



EXAMINATIONS COUNCIL OF ESWATINI

Eswatini General Certificate of Secondary Education

SiSwati as a Second Language (6871)

Examination Report for 2023

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EGCSE SISWATI AS A SECOND LANGUAGE

Paper 6871/01

Reading and Directed Writing

Key messages

- Candidates should read the paper carefully, looking at the key words, to answer the set of questions. Candidates should make sure that they understand the demands of the question.
- Exercise 1 requires candidates to convey information and express opinions effectively.
- It is essential for candidates to read comprehensions with understanding to be able to answer questions.
- Candidates should write the summary in continuous form 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 without changing the meaning.
- Candidates are encouraged to use the stimulus material given in composition topics as a guide to engage with the topic. However, essays, which draw only on this material and do not contain any other material that the candidates have contributed are limited in their scope and are marked accordingly.

General Comments

The work seen by examiners in this series was indeed of a variable quality, with a minority of candidates achieving higher levels whilst a remarkable number of candidates struggled to achieve good grades. This paper comprised six different exercises, which are of different lengths, and skills candidates needed to apply. Candidates were assessed on their ability to convey information and express opinions effectively.

The overall performance was average. However, the candidates did not perform well in questions 3, 5 and 6 which greatly affected their overall performance in this component. Those who scored below average lacked reading, understanding, and writing skills. Some candidates had challenges distinguishing the types of essay writing. For instance, in question 5 candidates were required to write a friendly letter, but due to lack of understanding of key words in the question some opted for a dialogue which saw them getting low marks. Question 6 required candidates to write a newspaper report but very displayed newspaper writing report skills.

Comments on Specific Questions

Exercise 1 was marked out of ten marks. It assessed candidates' ability to read, comprehend and respond on a text about food. Most candidates did well on this item, however, there were very few cases where candidates missed the points due to lack of understanding of what the text all was about.

(a) Kumcoka ngani kudla ngendlela lefanele kubantfu?

Expected answers;

- **Kwenta kutsi umtimba uhlale uphilile.**

This item was aimed at finding out the importance of eating well. Most candidates were able to identify the required answer. However, some candidates were distracted by the elaboration on the details given for the importance of eating a balanced diet.

(b) Bhala tinhlobo **letimbili** letisita kwehlisa shukela emtimbeni.

Expected answer:

Inkakha neshubaba.

This item was aimed at finding out the food that help in lowering blood sugar in the body. This required the candidates to write two things as shown above. Those candidates who did not score both points were those who wrote only one response and those that lost them valuable marks. Few candidates were unable to get points for the other vegetables mentioned in the text distracted them while others demonstrated lack of understanding of the language.

(c) Chaza lamagama njengoba asetjentsiwe endzabeni.

(i) ligonso

(ii) ungeciwa ligundvwane

Expected answer:

(i) **Kugijima**

(ii) **Kudla usutse kakhulu**

Few candidates got this item right. Only the responses written in the bullets above enabled candidates to score full marks. For candidates to score full marks, they were to give two of the responses expected. Most candidates failed to give the meaning in context of the words.

(d) Yini umphumela wekudla kudla lokunashukela kakhulu?

Expected answer:

- **Ngeke ukhone kwenta lofuna kukwenta.**
- **Ungagcina ungenwe tifo.**

This item proved to be a little bit easy. The question required the candidates to explain the results of eating food with a lot of sugar. Most candidates were able to write the general knowledge than answering using the information given in the text. Some manage to give only one response thus resulting in them not scoring full points.

(e) Kusita ngani kunatsa emanti uma uvuka ekuseni?

Expected answer:

- **Kwenta kutsi sisu sisebente kahle.**

This item was well done by most candidates, although some candidates failed to use higher order thinking skills. The question required the candidates to write the importance of drinking water first thing in the morning. For candidates to score a mark, they were to mention that drinking water first thing in the morning helps one to have his/her stomach work perfectly.

(f) Kudla kahle kumcoka. Sekela lombono ngemaphuzu **lamabili**.

Expected answers:

- **Kwenta uvikeleke etifeni.**
- **Umtimba uhlala uphilile.**

This item was fairly done by most candidates with very few candidates failing to get the total. The question required the candidates to support the statement given. They were to give two supporting statements. Some were able to come out with only one supporting statement whereas those that lacked good understanding of the language scored nothing.

Exercise 2

This exercise required candidates to match statements with letters given to each speaker based on a reading comprehension where speakers gave their views on the tongue. This question was well done by most candidates which contributed positively to their overall performance in this component.

Expected answers

- | | | |
|-----|--|---|
| (a) | Lotsi lulwimi lwenta ukhone kukhuluma. | A |
| (b) | Lotsi tehlukenene tindlela tekukhuluma. | D |
| (c) | Loveta kutsi lulwimi yindlela yekuchumana eveni. | C |

(d)	Loveta kutsi lulwimi lumcoka alufundziswe etikolweni.	C
(e)	Lonembono wekutsi lulwimi luyakha.	D
(f)	Lovuma kutsi lulwimi ungalutsenga nasesitolo.	B
(g)	Loveta umcondvo lotsi lulwimi ludliwa ngulabadvuna.	B
(h)	Locabanga kutsi lulwimi lwenta ukhone kuva kudla lokumnandzi.	A

Exercise 3

In this exercise, candidates were required to write notes task under the given subheadings after reading a text about the Simiso. Most candidates did not perform well in this question for they proved not to be able to write notes, they wrote sentences instead of writing notes and this was detrimental to their performance on their overall performance.

(a) Lokwenta kuphumelela kutekulima

Expected answers:

- **Lwati kutekulima.**
- **Sifiso/ lutsandvokutekulima**

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

(b) Longakwenta kutfutukisa ummango nelive

Expected answers:

- **Kuvula ematfuba emsebenti.**
- **Kubhadala umtselolo.**

Candidates were supposed to write what can be done to help the community and the country at large. Most candidates did not get this item right with only a few being able to give the correct answers.

(c) Lokuphatamisa tilimo.

Candidates were required to write notes on what disturbs plants. Those who did not score full marks either would write one of the answers or simply wrote nothing.

- **Bantfu labebako.**
- **Litulu lelita nesangcotfo.**

(d) Lokungavimbela imphumelelo yemuntfu lofise kulima.

This question was a struggle for most candidates as very few candidates scored all the two marks. Candidates were required to write things that what could hinder a person who wants to engage in farming. Some candidates failed to give full answers, instead they gave partial responses which lost them marks. This exercise also proved that most candidates lacked the skill of writing notes.

Expected answers:

- **Kubabete emanti.**
- **Kubabete inhlanyelo**

Exercise 4

This was a summary task in which candidates were required to summarise about measures to be taken to keep learners' books in good condition. This exercise has a total of 12 marks from which 9 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, most candidates scored above average although some candidates failed to understand the question. Candidates, who did well, understood the question, identified relevant points, and followed the right. Others demonstrated lack of summary writing skills of as they wrote it in paragraphs instead of writing one paragraph while some did not attempt the question at all. Fewer candidates were able to come up with all the main points, but uplifted the exact words from the text instead of paraphrasing using their own words.

Expected responses:

Sifinyeto ngalokwentiwa kugcina tincwadzi tebafundzi tisesimeni lesikahle.

- Tikolwa atibe nemakhabethe ekufaka tincwadzi
- Bafundzi abafake tincwadzi tabo bese bayakhiya kute tingalahleki
- Umfundzi akabe nemngani lametsembako basitane kugadzelana tincwadzi
- Akube nemtsetfo wesikolwa lochaza kutsi tincwadzi tiphafwa njani
- Bothishela abahlole tincwadzi noma kunini
- Tikolwa atifundzise, tikhutsate tiphindze tibacele batali kutsi batibambise
- Akube nemtsetfo lovimba bafundzi kutsi bangangeni emaklasini labangafundzeli kuwo
- Akube nesijeziso kulolahle noma lowone incwadzi
- Batali abaciniseke kutsi tincwadzi tebantwababo tikhaviwe kute tingasheshi tiguze
- Batali abatihlole tincwadzi tebafundzi ngaso sonkhe sikhatsi kute basheshe babone umonakalo

Exercise 5

This exercise required the candidates to write a friendly letter to a friend telling him/ her about a function attended at Convention Centre. Most candidates performed the required task quite well. However, most points were not well developed thus they were unable to achieve higher 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 disadvantaged them. In addition, there were candidates that did not attempt writing the question.

Exercise 6

This proved to be the most challenging exercise to candidates across many centres in this component. It greatly affected the performance of the candidates as it carried a lot of weight, which is sixteen (16) marks. Mark bands were used when assessing the candidates. Few candidates did not attempt the question. Candidates were expected to write a newspaper report begging the community members to use the plot they got to build a shop or a stadium. However, some lacked the skill of writing a newspaper report. Other candidates were able to write but could not develop their points well. Few wrote narrative compositions.

EGCSE SECOND LANGUAGE SISWATI

Paper 6871/02

Listening Comprehension

Key messages

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

General comments

This part of the examination aimed at assessing candidates' ability to listen to recorded texts of varying lengths and respond to them effectively. It had five different exercises. Such texts can either be recorded dialogues, interviews, conversations, talks, and many more. Candidates' performance in this component did not perform well. The general performance was average.

Exercise 1

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

(a) Nguliphi lilanga lekugcina lekufaka ticelo temfundzate?

Candidates were required to give the last day of submitting scholarship forms. Very few candidates were unable to score a mark.

Expected answer:

Mhla tingu 10 Indlovulenkulu

(b) Utawuvinjwa yini malume Vavi kuya emhlanganweni?

This item was not well done by most candidates although some candidates gave correct responses. The question required them to state what would prevent uncle Vavi from attending a meeting. However, some only wrote "uya emhlanganweni" while others wrote "uya kaManzini" which were not awarded.

Expected answer:

- **Kufanele avukele enkantolo kaManzini**

- (c) Nguyiphi ingoti sive lesecwayiswa kuyo ngekugcwala kwemifula?

This question required the candidates to give precautions which people must make when crossing flooded rivers. Most of those who did not get a point are those that explained that when water is flowing on top of the bridge.

Expected answer:

- **Sicaphele kutsi emabhuloho akahambi nemanti.**

- (d) Utawati kanjani umuntfu lowine indlu?

The performance of candidates in this item was below average because most candidates could not score a mark. The question required the candidates to state how a person who had won a house will be notified. Most of the candidates demonstrated that they were unable to comprehend the question well.

Expected answer:

- **Utawushayelwa enombolweni yakhe yelucingo**

- (e) Umcoka ngani umshwalensi kubabe Nyoni?

This item required the candidates to state the reason why the insurance is important to Mr. Nyoni. However, few candidates got it right.

Expected answer:

- **Uyamsita kutsi atfole lusito kubetemphilo.**

Exercise 2

In this exercise candidates were expected to fill in gaps after listening to a talk about the importance of learning a native language. Most candidates scored above average. Candidates were giving precise answers to the questions although the performance was below average in a few cases. Such candidates could not give the correct answers.

Expected answers are bolded:

- (a) Nelson Mandela watsi, “Uma ukhuluma nemuntfu ngelulwimi laluvako **uyakuva nje** kodvwa uma ukhuluma nemuntfu ngelulwimi lwakhe lwemdzabu **utsintsa inhitiyo yakhe** yakhe.
- (b) Umzala wami bekangakhoni **kucedzela inkhulumo** ngelulwimi lwesiSwati
- (c) Tilwimi temdzabu timcoka ngoba titfutukisa **kuthula nenhlalakahle** emaveni.

- (d) Kulahlekelwa lulwimi lwakho lwemdzabu kusho kulahlekelwa **bunguwe** bakho.
- (e) Lesingakwenta, kubukela umsakato wetitfombe, kakhulukati **tinhlelo letetfulwa** ngelulwimi lwemdzabu.
- (f) Lokunye asifundze **emaphephandzaba labhalwe** ngelulwimi lwemdzabu.
- (g) Uma sindzawonye sisive sinye asitetjwayete **kukhuluma lulwimi** lwemdzabu.

Exercise 3

In this exercise, candidates were expected to listen to seven short extracts. Candidates were required choose from the list A - H, which opinion each speaker expresses. Candidates' performance in this exercise was above average and only a few candidates scored low marks.

Expected answers

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

Exercise 4

In this exercise, candidates were to listen to a speech done by a chairperson for an organization of conserving nature. This indicated that candidates were able to follow what entails nature conservation.

- (a) Kungentekani kubantfu labajuba tihlahla?
Most candidates were able to grasp the word to fill in the gap.

Expected answer:

- **bangaboshwa**

- (b) Emagala esihlahla semphafa agwegwile. Loku kusho kutsini ngemphilo?
Most candidates were unable to come up with a correct response. Those that have little command of the language did not anything. The anticipated answer was the one written in bold in the above sentence.

Expected answer:

- **Aluphawu lwekutsi imphilo akusiyo lecondzile, ngako kufanele sikhone kubhekana nato tonkhe timo temphilo.**

- (c) This item was divide in two part questions and the candidates' performance was below average.

The expected answers are bolded.

- (i) Kwentiswa yini kutsi sibaya sakhawe ngesihlahla semsinsi?

Tingodvo taso tacinile

- (ii) Chaza kunye sihlaha semsinsi lesisita ngako emtimbeni

Kunatsa titsako kubulala emagciwane/ kutfoba kwehlisa kuvuvuka.

- (d) Sihlahla semganu singabatfufukisa kanjani bantfu?

The performance of candidates in this question was below average. Most candidates used their own knowledge about the marula tree whereas the text mentioned that people sell beer and get money. To obtain full marks candidates were expected to explain how the marula tree could develop people as shown in the words in bold.

Expected answer:

- **Batsengisa buganu/ tinganu, batfole imali batokhona kutiphilisa.**

- (e) Sizatfu sini lesenta sihlaha semsinsi sisetjentiswe ekubateni tikhali temphi?

Most candidate did not score marks in this part question.

Expected answer:

- **Lamagala aso akagamuki kalula.**

Exercise 5

Candidates were required to answer with short phrases or sentences after listening to a dialogue between Mrs Hlophe and Ciniso about paying a visiting. This exercise was not well performed by a majority of candidates. Few were able to score all the points; some were on average while most scored below average.

(a) Uvakasha kangakhi ngenmnyaka Ciniso?

Candidates were expected to mention the number of times Ciniso has visits in a year. For them to get a mark they were to write the answer in full because the exercise tests them on comprehending.

Expected answer:

- **Kanye nyemnyaka**

(b) Bhala lokumcoka kakhulu kuCiniso uma afuna kuvakasha.

Most candidates did not provide the correct answer. Some only wrote **lihotela latolala kulo** leaving the part on cleanliness thus ended up not scoring a mark. The answer required them to be detailed and specific.

Expected answer:

- **Kuhloba kwelihotela latolala kulo.**

(c) Yini lakufundza Ciniso kuloluhambo lwase *Thailand*?

Most candidates scored a point on this item.

Expected answer:

- **Wafundza kupheka**

(d) Nika umbono waCiniso ngalongakwenta uma uvakashele e-*Paris*.

Few candidates scored on this item. Some candidates thought Ambrosel was a place whereas it is a type of food. Very few candidates were able to understand that that was a type of food.

Expected answer:

- **Kutsi bavakashele lenye yetinzawo lapho kubhakwa khona i-Ambrosel / kunenzawo lapho kuphekwa khona i-pastry/ lapho kwentiwa khona i-chocolate**

(e) Bhala tizatfu letimbili letenta kutsi Ciniso angatikhutsati kutsi tigibele i-*Eiffel Tower*?

Few candidates scored full marks.

Expected answer:

- **Titfombe tihle kakhulu uma utitsatsa uphansi.**
- **Kuma emalayinini lamadze kucitsa sikhatsi.**

(f) Imcoka ngani incwadzi lebamupha yona Ciniso e-Paris?

Most of the candidates were unable to come up a with correct answer.

Expected answer:

- **Imfundzisa kupheka i-seafood.**

EGCSE SECOND LANGUAGE SISWATI

Paper 6871/03

Oral Communication

Key messages

- This paper comprises five (5) cards with different topics whereby candidates are tested on their ability to speak not knowledge.
- The introductory part was meant to at least give the candidate an idea on what the topic is all about.
- The Oral Assessment Card is selected by the Teacher/Examiner from the range provided, not the candidate.
- It is essential for Teachers/Examiners to use the marking criteria presented in the marking scheme instead of being lenient when awarding marks.
- Teachers/Examiners should note that the mark sheet - MS1 should have raw scores not percentages. Scores are written as whole numbers not fractions.
- It is recommended that Teachers/Examiners find a suitable place for conducting the examination.

General Comments

Candidates in this part of the examination are assessed on the structure of the language, their fluency and on vocabulary. This paper has thirty (30) marks and it comprises five (5) cards with different topics whereby candidates are tested on their ability to speak. Each candidate was given a duration of fifteen (15) minutes to finish the examination. Most candidates displayed good command of the language as they were able to engage in a lengthy discussion without encountering any problems. Few candidates displayed lack of practice on this exercise, so instructors are urged to give candidates enough practice on this. It was evident that some candidates were doing an examination of this nature for the first time. Practise would help candidates to get used to such an examination.

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

Examiners were able to submit all the necessary documents needed for this paper. However, few centres did not submit all the necessary documents. These documents are as follows: the mark sheet - MS1, which should have raw, scores not percentages. Scores written as whole numbers not fractions.

It is also advisable that examiners check the accuracy when adding the marks given in different categories. A great improvement on conducting the oral exam was also noted.

Almost all the centres did a very commendable job in this regard at least a very limited number of centres were called to the marking centre. Examiners are encouraged to listen to the disc before submitting them as some had disturbing noise from the background and some were not clearly audible. They are also advised to name the candidates using the candidates' number followed by the name as per the register. It is also recommended that when recording the exam only one file used. After the warmup 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 E was fairly distributed whereas card D 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 be 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 what inspired in their early conversation. This completely hindered the candidates' performance as it was apparent that they were not familiar with the contents of the card. Examiners are therefore urged to be attentive and note what transpired from this part of the examination so as to avoid giving out the card which the candidates will have very little to talk about.

Conversation:

Most candidates displayed very good communication skills in this part of the examination. They boldly engaged in fruitful conversation with their examiners. There were a few cases where candidates displayed a high level of nervousness to an extent of saying very little than expected. It should be noted that candidates need a lot of practice during the course of the teaching and learning calendar. Such an

examination should not come as a monster during the final examination. It is of paramount importance to note again, that these cards help both the examiner and the candidates towards engaging in the fruitful conversation. It should not be a presentation by candidates as it appeared in some cases. Also, additional information around the examiner may be thrown in here and there.

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

CARDS

Card A - Titfombe

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

Card B - Temidlalo

The topic was about games. This was a popular card; it was somehow not a difficult for some candidates. Some lacked details about the subject, hence could not develop their presentations. Most candidates were handed this topic. Those that did not have good command of the language were non-starters. Most candidates 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 - Inthanethi

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

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

Card D – Umculo

This card also proved not to be an easy card. The card required the candidates to converse on music. It was not a very popular card though. Almost all the candidates that were handed this card displayed

their understanding thus, were able to engage in lengthy conversations. Candidates who were handed the card seemed to enjoy this topic. Some even went on to talk about artists and how they influence their lives. However, vocabulary on music was lacking thus most words used were in English. Some candidates would code switch. Some of conversations were very much interesting. In this topic, even those that did not have good command of the language were non-starters.

Card E - Imvelo

This card was fairly distributed. The topic proved not to be an easy card. Candidates who were handed this card did not perform very well. Those that did well in this topic revealed good understanding of what entailed nature. They were able to discuss the different things they consider to be nature. 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 thus a commendable act. Some centres, however, were too lenient or rather too severe thus a disadvantage to the candidates in both ways. Examiners should try to follow their mark schemes to avoid what has been mentioned earlier on. As much as it is acceptable for both parties to talk during the examination, one should play the role of being in the regard, as that will not crowd the examiner's judgement when awarding marks. It is also strongly advisable that the teachers' notes be used when conducting the oral examination.

It is recommended that candidates must be given enough practice in this oral session for it was evident that some Swazi speakers do speak SiSwati and this could be that even at their respective homes the language is not used. Some even needed some assistance from the examiners in the interpreting of some siSwati words. This will help them improve in the angles they are.