



EXAMINATIONS COUNCIL OF ESWATINI

Eswatini General Certificate of Secondary Education

First Language SiSwati (6870)

Examination Report for 2023

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EGCSE FIRST LANGUAGE SISWATI

Paper 6870/01

Continuous Writing

General Comments:

The total number of candidates who sat for this component in 2023 were 15 972. Paper 1 is continuous writing where candidates were assessed on their ability to express ideas, facts and opinions clearly and effectively using a range of appropriate vocabulary. They have to handle spelling, punctuation and grammar accurately and show creativity in their writing.

The paper consists of 2 sections and is marked out of 50 marks. Section A is a free composition worth 30 marks and Section B is a situational composition worth 20 marks. Section A consisted of 3 composition questions from which candidates were to choose one (1) question, whilst Section B consisted of one (1) compulsory question.

Candidates who attempted question 1 (descriptive) in Section A had a challenge as they failed to address the question. Section B (Newspaper report) was also a challenge to candidates as they demonstrated lack of newspaper report writing skills.

Comments on Specific Questions

Sicephu A

Umbuto 1

Topic: Bantfu labanyenti sebayakutfokotela kugubha lusuku lwetemasiko kulamalanga. Bhala indzaba uchaze lusuku lwetemasiko lowake walibukela

This was a descriptive composition where candidates were expected to describe a Culture Day they attended/watched. This question was poorly done. Most candidates who attempted it described various cultural activities like Umhlanga, Incwala, Buganu, Umtsimba etc, as opposed to describing a culture day celebration. The candidates who were able to write on a culture day failed to describe, but instead did a lot of narration. Teachers are urged to do question analysis with their learners to give them the necessary skills to write this type of composition.

Umbuto 2

Topic: Kwelapha kwesintfu kuncono kunekwelapha kwesilumbi. Bhala indzaba-mphikiswano ngalesihloko.

This was an argumentative type of composition. Candidates were expected to relate on the kind/type of medical health care option which is best between traditional and medical care. Most candidates failed to argue convincingly as they ended up discussing the “profession” instead of focusing on which type of health care works best between traditional and modern medicine. Those who did well were those who after taking a stand in the introduction were able to bring about/tackle both sides of the argument. However, many candidates failed to give a balanced argumentative composition, they only focused on a single type of healthcare instead of arguing for both traditional and modern medicine.

Candidates should be taught to write or copy the question as is, some candidates would change the topic to suit the stand they had taken, for example, “Kuncono kwelapha kwesintfu”. Other candidates failed to conclude their composition by reverting back to the introduction, thus teachers are urged to emphasise that every composition must have a conclusion.

Umbuto 3

Topic: Bantfu abasayitsandzi imphilo yasemakhaya. Bhala indzaba ngalocabanga kutsi kungentiwa nguhulumende kukhanga bantfu kutsi batsandze imphilo yasemakhaya.

This was an imaginative type of composition which required candidates to write on what they think the government should do to encourage people to remain in the rural areas instead of flocking to the urban areas or towns. This was a popular question. Those who did well were those that were able to state the situation experienced by people in the rural areas and what the government should do in order to stop the migration to towns. However, some candidates failed to state the situation faced by people in rural areas and only gave a list of what they think the government should do to uplift the standard of living in rural areas. There were a few candidates who did not understand the question and ended up writing on what “they” would do to change the current state of affairs instead of government. Teachers are urged to give more practice on this type of composition.

Sicephu B

Umbuto 4

Topic: Licembu lakho lolitsandzako liwine indzebe ngemuva kwekwehlula onkhe emacembu. Bhala umbiko weliphephandzaba uchaze indlela lelicembu lakho leliwine ngayo lomchudzelwano.

This was a newspaper report/article which required candidates to write a report about a sports tournament where their favourite team won. This question was poorly done. Most candidates displayed that they did not know the format of a newspaper article, yet in this section the format is key. Instead of reporting, the candidates were doing a lot of narration hence they scored low marks. Teachers are advised to teach the different types of reports.

EGCSE FIRST LANGUAGE SISWATI

Paper 6870/02

Reading and Directed Writing

Key messages

- This component assesses candidates' comprehension skills, the ability to draw inferences, make sound interpretations, and knowledge of grammatical and linguistic formulations of the SiSwati language.
- It is essential for candidates to be specific in their responses and demonstrate application skills in questions that require contextualization and operations of everyday life situations.
- In Question 2(a), candidates should observe the required number of words (60-90) to present a concise summary with coherent points. Furthermore, lifting words from the passage should be avoided, candidates should paraphrase their work, thus demonstrating good summary writing skills. Additionally, points should be written in full to avoid misrepresenting contents of the original passage.
- Question 2(b) requires candidates to demonstrate skilful use of language and creativity without losing focus of the task, and ultimately present pieces of work as directed by the question.
- Candidates need to be cognizant that proofreading is essential so that their work is clear of avoidable errors such as spelling mistakes and poor punctuation which can result in loss of marks.
- Section B requires candidates to demonstrate grammatical and linguistic proficiency in the language.

General comments

A total of 15971 candidates sat for this component in 2023, which was a significant increase from 13 310 in 2022. The performance of candidates was below average. Very few candidates presented impressive work which qualified them to achieve high marks in demanding tasks. A considerable number of candidates' work demonstrated a lack of understanding of both passages as evidenced by the below-par nature of work presented. Most candidates got average marks for Question 1 and Question 2(a), a stark contrast to the previous year where candidates' performance in these questions was impressive. In question 1, most candidates were unable to make interpretation and application particularly in tasks that demanded such. This was a clear signal that candidates could not decrypt and make inferences from the passage.

Question 2(b) was one of the poorly performed questions, with most candidates reproducing chunks of material from the passage instead of developing their work into meaningful ideas. The nature of responses provided by most candidates demonstrated a lack of interactive and purposeful reading. This was indicative of the work provided which did not respond to the question, thus presenting irrelevant responses which did not score marks. In questions 3 and 4, candidates' competency of linguistic and grammatical

constructions of the language was assessed. Candidates' performance in Question 3 was fair as most candidates were able to identify the required syntactic categories from the given extract. Question 4 was the worst performed question with most candidates scoring below average with numerous candidates scoring zeros, and a substantial number not attempting to answer the question at all. Yet, all questions in this component are compulsory. Most candidates' responses in Question 4 displayed limitations in describing morphological processes (word formation) and segmenting words into significant morphemes particularly in aspects of the question that required such.

Comments on Specific Questions

Section A

Question 1

In this question, candidates' comprehension and interpretation skills were assessed. The performance of candidates in this question was below average. Most candidates gave general responses which did not earn marks and they failed to demonstrate application and evaluation skills in questions that demanded those skills.

(a) Bhala sizatfu lesenta babe Tinjomane ajuluke kungakangeni licala. [2]

Most candidates were able to identify the reason why Tinjomane was too petrified to face the meeting. Candidates who demonstrated understanding of the passage were able to decipher that Tinjomane, as the Chief of the area was sweating because he had to make the ruling that his only son was guilty of defrauding several community members their hard-earned money. However, there were cases of candidates who gave incomplete responses.

Expected response:

- Kumele ayokhipha sijubo¹ selicala lendvodzana yakhe¹.

Wrong responses

- Kuyolahla licala
- Kuyometfwesa licala

(b) Kuphelela kwesive kusitjela kutsini ngalelicala belitawutekwa? Chaza kuvakale. [2]

This question required candidates to describe the severity of the case and provide support based on why so many community members attended the hearing. The performance of candidates in this question was fair as most were able to describe the severity of the case and why a large crowd of people wanted to see the proceedings and hear the verdict particularly because the defendant was the Chief's son. However, there were cases of candidates who gave unsatisfactory responses like describing the nature of the community instead of describing the nature of the case:

Expected response

Lelicala belilikhulu¹, bantfu bafuna kubona kutsi litekwa kanjani njengoba lona logangile ngumntfwana wesikhulu.¹

Wrong responses

Kusitjela kutsi sive sitsintsekile kakhulu emoyeni ngoba tinengi letimali taso letitsetfwe nguShaluza.

The above response demonstrates that the candidate did not understand what the question required, which was to describe the nature of the case. This response also lacked the reason why a lot of community members attended the hearing of the case.

(c) Chaza lamagama ngendlela lasetjentiswe ngayo kulomdlalo:

This question required candidates to give the meaning of the given expressions as used in the play. Candidates' responses in this question were impressive, with most of them scoring the total marks:

(i) Wanginika dvolocina

[2]

Expected responses

Wamenta¹ wetsemba¹ / wametsembisa / wamcinisekisa

Wrong responses

- Wanginika litsemba
- Wamtjela kutsi utowutfofa umsebenti

The above responses did not describe the expression in full.

(ii) Ngibheke elukhalweni

[2]

Expected response

- Ngigadze¹ imphendvulo¹

Wrong responses

- Wangipha litsemba

The above response did not explicitly give the idea that the speaker patiently and excitedly waited for the promised job.

(d) Shaluza bekalicili. Sekela ngeliphuzu linye. [2]

Candidates who did well in this question were able to justify why Shaluza was a trickster and support their answers with any example of 'bucili' from the passage. Most candidates gave incomplete answers, with the first part of the question answered well, but few candidates used examples from the play to support their claim:

Expected response

Abetsembisa bantfu umsebenti longekho,¹ watsembisa Khombindlela lobesahleti sikhatsi lesidze angasabenti, kepha wacina angakamfaki emsebentini¹

Wrong responses

- Ulicili ngoba utsatsa timali tebantfu
- Abelicili ngoba bekadlala ngebantfu labaswele umsebenti

The above responses did not score any marks because they did not demonstrate how Shaluza tricked the people into giving him money. They also lacked the example from the play.

(e) Bekumcoka ngani kutsi Shaluza ajeziswe njengalabanye bantfu bakulommango? Nika sinye sizatfu usekele ngeliphuzu linye. [2]

This question required candidates to demonstrate understanding and operations of the principle of the rule of law, considering Shaluza's status in the community (chief's son and heir). Good answers showed that every citizen is subject to the law regardless of status and creed:

Expected responses

- Kukhomba kutsi umtsetfo awukhetsi¹/ ufanana kubo bonkhe bantfu, ngisho noma ungumntfwana wesikhulu njengaShaluza lobekatalwa nguTinjomane kodvwa wajeziswa.¹

Wrong responses

- Sikhulu siyawugcina umtsetfo
- Sikhulu asikhetsi

(f) Sigwebo sitsi liyamlehla licala Shaluza, akacoshwe. Kushoni kucoshwa kwaShaluza kulenzawo? Sekela imphendvulo yakho ngeliphuzu linye. [3]

This was a higher order question which required candidates to demonstrate critical thinking and application skills. High achievers got the total three marks by:

- (i) Recognizing that Shaluza as Tinjomane's heir will no longer succeed him;
- (ii) Decoding what the judgment meant to Tinjomane's legacy;
- (iii) Inferring consequences of (ii) in the area.

Moreover, the performance in this question was dismal as very few candidates got total marks. Most candidates only provided one aspect of the expected response.

Expected response

- Shaluza angeke asaba sikhulu kulenzawo,¹ lokusho kutsi buholi buyalahleka endlini yaTinjomane¹ ngako sekutoba nembango kulenzawo¹.

Wrong responses

- Shaluza utawuhamba ece tikhulu letisikhombisa angaphindzi abuye.
- Kulenzawo sengeke kusaba nesikhulu ngoba Shaluza utobe acoshiwe.

Such responses were too general and demonstrated a lack of comprehension, interpretation and application skills on the part of candidates as they could not decipher that the question was about succession. Most candidates also displayed lack of knowledge regarding an individual who is supposed to succeed a deceased chief. This was evidenced by the popular response that there will no longer be a chief in the area. Yet, traditionally, there is always a successor, even if the deceased chief was childless.

Question 2

- (a) **Ngemagama labalelwa kulangu 60 - 90, bhala sifinyeto ngetintfo letatfusa umteki wenzaba ngesikhatsi asasendlini yekuhlala.**

Candidates had to demonstrate good summary skills by presenting a well written summary using the correct style (one paragraph) and provide chronological points that did not twist the story. Compared to last year, candidates' performance in this section of the paper was not impressive as most could not identify the key points from the passage. To score the first five marks of the total, candidates had to identify at least 5 things that frightened the storyteller in the given passage. However, most candidates simply listed anything the narrator saw, some of which had no fear-provoking effect. Furthermore, some candidates lost marks because they gave incomplete points which distorted the story.

The following were the available points for the summary (a candidate had to give the maximum of five points worth 1 mark each):

- Bekuneliphunga lentfo leyafa (kadzeni) noma weva luvundze
- Wabona libutela lenyoka

- Umnyango lomunye bewuvaliwe ibe leminyeye ivuliwe / umnyango lomunye unesibambo kantsi leminyeye ite
- Kwakhala sahhukulu / sikhova
- Kunganyakati kwesibambo semnyango / sibambo semnyango asihambi/ asitsi nyisi
- Weva kungatsi kukhona lokuhambako kantsi kushaya inhltiyo / weva tigi
- Kukhanya kwagesi endlini lesehlatsini / kukhanya kwagesi kulelikamelo

Common incorrect presentation of points were:

- Bekunuka
- Wabona libutela
- Umnyango bewuvaliwe
- Wabona sahhukulu
- Kwahlabela inhltiyo
- Sivalo besingakahhwabuki
- Kumangala kutsi tigebengu atikahhwabuli ngani sibambo
- Bekute kukhanya, kumnyama tsu indlu yonkhe

For the candidate to score the other 5 marks of the total, they had to demonstrate good summary writing skills by presenting a beautifully written piece of work using the correct format. Such work was supposed to be characterized by good grammar and perfect use of cohesive devices.

Thus, the following summary skills (worth 1 mark each) were considered for language:

- Kubeka emaphuzu ngewakhe emagama¹
- Kubhala indzima yinye lebumbene¹
- Kubhala linani lemagama lelifanele¹
- Kubhala SiSwati lesingiso¹
- Kusebentisa kahle timphawu tekubhala¹

Although most candidates used the correct style to write the summary, there were cases of some who lost marks because they wrote more than one paragraph. Some candidates lost marks for language usage because they used the first person, present and past tense / ngi-/ and /nga-/ respectively, instead of the third person /wa-/. There were cases of some candidates who did not heed the instruction of using 60 – 90 words to write the summary, hence they presented fewer or lengthy work which resulted in loss of marks.

- (b) **Titsatse ube ngumteki wenzaba. Bhala idayari yelusuku lunye ngalokwenteka kusukela ubona kukhanya ekamelweni lebelikhiyiwe kute kube ngukusasa ekuseni. Idayari yakho ibe ngemagama labalelwa ku 120 - 180. [15]**

The performance of candidates in this question was dismal as most presented unsatisfactory work, probably because they did not understand the task or lacked the necessary skills to write a diary. Most of the responses presented by candidates were not diaries but letters and narrative essays. Sadly, a few who knew the format and style of writing a diary did not develop the story as directed by the question. High achievers discerned that this was a directed writing task which required them to comprehensively understand the second passage. Therefore, excellent work was characterized by candidates' awareness about the nature of the task at hand, which included the following:

- Writing a one-day diary as directed by the question
- Observing the setting where the events occur
- Demonstrating creativity by developing the story using hints from the second passage until the story reaches the climax

Thus, high achievers understood that seeing the light in the bedroom was just the beginning of numerous (startling, shocking, terrifying or even exciting) events in the day of the writer. Exceptional candidates did not simply report that upon seeing the light in the bedroom they fainted and woke up the next day in hospital, but such candidates succinctly provided that seeing the light in the bedroom made them curious to find out what was inside or happening in that house. Therefore, good achievers presented good diaries which comprehensively detailed how events unfolded the moment the writer saw the light and what transpired in the house up until the next morning. This means a candidate was at liberty to write on numerous things s/he saw in the bedroom as long as they did not change the setting and did not lose focus of what they were directed to do. Thus, candidates who understood the task responded to the 'WH' questions:

- What s/he saw in the bedroom? → *Lakubona*
- What it did to her/him? → *Yamentani lentfo*
- What emotions were aroused in him/her? Why he reacted the way s/he did? → *kwentekani kuye*
- What action did s/he take thereafter? How s/he survived? → *Wentani*

The following excerpt is one example of a developed point:

Kulelo kamelo ngangena ngekunyanya. Ngakhandza indvodza lemnyama khwishi, beyiphetse bhusha locwebetelako, kubonakala nje kutsi uyakhalipha. Yasondzela yeta kimi yetama kungibamba. Ngacishe ngawa ngekwetfuka. Ngoma, ngajuluka, kwafika kufa ngibona nje kutsi lendvodza itongijuba ticucu ngalocelamba lonje. Ngatsi ngitama kubaleka, ngawa kodvwa ngagubulundlela ngilwela kutsi ngiphume kulendlu yetimanga...

However, low achievers' work lacked creativity and never developed their diaries to highlight the internal emotional conflict that the writer went through. Most candidates did not score any marks because they simply reproduced the story, transferring it from the passage to their answer scripts without adding any new information. There were also numerous cases of candidates who failed to stick to the setting and context as directed by the passage and the question and wrote about dreams. These candidates presented diaries where the said room was one bedroom in their home. Yet, according to the passage the house appeared to be deserted, and it was in the forest. Some candidates disadvantaged themselves as they wrote short pieces of work citing that the door to the room was too difficult to open - hence they decided to sleep by the door until the next morning. There was a significant number of candidates who simply reported that when they saw the room with the lights on, they ran for dear life, and that marked the end of their diary.

Furthermore, candidates had to showcase good command of the SiSwati language in this question. This means that a well written diary had to have good and appropriate vocabulary, good grammar, well-structured sentences, good spelling and proper paragraphing. Accordingly, for language usage, the following points were considered:

- Kubhala sihloko lesikhomba kutsi yidayari
- Kukhombisa lusuku
- Kukhombisa tikhatsi
- Kweca imigca lakufanele khona
- Kubhala idayari lelandzelekako
- Kwakha tindzima letifanele
- Kusebentisa kahle lulwimi kanye netimphawu tekubhala.

As mentioned earlier, some candidates who presented their responses in form of a letter, speech or essay resulting in the loss of marks. The same applied to candidates who presented pieces of work without a title, date and the time. Furthermore, English Language usage was prevalent among candidates' pieces of work. For example, time was presented as **'7pm – 10pm' or '1900hrs – 2300hrs'**. Also, the English expression, **"Dear diary"** was a common feature in a number of pieces of work. This flawed candidates' work as this component assesses candidates' competency of SiSwati, not English.

Section B - Luhlelo

In this section, candidates were expected to show their knowledge of the grammatical and linguistic constructions of the language. The performance of candidates in this section ranged from average to below average. There were candidates who scored high marks particularly in Question 3, but they were very few. Most obtained very low scores, with numerous candidates attaining zero in Question 4.

Question 3

(a) Khipha naku lokulandzelako kulendzinyana letsetfwe kusivisiso 2 ukubhale;

The performance of candidates in this question was impressive. Most candidates identified the required words from the given extract and picked them as is. There were very few cases of candidates identifying the words from the extract and removing inflectional and derivational morphemes. However, there were candidates whose work demonstrated that they did not know what was required of them as they picked any word without the slightest resemblance to the required word.

(i) Siphawulo lesinesicu lesibalako [1]

Expected response: letimbili¹

Wrong responses: konkhe/ lonkhe

(ii) Sentakutsi [2]

Expected response: hash¹

Wrong responses: kwashwaca / ungishiya

(iii) Sandziso sendzawo lesakhiwe ngesakhi / ku-/ [1]

Expected responses: kuto¹/ kulendlu

Wrong responses: kuhlale / kungabi / kunuka

(iv) Sento lesisemphambosini yekwenteka [1]

Expected response: beyibonakala¹

Wrong responses: bonakala / ngivinjwe

(v) Libito lesigaba 1(a) bunyenti lelinesicu lesebolekiwe [1]

Expected response: bosofa¹

Wrong response: tefenisha

(b) Bhala imisho lenanaku lokulandzelako ukudvwebele:

High achievers got high marks in this question by observing instructions which required candidates to write grammatical sentences using the given syntactic categories and underlining the required word. Candidates who did not observe instructions and presented the following lost marks:

- One word;
- a sentence without the underlined required word;
- a sentence but underlined multiple words;
- ungrammatical sentences.

(i) Libitogcogca sigaba 4 bunye [2]

Expected response: Ngibone sicuku sebantfu itolo.²

Wrong responses: siyilo, sihheke

(ii) Sabito lesibalako lesikhomba kuphelela sigaba 3 bunyenti [2]

Expected response: Emajaha onkhe/odvwa ayagidza.²

Wrong responses: lonkhe/ lodvwa

(iii) Buniyo lobakhiwe esandzisweni sendzawo lesakhiwe nga /ka-/ [2]

Expected response: Indlu yakagogo iphephukile².

Wrong responses: kamatima, kagogo

(iv) Sento lesisendleleni leyamile umcondvo lophikako [2]

Expected response: Hlala, hleze lingani kusasa.²

Wrong responses: uhamba angadli/ angeke sihambe/ angidli

(v) Sibabato lesisuselwe ebitweni sigaba 1a) bunye [2]

Expected response: Yelababe! ulimele lomuntfu.²

Wrong responses: make, bogogo, bosofa

Grammatically weak candidates gave any class 1(a) noun in the plural form instead of the singular form, or missed the exclamation mark which is characteristic of the interjective.

Question 4

This question proved to be the most challenging to most candidates. Most candidates scored very low marks, and there were numerous cases of some candidates getting a zero even though they had attempted to answer the question. Some candidates did not attempt this question at all.

(a) **Chaza letakhi letidvwetjelwe kulamagama:**

(i) **Kantsi nitsetse tiphi titja?** [2]

Expected response: sicu¹ sesihlungo¹

Wrong responses: sakhi sesihlungo /sihlungo/ sakhi sekubuta

(ii) **Nifundzaphi nine?** [2]

Expected responses: sakhi¹ lesikhomba kubuta¹ /sakhi lesibutako

Wrong responses: sicu sesihlungo / sakhi / sesihlungo / sijobelelo

(iii) **Malume unconota kuhlala yedvwa.** [2]

Expected response: sakhi¹ /sijobelelo sesento lesisetjentiswa nasakha sento esibalulwini¹

Wrong responses: sicu sesibaluli / sicu sesiphawulo

(b) **Sento /hlushwa/ sisemphambosini yekwentiwa. Chaza kutsi yakhiwe kanjani.** [4]

In this question, candidates were expected to describe the formation of the verb **hlushwa**. Candidates who excelled in this question provided the morphological processes that take place in forming the verb. However, very few candidates effectively did this task as the majority did not focus on formation but rather segmented the verb.

Expected response

- Lemphambosi yakhiwe esentweni /hlupha/¹
- Kujotjelelwe sijobelelo semphambosi yekwentiwa /w/ sandvulela /-a/ losijobelelo sesento¹
- Ndzebembili /ph/¹ ugucuke waba ngulwangeni /sh/¹

Wrong responses

- Hlushwa ususelwe ebitweni kuhlupha, kususwe /ku/ kwagucuka /pha/ waba ngu /shwa/
- Sisuselwe kumuntfu lohlupha bantfu, lokusho kutsi uyahlupha.

(c) **Hlahlela leligama lelibhalwe ngekucindzetelwa kulomusho:**

Wavuka **ebutfongweni** wangimemeta. [5]

The question required candidates to segment the locative adverb, ebutfongweni. However, most candidates did not attempt this question. The few who tried described the formation of the locative adverb instead of segmenting it.

Expected response

/Ebutfongweni/: sandiso sendzawo¹

/e...ni/ sakhi sesandziso sendzawo²

/-Butfong-/ yincenye yesandziso sendzawo lesuselwe ebitweni butfongo¹

/-w-/ ngusankhamisa¹

Wrong responses

- Lesandziso sakhiwe ebitweni butfongo. Nkhamisa /e/ ugucuke waba ngusankhamisa /w/
- /e-/ sivumelwano senhloko
- /-bu-/ sicu lelibito
- /-tfongweni/ ngumsuka wesento

Or

Leligama lelitsi butfongo lichaza umuntfu lolele butfongo lobukhulu noma lophetfwe butfongo. Kubese kutsiwa lomuntfu loyo usebutfongweni.

The above examples demonstrate that the candidates lacked the knowledge of the linguistic and grammatical formulations of the SiSwati language. In an attempt to answer the question, candidates senselessly butchered the locative adverb or gave a definition of what they assumed the word meant. Yet, this was not the required task.

Recommendations

Drawing from the different sections of the report, the following recommendations were formulated and need to be addressed:

(i) Educators and candidates need to be cognizant of the fact that the First Language SiSwati components do not exist in isolation. Candidates should be able to skilfully use any knowledge acquired in any of the components to excel in the examination. Thus, a comprehension passage that is on Swati culture and customs should not be seen as disadvantaging learners. Actually, the latter should be equipped with application skills to tap in what they learnt in other components, and apply that to questions that require operations of everyday life.

(ii) Candidates be equipped with all the different aspects of 6870/02 to be successful in this syllabus. It does not benefit candidates to be strong in Section A and be very poor in Section B, and vice versa. Candidates need to be grounded in all the facets of this syllabus such that they are good in comprehension, making inferences and deductions, directed writing, and also demonstrate great command of the linguistic and grammatical constructions of the Language for them to be high achievers.

EGCSE FIRST LANGUAGE SISWATI

Paper 6870/03

Literature and Culture

Key messages

- It is essential for candidates to read the questions carefully looking at the keywords before answering 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 while others 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

General comment on question 1

This was a compulsory question. It was not well done as most candidates left too many blank spaces, some demonstrated lack of understanding of the theme, they confused it with the poem entitled Sochaka, which greatly disadvantaged them. Some showed that they never attempted it in class, however, they were expected to at least apply their poetic analysis skills learnt in class.

Umbuto 1 Kwembulwa kuyembeswa (Lilian Xolile Nkambule Zwane)

- (a) **Sinongo sini lesisetjentsiwe kulesihloko senkondlo lesitsi, “Kwembulwa kuyembeswa”?**
Sisho kutsini vele lesihloko? [2]

General comments

In this question candidates were expected to state the poetic device of the title of the poem and further give its literal or poetic meaning. Most candidates failed to give the expected poetic device but they were able to give the literal meaning.

General Responses

- Saga
- Sitfombemcondvo
- Sifananiso ngco/ sifananiso

Expected response

- Sisho
- Sitfombemcondvo lesibonakalako
- Sicatsaniso

General responses on the meaning

Kuwa kwemnotfo

Kugula nge HIV/AIDS

Kuyabhedza

Expected responses on the meaning

Kugulela kufa/ kugula kamatima

Simo sibucayi

Simo sibi kakhulu

(b) Chaza lemigca lelandzelako njengobe isetjentsiwe enkondlweni

(i) **Bayatfutsetela bayawolela akagcwali**

[2]

General comments

In this question, candidates were expected to show their detailed understanding of corruption and its continuity.

General responses

Batitsatsela kudla babeke akugcwali emasakeni

Kulesifo bantfu bayehla bayenyuka bafuna lusito bangalutfoli

Abayekeli kutfutsetela lemali /lokudla ababacabangeli bomakhelwane

Expected Responses (the candidate needed to specify that the act of stealing need to be continuous and use synonyms)

Laba labasetikhundleni bayeba/ bayaganga / bayakhwabanisa timali tembuso kepha solo abeneli noma abakhatsali.

Kulesifo lesi kutsiwa; “usenga lotelusako”

[2]

General comments

Candidates were expected to define the idiom in relation to corruption.

General Responses

Udla emandla akho

Kuphumelela losebentako

Kudla lophetse/ labasebentako

Expected responses

Lesifo-kulenkohlakalo weba/uganga/ kukhwabanisa ukwenta lapho usebentela khona.

(c) (i) Lemigca lelandzelako iluhlobo luni? Isebente ini?

Khetsa kahle ungalitjalwa

Ngimigacambongolo yesikhashana.

[2]

General comments

Candidates were expected to give the poetic device/form of the lines provided and state its functions in this poem. However, most candidates failed to differentiate between the literal and figurative form/meaning. (sakhiwo sangephandle nesakhiwo sangekhatsi)

General Responses

- Isecwayiso / iyayala kutsi sive sikhethse bantfu labatawucabangela tidzingo talabanye bantfu/tesive.
- Lonchubeko, usebente kwakha sigci, uyagcizelela, uyanandzisa, uyanonga, uphelelisa umcondvo (bangasasho kutsi umcondvo wani)
- Umugca ngci noma sakhiwo sangehandle.

Expected Response

Lonchubeko, usebente kuphelelisa umcondvo wekungayengeki / kungatsatseki ngenjabulo leyendlulako/ lete likusasa.

- (ii) Hlobo luni lwesakhiwo sangehandle lesi lesibhalwe ngekucindzetela? Chaza kutsi sisebenteni.

Ngitse ngiva ngeva sekukhala **sihwayo**,
Sekuhwaywa ngisho nengoloyi lombala.

[2]

General responses

- Sivumelwano sicalo/sigcino
- Sidlalamagama
- Sitfombemcondvo lesivakalako
- Luchumano lolwecako/ lolusemkhatsini lesigcizelela umcondvo wekuhwaya/ kunandzisa.

Expected Response

Luchumano masoli/ tjekile. Lusebente kugcizelela umcondvo wekweba/ kukhwabanisa ngisho lokuncane lokusele/ konkhe kungasali lutfo.

- (d) Hlobo luni lwenkondlo lolu? Sekela impendvulo yakho ngalokusenkondlweni. [3]

General comments

This question was poorly done because a majority of the candidates failed to show their understanding of the different types of poems. Therefore, they forfeited the other marks for supporting the type of poem.

General Responses

Inkondlo sililo, inkondlo chaza, inkondlo lusizi, inkondlo mvisabuhlungu, inkondlo balisa, inkondlo mzwangedwa, inkondlo mlandvo/ landzisa. Bafundzi bebasekela ngemigca yenkondlo njengobe injalo ingachazwa, noma basekele ngabogubhela kwesabo noma batsi sonkondlo ubalisa/ulila ngekufa kwebantfu babulawa sifo seligciwane leHIV/AIDS.

Expected Responses

Inkondlo gceka. Sonkondlo ugceka sento senkhohlakalo leyentiwa bantfu labasetikhundleni tahulumende labakhwabanisa imali yembuso, lokukhinyabeta intfutuko eveni. Sibonelo: takhiwo lebetibhekekile kutsi takhiwe kwadliwa imali yato.

- (e) Nguyiphi indzima lengadlalwa ngunaba labalandzelako kucedza lesifo sonkondlo lakhuluma ngaso? Bhala linye liphuzu.

(i) Sive

[2]

General comment

This question was poorly performed because this question solely relies on the theme of the poem. Most candidates displayed the lack of understanding of the theme so they were disadvantaged in giving the expected response.

General Responses

- Sive asitiphatse kahle/ sekhutane singalali ngaphandle kwelijazi lemkhwenyane
- Sive asihambe siyolima kute sibe nekudla lokwenele bativikele kuleligciwane
- Abasebentise lijazi lemkhwenyane
- Abakhetse kahle labayobamela ephalamende

Expected Responses

- Sive asibike inkhohlakalo kubemtsetfo kute bajeziswe/ baboshwe labo labagangako, nalabacabanga lokuganga besabe, icedvwe lenkhohlakalo.
- Bakhetse bantfu labacotfo labatawusebentela sive ngekwetsembeka ekwakheni umnotfo walelive.

(ii) Hulumende

[2]

General Responses

- Akatsengele bantfu emaphilisi / abakhele tibhedlela kute kuliwe nalesifo
- Akaphakamise gebhu ahumbule imiholo (lifted from the poem) kuletiphatsimandla letigangako noma akakhuphule imiholo kute batoyekela kuganga
- Akabuke kutsi bantfu bangene njani emisebentini/ etikhundleni.

Expected Responses

- Hulumende nakakhiphe imali yentfufuko akayilandzelele kutsi isebente njani kute kubanjwe tigangi tijeziwe.
- Hulumende akacinise imitsetfo yekujeziwa kwaletigangi, tiboshwe kute bantfu batowesaba kwenta inkhohlakalo.
- Akafundzise sive ngeubi benkhohlakalo kute itoncipha.

(f) Nika umoya walenkondlo usekele ngalokusenkondlweni.

[3]

General comment

- The question required candidates to give the mood of the poem not of the poet. The majority gave the mood of the poet, they misunderstood/misinterpreted the question.
- Due to failure to understand the theme of the poem, a majority of the candidates failed to give the mood of the poem, thus giving wrong responses and wrong support points.

General Responses

- Ulusizi, uyalila, udzabukile, ujulile. Kusekela; ulila ngekufa kwesive lesibulewe yi HIV/AIDS, ngenca yekutsi tibhedlela tite imitsi.
- Udzabukile ngenca yekudlabhatiswa kwemnotfo bogubhelakwesabo
- Uyabalisa ngenca yekwandza kwalesifo lesibulele bantfu kwaphindze kwafa nemnotfo.

Expected Responses

- Ukhatsatekile / uyabalisa ngenkhohlakalo /bantfu labakhwabanisa umnotfo lokukhinyabeta intfufuko / kwandzise buphuya.

Question 2

Khulumani Sive: Zodwa Motsa (Umhleli)

Indzaba Lemfishane: Siciniseko

This was another compulsory question. The candidates' performance in this question was below average. A few candidates who attempted this question correctly had the relevant points but they could not support them with evidence from the text. Some of these candidates attempted one side of the question and left the other part which led to them not getting even half of the total marks from this question. They failed to evaluate the question holistically. Other candidates showed knowledge of the story but did not answer the question, they simply narrated the short story. Some candidates simply repeated the same point three times. Additionally, other candidates, mixed-up characters, giving some characters' names from other short stories. There were a few candidates who simply narrated other short stories such: *Fanalakhe*, *Lisondvo Liyagicika*, *Sewungilandzile*, *Luswati Loluncane*, *Yek'emandla Esambane*, *Indlovu Lengenamboko*. These candidates dismally failed to answer this question since their answers were not relevant to the question. A significant number of candidates simply did not answer the question, they left blank spaces, thus generally this question's performance was below average.

This was an evaluation question required that a candidate should evaluate in which candidates had to come up with responses that support the claim (3) and support them with evidence from the text. They were expected to then counter the aforementioned claims with 3 more claims before taking a stand which is based on what the candidate has written (not any new point).

Comments on the specific question

Mdluli akatati kutsi ufunani emphilweni. Hlolisisa lombono ngemaphuzu lamatsatfu lasekeleke kahle. [20]

This question required the candidates to support the statement using three points: each point had to show a claim [1], its contradiction [1] and evidence from the text [1]. Then the candidate had to counter the supporting claims with three other points: claim [2], evidence from the text [1]. After this counter the candidate had to take a stand, only emphasizing one side that (s)he supports [2].

Expected Responses

Mdluli akatati kutsi ufunani emphilweni [3 emaphuzu]

- ❖ Akamjabuleli umkakhe nakatfola umsebenti lophakeme [1], kantsi tintfo letitsengwa ngalemali yemkakhe uyatijabulela [1], umkakhe utsenge imoto lensha lantjentjemuka ngayo Mdluli [1].

Mdluli uyati kutsi ufunani [3 emaphuzu]

- ❖ Mdluli ufuna umfati lotamnika sikhatsi, amnake [2], lomsebenti lophakeme waLaMbasha umentangabi nesikhatsi nendvodza yakhe ngoba kuyenteka andize emalanga lamadze angabi sekhaya [1].

Taking a stand

A candidate may support or dispute the statement (question) and only emphasize on the points raised in the essay without bringing in new points. [2]

Wrong responses

- ❖ Some candidates could not contradict their supporting points thus their evaluation was one sided.
- ❖ At times they were general with the text, they did not show precise knowledge of the short story.
- ❖ Some narrated the short story without showing which side they are narrating for.
- ❖ Some confused Mdluli for a female character and LaMbasha for a male character.
- ❖ There was a handful of candidates who attempted this question but simply narrated other short stories such: *Fanalakhe, Lisondvo Liyagicika, Sewungilandzile, Luswati Loluncane, Yek'emandla Esambane, Indlovu Lengenamboko*. These candidates dismally failed to address this question since their answers were not relevant to the question.
- ❖ A significant number of the candidates simply did not answer the question, they left blank spaces thus generally this question's performance was below average.

Question 3

Umsamaliya Lolungile: Betty Sibongile Dlamini - Novel

This was a compulsory question. Although it was evident that candidates were well versed on the novel, this section was performed poorly as most responses showed wrong interpretation of the questions as candidates tended to narrate the story as it is without tackling the questions as expected. Other candidates failed to make claims and presented weak arguments. Also, quite a number of candidates did not attempt the question at all.

Comments on Specific Questions

(a) **Libito liyamlandzela umniyo. Ngeliphuzu linye khombisa ngalokusendzabeni kutsi kufakazeleka njani loku kulabalingisi labalandzelako.**

(i) **Bindzile** [2]

(ii) **Sebentile** [2]

This question required the candidates to affirm the statement that a character's given name matches their behaviour and actions with close reference to the text.

Expected Responses

The candidates were expected to name the secret that Bindzile kept and the duration of keeping it.

(i) **Bindzile** - Wathula nemfihlo yekutsi Zebedewu wamhlukubeta ngekwelicansi sikhatsi lesidze angasho.

- Wabindza wakwenta imfihlo yakhe iminyaka lengemashumi lamabili kutsi uhlukubetwa nguZebedewu ngekwelicansi.

Wrong Responses

Candidates who failed to score full marks gave an incomplete response by leaving out the period that Bindzile kept the secret and failed to state specifically what secret she kept.

Common Responses were as follows:

- wathula nendzaba wangatjeli muntfu
- wabindza nendzaba lemhluphako
- Akashongo kutsi Zebedewu bekamugilisa tiga

(ii) **Sebentile**

Here the expectation was for candidates to give a character trait that matches the name and support it with evidence from the text.

An ideal response:

– Ukhutsele, sishikishiki semfati ngoba simbona wenta imisebenti yetandla lefaka ekhatsi kutfunga, kubhaka nekucupha atsengise kantsi ubuye abe nguthishela.

Wrong Responses

Candidates who failed to score marks in this item are those who could not give the specific character trait that matches the name together with an example from the text. These candidates merely gave actions she engages in.

Common Responses:

- Uyasebenta unguthishela
- Wenta imisebenti yetandla
- Utfunga ticatfulo, utsengisa tibhidvo

(b) **Zebedewu akasuye lomsamaliya lolungile kulenzaba njenga lokubhekekile. Sekela lombono ngemaphuzu lamabili.** [4]

This question required the candidates to relate Zebedewu's character to that of the good Samaritan from the bible story to show how the name did not suit him.

Expected Response:

- Umsamaliya ngumuntfu losita lomunye esikhatsini lesinyenti langamati abuye angabheki imbhadalo [1] kani Zebedewu bekasita labafundzi ngoba afuna kubabhadalisa ngekulala nabo. [1]
- Umsamaliya lolungile ngumuntfu losita lomunye ngetintfo takhe [1] kepha Zebedewu usita ngemali yaSebentile hhayi ngeyakhe. [1]

Wrong Responses:

Most candidates failed to score full marks in this question because they only stated the bad things that Zebedewu did without comparing him to the Good Samaritan from the bible.

Common Responses:

- Zebedewu bekahlukubeta Sebentile ngekwemnotfo ngekutsatsa imali yakhe atsenge tinkhomo
- Zebedewu bekatsatsa bantfwana bemantfombatana abamitsise bese ubakhiphisa tisu
- Zebedewu watsatsa imali yaSebentile watsenga imoto wase akasamgibelisi, ugibelisa bafana bebhola.

- (c) **Licala aliboli: kusho kutsi noma ungaganga ungajeziswa emvakwesikhatsi sijeziro saloko kuganga uyasitfolo noma sibakhona.** [6]

The candidates were expected to give two incidents that prove that the above statement is true.

Expected Responses:

- Zebedewu walala naBindzile wamkhulelisa wate wamkhiphisa sisu, Bindzile akakhulumanga lokwenta Zebedewu abete licala [2] nyalo Bindzile sewukhulumile kuSebentile emvakweminyaka lengemashumi lamabili/ emvakwesikhatsi lesidze ngako Zebedewu sewutawuboshwa [1].
- Zebedewu wakhulelisa Londziwe wase uyambulalisa. Zebedewu wababete licala ngoba kute lowakhuluma [2] nyalo Sebentile ukulungele kukhuluma ngoba wasitfolo sigcebhezane lesiphatselene nalokufa kwaLondziwe. [1]

Wrong Responses:

Inadequate responses in this item were those that merely listed incidents from the story without meeting the demands of the question.

- Sebentile wahamba iminyaka lemashumi lamabili wase uyabuya utobopha Zebedewu ngekumtsatsela tintfo takhe.
- Zebedewu waboshwa emvakwekutsi Sebentile avuse emacala akhe ekugilisa bantfwana tiga.
- Bindzile uhlangene naSebentile emvakweminyaka lemashumi lamabili kute atawucolisa ngekulala nendvodza yakhe.

- (d) **Similo saSebentile asikholwakali. Hlolisisa lombono ngeliphuzu linye.** [6]

This question required the candidates to evaluate whether Sebentile has a believable character with close reference to the text.

Expected Response:

- **Asikholwakali-** Sebentile ubeketela kwekweca kukokkonkhe lamenta kona lokubi Zebedewu. Zebedewu utsi akashintje sibongo etitifiketini naye uyatfoba uyakwenta loko, uphindze uyavuma kubhadalela emantfombatane laletfwa nguZebedewu kutsi awafundzise kube wakibo umntfwana angambhadaleli.

- **Siyakholwakala-** Vele emendvweni kukamkhatsali umfati ubhekekile kutsi abeketele noma avelwa yini emendvweni njengoba enta Sebentile. Kulalela indvodza yakhe nayitsi akashintje sibongo kuyintfo lekufanele vele ayente kanye nako kubhadalela bafundzi lebaletsako ngekulawula kwayo yintfo lengamangalisi.

Luhlangotsi lwemhlolwa

- **Asikholwakali** - Mine ngitsi similo saSebentile asikholwakali ngoba kute umuntfu longabeketela kangaka abe afundzile, abengulovuma konkhe ngisho kunyatseleka emalungelo akhe aphocelwa kubhadalela emantfombatane langakahlobani nawo abe ayekeliswe kugcina sitsembiso kuyise sekubhadalela dzadzewabo.
- **Siyakholwakala** - Mine ngisikhandza sikholwakala similo saSebentile ngoba lokubeketela lesimbona akwenta ngulokubhekekile emfatini losuke ekhaya ayaliwe waphindze walotjolwa. Wenta bufati sibili kubeketela, atfobele indvodza yakhe nayitsi akashintje sibongo etitifiketini ngoba phela sewushadile.

SECTION B: Temdzabu, Umhambo Nemasiko

This section comprised two questions: Question 4 and 5, and candidates were required to choose one question from the two.

Question 4

Few candidates attempted this question and the performance was below average. This question was based on idioms/proverbs, praise name (Mnisi) and traditional food.

(a) Tisho neTaga

General comments

When teaching literature in SiSwati teachers are encouraged to use a short story, novel and drama with idiomatic expressions to explain the meaning of the idiomatic expression, use them in sentences, state their origin, give opposing and synonymous idioms, give their meanings in context and use them in conversations with their peers.

(i) Nika sisho/saga lesiphambana nalesi lesilandzelako:

- **Ukhulunyelwa ulidloti yini**

Expected response

Umlomo lishoba lekutiphungela.

This part question required candidates to write an idiom/proverb with an opposite meaning to the given one.

Wrong responses

A few candidates were giving wrong answers such as:

- Lidloti liyakhulunyelwa.
- Akakhulumi unemuntfu phansi.
- Wadla liphalishi lishisa.
- Akakhulumi yimfengwane.
- Wamita imfengwane

(ii) Chaza kutsi lesisho/saga lesilandzelako sisebenta nakunjani:

- **Ubolibamba lingashoni.**

General comment

This part of the question required candidates to give a situation when the idiom/proverb was used.

Expected response

Nawufunga/nawusongela umuntfu

Wrong responses

- Nawugangile wabaleka
- Nawucwayisa
- Sisetjentiswa nakunemuntfu lophocwe ngulomunye nakamtjela kutsi batawidibana.

(iii) Nika imvelaphi yalesisho /saga lesilandzelako:

- **Nguleyo ndvodza idla umgwaja wesagila sayo.**

General comment

Most candidates demonstrated lack of knowledge of the origin of idioms and proverbs.

Expected responses

- Emphilweni yebantfu/ekutingeleni

Wrong responses

- Umuntfu udla kulakusebentele
- Sisuselwe enganekwaneni
- Sisuselwe emlandvweni
- Etilwaneni

(iv) Sebentisa lesisho emshweni ukhombe kutsdi uyayati inchazelo yaso:

- **Litje lome inhlama**

General comment

A number of candidates failed to use the idiom/proverb to create a meaningful sentence.

Expected response

- Itolo ntsambama ngishiye kudla kwami kodvwa ekuseni ngikhandze litje lome inhlama sebakudlile.

Wrong responses

- Ngiphutle kuvuka ekuseni ngikhandze litje lome inhlama esiteshini semabhasi
- Ngefika ngekuphutfuma lokukhulu ngavele ngakhandza litje lome inhlama

(b) Sinanatelo – Mnisi

(i) Kulesinanatelo batfolakala kuphi bakaMnisi?

General comment

Candidates were giving responses not taken from the text. They gave their own general responses, however the question required candidates to pick/lift the response from the given praise name.

Expected response

- Batfolakala kuMantjolo.

Wrong responses

- Batfolakala eLwandle/eMhlongamvula/Gwadlagwadla/Malanti.

(ii) Kulesinanatelo batilani bakaMnisi?

General comment

This part of the question was fairly attempted, however a few candidates failed to pick the correct response from the text.

Expected response

- Batila inkonjane.

Wrong responses

- Batila emanti emvula/umhlongamvula/tinkhophe/manyovu.

(iii) Buvetwe kuphi bumcoka balesitiba sakaMnisi kulesinanatelo? Sekela imphendvulo yakho ngeliphuzu linye.

General comment

This part of the question required candidates to have background information about the Mnisi clan. Although the analysis of the question was misunderstood, it was interpreted as if the response should be taken from the text which was misleading to the candidates.

Correct response

- Kunenkholelo ngekuchutjwa kwetinfo letitsite letiphatselene nabakaMnisi
- Ngulabahlanganela khona kwenta imisimeto lephatselene nebantfu bakaMnisi
- Siligugu lesisisekelo salesibongo, bayasigadza, basilondvolote.
 - Lesitiba sikhulu kute umuntfu longena kuso aphume aphila
 - kuya khona bantfu bemanti
 - kugeza khona iNkhosi

(i) Nika indzima ledlalwa bakaMnisi ebukhosini

General comment

This question was poorly done as most candidates do not know the importance of the Mnisi clan in the Swati monarch.

Correct responses:

- benta kutsi litulu linele bukhusi
- banisa imvula lecisha tinyawo temakhosi nangabe bekunemgidvo/ umkhosi lotsite

Wrong responses

- Bantfu bakaMnisi batesulelamsiti tenkhosi
- Babayinsila yeNkhosi naseyikhotseme
- Beluleka iNkhosi

(c) Kudla

(i) Umfuso udliwa ngasiphi sikhatsi semnyaka? Leni?

General comment

A few candidates failed to differentiate between 'umfuso' and 'buganu'. A majority of candidates attempted this part of the question fairly well.

Correct response

- umfuso udliwa ebusika ngoba kusuke sekuphele tibhidvo letimanti

Wrong response

- ngaBhimbidwane ngoba tihlahla tisuke setomile sekute titselo
- ekwindla ngoba kusuke setiphelile tiitselo

(ii) Kuphekwa kwekudla kwesintfu sekutingucuko letinebungoti lobubanga tifo. Kulokudla lokulanzela bhala ingucuko leseyikhona nebungoti bayo.

General comment.

Candidates demonstrated lack of knowledge of Swati traditional food, however they failed to match the changes in the food and its consequences in the body. Generally, the question was fairly attempted, however with the changes they gave how the food is prepared nowadays and forgot to mention what was done in the past.

Correct response

• **Inyama yenkhukhu**

Ingucuko: kadzeni beyibiliswa ifakwe emantongomane kani nyalo seiyatfoswanoma iphekwe ifakwe emafutsa netinongo (spices)

Bungoti: lamafutsa abanga kugula lokufana nesifo senhlitiyo/tilondza esiswini/kukhuluphala lokwecile.

Wrong responses

Ingucuko: inyama yenkhukhu seyifakwa tinongo kakhulu/tinkhukhu setikhuliswa ngemjovo.

Bungoti: lemijovo ibanga sifo sematsambo/kubanga bomdlavuza/kubanga sifo sashukela.

Correct responses

- **Sinkhwa semmbila**

Ingucuko: kadzeni besilwa etjeni sihhateke bese sifakwa emantongomane kuphela kantsi nyalo sesigaywa ngemshina sicolisakale kakhulu bese sibhucwa ngafulaha, bobhotela, (rama) nematicandza, kadzeni besigocotelwa ngemacembe embila kantsi nyalo sesifakwa emapulasitikini.

Bungoti: fulaha ubanga kucumba esiswini/kucolisakala kubanga tfunjana, umdlavuza/emafutsa abhotela angabanga sifo senhlityo.

Wrong responses

Ingucuko; sesifakwa shukela kakhulu, sekufakwa tinongo letinyenti (bangatisho kutsi ngutiphi)

(iii) Kudla kuni lokungaphekela umuntfu lonesifo sashukela? Leni?

General comment

This part of the question was poorly done. Most candidates were giving traditional foods that do not help to lower the level of diabetes in the body.

Expected response

Inshubaba/inkakha/emahala. Lokubaba kwalokudla kwehlisa lizinga lashukela emtimbeni kumuntfu lokhushukelwe ngushukela.

Wrong responses

Sintjangabomu/kudla lokunemaseko lamatsatfu/lokute swayi/lokute emafutsa/shukela.

Question 5

This was the most popular question in this section and the performance was average.

(a) Tisho neTaga

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

(i) Nika sisho/saga lesiphambana nalesi lesilandzelako:

kutala kutelula

[1]

Candidates were required to give a contrasting idiom or proverb. This item was poorly performed by most candidates.

Expected Response:

Akatalanga wabola ematfumbu¹

Wrong responses:

Kutala kubola ematfumbu

Wabola ematfumbu

Angitalanga ngabola ematfumbu

Awutalanga wabola ematfumbu

The last two responses were not accepted because they were contextualized.

(ii) Chaza kutsi lesisho/saga lesilandzelako, sisebenta nakwentenjani?

[1]

Hamba juba bayokuhlutsa phambili

Candidates were giving their own interpretation of the idiom/proverb instead of its usage.

Expected Response:

Nasisonga/Nasifunga¹

Wrong Responses:

- Mangabe bantfu lebebatsandzana sebehlukene
- Nawekhuta umuntfu solo angekhuteki
- Nangabe bowuhlupha sale uyobahlupha embili
- Nawukhuta/nawuyala/nawecwayisa umuntfu
- Umuntfu longasangelani naye noma losakudzinile

(iii) Nika imvelaphi yalesisho/saga

[1]

Umvundla tiyawuncandza phambili

They had the literal interpretation of the idiom/proverb.

Expected Response:

Emphilweni yebantfu/ekutingeleni¹

Wrong Responses:

- Emvelweni
- Etilwaneni
- Emlandvweni
- Emihambeni nemasiko
- Etinganekwaneni

(iv) Sebentisa lesisho emshweni ukhombe kutsi uyayati inchazelo yaso

[2]

Kubhaca ngelicembe

Most candidates' responses were literal interpretation of kubhaca ngelicembe.

Expected Response:

Candidates were expected to demonstrate understanding of the proverb in their sentences.

Example:

Ngivele ngabona nje kutsi lomfokati ubhace ngelicembe, lentfo bekayikhuluma beyingemanga nje.

[2]

Wrong Responses:

Candidates failed to differentiate between the underlying and the literal meaning of **licembe** in the expression.

Example:

- Gogo uvele wabhaca ngelicembe nakufika bantfu benhlangano.
- Malume ubhace ngelicembe nakufika emaphoyisa.

(b) Ingoma

Fundza lengoma bese uphendvula imibuto letawulandzela:

This question had three parts (i), (ii) and (iii)

(i) Kulengoma, ngubani lona lofuna kunikwe lomunye lihawu?

[1]

Most candidates failed to give the correct answer to this question.

Expected Response:

Bomnakabomakoti/Ngumtsimba/bekhabomakoti/bodzadze wamakoti

Wrong Responses:

- Bomnakabo/bodzadzewabo
- Nguninatale
- Ngumakoti
- Ngulologidzako

(ii) Lolonika lomntfwanamake lelihawu ukhombani? Chaza.

[2]

This part of the question was poorly performed.

Expected responses:

Bumphawu¹ bekutsi utamvikela¹

Wrong Responses:

- Yindlela yekumkhokha emendvweni
- Ukhomba kumvalelisa
- Ukhomba kutsi uyamtsandza noma bayamemukela
- Uyamkhulula kutsi sekangenta noma yini

(iii) Lengoma ihlatjelwa kuphi? Nakwente njani?

[2]

Candidates' performance in this part question was average.

Expected Response:

Emtsimbeni¹, nakugidza makoti nemkhwenyana¹

Wrong Responses:

- Ebuyeni-Nakugidza makoti nemtsimba wakhe/makugidza makoti akhombisa bugabazi bakhe
- Emhlangeni-inkhosi mayidlalisela imbali

(c) Umtsimba

This question has three items (i), (ii) and (iii). The performance was slightly above average.

(ii) Nika kubili lokungemalungiselelo lentiwa ekhabojaha uma kuta umtsimba.

[2]

Some candidates confused **umtsimba for buyeni**, hence their responses were incorrect.

Expected Response:

Kulungisa Sakhukulu¹/Likhenye¹/indzawo yekulala¹/inhlabisamtsimba¹ (kubili kwaloku)

Wrong Responses:

Kulungisa imvunulo/kulungisa lunyawo/kulungisa ingoma/kulungis umhlambiso

(ii) Ngelilanga lekuphuma, kwemtsimba uphuma nini? Leni?

[2]

Expected Response:

Ebusuku¹-kunenkholelo kutsi emadloti asuke sekabuyile asebenta kahle sekuhwalele¹

- utokhanyiselwa yinyeti ngoba bekuhanjwa ngetinyawo¹

Wrong Responses:

- Ekuseni kusenombonombo-khona batosheshe bafike batocala kugidza
- Ekuseni ngeluvivi-bafike bacondze emfuleni
- Entsambama-khona batofika ebusuku

Most candidates used 'entsambama' instead of 'busuku', assuming that they are one and the same thing.

Kuchutjwa kwalelisiko lemtsimba sekunetingucuko letinyenti. Kuletihlokwana letilandzelako bhala ingucuko lekhona nesizatfu sayo:

Umhlambiso

Inguco

[2]

Most candidates gave a partial response, there was no comparison between what was happening then, and what is happening now regarding the culture of kuhlambisa. Moreover, they could not distinguish umhlambiso from emalobolo.

Wrong Responses:

- Kadzeni bekuhlanjiswa ngetingubo nyalo sekuhlanjiswa ngabosofa
- Kadzeni bekuhlanjiswa ngematjalo nyalo sekuhlanjiswa ngetingubo ema 2in1
- Kadzeni bekuhlanjiswa ngetinkhomo nyalo sekuhlanjiswa ngemali

Partial Responses:

- Sekuhlanjiswa ngemafenisha
- Bekuhlanjiswa ngetihlantsi

Expected Response:

Kadzeni bekusetjentiswa tintfo lebetitsatfwa emvelweni njengetjani, lukhwane, tihlahlatsite, nalokunye¹, kantsi nyalo cishe konkhe sekuyatsengwa futsi kudulile njengemibhedze, bosofa, timoto nalokunye¹.

Sizatfu

[1]

Bantfu sebanemali/sekulotjolwa kucala bantfu baba nemali yekutsenga tintfo letidulile/sekute kahle letintfo temvelo/sekute labanelikhono lekwakha¹. (kunye kwaloku)

Wrong Responses:

- Bantfu sebayaphapha
- Bantfu abafuni kwehlulwa
- Bantfu batsandza lizinga
- Bantfu sebatsandza kubukisa

Emalanga ekuchuba Lomgidvo

Ingucuko

[2]

Most candidates performed well in this part of the question, even those who could not score maximum marks were able to get half the marks.

Expected Responses:

- Kadzeni bewuphuma noma ngaliphi lilanga¹, kantsi nyalo sekumelwa impelasontfo¹.
- Kadzeni bewutsatsa emalanga lamatsatfu¹, kantsi nyalo sekuyaba nalilanga linye¹.

Wrong Responses:

- Kadzeni bewutsatsa lilanga linye kani nyalo sewutsatsa emalanga lamanyenti.
- Emalanga sekancishisiwe kunakucala
- Emalanga bekamanyenti nyalo semancane

Sizatfu

[1]

- Bantfu sebayasebenta bete sikhatsi ekhatsi neliviki¹
- Kunciphisa tindleko¹
- Bajake emasontfweni¹
- Basuke bafuna kushada ngelilanga lekugcina¹ (kunye kwaloku)