



# Cambridge IGCSE™

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**FIRST LANGUAGE SETSWANA**

**0698/02**

Paper 2 Literature

**For examination from 2025**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document has **6** 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

**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 descriptions in mind.

**Setswana 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 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.

**Assessment objectives****Writing**

**W2** organise and structure ideas and opinions for deliberate effect

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

**Literature**

**L1** Demonstrate understanding of literary texts in the three main genres (poetry, prose and drama), supported by reference to the text.

**L2** Understand the meanings of literary texts and their contexts, and explore texts beyond surface meanings to show deeper awareness of ideas and attitudes.

**L3** Recognise and appreciate ways in which writers use language and structure to create and shape meanings and effects.

**L4** Communicate an informed personal response to literary texts.

**Table A Content**

Level	Marks	Description
5	13–15	<ul style="list-style-type: none"> <li>Shows a clear understanding of the text and its deeper implications. (L2)</li> <li>Supports with careful and detailed relevant reference to the text. (L1)</li> <li>Makes a developed response to the way the writer achieves effects. (L3)</li> <li>Makes a well-developed personal response. (L4)</li> </ul>
4	10–12	<ul style="list-style-type: none"> <li>Shows understanding of the text and some awareness of its deeper implications. (L2)</li> <li>Uses mainly relevant supporting evidence from the text. (L1)</li> <li>Makes some response to the way the writer uses language. (L3)</li> <li>Makes a reasonably developed personal response. (L4)</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>Shows some understanding of meaning of the text. (L2)</li> <li>Uses some supporting textual reference. (L1)</li> <li>Makes straightforward comments about the language of the text. (L3)</li> <li>Begins to develop a personal response. (L4)</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>Shows a basic understanding of surface meaning of the text. (L1)</li> <li>Makes a little reference to the text. (L2)</li> <li>Shows a basic awareness of language. (L3)</li> <li>Attempts to communicate a basic personal response. (L4)</li> </ul>
1	1–3	<ul style="list-style-type: none"> <li>Shows little or no understanding of surface/literal meaning of the text. (L2)</li> <li>Makes little or no reference to the text. (L2)</li> <li>Shows little or no awareness of language. (L3)</li> <li>Shows little evidence of a personal response. (L4)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>

**Table B Language and structure**

Level	Marks	Description
5	5	<ul style="list-style-type: none"> <li>Well-structured and coherent. Ideas and arguments clearly linked throughout. (W2)</li> <li>Clear, carefully chosen language with complex sentence structures where appropriate. (W3)</li> </ul>
4	4	<ul style="list-style-type: none"> <li>Clear, logical structure. Attempts to focus and group ideas; good linkage. (W2)</li> <li>Clear, appropriate language with some complex language (W3)</li> </ul>
3	3	<ul style="list-style-type: none"> <li>Structure reasonably clear, with occasional lapses of focus. (W2)</li> <li>Generally appropriate language and generally simple sentence structures. (W3)</li> </ul>
2	2	<ul style="list-style-type: none"> <li>Limited attempt to organise material; not always easy to follow. (W2)</li> <li>Simple language and very simple sentence structures; may be repetitive. (W3)</li> </ul>
1	1	<ul style="list-style-type: none"> <li>Little or no attempt to organise material. (W2)</li> <li>Very simple language; repetitive. (W3)</li> </ul>
0	0	<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>

**Table C Unseen poetry**

<b>Level</b>	<b>Marks</b>	<b>Description</b>
<b>5</b>	<b>9–10</b>	<ul style="list-style-type: none"> <li>Shows a clear and critical understanding of the poem. (L2)</li> <li>Supports with careful and detailed relevant reference to the poem. (L1)</li> <li>Responds sensitively and in detail to the ways the poet achieves effects. (L3)</li> <li>Makes a well-developed personal response. (L4)</li> </ul>
<b>4</b>	<b>7–8</b>	<ul style="list-style-type: none"> <li>Shows understanding of the poem and some of its figurative meanings. (L2)</li> <li>Uses mainly relevant supporting evidence from the poem. (L1)</li> <li>Makes some response to the ways the poet achieves effects. (L3)</li> <li>Makes a reasonably developed personal response. (L4)</li> </ul>
<b>3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>Shows some understanding of the poem. (L2)</li> <li>Uses some supporting textual reference. (L1)</li> <li>Makes straightforward comments about the ways the poet uses language and structure. (L3)</li> <li>Begins to develop a personal response. (L4)</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>Shows a basic understanding of surface meaning of the poem. (L2)</li> <li>Makes a little reference to the poem. (L1)</li> <li>Shows a basic awareness of language and structure. (L3)</li> <li>Attempts to communicate a basic personal response. (L4)</li> </ul>
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>Shows little or no understanding of surface/literal meaning of the poem. (L2)</li> <li>Makes little or no reference to the poem. (L1)</li> <li>Shows little or no awareness of language and structure. (L3)</li> <li>Shows little evidence of a personal response. (L4)</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>

**Section A**

Question	Answer	Marks
1	<p><b><u>Basadi, lwa reng? – T G Motsaathebe</u></b></p> <p><b>Bapisa o bo o tshwanolole diabe tsa Modiri le Kedibone mo pading e. O tshwanetse go kwala mafoko a a mo magareng ga <u>350–450</u>.</b></p> <p>Use Table A to give a mark out of 15 for content, and Table B to give a mark out of 5 for organisation and language.</p>	20

**Section B**

Question	Answer	Marks
2	<p><b><u>Pelo e ja serati – J M Ntsime</u></b></p> <p><b>‘Setso le ngwao ya Batswana ke motswedi wa kgotlhang mo terameng e’. A o dumalana kgotsa o ganetsana le mogopolo o? O tshwanetse go kwala mafoko a a mo magareng ga <u>350–450</u>.</b></p> <p>Use Table A to give a mark out of 15 for content, and Table B to give a mark out of 5 for organisation and language.</p>	20

**Section C**

Question	Answer	Marks
3	<p><b>Buisa leboko le le fa tlase.</b></p> <p><b>Sekaseka leboko mme o tthalose morero mogolo le molaetsa wa lona. O tshwanetse go kwala mafoko a a mo magareng ga <u>300–350</u> .</b></p> <p><b><u>Aferika – L D Raditladi</u></b></p> <p>Use the levels-based marking criteria in Table C to mark this question.</p>	10