



EXAMINATIONS COUNCIL OF ESWATINI
Eswatini General Certificate of Secondary Education

FIRST LANGUAGE SISWATI

6870/02

Paper 2

October/November 2020

Confidential

MARK SCHEME

{6870/02}

MARKS: 70

This document consists of 5 printed pages.

Sicephu A**Umbuto 1**

(a) Ngangenela sibhabhadla. [1]

(b) Matsebula¹/ Mavimbela/ Tsabedze
Kunye kwaloku

Ngoba Mkholo sinanatelo saletibongo¹ [2]

(c) Ngematfunti¹ lebekabangwa kuvela nekusitsela kwenyeti.¹ [2]

(d) Uyasola kutsi kungenteka kube nengoti yekuhlaselwa/ emukwe libhayisikili/
lakuphetse.¹

Indlela labambe ngayo letintfo ikhomba kutsi ufuna kutivikela/ akafuni kwehlukana
nato.¹ [2]

(e) (Wentani lokubuhlakani) Akatatatelanga,¹ kodvwa

- wacabanga masinyane kutsi ente njani. /Wabuka tintfo letimbili langatenta,
- (sento lasenta) kungena ehlatsini¹
- (asekele) kwamsita kungena ehlatsini ngoba bekati kutsi kuneludvonga¹
latawusitsela kulo abhace¹ [4]

(f) Avete totimbili tinhlangotsi:

Bekangabonga kusindza¹ ngoba libhayisikili angabuye alitsenge¹

Bekangajabha kutsi bekangaze avike ngelibhayisikili¹ lemntfwana ati kutsi ligadvwe
ngalabovu¹

Mabili emamaki kulolo nalolo hlangotsi lolusekelwe kahle

[4]

[Sekukonkhe: 15]

Umbuto 2

(a) Sifinyeto

- Wema amangele wehluleka nekuphendvula nesi.
- Wajuluka / wafoma waba manti nte/ kakhulu wesula umjuluko ngeliduku.
- Waya endlini lencane, wageza buso wabesula /ngemathawula esibhedlela.
- Watjela/ wacela nesi aphume wasala nesigulane watsi angaphatanyiswa.
- Wahlala phansi, wakhumula lijazi lelimhlophe wahlanganisa tandla ngobe sekadledletela.
- Wafuna kumjova ngemjovo longasiwo.
- Wakhiya umnyango, watinika sikhatsi sekwenta sincumo ngalesigulane.

Emamaki awengci kulasihlanu, umhlolwa abhale noma ngumaphi emaphuzu **lasihlanu kulawa**.

Content = 5

Summary skills = 5

Liphuzu linye linikwa limaki linye.

Caphela kutsi emaphuzu etfwele umcondvo lophelele.

Likhono lekufinyeta:

- Kuma kwesifinyeto (indzima yinye)¹
- Kuchumanisa emaphuzu abumbane ¹
- Kubhala lulwimi lwesiSwati lolungilo (sibitelo lesingiso nekusebentisa timphawu tekubhala letifanele)¹
- Kubona lapho kufanele acale khona nalapho kufanele agcine khona¹
- Kubhala emaphuzu ngewakhe emagama angashintji umcondvo wesiviviso.¹

(b) Kubhala lokucondzisiwe

Umhlolwa akabhale inkhulumiswano ayimise ngendlela lefanele

Inkhulumiswano ivete naku:

Singeniso-

- asikhombe kutsi bayetfuka kuhlangu ngaloluhlobo.
- Kutsi Makhekhe uyambona yini dokotela Msimango lamonela enyuvesi.
- Sivete kutsi sigulane sesincono kunekufika kwaso.

Umtimba-

Awutfufukise indzaba kusetjentiswe lamaphuzu:

- Avete likhono lekusungula ngekwengeta lwakhe lwati.
- Tigigaba letenteka kubo basafundza (liphenyamuva) – imizwa yabo bobabili.
- Kwentekani ngaMakhekhe, ukuphi, wacedza yini tifundvo takhe.
- Uyalibona yini liphutsa lakhe Makhekhe basakhuluma

Siphetfo-

- Akuvakale kutsi behlukana bakwatelene noma bacolelene.

ASSESSMENT CRITERIA FOR DIRECTED WRITING (15 Marks)

DIRECTED WRITING – MARK SCHEME

GENERAL CRITERIA FOR MARKING UMBUTO 2 (b)

Mark Band	READING: relevance and development of ideas (AO: 1, 2, 6, 12)		WRITING: style and accuracy (AO: 1, 3, 4, 5)
7-8	<p>Highly effective:</p> <p>* Relevance: Gives a thorough, perspective and convincing response.</p> <p>* Development of ideas: Reads effectively between the lines. Shows understanding by developing much of the reading material and assimilating it into a response to the task.</p>	6-7	<p>Fluent:</p> <p>* Style: Consistent sense of audience; authoritative and appropriate style. Fluent, varied sentences; wide range of vocabulary.</p> <p>* Accuracy: Strong sense of structure, paragraphing and sequence. Spelling, punctuation and grammar almost always accurate.</p>
5 - 6	<p>Effective:</p> <p>* Relevance: Some evidence of evaluation, engaging with a few of the main points with success.</p> <p>* Development of ideas: Uses reading material to support the argument. Occasionally effective development of ideas from the passage.</p>	5	<p>Precise:</p> <p>* Style: Sense of audience almost secure; there is evidence of style and fluency; sentences and vocabulary are effective.</p> <p>* Accuracy: Secure overall structure; mostly well-sequenced. Spelling, punctuation and grammar are generally accurate.</p>
3 - 4	<p>Satisfactory:</p> <p>* Relevance: Reproduces a number of points to make a satisfactory response.</p> <p>* Development of ideas: The response covers the material adequately, but may miss opportunities to develop it relevantly or at length.</p>	4	<p>Safe:</p> <p>* Style: Occasional sense of audience; mostly written in correctly structured sentences; vocabulary may be plain but adequate for the task.</p> <p>* Accuracy: Mostly quite well structured. Minor, but more frequent errors of spelling, punctuation and grammar.</p>
2	<p>Partly relevant:</p> <p>* Relevance: Selects points from the passage rather literally and or uses the material thinly.</p> <p>* Development of ideas: Points should be connected.</p>	3	<p>Errors intrude:</p> <p>* Style: Inconsistent style, simple or faulty constructed sentences. Vocabulary is simple and the structure is basic.</p> <p>* Accuracy: Frequent errors of spelling, punctuation and grammar.</p>
1	<p>Little relevance:</p> <p>* Parts of the response are relevant, though the material may be repeated or used inappropriately.</p>	2	<p>Hard to understand:</p> <p>* Style: Inappropriate expression. The response is not always sequenced.</p> <p>* Accuracy: Errors of spelling, punctuation and grammar impede communication.</p>
0	<p>Very little or no relevance:</p> <p>*There is very little or no relevance to the question or the passage, or the response copies unselectively or directly from the passage.</p>	1	<p>Very hard to understand:</p> <p>Style: Expression unclear with flawed sentence construction and order.</p> <p>Accuracy: Persistent errors of spelling, punctuation and grammar impede communication.</p>
		0	<p>Not understandable:</p> <p>The response cannot be understood.</p>

Sicephu B - Luhlelo

- 3 (a) (i) ngedvwa [1]
 (ii) leminyenti [1]
 (iii) intsandvo [1]
 (iv) ngisetakwehla [1]
 (v) impheasantfo [1]
- (b) (i) buya – Mbuyiseni/ Mabuya/ Buyile/Buyisile/ Buyelele [1]
 (ii) Tinja tiluma Buyile. [2]
- (c) (i) lesa [1]
 (ii) Sinkhwa saleso sitolo simnandzi / Umuti walowo babe uphephukile [2]
- (d) (i) Intsaba- intsatjana¹ [1]
 (ii) Esikhundleni sankhamisa logcinile sijobelela */-ana/*¹ [1]
 Ndzebembili */-b-/*¹ ugucuke waba ngulwangeni */-tj-/*¹ [2]

[Sekukonkhe: 15]

- 4 (a) (i) /lu-/ sicalo selibito¹ sigaba 6 bunye¹ [2]
 (ii) /a-/ sakhi sesento¹ lesikhomba kuphika¹ [2]
 (iii) /dl-/ umsuka wesento¹ lesilunga linye¹ [2]
 (iv) /a-/ sivumelwano senhloko¹ sigaba 1(a) bunye¹/ indlela yesimo¹ [3]
- (b) (i) Letimphahla letikagogo tihlobile. [3]
 (ii) Wafohlota emahlatsi nakabaleka.
Bambhamule ngemphama wakhala. [3]

1 mark for identifying correct word

1 mark for deriving correct form of word as described in question

1 mark for constructing sentence

[Sekukonkhe: 15]