



EXAMINATIONS COUNCIL OF ESWATINI
Junior Certificate Examination

CONFIDENTIAL

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SISWATI PAPER 1

207/01

MARK SCHEME

MAXIMUM MARK 35

ASSESSMENT CRITERIA FOR SECTION A (FREE COMPOSITION) (30 Marks)

Mark Band 1 (27 - 30)	<ul style="list-style-type: none"> • Confident and consistent completion of challenging tasks. • Candidates describe and reflect effectively upon experience, give detail and analyse thoughtfully what is felt and imagined. • Subject matter is significant and there is authoritative information and apt exemplification. Arguments are cogent and develop in a mature, persuasive register. • The sense of audience is strong, giving entertainment to the reader who can read without hindrance. • Candidates write fluently, using appropriate and varied sentence structures and a wide range of attractive vocabulary. • Language errors, if any, are rare and insignificant. • The work is well structured. Paragraphs are well constructed and linked to clarify the organization of the writing as a whole.
Mark Band 2 (23 – 26)	<ul style="list-style-type: none"> • Frequent merit in the manner of writing and the choice of content. • Candidates describe and reflect upon experience, and analyse with occasional skill what is felt and imagined. • Some of the work addresses challenging subject matter and the interest of the reader is generally aroused. • There will be some minor language errors, but sentences are mostly well made and varied, and much of the work is fluent. • Appropriate and varied vocabulary is used. • Paragraphs will show evidence of planning, have unity and are generally linked. • Candidates are in control of the shape and style of their writing.
Mark Band 3 (19 - 22)	<ul style="list-style-type: none"> • Competent writing with some development of ideas. • Candidates express clearly what is felt and imagined and supply some detail, explanation and exemplification for the reader. • It is possible for writing with pedestrian but accurately described subject matter to be placed at the lower end of this mark band. However, writing awarded a mark at the top of the range will stand out because of the choice of content, the range of register and vocabulary, and the range and variety of sentence structure. • Candidates sustain ideas and arguments at reasonable length, and their stories have some originality and adventure. • While candidates exercise care over spelling and punctuation, minor language errors may appear quite frequently and a few errors may almost be serious ones. This should not, however, interfere with the reading of work that has other, sufficient, strengths. • Paragraphs are used to make the sequence of events or ideas coherent and clear to the reader.
Mark Band 4 (15 - 18)	<ul style="list-style-type: none"> • Some development of satisfactory content. • Candidates express with some clarity what is felt and imagined. • There is an obvious attempt to address the topic with relevance, although the outcome may not always show that candidates are able to sustain their ideas and arguments. • The use of interesting detail and exemplification is somewhat limited. • There are a number of language errors, some of them serious, but meaning is generally clear. • Work may lack liveliness and interest owing to the use of simple sentence constructions or satisfactory but unexciting range of vocabulary. • Paragraphs are used with some effectiveness.
Mark Band 5 (11 - 14)	<ul style="list-style-type: none"> • Simple work, the meaning of which is not in doubt. • Candidates express intelligibly what is felt and imagined. • The subject matter is communicated satisfactorily to the reader and candidates demonstrate some limited ability to sustain their ideas and arguments.

	<ul style="list-style-type: none"> • Candidates write in simple vocabulary. • While there may be many language errors, they will not greatly affect meaning. • The work is paragraphed, if not always effectively so, and there is some sense of order.
Mark Band 6 (7 - 10)	<ul style="list-style-type: none"> • Generally clear, despite difficulties with expression. • Candidates make an attempt to express what is felt and imagined in simple language and sentence structures. • While language errors and weakness of style will be apparent, these will not often seriously affect communication, although there may sometimes be confusion. • Candidates will show at least a partial understanding of paragraphing and structure.
Mark Band 7 (3 - 6)	<ul style="list-style-type: none"> • Some parts of the work can be followed. • Candidates struggle to express what is felt and imagined in very simple language and with some sense of sentence and overall structure. • There are likely to be no more than a few accurate sentences, however simple, in the whole work.
Mark Band 8 (0 - 2)	<ul style="list-style-type: none"> • Fails to communicate. • Very simple meanings and experiences are attempted, but most of the work is too inaccurate and confused to make sense. • An absence of structure leads to further confusion.

ASSESSMENT CRITERIA FOR SECTION B (SITUATIONAL COMPOSITION) (20 Marks)

<p>Mark Band 1</p> <p>(18 - 20)</p>	<ul style="list-style-type: none"> • Confident and consistent completion of challenging tasks. • Candidates describe and reflect effectively upon experience, give detail and analyse thoughtfully what is felt and imagined. • Subject matter is significant and there is authoritative information and apt exemplification. Arguments are cogent and develop in a mature, persuasive register. • The sense of audience is strong, giving entertainment to the reader who can read without hindrance. • Candidates write fluently, using appropriate and varied sentence structures and a wide range of attractive vocabulary. • Language errors, if any, are rare and insignificant. • The work is well structured. Paragraphs are well constructed and linked to clarify the organization of the writing as a whole.
<p>Mark Band 2</p> <p>(15 - 17)</p>	<ul style="list-style-type: none"> • Frequent merit in the manner of writing and the choice of content. • Candidates describe and reflect upon experience, and analyse with occasional skill what is felt and imagined. • Some of the work addresses challenging subject matter and the interest of the reader is generally aroused. • There will be some minor language errors, but sentences are mostly well made and varied, and much of the work is fluent. • Appropriate and varied vocabulary is used. • Paragraphs will show evidence of planning, have unity and are generally linked. • Candidates are in control of the shape and style of their writing.
<p>Mark Band 3</p> <p>(12 - 14)</p>	<ul style="list-style-type: none"> • Competent writing with some development of ideas. • Candidates express clearly what is felt and imagined and supply some detail, explanation and exemplification for the reader. • It is possible for writing with pedestrian but accurately described subject matter to be placed at the lower end of this mark band. However, writing awarded a mark at the top of the range will stand out because of the choice of content, the range of register and vocabulary, and the range and variety of sentence structure. • Candidates sustain ideas and arguments at reasonable length, and their stories have some originality and adventure. • While candidates exercise care over spelling and punctuation, minor language errors may appear quite frequently and a few errors may almost be serious ones. This should not, however, interfere with the reading of work that has other, sufficient, strengths. • Paragraphs are used to make the sequence of events or ideas coherent and clear to the reader.
<p>Mark Band 4</p> <p>(9 - 11)</p>	<ul style="list-style-type: none"> • Some development of satisfactory content. • Candidates express with some clarity what is felt and imagined. • There is an obvious attempt to address the topic with relevance, although the outcome may not always show that candidates are able to sustain their ideas and arguments. • The use of interesting detail and exemplification is somewhat limited. • There are a number of language errors, some of them serious, but meaning is generally clear. • Work may lack liveliness and interest owing to the use of simple sentence constructions or a satisfactory but unexciting range of vocabulary. • Paragraphs are used with some effectiveness.

Mark Band 5 (6 - 8)	<ul style="list-style-type: none"> • Simple work, the meaning of which is not in doubt. • Candidates express intelligently what is felt and imagined. • The subject matter is communicated satisfactorily to the reader and candidates demonstrate some limited ability to sustain their ideas and arguments. • Candidates write in simple vocabulary. • While there may be many language errors, they will not greatly affect meaning. • The work is paragraphed, if not always effectively so and there is some sense of order.
Mark Band 6 (4 - 5)	<ul style="list-style-type: none"> • Generally clear, despite difficulties with expression. • Candidates make an attempt to express what is felt and imagined in simple language and sentence structures. • While language errors and weakness of style will be apparent, these will not often seriously affect communication, although there may sometimes be confusion. • Candidates will show at least a partial understanding of paragraphing and structure.
Mark Band 7 (2 - 3)	<ul style="list-style-type: none"> • Some parts of the work can be followed. • Candidates struggle to express what is felt and imagined in very simple language and with some sense of sentence and overall structure. • There are likely to be more than a few accurate sentences, however simple, in the whole work.
Mark Band 8 (0 - 1)	<ul style="list-style-type: none"> • Fails to communicate • Very simple meanings and experiences are attempted, but most of the work is too inaccurate and confused to make sense. • An absence of structure leads to further confusion.

Umbuto 1 – Mhla Ngilahlekelwa yimali

Luhlobo: Lecocako

Umbhali: Lokhulumako nalabanye langabafaka asacoca

Sikhatsi: lesengcile/lesengca.

- Avete kutsi ukuphi/wentani/nabani
- Wabona ngani kutsi imali seyilahlekile e.g. sewufuna kubhadala ebhange, esitolo, etc
- Ngumalini
- Yabani imali/yani e.g. yesikolwa/yetimphahla
- Wentanjani nakabona kutsi ayikho imali e.g. wetfuka/wakhala/wafuna/wabuta kulabadvute/watikhuthuza, etc
- Kukhona yini lamsola?
- Wabikela bani? Batali/gogo/mkhulu/emaphoyisa
- Kwephetselaphi? Wasaba kuya ekhaya/wacela bamphekeletele/abazange bametsembe batsi uyidlile
- Yatfolakala yini ? Ayizange/ukhona lowatfotisa/ wayitfola ekhaya abeyikhohliwe

Caphela kutsi bahlolwa bangachamuka nakunoma nguluphi luhlangotsi – loku akusho kutsi uma angakabhali lamaphuzu lengenhla sewulahlekile

Umbuto 2 – Mahlalekhukhwini

Luhlobo: Lenika lwati/levulekeli/lechazako/lecocako

- Uyini mahlalekhukhwini – Lucingo loluhlala kuwe uhambe nalo
- Bumcoka/buhle bakhe
 - Kuchumana
 - Kudlala imidlalo
 - Kutfolo lwati nge *internet*
 - Kutsatsa titfombe/utigcine/utitfumelele labanye
 - Kutfumelelana lokufundziwe nisitane uma kunebulukhuni
 - Kulalela tingoma
 - Kucitsa situnge
 - Kubukela ema – *video* lakhutsatako/lakhako/tinshumayelo
- Tinhlobo tabomahlalekhukhwini
- Babita bomalini
- Basebenta kanjani

Bubi bakhe mahlalekhukhwini

- Usebentiseka kabi
- Kutfunyelelwana titfombe letingcolile
- Kwebeka malula/bayakulimata bosidlani ngenca ya mahlalekhukhwini
- Bantfwana abatinaki tincwadzi bahlala busuku bonkhe balibele nguletincingo
- Uyacabanisa - imindeni/batali nebantfwana/bangani nasekuvele timfihlo
- Kudulile kuba naye ngoba kufuneka imali yema *data* neyekushaya
- **Kunakwe kutsi uyitsetse ngakuluphi luhlangotsi umhlolwa wayitfufukisa kanjani leyo ndlela layikhetsile**

Umbuto 3 – Ayivalwe imidlalo etikolweni.

Luhlobo: Yindzabamphikiswano

Ngumiphi imidlalo lekhona etikolweni?

Yini yona lemidlalo?

Kusekela

- Idlala ngesikhatsi sekufundzisa
- Icala uma kusuka umnyaka kuze kube sesigamini sesibili
- Seminyenti kakhulu imidlalo leseyentiwa
- Imosha imali lengabe yenta letinye tintfo tekutfufukisa sikolwa (imfundvo) – kucashwa emabhasi kutsengwe nekudla
- Bafundzi bangenela imikhuba yekunatsa/kubhema uma baphumele lemidlalo
- Kujabulisa linani lelincane lebafundzi ngoba lemidlalo ayingenelwa ngibo bonkhe noma babhadele imali yemidlalo
- Ebholeni sebanemikhuba yekusebentisa umutsi. Umfundzi ufundza lemikhuba angakacondzi
- Lemidlalo seyaba yindlela yekususa imisindvo kubafundzi ngako akayivale hulumende

Kuphikisa

- Kudlala yincenye yekufundza – kwenta umtimba nengcondvo kuhlale kuphilile
- Kutfutukisa kuvana/kubambisana nekubeketelana kubafundzi
- Bafundzi batfola litfuba lekuveta baphindze bacesesheke kulawo makhono labanawo – njenge kugijima/kudlala ibhola/kubhukusha
- Labanye babonwa ngemacembu lamakhulu abasekele ngetimali tekufundza
- Bafundzi batfola litfuba lekumela live lakaNgwane emidlalweni labangene kuyo
- Tikolwa tiyazuza imiklomo netinkomishi lokuchubeka kusebente esikolweni
- Itfutukisa nekutsengiselana ngoba kuta sive nalabanye bafundzi batawubukela kube netimakethe
- Kutfutukisa kutetsemba kubafundzi baleso sikolwa (Emacembu/Teams) nalabo bakuletinye tikolwa labacudzelana nabo
- Umhlaba wonkhe uyasekela uphindze uyitfutukise imidlalo, imcoka emphilweni yebantfu

Umbuto 4 - Bhala inkhulumiswano emkhatsini wesisebenti setemphilo nesakhamuti lesingafuni umndeni waso uye esibhedlela.

Luhlobo: Yinkhulumiswano

- Sinake kuma kwayo
- Singeniso sivete kutsi bakuphi/simo sinjani
- Kukhulumisana kutfufukise imicondvo labayivetako ngalesimo
- Labakhulumako kungaba yindvodza yelikhaya/make/gogo kodvwa lonawo emandla ekushaya umtsetfo kulelo khaya kuye ngesimo salo kutsi liholwa ngubani
- Sisebenti setemphilo kungaba noma ngubani lophatselene nalelitiko – bonesi/bagcugcuteli

Sisebenti setemphilo

- Sivete bumcoka bekutfoala lusito lwesibhedlela
- Sichaze lusito labatalutfoala – kupotjolwa bodokotela kutfolakale lokubanga kugula/kutsatfwa kwetingati nemchamo/kuhlolwa kwabo-BP
- Batawutfoala emaphilisi/imitsi/imijovo
- Batakwelulekwa ngekudla ngendlela lefanele nekutiphatsa kwesigulane kuye ngesifo lesitfolakele
- Akukaduli kuya esibhedlela
- Lona lowalela umndeni wakhe akangabemuki lilungelo lekutikhetsela, angahlukubeteki

Sakhamuti

- Angasho kutsi akakholelwa etibhedlela – uyathandaza kuphela noma yinkholo yakhe
- Usebentisa sintfu
- Labaya etibhedlela ababuyi/bayafa
- Ngubani lowatiko kutsi lemitsi nalemijovo kwakhiwa ngani/kufakwani?
- Tibhedlela ngito letifaka tifo kubantfu kute kutotsengwa lamaphilisi
- Yena unelilungelo lekutikhetsela lafuna kwenteke emndenini wakhe

SICEPHU B : SIMONDZABA**Umbuto 1 – Emaminitsi**

Kunakwe kumiswa kwawo

Emtimbeni wembhalo kunakwe emaphuzu laphatselene nemasu ekutfufukisa insha.

Kungavetwa lokubangele kutsi bate basukumise lendzaba yekutfufukisa insha.

- Kube nemidlalo leyehlukene – ibhola/sibhakela/kubhukusha avete kutsi babone kutsi kutawuyitfufukisa kanjani
- Kulima tibhidvo – ikhona yini leyo ndzawo kanye nemanti
- Kusungulwe tinhlangano – tekulima/temisebenti leminywe njengeku bhaka titini/kujuba tjani /kupenda kubata
- Kubekwe emakomidi latawubuka letinhlangotsi
- Bakhombise lwati lwekuphatfwa kwemimango emakhaya nasedolobheni
- Bakhombise lwati ngetinhlangano telusito e.g. inkhundla/bomasipala/tinhlangano letitimele
- Kucala tinhlangano letilwa netidzakamiva

Umbuto 2 – Satiso

Kunakwe kumiswa

- Lusuku
- Siya kubani
- Sibuya kubani

Umtimba/Umlayeto

- Bobani labetako e.g. Smart Machines/ lilunga lephalamende/ indvuna yetemfundvo/ bemaphephandzaba/ bamabonakudze
- Batokwentani e.g. kunikela sakhiwo/ sivulwe ngalokusemtsetfweni
- Lokubhekeke kubafundzi e.g. kugcoka/ kutiphatsa/ kugcina sikhatsi

Umbuto 3 – Sikhangiso

Yini lekhangiswako – kubonakale kutsi yindali

- Kungaba timphahla tekugcoka/bobhaki/tikhwama/ticatfulo/ timphahla tebantfwana etc.
- Kubita malini
- Sikuphi – kufikwa njani/tincingo (tinombolo or *email*)
- Kuvulwa nini/kuvalwa nini
- Emalanga ekusebenta
- Lokunye lokungakuheha kutsi ute kulesitolo e.g. tindzawo tekudlala/tekuhlala/indzawo yekupaka/kuyafikeka malula/kuphephile, etc

Umbuto 4 – Incwadzi yebungani

Kunakwe kuma kwayo

Kunakwe lulwimi nemagama elikhetselo

- Kweluleka

Simo sencwadzi singaveta kudvumala nekukhatsateka ngesincumo semngani

Umtimba

- Akhutsate anike litsemba
- Avete kukhatsateka ngalesimo semngani wakhe
- Etsembise kusekela/kumsita etifundvweni
- Abekise ngalabanye labehluleka kodwa bangapheli emandla sebasetulu emphilweni nyalo
- Amukhumbute ngebumcoka bemfundvo kumuntfu, ekhaya kabo, emmangweni naseveni.
- Amkhumbute ngemaphupho labekanawo leyeme emfundvweni e.g. kuba ngunesi/ thishels etc.
- Avete kutsi live lakaNgwane liyayisekela futsi liyikhutsate imfundvo ngiko bababhadalela labangakhoni kanye nekubhadalela imfundvo yamahhala emabangeni laphansi.

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