EXAMINATIONS COUNCIL OF ESWATINI

Eswatini General Certificate of Secondary Education

SiSwati as a Second Language (6871)
Examination Report for 2024

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EGCSE SISWATI AS A SECOND LANGUAGE

Paper 6871/01

Reading and Directed Writing

Key messages

- Candidates should make sure they read the paper carefully, looking at the key words, to answer the set of questions accordingly.

- Candidates are required to convey information and express opinions effectively. Candidates must read the given comprehensions and questions carefully before responding to the questions as expected.

- Exercise 4 is a summary question. Candidates should write the summary in continuous form and it should be in one paragraph rather than in bullets. The candidates need to focus on the question and also use their own words as much as possible without changing the meaning.

- The last two exercises are on creative writing. Candidates are expected to use the stimulus materials given in composition topics as guides for them (candidates) to engage with the topics. Candidates should then be encouraged to use this. However, essays, which draw only on this material and do not contain any other material that the candidates have contributed are limited in their scope and are marked accordingly.

General Comments

The work seen by examiners in this series was indeed of a variable quality, with a minority of candidates achieving higher levels whilst a remarkable number of candidates struggled to achieve good grades. There are indications that few centres have not fully embraced all that the subject entails. This paper consists of six different exercises, which are of different lengths, and skills candidates need to apply. Candidates were assessed on whether they were able to convey information and express opinions effectively.

The overall performance was average. However, few candidates were able to score far above average and some did not perform well in few questions. Those who scored below average lacked reading, understanding and writing skills. Some candidates had challenges concerning distinguishing the types of essay writing. For instance, in question 5 candidates were expected to write a speech, but to lack of understanding of key words or rather phrases in the question, few opted for a dialogue and a letter which saw them getting low marks. Question 6 required them to write a persuasive composition. Few candidates displayed well understanding of what writing a persuasive composition entail. Most candidates did not do very well.

Comments on Specific Questions

Umsebenti 1

Umsebenti 1 is marked out of ten marks. It was mainly aimed at assessing candidates on their ability to read, comprehend and respond on a text about a wedding ceremony whereby the groom was left at the stage with a ring. Most candidates were able to score above average on this item, however, there were very few cases where candidates missed the points and that proved to be a lack of understand of what the text all was about, maybe also less understanding of siSwati. However, most candidates understood and responded well on the questions asked.

(a) Bekubonakala ngani kulomshado kutsi bekunebantfu labanemali? [1]

Expected answer:

- **Timoto lebebahamba ngato betisembili/tidulile.**

This item was aimed at finding out what was the sign that the people who were attending the wedding were rich. Few candidates were able identify the required answer. In order for a candidate to score a mark were to provide a sign that the guests at the wedding were rich. However, some did not get it right for they were distracted by the elaboration on the details given on the names of the cars parked. Some would just give the names of the cars only and some would just write, "**Timoto lebetipakile**."

(b) Bhala sento saSandziso lesikhomba kutsi bekamtsandza lomakoti wakhe. [1]

Expected answer:

- **Abembuka amamatseke.**

This item was aimed at finding out what action Sandziso showed that he loved his bride. This required the candidates to write the response eluded above. The expected response is written on the bullet above. Most candidates were able to score a mark. Those candidates who did not score both points were those who wrote an action that displayed much happiness, "**Wakhala wehlisa tinyembeti**." Some lacked understanding of the language.

(c) Sakabani sibongo saSibahle? [1]

Expected answer:

- **SakaKhumalo**

A minority of candidates did score on this item. Only the response written in the bullet above enabled candidates to score full marks. Most seemed to understand what the question required for they responded with a surname but a wrong one. Those that failed wrote the wrong surnames like Jele and Zwane of which they were wrong. This could be lack of understanding of the language.

(d) Bhala kubili lokukhomba kutsi Sibahle naLethu bekubangani labakhulu. [2]

Expected answers:

- **Bekamtjela konkhe ngelutsandvo lwakhe naSandziso.**

- **Etigabeni tonkhe tekutsandzana nekulungiselela kushada Sibahle bekakwenta naLethu.**

This item proved to be a little tricky. The question required the candidates to elude on the fact that Sibahle and Lethu were good friends. Most candidates were able to write the general knowledge than answering using the information given in the text. Candidates were expected to respond as the responses given in the bullets above. Some manage to give only one response thus resulting in them not scoring both points. Most candidates wrote that Lethu knew everything about her friend of which that is general about friends. In this case, Lethu did not know everything about Sibahle. For candidates to score both marks, they were to write two of the responses expected. Those who responded well responded as listed on the bullets.

(e) Sibahle ufake umndeni wakhe eluhlazweni. Sekela lombono. [2]

Expected answer:

- **Lendlela lokwenteke ngayo tintfo, losolakalako nguSibahle kutsi bekangakatsembeki bekangakatsembeki, loku kuletsa lihlazo kubakubo[1]. Sandziso ubalobolele kahle bajabula, nyalo kufanele bakhulume ngaletinkhomo kutsi tibuya njani[1].**
  Lobuhlungu lobuviwa nguSandziso bubangwa ngumntfwana wabo[1], uma angagula noma atibulale kuyawusolwa bona[1].

This item proved to be a not so difficult question, but it was to some candidates who failed to use higher order thinking. The question required the candidates to support the statement that Sibahle had disgraced her family. They were to give two supporting statements. Some were able to come out with only one supporting statement whereas those that lacked good understanding of the language scored nothing.

A very few candidates got it right. The few that wrote the expected response could be those who displayed good understanding of the language. Those who got it right were able to site at least two of the answers listed above. They were able to explain what showed that Sibahle had disgraced her family.

(f) Ngekucabanga kwakho titfombe titawusita kanjani kulendzaba yekutsatfwa kwamakoti. [3]

Expected answers:

- **Kuveta tinombolo tetimoto letatsatsa Sibahle, kulandzelwe banikati kute kutfolakale kutsi bakuphi futsi bobani.**

- **Tingaveta lokutsite ngalamadvodza, budze, libala nebuso noma bebafake tibuko letimnyama.**

- **Bekutawutfolakala Sibahle ngako konkhe labebangakutfola etitfombeni.**

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This item was not friendly; most candidates were unable to score all the marks. A very few candidates scored one point. Those that did not get anything were those that lack understanding of the language. In order for candidates to score all the three marks, they were to provide responses alluded in the bullets above. The question required the explain how photos were going to help in all that happened when the bride was abducted. Those that lacked good understanding of the language scored nothing.

Umsebenti 2

This exercise was based on a detailed reading comprehension where speakers give their different views on trees. Candidates were to write and match statements with some letters given to each speaker.

	Expected answers
(a) Loveta kutsi tihlahla timcoka uma wakha.	**D**
(b) Lotsi tihlahla tisinika umoya lohlobile.	**A**
(c) Lonembono wekutsi tihlahla tiyalivikela likhaya.	**C**
(d) Lovumelana nekutsi tingodvo leticinile tisimisa indlu.	**D**
(e) Logcizelela kutsi ngetihlahla ungatfola imali.	**B**
(f) Lochaza kutsi tihlahla tibamba umhlaba.	**C**
(g) Loveta kutsi tihlahla tiyasita kubhadalela imfundvo .	**B**
(h) Lokhuluma ngekutsi tihlahla tilusito ekwelapheni.	**A**

This question proved easy for most of the candidates did well. Some candidates could have maybe used guesswork due to lack of understanding the language. Most scored all the points. This then contributed positively to the overall performance. What was worth noting was that most candidates managed to score above fifty percent.

Umsebenti 3

In this exercise, candidates were required to engage in a note-making task under the given subheadings. The candidates were to read a text about the technology. Most candidates did not perform well in this question for they proved not to able to write notes, they wrote sentences instead of writing notes and this was detrimental their performance on this. Also, they relied on what they know about technology other than using the information provided by the text as this was a reading comprehension. However, on average it was fairly done though not so good, they managed to score at least five points. Only a few candidates got nothing.

(a) Buhle betebuchwephesha

   Expected answers:

   - **Kwenta kube lula kuchumana nebantfu** [1]

   - **Konga sikhatsi** [1]

   - **Kutsenga kalula** [1]

Candidates were to provide three of the expected answers to obtain both marks. Most candidate scored a mark instead of two marks.

(b) Tintfo lokufanele siticaphele uma sisebentisa tinkhundla tekuchumana

   Expected answers:

   - **Kungabi bangani nebantfu longabati** [1]

   - **Ungatfumeli noma ngutiphi titfombe takho etinkhundleni tekuchumana** [1]

   - **Uvikele imininingwabe yakho** [1]

Candidates were supposed to write about things they need to be careful of when using social media. This proved to be difficult for most candidates did not get it right. These could be those without a proper understanding of siSwati. However, a few were able to give the answers written on the above bullets. Most got at least two out of three.

(c) Bungoti bekuveta imininingwane yakho ebaleni

   Expected answers:

   - **Kuhlukubeteka** [1]

   - **Kwebiwa kwelwati ngawe** [1]

This question proved to be a challenging item. This was a struggle for most candidates who have little understanding of the language. Expected responses are listed on the above bullets. Very few candidates scored all the two marks. Candidates were required to write dangers of your details about you. The expected responses are the above on the bullets, quite a number of candidates were able to attempt to the question and gave the expected responses, which made them score at least a mark. However, some candidates failed to give full answers instead they gave partial responses which could not score both marks. This exercise also proved that most candidates lacked the skill of writing notes.

Umsebenti 4

Bhala sifinyeto ngetintfo letingentiwa kugcina lulwimi lwemdzabu. Sifinyeto sakho asibe ngemagama langu 80 – 90. [12]

This was a summary task where candidates were given a task to read a text about a native language. This exercise has 12 marks of which 9 marks were for the content and 4 marks were for language usage, correct spelling and correct skill for writing a summary. This question required the candidates to

write up a summary on what could be done to keep the native language. The summary should have 80 – 90 words only. A few candidates wrote more than 90 words of which most points fell after the 90th word and no marks were given for that. Generally, it was a well-performed question, most candidates scored above average. Some candidates failed to understand the question. Some lacked the skill of writing a summary for they wrote it in paragraphs instead of writing one long paragraph. A few did not attempt the question at all and this could be lack of understanding. Few candidates were able to come up with all the main points, but a little number of them scored below average were those who did not comply with the instruction and mostly copied the exact words from the text instead of paraphrasing using their own words thus leading into not getting the full marks for language. A very few opted to write only points instead of writing a paragraph which should be in a prose form. However, this made them to get all the 9 marks for points and getting nothing for language.

Expected answers:

Sifinyeto ngetintfo letingentiwa kugcina lulwimi lwemdzabu.

- **Hulumende ache imigomo letawulandzelwa kutfutfukisa lulwimi lwemdzabu.**
- **Baholi bemmango bakhe tinhlelo tekutfutfukisa lulwimi lwemdzabu.**
- **Baholi bakhulumise bantfwana lulwimi lwemdzabu.**
- **Batali bakhutsate bantfwana kukhuluma lulwimi lwemdzabu.**
- **Tikolwa tinike bafundzi ematfuba lalingene kukhuluma lulwimi lwemdzabu.**
- **Imisakato yakhe, idlale tinhlelo letishicilelwe ngelulwimi lwemdzabu.**
- **Imitapo yelwati ibe netincwadzi letibhalwe ngelulwimi lwemdzabu.**
- **Kubhalwa kwemibhalo ngelulwimi lwemdzabu.**
- **Emaphephandzaba abhale imibiko ngelulwimi lwemdzabu.**

Candidates, who did well, understood the question, were able to identify relevant points, and followed the right procedure of writing a summary. Some candidates did not even identify the points. Those candidates who did not score well were those that did not write the things that can be done to prevent the native language from being lost.

Umsebenti 5

Bhala inkhulumo lotayetfula kulomcimbi wekujabulela lomngani wenu. Inkhulumo yakho ayibe ngemagama langu 150 – 200. **[16]**

This exercise required the candidates to write a speech. It was marked out of sixteen (16). Mark bands were used as a criterion for scoring the candidates. Candidates were expected to write a speech to be delivered in a friend's birthday party. Few candidates performed the required task quite well. However, most points were not well developed thus ending up scoring lower marks. It is a requirement that when

writing a speech, you first observe the protocol of which only a few candidates were able to do that. Some candidates wrote a letter and others wrote a dialogue of which that led them not to get good marks. In addition, those that do not have a good command of the language were disadvantaged. Some did not attempt writing the question.

Umsebenti 6

Bhala indzaba uvete umuvo wakho ngekutsengiselwa emaplasitiki etitolo. Indzaba yakho ayibe ngemagama langu 150 – 200. **[16]**

This was the most challenging exercise in the whole examination and across many centers. It greatly affected the performance of the candidates as it carried a lot of weight, which is sixteen (16) marks. Mark bands were used when assessing the candidates. Few candidates did not attempt the question, and this could be that they did not have a good command of the language and maybe they did not understand the task. Candidates were expected to write a persuasive composition on the selling of plastics by the shops. However, some lacked the skill of writing that type of composition. Some candidates were able to write but could not develop the points well. A very few candidates ascertain what was expected of them. Few wrote narrative compositions and a very few did not attempt the question.

EGCSE SECOND LANGUAGE SISWATI

Paper 6871/02
Listening Comprehension

Key messages

- It is important for both teachers and candidates to understand that this component assesses candidates' ability to recorded texts of varying lengths and respond to them effectively.
- It is essential for candidates to read the questions with understanding before answering.

General comments

This part of the examination aimed at assessing candidates' ability to listen to recorded texts of varying lengths and respond to them effectively. It had five different exercises. Such texts can either be recorded dialogues, interviews, conversations, talks, and many more. Candidates in this part of the examination did not perform well. Actually, a majority of them scored on average with very few performing below average. The general performance was average. However, it was noted that question 3 was a bit very easy for most of the candidates; were guessing the responses instead of listening attentively. This then ended up having a majority of candidates scoring at least four out of five, particularly in this question.

The overall performance was average in this paper, with very few candidates scoring below average. Those that scored below average could be those who lack full understanding of the language.

Umsebenti 1

This part of the examination featured short passages and dialogues whereby candidates were expected to respond in one either word, short phrases or even sentences. It carried five (5) marks with each passage carrying one mark. Most candidates scored above average. However, there were very few who scored below average.

(a) Batawudla ngabani sikhatsi labo labakhetse kunikela ngengati?   **[1]**

   Expected answer:

- **Uma kugabence insimbi yesiphohlongo.**

Candidates were required to write the exact time when the blood donors will eat their food. The expected answer is written on the above bullet. A very few candidates never scored a mark and wrote only the time which was a distractor 9:30 and that proved to be those with little understanding of the language. Few candidates did not the part of the answer "kugabance" which made them miss the mark.

(b) Imbambisa kanjani hulumende imfundvo yemakhono? **[1]**

Expected answer:

- **Kucasha bantfu/kunciphisa labeswele umsebenti**

This proved to be not an easily accessible item to most candidates. However, some candidates did write correct responses. The question required them to state how vocational skills help the government. Candidates who were awarded a mark wrote the above bulleted response. However, some only wrote "kucala umsebenti" and these were not awarded a point whereas those that wrote "kucala umsebenti kucashwe bantfu" were awarded. Those who were also not awarded wrote "kunciphisa kweswela kubantfu" were not awarded. The correct one should be the one written above in the bullet.

(c) Yini ledzingwa nguNosimilo kute aphumelele kutekudvweba? **[1]**

Expected answer:

- **Lutsandvo nekutimisela**

This item proved to be very challenging to the candidates as they write the materials needed in the subject. Some candidates wrote only one part of the two-word answer, either "lutsandvo" or "kutimisela" missing the other which made them miss the mark. They were not awarded for missing the other part of the answer.

(d) Bacabaniswa yini boMuzi naThobi?

Expected answer:

- **Muzi wale kusita Thobi ngekubhalwa kwendzabamphikiswano.**

This proved to be a tricky item. The question required the candidates to what caused a misunderstanding between Muzi and Thobi. Most of those who did not get a point are those that wrote "**wale kumsita kufundza**"/ "**wale kumsita kubhala inkhulumiswano**" and those would be the candidates who had little or no understanding of the language.

(e) Yini longayiveta lekhombisa kutsi nguwe lobhadelele kulala ehhotela? **[1]**

Expected answer:

- **Yi-passport**

This item proved to be a challenging one for most candidates did not score a mark on it. The question required the candidates to state what a person should produce as a proof of payment for accommodation in a hotel. There were very few cases where the candidates got a mark. Most of the candidates proved not to be able to comprehend well for the text said a person should show a passport as a proof of payment for accommodation in a hotel. So those that responded with general knowledge like producing a receipt did not score a mark. Those could be those with little understanding of the language. Those that were able to come up with the right information wrote the above point on bullet. Few candidates got it right.

Exercise 2

In this exercise candidates were expected to fill in gaps after listening to a talk about a speech of welcoming new learners. Most candidates scored above average and this then made the performance on this exercise a good one. Candidates were giving precise answers to the questions. However, few cases were below average. It was noted though that some candidates had problems maybe with listening. However, there were very few cases where candidates could not write the correct answer, and this could be caused by a lack of good command of the language and lacking good foundation of the language.

    Expected responses:

    (a) Lengifuna kukusho umnyaka usasuka kutsi **ucaphele bangani lababi.** **[1]**

    (b) Labanye sebagcina sebafundze kubhema lugwayi **kunatsa tjwala** nekubalekela emaklasi. **[1]**

    (c) Niyakhutsatwa kutsi **nigcoke kahle** inyufomu ngaso sonkhe sikhatsii futsi **nifike ngesikhatsi** esikolweni. **[2]**

    (d) Uma ufika sesishayile sikhatsi uvele uhlale ngaphandle kute kufike thishela lotakusita uma **unesizatfu lesicinile** noma uta **nemtali.** **[2]**

    (e) Niyacelwa bafundzi kutsi nihloniphe **tindlela tekuhamba** ngekhatsi ungakhandzakali sewuhamba etjanini. **[1]**

    (f) Konkhe asikwente **ngenhlonipho.** Ngalawa mavi ngitsi nemukelekile kulesikolwa .emaphephandzaba labhalwe. **[1]**

Exercise 3

In this exercise, candidates were expected to listen to seven short extracts about electricity. Candidates will choose from the list A to H, which opinion each speaker expresses. It was noted though that the candidates did not get enough practice. However, the exercise proved to be particularly easy. Only a few candidates scored low marks. It is, and then suggested that candidates be given as much practice as they can.

                                                   Expected answers

    (a) Sikhulumi 1   **C**

    (b) Sikhulumi 2   **D**

    (c) Sikhulumi 3   **G**

    (d) Sikhulumi 4   **B**

    (e) Sikhulumi 5   **E**

    (f) Sikulumi 6   **H**

    (g) Sikhulumi 7   **A**

Exercise 4

In this exercise, candidates were to listen to a dialogue between Mr. Dube and Muzi. This indicated that candidates were able to follow the conversation but most could not comprehend very well what was said.

(a)   Bhala lokukhomba kutsi Muzi bekatimisela esikolweni.   **[1]**
        Expected answer:

- **First class kuDegree**

This item was not well done for most candidates wrote Masters and some wrote first class leaving in degree. Some wrote 2:1 in degree and those were awarded and also those who wrote the above alluded response in the bullet.

(b)   Ngumuphi umnyaka lacedza ngawo Muzi kufundzela ticu teMasters?   **[1]**
        Expected answer:

- **2024**

Most candidates were unable to come up with a correct response. Those that have little command of the language did not anything and those were very limited. The anticipated answer was the one written in bold in the above sentence. This item proved to be very easy.

(c)   Nika umgomo walenkampani lohambelana nalokufunwa nguMuzi.   **[1]**
        Expected answer:

- **Kwakha tinhlelo letinhle tekufundzisa tekuchumana.**

This item proved to be not an easy one, although few candidates did respond well. The expected answer is written in bold in the above sentence.

(d)   Lusito luni lolwentiwa ngulenkampani etikolweni?   **[1]**
        Expected answer:

- **Yanikela ngabongcondvomshini esikolweni sakhe wate wenta kahle eluhlolweni.**

This item was not friendly to the candidates. Most candidates wrote that the company trained students and workers of which it was a wrong response. In order for one to obtain a point candidates were expected to write the words in bold in the above sentence. Very few candidates were able to score both marks.

(e) **Chaza kutsi lenkampani ihlangabetana njani netidzingo tetisebenti tayo kanye nesive. [2]**

Expected answers:

- **Inika umfundzate etisebentini tayo tititfutfukise[1], inike imifundzate kubafundzi labeswele[1].**

This one also proved not to be friendly to the candidates for most of them did not score.

For candidates to score all the marks, they were to provide all the words written in bold above. Some only provided one response thus getting one point. Points were awarded as shown in the above bullet.

(f) **Yini lokukhulu lokufunwa nguMuzi?** **[1]**

Expected answers:

- **Kuphemela ngaphandle afinyelele ekunakeni imphilo yemntfwana weliSwati.**

This item also proved to be an unfriendly one for only a few scored a point. Those that did not understand the language did not score for they wrote wrong responses and some wrote nothing.

(g) **Bewuwani umfundzasikolwa latsi Muzi wamsita kulwa nekuba nemahloni?** **[1]**

Expected answer:

- **Wekuhlomisa bafundzi ngebumcoka bekutetsemba.**

The performance on this item was fair. Almost half of the candidates got write responses. Those who were awarded a point are those that wrote the above response written in the bullet.

(h) **Yini lekhomba kutsi Muzi uyatetsemba?** **[2]**

Expected answers:

- **Akesabi kubuta leminye imibuto ngalenkampani[1], uyati nekutsi ufuna malini[1].**

This was also not well done for a very few candidates were able to score a point.

All in all, this exercise proved not to be a friendly exercise. It proved to disadvantaged the non-native speakers. This then affected the overall performance of the candidates both positively and negatively. Thus, most candidates scored below average.

Exercise 5

Candidates were expected to listen to a talk about a Swazi homestead, on how it is built, and maybe names given to different places in the Swazi house. This exercise was based on a longer text. Candidates were required to answer with short answers filling in gaps in sentences. This exercise proved to be a fair one to the candidates. Few were able to score all the points. A lesser number were on average and a most scored below average and could be those with little or no understanding of the language.

Expected answers:

(a) Umuti wesiswati wakhiwe ngaboguca labagigetelwe **ngemaguma.** [1]

   Most candidates were able to provide a correct answer.

(b) Lendlu lesime eceleni kwayo **yindlunkhulu.** [1]

   Most candidates provided a correct answer as given above.

(c) Umnyango wendlu yakagogo ubukene **nenshungushu.** [1]

   This item proved to be easily accessible because most candidates scored a point on it (this item).

(d) Lendlu sibhedlela ngoba kubanjelwa khona **tinkhulumo** letinhle naletimbi. [1]

   Most candidates scored a point in this item.

(e) Indlu yakagogo **isiphephelo** ngoba nawushaya umntfwana wabalekela khona uyamuyekela. [1]

   This was a tricky item for some candidate with a little knowledge about a Swazi house wrote an answer using that general idea. This then led to them not getting it right. However, a majority of candidates got it right. Few candidates scored nothing**.** Those that scored might be the ones with more understanding of the language.

(f) Labadzala ngekhatsi endlini bahlala **ngasemnyango** labancane bahlala emsamo. [1]

   This item was somewhat easy for most learners did score. Most of the candidates were able to come up with a correct answer as provided in bold above.

(g) Litiko lagogo liba ekhatsi nekhatsi nendlu eceleni **kwensika.** [1]

   A few candidates did not score on this item and could be those with little understanding of the language.

(h) Ekukhotsameni yindzawo lese **ekungeneni** endlini yakagogo. [1]

   Most candidates managed to score a point for they provided the answer written in the bold above.

(i) Liguma kulapho gogo namake bafundzisa khona **emantfombatana** ngetigaba tekukhula. [1]

   Some candidates did not score on this item for they failed to provide the alluded response in bold above.

(j) Litje lekusila kanye naletinye titja tekupheka tesintfu titfolakala **egumeni.** [1]

   This item too proved to be fair to the candidates, for most of them were able to provide the answer written in bold above.

Finally, this part of the examination SiSwati was well attended to. Most candidates scored way above average. Only a few scored below average and those are the candidates lacking good command of the language.

EGCSE SECOND LANGUAGE SISWATI

Paper 6871/03
Oral Communication

Key messages

- This paper comprises of five (5) Oral Assessment Cards with an accompanying set of Teacher's Notes.

- Each card introduced a topic for discussion between the Teacher/Examiner and the candidate, together with suggestions for the development of the conversation.

- The introductory part was meant to at least give the candidate on what the topic is all about. Each candidate was to be examined using one Oral Assessment Card selected by the Teacher/Examiner from the range provided.

- Teachers/Examiners should note that the mark sheet – MS1 should have raw scores not percentages. Scores are written as whole numbers, not fractions.

- It is recommended that Teachers/Examiners find a suitable place for conducting the examinations.

General Comments

Candidates in this part of the examination are assessed on the structure of the language, their fluency and on vocabulary. This paper has thirty (30) marks and it comprises of five (5) cards with different topics whereby candidates are tested on their ability to speak. Each candidate was given a duration of fifteen (15) minutes to finish the examination.

Most candidates displayed good command of the language as they were able to engage in a lengthy discussion without encountering any problems. Few candidates displayed lack of practice on this exercise, so instructors are urged to give candidates enough practice on this. It was evident that some candidates were doing an examination of this nature for the first time. Practise would help candidates to get used to such an examination.

It was also noted that some examiners tended to be very lenient when awarding marks instead of using the marking criteria presented in the marking scheme. For this reason, candidates ended up getting very high marks, which they did not deserve. It would then be a good thing for instructors to read the teacher's notes before conducting the examination for some instructors would not follow properly.

Examiners were able to submit all the necessary documents needed for this paper. However, few centres did not submit all the necessary documents. These documents are as follows: the mark sheet - MS1, which should have raw, scores not percentages. Scores written as whole numbers not fractions. It is also advised that examiners use calculators to add the marks given in different categories. A great improvement on conducting the oral exam was also noted.

Almost all the centres did a very commendable job in this regard at least a very limited number of centres were called to the marking centre. Examiners are encouraged to listen to the disc before submitting them as some had disturbing noise from the background and some were not clearly audible. They are also advised to name the candidates using the candidates' number followed by the name as per the register. It is also recommended that when recording the exam only one file used. After the warm up the examiner should pause the recorder then continue with the conversation. It is recommended that examiners find a suitable place for conducting the examination.

Comments on conduction of examination

Examiners are commended for handling this examination in such an esteemed manner. They managed to create a friendly environment, which made candidates to be very relaxed. A few examiners however, are still lacking in this regard. The cards were not fairly distributed that is there was a big difference in handing them all. The most handed cards were cards C, D and E. Card B was least distributed whereas card A was the least of them all.

Warm up:

Examiners are once again applauded on this part as they displayed a high level of professionalism when conducting this part of the examination. This is a stage whereby the examiner is expected to engage the candidates in a brief conversation. The candidate on the other hand will be expected to open up about him or herself in general so as be to detect his interest hence the examiner will hand out an appropriate card. However, a very few examiners are still lacking in this regard.

Hand Card: Preparation:

This part of the examination was also handled very well by the examiners. There were a few instances however, where examiners simply handed out the cards to the candidates without considering what inspired in their early conversation. This completely hindered the candidates' performance as it was apparent that they were not familiar with the contents of the card. Examiners are therefore urged to be attentive and also note what transpired from this part of the examination so as to avoid giving out the card which the candidates will have very little to talk about.

Conversation:

Most candidates displayed very good communication skills in this part of the examination. They boldly engaged in fruitful conversation with their examiners. There were a few cases where candidates displayed a high level of nervousness to an extent of saying very little than expected. It should be noted that candidates need a lot of practice during the course of the teaching and learning time. Such an examination should not come as a monster during the final examination. It is of paramount importance to note again, that these cards help both the examiner and the candidates towards engaging in the fruitful conversation. It should not be a presentation by candidates as it appeared in some cases. Also, additional information around the examiner may be thrown in here and there.

Some examiners tended to feature more in the conversation as opposed to the candidate who is being examined. As much as this was accepted for both parties to speak, it should also be noted that it was the candidate who was being examined not the examiner. The examiner had to balance the conversation between examinee and examiner.

Cards

Card A – Tilwane Tasendle

Most of the candidates who were handed this card seemed not to have any difficulty on how to define "Tilwane tasendle". Even though, some were able to engage in a discussion, weak candidates were those who lacked good vocabulary related to the topic thus displaying not well-developed conversation. They would give responses and wait for the examiner to prompt before saying anything. This card also proved to be one of the cards least handed.

Card B – Kulima

The topic was about sowing. This was not a popular card; it was somehow difficult for some candidates. Some lacked details about the subject, hence they could not develop their presentations. Most candidates were handed this topic. Even those with good command of the language seemed to have some difficulties in naming most things that are cultivated. Those that did not have good command of the language were non-starters. Few candidates seemed to have enjoyed the topic. Those that have language as a barrier were somehow disadvantaged, they knew what the topic was all about but they could not express themselves in a very good and convincing manner.

Card C – Imisakato Yemoya

The topic was about air broadcasting. This was also a popular card. A majority of candidates found it hard to speak about air broadcasting in general. The guiding statements were of great help to those that did not have good command of the language. However, in some instances, they still found it difficult to talk when even prompted using the guiding points. Most candidates were able to sustain a conversation on this topic. However, some candidates were able to score good marks. The topic

revealed the importance of air broadcasting. Candidates were able to easily engage in lengthy conversations. Even those that were not native speakers of the language were able make fair attempt maybe because of the technology era.

Card D – Tindzawo Tekutijabulisa

This card also proved an easy card and was mostly handed out. The card required the candidates to converse on places of entertainment. It was a very popular card though. Almost all the candidates that were handed this card displayed their understanding of places of entertainment thus were able to engage in lengthy conversations. Candidates who were handed the card seemed to enjoy this topic. Some even went on to talk about artists and how they take part in the entertainment. However, vocabulary on the places of entertainment was lacking thus most words used were in English. Some candidates would code switch between siSwati and English. Some of conversations were very much interesting. In this topic, those that did not have good command of the language were non-starters.

Card E – Imali

This card was mostly distributed. The topic proved to be an easy card. Candidates who were handed this card performed very well. Those that did well in this topic revealed good understanding of what money entailed and what money can do. They were able to discuss the different things that could be done if one had money. As the examiner prompted, they came up with good conversations.

Application of Assessment Criteria

It must be noted still, that some centres were very good when awarding marks to candidates showing clearly that they followed their mark scheme thus a commendable act. Some centres, however, were too lenient or rather too severe thus a disadvantage to the candidates in both ways. Examiners should try to follow their mark schemes to avoid what has been mentioned earlier on. As much as it is acceptable for both parties to talk during the examination, one should play the role of being in the regard, as that will not crowd the examiner's judgement when awarding marks. It is also strongly advisable that the teachers' notes be used when conducting the oral examination.

It is recommended that candidates must be given enough practice in this oral session for it was evident that some Swazi speakers do speak siSwati and this could be that even at their respective homes the language is not used. Some even needed some assistance from the examiners in the interpreting of some siSwati words. The none-native speakers also should be given practise on this regard. This will help them improve in the angles they are lacking.