

# ISIZULU AS A SECOND LANGUAGE

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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 ensure that their response directly answers the question
- in **Exercise 2**, carefully select the information required from the source text
- in **Exercise 3**, ensure their notes are relevant to the heading
- in **Exercise 4**, answer succinctly in their own words
- in **Exercises 5 and 7**, use correct letter formatting (as appropriate), and structure their work using paragraphs
- in **Exercise 6**, carefully read the text and check their answers to ensure they are relevant.

## General Comments

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 other languages, in particular 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.

Common errors noted this series included:

- inaccurate formation of the future tense
- use of *'litiye'* instead of *'itiye'*
- use of *'kumbe'* instead of *'noma'*
- use of *'khathezi'* instead of *'manje'*
- use of *'la-*' as an associative, instead of *'na-*'
- use of *'hatshi'*, or *'njalo'* instead of *'ngoba'*
- use of *'amatshumi'* instead of *'amashumi'*
- use of *'dla'* to mean *'dlala'*
- phonetic spelling of words e.g. *'mausebenza'* should be *'uma usebenza'* – although it might be pronounced differently
- omission of the last letter of words
- use of lowercase letters at the start of paragraphs

Candidates are advised to revise the rules for punctuation, spelling and grammar in their preparation for this examination and use proofreading techniques to check their work for errors.

Candidates should also take care with their handwriting to avoid ambiguous representation of their ability to spell correctly.

For the longer pieces of writing, the purpose and the target audience will determine the register required (i.e. informal in the case of personal exchanges or formal in the case of business letters).

Candidates are reminded that the mark allocation (shown in square brackets after each item, e.g. [2]) serves as indication of how many pieces of information / details they are expected to give in their answers.

Some candidates did not complete every exercise, which limited their access to the full range of marks. Candidates would benefit from practice with specimen and past papers so that they can familiarise themselves with completing all exercises in the 2 hour duration.

### **Comments on Specific Questions**

#### **Exercise 1**

- (a) Comprehension was evident in the majority of scripts. However, some candidates wrote their response in English and thereby could not be awarded the mark.
- (b) This question was answered correctly by most of those who attempted it. Generalisations such as *'ubuphi ineminyaka eminingi'* could not be awarded the mark as they needed to be more specific.
- (c) A noticeable number of candidates answered incorrectly *'a long time'*, instead of *'amakhilomitha angama-300'*.
- (d) Generally answered correctly where this item was attempted.
- (e) This item was generally well answered. Candidates are reminded that the mark allocation at the end of each item serves as a guide to the number of pieces of information they should supply in their response. A common error noted by examiners was *'imoto zethu'*.
- (f) This question was generally answered correctly.
- (g) This question was generally answered correctly.

#### **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. Candidates are reminded that half marks are not awarded, and so they should provide all the required information (e.g. the full name, not just the first name or incomplete addresses).

Several candidate responses showed confusion over the meaning of *'Ubudlelwane phakathi kwakho naye.'* and *'Izizathu ezimbili zokukhetha lo muntu.'*

#### **Exercise 3**

A good number of candidates were able to answer these questions correctly. The best answers were written using correct grammar and contained no spelling mistakes.

Most success was seen with responses to *'Kusiza ngani ukuba ne-akhawunti eqondene ngqo nebhizinisi lakho?'*, whereas only the most able candidates scored both marks for their responses to *'Izinto ezikhombisa ukungabi nalo ulwazi ngokuqhuba ibhizinisi lasekhaya'*.

#### **Exercise 4**

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.

When incorrect spelling makes it very difficult for the examiner to understand the intended meaning, this has a negative impact on the marks awarded.

Repetition of the same information, written in different words sometimes led to responses exceeding the 80 word limit. 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. This can be avoided by making sure that the question is properly read.

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 (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

In this examination series there were instances of candidates who did not attempt to answer on this exercise, or who did not answer all items **(a) – (h)**. Candidates may benefit from practice using past examination papers to become familiar with the time constraints of this component.

- (a)** This was a two-mark question and candidates did not always supply enough information to gain both marks.
- (b)** Generally well answered.
- (c)** This was mostly well answered. Simply stating '*baqala babancane*' was not sufficient to gain the mark as the exact age of six months was required.
- (d)** Generally well answered.
- (e)** A significant number of candidates only gave part of the answer.
- (f)** Occasional incorrect answers included '*Abaqali ngokungena emazini*' or '*Ukuthi bebewazi ukubhukuda*'.
- (g)** Most candidates answered this correctly. Answers such as '*yehliswa amathuba kuphela*' or '*baphonswe emanzini*' could not be awarded the mark.
- (h)** This was answered well by most candidates. Occasionally the incorrect '*Akafuni umntwana angajabuli*' was offered.

### 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 '*mau....*' which should be '*uma u....*').

Several candidates would have scored more highly in their Language marks if they had used '*dlala*' correctly (not '*dla*'). Examiners also noted the common error of dropping the last letter of a word. Candidates are reminded to check their work for this.

# ISIZULU AS A SECOND LANGUAGE

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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 per question
- 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. On occasion illegible script meant that marks could not be awarded. Similarly, poor or ambiguous spelling sometimes impeded candidates' ability to communicate their intended answers.

Candidates are reminded that they need to provide full answers. There were some instances where the required information was only partially present. No half marks can be awarded.

Although there were few instances of interference, Ndebele-speaking candidates should make sure they use only isiZulu words. Two common examples of interference were use of *'tsha'* (for *'sha'*) or the associative *'la-*' (*'na-*).

There were candidates who ticked two boxes in the multiple choice questions. When this happens, candidates are awarded no marks.

## Comments on Specific Questions

### **Exercise 1**

The majority of candidates scored 0–3 overall in this exercise. **Question 4** was the most accessible. **Question 2** and seemed to pose the most challenge.

- 1 Generally well answered by the majority of candidates.
- 2 Few candidates scored this mark.
- 3 Answered correctly by less than half the candidature.
- 4 Few candidates scored this mark.
- 5 This question was not particularly well answered, with about two thirds of the candidates answering incorrectly.
- 6 Well answered by the majority of candidates

## Exercise 2

The majority of the candidates answered all of the questions in this exercise. About a third of candidates invalidated their answers by ticking more than one box.

- 7 Less than half of the candidates were able to answer this question correctly.
- 8 Candidates in the upper range of ability picked the right answer.
- 9 Candidates in the upper range of ability picked the right answer.
- 10 Again, this question was only answered correctly by the most able.
- 11 Candidates had more success in scoring this mark than any other item in the exercise.

## Exercise 3

Candidates are reminded that they need to write complete answers in order to be awarded marks, and that it is important to be able to use the class system in isiZulu.

- 12 (i) The majority of candidates were successful in scoring this mark.
  - (ii) Most candidates answered correctly, while others failed to correctly render communication of *'izephulamthetho ezincane'*.
  - (iii) Those candidates who did not score this mark had incomplete answers, giving *'ihora lokuqala'* only and leaving out *'kuya kwelesithupha'* or vice versa.
  - (iv) Correct answers were frequent. A few candidates wrote *'amabhizinisi amakhulu'* instead of *'amabhizinisi amancane'*.
  - (v) Challenge was more evident in this item than the others for this exercise. About half of the candidates wrote *'bafuna ukuba negama elihle'* as opposed to *'bafuna ukuzihlanganisa nezinto ezinhle'*. Candidates needed to pay careful attention to detail here.
  - (vi) The majority of candidates answered correctly.
  - (vii) Generally answered well. Only a few got this wrong
  - (viii) The majority answered well here. Those who got it wrong wrote about Carla's faith.

## Exercise 4

There were some candidates who did not write anything in some of the questions for this exercise.

- 13 This was generally well answered.
- 14 A significant number of candidates did not achieve the mark for this question. A common answer was *'izifundo ze greenhousing'*.
- 15 The majority of candidates answered this question correctly.
- 16 There were more incorrect answers than correct ones. Common mistakes included *'amarozi nama berries'*.
- 17 Candidates seemed to understand what this question required but a number found it challenging to express themselves correctly. However, for the stronger candidates, this was well answered.
- 18 A good number of correct responses.

- 19** This too, was generally well answered.
- 20** This was well answered. However, many candidates wrote the response in first person/direct instead of indirect (e.g. '*bayaseseka*' instead of '*bayameseka*').
- 21** Not all candidates attempted this question. However, over half of those who attempted it scored the marks.