



EXAMINATIONS COUNCIL OF SWAZILAND
Swaziland General Certificate of Secondary Education

FIRST LANGUAGE SISWATI

6870/02

Paper 2

October/November 2018

Confidential

MARK SCHEME

{6870/02}

MARKS: 70

This document consists of 5 printed pages.

Sicephu A

1. (a) uselusizini, umangele, usebuhlungwini, wetfukile, ukhatsatekile [1]
(kunye kwaloku lokungetulu)

(b) bekafika¹ Simtsandzile kulendzawo, ngako kute bekatonaka¹ kutsi Phumelele uhamba nemntfwana longasiye wakhe. [2]

(c) (i) akuphelanga¹ buhlungu bekulahlekelwa ngumntfwana¹ / akadvudvutekanga ekulahlekelweni ngumntfwana. [2]
(ii) Sekuyaliwa¹ esiteshini¹ semakhumbi / Sebayashayana¹ esiteshini¹ semakhumbi [2]

(d) - Wondla umntfwana langatange asambone
- akuvakali kutsi wake waya khona lekhabo Phumelele kuyobona lomntfwana.
- akatilandzeli tinsolo lanato ngalomntfwana lamondlako
(kubili kuloku lokungetulu) [2]

(e) lendzawo ifihlakele. Bekungati umuntfu lamphatsa lomntfwana kusukela ebuswaneni kumsita ngekutsi emaphoyisa akholwe kutsi wamphatsa Wambukisisa lomntfwana, kute bekangakwati ngaye. [2]
(linye limaki lembono, linye lekusekela.)

(f) Itawonakala noma ngeke yonakale
1 mark for taking a stand

Kusekela: akhetse lunye luhlangotsi

Yebo itawonakala

- bekhahlala nebatali labanye¹ sekubita afundze lenye imphilo nalabasha batali¹ Loku kutamtsatsa sikhatsi kutsi emukele lolushintjo kumclimate nasengcondvweni¹
- bekangumntfwana ayedvwa kubatali labekahlala nabo¹, nyalo sekumele ahlale nebatali labanalabanye bantfwana¹ kutamtsatsa sikhatsi kutsi emukele lolushintjo¹
kunye kwaloku kuchazwe kahle -3 marks

Chake ngeke yonakale

- bekhahlala nebatali lete ingati nabo¹, ngako lutsandvo ngete lwafana nelwalaba lasatohlala nabo lekubatali bakhe sibili¹. Laba batamtsandza kakhulu¹ letintfo letentekako akaticondzisisi
- usemncane¹, utawukhona kufundza melula batali nemphilo lensha¹ letintfo letentekako akaticondzisisi¹
- usemncane¹, letintfo letentekako akaticondzisisi¹, ngako ngeke tize timtsikamete ekukhuleni kwakhe.¹
- ngukona atawufola tinhlanhla¹, asakhulisa Batali bakhe mbamba¹, sekemukelwe ngemadloti akubo¹.

kunye kwaloku kuchazwe kahle -3 marks

[4]

2 (a) Sifinyeto

Emaphuzu langanikwa emamaki:

1. batsatsa tagila babutsana edvwaleni
2. babutana ngalentfo letako kwabete imphendvulo
3. babindza dvu bakhuluma ngemehlo
4. nguloyo wabuka kutsi utawusuka abhekephi
5. emehlo abo abetse mbo esilwaneni lesitako
6. babaleka baya emavungwini babbaca ngekwehlukana
7. bachamuka ngamunye etindzaweni tekubhaca sebamenyetwa

Liphuzu linye lelinemcondvo lophelele, linye limaki: total marks for points: 5

Likhono lekufinyeta: 5 marks

- Emaphuzu awabhale ngemagama akhe 1
- Kusebentisa kahle timphawu tekubhala, 1
- Kubona indzawo lapho afanele acale khona phindze agcine khona esivisisweni. 1
- Emagama esifinyetweni abe linani lelibhekekile1
- Abhale indzima ibe yinye 1

[10]

2 (b) Kubhala lokucondzisiwe

ASSESSMENT CRITERIA FOR DIRECTED WRITING (15 Marks)

Mark Band 1 (14 - 15)	<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 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 sense 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 (12 - 13)	<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 (9 - 11)	<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 (7 - 8)	<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 (4 - 6)	<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. 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 (2 - 3)	<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 (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.

Sicephu B

3. (a) (i) umzuzwana [1]
 (ii) inhlupheko [1]
 (iii) yonkhe/ wonkhe [1]
 (iv) lwestodlwana [1]
 (v) mini [1]

(b) (i) Lamakhulu emadvodza abalekile.
1 mark for using lamakhulu in correct position in the sentence.
1 mark for constructing a sentence [2]

(ii) Emafemu atawavalwa iminyakanya.
1 mark for using correct form of noun.
1 mark for constructing sentence. [2]

(iii) Babe uvuvuke emehlo.
1 mark for using emehlo as an object
1 mark for constructing a sentence. [2]

(c) /leme-/ ¹ sivumelwano sesiphawulo¹ [2]
 /-bili/ ¹ sicut sesiphawulo¹ [2]
[15]

4. (a) (i) uyamtsandza/ bayawadla [2]
 (ii) udla ahamba/ ukhala ahleka [2]
 (iii) inja iyulumana/ intfombatana iyatsandzana [2]

(b) (i) dlayidla [1]
 (ii) uyatiluma [1]
 (iii) ungagijimi/ musa kugijima [1]

(c) /bengingamtsatsa/
 /be-/ sakhi sesikhatsi¹ lesisandza kwengca/ lesengca¹ [2]
 /-nga-/ sakhi sendlela yemandla¹ kuvuma¹ [2]
 /-tsats-/ ngumsuka wesento¹ lesinemalunga lamabili, sicalisa ngangwaca¹ [2]
[15]

[Sekukonkhe: 30]