



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

2022 NSC CHIEF MARKER'S REPORT

SUBJECT	SESOTHO HL		
QUESTION PAPER	1	2	3
DURATION OF QUESTION PAPER	2 HOURS		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	9 – 22 DECEMBER 2022		

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

Overall performance is not satisfactory because greater percentage scored low marks. Language used was not accessible to most candidates e.g dipulamadiboho, pharela ha e hlole banning, shidikane, ngopesetshoha, tshwaofatsa, bosesane ba kgwele, tlhobaboroko as they are not commonly used.

SECTION 2: Comment on candidates' performance in individual questions (It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

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

The question was fairly answered because the majority of candidates managed to obtain 50%.

Those who performed below 50% seemed not to understand the terminology used in a comprehension, therefore they ended up scoring marks ranging between 0 – 11.

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

- **It is evident that candidates performed poorly because they lack reading and comprehension skills. Limited vocabulary also contributed to their poor performance.**
- **They seemed not to clearly understand concepts like;**
 - **dipulamadiboho in 1.3**
 - **shidikane and diporopotlwana in 1.6**
 - **ngopesetshoha in 1.8**
 - **tshetshefo in 1.11**
- **They experienced a problem of using idioms and proverbs in order to bring out their meanings. eg;**
 - **pharela ha e hlole banning in 1.5**
 - **thebe e sehelwa hodima e nngwe in 1.9.**
- **They performed poorly in all questions that worth 2 or 3 marks, they do not take note of mark allocation eg. they answer only the first part and ignore the rest of the question. These include question 1.1, 1.5, 1.10, 1.11 and 1.16.**
- **They also could not interpret and express what they saw in text B as a result they were unable to answer 1.14 correctly.**

(c) Provide suggestions for improvement in relation to Teaching and Learning
As it is evident that candidates lack reading skills, they must be given class works regularly in order to enhance their performance.

They must be encouraged to read books, magazines and newspapers because they will help them to express themselves well when answering questions of this nature.

They must also be encouraged to read wisely so as to improve their general knowledge.

Previous years question papers must be used in order to familiarize learners to answer comprehension correctly.

Workshops must be conducted quarterly.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Candidates seemed not to clearly understand and follow the given instructions per question. They resorted to quoting sentences that they suspect to contain the answers, this include 1.10 and 1.11.

QUESTION 2

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

Candidates performed fairly. Although they seemed to be familiar with the format of the summary, few performed exceptionally well. They could not respond well to the question, quoting the sentences blindly from the extract.

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

Lack of basic summary skill is evident because they could not identify the main points. They could not distinguish between the main ideas and the supporting ideas. Some came up with irrelevant opinions. Some did not consider the word limit. They wrote up to 120 and still indicated 80 – 90 for the number of the words used. They also lack vocabulary to express themselves well.

- (a) Provide suggestions for improvement in relation to Teaching and Learning
They must be taught basic rules of summary writing, use of own words and they must learn to give one fact per main idea. They must be taught vocabulary especially synonyms because it will help them to be able to use their own words. They must also be given regular exercises.

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Subject advisers, marking moderators and chief markers must assist educators on how to familiarize themselves with summary writing skills.

QUESTION 3

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

This question showed the worst performance when compared to other questions. Most candidates scored low marks ranging from 0 - 3 marks. Very few candidates managed to score marks ranging between 5 - 8. In a random sample of 100 scripts from different districts most candidates obtained less than 50% in this question.

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

They were unable to relate the picture and the message of the advertisement in 3.1 and 3.2.

They had a problem of using idioms like 'bosesane ba kgwele ho kgaoha' in 3.3 and 'O se ke wa emela e marothodi a matenya' in 3.4 to bring out their meaning. They also seemed to have a difficulty of understanding the concept 'tshohla' in 3.5.

- (c) Provide suggestions for improvement in relation to Teaching and Learning
More exposure to advertisements can assist learners to improve in answering this question.

Basic advertising terms like, link pictures & words and icon must be thought thoroughly.

Educators must allow learners to come with their own advertisement so as to analyze and interpret them in class.

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Limited vocabulary contributed a lot towards candidate's poor performance. They also had a difficulty of bringing out the literal meaning of words and phrases. Subject advisors must assist by organizing workshops for educators.

QUESTION 4

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

In this question, candidate's performance is not satisfactory because the majority scored marks ranging between 4 - 5. Very few candidates managed to obtain marks ranging between 6 - 8. No candidate managed to score 09 - 10 marks. Those who scored better marks are the ones who managed to answer 4.1, 4.2 and 4.5 correctly.

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

Most of them struggled to answer 4.2, 4.3, 4.4 and 4.5 because they misinterpreted the cartoon. Language used was not easily accessible to most candidates, eg. 'tshwaofatso' in 4.3 and 'tshohla' in 4.5. They were also unable to relate the picture to the message of the cartoon.

- (c) Provide suggestions for improvement in relation to Teaching and Learning
Regular exercises which assess literal and figurative meaning should be prioritized in a classroom and regular activities on cartoons can assist learners to improve in answering this question. Educators must allow learners to bring their own cartoons so as to analyze and interpret them in a classroom situation.

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Limited vocabulary contributed a lot towards poor learner's performance. They also had a difficulty of bringing out the literal meaning of words and phrases. Subject advisors must organize workshops for teachers.

QUESTION 5

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

This question was fairly answered because in random sample of 100 scripts from different districts some candidates obtained 50% and above. Struggling candidates obtained less than 50%

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

They performed poorly because in all questions worth 2 or 3 marks, they did not take note of mark allocation. They answered the first part and ignored the rest of the question. These include 5.1 and 5.4.

They had a problem of bringing out the meaning of the word 'tlhobaboroko' in 5.1.

In 5.4 they also seemed not to clearly understand the question, therefore they resorted to quoting the words that they suspect to contain the answer.

- (c) Provide suggestions for improvement in relation to Teaching and Learning
Learners must be encouraged to read wisely so as to improve their general knowledge.

They should be taught to look for the key words from the passage and explain them by giving three facts in order to obtain full marks.

Educators must give learners exercises that will expose them to idiomatic phrases.

- (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Educators must ensure that content is understood from the lower grades because this will enhance learner's performance when they reach the higher grades.

Workshops should be conducted in relation with every aspect of language teaching not specifically concerning literature only as it is usually the case.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

KEREITI YA 12

SESOTHO PUO YA LAPENG (HL)

PAMPIRI YA PELE (P1)

PUDUNGWANA 2022

MATSHWAO: 70

NAKO: Dihora tse 2

Pampiri ena e na le maqephe a 10.



DITAELO LE DIKELETSO HO MOHLAHLABUWA

1. Pampiri ena e arotswe dikarolo TSE THARO, e leng:
KAROLO YA A: Tekokutlwisiso (30)
KAROLO YA B: Kgutsufatso (10)
KAROLO YA C: Dibopeho le ditlwaelo tsa Tshebediso ya puo (30)
2. Bala ditaelo TSOHLE ka tlhoko.
3. Araba dipotso TSOHLE.
4. Qala karolo E NNGWE le E NNGWE leqepheng LE LETJHA.
5. Seha mola qetellong ya KAROLO E NNGWE le E NNGWE.
6. Nomora dikarabo tsa hao jwalo ka ha dipotso di nomorilwe pampiring ya dipotso.
7. Tlola mola dipakeng tsa dikarabo tsa hao.
8. Tsepamisa maikutlo haholo mopeletong le popong ya dipolelo tse nepahetseng.
9. O eletswa ho sebedisa nako ya hao ka mokgwa ona:
KAROLO YA A: Metsotso e 50
KAROLO YA B: Metsotso e 30
KAROLO YA C: Metsotso e 40
10. Ngola ka mongolo o makgethe, mme o balehang.



KAROLO YA A: TEKOKUTLWISISO

POTSO YA 1

Potsong ena o nehilwe mefuta E MMEDI ya ditema. Bala tema e nngwe le e nngwe ka tlhoko o nto araba dipotso tsohle tse hlahang tlasa tema ka nngwe.

Bala tema ena e latelang, mme ha o qetile o arabe dipotso tse e latelang.

TEMA YA A

MAHLALE A SEHOLOHOLO

- 1 Mengwahakgolo e fetileng, theknoloji e ne e le ntho e sa tsejweng ke baholo ba rona empa ba ne ba filwe bohla bo ikgethang ke Tlatlamatjholo. Bophelo bo ne bo tshwanetse ho tswela pele bosiyong ba theknoloji mme baholo ba ne ba tlamehile ho rala maano a ho tshwara diphoofo, ba di bolaye ho tlosa boshwata. Kaha ba ne hloleha ho hlodisana le mmutlanyana, ba ile ba tla ka leqheka la ho etsa sebetsa se tla kgona ho bolaya phoofo e le hole. Ke ha ho tla hlaha diqha tse neng di phosetswa diphoofo long di tlotswa ka mahloko a tswang dinoheng hore di kgone ho bolaya diphofu tsa tsona kapele. Ba ne ba tlosa mahloko ao a dinoha ka ho besa diphoofo tseo pele ba di ja. 5
- 2 Baholo ba rona ba ne ba dumela hore pharela ha e hlole banneng. Seo ba ne ba se etsa ka ho buwa nyamatsane eo ba e bolaileng ka majwe a leoditsweng kaha thipa e ne e sa tsejwe. Ba ne ba sa ingwaye dihlooho hore ba tla fumana mollo kae o tla besa nama eo ya bona. Kahoo, ebile bona dipulamadiho tsa mollo ona o seng o sebediswa hajwale hobane ba ne ba nka majwe a mabedi ba a hohla mmoho ebe ho qhoma mollo. Jwale ho tla beswa nama mme ho jewa ke bonkeka. Ka mora moo ba noke nama e setseng ka letswai ho leleka ditshintshi ebe ba e omisa letsatsing hore e se ke ya bola kaha dihatsetsi di ne di le siyo, ba etse dihwapa tse tla jewa nakong e tlang. Ha ba nka maeto a malelele, ba ne ba etsa mofao wa dipabi kaha ba eelletse hore dijo tse ding di ka bola ha ba ntse ba le leetong. Dipabi tse na di ne di boetse di ba fa morolo wa ho tsamaya leeto le lelelele ba sa kgathale. 10 15 20
- 3 E ne e ba ka ngopesetshoha moo o tla fumana batho ba kgale ba tshwerwe ke mafu a fapaneng kaha ba ne ba ja dijo tseo ba iketsetsang tsona, e seng tse mona tse tswakwang ka dikhemikhale tse na tse kotsi maphelong a rona. Bomme ba ne ba sila poone ka lelwala, e be ba pheha masutsa. Bana ba ne ba shidikane, e le diporopotswana. Ba ne ba ja tsekere ya tlhaho e fumanwang merohong le ditholwaneng e seng ena ya jwale e re bakelang mafu a fapaneng. 25
- 4 Tsebo ya ditlamatlama tse fodisang e ne e botswa kae ha e sa botswe ho bona. Ha motho a ne a patetswe ke mokgohlane, *lengana*, *lesoko* le *pohotshehla* di ne di tloa boroko. Letsatsing la bobedi sefuba seo ke tshomo ya Dimo. Moriana o bitswang *kwena* e ne e le sephadi se seholo bakeng sa ho alafa mafu a fapaneng a kang hlooho, mala le a mang. Ha motho a ne a hloka halletse, ba ne ba tjheka setlamatlama se bitswang *mmusapelo* ho kokobetsa pelo ya motho ya utlwileng bohloko. Ntho e nngwe e neng e le mohlolo wa nta ya hlooho ke ha ba ne ba kgona ho kopanya masapo a batho le a diphoofo a robehileng. 30 35



5	Mehlolo ka nnete! Ha motho kapa phoofolo e robehile leoto kapa letsoho, ba ne ba nka thupa ya sefate ebe ba tlamella motho eo kapa phoofolo le moriana o bitswang <i>thobeha</i> . Ka ho panya ha leihlo masapo a motho kapa a phoofolo eo a ne a kopana hanghang. Boholo ba ditlhare tse seng di sebediswa hajwale, di antswa ho baholo ba rona kaha thebe e sehelwa hodima e nngwe.	40
6	Ba ne ba na le tumelo e hlolang. Sena se bonahala nakong ya komello. Ba ne ba bapala papadi ya lesokwana kapa ba ye thabeng ho ya rapella pula. Ba ne ba tloha motseng wa bona ba ye ho o mong, ba fihle ba kwetele lesokwana motseng o mong. Ba tla lelekisana jwalo ka lesokwana sa ntja le katse. Kamora moo ho tla na pula ya ditlwebelele. Sefako se dinaka ba ne ba kgona ho se bona se sa tla le hole mme ba se phephethele hole kwana ka thuso ya bomatsetsela.	45
7	Ditshupanako di ne di le siyo mehleng eo. Nako ba ne ba e sheba ka letsatsi. Ba ne ba sheba diriti tsa bona. Ha seriti se le ka tlasa monga sona, ba ne ba re letsatsi le hloohong tsa mengala athe ha seriti se le selelele ba a tseba hore letsatsi le se le e ya madikelong. Dinaledi tse fapaneng, di ne di ba bolella hore ke hara mpa ya bosiu kapa ho se ho tla sa. Melaetsa e ne e tsamaiswa ka maeba le ka mosi.	50 55
8	Ntho e tla o siya o ahlame ke mokgwa oo ba neng ba tseba ho bua le diphoofolo ka wona. Ba ne ba sa tsamaye kamora diphoofolo jwalo ka badisa ba nakong ya jwale. O ne o tla fumana ba etelletse diphoofolo tsa bona pele mme tsona di ba setse morao. Tsena tsohle di bontsha hore Modimo ha o ke o fe batho morwalo o tla ba sita.	60

[E qotsitswe le ho lokiswa botjha ho tswa ho www.Researchgate.net/Figure]

- 1.1 Hlalosa se bolelwang ke mongodi moleng wa 5 ha a re batho ba hloleha ho hlophisana le mmutlanyana. (2)
- 1.2 Ke hobaneng ha baholo ba rona ba ne ba tlotsa metsu ya diha ka mahloko a dinoha? (1)
- 1.3 Hlalosa hore dipulamadiboho tsa mollo ke batho ba entseng jwang. (1)
- 1.4 Fana ka mabaka A MABEDI a neng a qosa hore batho ba kgale ba sebedise dipabi ha ba nka maeto a malelele. (2)
- 1.5 Mongodi o sebedisitse maele ana 'pharela ha e hlole banneng' moleng wa 10 ka sepheo sefe? (2)
- 1.6 Ke hobaneng ha mongodi a phethaphetile moelelo o le mong ka tshebediso ya mantswe ana 'shidikane' le 'diporopotlwana' moleng wa 26 ? (2)
- 1.7 Akaretsa se neng se etswa ke batho ba kgale ha motho a ne a robehile. (2)



- 1.8 Kgetha karabo e nepahetseng ho feta tse ding. Ngola tlhaku feela A–D.
Lentswe lena 'ngopesetshoha' le re bolella hore ketsahalo e etsahala ...
- A ka dinako tsohle.
 - B ka mora nako e kgutshwanyane.
 - C ka sewelo.
 - D B le C di nepahetse. (2)
- 1.9 Bontsha kamoo tshebediso ya maele ana 'thebe e sehelwa hodima e nngwe' a hlahang moleng wa 42, e hokahanang le maemo a bophelo kateng. (2)
- 1.10 Na o a dumela hore moriana o bitswang 'thobeha' o ka kgona ho kopanya masapo a motho ya robhileng? Tshehetsa karabo ya hao. (3)
- 1.11 Sekaseka ka tshetshefo mekgwa e neng e sebediswa ke batho ba phetseng mehleng ya maswetso ho sheba nako. (3)

TEMA YA B

Bala le ho boha tema ena e latelang, mme ha o qetile o arabe dipotso tse e latelang.



[Setswantsho se nkuwe ho www.golegal.co.za]

- 1.12 Ke eng e re bolellang hore diketsahalo tsa setshwantsho see di etsahalla lehwatateng? Bolela E LE NNGWE. (1)
- 1.13 Bolela hore ke NNETE kapa MAFOSI hore lehwatateng ho dula ho tjhesa selemo ho pota. Tshehetsa karabo ya hao. (2)



- 1.14 Thupa e tshwerweng ke motho ya nomorilweng 1 e sebedisetswa ho etsa eng? (1)
- 1.15 Ke eng e re bolellang hore batho ba hlahelang setshwantshong se ka hodimo ba tsepamisitse maikutlo a bona ho seo ba se etsang? (1)
- 1.16 Ebe ditaba tsa TEMA YA B di ntshetsa pele jwang mohopolo wa TEMA ya A? (3)

MATSHWAO OHLE A KAROLO YA A: 30

www.mycourses.co.za



KAROLO YA B: KGUTSUFATSO

POTSO YA 2

Bala ditaba tsa tema e latelang, ebe o di kgutsufatsa ka ho ngola ka seratswana se momahaneng moo o hlalose mabaka a etsang hore baithuti ba hlolehe ho atleha ditsheng tsa thuto e phahameng.

ELA TLHOKO

O lebeletswe ho etsa tsena tse latelang:

1. Kgutsufatso e be ya mantswe a sa feteng 90.
2. Dintlha e be TSE SUPILENG tse jereng mohopolo wa sehlooho.
3. Ngola ka mokgwa wa seratswana se momahaneng.
4. Bontsha palo ya mantswe ao o a sebedisitseng qetellong ya kgutsufatso ya hao.

TEMA YA C

MABAKA A ETSANG HORE BAITHUTI BA HLOLEHE HO ATLEHA DITSHENG TSA THUTO E PHAHAMENG

Dipatlisiso di bontshitse hore baithuti ba etsang nngwe borarong ha ba kgone ho geta dithuto tsa bona ditsheng tsa thuto e phahameng. Taba ena ke tlhobaboroko ho batswadi le setjhaba ka kakaretso. Bothata bo boholo bo etsang hore baithuti ba ngalohe ke ho hloka manyane a ho ba lefella dithutong tsa bona. Mabaka a ho hloka manyane a ka bakwa ke ho fellwa ke mosebetsi hammoho le lefu la batho ba neng ba ba thusa ka ditefello tsa sekolo.

Dikolo tse ngata di hloleha ho lokisetsa baithuti bakeng sa ho ya ditsheng tsa thuto e phahameng ka lebaka la tlhodisano e kgolo e seng e rena dikolong. Sekolo se seng le se seng se itjhebetse hore baithuti ba sona ba pase ho feta ba dikolo tse ding, di sa natse bokamoso ba baithuti. Ho se be le tsebo ha baithuti ka makala ao ba batlang ho a latela kamora ho phethela lengolo la materiki e ba bothata bo boholo hobane ba qetella ba nkile makala a fosahetseng a thuto moo ba mathang ka mora metswalle ya bona.

Baithuti ba iphumana ba se ba dula le bahlankana kapa barwetsana e le balekane empa batswadi ba sa tsebe hae. Sena se baka tshitiso dithutong tsa bona kaha ba tlamehile ho arola nako ya bona ho ba baithuti le boramalapa/bommamalapa ka nako e le nngwe. Ka nako tse ding moithuti o iphumana a se a na le ngwana ya sa rerwang mme ngwana eo e ba tshitiso ho yena.

Diyunibesithi tse ngata di rata ho behela baithuti nako e itseng hore ba phethele dithuto tsa bona. Sena e ba bothata ho baithuti ba dulang ba feila hobane ba qetella ba tebetswe sekolong kaha nako ya bona e fedile. Maemo a thuto e phahameng a fapane haholo le maemo a sekolong moo baithuti ba neng ba tlwaetse ho rutwa ba shebane le matitjhere mahlong ka dinako tsohle. Bongata ba dithuto ditsheng tse phahameng di etswa ka marangrang e leng se sitisang baithuti ba bangata kaha ba se na tsebo ya marangrang.

Baithuti ba bang ka lebaka la ho dula hole le batswadi ba qala ho itaola, ba matha menate ba lebala thuto. Boitaolo bona ba bona bo ba tlisetsa mathata ao ba bang ba qetella ba bolailwe menateng moo.

[E fetoletswe le ho lokiswa botjha ho tswa ho www.Uplanner.com/en/blog]

MATSHWAO OHLE A KAROLO YA B: 10



KAROLO YA C: DIBOPEHO LE DITLWAELO TSA TSHEBEDISO YA PUO

POTSO YA 3: PAPATSO

Bala le ho boha papatso ena e latelang e be o araba dipotso tse thehilweng hodima yona.

TEMA YA D

THAROLLO YA DIKOLOTO YA MAREMATLOU
Dikoloto ke bohesane ba kgwele ho kgaoha.

NA O KA HARA TEBETEBE YA DIKOLOTO?



1

- Marematlou e ka kgona ho o ntsha somasomaneng eo o leng ka hara yona.
- **O se ke wa emela e marothodi a matenya.**
- Re hloka feela pasa ya hao ya Aforika Borwa le setlankana sa hao sa moputso.
- *Re etele dikantorong tsa rona tse nomorong ya 128 Makaoteng.*
- *Re sebetsa matsatsi a mahlano a beke.*
- *Re bula ka hora ya 8 hoseng ho fihla ka hora ya 05:00.*



2

[Setshwantsho se nkuwe ho tswa ho www.Sandtondc.co.za]

- 3.1 Bolela hore ditshwantsho tse hlahelang hodima hlooho ya mosadi ya nomorilweng 1 di hlakisa molaetsa ofe wa papatso. (2)
- 3.2 Hlalosa kamoo ditshwantsho tse hlahang ka hodima hlooho ya mosadi ya nomorilweng 1 di matlafatsang sehloohwana sa papatso kateng. (2)
- 3.3 Hobaneng ha mmapatsi a sebedisitse tshwantshiso polelong ena:
'Dikoloto ke bohesane ba kgwele ho kgaoha.' (2)
- 3.4 Hobaneng ha mmapatsi a sebedisitse maelana ana 'O se ke wa emela e marothodi a matenya' sebakeng sa puo e tlwaelehileng papatsong e ka hodimo? (2)
- 3.5 Tshohla tshebediso ya lentswe lena 'somasomaneng' le hlahang papatsong. (2)

[10]



POTSO YA 4: KHATHUNU

TEMA YA E



[Setshwantsho se nkuwe ho tswa ho [google cartoonistgroup.com](http://google.cartoonistgroup.com)]

- 4.1 Hlalosa se bolelwang ka tshebediso ya tlhaku le dinomoro tsena R25/ℓ tse hlahelang motjhining wa peterolo. (1)
- 4.2 Ho phahamisa matsoho ho entsweng ke monna ya khathunung, ke sesupo sa eng? Tshehetsa karabo ya hao. (2)
- 4.3 Maemo a tshwaofatswang ka sebakadi se khathunung ke afe? (2)
- 4.4 Ketso ya pompo e tshelang peterole e supileng sebakadi khathunung ke sesupo sa eng? (2)
- 4.5 Tshohla kamoo ho nyoloha ha peterolo ho bang le kgahlamelo e mpe bathong ba senang dikoloi. (3)
- [10]**



POTSO YA 5: TEMA YA PROSA

Bala tema ena e be o araba dipotso tsa thutapuo le tshebediso ya puo tse botsitsweng hodima yona.

TEMA YA F

HO IMA HA BANANA KE NGONGOREHO E KGOLO

- 1 Ho ima ha bana ba banana ba ntseng ba le dilemong tse tlase ebile ba kena sekolo ke tlhobaboroko ka hare ho setjhaba sa bo rona. Ngwahola, Tonagolo ya Foreisetata ha a ne a buwa le bana ba dikolo, o ile a etsa mohlala ka sepetlele se seng moo ho sona selemong sa 2020/2021 ho bile le bana ba 469 bao e leng hore ba hlahetse sepetleleng seo, mme bomma bona e le banana ba dilemo tse pakeng tsa 10 le 19. 5
- 2 Dipalo tsena di re bolella hore bothata bona e hlile bo jele setsi baneng ba ntseng ba kena sekolo. Re lokela ho ipotsa hore banana ba ntseng ba ima dilemong tse tlase hakaale ebe ba imiswa ke bomang. Bohloko ke hore boima bo sallana le ngwanana, hoba yena moshanyana leha a ka imisa ngwanana ha a tlo bonahala ha a tsamaya mebileng hore o imisitse, ebile ha a na le nako eo ho tla thweng ha o imisitse o tla ke a nke nako pele a ka imisa hape. Beke le beke, kgwedi le kgwedi kapa selemo le selemo a ka kgona ho imisa ho sena tshitiso bophelong ba hae. 10

[E qotsitse ho tswa ho *Re betla tsela*, February 2022, Issue No. 27, page 3]

- 5.1 Lentswe lena 'tlhobaboroko' le hlahang moleng wa 2 le matlafatsa moelelo wa tema ee jwang? (3)
- 5.2 Tshebediso ya leemediqho 'yena' le hlahelang moleng wa 10, le sebedisitse ka sepheo sefe? (2)
- 5.3 Kgetha karabo e nepahetseng ho feta tse ding. Ngola tlhaku feela A–D.
- Lentswe lena 'ngwahola' moleng wa 2 le re bolella hore ketsahalo eo e etsahetse ...
- A selemong se tlang.
B selemong sena.
C selemo se fetileng.
D dilemo tse pedi tse fetileng. (2)
- 5.4 Ke hobaneng ha mongodi a sebedisitse talellano ya nako ho re lemosa ka ketsahalo ya ho imisa meleng ya 12 le 13? (3)
- [10]

MATSHWAO OHLE A KAROLO YA C: 30
MATSHWAO OHLE A PAMPIRI ENA: 70

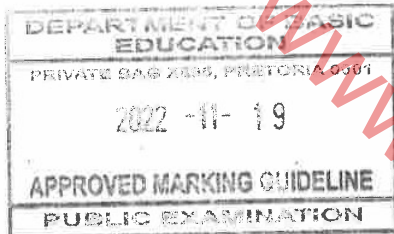




basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE



KEREITI YA 12

SESOTHO PUO YA LAPENG (HL)

PAMPIRI YA PELE (P1)

PUDUNGWANA 2022

TATAISO YA HO TSHWAYA

MATSHWAO: 70

DBE: E.M SOSANA

UMALUSI: DR M MATSABISA

MALUSI: MP THITO

DATE: 19 NOVEMBER 2022

DATE: 19 NOVEMBER 2022

DATE: 19 NOVEMBER 2022

Tataiso ena ya ho tshwaya, e na le maqephe a 7.

TATAISO YA HO TSHWAYA TEKOKUTLWISISO

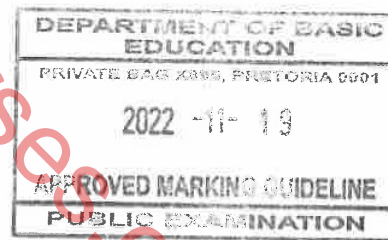
- Kaha sepheo e le ho lekola kutlwisiso ya moithuti, mopeleto o fosahetseng le diphoso tsa puo karabong di se ke tsa nkelwa matshwao ntle le ha diphoso tseo di nyotobetsa moelelo/kutlwisiso. (Diphoso di nne di bontshwe)
- Ha mohlalobuwa a sebedisitse mantswa a tswang puong e nngwe e seng ena a hlahlojwang ho yona, mantswa ao a se natswe, hape a se ke a nkelwa matshwao ha karabo e ntse e na le moelelo o utlwahalang. Leha ho le jwalo haeba lentse le hlahang puong e nngwe le sebedisitse temeng ebile le hlahella e le karabo e nepahetseng le fuwe matshwao.
- Bakeng sa potso e bulehileng, mohlalobuwa a se ke a abelwa matshwao bakeng sa karabo ya E/TJHE kapa KE A DUMELA/HA KE DUMELE. Lebaka/ tshchetso ke yona e lokelang ho abelwa matshwao.
- Ho se fanwe ka matshwao bakeng sa NNETE/MAFOSI kapa NTLHA/MOHOPOLLO. Lebaka/tshchetso ke yona e lokelang ho abelwa matshwao.
- Ha karabo e noka lentse le le leng empa mohlalobuwa a fane ka polelo e felletseng, a abelwe matshwao hafeela lentse le nepahetseng le sehellatswe mola/qatsohisitse.
- Ha potso e batla dintlha tse pedi/tharo, mohlalobuwa yena a fane ka dintlha tse fetang tse boletsweng, ho tshwauwe tse pedi/tharo tse qalang.
- Amohela mantswa a hlahang dipuong tse sebediswang mabotoweng a fapaneng.
- Bakeng sa dipotso tse nang le kgetho, ananela tlhaku e emetseng karabo e nepahetseng kapa karabo e ngotsweng ka botlalo.

KAROLO YA A: TEKOKUTLWISISO

POTSO YA 1

TEMA YA A

- 1.1 Mongodi o hlalosa hore mmutlanyana o matha ho feta batho. ✓✓ (2)
- 1.2 Ba ne ba tseba hore mahloko a dinoha a ya bolaya mme ba ne ba etsetsa hore diphoofolo tseo di shwe kapele. ✓ (1)
- 1.3 Dipulamadiboho ke baqapi/basibolli ba mollo o seng o sebediswa matsatsing a kajeno. ✓ (1)
- 1.4 Dipabi ha di bole. ✓
Di ne di fana ka morolo ho batho ba nkileng maeto hore ba se ke ba kgathala kapele.
Di etsa hore ba se ke ba lapa kapele. ✓
[Dikarabo tse nepahetseng, tsa bahlahlobuwa di tshwauwe ka nepo] (2)
- 1.5 Ka sepheo sa ho hlakisa hore tsietsi leha e ka ba kgolo hakae, ha e hlole ho Basotho, ebile ba e rarolla ka sebete le boitshepo. ✓✓ (2)
- 1.6 Mongodi o toboketsa ntlha ya hore bana ba mehleng ya pele ba ne ba ipheletse hantle ebile ba nonne. ✓✓ (2)

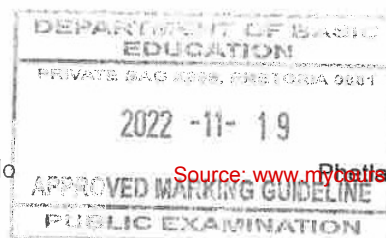


- 1.7 Ba ne ba beha moriana o bitswang thobeha sethong se robehileng ebe ba tlamella thupa ya sefate hore setho seo se fole se ntse se otlohile hantle.✓✓ (2)
- 1.8 C/ ka sewelo.✓✓ (2)
- 1.9 E hokahana le maemo a bophelo ka tsela ya hore methokgo ya nakong ya maswetso ke yona metheo ya meriana ya kajeno.✓✓ (2)
- 1.10 E, e ka kgona hobane meriana e sebediswang ho thusa masapo a robehileng e entswe ka ditlamatlama mme thobeha le yona ke setlamatlama.
 Tjhe, ka lebaka la hobane ditlamatlama tseo ha di sa fumaneha habobebe mme ho bonahala ho se ho totile tshebediso ya samente ya kgepese, ho thata ho nnetefatsa hore setlamatlama seo se ka kgona ho etsa mosebetsi ona. ✓✓✓
[Ela tlhoko dikarabo tsa bahlahlobuwa tse bontshang ho nepahala ha maikutlo a bona] (3)
- 1.11 E ne e tsepame ebile e tshepahala hobane ha ba sheba diriti tsa bona di ne di shebahala ka mokgwa o le mong kamehla haholo ha letsatsi le tshabile le haeba le ne le le siyo, ho ne ho ntse ho ena le dintho tse ding tse ba tsebisang nako. Mekgwa eo e ne e tsepame kaha ha ba ne ba sheba diriti tsa bona ba ne ba tseba hore ha seriti se le ka tlasa bona, ke hara mpa ya motsheare, ha se le selelele, letsatsi le ya madikelong. Hape ba ne ba sheba le dinaledi kapa lona letsatsi hore le hokae.✓✓✓ (3)
- [Motshwayi a badisise karabo ya mohlahlobuwa mme a mo abele matshwao a mo lokelang]**
- 1.12 Ho na le lehlabathe le lengata.
 Ho na le ditlamatlama tse omelletseng ho bontsha hore ke sebaka se ommeng. Dihwana tse tshelang metsi.
 Mofuta wa batho ba setshwantshong, ba tlwaelehileng ba dula mahwata teng. Tsela eo banna bana ba apereng ka yona.✓
[Tshwaya e le nngwe feela] (1)
- 1.13 Ke mafosi hobane dihla tsa selemo ha di kgethe sebaka, di fetoha ho ya ka dinako tsa tsona.✓✓ (2)
- 1.14 Ho fehla mollo.✓ (1)
- 1.15 Ba shebile thupa e hohlwang bakeng sa ho fehla mollo kaofela ha bona.✓ (1)
- 1.16 TEMA YA A e bua ka batho ba kgale ba neng ba etsa dintho ho ya ka bohlale ba sehoholo mme ho TEMA YA B re bona mohlala o phelang ka ho sebediswa ha thupa ho fehla mollo jwalo ka mehleng ya bohoholo.✓✓✓ (3)

MATSHWAO OHLE A KAROLO YA A: 30

KAROLO YA B: KGUTSUFATSO

Difuperweng tsa tataiso ena ya ho tshwaya di se sebediswe ntle ho tumello



POTSO YA 2

TEMA YA C

Baithuti ba bangata ba tlohella sekolo hare ka lebaka la ho hloka tjelete. ✓ Ho hloleha ha dikolo tse ngata ho lokisetsa baithuti hore ba kgone ho ithuta ditsheng tse phahameng ke pharela. ✓ mme le tlhokeho ya tsebo ya makala ao ba batlang ho a latela ke tshita e kgolo. ✓ Ba sitiseha dithutong tsa bona hobane ba a inyadisa ✓ hoo qetellong, pehelo ya nako ya ho phethela dithuto e hlohang ba bangata mme ba qetelle ba tebetswe. ✓ Mekgwa ya ho ruta e fapane le ya sekolong hobane ho sebediswa marangrang. ✓ Boitaolo ba bona bo ba isa ha masihlwane. ✓

[Mantswe a 90]

Ka sebopeliso sa dintlha

	QOTSO		DINTLHA
1	Bothata bo boholo bo etsang hore baithuti ba ngalohe ke ho hloka manyane a ho ba lefella dithutong tsa bona.	A	Baithuti ba bangata ba tlohella sekolo hare ka lebaka la ho hloka tjelete.
2	Dikolo tse ngata di hloleha ho lokisetsa baithuti bakeng sa ho ya ditsheng tse phahameng tsa thuto ka lebaka la tlhodisano e kgolo e seng e rena dikolong	B	Ho hloleha ha dikolo tse ngata ho lokisetsa baithuti hore ba kgone ho ithuta ditsheng tse phahameng ke pharela.
3	Ho se be le tsebo ha baithuti ka makala ao ba batlang ho a latela kamora ho phethela lengolo la materiki e ba bothata bo boholo hobane ba qetelletse ba nkile makala a fosahetseng a thuto moo ba mathang ka mora metswalle ya bona.	C	Tlhokeho ya tsebo ya makala ao ba batlang ho a latela ke tshita e kgolo.
4	Baithuti ba iphumana ba se ba dula le bahlankana kapa barwetsana e le balekane empa batswadi ba sa tsebe hae. Ka nako tse ding moithuti o iphumana a se a na le ngwana ya sa rerwang mme ngwana eo e ba tshitiso ho yena.	D	Ba sitiseha dithutong tsa bona hobane ba a inyadisa.
5	Diyunibesithi tse ngata di rata ho behela baithuti nako e itseng hore ba phethele dithuto tsa bona. Sena e ba bothata ho baithuti ba dulang ba feila hobane ba qetella ba tebetswe sekolong kaha nako ya bona e fedile.	E	Pehelo ya nako ya ho phethela dithuto e hloleha ba bangata mme ba qetellong ba tebetswe.
6	Maemo a thuto e phahameng a fapane haholo le maemo a sekolong moo baithuti ba neng ba tlwaetse ho rutwa ba shebane le matitjhere mahlong ka dinako tsohle.	F	Mekgwa ya ho ruta e fapane le ya sekolong ka tshebediso ya marangrang.
7	Baithuti ba bang ka lebaka la ho dula hole le batswadi ba qala ho itaola, ba matha menate ba lebala thuto. Boitaolo bona ba bona bo ba tlisetsa mathata ao ba bang ba qetella ba bolailwe menateng moo.	G	Boitaolo ba bona bo ba isa ha masihlwane.

Palo ya mantswe 89



HO TSHWAYA KGUTSUFATSO:

Ho tshwauwa ha kgutsufatso ho itshetlehile hodima ho kenyeletsa dintlha tse hlokwang ke potso.

Qotso: Polelo ha e ntse e le jwalo kaha e tswa temeng.

Polelo e fokoditsweng feela dikotwana tsa mantswe empa e ntse e na le tlhahlamano e tshwanang ya mantswe ho tswa temeng.

Ntlha: Polelo e bopilweng ka tsela e fapaneng le ya sethatho feela e ntse e arabela potso.

Polelo e nang le tlatsitso ya mantswe a mang kapa tshebediso ya mahlalosongwe feela e ntse e arabela potso.

- **Kabo ya matshwao:**

- Matshwao a 7 bakeng sa dintlha tse 7 (ntlha e le 1 bakeng sa ntlha ya sehlooho).
- Matshwao a 3 bakeng sa puo
- Matshwao kaofela: 10

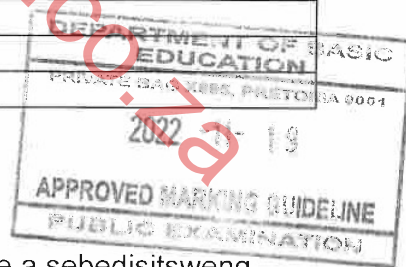
- **Kabo ya matshwao a puo ha bahlahlobuwa ba sebedisitse mantswe a bona:**

- Ha dintlha tse 1–3 di nepahetse: fana ka letshwao le 1
- Ha dintlha tse 4–5 di nepahetse: fana ka matshwao 0
- Ha dintlha tse 6–7 di nepahetse: fana ka matshwao a 3

- **Kabo ya matshwao a puo ha bahlahlobuwa ba sebedisitse diqotso di le jwalo:**

- Diqotso tse 6 – 7: se fane ka matshwao bakeng sa puo
- Diqotso tse 4 – 5: fana ka letshwao le 1 bakeng sa puo
- Diqotso tse 2–3: fana ka matshwao a 2 bakeng sa puo

Dintlha	Tse iqapetsweng	Tse qotsitsweng di le jwalo
Matshwao a dintlha		
Matshwao a puo		
Matshwao		
Matshwao ohle		



ELA TLHOKO:

- **Palo ya mantswe:**

- Batshwai ba lokela ho nnetefatsa palo ya mantswe a sebedisitsweng.
- Se ke wa hula matshwao haeba bahlahlobuwa ba sa bontsha palo ya mantswe a sebedisitsweng kapa haeba palo ya mantswe a sebedisitsweng e ngotswe e fosahetse. Ha palo ya mantswe e flotse moedi o boletsweng, bala ho fihla palong ya mantswe e behilweng, ebe o emisa moo.

Mohlala

Puo	Polelo/Polelwana	Palo ya mantswe
Sesotho	Ke a tsamaya	3

MATSHWAO OHLE A KAROLO YA B: 10

KAROLO YA C: DIBOPEHO LE DITLWAELO TSA TSHEBEDISO YA PUO

Difuperweng tsa tataiso ena ya ho tshwaya di se sebediswe ntle ho tumello

Source: www.mycourses.co.za

TATAISO YA HO TSHWAYA THUTAPUO LE TSHEBEDISO YA PUO

Mopeleto

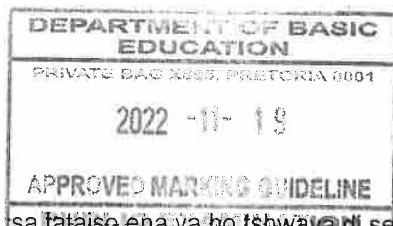
- Dikarabo tsa lentswe le le leng di tshwauwe di nepahetse leha mopeleto o fosahetse, ntle leha phoso eo e nyotobetsa moelelo wa lentswe leo.
- Dikarabo tse ngotsweng ka dipolelo tse felletseng, mopeleto o fosahetseng o se ke wa abelwa dintlha haeba tshebediso ya puo e le yona e hlahlojwang.
- Moo ho hlahlojwang kgutsufatso ya mantswe, karabo e be le matshwao a nepahetseng a puo.
- Dibopeho tsa dipolelo e be tse nepahetseng di be di ngolwe ka dipolelo tse felletseng ho latela ditaello.
- Bakeng sa dipotso tse nang le kgetho, ananela tlhaku e emetseng karabo e nepahetseng kapa karabo e ngotsweng ka botlalo.

POTSO YA 3

- 3.1 Di hlakisa molaetsa wa hore khampane ya Marematlou e kgona ho lefella motho sekoloto sa ntlo, sa koloi le dikoloto tse ding. ✓✓ (2)
- 3.2 Di matlafatsa sehloohwana sa papatso hobane di totobatsa mofuta wa dikoloto/boima ba dikoloto tseo motho enwa a leng ka hare ho tsona. ✓✓ (2)
- 3.3 Ke hore tshwantshiso ena e hohela moreki le ho fana ka tiisetso ya hore ho Marematlou ho lefella motho dikoloto tsa hae, ke ntho e nyane e etsahalang habonolo feela. ✓✓ (2)
- 3.4 A susumetsa baamohedi ba ditaba hore ba potlakele ho ilo thuswa ka ho lefella melato ya bona pele ba hlahelwa ke mathata a maholo. ✓✓ (2)
- 3.5 Babapatsi ba iponahatsa eka ba utlwelana le bareki somasomaneng eo ba leng ho yona mme ba tliša tharollo empa bonneteng ba batla ho tla ba kuta ditjhelete kaha bareki ba e kgutlisa e se e na le phaello e kgolo. ✓✓ (2)
- [10]

POTSO YA 4

- 4.1 Se bolela hore litara e le nngwe ya peterole e rekwa ka R25.00. ✓ (1)
- 4.2 Ke sesupo sa hore Afrika Borwa e a **inehela** hobane peterole e nyoloha nako le nako ka hoo ha e kgone ho e thibela. ✓✓ (2)
- 4.3 Ke maemo a bontshang hore maAfrika Borwa a ka tliša maemo a boima a kगतello ka lebaka la ho nyoloha ha peterole mme sena se ba tlišetsa tlhopheho maphelong a bona. ✓✓ (2)
- 4.4 Ke sesupo sa hore peterole e se e ja ho rona bakeng sa hore e re thuse. ✓✓ (2)

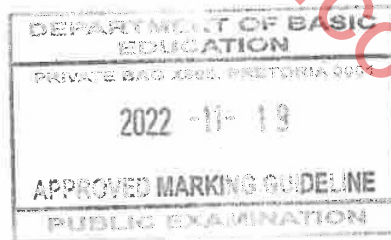


- 4.5 Ho nyoloha ha peterole ke ketsahalo e tshwanetseng e etsehe kaha moruo wa naha o itshetlehile lekenong le tlišwang ke theko ya yona empa bathong ba se nang makoloi le ba nang le makoloi e ba le kgahlamelo e mpe hodima dintho tsohle kaha dintho di a nyoloha.✓✓✓ (3)
[10]

POTSO YA 5

- 5.1 Le matlafatsa moelelo wa hore ho ima ha banana ba sekolo ho ngongorehisa batho ba bangata.✓✓✓ (3)
- 5.2 Ho tliša kगतello ho lentswe lena 'moshanyana' e le ho toboketsa ntlha ya hore leha a ka imisa, bothata bo sallana le ngwanana.✓✓ (2)
- 5.3 C/selemo se fetileng.✓✓ (2)
- 5.4 Ho hlakisa ntlha ya hore moshanyana ha a imisitse ngwanana wa pele, a ka imisa le ba bang hape hobane ha ho be le sesupo sa hore o ntse a imisa banana.✓✓✓ (3)
[10]

MATSHWAO OHLE A KAROLO YA C: 30
MATSHWAO OHLE A PAMPIRI ENA: 70



www.mycourses.co.za