



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

## **2020 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT:</b>	IsiXhosa FAL
<b>PAPER:</b>	3
<b>DURATION OF PAPER:</b>	2½ hours

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

There is a general observation that learners have performed above average as most learners achieved level 6s and 7s in all sections of this question paper. However, there were some identified challenges in all sections. The perception therefore is that they either misunderstood or misinterpreted some questions and formats. The language used throughout the question paper created a general understanding to the learners as there was a clear application of what was required to be done. Therefore, the question paper was fair as there was a reflected progression in the learners' results.

## SECTION 2:

### Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTIONS	
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?	
1.1	This question was not popular amongst the candidates because they possibly did not understand the meaning of the word "intsholo". Some of those who answered this question misinterpreted the meaning of "intsholo" as any form of noise as opposed to the correct interpretation as a soothing sound or noise.
1.2	This question was popular amongst the candidates and it was appropriately interpreted.
1.3	This question was also popular amongst the candidates and was well answered.
1.4	This question was well answered.
1.5	This question was less popular amongst the candidates, but it was well answered by those who chose it.
1.6	A few candidates chose to answer this question and it was well answered.
1.7.1	Only a few candidates chose this question and interpreted it satisfactorily.
1.7.2	Only a few candidates chose this question and interpreted it appropriately.
<b>SECTION B</b>	
2.1	This question was well answered. However, quite a number of learners did not perform as expected. Our analysis established that the source of the problem was the use of incorrect formats for different texts. The learners seemed to face some difficulty in the writing of a formal letter. They were not able to address the letter to the relevant person instead of "Mhlekezi Obekekileyo" they wrote "Mnumzana Ohloniphekileyo" and there is a difference between the two. Salutation was confused with ending.
2.2	This question was largely popular amongst the candidates. Those who chose this question did not differentiate between an application letter and a letter accompanying a CV.
2.3	This was also not a popular question amongst the candidates and those who chose it did not do so well. They struggled to write the correct format, and they just wrote summaries of their prescribed books instead of a review.
2.4	This question was popular amongst the candidates, but they struggled to give the correct format e.g. no introduction, no names of interviewer and interviewee. Instead of writing an interview they wrote a dialogue.

## **SECTION C**

3.1 This question was largely popular amongst the learners. Some learners did well and only a few of them encountered problems with the format. Instead of writing an invitation they either wrote an advert, poster or a friendly letter. They misinterpreted the word “uCeba” (ward Councillor) as if it was a person’s name.

3.2 This was not popular amongst the candidates, and those who chose it performed poorly. The format was their main challenge.

3.3 This question was very popular amongst the learners. Some did well while a few of them struggled. The main challenge was not understanding the format and not using the language of instruction but instead presenting it as a conversation.

### **(b) Provide suggestions for improvement in relation to Teaching and Learning**

We would strongly advise teachers to teach all kinds of pieces prescribed for paper 3. Language skills such as sentence construction, vocabulary, figurative meaning and so on should be taught thoroughly as they play a meaningful role in creative writing. Teachers should pay particular attention to formats of different pieces.

Learners should be given creative writing classwork activities on a regular basis so as to familiarise them with the formats and structural arrangement of each text. They do not have to write the whole essay or letter, they can focus on a specific part e.g. address of the letter, salutation and ending or in essay construction of paragraphs focusing on the introduction and/or conclusion.

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

It is strongly suggested that at the beginning of each year, the Curriculum Advisors call the teachers to a meeting with the help of those teachers who have had the experience of marking the previous year’s matric learners and discuss the performance of learners. They should take the shortcomings of the previous matric cohort performance as a guideline to improve the teaching and learning of creative writing paper.

The teachers must give learners the rubrics of each piece of creative writing so that learners might be aware of what is expected of them.

For Section A, it must be made clear to the learners that they must stick to the instruction that stipulates the word count (190–240).

For Section C, it must be made clear to the learners that the number of words should not confuse them and that 80 words is the maximum and they do not have to exceed that but they will not be penalised if they do not reach the maximum. They do not have to write up to that number for pieces such as advertisements and others because they end up missing the content and make more grammatical and spelling errors. This negatively affects their marks.





# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## SENIOR CERTIFICATE/ NATIONAL SENIOR CERTIFICATE

**IBANGA 12**

**ISIXHOSA ULWIMI LOKUQALA OLONGEZELELWEYO (FAL)**

**IPHEPHA LESITHATHU (P3)**

**NOVEMBA 2020**

**AMANQAKU: 100**

**IXESHA: liyure 2½**

**Olu viwo lunamaphepha ama-6.**



**IMIYALELO NENGACISO**

1. Eli phepha linamaCANDELO AMATHATHU:  

ICANDELO A:	Isincoko	(50)
ICANDELO B:	Umhlathi omde	(30)
ICANDELO C:	Umhlathi omfutshane	(20)
2. Phendula umbuzo ubeMNYE kwiCANDELO ngaLINYE.
3. Bhala ngolwimi ohlolwa ngalo.
4. Qala iCANDELO ngaLINYE kwiphepha ELITSHA.
5. Yenza UYILO (umzekelo, imephu yengqondo, isazobe okanye idayagram/ iflowu tshathi/amagama angundoqo, njalo njalo), hlela uze ulungise iimpazamo kumsebenzi wakho. Uyilo maluvele PHAMBI kokubhalwa kwetekisi nganye.
6. Wonke umsebenzi woyilo mawuphawulwe njengoyilo. Kuyacetyiswa ukuba ukrwele umgca onqumlezileyo kulo lonke uyilo olwenzileyo.
7. Ingcebiso malunga nolwabiwo lwexesha:
  - ICANDELO A: Imizuzu engama-80
  - ICANDELO B: Imizuzu engama-40
  - ICANDELO C: Imizuzu engama-30
8. Nombola iimpendulo zakho ngokuchanekileyo ngokwendlela yokunombola esetyenzisiweyo kwiphepha lemibuzo.
9. Nika impendulo nganye isihloko esichanekileyo.
10. Isihloko masingabalwa xa kubalwa amagama asetyenzisiweyo.
11. Bhala ngokucocekileyo nangokucacileyo.



**ICANDELO A: ISINCOKO****UMBUZO 1**

Khetha isihloko sibesiNYE kwezi zilandelayo, uze ubhale isincoko esinamagama ali-190 ukuya kuma-240.

- 1.1 Nangoku ndisayiva loo ntsholo [50]
- 1.2 Umhlobo wenene [50]
- 1.3 Ndiyonwaba ndakuyicinga loo mini [50]
- 1.4 Kwasuka kwakhala iselfowuni ... [50]
- 1.5 Ukwenza *itattoo* konakalisa inkangeleko yomntu yendalo [50]
- 1.6 Ilifilim ezinobundlobongela mazipheliswe [50]
- 1.7 Khetha umfanekiso ubeMNYE kule ingezantsi ubhale isincoko. Bhala inombolo yombuzo (1.7.1 okanye 1.7.2). Nika isihloko esifanelekileyo isincoko sakho.

**QAPHELA:** Makubekho ukuzalana okucacileyo phakathi kwesincoko nomfanekiso owukhethileyo.

1.7.1



[Uthatyathwe ku: [www.google.pics.co.za](http://www.google.pics.co.za)]

[50]



1.7.2



[Uthatyathwe ku: [www.pinterest.com](http://www.pinterest.com)]

**[50]**

**AMANQAKU ECANDELO A:**

**50**



**ICANDELO B: UMHLATHI OMDE****UMBUZO 2**

Khetha isihloko sibesiNYE kwezi zilandelayo ubhale umhlathi omde ngaso. Ubude mabubengamagama angama-80 ukuya kwi-100 umxholo kuphela.

**2.1 ILETA ESESIKWENI**

Bhalela uMphathi-sikhululo samapolisa umazise ngomntu othengisela abantwana besikolo utywala neziyobisi.

**[30]****2.2 ISIVI NELETA EYIKHAPHAYO****ISITHUBA SIKAMABHALANA WAKWAMASIPALA****Kufuneka:**

- Ibanga le-12
- Ulwazi lwekhompyutha
- Isiqinisekiso sokuqhuba
- Ulwazi lweelwimi zesiNtu kunye nolwimi lwesiNgesi
- Izakhono zokunxibelelana

Thumela isicelo sakho kuManejala  
22 Bhubesi Street, Lady Grey, 5783

UZipho Mephu unomdla wesi sithuba.

Bhala isivi neleta eyikhaphayo, uzenze uZipho Mephu, uzithumele kuManejala wakwaMasipala.

**[30]****2.3 IRIVYU**

Bhala irivyu yencwadi eniyifundiswe esikolweni.

**[30]****2.4 UDLIWANO-NDLEBE**

Bhala udliwano-ndlebe oluphakathi komfundi ofunda ibanga le-12 notitshala *we-Life Orientation* malunga nokuthatha ikhefu lonyaka (gap year) phambi kokuqhubeka nokufunda.

**[30]****AMANQAKU ECANDELO B: 30**

**ICANDELO C: UMHLATHI OMFUTSHANE****UMBUZO 3**

Khetha isihloko sibesiNYE kwezi zilandelayo ubhale umhlathi omfutshane ngaso. Bhala amagama angama-60 ukuya kuma-80 umxholo kuphela.

**3.1 ISIMEMO**

Bhala isimemo umemele uCeba kukhuphiswano lwamaqela emidlalo kwingingqi ohlala kuyo.

**[20]****3.2 UNGENISO KWIDAYARI**

Bhala ungeniso kwidayari malunga neyona ngxaki lujongene nayo ulutsha kwaneendlela zokuhlangabezana nayo.

**[20]****3.3 IMIYALELO**

Bhala imiyalelo oyinika abafundi bakwaABET, eya kubancedisa bakwazi ukusebenzisa i-App efike kutsha nje.

**[20]**

**AMANQAKU ECANDELO C: 20**  
**AMANQAKU EWONKE: 100**





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**IPHEPHA LESITHATHU (P3)**

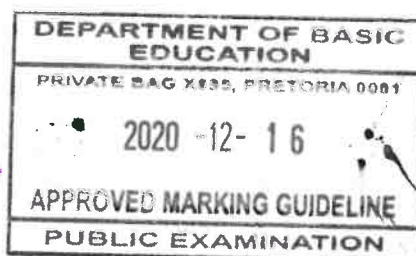
**NOVEMBA 2020**

**SIKHOKELO SOKUMAKISHA**

**AMANQAKU: 100**

*Final Marking Guideline*  
*Approved by*  
*External Moderator*  
*NWSEB*  
*16/12/2020*

**Esi sikhokelo sokumakisha sinamaphepha ali-14.**



*N.P JAXA*  
*Internal Mod.*  
*N.P JAXA*  
*16/12/2020*

Akuvumelekanga ukufotokopa eli phepha

Tyhila iphepha

**ICANDELO A: ISINCOKO****UMBUZO 1****Imiyalelo yokumakisha**

- Kweli candelo umviwa ukhetha isincoko sibesinye. Xa ekhethe zazibini, makisha esokuqala.
- **QAPHELA:** Umviwa angabhala naluphi udidi lwesincoko ngesihloko asikhethileyo.
- Ubude besincoko bumele ukuba kwisithuba samagama ali-190 ukuya kuma-240.
- Sebenzisa irubriki esisihlomelo A ukumakisha esi sincoko.

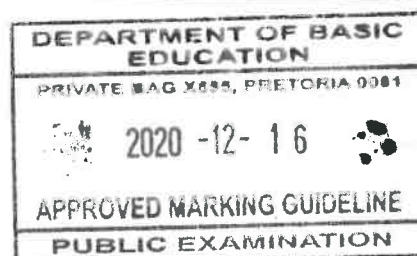
1.1	Isihloko:	Nangoku ndisayiva loo ntsholo	
	Imo efanelekileyo:	Intshayelelo, isiqu nesiphelo.	
	Ulwimi	Luhambelane nenjongo yokubhala, uhlobo lomhlathi oluhambelana nesincoko esikhethiweyo, isigama sihambelane nesihloko, isakhiwo sezivakalisi kunye nezixhobo zokunonga ezifanelekileyo.	
	Umxholo	<b>Umviwa angabalisa/chaza/camngca</b> <ul style="list-style-type: none"> <li>• Isiganeko okanye imeko eyenza ukuba kubekho intsholo</li> <li>• Isenokuba yintsholo emnandi okanye embi</li> <li>• Iimvakalelo ezadalwa koko kwakusenzeka zinokukhankanywa</li> <li>• Isenzeko esiqhubeka ngoku esixhokonxa inkumbulo yentsholo awayekhe wayiva</li> </ul> <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	
			<b>[50]</b>

1.2	Isihloko:	Umhlobo wenene	
	Imo efanelekileyo:	Intshayelelo, isiqu nesiphelo.	
	Ulwimi	Luhambelane nenjongo yokubhala, uhlobo lomhlathi oluhambelana nesincoko esikhethiweyo, isigama sihambelane nesihloko, isakhiwo sezivakalisi kunye nezixhobo zokunonga ezifanelekileyo.	
	Umxholo:	<b>Umviwa angabalisa/ chaza/ camngca/ xoxela amacala amabini/ xoxa ngomnye kule mixholo ilandelayo.</b> <ul style="list-style-type: none"> <li>• Ijelo losasazo</li> <li>• Izinto ezenza ukuba eli jelo lahluke kwamanye/ligqame kunamanye.</li> <li>• Abasasazi balo</li> <li>• Iinkqubo zalo</li> <li>• Igalelo lalo entlalweni</li> <li>• Isiganeko esithile esimalunga neli jelo</li> <li>• Umntu ongumhlobo wenene</li> <li>• Isiganeko esithile esibonisa ukuba ngumhlobo wenene</li> <li>• Iimpawu zomhlobo wenene</li> <li>• Izenzo ezenza ukuba umntu abe unokubizwa ngokuba</li> </ul>	

		<p>ungumhlobo wenene</p> <ul style="list-style-type: none"> <li>• Usenokuyisa ngokwesibhalo/ngokwenkolo</li> <li>• Isenokuba sisilwanyana</li> <li>• Isenokuba yinto ethile engengomntu okanye engesosilwana ayithatha njengomhlobo</li> </ul> <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	<b>[50]</b>
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1.3	Isihloko:	Ndiyonwaba ndakuyicinga loo mini	
	Imo efanelekileyo:	Intshayelelo, isiqu nesiphelo.	
	Ulwimi	Luhambelane nenjongo yokubhala, uhlobo lomhlathi oluhambelana nesincoko esikhethiweyo, isigama sihambelane nesihloko, isakhiwo sezivakalisi kunye nezixhobo zokunonga ezifanelekileyo.	
	Umxholo:	<p><b>Umviwa angabalisa/chaza/camngca ngomnye kule mixholo ilandelayo.</b></p> <ul style="list-style-type: none"> <li>• Inkumbulo ngemini enye/malunga nesiganeko semini enye</li> <li>• Okwenzekayo ngale mini ukuze ibeneenkumbula ezizisa ulonwabo.</li> <li>• Kunokutyhilwa iimvakalelo neengcinga ezabethelelekayo ngenxa yoko kwakusenzeka.</li> <li>• Iziphumo zayo ebomini bakhe/ indlela eyabuchaphazela ngayo ubomi bakhe.</li> </ul> <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	<b>[50]</b>

1.4	Isihloko:	Kwasuka kwakhala iselfowuni ...	
	Imo efanelekileyo:	Intshayelelo, isiqu nesiphelo.	
	Ulwimi	Luhambelane nenjongo yokubhala, uhlobo lomhlathi oluhambelana nesincoko esikhethiweyo, isigama sihambelane nesihloko, isakhiwo sezivakalisi kunye nezixhobo zokunonga ezifanelekileyo.	
	Umxholo:	<p><b>Umviwa angabalisa/chaza/camngca/xoxela amacala amabini/xoxa ngomnye kule mixholo ilandelayo.</b></p> <ul style="list-style-type: none"> <li>• Isiganeko semini enye esancedwa/ esaphazanyiswa/ esakhokelela ukuba ikhale iselfowuni</li> <li>• Imeko nokwakuqhubeka ukuze kukhale iselfowuni</li> <li>• Iimvakalalo ngenxa yokukhala kwayo</li> <li>• Iziphumo zokukhala kwayo ngale mini/ ngelo xesha</li> <li>• Isifundo esafundwa ngaloo mini</li> </ul> <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	<b>[50]</b>



1.5	Isihloko:	Ukwenza <i>itattoo</i> kungayonakalisa inkangeleko yomntu yendalo	
	Imo efanelekileyo:	Intshayelelo, isiqu nesiphelo.	
	Ulwimi	Luhambelane nenjongo yokubhala, uhlobo lomhlathi oluhambelana nesincoko esikhethiweyo, isigama sihambelane nesihloko, isakhiwo sezivakalisi kunye nezixhobo zokunonga ezifanelekileyo.	
	Umxholo:	<p><b>Umviwa angabalisa/chaza/camngca/xoxela amacala amabini/xoxa ngomnye kule mixholo ilandelayo.</b></p> <ul style="list-style-type: none"> <li>• Umviwa angaveza indlela <i>itattoo</i> ezonakalisa/ eziphucula ngayo inkangeleko yendalo</li> <li>• Anganika inkcaza ngetattoo nemvelaphi yayo</li> <li>• Injongo zokwenziwa kwetattoo neziphumo</li> <li>• Izimvo ezahlukeneyo ezikhoyo malunga neetattoo</li> <li>• Indlela eyonakalisa/ eyiphucula ngayo inkangeleko yomntu yendalo.</li> <li>• Iinkolelo malunga nokwenza <i>itattoo</i>.</li> </ul> <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	

[50]

1.6	Isihloko:	Iifilim ezinobundlobongela mazipheliswe	
	Imo efanelekileyo:	Intshayelelo, isiqu nesiphelo.	
	Ulwimi	Luhambelane nenjongo yokubhala, uhlobo lomhlathi oluhambelana nesincoko esikhethiweyo, isigama sihambelane nesihloko, isakhiwo sezivakalisi kunye nezixhobo zokunonga ezifanelekileyo.	
	Umxholo:	<p><b>Umviwa angabalisa/chaza/camngca/xoxela amacala amabini/xoxa ngomnye kule mixholo ilandelayo.</b></p> <ul style="list-style-type: none"> <li>• Anganika inkcaza malunga neefilim ezinobundlobongela.</li> <li>• Ifuthe elibi leefilim ezinobundlobongela entlalweni.</li> <li>• Ifuthe leefilim ezinobundlobongela ebantwaneni abasakhulayo.</li> <li>• Ibali elingefilim enobundlobongela neziphumo zalo.</li> <li>• Angakhankanya okunokufundwa kwiifilim ezinobundlobongela okusisilumkiso ebantwini.</li> </ul> <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	

[50]



1.7.1	Isihloko:	
	Imo efanelekileyo:	Intshayelelo, isiqu nesiphelo.
	Ulwimi	Luhambelane nenjongo yokubhala, uhlobo lomhlathi oluhambelana nesincoko esikhethiweyo, isigama sihambelane nesihloko, isakhiwo sezivakalisi kunye nezixhobo zokunonga ezifanelekileyo.
	Umxholo	<p><b>Umviwa angabalisa/chaza/camngca/xoxela amacala amabini/xoxa ngomnye kule mixholo ilandelayo.</b></p> <p>Makanike isihloko esifanelekileyo.</p> <ul style="list-style-type: none"> <li>• Anganika inkcaza nemvelaphi ye<i>lotto</i></li> <li>• Anganika iinkcukacha malunga nabantu abavumelekileyo ukuba badlale i<i>lotto</i>.</li> <li>• Ukuzuza imali ngokudlala i<i>lotto</i>/ukungcakaza</li> <li>• Amathuba avulwa yinkxaso yakwa-<i>lotto</i> eluntwini</li> <li>• Icala elibi nelihle lokungcakaza neziphumo zalo</li> <li>• Igalelo le<i>lotto</i> kwezoqoqosho</li> </ul> <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>

[50]

1.7.2	Isihloko:	
	Imo efanelekileyo:	Intshayelelo, isiqu nesiphelo.
	Ulwimi	Luhambelane nenjongo yokubhala, uhlobo lomhlathi oluhambelana nesincoko esikhethiweyo, isigama sihambelane nesihloko, isakhiwo sezivakalisi kunye nezixhobo zokunonga ezifanelekileyo.
	Umxholo	<p><b>Umviwa angabalisa/chaza/camngca/xoxela amacala amabini/xoxa ngomnye kule mixholo ilandelayo.</b></p> <p>Makanike isihloko esifanelekileyo</p> <ul style="list-style-type: none"> <li>• limeko ezidala izandyondyo nezikhukula neenkanyamba</li> <li>• lingxaki ezidalwa zizandyondyo/ zizikhukula/ yinkanyamba ebantwini</li> <li>• Ukonakalisa kwendalo</li> <li>• Ukubaluleka kwemithi</li> <li>• Igalelo lendalo kwezoqoqosho</li> <li>• Ukutshabalala kwendalo</li> <li>• Ukuxatyiswa/ ukungaxatyiswa kwendalo</li> <li>• Angakhankanya inkxaso emelwe kunikwa abo bachatshazelwe zezi meko</li> <li>• Angasivelela isincoko ngokwentsingiselo efihlakeleyo nangokwentsingiselo yengcalo/yentsusa.</li> </ul> <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>

[50]



**IIMPAWU ZESINCOKO**

Isincoko esibalisayo sibhalwa kumntu wokuqala okanye owesithathu.

- Masisebenzise ixesha eladlulayo/elidlulileyo/elimiyo
- Masibonise ulwazi ngesihloko asikhethileyo
- Abalinganiswa, isimo sentlalo, izizathu zokuhla kwezehlo ukuya kwisiphelo, mazibonakale
- Iziganeko zichazwe/zibaliswe ngokulandelelana kwazo okanye zicace ezingunobangela wezinye, kungenjalo angasebenzisa izixhobo ezifana nophuphelo okanye ukuqala ngesenzo esingekeli/sokugqibela
- Sisebenzisa amagama abonisa ixesha afana noo-emva, phambi, ngeli xesha
- Sisebenzisa intetho yababini/ukuzithethela kwabalinganiswa
- Ulwimi olusetyenzisiweyo malube lolokudala ifuthe noluchukumisayo kofunda isincoko, lungekrwada phofu

Isincoko esichazayo sinokubhalwa ngokwexesha elidlulileyo okanye elangoku

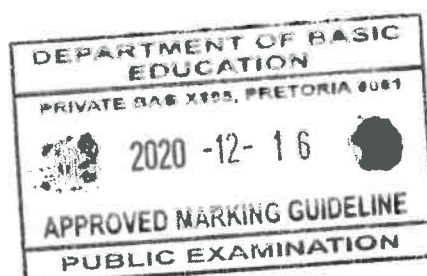
- Sichaza into/umntu/indawo/imeko, njalo njalo
- Sisebenzisa amagama okudala umfanekiso
- Sisebenzisa izixhobo zokuchaza ezifana nezichazi, imifanekiso-ntelekelelo, izihlomelo, neziphuhliso ezifana nezifanekisozwi
- Sisebenzisa imifanekiso-ntelekelelo nezafobe zentetho
- Sivakalisa iimvakalelo zombhali

Isincoko esicamngcayo:

- Siveza uvakalelo lombhali ngesigama esibonakalisa amava akhe
- Siveza uchukumiseko ngomba ekubhalwa ngawo
- Uvakalelo olungundoqo ludlala indima enkulu
- Ubukhulu becala esi sincoko siyacamngca. (Sisebenzisa izixhobo zokuchaza nokuzoba imeko ezifana nezichazi, imifanekiso-ntelekelelo, izihlomelo, neziphuhliso ezifana nezifanekisozwi kwakunye nezafobe zentetho)
- Uvakalelo lombhali maluveze ukunyaniseka kunye nokubandakanyeka

Isincoko esixoxela icala elinye:

- Umviwa uthatha icala ngomba othile
- Uthotho lweengxoxo – oludla ngokuba kwimo engengcaciso ngeengongoma ezithile
- Ukubethelela—isishwankathelo nokuphindelela kwinkcazelo engoluvo oluthile lokuvula
- Kwingxoxo yakhe unika ubungqina obuxhasayo obusenokuba ngamanani okanye ukucaphula kumava anawo ayinyani
- Usenokuxoxela okuthile echasa enika ubungqina obuxhasayo
- Isiphelo sisenokuba sisishwankathelo neengebiso



Akuvumelekanga ukufotokopa eli phepha

Tyhila iphepha

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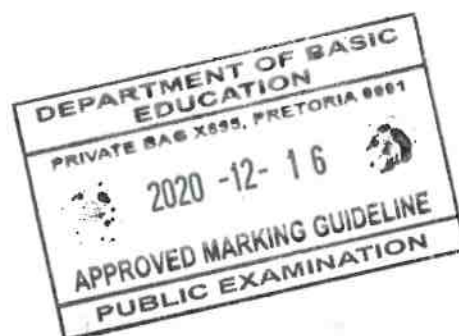


Kwisincoko esixoxela amacala omabini

- Inkcazelo inokuba ngengxoxo ephambili
- Umviwa uwaphatha omabini amacala engxoxo
- Uxoxela okuthile enika ubungqina obuxhasayo
- Unokulandela isakhiwo esithi umhlathi umela uluvo oluvumayo, kolandelayo, luchase, kungenjalo avume ekuqaleni komhlathi aze achase ekupheleni, kodwa makalunike olwakhe uluvo xa evala
- Unokuxoxela okuthile echasa/evuma enika ubungqina obuyinyani obuxhasayo
- Isiphelo—ingasisishwankathelo neengcebiso
- Makabonise ulwazi ngesihloko nangomba axoxa ngawo

[50]

**AMANQAKU ECANDELO A: 50**



## ICANDELO B: UMHLATHI OMDE

### Imiyalelo yokumakisha

- Kweli candelo umviwa ukhetha umhlathi ubemnye. Ukuba ukhethe yamibini, makisha owokuqala
- Ubude bomhlathi omde mabubengamagama angama-80 ukuya kwi-100 umxholo kuphela
- Sebenzisa irubriki esisihlomelo B ukumakisha lo mhlathi

### UMBUZO 2

#### 2.1 ILETA ESESIKWENI

- lidilesi zimbini, eyombhali neyombhalelwa
- Isibuliso nesiphelo masibe seseleta esesikweni
- Umcimbi (ukuba ubhalwe ngoonobumba abancinci ukrwelelwe umgca ngaphantsi)
- Umxholo mawube malunga nokwazisa amapolisa ngomntu othengisela abantwana besikolo utywala neziyobisi
- Anganika iinkcukacha ezibubungqina boku.
- Ithoni,ulwimi nerejista mazibe zezifanele ileta esesikweni

[30]

#### 2.2 ISIVI NELETA EYIKHAPHAYO

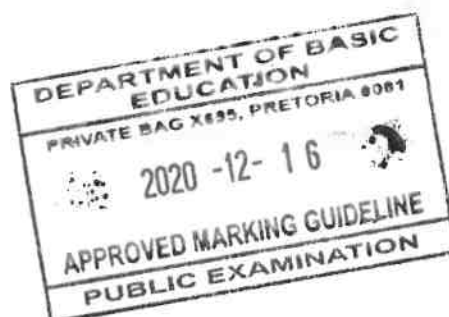
- Iinkcukacha mazibe zezikaZipho Mephu
- Ulwazi malunga nobudala,ukuhlala, njalo njalo
- Impumelelo ngokwasemfundweni
- Amava anawo omsebenzi ahambelana nesithuba esibhengeziweyo
- Izinto azithandayo ezinokuncedisa kolu khetho
- Abantu abanokunika ulwazi ngoZipho Mephu (abantu abanokungqina/ izingqinisiso)
- Ileta ekhapha isivi mayibhalwe ngefomathi nolwimi lweleta esesikweni
- Umxholo weleta ekhaphayo mawube ngumyalezo omfutshane wokugqithisa ISIVI.

[30]

#### 2.3 IRIVYU

- Umviwa angenza irivyu yayo nayiphi na incwadi
- Makuvele igama lencwadi, umbhali, umpapashi, umhla wokupapashwa kwayo nohlelo
- Makuvakaliswe izimvo malunga neempawu eziphambili zencwadi
- Kwenziwe ugxeke-ncomo
- Makuxoxwe kungqiyanywa ngobungqina obufumaneka kwincwadi leyo
- Kwenziwe izindululo

[30]



**2.4 UDLIWANO-NDLEBE**

- Malube malunga nokuthatha ikhefu lonyaka phambi kokuqhubeka nokufunda
- Ifomathi ngumbuzo olandelwa yimpendulo
- Izithethi mazinikwe amagama kushiye umgca phakathi kwezithethi
- Amagama ezithethi abhalwa ngasekhohlo kubekwe ikholoni ze kulandele intetho yesithethi
- Kwintshayelelo obuza imibuzo unika imvelaphi yomntu ambuzayo
- Kwisiqubuzayo ubuza imibuzo esemxholweni emalunga nokuthatha ikhefu lonyaka phambi kokuqhubeka nokufunda
- Iimpendulo mazicacise ngokwaneleyo zinike izimvo neengongoma ezifanelekileyo
- Umntu obuzwayo uphendula imibuzo ngokunjalo unika ulwazi olulindelekileyo
- Kusetyenziswa umntu wokuqala. Umzekelo, 'Ndi'
- Ithoni nolwimi mazibe zezisesikweni

**[30]****AMANQAKU ECANDELO B:****30**

## ICANDELO C: UMHLATHI OMFUTSHANE

### Imiyalelo yokumakisha

- Kweli candelo umviwa ukhetha umhlathi ubemnye, aze athi ukuba ukhethe yamibini, makisha owokuqala
- Ubude bomhlathi omfutshane ngama-60 ukuya kuma-80 amagama umxholo kuphela
- Sebenzisa irubriki esisihlomelo C ukumakisha lo mhlathi

### UMBUZO 3

#### 3.1 ISIMEMO

- Isakhono nobuchule bokuyila buyafuneka ukuze umsitho ubengowodwa unika lowo umenywayo isizathu sokuzimasa umcimbi lowo
- Makunikwe ulwazi oluquphayo nolucacileyo
- Nini - umhla nexesha
- Phi - idilesi
- Izithethi/Amaqela amenyiweyo
- Indlela yokunxibelelana - imfonomfono, iselula, ifeksi okanye i-imeyile

[20]

#### 3.2 UNGENISO KWIDAYARI

- Ibhalwa kumntu wokuqala ngoko ke kusetyenziswa izakhi oo 'ndi'
- Uvakalisa iimvakalelo/ iimizwa neengcinga zakhe malunga nale ngxaki
- Mayiqulathe **ingxaki enye** eyiyeyona lujongene nayo ulutsha nezisombululo zaloo ngxaki
- Umhla nexesha lokubhala malivele
- Kuvumelekile ukusebenzisa ulwimi lwemihla-ngemihla kungaphelelwa kolundilisekileyo/olusemthethweni kuphela

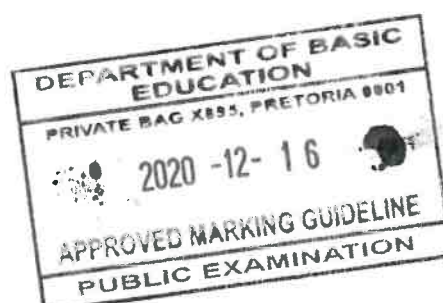
[20]

#### 3.3 IMIYALELO

- Mayibe malunga nemiqathango yokusetyenziswa kwe-App
- Imiyalelo mayicace gca
- Mayisebenzise isiyaleli ubukhulu becala kwimo evumayo
- Ingasetyenziswa imo elandulayo kodwa hayi kakhulu
- Mayibekwe ngendlela ecacileyo nevakalayo imiyalelo

[20]

AMANQAKU ECANDELO C: 20  
AMANQAKU EWONKE: 100



**QAPHELA:**

- Sebenzisa le rubriki rhoqo xa umakisha izincoko zephepha lesi-3, ICANDELO A.
- Amanqaku ukusukela kweli-0 ukuya kwangama-50 ahlulahlulwe ngokwamanqanaba amahlanu aphambili.
- Kwikhayitheriya yoMxholo, uLwimi neSimbo, inqanaba ngalinye kula mahlanu lahlulahlulwe lanomgangatho ongentla nongezantsi yanemimandla yamanqaku ahambelana nomgangatho ngamnye.
- Ikhayitheriya yeSakhiwo yona ayichaphazeleki ngumgangatho ongentla nongezantsi.

**ISIHLOMELO A: IRUBRIKI YOKUHLOLA IZINCOKO – ULWIMI LOKUQALA OLONGEZELELWEYO [50 AMANQAKU]**

Ikhayitheriya	Balaseleyo	Enobuchule	Phakathi	Buthathaka	Bubhetyebhetye
<b>UMXHOLO NOCWANGCISO</b> (Impendulo nezimvo) Ukubekelwa izimvo ngenjongo yokucwangcisa Ukubonakalisa ukuyazi injongo, abantu ekujoliswa kubo kunye nemeko	<b>28–30</b> -Impendulo ebalaseleyo enomtsalane, ngaphaya kobekulindlekile -Izimvo zihlakaniphile, zixhokoxa iingcinga kwaye zinemfezeko -Isincoko sibekelelwe ngobuchule obungaqhelekanga kwaye intshayelelo, isiqu kwakunye nesiphelo zibonakalisa unamathelwano olunemfezeko	<b>22–24</b> -Impendulo ixonxwe ngobugcisa obukhulu -Izimvo zinxulumene nomxholo kwaye zinika umdla, bukho ubungqina bemfezeko kwizimvo -lingcamango zibekelelwe ngokwakhelanayo kuquka intshayelelo, isiqu nesiphelo	<b>16–18</b> -Impendulo iyanelisa ngokupheleleyo -Izimvo ziyanamathelana noko kwaye zingakuguquka ukucinga kofundayo -lingcamango zibekelelwe ngokunamatheleneyo kuquka intshayelelo, isiqu nesiphelo	<b>10–12</b> -Impendulo ingena iphuma emxholweni akukho lunamathelwano kwizimvo -Izimvo azicacanga kwaye ezinye zazo zezemboleko -Buncinci kakhulu ubungqina bobekelwano nonamathelwano lweengcamango	<b>4–6</b> -Impendulo ayikho mxholweni konke -Izimvo zibondene azingqalanga ntweni -Azivakali izimvo kwaye ziyaphindaphindwa/uthetha into enye -lingcamango zibekwe xazalala azinalunxibelelwano
<b>30 AMANQAKU</b>	<b>25–27</b> -Impendulo encamisileyo kodwa akukho zimpawu zakubalaselela kubhekele phi kwisincoko -Izimvo zivuthiwe zixhokoxa iingcinga -lingcamango zibekelelwe zandindaniswa ngobugcisa kuquka intshayelelo, isiqu kunye nesiphelo	<b>19–21</b> -Impendulo ixonxwe ngobugcisa -Izimvo zisemxholweni kwaye zinika umdla -Sibekelelwe ngobuchule, kukho ukunamathelana kweengcamango okuquka intshayelelo, isiqu nesiphelo	<b>13–15</b> -Impendulo iyanelisa nangona kumana kubakho ukungacaci kwiindawo ezithile -Kukho ukunamathelana okubonakalayo kwizimvo kwaye kuyanelisa -Kukho ukubekelwa kweengcamango nonamathelwano kwintshayelelo, isiqu nesiphelo	<b>7–9</b> -Impendulo iphumile emxholweni ubukhulu becala -Izimvo ziyaqhawu-qhawuka ziyabhidisa -Buyanqaphazeka ubungqina bokubekelwa kweengcamango nonamathelwano	<b>0–3</b> -Impendulo itenxile malunga nomxholo -Izimvo zitenxile zingcwecwela kude nomxholo -lingcamango ziyingxubevange engenamgqalisela

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**IRUBRIKI YOKUHLOLA IZINCOKO – ULWIMI LOKUQALA OLONGEZELELWEYO [50 AMANQAKU] (Isaqhubeka)**

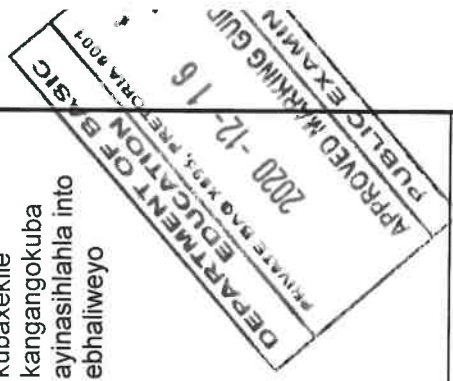
Ikhayitheriya	Balaseleyo	Enobuchule	Phakathi	Buthathaka	Bubhetyebhetye
<b>ULWIMI, ISIMBO &amp; NOKUHLOLA</b>	<b>14–15</b>	<b>11–12</b>	<b>8–9</b>	<b>5–6</b>	<b>0–3</b>
Ukuhambelana kwethoni, irejista, isimbo, isigama kunye nemeko Uketho-magama Ukusetyenziswa kolwimi nesigama limpawu zobhalo, izakhi zezivakalisi, nopelo	-Ithoni, irejista, isimbo, isigama zifanelene ngokugqwesileyo nenjongo, abantu ekujoliswe kubo kunye nemeko -Ulwimi lusetyenziswe ngokuzithemba, luyathabathekisa -Ithoni enomtsalane nezafobe zentetho eziphumeza injongo -Phantse kube akukho nasinye isiphene solwakhiwo zivakalisi, upelo nokusetyenziswa kolwimi -Sixonxwe ngobugcisa obukhulu	-Ithoni, irejista, isimbo, isigama zifanelene kakhulu nenjongo, abantu ekujoliswe kubo kunye nemeko -Ulwimi luchaneke ngakumbi kwaye ithoni isetyenziswe ngokuchaneke kwisincoko siphela -Iziphene zokusetyenziswa kolwimi nopelo zinqongophele -Sixonxwe ngobugcisa obukhulu	-Ithoni, irejista, isimbo, isigama sifanelene nenjongo, abantu ekujoliswe kubo kunye nemeko -Ulwimi olufanelekileyo ludlulisa umyalezo -Ithoni ifanelekile -Izafobe zentetho zinonga umxholo	-Ithoni, irejista, isimbo, isigama azifanelananga ncam nenjongo, abantu ekujoliswe kubo kunye nemeko -Ulwimi lusetyenziswa ngendlela ebuthathaka -Ithoni nochongo magama azifanelekanga -Isigama siqongophele	-Ulwimi aluvakali -Ithoni, irejista, isimbo, isigama azifanelananga kwaphela nenjongo, abantu ekujoliswe kubo kunye nemeko -Ukunqongophala kwesigama kubaxekile kangangokuba ayinasihlahla into ebhaliweyo
<b>15 AMANQAKU</b>	<b>13</b>	<b>10</b>	<b>7</b>	<b>4</b>	
Ungangatho ongezantsi	-Ulwimi luchaneke kanye nezafobe zisetyenziswe ngethoni ephumeza ukudlulisa umyalezo -Phantse kube akukho nasinye isiphene solwakhiwo zivakalisi, upelo, nokusetyenziswa kolwimi -Sixonxwe ngobugcisa obukhulu	-Ulwimi lunomtsalane kwaye luyaziphumeza injongo zokubhala -Ithoni ifanelekile kwaye iyaziphumeza injongo zokubhala -Zimbalwa iziphene zezakhi zezivakalisi kunye nopelo -Sixonxwe ngobugcisa	-Kuyanelisa ukusetyenziswa kolwimi kodwa asekho amakhwiniba -Ithoni ifanelekile kodwa izafobe zentetho ezisetyenzisiweyo zinqongophele	-Ukusetyenziswa kolwimi kubonisa ububhetyebhetye -Izivakalisi zinobuthathaka-azitshintsha-tshintshwa -Isigama siqongophele ngokubalaseleyo	
<b>ISAKHIWO</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0–1</b>
limpawu zetekisi Ukukhula kwemihlathi nokwakhiwa kwezivakalisi	Isihloko sikhuliswe ngokuncamisayo -linkcukacha zibalasele ngokungaqhelekanga -Izivakalisi, imihlathi zakhiwe zaqiqisiswa ngokugqwesileyo	-linkcukacha ezinengqiqo zikhuliswe ngokwakhelanayo -Izimvo zinamathelene -Izivakalisi, imihlathi zitshintshatshintshwa ngobuchule obuqiqisisiweyo	-linkcukacha ezisemxholweni zikhuliswe -Izivakalisi, imihlathi zakhiwe kuhle -Isincoko sibunjwe ngengqiqo	-Zikho iingcamango ezamkelekileyo -Isakhiwo sezivakalisi nesemihlathi sinamakhwiniba -Isincoko sisenayo ingqiqo	-lingcamango ezifunekayo zinqongophele -Isakhiwo sezivakalisi nesemihlathi sigxoko-gxoko -Isincoko asinangqiqo
<b>5 AMANQAKU</b>					
<b>UMMANDLA WAMANQAKU</b>	<b>43–50</b>	<b>33–40</b>	<b>23–30</b>	<b>13–20</b>	<b>0–10</b>

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Tyhila iphepha

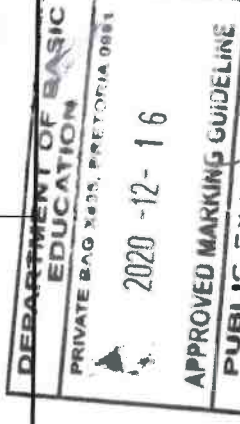
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**ISIHLOMELO B: IRUBRIKI YOKUHLOLA IMIHLATHI EMIDE – ULWIMI LOKUQALA OLONGEZELELWEYO [30 AMANQAKU]**

<b>Ikhrayitheriya</b>	<b>Balaseleyo</b>	<b>Enobuchule</b>	<b>Phakathi</b>	<b>Buthathaka</b>	<b>Bubhetyebhetye</b>
<b>UMXHOLO, UCWANGCISO NEFOMATHI</b>	<b>15–18</b>	<b>11–14</b>	<b>8–10</b>	<b>5–7</b>	<b>0–4</b>
Ukungqala kwempendulo nezimvo Ukuqoqwa kwezimvo ngenjongo yokucwangcisa Injongo yokubhala, abo kujoliswe kubo, iimpawu/imigaqo yetekisi, kunye nemeko	-Impendulo igqwesile idlule okuqhelekileyo -Izimvo ziqiqisisiwe kwaye zivuthiwe -Luphangalele ulwazi lweempawu zolu didi lwetekisi -Umsebenzi ungqalile uhleli emxholweni -Kukho ukunamathelana kwizimvo nomxholo -lingcamango zidakancwe ngobunono zonke iinkcukacha zixhasa isihloko -Ifomathi ifanelekile kwaye ichanekile	-Impendulo ibonakalisa ukuchaneka kanobom ulwazi olunzulu lweempawu zolu didi lwetekisi -Ingqalile ayiphumi nasemxholweni -Izimvo zixoxwe zadakancwa ngokunamatheleneyo kumxholo nezimvo -Iinkcukacha zixhasa isihloko -Ifomathi ifanelekile ineendawana ezingachanekanga ezingephi	-Impendulo iyanelisa ibonakalisa ulwazi lweempawu zolu didi lwetekisi -Izimvo ziyaphuma emxholweni kwaye kukho nokugqwidiza -Ukunamathelana kumxholo nezimvo kufanelekile -Ezinye iinkcukacha zixhasa isihloko -Ifomathi ifanelekile kodwa kusekho ukungachaneki	-Impendulo ibonakalisa ulwazi olungephi lweempawu zolu didi lwetekisi -Zimbalwa izimvo ezisemxholweni kodwa kuninzi ukuphuma ecaleni -Kunqabile ukunamathelana kumxholo nezimvo -Zimbalwa iinkcukacha ezixhasa isihloko -Imigaqo yefomathi ephambili isetyenziswe ngokungaqondi -Kutyeshelwe izinto ezininzi	-Impendulo ibonakalisa ukunqongophala kolwazi lweempawu zolu didi lwetekisi -Intsingiselo ilahleka rhoqo ide iphume emxholweni -Akukho ukunamathelana kumxholo nezimvo -Zimbalwa kakhulu iinkcukacha ezixhasa isihloko -Imigaqo eyimfuneko yobhalo lwale tekisi ityeshelwe
<b>18 AMANQAKU</b>	<b>10–12</b>	<b>8–9</b>	<b>6–7</b>	<b>4–5</b>	<b>0–3</b>
<b>ULWIMI ISIMBO SOKUBHALA NOKUHFALA</b>	-Ithoni, irejista, isimbo, isigama zihambelana kakhulu nenjongo nabo kujoliswe kubo kunye nemeko -Izakhi zezivakalisi zisetyenziswe ngokuchanekileyo -Phantse kube akukho nasinye isiphene	-Ithoni, irejista, isimbo, isigama sichaneke kakhulu malunga nenjongo, abantu ekujoliswe kubo kunye nemeko -Izakhi zezivakalisi zichanekile kwaye umyalezo wakheke kakuhle -Isigama sichanekile -Ubukhulu becala akukho zimpazamo	-Ithoni, irejista, isimbo, isigama sihambelana nenjongo, abantu ekujoliswe kubo kwakunye nemeko -Izakhi zezivakalisi zibonakalisa iimposiso -Isigama siyanelisa iimpazamo zobhalo ezikhoyo aziyiphazamisi intsingiselo nomyalezo	-Ithoni, irejista, isimbo, nesigama azingqamani ncam nenjongo kwakunye nabantu ekujoliswe kubo kunye nemeko -Izakhi zezivakalisi zineemposiso ezininzi eziphazamisa umyalezo -Sinqongophele isigama -Kukho amagxiki-gingxi kwintsingiselo	-Ithoni, irejista, isimbo, nesigama azingqamani kwaphela nenjongo, imeko kwakunye nabantu ekujoliswe kubo -Izele ziimpazamo ixazalala -Isigama asifanelananga nenjongo -Intsingiselo ilahleke kakhulu
<b>12 AMANQAKU</b>	<b>25–30</b>	<b>19–23</b>	<b>14–17</b>	<b>9–12</b>	<b>0–7</b>
<b>UMMANDLA WAMANQAKU</b>					



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Tyhila iphepha

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# ISIHLOMELO C: IRUBRIKI YOKUHLOLA IMIHLATHI EMIFUTSHANE – ULWIMI LOKUQALA OLONGEZELELWEYO [20 AMANQAKU]

Ikhayitheriya	Balaseleyo	Enobuchule	Phakathi	Buthathaka	Bubhetyebhetye
<b>UMXHOLO</b> <b>UKUCWANGCISA</b> <b>NEFOMATHI</b>	<b>10-12</b>	<b>8-9</b>	<b>6-7</b>	<b>4-5</b>	<b>0-3</b>
Impendulo nezimvo Ukubekelwa kwezimvo limpawu zetekisi/ umgaqo kunye nemeko	-Impendulo igqwesile ibonisa ukuqeqeshiswa kwezimvo -Lizimvo zihlakaniphile kwaye zivuthiwe -Luphangalele ulwazi lweempawu zolu didi lwetekisi -Umsebenzi ungqalile akukho kugqwidiza -Kubonakala ukunamathelana kwizimvo nomxholo -lingcamango zidakancwe ngobunono kwaye zonke iinkcukacha zixhasa isihloko -Ifomathi ifanelekile kwaye ichanekile	-Impendulo ibonakalisa ukuchaneka kanobom ulwazi olunzulu lweempawu zolu didi lwetekisi -Ingqalile ayiphumi nasemxholweni -Lizimvo zixoxwe zadakancwa ngokunamatheleneyo kumxholo nezimvo -Iinkcukacha zixhasa isihloko -Ifomathi ingqalile iindawana ezikhoyo ezingachanekanga aziyiphezamisi injongo yokubhala	-Impendulo iyanelisa ibonakalisa ulwazi lweempawu zolu didi lwetekisi -Lizimvo azisoloko zisemxholweni kwaye kukho nokugqwidiza -Ukunamathelana kumxholo nezimvo kwenzeka ngokufanelekileyo -Ezinye iinkcukacha zixhasa isihloko -Ifomathi ingqalile kodwa zikho iindawana ezingachanekanga	-Kubonakala ubunzima malunga nolwazi lweempawu zolu didi lwetekisi -Zimbalwa izimvo ezisemxholweni kodwa kuninzi ukuphuma ecaleni -Kunqabile ukunamathelana komxholo nezimvo -Zimbalwa iinkcukacha ezixhasa isihloko -Imigaqo yefomathi ephambili ityeshelwe okanye isetyenziswe ngokungaqondi	-Impendulo ibonakalisa ukunqongophala kolwazi lweempawu zolu didi lwetekisi -Intsingiselo ilahleka rhoqo -Intsingiselo iduka kwisakhiwo esixazalala -Akukho ukunamathelana kumxholo nezimvo -Zimbalwa kakhulu iinkcukacha ezixhasa isihloko -Imigaqo eyimfuneko yobhalo lwale tekisi ityeshelwe
<b>ULWIMI, ISIMBO</b> <b>NOKUHLALA</b>	<b>7-8</b>	<b>5-6</b>	<b>4</b>	<b>3</b>	<b>0-2</b>
Ithoni, irejista, isimbo, nesigama zifanelene kakhulu nenjongo, abo kujoliswe kubo kunye nemeko -Lzakhi zezivakalisi zisetyenziswe ngokuchanekileyo -Phantse kube akukho nasinye isiphene	-Ithoni, irejista, isimbo, nesigama zifanelene kakhulu nenjongo, abantu ekujoliswe kubo kunye nemeko -Lzakhi zezivakalisi zichanekile kwaye umyalezo wakheke kakuhle -Isigama sichanekile -Ubukhulu becala azikho iimpazamo	-Ithoni, irejista, isimbo, nesigama zifanelene kakhulu nenjongo, abantu ekujoliswe kubo kunye nemeko -Lzakhi zezivakalisi zibonakalisa iimpazamo -Isigama siyanelisa -Iimpazamo zobhalo ezikhoyo aziyiphezamisi intsingiselo	-Ithoni, irejista, isimbo, nesigama zifanelananga ncam nenjongo, abantu ekujoliswe kubo kunye nemeko -Lzakhi zezivakalisi zineemposiso ezininzi eziphazamisa umyalezo -Sinqongophelele isigama -Kukho amingxi-gingxi kwintsingiselo	-Ithoni, irejista, isimbo, nesigama azifanelananga kwaphela nenjongo, imeko kwakunye nabantu ekujoliswe kubo -Izele ziimpazamo ixazalala iyadida -Isigama asihambelani nenjongo -Intsingiselo ilahlekile kakhulu	
<b>8 AMANQAKU</b>	<b>17-20</b>	<b>13-15</b>	<b>10-11</b>	<b>7-8</b>	<b>0-5</b>
<b>UMMANDLA</b> <b>WAMANQAKU</b>					

Akuvumelekanga ukufotokopa eli phepha

DEPARTMENT OF BASIC  
EDUCATION

PRIVATE BAG 9393, PRETORIA 0001

2020 -12- 16

APPROVED MARKING GUIDELINE  
PUBLIC EXAMINATION

N/A

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16/12/2020