



Confidential

MARK SCHEME

{6870/01}

MARKS: 50

ASSESSMENT CRITERIA FOR CONTINUOUS WRITING (30 Marks)

FREE COMPOSITION WRITING – MARK SCHEME

GENERAL CRITERIA FOR MARKING SECTION A

Mark Band	CONTENT: relevance and development of ideas (AO: 1, 2, 6, 12)	Mark Band	LANGUAGE: style and accuracy (AO: 1, 3, 4, 5)
12-15	<p>Highly effective:</p> <ul style="list-style-type: none"> * Relevance: Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience. * Development of ideas: 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. 	12-15	<p>Fluent:</p> <ul style="list-style-type: none"> * Style: First language competence. Ease of style. Confident and wide ranging use of language, idioms and tenses. * Accuracy: No or very few errors. Well-constructed and linked paragraphs.
9 - 11	<p>Effective:</p> <ul style="list-style-type: none"> * Relevance: Fulfills the task, with appropriate register and good sense of purpose and audience. * Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest. 	9-11	<p>Precise:</p> <ul style="list-style-type: none"> * Style: 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. * Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.
6 - 8	<p>Satisfactory:</p> <ul style="list-style-type: none"> * Relevance: 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. * Development of ideas: Material is satisfactorily developed at appropriate length. 	6 - 8	<p>Safe:</p> <ul style="list-style-type: none"> * Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. * Accuracy: 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.
3 - 5	<p>Partly relevant:</p> <ul style="list-style-type: none"> * Relevance: 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. Award 1 mark. * Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. Award 1 mark. * Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark. 	3 - 5	<p>Errors intrude:</p> <ul style="list-style-type: none"> * Style: Simple structures and vocabulary. Award 1 mark. * Accuracy: 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. Award 1 mark. • 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. Award 1 mark.
0 - 2	<p>Little relevance:</p> <ul style="list-style-type: none"> • No engagement with the task or any engagement with task is completely hidden by density of error. Award 0-2 marks. If essay is completely irrelevant, no mark can be given for language. 	0 - 2	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of SiSwati writing. Paragraphs absent or inconsistent.

Sicephu A

1. Indzaba lecocako

Umhlolwa angaveta nankha emaphuzu:

- Umngani leningafihlelani lutfo naye
- Ungubani lomngani?
- Wakuphi?
- Natelana kuphi?
- Seninesikhatsi lesinganani nibangani?
- Tintfo letimenta ehluke kulabanye
 - Akahlebani
 - Unelusito/uyalulekana nawunentinkinga
 - Noma usetinkingeni akajikelani
 - Uneluvelo
 - Akanamona
 - Akatsengi emehlo akho/ akakuvuni nawente kabi.

2. Indzabamphikiswano

Akacondzise indzima ledlalwa ngumtali emphilweni yemntfwana.

Singeniso

- Akatsatse luhlangotsi lahambisana nalo.

Umtimba

- Uveta totimbili tinlangotsi.

Siphetfo

- Akagcizelele luhlangotsi lwakhe ngekunanatela bumcoka bako konkhe lakushito.

BUHLE	BUBI
<ul style="list-style-type: none"> • Uyakhona kubeka imali. • Uyakhona kutsenga tintfo ngesikhatsi lofuna ngaso. • Uyakhona kusebentisa tintfo tasekhaya nawusatama kutitfutukisa. • Asikho sizatfu sekukhokhela irenti. • Usheshe ubike tinkinga takho kubatali. • Batali basheshe babone nasewuphondla endleleni bakwekhute. 	<ul style="list-style-type: none"> • Awukhuli bachubeka bakushayeletse umtsetfo. • Awukhoni kutfutuka nemphilo. • Imali uyayidlabhatisa ngoba kute tidzingo letikucindzetelako. • Awutitsatseli tincumo etintfweni. • Uphoceleleka kubentela tintfo noma bewungakatimiseli ngalesosikhatsi. • Kona budlelwane nemndeni wakini. • Imvamisa bayakuyekelela etintfweni tasekhaya.

3. Indzaba levulekile - Angacoca, angachaza, anganika lwati.

Umhlolwa angaveta nankha emaphuzu:

- Kutsi ayimphilo kuko konkhe lokuphilako: kubantfu, etilwaneni, lokulinywako/tibhidvo, lokutimilelako-imvelo
- Kute sihlanteke kudzingeka emanti
- Nasetibhedlela kusetjentwa ngawo
- Beticishamlilo bayawadzinga
- Tinkampane letinkhulu tinemishina lesebenta ngawo.

Sicephu B

ASSESSMENT CRITERIA FOR CONTINUOUS WRITING (20 Marks)

SITUATIONAL COMPOSITION WRITING – MARK SCHEMEGENERAL CRITERIA FOR MARKING SECTION B

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>Highly effective:</p> <p>* Relevance: Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience.</p> <p>* Development of ideas: 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.</p>	9-10	<p>Fluent:</p> <p>* Style: First language competence. Ease of style. Confident and wide ranging use of language, idioms and tenses.</p> <p>* Accuracy: No or very few errors. Well-constructed and linked paragraphs.</p>
7 - 8	<p>Effective:</p> <p>* Relevance: Fulfills the task, with appropriate register and good sense of purpose and audience.</p> <p>* Development of ideas: Ideas are well developed and at appropriate length. Engages reader's interest.</p>	7- 8	<p>Precise:</p> <p>* Style: 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.</p> <p>* Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.</p>
5 - 6	<p>Satisfactory:</p> <p>* Relevance: 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.</p> <p>* Development of ideas: Material is satisfactorily developed at appropriate length.</p>	5 - 6	<p>Safe:</p> <p>* Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</p> <p>* Accuracy: 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.</p>
3 - 4	<p>Partly relevant:</p> <p>* Relevance: 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. Award 1 mark</p> <p>* Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. Award 1 mark.</p> <p>* Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark.</p>	3 - 4	<p>Errors intrude:</p> <p>* Style: Simple structures and vocabulary. Award 1 mark</p> <p>* Accuracy: 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. Award 1 mark.</p> <ul style="list-style-type: none"> 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. Award 1 mark.
0 - 2	<p>Little relevance:</p> <ul style="list-style-type: none"> No engagement with the task or any engagement with task is completely hidden by density of error. Award 0-2 marks. If essay is completely irrelevant, no mark can be given for language. 	0 - 2	<p>Hard to understand:</p> <ul style="list-style-type: none"> Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of SiSwati writing. Paragraphs absent or inconsistent.

4. Inkhulumiswano

Luhlaka-mbhalo

- Ayiphe sihloko
- Angabanika emagama/emabito balingisi
- Akweciwa imigca

Singeniso

- Asivete kutsi bayacala kubonana ngalolosuku.
- Simo sekungenetiseki kwemtali

Umtimba

Lokungavetwa ngumtali	Lokungavela kuthishelanhloko
<ul style="list-style-type: none"> • kuvakale kutsi ukhonona ngani • asho kutsi uve ngabani kona lokutsi umntfwanakhe uwinile e.g emaphepheni, emsakatweni, ngaye umntfwana etc • beyingumalini lemali- alinganise imali lenyenti (sizumbulu) • umntfwana abetikhandla angalali ngalokubhala • abute kutsi likhono lakhe limbuyisele ini • angaveta kutsi yena njengemtali bekabhekeni • avete kutsi kuyalucedza lutsandvo lwekutimisela kungatfoli lutfo 	<ul style="list-style-type: none"> • kunika umtali tinchazelo ngalakubutako • angasho kutsi sikolwa sifanele kuzuza ngoba umntfwana bekasitwa bothishela • umntfwana bekasebentisa tintfo tesikolwa, imishina nemaphepha • angachaza kutsi loku kufana nayo yonkhe leminywe imincintiswano lengenelwa tikolwa, lowinako uwinela lesi sikolwa hhayi kutsi atiwinele yena • angachaza lokunye lokumcoka lakuzuzile umntfwana lokungeke kukalwe ngemali njengekutetsemba nje • angaveta kutsi utfole umfundzate lofakwe esikolweni, noma utawutfole kusekelwa uma sekaya ekolishi/ enyuvesi

Siphetfo

Asikhombe kutsi laba lababili seabacedzile kukhuluma, sebayehlukana.

- Behlukana abakevani.
- Behlukana sewuchazelekile umtali ngetintfo lebekangativa kahle.