

MARK SCHEME for the October/November 2014 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 2014 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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Umsebenzi 1

- (a) Ngoba sichitha isikhathi esiningi silele. [1]
- (b) Banemibhede enhlobonhlobo ehambisana nephakethe labo bonke abantu. [1]
- (c) Ngoba yenziwe ngendlela yokuthi ungamphazamisi olele osecelini kwakho. [1]
- (d) Ungalimaza iqolo lakho. [1]
- (e) Ukukwazi ukuwuthola ngalolo suku umbhede wakho. [1]
Awudingi ukulinga amaviki ayi-8 njengakwezinye izinkampani? [1]
- (f) Sazi ngoba banesithembiso seminyaka eyishumi yokushintsha umbhede uma ukunikeza inkinga. / Kakhulu, ngoba bayamnakekela kusukela engena aze aphume esitolo. [1]
- (g) Ungakhokha ngesikweletu/ ungakhokha kancane kancane zinyanga zonke/ ungakhokha ngekhadi lasebhange. [1]

[Total: 8]

Umsebenzi 2

<i>Au pair eSwitzerland</i>		
Imininingwane yakho		
Igama nesibongo	Zandile Ndebele	[1]
Ubulili	owesifazane	[1]
Inombolo yocingo	(263) 91 240 78 (reject work number)	[1]
Izinga lemfundo	ngiqedile isikole eminyakeni emibili edlule	[1]
Igama lo mzali:	Zodwa Ndebele	[1]
Nikeza Imininingwane ngomzali / umuntu ohlala naye:		
	Ungumhlengikazi esibhedlela, ucingo lwasemsebenzini (263-9) 99 244 00	[1]
Izizathu ezenza uzibone ufanele ukuthathwa kulolu hlelo.		
amakhono omsebenzi ngokwemfundo: ukufunda izilimi ezintsha kalula/ ngokushesha.		[1]
amakhono omsebenzi ngokwesipiliyoni: ukugada abantwana		[1]
Isikhathi ongasihlala eSwitzerland:		
unyaka owodwa okungenani / isikathi esiyizinyanga eziyi-18		[1]

[Total: 9]

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Umsebenzi 3

Ngokufanele izingane kumele ziqale kanjani ukukhuluma?

- zihlanganise amagama amabili uma zinezinyanga eziyi-18. [1]
- zisho amagama amathathu nemisho ngaphambi kokuba neminyaka emithathu. [1]

Umehluko phakathi kwabantwana besilisa nabesifazane:

- Abesilisa bavame ukukhuluma kamuva (ngezinyanga eziyi-16) [1]
- Abasilisa bakhuluma amagama ambalwa (30) kunabesifazane (50) [1]

Izeluleko ezinganikezwa abazali izingane zifunde ukukhuluma:

- Ukuyikhulumisa ingane [1]
- Ukuyifundela izincwadi [1]
- ukuxoxa nayo noma uyixoxise ingane [1]
- ukukhuluma ngendlela efanele ukuze ifunde indlela efanele yokukhuluma [1]

[Total: 8]

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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

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.

<p>2–3</p>	<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. 	<p>2–3</p>	<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.
<p>0–1</p>	<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. 	<p>0–1</p>	<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]

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Umsebenzi 6

- (a) Ukusebenza ngaphansi komhlaba endaweni evalelekile wayengeke akwazi ukukumela. [1]
- (b) Babengawuthandi [1]. Babebona kungewona umsebenzi wangempela. [1] [2]
- (c) Wayizwa emsakazweni. [1]
- (d) Ukungabi nalo ulwazi olukhulu lwebhizinisi. [1]
- (e) Ngokubukela kwabanye osomabhizinisi asebethuthukile nabanesipoliyoni. [1]
- (f) Wakwazi ukuzitholela imali yokuqala ibhizinisi lakhe eminyangweni ephezulu yezemali / wathola amakhono okuzikhulumela nezinkampani ezinkulu. [1]
- (g) Ngokuhlangana noMnu. Khumalo ukuze athole amasu amasha. [1]
- (h) Usezinhlelweni zokuqala ibhizinisi elisha. [1]
- (i) Ngoba usezimisele ukusebenza khona kodwa njengomdayisi. [1]

[Total: 10]