



ISIZULU AS A SECOND LANGUAGE

0531/01

Paper 1 Reading and Writing

October/November 2017

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 2017 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

© IGCSE is a registered trademark.

This document consists of **7** printed pages.

Question	Answer	Marks
Umsebenzi 1 Funda lesi sikhangiso bese uphendula imibuzo ezolandela ekhasini elilandelayo		
1	Bangaya kunoma yiliphi idolobha elikhulu e-Afrika	1
2	Izibalo nolimi	1
3	Banikezwa umsebenzi abazowenza emakhaya bebodwa, omakwa ngothisha	1
4	Kumele ahlolwe izinga akulo	1
5	Kuya ngokuthi ushesha kangakanani ukubamba umsebenzi	1
6	Isineminyaka eyi-100 ikhona	1
7	Ukubalandela ku-Twitter	1
8	Siqondiswe kubazali	1

Question	Answer	Marks
Umsebenzi 2		
Question 9 [Amamaki: 9] – Edu-Tour Africa		
9	IMINININGWANE YESIKOLE Igama lesikole: Girls College Bulawayo ikheli lesikole: <u>P.O. Box FM510, Famona, Bulawayo, Zimbabwe.</u> inombolo yesikole: (263) 09-258118	1
	IMINININGWANE YOHAMBO Usuku nesikhathi sokulandwa esikhumulweni sezindiza: <u>Sizofika ngoLwesine mhla ka – 12 July ngehora le – 10:00</u>	1
	INDAWO YOKUHLALA Iminyaka yabafundi: 17 Inani lezivakashi Abafana: <u>0</u> Amantombazane: <u>30</u> Othisha: <u>3</u>	1
	Ubusuku enizobulala: <u>UBUSUKU OBUTHATHU</u>	1
	Izidingo zezindlu zokulala: <u>Amantombazane angalala ngamabili ezindlini kodwa othisha badinga izindlu zabo ngabodwa.</u>	1
	Isikhathi sokudla kwasekuseni: <u>Kusukela ngehora lesi – 8:00 kuya 9:00</u>	1
	izidingo zokudla: <u>Ababaili abayidli inyama ebomvu, kodwa bayayidla emhlophe namaveji.</u>	1
	Ezinye izidingo: <u>Izinhlelo ziphele ngehora le – 4:00 ukuze amantombazane aphumule ngaphambi kwesidlo sasesusuku.</u>	1
	INDLELA YOKUKHOKHA IDIPHIZITHI ebhange ikhadi lesikweletu(<u>tick</u>) isheke Ukheshi	1

Question	Answer	Marks
Umsebenzi 3		
10	Ubuhle bama-wetland: <ul style="list-style-type: none"> • avikela ukuguguleka komhlaba (<i>example given in question paper</i>) 	
	• asipha amanzi unyaka wonke	1
	• ahlanza amanzi	1

Question	Answer	Marks
11	Ukubaluleka kweMidlands empilweni yezinyoni	
	• iyikhaya lezinyoni ngesikhathi esithile sonyaka	1
	• yilapho kuhlala amaCape Parrot	1
	• Ikhaya lezinhlobo eziyi-10 zezilwane ezitholakala umhlaba wonke ezisengozini yokuphela.	1
12	Ingozi ebhekene nezitshalo ngenxa yabantu:	
	• Ukugawulwa kwezihlahla ukuze zidayiswe	1
	• Ukudliwa kakhulu yizilwane zasendle nezifuyiwe	1
	• Ukuthuthuka kwamadolobha	1

Question	Answer	Marks												
Umsebenzi 4, Question 13														
13	<p>This question 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.)</p> <table border="1"> <tbody> <tr> <td>0</td> <td>Meaning obscure because of density of language problems and serious problems with expression / nothing of relevance.</td> </tr> <tr> <td>1</td> <td>Expression weak / reliance on lifting from the passage.</td> </tr> <tr> <td>2</td> <td>Expression limited / reliance on copying out the notes, but some sense of order</td> </tr> <tr> <td>3</td> <td>Expression good, with attempts to group and sequence ideas in own words</td> </tr> <tr> <td>4</td> <td>Expression very good; clear, orderly grouping and sequencing, largely own words.</td> </tr> <tr> <td>5</td> <td>Expression outstanding; clear, orderly grouping and sequencing, almost entirely written in own words.</td> </tr> </tbody> </table>	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.	5
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.													

General Criteria for Marking Exercises 5 and 7

CONTENT: relevance and development of ideas

Mark band	
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.
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.
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.
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.
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.

LANGUAGE: style and accuracy

Mark band	
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	<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>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.
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>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.

[Amamaki: 15]

Question	Answer	Marks
Umsebenzi 6		
15	Unamahloni / unendaba kakhulu namakhompuyutha kunabantu	1
16	Abafundi babecela kuye usizo	1
	Wanikwa umsebenzi ekolishi esafunda khona	1
17	Wasungula/waqala inkundla yezokuxhumana ebizwa nge Amunzi.com	1
	Esetshenziswa ngabantu abaningi e-Afrka.	1
18	Ufuna ukuqasha abantu baseZambia (basezweni lakhe)	1
	Waqala iphephandaba eliyi e-paper elishicilela izindaba zaseZambia	1
19	Kulukhuni ukuthola abantu kanye nezindawo ezinosizo eZambia	1
20	Ubona sengathi bangakwazi ukusebenza kakhulu kunalokhu abakwenzayo manje	1
21	Ngoba uHulumeni uthanda ukusebenzisa izinkampani zangaphandle	1