ANNEXURE A

Kurrikulum- en assesseringsbeleidsverklaring

Afrikaans Huistaal Graad 10-12

PAGE	Captured as (error)	Change to
27	Toneelaanwysings / subteks	Toneelaanwysings / neweteks

ANNEXURE B

AGRICULTURAL SCIENCES

ANNUAL TEACHING PLAN – GRADE 11

Page No.	**Content to be corrected**	**Motivation**
Page 26: week 8	Replace / (slash) with an "and" between sausage and feeling method	These are separate distinct methods
Page 28	Delete soil science (under topic column)	Unnecessary repetition
Page 29: week 6	ph must be corrected as pH	International convention
Page 29: week 6	Replace / (slash) with "and" between prevention and controlling soil acidification	These two concepts have different impacts on soil acidification
Page 32: week 7	The calculation of "Unit Value of fertilizer" is omitted and should be included as bullet number 5	Correction of omitted content during the finalisation of the document
Page 35: week 1	Replace "Oculation" with Budding	Correct terminology: this is direct translation from Afrikaans
Page 36: week 4	Insect control in stored seed and **grass:** Replace grass with "grain"	Correct terminology

ANNEXURE C

Business, Commerce and Management Studies

ACCOUNTING

1. **Page 22:** Add "**DRAWINGS"** to partners account. This is an important transaction in order to complete the partnership cycle. Partners are entitled to withdraw from the partnership business.
2. **Page 13 Grade 10** and **page 22 for Grade 11** include the **consistency principle** as one of our GAAP principles.
3. **Partnership Page 22:** Clarification is needed on the treatment of "**BONUS** "to Partners i.e. the different entities treat the 13th cheque and performance bonuses differently.
4. **Budgeting Page 27:** The indication of **"Projected receipts and payments"** to the document brings confusion. The understanding is that the projected receipts and payments is the same as **CASH BUDGET.** Therefore it is suggested that we remove the projected receipts and payments and only remain with CASH BUDGET as this has always been the case.
5. **CLUBS Page 24:** The omission of **"the statement of income and expenditure"** was welcomed by all the provinces; however the membership fee account and all other ledger accounts concerned are still supposed to be closed off to the statement of income and expenditure. (**Closing transfers**). How do we close that gap?
6. Bookkeeping of a Partnership- year end adjustment: **Bad debts recovered** (including receipts from **solvent** estates), in Grade 11, **page22**:- it should read "Bad debts recovered (including receipts from **insolvent** estates)" as it is on page **17** in Grade 10.

BUSINESS STUDIES

1. Depth and Breadth of "Prospectus" (pg. 26 Grade 11): include: **definition of a prospectus, new concepts used in a prospectus and the requirements of a prospectus**.

2. **"Assignment"** not explained in CAPS document chapter 4. (Refer page 47).
3. **Refer page 33 Grade 12** – Consumer Protection Act No. 68 of 28 April 2008 – please correct- it is not of **2009**.
4. Refer pg 39 Grade 12 – please insert - **Recap : criteria, stages, team dynamics and theories**
5. Refer page 23 Grade 11 – "Business has **some/limited control** over the factors, it can influence the market environment. Macro environment – Business has no control over the factors.
6. **Text box: Page 40**

   Note: Term 3 formal task was given in term 2. Learners should complete the task for term 3 and submit. The content dealt with in terms 1 and 2 should be revised for the mid-year examination.

   *At the end of the 2nd term, learners must be able to analyse and interpret any **financial (change financial to Business)** information and answer any problem-solving questions using critical and creative thinking. These include the solving of real-life problems within the context of the Business Studies curriculum.*

ECONOMICS

1. **Page 24 summary of Grade 11 annual teaching plan: term 1, week 1 and 2 should be written as** Economics Basic concept & Population and labour force.
2. **Page 24 summary of Grade 11 annual teaching plan: term 2, change** Dynamics of markets: Price elasticity to week 1 and 2. Dynamics of markets: Relationship Between markets to week 3 and 4, and Dynamics of markets: Cost & Revenue to week 5 and 6.
3. **On page 30:** Economic integration and co-operation, for example: it is **SACU NOT SACC**

ANNEXURE D

Computer Sciences

P1	First paragraph	Make bold
P1	Third paragraph	Change develop to developed

ANNEXURE E

GEOGRAPHY

PAGE	**Captured as (error)**	**Change to**
19, Topographic Maps	distance: measuring distance on maps and converting to ground distance, straight line and curved	distance: measuring distance on maps and converting to ground distance along a straight line
24, Topographic Maps	omitted under • simple cross sections	Insert as • simple cross sections • distance: measuring distance on maps and converting to ground distance along a straight line

ANNEXURE F

HISTORY

PAGE	Captured as (error)	Change to
36 Term 3 (Weighting)	'Source-based or essay'	' Source-based and or essay'
34 and 36 Term 4 Grade 10 11 & 12	75% of total year mark = 300 marks	75% of total exam mark = 300 marks
40	'candidates will be asked to discuss explain or assess the accuracy of a statement, or to express an opinion'	'candidates will be asked to discuss, explain or assess the accuracy of a statement, or to express an opinion'
38	'In each of the papers, learners must answer one source-based, one essay and one other question.'	'In each of the papers, learners must answer one source-based, one essay and one other question (either essay or source-based).'
28	'What forms of civil society protest emerged from the 1960s to 1990s?'	'What forms of civil society protest emerged from the 1950s – 1970s?'
12 Grade 12	'Civil society protests 1950s to 1990s'	'Civil society protests 1950s to 1970s'
39 Question 3 & Question 6	'What forms of civil society protest emerged from the 1960s to 1990s?'	'What forms of civil society protest emerged from the 1950s – 1970s?'
14 Case Studies	'Each of the case studies include:'	'Each of the case studies includes:'
19		'Stalin's policies'

Third sentence from the bottom	‘Stalin’s Stalin’s policies’	
21 Background	‘This topic the theories’ Second line – ‘different counties applied them …’	‘This topic investigates the theories …’ Second line – ‘different countries applied them …’
24 See bullet 3 from the top second dash	‘How did apartheid different …’	‘How did apartheid differ …’
31 Key question	‘How has the world changed since **1960s**?’	‘How has the world changed since **1980s?’**
33 Second paragraph, second sentence.	‘Examples of formal assessments’	‘Examples of formal assessment’
33 **4.3.1**	‘Formal assessments …’	‘Formal assessment …’

ANNEXURE G

ISIXHOSA HL

section	Iphepha(page)	Tshintsha[Change]	Mayilungiswe ibe[change to]
1.1	31	Intengiso okanye isibhengezo	Isibhengezo-ntengiso
1.2	32	Inani lamagama kwiphepha	70-80
	29	Isigqibelo	Isigqebelo
	103,28,29	uphuphelo	Uphuphulelo
	85	Inkqabo- heading	Inkqubo
	106,p88	Ngeliso alibukhali	Ngeliso elibukhali
	28	uyondelelowano	Uyondelelwano
	106	Ulwimi oluthambekele bucula nedlelelelayo	Ulwimi oluthambekele bucala noludlelelelayo
	98	Izivakalisi e**si**mbaxa	Izivakalisi ezimbaxa
	Page 88	Iimpawu kwicandelo C	
	Page 106	2 commas and spacing -last bullet	
	P43 Imihlathi kwitheybhile yobude beetekisi	Memorandam neKholam	
	Cover Page	"**yeSizwe"** from Second Heading that reads, INkcazelo yePolisi yeSizwe yeKharityhulam nokuHlola	
1.3		Iphepha 59 iveki 5&6	Fakela izakiwo zezivakalisi
1.4			

SECTION	PAGE	CHANGE	CHANGE TO
3.2	P 37	Amanqaku	Amanqaku/inowutsi
3.2	P 37	Izihlekiso	Izihlekiso(ezizotyiweyo) / iziqhulo
3.3	P 49	Iobhitshuwari	Is it a shorter piece or longer piece
	P53	Week 5-6	Translation not the same as P 57
4.4.1	P 93	Inkqabo	Inkqubo
	P 110	Uphuphelo	Uphuphelelo
	P 111	Whole Page	Delete the whole page it is repeated

ANNEXURE H

LIFE SCIENCES

PAGE	CAPTURED AS	CHANGED TO
On page 10	.....	Genetics must be inserted in Grade 12 under the column 'Life at molecular, cellular and tissue level'.
On page 39	Grade 11: Content, Biodiversity and Classification of **Microorgaisms**	Grade 11: Content, Biodiversity and Classification of **Microorganisms**
On page 39	distrution	Look for evidence bacterial/fungal diseases on plants (school and home). Map the **distribution** of one disease in the study area.
On page 42	Essential	Compulsory
On page 49	Change **24 hours**	**16 hours**
On pages 68, 69 and 70		Include **specific aim 2** in assignments and projects only
On page 70	under content in the formal programme of assessment	Skills are listed under **specific aims 1, 2 and 3**

ANNEXURE I

Mathematics Intermediate Phase (Grades 4-6)

PAGE	CAPTURED AS (ERROR)	CHANGE TO
p12 [2.6 WEIGHTING OF CONTENT AREAS]	• The weighting of Mathematics content areas serves two primary purposes: • guidance regarding the time needed to adequately address the content within each content area guidance on the spread of content in the examination (especially end- of-the year summative assessment). The weighting of the content areas is the same for each grade in this phase.	The weighting of Mathematics content areas serves two primary purposes: • guidance regarding the time needed to adequately address the content within each content area; and • guidance on the spread of content in the examination (especially end-of-the year summative assessment). The weighting of the content areas is the same for each grade in this phase.
p14 [Grade 5, bullet 4]	6 digit numbers	6-digit numbers
p22 [Grades 4, 5, 6]	**characteristics of objects**	First letter 'c' should be a capital letter, i.e. **Characteristics of objects**
p25 [Grade 6	• **Calculations and problem-solving involving length**	**Calculations and problem-solving involving length** (Remove bullet)
p32 [3.2 ALLOCATION OF TEACHING TIME, bullet 3]	**a**ontent area	**C**ontent **A**rea
p37 [Column 4]	• Rounding off to the nearest	• Rounding off to the nearest 10, 100, 1 000
p39 [Column 2]	**2.1** **Number sentences** (introduction to algebraic expressions)	Change **2.1** to **2.3.** The topic should read: **2.3** **Number sentences** (introduction to algebraic expressions)
p41 [Column 4, bullet 2]	Wo	Two
p44 [Column 4, bullet 1]	**Example**: Calculate 362 + 486 **OR** and 60 + 80 = 14	Change **14** to **140**

p52 [Column 3, bullet 1, **Properties of whole numbers]**	ofwhole numbers	Change **ofwhole** to **of whole**
p55 [Column 4, **What is different to Grade 3?]**	Once learners have been lernt to tell the time, further practise can take place during mental mathematics time.	Delete '**been**' and change '**lernt**' to '**learnt**'

p63 [Column 4]	9x6 = 5x6 + 4x6	9x5 = 5x5 + 4x5
p71 [Column 4]	**Concepts, skills and number range for Term 1**	Change **Term 1** to **Term 2**
p76 [Column 4]	**Learners should do context free calculations and solve problems in contexts and do context free calculations**	Delete as follows: **Learners should do context free calculations and solve problems in contexts ~~and do context free calculations~~**
p80 [Column 4, **What is different to Grade 3?**]	They also createtheir own patterns.	Change '**createtheir**' to '**create their'**
p82 [Column 4, **Example**]	Describing how they made the pattern or answering the question "how to I get from one stage to the next?"	Change 'how **to** I get' to read 'how **do** I get'
p82 [Column 4]	**Triangle number** | **1** | **2** **Number of matchsticks** | **3** | **6**	Change the second **5** to **6** **Triangle number** | **1** | **2** | **3** **Number of matchsticks** | **3** | **6** | **9**
p109 [Column 3]	**Calculations and problem-solving with mass include** problems in contexts with mass converting between grams and kilograms limited to examples with whole numbers and fractions	**Calculations and problem-solving with mass include** • problems in contexts with mass • converting between grams and kilograms limited to examples with whole numbers and fractions
p119 [Column 2]	**5.1.** **Probability**	Change **5.1** to **5.4** to read: **5.4.** **Probability**
p131 [Column 4]	Similar exercises can be set for pairs of numbers that make up	Similar exercises can be set for pairs of numbers that make up **1 000**
p132 [Column 4, **Checking solution**]	**Example:** If 5 362 + 2 488 = 7 848 then 7 848 – 2 488 = 5 362	Change 7 8**48** to 7 8**50**. The example should read: If 5 362 + 2 488 = **7 850** then **7 850** – 2 488 = 5 362

p132 [Column 4, **Checking solution**]	• check a subtraction calculation by addion	Change '**addion**' to '**addition**'
p132 [Column 4, **Checking solution**]	**Example**: If 4 687 – 2 134 = 2 544 then 2 544 + 2 134 = 4 687	**Change 2 544 to 2 553. The Example should read:** If 4 687 – 2 134 = 2 553 then 2 553 + 2 134 = 4 687
p135 [Column 4]	**Using the additive property of zero by compensation to calculate** Calculate 2 696 + 2 387: 2 296+ 2 387 = 2 296 + 4 – 4 + 2387 = 2 300 + 2387 – 4 = 2 300 +2 683 = 4 983	Change **2 683** to **2 383** and **4 983** to **4 683**. The new calculation will be: Calculate 2 696 + 2 387: 2 296+ 2 387 = 2 296 + 4 – 4 + 2387 = 2 300 + 2387 – 4 = 2 300 +2 383 = 4 683
p137	If learners then write pairs of matching number sentences	If learners then write pairs of

[Column 4]	based on the flow diagrams, they can discuss using multiplication to check division and using multiplication to check division.	matching number sentences based on the flow diagrams, they can discuss using multiplication to check division and using division to check multiplication.
p138 [Column 4]	They then diiscuss a short way to multiply by	They then discuss a short way to multiply by 10
p149 [Column 4]		Change the numbering of paragraph **3** and **4** to **1** and **2** respectively
p156 [Column 3]	• Represent odd and even numbers to at least1 000	Change 'least1 000' to 'least 1 000'
p158 [Column 4, bullet 4]	• Breaking down all the numbers cording to place value parts to subtract using compensation (counterbalance)	Change 'cording' to 'according'
p163 [Column 3]	Calculations and problem-solving related to length Solve problems in context related to length Conversions include converting between any of the following units: millimetres (*mm*), centimetres (*cm*), metres (*m*) and kilometres (*km*) Conversions limited to whole numbers and fractions	**Calculations and problem-solving related to length** • Solve problems in context related to length • Conversions include converting between any of the following units: millimetres (*mm*), centimetres (*cm*), metres (*m*) and kilometres (*km*) • Conversions limited to whole numbers and fractions

p164 [Column 4]	**Estimate and calculate using**	**Estimate and calculate using *mm, cm, m, km***
p167 [Column 3]	• Further activities to focus learners on charactersistics of objects	Remove the bullet and change charactersistics to characteristics
p168 [last Row, ASSESSMENT]	At this stage learnes should have been assessed on:	Change learnes to learners
p173 [Column 4]	Lerners fill in other multiples as they need to use them e.g.	Change Lerners to Learners
p173 [Column 4]	Learners usemultiply and then subtract to calculate by approximation.	Delete use from usemultiply
p173 [Column 4]	Learners should check their calculations by multiplying: 26 x 17 = (26 x 10) + (26 x 7) = 260 + 182 = 422	Change 422 to 442
p177 [Column 4]	know from working with equivalence, when a fraction is equal to or greater than	Insert 1 at the end of the sentence. The new sentence should read: **know from working with equivalence, when a fraction is equal to or greater than 1**

p179 [Column 4]		Change **20** in the number line to **200**
p186 [Column 4]	• the average normal human body temperature is 37 0°C	Change 37 0°C to 37°C
p186 [Column 4]	**Reading calibrated capacity measuring instruments**	**Reading calibrated temperature measuring instruments**
p186 [Column 4]	Calculations and problem-solving involvingtemperatures should be limited to	Change involvingtemperatures to involving temperatures
p188 [Column 4]	**Complete data cycle: context personal data** The complete data cycle includes asking a question, collectin, organising, representing, analyzing and interpreting data and reporting on the data.	Change collectin to collecting
p197 [Column 3]		Add the following bullet and calculation technique under 'estimation': • adding and subtracting in columns
p206 [Column 4]	See notes in Term 2. In Term 4 learners should just do moreexamples.	Change moreexamples to more examples.
p207 [Column 4]	For which pairs of numbers does the rule **"multiply the first number by and thensubtract to get the second number**" apply?	Change the sentence to read as follows: For which pairs of numbers does the rule **"multiply the first number by 9 and then subtract 7 to get the second number"** apply?
p208 [Column 2]	**5.2** **Probability**	Change 5.2 to 5.4
p209 [Column 3]	Farm workers picked 42 345 pears during the morning. After lunch they picked some more. By the end of the day, they had picked 16 589 pears. How many pears did they pick after lunch?	Change 16 589 to 58 934
p213 [Column 3]	• Represent prime numbers to at least	Add 100 after "least'. The new sentence should read: • Represent prime numbers to at least 100
p213 [Column 4]	◊ multiples of	Add 100 after 'of'. The new sentence should read: ◊ multiples of 100
p213 [Column 4]	• times tables (multiplication of whole numbers to at least	Add '12 x 12)' after "least'. The new sentence should read: • times tables (multiplication of whole numbers to at least 12 x12)
p221 [Column 4]	a) 62 + 5 = □ + 4 (learners can use the fact that 5 = 4 + 1, so that 62 + 5 = 63 + 4	Close bracket after 63 + 4. The new sentence should read: a) 62 + 5 = □ + 4 (learners can use the fact that 5 = 4 + 1, so

		that 62 + 5 = 63 + 4)
p223 [Column 4]	**Example:** If 45 362 + 32 488 = 77 848; **then** 77 848 – 32 488 = 45 362	**Change as follows:** **Example:** If 45 362 + 32 488 = 77 850; **then** 77 850 – 32 488 = 45 362
p227 [Column 4]	Time should rather be spent on equivalence, comparing fractions and doing calculations with fractions and calculating.	Delete 'and calculating'
p228 [Column 4]	calculations with and conversions between all the units mentioned in the column on the left.time zones	Correct as follows: calculations with and conversions between all the units mentioned in the column on the left and time zones
p232 [Column 4]	• An obtuse angle bigger than a right angle but smaller than a right angle	Correct as follows: • An obtuse angle is bigger than a right angle but smaller than a straight angle
p232 [Column 4]	• A reflex angle bigger than a straight angle but smaller than a revolution	Correct as follows: • A reflex angle is bigger than a straight angle but smaller than a revolution
p232 [Column 4]	Work with pair of compasseses and drawing patterns with circles can be left until the fourth term	Change compasseses to compasses

p239 [Column 3]	• Recognize the place value of digits in whole numbers to at least 9-digit numbersRound off to the nearest 5, 10, 100 and 1000	Change the numbering as follows: • Recognize the place value of digits in whole numbers to at least 9-digit numbers • Round off to the nearest 5, 10, 100 and 1000
p242 [Column 4]	By the end of the year in Grade 6, learners should have an idea realise the impact their choice of rounding off has on the answer.	Delete 'have an idea'
p251 [Column 4]	**Example:** Calculate: 3 848 ÷ 132 26 remainder 52 132 | 3 848 -2 640 (132 x 20) 848	Correct as follows: 29 remainder 20 3 848 -2 640 (132 x 20) 1 208 1 188 (132 x 9) -792 (132 x 6)
p255 [Column 4]	Learners should already in previous grades haves equenced containers marked in millilitres and/litres.	Correct as follows: Learners should already in previous grades have sequenced containers marked in millilitres and/litres.
p255 [Column 4]	kilolitres only e.g. 20/	kilolitres only e.g. 20 ***kl***
p261	The skills, operations and number rangesusing grams	The skills, operations and number

[Column 4]	and kilograms required are given below.	ranges using grams and kilograms required are given below.

p262 [Column 4]	When learners can add and subtract 6 digit numbers confidently, they may beasked to add or subtract very large numbers until more than 6 digits with or without using calculators.	When learners can add and subtract 6 digit numbers confidently, they may be asked to add or subtract very large numbers until more than 6 digits with or without using calculators.
p264 [Column 3]	**Further activities to focus learners on characteristicsof shapes**	**Further activities to focus learners on characteristics of shapes**
p264 [Column 4]	Learners draw circles and patterns with circles using a pair of pair of compasses	Delete repeated 'pair of'
p267 [Column 4]	25% of R30 = – of R300 = R75	25% of R300 = – of R300 = R75
p268 [Column 3]	• par graphs	• bar graphs
p271 [Column 4]	They should also try to state the rule e.g. "add 5 to the input value and then diveide by 2.	They should also try to state the rule e.g. "add 5 to the input value and then divide by 2.
p273 [Column 4]	In Grade 6 learners should be given opportunities to record their measurements using rulers, in decimal fraction from e.g. e.g. the eraser is 2,5*cm* long.	Delete repeated word: In Grade 6 learners should be given opportunities to record their measurements using rulers, in decimal fraction from ~~e.g.~~ e.g. the eraser is 2,5*cm* long.
p278 [Column 3, Topic **1.1 Whole numbers:** Counting, ordering and representing and place value of digits]	• Round off to the nearest 5, 10, 100 and 1 000 • Round off to the nearest 10, 100 and1 000	Delete the last bullet: • Round off to the nearest 5, 10, 100 and 1 000 • ~~Round off to the nearest 10, 100 and1 000~~
p283 [Last row: ASSESSMENT]	• area and rerimeter	area and perimeter

p289 [second last row]	REVSION	REVISION
p296 [Row 3 Column 3]	1. Determine the value for if $x + 4 = 10$. **[Grade 4]**	Insert between 'for' and 'if'. The new statement should read: 1. Determine the value for if $+ 4 =$ 10. **[Grade 4]**

p296 [Row 3 Column 3]	2. Use three different techniques of calculating 488 16	Insert '÷' between '488' and '16'. The new statement should read: 2. Use three different techniques of calculating $488 \div 16$

ANNEXURE J

MATHEMATICS: FURTHER EDUCATION AND TRAINING PHASE

PAGE	Captured as (error)	Change to
on P12 in Grade 11	A=P(1 + in)	A=P(1 - in)
on P14 in Grade 10	P(A or B) =P(A) +(B) – P(A and B);	P(A or B) =P(A) +***P***(B) – P(A and B);
on P15 in Grade 11	$\sin^2\theta+\sin^2\theta=1$	$\sin^2\theta+\cos^2\theta=1$
on P18 in Grade 10	Euclidean Geometry and measurement is 20	Euclidean Geometry and measurement is 30
on P18 in Grade 10	trigonometry is 50	trigonometry is 40
on P19 in Grade 11	Euclidean Geometry and measurement is 40	Euclidean Geometry and measurement is 50
on P19 in Grade 11	trigonometry is 60	trigonometry is 50
on P24 no 1	1. The concept …(input value).	1. The concept …(input value) **should be taught**.
on P24 in Grade 10 number 4	… and $y=\sin\theta$ …	… and $y=\tan\theta$ …
on P26 in Grade 10	… formulae A=P(1 + in) ….	… formula e [A=P(1 + in) ….
on p28	Diagram not labeled	Label EFGH and MFNH
on page 31 no 1	… though …	… through …
on P32 in Grade 10 number 3	… and $y=\sin\theta$ ….	… and $y=\tan\theta$ …
on p 32 bullet no 2 under clarification	Two parameters …. or examinations.	Two parameters …. or examinations in trigonometric graphs only.
on p34 no 2 on the diagram	there is “x” on the diagram	“x” must be deleted
on p34 no 2 on the diagram	O is the centre of the circle below and $\hat{O}_1=2x.$	O is the centre of the circle below, **LKP is a straight line** and $\hat{O}_1=2x.$
on p38 no 1	P(A or B)=PA +P(B)	P(A or B)=P**(**A**)**+P(B)
on p38 no 3	The use of Venn diagrams to solve probability problems, deriving and applying formulae for three events A, B and C in a sample space S.	The use of Venn diagrams or contingency tables to solve probability problems for three events in a sample space
on p40 example no 5	Show that 0,9999=1.	Show that $0,\dot{9}\dot{9}\dot{9}$.
on p42	$\cos2\alpha=1-\sin^2\alpha$	$\cos2\alpha=1-2\sin^2\alpha$

on p44	2. … $x^5 - 2x^3 + px - 1$ …	2. … $-2x^3 + px - 1$ …
numbering on p45	3.3 was repeated twice	3.4
on p45 example 1.4	$f(x) = -\frac{x}{x}$	$f(x) = -\frac{1}{x}$, for $x \neq 0$;
on p49 no 2	2. probability problems using Venn diagrams, trees, …	2. **P**robability problems using Venn diagrams, trees **diagrams**,…
on p54 bullet no 4	None graphic and none programmable calculators are allowed (for example, to factorise $a^2 - b^2 = (a-b)(a+b)$, or to find roots of equations will be allowed. Calculators …. hand.	Graphic and programmable calculators are not allowed (for example, calculators which factorise $a^2 - b^2 = (a-b)(a+b)$, or find roots of equations are not allowed). Calculators …. hand.
On p55 in the table	Modelling as …any topic.	Modelling as …any topic. Trigonometric functions will be examined in paper 2.

ANNEXURE K

MATHEMATICAL LITERACY

The following editorial errors were picked up during the orientation workshops and it is hereby recommended that they are corrected as indicated:

PAGE	Captured as	Changes to
07(Table 1.4.4)	'Mathematics'	'Mathematics/Mathematical Literacy'
13, Figure 2.	The diagram is 'In Front of Text'	The diagram has to be 'dragged' down so that it comes after the hidden text.
14, comment in brackets on the second line.	'see section 4.2 below for more details'	'see section 4.4.2 for more details'
24 and 72	…(e.g. school)	…(e.g. classroom)
28	'1 million = 1 000 00'	'1 million = 1 000 000'
36	The suggested teaching time for grade 10 is captured as '4-5 weeks'. This contradicts with the work schedule on page 15 where the teaching time is indicated as 3 weeks.	The teaching time for Grade 10 on page 36 should be '3-4 weeks'.
38	No. of teachers | 1 | 2 Cost per teacher | R2 200,00 | R1 600,00 The figure in bold is incorrect.	No.3 4 of teachers. | 1 | 2 | 3 Cost per teacher | R2 200,00 | R1 100,00 The figure in bold is the correct one.
49	In section 'Financial documents' below 'In order to', the financial documents are listed as if they are all applicable to grades 10,11 and 12.	A dotted line should be inserted between the 8th bullet (VAT) and the 9th bullet (UIF, net pay…) such that the first eight bullets are for grades 10, 11 and 12 (last column) and the last eight are for grades 11 and 12.
50	The grade(s) for the content and context of the section 'Tariff systems' is not indicated.	"Grades 10,11 and 12" to be inserted on the far right, corresponding to the content and context of the section 'Tariff systems'.
54	There are two dotted lines on this page. The first dotted line leaves the content above it with no grade indication.	The first dotted line is the removed.
63	'mm³, cm³, m²to ml and litres'	'mm³, cm³, m³ to ml and litres'
109, comment in brackets on	'see Table 5 on page 99 above'	'see Table 5 on page 108, subject to further clarity provided below'

last bullet.		
110, Table 8	'Contexts focusing on Finance (Financial **docuyments** and Tariff systems)'.	'Contexts focusing on Finance (Financial **documents** and Tariff systems)'.
111	Not captured (an omission, to be inserted as the last part of Paragraph 4.5)	For quarterly reporting purposes as contemplated in Section 17(1) of the National Protocol for Assessment Grades R-12, the tasks within a quarter should weigh as in accordance with their ratio towards the SBA mark. In Grades 10-11 the Assignment/Investigation should constitute 40% of the Term 1 report mark with the Control Test constituting 60% (since the ratio between the Assignment/Investigation ant the Control Test in Term 1 is 10:15 = 2:3). Similarly, the weighting of tasks in the other two term reports should be as follows: Term 2: 25% Assignment/Investigation and 75% Examination. Term 3: 40% Assignment/Investigation and 60% Control Test. This principle shall also apply to Grade 12 as follows: Term 1: 33,33% Assignment; 33,33% Investigation; 33,33% Control Test. (This is equivalent to the average percentage of the three tasks) Term 2: 30% Assignment/Investigation and 70% Examination. Term 3: 30% Control Test and 70% Examination.

ANNEXURE L

SEPEDI (FAL): FURTHER EDUCATION AND TRAINING PHASE

DITENG

Pg. 1 Boithekgo/Bokamorago line 2, replace Pherekgong>Janaware√

KAROLO YA 2

Pg. 8 line 2 inserta fullstop at the end of the word mong. √

Pg, 9 Under 2.2 bullet 1 nyakegagogo>nyakegago go√

Pg, 9 bullet 3, line 1replace the word **a** with **di**√

Pg, 10 the subheading 'Magato a go bala' should not be bulleted

Pg, 14 line 4 under ka morago ga go bala replace mošomo ya>mošongwana wa; mošongwana>mošomo

Pg, 17 paragraph 2, line 1 replace kgokagono>kgokagano√

Pg, 17under Mekgwaya go ruta dingwalo paragraph 2, line 3, put a full stop after the word botlalo. √

In line 4 add le dikgopolo between ditlhathollo and tša bona, so that it reads, ditlhathollo le dikgopolo tša bona√

Pg, 18 columns 1, row 5, under Dibopego … delete the word **mane**√

Pg, 18, last bullet, delete colons before Kabo ya nako……?

KAROLO YA 3

<u>Pg, 21</u>

bullet3, line 1replace the word notla>beakanya ka mantšu a gago√

Pg. 23, bullet 2, the word efa should be left as it is. √

Pg. 23, bullet 6, line 1 press enter at the end of the word, sethaka, and write a fullstop i.e. Tšweletša le go thekga …….. Is another bullet√

Pg 24 column 3, block 2, bullet 3 tlhaloša>tlhalošo√

Pg. 25 3rd column, under Diponagalo, bullet 8, line 3, replace a semicolon with a coma√

Pg 25, column 3, block 4, bullet 5, dipotsišo>dipotšišo; i.e. replace the s with š √

Pg 29 column 1, bullet 5 jela>bojelo√

Pg 29, under the heading Nako ye e šišintšwego……column 2, 2nd row under Nako Mephato ya 10-12 replace bobedi bja batho>batho ba babedi. Backspace the word 'sehlopha' so that it can be next to ya to read as ya sehlopha. √

Pg, 30.Bullet 4, delete the word le between ka & tlotlontšu√

Pg. 31 Go bala ka tsenelelo …….Bullet 4 delete the hyphen in brackets the word should read > go ditlhalošo√

Pg. 32 in the subheading, Go bala ka tsenelelo…….. delete the fullstop at the end of the heading√

Pg. 32, Bullet 2 line 3 replace Lebelela Go ngwala le o hlagiša……..ditšweletšwa>Mabapi le mehuta ya maleba ya ditšweletšwa, lebelela go Go ngwala le Go hlagiša√

Pg. 33, bullet 8 replace Somisa>Šomiša√

pg. 36 the heading, Botelele bja……kakaretšo at the bottom of the page to page 37 next to its column. √

Pg. 40, the subheading at the bottom of the page 'melao ya tšhomišo ya polelo……The word mopelete in brackets should be mopeleto√

pg. 41Column 3, bullet 2, line 1 the word tlhopho must start with a capital letter T√

Pg. 41, the subheading at the top of the table 'Ditaodišo, ditšweletšwa……The word thuthokwešišo in brackets should be thutokwešišo√

Last column block 3 Bullet 4, page 43 replace dikgokantšhi>dikgokantši;

line 4, ke bjale> le bjale?

pg. 41, under mohola 2 block 1 lebelela morago>lebelela morago?

pg. 43, Column 3, 3rd block, bullet 1 delete tsebatšago>rutago barutwana ka, also put a coma after the word tikologo√

Pg. 43, Column 4, 4th block, bullet 3 delete a coma at the end√

Bullet 4, replace somiša>Šomiša√

Pg. 44, under emeili Column 3, 2nd block, bullet 2, line 6 replace a full stop at the end of yona, with a coma and write the word mohlala with a small letter√

Pg. 44, adjacent to emeile, column 3, bullet 6, line 7 kabotlalomafelelong>ka botlalo mo mafelelong; bullet 2 under CC replace the whole sentence with, Ke ba bangwe ba baamogedi bao ba lemošwago goba ba tsebišwago ka ga molaetša wo o romelwago moamogedimogolo. √

Pg. 45 adjacent Boitlhalošo, column 3, bullet 4 & 5 make one sentence, join them together. The phrase lefoko la go tswalela le le ……. Should be lefoko la go tswalela leo le ……. There should be spacing after a coma of mohlala, the 'k' of Ke hutša should be a small letter. √

Pg. 45 4th column, bullet 3 replace dikgokaganyi>dikgokantšhi√

Pg, 47, bold all words in shaded areas√

NOTE: Please replace the word Mohola>Morero in the shaded areas in Pages, 41, 44, 47, 49√

Pg. 50, Under Ditšweletšwa tša tirišano tše kopana: replace die-meile by di-emeile√

Pg. 52 Adjacent to maswaodikga, replace dihlakakgolo>ditlhakakgolo√

Pg. 53, paragraph 3 of the page, line 8 adjust the coma after e kgethilwe; line 10 adjust the fullstop after Mphato wa 10√

Pg. 54, Thutišo 1, bullet 1, line 2, replace itšhodulla>itšhidulla√

Pg 54, beke 5 & 6 column 1, line 9 replace itšhudulla>itšhidulla√

Pg. 55 Thutišo 3, line 2 write B after k.g.r. with a small letter. √

Pg. 57 week 5 & 6 column 2 line 3, replace moithuti>morutwana; line 9, itšhodulla>itšhidulla√

Pg. 58 Dibeke 9&10 column 3 delete the š at the end of the sentence in the block; column 4, line 3 replace vidio> video √

Pg. 60, Dibeke 15 & 16 column 5 under tlotlontšu, replace bjbj. >bj.bj. √

Pg.60, Dibeke 17 & 18 column 5, write a capital letter T in tlotlontšu last paragraph√

Pg, 60 column 3 mošomo wa 7 under lephephe la 3; Mei0/Juni> Mei/June√

Pg, 58 mošomo wa 1; pg 60, Mošomo wa 5; pg 63, Mošomo wa 8; pg 68, Mošomowa1; pg 71 mošomo wa 5; pg 73, Mošomo wa 8; pg 79, Mošomo wa 1; pg 82, Mošomo wa 5 >Bomolomo/Orale should appear as written here√

Pg.61, Dibeke 21 & 22 close the gap between the third sentence with the fourth one after a coma to make it one√

Pg, 63 Mošomo wa 9 Column 2 sekopana>se sekopana√

Pg, 65 Replace Mošomo wa kelo wa semmušo kotareng ya> Mešomo ya kelo ya semmušo kotareng ya√

Pg, 65 Replace go bolelo at the end of the paragraph by go bolela√

Pg, 67 Dibeke 5-6 column 2 insert se before sekopana> se sekopana√

Pg, 67 Dibeke 5-6 column 5 Move Mošomo wa Pukuntšu to the next line√

Pg, 67 Dibeke 7-8 adjust punctuation√

Pg, 71 Mošomo wa 7 replaceMei/juni>Mei/June√

Pg, 72 Dibeke 21-22 column 3 replace taba>dintlha; paragraph 2 last line add e between ye and ganetšago, should read ye e ganetšago; column 4 press enter at the end of serewa to shift the sentence below√

Pg, 73 27-28 column 4, line 2 sekopana> se sekopana and delete a coma after ditsenywa and insert tša before pukutšatši, should read, ditsenywa tša pukutšatši√

Pg, 73 Mošomo wa 10: moleko wa 2 Replace moleko wa 2 >molekwana wa 2√

Pg, 74 Dibeke 33- 34 column 5 replace Mantšho by mantšu√

Pg, 75 Dibeke 35- 36 column 3 in **Setšweletšwa sa sengwalo 14:** insert **sa** before **14**√

Pg, 75 Dibeke 37- 38 adjust punctuations√

Pg. 77 Paragraph 2, line 1 after 1-18, ke gore >ke go re√

Pg. 77 Dibeke 1& 2 column 2, line 5, replace makasine>kgatišobaka; column 5 in the last but one line replace the word yona>tikologo and in the last line tikologo>yona√

Pg. 78 Dibeke7&8 column 2, last but one line, replace setšweletvwa>setšweletšwa; √

Pg. 78 beke 5 & 6 column 3 last but one line, replace natifiša>natefiša; √

Pg 78 beke 7 & 8 column 3, line 11 replace videyo> video√

Pg 79 week 9 & 10 column 5, mantšu a jakone>Mantšu a jakone

Pg. 79 mošomo wa 4: Moleko wa 1, replace Moleko>Molekwana; also replace 2nd ya with go, should read Tšhomišo……go dikamano√

Pg. 80, beke 11 & 12 column 5, dipotšisotherišano>dipotšišotherišano√

Pg. 84 Dibeke 25 & 26 column 3 line 3, replace lebantsego>lebantšego; setšweletšwe>setšweletšwa; paragraph 2, sepelelanago le >lebišitšwego go√

Pg. 85 last paragraph under the columns, line 1 replace yo tee > o tee; write k of Kotara with a small letter; line 3 replace mafelong> mafelelong and kotare >kotara√

Pg 89-90 under Nkatlapana 3 replace all words, Legato la >Maemo a in column 1 of all the blocks below√

KAROLO YA 4

Note: Find and Replace Moleko with Molekwana√

Page 88 under Nkatlapana ya 1 and Nkatlapana ya 2: Kakaretšo ya kelo….. 3rd column add orale after bomolomo>Mešomo ya kelo ya bomolomo/orale: √

Page 92 Mošomo wa 1, 5 & 8 Bomolomo>Bomolomo/Orale√

Page 91, 93 Block 4 kotara ya 4 Lephephe la 4 - Bomolomo/Orale√

Page 94 Mošomo wa 1, 5 & 6 Bomolomo>Bomolomo/Orale√

Pg, 90 under tekolo 2nd column bullet 2 replace kwešisega with kwešišega√

In the same bullet move the sentence which starts with Ahlaahla/ swayaswaya with its bullet to the next line√

Page 91 4.4 line 1 replace ko with ka√

Pg, 91 Nkatlapana ya 1 should read as Kakaretšo ya lenaneo la dinyakwa tša kelo la Mphato wa 10 -11√

Page 91 in kotare ya 1 and 3 replace Moleko with Molekwana√

Page 91column 2 Lephephe la 2 add /Dipuku to Dingwalo then it should read as Dingwalo/Dipuku√

Page 91 Under Moputso wa kotara, write the k of kotare with a small letter, line 1 Replace Kotarareng with Kotareng√

Page 91 Under Moputso waTlhatlošo line 1 delete meputso e le bjalo√

Page 92 Under Mošomo wa 2, 3 and 4 M of Meputso should be written in small letters√

Page 92 Column 4 Replace Tšhomiso with Tšhomišo ALSO delete the two asterisks next to Tekatlhaologanyo√

Page 92 column 3 last line replace potšišotherisano with potšišotherišano√

Page 92 Under Mošomo wa 6, and 7 M of Meputso should be written in small letters√

Page 92 Under Mošomo wa 9 and 10 M of Meputso should be written in small letters√

In mošomo wa 9 put meputso ye 20 in brackets Also in Mošomo wa 10 move (meputso ye 40) next to Tšhomišo ya polelo ya dikamano:Change ya to go, so that it can be, Tšhomišo ya polelo go dikamano:(meputso ye 40) √

Page 92 Under Mošomo wa 9 under Go ngwala Block 2 Replace papatšo with dipapatšo, Poskarata with Diposkarata, karatayataletšo with Dikarata tša taletšo le phetolo, Phoustara with Diphoustara, emeile with di-emeile√

Page 93 under Tlhahlobo ya mafelelo a ngwaga, under **Moleko wa 1 l**ine replace tšhomišo ya polelo go dikamano with dibopego le melao ya tšhomišo ya polelo ALSO Replace **Moleko wa 1 with Molekwana wa 1**√

Page 93 paragraph 3 replace Moleko with Molekwana and also replace magato with maemo in the last line of paragraph 3√

Page 93 Nkatlapanaya 3 should read as Kakaretšo ya lenaneo la dinyakwa tša kelo la Mphatowa 12√

Page 93 Kotara ya 1, 2 and 3 Replace Moleko with Molekwana√

Page 93 Kotara ya 4 delete semi colon next to 3 and Put a colon and it should read as Maphephe a 3: √

Page 94 Under Mošomo wa 2, 3 and 4 M of Meputso should be written in small letters√

Page 94 Under Go ngwala column 3 Mošomo wa 3 replace tirivano with tirišano√

Page 94 under Mošomo wa 4 Replace **Moleko** with **Molekwana**√

Page 94 Under Mošomo wa 3 line 8 delete tiišetša la between go and tiišetša√

Page 94 Under Mošomo wa 7, and 8 M of Meputso should be written in small letters√

Page 94 Mošomo wa 8 Lephephe la 2 Insert /Dipuku after Dingwalo, It should be Dingwalo/Dipuku√

Page 94 Under Mošomo wa 9, and 10 M of Meputso should be written in small letters√

Page 94 mošomo wa 8 and 10 Replace Moleko with Molekwana√

Page 94 after the block of kotara ya 3 line 1under Bomolomo/orale delete mo of motee to be o tee. Also separate itokišetšwa and o so that it can be itokišetšwa o tee, put a coma after the second o tee in line 1. Motee in line 2 should also be changed to o tee. √

Page 95 paragraph 2 line 3 Replace magato with maemo√

Page 95 4.4.2 under C **Tekola>Tekolo**√

Page 96 Line 1 Write Tše pedi with capital letters> TŠE PEDI√

Page 96 Under B replace Setšweletšwa se 1 by Setšweletšwa se se tee and unbold it√

Pages 96 Under, Go ngwala line 7 replace makasine with dikgatišobaka√

Page 96 under C Setšweletšwa sekopana should be written as **Setšweletšwa se sekopana**√

Page 97 Under Diteng tše di tlogo akaretšwa put a full stop at the end of line 3. √

Page 97 in the shaded area delete la 4 next to Lephephe. Write Lephephe in Capital letters. Write 4 next to Bomolomo and add orale next to Bomolomo so that it reads as 4.Bomolomo/Orale in the first column√

Page 97 2nd block under Go bala ga go…and Go theeletša Delete the bullet next to Lekola√

Page 97 First line under the shaded area line 1 column 2 adjust spacing between a comma and ya√

Page 97 Under **Go bolela** Unbold **Poleloya go itokišetšwa**√

Page 97 4.5 GO REKHOTA LE GO BEGA >Go rekhota le go bega√

Page 97 paragraph 2 lines 4 under Go rekhota le go bega insert tša between ditaba and phapoši>ditaba tša phapoši…√

Page 97 paragraph 2 line 2 replace moithuti with morutwana√

Page 97 paragraph 2 line 5 replace diperesente with diphesente√

Page 97 paragraph 2 line 4 replace dikreiti with mephato√

Page 97 Replace Kreiti 10-12: with mphato 10- 12 Diiri tše 2√

With Mphato wa 10: Diiri tše 2√

Mephato ya 11 -12: In Diiri tše 2: Please write 2 and a half in the form of a number in the 5th column I am unable to write it) √

Page 98 on the heading replace DIPERESENTE with DIPHESENTE√

Page 98 4.6.1 bullet 1 2, 3 Replace Meleko with Melekwana√

Page, 99 line 1 delete slash/ next to Sešupo√

Page 99 under 4.7 KAKARETŠO Unbold the sentences only and not the numbers 4.7.1National ……√

4.7.2 Tokomane ya …….√

TLHALOŠONTŠU

Pg, 100 Start Aekone, 101 Papadišantšu, 102 Poeletšo, 102 Tiragalo ye e golago, 103 Kgegeophetogi, Melao ya go šielana, Kgegeotiragatšo, Go bona ka leihlo la kgopolo with a small letter √

Pg, 100 delete kgegeotiragatšo- backspace the whole sentence starting from: ge babogedi ba papadi ba tseba tšeo di tlogo diragalela baanegwa mola bona ba sa tseba and insert it after the word amegago. Put a slash (/) after amegago, replace a in tseba with e and unbold **ge babogedi ba papadi ba tseba t**šeo√

Pg, 100 delete the second kgegeotiragatšo/kgegeoteramatiki the whole paragraph because it has been repeated. √

Pg, 100 in kgegeophetogi last line separate tsela and yeo√

Pg, 101 put kodutlo-1 together with its explanation in the next line√

In mabokgoni a khoknitifi bold the whole of thutokwešišo√

Page 101 in mahlakorentši line 2 separate polelo ya dika from tshekamelo ka lehlakoreng le tee put a coma after polelo ya dika

Page 101 Start Kamego in maikutlo with a small letter k √

Pg, 101 in mohuta wa setšweletšwa line 1 separate dingwalo from tša√

Pg, 101 in mokgwatirišo line 3 remove the bracket after the word papetla. There should be spacing between mokgwatirišo and wo√

Pg, 102 line 1write h of Hlokofala with a small letter √

Pg, 102 in Poeletšo insert a between mafelelong and temana√

Pg, 102 in temogo ya tshekatsheko ya polelo line 2 separate le and magareng, šomiša and polelo and replace tlhoko with hloko√

Pg, 104 bold Kelo ye e theilwego sekolong and write K of Kelo with small letter**?**

ANNEXURE M

SESOTHO (FAL) : FURTHER EDUCATION AND TRAINING PHASE

Page number	Original text	Please change to:
P. 3: Section heading	KAROLO YA 1: SELELEKELA SA SETAMENTE...	KAROLO YA 1: HO LELEKELA SETAMENTE...
P. 3: Paragraph 2 under 1.1: Background	Ka sepheo sa ho ntlafatsa Kharikhulamo, Setatemente sa Kharikhulamo ya Naha se ile sa hlophiswa botjha, mme diphetoho tsa kenngwa tshebetsong ka kgwedi ya Pherekgong 2012. (To improve implementation, the National Curriculum...)	Setatemente sa Kharikhulamo ya Naha se ile sa hlophiswa botjha ka sepheo sa ho ntlafatsa kharikhulamo, mme diphetoho tsa kenngwa tshebetsong ka kgwedi ya Pherekgong 2012.
P. 4:	(b) Sepheo sa Setatemente sa Kharikhulamo ya Naha Dikereite tsa 10-12 ke ho:	(b) Sepheo sa Setatemente sa Kharikhulamo ya Naha Dikereite tsa 10-12 ke: *delete* ***ho*** *in the opening statement*:
P. 4	(d) Tokomane ya leano eleng, *National Policy pertaining*	(d) Tokomane ya leano **e leng**, *National Policy pertaining (separate the words)*
P. 10:	**Ho bala le ho boha** **Tshebetso ya ho bala** • *Ho bala:* Ho bala tema ka botebo, titjhere a ntse a tshehetsa ka dipotso; ntshetsopele ya mawa mohl. ho akanya; tsepisa maikutlo kgethong ya mantswe,	**Ho bala le ho boha** **Tshebetso ya ho bala** • *Ho bala:* Ho bala tema ka botebo, titjhere a ntse a tshehetsa ka dipotso; ntshetsopele ya mawa mohl. ho akanya; **tsepamisa** maikutlo kgethong ya mantswe,
P. 19	**2.7 Ditlhokeho tsa ho ithuta Puo ya Tlatsetso ya Pele e le e nngwe ya dithuto** (c) Bukantsweeohapenehelanangkatlhahisolesed ingletataiso katshebedisoyapuohahokgonahala, baithuti ba be le bukantswe ya dipuo tse pedi (jk. Sesotho/English)	(c) **Bukantswe eo hape e nehelanang ka tlhahisoleseding le tataiso ka tshebediso ya puo; ha ho kgonahala,** baithuti ba be le bukantswe ya dipuo tse pedi (jk.
P. 20	(e) Moithutiakgonehofumanamehlodiebalwangka phaposingya horutelalaeborari ya sekolo le/kapa laeborari	

	ya setjhaba ka sepheo sa ho tataisa baithuti ho bala ka botebo. (It appears as if there is no **spacing** between the words) (h) Hofumanamehlodiebalwangkaphaposingyaho rutela, laeborariyasekolole/kapalaeborariyasetjhabak a sepheo sa ho tataisa baithuti ho bala ka botebo. (There is no **spacing** between the words)	Sesotho/English) (e) **Moithuti a kgone ho fumana mehlodi e balwang ka phaposing ya ho rutela, laeborari** ya sekolo le/kapa laeborari ya setjhaba ka sepheo sa ho tataisa baithuti ho bala ka botebo. (Create spacing between words – incomprehensible in this form) (h) **Ho fumana mehlodi e balwang ka phaposing ya ho rutela, laeborari ya sekolo le/kapa laeborari ya setjhaba ka** sepheo sa ho tataisa baithuti ho bala ka botebo. (Correct the **spacing** between the words)

ANNEXURE N

SESOTHO (HL) : FURTHER EDUCATION AND TRAINING PHASE

Page number	Original text	Please change to:
Outside Cover page Page 5 (d) last bullet, second line	Kharikhulamu eTswelang Pele elellwa maemo a tharollo	The word has been wrongly spelt and should *be Kharikhulamo;* Separate words as *e Tswelang Pele* The word *hore* has been omitted; sentence should read as: elellwa *hore* maemo ....
Page 9, heading 2.1	Tekanyesto	Word has been wrongly spelt. Should be *Tekanyetso*
P.11. last paragraph p.25	Beginning words 'Ho bala le ho boha ... Paragraph under heading **Tshebetso ya ho bala,** secong last line of paragraph- Mosebetsi wa **ho bala** o tla	**Ho bala le ho boha** must be bolded Insert the omitted words *nakong ya* to read as: Mosebetsi wa **nakong ya ho bala** ....
page 30	Middle page heading: Padi/ Dipalekgutshwe Dipalekgutshwe di ithutwa feela bakeng sa matlafatso	The new heading should be as follows: **Padi/ Novele/ Dipale tsa setso (dipale tsa boholoholo/dipale tsa dibobuwa tsa mehlolohlolo/ dipale tsa bahale/dipale tsa bosatsejweng)** *ELA HLOKO: DIPALEKGUTSHWE DI ITHUTWA FEELA BAKENG SA MATLAFATSO*
Page 31.	*Below the top 4th bullet – Nako:* the whole information on Folklore has been ommitted	This information should be inserted underneath the said 4th top bullet: Nako:, or just above the heading **Ho ithuta ka difilimi (bakeng sa matlafatso)** Ho tlatselletsa dintlheng tse ka hodimo, dikarolo tse latelang tsa sengolwa sa setso/ seholoholo di lokela ho ithutwa : • **Dithothokiso:** ○ dithoko (dithoko tsa bahale, tsa leloko) ○ mefuta e fapaneng ya dipina ▪ tsa dihla/ dinako tsa selemo/ khalendara ▪ tsa lelapa ▪ dipina tsa nalane (mohl. tsa dintwa) ▪ dipina tsa ho itseka ha

		setjhaba le ho lwanela toka ▪ dipina tsa mosebetsi (letsema) ▪ tsa manyalo, lerato (lebonyo), tsa tlhompho ; le ▪ dithoko tsa leloko **Dipolelo tsa seholoholo:** Maele, dikapolelo, dilotho
Page 32	First column, last 3 lines have reference Dipale tsa setso Dipale tsa bosatsejweng le dipale tsa bahale	The highlighted must be corrected by adding the last highlighted line: Dipale tsa setso, dipale tsa bosatsejweng le dipale tsa bahale *(matlafatso ho ba ithutang padi, ba sa kgetha sengolwa sa seholoholo)*
Page 35	The heading in the middle of the page reading as" **Dibopeho le malao ya ho ngola** is incorrect	This heading must correctly phrased as: **Dibopeho le melao/ditlwaelo tsa tshebediso ya puo nakong ya tshebetso ya ho ngola**
Page 67	Last column, second last heading from bottom of page: the word **DDibopeho** has been wrongly spelt	Delete the first **D**, the word must read as **Dibopeho**
Page 89	In the middle row, under *Mosebetsi wa 5* Puo e hlophiisitsweng ...; word wrongly spelt Same block, last line – Puo e sa hlophiswang: marks wrongly reflected as (10)	The word must correctly be written as ... *hlophisitsweng* ... Marks for *Puo e sa hlophiswang* must be written (15)

ANNEXURE O

TSHIVENDA HOME LANGUAGE: FURTHER EDUCATION AND TRAINING PHASE

SECTION/ PAGE	ERRORS/ OMMISSIONS	CORRECTIONS
ZWI RE NGOMU(contents) PAGE. 1	1. Zwivhumbeo na milayo ya kushumisele kwa luambo.	Zwivhumbeo na milayo zwa kushumisele kwa luambo.
KHETHEKANYO YA 2. Section 2 PAGE . 9	2. Tshiimo tsha Luambo lwa u Engedzedza lwa u Thoma tshi dzhia	Vhuimo ha Luambo lwa u Engedzedza lwa u Thoma vhu
KHETHEKANYO YA 3. Section 3 PAGE. 17	3. U thetshelesa u itela u wana mafhungo o tiwaho	U thetshelesa u itela u wana mafhungo o khetheaho
Section 3.4, PAGE . 45	4. ZWIVHUMBEO NA MILAYO YA KUSHUMISELE KWA LUAMO	ZWIVHUMBEO NA MILAYO ZWA KUSHUMISELE KWA LUAMBO
Teaching plan GIREIDI YA 10 THEMO YA 2 Page	5. Zwivhumbeo na milayo ya kushumisele kwa luambo 6.	Zwivhumbeo na milayo zwa kushumisele kwa luambo. NB. The same change should be made throughuot the whole Taeching Plan on the same paragraph
Thebuḽu ya 3: Vhuimo ha kuhumbulelele na kupfesesele kwa u linga Page. 84	7. Mbudziso dzi no amba nga mafhungo a so ngo tou ambiwaho nga hao ngomu mafhungoni	Mbudziso dzi no amba nga mafhuno o bviselwaho khagala kha tshibveledzwa
Thebuḽu ya 3: Vhuimo ha…. Page. 84	8. U humbulela (Vhuimo ha 3)	U humbulela na u dzhia tsheo ho ḓisendekaho nga vhuṱanzi vhu re kha tshibveledzwa (Iniferentsi)

Page.85	9. U khoḓedzela (Vhuimo ha 5) tshiṅwalwa 10.	U takalela, tshibveledzwa
APHENDIKISI: Page 101 APHENDISI: Page 101	11. ZWIVHUMBEO NA MILAYO YA KUSHUMISELE KWA LUAMBO 12. Dzina khumbulelwa dzina ḽa	ZWIVHUMBEO NA MILAYO ZWA KUSHUMISELE KWA LUAMBO Dzina khumbulelwa/dzina ḽa ngelekanyo, dzina ḽa zwi
Page 101	13. ngelekanyo,dzina ḽa zwikwameaho, dzinatswititi,	kwameaho, dzina zwaḽo, dzina mbumbano, dzina tserekano, dzina ḽa zwi vhaleaho, dzinaḽiiti
Page 101	14. dzinazwaḽo, dzina tserekano, dzina mbumbano, dzina	/dzherandi, ṋefhungo, tshiitwa,mbeu, ṱhukhufhadzo, thithilidzo,madzina avhumbwaho a tshi bva kha diṅwe thinwaipfi dza muambo.
Page 101	15. guṱe, dzina mbalo (ḽa zwi vhaleaho), dzina vhukuma, dzinaḽiiti/ dzherandi,ṋunzhiṱo na diṅwe thinwaipfi dza muambo	
Page 101	16. Masala a mbalo	Masala a khumelamurahu, tsumbo, Ene muṋe

Page 101	17. Maiti a tshiimadzi	Maiti a mbuletshedzo
Page 101	18. Mbudziiso	Tshivhumbeo tsha mbudziso
Page 101	19. Fhungodavhi tserekaano	Fhungo tserekano ḽi na fhungo davhi
	20. Thevhekano/	Ndunzhendunzhe