



EXAMINATIONS COUNCIL OF ESWATINI
Junior Certificate Examination

SISWATI
Paper 1

207/01
October/November 2020

Confidential

MARK SCHEME

{207/01}

MARKS: 35

ASSESSMENT CRITERIA FOR CONTINUOUS WRITING (20 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)
9-10	<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. 	9-10	<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.
7 - 8	<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. 	7-8	<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.
5 - 6	<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. 	5 - 6	<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 - 4	<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 - 4	<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 : INDZABA

Umbuto 1 - Umonakalo lomkhulu lowashiywa wentiwe ngumoya nelitulu endzaweni yakitsi.

Luhlobo: Lecocako/ lechazako

Sikhatsi: Lesengcile/ Lesengca.

- Anike indzaba sihloko.
- Akhombise kutsi uwuvile umbuto
 - Umonakalo usendzaweni yangakubo (hhayi eveni lonkhe).
 - Kungaba ngulokwenteka ekhaya kubo, kubomakhelwane nasemmangweni.
- Ekutfufukeni kwendzaba akuvakale lokucocwako noma lokuchazwako lokungafaka ekhatsi simo selitulu sangalelo langa/ kushintja kwesimo ngalelo langa kukhomba kutsi kuta litulu lelibi, kutsi umonakalo wenteka lona lococako ukuphi wentani, noma uwuva ngabani.
- Luvele luhlobo lwemonakalo lowaba khona emakhaya.
 - emakhaya: takhiwo, yimphahla /imfuyo/ tihlahla tetitselo
 - kulimala kwebantfu
 - emasimini
 - tindlela tekuhamba (kugedvuka kwemisele)
- Luhlobo lwemonakalo emmangweni:
 - tihlahla emngwacweni,
 - kungahambeki ngenca yekonakala kwemingwaco
 - Kugcwala kwemifula
 - kuphephuka kwetikolo.
 - Kutsikabeteka kwetekuchumana
 - Kulimala kwebantfu
- Angaveta lokwentiwa ngemaphoyisa, tinhlango letiniketa lusito njengebesiphambano lesibovu, inkhundla njalonjalo.
- Emaphoyisa angacwayisa ngebungoti bekuwela umfula, kutsintfwa kwentintsambo tagesi.

Akunakwe kutsi umfundzi lotawugcina ngemonakalo lowenteka ekhaya kubo kuphela ngeke atfole emamaki lasetulu kwengca lona lowuvile umbuto kutsi ngummango wangakubo.

Umbuto 2 Alususwe lulwimi lwesilumbi njengesifundvo sekuphasa etikolweni. Utsini umbono wakho?

Luhlobo: Indzabamphikiswano

Umhlolwa akhombise kutsi uwuvile umbuto: alususwe lulwimi lesilubi njengesifundvo sekuphasa esikolweni kodvwa lingehli lizinga lekufundza.

Bahloli bemaphepha babuke tonkhe tinhlangotsi tekususwa kwelulwimi lesilumbi njengesifundvo sekuphasa.

- Anike indzaba sihloko.
- Umhlolwa utsatsa luhlangotsi esingenisweni.
- Emtimbeni umhlolwa ubhekeke avete totimbili tinhlangotsi kodvwa angakhohlwa kulugcamisa luhlangotsi lalwesekelako.
- Lulwimi lwaloluhlobo lwembhalo kufanele asebantise letihlanganiso (Kwekucala, kwengenta, ngetulu kwaloko, ngakulolunye luhlangotsi, lokunye, noma kunjalo, njalonjalo)
- Esiphetfweni umhlolwa ugcizelela emaphuzu lakhulume ngawo, sekute lokusha lakwengetako. Abuyele kulelakhe luhlangotsi.

Alususwe

- Bafundzi sebatawuphasa bonkhe,
- Titawehla tinombolo tebafundzi labaphindza emaklasi.
- Titawehla tinombolo tebafundzi labacedza sikolo bangabi ngulutfo ngenca yekufeyila silumbi.
- Bafundzi sebatawusitsandza sikolwa.
- Bafundzi sebatawuvumeleka kukhuluma luwimi lwabo etikolweni ngephandle kwekujeziswa.

Alungasuswa

- Bataba bancane bafundzi labatawungena emakolishi emfundvo lephakeme.
- Lizinga lekuchumana nebantfu bakulamanye emave litawehla.
- Licophelo lekubhala imisebenti yesikolwa litawehla.
- Ematfuba ekungena emanyuvesi akulamanye emave atawushabalala.
- Kucondzisisa imibhalo yesilumbi kutaba lukhuni.

Umbuto 3 - Bhala inkhulumiswano emkhatsini wentukulu nagogo lolahlekelwe ngumholo wakhe nakabuya kuyohola.

Luhlobo: Inkhulumiswano

- Akube nesihloko
- Ababe babili labakhulumisanako
- Tikhulumi atiniketwe emabito (*La Dube, Muzi*)
- Singeniso, umtimba nesiphetho kubonakale kusacocwa
- Akweciwa emalayini, abasebenti bakaki
- Singeniso sikhombe kutsi inkhulumo iyacala
- Umtimba utfufuke: umtukulu alandzelele ngemibuto kutsi ngabe kwentekeni
 - Gogo angaveta lakukhumbulako njengekutsi bamuniketa imali yakhe lapho bekayohola khona
 - Kumbe utsenge lokutsite khona le emholweni
 - Imali yakhe beyikuphi nakagcina kuyibona/ beyingumalini
 - Usola kutsi ngabe ilahleke kuphi
 - Uyayitfolo yini? Kuchaza kutsi uyitfolo kanjani
 - Kute yini umuntfu lamsolako kutsi kumbe ngabe uyitsetse imali yakhe

Umbuto 4 - Buhle nebubi beluhlelo lwekuphekela bafundzi kudla etikolweni.

Luhlobo: Lenika lwati

Umhlolwa angaveta lamaphuzu lalandzelako

Buhle

- Kusita kutsi bonkhe bafundzi batfole kudla nalabo labangenalutfo emakhaya.
- Kutfolo emandla ekulandzela tifundvo ngoba besutsi.
- Kugwema kutsi bafundzi balale emaklasini ngenca yendlala.
- Iyongeka imali yebatali yekunika bafundzi kutsi batsenge etikolweni.
- Akasabonakali londzindzile naloncono ngoba kudla lokuphekewako kuyafana.
- Kunciphisa tifo letibangwa kungatfoli kahle kudla lokunemsoco.
- Kuveta ematfuba emisebenti kulabomake labaphekako.
- Kuveta ematfuba ekutsi balimi batfole imakethe yemkhithcito wabo (emabhontjisi, tibhidvo, ummbila)

Bubi

- Kungashintjwa kweluhlobo lwekudla loludliwako umnyaka wonkhe
- Labaphekako abakafundziseki ngetindlela tekupheka letehlukene
- Kwebiwa kwalokudla ngulabo labasebenta ngako
- Kuba bete indlela lehlelekile yekuphakelwa kwako bese labanye bafundzi abakutfoli
- Kunganaki kuhloba kwenzawo netintfo lekusetjentwa ngato uma kuphekwa
- Sikali siba sincane kakhulu labanye bafundzi abeneli/ abesutsi
- Kunganakekeli kutsi titja labaphakela kuto tihlobile, tihlala kuphi futsi

ASSESSMENT CRITERIA FOR CONTINUOUS WRITING (15 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)
7 - 8	<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. 	7	<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.
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2	<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. 	2	<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 - 1	<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 - 1	<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 B : SIMONDZABA**Umbuto 1 - Sikhangiso**

- Akube nesihloko
- Ticubulo
- Libhokisi litawfaka yonkhe imininingwane ngalokukhangiswako
- Imidvwebo yemvunulo lehlukahlukene, emagebesha – lelikhomba umjeka welive, lelinye litobhalwa ligama lelive, emajobo – kusho kutsi akhiwe ngasiphi silwane, indlamu, sidvwaba
- Kungumalini ngakunyengakunye lokukhangiswako
- Kuyini loko lokukhangiswako/ ligama lako
- Kusebente lulwimi lokukhangisa, tsenga kubili utfole kunye mahhala
- Ligama lesitolo
- Kulayela/ sitfolakalaphi
- Icala/ imphelelanini indali
- Kuvulwa kuvalwe ngabani sikhatsi
- Tinombolo telucingo longalutsintsa/ liposi lembane
- Imininingwane yekubhadala nge *internet*

Umbuto 2 - Emaminitsi

- Akube nesihloko
- Akunakwe kumiswa kawo
- Lusuku, indzawo, sikhatsi
- Luhla lwalebebakhona, labacolisa, labebangekho (banikwe emabito netigaba tabo)
- Kuvulwa kwemhlangano
- Kufundvwa kwemaminitsi
- Kwemukelwa kwemaminitsi/ Imivuka
- Tindzaba letinsha:
 - Tipho tini labawuphiwa tona labo labaswele
 - Titawutfolakala kanjani letipho? (tinhlango letingacelwa tinikele, kucokelela timali ngekwenza lokutsite khona esikolweni)
 - Bobani labangakhetfwa kuhamba baye lapho kwentiwa ticelo khona
 - Lutabanini lona, kuphi njalo njalo.
 - Ngubani simenywa lesicavile salolusuku

Lusuku lwemhlangano lolandzelako

Kuvalwa kwemhlangano

kusayina

Umbuto 3 - Incwadzi yemsebenti

Emakheli mabili
Sibingelelo

Sihloko sencwadzi

Tindlela tekukhinyabeteka kwemvelo

- Kugawulwa tihlahla tingahlanyelwa
- Kushishwa kwemahlatsi/ tiganga sinome kanjani noma nini
- Kulahlwa kwetibi letifaka emaphepha nalokunye noma ngukuphi
- Kungcoliswa kwemanti emifula nemadamu takhamuti noma tinkampani letitsite
- Kubhunyiswa kwentfutfu nemishini leyenta imikhicito letsite
- Kuhanjiswa/ kudliswa kwemfuyo leningi endzaweni yinye kubange tindvonga (kugedvuka kwemhlaba nalokunye) kungashintji indlela yekulima
- Kulahlwa kwemanabukeli lamaplastiki etigangeni/ emifuleni

Esiphetfweni:

Umfundzi angacela lusito kulenhlango itobafundzisa ngekugcinwa nekongiwa kwemvelo.

Umbuto 4 - Simemo

- Akube nesihloko
- Akuvele umlayeto lovetako kutsi umema bani ukuphi
- Sikhatsi, indzawo, tinombolo telucingo
- Umdvwebo
- Luhlelo
 - Umphatsi luhlelo
 - Kuvulwa ngemthandazo
 - Kumukwelwa kwetimenywa
 - Imidlalo yekunandzisa
 - Sikhulumi lesicavile
 - Kuklonyeliswa kwetakhamuti
 - Emavi ekubonga lachamuka kulabaklonyelisiwe
 - Umthandazo wekuvala
- Lokuya entfunjini