



Cambridge IGCSE™

ISIZULU AS A SECOND LANGUAGE

0531/01

Paper 1 Reading and Writing

For examination from 2025

MARK SCHEME

Maximum Mark: 60

Specimen

This document has **8** pages. Any blank pages are indicated.

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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

Cambridge IGCSE IsiZulu as a Second Language Paper 1 Reading and Writing tests the following assessment objectives:

Reading

- R1 demonstrate understanding of specific factual information
- R2 demonstrate understanding of the connections between the ideas, opinions and attitudes
- R3 identify and select details for a specific purpose
- R4 demonstrate understanding of implied meaning

Writing

- W1 communicate information, ideas and opinions
- W2 organise ideas into coherent text using a range of linking devices
- W3 use a range of appropriate grammatical structures and vocabulary
- W4 use appropriate register and style for the given purpose and audience

Question	Answer	Marks
1	iMelika / Izwe laseMelika	1

Question	Answer	Marks
2	e-Afrika	1

Question	Answer	Marks
3	Emakhonsathini ezikole	1

Question	Answer	Marks
4	Kungabafundisa / kubakhuthaza ukunakekela into abayisebenzisayo (ukuze bakwazi ukuyisebenzisa nangolunye usuku)	1

Question	Answer	Marks
5	Akudingi ukuthi ufunde amanothi abhaliwe omculo / awudingi amakhono asezingeni eliphezulu. Do not accept – Ungafunda ukudlala iculo elilula ngokushesha	1

Question	Answer	Marks
6	Award one mark for each detail up to a maximum of three marks. 1 Ukuhlanganisa abantu abasha nabadala / abantu abahlukene / abantu abanamakhono ahlukene ndawonye 2 Akhuthaza ukusebenzisana nokubambisana 3 Kusiza abanamahloni bachithe isikhathi nabanye / babe sendaweni lapho behlangana nabanye abantu 4 Indlela yokwenza abangane / kungasiza abantu benze abangani 5 Kuqeda isizungu / umzwangedwa	3

Question	Answer	Marks
7(a)	D	1
7(b)	A	1
7(c)	B	1
7(d)	C	1
7(e)	A	1
7(f)	C	1
7(g)	D	1
7(h)	B	1
7(i)	A	1

Question	Answer	Marks
8	<p>Award one mark for each acceptable response, up to a maximum of four marks.</p> <p>Ubuhle bokusebenzisa izinkundla zokuxhumana:</p> <ol style="list-style-type: none"> 1 ukuthola ulwazi / imininingwane ngokushesha 2 Asikho isidingo sokuthenga amaphephandaba / amaphephabhuku 3 abafundi bayakwazi ukulusebenzisa ekutholeni izifundo 4 Abantu bangadayisa imikhiqizo yabo ukuze bathole imali noma baziphilise 5 Bangakhombisa amakhono abo okungahleha nalabo abangagcina bebanika imisebenzi 6 Abantu bangaxhumana nabangane / nemindeni 	4

Question	Answer	Marks
9	<p>Award one mark for each acceptable response, up to a maximum of three marks.</p> <p>Ububi bezinkundla zokuxhumana:</p> <ol style="list-style-type: none"> 1 Ukusabalaliswa kwezindaba ezingelona iqiniso / Kulula ukufunda indaba bese uyidlulisela kwabanye, okungenza uzithole ususabalalisa indaba engelona iqiniso ungasile 2 baningi abantu abazithole beyizisulu zobugengu 3 Awazi ukuthi ukhuluma nobani 4 sesilahlekelwe yikhono lokuxoxa / Zingenza singakwazi ukuxhumana nabantu ubuso nobuso 	3

Question	Answer	Marks
10	C	1

Question	Answer	Marks
11	A	1

Question	Answer	Marks
12	C	1

Question	Answer	Marks
13	A	1

Question	Answer	Marks
14	B	1

Question	Answer	Marks
15	B	1

Question	Answer	Marks
16	Award up to a total of 15 marks. Up to six marks to be awarded for Content. Plus up to nine marks to be awarded for Language. See generic marking criteria for Questions 16 and 17.	15

Question	Answer	Marks
17	Award up to a total of 15 marks. Up to six marks to be awarded for Content. Plus up to nine marks to be awarded for Language. See generic marking criteria for Questions 16 and 17.	15

Marking criteria for Questions 16 and 17

Table A: Content

Marks	Description
5–6	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> • Task is fulfilled. • Content is fully relevant throughout. • Consistently appropriate style for the text type. • Excellent sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> • Content is very well developed.
3–4	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> • Task is generally fulfilled. • Content is generally relevant. • Generally appropriate style for the text type. • Generally good sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> • Content is generally developed.
1–2	<p><u>Task fulfilment</u></p> <ul style="list-style-type: none"> • Task is only partially fulfilled. • Content is only partially relevant. • Style for the text type is inconsistent or inappropriate. • Insufficient sense of purpose and audience. <p><u>Development of ideas</u></p> <ul style="list-style-type: none"> • Limited attempt to develop content.
0	No creditable content.

Table B: Language

Marks	Description
7–9	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> • Content is communicated skilfully and appropriately. • Uses a wide range of common and less common vocabulary appropriately. • Uses a wide range of simple and complex structures. • High level of accuracy of language. Occasional errors may be present but these do not impede communication. <p><u>Organisation</u></p> <ul style="list-style-type: none"> • Effectively organised and sequenced. • Uses a wide range of linking words and other cohesive devices appropriately.
4–6	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> • Content is communicated clearly. • Uses a range of common vocabulary appropriately and attempts to use some less common vocabulary. • Uses a range of simple structures and attempts to use some complex structures. • Generally good level of accuracy of language. Errors do not generally impede communication. <p><u>Organisation</u></p> <ul style="list-style-type: none"> • Generally well organised and sequenced. • Uses a range of linking words and other cohesive devices generally appropriately.
1–3	<p><u>Range and accuracy</u></p> <ul style="list-style-type: none"> • Content is communicated but lacks clarity. • Uses a limited range of vocabulary. • Uses a limited range of structures. • Lack of control of language. Errors impede communication. <p><u>Organisation</u></p> <ul style="list-style-type: none"> • Limited attempt at organisation and sequencing. • Limited attempt to use linking words and other cohesive devices.
0	No creditable content.

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