



EXAMINATIONS COUNCIL OF ESWATINI  
Eswatini General Certificate of Secondary Education

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**FIRST LANGUAGE SISWATI**

**6870/01**

Paper 1

October/November 2019

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*Confidential*

***MARK SCHEME***

***{6870/01}***

***MARKS: 50***

**ASSESSMENT CRITERIA FOR CONTINUOUS WRITING (30 Marks)**

**FREE COMPOSITION WRITING – MARK SCHEME**

<b>Mark Band</b>	<b>CONTENT: relevance and development of ideas (AO: 1, 2, 6, 12)</b>	<b>Mark Band</b>	<b>LANGUAGE: style and accuracy (AO: 1, 3, 4, 5)</b>
<b>12-15</b>	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>* <b>Development of ideas:</b> shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</li> </ul>	<b>12-15</b>	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> First language competence. Ease of style. Confident and wide ranging use of language, idioms and tenses.</li> <li>* <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>
<b>9 - 11</b>	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> Fulfills the task, with appropriate register and good sense of purpose and audience.</li> <li>* <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	<b>9-11</b>	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>* <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.</li> </ul>
<b>6 - 8</b>	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</li> <li>* <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	<b>6 - 8</b>	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>* <b>Accuracy:</b> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</li> </ul>
<b>3 - 5</b>	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. <b>Award 1 mark.</b></li> <li>* <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition. <b>Award 1 mark.</b></li> <li>* Limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></li> </ul>	<b>3 - 5</b>	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> Simple structures and vocabulary. <b>Award 1 mark.</b></li> <li>* <b>Accuracy:</b> Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating. Paragraphs absent or inconsistent. <b>Award 1 mark.</b></li> <li>• Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. <b>Award 1 mark.</b></li> </ul>
<b>0 - 2</b>	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• No engagement with the task or any engagement with task is completely hidden by density of error. <b>Award 0-2 marks.</b> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	<b>0 - 2</b>	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of SiSwati writing. Paragraphs absent or inconsistent.</li> </ul>

## ASSESSMENT CRITERIA FOR CONTINUOUS WRITING (20 Marks)

### SITUATIONAL COMPOSITION WRITING – MARK SCHEME

Mark Band	CONTENT: relevance and development of ideas (AO: 1, 2, 6, 12)	Mark Band	LANGUAGE: style and accuracy (AO: 1, 3, 4, 5)
9-10	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>* <b>Development of ideas:</b> shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</li> </ul>	9-10	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> First language competence. Ease of style. Confident and wide ranging use of language, idioms and tenses.</li> <li>* <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>
7 - 8	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> Fulfills the task, with appropriate register and good sense of purpose and audience.</li> <li>* <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	7- 8	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>* <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.</li> </ul>
5 - 6	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.</li> <li>* <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	5 - 6	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>* <b>Accuracy:</b> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</li> </ul>
3 - 4	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. <b>Award 1 mark</b></li> <li>* <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition. <b>Award 1 mark.</b></li> <li>* Limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></li> </ul>	3 - 4	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> Simple structures and vocabulary. <b>Award 1 mark</b></li> <li>* <b>Accuracy:</b> Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating. Paragraphs absent or inconsistent. <b>Award 1 mark.</b></li> <li>• Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. <b>Award 1 mark.</b></li> </ul>
0 - 2	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• No engagement with the task or any engagement with task is completely hidden by density of error. <b>Award 0-2 marks.</b> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	0 - 2	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of SiSwati writing. Paragraphs absent or inconsistent.</li> </ul>

**SICEPHU A****INSITAKUMAKA****UMBUTO 1 - INDZABA LECOCAKO**

Umfundzi angaveta nankha emaphuzu endzabeni

- Kwakukunini?
- Wamtfola njani, kuphi lomahlalekhikhini? - waphiwa ngumutfu, watsengelwa batali aphasile, kumtfola bamfake esikhwameni njengesipho, kumwina emcintiswaneni etc.
- Abenjani lomahlalekhikhini?
- Weva kunjani, wenta ini nakamtfola? – kushayela bangani, kubonga agangadze nabamnika etc. kwentekani, wayenga bani, kwakwentenjani?
- Umphumela walamanga; amfundzisa kutsi angaphindzi ayenge umuntfu/acambe emanga
- Imizwa yakhe ngalomahlalekhikhini

**UMBUTO 2 - INDZABA LECABANGAKO**

Umfundzi akavete imibono yakhe ngendlela yekucedvwa kwekusetjentiswa kwaletidzakamiva. Asabhala avete simo lesikhona bese uyaveta kutsi singancotjwa njani.

Lamanye emaphuzu kungaba ngulawa:

- Kufundzisa bafundzi ngebungoti betidzakamiva
- Kujeziswa kwalabatisebentisako
- Kunganikwa imali kwebafundzi batali, badle esikolweni
- Kulandza labanye labake bancoba tidzakamiva batofundzisa
- Kuhambisa labatisebentisako baye kuyolulekwa/kucashwa kwebaluleki etikolweni
- Kukhulunyiswa kwalabatitsengisako
- Kuboshwa/kujeziswa kwalabatisebentisako
- Kumikisa bafundzi bayobona umphumela wekusebentisa tidzakamiva esibhedlela salabagula ngengcondvo

**UMBUTO 3 - INDZABAMPHIKISWANO****Singeniso asivete luhlangotsi langakulo**

Bafundzi abavete imibono etinhlangothini totimbili kepha lube lucaca luhlangotsi labakulo kusukela esingenisweni kuya esiphethweni

- balingani kungaba bafundzi noma letinye tindvuna

Lamanye emaphuzu kungaba ngulawa

<b>Buhle bekukhetsa kwemtali</b>	<b>Bubi bekutsi kukhetse bona</b>
Sebanelwati etintfweni letinyenti lokufaka yona imisebenti	Umfundzi utati yena
Bayawati emakhono ebantfwababo	Batali baye bafise kufeza emaphupho abo ngebantfwababo
Ngeke badukise umntfwana ngoba bafise lokuhle ngaye	Bantfwana batosola Batali uma sekungahambi kahle kunebulukhuni bese bayacabana
Batawukhona kumsekela uma adibana netinkinga	Bantfwana ngibo labatowenta lomsebenti
Batali ngibo lababhadala imali yekufundza, Batali bagcina balungisa emaphutsa ebantfwana. Umntfwana uba ngumtswalo kubo uma sekehlulekile etincumeni takhe	Umntfwana unemaphupho lahlukile kunemtali

**Buhle bekukhetsa kwebatali**

- sebanelwati etintfweni letinyenti lokufaka ekhatsi yona imisebenti
- bayawati emakhono ebantfwababo
- ngeke badukise umntfwana ngoba bafise lokuhle ngaye
- batawukhona kumsekela uma adibana netinkinga
- batali ngibo lababhadala imali yekufundza, batali bagcina balungisa emaphutsa ebantfwana. Umntfwana uba ngumtswalo kubo uma sekehlulekile etincumeni takhe

**Bubi bekukhetsa kwebatali**

- umfundzi utati kancono
- batali baye bafise kufeza emaphupho abo ngebantfwababo
- bantfwana ngibo labatowenta lomsebenti
- bantfwana batawusola batali uma sekungahambi kahle kunebulukhuni, bese bayacabana
- umntfwana unemaphupho lahlukile kunemtali

**Siphetho;** akasonge emaphuzu, agcizelele luhlangotsi lalusekelako.

#### 4 Indzaba levulekile

Umfundzi angabhala

- indzaba lecocako lapho aveta khona umphumela wekwesaba
- angachaza kwesaba kutsi kuyini, yini umphumela wako; lomuhle nalomubi, kubangwa yini
- bangakugwema njani kwesaba naleminyane imibono letsintsa kwesaba
- angabhala indzabamphekiswano avete buhle nebubi bekwesaba

### SICEPHU B

#### 5 Kwetfula inkhulumo

Umfundzi akavete lokulandzelako

##### Singeniso

- lotfula inkhulumo uhlonipha umholi weluhlelo, bantfu labakhona kulombutsano ngetigaba tabo noma bukhulu babo
- wetfula libito lakhe ngekuphelela kanye nesigaba sakhe
- uveta kancane ingcikitsi noma sizatfu sekutsi aze etfule lenkhulumo (kucolisa)

##### Umtimba

- akativete acolisa, atisola ngesento sakhe futsi avete kutsi angeke aphindze
- angaveta nesimo noma lowambangela aze ente licala kepha akwente loku ngaphandle kwekutihlenga
- lelicala angaliveta nangabe kungesiyo intfo lehlasimulisa umtimba noma kungasiko Lokungamenta angemukeleki kulabanye
- angaveta nalokwentekile aze abona liphutsa, nendlela latalilungisa/lalilungise ngayo
- kucwayisa labanye bangangeni kulenkinga langene kuyo ngekuveta bubi bayo

##### Siphetfo

- kucela kucolelwa nekubonga lelitfuba lekukhuluma
- \***naka** lulwimi. Akabonakalise kutsi usesikolweni, kunabothishela nebafundzi

**6 Incwadzi**

Sakhiwo akube sencwadzi yebungani

- likheli, lusuku, singelelo kube ligama lemngani, sivaleliso sikhombe kutsi babangani

**Singeniso**

- asivete kutsi bake bachumane, bayatana njengekuveta incwadzi labhalelwa yona, kutfola siphoo, kutfola umlayeto
- asivete injongo yekubhala

**Umtimba**

- ambongele ngekutsatfwa kuletindzawo
- ambonise ngalokufanele akwente njengekubuka ematfuba emisebenti nelutsandvo ngemsebenti latawenta

**Siphetfo**

- sikhombe kusonga nekwatana lokufaka nekukhontisa tihlobo labatatiko bobabili

**7 Inkhulumiswano**

Lokumcoka

- nika inkhulumiswano sihloko
- tikhulumi tetsiwe emabito
- angayeci imigca
- kubete umteki
- ayivete singeniso, umtimba kanye nesiphetfo
- kuvetwe kahle imivo yemtali ngalenzaba yalomcimbi
- akuvetwe imivo yemfundzi ngemcimbi
- akucace kutsi baphetsa batsini ngalenzaba
- akuvele kutsi kukhuluma umntfwana nemtali ngelulwimi lolusetjentiswako

**8 Umbiko wemphatsisikolwa**

akube yincwadzi yemsebenti

ime kanje:

- likheli lalobhalako, kweciwe umugca kubhalwe lusuku
- likheli lalobhalelwako licala ngesigaba (mphatsisikolwa)
- likheli lalobhalelwako lifane nelalona lobhalako
- kube nesihlokwana: Umbiko ngalokwentiswa...
- kube nesibingelelo; Mnumzane/Nkhosatana
- singeniso asivete libito lenhlangano
- umtimba awuvete kutsi lenhlangano ihlose kufeza ini, yini tintfo leyancoma kutenta
- leseyikhone kukwenta
- tingcinamba lehlangabetane nato
- liphupho lenu ngalenhlangano
- sivaleliso asibe sencwadzi yemsebenti