

EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

SISWATI (414)

YEAR

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Paper (414/01)

Key messages

- Emphasis must be put on the issue of **relevancy, content and language** and their inter connectedness.
- Candidates should read and understand questions before answering. This will help them to adhere to the demands of the question.
- It is essential that candidates are exposed to the various types of compositions to enable them a fair choice in the examination.
- It should be noted that continuous writing is practical, thus candidates need more time to practice as this will improve their writing skills.

General comments

This paper comprised three sections: Section A: composition, Section B: letter writing and Section C: directed writing. The candidates demonstrated a good understanding of the questions. The candidates' performance was generally average in all the three (3) sections although the performance in some centres was below average.

❖ There was great improvement in the following:

- ✓ Handwriting
- ✓ presentation layout
- ✓ adhering to stipulated instructions

❖ There is room for improvement on the following:

- ✓ relevant introductions and conclusions
- ✓ choosing a topic which they understand better
- ✓ spelling mistakes
- ✓ language usage
- ✓ use of punctuation marks
- ✓ repetition when developing their points
- ✓ reading and understanding of questions
- ✓ shift from cursive writing to printing

Comments on specific questions

Section A

Composition Writing - 15 marks

There were four questions in this section, based on the four theoretical models of composition writing namely: narrative, descriptive, factual and argumentative. Candidates were required to choose only one topic.

Umbuto 1

Bumcoka bekusebentisa sikhwama sekufaka tintfo nawuyotsenga

This was a fairly attempted question and the performance of candidates was average. The few candidates that scored high marks demonstrated the concept of environmental pollution. Most candidates had difficulties in meeting demands of a factual type of writing instead learners narrated stories where they used shopping bags. Other candidates struggled to develop ideas and confused a shopping bag with a handbag.

Umbuto 2

Sikhatsi semnyaka lengisitsandzako

Most candidates attempted this question, but the performance was below average. Some candidates had difficulty in making a distinction between the seasons of the year and months of the year. Most candidates wrote about events and celebrations taking place in specific months of the year like Christmas.

Umbuto 3

Bhala indzaba legcina ngekutsi 'kungalaleli bangani bami kwacishe kwangifaka kulenkulu inkinga'.

The performance of candidates in this question was generally unsatisfactory. A few candidates managed to relate advice given by their friends and the result of not taking the advice. A lot of candidates, however, came up with scenarios without a clear articulation of what lead them to the scene.

Umbuto 4

Imfundvo kufanele sale isebentisa tebuchwephesha. Vumela noma uphikise lombono.

This question was not well attempted. The main weaknesses in candidates' response included failing to understand the demand for an argumentative writing composition. A lot were writing about technological gadgets in general not the use of technology in education.

Recommendations for the Section

Teachers are advised to expose candidates to the various types of compositions to enable them a fair choice in the examination. Further, teachers are encouraged to reinforce the concept of formulating topic sentences and developing content with proper language to come out with sound paragraphs. Moreover, candidates need sufficient practice in continuous writing to improve their writing skills. Lastly, candidates should be reminded about reading questions with understanding before answering the questions.

SECTION B

Letter-15 marks

This section comprised two questions both drawn from an informal/ friendly letter. Most candidates did well in this section. A majority of learners attempted question one and demonstrated good understanding of writing an informal letter.

Comments on Specific Questions

Umbuto 1

Bhalela sihlobo sakho ucele lotakudzinga esikolweni emnyakeni lotako.

Generally, this question was well performed, candidates displayed a great deal of mastery. Most candidates used relevant language to express their requests in trying to prove how desperate they were. However, a few failed to state the correct relationships to their relatives.

Umbuto 2

Bhalela umngani wakho umcaphelise ngetinkinga letingahle timvelele asahleti ekhaya ngemaholidi ekuvalwa kwetikolwa.

A few attempted this question. Candidates here failed to clearly indicate societal challenges and provide advice based on the identified challenges.

Recommendations for the Section

Teachers are advised to put more emphasis on the language demanded by these two types of letters. Lastly, candidates should be reminded about reading questions with understanding before answering the question.

Section C- 10 marks

This section had two questions, both practical skills in the form of posters. Most candidates did exceptionally well in this section, and they were able to follow the guide.

Umbuto 1

Dvweba sikhangiso semdlalo lomkhulu lotawuba khona emavikini letako endzaweni yangakini.

This was a fairly attempted question, and the performance of candidates was average. Candidates managed to showcase their drawing skills and understanding of different sports although most candidates had difficulty in the language usage part.

Umbuto 2

Dvweba sikhangiso sekudla lokutsengisa esitolo sakho.

The performance of candidates in this question was so impressive. Most candidates were able to draw their posters marketing their food products sold in their shops and a majority tried to meet the requirement of the question even though a minority had difficulty in the language usage part. In some instances, there was an addition of unnecessary or irrelevant drawings.

Recommendations for the Section

Teachers are advised to expose candidates to the various types of practical writing skills to enable them a fair choice in the examination. In addition, candidates should be advised to meet both ends of the requirements of this section, i.e. their drawing skills and language. Lastly, candidates should be reminded about reading questions with understanding before answering the question in the examination.

EPC Siswati Examination Report Paper (414/02)

Key messages

- Candidates should stick to one type of handwriting instead of mixing cursive with printing or vice versa.
- Candidates should write their details (names and surnames) in their answer sheets as they appear in the attendance register.
- It is essential for candidates to answer all the questions.
- Candidates are also urged to proof read their work.
- It is essential that words are spelt correctly and sentences are constructed properly.
- It is of vital importance to strike a balance between the three components; reading comprehension, grammar and culture, tradition and language usage in teaching and learning so that candidates are well prepared to answer all the questions.
- Comprehension questions require candidates to demonstrate their understanding of the passage not their general knowledge.

General Comments

This paper comprised three components: Section A: Reading Comprehension (Sivisiso Lesifundwako), Section B: Grammar (Luhlelo) and Section C: Culture, Tradition and Language Usage (Emasiko nemihambo neKusentjentiswa Kwelulwimi)

Comments on Specific Questions

Section A: Reading Comprehension Passage (Sivisiso Lesifundwako)

The examiners' observation in this section was that most candidates demonstrated understanding of the comprehension passage. The candidates' performance in this section was good more especially on recall and middle order part questions. A majority of them gave correct responses to the part questions in this section and also gave satisfactory responses in the higher order questions. However, few candidates had some difficulties in giving correct responses to the high order part questions thus scoring low marks. It is worth mentioning that some candidates had a challenge in giving correct responses to all the part questions from low order questions up to high order questions. These candidates replicated the part questions in the spaces provided and others picked any paragraph without any coherence with the part question as their responses.

Question 1 - Reading Comprehension Part questions

Questions (a) – (i)

The overall performance in this section was satisfactory although some candidates performed below average. The recommendation is that more practice be given to candidates in reading comprehension passages more especially in the high order questions which displays the depth of understanding of the passage by the candidate.

(a) Nika emagama etilwanyana betibangani kulenganekwane.

This part question was well answered by almost all the candidates except for those few candidates who gave incorrect responses such as **'Gundi and Mazwi the characters in SABC 1 Childrens'puppet show.**

The correct responses were:

Ligundvwane neSicoco.

(b) Kuletilwanyana ngusiphi lesatikhandza sihlakaniphe kakhulu?

This part question was also well answered by a majority of candidates but some candidates did not give specific responses for example: **"Sasiye sitikhandze sihlakaniphile kakhulu kunemngani waso,"** and in this response there was no mentioning of the animal which regarded itself as the cleverest one. This part question required only one word as a response not a phrase or a sentence.

The correct responses were:

Sicoco

(c) Bhala sizatfu lesenta sinye saletilwane kutsi sitikandze sihlakaniphile kakhulu.

This part question was also well done by a majority of candidates but some candidates wrote responses not asked by the part question for example **"Sicoco sasiye sitikhandze sihlakaniphile kakhulu kunemngani waso.**

The correct responses were:

Kwakungukutsi sicoco besikhona kuhlala emantini siphindze sihlale ngephandle lakute emanti khona.

(d) Chaza kutsi letilwanyana tavumelana ngekutsi titakukhombisa kanjani kutsandzana kwato?

A majority of candidates gave correct responses to this part question but some could not score full marks because they did not give full explanations as demanded by the part question, thus losing marks. For example, they responded: **Letilwanyana tatifuna kubone wonkhe muntfu kwekutsi tiyatsandzana kungako-ke sicoco senta lisu lekutsi kumele bentenjani.** In this response the friendship act was only visible with the frog and left out the mouse thus making the response incomplete.

The correct responses were:

Tavumelana kwekutsi titawutsatsa intsambo lendze bese tibophana imilente wangemuva / tatiyawukhungana imilente.

(e) Ngekuva kwakho kulenganekwane letilwanyana tatibangani sibili yini. Chaza kuvakale.

Most candidates gave correct responses supporting their views with evidence from the passage. The majority of candidates took a stand and supported it.

The correct responses were:

Yebo betibangani ngobe tavumelana kukhombisa letinye tilwane kutsi titsandzana sibili / betitama ngayo yonkhe indlela yekukhombisa tonkhe tilwane kutsi tibangani sibili/ betihlala ndzawonye ticoce tindzaba tato.

Betingasibo bangani ngobe sicoco asilatisanga ligundwane kutsi bebatawungena emantini bafundzisane kuhlamba.

(f) Kube bekunguwe wawungenta njani nawubona umngani wakho azuba angena emantini?

This part question was a challenge to most candidates as they did not explain clearly what they could have done upon realising that their friend was leaping towards the water pond. A majority of candidates gave unsatisfactory responses such as; **“Bengingeke ngente lutfo /bengitamyekele ngingene naye emantini / bengitakuva buhlungu / bengitawungena naye emantini ngobe vele besekute lengingakwenta sekazube kucala / bengingeke ngingene emantini ngobe vele anghlali emantini.”**

The expected responses were:

Bengingabamba sihlahla ngisime ngingangeni emantini / bengingadvonsa lentsambo ngiyilume ngematinyo / bengingamemeta kakhulu ngicele lusito kuletinye tilwane / bengitawusibuta sicoco kutsi kantsi sesiyaphi emantini ngobe siyati kutsi angikwati kuhlamba.

Or any response showing effort not to get into water or run away from danger / death.

(g) Ngekuva kwakho kulenganekwane kushoni kutsi insika beseyiwile?

This part question was a challenge to a majority of candidates and this was an indication that they were not well conversant with idioms. Some of the incorrect responses were; **“Besekuwe lentsambo / besekunengoti leyentekile / lilanga lesicoco neligundwane beseliphelile / kusho kutsi lohheya besekajabule kakhulu.”**

The correct response was:

Kusho kutsi besekalambile / besekalambe kakhulu/ kusho kutsi lohheya bekasalambile.

(h) Saba ngulesinjani siphetho sesihlakaniphi endzabeni? Sekela imphendvulo yakho ngalokusenganekwaneni.

A majority of candidates gave a viewpoint but could not give the supporting idea to the viewpoint they had taken in responding to the part question. They did not respond precisely to the part question which demanded them to come up with the inference based on one of the major characters which was the frog. An example of incorrect response; '**Saba ngulesibuhlungu ngobe lohheya wahlwitsa ligudvwane.**' In this type of response there was no mentioning of the frog, the cleverest animal.

Again, it is worth mentioning that some candidates came up with responses not conforming to accepted standards of morality. For example, of immoral response was "**Siphetho saba ngulesihle ngobe nesicoco sagcine sifile.**"

The correct responses were:

Saba ngulesibi /ngulesibuhlungu ngoba sihlakaniphi sadliwa ngulohheya /sahlwitfwa ngulohheya atsi utsatsa ligundvwane kantsi intsambo ibakhunge bobabili, Saba ngulesibi ngobe lohheya watsata nesicoco abe advonsa ligundvwane ngobe bebakhungene.

(i) Sifundvo sini lesitfolakala ngebangani kulenganekwane? Sekela imphendvulo ngeliphuzu linye ususela kulenganekwane.

A majority of candidates gave correct responses pertaining to the lessons learnt from the fairy-tale but could not link it precisely with the correct extract from the passage thus dropping off 2 marks.

The correct responses were;

Ungabobatsemba bangani njengligundvwane leletsemba umngani walo sicoco uma atsi abakhungane kantsi yena abenalenye inhloso.

Or any lesson that relates perfectly to the fairy-tale.

Section B Grammar (Luhlelo)

Generally, the performance of candidates in this section was average. It was fairly done by a majority of candidates and very few candidates scored the maximum marks. However, there were some candidates whose performance was not satisfactory due to leaving some part questions not answered.

Question 1:**(a) Writing the plural forms of these nouns**

A majority of candidates could not give the plural form of nouns for 'inkhomo and luswane'. Many responded by giving the **augmentative** for the two nouns such as 'inkhomokati and luswanekati'. In addition, some candidates responded by giving noun classes as well as suffixes for the two (2) nouns. Lastly, some candidates could not give the correct plural form of 'luswane' They wrote 'emaswane'.

The correct responses were:

- (i) Inkhomo -- tinkhomo
- (ii) Luswane -- tinswane.

(b) Writing the diminutive form of the noun.

Most candidates managed to write the diminutive form of the noun. Some candidates though gave incorrect responses such as 'litjanyana / imbokodvo for litje'.

The correct response was:

Litje ----- litjana

(c) Indicating the type of nouns.

A majority of candidates responded correctly to this part question and gave the imported noun / common noun (c) (i) as well as the collective noun in (c) (ii).

The correct responses were;

- (i) indishi ----- libito lelebolekiwe
- (ii) umhlambi --- libitogcogca.

Question 2: Mentioning the tense used in the highlighted verb.

(a) A majority of candidates did not do well in this part question as most of them retained the two tenses as they appeared in the part question in their responses.

The correct responses were;

(i) Mfundo **udlale** umdlalo lomuhle kakhulu. ... **sikhatsi lesengcile (past tense).**

(ii) Malume **utawutsenga** imoto lebovu. **Sikhatsi lesitako (future tense).**

(b) Changing the verb in the sentence to indicate negation.

A majority of candidates were able to change the verb in the sentence to indicate negation. But some wrote a phrase instead of inserting only one word for example 'ngeke apheke'.

The correct responses were;

(i) Namuhla gogo **upheka** inyama yenkhukhu.

Upheke.

(c) Using the verbs to form verb derivatives (verb extension).

A majority of candidates were unable to form the neuter from the verb 'tsenga'. Quite a number of candidates came up with their own verbs instead of adhering to the part question. On the other hand, some candidates responded incorrectly to (c) (i) and (ii) respectively by writing incorrect responses; "tsengwa – passive and fundzisa --- intensive."

The correct responses were;

(i) Tsenga ---- **tsengeka** ---- (imphambosi yekwenteka --The neuter).

(ii) Fundza ---- **fundzisa** ---- (imphambosi yekwentisa (causative)).

Question 3: Verb

(a) Identifying the adverbs and mentioning their type.

A majority of candidates could not identify the adverbs as well as mentioning their type. Some candidates mixed their responses for example;

Sandziso	Luhlobo Lwesandziso
<u>sendzawo</u>	<u>emfuleni.</u>

The correct responses were;

(i) Bafana badlala ibhola emfuleni

Sandziso	luhlobo lwesandziso
<u>Emfuleni</u>	<u>sendzawo (locative)</u>

(ii) Tinkhomo batikhiphile ekuseni itolo

Sandziso	luhlobo lwesandziso
Ekuseni / itolo	sesikhatsi (period of time)

(b) Using the adverb in a sentence.

This part question was done well by a majority of candidates, but some changed the adverb of manner 'kabuhlungu' to 'kubuhlungu' a modal auxiliary verb.

The correct response was;

Umnaketfu bamushaye kabuhlungu.

Question 4:

The overall performance was average. There were some candidates that performed above average while some performed below average.

(a) Stating the type of bolded adjective in a sentence.

Many candidates performed exceptionally well in this part question **4 (a)** but had a challenge with part question **4 (b) and 4 (c)** where they were supposed to give the qualitative and quantitative adjectives respectively. They mixed the responses by giving quantitative responses instead of qualitative responses and or vice versa.

The correct responses were:

Imoto **yababe** ilimele.

Buniyo --- possessive adjective.

(b) Writing a sentence with a qualitative adjective and underlining it.

A majority of candidates did not do well in this part question as many candidates wrote sentences with quantitative adjectives and others forgot to underline the qualitative adjective.

The correct responses were:

Gogo ugcoke lijezi **lelibovu**.

(-mnandzi, -buhlungu, -dvuma, -ncono, -bovu, mnyama, -cotfo)

(Simo nemibala)

(c) Writing a sentence with quantitative adjective and underlining it.

A majority of candidates did not do well in this part question as many candidates wrote sentences with qualitative adjective.

The correct response was;

Intfombatana **lencane** iwe esihlahleni.

(-ncane, -hle, - bi, -dze, -fisha, -dzala, -nyenti, -ngaka, - bili, tsatfu ,,,,,,)

Section C; Culture, Tradition and Language Usage (Umhambo nemasiko nemihambo nekusentjentiswa Kwelulwimi)

Question 1:

(a) Writing the antonym of the word in bold.

A majority of candidates performed exceptionally well in this part question, however, most candidates performed below average in part question (a) (ii)

The correct responses were:

(i) Umdvwebo waSipho **uyabonaka**
Awubonakali / ufihlekile / usitsekile / uyafitsitela.

(ii) Bantfwana **bayatenyanya** tifundvo tasekuseni.
Bayatitsandza

(b) Writing the synonyms of the following words.

Quite a number of candidates did not perform well in this part question especially **(b) (ii)**. Some candidates retained the word ‘**hlabelela or hlabela**’ in the space provided for writing responses,

The correct responses;

- (i)** Hlabelela

Hubelela / mpongongoloza / ntilota/cula/ huba.

- (ii)** Gijima

Subatsa /baleka/ vitsika.

(c) Writing the meaning of the homonym.

A majority of candidates performed exceptionally well in this part question although some responses were not explicitly clear about the meaning of ‘**Timvu**’. Some candidates gave incorrect responses such as ‘**Imvu – umuntfu lolungile.**’ They changed the homonym ‘**Timvu to Imvu**’.

The correct response was;

Timvu.

Tinwele letimhlophe uma sewumdzala / imfuyo lefanana netimbuto.

Question 2

(a) Writing the months in SiSwati

A majority of candidates did write correctly the months in SiSwati though many responses had numerous spelling errors such as ‘**Indlofana**’.

The correct responses were:

- (i)** Inyanga yesibili

INdlovana / Inkhosilencane

- (ii)** Inyanga yemfica

Inyoni

(b) Writing the seasons in SiSwati in the following sentences.

A majority of candidates did well in this part question except **(b) (i)**.

The correct responses were;

- (i)** Sikhatsi lesendvulela busika lapho khona kudliwa lebekulinyiwe,
Likwindla

- (ii) Sikhatsi lapho kubandza kakhulu khona
Busika
- (iii) Sikhatsi lapho lilanga lishisa kakhulu khona
Lihlobo / Ehlobo

Question 3:

(a) Indicating the gender in the following words.

A majority of candidates performed well in this part question except for part question (a) (i) where many candidates could not give correctly the **masculine** for 'imvu'.

The correct responses were:

	Silwane	Bulilidvuna (masculine)	Bulilisikati (feminine)
(i) Inkhomo		inkunzi	<u>inkhomati /sitfokati</u>
(ii) Imvu		<u>sihanca / imvu lendvuna</u>	imvukati

(b) Filling in with the word that denotes an adult animal name

A majority of candidates performed well in this part question.

The correct responses were;

<u>Umntfwana</u>	<u>Silwane</u>
(i) Lizinyane	<u>libhubesi / inyamatane /imbuti/ imbutikati.</u>
(ii) Lintjwele	<u>inkhukhu /lidada /sikhukhukati.</u>
(iii) Sidonkane	<u>imbongolo /lidonki.</u>

Question 4:

(a) Writing three building structures in a traditional home.

The performance in this part question was average. Some candidates did not read this part question with understanding and came up with responses not asked by the part question. Instead of giving building structures found in a traditional home they gave utensils in a traditional kitchen '**lidladla**' such as '**ingwembe, lukhezo**'. Lastly some candidates wrote unsatisfactory responses such as '**indlu yemantfombatana**' yet we have a name for '**indlu yemantfombatana**' which is '**intsanga**' and '**indlu yebafana**' – '**lilawu**', **indlu yababe**'--- '**lilawu**'

The correct responses were;

- (i) **Lidladla, intsanga, lilawu lababe, lilawu lebafana, indlu yakagogo /indlunkhulu , liguma, lisango, indumba, ingungu**

(b) Writing words that describe the following people.

A majority of candidates did not perform well in this part question. Most candidates performed below average in **part question (b) (i) and could not give one word ‘describing a brother to your mother’**. Many candidates gave the incorrect response which was ‘mkhulu’.

The correct responses were;

- (i) Lomndvuna lotalwa namake wakho ---- ngumalume**
- (ii) Lomsikati lotala babe wakho ---- ngugogo**