



FIRST LANGUAGE SISWATI

6870/01

Paper 1

October/November 2018

Confidential

MARK SCHEME

{6870/01}

MARKS: 50

This document consist of **5** printed pages

ASSESSMENT CRITERIA FOR SECTION A (FREE COMPOSITION) (30 Marks)

Mark Band 1 (27 - 30)	<ul style="list-style-type: none"> Confident and consistent completion of challenging tasks. Candidates describe and reflect effectively upon experience, give detail and analyse thoughtfully what is felt and imagined. Subject matter is significant and there is authoritative information and apt exemplification. Arguments are cogent and develop in a mature, persuasive register. The sense of audience is strong, giving entertainment to the reader who can read without hindrance. Candidates write fluently, using appropriate and varied sentence structures and a wide range of attractive vocabulary. Language errors, if any, are rare and insignificant. The work is well structured. Paragraphs are well constructed and linked to clarify the organization of the writing as a whole.
Mark Band 2 (23 – 26)	<ul style="list-style-type: none"> Frequent merit in the manner of writing and the choice of content. Candidates describe and reflect upon experience, and analyse with occasional skill what is felt and imagined. Some of the work addresses challenging subject matter and the interest of the reader is generally aroused. There will be some minor language errors, but sentences are mostly well made and varied, and much of the work is fluent. Appropriate and varied vocabulary is used. Paragraphs will show evidence of planning, have unity and are generally linked. Candidates are in control of the shape and style of their writing.
Mark Band 3 (19 - 22)	<ul style="list-style-type: none"> Competent writing with some development of ideas. Candidates express clearly what is felt and imagined and supply some detail, explanation and exemplification for the reader. It is possible for writing with pedestrian but accurately described subject matter to be placed at the lower end of this mark band. However, writing awarded a mark at the top of the range will stand out because of the choice of content, the range of register and vocabulary, and the range and variety of sentence structure. Candidates sustain ideas and arguments at reasonable length, and their stories have some originality and adventure. While candidates exercise care over spelling and punctuation, minor language errors may appear quite frequently and a few errors may almost be serious ones. This should not, however, interfere with the reading of work that has other, sufficient, strengths. Paragraphs are used to make the sequence of events or ideas coherent and clear to the reader.
Mark Band 4 (15 - 18)	<ul style="list-style-type: none"> Some development of satisfactory content. Candidates express with some clarity what is felt and imagined. There is an obvious attempt to address the topic with relevance, although the outcome may not always show that candidates are able to sustain their ideas and arguments. The use of interesting detail and exemplification is somewhat limited. There are a number of language errors, some of them serious, but meaning is generally clear. Work may lack liveliness and interest owing to the use of simple sentence constructions or satisfactory but unexciting range of vocabulary. Paragraphs are used with some effectiveness.
Mark Band 5 (11 - 14)	<ul style="list-style-type: none"> Simple work, the meaning of which is not in doubt. Candidates express intelligibly what is felt and imagined. The subject matter is communicated satisfactorily to the reader and candidates demonstrate some limited ability to sustain their ideas and arguments. Candidates write in simple vocabulary. While there may be many language errors, they will not greatly affect meaning. The work is paragraphed, if not always effectively so, and there is some sense of order.

Mark Band 6 (7 - 10)	<ul style="list-style-type: none"> Generally clear, despite difficulties with expression. Candidates make an attempt to express what is felt and imagined in simple language and sentence structures. While language errors and weakness of style will be apparent, these will not often seriously affect communication, although there may sometimes be confusion. Candidates will show at least a partial understanding of paragraphing and structure.
Mark Band 7 (3 - 6)	<ul style="list-style-type: none"> Some parts of the work can be followed. Candidates struggle to express what is felt and imagined in very simple language and with some sense of sentence and overall structure. There are likely to be no more than a few accurate sentences, however simple, in the whole work.
Mark Band 8 (0 - 2)	<ul style="list-style-type: none"> Fails to communicate. Very simple meanings and experiences are attempted, but most of the work is too inaccurate and confused to make sense. An absence of structure leads to further confusion.

ASSESSMENT CRITERIA FOR SECTION B (SITUATIONAL COMPOSITION) (20 Marks)

Mark Band 1 (18 - 20)	<ul style="list-style-type: none"> • Confident and consistent completion of challenging tasks. • Candidates describe and reflect effectively upon experience, give detail and analyse thoughtfully what is felt and imagined. • Subject matter is significant and there is authoritative information and apt exemplification. Arguments are cogent and develop in a mature, persuasive register. • The sense of audience is strong, giving entertainment to the reader who can read without hindrance. • Candidates write fluently, using appropriate and varied sentence structures and a wide range of attractive vocabulary. • Language errors, if any, are rare and insignificant. • The work is well structured. Paragraphs are well constructed and linked to clarify the organization of the writing as a whole.
Mark Band 2 (15 - 17)	<ul style="list-style-type: none"> • Frequent merit in the manner of writing and the choice of content. • Candidates describe and reflect upon experience, and analyse with occasional skill what is felt and imagined. • Some of the work addresses challenging subject matter and the interest of the reader is generally aroused. • There will be some minor language errors, but sentences are mostly well made and varied, and much of the work is fluent. • Appropriate and varied vocabulary is used. • Paragraphs will show evidence of planning, have unity and are generally linked. • Candidates are in control of the shape and style of their writing.
Mark Band 3 (12 - 14)	<ul style="list-style-type: none"> • Competent writing with some development of ideas. • Candidates express clearly what is felt and imagined and supply some detail, explanation and exemplification for the reader. • It is possible for writing with pedestrian but accurately described subject matter to be placed at the lower end of this mark band. However, writing awarded a mark at the top of the range will stand out because of the choice of content, the range of register and vocabulary, and the range and variety of sentence structure. • Candidates sustain ideas and arguments at reasonable length, and their stories have some originality and adventure. • While candidates exercise care over spelling and punctuation, minor language errors may appear quite frequently and a few errors may almost be serious ones. This should not, however, interfere with the reading of work that has other, sufficient, strengths. • Paragraphs are used to make the sequence of events or ideas coherent and clear to the reader.
Mark Band 4 (9 - 11)	<ul style="list-style-type: none"> • Some development of satisfactory content. • Candidates express with some clarity what is felt and imagined. • There is an obvious attempt to address the topic with relevance, although the outcome may not always show that candidates are able to sustain their ideas and arguments. • The use of interesting detail and exemplification is somewhat limited. • There are a number of language errors, some of them serious, but meaning is generally clear. • Work may lack liveliness and interest owing to the use of simple sentence constructions or a satisfactory but unexciting range of vocabulary. • Paragraphs are used with some effectiveness.
Mark Band 5 (6 - 8)	<ul style="list-style-type: none"> • Simple work, the meaning of which is not in doubt. • Candidates express intelligently what is felt and imagined. • The subject matter is communicated satisfactorily to the reader and candidates demonstrate some limited ability to sustain their ideas and arguments. • Candidates write in simple vocabulary.

	<ul style="list-style-type: none"> While there may be many language errors, they will not greatly affect meaning. The work is paragraphed, if not always effectively so and there is some sense of order.
Mark Band 6 (4 - 5)	<ul style="list-style-type: none"> Generally clear, despite difficulties with expression. Candidates make an attempt to express what is felt and imagined in simple language and sentence structures. While language errors and weakness of style will be apparent, these will not often seriously affect communication, although there may sometimes be confusion. Candidates will show at least a partial understanding of paragraphing and structure.
Mark Band 7 (2 - 3)	<ul style="list-style-type: none"> Some parts of the work can be followed. Candidates struggle to express what is felt and imagined in very simple language and with some sense of sentence and overall structure. There are likely to be more than a few accurate sentences, however simple, in the whole work.
Mark Band 8 (0 - 1)	<ul style="list-style-type: none"> Fails to communicate Very simple meanings and experiences are attempted, but most of the work is too inaccurate and confused to make sense. An absence of structure leads to further confusion.



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EXAMINER'S MARK GUIDE

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SICEPHU A

1. Luhlobo: Indzaba lecocako

Umbhali: lokhulumako/lokukhulunywa ngaye

Sikhatsi: lesengcile

- Kuphi/wentani/nini
- Kucoca ngalokwenteka lokukhomba kungalaleli
- Umphumela wekungalaleli
- Sifundvo (emphilweni lokungalaleli kumkhinyabete kuphi)
- Acatsanise nalabaphumelele emphilweni

2. Luhlobo: Inkhulumomphikiswano

Umbhali: lokhulumako

Sikhatsi: samanje

Esingenisweni akatsatse luhlangotsi

Kuvuma

- Akakhombe Iwati kutsi yini umnotfo/tintfo letingaba yincenyе yemnotfo
- Akavete kutsi emaSwati awonga njani lomnotfo
- Kungentiwa njani kutsi umnotfo ubelusito kulo lonkhe liSwati, acatsanise nalokwenteka nyalo
- Lokumele kwentiwe nguwonkhewonkhe kutfutfukisa imphilo
- Kwakha ematfuba emisebenti
- Hulumende aye kubantu [bantu bafundziswe ngekutimela/ bente emabhizinisi langandlondlobalisa umnotfo
- Kwenta imphilo ibe ncono

Kuphika

- Asho tintfo leticekela phansi umnotfo nentfufuko eveni njengebudli/ lubandlululo/ inkhohlakalo/ buvila
- Lokungentiwa kuncandza/ kucedza lomonakalo

3. Luhlobo: Indzabamcabango

Umbhali: lokhulumako

Sikhatsi:sanyalo

- Wani umncitiswano/ ungenelwa njani/ ngulabangakanani
- Akacoce kutsi yini leyenta kutsi afise kuwina lesizumbulu
- Yini leyenta afise kutsi kube nguye lowinako
- Langakwenta akubonakale kungagucula simo semphilo layiphila nyalo ibe ngulencono
- Akube sizumbulu vele lesingenta konkhe lalakufisile

4. Luhlobo: Indzaba levulekile (lecocako, inkhulumo mphikiswano)

Umbhali: lokhulumako

Sikhatsi: sanyalo

a) Lecocako

- Akati bumcoka bemedlalo ikakhulu libhola letinyawo
- Akakhombe Iwati Iwemdlalo welibhola letinyawo
- Akati tingucuko lese tikhona kulomdlalo lese tivuma kudlala nebesifazane
- Bumcoka balomdlalo emphilweni , tibonelo: ugcina umtimba upholile uvikeleke etifeni, kuveta ematfuba emisebenti
- Yini lokungentiwa kukhutsata nekundlondlobalisa lomdlalo

b) Indzaba mphikiswano

- Buhle nebubi bekudlalwa kwebhola yetinyawo ngemantfombatane
- Buhle
 - ✓ Kucedza kubandlululwa kwalabsikati emidlalweni yebhola yetinyawo
 - ✓ Bangaba nematfuba emisebenti nekuvakashela kulamanye emave
 - ✓ Kuciniswa kwemtimba nekuvikeleka etifeni
- Bubi
 - ✓ Kulimala
 - ✓ Kubabete sikhatsi nemndeni yabo
 - ✓ Labanye bangenela imikhiba lemibi njengekubhema, batiphatsise kwebafana

SICEPHU B

5. Luhlobo: Idayari

Sikhatsi: lesengcile

- Ayinikeke sihloko
- Ibe netihlokwana letikhomba tikhatsi telusuku
- Tinhlobo temidlalo lebeyentiwa
- Tikolo lebeticudzelene
- kuchubeka kwemchudzelwano- lokwamangalisa, lokungakavami lokwenteka,
- Imiphumela

6. Luhlobo: Inkhulumiswano

Sikhatsi: samanje/lesengcile

- Yini labakwenta/ anabobani/ leni
- Babanjwa njani, ngubani
- Thishela avete tinkinga lese batifake kuto
- Kutisola nekucela lucolo / aphike alale ngesisu avete kutsi yena bekakuphi
- Kukhishwa kwesijubo

7. Luhlobo: Incwadzi yemsebenti

Umbhali: lokhulumako

Sikhatsi: lesengcile

- Emakheli lamabili:
 - ✓ Lekucala lalobhalile
 - ✓ Lesibili lalobhalelwako akuvele kutsi ngubani
- Lusuku lubbhalwe ngesiswati
- Sibingelelo : lobhalelwako
- Sihlokwana sibe ngulesihambelana nalokukhulunywa ngako- **sicelo sekwengetelwa temidlalo**

- Singeniso:
 - Specify purpose of letter
 - Capacity of who is writing
- Siphetfo: asibe simple

8. Luhlobo: Inkulumo

Umbhalo: lokhulumako

Sikhatsi: samanje

- Akayinikete sihloko
- Kuhlonipha labakhona ngetigaba tabo
- Atisho kutsi ungubani/ atichaze sigaba noma emagunya lenta eme embi kwabo
- Akabe nelwati ngetemvelo nemiphumela yekuyinyukubeta (Imiphumela: tifo, kugcola, kufa kwemfuyo, kuncipha kwetivakashi eveni)
- Akakhombise kutsi ukhulumela labasha labamtfumile ngekusebentisa tivumelwano letifanele
- Akasebentise imibuto lengadzingi timphendvulo
- Avete likhambi
 - ✓ Kuboshwa kwalobonakala alahla tibi phansi
 - ✓ Kukhicit/ kusebentisa lokulahliwe njengengemaplastiki (kwakha kwekuhlobisa)
 - ✓ Kusetjentiswa kwemapheda esikhundleni semaplastiki
- Akacele/ akhutsate sive sonkhe siwungenele lomkhankhaso

Caphela kutsi tonkhe tingoni tiyatsintseka angagcili kulunye luhlangotsi