



ISIZULU AS A SECOND LANGUAGE

0531/01

Paper 1 Reading and Writing

October/November 2019

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.

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This document consists of **10** 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

Question	Answer	Marks
1	Siqondiswe ezikoleni ezidinga/ezifuna ukuhambisa abafundi bazo ezezindaweni ezahlukeni.	1
2	Yebo	1
3	Umhlaba wonke/noma kuphi	1
4	Izinhlelo eziqondene namakhono okuxazulula izinkinga/izinhlelo zobuholi	2
5	Ukuphepha kubalulekile/ukuqinisekisa ukuphepha	1
6	Bathola amanani aphansi ngenxa yobudlelwano nezinkampani abasebenzisana nazo	1
7	Ukubashayela ucingo kule nombolo ethi 091 818120	1

[Amamaki: 8]

Umsebenzi 2

Umncintiswano wamakhono okukhuluma

Igama nesibongo: Dalingcebo Masuku

Iminyaka: 16

Igama lesikole: St Paul's College

Ikheli lesikole:

101 Mbombela Street (1)

Idolobha: EPitoli

Indlela esingakuthinta ngayo kalula kanye neminingwane:

Ucingo lwasekhaya, 012 434 0552 (1)

Igama nobudlelwane phakathi kwakho nomuntu ozohlala naye

Ayanda, udadewethu (both the name and the relationship must be provided for a mark to be awarded) (1)

Ikheli lendawo ozohlala kuyo:

23 Palace street (1)

Isigaba somncintiswano osingenelayo:

Inkulumo elungiselelwe (add a box) (tick) inkulumo engalungiselelwe (add a box) (1)

imali oyikhokhile ebhange:

100 (1)

Isipiliyoni somncintiswano:

Ngawina imincintiswano emithathu edolobheni lakithi. (1)

Uma unaye umqeqeshi, ungafaka iminingwane yakhe:

Unkosikazi Thobela, uthisha wami esikoleni ubengiqeqesha. wamela izwe emncintiswaneni wamazwe ase-Afrika eneminyaka eyi-16 (2)

[9]

Umsebenzi 3

Ubuhle bezobuchwepheshe...

- sithola ulwazi esiludingayo kalula
- Kwenza kube lula ukuxhumana
- Konga isikhathi (ukuthenga kulula)

Izinto okumele uziqhaphele uma usebenzisa izinkundla zokuxhumana

- ukungabi abangani nabantu ongabazi
- ukungabhali noma yini nje/ukukhetha okushoyo
- ukungathumeli noma yiziphi izithombe zakho
- ukuvikela imininingwane yakho

Isidingo sokuthi abantu abasha bazise abazali ngabakwenzayo kwezobuchwepheshe

- abazali basheshe babone uma kukhona ubungozi/okungahambi kahle.
- abazali babeka imithetho ezovikela umntwana.

[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]

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

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>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.

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>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. 	2–3	<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 haphazard.
0–1	<p>Little relevance:</p> <ul style="list-style-type: none"> • Limited engagement with 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 haphazard. Award 1 mark. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or haphazard. Award 0 marks.

Umsebenzi 6

Question	Answer	Marks
14	ungambona ngokungaziphathi kahle uma engakutholi akufunayo.	1
15	wakubona lokhu eseneminyaka emithathu.	1
16	wabona ngendodana yakhe uZibuyile owayethanda (ukumlingisele) ukwenza yonke into njengaye.	1
17	Ubaba wakhe wayefuna ukuba yisibonelo esihle kuye/ukumfundisa ukubonga.	1
18	umndeni wakhe waba yingxenye yomsebenzi wokusiza abahluphekayo.	1
19	ungakwenza kube ngumdlalo/kube samdlalo.	1
20	kungabafundisa ukujabulela abanakho	1
	bangakwazi ukubhekana nokuphoxeka empilweni.	1
21	Aantu bazithengela okusha/izinto ezintsha njalo.	1
22	Ukufundisa abantwana ukuthi iyini injabulo yangempela.	1

[Amamaki: 10]