

UKUHLOLELWA I-NATIONAL BENCHMARK:
UKULUNGISELELA ABAFUNDI BAKHO
UKUHLOLELWA I-ACADEMIC AND
QUANTITATIVE LITERACY (I-AQL)

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ULWAZI KOTHISHA NGOKUHLOLELWA I-NATIONAL BENCHMARK KWE-ACADEMIC NE- QUANTITATIVE LITERACY

1. INJONGO YALE DOKHUMENTI

Le ncwajana izokusiza ukuthi uqonde ukuthi kuyini ukuhlelwa i-National Benchmark Test (i-NBT) kwe-Academic and Quantitative Literacy (i-AQL) bese ikhlinzeka ngemihlahlandlela yokuthi ungabalungiselela kanjani abafundi bakho ukuthi balungele lokhu kuhlolwa.

2. ISENDLALELO

I-National Benchmark Tests (i-NBTs) yimiphumela ye-National Benchmark Tests Project (i-NBTP) eyenziwa Ngamanyuvesi eNingizimu Afrika (ngaphambilini eyayaziwa Njengemfundo Ephakeme YaseNingizimu Afrika) ngonyaka we-2005. Enzelwe ukukala amazinga amakhono abafundi kwi-Academic Literacy (i-AL), Quantitative Literacy (i-QL) ne-Mathematics (i-MAT) mayelana nezidingo zezifundo zemfundo ephakeme.

I-NBTs iphinde ihlinzeke ngolwazi oluzosiza ukukhetha nokufaka abafundi ezinhlelweni zezifundo ezifanele (isib. Izinhlelo ezivamile, ezikhulisiwe, ezeluliwe, ezokulungiselela noma eziyisisekelo) nokuthuthukiswa kwezinhlelo zezifundo ezinhlelweni Zemfundo Ephakeme. Ukwengeza lapho, isiza izikhungo Zemfundo Ephakeme ukuthi zikwazi ukuhumusha imiphumela yokugcina umfundi esesikoleni, efana naleyo yesitifiketi sikamatikuletshe, i-National Senior Certificate (i-NSC).

Ukuhlelwa i-AL ne-QL kugxile ekusetshenzisweni kolwazi olufundwe esigabeni esiphezulu esikoleni samabanga aphezulu. Ukukwazi ukusebenzisa umqondo namakhono asemqoka ohlelweni lwezifundo zasesikoleni kuyadingeka ukuthi kudluliselwe komunye umqondosizinda, umqondosizinda wemfundo ephakeme, lokhu kahle kahle yikhona okuhlolwa ukuhlelwa i-AL ne-QL.

Ngokusebenza kwabo ekuhlelweni ngakunye, ababhali bokuhlolwa babekwa kwesisodwa salezi zigaba ezintathu: Esiyisisekelo, Esiphakathi, noma Esiphumelele. Lezi zigaba noma amazinga enziwa ngokucophelela ngokusebenzisa inqubo Yokubeka Amazinga eyenzeka njalo emva kweminyaka emithathu ukuqinisekisa ukuthi la mazinga awakadlulelwa yisikhathi futhi afanele.

Ithebula loku-1: Amaqoqo ezinga le-NBT

Okuyisisekelo	Okuphakathi	Okuphumelele
Indlela yokwenza umsebenzi <i>Ezingeni Eliyisisekelo</i> ichaza ukuthi ababhala ukuhlolwa bayoba nobunzima ekuhlangabezaneni nezidingo zezinhlelo ezivamile zezifundo.	Indlela yokwenza umsebenzi <i>Ezingeni Eliphakathi</i> ichaza ukuthi ababhala ukuhlolwa bangase babhekane nobunzima ezigabeni ezithile futhi kungenzeka badinge ukusizwa.	Indlela yokwenza umsebenzi <i>Ezingeni Eliphumelele</i> ichaza ukuthi ababhala ukuhlolwa kumele bakwazi ukubhekana nezinhlelo ezivamile zezifundo.

3. UKUHLOLELWA I-ACADEMIC NE-QUANTITATIVE LITERACY (I-AQL)

Ukuhlolwa i-Academic ne-Quantitative Literacy ukuhlolwa okulandela imigomo ethile. Lokhu kusho ukuthi amaphuzu atholakale kulokhu kuhlolwa ahlinzeka ngemininingwane emayelana nokulungela ukuyongena esikhungweni semfundo ephakeme ngokubheka i-Academic Literacy ne-Quantitative Literacy. Kutholakala ngazo zombili izilimi ezisetshenziswa ezikhungweni zemfundo ephakeme, okuyisiNgisi nesiBhunu.

Inhloso yalokhu kuhlolwa ukuthola ukuthi ngabe ababhala ukuhlolwa batholile yini noma bangakwazi yini ukusebenzisa ulwazi lwabo oluvamile lwe-academic ne-quantitative literacies kumqondosizinda oveza lowo abangase bahlangabezane nawo enyuvesi.

Ezigabeni ezimbili ezilandelayo, izingxenye nezingxenyanana ze-NBT AL ne-NBT QL zichaziwe, izibonelo zemibuzo yokuhlolwa zihlinze kiwe, futhi kuxoxwa nangemibono yokuthi abafundi bangazilungiselela kanjani.

4. YINI ONGAYILINDELA EKHLOLELWENI I-NBT ACADEMIC LITERACY?

Ukhlolwa i-NBT AL kuhloswe ngakho ukuhlola ukukwazi kobhala ukuhlolwa ukwenza lokhu okulandelayo:

- ukukhuluma ngencazelo yegama, umusho, isigaba nezinga lombhalo wonke;
- ukuqonda uhlelo lwenkulumo nengxoxo kanye “nezimpawu” zombhalo ezitholakala kulolu hlaka;
- ukufinyelela esiphethweni nokubeka imibono ngale kwalokhu okubalulwe embhalweni;
- ukuhlukanisa okusemqoka kokungekho semqoka neminingwane ehleleke kahle kakhulu kuleyo ehleleke ngokwanele nje;
- ukuqonda nokuhumusha iminingwane ebonakalayo, efana namagrafu, imifanekiso namashadi okulandelayo;
- ukuqonda nokulawula iminingwane eyizinombolo;
- ukuqonda ukubaluleka negunya lezwi lomuntu;
- ukuqonda nokuhumusha ulimi oluyisingathekiso, olungaqondakali noluyizaga; kanye
- nokukhuluma uhlaziye uhlobo lombhalo.

4.1. Izigatshana ze-NBT AL

Ukhlolwa ngakunye kwe-NBT AL kuqethe cishe imibuzo engama-75 enezimpendulo eziningi okungakhethwa kuzo. Yonke le mibuzo yakhelwe esisekelweni semibandela evela emakhonweni e-NBT AL abalulwe ngenhla. Le mibandela ifingqiwe kuleli thebula lezigatshana elingezansi:

Ithebula lesi-2: Incazelo yezigatshana ze-AL

Isigatshana	Incazelo
Umsebenzi wezokuxhumana	Ukukwazi kwabafundi 'ukubona' ukuthi izingxenye zemisho/zenkulumo zizichaza kanjani ezinye izingxenye; noma ziyizibonelo zemibono noma zisekela izinkulumo; noma zizama ukuncenga.
Ukubeka umbono	Amakhono abafundi okufinyelela esiphethweni kanye nokusebenzisa umqondo, okungaba ngokushiwo embhalweni noma okuyincazelo yale mibhalo.
Amagama olimi	Ukukwazi kwabafundi ukuthola/ukusebenzela ukuthola incazelo yamagama ngokomqondosizinda wabo
Ubudlelwane 1. Ukuxhumana 2. Inkulumo	Amakhono abafundi 'okubona' isakhiwo nokuhleleka kwenkulumo nengxoxo, ngokugxila kakhulu – ngaphakathi ezigabeni zombhalo- kuya ezinguqukweni zenkulumo, imibono ehleleke kahle nehleleke kahle kakhulu; ukuthuthukiswa kwezingeniso neziphetho.
Okusemqoka/okungabalulekile	Amakhono abafundi 'okubona' imibono esemqoka neminingwane yokusekela; izitatimende nezibonelo; amaqiniso nemibono; izihlongozo neziphakamiso; ukukwazi ukuhlukanisa nokufaka ngaphansi kwezigaba 'nokunikeza amagama'.
Ulimi/ukuhleleka kwamagama emshweni	Ukukwazi kwabafundi 'ukubona'/ukuhlaziya indlela okwakheke ngayo umusho/igama, ukulandelana kwezigaba okunomthelela encazelweni nasekugxileni olimini
Isingathekiso	Ukukwazi kwabafundi ukuqonda nokusebenza ngesingathekiso olimini. Lokhu kubandakanya ikhono labo lokukwazi ukubona incazelo yolimi, ukudlala ngamagama, amagama anezincazelo ezingaphezu kweyodwa, izaga, njalonjalo
Uhlobo lombhalo	Ukukwazi kwabafundi ukubona 'izibukeli' embhalweni nenjongo yokubhala, kubandakanya ukukwazi ukuqonda okushiwo umbhalo (ukuba semthethweni/ukungabi

semthethweni) ukuphimiseka kwamazwi (ukufundisa/ukwazisa/ukuncenga/njll.).

Imibuzo enezimpendulo eziningi okungakhethwa kuzo ekuhlolweni i-AL yakhelwe ukukala lezi zingxenyana emazingeni obude nobunzima obuhlukahlukene. Lokhu kusho ukuthi ezinye izingxenyana zinemibuzo eminingi kunezinye.

Kuzo zonke izigaba zokuhlolwa i-AL, abafundi kudingeka bafunde isigatshana esifushane esikhombisa lezo abazohlangana nazo enyuvesi bese bephendula imibuzo enezimpendulo eziningi okunokukhethwa kuzo ethathwe kulezo zigatshana. Isibonelo saleyo mibuzo kanye nohlobo lwesigatshana leyo mibuzo enokukhishwa kuso siveziwe lapha ngezansi. Esimweni ngasinye, liyavezwa igama lengxenyana ehlolwayo ngalowo mbuzo.

5. YINI ONGAYILINDELA EKHLOLELWENI I-NBT QUANTITATIVE LITERACY?

Ukuhlolwa i-NBT QL kuhlola ukukwazi kwababhala ukuhlolwa ukwenza lokhu okulandelayo:

- Ukuqonda imiqondo elula yezinombolo kanye neminingwane esetshenziswe embhalweni.
- Ukukhetha nokusebenzisa uhlu lwamagama amanani namabinzana amagama;
- Ukusebenzisa inqubo yamanani ezimweni ezahlukahlukene;
- Ukwenza nokusebenzisa amafomula alula;
- Ukuhumusha amathebula, amagrafu, amashadi nemibhalo nokuhlanganisa iminingwane evela ezindaweni ezehlukene;
- Ukwenza kahle izibalo ezibandakanya izinyathelo zokuphindaphinda;
- Ukuthola lokho okuvame ukwenzeka namaphethini ezimweni ezahlukahlukene;
- Ukusebenzisa izimpawu zezimo zejyomethri ezilula ukuthola izilinganiso;
- Ukusebenzisa umqondo ngendlela efanele; futhi
- Nokuhumusha iminingwane yamanani evezwe ngamazwi, ngezimpawu nangamagrafu

5.1 Izingxenyanza zokuhlolwa i-NBT QL

Ingama-50 imibuzo ekuhlolweni i-QL enezimpendulo eziningi okungakhethwa kuzo. Le mibuzo yakhelwe ukuhlola ukufunda nokubhala ngokwamanani kwabafundi okugxile ezintweni ezidingekayo ezifingqwe kwithebula lesi-3. Ababhala ukuhlolwa abadingi umshini wokubala ukubhala ukuhlolwa i-QL futhi lapho okudingeka khona, kuhlinzekwe amafomula.

Ithebula lesi-3: Incazelo yezigatshana ze-QL

Isigatshana	Incazelo
Inani, inombolo nemisebenzi.	<ul style="list-style-type: none">• Ukukwazi ukulandelanisa amanani, ukubala nokuqagela izimpendulo zezibalo ezidingwa umqondosizinda, ngokusebenzisa izinombolo (izinombolo eziphelele, amaqhezu, amaqhezu abalwa ngokweshumi, amaphesenti, ubukhulu bokulinganiselwa, izibalo zesayensi) nezibalo ezilula (+, -, ×, ÷, ukuchazwa kwezinombolo).• Ukukwazi ukusho inombolo efanayo yeqhezu elibalwa ngokweshumi ngezinye izindlela (ezifana nokuguqula iqhezu libe

	<p>yiphesenti, iqhezu elijwayelekile libe yiqhezu elibalwa ngokweshumi, njalonjalo)</p> <ul style="list-style-type: none"> • Ukukwazi ukuhumusha amagama namabinzana amagama asetshenziswe ukuchaza ubukhulu bokulinganiselwa (okuhlukile kwakho) phakathi kwamanani ngaphakathi kumqondosizinda, ukuguqula lelo binzana lamagama libe yizinombolo, ukwenza izibalo ngalo kanye nokuhumusha umphumela kumqondosizinda wangempela. Ukukwazi ukusebenza ngendlela efanayo nobukhulu bokulinganiselwa phakathi kwamanani abalulwe kumathebula, amashadi nasemifanekisweni yezilinganiso.
Isimo, uhlangothi nesikhala.	<ul style="list-style-type: none"> • Ukukwazi ukuqonda izivumelwane zezilinganiso nezincazelo (okuveziwe) kwezinto ezinhlangothimbili nezinhlangothintathu, ama-engela nendawo abheke kuyo, • Ukukwazi ukwenza izibalo ezilula ezibandakanya izindawo, imijikelezo yokusasikwele imithamo yezimo ezilula ezifana nonxande nokusasikwelebhokisi.
Ubudlelwane, iphethini, ukuguquka	<ul style="list-style-type: none"> • Ukukwazi ukubona, ukuhumusha nokuveza ubudlelwane namaphethini ngezindlela ezahlukene (amagrafu, amathebula, amagama nezimpawu) • Ukukwazi ukulawula izibalo ezilula ze-algebra ngokusebenzisa indlela elula yezibalo.
Inguquko nezilinganiso	<ul style="list-style-type: none"> • Ukukwazi ukuhlukanisa phakathi kwezinguquko (noma umehluko wobubanzi) ezivezwe ngamagama oqobo nalawo avezwe ngokuchaza (isibonelo uma iphesenti liguquka) • Ukukwazi ukubala nokubeka isizathu mayelana nezinguquko noma umehluko. • Ukukwazi ukubala izilinganiso ezilingene zezinguquko kanye nokubona ukwenyuka kwegrabu eveza isilinganiso sokuguquka kokuguququkayo okuncikile nokuguququkayo okuzimele. • Ukukwazi ukuhumusha ukugoba kwamagrafu ngokwezinguquko zezilinganiso.

<p>Ukwethulwa nokuhlaziywa kolwazingqo</p>	<ul style="list-style-type: none"> • Ukukwazi ukuveza nokusebenzisa imininingwane evezwe kulwazingqo olufakwe kumqondosizinda ongamathebula (imigqa namakholomu ahlukene anolwazingqo lwezinhlobo ezahlukene ezihlanganisiwe), amashadi (ophayi, okungamagabelo, okungamagabelo anzima, okungamagabelo okutakiwe, umugqa ‘ongamachashazi’, izakhiwo ezisabalele) amagrafu nemifanekiso (okufana nemifanekiso eyisihlahla) nokuhumusha incazelo yale mininingwane. • Ukukwazi ukuveza ulwazingqo kumathebula namashadi alula afana namashadi angamagabelo noma awumugqa.
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5.2 Ungabasiza kanjani abafundi bakho balungiselele ukuhlololwa i-AL ne-QL?

Ukuze ulungiselele abafundi ukuhlololwa i-AL, othisha basemabangeni aphakeme, okokuqala nje, kudingeka bazijwayeze mayelana nokuthi yikuphi ukuhlololwa okuhlose ukukuhlola. Uhlu lokukwazi oluqukethe ukwakhiwa kwe-academic literacy okuhlololwe kwi-NBT luveziwe esigabeni “YINI ONGAYILINDELA EKHLOLELWENI I-ACADEMIC LITERACY (I-AL)” engenhla. Lokhu ukukwazi okuvamile ababhali abahlose ukukusebenzisa ekufundeni kwabo kwasenyuvesi kuzo zonke izinhlelo okumele babe nakho ukuthi babe nethuba elihle lokuphumelela. Ngesikhathi izifundo ze-NSC IsiNgisi NesiBhunu zilawulwa yi-Curriculum and Assessment Policy Statement (i-CAPS) ehlose ukufundisa la makhono, kunzima ukuthola ukuthi kukuliphi izinga lapho abafundi bengabe sebethole khona lolu lwazi. Ngokufanayo, kunzima ukukhombisa uma ngabe nokuthi la makhono ahlolwa kanjani ekuhlololweni i-NSC IsiNgisi NesiBhunu. Uma othisha bezifundo zasezikoleni zamabanga aphezulu bengenza umzamo ukuhlanganisa la makhono e-academic literacy bawafake kuzo zonke izifundo abazifundisa ezikoleni zamabanga aphezulu, abafundi bangazilungiselela kangcono esifundweni se-academic literacy. Futhi kungaba umqondo omuhle kulabo thisha ukusebenza nothisha bolimi lwesiNgisi NolwesiBhunu ukwenza ukuthi kuzwakale kangcono ukuthi la makhono angahlanganiswa kanjani kulo lonke uhlelo lokuqukethwe yizifundo zezikole zamabanga aphezulu.

Ukulungiselela abafundi ukuhlololwa i-QL, othisha esikoleni bangaxoxisana nabafundi baqinisekise ukuthi bayazwisisa futhi bangayisebenzisa le miqondo elula esetshenziswa emaklasini ezibalo nawe-mathematical literacy. Kumele bakhuthaze ukusetshenziswa kwamagrafu, amashadi, amabalazwe namathebula kwimiqondosizinda yokufunda ehlukahlukene. Othisha kumele baqinisekise ukuthi abafundi bayaqonda ukuthi bangawenza kanjani amagrafu namathebula futhi ifundwa ihunyushwe kanjani imininingwane ekule mifanekiso engamagrafu.

Imininingwane nolwazingqo okuvezwe kumagrafu, emabalazweni nakumashadi kumele kufakwe kumqondosizinda wempilo yangempela, futhi ulwazingqo kumele lukholakale futhi lube yiqiniso. Ngale njongo othisha bangasebenzisa imininingwane efanele esezindabeni zamanje. Isibonelo, kamuva nje, abakwa-Eskom bahambise isiphakamiso sokwenyusa intengo yamayunithi kagesi abawuhlinzeka izakhamuzi ezijwayelekile zaseNingizimu Afrika. Othisha bangasebenzisa lokhu kwenyuka kwentengo yamayunithi kagesi ukukhombisa ukuthi lokhu kungabathinta kanjani abazali babafundi namakhaya abo kwezezimali. Othisha bangacela abafundi ukuthi baxoxisane futhi bacele ukuthi babeke imibono yabo mayelana nokunganeli kogesi okubhekene neNingizimu Afrika. Lo msebenzi uyokwenza ukuthi abafundi benze izibalo futhi ubakhuthaze ukuthi bacabange ngokunzulu kanye nokusebenzisa umqondo. Othisha bayakhuthazwa ukuthi bathuthukise umqondo wezinombolo nokufundisa abafundi ukuqagela ngaphandle kokusebenzisa imishini yokubala ukuze bathole izimpendulo zabo. Othisha kumele bakhuthaze abafundi ukuthi bacabangisise ngezimpendulo zabo ngokusebenzisa ubufakazi ukusekela izimpendulo zabo. Othisha kumele baqaphele kakhulu uma befundisa ngobukhulu bokulinganiselwa, ukwelamalamana, namaqhezu futhi bakhuthaze abafundi ukuthi basebenzise umqondo mayelana nale miqondo yenani.

Ekugcineni, ukuhlololwa i-AL ne-QL kuqukethe imibuzo enezimpendulo eziningi okumele kukhethwe kuzo, okudingeka abafundi bayifunde kahle ngaphambi kokuzama ukuthola impendulo okuyiyona. Uma abafundi bengakujwayele ukusebenza ngemibuzo enezimpendulo eziningi okumele kukhethwe kuzo, othisha kumele baqale ukuyisebenzisa le mibuzo eklasini.

6. UMEHLUKO PHAKATHI KOKUHLOLELWA I-NATIONAL BENCHMARK TESTS NE-NATIONAL SENIOR CERTIFICATE

6.1. Ukuhlololwa i-NBT AL ne-NSC IsiNgisi NesiBhunu

Ukuhlololwa i-AL kuhloswe ngakho ukuhlinzeka imininingwane eyengeziwe kuleyo ehlinzekwa ukuhlololwa i-NSC IsiNgisi NesiBhunu. Kokubili lokhu kuhlola kugxile ekukaleni ulwazi lolimi. Umehluko phakathi kwakho kokubili ukuthi, ngesikhathi ukuhlololwa i-NSC IsiNgisi NesiBhunu kugxile ekuhloleni amakhono ahluhlukeni olimi, ukuhlololwa i-AL kugxile kuphela ekuhlololweni i-academic literacy, ukukwazi ukubhekana nemfundo yasenyuvesi esifundweni sesiNgisi noma isiBhunu. Lokhu kusho ukuthi okugxilwe kukho okusemqoka ekuhlololweni i-AL ukuthi kuveza imininingwane ekukwazini kobhala ukuhlololwa ukusebenzisa ngempumelelo enyuvesi isiNgisi noma isiBhunu. Akusiyo into

efanayo nasekuhlolweni i-NSC IsiNgisi noma IsiBhunu, lapho lokhu kukwazi kuyiyona ngxenye okugxilwe kuyo.

6.2. Ukuhlololwa i-NBT QL nokubhala ukuhlololwa kwe-NSC Mathematical Literacy

Ukuhlololwa i-QL kwenzelwe ukuhlola lowo obhala ukuhlololwa izinga lakhe l kokulungela ukufunda esifundweni se-quantitative literacy. Kuhlola ukukwazi ukulawula izimo nokuxazulula izinkinga kumqondosizinda ofanele wezifundo zasesikhungweni semfundo ephakeme, ngokusebenzisa ulwazi lwamanani olusemqoka olungavezwa ngendlela yokusebenzisa amazwi, amagrafu, amathebula noma izimpawu. Ngokwe-DoE (2003), isifundo se-NSC se-Mathematical Literacy *“sihlinzeka abafundi ngokuthi bakwazi ukuqaphela nokuqonda iqhaza elibanjwa yizibalo esikhathini samanje. I-Mathematical Literacy yisifundo esilawulwa ukusetshenziswa kwezibalo ezintweni ezimayelana nempilo. Ivumela abafundi ukuthi bathuthukise ulwazi nokuzethemba kwabo ukucabanga ngezinombolo nangokwendawo ukuze bakwazi ukhumusha nokuhlaziya ngobuchule izisombululo ezenzeka zonke izinsuku kanye nokuxazulula izinkinga.”* Kwi-Mathematical Literacy, mabili amaphepha okuhlololwa abhalwayo, iphepha loku-1 (iphepha elilula la makhono) nephepha lesi-2 eligxile ekusetshenzisweni kolwazi lwezibalo. Umahluko osemqoka phakathi kokuhlololwa i-NSC Mathematical Literacy nokuhlololwa i-NBT QL ukuthi ukuhlololwa i-NBT QL kuhlola ukuthi ngabe lo obhala ukuhlololwa ukulungele yini ukubhekana nezidingo zezemfundo zasesikhungweni semfundo ephakeme, ngesikhathi ukuhlololwa i-NSC Mathematical Literacy kuhlola izinga lowo ophumayo esikoleni ahlangabezane ngalo nalokho okulindeleke ohlelweni lwezifundo azenzayo.

6.3. Ukuhlololwa i-NBT QL ne-NSC Izibalo

Ukuhlololwa i-NBT QL kwenzelwe ukuhlola izinga lababhala ukuhlololwa lokulungela ngokwezemfundo ukukwazi ukuqondisisa kahle isifundo sesibalo. Ngokwemihlahlandlela Yokuhlololwa Kwezifundo Sezibalo (DoE, 2008), ebangeni le-12, ukuhlololwa kuqukethe izigaba ezimbili: Uhlelo Lokuhlola olunama- 25% amamaki e-National Senior Certificate ezibalweni nokuhlololwa kwangaphandle okwenza ama-75% asele. Umehluko omkhulu phakathi kokuhlololwa i-NSC Izibalo ne-NBT QL ukuthi ukuhlololwa i-NBT QL kuhlola ukuthi ngabe lowo ohlolwayo ukulungele yini ukuhlangabezana nezidingo zezemfundo zasesikhungweni semfundo ephakeme, kanti ukuhlololwa i-NSC Izibalo kuhlola ukuthi kukuliphi izinga lapho umfundi webanga le-12 ahlangabezane kulo nokulindeleke Kwisitatimende Sohlelo Lwezifundo njengoba kubalulwe Kumhlahlandlela Wokuhlololwa Kwezibalo.

7. IMIBUZO EVAME UKUBUZWA

Umbuzo: IsiNgisi (noma isiBhunu) ulimi lwami lokuqala. Kungani kumele ngibhale ukuhlolwa kwe-AL?

Amakhono olimi abandakanya ukukhuluma isiNgisi noma isiBhunu njengolimi lokuqala asemqoka uma abantu bezixoxela nje futhi awasho lutho ngekhono esifundweni noma isiNgisi noma isiBhunu esisemthethweni okudingekayo ukuthi uphumelele enyuvesi. Ngenxa yalesi sizathu, abakhuluma isiNgisi noma isiBhunu njengolimi lokuqala hhayi ukuthi benza kahle ekuhlolweni kwabo kwezifundo zolimi ezifana ne-NBT AL. Lokhu kusho ukuthi yize benezinga eliphezulu lokwazi nokukhuluma isiNgisi, abakhuluma isiNgisi noma isiBhunu njengolimi lwasekhaya angeke ngenxa yalokho bakulungele ukuthi bakwazi ukubhekana nezidingo zemfundo ephakeme kunoma yiluphi kulezi zilimi. Kuhlomula labo abakhuluma isiNgisi noma isiBhunu njengolimi lokuqala, ngakho-ke, ukuthi izinga labo lokukwazi ukufunda isiNgisi noma isiBhunu kungakalwa ngaphambi kokuthi bangene emkhakheni wezemfundo ephakeme.

Umbuzo: Amamaki ami esiNgisi (isiBhunu) ekuhlolweni i-NSC isiNgisi (isiBhunu) aphezulu kakhulu. Kungani kumele ngibhale ukuhlolwa kwe-AL?

Ukuhlolwa i-NSC isiNgisi nesiBhunu kuhloswe ngakho ukuhlola ulwazi oluningi olwehlukene lolimi kubandakanya nokufunda ukubhala nokufunda. I-NBT AL ihlola ukufunda ukubhala nokufunda kuphela. Uma kukhona, ukuhlolwa i-NSC isiNgisi noma isiBhunu kuhlola izinga elincane kakhulu lokufundisa ukukwazi ukubhala nokufunda. Ngakho-ke i-NBT AL yinkomba engcono kakhulu yokulungela ukufundiswa ukubhala nokufunda kulabo abafake izicelo zokwemukelwa enyuvesi. Lokhu kukanje ngisho ngabe amamaki abo ebangeni le-12 esiNgisini noma esiBhunwini aphezulu.

Umbuzo: Ingane yami isebezisa kahle kakhulu esikoleni Ezibalweni nakwi-Mathematical Literacy. Kungani amaphuzu ayo e-QL ephansi?

Abafundi banamaphepha okuhlolwa kweminyaka edlule e-NSC Izibalo ne-Mathematical Literacy futhi basebenzisa la maphepha ukuzijwayeza ukuphendula imibuzo. Ngokwenzenjalo, abafundi "bazijwayeza ukuhlolwa" ngakho-ke kulula kubo ukuthi bathole amaphuzu aphezulu. Abafundi bayakwazi ukubona amaphethini okuphendula imibuzo uma bezijwayeza ngokwanele. Ukuhlolwa kwe-NBT QL akusikho kuphela ukwazi ukuthi iphendulwa kanjani imibuzo, kodwa futhi kumayelana nokukwazi ukusebenzisa ulwazi lwabo, okudingekayo esikhungweni semfundo ephakeme.

8. UBANI ONEMVUME YOKUHLINZEKA NGEZIFUNDO EZIKHETHEKILE ZOKULUNGISELELA I-NBT?

Siyazi ukuthi kunezinhlango ezahlukene ezihlinzeka abafundi abangaqaphele ithuba lokuthola ulwazi kwi-inthanethi noma ukuhambela amaklasi zithi lokhu kuzobasiza ukulungiselela ukubhala i-NBTs. Yize kungaba nezindawo ezihlinzeka ngokuqeqesha kwe-AL ne-QL nezinye ezihlinzeka ngemininingwane emayelana nemibuzo yohlobo olunezimpendulo eziningi okungakhethwa kuzo, **ayikho kulezi zinhlango enegunya lokukhulumela i-NBTP futhi akukho neyodwa yazo enolwazi olukhethekile mayelana nokuqokethwe yilokhu kuhlolwa.**

Futhi baningi othisha abafuna ngempela ukusiza abafundi babo balungiselele i-NBT. Bazobe bedingida amaphuzu abalulwe ngenhla futhi benza konke okusemandleni abo ukunikeza abafundi babo isisekelo esiqinile se-AL ne-QL. Kodwa-ke **akekho uthisha onegunya lokukhulumela i-NBTP**; futhi othisha abanalo igunya lokusebenzisa ilogo ye-NBTP noma yeNyuvesi YaseNingizimu Afrika kunoma yiziphi izincwajana zabo, okunganikeza umqondo wokuthi kuvunyelwe yi-NBTP.