

# Cambridge IGCSE™

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**SWAHILI****0262/01**

Paper 1 Reading and Writing

**May/June 2025****MARK SCHEME**Maximum Mark: 60

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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.

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

Cambridge International is publishing the mark schemes for the May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

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This document consists of **18** printed pages.

**PUBLISHED****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.

**GENERAL CRITERIA FOR MARKING EXERCISE 6**

For exercise 6, award the answer a mark for **content** and a mark for **language** in accordance with the general criteria that follow.

**Content** covers **relevance** (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the **development of ideas** (i.e. the detail/explanation provided and how enjoyable it is to read).

**Language** covers **style** (i.e. complexity of vocabulary and sentence structure) and **accuracy** (of grammar, spelling, punctuation and use of paragraphs).

When deciding on a mark for content or language, first of all decide which level is most appropriate. There will not necessarily be an exact fit. Then decide between 2 marks within that level. Use the lower mark if it only just makes it into the level and the upper mark if it fulfils all the requirements of the level but doesn't quite make it into the level above.

When deciding on a mark for **content**, look at both relevance and development of ideas. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in level 3 or 4.

When deciding on a mark for **language**, look at both the style and the accuracy of the language. A useful starting point would be first to determine the level of accuracy. If errors do not intrude, it will be in level 3 or 4.

The use of paragraphs should not be the primary basis of deciding which level the work is in. Look first at the language used and once you have decided on the appropriate level, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the level.

If the essay is considerably shorter than the stated word length it should be put in level 1 or 2 for **content**, for not fulfilling the task. The language mark is likely to be affected.

•If the essay is totally irrelevant and has nothing to do with the question asked, it should be given 0 marks for **content** and **language**, even if it is enjoyable to read and fluent.

If the essay is partly relevant and therefore in level 2 for **content**, the full range of marks for **language** is available.

[Maximum total for exercise 6: 16 marks]










**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.

**Annotations**

<b>Annotation</b>	<b>Meaning</b>
	Credit for good language or content point
	Incorrect
	Omission
	Meaning unclear or illegible
	If the examiner considers the answer to be more correct than incorrect, then 'benefit of doubt' is given
	If the examiner considers the answer to be more incorrect than correct, then ' <b>no</b> benefit of the doubt' is given
	Harmless addition: used if the candidate extends their answer, without contradicting or invalidating the response
	Repetition
	Invalidates: used if the candidate includes material in their answer which contradicts the correct answer and therefore invalidates their response

Annotation	Meaning
<b>SEEN</b>	Used to show that blank pages have been seen and any creditworthy material has been awarded
Highlighter	Highlight
Off Page Comment	Used to make a holistic comment about the script

This component tests the following Assessment Objectives:

**AO1: Reading**

R1 identify and select relevant information

R2 understand ideas, opinions and attitudes

R3 show understanding of the connections between ideas, opinions and attitudes

R4 understand what is implied but not directly stated, e.g. gist, writer's purpose, intention and feelings

**AO2: Writing**

W1 communicate information/ideas/opinions clearly, accurately and effectively

W2 organise ideas into coherent paragraphs using a range of appropriate linking devices

W3 use a range of grammatical structures and vocabulary accurately and effectively

W4 show control of punctuation and spelling

W5 adapt appropriate register and style/format for the given purpose and audience

**Overview of exercises on Paper 1**

Exercise	Task type	Reading objectives tested	Marks for reading objectives	Writing objectives tested	Marks for writing objectives	Total available marks
1	Short answer reading	R1, R2, R3, R4	8			8
2	Multiple-matching	R1, R2, R3	9			9
3	Note-making	R1, R2, R3, R4	9			9
4	Summary	R2, R3, R4,	4	W2, W3, W4, W5	6	10
5	Writing (1)			W1, W2, W3, W4, W5	8	8
6	Writing (2)			W1, W2, W3, W4, W5	16	16
<b>Total Marks</b>						60

**Exercise 1**

Question	Answer	Marks	Guidance
1	Pango [lililoundwa kwa mawe meupe]	1	<i>Reject: <u>n</u>liona pango</i>
2	Nyuzi [nyembamba]	1	
3	Shuka nyekundu	1	<i>Reject: shuka on its own; nguo ya Bwana Kibage on its own</i> <i>Accept: nguo ya kimasai</i>
4	<u>Kusoma</u> hadi usiku	1	<i>Reject: siku ziwe ndefu on its own</i>
5	i [Miili ya binadamu] inachoka ii Kutokuona nyota	2	<i>Reject: maisha ya viumbe</i>
6	<u>Kutoheshimu</u> mazingira	1	
7	<u>Jengo</u> la [kutengeneza] <u>mvuke</u>	1	<i>Accept: muundo</i>



**Exercise 2**

<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
8	A	1	
9	B	1	
10	C	1	
11	C	1	
12	D	1	
13	D	1	
14	A	1	
15	B	1	
16	B	1	

## Exercise 3

Question	Answer	Marks	Guidance
17	<p><i>Award 1 mark for each acceptable response, up to a maximum of 3 marks. Acceptable responses are:</i></p> <ul style="list-style-type: none"> <li>• [kukereka] kulazimika kuwa na nguo chache [vyombo vichache]</li> <li>• [kushtuka] kuona udogo wa nyumba</li> <li>• [kuvutiwa] na kuweza kula vyakula freshi .</li> <li>• [kuzoea] udogo wa nyumba baada ya muda.</li> <li>• gharama ya mafuta au usafirishaji <u>si kubwa kama</u> ile ya kodi ya ardhi</li> <li>• asingeweza kuishi <u>milele</u></li> </ul>	3	
18	<p><i>Award 1 mark for each acceptable answer, up to a maximum of 3 marks. Acceptable answers are:</i></p> <ul style="list-style-type: none"> <li>• hazina msingi [uliojengwa ardhini]</li> <li>• kutumia pesa ili kukodi malori makubwa [ili kuhamisha nyumba zao]</li> <li>• huchosha / kuleta upweke / kukosa ujirani</li> </ul>	3	<i>Reject:</i> [gharama ya] mafundi / mifereji
19	<p><i>Award 1 mark for each acceptable answer, up to a maximum of 3 marks. Acceptable answers are:</i></p> <ul style="list-style-type: none"> <li>• malighafi kutoka kwenye mazingira [mbao, mianzi etc]</li> <li>• kuhakikisha rasilimali zitakuwepo kwa vizazi vijavyo</li> <li>• kuhifadhi joto vyema [bila kutumia nishati]</li> <li>• nishati ya jua</li> </ul>	3	<i>Reject:</i> fanicha

## Exercise 4

Question	Answer	Marks	Guidance
20	<p><i>Award up to 10 marks, based on up to 4 marks for content and up to 6 marks for accurate and concise language.</i></p> <p><b>Content:</b>  <b>4 marks</b>  <i>Makes 4 clear points that answer the question.</i>  <b>3 marks</b>  <i>Makes some clear points that answer the question.</i>  <b>2 marks</b>  <i>Makes one or two points relevant to the question</i>  <b>1 mark</b>  <i>Content has limited relevance to the question.</i>  <b>0 marks</b>  <i>No response worth of credit.</i></p> <p><b>List of possible main points:</b></p> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>• Vijana hupenda kuweza kuhamisha nyumba</li> <li>• Gharama ya kulipia mafuta au usafirishaji si kubwa</li> <li>• Hakuna kodi ya ardhi</li> <li>• Kuhisi mtu yupo likizo</li> <li>• Kufanya kazi kutoka popote</li> <li>• Kutokuwa na makorokoro</li> <li>• Hutumia malighafi kutoka kwenye mazingira</li> <li>• Kupunguza uchafuzi wa mazingira</li> </ul>	10	<p><i>Candidates should answer with reference to both benefits and drawbacks.</i></p>

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Question	Answer	Marks	Guidance
20	<p><b>Drawbacks</b></p> <ul style="list-style-type: none"> <li>• Hazina msingi uliojengwa ardhini</li> <li>• Kutumia pesa ili kukodi malori makubwa</li> <li>• Kutupa vifaa / nguo</li> <li>• Udogo wa nyumba/fanicha ndogo/nafasi</li> <li>• Ugumu wa kutafuta kazi mpya</li> <li>• Kutafuta rafiki wapya/maisha mapya</li> <li>• Kuhama huleta upweke / kukosa jirani</li> </ul> <p><b>Language:</b></p> <p><b>6 marks</b>  <i>Very good attempt to use own words and to organise and sequence points cohesively. A concise summary.            Very good accuracy of vocabulary, grammatical structures, punctuation and spelling.</i></p> <p><b>5 marks</b>  <i>Good attempt to use own words and to organise and sequence points cohesively.            Generally good accuracy of vocabulary, grammatical structures, punctuation and spelling.</i></p> <p><b>4 marks</b>  <i>Reasonable attempt to use own words and to organise and sequence points cohesively.            Reasonable accuracy of vocabulary, grammatical structures, punctuation and spelling. Inaccuracies do not obscure the meaning.</i></p>	10	

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Question	Answer	Marks	Guidance
20	<p><b>3 marks</b>  <i>Some reliance on language from the text, but with an attempt to organise and sequence points.  Satisfactory use of language, although sometimes inaccuracies obscure the meaning.</i></p> <p><b>2 marks</b>  <i>Mainly reliant on language from the text with no attempt to organise and sequence points cohesively.  Limited language expression that makes the meaning frequently unclear.</i></p> <p><b>1 mark</b>  <i>Copying entirely from text with little or no use of own words.  Multiple language inaccuracies.</i></p> <p><b>0 marks</b>  <i>No response worthy of credit.</i></p>	10	

## Exercise 5

Question	Answer	Marks	Guidance
21	<p><i>Award up to 3 marks for content and up to 5 marks for the style and accuracy of language.</i></p> <p><b>Content</b>  <i>Award 1 mark for covering each bullet point, up to a maximum 3 marks:</i></p> <ul style="list-style-type: none"> <li>• Aina ya uwanja mjini kwako</li> <li>• Mawazo yako kuhusu uwanja wa michezo</li> <li>• Shughuli zifanyazwo kwenye uwanja wa michezo</li> </ul> <p><b>Language (style and accuracy)</b></p> <p><b>5 marks</b>  <i>Uses a wide range of language including complex structures effectively.  High level of accuracy, very good control of language.  Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</i></p> <p><b>4 marks</b>  <i>Uses a range of structures appropriately. Attempts to use more ambitious language.  Mostly accurate with a good control of language. Any errors do not impede meaning.  Appropriate style and register. Uses reasonably well-constructed and linked paragraphs.</i></p>	8	

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Question	Answer	Marks	Guidance
21	<p><b>3 marks</b>  <i>Uses mainly simple structures and vocabulary. Sometimes attempts to use more ambitious language.  Uses simple structures with a good degree of control.  Inaccuracies occur when attempting more ambitious language. Meaning is generally clear.  Generally uses/Some attempt to use appropriate style and register. Some attempt to use paragraphs.</i></p> <p><b>2 marks</b>  <i>Uses simple structures and vocabulary.  Some degree of control. Meaning is sometimes in doubt.  Minimal use of style and register. No use of paragraphs.</i></p> <p><b>1 mark</b>  <i>Uses very simple structures and vocabulary.  Lack of control of simple structures makes meaning mostly difficult to understand.  Style and register may be inappropriate. No use of paragraphs.</i></p> <p><b>0 marks</b>  <i>No response worthy of credit.</i></p>	8	

## Exercise 6

Question	Answer	Marks	Guidance
22	<p>Award up to 8 marks for content and up to 8 marks for the style and accuracy of language.</p> <p><b>Content: relevance and development of ideas</b></p> <p><b>Level 4 [7–8 marks]</b>  Fulfils the task, with consistently appropriate register and a very good sense of purpose and audience.  Ideas are well developed and communicated effectively, at appropriate length.  Effectively organised and coherent.  Consistently appropriate style and register. Uses well-constructed and linked paragraphs.</p> <p><b>Level 3 [5–6 marks]</b>  Fulfils the task, with appropriate register and a good sense of purpose and audience.  Ideas are well developed at appropriate length.  Well organised and coherent.  Appropriate style and register. Uses reasonably well-constructed and linked paragraphs.</p> <p><b>Level 2 [3–4 marks]</b>  Fulfils the task reasonably well with mostly relevant points.  The register may not be consistent. Demonstrates a reasonable sense of purpose and audience.  Ideas are satisfactorily developed at appropriate length.  Generally well organised and coherent.  Generally uses/Some attempt to use appropriate style and register. Some attempt to use paragraphs</p>	16	



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Question	Answer	Marks	Guidance
22	<p><b>Level 1 [1–2 marks]</b>  Limited engagement with the task with few relevant points.  Inappropriate register and insufficient awareness of purpose and/or audience.  There is some development of ideas, although in places this is incomplete and/or repetitive.  Organisation may lack coherence  Style and register may be inappropriate. No use of paragraphs.</p> <p><b>Level 0 [0 marks]</b>  No response worthy of credit.</p> <p><b>Language: style and accuracy</b></p> <p><b>Level 4 [7–8 marks]</b>  Uses a range of language, including complex structures and less common words and phrases, effectively.  High level of accuracy; excellent control throughout. Any errors are related to less common words and structures.</p> <p><b>Level 3 [5–6 marks]</b>  Uses a range of structures and words and phrases, generally appropriately.  Mostly accurate with a good degree of control. There may be slight awkwardness when attempting to use more ambitious language.</p> <p><b>Level 2 [3–4 marks]</b>  Uses mainly simple structures and vocabulary.  Demonstrates a reasonable degree of control. Grammatical errors occur when attempting more ambitious language.  Meaning is generally clear.</p>	16	

Question	Answer	Marks	Guidance
22	<b>Level 1 [1–2 marks]</b> Uses simple structures and vocabulary. Some lack of control of simple structures. Meaning is often obscured.  <b>Level 0 [0 marks]</b> No response worthy of credit.	<b>16</b>	