

Cambridge IGCSE™

FIRST LANGUAGE SETSWANA**0698/01**

Paper 1 Reading and Writing

October/November 2025

MARK SCHEME

Maximum Mark: 50

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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **15** 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 descriptions 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotation	Meaning	Scoris Description
	Correct: credit for content point or good language	Tick
	Incorrect	Cross
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of the doubt' is given.	BOD
	If the examiner considers the answer to be more incorrect than correct, then 'no benefit of the doubt' is given.	NBOD
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response.	HA
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer, and therefore invalidates their response.	INVL
	Grammatical, spelling or punctuation error	H Wavy
	Meaning unclear or illegible	?
	Omission (of letter, character, word, etc.)	^
	Irrelevant	IR
	Repetition	REP
	Use to show that blank pages have been seen and any creditworthy material has been awarded	SEEN
	Inappropriate use of vocabulary from another language	XV

Annotation	Meaning	Scoris Description
B1	Directed writing prompt 1 from Text B	B1
B2	Directed writing prompt 2 from Text B	B2
DET	Relevant detail	DET
DEV	Development of point or idea	DEV
Highlighter	Highlight	Highlighter
Off-page comment	Used to make a holistic comment about the script	Off-page comment
CON	Contradiction	CON
EVAL	Evaluation	EVAL

Specific marking guidance

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

Where there are two marks in band (e.g. 7–8):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

Section A

Candidates will be assessed on the following assessment objectives:

AO1 Reading

R1 demonstrate understanding of explicit meaning

R2 demonstrate understanding of implicit meaning and attitude.

[10 marks]

R4 demonstrate understanding of how writers achieve effects and influence readers.

[5 marks]

Question	Answer	Marks	Guidance
1(a)	Tharo [1]	1	
1(b)	Dintlha tse pedi fela: <ul style="list-style-type: none"> • O ne a akanya gore fa a ka bo a ne a dirile pele a tla go ruta, a ka bo a beile madi go mo thusa. [1] • O ne a ka se felo pelo. [1] • O ne a ka se tshegiwe. [1] 	2	
1(c)	Ntlha e le nngwe fela: <ul style="list-style-type: none"> • Onoroko e ne e onetse/maratha. [1] • Ditlhako di ne di setlhefetse e bile di sokame. [1] • Diaparo tse di sa fetolweng. [1] 	1	
1(d)	Dintlha di le pedi fela: <ul style="list-style-type: none"> • Go tlosa botlhokakitso. [1] • Go tlabelola setšhaba. [1] • Go rotloetsa bana. [1] • Go kgalema. [1] • Go ya phaposiborutelong ba ipaakantse. [1] 	2	
1(e)	Dintlha di le pedi fela: <ul style="list-style-type: none"> • O bogale [1] • O makgakga [1] • O fela pelo [1] • O lenyatso [1] • O tenegile [1] • O utlwile botlhoko [1] • O befetswe [1] 	2	

Question	Answer	Marks	Guidance
1(f)	<p>Ke ithutile gore:</p> <ul style="list-style-type: none"> • Le fa o ka nna le mathata/dikgwetlho jang, fa mongwe a se mo seemong sa gago, a ka se go sekegele tsebe. [1] • Batho bangwe ga ba na botho/kutlwelobotlhoko. [1] • Batho bangwe ba ka go dirisa go fitlhelela maikaelelo a bona. [1] • Bopelotelele ga bo busetse sepe ka dinako tse dingwe. [1] • Go ikemela ka dinao. [1] • Bopelotelele ga bo busetse sepe ka dinako tse dingwe. [1] <p>Dintlha di le pedi fela</p>	2	

Question	Answer	Marks	Guidance
2(a)	<ul style="list-style-type: none"> • Go supa go tsaya nako ga mogokgo go tsamaisa diforomo tsa ga Morongwe. [1] • Lefapha la Thuto le tsere nako go duela Morongwe. [1] 	2	
2(b)	<ul style="list-style-type: none"> • Maemo a Morongwe a etegetse mo go feteletseng mo e leng gore le wena jaaka mmadi o ka itebala wa latlhegelwa ke maitsholo. [1] 	1	
2(c)	<p>Dintlha di le pedi fela:</p> <ul style="list-style-type: none"> • Mogokgo a sala a gamaregile/tshwerwe ke kgakge [1] • a maketse/a gakgametse [1] • a sena puo [1] 	2	

Section B

Candidates will be assessed on their ability to:

AO1 Reading [10 marks]

R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text

R5 select and use information for specific purposes.

AO2 Writing [5 marks]

W1 articulate experience and express what is thought, felt and imagined

W2 organise and structure ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to context

W4 use register appropriate to context

W5 make accurate use of spelling, punctuation and grammar.

Candidates should draw their content from Text B. The list below is indicative and is not exhaustive. Other relevant points from the text may be included.

The mark for Reading is awarded based on Table A.

The mark for Writing is awarded based on Table B.

Indicative content

Evaluation of the arguments requires candidates to draw inferences and make judgements. Evidence should be derived from the ideas and examples in both passages, developing claims and assessing their implications with clear and persuasive arguments.

(* is to be shown after those which appear in more than one list)

Notes on task

Candidates should select **ideas** from the texts and **develop (annotate DEV)** them relevantly, supporting what they write with **details (annotate DET)** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.

Use **B1** to annotate content points relating to bullet point 1

Use **B2** to annotate content points relating to bullet point 2

Question	Answer	Marks	Guidance
3	<p>Use Table A, Reading to give a mark out of 10 mark for Reading. Use Table B, Writing to give a mark out of 5 Writing.</p> <p>Use B1 to annotate content points relating to bullet point 1</p> <p>Use B2 to annotate content points relating to bullet point 2</p>	15	<p>Indicative content</p> <p>Candidates should draw their content from Text B. The list below is indicative and is not exhaustive. Other relevant points from the texts may be included.</p> <p>Evaluation of the arguments requires candidates to draw inferences and make judgments. Evidence should be derived from the ideas and examples in the text, developing claims and assessing their implications with clear and persuasive arguments.</p> <p>Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted.</p> <p>Marks are not based on the number of points given but how ideas are selected and developed from the text.</p>

Question	Answer	Marks	Guidance
3	<p>Indicative content (see also Guidance)</p> <p>Goreng tiriso ya Botlhale jwa Maitirelo (BM) e sa tshwanela go ilediwa (B1):</p> <ul style="list-style-type: none"> • Go fitlhelela tshedimosetso ka tsela e e tokafaditsweng. • Didirisiwa tsa go batla tse di dirisang BM, di naya bašwa tshedimosetso e ntsi ka bonako. • BM e thusa bašwa go ithuta ka dilo tse di farologaneng, go ithuta dilo tse dintšhwa le go oketsa kitso ya bona. • E thusa bašwa ka tsa pholo le boitekanelo • E thusa baithuti go ithuta ka lobelo lo ba batlang go ithuta ka lona. • E dira gore ba nne le seabe le go tshaloganya dilo botoka. • Bašwa ba ka tlhama le go rulaganya metshameko e e dirisediawang go dirisana le batho. • Dikopo tse di kaelwang ke BM di tlhamiwa le go dirisiwa go rarabolola mathata a tlhokomelo ya pholo ya bašwa. <p>Dikgwetlho/dikotsi tse di ka bakwang ke fa tshedimosetso ya badirisi e ka se bewe sentle (B2)</p> <ul style="list-style-type: none"> • Tshedimosetso ya sephiri ya bašwa e ka senngwa fa e le gore dikhampani tse di dirang dithekenoloji tse di dirisang BM ga di tshaloganye sentle. • Bašwa ba ka nna le matshwenyego ka ga sephiri sa tshedimosetso. • E ka ama boitekanelo jwa tshaloganyo. • Ka fa ditshamekisi tse di dirisang BM le didirisiwa tsa thekenoloji di ka kokoanyang le go boloka tshedimosetso ya motho ka namana ka teng, go ka baka matshwenyego 		

Marking criteria for Question 3**Table A, Reading**

Use the following table to give a mark out of 10 for Reading.

Level	Mark	Descriptor
5	9–10	<ul style="list-style-type: none"> The candidate selects a wide range of facts, ideas and opinions from the text. (R3) The candidate develops, evaluates and analyses the chosen content in a way that clearly fulfils all elements of the task. (R5)
4	7–8	<ul style="list-style-type: none"> The candidate selects relevant facts, ideas and opinions from the text. (R3) There is some development, analysis and evaluation and a clear focus on all elements of the task. (R5)
3	5–6	<ul style="list-style-type: none"> The candidate identifies enough relevant facts, ideas and opinions from the text to fulfil the task. (R3) Development, analysis and evaluation are limited. Parts of the response may not be focused on the task. Most of the task has been attempted, though there may be some minor omissions. (R5)
2	3–4	<ul style="list-style-type: none"> The candidate identifies some relevant points from the text, but they are not always relevant. (R3) The response shows very limited development of ideas. Significant aspects of the task may not have been approached. (R5)
1	1–2	<ul style="list-style-type: none"> The candidate identifies very few relevant points from the text. (R3) The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation. (R5)
0	0	<ul style="list-style-type: none"> No creditable response.

Table B, Writing

Use the following table to give a mark out of 5 for Writing.

Level	Mark	Descriptor
5	5	<ul style="list-style-type: none"> • The response is highly effective and convincing. (W1) • Well organised and carefully structured for the benefit of the reader. (W2) • Vocabulary consistently well chosen and precise. (W3) • Consistently appropriate register for audience and purpose. (W4) • Spelling, punctuation and grammar are almost always accurate. (W5)
4	4	<ul style="list-style-type: none"> • The response is effective and convincing. (W1) • Secure overall structure with some helpful organisation of ideas and information. (W2) • Vocabulary is mostly well chosen, with some precision. (W3) • Mostly appropriate register for audience and purpose. (W4) • Spelling, punctuation and grammar are generally accurate. (W5)
3	3	<ul style="list-style-type: none"> • The response can be understood, although it is not always convincing. (W1) • Ideas are generally well sequenced. (W2) • Vocabulary may be plain, but is adequate. (W3) • Some awareness of an appropriate register for the audience and purpose. (W4) • Frequent errors of spelling, punctuation and grammar, which are minor and do not prevent communication. (W5)
2	2	<ul style="list-style-type: none"> • The response is sometimes unclear and/or generally unconvincing. (W1) • The sequence of ideas is sometimes confusing. (W2) • Vocabulary is simple, but not always appropriate. (W3) • Little awareness of appropriate register. (W4) • Frequent errors of spelling, punctuation and grammar hinder communication. (W5)
1	1	<ul style="list-style-type: none"> • The response is difficult to understand and lacks coherence. (W1) • Little or no evidence of attempt to sequence ideas. (W2) • Vocabulary limited and/or inappropriate. (W3) • No awareness of appropriate register. (W4) • Persistent errors of spelling, punctuation and grammar prevent communication. (W5)
0	0	<ul style="list-style-type: none"> • No creditable response.

Section C

Candidates will be assessed on the following assessment objectives:

AO2 Writing [20 marks]

W1 articulate experience and express what is thought, felt and imagined

W2 organises and structures ideas and opinions for deliberate effect

W3 use a range of vocabulary and sentence structures appropriate to the context

W5 make accurate use of spelling, punctuation and grammar.

Question	Answer	Marks
EITHER		
4	Tlhalosa letsatsi la moletlo wa lenyalo ka menko e e monate, meribo le merethetho ya letsatsi leo. Use Table C to give a mark out of 10 for style and accuracy, and Table D to give a mark out of 10 for content and structure.	20

Question	Answer	Marks
OR		
5	Kwala tlhamo e e felelang ka mafoko a: ‘...ke fa founu e (mogala wa letheka o) lela’. Use Table C to give a mark out of 10 for style and accuracy, and Table D to give a mark out of 10 for content and structure.	20

Table C, Style and accuracy

Level	Mark	Descriptor
5	9–10	<ul style="list-style-type: none"> • Precise, well-chosen range of vocabulary appropriate to the style of writing. Uses sophisticated expressions. (W3) • Uses a wide range of well-constructed sentences accurately, including complex sentences. (W3) • Spelling, punctuation and grammar almost always accurate. (W5)
4	7–8	<ul style="list-style-type: none"> • Mostly well-chosen range of vocabulary appropriate to style of writing. Uses expressions which are varied and often effective. (W3) • Uses a range of sentence structures accurately, including some complex ones. (W3) • Spelling, punctuation and grammar mostly accurate, with some minor errors. (W5)
3	5–6	<ul style="list-style-type: none"> • Adequate range of vocabulary appropriate to the style of writing which is sometimes well-chosen. (W3) • Uses most sentence structures accurately, sometimes attempting complex ones with success. (W3) • Spelling, punctuation and grammar generally accurate, but with some errors. (W5)
2	3–4	<ul style="list-style-type: none"> • Simple range of vocabulary appropriate to the style of writing which may be repetitive. (W3) • Uses simple sentence structures accurately which may be repetitive. Sometimes attempts more complex sentence structures with limited success and/or clarity. (W3) • Frequent errors of spelling, punctuation and grammar, occasionally serious, but which do not impair communication. (W5)
1	1–2	<ul style="list-style-type: none"> • Limited range of, and/or imprecise vocabulary appropriate to the style of writing. (W3) • Uses simple sentence structures, sometimes inaccurately. (W3) • Persistent errors of spelling, punctuation and grammar impair communication. (W5)
0	0	<ul style="list-style-type: none"> • No creditable response.

Table D, Content and structure

Level	Mark	General and specific marking criteria	
5	9–10	General	
		<ul style="list-style-type: none"> Ideas and experiences are well expressed, with excellent use of language to convey what is thought, felt and imagined. (W1) Structure is clear, well balanced and carefully organised for deliberate effect. (W2) 	
		Specific – descriptive	Specific – narrative
		<i>The description is strongly conveyed and consistently developed; ideas, images and sensory details create a convincing and engaging overall picture with varieties of focus.</i>	<i>The plot is strongly conveyed and consistently developed with convincing and engaging features of fictional writing such as description, characterisation and effective climax.</i>
4	7–8	General	
		<ul style="list-style-type: none"> Ideas and experiences are generally well expressed, with good use of language to convey what is thought, felt and imagined. (W1) Structure is mostly clear and well organised, with some choices made for deliberate effect. (W2) 	
		Specific – descriptive	Specific – narrative
		<i>The description is almost always clearly conveyed and developed; ideas, images and sensory details create a mostly convincing overall picture.</i>	<i>The plot is almost always clearly conveyed and developed with mostly convincing features of fiction writing such as characterisation, detail and climax.</i>
3	5–6	General	
		<ul style="list-style-type: none"> Ideas and experiences are expressed, with some good use of language to convey what is thought, felt and imagined. (W1) Structure is reasonably clear, with some organisation and some choices made for deliberate effect. (W2) 	
		Specific – descriptive	Specific – narrative
		<i>The description is relevant with some development; ideas, images and sensory details create an, at times, convincing overall picture, even where the writing may sometimes be in a narrative style.</i>	<i>The plot is relevant and cohesive, with some development and some convincing features such as characterisation, detail and climax of the story.</i>

Level	Mark	General and specific marking criteria	
2	3–4	General	
		<ul style="list-style-type: none"> A few ideas and experiences are expressed, with some attempt to convey what is thought, felt and imagined. (W1) Structure is occasionally clear, with some attempt at organisation to achieve effects. (W2) 	
		Specific – descriptive	Specific – narrative
		<i>The description has some simple details, with limited development and/or the response may be more typical of a narrative. There may be limited relevance.</i>	<i>The plot is simple, with limited development and limited use of the features of narrative writing, such as characterisation, detail and climax. There may be limited relevance.</i>
1	1–2	General	
		<ul style="list-style-type: none"> Few or no ideas or experiences are expressed, with little or no attempt to convey what is thought, felt or imagined. (W1) There is limited structure with little or no organisation of ideas to achieve effects. (W2) 	
		Specific – descriptive	Specific – narrative
		<i>The description is unclear in relation to the task, lacks detail and conveys little to the reader.</i>	<i>The plot is hard to follow with little relevance to the task, and may consist of events which are presented with little clarity.</i>
0	0	No creditable response	