



Cambridge O Level

SWAHILI

3162/01

Paper 1

May/June 2020

MARK SCHEME

Maximum Mark: 100

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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.

Question	Answer			Marks	
1	1	Binti yangu Aziza ni shabiki mkubwa wa muziki wa rumba.	My daughter Aziza is a big rhumba [music] fan.	1	20
	2	Yeye anapenda hasa nyimbo za Remmy Ongala.	She loves Remmy Ongala's songs especially.	1	
	3	Ongala alizaliwa Kongo lakini alihamia Tanzania miaka ya 70.	Ongala was born in Congo but moved/ migrated to Tanzania in the '70s.	1	
	4	Huko aliunda bendi ya muziki iliyoitwa 'Super Matimila'.	There he founded the 'Super Matimila' music band	1	
	5	Ongala hakuimba tu, bali alipiga gitaa pia.	Ongala didn't just sing, he also played [the] guitar.	1	
	6	Alipenda kuimba nyimbo zilizohusu mada mbalimbali.	He loved to sing songs about a whole manner/range of things/topics.	1	
	7	Aliimba kuhusu umaskini,	He sang about poverty,	1	
	8	ubaguzi wa aina zote,	every kind of discrimination/ discrimination of all types/forms,	1	
	9	maradhi na pia maisha ya kawaida ya kifamilia.	diseases and also everyday (normal) family life.	1	
	10	Watu waliipenda sana sauti yake	People loved his voice/sound [of his voice]	1	
	11	na pia ujumbe wa nyimbo zake.	and the message of his songs.	1	
	12	Ingawa Remmy Ongala alivuma zaidi miaka ya 80 na 90,	Although Remmy Ongala was more popular in the '80s and '90s,	1	
	13	hadi sasa ana mashabiki wengi.	he still has a lot of fans now.	1	

Question	Answer			Marks
1	14	Aziza aliniambia kwamba kila mwaka mnamo mwezi wa nane	Aziza told me that every August	1
	15	watu kutoka nchi tofauti huja Tanzania	people from different countries visit Tanzania	1
	16	ili kusherehekea Tamasha la Muziki wa Ongala.	to celebrate the Ongala Music Festival.	1
	17	Kwa hivyo, urithi wake unaendelea kuunganisha vizazi vyote kwa pamoja chini ya mbingu za Afrika ya Mashariki.	Therefore, his legacy continues to bring people of all generations together under East African skies.	1
	18	Tamasha hili limemfanya Aziza afikirie kuunda	This festival has made Aziza think about forming	1
	19	bendi yake mwenyewe ya rumba mjini kwake.	her own rhumba band here in her own town/home town.	1
	20	Atawaingiza humo wanamuziki wanaotoka Uganda, Kenya na Tanzania.	She plans to/will involve musicians from Uganda, Kenya and Tanzania	1

Question	Answer			Marks
2	1	Every Saturday, my friends and I play football	Kila Jumamosi mimi na marafiki zangu hucheza mpira wa miguu	1
	2	on the school field.	kwenye uwanja wa shule.	1
	3	Sometimes our families come to cheer us on.	Wakati mwingine familia zetu huja kutushangilia.	1
	4	After each game, we all enjoy a cold drink,	Baada ya kila mchezo, sisi sote hujiburudisha kwa kinywaji cha baridi	1
	5	such as water or orange juice.	kama maji au juisi ya machungwa / maji ya machungwa.	1
	6	These usually come in plastic bottles.	Kwa kawaida hizi/maji haya huwa kwenye chupa za plastiki.	1

Question	Answer			Marks
2	7	A few months ago, our headmaster announced that	Miezi michache iliyopita mwalimu wetu mkuu alitangaza kwamba	1
	8	he was planning to ban the use of plastic at school	alikuwa na mpango wa kupiga marufuku matumizi ya plastiki shuleni	1
	9	as it causes a serious litter problem.	kwa sababu yanaleta tatizo kubwa la taka(taka).	1
	10	We all agreed that it is important to protect the environment,	Tulikubaliana kwamba ni muhimu kulinda mazingira	1
	11	but we didn't want to give up our cold drinks!	lakini hatukutana kuacha kunywa vinywaji vyetu baridi!	1
	12	So, me and my friends got together to think about some solutions.	Basi, mimi na marafiki zangu tulikutana kutafakari kuhusu masuluhisho.	1
	13	It wasn't easy and took a long time.	Haikuwa rahisi na ilichukua muda mrefu.	1
	14	A lot of research was needed.	Utafiti mwingi ulihitajika.	1
	15	Eventually, we found out about a Tanzanian student	Mwishoni, tuligundua kuhusu mwanafunzi mmoja kutoka Tanzania	1
	16	who had won an award for scientific innovation.	aliyeshinda tuzo la ubunifu wa kisayansi.	1
	17	He had developed a special machine	Aliunda mashine maalum	1
	18	that mixes plastic and sand	inayochanganya plastiki na mchanga	1
	19	to make bricks and tiles.	ili kutengeneza matofali na vigae.	1
20	We told our teachers about this invention.	Tuliwaambia walimu wetu kuhusu ubunifu huu.	1	

Question	Answer			Marks
2	21	They were pleased and bought one of these machines for the school.	Walifurahi na wakununua mashine mojawapo kwa (ajili) ya shule.	1
	22	Now we have a special bin for plastic.	Sasa tuna pipa maalum kwa [ajili ya] plastiki.	1
	23	When the bin is full	(pipa) linapojaa	1
	24	we transfer all the plastic into the machine and add sand.	tunahamishia plastiki zote kwenye mashine na kuongezea mchanga.	1
	25	We sell the bricks and tiles that we make	Tunauza matofali na vigae tunavyotengeneza	1
	26	and use the profit to improve the school.	na kutumia faida ili kuboresha shule.	1
	27	This new system has made a big difference	Huu mfumo mpya umeleta mabadiliko makubwa	1
	28	by significantly reducing the amount of litter at school.	kwa kupunguza kiasi cha taka kwa kiasi kikubwa/ sana	1
	29	We have now won an award for the cleanest school in the region.	Sasa tumeshinda tuzo kwa kuwa shule safi zaidi mkoani/ wilayani	1
	30	This has made us all very proud, as you can imagine!	Na hii, bwana we, imetufanya tujivunie, kama utakavyoweza kufikiri / kudhani/ kuona!	1

Question	Answer	Marks
3(a)	mtafiti	1
3(b)	hufuatilia picha zinazobandikwa, hufuatilia maoni ya watu tofauti kuhusu picha hizo husoma ujumbe tofauti.	[1] [1] [1] 3
3(c)	Kwa sababu vimepambwa Kwa sababu ni vyakula vinavyopikwa kwa nadra	[1] [1] 2
3(d)	Anapenda kupiga picha	1
3(e)	Walizungumza ana kwa ana Waliandikiana barua	[1] [1] 2

Question	Answer	Marks
3(f)	Baba: kupoteza ujuzi wa kuzungumza kwenye jamii [1], kujifunza upuuzi [1] Musa: kuwa na ufahamu mkubwa wa mada tofauti [1], kujenga mahusiano mazuri [1] Baba na Musa: Kutokuwa makini darasani / ni kipingamizi darasani [1]	5
3(g)	Hauwezi kupita muda wa saa moja bila kuingia kwenye mitandao tofauti ya kijamii [1] Huwa na akaunti tano au zaidi kwenye majukwaa tofauti. [1]	2
3(h)	Haonyeshi mahala alipo [1] Hakubali marafiki asiowajua [1]	2
3(i)	<i>two from:</i> anaelewa hatari / faida za matumizi ya intanet [1] anawaelewa vijana [1] ana utani, furaha [1]	2

The language mark is to be awarded for the response to the comprehension questions as a whole.

5 Excellent	Clear, carefully chosen language in the candidate's own words with complex syntax where appropriate. Varied, precise vocabulary. Hardly any or no technical errors.
4 Good	Clear, appropriate language, mostly in the candidate's own words. Appropriate vocabulary. Few technical errors.
3 Adequate	Language generally appropriate, but unsophisticated and generally simple syntax. Adequate vocabulary. Some technical errors. Occasional reliance on lifting from the passage.
2 Weak	Unsophisticated language, not always appropriate. Very simple syntax with some clumsiness. Thin vocabulary. A number of technical errors. Often reliant on lifting.
1 Poor	Thin, inappropriate use of language. Confused and obscure. Many errors. In a large number of cases there will be considerable lifting.
0	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

Question 4: Composition

[Total: 25]

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

4		<ul style="list-style-type: none"> 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.
5	13–11	<ul style="list-style-type: none"> 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. 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.
6	10–8	<ul style="list-style-type: none"> 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. 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. 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.
7	7–5	<ul style="list-style-type: none"> 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. The content is likely to be comprehensible, but may be partly hidden by the density of the linguistic error.
8	0–4	<ul style="list-style-type: none"> Scripts are entirely, or almost entirely impossible to recognise as pieces of Swahili writing. Whole sections will make no sense at all. Where occasional patches of relative clarity are evident some marks will be given. The mark of 0 is reserved for scripts that make no sense at all from beginning to end.