

Tutorial letter 202/2/2016

LITERATURE AND SOCIETY:

A perspective on African languages

AFL2603

Semester 2

Department of African Languages

IMPORTANT INFORMATION:

This tutorial letter contains important
information
about your module.

Feedback: Assignment 02

ENGLISH 20

Assignment 20

Question 1

(a) The student can provide the marker with a simple lullaby that he/she knows. Yes in some communities, lullabies are still used to lull the babies to sleep or lullabies are no longer used and the student should provide a reason. (6)

(b) Students can provide a variety of answers: for instance:

Yes, I know it. The student is expected to write it down. E.g Swandle!
Makha ngandlu nganye.
Masab' ukuphakelana. Sipindani sakaNaNdwambani!
Esavuka ngomgoga abantu basibona kusile.

People of this clan address one another by saying Swandle or Maswandle. They refrain from eating sinew as it is their totem. Praise poems are used in different traditional functions, like traditional weddings, imbizo's, etc. OR

No I don't have a praise poem. I belong to the white community and we don't have praise poems. But I have read one in ... then the student can write it down. (7)

(c) The student can give his/her own opinion. Folk stories have the following values:

- Folk stories entertain, they were stories narrated to children at night when all the duties of the day have been done.
 - Folk stories are educational, because they were teaching children some songs,
 - Some words phrases were repeated
 - Narrators made their stories lively by demonstrations and actions
 - In most of the folk tales, animals were used as characters, and children would identify themselves with witty and strong animals.
(Students answers that are relevant will be credited.)
- Proverbs are important because:
- They are educational

Riddles have got the following functions:

- They help in increasing vocabulary. (12)
- /25/**

Question 2

Students to write a title of the novel and the author. Strategies used are as follows:

- Narrative strategy by the author
- Descriptive strategy by another character
- In a dialogue (The character presenting himself/herself)

The above strategies to be put in words using a character/s/. lastly, the student to indicate whether the author was able to use the strategies of character portrayal. **/25/**

Question 3

- (a) The content of the poem: The poet wrote about his/her days of illness. He/ she explains how days become years. The doctor and the prophet told her that his/her days are over meaning he /she will die soon but he/she she lived for three years. (Any answer related to this content) (4)
- (b) An elegy because the poet was in pain waiting for death which never came. This was just an empty instruction from the doctor. (2)
- (c) It is negative. The doctor told the poet that he/she is having only three days to live. (3)
- (d) The poet was deep in thoughts and thinking of so many things. Somewhere he/she was cursing and regretting. The author was in grief and also wishing that she/he wished she/he did not do some of the other things in life. (4)
- (e) The poet is a strong believer. She/he believes in God. Meaning that you should not trust what is normally said by our doctors or people of the world. (2)
- (f) An image may be defined as a reference to or description of something concrete by means of which the writer wishes to tell you about something else. Several images are as follows:

Imagery : simile ... like a fragile egg; ... like it was a plague;

Personification 'And life reciprocates with a warm broad smile'.

Personification. 'My mind laughed cynically and jeered; I wanted to look death straight in the eyes,' etc.

Metaphor: does not liken the objects but it equates them,. Students to identify the metaphor in the poem and write it down. I was a stadium of worry and panic; etc.

The structure of a poem: the poem is having only one stanza that is very long. Rich in imagery. The choice of words is highly remarkable and words are used to reinforce the meaning and emotions. Students to give example. (10)

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Question 4

- (a) To have pictures. Font to be big enough. The language to be simple the theme to be simple. Characters to be the ones that are loved by children, like a lion, a hare, etc. (5)
- (b) Children's literature has different values for example,
Toy books: teach learners on different toys and how they are used.
Picture books: learners are taught on different pictures and how to create a story based on those pictures.
Alphabet books: Teach learners on different alphabets and how to combine them to those pictures.
Story books: Teach learners on different themes, such as greediness. (6)
- (c) Variety of answers could be given. The Department of education should promote children's literature. Parents should be encouraged to take children's literature serious. Prospective authors in this regard should be trained before starting with the actual writing process. Curriculum should also be aligned to accommodate the new products produced by authors. Publishers should promote the writing and development of all indigenous languages. Etc. (8)
- (d) Yes, they contain the language and culture of that language. They teach morals and help in increasing the vocabulary. Folk tales help to improve listening and narrating skills. Learners are taught about their history. (6)

/25/

TOTAL: [100]

ISIZULU 21

ISIVIVINYO 22

Imibuzo 3 no 4

Umbuzo 3

Imibuzo enezimpendulo

- (a) Funda inkondlo eseqoqeni lezinkondlo zanonyaka esihloko sayo sithi, *Nomfundo* ngiqome. Ngemuva kokuyifunda, bhala i-eseyi ethi ayibe amakhasi angevile kwamane ngokuba uyihluze kabanzi le nkondlo ngokusebenzisa izihlokwana ezilandelayo:

Okuqukethwe yinkondlo: umqondo osobala nomqondo ojulile (ocashile). Sekela impendulo yakho ngezibonelo. (6)

Impendulo

Umqondo osobala: Izimpendulo zingathi ukwehluka, bakhona abafundi abangaphawula ngokuthi bathi awukho umqondo ocashile kule nkondlo ngoba ixoxa ngothando lwemfundo enalo. Lokhu ikuphawula ngokusebenzisa izifengo ezithile. Lapha-ke, abafundi kumele basekele abakushoyo ngezibonelo. Nokho-ke abanye abafundi bangaphendula bathi umqondo osobala ukhona futhi umayelana nensizwa ethanda futhi efisa ukuqonywa yintokazi ewuNomfundo. Nalapha bekumele kusekelwe ngezibonelo ezifanele.

Umqondo ocashile otholakalayo umayelana nokulubalubela imfundo etholakala esikoleni nasemanyuvesi - okuyiyona nto engasusa ubuphofu nokuhlonishwa empilweni. Izimpendulo ezinembayo zinikezwe amamaki afanele futhi kumele kusekelwe ngokutholakale enkondleni.

- (b) Umoya osenkondlweni kanye nesifundo esitholakalayo. (4)

Impendulo

Umoya wokukhathalela imfundo, wokukhuthazeka nowokuthola ulwazi nempumelelo empilweni njll.

- (c) Bhala phansi izinhlobo ezine ozaziyo zesakhiwo sangaphandle senkondlo (ukuphindaphindwa kwamagama). (4)

Impendulo

Imvumelwano, impindamqondo, impindwa, ufanamsindo, njll.

- (d) Hluza isakhiwo sangaphandle senkondlo bese usekela ngezibonelo ezifanele. (6)

Impendulo

Umfundi bekumele asebenzise izinhlobo zesakhiwo sangaphandle senkondlo ezitholakele kule nkondlo bese ehluza ngokuveza ukuthi ngabe imbongi iphumelele kangakanani ekubhaleni inkondlo eyethula imisindo enesigqi nomgqumo omnandi, isibonelo: Imvumelwano siqalo; indima yokuqala:

Ngibubule kudume amagqumakazi
Ngihambele phezulu nsukuzonke
Ngitshakaduliswa yimfundo kaNomfundo.

Impindwa:

Cishe kuleyo naleyo ndima imbongi isebenzise impindwa emishweni yokugcina, isibonelo:

Ngitshakaduliswa yimfundo kaNomfundo:

.....

Ngidedele ngitshakaduliswe yimfundo yakho Nomfundo.

- (e) Hluza isakhiwo sangaphakathi senkondlo (imifanekisomqondo) bese usho ukuthi ngabe imbongi iphumelele kangakanani ekusebenziseni lezi zifenqo. (5)

Impendulo

Nalapha-ke, umfundi bekumele asebenzise izinhlobo zesakhiwo sangaphakathi ezitholakele kule nkondlo bese ehluza ngokuveza ukuthi ngabe imbongi iphumelele kangakanani ekubhaleni inkondlo eqhathanisa izinto ezimbili ezingefani ngokwethula imifanekisomqondo noma izithombemagama. Phela, imifanekisomqondo imayelana nalezi zifenqo: Isingathekiso, isifaniso, isenzasamuntu nophawu, izibonelo:

Isifaniso: Uyongigaxa nini ucu ...

Imbongi iphumelele ngoba iqhathanise izinto ezimbili ezingefani – imfundo ifaniswe nomuntu (uNomfundo) kuba sengathi mfundo inomlomo futhi iyakwazi ukukhuluma futhi inezandla zokugaxa lo muntu ofuna ukuphumelela ezifundweni zakhe ukuze athole.

Uphawu: Uyongigaxa nini lowo myezane ...

Imbongi iphumelele ngoba umyezane uwuphawu olunikezwa izifundiswa ezifunde zazezagogoda emfundweni ephakeme. Ezinye izimpendulo ezifanele ziklonyelisiwe.

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Umbuzo 4

Funda inganekwane engezansi ethathwe encwadini ethi, iNyanga, uNogwaja noFudu bese uphendula imibuzo ezolandela:

INyanga, uNgogwaja noFudu

Emandulo, uNyanga wayebusa umhlaba. Wayebadabukela abantu baseMhlabeni ngoba ngenkathi beguga, babeba ntekenteke bese kumele ukuba bashone. Manje-ke, uNyanga wabiza uNogwaja wathi kuye: “Ngiyakwethemba, Nogwaja, unejubane futhi uhlakaniphile, awufani noFudu ohamba kancane nongenampilo. Ngifuna ukuthi wena uthathe lo myalezo obalulekile uwuyise kubantu. Ufike ubatshele ukuthi njengayo le ndlela mina engishona ngiphinde ngibuye ngayo, uma abantu beguga, bazayo ngokuya babe ntekenteke, kodwa-ke bazophinda babe namandla futhi.” UNogwaja wajabula wafa, futhi wabuye wamomotheka kwaze kwavela nelomhlathi. Wagijima masinyane, washaya ungqimphothwe ngenkathi edlula eduze kukaFudu, washiya ifu lothuli ngemuva kwakhe.

Esesendleleni yokuyonikeza abantu baseMhlabeni umyalezo, wayedamane ehamba ema ezikhukhumeza ngomsebenzi wakhe obalulekile. “Mina ngingokhethekileyo,” wayetshela wonke umuntu ayembona. “UNyanga ukhethe mina lo ukuba ngihambise umyalezo obaluleke kabi.” Kodwa kuthe ngenkathi efika ebantwini, wayesekhohliwe umyalezo kaNyanga. Wazama ngamandla onke ukuwukhumbula, kodwa kuthe lapho ethi uzama kakhudlwana ukuwukhumbula, kwaya ngokukhula nokudidideka kwakhe. Ekugcineni watshela abantu baseMhlabeni wathi: “UNyanga uthi ngizonitshela ukuthi nina anizufana naye kodwa lapho seniguga nizophelelwa amandla bese nifa ningaphinde nibuye niphile futhi.”

Kuthe lapho uNyanga ezwa ngaleli phutha elibi elenziwe uNogwaja, wathukuthela kakhulu kangangokuthi washaya uNogwaja kakhulu, udebe lwakhe lwangenhla lwaze lwehlukana kabili. UFudu owayebukela lokho okwakwenzeka, wahleka waze wakhala izinyembezi. “Kungenzeka ukuthi anginalo ijubane kodwa mina ngethembekile,” washo lapho ebona umlomo kaNogwaja omusha.

Kusukela ngaleso sikhathi, uNogwaja waba nodebe olwehlukene okwakuyisijeziso sokuletha umyalezo okwakungewona kubantu baseMhlabeni. Kanti namuhla abantu basafa ngenxa yokuthi wazikhukhumeza kakhulu kangangokuba wehluleka nokukhumbula umyalezo kaNyanga.

- (a) Indaba ivula ngomxoxi esebenzisa amagama, athi; "Kwesukesukela". Ngabe asho ukuthini lawa magama na? (1)

Impendulo

Lawa magama aveza futhi abeka indaba eyenzeka esikhathini sasemandulo, esadlula kudala.

- (b) Chaza ukuthi luhlobo luni lwenganekwane lolu, Sekela. (2)

Impendulo

Inganeko. Abalingiswa bavame ukuba nezimpawu zabantu, zixoxelwa ukuba zikholkale, njll..

- (c) Ubani umlingiswa osemqoka futhi ngabe lo mlingiswa uvezwe ewumuntu onjani? (3)

Impendulo

UNogwaja. Unogwaja uvezwe ewumlingiswa okhulumela futhi, ozikhukhumezayo nongakwenzi lokho akuthunyiwe.

- (d) Ubani umlingiswa oyimbangi?

Impendulo

Ufudu (1)

- (e) Sifundo sini esitholakala kule nganekwane? Sekela. (3)

Impendulo

Le nganekwane ifundisa izingane ukuthi kumele zithumeke futhi zenze lokhu ezithunywe khona. Ibuye iveze ukuthi ingane engawugcini umthetho izothola isijeziso. Iyaveza nokuthi ozikhukhumezayo uyothotshiswa, njll.

- (f) Ngabe abantwana bangayithokozela yini le nganekwane? Sekela. (5)

Impendulo

Yebo, abalingiswa bahambelana neminyaka yabantwana, abalingiswa babuye benze izinto ezinziwa yizingane, iyakitaza, inesifundo esithile, bajabulela indaba emayelana nezilwane, njll. Izimpendulo ezinembayo zinikezwe amamaki afanele.

- (g) Bhala phansi izinhlobo ezinhlanu zezincwadi zabantwana ezinezithombe maqede unikeze umsebenzi owodwa wohlobo lwencwadi ngayinye. (10)

Impendulo

Lapha kungabalwa izincwadi zamathoyizi, zokubala, zezinhlamvu/zama-alfabhethi, ezinezithombe ezingenamagama, ezinezithombe ezixoxa indaba, njll. Kulindeleke ukuthi kunikezwe izibonelo kuhlobo ngalunye.

/25/

ISAMBA: [100]

ISIXHOSA 22

UMSEBENZI 22:

Umbuzo 1

- (a) lindidi zamabali amafutshane
- (i) Amabali acengayo
 - (ii) Abalisayo
 - (iii) Achazayo
 - (iv) Anentshukumo
 - (v) Acamngcayo/abumbongorha
 - (vi) agxeka encoma
 - (vii) Axoxayo
 - (viii) Aphuhlisa okucingwayo (16)
- (b) lindidi ezine zabalinganiswa
- (i) Iprotagonisti (umlinganiswa oyintloko)
 - (ii) I-antagonisti (umchasi)
 - (iii) Unozakuzaku (uzama ukuhlanganisa imihlambi eyalanayo)
 - (iv) umphixanisi
 - (v) Umlinganiswa ongqukuva
 - (vi) Umlinganiswa osicaba
 - (vii) Ucala-nye (uhlala eyinto enye/akajiki)
 - (viii) Ummeli-ntlobo (umele izinto ezithile entlalweni, umzekelo ipolisa limele umthetho) (8)
- (c) Umntu-gqibi: siyakholelwa kuye kuba uyafana nabanye abantu, uneempawu ezintle nezimbi njengamntu wonke. (1)
- /25/**

Umbuzo 2

- (a)
- (i) Isifaniso: Mhle njengelanga liphuma uNtyatyti
 - (ii) Isikweko: uNokholeji yimbiza yokupheka ucwambu lwe-Afrika
 - (iii) Isimntwiso: Wena kufa uthatha iingangalala ezingamelwe kubhubha
 - (iv) Isihlonipho: Zange akwazi ukuzibamba utata wacela kule nto yabantwana
 - (v) Isinxulumano: Qhuba mfundisi wam inkonzo yeyakho
 - (vi) Isinekdothi: Yalil' i-Afrika ikhalel' abantwana bayo
 - (vii) Isichasaniso: Ndalala ndingalele lixhala ngobo busuku
 - (viii) Ubabazo: Bamfumana efile kukoyika
 - (ix) I-oksomoroni: Ngale ndlela uza kuguqula intsikelelo ibe sisiqalekiso. (16)

- (b)
- (i) Impoxo
 - (ii) Isifanekisozwi
 - (iii) Isigqebelo
 - (iv) Uchasaniso
- (4)
- (c) iindidi ezintlanu zemibongo
- Imibongo-mbaliso
 - Imibongo-ntlekisa
 - Imibongo-sikhuzo
 - Imibongo encomayo
 - Imibongo-bungoma
 - lisonethi
 - Indumasiso
 - Izibongo zakwaNtu
 - Imibongo engenkolo
 - Izibongo zokhalazo
- (5)
/25/

Umbuzo 3

- (a) Iincwadi zomdibaniso woonobumba; iincwadi zokubala; iincwadi ezingamagama; iincwadi ezinemifanekiso yodwa; iincwadi ezifundeka lula; iincwadi zamabali aboniswa ngemifanekiso; iincwadi ezingezinto zokudlala. (zibe-3 kuphela) (3)
- (b) Uncwadi olubhalelwe abantwana luthi luchaphazele imiba ethi yenze intsingiselo ebomini babo, ngokuthi lube nemifanekiso, nolusebenzisa ulwimi olungantsokothanga nolulungele iminyaka leyo yabantwana. Ukanti uncwadi olubhalelwe abantu abadala luthi luchaphazele imiba ekhoyo entlalweni yoluntu jikelele miba leyo mhlawumbi abantu abadala sebekhe bayibona. (4)
- (c) Uncwadi lwabantwana luyonwabisa; luyafundisa; lukwafundisa nangezinto zokuphila; luthi kananjalo luvuselele iimvakalelo zabo apho umntwana anokuthi azingaqamanise nazo (ukoyika, ubulolo, ukufuna ukuthandwa, ithemba, uvuyo, impumelelo njalo-njalo); lukwathetha ngezinto ezilulutho kubomi babo; luthi lube nesakhiwo esifutshane kwaye luthi lube nesiphelo esimnandi. (4)
- (d) Ngokulula singatsho ukuba xa besebancinane abakakwazi ukuzifundela yiyo loo nto bethanda ukufundelwa ngabantu abadala **KODWA** xa sele bekhulile bafuna ukuzifundela ngokwabo kuba bayakwazi ukufunda. (5)
- (e)
- (i) NguZola
 - (ii) Ukhalazela ukuba mfutshane, ukunuka kwesichumiso, ukutshizwa ngamanzi, ukulunywa ziimbovane, ukugawulwa ngamakhwenkwe. (4)
 - (iii) Isichumiso, umhlaba, amanzi, umoya (4)
 - (iv) Ewe kuba liqulethe iingongoma nemidlalwana ethandwa ngabantwana. (1)
- /25/**

Umbuzo 4

Isakhiwo sebali

- (i) Intshayelelo
- (ii) Impixano
- (iii) Intshukumo ekhulayo
- (iv) Ixesha lobunzima
- (v) Uvuthondaba
- (vi) Isiphelo

AMANQAKU EWONKE: [100] /25/

SESOTHO SA LEOBA 23

Potšišo 1

- (a) (i) Dinonwane di ruta bana semelo. Dinonwane di ruta gape le bokgoni bja go anega le go opela.
(ii) Dithai di ruta bana go anega ka pela.
(iii) Dikoša di ruta melaetša ya go ruta ditšo.
(Moithuti a ka fahlela ka mehlala yeo a e tsebago efela e be mabapi le potšišo) (6)
- (b) Dituduetšo ke dikošana tša go homotša goba go robatša bana. Mohlala wa motuduetšo/motuntuletšo: A ntutulele ngwana robala! O tla bopula ke mang! Mmago o ile mašemong! (Moithuti a ngwale motuntuletšo wo a o tsebago) (6)
- (c) Moithuti a ngwale sereto sa gagwe a be a ithete. (8)
- (d) Mohlala wa košana ya go iša ngwetši: A hela matswale tlogela dipitšana, mong wa tšona o fihlile! Molaetša ke gore ngwetši e fihlile ka gae matswale o tlo ikhutša go apea.
(moithuti a ka ngwala košana ya lenyalo a be a hlaloše le molaetša wa yona.) (5)
/25/

Potšišo 2

Moithuti a ngwale leina la padi/terama yeo a e badilego a ngwale le mongwadi wa yona. Moithuti a ngwale dithekiniki tšeo di fapanego tšeo mongwadi a di šomišitšego. Mohlala wa dithekiniki/mekgwa ke : mokgwa wa taodišo, mokgwa wa terama,baanegwa bao ba senolwago ke ba bangwe. A hlaloše le ka tsela yeo mongwadi a kgonnego go hlagiša baanegwa ba gagwe pading goba terameng yeo. **/25/**

Potšišo 3

- (a) Moreti o reta ka fao dilo tšeo di hlotšwego ke Modimo di kgahišago ka gona. Temathetong ya mathomo o reta bošego le mosegare. Temathetong ya bobedi o reta ngwedi. Temathetong ya boraro o reta diphoofolo. Temathetong ya bone o reta letšatši le leswiswi, selemo le marega. Temathetong ya bohano o reta ka pula le komelelo. Temathetong ya botshela o reta ka lewatle. Tematheto ya bofelo e bolela ka dinoka tšeo di tšhollelago ka lewatle. (Moithuti a ka akaretša sereto se ka fao a se kwišišago) (10)
- (b) Dilo ka moka tšeo di hlotšwego ke Modimo ke tše di botse ebile di a kgahliša. (2)
- (c) Ke maikutlo a lethabo le hlomphe moreti o re” Di kgahla bjang , mong wa ka!” . Moreti o boeletša mantšu a ditemengtheto tše nne go laetša maikutlo a gagwe. (moithuti a ka ngwala maikutlo ao a a bonago mo seretong) (5)
- (d) Sekapolelo seo se šomišitšwego ke: mothofatšo mohlala:(i) Ge letšatši le leswiswi di bapala papadi.....(ii) Selemo le marega di sa lape.....(moithuti a ngwale dikapolelo tšeo a di bonago di šomišitšwe mo seretong a ngwale le mehlala) (8)
/25/

Potšišo 4

- (a) Mathata ao a ka fedišwa ka go:
- (i) Ba le bangwadi bao ba nago le kgahlego go dingwalo tša bana.
 - (ii) Baithuti ba rutwe ka bohlokwa bja dingwalo tša bana.
 - (iii) Swara diwekešopo mabapi le dingwalo tša bana.
 - (iv) Swara meletlo yeo e tšwetšago pele dingwalo tša bana. (8)
 - (v)
- (b) Bana ba rata go theeletša ka šedi, dikanegelo di bose ebile di ruta bana tlotlontšu. (6)
- (c) Dipuku tša dialfabete, dipuku tša dipapadišane le dipuku tša diswantšho. (3)
- (d) Mmutla o ratega ka lebaka la gore o na le mahlajana, o hlalefetša diphoofolo tše dikgolo, o na le lebelo. Tau e bonagala bjalo ka phoofolo ye kgolo efela ya setlaela yeo e phalwago ke mmutla.(moithuti a ka fa mabaka a gagwe ao a kwagalago) (8)

/25/**KA MOKA: [100]**

SETSWANA 24

Asaenemente ya 22

Potso ya 1

- (a) Ee go santse go le botlhokwa. Diane le maele di ruta bana melao le malepa a botshelo. Dithamalakane di ruta puo le go godisa boikakanyetso. Maboko a segologolo a ruta bana setso le lotso. A ruta bana ka ga hisetori ya merafe, boeteledipele le bogatlamelamasisi jalo jalo. Dipina di ruta bana go nna ngatana e le nngwe. Di ba ruta go somarela setso le go ijesa monate. Matuntuletso a thusa bana go reetsa le go ba robatsa. (12)
- (b) Moithuti a ka ithlophela leboko la kgoro mme a le dirisa. Maboko a dikgoro a bua ka ga lotso la malapa, se lelapa le se anang le go reeelwa ga maina. Fa moithuti a se na leboko la kgoro ya gaabo a neelwe maduo fa a dirisitse leboko lengwe le lengwe la kgoro. (13)
- (d) Ngwana a ka tuntulediwa ka go mmmelega le go tshikinya mokwatla ka matsetseleko gore a utlwe monate mme a tshwarwe ke boroko. Ngwana a ka tuntulediwa gape ka go thlabelwa naane kgotsa go opelelwa pina ya matuntuletso. (5)
- /25/**

Potso ya 2

Padi: Neela ditiro tse di lebaganeng le baanelwa ba ba latelang ba padi:

Mogapatiro : Moanelwa yo ditiragalo tsa sekwalwa di ikaegileng mo go ena.

Motlaleletsi : Moanelwa yo o tlaleletsang ditiragalo mo sekwalweng. Le fa e se ena mogapatiro, o sa ntse a le botlhokwa gonne ke karolo ya ditiragalo tsa sekwalwa.

Molwantshi: Ke yo o lwantshang molwantshiwa ka ntlha ya ditiro tsa gagwe tse dintle.

Molwantshiwa: Ke moanelwa yo o lwantshiwang ka ntlha ya ditiro tsa gagwe tse dintle.

Motlhotlheletsi : Ke moanelwa yo o tlhotlheletsng kgotlhang fa gare ga matlhakore a mabedi a itaanang ka noga e tshela. **/25/**

Potso ya 3

Poko/ Terama: Lebelela mela e e latelang go tswa mo go Pelo e ja serati (JM Ntsime) mme o bontshe ka fao le amang ditiragalo tsa tlhaolele go ya ka boserafe ka teng. A o bona go siame go thibela batho go ratana ka ntlha ya bosemorefe? Tshegetsatsa karabo ya gago ka mabaka:

Molekane ke tla go bolelela ka tolamo

Ke rata ngwana wa Letebele

Mme pelo ya me e rotha madi

Go lekoriba gareng ga me le mosetsana

Loe le agilweng ke mekgwa ya ditso

Leo melao ya lona e gagametseng

Melao e e nyatsang merafe e mengwe

Moithuti o tshwanetse go lebelela bokao ba mela mme a lotologe ka go kwala ka ga thoelele ya sebomorafe. Moithuti a seke a lebelela fela baratani mme a tlotle ka ga tlhaolele ya bosemorafe ka kakaretso. /25/

Potso ya 4

- (a) Dibuka tsa bana di santse di tlhela. Mo nakong e e fetileng bomishinare ba ne ba lebeletse dibuka tsa bodumedi mme ba tlhaetsa dibuka tsa bana matlho. Dibuka tsa bana di ruta bana go buisa le go godisa puo ya bona. Di ruta bana dipalo le malepa a botshelo. Dibuka tsa bana di tshwanetse go kwalwa ka tiriso ya puo e e bonolo e e thlalogangwang ke bana. Di tshwanetse go nna le ditshwantsho tse di gogelang bana. **Dintlha dingwe tse di bothlokwa ka moithuti di a amoselega.** (15)
- (b) Pina nngwe le nngwe e e lebaganeng le matuntuletso le go jesa bana monate e a amogelesega. (10)

/25/

GOTLHE: [100]

SISWATI 26

Sivivinyo 26

Umbuto 1

Umfundzi umele avumelane none aphikise lesitatimende lesitsi bucikobemlomo nobe temdzabu lekufaka ekhatsi tinganekwane, emahubo, netibongo tisatsatfwa njengetintfo letisahambisana nesikhatsi salamuhla bese u sekela imphendvulo yakhe ngemaphuzu lafanele.

Umfundzi angabuka loku:

- sikhatsi lesi phila kuso
- ematfuba etemlomo
- tifundvo letehlukene letitfolakala kulowo nalowo mkhakha. (9)

Umhloolwa umele akhetse inoveli leyodvwa leshicilelwe ye Siswati bese uveta kuhhambelana kwaleyo noveli netintfo letenteka kulesikhatsi, kungagaba kunome nguyiphi imikhakha:

kutepolitiki,
telutsanvdo,
tekuchumana
tenhlalakahle
temphilo nalokunyenti lekungabonwa ngumfundzi kuleyo noveli. (16)
/25/

Umbuto 2

Lapha umfundi akavete ligama lalencwadzi lakhipe kuyo lendzaba lemfishane nembhali wayo. Akasho kwekutsi nguwaphi emaphuzu lamenta atsi lendzaba lemfishane iyatfokotisa futsi ibhaleke kahle. Akavete letimphawu letingenta atsi ngemphelela ibhaleke kahle. Emaphuzu akasekelwe kahle ngemaphuzu lafanele. Emaphuzu langabukwa ngulawa nalamanye

Iba yimfishane
Ketfulwa kwebalingisi
Sikhatsi
Kucoceka Inkinga nalokunyenti lekungabalawa ngumfundzi. (10)

(b) Enovelini kunebadlali. Coca ngebudlelwano bebadlali lekungibo labachuba indzaba usho kutsi lowesitsatfu uwokhela njani umlilo kulaba lababili. (Uyidala njani ingcabano?)

- Lapha silindzele labadlali labalandzelako
- Umlingisi losemcoka
- Umlingisi loyimbang
- Umlingisi losokhelamlilo/umcabanisi. (15)
/25/

Umbuto 3

- (a) Umholwa angatsi ikhuluma gelutsandvo lwagogo kantsi lonuye agatsi ikhuluma ngelwati lolunyent kugogo asekele ngalamaphuzu lalandzelako
- ngagogo lonelwati lolunyenti ,loyincwadzilehamba ngetinyawo
 - longumtapo wetincwadzi emphilweni yebatokulu bakhe
 - lobafukamela sonkhe
 - lobatsandza bonkhe
 - Uyadvondvolotela, kepha uludvondvolo lwebatokulu bakhe.
 - Ulibhange lebatokulu, kantsi uyinkhomati, Unjengesikolo, ungumacedza situngekitsi
 - Inhlitiyo yakhe ingu phethiloli
 - Lovuselelako nalomenta unyatsele ngemandla (7)
- (b) Umoya walenkondlo usemkhatsini, injongo yembhali kuveta kubaluleka kwebantfu labadzala ngobe banelwati lolunyenti. Nalokunye lokungabalwa lokususelwa enkondlweni. (6)
- (c) Umhlolwa utawubeka wakhe umbono ngeliphimbo nekuphinyiswa kahle kwemagama. (6)
- (d) Emagama asetjentiswe kahle, umfundzi utawenta tibonelo latitsatsa enkondlweni. (6)
- /25/**

Umbuto 4

- (a) Umhlolwa utawuchaza kafishane kwekutsi yini lenta bantfwana bavisise kancono balingisi labatilwane. (6)
- (b) Ngekusebentisa tinhlobo letintsatfu tetincwadzi tebantfwana, umhlolwa utawusho abuye achaze tindlela bantfwana lebafundza ngato kufundza (*reading*). Angasebentisa : tincwadzi tetitfombe, temaalfabhethi, naletinye langenta ngato tibonelo. (6)
- (c) Lohlolwako utawubeka wakhe umcabango avete kwekutsi ngumuphi umdlali longakhetfwa bantfwana kuRabbit naSpiderman bese ubeka tizatfu. (7)
- (d) Umhlolwa utawuchaza abuye usekele kwekutsi yini kunconotwe bafati kunemadvodza ekucoceni tindzaba tebantfwana. Loku kungafaka ekhatsi: livi, kwetayelana kwabo make nebantfwana, sikhatsi bomake lababanaso nebantfwana babo nalokunyenti lekutawubalwa ngumfundzi. (6)
- /25/**
- EMAMAKI SEKAWONKHE: [100]**

ISINDEBELE 27

Umbuzo 1

- (a) lindlela ezintathu ezabe zisetjenziswa babantu bakade: Izaga, iinganekwana, iinrarejo. Umfundi akaveze imisebenzi eyenziwa zizaga. Isib. Zimumethe ifundiso, zandisa ilwazimagama. Iinganekwana ziyafundisa. Zenza abafundi bakwazi ukulalela nokwazi ukukhuluma ngokulandelanisa izehlakalo. iinrarejo zisiza abalaleleko kobana bakhali phe, bakwazi ukulamanisa izehlakalo. Zibasiza kobana bandisw ilwazimagama. Zibafundisa ngebhoduluko nokobana bakhambe batjhejisise. (6)
- (b) Umdunduzelo yingonyana evunywa yimbelesi nayithulisa umntwana. Thula nanana! Thula nanana! Nangu unomatjhikitjhiki ungena ekhabeni lakho. (6)
- (c) E.g Swandle!
Makha ngandlu nganye.
Masab' ukuphakelana. Sipindani sakaNaNdwambani!
Esavuka ngomgoga abantu basibona kusile. (8)
- (d) Umma lifihlela!
Wangifihlela umendo
Ngiyesaba, ngesaba iindaba zekwendeni. (5)

Umbuzo 2

Umfundi akatlole umlayezo awutholileko enoveleni ayifundileko. Amaqhinga wokwethulwa kwabalingisi: abalingisi baziveza ngekulumo-pendulwano. Baziveza ngezenzo; bavezwa ngabanye abalingisi ngokuthi basitjele ngabo nanyana baziveza ngokuzibongela bona ngokwabo. Isib. uMavela enovelini ethi Mbala ngubaba, uvezwe ngabanye abalingisi kobana usidlhayela. Uvele ngezenzo zakhe lokha nakatjela umkakhe kobana uthenge ikoloyi, angayithenga njani ikoloyi angakathengisi iinkomo nokobana anganayo ilayisensi yokutjhayela. Iqhinga ngalinye kumele lisekelwe. (25)

Umbuzo 3

- (a) Bazali bami/Babelethi bami. (1)
- (b) Ikhuluma ngomuntu okhumbula ababelethi bakhe. Bayikhulisa imbongi yathi nasele ikhulile yathoma yadelela. Yabulala yabe yagcina ngokudlhunywa ejele. Kwanje sesele ikhamba yesaba ngebanga lezenzo zayo eyazenzako. Imbongi ithi seyifulathelwe nanyana bezimu bayo. (Abafundi bangabeka ngendlela yabo.) (8)
- (c) Imbongi iyalila ngombana kuzwakala kwangathi iyazisola. Imbongi ithi, 'Ngimqasa ngiyazunywa.' Okutjho kobana ifunwa mapholisa nabanye abantu eyabalimazako. (3)
- (d) Yikondlo sililo. (1)

- (e) Kobana ungenzi izinto ezimbi ebantwini ucabange kobana unembeza uzakulisa. (Neminye imibono engavezwa babantu.) (2)
- (f) ...njengesikhukhukazi > sifaniso; njengenyoka > sifaniso; Ngimqasa ngiyazunywa> singathekiso. (8)
- (g) Isitanza 1 , umuda 2-3 kunevumelwanothoma Na-; Isitanza 2, umuda 3-4 ivumelwanothoma; istanza 4, Ukurhobelathoma ngamagama Ngikhamba ... (5)
- /25/**

Umbuzo 4

- (a) Akungatjhugululwa iincwadi zamanye amalimi ngombana zisuke zilahle umnqondo begodu nesiko labantu bamalimi lawo lisuke lingasaqalelelwa. Akuthathwe abatloli abaziwako bamalimi lawo banikelwe ithuba lokuthuthukisa imitlolo yabentwana begodu kuqalelelwe ilimi nesiko. Abagadangisi ababandule abatloli bemitlolo yabentwana ngefanelo. (Namanye amaphuzu angavezwa bafundi.) (8)
- (b) Iye bayathanda. Abantu abadala banelemuko elaneleko lokucoca begodu bayabazi abantwana kobana badinga ukucocelwa iinganekwana ezinaziphi iimfundo. Ilimi nesiko labantu kanye nemeilando ethileko imumethwe eenganekwaneni. Ukudabuka kwezinto nakho abantu abadala bayakwazi. (Namanye amaphuzu angavezwa bafundi.) (6)
- (c) Abalingisi eencwadini zabentwana: umqasa ngombana uhlakaniphile, ibhubezi linamandla begodu liyikosi yehlathi. Inyosi ilisizo ngomana iyatinyela. Ikhondlo nalo lilisizo ngombana liyakekera lize loyo osemrarweni. (Nezinye iinlwana ezingatlolwa bafundi.) (6)
- (d) Iincwadi zeenthombe
- Iincwadi zama-alfabhedi
 - Iincwadi zeendatjana ezitlolwe ngamagama amakhulu
 - Iincwadi zamathoyisi/zeendlalisi
 - Iincwadi ezineenomboro ezifika ekhulwini (5)

/25/

INANI LOKE: [100]

TSHIVENDA 28

ASAINIMENTE 28

Mbudziso 1

- (a) **Vhathu vhakale vho vha vha na ndila dza u kaidza vhana nga zwidade. Kha vha n̄wale tshidade tshine vha vhona tshi tshi kona u kaidza n̄wana. Vha inge nga u amba uri tshi kaidza n̄wana hani nahone kha zwifhio. (15)**

Phindulo:

Mutshudeni kha iyi mbudziso anga n̄wala tshidade tshiñwe na tshiñwe, mafhungo mahulwane ndi uri tshi tea u vha tshi tshi khou kaidza vhana. U tea u dovha a amba uri tshi khou kaidza vhana kha zwifhio. Tsumbo ya tshidade tshine tsha kaidza vhana.

Nandi, vhasidzana,
Ndili, ndee! Ndili nde,
E! e! hezwi ni tshi tamba,
Ndili, ndee! Ndili nde,
Ni sendela murahu,
Ndili, ndee! Ndili nde,
Huna buka jivhi
Ndili, ndee! Ndili nde,
La malala mavhi.

Kha i tshi tshidade hu khou kaidziwa vhasidzana uri vha songo tamba na vhatukana. U tamba na vhatukana hu tshi ambiwa zwa lufuno lune zwa vha swikisa kha zwa vhudzekani. Musi hu tshi pfi 'hu na buka jivhi, la malala mavhi' hu khou ambiwa musu hu tshi vho itwa zwa vhudzekani vha fhedza musidzana o no d̄ihwala. Lune vhumatshelo hawe ha vho fhelela muyani .

- (b) Vhalala vho vha vha tshi pfukisela pfunzo kha vhana vhavho nga ndila dzo fhambanaho. Ho vha hu tshi kuvhangana vhana fhethu huthihi hune ha vha na mukegulu ane a kona u tamba na vhana. Henefho ndi hune ha vha hu tshi khou itwa zwidade, hu tshi khou thaidzwa, hu tshi anetshelwa ngano. Zwezwo hu tshi khou itwa izwo huvha hu tshi itwa hu talutshedzwa vhuleme hazwo na uri ndi ngani tshidade tshi tshi amba nga izwo hu shavhiswa mini, zwi d̄i ralo na kha ngano.

Musi n̄wana a tshi tou vha phalaphathwa o vha a tshi ya u tshina musevetho kha musu lwa n̄waha wothe, afha u vha a tshi khou gudiswa u kondelela. U bva afho aya tamba mahundwane, hune ha vha hu tshi khou gudiswa n̄wana u kona u fara muṭa na u londola vha muṭani. Musi zwezwi a tshi khou aluwa n̄wana wa musidzana u tevhela mme awe uri a gude mishumo ine vha khou ita ngeno wa mutukana a tshi tevhela khotsi kana vhanwe vhatukana uri a gude mishumo ine vha i ita.

Musi n̄wana a tshi tou vha khomba uya vhushani na henefho u vha a tshi khou gudiswa milayo ya u vha mufumakadzi na n̄dila ine a tea u londola munna wawe na vhoṭhe vha muḡini. N̄wana wa mutukana u ya muḡani na ene u vha a tshi khou gudisiwa u konḡelela naho zwi tshi vhavha. Tshikolo tsha u fhedzisela ndi dombani hune na hone hu ya na vhaṭhanga. Na henefha vha ḡivha vha tshi gudisiwa u konḡelela. (10)
/25/

Mmbudziso 2

- (a) **Mañwalwa a phurosa o khethekanywa nga zwipiḡa zwiraru. Kha vha bule uri ndi zwifhio vha inge nga u sumbedza uri zwo fhambana hani?** (10)

Phindulo:

Zwipiḡa zwa phurosa ndi nganea, nganeapfufhi na maanea. Phambano i vhonevha musu ro sedza uri maanea hana vhaanewa hu uri nganea na nganeapfufhi dzina vhaanewa. Nganeapfufhi na maanea zwoṭhe dzi ṭhohwana dza hone dzi tea u ṭuṭula dzangaleloḡa vhavhali hu uri nganea a ina ṭhohwana. Nganea ina vhuaneṭsheli hu uri ngeno maanea na nganeapfufhi a ina vhuaneṭsheli. Maanea na nganeapfufhi a dzo nga lapfa dzi tea u vha na vhulapfu ha u vhalala awara nthihi arali yo hulesa.

NB: Mutshudeni a nga ṅea phindulo yawe tenda ya vha i tshi fusha.

- (b) **Ri tenda uri vha na nganea ine vho no vhuya vha i vhalala. Kha vha thome nga u ri vhudza uri dzina ḡa nganea yeneyo vha inge nga u ri vhudza uri puloto ya yeneyo nganea yo vhekanywa hani.** (15)

Phindulo:

Muñwali u tea u thoma u amba dzina ḡa nganea ye a vhalala a kona u amba nga ha puloto ya yo. Kha puloto u tea u n̄wala zwipiḡa zwitevhelaho:

- Mathomele – afha ndi hune muñwali a ri gavhela nga n̄ṭha nga ha muanewa dendele, thaidzo yawe, fhethuvhupo na tshifhinga, na vhañwe vhaanewa.
- U bveledza mafhungo – afha ndi hune ra thoma u vhonevha u navha ha thaidzo. Na vhawe vhaanewa vha a thoma u ḡi bvisela khagala. Ndi hune dendele a thoma ulusa u tandulula thaidzo yawe.
- Maṭhakheni – ndi hune thaidzo ya dendele yo ṅaṅa hone. Arali huna mabulayo ndi hune a tea u vha a tshi khou bvelela henefha. Arali dendele a tshi ṭoḡa u ḡi vhulaya ndi henefha. Ndi hune mupikisi na muluṭanyi vhavha zwihali hone.
- Thasululo - dendele a nga vha o kunda kana o kundiwa. (15)

NB: Mutshudeni u tea u n̄wala nga vhuḡalo. O zwi livhanya nga nganea ye a vhalala.

/25/

Mbudziso 3

- (a) Tshaka dza vhurendi ha musalauno
- (i) Vhurendi ha epiki – ndi vhurendi vhune ha tana zwiito zwa mahali kana henezwo zwine zwa khou taniwa.
 - (ii) Vhurendi ha sathaya – ndi vhurendi vhune nga ngomu hao hu na u nyadza na u nyefula.
 - (iii) Vhurendi ha eledzhi – ndi vhurendi vhune ha amba nga ha zwililo.
 - (iv) Vhurendi ha liriki – ndi vhurendi vhune ha amba nga ha vhudipfi ha murendi musi o zwi livhisa kha lufuno na u pfa vhutungu.
 - (v) Vhurendi ha baladi – ndi vhurendi vhune ha vha vese vhune ha amba nga ha divhazwakale ya muthu kana fhethu.
 - (vi) Vhurendi ha sonete – ndi vhurendi vhune ha vha na tshitanza tshithihi tsha mitala ya fumi na miṅa.
 - (vii) Vhurendi ha romantic – ndi vhurendi vhune ha amba nga ha vhafunani
 - (viii) Vhurendi ha metaphysical – ndi vhurendi vhune ha amba nga ha vhurereli vhuṅwe na vhuṅwe
 - (ix) Vhurendi ha oudi – ndi vhurendi vhune murendi u vha a tshi amba na muṅwe. (8)
- (b) Kha vha vhale tshirendo nga vhuronwane, vha kone u talutshedza nga u pfufhifhadza zwine tshirendo tsha amba zwone. (12)

Phindulo:

Tshirendo tshi khou amba nga ha muthu we a lwala luisaho vhafuni, fhedzi a vha a tshi rabela uri Mudzimu a mu khathutshela sa Abraham o khathutshelwa. Zwine u khou renda Mudzimu uri u hambela vhuṅwe vhutshilo uri a kone u phetha zwa ha Mudzimu.

NB: Mutshudeni a nga nea phindulo yawe tenda ya vha i tshi fusha.

- (c) Kha vha topole figara dza muambo tharu vha inge nga u talutshedza uri dzi amba zwifhio. (5)

Phindulo:

Kha ndimana ya u thoma mutala wa vhuṅa 'ndo vhu vhona kha u fhelela ha tombo' ndi liedzamuthu ngauri tombo u nga si li vhone u fhelela haḷo. Hu vha hu tshi khou ambiwa muthu ane a khou fhelela. Figara ya muambo ine ya vha lifanyisi kha phara ya vhuṅa musi hu tshi ambiwa 'dakalo-vhutungu' na kha phara vhuṅanu na vhurathi hu tshi ambiwa 'dakalo-tshililo' Ndimba ya vhuṅanu, mutala wa u thoma 'ipfi tarini vuhali haḷo vhuṅokonye' ndi liedzamuthu ngauri tari a lina ipfi, ipfi ndi la muthu. /25/

Mbudziso 4

- (a) Kha vha ite mutevhe wa vhaanewa vhararu vhane vha shumiseswa kha bugu dza litheretsha ya vhana. Vha inge nga u bula uri ndi ngani hu tshi shumiseswa vhaanewa avho. (5)

Phindulo:

Sankambe, Muzhou kana Nḡou na Nḡau

Vhana vha takalela Sankambe nga uri ndi phukha tḡhukhu ine yo thanya i a kona u fhura dziḡwe phukha khulwane. Vha i funa nga uri ndi phukha yo thanyaho zwine vhana vha funa zwone uri vha ḡo nga Sankambe nga u thanya. Vha tshi takalela nga uri ndi phuka ine a i vhulai kana u ḡa muthu. Vha tshi takalela nga uri ndi phukha ine i shumisa vhuḡali, zwine vhana vha funa zwone sa izwi na vhone vha tshi ḡo vha vha tshi guda u vho vhuḡali.

Vhana vha dovha vha takalela Muzhou kana Nḡou nga uri ndi phukha khulwane ine a huna phukha ine i nga i ḡa, ya dovha ya vha phukha ya maḡḡa. Zwine vhana vha takalela u vha na maḡḡa a u fhira a vhaḡwe vhana na u vha khulwane u fhira dzinwe phukha lune vhana vha a takalela u vha muhulwane.

Nḡau i a takalelwa nga vhana, nga uri nḡau ndi phukha ine ya vha na maḡḡa a u kona u vhulaha dziḡwe phukha. Hone musi i tshi tḡḡa u vhulaha i vha yo shumisa vhuḡali hoḡhe. Lune vhana vha vha vha tshi funa vhuḡali vhune ya vha naho musi i tshi tḡḡa u vhulaha. (5)

(b) Ndeme ya uri vhana vha gudiswe thai ndi ifhio? Vha inge nga u ḡea thai tḡhanu. (10)

Phindulo:

Ndeme ya uri vhana vha gudiswe thai ngauri dzi shuma u tḡḡula maluvhi. Dzi ita uri kuhumbulele kwavho ku vhe kwo tḡḡavhuwaho. Dzi dovha hafhu dza thusedza kha u alusa luambo lwa vhenevha vhana. Afha ndi fhaḡa hune wa wana ḡwana a tshi amba nga luambo lwo tḡambaho.

Zwa dovha zwa mu thusa uri a kone u ḡwala luambo lwo kunaho. Thai dzi funza vhana mikhwa yavhuḡi khathihi na mvelele. Dzi dovha hafhu dza ita uri vha kone u vhambedza zwithu. Ndi ngazwo naho zwimvumvusi zwa thekholodzhi sa theḡevishini zwi hone vha tshi tea u kha ḡi ita thai.

NB: Mutshudeni a inge nga u ḡea thai tḡhanu.

(c) Kha vha ḡee mirero miḡanu ine ya vha i tshi khou kaidza vhana. Vha inge nga tḡhalutshedzo dzayo. (10)

Phindulo:

- U songo sea vuhole u ḡwana, vuhole vhu ḡa vuhulwaneni – hu khou kadziwa uri muthu ha sei muḡwe e khomboni ngauri ḡiwe ḡuvhs ns iwe u ḡo wela khomboni.
- Vhana vha munna vha kovhana tḡhoho ya nzie – zwi gudisa ḡwana uri arali wo fara tshithu u tea u ḡea muḡwe.
- ḡwana u dzivhiswa mbaḡo lufhanga u litsha nga eḡhe – vhana vha kaidziwa kha zwithu zwine wa vhona uri zwi nga vha dzhenisa khomboni.
- Tḡanzu ḡiswa li ima nga ḡilala – ḡwana a nga kona u thusa muthu muhulwane.
- ḡwana hu ḡa a lilaho – afha ḡwana u khou gudiswa uri arali huna zwine zwa mu dina u tea u amba. (10)

/25/

TḡHANGANYELO: [100]

XITSONGA 29

Feedback: Assignment 29

Xivutiso xa 1

- (a) Mfuwo wa rixaka i matsalwa lama nga ya xanomo lama hundziseriwaka kusuka eka nguva yin'we ku ya eka nguva leyin'wana hi ku vulavula lama tlhelaka ma tiviwa tanihi 'matsalwa yo vulavuriwa' kumbe matsalwa ya xikhale. Mfuwo wa rixaka ku ya hi xikhale a wu tirhisiwa ku dyondzisa no hlayisa ndzhaka/ndhavuko. (4)
- (b) Tinsimu ku mbuwetela/miyeta vana ti yimbeleriwa hi vamanana, vakokwana va xisati, vanhu lava hlayisaka vana kumbe vana hivoxe naswona ti yimbeleriwa vana, leswaku va ta etlela kumbe va miyela. (4)
- (c) Swivuriso swi tirhisiwa ku:
- (i) Ku dyondzisa vana nkoka wa mahanyelo lamanene tanihi ku hlonipa/xixima. (2)
 - (ii) Ku holovela vana loko va lahleka kumbe ku delela. (2)
 - (iii) Ntoloveto wa nkoka lowu wa mahanyelo lamanene wu fikeleriwa hi ku va **rungulela switori, ku yimbelela tinsimu na swiphato leswi nga na wona.** (3)
- (a) Swiphato swo bumabumela swa ndhavuko/swithopo i swa nkoka eka ndhavuko hikuva swi na matimu ya vanhu, ndzhaka, ndhavuko, tinghwazi/tinhenha na mfuwo wa rixaka. Swithopo a swi qambheriwi ntsena vanhu va nkoka, tanihi tihosi ntsena, swi nga tlhela swi qambheriwa vanhu ntsena tanihi vavasati, vafana lavatsongo, vana na vacini kumbe vatlangi ... (5)
- (b) Mutlhokovetseri wa ximanguvalawa u tirhisa vutumbuluxi/vutshuri, vuxiyaxiya, ntirhisano ku endlela ku tsala xitlhokovetselo. Mutlhokovetseri nakambe u fanele ku va na vutshila byo tirhisa tindlela/tithekiniki ta vtlhokovetseri, to fana na ku endla tipatironi hi marito, vuyelelo bya switwari, vuyelelo bya switatisi, yelano wa mipfumawulo, na tindlela tin'wana ta switayili. (5)

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Xivutiso xa 2

- (a) Endzhaku ko hlawula muxaka wa matsalwa (exikarhi ka NOVHELE na XITSALWANA) u fanele ku seketela nhlawulo wa wena hi swkombiso leswi faneleke. Laha hi ku langutele ku va u tirhisa swiyenge/swihlawulekisi swa muxaka wa tsalwa rin'wana na rin'wana.
- (i) Novhele:
Nkongomelo
Xivumbeko xa kungu
Vumunhuhati
Ntlimbo
Mbangu na nkarhi
Ririmi na xitayili

(ii) XITSALWANA:
Manghenelo
Miri
Mahetelelo (18)

(b) Swibumabumelo/swivangelo swa nhlawulo wa wena. (7)
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Xivutiso xa 3

3.1 (a) Xitlhokovetselo xi vulavula hi Ririmi ra Xitsonga tanihi ndzhaka ya hina. Mutsari u hlamusela matimu ya leswi Xitsonga xi nga hluvukisa xiswona kusukela eka migingiriko ya Maswisa loko va ri karhi va dyondzisa Rito ra Xikwembu va ri karhi va tirhisa Xitsonga. U hlamusela na mhaka ya loko Vatsonga va ha tinyuma va nga lavi no vulavula Xitsonga. U seketela nhluvuko wa xona hi ku boxa leswaku se xa dyondziwa naswona xi phikizana na tindzimi tin'wana ta tiko leri. Ku na vanhu lava dyondzekeke eka Xitsonga. (5)

(b) Thoni ya xitlhokovetselo lexi i ya ntsako. Mutlhokovetseri u tsakele nhluvuko lowu vonakaka eka Xitsonga na vavulavuri va xona. U humelerisa mhaka ya leswaku a xi nge he tlheleri endzhaku. (2)

(c) "Se xi congola etibukwini". Lebyi i vumunhuhato. Mutlhokovetseri u tekile swendlo swa vanhu a swi nyika Xitsonga. Hi ndlela leyi mutsari u hi kombeta nkinkhi kumbe matimba lawa Xitsonga xi nga na wona yo chongola xi hlaleriwa hi vanhu xi nga tinyumi. (2)

(d) swikombiso- 1 ntsena:

- Xi gwirima xi humese **nghangha tanihi phorisa lera ha ku pasaka,**
- Byi **vune ku fana na nhlonge ya Murhwa.**
- Xi **baleka tanihi nkwerha wo cha' nkhavi,** (1)

3.2 (a) swikombiso- 3 ntsena:

- Ndzilo wa vutsonga wa pfurha,
- Dyondzo yi phase Xitsonga
- Xitsonga xi nyengile eswihlahleni,
- Xitsonga xi lumeke rivoni.
- Xitsonga xi bebule tinghwazi
- Xitsonga i vusokoti
- Xitsonga i hongonyi,
- Se Xitsonga xi amukeriwile ku nghena ti-'Olimpiki' ta Dyondzo. (3)

- (b) Ntlhantlho/nxopanxopo
Mutlhokovetseri u tirhisa swigaririmi leswi:
- (i) **Vumunhuhato** xik. *Xitsonga xi bebule tinghwazi* – ha swi tiva leswaku Xitsonga a hi munhu naswona a xi nge swi koti ku bebula vana/tinghwazi. Mutlhokovetseri u ringeta ku kombeta leswaku ku na swidyondzeki swa Vatsonga kumbe leswi tokoteke hi Xitsonga. Emiehleketweni ya hina ku ta xifaniso xa munhu loyi a bebuleke/tswaleke n'wana/nghwazi. (4)
- (ii) **Xifananiso** xik. - *Byi vune ku fana na nhlonge ya Murhwa* – Mutlhokovetseri u fananisa ku vuna ka nhlonge ya Murhwa na byongo lebyi hi swi tivaka leswaku loko byo vuna hi ndlela leyi swi vula rifu. Laha u ringeta ku hi kombeta leswaku byongo lebyi a byi file byi tlhele byi kuma vutomi. Xitsonga xa hanya nakambe. Hi teriwa hi xifaniso xa Murhwa loyi nhlonge ya yena yi khanyaneke kumbe ku vuna emiehleketweni ya hina kutani hi yi yelanisa na Xitsonga lexi ngo va ririmi ntsena. (4)
- (iii) **Xigego** xik. *Xitsonga i hongonyi-* hongonyi i xiharhi xa matimba na vurhena. Mutlhokovetseri u fananisa matimba na vurhena bya hongonyi na lama Xitsonga se xi nga na wona. U vula leswaku Xitsonga a xa ha ri toya, se xa vulavuriwa lomu vanhu a va ta nyuma no chava ku xi vulavula. U vula leswaku Xitsonga xo va hongonyi hi yoxe. Hi teriwa hi xifaniso xa hongonyi ku nga xiharhi xi kulukumba xa matimba no chavisa, lexi loko u xi vona u teriwaka hi ku chava hambiloko u swi tiva leswaku a xi nge ku dyi. (4)

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Xivutiso xa 4

- (a) Matsalwa ya vana ya sungurile khale ka khaleni tanihi matsalwa yo runguriwa kumbe ya nomo/swihlayahlaya. Engetelela nhlamuselo ya wena yo koma. (3)
- (b) Matsalwa ya vana ya vulavula hi switori swa matumbulukelo ya vanhu, matumbulukelo ya mavala ya swiharhi, milandzu, Vumunhu/Ubuntu... leswi nga swa nkoaka eku kuriseni ka vana. (4)
- (c) Ku vulavuriwa ngopfu hi matsalwa ya vana eka Xinghezi ku tlula eka Tindzimi ta Xiafrika/Xintu hikuva:
- Matsalwa ya vile kona etibukwini ta Xinghezi kusukela khale swinene naswona a ku ri hava nchumu eka Tindzimi ta Xiafrika/Xintu.
 - Xinghezi xi tsakeriwile ngopfu ku tlula Tindzimi ta Xiafrika/Xintu eka malembe lamo tala.
 - Switori a swi runguriwa eka rhadiyo hi Xinghezi loko ku ri hava nchumu eka Tindzimi ta Xiafrika/Xintu.
 - Switori a swi hlamuseriwa no voniwa eka TV eka malembe lamo tala hi Xinghezi loko yona chanele yaleyo ya vutihlanganisi yi nga sunguriwangi eka Tindzimi ta Xiafrika/Xintu. (4)
- (d) Vana va tiphina hi matsalwa ya vona hikuva va va na xiave loko ya runguriwa, ku yimbeleriwa no cina. (4)

- (e) Tithothemu ti dyondzisa vana:
- Loko swirho swa ndyangu swi hlangene, tithothemu ta hlayiwa ku kombeta vun'we kumbe ku va nyandza yin'we endyangwini na le maxakeni. Thothemu yi nga tlhela yi hlayiwa loko n'wana a tirhe swinene evuton'wini nakambe loko ku ri na mikosi. (2)
- (f) Laha u fanele ku hlaya 3 wa mitila ya Thothemu. Xik.
Muhlave, Muthondolovhana ncila a va ololi, Cawuke ca humba ... (3)
- (g) Nhlamuselo ya nyanyuko kumbe mphofulo lowu tisiwaka hi ntlangu kumbe swa vutshila.
- (i) Ku va na xiave eka nghingiriko swi tisa nyanyuko lowu kombetaka ntsako, ku hleka na ku herisiwa ka ntshikelelo emoyeni wa munhu. (2)
 - (ii) Vana va tiphina kutani va va na xiave loko ku runguriwa switori, ku phatiwa swiphato no cina ku ri karhi ku yimbeleriwa. (3)

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NTSENGO HINKWAWO: [100]