



## Cambridge O Level

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SETSWANA

3158/01

Paper 1 Language

October/November 2021

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**

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTORS</b>
<b>1</b>	<b>25–23</b>	<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>
<b>2</b>	<b>22–20</b>	<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>
<b>3</b>	<b>19–17</b>	<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>
<b>4</b>	<b>16–14</b>	<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>11–13</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>8–10</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>5–7</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.

Question	Answer	Marks
(a)	<u>Dibaere</u> / Motsemontsho <u>wa Dibaere</u>	1
(b)	Matlo a mararo a ruletswe ka <u>senke</u>	1
(c)	Tshingwana ya ditšhese / dithunya	1
(d)	Ka nkokoagwe motsala mmaagwe	1
(e)	Go bona mosetsana wa gagwe a nyenya / itumetse / tshegatshega	1
(f)	Molefe	1
(g)	Gonne Lebogang a gana go tlogela Molefe	1
	A tswa ka matlhabaphefo bosigo go robetswe	1
(h)	Ya Molefe e na le fenetšhara e ntle mo diphaposing tsotlhe	1
	Ya Motale e lolea, diphatlho di a tlaela	1
(i)(i)	Tshwantshanyo	1
	Mosadimogolo le monnamogolo ba tshwantshanngwa le mmutla, re e bona ka lekopanyi jaaka	1
(i)(ii)	Pheteletso	1
	Le fa batho ba ka atamelana jang, ga go na gore thipa e ka retelelwa ke go tsena fa gare ga bona	1
(j)(i)	Motho yo o sa kgoneng go tshola bana/motho yo o se nang bana	2
(j)(ii)	Motho yo o nenekediwang ka ntlha ya bokoa jwa gagwe/Motho yo o lwalang thata e kete a ka tlhokofala nako nngwe le nngwe	2
(j)(iii)	Go dira tsholofetso ya go se fetole maikutlo kgotsa mogopolo ka sengwe/go swela se o ipofileng go se dira	2

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.

**Diteng 20 + Puo 5 = [25]**

## Section D

## KAROLO YA BONE: TLHANOLO

Tlhopha temana 7 kgotsa 8 o bo o e ranola.

Question	Answer			Marks
7	<b>Temana ya Seesemane: ranolela mo puong ya Setswana</b>			<b>25</b>
	<b>English</b>	<b>Setswana</b>		
1	Today is Santie's eleventh birthday.	Gompieno Santi o tshwara dingwaga di le somenngwe.	[1]	
2	My mum says she is going to make it special.	Mme a re o tlile go le dira letsatsi le le kgethegileng.	[1]	
3	Auntie Sallie will be working this evening.	Mmangwane Sallie o tla bo a dira maitseboa.	[1]	
4	She has just started waiting on tables at a restaurant in Sandton	O simolotse go dira jaaka moabadijo kwa reseturenteng kwa Sandton	[1]	
5	and could not get the night off.	ka jalo ga a kitla a kopa gore a newe khunologo.	[1]	
6	So my mum is taking us to the movies	Ka jalo mme o tlile go re isa kwa baesekopong	[1]	
7	to watch <i>Jock of the Bushveld</i> .	go bona <i>Jock of the Bushveld</i> .	[1]	
8	I hope it will be fun.	Ke solofela gore re tlile go itumela.	[1]	
9	We cannot wait. Or rather, I cannot wait.	Re fela pelo. Kgotsa nkare ke fela pelo.	[1]	
10	Today has not been fun so far.	Letsatsi le le tlhotse le se monate go fitlha jaanong.	[1]	
11	Each time I want to play a game	Nako nngwe le nngwe fa ke batla motshameko o o rileng,	[1]	
12	and Santie wants to play something else,	Santie o ne a itlhophela osele,	[1]	
13	we have to do what she wants	re ne re tshwanetse go dira jaaka a batla.	[1]	
14	My mum says I have to play what Santie wants	Mme a re e tshwanetse go nna motshameko o Santie a o batlang	[1]	

Question	Answer			Marks
7		<b>English</b>	<b>Setswana</b>	
	15	because it is her birthday.	ka gonne ke letsatsi la gagwe la matsalo.	[1]
	16	I have tried to suggest playing something else,	Ke lekile go tshitshinya gore re tshameke motshameko o mongwe,	[1]
	17	but Santie always screams, so that my mum can hear,	fela Santie o a goa gore mme a tle a mo utlwe,	[1]
	18	'But it's my birthday!'	'Fela ke letsatsi la me la botsalo!'	[1]
	19	I hope next time she has a birthday, she is not here.	Ke solofela gore mo nakong e e tlang fa e le letsatsi la gagwe la matsalo a bo a se fa.	[1]
	20	After we have had a bath	Fa re fetsa go tlhapa	[1]
	21	and it is almost time to go to the movies,	e bile e le nako ya gore re ye kwa baesekopong,	[1]
	22	Mum says she has a present for Santie and me.	mme a bua gore o tshotse mpho ya Santie le ya me.	[1]
	23	She has bought us dresses and shoes	O ne a re reketse mesese le ditlhako	[1]
	24	to wear to the movies.	tse re di aparang fa re ya dibaesekopong.	[1]
	25	We couldn't be happier!	Go se boitumelo jo bo ka kgaisang jo.	[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 Nare ya leba nonyane kwa morago,	Buffalo looked behind him at a bird	[1]	
	2 e e neng e lela,	that was crying	[1]	
	3 mo lebaleng le le senang bojang le sentlhaga se se thubegileng,	on a bare patch of earth and a broken nest.	[1]	
	4 'Ke maswabi fa ke thubile sentlhaga sa gago,' a bua jalo,	'I'm sorry I destroyed your nest,' he said,	[1]	
	5 'fela nka dira sengwe go go thusa.	'but maybe I can make it up to you.	[1]	
	6 Ke tshwengwa ke ditshenekegi, o a bona.	I have a problem with insects, you see.	[1]	
	7 Leba fela mokwatla wa me.	I mean, just look at my back.	[1]	
	8 Go na le ditshenekegi di le dintsi tse di iketlileng,	There are always far too many insects clinging to me	[1]	
	9 di saila mo godimo ga me.	and crawling all over me.	[1]	
	10 O ka nne wa di ja,	You could eat them,	[1]	
	11 e bile nka itumela fa mongwe a ka ntlosetsa ditshenekegi tse.'	and it would be really nice to have someone finally get rid of them for me.'	[1]	
	12 Nonyane ya leba mmele wa nare kwa godimo le kwa tlase	The bird looked up and down the buffalo's body	[1]	
	13 mme ya bona ditshenekegi tsotlhe tse dinnye di kgomaretse mo letlalong la nare.	and noticed all the little insects clinging to the buffalo's skin.	[1]	
	14 Nonyane ya tshwarwa ke tlala,	The bird's tummy rumbled,	[1]	
	15 fela ya tenwa ke gore e direle nare molemo	but/and [he] had to think about doing the buffalo a favour	[1]	
	16 morago ga botlhoko jo nare e mo utlwisitseng bona.	after he/the buffalo [had] hurt him so much.	[1]	
	17 Molomo wa yona wa nna mohibidu le go feta.	His beak became redder and redder.	[1]	

Question	Answer			Marks
8		<b>Setswana</b>	<b>English</b>	
	18	'Sa ntlha o jele bojang jo bo monate jwa me!' Ga bua nonyane.	'First you ate all my lovely grass!' shouted the bird.	[1]
	19	'Fa o fetsa wa thubaganya ntlwana ya me.	'Then you wrecked my hut/house.	[1]
	20	O gatile le go robakanya dithulelo tsa ntlo ya me ka tlhako ya gago e kgolo!	You actually put your big hoof right through the roof!	[1]
	21	Jaanong o batla ke go direle molemo ka go ja ditshenekegi mo mokwatleng wa gago!	Now you want me to eat all these insects as a favour!	[1]
	22	O ne a ya kwa godimo le kwa tlase mo mokwatleng wa nare,	He walked up and down the buffalo's back,	[1]
	23	a ntse a kobola ditshenekegi a ntse a bua.	pecking at the insects as he talked.	[1]
	24	'Ka nnete o nare e e bosula e nkileng ka e bona!'	'You really are the worst buffalo I ever saw!'	[1]
25	a bua jalo molongwana wa gagwe o tletse ditshenekegi.	he said with his little mouth full of insects.	[1]	