



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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

2022 NSC CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FAL		
QUESTION PAPER	3		
DURATION OF QUESTION PAPER	2½ HOURS		
PROVINCE	EASTERN CAPE		
DATES OF MARKING	7 – 23 DECEMBER 2022		

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

They obtained good marks in almost all the questions that they have chosen. Few still have problems in thoroughly reading of the questions in all the sections of the paper. There are still some learners who cannot apply the correct formats in Sections B and C.

Section A

Question 1.1 (Ndafunda okuninzi kolo hambo)

In this question the learners were expected to give more than one experience/something they have learnt on that particular journey but most just mentioned one thing meaning that the word okuninzi which means many / a lot has been overlooked. Some wrote about the journey only. They also made a mistake of answering this question on a second person instead of first person that is, his or her experiences.

Question 1.2 Endikuthandayo ngendawo endihlala kuyo

Those who selected this question they performed very well, they related to it as it was referring to the place of stay. Although it required what they like about where they stay some wrote a lot about bad things (such as crime) that are happening in those places and wrote less about what they like about where they stay. Those did not go deeper into the content. They lost some marks.

Question 1.3 (Xa wonke umntu omtsha eMzantsi Afrika enokuqeshwa...(If all the youth in South Africa can be employed...)

Here they are expected to show the changes that can happen if all the youth in South Africa can be employed but they tend to dwell too much on what is happening in the country because of unemployment (crime, drug abuse by youth, depression, etc) therefore not coming up with the changes that are expected when all the youth can be employed. Those who understood the question performed very well. About two percent of the candidates tried to complete the statement and made the mistake of changing the word 'enokusebenza' to 'enokusebenzisana', which influenced the content of the question, they lost marks.

Question 1.4 **lilayibhrari ziseluncedo kule mihla**

This question was not popular, few candidates who selected it did well very well. They interpreted the question so well and understood the implication of isakhi 'se' from the word 'ziseluncedo' to the question.

Question 1.5 **Ukutya esikutyayo kukwayingozi ezimpilweni zethu**

This was also not a popular question. They related well to the topic as it is about food people eat, but some lost marks because of the language use. They used English words like chemicals, hormones, genetically modified organism (GMO) and the names of the diseases that are caused by the food people eat. In spite of using English words, they did very well in content of the essay.

Question 1.6 **The picture of the South African flag**

The candidates did very well in this question. They associated well with the picture, gave good topics, and wrote about different issues in South Africa. They scored good marks.

Question 1.7 **The picture of balls used for different kinds of sports.**

This question was not popular as it was expected to be since young people like sport, but those who chose it performed very well. They gave different relevant topics to the picture.

Question 1.8 **The picture of a hand holding a watering can watering a plant.**

This question was also selected by many candidates and they interpreted it with great understanding. Most of them approached it figuratively.

Section B

In Section B there are 4 questions there are only 3 questions that were mostly answered with the exception of question 2.3. it was evident that the first 2 questions were the favourite ones, thus the friendly letter and the official letter although there are still some learners battling with the formats of these mentioned long transactional texts.

Question 2.1 **The friendly letter**

Most of the candidates answered this question and performed well. Secondly, the English translation of the friendly letter '**ukuthatha ikhefu**' (Gap year) was helpful to many although few thought taking a gap year is to drop out of school or from the university. Those who did not do well failed to give reasons for taking a gap year, and the use of incorrect formats. Some do not know the difference between the ending a formal letter and informal. Some wrote to parents, that showed the lack of reading the instructions with understanding.

Question 2.2 **The formal letter**

This was also the most chosen question, and most of them achieved good marks. They expressed themselves well with a good tone and register. Those who lost some marks, failed the formats, some advised the manager to train the employers to treat the customers with respect. Some did not explain the problems they had with the cellular phone.

Question 2.3 **Informal report**

There were very few candidates who chose this question, they were about 0,2 %. Not a single one got good marks. One used a format of a formal letter and missed the content as well. The other one wrote to some youth requesting them to form a campaign that is going to fight for the equal treatment of the religions in their area. That was the result of the misconception of the question.

Question 2.4 **The interview**

Those who selected this question did not do well. The problem was not being able to differentiate between a dialogue and an interview and also missing the content. They did not focus on what the question required, they were praising themselves and forgot about the change they will bring as new captains. Some use inverted commas, which means that they were not sure about the format.

Section C

This section has 3 questions. All the 3 questions have been answered.

Question 3.1 **The Invitation**

Most learners did understand the question and were able to apply the correct formats. They performed very well. Some misunderstood the question instead of doing an invitation they did a poster. Some invited friends/ music groups to the party. They did not consider what was required by the question to invite a Hip Hop dance group to entertain people on the 16th of December 2022. They also did not explain their capacity as the inviting person. Some wrote birthday and initiation ceremony invitation cards.

Question 3.2 **(Diary entry)**

In this question they are expected to do a diary entry of five days, but some only did two or three days which is incomplete therefore losing marks. Secondly in this question the instruction is to mention what they have learnt in each day instead some chose not to follow that instruction. Thirdly some learners are not familiar with the format of the diary instead of separating the days they write in one big paragraph.

On the positive side the learners that chose this question managed to answer it very well.

Question 3.3. **(Instructions)**

Firstly, some learners in this question instead of giving instructions they did directions which is a proof that they did not read the question properly. Secondly some learners did not use the correct instructive verbs which give the instructions on how to save water. The other thing was that some learners did not answer in point form in which the format requires them to do so. We also noticed that some learners were using the same points which made them lose marks in content. On the positive side those that answered this question correctly have mastered the correct form as a result they excelled as it was the most chosen question.

SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1

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

Generally, the learners performed well in question 1. All the 8 topics were chosen and most of the candidates came up with excellent responses. The marks range between 15 and 50 (30% and 100%). The learners who obtained 30%-39% (level 3) were about 3.

Question 2 and 3 were mostly answered well with the exception of those who misinterpreted the questions and failed to write in correct formats. The lowest mark for question 2 was 11 out of 30 and the highest mark was 30 out of 30 (36% -100%). The lowest mark in Question 3 was 4 (20%) out of 20 and the highest mark was 20 (100%) out of 20.

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

Referring to only those questions that were poorly answered. Firstly, it was the misinterpretation of the question, lack of creative skills or not applying the kind of structure and format expected for a certain question, no planning or editing.

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

The learners must be taught the skill of breaking down the essay topics, interpretation of visual texts. They must also be advised not to change the given topics. For the visual texts they must be reminded to give their own topics related to the picture. They must also be taught the importance of planning and how to do it. Sentence construction and the paragraph development also need attention. The learners must also be taught how to write different kinds of essays, that is they must know the main features of each type of essay. For the long and short transactional writing, the learners must be taught the formats and be given exercises to practice all the prescribed transactional texts. Regular exercises of sentence construction, clauses and paragraph development can help them to improve their writing skills. The spelling and punctuation exercise can also be very helpful. It was also noticed that the learner uses a lot of idioms but some use them incorrectly. We advise that, they should be taught the idioms, their meanings and use.

The other exercise that can assist them is to train them to on how to choose questions from all the sections. There were few centres, who short listed three essays by writing points per essay. After that they choose the essay that comes up with most points. We advise the teachers to adopt that style because those centres who used the short-listing method performed very well. The learners must also be advised to write planning before the actual question because several candidates planned after they had written the essays or transactional writing.

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

This is a general observation

- It is evident that the instructions are not read or followed by the candidates.
- Some learners do not bother to do planning in all sections.
- Paragraph development is still a problem (structure of the essays is lacking and, in most cases, there is not even an introduction).
- They forgot to cancel their planning (they must draw a line across the draft work).
- Spelling mistakes.
- Punctuation
- Planning after the final draft.

Learners need to be taught to plan their work.

It must be emphasized that after finishing writing each question, they must do editing. They should know before attempting a question, what the question is about.

Planning, editing, punctuation, spelling, different structures of essays need to be taught.

The learners are advised to read magazines or any other non-school material for vocabulary development.

Revision of old examination papers is also advised to familiarize them with the kind of questioning they should expect in final examinations.



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

IBANGA 12

ISIXHOSA ULWIMI LOKUQALA OLONGEZELELWEYO (FAL)

IPHEPHA LESITHATHU (P3)

NOVEMBA 2022

AMANQAKU: 100

IXESHA: liyure 2½

Olu viwo lunamaphepha ama-6.



IMIYALELO NENGCACISO

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 ulungenise nomsebenzi wakho. 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 iimpindulo zakho ngokuchanekileyo ngokwendlela yokunombola esetyenzisiweyo kwiphepha lemibuzo.
9. Nika impindulo nganye isihloko esichanekileyo.
10. Isihloko masingabalwa xa kubalwa amagama asetyenzisiweyo.
11. Bhala ngokucocekileyo nangokucacileyo.



ICANDELO A: ISINCOKO**UMBUZO 1**

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

- 1.1 Ndafunda okuninzi kolo hambo [50]
- 1.2 Endikuthandayo ngendawo endihlala kuyo [50]
- 1.3 Xa wonke umntu omtsha eMzantsi Afrika enokusebenza ... [50]
- 1.4 Ilayibhrari ziseluncedo kule mihla [50]
- 1.5 Ukutya esikutyayo kukwayingozi ezimpilweni zethu [50]

Khetha umfanekiso ube MNYE kule ingezantsi ubhale isincoko. Bhala inombolo yombuzo (1.6 OKANYE 1.7 OKANYE 1.8). Nika isincoko sakho isihloko esifanelekileyo.

QAPHELA: Makubekho ukuzalana okucacileyo phakathi kwesincoko nomfanekiso owukhethileyo.

1.6



[Uthatyathwe ku: www.suryaa.com]

[50]

1.7



[Uthatyathwe ku-www.istockphoto.com]

[50]

1.8



[Uthatyathwe kwi-carsntimes.com]

[50]

AMANQAKU ECANDELO A:

50



ICANDELO B: UMHLATHI OMDE**UMBUZO 2**

Khetha isihloko sibe siNYE kwezi zilandelayo ubhale umhlathi omde ngaso. Ubude mabube ngamagama angama-80 ukuya kwi-100 umxholo kuphela.

2.1 ILETA YOBUHLOBO

Bhalela umama okanye utata wakho ileta ucele imvume yokuthatha ikhefu lonyaka (*Gap year*) kwizifundo zakho uxele nezizathu zoko.

[30]**2.2 ILETA ESESIKWENI**

Bhala ileta eya kumanejala wevenkile obuthenge kuyo iselula fowuni ukhalazele ukungancedwa ngokufanelekileyo xa ubuyizisile inengxaki.

[30]**2.3 INGXELO ENGEKHO SESIKWENI**

Bhala ingxelo oza kuyenza kwintlanganiso yabafundi ngephulo (ikhampeyini) elilwela ukuhlonitshwa kweenkolo ezahlukeyo kwizikolo zengingqi yakho.

[30]**2.4 UDLIWANONDLIBE**

Bhala udliwanondlebe oza kuluqhuba nomfundi osanda konyulwa njengekhapteni yeqela lomdlalo webhola, malunga notshintsho aza kulwenza kwiqelo elo.

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

ICANDELO C: UMHLATHI OMFUTSHANE**UMBUZO 3**

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

3.1 IKHADI LESIMEMO

Bhala ikhadi lesimemo umeme iqela elaziwayo lomdaniso *we-hip hop* lizokonwabisa abantu kumbhiyozo wosuku lwe-16 Disemba 2022, eniza kubanawo nilulutsha lwengingqi yakho. [20]

3.2 UNGENISO KWIDAYARI

Bhala ungeniso kwidayari lweentsuku ezintlanu malunga nekhempu yokuqeqeshwa kweenkokeli (*Leadership Camp*) okuyo, uchaze okufundileyo ngezo ntsuku. [20]

3.3 IMIYALELO

Kwikhaya lakho nifumene ibhili ebonisa ityala elikhulu lamanzi. Bhala imiyalelo oza kuyinika usapho lwakho malunga neendlela zokonga amanzi. [20]

AMANQAKU ECANDELO C: 20
AMANQAKU EWONKE: 100





basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

IBANGA 12

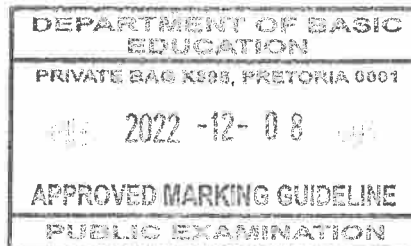
ISIXHOSA ULWIMI LOKUQALA OLONGEZELELWEYO (FAL)

IPHEPHA LESITHATHU (P3)

NOVEMBA 2022

ISIKHOKELO SOKUMAKISHA

AMANQAKU: 100



Esi sikhokelo sokumakisha sinamaphepha ali-14.

NP Jaxa

Approved: P.P. Maqhude

08/12/2022

ICANDELO A: ISINCOKO

UMBUZO 1

Imiyalelo yokumakisha

- Kweli candelo umviwa ukhetha isincoko sibe sinye. 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:	Ndafunda okuninzi kolo hambo	
	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>Umviwa angabalisa/chaza/camngca ngomnye kule mixholo ilandelayo:</p> <ul style="list-style-type: none"> • Uhambo olunye olwalusingise kwindawo ethile. • Ingaluhambo olunye oluthatha iintsuku. • Uhambo olwalunzima okanye olwalumnandi. • Izinto ezininzi awathi wazifumana kolo hambo nendlela ezimncede ngayo ebomini bakhe. • Anganika imfundiso neengcebiso ngohambo okanye ngezinto azibone kuhambo olo. • Angathetha ngohambo ngokwasemoyeni nangokwezenkolo. <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	

1.2	Isihloko:	Endikuthandayo ngendawo endihlala kuyo	
	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>Umviwa angabalisa/chaza/camngca ngomnye kule mixholo ilandelayo:</p> <ul style="list-style-type: none"> • Anganika ulwazi oluyimvelaphi/nkcaza ngale ndawo ahlala kuyo. • Akuthandayo ngale ndawo nezizathu zoko. • Angazoba intlalo yale ndawo. • Angakhankanya angakwenza okuhle nendlela yokugcina le ndawo ithandeka. • Angathetha ngezinto azithandayo ngekhaya lakhe. <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	



1.3	Isihloko:	Xa wonke umntu omtsha eMzantsi Afrika enokusebenza ...	
	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>Umviwa angachaza/camngca/xoxela amacala amabini/xoxa ngomnye kule mixholo ilandelayo:</p> <ul style="list-style-type: none"> • Angeza nolwazi ngemvelaphi malunga neemeko zokungasebenzi kwabantu abatsha. • Ukwehla kwezinga lobundlobongela njengesiphumo sokusebenza kwabantu abatsha. • Igalelo lokusebenza kwabantu abatsha kwezoqoqosho eMzantsi Afrika. • Utshintsho kwintlalo yasemakhaya ngenxa yengeniso edalwa kukuba besebenza abantu abatsha. • Intlalo ekhuselekileyo emakhaya nokusingqongileyo. • Ifuthe lengqesho yabantu abatsha kubantwana abasakhulayo. • Ukutshintsha kwesimo solutsha ngokwasengqondweni. • Ukukhula kwamathuba okufunda izakhono ezitsha. <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	

[50]

1.4	Isihloko:	lilayibhrari ziseluncedo kule mihla	
	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>Umviwa angabalisa/chaza/camngca/xoxela amacala amabini/xoxa ngomnye kule mixholo ilandelayo:</p> <ul style="list-style-type: none"> • lilayibhrari gabalala neendidi zazo. • Okwenziwayo kwiilayibhrari ngokwahluka kwazo. • Ulwazi noncedo olufumaneka kwiindidi zeelayibhrari. • Ifuthe leelayibhrari eluntwini. • Anganika iingcebiso ngokunokwenziwa ukugcina iilayibhrari zikhuselekile <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	

[50]

1.5	Isihloko:	Ukutya esikutyo kukwayingozi ezimpilweni zethu	
	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>Umviwa angabalisa/chaza/camngca/xoxela amacala amabini/xoxa ngomnye kule mixholo ilandelayo:</p> <ul style="list-style-type: none"> • Inkcaza ngokutya endalweni • Ukubaluleka kokutya eluntwini. • Iindidi zokutya nokufumaneka kuzo okuyimpilo • Iindidi zokutya ekukholelwa ukuba kuyingozi nezizathu zoko. • Izifo ezibangelwa luhlobo oluthile lokutya. • Iintlobo zokutya ezithintela izifo. • Anganika isilumkiso neengcebiso ngokutya. <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	

1.6	Isihloko:	Umviwa makanike isihloko sesincoko sakhe.	
	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>Umviwa angabalisa/chaza/camngca/xoxela amacala amabini/xoxa ngomnye kule mixholo ilandelayo.</p> <ul style="list-style-type: none"> • Imvelaphi nenkcaza ngeflegi nekumeleyo • Imisebenzi nentsingiselo yeflegi ngokwasentlaweni. • Anganika ulwazi ngelizwe loMzantsi Afrika kwilizwekazi iAfrika. • Imo-ntlalo yaseMzantsi Afrika. • Anganika intsingiselo yemibala yeflegi. • Ubuthandazwe nokulindeleke kumntu olithandazwe. • Okuhle nokunomtsalane ngoMzantsi Afrika. • Iminqweno anayo ngelizwe lakhe uMzantsi Afrika. <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	



1.7	Isihloko:	Umviwa makanike isihloko sesincoko sakhe.	
	Imo efanelekileyo:	Intshayeleyo, isiqu nesiphelo.	
	Ulwimi	Luhambelane nenjongo yokubhala, uhlobo lomhlathi oluhambelana nesincoko esikhethiweyo, isigama sihambelane nesihloko, isakhiwo sezivakalisi kunye nezixhobo zokunonga ezifanelekileyo.	
	Umxholo	<p>Umviwa angabalisa/chaza/camngca/xoxela amacala amabini/xoxa ngomnye kule mixholo ilandelayo:</p> <ul style="list-style-type: none"> • Angathetha ngokubaluleka kwemidlalo gabalala. • Angakhankanya iindidi zemidlalo. • Angathetha ngohlobo lomdlalo omnye awuthandayo. • Ukubaluleka kwemidlalo empilweni yabantu. • Angachaphazela umanyano oluziswa yimidlalo. <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	

1.8	Isihloko:	Umviwa makanike isihloko sesincoko sakhe.	
	Imo efanelekileyo:	Intshayeleyo, isiqu nesiphelo.	
	Ulwimi	Luhambelane nenjongo yokubhala, uhlobo lomhlathi oluhambelana nesincoko esikhethiweyo, isigama sihambelane nesihloko, isakhiwo sezivakalisi kunye nezixhobo zokunonga ezifanelekileyo.	
	Umxholo	<p>Umviwa angabalisa/chaza/camngca/xoxela amacala amabini/xoxa ngomnye kule mixholo ilandelayo:</p> <ul style="list-style-type: none"> • Amanzi njengeyona nto iphilisayo. • Indima yamanzi endalweni. • Izityalo kwintlalo yethu. • Ukubaluleka kokulondoloza amanzi. • Angawutolika ngokwentsingiselo efihlakeleyo umfanekiso. <p>[Naziphi izimvo zomviwa ezisemxholweni ziya kwamkeleka.]</p>	



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 esingekhehli/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, 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 neengcebiso.



Kwisincoko esivelela 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.

AMANQAKU ECANDELO A: 50



ICANDELO B: UMHLATHI OMDE

Imiyalelo yokumakisha

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

UMBUZO 2

2.1 ILETA YOBUHLOBO

- Idilesi inye yeyomntu obhala ileta.
- Isibuliso – sesifanelekileyo, ileta iya kumama okanye utata.
- Intshayelelo, isiqu nesiphelo mazahluke zicace.
- Ithoni nerejista mazibonakalise ukuba ubhalela umzali wakhe.
- Umxholo mawube malunga nokuthatha ikhefu lonyaka kwizifundo (*Gap year*) nezizathu zoko.
- Kwisiphelo kubhalwa igama kuphela.
- Izingxi azisetyenziswa kwidilesi, isibuliso nesiphelo.

[30]

2.2 ILETA ESESIKWENI

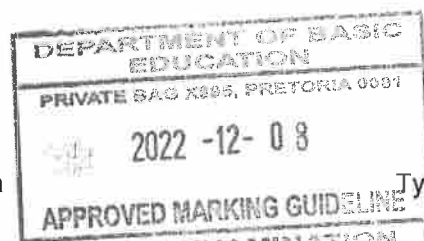
- Idilesi zimbini eyomntu obhalayo nalowo ubhalelwayo.
- Isibuliso – sesisesikweni. Umzekelo, Mhlekezi obekekileyo.
- Umcimbi/umba – xa ubhalwe ngoonobumba abancinci ukrwelelwa umgca.
- Ithoni nerejista mazibonakalise ukuba ubhala ileta esesikweni.
- Umxholo mawube ngowokukhalazela ukungancedwa ngokufanelekileyo.
- Makuvele iingxaki ahlange nazo evenkileni.
- Isiphelo seseleta esesikweni – igama nefani zibhalwe ngokupheleleyo.
- Ulwimi malube lolusesikweni.

[30]

2.3 INGXELO ENGEKHO SESIKWENI

- Makuvele injongo yokubhalwa kwayo.
- Imiba mayibhalwe ngokweengongoma.
- Mekanike iinkcukacha eziphambili ngephulo elilwela ukuhlonitshwa kweenkolo ezahlukelele ezikolweni.
- Ulwimi, ithoni kunye nerejista zezifanele ingxelo engekho sesikweni.
- Kusetyenziswa ingxelo-ntetho.
- Makuvele imiba ekuye kwanyathelwa kuyo, izindululo nesiphelo.
- Izihlokwana zamkelekile.
- Umbhali makasayine abhale nomhla ebhalwe ngayo ingxelo.

[30]



2.4 UDLIWANONDLIBE

- Ingxoxo ibhalwa njengoko isenzeka.
- Makuvele izalathisi zeqonga ukuxela indawo, abathathi nxaxheba kunye nexesha ekuqhutywa ngalo udliwanondlebe.
- Kushiywa umgca phakathi kwezithethi.
- Imibuzo mayicace ingqale kwaye ibuzelwe injongo ezisekelwe ekufezeni iinjongo zokuqhutywa kodliwanondlebe.
- Umxholo mawube ngowotshintsho eza kuza nalo inkokeli.
- Ophendulayo makanike iimpendulo ezingqale kokubuzwayo angawanqi.
- Imibuzo mayibe yengathathi cala kwaye engacaluliyo nangaluphi uhlobo.
- Imibuzo mayibe luhlobo lwemibuzo evulekileyo.
- Impendulo mazibonise ulwazi oluphangaleleyo nolunzulu malunga nesihloko eso, kwaye zinike inkcaza nengcaciso kangangoko.
- Akusetyenziswa zimpawu zocaphulo.
- Bobabini obuzayo nophendulayo bavumelekile ukuthetha kumntu wokuqala.

[30]

AMANQAKU ECANDELO B: 30



ICANDELO C: UMHLATHI OMFUTSHANE

Imiyalelo yokumakisha

- Kweli candelo umviwa ukhetha umhlathi ube mnye, aze athi ukuba ukhethhe yamibini, umakishe owokuqala.
- Ubude bomhlathi omfutshane ngama-60 ukuya kuma-80 amagama umxholo kuphela.
- Sebenzisa irubriki esisihlomelo C ukumakisha lo mhlathi.

UMBUZO 3

3.1 IKHADI LESIMEMO

- Masiyilwe ngobuchule sibe nomtsalane.
- Makunikwe ulwazi oluquphayo nolucacileyo.
- Makuvele umhla nexesha.
- Indawo mayivele - idilesi.
- Isinxibo esilindelekileyo masixelwe.
- Umhla wempendulo.
- Makuvele iinkcukacha zomemayo, umzekelo indlela yokunxibelelana – imfonomfono, iselula, ifeksi okanye i-imeyile kunye nedilesi.

[20]

3.2 UNGENISO KWIDAYARI

- Ibhala kumntu wokuqala, kusetyenziswa izakhi oo 'ndi'.
- Mayibe lolweentsuku ezintlanu.
- Umhla nexesha lokubhala libalulekile.
- Umxholo mawube ngekhempu yokuqeqeshwa kweenkokeli nakufunde kuyo.
- Akunyanzelekanga ukuba imihla ibeyelandelelanayo.
- Imizwa neemvakalelo zinokuvakaliswa.
- Umviwa uvumelekile ukuba asebenzise nolwimi olungekho sesikweni.

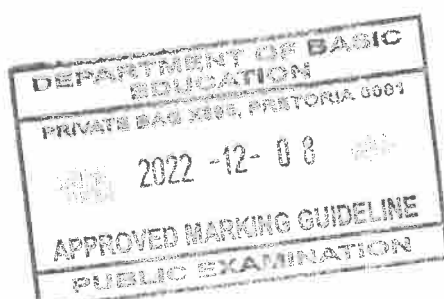
[20]

3.3 IMIYALELO

- Mayibe malunga nokongiwa kwamanzi lusapho.
- Makuvele iindlela ezahlukileyo zokongiwa kwamanzi.
- Imiyalelo mayicace gca, kusetyenziswe isiyaleli ubukhulu becala.
- Kusetyenziswa imo evumayo ubukhulu becala.

[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.
- Kwiikhrayitheriya yoMxholo, uLwimi neSimbo, inqanaba ngalinye kula mahlanu lahlulahlulwe lanomgangatho ongentia nongezantsi yanemimandla yamanqaku ahambelana nomgangatho ngamnye.
- Ikhrayitheriya yeSakhiwo yona ayichaphazeleki ngumgangatho ongentia nongezantsi.

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

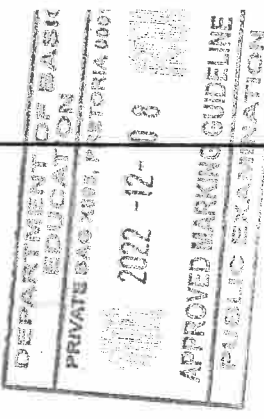
Ikhrayitheriya	Ungangatho ongentia			Phakathi	Buthathaka	Bubhetyebhetye
	Balaseleyo	Enobuchule	16-18			
UMXHOLO NOCWANGCISO (Impendulo nezimvo) Ukubekelela izimvo ngenjongo yokucwangcisa Ukubonakalisa ukuyazi injongo, abantu ekujoliswe kubo kunye nemeko	28-30 -Impendulo ebalaseleyo enomtsalane, ngaphaya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

30 AMANQAKU

DEPARTMENT OF BASIC EDUCATION
 PRIVATE BAG 9399, PRETORIA 0001
 2022 -12- 08
 APPROVED MARKING GUIDELINE
 PUBLIC EXAMINATION

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

Ikhrayitheriya	Balaseleyo	Enobuchule	Phakathi	Buthathaka	Bubhetyebhetye
ULWIMI, ISIMBO & NOKUHLELA	14–15	11–12	8–9	5–6	0–3
Ukuhambelana kwethoni, irejista, isimbo, isigama kunye nemeko Ukutho-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 ngokuchaneka 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 singongophele	-Ulwimi aluvakali -Ithoni, irejista, isimbo, isigama asifanelananga kwaphela nenjongo, abantu ekujoliswe kubo kunye nemeko -Ukunqongophala kwesigama kubaxekile kangangokuba ayinasihlahla into ebhaliweyo
15 AMANQAKU	13	10	7	4	
Umgangatho ongentla	-Ulwimi luchanelekile 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 ziphene zezakhi zezivakalisi kunye nopelo -Sixonxwe ngobugcisa obukhulu	-Kuyanelisa ukusetyenziswa kolwimi kodwa asekho amakhwiniba -Ithoni ifanelekile kodwa izafobe zentetho ezisetyenzisiweyo zinqongophele	-Ukusetyenziswa kolwimi kubonisa ububhetyebhetye -Izivakalisi zinobuthathaka-azitshintsha-tshintshwa -Isigama singongophele ngokubalaseleyo	
ISAKHIWO	5	4	3	2	0–1
limpawu zetekisi Ukukhula kwemihlathi nokwakhiwa kwezivakalisi	Isihloko sikhuliswe ngokuncamisayo -Iinkcukacha zibalasele ngokungaqhelekanga -Izivakalisi, imihlathi zakhiwe zaqiqisiwa ngokugqwesileyo	-Iinkcukacha ezinengqiqo zikhuliswe ngokwakhelanayo -Izimvo zinamathelene -Izivakalisi, imihlathi zitshintshatshintshwa ngobuchule obuqoqosisiweyo	-Iinkcukacha ezisemxholweni zikhuliswe -Izivakalisi, imihlathi zakhiwe kuhle -Isincoko sibunjiwe ngengqiqo	-Zikho iingcamango ezamkelekileyo -Isakhiwo sezivakalisi nesemihlathi sinamakhwiniba -Isincoko sisenayo ingqiqo	-lingcamango ezifunekayo zinqongophele -Isakhiwo sezivakalisi nesemihlathi sigxoko-gxoko -Isincoko asinangqiqo
5 AMANQAKU	43–50	33–40	23–30	13–20	0–10
UMMANDLA WAMANQAKU					



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

Ikhrayitheriya	Balaseleyo	Enobuchule	Phakathi	Buthathaka	Bubhetyebhetye
UMXHOLO, UCWANGCISO NEFOMATHI	15–18	11–14	8–10	5–7	0–4
Ukungqala kwempendulo nezimvo Ukuqoqwa kwezimvo ngenjongo yokucwangcisa Injongo yokubhala, abo kujoliswe kubo, iimpawu/imigaqo yetekisi, kunye nemeko	-Impendulo igqwesile idlule okuqhelekileyo -Izimvo ziqiqisise 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 -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 -Zimbawu izimvo ezisemxholweni kodwa kuninzi ukuphuma ecaleni -Kunqabile ukunamathelana kumxholo nezimvo -Zimbawu 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 -Zimbawu kakhulu iinkcukacha ezixhasa isihloko -Imigaqo eyimfuneko yobhalo lwale tekisi ityeshelwe	
18 AMANQAKU					
ULWIMI ISIMBO SOKUBHALA NOKUHLELA	10–12	8–9	6–7	4–5	0–3
Ithoni, irejista, isimbo, injongo/ifuthe, abo kujoliswe kubo kunye nemeko Ukusetyenziswa kolwimi nemigaqo Uchongo magama iimpawu zokubhala kunye nopelo	-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 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 amingxi-gingxi kwintsingiselo	-Ithoni, irejista, isimbo, nesigama azingqamani kwaphela nenjongo, imeko kwakunye nabantu ekujoliswe kubo -Izele ziimpazamo ixazalala -Isigama asifanelananga nenjongo -Intsingiselo ilahleke kakhulu	
12 AMANQAKU	25–30	19–23	14–17	9–12	0–7
UMMANDLA WAMANQAKU					

DEPARTMENT OF BASIC

EDUCATION

PRIVATE BAG 9481, PRETORIA 0001

2022 -12- 08

APPROVED MARKING GUIDELINE

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

Ikhrayitheriya	Balaseleyo	Enobuchule	Phakathi	Buthathaka	Bubhetyebhetye
UMXHOLO UKUCWANGCISA NEFOMATHI Impendulo nezimvo Ukubekelelwa kwezimvo Iimpawu zetekisi/ umgaqo kunye nemeko 12 AMANQAKU	10–12 -Impendulo igqwesile ibonisa ukuqigqiswisa kwezimvo -Izimvo 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	8–9 -Impendulo ibonakalisa ukuchaneka kanobom ulwazi olunzulu lweempawu zolu didi lwetekisi -Ingqalile ayiphumi nasemxholweni -Izimvo zixonxwe zadakanawa ngokunamatheleneyo kumxholo nezimvo -Iinkcukacha zixhasa isihloko -Ifomathi ingqalile iindawana ezikhoyo ezingachanekanga aziyiphazamisi injongo yokubhala	6–7 -Impendulo iyanelisa ibonakalisa ulwazi lweempawu zolu didi lwetekisi -Izimvo azisoloko zisemxholweni kwaye kukho nokugqwidiza -Ukunamathelana kumxholo nezimvo kwenzeka ngokufanelekileyo -Ezinye iinkcukacha zixhasa isihloko -Ifomathi ingqalile kodwa zikho iindawana ezingachanekanga	4–5 -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 iyeshelwe okanye isetyenziswe ngokungaqondi	0–3 -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 iyeshelwe
ULWIMI, ISIMBO NOKUHLELA Ithoni, irejista, isimbo, nesigama singqamene nenjongo kunye nemeko Ukusetyenziswa kolwimi nemigaqo Ukhethe- magama Iimpawu zokubhala kunye nopelo	7–8 -Ithoni, irejista, isimbo, isigama zifanelene kakhulu nenjongo, abo kujoliswe kubo kunye nemeko -Izakhi zezivakalisi zisetyenziswe ngokuchanekileyo -Phantse kube akukho nasinye isiphene	5–6 -Ithoni, irejista, isimbo, nesigama sifanelene kakhulu nenjongo, abantu ekujoliswe kubo kunye nemeko -Izakhi zezivakalisi zichanekile kwaye umyalezo wakheke kakuhle -Isigama sichanekile -Ubukhulu becata azikho iimpazamo	4 -Ithoni, irejista, isimbo, isigama sifanelene nenjongo, abantu ekujoliswe kubo kwakunye nemeko -Izakhi zezivakalisi zibonakalisa iimposiso -Isigama siyanelisa -Iimpazamo zobhalo ezikhoyo aziyiphazamisi intsingiselo	3 -Ithoni, irejista, isimbo, nesigama azifanelananga ncam nenjongo, abantu ekujoliswe kubo kunye nemeko -Izakhi zezivakalisi zineemposiso ezininzi eziphazamisa umyalezo -Singqongophele isigama -Kukho amagingxi-gingxi kwintsingiselo	0–2 -Ithoni, irejista, isimbo, nesigama azifanelananga kwaphela nenjongo, imeko kwakunye nabantu ekujoliswe kubo -Izele ziimpazamo ixazalala iyadida -Isigama asihambelani nenjongo -Intsingiselo ilahlekile kakhulu
8 AMANQAKU UMMANDLA WAMANQAKU	17–20	13–15	10–11	7–8	0–5

