

# ISIZULU AS A SECOND LANGUAGE

**Paper 0531/01**  
**Reading and Writing**

## Key message

In order to do well in this examination, candidates should:

- in Exercise 1, keep answers brief and to the point as too much information can invalidate a response and create the impression that the candidate has not understood the question
- in Exercise 2, carefully select the information required from the source text
- in Exercise 3, read the bullet points and the source text very carefully to ensure their notes are relevant to the heading
- in Exercise 4, answer succinctly in their own words by avoiding copying word-for-word from the source text, and keep to the word limit
- in Exercises 5 and 7, use paragraphs and carefully proofread their response
- in Exercise 6, carefully reads the text and check their answers to ensure they are relevant

## General comments:

Candidates were very well-prepared for the examination this year. There were markedly fewer candidates who were unable to answer all questions than there were last year. A small number of candidates did not finish the writing exercises.

There were some excellent scripts this year. Unfortunately, there were also some poor attempts where it was difficult to understand what the candidate was trying to say because of mistakes in spelling or grammar, or because of unclear handwriting.

Although the number of cases in which Ndebele words and phrases were used instead of isiZulu has gone down significantly since last year, Ndebele was still used a fairly large number of scripts. Candidates should be advised of the need to respond in isiZulu only; answers in any other language cannot be credited.

## Comments on specific questions

### **Exercise 1**

- (a) The answer to this question is 'the family' but some answered it by writing 'the visitors of Bloemfontein'.
- (b) This was mostly answered correctly. Some wrote: 'looking at the nice things' instead of: looking at the animals (and having a picnic),' which was accepted.
- (c) Many had this correct but there were also candidates who answered: 'the different African animals' or 'the big five'.
- (d) Most candidates answered correctly.
- (e) This question was mostly answered correctly.
- (f) There were a few candidates who did not answer this question but the great majority answered correctly. A few wrote 'different animals'.
- (g) Most candidates answered this question correctly. A small number left it blank.

## Exercise 2

**A** Almost every candidate had the age correct.

The home address needed to contain all the relevant bits of information, including the city Maputo. There were some candidates who left Maputo out and therefore could not be awarded the mark.

Nearly everyone answered the rest of the questions in this section of the form correctly. Candidates should be careful with how they write their answers, however, as even small errors can sometimes lead to loss of marks. When asked to give the email address, for instance, some turned the first, lower case letter 'l' into a capital 'I'.

**B** There was a small number of candidates who ticked the incorrect box, or both boxes, but the majority got this right.

There were a few who did not answer the second question in this section of the form or who answered it incorrectly.

**C** The first question was almost invariably answered correctly.

The second question was also well answered, but not to the same extent as the first question. Some appeared to guess by answering 'one', 'two', or 'three' but the majority got the correct number. Answers expressed in numbers and (correctly) spelled words were both accepted.

A few candidates wrote 'five' spectators, as this was how many could have gone, but in this case only three actually went. Again, writing 'three' as a number or a word were both acceptable answers. Some candidates did not answer 'three' but gave the three names, which was also accepted.

## Exercise 3

(a) Most candidates had at least one answer correct but there were many who provided the correct information for all three bullet points.

(b) This sub-question was answered the best in **Exercise 3**. Most candidates could provide the full details required.

(c) Many had this correct but a few also wrote that they should avoid coffee or alcohol.

In sum, this exercise was very well attempted.

## Exercise 4

There were some good answers, using **Exercise 3** as a guideline, but unfortunately there was a lot of copying from the passage. There were also problems with grammar and spelling, for example:

- '*Uma umzimba bakushoda amanzi*' instead of *Uma umzimba uyawashoda amanzi*
- '*udoti kuphume*' instead of *udoti aphume* (the subjunctive should be used in this case with the subject concord (marker) changing to 'a-')
- '*amanzi usiza*' instead of *amanzi asiza* (*amanzi* is in class 6)
- wrong subject concord (marker) and a general lack of consistent application of the noun class system
- incorrect usage of the negative, e.g. without the initial *a* or with the negative written in the wrong form as in: '*Udoti kaphum*' (the word is in class 1(a) and the negative is *aka-*, thus: *udoti akaphumi*)

Some answers were unclear, e.g. '*Umuntu kumele engaqendi nviki*' or '*engamathanga*'.

### Exercise 5

Most candidates had a good understanding of what they had to write, although there were some who only wrote about the holiday and forgot to tell their friend why they should also visit this place. There were a very small number of answers with only limited relevance to the task set.

Similar grammatical and spelling mistakes occurred as those already mentioned in **Question 4**. Further examples include:

- *ningi* written phonetically as '*nengi*'
- problems with *dl* and *hl*, e.g. confusion between *dlala* (to play) and *hlala* (to stay)
- some words were not written in full, e.g. '*hla*' instead of *hlala*
- '*Uyakwanisa ukugada yona*' instead of *Uyakwazi ukuthatha yona* (*gada* means to 'look after (a child)' in isiZulu)
- the use of '*l*' instead of the isiZulu *n*
- '*kulama .....*' instead of *kunama.....*

### Exercise 6

Apart from a number of weaker candidates, the majority generally fared quite well in this exercise.

- (a) Most candidates had this correct.
- (b) Many had this correct but some also said that 'the people would not respect others', which was not the correct answer.
- (c) There were hardly any problems with answering this question. Most were able to provide all three details.
- (d) Many only gave one part of the answer looked for, and thus scored only one of the two marks on offer.
- (e) There were very few problems here.
- (f) Many answers were incomplete and could therefore not score the mark.

### Exercise 7

Most candidates provided a solid structure for their closely argued response. Some pieces of writing were rather repetitive, however. To avoid repetition, candidates are advised to plan their answer before putting pen to paper. Paragraphing is of crucial importance in this regard. Candidates also need to bear in mind that this writing task is also more formal than the one in **Exercise 5** and avoid using language that is not sufficiently formal.

Similar mistakes occurred to those mentioned in **Exercise 4** and **Exercise 5**. Other errors included the following:

- '*kuyinto elungileyo*' instead of *kuyinto elungile* (the ending *-yo* can only be added when verbs are used as relatives)
- '*Impelasonto sisikhathi*' instead of *yisikhathi* – '*yi-*' ('it is') was very little used
- the Ndebele word *kashana* instead of the isiZulu *eduze*

# ISIZULU AS A SECOND LANGUAGE

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Paper 0531/02

Listening

## Key message

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
- in Exercises 3 and 4, use the second time items are played to check responses carefully.

## General comments

The performance was better compared to previous years. There were also fewer unanswered questions this session.

Although the number of spelling and grammar mistakes decreased, some candidates used Ndebele words, such as '*kumbe*' or '*malushane*', instead of isiZulu alternatives. Other examples include '*khatheze*' instead of the isiZulu *manje* and '*kumbe*' instead of *noma*. Also, 'and' in isiZulu is *na* and not '*la*' – an error that is still frequently made. It is advisable to compile a list of Ndebele words with the appropriate Zulu words next to them, to enable candidates to see and learn the differences between the two languages.

## Comments on specific questions

### Exercise 1

- Question 1** This question was mostly answered correctly.
- Question 2** Almost every candidate answered this correctly.
- Question 3** This question was answered correctly by most candidates.
- Question 4** There were quite a few wrong answers to this question but most tackled it successfully.
- Question 5** Most candidates scored the mark available for this question.
- Question 6** Most candidates achieved the mark here.

### Exercise 2

- Question 7** The majority chose the correct answer.
- Question 8** Most candidates were successful.
- Question 9** Most candidates got this right.
- Question 10** Only a few candidates did not tick A, which was the correct answer.
- Question 11** This was the question where most mistakes were made. B was mostly given as the incorrect answer.

### Exercise 3, Question 12

This exercise was mostly answered correctly.

A few wrote 'Switzerland' or only 'on a stage' for the first bit of information required. One candidate wrote 'Pretoria'. Some also wrote 'Tsotsi'. Only a few did not venture an answer.

Many answered the second question correctly. Candidates should try to apply correct grammar. Some wrote '*amafilimu bancane*' or '*incane*'. There appears to be a lack of understanding of the isiZulu noun system on the part of some candidates.

Except for a few mistakes, where some candidates named films, most candidates wrote '8' in answer to the third question. Some candidates incorrectly gave '*isishiyagalolunye*', i.e. 9, instead of 8 (*isishiyagalombili*).

Some candidates left the fourth question blank but most answered it correctly.

'Doctor' on its own was insufficient as an answer to the fifth question, as the answer was 'heart doctor'.

There were answers ranging from '2', to '6' or '8' to the sixth question but many had 7 as the correct answer.

Most candidates knew the answers to the last question, scoring the two marks on offer.

### Exercise 4

**Question 13** Most candidates had at least one of the two answers correct

**Question 14** A few did not answer this question, and some gave an incomplete response. Candidates are reminded to make sure they have covered the question in its entirety. Incorrect answers included: '*ngaphansi kwezilwane*', '*ngaphezu indlu*' and '*phezu kwengasesa*'.

**Question 15** Most scored the mark on offer here. Some wrote '*tshintsha*' instead of *shintsha*. Some responses, such as '*imcamelo makanda webungula*' unfortunately made little sense.

**Question 16** Mostly answered correctly but some left the question blank. Incomplete answers, such as '*amagcikwane ngaphansi*' and '*amagcikwane ngaphansi kwesikhwama*', could not score.

**Question 17** This question was left unanswered more often than others in this exercise. Answers with '*phatha*' (carry) instead of '*thinta* (touch) *amagcikwane*' were accepted.

**Question 18** There was a range of incorrect answers, e.g. '*geza imoto*', '*zifika ezindleni (ezindlini)*' and '*ngizobambo nezivano*', but there were also a good number of correct responses.

**Question 19** This question aimed to test the best candidates. Most candidates could give two of the three answers correctly, with some rephrasing their first or second answer as their third answer, hoping that it might score the third mark on offer. Stronger candidates usually gained all three marks.