



Confidential

MARK SCHEME

{6871/01}

MARKS: 60

Umsebenti 1 imibuto (a - e)

(a) Busetinweleni [1]

(b) Tinwele tibukeka tinhle/ ticinile/ tindze.

(Kubilil kuphela kuloku – 1 mark each) [2]

(c) Ikhulisa tinwele / icinisa tinwele

(Linye liphuzu) [1]

(d) Inelikhetselo letitsako tabo-oyili labamcoka [1]

(e) Ujabulile / ukhululekile

(Linye liphuzu) [1]

[Sekukonkhe: 6]

Umsebenti 2**SIGABA A**

Sibongo: Maziya Libito: Khaliphile [1]

Bulili: yintfombatane / msikati Imnyaka: 14 [1]

Buve: LiSwati Indzawo yekutalwa: Nhlambeni [1]

Sikolwa: Maveni High School [1]

Tifundvo lotitsandzako: siNgisi, Temlandvo, siSwati neTemvelo [1]

SIGABA B

Ngiyawatisa umsebenti wami wesikolwa¹ ngiwenta ngaphandle kwekulandzelwa/ kute longangifundzisa ¹ (futsi ngafelwa ngumake babe wasilahla). [2]

[Sekukonkhe: 7]

Umsebenti 3**(a)**

- Cabangisisa kutsi ufuna kufundzelani.
- Yenta luphenyo lwetinhlobo tetifundvo temsebenti longawufundzela.
- Tsatsa tifundvo lobona kutsi utawuphumelela kuto.

(Mabili emaphuzu)

[2]

(b) Kutsatsa incwadzi lekuvumako uyimikise lapho ufake khona sicelo sakho semfundzate.

[1]

(c) Lotimiselako etifundvweni takhe

[1]

(d) Akube nemuntfu losebentako lotakumela/ lotakumela futsi lotawukhona kubhadala sikweneti.

[1]

(e)

- Ikhophi yamatisi wakho newebatali bakho/ lokunakekelako.
- Siciniseko seliholo lwebatali bakho, ikhophi yetitifiketi tekufa uma bafa.

[2]

[Sekukonkhe: 7]**Umsebenti 4****Sifinyeto**

Umhlolwa akabhale emagama langalinganiselwa kulangemashumi lasiphohlongo kuya kulangemashumi layimfica (80-90). Uma amancane emagama akabe ngephansi lokungenani ngemagama lasiphohlongo, noma ngetulu ngalasiphohlongo

Nika limaki linye liphuzu ngalinye lelibhaleke kahle, emamaki langengci ku [6]**Emamaki lamane [4] ekusebentisa lulwimi kahle.****Emaphuzu esifinyeto**

- 1 Umshayeli angashayeli adzakiwe, tfole umuntfu lotakushayelela.
- 2 Kuphumula uma sewudziniwe noma wetela.
- 3 Kugwema litubane lelisetulu
- 4 Bafuyi bagcogce tifuyo emigwacweni
- 5 Hulumende ashaye umtsetfo locinile ngetifuyo letitfolakala emigwacweni.
- 6 Imoto ayibe sesimeni lesikahle ngaso sonkhe sikhatsi.
- 7 Kungasebentisi lucingo uma ushayela.
- 8 Kuhlonipha tonkhe timphawu temgwaco.

[Sekukonkhe: 10]

Umsebenzi 5 imibuto (a) kuya ku (e)

- (a) Batewubeka umthandazo. [1]
- (b) Ematsambo bese ahleti ebaleni, emehlo ashone ekhatsi sekutingobho (abukeka njengesipoko) ¹
Umtimba sekungematsambo, skhumba sesigucuke saba lufufuva njengemuntfu lofile ¹ [2]
- (c) Umuntfu losagule sikhatsi lesidze akalungelwa kudla lokucinile ¹ (njengeliphalishi), lijingi litsambile lehla kalula emphinjeni. ¹ [2]
- (d) ngaphandle kwakunemoya lomkhulu. [1]
- (e) (i) indlu igcwele tintfuli yonkhe indzawo ¹
endlini kunuka imitsi ¹ [2]
- (ii) tintfuli- umuntfu logulako akulungi ahlale lapho kunetintfuli khona ¹ ngoba tibanga kugula nje kwatona. ¹
- Leliphunga lemitsi leminyenti ¹: lingakwengeta kugula. ¹ [2]
- [Sekukonkhe: 10]**

Umsebenzi 6

Mark Band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark Band	LANGUAGE: Style and accuracy (AO: W1, W3, W4, W5)
9-10	Highly effective: <ul style="list-style-type: none"> Relevance: Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. Development of ideas: Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained. 		Fluent: Style: Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. Accuracy: None or very few errors. Well-constructed and linked paragraphs.
7-8	Effective: <ul style="list-style-type: none"> Relevance: Fulfils the task, with appropriate register and good sense of purpose and audience. Development of ideas: Ideas are well developed, at appropriate length. Engages reader's interest. 		Precise: <ul style="list-style-type: none"> Style: Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. Accuracy: Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.

5-6	<p>Satisfactory:</p> <ul style="list-style-type: none"> • Relevance: Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • Development of ideas: Material is satisfactorily developed at appropriate length. 	<p>Safe:</p> <ul style="list-style-type: none"> • Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.
3-4	<p>Partly relevance:</p> <ul style="list-style-type: none"> • Relevance: Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • Development of ideas: Supplies some detail and explanation, but the effect is incomplete. Some repetition. 	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frquent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0-2	<p>Little relevance: <i>Limited engagement with task, but thi is mostly hidden by density of error. Award 1 – 2 marks.</i> <i>No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.</i></p>	<p>Hard to understand:</p> <ul style="list-style-type: none"> • Style: Multiple types of error in grammar/spelling/word usage/punctuation throughout, which most make it difficult to understand. Occassionally, sense can be inconsistent. Award 1 – 2 marks. • Accuracy: Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of Hindi writing. Paragraphs absent or inconsitent. Award 0 marks.

Kubhala inkhulumiswano

Kuma kwenkhulumiswano.

Akube nebalingisi lababili umcashi nesisebenti labaniketwe emabito.

Kusebentisa kahle timphawu tekubhala.

(Tiphosiso tetimphawu: 0-3 - onkhe emamaki, 4-7- linye limaki, 8+ kute limaki)

Sibitelo lesingalahli umcondvo wenkhulumo.

(Tiphosiso tesibitelo: 0-3 - onkhe emamaki, 4-7- linye limaki, 8+ kute limaki)

Kungeniswa kwenkhulumo – kuveta inkinga - (kuphuta kufika.)
 kukhomba kutsi bacala kukhuluma ngalencinga.
 sibekandzaba (sikhatsi/ indzaba)
 kuvela kwamdvonseni.

Kukhula kwekhulumiswano – ti (si) zatfu lesibange lenkinga lebakhuluma ngayo.

Imibono letawuvela basakhulumisana.
Kuveta licophelo lenkhulumiswano
Kuchumana kwemicondvo kusakhulunywa

Kuphetsa

Imiphumela yalesento salenkinga

[Sekukonkhe: 20]