

EXAMINATIONS COUNCIL OF ESWATINI

EGCSE

EXAMINATION REPORT

FOR

SISWATI AS A SECOND LANGUAGE (6871)

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EGCSE SISWATI AS A SECOND LANGUAGE

Paper 6871/01

Reading and Directed Writing

Key messages

- Candidates must read the given comprehensions and questions carefully before responding to the question, they should make sure that they understand the requirements of the questions and address all parts of questions.
- Exercise 3, required candidates to comprehend and write notes under specific given sub-headings.
- The summary task required candidates to write in continuous prose and in one paragraph rather than in bullets. The candidates need to focus on the question and use their own words as much as possible or clearly paraphrase or synthesise the words in the comprehension.
- The dialogue task requires candidates to follow required style and use stimulus material to engage with the question.
- Candidates should use the stimulus material as guidance but also add their own information to answer the question. Focusing only on the stimulus material limits the candidates' scope of 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. This paper comprised six exercises of different lengths and skills that candidates needed to apply. Candidates were assessed on their ability to convey information and express opinions effectively. The overall performance was average, but the performance was below average in some parts of questions 1, 5 and 6. That greatly affected the overall performance of most candidates. Candidates that scored below average demonstrated a lack of comprehension and writing skills. Some candidates could not distinguish the types of essay writing. For instance, in Question 5 candidates were expected to write a dialogue, but to lack of understanding of key words or rather phrases in the question, some opted for a narrative which was not a requirement of the question. Question 6 required candidates to write a newspaper report but very few candidates displayed understanding of what writing a newspaper report entails. Most candidates did not do very well in this question.

Comments on Specific Questions

Exercise 1

Most candidates did well in this exercise, however, there were very few cases where candidates missed the points and that proved to be lack of understanding of what the text all was about, maybe also less understanding of SiSwati.

(a) Bhala ligama lesikolwa lacala kufundza kuso Nokwanda.

Most candidates were able identify the required response. In order for a candidate to score a mark were to provide the name of the school. However, a very few did not get it right as they wrote Hlatikhulu Central which her current school.

Expected responses:

- **Christ The King Primary**

(b) Yini leyenta Nokwanda abe ngumngani waSebe naTiti?

Most candidates were able to score a mark. Candidates that did not obtain full marks were those that wrote only one response while some left blank spaces.

Expected response:

- Bachamuka endzaweni yinye (eMaweni)/ Bayatimisela ngemsebenti wesikolwa/ Bayakhona kucoca ngemsebenti wesiolwa endleleni.

(c) Nika tifundvo letimbili lebekatiphasa kakhulu Nokwanda.

A minority of candidates did not score on this item they failed to give the subjects that Nokwanda did well in. Some even wrote Nokwanda's character instead of the subjects.

Expected response:

- **Physics/ Biology/ Maths**

(d) Chaza lamagama lalandzelako:

(i) Kumhleba

(ii) aphumelele ngemalengiso

Most candidates were able to write the general understanding of *kuhleba* and *aphumelele ngemalengiso*. The response in (i) required to include the words *angeva/ angekho* of which without them no point was scored. Most candidate also did well on the second item.

Expected response:

- **Kukhuluma kabi ngaye angeva/ angekho**
- **Aphase kahle kakhulu**

- (e) 'Kucela kwaNokwanda kutsi bamsitele ekhaya labo labafisa kumsita kusifundzisani ngesimilo sakhe'. Sekela imphendvulo yakho ngalokusendzabeni.

A very few candidates got this item correct. Such candidates were able to site that she was clever or matured that she asked those who wanted to help her must do so without taking her away from her grandmother.

Expected responses:

- Ukhaliphile/ ukhulile ngengcondvo ngoba ucela kutsi labo labamsitako bamsitele ekhaya atokhona kunakekela gogo wakhe longasaphili kahle.

Exercise 2

This exercise was based on a detailed reading comprehension where speakers give their views on hiking bus fares. Candidates were to write and match statements with some letters given to each speaker. The performance of candidates in this question was below average which contributed negatively to the overall performance. Most candidates demonstrated lack of understanding of the text.

Expected responses:

- | | |
|---|---|
| (a) Lochaza kutsi uhamba ngebhasi njalo nakaya emsebentini | D |
| (b) Locabanga kutsi nyalo lamabhasi asatawuhlala asesimeni lesikahle. | A |
| (c) Loveta kutsi akazange sekayigibele ibhasi. | B |
| (d) Lotsi beseatikhandza asebentela tikweleti. | C |
| (e) Lotsi ibhizinisi yemabhasi inciphisa kweswelakala kwemisebenti eveni. | A |
| (f) Loveta kutsi imali yebhasi beyikadze yagcina kukhuphuka. | C |
| (g) Lokhala ngekutsi imali yebhasi beyivele iyinkinga isengakakhushulwa. | D |
| (h) Loveta kutsi besebatawulahlekelwa yibhizinis. | A |

Exercise 3

In this exercise, candidates were required to engage in a note-making task under the given sub-headings. Most candidates did not perform well in this question as they were not able to write notes and wrote sentences instead. A few candidates failed to score any points.

- (a) Lokwenta indzawo yaseZulwini ikhange tivakashi.

Candidates were to provide one of the expected responses to obtain a mark.

Expected responses;

- Bumengemenge betakhiwo, tintsaba emaceleni kwayo
- Emahhotela lasezingeni lelisetulu/ kudla kwesilumbi/ titolo letitfolakala kuyo/ indzawo lekhangisa ngemasikp nemihambo.

(b) Lokutfolakala ngekhatsi etindlini telihhotela laSibane

Most candidates got this question with very scoring nothing.

Expected responses;

- Bomabonakudze labane DStv

(c) Lokukhangiswa kuMantenga

Candidates' performance in this part question was average. Those that did not score full marks either gave one of the responses or left blank spaces.

Expected responses:

- Imihambo nemasiko
- Umuti wesiSwati

(d) Lokwakhiwa ngemaSwati lokutfolakala eZulwini.

Very few candidates scored all the two marks. However, some candidates failed to give full responses instead they gave partial responses which could not score both marks.

Expected responses;

- Kubata tigodvo
- Kudaya emayadi
- Kwakha tintfo letinhle ngetjani nemagcolo.

Exercise 4

This question required the candidates to write a summary of the things that Njinga did when he arrived at his home until he took off his clothes. Generally, it was a well-performed question, most candidates scored above average. Some candidates demonstrated lack of understanding of the question. Others lacked the skill of writing a summary as they presented their summary in paragraphs instead of one paragraph. A few did not attempt the question at all. Quite a number of candidates were able to identify the main points but mostly copied the exact words from the text instead of using their own words.

Expected responses:

Sifinyeto ngalokwentiwa nguNjinga nakefika emtini wakhe kute kube ngulesikhatsi akhumula timphahla takhe tekwelapha.

- Wema wanikina inhloko wahlala phasi/ wathula sikhashana
- Wabuta indvodzana yakhe kutsi kukhona yini lebeseyibanike kona
- Wangena endumbeni.
- Wabukisisa sigulane
- Wagcoka timphahla takhe tekwelapha
- Watsi uyabati ubabone ephusheni

- Wakhipha imitsi yekwelapha
- Wakhulumela phasi, walayida emacembe wase ubhunyisela sigulane
- Wabita banakabo wabatjela kutsi sigulane siphilile

Exercise 5

This exercise required the candidates to write a friendly letter informing their friend about what they learnt at school on the importance of cultivation. Most candidates performed the required task quite well. However, most points were not well developed thus some candidates ended up scoring lower marks. It is a requirement that when writing a letter in SiSwati an address is mandatory. Some candidates did not write an address and that resulted in them losing marks.

Exercise 6

The performance of most candidates in this question was below average. It greatly affected the performance of the candidates in this component. Few candidates did not attempt the question. Candidates were expected to write an argumentative composition. However, some lacked the skill of writing that type of composition. Some candidates could not develop the points well. A selected few wrote a dialogue.

EGCSE SECOND LANGUAGE SISWATI

Paper 6871/02

Listening Comprehension

Key messages

- Candidates should carefully read the questions during the given time.
- In Exercise 1 candidates should respond either in one word, short phrases or sentences.
- In exercise 3, candidates were expected to listen to seven short extracts in which different speakers give their views on businesses that were advertised in a show.
- Exercise 4 was a comprehension exercise based on longer spoken texts. Candidates were required complete gaps in sentences.
- Exercise 5 was a comprehension based on a longer text where candidates were required to response using phrases or sentence-length responses.

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 component did not perform well. A majority of them scored on average with very few performing below average. The general performance was average. However, it was noted that most candidates performed well in Question 3.

Exercise 1

Most candidates scored above average in this question although very few scored below average.

(a) LaMbiza umemetelani kangaka?

Expected response:

- Indvodza yakhe imtsengele sitandi.

(b) Ngubani lowakhutsata emaSwati kutsi abhale?

The performance of candidates was below average in this part question.

Expected response:

- Ngumhloli lomkhulu Make E.T. Mthembu

(c) Mangakhi emave besamalunga alenhlango emva kwemnyaka munye?

Expected response:

- 22

Most candidates got this item correct. Those that did not get a point wrote two million/ two hundreds.

(d) Yini umehluko emkhatsini wekufundzela bunyanga nebudokotela?

The performance of most candidates was below average. Most of candidates failed to give the differences between the training of modern and traditional doctors.

Expected response:

- Budokotela uyatikhetsela kantsi bunyanga awutikhetseli/ bodokotela bafundzela iminyaka leminyenti kantsi tinyanga tifundzela lemincane/ budkotela baneticu tinyanga tite ticu. kungalungisi tincwadzi tekuhamba.

(e) Ugadvwelani makoti uma kuhamba umtsi,ba ubuyela emuva?

Most candidates were able to state the reason why the bride has to be watched when the bridal team is going back home.

Expected response:

- Ngoba angahle abaleke nemtsimba abuyele ekhaya kubo/ khona angatojika.

Exercise 2

In this exercise candidates were expected to fill in gaps after listening to a talk about how people used to send messages in the past. Most candidates scored above average in this exercise although few candidates scored below average. Most candidates were able to give precise responses to the questions.

Expected responses:

(a) Kadzeni bantfu bebabhala kute bendlulise umlayeto kubantfu lababatsanzako Kanye netihlobo tabo.

- **tincwadzi**

(b) Tincingo tisetjentiswa kakhulu bantfu noma imilayeto.

- **kushayela**
- **kutfumela**

(c) bantfu bayakhona kusebentisa kufuna indzawo labangayati.

- **iGPS**

(d) Emabhasini nasemakhumbini kute nguloyo uchafata lucingo

lwakhe ubhizi

- **lococisa lomunye**
- **ngaWhatsApp**

(e) Tincingo tingabanga kugula, lebulungu kakhulu,

noma kugula kwebucopho engcondvweni.

- **Kwenhloko**
- **Kungeva etindlebeni**

Exercise 3

In this exercise, candidates were required to listen to seven short extracts and then choose from the list A to H, the opinion each speaker expresses. Only a few candidates scored low marks.

Expected responses:

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

Exercise 4

In this exercise, candidates were to listen to a speech by a community police member teaching people in the community. The performance of candidates in this exercise was above average.

(a) Uma kudla singete **sakupheka** kungaba lukhuni kukudla.

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

(b) Kudla sikubilisa kute kufe **emagciwane** langasigulisa.

Most candidates filled in the gap with the correct word.

(c) Kungeke **kube kuhle** kusha kwemuti wakini noma lihlatsi lakini **lelihlanyelwe**.

Candidates' performance in this part question was below average as most candidates failed to obtain maximum marks.

- (d) Emahlandzeni lapho **kuvulwa** emasimu lamakhulu nalokunye **lokungafuneki** kushiswa ngemlilo.

Most candidates did not do well in this part question and few candidates were able to score both marks.

- (e) Kushisa lidlelo kusita ngoba kubulala **emakhatane nakakhona**.

This one was also not well done by most candidates.

- (f) Umlilo awuvikelwe ngekutsi ungengcilibhande **lekuvimbela** umlilo.

The item required the candidates to write the word above written in bolded to obtain marks. Most candidates scored a point on this one.

- (g) Uma utawushisa lidlelo kufanele ucele **seluleko**.

Most candidates got this item correct.

Exercise 5

Candidates were expected to listen to a dialogue between Zinhle and Mnisi. This exercise was based on a longer text. Candidates were required to response with short phrases or sentences. The performance of most candidates was slightly above average in this exercise. A few candidates performed below average.

- (a) Utsengisani Zinhle?

Candidates were expected to name the things that were sold by Zinhle. For them to get both marks they were to write the response in full and yet some gave incomplete responses.

Expected response:

- Titselo netibhidvo

- (b) Chaza similo saZinhle

Mostly candidates provided incomplete responses like **uyahlonipha** thus they ended up not scoring both marks. The response required them to give a character trait and justify using the comprehension.

Expected response:

- Uyahlonipha ngoba ukhuluma ngenhlonipho nababe Mnisi.

- (c) Chaza bumcoka beutilimele tibhidvo takho kuletikhatsi tanamuhla?

Few candidates scored on this item. The question required candidates to explain the importance of growing your own vegetables.

Expected response:

- Uyakhona kutiphilisa ngato ngoba titsi tingavutfwa bese uyatitsengisa utfole imali/ imali iyongeka ngoba tibhidvo netitselo awutitsengi.

(d) Litsini liphupho laZinhle?

Candidates' performance in this part question was average. Very few candidates scored full marks. Candidates were required to describe Zinhle's future dream.

Expected response:

- Ufuna kuchubeka nekulima atsengise titselo netibhidvo. Ufuna kuyofundzela enyuvesi eLuyengo bese ucala libhizinisi lakhe lekulima afuye tinkhukhu netingulube.

(e) Ngekucabanga kwakho litawuphumelela yini leliphupho laZinhle?

Very few candidates got this item right. Some would score one mark for they were able to write *litawuphumelela* without giving the reason why.

Expected responses:

- Litawuphumelela ngoba ungumntfwana locotfo futsi uyatimisela uyati nekutsi ufunani ngemphilo yakhe.

EGCSE SECOND LANGUAGE SISWATI

Paper 6871/03

Oral Communication

Key messages

- It is essential for examiners to use the marking criteria when grading candidates' work. 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.
- Centres should submit all the necessary documents which should be raw scores not percentages. Examiners are requested to stop converting raw scores into percentages.
- Examiners should listen to the CDs before submitting them to ensure that they are audible enough.
- Examiners should ensure that there is a suitable place for recording to ensure that there is no disturbing noise from the background during the recording. This will ensure that the recording is clearly audible.
- It is essential for examiners 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.
- Some examiners tended to feature more in the conversation yet it was the candidates who were 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 needed to balance the conversation between examinee and examiner.

General Comments

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 good command of SiSwati language, so teachers are urged to give candidates more practice on this. Some candidates gave the impression that they were doing an examination of this nature for the first time. 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 as some instructors did not follow the instructions. 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. Examiners are requested to stop converting these into percentages. It was noted that there was an improvement on the examiners in conducting the exam.

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 A, B, and C. Card D was fairly distributed whereas card E 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 to detect his interest hence the examiner will hand out an appropriate card. However, a 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 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 to 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 teaching and learning time. This examination should not come as a monster to candidates during the final examination. It is of paramount importance 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 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 needed to balance the conversation between examinee and examiner.

Cards

Card A – Bangani

Most of the candidates who were handed this card performed well even though some were unable to engage in a discussion. Weak candidates were those who lacked 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.

Card B – Kuhleba

This card about gossip was popular and the performance was good for most candidates. However, some candidates lacked details about the subject, hence they could not develop their presentations. Those that did not have good command of the language were non-starters. Very few seemed to have enjoyed the topic. Those that have the language as a barrier were somehow disadvantaged though they knew what the topic was all about but could not express themselves in a very good and convincing manner.

Card C – Kuhleka

This was also a popular card. A majority of candidates did not find it hard to speak about laughing 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. Candidates were able to engage in lengthy conversations.

D – Inhlonipho

This card was not a very popular and it was fairly done by candidates that chose it. The card required the candidates to converse on respect. Almost all the candidates that were handed this card displayed their understanding of respect thus were able to engage in lengthy conversations. Candidates that were handed the card seemed to enjoy this topic. Some even went on to talk about how respect is displayed. However, vocabulary on respect was lacking thus most words used were in English. Some candidates would code switch.

Card E – Emasiko

This was not a popular card and it was not well done by candidates that chose it. Candidates who were handed this card did not perform very well. Those that did well in this topic demonstrated good understanding of what culture entailed. They were able to engage in lengthy discussions about the different types of culture. 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. It is also 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 not 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. This will help them improve in the angles they are lacking.