaza lemigca lelandzelako njengoba isetjentiswe enkhondlweni:

(i) Ngihamba ngetfuka tanya

[2]

Expected response

- Ngihlala ¹ ngiseluvalweni/ ngesaba/ngingakakhululeki ¹

Common wrong response

- Sonkhondlo sewuhamba etfuka lite ngoba uyesaba

Comment: The candidates' answers included the key words of the question. Candidates are advised to avoid the words in the question in this type of question.

(ii) Inyama yami ingumkhunsu etindumbeni

[2]

Expected response

- Titfo temtimba wami ¹ tibekelwe kwakha imitsi etindlini tetinyanga¹

Common wrong response

- Inyama yakhe ibilisiwe yafakwa luswayi yase iyomiswa etinyangeni
- Emaphatsi abo asetindumbeni bakha ngawo umutsi.
- Umtimba wabo wakha umutsi etindumbeni.

(c) Ngusiphi sakhiwo sangekhatsi lesivetwa ngulomugca? Chaza kuvakale.

Titfo tami tifihlwe tonkhe

[2]

Expected response

- Sihloniphiso ¹ sihloniphisa kungcwatjwa¹

Common wrong responses

- Buniyo sigaba 4
- Sifananiso ngco
- Imphindzalunga/ngwaca
- Sihloniphiso utsi sonkhondlo ufuna kungcwatjwa ngalokuhloniphekile naye njengalabanye.
- Ufuna ematsambo akhe afihlwe kahle.
- Sihloniphiso sihloniphisa titfo temtimba.

(d) Itsini ingcikitsi yalenkondlo? Sekela imphendvulo yakho ngeliphuzu linye.

[3]

Expected response

- Kubulawa kwebantfu labaphila nelibala / labamhlophe / labakhubateke ngesikhumba / labakhubateke ngelibala¹. Ebusuku ngilala benyoni¹ lokusho kutsi bantfu labaphila nelibala abasakhoni nekulala ebusuku ngoba besaba kuhlaselewa babulawe ¹.

Common wrong response

- Kuhlukubeteka kwebantfu labaphila nelibala
- Kungemukeleki kwebantfu labaphila nelibala
- Abamukelwe bantfu labaphila nelibala.

(e) **Lenkondlo iveta umoya wekubalisa nekuncenga. Khipha umugca losekela ngakunye kwaloku, uchaze.**

Kubalisa

[3]

Expected response

- Batsakatsi bagiya ngaleyo njobo¹
Batsakatsi basitakala ngesikhumba sami¹/batfolo sizatfu sekungibulala/batsi bangibulala ngoba ngiwelibala¹

Noma

- Ngikhona namuhla angati kusasa ¹
Lomugca uveta kubalisa kutsi bantfu labaphila nelibala abaphatseki kahle/abakhululeki/abakavikeleki/sebaphila ngekwesaba ¹ ngoba kuphila kwabo sekusetandleni tebantfu lababahlukubetako ¹.

Common wrong responses

- Kufa yindalo kutawufika nakimi

Kuncenga

[3]

Expected response

- Lokungenani ngibite ngamhloshana¹
Lomugca uveta kutincengela kwebantfu labaphila nelibala kutsi bangabitwa ngemagama lahhedlako/lakhomba kubabukela phansi/kubacwensa ¹ kepha baticelela kumane babitwe ngemagama lamukelekile nalakhomba lutsandvo/inhlonipho njengekubitwa ngaMhloshana.¹

Noma

- Ngicela ligama lelisha/Ngicela ligama lelinginika litsemba¹
Sonkondlo ucela kungabitwa ngeligama lelikhomba kutsi uyinyamatane yekutingelwa ibulawe¹/ligama lenkawu. ucela ligama lelitamnika litsemba kutsi naye utophila ,naye ungumuntfu¹.

Noma

- Ngiphe ligama lelinelutsandvo.¹
Ucela ligama lelikhomba kutsi uyatsandvwa njengemuntfu¹, akasiso nje silwane sekutingelwa¹.

Common wrong responses

Majabhane ndzini! Ngicoleleni bo!

(f) Hlobo luni lwenkondlo lolu? Sekela imphendvulo yakho.

[2]

Expected response

- Yinkondlogceka¹ – igceka noma isola sento noma umkhuba lomubi wekubulala bantfu labaphila nelibala¹ ngenca yenkholelo kutsi uba nenhlanhla nawutfole titfo tabo temtimba

Noma

- Yinkhondlomzwangedwa¹ – ngoba sonkhondlo uveta buhlungu labuvako ngekutingelwa nekubulawa kwebantfu labaphila nelibala¹ ngenca yenkholelo yekutsi uba nenhlanhla nawutfole titfo takhe

Common wrong response

- Yinkhondlosililo – sonkhondlo ulila ngekuhlukubeteka kwebantfu labagula ngesikhumba.
- Yinhondlobalisa – sonkhondlo ubalisa ngekutingelwa kwebantfu besikhumba lesimhlophe
- Yinkondluncenga – sonkhondlo uncenga kutsi bantfu besikhumba lesimhlophe bangahlukubetwa.

Umbuto 2: Wena Bewungatsini ngu Hugh Magagula

This was a compulsory question of 20 marks.

(a) Ngubani lo 'dzadzewenu' lokukhulunywa ngaye kulesicashunwa?

[1]

Expected response

- Nomphumelelo

Common wrong responses

- Notsile
- Setsabile

(b) Chaza ngesibekandzaba sesikhatsi ususela kulesicashunwa.

[3]

Expected response

- Sikhatsi sakadzeni¹ ngoba siva kutsi bekusabhalelwana tincwadzi kuyindlela yekuchumana nebantfu labakhashane nabo¹, lekuyintfo lengasenteki kulesikhatsi sekunetincingo netinkhundla tekuchumana¹

Common wrong response

- Kusesikolweni lesikhulu eMhlatane, lapho kudlalelwa khona ibhola.
- Enkhundleni yetemidlalo, emini.
- Sikhatsi lapho Nomphumelelo satibonile kutsi utetfele

(c) Chaza similo salaba labalandzelako ususele kulesicashunwa:

- Nhlanhla [3]
- Mangedla [3]

Expected response

Nhlanhla

- Unelutsandvo¹ ngoba uyamkhatsalela dzadzewabo¹ njengoba simbona aze efika esigabeni sekubhalela Mangedla incwadzi afuna kuva kutsi umephi ngekutetfwala kwa Nomphumelelo.¹

Mangedla

- Unenhliyo lencane¹ uyayikhomba intfukutselo yakhe nakukhona lokumphetse kabi¹ngoba akakufihlanga kukwata kwakhe ngesikhatsi asabhalele singani sakhe Nomphumelelo tincwadzi emahlandla kodvwa singaphendvuli kuphendvule umnakabo lesingani sakhe, njengoba kwqphendvula Nhlanhla.¹

(d) Nika umoya walobhale lencwadzi kulesicashunwa. Sekela kuvakale.

[3]

Expected response

- Uhlaphanekile / utfukutsele/wenyanyile/ucansukile/uyahhalatisa,¹ ngoba ubuta Nhlanhla kutsi waganwa nguye yini 1lokukhombisa kutsi kuyamenyanyisa lokutsi abhalelwe nguNhlanhla kantsi yena waganwa nguNomphumelelo.¹
- Ucansukile¹ kutsi ubhalela Nomphumelelo tincwadzi emahlandla lamanengi kodvwa angatiphendvuli Nomphumelelo leto tincwadzi¹, kusho kutsi umentha silima¹.
- Uyahhalatisa¹ uhlekisa ngaNhlanhla kutsi usitsatsaphi lesibindzi sekutsi ambhalele incwadzi kungatsi batingani naye ngoba yena wati kutsi singani sakhe nguNomphumelelo.¹ Mangendla wati kahle kutsi Nhlanhla mdvuna bebangatsandzani naye¹.

Common wrong responses

- Uphakeme
- Uphasi
- Usetulu
- Ujabhile
- Ukhatsatekile
- Ubuhlungu

(e) UnguNhlanhla ngemuva kwekufundza lencwadzi lebuya kumngani wakho, bewungenta njani?

[3]

Expected response

Bengingatibuta kutsi kantsi ungenwe yini Mangedla¹ emvakwekutsi one dzadze wetfu Nomphumelelo bese uyaphika¹, bengingambhalela levutsa bhe incwadzi / ngiphume ngiyomfuna atongitekela kahle kutsi utsini mbambambamba¹.

Common wrong responses

- Bengingeke ngimtjele Nomphumelelo ngoba utova buhlungu bese utifaka engotini yekutibulala.
- Bengiyokhulula inhliyo ngitjele kutsi vele Mangedla akangenelani ngaNomphumelelo.
- Bengingabhala incwadzi ngimchazele kutsi kuyangani Nomphumelelo abengatiphendvuli tincwadzi taMangedla.

(f) Kulamanye emakhaya bantfwana bahlukubeteka kakhulu etandleni tebatali. Vumela lombono usebentisa emaphuzu lamabili. [4]

Expected response

- Batali babashaya ngalokwecile bantfwana¹. Endzabeni boZwane nemkakhe bebakhelela umtfwalo wemizaca bababhule.¹
- Bayabalela kutsi badlale nalabanye bantfwana¹. Zwane washaya Nomphumelelo emvakwekutsi eve kutsi bekagidza nalabanye bantfwana.¹

Wrong responses

- Labanye batali balala nabo bantfwana babo bangabaniki nesikhatsi sekuphumula babasebentise toti ikakhulu nangabe sofelwe ngumake.
- Akukameli umtali angabacocisi bantfwana bakhe ngetigaba tekukhula njengoba naNomphumelelo wagcine sekamitsiswa nguMangedla ngoba angati kutsi kufanele atiphatse kanjani.
- Labanye batali bahlala bamatasatasa bete sikhatsi sekunika bantfwana babo lutsandvo bese labantfwana bayofuna lutsandvo ngephandle.

Umbuto 3: Incwadzi Lengenakheli ngu Thembekile Msibi

Angeke Ngiphindze Ngibuye – Rose Mabuza

This was a compulsory question

(a) Chaza sibekandzaba sendzawo salendzatjana [2]

Expected response

- Icala eFairview¹ igcine eMhlangatane¹

Common responses

- kuseMhlatane
- kusekhaya lagogo Nkamane
- kusendlini entsambama
- kusehlobo eMhlangatane

(b) Sihloko salendzatjana “angeke ngiphindze ngibuye” sihambelana kanjani nalokwenteka endzabeni? [3]

Expected response

- Sihambelana ngekutsi Temvelo¹ ubona sekute kahle/ setinciphile titselo tesiganga¹ ngako sekute lokutamkhanga/ lokutamjabulisa kuta lapha eMhlangatane kagogo wakhe¹

Common wrong responses

- munye webatukulu bagogoNkamane utsi angeke aphindze abuye
- Temvelo bekatsandza imvelo, Temashayina atsandza intfutuko

(c) Bhala tifundvo letimbili lotfola kulendzatjana. Sekela kuvakale. [4]

Expected responses

- Singatiphilisa ngetitselo temvelo¹. Labantwana lamagwava bebawakha bahambe bawatsengise batfole imali yekutsenga tidzingo tabo.¹
- Asilondvolote lulwimi lwemdzabu¹. Gogo Nkamane bekabakhutsata batukulu bakhe kutsi bakhulume Siswati ngaso sonkhe sikhatsi.¹

Common wrong responses

- Sibotiphatsa kahle tivakashi
- Bubi bekujutjwa kwetihlahla
- Siboyiphatsa kahle imvelo
- Singaboyitsatsa intfo longakanikwa yona
- Sibovakashela emakhaya singahlali edolobheni toti

(d) Chaza similo salaba labalandzelako:

- Gogo LaNkamane [3]
- Umfati lobalisa ngemaganu [3]

Expected response

- **Gogo LaNkamane**
-Unelutsandvo / unesineke¹ ngoba uvakashise batukulu bakhe ehlatsini abafundzise ngetitselo letehlukene temvelo¹ akabayekeli batihambele bodvwa noma nebantwana bakamakhelwane¹
- akakutsandzi kukhuluma¹ ngoba akazange amphendvula lomfati wemaganu noma nje achamuka ahaza aneludlame¹ wavele wasuka watitsintsita wahamba.¹

Common wrong responses

- Unesimilo lesihle
- Ulungile
- Usigebengu
- Uyabatsandza batukulu bakhe
- **Umfati lobalisa ngemaganu**

Expected response

- Uneludlame / akatfobeki / usiklokloklo / akafundziseki / akahloniphi¹ ngoba akamkhulumisanga kahle Gogo Nkamane abute kahle emaganu akhe kutsi ashonephi¹ kodvwa wakhuluma tinshanshu kutsi yena ute bantfwana labamletsela kudla ngetimoti.¹

Common wrong responses

- Uyatfukutsela
- Utsandza tjwala
- Ungumuntfu lobalisako
- Unelutsndvo nemvelo
- Utiphilisa ngetjwala

(e) Intfutuko iwudalile umonakalo emvelweni. Hlolisisa lombono ngeliphuzu linye ngalokwenteka endzabeni. [5]

Expected responses

- Yebo iwudalile umonakalo ngoba tihlahla tiyagecwa kushiswe kucatjwe imiti¹. Endzabeni kutsiwa bantfu nabacaba imiti yabo bayatigeca bashise besekubulawa letihlahla letimcoka letifaka ekhatsi temaganu, temagwava naletinye titselo temvelo.¹ Cha ayikawudali umonakalo ngoba intfutuko ibange kutsi kwakhiwe takhiwo tekuletsa ematfuba emisebenti¹. Endzabeni kuyavela kutsi emashayina ahlngota kwacha emafemi lakutocashwa khona bantfu.¹

Ngekubona kwami (beka luhlangotsi lwakho) ¹

Common wrong responses

Candidates were only able to give an answer supporting one side of the question, yet this question requires both sides to be tackled and taking a stand. Therefore, teachers are encouraged to emphasize on how this type of a question is supposed to be answered by candidates.

Sicephu B: Temdzabu, Imihambo Nemasiko

Phendvula umbuto 4 noma 5.

Umbuto 4

(a) Tisho neTaga

(i) Nika sisho /saga lesinalenchazelo: [1]

- Kunika umuntfu umsebenti lomatima.

Expected Responses

- Kwetfweza umuntfu emasondvo enyatsi

Common wrong Responses

- Budvodza abukhulelwa
- Kumatima egaleni lenyoni

(ii) Nika inchazelo yaletisho /taga letilandzelako; Akulahlwa mbeleko ngakufelwa [1]

Expected Responses

- Awuyekeli kwetama kwenta lokutsite ngoba ungakaphumeleli /ujabhisiwe.

Common wrong responses

1. Nawufelwe ngumntfwana awuyilahli lembeleko
2. Alilahlw litsemba
3. Awusheshi ulahle lithawula

Emehlo lamabili ayabonisana [1]

Expected Response

- Bancono bantfu nabababili/ babanyenti ngoba bayasitana.

Common wrong responses

- Bantfu lababili bayabonisana
- Bantfu nabahlangene umsebenti uyahamba.

(iii) Sebentisa lesisho/ saga lesilandzelako emshweni. [2]

Licaca alitiva kunuka

Expected response

- Licaca alitiva kunuka ngoba Thokozile uhlala achwensa Thuli kutsi akacubhi ematinyo kodwa akhe anuka phu.

Common wrong responses

- Simo unuka likhwapha kepha yena akativa ngoba licaca alitiva kunuka.
- Make usutile watsi babe uyambuta waphika ngoba licaca alitiva kunuka

(b) Tingoma

- (i) **Ihlatjelwa bobani lengaoma lengenhla? Kusuke kwentenjani?** [2]

Expected response

- Tintfombi / yimbali¹ nayihlehla/ bayobhalisa/betfula umhlanga¹.

Common wrong Response

- Ngumakoti emtsimbeni
- Lutsango ebayenini

- (iii) **Chaza kutsi bakusiphi simo laba labahlabela lengoma.** [2]

Expected Response

- Bajabulile¹ ngoba loku labatokubika kuyintfo lenhle¹.

Common Wrong Responses

- Ujabulile ngoba bete enkhosini yabo.
- Ijabulile ngoba itokhombisa bugabazi babo enkhosini

- (iv) **Nika bunye bumcoka betingoma**

Expected Response

- Tihambisa imlayeto lemcoka yelive/ tiyecwayisa/ tekhute umkhuba lomubi / tigcizelela kutiphatsa kahle / tiyayala takhe sive / tiveta bugabazi bemuntfu / tiyafundzisa tilondvolote emasiko / tiyingungu yemlandvo welive (kunye kwaloku)

Common wrong Responses

- Tifundzisa imvelaphi yakho
- Tikhombisa simo sakho

(c) Kwetfula

- (i) **Nika tinyama letimbili letiyincenye yeluhlangotsi.** [2]

Expected Responses

- Lufu/ sibindzi/ litfumbu (kubili kwaloku)

Common Wrong Responses

- Inyama yenkhomo
- Inyama yembuti

- (iii) **Catsanisa kwetfula kwelijaha / indvodzana lesebentako nekwetfula kwenkhosana, usebentise emaphuzu lamabili.** [4]

Expected Responses

- Lijaha / indvodzana lesebentako letfula endlini kagogo (endlunkhulu)¹ kantsi inkhosana yetfula emphakatsi.¹
- Lijaha / indvodzana lesebentako yetfula imali ¹lebeliyisebenta kantsi inkhosana yetfula luhlangotsi¹.

Sikhiya: wetfula kuphi, limaki. Wetfula ini, limaki.

Common wrong Response

- Lijaha letfula inyani kubabe walo, indvodzana yetfula endlini kagogo. Inkhosana yetfula enkhosini.
- Lijaha letfula inyani inkhosana yetfula inkhomo

Comment

Most candidates did not use contrasting words (*kantsi*).

(iv) **Chaza ingucuko leseyikhona ekwetfuleni emakhosini, usebentise liphuzu linye. [2]**

Expected Responses

- **Kadzeni** bekwetfula tikhulu emakhosini, kodvwa **nyalo** sebayatetfulela bantfu.
- **Kadzeni** bekwetfulwa luhlangotsi loluyinkomo/ emabele kodvwa **nyalo** sekwetfulwa imali/ tintfo tekusebentsa /tekwembatsa nalokunye lokunyenti
- **Kadzeni** kwetfula bekulisiko lelikhomba kubonga lapho uphetfwe khona kodvwa **nyalo** bantfu sebatfulela kutfole imisebenti / tikhundla letitsite

Sikhiya: lobekwenteka kadzeni limaki, lokwenteka nyalo limaki

Common Wrong Responses

- Bantfu abasetfuli ngoba ababuboni bumcoka bemphakatsi
- Bantfu betfula ngoba sebafula umsebenti

Comment

Most candidates did not differentiate between ingucuko and 'insayeya'

(v) **Kwetfula sekuphelelwe sikhatsi. Phikisa lombono ngeliphuzu linye lelisekeleke kahle. [2]**

Expected Responses

- Emakhosini – akukaphelelwa sikhatsi ngoba bantfu solo bayetfula emakhosini abo kukhomba inhlonipho ikakhulu ngetikhatsi temhlanga naleminyane imicimbi leyehlukene.
- Emphakatsi – akukaphelelwa sikhatsi ngoba bantfu basetfula emiphakatsi ikakhulu uma bafuna tindzawo tekwakha imiti nemabhezini nalokunye'
- Emindenini – tindlu tiyetfula kuloyo loyinkhosana kuchubeka kuvusetela buhlobo.

Sikhiya: kwetfulwa kuphi limaki, sizatfu sekwetfula limaki

Common wrong responses

- Bantfu abasetfuli ngoba banemali yabo futsi bayasebenta.
- Bantfu abasetfuli ngoba batihlalela edolobheni.

Comment

Most candidates could not dispute the given statement but gave challenges faced by *kwetfula*.

UMBUTO 5

(a) Tisho/Taga

- (i) **Nika sisho/saga lesinalenchazelo:** [1]

Umuntfu lobukeka ahlakaniphile naye kukhona lokumehlulako.

Expected response

- Ayihlabi ngakumisa

Common wrong responses

- Licaca alitiva kunuka
- Akukho cili lelatikhotsa emhlane

- (ii) **Nika inchazelo yaletisho/taga letilandzelako:**

Kubeka licembe [1]

Expected response

- Kucela kukhunjulwa nasekwenteka lokufisile

Common wrong responses

- kucela umsebenti
- kusoma intfombi ulindze

Kushaya ngendvuku phansi.

Expected response

- kwala wephetse/kungavumi kutsi kwenteke intfo letsite

Common wrong responses

- Kwala
- Kungavumi nentfo yakho

- (iii) **Sebentisa lesisho/saga lesilandzelako emshweni:** [2]

- Kutigwaza ngesakho

Expected response

- Bengingati kutsi ngitigwaza ngesami nangitsatsa Thando ngitohlala naye lapha endlini, nyalo sewungebela imali yami.

Common response

- Ngitigwaze ngesami uma ngisika sinkhwa namuhla ekuseni.

Comment

Most candidates just wrote very long sentences which could actually be 2 or 3 sentences
Ngamfunela umsebenti, watsi angacashwa wabese uyangimpimba kulabaphetse, ngabona kutsi sengitigwaze ngesami ngoba sekutocoshwa mine-ke nyalo kusale yena.

(b) Tinanatelo

- (i) Khokha umugca loveta sakhiwo sebakaMamba usichaze. [2]**

Expected response

- Mamba lendze leseNsokonsokweni¹, kusho kutsi bantfu kaMamba badze ngesitfombo¹.

Common wrong response

- Luvunguvungu lolwetfwele umlomo, imilomo yebakaMamba mikhulu / bakaMamba bebahlala eNsokonsokweni.

- (ii) Chaza lemigca lengentansi njengoba isetjentiswe kulesinanatelo: [2]**

Expected response

- Kusho kutsi bantfu bakaMamba **batilwi**, **batabulalana**¹ bajube **tinhloko** talababulewe batibeke **emasangweni/emagedeni**¹.

Common wrong response

bakaMamba banelulaka

- (iii) Nika kunye lapho sinanatelo sisetjentiswa khona [1]**

Expected response

- Kubonga nawuphiwa lokutsite/wentelwe lokutsite/kukhulekela ekhaya/uma ungena emtini

Common wrong responses

- Nakubongelelwa

(c) Kuhlehla

- (i) Nika tindzawo letimbili lakuhlehlwa khona. [2]**

Expected responses

- Emphakatsi
- Endlunkhulu

Common wrong responses

- Enkhosini / eludzidzini
- Esikhulwini
- Embangweni
- Ekhaya lenkhosi

- (ii) Catsanisa kuhlehla kwelutsango nekuhlela kwemajaha ebukhosini, usebentise emaphuzu lamabili. [2]**

Expected response

- Lutsango luhlehla ngekugeca umhlanga/kuletsa emakhenye KANTSI emajaha ahlehla ngekuhlakula emasimi enkhosi
- Lutsango lugiga emaguma KANTSI emajaha akha tihonco/boguca

Common wrong responses

- Emajaha ageca lusekwane
- Bomake betfula buganu

Comment

Most candidates wrote about kwetfula.

(iii) Chaza ingucuko leseyikhona kulelisisko lekuhlela, usebentise liphuzu linye. [2]

Expected response

- **Kadzeni** longahlehli bekahlawula ngenkhomo noma sifuyo kantsi **nyalo** sekuhlawulwa ngemali.
- **Kadzeni** imiphakatsi beyibanika kudla bantfu labahlaselwe yindlala kantsi **nyalo** abasabaniki/abasabanaki.

Sikhiya: lokwakwenteka kadzeni limaki, lokwenteka nyalo limaki

Common wrong responses

- Bantfu sebanemali, sebete sikhatsi sekuyohlehla.

Comment

- Most learners confused this question for *tinsayeya* (challenges)002E

(iv) Kuhlehla sekuphelelwe sikhatsi. Phikisa lombono ngeliphuzu linye usekele kahle. [2]

Expected responses

- Emiphakatsi – Akukaphelelwa sikhatsi ngoba bantfu basaya kuyohlehla njengekuhlakula / kuvuna kute batfole lusito ngesikhatsi sebaludzinga.
- Emakhosini – Akukaphelelwa sikhatsi ngoba bantfu nesive solo bayayingenela imikhosi lemenyetiwe kutsi bayohlehla kungaba lusekwane, umhlamga, buganu, butimba nalokunye kukhomba inhlonipho yemakhosi.

Sikhiya: Kuhlehlwa kuphi limaki, sizatfu sekuhlela limaki

Comment

Most candidates did not adhere to the instruction '*phikisa*' and wrote '*yebo sekuphelelwe sikhatsi*'.