

# ISIZULU AS A SECOND LANGUAGE

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Paper 0531/01  
Reading and Writing

## Key messages

Most candidates managed to finish the examination. This continues to improve each year, indicating that the preparation for this paper is also getting better. Additionally, there were far fewer candidates who left sections unanswered. Moreover, there has been a significant improvement in the way candidates respond to the writing exercises, especially **Umsebenzi 5**. The majority of the candidates who scored low marks did so because they did not provide a response for some of the exercises, particularly the Writing sections.

## General comments

Several candidates still struggle with grammatical manipulation. This is evident in a number of answers that are simply lifted from the text without being changed from the first to the third person, for example. Candidates need to work on direct and indirect speech to remedy this issue.

For **Umsebenzi 5**, some candidates are still writing an address for the letter. This is not necessary and candidates lose precious time doing this.

The use of isiNdebele vocabulary, grammatical structures and idiomatic expressions remains a prevalent issue. Below are some of the words that featured a lot in this examination:

IsiNdebele	IsiZulu
• ezinengi	– eziningi
• ingcekeza	– izibi/ukungcola/udoti
• ababalisi	– othisha
• hatshi	– hhayi
• dobha	– cosha

## Comments on specific questions

### **Umsebenzi 1**

#### **Question 1**

Most candidates got this question right. To get the mark for this, candidates needed to work out that the answer was not just animals or the sea but the sea life or the sea creatures.

#### **Question 2**

Most candidates identified the correct response from the text.

#### **Question 3**

Several candidates were able to identify that the correct answer was contained in the third bullet point.

#### **Question 4**

Several candidates managed to give the correct answer.

### Question 5

The vast majority of candidates managed to gain this mark.

### Question 6

The majority of candidates gained this mark. However, several candidates lifted the whole sentence instead of simply picking the word *kuyagcwala*.

### Question 7

Fewer candidates gained this mark. Successful candidates were able to understand exactly what the question was asking for.

### Umsebenzi 2

Candidates needed to underline or circle the correct option for some of these questions. Some candidates would select an option by crossing through it, which made it look as if they were ruling that answer out rather than selecting it. Candidates were given the benefit of the doubt in these cases, but in future, candidates should be careful to follow the instructions so that their answers are clear. Candidates should be familiar with the words *dwebela* (underline) and *kokelezela* (circle) to tackle this task effectively.

Some candidates wrote the actual year of birth instead of the age for **8(ii)**, which is not really what the form was asking in the context.

There were candidates who wrote the answer in English and were not awarded the mark.

### Question 8

- (i) The majority of candidates gained this mark. There were candidates who either provided the first name or surname only. This section needed both the first name and surname as the form requested *amagama aphelele*.
- (ii) The majority of candidates gained this mark.
- (iii) The majority of candidates managed to gain this mark.
- (iv) Some candidates missed this question and failed to select between *yebo* and *cha*.
- (v) The majority of candidates gained this mark.
- (vi) The majority of candidates gained this mark.
- (vii) The majority of candidates gained this mark.
- (viii) Candidates answered this question with variable success.
- (ix) The majority of candidates gained this mark.

### Umsebenzi 3

This remains one of the exercises in which candidates struggle to score marks. However, performance was much improved compared to previous years.

### Question 9

Candidates answered this question with variable success.

### Question 10

Candidates answered this question with variable success. Several candidates duplicated the same answer but phrased it differently.

### Question 11

The majority of candidates did not manage to get both marks for this question.

### Umsebenzi 4

#### Question 12

Candidates who scored higher marks in this exercise were able to write the summary mostly using their own words and in a clear way. They were also able to follow the sequence of the original text and group related items together.

Several candidates lifted from the text or simply copied out their notes. The sense of order was there, but the struggle was with the expression. Candidates were not able to write this in their own words.

Candidates answered this question with variable success. The majority of candidates gained 3 marks.

### Umsebenzi 5

#### Question 13

Most candidates were able to respond with the relevant content. Candidates who scored high marks in this exercise also had well-developed ideas. Candidates should try to reach the required number of words as this helps them cover all the ideas needed for content.

The use of language was better than in previous years. However, the influence of the mother tongue or primary language (where it is not isiZulu) remains a challenge for several candidates.

### Umsebenzi 6

This exercise is different from **Umsebenzi 1** in that the level of demand is higher. Candidates also need to be able to read between the lines and pick up on inference.

#### Question 14

Candidates answered this question with variable success.

#### Question 15

The majority of candidates managed to gain this mark.

#### Question 16

Candidates answered this question with variable success.

#### Question 17

Candidates answered this question with variable success. Several candidates only gained one mark as they only provided one aspect of the answer.

#### Question 18

Fewer candidates gained this mark. Most candidates wrote about the mother's comment or reaction instead of how she felt.

#### Question 19

Candidates answered this question with variable success.

#### Question 20

Many candidates struggled to answer this question correctly.

## Umsebenzi 7

### Question 22

Most candidates who answered this question understood the instructions. The content was generally good. The language was also good, although there were recurring isiNdebele grammatical structures like the use of 'l' instead of 'n'. Also, the isiNdebele word *ingcekeza* was often used instead of the isiZulu words *izibi* or *udoti*.

Candidates who performed well in this exercise were able to show that they understood the intended audience for the task. In their speech, they demonstrated that they were addressing their school community. The register used was appropriate for the context and they developed their ideas well. They also used persuasive strategies to show the seriousness of the issue that was being addressed.

Candidates would improve their marks for Writing if they attempted to sustain the quality throughout the task. Each point should be developed. Candidates who write more interesting responses are those that manage to make the speech believable and convincing, and add examples or anecdotes to their responses. This differentiates a candidate who scores 7 from a candidate who achieves an 8 for content.

# ISIZULU AS A SECOND LANGUAGE

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Paper 0531/02  
Listening

## **Key messages**

In this year's listening paper, most candidates appeared to have prepared well and demonstrated that they could answer the questions accurately. It is encouraging to see the continued improvement compared to previous years. Again, teachers are to be commended for the work they have put in to prepare the candidates for this examination.

## **General comments**

There were very few candidates who wrote completely irrelevant responses to the questions. Most candidates were writing notes while listening to the audio which was helpful when finalising their responses and reduced the number of questions with no response. Most candidates were able to answer the whole paper. Candidates were better at time management. Candidates should pay close attention to the number of marks available for each question so that they can write down enough points to achieve full marks.

## **Comments on specific questions**

### **Umsebenzi 1**

A few mistakes were evident, such as ticking two boxes, but most candidates answered this exercise well. Candidates should be aware that no mark can be awarded if more than one box is ticked, even if one of the boxes ticked is for the correct answer.

### **Question 1**

This was a challenge for a few candidates. Stronger candidates answered this correctly.

### **Question 2**

Most candidates answered this question well.

### **Question 3**

Most candidates answered this question well.

### **Question 4**

This was fairly well answered by the majority of candidates.

### **Question 5**

This was well answered by most candidates.

### **Question 6**

This was fairly well answered by the majority of candidates.

## Umsebenzi 2

Most candidates scored full marks for this question, which is encouraging as it was evident that most candidates could identify the distractors in these multiple-choice questions. Some candidates struggled more to identify these distractors.

### Question 7

Stronger candidates were able to answer the question correctly.

### Question 5

Some candidates answered this question correctly.

### Question 9

This was well answered by most candidates.

### Question 10

Some candidates ticked A instead of C.

### Question 11

Most candidates answered this question well.

## Umsebenzi 3

Most candidates were able to show a good understanding of the questions and were able to answer the questions accurately.

### Question 12

- (i) The majority of the candidates answered this question well as they could identify the key word *wayethanda* meaning 'likes' and candidates were able to give the one-word answer of *ukugijima*.
- (ii) Some candidates found this question challenging and struggled to write the correct phrase *ukujwayela ukuhamba nabazali* meaning 'used to going with parents'. Some candidates only wrote a one-word answer: *abazali*. The candidates understood the audio but struggled to string the answer together.
- (iii) The candidates understood the question on the whole; hence they were able to give the response of *ukushaya igoli* meaning 'to score a goal' but were not able to say from what distance. Other candidates left out 'to score' and just wrote 'a goal'. Furthermore, a few candidates wrote the word *igoli* in English and said *igoal*.
- (iv) It proved to be a challenge for candidates to answer with just the one word that was required, which was either *wayejabule* or *wayengakholwa*. This question required candidates to listen carefully to understand what was asked.
- (v) Most candidates answered this question correctly and were able to give the correct response of *abalandeli*.
- (vi) Candidates understood this question well and it was answered correctly by most of the candidates. The response required only one word, which was *ithemba*.
- (vii) Most candidates struggled with this question. Stronger candidates were able to identify the correct answer, which was *ukuba ngomunye wabaqeqeshi beqembu elimele izwe*, which is 'to be a coach of a national team'. Less able candidates answered by saying *abuyele emalokishini ukuze asize abadlali* ('going back to the township to help players') which was already mentioned on the question paper.

(viii) This question was well answered by most of the candidates: *ukuba aqale umndeni*. The key word *umndeni* meaning 'family' was well understood by the candidates.

#### Umsebenzi 4

This question was well answered by most candidates. This was encouraging as this question required candidates to both comprehend the questions and give responses with enough information to achieve full marks.

#### Question 13

A significant number of candidates only gave part of the answer to this question or did not give enough information to quite get one or two marks. The common answer to the question was *omakhelwane*, which simply means 'neighbours', and candidates left out *abantu abasebenza nabo*, which means 'people they work with'. Candidates are encouraged to write notes which they can use to form their final answers on the second listening, particularly on this exercise.

#### Question 14

Most responses to this question were correct. Candidates showed they had understood that her dream was to study to become a journalist (*intatheli*).

#### Question 15

This question was well answered by most candidates.

#### Question 16

Many candidates only answered this question partially and did not mention that she needed to start over by fixing the place first (*ukuqala phansi alungise indawo*). They were able to say that the place was not what she expected (*indawo ayezosebenzela kuyo ayibanga yilokho ebekulindele*), which was not her first challenge.

#### Question 17

Most of the candidates only managed to give the correct answer for the first part of this question. A few candidates simply gave an incomplete response, and they were not awarded any mark for this as their answers were not meaningful. Some candidates could give *ziyamqinisa* (they make her a tough person) but found the second part trickier: they needed to mention that they make her think differently (*zimenza acabange ngendlela ehlukile*).

#### Question 18

The majority of candidates were able to give a correct response to this question. They were able to say that she was happy to see her customers appreciate her products (*ukubona amakhasimende akhe ejabulela umkhiqizo wakhe*).

#### Question 19

This question was well answered by most candidates. Candidates needed to mention that she opened other shops in neighbouring towns: *ukuvula ezinye izitolo emadolobheni angomakhelwane*.

#### Question 20

On the whole, candidates were able to comprehend the question and give the necessary response (*inhloso yakhe nge bhizinisi*), which means her 'dream or goal for the business'.

#### Question 21

Candidates answered this question well. They were able to say what is important when starting a business, which was *ukusebenza kanzima* (to work hard).