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**SETSWANA**

**3158/01**

Paper 1 Language

**October/November 2018**

MARK SCHEME

Maximum Mark: 100

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**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.

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This document consists of **11** 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.

**Sections A Composition + Section B Writing for a Specific Purpose**

<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>

**Sections A + B (continued)**

<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 Setswana 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>

**Section A [Total: 25]****Section B [Total: 25]**

**Section C**

Candidates should answer in full sentences and in their own words as much as possible (see banded mark scheme for Language below).

**Content (20 marks)**

This mark scheme is not exhaustive; it is in note-form and only serves as a guide for markers. Candidates must attempt to answer the questions in full sentences and avoid copying word-for-word from the text.

**Section C****DIPOTSO**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>
6(a)	<b>Ke dikgang dife tse di neng buiwa mo motseng wa Sepheremphetšhane?</b> Mosetsana yo o senyetsang batho kwa masimo.	<b>1</b>
6(b)	<b>Ke eng se se supang gore molapo o ne o le mogolo thata?</b> Boleele jwa molapo bo ne bo lekana le sepane sa dipholo tse di golegilweng di le lesomethataro.	<b>1</b>
6(c)	<b>Tihalosa gore go biloga ga metsi go ne go tiholwa ke eng.</b> Go ya godimo le tlase ga mooki Stella a tsubutlwa ke metsi.	<b>2</b>
6(d)	<b>Batho ba ne ba dumela gore noka e tladiwa ke eng?</b> Go re ke noga e e mo metsing fa e retologa gangwe mo ngwageng.	<b>1</b>
6(e)	<b>Lekolwane le ne le kile la dira eng?</b> Le ne le kile la tshaba kwa nageng go dulwe letsholo la tau.	<b>1</b>
6(f)	<b>Thadisa gore ke mang yo o neng a bitsa Stella le gore o ne a mmiletsa eng?</b> Ke Sithole o ne a mmolelela gore a se ke a ineela o tlile go mo thusa.	<b>2</b>
6(g)	<b>Go tewa eng fa go twe morafe o rata mogale?</b> Batho ba rata ditiro tsa bogatlhamelamasisi.	<b>1</b>
6(h)	<b>Batho ba ne ba rapelela eng?</b> Gore botlhe ba ba mo metsing ba goroge mo losing ba tshela. Go se nne le yo o swelang mo metsing.	<b>1</b>

Question	Answer	Marks
6(i)	<b>Tlhalosa dikapauo tse di latelang jaaka di dirisitswe mo temaneng:</b>	
6(i)(i)	<b>a ititaya sehuba</b> Go ikana go wetsa se o se dirang o sa ineele bonolo le fa go le kotsi thata.	<b>2</b>
6(i)(ii)	<b>ke latlha seditse</b> Go amogela gore o tlhotswe ke se o neng o batla go se fitlhelela le go emisa go kgaratlha.	<b>2</b>
6(j)	<b>Kwala dipolelo tse di latelang ka mafoko a gago:</b>	
6(j)(i)	<b>metsi a mo pheula jaaka sekatana</b> Metsi a mo tsubutla fela e kete ke i letlakala le le bofefo le tsewa ke sesedi.	<b>2</b>
6(j)(ii)	<b>ba goa ka lentswe le le losi</b> Modumo wa bona utlwala ka nako e le nngwe. Leratla la tswa segongwe mo melomong ya bona. Ba bua mafoko a le mangwe ka nako e le nngwe.	<b>2</b>
6(j)(iii)	<b>Batho ba gamarega motsotso</b> Ba tsenwa ke tsebetsebe, ba tshogile thata e bile ba sa itse se ba ka se dirang.	<b>2</b>

**[20 (Content) + 5 (Language) = 25]**

The language mark is awarded on the basis of 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**

## Section D

Question	Answer			Marks
7	<b>Temana ya Seeesemane: ranoela mo puong ya Setswana.</b>			<b>25</b>
	<b>English</b>	<b>Setswana</b>		
	1 Let me start with a question:	E re ke simolele ka potso:	[1]	
	2 what is this thing that we call a country? What is Botswana?	ke eng selo se re se bitsang naga se? Botswana ke eng?	[1]	
	3 The Botswana I knew as a child was a place of 'village life'.	Botsawana bo ke bo itseng fa ke ne ke le ngwana ke lefelo la 'magaeng'.	[1]	
	4 It was a beautiful world	E ne e le lefatshe le lentle	[1]	
	5 but it had its own defects.	fela e ne e na le dilabe tsa yona.	[1]	
	6 That is the nature of things.	Ke ka mo tlhago e leng ka teng.	[1]	
	7 When I was older,	Fa jaanong ke godile,	[1]	
	8 we moved to Mapoka.	re ne ra hudugela Mapoka.	[1]	
	9 My last really wonderful rainy season	Motlha wa bofelo wa dipula tsa matsorotsoro	[1]	
	10 as a lad was the deluge of 1976.	jaaka mošwa ke bone merwalela ya 1976.	[1]	
	11 There was so much water	Go ne go le bophadiphadi jwa metsi	[1]	
	12 that pathways resembled small ponds and rivers.	ditselana tsa dinao di tshwana le megobe le melapo.	[1]	
	13 Back then, a grass path was a great village treasure	Ka nako eo, tselana ya bojang e le letlotlo legolo mo motseng	[1]	
	14 (just as we treasure Mandela Highway in Gaborone today).	(fela jaaka re ipela ka mmila mogolo wa Mandela mo Gaborone gompieno).	[1]	
	15 As herd boys, we had a hard time of it –	Jaaka badisa ba dikgomo, re ne re tshwere phage ka mangana –	[1]	

Question	Answer			Marks
7		<b>English</b>	<b>Setswana</b>	
	16	falling into flooded bulls' footprints up to our thighs.	mangwele a felela fa gare ga megobe e e dirilweng ke tlhako ya kgomo.	[1]
	17	To cross rivers, we had to hold tight	Gore re kgone go tlola noka, re ne re itshwarelela	[1]
	18	onto cow tails and float across.	ka megatla ya dikgomo mme re tlola re kokobetse.	[1]
	19	This is what we mean by a country;	Ke se re buang ka sona magaeng;	[1]
	20	a place to call home, with confidence and certitude.	felo fa re bo bitsang gae, ka go itshepa e bile re sa belaele.	[1]
	21	Deep within ourselves we know	Mo dipelong tsa rona re a itse	[1]
	22	that this geographical space is our spiritual home.	tikolologo e go ka tweng gaabomotho to thebe phatswa.	[1]
	23	It is the foundation of our very being,	Ke mo kalana tsa rona di epetsweng teng,	[1]
	24	and there's nowhere else in the whole world	ga go felo lepe mo lefatsheng ka bophara	[1]
25	where we can better plant our cultural roots.	mo re ka kgolaganang le badimo ba rona.	[1]	

Question	Answer			Marks
8	<b>Temana ya Setswana: ranolela mo puong ya Seesemane.</b>			<b>25</b>
	<b>Setswana</b>	<b>English</b>		
1	Fa o tsamaya mo tseleng ya Lobatse, mo motseng wa Otse	Passing along Lobatse road in the village of Otse	[1]	
2	go na le lefelo la boitapoloso	there is a place where you can get refreshments	[1]	
3	le le bidiwang <i>Legodimo Tea Garden</i> .	called <i>Legodimo Tea Garden</i> .	[1]	
4	Tulo e ka nna sekgala sa 56km kwa Borwa jwa Gaborone	This place/It lies 56km South of Gaborone	[1]	
5	mme mo go lona motho a ka ithekela tee, dinotsididi	and there one/you can have a cup of tea, soft drinks,	[1]	
6	mafithlo kana dijo tsa motshegare.	breakfast or lunch.	[1]	
7	Dijo di bewa mo tafoleng e e mo moriting o o kitlaneng	The table is set under one of the deep/dark shades	[1]	
8	Baeti tlhaba ke phefo e e lonko monate go tswa tshingwaneng.	Tourists experience/feel a constant breeze from the garden.	[1]	
9	Lekgotla la Legodimo le simolotswe ka 5 Phukwi 1996	The Legodimo Movement was established on 5 July 1996	[1]	
10	maikaelelo e le go ruta bana ba Sekolo sa Rankoromane tiro ya diatla.	with the aim of providing vocational training for learners at Rankoromane School.	[1]	
11	Sekolo se se potlana se tlamela bana ba ba sa itekanelang mo mmeleng.	The school caters for children with disabilities at primary school level.	[1]	
12	Go ne go le thata gore fa bana ba falola	It was difficult for successful learners	[1]	
13	ba amogelwe ke dikolo tse kgolwane	to be accepted into senior primary schools.	[1]	

Question	Answer			Marks
8		<b>Setswana</b>	<b>English</b>	
	14	Ka moo gee, moitseanape wa thuto e e faphegileng	In response to this pressing need, an educational specialist	[1]
	15	go tswa kwa Belgium a tla ka mogopolo	from Belgium came up with the idea	[1]
	16	wa go simolola sekolo sa diatla.	of establishing a vocational institute.	[1]
	17	Dingwe tsa ditiro tsa bothokwa	Some of the most important activities	[1]
	18	ke go lema maungo le merogo	include planting fruit and vegetables,	[1]
	19	go betla legong, go bopa ka letsopa le botaki.	carving, pottery and art.	[1]
	20	Baithuti ba dira mo borekisetso diura di se kae mo letsatsing.	Learners spend a few hours helping in the restaurant.	[1]
	21	Tiro ya bona ya diatla	Their manual work	[1]
	22	e rekisetso baeti ba ba fetang mo lefelong le.	is sold to passing tourists.	[1]
	23	Madi a morokotso a tsenngwa mo diakhaonteng tsa banka ya bana	Profit made is deposited into their bank accounts	[1]
	24	gore ba kgone go ithekela tse ba di tlhokang.	to afford them the opportunity to buy basic necessities.	[1]
25	Legodimo ke naleli e le yosi e tlhagile mo marung a 'sigo jo bontshontsho.	Legodimo is a lone star shining in the clouds on the darkest night.	[1]	