EXAMINATIONS COUNCIL
OF ESWATINI

Syllabus

For Examination In 2026 - 2027

Siswati

JC

Junior Certificate
Examination

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Broad Guidelines

The Ministry of Education is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 1 to Form 3) 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.

Swaziland's National Education Policy Directives

Junior Certificate (JC) syllabuses for studies in Form 1 to Form 3 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 Swaziland and elsewhere, e.g. the AIDS pandemic; global warming; misdistribution of wealth; and technological advances.

The National Curriculum for Form 1 to 3

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 must take **seven compulsory subjects** and any other subjects selected from the electives below.

Compulsory Subjects

- English Language
- English Literature
- Mathematics
- Religious Education
- Science
- SiSwati
- Additional Mathematics

Electives

- Agriculture
- Bookkeeping and Accounts
- Business Studies
- Consumer Science
- Design and Technology
- Development Studies
- French
- Geography
- History

Fields of Study

- Agriculture
- Business Studies
- Consumer Science
- Pure Sciences
- Social Sciences and Humanities
- Technical Studies

INTRODUCTION

Loluhlelo lwekuhlola SiSwati lwentelwe bafundzi lesebacedze tifundvo teminyaka lemitsatfu yeluhlelo lwekufundza SiSwati libanga leliphakeme. Lucuketse nati tigaba:

- tinjongo tekufundzisa sifundvo
- imigomo yekuhlola
- luhlolo
- lokucuketfwe

Loluhlelo luvivinya tonkhe tigaba temakhono. Bahlolwa bavivinywa ngendlela lekhutsata kutsi bakhombise:

1. loko labakwatiko
2. labangakhona kukwenta
3. lizinga lekwenta emakhono

AIMS

Tinjongo tekufundzisa SiSwati lulwimi lwekucala

Kukhutsatwa bafundzi kutsi:

1. bakhone kukhuluma SiSwati, basibhale ngendlela lengiyo nalevakalako
2. bevisise baphindze baphendvule ngendlela lemukelekako labakufundzako
3. batfokotele baphindze bancome kujula nebubanti belulwimi
4. babe neligcabho, kutetsemba, nekutichenya ngebuve babo
5. bandlondlobalise lwati ngemihambo nemasiko nemiphumela yako
6. bakhutsale ekutsandzeni kufundza
7. bahlangabetane naletinye tinhlangotsi tekufundza ngekutfutfukisa emakhono ekuphila
8. bakheke baphelele kuwo onkhe emakhono.

ASSESSMENT OBJECTIVES

Inchazelo ngayinye yemigomo yekuvivinya yelulwimi lwekucala lweSiSwati iyalandzela.

Bahlolwa batawuveta emakhono abo eku:

1. veta imicondvo nemibono leveta emaciniso basebentisa lulwimi lolufanele
2. condzisisa nekwendlulisa umbono tsite
3. sebentisa sibitelo, timphawu tekubhala nelulwimi ngendlela lefanele
4. condzisisa, kuhlelembisa baphindze betfule emaphuzu, imicondvo kanye nemibono
5. hlolisisa nekuhlunga lwati lolufanele tinjongo letitsite
6. veta likhono lekwehlukanisa timo labakuto naleto labakuto labanye
7. dvumisa tindlela letehlukene telulwimi letisetjentiswa babhali labehlukene
8. dvumisa tindlela letehlukene letisetjentiswa babhali kwendlulisa imilayeto (e.g. timilo tebalingisi nebadlali)
9. phendvula imibuto ngeliso lelikhaliphile nangalokuphelele
10. sebentisa imibhalo kukhombisa nekusekela ngalokugcwele imibono yabo
11. phendvula acaphele tonkhe tingoni telulwimi (luhlelo)
12. phendvula bacaphele tonkhe tinongo tenkhulumo (e.g. sifananiso, simuntfutiso)
13. khomba likhono lekubumba imibhalo ngendlela lephocelelako
14. khombisa likhono lekubhala lokunekuchumana nekubumbana
15. beka imivo yabo ngalabakufundzile.

SPECIFICATION GRID

imigomo / liphepha	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	✓	✓	✓	✓	✓	✓	-	-	-	-	-	✓	✓	✓	–
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓

SCHEME OF ASSESSMENT

Luhlelo lwekuvivinya

Bahlolwa babhekeke babhale emaphepha lamatsatfu aloluhlolo.

Liphepha lekucala: Kubhala indzaba ngesihloko lesiniketiwe
Liphepha lesibili: Kufundza, Kubhala Lokucondzisiwe neLuhlelo
Liphepha lesitsatfu: Temibhalo, Temdzabu neMasiko

Lokulandzelako ngulokucuketfwe ngemaphepha

Liphepha lekucala - Kubhala indzaba
Sikhatsi: Li-awa nesigamu
Emamaki: 35
Leliphepha lineticephu letimbili.

SICEPHU A – Indzaba (20 wemamaki)
Imigomo yekuvivinya: 1, 2, 3, 4, 5,6, 12,13 na 14.

Bahlolwa batawunikwa tihloko letintsatfu bakhetse sinye.
Bahlolwa batawubhala indzaba lengemagama langu **150** kuya ku **200.**
Bahlolwa batawutfola **emamaki langengci kulalishumi (10)** ekubhala lokushaya khona nekutfutfukisa indzaba. Batawutfola **emamaki langengci kulalishumi (10)** ekumisa indzaba, kusebentisa kahle lulwimi netimphawu tekubhala.

Tinhlobo tetindzaba letitawunikwa bahlolwa kutsi bakhetse kuto ngunati:
Indzaba lecocako / Indzaba lechazako (*Narrative/Descriptive*)
Indzabamphikiswano / Indzabambono (*Argumentative/Discursive*)
Indzaba lecabangako / Indzaba lenika lwati (*Imaginative/Informative*)

SICEPHU B – Simondzaba (15 wemamaki)

Imigomo yekuvivinywa: 1,2,3,4,5,6,12,13 na 14.

Bahlolwa batawubhala umbhalo longaba ngemagama langu **150** kuya ku **200.** Bahlolwa batawunikwa **sinye** simo kuleti letilandzelako:

Incwadzi
Emaminitsi
Inkhulumiswano

Umbuto ungaba nanoma nguluphi luhlobo lwanaku lokuniketiwe ngenhla.

Bahlolwa batawutfola **emamaki langengci kulasiphohlongo (8)** ekubhala lokushaya khona nekutfutfukiswa kwendzaba.
Batawutfola **emamaki langengci kulasikhombisa (7)** ekumisa indzaba, kusebentisa kahle lulwimi netimphawu tekubhala.

Liphepha Lesibili - Kufundza, Sifinyeto neLuhlelo
Sikhatsi: Ema awa lamabili
Emamaki: 70
Leliphepha lineticephu letimbili

<u>Sicephu A</u> - Kufundza tivisiso aphendvule ngendlela lefanele Imigomo yekuvivinya: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 na11

Umbuto 1: 20 wemamaki
Bahlolwa batawufundza sivisiso baphendvule imibuto lehlola likhono lekuvisisa. Sivisiso singaba yindzaba, sicephu lesitsatselwe ephephandzabeni, eliphephabhukwini, enkhulumeni, enkhulumiswaneni nasencwadzini tsite.
Sivisiso lesifundvwako kufanele sibe ngemagama lange **400** kuya kulange **500**.

Umbuto 2: 15 wemamaki
Imigomo Yekuvivinya: 1, 2, 3, 4, 5, 6, 9, na 10

Bahlolwa batawuphendvula umbuto munye basusele timphendvulo esivisisweni ~~ssesibili~~.
Sivisiso singaba yindzaba, sicephu lesitsatselwe ephephandzabeni, ephephabhukwini, enkhulumeni, enkhulumiswaneni nasencwadzini tsite.

Sivisiso lesifundvwako kufanele sibe ngemagama labalelwa kulange **450** kuya kulange **600.**

2 (a) Sifinyeto: 15 wemamaki

Bahlolwa batawubhala sifinyeto basisusele esivisisweni sesibili. Imphendvulo yemfundzi ibe ngemagama labalelwa kulange **90** kuya kulali **120**

Sicephu B: Luhlelo (35 wemamaki)
Imigomo yekuvivinya: 3 na 11

Bahlolwa batawunikwa imibuto lemibili, lababhekeke kutsi bayiphendvule.
Umbuto 3 (15 emamaki) Yonkhe imibuto itawususelwa esicashunweni lesitsatselwe esivisisweni 1 noma esivisisweni 2

Umbuto 4 (20 emamaki) Imibuto itawusebentisa lwati lweluhlelo lwesiSwati lolungakasuselwa etivisisweni.

Liphepha Lesitsatfu- Temibhalo, Imihambo neMasiko

Sikhatsi: Ema-awa lamabili

Emamaki: 80
Leliphepha lineticephu letimbili.

Sicephu A: Imibhalo Yesimanje (60 wemamaki)

Imigomo yekuvivinya: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14 na 15

Kulesicephu bahlolwa babhekeke kutsi baphendvule yonkhe imibuto. Umbuto 1 utawubuta nge**Bunkondlo**. Leleminye imibuto lemibili ingatsatselwa etindzabeni letimfisha, endzabeni lendze nasemdlalweni. Imibuto ingaba nesicashunwa kuye ngalolohlobo lwembuto. Umbuto umunye ucuketse emamaki lange 20.

Lokungemashumi lamabili nesihlanu ekhulwini (25%) kutawuhlola lwati nekucondzisisa umbhalo, lokungemashumi lamatsatfu nesihlanu ekhulwini (35%) kutawuhlola kuhlunga nekuhlatiya umbhalo kantsi lokungemashumi lamane ekhulwini (40%) kutawuhlola likhono lekuhlolisisa umbhalo kubahlolwa.

Bahlolwa batawukhomba likhono labo lekucocisa timphawu tembhalo lababhekene nawo. Batawuhlunga babuye bahlatiye imibhalo, bavete indlela lababuka ngayo imphilo. Imibuto itawudzinga timphendvulo letimfisha kanye naletindze. Imibuto itawubheka kutsi bahlolwa bahlatiye timilo tebalingisi nebadlali, sibekandzaba (sikhatsi, simo nendzawo), ingcikitsi, kumiswa kwembhalo nekusetjentiswa kwelulwimi.

Sicephu B: Temdzabu, Imihambo neMasiko (20 wemamaki)

Imigomo yekuvivinya: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14 na 15.

Lesicephu sitawuba nemibuto lemibili. Bahlolwa babhekeke kutsi baphendvule umbuto ube munye. Loyo naloyo mbuto utawufaka ekhatsi temdzabu, imihambo nemasiko ngalokulinganako. Loku lokulandzelako kukhomba kuma kwemibuto nekwabiwa kwemamaki:

(a) 5 wemamaki – tisho / taga
(b) 5 wemamaki – tingoma netinanatelo
(c) 10 wemamaki – imihambo nemasiko - sihloko sinye noma letihambelanako.

Bahlolwa batawukhomba likhono labo lekuhlatiya, kuhlolisisa, nekulandzelela kutfutfuka kwemasiko emimangweni yabo. Ngetulu kwaloko batawuhlolisisa umlandvo lovetwa temdzabu kanye nekusetjentiswa kwetisho netaga. **Naka kutsi imibuto ingeke ifake timphawu tebunkondlo besimanje.**

Weighting of Papers

Liphepha	**Sisindvo**
1	25%
2	35%
3	40%

CURRICULUM CONTENT

Bahlolwa batawufundza tonkhe tihloko letivela kuloluhla lolulandzelako. Naka kutsi lokubhalwe ngekucindzetelwa ngutona tihloko letimcoka. Ngesencele kunemininingwane yemigomo yetihloko, kantsi ngesekudla kunemininingwane yetinkhonakwenta.

Sihloko: Emakhono elulwimi nekusetjentiswa kwalo: Kufundza Nekubhala	
GENERAL OBJECTIVES	**COMPETENCIES**
Likhono lekutfutfukisa tinhlobo letehlukene temibhalo kute tihlatiywe Kusebentisa SiSwati kubhala imibhalo leyahlukahlukene Kuhlatiya umlayeto	• Kufundza nekuhlolisisa imibhalo lebhalwe ngeSiSwati • Kusungula imibhalo • Kubona imiphumela yetimo letitsite kuloku lokufundziwe • Kusebentisa lokufundziwe kuphendvula imibuto • Kuphendvula ngco ngeSiSwati • Kusho / kunika imiphumela yetenteko letitsite lokufundvwe ngato noma letibonakele • Kusebentisa kahle timphawu tekubhala nesibitelo lesingiso • Kubhala tinhlobonhlobo temisho leyamukelekile • Kubhala tindzima letibumbeke kahle • Kusebentisa umcondvofana nemcondvophika, ligama lelinemcodvo lemininginglilinye • Kusebentisa tisho netaga kunonga lokubhaliwe
LUHLELO: Libito, Sabito, Sichasiso, Sento, Sandziso, Sentakutsi neSibabato	
GENERAL OBJECTIVES	**COMPETENCIES**
Kusebentisa takhi telulwimi nemagama kuphendvula tinhlobonhlobo temibuto Kunika tinchazelo tetakhi letisetjentiswe emagameni Kusebentisa emagama ngendlela lefanele emshweni	• Kubona, kwakha nekusebentisa kahle emabito, tabito, tichasiso, tento, tandziso, tibabato netentakutsi • Kufaka etibayeni emabito, tabito, tichasiso, tento, tandziso, tibabato, netentakutsi **Caphela: Tindlela tesento, ticondziso nesibanjalo akuhlolwa.**

Temdzabu: Tisho / taga, tinanatelo netingoma	
Imihambo nemasiko: imvunulo, buve, kuhlehla, kwetfula, umuti wesiSwati, kudla kwesiSwati, kubutseka nemcwasho.	
GENERAL OBJECTIVES	**COMPETENCIES**
Kuhlolisisa imibhalo yetemdzabu Kucondza injongo yekubhala nemibono yembhali Kuhlatiya nekuhlolisisa umhambo nemasiko eSiSwati	• Kuchaza lokucuketfwe tinanatelo netingoma • Kuchaza simo sekucanjwa kwetingoma • Kusho imilayeto lecuketfwe tingoma • Kuhlatiya umlandvo wetinanatelo netingoma • Kunika intalelwane letfolakala etinanatelweni • Kuchaza kudla lokutilwa tibongo letehlukene (letifundvwako), nekutsi kutilwelani • Kucubungula, kuhlatiya similo nesakhiwo sebantfu baleso sinanatelo • Kuchaza imvelaphi yebantfu balesibongo • Kuchaza, kwakha nekusebentisa tisho/taga

IMIBHALO YESIMANJE: Bunkondlo, Indzaba lemfishane, indzaba lendze, nemdlalo	
GENERAL OBJECTIVES	**COMPETENCIES**
Kuhlolisisa lonkhe luhlobo lwemibhalo yesimanje nekumiswa kwayo Kukhombisa lwati lolubanti ngenhloso yembhali nendlela labuka ngayo imphilo	• Kutfola umcondvo lophelele locuketfwe ngulowo nalowo mbhalo • Kufinyeta, kuchaza nekuhlatiya lokucashunwe emibhalweni leyehlukene • Kutfola/ kubona umcondvo nemoya wembhali emibhalweni leyehlukene • Kubona lokuhambelana nemihambo nemasiko lokucuketfwe kulemibhalo • Kuhlatiya timilo tebadlali/ balingisi • Kubona nekuchaza sibekandzaba • Kukhona kuveta imibono ngetimo letivele emibhalweni yesimanje • Kutfola ingcikitsi, netifundvo nemilayeto letfolakala emibhalweni leyehlukene • Kukhona kubona sicongo, lipholandzaba kanye nesiphetfo emibhalweni yesimanje • Kuchaza tinhlobo letehlukene tetingeniso • Kubona, kuchaza nekusebentisa tonkhe timphawu tebunkondlo • Kwehlukanisa, kuchaza tinhlobo tetinkondlo

Kucubungula umlandvo wekutfutfuka kwemhambo nemasiko emimangweni Kuchaza umuti weSiSwati	• Kuchaza tinjongo nekuchutjwa kwemasiko nemhambo (kwetfula, kubutseka, kuhlehla nemcwasho) • Kuchaza tingucuko netinsayeya lesetikhona kulamasiko nemhambo • Kusho bumcoka bemvunulo nekuyehlukanisa ngetigaba nangemikhosi • Kunika tindlela tekulondvolotwa kwemvunulo • Kunika tinhlobo tekudla, kuphekwa njani nekutsi kudliwa nini • Kuchaza tingucuko lesetikhona ekudleni kweSiSwati • Kunika nekuchaza tinhlobo temndeni • Kuchaza kuma kwemuti wesiSwati • Kuchaza umsebenti wemalunga lehlukene emndeni. **Tinanatelo** • Dlamini • Magongo • Mamba • Ginindza • Mavuso **Tingoma** • Wena ntfombatana uyintjintji • Sitocel'inkhonto • Iph'indvodza yami • Sawubona gogo • Yegogo ngilobolele

SET TEXTS

Letincwadzi letilandzelako titawuhlolwa kusukela ngemnyaka wa 2024-2026**. Caphela**: Bahlolwa kubhekeke kutsi babe batifundze tonkhe letincwadzi letilandzelako:

1. **Umtfombo WeSiSwati: Book 1 & 2 – B. Mahlalela, S. Sithole-Vaz, N. Tshotsho, S. Dlamini, S. Maphanga & E. Simelane**

2. Bunkondlo: Umvemve - Umhleli: T. Vilakati

Umbhali	**Inkondlo**
1. Nerville Johnson	Mshini Longadzinwa
2. Nerville Johnson	Kuphelile
3. Wandzumuti Zwane	Lomalungelo
4. Pretty Hulett	Mahlal'ekhikhini
5. Cynthia Hlophe	Valelisa Sihlobo Sekwanele
6. Fikile G. Mnisi	Ngingumuntfu Nami
7. Thabile Magagula	Ngangimusha Nami
8. Joyce N. Makhanya	Ngiyekele
9. Cynthia Hlophe	Lamula Kuyonakala
10. Salayedvwa M. Magagula	Kusetakwenteka Yini?
11. Lindiwe Sikhondze	Abola Ematfumbu Yehheni!
12. Sakhile S. Mavuso	Kuyawute Kube Kunini?
13. Salayedvwa M. Magagula	Lithoshi
14. Lindiwe Sikhondze	Kwasa Lokungali
15. Fikile G. Mnisi	Ngivele Yemshushumbisi

3. Tindzaba Letimfisha: Umtsentse – Umhleli: P. Mkhonta

Umbhali	**Sihloko Sendzaba**
1. Abel Mdluli	*Umntfwana Wendlunkhulu*
2. Maswazi Dludlu	*Sinkhwa Emlonyeni*
3. Gcina A. Mhlanga	*Wenabelaphi Lomliba?*
4. Sijabulile W. Sibandze	*Ngelucingo Nje?*
5. Nkhosing'phile Ntjalintjali	*Yeka Liso Kubuka!*
6. Cynthia Hlophe	*Bantfu Bakitsi EMzansi Afrika*
7. Mbuso N. Mabuza	*Wonkhe Muntfu*
8. Modison S. Magagula	*Indlangaye*
9. Phumelele K. Dlamini	*Noma Ngewani*
10. Lungile Magagula - Magongo	*Makoti*
11. Nomcebo Simelane	*Mnikeni Sigcoko Sakhe*
12. Phindile Khoza	*Kuyayiwa Emncamlezweni*

4. Umdlalo

Emaphupho Emadvwala – T. Msibi

5. Indzabalendze

Wena Bewungatsini – Dr H. D.T. Magagula

ASSESSMENT CRITERIA FOR SECTION A (FREE COMPOSITION) (20 Marks)

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:** • **Relevance**: Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience. • **Development of ideas**: shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	9-10	**Fluent**: • **Style**: First language competence. Ease of style. Confident and wide-ranging use of language, idioms and tenses. • **Accuracy**: No or very few errors. Well-constructed and linked paragraphs.
7-8	**Effective**: • **Relevance**: Fulfills the task, with appropriate register and good sense of purpose and audience. • **Development of ideas**: Ideas are well developed and at appropriate length. Engages reader's interest.	7-8	**Precise**: • **Style**: Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • **Accuracy**: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.
3 - 4	**Satisfactory**: • **Relevance**: Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • **Development of ideas**: Material is satisfactorily developed at appropriate length.	3-4	**Safe**: • **Style**: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • **Accuracy**: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
5-6	**Satisfactory**: • **Relevance**: Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • **Development of ideas**: Material is satisfactorily developed at appropriate length.	5-6	**Safe**: • **Style**: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • **Accuracy**: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.

3-4	**Partly relevant:** • **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. A**ward 1 mark** • **Development of ideas**: Supplies some detail and explanation, but the effect is incomplete. Some repetition. **Award 1 mark.** Limited engagement with task, but this is mostly hidden by density of error. **Award 1 mark.**	**3-4**	**Safe**: • **Style**: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • **Accuracy**: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
0-2	**Little relevance**: 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**: Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of SiSwati writing. Paragraphs absent or inconsistent.

ASSESSMENT CRITERIA FOR SECTION B (SITUATIONAL COMPOSITION) (15 Marks)

Mark Band	CONTENT: relevance and development of ideas (AO: 1, 2, 6, 12)	Mark Band	LANGUAGE: style and accuracy (AO: 1, 3, 4, 5)
7-8	**Highly effective**: • **Relevance**: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • **Development of ideas**: shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	7	**Fluent**: • **Style**: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idioms and tenses. • **Accuracy**: No or very few errors. Well-constructed and linked paragraphs.
5 - 6	**Effective**: • **Relevance**: Fulfils the task, with appropriate register and good sense of purpose and audience. • **Development of ideas**: Ideas are well developed and at appropriate length. Engages reader's interest.	5-6	**Precise**: • **Style**: Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • **Accuracy**: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.
3 - 4	**Satisfactory**: • **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. • **Development of ideas**: Material is satisfactorily developed at appropriate length.	3-4	**Safe**: • **Style**: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • **Accuracy**: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
1 - 2	**Partly relevant**: • **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. • **Development of ideas**: Supplies some detail and explanation, but the effect is incomplete. Some repetition. Award 1 mark. • Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark.	1-2	**Errors intrude:** • **Style**: Simple structures and vocabulary. • **Accuracy**: Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating. Paragraphs absent or inconsistent. • Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. Award 1 mark.
0	**Little relevance**: • No engagement with the task or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.	0	**Hard to understand**: • Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of SiSwati writing. Paragraphs absent or inconsistent.