



EXAMINATIONS COUNCIL OF ESWATINI
Eswatini General Certificate of Secondary Education

FIRST LANGUAGE SISWATI

6870/02

Paper 2

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Confidential

MARK SCHEME

{6870/02}

MARKS: 70

This document consists of **6** printed pages.

Sicephu A

Umbuto 1

- (a) Kutingela kuveta emachawe / Kutfolakala tikhumba netinsiba tetinyoni kwakhiwe imvunulo / kutfolakala tinsiba / tinyoni tekwakha imvunulo (Kunye kwaloku) [1]
- (b) Kukhula kwelinani lebantfu¹ netakhiwo kulenzawo¹. Kutingela lokungekho emtsetfweni¹ / kutingela kakhulu¹ [2]
- (c) Tinjongosi luhlobo lwetinja letinematubane lamakhulu. ¹ Tiyephuta kudzinwa¹ [2]
- (d) (i) Kubuya ungakayitfoli ¹ inyamatanane¹ / Kubuya kute¹ lokubambile¹ [2]
- (ii) akusibo bonkhe bantfu labajabulako¹ ngekuphumelela kwakho¹ / labanye banemona ngemphumelelo [2]
- (Inchazelo yelulwimi ikhombise kutsi uvile kusebenta kwesisho endzabeni)**
- (e) Watsenga bafana¹ kutsi bavimbele Shoshosho angakhoni kufika kucala enyamataneni¹ khona yena atogabisa yakhe lokumhlophe¹ [3]
- (f) Majuba kwamphica nakakhumula wakhe umbala¹ batawubona bantfu lokuganga kwakhe¹ ngoba takhe vele tinja betingakagabi lona lofana nalet taShoshosho.¹ [3]

[Sekukonkhe: 15]

Umbuto 2 (a) Sifinyeto

Nawa emaphuzu langanikwa emamaki

1. Kungabitwa kwemhlangano batotfolo imibiko yekusebenta kwemakhansela
2. Ababoni kutsi timali labatibhadalako tekuhlala ngaphansi kwelidolobha tibasita ngani
3. Kute labakwentile solo bangenile ehovisi/ abakavesi tetsembiso tabo / akubonakali kutfutfuka
4. Imigwaco mibi, kute lotihlupha kuyilungisa
5. Lidolobha lingcolile / takhiwo atinakwa kutsi tisalungele yini kusebenta / tibi atibutfwa lapho bahlala khona baze batetfwalele bayoticitsela bona
6. Kubabete kweluhlelo lwekusebenta
7. Kudlabhatiseka kwetimali ngekutsenga timoto letidulile / bavakashe ngetindiza / kusetjentiswa kabi kwetimoto bavakasha noma betfwale tihlobo tabo

Emaphuzu lasikhombisa kuphela, linye limaki kulelo nalelo phuzu. [5]

Lulwimi: emamaki lasihlanu, nayi indlela yekwabiwa kwawo:

- Kusebentisa timphawu tekubhala letifanele
- Likhono lekufinyeta akhone kuhlanguanisa emaphuzu ngembhalo lobumbene
- Kubhala asebentise akhe emagama kodvwa angawushintji umcondvo wesivisiso
- Linani lemagama lelibhekekile
- Tibitelo, kubhala siSwati lesingiso

[5]

Umbuto 2(b) kubhala lokucondzisiwe

Kutawulandzelwa luhla lwemamaki lolulandzelako.

Bahlolwa bangabhala batfufukise umbiko balandzele nati tihlokwana, noko loku akusho kutsi yonkhe imibiko yebahlolwa kufanele igcine kuloku kuphela.

Kulandzela kutsi bantfu lebebasemhlanganweni bebavele bangemmandzi ngendlela emakhansela labaphatsa ngayo, kubhekekile kutsi kwaba nekuhwilitisana ngiko kwase kubitwa bemtsetfo.

- Abekise kutsi ngabe ngibo bonkhe yini labavuka indlwabane noma labanye batihambela
- Abitwa ngubani emaphoyisa
- Kukhona yini imphahla leyalimala
- Bakhona yini bantfu labalimala lokufaka ekhatsi wona emakhansela nebantfu nje
- Bakhona yini lababoshwa / secwayiso semaphoyisa ngeludlame
- Sihloko lesihehako

ASSESSMENT CRITERIA FOR DIRECTED WRITING (15 Marks)

DIRECTED WRITING – MARK SCHEMEGENERAL CRITERIA FOR MARKING UMBUTO 2 (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)
7-8	<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>	7	<p>Fluent:</p> <p>* Style: Almost 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>
5 - 6	<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>	5 - 6	<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>
3 - 4	<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>	3 - 4	<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>
1 - 2	<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.</p> <p>* Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition.</p> <p>Award 1 mark.</p> <p>* Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark.</p>	1 - 2	<p>Errors intrude:</p> <p>* Style: Simple structures and vocabulary.</p> <p>* Accuracy: Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.</p> <p>• 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.</p>
0	<p>Little relevance:</p> <p>• No engagement with the task or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.</p>	0	<p>Hard to understand:</p> <p>• Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of SiSwati writing. Paragraphs absent or inconsistent.</p>

[15]

[Sekukonkhe: 25]

Sicephu B – Luhlelo

Umbuto 3

- (a) (i) umsakati/sisebenti/badvwebi [1]
 Noma nguliphi libitomuntfu, kunganakwa sigaba, kunganakwa bunye nebunyenti
- (ii) mine [1]
- (iii) maphi / mani / manye / mambe [1]
- (iv) lomudzekati / lamakhulukati / lencenekati / lenhleleki [1]
 - Kunikwe limaki noma ngusiphi siphawulo lesinesijobelelo sesikhuliso
 - kunakwe kutsi siphawulo lesiphelele hhayi sicu kuphela lesesifakwe sijobelelo
- (v) sengiyati/ sengabhala/ sengisebenta [1]
 Kungasebenta noma luphi luhlobo lwesento, noma ngusiphi sikhatsi/ noma ngusiphi sigaba
- (b) (i) /tjw-/ sicalo selibito¹ sigaba 7¹ [2]
 (ii) /-phi-/ sakhi sesento¹ lesikhomba umbuto¹ [2]
 (iii) /-ncono/ sicu sesibaluli¹ semvelo¹ lesichazako¹ [3]
- (c) (i) libitombaca [1]
 (ii) lakhiwe ngekuhlanganisa libito (make)¹ + sento (tala)¹ [2]

[Sekukonkhe: 15]

Umbuto 4

- (a) kubhala imisho:
- ligama lisetjentiswe njengesitfo senkhulumo ngalokubhekekile.¹
 - imisho ayibe neligama lelichazwe embutweni,¹
 - ligama leliyimphendvulo lidvwtjelwe njengobe umbuto ushito ¹
- (i) Buhlaluse uyashada kusasa. [3]
(kunakwe kutsi ngilo libito lesigaba 7)
- (ii) Angilali endlini yetjani. [3]
 (buniyo noma basiphi sigaba)
- (iii) Yekelani lapho. [3]
 (sento noma sinemalunga lamangakhi)

(b) kuhlalela

Abayikhulumi – sento¹

/a-/ - sakhi sekuphika¹

/-ba/ - sivumelwano senhloko sigaba bunyenti¹

/-yi-/ - sivumelwano samentiwa sigaba 5 bunye¹

/-khulum-/ - umsuka wesento lesinemalunga lamabili¹

/-i/ - sijobelelo sesento lesikhomba kuphika¹

[6]

[Sekukonkhe: 15]