

**MARK SCHEME for the October/November 2013 series**

**0531 ISIZULU 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 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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### Umsebenzi 1

- (a) Iholide nabangane bakho abangu-4 nihlale ubusuku obuhlanu eBuhlebezwe Lodge nase Hlathikhulu willow tented camp elibiza ama R30 000. [1]
- (b) Kuthatha imizuzu engu **45** (amashumi amane nanhlanu). [1]
- (c) imihlangano / imishado [1]
- (d) izinkampani ezifuna ukubamba imihlangano emikhulu [1]
- (e) abathanda ezemvelo / abathanda ukulala ematendeni [1]
- (f) yiHlathikhulu Camp [1]
- (g) ukuya ezikhungweni zomlando / ukuya emigedeni yase Sterkfontein / ukuya eziqiwini zobhejane namabhubesi / ukuya emifuleni nasezintabeni. [1]
- (h) bangavula ku [www.buhlebezwehotels.co.za](http://www.buhlebezwehotels.co.za) noma ubashayele ucingo [1]

**[Total: 8]**

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## Umsebenzi 2

**Umqhudelwano webhola lombhoxa  
Wabادلali abangaphansi kuka-17**

**Iminingwane yeqembu**

- (i) Igama leqembu: **Junior Wanderers** [1]
- (ii) Indawo lapho iqembu liphuma khona: **eGoli** [1]
- (iii) Imibala yeqembu: **umbala oBomvu nomhlophe** [1]
- (iv) Umqeqeshi: **Mike Ndebele** [1]
- (v) Indlela yokuxhumana nomqeqeshi: **nge e-mail** [1]
- (vi) Iminingwane yokuxhumana nemenenja: **084 589 4333** [1]

**Indawo yokuhlala**

Izizathu zokudinga indawo yokuhlala?

- (vii) **iqembu lihlala kude** [1]
- (viii) Nikeza isibalo sabantu abadinga indawo: **23** [1]

**Izidingo zokudla:**

- (ix) **Abahlanu abayidli inyama, badla ukudla okunamaveji kuphela** [1]

[Total: 9]

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### Umsebenzi 3

- (a) Izimpawu zokungenwa wumkhuhlane:
- Ukujuluka [1]
  - Ukukhwehlela [1]
  - Ukuphathwa yikhanda [1]
- (b) Izinto abantu abangazenza ukunciphisa amathuba okungenwa umkhuhlane:
- Ukuhlanzeka [1]
  - Ukudla okufanele [1]
  - Ukwehlisa ingcindezi [1]
- (c) Umthelela wengcindezi emzimbeni womuntu:
- Ukungenwa yizifo kalula [1]
  - Ukungasheshi welulame lapho ugula [1]

**[Total: 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

**[Total: 5]**

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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 – Exercise 5) (AO: W1, W3, W4, W5, W6 – Exercise 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>

[Total: 15]

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### Umsebenzi 6

- (a) Unothando lo mdanso. [1]
- (b) Ukuthi kumele umzimba wakho wakhiwe ngendlela ethize ukuze ube umdansi. [1]  
Ukuthi abadansi baphila ngamahlamvu kaletisi / abadli. [1]
- (c) Ngoba kumele usebenze isikhathi eside futhi kubuye kudingeke usuthi usebenze amahora eqile kwajwayelekile uma kukhona umbukiso owulungiselelayo. [1]
- (d) Ukuze afunde ngala bantu abezokwenza umbukiso ngabo/ ukuze akwazi ukuzifaka esimweni sabantu azokwenza ukuthi ngabo. [1]
- (e) Uzizwa enenhlanhla ngokuthola ithuba lokuvakasha. [1]
- (f) Ukufuna abantu abasha. [1]  
Ukufundisa amakhono okudansa. [1]
- (g) Ukuvakashela imiphakathi ehlupekayo nezikole abafundise ngomdanso. [1]
- (h) Ngoba noma kunzima futhi kukhathaza ukwenza lo msebenzi umbhali yena uyakujabulela akwenzayo futhi akaziboni enza okunye ngaphandle kokudansa. [1]

**[Total: 10]**