Tutorial letter 101/2/2018

Understanding African Management Practices as Reflected in African Languages Literature and Texts

AFL2602

Semester 2

Department of African Languages

IMPORTANT INFORMATION:
This tutorial letter contains important information about your module.
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1. INTRODUCTION

Dear Student

We are pleased to welcome you to this module and hope that you will find it both interesting and rewarding. We shall do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the semester and resolve to do the assignments properly.

You will receive a number of tutorial letters during the year. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

Tutorial Letter 101, i.e. this tutorial letter, contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignment(s), preparing for the examination and addressing questions to your lecturers.

Please read my Studies @ Unisa brochure, in combination with Tutorial Letter 101 as it gives you an idea of generally important information when studying at a distance and within a particular College.

In Tutorial Letter 101, you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments. We have also included certain general and administrative information about this module. Please study this section of the tutorial letter very carefully.

Right from the start we would like to point out that you must read all the tutorial letters you receive during the semester immediately and carefully, as they always contain important and, sometimes, urgent information.

We hope that you will enjoy this module and wish you all the best!

2. PURPOSE OF AND OUTCOMES FOR THE MODULE

2.1 Purpose

This module will be useful to those of you who need to communicate with people of different cultures. African languages literature and texts are used to illustrate African management practices and to inculcate an appreciation of how societal values are expressed. Students credited with this module are able to:

- Appreciate how African languages literature and texts reflects the people and practices of African society.

- Communicate between different South African cultures in work and social contexts. Solve problems according to information found in examples of African languages literature.

- Cope with managing diversity in different situations.
• Demonstrate linguistic and cultural diversity awareness and sensitivity in order to enhance personal relations in day-to-day situations.

2.2 Outcomes

• Interact effectively in multi-lingual and culturally diverse situations within the South African context in day-to-day situations.

• Describe how literature provides authentic examples of real life practices.

• Solve problems according to known practices as reflected in examples of African languages literature and texts.

3. LECTURER(S) AND CONTACT DETAILS

3.1 Lecturer(s)

All queries that are not of a purely administrative nature but are about the content of this module should be directed to the primary lecturer. Only contact the secondary lecturers when the primary lecturer is not available. Please have your study material and student number with you when you contact us.

The lecturers responsible for this module are as follows:

**English**

Prof D E Mutasa  
TvW-Building 7 - 100  
mutasde@unisa.ac.za  
012 429 8248

**IsiXhosa**

Dr DG Spofana (Coordinator)  
TvW-Building 7 - 104  
Spofadg@unisa.ac.za  
012429 6867

**Sesotho sa Leboa**

Mr SC Makgai  
TvW-Building 7 - 49  
mjoapml@unisa.ac.za  
012 429 4603

**Siswati**

Dr SR Mdluli  
TvW-Building 7- 53  
mdlulsr@unisa.ac.za  
012 429 8535
IsiNdebele
Mr MP Mabena TvW-
Building 7- 45
emabenm@unisa.ac.za
012 429 3737

Sesotho
Ms N Mokuoane TvW-
Building 7 -121
mokuomc@unisa.ac.za
012 429 2071

Xitsonga
Mr D Mathevula TvW-
Building 7 - 51
mathed@unisa.ac.za
012 429 6440

Setswana
Dr SE Masote
TvW-Building 7 – 42
masotse@unisa.ac.za
012429 8016

IsiZulu
Prof MR Masubelele
TvW-Building 7 - 52
012429 8638

Tshivenda
Mrs AJ Ndhobela    Ms MM Mahwasane
TvW-Building 7 – 119    TvW-Building 7 - 121
ndhoba@unisa.ac.za     mahwamm@unisa.ac.za
012 429 8880     012 429 6815

3.2 Department

The Department of African Languages can be contacted as follows:

Telephone number: 012 429 8060

E-mail: ledignm@unisa.ac.za

Address:  AFL2602
Department of African Languages
P O Box 392
UNISA
0003
Fax: (012) 429 8288
PLEASE NOTE: Letters to lecturers may not be enclosed with or inserted into assignments.

3.3 University

If you need to contact the University about matters not related to the content of this module, please consult the publication my Studies @ Unisa that you received with your study material. This brochure contains information on how to contact the University (e.g. to whom you can write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).

Always have your student number at hand when you contact the University.

- Fax number (RSA)          012 429 4150
- Fax number (international) +27 12 429 4150
- E-mail                     study-info@unisa.ac.za

4. MODULE-RELATED RESOURCES

4.1 Prescribed books

There are no prescribed textbooks for AFL2602. This means that you do not have to buy any additional books for AFL2602. You need only study your study guide and the tutorial letters.

4.2 Recommended books

There are no recommended books for AFL2602. For Further reading you can read some of the books that are referred to in the references at the end of some study units.

4.3 Electronic Reserves (e-Reserves)

There are no electronic reserves (e-Reserves) for AFL2602.

4.4 Library services and resources information

For brief information go to: http://www.unisa.ac.za/contents/studies/docs/myStudies-at-Unisa2016-brochure.pdf
For more detailed information, go to the Unisa website: http://www.unisa.ac.za/, click on Library
For research support and services of Personal Librarians, go to:
http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102

The Library has compiled numerous library guides:

- find recommended reading in the print collection and e-reserves - http://libguides.unisa.ac.za/request/undergrad
- request material - http://libguides.unisa.ac.za/request/request
- postgraduate information services - http://libguides.unisa.ac.za/request/postgrad
- finding, obtaining and using library resources and tools to assist in doing research http://libguides.unisa.ac.za/Research_Skills
- how to contact the Library/find us on social media/frequently asked questions - http://libguides.unisa.ac.za/ask

For library requests and other library services and procedures, students are advised to consult the myStudies@Unisa brochure.
5. STUDENT SUPPORT SERVICES FOR THE MODULE
5.1 Tutors

Besides e-tutoring there will be face to face tutoring. It remains the responsibility of the
respective students to contact the tutor assigned to them.

5.2 Contact with fellow students
5.2.1 Study groups

It is advisable to have contact with fellow students. One way to do this is to form study
groups. The addresses of students in your area may be obtained from the following
department:

Directorate: Student Administration and Registration
PO Box 392
UNISA
0003

5.2.2 MyUnisa

If you have access to a computer that is linked to the internet, you can quickly access
resources and information at the University. The myUnisa learning management system is
Unisa's online campus that will help you to communicate with your lecturers, with other
students and with the administrative departments of Unisa – all through the computer and
the internet.

To go to the myUnisa website, start at the main Unisa website, http://www.unisa.ac.za, and
then click on the "Login to myUnisa" link on the right-hand side of the screen. This should
take you to the myUnisa website. You can also go there directly by typing in
http://my.unisa.ac.za.

5.2.3 Workshops and Videoconferencing

You will be informed about discussion classes/seminars/workshops and video conferences
in a separate tutorial letter.

Workshops/seminars are held in Pretoria during March/April for the first semester. During
the same periods video conferences will be held to reach students further afield at strategic
centres. A tutorial letter informing you of the final time, date and venue of the
workshops/seminars and video conferences will be sent to you during the course of the
semester. The information will also be available on myUnisa under ‘Announcements’.

5.3 Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in
various locations across South Africa to enable you (as a Unisa student) free access to
computers and the Internet. This access enables you to conduct the following academic
related activities: registration; online submission of assignments; engaging in e-tutoring
activities and signature courses; etc. Please note that any other activities outside of these
are for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

6. **MODULE-SPECIFIC STUDY PLAN**

Use your *my Studies @ Unisa* brochure for general time management and planning skills.

However, please take note of the following when you study for this module:

In this module there is a move away from some of the traditional ways of knowledge acquisition and language study:

- Knowledge acquisition is no longer viewed as mere reproduction of a given fact, but it is viewed as a construct.
- Language is no longer taught as pure grammar and/or literature, but is taught in the context of the cultural attitudes and world-views it expresses, i.e. what we regard as “languaging”.

Please take note of this approach when you prepare for the examination.

7. **MODULE PRACTICAL WORK AND WORK-INTEGRATED LEARNING**

There are no practicals for this module.

8. **ASSESSMENT**

8.1 Assessment criteria

**Specific outcome 1:**

Interact effectively in multi-lingual and culturally diverse situations within the South African context.

**Range:**

Examples used to illustrate this will come from songs, poetry, drama and prose as well as proverbs, folktales and idioms used in such literature. The focus will not be on the discourse itself but on what the discourse portrays.

**Assessment criteria:**

- Examples of management practices are identified from literature and texts.
- The relevance of examples to real life is explained.
- Lessons learned from examples are applied to given situations.

**Specific outcome 2:**

Describe how literature provides authentic examples of real life practices.
Range:
Examples will include those that illustrate how literature strives to correct the ills of society.

Assessment criteria:
- Examples of African languages literature are analysed with reference to certain African management practices.
- Problems reflected in given examples are identified.
- Real-life management problems are solved with reference to examples from literature.

Specific outcome 3:
Solve problems according to known practices as reflected in examples of African languages literature and texts.

Range:
Examples will include those that illustrate how society is destabilised when the known management practices are disturbed.

Assessment criteria:
- The way individuals and groups function in society are identified and discussed.
- The communal perspective of land ownership and management is explained.

8.2 Assessment plan

The assessment plan for this module consists of the following:

- Two assignments
- Handing in assignment 01 will give you admission to sit for the examination. Assignment 01 is therefore a compulsory assignment.
- Each assignment contributes 50% towards the year mark which contributes 20% towards the final mark. The examination contributes 80% towards the final mark. Assignment 02 is therefore also a compulsory assignment in terms of contributing 50% towards the year mark.
- Please note that these assignments pertain to SEMESTER 2 of 2018.

8.3 General assignment numbers

Assignments are based on the study guide for AFL2602. The two assignments are numbered based on the language of your choice. Both assignments comprise essay-type questions.
8.3.1 Unique assignment numbers

In addition to the assignment number, e.g. 01, an assignment also has its own unique number, which must be written on the covering page of each assignment.

These numbers are indicated under the assessment plan and again with the assignment.

8.3.2 Due dates for assignments

Each assignment must reach the university on or before a set due date according to the assessment plan. The due dates for the different assignments are indicated under the assessment plan and again with the assignment. The closing dates for the submission of assignments and their unique numbers are:

Semester 2

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Assignment</td>
<td>03 August 2018</td>
</tr>
<tr>
<td>Second Assignment</td>
<td>24 August 2018</td>
</tr>
</tbody>
</table>

8.4 Submission of assignments

YOU ARE EXPECTED TO WRITE AND SUBMIT YOUR ASSIGNMENT EITHER HAND-WRITTEN OR TYPED BY POST OR ELECTRONICALLY VIA MYUNISA. ASSIGNMENTS MAY NOT BE SUBMITTED BY FAX OR E-MAIL.

For detailed information on assignments, please refer to the my Studies @ unisa brochure, which you received with your study package. To submit an assignment via myUnisa:

- Go to myUnisa.
- Log in with your student number and password.
- Select the module.
- Click on assignments in the menu on the left-hand side of the screen.
- Click on the assignment number you want to submit.
- Follow the instructions.

Assignments

Please note that the term “assignment” is the only accepted term used to refer to assignments.

You are expected to submit two assignments as they both contribute equally towards the year mark.

Questions are in English and in different African languages. You may choose any language you wish to answer your assignments in. Please, number your assignments according to the language you choose to answer the questions in. If you choose English remember to give examples from the main language you are studying. Remember that you cannot use the language of your choice and English at the same
time in answering the same assignment. Only ONE language is permitted. If you choose to answer in an indigenous language please indicate on the outside cover of your assignment, next to the assignment number the language you wish to answer the questions in. Note also that the questions in the different languages may vary in order to allow room for information relevant to the respective language.

**VERY IMPORTANT:** Note that each student has to submit only TWO assignments for this module. The first digit refers to the assignment number, i.e. 1 or 2 and the second digit of the assignment number refers to the language in which you choose to answer the assignment. Each language has been allocated a number as follows:

English: 0  
isiZulu: 1  
isiXhosa: 2  
Sesotho sa Leboa: 3 etc.

Therefore, Assignment 10 will refer to the first assignment for English, Assignment 11 will refer to the first assignment for isiZulu, Assignment 12 will refer to the first assignment for isiXhosa, etc.
Likewise, Assignment 20 will refer to the second assignment for English, Assignment 21 will refer to the second assignment for isiZulu, Assignment 22 will refer to the second assignment for isiXhosa, etc.

The first assignment must be done by all students to gain admission to the exams. Both assignments contribute to the year mark and it is advisable that students submit the second assignment as well.

Please choose only ONE language and do the two assignments for that particular language, e.g. Siswati (Assignment 16 and 26), Xitsonga (Assignment 19 and 29).

<table>
<thead>
<tr>
<th>FIRST ASSIGNMENTS</th>
<th>SECOND ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10 English</td>
</tr>
<tr>
<td>IsiZulu</td>
<td>11 IsiZulu</td>
</tr>
<tr>
<td>IsiXhosa</td>
<td>12 IsiXhosa</td>
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<tr>
<td>Sesotho sa Leboa</td>
<td>13 Sesotho sa Leboa</td>
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<td>Setswana</td>
<td>14 Setswana</td>
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<td>Sesotho</td>
<td>15 Sesotho</td>
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<tr>
<td>Siswati</td>
<td>16 Siswati</td>
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<tr>
<td>IsiNdebele</td>
<td>17 IsiNdebele</td>
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<tr>
<td>Tshivenda</td>
<td>18 Tshivenda</td>
</tr>
<tr>
<td>Xitsonga</td>
<td>19 Xitsonga</td>
</tr>
</tbody>
</table>
8.5 ASSIGNMENTS
8.5.1 FIRST ASSIGNMENT

ENGLISH 10

ASSIGNMENT 10 (COMPULSORY)
CLOSING DATE : 03 AUGUST 2018
UNIQUE NUMBER : 868148

ANSWER ALL QUESTIONS

1. In some African communities children feel oppressed by the authority of the head of the family regarding decision making that affects their lives. Identify a literary text in your African language and show how this oppression has been depicted. 

/25/

2. Discuss the leadership role of women in the management of the African community. Illustrate your discussion with examples from a literary text in your African language.

/25/

3. Cattle were regarded as valued asserts in African societies. Discuss the validity of this statement with specific reference to the use of terms relating to cattle in various aspects of the lives of African peoples.

/25/

4. By referring to poets across a range of cultural and linguistic backgrounds with the inclusion of one from your main African language give a description of the nostalgia inspired by love for the land and the urge to protect the 'own land'.

/25/

TOTAL MARKS: [100]
PHENDULA YONKE IMIBUZO.

UMBUZO1

Xoxa ngesitamende esithi ‘Izinganekwane njengobuciko bomlomo zazisetshenziswa wumphakathi womdabu wase-Afrika ukucina kanye nokuDulisela ezizukulwaneni ezilandelayo izifundo ezibalulekile.’ Sebenzisa inganekwane eyodwa yesiZulu ukwesekela impendulo yakho. /25/

UMBUZO2

Izinkomo zaziswa kakhulu emiphakathini yase-Afrika. Xoxa ngalesi sitatemende ubhekise ekusetshenzisweni kwegama elithi ‘izinkomo’ olimini lwesiZulu. /25/

UMBUZO 3

Izilimi zase-Afrika zasimamiseka futhi zalondolozeka ukusuka mandulo. Xoxa ngalesi sitatimende ubhekise ezinhlotsheni zobuciko bomlomo esiZulwini ezazisetshenziswa ngenhloso yokusimamisa nokulondoloza ulimi. /25/

UMBUZO 4

Sebenzisa izibonelo ezifanele esiZulwini ukukhumbisa ukubaluleka kweziphicaphizwano ekukhuliseni ingane yom-Afrika. /25/

IMIKLOMELO ISIYONKE: [100]
ISIXHOSA 12

UMSEBENZI 12 (UNYANZELEKILE)

USUKU LOKUVALA : 03 EYETHUPHA 2018
INOMBOLO EKHETHEKILEYO : 701114

PHENDULA YONKE IMIBUZO

1. Nayiphi na inkosikazi eziqondayo iingxaki zokulawula ikhaya ingakufutshane ekuqondeni iingxaki zokulawula ilizwe. (“Any woman who understands the problems of running a home will be nearer to understanding the problems of running a country” – Margaret Thatcher. Ingaba uyaluxhasa olu luvo? Xhasa uluvo lwakho ngemizekelo ethatyathwe nakuyiphi na incwadi yesiXhosa. /25/

2. Inkomo zithatyathwa njengempahla yexabiso luluntu olungamaXhosa. Bhala isincoko esingokubaluleka kweenkomo kuluntu olungamaXhosa. /25/

3. Umhlababa yeyona nto apha emhlabeni ekumele isetyenzelwe, ilwelwe, ifelwe, kuba yeyona nto ekukuphela kwayo ethi ingapheli. (“The land is the only thing in the world worth working for, worth fighting for, worth dying for, because it’s the only thing that lasts…” – Margaret Mitchell. Khetha okubhaliweyo kube kunye esiXhoseni, uze uoxe ngale ngongoma kaMitchell ngokuthi ubhekiselele koko kuvezwe koko kubhaliweyo ukukhethileyo. /25/

4. Kweli lixa sikulo, ucinga ukuba amaqhina asenendima kuluntu olungamaXhosa? Xoxa ngoku, uze uzixhase ngemizekelo yesiXhosa efanelekileyo. /25/

AMANQAKU EWONKE: [100]
ARABA DIPOTŠIŠO KA MOKA GO TŠE DI LATELAGO:

1. Dinonwane, bjalo ka mohuta wa dingwalotšhaba, di be di šomišwa ke ditšhaba tša bogologolo tša Seafrika go lota dithuto tša setho le go di fetišetša melokong ye e latelago. Ahlaahla nonwane e tee ya Sesotho sa Leboa go hlatsele pego ye. /25/

2. Dikgomo ke thoto ye bohlokwakudu ditšhabeng tša Maafrika. Ahlaahla kgopo ye o lebišitše ditšhabeng tša Basotho ba Leboa. /25/

3. Ahlaahla kgontše ya pego ye e latelago:

“E sale go tloga kgale gabalelelo le go lotwa ga maleme a Afrika go beilwe pele”. Karabo ya gago e itshemė ka mehuta ya dikanegeholotšhaba tša maleba tše o bonago nke di hlametšwe gabalelelo le toto ya maleme a. /25/

4. Šomiša mehlala ya maleba go laetša boholokwa bja dithai/dinyepo go ngwana wa Moafrika. /25/

PALOMOKA: [100]
ARABA DI POTSO TSOHLE

POTSO 1
Mosola wa dinaane ke go somarela le go fetisetsa kwa baneng dithuto ka ga ngwao le setso. Tiisa le go tshegetsa ntlha e ka go tlhalosa o dirisa dikao tse di maleba tsa Setswana.

/POTSO 2
Dikgomo ke sengwe se se leng botlhokwa thata mo go Batswana. Tlhalosa ntlha e ka go dirisa dikao ka ga mosola wa dikgomo mo ngwaong ya Batswana.

/POTSO 3
Dipuo tsa Baaforika ke kgale di ntse di tswelela pele di ntse di bolokwa. Ranola polelo e ka go dirisa dinaane tse di neng di dirisiwa go tsweletsa pele ntlha e.

/POTSO 4
Dirisa dikao tse di rileng go tshwantsha botlhokwa ba dithamalakane mo kgodisong ya bana ba Batswana.

MADUO OTLHE: [100]
ARABA DIPOTSO KAOFELA.

1. Ditaba tsa mobu kapa lefatshe dielong ya moAforika hoo o fumanang bangodi le direki di bua ka taba ena. Ngola ka mongodi kapa seroki se buang ka taba ena, mme o manolle maikutlo a fuperweng ke sengolwa seo. /25/

2. Dipapadi tsa bana le batjha ba maAforika dingata mme di fupere thuto tse ikgethang. Qoqa ka papadi e le nngwe e nehelanang ka thuto puong, tsebo ya tikoloho le naha. Bonyane fana ka dilotho tse hlano mme o di hlalose, o ntano fana ka thuto le molemo le kamoo se bopang ngwana ka teng. /25/

3. Ditshomo ke tlhahiso ya boholoka ditjhabeng tsa maAforika ho hokahanya ba baholo le ba banyane. Ka tshomo e le nngwe ya boikgethelo ba hao, qoqa ka taba ena. O lemoswa hore o se ngole tshomo empa o hlahise manollo le dintlha tsa boholoka tse matlafatsang karabo ya hao. /25/

4. Leruo, haholoholo dikgomo, di nkuwa e le thepa ya boholoka ditjhabeng tsa seAforika. Tshetleha taba ya hao o ikamahantse le ka moo dikgomo di sebediswang ka teng maphelong a maAforika. /25/  

DINTHLA: [100]
SIVIVINO 16 (KUPHOCELEKILE)
LUSUKU LWEKUVALA : 03 INGC1 2018
INOMBOLE LEKHETSEKILE : 807588

PHENDVULA YONKHE IMIBUTO

UMBUTO 1
Kuletinya tive bantfwana ubatfola bacindzetelwa ngimitsetfo yalabo labaphetse emakhaya ikakhulukati ngetincumo letitsinta timphilo tabo. Khetsa inganekwane leveta lokucindzetelwa uchaze kutsi kwetfulwe kanjani. /25/

UMBUTO 2
Umhlaba kanye nebunikati bawo kuyintfo lemcoka esiveni semaSwati. Coca ngemhlabana, losetjentiswa njengendzawo, umcebo lotfolakala emhlabatsini nekutsi bantfu labamnyama bakutsatsa kanjani loku. Chaza ngekusebentisa tibonelo letisemibhalweni nome etinganekwaneni teSiswati uchaze kubaluleka kwemhlabab kulesive. /25/

UMBUTO 3
Coca ngesitatimende lesits ‘tinganekwane njengebuciko bemlomo tatisetjentiswa sive semdzabu semaSwati kucina nekundlulisela embili kutitukulwane letilandzelako tifundvo letibalulekile.’ Sebentisa inganekwane yinye yeSiswati kwesekela imphendvulo yakho. /25/

UMBUTO 4
Taga tisesenawo umsebenti emphilwenedi yemaSwati. Sekela imphendvulo yakho ngetibonelo telulwimi lweSiswati. /25/

EMAMAKI SEKAWONKHE: [100]
UMTLOLOPHENYO 17  (UKATELELEKILE)
ILANGA LOKUVALWA : 03 KURHOBOYI 2018
INOMBORO EHLUKILEKO : 830147

PHENDULA YOKE IMIBUZO

UMBUZO 1

Kuthiwa, “Izaga ngokujayelekileko zihlathululwa njengemitjho ekhuluma iquiniso begodu zisetjenziswa emasikweni amanengi wephasi.” Uthini wakhho umbono? Tlola uhlathulule ngokusekela ngezaga ezinembako zesiNdebele. /25/

UMBUZO 2

Ziqakatheke ngani innarejo epilweni nekukhuliseni abantwana? Tlola uhlathulule ngeembonelo zeenarejo ezikhona emphakathini wamaNdebele. /25/

UMBUZO 3

Tlola amaphuzu azwakalako neembonelo ezihle bonyana uqakatheke ngani ukghari epilweni yamaNdebele. (Bawa isizo kabadala ngombana kuthiwa indlela ibuzwa kabaphambili). /25/

UMBUZO 4

linkomo bezithathwa njengepahla eqakathekileko kwamambala emiphakathini yabantu abanzima. Hlathulula bewusekele isitamende lesi ngokusebenzisa amathemu akhambisana neencomo. /25/

INANI LOKE: [100]
KHA VHA NºWALE MBUDZISO DZOŦHE

MBUDZISO 1

Vhuimo ha źhoho ya muta kha Vharema vhu anza u shumiswa nga ndila mmbi. Nga u tou shumisa tsumbo dzo teaho dzi tshi bva kha manwalwa a luambo lwa havho, kha vha haseledze vha sumbedze uri uvuho vhuimo ha źhoho ya muta vhu shumiswa hani u shengedzana vhukati ha vhamalani na vhana. /25/

MBUDZISO 2

Kha vha haseledze nga ha mishumo ya mirero zwitshavhani zwa Vharema nga u tou topola tsumbo dzo teaho u bva kha luambo lwa havho. /25/

MBUDZISO 3

Musi ro sedza vhuvha ha vharendi vha mvelele na vha nyambo dza Vharema ri tshi katela na luambo lwavho lwa ķamuni kha vha źee tshirendo tshi ambaho nga ha lufuno lwa shango. Vha dodombedze vhupfiwa havho. /25/

MBUDZISO 4

Kha vha senguluse vhurangaphanda ha vhafumakadzi kha u langula lushaka lwa Afrika. Vha dovhe vha źandavhudze tsenguluso yavho nga tsumbo dzine dza bva kha manwalwa a luambo lwavho kana kha dzirwe bugu dze vha vhala. /25/  THANGANYELO: [100]
HLAMULA SWIVUTISO HINKWASWO

1. Swivuriso i matsalwa lama a ma tirhisiwa hi tinxaka ta Vantima hi swikongomelo swo hambanahambana. Kanela swin’wana swa swikongomelo leswi hi ku tirhisa swikombiso. /25/

2. Mitsheketo yi tirhile ntirho lowukulu eku tivisiweni ka vana ndhavuko wa Vantima no wu hlayisa. Tirhisa swikombiso swo huma eka ntsheketo lowu u tihlawulelaka wona wa Xitsonga ku seketela vonelo leri /25/

3. Kanela ntirho wa mitshayilo/switekatekisana eku kuriseni ka n’wana exikarhi ka tinxaka ta Vantima hinkwato. /25/

4. Boxa vonelo ra wena mayelana na timhaka ta misava na leswaku Vantima va ti vonisa ku yini timhaka leti hi ku hlamusela swikombiso swo huma eka Xitsonga u tirhisa swithokovetselo kumbe matsalwa yan’wana ya Xitsonga. /25/ TIMARAKA HINKWATO: [100]
8.5.2 SECOND ASSIGNMENTS

ASSIGNMENT 20
CLOSING DATE: 24 AUGUST 2018
UNIQUE NUMBER: 887444

ANSWER ALL QUESTIONS

1. Cattle are a highly valued commodity in African societies. Discuss the validity of this statement with specific reference to the use of terms relating to cattle in various aspects of the lives of African people. /25/


3. African literature abounds stories of repression of children by the head of the family as far as decision making that affects their lives is concerned. Discuss this statement with reference to literary texts in your main African language. /25/

4. Women exercise great power in African societies with regard to leadership roles. Discuss this statement with reference to the role of a woman in the management of an African community. Illustrate your discussion with examples from main African literary texts. /25/

TOTAL: [100]
PHENDULA YONKE IMIBUZO.

UMBUZO 1

Kweminye imiphakathi yase-Afrika izingane zizizwa zinokucindeleka ngezinqumo ezithinta izimpilo zazo ezithathwa yilowo oyinhloko yomndeni. Khetha umbhalo olimini lwakho bese uhlola okushiwo ngumbhali walowo mbhalo ngalolu hlobo lwencindezelo. /25/

UMBUZO 2

Njalo ngomhla ka-9 ku-Agosti sibungaza uSuku Lwamakhosikazi okusho ukuthi situsa ukuzinikela kwawo ekufukuleni umphakathi wase-Afrika. Yibaphi abesifazane abetuswa ngababhali besiZulu ngokuzinikela kwawo emlandweni wamaZulu. /25/

UMBUZO3

Xoxa ngendlela abantu base-Afrika ababuka ngayo udaba lomhlaba. Bhekisa emibhalweni ethinta lolu daba. /25/

UMBUZO 4

Ukusetshenziswa kwezaga emiphakathini yase-Afrika kuveza usikompilo olukhombisa ubuntu phakathi kwama-Afrika. Xoxa ngaloku ngokwesekela impendulo yakho ngezibonelo ezifanele. /25/

IMIKLOMELO ISIYONKE = [100]
PHENDULA YONKE IMIBUZO

1. Uluncwadi lwesiXhosa lumphuphuma ngamabali engcinezelo eyenziwa kubantwana yintloko yosapho ngokubhekiselele ekuthathweni kweziggibo ezithi zichukumise impilo yalo. Xoxa ngale ngongoma ubhekiselele kwincwadi yesiXhosa ibe nye ozikhethele yona.  

2. linkomo bezithatyathwa njengobutyebi obuxabisekileyo kwisizwe samaXhosa. Xoxa ngobunyani bale ngongoma ubhekiselele kwizinto ezimalunga neenkomo jikelele kwimpilo yabantu abangamaXhosa.  

3. Amaqhalo ayinxenze yolwimi ethi idlale indima ephambili kwimpilo yabantu abangamaXhosa. Xoxa ngale ngongoma ubhekiselele kwindima ethi idalwe ngamaqhalo kwisizwe samaXhosa ngokubanzi, uze uxhase impendulo yakho ngemizekelo efanelekileyo.  

4. Xoxa ngendima ethi idlalwe ngamaqhina ekuphuhliseni umntwana ngokupheleleayo kwisizwe samaXhosa.  

AMANQAKU EWONKE: [100]
ARABA DIPOTŠIÕ KA MOKA GO TÕE DI LATELAGO:

1. Ditšhabeng tše dingwe tša Afrika bana ba na le go ikwa ba gatelelwa ke hlogo ya lapa mabapi le dipetho tše di amago maphelo a bona. Kgetha sengwalo se tee se o ka re laetšago taba ye ka sona, o be o sekaseke gore bana ba ikarabela bjang tabeng ya mohuta wo. /25/

2. Ngwageng wo mongwe le wo mongwe go fela go ketekwa letšatši la basadi. Se se dirwa e le go leboga tema ye e kgathwago ke basadi mo bathong le ditšhabeng ka bophara. Ke dimelo dife tša basadi tša setšo sa Afrika tše di go kgahlago, tše o bonago e le tšona dikokwane tše boholkwa tša boetapele? Naba. /25/

3. Mo go latela phetolelo ya mantšu a go bolelwa ke molemitsoko wa kua Kenya wa go itlhakela:

“Ge motho a go utsweditshe kgomo a e bolaya e yela ruri. O ka lebala. Eupša ge motho a ka utswa naga ya geno, dinoka, dithaba le mehlare ya yona o go kgotlile mo go šoro ka gore o tlo no tšwela pele go di bona”.
Go ya ka taba ye ya monna wa Kenya, o bona nke Maafrika a bona bjang taba ya naga le mobu? Bapetša le theto goba sengwalo se sengwe le se sengwe se o se tsebago sa Sesotho sa Leboa. /25/

4. Ahlaahla Mohola le tema ye e kgathwago ke ngaka ya setšo mo bophelong bja kgoši goba ntôna. Re fe mohlala ka taba ye e tšwago ka pukung ye o e badilego ya Sesotho sa Leboa. /25/  

PALOMOKA: [100]
ARABA DI POTSO TSOHLE

POTSO 1

Mo merafeng e mengwe ya Aforika, bana ba ikutiwa ba gateletswe thata ka ntlha ya dithata tsa thogo ya lelapa mabapi le go tsaya ditshwetso mo lapeng, mme seno, se ame matshelo a bone. Batla temana ngwe e e kwadilweng ka Setswana mme o lebelele tsibogo ya bana mabapi le kgatelelo ya mofuta ono.

/25/

POTSO 2

Fa Phukwi a tlhola robonngwe (09) re keteka Letsatsi la Basadi e le go supa fa re kgatlhegela seabe sa basadi mo bothong. Jalo gee, mo merafeng ya rona ya seAforika, ke matshwao a fe a o ka a kgatlhegelang go rotloetsa seabe sa tsamaiso le ketedipele ya basadi. A tshekatsheko ya gago e neele dikai go tswa mo dikwalong le dipoko tsa seAforika tsa Setswana.

/25/

POTSO 3

Monageng mongwe wa Kenya o kite a tshwaela a re: “Fa motho a go utswetsa poo, o tlaa e tliba a e je mme e nylelele ruri mo matlhong a gago. O ka lebala. Fela fa motho a ka go utswetsa lefatshhe, dinoka, makgabana le dithare di tsosolosa dikiakologelo tse di bothha gonne ka gale di dula fela jalo”. Ka bokao jwa tshwaelo e, sekaseka tebo ya lefatshhe la Maaforika ka ga go nna le lefatshhe le tiriso ya Iona. Dirisa dikwalo le dipoko tsa Setswana go tshegela tshekatsheko ya gago.

/25/

POTSO 4

Sekaseka o tla o neela dikao seabe sa ramelemo, botshelope le sangoma mo botsheleng jwa kgosi, kgosane le merafe ya Aforika. Go tlaleletsu mo kaeding ya go ithuta, dirisa dikwalo le dipoko tsa Setswana mo tshekatshekong ya gago.

/25/

MADUO OTLHE: [100]
ARABA DIPOTSO KAOFELA

1. Ditjhabeng tsa Aforika, hangata baetapele e atisa ho ba banna. Ke basadi ba fe bao e leng baetapele, dibukeng tseo o di badileng kapa tseo o di tsebang tsa pale tsa Aforika? Qoqa ka thahiso ena o ikamahanya le ketapele ya basadi, mme o matlafatse karabo ya hao ka mehlala ho tswa dingolweng tsa Sesotho. /25/

2. Dihlooho malapeng a maAforika, ke banna kapa basadi? Na se se lokile kapa tjhe? Fana ka maikutlo a hao o ikamahantse le sengolwa se bontshang hlooho e nkang diqeto bitsong la bana ba lelapa. /25/

3. Dipuo tsa Aforika di ruile mekgabisopuo, mohlala dikapolelo tse boholkwa bophelong ba letsatsi ka leng. Fana ka maikutlo a hao mabapi le seabo sa dikapolelo puong, mme o tshehetse ka mehlala e nepahetseng ho tswa Sesothong. /25/

4. Dilotho ke e nngwe ya dipapadi tsa bana ba maAforika. Halosa hore na tema ena e thusa jwang kgolong ya ngwana wa moAforika. Bonyane fana ka dilotho tse hlane mme o di hlalose, o ntano fana ka thuto le molemo le kamoo se bopang ngwana ka teng. /25/

DINTHLA: [100]
PHENDVULA YONKHE IMIBUTO LELANDZELAKO.

UMBUTO1

Tinkhomo tiyintro lenkhulu kabi esiveni semaSwati. Tinkhomo betatiswa kakhulu esiveni nasemiphakatsini yase-Afrika. Coca ngalombono ubhekise ekusetjentisweni kweligma lelitsi ‘tinkhomo’ elulwimini lweSiswati. /25/

UMBUTO 2

Lulwimi lweSiswati lwasimama futsi lwalondvoloteka kusuka endvulo. Coca ngalombono ubhekise etinhlotjeni tebuciko bemlomo beSiswa letatisetjentiswa ngenjongo yekusimamisa nekulondvolota lolulwimi. /25/

UMBUTO 3

Coca ngendzima yebuholi ledlalwa bantfu besifazane ekuphatseni imimango yesintfu. Sekela kucoca kwakho ngetibonelo tetinganekwane telulwimi lweSiswati. /25/

UMBUTO 4

Kusetjentiswa kwetaga esiveni semaSwati kuveta lisikomphilo lelikhombisa bantfu nekulunga lobukulesive semaSwati. Coca ngalombono wesekele imphendvulo yakho ngetibonelo letifanele. /25/

EMAMAKI SEKAWONKHE: [100]
PHENDULA YOKE IMIBUZO

UMBUZO 1

Abatloli neembongi zabantu abanzima ziveza amazizo wazo emisebenzini yazo esuselwa ehloko mayelana neendaba zobunikazi bephasi e-Afrika. Veza imibono yomtloli oyedwa nanyana yembongi eyodwa mayelana nobunikazi bephasi.

/25/

UMBUZO 2

Imidlalo eyabe yakha beyithuthukisa abentwana yabe ikhazwa emiphakathini yabantu abanzima. Tlola umdlalo owodwa owaziko owabe udlalwa bentwana bewuweze kobana wabe usiza njani ekuthuthukiseni ili, zehlalakuhle namakghono wezewundo.

/25/

UMBUZO 3

Ilinganekwana njengomunye umhlobo wobukghwari obususelwaa ehlolo zabe zisetjenziswa miphakathi yabantu abanzima ukucina nokufundisa ngesimilo selutjha. Sebenzisa enye nenye inganekwana oyaziko ukusekela isitatimende esingehla lesi.

/25/

UMBUZO 4

Keminye imiphakathi yabantu abanzima abentwana bayagandeleleka, bagandelelela zinhloko zemakhaya ngokubathathela iinqunto ezithinta iimpilo zabo. Thatha isiqetjhana esisodwa sezemitlolo uqalise kiso utjengise kobana igandelelo livela njani.

/25/

INANI LOKE: [100]
TSHIVENDA 28

ASAINIMENTE 28

DUVHA LA U VALA : 24 THANGULE 2018
NOMBORO YO KHETHEAHO : 720423

KHA VHA ÑWALE MBUDZISO DZOŦHE

MBUDZISO 1

Bugu nnzhi dza Vharema dzi sumbedza u tsitekedzwa ha vhana nga źhoho dza miţa zwi tshi ġa kha u ġihumbulela. Kha vha sumbedze hezwi nga tsumbo dzi bvaho mańwaloni a luambo lwa havho.  /25/

MBUDZISO 2

Vho zwi livhanya na lufuno lwa mvelele na kushumisele kwa luambo luamboni lwa havho, kha vha do sumbedza mbofhano ya lufuno lwa shango na dikitela ġa u vhulunga shango kha vhudipfi ha mudzulapo.  /25/

MBUDZISO 3

Ngano ndi dza ndeme kha kualutshele kwa vhana na kha u vhulunga mvelele ya Vharema. Kha vha shumise tsumbo ya lungano lwe vha tou ġinangela u bva kha luambo lwa havho u tikedza mbonalo iyi.  /25/

MBUDZISO 4

Makhadzi ndi muthu wa ndeme muţani, nga mańanda ane a vha muhulwane kha munna wau. Afha u sumbedza e muthu ane a pfesesa nga mbonalo ya TshiAfrika/Tshirema. Kha vha źanđavhudze tshiteńwa itsi vho ġitika nga mańwalwa a luambo lwa havho.  /25/

THANGANYELO: [100]
HLAMULA SWIVUTISO HINKWASWO

1. Eka tinxaka tin’wana ta Vantima vana va titwa va tshikeleriwire hi matimba kumbe vulawuri bya nhloko ya ndyangu/muti mayelana na ku endla swiboho leswi khumbaka vutomi bya vona. Boxa tsalwa ra Xitsonga rutani u kombeta hilaha ku tshikeleriwa loku ku humeseriweke hakona erivaleni. /25/

2. Kanela ntirho wa vurhangeri bya vavasati eku fambiseni kumbe eku lawuleni ka rixaka ra Vantima. Humelerisa nkanelo wa wena hi ku tirhisa swikombiso swo huma eka tsalwa ra Xitsonga. /25/

3. Swilo swa nkoka leswi a swi tekiwa swi ri swa xiyimo xa le henhla exikarhi ka tinxaka ta Vantima va xikhale swi thela swi kombisiwa eka tindzimi ta vona. Kanela xitatimendhe lexi u ri karhi u kombeta hi laha swilo swa nkoka leswi a swi tekiwa swi ri swa xiyimo xa le henhla swi veke swiphemu swo kala swi nga hambaniseki na tindzimi ta Vantima. /25/

4. Hi ku kongomisa eka vatlhokvetseri vo hambanahambana vo huma eka mindhavuko na tindzimi to hambana ku katsa na un’we wa Xitsonga nyika nhlamuselo ya ku navela ka vona ku thlelela eka mikarhi ya khale loku kuceteriwaaka hi rirhandzu ra vona ra misava no hisekela ku sirhelela ‘misava ya vona’. /25/

TIMARAKA HINKWATO: [100]
9. **OTHER ASSESSMENT METHODS**

Self-assessment questions can appear from time to time on myUnisa. By completing these questions you can assess yourself in terms your knowledge of the content of the guide.

10. **EXAMINATION**

The examination paper is a two hour paper. The semester mark obtained for the assignments counts 20% towards the exam mark. 

Previous examination papers are available to students. We advise you, however, not to focus on old examination papers only as the content of modules and therefore examination papers changes from year to year. You may, however, accept that the type of questions that will be asked in the examination will be similar to those asked in the activities in your study guide/CD-ROM and in the assignments.

To help you in your preparation for the examination, you will receive a tutorial letter that will explain the format of the examination paper, give you examples of questions that you may expect and set out clearly what material you have to study for examination purposes. Please consult my Studies @ Unisa brochure for general examination guidelines and examination preparation guidelines.

11. **FREQUENTLY ASKED QUESTIONS**

You are referred to the my Studies @ Unisa brochure which contains an A-Z guide of the most relevant study information.

12. **SOURCES CONSULTED**

The sources consulted have been acknowledged in the only study guide for AFL2602.

13. **CONCLUSION**

We sincerely hope that this module will be instrumental in helping you to gain insight into some matters of literature and cultural interest and to increase your understanding of the African language speakers and their way of life. This is especially important for your day-to-day interaction with African people. We wish you every success with your studies and success in the exams.

14. **ADDENDUM**

There is no addendum that is attached to this Tutorial letter.