

INTERNATIONAL GCSE

Swahili (9-1)

GETTING STARTED GUIDE

Pearson Edexcel International GCSE in Swahili (4SW1)

For first teaching September 2017

First examination June 2019



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This Getting Started Guide gives you an overview of the International GCSE in Swahili (first assessment May/June 2019) qualification and what it means for you and your students. This guidance is intended to help you plan the course and gives you further insight into the principles behind the content to help you and your students succeed.

1. Key features of the qualification

This specification is for first teaching from September 2017, with first assessment from June 2019.

Key Principles

The specification has been developed with the following key principles:

Clear specification

- Clear guidance on what students need to learn, providing clarity for planning, teaching and assessment.

Progression, not repetition

- The specification allows the development of understanding while at the same time avoiding repetition, ensuring students are engaged and thereby inspired to develop their knowledge. We designed the International GCSE to extend students' knowledge by broadening and deepening skills. For example, students will:
 - read and respond to material from a variety of sources
 - make comparisons between texts and analyse the ways in which writers achieve their effects
 - construct and convey meaning in written language, matching style to audience and purpose.

Engaging and popular topics with real world focus

- **Broad range of content** which is appealing to international students – content has been selected to ensure that the qualification is inclusive and appealing for all international students, with specific reference to East Africa and the Swahili speaking regions.
- **Culturally relevant and engaging texts** – we have ensured that our texts are culturally relevant to Swahili, engaging and suitable for international students, and that they will encourage students to develop skills of analysis and synoptic thinking.

Clear assessment criteria

- We apply clear and consistent use of command words and rubrics across assessments and between series. Our approach to assessments, definitions for the command words and details of how the command words are explained, can be found in the taxonomy table.

- Our question papers are clear and accessible for students of all ability ranges.
- The new mark schemes provide consistent understanding of the skills, and connections between these skills, required for each question type. Clear wording reflects how teachers and examiners describe the qualities of student work, so the expectations are clear for teachers and markers. Our mark schemes are straightforward so that the assessment requirements are clear.

Skills for progression – successful progression to higher level study and beyond

- The variety of content that will be found in the examination allows the student to demonstrate knowledge as well as its application, which are required elements for further study or progression into employment. International GCSE qualifications enable successful progression to Higher level study and beyond. Through our world-class qualification development process, we have consulted with International A Level teachers, GCE A Level teachers and university teachers to validate the appropriateness of this qualification, including content, skills and assessment structure. The grammar skills needed to complete the discrete grammar section successfully will help students meet university course demands.

Support for delivering the new specification

- Our package of support to help you plan and implement the new specification includes: This Getting Started Guide which provides an overview of the new International GCSE specification, to help you get to grips with the content and assessment, and to help you understand what these mean for you and your students.
We will also provide the following support:
 - **Planning:** In addition to this guide, we will provide an editable scheme of work, which you can adapt to suit your timetable and model of delivery.
 - **ResultsPlus:** ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students. Once the first examination has been sat in 2019, we will provide you with reports on example student work with examiner commentaries.
 - **Tracking learner progress:** specimen papers to support formative assessments and mock exams.
 - **Personal, local support:** a network of leading practitioners across the country, providing online and face-to-face training events.
 - **Get help and support-** Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Edexcel languages e-updates for qualification updates and product and service news. You can email our subject advisor at: teachinglanguages@pearson.com.

2. About the qualification

The aims and objectives of this qualification are to enable students to develop:

- Their ability to read, understand and respond to material from a variety of sources
- Their ability to communicate accurately in writing, matching style to audience and purpose
- Their understanding of the structure and variety of language
- An understanding of themselves and the world around them
- An appreciation of the richness, beauty and diversity of the Swahili language.

2.1 – Key changes

4SW0	4SW1
Single Paper, no listening	2 papers (Reading and writing) (Listening)
Translation heavy	10 marks on Translation only tasks (paper 1)
Essay Writing	32 marks based on two tasks (paper 1)
No speaking	Optional speaking endorsement
Topics: Home and abroad Education and employment House, home and daily routine The modern world and the environment Social activities, fitness and health	Topics: Home and abroad Education and employment Personal life and relationships The world around us Social activities, fitness and health
Graded A*-G	Graded 9-1

- This new qualification (4SW1) greatly differs from the previous qualification (4SW0). Where the previous qualification focused heavily on translation, in response to teacher feedback we have changed the design of the paper to reflect a model more similar to the approach used in European Modern Foreign Language (MFL) subjects. The old single paper model has been replaced with 2 compulsory papers (Reading and Writing, Listening) and an optional spoken endorsement, which is more reflective of the range of skills that students are expected to demonstrate at GCSE level. We have retained translation in the qualification but reduced the number of marks attributed to it.
- Topics have been amended to reflect topics used in European MFL subjects.
- Focus on Culture with a specific assessment objective (AO4) to assess knowledge and understanding of Swahili.

- A greater range of questions types within the exam paper – There are: Multiple Choice Questions, short response questions set on any of the above mentioned themes, two writing tasks, also linked to the themes and translation of short sentences in English into Swahili, also linked to a theme.
- The topics & question papers of the new paper ensures contexts within the papers are set within the East African countries context.
- The new papers are designed to help all students progress through the assessments confidently
- Language used in the questions in Swahili are straightforward so as not to place additional hurdles for candidates
- Speaking assessments reflect real-life scenarios
- Optional endorsed speaking assessments encourage and reward spontaneity and interaction
- New 9-1 grading scale. This allows direct comparability with Ofqual regulated GCSEs, recognises outstanding performance with a new grade 9, and provides better differentiation of students

2.2 Content and assessment overview

The Pearson Edexcel International GCSE in Swahili consists of two externally-examined papers and one optional Spoken Language Endorsement.

Qualification at a glance

Qualification overview

The Pearson Edexcel International GCSE in Swahili consists of two externally-examined papers and one non-examined assessment.

The Pearson Edexcel International GCSE in Swahili is a linear qualification. All papers must be taken at the end of the course of study.

Content and assessment overview

Paper 1: Reading and Writing	*Paper code: 4SW1/01
Externally assessed Written examination: 2 hours and 30 minutes Availability: June 80 marks	<i>66.7% of the qualification</i>
Content overview This paper assesses reading, writing and grammar skills across a selection of topic areas: <ul style="list-style-type: none">■ Home and abroad■ Education and employment■ Personal life and relationships■ The world around us■ Social activities, fitness and health	
Assessment overview Section A: Reading Multiple Choice Questions (MCQ) and short response questions set on any of the themes. Section B: Writing Two writing tasks, linked to the themes. Section C: Translation Translation of short sentences in English into Swahili, linked to a theme.	

Paper 2: Listening	*Paper code: 45W1/02
Externally assessed Written examination: 30 minutes (+5mins preparation time) Availability: June 40 marks	<i>33.3% of the qualification</i>
Content overview This paper assesses listening skills across five topic areas: <ul style="list-style-type: none"> ■ Home and abroad ■ Education and employment ■ Personal life and relationships ■ The world around us ■ Social activities, fitness and health. 	
Assessment overview Section A: Listening Multiple Choice Questions (MCQ) and short response questions set on any of the themes.	

Spoken language endorsement (optional)	*Paper code: 45W1/03
Internally assessed and externally monitored by Pearson. Non-examined assessment: 10 minutes All students work should be marked in time for Pearson to monitor the marking. This will need to be completed in the year of certification.	<i>Endorsed separately (optional)</i>
Content overview The spoken language endorsement assesses the use of spoken standard Swahili effectively in a presentation.	
Summary The spoken language presentation may take a variety of forms, including: <ul style="list-style-type: none"> a) a speech or talk by the student, followed by questions from the audience. b) a formal debate or dialogue, followed by questions from the audience. In all cases, the presentation should be prepared by the student and last no longer than 10 minutes. The topic of the presentation should be discussed and decided in advance with the teacher. Please see page 16 for more details about the spoken language endorsement. There are no marks for the spoken language endorsement. Students are awarded a grade (Pass, Merit, Distinction or Not Classified).	

*See *Appendix 1: Codes* for a description of this code and all other codes relevant to this qualification.

Assessment Criteria

Assessment Objectives	Criteria	% in International GCSE
AO1	Understand and respond, in writing, to written language.	31%
AO2	Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.	26%
AO3	Understand contemporary written texts in English and translate them into the target language.	8%
AO4	Understand and respond, in writing, to spoken language.	33%
AO5 (optional)	Speaking and listening skills: <ul style="list-style-type: none"> ■ demonstrate presentation skills in a formal setting ■ listen and respond appropriately to spoken. 	Endorsed separately

2.3 Content description: Paper 1

Paper 1 assesses 66.2/3 % of the total Swahili qualification through Reading, Writing and Translation.

Section A: Reading

Students are required to convey their understanding of written Swahili through a series of reading tasks. Students read four engaging texts and then answer questions on each text.

- There will be three sections in Paper 1, with a total of seven questions. Each question is set on one of the five themes.
- This paper may include multiple-choice, short-answer, open-response and extended-writing questions.
- Recommended reading time is 1 hour.
- Total of 38 marks for this section and students must answer all questions.
- Questions will test the following assessment objective: AO1 (understand and respond, in writing, to written language).

Students must be able to:

- Read and respond to material from a variety of sources – these can be newspaper articles, internet sources, books etc.
- Demonstrate their ability to summarise a short text by writing the main points clearly – to fulfil this task students should practice note taking and be able to capture the gist of what is conveyed.
- Interpret and infer explicit and implicit meaning, including writers' thoughts, feelings and ideas – this requires that students understand how Swahili is used in context.

- The following topics were used in the Sample Swahili exam paper:
 - *'Maonyesho ya Kimataifa ya Vitabu'* which falls under the Education and employment theme since it is a school trip. Topics that could have been covered in class to prepare for this include: school types; school day; subjects; rules and pressures; celebrating success.
 - *Wasanii Afrika Mashariki* which falls under the Social activities, fitness and health theme since it looks at hobbies and interests. Topics that could have been covered in class would have looked at Cultural life – celebrations and festivals; reading; music; sport; film and television.
 - *Wasichana waogeleaji* which falls under Home and abroad since it deals with rural life. Topics that could have been covered in class to prepare for this could include: Town, region and country; weather; places to see; things to do.
 - *Ajira* which deals with Work, career and volunteering. Topics that could have been covered in class to prepare for this could include: using languages beyond the classroom; forming relationships; travel; employment.

Throughout the qualification, students should develop the skills of interpretation and comprehension.

Text types used should include a range of forms, such as high-quality fiction, articles, reviews, speeches, journals and reference-book extracts, as well as literary non-fiction, such as selections from autobiography, letters, obituaries and travel writing. This list is not exhaustive.

Section B: Writing

In this section, students are required to convey their understanding of written Swahili through two writing tasks:

- In the first task, students are required to write a short essay, based on four short prompts in the past, present and future. The sample exam paper's essay is *'familia yangu'*. This falls directly within the theme of Personal life and relationship. In class the question on 'Who am I?' which would include the following topics would prepare the students very well: relationships; when I was younger; when I grow up; what my friends and family are like; what makes a good friend; interests; socialising with family and friends; role models.
- In the second task, students are required to write a longer essay, based on a choice of three stimuli. The stimuli in the sample paper are:
 - *Matumizi ya mifuko* which falls under Environmental issues. Topics that could be looked at in class include: being 'green'; access to natural resources; visits to spaces such as Masai mara, Kilimanjaro and Serengeti.
 - *Barua kuhusu sinema* which falls under Hobbies, interests, sports and exercise. Topics that could be looked at in class include customs and everyday life; food and drink; shopping.

- *Matumizi ya rununu* which falls under Information and communication technology. Topics that could be looked at in class include social media and technology (uses of, advantages and disadvantages).
- Total of 32 marks for this section.
- Questions in this section will test the following assessment objective: AO2 (Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately).

Section C: Translation

In this section students are required to translate four statements in English into Swahili. The sample paper is made up of sentences on 'Lamu' during the goat races. Various types of texts can be used to practise translation in class.

- Total of 10 marks for this section
- Questions in this section will test the following assessment objective: AO3 (Understand contemporary written texts in English and translate them into Swahili).

2.4 Content description: Paper 2

Listening

- Paper 2 assesses 33.3% of the total Swahili qualification, through Listening.
- There is a total of seven questions. Students must answer all questions
- Each question is set on one of the themes. The sample paper includes the following which fall under the topics that have been discussed in Paper 1 above: *Nyumbani* which falls under 'house and home'; *Mavazi* which falls under 'information'; *Siku ya Kuzaliwa* which falls directly under 'special occasions'; *Chakula Afrika ya mashariki* which falls under 'food and drink'; *Kazi* which falls under 'work, career and volunteering'; *Likizo* which falls under 'travel and transport' and lastly *Ununuzi* which falls under 'shopping and money matters'.
- The paper will include multiple-choice and short-answer questions.
- The assessment is 30 minutes (plus 5 minutes' reading time) and out of 40 marks.
- Questions will test the following assessment objective: AO4 (Understand and respond to spoken language).

2.5 Content description: Optional Spoken Language Endorsement

The spoken language endorsement (optional) has no assessment contribution to Paper 1 and Paper 2 and is endorsed separately with grades Pass, Merit or Distinction or Not Classified. .

- There will be a presentation assessed by the centre, and externally monitored.
- The presentation is 10–12 minutes.
- Tasks will test the following assessment objective: AO5.
 - Speaking and listening skills:
 - Demonstrate presentation skills in a formal setting
 - Listen and respond appropriately to spoken language, including to questions and feedback to presentations
 - Use spoken Swahili effectively in speeches and presentations.

Guidance on the optional spoken language endorsement is provided within the specification. Please consult this document carefully.

3. Topic Guidance and suggested activities

The content of the qualification is relevant and engaging. It covers five themes, all broken down into several topics.

These themes give the opportunity for teaching one theme per term. The five themes are further broken down into topics and sub-topics. All of which should be studied in the context of both the students' home country and that of countries or communities where Swahili is spoken. This would largely be in East Africa. They are designed to offer a motivating, enriching and up-to-date context for the study of the Swahili language.

Teachers should be aware of the need to develop their students' awareness and understanding of life in Swahili-speaking communities in their selection of teaching materials during the course of study and in preparation for the final assessment. For all the exam papers, the assessments are based on the countries where Swahili is spoken.

Classroom topics should be engaging and should include a real world focus. These would not be exhaustive to: customs and everyday life for example '*matumizi ya kanga*'; food and drink for example '*kupika wali au kusonga ugali*'; shopping; social media and technology for example '*unapendelea jukwaa lipi la mtandao wa kijamii*'; celebrations and festivals for example '*tamasha la ZIFF huko Zanzibar*'; reading and music for example '*Bongoflava*'; holiday experiences and destinations for example '*Utalii nchini*'. '*Kenya/Tanzania/Uganda/Rwanda*'; East African Towns, region and countries; places to see; things to do; school activities; events and exchanges; employment; further study; Bringing the world together; sports events; music events; campaigns and good causes for example '*umuhimu wa Wangari Maathai*'; Environmental issues; access to natural resources and many other topics which are exemplified in the Sample Assessment Materials.

The final assessments at the end of the course will draw on the full range of these themes and topics. Teachers are encouraged to refer to the Sample Assessment Materials to see this exemplified.

Theme 1: Home and abroad

- 1 Life in the town and rural life
- 2 Holidays, tourist information and directions
- 3 Services (e.g. bank, post office)
- 4 Customs
- 5 Everyday life, traditions and communities.

Topics can include:

- Daily life: customs and everyday life; food and drink; shopping; accessing different services including the postal services, hospital and asking for directions; social media and technology (uses of, advantages and disadvantages).
- Cultural life: celebrations and festivals; reading; music; sport; film and television
- Holidays: preferences; experiences and destinations.
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping.

When approaching this theme, students should be able to draw on language already learnt. To enable them to develop the language met previously, the teacher could approach this theme through literature or music in Swahili. Research can be conducted into traditional celebrations in the Swahili-speaking world.

Also, as well as students describing their own past holidays or future holidays they plan, teachers could approach this theme as a group task where students have to research the type of holiday they would like to do. This could be confined to a Swahili-speaking country which would then allow them to report back on travel costs, accommodation available, activities on offer in the chosen resort and the type of weather to be expected. Another approach regarding accommodation and eating out could be to use authentic resources from websites such as Trip Advisor to read about hotels and restaurants. These can be used as reading comprehensions to extract vocabulary and phrases, and finally students could write their own reports on a restaurant or hotel. Complaint letters to a hotel also allow students to use a great deal of imagination as to what has gone wrong on a holiday with their accommodation. Students could also collect literature about their own area and from that produce a website or brochure for Swahili-speaking tourists to encourage them to visit. This topic is a key area for role-play work.

Activity ideas:

- Practising role play situations with the scenario of arranging to go out in the city or rural setting.
- Comparing a Kenyan shopping centre with a Tanzanian one; or any in the Swahili speaking world.
- Debating the advantages and disadvantages of social media to encourage spontaneous speaking.
- Students allocated a traditional custom or festival to research in groups, presenting their findings to the class.
- Discussion about preferred TV programmes or music through a diamond nine activity to encourage spontaneous talk.
- Photographs of traditional festivals can be used to practise the picture-based oral task.
- Research a Swahili-speaking holiday destination and plan travel, accommodation and activities for a visit.

- Read reports on Trip Advisor, etc. and students write their own report.
- Write a complaint letter to a hotel or restaurant.
- Using authentic hotel website information to work out the best accommodation for different groups of people, e.g. a family with three children, a couple looking for a holiday, a single traveller, etc.
- Set up role-play scenarios around the classroom for group/pair work activities.
- Spontaneous discussion about preferred types of holiday/accommodation.
- Advantages/disadvantages chart for holidaying abroad or in their own country.
- Survey about holiday requirements/preferences.
- Watch videos from Swahili-speaking areas or cities to extend vocabulary and listening skills (there are a lot such videos on YouTube) Students could then produce their own voiceover commentary to photos of a Swahili-speaking area/city or their own area.
- Watching/reading weather forecasts online.
- Photographs of holiday destinations can be used to practise the picture-based oral task.

Theme 2: Education and employment

- 1 School life and routine
- 2 School rules and pressures
- 3 School trips, events and exchanges
- 4 Work, careers and volunteering
- 5 Future plans.

Topics can include:

- What school is like: school types; school day; subjects; rules and pressures; celebrating success.
- School activities: school trips; events and exchanges.
- Ambitions: further study; volunteering; training.
- Work: jobs, careers and professions.

Again, students will have met many of the basic ideas from this topic and should be happy to converse about the different school subjects and their likes and dislikes. When approaching this topic, teachers could use partner schools to enable students to compare and contrast the school experience in each country. Many Swahili-speaking schools do have websites on the internet and this could provide an excellent resource for authentic material. Some particular features of schools in East Africa are their preference for uniforms. Also, the strong work based ethics in state schools compared to private schools, where for instance

in state schools students farm and sell the school farm produce. The different boarding schools and how strict these can be. There are a number of useful websites about training, which teachers may find of use to source work for reading purposes as well as suitable photographs, and to extend students' vocabulary and comprehension skills.

Activity ideas:

- Research impact of differences in the medium of instruction among East African countries, for example in Tanzania students in state schools learn in Swahili in primary schools and then the medium of instruction changes to English in secondary school, whereas this is different in Kenya and Uganda schools. Such a topic could be used as reading comprehension and stimuli for discussion purposes.
- Authentic resources in the form of blogs or letters discussing aspects of the school system in East Africa.
- Research on school websites can produce timetables to compare the school day, dress code, expectations etc.
- Setting up links with Swahili-speaking schools for students to pose questions to their peers and report back on their answers, e.g. their opinion of the longer school day, sport at school, etc. This can also be extended to foreign Universities such as SOAS University of London where Swahili is taught to graduate and post graduate students.
- Check sites such as BBC Swahili and VOA which have a number of useful videos which can be used for listening practice. This could be used just to develop listening comprehension skills.
- Students could draw up their own list of school rules, either real or funny – this could be done as a discussion task to promote spontaneous talk.
- A list of pros and cons of school uniform could be drawn up and used in discussion.
- There are a number of blogs on school exchanges on the internet which can be accessed to provide authentic resources for reading comprehension.
- Writing an imaginative blog/report about volunteering.
- Using this topic as an opportunity to introduce and practise the conditional tense forms so that students can say what they would like to do.
- Reading task to match descriptions of jobs to the job titles.
- Jigsaw task to reorder a text about a day in a particular job.
- Using an online platform to ask Swahili-speaking students about their career/future aspirations and reporting back.
- Undertaking a role play based on an interview for a work placement.
- Spontaneous discussion on what students should do after finishing school – could be done as a diamond nine activity.

Theme 3: Personal life and relationships

- 1 House and home
- 2 Daily routines and helping at home
- 3 Role models
- 4 Relationships with family and friends
- 5 Childhood.

Topics can include:

Who am I?; relationships; when I was younger; what my friends and family are like; what makes a good friend?; interests; socialising with family and friends; role models.

- Reading comprehension based on authentic material from websites about people's lives; this also includes biographies.
- Brainstorming positive and negative aspects of important decisions in life, for example, travelling during a gap year, going to university or undertaking work experience.
- Using a video where students interview each other and later use the recordings as listening comprehension.
- Role models in East Africa – this could include political figures such as Nyerere and Kenyatta, cultural figures such as Bi Kidude and Siti binti Saad, and great role models such as Wangari Maathai etc.
- What activities do young people prefer compared to those who are older?

Activity ideas:

- Using literary texts to look at the life of someone so as to practise the simple past tense.
- Using poetry to expand ideas about traditions, friendship and develop vocabulary.
- Venn diagrams on adjectives to develop positive and negative relationship adjectives.
- Agony Aunt letters dealing with everyday family relationships – these can be used as reading practice and then developed into students writing their own examples.
- Discussions about their role models.
- Using humour in class to tell childhood stories.
- Using the habitual tense to talk about everyday activities '*wewe hufanya nini kila siku?*'
- Tell a peer about their worst domestic chore and it is so terrible – ironing, washing dishes etc. and then the peer tells the class who can then ask questions about it.
- Include engaging games in class – for example adapt the BBC 'just a minute' (details can be found online).

Theme 4: The world around us

- 1 Environmental issues
- 2 Weather and climate
- 3 Travel and transport
- 4 The media
- 5 Information and communication technology.

Topics can include:

- Town, region and country: weather; places to see; things to do.
- Bringing the world together: sports events; music events; campaigns and good causes.
- The benefits of travel; how ideas about travel have changed over the years; new types of tourism; travel, tourism and the environment; tourism and its impact on local communities.
- Environmental issues; being 'green'; access to natural resources; saving the environment; government vs individual roles; weather and climate; international agreements about the environment; types of environmental organisations; alternative forms of energy.

Teachers may again wish to access material on the internet to support their teaching of this theme. Posters and adverts for events could be useful resources, as could blogs and newspaper reports about such events. School websites also contain reports on school sports events. A lot of the international organisations have sites in Swahili, which can contain useful authentic material. This also includes social media sites such as Facebook. Also, there is a large amount of information and numerous publications about being 'green' available from a number of poems about the climate online.

- Role play buying tickets for sporting or music events.
- Group activity discussing the cost of attending music events.
- Writing a report on a sporting event.
- Watching a sporting event in the target language as a listening comprehension.
- Writing a voiceover to a sporting event video extract.
- Using the trailer from the film Berlin 36 as a listening comprehension.
- Giving students a scenario that they have a certain amount of money to donate to a worthy cause. They each research a suitable charity for that money and engage in a group debate about which charity should benefit.
- Using photographs of sporting events to engage in discussion.
- Reading comprehension using publications from Swahili-speaking material about the environment.
- Writing about how environmentally friendly (or unfriendly) their home town is.

- Using links with a Swahili-speaking partner school to compare their town and the German town with regard to the protection of the environment.
- Using literary texts as reading to expand vocabulary and writing their own poems.

Theme 5: Social activities, fitness and health

- 1 Special occasions
- 2 Hobbies, interests, sports and exercise
- 3 Shopping and money matters
- 4 Accidents, injuries, common ailments and health issues
- 5 Food and drink.

Topics can include:

- Using languages beyond the classroom; forming relationships; entertainment.
- Healthy eating; the benefits of exercising; the challenges of staying healthy versus a modern lifestyle; accidents, injuries, common ailments; world epidemics; mental and psychological health; health care systems.
- Youth culture; music, fashion and lifestyle; forms of entertainment; comparisons between older and newer forms of entertainment; popular culture versus highbrow culture; culture in education; world cultures; multiculturalism, diversity and international understanding.
- Sport, fitness and health; sportsmanship and competition; men and women in sport; the professionalization of sport; leisure, free time and modern lifestyle.

Teachers may want to approach the topic through students' own aspirations but could also look at relevant webpages to find resources describing others' experiences, which will provide models for students to use in their own work.

Activity ideas:

- Teachers could introduce one of the engaging topics, for example 'sport and exercise' and then involve students in interactive tasks, e.g. an oral question and answer activity in response to film clips of East Africans winning global marathons including Ezekiel Kimboi. This can also be an image or short text appropriate to this topic.
- Students could carry out research to familiarise themselves with a topic, for example different foods prior to this being introduced in class.
- Pair work and collaboration in group to discuss youth culture.
- Students could also self-assess on a number of tasks.

4. Assessment Guidance

4.1 Paper 1: Reading, Writing and Translation

Section A

- Paper 1 assesses 66.7% of the total Swahili qualification through Reading, Writing and Translation.
- The Paper 1 assessment is a total of two hours, 15 minutes. Students are advised to allocate approximately one hour for each section
- Section A, Reading has a total of 38 marks, made up of short answer questions and multiple choice questions. Section A assesses AO1: Understand and respond to written language.

Section A Mark Scheme Guidance

- For open-response questions, the candidate does not have to write in full sentences, they may respond using single words or phrases.
- This paper does not offer extra marks for quality of language. And although errors in spelling and grammar will be tolerated, they should not be ambiguous.
- Written responses in a language other than Swahili will not receive any mark.

Section B

- Section B, Writing has a total of 32 marks. In the first task, students are required to write a short essay, based on four short prompts in the past, present and future. In the second task, students are required to write a longer essay, based on a choice of three stimuli. Section B assesses AO2: Communicate in writing, using a register appropriate to the situation, showing knowledge of a range of vocabulary in common usage and of the grammar and structures prescribed in the specification, and using them accurately.

Section B Mark Scheme Guidance

The mark schemes for Paper 1, Questions 5 and 6 contain several marking grids and guidance on how to apply them.

- **Question 5** uses bands for communication and content and also language. The differences in these bands are found in the mark scheme. Teachers should familiarise themselves with the bands. Examiners will always consider the answer as a whole and then decide which band most closely matches the answer. They will look at the overall

quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme they will use a 'best fit' approach. This means if it is predominantly in a lower band but has aspects of a higher band, the awarded mark will be a mark near the top of the 'predominant band' as they will consider the high content.

Example from the Sample Assessment Materials, **Question 5**

Familia yangu

Familia	Mambo upendayo na usiyoyapenda
Shughuli za pamoja	Sherehe zijazo za kifamilia

Andika maneno takriban 70 kuhusu kwa **Kiswahili** juu ya familia yako. Ni lazima utumie maneno yote yaliyotajwa hapo juu.

Assessment criteria, **Question 5**

Question 5: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> ■ Produces individual words and set phrases ■ Limited accuracy in use of straightforward grammatical structures, limited success in referring to past, present and future events; regular errors prevent meaning being conveyed
3–5	<ul style="list-style-type: none"> ■ Produces simple, short sentences, which are occasionally linked ■ Some accurate use of straightforward grammatical structures, occasional success in referring to past, present and future events; sometimes errors prevent meaning being conveyed
6–7	<ul style="list-style-type: none"> ■ Produces some more complex sentences with some appropriate linking ■ Mostly accurate use of straightforward grammatical structures, some success in referring to past, present and future events; occasionally errors prevent meaning being conveyed

Additional guidance

Complex language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures

Errors: The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example the omission of the first person singular subject marker *ni*
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

- **Question 6** requires the student to write in an informal style and is marked using bands similar to question 5. In addition, it requires that students respond to all three bullet points below the question, failure to do so will impact on the marks.

Example from the Sample Assessment Materials, **Question 6 (a)**

6 Chagua **moja** kati ya maswali matatu yafuatayo na andika maneno takribani 130 kwa **Kiswahili**.

Chaguo 1

(a)



Andika makala kwenye gazeti ukieleza maoni yako kuhusu matumizi ya mifuko ya plastiki. Ni lazima uandike kuhusu:

- Mawazo yako binafsi
- Mradi wa mazingira uliojikusisha nao hapo awali
- Suluhisho la tatizo hili.

Chaguo 2

- (b)
- Juzi ilikuwa siku yako ya kuzaliwa na kwa bahati mbaya sikuweza kuja na wewe sinema ili kuangalia ile filamu mpya. Tafadhali niambie ilikuwaje!

Zakia

Jibu kwa kuandika barua pepe ya kupendeza kwa Zakia. Ni lazima uandike kuhusu:

- Sherehe yako ya kuzaliwa
- Umuhimu wa sherehe za kuzaliwa
- Mipango yako kwa sherehe ya siku yako ya kuzaliwa mwaka ujao.

Chaguo 3

Andika kuhusu matumizi ya simu za mkono kwa vijana kwenye ukurasa wako wa blogu. Ni lazima uandike kuhusu:

- Mawazo yako kuhusu simu za mkono
- Zamani vijana walifanya nini kabla ya kupata simu za mkono
- Nafasi ya simu za mkono kwa siku zijazo.

Assessment criteria, **Question 6**

Question 6: communication and content mark grid

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> ■ Communicates brief information relevant to the task with little development ■ Occasional adaptation of language to explain or interest or persuade; straightforward thoughts and ideas are expressed with occasional success ■ Variable use of appropriate vocabulary, register and style; repetitive use of common, familiar language
4–7	<ul style="list-style-type: none"> ■ Communicates information relevant to the task with some development of key points and ideas ■ Some effective adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with some success ■ Some appropriate use of vocabulary, register and style; some different examples of common familiar language
8–10	<ul style="list-style-type: none"> ■ Communicates information relevant to the task with development of key points and ideas ■ Effective and sometimes creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed successfully ■ Appropriate use of vocabulary, register and style; some examples of uncommon language
11–13	<ul style="list-style-type: none"> ■ Communicates information relevant to the task with consistent expansion of key points and ideas ■ Creative adaptation of language to explain or interest or persuade; thoughts and ideas are expressed with flair ■ Consistently appropriate use of vocabulary, register and style throughout; a wide variety of language is used

Additional guidance

Creative language use: using language in a way designed to create effect and interest. Goes beyond the standard or predictable response.

Register and style definition: language used is at a suitable level of formality for the purpose of the task and, where appropriate, for the target audience.

Question 6: linguistic knowledge and accuracy mark grid

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> ■ Uses mainly straightforward grammatical structures ■ Occasional sequences of fluent writing, with occasional extended, linked sentences ■ Occasionally accurate straightforward language and grammatical structures; occasionally successful references to past, present and future events; errors occur that sometimes hinder clarity of communication
4–7	<ul style="list-style-type: none"> ■ Some variation of grammatical structures, including some repetitive instances of complex language ■ Prolonged sequences of fluent writing, with some extended, well-linked sentences ■ Generally accurate language and structures; some successful references to past, present and future events; errors occur that occasionally hinder clarity of communication
8–10	<ul style="list-style-type: none"> ■ Uses a variety of grammatical structures including some different examples of complex language ■ Mostly fluent response, with frequent extended sentences, mostly well linked ■ Mostly accurate language and structures; mostly successful references to past, present and future events; errors rarely hinder clarity of communication
11–13	<ul style="list-style-type: none"> ■ Uses a wide variety of grammatical structures, including complex language ■ Fluent response throughout with extended, well-linked sentences ■ Consistently accurate language and structures, consistently successful references to past, present and future events; few or no errors that hinder the clarity of the communication

Additional guidance

Complex language is considered to be:

- varied and complex word order
- extended sentences that include a range of structures that help to justify ideas
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect the meaning, for example gender and using noun class agreements rather than adjectival agreement
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example using the wrong subject marker
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

NB: these are examples only and do not constitute a finite list.

Section C

- Section C, Translation has 10 marks. Students will translate four statements in English into Swahili. Section C assesses AO3: Understand contemporary written texts in English and translate them into Swahili.

Section C Mark Scheme Guidance

- Paper 1 – Question 7 is successful if a Swahili speaker can understand it without seeing the original. Mis-spelling is tolerated as long as it doesn't lead to ambiguity.

Paper 2: Listening

Paper 2

- Paper 2 assesses 33.3% of the total Swahili qualification, through Listening.
- The Paper 2 assessment is 30 minutes, plus 5 minutes reading time
- Students will answer seven questions, made up of multiple choice and short answer.
- Paper 2 assesses AO4: Understand and respond to spoken language.

Paper 2 Mark Scheme Guidance

- Paper 2 assesses students understanding of standard spoken Swahili by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female Swahili speakers.

4.3 Spoken language endorsement (optional)

- Students do not need to take the spoken language endorsement to receive their International GCSE in Swahili. If a student completes the endorsement, it will appear on their certificate as a separately reported grade, alongside the overall grade issued.
- The spoken language endorsement (optional) has no assessment contribution to Paper 1 and Paper 2 and is endorsed separately with grades Pass, Merit, Distinction or Not Classified.
- To complete the endorsement, students prepare for and present a 10-12 minute presentation to an audience. The audience must include the teacher. The presentation can be either a speech or talk, followed by questions from the audience or a debate or dialogue, such as an interview. The student should always be allowed to prepare in advance for the presentation.
- Students may select a topic of their choice for the presentation. Topic choices should be discussed with the teacher ahead of the presentation so that the teacher can approve the selection and ensure the topic allows the student ample material to achieve all awarding criteria.
- The spoken language endorsement is assessed by the centre and externally moderated by Pearson.
- The spoken language endorsement assesses AO5:
 - Demonstrate presentation skills in a formal setting.
 - Listen and respond appropriately to spoken language, including questions and feedback in presentations.
 - Use spoken Swahili effectively in speeches and presentations.

4.4 Command word taxonomy

The table below lists the command words that are used in questions in Papers 1 and 2. Command words will be consistent in every paper.

English translation	Swahili
Put/Identify	Weka/ Tambua
Read	Soma
Complete	Kamilisha
Answer	Jibu
You do not need to write in full sentences	Huna haja ya kuandika sentensi kamili
Summarise	Fupisha / Andika muhtasari
Write	Andika
Give two details	Toa maelezo mawili

It is clear from the table above that every question and command word targets one particular assessment objective. The command words elicit the response required from the candidate to meet the requirements for each AO and the relevant mark grid.

For example, question 1 is marked using a points based mark scheme and only one piece of information is required from the text for one mark therefore, the command word 'Put' or 'Identify' is used.

For more open questions that are marked using a levels based mark schemes, command words that elicit a more comprehensive explanation, for example 'write' are used. The command words also reflect the paper and section of the paper. In Paper 2, the command words reflect the seven purposes of the candidate's written responses so they can meet the requirements of the listening task and content mark grid.

5. Planning and delivery

Linear course

The International GCSE course in Swahili is linear with 100% external assessment, with an optional spoken language endorsement that is marked by the centre and externally monitored. This specification has been designed so that the content is clear and that it is manageable for centres to deliver within the guided learning hours over a two- or three-year period. Structured across five themes, our flexible programme of study allows time for a focused revision period at the end of the course.

There is a range of possible ways of planning the delivery of the specification and centres will need to decide on a delivery model that suits their teaching methods, school timetables and students. The time allocated to each of the elements of the specification may reflect the weighting of that element. Skills do not have an equal weighting, as they have the following weightings: AO1 33.6%, AO2 26.6%, AO3 8.3%, AO4 33.3%. In this respect teachers may decide to allocate more time to tasks reflecting AO1 and AO2 and less time on tasks reflecting AO3.

The five themes are: Home and Abroad, Education and Employment, Personal life and relationship, The world around us and Social activities, fitness and health. All themes must be studied in the context of both the students' home country and that of countries and communities where Swahili is spoken. There will be equal weighting between the themes in the assessment.

To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each theme listed and build on the Programme of Study, where appropriate.

6. Delivery of the qualification – transferable skills

Why transferable skills?

Ensuring that International GCSE qualifications will help improve student outcomes through the acquisition of transferable skills, as well as subject content and skills, is a key aim for Pearson.

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

Through our teaching materials and support offered we want to:

1. increase awareness of transferable skills that are already being assessed (for both students and teachers)
2. indicate where, for teachers, there are opportunities to teach additional skills that won't be formally assessed, but that would be of benefit to students.

What are transferable skills?

The Organisation for Economic Co-operation and Development (OECD) defines skills, or competencies, as 'the bundle of knowledge, attributes and capacities that can be learned and that enable individuals to successfully and consistently perform an activity or task and can be built upon and extended through learning¹.

To support the design of our qualifications, the Pearson Research Team selected and evaluated seven global 21st-century skills frameworks. Following on from this process, we identified the National Research Council's (NRC) framework² as the most evidence-based and robust skills framework, and have used this as a basis for our adapted skills framework.

The framework includes cognitive, intrapersonal skills and interpersonal skills.



[1] (OECD (2012), Better Skills, Better Jobs, Better Lives (2012):<http://skills.oecd.org/documents/OECDskillsStrategyFINALENG.pdf>)

[2] Koenig, J. A. (2011) Assessing 21st Century Skills: Summary of a Workshop, National Research Council)

7. Course Planner

There is an editable scheme of work that accompanies this guide. Guidance provided within this scheme of work, the list of resources and lesson plans constitute suggested approaches that teachers and centres may adapt to suit their particular context and schedules.

The following Course Planner, and the accompanying scheme of work, is based on a 2-year course. Terms are based on having 9 weeks of three lessons per week. All four Assessment Objectives (listening, writing, reading, speaking) should be covered when teaching each Topic Area. International GCSEs have 120 guided learning hours and time spent on in-class revision is included in this total. This is one possible model of delivery and includes considerable revision time (nine weeks). It is configured on the understanding that some topic areas are cognate and may overlap. The first few lesson ideas in the Scheme of Work are somewhat lengthier than the ones that follow, as they establish a pattern, which is to be emulated in the lesson ideas that come later.

The scheme of work is broken down as follows in this course planner. Please refer to the scheme of work for more details.

Two year course planner

Term	Weeks	Theme	Topic areas covered
1	1-3	Topic Area A – Home and abroad	Life in the town and rural life Directions Services
1	4-7	Topic Area A – Home and abroad	Holidays Tourist information Customs
1	8-9	Topic Area A – Home and abroad	Everyday life Traditions Communities
2	1-4	Topic Area B – Education and employment	School life and routine School rules Pressures at school
2	5-6/7 2 ½ weeks	Topic Area B – Education and employment	School trips School events School exchanges
2	7-9 2 ½ weeks	Topic Area B – Education and employment	Work and careers Volunteering Future plans

A Getting started for teachers

Term	Weeks	Theme	Topic areas covered
3	1-4	Topic Area C – Personal life and relationships	House and home Daily routine Helping at home
3	5-6	Topic Area C – Personal life and relationships	Role models Preparation for the speaking exam
3	7-9	Topic Area C – Personal life and relationships	Relationships with family and friends Childhood
4	1-3	Topic Area D – The world around us	Environmental issues
4	4-6	Topic Area D – The world around us	Weather and climate Travel and transport
4	7-9	Topic Area D – The world around us	The media Information and communication technology
5	1-3	Topic Area E – Social activities, fitness and health	Hobbies and interests Sports and exercise Special Occasions
5	4-6	Topic Area E – Social activities, fitness and health	Shopping and money matters Accidents, injuries, common ailments
5	7-9	Topic Area E – Social activities, fitness and health	Healthy eating Food and drink
6	1-9	All topics – examination skills	Revision term before final examination – all Topic Areas Begin with the speaking assessment.

8. Suggested Resources

Here are some resources that teachers may use although they are welcome to use their own resources as has always been the case.

- Wilson, P.M. (1970), *Simplified Swahili*, Hong Kong: Longman Group
- Hinnebusch & Mirza, *Kiswahili: A Foundation for Speaking, Reading and Writing*, University Press of America, 2nd Edition, 1998.
- Mazrui Abdul Wahid, et al, *Swahili: Beginner's Course*, Living Language Publishers, USA.
- A dictionary of Swahili such as TUKI Swahili dictionary
- Myachina, E.N., *The Swahili Language*. London: Routledge & Keegan Paul Ltd.
- Online: Brigham young Swahili link which has a lot of listening exercises that students can access freely: <http://arclite.byu.edu/swahili/lessons/frames.htm>

Why study the Pearson Edexcel International GCSE in Swahili

This course will enable you to develop:

- your ability to read, understand and respond to material from a variety of sources
- your ability to communicate accurately in writing, matching style to audience and purpose
- your understanding of the structure and variety of language
- an understanding of yourself and the world around you
- an appreciation of the richness, beauty and diversity of the Swahili language.

What do I need to know, or be able to do, before taking this course? There are no prior learning requirements for this qualification.

Is this the right subject for me? Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services, students@pearson.com, to discuss any outstanding questions you might have? You could also have a look at <http://qualifications.pearson.com/en/campaigns/pearsonqualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

How will I be assessed? This course is assessed through 100% examination, including a written and listening assessment testing reading, writing, translation and listening skills. You can also take an optional spoken endorsement if you would like to provide evidence of your speaking ability.

What can I do after I've completed the course? You can progress onto further study of other language subjects at A Level, and then onto Higher Education.

What next? Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-foryou/students.html#>

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