



# Cambridge O Level

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**SETSWANA**

**3158/01**

Paper 1 Language

**October/November 2023**

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 **9** 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.

**Section A Composition (Question 1, 2, 3, 4) + Section B Writing for a Specific Purpose (Question 5)**

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 Reading Comprehension (Question 6)**

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.

- |   |     |
|---|-----|
| <b>(a)</b> Matile   | [1] |
| <b>(b)</b> Ditlhong / A tshaba go tshegiwa / Ke nkotwana / Ga a na madi         | [1] |
| <b>(c)</b> Malomaagwe / Rremogolo ke setlogolo sa gagwe                         | [1] |
| <b>(d)</b> Bontsintsi jwa dikgomo / motlhape                                    | [1] |
| <b>(e)</b> Mosadi a ithwele [1] a le gaufi le belega [1]                        | [2] |
| <b>(f)</b> Diruiwa tse di ileng nageng ka mahube, di simolola go repa, letsatsi | [1] |
| le tlhabile, di fula ka iketlo, di bona bojang sentle.                          | [1] |
| <b>(g)</b> Lebogang le Tselane  | [1] |
| Mogatsa Rremogolo le morwedi  | [1] |
| <b>(h)</b> Madi a segompiano / tšhelete   | [1] |
| <b>(i)</b> Kgomo.   | [1] |
| E tlamela Motswana ka ditlhokwa tsotlhe tsa botshelo                            | [1] |
| <b>(j)</b> Ke go abela mongwe seruiwa, e ka nna kgomo, podi, nku jalo-jalo.     | [1] |
| <b>(k) (i)</b> go tsamaya ka bonako / bofefo go kuka dinao                      | [2] |
| <b>(ii)</b> go kgotšwa thata / go tenega  | [2] |
| <b>(iii)</b> Matlho a gagwe a tlala dikeledi / A le gaufi le go lela            | [2] |

The language mark is awarded on the basis of the response to the comprehension questions as a whole (see table below).

<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 Translation (Question 7 and 8)

7

	English	Setswana	
1	Lesedi loved the stars.	Lesedi o ne a rata dinaledi.	[1]
2	While other children couldn't wait for it to be morning,	Fa bana bangwe ba fela pelo gore moso o goroga neng,	[1]
3	she couldn't wait for night-time.	ene o ne a fela pelo gore bosigo bo goroga neng.	[1]
4	She wasn't scared of the dark at all.	O ne a sa boife lefifi ka gope.	[1]
5	She loved to go outside before bedtime	O ne a rata go ya kwa ntle pele go robalwa	[1]
6	just to look up at the night sky.	gore a lebe lefaufau bosigo.	[1]
7	Now, imagine all the stars she saw.	Jaanong, akanya fela ka dinaledi tsothe tse o di boneng.	[1]
8	Hundreds and hundreds of bright, twinkling stars	Makgolokgolo a dinaledi tse dintle tse di phatsimang	[1]
9	and the big, round, yellow moon.	gammogo le ngwedi o mogolo, o o kgolokwe, o o serolwana.	[1]
10	'It's almost bedtime, Lesedi!' called the little girl's mother.	'E setse e le nako ya go robala, Lesedi!' mmaagwe mosetsanyana a mmita.	[1]
11	'Coming, Mama!' Lesedi called back.	'Ke e tla, Mama/mme!' ga araba Lesedi.	[1]
12	But Lesedi wasn't ready to go inside.	Fela Lesedi o ne a ise a ipaakanyetse go boela mo ntlong.	[1]
13	She wanted to count the stars.	O ne a batla go bala dinaledi.	[1]
14	'One, two, three, four ...' Lesedi had counted up to one hundred and thirty-three	'Nngwe, pedi, tharo, nne...' Lesedi o ne a badile go fitlha ka lekgolo le masome a mararo le metso e meraro	[1]
15	when she heard her mother call again.	fa a utlwa mmaagwe a mmita gape.	[1]
16	As she turned to go indoors, she noticed a huge, bright light in the sky.	Fa a retologa go tsena mo ntlong, a bona lesedi le legolo le le phatsimang mo lefaufang.	[1]
17	It was coming closer and closer.	Le ne le atamela ka bonako.	[1]
18	It was a giant spaceship!	E ne e le sesuthalefaufau se segologolo!	[1]
19	Lesedi did not take her eyes off it	Lesedi a seke a tlosa matlho mo go sona	[1]

	English	Setswana	
20	and watched as it landed right there in her front garden.	mme a se tlhoma matlho go fitlhela se tsurama mo tshingwaneng e e fa pele ga ntlo.	[1]
21	Lesedi walked over to the spaceship and touched it.	Lesedi a ya kwa sesuthalefaufaug gore a se ame	[1]
22	It was smooth and shiny and felt warm.	Se ne se le borethe, se phatsima e bile se le bothito.	[1]
23	A big door on the side suddenly opened	Lebati le legolo mo letlhakoreng la bulega ka bonako	[1]
24	and a ramp lowered to the ground.	mme serepudi sa ikala fa fatshe.	[1]
25	Slowly, she started walking up the ramp...	Ka bonya, a palama serepudi...	[1]

[25]

8

	Setswana	English	
1	Tlhokego ya metsi e tliša tlhobaelo mo pabalesegong ya lefatshe.	Water scarcity poses a threat to global security.	[1]
2	Mathata a mmatota ka metsi ga se bontsi jwa ona.	The main problem with water isn't volume.	[1]
3	Ke tsela e a abiwang ka yona.	It is about distribution.	[1]
4	Ka gale metsi ga a fitlhelwe mo batho ba a tlhokang teng.	Water isn't always [available] where people need it.	[1]
5	Ditšhaba tsotlhe di tlhoka metsi go sengwe le sengwe se ba se dirang,	All societies need water for everything they do:	[1]
6	jaaka: boitekanelo, phepafatso kgotsa tlosoleswe,	[such as] for their health, cleanliness or sanitation,	[1]
7	go akaretša dikumo tsa temothuo, matla a motlakase le intaseteri.	as well as [for] agricultural production, energy and industry.	[1]
8	Bokgoni jwa kabo ya metsi go kgotsofatsa ditlhokego,	The ability to handle the distribution of water to meet these demands	[1]
9	bo laolwa ke lehumo la naga.	is related to / depends on how rich a country is.	[1]
10	Le fa dinaga tse di itsholetseng ka kakaretso di kgona go tsamaisa metswedi ya metsi sentle,	While affluent countries are generally able to manage water resources to meet the demand,	[1]



	<b>Setswana</b>	<b>English</b>	
11	dinaga tse di dikobodimagetleng di a palelwa.	poorer countries struggle.	[1]
12	Ga di na dithulaganyetso tse di tlokegang,	They often lack the infrastructure	[1]
13	go naya baagi metsi a a phepa, a a bolokesezileng.	to deliver clean, safe water.	[1]
14	Ekonomi ya dinaga tse e ikaegile thata ka di-intaseteri tsa meepo,	Their economies tend to rely too much on industries, like mining,	[1]
15	tse di sa laolesegeng sentle e bile di leswefatsa metsi.	that are not well managed and pollute the water.	[1]
16	Dinaga tse di humanegileng di setse di bogiseka ka ntlha ya bothata jwa metsi.	Poor nations are already suffering from serious water problems.	[1]
17	Tharo nneng ya batho ba ba bilione ga ba na metsi a a phepa	Three quarters of a billion people lack access to clean water.	[1]
18	Metsi a a nang le megare a bolaya batho ba ka nna 840 000 ka ngwaga,	Water-related diseases take the lives of about 840 000 people a year,	[1]
19	go ya ka dipalopalo tsa water.org.	according to statistics from water.org.	[1]
20	Mathata a kabelo ya metsi mo lefatsheng ke a a tlhonamisang,	The world's water supply crisis is serious,	[1]
21	le fa fela a sa tlhobaetse	but not hopeless.	[1]
22	Baagi mo lefatsheng ba ka aga ditheo ba dira le thekenoloji,	The global community can develop institutions and technologies,	[1]
23	go tsamaisa kabo ya metsi botoka.	to manage water supply better.	[1]
24	Bontsi jwa dipholisi tse di tlokegang di setse di dirilwe.	Many of the necessary policies already exist.	[1]
25	Se se tlokegang thata ke gore di tsenngwe tirisong.	What's needed most badly is implementation.	[1]

[25]