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**ISIZULU AS A SECOND LANGUAGE**

**0531/01**

Paper 01 Reading and Writing

**October/November 2016**

MARK SCHEME

Maximum Mark: 70

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2016 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

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### Exercice 1

- (a) Siqondiswe kubantu abadinga ukuqasha imoto. [1]
- (b) Isineminyaka engaphezu kwengamashumi amabili. [1]
- (c) Uzothola amakhilomitha angama-300 ngosuku amahhala / Ukuthola amakhilomitha angama-300 esikhundleni sayi 200. [1]
- (d) Ngokuba nesihlalo somntwana esingaqashwa. [1]
- (e) Awudingi ukuyibuyisela lapho uyithathe khona imoto / kwaMjaji bayakwazi ukuyilanda bona imoto. [2]
- (f) Ungabafonela noma nini (ngoba banabasizi imini nobusuku). / Ungayibuyisela kunoma yiliphi igatsha eliseduze nawe [1]
- (g) Bayatholakala ezinkundleni ezokuxhumana ezifana nofacebook, tweeter naku youtube. [1]

**[Total: 8]**

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Excercise 2

**UMPHEKI OMDALA NOMNCANE**

**IMININGWANE YAKHO**

Igama nesibongo: Sibonga Ngcobo

Ubudala: iminyaka eyi-16

Ikheli: 23 Mpumalanga Street, Nelspruit, 9120.

Inombolo otholakala kuyo njalo: 078 485 6463 [1]

**IMININGWANE YOMUNTU OZOPHEKA NAYE:**

Igama lakhe: \_\_\_\_\_ *uThokozani Mwelase* [1]

Ubudlelwane phakathi kwakho naye: \_\_\_\_\_ *umalume/ ngingumshana wakhe* [1]

Ikheli: \_\_\_\_\_ *33 Mpumalanga Street, Nelspruit, 9120* [1]

Excercise awenzayo: *umnikazi wesitolo/ umpheki / usomabhisinisi* [1]

Izizathu ezimbili zokukhetha lo muntu: *Umalume ungumpheki ongifundise ukupheka / unesineke sokufundisa / kuyisifiso sami ukupheka naye/ unekhono lokupheka* (any two). [2]

Izizathu zokugquguzela ukuba nithathwe kulo mncintiswano: : *iphupho lamu ngukuba umpheki ngakho ngifisa leli thuba lokubonisa ikhono lami* [1]

**EMINYE IMININGWANE:**

**Khombisa ukuthi nizoyidinga yini indawo yokuhlala:**

Yebo ✓ cha [1]

[Total: 9]

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### Excercise 3

Ubuhle bokusebenzela ekhaya:

- Kugcina izindleko zebhizinisi ziphansi (Given in question paper as example) [1]
- Ukwazi ukusebenza ngesikhathi esivumela nawe [1]
- Ukangayikhokheli indawo osebenzela kuyo [1]

Izinto ezikhombisa ukungabi nalo ulwazi ngokuqhuba ibhizinisi lasekhaya

- umnikazi webhizinisi ongakwazi ukuhlela izindaba zakhe zezimali [1]
- ukungakwazi ukubaluleka komkhiqizo awuthengisayo. [1]

Kusiza kuphi ukuba ne-akhawunti eqondene ngqo nebhizinisi lako?

- kuba lula ukuthi ukwazi ukubona izindleko zakho zebhizinisi [1]
- uyakwazi ukubona ukuthi ibhizinisi liyayenza yini inzuzo noma uyalahlekelwa kunalokho [1]

Ukubaluleka kwamakhasimende ebhizinisini lakho:

- uyawadinga ukuze ibhizinisi likhule [1]
- akusiza ngokutshela abanye ngebhezini lakho. [1]

**[Total: 8]**

### Excercise 4

This exercise is marked for language, not content, but if content is entirely irrelevant to the task, a mark of zero should be awarded.

Count words and do not mark anything exceeding 80 words, as specified in the question. (Candidates will not be assessed on anything they have written after this limit, but will not be penalised per se for exceeding it.)

0	Meaning obscure because of density of language problems and serious problems with expression / nothing of relevance.
1	Expression weak / reliance on lifting from the passage.
2	Expression limited / reliance on copying out the notes, but some sense of order
3	Expression good, with attempts to group and sequence ideas in own words
4	Expression very good; clear, orderly grouping and sequencing, largely own words.
5	Expression outstanding; clear, orderly grouping and sequencing, almost entirely written in own words.

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### General Criteria for Marking Exercises 5 and 7

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
8	<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>	7	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> None or very few errors. Well-constructed and linked paragraphs.</li> </ul>
6–7	<p><b>Effective:</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>	6	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> 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.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
4–5	<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 digressions.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	4–5	<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. Paragraphs are used but without coherence or unity.</li> </ul>
2–3	<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 and/or audience.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	2–3	<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 communication. Paragraphs absent or haphazard.</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 error. <b>Award 1 mark.</b></li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b> If essay is completely irrelevant, no mark can be given for language.</li> </ul>	0–	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or haphazard. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or haphazard. <b>Award 0 marks.</b></li> </ul>

[Total: 15]

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### Excercise 6

- (a) Wayefuna umntwana wakhe afunde ukubhukuda ukuze aphephe emanzini [1]  
Wayengafuni ukuthi umntwana wakhe akhule esaba amanzi njengaye. [1]
- (b) Wasithola ngendoda asebenza nayo. [1]
- (c) Abantwana baqala benezinyanga eziyisithupha ukuhamba lezi zifundo. [1]
- (d) ukwesaba amanzi / ukuthi kumele abe yingxenye yalezi zifundo naye. [1]
- (e) Uthole ukusondelana nendodana yakhe [1]  
Ubhekane nokwesaba amanzi wakunqoba [1]
- (f) Ujabulela ukuthi abantwana banikezwa ithuba lokujwayela amanzi futhi banikwa lonke ithuba abalidingayo. [1]
- (g) Ukuthi awukwazi ukubhukuda akusho ukuthi ngeke uminze kodwa kwehlisa amathuba okuba kwenzeke. [1]
- (h) Ungubaba onothando futhi onendaba nengane yakhe. [1]

**[Total: 10]**