

EXAMINATIONS COUNCIL OF ESWATINI

EGCSE

EXAMINATION REPORT

FOR

FIRST LANGUAGE SISWATI

YEAR

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EGCSE FIRST LANGUAGE SISWATI

Paper 6870/01

Continuous Writing

Key messages

- It is essential for candidates to number the questions they attempt.
- Punctuation is an essential element of continuous writing. Candidates should punctuate their work and present it in paragraphs.
- Candidates should use the given topic of the composition, rephrasing the questions is not acceptable. The question must be copied as is.
- The correct use of idioms enhances the candidates' compositions.
- It is a requirement of continuous writing for candidates to adhere to the stipulated/required length/word limit of 300-400 words in Section A and 150-200 words in Section B. Some candidates tend to ignore this instruction and write way over the maximum length.

General Comments:

There was a drastic drop in the number of candidates as compared to 2021. In 2022, 13 310 candidates sat for the examination yet in 2021 there were 22 987. Candidates were assessed on their ability to express ideas, facts, and opinions clearly and effectively using a range of appropriate vocabulary. They were required to handle spelling, punctuation, and grammar accurately and show creativity and persuasiveness in their writing. The paper comprised two sections and was marked out of 50 marks. Section A comprised free compositions and was worth 30 marks whereas Section B was a situational composition worth 20 marks. In Section A candidates were required to choose one question out of three. Section B was a one compulsory question. Candidates attempted the questions in Section A reasonably well. This indicates that candidates were comfortable with the different types of compositions, and for that we commend the good job done by teachers in exposing candidates to the different types of compositions.

Comments on specific questions

Section A

Umbuto 1

Topic: Bhala indzaba legcina ngekutsi “.... ngabona lapho kutsi vele imfundvo isikhiya lesikumikisa emphumelelweni.”

This was a narrative composition. Even though it was popular with the candidates, it proved to be very challenging. Candidates were expected to narrate a story showing how education is the key to success. Most candidates narrated stories which mostly showed the importance of education. Some candidates lost track of the question and deviated from the theme completely and only realised in the last paragraph realise that they have lost the plot and then tried to mention something which relates to the theme. Some candidates even failed to end the composition with the required phrase hence they ended up scoring low marks. However, there were those who were able to write extremely remarkable compositions sticking to the theme.

It is concerning that some candidates that chose this question could not write a relevant topic to the question. Candidates had to create a topic relevant to the question but failed to do so thus failing to address the question totally. Teachers are urged to give candidates more practice on this type of composition and help learners explore their creative sides.

Umbuto 2

Topic: Bhala indzabamphikiswano ngalesihloko: Kuhlala phansi nemtfwana ukhulume naye ngetiphosiso takhe kunemphumela lomuhle.

This was an argumentative type of composition. It was popular with the candidates and was fairly done. Candidates demonstrated good understanding of the topic as they used a lot of content to argue their points. Candidates who did well were those that took a stand and then gave both sides of the argument. However, many candidates failed to give a balanced argumentative composition.

Teachers are urged to give learners more practice on argumentative types of compositions.

Umbuto 3

Topic: Bhala indzaba uchaze ngalokungentiwa kufukula tekulima eveni lakaNgwane kuHlangabeta nenkinga yekweswelakala kwemsebenti.

This was an informative type of composition. It was a popular question among the candidates but several candidates who attempted this question failed to stick to the theme. The question required candidates to explain how the country can improve 'Agriculture' to reduce the problems of unemployment. It must be noted that the improvement in 'Agriculture' was supposed to be explained in relation to the reduction of unemployment. Candidates simply wrote about the importance of agriculture and how it can improve the country's economy. Most candidates failed to address the unemployment part of the question which resulted in them scoring low marks. Teachers are urged to give learners more topics on the informative type of compositions.

Section B

Umbuto 4: Sikolwa sakho sinemcibi wetinkhulumo netipho. Ungumholi webafundzi, ucelwe kutsi wetfule inkhulumo ngelizinga lekukhulelwa kwemantfombatana emmangweni wakini lelinyuke kakhulu.

Bhala inkhulumo lotayetfula ngalolusuku.

Candidates were expected to write a formal speech. Most of the candidates failed to effectively employ, appropriate register, and display a good sense of purpose and audience for this piece of work. They used the reporting style instead of engaging the audience which is the appropriate style in speech writing. Most candidates missed the important areas which make a speech, like greetings by observing all protocol in the introduction but tended to say 'ngibingelela bonkhe labakhona ngetigaba tabo....' Instead of mentioning who the people are. Further, the candidates missed the use of a slogan and rhetorical questions which characterises a speech. Thus, many candidates scored average marks. Teachers are urged to always emphasise the importance of using the correct format in all situational writing. They should give learners more practice.

EGCSE FIRST LANGUAGE SISWATI

Paper 6870/02

Reading and Directed Writing

Key messages

- Careful reading of the passage and comprehension questions is essential for candidates to give specific responses to questions and avoid general responses.
- In the summary, candidates should avoid reproducing the passage without selecting the appropriate information needed to achieve the task.
- The addition of new information in Question 2(a) should be avoided as it distorts the content of the original passage.
- Candidates should be cognisant that Question 2(b) is based on their comprehension of the second passage. Thus, when responding to this question, candidates should avoid using information from the first reading passages.
- Responding to the task in Question 2(b) should be in-depth so that responses appeal to the audience. The purpose and design of the responses should be clear, and candidates should demonstrate their linguistic abilities by presenting coherent and interesting pieces of work for them to be regarded as highly effective and score higher marks in the band.
- In Section B, the focus is on linguistic and grammatical constructions of the language. Hence, candidates should carefully identify and describe given language forms.
- In Question 3(a) candidates should pick a word from the passage and present it as is instead of removing parts of the word such as inflectional and derivational affixes.

General comments

Candidates who sat for this component in 2022 were 13 310, which showed a steep decline compared to 2021, where they were above the 22 000 mark. Candidates' performance was slightly above average. Although a sizeable number of candidates demonstrated comprehension of both passages, they struggled to achieve high marks in demanding tasks, particularly those that required critical thinking, creativity and application. Most candidates gave an impressive performance in Question 1 and 2(a), with most scoring above average and others scoring the total. Despite the exceptional performance in these two questions, there was evidence that some candidates struggled with deducing and making inferences from some words and expressions. Some candidates, particularly in Question 2(b), demonstrated limited vocabulary as they wrote partly relevant and irrelevant content resulting to loss of marks. Questions 3 and 4 required candidates to demonstrate competence of the linguistic and grammatical constructions of the language.

Most of them could not pick grammatical forms from the given extract, even though grammar was contextualized. Most candidates also showed limited competency in explaining rules of forming words and describing certain linguistic forms in the language. Nevertheless, there were a few exceptional candidates who did remarkably well in all the four questions and performed all the tasks almost perfectly.

Comments on Specific Questions

Section A

Question 1

This question assessed candidates' comprehension and interpretation skills. Therefore, general responses did not score marks. The overall performance of candidates in this question was impressive, as most of them demonstrated an understanding of the passage. Most candidates scored above average, with others doing exceptionally well and attaining total marks.

(i) Endzimeni yekucala nguliphi ligama lelisho kucoqa? [1]

Most candidates were able to identify and pick the correct answer from the first paragraph which was *ngikwetsele*.

However, there were a few candidates that gave wrong responses from the paragraph such as "*atipheli, sekukuocela*".

(ii) Endzimeni yesibili yini lokusivetela kutsi Mncedisi uyabemukela bulukhuni bemphilo? [1]

This question required candidates to pick the answer(s) from the passage, specifically the second paragraph.

Expected responses were:

- Utsi yetinkinga singete sayitsini;
- Utsi wonkhe muntfu wengca kuto tinkinga / utsi tinkinga tingemufutsa endlela.

There were a few cases where candidates left the key word "*tinkinga*" and gave weak responses.

Wrong responses:

- Wonkhe muntfu wengca kuto
- Singete sayitsini

(iii) Chaza loku lokulandzelako njengoba kusentjentsiwe endzabeni:

Most candidates got both marks in this question. The question required candidates to give the meaning in context of the given phrases ions as used in the passage.

(iv) Ngekudla litsambo yetayele

[2]

Candidates who scored both marks in this question were those that inferred and understood the expression to mean ‘an act of doing something¹ repeatedly¹.’

Expected responses included the following:

- Kwenta intfo ¹ uyiphindze emahlandla lamanyenti¹
- Kwenta sento tsite¹ kanengi¹

Moreover, some candidates failed to explain the meaning of the expression as used in the passage. Thus, they either lifted the word “kwetayela” in their responses or demonstrated a total lack of understanding of the word as shown in the following examples:

Common wrong responses were:

- Kwenta intfo ngekwetayela
- Kungabanjwa

(v) Linye lelaba silima

[2]

Candidates who scored both marks in this question interpreted the meaning of the phrase “*linye*” and “*silima*”.

Expected responses included the following:

- Lilanga¹ lengabanjwa ngalo¹

Common incorrect responses were:

- Linye lengabanjwa ngal;
- Linye ngabanjwa

(iv) Ngeliphuzu linye chaza kutsi yabangwa yini indlela lebuyela ekhaya ibe yindze kakhulu kuMncedisi neyise?

[2]

The performance of candidates in this question was average. Most of their responses were incomplete. Exceptional candidates understood that the question implied that there was complete silence in the car as the two characters drove home and gave reasons for that. However, most candidates omitted the keyword “*bebangakhulumisani*” which resulted in loss of marks.

Expected responses included the following:

- Bebangakhulumisani¹ ngoba Mncedisi bekatisola ngesento sakhe sekubhansuta tibunu temntfwana waGando¹;
- Bebangakhulumisani¹ ngoba uyise waMncedisi abetfukutsele ngesento saMncedisi lesimbi¹.

Weak and wrong answers were:

- Bebangakhulumi;
- Bebangakhulumisani;
- Mncedisi washaya umntfwana waGando tibunu.

(v) Ngekucabanga kwakho abefanele yini uyise waMncedisi kugeza tandla ngenmtfwanakhe? Chaza usekele ngeliphuzu linye.

[2]

This question assessed candidates' analytical skills as their mastery and comprehension of the entire passage was required to respond to this question. Candidates who provided good answers were those that took a stand and provided a sound justification for the actions of Mncedisi's father, regardless of whether their position was affirmative or negative. Moreover, most candidates who gave responses in the affirmative scored both marks as they had enough points from the passage to substantiate their position.

Expected responses were:

- Abefanele ngoba wente konkhe etama kumsekela kutsi afundze sikolwa atotimela¹ kepha Mncedisi umhlazile¹;
- Abefanele ngoba wenta konkhe lokusemandleni¹ e.g. (wacale wamkhulumisa ngekuphilisana kahle namake wakhe/ wamyisa ehositela/ wamcelela kaGando), kepha Mncedisi wona kuko konkhe¹ (wangahloniphi unina lomusha/ weca esikolweni/ wanatsa netjwala)
- Abengakafaneli ngoba nguye imbangela yako konkhe loku, waletsa make lomusha /wakhetsa yena kunaMncedisi¹ wase Mncedisi uyatondza / unatsa tjwala/ wakhulumisa unina lomncane kabi/ wangadli nekudla lokuphekwe nguye ¹.
- Some candidates gave general responses that either demonstrated that the candidate did not understand the passage or showed a lack of critical thinking skills.

Generalised and wrong responses were:

- Kufanele, ngumntfwanakhe, utomlahlela bani?
- Kufanele, Mncedisi wafelwa ngunina, ngako uyise sekuphela kwemtali lokhona;

(vi) Uvetwe angumake lonjani unina waMncedisi lomusha kulenzaba? Sekela ngalokufundze kulenzaba.

[2]

The performance in this question was good as most candidates scored a total of 2 marks. Candidates that provided correct responses depicted the stepmother's character and analysed it using evidence from the passage.

Expected responses were:

- Abenelutsandvo/ abenenhlitiyo lenhle ¹ ngoba abepheka aphindze amphakela Mncedisi¹;
- Abenesikhwele/ inhlitiyo lembi¹ ngoba wakhetsisa uyise waMncedisi emkhatsini wakhe naMncedisi¹.

Wrong responses included:

Cases where candidates did not use material from the passage to support their claim and gave presuming responses like:

- Abefanele ambeketelele;
- Ngabe wahlala naye phansi wamkhulumisa wangamcebi kuyise;
- Ngumake lokabi.

(vii) UnguMlungisi, veta yinye yetinkinga taMncedisi uchaze kutsi bewungameluleka utsini kute abuye esimeni lesikahle emphilweni.

[3]

This high-level question required candidates to pay attention to detail by:

- (i) Recognizing one of Mncedisi's problems;
- (ii) Offering advice;
- (iii) Explaining how that advice will be of benefit to Mncedisi.

The performance in this question was average as most candidates failed to provide the three aspects of the response.

Expected responses were:

- Kungemukeli unina lomusha,¹ akamemukele ngoba angeke akushintje lokufunwa nguyise¹, utawukhona kuphila kube bete inzondo¹
- Kunatsa tjwala¹, akabuyekele ngoba butomfaka etinkingeni letinyenti¹, utawuphila emukeleke kubatali bakhe¹

Wrong responses were:

- Akayekele kubhansuta emantfombatane tibunu;
- Bekufanele ahloniphe uyise

Question 2

(a) Ngemagama labalelwa ku 60 - 90, bhala sifinyeto, uvete lokwentiwa bakaMkhonta nasekucale tinkhulumo ngekhatshi endlini kute kube kulapho sebahamba khona.

Most candidates performed well in this question as they were able to identify the maximum five points. Furthermore, most candidates demonstrated good summary skills by presenting the correct format of a summary (one paragraph) and writing full points that did not distort the message in the passage. Some candidates lost marks for language use because they lifted the words directly from the passage without using their own words. Others exceeded the required length of the summary while some included actions of the Ndlelas which was not a requirement of the question.

These were points available for the summary, and a candidate had to present the maximum of five points worth 1 mark each:

- Umyeni watsatsa lipuleti wafaka sitaki semali/ umyeni watsatsa lipuleti wafaka imali lenyenti;
- Basala babukana/ bakhuluma ngemehlo nakuphuma bakaNdlela. Noma, labanye bahhomutela ngekungati labatobhekana nako nakubuya bakaNdlela;
- Bahhwilitisana / baphindzilitana nebakaNdlela nababuya;
- BakaMkhonta babuta kutsi yini adule kangaka lomntfwanabo Seluleko/ uyatsengiswa yini?
- Umyeni wakhomba Ndlela emehlweni/ umyeni wafuka Ndlela watsi uncolile, utsengisa ngemntfwanakhe;
- Umyeni washaya umnakabo Seluleko noma umsa waNdlela ngesibhakela/ BakaMkhonta bashaya umsa waNdlela;
- Balwa nebakaNdlela/ Babambana ngetihlutfu/ Bashayana nebakaNdlela;
- Baphuma ngesemagundwane/ Babaleka.

Common incorrect presentation of points was:

- Watsatsa lipuleti wafaka imali;
- Batsaphana ngemehlo;
- Simanga wakhomba Ndlela emehlweni;
- Simanga washaya umnakabo Seluleko;
- Baphuma nemagundwane/ baphuma nemakona.

For language use, the following summary skills were considered:

- Kubeka emaphuzu ngewakhe emagama kodvwa angawushintji umcondvo wesivisiso nekungacili kubakaNdlela¹;
- Kubhala emaphuzu abe yindzima yinye lebumbene¹;

- Kubhala linani lelifanele lemagama¹;
- Kubhala ngeSiSwati lesingiso nekubhala sibitelo lesikahle¹;
- Kusebentisa kahle timphawu tekubhala letifanele.¹

Although most candidates demonstrated good summary writing skills, a few presented unsatisfactory work and did not use their own words. This resulted in the loss of marks as they indiscriminately provided information which excessively included actions of the Ndlelas, yet that was not part of the task. Others failed to observe the minimum and the maximum number of words required to write the summary.

(b) Bhala inkhulumiswano yaSeluleko naSimanga nasambikela kutsi tinkhulumo temalobolo tihambe njani. Inkhulumiswano yakho ayibe ngemagama labalelwa kulangu (120-180).

The performance in this question was above average. There were outstanding candidates that scored a total of 15 marks. Candidates who performed exceptionally well understood that this directed writing task depended on their understanding of the second passage. One primary feature of quality responses was work that showed that candidates understood the task; that is, presenting a dialogue between Seluleko (fiancée) and Simanga (groom) where by the former is reporting to the latter about what transpired during the lobola negotiations. Seluleko had to report to Simanga considering that the latter was not part of the lobola negotiations party and did not attend the ceremony. Good responses showed relevant language between the two characters as lovers not strangers and focused on Simanga's family, the Mkhontas who had gone to pay *lobola* for Seluleko at the Ndlela homestead. High achievers discerned the internal emotional conflict in the two characters after their special day was spoiled by a chain of disastrous events. They wrote a good introduction which showed how the conversation began and provoked interest in the reader. In their work, Seluleko provided a comprehensive report on the series of critical events that transpired during the negotiations. Thus, candidates who understood the task reported the following:

- Imali leyakhishwa ngumyeni beyingakanani? Emagama ekuchaza linani lemali /*sitaki, imali lencane*. Kuvele kutsi bakaNdlela abanetisekanga ngaleyo mali;
- Kuchaza ngekungabikho kwetinkhomo letimenyetiwe - Simanga akamangale ngaloku, avete linani letinkhomo latesula edamu;
- Kuhhwilitisana lokwaba khona - umyeni akhomba uyise waSeluleko, ametfuka atsi ungcilile udayisa ngemntfwanakhe;
- Kulwa - kubambana ngetihlutfu/ kushaywa kwemnakabo Seluleko ngumyeni ngesibhakela/ kusuka kwemphi endlini bese ingenwa ngummango.

Furthermore, to get high marks in the higher band, candidates had to show creativity and provide the following:

- Tinyatselo labatitsatsa BoSimanga naSeluleko emuva kwalesigameko;
- Lwati ngemalobolo - ematjalo, lukhalo nalokunye;
- Kuveta labalimele nasekuliwa nalababoshwa.

Exceptional candidates used the above points to write convincing and exciting dialogues. Their points showed a good sequence of events and made the reader to understand clearly what transpired during the lobola negotiations. Moreover, merely providing the above points did not guarantee the automatic acquisition of high marks and effectiveness in this task. High achieving responses had to demonstrate strong command of the SiSwati language by using appropriate grammar, superior and relevant vocabulary, well-structured sentences, good spelling and proper paragraphing to be highly effective. Thus, for language usage, the following points were considered:

- Kubhala sihloko lesikhomba kutsi yinkhulumiswano;
- Kwetsa balingisi (Simanga naSeluleko);
- Singeniso lesikhombisa kutsi bayacala kukhuluma / bavuselane;
- Kubhala inkhulumiswano lelandzelekako;
- Kungeci imigca;
- Kungendlaleli;
- Kungafaki bakaki;
- Kusebentisa kahle lulwimi kanye netimphawu tekubhala.

Some candidates completely ignored the question and wrote a letter, composition or speech instead of a dialogue. Some responses did not have a title while others skipped lines and used quotation marks.

Furthermore, low achievers demonstrated limited knowledge of the SiSwati language. There were candidates that could not differentiate between “*umyeni*”, the chief negotiator in the lobola ceremony and “*umkhwenyana*” (groom). Thus, they ascribed the chief negotiator’s actions to umkhwenyana (Simanga), missing the crucial detail that Simanga was not present in the ceremony. Therefore, these candidates wrote partly relevant and irrelevant dialogues that scored very low marks. Other candidates changed the question and made Simanga report on the lobola proceedings. Some candidates presented Simanga and Seluleko as siblings, a sister reporting to her brother about the

ceremony. Other candidates mixed up the characters and mentioned characters from the first passage. Candidates who committed the above errors demonstrated that they read the passage without understanding, yet this was a prerequisite to doing this task.

Section B- Luhlelo

This section required candidates to demonstrate their knowledge of the linguistic and grammatical constructions of the language. Candidates' performance in this section ranged from average to below average. Some scored satisfactory marks while others scored very low marks.

Question 3

(a) **Khhipha naku lokulandzelako kulenzima lengenhla ukubhale:**

The performance in this question was average. Most candidates were able to pick the required words from the given extract. However, some candidates failed to identify the correct responses and picked the wrong words. There were cases where candidates identified the words in the extract but removed some of its morphemes. Therefore, teachers are encouraged to remind students that when they are required to pick a word from an extract, they should pick it as is without adding or removing inflectional and derivational affixes.

- (i) **Siphawulo sigaba 5 bunye** [1]
Expected response: Lencane¹
Common wrong responses: lelisha, inkomishi, lelidzala
- (ii) **Sento lesisuselwe esentakutsini** [1]
Expected responses were: ngibhansuta/ ngibhansubhansuta/ kuchamuka¹
Common wrong answers were: chamuka, bhansuta, bhansubhansuta
- (iii) **Libitombaca** [1]
Expected response: ntsangayetfu¹
Common wrong responses were: njengadzadzewetfu, dzadzewetfu
- (iv) **Sento lesisemphambosini yekwentisisa** [1]
Expected response was: wangiyalisisa¹
Common wrong responses were: yalisisa, wangilayisisa, wangilayisa

(v) Sandziso mbumbulu [1]

Expected responses were: njengabodzadzewetfu / nami¹

The common wrong response was: ekhaya

(b) Chaza ngalokuphelele takhi letidvwetjewe kulamagama lalandzelako:

Candidates that did exceptionally well in this question demonstrated understanding of the requirement to describe (specific details) the underlined morphemes. Low achievers gave general responses and did not describe the morphemes in full.

(i) Laba babhalij bakusasa [1]

Expected response was: Sakhi semabitomunfu¹

Common wrong responses were: nkhamisa logcinile welibito, sijobelelo selibitomunfu, sijobeleo sesento

(ii) Ufuna kuphi kuloku? [2]

Expected response was: sicu sesihlungo¹ lesikhomba kubuta¹

Common wrong responses: sijobeleo sesihlungo, sicu sesiphawulo

(iii) Sitawuvuka sidadishe. [2]

Expected responses were: sakhi sesikhatsi lesitawufika¹ luhlobo lolweluliwe umcondvo lovumako¹

Common wrong responses were: sakhi sesikhatsi lesitako/ sijobelelo sesikhatsi lesitako/ ngumsuka.

(c) Chaza kutsi leligama lelilandzelako lakhiwe njani:

Sibinjana [5]

Candidates were required to describe the processes involved in forming the above word. Candidates' performance in this question was generally poor as most segmented the word instead of describing the processes involved in its formation.

Correct response:

- Leligama lisinciphiso¹
- Lisuselwe ebitweni sibindzi/¹
- Lakhiwe ngekujobelela sijobelelo sesinciphiso /-ana/ kulelibito¹
- Ngwacansinini /-ndz-/ ugucuke waba ngulwangenini /-nj-/¹
- Wase nkhamisa logcinile welibito longu /-i/ uyabulawa¹

Common wrong responses had the following:

- the use of wrong linguistic expressions such as “kufakwa”, “kungetwa” instead of “kujobelela”
- failure to correctly name the sounds /-ndz-/ and /-nj-/
- inability to explain the changes that occurred during the formation of the new word e.g. /-dz-/ changed to /-j-/.

Question 4

The performance was below average for most candidates in this question as they scored below average marks. It was common for some candidates to score 1 or 2 and even 0 although they had attempted the question. Other candidates did not attempt this question at all.

(a) Sebentisa ligama lonikwe lona wakhe loku lolayetwe kona:

(i) Vuka – imphambosi yekwentisa

[1]

Some candidates proved to be not familiar with the causative extension morpheme /-s-/

Expected response were numerous: Vusa/ vusani/ vuswa/ uvuse/ and other verbs with the causative extension affix /-s-/. Tense, mood and implication of the verb did not matter as long as the verb had the causative extension affix /-s-/

Common wrong responses were: Vuka / vukisa/ vukela/ vukisisa

(ii) Hhawu – libito

[1]

Expected response: buhhawuhhawu

Common wrong responses were: buhhawu/ sihhawu/ kuhhawuta/ mahhawulane

(iii) Shaya – indlela yemandla kuphika

[1]

Expected response: ngeke ngimshaye/ ngingeke ngamshaya/ tengamshaya

Common wrong responses were: ungamshayi/ awushayi

(b) Bhala umusho lonaloku lokulandzelako, ukudvwebele:

Candidates who did well in this question followed instructions by writing grammatical sentences using the given syntactic categories and underlining the required word. However, some candidates did not heed instructions and presented the following:

- a single word
- a sentence but did not underline the required word
- a sentence but underlined more than one word
- ungrammatical sentences

(i) Libito sigaba 4 bunyenti, lelinesicu lesicalisa ngankhamisa

[2]

Expected responses comprised the following:

- Talukati tihole itolo/
- Tono tiyisana esihogweni/
- Babe Zondo webe tandvo tami

Common wrong responses were: sandvo, tilwane, silwane

(ii) Sandziso lesakhiwe esabitweni selucobo lokukhulunywa naye bunye.

[2]

Expected responses included the following:

- Todvwa utofika kuwe

Common wrong responses were:

- Kuwena/ wena/ kimi/ kini

(iii) Buniyo lobukhomba kutsi intfo yakhiwe ngani.

[2]

Expected responses included the following:

- Lungile ugcoke ingubo yakotini / Indlu yetjani iyatsandzeka

Common wrong responses were:

- Sitofu sagesi/ indlu yemalahle

(c) Hlahlela leligama lelibhalwe ngekucindzetelwa kulomusho:

Ngibabone **bobatsatfu** itolo.

[6]

The performance was below average in this question for most candidates as many failed to segment the word. Few candidates were able to properly segment the word and could not describe the morphemes correctly, while others did not provide full responses. The few candidates who did well in the question provided the following answer:

Expected responses:

/bo-/ yincenye yesabito selucobo/ lilunga lekucala lesabito selucobo¹ sigaba 1 noma sigaba 1a bunyenti¹

/-ba-/ sicalo selibito¹ sigaba 1 noma 1a bunyenti¹

/-tsatfu/ sicu sesabito lesibalako¹ lesikhomba kubala¹

Common wrong responses

/Boba-/ sicalo selibito/ sabito selucobo

/-ba-/ sivumelwano selibito

-tsatf-/ ngumsuka wesento

/-u/ sijobelelo

EGCSE FIRST LANGUAGE SISWATI

Paper 6870/03

Literature and Culture

Key messages

- Candidates should ensure that they read the questions carefully looking at the keywords to answer the set questions.
- In the passage-based questions effective and sustained analysis of the text is essential.
- Detailed support from the text, either by short quotations or well-chosen references, is essential in all questions.
- Candidates need to present a developed and well-structured response to the given question.
- It is important for candidates to show understanding of the terminologies and poetic devices used in poetry and the effect of their usage.
- Candidates should distinguish between questions that require a general claim from those that require evidence from the poem to show deeper intended meanings.
- A critical analysis of characters as they are depicted in set texts is an essential element of literature.

General comments

Most candidates demonstrated lack of knowledge of the modern literature textbooks studied and as a result they struggled to express complex ideas coherently and to construct and develop analytical responses. Some candidates presented a narrative based on the texts examined and some even went to the extent of creating their own plots and characters. There were instances when candidates used any character (not the one relevant to the question) they recalled from the texts that they have studied. Some responses did not have focus on the given questions and the language and tone of the extract was missed. It should be noted that passage-based questions require a response which analyses events in the story while remaining focused on the question. Some candidates could not effectively use the given extract to answer the questions. They strayed and could not stay focused on the requirements of the questions. Candidates should develop their points and consider the wide range of ideas available for analysis and discussion in any given situation. High achieving candidates were able to present developed and comprehensive responses which responded to the questions.

Comments on Specific Questions

Umbuto 1 Ngibuka Tintsaba teLubombo: Sarah Mkhonza (Poetry)

(a) **Khipha loku lokulandzelako enkondlweni ukubhale:**

In this question candidates were expected to identify the following aspects of form in the first and the fifth stanza; respectively. Most candidates performed well in this question. However, a few candidates lacked the skill of presenting the response. Some candidates just gave words with the required forms.

(i) **Imvumelwano-khatsi (Indzima 1)**

[1]

Example of a concise answer

- Ngibuka tintsaba teLubombo
Timile tibheke etulu
- Tilapha ekugcineni kwelive
Tikhawula emehlo ami

Wrong responses

Some gave the correct lines without underlining the linking.

- Ngibuka tintsaba teLubombo
Timile tibheke etulu
- Tilapha ekugcineni kwelive
Tikhawula emehlo ami

Some gave the correct lines but underlined the whole word with the linking instead of underlining only the linking.

- Ngibuka tintsaba teLubombo
Timile tibheke etulu
- Tilapha ekugcineni kwelive
Tikhawula emehlo ami

Some gave only the words with the linking from the lines and highlighted the linking.

- Tintsaba
- Tibheke

Some gave only the linking, totally isolating it from the words and the lines.

- Ti
- Ti

(ii) Lonchubeko (Indzima 5)

[1]

In this question candidates were expected to identify a run-on-line from the fifth stanza.

Example of a concise response

- Ingabe wawati
Kutsi kuwe kukhonani,

Common wrong responses

- Mhlaba waboMbandzeni,
- Ingabe wawati kutsi kuwe kukhonani,
- Ingabe wawati

(b) Yini lokungumnotfo wakaNgwane lokugcanyiswe enkondlweni?

[1]

In this question the candidates were expected to name the major export that drives the economy of the country as dominantly portrayed in the poem. Most candidates performed exceptionally well in this question. However, a few candidates just gave any line from the poem.

Example of a concise answer

- Umoba/shukela

- (c) **Nika tindzawo letimbili lapho kutfolakala khona imishini lekhutsele lekukhulunywa ngayo kulenkondlo.** [2]

In this question the candidates were expected to name any two places where sugar mills can be found in the country. Most candidates performed exceptionally well in this question.

However, a few candidates just gave any two places where sugar cane is grown in the country.

Example of a concise answer

- Mhlume, Simunye, Big Bend

Common wrong responses

- Siphofaneni, Matsapha, Bhunya, Vuvulane, Malkerns, Tshaneni, Nsoko, Lubombo.

- (d) **Sinongo sini lesigcanyiswe yindzima yekugcina kulenkondlo? Chaza kuvakale.** [3]

In this question the candidates were expected to identify the poetic device that has been highlighted in the last stanza of the poem. Most candidates performed dismally in this question. Very few candidates gave the correct response. Most candidates just gave any other device used in the stanza and ignored the key word “**lesigcanyisiwe**” in the question.

Example of a concise answer

- Khulumangco, Sonkondlo ukhuluma naletintsaba ungatsi ukhuluma nemuntfu lotamphendvula. Ubuta umhlaba ngemagugu lonawo.

Common wrong response

- Simuntfutiso, umhlaba unikwe timphawu temuntfu “kwati”, Sonkondlo utsi ingabe lomhlaba bewati.

- (e) (i) **Chaza umlandvo locuketfwe ngulemigca lelandzelako.** [3]

- Batengca bahlehletela
- BoNgwane Wekucala

In this question candidates were expected to demonstrate the understanding of the historical facts embedded in the lines. Most candidates did not do well in this question. They lacked the skill of

unpacking lines. Instead of paraphrasing or using synonyms, they used the same words that are used in the lines. Others gave a general history of how the Swazi nation was formed without making reference to the poem.

Example of concise answer

- BakaDlamini nabesuka kaTembe bengca bagijima etintsabeni teLubombo babalekela titsa tabo.

Common wrong answer

- BoNgwane wekucala bengca bahlehletela basuka eDalagubhe/ Mozambique/ KaTembe.

(ii) Sonkondlo uyabageceka laba labengca bahlehletela. Chaza kutsi ubageceke lani ngekusebentisa lokuvela enkondlweni. [2]

In this question the candidates were expected to draw from the poem and explain why the poet criticizes the historical figures implicated in the poem. The candidates again did not perform well in this question. They disregarded the context of the question, which is the poem hence they gave irrelevant responses.

Example of a concise answer

- Abanakanga buhle/ umnotfo lobukuletintsaba teLubombo bachubekela embili bayohlala lapho kunalabanye khona / babambelela kunkholelo yabo.

Common wrong responses

- Babangemagwala babalekela titsa esikhundleni sekutsi bacondzane nato ngco.
- Bengca bahlehletela babuke embili.
- Bacitsa ingati endzaweni lenhle ngiko Sokondlo atsi ingabe lubovu ini.

(f) Chaza lemigca lelandzelako njengoba isetjentiswe enkondlweni:

In this question candidates were required to deduce the meaning of the given lines and explain how they have been used in the poem. The performance of candidates in this question was average. Other candidates gave literal responses instead of the underlying/ deeper meaning of the poem.

(i) Tikhawula emehlo ami. [2]

Example of a concise answer

- Tindze tenta ngingakhoni kubona ngale kwato/ tinhle tiyangikhanga tenta emehlo ami angabuki lokunye.

Common wrong responses

- Ngulapho kugcina live khona.
- Tehlukanisa umncele wakaNgwane nawase Mozambique.

(ii) Emashungu abhek'etulu. [2]

Example of a concise answer

Intfutfu lenengi/letikhatsa yemishini iphuma iye etulu kukhomba kutsi mkhulu umsebenti.

Common wrong responses

- Imishini ibheke etulu.
- Emaloli ayehla ayenyuka alayisha umoba.
- Umnotfo wakaNgwane uyaphakama.
- Umoba uyakhula uya etulu.

(g) Nika umoya walenkondlo. Sekela imphendvulo yakho usebentise liphuzu linye. [3]

In this question candidates were required to give the mood of the poem and support their responses. Candidates' performance was average in this question. However, some failed to appropriately support the mood.

Example of a concise

- Uyadvumisa/uncoma buhle bekukhicitwa kwashukela/buhle bekunotsa kwemvelo lobutfolakala kuletintsaba teLubombo / esifundzeni saseLubonjeni.

Wrong responses

- Ujabhile ngobe boNgwane bengca tintsaba teLubombo bahlehletela.
- Uyagceka emakhosi ekucala kutsi atengce lani letintsaba ngobe ngabe bahlala kulomnotfo.

Question 2

Khulumani Sive: Zodwa Motsa (Umhleli) – Short Story

This question, a passage based on the short story 'Lisondvo Liyagicika' required candidates' knowledge of the story. Most candidates did not know the story hence the poor performance. Some parts of the questions were misunderstood; as a result, wrong responses were given. A majority of learners left some questions unanswered while others did not do well because of general responses which were not relevant to the question. Very few candidates, however, performed well because they demonstrated clear knowledge and understanding of the whole text and were able to respond to the questions. Some confused the text and the characters with other short stories studied in the syllabus e.g. "Ekushoneni Kwelilanga" Vuyani's character was mistaken with that of Themba.

(a) Sihloko sendzaba sitsi *Lisondvo Liyagicika*, sisho kutsini?

[1]

Most candidates responded to this question with another proverb instead of giving an interpretation of the one given in the question.

Expected response

- Kusho kutsi tonkhe tintfo/timo netikhatsi tiyagucuka.

Wrong responses:

- Namuhla ngimi kusasa nguwe.
- Ungabomhleka umuntfu ngoba awati likusasa likuphatseleni.
- Longephasi ngulongetulu.
- Namuhla unjingile kusasa uphuyile.

(b) Lesicashunwa lesingetulu singeniso sendzaba lenesihloko lesitsi *Lisondvo Liyagicika*.

Chaza kutsi siluhlobo luni?

[2]

A majority of candidates did not know the types of introductions therefore they provided wrong responses e.g. figures of speech/literary terms which made the second part of the response to be automatically wrong.

Expected response

- Siliphenyamuva¹, indzaba icala ngalokwenteka ekugcineni.¹

Wrong responses

- Singumzwangedwa
- Singeniso lesinamdvenseni
- Singumshikashika
- Sicongo

(c) Tento taThemba ngito letimbangela kutsi abe kulesimo lakuso. Sekela lombono ngemaphuzu lamabili

[4]

This question required candidates to give Themba's action(s) and their consequences. The candidates were expected to support using two points. Most of the candidates gave general responses which resulted in poor performance in this question. There was also a mix up/confusion of characters and events from other short stories.

Expected Responses:

- Watsatsa tikweledi taba tinengi kakhulu¹ (timphahla tendlu letidulile/ bosofa/ imoto/kufaka umntfwana esikolweni lesidulile) wangesakhoni kubhadala.¹
- Wakhwabanisa imali/weba imali emsebentini,¹ walahlekelwa ngumsebenti / waboshwa ngelicala lekweba imali.¹
- Themba akamtjelanga Jabu kutsi umshado wesikwelede,¹ lokwenta naJabu wakhululeka kutsatsa timphahla letidulile kantsi umfaka etikweledini letinengi.¹

Wrong responses:

- Bekashaya umfati wakhe waboshwa.
- Abetsandza emantfombatane watfola ligciwane.
- Watifaka etikweletini umfati wamshiya.
- Wamalela umfati wakhe ayosebenta

(d) **Nika ingcikitsi yalenzatjana, uyisekele ngeliphuzu linye.**

[3]

Most candidates gave lessons instead of the theme and even lessons from other short stories. Some ignored the main theme that is highlighted in the climax of the story and gave the supporting themes.

Expected response:

- **Bungoti/bubi bekutsandza lizinga.** Themba wajabulisa umkakhe ngekutifaka etikweledini washada umshado welizinga lodulile, wakha umuti wakanokusho lodulile, watsenga imoto/timphahla/sikolo semntfwana lesidulile wangesakhoni kubhadala/weba imali emsebentini/wacoshwa emsebentini/waboshwa/walahlekelwa nguyo yonkhe intfo lanayo.
Ingcikitsi¹, inkinga¹, umphumela¹

Wrong Response:

- Bumcoka bekungafihlelani tintfo.
- Bubi bekutsandza imali.
- Bubi bekungakhulumisani emshadweni.
- Inkhohlakalo.
- Bubi bekutsandza imali

(e) Emendvweni kukamkhatsali. Hlolisisa lombono ngemaphuzu lamabili luhlangotsi lulunye. [10]

- A majority of candidates gave general responses in relation to difficulties in marriage life, which were not related to the story and could not be supported.
- The question is divided into 3 parts: **kuvuma, kuphika, kutsatsa luhlangotsi**. Most of the candidates took the first part without considering the other 2 parts of the question. They were supposed to give a claim and examples from the story, instead they just gave examples and most of them were not even related to the story.

Model answer

- **Kuvuma**

Emendvweni kubhekeke kutsi indvodza yakho uyemukele noma ngabe seyicala kwenta imikhiba lebeyingayenti endzabeni Jabu kwabita kutsi amemukele Themba ngisho sekacale kunatsa tjwala.

NB: The name of the character is not mentioned in a claim.

- **Kuphika**

Noma kunjalo, emendvweni akuhlali kunetinkinga. Themba abengabunatsi tjwala wentiwe ngito letinkinga tetimali solo afuna kujabulisa yena umkakhe.

- **Kutsatsa luhlangotsi**

Mine ngitsi emendvweni kukamkhatsali/akusiko kamkhatsali... (NB: *The candidates will take a stand and the support may be present knowledge of the idea in question. The argument should be convincing*).

Question 3

Umsamaliya Lolungile: Betty Sibongile Dlamini - Novel

This was a compulsory question. The candidates' performance on this question was average. The performance demonstrated that most candidates were well versed on the novel. Excellent responses dealt with the text in detail, moving from analysis to wider argument with ease and conviction, whilst demonstrating sharp understanding of the text. Weaker responses showed wrong interpretation of the story as candidates tended to narrate the story as it is without tackling the question as expected. Other candidates failed to make claims and presented weak arguments.

Comments on specific question

Labanye kubalingisi labasetjentsiwe kulenzaba abakholwakali. Vumela lombono usebentise balingisi lababili. Emaphuzu lamatsatfu kulowo nalowo mlingisi. [20]

This question required the candidates to explicitly state the character, (1) how is he/she an unbelievable character, with close reference to the text, (2) what is expected of him/her under normal circumstances, (3) exaggerated act or personality. Most candidates explicitly gave incomplete responses, with the exaggerated act/personality, how the character is unbelievable; without stating what is expected of a normal person.

Expected Responses

- **Zebedewu** – Uticabangela yena kuphela - uletsa bantfwana ente ngatsi utabafundzisa kantsi bafundziswa nguSebentile, yena alale nabo. Akababhadaleli labakhe bantfwana esikolweni.
- **Sebentile** – Uvuma konkhe latsi umyeni wakhe Zebedewu akakwente. Ufundzisa bantfwana langakahlobani nabo agcine angakhoni kubhadalela dzadzewabo Ntombizodwa. Sebentile bekumele ayibute indvodza yakhe ngetento tayo angabi nguvuma zonkhe.
- **Bindzile** – Akakubikanga kugagadelwa kwakhe nguZebedewu. Wabindza nako iminyaka lengcako emashumini lamabili. Bekubhekeke kutsi atjele Sebentile ngalokuhlukubeteka ngoba bekahlala naye noma ke ayobika emaphoyiseni.

Wrong Responses

- Few candidates opted to choose minor characters who had less supporting details in relation to the answer. For instance, Sibhazazana, Londziwe and Bhacile.
- Other candidates used irrelevant characters from other texts like *Lilungelo Lakhe*.
- Some candidates were narrating the story without settling for good arguments as expected by the question.
- A number of candidates decided not to attempt the question at all. It was noticed that these candidates came from one center, implying that they might have not read the book at all.

Section B: Temdzabu, Umhambo Nemasiko

This section consisted of two questions- Question 4 and 5, and candidates were required to choose one question between the two.

In part (a) candidates were required to fill in blanks, (ii) give meanings and (iii) use the proverb in a sentence. In part (b) candidates were required to analyse a traditional song. In part (c) candidates were required to compare cultural practices, aims, changes and roles of cultural authorities.

Question 4

A majority number of candidates attempted this question and they performed exceptionally well. This question was based on idioms/proverbs, song, **Sinikeni Lamajobo** and cultural practice, **Umkhosi WeBuganu**.

Comments on Specific Items:

(a) Tisho neTaga

This item had two parts and it was well done by most candidates.

(i) Cedzela lesisho ngekufaka ligama lelifanele.

[1]

Tjani abuvuswa.

Expected Response

- Tjani **lobulele** abuvuswa.

This part of the question required candidates to fill in the proverb with the appropriate word.

Wrong Responses

- A few candidates gave wrong answers such as nabulele, bungalala, lobomile.

(ii) Nika tinchazelo taletisho letilandzelako:

[1]

Kudla indvwangu.

Expected Response

- Kuswenka / kugcoka kahle.

Wrong Responses

- Kuzila / kudla noma ngayini.

(iii) Kugolela timphungane emlonyeni

[1]

Expected Responses

- Kulamba / indlala / kweswela longakudla.

Wrong Responses

- Kudla noma yini / kuhlala ukhamsile

(iii) Sebentisa lesisho/saga lesilandzelako emshweni kukhomba kutsi uyayati inchazelo yaso: Akasibeki sibunu phansi

[2]

Expected Response

- Solo ngifikile uyasebenta impela akasibeki sibunu phansi lomntfwana.

Wrong Response

- Lomntfwana lo wahlala asemgwacweni vele akasibeki sibunu phansi.

(b) Tingoma

(i) Ihlatjelwa nguliphi libutfo lengoma lengenhla?

[1]

Expected Response

- Bophezukwemkhono/ lutsango

Wrong Response:

- Yingaja, tintfombi, bomake, bafati, bobhejane.

(i) **Lamagama alengoma aveta siphi simo? Chaza kuvakale.** [2]

Expected Response

- Kutfukutsela / kujabha / kukhatsateka / kudzineka / kubalisa / kucansuka, ngoba bobabe sebehlulekile kunanakekela imindeni yabo.

Wrong Response:

- Simo sekuvilapha, bomake bakhala ngemadvodza abo langafuni kuvuka ayosebenta bate batsi kuncono kuvuke/ kusukume bona bayosebenta.

(iii) **Imihambo yemaSwati ayihambisani naloku labafuna kukwenta laba**

labahlabelako. Vumela lombono ngeliphuzu linye.

[2]

Expected Response

- Umhambo awuvumi kutsi bomake bengamele likhaya, indvodza iyinhloko yelikhaya ngaso sonkhe sikhatsi/ umfati utsatfwa njengemntfwana ekhaya/ bafati bagadza bantfwana/ kusebenta kwemfati kululata indvodza.

Wrong Response

- NgesiSwati yindvodza kuphela legcoka emajobo ngoba kunguye lotingelako/ losebentako.

(c) **Umkhosi weBuganu**

(i) **Catsanisa emaganu nebuganu.**

[2]

Expected Responses

- Emaganu sitselo lesitfolakala esihlahleni semaganu/lesisetjentiswa kuphisa buganu **kantsi** buganu tjwala lobuphiswe ngemaganu/sinatfo lesentiwe ngesitselo semaganu.

Wrong Responses

- Emaganu sinatfo lesakhiwa ngesitselo lesatiwa ngeliganu kani buganu ngumkhosi wekwetfula lesinatfo semaganu emakhosini.

(ii) **Lenye injongo yemkhosi webuganu kucinisa tembusave eveni. Chaza kutsi lenjongo ifezeka njani.**

[2]

Expected Responses

- Emakhosi atfola litfuba lekuhlanganyela nesive, nelekupha sive tipho / loku kwenta abone kutsi sive siyajabulela yini bukhosi.
- Sive sitfola litfuba lekuveta tikhalo taso ngekucamba tingoma letiphatsene naloko labakhala ngako / Bukhosi bunake/ bulungise/ buncwadze ngaloko lokuvetwa yingoma.
- Lizinga lekwetfula liveta kutsi sive siyabutsandza/siyakwemukela kubuswa bukhosi.
- Kuta emakhosi/ baholi balamanye emave bavunulisane/bashiyelane lugwayi ngekubusa emave.
- Bukhosi buhlangana nelibutfo labomake kulomkhosi kukhombisa inhlonipho emakhosini kute kube melula kubusa kwenkhosi eveni.

(Loku lokwentekako kuticinisa njani leti tembusave kunakwe kutsi akakhulumi ngetenhlalakahle noma temnotfo)

Wrong Responses

- Lutsango luyahlangana, lushiyelane lugwayi, ngekusetjentiswa kwalesitselo nangemphilo.
- Kuta tivakashi takulamanye emave tifike titsenge umkhicito wabomake kuphakame umnotfo welive.

(bafundzi bekubhekeke kutsi basho kutsi emakhosi akulamanye emave ayeta kulomkhosi bafike bashiyelane lugwayi ngetembusave)

(iii) **Kugucuka kwesimo selitulu kungalitsikabeta kanjani lelilanga lekugubha umkhosi webuganu?**

[2]

Candidates were expected to state the effects of bad weather on the day of the ceremony.

Expected Response

- Sangcotfo/kushisa kwelilanga lokumatima/umoya lomatima/timvula letimatima, bantfu bangesaba kuta kulomkhosi besabe kulimala/noma bangeta lizinga lekugula kwebantfu litawenyuka.

Wrong Response

- Kuna kwelitulu kubolisa emaganu lokwenta kutsi abe mancane emaganu latawetfulwa kulomkhosi, lokungabanga kutsi lomkhosi uhlehliswe/sangcotfo sihhohlota emaganu lokungabanga kutsi kube bete lutsango lolutakuphisa.

- (iv) **Bobabe tikhulu badlala indzima lemcoka ekuphumeleliseni umkhosi webuganu. Vumela lombono ngemaphuzu lamabili.** [4]

Expected Responses

- Bobabe tikhulu bamemeta lutsango etigodzini tabo, lokusita kutsi wonkhe wonkhe eve futsi alandzele loko lokushiwo bukhosi.
- Tikhulu tikhipha tindvuna tekuphekeletela lutsango kucinisekisa tekuphepha, lokwenta nelutsango lolungabatako lukutfokotele kuya kulomkhosi.
- Tikhulu tiyala lutsango ngendlela yekutiphatsa kuze bangatohlaza ummango, kanjalo lomkhosi wenteka ngaphandle kwemahlazo.

Wrong Responses

Most candidates did not understand the question. The question required that they state the role played by chiefs, but candidates separated the two words 'bobabe' and 'tikhulu' yet this is a compound noun. Most of the candidates were giving roles played by 'bobabe' (men/fathers) and 'tikhulu' (chiefs) separately. These responses were:

- Bobabe bakhulula bomake emakhaya/babanika imvumo yeku yekungenela lomkhosi bese bona bagadza likhaya nebantwana.
- Bobabe tikhulu balungisela lutsango kwekuhamba, babalayishele netigubhu tabo tebuganu nabaya kulomkhosi.
- Bobabe tikhulu balungisela lutsango indzawo yekulala nekudla.

Question 5

This was not a popular question in this section and candidates who attempted it performed below average.

(a) Tisho neTaga

This item had two parts and it was a challenge to most candidates.

Cedzela lesisho ngekufaka ligama lelifanele

Emanti angacitseka.....

[1]

Candidates were required to fill in the missing words in the proverb. The item was fairly done. Most candidates got it right.

Expected response

- Emanti angacitseka **acitsekile**

Wrong responses

- Emanti angacitseka ngeke uwabutse.
- Emanti angacitseka ayendlaleka.
- Emanti angacitseka awabutseki.

(i) **Nika inchazelo yaletisho letilandzelako. Kuba nesandla**

[1]

Expected response

- Uyephana /uyeba
- Uyashayana
- Kwenta kahle intfo
- Kuphatsa kahle bantfu
- Kukhona kwandzisa kudla noma kukuncane

Wrong responses

- Kutsatsa intfo ngaphandle kwemvume/ungakanikwa
- Kusho kutsi umuntfu lotsite uyaganga

Kwetfwala tibunu

[1]

Expected response

- Kudvwala/kutati/kutigcabha

Wrong responses

- Unetibunu letinkhulu

(ii) **Sebentisa lesisho/saga lesilandzelako emshweni kukhomba kutsi uyayati inchazelo yaso.**

Candidates were expected to use the proverb/idiom to demonstrate their understanding.

Licaca alitva kunuka

[2]

Expected responses

- Bheki ucebe mine kutsi ngibanga umsindvo abe yena bekahlabela, vele licaca alitiva kunuka.

Wrong responses

Most learners were giving the explanation of the idiom instead of using it in a sentence.

- Babe lomkhulu utsite licaca alitiva kunuka nakutekwa licala laZodwa.

(b) Tinanatelo

Fundza lesinanatelo bese uphendvula imibuto.

This question had three parts: **(i)**, **(ii)**, **(iii)** of which **(i)** was generally well done.

(i) Lesinanatelo lesingenhla sikhomba kutsi bakaMnisi abatsatsani nebakabani? [1]

Expected responses

- Motsa, Maphanga, Masango

Wrong responses

- Shabangu, Mvulane

(ii) Chaza lomugca lobhalwe ngekucindzetelwa

Wena longawelwa, uwelwa tinkonjane tona tiphapha etulu.

[2]

Expected responses

- Banemlingo wekutsi uma titsa tihlasela tibe nebulukhuni ngoba babhunyisa bophunyuka bemphethe.
- Abaloyeki ngoba banemitsi lenemandla.
- Bakhonwa ngulonemitsi lengetulu kunewabo.
- Abacalwa/abasukelwa, besukelwa ngulotetsembile.

Wrong responses

- BakaMnisi banisa litulu bese ugcwala kakhulu kukhone kuwela tinkonjane kuphela.

(iii) Nika indzawo lemcoka emlandvweni webakaMnisi lapha Eswatini? Idvume ngani lendawo? [2]

Expected response

- kuMantjolo, Lesitiba semisimeto yakaMnisi (njengekuhlola umntfwana kutsi wakaMnisi mbamba yini, kukhetsa inkhosi yaka Mnisi, kucela litulu).

Wrong responses

- ngumfula waseNkamanzi. Udvume ngekutsi bakaMnisi bayahamba baye kuwo bayocela invula.
- eShiselweni, bantfu bakhona banemutsi wekunisa litulu.
- KuMankayane, bantfu bakhona bayakhona kutsi litulu line kubo kuphela.

(c) Sibhimbi

This question had three items: **(i)**, **(ii)** and **(iii)**. This section was poorly done; quite a number of candidates attempted the first part of the question well. The second part was not well done.

(i) Sikhulu setsiwa ngubani ligama? Alisuselaphi? [2]

Expected responses

- Ngulomdzala kulolusendvo/Indlunkhulu/ nguloyo lokhetfwe lusendvo. Lisuselwa emabitweni abokhokho mkhulu beSikhulu.
- Lisuselwe emlandvweni waboyisemkhulu.

Wrong responses

- Letsiwa yiNkhosi/ngumphakatsi. Lisuselwa emlandvweni walesikhulu lesibekwako / lesibekwako/ kuyise/tintfo latente nakabutseka/sakhiwo semtimba.

(ii) **Chaza loku lokulandzelako njengoba kusebenta kulelisiko lekubeka sikhulu.**

Tisuka teyise

[2]

Expected responses

- Lifa leyise lokufaka ekhatsi tinhlonhla/tinkhomo/emapulazi/emasimu. Lokukhomba kutsi senguye lowengamele tintfo tempakatsi/tasemndenini.

Wrong responses

- Ngumlandvo weyise/tintfo lebetisetjentiswa ngumufi

Tintfonga teyise

[2]

Expected responses

- Tikhali teyise bekalwangato njengetibhamu/tikhali/emahawu/tindvuku. Kukhomba kutsi senguye umvikeli/umlweli walesive.

Wrong responses

- Imvunulo beyivunulwa nguyise wesikhulu. Uyatjelwa kutsi lona lonikwako uyise abedubulana nabani nekutsi tikhali takhe tagwaza bani.

(iii) **Sibhimbi sekubekwa kwesikhulu simcoka ngani eveni? Sekela lombono ngemaphuzu lamabili.**

[4]

Expected responses

- Kunciphisa umbango/kucabana. Ngoba letinye tikhulu/tindzawo setitawati kutsi sewukhona lobukele iNkhosi kuleyondzawo.
- Kukhombisa sive sonkhe kutsi iNkhosi imbusisile loyo logidzako, ngako-ke kute lokufanele aphikise.
- Kukhombisa sive kutsi umhlaba weNkhosi ngoba kuba khona lababukele yona kulomcimbi/nebangani bemakhosi.
- Kwatisa sive Sikhulu kanjalo neSikhulu sibone sive saso.
- Kwatisa naletinye tikhulu kute babonane balayelane imincele.

Wrong responses

- Simcoka esiveni ngoba sakha budlelwane naletinye tikhulu ngekutsi bashiyelane ligwayi.
- Bantfu bayakhona kukhonta ngoba sewukhona loshaya umtsetfo.