

---

**SWAHILI**

**3162/01**

Paper 1

**May/June 2019**

MARK SCHEME

Maximum Mark: 100

---

**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 2019 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 **13** 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.

Question	Answer			Marks	
1	1	Kwa kawaida, Zuberi huamka asubuhi na mapema,	Normally Zuberi wakes up early (in the morning) Accept: as normal/as usual/frequently/often	1	20
	2	hukoga, huvaa sare zake za shule halafu hunywa chai.	he washes, puts on his school uniform and then has breakfast/drinks tea. Accept: shower, bath	1	
	3	Baadaye Zuberi huchukua mkoba wake wa shule na hukimbia kwenda kwenye kituo cha mabasi.	Afterwards, Zuberi takes his school bag and runs to the bus station/terminal/stop. Accept: go quickly Reject: go to/walks to Reject: school things/school stuff	1	
	4	Kituo hicho ni kipya, kikubwa na cha kisasa.	The/that (bus) station/terminal/stop is new, big and modern. / It's a new, big and modern (bus) station/terminal/stop. Accept: latest/recent/has latest technology Reject: technological	1	
	5	Kimejengwa kwa ajili ya mabasi ya mwendo kasi.	It has been built for the fast/rapid/speed buses.	1	
	6	Mabasi haya husafiri kwenye barabara maalumu	These buses travel on special roads Accept: own/specific/separate Reject: important Reject: this bus (singular)	1	
	7	ambazo hazina foleni.	that avoid/bypass/do not have traffic jams. Accept: lines, queues, congestion	1	
	8	Magari mengine hayaruhusiwi kutumia barabara hizo.	Other cars are not allowed to use these roads. Reject: this road (singular) Reject: many cars	1	
	9	Kwa hivyo Zuberi hufika shuleni mapema sana.	Therefore Zuberi arrives <u>very</u> early at school.	1	

Question	Answer			Marks
1	10	Zamani Zuberi alisafiri kwa mabasi ya kienyeji	Before/long ago Zuberi travelled by local bus/normal bus/buses Accept: with the bus Accept: local/old/normal/traditional buses Reject: home buses	1
	11	na ilimchukua dakika hamsini kutoka nyumbani hadi shuleni.	and it took him fifty minutes to get to school from home/from home to school.	1
	12	Siku hizi safari hiyo hiyo inachukua dakika ishirini (tu).	These days that (same) journey/trip takes (only/just) twenty minutes.	1
	13	Anapofika shuleni Zuberi anakuwa na muda	Once he is at school/he arrives/when he arrives at school Zuberi has time Accept: at school Reject: he takes time	1
	14	wa kuzungumza na wanafunzi wengine	To chat/converse/talk with/speak to <u>other</u> students Reject: friends	1
	15	na kujitayarisha kwa masomo yake ya siku hiyo.	and prepare (himself)/get ready for <u>the day's</u> lessons.	1
	16	Pia anapokuwa ndani ya basi la mwendo kasi,	<u>Also</u> when he is inside/in/on the fast bus, Accept: even, and	1
	17	Zuberi anapata kiti cha kukalia.	Zuberi gets a seat (to sit on).	1
	18	Yeye anapendelea kiti kilicho karibu na dirisha	He prefers a window seat Accept: loves, likes Accept: seats (plural)	1
	19	ili aweze kuangalia zogo la asubuhi	so he can watch/look at the morning rush Accept: hustle & bustle/chaos/drama/crowd	1
20	huku akiwa amestarehe.	while relaxing. Accept: while he is comfortable	1	

Question	Answer			Marks	
2	1	Today, I washed, ironed	Leo nimefua/nilifua, nilipiga pasi/a nikapiga pasi. Accept: nimeosha/nimekosha Accept: nimenyoosha Reject: nilipasi/nilipasa	1	30
	2	and folded my best clothes	na kukunja/nikakunja nguo zangu nzuri (zaidi/ sana) Accept: kupanga/kuweka vizuri Accept: nguo ninazopenda/pendelea, nguo maridadi	1	
	3	before packing them into the old black suitcase	kabla ya kuzifunga/kuziweka/kuzipanga kwenye sanduku jeusi <u>zee/la zamani</u> Accept: mkoba, begi <i>Sanduku must be ji-/ma- class</i>	1	
	4	that my mother has lent me for the trip.	ambalo mama yangu ameniazima kwa (ajili ya) safari. Accept: kupa Accept: likizo, ziara Reject: fasi	1	
	5	Tomorrow morning I will be leaving Nairobi for the first time	Kesho asubuhi nitaondoka Nairobi kwa mara ya kwanza Accept: kutoka/ku(w)acha	1	
	6	and flying to Mombasa to see my cousins.	na kusafiri <u>Mombasa kwa ndege</u> kuwaona binamu zangu. Accept: kuruka Reject: kupaa Accept: binamu wangu Accept: ndugu, jamaa, familia Reject: ami, mpwa	1	
	7	My parents wanted me to travel by plane,	Wazazi wangu wametaka nisafiri kwa ndege, Accept: waliniambia niende kwa ndege	1	
	8	as they said it would be faster and less tiring.	(kwani) walisema ingekuwa haraka zaidi na isingechosha/ingekuwa na upungufu wa uchovu. Accept: one element of comparison (haraka zaidi OR upungufu wa uchovu)	1	

Question	Answer			Marks
2	9	I am disappointed I won't (be able to) go by train	Ninasikitika/nimehuzunika kwamba sitaweza kuenda kwa treni Accept: nilisikitika, kuhisi vibaya, kutopendezwa Accept: kwa reli Reject: nimekasirika Reject: sikuenda	1
	10	as my friend Hannah did a few weeks ago.	<u>kama</u> rafiki yangu Hannah (alivyofanya) wiki (chache) zilizopita. Accept: alivofanya Accept: (wiki) juzijuzi Reject: jana, wiki jana,	1
	11	Hannah told me that the train is a great way	Hannah aliniambia kwamba treni ni njia nzuri (sana) Accept: usafiri mwafaka/mzuri	1
	12	to see some (really) beautiful scenery.	kuona mandhari nzuri (sana) Accept: mazingira/mazingara, sehemu, mahali Reject: vitu	1
	13	She also saw a lot of animals	<u>Pia</u> aliona wanyama wengi Accept: na, akaona	1
	14	as the train passes through the Tsavo National Park.	treni ilipopita mbuga ya (taifa ya/wanyama ya) Tsavo. Accept: kwa sababu treni ilipita/treni ilivyopita, walipopita/alipopita Accept: Tsavo National Park Reject: bustani	1
	15	She didn't see any lions	Hakuona simba (wowote) Accept: ye yote, yo yote	1
	16	but she did manage to spot zebras, giraffes and gazelles.	lakini aliweza kuwaona pundamilia, twiga na swala. Reject: swara	1
	17	Hannah said that the train (also) crossed through villages	Hannah alisema kwamba treni ilipitia/ilipita (kwenye) vijiji Accept: kati ya Accept: shambani/kijijini Reject: kijiji	1

Question	Answer			Marks
2	18	and that children would often cheer and chase the train.	na kwamba <u>mara nyingi</u> watoto (wadogo) hufurahia na kuikimbiza treni. Accept: kushangilia, vigeregere, kupiga kelele, kupiga makofi, kufurahia Accept: kufukuza, kufuata Reject: kufurahi	1
	19	while waving at the passengers.	huku wakiwapungia wasafiri. Accept: kusalimia, kuwaga, etc Accept: maabiria, wasafiri Reject: watega, wageni	1
	20	She called it one of the most beautiful trips.	Ameiita moja ya safari nzuri zaidi Accept: safari ya kwanza bora <u>in conjunction with</u> aliyowahi kuifanya.	1
	21	she has ever taken.	aliyowahi/amewahi kuenda/kuifanya. Accept: kabisa Reject: kuchukua	1
	22	I would have been really happy to have seen everything	Ningefurahi sana kuona kila kitu	1
	23	she described to me	alichonielezea/alivyonielezea Accept: alichoniambia/alichosema	1
	24	However, I am still very excited to see Mombasa	Hata hivyo, ninafurahia <u>kuona</u> Mombasa. Accept: lakini Accept: kuenda/kusafiri Mombasa	1
	25	to be with my family	<u>kuwa na</u> familia (yangu) Accept: kukaa na familia yangu	1
	26	and wear all my best outfits!	na kuvaa nguo <u>zangu</u> nzuri (zote)! Accept: nguo ninazopenda/pendelea, nguo maridadi	1
27	My plan is to visit the historical Fort Jesus,	Mpango wangu ni kutembelea sehemu ya <u>kihistoria</u> ya Fort Jesus, Accept: nia, ninataka, etc Accept: ya zamani, zee, ya kitambo, etc.	1	

Question	Answer			Marks
2	<b>28</b>	to walk around the old town	kutembea ndani ya mji mkongwe Accept: mtaa, mji wa kihistoria / wa zamani, mzee, etc. Reject: jiji	1
	<b>29</b>	and also to relax on the beach.	na pia kustarehe kwenye ufukwe. Accept: bahari(ni), bichi, ufuo	1
	<b>30</b>	Even without the train, I know I will still enjoy my holiday.	<u>Hata</u> bila kusafiri kwa treni, ninajua kwamba nitafurahia likizo yangu. Accept: kupenda Accept: safari	1



Question	Answer	Marks
3(a)	Uwezo (anaandika mashairi kwa muda mrefu) [1] Sifa (anasifiwa / kupata motisha kutoka kwa baba) [1] Fahari (kuonyesha kipaji) [1] Accept: Nafasi ya kuonyesha kipaji chake (mara ya kwanza kuweza kuingia shindano) [1]	3
3(b)	Kwa sababu watu wawili kati ya mia tano wametuma mashairi (na kwa hivyo mashindano yamefutwa) [1] Vijana wanapendelea vitu vingine [1] / Wanafunzi wengi wanadharau mashairi / wanaona mashairi ni mambo ya kishamba [1] Accept: Mashindano yanyoendeshwa shuleni kwa kawaida yanahusu michezo, muziki, na mijadalo [1] / Hili lilikuwa shindano la kwanza la ushairi shuleni [1] Reject: Mashindano yalikuwa yamefutwa (on its own)	2
3(c)	Juma: Ana huzuni / amevunjika moyo/ hana uhuru [1] Roza: Ana uhuru / anaonyesha ujuzi wake/ ni mchezaji mzuri [1] Accept: Juma anajisikia uchungu [1] / Roza aliuangalia mpira kama duma anavyomnyemelea swala [1]	2
3(d)	Kwa sababu (kiukweli) anapenda kuangalia Roza anavyocheza [1] / Anafahamu kwamba anayosema ni kweli (unahitaji ujuzi kucheza mpira etc.) [1] / Yaliyosemwa yalimchoma moyoni [1] Accept: Hakuwa na jibu lolote [1] / Amekasirika [1]	2
3(e)	Amesoma kuhusu shindano [1] Accept: Akishinda shindano, atapata pesa / tuzo / kusifiwa [1]	1
3(f)	Ilitakiwa kutunga shairi [1] Tungo za mashairi hayo ziliruhusiwa kuwa za aina yoyote [1] Kuna uhuru wa kuchagua mada yoyote [1] Kila mshindani alitakiwa kupiga chapa kazi yake na si kuandika kwa kalamu. [1]	4
3(g)	Shairi lake lilikuwa ukutani [1] / Shairi lake lilishinda [1] / Shairi lake lilikuwa gazetini [1] Accept: Kumpongeza [1]	1
3(h)	Kwa sababu shairi linamhusu yeye / Kwa sababu ya jina la shairi [1] / Kwa sababu anakumbuka siku ile walipokutana uwanjani [1] / Kwa sababu Juma ameshinda [1]	1

Question	Answer	Marks
3(i)	<p><i>Any 2 of:</i>            Juma ana haya / aibu [1]            Juma ni jasiri [1]            Juma anajiamini sana [1],            Juma anapenda kusifiwa [1]</p> <p><u>AND</u></p> <p><i>Any 2 of:</i>            Roza ana utani [1]            Roza ana urafiki [1]            Roza ni mtu wa mazoezi [1]            Reject: Juma ni mshairi / Anapenda mashairi, Roza ni mchezaji mpira /            Anapenda kucheza mpira</p> <p><i>Do not accept a simple statement of a character's preferences/hobbies/opinions unless tied to a specific personality or character trait</i></p>	<b>4</b>

The language mark is to be awarded for the response to the comprehension questions as a whole.

<b>5 Excellent</b>	Clear, carefully chosen language in the candidate's own words with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
<b>4 Good</b>	Clear, appropriate language, mostly in the candidate's own words. Appropriate vocabulary. Few technical errors.
<b>3 Adequate</b>	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors. Occasional reliance on lifting from the passage.
<b>2 Weak</b>	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors. Often reliant on lifting.
<b>1 Poor</b>	Thin, inappropriate use of language. Confused and obscure. Many errors. In a large number of cases there will be considerable lifting.
<b>0</b>	The mark of 0 is reserved for answers for which there is no language to be credited.

**Total : 20 for Content + 5 for Language = 25**

**Question 4: Composition****[Total: 25]**

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTORS</b>
<b>1</b>	<b>25–23</b>	<p>Apart from very occasional slips, the language is accurate. Sentence structure is varied and demonstrates the candidate's skill to use different lengths and types of sentences for particular effects. Vocabulary is wide and precise.</p> <p>Punctuation is accurate and helpful to the reader. Spelling is accurate across the full range of vocabulary used. Paragraphs have unity, are linked, and show evidence of planning. The topic is addressed with consistent relevance; the interest of the reader is aroused and sustained.</p>
<b>2</b>	<b>22–20</b>	<p>The language is accurate; occasional errors are either slips or arise from attempts to use ambitious structures or vocabulary that may be imperfectly understood. Vocabulary is wide enough to convey intended shades of meaning with some precision. Sentences show some variation of length and type, including the confident use of complex sentences.</p> <p>Punctuation is accurate and generally helpful. Spelling is nearly always accurate. Paragraphs show some evidence of planning, have unity and are usually appropriately linked. The response is relevant, and the interest of the reader is aroused and sustained through most of the composition.</p>
<b>3</b>	<b>19–17</b>	<p>Vocabulary and structures are mainly correct when they are simple; mistakes may occur when more sophistication is attempted. Sentences may show some variety of structure and length, although there may be a tendency to repeat sentence types and 'shapes', producing a monotonous effect. Spelling of simple vocabulary is accurate; errors may occur when more ambitious vocabulary is used.</p> <p>Punctuation is generally accurate, although errors may occur when more difficult tasks are attempted e.g. the punctuation of direct speech. Sentence separation is correct. The composition is written in paragraphs which may show some unity, although links may be absent or inappropriate. The composition is relevant and will arouse some interest in the reader.</p>
<b>4</b>	<b>16–14</b>	<p>The meaning is generally clear. There will be patches of accurate language, particularly when simple vocabulary and structures are used. There may be some variety of sentence length and structure, but the reader may not be convinced that this variety is for a particular purpose. Vocabulary is usually adequate to convey intended meaning, although it may be insufficiently developed to achieve precision. Idiom may be uncertain at times.</p> <p>Punctuation will be used but may not enhance/clarify meaning. Some sentence separation errors may occur occasionally. Simple words will be spelt accurately, but more complex vocabulary may show some spelling weakness. Paragraphs will be used but may lack unity or coherence. A genuine attempt has been made to address the topic, but there may be digressions or failures of logic. Compositions may lack liveliness and interest value.</p>

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTORS</b>
<b>5</b>	<b>13–11</b>	<p>Meaning is never in doubt, but the errors are sufficiently frequent and serious to hamper precision, and may slow down speed of reading. Some simple structures will be accurate, but the script is unlikely to sustain accuracy for long. Vocabulary may be limited, either too simple to convey precise meaning or more ambitious but imperfectly understood. Some idiomatic errors are likely.</p> <p>Simple punctuation will usually be accurate, but there may be frequent sentence separation errors. Simple words will usually be spelt correctly, but there may be inconsistency, and frequent mistakes in the spelling of more difficult words. Paragraphs may lack unity or be used haphazardly. The subject matter will show some relevance. The incidence of linguistic error is likely to distract the reader from merits of content.</p>
<b>6</b>	<b>10–8</b>	<p>There will be many serious errors of various kinds throughout the script, but they will be of the ‘single-word’ type i.e. they could be corrected without re-writing the sentence.</p> <p>Communication is established, although the weight of error may cause ‘blurring’ from time to time. Sentences will probably be simple and repetitive in structure. Vocabulary will convey meaning but is likely to be simple and imprecise. Errors in idiomatic usage will be a significant feature.</p> <p>Spelling may be inconsistent. Paragraphing may be haphazard or non-existent. There may be evidence of interesting and relevant subject matter, but the weight of linguistic error will tend to obscure or neutralise its effect.</p>
<b>7</b>	<b>7–5</b>	<p>Sense will usually be decipherable but some of the error will be multiple i.e. requiring the reader to re-read and re-organise before meaning becomes clear. There are unlikely to be more than a few accurate sentences, however simple, in the whole composition.</p> <p>The content is likely to be comprehensible, but may be partly hidden by the density of the linguistic error.</p>
<b>8</b>	<b>0–4</b>	<p>Scripts are entirely, or almost entirely impossible to recognise as pieces of Swahili writing. Whole sections will make no sense at all. Where occasional patches of relative clarity are evident some marks will be given.</p> <p>The mark of 0 is reserved for scripts that make no sense at all from beginning to end.</p>