

ISIZULU AS A SECOND LANGUAGE

Paper 0531/01
Reading and Writing

Key messages:

In order to do well in this examination, candidates should:

- in Exercise 1, keep answers brief and to the point as too much information can invalidate a response and create the impression that the candidate has not understood the question
- in Exercise 2, carefully select the information required from the source text
- in Exercise 3, read the bullet points and the source text very carefully to ensure their notes are relevant to the heading
- in Exercise 4, answer succinctly in their own words by avoiding copying word-for-word from the source text, and keep to the word limit
- in Exercises 5 and 7, use paragraphs and carefully proofread their response
- in Exercise 6, carefully read the text and check their answers to ensure they are relevant.

General Comments

In general candidates have performed well and responses show a positive development in the use of isiZulu. The strongest candidates were able to display good knowledge of a variety of grammatical structures and a wide range of vocabulary, as well as knowledge of useful idiomatic expressions. There were, however, many instances where it was possible to detect interference from Ndebele (e.g. the *associative* 'na-', which is 'la' in Ndebele). Although both languages are closely related, candidates are being tested specifically on their knowledge of isiZulu, so the use of words from other languages will not gain them marks (e.g. using 'hatshi', or 'njalo' instead of 'ngoba').

Wherever candidates are required to write longer pieces of text, it is important to be clear about the purpose and the target audience as that will determine the register required (i.e. informal in the case of personal exchanges or formal in the case of business letters).

Candidates should pay attention to how many marks each question is worth as this is an indication of how many pieces of information/ details they are expected to give in their answers. Candidates should also note that handwriting that is difficult to read might lead to loss of marks if the examiner cannot understand what the candidate has written.

Comments on Specific Questions

Exercise 1

- (a) There was a significant number of candidates who found this question challenging. Many wrote the word 'cophelela', which is incorrect. Some other incorrect answers were 'izicathulo ezenziwe ngendlela ezakwenza', 'zibukeka, zihlala isikhathi', 'azisindi futhi azimpintshi izinywo'.
- (b) Most candidates were able to answer this question correctly, but it is advisable to be very careful with spelling, as words like 'Ungazibizela' were sometimes written as 'Ungazibuyisela'.
- Some other common mistakes made were 'Bacophelela unekeza unyawo konke okunethezeka' or 'Zenziwe ngendlela enhle'.
- (c) This question posed quite a few difficulties for many candidates and a noticeable number gave no response.

- (d) Many candidates answered '*Zenziwa ngesikhumba sangempela*' or '*Zithi isikhathi eside kanti futhi kulula ukuzinakekela*'. Both are incorrect, and it was clear that the strongest candidates found it significantly easier to answer than the weakest candidates.
- (e) Many candidates failed to give the required number of details in their answers. As mentioned above, this is indicated by the number of marks. Some common wrong answers include:
- 'Yikuthi amathambo asasebuthabathaka ngoba basakhula njalo* (note the use of the Ndebele word '*njalo*' when it should be the isiZulu word '*ngoba*') *bafuna izicathulo ezibutofotofo*
- 'Zulungisa ngaphansi akuze zuyasheshi ukugeza uhambe endaweni embo nsuku zonke*
- (f) This question was generally answered correctly. The candidates have to be very careful with the locative for class 1 (umu-) and class 2 (aba-), where one cannot use anything else other than '*ku-*' or '*kwa-*'. Words like '*ebazalini*' is not possible as this should be '*kubazali*'. The latter is the only locative one can use in this case. For the other classes, in other words from class 3 onwards, the 'e' in most cases (e.g. *ezinganeni* (cl. 10)) or 'o' (e.g. *olwandle* (cl. 11)) should be used, with some words taking a locative ending and some not, as one can see in the examples.

Examples of inaccurate answers include '*kumakesemende abo*', '*impilo yabazali*', '*bafuna ukukhangisa ezikolweni*' or '*bazama ukukhangisa abathengi labanye abadayayo lobo abayizolo*'.

Exercise 2

This exercise requires careful selection of information from the source text. In general most candidates did well and the questions were well understood, with only a few no responses. Candidates have to remember that they will not be given half marks, and so should provide all the required information (e.g. the full name, not just the first name or incomplete addresses). Candidates can avoid losing marks by answering in full sentences where needed. The strongest candidates were able to display good grasp of basic grammar rules.

Exercise 3

As in exercise 2, generally most candidates did well.

- (a) A good number of candidates were able to answer this question correctly. The best answers were written using correct grammar and contained no spelling mistakes.
- (b) Again, as mentioned above candidates need to provide an appropriate level of detail to show the examiner they have understood the question. Writing '*ukunguphunsuli*' or '*ngiyaer ukuth siyazi manje*' does not make sense and so will not gain any marks.
- (c) The best answers to this question showed that the candidates had taken the time to decide how they would structure the information required.

Exercise 4

More candidates than in the past attempted to answer this question, and there were some excellent paragraphs, written, as required, in the candidates' own words. The best answers displayed excellent control of vocabulary and no interference from other languages.

Some common grammatical and vocabulary mistakes include: '*Wifuna ukulungisa*' instead of '*sifuna...*' '*Uma unalo inkinga nemevlo*' instead of '*uma unayo inkinga ngamevlo*'. Candidates should familiarise themselves with the class system, especially the difference between classes 5 and 9, as seen in the example.

When incorrect spelling makes it very difficult for the examiner to understand the intended meaning, candidates gain no marks. Also, candidates should not assume that the examiner will award marks if English words, or Ndebele words that are similar to isiZulu words, are used.

Candidates are reminded not to exceed 80 words, as the excess will not be marked.

Exercise 5

Generally the content of most answers was good. However, some candidates failed to grasp exactly what they were required to do, made irrelevant suggestions or wrote the exact opposite of what the question asked.

The strongest responses were of a very high standard and, in addition to displaying knowledge of a suitable range of structures and vocabulary, included all the required information. It is important to remember to follow letter-writing conventions (how to write addresses, dates, salutation, etc.) and use the appropriate register (i.e. either formal or informal depending on the audience and purpose of the letter).

As in previous exercises, some candidates used Ndebele words, thereby losing marks. It would be advisable to raise candidates' awareness throughout the course of preparation for this exam of words that are typically confused and/ or misused because of their similarity to Ndebele.

Exercise 6

This year there was a significant increase in the number of candidates who were able to complete the whole of this question to a satisfactory level. Less proficient candidates found items (b), (c), (d), (f) and (i) particularly challenging.

(a) There were some no responses. Some common mistakes were:

'eseneminayka eushumi waqala ukuba nenkinga yokubona, kancane, kancane' or *'uSandile wayeyimpumputhi'*

(b) Candidates had generally no difficulty answering this question. Some candidates wrote *'ngemepelasonto'*, which was acceptable.

Some wrong answers were:

'Bazofunda nsuku zonke', *'Ufundisa isiZulu, isiNgisi nezibalo'*, *'Amalanga amane'* or *'bafunda ekuseni'*

(c) This was mostly well answered. Common mistakes were:

'Ufundisa abafundi bakhe isiZulu', *'isiNgisi kunye* (should be *'kanye'*) *neZibalo'*, *'wafunda ibraille amshini webraille'* or *'yikuthi unabantwana abanengi* (in Zulu it should be *'abaninigi'*) *abezo kuye nkuthi ykhuthele'*

(d) Many candidates were able to answer this question correctly, but it was clearly a difficult question for the weaker candidates. Some wrong responses were:

'funeka basebenza qala, ngoba ukufunda lokubhala akuka (which doesn't mean anything), *abafundi bakaSandile ngeke bathola izifesiketi ngoba ababoni'*.

Some candidates wrote the answer for 'c' in the space provided for 'd'.

(e) A significant number of candidates only gave part of the answer. Other mistakes were:

'Uyasizwa yinduku futhi uSandile uyindoda enobono futhi ekhuthela, la makilasi wawaqaba ngokuwamemezela emsakazweni or *basebenza amakomputha'*

(f) There were more incorrect answers to this question than to previous ones. Some mistakes commonly made were:

'Zazombalwa ezikole (this locative ending is typical of Ndebele for *'isikole'*; in Zulu it should be *'esikoleni'*)

(g) Most candidates answered this correctly. Some mistakes commonly found were:

'equba isikole esiphumelelayo' or *'sezimpumu lapho zizofunda'*

- (h) This was answered well by most candidates. Mistakes found include:
'USandile ubofisela abafundi bakhe ukuthi bazifundele nokubhala njengawo wonke umuntu'.
- (i) There were generally not too many mistakes in the answers to this question.

Exercise 7

As in exercise 5, the best responses displayed awareness of letter-writing conventions, target audience and a high degree of linguistic accuracy. As there are never two vowels next to each other in isiZulu, candidates are advised to not use the phonetic way of spelling as this will lead to errors (for example, some candidates wrote *'beiningi'*).

ISIZULU AS A SECOND LANGUAGE

Paper 0531/02

Listening

Key Messages

In order to do well in this examination, candidates should:

- in Exercises 1 and 2, listen carefully and make sure that only one box is ticked
- in Exercises 3 and 4, use the second time items are played to check responses carefully.

General Comments

Candidates are reminded of the need to write their answers clearly. Responses that are illegible cannot be awarded any marks. Candidates also need to know that in order to score, they need to provide full answers. No half marks are awarded.

Although there were fewer instances of interference this year, Ndebele-speaking candidates should make sure they use only isiZulu words. Examples of interference include *'hatshi'* (for *'hhayi'*), *'njalo'* (for *'futhi'*), *'khatthese'* (for *'manje'*), *'tsha'* (for *'sha'*) or the associative *'la-'* (*'na-'*).

This year many more candidates ticked two, and in some cases, even four boxes in the multiple choice **Questions 1 and 2**. When this happens, candidates are awarded no marks.

Comments on Specific Questions

Exercise 1

A good number of candidates were able to answer most questions correctly, with items 2 and 5 proving to be the most accessible. Items 1 and 6 seemed to pose the most challenges.

- 1 This question was not particularly well answered, with about two thirds of the candidates answering incorrectly.
- 2 Generally well answered.
- 3 Well answered by the majority of candidates.
- 4 Answered correctly by around half the candidature.
- 5 This was very well answered, with only a small number of candidates getting the question wrong.
- 6 Most candidates found this question particularly challenging.

Exercise 2

There was a very small number of candidates who answered all of the questions in this exercise correctly, with most candidates making at least one mistake.

- 7 Quite a large number struggled to pick the right answer.
- 8 This was tackled better than the previous question.

- 9 The vast majority gave the correct answer here.
- 10 About half of the candidates were able to answer this question correctly.
- 11 Generally well answered.

Exercise 3

Candidates are reminded that incomplete answers cannot be awarded any marks, and that it is important to be able to use the class system in Zulu. A significant number of candidates still find this difficult, e.g. *'Amavakashi (abavakashi) baphathe ukudla'*.

- 12 (i) About two thirds answered correctly. Candidates need to know the difference between the 'k' and 'kh'. The 'k' is nearly like a 'g' and therefore *'isikhathi'* cannot be written without the 'h'.
'hlukene' is an adjective and cannot be *'ezihlukeneyo'*, as this is only done with verbs.
- (ii) A significant number of incomplete responses to this item.
- (iii) More candidates had this incorrect. Again, spelling is a problem here (e.g. *'ukaphindi'* instead of *'ungaphindi'*), as is interference from Ndebele (e.g. *'emitsha'* is Ndebele, the Zulu word is *'emisha'*).
- (iv) Over 90% of the candidates did not write 'Mama Raja's' recipes but only *'ibhuku le recipes'* of *'ebhukini lakhe'* (her book), which does not mean anything.
Many other candidates wrote *'ngesisu ngegulube'*, *'buza abadayisi'*.
- (v) Very well answered. Some common mistakes or answers that do not mean anything include *'qaphela ezinot ezifanayo'*, *'thola ukuthi uzoba nabantu abangaganani'* or *'unamba nomanco neyothenga'*, etc.
- (vi) More challenging for some candidates than the previous item. Candidates are reminded not to use English words.
- (vii) As with the item above, a more challenging question that only the strongest candidates were able to answer.
- (viii) Over 90% answered this question correctly. Examples of mistakes include *'cela abantu baletha uphuzo'* or *'thenga iziphuzo ezingabizayo'* or *'ubeerya ukubizwayo'*.

Exercise 4

Item level data suggests that many candidates found this exercise particularly challenging.

- 13 Not very well answered, with a significant number of responses that did not make much sense.
- 14 A difficult item for a significant number of candidates. Many instances of Ndebele interference.
Other mistakes were *'bamamele ukuthola abangane'*.
- 15 More incorrect answers than correct ones, and a noticeable number of no responses.
- 16 This was generally well answered.
- 17 (a) The majority of the candidates answered this question correctly. Common mistakes include *'cha, banike umakhalekhukhwini'* and *'kwezemlondo'* or *'kwa abantu basha bancike kakhulu'* (which did not make any sense).
- (b) This question proved challenging for a significant number of candidates.

18 (a) A few more incorrect answers here than correct ones. Common mistakes were '*Ukuveze abantu busilisa nabusifazane*', '*izimbahla*' or words that should be written together '*benga gqokile*' instead of '*bengagqokile*'.

(b) Candidates are reminded to not use words borrowed from languages other than isiZulu as this will not gain any marks.

A common mistake was '*kutshengisa abantu abesifazane*', which is only half the answer required and does not mean anything.

19 More correct answers here than to the previous question, but still a high number of instances of interference or words borrowed from other languages.

20 (i) Slightly more than half the candidature was able to score here. Common mistakes include '*Abazali badinga ukuthaza*', '*basize abantu*' or '*abazali kumele bamphathe impela umakhalakhukwini*'.

(ii) Generally well answered. Mistakes include '*amaphephandaba*', '*ukudla*', '*abandawone ayi abangani bani*', which does not mean anything or '*ukaza ukukhuthaza abantwa nabo achaza kahle*'.

Candidates should remember to write words together when needed, e.g '*abangazi sebenzisa = abangazisebenzisa*'.