

Cambridge IGCSE™

SWAHILI**0262/01**

Paper 1 Reading and Writing

May/June 2026**MARK SCHEME**Maximum Mark: 60

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **12** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

General criteria for marking exercise 6

For exercise 6, award the answer a mark for **content** and a mark for **language** in accordance with the general criteria that follow.

Content covers **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the development of ideas (i.e. the detail/explanation provided and how enjoyable it is to read).

Language covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).

When deciding on a mark for content or language, first of all decide which level is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that level. Use the lower mark if it only just makes it into the level and the upper mark if it fulfils all the requirements of the level but doesn't quite make it into the level above.

When deciding on a mark for **content**, look at both relevance and development of ideas. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in level 3 or 4.

When deciding on a mark for **language**, look at both the style and the accuracy of the language. A useful starting point would be first to determine the level of accuracy. If errors do not intrude, it will be in level 3 or 4.

The use of paragraphs should not be the primary basis of deciding which level the work is in. Look first at the language used and once you have decided on the appropriate level, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the level.

If the essay is considerably shorter than the stated word length it should be put in level 1 or 2 for **content**, for not fulfilling the task. The language mark is likely to be affected.

If the essay is totally irrelevant and has nothing to do with the question asked, it should be given 0 marks for **content** and **language**, even if it is enjoyable to read and fluent.

If the essay is partly relevant and therefore in level 2 for **content**, the full range of marks for **language** is available.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Credit for good language or content point
	Incorrect
	Omission
	Meaning unclear or illegible
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response
	Repetition
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer and therefore invalidates their response
	Used to show that blank pages have been seen and any creditworthy material has been awarded
Highlighter	Highlight
Off Page Comment	Used to make a holistic comment about the script

Exercise 1

Question	Answer	Marks	Guidance
1	Nguchiro	1	
2	Kijivu na kahawia	1	Reject: one colour on its own
3	Kunyanyua chakula juu	1	
4	Kiota	1	Reject: vijiti na majani makavu
5	2 from: Jadi / mila / desturi Sheria Kufungwa	2	
6	Kero	1	
7	Wanacheza	1	

Exercise 2

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

Exercise 3

Question	Answer	Marks	Guidance
17	Award 1 mark for each acceptable response, up to a maximum of 3 marks: • [London / New York] imeweka tozo katikati ya mji • [Oslo] wameweka sehemu maalumu • [London] imeweka njia maalum kwa baiskeli	3	Accept: malipo ya katikati ya mji Reject: faini
18	Award 1 mark for each acceptable answer, up to a maximum of 3 marks: • Bora <u>kuweka faini</u> • <u>Kuongeza malipo ya kuegesha</u> • Teknolojia za baiskeli [ya umeme]	3	Accept: kodi ya kuegesha
19	Award 1 mark for each acceptable answer, up to a maximum of 3 marks: • Watu hawataweza kufika kazini • Watu hawataweza kusafirisha bidhaa • Kuboresha miundo mbinu [ni ghali]	3	Accept: wafanyabiasha ra/ wafanyakazi kufika kazini Accept: gharama zaidi kwa wenye magari

Exercise 4

Question	Answer	Marks	Guidance
20	Award up to 10 marks, based on up to up to 4 marks for content and 6 marks for being accurate and concise in your language. 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. List of possible main points: Faida: afya mazingira kufanya mazoezi barabarani kucheza muziki mitaani matabaka kuwa pamoja serikali kukupa matibabu bure kupungua kwa msongamano wa magari Hasara: watu kubaguliwa (wazee na walemavu) usafiri mgumu kutofika kazini kusafirisha bidhaa athari za kiuchumi gharama za kuboresha miundo mbinu Language: 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.	10	

Question	Answer	Marks	Guidance
20	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. 4 marks 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. 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. 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 unclear. 1 mark Copying entirely from text with little or no use of own words. Multiple language inaccuracies. 0 marks No response worthy of credit.		

Exercise 5

Question	Answer	Marks	Guidance
21	Award up to 3 marks for content and up to 5 marks for the style and accuracy of language. Content Award 1 mark for covering each bullet point, up to a maximum 3 marks: • Mchezo utakaoshiriki • Jinsi unavyojitayarisha kwa mashindano • Wasiwasi kuhusu safari Language (style and accuracy) 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. 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. 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. 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. 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. 0 marks No response worthy of credit.	8	

Exercise 6

Question	Answer	Marks	Guidance
22	Award up to 8 marks for content and up to 8 marks for the style and accuracy of language. Content: relevance and development of ideas 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. 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. 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 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.	16	

Question	Answer	Marks	Guidance
22	Level 0 [0 marks] No response worthy of credit. Language: style and accuracy 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. 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. 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. 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.		