



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

GEC 2026 SUBJECT ASSESSMENT GUIDELINES

GRADE 9

NATIONAL TESTS

Introduction

The Department of Basic Education (DBE) has developed Subject Assessment Guidelines for the General Education Certificate (GEC). These guidelines have been used to set the national papers in selected subjects. Tests have been set for the following subjects and languages:

- Economic and Management Sciences [English and Afrikaans (P1 and P2)]
- Home Language and First Additional Language (11 languages)
- Mathematics [English and Afrikaans (P1 and P2)]
- Natural Sciences (English and Afrikaans)

The same subjects will be available for the Deaf and Blind.

These Assessment Guidelines should be read in conjunction with the relevant Annual Teaching Plans (ATPs), CAPS and the Programmes of Assessment. They are intended to provide guidance on what to expect in the tests that will be written *by the Grade 9 schools*.

The tests have been designed to comprise not more than 60% multiple-choice questions (MCQs).

Schools are expected to administer and invigilate these tests in a controlled environment as specified in the Conduct of Examination Guidelines.

The 2026 GEC timetable for these tests is as follows:

DAY/DATE	SUBJECT / PAPER	TIMES	DURATION
Week 1			
Tue, 10/11	English Home Language	09:00 – 11:30	2.5 hours
	SA Sign Language	09:00 – 12:00	3 hours
Wed, 11/11	Afrikaans Home Language	09:00 – 11:30	2.5 hours
Thu, 12/11	All African Home Languages	09:00 – 11:30	2.5 hours
Fri, 13/11	Mathematics Paper 1	09:00 – 11:30	2.5 hours
Week 2			
Mon, 16/11	Mathematics Paper 2	09:00 – 11:30	2.5 hours
Tue, 17/11	Economic Management Sciences P1	09:00-11:00	2 hours
Wed, 18/11	All First Additional Languages	09:00 – 11:30	2.5 hours
Thu, 19/11	Natural Sciences	09:00 – 11:00	2 hours
Fri, 20/11	Economic Management Sciences P2	09:00 – 11:00	2 hours

Subjects not catered for in this timetable, i.e. other internal examinations, must be scheduled around these dates.

It must be noted that the template for marking a summary in the senior phase is still a draft. The final version will be shared as soon as it is finalised.

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EMS: Paper 1

Content Area	Topic	Sub-topic	Skill assessed
Financial Literacy	Cash Receipts Journal	Recording of cash transactions	Capital initial contribution
			Bank Amount
			Sales Amount: Cost Price and Mark-up given
			Source Document
			Details
			Sundry Account Amount: Rent Income
			Two transactions on the same day: Bank Amount
			Cost of Sales Amount given
			Recording : Payment from Debtors
	Cash Payment Journal	Recording of cash transactions	Cash Purchases: Vehicle: Column
			Part Payment: Creditors Amount
			Same day transactions: Trading Stock and Stationery Bank Amount
			Payment Expense: Rent Amount
			Subsidiary Journal
			Payment Expense: Wages Amount
	Debtors Journal	Recording of credit transactions	Payment Expense: Advertising
			Cost Price Amount given
			Mark-up %: SP and CP Amount given
			SP and CP Amount given (Doc No and Debtor)
Financial Literacy	Creditors Journal	Recording of credit transactions	SP and CP Amount calculation (Sales and Cost of Sales)
			Credit Purchase: Stationery (Journal)
			Credit Purchase: Stock (column and amount)
			Credit Purchase: Two expenses in one day: Packing Material and Consumable Stores
			Subsidiary Journal
			Creditor
			Definition: Creditor
	Accounting Equation	Analysing transactions	Analysis OE: Credit Purchases Stationery
			Analysis OE: Drawings
			Analysis OE: Payment of creditors
			Formula

			Analysis OE: Equipment
			Analysis OE: Credit Sales
	General Ledger	Posting: cash and credit transactions	Posting: Debtors Control column
			Posting: Creditors Control column
			Posting: Double entry principle
			Posting: End of the month
			Posting: Bank
			Posting: Cost of Sales
	Debtors Ledger	Posting: credit transactions	Credit Sales: source document
			Credit Sales: Details
			Credit Sales: Amount debited/credited
			Receipts from debtors: Amount debited/credited
			Balance
	Creditors Ledger	Posting: credit transactions	Payments: Source documents
			Payments: Amount debited/credited
			Balancing during the month
			Credit purchases: Balance owed
			Posting: On the time of transaction
			Posting from CJ
	Trial Balance	Preparing the Trial Balance	Purpose of preparing a Trial Balance
			Extract from the GL: COS amount and Column
			Column: Bank
			Reason for the Trial Balance not to balance
			Classification: Balance Sheet Section

EMS: Paper 2

Content Area	Topic	Sub-topic	Skill assessed
ENTREPRENEURSHIP	Business Functions	Different kinds of business functions	Suitable supplier
			Human resource
			Planning
			Filing
			Controlling
			AIDA principle
			Leading
		Identify kinds of business functions	Advertising
			Publicity
			Staff training and development
			Organising
			Administration
			Production
			Marketing
		Explain the roles and importance of businesses	Price
			Record keeping
			Financial risk
			General Management
			Customer service
			Product
			Staff leaves
			Financial records
			Purchasing
			Financial Management
	Business Plan	Explain and describe Concepts and components	Business plan concept
			Contents of the cover page
			Business goals
			Business logo
			Description of a service/product
			Marketing strategies
			Target market
			Capital
			Variable cost
			Fixed cost
			Advertising picture
		Classify SWOT Analysis	Opportunities
			Strengths
			Threats
			Weaknesses
			Strengths and Opportunities
			Threats

ECONOMY	Trade unions	Identify SWOT Analysis	Weaknesses
			Opportunities
			Strengths
			Threats
			Threats and weaknesses
		Effects of trade unions in businesses and contributions to sustainable growth	Trade union concept
			Job creation
			Workers' disputes
			Develop workers skills
			Working hours
			Effects of Go-slow on workers
			Collective bargaining
			Wage increase
			Industrial action: Effects of unlawful strike on workers

Mathematics: Paper 1

Content Area	Topic	Sub-topic	Skill assessed
Numbers, Operations and Relationships	Whole Numbers	Multiples and Factors	Use prime factorisation of numbers to find LCM and HCF
Numbers, Operations and Relationships	Whole Numbers	Solving Problems	Solve problems in contexts involving ratio
Numbers, Operations and Relationships	Integers	Calculations with integers	Perform calculations involving all four operations with integers
Numbers, Operations and Relationships	Integers	Calculations with integers	Perform calculations involving all four operations with numbers that involve the squares, cubes, square roots and cube roots of integers
Numbers, Operations and Relationships	Integers	Solving Problems	Solve problems in contexts involving multiple operations with integers
Numbers, Operations and Relationships	Exponents	Comparing and representing numbers in exponential form	Compare and represent: – integers in exponential form – numbers in scientific notation
Numbers, Operations and Relationships	Exponents	Comparing and representing numbers in exponential form	Perform calculations involving all four operations using numbers in exponential form
Numbers, Operations and Relationships	Exponents	Solving Problems	Solve problems in contexts involving numbers in exponential form, including scientific notation
Patterns, Functions and Relationship	Numeric and Geometric Patterns	Investigate and extend patterns	Investigate and extend numeric patterns looking for relationships between numbers including patterns: represented in physical or diagram form, not limited to sequences involving a constant difference or ratio, represented in tables, represented algebraically
Patterns, Functions and Relationship	Numeric and Geometric Patterns	Investigate and extend patterns	Investigate and extend geometric patterns looking for relationships between numbers including patterns represented in physical or diagram form, not limited to sequences involving a constant difference or ratio, represented in tables, represented algebraically

Patterns, Functions and Relationship	Numeric and Geometric Patterns	Investigate and extend patterns	Investigate and extend geometric patterns looking for relationships between numbers including patterns represented in physical or diagram form, not limited to sequences involving a constant difference or ratio, represented in tables, represented algebraically
Patterns, Functions and Relationship	Numeric and Geometric Patterns	Investigate and extend patterns	Describe and justify the general rules for observed relationships between numbers in own words
Patterns, Functions and Relationship	Numeric and Geometric Patterns	Investigate and extend patterns	Describe and justify the general rules for observed relationships between numbers in algebraic language
Patterns, Functions and Relationship	Algebraic Expressions	Expand and simplify algebraic expressions	Apply commutative, associative and distributive laws for rational numbers and laws of exponents to simplify algebraic expressions involving addition, subtraction, multiplication and division operations
Patterns, Functions and Relationship	Algebraic Expressions	Expand and simplify algebraic expressions	Determine the product of two binomials or the square of a binomial
Patterns, Functions and Relationship	Algebraic Expressions	Expand and simplify algebraic expressions	Determine the numerical value of algebraic expressions by substitution
Patterns, Functions and Relationship	Algebraic Expressions	Factorize algebraic expressions	Factorize algebraic expressions that involve trinomials of the form $x^2 + bx + c$
Patterns, Functions and Relationship	Algebraic Expressions	Factorize algebraic expressions	Factorize algebraic expressions that involve: Common factor difference of two squares
Patterns, Functions and Relationship	Algebraic Equations	Solving equations	Solve equations by inspection
Patterns, Functions and Relationship	Algebraic Equations	Solving equations	Set up equations to describe problem situations
Patterns, Functions and Relationship	Algebraic Equations	Solving equations	Use substitution in equations to generate tables of ordered pairs
Patterns, Functions and Relationship	Algebraic Equations	Solving equations	Using factorisation

Patterns, Functions and Relationship	Functions and Relationships	Input and output values	Determine input values, output values or rules for patterns and relationships using – flow diagrams – tables – formulae – equations
Patterns, Functions and Relationship	Functions and Relationships	Input and output values	Determine input values, output values or rules for patterns and relationships using – flow diagrams – tables – formulae – equations
Patterns, Functions and Relationship	Functions and Relationships	Equivalent forms	Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: – verbally – in flow diagrams – in tables – by formulae – by equations – by graphs on a Cartesian plane
Patterns, Functions and Relationship	Functions and Relationships	Equivalent forms	Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: – verbally – in flow diagrams – in tables – by formulae – by equations – by graphs on a Cartesian plane
Patterns, Functions and Relationship	Graphs	Interpreting Graphs	Extend the focus on features of graphs with special focus on the following features of linear graphs -intercept and -intercept
Patterns, Functions and Relationship	Graphs	Interpreting Graphs	Extend the focus on features of graphs with special focus on the following features of linear graphs gradient
Patterns, Functions and Relationship	Graphs	Drawing Graphs	Draw global graphs from given descriptions of a problem situation, identifying features: ÷ linear or non-linear ÷ constant, increasing or decreasing ÷ maximum or minimum ÷ discrete or continuous
Patterns, Functions and Relationship	Graphs	Drawing Graphs	Extend the above with a special focus on drawing linear graphs from given equations
Numbers, Operations and Relationships	Whole Numbers	Properties of numbers	Describe the real number system by recognising, defining and distinguishing properties of: natural numbers, whole numbers, integers, rational numbers, irrational numbers

Numbers, Operations and Relationships	Whole Numbers	Solving Problems	Solve problems in contexts involving ratio, rate, direct proportion, indirect proportion, finance
Numbers, Operations and Relationships	Integers	Properties of integers	Additive and multiplicative inverses for integers
Numbers, Operations and Relationships	Integers	Properties of integers	Apply commutative, associative and distributive properties of addition and multiplication for integers
Numbers, Operations and Relationships	Exponents	Calculations using numbers in exponential form	Apply the following general laws of exponents
Patterns, Functions and Relationship	Numeric and Geometric Patterns	Investigate and extend patterns	Investigate and extend numeric patterns looking for relationships between numbers including patterns: represented in physical or diagram form, not limited to sequences involving a constant difference or ratio, represented in tables, represented algebraically
Patterns, Functions and Relationship	Numeric and Geometric Patterns	Investigate and extend patterns	Investigate and extend geometric patterns looking for relationships between numbers including patterns: represented in physical or diagram form, not limited to sequences involving a constant difference or ratio, represented in tables, represented algebraically
Patterns, Functions and Relationship	Numeric and Geometric Patterns	Investigate and extend patterns	Describe and justify the general rules for observed relationships between numbers in own words
Patterns, Functions and Relationship	Algebraic Expressions	Algebraic Language	Recognize and identify conventions for writing algebraic expressions
Patterns, Functions and Relationship	Algebraic Expressions	Algebraic Language	Identify and classify like and unlike terms in algebraic expressions
Patterns, Functions and Relationship	Algebraic Expressions	Algebraic Language	Recognize and identify coefficients and exponents in algebraic expressions
Patterns, Functions and Relationship	Algebraic Expressions	Algebraic Language	Recognize and differentiate between monomials, binomials and trinomials
Patterns, Functions and Relationship	Algebraic Equations	Solving equations	Using laws of exponents

Patterns, Functions and Relationship	Functions and Relationships	Equivalent forms	Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: – verbally – in flow diagrams – in tables – by formulae – by equations – by graphs on a Cartesian plane
Patterns, Functions and Relationship	Graphs	Interpreting graphs	Analyse and interpret global graphs from given descriptions of a problem situation, identifying features: • linear or non-linear • constant, increasing or decreasing • maximum or minimum • discrete or continuous
Numbers, Operations and Relationships	Whole Numbers	Solving Problems	Solve problems in contexts involving finance
Numbers, Operations and Relationships	Exponents	Calculations using numbers in exponential form	Use the general laws of exponents to include:
Patterns, Functions and Relationship	Algebraic Expressions	Factorize algebraic expressions	Simplify algebraic fractions using factorisation
Patterns, Functions and Relationship	Algebraic Expressions	Factorize algebraic expressions	Simplify algebraic fractions using factorisation
Patterns, Functions and Relationship	Algebraic Expressions	Factorize algebraic expressions	Simplify algebraic fractions using factorisation
Patterns, Functions and Relationship	Algebraic Equations	Solving equations	Solving equations using factorization E
Patterns, Functions and Relationship	Graphs	Drawing Graphs	Extend the above with a special focus on determine equations from given linear graphs

Mathematics Paper 2

Content Area	Topic	Sub-topic	Skill assessed
Space and Shape	Geometry of straight lines	Angle relationships	Write clear descriptions of the relationship between angles formed by intersecting lines
Space and Shape	Geometry of straight lines	Angle relationships	Write clear descriptions of the relationship between angles formed by parallel lines cut by a transversal
Space and Shape	Geometry of straight lines	Solving Problems	Solve geometric problems using the relationships between pairs of angles formed by perpendicular lines
Space and Shape	Geometry of straight lines	Solving Problems	Solve geometric problems using the relationships between pairs of angles formed by intersecting lines
Space and Shape	Geometry of straight lines	Solving Problems	Solve geometric problems using the relationships between pairs of angles formed by parallel lines cut by a transversal
Space and Shape	Geometry of 2-D shapes	Classifying 2-D shapes	Investigate the angles in a triangle, focusing on the relationship between the exterior angle of a triangle and its interior angles
Space and Shape	Geometry of 2-D shapes	Classifying 2-D shapes	Investigate sides and angles. and diagonals in quadrilaterals, focusing on exploring the sum of the interior angles of polygons
Space and Shape	Geometry of 2-D shapes	Classifying 2-D shapes	Investigate sides and angles. and diagonals in quadrilaterals, focusing on the diagonals of rectangles, squares, parallelograms, rhombi and kites
Space and Shape	Geometry of 2-D shapes	Classifying 2-D shapes	– Investigate and establish the minimum conditions for congruent triangles. – Investigate and establish the minimum conditions for similar triangles.
Space and Shape	Geometry of 2-D shapes	Solving Problems	Solve geometric problems involving unknown sides and angles in triangles and quadrilaterals, using known properties of triangles and quadrilaterals, as well as properties of congruent and similar triangles.
Measurement	Area and Perimeter of 2-D shapes	Area and Perimeter of 2-D shapes	Investigate how doubling any or all of the dimensions of a 2D figure affects its perimeter and its area
Data Handling	Data Handling	Collect Data	Pose questions relating to social, economic, and environmental issues
Data Handling	Data Handling	Collect Data	Select and justify appropriate methods for collecting data

Data Handling	Data Handling	Organise and Summarize Data	Organize data according to more than one criteria
Data Handling	Data Handling	Interpret Data	Critically compare two sets of data related to the same issue.
Data Handling	Data Handling	Report Data	Summarize data in short paragraphs that include: — drawing conclusions about the data — making predictions based on the data — making comparisons between two sets of data — identifying sources of error and bias in the data — choosing appropriate summary statistics for the data (mean, median, mode, range) — the role of extremes and outliers in the data
Data Handling	Probability	Probability	Consider situations with equally probable outcomes, and determine probabilities for compound events using two-way tables
Data Handling	Probability	Probability	Consider situations with equally probable outcomes, and determine probabilities for compound events using tree diagrams
Data Handling	Probability	Probability	Consider situations with equally probable outcomes, and determine the probability for outcomes of events and predict their relative frequency in simple experiments
Data Handling	Probability	Probability	Consider situations with equally probable outcomes, and determine the probability for outcomes of events and predict their relative frequency in simple experiments
Space and Shape	Geometry of 3-D objects	Classifying 3-D objects	Recognise and describe the properties of: — spheres — cylinders
Space and Shape	Geometry of 3-D objects	Building 3-D models	Use nets to make models of geometric solids, including: — cubes — prisms — pyramid — cylinders
Measurement	Surface Area and Volume of 3-D objects	Surface Area and Volume of 3-D objects	Use appropriate formulae and conversions between SI units to solve problems and calculate the surface area, volume and capacity of triangular prisms

Space and Shape	Transformation Geometry	Transformations	Recognize, describe and perform transformations with points, line segments and simple geometric figures on a co-ordinate plane, focusing on reflection in the Y-axis
Space and Shape	Transformation Geometry	Transformations	Recognize, describe and perform transformations with points, line segments and simple geometric figures on a co-ordinate plane, focusing on reflection in the line $y=x$
Space and Shape	Transformation Geometry	Transformations	Recognize, describe and perform transformations with line segments on a co-ordinate plane, focusing on translation within and across quadrants
Space and Shape	Transformation Geometry	Transformations	Rotation around a given point
Space and Shape	Transformation Geometry	Transformations	Identify what the transformation of a point is, if given the co-ordinates of its image
Space and Shape	Transformation Geometry	Enlargements and Reductions	Investigate the co-ordinates of the vertices of figures that have been enlarged or reduced by a given scale factor
Space and Shape	Transformation Geometry	Enlargements and Reductions	Translations, reflections, rotations enlargements and reductions with geometric figures and shapes on grid paper
Space and Shape	Geometry of straight lines	Angle relationships	Write clear descriptions of the relationship between angles formed by perpendicular lines
Space and Shape	Geometry of straight lines	Solving Problems	Solve geometric problems using the relationships between pairs of angles formed by parallel lines cut by a transversal
Space and Shape	Geometry of 2-D shapes	Classifying 2-D shapes	Write properties and definitions of triangles in terms of their sides and angles distinguishing between: – equilateral triangles – isosceles triangles – right-angled triangles
Space and Shape	Geometry of 2-D shapes	Classifying 2-D shapes	Write clear definitions of quadrilaterals in terms of their sides, angles and diagonals, distinguishing between: – Parallelogram – Rectangle – Square – Rhombus – Trapezium – Kite

Measurement	Area and Perimeter of 2-D shapes	Area and Perimeter of 2-D shapes	Use appropriate formulae and conversions between SI units, to solve problems and calculate perimeter and area of polygons
Data Handling	Data Handling	Organise and Summarize Data	Organize numerical data in different ways in order to summarize by determining measures of dispersion, including extremes and outliers
Data Handling	Data Handling	Analyse Data	Critically analyse data by answering questions related to: — data collection methods — summary of data — sources of error and bias in the data
Data Handling	Data Handling	Collect Data	Distinguish between samples and populations, and suggest appropriate samples for investigation
Data Handling	Data Handling	Interpret Data	Critically read and interpret data represented in a variety of ways.
Data Handling	Probability	Probability	Consider situations with equally probable outcomes, and compare relative frequency with probability and explain possible differences
Data Handling	Probability	Probability	Consider situations with equally probable outcomes, and determine the probability for outcomes of events and predict their relative frequency in simple experiments
Space and Shape	Geometry of 3-D objects	Classifying 3-D objects	Write properties and definitions of the 5 Platonic solids in terms of the shape and number of faces, the number of vertices and the number of edges.
Measurement	Surface Area and Volume of 3-D objects	Surface Area and Volume of 3-D objects	Use appropriate formulae and conversions between SI units to solve problems and calculate the surface area, volume and capacity of cylinders
Space and Shape	Transformation Geometry	Transformations	Recognize, describe and perform transformations with points, line segments and simple geometric figures on a co-ordinate plane, focusing on reflection in the X-axis
Space and Shape	Transformation Geometry	Enlargements and Reductions	Use proportion to describe the effect of enlargement or reduction on area and perimeter of geometric figures
Space and Shape	Geometry of straight lines	Solving Problems	Solve geometric problems using the relationships between pairs of angles formed by parallel lines cut by a transversal

Space and Shape	Geometry of 2-D shapes	Solving Problems	Solve geometric problems involving unknown sides and angles in triangles and quadrilaterals, using known properties of triangles and quadrilaterals, as well as properties of congruent and similar triangles.
Measurement	Area and Perimeter of 2-D shapes	Area and Perimeter of 2-D shapes	Use appropriate formulae and conversions between SI units, to solve problems and calculate perimeter and area of circles
Data Handling	Data Handling	Organise and Summarize Data	Organize numerical data in different ways in order to summarize by determining measures of central tendency
Data Handling	Data Handling	Report Data	Draw a variety of graphs by hand/technology to display and interpret data including: — bar graphs and double bar graphs — histograms with given and own intervals — pie charts — broken-line graphs — scatter plots
Space and Shape	Geometry of 3-D objects	Building 3-D models	Use nets to make models of geometric solids, including: — Cubes — Prisms — Pyramid — Cylinders
Measurement	Surface Area and Volume of 3-D objects	Surface Area and Volume of 3-D objects	Use appropriate formulae and conversions between SI units to solve problems and calculate the surface area, volume and capacity of rectangular prisms
Space and Shape	Transformation Geometry	Transformations	Recognize, describe and perform transformations with points, line segments and simple geometric figures on a co-ordinate plane, focusing on reflection in the line $y=x$

Natural Sciences

Knowledge Strand	Topic	Core Concepts	Skill assessed
Energy and Change	Forces	Types of Forces Contact Forces Non Contact Force	Explaining force.
			Recalling the units of force
			Defining weight
	Electric Cells as Energy Systems	Electric cells	Describing an electric cell
	Resistance	Uses of resistors Factors that affect resistance in a circuit	Stating the function of a resistor
			Defining resistance
	Series and Parallel circuits	Series Circuits Parallel Circuits	
			Interpreting various circuit diagrams
			Defining a potential difference
			Identifying the units of current
			Drawing a circuit diagram
	Safety with Electricity	Safety practices	Defining a safety device
	Energy and National Electricity grid	Electricity generation Nuclear power in South Africa National Electricity Grid	
Planet Earth and Beyond	Cost of Electrical power	The cost of power consumption	Identifying units for electrical power
			Defining electrical power
	The Earth as system	Spheres of the earth	Naming the spheres of the earth
			Defining a biosphere
	Lithosphere	Lithosphere The rock cycle	Recalling the rock types
			Describing magma

	Mining of Mineral resources	Extracting ores Refining minerals Mining in South Africa	
			Defining ore
	Atmosphere	Atmosphere Troposphere Stratosphere Mesosphere Thermosphere The Greenhouse effect	Explaining the greenhouse effect.
	Birth, Life and death of Stars	The birth of a star Life of a star Death of a star	Identifying the life span of a star
			Recognising a specific stage of a star

Marking Summary in the Senior Phase (still a draft)

A summary is a shortened version of a text that highlights key points. It restates the main points from the text, without giving examples or details.

The length of the summary should be 50 – 60 words.

Learners must be exposed to both the point and paragraph form of the summarising.

Point form summaries (to learners)

- The instructions might tell you how many points to find.
- Number each point and write it in a new line.
- Be careful to write down points that are relevant to the question
- Do not include any examples
- Do not include any quotations, abbreviations or acronyms.
- Include the word count in brackets, underneath your summary.

Paragraph-style summaries

- The number of paragraphs needed for the summary must be stated.
- Information needed from the text must be specific, exclude all other information.
- Stick to one fact per sentence.

Criteria	Mark allocation	
1 mark per point	• 7 marks for 7 different points • 3 marks for language	Total: 10 marks
Language marks when a learner <i>has</i> : <u>NOT quoted verbatim/paraphrased/own words</u>		
1 – 3 different and correct points	1 mark for language	
4 – 5 different and correct points	2 marks for language	
6 – 7 different and correct points	3 marks for language	
Language marks when a learner <u>has quoted verbatim</u>		
6 – 7 quotes	0 mark for language	
1 – 5 quotes	1 mark for language	
Note!		
Format • If the summary is in an incorrect format it must still be marked		
Word count • Verify the number of words • Do not deduct marks if the learner has not written the number of words		

Afrikaans HL and FAL

VRAAG 1: BEGRIPSTOETS	
Inhoudsgebied Lees en Kyk:	Onderwerp: Literêre/nie-Literêre
Sub vaardigheid	Vaardighede geassesseer
Kritiese lees van teks.	Haal spesifieke inligting wat eksplisiet in die teks vermeld word aan
Lees 'n literêre/nie-literêre teks.	Vind spesifieke besonderhede in die teks.
Woordeskatontwikkeling	Werk bekende en onbekende woordbetekenisse vanuit hul konteks uit
Kritiese lees van teks.	Haal spesifieke inligting wat eksplisiet in die teks vermeld word aan
Kritiese lees van teks.	Identifiseer ondersteunende stellings in die teks.
Kritiese lees van teks.	Identifiseer en som relevante besonderhede op
Leesstrategieë: intensiewe lees	Gebruik konteksleidrade om betekenis af te lei
Leesstrategieë: intensiewe lees	Maak gevolgtrekkings deur noukeurig deur die teks te lees
Om beeldspraak/letterlike taal te verstaan	Identifiseer letterlike/figuurlike taal.
VRAAG 2.1: ADVERTENSIE/INFOGRAFIEK/PLAKKAAT	
Inhoudsgebied Lees en Kyk:	Onderwerp: Advertensie/Infografiek/Plakkaat
Sub vaardigheid	Vaardighede geassesseer
Kritiese lees van teks.	Identifiseer die doel van die teks
Kritiese lees van teks.	Identifiseer die teikengroep
Verstaan die kenmerke van 'n teks	Identifiseer en intepreter die kenmerke van 'n teks.
Kritiese lees van teks.	Interpreteer die effekte van visuele elemente in 'n multimedia teks – lettertipe/prente
Evalueer visuele teks	Evalueer die doeltreffendheid van visuele/verbale elemente in verband met die boodskap van die teks.
VRAAG 2.2: SPOTPRENT/STROKIESPRENT	
Inhoudsgebied: Lees en Kyk:	Onderwerp: Spotprent/strokiesprent
Sub vaardigheid	Vaardighede geassesseer
Lees en kyk vir begrip	Identifiseer elemente van die teks: omgewing/karakter/grafiekelemente
Lees en kyk vir begrip	Interpreteer toon/emotion uit verbale/visuele leidrade/resultate van die grafiek.
Lees en kyk vir begrip	Maak gevolgtrekkings uit die visuele/verbale aspekte van die teks
Lees en kyk vir begrip	Interpreteer die karakter se emosie/verandering in emosie/houding/gevoelens/verandering in die visuele teks
Lees en kyk vir begrip	Evalueer die geskiktheid van die karakter se aksies/emoties/vertroubaarheid van die resultate/elemente van die visuele teks
Lees en kyk vir begrip	Wat is boodskap/doel van die teks
Lees en kyk vir begrip	Verduidelik humor/elemente van die teks.
VRAAG 3: Opsomming	
Inhoudsgebied: Lees en Kyk:	Onderwerp: Inligtingstek
Sub vaardigheid	Vaardighede geassesseer
Opsomming	Som die hoofpunte op
VRAAG 4: Taalstrukture en -konvensies	
Inhoud Area: Taalstrukture- en konvensies:	Onderwerp: Artikel/Informasie Teks
Sub vaardigheid	Vaardighede geassesseer
Woordvlakwerk	Identifiseer die woordsoort
Sinvlakwerk	Identifiseer die sinsoort
Betekenisleer en woordeskatuitbreiding	Identifiseer die regte homofoon/hominiem

Woordvlakwerk	Gee 'n woord met dieselfde/teenoorgestelde betekenis uit die teks
Sinvlakwerk	Identifiseer die hoofsinne.
Sinvlakwerk	Identifiseer die sinsoort
Woordvlakwerk	Voorsien die korrekte samevoeging van twee selfstandige naamwoorde
Woordvlakwerk	Identifiseer die korrekte gebruik van die voegwoord.
Sinvlakwerk	Identifiseer/kies of gee die intensiewe vorm
Betekenisleer en woordeskatuitbreiding	Identifiseer die korrekte betekenis van die figuurlike taalgebruik.
Woordvlakwerk	Gee die korrekte gebruik van die attributiewe/ predikatiewe byvoeglike naamwoord
Leestekens en spelling	Kies die korrekte afkorting
Leestekens en spelling	Verander die woordsoort deur 'n agtervoegsel/voorvoegsel by te voeg
Woordvlakwerk	Identifiseer teenwoordige/verlede deelwoord
Leestekens en spelling	Identifiseer die leesteken
Sinvlakwerk	Identifiseer die sin wat korrek in die direkte rede geskryf is.
Sinvlakwerk	Identifiseer die sin wat in die lydende /bedrywende vorm geskryf is.
Betekenisleer en woordeskatuitbreiding	Vind een woord vir 'n omskrywing in die teks
Sinvlakwerk	Identifiseer die paragraaf/elemente van die paragraaf
Kritiese taalgebruik	Identifiseer die kritiese taalgebruik

English HL and FAL

Content Area : Reading and viewing		
Topic	Sub-topic	Skill assessed
Skimming and scanning	Close and critical reading of text.	Retrieve information explicitly stated in the text.
Search/Retrieve text for information	Read a literary/non-literary text.	Locate specific details in text
Search/Retrieve text for information	Close and critical reading of text.	Retrieve information explicitly stated in the text.
Search/Retrieve text for information	Close and critical reading of text.	Identify supporting statements in the text.
Infer meaning in context	Reading Strategies: intensive reading	Use context clues to infer meaning
Elements of the text	Interpret elements of the text.	Interpret the effect of facts/statistics in the text
Vocabulary development	Make inferences on vocabulary meaning and choice	Infer meaning from sentence parts
Comparing and contrasting	Comparing and contrasting information in the text	Identify differences/ similarities
Figurative language	Inferring meaning from figurative language	Give meaning of figurative language in context
Infer meaning in context	Intensive reading at a whole text level	Identify the writer's attitude/emotions
Elements of the text	Interpret text features	Identify the effect/impact of the rhetorical device/title/introduction/conclusion
Summary	Close and critical reading of text.	Identify and summarise relevant details
Infer meaning in context	Reading Strategies: intensive reading	Draw conclusions from close reading of the text
Distinguish True and False	Inference, extrapolation and application	Distinguish and justify between true and false
Manipulative language	Evaluating manipulative language	Give the meaning of the generalisation/stereotype/prejudice/bias/emotive language
Predictions	Intensive reading at a whole text level	Make predictions based on textual clues
Figurative language	Aesthetic appreciation of language use.	Appreciate the effectiveness of the figurative language
Writer's intention	Evaluative and inferential comprehension	Evaluate effectiveness of the text /message/author's intention.
Intention of visual text	Close and critical reading of text.	Identify intention/purpose of the text
Text features	Close and critical reading of text.	Identify the target market/audience
Visual elements in a text	Close and critical reading of text.	Interpret the effect of visual elements in a multimodal text: font/pictures
Visual elements in a text	Evaluation of visual text	Evaluate any element of a visual text
Intensive Reading of a Multimodal and Visual Text	Elements of the text	Identify elements of the text : character identity/relationship
Intensive Reading of a Multimodal and Visual Text	Elements of the text	Explain humour/elements of humour/elements of text

Evaluation of Visual Text	Identifying and Evaluating Visual Clues	Evaluate the appropriateness of character's actions/emotions/response
Interpretation of Visual Text	Infer meaning from Visual and Verbal Clues	Interpret character's emotion/change in emotion/attitude/feelings
Intensive Reading of a Multimodal / Visual Text	Intention of a Visual Text	State/Give the message of the cartoon.
Evaluation of Visual Text	Infer meaning from Visual and Verbal Clues	Draw conclusions from the visual/verbal aspects of the text.
Summary	Extract and summarise	Summarizing Main ideas into own words
Parts of speech	Nouns	Identify the type of noun
Types of Sentences	Sentence Types	Identify the sentence type
Vocabulary development	Synonyms	Provide a word similar in meaning to the word or phrase in context
Vocabulary development	Prefixes/Suffixes	Provide the meaning of the prefix/suffix OR provide the correct form of the word using prefix/suffix.
Sentence construction	Phrases/Clauses	Identify the type of phrase/clause
Parts of speech	Conjunctions	Join the sentences with the conjunction provided
Parts of speech	Adjectives	Function of the adjective
Parts of speech	Adverbs	Identify the adverb/ Give the function of the adverb/correct form.
Vocabulary development	Homophones/Homonyms	Give the meaning of the homophone/homonym in context OR provide the homonym/homophone
Vocabulary development	Word Meaning: Ambiguity/cliché/ redundancy/connotative/denotative	Give the two possible meanings
Abbreviations	Types of Abbreviation: Initialism/Acronyms/Truncation/ Blended Word	Identify the type /function of the abbreviation
Punctuation	Functions of punctuation	Give the function of the punctuation
Vocabulary development	Spelling Patterns	Identify the correctly spelled word/plural
Sentence construction	Tenses	Identify the correct tense
Format of a text	Paragraphs	Give the function/elements of a paragraph/Identify the type of paragraph
Vocabulary development	Formal/Informal Language	Give the meaning of slang/jargon/colloquialism/borrowed words
Sentence construction	Active/Passive Voice	Rewrite the sentence in the Active/passive Voice
Sentence construction	Direct/Indirect Speech	Rewrite the sentence in the Direct/Indirect Speech

IsiNdebele HL and FAL

UMBUZO 1: Ukuzwisisa	
Amakghono : Ukufunda nokubukela nengasiyo yemitlolo	Isihloko : Indatjana(itheksti yemitlolo/
Amakghono asekelako	Ikghono elihlolwako
Ukufunda itheksti ngokuhlolisisa nangelihlo elihlabako	Khupha ilwazi elitjhiwo ngokusobala ethekstini.
Funda umtlolo ongasiwo weqiniso	Veza imininingwana ethileko ethekstini.
Ukuthuthukiswa kwelwazimagama	Veza ihlathululo ojayekekileko nongakajayekeki wegama elisethekstini.
Ukufunda itheksti ngokuhlolisisa nangelihlo elihlabako	Khupha ilwazi elitjhiwo ngokusobala ethekstini.
Ukufunda itheksti ngokuhlolisisa nangelihlo elihlabako	Veza iinkulumo ezisekelako ethekstini.
Ukufunda itheksti ngokuhlolisisa nangelihlo elihlabako	Veza bewurhunyenze imininingwana ekhambelanako.
Amaqhingha wokufunda: ukufunda okungeneleleko.	Sebenzisa iintjengiso ukuthola ihlathululo yobujamo/yobunjalo.
Amaqhingha wokufunda: ukufunda okungeneleleko.	Thatha iinqunto ngokufunda itheksti ngokuyihlolisisa
Veza ilimi elifanekisako.	Veza umsebenzi wekulumo efihlekileko.
Ukurhumutjha amatshwayo wetheksti	Rhumutjha umthelela wamaphuzu atholakala ethekstini.
Ukuthuthukiswa kwelwazimagama	Faka ihlathululo eengcenyeni zomutjho.
Ukusebenzisa umqondo ukwengeza kilokho okwaziko	Hlukanisa hlangana kokuliqiniso nokumamala.
Ukumadanisa okungafaniko	Veza okungafaniko.
Ukunikela ihlathululo ngelimi elifanekisako.	Nikela ihlathululo yelimi elifanekisako (isenzamuntu, njll.).
Ukuveza umqondo oqakathekileko nosekelako	Veza umqondo oqakathekileko/osekelako.
Ihlathululo efihlekileko emumethwe mumutjho	Zwisisa bewuveze umqondo onqotjhiweko nongakavezwa waba sepepeneneni.
Ukufunda itheksti ngokuhlolisisa nangelihlo elihlabako	Veza abamukelilwazi ekunqotjhiswe kibo ethekstini.
Ukusetjenziswa kwekulumo yobugagu	Veza imithelela yekulumo.
Ukuhlunga nokuzicabangela ngokuzwisisa	Tshwaya ngokuphumelela kwetheksti/komlayezo/komnqopho womtloli.
Umbuzo 2.1: Izikhangiso	
Amakghono : Ukufunda nokubukela	Isihloko : Isikhangiso/lphostara
Ikghono elisekelako	Ikghono elihlolwako
Ukufunda itheksti ngokuhlolisisa nangelihlo elihlabako	Veza umnqopho/ihloso yetheksti.
Ukufunda itheksti ngokuhlolisisa nangelihlo elihlabako	Veza bona inqotjhiswe kibobani/abamukelilwazi.

Ukufunda itheksti ngokuhlolisisa nangelihlo elihlabako	Rhumutjha umthelela wokubonwako/okubukelwako ethekstini emihlobo ehlukahlukeneke
Ukurhumutjha Ilimi elifanekisako	Rhumutjhe ilimi elifanekisako elisethekstini.
Ukuhlolwa komtlobo obonwako/obukelwako	Hlola ukuphumelela kokubonwako/kwekulumo emayelana nomlayezo wetheksti.
Umbuzo 2.2 Ikhathuni	
Amakghono : Ukufunda nokubukela	Isihloko : ikhathuni
Ikghono elisekelako	Ikghono elihlolwako
Ukufundwa kwemitlobo ehlukileko nebonwako	Veza abalingisi/indawo ethekstini.
Ukufundwa kwemitlobo ehlukileko nebonwako.	Rhumutjha iphimbo/imizwa evezwa yikulumo/okubonakalako ethekstini.
Ukufundwa kwemitlobo ehlukileko nebonwako.	Hlathulula ihlaya/ama-elemende wetheksti.
Ukuhlolwa komtlobo obonwako	Hlunga ukufanela/ukungakafaneli kwesenzo somlingisi.
Ukurhumutjha Ilimi elifanekisako	Rhumutjha imizwa evezwa sisenzo esenzeka ethekstini.
Ukufundwa kwemitlobo ehlukileko nebonwako.	Nikela umlayezo wekhathuni.
UMBULO 3: Ukurhunyeka	
Amakghono : Ukufunda nokubukela	Isihloko : Ukurhunyeka
Ikghono elisekelako	Ikghono elihlolwako
Ukurhunyeka itheksti	Khipha bewurhunyeka amaphuzu aqakathekileko
UMBULO 4: IZAKHI NEMITHETHWANA YOKUSETJENZISWALIMI	
Amakghono: Izakhiwa nemithethwana/Yoskusetjenziswa khwelimi	
Isihloko : Umsebenzi osezingeni legama/Umsebenzi osezingeni lomutjo	
Ikghono elisekelako	Ikghono elihlolwako
Imihlobo yemitjho	Vesa umhlobo webizo
Amagama afanako	Vesa umhlobo womutjho
Linthomo neelungelelo	Nikela isithomo/isiqu esifaneleko segama
Ukwakhiwa komutjho	Vesa umutjhwana/ifyizi
Linhlanganiso	Hlanganisa umutjho ngesihlanganiso esifaneleko
Liphawulo	Ukusetjenziswa kwesiphawulo
Abondaweni/iinabiso	Vesa abondaweni/iinabiso/nikela umsebenzi wabondaweni/weenabiso
Limpambosi zesenzo	Vesa imitjho etoleke ngedlela efaneleko evesa indlela yepambosi yokwenziwa
Abomabizwafana	Nikela ihlathulo ehlukileko yegama
Ihlathululo yegama: Umqondomnengi.	Vesa isithomo/isiqu esifaneleko segama
Isirhunyeko segama	Nikela imihlobo yeenrhunyeko
Itshwayo lokutlola nokufunda	Vesa umutjho onamatshwayo wokutlola asetjenziswe kule.
Izabizwana	Vesa imihlobo yezabizwana

Lindlela zokupeleda	Vesa igama elitloleke kuhle elivesa ubunengi
Linkhathi zesenzo	Tjhungulula isikhathi sesenzo
Ikulumo enqophileko nengakanqophi	Vesa ikulumo enqophileko/embiko
Lindima/iingaba	Nikela umsenzi wendima/umhlobo wendima
Umqondo obhamba/ofihlelekileko	Nikela ihlathululo efihlakeleko/ebhamba yegama.

IsiXhosa HL and FAL

UMBULO 1: ISICATSHULWA	
IZAKHONO : Ukufunda nokubukela	ISIHLOKO : Isicatshulwa(Esiluncwadi/Esingeloncwadi)
Isihlokwana	Isakhono esihloliweyo
Ukufunda itekisi ngokunzulu nangokucokisekileyo	Fumana ulwazi oluchazwe ngokucacileyo kwisicatshulwa
Funda itekisi enika ulwazi.	Fumana iinkcukhacha ezithile kwitekisi.
Ukufunda itekisi ngokunzulu nangokucokisekileyo.	Thabatha ulwazi oluthile kwitekisi
Ukufunda itekisi ngokunzulu nangokucokisekileyo.	Chonga ingxelo ezixhasayo kwitekisi.
Ukufunda itekisi ngokunzulu nangokucokisekileyo.	Chonga ushwankathele imiba engundoqo.
Iindlela zokufunda, ukufunda ngokunzulu	Sebenzisa imizekelo kumxholo ukuthelekisa intsingiselo
Iindlela zokufunda, ukufunda ngokunzulu	Yenza izigqibo ngokufunda isicatshulwa.
Chonga ulwimi oluzekelisayo / ulwimi oluthe ngqo	Chonga/Chaza intetho eqhelekileyo okanye engaqhelekanga.
Tolika izakhi zokubhaliweyo	Tolika ifuthe lobunyaniso okanye iinkcukacha-manani kwisicatshulwa.
Ukukhuliswa kwesigama	Fumana intsingiselo kwizivakalisi
Ukuqikelela, ukwandisa ulwazi olukhoyo nokusetyenziswa	Chonga ingxelo ezixhasayo kwitekisi.
Ukuthelekisa nokwahlula	Chonga iyantlukwano/ ezifanayo
Chonga iingcinga eziphambili / ezixhasayo	Chaza ingcinga ephambili / exhasayo
Ukuqikelela , ukwandisa ulwazi olukhoyo nokusetyenziswa kolwazi olukwitekisi	Yahlula phakathi kwenyani nobuxoki
Intsingiselo echaziweyo kwisivakalisi	Qonda ze uchaze intsingiselo kunye nentelekelelo
Ukuhlola nokuqonda okuthe kratya kwesicatshulwa	Vavanya impumelelo yesicatshulwa
Ukufunda ngokunzulu kumgangatho wetekisi iphela / isicatshulwa siphela	Yenza uqikelelo olusekwe kwizikhokelo zentshayekelelo nesiphelo setekisi / isicatshulwa
Ukuqonda nokuhlalutya kunye nokuqikelela intsingiselo	Ukuvavanya kokubhaliweyo/ umyalezo/injongo yombhali
UMBULO 2.1: ISIBHENGEZO NTENGISO/INFOGRAF/IOWUSTA	
IZAKHONO : Ukufunda nokubukela	ISIHLOKO :isibhengezo ntengiso/i-infograf/iPowusta
Isakhono esingezantsi	Isakhono esihloliweyo
Ufundo nzulu nangocoselelo lwetekisi	Chonga izaki zesicatshulwa (abalinganiswa)
Ufundo nzulu nangocoselelo lwetekisi	Chaza ithoni/imvakalelo kwimpawu ezibonakala kwintetho/ okubonwayo/abantu ekujoliswe kubo.
Ufundo nzulu nangocoselelo lwetekisi	Tolika impembelelo yezinto ezibonakalayo kwitekisi eneendlela ezininzi zonxibelelwano ezifana nefonti nemifanekiso/ifonti
Tolika ulwimi oluzekelisayo	Ukuvavanya ukufaneleka kwezenzo zabalinganiswa
Uhlalutyo lwesicatshulwa esibonayo	Vavanya impumelelo yokubonwayo ngokunxulumene nomyalezo wesicatshulwa esibonwayo
UMBULO 2.2: IKHATHUNI	
IZAKHONO : Ukufunda nokubukela	ISIHLOKO : Ikhathuni
Isakhono esingaphantsi	Isakhono esihloliweyo

Ufundo olunzulu lwesicatshulwa esinendlela ezininzi ezibonwayo.	Chonga izakhi zesicatshulwa/isimo sentlalo.
Ufundo olunzulu lwesicatshulwa esinendlela ezininzi ezibonwayo.	Chaza ithoni/imvakalelo kwiimpawu ezibonakala kwintetho/ezibonwayo kwiziphumo zegrafu.
Ufundo olunzulu lwesicatshulwa esinendlela ezininzi ezibonwayo.	Cacisa uburharha/izinto ezihlekisayo/izakhi zesicatshulwa.
Ukuvavanya izezo zomlinganiswa/imvakalelo okanye ukuthembeka	Vavanya ukufaneleka kwezenzo zabalinaniswa
Ukutolikwa kwesicatshulwa esibonwayo.	Tolika iimvakalelo kumlinganiswa/utshintsho kwintshukumo/kwindlela acinga ngayo umlinganiswa.
Ufundo olunzulu lwesicatshulwa esinendlela ezininzi ezibonwayo.	Nika umyalezo wekhathuni.
Ukuvavanywa kwesicatshulwa sokubonwayo.	Yenza izigqiba kwimiba yokubonwayo/yokuthethwayo kwisicatshulwa.
UMBUZO 3 ISISHWANKATHELO	
IZAKHONO : Ukufunda nokubukela	SIHLOKO : Ushwankathelo
Isakhono esingezantsi	Isakhono esihloliweyo
Ukwenza ushwankathelo lombhalo	Khupha uze ushwankathele iingongoma ezingundoqo
UMBUZO 4: IZAKHI NEMIGAQO YOKUSETJENZIWA KOLWIMI	
IZAKHONO : izakhi nemigaqo yokusetjenziswa kolwimi	
SIHLOKO : Umgangatho wokusetjenziswa kwamagama	
Isakhono esingezantsi	Isakhono esihloliweyo
Iindidi zezibizo	chonga uhlobo lwesibizo/ izibizo ezimbaxa
Iindidi zezivakalisi	Chonga uhlobo lwesivakalisi
Izithethantonye	Nika igama/ ibinzana elithetha into efanayo neli lisetyenziswe kwitekisi
Isimaphambili / isimamva	Nika intsingiselo yesimamva okanye unike uhlobo oluchanekileyo lwagama usebenzisa isimaphambili/isimamva
Ukwakhiwa kwezivakalisi	Chonga ibinzana / igatya/ izakhi zezivakalisi
Izihlanganisi	Dibanisa izivakalisi ngesihlanganisi osinikiweyo
Izichazi	Ukusetyenziswa kwezichazi/ khetha udidi lwesichazi esifanelekileyo
Izihlomelo	Chonga isihlomelo /nika umsebenzi wesihlomelo / imo echanekileyo
Izenzi zentsusa nesenziwa/injongosenzi	Khetha isivakalisi esithabatha iinjongosenzi ezimbini
Uhlobo lolwimi	Xela uhlobo lolwimi
Izixando zezenzi	Bonisa udidi lwesixando
Izifinyezo	Isifinyezo ngokupheleleyo
Impawu zokubhala	Nika uhlobo lophawu lobhalo / indlela olusetyenziswe ngayo
Izimelabizo	Chonga/ xela udidi lwesimelabizo okanye umsebenzi waso
Ukulandelelaniswa kwezandi	Lungisa iziphene zobhalo
Amaxesha ezenzi	Sebenzisa izenzi kwixesha elifanelekileyo
Intetho ngqo nengxelo ntetho	Guqula ubhale intetho ngqo okanye ingxelo ntetho
Izivakalisi	Imo evumayo /nemo elandulayo

IsiZulu HL and FAL

UMBUZO 1: ISIFUNDO SOKUQONDISISA	
Ikhono : Ukufunda nokubukela Isihloko : Isifundo sokuqondisisa (Umbhalo okholalayo/ongakholakali)	
Amakhono amancane	Ikhono elihlolwayo
Ukufunda ngokuqaphela nokuqondisisa umbhalo	Thola ulwazi olubekwe ngokucacile endabeni.
Ukufunda umbhalo ongelona iqiniso	Thola imininingwane ethile endabeni.
Ukuthuthukisa ulwazi magama	Thola izincazelo zamagama ajwayelekile nangajwayelekile.
Ukufunda ngokuqaphela nokuqondisisa umbhalo	Thola ulwazi olubekwe ngokucacile endabeni
Ukufunda ngokuqaphela nokuqondisisa umbhalo	Thola amaphuzu asekelayo embhalweni.
Ukuthola ulimi olufengqayo/nolungafengqi	Thola/unikeze incazelo/umsebenzi wesifengqo.
Ukufunda ngokuqaphela nokuqondisisa umbhalo	Thola bese ufingqa imininingwane efanele.
Amasu okufunda: Ukufunda ngokujulile	Sebenzisa izinkomba zesimo ukuze uthole incazelo.
Amasu okufunda: Ukufunda ngokujulile	Cabanga ngesiphetho sombhalo.
Ukuthola ulwazi embhalweni	Chaza umphumela wokusetshenziswa kwamaphuzu embhalweni.
Ukuqhathanisa okufanayo nokungafani	Thola okufanayo nokungafani.
Ukucabangela okuyiqiniso nokungelona	Hlukanisa okuyiqiniso nokungelona iqiniso.
Ukuthola ulwazi embhalweni	Chaza umphumela wokusetshenziswa kwamaphuzu embhalweni.
Ukufunda ngokujulile umbhalo wonke	Thola isimomqondo nemizwa yombhali.
Ukufunda ngokuqaphela nokuqondisisa umbhalo	Thola izethameli okuqondiswe kuzo ngokusebenzisa izinkomba zombhalo.
Ukufunda ngokujulile umbhalo wonke	Cabangela ususele kwizinkomba zombhalo.
Ukuncoma ulimi olusetshenzisiwe	Ncoma umphumela wokusetshenziswa kwezimo zokukhuluma.
Ukuhlola nokusebenzisa ulimi olukhohlisayo	Hlolisisa umthelela wokusetshenziswa kolimi oluvusa imizwa.
UMBUZO 2.1: ISIKHANGISO/IGRAFU/IPHOSTA	
IKHONO : Ukufunda nokubukela ISIHLOKO : Isikhangiso/igrafu/iphosta	
Amakhono amancane	Ikhono elihlolwayo
Ukufunda umbhalo ngokuqikelela nangokuqaphelisisa.	Thola inhloso yombhalo.
Ukufunda umbhalo ngokuqikelela nangokuqaphelisisa.	Thola okuqondiswe kubo.
Ukufunda umbhalo ngokuqikelela nangokuqaphelisisa.	Humusha imiphumela yokubonakalayo kwimibhalo esebenzise izimpawu ezinhlobonhlobo-ifonti/izithombe.
Chaza ulimi olufengqayo	Thola ubuye uhlaziye ulimi olufengqayo embhalweni.
Hlolisisa umbhalo obukwayo.	Hlola umphumela nenhloso yombhalo kususelwa kokubonwayo nokufundwayo maqondana nomlayezo osembhalweni.
UMBUZO 2.2: IKHATHUNI	
IKHONO : Ukufunda nokubukela ISIHLOKO : Ikhathuni	
Amakhono amancane	Ikhono elihlolwayo

Ukufunda ngokuqaphelisisa imibhalo enhlobonhlobo nebukwayo.	Thola abalingiswa/ izimpawu embhalweni.
Ukufunda ngokuqaphelisisa imibhalo enhlobonhlobo nebukwayo.	Chaza iphimbo/ imizwa kususelwa kokukhulunywayo nokubukwayo imiphumela yombhalo.
Ukufunda ngokuqaphelisisa imibhalo enhlobonhlobo nebukwayo.	Humusha izimpawu ezitholakala embhalweni.
Ukuhlolisisa kwemibhalo ebukwayo.	Hlola ukuthi izenzo/imizwa/ukuthembeka kwemiphumela/izakhi zegrafu zomlingiswa zihambelana kahle yini.
Ukuhlaziywa kwemibhalo ebukwayo.	Hlola ukwamukelekela kwezenzo nemizwa yomlingiswa/isimo somlingiswa.
Ukufunda ngokuqaphelisisa imibhalo enhlobonhlobo nebukwayo.	Nikeza umyalezo otholakala embhalweni.
Ukuhlolisisa kwemibhalo ebukwayo.	Hlola ukwamukelekela kwezenzo nemizwa yomlingiswa/isimo somlingiswa.
UMBUZO 3: UKUFINGQA	
IKHONO : Ukufunda nokubukela	SIHLOKO : Ukufingqa
Amakhono amancane	Ikhono elihlolwayo
Ukufingqa umbhalo	Ukucaphuna bese ufingqa ngamaphuzu asemqoka
UMBUZO 4: IZAKHIWO NEZIMISO ZOKUSETSHENZISWA KOLIMI	
IKHONO : Izakhiwo Nezimiso Zokusetshenziswa Kolimi	
SIHLOKO : Ezingeni lamagama	
Amakhono amancane	Ikhono elihlolwayo
Izinhlobo zamabizo	Nikeza uhlobo lwebizo elisetshenzisiwe.
Izinhlobo zemisho	Shono uhlobo lomusho.
Izifinyezo/ama-akhronimi	Nikeza isifinyezo/ama-akhronimi esifanele.
Amagama amqondofana	Nikeza igama elinencazelo efanayo negama elisembhalweni.
Iziqalo nezijobelelo	Nikeza incazelo yesiqalo, isijobelelo. Sebenzisa isiqalo, isijobelelo esifanelo.
Izigaba	Nikeza umsebenzi owenziwe isigaba,izakhi zesigaba, khomba uhlobo lwesigaba.
Izinkathi zesenzo	Guqula umusho ube senkathini oyinikeziwe.
Izichasiso	Ukusetshenziswa kwesichasiso emshweni.
Izandiso	Bona uhlobo lwesandiso/nikeza umsebenzi wezandiso. Sebenzisa isandiso esifanele emshweni.
Izihlanganiso	Hlanganisa imisho ngesihlanganiso osinikeziwe.
Ukwakhiwa kwemisho	Thola umusho noma umshwana
Omabizwafane /ophimbohluka	Nikeza incazelo ehlukele yomabizwafane/ yophimbohluka.
Izincazelo zamagama	Nikeza incazelo eyehlukele yegama.
Izimpawu zokuloba	Bona umusho osebenzise izimpawu zokuloba ngendlela efanele. Nikeza umsebenzi wophawu lwenkulumo embhalweni.
Izabizwana	Nikeza uhlobo lwesabizwana.
Isipelingi	Khetha igama elibhaleke kahle. Nikeza ubuningi.
Inkulumongqo nenkulumbiko	Khetha umusho oyinkulumongqo/ inkulumombiko.
Izimpambosi	Guqula isenzo sibe sempambosini.

Sepedi HL and FAL

POTŠIŠO 1 : TEKATLHALOGANYO	
Mabokgoni : Go bala le go bogela	Hlogo : Tekatlhaologanyo
Bokgoni bja tlaleletšo	Bokgoni bjo bo lekanyeditšwego
Go bala ditšweletšwa ka hloko/tsinkelo	Kgoboketša tsebo go tšwa sešweletšweng.
Go bala ditirago tša nnete go setšweletšwa	Tšweletša dinyakwa tša maleba setšweletšweng
Kgodišo ya tlotlontšu	Tšhomišo ya mantšu a tlwaelo le ao e sego a tlwaelo.
Go bala ditšweletšwa ka hloko/tsinkelo	kgoboketša tsebo go tšwa sešweletšweng
Go bala ditšweletšwa ka hloko/tsinkelo	Tšweletša lefoko leo le thekgago kgopolo go tšwa setšweletšweng.
Go bala ditšweletšwa ka hloko/tsinkelo	kgoboketša tsebo go tšwa sešweletšweng
Mekgwana ya go bala ka tsinkelo	Tšweletša lefoko leo le thekgago kgopolo go tšwa setšweletšweng..
Mekgwana ya go bala ka tsinkelo	Go tšweletša le go hlaloša dinhla
Tšweletša dikapolelo	Go bontšha kamano ya mantšu.
Tlhathollo ya dielemente	Tlhalošo ya dinhla mo setšweletšweng
Kgodišo ya tlotlontšu	Go ntšha mantšu le tlhalošo ya go tšwa mehuteng ya mantšu
Dithumo, ditšweletšwa le tšhomišo	Bontšha gore ke nnete goba maaka
Papetšo le phapantšho	Bontšha phapano/tshwana
Tšhomišo ya polelo ya dika.	Tšweletša tlhalošo ya dika.
Tšweletša polelo ya go hlalefetša	Tlhalošo ya maikutlo a polelo .
Tšweletša kgopolokgolo le kgopolotlaleletšo.	Tšweletša kgopolokgolo le go e fahlela
Maswaodikga	Tšweletšo ya mošomo wa maswaodikga bjalo ka ge a šomišitšwe
Kwešišo ya mafoko	Kwešišo le tšweletšo ya tlhalošo ya dintlha
POTŠIŠO 2.1	
Mabokgoni : Go bala le go bogela	Hlogo : Papatšo
Bokgoni bja tlaleletšo	Bokgoni bjo bo lekanyeditšwego
Go bala ditšweletša ka hloko le tsinkelo	Papatšo e lebantšhitšwe go mang
Go bala ditšweletša ka hloko le tsinkelo	Tšweletša/ bontšha maikemišetšo/mohola wa setšweletšwa
Go bala ditšweletša ka hloko le tsinkelo	Tlhalošo ya tšhomišo ya fonte e kgolo le ye nnyane/ tlhalošo ya tšomišo ya seswantšo
Tlhalošo ya polelo ya seka	Hlaloša polelo ya seka
Tekolo ya setšweletšwa sa go bonwa	Lekodišiša gabotse tšhomišo ya setšweletšwa sa go bonwa go lebeletšwe kamano ya molaetša go setšweletšwa .
POTŠIŠO 2.2: KHATHUNE	
Mabokgoni : Go bala le go bogela	Hlogo : Khathune
Bokgoni bja tlaleletšo	Bokgoni bjo bo lekanyeditšwego
Go bala ka tsinkelo mahlakore ka moka a setšweletšwa sa go bonwa	Tšweletša di elemente tša setšweletšwa : Tikologo/ baanegwa

Go bala ka tsinkelo mahlakore ka moka a setšweletšwa sa go bonwa	Lekola polelo sefahlego sa baanegwa/ maikutlo a baanegwa
Go bala ka tsinkelo mahlakore ka moka a setšweletšwa sa go bonwa	Tlhalošo ya segalo ya polelo go ya ka dikamano
Go bala ka tsinkelo mahlakore ka moka a setšweletšwa sa go bonwa	Lekola maleba ga ditirp/maikutlo/go tshepagala ga dipDBlo
Interpretation of visual text	Tlhalošo ya maikutlo a moanegwa/phetogo ya maikutlo
Go bala ka tsinkelo mahlakore ka moka a setšweletšwa sa go bonwa	Tšweletša molaetša wa khathune
Ahlaahla setšweletšwa sa go bogelwa	Tšweletša maikutlo a moanegwa/maitshwaro a moanegwa.
POTŠIŠO 3: KAKARETŠO	
Mabokgoni : Go bala le go bogela	Hlogo : Kakaretšo
Bokgoni bja tlaleletšo	Bokgoni bjo bo lekanyeditšwego
Go akaretša setšweletšwa	Ntšha dikgopolokgolo tša kakaretšo
POTŠIŠO 4: DIBOPEGO LE MELAO YA TŠHOMISA YA PELELO	
Mabokgoni : Diboego le melao ya tšhomišo ya polelo	Hlogo : Mošomo wa maemo a lentšu/lefoko
Bokgoni bja tlaleletšo	Bokgoni bjo bo lekanyeditšwego
mehuta ya maina	Laetša mohuta wa leina
mehuta ya mafoko	Laetša mohuta wa lefoko
Mahlalošetšagottee	Tšweletša lentšu le tee/sehlophantšu sa go ba le tlhalošo ya go swana setšweletšweng
Dihlogo/Meselana	Tšweletša tlhalošo ya maleba ya hlogo/moselana goba tlhalošo ya maleba ya lentšu go ššomišitšwe hlogo/meselana
Tlhamego ya lefoko	Laetša sehlophantšu/thabe
Makopanyi	Kgomaganya mafoko ka lekopanyi leo le filwego
Mahlaodi	Šomiša lehlaodi
Mahlathi	Laetša mahlathi/ tlhamego ya maleba ya lehlathi
Tiro/Tirwa	Laetša lefoko leo le ngwadilwego ka tiro/tirwa
Dihomonime	Efa tlhalošo ya homonime
Efa ditlhalošo tša mantšu	Laetša hlogo/moselana wa maleba
Khutsofatšo	Efa mehuta ya khutsofatšo
Maswaodikga	efa mehola ya maswaodikga/ tšweletša maswaodikga a maleba
Mašala	Tšweletša mehuta ya mašala
Patrone ya mopeleto	Laetša mopeleto wa maleba
Mabaka	Fetoša mabaka
Polelothwii/tebanyi le Polelotharedi	Laetša polelothwii/tebanyi le polelotharedi
Polelo ya go hlalefetša	Efa polelo ya sekamela ka lehlakoreng le itšego

Sesotho HL and FAL

Potso1 : Moetso wa kutlwisiso		
Bokgoni: Go bala le go shebella	Hlogo: Ditema tsa dingolwa /tseo e seng tsa dingolwa	
Litsebo tse nyane	Tsebo e e lekiloeng	
Ho bala tema ka botebo le ka hlokolosi	Batla/fumana dintlha tse tobileng temeng	
Ho bala ditema tsa dingolwa le tseo e seng tsa dingolwa	Batla/fumana dintlha tse tobileng temeng	
Ntshetsopele ya tlotlontswe	Kutlwisiso le ho hlwaya moelelo o akanngwang.	
Ho bala tema ka botebo le ka hlokolosi	Batla/fumana dintlha tse tobetseng temeng	
Ho bala tema ka botebo le ka hlokolosi	Hlwaya polelo tse tshehetsang temeng	
Ho bala tema ka botebo le ka hlokolosi	Hlwaya le ho kgutsufatsa dintlha	
Mawa a ho bala: Ho bala ka botebo	Kutlwisiso le ho hlwaya moelelo o akanngwang.	
Mawa a ho bala: Ho bala ka botebo	Etsa qeto ka phethelo ya tema e badilweng.	
Hlalosa makgetha a tema	Hlwaya puo ya botshwantshisi le ya nnete.	
Ntshetsopele ya tlotlontswe	Hlalosa ditlamorao tsa dintlha/dipalopalo temeng.	
Ho akanya, ho lekanyetsa le tshebediso	Kutlwisiso le ho hlwaya moelelo o akanngwang.Kgetha pakeng tsa nnete ka mafosisa	
Ho bapisa le ho fapanya	Kgetha pakeng tsa nnete le mafosi.	
Ho akanya moelelo puong ya botshwantshisi.	Hlwaya dintho tse fapaneng/tshwanang	
Hlwaya mohopolo wa sehlooho le mohopolo o tshehetsang	Hlwaya mehopolo ya sehlooho le e tshehetsang	
Mawa a ho bala ka botebo	Etsa qeto ka tema e badilweng	
Matshwao a puo	Nehelana ka mosebetsi wa letshwao la puo le sebedisitsweng temeng	
Akanya moelelo wa polelo kapa wa lentswe ho tswa polelong	Kutlwisiso le ho hlwaya moelelo o akanngwang.	
Ho bala tema ka botebo le ka hlokolosi	Ho lekola katleho ya tshebediso ya tema/molaetsa/maikemisetso a mongodi	
POTSO 2.1: PAPATSO/ TLHAHISO YA TLHAHISO/ POSTA		
Bokgoni: Go bala le go shebella	Hlogo: Papatso	
Litsebo tse nyane	Tsebo e e lekiloeng	
Ho bala tema ka botebo le ka hlokolosi	Nehelana ka mofuta wa sehlahiswa o bapatswanng	
Ho bala tema ka botebo le ka hlokolosi	Ho hlwaya baamohedi ba ditaba ba tobilweng .	
Ho bala tema ka botebo le ka hlokolosi	Hlwaya sepheo /le maikemisetso a tema	
Ho bala tema ka botebo le ka hlokolosi	Akanya moelelo wa sehlooho sa tema	
Ho bala tema ka botebo le ka hlokolosi	Hlalosa ditlamorao tsa makgetha a tema ya ditshwantsho le mongolo	
POTSO 2.2: Litšoantšo tsa libapali		
Bokgoni: Go bala le go shebella	Hlogo: Khathunu/infographic/graph	
Litsebo tse nyane	Tsebo e e lekiloeng	
Ho bala ka botebo ditema tsa dimidiya tse ngata le tema ya setshwantso. Tse bohulang.	Hlwaya tikoloho/nako/tekanyo/sepheo /makgetha a kerafo Hlwaya tikoloho:nako /kakanyo/sepheo/Makgetha a kerafo	
Ho bala ka botebo ditema tsa dimidiya tse ngata le tema ya setshwantso. Tse bohulang.	Etsa diqeto ka ditshwantshoFana	
Ho bala ka botebo ditema tsa dimidiya tse ngata le tema ya setshwantso. Tse bohulang.	Toloka maikutlo a baphetwa/ phethoho maikutlong a bona/ mekgwa/ boitshwaro tse nepahetsengHlalosa metlae/ makgetha a metlae/ a /kerafo	

Ho hlwaya tlhahisoleseding ya setshwantso le /puo ya molomo temeng.	Toloka maikutlo a baphetwa/ phethoho maikutlong a bona/ mekgwa/ boitshwaro tse nepahetsengLekola diketso tse nepahetseng tsa baphetwa/maikutlo/netefalo ya dipheto..
Tlhaloso ya tema e bohuwang	Hlalosa metlae/ makgetha a metlae
Ho bala ka botebo ditema tsa dimidiya tse ngata le tema ya setshwantso. Tse bohuwang.	Tshebediso ya dipudulwana
Tekolo ya setshwantso se buhuwang,	Fana ka sepheo/molaetsa wa sehlooho wa khathunu
POTSO 3: KAKARETSOY	
Bokgoni: Go bala le go shebella	Hlogo: Tema ya tlhahiso leseding
Litsebo tse nyane	Tsebo e e lekiloeng
Kgutsufatso	Hlwaya le ho kgutsufatsa dintlha tsa sehlooho
POTSO 4: DIPOPEHO TSA PUO LE MELAO YA TSHEBEDISANO TSA PUO	
Bokgoni: Go bala le go shebella	Hlogo: Tema ya tlhahiso leseding
Litsebo tse nyane	Tsebo e e lekiloeng
Hlwanya mefuta ya mabitso	Hlwaya mefuta ya mabitso
Mahlalolsonngwe Hlwanya mefuta ya dipolelo	Fana ka lentswe le nang le moelelo o le mong temeng
Malatodi	Fana ka lentswe le nepahetseng la lelatodi la lentswe
Makgethi	Hlwaya karolo e nepahetseng ya puo
Maakaretsi	Hlwaya lleakaretsi le nepahetseng polelong
Mahlalosi	Hlwaya mofuta wa lehlalosi
Bonngwe/bongata	Fana ka bonngwe ba lentswe
Makopanyi	Fhokela dipolelwana ka makopanyi ao o a nehilweng / (O noha e bolela ha o tshepahale.)
Moelelo o fapaneng/o ritsitseng	Hlwaya polelo e ritsitseng moeelong wa teng wa mantlha
Matshwao a puo	Hlwaya/ nehelana ka letshwao la puo le nepahetseng
Makgathe	Hlwaya tshebediso e nepahetseng ya makgathe/ho fetolela dipolelelo ho makgathe a fapaneng .
Maadingwa	Bontsha/ qolla polelo e nang le leadingwa
Kgutsufatso	Fana ka mofuta/mosebetsi wa kgutsufatso
Sehlongwapele le sehlongwanthao	Fana ka sebopeho se nepahetseng sa sehlongwapele/sehlongwanthao
Puopehelo	Hlwaya polelo e ngotsweng ka nepo ho puopehelo
Paterone ya mopeleto	Hlwaya mopeleto o nepahetseng wa lentswe(bongata ba mantswe)
Tshebediso ya maele	Fana ka tlhaloso ya maele
Matshwao a puo	hlwaya polelo e ngotsweng ka nepo ka tshebediso ya matshwao a puo.

Setswana HL and FAL

POTSO 1 : TEKATLHALOGANYO	
Bokgoni: Go buisa le go lebelela	Setlhogo: Tekatlhaloganyo
Bokgonipotlana	Bokgoni jo bo lekanyetswang
Go buisa ka kelotlhoko le ka tsenelelo.	Ntsha tshedimosetso e e tlhagisitsweng ka tthamalalo mo setlhangweng.
Buisa Athikele ya lekwadikgang	Batla tshedimosetso e e rileng mo setlhangweng.
Kgodiso ya tlotlofoko	Batla bokao jwa mafoko jo bo tlwaelegileng le jo bo sa tlwaelegang go tswa mo bokaelong jwa ona.
Go buisa setlhangwa ka tsenelelo le ka kelotlhoko.	Ntsha tshedimosetso e e tlhagisitsweng ka botlalo mo setlhangweng.
Go buisa ka kelotlhoko le ka tsenelelo.	Supa dintlha tse di tshegetsang mo setlhangweng.
Go buisa ka kelotlhoko le ka tsenelelo.	Supa le go sobokanya tshedimosetso e e maleba.
Papiso le pharologanyo	Supa go tshwana/go farologana.
Ditogamaano tsa go buisa:Puiso e e tseneletseng	Dirisa dintlha tsa bokaelo go tsaya tshwetso.
Puiso e e tseneletseng ya setlhangwa	Tlhalosa gore dintlha le dipalopalo di ama jang setlhangwa
Bokao jo bo sa tthamalalang jwa dipolelo	Tlhaloganya le go supa bokao jo bo sa tthamalalang le go tsaya tshwetso
Ditogamaano tsa go buisa:Puiso e e tseneletseng	Tsaya ditshwetso morago ga go buisa setlhangwa ka tsenelelo.
Go tsaya tshwetso le tshegetso	Farologanya Ee kgotsa Nnyaya
Puiso e e tseneletseng ya maemo a setlhangwa sotlhe.	Dira diponelopele o ikaegile ka ditshupo go tswa mo setlhangweng.
Tekatlhaloganyo ya go tthatlhoba le go tsaya tshwetso.	Tlhatlhoba phitlhelelo ya maitlhommo a Mokwadi.
Go tsaya tshwetso le tshegetso	Tlhagisa gore a ke NTLHA kgotsa ke KAKANYO
Go buisa ka kelotlhoko le ka tsenelelo.	Supa le go sobokanya tshedimosetso e e maleba.
Tiriso ya puo ya botshwantshi	Tiriso e e maleba ya leele/seane
Tlhatlhoba ya temana	Thuto/Molaetsa wa setlhangwa
POTSO 2.1 : PAPATSO/INFOKERAFO/PHOUSERARA	
Bokgoni: Go buisa le go lebelela	Setlhogo: Papatso
Bokgonipotlana	Bokgoni jo bo lekanyetswang
Go buisa ka kelotlhoko le ka tsenelelo	Ke kuno e fe e e bapatswang
Go buisa ka kelotlhoko le ka tsenelelo	Bolela gore e lebisitswe go bo mang
Go buisa ka kelotlhoko le ka tsenelelo	Tlhalosa ditlamorago tsa maano/malepa a papatso mo ditlhangweng tsa popegontsi.
Ntlhakemo le tshegetso	Farologanya Ee kgotsa Nnyaya
POTSO 2.2 :KHATHUNU	
Bokgoni: Go buisa le go lebelela	Setlhogo: Khathunu
Bokgonipotlana	Bokgoni jo bo lekanyetswang
Puiso e e tseneletseng ka ga ditlhangwa tsa popegontsi le tsa pono	Supa diponagalo tsa setlhangwa: boalo
Diponagalo tsa khathunu	Mofuta wa pudulwana
Tlhaloso ya setlhangwapono	Tlhalosa maikutlo a modiragatsi/ go fetoga ga maikutlo/mokgwa.
Puiso e e tseneletseng ka ga ditlhangwa tsa popegontsi le tsa pono	Bolela molaetsa wa khathunu
Puiso e e tseneletseng ka ga ditlhangwa tsa popegontsi le tsa pono	Tlhalosa diponagalo tsa setlhangwapono jaaka tshegiso.

Tlhatlhubo ya setlhangwa pono	Tsaya tshwetso ka dintlha tsa setlhangwaponono.
POTSO 3: TSHOBOKANYO:	
Bokgoni: Go buisa le go lebelela	Setlhogo: Tshobokanyo
Bokgonipotlana	Bokgoni jo bo lekanyetswang
Go sobokanya ka dintlha	Nopolo le tshobokanyo ka dintlha
POTSO 4: DIPOPEGOPUO LE MELAWANA YA TIRISO YA TSONE	
Bokgoni: Dipopegopuo le melawana	Setlhogo: Setlhangwa sa tshedimosetso/mopeleto
Bokgonipotlana	Bokgoni jo bo lekanyetswang
Mefuta ya maina	Supa mofuta wa leina
Tiriso ya leina	Kaya gore leina le diritswe jang mo polelong.
Makaelagongwe	Neela ka lekaelagongwe la lefoko le le neetsweng mo setlhangweng
Ditlhogo/megatlana	Neela leina le le nepagetseng o lebeletse tlhogo ya lona.
Lediri	Mefuta/tiriso ya lediri
Makopanyi	Kopanya dipolelo ka lekopanyi le le neetsweng
Letlhophi	Tiriso ya letlhophi
Letlhalosi	Supa letlhalosi/mofuta wa lona
Tira le Tirwa	Supa polelo e e kwalotsweng sentle ka tira/tirwa.
Makwalwatshwana/ditumatshwana	Neela tlhaloso e nngwe ya lekwatshwana.
Mediriso ya lediri	Tlhaola modiriso mo polelong
Dipaterone tsa mopeleto	Supa lefoko le le kwadilweng sentle.
Dipaka	Fetola paka
Puosebui/Puopegelo	Supa polelo e e mo go puosebui/puopegelo.
Bokao jo bo tlhamaletseng le jwa botshwantshi	Neela bokao jwa lefoko le le adimilweng
Matshwao a puiso	Neela tiriso ya letshwao la puiso/Supa polelo e e dirisitseng matshwao a puiso sentle
Mefuta ya dipolelo	Supa mofuta wa polelo
Leele/Seane	Bopa leele/seane ka lefoko

Siswati HL and FAL

UMBUTO 1 : SIVISISO	
Emakhono: Kufundza Nekwehlwaya Langesilo Liciniso)	Sihloko: Sivisiso (Ematheksthi Laliciniso/
Tihlokwana temakhono/lwati	Likhono lelihlokwako
Kufundza umbhalo ngekuvisisa nangekuhlolisisa	Kutfole lwati lolubekwe ngalokucacile ngesibekandzaba setheksthi
Kufundza umbhalo ngekuvisisa nangekuhlolisisa	Kutfole lwati lolubekwe ngalokucacile kutheksthi
kufundza ematheksthi langasilo liciniso	Tfole iminingwane letsite kutheksthi
kutfutukisa kwesilulumagama	kutfole inshokutsi yemagama latayelekile nalangakatayeleki
Kufundza umbhalo ngekuvisisa nangekuhlolisisa	Tfole titatimende letisekelako kuletheksthi
Kufanisa nekucatsanisa	Tfole umehluko/kufanana nekwehlukana
Kufundza umbhalo ngekuvisisa nangekuhlolisisa	Tfole uphindze ufinyete iminingwane lefanele
emasu ekufundza: Kufundza lokujulile	Sebentisa tinkhomba tesimo kute utfole inchazelo
Humusha tincenye tetheksthi	Humusha umphumela longesilo liciniso/tibalo tetheksthi
Kufundza umbhalo ngekuvisisa nangekuhlolisisa	Tfole tetsamelilwati ngekusebentisa tinkhomba tetheksthi
Kuvisisa kusetjentiswa kwelulwimi lolusebentisa tinongo tenkhulumo.	Tfole/nika inchazelo yesisho
Kuncoma kusetjentiswa kwelulwimi.	Ncoma ngekukhetseka kahle kwetinongo tenkhulumo
Kucabangela, kulinganisela nekusetjentiswa	yehlukanisa emkhatsini weliciniso neliphutsa
Inshokutsi lehlosiwe yetheksthi	Visisa ubuye utfole inshokutsi lehlosiwe ngetheksthi
Fundza itheksthi yonkhe ngalokujulile	Tfole simongcondvo nemiva yembhali.
Fundza itheksthi yonkhe ngalokujulile	Cagela/ cabangela ususele kutinkhomba tetheksthi
Kuhlola nekuvisisa itheksthi yesivisiso	Hlolisa umphumela wetheksthi/ umlayeto/ inhloso yembhali
Emasu ekufundza: Kufundza lokujulile	Kutfole tiphetfo ngekufundza itheksthi ngekuyivisa
UMBUTO 2.1 : SIKHANGISI/IPHOSTA	
Emakhono: Kufundza Nekwehlwaya	Sihloko: Sikhangisi/iphosta
Tihlokwana temakhono/lwati	Likhono lelihlokwako
Kufundza ngekuvisisa itheksthi nangekuhlolisisa	Kubona inhloso yetheksthi
Kufundza itheksthi ngekuvisisa nangekuhlolisisa	Kubona tetsamelilwati letihlosiwe
Kufundza itheksthi ngekuvisisa nangekuhlolisisa	Kuhumusha imiphumela yalokubonakalako kutheksthi lesebentise timphawu letinhlobonhlobo-ifonti/titfombe
Kuvisisa timphawu tetheksthi	Tfole ubuye uhumushe timphawu tetheksthi

UMBUTO 2.2 : IKHATHUNI	
Emakhono: Kufundza Nekwehlwaya	Sihloko: Ikhathuni
Tihlokwana temakhono/lwati	Likhono lelihlokwako
Kufundvwa ngalokujulile kwetheksthi letinhlobonhlobo nalesibonwa	Kubona timphawu tekhatuni
Kufundvwa ngalokujulile kwetheksthi letinhlobonhlobo nalesibonwa	Chaza tinkhomba/imiphumela yekhatuni
Kufundvwa ngalokujulile kwetheksthi letinhlobonhlobo nalesibonwa	Kuhumusha timphawu tekhatuni
Kufundvwa ngalokujulile kwetheksthi letinhlobonhlobo nalesibonwa	Chaza kugucugucuka kwetimo tekhatuni
Kufundvwa ngalokujulile kwetheksthi letinhlobonhlobo nalesibonwa	Nika inhloso yekhatuni
Kuhlola itheksthi lesibonwa	Kuhlola kusetjentiswa kwetimpawu tekhatuni
UMBUTO 3 : SIFINYETO	
Emakhono: Kufundza Nekwehlwaya	Sihloko: Sifinyeto
Tihlokwana temakhono/lwati	Likhono lelihlokwako
Kufinyeta itheksthi	Kuhlunga ubuye ufinyete emaphuzi lamcoka
UMBUTO 4: TAKHI NETIMISO TELULWIMI	
Emakhono: Takhi Netimiso Telulwimi	Sihloko: Kusetjentiswa Kwelulwimi
Tihlokwana temakhono/lwati	Likhono lelihlokwako
Sichasiso	Kusebentisa buniyo/linani
Lupelomagama/sipelingi	Kubona ligama lelopeleke kabi
Tabito	Kukhipha tinhlobo tetabito
Tinhlobo Temabito	Kutfola luhlobo lwelibito
Timphawu tekubhala	Kubona umusho losebentise kahle timphawu tekubhala/ kunika umsebenti wetimpawu tekubhala
Tinhlobo Temisho	Kutfola luhlobo lwemusho
Tinhlobo tetindzima	Kubona umsebenti wetindzima/ Timphawu tetindzima/ Luhlobo lwetindzima
Bomabityafanana	Kunika inshokutsi yabomabityafanana
Inshokutsi yemagama	Kunika tinchazelo letimbili letehlukene ngeligama lokuvetwa kwehla nekwenyuka kweliphimbo
Ticalo netijobelelo	Kunika inshokutsi yesicalo netijobelelo/ bhala takhiwo temabito letifanele ngekusebentisa ticalo netijobelelo.
Tento	Kubona umusho losebentise indlela lesalibito
Tifinyeto nema-akhronimi	Kunika luhlobo nemsebenti wetifinyeto nema-akhronimi
Bomcondvofana	Kunika ligama lelinenshokutsi lefanako kutheksthi
Tikhatsi tesento	Kugucula imisho uyibhale ngetikhatsi tesento letehlukene
Tihlanganisi	Kuhlanganisa imisho ngetihlanganisi letiniketiwe
Kwakhiwa kwemisho	Kubona umshwana/Ilbintana
Inkhulumombiko nenkhulumongco	Kugucula inkhulumombiko nenkhulumongco
Sibanjalo/imphambosi yekwentiwa	Kugucula umusho ube sibanjalo/ imphambosi yekwentiwa

Tshiven»a HL and FAL

MBUDZISO YA 1: THOLOKANYONDIVHO	
Zwikili: U vhala na U talela Thoho: Tholokanyondivho (Luambo lu re khagala na lwo dzumbamaho)	
Zwikili zwiṭuku	Tshikili tsho lingwaho
U vhala tshibveledzwa wo tou fombe	U wanulula mafhungo a re khagala a re kha tshibveledzwa
U vhala tshibveledzwa tshi si tsha fikishini.	U wana zwidodombedzwa zwo khetheaho kha tshibveledzwa
U vhala tshibveledzwa wo tou fombe	U wana ṭhalutshedzo dza maipfi o ḡowealeho na maipfi a so ngo ḡowealeho a bvaho kha nyimele dzao
U vhala tshibveledzwa wo tou fombe	U wanulula mafhungo a re khagala a re kha tshibveledzwa
U vhala tshibveledzwa wo tou fombe	U topola zwitatamennde zwi tikedzaho kha tshibveledza
Zwiṭirathedzhi zwa u vhala: U vhala wo tou fombe.	U topola na u nweledza zwidodombedzwa zwo khetheaho.
Zwiṭirathedzhi zwa u vhala: U vhala wo tou fombe.	U shumisa ludungela lwa nyimele u itela u humbulela ṭhalutshedzo
Zwiṭirathedzhi zwa u vhala: U vhala wo tou fombe.	U pendela kha u vhala wo tou fombe kha tshibveledzwa
U topola luambo lwo dzumbamaho	U topola/U amba mushumo wa figara dza muambo.
U ṭalusa eḡemennde dza tshibveledzwa	U ṭalutshedza masiandaitwa a mbuno/mbalo-mbalo kha tshibveledzwa.
U bveledza ḡivhaipfi	U humbulela ṭhalutshedzo i bvaho kha zwipiḡa zwa fhungo
U humbulela na u shumisa ee kana hai	U fhambanya vhukati ha Ee kana Hai.
U vhambedza na u fhambanya	U topola zwi no fana/zwi sa fani
U topola luambo lwo dzumbamaho	U ṇea ṭhalutshedzo ya luambo lwo dzumbamaho
U ṭhaṭhuvha mbuelo no sedza tshibveledzwa	U sumbedza mbuelo kha tshibveledzwa
U topola muhumbulo muhulwane na mihumbulo i tikedzaho	U ṭhaṭhuvha vhuḡi ha mbuyelo dza luambo lwa nyanyuwo.
Ndongazwiga	U ṇea mushumo wa tshiga tsha u vhala sa zwe tsha shumisiswa zwone kha tshibveledzwa.
ṭhalutshedzo ya mafhungo/maipfi mafhungoni	U pfesesa na u topola ṭhalutshedzo ya mafhungo na u humbulela.
U vhala tshibveledzwa tshoṭhe wo tou fombe	U ḡivha muhumbulo muhulwane
U vhala tshibveledzwa wo tou fombe	U topola vhaṭanganedzi vha mafhungo u bva kha ludungela lwa tshibveledzwa
Mbudziso dzi sa ṭoḡi phindulo	U topola masiandaitwa a luambo lwa u fhuredzela kha tshibveledzwa.
U vhala tshibveledzwa tshoṭhe wo tou fombe	U ita khumbulelo yo ḡisendekaho kha ludungela lwa tshibveledzwa
U vhala tshibveledzwa tshoṭhe wo tou fombe	U sumbedza u ḡivha ngudo/pfunzo ya mafhungo
U ṭhaṭhuvha na u humbulela	U livhanya na vhutshilo ha iwe muṇe
U ṭhaṭhuvha tholokhanyondivho	Mushumo wa pharagirafu

MBUDZISO 2.1: KHUNGEDZELO/ INIFOGIRAFIKI/ PHOSITARA	
Zwikili: U vhala na U talela	Thoho: Khungedzelo/Inifogirafiki/Phositara
Zwikili zwiṭuku	Tshikili tsho lingwaho
U vhala tshibveledzwa wo tou fombe	U topola ndivho ya tshibveledzwa
U vhala tshibveledzwa wo tou fombe	U divha vhatangaedzi vha tshibveledzwa
U vhala tshibveledzwa wo tou fombe	U thathuvha zwi tshi bva kha zwitenwa zwa u tou vhonwa/amba zwi re kha tshibveledzwa
U talutshedza luambo lwo dzumbamaho	U divha na u talutshedza luambo lwa u fhuredzela kha tshibveledzwa.
U thathuvha zwibveledzwa zwa u vhonwa	U thathuvha vhuḍi ha elemende dza zwa u tou vhonwa/u amba zwi tshi elana na mulaedza u re kha tshibveledzwa.
MBUDZISO YA 2.2: KATUNI	
Zwikili: U vhala na U talela	Thoho: Maṁweledzo/Samari
Zwikili zwiṭuku	Tshikili tsho lingwaho
U vhala wo tou fombe kha ṁḍila dzo fhambanaho dza vhudavhidzani na tshibveledzwa tsha u vhonwa.	U topola vhaanewa na elemende dza tshibveledzwa
U vhala wo tou fombe kha ṁḍila dzo fhambanaho dza vhudavhidzani na tshibveledzwa tsha u vhonwa.	U talusa thounu/nyanyuwo kha zwo ambiwaho/ludungela lwa zwa u tou vhonwa.
U vhala wo tou fombe kha ṁḍila dzo fhambanaho dza vhudavhidzani na tshibveledzwa tsha u vhonwa.	U talutshedza vhuvha/elemende dza vhuvha/elemende dza tshibveledzwa
U thathuvha zwibveledzwa zwa u vhonwa	U vhambedza zwi no fana na zwi sa fani
U talusa zwibveledzwa zwa u vhonwa	U talusa vhuḍipfi ha muanewa
U vhala wo tou fombe kha ṁḍila dzo fhambanaho dza vhudavhidzani na tshibveledzwa tsha u vhonwa.	U bula mulaedza wa tshibveledzwa
U thathuvha zwibveledzwa zwa u vhonwa	U thathuvha nyito/vhuḍipfi ha muanewa
MBUDZISO YA 3: SAMARI/MANWELEDZO	
Zwikili: U vhala na U talela	Thoho: Manweledzo
Zwikili zwiṭuku	Tshikili tsho lingwaho
U ṁweledza tshibveledzwa	U topola na u ṁweledza mbuno khulwane
MBUDZISO YA 4: Zwivhumbeo na Milayo zwa kushumisele kwa Luambo	
Zwikili: Zwivhumbeo na Milayo:	Thoho: U shuma na maipfi
Zwikili zwiṭuku	Tshikili tsho lingwaho
Tshaka dza madzina	U topola lushaka lwa dzina
Tshaka dza mafhungo	U topola lushaka lwa fhungo
Pfanywa	U nea ipfi line la fana na li re tshibveledzwa.
Thangi/mitshila	U nea thangi i re yone
U vhumba mafhungo	U topola lifurase/fhungodavhi
Matanganyi	U nanga litanganyi
Mataluli	U topola lushaka lwa litaluli
Madadzisi	U topola lushaka lidadzisi la maitele
Maambaita/maambaitwa	U topola a fhungo lo ṁwalwaho zwone nga ṁḍila yo livhaho/i so ngo livhaho.
Homonimi/homofouni/pharanomi	U bula lushaka maipfi
Thalutshedzo dza maipfi/ambigwithi/kilitshi/luambo lwa tshitaratani/dzhagoni/khonethethivi/ridandentsi	U nea thalutshedzo ya luambo lwa inifomala (tshitaratani)
Pfufhifhadzo	u nea lushaka lwa phufhifhadzo
Ndongazwiga	U nea dzina la tshiga tsha u vhala

Masala	U topola lushaka lisala
Phetheni dza mupeleto	U nwala mupeleto u re wone.
Zwikhathi/zwifhinga	U shandukisa tshikhathi/tshifhinga
Tshipitshi tsho livhaho na tshi so ngo livhaho	U isa fhungo kha tshipitshi tsho livhaho/tshi so ngo livhaho
U nea thalutshedzo	U nea thalutshedzo ya ipfi
Pharagirafu	U bula mushumo wa pharagirafu
Luambo lu re khagala na lwo dzumbamaho.	U nea thalutshedzo ya murero

Xitsonga HL and FAL

XIVUTISO XA 1 : XIKAMBELANTWISISO	
Vuswikoti Ku hlaya na Ku langutisa: Nhlokomhaka: Xitshuriwa (Xa matsalwa/ xo ka xi nga ri xa matsalwa).	
Vuswikotitsongo	Vuswikoti lebyi kamberiwaka
Ku kota ku hlaya xitshuriwa hi vuxoperi.	Teka mahungu lama nga boxiwa hi ndlela yo hlawuleka eka xitshuriwa.
ku hlaya xitshuriwa xa swa ntiyiso na xo ka xi nga ri xa swa ntiyiso.	Kuma vuxokoxoko byo karhi eka xitshuriwa.
Ndlandlamuxo wa ntivomarito.	Kuma tinhlamuselo ta marito lama tolovelekeke na lama nga tolovelekangiki yo huma eka xitshuriwa.
Ku kota ku hlaya xitshuriwa hi vuxoperi.	Teka mahungu lama nga boxiwa hi ndlela yo hlawuleka eka xitshuriwa.
Ku kota ku hlaya xitshuriwa hi vuxoperi.	Kombisa swivulwa swo seketela ku huma eka xitshuriwa.
Ku kota ku hlaya xitshuriwa hi vuxopeeri	Kombisa na ku komisa miehleketo leyi faneleke.
Maqhingha yo hlaya: Ku hlaya hi ku dzika.	Tirhisa vuthala byo huma eka xitshuriwa ku kumbetela nhlamuselo.
Maqhingha yo hlaya: Ku hlaya hi ku dzika	Teka swiboho eka ku kota ku hlaya xitshuriwa hi vukheta.
Twisisa matirhiselo ya ririmi ro gega na ra ntiyiso.	Kombisa/hlamusela ririmi ro gega kumbe ra ntiyiso.
Hlamusela swiphemu swa xitshuriwa.	Hlamusela nkoka wa leswi nga ntiyiso/tinhlayo eka switshuriwa.
Ndlandlamuxo wa ntivomarito.	Kumbetela nhlamuselo eka swiphemu swa swivulwa.
Nkumbetelo, ku humesiwa ka swilo swa matirhiselo.	Tiva ku hambana exikarhi ka swilo leswi nga swa ntiyiso na leswi nga riki swa ntiyiso.
Matirhiselo ya ririmi ro gega.	Nyika nhlamuselo ya ririmi ro gega (vumunhuhati/swisasi/swigego/swifananisi na swin'wana na swin'wana).
Kombisa hungunkulu na miehleketo yo seketela.	kombisa hungunkulu/miehleketo yo seketela.
Hlaya xitshuriwa hi vuxoperi.	Kombisa vaamukeri va mahungu ku huma eka vuthala bya mbangu lowu swi kumekaka eka wona.
Swihlawulekisi swa xitshuriwa.	Kombisa switandzhaku swa nhlokomhaka/mahetelelo.
Hlaya hi ku dzika eka xiyimo xa xitshuriwa hinkwaxo	Endla minkumbetelo hi ku tirhisa vuthala lebyi humaka eka xitshuriwa.
Xikambelantwisiso xo hleleka na nkumbetelo.	Ku hlela loku faneleke ka xitshuriwa/Matitwelo ya mutsari.
XIVUTISO 2.1: XINAVETISO/ SWIFANISO SWA MAHANGU/ PHOSITARA	
Vuswikoti: Ku hlaya na Ku langutisa Nhlokomhaka: Xinavetiso/Swifaniso swa mahungu/Phositara.	
Vuswikotitsongo	Vuswikoti lebyi kamberiwaka
Hlaya xitshuriwa hi vuxoperi.	Kombisa matitwelo/ xikongomelo xa xitshuriwa.
Hlaya xitshuriwa hi vuxoperi.	Vanhu lava xitshuriwa xi kongomisiweke eka vona/ vaamukeri va mahungu.
Hlaya xitshuriwa hi vuxoperi.	Hlamusela nkucetelo wa swiphemu swa swovoniwa eka xitshuriwa xo katsa ku vova - sayizi ya fonto/swifaniso.
Twisisa swihlawulekisi swa xitshuriwa.	Kombisa na ku twisisa swihlawulekisi swa xitshuriwa
Hlela xitshuriwa xo voniwa.	Hlela ku tirhiseka ka swo voniwa na vuxaka bya hungu eka xitshuriwa

XIVUTISO 2.2: KHATHUNI	
Vuswikoti Ku hlaya na Ku langutisa:	Nhlokomhaka :Khathuni
Vuswikotitsongo	Vuswikoti lebyi kamberiwaka
Hlaya hi ku dzika eka xitshuriwa xa swo voniwa.	Kombisa mbangu/swimunhuhatwa.
hlaya hi ku dzika eka xitshuriwa xa swo voniwa.	Hlamusela thoni/swiendlo swa marito/swo voniwa.
Hlaya hi ku dzika eka xitshuriwa xa swo voniwa	Hlamusela swihlawulerisi swa fenyha/ swihlawulekisi swa xitshuriwa.
Hlela xitshuriwa xo voniwa.	Hlela hi ku hetiseka swiendlo swa swimunhuhatwa/matitwelo.
Hlamusela xitshuriwa xa swo voniwa.	Kombisa no hlamusela matitwelo/ku cinca ka matitwelo.
Hlaya hi ku dzika eka xitshuriwa xa swo voniwa.	Nyika/vula hungu ra khathuni
Hlela matswalwa yo voniwa.	Tsala mahetelelo ya xitshuriwa xo voniwa/marito yo huma eka xitshuriwa.
XIVUTISO 3: NKOMISO	
Vuswikoti: Ku hlaya na Ku langutisa	Nhlokomhaka: Nkomiso.
Vuswikotitsongo	Vuswikoti lebyi kamberiwaka
Ku komisa xitshuriwa.	Tshaha/tsavula u tlhela u komisa hungunkulu
XIVUTISO 4: SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI	
Vuswikoti:	Swiaki na Milawu ya Matirhiselelo ya Ririmi
Nhlokomhaka: Ntirho wa xiyimo xa rito.	
Vuswikotitsongo	Vuswikoti lebyi kamberiwaka
Tinxaka ta maviti.	Kombisa tinxaka ta maviti.
Tinxaka ta swivulwa.	Kombisa tinxaka ta swivulwa.
Vamavizweni.	Nyika rito leri ri fanaka hi nhlamuselo na leri nga eka xitshuriwa.
Swirhanghi na Swilandzi.	Nyika rito leri ri tirhisiweke hi ku hetiseka eka swirhanghi na swilandzi.
Mavumbelo ya swivulwa.	Kombisa mavumbelo ya swivulwa.
Mahlanganisi.	Hlanganisa swivulwa hi rihlanganisi leri u nyikiweke.
Mahlawuri.	Kombisa rihlawuri.
Maengeteri.	Kombisa riengeteri.
Marito ya muvulavuri na murunguri.	Kombisa xivulwa lexi tsariweke kahle hi marito ya murunguri/muvulavuri.
Homonimi.	Nyika nhlamuselo ya mafanapeletwana.
Nhlamuselo ya rito:Tinhlamuselo to tala to kanganyisa.	Nyika tinhlamuselo timbirhi leti nga va ka tona.
Maritonkomiso.	Nyika xivumbeko lexi heleleke xa ritonkomiso.
Mahikahatelo.	Kombisa xivulwa lexi xi hikahatiweke hi ndlela leyi faneleke/ Nyika ntirho wa ku hikahata.
Masivi.	Kombisa rixaka ra risivi.
Tipatironi ta mapeletelo.	Kombisa rito leri peletaweke hi ndlela leyi nga hoxekangiki.
Minkarhi ya maendli.	Hundzuluxa nkarhi wa riendli.
Marito ya mavulavuri/marito yo runguriwa.	Kombisa xivumbeko lexi nga hoxekangiki xa marito ya muvulavuri /marito yo runguriwa.
Ririmi ro onga.	Nyika nhlamuselo ya ku vona timhaka hi ndlela yo angarhela/ onga.