



EXAMINATIONS COUNCIL OF ESWATINI  
Junior Certificate Examination

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SISWATI  
Paper 1

207/01

Specimen-October/November 2021-2023

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***Confidential***

***MARK SCHEME***

***{207/01}***

***MARKS: 35***

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This document consists of **8** printed pages.

**SICEPHU A : INDZABA****Umbuto 1 - Umonakalo lomkhulu lowashiywa wentiwe ngumoya nelitulu endzaweni yakitsi.**

Luhlobo: Lecocako/ lechazako

Sikhatsi: Lesengcile/ Lesengca.

- Anike indzaba sihloko.
- Akhombise kutsi uwuvile umbuto
  - Umonakalo usendzaweni yangakubo (hhayi eveni lonkhe).
  - Kungaba ngulokwenteka ekhaya kubo, kubomakhelwane nasemmangweni.
- Ekutfufukeni kwendzaba akuvakale lokucocwako noma lokuchazwako lokungafaka ekhatsi simo selitulu sangalelo langa, kutsi umonakalo wenteka lona lococako ukuphi wentani, noma uwuva ngabani.
- Luvele luhlobo lwemonakalo lowaba khona emakhaya.
  - emakhaya: takhiwo, yimphahla /imfuyo/ tihlahla tetitselo
  - kulimala kwebantfu
  - emasimini
  - tindlela tekuhamba (kugedvuka kwemisele)
- Luhlobo lwemonakalo emmangweni:
  - tihlahla emngwacweni,
  - kungahambeki ngenca yekonakala kwemingwaco
  - Kugcwala kwemifula
  - kuphephuka kwetikolo.
  - Kutsikabeteka kwetekuchumana
  - Kulimala kwebantfu
- Angaveta lokwentiwa ngemaphoyisa, tinhlangano letiniketa lusito njengebesiphambano lesibovu, inkhundla njalonjalo.

Akunakwe kutsi umfundzi lotawugcina ngemonakalo lowenteka ekhaya kubo kuphela ngeke atfole emamaki lasetulu kwengca lona lowuvile umbuto kutsi ngummango wangakubo.

## **Umbuto 2 Alususwe lulwimi lwesilumbi njengesifundvo sekuphasa etikolweni. Utsini umbono wakho?**

Luhlobo: Indzabamphikiswano

Umhlolwa akhombise kutsi uwuvile umbuto: alususwe lulwimi lesilubi njengesifundvo sekuphasa etikolweni kodvwa lingehli lizinga lekufundza.

Bahloli bemaphepha babuke tonkhe tinhlangothi tekususwa kwelulwimi lesilumbi njengesifundvo sekuphasa.

- Anike indzaba sihloko.
- Umhlolwa utsatsa luhlangothi esingenisweni.
- Emtimbeni umhlolwa ubhekeke avete totimbili tinhlangothi kodvwa angakhohlwa kulugcamisa luhlangothi lalwesekelako.
- Lulwimi lwaloluhlobo lwembhalo kufanele asebantise letihlanganiso (Kwekucala, kwengenta ngetulu kwaloko, ngakulolunye luhlangothi, lokunye, noma kunjalo, njalonjalo)
- Esiphethweni uhlolwa ugcizelela emaphuzu lakhulume ngawo, sekute lokusha lakwengetako.

### **Alususwe**

- Bafundzi sebatawuphasa bonkhe,
- Titawehla tinombolo tebafundzi labaphindza emaklasi.
- Titawehla tinombolo tebafundzi labacedza sikolo bangabi ngulutfo ngenca yekufeyila silumbi.
- Bafundzi sebatawusitsandza sikolwa.
- Bafundzi sebatawuvumeleka kukhuluma luwimi lwabo etikolweni ngephandle kwekujeziswa.

### **Alungasuswa**

- Bataba bancane bafundzi labatawungena emakolishi emfundvo lephakeme.
- Lizinga lekuchumana nebantfu bakulamanye emave litawehla.
- Licophelo lekubhala imisebenti yesikolwa litawehla.
- Ematfuba ekungena emanyuvesi akulamanye emave atawushabalala.
- Kucondzisisa imibhalo yesilumbi kutaba lukhuni.

### **Umbuto 3 - Buhle nebubi beluhlelo lwekuphekela bafundzi kudla etikolweni.**

Luhlobo: Lenika lwati

Umhlohlwa angaveta lamaphuzu lalandzelako

#### **Buhle**

- Kusita kutsi bonkhe bafundzi batfole kudla nalabo labangenalutfo emakhaya.
- Kutfole emandla ekulandzela tifundvo ngoba besutsi.
- Kugwema kutsi bafundzi balale emaklasini ngenca yendlala.
- Iyongeka imali yebatali yekunika bafundzi kutsi batsenge etikolweni.
- Akasabonakali londzindzile naloncono ngoba kudla lokuphekwako kuyafana.
- Kunciphisa tifo letibangwa kungatfole kahle kudla lokunemsoco.
- Kuveta ematfuba emisebenti kulabomake labaphekako.
- Kuveta ematfuba ekutsi balimi batfole imakethe yemkhithcito wabo (emabhontjisi, tibhidvo, ummbila)

#### **Bubi**

- Kungashintjwa kweluhlobo lwekudla loludliwako umnyaka wonkhe
- Labaphekako abakafundziseki ngetindlela tekupheka letehlukene
- Kwebiwa kwalokudla ngulabo labasebenta ngako
- Kuba bete indlela lehlelekile yekuphakelwa kwako bese labanye bafundzi abakutfole
- Kunganaki kuhloba kwenzawo netintfo lekusetjentwa ngato uma kuphekwa
- Sikali siba sincane kakhulu labanye bafundzi abeneli/ abesutsi
- Kunganakekeli kutsi titja labaphakela kuto tihlobile, tihlala kuphi futsi

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

Mark Band	CONTENT: relevance and development of ideas (AO: 1, 2, 6, 12)	Mark Band	LANGUAGE: style and accuracy (AO: 1, 3, 4, 5)
9-10	<p><b>Highly effective:</b>  <i>*Relevance:</i> Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience.  <i>*Development of ideas:</i> shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</p>	9-10	<p><b>Fluent:</b>  <i>*Style:</i> First language competence. Ease of style. Confident and wide ranging use of language, idioms and tenses.  <i>*Accuracy:</i> No or very few errors. Well-constructed and linked paragraphs.</p>
7 - 8	<p><b>Effective:</b>  <i>*Relevance:</i> Fulfills the task, with appropriate register and good sense of purpose and audience.  <i>*Development of ideas:</i> Ideas are well developed and at appropriate length. Engages reader's interest.</p>	7- 8	<p><b>Precise:</b>  <i>*Style:</i> Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.  <i>*Accuracy:</i> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.</p>
5 - 6	<p><b>Satisfactory:</b>  <i>*Relevance:</i> Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.  <i>*Development of ideas:</i> Material is satisfactorily developed at appropriate length.</p>	5 - 6	<p><b>Safe:</b>  <i>*Style:</i> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.  <i>*Accuracy:</i> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</p>
3 - 4	<p><b>Partly relevant:</b>  <i>*Relevance:</i> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.  <b>Award 1 mark</b>  <i>*Development of ideas:</i> Supplies some detail and explanation, but the effect is incomplete. Some repetition.  <b>Award 1 mark.</b>  <i>*Limited engagement with task, but this is mostly hidden by density of error.</i>  <b>Award 1 mark.</b></p>	3 - 4	<p><b>Errors intrude:</b>  <i>*Style:</i> Simple structures and vocabulary.  <b>Award 1 mark</b>  <i>* Accuracy:</i> Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating. Paragraphs absent or inconsistent.  <b>Award 1 mark.</b>  <ul style="list-style-type: none"> <li>• Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. <b>Award 1 mark.</b></li> </ul> </p>

0 - 2	<p><b><i>Little relevance:</i></b></p> <ul style="list-style-type: none"> <li>No engagement with the task or any engagement with task is completely hidden by density of error. <b>Award 0-2 marks.</b> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	0 - 2	<p><b><i>Hard to understand:</i></b></p> <ul style="list-style-type: none"> <li>Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of SiSwati writing. Paragraphs absent or inconsistent.</li> </ul>
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## SICEPHU B : SIMONDZABA

**Umbuto 4 - Bhala inkhulumiswano emkhatsini wemtukulu nagogo lolahlekelwe ngumholo wakhe nakabuya kuyohola.**

Luhlobo: Inkhulumiswano

- Akube nesihloko
- Ababe babili labakhulumisanako
- Tikhulumi atiniketwe emabito (*La Dube, Muzi*)
- Singeniso, umtimba nesiphetho kubonakale kusacocwa
- Akweciwa emalayini, abasebenti bakaki
- Singeniso sikhombe kutsi inkhulumo iyacala
- Umtimba utfufuke: umtukulu alandzelele ngemibuto kutsi ngabe kwentekeni
  - Gogo angaveta lakukhumbulako njengekutsi bamuniketa imali yakhe lapho bekayohola khona
  - Kumbe utsenge lokutsite khona le emholweni
  - Imali yakhe beyikuphi nakagcina kuyibona/ beyingumalini
  - Usola kutsi ngabe ilahleke kuphi
  - Uyayitfolo yini?

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

Mark Band	CONTENT: relevance and development of ideas (AO: 1, 2, 6, 12)	Mark Band	LANGUAGE: style and accuracy (AO: 1, 3, 4, 5)
7-8	<p><b>Highly effective:</b></p> <p><b>*Relevance:</b> Fulfills the task, with consistently appropriate register and excellent sense of purpose and audience.</p> <p><b>*Development of ideas:</b> shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</p>	7	<p><b>Fluent:</b></p> <p><b>*Style:</b> Almost first language competence. Ease of style. Confident and wide ranging use of language, idioms and tenses.</p> <p><b>*Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</p>
5 - 6	<p><b>Effective:</b></p> <p><b>*Relevance:</b> Fulfills the task, with appropriate register and good sense of purpose and audience.</p> <p><b>*Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</p>	5 - 6	<p><b>Precise:</b></p> <p><b>*Style:</b> Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</p> <p><b>*Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links maybe absent or inappropriate.</p>

3 - 4	<p><b>Satisfactory:</b>  <b>*Relevance:</b> Fulfills the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.  <b>*Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	3 - 4	<p><b>Safe:</b>  <b>*Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.  <b>*Accuracy:</b> Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.</p>
1 - 2	<p><b>Partly relevant:</b>  <b>*Relevance:</b> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.  <b>*Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.  <b>Award 1 mark.</b>  <b>*Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark.</b></p>	1 - 2	<p><b>Errors intrude:</b>  <b>*Style:</b> Simple structures and vocabulary.  <b>*Accuracy:</b> Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating. Paragraphs absent or inconsistent.  <ul style="list-style-type: none"> <li>Multiple types of error in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. <b>Award 1 mark.</b></li> </ul> </p>
0	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>No engagement with the task or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	0	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>Density of error completely obscures meaning. Whole sections impossible to recognize as pieces of SiSwati writing. Paragraphs absent or inconsistent.</li> </ul>