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**ISIZULU AS A SECOND LANGUAGE****0531/01**

Paper 1 Reading and Writing

**October/November 2018**

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 International will not enter into discussions about these mark schemes.

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This document consists of **9** printed pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

the specific content of the mark scheme or the generic level descriptors for the question  
the specific skills defined in the mark scheme or in the generic level descriptors for the question  
the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate  
marks are awarded when candidates clearly demonstrate what they know and can do  
marks are not deducted for errors  
marks are not deducted for omissions  
answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

**Umsebenzi 1**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
1	Kubantu abafuna ukuthatha iholide	<b>1</b>
2	Izinsuku ezimbili / ubusuku obubili	<b>1</b>
3	Izingane azikhokhi / izingane zikhokhela intela nomshwalense kuphela uma zizolala egunjini elilodwa nabazali	<b>1</b>
4	olwaseMozambique luthatha izinsuku ezintathu	<b>1</b>
5	bangahlelwa indlela yokufika / batholelwa nendawo yokulala / bayahanjiswa emkhunjini baphinde babuyiselwe emuva	<b>2</b>
6	ukubashayela ucingo – ngoba kulula ukukhuluma nabo futhi usheshe uzithole izimpendulo ukubathumela i-imeyli – ngoba konke esikuxoxile kubhalwa phansi	<b>2</b>

[Amamaki: 8]

## Umsebenzi 2

## Question 7

Igama nesibongo:	<u>Zinhle Mbatha</u>	
Ubulili:	<u>owesifazane</u>	(1)
Ikheli:	<u>110 St Patricks Avenue, Mount View</u>	(1)
Imeyli:	<u>Mbat.Zin@zmail.co.zi.</u>	
Iminyaka:	<u>ishumi nesikhombisa</u>	(1)
Gcwalisa okulandelayo uma ungaphansi kweminyaka eyishumi nesishiyagalombili:		
Igama lomzali:	<u>Nonkululeko Mbatha</u>	(1)
Inombolo atholakala kuyo:	<u>0731 995 3657</u>	(1)
Inombolo otholakala kuyo:	<u>0731 995 3657</u>	
Izinga lemfundo:	<u>ibanga 12</u>	
<b>Umuntu ongafakaza ngekhono lakho lokutha:</b>		
Igama:	<u>Sinenhlanhla Ndlovu</u>	(1)
Ubudlelwane:	Uthisha wami _____	(1)
Indlela yokuxhumana naye:	<u>imeyli yakhe ethi, Ndlo.Sin@StMartha.col.zi</u>	(1)
<b>Khetha umkhakha owodwa owungenelayo:</b>		
Ezekubhukuda	ezasebusuku (tick this box)	Ezokungebeleka (1)

[Amamaki: 9]

**Umsebenzi 3**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
8	<b>Iqhaza lo mzali empilweni yengane</b> <i>Ukusiza ingane ikhethe kahle</i> Ukusiza ingane ngomsebenzi wesikole Ukuthengela ingane konke ekudingayo Ukuba nobudlelwane obuhle nothisha wengane Ukulalela okuthandwa yingane	<b>4</b>
9	<b>Ubuhle bokukhuthaza ingane ukuba ikhethe izifundo ezithandayo:</b> Ingane ayibi nengcindezi yokuzama ukujabulisa umzali Kulula ukufunda enganeni uma yenza izifundo ezithandayo	<b>2</b>
10	<b>Okumele kuqashelwe ngabazali uma kuza ekukhetheni kwabantwana izifundo</b> Ukuthi ingane ikhetha izifundo ezithandayo nephumelela kangcono kuzo Ukungahlohlani nabangani	<b>2</b>

[Amamaki: 8]

**Umsebenzi 4****Question 11**

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.)

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

[Amamaki: 5]

## GENERAL CRITERIA FOR MARKING EXERCISES 5 and 7

## Questions 12 and 22

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5 – Exercise 5) (AO: W1, W3, W4, W5, W6 – Exercise 7)
8	<p><b>Highly effective:</b></p> <p><b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</p> <p><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.</p>	7	<p><b>Fluent:</b></p> <p><b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</p> <p><b>Accuracy:</b> None or very few errors. Well-constructed and linked paragraphs.</p>
6–7	<p><b>Effective:</b></p> <p><b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</p> <p><b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</p>	6	<p><b>Precise:</b></p> <p><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.</p> <p><b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</p>
4–5	<p><b>Satisfactory:</b></p> <p><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.</p> <p><b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</p>	4–5	<p><b>Safe:</b></p> <p><b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</p> <p><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.</p>

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5 – Exercise 5) (AO: W1, W3, W4, W5, W6 – Exercise 7)
2–3	<p><b>Partly relevant:</b></p> <p><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.</p> <p><b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</p>	2–3	<p><b>Errors intrude:</b></p> <p><b>Style:</b> Simple structures and vocabulary.</p> <p><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.</p>
0–1	<p><b>Little relevance:</b></p> <p>Limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></p> <p>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.</p>	0–1	<p><b>Hard to understand:</b></p> <p>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></p> <p>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></p>

[Amamaki: 15]

**Umsebenzi 6**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
<b>13</b>	Umbhali uyasihlonipha isikhathi/ usithantha njengento ebalulekile/ uyasazisa isikhathi	<b>1</b>
<b>14</b>	Ngumama wakhe	<b>1</b>
<b>15</b>	Wayengenzi kahle esikoleni/ wayengatholi amamaki amahle nawafanele/ wayenza umsebenzi esengaphansi kwengindezi	<b>1</b>
<b>16</b>	ngokudlala nokuxoxa nabangane ngesikhathi uthisha efundisa.	<b>1</b>
<b>17</b>	Uyakwazi ukwenzisisa umsebenzi wakhe futhi uhlelekile	<b>2</b>
<b>18</b>	Kwenzisa umcimbi uhlonipheke	<b>1</b>
<b>19</b>	Bobabili bayasazisa isikhathi	<b>1</b>
<b>20</b>	Umuntu oze kuleyo nhlokokhona angalahlekelwa yithuba lokuthola lowo msebenzi.	<b>1</b>
<b>21</b>	Kumele basize abantwana babo ngokubafundisa ukuhlonipha/ ngokugcina nokuhlela isikhathi1	<b>1</b>

[Amamaki: 10]