EXAMINATIONS COUNCIL OF ESWATINI

EGCSE

EXAMINATION REPORT

FOR

SISWATI AS A SECOND LANGUAGE (6871)

YEAR

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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 questions carefully, looking at the key words, in order to answer the set of questions.

- It is essential that candidates understand that a summary is written in continuous form and in one paragraph rather than in bullets. Candidates need to focus on the question and also use their own words as much as possible or clearly paraphrase or synthesise the words in the comprehension.

- Stimulus material for the composition topics provide guidance for the candidates to engage with the topic.

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 some centres have not fully embraced all that the subject entails. This paper comprised six different exercises which were of different lengths and skills. The overall performance was average. However, there were few questions in which the candidates did not perform well. These were questions 2, some parts of questions 5 and 6. That greatly affected most candidates. Those who scored below average lacked reading, understanding and writing skills. Some candidates struggled to distinguish the types of essay writing. For instance, in question 6 candidates were expected to write a discursive composition, but most opted for a narrative which was not the demand of the question. Candidates who scored below average in Question 3 failed to adhere to the given instruction, more especially in Section A. In Section B, most candidates failed to construct a sentence properly. Those who attempted wrote on block and others failed to punctuate their sentences correctly. Those that scored lesser marks in the other questions showed that they do not have a good command in the language.

Comments on Specific Questions

Exercise 1 was marked out of six marks. It was mainly aimed at assessing candidates on their ability to read, comprehend and respond on a text about a Lodge that attracts a number of tourists locally and across borders (*Phumula Ujabule Lodge*). Most candidates obtained an average score as they demonstrated understanding of the text and responded well to the questions asked. However, there were very few cases where candidates missed the points and showed lack of understanding of what the text all was about.

(a)   Sicondziswe kubani lesikhangiso?   [1]

Most candidates were able identify the answers for this question. However, a very few did not get it right. Those candidates responded as, "kulosifundzako" and "ebantfwini labavakashe eZulwini". Those are the candidates with difficulties with understanding the language.

Expected answers:

- Kumuntfu lofise kuvakasha
- Kumuntfu lotsatse liholide
- Kumuntfu loshaywa ngumoya

(b)   Lendzawo iyilungele kanjani imicimbi?   [1]

Most candidates were able to score a mark in this question. Candidates who did not score a point were those who gave general information instead of giving the specific information extracted from the passage.

Expected answer:

- Inemahhola lamakhulu lalungele kubamba imicimbi lenjengemishado, emadzili nemihlangano.

(c)   Emakamelo ekulala asePhumula ayahambisana nemigomo yetemphilo. Bhala kunye lokusekela loku.   [1]

Few candidates scored on this item. Some candidates failed to give reasons for their responses and such responses were not awarded a point.

Expected answer:

- Makhulu-kushaya umoya lokwenta kungabi lula kutselelana tifo imibhedze intofontofo – ulala uphumule ungavuki ugula noma udziniwe.

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- Likamelo linetindlu tangansense talo – loku kutakwenta kutsi bantfu bangasebentisi tindlu tinye tangansense ngobe bangaze batselelane tifo letitsite, ngaloko bayaphepha.

(d) **Bhala kunye longakwenta edvute nePhumula uma utsandza kubona imvelo?** **[1]**

The performance of candidates in this item was above average. Very few candidates did not get the answer correct and they responded by giving incomplete reasons.

Expected answers:

- Kubuka tilwane tasendle eMlilwane.
- Kukhwela intsaba uMdzimba ngetinyawo ubone tjani lobehlukahlukene.
- Kuntjweza edamu lelikhulu iNyatsi.

(e) **Kumcoka ngani kutsi imvelo siyonge?** **[2]**

Very few candidates got this question right. Those who got it right were able to site very well the importance of nature reservation.

Expected answers:

- Ikhanga tivakashi letifika tibhadale imali
- Tivakashi titsenga etitolo, kukhule umnotfo welive
- Bantfu batfola imisebenti, kunciphe buphuya.

Exercise 2

This was a form filling exercise in which candidates were required to fill information about the athlete Zamokuhle Zikalala in the blank spaces. They were to fill the form as if they were Zamokuhle Zikalala. There were specifications in the instructions on how they should fill the form (they were required to use block letters in Section A). Most candidates were able to fill in the form. However, some candidates did not follow the instructions and demonstrated lack of understanding the meaning of "**Feleba**" and their work was not clear since they cancelled a lot.

In **Sigaba A**, most candidates scored all points. Candidates that did not score points were those that did not follow the instructions. In this section candidates were supposed to write the name and surname, physical address, name of school and grade currently doing, distances currently running, and competition joined and won the previous year.

In **Sigaba B**, candidates were expected to write a sentence in a first person as form filling requires them to pretend to be the person from the text. Candidates were required to explain what makes them to be the best athlete. Very few candidates were able to score maximum marks in this question.

The expected response:

Ngisitwa kukhutsatwa bothishela bami kanye nekutilolonga nginake kutsi ngidla kudla lokufanele yini.

Exercise 3

In this exercise candidates were required to write notes under given sub-headings. This exercise was fairly done. A very limited number of candidates did not score in this question.

(a)   Emantongomane alungele kulinywa endzaweni   [2]
    Expected answers:
- Letiyinkhangala
- Lenawo emanti
- Letitfola kahle timvula
- Umhlaba longasilo libumba ube nesihlabatsi

(b)   Uma asamilile naka   [1]
    Candidates were required to write the next stage of what to do after having planted the peanuts. A majority of candidates got this question right, however, some candidates failed to give full answers, instead they gave partial responses which could not score marks.
    Expected answers:
- Indlela lowahlakulela ngayo
- Sikhatsi lowahlakulela ngaso
- Uyawahlakulela uphinze uwabutsisele

(c)   Uma sekavunwa   [2]
    Most candidates were unable to write what to do when harvesting these peanuts. Very few candidates scored maximum marks. Wrong responses included candidates trying to explain how one sees that these peanuts are ready to be harvested. Most

Expected answers:

- Avunwa ngesandla ngekutsi kuzishunwe sonkhe sihlahla.

- Uma umhlabatsi ucinile likhuba liyasetjentiswa kugubha sihlahla.

- Lasele emhlabatsini ayagujwa afakwe esakeni noma endishini.

- Kufanele bese aboshwa tishumpha ayanekwa.

(d)   Tinkinga letihlasela lesimilo   [2]

Quite a number of candidates were able get to give the expected responses which made them score the two marks. However, some candidates failed to give full answers, instead they gave partial responses which could not score some marks.

Expected answers:

- Sitfwatfwa siyawashisa abune.

- Sangcotfo sangahhohlota imbali, ngeke atsele/sibulala lesihlahla.

- Emagundvwane ayawadla khona le emhlabatsini.

Exercise 4

This was a summary task where candidates were given a task to read a text which was on means of communication. This exercise has a total of 10 marks of which 6 marks were for the content and 4 marks were for language usage, correct spelling and correct skill for writing a summary. Generally, it was a well performed question as most candidates scored above average. There were some candidates, however, who failed to understand the question. Other candidates failed to write the required length of 100-120 words. Some lacked the skill of writing a summary because they wrote the summary in paragraphs instead of writing one long paragraph. A few candidates did not attempt the question at all. Most candidates were able to come up with all the main points, but the few that scored below average were those that did not comply with the instruction and mostly copied the exact words from the text instead of paraphrasing using their own words.

Expected responses were as follows:

Sifinyeto sivete buhle bendlela yekuchumana.

- Tinciphisa sikhatsi sekuhambisa umlayeto.

- Wati tindzaba temhlaba wonkhe/ uyakhona kutfola tindzaba noma sekwendlule sikhatsi tentekile.

- Nikhulumisana niphendvulane ngaleso sikhatsi.

- Mahlalekhikhini uhamba naye noma ngukuphi lapho uyakhona.

- Ubona tintfo letenteka umhlaba wonkhe njengoba tinjalo, ngaleso sikhatsi tenteka.

- Ubhala umlayeto uwutfole ngaleso sikhatsi niphendvulane nicedze yonkhe indzaba/uyakhona kuchuba tifundvo nakumanyuvesi lasemaveni.

Exercise 5

Most candidates performed below average on this exercise.

(a) **Bhala timphawu tendzawo ledzingekako kute kwakhiwe likolishi laloluhlobo.** **[2]**

The performance of candidates in this question was above average. Very few candidates did not score in question.

Expected answers:

- Indzawo lenkhulu letawukhona kufaka imisebenti lenjengekulima.

- Indzawo lenemanti langashi busika nelihlobo.

(b) **Likolishi litawulima tilimo letiyindlala. Kutalisita ngani live loko?** **[2]**

Most candidates scored at least one mark out of two. However, there were few cases where candidates did not give the correct response.

Expected response:

- Live litawuyekela kulandza letinye tilimo kulamanye emave ngoba kuyalidulela kakhulu.

(c) **Likolishi liyahambisana nemigomo yaMhlabuhlangene ngetebulili? Sekela imphendvulo yakho ngeliphuzu linye.** **[2]**

Very few candidates scored maximum marks in this question.

The expected answer

- Umgomo utsi akungabandlululwa ngetebulili kukhetsa likhono, kulelikolishi bavumelekile bafundzi kutsatsa noma ngutiphi tifundvo labatifunako.

(d)   **Bhala kunye lokutakwentiwa bafundzi kulelikolishi lokutawusita kwakha similo. Shano kutsi kutawusakha kanjani lesimilo.**   **[2]**

Candidates' performance in this question was below average since very few candidates scored on this item. Wrong responses which were scored were a result of candidates failing to adhere to the given instruction.

Expected answers:

- Kunetinhlobonhlobo temidlalo letawudlalwa bafundzi njengoba tindzawo tekudlala tikhona, kutabakha bakhone kuphilelana (kuvelana, kubonisana, kubambisana, kubeketelelana.)
- Batawuhlala bamatasatasa kube bete sikhatsi sekuhlala umuntfu angenti lutfo. Kutaba bete sikhatsi sekungenela imikhuba lemibi.

(e)   **Umfundzi lofundze kulelikolishi ngeke eswele kutsi utawuphila ngani. Sekela lombono ngeliphuzu linye**.   **[2]**

Candidates' performance in this question was below average as few candidates were able to give justifications to the hypothesis.

Expected answers:

- Batawuphuma bayitfole imisebenti ngobe likolishi litawube libaceceshe njengekwetidzingo tebacashi.
- Batawube bafundze imisebenti labanemakhono kuyo ngako batayenta kahle sebangakhona nekuticalela abo emabhizinisi.

Exercise 6

The performance of candidates in this exercise was below average. Few candidates did not attempt the question. Candidates were expected to write a discursive composition about teachers giving guidance to candidates after having shown deviant behaviour at school. Candidates were expected to write in acceptable siSwati language and style. It was noted though that some wrote a narrative essay instead of a discursive essay. Such candidates were not able to score good marks in the language part.

EGCSE SECOND LANGUAGE SISWATI

Paper 6871/02
Listening Comprehension

Key messages

- Candidates should carefully read the questions before answering them.
- It is essential that candidates use their listening skills to answer the questions instead of guessing their responses.

General comments

This paper assessed candidates' ability to listen to recorded texts of varying lengths and respond to them effectively. It had four different exercises. Candidates' performance in this paper was above average. A majority of them scored way above average with a very few performed below average. However, it was noted that candidates' performance in Question 3 was below average. Most candidates were guessing the responses instead of listening attentively. Thus, very few candidates were able to score good marks particularly in this question.

Exercise 1

Most candidates scored above average. However, there were very few who scored below average.

(a)   Wentanjani uma ufuna kwati imali lonayo elucingweni?   [1]

A majority of candidates did well in this question.

Expected response:

- Utfumela umlayeto ku 427

(b)   Bamshiya ngemaminitsi lamangakhi Tibusiso kulomjako wemabhayisikili?   [1]

This question proved to be accessible to most candidates with only a few candidates that did not give correct responses.

Expected response:

- Ngemaminitsi lalishumi nesihlanu

(c) Nguluphi luhlobo lwebatfu loluhlaselwa kakhulu nguletigangi? [1]

Candidates' performance in this question was below average. Most candidates wrote shallow and incomplete responses.

Expected response:

- labahola ebhange

(d) Nguyiphi inchubo yekubona menenja levela kulenkhulumo? [1]

Most candidates did well in this question. There were very few cases where candidates did not get a mark.

Expected response:

- Utjela sisebenti selihhotela lofike kuso kutsi umfunelani menenja.

(e) Bungoti buni lobungenteka uma bangakhohlwa emaphilisi? [1]

Most of the candidates were able to score a point on this item with only a few writing wrong responses.

Expected response:

- Phiwa angahlaselwa sifuba semoya/angavukwa sifuba semoya.

Exercise 2

In this exercise candidates were expected to fill in gaps after listening to a dialogue between Mr Gasolo and Takitsi who was offered a temporal job by the municipality under the department of collecting garbage around the city. The general performance was good. However, there were few candidates that performed below average. It was noted though that some candidates had a problem with spelling in this question thus losing marks.

(a) Timphahla tekwenta lomsebenti wekubutsa tibi kufaneke kube nguleto leti [1]

- letitawuvikela leti lotigcikile

(b) Labahlala emadolobheni………………….. kubutfwa kwetibi…………………… [2]

- bayakubhadalela
- ngelilanga

(c) Bantfu labangakafundziseki ngetibi bangalahla……………… langaba yingoti. [1]

- emabhodlela lafile

(d)   Bantfu bayaphetfuka lekamdodi. Labanye bafuna…………………..   [1]

- emabhodlela/ ema- ayini/ labangakusebentisa

Exercise 3

In this exercise candidates were required to listen to a speech by a counsellor on how to deal with problems faced by the Maphepheni High School students. Candidates were given statements to match by indicating whether they were true or false.

(a)   Tinkinga kadzeni betihlasela labadzala kuphela.   [1]

Most candidates got this question right with only a few that did not get it. The correct response was **"no".**

(b)   Uma utawusebentisa indlela lengasiyo kuchacha tinkinga ubanga letinye.   [1]

Most candidates performed well, although a very few did not get this question right. The correct answer was **"yes".**

(c)   Kute tinkinga letivele tinyamalale njengenkhungu.   [1]

This question was fairly done although some did not score. The correct response was **"No".**

(d)   Vele tinkinga tibangwa bantfu ngako-ke kufanele ubasole.   [1]

This was average for some candidates did not score. The correct response was **"no".**

(e)   Lonkhe lwati luyakusita kubalekela tinkinga.   [1]

The candidates' performance in this item was below average as few candidates got this question right. The correct response was **"no".**

Exercise 4

In this exercise candidates were to listen to a dialogue between a journalist from Ntsatseli FM and a man who's glorified by the United Nations about a progressive work done to the community at large. Most candidates performed above average in this exercise although there were a few candidates that performed below average.

(a)   Wesingakhi Musa kabo?   [1]

- Wesitsatfu

Most candidates did well in this question with only as few that performed below average.

(b) **Ngumuphi lomsebeti lowente kutsi aze ahlonishwe nguMhabuhlangene?** **[1]**

- Ngumsebenti wekunakekela imindeni leyeswele.

A majority of candidates did well in this question.

(c) **Imfundziso yasekhaya kubo utsi yamfundzisani Musa?** **[1]**

- Wafundza kunaka sidzingo salomunye umuntfu/ kungaticabangeli yedvwa kodvwa acabangele nalomunye**.**

Very few candidates got this question right. A majority of candidates demonstrated lack of understanding of the word "imfundziso" which was key in the question.

(d) **Tintfo tini letimsitile uma asesenyuvesi kutsi ati kabanti ngebantfu labeswele? Bhala kubili.** **[2]**

- Kuhlanganyela netinhlangano letisita labahluphekile.
- Wenta luphenyo ngalokubangela kweswela.

Candidates' performance in this question was below average as very few candidates were able to give correct responses.

(e) **Bhala kunye lokungumphumela wekweswela lokubalwe kulenkhulumiswano.** **[1]**

- Buhlungu/ kubalisa/ kuganga.

Most candidates were able to give the correct response with only a few thatperformed below average.

(f) **Lokutsi kusitwe imindeni lapho ihlala khona kuhle ngani?** **[1]**

- Kusitakala kwemndeni kutawenta livuke live ngoba kwafa umndeni kufa live.
- Umndeni uyakheka uba munye usabuka tindlela tekusitakala.

Candidates' performance in this question was below average as only a few were able to score both marks.

(c) **Tikhulu, njengebantfu labaphetse tindzawo letihlala bantfu, ucabanga kutsi lusito luni letilunika inhlangano yaka *Asiphilisane*? Bhala kubili. [2]**

- Kubavumela kutsi bachubeke nemisebenti yekusita imindeni kuleyo ndzawo.
- Kubasita batfole kwayona lemindeni leyeswele banike nemilandvo wayo.

EGCSE SECOND LANGUAGE SISWATI

Paper 6871/03
Oral Communication

Key messages

- It is essential that examiners use the cards as widely as possible.

- Examiners are the ones that select the Oral Assessment Card from the range provided, not the candidates.

- It is essential that both teachers and candidates understand that this is an oral assessment not a test of knowledge/ content.

- It should be noted that it is the candidates who are being examined not the examiner. As much as it is accepted for both parties to speak, the examiner needs to balance the conversation between the candidates and them.

- It is essential that examiners note that these cards help both the examiner and the candidates towards engaging in the fruitful conversation, not a presentation by candidates.

- Examiners are reminded to follow the assessment criteria in the 'Teachers' Notes' for guidance when awarding marks to candidates; not to be too lenient or rather too severe as this was disadvantaging the candidates.

General comments

Candidates in this part of the examination were assessed on the structure of the language, their fluency and vocabulary. This paper was marked out of thirty (30) marks and comprised **five (5) cards** with different topics in which candidates were tested on their ability to speak. Each candidate was given a duration of **fifteen (15) minutes** to finish the examination. Most candidates displayed a good command of the language as they were able to engage in a lengthy discussion without encountering any problems. 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. Examiners are urged to read the teacher's notes before conducting the examination in order to award marks properly. Examiners are also requested to stop converting marks into percentages. Examiners were able to submit all the necessary documents, mark sheet - MS1, needed for this paper. However, few centres did

not submit all the necessary documents. It was noted that there was an improvement in the manner in which the examiners conducted the exam. Examiners are encouraged to listen to the CDs before submitting them as some not audible enough since they had noise from the background. Examiners are reminded to check the audibility of their recording devices before they use them 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, did not make candidates to be relaxed. The cards were also fairly distributed that is there was not a big difference in handing them all.

Warm up:

Examiners are once again applauded for displaying a high level of professionalism when conducting this part of the examination. This is a stage whereby the examiner was expected to engage the candidates in a brief conversation. The candidates on the other hand were expected to open up about themselves in general to identify their interest thus helping the examiner to hand out the appropriate card. However, a few examiners did not help the candidates to open up themselves.

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 their warm up conversation with the candidates. 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 consider the warm up session 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 confidently 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 also important to note 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 than the candidates who were being examined. As much as it is 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.

Oral Cards

Card A - Emaphoyisa

Candidates who were handed this card seemed very much well informed about the topic. Candidates were able to relate to this topic very well. This card also proved to be one of the cards that was mostly handed. Some of the candidates who were handed this card would have an idea, but language was a barrier. However, there were those candidates who could not speak well and those lacked good command of the language.

Card B - Timphahla

This was not a popular card as very few candidates were handed this topic. The few candidates that were issued this card seemed to have enjoyed the topic and they approached it in different ways. They were able to engage in a lengthy conversation talking around the importance of clothes and what they thought it meant to be "well dressed". Interesting views on whether clothes reveal or define a person's character came up. Those that have the language as a barrier were somehow disadvantaged although they knew what the topic was all about but could no express themselves in a very good and convincing manner.

Card C - Tibhedlela

This was also a popular card as most candidates were handed this card. Candidates were able to sustain a conversation on this topic. They were able to score good marks. The topic revealed experiences about hospitals whether directly or indirectly. Good conversations went in depth about government's role in improving service delivery in hospitals. Personal values

for individual candidates were also expressed as they wished to help when they became doctors and nurses.

Card D - Tikhangiso

This was not a very popular card. Almost all the candidates that were handed this card displayed their understanding of adverts. However, vocabulary on adverts was lacking thus most words used were in English. Some candidates would code switch. Some of conversations were very much interesting. However, there were some good conversations where candidates discussed how adverts had an impact in society both positively and negatively. Their ideas on bad advert were expressed, e.g. alcohol and cigarettes.

Card E - Buholi

Candidates who were handed this card performed well. However, it was not a popular card either. Those that did well in this topic revealed a good understanding of leadership. They discussed the types of leaders at length and also the challenges they face. Poor responses only mentioned the leaders they liked but did not link them with any reasons why they loved them.

Application of Assessment Criteria

It must be noted that some centres were very good when awarding marks to candidates showing clearly that they followed the mark scheme. Some centres, however, were too lenient or rather too severe thus disadvantaging the candidates in both ways. Examiners should try to follow their mark schemes. Examiners are also requested not to finish sentences for the examinee or tell them the right words to use. It is also advisable that the that examiners use the Teachers' Notes for guidance when awarding marks to candidates. It is recommended that candidates be given enough practice in this oral session to help them improve all round.