

COMPREHENSION

- 1.1.1 Most candidates provided the first answer correctly, but did not provide an explanation for the second mark. Candidates must read carefully and check the mark allocation.
- 1.1.5 Candidates did not read the passage carefully enough and misunderstood this question.
- 1.1.6 This question was answered quite well, although some candidates scored no marks because they did not understand the question. (“amalungu omzimba”)
- 1.1.7 This question was answered well, although a good number of candidates did not understand the question word “ngawaphi amaphondo”.
- 1.1.9 Some candidates did not know what was required here and so wrote down two answers. Teachers must alert candidates to the fact that, in such cases, markers mark only the first answer. The second is ignored.
- 1.1.10 Some candidates did not know the word “phazamisa” and so were unable to answer the question.

ISICATSHULWA B: OKUBONWAYO

Although a number of candidates did well in this question, there were many who did not. These candidates did not understand the questions well, or did not have the vocabulary to express themselves. Teachers are encouraged to give their candidates more questions of this type to prepare them for exams.

USHWANKATHELO

Despite the complaints received about the summary, it was, ironically, the question which most candidates answered best. Nevertheless, there is definitely room for improvement and teachers must concentrate on the following:

- Candidates must not exceed the word limit. Any facts appearing after the word limit are not considered.
- Candidates must indicate the number of words used. (These are counted, and honesty is important.)
- Any rough work needs to be clearly labelled. The final piece must also be clearly labelled and the number of words used indicated.
- Instructions must be read very carefully (In this question, candidates had to include particular facts under the 4 headings. Facts falling outside these headings were not considered.)
- Planning is needed. Some candidates tried to summarise each individual separately when they could have found overlapping aims.
- Candidates must not include irrelevant facts which will push them beyond the word limit.
- Candidates must be drilled in the standard instructions applicable to all summary questions.

UKUSETYENZISWA KOLWIMI

- 3.1 Punctuation and spelling need to be taught. Candidates struggled with this question. It would have helped if the sentences used were easier to understand.
- 3.2 Candidates should practise changing sentences from singular to plural. Both the noun and the verb link will be affected. Some candidates were very weak in this area.
- 3.3 Teachers must not ignore verbal extensions. The fact that they are in the NCS document means that these must be dealt with. Candidates must be careful when using the example given in the paper. It might not fit the questions they are being asked. Some used *-isa* for both answers.
- 3.4. Teach *isini*, *ukuzalana* and *ubuncinane*
- 3.5. Most did well, but candidates must remember not to use *ya* when something follows the verb.
- 3.6. Well answered. Some did not know the links. All candidates should have scored full marks here.
- 3.7 Candidates should know absolute pronouns, demonstratives and possessives by Grade 12.
- 3.8 Most candidates did well, but some still got these wrong. Locatives should be taught early on.
- 3.9 This was a higher order question. Teachers should attempt to gather the most commonly used ideophones and try to incorporate a few every year.
- 3.10. The negative was fine, but many candidates did not know the negatives of the past tenses. Candidates also needed to be reminded that they must drop the initial vowel of the noun following the negative, unless using an object concord.
- 3.11. This was not well answered. Candidates are reminded that the link for *inja nekati* (plural subject) is *zi*.
- 3.12. Answered well.
- 3.13. This was difficult and teachers are encouraged to gather some common exclamations which they can teach their candidates (*tyhini*, *heke*, *yhu*, *mpfm* [expression of irritation or dissatisfaction])
- 3.14. The majority answered this well, but more work could have been done with conjunctions as this helps candidates with their writing.
- 3.15 Not well answered. These should be collected and taught.

Umbuzo 4

- 4.1. More practice needed with indirect speech and removing of inverted commas (1 mark for removing inverted commas)
- 4.2. The advert was well answered. (D was left out, but candidates were credited accordingly.)

4.3. The graph was well answered. (Candidates were also credited appropriately because of some of the confusion about this question.)

4.4 Some struggled with *ziyanetha* (they are getting wet) and *ziyana* (they are raining).

UNCWADI

UNGODONGWANA

This was not well answered by the few who attempted it. The examined version of the book is definitely more difficult than the old abridged version.

IHOLIDE EBIWEYO

This was a little disappointing and the reasons for this are not very clear, but it appears that some schools might not have read the setwork.