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**SETSWANA**

**3158/01**

Paper 1 Language

**October/November 2019**

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 **10** 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**

BAND	MARKS	DESCRIPTORS
1	25–23	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
2	22–20	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
3	19–17	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
4	16–14	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTORS</b>
<b>5</b>	<b>13–11</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>
<b>6</b>	<b>10–8</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<b>7</b>	<b>7–5</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The content is likely to be comprehensible, but may be partly hidden by the density of the linguistic error.</li> </ul>
<b>8</b>	<b>0–4</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The mark of 0 is reserved for scripts that make no sense at all from beginning to end.</li> </ul>

**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>
(a)	E arametse letsatsi; E letile diphologolo tse di nwang metsi	<b>1</b>
(b)	O a omana ; a ntse a ya kwa godimo le kwa tlase	<b>1</b>
(c)	Gonne metsi a molapo a phatsima jaaka tlhware	<b>1</b>
(d)	Ke modumo wa dinonyane (di omanela marobalo/di itumeletse letsatsi le phirima	<b>1</b>
(e)	Letsatsi le le tlhabang le phatsima jaaka leitlho la dimo.	<b>1</b>
(f)	(Letsatsi) la wela e kete ga le kitla le tlhaba gape	<b>1</b>
(g)	Ba ne ba dira gore Madolo a se ke a ba bona	<b>1</b>
(h)	Fa a tsamaya o ne a eteletsa mangwele pele jaaka pitse e tswa lebelong	<b>1</b>
(i)(i)	Wela fa fatshe [1] ka bokete [1]	<b>2</b>
(i)(ii)	go ntsha [1] sengwe mo metsing [1] kgotsa mo seeding [1] sengwe le sengwe [1]	<b>2</b>
(i)(iii)	Diphefo tse di tsubutlang [1] ka matla [1]	<b>2</b>
(j)(i)	Tshwantshanyo [1] Dithaba di tshwantshiwa le mabele a mosetsana [1] Letshwao (jaaka) le dirisiwa go tshwantsha mekgwa, maemo kgotsa sebopego sa dilo [1]	<b>3</b>
(j)(ii)	Mothofatso [1] Sekapuo se se naya selo sengwe se e seng motho mekgwa mengwe e e fitlhelwang mo bathong kgotsa go naya dilo tse di sa tsheleng maitseo le mekgwa ya ditshedi. [1] Dinonyane tse e seng batho di filwe bokgoni jwa go bua [1]	<b>3</b>

[Diteng 20 + Puo 5 = 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
(a)	<b>A Temana ya Seesemane: ranolela/fetolela mo puong ya Setswana</b>			<b>25</b>
		<b>English</b>	<b>Setswana</b>	
	1	According to the Bakwena, kingship is represented by <i>kupe</i> , a sacred cow.	Go ya ka Bakwena, bogosi ke kupe, kgomo ya badimo.	[1]
	2	I believe you all know what <i>kupe</i> is.	Ke dumela gore lotlhe lo itse kupe.	[1]
	3	A long time ago, whenever war or famine brought anxiety and starvation,	Bogologolo tala e ne e re fa go le ntwaga kotsa tlala,	[1]
	4	a kgosi would take out a heifer and offer it to the ancestors.	kgosi e abele badimo kgomo ya moroba.	[1]
	5	This cow could only have one colour	Kgomo e e seng setsubaba/mebalabala	[1]
	6	and could not have any spots.	ya mmala o le mongwe fela	[1]
	7	If it was white it had to be plain.	Fa e le tshwaana e le tshwaana gotlhe.	[1]
	8	The cow would be driven out of the village into the veldt.	E tla ntshiwa mo gae e lelekelwa kwa nageng.	[1]
	9	No one was allowed to herd the cow, except its owner.	E sa disiwwe ke ope fa e se beng ba yona.	[1]
	10	No one was allowed to milk it either.	Ga e gangwe ke ope.	[1]
	11	If it died, no one was allowed to eat its meat.	Fa e sule nama ya yona ga e jewe ke ope.	[1]
	12	The cow would be left completely abandoned in the veldt.	Kgomo e tlogelwa kwa nageng e le esi.	[1]
	13	In times of plenty, when the rain was abundant,	Fa go le kgora, pula e na,	[1]
	14	the cow would grow fat and round.	kgomo e e tla nona.	[1]

Question	Answer			Marks
(a)		<b>English</b>	<b>Setswana</b>	
	<b>15</b>	Its skin would look bright and shiny.	Letlalo le phatsime kadikadi.	[1]
	<b>16</b>	The cow would live in the veldt until it died of old age.	E tla nna kwa nageng go fitlhela e bolawa ke botsofe.	[1]
	<b>17</b>	In times of drought, it would die of starvation.	Fa go le leuba e tla bolawa ke tlala.	[1]
	<b>18</b>	Everyone knew	Mongwe le mongwe o ne a itse	[1]
	<b>19</b>	that you were not supposed to herd the cow,	gore ga e gapiwe,	[1]
	<b>20</b>	even if it joined other cattle.	le fa e le ka fa gare ga dikgomo.	[1]
	<b>21</b>	The cattle owners knew this better than anyone else.	Beng ba yona ba itse botoka go gaisa botlhe.	[1]
	<b>22</b>	Kingship is exactly like kupe.	Bogosi bo tshwana le kupe.	[1]
	<b>23</b>	This cow is sacred;	E ke kgomo ya badimo;	[1]
	<b>24</b>	it is not something you can wear	ga se sengwe se o ka se tlolang/aparang	[1]
	<b>25</b>	or smear on yourself like ochre.	kgotsa wa le tshasa jaaka letsoku.	[1]

Question	Answer			Marks
(b)	<b>B Temana ya Setswana: ranolela/fetolela mo puong ya Seesemane</b>			<b>25</b>
		<b>Setswana</b>	<b>English</b>	
	<b>1</b>	Ga twe mo tshimologong Batswana ba tswa ga Lowe.	The mythological history of the Batswana originates from <i>Lowe</i> .	[1]
	<b>2</b>	Se se diragetse Batswana ba ntse ba le setšhaba se le sengwe,	The story took place when the Batswana were still a unified nation,	[1]
	<b>3</b>	ba ise ba kgaogane ka merafe le meratshwana.	before they broke/breaking up into small tribes.	[1]
	<b>4</b>	Lowe o dule mo logageng,	<i>Lowe</i> surfaced from the cave,	[1]
	<b>5</b>	mme e rile a ise a tswe, a roma motlhanka wa gagwe wa boikanyo,	but before emerging, he sent his reliable servant,	[1]
	<b>6</b>	Matsieng, go ya go bula kgoro ya logaga,	<i>Matsieng</i> , to open the gateway of the cave	[1]
	<b>7</b>	le go bona gore kwa ntle go ntse jang.	and glimpse outside to see what the world looked like.	[1]
	<b>8</b>	Matsieng a tsamaya a fitlha a bula kgoro ya logaga,	<i>Matsieng</i> proceeded to open the gateway,	[1]
	<b>9</b>	a tswela kwa ntle mme a fitlhela lefatshe le itumedisa matlho a motho.	went out and discovered that the world was a most beautiful place.	[1]
	<b>10</b>	Le kgabile ka dimela tsa methalethale.	It was dressed elegantly in variety of flora.	[1]
	<b>11</b>	Ka e ne e le nako ya dipula, go bonala botala fela.	During the rainy season, the landscape was green.	[1]
	<b>12</b>	Go utlwala monko o o monate.	There was a fresh fragrance of flowers.	[1]

Question	Answer			Marks
(b)		<b>Setswana</b>	<b>English</b>	
	13	A bona dithare di rwele maungo a a neng a lebega a le monate.	He saw trees bearing juicy fruits.	[1]
	14	A utlwa melodi ya dinonyane e kete di itumeletse kgorogo ya moeng wa tsona,	He marvelled at the welcoming melody of birds coming toward him	[1]
	15	yo di neng di simolola go mmona.	as this was their first encounter [with him/a human].	[1]
	16	Tsothhe tse tsa mo gapa maikutlo.	All these filled his heart with bliss.	[1]
	17	A ema Matsieng, a gakgamaletse bontle,	Matsieng stopped, overwhelmed by the splendour of nature	[1]
	18	jo o neng a bo bona lwa ntlha mo botshelong jwa gagwe.	he was experiencing for the first time in his life.	[1]
	19	'A selo se, lefatshe, ke selo se sentle jaana?'	'Is the world such a magnificent place?'	[1]
	20	a bua a le esi, a setse a lebetse gore o romilwe.	he wondered to himself, forgetting that he was on a mission.	[1]
	21	'Ke tla tsamaela mo lefatsheng gore ke bone bontle jo,'	'I would like to walk around more to appreciate the beauty of nature,'	[1]
	22	a bua gape, a sa gopole sepe ka ga botshelo jo o bo tlogetseng kwa morago.	he said to himself again, not thinking about the life he had left behind.	[1]
	23	A nna a tsamaya le naga, a ja maungo a dithare.	He continued walking, feasting on fruits.	[1]
	24	A ja nama ya diphologolo tse di neng di bolawa ke ntswa ya gagwe.	He ate the meat of game killed by his dog.	[1]
25	A nwa metsi mo megobeng le mo dinokeng.	He drank from the ponds and rivers.	[1]	