



# Cambridge O Level

---

**SETSWANA**

**3158/01**

Paper 1 Language

**October/November 2022**

**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 October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

---

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>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.

- (a) Ditšhese/dithunya tsa dikgakologo. [1]
- (b) Ka a lebege jaaka motho yo o lwalang / yo o sa itekanelang / yo o mo kutlobotlhong / yo o iteilweng ke botshelo. [1]
- (c) Gonne ga ba mo boemong jo bo tshwanang / Ka gore Dan le Maria ba mmogo / Ke baratani / Ene ga a na mokapelo / BoMaria ga ba na mathata a a tshwanang le a gagwe. [1]
- (d) Mmaagwe Dan o ne a phephatsa le go apaya. / O ne a tlhatswa dikgai le go tlhokomela bana. [1]
- (e) Go ne go le maruru thata / serame se se tsenang mo marapong / go le tsididi thata. [1]
- (f) O ne a tsosetsa mmaagwe diletseng / Mmaagwe Dan a gopola matlhomola a a fetileng. [1]
- (g) Diarona o mo moleteng / O bokoa thata jaaka motho / motho yo o gaufi le go tsena mo lebitleng / motho o gaufi le go tlhokafala. [1]
- (h) Go goroga letsatsi le phirimile / go fitlha gae go le thari / Go boa go setse go fifetse. [1]
- (i) O iteilwe ke lefatshe / O sotlegile / lefatshe le mo dirakantse dilo. [1]
- (j) O imologile / O a lemoga gore batho botlhe ba na le mathata / o fodile mo pelong / a simolola go tlhaloganya marara a botshelo / O lokologile mo moweng. [1]
- (k) (i) Go gopola gore motho ga a yo e setse e le bogologolo / Go gakologelwa motho fa go jewa / [Badisa ba dikgomo ba gopolwa fela ka kgamele fa go jewa]. [2]
- (ii) Go leba sengwe o sa tlose matlho mo go sona / Go tsepa sengwe o se totile. [2]
- (l) (i) Pono ke mpho e kgolo mo botshelong / Matlho a thusa motho go ranola botshelo. [2]
- (ii) Go tshaba. [2]
- (iii) A gokologelwa malatsi a a thata mo botshelong jwa gagwe / A gopola matlhotlhapelo a a kileng a kopana le ona. [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

Tlhophha temana 7 kgotsa 8 o bo o e ranola.

## 7 Temana ya Seesemane: ranolela mo puong ya Setswana

	English	Setswana	
1	In a village on the slopes of Mount Kenya in East Africa,	Mo motseng o o mo mokgokoloseng wa Thaba ya Kenya kwa Aforika botlhaba,	[1]
2	a little girl worked in the fields with her mother.	go ne go na le mosetsana yo o neng a dira mo masimong le mmaagwe.	[1]
3	Her name was Wangari.	Leina la gagwe e ne e le Wangari.	[1]
4	Wangari loved being outside.	Wangari o ne a rata go nna ka fa ntle ga legae.	[1]
5	She broke up the soil with her machete	O ne a lema mmu ka mogoma wa gagwe	[1]
6	in her family's food garden	mo tshingwaneng ya gaabo ya merogo.	[1]
7	She pressed tiny seeds into the warm earth.	O ne a jala peo e nnye mo mmung o o humileng.	[1]
8	Wangari was a clever child and couldn't wait to go to school.	Wangari e ne e le ngwana yo o botlhale a letile fela nako ya go simolola sekolo.	[1]
9	But her mother and father wanted her to stay and help them at home	Fela mmaagwe le rraagwe ba ne ba ba batla a nne fa gae go ba thusa ditiro tsa lelapa.	[1]
10	When she was seven years old,	E rile a le dingwaga di le supa,	[1]
11	her big brother persuaded her parents to let her go to school.	kgaitsadiagwe yo mogolwane a tlhotlheletsa batsadi gore ba mo letle go ya sekolong.	[1]
12	Wangari learnt more and more with every book she reads.	Wangari o ne a ithuta a bo a ithuta ka buka nngwe le nngwe e a neng a e buisa.	[1]
13	She did so well at school	O ne a dira sentle thata kwa sekolong	[1]
14	that she was invited to study at an American university.	a bo a lalediwa go ya go wetsa dithuto tsa gagwe kwa yunibesithing ya kwa Amerika.	[1]
15	Wangari learnt many new things.	Wangari o ne a ithuta dilo di le dintsi tse dintshwa.	[1]
16	She studied plants and how they grow	O ne a ithuta ka dijalo le ka mo di jalwang ka teng.	[1]
17	And she remembered how she grew: playing games with her brothers	O ne a gakologelwa ka mo a godileng ka teng: a tshameka le bokgaitsadiagwe	[1]

	<b>English</b>	<b>Setswana</b>	
<b>18</b>	in the shade of the trees in the beautiful Kenyan forests.	mo meriting ya ditlhare mo dikgweng tse dintle tsa kwa Kenya.	[1]
<b>19</b>	When she had finished her studies, she returned to Kenya.	E rile fa a wetsa dithuto tsa gagwe, a boela Kenya.	[1]
<b>20</b>	But her country had changed.	Fela naga ya gaabo e ne e fetogile.	[1]
<b>21</b>	Huge farms stretched across the land.	Go ne go na le mabala a magolo go kgabaganya naga.	[1]
<b>22</b>	Women had no wood to make fires for cooking.	Basadi ba ne ba se na dikgong tse ba ka gotsang molelo wa go apaya.	[1]
<b>23</b>	The people were poor and the children were hungry.	Batho ba ne ba humanegile mme bana ba bolawa ke tlala.	[1]
<b>24</b>	Wangari knew what to do, she taught the women how to plant trees from seeds.	Wangari o ne a itse gore o tshwanetse a dire eng, o ne a ruta basadi go jala ditlhare ka dipeo.	[1]
<b>25</b>	The women sold the trees and used the money to look after their families.	Basadi ba ne ba rekisa ditlhare mme ba dirisa madi a teng go tlhokomela malapa a bona.	[1]

[25]



**8 Temana ya Setswana: ranoela mo puong ya Seesemane**

	<b>Setswana</b>	<b>English</b>	
1	Kwa Mankweng, dikilometara di ka nna tlhano go tswa Polokwane,	In Mankweng, just five kilometres from Polokwane,	[1]
2	go ne go nna mosetsana a bidiwa Thato.	lived a girl named Thato.	[1]
3	Thato o ne a nna le mmaagwe, Mokgadi,	Thato lived with her mother, Mokgadi,	[1]
4	mo ntlong e e agilweng ka dikota le disenke e e bidiwang mogwaafatshe.	in a house made of poles and iron sheets; a shack.	[1]
5	Phakela mo mosong,	Early in the morning,	[1]
6	mmaagwe Thato o ne a mo felegetsa go fitlha kwa sekolong se se potlana sa Ladanna,	Thato's mother would walk with her all the way to her primary school in Ladanna,	[1]
7	dikilometara di le nne go tloga kwa gae.	four kilometres away from home.	[1]
8	Mo mosong mongwe fa ba feta gaufi le mokhukhu o motala mo sekhutlong,	One morning as they passed a/the green shack on the corner,	[1]
9	batho ba ne ba ntse ka fa ntle ba nwa bojalwa	people were sitting outside drinking beer	[1]
10	e bile ba mo ja ditshego.	and laughing at her.	[1]
11	Thato o ne a dira ka natla kwa sekolong	Thato worked hard at school	[1]
12	le fa bana bangwe ba ba pelotshetlha ba ne ba mmita mosetsana wa kwa mokhukung.	even though nasty children called her the girl from a shack.	[1]
13	Morago ga dingwaga di le pedi a ikatisa letsatsi lengwe le lengwe	After two years of training every day	[1]
14	le go ja dijo tsa tlaleletso tse mme Sephuma a neng a mo tlela tsona,	and eating the extra food that Mrs Sephuma brought to school for her,	[1]
15	Thato o ne a nna mongwe wa boramabelo ba ba bonako thata kwa Limpopo.	Thato became one of the fastest runners in Limpopo.	[1]
16	Ka letsatsi lengwe Thato a tabogela kwa go mmaagwe	One day Thato ran up to her mother	[1]
17	go mmolelela gore o ya go emela Limpopo kwa Cape Town.	to tell her that she was going to represent Limpopo in Cape Town.	[1]
18	Mogokgo o ne a mo rekela ditlhako tsa go taboga.	The principal bought her a pair of running shoes.	[1]
19	Thato a bona maemo a ntlha mo lebelong la dimitara di le lekgolo la setlhopho sa bathubalebelo ba dithaka tsa gagwe.	Thato was the fastest one hundred metre runner / sprinter in her age group.	[1]

	<b>Setswana</b>	<b>English</b>	
<b>20</b>	Lekwalodikgang la selegae la kwala ka matsetseleko a gagwe	They wrote about her in the local newspaper	[1]
<b>21</b>	mme radio ya bega ka phenyo ya gagwe.	and announced her win on the radio.	[1]
<b>22</b>	A tlotlomadiwa ka go bidiwa mmagauta wa isago.	They called her the golden girl / a girl of great promise.	[1]
<b>23</b>	Kwa sekolong Thato a fiwa sekgele sa phenyo mo kgobokanong ya thapelo ya mo mosong.	At school Thato was given a medal at [morning] assembly.	[1]
<b>24</b>	Bana ba sekolo botlhe le barutabana ba mo opela magofi.	All the children and teachers clapped for her / gave her a round of applause.	[1]
<b>25</b>	Ba opela pina gangwe le gape, "Thato, mmagauta, wa ditsholofelo".	And they sang a song over and over again, "Thato, the golden girl, the dreamer".	[1]

[25]