



# EXAMINATIONS COUNCIL OF SWAZILAND

**CONFIDENTIAL**  
**November 2018**

**SWAZILAND PRIMARY CERTIFICATE**

**ENGLISH LANGUAGE PAPER 2**

**MARK SCHEME**

**MAXIMUM MARK 50**

**PART 1 : LISTENING COMPREHENSION****TOTAL MARKS [ 15 ]**

1. Is a Body Balm. [1]
2. It makes the skin feel silky and smooth after using it. [1]
3. Shelela Rose Gerenium and Rose Gerenium. [1]
4. They are:
  - (i) natural [1]
  - (ii) found locally [1]
5. Blend of Marula oil / Beeswax / Rose Gerenium / lemon grass. [2]
6. They use no artificial colour and fragrances. [2]
7. These women earn a living from selling this product to care for their families. [2]
8. Swazi Candles. [1]
9. 30% of the price. [2]
10. Buying in bulks. [2]

**PART 2 : READING COMPREHENSION****TOTAL MARKS [ 20 ]**

## Important Note

Half marks should not be awarded as these make the full mark of one (1) when rounded up.

1. 6000 years ago. [1]
2. Had no rings and no gloves (The two responses are needed to score a mark. [1]
3. Leather strips [1]
4. Simply a marked circle (that defined the field of action). [1]
5. (a) Win points the opponents [1]
- (b) Four three minute rounds [1]
6. 1,600 years [1]
7. To protect the boxers
8. A [1]
9. B [1]
10. Early boxing had no set of rules. [2]
11. By landing blows on the opponent's target area. [2]
12. When a boxer is knocked out / can no longer continue. [2]
13. Are allowed three – two minute rounds. [2]

14. -Yes, because it tests one's fitness / technical ability  
 -Such as agility  
 -For self defence  
 -Earn a living [2]
15. Boxing  
 When the Sport of Boxing began.  
 Boxing as a sport [2]

### **LANGUAGE USAGE**

16. (a) long ago / in the past [1]  
 (b) nowadays [1]  
 (c) made [1]  
 (d) sight [1]  
 (e) permitted [1]

**TOTAL MARKS [ 5 ]**

**PART 3 : DIALOGUE**

-Dialogue must flow and be coherent.

**TOTAL MARKS [ 10 ]**

**PART 3 : DIALOGUE**

**GENERAL CRITERIA FOR MARKING DIALOGUE  
TOTAL MARKS [10]**

Mark Band	CONTENT: relevance and development of ideas	Mark Band	LANGUAGE: style and accuracy
4 – 5	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>* <b>Development of ideas:</b> 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.</li> </ul>	4 - 5	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> Almost first language competence. Ease of style. Confidence and wide ranging use of language, idioms and tenses.</li> <li>* <b>Accuracy:</b> no or very few errors. Well-constructed sentences.</li> </ul>
3 – 4	<p><b>Affective:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>* <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader’s interest.</li> </ul>	3 - 4	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> Sentences show variety of structure and length. Uses some idioms and precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable.</li> <li>* <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors.</li> </ul>
2 – 3	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> 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 digression.</li> <li>* <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	2 - 3	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>* <b>Accuracy:</b> 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.</li> </ul>
1 – 2	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>* <b>Relevance:</b> 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 /or audience.</li> <li>* <b>Development of ideas:</b> Supplies some details and explanation, but the effect is incomplete.</li> </ul>	1 - 2	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>* <b>Style:</b> Simple structures and vocabulary.</li> <li>* <b>Accuracy:</b> meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communicating.</li> </ul>
0 – 1	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of errors. <b>Award 1 mark.</b></li> <li>• No engagement with the task or any engagement with task is completely hidden by density of errors. <b>Award 0 mark.</b> If task is completely irrelevant, no mark can be given for language.</li> </ul>	0 - 1	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• Multiple types of errors in grammar / spelling / word usage / punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. <b>Award 0 mark.</b></li> </ul>

**[Total Marks: 10]**