First Language SiSwati

# EGCSE

Eswatini General Certificate of Secondary Education



# Syllabus

For Examination in 2027-2029

## Changes in the 2027 - 2029 First Language SiSwati Syllabus 6870

**Paper 2**

- Remove Question 2 (b) because the skills tested in this question are also tested in Paper 1.
- Structure of the paper to change after effecting this change:
  - Question 1 - 20 marks (addition of 5 marks)
  - Question 2 - 15 marks (addition of 5 marks)
  - Question 3 - 15 marks (no change in the mark allocation but now all questions shall be based on either of the two texts / fully text-based question)
  - Question 4 - 20 marks (addition of 5 marks. General Grammar)

**Paper 3**

- **Section A**

  **Prose: Short Stories**
  - ***Khulumani Sive*** by Zodwa Motsa changes to ***Litsafa*** by Siphiwe Sithole

  The list of short stories to change
  1. Simbamgodzi – Sabelo Dlomo
  2. Tfutfuka Dvoye – Vamsile Ginindza Mavimbela
  3. Livolovolo Lelithulile – Sabelo Dlomo
  4. Sigcoko – Sandile Masondo
  5. Ayitimbeli – Thokozani Dlamini
  6. Tetsembiso Tengunaphakadze – Duduzile N. Mhlongo
  7. Engojeni – Thokozani F. Dlamini
  8. Litfuba Lesibili – Gcebile Glory Vilakati
  9. Walala Angalele – Zamanhlane Masuku-Phakathi
  10. Malukatana Mbumbulu – Tengetile Mbingo
  11. Lifindvo Efindvweni – Thembekile Nobusika Msibi
  12. Atibuye Emasisweni – Duduzile N. Mhlongo

**CONTENTS** Page

Eswatini General Certificate of Secondary Education 3
Introduction 5
Aims 5
Assessment Objectives 6
Specification Grid 6
Assessment 7
Scheme of Assessment 7
Weighting of Papers 9
Curriculum Content 10
Grade Descriptions 13
Appendix: Set Texts 14
Rubrics 15

## ESWATINI GENERAL CERTIFICATE OF SECONDARY EDUCATION

### Broad Guidelines

The Ministry of Education and Training is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 4 – Grade 10 and Form 5 – Grade 11) so that at the completion of secondary education, learners will be equipped to meet the changing needs of the Nation, and have attained internationally acceptable standards.

### Eswatini's National Education Policy Directives

EGCSE syllabuses for studies in Form 4 and Form 5 (Grade 10 and Grade 11) will individually, and collectively, enable learners to develop **essential skills** and provide a broad **learning experience** which

- inculcates values and attitudes as well as knowledge and understanding;
- encourages respect for human rights and freedom of speech;
- respects the values and beliefs of others, relating to issues of gender, culture and religion;
- develops desirable attitudes and behaviour towards the environment;
- provides insight and understanding of global issues which affect quality of life in Eswatini and elsewhere, e.g., the AIDS pandemic; global warming; misdistribution of wealth; and technological advances.

### The National Curriculum for Form 4 and Form 5 (Grade 10 and Grade 11)

Learners will be given opportunities to develop essential skills which will overlap across the entire range of subjects studied. These skills are listed below.

- Communication and language skills
- Numeracy skills: mathematical ideas, techniques and applications
- Problem-solving skills
- Technological awareness and applications
- Critical thinking skills
- Work and study skills
- Independent learning
- Working with others

To develop these skills, learners are offered **five compulsory subjects** and at least **three elective subjects** chosen from one or more Field of Study.

### Compulsory Subjects

- SiSwati – either First Language or Second Language
- English Language
- Mathematics
- Science
- Religious Education

### Fields of Study

- Agriculture Field of Study
- Business Studies Field of Study
- Consumer Science Field of Study
- Social Sciences and Humanities Field of Study
- Technical Field of Study

## INTRODUCTION

The Eswatini General Certificate of Secondary Education (EGCSE) syllabuses are designed as two-year courses for examination in Form 5 (Grade 11). The rationale for First Language SiSwati is based on siSwati being one of the official languages of Eswatini, the other being English. The syllabus aims to develop competence in the use of the siSwati language and an understanding of siSwati literature and culture. It provides the siSwati language skills necessary for employment, the world of work and life in general. In addition, it enables learners to proceed to further qualification.

The syllabus aims to encourage learners to enjoy and appreciate the variety of the siSwati language and to enable them to communicate accurately, appropriately and effectively in writing. As part of the course learners will study Modern Literature, Traditional Literature and Culture with the aim of enabling them to enjoy the experience of reading literature and to understand and respond to a variety of literary texts.

All EGCSE syllabuses follow a general pattern. The main sections are:
Aims
Assessment
Objectives
Assessment
Curriculum
Content

## AIMS

The aims of the syllabus are the same for all learners. These aims are set out below and describe the educational purposes of a course in First Language SiSwati for the EGCSE Examination. They are not listed in order of priority.

The aims are to enable learners to:

1. use standard siSwati to communicate accurately, appropriately and effectively in writing;
2. understand and respond appropriately to what they read and experience;
3. enjoy and appreciate the variety of the siSwati language;
4. develop self-esteem, confidence, pride and appreciation of the national cultural heritage;
5. develop knowledge of cultural practices and their implications;
6. develop a culture of critical reading;
7. complement other areas of study by developing skills of a more general application - drawing of inferences, ordering of facts, presentation of opinion, detection of bias;
8. promote personal development and understanding of themselves and others.

## ASSESSMENT OBJECTIVES

A description of each of the Assessment Objectives in First Language SiSwati follows.

Learners are assessed on their ability to:

1. express ideas, facts and opinions clearly and effectively using a range of appropriate vocabulary;
2. understand and convey information;
3. handle spelling, punctuation and grammar accurately;
4. understand, order and present facts, ideas and opinions;
5. evaluate information and select what is relevant to specific purposes;
6. show a sense of audience and awareness of style in both formal and informal situations of their own and others' making;
7. recognise and appreciate ways in which writers use language;
8. recognise and appreciate other ways in which writers achieve their effects (e.g., characterisation);
9. respond to text critically, sensitively and in detail;
10. use textual evidence to illustrate and support points of view;
11. recognise and respond to linguistic devices, grammatical features;
12. show creativity and persuasiveness in their writing;
13. demonstrate a clear control over internal cohesion and overall coherence in continuous prose writing;
14. communicate a sensitive and informed personal response to what is read.
15. recognise and respond to literary features (e.g., similes, metaphors, interjection, etc.).

**Specification Grid**

| Objectives / Paper | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | | |
| 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |

## PRIOR KNOWLEDGE

Learners who are eligible to study EGCSE First Language SiSwati (6870) must have successfully completed the Eswatini Junior Certificate (JC) of Secondary qualification or its equivalent.

## RECOGNITION AND PROGRESSION

The EGCSE Qualification is recognised by local universities and colleges, and some institutions outside Eswatini. The EGCSE First Language SiSwati syllabus content gives learners a solid foundation for further study. Candidates who achieve grades A* to C are well prepared to enter universities locally and in some other countries to pursue a wide range of courses. Some candidates increase their chances of acceptance in universities outside Eswatini.

## ASSESSMENT

### Scheme of Assessment

**All papers are compulsory**. Candidates must enter for Papers 1 (Continuous Writing), 2 (Reading, Summary and Grammar) and 3 (Literature and Culture) and are eligible for the award of Grades A* to G.

A description of the papers follows:

**Paper 1 Continuous Writing** (1 hour 30 minutes) consisting of 50 marks.

**Section A: Free Composition (30 marks)**

**Assessment objectives: 1, 2, 3, 4, 5, 6, 11, 12 and 13.**

Candidates will be required to write **one** essay from a choice of **three** topics. The essay should be approximately 300 - 400 words of continuous prose.

Candidates may be required to write either an **argumentative, discursive**, **expository, factual, descriptive or narrative** piece.

Candidates will receive up to 15 marks for content (relevance and development of ideas) and up to 15 marks for language (style and accuracy).

**Section B: Situational Composition (20 marks)**

**Assessment objectives: 1, 2, 3, 4, 6, 11, 12 and 13.**

Candidates will be given **one** topic to write an essay of approximately 150-200 words of continuous prose in response to a short stimulus and/ or a short prompt. A purpose, format and audience for the writing will be specified.

They may be required to write on any of the following: Formal letter, all types of report, speech, article (newspaper, magazine), diary and dialogue.

Candidates will receive up to 10 marks for content (relevance and development) and up to 10 marks for language (style and accuracy).

**Paper 2 Reading, Summary and Grammar** (2 hours) consisting of 70 marks.

**Section A: Reading and Summary (35 marks)**

**Question 1: Reading Comprehension (20 marks)**

**Assessment Objectives: 1, 2, 3, 4, 5, 7, 8, 9, 10 and 14.**

A reading exercise based on a passage of about **500-600** words in which candidates will be required to answer a series of questions testing more detailed comprehension.

The text may take one of the following forms but not limited to: narrative, dialogue, letter, newspaper or magazine articles. The text may be original or adapted from newspaper or magazine articles, novels, dramas and short stories.

**Question 2: Summary (15 marks)**

**Summary Assessment Objectives: 1, 2, 3, 4, 5, 6, 8, 9, and 10.**

A reading exercise based on a passage of about **550-650** words. The passage may be an original text which may be a narrative, informative, factual, descriptive type. Texts may also be adapted from newspaper or magazine articles, novels dramas and short stories.

Candidates will be required to respond to one task:
Task one is a summary question (15 marks). The candidates' response should be between **90-120** words.
Candidates will receive up to 10 marks for points and up to 5 marks for summary skills. Candidates answer a selective summary using their own words as far as possible.

**Section B: Grammar (35 marks) Assessment Objectives: 3 and 11**

Candidates will answer **two** questions. The questions will be testing their understanding of grammatical formation and its usage.

**Question 3: (15 marks)** questions will be based on extracts from one of the reading passages in question 1 and 2 to assess grammar in context.

**Question 4: (20 marks)** This question will not be based on the passages but will have general questions on grammar.

**Paper 3 Literature and Culture** (2 hours) consisting of 80 marks. This Paper consists of two sections.

**Section A: Modern Literature (60 marks)**

**Assessment objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 and 15**

In this section candidates are expected to answer **all three questions**. **Question 1** will be on **Poetry**. The other two questions will be taken from either Short Stories, Novel or Drama. Depending on the nature of questions, set question can either have a stimulus / short prompt or not. Note that in this section there will always be an essay question. Each question will be worth 20 marks.

Candidates will be tested on their ability to discuss features of the literary text. They will be required to provide a critical interpretation of aspects of a set poem drawing on literary skills, personal response and experience. There will be context-based questions as well as essay questions. The questions will deal with content and personal responses to matters such as character, setting, theme, style and language usage.

**Section B: Traditional Literature and Culture (20 marks)**

**Assessment objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 and 15**

This section consists of two questions. Candidates are expected to answer only **one** question. Each of the two questions will entail both **Traditional Literature** as well as **Culture,** based on a 50/50 scale. The following is the distribution of marks and structure of the sub-questions:

- 5 marks – proverbs / idioms – Part **(a)**
- 5 marks – traditional poetry – Part **(b)**
- 10 marks – culture based on one topic or related topics – Part **(c)**

**Candidates will be tested on their ability to analyse, evaluate and trace the development of cultural practices in their communities, excluding the modern literature poetic devices analysis. They will also be required to evaluate, analyse and trace the historical background in traditional literary works including usage of proverbs and idioms.**

**Weighting of Papers**

| Paper | Weighting |
|---|---|
| 1 | 25% |
| 2 | 35% |
| 3 | 40% |

**CURRICULUM CONTENT**

Learners will study all topics in the Curriculum Content outlined below. The main topic areas and concepts are indicated in **bold**. The left-hand column provides details of the general objectives of the topic and the right-hand column provides details of the competencies.

Appropriate teaching time for the First Language SiSwati syllabus should be equivalent to six (6) periods of forty (40) minutes each over a period of sixty (60) weeks/cycles.

| **TOPIC: LANGUAGE SKILLS AND USAGE – Reading and Writing** | |
|---|---|
| **GENERAL OBJECTIVES**<br>All learners will:<br><br>- develop a culture of reading for varying purposes using a range of reading techniques to effectively analyse text.<br><br>- use standard siSwati to develop creative writing skills for various forms of writing.<br><br>- critically interpret instructions and other forms of stimuli. | **COMPETENCIES**<br>All learners should be able to:<br><br>• read critically and respond to materials written in siSwati;<br>• create original work in all writing;<br>• detect that a particular instruction has a certain effect/outcome or result;<br>• evaluate information and select what is relevant to specific purposes;<br>• use material appropriately for various purposes;<br>• critically interpret instructions and other forms of stimuli;<br>• give precise written responses in standard siSwati;<br>• make inferences on what is read or seen;<br>• show sensitivity to a particular audience or situation;<br>• demonstrate competency in punctuation and spelling;<br>• write accurate complex sentences;<br>• employ varied sentence structure;<br>• write in well-constructed paragraphs;<br>• appropriately use synonyms, antonyms, homonyms, homophones and puns to determine meaning of given text;<br>• analyse, interpret and appreciate the use of language in a text to achieve effect. |
| **TOPIC: GRAMMAR – Nouns, Pronouns, Qualificatives, Verbs, Adverbs, Interjection and Idiophones** | |
| **GENERAL OBJECTIVES**<br>All learners will:<br><br>- use linguistic and structural devices to achieve desired effects in varying types of presentation.<br><br>- use syntactic and semantic devices to unravel meaning. | **COMPETENCIES**<br>All learners should be able to:<br><br>• identify, form and use appropriately – nouns, pronouns, qualificatives, verbs, verbal extensions, verbal moods, adverbs, interjection and idiophones;<br>• classify nouns, pronouns, qualificatives, verbs, verbal moods, verbal extensions, adverbs, interjection and idiophone;<br>• identify formatives in a given word;<br>• use of formatives accordingly. |

**TOPIC: MODERN LITERATURE – Short Stories, Novel, Drama, Poetry**

**TOPIC: TRADITIONAL LITERATURE – Songs, Traditional Poems, Family/Clan Praises, Proverbs, Idioms**

**GENERAL OBJECTIVES**

All learners will:

- examine individual features of literary works in depth and in detail.

- show understanding of the purpose of writing, the author's attitude and style.

**COMPETENCIES**

All learners should be able to

- show the overall understanding of the literary text;
- summarise, explain, interpret, analyse and evaluate an extract from a text;
- determine the author's implicit attitude;
- compare and contrast the thematic approaches in short stories and poems of same / different authors;
- analyse, interpret and appreciate the use of language by different authors to achieve effect;
- appreciate and analyse the development of a plot in a literary text;
- explore the different techniques used in the development of the short story, novel, drama and poetry;
- form, trace, interpret, and use proverbs / idioms;
- trace, discuss, interpret and critically analyse the history, societal value, message conveyed, mood, effects and background of the formation of traditional poems.

**Family Praise Names**

- Tfwala
- Motsa
- Mnisi
- Matsebula
- Nkhosi cluster

**Songs**

- Wangiphatsa kwaze kwasa
- Nguye yedvwa kabo
- Ngilamleleni nans' ingwe
- OkaNdaba udulile
- Ngibashiya balele bontsanga
- Yela zungeleza
- Mnikeni lelihawu lakhe
- Ncono ninike tsine amajobo
- YeMsheshelegwane
- Mswati III
- Sobhuza II
- Reigning Indlovukati (Queen Mother)

**Praise Names**

- Mswati III
- Sobhuza II
- Reigning Indlovukati (Queen Mother)

**Note that under this part traditional poems (songs, family praise names and praise names) may be treated as unseen texts. No set text is allowed in the examination.**

| **TOPIC: CULTURE- Traditional Ceremonies, Cultural Practices, and Indigenous Foods** | |
|---|---|
| **GENERAL OBJECTIVES**<br>All learners will:<br>- analyse and critically evaluate their culture.<br>- trace the development of cultural practices in their communities | **COMPETENCIES**<br>All learners should be able to:<br>• describe, analyse and critically evaluate traditional ceremonies and cultural practices;<br>• identify and explain the changes and their impact on traditional ceremonies and cultural practices;<br>• devise strategies for ensuring the protection and conservation of traditional ceremonies and cultural practices;<br>• identify and describe different types of indigenous foods and their medicinal value;<br>• describe and account for changes and their impact on indigenous foods;<br>• critically analyse challenges threatening traditional ceremonies, cultural practices and indigenous foods. |

## GRADE DESCRIPTIONS

The scheme of assessment is intended to encourage positive achievement by all candidates. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend on the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

Criteria for the standard of achievement likely to have been shown by candidates awarded Grades A, C and F are shown below.

**A Grade A candidate has demonstrated expertise in:**

- understanding and conveying information and ideas at both a straightforward and a complex level;
- understanding facts, ideas and opinions and ordering and presenting them with clarity and accuracy;
- evaluating material from texts and selecting and presenting in detail what is relevant for specific purposes;
- describing and reflecting upon experience and detailing and analysing effectively what is felt and imagined;
- recognising implicit meaning and attitude of a writer and inferring meaning from words, phrases and figurative language;
- showing a clear sense of audience and an understanding of appropriate uses of language;
- writing in well-constructed paragraphs, using a full range of appropriate sentence structure and showing accuracy in spelling, punctuation and grammar.

**A Grade C candidate has demonstrated competence in:**

- understanding and conveying information and ideas at both a simple and at a more complex level;
- understanding basic facts, ideas and opinions and presenting them with a degree of clarity and accuracy;
- evaluating material from texts and selecting what is relevant for specific purposes;
- describing and reflecting upon experience and expressing effectively what is felt and imagined;
- recognising the more obvious implicit meanings and attitudes of a writer and inferring meaning from words, phrases and figurative language;
- showing a sense of audience and an awareness of appropriate uses of language;
- writing in paragraphs, using sentences of varied kinds and exercising care over spelling, punctuation and grammar.

**A Grade E candidate has demonstrated competence in:**

- understanding and conveying information at a straightforward level;
- understanding basic facts, ideas and opinions and presenting them with a degree of coherence;
- selecting material from texts and commenting on it at a basic level;
- describing experience in concrete terms and expressing intelligibly what is felt and imagined;
- recognising clear meaning and explicit attitudes of a writer;
- showing awareness that language is used in different ways in different circumstances;
- writing at least in single sentences – weaknesses in spelling, punctuation and grammar will not seriously impair communication.

## SET TEXTS

The following set texts for Paper 3 will be examined in 2027 - 2029.

**1. Poetry: *Sabalala Misebe*** Bahleli: T. Msibi – Dr H.D.T. Magagula – ISBN: 9780797801882

| Author | Title of the Poem |
|---|---|
| 1. Dr H.D.T.Magagula | *Khuluma Sive Tata* |
| 2. J.P. Shongwe | *Libhubesi* |
| 3. T. Msibi | *UNISWA Lomalundzalundza* |
| 4. V. M. Magongo | *Mahlosane* |
| 5. Sarah Mkhonza | *Ngibuka Tintsaba TeLubombo* |
| 6. J. P. Shongwe | *Umfula iNkomanzi* |
| 7. C. Hlophe | *Washikitela Mfati* |
| 8. S. Magagula | *Inhlonhla Yemandla Etfu* |
| 9. C. M. Fakadze | *Sochaka* |
| 10. C. B. Hlophe | *Sikhutsali Semhlaba* |
| 11. L. Mhlanga | *Phuma Sikutekile* |
| 12. C. Hlophe | *Mthunukeni* |
| 13. L. X. Zwane | *Kwembulwa Kuyembeswa* |
| 14. J.P. Shongwe | *Lwimi Lwami ungangishiyi* |
| 15. V.M. Magongo | *Ungumlilo* |

**2. Short Stories: *Litsafa*** – Umhleli Siphiwe Sithole – ISBN: 9780797804791

| Author | Title of the short story |
|---|---|
| 1. Sabelo Dlomo | *Simbamgodzi* |
| 2. Vamsile Ginindza Mavimbela | *Tfutfuka Dvoye* |
| 3. Sabelo Dlomo | *Livolovolo Lelithulile* |
| 4. Sandile Masondo | *Sigcoko* |
| 5. Thokozani Dlamini | *Ayitimbeli* |
| 6. Duduzile N. Mhlongo | *Tetsembiso Tengunaphakadze* |
| 7. Thokozani F. Dlamini | *Engojeni* |
| 8. Gcebile Glory Vilakati | *Litfuba Lesibili* |
| 9. Zamanhlane Masuku Phakathi | *Walala Angalele* |
| 10. Tengetile Mbingo | *Malukatana Mbumbulu* |
| 11. Thembekile Nobusika Msibi | *Lifindvo Efindvweni* |
| 12. Duduzile N. Mhlongo | *Atibuye Emasisweni* |

**3. Drama**
*Kubindza Akunakuthula* – Modison Salayedvwa Magagula – ISBN: 9781852220655

**4. Novel**
*UmSamaliya Lolungile* – Betty Sibongile Dlamini – ISBN: 9780900364730

**Support Material**

The following list of resources can be used to support the teaching of the syllabus, but other resources are available;

1. Umtfombo wesiSwati 4 – Dlamini (et al.) – 9780853209621
2. Asibhale – Kunene, Nkomo and Sikhondze – 9780797801882
3. Giya Sigiye – Thembi Vilakati and Thembekile Msibi – ISBN: 9780797827929

**Supporting Teachers**

This course provides the following resources available in www.examscouncil.org.sz:

1. Teaching resources: syllabus
2. Exam preparation resources: question papers, examination reports

## GENERAL CRITERIA FOR MARKING SECTION A
## INDLELA YEKUHLOLA KUBHALWA KWENDZABA – 30 EMAMAKI

| 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 | **Highly effective:**<br>• ***Relevance:*** Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.<br>• ***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 | **Fluent:**<br>• ***Style:*** Ease of style. Confident and wide-ranging use of language, idioms and tenses.<br>• ***Accuracy:*** No or very few errors. Well-constructed and linked paragraphs. |
| 9 – 11 | **Effective:**<br>• ***Relevance:*** Fulfils the task, with appropriate register and good sense of purpose and audience.<br>• ***Development of ideas:*** Ideas are well developed and at appropriate length. Engages reader's interest. | 9-11 | **Precise:**<br>• ***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.<br>• ***Accuracy:*** Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate. |
| 6 - 8 | **Satisfactory:**<br>• ***Relevance:*** Fulfils 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.<br>• ***Development of ideas:*** Material is satisfactorily developed at appropriate length. | 6 - 8 | **Safe:**<br>• ***Style:*** Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.<br>• ***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 | **Partly relevant:**<br>• ***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.<br>• ***Development of ideas:*** Supplies some detail and explanation, but the effect is incomplete. Some repetition. | 3 - 5 | **Errors intrude:**<br>• ***Style:*** Simple structures and vocabulary.<br>• ***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. |
| 0 - 2 | ***Little relevance:***<br>• 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 | ***Hard to understand:***<br>• Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of SiSwati writing. Paragraphs absent or inconsistent. |

## GENERAL CRITERIA FOR MARKING SECTION B

## INDLELA YEKUHLOLA KUBHALWA KWENKHULUMISWANO – 20 EMAMAKI

| 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** | **Highly effective:**<br><br>* ***Relevance:*** Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.<br>* ***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** | **Fluent:**<br><br>* ***Style:*** Ease of style. Confident and wide-ranging use of language, idioms and tenses.<br>* ***Accuracy:*** No or very few errors. Well-constructed and linked paragraphs. |
| **7 - 8** | **Effective:**<br><br>* ***Relevance:*** Fulfils the task, with appropriate register and good sense of purpose and audience.<br>* ***Development of ideas:*** Ideas are well developed and at appropriate length. Engages reader's interest. | **7- 8** | **Precise:**<br><br>* ***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.<br>* ***Accuracy:*** Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate. |
| **5 - 6** | **Satisfactory:**<br><br>* ***Relevance:*** Fulfils 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.<br>* ***Development of ideas:*** Material is satisfactorily developed at appropriate length. | **5 - 6** | **Safe:**<br><br>* ***Style:*** Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.<br>* ***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** | **Partly relevant:**<br><br>* ***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.<br>* ***Development of ideas:*** Supplies some detail and explanation, but the effect is incomplete. Some repetition. | **3 - 4** | **Errors intrude:**<br><br>* ***Style:*** Simple structures and vocabulary.<br>* ***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. |
| **0 - 2** | ***Little relevance:***<br><br>* 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** | ***Hard to understand:***<br><br>* Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of SiSwati writing. Paragraphs absent or inconsistent. |