Cambridge IGCSE™

SWAHILI	**0262/01**
Paper 1 Reading and Writing	**May/June 2021**
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 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

[Turn over

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.

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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.

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GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

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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.

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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.

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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).

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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.

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GENERAL CRITERIA FOR MARKING EXERCISE 6

For exercise 6, award the answer a mark or **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.

[Maximum total for exercise 6: 16 marks]

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

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	huendeleza uchumi,	**1**	Accept: Huleta/pesa
	huonyesha sura bora/taswira	**1**	
2	kasi ya upepo	**1**	
	umati wa watalii	**1**	
3	mshahara	**1**	
4	Wazo la upagazi kuwa kazi ya wanaume	**1**	
5	Kuokoa muda/kufika kwa haraka zaidi	**1**	Reject: jua/joto/ Huchukua saa sita
6	Anasema kazi yake ni 'uti wa mgongo'	**1**	

Exercise 2

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

Exercise 3

Question	Answer	Marks	Guidance
16	Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are: • Kutafuta vyanzo vya maji chini ya ardhi • Kuchunguza afya ya mazao • Kuchunguza afya ya wanyama pori na miti. • Kutuma dawa. • Kuchunguza ujangili • Kuchunguza hali ya barabara mashambani. • Kusanya data nyeti	3	Reject: Kufika sehemu kirahisi/kupiga picha
17	Award 1 mark for each acceptable answer, up to a maximum of 3 marks. Acceptable answers are: • Hawataki kuingia porini • Wengine wanazidungua/wanaziharibu • Wakulima wengine wamezikubali • <u>Wanaishi</u> kwa hofu	3	Reject: wanaogopa
18	Award 1 mark for each acceptable answer, up to a maximum of 3 marks. Acceptable answers are: • Ukosefu wa kushauriana huleta wasiwasi • Watafiti wawajibike zaidi. • Tunahatiji sheria zaidi/uwepo wa sheria ni muhimu	3	

Exercise 4

Question	Answer	Marks	Guidance
19	Award up to 10 marks, based on up to up to 4 marks for content and 6 marks for accuracy and concision of 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:** **Benefits** • Kufika sehemu zisizofikika (kirahisi) • Zinaboreshwa • Zinawawezesha watu kama wakulima (afya ya mazao) • Wanaweza kupiga picha nzuri • Kutafuta vyanzo vya maji chini ya ardhi • Kuchunguza afya ya wanyama pori na miti (ujangili). • Kuchunguza hali ya barabara mashambani. • Kusanya data nyeti • Hupeleka bidhaa muhimu **Drawbacks** • Huleta kelele • Huleta wasiwasi/tuhuma • Faraha • Huleta hofu kwa sababu ya kushirikishwa na jeshi/usalama • Watu hawataki kufika sehemu ambapo huenda kwa kawaida • Data inaweza kulindwa/kutunzwa vibaya • Sheria zinaweza kutekelezwa vibaya • Ukosefu wa uwajibikaji miongoni mwa watafiti.	**10**	Mark up to 2 benefits and 2 drawbacks

Question	Answer	Marks	Guidance
19	**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. **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
20	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: • Shule yako ikoje • Unapenda nini kuhusu shule yako • Ungebadilisha nini shuleni kwako **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.	8	

Question	Answer	Marks	Guidance
20	**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.		

Exercise 6

Question	Answer	Marks	Guidance
21	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. **Level 0 [0 marks]** No response worthy of credit.	**16**	

Question	Answer	Marks	Guidance
21	**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.		