

CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 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.

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Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0531	01

Umsebenzi 1**Funda lesi sikhangiso bese uphendula imibuzo ezolandela ekhasini elilandelayo**

- (a) Azishibiliki / zakhiwe ngendlela yokuthi zingashibiliki. [1]
- (b) Ungazibuyisa uma ungathokozile ngezicathulo ukuze bakunikeze ezinye. [1]
- (c) Izicathulo ezishuthekwayo [1]
Ngoba abakakwazi ukuzifasa [1]
- (d) Zilugqinsi ngaphansi. [1]
- (e) Qinisekisa ukuthi izicathulo zinesikhala esanele ngaphambili. [1]
Kufanele zivuleke ngokwanele. [1]
- (f) Siqondiswe kubazali/ kubantu abanabantwana abafunda isikole. [1]

[Amamaki: 8]**Umsebenzi 2**

Ifomu lokungenela umncintiswano wamabhayisekile.	
Iminingwane yakho (bhala ngosonhlamvukazi)	
Igama: LINDANI MKHWANAZI	[1]
Indlela yokuxhumana:	
ucingo ✓ (ticked box)	[1]
iselula (empty box)	
imeyli (empty box)	
Iminingwane yokuxhumana: <u>033 251 2936</u>	
Okubhaliselayo (khetha okukodwa ngokufaka uphawu)	
Umjaho	
Izitayela ✓ (already ticked)	
Uma ugcalise izitayela ngenhla, gcwalisa okulandelayo	
Isitayela: <u>esokuhambisa ibhayisekile ngesondo elilodwa.</u>	
Iminyaka wenza lesi sitayela: <u>Iminyaka evisithupha [1], zonke izitayela [1]</u>	[2]
Iminingwane ngendawo yokuhlala:	
Uyadinga ukuhlelelwa indawo yokuhlala? <u>YEBO / CHA</u> (susa ngokufanle)	[1]
Uma ungayidingi, nikeza ikheli lalapho uzobe uhlala khona	
<u>23 Russel House</u>	
<u>Stanger Street</u>	
<u>Thekwini /Durban</u>	[1]
Imali yokungenela umncintisawo efakiwe (inani) R <u>120</u> [1]	

[Total: 9]

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0531	01

Umsebenzi 3

Isimo esifanele somshayeli ngaphambi kokuthatha uhambo:

- Ukwazi ukubona nokuzwa kahle / umzimba usesimweni esihle [1]
- Ukungakhathali / uphumule ngokwanele [1]

Izinto ezingaphazamisa umshayeli:

- Abagibeli / ahamba nabo emotweni [1]
- Ucingo / ukusebenzisa noma ukuphendula ucing [1]
- Ukudla nokuphuza ube ushayela [1]

Ukuze imoto yakho ibe ngephephile kumele:

- Ibe nezinsiza zezimo eziphuthumayo [1]
- Ibe sesisimweni esilungele ukuba ihambe (isetshenziswe) emgwaqeni [1]
- Ingalayishi ngokweqile [1]

[Total: 8]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0531	01

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]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0531	01

GENERAL CRITERIA FOR MARKING EXERCISES 5 and 7

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5 – Exercise 5) (AO: W1, W3, W4, W5, W6 – Exercise 7)
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. 	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.
6–7	<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. 	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>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. 	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.

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0531	01

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. 	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>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. 	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.

[Total: 15]

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0531	01

Umsebenzi 6

- (a) Waqhubeka wafunda waze waqeda isikole. [1]
- (b) UMgqibelo nangeSonto [1]
- (c) Abafundi bakhe bayakhula / bayathuthuka ngokushesha. [1]
- (d) Isikole asikho emthethweni / isikole asibhalisiwe ngokomthetho. [1]
- (e) ukweluleka abantu abasanda kukhubazeka [1]
emva kokulimala ezingozini zezimoto nangezinye izindlela [1]
- (f) Waqaphela ukuthi azikho izikole zabakhubazelile endaweni yangakubo [1]
- (g) Wamemezela emsakazweni wenza isikhangiso/isimemo [1]
- (h) Ufisa ukubabona beqashwa, bebamba iqhaza kwezomnotho, kwezenhlalo nakwezamasiko njengawo wonke umuntu. [1]
- (i) Ufuna ukufunda aqhubekele phambili. [1]

[Total: 10]