



Cambridge IGCSE™

ISIZULU AS A SECOND LANGUAGE

0531/01

Paper 1 Reading and Writing

October/November 2022

MARK SCHEME

Maximum Mark: 70

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 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **14** 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.

General Marking Principles

It is not possible to list all acceptable alternatives in the Detailed Mark Scheme. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Principle Examiner if necessary and award marks accordingly.

The following marking principles underpin the detailed instructions provided in the Mark Scheme.

Crossing out:

(a)	If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

More than the stipulated number of boxes ticked/crossed by the candidate:

(a)	If more than one attempt is visible, but the candidate has clearly indicated which attempt is their final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
(b)	If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is their final answer.

Unless the Mark Scheme specifies otherwise, **do not accept incorrect isiZulu if the word given means something else in isiZulu**. However, if there are spelling or grammar mistakes but you can still understand what the candidate intended to say and it is correct, award the mark.

No response and '0' marks:**Award NR (No Response):**

If there is nothing written at all in the answer space or

If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or

If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

Umsebenzi 1

Question	Answer	Marks	Guidance
1	la kuvela khona ukudla abakudlayo	1	
2	emadolobheni amakhulu / ezikolweni emadolobheni / emadolobheni	1	
3	Accept any 2 of the following: <ul style="list-style-type: none"> • ukubhukuda • ukunakekela amahhashi • ukugibela amahhashi 	2	
4	(konke) kulinywa epulazini	1	
5	amasonto ama-2 / amaviki ama-2 Accept: amasonto 1–2	1	Reject 1 week. Award mark if candidate writes 'iviki elilodwa kuyakwamabili'.
6	ngebhasi elihlelwe iZula Nathi	1	
7	<u>ngocingo</u> 079 123 4567	1	Reject a response which contains both the telephone number and email

Umsebenzi 2

Question	Answer	Marks	
Kwa-Zulu Performing Arts Holiday Camps Ifomu lokubhukha			
ISIGABA A: IMININGWANE YAKHO			
Amagama aphelele	Thandi Gumede		
	Owesilisa/Owesifazane (sicela ususe okungekhona)		
Ikheli	17 Queen Victoria Street, EThekwini		
Iminyaka yokuzalwa	16 / 2006 / ishumi nesithupha		
Insimbi yomculo oyidlalayo?	Isiginci		
Okwenza kakhulu (dwebela okuqondile)	Umdanso Umdlalo <u>Umculo</u>		
Unesikhathi esingakanani ucula?	Iminyaka eyi-10		
Imiklomelo?	<u>UMculi</u> omncane wonyaka wesifunda		
ISIGABA B: KHETHA IMININGWANE YEKHEMPU YAKHO			
Iyiphi ikhempu ofuna ukuya kuyo?: (Sicela uthikhe)			
Kloof (iviki elilodwa)	<input type="checkbox"/>	Richmond (amaviki amabili)	<input checked="" type="checkbox"/>
		Howick (amaviki amabili)	<input type="checkbox"/>
Inyanga oyithandayo (Sicela uthikhe)		u-Aphreli	<input checked="" type="checkbox"/>
		u-Meyi	<input type="checkbox"/>
		u-Juni	<input type="checkbox"/>
Ngabe uhlose ukuhamba kanjani?	Ngemoto / ngizohanjiswa ubaba		
Izidingo zokudla	Ukudla okungenanyama/imifino		
Indawo yokuhlala oyikhethayo (sicela udwebele)	<u>Itende loyedwa</u>	Itende lababili	Itende eliyidomethri

Umsebenzi 3

Question	Answer	Marks	Guidance
9	<p>Izinkinga eziza ngokuphuzwa kwekhofi (accept any 2)</p> <ul style="list-style-type: none"> • amathani ayizigidi eziyi-18 ezinkambi zekhofi ezisetshenziwe ezikhiqizwa unyaka nonyaka • eliningi liya lakulahlwa khona udoti / eliningi liyalahlwa • libangele igesi enamandla okwenza umonakalo 	2	
10	<p>Izindlela zokuxazulula le nkinga kanye nokusizwa kwemvelo (accept any 4)</p> <ul style="list-style-type: none"> • izinkambi zekhofi zingasetshenziswa ekufakeni ukunambitheka kweminye imikhiqizo yokudla. • izinkuni ezinkampanini / ezitofwini zasemakhaya • uphethuloli wamabhasi / wezithuthi • guqula uwoyela wezinkambi zekhofi zibe okokwembatha • kungaba umquba/ukusebenzisa kwezolimo / ukuphonsa izinkambi ezimbalini • ukukhiqiza ukudla okufana namakhowe 	4	
11	<p>Izindlela ezingenza ikhofi lisize ukuthi kukhiqizwe ukudla okuningi</p> <ul style="list-style-type: none"> • hlanganisa nomquba / faka enhlabathini / ezolimo • sebenzisa ukukhiqiza ukudla okufana namakhowe 	2	

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, almost entirely written in own words
5	expression outstanding: clear orderly grouping and sequencing, almost entirely written in own words

Amamaki: 5

Umsebenzi 5

- 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.
- **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 does not 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 **partly relevant** and therefore in mark band 2–3, the full range of marks for Language are available.
- 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.

GENERAL CRITERIA FOR MARKING EXERCISE 5

Band	CONTENT: relevance and development of ideas (AO: W1, W2)	Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8	<p>Highly effective:</p> <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. 	7	<p>Fluent:</p> <ul style="list-style-type: none"> • 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.
6–7	<p>Effective:</p> <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 and at appropriate length. Engages reader's interest. 	6	<p>Precise:</p> <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.
4–5	<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. 	4–5	<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.

Band	CONTENT: relevance and development of ideas (AO: W1, W2)	Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
2–3	<p>Partly relevant:</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. 	2	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0–1	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with the task, but this is mostly hidden by density of error. Award 1 mark. • 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. 	0–1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • 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 inconsistent. Award 1 mark. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of isiZulu writing. Paragraphs absent or inconsistent. Award 0 marks.

Umsebenzi 6

Question	Answer	Marks	Guidance
14	ukwehlisa isisindo (1)	1	
15	babemangele / bengakholwa / babengathembi / kwabathusa	1	
16	(Wabona ukuthi) umkakhe wayelindele ukuthi aphinde agijime / njalo ngeSonto	1	
17	omakhelwane babembuka bemncoma	1	
18	abagijimi abanohlonze bayawagqoka / uphawu lokuba umgijimi ojulile	1	
19	bajima bebukela i-TV (1) (babehlala ngaphakathi) ngenkathi wayegijima kunoma yisiphi isimo sezulu / engenandaba nesimo sezulu	1	
20	wazizwa njengensephe / wathanda ukuzizwa njengensephe	1	
21	ukugijima kwangeSonto kwakunzima / kwaku ngamakhilomitha amaningi kakhulu kuye	1	
22	ecindezelekile / ekhathazekile	1	
23	ngoba wamtshela ukuthi engagijimi izinyanga ezimbili / wamkhulula encindezini yokugijima amakhilomitha amaningi njalo ngamaSonto / wamtshela amazwi ayefisa ukuwezwa / wayengasathandi ukugijima	1	

Umsebenzi 7

- 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.
- **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 does not 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 **partly relevant** and therefore in mark band 2–3, the full range of marks for Language are available.
- 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.

Amamaki: 15

GENERAL CRITERIA FOR MARKING EXERCISE 7

Band	CONTENT: relevance and development of ideas (AO: W1, W2)	Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8	<p>Highly effective:</p> <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. 	7	<p>Fluent:</p> <ul style="list-style-type: none"> • 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.
6–7	<p>Effective:</p> <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 and at appropriate length. Engages reader's interest. 	6	<p>Precise:</p> <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.
4–5	<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. 	4–5	<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.

Band	CONTENT: relevance and development of ideas (AO: W1, W2)	Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
2–3	<p>Partly relevant:</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. 	2	<p>Errors intrude:</p> <ul style="list-style-type: none"> • Style: Simple structures and vocabulary. • Accuracy: Meaning is sometimes in doubt. Frequent distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0–1	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with the task, but this is mostly hidden by density of error. Award 1 mark. • 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. 	0–1	<p>Hard to understand:</p> <ul style="list-style-type: none"> • 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 inconsistent. Award 1 mark. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of isiZulu writing. Paragraphs absent or inconsistent. Award 0 marks.