

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

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## **MARK SCHEME for the October/November 2012 series**

### **0531 ZULU AS A SECOND LANGUAGE**

**0531/01**

Paper 1 (Reading and Writing), maximum raw mark 70

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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**Umzebenzi 1**

- (a) Emindenini/imindeni
- (b) • Ungazihambela khona ubuke konke okuhle  
• noma uthole indayo yokwenza ipikiniki nomndeni wakho. [2]
- (c) Yaziswa kakhulu ngezinhlobo eziningi zezinkawu. [1]
- (d) Le zoo liphinde livikele futhi linakekele lezo zilwane ezisebungozini. [1]
- (e) Inezinye izilwane okungezona ezalapha e-Afrika. [1]
- (f) ngokuthi uyakwazi ukuvakashela ulale khona [1]
- (g) isebenzisa izimali ezikhokhwa ngabavakasi khona [1]

[Amamaki: 8]

**Umzebenzi 2**

Iminyaka:	<b>16</b>	[1]
Ikheli lasekhaya:	<b>144 Kenneth Kaunda avenue, Maputo, Mozambique.</b>	[1]
Ucingo	imeyli	ifeksi
<input type="text"/>	<input type="text"/>	<input type="text"/>
Imininingwane yendlela esingakuthinta ngayo:	<b>lm@yebonet.co.mz</b>	[1]
	x	
Abahamba bodwa	Abahamba ngababili	
<input type="text"/>	<input type="text"/>	[1]
Ulwazi onalo lokudoba:	<b>sengingenele imincintiswano emibili ngaphambili.</b>	[1]
	x	
Ungathanda ukubhukhelwa ehotela?	<b>Cha</b>	[1]
Izinsuku enizozihlala:	<b>ezine/4</b>	[1]
Inani lezibukeli:	<b>ezintathu/3</b>	[1]

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### Umzebenzi 3

Abaluleke ngani amanzi emzimbeni?

- Enza zonke izitho zomzimba zisebenze kahle [1]
- Ahambisa yonke imisoco emzibeni [1]
- Akhipha ukungcola emzimbeni [1]

Izinto ezenza silahlekelwe ngamanzi emzimbeni (any two from three)

[2]

- Ukujuluka [1]
- Ukuphefumula [1]
- Ukukhipha ukungcola [1]

Izimo ezingadalwa ukungalawuleki kokushisa emzimbeni womuntu

[3]

- Ukuphathwa yikhanda / ukunyuka kwezinga lokushisa [1]
- Ukuba nemfiva [1]
- Ukuphuma igazi ngamakhala [1]

[Amamaki: 8]

### Umzebenzi 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.)

Please note that candidates cannot score 3, 4 or 5 marks in total if they only mention differences or if they only mention similarities. They must mention at least two similarities and three differences or three similarities and two differences to qualify for 3, 4 or 5 marks.

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]

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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**

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**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>

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2–3	<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>	2–3	<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>
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>

**Umsebenzi 6**

- (a) Sekuthatha imizuzu emicane ukuthumela umyalezo kubantu abakude. [1]
- (b) Indlela abantu abawasenzisa ngayo. [1]
- (c) Wayelindele ukuthi:  
 acele uxolo kuye ngaphambi kokuphendula ucingo lwakhe. [1]  
 angakhulumi isikhathi eside. [1]  
 acele omshayele ucingo abuye amshayele. [1]
- (d) Basebenzisa amaselula abo bebe bekhuluma nawe. [1]  
 Lokhu kukhombisa ukungahloniphi. [1]

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- (e) (i) Ukuthi abalikhulumi iqiniso (baqamba amanga)  
(ii) angafisa basho ukuthi bakuphi ngempela.

- (f) Ucabanga ukuthi amaselula awayona inkinga kodwa inkinga yindlela abantu abawasebenzisa ngayo.

[1]

[Amamaki: 10]