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Cambridge IGCSE™

ISIZULU AS A SECOND LANGUAGE   **0531/01**

Paper 1 Reading and Writing   **October/November 2024**

MARK SCHEME

Maximum Mark: 70

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **14** printed pages.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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1   General Marking Principles

1.1 It is not possible to list all acceptable alternatives in the Detailed Mark Scheme. Examiners will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary, and award marks accordingly.

1.2 Crossing out:

(a)	If a candidate changes their mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
(b)	If a candidate crosses out an answer <u>to a whole question</u> but makes no second attempt at it, mark the crossed out work.

1.3   More than the stipulated number of boxes ticked/crossed by the candidate:

(a)	If more than one attempt is visible, but the candidate has clearly indicated which attempt is their final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
(b)	If two attempts are visible (e.g. 2 boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
(c)	Answers in pen do not take precedence over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks 2, one in pen and the other in pencil, the mark cannot be awarded unless there is explicit indication from the candidate as to which is their final answer.

Unless the Mark Scheme specifies otherwise, **do not accept incorrect isiZulu if the word given means something else in isiZulu**. However, **do accept** answers with approximate spelling and grammar providing that the question does not specifically test spelling and grammar accuracy.

1.4   Annotations used in marking:

(a)   BOD = Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.
(b)   NBOD = No Benefit of the Doubt is used to indicate material considered by the Examiner and judged to be more incorrect than correct: the benefit of the doubt is not given to the candidate and the mark is not awarded.
(c)   INV = Candidate has written something that invalidates a previously correct response.
(d)   SEEN = Examiner has seen everything on the page and taken it into consideration.
(e)   Tick = where the mark has been awarded
(f)   Cross = where one of multiple possible marks has not been awarded

1.5   No response and '0' marks:

There is a NR (No Response) option in **RMA**[3].

Award NR (No Response):
- if there is nothing written at all in the answer space or

- if there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- if there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:
- if there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

Question	Answer	Marks	Guidance
Umsebenzi 1			
Total of 8 marks			
1	Ulwazi ngempilo <u>yezilwane zasolwandle</u>	**1**	
2	Emhlabeni wonke jikelele	**1**	
3	Uthola ithuba lokunikeza amahlengethwa kanye noshaka ukudla	**1**	
4	Yizimpahla <u>zokubhukuda</u> (1) Yizimpahla <u>zokungcebeleka</u> ogwini lwasolwandle (1)	**2**	Reject: izimpahla on its own
5	Ama–R50	**1**	
6	Ngoba kuyagcwala	**1**	
7	Zikhokha <u>ebhange</u>	**1**	Reject: email address
Umsebenzi 2			
Total of 9 marks			
8(i)	Khaya (Ndlovu) / Khaya	**1**	Reject: surname (Ndlovu) on its own
8(ii)	15 (2009)	**1**	
8(iii)	Omncane (kakhulu)	**1**	
8(iv)	Yebo	**1**	
8(v)	Izingqungqulu	**1**	
8(vi)	Imisebenzi yangaphandle	**1**	
8(vii)	Ithende elihlanganyelwe	**1**	
8(viii)	Angayidli inyama	**1**	
8(ix)	Ngesithuthi esihleliwe	**1**	

Question	Answer	Marks	Guidance
Umsebenzi 3			
Total of 8 marks			
9	**Ubuhle bokusebenzisa indlela yokulima ngenkontileka** **Any 3 of the following:** • isiza abalimi abahluphekayo ngokwandisa izitshalo ngehektha elilodwa (1) • igqugquzela / ikhuthaza ukulimela ukudayisa izitshalo kunokuzidla nje kuphela / abantu bangenza imali ngokulima (1) • ithuthukisa izindawo zasemakhaya (1) • iqeda ukuhlupheka (1) • isiza abantu abasha (1)	**3**	
10	**Izinkinga zokulima ngenkontileka** • abathengi benza izinqumo zokubeka intengo ngendlela engafanele (1) • ukungatholakali kwezivumelwano zezinkontileka eziqondile / ezisemthethweni / ezihlelekile (1) • abalimi bayahluleka ukunyusa amazinga esivuno afinyelele emazingeni omhlaba. (1)	**3**	
11	**Okwenziwa uMnyango weZolimo ukusiza intsha ukuthi ibe ngabalimi benkontilaka** • ukubanikeza umhlaba (1) • ukubaqeqesha (1)	**2**	

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.)

The maximum mark for Umsebenzi 4 is 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, almost entirely written in own words
5	expression outstanding: clear orderly grouping and sequencing, almost entirely written in own words

Amamaki: 5

Umsebenzi 5

- 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.
- **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 does not 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 **partly relevant** and therefore in mark band 2–3, the full range of marks for Language are available.
- 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.
- **The maximum total mark for Umsebenzi 5 is 15.**

GENERAL CRITERIA FOR MARKING EXERCISE 5

Band	CONTENT: relevance and development of ideas (AO: W1, W2)	Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8	**Highly effective:** • **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	**Fluent:** • **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	**Effective:** • **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	**Precise:** • **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	**Satisfactory:** • **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	**Safe:** • **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.

Band	CONTENT: relevance and development of ideas (AO: W1, W2)	Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
2–3	**Partly relevant:** • *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	**Errors intrude:** • *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 inconsistent.
0–1	**Little relevance:** • 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	**Hard to understand:** • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which most make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. **Award 1 mark.** • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of isiZulu writing. Paragraphs absent or inconsistent. **Award 0 marks**.

Question	Answer	Marks	Guidance
Umsebenzi 6			
Total of 10 marks			
14	Wayengakholwa / wayezizwa sengathi uyaphupha	**1**	
15	Wayengaliqondi / wayebona ukudlala ibhola kuwubuwula	**1**	
16	• Cha / wayengasithandi (1) • Wavele wasibeka etafuleni lokutadisha wangaba nandaba naso / wayengalithandi ibhola lezinyawo (1)	**2**	
17	**Any 2 of the following:** • Wayengazi ukuthi enze njani enkundleni (1) • Wayengayazi imithetho yalo mdlalo (1) • Walikhahlela kabi / Walikhahlela kakhulu washaya intombazane (1) • Wavele wama nje phakathi nenkundla (1)	**2**	
18	Wajabula / Wayengakholwa / Wayemangele (1)	**1**	Reject: wahluleka nokukhuluma
19	Ngokubeseka (1) Ngokuthi abasebenzela <u>amakilabhu amakhulu</u> ebhola bavakashele ezikoleni ukuze baxhumane nentsha. (1)	**2**	
20	Kumele ube ngumdlali ovelele (1)	**1**	

Umsebenzi 7

- 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.
- **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 does not 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 **partly relevant** and therefore in mark band 2–3, the full range of marks for Language are available.
- 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.
- **The maximum total mark for Umsebenzi 7 is 15.**

GENERAL CRITERIA FOR MARKING EXERCISE 7

Band	CONTENT: relevance and development of ideas (AO: W1, W2)	Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8	**Highly effective:** • **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	**Fluent:** • **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	**Effective:** • **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	**Precise:** • **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	**Satisfactory:** • **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	**Safe:** • **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.

Band	CONTENT: relevance and development of ideas (AO: W1, W2)	Band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
2–3	**Partly relevant:** • ***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	**Errors intrude:** • ***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 inconsistent.
0–1	**Little relevance:** • 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	**Hard to understand:** • Multiple types of error in grammar/spelling/word usage/punctuation throughout, which most make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. **Award 1 mark.** • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of isiZulu writing. Paragraphs absent or inconsistent. **Award 0 marks**.