

*EXAMINATIONS COUNCIL OF ESWATINI*

# **EGCSE**

**EXAMINATION REPORT**

**FOR**

**SISWATI AS A SECOND LANGUAGE**

**YEAR**

**2021**

**EGCSE EXAMINATION REPORT**

**FOR 2021**

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**EGCSE SECOND LANGUAGE SISWATI**

**Paper 6871/01**

**Reading and Directed Writing**

**Key messages**

- Candidates must read the questions carefully before responding, they should make sure that they understand what they are being asked, and that all parts of questions are addressed.
- Candidates should be able to read with understanding to match given statements uttered by a particular speaker with the given letters.
- It is essential that candidates comprehend and write notes under specific given sub-headings.
- It is essential that candidates write the summary in continuous prose and in one paragraph instead of bullet points. Candidates should focus on the question and use their own words as much as possible or clearly paraphrase or synthesise the words in the comprehension.
- Candidates should be familiar with all types of compositions and use the given stimulus material 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. The overall performance was average. However, there were few questions in which the candidates did not perform well. These were some parts of Questions 1, 5 and 6. That greatly affected the performance of most candidates. Those who scored below average lacked reading, understanding and writing skills. Some candidates had challenges with regards to distinguishing the types of essay writing. For instance, in Question 5 candidates were expected to write a dialogue, but due to lack of understanding of key words in the question, few opted for a narrative which saw them losing marks. Question 6 required them to write a newspaper report. Few candidates displayed good understanding of what writing a newspaper report entails. Most candidates did not do very well.

**Comments on Specific Questions**

**Exercise 1** was marked out of ten marks. It was mainly aimed at assessing candidates on their ability to read with understanding. Most candidates demonstrated understanding of the reading comprehension and responded well to the questions asked. There were very few cases where candidates missed the points and that proved to be lack of understanding of what the passage was about.

**(a) Bhala lokwavelela make Tintfombi.**

This question required candidates to name problems that *LaMagagula* was facing. Most candidates obtained performed well as they mentioned the problems faced by *LaMagagula* which were caused by her daughter.

**Expected responses:**

Indvodzakati yakhe yakhulelwa/ yatetfwala<sup>1</sup> isafundza sikolwa.<sup>1</sup>

**(b) Bangakhi bantfwana baLaMagagula?**

This item required candidates to give the number of *LaMagagula*'s children. Most candidates were able to respond well to the question. Candidates who did not score a point either wrote nothing or failed to identify the number of *LaMagagula*'s children as described in the passage.

**Expected response:**

Bangu 4/ bane.

**(c) Bhala lokukhomba kutsi make waSimangele bekawutsandza umndeni wakhe.**

A majority of candidates did not do well in this item. They were required to write what indicates that Simangele's mom loved her family. Most candidates failed to give what shows that she loved her family. Some would give one or the other.

**Expected response:**

Kuyocela lusito kuLaZwane/ Waya kuTintfombi kuyofuna teluleko.

**(d) Chaza lilima njengoba lisetjentsiwe endzabeni.**

The performance of candidates in this item was average. The question required the candidates to give the meaning in context of *lilima*. Most candidates were able to write the general understanding of *lilima*, not as used in the passage. A very few candidates got the response correct and they responded by giving the meaning as used in the passage.

**Expected response:**

Bantfu labete kutosita ekuhlakuleni/ Bantfu labatohlakula

**(e) Wentywa yini LaMagagula kutsi ajabule ngekufika kwababe lomkhulu waSimangele?**

The candidates' performance in this question was below average. The question required the candidates to write two things that made LaMagagula to be excited with Simangele's uncle arrival. A very few candidates got it right. Those who got it right were able to explain that she was happy that the problems she had could be solved.

**Expected responses:**

Bekatsembe kutsi tinkinga lanato setitawucatululeka.

**(f) Udvudvutwa yini make waSimangele?**

The candidates' performance in this item was average as most of the candidates scored 1 mark out of 2. The item required the candidates to explain what comforted *Simangele's* mom. Most were only able to mention that it was because *Simangele* was alive, or she is safe at her uncle's home instead of mentioning both. Mentioning one reason made candidates to get a mark instead of both marks.

**Expected response:**

Kutsi Simangele uyaphila<sup>1</sup> futsi usendzaweni lephephile kababe lomkhulu wakhe<sup>1</sup>/ usendzaweni lephephile.<sup>1</sup>

**Exercise 2**

This exercise required candidates to match statements with the letters given to each speaker. The performance of candidates was above average although some performed below average.

**Expected responses**

<b>(a)</b>	Loveta kutsi imphilo yakhe isime ekulimeni?	C
<b>(b)</b>	Lovakala ajabhiswe kulima?	A
<b>(c)</b>	Lovakalisa kungatsandzi kulima?	D
<b>(d)</b>	Logcizelela kuba bete inking yekondla umndeni?	C
<b>(e)</b>	Lonembono wekutsi umhlaba awube wekulima?	B
<b>(f)</b>	Logcizela kutsi umhlaba awusiwo webantfu?	B
<b>(g)</b>	Lofisa kutama kulima letinye tilimo?	A
<b>(h)</b>	Lokholelwa kutsi ungaphila noma ungalimi?	D

### **Exercise 3**

In this exercise candidates were required to engage in a note-making task under given sub-headings taken from a passage. Most candidates did not perform well in this question. Some gave a single point instead of two points which were needed to obtain full marks.

**(a) Tindlela labangangena ngato bomanyokana emtimbeni.**

Most candidates could not attain the full marks because they gave just one point as a response instead of two.

**Expected responses:**

- Ngekugcokelana ticatfulo, timphahla, kubolekana emakamo
- Ngekusebentisa emanti lanemagciwane/ ugeze/ ubhukushe kuwo noma uwanatse.
- Ngekudla inyama lengakaphekeki kahle yavutfwa.
- Kugeza ungenesuli kahle

**(b) Timphawu letikhomba kutsi umuntfu unabomanyokana.**

Most candidates got all the marks although a very few scored nothing. Candidates were supposed to write two symptoms of a person suffering from ringworms.

**Expected responses:**

- Kungakhanuki kudla
- Kondza
- Kugula
- Kubulawa sisu

**(c) Tinhlelo tekulwa nabomanyokana eveni.**

Candidates were required to mention things that can be done to stop ringworms. Some candidates either wrote part of the response or provided just one point.

**Expected responses:**

- Kutfumela bonesi etikolweni kwelapha bafundzi
- Tinhlangano temhlaba letifundzisa ngabomanyokana.

**(d) Lesingakwenta sibantfu kutivikela kubomanyokana**

This question was not well done by most candidates. Very few candidates scored all the two marks. Candidates were required to write things that could be done to prevent ringworms. Some candidates failed to give full responses instead they gave partial responses which could not score both marks.

**Expected responses:**

- Kungasebentiselani timphahla/ likamo / ticatfulo
- Kuneka lithawula elangeni
- Kugeza tandla ngensipho nangemanti lageletako

**Exercise 4**

This was a summary task on the problems caused by not preserving water. Generally, it was a well performed question as most candidates scored above average. However, there were some candidates who did not respond to the question. Some wrote the summary in paragraphs instead of one paragraph whereas a few did not attempt the question at all. A small number of candidates copied the exact words from the text instead of paraphrasing using their own words. Others wrote on ways of preserving water instead of problems caused by not preserving water.

**Expected responses were as follows:**

Sifinyeto ngetinkinga tekungongi emanti.

- Kuvulela emanti empompini sikhatsi lesidze kuyamosha emanti, emaanti angaphela.
- Kwenyuke imali lotawuyibhadala.
- Kuvalwa kwemanti uma ungakhoni kubhadala.
- Kwandze tifo bantfu bagcine sebafile.
- Tikolwa netibhedlela nako kungagcine kuvaliwe
- Kufa kwetilwane letihlala emantini.
- Kuba bete emanti kubanga ungakhoni kulima bese kuba bete kudla
- Kungongi emanti kubanga kunetisana
  
- Kuba bete emanti kubanga netifo
- Bantfu netilwane bangabese babangisana emanti
- Kufa kwemfuyo

**Exercise 5**

This exercise required the candidates to write a dialogue. Most candidates performed the required task quite well. They were able to write proper dialogues, addressing the points given as guidelines.

**Exercise 6**

The performance of the candidates in this exercise was below average. Few candidates did not attempt the question whereas some lacked the skill of writing a newspaper report. Others wrote a dialogue.



**EGCSE SECOND LANGUAGE SISWATI**

Paper 6871/02

Listening Comprehension

**Key messages**

- Candidates should carefully read the questions and respond effectively.
- It is essential that candidates can listen to recorded texts of varying lengths effectively.

**General comments**

This component assessed candidates' ability to listen to recorded texts of varying lengths and respond to them effectively. Candidates' performance was generally average, with a very few candidates scoring above average.

**Exercise 1**

This part question featured short passages and dialogues whereby candidates were expected to respond either in one-word, short phrases, or sentences. Most candidates scored above average with very few scoring below average.

**(a) Kumcoka ngani kutsi umtali anake ngemfundvo yemntfwanakhe?**

Candidates were required to write the reason why a parent should take care of his/her child's education. Very few candidates were unable to score a mark. Those that did not get a point are those that had little understanding of the language.

**Expected response**

Kumsekela futsi amcondzise.

**(b) Isebentani inhlango yebaphalali?**

Most candidates did not get this question right. The question required candidates to state the objective of Baphalali Red Cross.

**Expected response**

Kuphalala etehlakalweni/ libhange lengati/ kusita etahlakalweni

**(c) Titawuhamba ngani tihlwele?**

This question was not well done by a majority of candidates. The question required the candidates to state the mode of transport to be used by supporters. Most candidates gave incomplete responses.

**Expected response**

Ngebhasi yesibili

**(d) Ngaphandle kwelithikithi, yini lengavimba kutsi uhambe uye eBotswana?**

Most candidates got this question right. Candidates were required to give another reason other than an air ticket that could prevent one from being able to travel to Botswana.

**Expected response**

Kubabete/ kungalungisi tincwadzi tekuhamba.

**(e) Iviwa ngumuntfu lonjani inkhulumo lenotsile?**

This question required the candidates to identify the kind of a person who understands a rich vocabulary. Most of the candidates were unable to score a mark in this question.

**Expected response**

Ngulongumnikati welulwimi

**Exercise 2**

In this exercise candidates were expected to fill in gaps after listening to a talk about a show. The performance of most candidates was above average. Most candidates were able to fill in the gaps.

**(a) Labakhangisa embukisweni**

**Expected response**

- Bosomabhizinisi labancane nalabakhulu/ Bosomabhizinisi
- Tinhlangano letingekho ngaphasi kwahulumende/ Tinhlanganao letitimele

**(b) Nawungati kutsi lokufunako kungakuphi**

**Expected response**

Uyalayelwa kutsi kutfolakala kuphi/ batakulayela/ uyakhonjiswa

**(c) Tinhlobo tetintfo letikhangiswako ka SEDCO**

**Expected response**

- Lokutfungiwe
- Lokubatiwe

**(d) Litiko lakahulumende lelabukisa**

**Expected response**

Emabhodlela lafilelitiko letemfundvo

**(e) Inhlangano lebeyikhona**

**Expected response**

Yinhlangano yetemindeni

**(f) Lokujabulisako ngelilanga lekuvula umbukiso**

- imigidvo yesintfu
- kuhlabela

**Exercise 3**

This exercise required candidates to match the opinion each speaker expresses with the alphabet. It was noted that a majority of candidates were able to match the opinions of speakers with the given alphabets.

**Expected responses**

<b>(a)</b> Sikhulumi 1	<b>E</b>
<b>(b)</b> Sikhulumi 2	<b>G</b>
<b>(c)</b> Sikhulumi 3	<b>F</b>
<b>(d)</b> Sikhulumi 4	<b>H</b>
<b>(e)</b> Sikhulumi 5	<b>D</b>
<b>(f)</b> Sikhulumi 6	<b>B</b>
<b>(g)</b> Sikhulumi 7	<b>C</b>

#### Exercise 4

In this exercise candidates were required to listen to a dialogue between LaDvuba and LaMamba and fill in the gaps to demonstrate understanding of the dialogue. Most candidates were able to fill in the gaps with the correct word or phrases.

- (a) ITikhontele **itihambela** ngesayo sikhatsi.

Most candidates were able to fill in the gap in the sentence with the correct word.

- (b) Sekute kushaye insimbi **yesitfupha** solo asikahambi.

Most candidates filled in the gap with a correct word.

- (c) Lomgwaco umajikojiko futsi **unemabhampi**.

Quite a number of candidates could not fill in the gap with the correct word.

- (d) Sigitjeliswa **kuhlupheka**.

Most candidates were able to finish the sentence by giving the correct word.

- (e) Nayifika ejikeni kaLaDladla **sonkhe sabuya ngenhlanye** umshayeli solo **ayigijimise njalo**.

Most candidates were not able to fill in the gaps with the correct phrases.

- (f) Mine **ngiyikhumbula kungatsi** yenteke itolo kani kadze yenteke.

The question required the candidates to write two words as the above bolded to obtain marks.

- (g) Uyati ngivile **enkhundleni** kutsi lomgwaco lona losuka ngesheya kuVovovo kute kutofika entasi ngasedamu **kutawufakwa sikontiyela**.

Candidates were required to fill in the gaps with the correct word and phrase.

- (h) Phakamisa libhakede lakho Mamba utonika umholeli ngoba lelakho liyesindza kantsi **ukhala nganangu umkhono** losolo ungafuni nani kuphola.

Candidates were required to fill in the gap with the correct phrase.

#### Exercise 5

Candidates were expected to listen to a dialogue between Bheki and Siko talking about human rights. Candidates were required to respond with short phrases or sentences. This exercise was not well done by most candidates.

(a) Yini siztfu sekuhlala kwaSiko emnyango?

**Expected response**

Kufuna umoya lobandzako ngoba kushisa kakhulu endlini

(b) Nguliphi litafula lelihlala lihlotjisiwe?

**Expected response**

Nguleli Siko lalibata asafundza sikolwa.

Most candidates provided an incomplete response, like **Ngulelabatwa nguSiko** yet the question required them to be detailed and specific.

(c) Lusito luni lolwaletfwa litafula?

**Expected response**

Lamunika emamaki lamakhulu wakhona kungena ekolishi.

(d) Bebangamjabuleli ngani bafundzi lebekafundza nabo siko?

**Expected response**

Wabehlula bonkhe labefundza nabo esivivinyweni sekucala./ wabehlula bonkhe labekafundza nabo.

(e) Nika buhle bemsebenti yemakhono ibe mibili.

**Expected response**

- Uyakhona kutisebenta ungayi kamlungu/ ungasebenteli lomunye umntfu.
- Usafundza uyakhona kubamba imisetjentana utfole imali.  
/ uyatisebenta/ uyakhona kwacha imali usafundza.

(f) Bhala umehluko emkhatsini wemphilo yaBheki naSiko basesekolishi.

**Exected responses**

Bheki beka hlala anemali **kantsi** Siko beka hlala anayo ngako Bheki bekayicela kubatali bakhe imali yekutsenga tinsipho **kantsi** Siko bekatfola imisetjentana imnike imali.

**Noma**

Siko bekangahluphi batali bakhe ngemali **kani Bheki** beka hlala Acela imali kubatali bakhe.

## **EGCSE SECOND LANGUAGE SISWATI**

**Paper 6871/03**

**Oral Communication**

### **Key messages**

- It is essential that both candidates and teachers understand that the speaking test, tests speaking skills not knowledge
- Cards should be evenly distributed by teachers or Examiners and should understand that all the cards should be used to test candidates' speaking skills
- It is essential that teachers and Examiners know that candidates are not allowed to choose the cards they will be tested with
- Examiners should always use the marking criteria when grading candidates' work
- Examiners are reminded to use the Teachers/Examiner's Notes when grading candidates' work to avoid giving candidates marks that they do not deserve
- Centres are reminded to submit the Summary Sheet and MS1 Forms with raw scores instead of converted scores
- The Attendance Register should also align with the Summary Form and recording
- The recording on the CD should be clear and audible to enable examiners to grade the candidates' work without difficulty of background sounds

### **General Comments**

Most candidates displayed good command of the language as they were able to engage in a discussion without encountering any problems. Some candidates displayed lack of practise on this exercise, so teachers are urged to give candidates enough practise on this component. 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. Teachers/Examiners are encouraged to read the notes before conducting the examination to familiarise themselves with the conduct of the examinations as well as the grading. Examiners were able to submit all the necessary documents needed for this paper. However, few centres did not submit all the necessary documents such as the Mark Sheet - MS1 which should have raw scores not percentages. Examiners are requested to stop converting these into percentages. Almost all the centres did a very commendable job in this regard. Examiners are encouraged to listen to the CD before submitting them

as some had disturbing noise from the background and some were not audible enough. 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, could not create a friendly atmosphere for the candidates. The cards were fairly distributed, and examiners are commended for a job well done.

### **Warm up:**

Examiners are once again applauded 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 themselves in general to help the examiner to hand out an appropriate card to them. However, a few examiners are still lacking in this regard.

### **Hand Card: Preparation:**

This part of the examination was also handled very well by most examiners. There were a few instances, however, where examiners simply handed out the cards to the candidates without considering what transpired 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 note what transpired from this part of the examination 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 year. This 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 role of the examiner is to balance the conversation between themselves and examinee. .

## **Cards**

### **Card A – Kwetsembeka**

Most of the candidates who were handed this card seemed to have some difficulty defining “kwetsembeka”. Even though some were able to engage in a discussion but were weakly presented. Some candidates demonstrated lack of command of good vocabulary related on the topic. They would give responses and wait for the examiner to prompt before saying anything. This card also proved to be one of the cards that was mostly handed to candidates.

### **Card B- Lubandlululo**

The card which was about segregation was not popular as very few candidates were handed this topic. It was not well done by some candidates because they demonstrated lack of details about the subject, hence they could not develop their presentations. Those that did not have a good command of the language did not say anything. Very few candidates seemed to have enjoyed the topic.

### **Card C –Imphilo**

The card about life was popular. A majority of candidates did not find it hard to speak about life in general. Most candidates were able to sustain a conversation on this topic. The topic revealed life experiences and candidates were able to easily engage in lengthy conversations.

### **Card D – Umndeni**

This card was also well done by most candidates that were handed it. The card required the candidates to converse on family. It was also a very popular card. Almost all the candidates that were handed this card displayed their understanding of a family thus were able to engage in lengthy conversations. However, some candidates conversed in English while some candidates would code switch.

### **Card E – Tekuphepha**

This card was the least handed out and most candidates did not perform well. Those that did well in this topic revealed good understanding of what entailed security. They were able to discussed good ways of being protected. As the examiner prompted they came up with good conversations.



### **Application of Assessment Criteria**

It must be noted that some centres were very good when awarding marks to candidates showing clearly that they followed their mark scheme. This practice is commendable. 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 awarding marks either generously or harshly. As much as it is acceptable for both parties to talk during the examination, this should not cloud the examiner's judgement when awarding marks. It is also advisable that the teachers' notes be used when conducting the oral examination.