



## Cambridge IGCSE™

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ISIZULU AS A SECOND LANGUAGE

0531/01

Paper 1 Reading and Writing

October/November 2020

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.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **11** 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	Bakuhambisa <u>yonke indawo noma nini</u> (only award mark if both “yonke indawo” and “noma nini” are given)	<b>1</b>
2	Uyazikhethela wena.	<b>1</b>
3	Zithandwa ngosomabhizinisi.	<b>1</b>
4	Udinga ikheli kuphela.	<b>1</b>
5	Ungafaka imininingwane yekhadi lakho lasebhange kwi-app.	<b>1</b>
6	Uthumela umyalezo kuyo i-app yakwa Hamba Kalula.	<b>1</b>
7	Ikhombisa ukuthi baphawula bathini abanye abagibeli ngomshayeli wakho/	<b>1</b>
	ubona isikhathi anaso umshayeli kulo msebenzi.	<b>1</b>

[Amamaki: 8]

## Umsebenzi 2

8	<b>Zicabange unguKhanyisile ugcwalisa leli fomu elilandelayo. Sebenzisa imininingwane etholakala ekhasini eledlule.</b>	
<b>Imininingwane ngawe</b>		
Igama:	<u>Khanyisile</u>	[1]
isibongo:	<u>Mdletshe</u>	
Ikheli:	<u>23 Esigodini Road, Kwabulawayo</u>	[1]
Inombolo yocingo:	<u>062 9 263 323</u>	
Iminyaka:	<u>16</u>	[1]
Igama lesikole:	<u>New Hanover High School</u>	[1]
<b>Imininingwane yomzali</b>		
Igama lomzali esingamthinta:	<u>Sebenzile (Mdletshe)</u>	[1]
Inombolo yocingo:	<u>004 020 1723</u>	[1]
Imeyili:	<u>Sebenzilem@ezesizwe.org</u>	
Indlela esheshayo yokuxhumana nomzali:	<u>Ukumshayela usizo</u>	[1]
<b>Isipiliyoni</b>		
Ulwazi lomsebenzi:	<u>Ujwayele ukusiza izindawo lapho kugcinwa izilwane ezidinga usizo</u>	[1]
Izinsuku ongazisebenza:	Ebusuku	Ngempelasonto
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		[1]

[Amamaki: 9]

## Umsebenzi 3

Question	Answer	Marks
9	Abauntu sibaphatha kahle... <ul style="list-style-type: none"> <li>• Ngokubahlonipha</li> <li>• Nokubakhombisa uthando</li> </ul>	1 [1]
10	Ukuba ngumngane wakho kusho... <ul style="list-style-type: none"> <li>• Ukuthi uzithande</li> <li>• Uzikhuthaze</li> <li>• Uzilekelele</li> </ul>	3 [1] [1] [1]
11	Ukubaluleka kokuzithathela izingqumo <ul style="list-style-type: none"> <li>• Akekho omunye umuntu ongamgxeka uma ungaphumeleli</li> <li>• Akekho ongamncoma uma uphumelela</li> </ul>	2 [1] [1]
12	Okumele ukukhumbule ngamaphutha akho (any two points of the three below): <ul style="list-style-type: none"> <li>• Ungakhetha ukuba aqede ngempilo yakho</li> <li>• Ukhetha ukuthi akufundise okuthile ngawe</li> <li>• Amaphutha wakho angakwenza uhluke kwabanye abantu.</li> </ul>	2 [1] [1]

[Amamaki: 8]

## Umsebenzi 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

[Amamaki: 5]

**Umsebenzi 5**Umzebenzi 5  
Umzebenzi 7

The following general instructions, and table of marking criteria, apply to both exercises.

- Award the answer a mark for content (C) [out of 8] and a mark for language (L) [out of 7] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 15].
- Content covers *relevance* (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the *development of ideas* (i.e. the detail/explanation provided and how enjoyable it is to read).
- Language covers *style* (i.e. complexity of vocabulary and sentence structure) and *accuracy* (of grammar, spelling, punctuation and use of paragraphs).
- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. You then have to decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.
- When deciding on a mark for content, look at both *relevance* and *development of ideas*. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in one of the top three mark bands. When deciding on a mark for language, look at both the *style* and the *accuracy* of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in one of the top three mark bands. The use of paragraphs should not be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably less than the stated word length, it should be put in mark band 2-3 for content or lower for not fulfilling the task.
- If the essay is totally irrelevant and has nothing to do with the question asked, it should be given 0 marks for Content and Language, even if it is enjoyable to read and fluent.
- If the essay is partly relevant and therefore in mark band 2-3, the full range of marks for Language are available.

Max. total for Exercise 5: 15 marks

Max. total for Exercise 7: 15 marks

## GENERAL CRITERIA FOR MARKING EXERCISES 5 and 7

Band	CONTENT: relevance and development of ideas (AO: W1, W2)	Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5 – Oefening 5) (AO: W1, W3, W4, W5, W6 – Oefening 7)
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>

<b>2–3</b>	<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>	<b>2–3</b>	<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>
<b>0–1</b>	<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>	<b>0–1</b>	<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>

**Umsebenzi 6**

Question	Answer	Marks
15	Babefisa afundele ukuba nguNjiniyela kwezikagesi.	<b>1</b>
16	Ukuvakashela lapho kuqoshwa uhlelo lwabantwana eseneminyaka (eyi-14).	<b>1</b>
17	Wayebona ukuthi uSimangele akazukuhola imali eningi.	<b>1</b>
18	Yebo, ngoba namanje akazisoli (emva kweminyaka engama-20).	<b>1</b>
19	Wethula <u>uhlelo lukamabonakude</u> futhi <u>usebenza nasemsakazweni</u> . (Both must be given to be awarded a mark.)	<b>1</b>
20	Ezinhlanu/Msombuluko kuze kube nguLwesihlanu.	<b>1</b>
21	Ujwayele ukumenywa emicimbini efana nemishado.	<b>1</b>
22	Bubukeka bubuhle ngoba ubaba wakhe <u>ungumlandeli wakhe omkhulu</u> .	<b>1</b>
23	Ufuna ukwenza umsebenzi ozogcina isithunzi sakhe sihloniphekile/ futhi wenze nabazali bakhe bahlale beziqhenya ngaye. (one mark for each correct answer)	<b>2</b>

[Amamaki: 10]

## Umsebenzi 7

Umzebenzi 5  
Umzebenzi 7

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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>	0–1	<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>