



EXAMINATIONS COUNCIL OF SWAZILAND
Swaziland General Certificate of Secondary Education

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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MARKS: 50

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 lwati kutsi yini umnotfo/tintfo letingaba yincenye yemnotfo
- Akavete kutsi emaSwati awonga njani lomnotfo
- Kungentiwa njani kutsi umnotfo ubelusito kulo lonkhe liSwati, acatsanise nalokwenteka nyalo
- Lokumele kwentiwe nguwonkhewonkhe kutfutukisa imphilo
- Kwakha ematfuba emisebenti
- Hulumende aye kubantfu [bantfu bafundziswe ngekutimela/ bente emabhizinisi langandlondlobalisa umnotfo
- Kwenta imphilo ibe ncono

Kuphika

- Asho tintfo leticekela phansi umnotfo nentfutuko 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 nguyey 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 bemidlalo ikakhulu libhola letinyawo
- Akakhombe lwati lwemdlalo welibhola letinyawo
- Akati tingucuko lese tikhona kulomdlalo lese tivuma kudlala nebesifazane
- Bumcoka balomdlalo emphilweni , tibonelo: ugcina umtimba uphilile 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
- Siphethfo: asibe simple

8. Luhlobo: Inkhulumo

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
 - ✓ Kukhicita/ kusebentisa lokulahliwe njengengemaplastiki (kwakha kwekuhlobisa)
 - ✓ Kusetjentiswa kwemaphepha esikhundleni semaplastiki
- Akacele/ akhutsate sive sonkhe siwungenele lomkhankhaso

Caphela kutsi tonkhe tingoni tiyatsintseka angagcili kulunye luhlangotsi