Examination Report

Siswati

207

JC

2025

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Paper 207/01

Key messages

- Paper 1 is a continuous writing paper that assesses candidates' creative ability to come up with something new or fresh, expressing imagination and originality. It develops learners' skills of writing; expressing ideas, thoughts, feelings, viewpoints, observations, and experiences in an organized and systematic way, using precise and appropriate vocabulary in writing various forms of compositions (develop their communicative competence in the siSwati language).
- Beyond expressing ideas, candidates should further develop them into meaningful and comprehensive writing; present the idea/lodge a claim, support, refine and give evidence, critically analyze, synthesize and evaluate.
- The choice of creative essays must be diverse and interdisciplinary (cover a wide range of topics from different settings).
- The creative writing essays come in a variety of form/style/ structure. Section A covers topics under the free writing style ranging from; narrative/descriptive, imaginative/informative and discursive/argumentative. Section B covers topics under situational writing, formal and informal letters, minutes and a dialogue.

General comments

The total number of candidates who sat for this component in 2025 was 17390, which showed a slight increase from the 2024 candidature which was 16561. Most of the candidates scored between 8 and 20 out of 35 marks. The lowest score was 0 and the highest was 28.

The observation was that most candidates were unable to make their claims let alone support them with evidence. Candidates were unable to generate ideas and thoughtfully develop, review, and improve them. It is recommended that candidates be exposed to higher order thinking skills of analysis, synthesis and evaluation of their creative ideas to produce original and coherent writing.

Planning is very important in continuous writing. Candidates are to organize their essays in terms of question analysis, brainstorming, organization of viewpoints, paragraph development, and observation of punctuation and correct spelling as well as adherence to the required length. Most essays displayed deficiency in terms of planning. Though candidates' responses proved that they were able to analyze and understand the questions, they failed to develop their ideas to the required standard. The required length for Sections A and B is 150 – 200 words.

Many candidates produced essays at reasonable length and very few candidates produced too short and lengthy essays. The observation was that most candidates' paragraphs were not fully developed. Additionally, most candidates could not come up with valid and reasonable thoughts for all the questions thus impacting negatively into their performance or achievement.

Candidates' failure to observe conventions regarding paragraphing resulted in the production of shoddy work. This problem emanated from language mechanics that proved to be a barrier. These include sentence variations, inappropriate tenses, lack of precise vocabulary, failure to contextualize siSwati proverbs and idioms, borrowing indigenous siSwati words from English language and grammatical rules such as improper use of subject-verb agreement.

There were also many instances of learners' misplacement of '*ts*' to avoid the Shiselweni (Zunda/Thithiza) dialect. This appeared mostly in words like '*ematsayela*', *umtsantazo*' and others.

Above average candidates displayed creative abilities were able to present facts and ideas while embracing higher order thinking skills of critical analysis, synthesis and evaluation. They further observed language mechanics, proper sentence construction, paragraphing inter alia**.**

Comments on Specific Questions

Sicephu A: Indzaba

Umbuto 1

Lisiko lesiSwati lengilitsandzako. Bhala indzaba lechazako. [20]

This was a descriptive composition question, second popular, and was poorly done. Candidates were expected to describe in detail one favourite emaSwati cultural ceremony. The question required candidates to employ a variety of descriptive words and expressions that will paint a vivid picture of the ceremony. Key points include: what is the cultural ceremony? Who

are the role players and attendants? Where and how is the ceremony performed? That is, mentioning the stages involved chronologically. The key word for this question was '*lisiko*.' It further demanded candidates to give the significance of the cultural ceremony, the traditional attire worn, the time / season it is done, other rituals associated with it and mention why the candidate enjoys it.

Some essays showed that the candidates were writing out of personal experiences or exposure to some cultural ceremonies like *umhlanga, lusekwane, kubutseka, umtsimba* making it easier to capture the cultural activity in detail. Such an experience was useful especially for candidates who chose a cultural ceremony that is not covered in their JC syllabus. It also enabled them to answer the part of why they enjoy it with flair as they had first-hand experience.

Candidates who scored higher marks were able to describe one emaSwati cultural activity vividly using appropriate jargon for each cultural activity. For example, '*tekondza*' when describing *umcwasho*, '*umbhabhatiso'* when describing *kubutseka*. They showed creativity when giving information about the chosen cultural activity and used expressions that painted a vivid picture of the ceremony. These candidates were able to identify one cultural ceremony and clearly described how it is done. This was achieved through well-developed paragraphs containing one main or linking ideas. They were able to display first language competence, and wide-ranging use of language throughout without leaving any stone unturned. Their conclusions seemed to suggest that cultural ceremonies are of paramount importance in the country. It is worth noting that candidates of this nature were only a handful.

Average scoring candidates failed to articulate how the cultural ceremony is done, they focused mainly on the benefits of the cultural ceremony. Other than that, their essays lacked cohesion and coherence as they failed to describe, organise and develop their ideas.

Those who scored lower marks failed to understand what a cultural ceremony is. They described activities done in cultural ceremonies such as *sibhaca, ummiso, ingadla* to mention just a few. The expectation was that candidates should describe cultural ceremonies such as umtsimba, incwala, bayeni inter alia. Some described many cultural activities in their essays, yet the question required them to write about one. Others were writing about culture days which in turn made them to fail because in culture days, an array of cultural ceremonies is rehearsed. This made their compositions irrelevant resulting to below average scores. Some idioms were misplaced, that is, candidates used them for the sake of using them than to aid understanding or serve a specific purpose. Few candidates did not understand the nature of the question at all and ended up writing narrative essays.

Umbuto 2

Bhala indzaba lenika lwati ngebuhle nebubi bemphucuko eveni. [20]

This was an informative type of composition, and it was the least popular. Candidates were expected to write about the advantages and disadvantages of civilisation / development in the country without taking a stand. It was mandatory for candidates to discuss both sides of the coin pertaining civilisation. Those who attempted the question performed well. A number of candidates articulated the changes brought by civilisation nowadays as compared to the olden days. They further understood that there is no rose without thorns hence they also touched on the disadvantages of civilisation.

Among other things, some were able to appreciate the benefits associated with the advent of human rights which has ensured equality in life and opportunities in terms of education, marriage and the workplace. Some lamented the fact that modernity has led to moral decay, nudity and poor social relations as people are always glued to their cell phones, watching stuff that adds no value to their lives. Candidates explained that of some family members hardly talk to each other because their attention is drawn to online communication means.

It was observed that high scoring candidates were those who were able to appreciate civilisation from all walks of life. For example, transport, health, communication, infrastructure development, banking, education and many others. They were able to articulate sound and interesting ideas on both sides of the topic. They presented their ideas and developed them fully by comparing the situation in the past and the present. For example, '*kadzeni bekulinywa ngetinkhabi kantsi nyalo sekulinywa ngetigulumba*.' They also demonstrated ability to use cohesive devices appropriately to commence, join and link sentences and paragraphs.

Below average candidates presented their points without elaborating hence they scored less marks since paragraphs were absent and inconsistent. Others focused on one perspective of the question such as the benefits and ignored the disadvantages.

Umbuto 3

Lengingakwenta kutfutfukisa sikolwa sangakitsi uma ngingaba ngumphatsi sikolwa. Bhala indzaba lecabangako. [20]

This was an imaginative type of composition, and it was the most popular. This question demanded candidates to write on what they could do if they were given an administrative position of being a school head teacher. It required them to display knowledge and demonstrate understanding of the school head teacher's job description and all the stakeholders involved in the effective running of a school.

Candidates who nailed it were able to understand the head teacher's duties. Not only that, but the expectactions of the Ministry of Education and Training, the parents, the community, the teachers, and the learners. These candidates showed understanding of the school culture, laws, policies, and the head teacher's jurisdiction. They were able to state the status quo (the present situation), what they can do to improve the situation, whom to consult for support and funding and how it will help the school to develop. Such candidates did not exaggerate; they were realistic on what they could do given the opportunity. Adding on that, their thinking capabilities showed independence of thought as they were not focusing on development of the school but the community and the country at large. They further understood the need for the head teacher to collaborate with necessary stakeholders like organisations working together with schools, the school committee, the parents, and teachers during implementation of change or progress at the school.

Below average candidates failed to address the question. They showed limited knowledge and understanding of the head teacher's responsibilities as well as those of the relevant stakeholders. This gave their compositions a flat and exaggerated tone, demonstrating insufficient grasp of what they were supposed to write about. For example, some ideas proposed were: 'the head teacher buying buses for learners to take them to and from school,' 'providing meat at the school feeding kitchen' using his / her salary.

Sicephu B: Simondzaba

Umbuto 4

Ungumabhalane wenhlangano lelwa nekusetjentiswa kwetidzakamiva esikolweni sakho. Bhala emaminitsi emhlangano lenibe nawo ngetindlela tekunciphisa kusetjentiswa kwetidzakamiva lapha esikolweni. [15]

Sebentisa letihlokwana letilandzelako:

- **Sihloko**
- **Kuvulwa kwemhlangano**
- **Kufundvwa kwemaminitsi**
- **Imivuka**
- **Tindzaba letinsha**
- **Lokunye lokubalulekile**
- **Umhlangano lolandzelako**

This was a compulsory question where candidates were expected to write minutes. The candidates were supposed to assume the secretary role in a committee of a club that fights against drug and substance abuse in the school. The gist of the meeting was a deliberation on ways of minimising / curbing / reducing the use of drugs and substances in the school. Candidates were expected to display knowledge of the style / format for minutes writing. The anticipation was that the candidates would write on suggested ways of minimising drug and substance abuse at school as discussed during the meeting. Some of the ways candidates could have mentioned are: searching school bags at the gate, installation of cameras, inviting health experts or the police to raise awareness to the learners, reporting drug smugglers to the police, rewarding learners who report drug abusers, monitoring toilets and other awkward places, restricting movements in certain areas, and others.

Above average candidates presented their work in the correct style or format for minutes writing. They were able to use the given sub-topics and fill with relevant information demanded by the question. The candidates were able to come out with sound ways of minimizing drug and substance abuse in school. They also demonstrated understanding that the most important sub-topic in minutes writing is the agenda of the present meeting, that is, '*tindzaba letinsha*.' These candidates showed understanding of the duties of different organisations in schools. They also understood that the meeting was for a committee of learners responsible for drug abuse, not teachers or parents. They also displayed ability to use precise language to express their ideas which improved the content of their work.

Average scoring candidates were those who presented their work in a correct style of minutes writing but failed to outline the ways of minimizing drug and substance abuse discussed during the meeting.

Below average candidates could not adhere to the given sub-topics, even if they did, they failed to give information relevant to the sub-topic. There were those who used the given subtopics as topic sentences, hence they used them to further develop their ideas. Others wrote paragraphs instead of sub-headings and had a meeting for parents or teachers instead of learners. Worse performing candidates were those who could not present the style of the minutes and did not write the agenda of the meeting at all. Their writings also demonstrated lack of understanding of the roles of certain committee members especially the chairperson and the secretary. Hence in some instances the chairperson would read the minutes or the secretary facilitate the start and whole progress of the meeting. There were candidates who misunderstood the tasks and wrote about the effects of drug abuse instead of the strategies of curbing it. Others wrote a letter, dialogue, and a narrative essay instead of minutes.

Recommendations

- More continuous writing exercises should be given to learners.
- Candidates should analyse questions to get the gist/ purpose.
- Sentence construction, paragraphing, paragraph development has to be addressed.
- Spelling and punctuation exercises are encouraged.
- Language and vocabulary development practices are encouraged.
- Terminology / jargon for each type of creative/continuous writing should be practiced.
- Profane language should be discouraged.

Paper 207/02

Key messages

- Comprehension questions require candidates to demonstrate their understanding of the passage not their general knowledge.

- Good summary writing skills entail writing in own words without distorting the ideas in the passage.
- Candidates should adhere to the word limit in summary writing.

General comments

- The work seen by examiners in this series was of variable quality, with a majority of candidates achieving at higher levels whilst a minority achieved at lower levels. This paper comprised of two major sections.

- Section A consisted of two passages that assessed comprehension, summary, and directed writing tasks. Section B was a grammar section. The performance of candidates in this paper was above average although some candidates performed below average.

- Umbuto 1(a)-(f) tested the candidates' reading and comprehension skills. The performance of candidates was average. Umbuto 2(a) which was a summary question, was also fairly done. Many candidates adhered to the summary writing requirements which include punctuations and word length. A majority of candidates utilized the permissible word length, (60-80 words). Candidates' summary skills and responses showed evidence of reading and understanding the passage although some candidates just listed the points instead of writing them continuously. A majority of candidates also failed to use their own words.

- In Umbuto 2(b), the performance was average. Candidates were able to produce the expected directed writing task. They were able to write the dialogue in its correct format.

- Umbuto 3 and Umbuto 4 were grammar questions. The performance of candidates was below average although some candidates performed above average.

Comments on specific questions

Sicephu A: Tivisiso

Umbuto 1

(c) Wakabani unina wa Juba? **[1]**

Expected answer

Waka Nsusha / Nsusha

- LaNsusha
- wakaLaNsusha
- Matsebula

General comment: the question was fairly done. Most candidates gave correct responses.

(c) Endzimeni yesitsatfu khipha umugca lokhomba kutsi Juba bekakhaliphile etifundvweni.

Expected response

Common incorrect responses

- Bekatimisela etifundvweni

General comment: The performance in this question was good. A majority of candidates were able to lift the correct sentence from the passage with only a few candidates who failed to identify the correct sentence.

(c) Bhala yinye inking lebekabhekene nayo unina waJuba emva kwekutsatsa umhlalaphansi.

Expected response

Common incorrect responses

- Wacalwa sifo sematsambo lesamenta wangakhoni kuvukela emakethe njengenhlalayenta.

General comment: This question was fairly done, only a few candidates had difficulty in identifying the correct responses.

(c) Chaza lamagama njengobe asetjentisiwe endzabeni.

(i) nensindzabetjatsi (indzima yekucala)

Expected response

Common incorrect responses

- LaNsusha akabanga nenhlanhla yekutsatfwa
- Besekaphelelwe yimali yakhe yempenisheli
- Umtfwalo umntfwana uwedvwa
- Bulukhuni bekukhulisa Juba

General comment: This question was challenging to most candidates. A majority of candidates failed to simplify the given word as used in the passage.

(ii) Besekabambe emabhabha (indzima yesibili)

Expected response

Common incorrect responses

- Bekafundzisa Juba yedvwa
- Bekafundzisa Juba aphindze acedzele nendlu
- Bekatfwele matima

General comment: This question also proved challenging to most candidates. They were unable to explain the meaning of the phrase as it is used in the passage.

(iii)nesiswenya (indzima yesikhombisa)

Expected response

- Imali lenyenti

Common incorrect responses

- Sikhwama semali
- Sigadla

- Sikhehle
- Sigidzi
- Imadlana lencanyana

General comment: This question was also challenging to most candidates. A majority of candidates failed to give the correct explanation of the word.

(c) Ngekubuka kwakho yini leyabangela Juba kutsi ente konkhe lokwakushiwo ngumnumzane Lubhedze. Sekela ngemaphuzu lamabili.

Expected responses

Common incorrect responses

- Besekabasite kakhulu
- Besekabakhiphe enhluphekweni
- Bekafuna kwenta imali ngalamaswidi

General comment: The performance in this question was below average. A majority of candidates were not able to construct the correct claim, though they gave correct examples from the passage as supports, therefore they failed to score full marks.

(c) UnguJuba emva kwesigwebo sakho enkantolo, mlayeto muni longawendlulisela bontsanga yakho?

Expected response

Common incorrect responses

- Ningabohamba nidla nobe ngabe yiniletsengiswako
- Ngiyacolisa kunitsengisela tidzakamiva, name bengingati nganikwa ngumalume mbumbulu
- Ubotimisela esikolweni utoshintja simo sakini

General comment: Candidates performed below average in this question. They failed to score full mark, even though a majority was able to give the correct claim, they failed to give the reason for the claim and the correct which was Juba ending up in jail. Some candidates used third person instead of first person which was proof that they did not understand the question.

Overall comment: The overall performance for question 1 was above average. A majority of candidates were able to score impressive marks.

Umbuto 2

(a) Bhala sifinyeto lesingaba ngemagama labalelwa ku 60 – 80 ngalokufanele kwentiwe kutiphephisa etingotini tagesi.

Expected responses

General comment

A majority of candidates was able to identify the required summary points. Most candidates demonstrated good summary writing skills by presenting their summaries in a single paragraph, observing required word limit, and punctuations. However, most of the candidates did not attempt using their own words, the minority who did ended up distorting the overall meaning of the point being expressed. Eg. Instead of writing the point, “bangeyami tigodvo tagesi”, they wrote “bangatsintsi tigodvo tagesi” which was related to the first point, “bangatsintsi tintsambo tagesi”.

Some candidates were not presenting the points chronologically as required, and some were not writing the points in full which resulted in loss of marks. Few candidates listed the points using, “kwekucala, kwesibili, kwesitsatfu…” which also led to loss of marks.

The overall performance in this question was impressive, a majority of candidates were able to score above average. This is evidence that candidates have mastered summary writing skills.

Recommendations

It is recommended that candidates be taught to present points chronologically and to write them continuously using appropriate conjunctions instead of using, “Firstly, secondly, etc.”

(b) Wakabani unina wa Juba?

Expected answer

Waka Nsusha / Nsusha

Common incorrect responses

- LaNsusha
- wakaLaNsusha
- Matsebula

General comment: the question was fairly done. Most candidates gave correct responses.

(c) Endzimeni yesitsatfu khipha umugca lokhomba kutsi Juba bekakhaliphile etifundvweni.

Expected response

Common incorrect responses

Bekatimisela etifundvweni

General comment: The performance in this question was good. A majority of candidates were able to lift the correct sentence from the passage with only a few candidates who failed to identify the correct sentence.

(d) Bhala yinye inking lebekabhekene nayo unina waJuba emva kwekutsatsa umhlalaphansi.

Expected response

Common incorrect responses

- Wacalwa sifo sematsambo lesamenta wangakhoni kuvukela emakethe njengenhlalayenta.

General comment: This question was fairly done, only a few candidates had difficulty in identifying the correct responses.

(e) Chaza lamagama njengobe asetjentisiwe endzabeni.

(i) nensindzabetjatsi (indzima yekucala)

Expected response

Common incorrect responses

- LaNsusha akabanga nenhlanhla yekutsatfwa
- Besekaphelelwe yimali yakhe yempenisheli
- Umtfwalo umntfwana uwedvwa
- Bulukhuni bekukhulisa Juba

General comment: This question was challenging to most candidates. A majority of candidates failed to simplify the given word as used in the passage.

(ii) Besekabambe emabhabha (indzima yesibili)

Expected response

Common incorrect responses

- Bekafundzisa Juba yedvwa
- Bekafundzisa Juba aphindze acedzele nendlu
- Bekatfwele matima

General comment: This question also proved challenging to most candidates. They were unable to explain the meaning of the phrase as it is used in the passage.

(iv)nesiswenya (indzima yesikhombisa)

Expected response

Imali lenyenti

Common incorrect responses

- Sikhwama semali
- Sigadla
- Sikhehle
- Sigidzi
- Imadlana lencanyana

General comment: This question was also challenging to most candidates. A majority of candidates failed to give the correct explanation of the word.

(f) Ngekubuka kwakho yini leyabangela Juba kutsi ente konkhe lokwakushiwo ngumnumzane Lubhedze. Sekela ngemaphuzu lamabili.

Expected responses

Common incorrect responses

- Besekabasite kakhulu
- Besekabakhiphe enhluphekweni
- Bekafuna kwenta imali ngalamaswidi

General comment: The performance in this question was below average. A majority of candidates were not able to construct the correct claim, though they gave correct examples from the passage as supports, therefore they failed to score full marks.

(c) UnguJuba emva kwesigwebo sakho enkantolo, mlayeto muni longawendlulisela bontsanga yakho?

Expected response

Common incorrect responses

- Ningabohamba nidla nobe ngabe yiniletsengiswako
- Ngiyacolisa kunitsengisela tidzakamiva, name bengingati nganikwa ngumalume mbumbulu
- Ubotimisela esikolweni utoshintja simo sakini

General comment: Candidates performed below average in this question. They failed to score full mark, even though a majority was able to give the correct claim, they failed to give the reason for the claim and the correct which was Juba ending up in jail. Some candidates used third person instead of first person which was proof that they did not understand the question.

Overall comment: The overall performance for question 1 was above average. A majority of candidates were able to score impressive marks.

Umbuto 2

(a) Bhala sifinyeto lesingaba ngemagama labalelwa ku 60 – 80 ngalokufanele kwentiwe kutiphephisa etingotini tagesi.

Expected responses

General comment: A majority of candidates was able to identify the required summary points. Most candidates demonstrated good summary writing skills by presenting their summaries in a single paragraph, observing required word limit, and punctuations. However, most of the candidates did not attempt using their own words, the minority who did ended up distorting the overall meaning of the point being expressed. Eg. Instead of writing the point, “bangeyami tigodvo tagesi”, they wrote “bangatsintsi tigodvo tagesi” which was related to the first point, “bangatsintsi tintsambo tagesi”.

Some candidates were not presenting the points chronologically as required, and some were not writing the points in full which resulted in loss of marks. Few candidates listed the points using, “kwekucala, kwesibili, kwesitsatfu…” which also led to loss of marks.

The overall performance in this question was impressive, a majority of candidates were able to score above average. This is evidence that candidates have mastered summary writing skills.

Recommendations

It is recommended that candidates be taught to present points chronologically and to write them continuously using appropriate conjunctions instead of using, “Firstly, secondly, etc.”

(a) Wakabani unina wa Juba?

(b) Expected answer

Waka Nsusha / Nsusha

Common incorrect responses

- LaNsusha
- wakaLaNsusha
- Matsebula

General comment: the question was fairly done. Most candidates gave correct responses.

(c) Endzimeni yesitsatfu khipha umugca lokhomba kutsi Juba bekakhaliphile etifundvweni.

Expected response

Common incorrect responses

- Bekatimisela etifundvweni

General comment: The performance in this question was good. A majority of candidates were able to lift the correct sentence from the passage with only a few candidates who failed to identify the correct sentence.

(d) Bhala yinye inking lebekabhekene nayo unina waJuba emva kwekutsatsa umhlalaphansi.

Expected response

Common incorrect responses

- Wacalwa sifo sematsambo lesamenta wangakhoni kuvukela emakethe njengenhlalayenta.

General comment: This question was fairly done, only a few candidates had difficulty in identifying the correct responses.

(e) Chaza lamagama njengobe asetjentisiwe endzabeni.

(c) nensindzabetjatsi (indzima yekucala)

Expected response

Common incorrect responses

- LaNsusha akabanga nenhlanhla yekutsatfwa
- Besekaphelelwe yimali yakhe yempenisheli
- Umtfwalo umntfwana uwedvwa
- Bulukhuni bekukhulisa Juba

General comment: This question was challenging to most candidates. A majority of candidates failed to simplify the given word as used in the passage.

(c) Besekabambe emabhabha (indzima yesibili)

Expected response

Common incorrect responses

- Bekafundzisa Juba yedvwa
- Bekafundzisa Juba aphindze acedzele nendlu
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General comment: This question also proved challenging to most candidates. They were unable to explain the meaning of the phrase as it is used in the passage.

(iii)nesiswenya (indzima yesikhombisa)

Expected response

Imali lenyenti

Common incorrect responses

- Sikhwama semali
- Sigadla
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Expected responses

Common incorrect responses

- Besekabasite kakhulu
- Besekabakhiphe enhluphekweni
- Bekafuna kwenta imali ngalamaswidi

General comment: The performance in this question was below average. A majority of candidates were not able to construct the correct claim, though they gave correct examples from the passage as supports, therefore they failed to score full marks.

(g) UnguJuba emva kwesigwebo sakho enkantolo, mlayeto muni longawendlulisela bontsanga yakho?

Expected response

Common incorrect responses

- Ningabohamba nidla nobe ngabe yiniletsengiswako
- Ngiyacolisa kunitsengisela tidzakamiva, name bengingati nganikwa ngumalume mbumbulu
- Ubotimisela esikolweni utoshintja simo sakini

General comment: Candidates performed below average in this question. They failed to score full mark, even though a majority was able to give the correct claim, they failed to give the reason for the claim and the correct which was Juba ending up in jail. Some candidates used third person instead of first person which was proof that they did not understand the question.

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Umbuto 2

(a) Bhala sifinyeto lesingaba ngemagama labalelwa ku 60 – 80 ngalokufanele kwentiwe kutiphephisa etingotini tagesi.

Expected responses

General comment: A majority of candidates was able to identify the required summary points. Most candidates demonstrated good summary writing skills by presenting their summaries in a single paragraph, observing required word limit, and punctuations. However, most of the candidates did not attempt using their own words, the minority who did ended up distorting the overall meaning of the point being expressed. Eg. Instead of writing the point, “bangeyami tigodvo tagesi”, they wrote “bangatsintsi tigodvo tagesi” which was related to the first point, “bangatsintsi tintsambo tagesi”.
Some candidates were not presenting the points chronologically as required, and some were not writing the points in full which resulted in loss of marks. Few candidates listed the points using, “kwekucala, kwesibili, kwesitsatfu…” which also led to loss of marks.

The overall performance in this question was impressive, a majority of candidates were able to score above average. This is evidence that candidates have mastered summary writing skills.

Recommendations

It is recommended that candidates be taught to present points chronologically and to write them continuously using appropriate conjunctions instead of using, “Firstly, secondly, etc.”

(b) Wakabani unina wa Juba?

Expected answer

Waka Nsusha / Nsusha

Common incorrect responses

- LaNsusha
- wakaLaNsusha
- Matsebula

General comment: the question was fairly done. Most candidates gave correct responses.

(c) Endzimeni yesitsatfu khipha umugca lokhomba kutsi Juba bekakhaliphile etifundvweni.

Expected response

Common incorrect responses

- Bekatimisela etifundvweni

General comment: The performance in this question was good. A majority of candidates were able to lift the correct sentence from the passage with only a few candidates who failed to identify the correct sentence.

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Expected response

Common incorrect responses

- Wacalwa sifo sematsambo lesamenta wangakhoni kuvukela emakethe njengenhlalayenta.

General comment: This question was fairly done, only a few candidates had difficulty in identifying the correct responses.

(e) Chaza lamagama njengobe asetjentisiwe endzabeni.

(i) nensindzabetjatsi (indzima yekucala)

Expected response

Common incorrect responses

- LaNsusha akabanga nenhlanhla yekutsatfwa
- Besekaphelelwe yimali yakhe yempenisheli
- Umtfwalo umntfwana uwedvwa
- Bulukhuni bekukhulisa Juba

General comment: This question was challenging to most candidates. A majority of candidates failed to simplify the given word as used in the passage.

(ii) Besekabambe emabhabha (indzima yesibili)

Expected response

Common incorrect responses

- Bekafundzisa Juba yedvwa
- Bekafundzisa Juba aphindze acedzele nendlu
- Bekatfwele matima

General comment: This question also proved challenging to most candidates. They were unable to explain the meaning of the phrase as it is used in the passage.

(iii)nesiswenya (indzima yesikhombisa)

Expected response

Imali lenyenti

Common incorrect responses

- Sikhwama semali
- Sigadla
- Sikhehle
- Sigidzi
- Imadlana lencanyana

General comment: This question was also challenging to most candidates. A majority of candidates failed to give the correct explanation of the word.

(f) Ngekubuka kwakho yini leyabangela Juba kutsi ente konkhe lokwakushiwo ngumnumzane Lubhedze. Sekela ngemaphuzu lamabili.

Expected responses

Common incorrect responses

- Besekabasite kakhulu
- Besekabakhiphe enhluphekweni

- Bekafuna kwenta imali ngalamaswidi

General comment: The performance in this question was below average. A majority of candidates were not able to construct the correct claim, though they gave correct examples from the passage as supports, therefore they failed to score full marks.

(g) UnguJuba emva kwesigwebo sakho enkantolo, mlayeto muni longawendlulisela bontsanga yakho?

Expected response

Common incorrect responses

- Ningabohamba nidla nobe ngabe yiniletsengiswako
- Ngiyacolisa kunitsengisela tidzakamiva, name bengingati nganikwa ngumalume mbumbulu
- Ubotimisela esikolweni utoshintja simo sakini

General comment: Candidates performed below average in this question. They failed to score full mark, even though a majority was able to give the correct claim, they failed to give the reason for the claim and the correct which was Juba ending up in jail. Some candidates used third person instead of first person which was proof that they did not understand the question.

Overall comment: The overall performance for question 1 was above average. A majority of candidates were able to score impressive marks.

Umbuto 2

(i) Bhala sifinyeto lesingaba ngemagama labalelwa ku 60 – 80 ngalokufanele kwentiwe kutiphephisa etingotini tagesi.

Expected responses

General comment: A majority of candidates was able to identify the required summary points. Most candidates demonstrated good summary writing skills by presenting their summaries in a single paragraph, observing required word limit, and punctuations.

However, most of the candidates did not attempt using their own words, the minority who did ended up distorting the overall meaning of the point being expressed. Eg. Instead of writing the point, “bangeyami tigodvo tagesi”, they wrote “bangatsintsi tigodvo tagesi” which was related to the first point, “bangatsintsi tintsambo tagesi”.

Some candidates were not presenting the points chronologically as required, and some were not writing the points in full which resulted in loss of marks. Few candidates listed the points using, “kwekucala, kwesibili, kwesitsatfu…” which also led to loss of marks.

The overall performance in this question was impressive, a majority of candidates were able to score above average. This is evidence that candidates have mastered summary writing skills.

Recommendations

It is recommended that candidates be taught to present points chronologically and to write them continuously using appropriate conjunctions instead of using, “Firstly, secondly, etc.”

(ii) Wakabani unina wa Juba?

Expected answer

Waka Nsusha / Nsusha

Common incorrect responses

- LaNsusha
- wakaLaNsusha
- Matsebula

General comment: the question was fairly done. Most candidates gave correct responses.

(iii) Endzimeni yesitsatfu khipha umugca lokhomba kutsi Juba bekakhaliphile etifundvweni.

(iv) Expected response

Common incorrect responses

- Bekatimisela etifundvweni

General comment: The performance in this question was good. A majority of candidates were able to lift the correct sentence from the passage with only a few candidates who failed to identify the correct sentence.

(v) Bhala yinye inking lebekabhekene nayo unina waJuba emva kwekutsatsa umhlalaphansi.

Expected response

Common incorrect responses

- Wacalwa sifo sematsambo lesamenta wangakhoni kuvukela emakethe njengenhlalayenta.

- General comment: This question was fairly done, only a few candidates had difficulty in identifying the correct responses.

(vi) Chaza lamagama njengobe asetjentisiwe endzabeni.

(i) nensindzabetjatsi (indzima yekucala)

Expected response

Common incorrect responses

- LaNsusha akabanga nenhlanhla yekutsatfwa
- Besekaphelelwe yimali yakhe yempenisheli
- Umtfwalo umntfwana uwedvwa
- Bulukhuni bekukhulisa Juba

General comment: This question was challenging to most candidates. A majority of candidates failed to simplify the given word as used in the passage.

(ii) Besekabambe emabhabha (indzima yesibili)

Expected response

Common incorrect responses

- Bekafundzisa Juba yedvwa
- Bekafundzisa Juba aphindze acedzele nendlu
- Bekatfwele matima

General comment: This question also proved challenging to most candidates. They were unable to explain the meaning of the phrase as it is used in the passage.

(iii) nesiswenya (indzima yesikhombisa)

Expected response

Imali lenyenti

Common incorrect responses

- Sikhwama semali
- Sigadla
- Sikhehle
- Sigidzi
- Imadlana lencanyana

General comment: This question was also challenging to most candidates. A majority of candidates failed to give the correct explanation of the word.

(vii) Ngekubuka kwakho yini leyabangela Juba kutsi ente konkhe lokwakushiwo ngumnumzane Lubhedze. Sekela ngemaphuzu lamabili.

Expected responses

Common incorrect responses

- Besekabasite kakhulu
- Besekabakhiphe enhluphekweni
- Bekafuna kwenta imali ngalamaswidi

General comment: The performance in this question was below average. A majority of candidates were not able to construct the correct claim, though they

gave correct examples from the passage as supports, therefore they failed to score full marks.

(viii) UnguJuba emva kwesigwebo sakho enkantolo, mlayeto muni longawendlulisela bontsanga yakho?

Expected response

Common incorrect responses

- Ningabohamba nidla nobe ngabe yiniletsengiswako
- Ngiyacolisa kunitsengisela tidzakamiva, name bengingati nganikwa ngumalume mbumbulu
- Ubotimisela esikolweni utoshintja simo sakini

General comment: Candidates performed below average in this question. They failed to score full mark, even though a majority was able to give the correct claim, they failed to give the reason for the claim and the correct which was Juba ending up in jail. Some candidates used third person instead of first person which was proof that they did not understand the question.

Overall comment: The overall performance for question 1 was above average. A majority of candidates were able to score impressive marks.

Umbuto 2

(a) Bhala sifinyeto lesingaba ngemagama labalelwa ku 60 – 80 ngalokufanele kwentiwe kutiphephisa etingotini tagesi.

Expected responses

General comment: A majority of candidates was able to identify the required summary points. Most candidates demonstrated good summary writing skills by presenting their summaries in a single paragraph, observing required word limit, and punctuations. However, most of the candidates did not attempt using their own words, the minority who did ended up distorting the overall meaning of the point being expressed. Eg. Instead of

writing the point, “bangeyami tigodvo tagesi”, they wrote “bangatsintsi tigodvo tagesi” which was related to the first point, “bangatsintsi tintsambo tagesi”.

Some candidates were not presenting the points chronologically as required, and some were not writing the points in full which resulted in loss of marks. Few candidates listed the points using, “kwekucala, kwesibili, kwesitsatfu…” which also led to loss of marks.
The overall performance in this question was impressive, a majority of candidates were able to score above average. This is evidence that candidates have mastered summary writing skills.

Recommendations

It is recommended that candidates be taught to present points chronologically and to write them continuously using appropriate conjunctions instead of using, “Firstly, secondly, etc.”

Common incorrect responses

- LaNsusha
- wakaLaNsusha
- Matsebula

Comment

The question was fairly done. Most candidates gave correct responses.

(b) Endzimeni yesitsatfu khipha umugca lokhomba kutsi Juba bekakhaliphile etifundvweni. [1]

Expected response

Kwakungenteki nakanye kube khona umntfwana lomehlulako ebangeni lakhe[1] lapha esikolweni eMfundvwenu High School.

Common incorrect responses

Bekatimisela etifundvweni

Comment**:**The performance in this question was good. A majority of candidates were able to lift the correct sentence from the passage with only a few candidates who failed to identify the correct sentence.

(c) Bhala yinye inkinga lebekabhekene nayo unina waJuba emva kwekutsatsa umhlalaphansi. **[1]**

Expected response

- Bulukhuni bekufundzisa Juba
- Kwehluleka kucedzela indlu
- Kumfimfa kwetimali

Common incorrect responses

Wacalwa sifo sematsambo lesamenta wangakhoni kuvukela emakethe njengenhlalayenta.

Comment: This question was fairly done, only a few candidates had difficulty in identifying the correct responses.

(d) Chaza lamagama njengobe asetjentisiwe endzabeni.

(ix)nensindzabetjatsi (indzima yekucala)
[2]

Expected response

- Inkinga[1] lenkhulu[1]
- Indzaba[1] lematima[1]
- Inkinga[1] lengachazeki[1]

Common incorrect responses

- LaNsusha akabanga nenhlanhla yekutsatfwa
- Besekaphelelwe yimali yakhe yempenisheli
- Umtfwalo umntfwana uwedvwa
- Bulukhuni bekukhulisa Juba

Comment: This question was challenging to most candidates. A majority of candidates failed to simplify the given word as used in the passage.

(ii) Besekabambe emabhabha (indzima yesibili)
[2]

Expected response

Besekenta tintfo letehlukene / letimbili / letinyenti[1] ngasikhatsisinye / kanye kanye[1]

Common incorrect responses

- Bekafundzisa Juba yedvwa
- Bekafundzisa Juba aphindze acedzele nendlu
- Bekatfwele matima

Comment: This question also proved challenging to most candidates. They were unable to explain the meaning of the phrase as it is used in the passage.

(iii) nesiswenya (indzima yesikhombisa) [2]

Expected response

Imali lenengi kakhulu

Common incorrect responses

- Sikhwama semali
- Sigadla
- Sikhehle
- Sigidzi
- Imadlana lencanyana

Comment: This question was also challenging to most candidates. A majority of candidates failed to give the correct explanation of the word.

(e) Ngekubuka kwakho yini leyabangela Juba kutsi ente konkhe lokwakushiwo ngumnumzane Lubhedze. Sekela ngemaphuzu lamabili.
[3]

Expected responses

- Abengafuni kumjabhisa[1] ngobe bekabatsengela kudla[1] aphindze atsengele namake wakhe imitsi yekugula kwakhe[1] / abacedzelele indlu/ amupha imali yekudla esikolweni nekutsenga timphahla / ambhadalela eskolweni.

- Bekesaba[1] kutsi abengabese uyaluvala lolusito bekabanika lona ekhaya[1] aphindze angasamniki imali yekudla esikolweni nekutsenga timphahla.[1]

Bekamhlonipha[1] ngobe besekamtsatsa njengamalume wakhe[1] futsi bekabasita ekhaya.[1]

Common incorrect responses

- Besekabasite kakhulu
- Besekabakhiphe enhluphekweni
- Bekafuna kwenta imali ngalamaswidi

Comment: The performance in this question was below average. A majority of candidates were not able to construct the correct claim, though they gave correct examples from the passage as supports, therefore they failed to score full marks.

(f) UnguJuba emva kwesigwebo sakho enkantolo, mlayeto muni longawendlulisela bontsanga yakho? **[3]**

Expected response

Nibocaphela bantfu labeta baninike lusito ningakabaceli[1] ngobe kungenteka kukhona vele labakuhlosile ngawe.[1] Nami ngemukela imali yaLubhedze wagcina sekangitsengisisa tidzakamizwa ngiko ngiboshiwe namuhla.

Common incorrect responses

- Ningabohamba nidla nobe ngabe yiniletsengiswako

- Ngiyacolisa kunitsengisela tidzakamiva, nami bengingati nganikwa ngumalume mbumbulu

- Ubotimisela esikolweni utoshintja simo sakini

Comment: Candidates performed below average in this question. They failed to score full mark, even though a majority was able to give the correct claim, they failed to give

the reason for the claim and the correct which was Juba ending up in jail. Some candidates used third person instead of first person which was proof that they did not understand the question.

Overall comment

The overall performance for question 1 was above average. A majority of candidates were able to score impressive marks.

Umbuto 2

(a) Bhala sifinyeto lesingaba ngemagama labalelwa ku 60-80 ngalokufanele kwentiwe kutiphephisa etingotini tagesi.
[10]

Expected responses

- Bangalokotsi batsintse tintsambo tagesi letiwele phansi
- Bashayele inombolo yenhlabamkhosi lengu 8888 nababona umonakalo
- Bangeyami tigodvo tagesi
- Bangabambi tintfo letichunywe kugesi ngetandla letimanti
- Nakikhona lokuzintilako endlini kubikwe masinyane
- Nalidvuma nobe limanyata kucishwe phindze kunyomulwe konkhe lokuchunywe kugesi
- Kugadzisiswe bantfwana bangakhaseli etintsanjeni tagesi
- Kucashwe bantfu labacececeshiwe nakufakwa gesi emakhaya, kungacashwa timfundzamakhwela
- Labafaka gesi bembatse kwekutivikela uma batotsintsa gesi

Kwabiwa kwemamaki

5 emamaki – 5 emaphuzu

5 emamaki – Lulwimi

- Indzima yinye
- Linani lemagama

- Timphawu tekubhala / netihlanganiso
- siSwati lesingiso / tibitelo
- Emagama akhe

Comment

Most candidates were able to identify the required summary points. Most candidates demonstrated good summary writing skills by presenting their summaries in a single paragraph, observing required word limit, and punctuations. However, most of the candidates did not attempt using their own words, the minority who did ended up distorting the overall meaning of the point being expressed. For example, instead of writing the point, *'bangeyami tigodvo tagesi'*, they wrote *'bangatsintsi tigodvo tagesi'* which was related to the first point, *'bangatsintsi tintsambo tagesi.'*

Some candidates were not presenting the points chronologically as required, and some were not writing the points in full which resulted in loss of marks. Few candidates listed the points using, *'kwekucala, kwesibili, kwesitsatfu…'* which also led to loss of marks.

The overall performance in this question was impressive, a majority of candidates were able to score above average. This is evidence that candidates have mastered summary writing skills.

Recommendations

It is recommended that candidates be taught to present points chronologically and to write them continuously using appropriate conjunctions instead of using, 'Firstly, secondly, etc.'

(b) Ngemagama labalelwa ku 120-180, bhala inkhulumiswano emkhatsini wemfundzi wasePhilanatsi kanye nemtali wakhe ngetijeziso longatitfola ngekungalandzeli imitsetfo yekusetjentiswa
kwagesi.
[15]

Kwabiwa kwemamaki

Structure – 7 emamaki
Content – 8 emamaki

Structure

- Ibe nesihloko
- Ibe licansi
- Tikhulumi tiphiwe emagama
- Ngci ngci *(colon)* kucondze
- Kungabhalwa lutfo ngephansi kwemagama etikhulumi
- Budze bayo
- Timphawu tekubhala nelulwimi lolufanele

Content

- Kuvele tijeziso longatitfola ngekungalandzeli imitsetfo yekusetjentiswa kwagesi.
- Ungaboshwa
- Ungemukwa gesi
- Ungafakwa eluhlwini lwebantfu labatephulamtsetfo
- Ungahlawuliswa sizumbulu semali

Comment: The performance in this question was below average. A majority of candidates did not understand the question. They wrote precautions that need to be taken when using electricity instead of penalties for not following rules governing the operations of the electricity company. This, therefore led to loss of marks. Quite a number of candidates did not write the title of the dialogue, while some wrote it incorrectly. For instance, '*Tijeziso longatitfola ngekungalandzeli imitsetfo yekusetjentiswa kwagesi.'* This again resulted in loss of marks. The introduction of a dialogue must show that the speakers are starting the conversation. Most candidates failed to display that which led to them not scoring marks. Some candidates did not give their speakers names, instead they used, *'umtali'* and *'umfundzi'* throughout the dialogue. Spelling errors, unpunctuated sentences, and grammatically incorrect words such as, *'emake'* were seen in most candidates. This too, made them to lose marks. The conclusion should indicate the end of the conversation, yet some candidates failed to conclude their dialogues well which made them to lose marks.

Sicephu B: Luhlelo

Umbuto 3

(a) Khipha loku lokulandzelako:

(i) Libito sigaba 1(a) **[1]**

Expected responses

unina/ Lubhedze/ Simakadze

Incorrect responses

Juba/ nenina/ LaNsusha

Comment: Most candidates did not get this question correctly. They just picked any noun from the whole passage instead of the given extract.

(ii) Buniyo lobunesicu semvelo **[1]**

Expected response

kwakhe / yakhe / lwakhe

Incorrect responses

yekudla / labahluphekile

Comment: A majority of candidates were unable to give correct responses for this question.

(iii) Libitosento **[1]**

Expected response:

Kufika / Kubaletsela / Kudla

Incorrect responses

ufika / uyabanaka / badzinge

Comment: A majority of candidates were unable to give correct responses for this question.

(iv) Sibaluli lesinesicu lesisuselwe esentweni **[1]**

Expected response

Labahluphekile / letsengiwe

Incorrect response:

kudla / wabatsembisa / utawubatsengisa

Comment

Most candidates gave incorrect responses for this question. They gave verbs instead.

(v) Sento lesinemcondvo lophikako **[1]**

Expected response

Akasabanaki

Incorrect responses

Abengeke

Comment: A majority of candidates gave correct responses for this question.

(b) Sebentisa sentakutsi /gankla / wakhe loku lokulandzelako

(i) Libito **[1]**

Expected response

Buganklagankla

Incorrect response

Gankla / bugankla / ganklagankla

(ii) Sento lesisemphambosini yekwenteka **[1]**

Expected response

Ganklateka

Incorrect responses

Ganklaka / ganklata

(c) Chaza ngalokuphelele letakhi letibhalwe ngekucindzetela kulamagama lalandzelako:

(i) Ngibone salukati esihe itolo. [2]

Expected response

- /s-/ sicalo selibito, sigaba 4 buny

Incorrect responses

- Sijobelelo selibito / sakhi selibito / imvumelwano yelibito

Comment: Most candidates were able to give correct responses for this question.

(ii) Sitawudlala ekuseni kusasa. [2]

Expected response

- /-tawu-/ sakhi sesikhatsi lesitawufika / lesitako

Incorrect responses

- Sakhi sekwelula sento / sakhi lesitokwenteka

Comment: Most candidates gave incorrect responses for this question

(iii) Utfole emamaki lancono kulesivivinyo lesi. [2]

Expected response

- /-ncono/ sicu sesibaluli

Incorrect responses

- Sibaluli / sicu sesiphawulo / sivumelwano

Comment: Most candidates gave incorrect responses for this question.

(iv) Uyalitsandza lijoti make. [2]

Expected response

- /-li-/ Sivumelwano samentiwa, sigaba 3 bunye

Incorrect responses

- Umsuka wesento / yimvumelwano yesento / sakhi sesento

Comment: A majority of candidates gave incorrect responses for this question'

Overall comment on Umbuto 3:

The performance in this question was below average. Most candidates failed to identify parts of speech from a given extract, failed to form words from a given interjective, and were also unable to describe highlighted morpheme in words.

Umbuto 4

(a) Bhala imisho lenaloku lokulandzelako:

(i) Libitogcogca lesigaba 4 [2]

Expected responses

- Sitaki / sicumbi / sikhehle

Incorrect responses

- Situlo / sihlahla / libulo

Comment: Most candidates were able to give correct responses.

(ii) Sabito sekukhomba khashane, sigaba 6 bunye [2]

Expected response

- Lolwa

Incorrect responses

- Lola / lela / lokwa

Comment: Quite a number of candidates got this question correct.

(iii) Sibabato semvelo [2]

Expected response

Hhawu / maye / inyandzaleyo

Incorrect responses

Bumayemaye / yemake

Comment: A majority of candidates gave correct responses for this question.

(iv) Sandziso sesikhatsi [2]

Expected responses

- Emini / ehlobo / nyakenye

Incorrect responses

- Phansi

Comment: A majority of candidates were able to give correct responses for this question.

(b) Chaza kutsi leligama lakhiwe ngatiphi titfo tenkhulumo'

Umhlalaphansi [2]

Expected response

- Sento + sandziso sendzawo

Incorrect responses

- Libito + libito
- /um-/ sicalo selibito
- /-hlala-/ sento
- /-phansi/ indzawo

Comment**:** Most candidates failed to give correct responses to this question. Some got only 1 mark for *sento.*

(c) Chaza letakhi talesento lesilandzelako:

Sitobhalisa

[5]

Expected response

/si-/ sivumelwano senhloko, lokhulumako bunyenti

/-to-/ sakhi sesikhatsi lesitawufika, kuvuma

/-bhal-/ umsuka wesento

/-is-/ sijobelelo semphambosi yekwentisa

/-a/ sijobelelo sesento / nkhamisa wekugcina wesento

Incorrect responses

/si-/ sivumelwano sesento

/-to-/ sakhi sekwelula sento/ sijobelelo sesikhatsi lesitako

/-bhal-/ umsuka welibito

/-is-/ sakhi semphambosi yekwentisisa

/-a/ nkhamisa sigcino welibito / sijobelelo

Comment

Most candidates were able to give correct responses for this question.

Overall comment on Umbuto 4

The performance in this question was above average. Candidates were able to formulate correct sentences with the required word and were able to name given morphemes in a verb

Recommendations

- More emphasis be put on comprehension questions, especially the higher order questions that require candidates to explain and empathize.
- Emphasis should also be put on the grammar questions.
- Candidates should be given more practice on naming morphemes

Paper 207/03

GENERAL COMMENTS

The performance of many of the candidates was below average, with most candidates scoring between 8 - 15 out of 80. The paper consisted of two sections: Section A and Section B. In Section A pupils were required to answer 3 compulsory questions. Section B, on the other hand, consisted of two questions and candidates were to choose one (1)

SICEPHU A: TEMIBHALO YESIMANJE

In Section A candidates were expected to answer all three (3) questions. The performance of most candidates in this section was below average. Leaving blank spaces in some parts of some questions was a norm for most centres.

Umbuto 1: Umvemve ngu Thembi Vilakati (Umhleli)

Inkondlo – ngu Cynthia Hlophe

Valelisa Sihlobo Sekwanele

This was a compulsory question worth (20) marks. The general performance in this question was below average with most candidates scoring between 0-5. Some were picking the lines as they were from the poem without analyzing the question.

(a) Khokha luhlobo lwemvumelwano endzimeni yekucala, usho kutsi luluhlobo luni.

[2]

Expected response

- **Saku**ngenisa sitsakasile sifile

  Sakuphatsa ngetandla tetfu totimbili,[1]
- Imvumelwano sicalo[1]

Common wrong responses

- **Sa**kungenisa sitsakasile sifile, **Sa**kuphatsa ngetandla tetfu totimbili
- **Sa**kungenisa sitsakasile sifile
  Sakuphatsa ngetandla tetfu totimbili,

(b) Sakungenisa sitsakase sifile,

Siyini lesakhiwo sangephandle lesidvwetjelwe? Sisebenteni? [2]

Expected response

- Yimphindzangwaca[1]
- Iyanandzisa / iyahlobisa / iletsa sigci / bungoma[1]

Common wrong responses

- Imvumelwano sicalo
- iyagcizelela
- Sicalo selibito sigaba 4

(b) Khokha sicatsaniso endzimeni yesitsatfu, usichaze

Expected response.

- Kwasa kwahlwa kwaphindza kanjalo[1]
- Kusho kutsi sivakashi sahlala emalanga lamanyenti singahambi / sahlala kakhulu[1]

Common wrong responses

- Sihlaba mbutana solo sikushibisa
- Kucatsaniswe imbuti nembutana.

(d) Chaza lemigca lelandzelako njengoba isetjentisiwe enkondlweni.

(i) Sabebatse sibukile kutsi mantulwa uyavutfwa (indzima 4) [2]

Expected response

- Sahlala **sigadzile[1]** kutsi sivakashi **sitawuhamba / sitawuvalelisa[1]**

Common wrong responses

- Kusho kubuka kutsi intfo iyenteka kodvwa solo nani kwenteka.

(ii) Mkhula wagogo, mzala wamalume (indzima 5) [2]

Expected response

- Sivakashi **lesingabucondzi[1] kahle buhlobo[1] naso /** sivakashi **lesite buhlobo[1] lobucacako[1] /** sivakashi **lesinebuhlobo[1] lobukhashane[1] / buhlobo[1] lobungekho[1]**

Common wrong responses

- Yintalelwano yalakulelikhaya
- Tihlobo talabadzala

(e) Chaza sifundvo lositfola kulemigca lelandzelako:

(i) Ufike sikukhanuka kepha sekwenele (indzima 5) [2]

Expected response

- Bantfu bayakujabulela uma usefika[1] kepha wahlala kakhulu bese bayadzinwa[1] / baphatseka kabi[1]
- Ungabohlala sikhatsi lesidze ekhaya lebantfu[1] bayadzinwa nguwe[1]

Common wrong responses

- Sitfola kwekutsi nawuvakashile noma ngabe bakukhanuka kanganani, ubokwenta siciniseko sekutsi usheshe uyajika kute batokubita ngalelinye lilanga.

(ii) Lihhoko lishay' umoya sesibamba nemiphaphane (indzima 5) [2]

Expected response

- Akulungi kuhlala kakhulu nawuvakashile[1] ngoba lelokhaya libese selisebentisa nalebelikubekele likusasa solo lizama kondla sivakashi[1] / Ubobacabangela bantfu uma uvakashile[1] ungabese uhlala sikhatsi lesidze baze bangati kutsi batakupha ini[1]

Common wrong responses

- Sitfola kutsi noma bakubuta kutsi uhlatjelwe yini inkhukhu ubovele ubonge noma ngabe uyayikhanuka.

(f) Chaza ingcikitsi yalenkondlo?

Expected response

Ingcikitsi [1]

- Bubi bekuhlala sikhatsi lesidze nawuvakashile.

Kusekela [2]

- Uma sivakashi sesihleti kakhulu tihlobo tigcina setiphelelwe nguletitasipha kona[1] Sonkondlo utsi lihhoko selishaya umoya sebabamba nemiphaphane[1] / Bagcina sebadziniwe nguwe kantsi ufike bakujabulela[1] enkondlweni sonkondlo utsi ufike sikukhanuka kepha sekwenele.[1]

Common wrong responses

- Kubalisa / Bumcoka bekutsi nawuvakashile ungahlali kakhulu

(g) Luhlobo luni lwenkondlo lolu? Sekela imphendvulo yakho ngeliphuzu linye.

Luhlobo [1]

Expected response

- Yinkondlogceka[1]

Kusekela

- Sonkondlo ugceka / unyanyekisa sento sekuvakasha sikhatsi lesidze etihlotjeni ungasahambi[1] ngoba utsi kugcina sekute labatakupha kona njengetinkhukhu / ufika bakutsakasele kepha bagcina bangasajabuli ngekuvakasha kwakho[1]

Common wrong responses

- Inkondlobalisa

Kusekela

- Sonkondlo uyabalisa ngesento sekutinta kwentfo ingasafuni kuncamuka.

Umbuto 2: Incwadzi lengenakheli – ngu Thembekile Msibi (Umhleli)

Umklomelo Walonyaka – ngu Thembekile Msibi

Fundza lesicashunwa lesilandzelako bese uphendvula imibuto letawulandzela.

Uphuma ngesidvumo egumbini lekugezela. Ungena ekamelweni lakhe. Abuke sikhatsi kumabikasikhatsi losetulu elubondzeni. Seyivundlile insimbi yesikhombisa! “Utsi ngitayitfola ibhasi? Ngingacala ngephute kufika esikolweni, kulolusuku lolukhulu kangaka, futsi lolufika kanye ngemnyaka? Kulolusuku lwanamuhla kukhona lengitabakhipha kwati, bona-ke ngitabakhomba indlela.” Kusho Mfundvo abilelana, imphumulwana yakhe lesipacata seyente libhamutanyana. *(Likhasi 75: 2002)*

Imibuto:

(a) Hlobo luni lwesingeniso lolu? [1]

Expected response

- Ngulesicocako

Common wrong responses

- Libuka muva
- ngulesichazako

(b) Khokha kubili kulesicashunwa lokukhomba kutsi singeniso salendzatjana sibhaleke kahle. Chaza kuvakale. [4]

Expected response

- Uyavela sogcamile [1] longuMfundvo[1]
- Kuvela sibekandzaba[1] sesikhatsi; kusekuseni, seyivundlile insimbi yesikhombisa[1] / sibekandzaba sesimo; ukhatsatekile[1] / sendzawo; kusekhaboMfundvo / ekamelweni laMfundvo[1]
- Kuvela inkinga/umshikashika[1] – Kukhona labakwatise Mfundvo sewuze uyabilelana[1]
- Kunamdvonseni [1] – Sitibuta kutsi lwani lolusuku lolukhulu lolufika kanye ngemnyaka esikolweni?/ bobani laba latabakhipha kwati, abakhombe indlela? / bamenteni / bamtfukutselise ngani laba latabakhipha kwati?[1]

[Kubili kwaloku]

Common wrong responses

- Sibhaleke kahle ngoba, kwekucala sinesikhatsi futsi lesikhatsi senta kutsi kwateke kutsi kwakungubani sikhatsi. Kwesibili sinendzawo ngoba indzawo iyasho kutsi konkhe kwenteka kuphi.

(c) Sihloko salendzatjana sinamdvonseni. Vumela lombono ngemaphuzu lamabili.

[2]

Expected response

- Siyatibuta kutsi siyini lesipho[1] nekutsi sehluke ngani lesipho lesi kusaleminye iminyaka[1] [2]

Common wrong responses

- Yebo sinamdvonseni ngoba sifaka ekhatsi umklomelo futsi umklomelo yintfo letsandzekako ngoba sibongo lesihle sesento semuntfu.

(d) Lendzatjana inesibekandzaba sesikhatsi sanyalo. Nika kubili lokufakazela loku.

[2]

Expected response

- Kushushumbiswa kwetidzakamiva[1]
- Kukhulelwa kwebafundzi[1]
- Kubanjwa kwemicimbi yetipho netinkhulumo[1]
- Kuhlukubetana kwebantfwana etikolweni (bullying)[1]

[Kubili kwaloku] [2]

Common wrong responses

Lona lokhulumako ukhuluma kungatsi lentfo yenteka manje.usebentise sikhatsi sanyalo Ngiko itsi uphuma ngesidvumo egumbini lekugezela,akasho kutsi waphuma ngesidvumo.

(e) Sikuphi sicongo salendzatjana. Chaza. [3]

Expected response

- Sicongo sisehhovisi lemphatsisikolwa lapho boMfundvo naboBhubesi sebabutwa ngemva kwekuhhwilitisana.[1]

Kuchaza

- Umbuto wekutsi bobani letigangi lakhulume ngato umphatsisikolo[1] Sekuyavela kutsi Mfundvo nabo Bhubesi ngabo letigangi, leteba tincwadzi, tikopisane, tishushumbise netidzakamiva[1]
- Bekungumbuto waZwane kutsi yini lebeyiphetfwe ngalesikhwama abesinkonkoshele Mfundvo ekuseni[1] uma aphuma ekhaya ngoba naso sitfululiwe kwakhandzakala letidzakamiva[1]
- Kuphendvuleka umbuto wekutsi babangani[1] kuyavela kutsi bebabanga imali yetincwadzi lebebatebile batitsengisa[1]

Common wrong response

- Silapho Mfundvo sebambita kutsi akete ngembili wefike wenta inkondlo yakhe.
- Ekhaya kubo Mfundvo ngoba uphuma uyagijima, utsi kukhona latabakhombisa kwati kutsi kuyini.

(f) Chaza similo salabalingisi labalandzelako usekele ngeliphuzu linye:

(i) Mfundvo

Expected responses

- Unesibindzi[1] – ufuna kulwa nebafana labasitfupha ayedvwa[1] utsi utabafundzisa sifundvo ubaphatsele nemukhwa kantsi uyabati nekutsi badzala kunaye[1] lokusivetela kutsi akesabani/unesibindzi
- Usigangi[1] - ufihla tidzakamiva endlini[1] abe ati kahle kutsi uyise liphoyisa[1]/ uphatsa umukhwa emcimbini esikolweni[1] ati kutsi akukavumeleki[1]
- Uhlakaniphele tonkhe tintfo[1] - siyambona uyakhona kwenta tintfo letinyenti ngasikhatsi sinye[1] njengekutsi uyeba, uyashushumbisa, udlala ibhola, nakulomcimbi usho inkondlo, endlule aphase nasesikolweni[1]
- Akahloniphi[1] - ebhasini nakatsi lomkhulu ucela amhlalise uhlala ugcwala sonkhe situlo[1] uyendlula lapho ubita lomuntfu lomdzala ngamadala utsi ucabanga kutsi angahlala naye[1] lokukhomba ngalokusobala kutsi uyedzelela/akahloniphi.
- Uyedzelela[1] - boBhubesi nabambingelela ubabuta kutsi bamahlutse leni enhloko[1] uphindze utsi bafanele babe mahlutse ngoba vele kute imiklomelo labatayitfola ngoba abaphasi lutfo[1] lokukhomba kutsi uyedzelela, ubukelana phansi.

Common wrong responses

- Ulisela – weba tincwadzi esikolweni
- Unenkhani – utsandza kulwa esikolweni.
- Ulicili – ngekutsi ufihla tidzakamiva ekhaya kibo kani babe wakhe uliphoyisa.

(ii) Zwane

Expected responses

- Ucotfo/ utsembekile[1] – makatfola kutsi newakhe umntfwana usigangi wavele watsi umtsetfo awutsatse indzawo yawo[1], akazange amfihle noma amvikele[1].
- Uyawatisa / uyawuhlonipha[1] umsebenti wakhe – akabukanga kutsi esikolweni uye emcimbini njengemtali[1] kepha wavele wacala kusesha wenta buphoyisa[1].

Common wrong responses

- Ulungile – Ngisho ngoba naye usekhatsi kulabahlomelisako.
- Utsandza libhayibheli – ngoba tonkhe tintfo utenta ngelibhayibheli.

(g) Sihloko siyahambisana nalokwenteka endzabeni. Vumela lombono. [2]

Expected response

- Wawutfola umklomelo wakhe wekuganga[1] ngekutsi aye ejele/aboshwe.[1]

Common wrong responses

- Chake Mfundvo akawutfolanga umklomelo watfola kuboshwa.
- Yebo ngoba lendzatjana imayelana nemiklomelo / bantfwana labanye bayitfola imiklomelo.

[Sekukonkhe: 20]

Umbuto 3: Emaphupho Emadvwala – nguThembekile Msibi

Fundza lesicashunwa lesilandzelako bese uphendvula imibuto letawulandzela.

Simo: (*Utjekise inhloko*) Notsile wati ngani kutsi ngemabomu?

Notsile: (*Ngentfukutselo*) Asewume yeSimo. Usho kutsi umuntfu angatsatsa libhodlela letjwala libhaliwe kutsi Hansa noma-ke Castle (Alingisele ngetandla) alitsatse yena ngetandla takhe alibona. Alivule. Alisondzete emlonyeni. (*Alingisele kunatsa*). Awuvule lomlomo. Akhamise. Atikhamisele yena. Anatse, amite.

Simo: Akunjalo Notsi… (*Anganaki lutfo Notsile*).

(Likhasi 65: 2011)

(a) Nika sibekandzaba sesikhatsi nesendzawo sekwenteka kwalesicashunwa. [2]
Expected response

sesikhatsi

- yimphelasontfo/sikhatsi lapho bonkhe bantfu baphitsitela etitolo ekhatsi edolobheni[1]

sendzawo

- edolobheni kaManzini/etjanini endzaweni lengaphitsiteli[1]

Common wrong response

Sesikhatsi

- Emini / ekuseni

Sendzawo

- Lakubukelwa khona ibhola / ephaki / Manzini Fairview

(b) "Notsile wati ngani kutsi ngemabomu?" Nguwaphi lamabomu lokukhulunywa ngawo kulesicashunwa? [2]

Expected response

- Kunatsa / babheme[1] bese bashisa sikolwa[1]

Common wrong responses

- Usho kutsi umuntfu angatsatsa libhodlela letjwala libhaliwe kutsi Hansa, avule umlomo anatse.

- Ngoba bamutekela kutsi Simo wenta ngemabomu lesento sakhe lasenta ngoba kulesento kuyacaca kutsi wenta ngemabomu.

(c) Catsanisa uphindze uchaze timo lebakuto laba labakhuluma kulesicashunwa. [4]

Expected response

- Simo uselusizini / uyatisola / unemahloni [1] ngoba simbona utjekise inhloko nje uyati kutsi bekasekhatsi Nakusha / kwenteka umonakalo esikolweni[1] KANTSI Notsile utfukutsele / ukwatile/uhlaphanekile / ucansukile[1] simbona ukhuluma / uphendvula ngentfukutselo[1]

  Naka:

  Simo saSimo = 2

  Simo saNotsie = 2

Common wrong responses

- Notsile ujabhile / ukhatsatekil ngalesento sa Simo.
- Basebuhlungwini bo Simo na Notsile.

(d) Chaza Similo saNotsile usekele ngemaphuzu lamabili ususele kulomdlalo. [3]

Expected response

- Uhlelekile / ucotfo[1]
- Akevani nentfo lebheke eceleni ngoba iyamkwatisa / siyamtfukutselisa lesento lesibi sekunatsa nekubhema kwebafundzi baze bashise sikolwa[1] futsi akavumanga kuya ecansini naSimo bangakashadi[1]

Common wrong responses

- Akatihloniphi ngobe wachubeka wajola naSimo / usheshe atfukutsele / unelulaka ngoba utsetsisa Simo

(e) Kulomdlalo kuvela letingcikishana letilandzelako. Sekela ingcikitsi ngayinye ngeliphuzu linye.

(i) Kuphatsa bantfwana ngalokulinganako [2]

Expected response

- Noma Simo abeka umbono lomuhle kanganani Cindzi akawutsatsi umbono waSimo[1]. Nakukhulunywa ngekupenda likhaya umbono waSimo wavele wangawunaki Cindzi[1].
- Nakunekungevani kubantfwana bakaCindzi ababahlalisi phansi bobabili[1]. Cindzi wavela washaya Simo uma unina waSimo ambikela kutsi bantfwana bebalwa, kute kodvwa lokwabutwa Majaha mayelana naloko kulwa kwabo.[1]

Common wrong response

- Kumcoka kuphatsa bantfwana ngalokulinganako kute bangatonyanyana. Cindzi abetsandza Majaha ngoba bekaphasa esikolweni, kani Simo bekangaphasi.

(ii) Kubaluleka kwabothishela etimphilweni tebantfwana [2]

- Bayabakhokhela / bayabeluleka bantfwana uma babhekene netinkinga.[1] Gule wamkhutsata Simo kutsi atimisele etifundvweni temakhono ngoba tingamphilisa noma nje batali bakhe babonakala bangatijabuleli.[1]

Common wrong responses

- Bothishela bayakhona kukhuluma nebantfwana uma banetinkinga. / bothishela bafundzisa bantfwana kutsi baphase.

(f) Bomakhelwane babalulekile kulabo labakhelene nabo. Hlolisisa lombono ngeliphuzu linye usebentise umlingisi longuLaHhekeza. [5]

Expected response

- Yebo babalulekile ngoba bayabachushisa bomakhelwane babo ngetintfo lokumele batinake[1]. Kulendzaba sibona LaHhekeza ubonisa LaGwebu ngebumcoka bekuhle aphenya emakhabethe ebantfwana atobona uma sebacale imikhiba.[1]
  Ngakulolunye luhlangotsi bomakhelwane abakabaluleki kangako ngoba bayacabanisa bahamba bakhuluma tindzaba letingabafaki[1]. LaHhekeza watsi Simo akamati nekutsi uyini akambingeleli lokwabanga kutsi Simo atsetsiswe ngenca yalenkhulumo[1]/ LaHhekeza waphindze watjela LaGwebu kutsi utsite Simo kaCindzi abatitsandzi tintfo

latibatile manje uphe Ndlovu ngoba ati kutsi utatijabulela lokwenta batali baSimo bamtsetsise[1].
Ngekwami, mine ngitsi bomakhelwane babalulekile ngoba vele bayasita ekucondziseni bantfwana ngoba LaHhekeza waceba Simo lokwakukusita Batali bakhe kute bakhona kucondzisa Simo ekwenteni lokungiko.[1] / Ngekwami, ngitsi, hhayi bomakhelwane abakabaluleki ngoba bayacabanisa bangene tindzaba letingabafaki nangu njeSimo sengumuntfu lomubi ekhaya lakubo ngenca yaLaHhekeza lomcebile.[1]

Naka:

Kuvuma = 2

Kuphika = 2

Luhlangotsi lwakhe = 1

Common wrong responses

Yebo bomakhelwane babalulekile ngoba bayakhona kukubikela kutiphatsa kahle kwebantfwana. LaHhekeza wakhona kutjela LaGwebu kutsi Simo akamuvuseli makadibana naye. / Bayasitana bomakhelwane uma makhelwane anetidzingo njengekutsi lomunye nakaphelelwe ngushukela.

SICEPHU B – TEMDZABU, IMIHAMBO NEMASIKO

Phendvula Umbuto 4 noma 5.

UMBUTO 4

(a) Tisho neTaga

(i) Cedzela lesisho / saga lesilandzelako: [1]

Akamudze ……

Expected response

- Akamudze **yindlulamitsi.**

Common wrong responses

- Uyahlola / ngugomu / sibhamu setinyoni / lipoli lagesi

(ii) Yakha sisho / saga lesisebentise leligama: **[1]**

Etiko

Expected response

- Kati ulala etiko

Common wrong response

- Uhambela ngase tiko / uhleli etiko / etiko kulala kati.

(iii) Sisuselwaphi lesisho / saga lesilandzelako? [1]

Umshawushile libhodo lasehhotela

Expected response

- Emphilweni yemalanga onkhe

Common wrong responses

- Sisuselwa kumfati lomuhle lokwatiko kupheka.
- Ehhotela / intfo lesetjentiswa kakhulu.

(iv) Sebentisa lesisho / saga emshweni: [2]

Bangangetjani

Expected response

- Lapha emngcwabeni wasomabhizinisi bantfu bebangangetjani, ngize ngangakutfoli nekudla.

Common wrong responses

- Bafisha ngangetjani.
- kondza ngangetjani.
- Bothishela bagijima babhaca emva kwemaklasi babangangetjani nakuchamuka thishela lomkhulu.
- Bonkhe bantfwana bakaDlamini bangangetjani.

(c) Tingoma

Loyiholako: Iphi indvodza yami?

Labayivumako: Uyibuza kubani? Isemashendeni

Loyiholako: Iphi indvodza yami?

Labayivumako: Uyibuza kubani? Isemashendeni.

Imibuto:

(i) Yini lishende?

Expected responses

- Ngumuntfu lotsandzana naye abe angasiyo indvodza noma umfati wakho kantsi umfati noma indvodza unayo.
- Indvodza lenemfati letsandzana nemfati webantfu.
- Ngumfati webantfu lotsandzana nendvodza yebantfu.

Common wrong responses

- Ngumuntfu wesifazane / Kusemsebentini walendvodza / ngulapho kunatfwa khona.

(ii) Ihlatjelwa nguliphi libutfo lengoma?

Expected response

- Lutsango

Common wrong responses

- Libutfo inkhanyeti / tintfombi / emajaha

(iii) Chaza simo lakuso lona lohola lengoma. [2]

Expected response

- Ukhatsatekile[1] ngenca yendvodza yakhe langayiboni / langati kutsi ikuphi.[1]

Common wrong responses

- Sibuhlungu / siselusizini

(iv) Nika umhambo wemaSwati lovetwa ngulomugca lolandzelako:

Uyibuza kubani? Isemashendeni. **[1]**

Expected response

- Indvodza ayibutwa

Common wrong response

- Indvodza ayigadvwa / ivumelekile kuba nebafati labanyenti

(c) Imvunulo

(i) Nika kubili lokukhonjwa yimvunulo. **[2]**

Expected response

- Budzala bemuntfu
- Umkhosi lovunulelwe
- Sigaba semuntfu emmangweni / kutalwa / sekwendza
- Bulili
- Libutfo lakho
- Umsebenti wemuntfu emmangweni

(kubili kwaloku)

Common wrong responses

- Sidvwashi / emahiya

(ii) Chaza umehluko ekuboshweni kwelifindvo lesidvwashi kulabadvuna nalabasikati. **[2]**

Expected response

- Besilisa lifindvo balibopha ngasekudla[1] kantsi labasikati/besifazane balibopha ngasencele.[1]

Common wrong responses

- Labasikati babopha ngesekudla, labadvuna babopha ngesencele

(iii) Nika tinsayeya letimbili letibhekene nemvunulo, uchaze kutsi tingancotjwa kanjani. [4]

Expected response

- Tilwane nemvelo lesetjentiswako sekute / setinciphile[1] – akushaywe imitsetfo lecinile yekuvikela kutingelwa kwetilwane[1] / akufundziswe bantfu emimangweni ngekubaluleka kwekonga imvelo.[1]
- Bantfu labakwati kuyakha sekute/sebancane[1] - kufundziswe bantfu labasebancane / lwati lubhalwe phasi ngekwakha imvunulo.[1]
- Kudula[1] – imali lebitwako ibekelwe imitsetfo / ikalwe.[1]
- Kubukelwa phasi kwemvunulo[1] – bantfu kumele bafundziswe ngebumcoka bekutigcabha ngebungibo / buve babo[1] / nayo ayentiwe ihambelane netikhatsi[1] *(kubili kuloku)*

Common wrong responses

- Abasayigcoki kahle / bayayibhica
- Kuyincoba – ababoshwe / abahlawuliswe

(iv) Chaza yinye ingucuko lekhona nakwakhiwa imvunulo yesiSwati. [2]

Expected response

- Sidvwaba besakhiwa ngesikhumba senkhomo[1] kantsi nyalo sesakhiwa ngendvwangu / lithawula[1]
- Sicholo sasikhehlwa ngetinwele tabo[1] kantsi nyalo sekusetjentiswa sipumpamoya[1]

Common wrong responses

- Seyehlukaniswa kakhulu seyaba netigaba nemitsetfo / sebayayibhica / bayivunula noma ngukuphi.

UMBUTO 5

(a) Tisho neTaga

(i) Cedzela lesisho / saga lesilandzelako:

Ayihlabi …… [1]

Expected response

- Ayihlabi **ngakumisa**

Common wrong response

- Iyabulala / ngamvu yinye / ngembili

(ii) Nika sisho / saga lesisebentise leligama: [1]

Lunyawo

Expected response

- Lunyawo alunamphumulo
- Libhodo lunyawo
- Kukhipha lunyawo
- Wadla lunyawo lwengulube
- Kubeka lunyawo
  (*kunye kwaloku*)

Common wrong response

- Lunyawo loludze / lunyawo ngetfwale / lunyawo lunemphumulo

(iii) Sisuselwaphi lesisho / saga lesilandzelako:
Kubhodlela emswaneni [1]

Expected response

- Emphilweni yetilwane

Common wrong response

- Kukhulumela phansi ungevakali
- kukhuluma intfo labanganendzaba nayo

(iv) Sebentisa lesisho / saga lesilandzelako emshweni:
Alufakwa [2]

Expected response

- Ekhaya make walunga kakhulu kantsi nababe alufakwa akudlalelwa kunyw, nyalo nyalo nje umcaza uyabhama.

Common wrong responses

- Alufakwa kuBabe Simelane lubuya neludzaka.
- Luswayi alufakwa elibisini.

(b) Tinanatelo

Nkhosi

Ginindza

Ginindza lomphofu netinyawo takhe

Ludvonga lwaMavuso waNgwane

Wena lowaya Embo wabuyelela

KaGinindza akuvalwa ngemivalo

Kuvalwa ngetinhloko temadvodza

Wena lowashaya phasi kwafom'igazi ezandleni

Galo lugwegwe lukhokha tingingila temadvodza

Imibuto:

(i) Yini imivalo? [1]

Expected response

- Tingodvo letisetjentiswako esangweni lesibaya kuvimba kuphuma nekungena kwemfuyo

Common wrong response

Ligede / umnyango / sivalo / tinhloko temadvodza emasangweni aka Ginindza

(ii) Khokha umugca lokhomba sakhiwo sebantfu bakaGinindza. [1]

Expected response

- Ginindza lomphofu netinyawo takhe

Common wrong response

- Galo lugwegwe lukhipha tingingila temadvodza
- Ludvonga lwaMavuso waNgwane

(iii) Chaza similo sebantfu bakaGinindza, usekele ngalokusesinanatelweni.[2]

Expected response

- Banelulaka[1] – ngoba kutsiwa wena lowashaya phansi kwafoma igazi ezandleni lokukhombisa kutsi bayatfukutsela[1]
- Banesibhuku / sibulawela[1] – ngoba kutsiwa galo lugwegwe lukhokha tingingila temadvodza lokukhombisa kutsi bayakubulala baphindze bakucobe bakhokhe tibilini[1]

Common wrong responses

- Bahle / banetinhloko letinkhulu / batilwi

(iv) Chaza lomugca njengoba usetjentiswe kulesinanatelo:

Wena lowaya Embo wabuyelela [1]

Expected response

- BakaGinindza baya Embo kaningi / emahlandla / baphindzelela[1] kuyohlasela titsa tabo.

Common wrong responses

- BakaGinindza bachamuka Embo.

(c) Umuti WesiSwati

(i) Nika tinhlobo letimbili temuti wesiSwati. [2]

Expected response

- Lusendvo
- Sitsembu
- Umfati munye

(kubili kwaloku)

Common wrong response

- Umuti wenkhosi / umphakatsi / umuti wemfati / umuti lomncane

(ii) Chaza umehluko emkhatsini waletindzawo letitfolakala endlini kagogo:

Umsamo nesitfumbanja [2]

Expected response

- Umsamo yindzawo lesenhla[1] kubuka / macondzana nemnyango kantsi sitfumbanja yindzawo leseceleni kwemnyango[1] ngekhatsi nangephandle kwendlu
- Umsamo kubekwa tintfo lokufunwa tibusiswe madloti[1] kantsi sitfumbanja kulapho kuhlala / lala khona
  inja[1].

Common wrong responses

- Umsamo usemkhatsini nendlu yakaGogo, sitfumbanja kuhlala kudla kwaGogo / kuhlala tivakashi / kuhlala bomakoti

(iv) Nika tinsayeya letimbili letibhekene nekwakhiwa kwemuti wesiSwati, uchaze kutsi tingancotjwa kanjani. [2]

Expected response

- Kubabete kwebantfu labanelwati lwekuwakha / kuwumisa[1] – lwati kufanele
- lufakwe etincwadzini / lubhalwe phasi / lufundziswe[1]
- Kugucugucuka kwesimo selitulu lokubulala imvelo (tihlahla netjani) lekwakhiwa
- ngayo[1] – kungagawuli nekungashisi imvelo sinoma kanjani / kushaywa
- kwemitsetfo lecinile levikela imvelo / kufundziswe imimango ngekubaluleka
- kwekonga imvelo[1]
- Yintfutfuko / yimphucuko[1] – sive asinikwe lwati / sifundziswe bumcoka / buhle /
- Netinzuzo temuti wesiSwati[1]

Common wrong responses

- Inkholo / akusakhiwa tintsanga nemalawu, sekunemakamelo.

(iv) Ngeliphuzu linye, chaza ingucuko lekhona ekwakhiweni kwemuti wesiSwati.[2]

- Kadzeni bekusetjentiswa tingodvo netjani[1] kantsi nyalo sekwakhiwa ngetitini nemathayela[1]

Common wrong responses

- Linyenti letakhamiti setite ngisho yinye indlu yesiSwati sebanconota kwakha indlu yesilumbi.