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**SWAHILI**

**3162/01**

Paper 1

**May/June 2018**

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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**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	Bi Mariamu ni mwanamke ampendaye paka wake.	Ms/Mrs/Miss/Bi Mariamu is a woman/girl who loves her cat.  Reject: [her] cats for her cat	1	20
	2	Kwa kweli mnyama huyu ni kama rafiki yake.	This pet is really like her friend/a friend to her.	1	
	3	Yeye hucheza naye, humwimbia nyimbo nzuri za Kijerumani,	She plays with her/him/it, sings lovely/nice German songs [to him]  Reject: any other country for German	1	
	4	na humlisha vyakula vya kila namna vyenye ladha nzuri.	and feeds him all sorts of tasty/good food(s).	1	
	5	Paka wake anaitwa Nyau.	Her cat is called Nyau./Her cat's name is Nyau.  Reject: 'Cat' as translation of Nyau but accept any other feline name, e.g. Puss, Meow	1	
	6	Ni paka mwenye rangi ya kahawia	He/She/It is [a] brown/coffee-coloured/coffee-brown [cat]	1	
	7	na mwenye manyoya malaini.	with soft fur/hair.	1	
	8	Nyau ana akili sana, pia ni mtundu.	Nyau is very bright as well as naughty/mischievous/cunning/stubborn/headstrong/notorious.	1	
	9	Kwa mfano, siku moja Bi Mariamu alinihadithia kwamba	For instance, Mrs Mariamu once told me that		
	10	kando ya nyumba yake kuna mbuyu mrefu.	next to her house there was a big baobab tree.  Accept: 'is' for 'was'  Reject: big/tall tree (on its own)	1	
	11	Watoto hupenda kuyapanda matawi yake	Children love climbing it/its branches  Accept: 'loved' if 'was' was used instead of 'is' in 10 (tense has to be consistent)  Accept: hanging/swinging	1	

Question	Answer				Marks
1	12	halafu huruka chini huku wakicheka.	and jumping/jump off/down [while] laughing.  Reject: [while] playing (instead of [while] laughing)	1	
	13	Juzi, wakati Bi Mariamu alipokuwa anakunywa chai	The day before yesterday, while Mrs Mariamu was drinking tea	1	
	14	huku akiangalia nje alimwona Nyau akiupanda mti huo.	and looking outside, she saw Nyau climbing that tree.	1	
	15	Halafu ghafla Nyau alipiga mayowe	Then suddenly Nyau screamed/made a screeching sound/meowed loudly	1	
	16	huku akijirusha chini kama vile wanavyofanya watoto.	[while] throwing/launching himself [out of the tree] just like the children.	1	
	17	Pia Nyau hupenda kusikiliza redio, na huonekana akifurahia vipindi fulani zaidi.	Nyau also likes listening to the radio/[radio] channel, and appears/seems to like/and shows/conveys that she likes certain programs in particular/more than others.  Reject: television for radio	1	
	18	Kwa mfano, wiki iliyopita kulikuwa na kipindi kilichoitwa 'Paka Maarufu'.	For instance, last week there was an episode/show/program that was called 'Famous/Great/Big/Top/Best Cat/Cats'.  Accept: ['Paka Maarufu']  Reject: channel for episode/show/program	1	
	19	Kilimwongelea Larry, paka anayeishi kwenye nyumba ya Waziri Mkuu wa Uingereza.	It was about Larry, a cat who lives in the Prime Minister of [Great] Britain's/England's/the UK's house.  Accept: important/chief/head minister  Reject: president, big minister (ambiguous)	1	
20	Nyau alifunga macho na kutabasamu huku akisikiliza.	Nyau closed his eyes and smiled as he listened.  Reject: sings, laughs	1		

Question	Answer				Marks
2	1	In the town where I grew up, most people buy	Katika mji niliokulia, watu wengi hununua	1	30
	2	their everyday groceries from the market.	mahitaji (yao) ya kila siku kutoka sokoni.  Accept: chakula na matunda, vyakula na vinywaji, bidhaa za mahitaji na vyakula vingi, vitu vya nyumbani vya kila siku (for groceries)	1	
	3	These normally include vegetables like potatoes, carrots and pumpkins,	Haya ni pamoja na mboga kama vile viazi/mbatata, karoti na maboga,	1	
	4	fruits such as bananas and mangoes	matunda kama vile ndizi na maembe	1	
	5	as well as other items such as rice, maize, beans and fish.	pia bidhaa (nyingine) kama vile mchele/wali, mahindi, maharagwe na samaki.  Accept: vitu	1	
	6	Markets here tend to be big and cheap.	Masoko hapa huwa makubwa na bei rahisi.	1	
	7	There is enough food for everyone,	Kuna chakula cha kuwatosha wote,	1	
	8	even if you need a lot.	hata kama mtu/wewe a/unahitaji vingi.	1	
	9	On my way home yesterday, however,	Jana nilipokuwa nikirudi nyumbani, hata hivyo,  Reject: ingawa	1	
	10	I discovered a new type of market.	niligundua soko la aina mpya/aina ya soko jipya.	1	
	11	It is held every Saturday and Sunday and sells things such as	Huwa kila Jumamosi na Jumapili na huuza vitu kama vile	1	
	12	chocolates, cheese, flowers, plants and even books.	chakleti, jibini/chizi, maua, mimea na hata vitabu.  Accept: peremende, miche  Reject: mazao	1	
	13	There are also stalls selling international foods	Pia kuna vigenge/vioski/vibanda vinavyouza vyakula vya kimataifa/nje/ughaibuni/kigeni  Accept: maduka madogo	1	

Question	Answer			Marks
2	14	such as French bread and Italian meat.	kama vile mkate wa kifaransa na nyama za kitaliani.	1
	15	As I wandered around, I noticed that there weren't	(Wakati) nilipokuwa ninazunguka, niligundua/hisi kwamba/kuwa hakukuwa na	1
	16	as many people as I am used to seeing in the normal market.	watu wengi kama nilivyo zoea kuona kwenye soko la kawaida.	1
	17	There was no noise, the smells were different and it was also very expensive.	Hakukuwa na kelele, harufu zilikuwa tofauti na pia ilikuwa ghali sana. Accept: kunuka/kunukia	1
	18	People were only buying one or two items and did not fill their baskets.	Watu walikuwa wakinunua kitu kimoja au viwili tu na hawakujaza vikapu vyao.	1
	19	Because the market was quiet, I was able to talk to a few sellers.	Kwa vile soko lilikuwa kimya, niliweza kuzungumza na wauzaji wachache/kadhaa.	1
	20	One cheese seller said that all his goods were produced by a milk factory	Mwuzaji jibini/chizi mmoja alisema kwamba bidhaa zake (zote) zilitengenezwa na kiwanda cha maziwa Accept: muuza, muuzaji	1
	21	which recently received a grant	ambacho hivi karibuni kimepata msaada/pesa	1
	22	to help it expand and employ more people.	(Kukisaidia) kukua/kupanuka na kuajiri watu zaidi (wengi) zaidi.	1
	23	One woman told me how she had started her business	Mwanamke mmoja aliniambia jinsi alivyoanza biashara yake	1
	24	through buying honey from big companies	kwa kununua asali kutoka kwenye kampuni/mashirika makubwa	1
	25	and selling it for a small profit.	na kuiuza/kuuza kwa faida ndogo.	1
	26	After a few years she was able to buy a piece of land	Baada ya miaka michache aliweza kununua kipande cha ardhi Accept: kiwanja, shamba	1
27	where she started to keep her own beehives.	ambapo alianza kuweka mizinga yake (mwenyewe) ya nyuki. Accept: mabanda ya nyuki	1	

Question	Answer			Marks
2	28	Now she has a big business selling her own honey.	Sasa ana biashara kubwa ya kuuza asali yake (mwenyewe).	1
	29	The conversations made me think of starting a market stall.	Mazungumzo yalinifanya nifikirie kuanzisha kigenge/kibanda (cha sokoni).	1
	30	Perhaps I could sell cakes and biscuits.	labda ningeuza/nitauza keki na biskuti.	1

Question	Answer	Marks
3(a)	<b>Kwa nini mwandishi alisafiri kuenda Zanzibar?</b>  kutembelea <b>tamasha</b> la filamu	<b>1</b>
3(b)	<b>‘Jahazi ni chaguo zuri kwa jina la tamasha la kimataifa la filamu linalofanyika Zanzibar’.</b> Toa sababu mbili kukubaliana na sentensi hii.  Jahazi ni chombo au njia ya usafiri ya <b>asili</b> (1) Jahazi inaunganisha nchi zilizo <b>jirani</b> (1)	<b>2</b>
3(c)	<b>Eleza lengo moja la ZIFF na taja matokeo mawali ya lengo hilo.</b>  <i>Lengo:</i> Kuendeleza utamaduni wa filamu (1)  <i>Matokeo:</i> Kutoa kipaumbele kwa mawazo (1) Hisia za utambulisho (1)	<b>3</b>
3(d)	<b>Aisha anasifiwa kuwa msichana ‘hodari’.</b> Nini maana ya neno hodari hapa?  Mtu shujaa Reject: Mtaalamu	<b>1</b>
3(e)	<b>Aisha anakumbana na vipingamizi gani viwili kwenye mapigano yake?</b>  Watu hawamwamini (1) Hawamsaidii/upweke (1)	<b>2</b>
3(f)	<b>Kuna ushahidi gani kwamba mtengenezaji wa filamu alifahamu vizuri mahali alipopapiga filamu?</b>  Alizunguka katika mji huo (1) Aliona ukarimu wa watu (1) Reject: Kujifunza historia ya mji	<b>2</b>

Question	Answer	Marks
3(g)	<b>Wenyeji na wapiga filamu walifaidikaje kwa filamu kupigwa Pangani?</b>  Kazi (1) Gharama (1) Reject: Mawasiliano	<b>2</b>
3(h)	<b>Kuna ushahidi gani katika aya ya sita unaodokeza kwamba tamasha lina mafanikio ya kimataifa na pia ya ndani ya nchi?</b>  Kimataifa: umati mkubwa uliochanganyika (1) Ndani ya nchi: huwapa wazanzibari fursa ya kufanya biashara za chakula, mavazi, malazi na pia kuuza zawadi ndogo ndogo (1)	<b>2</b>
3(i)	<b>Juma Hamasi anaonyeshaje ukarimu wa Zanzibar? Taja mifano miwili.</b>  Chakula (1) Kuwasindikiza/Kuwazungusha (1) Reject: Kukodisha chumba	<b>2</b>
3(j)	<b>Taja mambo mawili yanayoonyesha upekee wa tamashi hili.</b>  2 from: mandhari ya kihistoria (1) Nafasi za kujifunza (1) Kukutana na watu wengi/kukutana na wanasanaa, wanamuziki, n.k. (1)	<b>2</b>
3(k)	<b>Elezea hisia za msimulizi kuhusu tamasha hili?</b>  Analipenda/fahari	<b>1</b>



The language mark is to be awarded for 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**

**Question 4: short essay****[Total: 25]**

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTORS</b>
<b>1</b>	<b>25–23</b>	<p>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.</p> <p>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.</p>
<b>2</b>	<b>22–20</b>	<p>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.</p> <p>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.</p>
<b>3</b>	<b>19–17</b>	<p>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.</p> <p>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.</p>
<b>4</b>	<b>16–14</b>	<p>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.</p> <p>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.</p>

<b>BAND</b>	<b>MARKS</b>	<b>DESCRIPTORS</b>
<b>5</b>	<b>13–11</b>	<p>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.</p> <p>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.</p>
<b>6</b>	<b>10–8</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<b>7</b>	<b>7–5</b>	<p>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.</p> <p>The content is likely to be comprehensible, but may be partly hidden by the density of the linguistic error.</p>
<b>8</b>	<b>0–4</b>	<p>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.</p> <p>The mark of 0 is reserved for scripts that make no sense at all from beginning to end or which are wholly irrelevant to any of the topics set in the question.</p>