



Cambridge IGCSE™

SWAHILI

0262/01

Paper 1 Reading and Writing

May/June 2023

MARK SCHEME

Maximum Mark: 60

Published

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 International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **16** printed pages.

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

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 descriptors in mind.

This component tests the following Assessment Objectives:

AO1: Reading

R1 identify and select relevant information

R2 understand ideas, opinions and attitudes

R3 show understanding of the connections between ideas, opinions and attitudes

R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings

AO2: Writing

W1 communicate information / ideas / opinions clearly, accurately and effectively

W2 organise ideas into coherent paragraphs using a range of appropriate linking devices

W3 use a range of grammatical structures and vocabulary accurately and effectively

W4 show control of punctuation and spelling

W5 adapt appropriate register and style / format for the given purpose and audience

PUBLISHED**Overview of exercises on Paper 1**

Exercise	Task type	Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
1	Short answer reading	R1, R2, R3, R4	8			8
2	Multiple matching	R1, R2, R3	9			9
3	Note-making	R1, R2, R3, R4	9			9
4	Summary	R2, R3, R4,	4	W2, W3, W4, W5	6	10
5	Writing (1)			W1, W2, W3, W4, W5	8	8
6	Writing (2)			W1, W2, W3, W4, W5	16	16
Total Marks						60

Exercise 1

Question	Answer	Marks	Guidance
1	Majiko [mbadala]	1	
2	(i) Kutumia majiko yenye uchafuzi [ya kuni/mkaa] (ii) Kukata miti [bila kudhibiti]	2	
3	Kuhifadhi mazingira	1	<i>Reject:</i> Misitu ni muhimu sana kuendeleza mifumo ya maisha
4	<u>Uongozi</u> wa vijana [duniani] ni suluhisho	1	
5	Kuandamana/Maandamano	1	<i>Accept: descriptions of demonstrating</i>
6	(i) Kusimama nje ya ofisi za serikali <u>peke yake</u> (ii) Aliwasaka wabunge (na kuwataka wabadili sera)/alikusisha serikali	2	

Exercise 2

Question	Answer	Marks
7	B	1
8	C	1
9	A	1
10	D	1
11	A	1
12	D	1
13	B	1
14	B	1
15	C	1

Exercise 3

Question	Answer	Marks	Guidance
16	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are:</i></p> <ul style="list-style-type: none"> • Kuwepo kwenye historia • Kuona angani kukoje • Hisia ya kutokuwepo mvuto wa ardhi • Hisia ya kuelea hewani • Hamu ya kutalii anga tangu utotoni 	3	
17	<p>Award 1 mark for each acceptable answer, up to a maximum of 3 marks. Acceptable answers are:</p> <ul style="list-style-type: none"> • Hakuna mtu yeyote karibu na roketi/vumbi • Kupeleka mwanasesere angani • Kufunga mikanda • Majaribio mengi/majaribio 15 	3	
18	<p>Award 1 mark for each acceptable answer, up to a maximum of 3 marks. Acceptable answers are:</p> <ul style="list-style-type: none"> • Watu wanaojiweza kifedha wataweza kuenda angani • Tofauti kati ya watu duniani zitazidi kuwa kubwa/matabaka • Mamilioni hutumika kuenda angani / Wadau kuwekeza fedha kwenye miradi ya angani • Mafuta mengi yenye thamani ya juu 	3	

Exercise 4

Question	Answer	Marks	Guidance
19	<p>Award up to 10 marks based on up to up to 4 marks for content and 6 marks for being linguistically accurate and concise</p> <p>Content: 4 marks Makes 4 clear points that answer the question. 3 marks Makes some clear points that answer the question. 2 marks Makes one or two points relevant to the question 1 mark Content has limited relevance to the question. 0 marks No response worth of credit.</p> <p>List of possible main points:</p> <p>Benefits: Kuona maajabu yaliyoko huko mbinguni Ina umuhimu wa kihistoria/kupata nafasi katika historia Uzoefu mzuri/hisia ya ajabu Inasisimua Kutokuwa na mvuto wa ardhi/kuelea hewani Ina usalama Utaona maajabu/hutasahau milele Kuishi ndoto za utotoni Uchunguzi wa kisayansi Kuiielewa</p>	10	

Question	Answer	Marks	Guidance
19	<p>Drawbacks: Ni ghali sana Uchafuzi wa mazingira Tofauti kati ya watu duniani zitazidi Watu wanaojiweza kifedha tu ambao wataweza kuenda Watu wanaweza kuumia</p> <p>Language:</p> <p>6 marks Very good attempt to use own words and to organise and sequence points cohesively. A concise summary. Very good accuracy of vocabulary, grammatical structures, punctuation and spelling.</p> <p>5 marks Good attempt to use own words and to organise and sequence points cohesively. Generally good accuracy of vocabulary, grammatical structures, punctuation and spelling.</p> <p>4 marks unclear Reasonable attempt to use own words and to organise and sequence points cohesively. Reasonable accuracy of vocabulary, grammatical structures, punctuation and spelling. Inaccuracies do not obscure the meaning.</p>		

Question	Answer	Marks	Guidance
19	<p>3 marks Some reliance on language from the text, but with an attempt to organise and sequence points. Satisfactory use of language, although sometimes inaccuracies obscure the meaning.</p> <p>2 marks Mainly reliant on language from the text with no attempt to organise and sequence points cohesively. Limited language expression that makes the meaning frequently 1 mark Copying entirely from text with little or no use of own words. Multiple language inaccuracies.</p> <p>0 marks No response worthy of credit.</p>		

Exercise 5

Question	Answer	Marks	Guidance
20	<p>Award up to 3 marks for content and up to 5 marks for the style and accuracy of language.</p> <p>Content Award 1 mark for covering each bullet point, up to a maximum 3 marks:</p> <ul style="list-style-type: none"> • Rafiki yako mpenzi • Shughuli unazopenda kufanya na rafiki zako • changamoto za urafiki <p>Language (style and accuracy)</p> <p>5 marks Uses a wide range of language including complex structures effectively. High level of accuracy, very good control of language. Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p>4 marks Uses a range of structures appropriately. Attempts to use more ambitious language. Mostly accurate with a good control of language. Any errors do not impede meaning. Appropriate style and register. Uses reasonably well-constructed and linked paragraphs.</p>	8	

Question	Answer	Marks	Guidance
20	<p>3 marks Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language. Uses simple structures with a good degree of control. Inaccuracies occur when attempting more ambitious language. Meaning is generally clear. Generally uses / Some attempt to use appropriate style and register. Some attempt to use paragraphs</p> <p>2 marks Uses simple structures and vocabulary. Some degree of control. Meaning is sometimes in doubt. Minimal use of style and register. No use of paragraphs.</p> <p>1 mark Uses very simple structures and vocabulary. Lack of control of simple structures makes meaning mostly difficult to understand. Style and register may be inappropriate. No use of paragraphs.</p> <p>0 marks No response worthy of credit.</p>		

Exercise 6

Question	Answer	Marks	Guidance
21	<p>Award up to 8 marks for content and up to 8 marks for the style and accuracy of language.</p> <p>Content: relevance and development of ideas</p> <p>Level 4 [7–8 marks] Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience. Ideas are well developed and communicated effectively, at appropriate length. Effectively organised and coherent. Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p>Level 3 [5–6 marks] Fulfils the task, with appropriate register and a good sense of purpose and audience. Ideas are well developed at appropriate length. Well organised and coherent. Appropriate style and register. Uses reasonably well-constructed and linked paragraphs.</p> <p>Level 2 [3–4 marks] Fulfils the task reasonably well with mostly relevant points. The register may not be consistent. Demonstrates a reasonable sense of purpose and audience. Ideas are satisfactorily developed at appropriate length. Generally well organised and coherent. Generally uses / Some attempt to use appropriate style and register. Some attempt to use paragraphs</p>	16	

Question	Answer	Marks	Guidance
21	<p>Level 1 [1–2 marks] Limited engagement with the task with few relevant points. Inappropriate register and insufficient awareness of purpose and/or audience. There is some development of ideas, although in places this is incomplete and / or repetitive. Organisation may lack coherence. Style and register may be inappropriate. No use of paragraphs.</p> <p>Level 0 [0 marks] No response worthy of credit.</p> <p>Language: style and accuracy</p> <p>Level 4 [7–8 marks] Uses a range of language, including complex structures and less common words and phrases, effectively. High level of accuracy; excellent control throughout. Any errors are related to less common words and structures.</p> <p>Level 3 [5–6 marks] Uses a range of structures and words and phrases, generally appropriately. Mostly accurate with a good degree of control. There may be slight awkwardness when attempting to use more ambitious language.</p> <p>Level 2 [3–4 marks] Uses mainly simple structures and vocabulary. Demonstrates a reasonable degree of control. Grammatical errors occur when attempting more ambitious language. Meaning is generally clear.</p>		

Question	Answer	Marks	Guidance
21	Level 1 [1–2 marks] Uses simple structures and vocabulary. Some lack of control of simple structures. Meaning is often obscured. Level 0 [0 marks] No response worthy of credit.		