

ISIZULU AS A SECOND LANGUAGE

Paper 0531/01
Reading and Writing

General comments

There was a noticeable improvement in performance this year, and it appeared candidates were better prepared and more familiar with the format of the exam. Candidates should ensure, however, that they read the questions carefully in order to produce responses that are both relevant and precise.

Comments on specific questions

Exercise 1

This exercise was well understood. Many candidates scored full marks.

Exercise 2

Candidates are advised to show more care answering an exercise of this type. For example, when asked to give the gender of the applicant, some candidates wrote 'boy' when they should have written 'male'. Where an address is asked for, the whole address should be given.

Exercise 3

In **Question (b)** the meaning of the word *zemvelo* in the context in which it occurred (nature, habitat) was misunderstood by some of the candidates.

Exercise 4

Some candidates wrote uninterrupted, paragraph-long sentences which often made the meaning of their answer or part of their answer obscure. Candidates are therefore advised to use punctuation where appropriate and to break up overlong sentences into smaller units. Spelling also needs to be given more attention, e.g. *amakanda* (*amakhanda*).

Exercise 5

Again, spelling and grammar need to be looked at more closely, e.g. '*siyatshesenzieswa*' (*siyasetshenziswa*). Weekdays are written with a capital letter in isiZulu, so '*ngomgqibelo*' should be written '*ngMgqibelo*'.

In terms of grammar, the possessive for class 1 is not *ka*, i.e. not *umshado kamfowethu*, but *wamfowethu*. Attention should also be given to the correct use of the remote past tense. Also, the future tense is not so but *zo*, i.e. *ngizo* and not *ngiso*.

More attention needs to be given to the distinction between *bh* and *b*, *kh* and *k*, *ph* and *p* and *th* and *t*. Using one instead of the other can change the meaning of the word.

Object concord should be applied correctly. The difference of the *-m-* and *-mu-* (class 1) should get more attention so that, for instance *ngiyamuzwa* is used, not *ngiyamthanda*.

Exercise 6

Most candidates performed well on this exercise.

Question 7 was enjoyed by most candidates and many scored high marks.

Finally, candidates should be reminded that they are required to answer in isiZulu throughout the question paper and English should therefore be avoided at all costs.

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Paper 0531/02

Listening

General comments

As was the case for Paper 1, candidates performed better this year than last year. As this is a Listening paper, spelling mistakes are tolerated in open-ended exercises as long as the meaning of the answer is clear and unambiguous.

Comments on specific questions

Exercise 1

Most candidates scored full marks. A small number had problems with **Questions 4** and **5**, however.

Exercise 2

Questions 7 and **11** were almost universally answered correctly. A small number of candidates struggled with **Questions 8, 9** and **10**.

Exercise 3

Candidates were required to fill in a form. Most experienced few, if any problems, in this exercise, except that a fair few wrote *Opel* instead of *Thekwini* in answer to the question where Mr Ngcobo's work was based.

Exercise 4

Most rounded off a good performance in the previous exercises with an equally impressive performance in the last exercise in the paper. A few candidates, however, had problems with **Question 16**.

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Paper 0531/05
Oral Communication

General comments

There were too few candidates to enable a meaningful analysis of the overall performance.