

Eswatini General Certificate of Secondary Education

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Examinations Council of Eswatini

**SISWATI AS A
SECOND LANGUAGE
SYLLABUS**
Subject Code : 6871

For Examinations in 2024 - 2026

CONTENTS

	Page
Eswatini General Certificate of Secondary Education	3
Introduction	4
Aims	4
Content Overview	4
Assessment Objectives	5
Specification Grid	6
Assessment	7
Scheme of Assessment	7
Weighting of Papers	9
Curriculum Content	10
Grade Descriptions	11
Appendix: Notes on the Administration of the Listening Test	12
Appendix: Notes on Conducting the Oral Tests	13
Appendix: Oral Assessment Criteria Grid	16
Appendix: Sample Oral Examination Summary Form	17

ESWATINI GENERAL CERTIFICATE OF SECONDARY EDUCATION

Broad Guidelines

The Ministry of Education is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 4 and Form 5) so that at the completion of secondary education, learners will

- be equipped to meet the changing needs of the Nation, and
- have attained internationally acceptable standards.

Swaziland's National Education Policy Directives

EGCSE syllabuses for studies in Form 4 and Form 5 will individually, and collectively, enable learners to develop **essential skills** and provide a broad **learning experience** which

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture and religion,
- develops desirable attitudes and behaviour towards the environment,
- provides insight and understanding of global issues which affect quality of life in Eswatini and elsewhere, e.g., the AIDS pandemic; global warming; maldistribution of wealth; and technological advances.

The National Curriculum for Form 4 and Form 5

Learners will be given opportunities to develop **essential skills** which will overlap across the entire range of subjects studied. These skills are listed below.

- Communication and language skills
- Numeracy skills: mathematical ideas, techniques and applications
- Problem-solving skills
- Technological awareness and applications
- Critical thinking skills
- Work and study skills
- Independent learning
- Working with others

To develop these skills, learners must offer **four compulsory subjects** and at least **three elective subjects** chosen from one or more Field of Study.

Compulsory Subjects

- SiSwati – either First Language or Second Language
- English Language
- Mathematics
- Science

Fields of Study

- Agriculture Field of Study
- Business Studies Field of Study
- Home Economics Field of Study
- Social Sciences and Humanities Field of Study
- Technical Field of Study

INTRODUCTION

The Eswatini General Certificate of Secondary Education (EGCSE) syllabuses are designed as two-year courses for examination in Form 5. It is presumed that most learners for SiSwati as a Second Language will have a primarily instrumental motivation – that is, they will be studying the language in order to promote their educational or employment prospects. The rationale for SiSwati as a Second Language is based on the widespread use of SiSwati as one of the two languages of communication in the Kingdom of Eswatini. Candidates will be expected to understand a wider range of social registers and styles than they can produce. They will be expected to communicate appropriately within formal and semi-formal relationships. The topics selected will relate to the interests and needs of the candidates in using SiSwati, e.g., education, the world of work, current affairs, health and welfare, travel, school affairs. The kinds of settings to be used will be the ones that candidates are likely to encounter, e.g., in dealing with official and semi-official bodies, in studying for academic or occupational purposes, in places of work or in using public services.

All EGCSE syllabuses follow a general pattern. The main sections are:

Aims
Content overview
Assessment Objectives
Assessment
Curriculum Content

SiSwati as a Second Language falls into the SiSwati Compulsory Subjects Group along with First Language SiSwati. SiSwati as a Second Language is intended for those whose mother tongue is not SiSwati. First Language SiSwati is for those whose mother tongue is SiSwati. This syllabus may not be offered in the same session with EGCSE First Language SiSwati Syllabus 6870. Candidates cannot pursue a career in SiSwati Language since the syllabus is intended for those whose mother tongue is not SiSwati.

AIMS

The aims of the syllabus are the same for all learners. These aims are set out below and describe the educational purposes of a course in SiSwati as a Second Language for the EGCSE Examination. They are not listed in order of priority.

The aims are to enable learners to:

1. develop the ability to use SiSwati effectively for purposes of practical communication;
2. form a sound base of the skills required for further study or employment using SiSwati as a medium;
3. develop an awareness of the nature of language and language-learning skills, along with skills of a more general application;
4. promote personal development.

Content Overview

EGCSE SiSwati as a Second Language offers the opportunity to develop practical communication skills in listening, speaking, reading and writing.

Learners will be presented with a variety of stimuli that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practice writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, in order to develop listening skills. Learners will engage in conversations on a variety of topics, and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity.

EGCSE as a Second Language will enable learners to become independent users of SiSwati and to be able to use SiSwati to communicate effectively in a variety of practical contexts.

ASSESSMENT OBJECTIVES

The syllabus assesses the receptive skills of Reading and Listening, and the productive skills of Writing and Speaking. The Assessment Objectives have been grouped under skill headings, but it is recognised that these are interrelated.

A description of each of the Assessment Objectives in SiSwati as a Second Language follows.

Learners are assessed on their ability to:

Reading

- R1 understand and respond to information presented in a variety of forms.
- R2 select and organise material relevant to specific purposes.
- R3 recognise, understand and distinguish between facts, ideas and opinions.
- R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings.

Writing

- W1 communicate clearly, accurately and appropriately.
- W2 convey information and express opinions effectively.
- W3 employ and control a variety of grammatical structures.
- W4 demonstrate knowledge and understanding of a range of appropriate vocabulary.
- W5 observe conventions of paragraphing, punctuation and spelling.
- W6 employ appropriate register/style.

Listening

- L1 understand and respond to information presented in a variety of forms.
- L2 select and organise material relevant to specific purposes.
- L3 recognise, understand and distinguish between facts, ideas and opinions.
- L4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings.

Speaking

- S1 communicate clearly, accurately and appropriately.
- S2 convey information and express opinions effectively.
- S3 employ and control a variety of grammatical structures.
- S4 demonstrate knowledge of a range of appropriate vocabulary.
- S5 engage in and influence the direction of conversation.
- S6 employ suitable pronunciation and stress patterns.

Specification Grid

Objectives Paper	R1	R2	R3	R4	W1	W2	W3	W4	W5	W6	L1	L2	L3	L4
1 Exercise 1	✓	✓	✓	✓										
1 Exercise 2	✓	✓	✓	✓										
1 Exercise 3	✓	✓	✓	✓										
1 Exercise 4	✓	✓	✓		✓	✓	✓	✓	✓	✓				
1 Exercise 5					✓	✓	✓	✓	✓	✓				
1 Exercise 6					✓	✓	✓	✓	✓	✓				
2 Exercise 1											✓			
2 Exercise 2											✓	✓		
2 Exercise 3													✓	✓
2 Exercise 4											✓	✓	✓	✓
2 Exercise 5											✓	✓	✓	✓

Paper 3 assesses Objectives S1, S2, S3, S4, S5 and S6.

ASSESSMENT

Scheme of Assessment

All papers are compulsory. Candidates must enter for Papers 1 (Reading and Writing), 2 (Listening) and 3 (Speaking) and are eligible for the award of Grades A* to G.

A description of each paper follows.

Paper 1 Reading and Directed Writing (2 hours) consisting of 70 marks.

For all parts of this component, candidates write their answers in the spaces provided on the question paper.

Dictionaries may not be used.

The paper is divided into **Six Compulsory Exercises**. The Exercises have different total mark allocations, and some are broken down into a series of sub-questions.

Exercise 1 Reading 1 (10 marks) Assessment Objectives R1, R2, R3 and R4

A reading exercise of **400 – 500** words in which candidates will be required to answer a series of questions testing more detailed comprehension, based on a text printed in the question paper. The text will take the form of a report, newspaper/magazine article, advertisement, brochure, leaflet, guide, report, manual, instructions.

Exercise 2 Reading 2 (8 marks) Assessment Objectives R1, R2, R3 and R4

A reading exercise of **350 - 450** words in which candidates will be required to answer a series of questions testing more detailed reading comprehension requiring (short single word/phrase) answers, based on a text in which different speakers give their views on a particular subject, printed in the question paper.

Exercise 3 Note-making (8 marks) Assessment Objectives R1, R2, R3 and R4

A note-making task of **350 – 450** words in which candidates will be required to make brief notes under supplied heading or headings related to a text printed in the question paper.

Exercise 4 Summary (12 marks) Assessment Objectives R1, R2, R3, W1, W2, W3, W4, W5 and W6

A summary writing task of **400 - 500** words in which candidates will be required to write a summary of about 80 – 90 in length, about an aspect or aspects of a passage printed in the question paper.

Exercise 5 Informal Writing (16 marks) Assessment Objectives W1, W2, W3, W4, W5 and W6

A writing exercise in which candidates will be required to write approximately 150-200 words of an informal piece in continuous prose in response to a short stimulus (which may take the form of pictures) and/or short prompts printed in the question paper. A purpose, format and audience for the writing will be specified.

Exercise 6 Formal Writing (16 marks) Assessment Objectives W1, W2, W3, W4, W5 and W6

A writing exercise in which candidates will be required to write approximately 150-200 words of a discursive or argumentative/persuasive in continuous prose in response to a short stimulus (which may take the form of pictures) and/or short prompts printed in the question paper. A purpose, format and audience for the writing will be specified

This paper will be weighted at 60% of the final total available marks.

Paper 2 Listening (approximately 45 minutes) consisting of 40 marks.

For all parts of this component, candidates write their answers in the spaces provided on the question paper. Each part tests listening comprehension of recorded texts (e.g. dialogue, announcements, interviews, conversations, talks, lectures) on a compact disc (CD) played in the examination room. Each text is heard twice on the CD. The CD is controlled by the Invigilator of the examination, not the candidate(s) (see Appendix: Notes on the Administration of the Listening Test).

Dictionaries should not be used.

The paper consists of **Five Compulsory Exercises**.

Exercise 1 (5 marks) Assessment Objective L1

Five comprehension items based on a series of short spoken texts (e.g. Announcement, answer phone message, brief dialogue news bulletin extract), requiring short answers.

Exercise 2 (8 marks) Assessment Objectives L1 and L2

Comprehension exercise based on a longer spoken text (e.g. conversation, interview, monologue, talk) requiring completion of gaps on forms/charts printed in the question paper. Questions in this exercise may have leads and examples.

Exercise 3 (7 marks) Assessment Objectives L3 and L4

Candidates will listen to 7 short extracts in which different speakers give their views on a particular subject. (e.g. short monologues). Candidates will choose from the list A to H, which opinion each speaker expresses. There will be one extra letter which they do not need to use.

Exercise 4 (10 marks) L1, L2, L3 and L4

Candidates will listen to a talk and complete gaps in notes/sentences. They will listen to longer spoken text (e.g. conversations, talks, monologues, interviews) and complete gaps in sentences.

Exercise 5 (10 marks) Assessment Objectives L1, L2 L3 and L4

A comprehension exercise based on longer spoken texts (e.g., conversation, interview, monologue, talk). Candidates will be required to answer with short phrase or sentence-length answers.

This paper will be weighted at 25% of the final total available marks.

Paper 3 Speaking (approximately 15 minutes) consisting of 30 marks.

Assessment Objectives S1, S2, S3, S4, S5 and S6

Oral tests are conducted during a period before the main examination session. Materials for the test are dispatched to Centres before this period, and once these have been opened the tests must be conducted as soon as possible, leaving sufficient time to ensure that the material for external moderation is received by the official deadline.

At least five Oral Assessment Cards will be issued, with an accompanying set of Teacher's Notes. Each card will introduce a topic for discussion between the Teacher/Examiner and the candidate, together with suggestions for the development of the conversation.

Each candidate will be examined using **one** Oral Assessment Card selected by the Teacher/Examiner from the range provided.

The total duration of the oral test should be approximately 10-15 minutes, made up of:

- Non-assessed 'warm-up' conversation (approximately 2-3 minutes) in which a candidate is allowed to ask questions if there is something he/she does not understand about the format of the test.
- Time for the candidate to read the Oral Assessment Card and to prepare a response (no written notes are permitted) (approximately 2-3 minutes)
- Assessed conversation (approximately 6-9 minutes)

Internal assessment will be conducted by a Teacher/Examiner approved by the Examinations Council of Eswatini at the Centre using the Oral Assessment Criteria grid (see Appendix: Notes on Conducting the Oral Tests and Appendix: Oral Assessment Criteria Grid).

The Teacher/Examiner will usually be someone from the Centre's SiSwati Language department, but could be someone local from outside the Centre.

The Teacher/Examiner will conduct and internally assess the tests, and will submit a recorded sample of candidates' performances for external moderation ECESWA.

Centres will receive a brief report on the outcome of the moderation.

This paper will be weighted at 15% of the final total available marks.

Weighting of Papers

Paper	Weighting
1	60%
2	25%
3	15%

CURRICULUM CONTENT

Learners will develop all skills in the Curriculum Content outlined below.

Appropriate teaching time for the SiSwati as a Second Language syllabus should be equivalent to six (6) periods of forty (40) minutes each over a period of sixty (60) weeks/cycles.

SKILL : READING
Competencies All learners should be able to: <ul style="list-style-type: none">• demonstrate the ability to recognise public notices and signs (including timetables and advertisements);• demonstrate the ability to extract relevant specific information from forms, letters, brochures and examples of imaginative writing considered likely to be within the experience of and reflecting the interests of young people from varied cultural backgrounds;• demonstrate the ability to extract relevant information from a wider range of texts, including magazines and newspapers likely to be read by young people;• demonstrate the ability to identify the important points or themes within an extended piece of writing;• understand what is implied but not directly stated, e.g. gist, purpose and intention.
SKILL : WRITING
Competencies All learners should be able to: <ul style="list-style-type: none">• carry out simple writing tasks, such as completing forms or short compositions in an appropriate and accurate form of SiSwati in response to a written stimulus;• demonstrate the ability to describe, report, and give personal information;• identify, organise and present given material in a particular form;• carry out longer writing tasks on a wide range of topics in response to a written stimulus.• produce written texts with a wide range of language structures (i.e. grammatical and lexical)• produce written texts that show very good control of punctuation and spelling.
SKILL : LISTENING
Competencies All learners should be able to: <ul style="list-style-type: none">• demonstrate understanding of specific details, information and semi-formal announcements in contexts such as news, weather, travel broadcasts, and in interviews, dialogues and telephone conversations;• demonstrate general comprehension of the speaker's intentions where appropriate;• identify the important points or themes of the material they hear, including attitudes;• draw conclusions from and identify relationships between ideas within the material they hear;• show awareness of major variations in register.
SKILL : SPEAKING
Competencies All learners should be able to: <ul style="list-style-type: none">• demonstrate competence in a range of speech activities, (e.g., respond to questions on topics within a defined range such as past and present schooling, future plans, current affairs);• conduct a sustained conversation;• demonstrate flexibility in dealing with new, topical ideas;• show a sense of audience.

GRADE DESCRIPTIONS

The scheme of assessment is intended to encourage positive achievement by all candidates. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend on the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

Criteria for the standard of achievement likely to have been shown by candidates awarded Grades A, C and F are shown below.

A Grade A candidate has demonstrated expertise in:

- understanding and communicating arguments, ideas and information both at a straightforward and a more complex level;
- structuring work overall so that the reader can follow the argument from the beginning to the end;
- selecting material from texts and developing it in relationship to the question, sufficient to show some independence of thought;
- describing and reflecting upon experience and expressing effectively what is felt and imagined;
- recognising and explaining underlying meaning and the writer's attitude to the subject matter;
- varying style straightforwardly in different types of writing and giving evidence of a satisfactory range of language;
- spelling and punctuating accurately, with few, if any, mistakes;
- using well-constructed paragraphs and sentences (of average complexity) and obeying standard grammatical conventions;
- speaking clearly and confidently in response to other speakers and occasionally taking the initiative.

A Grade C candidate has demonstrated competence in:

- understanding and communicating arguments, ideas and information at a straightforward level;
- ensuring that all work has a clear beginning, middle and ending, and that ideas generally follow on from one another;
- selecting material from texts in answer to questions and providing straightforward explanations and developments to show relevance;
- recognising the more obvious implicit meanings and attitudes;
- writing with some knowledge of style and the possibility of varying it according to different types of writing, and using a range of language adequate to all the tasks set;
- spelling and punctuating accurately so that communication is not impaired;
- using adequate paragraphing and some variety of sentence construction;
- speaking clearly with some confidence, mostly in response to the directions of other speakers, showing a readiness to listen to others and to respond appropriately.

A Grade F candidate has demonstrated competence in:

- understanding and communicating arguments, ideas and information at a basic level;
- ensuring that all work has a basic sequence;
- selecting material from texts in answer to questions and providing basic explanations;
- recognising straightforward meanings and attitudes;
- writing at least in single sentences with the possibility of varying it according to different types of writing, and using a range of language adequate to most of the tasks set;
- spelling and punctuating so that weaknesses do not seriously impair communication;
- using occasional paragraphing and variety of sentence construction, with some regard to everyday grammatical conventions;
- speaking with some confidence, but usually in response to the directions of other speakers, and showing a readiness to listen to others and to respond.

NOTES ON THE ADMINISTRATION OF THE LISTENING TEST

Centres will be supplied with one Compact Disk (CD) for every 30 candidates plus one spare, and will be able to keep these after the examination. Centres are strongly advised to hold the listening test in a room that is suitable for up to thirty candidates at a time. If a Centre has equipment that is especially powerful, more candidates may be accommodated without special permission, but no applications for special consideration will be considered on the grounds of inaudibility. Language laboratories may be used, but particular care must be taken to ensure adequate supervision.

Checking Listening CDs

- Listening CDs must be spot-checked for recording and sound quality one working day before the examination. This check must not affect the security of the examination.
- In order to check the acoustics (i.e., the loudspeakers and sound quality), one of the CDs must be spot-checked at the appropriate volume in the examination room on the day of the examination and no later than 30 minutes before the examination is due to take place. This check must not affect the security of the examination.
- On neither of the above occasions may the CDs be listened to in full nor may the CDs be removed from the Centre for checking. After each check the CDs must be returned to the Centre's examination question paper store.

Conduct of the Listening Test

Ideally, a SiSwati Teacher should be present to deal with any technical difficulties that may arise. If this person has to be the Teacher who prepared the candidates for the subject under examination, they must not be the sole Invigilator.

Once started, the CDs must not be stopped except in the case of a serious emergency. Noise from outside the examination room does not constitute a serious emergency and the CD must not be stopped in these circumstances. Candidates should be warned of this before the test begins.

In the event of the CD being stopped in a serious emergency, it should be restarted, once the emergency has been dealt with, at exactly the same place. A statement from the Invigilator, indicating at which point in the recording the interruption took place, the nature of the incident and the length of the interruption, should be submitted to the Examinations Council of Eswatini, along with an application for special consideration. If there is good reason to doubt whether certain items have been heard by all candidates, these items should be identified in the report and the reason for doubt given.

Centres should contact the Examinations Council of Eswatini if equipment fails during the examination in order to make alternative arrangements for the conduct of the listening test.

NOTES ON CONDUCTING THE ORAL TESTS

1. The oral tests take place in the period before the main examination session as notified on the timetable. Each Centre decides on a convenient period within these dates for its oral tests. It is recommended that the tests are conducted within one week to allow sufficient time for a single Examiner to conduct all of the tests. (See point 4. below).
2. Centres must ensure well in advance of the tests that a suitably quiet room is available and that equipment is in good order.
3. Centres must adhere to dates for completion of the oral tests and for the receipt of mark sheets and recordings to allow sufficient time for external moderation. It is vital that material does not arrive late.
4. For Centres with 30 or fewer candidates, there should normally be just one Examiner. This is normally a Teacher within the SiSwati Language department, but could be someone local from outside the Centre. A group of neighboring Centres might choose the same Teacher to conduct all their tests; in such a case each Centre is still responsible for submitting properly completed forms and samples.

Centres with more than 30 candidates may use more than one Examiner (applying the ratio of an additional Examiner for each 30 candidates). If using more than one Examiner, internal moderation must be carried out by the Centre so that a common standard is applied to all candidates.

5. Centres entering candidates for the examination will receive a set of Oral Assessment Cards, notes about administration and forms for entering marks. Examiners responsible for conducting the oral tests should familiarise themselves with these materials before the tests are held. The Oral Assessment Cards must remain confidential and must be kept in a secure place by the Centre until the end of the examination period.
6. Each Centre must send the following to the Examinations Council of Eswatini: tape-recorded sample on Compact Disks (CDs); completed mark sheet forms; and completed Oral Examination Summary Form(s). Please be careful to adhere to instructions given on the forms about their completion and return.

(a) **Recorded Sample**

Each Centre must provide a sample of oral tests, to be recorded on CD(s). The size of the sample required is given in the instructions on the back of the Oral Examination Summary Form. Please ensure that you do not send the recordings of all candidates (unless there are ten or fewer.) Ideally the sample should be transferred to one or two cassettes.

The sample CD(s) along with the completed Oral Examination Summary Form(s) should be returned as specified as soon as the oral tests have been completed at the Centre.

The person responsible for internal moderation at the Centre must ensure that the sample covers the whole mark range of the candidates at the Centre, with marks spaced as evenly as possible from the top mark to the lowest mark. Where there is more than one Examiner involved, the sample must include an equal number of candidates tested by all Examiners.

CD(s) must be clearly labelled with details of the candidates recorded. For instructions on recording the samples see Recording the Sample below.

(b) **Oral Examination Summary Form**

This is a document on which marks for each candidate are to be entered in detail. Instructions for its completion will be found on the reverse of the form.

Please be careful to check all mark additions. The Oral Examination Summary Form must show the breakdown of marks for all the candidates, not just those selected for the sample. Please put an asterisk (*) against the names of candidates whose interviews have been recorded on the cassette.

7. The sample CD(s), along with the Oral Summary Form(s) should be returned as specified as soon as the oral tests have been completed at the Centre. Please do not wait until the end of the timetable period before sending them.
8. The oral tests should proceed along the following lines:

- (A) Start the recording. Give the candidate's name and number. Welcome the candidate and explain briefly what is going to happen in the course of the test.
- (B) Warm-up section: conduct a general conversation by asking the candidate a few questions about herself/himself, the school, etc., to give the candidate time to get used to the examination situation. The purpose of this section of the test is to put candidates at their ease. As a guide, about 2-3 minutes should be spent on this section.
- (C) Hand the Oral Assessment Card to the candidate. This must take place AFTER the warm-up has taken place. Any necessary explanation should be given at this point, followed by a short preparation period (approximately 2-3 minutes), when the candidate is at liberty to ask questions. The candidate may not make notes during this period. The recorder should be paused by the Examiner while the candidate considers the Oral Assessment Card. The Examiner should indicate this by saying 'the recording will now be paused' so that the External Moderator knows that the candidate is being given time to study the card.
- (D) Main part of the test: conversation based on the Oral Assessment Card. Either the Examiner or the candidate may start the conversation. This section of the test should last approximately 6-9 minutes.

The total duration of the oral test, from the beginning of (B) to the end of (D), should be approximately 15 minutes.

Note that only the main part of the test (D) is to be assessed.

The oral test must be conducted in SiSwati throughout.

9. Examination conditions must prevail in the area where the oral tests take place. Adequate supervision must be provided to ensure that the candidates leaving the room for the oral tests do not communicate with those waiting to enter.
10. No other person should be present during the oral test, with the exception of another Examiner, the person at the Centre responsible for internal moderation or a representative of the Examinations Council of Eswatini.
11. Candidates will be examined singly.
12. Candidates are not allowed to bring any notes into the examination room, nor are they allowed to consult dictionaries.
13. A range of Oral Assessment Cards is provided, and the Examiner (not the candidate) chooses the card to be used for each candidate. As wide a variety as possible of the cards should be used at the Centre. In order that candidates are given every chance to do themselves justice, the Oral Assessment Card should be selected with care. The warm-up may give the Examiner an indication of the best card to select. **Remember that the test is one of spoken language not subject knowledge: if it becomes apparent that the candidate finds the topic difficult or inappropriate it is perfectly permissible to move into more productive areas. There is no need to stick rigidly to the Examiner prompts in such cases.**
14. The Examiner should be positioned so that s/he is facing the candidate, with a table or desk in between. Candidates should not be able to see the notes made on Oral Examination Summary Forms or similar paperwork.

RECORDING THE SAMPLE

Centres must ensure that their recording equipment is in good working order. Recorders must be used. The recorder should be tested on site, sometime before the actual oral tests, ideally with one of the candidates. The warm-up section of the test also provides an opportunity to check audibility. Where possible, it is advisable to use a recorder with external microphones so that the separate microphones can be used to candidate and Examiner. If only one microphone is used it should be placed facing the candidate.

It is important to check audibility levels before recording begins; adjustments to the volume control during an examination should normally be avoided. Care should be taken to avoid extraneous noise and long gaps.

EGCSE SISWATI AS A SECOND LANGUAGE Syllabus 6871
November 2024 to November 2026 Examinations

Checks should be made throughout the oral testing session to ensure that voices on recordings are clearly audible.

With the exception of a permitted pause on the recording between the warm-up and the main part of the test, once the oral test has begun the recording should run without interruption.

Each CD should begin with a clear statement by the Examiner as follows:

'Centre Number: (e.g.,) SZ123
Centre Name: (e.g.,) Abcxyz High School
Examination: 6871 EGCSE SiSwati as a Second Language
Examiner Name: (e.g.,) Khontaphi Tsabedze
Date: (e.g.,) 1 October 2024

Each candidate recorded on the sample should be clearly indicated on the recording by the Examiner as follows:

'Candidate Number: (e.g.,) 0254
Candidate Name: (e.g.,) Mkhatswa Thulile'

At the end of the sample the Examiner should state clearly 'End of Recording.'

Before the CD is dispatched, spot checks must be made to ensure that every candidate is clearly audible. The contents of each CD must be clearly labelled.

ORAL ASSESSMENT CRITERIA GRID

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 30.

Mark	Structure	Vocabulary	Development and Fluency
9 - 10	The candidate demonstrates ability to use a variety of structures accurately and consistently. The candidate is confidently in control of the structures used.	The candidate shows enough command of vocabulary to respond with precision. Shades of meaning are achieved and some sophisticated ideas are communicated.	The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to change in direction of the conversation. Pronunciation and intonation are clear.
7 - 8	Structures will be generally sound, but will not be used entirely accurately or with consistent confidence. There will be some errors in attempting to use more complex sentences.	The candidate has a sufficient range of vocabulary to convey information and ideas with competence. Errors are noticeable, however, when attempting to use more complex and precise vocabulary.	The candidate responds relevantly and at length which makes frequent prompting unnecessary, resulting in a competent conversation. Pronunciation and intonation are generally clear.
5 - 6	The candidate can use simple structures securely but has difficulty venturing beyond them.	Vocabulary conveys simple ideas and information clearly, though it is not wide or varied. There may be hesitation, repetition and searching for words.	The candidate makes an attempt to respond to questions and prompts. Effort will need to be made to develop the conversation; only partial success will be achieved. There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.
3 - 4	Structures will generally be very simple, limited and with errors, which will restrict communication.	Vocabulary will generally be inadequate to convey simple ideas.	Responses tend to be brief and widely spaced. The candidate has to be encouraged to go beyond short responses and struggles to develop a conversation. Pronunciation and intonation cause some communication difficulty.
1 - 2	Attempts at structured sentences will rarely achieve communication. However, some attempt at a response will be made during the discussion.	Use of single words is the norm and there will be long gaps.	Responses are so brief that little is communicated. The candidate hardly engages in a conversation. Pronunciation and intonation patterns cause difficulty for even the most sympathetic listener.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.

SAMPLE ORAL EXAMINATION SUMMARY FORM

After the oral assessment has been undertaken an Oral Examination Summary Form must be completed. A sample of this form is provided on the opposite page for information. Copies of the form to be used for the examination will be provided by ECESWA at the appropriate time and will contain instructions on the reverse. The form should be used in conjunction with the Teacher's Notes and Mark Scheme which will be provided for the examination session.



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